



2021-2022 Annual Report Advisory Committee on Undergraduate Admissions February 17, 2023

Members: Fouad Abd-El-Khalick† (Dean, School of Education), 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); 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); 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); Valérie Pruvost (Teaching Professor, Division of Fine Arts and Humanities, College of Arts and Sciences); Raul Reis† (Dean, Hussman School of Journalism and Media); Douglas Shackelford* (Dean, Kenan-Flagler Business School); Margaret Wilmoth (Associate Dean for Academic Affairs & Professor, School of Nursing); Danielle Zurcher† (Teaching Assistant 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 James W.C. White, Dean, College of Arts and Sciences); Chloë Russell (Associate Dean, Academic Advising, College of Arts and Sciences).

Ex officio (non-voting) members: Rachele Feldman (Vice Provost for Enrollment); Lauren DiGrazia (Assistant Provost, University Registrar); Allison Legge* (Interim Director of Undergraduate Admissions); Jason McGrath† (Associate Provost, 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); Simon Bloor† (Director, Accessibility Resource Services); Meredith Petschauer† (Associate Dean for Undergraduate Curricula); Jennifer Youngstrom (Clinical Professor, Division of Natural Sciences & Mathematics, College of Arts and Sciences).

**Denotes committee membership term concluded May 2022*

†Denotes committee membership term beginning August 2022

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); Rachele Feldman (Vice Provost for Enrollment); Daniel Klasik (Assistant Professor, School of Education); Jen Kretchmar* (Associate Director, Office of Undergraduate Admissions); Allison Legge* (Interim Director of Undergraduate Admissions); Jason McGrath† (Associate Provost, Director of Undergraduate Admissions); 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).

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

Members, [Committee on Special Talent](#): Isaac Unah, Chair (Professor, Associate Professor, 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); 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); Chloë Russell (Associate Dean, Academic Advising, College of Arts and Sciences); Erienne Weight (Associate Professor, College of Arts and Sciences)*.

Meetings during 2021-2022: September 14, 2021; December 15, 2021 (joint meeting with the Faculty Athletics Committee); February 22, 2022; April 21, 2022

Meetings Fall 2022-present: September 9, 2022; January 17, 2023 (joint meeting with the Faculty Athletics Committee)

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

Report of 2021-2022 activities

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](#).

**Denotes committee membership term concluded May 2022*

†Denotes committee membership term beginning August 2022

3. Reviewed changes to the Community Standards requirements and the policy for requesting that incoming students complete background checks.
4. Received updates from the [Committee on Race-Neutral Strategies](#).
5. Received updates on Fall 2022 first-year and transfer applications and reviewed yield strategies.
6. Discussed the first cohort of Carolina Global Launch.
7. Reviewed Carolina College Advising Corps achievements and recruitment challenges.
8. Discussed C-STEP accomplishments and initiatives.
9. 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 2022-2023 activities to date – Fall 2022

1. Received updates from University Counsel regarding the Students for Fair Admissions lawsuit.
2. Reviewed the Fall 2022 first-year and transfer class profile.
3. Discussed Carolina Global Launch initiatives.
4. Reviewed the Carolina College Advising Corps vision and plans for 2023.
5. Received updates from the [Committee on Race-Neutral Strategies](#).
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).

SUMMARY STATISTICS—ALL ENTERING UNDERGRADUATE STUDENTS, FIRST-YEAR AND TRANSFER, FALL 2022

Total enrolled	5340						
Resident	4327	81.0%	Need-based aid	1,837	34.4%		
Non-resident	1013	19.0%	Merit-based aid	135	2.5%		
			Carolina Covenant	452	8.5%		
Female	3214	60.2%					
Male	2126	39.8%	Military-affiliated	384	7.2%		
			Military-affiliated receiving benefits	114	2.1%		
U.S. citizens	4919	92.1%					
U.S. permanent residents	126	2.4%	Talent in athletics, music, or dramatic art	177	3.3%		
Non-resident aliens	295	5.5%					
			Rank in class reported	3430	64.2%		
Fee waiver	689	12.9%	Of those reporting rank in class—				
			Top 10 percent	2273	66.3%		
First-generation college	963	18.0%	Second 10 percent	647	18.9%		
			Top 10	1,273	37.1%		
Resident children of alumni	774	14.5%	1st	214	6.2%		
Non-resident children of alumni	184	3.4%	2nd	153	4.5%		
Race and ethnicity—federal reporting guidelines			GPA reported	4598	86.1%		
Non-resident alien	295	5.5%	Of those reporting GPA—				
Hispanic/Latino/Latina/Latinx of any race	495	9.3%	4.0 or higher	4198	91.3%		
Two or more races	242	4.5%	25th percentile	4.34			
Race and ethnicity unknown	143	2.7%	75th percentile	4.58			
American Indian/Alaska Native only	17	0.3%					
Asian/Asian American only	832	15.6%	SAT reported	1839	34.4%		
Black/African American only	396	7.4%	Of those reporting SAT—			RW+Math	read/write
Caucasian/White only	2918	54.6%	25th percentile	1330	660	670	
Hawaiian or Pacific Islander only	2	0.0%	75th percentile	1520	750	770	
Race and ethnicity—all reported			ACT reported	2161	40.5%		
American Indian/Alaska Native	67	1.3%	Of those reporting ACT—			ACT	
Asian/Asian American	1187	22.2%	25th percentile	28			
Black/African American	546	10.2%	75th percentile	33			
Caucasian/White	3474	65.1%					
Hispanic/Latino/Latina/Latinx	515	9.6%	Either SAT or ACT reported	3,302	61.8%		
Hawaiian or Pacific Islander	17	0.3%	Highest score reported on SAT scale—				
			25th percentile	1360			
			75th percentile	1500			

SUMMARY STATISTICS—ENTERING FIRST-YEAR STUDENTS, FALL 2022

Total enrolled	4440			
Resident	3703	83.4%	Need-based aid	1423
Non-resident	737	16.6%	Merit-based aid	135
			Carolina Covenant	325
Female	2758	62.1%		
Male	1682	37.9%	Military-affiliated	300
			Military-affiliated receiving benefits	85
U.S. citizens	4148	93.4%		
U.S. permanent residents	88	2.0%	Talent in athletics, music, or dramatic art	160
Non-resident aliens	204	4.6%		
			Rank in class reported	2938
Fee waiver	484	10.9%	Of those reporting rank in class—	
			Top 10 percent	2163
First-generation college	749	16.9%	Second 10 percent	533
			Top 10	1220
Resident children of alumni	687	15.5%	1st	205
Non-resident children of alumni	166	3.7%	2nd	149
Race and ethnicity—federal reporting guidelines			GPA reported	3908
Non-resident alien	204	4.6%	Of those reporting GPA—	
Hispanic/Latino/Latina/Latinx of any race	373	8.4%	4.0 or higher	3791
Two or more races	220	5.0%	25th percentile	4.4
Race and ethnicity unknown	120	2.7%	75th percentile	4.59
American Indian/Alaska Native only	17	0.4%		
Asian/Asian American only	718	16.2%	SAT reported	1620
Black/African American only	349	7.9%	Of those reporting SAT—	RW+M
Caucasian/White only	2437	54.9%	25th percentile	1350
Hawaiian or Pacific Islander only	2	0.0%	75th percentile	1530
Race and ethnicity—all reported			ACT reported	1941
American Indian/Alaska Native	61	1.4%	Of those reporting ACT—	
Asian/Asian American	983	22.1%	25th percentile	29
Black/African American	478	10.8%	75th percentile	33
Caucasian/White	2899	65.3%		
Hispanic/Latino/Latina/Latinx	385	8.7%	Either SAT or ACT reported	2904
Hawaiian or Pacific Islander	15	0.3%	Highest score reported on SAT scale—	
			25th percentile	1370
			75th percentile	1500

