



2016-2017 Annual Report
Advisory Committee on Undergraduate Admissions
February 9, 2018

Members: Martha Alexander (Lecturer, Division of Humanities, 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); Susan King (Dean, School of Media and Journalism); Thomas Otten (Associate Professor, Division of Humanities and Fine Arts, College of Arts and Sciences); Charlene Register (Associate Professor, Division of Social Sciences, College of Arts and Sciences); Douglas Shackelford (Dean, Kenan-Flagler Business School); Beverly Taylor (Professor, Division of Humanities and Fine Arts, College of Arts and Sciences).

Ex officio (voting) members: Abigail Panter, Chair (Professor and Senior Associate Dean, Undergraduate Education, College of Arts and Sciences, representing Kevin Guskiewicz, Dean, College of Arts and Sciences); Lee May (Associate Dean, Academic Advising, College of Arts and Sciences).

Ex officio (non-voting) members: Christopher 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); Barbara Polk (Deputy Director, Undergraduate Admissions); Dan Thornton (Associate Director, Scholarships and Student Aid); Lynn Williford (Assistant Provost and Director, Institutional Research and Assessment); Marcus Collins (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 (Associate Director, Undergraduate Admissions); Jennifer Youngstrom (Clinical Professor, Psychology and Neuroscience).

Members, [Committee on Race-Neutral Strategies](#): Abigail Panter, Chair (Professor and Senior Associate Dean, Undergraduate Education, College of Arts and Sciences); Rumay Alexander (Professor, School of Nursing, and Associate Vice Chancellor, University Office of Diversity and Inclusion); Patrick Curran (Professor, College of Arts and Sciences); Jonathan Engel (Professor, College of Arts and Sciences); Holning Lau (Professor, School of Law); Michael Kosorok (Professor, Gillings School of Global Public Health); Ming Lin (Professor, College of Arts and Sciences);

Douglas Shackelford (Dean, Kenan-Flagler Business School); Bettina Shuford (Associate Vice Chancellor for Student Affairs).

Members, Committee on Special Talent: Todd Taylor, Chair (Professor, College of Arts and Sciences); Lissa Broome (Professor, School of Law, and Faculty Representative to the NCAA); Daniel Gitterman (Professor, College of Arts and Sciences); Lee May (Associate Dean, Academic Advising, College of Arts and Sciences); M. Layna Mosley (Professor, College of Arts and Sciences); Joy Renner (Associate Professor, Allied Health Sciences); Brent Wissick (Professor, College of Arts and Sciences).

Meetings during 2016-2017: September 6, 2016; October 18, 2016; November 15, 2016; December 13, 2016 (joint meeting with the Faculty Athletics Committee); January 24, 2017; April 18, 2017.

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 2016-2017 activities

1. Discussed the progress of Thrive@Carolina, a University-wide effort to strengthen success for all students.
2. Welcomed Rachele Feldman, the new Associate Provost and Director of Scholarships and Student Aid, and Rickita Blackmon and Brian Woodard, new Assistant Directors of Undergraduate Admissions.
3. Received regular updates from the Committee on Race-Neutral Strategies, which was created and charged last year.
4. Received regular updates regarding the admission of special-talent student-athletes, including detailed student-level data regarding the admissions credentials, academic performance, and course enrollments of student-athletes who required review by the Committee on Special Talent and enrolled in 2013, 2014, and 2015.
5. Discussed an increase in the application fee from \$80 to \$85, the first increase since 2012, in order to eliminate the fee for students seeking readmission and to recover a share of purchasing power lost over time. Also discussed the University's practice of waiving the application fee for candidates who cannot afford it (13 percent of all Fall 2016 first-year and transfer applicants).
6. Approved a request to require entering transfer students who present transfer credit for courses completed at global universities to secure independent evaluations of those credits from World Education Services.

