

# Comprehensive Standard 3.4.3 Admissions Policies

## SACSCOC Request for Information Related to this Standard

This standard expects an institution to publish admissions policies that are consistent with its mission. Further, admission policies are designed to ensure that students who are admitted to the institution or to a specific program can benefit from the institution's programs. Implicit in the policies is that the institution consistently applies the policies to all applicants, transfers; exceptions are limited in number and based on specific criteria for waiving admission requirements.

In the November 13, 2014, letter from SACSCOC, the University of North Carolina at Chapel Hill was asked to explain and document the extent of its compliance with this standard by addressing the following specific requests for information:

*The institution is requested to provide its admissions policies with particular emphasis given to "special admits." Provide the composition and role of the 'Committee on Special Talents,' along with the reporting line for this committee. In addition, the institution should provide information on how many students who enrolled in the aberrant courses were admitted through this process. Specify the number of students that are currently enrolled through the "special admits" process. Disaggregate student athletes and non-student athletes and the programs/majors in which they are enrolled.*

## Summary

Admissions policies must be published and consistent with the University's mission, and they must be designed to enable students who are admitted to an institution to benefit from its academic programs. This section of our response will demonstrate that our admissions policies and procedures are both transparent and aligned with our mission as a public research university. This section will also demonstrate that our program for students admitted on the basis of special talent — which has been repeatedly strengthened since 2011, and whose current state was shared with the Special Committee in April 2013 — is consistent with the University's broad admissions policy and designed to identify students who are capable of benefiting from our academic programs.

- The University's admissions policies are carefully designed to admit students whose collective strengths will foster excellence within the University community and contribute to the University's mission.
- All students, including those admitted based on special talent, are subject to a rigorous admissions process consistent with the University's integrity and commitment to student success. To ensure academic integrity, no student is admitted unless she or he is found to be likely to perform satisfactorily in the undergraduate curriculum.

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- The University's admissions process is transparent: its policies and procedures, as well as annual reports are published on the admissions office website and presented regularly to Faculty Council.
- The University continually evaluates its admissions policies and procedures and takes action to strengthen them; these improvements are grounded in evidence and designed to enhance the individualized evaluation afforded to each candidate and to foster the success of the students who enroll.

## **Actions**

The University's admissions policies and procedures are consistent with its mission as a public research university. The Office of Undergraduate Admissions has the final decision-making authority for all candidates for undergraduate admission, including those who intend to participate in intercollegiate athletics. The faculty advises the admissions office through a committee structure established by the Faculty Council. The policies and procedures regarding the admission of student-athletes have been repeatedly strengthened since 2011. Detailed information about admissions decisions, including those involving student-athletes, are reported annually and publicly.

## **Admissions Policies**

The University's admissions policies and procedures derive from three sources: the Board of Governors of the University of North Carolina System; the Board of Trustees of UNC-Chapel Hill; and the Advisory Committee on Undergraduate Admissions, a Faculty Council committee chartered by the Faculty Code of University Government.

### **Board of Governors of the University of North Carolina System**

The UNC Board of Governors specifies minimum undergraduate course and admission requirements, as well as the limited circumstances under which exceptions to these minimum requirements may be made. As outlined in the UNC Policy Manual, [700.1.1](#), the minimum course requirements currently include:

- four course units in English,
- two course units in a language other than English,
- four course units in mathematics, including one course for which Algebra 2 (or its equivalent) is a prerequisite,
- three courses units in science, to include one life or biological science, one physical science, and at least one science with a laboratory component, and
- two course units in social science, to include at least one unit of United States history.

Also as outlined in [700.1.1.I](#), the minimum admissions requirements currently include:

- either 800 on the SAT (Critical Reading and Math combined) or 17 composite on the ACT, and
- a high-school grade-point average of 2.5.

By policy, the chancellor of a constituent university in the UNC System may grant exceptions to these minimum requirements. Such exceptions are limited to 1% of the total number of applicants admitted as new first-year students each year.

The Board of Governors has authorized the President of the UNC System to establish regulations to implement the minimum course and admissions requirements. These regulations, outlined in [700.1.1.1\[R\]](#), specify the conditions under which certain students, including those “who demonstrate special talents,” may receive “special consideration” where minimum requirements are concerned. The regulations stipulate that any student who receives such consideration for not having met the requirement for the fourth unit of mathematics “will have 12 months from the first day of the first semester of the first year to fulfill the [math] requirement.” In addition, the regulations state that any student “who does not have the unit in U.S. history may be admitted on the condition that at least three semester hours in that subject will be passed by the end of the sophomore year” of university study.