SUMMARY STATISTICS—FIRST-YEAR APPLIED / ADMITTED

	APPLIED								ADMITTED							
	2017	2018	2019	2020	2021	2022	1 Year	5 Years	2017	2018	2019	2020	2021	2022	1 Year	5 Years
Total	40,918	43,473	44,859	44,379	53,775	56,427	5%	30%	9,709	9,524	9,611	10,446	10,344	9,639	-7%	1%
Resident	12,918	13,932	13,497	13,121	14,790	14,077	-5%	1%	5,927	5,699	5,652	6,229	6,238	6,094	-2%	7%
Non-resident	28,000	29,541	31,362	31,258	38,985	42,350	9%	43%	3,782	3,825	3,959	4,217	4,106	3,545	-14%	-7%
Female	23,854	25,690	26,470	25,760	32,148	33,360	4%	30%	5,785	5,725	5,660	6,111	6,349	5,777	-9%	1%
Male	17,064	17,783	18,389	18,619	21,627	23,860	10%	34%	3,924	3,799	3,951	4,335	3,995	3,862	-3%	2%
U.S. citizens	35,703	37,953	38,932	37,984	46,774	48,682	4%	28%	8,817	8,403	8,331	9,018	8,903	8,545	-4%	2%
U.S. permanent residents	869	892	894	885	972	1,202	24%	35%	192	164	189	189	190	199	5%	21%
Non-resident aliens	4,346	4,628	5,033	5,510	6,029	7,337	22%	59%	700	957	1,091	1,239	1,251	895	-28%	-6%
Fee waiver	5,204	5,665	5,377	4,927	5,975	6,318	6%	12%	1,013	1,021	1,163	1,151	1,235	1,165	-6%	14%
First-generation college	6,467	6,792	6,716	6,392	7,582	8,648	14%	27%	1,379	1,530	1,476	1,502	1,574	1,452	-8%	-5%
Resident children of alumni	1,940	2,048	2,002	2,021	2,128	1,983	-7%	-3%	1,063	976	956	1,164	1,103	1,041	-6%	7%
Non-resident children of alumni	757	831	899	821	978	996	2%	20%	351	331	308	391	438	353	-19%	7%
Race and ethnicity—federal reporting guidelines																
Non-resident alien	4,346	4,628	5,033	5,510	6,029	6,959	15%	50%	700	957	1,091	1,239	1,251	895	-28%	-6%
Hispanic/Latino/Latina/Latinx of any race	3,572	3,784	4,023	4,043	4,949	5,010	1%	32%	883	861	928	945	945	762	-19%	-11%
Two or more races	1,736	1,878	1,972	2,026	2,520	2,642	5%	41%	470	465	495	526	511	498	-3%	7%
Race and ethnicity unknown	1,834	1,917	1,816	1,580	1,744	2,065	18%	8%	453	444	372	351	348	323	-7%	-27%
American Indian/Alaska Native only	127	108	91	76	115	116	1%	7%	43	55	37	29	50	37	-26%	-33%
Asian/Asian American only	4,557	5,337	6,023	6,464	7,492	8,768	17%	64%	1,245	1,218	1,306	1,609	1,521	1,698	12%	39%
Black/African American only	3,326	3,485	3,352	3,185	4,014	3,931	-2%	13%	697	799	833	836	950	801	-16%	0%
Caucasian/White only	21,388	22,297	22,519	21,477	26,879	26,895	0%	21%	5,212	4,719	4,546	4,906	4,764	4,621	-3%	-2%
Hawaiian or Pacific Islander only	32	39	30	18	33	42	27%	8%	6	6	3	5	4	4	0%	-33%
Race and ethnicity—all reported																
American Indian/Alaska Native	685	665	623	532	636	600	-6%	-10%	202	228	184	150	186	132	-29%	-42%
Asian/Asian American	9,172	10,222	11,399	12,494	14,208	16,494	16%	61%	2,043	2,146	2,406	2,897	2,757	2,645	-4%	23%
Black/African American	4,352	4,618	4,533	4,361	5,421	5,348	-1%	16%	927	1,081	1,157	1,131	1,288	1,100	-15%	2%
Caucasian/White	25,567	26,837	27,297	26,410	33,042	33,323	1%	24%	6,353	5,861	5,753	6,178	6,014	5,717	-5%	-2%
Hispanic/Latino/Latina/Latinx	3,795	4,034	4,232	4,250	5,218	5,377	3%	33%	939	944	997	1,030	1,033	841	-19%	-11%
Hawaiian or Pacific Islander	123	164	173	139	178	192	8%	17%	27	24	33	26	30	33	10%	38%

ADDITIONAL STATISTICS—ENTERING FIRST-YEAR STUDENTS, FALL 2022

INTENDED MAJOR

Biology	17.5%
Business Administration	14.1%
Psychology	6.3%
Computer Science	6.3%
Undecided	5.1%
Biomedical and Health Sciences Engineering	4.4%
Political Science	4.4%
Nursing	3.7%
Neuroscience	3.3%
Chemistry	3.3%
Exercise and Sport Science	2.6%
Environmental Sciences	1.9%
Media and Journalism	1.9%
Economics	1.6%
Mathematics	1.6%
Health Policy and Management	1.4%
English and Comparative Literature	1.3%
Communication Studies	1.2%
History	1.2%

CAREER INTEREST

Physician	16.8%
Business executive	10.3%
Lawyer	6.2%
Scientific researcher	6.0%
Computer programmer	4.8%
Engineer	3.4%
Nurse	3.3%
Business owner	3.2%
Policymaker or government employee	2.6%
Dentist	2.5%
Writer or journalist	2.5%
Therapist (physical, occupational, speech)	2.4%
Clinical psychologist	2.3%
Pharmacist	1.2%
Foreign service worker	1.0%

BACKGROUND

49% of new first-year students were born in North Carolina
60% of the North Carolinians
3% of the out-of-state students
15% were born outside the United States
11% of the North Carolinians
32% of the out-of-state students
14% speak a first language other than English
3% speak Mandarin as a first language
3% speak Spanish as a first language
38% self-reported fluency in two or more languages
9% are only children
14% have three or more siblings
86% have at least one parent who earned a 2- or 4-yr college degree
48% have at least one parent who earned a graduate degree
3% have no parent who earned a high-school diploma
32% have at least one parent who is a business executive or owner
12% ...school teacher or administrator
9% ...engineer
8% ...full-time homemaker
8% ...salesperson or clerk
7% ...computer programmer
6% ...physician
6% ...lawyer or judge
5% ...nurse
4% ...accountant or actuary
4% ...college administrator or teacher
2% ...skilled trades
2% ...laborer
2% ...scientific researcher
2% ...Social worker
1% ...military service

