



2011-2012 Annual Report
Advisory Committee on Undergraduate Admissions
February 8, 2013

Members: Bobbi Owen, Chair (Professor and Senior Associate Dean, Undergraduate Education, College of Arts and Sciences, representing Karen Gil, Dean, College of Arts and Sciences); Paul Cuadros (Assistant Professor, School of Journalism and Mass Communication); Reginald Hildebrand (Associate Professor, Division of Social Sciences, College of Arts and Sciences); Gary Marchionini (Dean, School of Information and Library Science); Tim Marr (Associate Professor, Division of Humanities and Fine Arts, College of Arts and Sciences); Lee May (Associate Dean, Academic Advising, College of Arts and Sciences); William McDiarmid (Dean, School of Education); M. Layna Mosley (Professor, Division of Social Sciences, College of Arts and Sciences); Mitch Prinstein (Professor, Division of Natural Sciences, College of Arts and Sciences); José A. Rial (Professor, Division of Natural Sciences, College of Arts and Sciences); Jennifer L. Smith (Associate Professor, Division of Humanities and Fine Arts, College of Arts and Sciences).

Ex officio members: Chris Derickson (Assistant Provost and University Registrar); Stephen Farmer (Vice Provost for Enrollment and Undergraduate Admissions); Barbara Polk (Deputy Director, Undergraduate Admissions); J. Steven Reznick (Professor and Associate Dean, First Year Seminars and Academic Experiences, College of Arts and Sciences); Bettina Shuford (Associate Vice Chancellor for Student Affairs, representing Winston Crisp, Vice Chancellor for Student Affairs); Dan Thornton (Associate Director, Scholarships and Student Aid, representing Shirley Ort, Associate Provost and Director, Scholarships and Student Aid); Lynn Williford (Assistant Provost and Director, Institutional Research and Assessment); Harold Woodard (Associate Dean, Center for Student Success and Academic Counseling, College of Arts and Sciences).

Members, Subcommittee on Athletics Admissions: David Ravenscraft, Chair (Professor, Kenan-Flagler Business School); John Akin (Professor, College of Arts and Sciences); Lissa Broome (Professor, School of Law); Napoleon Byars (Assistant Professor, School of Journalism and Mass Communication); Jane Hawkins (Professor, College of Arts and Sciences); Lee May (Associate Dean, Academic Advising, College of Arts and Sciences); M. Layna Mosley (Professor, College of Arts and Sciences).

Members, Subcommittee on Disabilities: Jim Kessler (Director, Accessibility Resources and Services); Theresa Maitland (Coordinator, Academic Success Program for Students with LD/ADHD); Jared Rosenberg (Senior Assistant Director, Undergraduate Admissions).

Members, Subcommittee on Transfer Students: Rebecca Egbert, Chair (Senior Assistant Director, Undergraduate Admissions); Kimberly Abels (Director, Writing Center, and Interim Director, Learning Center); Patrick Akos (Professor, School of Education); Cynthia Demetriou (Director, Undergraduate Retention); Annice Fisher (Associate Director, Housing and Residential Education); Laura Lane (Assistant Director, University Career Services); April Mann (Director, New Student and Carolina Parent Programs); Rachael Murphey-Brown (Academic Advisor, Academic Advising Program); Kaitlyn Murphy (Student Services Manager, School of Information and Library Science); J. Steven Reznick

(Professor and Associate Dean, First Year Seminars and Academic Experiences, College of Arts and Sciences); Gidi Shemer (Lecturer, Biology); Ann Trollinger (Associate Director, Scholarships and Student Aid); Brian Woodard (Program Assistant, Undergraduate Admissions).

Members leaving committee between 2010-2011 and 2011-2012: None.

Meetings during 2011-2012: September 13, 2011; November 8, 2011; February 7, 2012; April 3, 2012.

Report prepared by: Bobbi Owen (Chair and Senior Associate Dean, Undergraduate Education, College of Arts and Sciences); Stephen Farmer (Vice Provost for Enrollment and Undergraduate Admissions).

Report of activities (see attached summary statistics):

1. Met with Alice Ammerman and Gina Carelli, chairs of the Academic Plan Steering Committee, to learn more about the plan and to offer advice about how it might be implemented.
2. Discussed the report of the committee charged with developing a strategic plan for the Academic Support Program for Student Athletes.
3. Asked the Office of Undergraduate Admissions to investigate the feasibility of January enrollment for a small number of new transfer students.
4. Reviewed and approved guidelines for standardized testing (see Attachment A).
5. Discussed the requirement, approved by the North Carolina General Assembly, that students in all public high schools in North Carolina take the ACT.
6. Reviewed the changes in the minimum admission requirements for all UNC-system universities that were scheduled to take effect for Fall 2013.
7. Discussed the trustee policy on appeals of admissions decisions (see Attachment B).
8. Received reports on applications, including applications from global students (see Attachment C); on recruitment activities; on the work of the Subcommittee on Transfer Students; and on the implementation of the Common Application.

Addendum—report of 2012-2013 activities to date:

1. Met with new admissions officers Barkley Barton, Yolanda Coleman, Melody Levy, and Jennifer Kolb, as well as with C-STEP program assistant Brian Woodard.
2. Discussed the preliminary profile for the first-year and transfer classes that entered in August 2012.

3. Reviewed four priorities for the Office of Undergraduate Admissions over the next three to five years (see Attachment D).
4. Received the findings of research conducted by the Office of Undergraduate Admissions and the Odum Institute regarding the correlation between college-level courses in high school and first-year grades at UNC (see Attachment E).
5. Reviewed the charges of the various subcommittees of the Advisory Committee and approved changes (see Attachments F, G, and H).
6. Discussed previous consideration by the Office of Undergraduate Admissions of race-neutral alternatives to the narrow use of race or ethnicity in the evaluation of candidates, as well as other possible alternatives that the University might explore in anticipation of the U.S. Supreme Court decision in *Fisher vs. Texas*.

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

First-Year and Transfer Class Data, 2008-2012

I. Application Data

	APPLIED					ADMITTED					ENROLLED				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
ALL FIRST-YEAR															
Total	21,507	23,047	23,271	23,753	29,497	7,309	7,342	7,559	7,469	7,847	3,864	3,960	3,960	4,025	3,914
% Change	7.19	7.16	0.97	2.07	24.18	4.52	0.45	2.96	-1.19	5.06	-0.80	2.48	0.00	1.64	-2.76
FIRST-YEAR BY CATEGORY															
In-State	9,287	9,537	9,469	9,429	9,979	4,586	4,496	4,735	4,876	4,972	3,097	3,117	3,153	3,226	3,211
Out-of-State	12,220	13,510	13,802	14,324	19,518	2,723	2,846	2,824	2,593	2,875	767	843	807	799	703
African-American	2,556	2,693	2,831	2,736	3,254	836	855	812	749	799	417	448	410	432	382
Asian-American	2,584	2,958	3,442	3,758	5,350	807	856	944	1,030	1,253	335	352	426	457	492
Native-American	108	135	207	250	354	58	64	88	102	147	31	45	46	52	74
Hispanic	1,111	1,191	1,465	1,546	2,001	504	532	614	548	591	218	234	270	247	224
ALL TRANSFER															
Total	3,215	3,719	3,172	3,049	3,402	1,253	1,274	1,286	1,131	1,314	892	872	871	790	810
% Change	3.51	15.68	-14.71	-3.88	11.58	6.37	1.68	0.94	-12.05	16.18	2.06	-2.24	-0.11	-9.30	2.53

II. First-Year Class: Secondary-School Background

	2008	2009	2010	2011	2012
In-State Public	2,614	2,643	2,663	2,696	2,710
Out-of-State Public	488	540	538	524	439
Private/Parochial	640	603	628	687	657
Foreign/DOD	44	75	13	33	31
Other	78	99	118	85	77

III. First-Year Class: Sex

	2008	2009	2010	2011	2012
Men	1,588	1,601	1,582	1,697	1,616
Women	2,276	2,359	2,378	2,328	2,298

IV. First-Year Yield (Percentage of Those Admitted Who Enrolled)

	2008	2009	2010	2011	2012
All First-Year Students	53	54	52	54	50
In-State	68	69	67	66	65
Out-of-State	28	30	29	31	25

Out-of-State Alumni	48	44	42	47	47
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V. First-Year Class: Secondary-School Class Rank

	2008		2009		2010		2011		2012	
Top Tenth	2,331	79%	2,391	80%	2,300	78%	2,373	80%	2,295	79%
Second Tenth	430	15%	407	14%	473	16%	447	15%	449	15%

VI. First-Year Class: SAT Reasoning Average (Critical Reading + Math)

	2008	2009	2010	2011	2012
All First-Year	1301	1303	1304	1300	1304

VII. First-Year Class: Residency

	2008		2009		2010		2011		2012	
		%		%		%		%		%
NC Residents	3,097	80.15	3,117	78.71	3,153	79.62	3,226	80.15	3,211	82.00
Non-Resident Alumni	112	2.90	92	2.32	92	2.32	116	2.88	126	3.22
Other Non-Residents	655	16.95	751	18.96	715	18.06	683	16.97	577	14.74
Total Alumni Children	740	19.15	692	17.47	694	17.53	733	18.21	762	19.47

Residency data do not reflect impact of the legislative scholarship provision.

