



## 2020-2021 Annual Report Advisory Committee on Undergraduate Admissions February 11, 2022

**Members:** Paul Cuadros (Associate Professor, Hussman School of Journalism and Media); Nicole Else-Quest† (Associate Professor, Division of Fine Arts and Humanities, College of Arts and Sciences); 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, Hussman School of Journalism and Media); Daniel Klasik\* (Assistant Professor, School of Education); Michael Kris† (Teaching Professor, Division of Fine Arts and Humanities, College of Arts and Sciences); Priscilla Layne (Associate Professor, Division of Fine Arts & Humanities, College of Arts and Sciences); David Navalinsky† (Associate Professor, Division of Fine Arts and Humanities, College of Arts and Sciences); Valerie Pruvost† (Teaching Professor, Division of Fine Arts and Humanities, College of Arts and Sciences); Charlene Regester\* (Associate Professor, Division of Social Sciences, College of Arts and Sciences); Douglas Shackelford (Dean, Kenan-Flagler Business School); Margaret Wilmoth (Associate Dean for Academic Affairs & Professor, School of Nursing).

*\*Denotes membership through May 2021*

*†Denotes membership August 2021-present*

**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); Chloë Russell (Associate Dean, Academic Advising, College of Arts and Sciences).

**Ex officio (non-voting) members:** Allison Legge (Interim Director of Undergraduate Admissions); 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, Office of 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, Division of Natural Sciences & Mathematics, College of Arts and Sciences).

**Members, [Committee on Race-Neutral Strategies](#):** Abigail Panter, Chair (Professor and Senior Associate Dean, Undergraduate Education, College of Arts and Sciences); Kenneth Bollen† (Professor, Division of Natural Sciences & Mathematics, College of Arts and Sciences); Amarjit

Budhiraja (Professor, Division of Natural Sciences & Mathematics, College of Arts and Sciences); Leah Cox† (Vice Provost for Equity and Inclusion), Patrick Curran (Professor, College of Arts and Sciences); Nicole Else-Quest† (Associate Professor, Division of Fine Arts and Humanities, College of Arts and Sciences); Jonathan Engel\* (Professor, Division of Natural Sciences & Mathematics, College of Arts and Sciences); Daniel Klasik† (Assistant Professor, School of Education); Jen Kretchmar (Associate Director, Office of Undergraduate Admissions); Michael Kosorok\* (Professor, Gillings School of Global Public Health); Allison Legge (Interim Director of Undergraduate Admissions); Douglas Shackelford\* (Dean, Kenan-Flagler Business School); Bettina Shuford (Associate Vice Chancellor for Student Affairs); Lynn Williford (Assistant Provost and Director, Office of Institutional Research and Assessment); Donglin Zeng† (Professor, Gillings School of Public Health).

*\*Denotes membership through May 2021*

*†Denotes membership August 2021-present*

**Consultants:** Steve Keadey (Associate Vice Chancellor and Senior University Counsel); Kara Simmons (Associate Vice Chancellor and Senior University Counsel)

**Members, [Committee on Special Talent](#):** Brent Wissick\*, Chair (Professor, Division of Fine Arts and Humanities, College of Arts and Sciences); Fenaba Addo† (Professor, Division of Social Sciences and Global Programs, College of Arts and Sciences); Bernard Bell† (Executive Director, Shuford Program in Entrepreneurship, College of Arts and Sciences); Lissa Broome (Professor, School of Law, and Faculty Representative to the NCAA); Daniel Gitterman\* (Professor, Division of Social Sciences and Global Programs, College of Arts and Sciences); Michael Kris† (Teaching Professor, Division of Fine Arts and Humanities, College of Arts and Sciences); Priscilla Layne† (Associate Professor, Division of Fine Arts and Humanities, College of Arts and Sciences); David Navalinsky† (Associate Professor, Division of Fine Arts and Humanities, College of Arts and Sciences); Joy Renner\* (Associate Professor, Allied Health Sciences); Chloë Russell (Associate Dean, Academic Advising, College of Arts and Sciences); Isaac Unah (Chair beginning Fall 2021, Associate Professor, College of Arts and Sciences); Erianne Weight (Associate Professor, College of Arts and Sciences).

*\*Denotes membership through May 2021*

*†Denotes membership August 2021-present*

**Meetings during 2020-2021:** September 29, 2020; December 3, 2020 (joint meeting with the Faculty Athletics Committee); January 26, 2021; April 20, 2021.

**Meetings Fall 2021-present:** September 14, 2021, December 15, 2021.

**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 2020-2021 activities**

1. Reviewed and discussed detailed information regarding the Fall 2020 entering class.

2. Discussed the UNC Board of Governors' standardized testing waiver and procedures implemented by Undergraduate Admissions for application review during the pandemic.
3. Reviewed and approved the continuation of the pilot program for the Committee on Special Talent through Spring 2023.
4. Received updates on the Fall 2021 application process, including the impact of significantly higher application volume and the testing waiver on application evaluation.
5. Reviewed the progress of the Undergraduate Student Enrollment Working Group, including suggestions for growing Carolina Global Launch and designing new 3+2 or 4+1 degree programs.
6. Discussed the Southern Futures Fellows and the Russian Flagship Program.
7. Received updates from the [Committee on Race-Neutral Strategies](#) and the [Committee on Special Talent](#).
8. 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

#### **Addendum – report of 2021-2022 activities to date – Fall 2021**

1. Reviewed and discussed detailed information regarding the Fall 2021 entering class.
2. Discussed standardized testing exception and procedures implemented by the Office of Undergraduate Admissions to honor the UNC-System's COVID-19 [Standard Test Requirement Waiver](#).
3. Reviewed changes to the Community Standards requirements and the policy for requesting that incoming students complete background checks.
4. 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).

# SUMMARY STATISTICS—ALL ENTERING UNDERGRADUATE STUDENTS, FIRST-YEAR AND TRANSFER, FALL 2021

Total enrolled	5,630							
Resident	4,384	77.9%	Need-based aid	2,277	40.4%			
Non-resident	1,246	22.1%	Merit-based aid	241	4.3%			
			Carolina Covenant	590	10.5%			
Female	3,465	61.5%						
Male	2,165	38.5%	Military-affiliated	471	8.4%			
			Military-affiliated receiving benefits	114	2.0%			
U.S. citizens	5,104	90.7%						
U.S. permanent residents	122	2.2%	Talent in athletics, music, or dramatic art	177	3.1%			
Non-resident aliens	404	7.2%						
			Rank in class reported	3,634	64.5%			
Fee waiver	816	14.5%	Of those reporting rank in class—					
			Top 10 percent	2,444	67.3%			
First-generation college	1,049	18.6%	Second 10 percent	653	18.0%			
			Top 10	1,388	38.2%			
Resident children of alumni	775	13.8%	1st	239	6.6%			
Non-resident children of alumni	231	4.1%	2nd	168	4.6%			
Race and ethnicity—federal reporting guidelines			GPA reported	4,782	84.9%			
Non-resident alien	404	7.2%	Of those reporting GPA—					
Hispanic/Latino/Latina/Latinx of any race	557	9.9%	4.0 or higher	4,257	89.0%			
Two or more races	282	5.0%	25th percentile	4.28				
Race and ethnicity unknown	161	2.9%	75th percentile	4.56				
American Indian/Alaska Native only	23	0.4%						
Asian/Asian American only	736	13.1%	SAT reported	1,813	32.2%			
Black/African American only	476	8.5%	Of those reporting SAT—	RW+M	CR	M		
Caucasian/White only	2,987	53.1%	25th percentile	1300	650	650		
Hawaiian or Pacific Islander only	4	0.1%	75th percentile	1510	740	770		
Race and ethnicity—all reported			ACT reported	2,552	45.3%			
American Indian/Alaska Native	116	2.1%	Of those reporting ACT—	ACT				
Asian/Asian American	1,200	21.3%	25th percentile	29				
Black/African American	647	11.5%	75th percentile	34				
Caucasian/White	3,642	64.7%						
Hispanic/Latino/Latina/Latinx	581	10.3%	Either SAT or ACT reported	3,450	61.3%			
Hawaiian or Pacific Islander	15	0.3%	Highest score reported on SAT scale—	RW+M				
			25th percentile	1350				
			75th percentile	1500				