7. Approved formats and contents of the annual narrative and statistical reports to Faculty Council, including additional information regarding the backgrounds and academic and vocational interests of new students.
8. Discussed the advisability of establishing clear enrollment goals for both the number and geographical diversity of global students—that is, those who are neither citizens nor permanent residents of the United States.
9. Reviewed plans for Excel@Carolina, an effort to connect top admitted applicants with fifteen outstanding opportunities that might encourage them to choose the University.
10. Met jointly with the Faculty Athletics Committee to review policies and practices that guide the evaluation and admission of special-talent student-athletes, as well as student-level data regarding the admissions credentials, academic performance, and course enrollments of student-athletes who required review by the Committee on Special Talent.
12. Charged the admissions office to work with the College of Arts and Sciences and other stakeholders to review the policies and procedures that govern the awarding of transfer credit for courses completed at other colleges and universities, and if warranted, to recommend changes.
12. Charged the admissions office to study whether the University should enroll new first-year and transfer students not only in Fall and Summer but also in Spring.
13. Reviewed recruitment plans for newly admitted students.
14. Approved the following clarification of the Advisory Committee’s intent regarding its policies, procedures, and guidelines:

In policies, procedures, and guidelines approved by the Advisory Committee on Undergraduate Admissions, the Advisory Committee understands the term “admissions committee” to mean those admissions officers who are authorized to evaluate applications for undergraduate admission, whether those officers are acting, as designated by the director of admissions, as a committee of the whole, in smaller groups, or as individuals.
15. Received the findings of a faculty survey administered by the Advisory Committee on the International Student and Scholar Experience.

Addendum - report of 2017-2018 activities to date

1. Discussed the Cooke Prize for Equity in Educational Excellence, which the University received in recognition of its success in enrolling high-achieving low-income students and supporting them through graduation.
2. Discussed *The Educational Benefits of Diversity and Inclusion for Undergraduate Students at the University of North Carolina at Chapel Hill*, a report that Provost James W. Dean, Jr., submit-

ted to Chancellor Carol L. Folt and shared with the deans of the University in May 2017. Also reviewed results of a recent survey of admitted students, which demonstrated the strong interest of enrolling first-year undergraduate students in the educational benefits of diversity outlined in the report.

3. Advised the Office of Undergraduate Admissions regarding new designs for infographics and other illustrations that communicate the achievements, backgrounds, and interests of new students.
4. Met with Veronica Trujillo-Cuadrado and Alexis Moore, advisers in the Carolina College Advising Corps, to learn about their work and the work of the Corps.
5. Reviewed efforts by the Office of Undergraduate Admissions to reach out to prospective students across North Carolina, including more than 300 off-campus college fairs and school visits and on-campus events tailored for first-generation-college students and information sessions and campus tours conducted in Spanish.
6. Received and discussed the profile of the entering class.
7. Discussed progress made on transfer-credit policies since last year.
8. After reviewing previously approved policies, procedures, and guidelines for the evaluation of candidates for undergraduate admission, participate in meetings of the admissions committee in which candidates for admission were evaluated.
9. Met with students from the Carolina Student Transfer Excellence Program (C-STEP).
10. Reviewed communications for admitted students.
11. Heard regular reports from the Committee on Race-Neutral Strategies and the Committee on Special Talent.

