



2019-2020 Annual Report
Advisory Committee on Undergraduate Admissions
February 19, 2021

Members: Glynis Cowell (Professor, Division of Fine Arts and 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); Michael Kris (Teaching Professor, Division of Fine Arts and Humanities, 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); Sherry Salyer (Professor, Division of Natural Sciences, 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 Terry Rhodes, Dean, College of Arts and Sciences); Lee May (Associate Dean, Academic Advising, College of Arts and Sciences).

Ex officio (non-voting) members: Stephen Farmer (Vice Provost for Enrollment and Undergraduate Admissions [left UNC December 2020]); Bettina Shuford (Associate Vice Chancellor for Student Affairs, representing Amy Johnson, Vice Chancellor for Student Affairs).

Consultants (non-voting): Michelle Brown (Assistant Provost and Director, Academic Support Program for Student Athletes); Marcus Collins (Associate Dean, Center for Student Success and Academic Counseling, College of Arts and Sciences); Dan Thornton (Associate Director, Scholarships and Student Aid); Lynn Williford (Assistant Provost and Director, Institutional Research and Assessment).

Members, [Committee on Disabilities](#): Kimberly Abels (Director, Writing Center and Learning Center); Tiffany Bailey (Director, Accessibility Resources and Services); 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); Amarjit Budhiraja (Professor, Statistics and Operations Research); Patrick Curran (Professor, College of Arts and Sciences); Jonathan Engel (Professor, College of Arts and Sciences); Steve Farmer (Vice Provost for Enrollment, Office of Undergraduate Admissions); Jen Kretchmar (Associate Director, Office of Undergraduate Admissions); Michael Kosorok (Professor, Gillings School of Global Public Health); Douglas Shackelford (Dean, Kenan-Flagler Business School); Bettina Shuford (Associate Vice Chancellor for Student Affairs); Lynn Williford (Assistant Provost, Office of Institutional Research and Assessment).

Members, [Committee on Special Talent](#): Brent Wissick, 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); Joy Renner (Associate Professor, Allied Health Sciences); Isaac Unah (Associate Professor, College of Arts and Sciences); Erianne Weight (Associate Professor, College of Arts and Sciences).

Meetings during 2019-2020: August 20, 2019; November 19, 2019; December 10, 2019 (joint meeting with the Faculty Athletics Committee); February 11, 2020; March 17, 2020; April 14, 2020.

Report prepared by: Abigail Panter (Chair and Senior Associate Dean, Undergraduate Education, College of Arts and Sciences); Allison Legge (Interim Director, Office of Undergraduate Admissions).

Report of 2019-2020 activities

1. Received reports from the Office of University Counsel regarding the lawsuit filed against the University by Students for Fair Admissions, Inc.
2. Discussed the first phase of a comprehensive redesign of the University's readmission process for undergraduate students, now known as [Return to Carolina](#), as well as preliminary results.
3. Reviewed and discussed detailed information regarding the Fall 2019 entering class, as well as graphics intended to communicate this information, the history of first-year enrollment by race and ethnicity from 2012 to 2019, and contextual information about enrollments of various undergraduate student populations and graduation rates of Pell Grant recipients (see below).
4. Met with Mr. Raymond Farrow, Associate Provost for Global Affairs, to discuss the University's efforts to welcome and support global students, particularly the Global Task Force and the proposed Global Guarantee.
5. Received updates from the [Committee on Race-Neutral Strategies](#) and the [Committee on Special Talent](#).
6. Met jointly with the [Faculty Athletics Committee](#) to discuss the admission of students with special talent in athletics, including comparative information about the admissions credentials of students admitted to peer institutions (see below).
7. Discussed obstacles to higher education faced by rural students across North Carolina and how the [Carolina College Advising Corps](#) is helping students overcome them.
8. Discussed a planned pilot program to encourage prospective students to study abroad before enrolling at the University as transfer students.

9. Received updates from the [Carolina Student Transfer Excellence Program](#) (C-STEP) and the [Carolina College Advising Corps](#) (see below).

Addendum - report of 2020-2021 activities to date

1. Reviewed and discussed detailed information regarding the Fall 2020 entering class.
2. Discussed testing exception and procedures implemented by the Office of Undergraduate Admissions to honor the UNC-System's COVID-19 [Standard Test Requirement Waiver](#).
3. Met jointly with the Faculty Athletics Committee to discuss the admission of students with special talent in athletics, including comparative information about the admissions credentials of students admitted to peer institutions (see below).
4. Discussed and approved the extension of the 2020 special-talent pilot framework through 2023.

SUMMARY STATISTICS—ALL ENTERING UNDERGRADUATE STUDENTS, FIRST-YEAR AND TRANSFER, FALL 2020

Total enrolled	5,303					
Resident	4,376	82.5%	Need-based aid	2,057	38.8%	
Non-resident	927	17.5%	Merit-based aid	282	5.3%	
			Carolina Covenant	659	12.4%	
Female	3,203	60.4%				
Male	2,100	39.6%	Military-affiliated	438	8.3%	
			Military-affiliated receiving benefits	103	1.9%	
U.S. citizens	4,907	92.5%				
U.S. permanent residents	120	2.3%	Talent in athletics, music, or dramatic art	195	3.7%	
Non-resident aliens	276	5.2%				
			Rank in class reported	3,573	67.4%	
Fee waiver	894	16.9%	Of those reporting rank in class—			
			Top 10 percent	2,444	68.4%	
First-generation college	1,051	19.8%	Second 10 percent	648	18.1%	
			Top 10	1,360	38.1%	
Resident children of alumni	807	15.2%	1st	233	6.5%	
Non-resident children of alumni	157	3.0%	2nd	164	4.6%	
Race and ethnicity—federal reporting guidelines			GPA reported	4,612	87.0%	
Non-resident alien	276	5.2%	Of those reporting GPA—			
Hispanic/Latino/Latina/Latinx of any race	552	10.4%	4.0 or higher	4,237	91.9%	
Two or more races	273	5.1%	25th percentile	4.29		
Race and ethnicity unknown	163	3.1%	75th percentile	4.54		
American Indian/Alaska Native only	19	0.4%				
Asian/Asian American only	691	13.0%	SAT reported	3,230	60.9%	
Black/African American only	441	8.3%	Of those reporting SAT—	RW+M	CR	M
Caucasian/White only	2,887	54.4%	25th percentile	1260	630	630
Hawaiian or Pacific Islander only	1	0.0%	75th percentile	1470	720	750
Race and ethnicity—all reported			ACT reported	3,400	64.1%	
American Indian/Alaska Native	87	1.6%	Of those reporting ACT—	ACT		
Asian/Asian American	1,064	20.1%	25th percentile	27		
Black/African American	595	11.2%	75th percentile	33		
Caucasian/White	3,497	65.9%				
Hispanic/Latino/Latina/Latinx	571	10.8%	Either SAT or ACT reported	4,892	92.2%	
Hawaiian or Pacific Islander	13	0.2%	Highest score reported on SAT scale—	RW+M		
			25th percentile	1310		
			75th percentile	1470		

