



2013-2014 Annual Report
Advisory Committee on Undergraduate Admissions
April 24, 2015

Members: Sabrina Burmeister (Professor, Division of Natural Sciences, College of Arts and Sciences); Paul Cuadros (Associate Professor, School of Journalism and Mass Communication); Jon Engel (Professor, Division of Natural Sciences, College of Arts and Sciences); Daniel Gitterman (Professor, Division of Social Sciences, College of Arts and Sciences); Gary Marchionini (Dean, School of Information and Library Science); M. Layna Mosley (Professor, Division of Social Sciences, College of Arts and Sciences); Thomas Otten (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); Kristen Swanson (Dean, School of Nursing).

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 (non-voting): Michelle Brown (Assistant Provost and Director, Academic Support Program for Student Athletes); Taffye Benson Clayton (Associate Vice Chancellor, Diversity and Multicultural Affairs); 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 and Learning Center); Kyle Brazile (Senior Assistant Director, Undergraduate Admissions); Drew Coleman (Director, First Year Seminars); Heather Duncan (Assistant Registrar, University Registrar); Annice Fisher (Assistant Director, Undergraduate Retention); Emily Gomez (Counselor, University Career Services); April Mann (Director, New Student and Carolina Parent Programs); Kaitlyn Murphy (Student Services Manager, School of Information and Library Science); Josmell Perez (Program Coordinator, Diversity and Multicultural Affairs); Gidi Shemer (Lecturer, Biology); Dennis Soberl (Senior Academic Adviser, Academic Advising); 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); Brent Wissick (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 2012-2013 and 2013-2014: Reginald Hildebrand (Associate Professor, Division of Social Sciences, College of Arts and Sciences); Tim Marr (Professor, Division of Humanities and Fine Arts, College of Arts and Sciences); William McDiarmid (Dean, School of Education).

Meetings during 2013-2014: October 8, 2013; November 12, 2013; January 14, 2014; March 18, 2014; April 15, 2014.

Report prepared by: Abigail Panter (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. 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](#); declined membership in the consortium but encouraged enhanced recruitment and service.
3. Declined a request to allocate spaces in the entering first-year class for students with special talent in journalism.
4. Expressed thanks to the Ad Hoc Committee on Transfer Students as it completed the final year of its four-year charge, and discussed plans to continue serving transfer students through the [Office of Undergraduate Retention](#) and other University departments.
5. 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.
6. Discussed the progress of the working group charged with developing guidelines for reporting on athletics admissions; reviewed, discussed, and approved the first report using guidelines established by the group.
7. Approved plans to continue consideration of race-neutral alternatives in admissions.

8. 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.
9. 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.
10. Approved the delivery of admissions decisions by electronic means only, effective for candidates applying for admission for Fall 2015.
11. Reviewed recently announced changes to the SAT and their possible implications for UNC-Chapel Hill.
12. Approved a new template for summary statistics presented annually to Faculty Council.

Addendum—report of 2014-2015 activities to date:

1. Oriented new and returning members to the work of the committee and the Office of Undergraduate Admissions by reviewing:
 - The committee's [charge](#) and [membership](#);
 - The [2012-2013 annual report](#) to Faculty Council, including the [report on student-athletes enrolling in 2013](#);
 - The University's [admissions policy](#), as found in the [Undergraduate Bulletin](#);
 - The committee's previous advice to the Office of Undergraduate Admissions, as expressed in the [Statement on the Evaluation of Candidates](#) and the [Guidelines for Standardized Testing](#);
 - The charges and membership of the [Committee on Disabilities](#) and the [Committee on Special Talent](#);
 - Efforts by the Office of Undergraduate Admissions to assess outcomes; and
 - Selected media coverage from April 2014 through September 2014.
2. Discussed how the Office of Undergraduate Admissions welcomes students who visit campus.
3. Received an update from the working group studying race-neutral alternatives in the evaluation of candidates for admission.
4. Received and discussed preliminary information about student-athletes enrolling in 2014, including the nine students who required review by the Committee on Special Talent.
5. Discussed a deidentified application for first-year admission.
6. Reviewed and confirmed the format for the annual report to Faculty Council.