VIII. First-Year Admitted Students by Selected Categories

Data reflect all admitted students; data for enrolled students differ.

	NUMBER	SAT	RANK	SIZE	GPA	PROG	PERF	ACTI
All	7,847	1354	21	351	4.53	7.6	8.2	6.2
Disability*	2	--	--	--	--	--	--	--
Discretionary	44	1263	118	385	3.71	4.4	5.2	5.7
Music or Drama	44	1255	59	353	4.08	5.1	5.9	6.4
Athletics	165	1103	104	343	3.64	3.4	5.1	5.7

Academic program, academic performance, and school and community activities rated from 1 (lowest) to 10 (highest).

* Disability: Includes students who disclosed a disability, were not recommended for admission under competitive review, but were subsequently offered admission on the recommendation of the Subcommittee on Disabilities. The Office of Undergraduate Admissions does not report aggregate student data for groups that number five or fewer students.

Fall 2012 First-Year and Transfer Admissions



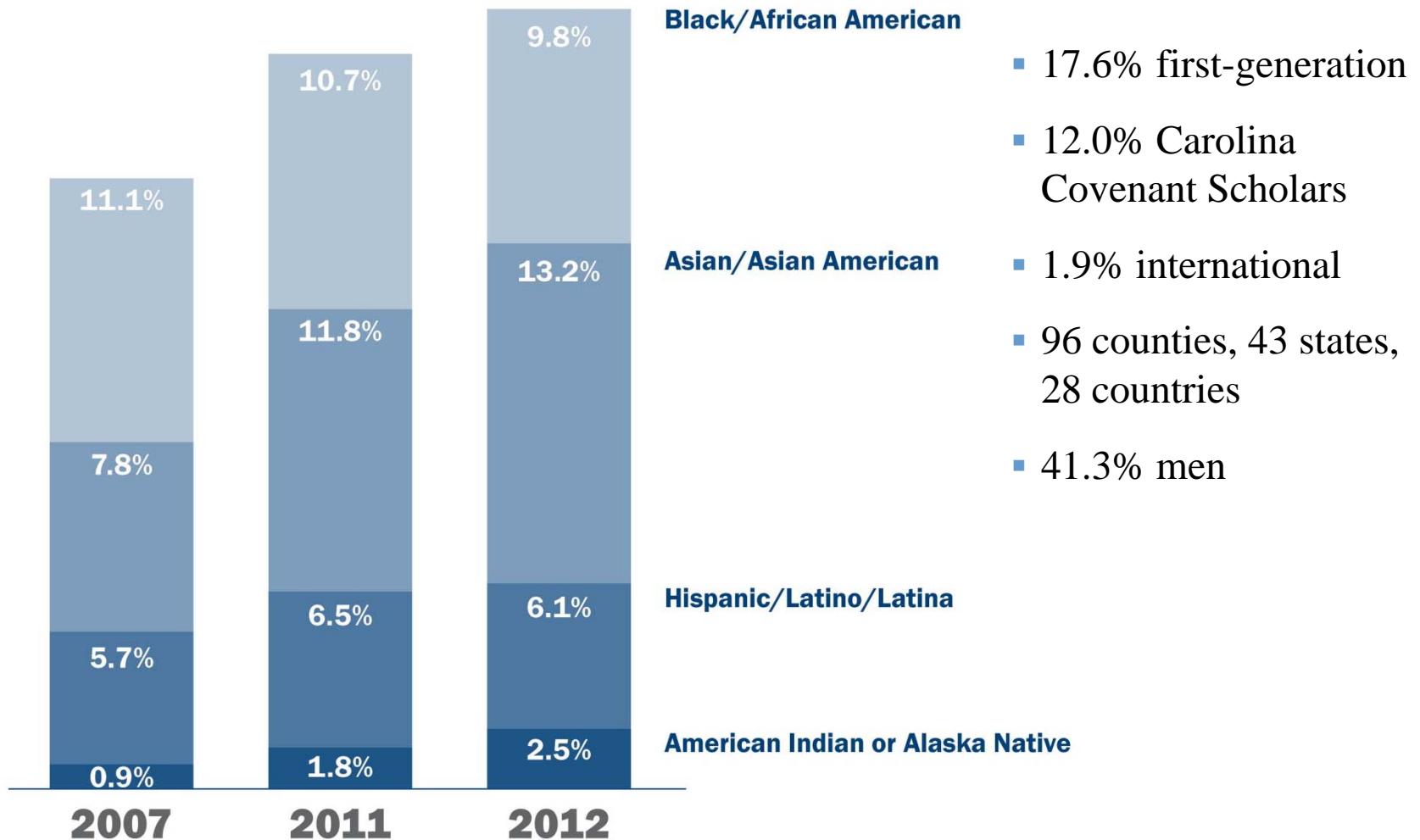
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First-Year Class: Academics

	2007	2011	2012
Top 10 percent	76.7%	79.8%	78.8%
Top 10 students	40.6%	42.9%	43.2%
Valedictorian/salutatorian	12.2%	12.1%	12.6%
SAT—average	1302	1300	1304
—middle 50%	1230-1390	1210-1410	1220-1400
—1400+	23.5%	22.4%	22.7%



First-Year Class: Demographics

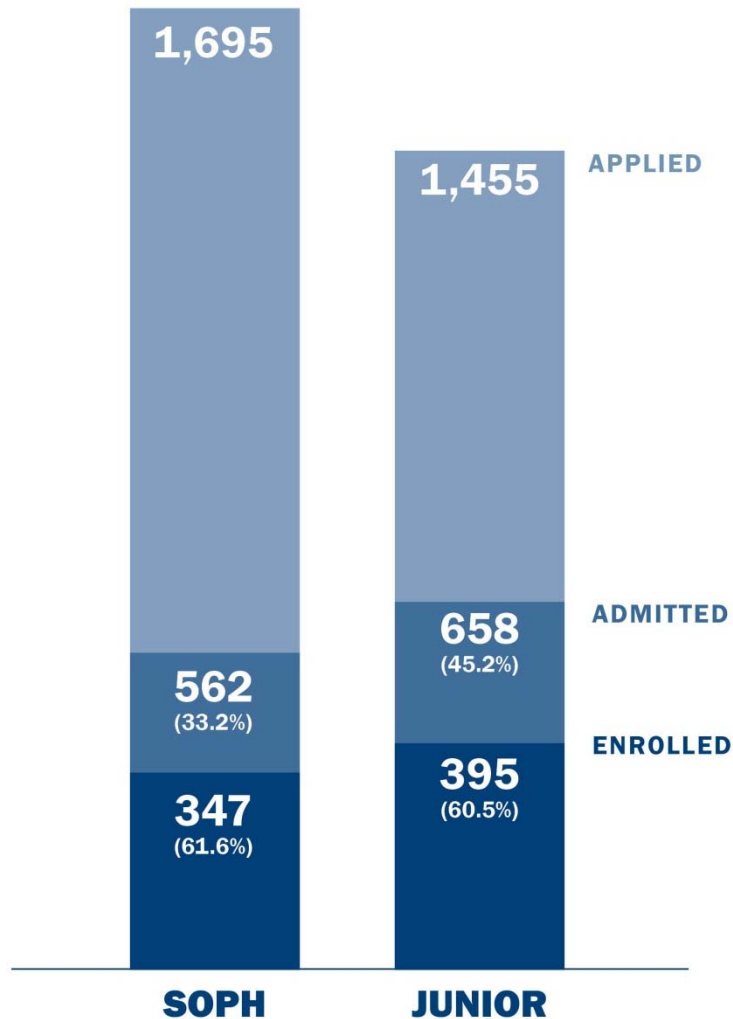


First-Year Class: Engagement

- 96 percent served the community
- 75 percent played a sport
- 65 percent founded an organization, captained a sport, or served as class, club, or student-body president
- 57 percent participated in the arts
- 53 percent traveled outside their home country
- 26 percent conducted original research