SUMMARY STATISTICS—ENTERING TRANSFER STUDENTS, FALL 2022

Enrolled	900			
Resident	624	69.3%	Non-traditional	60
Non-resident	276	30.7%	Carolina Covenant	127
Female	456	50.7%	Need-based aid	414
Male	444	49.3%	Military affiliated	84
U.S. citizens	771	85.7%	Military affiliated receiving benefits	29
U.S. permanent residents	38	4.2%		
Non-resident aliens	91	10.1%	Transferred from NC community college	323
Fee waiver	205	22.8%	CSTEP participant	85
First-generation college	214	23.8%	College GPA	
			25th percentile	3.6
Children of alumni	105	11.7%	75th percentile	3.9
Race and ethnicity—federal reporting guidelines			SAT reported	219
Non-resident alien	91	10.1%	Of those reporting SAT—	RW+M
Hispanic/Latino/Latina/Latinx of any race	122	13.6%	25th percentile	1230
Two or more races	22	2.4%	75th percentile	1440
Race and ethnicity unknown	23	2.6%		
American Indian/Alaska Native only	0	0.0%	ACT reported	220
Asian/Asian American only	114	12.7%	Of those reporting ACT—	
Black/African American only	47	5.2%	25th percentile	26
Caucasian/White only	481	53.4%	75th percentile	32
Hawaiian or Pacific Islander only	0	0.0%		
			Either SAT or ACT reported	398
Race and ethnicity—all reported			Highest score reported on SAT scale—	
American Indian/Alaska Native	6	0.7%	25th percentile	1270
Asian/Asian American	204	22.7%	75th percentile	1430
Black/African American	68	7.6%		
Caucasian/White	575	63.9%		
Hispanic/Latino/Latina/Latinx	130	14.4%		
Hawaiian or Pacific Islander	2	0.2%		

ADDITIONAL STATISTICS—ENTERING TRANSFER STUDENTS, FALL 2022

INTENDED MAJOR

Biology	14.2%
Psychology	8.4%
Computer Science	7.4%
Economics	5.9%
Exercise and Sport Science	4.9%
Political Science	4.4%
Communication Studies	4.1%
Undecided	3.9%
Media and Journalism	3.2%
Neuroscience	3.0%
English and Comparative Literature	2.8%
Chemistry	2.4%
Statistics and Analytics	2.4%
Management and Society	2.1%
Mathematics	2.0%
Business Administration	1.8%
History	1.8%
Dental Hygiene	1.6%
Sociology	1.6%
Public Policy	1.2%

BACKGROUND

41% of new transfer students were born in North Carolina
 58% of the North Carolinians
 2% of the out-of-state students
 21% were born outside the United States
 13% of the North Carolinians
 41% of the out-of-state students
 20% speak a first language other than English
 8% speak Mandarin as a first language
 5% speak Spanish as a first language
 22% self-reported fluency in two or more languages
 75% 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
 2% 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	2022	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Total	3,914	3,946	3,974	4,076	4,228	4,355	4,326	4,182	4,444	4,688	4,440	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Non-resident alien	76	80	95	120	89	121	222	213	208	284	204	1.9%	2.0%	2.4%	2.9%	2.1%	2.8%	5.1%	5.1%	4.7%	6.1%	4.6%
Hispanic, Latino, or Latina of any race	231	276	301	286	295	342	364	375	427	436	373	5.9%	7.0%	7.6%	7.0%	7.0%	7.9%	8.4%	9.0%	9.6%	9.3%	8.4%
American Indian or Alaska Native <u>only</u>	23	22	21	22	21	18	30	14	15	19	17	0.6%	0.6%	0.5%	0.5%	0.5%	0.4%	0.7%	0.3%	0.3%	0.4%	0.4%
Asian or Asian American <u>only</u>	390	407	424	441	448	495	512	514	604	636	718	10.0%	10.3%	10.7%	10.8%	10.6%	11.4%	11.8%	12.3%	13.6%	13.6%	16.2%
Black or African American <u>only</u>	304	303	328	300	345	323	371	372	384	418	349	7.8%	7.7%	8.3%	7.4%	8.2%	7.4%	8.6%	8.9%	8.6%	8.9%	7.9%
Native Hawaiian or Pacific Islander <u>only</u>	1	2	1	4	0	3	5	2	1	2	2	0.0%	0.1%	0.0%	0.1%	0.0%	0.1%	0.1%	0.0%	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	2,437	67.0%	63.4%	63.1%	62.9%	62.9%	61.5%	56.2%	55.7%	54.9%	53.5%	54.9%
Two or more races	176	160	188	166	177	202	214	214	227	258	220	4.5%	4.1%	4.7%	4.1%	4.2%	4.6%	4.9%	5.1%	5.1%	5.5%	5.0%
Race and ethnicity unknown	92	195	109	172	192	173	178	147	137	129	120	2.4%	4.9%	2.7%	4.2%	4.5%	4.0%	4.1%	3.5%	3.1%	2.8%	2.7%
All Hispanic, Latino, or Latina	238	283	308	292	303	353	382	392	444	455	385	6.1%	7.2%	7.8%	7.2%	7.2%	8.1%	8.8%	9.4%	10.0%	9.7%	8.7%
All American Indian or Alaska Native	96	93	97	97	79	87	123	74	77	98	61	2.5%	2.4%	2.4%	2.4%	1.9%	2.0%	2.8%	1.8%	1.7%	2.1%	1.4%
All Asian or Asian-American	515	531	577	628	609	691	774	776	894	987	983	13.2%	13.5%	14.5%	15.4%	14.4%	15.9%	17.9%	18.6%	20.1%	21.1%	22.1%
All Black or African-American	382	391	421	365	444	413	495	506	512	569	478	9.8%	9.9%	10.6%	9.0%	10.5%	9.5%	11.4%	12.1%	11.5%	12.1%	10.8%
All Native Hawaiian or Pacific Islander	6	6	2	9	6	10	11	16	11	11	15	0.2%	0.2%	0.1%	0.2%	0.1%	0.2%	0.3%	0.4%	0.2%	0.2%	0.3%

