



2012-2013 Annual Report
Advisory Committee on Undergraduate Admissions
April 25, 2014

Members: Sabrina Burmeister (Professor, Division of Natural Sciences, College of Arts and Sciences); Paul Cuadros (Assistant Professor, School of Journalism and Mass Communication); Jon Engel (Professor, Division of Natural Sciences, College of Arts and Sciences); Reginald Hildebrand (Associate Professor, Division of Social Sciences, College of Arts and Sciences); Gary Marchionini (Dean, School of Information and Library Science); William McDiarmid (Dean, School of Education); M. Layna Mosley (Professor, Division of Social Sciences, College of Arts and Sciences); Tim Marr (Associate Professor, Division of Humanities and Fine Arts, College of Arts and Sciences); Jennifer L. Smith (Associate Professor, Division of Humanities and Fine Arts, College of Arts and Sciences).

Ex officio (voting) members: Bobbi Owen, Chair (Professor and Senior Associate Dean, Undergraduate Education, College of Arts and Sciences, representing Karen Gil, Dean, College of Arts and Sciences); Lee May (Associate Dean, Academic Advising, College of Arts and Sciences).

Ex officio (non-voting) members: Chris Derickson (Assistant Provost and University Registrar); Stephen Farmer (Vice Provost for Enrollment and Undergraduate Admissions); Bettina Shuford (Associate Vice Chancellor for Student Affairs, representing Winston Crisp, Vice Chancellor for Student Affairs).

Consultants: Barbara Polk (Deputy Director, Undergraduate Admissions); Dan Thornton (Associate Director, Scholarships and Student Aid); Lynn Williford (Assistant Provost and Director, Institutional Research and Assessment); Harold Woodard (Associate Dean, Center for Student Success and Academic Counseling, College of Arts and Sciences).

Members, [Committee on Disabilities](#): Tiffany Bailey (Director, Accessibility Resources and Services); Theresa Maitland (Senior Learning Specialist, ADHD/LD Services); Jared Rosenberg (Senior Assistant Director, Undergraduate Admissions).

Members, [Committee on Transfer Students](#): Rebecca Egbert, Chair (Senior Assistant Director, Undergraduate Admissions); Kimberly Abels (Director, Writing Center and Learning Center); Patrick Akos (Professor, School of Education); Cynthia Demetriou (Director, Undergraduate Retention); An-nice Fisher (Associate Director, Housing and Residential Education); Laura Lane (Assistant Director, University Career Services); April Mann (Director, New Student and Carolina Parent Programs); Rachael Murphey-Brown (Academic Advisor, Academic Advising Program); Kaitlyn Murphy (Student Services Manager, School of Information and Library Science); J. Steven Reznick (Professor and Associate Dean, First Year Seminars and Academic Experiences, College of Arts and Sciences); Gidi Shemer (Lecturer, Biology); Ann Trollinger (Associate Director, Scholarships and Student Aid); Brian Woodard (Program Assistant, Undergraduate Admissions).

Members, [Committee on Special Talent](#): M. Layna Mosley, Chair (Professor, College of Arts and Sciences); John Akin (Professor, College of Arts and Sciences); Napoleon Byars (Associate Professor, School of Journalism and Mass Communication); Jane Hawkins (Professor, College of Arts and Sciences); Lissa Broome (Professor, School of Law, and Faculty Representative to the NCAA); Lee May (Associate Dean, Academic Advising, College of Arts and Sciences).

Members leaving Advisory Committee between 2011-2012 and 2012-2013: Mitch Prinstein (Professor, Division of Natural Sciences, College of Arts and Sciences); José A. Rial (Professor, Division of Natural Sciences, College of Arts and Sciences).

Meetings during 2012-2013: September 9, 2012; November 11, 2012; February 13, 2013; April 30, 2013.

Report prepared by: Bobbi Owen (Chair and Senior Associate Dean, Undergraduate Education, College of Arts and Sciences); Stephen Farmer (Vice Provost for Enrollment and Undergraduate Admissions).

Report of activities (see attached summary statistics and key terms):

1. Met with new admissions officers Barkley Barton, Yolanda Coleman, Melody Levy, and Jennifer Kolb, as well as with new [C-STEP program](#) assistant Brian Woodard.
2. Discussed the profiles for the first-year and transfer classes that entered in August 2012.
3. Reviewed four priorities for the Office of Undergraduate Admissions over the next three to five years. Those priorities include:
 - Provide great care.
 - Recruit top North Carolinians and students who strengthen diversity.
 - Improve the transfer experience.
 - Evaluate candidates respectfully and in ways that advance the University's mission.
4. Received the findings of research conducted by the Office of Undergraduate Admissions and the Odum Institute regarding the [correlation between college-level courses in high school and first-year grades at UNC](#).
5. Reviewed the charges and membership of the [Committee on Disabilities](#), the [Committee on Special Talent](#), and the [Committee on Transfer Students](#).
6. Appointed a working group to develop guidelines for reporting on athletics admissions that would foster transparency; protect the privacy of individual students; provide context for campus and national conversations about the academic preparation and success of student-athletes; enable assessment of admissions and other academic processes; disaggregate information meaningfully and fairly; encourage ongoing improvement; and provide leadership.
7. Reviewed current practices regarding the admission of alumni children and step-children and requested additional information for discussion during 2013-2014.