## SUMMARY STATISTICS—ENTERING FIRST-YEAR STUDENTS, FALL 2021

As of January 11, 2022

Total enrolled	4,688					
Resident	3,763	80.3%	Need-based aid	1,801	38.4%	
Non-resident	925	19.7%	Merit-based aid	241	5.1%	
			Carolina Covenant	437	9.3%	
Female	2,953	63.0%				
Male	1,735	37.0%	Military-affiliated	377	8.0%	
			Military-affiliated receiving benefits	68	1.5%	
U.S. citizens	4,322	92.2%				
U.S. permanent residents	82	1.7%	Talent in athletics, music, or dramatic art	159	3.4%	
Non-resident aliens	284	6.1%				
			Rank in class reported	3,170	67.6%	
Fee waiver	605	12.9%	Of those reporting rank in class—			
			Top 10 percent	2,348	74.1%	
First-generation college	810	17.3%	Second 10 percent	554	17.5%	
			Top 10	1,329	41.9%	
Resident children of alumni	689	14.7%	1st	230	7.3%	
Non-resident children of alumni	219	4.7%	2nd	161	5.1%	
Race and ethnicity—federal reporting guidelines			GPA reported	4,083	87.1%	
Non-resident alien	284	6.1%	Of those reporting GPA—			
Hispanic/Latino/Latina/Latinx of any race	436	9.3%	4.0 or higher	3,919	96.0%	
Two or more races	258	5.5%	25th percentile	4.36		
Race and ethnicity unknown	129	2.8%	75th percentile	4.57		
American Indian/Alaska Native only	19	0.4%				
Asian/Asian American only	636	13.6%	SAT reported	1,578	33.7%	
Black/African American only	418	8.9%	Of those reporting SAT—	RW+M	CR	M
Caucasian/White only	2,506	53.5%	25th percentile	1320	660	660
Hawaiian or Pacific Islander only	2	0.0%	75th percentile	1510	740	770
Race and ethnicity—all reported			ACT reported	2,334	49.8%	
American Indian/Alaska Native	98	2.1%	Of those reporting ACT—	ACT		
Asian/Asian American	987	21.1%	25th percentile	29		
Black/African American	569	12.1%	75th percentile	34		
Caucasian/White	3,051	65.1%				
Hispanic/Latino/Latina/Latinx	455	9.7%	Either SAT or ACT reported	3,100	66.1%	
Hawaiian or Pacific Islander	11	0.2%	Highest score reported on SAT scale—	RW+M		
			25th percentile	1370		
			75th percentile	1500		

SUMMARY STATISTICS—FIRST-YEAR APPLIED / ADMITTED

	APPLIED							ADMITTED						
	2017	2018	2019	2020	2021	1 Year	5 Years	2017	2018	2019	2020	2021	1 Year	5 Years
Total	40,918	43,473	44,859	44,379	53,775	21%	31%	9,709	9,524	9,611	10,446	10,344	-1%	7%
Resident	12,918	13,932	13,497	13,121	14,790	13%	14%	5,927	5,699	5,652	6,229	6,238	0%	5%
Non-resident	28,000	29,541	31,362	31,258	38,985	25%	39%	3,782	3,825	3,959	4,217	4,106	-3%	9%
Female	23,854	25,690	26,470	25,760	32,148	25%	35%	5,785	5,725	5,660	6,111	6,349	4%	10%
Male	17,064	17,783	18,389	18,619	21,627	16%	27%	3,924	3,799	3,951	4,335	3,995	-8%	2%
U.S. citizens	35,703	37,953	38,932	37,984	46,774	23%	31%	8,817	8,403	8,331	9,018	8,903	-1%	1%
U.S. permanent residents	869	892	894	885	972	10%	12%	192	164	189	189	190	1%	-1%
Non-resident aliens	4,346	4,628	5,033	5,510	6,029	9%	39%	700	957	1,091	1,239	1,251	1%	79%
Fee waiver	5,204	5,665	5,377	4,927	5,975	21%	15%	1,013	1,021	1,163	1,151	1,235	7%	22%
First-generation college	6,467	6,792	6,716	6,392	7,582	19%	17%	1,379	1,530	1,476	1,502	1,574	5%	14%
Resident children of alumni	1,940	2,048	2,002	2,021	2,128	5%	10%	1,063	976	956	1,164	1,103	-5%	4%
Non-resident children of alumni	757	831	899	821	978	19%	29%	351	331	308	391	438	12%	25%
Race and ethnicity—federal reporting guidelines														
Non-resident alien	4,346	4,628	5,033	5,510	6,029	9%	39%	700	957	1,091	1,239	1,251	1%	79%
Hispanic/Latino/Latina/Latinx of any race	3,572	3,784	4,023	4,043	4,949	22%	39%	883	861	928	945	945	0%	7%
Two or more races	1,736	1,878	1,972	2,026	2,520	24%	45%	470	465	495	526	511	-3%	9%
Race and ethnicity unknown	1,834	1,917	1,816	1,580	1,744	10%	-5%	453	444	372	351	348	-1%	-23%
American Indian/Alaska Native only	127	108	91	76	115	51%	-9%	43	55	37	29	50	72%	16%
Asian/Asian American only	4,557	5,337	6,023	6,464	7,492	16%	64%	1,245	1,218	1,306	1,609	1,521	-5%	22%
Black/African American only	3,326	3,485	3,352	3,185	4,014	26%	21%	697	799	833	836	950	14%	36%
Caucasian/White only	21,388	22,297	22,519	21,477	26,879	25%	26%	5,212	4,719	4,546	4,906	4,764	-3%	-9%
Hawaiian or Pacific Islander only	32	39	30	18	33	83%	3%	6	6	3	5	4	-20%	-33%
Race and ethnicity—all reported														
American Indian/Alaska Native	685	665	623	532	636	20%	-7%	202	228	184	150	186	24%	-8%
Asian/Asian American	9,172	10,222	11,399	12,494	14,208	14%	55%	2,043	2,146	2,406	2,897	2,757	-5%	35%
Black/African American	4,352	4,618	4,533	4,361	5,421	24%	25%	927	1,081	1,157	1,131	1,288	14%	39%
Caucasian/White	25,567	26,837	27,297	26,410	33,042	25%	29%	6,353	5,861	5,753	6,178	6,014	-3%	-5%
Hispanic/Latino/Latina/Latinx	3,795	4,034	4,232	4,250	5,218	23%	37%	939	944	997	1,030	1,033	0%	10%
Hawaiian or Pacific Islander	123	164	173	139	178	28%	45%	27	24	33	26	30	15%	11%