MEN	FIRST-YEAR STUDENTS ENROLLED											SHARE OF FIRST-YEAR CLASS										
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Total	1,616	1,601	1,672	1,655	1,689	1,694	1,657	1,658	1,728	1,735	1,682	41.3%	40.6%	42.1%	40.6%	39.9%	38.9%	38.3%	39.6%	38.9%	37.0%	37.9%
Non-resident alien	31	34	49	52	45	58	91	107	107	126	87	0.8%	0.9%	1.2%	1.3%	1.1%	1.3%	2.1%	2.6%	2.4%	2.7%	2.0%
Hispanic, Latino, or Latina of any race	85	93	124	109	117	124	124	123	151	140	119	2.2%	2.4%	3.1%	2.7%	2.8%	2.8%	2.9%	2.9%	3.4%	3.0%	2.7%
American Indian or Alaska Native <u>only</u>	7	12	14	6	7	5	14	7	7	5	6	0.2%	0.3%	0.4%	0.1%	0.2%	0.1%	0.3%	0.2%	0.2%	0.1%	0.1%
Asian or Asian American <u>only</u>	171	173	208	191	205	207	209	235	244	243	289	4.4%	4.4%	5.2%	4.7%	4.8%	4.8%	4.8%	5.6%	5.5%	5.2%	6.5%
Black or African American <u>only</u>	104	98	118	90	123	93	140	134	150	143	120	2.7%	2.5%	3.0%	2.2%	2.9%	2.1%	3.2%	3.2%	3.4%	3.1%	2.7%
Native Hawaiian or Pacific Islander <u>only</u>	1	0	1	2	0	1	1	2	0	2	1	0.0%	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	926	28.6%	26.7%	26.2%	26.2%	24.7%	24.5%	21.6%	21.8%	20.7%	19.4%	20.9%
Two or more races	58	53	82	68	68	69	78	76	88	101	81	1.5%	1.3%	2.1%	1.7%	1.6%	1.6%	1.8%	1.8%	2.0%	2.2%	1.8%
Race and ethnicity unknown	38	84	33	68	79	72	66	63	60	67	53	1.0%	2.1%	0.8%	1.7%	1.9%	1.7%	1.5%	1.5%	1.4%	1.4%	1.2%
All Hispanic, Latino, or Latina	88	98	128	110	121	129	129	133	160	153	125	2.2%	2.5%	3.2%	2.7%	2.9%	3.0%	3.0%	3.2%	3.6%	3.3%	2.8%
All American Indian or Alaska Native	32	28	42	38	29	21	49	30	34	33	26	0.8%	0.7%	1.1%	0.9%	0.7%	0.5%	1.1%	0.7%	0.8%	0.7%	0.6%
All Asian or Asian-American	216	224	279	272	273	294	312	345	375	396	379	5.5%	5.7%	7.0%	6.7%	6.5%	6.8%	7.2%	8.2%	8.4%	8.4%	8.5%
All Black or African-American	128	124	158	113	165	116	189	176	197	195	175	3.3%	3.1%	4.0%	2.8%	3.9%	2.7%	4.4%	4.2%	4.4%	4.2%	3.9%
All Native Hawaiian or Pacific Islander	2	2	2	3	4	4	3	8	2	3	4	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.0%	0.1%	0.1%



2020-21 Pell Grant Recipients as a Percentage of Undergraduate Enrollment, UNC System Office Peers

	Undergraduate Enrollment	Pell Grant Recipients	Pell as a % of Enrollment
UCLA	31,636	8,990	28.4%
Berkeley	30,799	8,377	27.2%
Illinois	33,683	8,509	25.3%
Texas	40,048	9,535	23.8%
Florida	34,931	8,189	23.4%
UNC-Chapel Hill	19,395	4,382	22.6%
Washington	32,244	6,366	19.7%
Emory	7,010	1,374	19.6%
Northwestern	8,559	1,600	18.7%
Michigan	31,329	5,703	18.2%
Johns Hopkins	6,331	1,051	16.6%
Vanderbilt	7,057	1,131	16.0%
Wisconsin	32,688	4,891	15.0%
Virginia	17,314	2,456	14.2%
Pittsburgh	23,157	3,050	13.2%
Duke	6,717	882	13.1%

Source: U.S. Department of Education Integrated Postsecondary Education System (IPEDS), Student Financial Aid database. Based on 2020-21 data.

Prepared by: Institutional Research, Planning & Assessment (IRPA), January 20, 2023



2015 Cohort 4-Year Graduation Rates by Pell Grant Status, UNC System Office Public Peers

Institution	All Undergraduates
Virginia	88.6%
UNC-Chapel Hill	85.0%
UCLA	82.6%
Michigan	80.9%
Berkeley	79.0%
Illinois	71.4%
Washington	70.6%
Texas	69.9%
Wisconsin	69.8%
Pittsburgh	69.0%

Institution	Pell Grant Recipients
Virginia	83.1%
UNC-Chapel Hill	80.4%
UCLA	75.7%
Michigan	72.4%
Berkeley	68.1%
Washington	62.7%
Illinois	62.2%
Pittsburgh	60.8%
Texas	60.3%
Wisconsin	57.4%

Institution	Pell vs. All (% point diff.)
UNC-Chapel Hill	-4.6%
Virginia	-5.4%
UCLA	-6.9%
Washington	-7.9%
Pittsburgh	-8.2%
Michigan	-8.5%
Illinois	-9.2%
Texas	-9.5%
Berkeley	-10.9%
Wisconsin	-12.5%

Institution	Not-Pell Grant Recipients
Virginia	97.8%
UNC-Chapel Hill	86.2%
UCLA	86.0%
Michigan	82.4%
Berkeley	82.2%
Illinois	74.0%
Texas	72.8%
Washington	72.5%
Wisconsin	71.5%
Pittsburgh	70.5%

Institution	Pell Grant Recipients
Virginia	83.1%
UNC-Chapel Hill	80.4%
UCLA	75.7%
Michigan	72.4%
Berkeley	68.1%
Washington	62.7%
Illinois	62.2%
Pittsburgh	60.8%
Texas	60.3%
Wisconsin	57.4%

Institution	Pell vs. Not-Pell (% point diff.)
UNC-Chapel Hill	-5.9%
Pittsburgh	-9.7%
Washington	-9.8%
Michigan	-10.0%
UCLA	-10.4%
Illinois	-11.8%
Texas	-12.5%
Berkeley	-14.1%
Wisconsin	-14.1%
Virginia	-14.7%

Note: The 2021-22 Common Data Set for the University of Florida was unavailable at the time of reporting.

Source: 2021-22 Common Data Set from each institution, Section B, Graduation Rates, Lines C & D

Prepared by: Institutional Research, Planning & Assessment (IRPA), January 20, 2023



Fall 2021 All Undergraduate Students, UNC System Office Public Peers

Percent In State		Percent International		Percent Financial Need Met	
Institution	%	Institution	%	Institution	%*
Texas	90%	Washington	14.0%	UNC-Chapel Hill	100%
Florida	90%	Berkeley	13.1%	Virginia	100%
UNC-Chapel Hill	86%	Illinois	12.8%	Florida	98%
Illinois	86%	UCLA	10.3%	Michigan	91%
Berkeley	84%	Wisconsin	9.6%	UCLA	80%
UCLA	76%	Michigan	8.2%	Wisconsin	80%
Pittsburgh	66%	UNC-Chapel Hill	5.3%	Berkeley	79%
Michigan	61%	Texas	4.3%	Texas	76%
Wisconsin	58%	Virginia	4.3%	Washington	73%
Washington	not reported	Pittsburgh	4.2%	Illinois	71%
Virginia	not reported	Florida	2.4%	Pittsburgh	56%

* 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, 2022-23 edition

Prepared by: Institutional Research, Planning & Assessment (IRPA), January 20, 2023



Fall 2021 Degree-Seeking First-Time, First-Year Students, UNC System Office Public Peers

Black or African American	
Institution	%
UNC-Chapel Hill	8.9%
Virginia	6.4%
Pittsburgh	5.6%
Illinois	5.4%
Texas	4.5%
Michigan	4.2%
Washington	3.4%
UCLA	3.3%
Wisconsin	2.2%
Berkeley	2.0%

American Indian or Alaska Native	
Institution	%
UNC-Chapel Hill	0.4%
Wisconsin	0.3%
Washington	0.2%
Berkeley	0.2%
UCLA	0.2%
Michigan	0.1%
Texas	0.1%
Illinois	0.1%
Virginia	0.1%
Pittsburgh	0.0%

Hispanic/Latino	
Institution	%
Texas	29.1%
UCLA	21.0%
Berkeley	19.9%
Illinois	13.3%
Washington	9.3%
UNC-Chapel Hill	9.3%
Michigan	8.8%
Wisconsin	8.2%
Pittsburgh	6.9%
Virginia	6.4%

Notes:

- The 2021-22 Common Data Set for the University of Florida was unavailable at the time of reporting.
- 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: 2021-22 Common Data Set from each institution, Section B2

Prepared by: Institutional Research, Planning & Assessment (IRPA), January 20, 2023

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 2022. Students who enrolled at the University for the first time during Fall 2022 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.