8. Discussed current practices regarding the review of candidates for admission who may have violated community standards before their enrollment at the University.

Addendum—report of 2013-2014 activities to date:

1. Received brief updates regarding preliminary [profiles of the entering first-year and transfer classes](#) and the way in which transfer students gain access to programs in the Kenan-Flagler Business School.
2. Discussed ways to enhance the recruitment, enrollment, and support of military personnel and their dependents, including the possibility of joining the [Servicemembers Opportunity Colleges Consortium](#).
3. Declined a request to allocate spaces in the entering first-year class for students with special talent in journalism.
4. Reviewed and approved revisions to the reading of first-year applications that provide additional time for initial comprehensive evaluations, for subsequent review within the context of each candidate's secondary school, and for the final shaping of the class.
5. Discussed the progress of the working group charged with developing guidelines for reporting on athletics admissions; reviewed and approved the first report using guidelines established by the group.
6. Approved a plan to consider race-neutral alternatives in admissions, in keeping with the U.S. Supreme Court decision in *Fisher vs. Texas*.
7. Discussed the findings of a study of the likely impact of tuition increases on the application and enrollment decisions of prospective first-year students from outside North Carolina.
8. Approved the delivery of admissions decisions by electronic means only, effective for candidates applying for admission for Fall 2015.
9. Reviewed recently announced changes to the SAT and their possible implications for UNC-Chapel Hill.
10. Approved a new template for summary statistics presented annually to Faculty Council.
11. Reviewed additional information regarding the admission of alumni children and step-children; approved current practices, with the recommendation that they be reviewed again in five years.

SUMMARY STATISTICS—FALL 2013 FIRST-YEAR CLASS

Total enrolled	3,946							
Resident	3,196	81.0%	Need-based aid	1,417	35.9%			
Non-resident	750	19.0%	Merit-based aid	262	6.6%			
			Carolina Covenant	497	12.6%			
Female	2,345	59.4%						
Male	1,601	40.6%	Military-affiliated	35	0.9%			
U.S. citizens	3,775	95.7%	Talent in athletics, music, or dramatic art	164	4.2%			
U.S. permanent residents	91	2.3%						
Non-resident aliens	80	2.0%	Rank in class reported	2,860	72.5%			
			Of those reporting rank in class—					
Fee waiver	345	8.7%	Top 10 percent	2,241	78.4%			
			Second 10 percent	447	15.6%			
First-generation college	733	18.6%	Top 10	1,246	43.6%			
			1st	204	7.1%			
Resident children of alumni	615	15.6%	2nd	183	6.4%			
Non-resident children of alumni	128	3.2%						
			GPA reported	3,556	90.1%			
Race and ethnicity—federal reporting guidelines			Of those reporting GPA—					
Non-resident alien	80	2.0%	4.0 or higher	3,310	93.1%			
Hispanic/Latino of any race	276	7.0%	25th percentile	4.42				
Two or more races	160	4.1%	75th percentile	4.78				
Race and ethnicity unknown	195	4.9%						
Native American only	22	0.6%	SAT reported	3,357	85.1%			
Asian/Asian American only	407	10.3%	Of those reporting SAT—	CR+M	CR	M	WR	
Black/African American only	303	7.7%	25th percentile	1200	590	610	590	
Caucasian/White only	2,501	63.4%	75th percentile	1410	700	710	690	
Pacific Islander only	2	0.1%						
			ACT reported	2,543	64.4%			
Race and ethnicity—all reported			Of those reporting ACT—	ACT				
Native American	93	2.4%	25th percentile	26				
Asian/Asian American	531	13.5%	75th percentile	31				
Black/African American	391	9.9%						
Caucasian/White	2,828	71.7%	Either SAT or ACT reported	3,946	100.0%			
Hispanic/Latino/Latina	283	7.2%	Highest score reported on SAT scale—	CR+M				
Pacific Islander	6	0.2%	25th percentile	1230				
			75th percentile	1420				