SUMMARY STATISTICS—ENTERING FIRST-YEAR STUDENTS, FALL 2020

Total enrolled	4,444					
Resident	3,717	83.6%	Need-based aid	1,602	36.0%	
Non-resident	727	16.4%	Merit-based aid	242	5.4%	
			Carolina Covenant	485	10.9%	
Female	2,717	61.1%				
Male	1,727	38.9%	Military-affiliated	335	7.5%	
			Military-affiliated receiving benefits	53	1.2%	
U.S. citizens	4,158	93.6%				
U.S. permanent residents	78	1.8%	Talent in athletics, music, or dramatic art	179	4.0%	
Non-resident aliens	208	4.7%				
			Rank in class reported	3,148	70.8%	
Fee waiver	635	14.3%	Of those reporting rank in class—			
			Top 10 percent	2,335	74.2%	
First-generation college	787	17.7%	Second 10 percent	550	17.5%	
			Top 10	1,304	41.4%	
Resident children of alumni	722	16.2%	1st	223	7.1%	
Non-resident children of alumni	147	3.3%	2nd	162	5.1%	
Race and ethnicity—federal reporting guidelines			GPA reported	3,952	88.9%	
Non-resident alien	208	4.7%	Of those reporting GPA—			
Hispanic/Latino/Latina/Latinx of any race	427	9.6%	4.0 or higher	3,790	95.9%	
Two or more races	227	5.1%	25th percentile	4.33		
Race and ethnicity unknown	137	3.1%	75th percentile	4.54		
American Indian/Alaska Native only	15	0.3%				
Asian/Asian American only	604	13.6%	SAT reported	2,931	66.0%	
Black/African American only	384	8.6%	Of those reporting SAT—	RW+M	CR	M
Caucasian/White only	2,441	54.9%	25th percentile	1270	640	630
Hawaiian or Pacific Islander only	1	0.0%	75th percentile	1470	720	750
Race and ethnicity—all reported			ACT reported	3,150	70.9%	
American Indian/Alaska Native	77	1.7%	Of those reporting ACT—	ACT		
Asian/Asian American	894	20.1%	25th percentile	27		
Black/African American	512	11.5%	75th percentile	33		
Caucasian/White	2,929	65.9%				
Hispanic/Latino/Latina/Latinx	444	10.0%	Either SAT or ACT reported	4,444	100.0%	
Hawaiian or Pacific Islander	11	0.2%	Highest score reported on SAT scale—	RW+M		
			25th percentile	1310		
			75th percentile	1470		

SUMMARY STATISTICS—FIRST-YEAR APPLIED / ADMITTED

	APPLIED							ADMITTED						
	2016	2017	2018	2019	2020	1 Year	5 Years	2016	2017	2018	2019	2020	1 Year	5 Years
Total	35,875	40,918	43,473	44,859	44,379	-1%	24%	9,386	9,709	9,524	9,611	10,446	9%	11%
Resident	11,663	12,918	13,932	13,497	13,121	-3%	13%	5,696	5,927	5,699	5,652	6,229	10%	9%
Non-resident	24,212	28,000	29,541	31,362	31,258	0%	29%	3,690	3,782	3,825	3,959	4,217	7%	14%
Female	20,988	23,854	25,690	26,470	25,760	-3%	23%	5,565	5,785	5,725	5,660	6,111	8%	10%
Male	14,887	17,064	17,783	18,389	18,619	1%	25%	3,821	3,924	3,799	3,951	4,335	10%	13%
U.S. citizens	31,271	35,703	37,953	38,932	37,984	-2%	21%	8,686	8,817	8,403	8,331	9,018	8%	4%
U.S. permanent residents	804	869	892	894	885	-1%	10%	203	192	164	189	189	0%	-7%
Non-resident aliens	3,800	4,346	4,628	5,033	5,510	9%	45%	497	700	957	1,091	1,239	14%	149%
Fee waiver	4,355	5,204	5,665	5,377	4,927	-8%	13%	887	1,013	1,021	1,163	1,151	-1%	30%
First-generation college	5,780	6,467	6,792	6,716	6,392	-5%	11%	1,230	1,379	1,530	1,476	1,502	2%	22%
Resident children of alumni	1,717	1,940	2,048	2,002	2,021	1%	18%	1,013	1,063	976	956	1,164	22%	15%
Non-resident children of alumni	697	757	831	899	821	-9%	18%	340	351	331	308	391	27%	15%
Race and ethnicity—federal reporting guidelines														
Non-resident alien	3,800	4,346	4,628	5,033	5,510	9%	45%	497	700	957	1,091	1,239	14%	149%
Hispanic/Latino/Latina/Latinx of any race	2,918	3,572	3,784	4,023	4,043	0%	39%	795	883	861	928	945	2%	19%
Two or more races	1,328	1,736	1,878	1,972	2,026	3%	53%	393	470	465	495	526	6%	34%
Race and ethnicity unknown	1,830	1,834	1,917	1,816	1,580	-13%	-14%	556	453	444	372	351	-6%	-37%
American Indian/Alaska Native only	117	127	108	91	76	-16%	-35%	44	43	55	37	29	-22%	-34%
Asian/Asian American only	3,953	4,557	5,337	6,023	6,464	7%	64%	1,134	1,245	1,218	1,306	1,609	23%	42%
Black/African American only	2,903	3,326	3,485	3,352	3,185	-5%	10%	702	697	799	833	836	0%	19%
Caucasian/White only	19,003	21,388	22,297	22,519	21,477	-5%	13%	5,263	5,212	4,719	4,546	4,906	8%	-7%
Hawaiian or Pacific Islander only	23	32	39	30	18	-40%	-22%	2	6	6	3	5	67%	150%
Race and ethnicity—all reported														
American Indian/Alaska Native	527	685	665	623	532	-15%	1%	180	202	228	184	150	-18%	-17%
Asian/Asian American	7,870	9,172	10,222	11,399	12,494	10%	59%	1,757	2,043	2,146	2,406	2,897	20%	65%
Black/African American	3,702	4,352	4,618	4,533	4,361	-4%	18%	905	927	1,081	1,157	1,131	-2%	25%
Caucasian/White	22,340	25,567	26,837	27,297	26,410	-3%	18%	6,195	6,353	5,861	5,753	6,178	7%	0%
Hispanic/Latino/Latina/Latinx	3,120	3,795	4,034	4,232	4,250	0%	36%	831	939	944	997	1,030	3%	24%
Hawaiian or Pacific Islander	106	123	164	173	139	-20%	31%	19	27	24	33	26	-21%	37%

ADDITIONAL STATISTICS—ENTERING FIRST-YEAR STUDENTS, FALL 2020

INTENDED MAJOR

Biology	18.7%
Business Administration	12.5%
Undecided	5.9%
Psychology	5.4%
Political Science	5.1%
Computer Science	5.0%
Biomedical and Health Sciences Engineering	4.6%
Neuroscience	3.4%
Chemistry	3.4%
Nursing	3.3%
Economics	2.8%
Media and Journalism	2.6%
Exercise and Sport Science	2.4%
Mathematics	2.4%
Environmental Sciences	1.7%
Global Studies	1.5%
Communication Studies	1.4%
History	1.4%
Pharmacy	1.1%
Health Policy and Management	1.1%

CAREER INTEREST

Physician	18.0%
Business executive	10.1%
Scientific researcher	6.2%
Lawyer	5.7%
Computer programmer	3.9%
Engineer	3.8%
Nurse	2.9%
Policymaker or government employee	2.8%
Writer or journalist	2.6%
Business owner	2.5%
Clinical psychologist	2.3%
Dentist	2.2%
Therapist (physical, occupational, speech)	2.1%
Foreign service worker	1.6%
Pharmacist	1.4%

