**ACADEMIC ACCOMPLISHMENT & RIGOR | PROCESS EFFECTIVENESS & EFFICIENCY**
ENVIRONMENTAL CONTEXT | NONACADEMIC FACTORS

Innovative Practices of Interest: Introduction

A series of case studies are attached that detail interesting and innovative admission processes in use by colleges that have partnered with the College Board on the Future Admissions Tools and Models Initiative. These practices informed much of the work and are aligned with one or more research efforts on Environmental Context, Academic Accomplishment and Rigor, Process Effectiveness, and Efficiency and Nonacademic Factors. The selected case studies highlight how and why institutions utilize distinct approaches in their review process, provide information on the unique admission approach itself, and showcase the impact of these approaches. The information contained within these case studies is being shared as a resource to help admission officers reflect on their own processes, and consider whether their work might benefit from the approaches, experiences, or methods that are outlined.

As you read through these case studies, it may be helpful to keep various questions in mind, such as:

1. Are there alternative processes my institution can implement to enhance our review process?

2. What components of our review process might benefit from the learning gathered by other colleges and universities?

3. Can a quantitative methodology be used, such as scoring applicants based on a number of academic and nonacademic factors, to improve efficiency or effectiveness?

4. Would a committee-based holistic review approach work at our institution, and potentially optimize the time it takes to review each applicant and ensure a more equitable review process?

5. Are there student-related characteristics, including socioeconomic factors, cultural environment, or educational opportunities, that we could measure, and would that help us to better understand applicants' academic credentials within their environmental context?

6. Is it feasible to incorporate in-person or online video interviews to help evaluate students, and would this provide additional valuable information? Is it equitable to do this for only a subset of the applicant pool?

7. Are there additional supplemental application materials (short answers, essays, etc.) that might be incorporated into our process and, to aid in our decision making, would these be useful for those students who are "on the bubble"?

8. Are there reliable, standardized, noncoachable assessments we could include as part of the application to help understand applicants' emotional and creative intelligence, and would these aid in the review process?
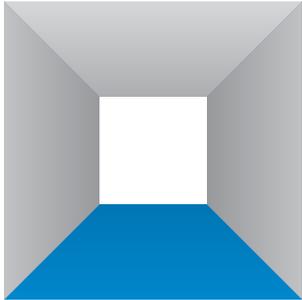
NONACADEMIC FACTORS

Innovative Practices of Interest: UNIVERSITY OF NOTRE DAME

Highlights

The University of Notre Dame has a comprehensive holistic admission review process, which actively seeks to collect and incorporate multiple student attributes. They are currently conducting a pilot assessing attributes that relate to Emotional Quotient (EQ), Intelligence Quotient (IQ), and Creativity Quotient (CQ) to determine potential use in future review processes. Further, the institution currently pays particular attention to nonacademic factors and student characteristics that align with the university's mission and ideals. Overall, this institution uses a robust mix of traditional and nontraditional factors to enroll around 2,040 new students each year.

Fall 2016 Freshman Quick Statistics

19,505 applicants → 3,655 admits → 2,048 enrollees

SAT Middle 50%: 1350–1510 (CR + M)

ACT Middle 50%: 32–35

University of Notre Dame's Approach to Admission Review

The University of Notre Dame not only focuses on identifying students with superior academic and nonacademic accomplishments, but also uses innovative approaches and tools to consider student attributes not captured in traditional application materials.

Focuses on Academic Rigor — As one of the more selective institutions in the country, the university has the ability to primarily select only those students with very strong academic credentials. There is a specific emphasis on the strength of their curriculum and if/how the student took advantage of that.

Incorporates University Values — The University of Notre Dame has identified certain characteristics they are seeking in their students that are based on institutional values. These include: "*students who pursue truth and knowledge, which is very closely tied to the mission of the institution; seeking truth, which is a big part of the Catholic faith; Catholic education; students who are active learners … We're looking for students who have a sense of service to others, who have an empathy toward others, who respect human diversity. …*" The university uses a variety of tools and information to evaluate students based on these characteristics.