Transfer Class: Summary



Academics

- 3.7 average college GPA
- 1249 average SAT
- 29.0% top 10 percent in HS
- 27.4% from NC community colleges

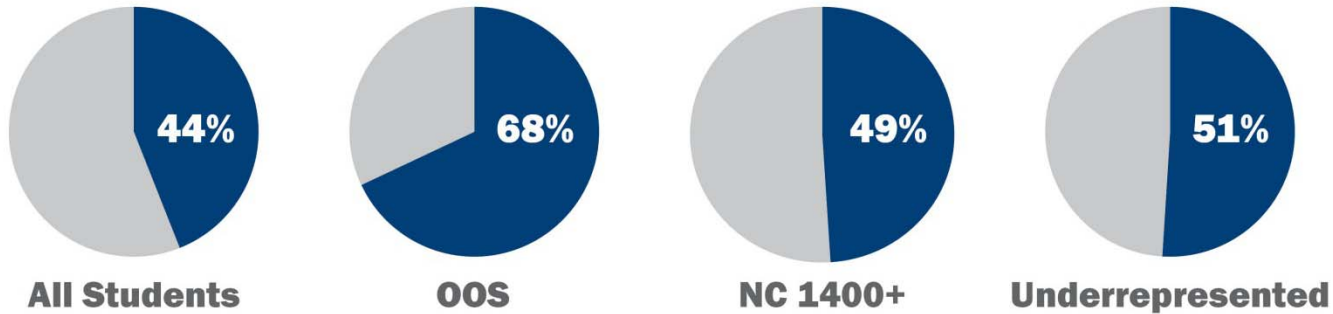
Demographics

- 28.7% first-generation
- 13.7% Covenant Scholars
- 10.7% international
- 24.2% non-traditional

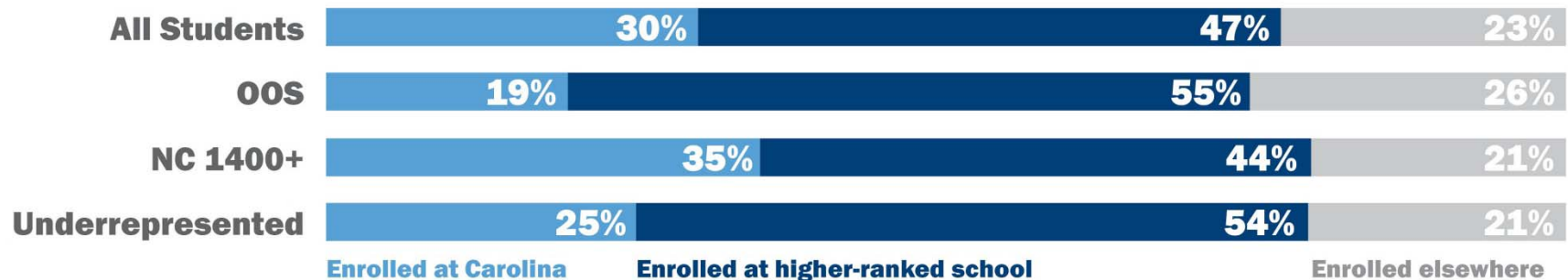


Our Competition

How many of our students are also admitted to a higher-ranked school?



How many of these students choose to enroll at Carolina?



UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

First-Year Admissions, 1973-2012

Year	Applied	% Admitted	Enrolled	Yield	SAT (CR+M)	Top 10%
1973	9,035	55.9%	3,208			
1978	10,397	47.0%	3,070			
1983	12,287	43.3%	3,186			
1986	13,652		3,304			
1987	15,290		3,151			
1988	17,569		3,293	59.7%		
1989	16,441	33.1%	3,190	58.7%		
1990	14,737		3,292	57.8%		
1991	14,860		3,142	57.5%		71.3%
1992	16,136	35.5%	3,211	56.0%	1205	72.5%
1993	14,596		3,331	55.7%		70.3%
1994	15,125		3,498	56.9%		68.1%
1995	16,063	34.7%	3,239	58.1%		68.3%
1996	15,798	36.9%	3,278	56.3%	1222	68.7%
1997	15,979	36.8%	3,417	56.5%	1220	66.3%
1998	17,236	35.0%	3,437	56.9%	1230	66.6%
1999	16,813	36.7%	3,396	55.0%	1245	68.2%
2000	17,571	34.7%	3,415	56.1%	1251	65.5%
2001	16,706	38.0%	3,687	58.2%	1257	64.2%
2002	17,498	34.7%	3,460	57.0%	1267	70.5%
2003	17,909	36.0%	3,516	54.6%	1283	70.2%
2004	19,053	35.4%	3,689	53.2%	1287	74.0%
2005	18,706	36.0%	3,751	55.7%	1299	73.5%
2006	19,726	34.1%	3,816	56.7%	1293	76.3%
2007	20,068	34.8%	3,895	55.9%	1302	76.5%
2008	21,507	34.0%	3,864	52.9%	1301	79.1%
2009	23,047	31.9%	3,960	53.9%	1303	79.7%
2010	23,271	32.4%	3,960	52.5%	1304	78.2%
2011	23,753	31.4%	4,025	53.9%	1300	79.8%
2012	29,497	26.6%	3,914	49.9%	1304	78.8%

Notes: 1992 CR+M has been adjusted to reflect the College Board's April 1995 recentering of scores; the uncentered CR+M was 1122.

Beginning in 2001, top 10% data only include ranks in class reported officially to the University by secondary schools; estimated ranks are excluded.

2012 SAT average only includes results for students whose highest reported CR+M was greater than or equal to their ACT Composite score.



Guidelines for Standardized Testing

1. Role of tests.

In accordance with University policy, as well as procedures approved by the Advisory Committee on Undergraduate Admissions, the admissions committee evaluates each candidate rigorously, holistically, and sympathetically, with an eye towards assessing the candidate's capacity to contribute to the kind of campus community that will enable the University to fulfill its mission. Although each evaluation includes the results of standardized testing, these results do not comprise the sole or main criterion for admission. There are no cutoff or threshold scores—that is, no scores below which candidates are automatically denied admission, and no scores above which they are automatically offered admission. Instead, results from standardized testing comprise one factor among many.

2. Required tests.

The University requires that every candidate for first-year admission and every candidate for sophomore transfer admission submit results from either the SAT Reasoning or the ACT with Writing (hereafter referred to as the SAT and the ACT). For students whose native language is not English, the University may also require an approved test of English proficiency.

3. Other tests.

In addition to results from the tests listed above, the admissions committee considers results from SAT Subject, Advanced Placement, International Baccalaureate, and other national or international exams. The committee may also consider results from state-mandated end-of-course or end-of-grade tests.

4. Reporting of scores.

No candidate may be offered admission unless the University has received official results from the SAT or the ACT. It is the candidate's responsibility to make sure that official results are reported directly to the Office of Undergraduate Admissions by the appropriate testing service. The admissions committee may, in rare cases and in its discretion, accept as official score reports that are provided by a candidate's high school.

For SAT Subject, Advanced Placement, and International Baccalaureate exams, the admissions committee considers either official results reported directly by the testing services or unofficial results self-reported by candidates on their applications for admission. Candidates who are offered admission and choose to enroll must submit official score reports from the testing services in order to receive academic credit or advanced standing.