25th percentile. The value below which 25 percent of all the values in the group fall.

75th percentile. The value below which 75 percent of all the values in the group fall.

SAT reported. Students who submitted official results from the SAT. The 25th and 75th percentiles are calculated for all students who submitted SAT scores, using the highest score earned by each student reporting a score.

ACT reported. Students who submitted official results from the ACT. The 25th and 75th percentile composite scores are calculated for all students who submitted ACT scores, using the highest score earned by each student reporting a score.

Either SAT or ACT reported. Highest official score earned by each student on either the SAT (Critical Reading and Math combined) or the ACT Composite, with the ACT Composite converted

to the 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.

Applicants. Based on updated IPEDs reporting requirements, the Fall 2022 “Applied” number excludes submitted applications that could not be evaluated for admission due to missing required application materials.

Language fluency. Students who indicate on their admissions application that they have multiple first languages/native languages, or the ability to speak, read, or write multiple languages.

Transfer Summary Statistics—Additional Key Terms

Entering transfer students, Fall 2022. Transfer students who enrolled in the College of Arts and Sciences and Professional Schools at the University for the first time during Fall 2022 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 Board of Governors policy, 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 enter 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 NEWEST CLASS

This fall, Carolina welcomed **5,340 students** as members of the entering class of 2022.

This includes **4,440 first-year** and **900 transfer students** ready to grow, learn, and make each other better. Students were selected from **60,825** total applicants.

This class includes 4,327 students from North Carolina and 1,013 out-of-state students who hail from:



86 countries



49 states and Washington D.C.



98 N.C. counties



40% ARE FROM RURAL COUNTIES



18%

will be the first in their families to graduate from college

37%

qualified for need-based aid.

213

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

36%

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

CAROLINA
COVENANT

9%

of incoming students are Covenant Scholars

57%

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

They're dedicated.

MEET ADAM SHERIF

For many people, the early days of the pandemic opened their eyes to the importance of caring for their communities and each other. Inspired by his father's work as an ER doctor, Adam organized a vaccine clinic to reach underserved members in his community. In eight months, the clinic vaccinated close to 30,000 people.

Now that he's at Carolina, Adam wants to continue making a difference. He plans to pursue a career in public health.

"There's a strong emphasis on community service at Carolina, and you can see how the students are creating real changes in their community and around the world. I don't want to come to school just to study and get good grades. I want to make a difference while I'm doing it."



74%

contributed to a cause they believe in.

80%

plan to continue their education after earning an undergraduate degree.

"I just always wanted to come here, and I'm so excited that I get to."

PAIGE COURT, UNC '26

TOP FIVE INTENDED MAJORS

Excludes 5% of undecided students



Biology



Business



Psychology & Neuroscience



Computer Science



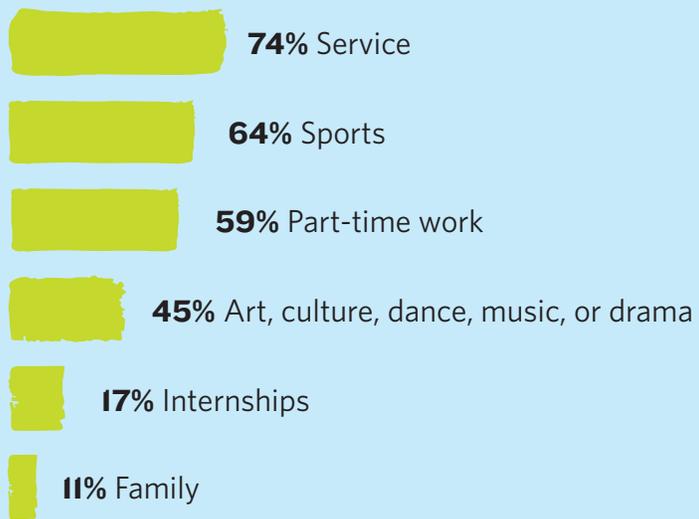
Political Science



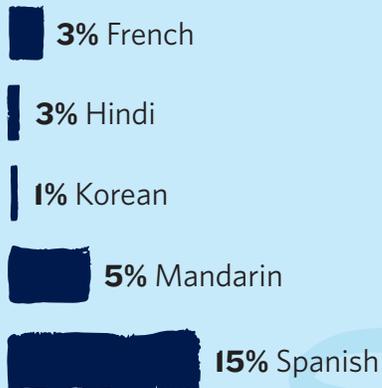
12% of students ranked first or second in their high school class

They're complex and unique.

Top Extracurricular Activities



Languages



SAT and ACT Scores

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

NORTH CAROLINIANS

1340-1500

OUT-OF-STATE STUDENTS

1400-1540

ALL STUDENTS

1360-1500

Success on Examinations

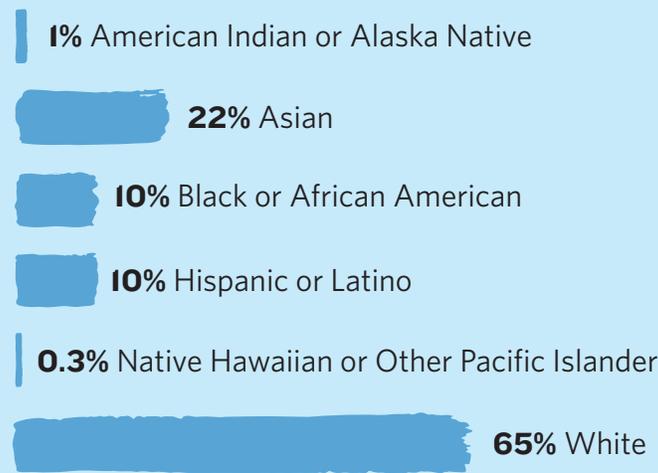
3,363 students submitted 23,937 Advanced Placement or International Baccalaureate scores.

85% of scores demonstrated subject matter mastery.

Future Careers

- Physician
- Business executive
- Lawyer or judge
- Scientific researcher
- Computer programmer or analyst
- Business owner
- Nurse
- Engineer

How Students Identify



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

They have high hopes.

MEET ALEXIS TCHAKAROV

This four-time taekwondo world champion thinks Carolina blue will be the perfect complement to her black belt. She trusts that the belief, self-esteem, and discipline she's learned from taekwondo will help her make the most of her time in Chapel Hill.

"I'm excited to use those elements to really succeed here," she said. "As a first-year at UNC, I'm really excited to have new opportunities, different from what I'm used to, and really make those connections that I'm going to use for the rest of my life."

95%

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

81%

chose to attend Carolina for its welcoming and inclusive environment.



They're supported.

