

Admissions 2014-15

Institution: University of North Carolina at Chapel Hill

User ID:

Overview

Admissions Overview

Welcome to the IPEDS Admissions (ADM) survey component. The primary purpose of ADM is to collect basic information about the undergraduate selection process for entering first-time, degree/certificate-seeking students. This includes information about admissions considerations, admissions yields, and SAT and ACT test scores (if test scores are required for admission). ADM will be collected only from institutions that do not have an open admissions policy for entering first-time students.

Recent changes

The items in ADM were moved from the Institutional Characteristics component. There will be no change to the data items collected, only to the collection period in which the data are submitted.

In previous collections, institutions selected from two reporting period options. Admissions data from the prior year could be provided if current year data were not available at the time of reporting. **Beginning with the current Winter 2014-15 collection, all institutions must use the most recent Fall reporting period.**

Data Reporting Reminders

- ADM covers data for the most recent Fall period.
- ADM is only applicable to first-time entering students; do not include other students in the number of applicants, number of admits, and number (of admitted) that enrolled. Only include levels (full-time, part-time) that you indicated were offered in the IC Header. If you made an error in the IC Header, please call the IPEDS Help Desk.

Resources:

To download the survey materials for this component: [Survey Materials](#)


To access your prior year data submission for this component: [Reported Data](#)

If you have questions about completing this survey, please contact the IPEDS Help Desk at 1-877-225-2568.

Admissions Considerations, 1

1. Please select the option that best describes how your institution uses any of the following data in its undergraduate selection process.

Admission Considerations	Required	Recommended	Neither Required nor Recommended	Don't Know
Secondary school GPA	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary school rank	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary school record	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completion of college-preparatory program	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal demonstration of competencies (e.g., portfolios, certificates of mastery, assessment instruments)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Admission test scores				
<u>SAT / ACT</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Test (ABT, Wonderlic, WISC-III, etc.) Note: If this is the only requirement other than a diploma or equivalent, and few students are not admitted due to this test, your institution is open enrollment. Please contact the Help Desk to correct your response to this question.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<u>TOEFL</u> (Test of English as a Foreign Language)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


 You may use the space below to provide context for the data you've reported above. These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.

Selection Process - A/A/E

2. Provide the number of first-time, degree/certificate-seeking undergraduate students who applied, who were admitted, and who enrolled (either full- or part-time) at your institution for Fall 2014. Include early decision, early action, and students who began studies during the summer prior to Fall 2014.

Remember that this question is only applicable to first-time students, do not include other students in these totals.

Only include levels that you indicated were offered in the IC Header. If you made an error in the IC Header, please remember to fix the error the next year.

	Men	Women	Total
Number of <u>applicants</u>	12,776	18,556	31,332
Number of <u>admissions</u>	3,756	5,173	8,929
Number (of admitted) that enrolled <u>full-time</u>	1,672	2,304	3,976
Number (of admitted) that enrolled <u>part-time</u>	0	0	 0
Total enrolled full-time and part-time	1,672	2,304	3,976
Percent of admissions enrolled full-time and part-time	45	45	45


Selection Process - Test Scores

3. Provide writing test scores *only* if used for admission. Provide data for Fall 2014. Include new students admitted the summer prior to Fall 2014.

DO NOT convert test scores (e.g., do not convert an SAT score to an ACT scale, etc.). If you have numbers for both SAT and ACT scores, provide the percentiles for both tests.

Number of enrolled students that submitted <u>SAT</u> scores	<input type="text" value="2,386"/>
Percent of enrolled students that submitted SAT scores	<input type="text" value="60"/>
Number of enrolled students that submitted <u>ACT</u> scores	<input type="text" value="1,692"/>
Percent of enrolled students that submitted ACT scores	<input type="text" value="43"/>

	<u>25th Percentile</u>	<u>75th Percentile</u>
SAT Critical Reading	<input type="text" value="600"/>	<input type="text" value="700"/>
SAT Math	<input type="text" value="620"/>	<input type="text" value="720"/>
SAT Writing	<input type="text" value="590"/>	<input type="text" value="700"/>
ACT Composite	<input type="text" value="28"/>	<input type="text" value="32"/>
ACT English	<input type="text" value="28"/>	<input type="text" value="34"/>
ACT Math	<input type="text" value="27"/>	<input type="text" value="32"/>
ACT Writing	<input type="text" value="8"/>	<input type="text" value="9"/>

 You may use the space below to provide context for the data you've reported above. These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.