SUMMARY STATISTICS—FALL 2014 FIRST-YEAR CLASS

Total enrolled	3,974							
Resident	3,172	79.8%	Need-based aid	1,402	35.3%			
Non-resident	802	20.2%	Merit-based aid	139	3.5%			
			Carolina Covenant	498	12.5%			
Female	2,302	57.9%	Military-affiliated	298	7.5%			
Male	1,672	42.1%	Military-affiliated receiving benefits	33	0.8%			
U.S. citizens	3,793	95.4%	Talent in athletics, music, or dramatic art	167	4.2%			
U.S. permanent residents	86	2.2%						
Non-resident aliens	95	2.4%	Rank in class reported	2,843	71.5%			
Fee waiver	425	10.7%	Of those reporting rank in class—					
			Top 10 percent	2,205	77.6%			
First-generation college	710	17.9%	Second 10 percent	453	15.9%			
			Top 10	1,202	42.3%			
Resident children of alumni	604	15.2%	1st	220	7.7%			
Non-resident children of alumni	114	2.9%	2nd	168	5.9%			
Race and ethnicity—federal reporting guidelines			GPA reported	3,577	90.0%			
Non-resident alien	95	2.4%	Of those reporting GPA—					
Hispanic/Latino of any race	301	7.6%	4.0 or higher	3,318	92.8%			
Two or more races	188	4.7%	25th percentile	4.44				
Race and ethnicity unknown	109	2.7%	75th percentile	4.83				
Native American only	21	0.5%						
Asian/Asian American only	424	10.7%	SAT reported	3,333	83.9%	M	WR	
Black/African American only	328	8.3%	Of those reporting SAT—	CR+M	CR	610	590	
Caucasian/White only	2,507	63.1%	25th percentile	1210	600	710	700	
Pacific Islander only	1	0.0%	75th percentile	1400	690			
Race and ethnicity—all reported			ACT reported	2,749	69.2%			
Native American	97	2.4%	Of those reporting ACT—	ACT				
Asian/Asian American	577	14.5%	25th percentile	27				
Black/African American	421	10.6%	75th percentile	32				
Caucasian/White	2,885	72.6%						
Hispanic/Latino/Latina	308	7.8%	Either SAT or ACT reported	3,974	100.0%			
Pacific Islander	2	0.1%	Highest score reported on SAT scale—	CR+M				
			25th percentile	1250				
			75th percentile	1420				

