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<td>School</td>
<td>University of Washington</td>
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<tr>
<td>Submitted By:</td>
<td>Stephanie Harris</td>
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<td>Submitted by email:</td>
<td><a href="mailto:instres@uw.edu">instres@uw.edu</a></td>
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**Details Below**

1. Name of college or university  University of Washington
2. City  Seattle  State WA  Zip 98195
3. Undergraduate admissions phone  206.543.9686
4. Undergraduate admissions e-mail address  apply@uw.edu
5. College website  www.washington.edu
6. Location  City Center

**ENROLLMENT**

7. Total enrollment (FT, degree-seeking undergraduate, graduate, & professional) (B1)  40148
8. Undergraduate enrollment (FT, degree-seeking) (B1)  28717
9. Sex  Male 47%  Female 53%
10. Geographic Origin:
    - In-state  69%
    - Out-of-state (do not include international students) (F1)  15%
    - International  16%
11. High school:
    - Public  %
    - Private/Parochial  %
    - Homeschooled  %
12. Race (degree-seeking undergradates) (B2):
Nonresident aliens 15%

Hispanic/ Latino 8%

Black or African American, non-Hispanic 3%

White, non-Hispanic 40%

American Indian or Alaska Native, non-Hispanic 1%

Asian, non-Hispanic 24%

Native Hawaiian or other Pacific Islander, non-Hispanic 1%

Two or more races, non-Hispanic 7%

Race and/or ethnicity unknown 1%

13. Is your college affiliated with a particular religious tradition? No

If so, which tradition?

What proportion of undergraduates belong to that faith?%

14. Percentage of entering freshmen who return for their sophomore year (B22) 94%

15. Percentage of entering freshmen who graduate within six years (B-H, far right column) 84%

STANDARDIZED TESTS

Please indicate your policies regarding standardized tests for domestic applicants applying as first-time, first-year freshmen for Fall 2019:

16. SAT I or ACT: Required

17. If your institution has a test-optional policy, please describe any conditions, exceptions, or requirements that applicants should know about (e.g., alternative application requirements, impact on consideration for merit scholarships, test scores being required for specific academic programs, etc.).

18. SAT Subject Tests: Optional

If SAT Subject Tests are required, which ones?
19. For students taking the ACT, what is your policy regarding the Writing component? Not required

For students taking the Redesigned SAT, what is your policy regarding the Essay component? Not required

20. Test score ranges of the middle 50 percent of all enrolled first-time freshmen (C9). (Please provide New SAT (2016) scores, converting Old SAT scores to New SAT scores as needed using the College Board’s concordance tools and tables: sat.org/concordance).

   SAT Evidence-Based Reading and Writing  25th percentile: 590, 75th percentile: 690
   SAT math  25th percentile: 600, 75th percentile: 730
   ACT composite  25th percentile: 27, 75th percentile: 32