5. Highest scores.

In evaluating candidates who submit results from more than one sitting of the SAT or the ACT, the admissions committee considers only the highest scores earned. For the SAT, the committee consid-

ers the highest section scores earned across all test dates. For the ACT, the committee considers the highest subject-based scores earned across all test dates. When candidates submit results from both the SAT and the ACT, the admissions committee considers the test with the stronger results; if the results are equivalent, the committee considers both tests.

Regardless of which scores and tests the admissions committee considers, the committee evaluates all test results for anomalies and discrepancies, as noted in 7 below.

6. Use of scores.

In using results from the SAT, the committee focuses primarily on the scores earned on each of the three sections and secondarily on combined scores. When the scores on the Critical Reading and Writing sections differ significantly, the committee considers the higher score to be the more predictive of the candidate's likely performance at Carolina. The committee does not, however, consider the higher score a simple substitute for the lower, or ignore the lower score entirely.

In using results from the ACT, the committee focuses primarily on the subject-based scores and secondarily on composite scores.

7. Review of scores.

The admissions committee reviews for consistency all test scores submitted by or on behalf of each candidate. When anomalies or discrepancies are discovered, and when they cast reasonable doubt on the validity of the highest test scores earned by a candidate, the committee asks the appropriate testing service to review the results of the test. In doing so, the committee neither assumes nor alleges any wrongdoing on the part of the candidate, since irregularities in testing can occur for any number of reasons. Rather, the committee aims simply to resolve any questions that could harm both the candidate and the University if not answered in an appropriate and timely way.

Both the SAT and ACT have clear and well-researched procedures for validating test results. Both organizations, for example, routinely compare the current scores of test-takers against their previous scores. Both conduct internal reviews when they receive inquiries—which they consider strictly confidential—from test proctors, school officials, admissions officers, or anonymous sources. When such an internal review finds no substantial evidence that a test score is invalid, the candidate is never notified. When a review reveals irregularities that, in the view of the testing service, call the validity of a score into question, the service provides the student with a variety of opportunities to address those irregularities before it decides whether to cancel the test score.

In reviewing test scores for consistency, the admissions committee compares those scores to one another and to the candidate's academic record. When a candidate submits results from both the ACT and the SAT, the ACT composite score is routinely compared to the combined score on Critical Reading and Math. If one score is substantially greater than the other—the equivalent of 300 or more points on the SAT—then the committee asks the appropriate testing service to review the results.

The committee also requests a review when the highest ACT or SAT score is dramatically stronger than the candidate's academic record or recent end-of-course or end-of-grade testing. For example, the committee may request a review when it receives a composite or combined score at or above the 70th percentile, coupled with a class rank at or below the 30th percentile; or a Critical Reading score at or above the 65th percentile, coupled with a recent end-of-course English test at or below the 25th percentile. Because such comparisons are more subjective than comparisons between ACT and SAT scores, they require a greater degree of professional judgment. For candidates who attend highly com-

petitive high schools, for example, the committee may reasonably conclude that above-average test results are not inconsistent with below-average grades or ranks in class.

Since neither testing service discloses reasons for invalidating scores, the admissions committee does not assume wrongdoing on the part of candidates whose scores are cancelled. At the same time, because the committee cannot consider candidates on the strength of scores that have been invalidated, candidates whom the committee previously considered admissible may be denied admission, or have their admission revoked, if their scores are cancelled by a testing service. For that reason, candidates whose test scores are under review by a testing service will not be offered admission or allowed to enroll at the University until the service has completed its evaluation.

If a testing service initiates a review after a candidate has already enrolled at the University, the candidate will be allowed to remain enrolled until the review is completed. If the score is subsequently cancelled, the admissions committee will reconsider the candidate's application for admission in light of any other official test scores that the candidate may have submitted. If the committee concludes that the candidate would not have been admitted on the strength of the other scores, the candidate's admission will be revoked and his or her enrollment discontinued.

Adopted November 8, 2011

Appendix A

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Admissions Appeal Procedure

This document sets forth the procedures to be followed with respect to the appeal of a negative admissions decision, including a decision to rescind an admission that has already been granted.

I. Appeal to Admissions Officer

Appeals concerning individual admission, or admission rescission, decisions may be had only if it is contended that: (a) a provision set forth in The University of North Carolina at Chapel Hill Admissions Policy (“Admissions Policy”) has been violated; or (b) the decision not to admit the individual or to rescind admission resulted from a material procedural error in the admissions process. Such an appeal shall be lodged by the applicant-appellant with the administrative officer (the director of Undergraduate Admissions, the dean of the Graduate School, the dean of the professional school concerned, or the dean of the Summer School) whose office had responsibility for the admission in question (hereafter the “Admissions Officer”) within thirty (30) days after the appellant has received the letter communicating the University’s decision. The appeal shall be in writing and shall set forth the grounds for the appeal.

Upon receipt of the appeal, the Admissions Officer shall review the applicant-appellant’s file and appeal letter and shall communicate his or her decision to the appellant in writing.

II. Appeal to Provost

The decision of the Admissions Officer may be appealed to the Provost only if it is contended that: (a) a provision set forth in the Admissions Policy has been violated; or (b) the decision not to admit the individual or to rescind admission resulted from a material procedural error in the admissions, or appeal, process. Such an appeal shall be lodged with the Provost by filing a letter of appeal specifying the grounds for the appeal within fifteen (15) days after the appellant has received the letter communicating the decision of the Admissions Officer.

The appeal shall be heard by the Provost or the Provost’s designee, and the appellant, at his or her option, may appear in person or conduct the appeal by telephone. Following the hearing, the Provost or designee will communicate the decision to the appellant in writing.

III. Appeal to the Board of Trustees

The decision of the Provost or his or her designee may be appealed to the Board of Trustees only if it is contended that: (a) a provision set forth in the Admissions Policy has been violated; or (b) the decision not to admit the individual or to rescind admission resulted from a material procedural error in the admissions, or appeal, process. The appellant shall file a letter of appeal specifying the grounds for the appeal and all supporting facts upon which the appellant bases his or her appeal within fifteen (15) days after receiving the letter communicating the decision of the Provost. The appeal letter shall be sent to the Office of University Counsel for transmission to the Board of Trustees.

The Office of University Counsel shall review the appeal letter to determine if it states a valid ground for appeal. If the letter does not state a proper ground for appeal, the appeal will not go forward to the Board of Trustees, and the appellant will be notified to that effect. If the Office of University Counsel determines that the letter of appeal states a valid ground for appeal, it shall transmit the appeal to the Board of Trustees.

An appeal to the Board of Trustees shall be considered by a three-person panel of the Board of Trustees and shall be solely on the written record, unless the panel expressly requests the presence, in person or by phone, of both the appellant and the Admissions Officer or his or her designee. This three-person panel shall have full authority to act on behalf of the Board of Trustees, and the decision of the panel shall be deemed the decision of the Board of Trustees. The Board of Trustees panel shall consider the record made before the Provost and all documents and other writings submitted by the Appellant and the Admissions Officer. The Trustee panel may reverse the decision of the Provost only upon a showing by the appellant of clear and material error on the part of the Provost in his or her decision. Otherwise, the panel shall sustain the Provost's decision. If the Trustee panel reverses the Provost's decision, the panel shall remand the case to the appropriate Admissions Office for reconsideration in light of any guidance the Trustee panel chooses to provide. The panel's decision will be communicated to the appellant in writing. There is no appeal from the decision of the Trustee panel.