SUMMARY STATISTICS—FIRST-YEAR APPLIED / ADMITTED

	APPLIED							ADMITTED						
	2010	2011	2012	2013	2014	1 Year	5 Years	2010	2011	2012	2013	2014	1 Year	5 Years
Total	23,271	23,753	29,497	30,835	31,331	2%	35%	7,559	7,469	7,847	8,243	8,930	8%	18%
Resident	9,469	9,429	9,979	9,893	9,756	-1%	3%	4,735	4,876	4,972	5,043	5,138	2%	9%
Non-resident	13,802	14,324	19,518	20,942	21,575	3%	56%	2,824	2,593	2,875	3,200	3,792	19%	34%
Female	14,108	14,467	17,386	18,361	18,554	1%	32%	4,528	4,376	4,553	4,853	5,172	7%	14%
Male	9,163	9,286	12,111	12,474	12,777	2%	39%	3,031	3,094	3,294	3,390	3,758	11%	24%
U.S. citizens	21,263	21,546	26,320	27,292	27,600	1%	30%	7,111	7,046	7,303	7,604	8,221	8%	16%
U.S. permanent residents	533	543	710	718	715	0%	34%	206	169	212	195	197	1%	-4%
Non-resident aliens	1,475	1,664	2,467	2,825	3,016	7%	104%	242	254	332	444	512	15%	112%
Fee waiver	1,469	1,967	2,681	2,710	3,505	29%	139%	392	480	541	557	840	51%	114%
First-generation college	4,151	4,123	4,978	4,968	5,019	1%	21%	1,123	1,139	1,172	1,225	1,242	1%	11%
Resident children of alumni	1,283	1,420	1,565	1,566	1,528	-2%	19%	821	883	907	927	919	-1%	12%
Non-resident children of alumni	510	579	635	677	625	-8%	23%	218	245	269	308	310	1%	42%
Race and ethnicity—federal reporting guidelines														
Non-resident alien	1,475	1,664	2,467	2,825	3,016	7%	104%	242	254	332	444	512	15%	112%
Hispanic/Latino of any race	1,485	1,580	2,013	2,307	2,378	3%	60%	615	556	585	630	722	15%	17%
Two or more races	700	830	1,151	1,169	1,248	7%	78%	227	282	363	354	413	17%	82%
Race and ethnicity unknown	798	424	611	1,867	974	-48%	22%	207	117	155	484	310	-36%	50%
Native American only	78	92	103	105	80	-24%	3%	33	40	46	31	39	26%	18%
Asian/Asian American only	1,966	2,005	2,884	2,902	3,422	18%	74%	697	714	908	901	1,088	21%	56%
Black/African American only	2,444	2,297	2,613	2,686	2,590	-4%	6%	695	633	611	578	669	16%	-4%
Caucasian/White only	14,307	14,844	17,641	16,960	17,605	4%	23%	4,838	4,870	4,842	4,815	5,175	7%	7%
Pacific Islander only	18	17	14	14	18	29%	0%	5	3	5	6	2	-67%	-60%
Race and ethnicity—all reported														
Native American	302	378	534	587	513	-13%	70%	110	136	194	185	202	9%	84%
Asian/Asian American	3,523	3,854	5,491	5,653	6,561	16%	86%	983	1,068	1,298	1,384	1,693	22%	72%
Black/African American	2,831	2,736	3,254	3,393	3,274	-4%	16%	812	749	799	772	880	14%	8%
Caucasian/White	15,789	16,559	20,228	19,764	20,660	5%	31%	5,414	5,487	5,642	5,625	6,109	9%	13%
Hispanic/Latino/Latina	1,570	1,661	2,168	2,471	2,558	4%	63%	642	574	629	666	755	13%	18%
Pacific Islander	87	104	66	66	84	27%	-3%	23	28	17	15	14	-7%	-39%

SUMMARY STATISTICS—FALL 2014 TRANSFER CLASS—ARTS AND SCIENCES

Enrolled	784						
Resident	519	66.2%	Non-traditional	98	12.5%		
Non-resident	265	33.8%					
			Need-based aid	458	58.4%		
Female	420	53.6%	Carolina Covenant	144	18.4%		
Male	364	46.4%					
			Military affiliated	49	6.3%		
U.S. citizens	701	89.4%	Military affiliated receiving benefits	25	3.2%		
U.S. permanent residents	39	5.0%					
Non-resident aliens	44	5.6%	Transferred from NC Community College	227	29.0%		
Fee waiver	122	15.6%	C-STEP participant	48	6.1%		
First-generation college	247	31.5%	First-year transfer	177	22.6%		
			Sophomore transfer	339	43.2%		
Children of alumni	91	11.6%	Junior transfer	268	34.2%		
Race and ethnicity—federal reporting guidelines			College GPA				
Non-resident alien	44	5.6%	25th percentile	3.5			
Hispanic/Latino of any race	98	12.5%	75th percentile	3.9			
Two or more races	36	4.6%					
Race and ethnicity unknown	27	3.4%	SAT reported	440	56.1%	M	WR
Native American only	5	0.6%	Of those reporting SAT—	CR+M	CR	560	540
Asian/Asian American only	41	5.2%	25th percentile	1130	550	670	660
Black/African American only	37	4.7%	75th percentile	1330	670		
Caucasian/White only	496	63.3%					
Pacific Islander only	0	0.0%	ACT reported	231	29.5%		
			Of those reporting ACT—	ACT			
Race and ethnicity—all reported			25th percentile	24			
Native American	23	2.9%	75th percentile	30			
Asian/Asian American	97	12.4%					
Black/African American	55	7.0%	Either SAT or ACT reported	524	66.8%		
Caucasian/White	607	77.4%	Highest score reported on SAT scale—	CR+M			
Hispanic/Latino/Latina	102	13.0%	25th percentile	1130			
Pacific Islander	0	0.0%	75th percentile	1340			

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 2014 first-year class. First-year students who enrolled at the University for the first time during Fall 2014 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.