Innovative Admission Practices

Expanded Focus on Nonacademic Attributes

The admission office is engaging in a pilot program to employ an outside assessment to measure applicants Emotional Quotient (EQ), Intelligence Quotient (IQ), and Creativity Quotient (CQ). This assessment is being administered among a small group of currently enrolled students, successful alumni, and applicants. Examining the assessment results of the enrolled students allows the university to understand how different results, and types of results, are associated with student success. Subsequently, those scores and results correlated with student success can be considered when evaluating prospective students' assessment results.

"So what we're trying to delve into is the idea of an outside assessment within the realm of EQ, CQ, IQ, and all the other realms that will allow us to get a much richer view of the student's strengths that they bring within their application."

— Senior Director of Enrollment Management

DETAILS OF THE PILOT PROGRAM

A 25-minute assessment was administered to a select group of applicants (used in the merit scholarship selection process) as well as a group of current students and successful alumni. Broadly speaking, this assessment measures the Emotional Quotient (EQ), Intelligence Quotient (IQ), and Creativity Quotient (CQ) of each student. The university asked the assessment vendor to match the outcomes of the assessment with the characteristics of the institution to better understand:

- **Learning style:** The university is intent on enrolling active learners who will participate and engage in the academic environment.
- **Information processing:** Students who can take in new knowledge and process it very quickly and are adaptive to different situations are of importance to the institution.
- **Student creativity:** The university is interested in a student's scope of creativity, which may be valued differently depending on their academic major/program of interest.
- **Sense of service:** Notre Dame is looking for students who have empathy toward others, who respect human diversity, and who are trying to provide or develop their leadership skills and who embody resilience and adaptability.

The university is administering this assessment to currently enrolled merit scholarship students and key successful alumni to understand their results. This will allow the university to evaluate prospective students' assessment scores in light of the information gathered from currently enrolled students and successful alumni.

Integrates Nontraditional Interviews

Students are able to submit a 4-minute video responding to a question. Admission staff evaluate and score the videos in regard to the depth of the applicant's answer and their thinking process to aid in their holistic review of applications.

How This Process Developed

Because Notre Dame is so mission driven, they wanted to look past traditional application materials when evaluating students. Specifically, the institution is seeking to understand students' motivation, ideals, and values. To do so, they have developed this pilot to better understand these nontraditional factors for use in admission.

"What we're trying to do right now is discover what the emerging profiles of our students are, and then, based on those alumni and those current graduates or currently enrolled students who we identify as successful, we'll go back and ask, how well can we match current students coming in? So what we are doing right now, more than anything else, is just developing a database, and starting to collect knowledge about the students with a tool that we have in hand."

CAMPUS IMPACT

⊘ The university has begun grouping students with like characteristics into clusters, providing a method to describe similar students. This clustering approach has been influential in the scholarship decision-making process this past year.
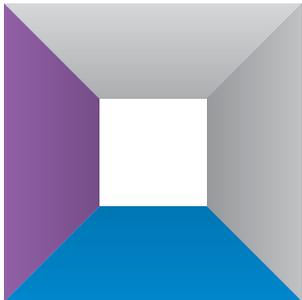
PROCESS EFFECTIVENESS & EFFICIENCY | NONACADEMIC FACTORS

Innovative Practices of Interest:
OLIN COLLEGE OF ENGINEERING

Highlights

The Olin College of Engineering has a mission to educate a select group of academically talented undergraduate engineering students. In order to enroll a limited group of gifted students, the College hosts 200 to 225 applicants over two days and conducts a series of exercises and interviews that are used to make final admission decisions. Therefore, beyond evaluating traditional application components, the institution heavily relies on in-person exercises and interviews to evaluate prospective students' fit and potential at the institution. This distinctive approach allows the admission office to enroll fewer than 100 handpicked new students each year.

Fall 2015 Freshman Quick Statistics

1,075 applicants → 118 admits → 76 enrollees

SAT Middle 50%: 2120–2370

ACT Middle 50%: 32–35

Average GPA: 3.90

Olin College of Engineering's Approach to Admission Review

Olin College of Engineering chooses some of the most academically talented undergraduate engineering students in the country via a holistic review of traditional application materials and in-person evaluations.

