

VII. STANDING COMMITTEE

A. Academic and Student Affairs Committee

Update on Admissions Procedures

See attached information.

Assessment Factors in Freshman Holistic Review

A. Academics/School Assessment Area

1. Does the applicant possess an overall strong level of academic achievement (grade-point average, rigor of curriculum, standardized test scores, academic distinctions, etc.)?
2. Has the applicant taken notable advantage of the college preparatory courses offered at his or her school (e.g., AP courses, IB courses, or core courses beyond the minimum required for college entrance, etc.)?
3. Does the applicant demonstrate a positive grade trend?
4. Is the applicant taking full academic advantage of the senior year?
5. Has the applicant been educated in a school with a large proportion of students eligible for the federally subsidized lunch program?
6. Has the applicant attended a high school with verified rigor in grading practices?
7. Does the applicant possess an academic record similar to the entrance records of successful University of Washington students who attended the same high school?
8. Does the applicant demonstrate habits associated with independent intellectual growth (e.g., extensive self-guided reading, engagement with cultures other than his/her own, research, etc.)?
9. Has the applicant participated significantly in UW-sponsored college preparatory programs (e.g., Upward Bound, MESA, school or department specific programs, etc.)?

B. Personal Characteristics/Achievements Assessment Area

1. Will the applicant bring a unique perspective, background, or talent to the student body?
2. Does the applicant come from an underserved socio-economic background as exemplified by factors such as parental education, family income, or lack of access to rigorous curriculum at the high school level?
3. Does the applicant demonstrate significant cultural awareness?
4. Is the applicant the first person in his/her family to attend college?
5. Has the applicant overcome significant educational disadvantage?
6. Has the applicant persevered in attaining college preparatory education in spite of significant personal adversity or disability?
7. Has the applicant performed notable community service, received leadership awards, or exercised significant responsibility in his/her family, community, or employment?
8. Does the applicant demonstrate notable tenacity, insight, originality, or concern for others and the community?
9. Will the applicant be an outstanding representative of the University in his/her community after graduation?
10. Does the applicant have a unique personal need to enroll at the University?
11. Does the applicant come from a school or geographic region with low UW-sending rates?

Academic and Socio-Economic Elements in the Holistic Review of Freshman Applicants at the University of Washington

An important aspect of freshman holistic review at the University of Washington will be an assessment of both the socio-economic and learning environment contexts of each applicant's education. Assessment of these contexts will help, in part, to address the University's core mission of providing access to a culturally and socio-economically diverse and representative student body.

A challenge presented by the shift to full holistic review is the adequate incorporation of socio-economic data into a reader's assessment of an application. The successful incorporation of these data will help create the culturally and socio-economically diverse student body the University of Washington seeks. Here are the data suggested for incorporation in the freshman holistic review:

- **Low Family Income Status:** Based upon Washington State Need Grant eligibility tables and applicants' self-reported family sizes and incomes, the Admissions Office will identify applicants who should be considered 'low income students'. These data will help readers assess the educational opportunity contexts for particular applicants.
- **School Federal Free or Reduced Lunch Status:** Readers will receive data reflecting the percentage of students qualifying for free or reduced cost lunch at an applicant's high school. This percentage will help readers further assess the education opportunity contexts of applicants.
- **Education Level of the Parent(s):** Readers will be given data on the education attainment level of the parent(s). These data will help readers assess whether or not an applicant may be considered a 'first generation college student'.
- **High School GPA/UW GPA Data:** Readers will be given the average high school GPA of UW students from an applicant's high school as well as the average UW GPA at the completion of the first year for those same students. These data will reflect a five-year period. They will help contextualize an applicant's academic performance as well as the rigor of grading practices at specific high schools.
- **School IB Status:** This information will identify for readers schools offering the International Baccalaureate Program.
- **Number of Advance Placement Courses Offered:** This information will help readers assess the breadth of academic opportunity existing at a particular high school as well as the extent to which an applicant made use of the opportunity.

The training of readers in the use of these data, as well as the consistent norming of their application reviews, will be essential to the success of the holistic review process at the University of Washington. Faculty will play a key role in this process by providing application holistic review 'touchstones' for use in reader training.

University of Washington-Seattle

2006 Supplement to Freshman Admission Handbook

Ignore the instructions in the *Handbook* and instead refer to these instructions, which are also reproduced in all formats (online, PDF, paper) of the 2006 freshman application.

Writing Section

The Writing Section, a critical part of your application for admission and for scholarships, is a required part of your admission file.

1. Personal Statement

The Personal Statement is our best means of getting to know you and your best means of creating a context for your academic performance. When you write your personal statement, tell us about those aspects of your life that are *not apparent* from your academic record:

- a character-defining moment
- the cultural awareness you've developed
- a challenge faced
- a personal hardship or barrier overcome

Directions: Choose either A or B. Recommended length: 500-650 words.

A) Discuss how your family's experience or cultural history enriched you or presented you with opportunities or challenges in pursuing your educational goals.

OR

B) Tell us a story from your life, describing an experience that either demonstrates your character or helped to shape it.

Tips

- Some of the best statements are written as personal stories. We welcome your imaginative interpretation.
- You may define *experience* broadly. For example, in option B, experience could be a meeting with an influential person, a news story that spurred you to action, a family event, or something that might be insignificant to someone else that had particular meaning for you. If you don't think that any one experience shaped your character, simply choose an experience that tells us something about you.

2. Short Response

Directions: Maximum length of 250 words

Describe an experience of cultural difference, positive or negative, you have had or observed. What did you learn from it?

Tip

You may define *culture* broadly; for example, it may include ethnicity, customs, values, and ideas, all of which contribute to experiences that students can share with others in college. As you reply to this question, reflect on what you have learned—about yourself and society—from an experience of cultural difference.

3. Activities Log

Activities, Leadership, Achievements, Community and School Service, and Employment

Directions: Using the grid provided on the application, identify and describe up to five of the most significant activities you have participated in during grades 9-12. Your list should include activities, skills, achievements, or qualities from any of the following categories:

- Leadership in or outside of school—e.g., athletics, student government, cultural clubs, band, scouting, community service, employment
- Activities in which you have worked to better your school or community
- Exceptional achievement in an academic field or artistic pursuit
- Personal endeavors that enrich the mind—e.g., independent research or reading, private dance or music lessons, weekend language/culture school

For each activity, write a substantial paragraph about why it had meaning for you; the highest level of achievement or honor you attained; any responsibilities you had; and the contribution you believe you made to your school, community, or organization. Don't just describe the activity; tell us what it says about *you*.

4. Additional Comments (optional)

Is there anything else you would like us to know about you?

Directions: Recommended length 250 words. Use this section for anything you wish to express that doesn't seem to fit in any of the required writing areas. For example, if you have experienced personal hardships in attaining your education, if your activities have been limited because of work or family obligations, or if you want us to know how important a personal or professional goal is to you, tell us here.