BACKGROUND

52% of new first-year students were born in North Carolina
63% of the North Carolinians
2% of the out-of-state students
10% were born outside the United States
7% of the North Carolinians
29% of the out-of-state students
15% speak a first language other than English
4% speak Mandarin as a first language
4% speak Spanish as a first language
36% self-reported fluency in two or more languages
10% are only children
16% have three or more siblings
86% have at least one parent who earned a 2- or 4-yr college degree
47% have at least one parent who earned a graduate degree
3% have no parent who earned a high-school diploma
34% have at least one parent who is a business executive or owner
12% ...school teacher or administrator
10% ...full-time homemaker
10% ...salesperson or clerk
8% ...engineer
6% ...nurse
7% ...physician
7% ...computer programmer
5% ...accountant or actuary
5% ...lawyer or judge
4% ...college administrator or teacher
3% ...skilled trades
3% ...laborer
2% ...military service
2% ...scientific researcher
2% ...Social worker

SUMMARY STATISTICS—ENTERING TRANSFER STUDENTS, FALL 2020

Enrolled	859						
Resident	659	76.7%	Non-traditional	73	8.5%		
Non-resident	200	23.3%					
			Carolina Covenant	174	20.3%		
Female	486	56.6%	Need-based aid	385	44.8%		
Male	373	43.4%					
			Military affiliated	102	11.9%		
U.S. citizens	749	87.2%	Military affiliated receiving benefits	50	5.8%		
U.S. permanent residents	42	4.9%					
Non-resident aliens	68	7.9%	Transferred from NC community college	382	44.5%		
Fee waiver	261	30.4%	CSTEP participant	125	14.6%		
First-generation college	264	30.7%	First-year transfer	136	15.8%		
			Sophomore transfer	330	38.4%		
Children of alumni	95	11.1%	Junior transfer	393	45.8%		
Race and ethnicity—federal reporting guidelines			College GPA				
Non-resident alien	68	7.9%	25th percentile	3.6			
Hispanic/Latino/Latina/Latinx of any race	125	14.6%	75th percentile	3.9			
Two or more races	46	5.4%					
Race and ethnicity unknown	26	3.0%	SAT reported	299	34.8%		
American Indian/Alaska Native only	4	0.5%	Of those reporting SAT—	RW+M	CR	M	
Asian/Asian American only	87	10.1%	25th percentile	1230	610	620	
Black/African American only	57	6.6%	75th percentile	1450	700	750	
Caucasian/White only	446	51.9%					
Hawaiian or Pacific Islander only	0	0.0%	ACT reported	250	29.1%		
			Of those reporting ACT—	ACT			
Race and ethnicity—all reported			25th percentile	24			
American Indian/Alaska Native	10	1.2%	75th percentile	31			
Asian/Asian American	170	19.8%					
Black/African American	83	9.7%	Either SAT or ACT reported	448	52.2%		
Caucasian/White	568	66.1%	Highest score reported on SAT scale—	RW+M			
Hispanic/Latino/Latina/Latinx	127	14.8%	25th percentile	1220			
Hawaiian or Pacific Islander	2	0.2%	75th percentile	1430			

ADDITIONAL STATISTICS—ENTERING TRANSFER STUDENTS, FALL 2020

INTENDED MAJOR

Biology	13.7%
Economics	9.4%
Psychology	9.0%
Computer Science	7.7%
Political Science	5.5%
Media and Journalism	4.7%
Exercise and Sport Science	4.6%
Chemistry	3.7%
Communication Studies	3.1%
English and Comparative Literature	2.6%
Undecided	2.5%
Management and Society	2.4%
Statistics and Analytics	2.3%
English	2.6%
Mathematics	2.1%
Global Studies	2.0%
Neuroscience	2.0%
Information Science	1.5%
Environmental Sciences	1.5%
Dental Hygiene	1.5%
History	1.4%

BACKGROUND

47% of new transfer students were born in North Carolina
60% of the North Carolinians
3% of the out-of-state students
18% were born outside the United States
11% of the North Carolinians
41% of the out-of-state students
18% speak a first language other than English
7% speak Mandarin as a first language
5% speak Spanish as a first language
26% self-reported fluency in two or more languages
77% have at least one parent who earned a 2- or 4-yr college degree
41% have at least one parent who earned a graduate degree
6% have no parent who earned a high-school diploma

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 2020. Students who enrolled at the University for the first time during Fall 2020 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 by the [North Carolina Residency Determination Service](#). The figures reported here include the impact of the so-called Scholarship Provision, the state law by which non-residents who receive full non-athletic 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 identify 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.

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, with all scores reported on the new SAT scale. 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 new SAT Critical Reading and Math scale using standard concordance tables 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.

Language fluency. Students who indicate on their applications for admission that they can read, write, or speak a language.

Transfer Summary Statistics—Additional Key Terms

Entering Arts and Sciences transfer students, Fall 2020. Transfer students who enrolled in the College of Arts and Sciences at the University for the first time during Fall 2020 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. Under state law, students who graduate from Cooperative and Innovative High Schools with a transferable associate degree may choose to apply as either first-year or transfer candidates.

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.

MEET CAROLINA'S NEWVEST CLASS

This fall, Carolina welcomed
5,303 students as members of
the entering class of 2020.

They include 4,444 first-year and 859 transfer students ready to grow, learn, and make each other better. Students were selected from 47,607 applicants.

This class includes 4,376 students from North Carolina and 927 out-of-state students who hail from:

52
countries

44
states
and Washington D.C.

97
N.C. counties
*36% of all NC students
are from rural counties*

20% of Carolina's newest students will be the first in their families to graduate from college.

236 first-year students graduated from schools served by the Carolina College Advising Corps.

39% qualified for need-based aid.

44% of enrolling transfer students most recently attended a North Carolina Community college.



MEET MARY GRACE

At 64, Mary Grace has been an activist, mother, teacher, student, and world traveler — now she's a Carolina student. At UNC, she plans to create her own major studying trauma and resilience.

"Because of what I've seen across the world, I'm really interested in adverse childhood experiences and how they affect the body itself — the ability to think and learn, and heal."

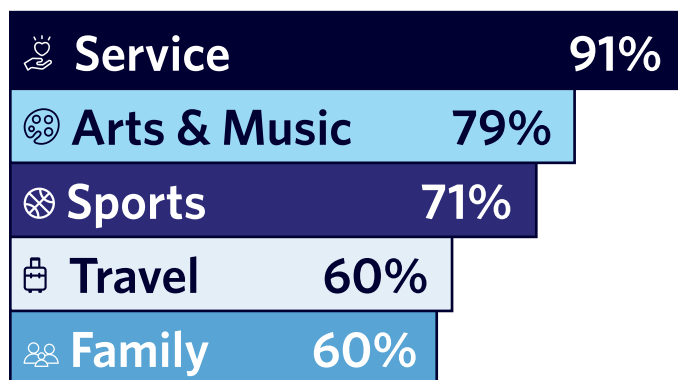
After all her travels, Mary is staying close to home this semester and taking advantage of Carolina Away, a program that lets her take courses online and participate in small-group experiences with classmates and faculty.



582
students participated
in Carolina Away

THEY'RE ACCOMPLISHED

Top Extracurricular Activities



MEET MAX

New Tar Heel Max Masiello started making electronic music out of his bedroom in Asheville, N.C., and by the end of high school, had created a unique sound, released an album, and garnered hundreds of thousands of streams online.

79 percent of incoming students participated in artistic or musical extracurricular activities while they were in high school.