Finally, the regulations require that each constituent university “establish a policy for the admission of students requiring special consideration with regard to campus-based admissions criteria.” This policy must “describe the process for admitting students requiring special consideration and must include faculty participation in the decision making process.”

Although the Board of Governors does not currently require the constituent universities to report in detail on special admissions, it does require a detailed annual report about intercollegiate athletics that includes information about athletics admissions. In [the most recent report](#), UNC-Chapel Hill reported that all student-athletes who enrolled in 2013-2014 met the system’s minimum course requirements and that four did not meet the minimum admissions requirements. In accordance with system regulations, these four students were evaluated through a process that involved the Committee on Special Talent, a faculty committee whose composition, role, and reporting line are described below. Also in keeping with system regulations, all four were reviewed and approved by Chancellor Folt. The University expects that all students who enroll in 2015 will meet the minimum admissions requirements established by the Board of Governors.

### **Board of Trustees of the University of North Carolina at Chapel Hill**

The UNC-Chapel Hill Board of Trustees maintains a “[policy of competitive admissions](#)” in which applicants are:

*“selected on the basis of a) recognition of the institution’s special responsibility to residents of North Carolina and b) the institution’s judgment of the applicant’s relative qualifications for satisfactory performance in the specific school, department, or curriculum, or other program to which the applicant seeks admission.”*

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Trustee policy also states that, “this policy of competitive admissions shall not prevent the admission of selected applicants ... who give evidence of possessing special talents for University programs requiring such special talents.” The policy does not otherwise define or refer to “special admits.”

Trustee policy assigns responsibility for the admission of all degree-seeking undergraduate students to the [Office of Undergraduate Admissions](#). In applying the trustee policy mandate that admissions be competitive and also recognize the University’s responsibility to residents of North Carolina, the admissions office conducts two concurrent competitions for admission: one for resident students and a second for non-residents. In evaluating a candidate’s capacity for satisfactory academic performance, the admissions office does not consider prospective students in light of the academic requirements of any specific major. Rather, because all first-year students enroll in the College of Arts and Sciences and have two years to declare their majors and because first-year candidates frequently change their intended majors between the time they apply for admission and the time they graduate, the admissions office considers the likelihood of satisfactory performance in the undergraduate curriculum more generally.

By trustee policy, the admissions office is required to “apply policies and procedures that, not inconsistent with policies adopted by the Board of Trustees, are approved by the Advisory Committee on Undergraduate Admissions.”

#### **Advisory Committee on Undergraduate Admissions**

The [Advisory Committee on Undergraduate Admissions](#), which is appointed by the Chancellor, is a standing committee of the Faculty Council. As defined in [§ 4-24](#) of the [Faculty Code of University Government](#), the committee consists of 11 voting members. Voting members must include three deans, the head of academic advising in the College of Arts and Sciences, and seven faculty members who instruct undergraduate students, at least five of whom hold primary appointments in the College of Arts and Sciences.

The *Faculty Code* stipulates that the Advisory Committee “serves in an advisory capacity to the director of undergraduate admissions.” In this role, the committee “addresses the design and application of admissions policy, recommends guidelines for special talent and exceptional admissions, and monitors and responds to the national college admissions environment.”

By code, the Committee meets at least once each semester, or more often upon request by the chair, who is responsible for calling meetings when requested by the director of undergraduate admissions. In practice, the Committee typically meets twice each semester (four times each academic year).

The Advisory Committee reports annually and publicly to the Faculty Council. The [2012-2013 report](#), presented on April 25, 2014, includes a detailed discussion of athletics admissions. (This report has also been posted on the [Carolina Commitment](#) website.) Highlights from this report are included below. Previous annual reports of the Advisory Committee are available [here](#).

During the 2013-2014 academic year, the [Faculty Committee on University Government](#) reviewed the governance and membership of the Advisory Committee. The [review](#) confirmed the Advisory

Committee as an appointed (rather than elected) committee of the faculty. It also confirmed the prerogative of the committee to convene and charge additional committees under its purview.