SUMMARY STATISTICS—FIRST-YEAR APPLIED / ADMITTED

	APPLIED							ADMITTED						
	2009	2010	2011	2012	2013	1 Year	5 Years	2009	2010	2011	2012	2013	1 Year	5 Years
Total	23,047	23,271	23,753	29,497	30,835	5%	34%	7,342	7,559	7,469	7,847	8,243	5%	12%
Resident	9,537	9,469	9,429	9,979	9,893	-1%	4%	4,496	4,735	4,876	4,972	5,043	1%	12%
Non-resident	13,510	13,802	14,324	19,518	20,942	7%	55%	2,846	2,824	2,593	2,875	3,200	11%	12%
Female	13,859	14,108	14,467	17,386	18,361	6%	32%	4,337	4,528	4,376	4,553	4,853	7%	12%
Male	9,188	9,163	9,286	12,111	12,474	3%	36%	3,005	3,031	3,094	3,294	3,390	3%	13%
U.S. citizens	21,082	21,263	21,546	26,320	27,292	4%	29%	6,869	7,111	7,046	7,303	7,604	4%	11%
U.S. permanent residents	597	533	543	710	718	1%	20%	215	206	169	212	195	-8%	-9%
Non-resident aliens	1,368	1,475	1,664	2,467	2,825	15%	107%	261	242	254	332	444	34%	70%
Fee waiver	1,527	1,469	1,967	2,681	2,710	1%	77%	446	392	480	541	557	3%	25%
First-generation college	3,849	4,151	4,123	4,978	4,968	0%	29%	1,167	1,123	1,139	1,172	1,225	5%	5%
Resident children of alumni	1,445	1,283	1,420	1,565	1,566	0%	8%	799	821	883	907	927	2%	16%
Non-resident children of alumni	537	510	579	635	677	7%	26%	207	218	245	269	308	14%	49%
Race and ethnicity—federal reporting guidelines														
Non-resident alien	--	1,475	1,664	2,467	2,825	15%	--		242	254	332	444	34%	--
Hispanic/Latino of any race	--	1,485	1,580	2,013	2,307	15%	--		615	556	585	630	8%	--
Two or more races	--	700	830	1,151	1,169	2%	--		227	282	363	354	-2%	--
Race and ethnicity unknown	--	798	424	611	1,867	206%	--		207	117	155	484	212%	--
Native American only	--	78	92	103	105	2%	--		33	40	46	31	-33%	--
Asian/Asian American only	--	1,966	2,005	2,884	2,902	1%	--		697	714	908	901	-1%	--
Black/African American only	--	2,444	2,297	2,613	2,686	3%	--		695	633	611	578	-5%	--
Caucasian/White only	--	14,307	14,844	17,641	16,960	-4%	--		4,838	4,870	4,842	4,815	-1%	--
Pacific Islander only	--	18	17	14	14	0%	--		5	3	5	6	20%	--
Race and ethnicity—all reported														
Native American	--	302	378	534	587	10%	--	--	110	136	194	185	-5%	--
Asian/Asian American	--	3,523	3,854	5,491	5,653	3%	--	--	983	1,068	1,298	1,384	7%	--
Black/African American	--	2,831	2,736	3,254	3,393	4%	--	--	812	749	799	772	-3%	--
Caucasian/White	--	15,789	16,559	20,228	19,764	-2%	--	--	5,414	5,487	5,642	5,625	0%	--
Hispanic/Latino/Latina	--	1,570	1,661	2,168	2,471	14%	--	--	642	574	629	666	6%	--
Pacific Islander	--	87	104	66	66	0%	--	--	23	28	17	15	-12%	--

SUMMARY STATISTICS—FALL 2013 TRANSFER CLASS—ARTS AND SCIENCES

Enrolled	801								
Resident	530	66.2%	Non-traditionally aged	112	14.0%				
Non-resident	271	33.8%							
			Need-based aid	411	51.3%				
Female	427	53.3%	Carolina Covenant	119	14.9%				
Male	374	46.7%							
			Military affiliated	28	3.5%				
U.S. citizens	689	86.0%							
U.S. permanent residents	55	6.9%	North Carolina community colleges	237	29.6%				
Non-resident aliens	57	7.1%							
			C-STEP	46	5.7%				
Fee waiver	72	9.0%							
			First-year transfer	133	16.6%				
First-generation college	223	27.8%	Sophomore transfer	394	49.2%				
			Junior transfer	274	34.2%				
Children of alumni	93	11.6%							
			College GPA						
Race and ethnicity—all reported			25th percentile	3.5					
Native American	20	2.5%	75th percentile	3.9					
Asian/Asian American	121	15.1%							
Black/African American	78	9.7%	SAT reported	413	51.6%				
Caucasian/White	572	71.4%	Of those reporting SAT—			CR+M	CR	M	WR
Hispanic/Latino/Latina	84	10.5%	25th percentile	1110	550	560	550		
Pacific Islander	4	0.5%	75th percentile	1330	660	670	650		
Race and ethnicity—federal reporting guidelines			ACT reported	143	17.9%				
Non-resident alien	57	7.1%	Of those reporting ACT—						
Hispanic/Latino of any race	80	10.0%	25th percentile	25					
Two or more races	41	5.1%	75th percentile	30					
Race and ethnicity unknown	28	3.5%							
Native American only	3	0.4%	Either SAT or ACT reported	464	57.9%				
Asian/Asian American only	56	7.0%	Highest score reported on SAT scale—			CR+M			
Black/African American only	51	6.4%	25th percentile	1150					
Caucasian/White only	475	59.3%	75th percentile	1330					
Pacific Islander only	0	0.0%							

Summary Statistics—Key Terms

The data summarized in this report have been validated by the Office of Undergraduate Admissions. In keeping with University policy and practice, and in order to protect the privacy and other rights of individual students, this report does not include aggregate academic data for groups with five or fewer students.

Fall 2013 first-year class. First-year students who enrolled at the University for the first time during Fall 2013 semester and remained enrolled as of the census date, which was the 10th day of class. Students who enrolled for the first time in the preceding Summer term are included; those who enrolled for the first time in the preceding Spring term are not.

Resident/non-resident. The residency status of each student, as determined under North Carolina law and using guidelines established by the UNC system. The figures reported here do not include the impact of the so-called Scholarship Provision, the state law by which non-residents who receive full academic scholarships may be counted as residents.

Fee-waiver. Students who requested and were granted a waiver of the application fee. The University accepts fee-waiver requests that follow guidelines established by the [College Board](#) or the [National Association for College Admission Counseling](#), as well as those submitted by school counselors who attest to their students' financial circumstances.