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FIRST-YEAR APPLICATIONS—FALL 2012 YTD VS. FALL 2011 FINAL

	2011	2012	Change	
TOTAL	23,753	29,252	5,499	23%
CR	620	626	6	
M	644	649	5	
CR+M	1264	1275	11	

BY RACE OR ETHNICITY	2011	2012	Change	
American Indian or Alaska Native	378	527	149	39%
Asian / Asian American	3,854	5,442	1,588	41%
Black or African American	2,736	3,193	457	17%
Caucasian	16,559	20,034	3,475	21%
Hispanic or Latino	1,661	2,159	498	30%
Native Hawaiian or Pacific Islander	104	68	-36	-35%
Not reported	465	781	316	68%

BY SEX	2011	2012	Change	
Female	14,467	17,265	2,798	19%
Male	9,286	11,987	2,701	29%

BY RESIDENCY	2011	2012	Change	
Non-resident	14,324	19,209	4,885	34%
Resident	9,429	9,726	297	3%
Undetermined	0	317	317	NA

BY ALUMN	2011	2012	Change	
Alum	1,999	2,157	158	8%
Not Alum	21,754	27,095	5,341	25%

BY CITIZENSHIP	2011	2012	Change	
Non-Resident Alien	1,664	2,453	789	47%
Permanent Resident Alien	543	699	156	29%
US Citizen	21,546	26,086	4,540	21%
Unknown	0	14	14	NA

Summary statistics current through February 6

State, regional, and country statistics reflect results through January 11

BY CENSUS REGION AND STATE

SOUTH	2011	2012	Change	
Alabama	77	123	46	60%
Kentucky	88	128	40	45%
Mississippi	39	38	-1	-3%
Tennessee	328	392	64	20%
EAST SOUTH CENTRAL	532	681	149	28%
Delaware	76	96	20	26%
District of Columbia	71	78	7	10%
Florida	1,199	1,409	210	18%
Georgia	762	989	227	30%
Maryland	950	1,106	156	16%
South Carolina	357	401	44	12%
Virginia	1,071	1,299	228	21%
West Virginia	47	65	18	38%
SOUTH ATLANTIC	4,533	5,443	910	20%
Arkansas	30	53	23	77%
Louisiana	89	109	20	22%
Oklahoma	28	48	20	71%
Texas	619	854	235	38%
WEST SOUTH CENTRAL	766	1,064	298	39%
ALL SOUTH	5,831	7,188	1,357	23%

MIDWEST	2011	2012	Change	
Illinois	478	600	122	26%
Indiana	129	159	30	23%
Michigan	191	278	87	46%
Ohio	459	617	158	34%
Wisconsin	103	143	40	39%
EAST NORTH CENTRAL	1,360	1,797	437	32%
Iowa	31	67	36	116%
Kansas	62	71	9	15%
Minnesota	131	171	40	31%
Missouri	109	164	55	50%
Nebraska	34	34	0	0%
North Dakota	3	2	-1	-33%
South Dakota	5	8	3	60%
WEST NORTH CENTRAL	375	517	142	38%
ALL MIDWEST	1,735	2,314	579	33%

NORTHEAST	2011	2012	Change	
New Jersey	975	1,287	312	32%
New York	1,094	1,652	558	51%
Pennsylvania	726	867	141	19%
MIDDLE ATLANTIC	2,795	3,806	1,011	36%
Connecticut	386	440	54	14%
Maine	43	69	26	60%
Massachusetts	458	570	112	24%
New Hampshire	83	116	33	40%
Rhode Island	59	94	35	59%
Vermont	39	43	4	10%
NEW ENGLAND	1,068	1,332	264	25%
ALL NORTHEAST	3,863	5,138	1,275	33%

WEST	2011	2012	Change	
Arizona	98	104	6	6%
Colorado	165	230	65	39%
Idaho	15	18	3	20%
Nevada	38	59	21	55%
New Mexico	28	25	-3	-11%
Utah	28	38	10	36%
Wyoming	5	9	4	80%
Montana	4	7	3	75%
MOUNTAIN	381	490	109	29%
Alaska	13	11	-2	-15%
California	597	1,100	503	84%
Hawaii	15	17	2	13%
Oregon	51	62	11	22%
Washington	87	168	81	93%
PACIFIC	763	1,358	595	78%
ALL WEST	1,144	1,848	704	62%

BY STATE DEPARTMENT REGION AND COUNTRY

AFRICA	2011	2012	Change	
Benin	0	1	1	NA
Botswana	0	1	1	NA
Cameroon	2	2	0	0%
Congo	3	1	-2	-67%
Cote D'Ivoire	3	2	-1	-33%
Ethiopia	2	1	-1	-50%
Gambia	0	2	2	NA
Ghana	4	10	6	150%
Kenya	4	2	-2	-50%
Mozambique	1	1	0	0%
Niger	1	0	-1	-100%
Nigeria	11	21	10	91%
Rwanda	1	0	-1	-100%
Senegal	1	4	3	300%
Sierra Leone	1	0	-1	-100%
South Africa	4	1	-3	-75%
Sudan	1	2	1	100%
Swaziland	3	1	-2	-67%
Tanzania	3	3	0	0%
Uganda	2	2	0	0%
Zimbabwe	0	1	1	NA
ALL AFRICA	47	58	11	23%

NEAR EAST	2011	2012	Change	
Bahrain	0	1	1	NA
Egypt	2	6	4	200%
Iran (Islamic Republic Of)	1	3	2	200%
Iraq	0	1	1	NA
Israel	1	2	1	100%
Jordan	2	4	2	100%
Kuwait	3	4	1	33%
Lebanon	0	3	3	NA
Morocco	1	1	0	0%
Oman	0	2	2	NA
Qatar	0	1	1	NA
Saudi Arabia	3	5	2	67%
Syrian Arab Republic	0	1	1	NA
United Arab Emirates	4	6	2	50%
ALL NEAR EAST	17	40	23	135%

W. HEMISPHERE	2011	2012	Change	
Antigua and Barbuda	2	0	-2	-100%
Bahamas	5	6	1	20%
Barbados	1	0	-1	-100%
Cayman Islands	1	0	-1	-100%
Cuba	0	1	1	NA
Dominican Republic	0	3	3	NA
Grenada	1	0	-1	-100%
Haiti	1	1	0	0%
Jamaica	4	2	-2	-50%
Trinidad and Tobago	2	0	-2	-100%
CARIBBEAN	17	13	-4	-24%
Costa Rica	1	2	1	100%
El Salvador	2	8	6	300%
Guatemala	9	7	-2	-22%
Honduras	3	8	5	167%
Panama	4	5	1	25%
CENTRAL AMERICA	19	30	11	58%
Canada	58	78	20	34%
Mexico	23	36	13	57%
NORTH AMERICA	81	114	33	41%
Argentina	1	2	1	100%
Bolivia	7	3	-4	-57%
Brazil	6	10	4	67%
Chile	1	1	0	0%
Colombia	6	24	18	300%
Ecuador	5	8	3	60%
Peru	1	10	9	900%
Suriname	0	1	1	NA
Uruguay	2	0	-2	-100%
Venezuela	10	19	9	90%
SOUTH AMERICA	39	78	39	100%
ALL W. HEMISPHERE	156	235	79	51%

EUROPE / EURASIA	2011	2012	Change	
Austria	1	1	0	0%
Azerbaijan	1	2	1	100%
Belarus	0	1	1	NA
Belgium	1	2	1	100%
Bosnia and Herzegovina	0	1	1	NA
Bulgaria	0	1	1	NA
Croatia	0	1	1	NA
Cyprus	0	3	3	NA
Czech Republic	0	4	4	NA
Denmark	3	3	0	0%
Finland	0	2	2	NA
France	3	6	3	100%
Georgia	0	2	2	NA
Germany	10	10	0	0%
Greece	1	2	1	100%
Iceland	0	1	1	NA
Ireland	2	3	1	50%
Italy	3	5	2	67%
Netherlands	4	3	-1	-25%
Norway	4	4	0	0%
Poland	2	1	-1	-50%
Portugal	1	1	0	0%
Romania	2	2	0	0%
Russian Federation	5	6	1	20%
Slovakia	1	0	-1	-100%
Spain	1	13	12	1200%
Sweden	1	6	5	500%
Switzerland	0	2	2	NA
Turkey	6	9	3	50%
Ukraine	1	1	0	0%
United Kingdom	24	35	11	46%
ALL EUROPE / EURASIA	77	133	56	73%

EAST ASIA / PACIFIC	2011	2012	Change	
Australia	7	11	4	57%
Brunei Darussalam	1	2	1	100%
Burma	1	0	-1	-100%
China	784	1,181	397	51%
Hong Kong	21	24	3	14%
Indonesia	10	13	3	30%
Japan	5	11	6	120%
Korea, North	0	1	1	NA
Korea, South	329	357	28	9%
Macao	0	1	1	NA
Malaysia	11	23	12	109%
Mongolia	0	2	2	NA
Myanmar	1	4	3	300%
Nepal	4	2	-2	-50%
New Zealand	3	6	3	100%
Philippines	7	9	2	29%
Singapore	13	31	18	138%
Sri Lanka	1	1	0	0%
Taiwan, Province of China	26	35	9	35%
Thailand	12	10	-2	-17%
Viet Nam	14	0	-14	-100%
ALL EAST ASIA / PACIFIC	1,250	1,724	474	38%

S. / CENTRAL ASIA	2011	2012	Change	
Bangladesh	3	3	0	0%
India	100	161	61	61%
Kazakhstan	1	5	4	400%
Kyrgyzstan	1	0	-1	-100%
Pakistan	8	28	20	250%
ALL S. / CENTRAL ASIA	113	197	84	74%



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

FOUR PRIORITIES

Office of Undergraduate Admissions

Provide Great Care.