## ADDITIONAL STATISTICS—ENTERING FIRST-YEAR STUDENTS, FALL 2021

### INTENDED MAJOR

Biology	18.8%
Business Administration	13.5%
Undecided	6.1%
Psychology	5.5%
Computer Science	5.3%
Political Science	4.9%
Biomedical and Health Sciences Engineering	4.0%
Chemistry	3.5%
Economics	3.5%
Neuroscience	3.4%
Nursing	3.4%
Exercise and Sport Science	2.5%
Mathematics	2.0%
Media and Journalism	1.8%
Health Policy and Management	1.8%
Environmental Sciences	1.6%
English and Comparative Literature	1.4%
Pharmacy	1.4%
Physics	1.4%
History	1.0%

### CAREER INTEREST

Physician	18.5%
Business executive	10.7%
Scientific researcher	6.8%
Lawyer	5.3%
Computer programmer	4.0%
Engineer	3.6%
Nurse	3.0%
Policymaker or government employee	2.9%
Business owner	2.6%
Writer or journalist	2.3%
Dentist	2.3%
Clinical psychologist	2.0%
Therapist (physical, occupational, speech)	2.0%
Pharmacist	1.4%
Foreign service worker	0.9%

### BACKGROUND

50% of new first-year students were born in North Carolina
63% of the North Carolinians
3% of the out-of-state students
12% were born outside the United States
7% of the North Carolinians
31% of the out-of-state students
16% speak a first language other than English
5% speak Mandarin as a first language
4% speak Spanish as a first language
37% self-reported fluency in two or more languages
11% are only children
15% have three or more siblings
86% have at least one parent who earned a 2- or 4-yr college degree
50% 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
11% ...school teacher or administrator
10% ...full-time homemaker
10% ...salesperson or clerk
8% ...engineer
7% ...physician
6% ...nurse
6% ...computer programmer
5% ...accountant or actuary
5% ...lawyer or judge
4% ...college administrator or teacher
3% ...skilled trades
2% ...laborer
2% ...military service
2% ...scientific researcher
2% ...Social worker

# SUMMARY STATISTICS—ENTERING TRANSFER STUDENTS, FALL 2021

Enrolled	942					
Resident	621	65.9%	Non-traditional	84	8.9%	
Non-resident	321	34.1%				
			Carolina Covenant	153	16.2%	
Female	512	54.4%	Need-based aid	476	50.5%	
Male	430	45.6%				
			Military affiliated	94	10.0%	
U.S. citizens	782	83.0%	Military affiliated receiving benefits	46	4.9%	
U.S. permanent residents	40	4.2%				
Non-resident aliens	120	12.7%	Transferred from NC community college	340	36.1%	
Fee waiver	211	22.4%	CSTEP participant	99	10.5%	
First-generation college	239	25.4%	First-year transfer	153	16.2%	
			Sophomore transfer	400	42.5%	
Children of alumni	98	10.4%	Junior transfer	389	41.3%	
Race and ethnicity—federal reporting guidelines			College GPA			
Non-resident alien	120	12.7%	25th percentile	3.6		
Hispanic/Latino/Latina/Latinx of any race	121	12.8%	75th percentile	3.9		
Two or more races	24	2.5%				
Race and ethnicity unknown	32	3.4%	SAT reported	235	24.9%	
American Indian/Alaska Native only	4	0.4%	Of those reporting SAT—	RW+M	CR	M
Asian/Asian American only	100	10.6%	25th percentile	1230	620	610
Black/African American only	58	6.2%	75th percentile	1450	700	750
Caucasian/White only	481	51.1%				
Hawaiian or Pacific Islander only	2	0.2%	ACT reported	218	23.1%	
			Of those reporting ACT—	ACT		
Race and ethnicity—all reported			25th percentile	26		
American Indian/Alaska Native	18	1.9%	75th percentile	31		
Asian/Asian American	213	22.6%				
Black/African American	78	8.3%	Either SAT or ACT reported	350	37.2%	
Caucasian/White	591	62.7%	Highest score reported on SAT scale—	RW+M		
Hispanic/Latino/Latina/Latinx	126	13.4%	25th percentile	1270		
Hawaiian or Pacific Islander	4	0.4%	75th percentile	1430		



## ADDITIONAL STATISTICS—ENTERING TRANSFER STUDENTS, FALL 2021

### INTENDED MAJOR

Biology	13.3%
Economics	11.3%
Psychology	9.0%
Computer Science	7.3%
Political Science	6.2%
Media and Journalism	4.9%
Exercise and Sport Science	4.4%
Undecided	4.2%
Communication Studies	3.4%
Chemistry	2.9%
Neuroscience	2.1%
Mathematics	2.0%
English and Comparative Literature	1.9%
Business Administration	1.9%
Statistics and Analytics	1.9%
Global Studies	1.6%
Dental Hygiene	1.5%
Management and Society	1.4%
History	1.2%
Human Development and Family Studies	1.1%

### BACKGROUND

41% of new transfer students were born in North Carolina
62% of the North Carolinians
1% of the out-of-state students
21% were born outside the United States
10% of the North Carolinians
43% of the out-of-state students
20% speak a first language other than English
7% speak Mandarin as a first language Chinese)
4% speak Spanish as a first language
29% self-reported fluency in two or more languages
82% have at least one parent who earned a 2- or 4-yr college degree
39% have at least one parent who earned a graduate degree
4% have no parent who earned a high-school diploma

## NEW FIRST-YEAR STUDENTS

ALL	FIRST-YEAR STUDENTS ENROLLED										SHARE OF FIRST-YEAR CLASS									
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	3,914	3,946	3,974	4,076	4,228	4,355	4,326	4,182	4,444	4,688	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Non-resident alien	76	80	95	120	89	121	222	213	208	284	1.9%	2.0%	2.4%	2.9%	2.1%	2.8%	5.1%	5.1%	4.7%	6.1%
Hispanic, Latino, or Latina of any race	231	276	301	286	295	342	364	375	427	436	5.9%	7.0%	7.6%	7.0%	7.0%	7.9%	8.4%	9.0%	9.6%	9.3%
American Indian or Alaska Native <u>only</u>	23	22	21	22	21	18	30	14	15	19	0.6%	0.6%	0.5%	0.5%	0.5%	0.4%	0.7%	0.3%	0.3%	0.4%
Asian or Asian American <u>only</u>	390	407	424	441	448	495	512	514	604	636	10.0%	10.3%	10.7%	10.8%	10.6%	11.4%	11.8%	12.3%	13.6%	13.6%
Black or African American <u>only</u>	304	303	328	300	345	323	371	372	384	418	7.8%	7.7%	8.3%	7.4%	8.2%	7.4%	8.6%	8.9%	8.6%	8.9%
Native Hawaiian or Pacific Islander <u>only</u>	1	2	1	4	0	3	5	2	1	2	0.0%	0.1%	0.0%	0.1%	0.0%	0.1%	0.1%	0.0%	0.0%	0.0%
White or Caucasian <u>only</u>	2,621	2,501	2,507	2,565	2,661	2,678	2,430	2,331	2,441	2,506	67.0%	63.4%	63.1%	62.9%	62.9%	61.5%	56.2%	55.7%	54.9%	53.5%
Two or more races	176	160	188	166	177	202	214	214	227	258	4.5%	4.1%	4.7%	4.1%	4.2%	4.6%	4.9%	5.1%	5.1%	5.5%
Race and ethnicity unknown	92	195	109	172	192	173	178	147	137	129	2.4%	4.9%	2.7%	4.2%	4.5%	4.0%	4.1%	3.5%	3.1%	2.8%
All Hispanic, Latino, or Latina	238	283	308	292	303	353	382	392	444	455	6.1%	7.2%	7.8%	7.2%	7.2%	8.1%	8.8%	9.4%	10.0%	9.7%
All American Indian or Alaska Native	96	93	97	97	79	87	123	74	77	98	2.5%	2.4%	2.4%	2.4%	1.9%	2.0%	2.8%	1.8%	1.7%	2.1%
All Asian or Asian-American	515	531	577	628	609	691	774	776	894	987	13.2%	13.5%	14.5%	15.4%	14.4%	15.9%	17.9%	18.6%	20.1%	21.1%
All Black or African-American	382	391	421	365	444	413	495	506	512	569	9.8%	9.9%	10.6%	9.0%	10.5%	9.5%	11.4%	12.1%	11.5%	12.1%
All Native Hawaiian or Pacific Islander	6	6	2	9	6	10	11	16	11	11	0.2%	0.2%	0.1%	0.2%	0.1%	0.2%	0.3%	0.4%	0.2%	0.2%