SUMMARY STATISTICS—ALL ENTERING UNDERGRADUATE STUDENTS, FIRST-YEAR AND ARTS AND SCIENCES TRANSFER, FALL 2017

Total enrolled	5,064						
Resident	4,174	82.4%	Need-based aid	2,368	46.8%		
Non-resident	890	17.6%	Merit-based aid	215	4.2%		
			Carolina Covenant	725	14.3%		
Female	3,039	60.0%					
Male	2,025	40.0%	Military-affiliated	378	7.5%		
			Military-affiliated receiving benefits	95	1.9%		
U.S. citizens	4,761	94.0%					
U.S. permanent residents	148	2.9%	Talent in athletics, music, or dramatic art	180	3.6%		
Non-resident aliens	155	3.1%					
			Rank in class reported	3,489	68.9%		
Fee waiver	694	13.7%	Of those reporting rank in class—				
			Top 10 percent	2,520	72.2%		
First-generation college	985	19.5%	Second 10 percent	581	16.7%		
			Top 10	1,421	40.7%		
Resident children of alumni	762	15.0%	1st	262	7.5%		
Non-resident children of alumni	142	2.8%	2nd	180	5.2%		
Race and ethnicity—federal reporting guidelines			GPA reported	4,475	88.4%		
Non-resident alien	155	3.1%	Of those reporting GPA—				
Hispanic/Latino of any race	418	8.3%	4.0 or higher	4,067	90.9%		
Two or more races	237	4.7%	25th percentile	4.48			
Race and ethnicity unknown	205	4.0%	75th percentile	4.92			
Native American only	21	0.4%					
Asian/Asian American only	559	11.0%	SAT reported	3,173	62.7%		
Black/African American only	376	7.4%	Of those reporting SAT—	CR+M	CR	M	
Caucasian/White only	3,090	61.0%	25th percentile	1250	630	620	
Pacific Islander only	3	0.1%	75th percentile	1430	710	720	
Race and ethnicity—all reported			ACT reported	3,806	75.2%		
Native American	99	2.0%	Of those reporting ACT—	ACT			
Asian/Asian American	803	15.9%	25th percentile	27			
Black/African American	485	9.6%	75th percentile	32			
Caucasian/White	3,594	71.0%					
Hispanic/Latino/Latina	431	8.5%	Either SAT or ACT reported	4,742	93.6%		
Pacific Islander	12	0.2%	Highest score reported on SAT scale—	CR+M			
			25th percentile	1300			
			75th percentile	1470			

SUMMARY STATISTICS—ENTERING FIRST-YEAR STUDENTS, FALL 2017

Total enrolled	4,355							
Resident	3,662	84.1%	Need-based aid	1,921	44.1%			
Non-resident	693	15.9%	Merit-based aid	207	4.8%			
			Carolina Covenant	511	11.7%			
Female	2,661	61.1%	Military-affiliated	284	6.5%			
Male	1,694	38.9%	Military-affiliated receiving benefits	49	1.1%			
U.S. citizens	4,133	94.9%	Talent in athletics, music, or dramatic art	167	3.8%			
U.S. permanent residents	101	2.3%						
Non-resident aliens	121	2.8%	Rank in class reported	3,092	71.0%			
Fee waiver	524	12.0%	Of those reporting rank in class—					
			Top 10 percent	2,412	78.0%			
First-generation college	743	17.1%	Second 10 percent	488	15.8%			
			Top 10	1,357	43.9%			
Resident children of alumni	703	16.1%	1st	256	8.3%			
Non-resident children of alumni	136	3.1%	2nd	173	5.6%			
Race and ethnicity—federal reporting guidelines			GPA reported	3,915	89.9%			
Non-resident alien	121	2.8%	Of those reporting GPA—					
Hispanic/Latino of any race	342	7.9%	4.0 or higher	3,745	95.7%			
Two or more races	202	4.6%	25th percentile	4.58				
Race and ethnicity unknown	173	4.0%	75th percentile	4.92				
Native American only	18	0.4%	SAT reported	2,905	66.7%			
Asian/Asian American only	495	11.4%	Of those reporting SAT—					
Black/African American only	323	7.4%	25th percentile	1260	640	620		
Caucasian/White only	2,678	61.5%	75th percentile	1440	720	720		
Pacific Islander only	3	0.1%						
Race and ethnicity—all reported			ACT reported	3,565	81.9%			
Native American	87	2.0%	Of those reporting ACT—					
Asian/Asian American	691	15.9%	25th percentile	27				
Black/African American	413	9.5%	75th percentile	32				
Caucasian/White	3,094	71.0%	Either SAT or ACT reported	4,355	100.0%			
Hispanic/Latino/Latina	353	8.1%	Highest score reported on SAT scale—					
Pacific Islander	10	0.2%	25th percentile	1310				
			75th percentile	1470				