Focus on Academic Rigor — This institution is highly selective and emphasizes past academic performance as part of their application review. High school grades, curriculum, test scores, and other academic measures are all critical components used in the holistic evaluation process.

"Candidates' Weekend is a two-way street: students are able to learn more about Olin and determine whether it's the right place for them, and we are able to evaluate the applicants to examine their potential fit."

— Dean of Admissions and Financial Aid

Innovative Admission Practices

Incorporates Nonacademic Factors

A group of approximately 200 applicants are selected to attend a two-day on-campus Candidates' Weekend each year. During the weekend, applicants meet with members of the college community, learn more about the academic environment through a nonevaluative design-built activity, and participate in an evaluative group exercise and interview. The group exercise allows the admission team to assess how the students work within a team environment, learn how the students confront challenging academic questions, and examine their presentation and communication styles. Besides the group exercise, an interview team meets with each applicant and asks a series of questions to determine the student's potential fit at the college. The assessments from the group exercise and interview are used to make final admission decisions.

DETAILS OF THE HOLISTIC REVIEW

All applicants are first reviewed in a holistic manner via an evaluation of traditional factors such as academic and personal qualities. Following this first phase, a group of approximately 200 applicants, out of over 1,000, advance to the second phase: Candidates' Weekends. During Candidates' Weekend, students meet with current students, faculty, staff, and alumni and learn more about the academic culture, pedagogical approach, and curriculum. Additionally, a group exercise and interview are conducted:

Group exercise: Working in groups of five, students are given 1 hour to respond to a prompt that mirrors the type of exercise occurring in an Olin class. Throughout the hour exercise, the evaluation committee observes: how the students approach the prompt, critically think through and execute on the deliverable, interact with each other, and work within the team. The students have access to paper, Post-its, and whiteboards throughout. At the end of the hour, students have 5 minutes to present their deliverable to the evaluation committee. Additionally, directly following this exercise, the students reflect on the activity with the evaluation committee, which can illuminate some of the most interesting aspects about the students.

Interview: Each student has a 20-minute interview in which the evaluation committee seeks to ask and understand a series of questions: why is the student interested in Olin, how do they feel about hands-on projects and design work, how do they work in a team environment, would the student be a good fit at the college, etc.?

There are multiple evaluation committees, each consisting of a faculty member (chair), a current student, and a staff member or alum. However, each committee observes and evaluates the same students in the group exercise and interview. The evaluations are collected from the various committees and, based on the results of the evaluations, a final group of applicants are offered admission.

Olin's holistic admission approach allows the college to spend considerable face-to-face time with a select group of applicants to evaluate fit and ensure a more dynamic and engaged entering class of students. This type of approach not only allows the admission office and the broader campus community to assess success for each student at Olin, but it also allows the applicants to better gauge their interest and fit at the college.

"We continually evaluate our admission process to ensure that we are asking the most effective interview questions and designing a valuable group exercise. We collect and use feedback to make changes at Candidates' Weekends so we can both accurately reflect our campus culture and gather best fit information about the candidate."
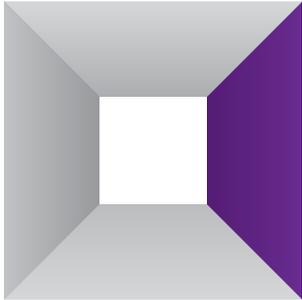
ENVIRONMENTAL CONTEXT

Innovative Practices of Interest: UNIVERSITY OF COLORADO BOULDER

Highlights

The University of Colorado Boulder incorporates a series of nontraditional admission factors, along with traditional academic factors, in an effort to enroll a diverse group of entering freshmen. Within the past few years, the university has developed and utilized admission factors that help portray each applicant's socioeconomic attributes and academic credentials in context with their peers. These factors have helped the university consider the environmental context of their applicants in conjunction with their academic credentials to support access and diversity within their entering class. As the university continues to strive to meet enrollment goals, these factors are critically important as part of their holistic review process.