MEN	FIRST-YEAR STUDENTS ENROLLED										SHARE OF FIRST-YEAR CLASS									
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	1,616	1,601	1,672	1,655	1,689	1,694	1,657	1,658	1,728	1,735	41.3%	40.6%	42.1%	40.6%	39.9%	38.9%	38.3%	39.6%	38.9%	37.0%
Non-resident alien	31	34	49	52	45	58	91	107	107	126	0.8%	0.9%	1.2%	1.3%	1.1%	1.3%	2.1%	2.6%	2.4%	2.7%
Hispanic, Latino, or Latina of any race	85	93	124	109	117	124	124	123	151	140	2.2%	2.4%	3.1%	2.7%	2.8%	2.8%	2.9%	2.9%	3.4%	3.0%
American Indian or Alaska Native <u>only</u>	7	12	14	6	7	5	14	7	7	5	0.2%	0.3%	0.4%	0.1%	0.2%	0.1%	0.3%	0.2%	0.2%	0.1%
Asian or Asian American <u>only</u>	171	173	208	191	205	207	209	235	244	243	4.4%	4.4%	5.2%	4.7%	4.8%	4.8%	4.8%	5.6%	5.5%	5.2%
Black or African American <u>only</u>	104	98	118	90	123	93	140	134	150	143	2.7%	2.5%	3.0%	2.2%	2.9%	2.1%	3.2%	3.2%	3.4%	3.1%
Native Hawaiian or Pacific Islander <u>only</u>	1	0	1	2	0	1	1	2	0	2	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White or Caucasian <u>only</u>	1,121	1,054	1,043	1,069	1,045	1,065	934	911	921	908	28.6%	26.7%	26.2%	26.2%	24.7%	24.5%	21.6%	21.8%	20.7%	19.4%
Two or more races	58	53	82	68	68	69	78	76	88	101	1.5%	1.3%	2.1%	1.7%	1.6%	1.6%	1.8%	1.8%	2.0%	2.2%
Race and ethnicity unknown	38	84	33	68	79	72	66	63	60	67	1.0%	2.1%	0.8%	1.7%	1.9%	1.7%	1.5%	1.5%	1.4%	1.4%
All Hispanic, Latino, or Latina	88	98	128	110	121	129	129	133	160	153	2.2%	2.5%	3.2%	2.7%	2.9%	3.0%	3.0%	3.2%	3.6%	3.3%
All American Indian or Alaska Native	32	28	42	38	29	21	49	30	34	33	0.8%	0.7%	1.1%	0.9%	0.7%	0.5%	1.1%	0.7%	0.8%	0.7%
All Asian or Asian-American	216	224	279	272	273	294	312	345	375	396	5.5%	5.7%	7.0%	6.7%	6.5%	6.8%	7.2%	8.2%	8.4%	8.4%
All Black or African-American	128	124	158	113	165	116	189	176	197	195	3.3%	3.1%	4.0%	2.8%	3.9%	2.7%	4.4%	4.2%	4.4%	4.2%
All Native Hawaiian or Pacific Islander	2	2	2	3	4	4	3	8	2	3	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.0%	0.1%

## UNC-CHAPEL HILL AND UNC SYSTEM PEER UNIVERSITIES

### 2019-20 Pell Grant Recipients as a Percentage of Enrollment

<b>Institution</b>	<b>Undergraduate Enrollment</b>	<b>Pell Grant Recipients</b>	<b>Pell as % of Enrollment</b>	
UCLA	31,543	9,621	30.5%	1
Berkeley	31,348	8,132	25.9%	2
Florida	35,405	8,636	24.4%	3
Illinois	34,120	8,292	24.3%	4
<b>UNC-Chapel Hill</b>	<b>19,154</b>	<b>4,378</b>	<b>22.9%</b>	<b>5</b>
Texas	40,163	8,936	22.2%	6
Washington	32,046	6,503	20.3%	7
Emory	7,118	1,344	18.9%	8
Northwestern	8,682	1,596	18.4%	9
Michigan	31,266	5,663	18.1%	10
Vanderbilt	6,886	1,094	15.9%	11
John Hopkins	6,256	964	15.4%	12
Wisconsin	32,399	4,655	14.4%	13
Duke	6,649	923	13.9%	14
Virginia	17,011	2,310	13.6%	15
Pittsburgh	23,385	2,954	12.6%	16

**Source:** U.S. Department of Education Integrated Postsecondary Education System (IPEDS), Student Financial Aid database. Based on 2019-20 data.

**Prepared by:** Institutional Research, Planning & Assessment (IRPA), January 11, 2022

## UNC-CHAPEL HILL AND UNC SYSTEM PEER PUBLIC UNIVERSITIES

### 2014 Cohort 4-Year Graduation Rates by Pell Grant Status

All Undergraduates		Pell Grant Recipients		Pell vs. All (% point difference)	
Institution		Institution		Institution	
Virginia	89.5%	Virginia	83.1%	Florida	-4.0%
<b>UNC-Chapel Hill</b>	<b>85.8%</b>	<b>UNC-Chapel Hill</b>	<b>81.0%</b>	<b>UNC-Chapel Hill</b>	<b>-4.8%</b>
Michigan	80.9%	UCLA	75.3%	UCLA	-5.4%
UCLA	80.8%	Michigan	70.0%	Virginia	-6.4%
Berkeley	76.0%	Berkeley	64.2%	Washington	-8.4%
Illinois	71.8%	Florida	63.3%	Texas	-8.7%
Texas	69.8%	Illinois	61.7%	Pittsburgh	-9.2%
Pittsburgh	68.7%	Texas	61.1%	Wisconsin	-9.3%
Washington	67.9%	Pittsburgh	59.5%	Illinois	-10.1%
Florida	67.3%	Washington	59.5%	Michigan	-10.9%
Wisconsin	66.9%	Wisconsin	57.7%	Berkeley	-11.8%

Source: 2020-21 Common Data Set from each institution, Section B, Graduation Rates, Lines C & D

### Fall 2020 All Undergraduate Students

Percent In State		Percent International		Percent Financial Need Met	
Institution	%	Institution	%	Institution	%*
Texas	92%	Washington	15.1%	<b>UNC-Chapel Hill</b>	<b>100%</b>
Florida	92%	Illinois	13.0%	Virginia	100%
<b>UNC-Chapel Hill</b>	<b>87%</b>	Berkeley	12.6%	Florida	98%
Berkeley	84%	UCLA	10.6%	Michigan	92%
Washington	82%	Wisconsin	9.4%	Berkeley	80%
UCLA	78%	Michigan	7.3%	Wisconsin	80%
Virginia	72%	<b>UNC-Chapel Hill</b>	<b>4.4%</b>	UCLA	79%
Pittsburgh	65%	Pittsburgh	4.4%	Washington	77%
Michigan	61%	Virginia	4.1%	Illinois	71%
Wisconsin	61%	Texas	4.0%	Texas	66%
Illinois	11%	Florida	2.4%	Pittsburgh	57%

\* On average, the percentage of need that was met for full-time undergraduate students who were awarded any need-based aid. Excluding any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans).