TOP PARENT PROFESSIONS

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

- 32% Business executive or owner
- 12% School teacher or administrator
- 9% Engineer
- 8% Salesperson or clerk
- 8% Full-time homemaker
- 7% Computer programmer
- 6% Physician
- 6% Lawyer or judge
- 5% Nurse

PARENTS' EDUCATION

At least one parent earned:

97%

high school diploma

86%

two- or four-year degree

48%

Graduate degree or some graduate school



Carolina College Advising Corps



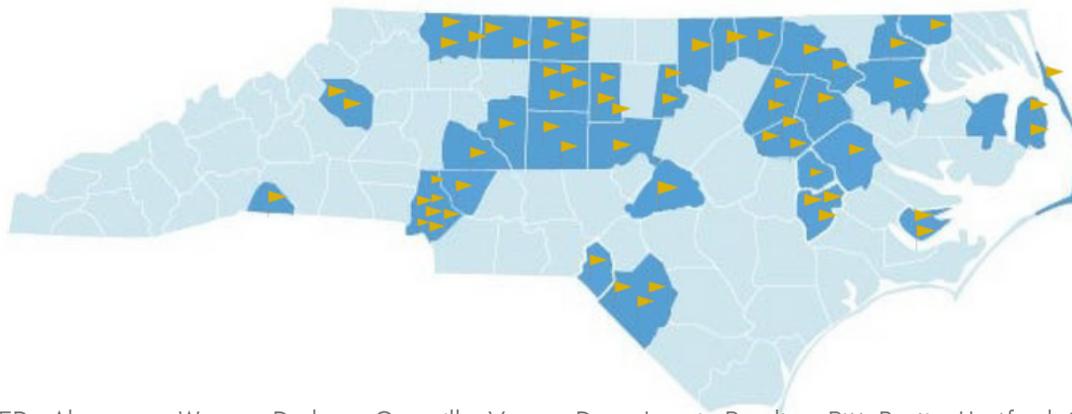
The Carolina College Advising Corps helps low-income, first-generation, and under-represented students apply to and enroll in college by placing recent UNC-Chapel Hill graduates as college advisers in selected public high schools throughout the state. Advisers help students apply for college admission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

2021-2022 INITIATIVES AND SUCCESSES

- Carolina College Advising Corps returned to an in-person near-peer advising model, including hosting advisers on campus during summer training for the first time since the pandemic.
- The 50 advisers of the Carolina College Advising Corps served over 12,500 students across the state. College advisers built relationships with school staff and made strong personal connections with students by coordinating over 8,999 meetings which resulted in 52% of all seniors submitting college applications.
- The Corps received a State-Level-System Change grant from the Z. Smith Reynolds Foundation. Z. Smith Reynolds supports all North Carolinians having access to high-quality public education and CCAC is supporting such efforts through college access.
- To support more and more students across North Carolina and to further diversify program recruitment efforts, the Corps is now able to hire college graduates from all North Carolina colleges and universities.
- During the 2021-2022 school year, the Carolina College Advisers reported hosting 143 FAFSA (Free Application for Federal Student Aid) nights, 87 Senior nights, 102 Parent/Family nights, and 214 College Application Week Events.

PROUDLY SERVING NORTH CAROLINA

With 60 advisers at 77 partner high schools, the Carolina College Advising Corps serves 31 counties across the state, ensuring that more than 14,000 high school seniors have access to a college adviser.



COUNTIES SERVED: Alamance, Warren, Durham, Granville, Vance, Dare, Lenoir, Pamlico, Pitt, Bertie, Hertford, Gates, Edgecombe, Halifax, Nash, Wilson, Chatham, Randolph, Rowan, Davidson, Guilford, Rockingham, Robeson, Harnett, 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.

2022-2023 INITIATIVES AND SUCCESSES

- We are celebrating year four of the Pathways to STEM Success Program generously funded by the North Carolina GlaxoSmithKline Foundation. We were able to host students on campus for UNC lab and Makerspace tours, summer research opportunities, and other educational enrichment activities. Through the Foundation, we provided more than \$90,000 to support students in their learning experiences.
- Since its inception, C-STEP has grown from three community colleges, serving six students, to 14 community colleges, serving more than 1,450 students to date.
- Not only is C-STEP growing, the program has become more rooted in the campus communities it 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 2022

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. Each year since 2013, the University enrolled an average of 153 new special-talent first-year students who were recruited by athletics; these students consistently comprise less than 4% of all new first-year students. Additionally in each year since 2013, the University enrolled an average of 44 new first-year students who were recruited by athletics but were admitted by the admissions committee independent of the policy on special talent.

All candidates for undergraduate admission, including all prospective student-athletes, are evaluated comprehensively by the admissions office. In conducting these evaluations, the admissions committee follows the [Policies of the Office of Undergraduate Admissions](#). 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.” The admissions office assesses each candidate for admission, including each special-talent student, against this criterion using all available evidence, including grades, courses, essays, recommendations, activities, and when available, testing.

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 is specifically charged with:

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

Special-talent students who require review by the faculty members on the Committee of Special Talent may only be offered admission after the Committee has reviewed their application and made a formal recommendation to the Office of Undergraduate Admissions regarding their likelihood of succeeding at the University.

The [charge, procedures, and membership](#) of the Committee on Special Talent are approved by the Advisory Committee and published on the Faculty Council website. By charter, a majority of the committee's voting members must be tenured or tenure-track faculty members in the College of Arts and Sciences.

About This Report

This document is the annual report on the admissions credentials of enrolling first-year student-athletes. All reports are published on the [Faculty Council](#) website.

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.

It is possible to compare the 2022 class with those that entered Carolina in previous years. The table at right shows the number of recruited student-athletes who fell under the special talent policy and how many required faculty review each year for the past decade.

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.

Entering Year	All Special-Talent Student Athletes	Student-Athletes Requiring Faculty Review	
		Number	Percentage
2013	154	14	7%
2014	147	9	5%
2015	152	9	5%
2016	149	13	6%
2017	157	8	3%
2018	140	9	5%
2019	153	10	5%
2020	167	8	4%
2021	156	7	4%
2022	158	8	5%

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 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 on the [UNC System website](#).

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. These reports are available on the [UNC System website](#).

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. The admissions office assesses each candidate for admission, including each special-talent student, against this criterion using all available evidence, including grades, courses, essays, recommendations, activities, and when available, testing. 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. 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 waiver of the SAT or ACT requirement for candidates who are applying for admission for 2021 through 2024 entry. 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.

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. The high-school grade-point average as reported by the student's high school at the time the student applied for admission. The results only include official weighted 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 course units in English; two course units in a language

other than English; four course units in mathematics, including one course unit for which Algebra 2 is a prerequisite; three course units of natural science, including one course unit in life or biological science, one course unit in physical science, and at least one course unit with a laboratory component; and two course units in social science, including one course in United States history. 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 and the Office of Undergraduate Admissions.

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. Currently, students can meet the minimum requirements through either a weighted high school GPA of 2.5 OR through a score of 1010 on the SAT or 19 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 after the Committee has reviewed their application and made a formal recommendation to the Office of Undergraduate Admissions regarding their likelihood of succeeding at the University. 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 subsequent 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.



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Joint Meeting of the Advisory Committee on Undergraduate Admissions and the Faculty Athletics Committee

Update on Special Talent

January 17, 2023

Agenda

- 1 Special-talent admissions, policies, and procedures
- 2 Committee on Special Talent
- 3 2022 student-athletes
- 4 Historical data
- 5 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.
 - Provides for the admission of students "who demonstrate special talent for university programs requiring such talent."