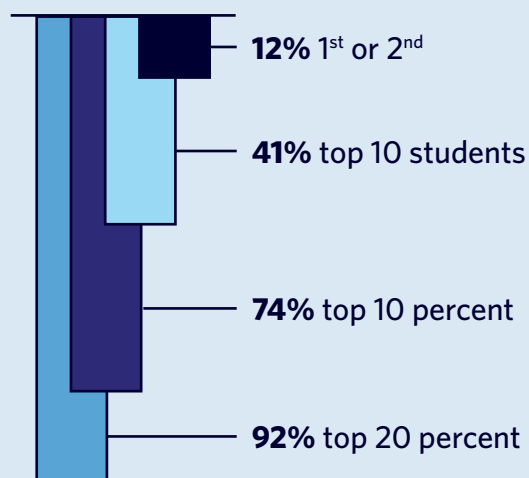
49% served as president of a class or club

33% captained a varsity team

36% conducted research outside of class

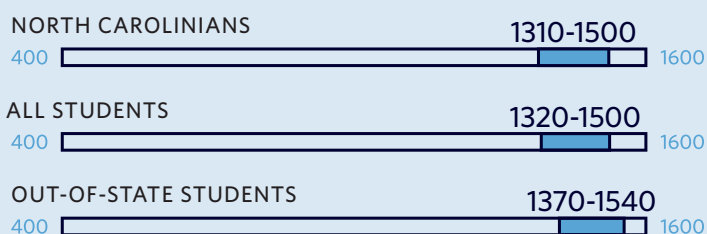
Rank in High School Class

OF THE 71% OF ENROLLING FIRST-YEAR STUDENTS REPORTING THEIR CLASS RANK:



Success on Examinations

3,496 STUDENTS SUBMITTED 25,221 ADVANCED PLACEMENT OR INTERNATIONAL BACCALAUREATE SCORES.



THEY'RE COMPLEX & UNIQUE

Languages Other Than English

SPOKEN BY ENROLLING STUDENTS:

French	3%
Hindi	2%
Korean	1%
Mandarin	5%
Spanish	15%

THEY'RE SUPPORTED

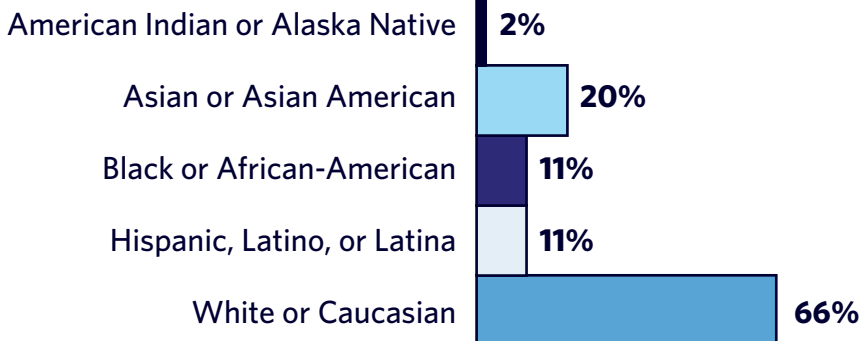
Top Parent Professions

IN FAMILIES OF ENROLLING FIRST-YEAR STUDENTS, AT LEAST ONE PARENT WORKS AS:

5% Accountant	10% Homemaker
34% Business owner or executive	3% Laborer
7% Computer programmer	5% Lawyer or Judge
16% Educator	2% Military
8% Engineer	10% Salesperson
13% Health professional	2% Social worker
	2% Scientific researcher

- 70% contributed to a cause they believe in
- 30% participated in an academic or professional internship
- 16% founded an organization
- 49% participated in a faith community

How Students Identify*



*Students are included under all the race or ethnicity categories with which they self identify.



This year, **12%** of incoming students are Carolina Covenant Scholars, a program designed to help students graduate debt-free.

48% of enrolling Covenant Scholars ranked in the top 10 students in their high school class.



35%

of first-year students have at least one parent born outside the U.S.

PARENTS' EDUCATION

at least one parent earned:

- 96%** high school diploma
- 85%** 2- or 4-year degree
- 47%** graduate education

THEY HAVE HIGH EXPECTATIONS

University Characteristics

MOST IMPORTANT TO ENROLLING STUDENTS

- #1** Quality of academic experience, overall and in major
- #2** Value
- #3** Preparation for graduate school and/or career
- #4** Welcoming, inclusive environment
- #5** Quality of Faculty

Top 5 Intended Majors

OF ENROLLING STUDENTS*

- 1** Biology
- 2** Business
- 3** Psychology & Neuroscience
- 4** Computer Science
- 5** Political Science

**Excludes 5% of undecided students*

87%

plan to **continue their education** after earning an undergraduate degree.

Future Careers

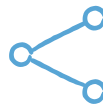
MOST MENTIONED BY ENROLLING STUDENTS



Physician



Business Executive



Researcher



Lawyer or Judge



Engineer

MEET LUIS

A life-changing accident left first-year student Luis Sanchez unable to regain his full ability to walk for nearly a year in high school. As he rediscovered his mobility, he also discovered a passion: biomedical engineering and its ability to help others.

Luis' empathy and his desire to use his education to help others, mean he'll be in good company at Carolina: *95 percent of incoming students say they want to deepen their appreciation, respect, and empathy for others.*



95%

of enrolling students are seeking...

to get better at leading, serving and working with people from different backgrounds.

to exchange and engage with a broad range of ideas, perspectives, and visions.

ENROLLING STUDENT-ATHLETES—CLASS ENTERING 2020

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 UNC 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 4 to 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 2020, the committee consisted of eight members, five of whom were tenured professors in the College.

2020 Special-Talent Pilot

The Advisory Committee approved a special-talent pilot program for 2020 with the objectives of enrolling students with special talent who will succeed academically and personally and enhance the experience of everyone in the University community; maintaining the integrity of the University's admissions, academic, and special-talent programs; and enhancing the ability of admissions and special-talent administrators to influence positively the academic preparation of all special-talent students.

Under the pilot program framework, the athletics department may receive an additional allocation of 40 students, bringing the maximum allocation to 200 students, provided the special-talent students have a predicted first-year grade-point average of 3.0 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.

Preliminary Evaluations – Applications – Admissions

In 2020 the University enrolled a total of 198 new first-year student-athletes, including 167 who were admitted through the special-talent provisions outlined above.

To yield this class of student-athletes, 425 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 425 students presented for preliminary evaluation, 267 subsequently applied for admission, and 204 were admitted. Nine of the 425 students were identified as requiring review by the Committee on Special Talent; of these nine students, 8 applied for admission, and 8 were admitted and enrolled.

About This Report

This document is the seventh annual report on the admissions credentials of enrolling first-year student-athletes. The current report follows the same format of the first five six, which described the classes entering in [2013](#), [2014](#), [2015](#), [2016](#), [2017](#), [2018](#), and [2019](#), 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](#) website.

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 five 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.

	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%
2018	140	9	6%
2019	153	10	7%
2020	167	8	5%

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 last several reports are available on the board's [website](#). 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 2020 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 fifteen entering classes of special-talent student-athletes.

The NCAA also makes available to member institutions comparative aggregate admissions data for all student-athletes at groups of colleges and universities. Although these statistics describe all enrolled student-athletes, not just those in the entering class, they enable broad comparisons between UNC and other institutions. For more information, please see the tables presented to the Advisory Committee on Undergraduate Admissions and the Faculty Athletics Committee that appear elsewhere in the 2019-2020 annual report of the Advisory Committee to Faculty Council.

FACTS ABOUT ENROLLING STUDENT-ATHLETES—CLASS ENTERING 2020

- The first-year class that enrolled in 2020 included 198 student-athletes.
 - The 25th percentile high-school grade-point average (HS GPA) for these 198 students was 3.69, and the 75th percentile was 4.31.
 - The 25th percentile test score was 1060, and the 75th percentile was 1360.
- In regard to UNC System requirements:

*Note: In March 2020, in response to COVID-19, the UNC System modified its minimum admissions requirements. Effective Fall 2020, first-year students must meet either the minimum high-school grade-point average (2.5) or the minimum standardized test score (19 on the ACT or 1010 on the SAT.