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.

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.

Military-affiliated receiving benefits. Any military-affiliated student who applied for and received federal aid through the U.S. Department of Veterans Affairs.

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 2014, these 167 students included 138 for athletics, 20 for music, and nine for dramatic art.

Rank in class. High-school rank in class as reported by the student's high school. The results only include official ranks reported by students' high schools. To maintain the integrity of admissions data, the Office of Undergraduate Admissions does not estimate ranks when high schools do not provide them.

GPA. High-school grade-point average as reported by the student's high school. The results only include official GPAs reported by students' 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 2014 transfer class. Transfer students who enrolled at the University for the first time during Fall 2014 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 2014

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](#), an appointed committee of Faculty Council.

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 entering first-year class, on average, for students who will be participating. In addition to these 160 student-athletes, other student-athletes—typically between 40 and 50 first-year students per year—are admitted competitively and without regard to their talent in athletics. Together, these student-athletes comprise 4 to 5 percent of the entering first-year class.

To yield this class of student-athletes, approximately 450 candidates each year undergo preliminary admissions evaluations on the basis of their transcripts, test scores, and other information. As a result of these preliminary evaluations, the athletics department refines its list of candidates before presenting its recommendations and before the admissions office conducts a final and more detailed review.

During this final evaluation, all prospective student-athletes, like all candidates for undergraduate admission, are evaluated comprehensively, rigorously, and holistically 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. This approach is consistent with guidance provided by the Advisory Committee in its [Statement on the Evaluation of Candidates](#) and its [Guidelines for Standardized Testing](#).

Committee on Special Talent

Under guidelines established by the Advisory Committee in 2012, the admissions office may offer admission to special-talent students, including special-talent student-athletes, provided they have predicted first-year grade-point averages of 2.3 or higher, fulfill all minimum course and admissions requirements of the UNC system, and meet the same community standards for behavior that all admitted students must meet.

Special-talent students who do not fulfill all of these expectations may be offered admission only if they are reviewed by the Committee on Special Talent, a faculty group established by the Advisory Committee. The [charge, procedures, and membership](#) of the Committee on Special Talent are approved by the Advisory Committee and published on the Faculty Council website.

By charter, a majority of the committee's voting members must be tenured or tenure-track faculty members in the College of Arts and Sciences.

About This Report

This document is the second annual report on the admissions credentials of enrolling first-year student-athletes. The current report follows the same format of the [first report](#) and uses the same data definitions, except where edited for clarity.

The first report was developed by a working group of faculty members and administrators at the request of the Advisory Committee on Undergraduate Admissions, the Office of Undergraduate Admissions, and the Department of Athletics. The group was charged with developing a report 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.

As the working group noted last year, any summary of admissions statistics offers at best a partial portrait, given the wide range of qualities that the University considers in admissions, most of which cannot be quantified. This report necessarily focuses on the two credentials—test scores and high-school grade-point averages—that are most easily measured. But it is worth remembering that these two credentials together predict less than a third of the variance in the eventual academic performance of students who enroll. Other factors, including the personal qualities enumerated in the [Statement on the Evaluation of Candidates](#), account for the rest.

Context

Even scores and GPAs require context—comparisons that can help make the numbers meaningful. Because data about athletics admissions are not widely available, it is difficult if not impossible to compare the credentials of the student-athletes described in this report to those of student-athletes at other universities. Limited comparisons with other UNC-system schools are made possible by the intercollegiate athletics report that is presented annually to the Board of Governors; the most recent annual report is available in Appendix N in the [materials of the January 16, 2015, meeting](#) of the board. Please note that the information in the Board of Governors document cannot be compared directly to the data contained in the current report, since the two reports cover different periods of time and use different data and different data definitions.