**Recruit
top North
Carolinians
and students
who strengthen
diversity.**

**Improve the
transfer
experience.**

**Evaluate
candidates
respectfully
and in ways
that advance
our mission.**

From a PTA President

For the past several meetings we have been discussing concerns about the increase in academic stress of our students.

This year the school board has lifted several of the prerequisites for honors and AP courses. Several students are signing up for science AP courses as freshmen.

The policy that a student cannot take an online course if it is offered at the high school has been lifted. They can take any [college-level] course offered ... up to two courses per year and one during the summer.



Extreme Programming and the Race for Admission



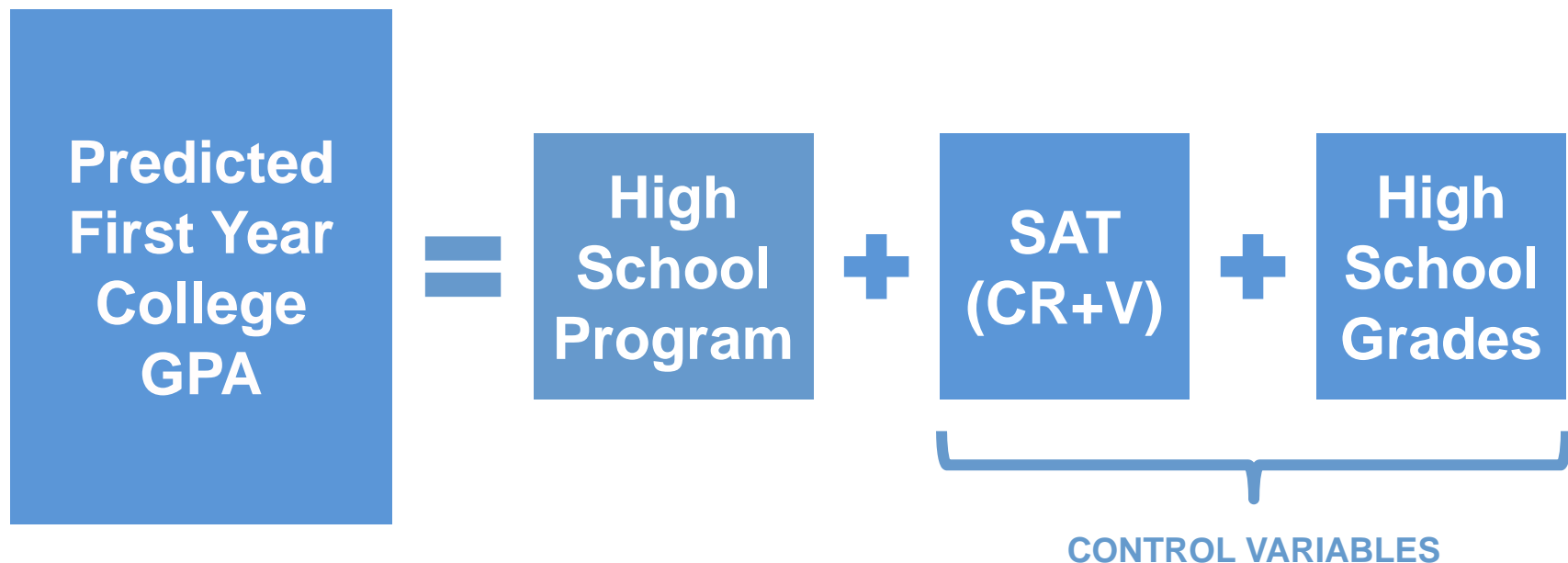
What is the relationship between rigor of high school coursework and success in college?



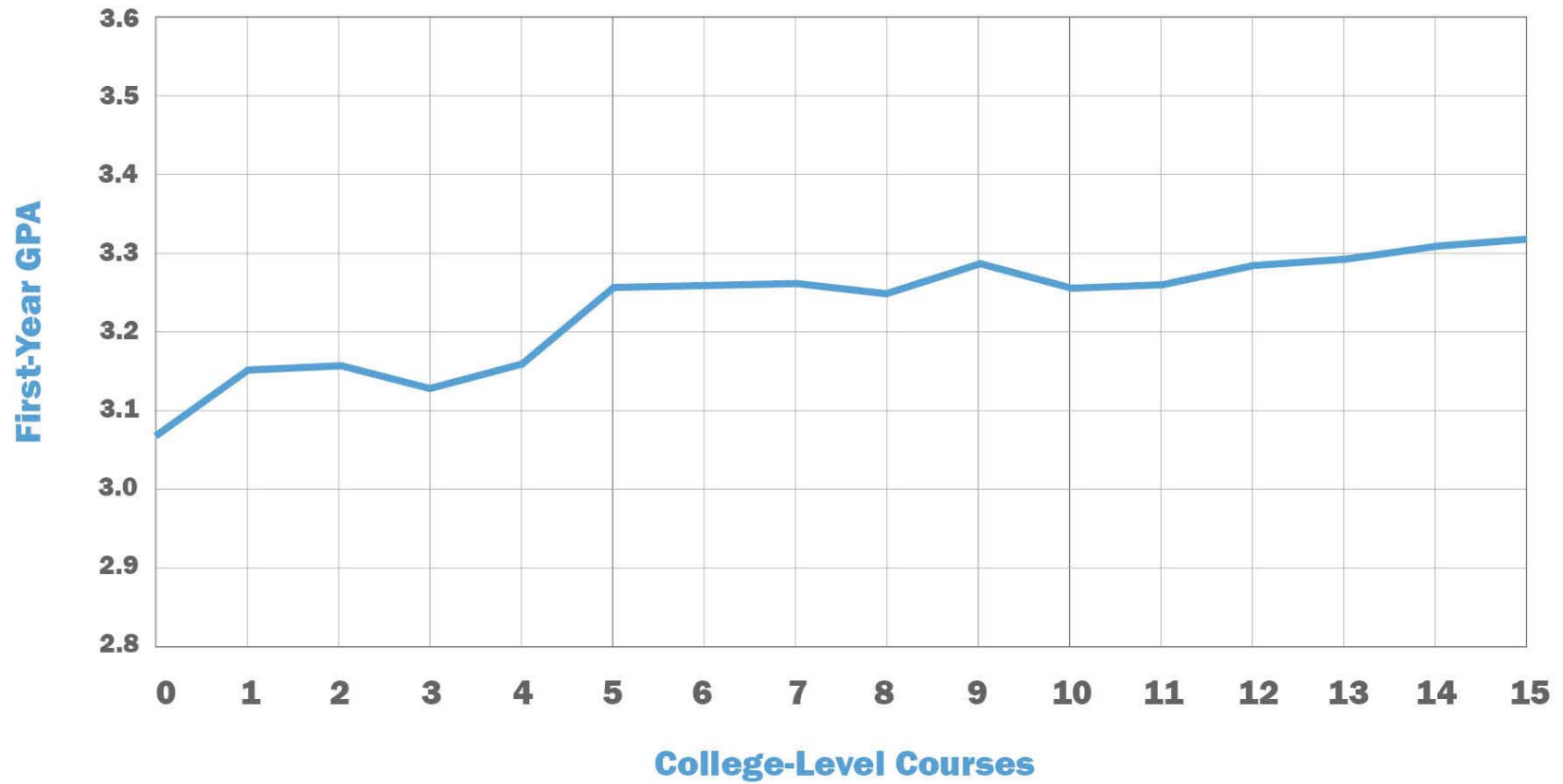
THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Methodology