First-generation college. Students for whom neither parent has earned a bachelor's degree.

Children of alumni. Any student whose parent, step-parent, or legal guardian attended the University for at least one Fall or Spring semester, whether or not the parent, step-parent, or legal guardian earned a degree.

Race and ethnicity—federal reporting guidelines. In 2010 the U.S. Department of Education implemented new guidelines for the reporting of race and ethnicity. Under these guidelines, colleges and universities are required to ask students one question about their ethnicity and a second question about their race. Students cannot be required to answer either question and may choose not to respond. The ethnicity question offers students two choices: Hispanic/Latino or Not Hispanic/Latino. The race question offers students multiple choices and specifies that students may choose all that apply. These guidelines require that colleges and universities report:

- non-resident aliens (that is, global or international students) separately from U.S. citizens and U.S. permanent residents;
- Hispanic/Latino/Latina students separately, regardless of whether they also identify one or more races; and
- all students who report more than one race as a single group, "Two or more races," without reporting the races these students specify.

Race and ethnicity—all reported. Because federal reporting guidelines result in incomplete information about the races and ethnicities reported by applicants for admission, the Office of Undergraduate Admissions has developed an alternate method of reporting as a complement to the federal guidelines. This alternate method includes all applicants regardless of their citizenship and summarizes all of the races and ethnicities that students report. Since some students identified themselves as more than one race or ethnicity, the responses exceed the total number of students in the entering class.

Military-affiliated. Any student who self-identified as currently or previously serving in the United States military, or as a dependent or spouse of someone currently or previously serving.

Need-based aid. Students receiving need-based financial aid in the form of loans, work-study, or grants.

Merit-based aid. Students receiving merit-based aid, excluding athletic scholarships.

Carolina Covenant. Students who entered the University as [Carolina Covenant Scholars](#).

Talent in athletics, music, or dramatic art. Students who enrolled at the University through the special-talent policies and procedures approved by the Board of Governors, the Board of Trustees, the Advisory Committee on Undergraduate Admissions, and/or the faculty Committee on Special Talent. For Fall 2013, these 164 students included 143 for athletics, 15 for music, and six for dramatic art.

GPA. High-school grade-point average as reported by the student's high school. The results only include official GPAs reported by the student's high school, and only when the school reports GPAs on a 4.0 scale; no estimated GPAs are included. To maintain the integrity of admissions data, the Office of Undergraduate Admissions does not estimate GPAs when high schools do not provide them, and it does not recalculate GPAs when high schools provide them on anything other than a 4.0 scale.

25th percentile. The value below which 25 percent of all the values in the group fall.

75th percentile. The value below which 75 percent of all the values in the group fall.

SAT reported. Students who submitted official results from the SAT. The 25th and 75th percentiles are calculated for all students who submitted SAT scores, using the highest score earned by each student reporting a score.

ACT reported. Students who submitted official results from the ACT. The 25th and 75th percentile composite scores are calculated for all students who submitted ACT scores, using the highest score earned by each student reporting a score.

Either SAT or ACT reported. Highest official score earned by each student on either the SAT (Critical Reading and Math combined) or the ACT Composite, with the ACT Composite converted to the SAT Critical Reading and Math scale using the [standard concordance table](#) approved by the College Board and ACT. This method of summarizing test scores best represents the way that scores are used by the University. Under [guidelines for standardized testing](#) approved by the Advisory Committee on Undergraduate Admissions, when any candidate for admission submits results from both the SAT and the ACT, the University considers the test with the stronger results.

Transfer Summary Statistics—Additional Key Terms

Fall 2013 transfer class. Transfer students who enrolled at the University for the first time during Fall 2013 semester and remained enrolled as of the census date, which was the 10th day of class. Students who enrolled for the first time in the preceding Summer term are included; those who enrolled for the first time in the preceding Spring term are not. In keeping with federal reporting guidelines,

UNC-Chapel Hill considers as a candidate for transfer admission any student who has enrolled in college after graduating from high school.

Non-traditionally aged. Students who are 25 years old or older on the first day of their first semester at UNC-Chapel Hill.

North Carolina community colleges. Students who were attending any of the 58 colleges in the North Carolina Community College System at the time they applied for admission to UNC-Chapel Hill.

C-STEP. Students who entered UNC-Chapel Hill as members of the [Carolina Student Transfer Excellence Program](#), which offers guaranteed admission, as well as transition and support services, to low- and moderate-income students enrolled at nine partner community colleges.

First-year transfer. Students who enter the University with fewer than 30 transferable hours.

Sophomore transfer. Students who enter the University with 30-59 transferable hours.

Junior transfer. Students who enters the University with 60 or more transferable hours.

College GPA. Cumulative grade-point average earned for all college and university courses attempted after graduating from high school.

ENROLLING STUDENT-ATHLETES—CLASS ENTERING 2013

Introduction

The [Office of Undergraduate Admissions](#) has the final decision-making authority for all candidates for undergraduate admission to the University of North Carolina at Chapel Hill. The admissions office follows policies established by the Board of Governors of the University of North Carolina system and by the Board of Trustees of UNC-Chapel Hill. By trustee policy, the admissions office also applies procedures approved by the [Advisory Committee on Undergraduate Admissions](#), a standing faculty committee appointed by the Chancellor.