Fall 2015 Freshman Quick Statistics

31,326 applicants → 24,941 admits → 6,208 enrollees

SAT Middle 50%: 1070–1300 (CR + M)

ACT Middle 50%: 24–30

Average GPA: 3.62

University of Colorado Boulder's Approach to Admission Review

The University of Colorado Boulder employs a distinctive admission review process that examines two nontraditional factors as part of their holistic review.

Focus on Traditional Factors — The university still maintains a focus on traditional academic factors for admission. Specifically, applicants' high school transcript, GPA, letters of recommendation, and other academic credentials are valuable admission criteria. Even if a student is extremely disadvantaged, if they do not meet certain academic credentials, the university believes it would be unethical to admit them. Thus, even though the environmental factors are taken into consideration, the traditional academic factors are still critical components.

Innovative Admission Practices

Incorporates Environmental Context

When the state of Colorado had a ballot initiative in 2008 to ban using race in admission decisions, the admission office researched how it could maintain and increase diversity if the initiative passed. Though the initiative did not pass, the university developed measures that would quantify disadvantaged students as well as students who academically overachieved with lower socioeconomic characteristics. Two admission factors were created: the disadvantage index and the overachievement index. The disadvantage index seeks to quantify socioeconomic barriers to college and the overachievement index quantifies the academic achievement in context with the average achievement of students with similar socioeconomic characteristics. These two factors are taken into consideration, along with numerous other traditional admission review factors, to make holistic admission decisions.

DETAILS OF THE NONTRADITIONAL FACTORS

Disadvantage Index: This admission factor quantifies socioeconomic barriers to college access, including: first-generation status, family income, single parent household, school size, family size, etc. These individual components, taken together, quantify the likelihood of attending college, which is grounded in research and historical information on college access and enrollment at the University of Colorado Boulder.

Overachievement Index: This factor quantifies an applicant's academic credentials from high school, including grades and test scores, compared to the average academic achievement levels of applicants in the same socioeconomic profile. This allows admission officers to understand how a student academically achieved in context to peers in the same socioeconomic profile.

Though these two components are significant admission factors, they are taken into consideration with a host of other traditional factors. Additionally, students who are highly disadvantaged will not be admitted to the university if they do not meet minimum academic requirements.

CAMPUS IMPACT

The introduction and use of these nontraditional factors has resulted in a number of positive outcomes:

- The university has increased diversity enrollment while also increasing retention rates.
- Admission officers are able to recommend support services for admitted students who come from disadvantaged backgrounds to ensure they receive the services needed once enrolled.
- Because these factors are not punitive and can never negatively impact an admission decision, it ultimately helps the admission office develop a more comprehensive understanding of each student.

"Even though the ballot initiative to ban affirmative action never passed, we now have something that makes our review process even stronger. Further, being able to recommend campus support services for students with certain disadvantages sets these students up to succeed."
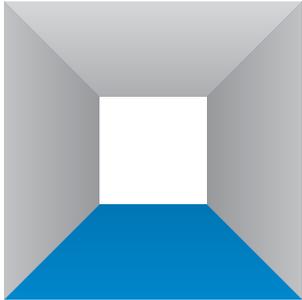
NONACADEMIC FACTORS

Innovative Practices of Interest: UNIVERSITY OF KANSAS

Highlights

Admission requirements for public universities in Kansas are governed by state statute and require the University of Kansas (KU) and other public institutions to admit students who achieve a specified high school GPA with either a minimum test score or class rank. However, a recent change in the statute and approval from the Board of Regents allows KU to employ a hybrid admission approach: certain applicants are still guaranteed admission while other applicants not meeting this academic threshold are evaluated based on nonacademic factors associated with student success at KU. This allows the university to admit certain students mandated by the state while also shaping the incoming class in order to improve retention and graduation rates.