Because most colleges and universities nationwide report the test scores of their student bodies to the United States Department of Education, it is possible to compare those scores to the scores earned by UNC-Chapel Hill student-athletes. Among the 175 student-athletes who enrolled at the University in 2014, the 25th percentile test score was 1030, and the 75th percentile was 1220. In comparison, in 2013 the median 25th percentile SAT score for the undergraduate student bodies at 48 public and private not-for-profit four-year institutions in North Carolina was 875, and the median 75th percentile score was 1090. Among UNC-system institutions, the median 25th percentile SAT score was 960, and the median 75th percentile score

was 1125. Among public universities in the Association of American Universities, the median 25th percentile SAT score was 1110, and the median 75th percentile score was 1340.

	Student-Athletes at UNC-Chapel Hill	Student Bodies at 48 NC Schools	Student Bodies at 16 UNC Schools	Student Bodies at 33 AAU Publics
25th %ile	1030	875	960	1110
75th %ile	1220	1090	1125	1340

To put the first of these comparisons another way: if the 175 enrolling student-athletes at UNC-Chapel Hill comprised their own university, their 25th percentile score would rank 10th among 48 four-year colleges and universities in North Carolina, behind the student bodies at four top-30 national universities and colleges, one other major research university, and four selective regional universities. At the 75th percentile, UNC-Chapel Hill student-athletes would rank 13th among the 48.

History

The University has acted repeatedly over the last several years to strengthen student-athlete admissions. In Fall 2009, the Advisory Committee and the admissions office developed a written charge and written procedures for the Subcommittee on Athletics Admissions, the precursor to the Committee on Special Talent. The charge and procedures, which were approved formally by the Advisory Committee in Spring 2010, resulted in the subcommittee's becoming more systematic and detailed in its evaluation of individual candidates. The first students reviewed under the new charge and procedures enrolled in Fall 2010.

During Spring 2012 semester, the admissions office worked with the [Odum Institute](#) to study the extent to which various admissions credentials predicted the eventual academic performance of special-talent student-athletes once enrolled at the University. As a result of this consultation, the admissions office developed a formula, based on the actual academic performance of previously enrolled special-talent student-athletes, to predict the first-year grade-point average of prospective student-athletes.

In November 2012, the Advisory Committee on Undergraduate Admissions:

- Expanded the scope of the Subcommittee on Athletics Admissions to include all special-talent admissions;
- Approved a change in the membership of the renamed Committee on Special Talent that required the majority of the committee members to be tenured or tenure-track faculty in the College of Arts and Sciences; and
- Implemented a new and tougher standard for review by the Committee on Special Talent, based on the predicted grade-point average (PGPA) developed by the admissions office and the Odum Institute, effective for students enrolling in 2013.

Taken together, the reforms since Fall 2009 have strengthened the individualized evaluations afforded to all prospective student-athletes and grounded those evaluations more firmly in evidence. The reforms have also resulted in fewer enrollments of special-talent students with

PGPAs below the 2.3 threshold that requires faculty review. Had the evidence-based PGPA formula been in effect in 2006, 29 enrolling special-talent student-athletes would have required faculty review. In 2012, the number was 23, and in 2013 it was 14. In 2014, the number was nine.