SUMMARY STATISTICS—FIRST-YEAR APPLIED / ADMITTED

	APPLIED					ADMITTED								
	2013	2014	2015	2016	2017	1 Year	5 Years	2013	2014	2015	2016	2017	1 Year	5 Years
Total	30,835	31,331	31,953	35,875	40,918	14%	33%	8,243	8,930	9,510	9,386	9,709	3%	18%
Resident	9,893	9,756	10,287	11,663	12,918	11%	31%	5,043	5,138	5,330	5,696	5,927	4%	18%
Non-resident	20,942	21,575	21,666	24,212	28,000	16%	34%	3,200	3,792	4,180	3,690	3,782	2%	18%
Female	18,361	18,554	18,873	20,988	23,854	14%	30%	4,853	5,172	5,596	5,565	5,785	4%	19%
Male	12,474	12,777	13,080	14,887	17,064	15%	37%	3,390	3,758	3,914	3,821	3,924	3%	16%
U.S. citizens	27,292	27,600	28,024	31,271	35,703	14%	31%	7,604	8,221	8,725	8,686	8,817	1%	16%
U.S. permanent residents	718	715	742	804	869	8%	21%	195	197	236	203	192	-6%	-2%
Non-resident aliens	2,825	3,016	3,187	3,800	4,346	14%	54%	444	512	549	497	700	29%	58%
Fee waiver	2,710	3,505	3,488	4,355	5,204	19%	92%	557	840	898	887	1,013	12%	82%
First-generation college	4,968	5,019	5,008	5,780	6,467	12%	30%	1,225	1,242	1,378	1,230	1,379	11%	13%
Resident children of alumni	1,566	1,528	1,645	1,717	1,940	13%	24%	927	919	981	1,013	1,063	5%	15%
Non-resident children of alumni	677	625	642	697	757	9%	12%	308	310	322	340	351	3%	14%
Race and ethnicity—federal reporting guidelines														
Non-resident alien	2,825	3,016	3,187	3,800	4,346	14%	54%	444	512	549	497	700	29%	58%
Hispanic/Latino of any race	2,307	2,378	2,403	2,918	3,572	22%	55%	630	722	760	795	883	10%	40%
Two or more races	1,169	1,248	1,164	1,328	1,736	31%	49%	354	413	407	393	470	16%	33%
Race and ethnicity unknown	1,867	974	1,576	1,830	1,834	0%	-2%	484	310	517	556	453	-23%	-6%
Native American only	105	80	95	117	127	9%	21%	31	39	35	44	43	-2%	39%
Asian/Asian American only	2,902	3,422	3,508	3,953	4,557	15%	57%	901	1,088	1,199	1,134	1,245	9%	38%
Black/African American only	2,686	2,590	2,606	2,903	3,326	15%	24%	578	669	668	702	697	-1%	21%
Caucasian/White only	16,960	17,605	17,392	19,003	21,388	13%	26%	4,815	5,175	5,370	5,263	5,212	-1%	8%
Pacific Islander only	14	18	22	23	32	39%	129%	6	2	5	2	6	67%	0%
Race and ethnicity—all reported														
Native American	587	513	450	527	685	30%	17%	185	202	198	180	202	11%	9%
Asian/Asian American	5,653	6,561	6,803	7,870	9,172	17%	62%	1,384	1,693	1,865	1,757	2,043	14%	48%
Black/African American	3,393	3,274	3,245	3,702	4,352	18%	28%	772	880	840	905	927	2%	20%
Caucasian/White	19,764	20,660	20,292	22,340	25,567	14%	29%	5,625	6,109	6,306	6,195	6,353	2%	13%
Hispanic/Latino/Latina	2,471	2,558	2,594	3,120	3,795	22%	54%	666	755	795	831	939	12%	41%
Pacific Islander	66	84	83	106	123	16%	86%	15	14	20	19	27	30%	80%

ADDITIONAL STATISTICS—ENTERING FIRST-YEAR STUDENTS, FALL 2017

INTENDED MAJOR

Biology	20.2%
Undecided	17.1%
Business Administration	11.0%
Chemistry	4.9%
Psychology	4.7%
Biomedical and Health Sci Eng	3.9%
Computer Science	3.5%
Political Science	3.3%
Nursing	2.9%
Economics	2.8%
Media and Journalism	2.7%
Exercise and Sport Science	2.5%
Pharmacy	1.9%
Mathematics	1.6%
Communication Studies	1.4%
English	1.3%
Global Studies	1.3%
Enviornmental Studies	1.3%
Physics	1.3%
History	0.9%

CAREER INTEREST

Physician	20.6%
Business executive	9.6%
Scientific researcher	6.5%
Lawyer	4.6%
Engineer	4.3%
Computer programmer	2.9%
Nurse	2.8%
Writer or journalist	2.7%
Policymaker or government employee	2.4%
Pharmacist	2.3%
Business owner	2.2%
Dentist	2.1%
Therapist (physical, occupational, speech)	2.0%
Clinical psychologist	1.9%
Foreign service worker	1.4%

