# First-Year Full-Time Undergraduate Student Profile <br> Fall 2016 Cohort 

Distribution of Race/Ethnicity by Gender

| Race/Ethnicity | Female |  | Male |  | Total |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $N$ | \% | $N$ | \% | $N$ | \% |
| American Indian/Alaska Native | 14 | 66.7\% | 7 | 33.3\% | 21 | 0.5\% |
| Asian/Native Hawaiian or Pacific Islander ${ }^{[1]}$ | 275 | 54.5\% | 230 | 45.5\% | 505 | 12.0\% |
| Black or African American | 223 | 64.1\% | 125 | 35.9\% | 348 | 8.2\% |
| Hispanic of any race | 182 | 60.1\% | 121 | 39.9\% | 303 | 7.2\% |
| White | 1,620 | 60.6\% | 1,053 | 39.4\% | 2,673 | 63.3\% |
| Two or more Races | 110 | 61.8\% | 68 | 38.2\% | 178 | 4.2\% |
| Race/Ethnicity Unknown | 114 | 58.2\% | 82 | 41.8\% | 196 | 4.6\% |
| Total | 2,538 | 60.1\% | 1,686 | 39.9\% | 4,224 | 100.0\% |

Note: Percentage calculations are rounded.
${ }^{[1]}$ Asian combined with Native Hawaiian or Pacific Islander due to small numbers in the latter category. Source: Student Data Mart Fall 2016
Prepared by: Office of Institutional Research \& Assessment (OIRA), January, 262017

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## First-Year Full-Time Undergraduate Student Profile Fall 2016 Cohort

| Distribution by Residency |  |  |
| :--- | ---: | ---: |
|  | $\mathbf{N}$ | $\mathbf{\%}$ |
| North Carolina Residents | 3,504 | $83.0 \%$ |
| Non-Residents | 720 | $17.1 \%$ |
| Children of Alumni | 776 | $18.4 \%$ |
| Not Children of Alumni | 3,448 | $81.6 \%$ |
| Total Class | $\mathbf{4 , 2 2 4}$ | $\mathbf{1 0 0 . 0 \%}$ |

Distribution by School Background

|  | $\boldsymbol{N}$ | $\mathbf{\%}$ |
| :--- | ---: | ---: |
| NC Public School Graduates | 2,799 | $66.3 \%$ |
| Out-of-State Public School Graduates | 514 | $12.2 \%$ |
| All Private \& Parochial Schools | 761 | $18.0 \%$ |
| Foreign, Army Dependent Schools, Other | 150 | $3.6 \%$ |
| Total | $\mathbf{4 , 2 2 4}$ | $\mathbf{1 0 0 . 0 \%}$ |

## Distribution by High School Senior Class Rank

| Class Rank | $\boldsymbol{N}$ | $\mathbf{\%}$ |
| :--- | ---: | ---: |
| Top Tenth | 2,338 | $77.1 \%$ |
| Second Tenth | 453 | $14.9 \%$ |
| Second Fifth | 190 | $6.3 \%$ |
| Third Fifth $^{\text {Fourth or Bottom Fifth }}{ }^{[1]}$ | 22 | $0.7 \%$ |
| Ranks Available | 28 | $0.9 \%$ |
| Ranks Not Available | $\mathbf{3 , 0 3 1}$ | $\mathbf{1 0 0 . 0 \%}$ |
| Total | $\mathbf{1 , 1 9 3}$ | $\mathbf{2 8 . 2 \%}$ |

Note: Percentage calculations are rounded.
${ }^{[1]}$ Fourth and bottom fifth categories combined due to small samples.
Source: Student Data Mart Fall 2016
Prepared by: Office of Institutional Research \& Assessment (OIRA), June 30, 2017

# First-Year Full-Time Undergraduate Student Profile Fall 2016 Cohort 

Distribution by Scholastic Aptitude Test (SAT) Scores

| Score Intervals | In-State |  | Out-of-State |  | All First Year Undergraduate |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $N$ | \% | $N$ | \% | $N$ | \% |
| Below 800 | 0 | 0.0\% | 0 | 0.0\% | 0 | 0.0\% |
| 800's and 900's ${ }^{[1]}$ | 41 | 1.6\% | 15 | 3.6\% | 56 | 1.9\% |
| 1000's | 133 | 5.2\% | 27 | 6.4\% | 160 | 5.3\% |
| 1100's | 382 | 14.8\% | 26 | 6.2\% | 408 | 13.6\% |
| 1200's | 740 | 28.7\% | 57 | 13.6\% | 797 | 26.6\% |
| 1300's | 742 | 28.8\% | 100 | 23.8\% | 842 | 28.1\% |
| 1400's | 368 | 14.3\% | 128 | 30.5\% | 496 | 16.6\% |
| $1500+{ }^{[1]}$ | 169 | 6.6\% | 67 | 16.0\% | 236 | 7.9\% |
| Scores Available | 2,575 | 100.0\% | 420 | 100.0\% | 2,995 | 100.0\% |
| Scores Not Available | 929 | 26.5\% | 300 | 41.7\% | 1,229 | 29.1\% |
| Total | 3,504 | 100.0\% | 720 | 100.0\% | 4,224 | 100.0\% |
| Average SAT Critical Reading | 642 |  | 659 |  | 644 |  |
| Average SAT Math | 651 |  | 686 |  | 656 |  |
| Average SAT Total (Critical Reading + Math) | 1292 |  | 1346 |  | 1300 |  |
| Average SAT Writing | 627 |  | 661 |  | 632 |  |

Note: Percentage calculations are rounded.
${ }^{[1]}$ Categories combined due to small samples for the 800's category.
${ }^{[2]} 1500$ 's category combined with 1600 category due to small samples for the 1600 category.
Source: Student Data Mart Fall 2016
Prepared by: Office of Institutional Research \& Assessment (OIRA), January, 262017