In implementing the advisory role assigned by trustee policy, the Advisory Committee has approved a [Statement on the Evaluation of Candidates](#). This statement forms the basis for the [description of admissions requirements](#) that appears in the 2014-15 [Undergraduate Bulletin](#).

The Statement on the Evaluation of Candidates begins by grounding the aims and practices of the admissions office in the broad mission of the University:

*“In evaluating candidates for undergraduate admission, the University of North Carolina at Chapel Hill seeks to shape the entering class so that its collective strengths will foster excellence within the University community; enhance the education of everyone within it; provide for the leadership of the educational, governmental, scientific, business, humanistic, artistic, and professional institutions of the state, nation, and world; and enrich the lives of all the people of North Carolina.”*

As echoed in the [description of admissions requirements](#) in the 2014-15 [Undergraduate Bulletin](#), the statement commits the University to a process of comprehensive and holistic review:

*“The University evaluates individual candidates rigorously, holistically, and sympathetically. The admissions committee seeks to assess the ways in which each candidate will likely contribute to the campus community and enable the University to fulfill its mission. The qualities we seek include intellect, talent, curiosity, and creativity; leadership, kindness, and courage; honesty, perseverance, perspective, and diversity. Although we expect each successful candidate to demonstrate strength in many of these areas, we do not expect every candidate to be equally strong in all of them. Just as there is no formula for admission, there is no list of qualities or characteristics that every applicant must present.”*

In evaluating each candidate’s academic record, the admissions committee considers not only the student’s grades, but also the difficulty of the courses attempted. Although each candidate’s academic record and standardized test scores are important elements in the admissions decision, the candidate’s essays, accomplishments outside the classroom, and personal qualities are also carefully considered.

In addition to the *Statement on the Evaluation of Candidates*, the Advisory Committee has approved [Guidelines for Standardized Testing](#) that define how the Office of Undergraduate Admissions is to use such testing in evaluating prospective students. Under these guidelines, the office may use “no cutoff or threshold scores—that is, no scores below which candidates are automatically denied admission, and no scores above which they are automatically offered admission;” rather, the office must consider test scores as “one factor among many” in the comprehensive and individualized assessment afforded to each candidate. The guidelines also specify which scores are to be used by the admissions office, when scores must be reviewed for possible irregularities, and how the admissions office must respond if irregularities are discovered.

Like the Statement on the Evaluation of Candidates, the Guidelines for Standardized Testing form the basis for the [description of admissions requirements](#) in the 2014-15 [Undergraduate Bulletin](#). The policies and procedures described above apply to every candidate for undergraduate admission.

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The Office of Undergraduate Admissions, through a [policies link](#) on its website, provides access for prospective students to all of these policies and procedures, as well as access to the charge, membership, and annual reports of the Advisory Committee.

In keeping with trustee policy regarding candidates who “give evidence of possessing special talents for University programs requiring such special talents,” the Advisory Committee has approved athletics, dramatic art, and music as three such programs and has allocated a maximum of 200 spaces in the entering first-year class for this purpose: 160 for athletics and 20 each for dramatic art and music. Representatives of these programs identify students for consideration and recommend them to the Office of Undergraduate Admissions. The admissions office assesses these students individually and comprehensively and determines whether they can be admitted competitively — that is, without regard to special talent — within the relevant resident or non-resident applicant pool. Students who are judged to be competitive are offered admission and do not count among the special-talent spaces.

Special-talent candidates who are not judged to be competitive within their respective applicant pools may still be admitted, provided they are found likely to perform satisfactorily in the undergraduate curriculum at the University. All such candidates are assessed individually and comprehensively by the admissions office for their likelihood of succeeding academically, using guidelines for special-talent admissions established by the Advisory Committee. These guidelines, inscribed within the [charge and procedures of the Committee on Special Talent](#), refer explicitly to the Statement on the Evaluation of Candidates and its emphasis on “comprehensive and individual evaluations” of all candidates, as well as to the trustee policy on the admission of students with special talent. Under these guidelines, the admissions office may directly admit special-talent candidates provided they (1) have predicted first-year grade-point averages of 2.3 or higher; (2) fulfill all minimum course and admissions requirements of the public university system, and (3) meet the same community standards for behavior required of all successful candidates for admission. No special-talent candidate who fails to meet any of these expectations may be offered admission unless the student is first reviewed and recommended by the Committee on Special Talent.