Trustee policy provides for the admission of students who "give evidence of possessing special talents for University programs requiring such special talents." The Advisory Committee has approved intercollegiate athletics as one such program and has allocated 160 spaces in each year's entering first-year class, on average, for students who will be participating. In addition to these 160 student-athletes, other student-athletes—roughly 50 first-year students per year—are admitted without regard to their talent in athletics. Together, these student-athletes comprise approximately 5 percent of the entering first-year class.

All candidates for undergraduate admission, including all prospective student-athletes, are evaluated comprehensively by the admissions office. The primary criterion for admission is the student's capacity to succeed academically at the University. Beyond this criterion, there is no formula for admission and no fixed standard that every student must meet. Rather, as the Advisory Committee has instructed in its [Statement on the Evaluation of Candidates](#), the Office of Undergraduate Admissions "evaluate[s] individual candidates rigorously, holistically, and sympathetically" and in light of "the ways in which each candidate will likely contribute to the kind of campus community that will enable the University to fulfill its mission." This kind of individualized evaluation requires careful attention to quantitative measures such as test scores, as well as a nuanced understanding, informed by careful research, of what these measures do and do not predict. But it also requires consideration of qualities that cannot be easily measured, including, in the words of the Advisory Committee, "intellect, talent, curiosity, and creativity; leadership, kindness, and courage; honesty, perseverance, perspective, and diversity." Finally, this method of evaluation requires that the admissions office consider "not only the achievements and potential of each applicant," but also "the context within which achievements have been realized and potential forged."

In addition to the individualized, comprehensive, and holistic evaluation afforded to every candidate for admission, a small number of student-athletes may only be offered admission if they are also evaluated and recommended by the [Committee on Special Talent](#), a faculty group established by the Advisory Committee. This committee's [charge, procedures, and membership](#) are published on the Faculty Council website.

About This Document

This document focuses on the admissions credentials of first-year student-athletes and has been developed at the request of the Advisory Committee on Undergraduate Admissions, the Office of

Undergraduate Admissions, and the Department of Athletics. In May 2013, the Advisory Committee convened the working group of faculty members and administrators named below. Our group was charged with developing a report on the admission of student-athletes that would foster transparency; protect the privacy of individual students; provide context for campus and national conversations about the academic preparation and success of student-athletes; enable assessment of admissions and other academic processes; disaggregate information meaningfully and fairly; encourage ongoing improvement; and provide leadership.

Our group met periodically through the summer and the 2013-2014 academic year to develop our document and define terms and methodology. We also consulted with the Advisory Committee and with the [Faculty Athletics Committee](#), which is elected by the voting faculty and charged by Faculty Code with “informing the faculty and advising the chancellor on any aspect of athletics, including ... the academic experience of varsity athletes, athletic opportunities for members of the University community, and the general conduct and operation of the University’s athletic program.” We also sought advice from the [Student-Athlete Academic Initiative Working Group](#).

Fairness in Reporting

Through our work together, we have gained a greater appreciation for the part of our charge that calls for fairness, especially towards the students whose admission to the University we are describing. We appreciate the intense interest in athletics, and we want this document to contribute to a reasoned, well-informed, and constructive conversation about the role that athletics can and should play in the broad life of the University. But we also want to treat student-athletes with the care and respect that all students at the University deserve—the same care and respect that we ourselves would hope to be afforded, were we to find ourselves in similar circumstances.

This challenge is further complicated both by the wide range of qualities that the University considers in admissions and by the practical impossibility of summarizing any quality that does not involve a test score or a grade-point average. At best and in combination, scores and grades predict less than a third of the variance in the eventual academic performance of students who enroll at the University. Other factors, including the personal qualities enumerated by the Advisory Committee, account for the rest. Although these personal qualities, unlike test scores and grade-point averages, cannot be quantified or expressed as medians or in percentiles, they are no less real and no less valuable, both for individual students and for the University community more generally. They are also integral to the evaluation of every candidate for admission, including candidates who will be participating in intercollegiate athletics.

In the absence of data about the personal qualities of the students who are enrolling, any statistical summary of those students is at best a partial portrait. When the summary focuses unduly on test scores, the portrait risks becoming a caricature. The makers of the SAT and the ACT encourage colleges and universities to use their tests in conjunction with other quantitative and qualitative factors. In keeping with this advice, the admissions policies of both the UNC system and UNC-Chapel Hill promote flexibility and fairness in the use of test results. In the UNC system, students who do not achieve designated scores on the SAT or ACT may still be offered admission, provided that faculty members are involved in the evaluation of their applications and provided they are approved by their respective chancellors. At UNC-Chapel Hill, the Advisory Committee

has developed [Guidelines for Standardized Testing](#) that instruct the admissions office to consider test scores as “one factor among many.”

Because of the limitations attributed to standardized tests by their own designers, because these tests are “one factor among many” in admissions, and because few of these many other factors can be quantified, we have concluded that detailed disaggregation of test scores would distort as much as it clarified. In keeping with past reports to Faculty Council, we provide results for student-athletes who enrolled through the special-talent policies and procedures described above, as well as those for all first-year student-athletes. But we urge readers not to ascribe to these results more predictive power than they rightfully can claim.