Special 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 153 new special-talent first-year students who were recruited by athletics; these students consistently comprise less than 4% of all new first-year students.
- Each year since 2013, the University enrolled an average of 44 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 Requiring Special-Talent Committee Review — Part of Holistic Application Review

- Grade-point average (GPA)
 - Any student with a test score who has a predicted first-year GPA (PGPA*) 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) – either 2.5 weighted high school GPA or 1010 SAT/19 ACT*
- Community standards - Any student who has committed a significant breach of community standards for academic or personal behavior

**PGPA – Based on actual performance of UNC special-talent student-athletes.*

2022 Enrolled First-Year Student-Athletes

- In 2022, the University enrolled a total of 193 first-year student-athletes who were included on their team rosters
- 158 were admitted under special-talent policies and procedures.
- 8 required review by the Committee on Special Talent.
- 35 were admitted independent of the special-talent policy.

**2022 ENROLLED STUDENT-ATHLETES RECRUITED BY ATHLETICS —
 PREDICTED GPA (PGPA) AND NCAA CORE GPA**

Group	With Test Scores	Without Test Scores	Enrolled Fall 2022
1	PGPA <2.3	NCAA core GPA <3.0	8
2	PGPA ≥ 2.3 and < 2.6	NCAA core GPA ≥ 3.0 and < 3.5	32
3	PGPA ≥ 2.6	NCAA core GPA ≥ 3.5	118
		TOTAL	158

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

Year	Students	Group 1 PGPA < 2.3		Group 2 PGPA ≥ 2.3 and < 2.6		Group 3 PGPA ≥ 2.6	
		Count	Percentage	Count	Percentage	Count	Percentage
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%
2022	158	8	5%	32	20%	118	75%

ALL FIRST-YEAR STUDENT-ATHLETES BY GROUP, 2013-2022

Year	Students	Group 1 PGPA < 2.3 and Other		Group 2 PGPA ≥ 2.3 and < 2.6		Group 3 PGPA ≥ 2.6 or Independent of Special-Talent Policy	
		Count	Percentage	Count	Percentage	Count	Percentage
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%
2022	193	8	4%	32	17%	153	79%

ACADEMIC CREDENTIALS FOR ADMISSION — FIRST-YEAR STUDENT-ATHLETES, 2014-2022

Year	High School GPA				Concorded Test Scores			
	All Student-Athletes		Admitted Under Special Talent Policy		All Student-Athletes		Admitted Under Special Talent Policy	
	25th	75th	25th	75th	25th	75th	25th	75th
2014	3.32	4.32	3.20	3.96	1030	1220	1005	1190
2015	3.38	4.37	3.25	4.06	1030	1270	990	1220
2016	3.53	4.42	3.41	4.05	1030	1300	990	1190
2017	3.60	4.67	3.35	4.03	1110	1400	1060	1260
2018	3.60	4.48	3.47	4.09	1100	1360	1060	1275
2019	3.47	4.28	3.31	4.05	1090	1340	1070	1280
2020	3.64	4.29	3.53	4.16	1060	1360	1040	1280
2021*	3.62	4.40	3.57	4.21	1140	1400	1130	1400
2022*	3.64	4.39	3.58	4.31	1218	1415	1210	1385

*Effective Fall 2021, the UNC System waived the SAT or ACT requirement for candidates applying for admission.

ALL FIRST-YEAR STUDENT-ATHLETES MEETING UNC SYSTEM MINIMUMS, 2013-2022

	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%
2022					192	99%	190	98%

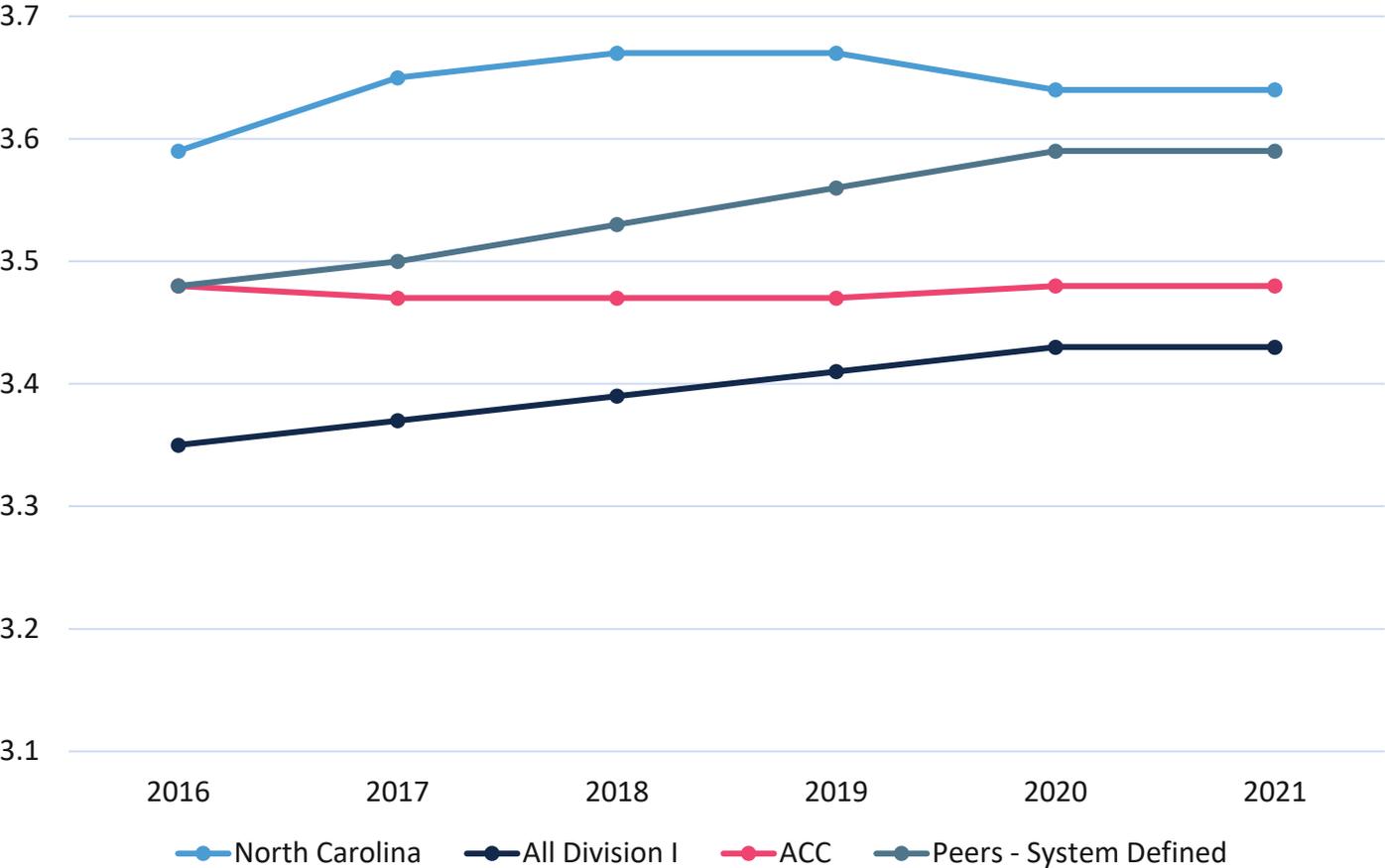
*MAR - Effective Fall 2020, in response to COVID-19, first-year students must meet either the minimum high-school grade-point average (2.5) or the minimum standardized test score (1010 SAT/19 ACT).