BACKGROUND

51% of new first-year students were born in North Carolina
61% of the North Carolinians
4% of the out-of-state students
9% were born outside the United States
7% of the North Carolinians
20% of the out-of-state students
11% speak a first language other than English
3% speak Spanish as a first language
2% speak Mandarin as a first language
32% self-reported fluency in two or more languages
9% are only children
15% have three or more siblings
83% have at least one parent who earned a college degree
47% have at least one parent who earned a graduate degree
2% have no parent who earned a high-school diploma
34% have at least one parent who is a business executive or owner
14% ...school teacher or administrator
12% ...full-time homemaker
9% ...engineer
8% ...salesperson or buyer
7% ...nurse
6% ...physician
6% ...accountant or actuary
5% ...computer programmer
5% ...lawyer or judge
4% ...clerk
3% ...skilled trades
2% ...college teacher
2% ...military service
2% ...scientific researcher
2% ...unskilled laborer

SUMMARY STATISTICS—ENTERING ARTS AND SCIENCES TRANSFER STUDENTS, FALL 2017

Enrolled	709						
Resident	512	72.2%	Non-traditional	88	12.4%		
Non-resident	197	27.8%					
			Carolina Covenant	214	30.2%		
Female	378	53.3%	Need-based aid	447	63.0%		
Male	331	46.7%					
			Military affiliated	94	13.3%		
U.S. citizens	628	88.6%	Military affiliated receiving benefits	46	6.5%		
U.S. permanent residents	47	6.6%					
Non-resident aliens	34	4.8%	Transferred from NC community college	267	37.7%		
Fee waiver	170	24.0%	CSTEP participant	80	11.3%		
First-generation college	242	34.1%	First-year transfer	104	14.7%		
			Sophomore transfer	236	33.3%		
Children of alumni	65	9.2%	Junior transfer	369	52.0%		
Race and ethnicity—federal reporting guidelines			College GPA				
Non-resident alien	34	4.8%	25th percentile	3.6			
Hispanic/Latino of any race	76	10.7%	75th percentile	3.9			
Two or more races	35	4.9%					
Race and ethnicity unknown	32	4.5%	SAT reported	268	37.8%		
Native American only	3	0.4%	Of those reporting SAT—	CR+M	CR	M	
Asian/Asian American only	64	9.0%	25th percentile	1180	600	580	
Black/African American only	53	7.5%	75th percentile	1400	700	700	
Caucasian/White only	412	58.1%					
Pacific Islander only	0	0.0%	ACT reported	241	34.0%		
			Of those reporting ACT—	ACT			
Race and ethnicity—all reported			25th percentile	24			
Native American	12	1.7%	75th percentile	31			
Asian/Asian American	112	15.8%					
Black/African American	72	10.2%	Either SAT or ACT reported	387	54.6%		
Caucasian/White	500	70.5%	Highest score reported on SAT scale—	CR+M			
Hispanic/Latino/Latina	78	11.0%	25th percentile	1200			
Pacific Islander	2	0.3%	75th percentile	1430			

ADDITIONAL STATISTICS—ENTERING ARTS AND SCIENCES TRANSFER STUDENTS, FALL 2017

INTENDED MAJOR

Biology	17.9%
Economics	11.1%
Business Administration	6.6%
Computer Science	5.9%
Political Science	5.6%
Exercise and Sport Science	5.4%
Psychology	4.8%
Chemistry	5.2%
English	3.4%
Sociology	2.7%
Communication Studies	2.4%
History	2.3%
Undecided	2.3%
Management and Society	2.0%
Nursing	1.7%
Media and Journalism	1.6%
Global Studies	1.3%
Mathematics	1.3%
Studio Art	1.1%

BACKGROUND

39% of new first-year students were born in North Carolina
 54% of the North Carolinians
 2% of the out-of-state students

18% were born outside the United States
 12% of the North Carolinians
 32% of the out-of-state students

19% speak a first language other than English
 6% speak Spanish as a first language
 3% speak Mandarin as a first language