Importance of Perspective

We also hope readers will maintain a sense of perspective. In our view, it would be neither fair nor constructive to compare student-athletes to other UNC-Chapel Hill students on the few dimensions that can be quantified, and then to conclude, based on this comparison, that the former are somehow unqualified or unprepared. The students we describe in this document were among the most carefully evaluated candidates in their entering class. Even by the rough measure of testing, they compare well academically with undergraduate populations at leading universities nationwide. Among the 33 leading public universities in the Association of American Universities (AAU), the median 25th percentile SAT score for all undergraduate student bodies in 2012 was 1100, and the median 75th percentile score was 1340. In comparison, the 25th percentile test score for the 201 student-athletes who enrolled at UNC-Chapel Hill in 2013 was 1030, and the 75th percentile was 1290.

To put this comparison another way: by our estimation, if the 201 enrolling student-athletes comprised their own university, their 25th percentile score would equal or exceed those of the entire undergraduate population at six AAU publics, and their 75th percentile score would equal or exceed those of the entire population at nine AAU publics. Most of these student-athletes, we believe, would have been competitive candidates for admission at other well-regarded schools. Many—including more than 80 percent of the enrolling football recruits who signed letters of intent last February—were offered scholarships at other top-30 public and private universities.

We recognize that aggregate statistics such as these can be criticized for hiding those students within the group who came to us least prepared. For that reason, our report includes information about the few students who did not meet either the minimum course or the minimum admissions requirements of the UNC system, as well as information about those who were reviewed and recommended by the Committee on Special Talent.

Where possible, we have also included information about how these student-athletes are performing academically through the end of Fall 2013 semester. As readers review this information, we hope they will remember their own first semesters in college.

Conclusion

The University has acted repeatedly over the last several years to strengthen student-athlete admissions. In 2011, the Committee on Special Talent received a new charge and new operating procedures, and its membership was expanded to include more tenured faculty members from

the College of Arts and Sciences. In 2012, the Advisory Committee established clearer academic expectations for prospective student-athletes.

The student-athletes described in this document are the first to enroll at the University under these new guidelines. They are better credentialed, in the aggregate, than the students who preceded them. The number of student-athletes requiring faculty review—fourteen—was nine fewer than in 2012 and less than half the number than in 2006. Our admissions expectations for student-athletes have risen and will continue to rise.

We close with one additional thought. Admissions processes are best understood as means towards an end, not ends in themselves. The University's admissions processes, including those that involve student-athletes, are not intended to maximize the credentials that students present upon admission. Rather, they are designed to identify and enroll students who will succeed both academically and personally, contribute to the experience of their classmates, and help the University achieve its broad mission. Although we were charged with reporting admissions statistics, and although we have done our best to fulfill that charge, we believe those statistics matter less than the eventual achievements and experiences of the students whom our report imperfectly describes.

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FACTS ABOUT ENROLLING STUDENT-ATHLETES—CLASS ENTERING 2013

- The first-year class that enrolled in 2013 included 201 student-athletes.
 - The 25th percentile high-school GPA for these 201 students was 3.37, and the 75th percentile was 4.28.
 - The 25th percentile test score was 1030. Among the 33 leading public universities in the American Association of Universities (AAU), the median 25th percentile SAT score for all undergraduate student bodies in 2012 was 1100.
 - The 75th percentile test score was 1290. Among the 33 AAU public universities, the median 75th percentile SAT score for all undergraduate student bodies in 2012 was 1340.
 - Through the end of Fall 2013 semester, the median UNC-Chapel Hill grade-point average for these 201 students was 2.9.
- In regard to UNC-system requirements:
 - All 201 student-athletes met the testing component of the minimum admissions requirements (MAR).
 - 198 of the 201 met the high-school grade-point average component of MAR.
 - 200 of the 201 met minimum course requirements (MCR).
- 154 of these first-year student-athletes were admitted under special-talent policies and procedures approved by the Board of Trustees of UNC-Chapel Hill and the Advisory Committee on Undergraduate Admissions, a standing faculty committee appointed by the Chancellor.
 - The 25th percentile high-school GPA for these 154 students was 3.18, and the 75th was 4.00.
 - The 25th percentile test score was 990, and the 75th percentile score was 1180.
 - Through the end of Fall 2013 semester, the median UNC-Chapel Hill grade-point average for these 154 students was 2.8.
- Fourteen student-athletes required review by the Committee on Special Talent.
 - Nine of these fourteen students were recruited to participate in “revenue” sports, which the University, following UNC-system guidelines, defines as football, men’s basketball, and women’s basketball.
 - The fourteen students requiring faculty review are the lowest number on record—down from 23 in each of the last two entering classes and down from 29 in 2006.
 - Through the end of Fall 2013 semester, the median UNC-Chapel Hill grade-point average for these fourteen students was 2.5.

QUESTIONS AND ANSWERS

Who makes decisions regarding the admission of student-athletes?

The [Office of Undergraduate Admissions](#) has the final decision-making authority for all candidates for undergraduate admission to the University of North Carolina at Chapel Hill.

What are the criteria for admission?