UNC STUDENT-ATHLETES COMPARED TO STUDENT-ATHLETES AT OTHER SCHOOLS: COMPARISON GROUPS

Peer (System Defined)	
<p>In 2021, the General Administration of the University of North Carolina System selected 15 AAU institutions as official peers for UNC-Chapel Hill because of their (a) similarity in mission; (b) overall quality of faculty, students and programs; and (c) research productivity.</p> <p>[Source: UNC Office of Institutional Research and Assessment. Note that the UNC System periodically reevaluates System Peer Group and the trends reference the current set of Peers, not the System Peers from previous years]</p>	
Public Peers	Private Peers
University of California - Berkeley	Duke University
University of California - Los Angeles	Emory University*
University of Florida	Johns Hopkins University*
University of Illinois	Northwestern University
University of Michigan	Vanderbilt University
University of Pittsburgh	
The University of Texas at Austin	
University of Virginia	
University of Washington	
University of Wisconsin-Madison	

NCAA Division I	
<p>Among the three NCAA divisions, Division I schools generally have the biggest student bodies, manage the largest athletics budgets and offer the most generous number of scholarships.</p> <p>With more than 350 member schools, including 23 historically black colleges and universities, Division I schools field nearly 6,700 athletics teams and provide opportunities for 192,00 student-athletes to compete in NCAA sports each year.</p>	
ACC	
<p>The Atlantic Coast Conference (ACC) is a collegiate athletic conference located in the eastern United States and currently comprised of 15 member institutions.</p>	
Public ACC Schools	Private ACC Schools
Clemson University	Boston College
Florida State University	Duke University
Georgia Institute of Technology	University of Miami
University of Louisville	University of Notre Dame
North Carolina State University	Syracuse University
University of Pittsburgh	Wake Forest University
University of Virginia	
Virginia Polytechnic Institute and State University	

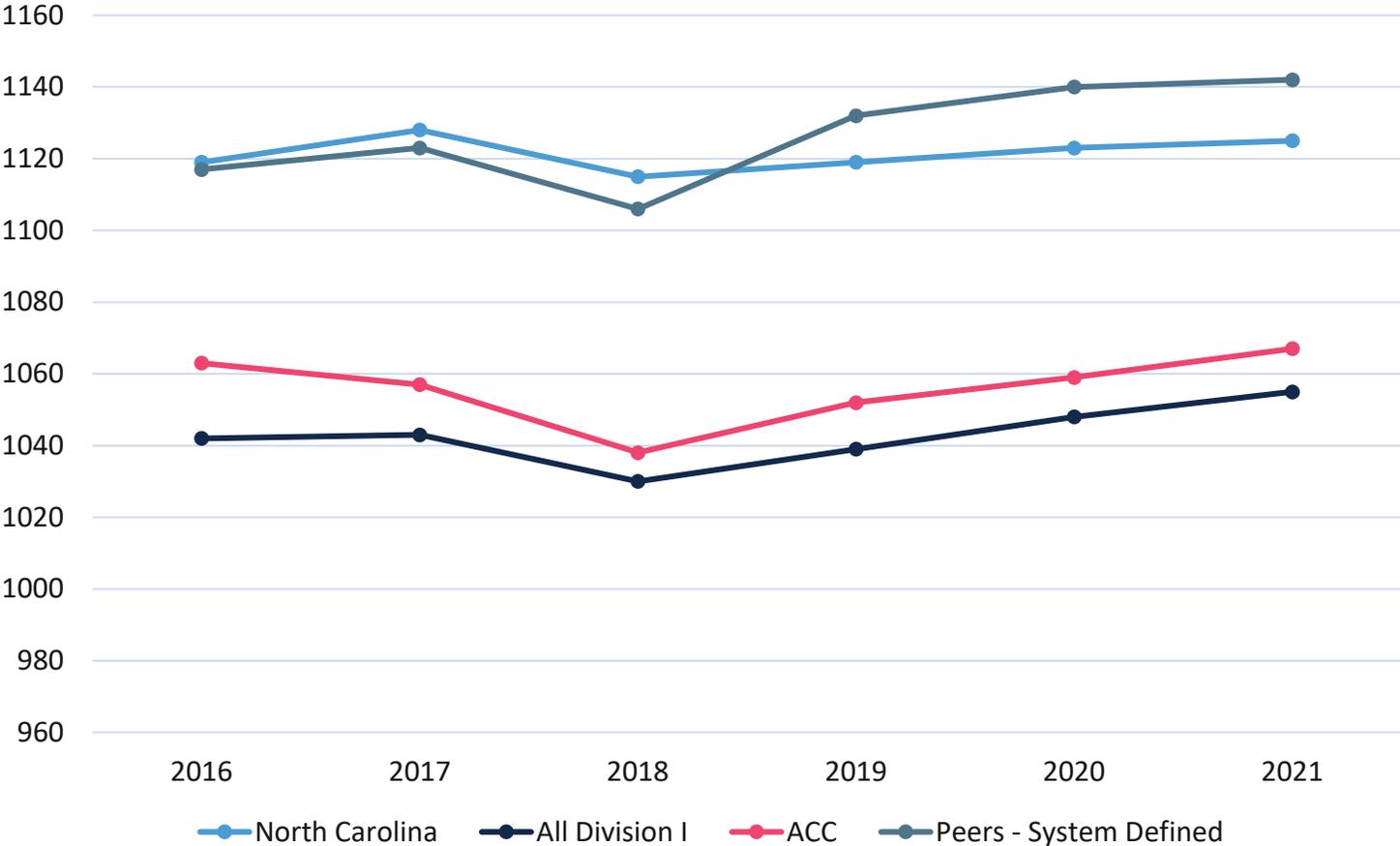
UNC STUDENT-ATHLETES COMPARED TO STUDENT-ATHLETES AT OTHER SCHOOLS: NCAA HIGH SCHOOL CORE GPAS



UNC compared to	2016	2021
All Division I	+0.24	+0.21
ACC	+0.11	+0.16
Peer (System Defined)	+0.11	+0.05

[Source: NCAA Institutional Performance Program. Figures include all scholarship student-athletes in residence each year, not just those in the entering class.]

UNC STUDENT-ATHLETES COMPARED TO STUDENT-ATHLETES AT OTHER SCHOOLS: COLLEGE ENTRANCE EXAMS (ACT CONVERTED TO SAT SCALE)



UNC compared to	2016	2021
All Division I	+77	+70
ACC	+56	+58
Peer (System Defined)	+2	-17

[Source: NCAA Institutional Performance Program. Figures include all scholarship student-athletes in residence each year, not just those in the entering class.]

PERSISTENCE OF STUDENT-ATHLETES VS. ALL UNC STUDENTS ADMITTED 2015-2021

Current Status*	Student-Athletes	% of Student-Athletes	All UNC Students	% of All UNC Students
Total	1,691	100.00%	41,747	100.00%
Graduated	866	51.21%	21,302	51.03%
Enrolled	531	31.40%	12,059	28.89%
Left Eligible	292	17.27%	8,335	19.97%
Academically Ineligible	2	.12%	51	.12%
Graduated, Still Enrolled, or Left Eligible	1,689	99.88%	41,696	99.88%

**Status as of 12/8/22*

Thank you!