Source: U.S. News and World Report , America's Best Colleges, 2022 edition

Institution	African American
<b>UNC-Chapel Hill</b>	<b>8.5%</b>
Virginia	7.1%
Illinois	6.6%
Pittsburgh	5.7%
Florida	5.5%
Texas	4.9%
Berkeley	4.5%
Michigan	3.4%
Washington	3.3%
UCLA	2.9%
Wisconsin	2.4%

Institution	Alaska Native
<b>UNC-Chapel Hill</b>	<b>0.3%</b>
Washington	0.3%
Wisconsin	0.2%
UCLA	0.1%
Michigan	0.1%
Texas	0.1%
Berkeley	0.1%
Virginia	0.1%
Florida	0.0%
Pittsburgh	0.0%
Illinois	0.0%

Institution	Hispanic/Latino
Berkeley	43.9%
Texas	28.6%
Florida	22.0%
UCLA	20.7%
Illinois	14.9%
<b>UNC-Chapel Hill</b>	<b>9.7%</b>
Washington	8.7%
Pittsburgh	7.2%
Wisconsin	7.1%
Virginia	7.1%
Michigan	6.3%

**Note:** Using Federal Race/Ethnicity definitions with race/ethnicity reported in a single category based on the following criteria (in order):

- Nonresident Alien
- Hispanic/any race
- Two or more race categories, not Hispanic
- Any single race category (Asian, Black/African American, Hawaiian/Pacific Islander, Native American/Alaska Native, or White), not Hispanic
- Race/ethnicity unknown

**Source:** 2020-21 Common Data Set from each institution, Section B2

**Prepared by:** Institutional Research, Planning & Assessment (IRPA), January 13, 2022

# MEET CAROLINA'S NEWEST CLASS

This fall, Carolina welcomed **5,630 students** as members of the entering class of 2021.

This includes **4,688 first-year** and **942 transfer students** ready to grow, learn, and make each other better. Students were selected from **57,261** total applicants.

This class includes 4,363 students from North Carolina and 1,267 out-of-state students who hail from:



**95 countries**



**45 states**  
and Washington D.C.



**94 N.C. counties**

→ **36% ARE FROM  
RURAL COUNTIES**



**19%**

will be the first in their families  
to graduate from college

**40%**

qualified for  
need-based aid.

**211**

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

**36%**

of enrolling transfer  
students most  
recently attended  
a North Carolina  
community college.

C A R O L I N A  
C O V E N A N T

**10%**

of incoming students are  
Covenant Scholars

**58%**

of Covenant Scholars were  
ranked in the top 10% of  
their high school class

# They're Dedicated

## MEET SHRISTI SHARMA

Three years ago, a close friend of Shristi's family died due to Alzheimer's, and she began seeking a way to help. Inspiration struck while she was reading a magazine.

"I read this article about living with Alzheimer's and how hard it is, and on the right side was an ad for the latest FitBit. The two images converged in my mind. I thought, 'What if you could predict Alzheimer's with a smart watch?' That's one of the main research interests I hope I can continue at Carolina."

Shristi plans to study computer science and appreciates its interdisciplinary nature.

"You can use it with any subject you want. For me, those subjects recently have become health, neuroscience, and psychology. It's brains, minds, and computers. That's the intersection I want to work at."



# 74%

contributed to a cause they believe in.

# 82%

plan to continue their education after earning an undergraduate degree.

**"Being a Tar Heel means becoming someone who can make a difference in this world."**

SARAH GIANG, UNC '25

### TOP FIVE INTENDED MAJORS

Excludes 6% of undecided students



Biology



Business



Psychology & Neuroscience



Computer Science



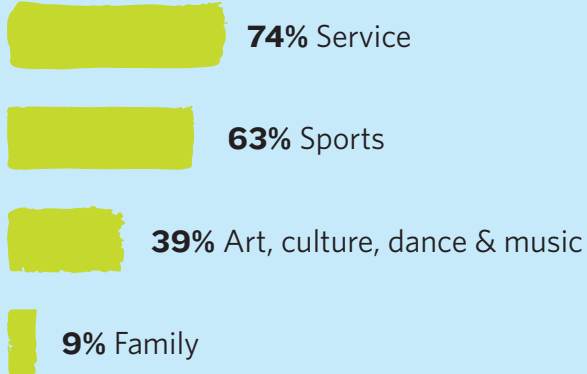
Political Science



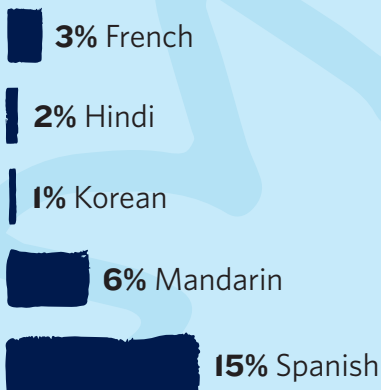


# They're Complex and Unique.

## Top Extracurricular Activities



## Languages



**19%** of students ranked first or second in their high school class

## SAT and ACT Scores

These score ranges represent the middle 50% of students' highest reported scores.

### NORTH CAROLINIANS

1340-1490

### ALL STUDENTS

1350-1500

### OUT-OF-STATE STUDENTS

1410-1520

## Success on Examinations

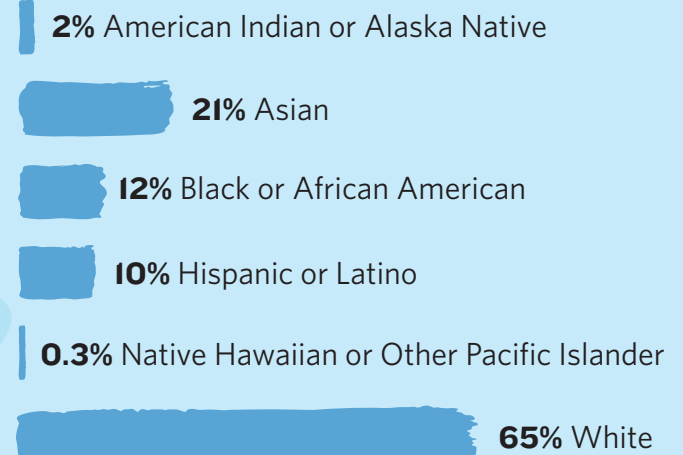
3,543 students submitted 23,569 Advanced Placement or International Baccalaureate scores.

**83% of scores demonstrated subject matter mastery.**

## Future Careers

Physician	Lawyer or judge
Business Executive	Computer programmer or analyst
Scientific researcher	Engineer

## How Students Identify



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



# They have high hopes.

## MEET BRYCE JONES

Bryce arrives at Carolina ready to embrace all kinds of new experiences. That's the only way he believes he'll be able to accomplish his primary objective of college.