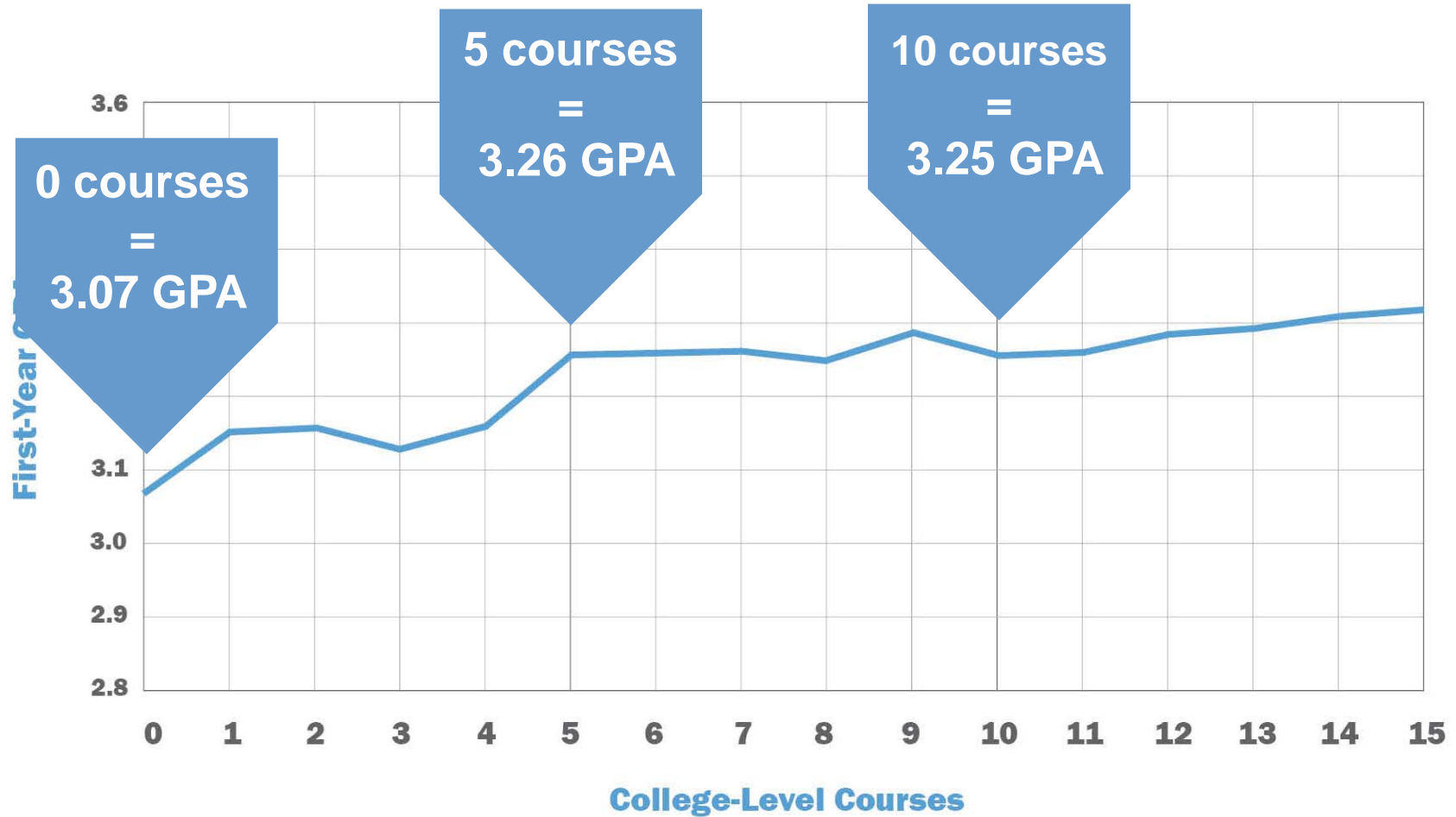
Sample: 3,626 students enrolling at UNC-Chapel Hill in Fall 2010



Results



Results



Results

- There is a strong association between first-year GPA and number of college courses taken in high school when that number is between 0 and 5.
- The incremental gains in first-year GPA are smaller or non-existent when students take more than 5 college-level courses in high school.
- Our data are inconsistent with the more-rigor-is-always-better philosophy.



Possible Messages to Students

- If you take at least five academic courses each year in high school, including your senior year, and if those courses include five advanced courses, you can trust that your curriculum will be an asset to you in the competition for admission here.
- Our admissions committee won't fault you for not taking every advanced course that you possibly could.
- Rather than loading up on more credentials, we'd like to see you have a well-balanced high school experience. That's not an excuse to slack off—we want to see you spend time pursuing your interests, cultivating your curiosity, and developing other aspects of yourself.



Questions to Consider

- If students who take extreme programs, on average, don't perform better on our campus than those who take merely rigorous programs, should we favor the former over the latter? If so, why? If not, why not?
- If we no longer favor candidates who take extreme programs over those who take rigorous programs, how will students and parents perceive this change?
- How might colleges, secondary schools, the College Board, and other organizations work together to discourage extreme programs if they work against the long-term interests of students and their families?



Advisory Committee on Undergraduate Admissions
Subcommittee on Disabilities
Charge, Membership, and Procedures

Charge

The Statement on the Evaluation of Candidates for Admission, approved by the Advisory Committee on Undergraduate Admissions in September 2007, commits the University to “comprehensive and individual evaluations” of all candidates for undergraduate admission. These evaluations, in the words of the Statement, “aim to draw together students who will enrich each other’s education, strengthen the campus community, contribute to the betterment of society, and help the University achieve its broader mission.”

In keeping with this commitment, the Advisory Committee charges the Subcommittee on Disabilities with advising the Office of Undergraduate Admissions on the admission of students who voluntarily disclose disabilities during the course of applying for admission.

Specifically, the Advisory Committee charges the subcommittee with:

- Educating the Office of Undergraduate Admissions about disabilities and their likely impact upon students’ academic and extracurricular performance.
- Advising the Office of Undergraduate Admissions about individual candidates for admission who voluntarily disclose disabilities and provide appropriate documentation.
- Evaluating appeals of admissions decisions lodged by candidates who have disclosed disabilities and provided appropriate documentation.

Membership

The subcommittee consists of at least three members, all of whom serve *ex officio*: the coordinator of the Academic Success Program for Students with LD/ADHD; the director of the Department of Accessibility Resources and Service (formerly Department of Disability Services); and the deputy director of the Office of Undergraduate Admissions or his or her designee. Other members may be appointed at the discretion of the chair of the Advisory Committee on Undergraduate Admissions.

Procedures

1. At the start of each admissions season, the subcommittee will meet with the Office of Undergraduate Admissions to discuss the range of challenges typically faced by students with disabilities and the accommodations currently available to students who matriculate at the University.
2. When a candidate for admission discloses a disability by providing documentation from a physician, psychologist, or school, and when the comprehensive and holistic evaluation offered to all candidates indicates that the student will not be admitted competitively to the University, the Office of Undergraduate Admissions may, in its discretion, ask the subcommittee to assess the candidate. The purpose of this assessment will be to help the admissions committee gain a

better understanding of the full context of the candidate's academic and extracurricular performance, as well as the candidate's likelihood of academic success at the University. In order to assess the candidate, the subcommittee may require additional documentation, such as a statement from the candidate regarding the impact the diagnosed condition has had on his or her academic performance.

3. When a candidate discloses a disability by providing documentation appeals his or her admissions decision in accordance with the Trustee Policy on Appeals, the director of admissions will seek the assessment of the subcommittee before acting on the appeal. The director will use such an assessment to gain a better understanding of the full context of the applicant's academic and extracurricular performance, as well as the applicant's likelihood of academic success at the University.