FACTS ABOUT ENROLLING STUDENT-ATHLETES—CLASS ENTERING 2014

- The first-year class that enrolled in 2014 included 175 student-athletes.
 - The 25th percentile high-school grade-point average (HS GPA) for these 175 students was 3.45, and the 75th percentile was 4.42.
 - The 25th percentile test score was 1030, and the 75th percentile was 1220.
 - Through the end of Fall 2014 semester, the median UNC-Chapel Hill grade-point average for these 175 students was 2.7.
- In regard to UNC-system requirements:
 - 173 of the 175 student-athletes met the testing component of the minimum admissions requirements (MAR) but not the HS GPA component.
 - 173 of the 175 met the HS GPA component of MAR but not the testing component.
 - 174 of the 175 met the minimum course requirements.
- 147 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 HS GPA for these 147 students was 3.35, and the 75th percentile was 4.11.
 - The 25th percentile test score was 1005, and the 75th percentile was 1190.
 - Through the end of Fall 2014 semester, the median UNC-Chapel Hill grade-point average for these 147 students was 2.6.
- Nine student-athletes required review by the Committee on Special Talent.
 - Six of these nine 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 nine students requiring faculty review are the lowest number on record—down from 14 last year and down from 23 in each of the entering classes in 2011 and 2012.
 - Through the end of Fall 2014 semester, the median UNC-Chapel Hill grade-point average for these nine students was 2.3.

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 provided annual reports to Faculty Council about first-year and transfer admissions, including student-athlete admissions. Last year, at the request of the Office of Undergraduate Admissions, the Advisory Committee on Undergraduate Admissions, and the Department of Athletics, a working group developed a framework for a new report. The current report follows this framework. Data have been compiled using the definitions that appear below, and they have been validated by the Office of Undergraduate Admissions and the Office of Institutional Research and Assessment.

Has the admissions process for student-athletes changed?

The University has acted repeatedly over the last several years to strengthen student-athlete admissions. In Fall 2009, the Advisory Committee and the admissions office developed a written charge and written procedures for the Subcommittee on Athletics Admissions, the precursor of the Committee on Special Talent. The charge and procedures, which were approved formally by the Advisory Committee in January 2010, resulted in the subcommittee's becoming more systematic and detailed in its evaluation of individual candidates. The first students reviewed under the new charge and procedures enrolled in Fall 2010.

During Spring 2012 semester, the admissions office worked with the [Odum Institute](#) to study the extent to which various admissions credentials predicted the eventual academic performance of special-talent student-athletes once enrolled at the University. As a result of this consultation, the admissions office developed a formula, based on the actual academic performance of previously enrolled special-talent student-athletes, to predict the first-year grade-point average of prospective student-athletes.

In November 2012, the Advisory Committee on Undergraduate Admissions:

- Expanded the scope of the Subcommittee on Athletics Admissions to include all special-talent admissions;
- Approved a change in the membership of the renamed Committee on Special Talent that required the majority of the committee members to be tenured or tenure-track faculty in the College of Arts and Sciences; and
- Implemented a new and tougher standard for review by the Committee on Special Talent, based on the predicted grade-point average (PGPA) developed by the admissions office and the Odum Institute, effective for students enrolling in 2013.

Taken together, the reforms since Fall 2009 have strengthened the individualized evaluations afforded to all prospective student-athletes and grounded those evaluations more firmly in evidence.

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

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

The working group that developed the framework for this report considered publishing statistics for each individual sport but was 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 admissions 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 examples, please see the [2013-2014 report](#) and 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?

Neither the admissions office nor the Advisory Committee on Undergraduate Admissions is responsible for detailed reporting on academic performance. This report includes limited information about the performance of students enrolling in 2014 through Fall 2014 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; as examples, please see the [2013-2014 report](#) and the [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 who enrolled at UNC-Chapel Hill. In keeping with guidelines established by the Advisory Committee for all candidates for undergraduate admission, the admissions office does not impose thresholds or cutoffs—that is, scores or GPAs below which students are automatically denied admission or above which students are automatically admitted. Rather, 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?

Five of the nine 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 four students were recruited by four 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 UNC 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 may 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](#). The 2013 report on athletics admissions is available in the [2012-2013 annual report](#) of the Advisory Committee on Undergraduate Admissions and also on the [Carolina Commitment website](#).

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 2014. First-year students who enrolled for the first time at the University during any 2014 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 2014 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 grade-point average. Final 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 2014, 72 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 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 nine students requiring review in 2014, 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.