"I want to come out of college a better person than I came in. I don't really know what it's going to take to become a better person, but I want to come out different than I came in, having experienced something that alters the way I act and what my goals are."

**94%**

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

**82%**

chose to attend Carolina for its welcoming and inclusive environment.



# They're Supported.

**36%** of first-year students have at least one parent born outside the U.S.

## PARENTS' EDUCATION

At least one parent earned:

**97%**

high school diploma

**86%**

two- or four-year degree

**48%**

Graduate degree or some graduate school

## TOP PARENT PROFESSIONS

Among enrolling first-year students at least one parent works as:

- 5%** Accountant
- 34%** Business executive or owner
- 4%** College teacher or administrator
- 6%** Computer programmer
- 8%** Engineer
- 10%** Full-time homemaker
- 5%** Lawyer or judge
- 2%** Military service
- 6%** Nurse
- 7%** Physician
- 10%** Salesperson or clerk
- 11%** School teacher or administrator
- 3%** Skilled trades



## Carolina College Advising Corps (CCAC)

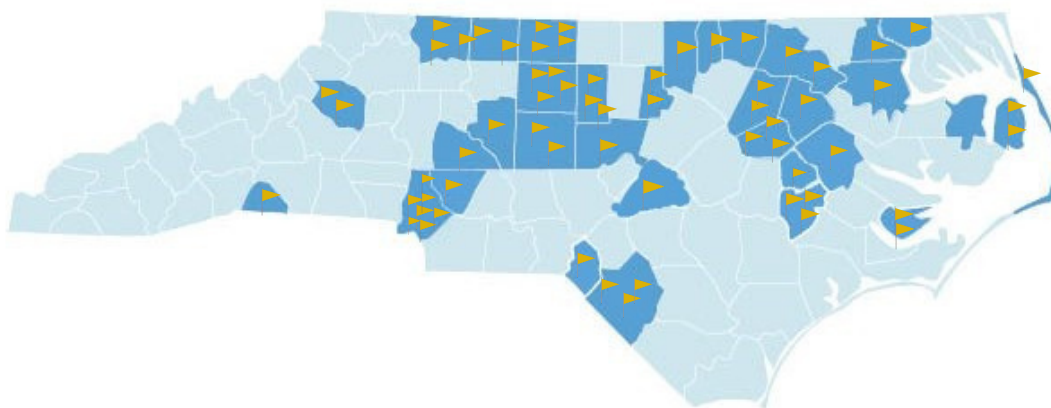
The Carolina College Advising Corps helps low-income, first-generation, and under-represented students apply to and enroll in college by placing recent UNC-Chapel Hill graduates as college advisers in selected public high schools throughout the state. Advisers help students apply for college admission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

### 2020-2021 INITIATIVES AND SUCCESSES

- The 57 advisers of the Carolina College Advising Corps served nearly 15,000 students across the state. One third of advisers graduated as Covenant Scholars and or will have participated in Diversity and Inclusion pipeline programs such as Project Uplift.
- The COVID-19 pandemic caused a major shift in college advising, as Corps advisers worked in a remote or hybrid settings for the 2020-2021 school year. Carolina College Advising Corps program leaders implemented a new virtual advising model and trained the advisers on how to utilize various technology platforms while continuing to provide supportive services to students.
- The Corps was granted funding from the Annie E. Casey foundation to enhance direct supportive services provided to low-income students and families. The objective of this project was to hire a financial aid and scholarship coordinator to join our leadership team and directly support college advisers.
- With the assistance of GEAR-UP North Carolina, the Corps expanded its outreach to Greene and Gates Counties, placing an adviser at Greene Central High School and Gates County High School, respectively.
- Approximately 51 percent of students from the class of 2019 in partner institutions enrolled in post-secondary institutions. In 2018, 83 percent of Corps students who enrolled in college returned for their second year, consistent with the national average.
- Advisers met with 89 percent of the 2020 senior class through 62,084 one-on-one interactions, yielding 67 percent of students submitting at least one of 32,407 college applications. In addition, 56 percent of students received assistance with FAFSA submissions, yielding 52 percent of students submitting the FAFSA by June 2020.

### PROUDLY SERVING NORTH CAROLINA

With 57 advisers at 78 partner high schools, the Carolina College Advising Corps serves 32 counties across the state, ensuring that more than 14,000 high school seniors have access to a college adviser.



**COUNTIES SERVED:** Alamance, Chatham, Durham, Granville, Harnett, Vance, Dare, Lenoir, Pamlico, Pitt, Greene, Bertie, Hertford, Edgecombe, Halifax, Nash, Warren, Wilson, Gates, Davidson, Guilford, Randolph, Rockingham, Roberson, Scotland, Cabarrus, Mecklenburg, Caldwell, Polk, Stokes, Surry





## Carolina Student Transfer Excellence Program (C-STEP)

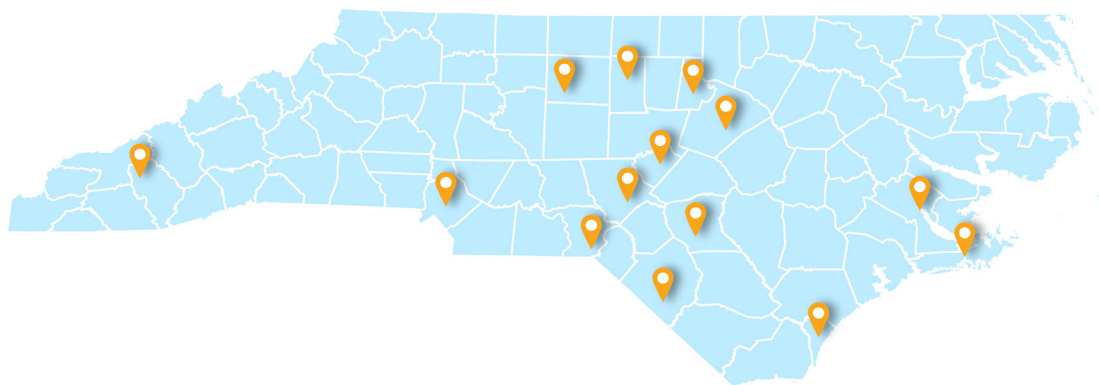
Founded in 2006 with the support of the Jack Kent Cooke Foundation, the Carolina Student Transfer Excellence Program, or C-STEP, fosters success for talented low- to moderate-income students at North Carolina community colleges. C-STEP identifies talented students while they are still in high school 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.

### 2021-2022 INITIATIVES AND SUCCESSES

- The North Carolina GlaxoSmithKline Foundation awarded C-STEP a \$218,750 grant to support STEM scholars who are facing extraordinary challenges due to the COVID-19 pandemic.
- Since its inception, C-STEP has grown from three community colleges, at which it served six students, to 14 community colleges, where it has served more than 1,300 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 60 faculty and staff members at Carolina and C-STEP partner schools are dedicated to supporting C-STEP students throughout their higher education journey.
- Using a variety of platforms, students have experienced many growth opportunities 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

## ENROLLING STUDENT-ATHLETES—CLASS ENTERING 2021

### 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 2021, the committee consisted of eight members, five of whom were tenured professors in the College.

### **About This Report**

This document is the ninth annual report on the admissions credentials of enrolling first-year student-athletes. The current report follows the same format of the others, which described the classes entering in [2013](#), [2014](#), [2015](#), [2016](#), [2017](#), [2018](#), [2019](#), and [2020](#), 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.