 - All 198 met the HS GPA component of the minimum admission requirements (MAR).
 - 196 met the testing component of the minimum admissions requirements (MAR).
 - 197 met the minimum course requirements.
- 167 of the 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 3.63, and the 75th percentile was 4.20.
 - The 25th percentile test score was 1040, and the 75th percentile was 1280.
- Eight athletes required review by the Committee on Special Talent.
 - All eight 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.

The Advisory Committee approved a special-talent pilot program for 2020. Under the pilot program framework, the athletics department may receive an additional allocation of 40 students, bringing the maximum allocation to 200 students, provided the special-talent students have a predicted first-year grade-point average of 3.0 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.

Since 2012 the admissions office has 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 the most recent entering classes.

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](#), [2015-2016](#), [2016-2017](#), and [2017-2018](#).

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. 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](#), [2015-2016](#), [2016-2017](#), and [2017-2018](#)

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 new SAT scale for Critical Reading and Math using concordance tables 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 425 students presented for preliminary evaluation, 267 subsequently applied for admission, and 204 were admitted. Nine of the 425 students were identified as requiring review by the Committee on Special Talent; of these nine students, 8 applied for admission, and 8 were admitted and enrolled.

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 Catalog](#). Previous reports on athletics admissions may be found in the [annual reports to Faculty Council](#) of the Advisory Committee on Undergraduate Admissions.

KEY TERMS

The data summarized in this report have been validated by the Office of Undergraduate Admissions 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 20xx. First-year students who enrolled for the first time at the University during any 20xx 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 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 students requiring review this year, 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 has been revised repeatedly since it was first implemented to reflect the academic performance of the most recent 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.

UNC-CHAPEL HILL AND UNC SYSTEM PEER UNIVERSITIES

2017-2018 ENROLLMENTS OF PELL GRANT RECIPIENTS

University	Pell grant recipients	Undergraduate enrollment	Pell as % of enrollment	
UCLA	10,486	31,577	33.2%	1
U Cal-Berkeley	8,183	30,853	26.5%	2
U Texas	9,161	40,804	22.5%	3
UNC-Chapel Hill	4,256	19,117	22.3%	4
U Washington	6,770	32,099	21.1%	5
U Southern California	4,007	19,907	20.1%	6
U Minnesota	6,590	34,437	19.1%	7
U Maryland	5,720	30,762	18.6%	8
Northwestern U	1,431	8,642	16.6%	9
U Michigan	4,849	30,318	16.0%	10
U Pittsburgh	3,081	19,330	15.9%	11
U Wisconsin	4,429	31,705	14.0%	12
Duke U	928	6,682	13.9%	13
Johns Hopkins U	812	6,064	13.4%	14
U Pennsylvania	1,532	11,851	12.9%	15
U Virginia	2,153	16,777	12.8%	16

Source: National Center for Education Statistics College Navigator (<https://nces.ed.gov/collegenavigator/>)

UNC-CHAPEL HILL AND UNC SYSTEM PEER PUBLIC UNIVERSITIES

FALL 2012 COHORT—FOUR-YEAR GRADUATION RATES

Total		
U Virginia	88.3%	1
UNC-Chapel Hill	82.4%	2
U Michigan	79.0%	3
U Cal-Berkeley	75.8%	4
UCLA	74.6%	5
U Maryland	66.9%	6
U Minnesota	65.5%	7
U Pittsburgh	65.1%	8
U Washington	65.0%	9
U Wisconsin	62.0%	10
U Texas	60.9%	11

Pell Grant recipients		
U Virginia	82.1%	1
UNC-Chapel Hill	77.5%	2
UCLA	70.3%	3
U Michigan	68.6%	4
U Cal-Berkeley	62.4%	5
U Pittsburgh	57.1%	6
U Washington	56.0%	7
U Wisconsin	54.3%	8
U Minnesota	54.2%	9
U Maryland	53.8%	10
U Texas	50.3%	11

Pell vs. not Pell (% point difference)		
UNC-Chapel Hill	-6.1	1
U Virginia	-7.1	2
U Wisconsin	-8.9	3
U Pittsburgh	-9.4	4
UCLA	-10.0	5
U Washington	-11.5	6
U Michigan	-12.2	7
U Minnesota	-14.3	8
U Texas	-14.4	9
U Maryland	-15.4	10
U Cal-Berkeley	-16.7	11

FALL 2018—ALL UNDERGRADUATE STUDENTS

In-state		
U Texas	89.4%	1
UNC-Chapel Hill	82.1%	2
UCLA	77.3%	3
U Cal-Berkeley	74.0%	4
U Maryland	73.3%	5
U Washington	69.7%	6
U Pittsburgh	69.5%	7
U Virginia	68.9%	8
U Minnesota	66.5%	9
U Wisconsin	58.4%	10
U Michigan	54.9%	11

Global		
U Washington	15.0%	1
U Cal-Berkeley	13.0%	2
UCLA	11.5%	3
U Wisconsin	10.2%	4
U Minnesota	8.3%	5
U Michigan	7.0%	6
U Texas	5.4%	7
U Pittsburgh	4.8%	8
U Maryland	4.7%	9
U Virginia	4.3%	10
UNC-Chapel Hill	3.5%	11

Financial need met		
UNC-Chapel Hill	100.0%	1
U Virginia	100.0%	1
U Michigan	93.0%	3
UCLA	83.2%	4
U Cal-Berkeley	80.5%	5
U Washington	77.2%	6
U Wisconsin	75.0%	7
U Minnesota	72.4%	8
U Texas	69.9%	9
U Maryland	59.8%	10
U Pittsburgh	52.3%	11

FALL 2018—FIRST-YEAR UNDERGRADUATE STUDENTS

African-American <u>only</u>		
UNC-Chapel Hill	8.6%	1
Maryland	7.3%	2
Virginia	6.5%	3
U Pittsburgh	4.8%	4
U Texas	4.5%	5
U Minnesota	4.4%	6
Michigan	4.0%	7
UCLA	3.5%	8
U Washington	2.9%	9
Cal-Berkeley	2.0%	10
U Wisconsin	1.7%	11

American Indian <u>only</u>		
UNC-Chapel Hill	0.7%	1
U Washington	0.4%	2
UCLA	0.3%	3
U Wisconsin	0.2%	4
Maryland	0.2%	5
U Minnesota	0.2%	6
U Texas	0.1%	7
Virginia	0.1%	8
Michigan	0.0%	9
U Pittsburgh	0.0%	10
Cal-Berkeley	0.0%	11

Hispanic / Latino / Latina / Latinx		
U Texas	24.1%	1
UCLA	19.8%	2
Cal-Berkeley	15.3%	3
U Washington	8.5%	4
UNC-Chapel Hill	8.4%	5
Michigan	7.4%	6
Maryland	7.1%	7
Virginia	6.1%	8
U Wisconsin	5.7%	9
U Pittsburgh	5.7%	10
U Minnesota	4.5%	11



Carolina Student Transfer Excellence Program (C-STEP)