Fall 2015 Freshman Quick Statistics

15,155 applicants → 14,165 admits → 4,187 enrollees

ACT Middle 50%: 22–28

Average HS GPA: 3.5

University of Kansas's Approach to Admission Review

KU's review process has been shaped by recent state mandates and university decisions. The Board of Regents set the stage for changes by determining that the six state universities in Kansas had different missions and would not be required to have the same admission requirements. In 2011, the University of Kansas proposed new admission requirements, and the proposal was passed in 2012 with implementation for the fall 2016 entering class. The proposal was based on an analysis of retention data showing that students with lower test scores and high school GPAs were not academically prepared to begin at KU but had been admitted under the existing admission requirements.

Assured Admission — The University of Kansas has an assured admission program that guarantees admission to students who meet specific criteria based on minimum HS GPA and test scores. However, admission into specific colleges and schools at the institution may have more stringent criteria.

Innovative Admission Practices

Incorporates Nonacademic Factors

Despite tightening academic standards for guaranteed admits, KU also needed to maintain an incoming class of 4,000 students while also meeting their diversity, quality, and in-state student enrollment goals. In order to do this, KU decided to supplement its guaranteed admits by looking for students who were likely to be successful on the basis of nonacademic factors. The institution took a data-driven approach to the challenge, examining the relationship between student success and noncognitive variables. They designed a set of short-answer questions to uncover additional details about their applicants. Once evaluated, everything is combined — HS GPA, curricular rigor, test scores, things that the student would bring to the campus — to come up with an overall scoring that is part of the individual review.

A New Process for Admission

KU now has assured admission requirements — a student can still know for sure that they'll be admitted against a set of elevated admission requirements. For those that don't, the online application automatically identifies students who are "on the bubble" on the basis of their self-reported information, and asks for additional information; these students then go through an individual review to determine whether they are admissible.

"We're looking at anywhere from 800 to 1,200 students who are going to have to have further review, and then we will determine how many of those students will be admitted as a conditional admit."

— Director of Admissions

How This Process Developed

KU started by piloting the new admission process with a small test group. Initially, they had identified the "on the bubble" students after they had submitted their applications, and then followed up to ask for additional information and responses to their essay questions. They discovered that response rates were quite low, resulting in incomplete applications. The lessons learned from this experience encouraged KU to build the essay questions into the up-front application through basic customization.

In addition, KU created a committee to practice scoring, which provided helpful lessons learned for training reviewers on what qualities to look for, as it was valuable to examine the type of responses to the essay questions.

CAMPUS IMPACT

- ⊘ Preliminary numbers for fall 2016 show that even with a slight decline in applications, the freshman class improved in quality, quantity, and diversity.
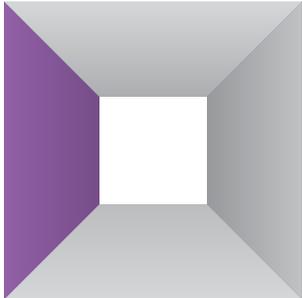
PROCESS EFFECTIVENESS & EFFICIENCY

Innovative Practices of Interest: UNIVERSITY OF PENNSYLVANIA

Highlights

The University of Pennsylvania engages in a holistic admission review process to ensure an equitable evaluation process for all applicants. Given the institution's high application volume and low admit rate, the university must be efficient in its review process without sacrificing equity and fairness. To do so, each applicant is simultaneously reviewed by two admission officers in a committee-based approach, allowing for deep discussion and review of every student. Overall, the university prides itself on this unique approach that combines process efficiencies and a fair review of all applicants in order to enroll a select class of new freshmen each year.

Fall 2015 Freshman Quick Statistics

37,268 applicants → 3,787 admits → 2,435 enrollees

SAT Middle 50%: 2070–2330

ACT Middle 50%: 31–34

Average HS GPA: 3.93

University of Pennsylvania's Approach to Holistic Review

UPenn's Committee-Based Evaluation Model has a number of distinct characteristics based on academic rigor, committee-based evaluations, fairness, and efficiency.

Focus on Institutional Fit — UPenn receives applications from many of the most academically talented high school seniors. While academic accomplishment and rigor are important, Penn also looks for a student's fit with the institution. Students must be able to articulate why they are applying to a specific school or program and why the Penn approach to education will help them achieve their dreams and ambitions. Though not the only factor in admission, fit with Penn is a central consideration in the admission process.