#### **Committee on Special Talent**

The Advisory Committee on Undergraduate Admissions has convened a [Committee on Special Talent](#) to advise the Office of Undergraduate Admissions on the admission of students recommended by the three University programs approved by the Advisory Committee — athletics, dramatic art, and music. The Committee on Special Talent reports to the Advisory Committee, which approves its charge and procedures, and whose chair names its members.

Although this committee — previously known as the Subcommittee on Athletics Admissions, or the Athletics Subcommittee — was originally convened by the Advisory Committee more than two decades ago, the Advisory Committee has acted repeatedly over the last five years to clarify its role and to strengthen its procedures. These reforms are described in detail below.

As noted above, the charge and procedures of the Committee on Special Talent are grounded in the Statement on the Evaluation of Candidates and on the trustee policy regarding special-talent admissions. Specifically, the committee is charged with:

- Recommending to the Advisory Committee policies regarding the admission of students with special talent that are consistent with the mission of the University and with policies established by the UNC-Chapel Hill Board of Trustees and the UNC Board of Governors.
- Establishing admissions procedures for students with special talent that maintain the academic integrity of the University; respecting the competitiveness of admission to Carolina; recognizing the contributions that students with special talents can make to the education and the experiences of everyone within the campus community; and encouraging the eventual success, as students and citizens, of those candidates who are admitted and choose to enroll.
- Evaluating prospective students presented by University programs requiring special talent — currently defined as programs administered by the departments of athletics, dramatic art, and music—who (1) have predicted first-year grade-point averages lower than 2.3; (2) require review for possible breaches of community standards for academic or personal behavior; or (3) may only be admitted as exceptions to UNC System policies and regulations because they do not meet minimum course or admissions requirements established by the UNC Board of Governors.
- Advising the Office of Undergraduate Admissions on the capacity of the students described above to succeed academically and personally at the University, both individually and as a class within the programs that they will join.
- Reviewing the final decisions made by the Office of Undergraduate Admissions, and receiving and responding to the explanation offered by that office should any final decision differ from the decision recommended by the committee.
- Reporting activities, decisions, and outcomes to the Advisory Committee at least once during the academic year.

The Committee on Special Talent consists of at least six voting members, the majority of whom are tenured or tenure-track faculty members in the College of Arts and Sciences. With the exception of two voting ex officio members — the Faculty Athletics Representative and the Associate Dean for Academic Advising in the College of Arts and Sciences — the voting members are appointed by the chair of the Advisory Committee. Appointed members serve an initial term of three years and may be reappointed for one additional term, but may not serve more than six consecutive years. The chair of the Committee on Special Talent — also appointed by the chair of the Advisory Committee — serves a term of one year and may be reappointed, but may not serve as chair more than three consecutive years.

The Committee on Special Talent currently consists of [7 voting members](#), 4 of whom are tenured faculty members in the College of Arts and Sciences. These voting members include:

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- Lissa Lamkin Broome, Wells Fargo Professor of Banking and Law, School of Law, and Faculty Athletics Representative;
- Daniel Gitterman, Thomas Willis Lambeth Distinguished Chair in Public Policy, College of Arts and Sciences;
- Lee May, Associate Dean for Academic Advising, College of Arts and Sciences;
- Layna Mosley, Professor of Political Science, College of Arts and Sciences;
- Joy Renner, Clinical Associate Professor and Director of Division of Radiologic Science, School of Medicine;
- Todd Taylor, Norman and Dorothy Eliason Distinguished Professor of English and Comparative Literature, College of Arts and Sciences; and
- Brent Wissick, Professor of Music, College of Arts and Sciences.

Non-voting consultants to the committee include the Director of the Academic Support Program for Student-Athletes (ASPSA), the Vice Provost for Enrollment and Undergraduate Admissions, the Senior Associate Athletics Director, and the Deputy Director and Senior Associate Director of Undergraduate Admissions.

### **Reforms in Special-Talent Admissions**

In recent years, the University has acted repeatedly, through the Advisory Committee on Undergraduate Admissions and the Office of Undergraduate Admissions, to strengthen policies and procedures regarding special-talent students, and especially special-talent student-athletes.