4. Although the assessments of the subcommittee are advisory only and not binding on the admissions committee or the admissions director, the committee and the director will consider such assessments carefully before acting on candidates' applications or appeals.

Adopted February 2006

Revised November 2012

2012-2013 Membership

Ex officio members:

Theresa Maitland, Coordinator, Academic Success Program for Students with LD/ADHD

Jim Kessler, Director, Department of Accessibility Resources and Service (formerly Disability Services)

Jared Rosenberg, Senior Assistant Director, Undergraduate Admissions

. At the start of each admissions season, the Subcommittee will meet with Admissions to discuss the range of challenges typically faced by students with disabilities and the accommodations currently available to students who matriculate at the University.

Advisory Committee on Undergraduate Admissions
Subcommittee on Special Talent
Charge, Membership, and Procedures

Charge

The Statement on the Evaluation of Candidates for Admission, approved by the Advisory Committee on Undergraduate Admissions in September 2007, commits the University to “comprehensive and individual evaluations” of all candidates for undergraduate admission. These evaluations, in the words of the Statement, “aim to draw together students who will enrich each other’s education, strengthen the campus community, contribute to the betterment of society, and help the University achieve its broader mission.”

In keeping with this commitment, the Advisory Committee charges the Subcommittee on Special Talent with advising the Office of Undergraduate Admissions on the admission of students who, in accordance with trustee policy, “give evidence of possessing special talents for University programs requiring such special talents.”

Specifically, the Advisory Committee charges the subcommittee 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 subcommittee.

- Reporting activities, decisions, and outcomes to the Advisory Committee at least once per academic year.

Membership

The subcommittee consists of at least six voting members, the majority of whom are tenured or tenure-track faculty members in the College of Arts and Sciences. With the exception of the Faculty Athletics Representative to the NCAA and the Associate Dean for Academic Advising, who serve as voting members of the subcommittee *ex officio*, voting members are appointed by the chair of the Advisory Committee on Undergraduate Admissions and serve an initial term of three years. Members appointed by the chair may be reappointed for one additional term but may not serve more than six consecutive years.

The subcommittee chair is appointed by the chair of the Advisory Committee and serves a term of one year. The subcommittee chair may be reappointed but may not serve more than three consecutive years.

Procedures

1. The chair is responsible for moderating subcommittee meetings and for ensuring that all members have ample opportunity to voice their opinions and their questions.
2. Recommendations regarding the admission of talented students require a vote of the subcommittee by show of hands. At the request of any subcommittee member, voting will be conducted by secret ballot. With the exception of the Associate Dean for Academic Advising, only faculty members may vote.
3. For cases that require a recommendation before the full subcommittee can meet, the subcommittee authorizes the chair, in consultation with the Office of Undergraduate Admissions and one or more subcommittee members, to act on the case or convey the information to the full subcommittee by secure electronic transmission for a full vote. Recommendations authorized by the chair will be reported at the next regularly scheduled subcommittee meeting.
4. Before each meeting, all members of the subcommittee, including non-voting members, will receive and review the credentials of the prospective students who are on the agenda.
5. At the beginning of each meeting, the subcommittee will discuss the students individually, as a group, and in light of students previously reviewed. As part of this discussion, representatives of the Office of Undergraduate Admissions will present background information about each candidate's curriculum, academic performance, test scores, and high school, as well as any other information they consider necessary for a full and fair consideration of the candidate.
6. Representatives from the University programs will then present each candidate, focusing on the student's academic history and potential, character and personal circumstances, expected contribution to the program, and any other information that they believe will help the subcommittee see the candidate in the appropriate context. The program representatives will also respond to any ques-

tions posed by the subcommittee. These questions will normally range widely and may include, for example, requests for information in the following areas:

- The candidate's academic history, character, and work ethic;
- The performance of the program's previous candidates, both as students and as citizens at the University, and the ways in which the current candidate is similar to or different from these students;
- The extent to which the program is prepared to support the candidate academically and personally, given the likely needs of the individual candidate and the program's entering class as a whole; and
- The approach that the program takes in setting academic standards, monitoring performance, and intervening to assure acceptable outcomes.

While program representatives are present, subcommittee members will direct all questions and discussion to them and not to other members of the subcommittee.

7. Following these presentations, the subcommittee will discuss each candidate and vote to recommend one of the following actions to the Office of Undergraduate Admissions:

- Offer admission to the candidate, provided he or she meets any additional conditions that may be specified by the committee;
- Deny admission to the candidate;
- Defer action until more information can be gathered.

Ordinarily, a vote to defer action should specify what information the subcommittee will require in order to decide whether to admit or deny the candidate, as well as when the subcommittee will reconsider the candidate's credentials.

8. Following the vote, the Office of Undergraduate Admissions will consider the subcommittee's recommendation in making its decision regarding the candidate. The office will communicate both its decision and the subcommittee's recommendation to the program that presented the candidate.

9. At least once per year, the subcommittee will review the progress of past candidates, the threshold used to decide what candidates come before the subcommittee, and the approaches used by each University program to ensure the success of future subcommittee cases.

Adopted January 2010
Revised November 2012

2012-2013 Membership

Voting appointed members:

Layna Mosley, Political Science (Chair)

John Akin, Economics

Napoleon Byars, School of Journalism and Mass Communication

Jane Hawkins, Mathematics

Voting *ex officio* members:

Lissa Broome, Faculty Representative to the NCAA and Professor, School of Law

Lee May, Director and Associate Dean, Academic Advising Program

Non-voting *ex officio* members:

Stephen Farmer, Vice Provost for Enrollment and Undergraduate Admissions

Vince Ille, Senior Associate Director of Athletics

Barbara Polk, Deputy Director of Undergraduate Admissions

Harold Woodard, Associate Dean and Director, Center for Student Success and Academic Counseling as Interim Director of the Academic Support Program for Student-Athletes

Advisory Committee on Undergraduate Admissions
Subcommittee on Transfer Students
Charge and Membership

Charge

By policy and by longstanding practice, each year the University welcomes new undergraduate students who began their postsecondary education at other colleges and universities. By virtue of their talent, their persistence, and their diversity of background and experience, these transfer students enrich the education of their classmates, strengthen the campus community, and help the University achieve its broader mission.

In recognition of the integral role that transfer students play at the University, the Advisory Committee on Undergraduate Admissions established the Subcommittee on Transfer Students in 2010 with an expectation that the subcommittee remain active for four academic years.

The Advisory Committee has charged the subcommittee with developing strategies to enhance the experience of such students at UNC, and especially their retention and graduation rates. Specifically, the Advisory Committee has charged the subcommittee with:

- Focusing on the needs of students from recruitment through graduation, with a special emphasis on the needs of students who transfer into the junior class.
- Enhancing outreach and information for prospective and admitted students.
- Exploring opportunities to centralize services for transfer students.
- Expanding programming and services, including advising, orientation and other transition services, and the evaluation of transfer credit.
- Increasing participation in undergraduate learning opportunities outside of the classroom—for example, in undergraduate research, study abroad, service learning, and internships.
- Evaluating the effectiveness of current and proposed initiatives that strengthen the experience and the success of students.

Membership

The members and the chair are appointed by the chair of the Advisory Committee on Undergraduate Admissions. Because the subcommittee is expected to conclude its work within four years, the members serve without fixed term.

Adopted August 2010
Revised November 2012

2012-2013 Membership

Rebecca Egbert, Undergraduate Admissions (chair)

Kimberly Abels, Writing Center / Learning Center

Patrick Akos, School of Education

Cynthia Demetriou, Office of Undergraduate Retention

Annice Fisher, Housing and Residential Education

Laura Lane, University Career Services

April Mann, New Student and Carolina Parent Programs

Rachael Murphey-Brown, Academic Advising Program

Kaitlyn Murphy, School of Information and Library Science

Steve Reznick, Psychology

Gidi Shemer, Biology

Ann Trollinger, Scholarships and Student Aid

Brian Woodard, Undergraduate Admissions