## 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 [web-site](#). 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 2021 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 or NCAA core GPA 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 entering classes of special-talent student-athletes.

Entering Class	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%
2021	156	7	4%

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 this annual report of the Advisory Committee to Faculty Council.

### FACTS ABOUT ENROLLING STUDENT-ATHLETES—CLASS ENTERING 2021

- The first-year class that enrolled in 2021 included 187 student-athletes.
  - The 25<sup>th</sup> percentile high-school grade-point average (HS GPA) for these 187 students was 3.68, and the 75<sup>th</sup> percentile was 4.48.
  - The 25<sup>th</sup> percentile test score was 1140, and the 75<sup>th</sup> percentile was 1400.
- 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 187 met either the HS GPA component or the testing component of the minimum admission requirements (MAR).
  - All 187 met the minimum course requirements.
- 156 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 3.65, and the 75th percentile was 4.35.
  - The 25th percentile test score was 1130, and the 75th percentile was 1400.
- Seven athletes required review by the Committee on Special Talent.
  - All seven 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.

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.”

Note that in response to COVID-19, the UNC System approved a one-year waiver of the SAT or ACT requirement for candidates who are applying for 2021 admission. This waiver means that students who haven't taken either test may still apply. It also means that students who have taken either test may submit their scores and have them considered as one part of their application if they choose to do so. Similarly, the NCAA has waived the requirement to have an SAT or ACT to establish initial eligibility for this same cohort.

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

The NCAA Institutional Performance Program compares the NCAA core GPA and standardized test scores of Carolina's student-athletes to the student-athletes at other institutions as reflected later in this document.

Beyond the NCAA data, it is difficult to compare 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.

## 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 2021.** Students who enrolled at the University for the first time during Fall 2021 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 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.

**25<sup>th</sup> percentile.** The value below which 25 percent of all the values in the group fall.

**75<sup>th</sup> 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 25<sup>th</sup> and 75<sup>th</sup> 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 25<sup>th</sup> and 75<sup>th</sup> 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 2021.** Transfer students who enrolled in the College of Arts and Sciences at the University for the first time during Fall 2021 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.



ADVISORY COMMITTEE ON UNDERGRADUATE ADMISSIONS  
FACULTY ATHLETICS COMMITTEE  
December 15, 2021

## AGENDA

- Special talent overview, policies, and procedures
- Committee on Special Talent
- 2021 student-athletes
- Historical data
- Transfer student-athletes
- Questions

## 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 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, as well as music and drama.
- 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 were admitted by the admissions committee independent of the policy on special talent.

## COMMITTEE ON SPECIAL TALENT

- The Advisory Committee on Undergraduate Admissions has appointed a Committee on Special Talent to recommend 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. Committee members are selected by the Chair of the Advisory Committee:
  - Isaac Unah, Associate Professor, Political Science – Committee Chair
  - Fenaba Addo, Associate Professor, Public Policy
  - Bernard Bell, Executive Director, Entrepreneurship
  - Lissa Broome, Burton Craige Distinguished Professor, School of Law
  - Michael Kris, Professor, Music
  - Priscilla Layne, Associate Professor, Germanic and Slavic Language and Literature
  - Dave Navalinsky, Associate Professor, Dramatic Art
  - Chloe Russell, Associate Dean of Academic Advising

## FIRST-YEAR STUDENTS REQUIRING SPECIAL TALENT COMMITTEE REVIEW

- Grade-point average (GPA)
  - Any student with a test score who has a predicted first-year GPA below 2.3
  - Any student without a test score whose NCAA core GPA is below 3.0.
- UNC System requirements - Any student who does not meet:
  - Minimum course requirements (MCR) – 4 years Math, 4 years English, 3 years Science, 2 years Foreign Language, 2 years Social Studies or
  - Minimum admissions requirements (MAR) – 2.5 weighted high school GPA and 1010 SAT/19 ACT\*
- Community standards - Any student who has committed a significant breach of community standards for academic or personal behavior.

### Notes:

- PGPA – Based on actual performance of UNC special-talent student-athletes.
- UNC System Office Response to COVID-19:
  - Test scores have been waived for 2021 and 2022.
  - MAR - Effective Fall 2020, students must meet either the minimum high-school grade-point average or the minimum standardized test score.

## 2021 ENROLLED FIRST-YEAR STUDENT-ATHLETES

- In 2021, the University enrolled a total of 187 first-year student-athletes (4% of the enrolling class) who were recruited by athletics.
  - 156 were admitted under special-talent policies and procedures.
    - 7 required review by the Committee on Special Talent.
  - 31 were admitted independent of the special-talent policy.

2021 ENROLLED STUDENT-ATHLETES RECRUITED BY ATHLETICS –  
PREDICTED GPA (PGPA) AND NCAA CORE GPA

<b>GROUP</b>	<b>With Test Scores</b>	<b>Without Test Scores</b>	<b>Enrolled Fall 2021</b>
1	PGPA <2.3	NCAA core GPA <3.0	7
2	PGPA $\geq$ 2.3 and < 2.6	NCAA core GPA $\geq$ 3.0 and < 3.5	28
3	PGPA $\geq$ 2.6	NCAA core GPA $\geq$ 3.5	121
		TOTAL	156



## SPECIAL-TALENT FIRST-YEAR STUDENT-ATHLETES BY GROUP, 2013-2021

Year	Students	Group 1 PGPA < 2.3 and Other)		Group 2 PGPA $\geq$ 2.3 and < 2.6		Group 3 PGPA $\geq$ 2.6	
2013	154	14	7%	52	26%	88	67%
2014	147	9	5%	51	35%	87	59%
2015	152	9	5%	47	31%	96	63%
2016	149	13	6%	41	28%	95	64%
2017	157	8	3%	45	29%	104	66%
2018	140	9	5%	39	28%	92	66%
2019	153	10	5%	34	22%	109	71%
2020	167	8	4%	40	24%	119	71%
2021	156	7	4%	28	18%	121	78%

## ALL FIRST-YEAR STUDENT-ATHLETES BY GROUP, 2013-2021

Year	Students	Group 1 PGPA < 2.3 and Other)		Group 2 PGPA $\geq$ 2.3 and < 2.6		Group 3 or Independent of Special-Talent Policy	
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%
2021	187	7	4%	28	14%	152	81%

## FIRST-YEAR STUDENT-ATHLETES' HIGH-SCHOOL GPAS AND TEST SCORES, 2013-2021

Year	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
2021	3.68	4.48	3.65	4.35	1140	1400	1130	1400