During the fall 2009 semester, 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 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 the spring 2012 semester, the Office of Undergraduate Admissions worked with the [Odum Institute](#), a social science research institute at UNC-Chapel Hill, 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 study, and in close consultation with the institute, the admissions office subsequently developed a formula to predict the first-year grade-point average of special-talent 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 special-talent students, based on the predicted grade-point average (PGPA) developed by the admissions office and the Odum Institute, effective for students enrolling in 2013.

These reforms have resulted in fewer enrollments of special-talent students with PGPA's 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, 11 of them with PGPA's below 2.1. In 2014, nine enrolling special-talent student-athletes required faculty review, 1 of them with a PGPA below 2.1.

In April 2014, as noted above, the Advisory Committee on Undergraduate Admissions presented to Faculty Council a [detailed report on athletics admissions](#). The report, developed by a working group convened jointly by the Advisory Committee, the Office of Undergraduate Admissions, and the Department of Athletics, described the policies and procedures that govern athletics admissions; provided a rationale for the meaningful disaggregation of data; defined clearly its terms and statistical methods; and included questions and answers about the report and its data.

As noted in the report, the 201 student-athletes who enrolled in spring, summer, and fall 2013 included 154 who were reviewed and assessed through the University's special-talent policies and procedures. Among these 154 students, the 25th percentile high-school grade-point average was 3.18, and the 75th percentile was 4.00. The 25th percentile test score was 990 (Critical Reading and Math combined on the SAT scale), and the 75th percentile was 1180.

Also as noted in the report, 14 of the 154 special-talent student-athletes required faculty review by the Committee on Special Talent. Nine of the fourteen were recruited to participate in "revenue" sports, which the University, following UNC System guidelines, defines as football, men's basketball, and women's basketball.

### **Special-Talent Students Enrolled in Aberrant Courses**

The Office of Undergraduate Admissions currently maintains admissions information for individual students who enrolled between 2006 and 2014 through the special-talent policies and procedures described above. However, neither the admissions office nor any other office or department at the University maintains similar records for students who enrolled before 2006.

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For these earlier cohorts, participation in athletics, dramatic art, or music cannot serve as a precise proxy for how any individual student was admitted. As noted above, students who are recruited to participate in these programs may be offered admission competitively — that is, on the strength of their other credentials and experiences and without regard to the recommendation they received from the special-talent program that recruited them. In 2013, for example, as noted in the [report on enrolling student-athletes](#) presented to Faculty Council in April 2014, 47 of the 201 student-athletes in the first-year class were admitted competitively and without regard to special talent.

In light of these circumstances, this response offers below three summaries of students enrolled in the irregular courses described in the Wainstein report. The first summary, for the cohorts of special-talent students enrolling from 2006 through 2014, reports the number of students in each entering cohort who enrolled in any of the irregular courses — independent studies, paper classes, or bifurcated classes — during their academic careers at UNC-Chapel Hill. As the summary indicates, the number of students with special talent in athletics who enrolled in any of the irregular courses during their time at Carolina declined steadily for each cohort that entered between 2006 and 2010. No student in any cohort entering in 2011 or subsequent years enrolled in any of the irregular courses.

#### Special-Talent Students Enrolled in Irregular Courses, By Entering Cohort

Year Entering	TALENT IN ARTS		TALENT IN ATHLETICS		OTHER STUDENTS	
	Students in Entering Cohort	Taking Any Irregular Course in UNC Career	Students in Entering Cohort	Taking Any Irregular Course in UNC Career	Students in Entering Cohort	Taking Any Irregular Course in UNC Career
2006	32	0	157	47	3,625	37
2007	30	0	156	34	3,709	41
2008	24	0	152	28	3,687	24
2009	28	0	159	13	3,773	11
2010	32	0	148	5	3,778	1
2011	27	0	163	0	3,835	0
2012	32	0	167	0	3,715	0
2013	21	0	154	0	3,771	0
2014	29	0	147	0	3,798	0

The second summary, also for cohorts enrolling from 2006 through 2014, focuses exclusively on special-talent student-athletes. This summary again reports the total number of student-athletes in

each entering cohort who enrolled in any of the irregular courses. In addition, it also disaggregates these numbers to show the results for special-talent student-athletes falling below the 2013 threshold requiring faculty review.