Innovative Admission Practices

Initial, Committee-Based Read

Each applicant is first reviewed by two members of the admission staff who evaluate all application components and engage in a deep conversation about the applicant's admissibility. Unlike traditional holistic review approaches, the committee reviews the applicant's materials as a team (together, in person), rates the applicant on specific admission criteria, and makes a recommended decision. Depending on the recommended decision and application material available to the committee, applicants are then grouped into three categories:

1. The first group of applicants goes straight to the formal selection committee. This committee reviews the ratings, the recommended decisions, and the notes made by the committee-based review team; discusses the candidates' qualifications; and makes a final decision.

2. The second group of applicants consists of those students who are missing application materials (e.g., waiting on additional information to come in) or the committee-based team was unsure about whether to admit or deny the student. Taking into account any additional information, the applicant is reviewed by a seasoned admission officer and the territory manager to make a recommendation. This recommendation is then passed to the formal selection committee for final review and decision.

3. The last group of students is made up of those who are deemed noncompetitive applicants by the committee-based team. These students are reviewed by the territory manager to ensure the final decision is just and appropriate.

"The idea that a conversation is happening based on an analysis of each applicant's file and at least two people will look at every application . . . at the heart of it, that is why this process is different."

— Director of Admissions

Fairness

This past admission cycle, the university received nearly 39,000 undergraduate applications. Each application was reviewed equitably: the committee-based model ensures that each applicant gets an individualized review and discussion by at least two people with all components of the application open and accessible at all times. This ensures that every student gets an equitable and fair review regardless of a student's competitiveness.

Efficient

Within traditional holistic review models, an individual admission officer reviews an application and compiles a written narrative, which often takes between 15–30 minutes per applicant. UPenn's committee-based approach involves two staff members simultaneously reviewing a file to make a recommended decision, without a lengthy narrative. Typically, one member of the committee reviews the academic credentials (transcripts, test scores, school profile, recommendations, etc.) while another committee member reviews personal components (essays, interview, community involvement and activities, interest in the university, unique skills, etc.).

"On average, the committee-based model takes about 5–8 minutes to review each applicant (compared to 15–30 minutes in a traditional holistic review), and the team can speed up or slow down for an individual applicant as needed. Teams can get through 70–75 Early Decision applications per day and around 90 Regular Decision applications per day."

How This Process Developed

About five years ago, Penn Admission knew it needed to do better in reaching students from markets outside the Northeast, which would likely lead to more applications; however, they realized that a more efficient admission review process was needed in order to handle a potential increase. This process was then developed in order to handle an increased application volume that quickly became a reality. For the first year, this committee-based approach was employed for the early decision applicants; if it didn't work as planned, the office could go back to the old way of evaluating applications. The risk was low and it allowed the university to learn what worked and what needed improvement. It did work and was employed for regular decision that same year. Penn has shared its approach with other institutions, with two schools adopting committee-based evaluation in the 2015–2016 admission cycle and several more looking to implement it in the coming admission cycle.

CAMPUS IMPACT

The university recently completed the third year of this review approach. Beyond the fair review afforded to all applicants, the institution has realized a number of other positive outcomes:

- ⊘ Even distribution of work among staff. Staff are assigned evaluation days, rather than files to read. Staff work within a 9–5 schedule with most weekends off, promoting a more positive work/life balance.

- ⊘ Professional development — junior staff are paired with senior staff within the committees to enable mentorship and guidance.