38% self-reported fluency in two or more languages

13% are only children
 20% have three or more siblings

70% have at least one parent who earned a college degree
 26% have at least one parent who earned a graduate degree
 7% have no parent who earned a high-school diploma

31% have at least one parent who is a business executive or owner
 11% ...school teacher or administrator
 11% ...full-time homemaker
 6% ...engineer
 7% ...nurse
 7% ...skilled trades
 6% ...clerk
 6% ...salesperson or buyer
 4% ...accountant or actuary
 4% ...college teacher
 4% ...unskilled labor
 3% ...computer programmer
 3% ...lawyer or judge
 2% ...military service
 2% ...physician
 1% ...scientific researcher

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.

Entering undergraduate students, Fall 2017. Students who enrolled at the University for the first time during Fall 2017 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 2017, these 180 students included 150 for athletics, 20 for music, and 10 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

Entering Arts and Sciences transfer students, Fall 2017. Transfer students who enrolled in the College of Arts and Sciences at the University for the first time during Fall 2017 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-traditional. 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 participant. Student who entered UNC-Chapel Hill as a member 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 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 2017

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 participate. In addition to these 160 student-athletes, each year other student-athletes apply and are admitted competitively and without specific consideration of their talent in athletics. Taken together, all student-athletes typically comprise 5 percent of the entering first-year class each year.

All candidates for undergraduate admission, including all prospective student-athletes, are evaluated comprehensively by the admissions office. In conducting these evaluations, the office is guided by the Advisory Committee’s [Statement on the Evaluation of Candidates](#) and [Guidelines for Standardized Testing](#). 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*, 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.” This kind of individualized evaluation requires careful attention to quantitative measures such as test scores, as well as nuanced understanding, informed by research, of what those measures do and do not predict. But it also requires consideration of qualities that cannot be easily measured, including, in the words of the *Statement*, “intellect, talent, curiosity, and creativity; leadership, kindness, and courage; honesty, perseverance, perspective, and diversity.” Finally, this method of evaluation, in the words of the *Statement*, 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.”

Committee on Special Talent

Under guidelines established by the Advisory Committee in 2012, the admissions office may offer admission to special-talent students provided they have predicted first-year grade-point averages (PGPA) of 2.3 or higher, fulfill the course and admissions requirements of the University of North Carolina 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. For special-talent students enrolling in 2017, the committee consisted of seven members, including four who were tenured professors in the College.

Preliminary Evaluations – Applications – Admissions

In 2017 the University enrolled a total of 233 new first-year student-athletes, including 157 who were admitted through the special-talent provisions outlined above.

To yield this class of student-athletes, 478 candidates were presented by the athletics department for preliminary evaluation for admission on the basis of their courses, grades, test scores, and other information. As a result of these preliminary evaluations, the admissions office advised the athletics department that some prospective students would not be admitted if they applied; the athletics department chose not to recommend other students for admission; and still other students chose not to apply to UNC-Chapel Hill and instead pursued admission to other colleges and universities. Of the 478 students presented for preliminary evaluation, 271 subsequently applied for admission, and 215 were admitted. Twenty-two of the 478 students were identified as requiring review by the Committee on Special Talent; of these 22 students, 12 applied for admission, and eight were admitted.

About This Report

This document is the fifth annual report on the admissions credentials of enrolling first-year student-athletes. The current report follows the same format of the first four reports, which described the classes entering in [2013](#), [2014](#), [2015](#), and [2016](#), respectively. The current report uses the same data definitions as the previous reports, although some of the definitions have been edited for clarity from year to year. All reports are published on the [Faculty Council](#) and [Carolina Commitment](#) websites.

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. The approach that the group recommended was subsequently approved by the Advisory Committee, which presented the first report to Faculty Council in April 2014.

As the working group noted in the first report, 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, like the three previous editions, focuses

on the two credentials—test scores and high-school grade-point averages—that are most easily summarized. 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](#) and assessed through comprehensive review—account for the rest.