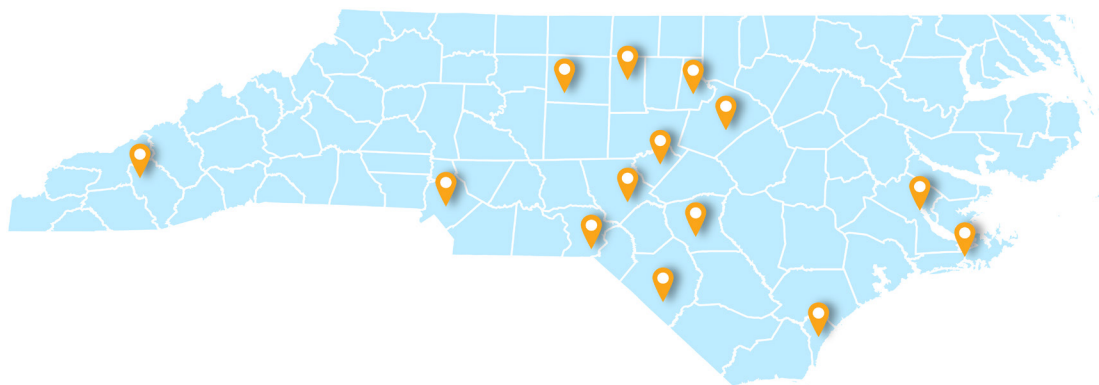
Founded in 2006 with the support of the Jack Kent Cooke Foundation, the Carolina Student Transfer Excellence Program, or C-STEP, fosters success for talented low- to moderate-income students at North Carolina community colleges. C-STEP identifies talented students while they are still in high school or early in their community-college careers, guarantees their eventual admission to UNC, and offers personalized support to help them complete their associate and bachelor degrees.

2019-2020 INITIATIVES AND SUCCESSES

- The North Carolina GlaxoSmithKline Foundation awarded C-STEP a \$1.1 million grant to support STEM scholars and to expand the program at Central Piedmont and Guilford Technical community colleges.
- C-STEP expanded to its 14th partner school, Richmond Community College. Since its inception, the program has grown from three community colleges, at which it served six students, to 14 community colleges, where it has served more than 1,000 students.
- Not only is C-STEP expanding, the program is becoming more rooted in the campus communities it currently serves, strengthening relationships and engaging in direct community outreach.
- C-STEP students graduate from Carolina at a rate of 82 percent and with an average GPA of 3.0.
- More than 50 faculty and staff members at Carolina and C-STEP partner schools are dedicated to supporting C-STEP students throughout their higher education journey.
- Through experiences such as corporate shadow days, the career exploration fair, individualized academic counseling, and monthly student gatherings, program participants are well-connected and well-prepared for the world after graduating from Carolina.

PROUDLY SERVING NORTH CAROLINA

With its 14 community college partners, C-STEP serves 22 counties across North Carolina, as well as the Qualla Boundary in Cherokee, N.C.



PARTNERS: Alamance Community College, Cape Fear Community College, Carteret Community College, Central Carolina Community College, Central Piedmont Community College, Craven Community College, Durham Technical Community College, Fayetteville Technical Community College, Guilford Technical Community College, Robeson Community College, Richmond Community College, Sandhills Community College, Southwestern Community College, and Wake Technical Community College



Carolina College Advising Corps (CCAC)

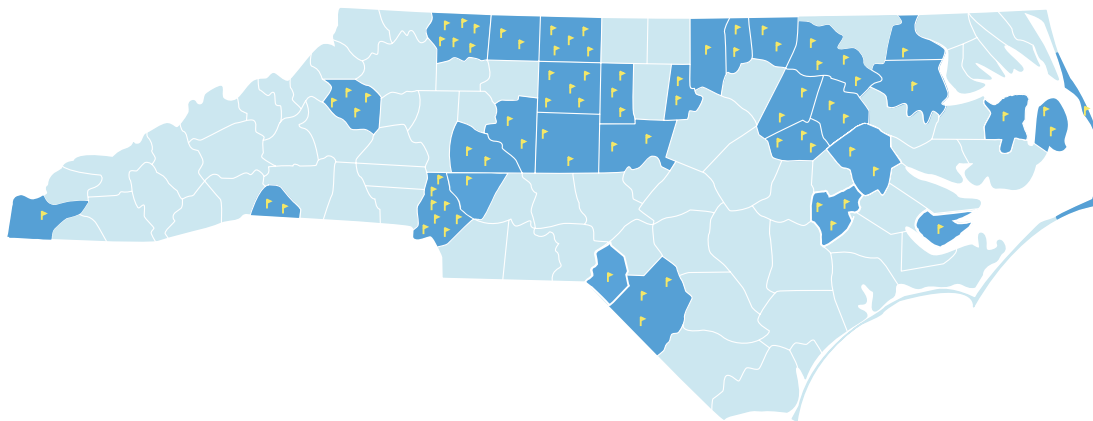
The Carolina College Advising Corps helps low-income, first-generation, and under-represented students apply to and enroll in college by placing recent UNC-Chapel Hill graduates as college advisers in selected public high schools throughout the state. Advisers help students apply for college admission as well as scholarships and financial aid.

2019-2020 INITIATIVES AND SUCCESSES

- The 59 advisers of the Carolina College Advising Corps will serve over 14,000 students across the state. Fifteen of the advisers serving during the 2019-20 academic year had advisers that supported their paths to Carolina when in high school. One third of advisers graduated as Covenant Scholars.
- Created a partnership with the Eastern Band of Cherokee Indians to increase access to higher education for tribe members. A full-time adviser visits local schools to assist and support with college and financial aid applications.
- In an effort to meet parents and student supporters where they are, we've used text messaging to communicate key information, updates, and deadlines. Families are able to communicate with the adviser to set up appointments and ask important questions regarding the college application process.
- Approximately 53 percent of students from the class of 2018 in partner institutions enrolled in post-secondary institutions. In 2017, 83 percent of Corps students who enrolled in college returned for their second year, consistent with the national average.
- Advisers met with 86 percent of the 2019 senior class through 47,545 one-on-one interactions, yielding 70 percent of students submitting at least one of 29,702 college applications. In addition, 43 percent of students received assistance with FAFSA submissions, yielding 53 percent of students submitting the FAFSA by June 2019.

PROUDLY SERVING NORTH CAROLINA

With 59 advisers at 77 partner high schools, the Carolina College Advising Corps serves 27 counties across the state, ensuring that more than 14,000 high school seniors have access to a college adviser.



COUNTIES SERVED: Alamance, Bertie, Cabarrus, Caldwell, Chatham, Cherokee, Dare, Davidson, Durham, Edgecombe, Granville, Guilford, Halifax, Hertford, Lenoir, Mecklenburg, Nash, Pamlico, Pitt, Polk, Randolph, Robeson, Rockingham, Rowan, Scotland, Stokes, and Surry.

ADVISORY COMMITTEE ON UNDERGRADUATE ADMISSIONS
FACULTY ATHLETICS COMMITTEE

December 3, 2020 (Updated January 2021)

OVERVIEW

- The Office of Undergraduate Admissions has the final decision-making authority for all candidates for undergraduate admission.
- The admissions office follows policies established by the Board of Governors and by the Board of Trustees.
- By trustee policy, the admissions office also applies procedures approved by the Advisory Committee on Undergraduate Admissions, a standing faculty committee appointed by the Chancellor.

SPECIAL TALENT

- Trustee policy provides for the admission of students “who demonstrate special talent for University programs requiring such talent.”
- The Advisory Committee has approved intercollegiate athletics as one such program.
- Each year since 2013, the University enrolled an average of 152 new special-talent first-year students who were recruited by athletics; these students comprised 3.6 percent of all new first-year students.
- Each year since 2013, the University enrolled an average of 46 new first-year students who were recruited by athletics but admitted without regard to their special talent.