- ⊘ 10–15 institutions are adopting this approach and adapting it for their school for this upcoming admission cycle in order to be more equitable and efficient in their holistic review process.
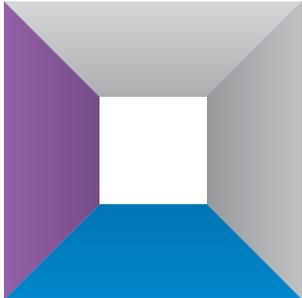
PROCESS EFFECTIVENESS & EFFICIENCY | NONACADEMIC FACTORS

Innovative Practices of Interest:
UNIVERSITY OF WASHINGTON

Highlights

The University of Washington employs a distinctive quantitative approach in their holistic review of over 35,000 freshman applications received each year. The admission office evaluates and scores applicants based on a holistic admission recommendation score. Students are grouped by common scores and admitted in a cascading approach, starting with the highest scored group. Additionally, the admission office assigns two sub-assessment scores based on academics and personal characteristics to aid in the review process. Operating within a state where it is unconstitutional to utilize race or ethnicity in admission, this approach allows the University of Washington to enroll a qualified and diverse group of over 6,500 new students each year.

Fall 2015 Freshman Quick Statistics

36,840 applicants → 19,646 admits → 6,789 enrollees

SAT Middle 50%: 1650–2020

ACT Middle 50%: 26–31

Average HS GPA: 3.78

University of Washington's Approach to Holistic Review

UW's review process includes a number of noteworthy features in an effort to quantify academic and nonacademic student attributes. Their admission model is deployed separately, but in the same manner, for resident students, nonresident students, and international students.

Focus on Academic Rigor — While focusing on academic rigor in particular, the institution emphasizes context. The rigor of applicants' courses is assessed relative to the academic opportunities available in their school(s). This approach allows the institution to uphold and promote the value of rigor in general, but especially in schools with modest academic opportunities.

Innovative Admission Practices

Quantitative

Relying on a unique **quantitative approach** to application review, each applicant is rated by two admission officers who each assign a score of 1–9 to produce an overall holistic score of 2–18. Students are ranked and placed on a grid from highest overall holistic score to lowest, which allows the university to admit students by groupings.

The sub-assessments are meant to be "quantitative representations of descriptions."

— Assistant Vice President for Enrollment & Admissions

Incorporates Nonacademic Factors

The institution carefully monitors students admitted with high holistic review scores but lower academic sub-assessment scores. The personal characteristics/achievements sub-assessment score encompasses nonacademic factors such as leadership, service, perseverance, first-generation status, socioeconomic background, etc. This sub-assessment area can affect the overall holistic review strongly, even if the academic strength of an applicant is relatively modest. Additionally, if there is a grouping of applicants with the same holistic score that have equal academic sub-assessment scores, admission decisions would likely be based on personal characteristics/achievements scores.

DETAILS OF THE SUB ASSESSMENT CATEGORIES

The university evaluates and scores students on an overall holistic recommendation score, but also scores students based on two sub-assessments that aid in the admission review process:

Academic: This sub-assessment concentrates on the level of academic achievement demonstrated by HS GPA, curricular rigor, academic honors/distinctions, and test scores. Other influential factors within this sub-assessment include college-preparatory courses such as AP® and IB. Having a rigorous academic schedule during senior year, representing a positive grade trend, and other achievements (e.g., artistic) are considered as well.

Personal characteristics/achievements: The personal qualities sub-assessment includes characteristics such as community service and leadership, demonstrated positive roles within the community, educational achievement in spite of an adversity or disability, unique perspectives and talents, cultural awareness, first-generation status, socioeconomic background, etc.

How This Process Developed

Following the state's ban on the consideration of race and ethnicity in admission, the university faculty, who determine the admission policy, formulated this approach in order to admit students in cohorts. Further, the intent of this policy is to enroll students who display qualities that predict academic success and increase the intellectual and cultural vitality of the University of Washington.

The admission process is "pretty labor intensive." The University of Washington has an application deadline of December 1, and notifies all applicants of their decisions in late March. Therefore, the university carefully evaluates, scores, groups, and admits students over the course of 3–4 months.

CAMPUS IMPACT

⊘ The approach enables UW to increase diversity in an environment where they are prohibited from using race and ethnicity in their evaluation process. Further, it allows the institution to enroll students with a diversity of perspectives, backgrounds, and talents.

Contact Information:

✉ FutureAdmissions@collegeboard.org

🖥 collegeboard.org/highered

CollegeBoard