STATISTICS ON CURRENT FRESHMAN CLASS

21. Number of first-time, first-year, degree-seeking applicants (C1) 44877

22. Percentage admitted (C1) 46%

23. Percentage of admitted applicants who enrolled (Yield) (C1) 33%

24. High school class rank (C10): Percentage in:

   Top Tenth 63%
   Top Quarter 93%

ADMISSIONS POLICIES

25. Policy toward the Common Application: Do not accept

26. Does your institution primarily admit students on a rolling basis or via a regular admissions plan? Regular

27. Do you offer any of the following admissions plans:

   Early Decision I (C21) No
   Early Decision II (C21) No
   Early Action I (C22) No
28. Please indicate any unique components of your application or admissions process (such as accepting portfolios in lieu of traditional applications, application questions about gender or sexual identity, etc.) that prospective students should know about. Holistic review
The University of Washington seeks students who can benefit from its wealth of academic and cultural opportunities and contribute to its amazing energy and rich diversity of experience. Choosing students from a very able group of applicants requires a selection process that looks beyond grades and standardized tests...
While these factors are important, they tell only part of an applicant’s story. In addition to grade-point average (GPA) and test scores, the University takes into account many aspects of an applicant’s achievements and personal history.
Academic Preparation & Performance
While the UW looks at many factors in reviewing applications for admission, academic preparation and performance are still primary. Indicators of preparation and performance include:
• An overall strong level of academic achievement as demonstrated by GPA, rigor of curriculum, standardized test scores, and academic distinctions
• Taking advantage of college-preparatory courses during high school, such as Advanced Placement (AP), International Baccalaureate (IB), Running Start, or college in the high school; or academic subjects beyond the minimum required for college entrance. Note: The UW does not weight or prioritize one model of college-level course over another. Comparable coursework completed through AP, IB, Cambridge, Running Start and College in the High School are viewed equally for admissions purposes.
• Taking full academic advantage of the senior year
• Demonstrating a positive grade trend
Personal Achievements & Characteristics
In addition to academic preparation and performance, personal achievements and characteristics can also indicate promise to benefit from and contribute to the University of Washington. These include:
• Demonstrating a commitment to community service and leadership
• Exercising significant responsibility in a family, community, employment, or through activities
• Attaining a college-preparatory education in the face of significant personal adversity.
• Attaining a college-preparatory education despite economic disadvantage (Washington state residents only)
• Demonstrating cultural awareness or unique perspectives or experiences
The entire application, including the essays and extra curricular activities, is important in the individualized application review. We encourage you to use the application to share with the University who you are and what is important to you. Put your best foot forward and never stop preparing for your transition to college-level studies.
Because the University receives 45,000 freshman applications, the entire review process takes time to complete. While this process requires patience on the part of applicants, the benefit is that each applicant is reviewed as an individual.
Admission decisions are made only after all freshman applications have been reviewed. The UW does not participate in an early decision or early action notification plan.

29. Shared Prospective Applicants: Please list in descending order the eight colleges or universities with which you have the most applicant overlaps (competing applications from first-time, first-year applicants).
   1. University of Southern California
2. University of California Los Angeles
3. University of California Berkeley
4. Boston University
5. University of Michigan
6. Washington State University
7. University of Illinois at Urbana-Champaign
8. New York University

30. Please list the five colleges or universities that you regard as your closest “peer” institutions (schools with similar personality and fit).

1. University of California Berkeley
2. University of California Los Angeles
3. University of Southern California
4. Washington State University
5. University of Illinois at Urbana-Champaign

**STUDENT LIFE**

31. What percentage of undergraduates reside in college-owned housing, on or off campus? (F1) 27%

32. What percentage of undergraduate men belong to fraternities? (F1) 16%

Undergraduate women to sororities? (F1) 15%

33. In what NCAA division do you compete in athletics?  I

34. Which intercollegiate teams (men’s and women's) are most competitive? Please list any athletic championships in the last two years. Football, softball, rowing, golf

35. Please describe the intramural and club sports programs. Which are the most popular? The intramural sports program at the University of Washington is designed to provide an opportunity for every student, faculty or staff member to participate in organized recreational competition. Structured leagues, tournaments, and special events are offered in a variety of sports activities each quarter.
What proportion of undergraduates participate? 36

**FINANCIAL AID POLICIES**

36. All told, what percentage of your full-time degree-seeking undergraduate students receive financial aid from any source and thus do not pay the full sticker price for tuition, fees, and room and board? 40%

37. Percentage of this year’s freshmen eligible for Pell Grants 22%

38. What percentage of your last graduating class (as defined in CDS H4) borrowed at any time through any loan programs (federal, state, institutional, private)? (H5-a, middle column) 35%

39. Among those who borrowed, what was the average cumulative principal borrowed per undergraduate? (H5-a, right column) $19880

40. What number of full-time, degree-seeking undergraduates (including freshmen), as defined in CDS H2-a, applied for need-based financial aid? (H2-b, middle column) 16288

   Of these, indicate the number of students who were determined to have financial need. (H2-c, middle column) 12270

   Of these, indicate the number of students who were awarded any financial aid. (H2-d, middle column) 11603

   Of these, indicate the average percentage of need that was met (excluding any aid that was awarded in excess of need, PLUS loans, unsubsidized loans, and private alternative loans). (H2-i, middle column) 77%

   Indicate the average financial aid package awarded to these students (excluding PLUS loans, unsubsidized loans, and private alternative loans). (H2-j, middle column) $17380

41. What number of full-time, degree-seeking undergraduates (including freshmen), as defined in CDS H2-a, had no financial need and were awarded merit-based institutional scholarships or grant aid (excluding athletic awards)? (H2-A-n, middle column) 2351

   What was the average dollar amount of non-need-based merit scholarships and grants awarded to these students? (H2-A-o, middle column) $5000

   How many athletic scholarships do you offer? 408 In how many sports? 20

   What was the average dollar amount of institutional non-need-based athletic scholarships and grants awarded to these students? (H2-A-q, middle column) $30150

42. Do you have any special financial aid programs aimed at making your institution more affordable and accessible to incoming students, such as replacing loans with grants or waiving costs for families below a certain income level? If so, please provide details. (H15) Husky Promise is our guarantee to Washington
state students that we will not let financial challenges stand in the way of discovering their potential or achieving a UW degree.