COMMITTEE ON SPECIAL TALENT

- The Advisory Committee has appointed a Committee on Special Talent to develop policies and procedures regarding special-talent admissions and review individual candidates who do not meet certain thresholds.
- The Committee on Special Talent consists of at least six voting members, the majority of whom must be tenured or tenure-track faculty members in the College of Arts and Sciences.
- The governance of the committee was last reviewed and approved by Faculty Committee on University Government in Spring 2014.

SPECIAL-TALENT STUDENTS REQUIRING COMMITTEE REVIEW

- Any special-talent student with a test score who has a predicted first-year grade-point average (PGPA) below 2.3 must be reviewed by the Committee.
- So must any student without a test score whose NCAA core grade-point average is below 3.0.
- So must any student who does not meet the minimum course and admissions requirements (MCR and MAR) of the UNC System.
- So must any student who has committed a significant breach of community standards for academic or personal behavior.

PGPA

- The formula for predicting first-year grade-point average (PGPA) was first developed for students enrolling in 2013, using the actual performance of UNC special-talent student-athletes.
- The formula predicts roughly 30 percent of the variance in first-year GPA of special-talent student-athletes.
- The formula has been revised repeatedly since it was first developed; the current version was introduced for students enrolling in 2019.

2020 PRELIMINARY EVALUATIONS – APPLICATIONS – ADMISSIONS

- In 2020 the University enrolled a total of 198 first-year students who were recruited by athletics.
- To yield this group of students:
 - 425 candidates were presented by athletics for preliminary evaluation;
 - 267 of these candidates applied for admission; and
 - 204 were admitted.
- Of the 425 candidates:
 - 34 were identified as requiring review by the Committee on Special Talent;
 - 9 of these candidates applied for admission; and
 - 8 were admitted.

SPECIAL-TALENT FIRST-YEAR STUDENT-ATHLETES BY GROUP, 2006-2020

	Students	Group 1 (PGPA < 2.3 and Other)		Group 2 (PGPA ≥ 2.3 and < 2.6)		Group 3 (PGPA ≥ 2.6)		
2006	157	29	18%	43	27%	85	54%	
2007	156	28	18%	44	28%	81	52%	
2008	152	17	11%	65	43%	69	45%	
2009	159	30	19%	63	40%	66	42%	
2010	148	16	11%	60	41%	72	49%	
2011	163	23	14%	49	30%	91	56%	
2012	167	23	14%	52	31%	92	55%	
2013	154	14	9%	52	34%	88	57%	PGPA implemented
2014	147	9	6%	51	35%	87	59%	
2015	152	9	6%	47	31%	96	63%	
2016	149	13	9%	41	28%	95	64%	
2017	157	8	5%	45	29%	104	66%	
2018	140	9	6%	39	28%	92	66%	
2019	153	10	7%	34	22%	109	71%	
2020	167	8	5%	40	24%	119	71%	

ALL FIRST-YEAR STUDENT-ATHLETES BY GROUP, 2006-2020

	Students	Group 1 (PGPA < 2.3 and Other)		Group 2 (PGPA ≥ 2.3 and < 2.6)		Group 3 or Not Special Talent	
2006							
2007							
2008							
2009							
2010							
2011							
2012							
2013	201	14	7%	52	26%	135	67%
2014	175	9	5%	51	29%	115	66%
2015	188	9	5%	47	25%	132	70%
2016	201	13	6%	41	20%	147	73%
2017	233	8	3%	45	19%	180	77%
2018	193	9	5%	39	20%	145	75%
2019	199	10	5%	34	17%	155	78%
2020	198	8	4%	40	20%	150	76%

ALL FIRST-YEAR STUDENT-ATHLETES' HIGH-SCHOOL GPAS AND TEST SCORES, 2013-2020

	HS GPA				TEST SCORE			
	All		Special Talent		All		Special Talent	
	25th	75th	25th	75th	25th	75th	25th	75th
2013	3.37	4.28	3.18	4.00	1030	1290	990	1180
2014	3.45	4.42	3.35	4.11	1030	1220	1005	1190
2015	3.44	4.40	3.38	4.10	1030	1270	990	1220
2016	3.62	4.48	3.50	4.06	1030	1300	990	1190
2017	3.69	4.70	3.40	4.10	1110	1400	1060	1260
2018	3.60	4.44	3.49	4.14	1100	1360	1060	1275
2019	3.48	4.29	3.35	4.09	1090	1340	1070	1280
2020	3.69	4.31	3.63	4.20	1060	1360	1040	1280