**Special-Talent Students Enrolled in Irregular Courses, By Entering Cohort**

Year Entering	TALENT IN ATHLETICS		REQUIRING REVIEW	
	Students in Entering Cohort	Taking Any Irregular Course in UNC Career	Students in Entering Cohort	Taking Any Irregular Course in UNC Career
2006	157	47	29	21
2007	156	34	28	21
2008	152	28	17	14
2009	159	13	30	10
2010	148	5	16	2
2011	163	0	23	0
2012	167	0	23	0
2013	154	0	14	0
2014	147	0	9	0

The third summary, drawn from tables appearing on pages 90-105 in the [exhibits](#) that accompany the [Wainstein Report](#), describes enrollments in all irregular courses during the academic years 1989-1990 through 2011-2012. This summary shows the number of enrollments in these courses each year by students who were then participating in intercollegiate athletics, the number of enrollments by all students, and the share of all enrollments represented by students participating in athletics. For the purpose of this summary, enrollments during Summer Session I are counted in the preceding academic year, while enrollments during Summer Session II are counted in the following academic year.

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#### Enrollments in Irregular Courses, By Academic Year

Academic Year	Athlete Enrollments	All Enrollments	Athlete Enrollments As % of All Enrollments
1989-1990	4	12	33
1990-1991	5	18	28
1991-1992	3	20	15
1992-1993	13	34	38
1993-1994	14	46	30
1994-1995	17	58	29
1995-1996	9	39	23
1996-1997	17	57	30
1997-1998	17	83	20
1998-1999	67	141	48
1999-2000	87	269	32
2000-2001	89	276	32
2001-2002	114	369	31
2002-2003	223	645	35
2003-2004	335	1,001	33
2004-2005	430	1,221	35
2005-2006	375	979	38
2006-2007	258	576	45
2007-2008	205	343	60
2008-2009	213	336	63
2009-2010	85	149	57
2010-2011	44	111	40
2011-2012	21	23	91

#### Special-Talent Students Currently Enrolled at UNC-Chapel Hill

As of December 7, 2014, [710-720] students who entered UNC-Chapel Hill in 2006 or subsequent years through the special-talent policies and procedures described above were enrolled at the University. This total includes [105-115] students with special talent in music or dramatic art and [595-605] with special talent in athletics.

The following tables show the distribution of programs and majors among the enrolled students, disaggregated by the special-talent program — arts or athletics — that recommended the student for admission.

The first table includes information for each student’s primary major. As noted above, all students who enroll as first-year undergraduates enter the College of Arts and Sciences and are not required to declare majors until the end of their second year of study. First-year and sophomore students who have not yet declared majors appear in the table below with a major of “Undecided.”

As the summary indicates, the special-talent students in fine arts are currently pursuing 26 different primary undergraduate majors. The special-talent students in athletics are currently pursuing 37 different primary undergraduate majors.

**Primary Majors of Special-Talent Students Enrolled as of December 7, 2014**

<b>Graduate or Professional</b>	<b>All</b>	<b>Arts</b>	<b>Athletics</b>
Law	*	*	*
Medicine	*	*	*
Other	*	*	*
<b>Total</b>	<b>*</b>	<b>*</b>	<b>*</b>
<b>Undergraduate</b>	<b>All</b>	<b>Arts</b>	<b>Athletics</b>
African, African-American, and Diaspora Studies	[0-4]	[0-4]	[0-4]
American Studies	[0-4]	[0-4]	[0-4]
Anthropology	[0-4]	[0-4]	[0-4]
Applied Science	[0-4]	[0-4]	[0-4]
Biology (BA)	[5-9]	[0-4]	[5-9]
Biology (BS)	[10-14]	[0-4]	[5-9]
Business Administration	[70-74]	[5-9]	[65-69]
Business Journalism	[0-4]	[0-4]	[0-4]
Chemistry (BS)	[0-4]	[0-4]	[0-4]
Child Development and Family Studies	[0-4]	[0-4]	[0-4]
Communication Studies	[75-79]	[5-9]	[65-69]
Computer Science	[5-9]	[0-4]	[0-4]
Dramatic Art	[10-14]	[10-14]	[0-4]
Economics	[20-24]	[0-4]	[20-24]
English	[0-4]	[0-4]	[0-4]
Environmental Health Sciences	[0-4]	[0-4]	[0-4]
Environmental Sciences	[0-4]	[0-4]	[0-4]
Environmental Studies	[0-4]	[0-4]	[0-4]
Exercise and Sport Science	[150-154]	[0-4]	[145-149]
Geography	[0-4]	[0-4]	[0-4]
Geological Sciences	[0-4]	[0-4]	[0-4]
Geological Sciences (BS)	[0-4]	[0-4]	[0-4]
Global Studies	[0-4]	[0-4]	[0-4]
Health Policy and Management	[0-4]	[0-4]	[0-4]
History	[0-4]	[0-4]	[0-4]
Information Science	[0-4]	[0-4]	[0-4]
Journalism and Mass Communication	[35-39]	[5-9]	[30-34]
Management and Society	[20-24]	[0-4]	[20-24]