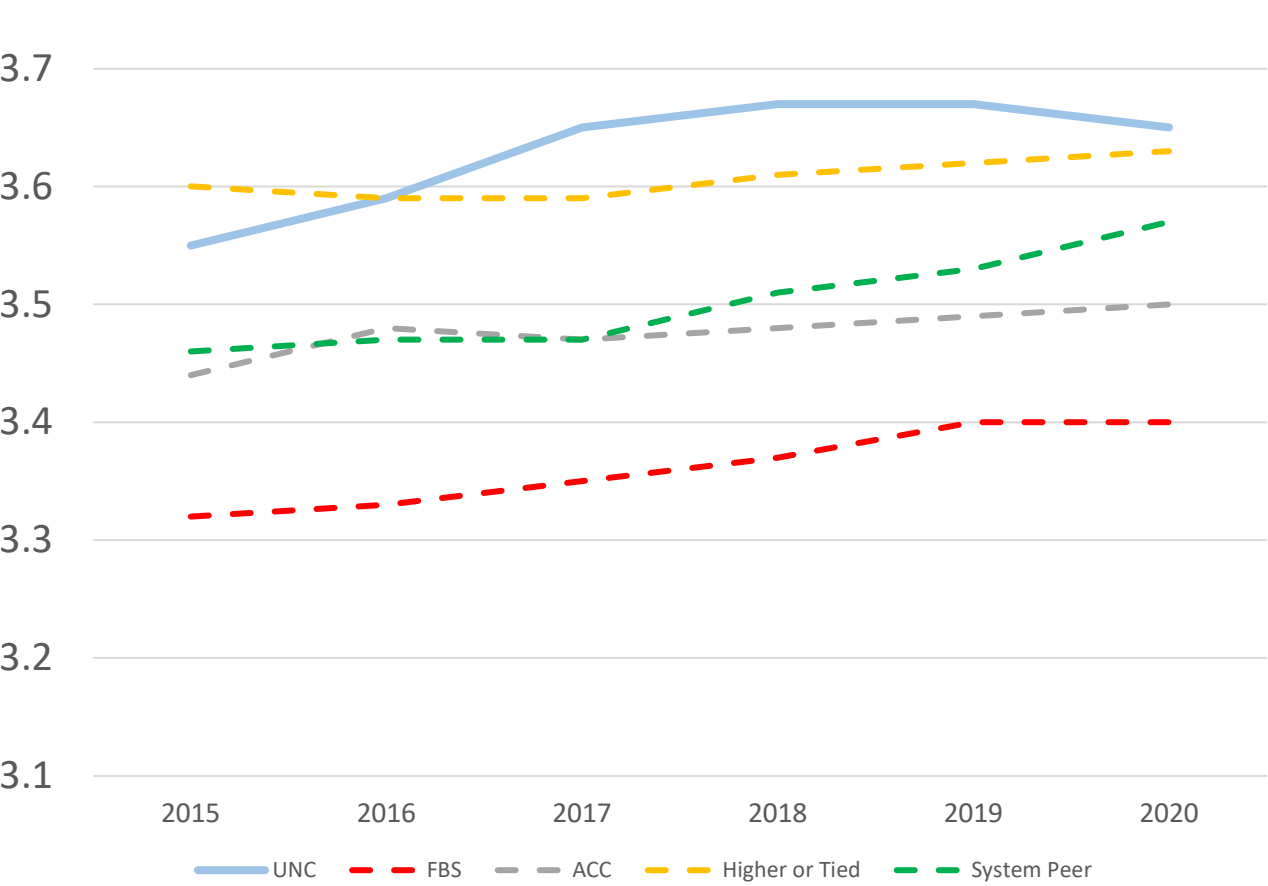
Test Optional - Effective Fall 2021, in response to COVID-19, the UNC System approved a waiver of the SAT or ACT requirement for candidates applying for admission. Students had the option of submitting test scores if available.

## 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%
Spring 2020	20	95%	21	100%			21	100%
Fall 2020					177	100%	177	100%
2021					187	100%	187	100%

\*MAR - Effective Fall 2020, in response to COVID-19, first-year students must meet either the minimum high-school grade-point average (2.5) or the minimum standardized test score (1010 SAT/19 ACT).

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



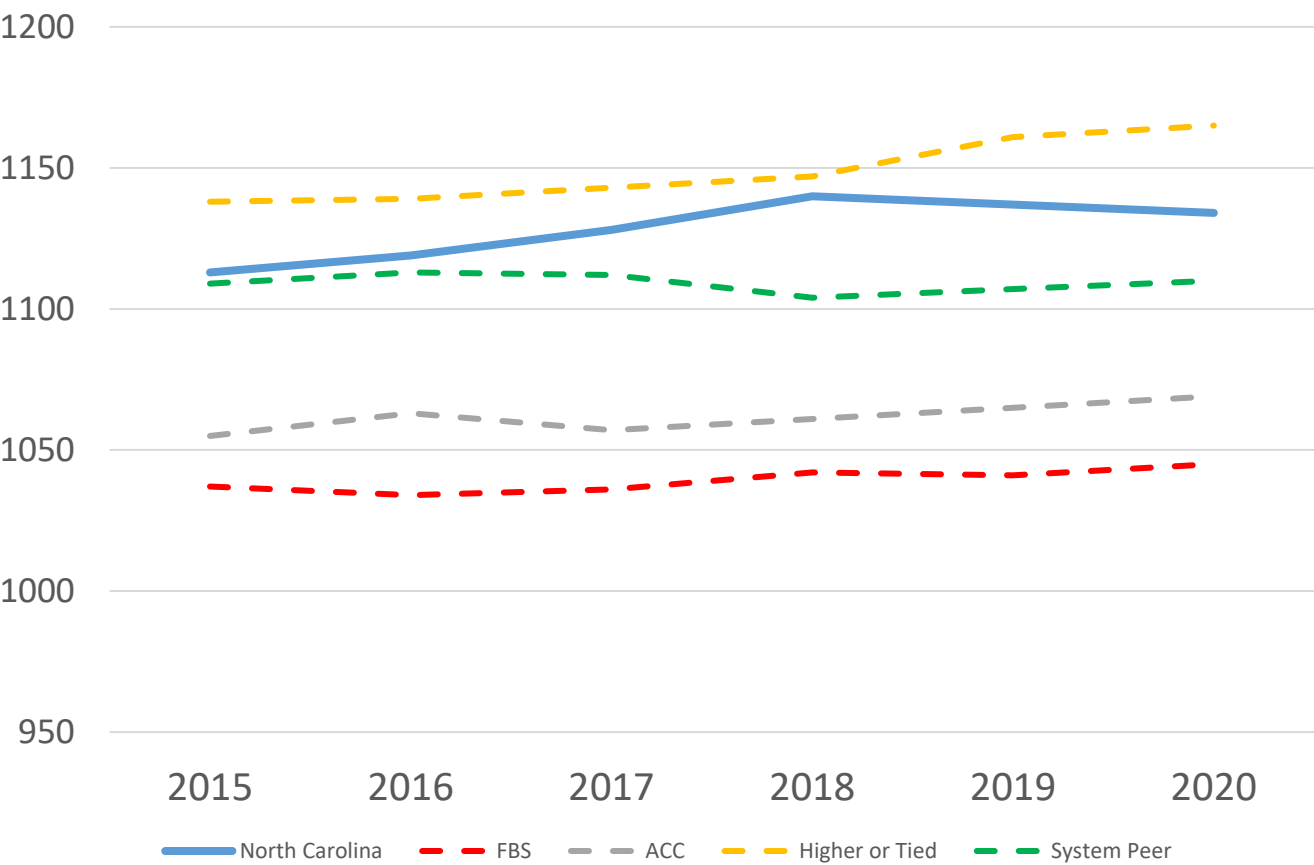
	2015	2020
cf. Footfall Subdivision (FBS)	+0.23	+0.25
cf. ACC	+0.11	+0.15
cf. Higher or Tied	-0.05	+0.02
cf. System Peer	+0.09	+0.08

**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; 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: TEST SCORES



	2015	2020
cf. Football Subdivision (FBS)	+76	+89
cf. ACC	+58	+65
cf. Higher or Tied	-25	-31
cf. System Peer	+4	+24

**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; Figures include all scholarship student-athletes in residence each year, not just those in the entering class.]

THANK YOU!