Institution: University of North Carolina at Chapel Hill

User ID:

Prepared by

This survey component was prepared by:

<input type="radio"/>	Keyholder	<input type="radio"/>	SFA Contact	<input type="radio"/>	HR Contact
<input type="radio"/>	Finance Contact	<input type="radio"/>	Academic Library Contact	<input checked="" type="radio"/>	Other

Name:	<input type="text" value="Billy Helton"/>
Email:	<input type="text" value="heltonbl@northcarolina.edu"/>

How long did it take to prepare this survey component?	<input type="text"/>	hours	<input type="text"/>	minutes
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The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data. The Keyholder will be copied on all email correspondence to other preparers.

The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS. Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.

Thank you for your assistance.

Summary

Admissions Component Summary

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution’s Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the Data Center and sent to your institution’s CEO in November 2015.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

ADMISSIONS INFORMATION				
Undergraduate Admissions		Total	Male	Female
	Number of applicants	31,332	12,776	18,556
	Percent admitted	28%	29%	28%
	Percent admitted who enrolled	45%	45%	45%
Admissions Considerations		Required	Recommended	
		Secondary school GPA Secondary school record Completion of college-preparatory program Recommendations Admission test scores (SAT/ACT) TOEFL (Test of English as a Foreign language)	Secondary school rank	

Test Scores	# Submitting Scores	% Submitting Scores
SAT	2,386	60%
ACT	1,692	43%
	25 th Percentile	75 th Percentile
SAT Critical Reading	600	700
SAT Math	620	720
SAT Writing	590	700
ACT Composite	28	32
ACT English	28	34
ACT Math	27	32
ACT Writing	8	9

Admissions**University of North Carolina at Chapel Hill**

Source	Description	Severity	Resolved	Options
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Screen: Selection Process - A/A/E

Screen Entry	Your institution indicated in the IC Header that it enrolls part-time students, but you did not report enrolling any part-time students on the Selection Process - A/A/E screen of this survey. Please correct your data or contact the IPEDS Help Desk for assistance. (Error #14224)	Fatal	Yes	
Reason:	Overridden by administrator. This institution enrolls PTFT students but there were no PTFT degree-seeking students enrolled for Fall 2014. ALB			

Screen: Selection Process - Test Scores

Screen Entry	The 75th percentile for a majority of institutions is less than 700. Please correct your data or explain. (Error #14313)	Explanation	Yes	
Reason:	This institution has a Carnegie classification of research university (very high research activity) with "more selective" admissions, so the 75th percentile tends to be 700 or higher.			
Screen Entry	The 75th percentile for a majority of institutions is less than 700. Please correct your data or explain. (Error #14313)	Explanation	Yes	
Reason:	This institution has a Carnegie classification of research university (very high research activity) with "more selective" admissions, so the 75th percentile tends to be 700 or higher.			
Screen Entry	The 75th percentile for a majority of institutions is less than 32. Please correct your data or explain. (Error #14315)	Explanation	Yes	
Reason:	This institution has a Carnegie classification of research university (very high research activity) with "more selective" admissions, so the 75th percentile tends to be 32 or higher.			
Screen Entry	The 75th percentile for a majority of institutions is less than 32. Please correct your data or explain. (Error #14315)	Explanation	Yes	
Reason:	This institution has a Carnegie classification of research university (very high research activity) with "more selective" admissions, so the 75th percentile tends to be 32 or higher.			
Screen Entry	The 75th percentile for a majority of institutions is less than 32. Please correct your data or explain. (Error #14315)	Explanation	Yes	
Reason:	This institution has a Carnegie classification of research university (very high research activity) with "more selective" admissions, so the 75th percentile tends to be 32 or higher.			
Screen Entry	The 75th percentile for a majority of institutions is less than 700. Please correct your data or explain. (Error #14313)	Explanation	Yes	
Reason:	This institution has a Carnegie classification of research university (very high research activity) with "more selective" admissions, so the 75th percentile tends to be 700 or higher.			