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Mathematical Decision Sciences	[0-4]	[0-4]	[0-4]
Mathematics (BA)	[0-4]	[0-4]	[0-4]
Middle Grades Education	[0-4]	[0-4]	[0-4]
Music	[15-19]	[15-19]	[0-4]
Music (Performing)	[30-34]	[30-34]	[0-4]
Music Education Licensure	[0-4]	[0-4]	[0-4]
Nursing	[5-9]	[0-4]	[5-9]
Off Campus Degree Seeking	[0-4]	[0-4]	[0-4]
Peace, War, and Defense	[0-4]	[0-4]	[0-4]
Pharmacy	[0-4]	[0-4]	[0-4]
Physics	[0-4]	[0-4]	[0-4]
Political Science	[5-9]	[0-4]	[5-9]
Psychology	[10-14]	[0-4]	[5-9]
Psychology (BA)	[10-14]	[0-4]	[5-9]
Psychology (BS)	[0-4]	[0-4]	[0-4]
Public Policy	[0-4]	[0-4]	[0-4]
Romance Languages	[0-4]	[0-4]	[0-4]
Sociology	[10-14]	[0-4]	[10-14]
Studio Art	[0-4]	[0-4]	[0-4]
Undecided	[125-129]	[5-9]	[120-124]
<b>Total</b>	<b>[695-705]</b>	<b>[105-115]</b>	<b>[585-595]</b>

[Note: Public record copy reflects \* where a range was not available to protect identifiable student data.]

[Note: Public record copy reflects [ ] where a range was provided to protect identifiable student data.]

The second table includes information about secondary majors for the 94 students who have declared more than one major.

As the summary indicates, 44 students with special talent in fine arts and 50 students with special talent in athletics are pursuing secondary undergraduate majors.

**Secondary Majors of Special-Talent Students Enrolled as of December 7, 2014**

Undergraduate--Secondary Majors	All	Arts	Athletics
American Studies	[0-4]	[0-4]	[0-4]
Anthropology	[0-4]	[0-4]	[0-4]
Biology	[0-4]	[0-4]	[0-4]
Biology (BS)	[0-4]	[0-4]	[0-4]
Chemistry	[0-4]	[0-4]	[0-4]
Communication Studies	[10-14]	[0-4]	[5-9]
Dramatic Art	[10-14]	[10-14]	[0-4]
Economics	[5-9]	[0-4]	[0-4]
English	[0-4]	[0-4]	[0-4]
Exercise and Sport Science	[10-14]	[0-4]	[5-9]
Geography	[0-4]	[0-4]	[0-4]
Geological Sciences	[0-4]	[0-4]	[0-4]
Global Studies	[0-4]	[0-4]	[0-4]
History	[0-4]	[0-4]	[0-4]
Management and Society	[0-4]	[0-4]	[0-4]
Mathematical Decision Sciences	[0-4]	[0-4]	[0-4]
Music	[5-9]	[5-9]	[0-4]
Music (Performing)	[0-4]	[0-4]	[0-4]
Peace, War, and Defense	[0-4]	[0-4]	[0-4]
Philosophy	[0-4]	[0-4]	[0-4]
Physics (BS)	[0-4]	[0-4]	[0-4]
Political Science	[0-4]	[0-4]	[0-4]
Psychology	[5-9]	[0-4]	[0-4]
Psychology (BS)	[0-4]	[0-4]	[0-4]
Religious Studies	[0-4]	[0-4]	[0-4]
Sociology	[0-4]	[0-4]	[0-4]
Studio Art	[0-4]	[0-4]	[0-4]
Women's and Gender Studies	[0-4]	[0-4]	[0-4]
<b>Total</b>	<b>94</b>	<b>44</b>	<b>50</b>

[Note: Public record copy reflects [ ] where a range was provided to protect identifiable student data.]