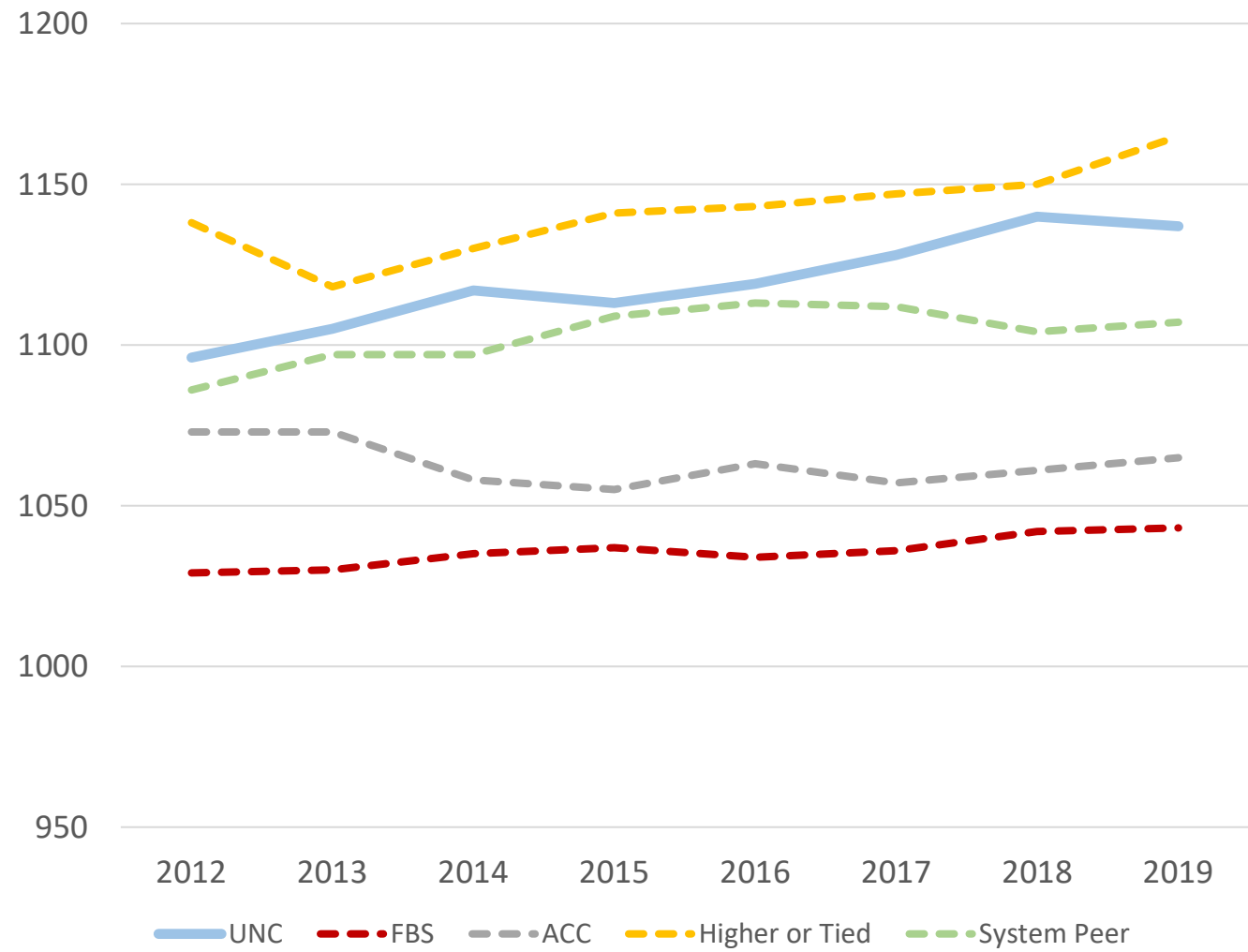
ALL FIRST-YEAR STUDENT-ATHLETES MEETING UNC SYSTEM MINIMUMS, 2013-2020

	MAR						MCR	
	Testing		HS GPA		Either			
2013	201	100%	198	99%			200	100%
2014	173	99%	173	99%			174	99%
2015	187	99%	188	100%			188	100%
2016	201	100%	201	100%			201	100%
2017	233	100%	233	100%			233	100%
2018	192	99%	193	100%			193	100%
2019	199	100%	197	99%			199	100%
S2020	20	95%	21	100%			21	100%
F2020					177	100%	177	100%

In March 2020, in response to COVID-19, the UNC System modified its minimum admissions requirements.

Effective Fall 2020, first-year students must meet either the minimum high-school grade-point average (2.5) or the minimum standardized test score (19 on the ACT or 1010 on the SAT).

UNC STUDENT-ATHLETES CF. STUDENT-ATHLETES AT OTHER SCHOOLS: TEST SCORES



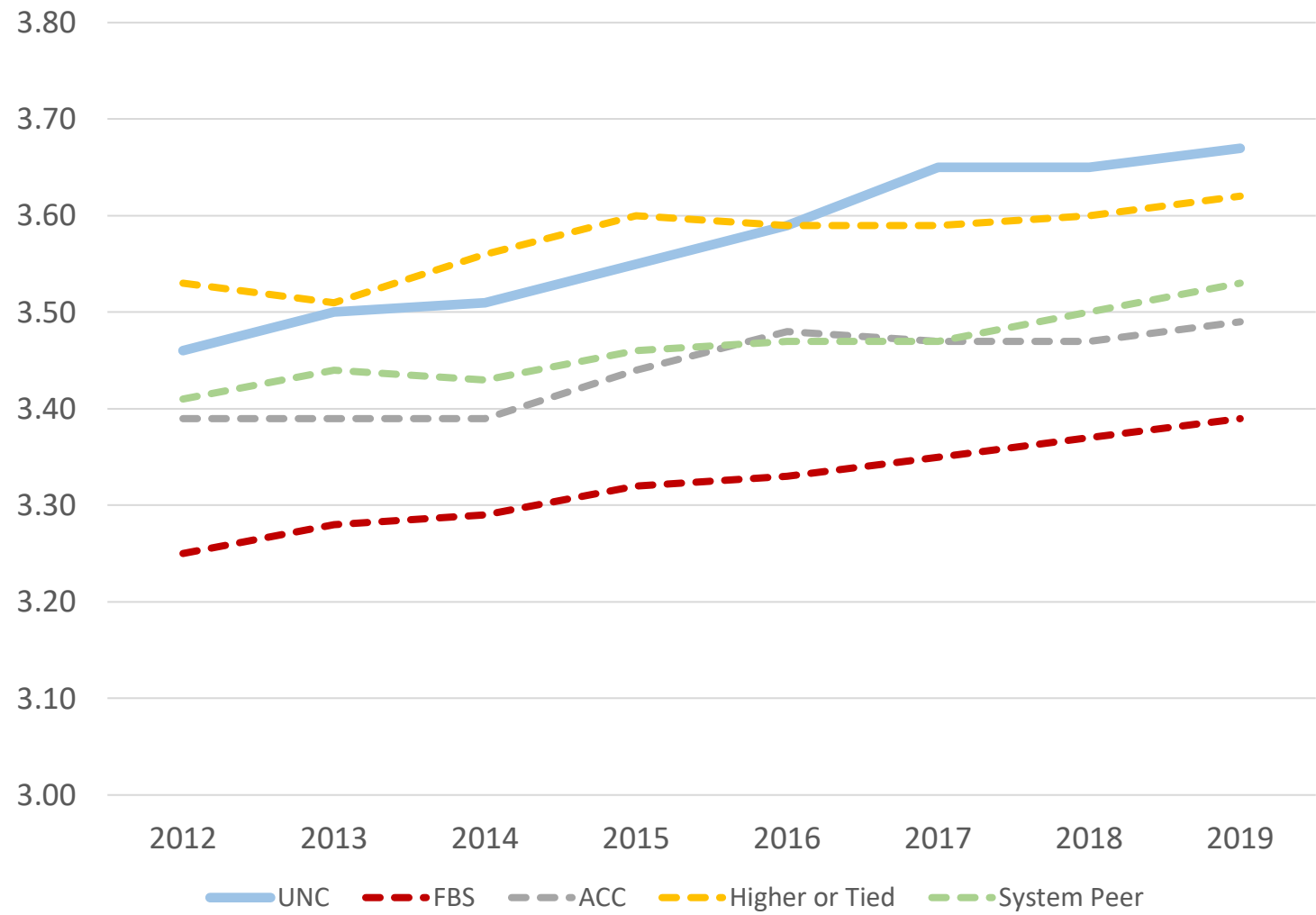
	2012	2019
cf. FBS	+67	+94
cf. ACC	+23	+72
cf. Higher or Tied	-42	-24
cf. System Peer	+10	+30

Higher or Tied (13): Duke, Northwestern, Rice, Stanford, Berkeley, UCLA, Michigan, Notre Dame, Southern Cal, Virginia, Vanderbilt, Wake Forest, Georgia Tech

System Peer (13): Duke, Northwestern, Texas, Berkeley, UCLA, Maryland, Michigan, Minnesota, Pittsburgh, Southern Cal, Virginia, Washington, Wisconsin

[Source: NCAA Institutional Performance Program. FBS: All schools in NCAA Division 1 Football Bowl Subdivision. Higher or Tied: FBS schools ranked higher than UNC in September 2019 by US News; 2012 figures do not include results for Georgia Tech. Figures include all scholarship student-athletes in residence each year, not just those in the entering class.]

UNC STUDENT-ATHLETES CF. STUDENT-ATHLETES AT OTHER SCHOOLS: NCAA CORE GPAS



	2012	2019
cf. FBS	+0.21	+0.28
cf. ACC	+0.07	+0.18
cf. Higher or Tied	-0.07	+0.05
cf. System Peer	+0.05	+0.14

Higher or Tied (13): Duke, Northwestern, Rice, Stanford, Berkeley, UCLA, Michigan, Notre Dame, Southern Cal, Virginia, Vanderbilt, Wake Forest, Georgia Tech

System Peer (13): Duke, Northwestern, Texas, Berkeley, UCLA, Maryland, Michigan, Minnesota, Pittsburgh, Southern Cal, Virginia, Washington, Wisconsin

[Source: NCAA Institutional Performance Program. FBS: All schools in NCAA Division 1 Football Bowl Subdivision. Higher or Tied: FBS schools ranked higher than UNC in September 2019 by US News; 2012 figures do not include results for Georgia Tech. Figures include all scholarship student-athletes in residence each year, not just those in the entering class.]