All candidates for undergraduate admission, including all prospective student-athletes, are evaluated comprehensively and individually. The primary criterion for admission is the student's capacity to succeed academically at UNC-Chapel Hill. Beyond this criterion, there is no formula for admission and no fixed standard that every student must meet. Rather, as the Advisory Committee has instructed in its [Statement on the Evaluation of Candidates](#), the admissions office "evaluate[s] individual candidates rigorously, holistically, and sympathetically" and in light of "the ways in which each candidate will likely contribute to the kind of campus community that will enable the University to fulfill its mission."

Why are you reporting admissions data for student-athletes?

For many years the Office of Undergraduate Admissions has provided annual reports to Faculty Council about first-year and transfer admissions, including student-athlete admissions. This report aims to build on that reporting tradition, and has been developed at the specific request of the Office of Undergraduate Admissions, the Advisory Committee on Undergraduate Admissions, and the Department of Athletics. The University faculty members and administrators named in the introduction are responsible for the framework for the report; the data have been validated by the Office of Undergraduate Admissions and the Office of Institutional Research and Assessment. Our goals for the report are to foster transparency; protect the privacy of individual students; provide context for campus and national conversations about the academic preparation and success of student-athletes; enable assessment of admissions and other academic processes; disaggregate information meaningfully and fairly; encourage ongoing improvement; and provide leadership.

Has the admissions process for student-athletes changed?

The University has worked intensely to improve the assessment of prospective student-athletes. In 2011, the Advisory Committee approved a formal change and new guidelines for the Committee on Special Talent and expanded the committee's membership to include more tenured faculty members from the College of Arts and Sciences. In 2012, the Advisory Committee established clearer academic expectations for prospective student-athletes. The students described in this document are the first to enter the University under these new guidelines.

Why do you publish statistics for "special-talent" student-athletes?

Both University policy and guidelines established by the faculty through the Advisory Committee on Undergraduate Admissions provide for the admission of students with special talent in athlet-

ics, music, and dramatic art. The Office of Undergraduate Admissions has for many years reported annually on the admission of these students. The current report builds upon that tradition.

Why don't you publish statistics for each individual sport?

We considered publishing statistics for each individual sport but were concerned that doing so would compromise the privacy of individual students, given the small number of students recruited by some of the sports each year. Readers interested in statistics for the three "revenue" sports—which the UNC system defines as football, men's basketball, and women's basketball—may find them in the annual report on intercollegiate athletics received by the Board of Governors; as an example, please see the [2012-2013 report](#).

Why doesn't this report include more information about the academic performance of student-athletes once they've enrolled at the University?

Our group was charged with developing a framework for reporting data on admissions, not academic performance. We have included limited information about performance for students through Fall 2013 semester.

Other information about the academic performance and graduation rates of student-athletes is publicly available on the NCAA website ([NCAA Reports of Academic Performance](#)). The Atlantic Coast Conference also regularly produces reports of student-athletes who earn honor roll distinction ([ACC Honor Roll](#)). The annual report on athletics to the Board of Governors of the university system also includes data on academic performance at each of the sixteen constituent universities, including UNC-Chapel Hill ([2012-2013 report](#)).

How were admissions expectations for student-athletes established?

The primary criterion for admission for all students, including all student-athletes, is the student's capacity to succeed academically at the University. Specific admissions expectations for student-athletes are informed by close attention to the actual academic performance of student-athletes while enrolled at UNC-Chapel Hill. In keeping with guidelines established by the Advisory Committee for all candidates for undergraduate admission, the admissions office evaluates each prospective student-athlete individually and considers both quantitative and qualitative factors in its evaluation.

How are standardized tests used in admissions?

The makers of the SAT and the ACT encourage colleges and universities to use their tests in conjunction with other quantitative and qualitative factors. In keeping with this advice, the admissions policies of both the UNC system and UNC-Chapel Hill promote flexibility and fairness in the use of test results. In the UNC system, students who do not achieve designated scores on the SAT or ACT may still be offered admission, provided that faculty members are involved in the evaluation of their applications and provided they are approved by their respective chancellors. At UNC-Chapel Hill, the Advisory Committee has developed [Guidelines for Standardized Testing](#) that instruct the admissions office to consider test scores as "one factor among many."

Why do you report data about test scores using the SAT scale for Critical Reading and Math scores combined?

Test scores are reported on the SAT scale for Critical Reading and Math scores combined so that the test score of every student is reported on a uniform scale. ACT composite scores are converted to the SAT scale for Critical Reading and Math using the [standard concordance table](#) approved by the College Board and ACT.

Isn't it true that all of the students who require review by the Committee on Special Talent are recruited by the revenue sports?

Nine of the fourteen students who required faculty review were recruited by revenue sports as defined by the UNC system: football, men's basketball, and women's basketball. The other five students were recruited by five different non-revenue sports.

How can we compare the credentials of UNC student-athletes to the credentials of student-athletes at other universities?

We doubt that such a comparison is possible. Few universities publish data about student-athlete admissions. Even when universities do publish such data, they may define the population of student-athletes differently from the way that this report defines the population, or they may use different methods for calculating test scores and grade-point averages.

The Board of Governors of the North Carolina public university system publishes information annually about the academic credentials and performance of student-athletes at each of its sixteen constituent universities. This information cannot be compared directly to the data contained in the current report, since the two reports use different data and different data definitions.

Where may I read more about the University's admissions policies and practices, including those that pertain to student-athletes?