Comparisons

Because data about athletics admissions are not widely available, it is difficult if not impossible to compare in detail the credentials of the student-athletes described in this report to those of student-athletes at other universities. Limited comparisons of previous entering classes with those of other UNC-system schools are made possible by the intercollegiate athletics report that is presented annually to the Board of Governors, the most recent of which is for the academic year [2015-2016](#). Please note that the information in Board of Governors reports cannot be compared directly to the data contained in the current report, since the reports cover different periods of time and use different data definitions.

It is possible to compare the 2017 class with those that entered in previous years. The table at right applies the current framework for student-athlete admissions, based upon predicted first-year grade-point average and first implemented for students enrolling in 2013, retrospectively to the classes that entered between 2006 and 2012. The results enable comparisons on identical criteria across the last twelve entering classes of special-talent student-athletes.

	All Special-Talent Student-Athletes	Requiring Faculty Review	
2006	157	29	18%
2007	156	28	18%
2008	152	17	11%
2009	159	30	19%
2010	148	16	11%
2011	163	23	14%
2012	167	23	14%
2013	154	14	9%
2014	147	9	6%
2015	152	9	6%
2016	149	13	9%
2017	157	8	5%

FACTS ABOUT ENROLLING STUDENT-ATHLETES—CLASS ENTERING 2017

- The first-year class that enrolled in 2017 included 233 student-athletes.
 - The 25th percentile high-school grade-point average (HS GPA) for these students was 3.69, and the 75th percentile was 4.70.
 - The 25th percentile test score was 1110, and the 75th percentile was 1400.
- In regard to UNC-system requirements:
 - All 233 met both the testing and the HS GPA components of the minimum admissions requirements (MAR).
 - All 233 met the minimum course requirements (MCR).
- 157 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 students was 3.40, and the 75th percentile was 4.10.
 - The 25th percentile test score was 1060, and the 75th percentile was 1260.
- Eight student-athletes required review by the Committee on Special Talent.
 - All of these 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.

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. Several years ago, 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 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](#) 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 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.

Last year the admissions office worked with the Odum Institute at UNC-Chapel Hill to revise the PGPA formula, using the actual academic performance of special-talent student-athletes who enrolled in four most recent entering classes. This revised formula was used to evaluate the students whose credentials are summarized in this report.

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 federally mandated privacy rights of individual students, given the small number of students recruited by some of the sports each year. Since the first report was published, additional concerns were raised about the institution’s responsibility to allow students to engage fully in their undergraduate education without their being subject to assumptions about their individual academic performance or potential made on the basis of their association with a relatively small group. Readers interested in admissions statistics for each of 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. Final reports have been posted for [2012-2013](#), [2013-2014](#), [2014-2015](#), and [2015-2016](#).

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.

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 16 constituent universities, including UNC-Chapel Hill; final reports have been posted for [2012-2013](#), [2013-2014](#), [2014-2015](#), and [2015-2016](#).

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 new SAT scale for Critical Reading and Math scores combined?

Test scores are reported on the new 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 concordance resources approved by the College Board and ACT.

How many prospective student-athletes are denied admission each year?

The athletics department typically identifies prospective student-athletes well before the admissions season begins. These students undergo preliminary evaluation for admissions on the basis of their courses, grades, test scores, and other information. As a result of these preliminary evaluations, the admissions office advised the athletics department that some prospective students would not be admitted if they applied, the athletics department chose not to recommend other students for admission, and still other students chose to pursue admission to other colleges and universities. The effect of this process is that student-athletes who will not be viable candidates for admission ordinarily are not recommended by the athletics department and

do not apply to the University. Of the 478 students presented for preliminary evaluation, 271 subsequently applied for admission, and 215 were admitted. Twenty-two of the 478 students were identified as requiring review by the Committee on Special Talent; of these 22 students, 12 applied for admission, and eight were admitted.

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

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 16 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](#); a detailed description is also available [here](#). Previous reports on athletics admissions may be found [here for the class entering in 2013](#), [here for the class entering in 2014](#), [here for the class entering in 2015](#), and [here for the class entering in 2016](#), as well as 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 2017. First-year students who enrolled for the first time at the University during any 2017 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 2017 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.

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 new SAT Critical Reading and Math scale. 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 880 on the new 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 thirteen students requiring review in 2016, 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 high-school 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 was revised for 2017 to reflect the academic performance of the most recent four entering classes.

NCAA core high-school 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.