The final two tables show primary and secondary majors for currently enrolled student-athletes falling below the 2013 threshold requiring faculty review. As of December 7, 2014, there were 58 such students currently enrolled at the University, all in undergraduate degree programs. As in the table above, first-year and sophomore students who have not yet declared majors appear with a major of “Undecided.”

## COMPREHENSIVE STANDARD 3.4.3

### Admissions Policies

#### Primary Majors of Student-Athletes Falling Below 2013 Threshold for Faculty Review

Undergraduate	All
African, African-American, and Diaspora Studies	[1-5]
Communication Studies	[21-25]
Economics	[1-5]
Exercise and Sport Science	[16-20]
History	[1-5]
Journalism and Mass Communication	[1-5]
Off Campus Degree Seeking	[1-5]
Sociology	[1-5]
Undecided	[11-15]
<b>Total</b>	<b>58</b>

[Note: Public record copy reflects [ ] where a range was provided to protect identifiable student data.]

#### Secondary Majors of Student-Athletes Falling Below 2013 Threshold for Faculty Review

Undergraduate	All
Communication Studies	[1-5]
Exercise and Sport Science	[1-5]
Peace, War, and Defense	[1-5]
Studio Art	[1-5]
<b>Total</b>	<b>6</b>

[Note: Public record copy reflects [ ] where a range was provided to protect identifiable student data.]

## Next Steps

The Advisory Committee on Undergraduate Admissions is scheduled to present its next annual report (covering activities and results for the 2013-2014 academic year) in February 2015. This annual report will include a second detailed summary of athletics admissions, using the template and definitions developed for the first report published in April 2014.

The Office of Undergraduate Admissions expects that all first-year students who enroll in 2015, including all special-talent students, will fulfill the minimum course and admissions requirements of the UNC System. The admissions office also expects that no more than 10 special-talent student-athletes will require review by the Committee on Special Talent.

The Office of Undergraduate Admissions is currently working with the Odum Institute to review, and if possible to improve, the formula for predicting the first-year grade-point average of special-talent student-athletes. Any recommended revision in the formula, if approved by the Committee on Special Talent and the Advisory Committee on Undergraduate Admissions, will take effect for students applying for admission in 2016.

## Conclusion

The University's admissions policies and procedures are published and consistent with the University's mission. They are designed to afford each candidate an individualized and comprehensive evaluation and to identify students who can benefit from academic programs offered by the University.

The policies and procedures that govern the admission of special-talent student-athletes have been strengthened repeatedly over the last five years, and admissions expectations for new student-athletes have risen. The University will continue to monitor the academic performance of currently enrolled special-talent student-athletes and will adjust admissions expectations again as necessary.

## References

[UNC Policy Manual 700.1.1](#)

[UNC Policy Manual 700.1.1.1\[R\]](#)

[2013 Athletics Admissions Report](#)

[2014-2015 Undergraduate Bulletin UNC-Chapel Hill Admissions Policy](#)

[Office of Undergraduate Admissions Website](#)

[Advisory Committee on Undergraduate Admissions Web page](#)

[§ 4-24 of the Faculty Code of University Governance](#)

[Faculty Code of University Governance](#)

[2012-2013 Annual Report of the Advisory Committee on Undergraduate Admissions](#)

[Admissions Report on Enrolling Student-Athletes -- Class Entering 2013](#)

[Advisory Committee on Undergraduate Admissions Web page](#)

[University Government Committee of Faculty Council Web page](#)

[Annual Report of the Committee on University Government, January 17, 2014](#)

[Statement on the Evaluation of Candidates](#)

[2014-2015 Undergraduate Bulletin Undergraduate Admissions Requirements](#)

[Guidelines for Standardized Testing](#)

[Office of Undergraduate Admissions Policies and Reports Web page](#)

[Committee on Special Talent Charge, Membership and Procedures Web page](#)

### COMPREHENSIVE STANDARD 3.4.3

*Admissions Policies*

[Odum Institute Website](#)

[Exhibits](#)

[Wainstein Report](#)