More information about the University's admissions policies and practices can be found on the Undergraduate Admissions website ([Policies and Reports](#)). Information about policies and practices that pertain to students with special talent can be found in the [Undergraduate Bulletin](#).

KEY TERMS

The data summarized in this report have been validated by the Office of Undergraduate Admissions and the [Office of Institutional Research and Assessment](#) using the definitions and methods described below. In keeping with University policy and practice, and in order to protect the privacy and other rights of individual students, this report does not include aggregate educational data, including admissions credentials, for groups with five or fewer students.

Enrolling. Enrolled in the University as of the official census date, which for Spring and Fall semesters is the 10th day of class.

Class entering 2013. First-year students who enrolled for the first time at the University during any 2013 term: Spring, Summer I, Summer II, or Fall.

All student-athletes. The entire population of student-athletes in the first-year class. This group includes special-talent student-athletes (defined below) and other first-year student athletes who (a) were admitted and enrolled at the University without regard for their special talent in athletics and (b) appeared on the official Fall 2013 squad lists of the athletics department.

Special-talent student-athletes. All first-year student-athletes who enrolled at the University through the special-talent policies and procedures approved by the Board of Governors, the Board of Trustees, the Advisory Committee on Undergraduate Admissions, and/or the faculty Committee on Special Talent.

High-school GPA. High-school grade-point average as reported by the student's high school. The results only include official GPAs reported by the student's high school, and only when the school reports GPAs on a 4.0 scale; no estimated GPAs are included. To maintain the integrity of admissions data, the Office of Undergraduate Admissions does not estimate GPAs when high schools do not provide them, and it does not recalculate GPAs when high schools provide them on anything other than a 4.0 scale. For 2013, 78 percent of special-talent student-athletes attended high schools that reported official GPAs on a 4.0 scale.

25th percentile. The value below which 25 percent of all the values in the group fall.

75th percentile. The value below which 75 percent of all the values in the group fall.

Median. The value at the midpoint of the group.

Test score. Highest official score earned by each student on either the SAT (Critical Reading and Math combined) or the ACT Composite, with the ACT Composite converted to the SAT Critical Reading and Math scale using the [standard concordance table](#) approved by the College Board and ACT. This method of summarizing test scores best represents the way that scores are used by the University. Under [guidelines for standardized testing](#) approved by the Advisory Committee on Undergraduate Admissions, when any candidate for admission submits results from both the SAT and the ACT, the University considers the test with the stronger results.

Minimum course requirements (MCR). The [minimum course requirements](#) for all undergraduate candidates established by the Board of Governors of the University of North Carolina system. These requirements include four courses in English; two courses in a language other than English; four courses in mathematics, including one course for which Algebra 2 is a prerequisite; three

years of natural science, including one course in life or biological science, one course in physical science, and at least one course with a laboratory component; two courses in social science, including one course in United States history; and one additional course selected from any of these five core academic areas. Under UNC-system and UNC-Chapel Hill policy, students who do not meet MCR may be offered admission only after being reviewed and approved by the faculty Committee on Special Talent, the Office of Undergraduate Admissions, and the Chancellor.

Minimum admissions requirements (MAR). The [minimum admissions requirements](#) (MAR) for all undergraduate candidates established by the Board of Governors of the University of North Carolina system. The current minimum requirements—which increased for students enrolling in 2013—include a HS GPA of 2.5 and a score of 800 on the SAT (Critical Reading and Math Combined) or 17 on the ACT. Under UNC-system and UNC-Chapel Hill policy, students who do not meet MAR may be offered admission only after being reviewed and approved by the faculty Committee on Special Talent, the Office of Undergraduate Admissions, and the Chancellor.

Require review by the Committee on Special Talent. In Fall 2012, the Advisory Committee on Undergraduate Admissions approved a framework for the admission of first-year special-talent students that categorized such students in three groups based largely upon their predicted first-year grade-point average (PGPA). Students with PGPA's below 2.3, students who do not meet MAR or MCR, and students who require review for possible violations of community standards may only be offered admission if they are first reviewed and recommended by the Committee on Special Talent. The new framework took effect for students enrolling in 2013; to enable comparisons over time, this same framework has been applied retrospectively to previous classes. Of the fourteen students requiring review in 2013, none required review for possible breaches of community standards.

PGPA. Predicted first-year grade-point average at UNC-Chapel Hill, calculated for each student-athlete based on the student's test score and NCAA core grade-point average and the athletics program (men's or women's) that the student will be joining. The PGPA formula, developed by the Office of Undergraduate Admissions and the [Odum Institute at UNC-Chapel Hill](#), is based on the actual first-year performance of UNC-Chapel Hill special-talent student-athletes and explains approximately 30 percent of the variance in their first-year GPAs. The formula will be revised periodically as new cohorts enter the University and complete their first year.

NCAA core grade-point average. Grade-point average calculated by the National Collegiate Athletic Association, the governing body of intercollegiate athletics, based on student-athlete performance in core academic courses (see [NCAA Guidelines](#)). Because the NCAA core GPA is calculated on a standard 4.0 scale and is available for every student-athlete, the NCAA core GPA is used in the calculation of PGPA. High-school grade-point-average is used for reporting purposes to maintain consistency with data reported for all entering first-year students.