We believe students from all economic backgrounds should have the opportunity to attend the UW. If students are admitted to the UW and qualify for the Husky Promise, we promise to pay their tuition.

The Husky Promise guarantees full tuition and standard fees will be covered by grant or scholarship support for eligible Washington state students. You will not have to pay back these grants and scholarships. You can also be assured that if tuition increases, the financial aid you receive will increase as well.

The Husky Promise ensures that the UW remains affordable and accessible to Washington residents. It is a guarantee that supports a promising future, and one we’re happy to keep.
https://www.washington.edu/huskypromise/

ACADEMIC PROGRAMS

43. What percentage of undergraduate class sections (not courses) have (I3)

   2-19 students  31%

   20-49 students  45%

44. Traditionally, what are four exceptionally strong undergraduate academic programs for which your institution is best known (majors or departments that might be considered signature programs, are top draws for applicants, are nationally or regionally recognized, etc.)?

   1. Engineering

   2. Computer Science

   3. English

   4. Psychology

45. For the most recent graduating class, what were the four most popular undergraduate majors, by enrollment (in descending order)?

   1. Psychology

   2. Communication

   3. BioChemistry

   4. Economics
46. Tell us about any other signature or one-of-a-kind undergraduate academic degree programs, majors, or concentrations that potential applicants should know about. Many students are undecided about their majors when they enter college — and many who think they have decided will change their minds more than once before they graduate. There is a lot to choose from at a university of this size, and there are many factors to think about as you consider potential majors. Keep in mind that your degree is not the same thing as your major. Your major is only a part of your overall education at UW. In fact, 93% of employers consider other factors to be more important when hiring for entry-level positions than a candidate's college major (Source: AAC&U "Liberal Arts Graduates and Employment: Setting the Record Straight," 2014.) [http://www.washington.edu/uaa/advising/academic-planning/majors-and-minors/overview/]

47. Study abroad: What percentage of undergraduates receive academic credit for study abroad during their four years? ~20%

Please tell us about the extent and nature of your study abroad programs. UW Study Abroad provides hundreds of study abroad and internship options to UW students.
- UW has more than 70 student exchanges with universities around the world that are available to undergraduate and graduate students in most fields of study.
- UW Programs offer students the opportunity to study abroad with programs organized and taught by UW faculty.
- Exploration Seminars are short-term study abroad programs (3-4 weeks) led by UW faculty that take place during the gap period between the end of the UW summer quarter and beginning of autumn quarter. Similar to UW Programs, Exploration Seminars focus on specific themes pertinent to the program location.
- UW Partner Programs are approved study abroad options administered by other universities, study abroad program providers, or foreign language schools. Depending on the program, instruction may be in English, the language of the host country, or a combination of the two. Some UW Partner Programs focus on specific topics while others offer a wide range of course options in various subjects.
- IE3 internships are geared toward students who would like to integrate academic credit with on-the-job experience and gain professional and cultural skills abroad. Internships are available in a variety of non-governmental organizations, educational institutions, and private organizations around the world. Host organizations provide supervision and logistical support for students in the host country.
- Independent Learning is an option for qualified graduate and advanced undergraduate students seeking UW credit for international activities that do not align with other study abroad program models. These activities include independent research, practicums, clinical electives, government or department sponsored fellowship programs (e.g. FLAS, Fulbright) or employment as a TA on a UW Study Abroad Program.

48. Please describe recent changes, if any, in the general education requirements that all undergraduates must complete.

49. Have you made any other curriculum changes in the last two years, such as adding or dropping any programs? If so, please describe. Added: Anthropology: Archaeology, Anthropology: Biological, Anthropology: Sociocultural, Asian Languages and Cultures, Astronomy: Data Science, Biomedical Regulatory Affairs, Chemical Engineering: Data Science, Cinema and Media Studies, Early Care and Education (online), Early Care & Education: Teach & Learning, Environmental Cultures and Values, Business Admin (Entrepreneurship), Environmental Engineering, Environmental Health: Occupational Hygiene, Environmental Health: Applied Occupational Health, Historic Preservation, Mechanical

50. Do you require any sort of first-year experience, such as seminars, advising, or pre-orientation activities? What does the school do to make the campus a welcoming community? First Year Programs empowers entering students to become engaged and confident learners by facilitating supportive communities and creating educational experiences. This program assists new freshmen, transfer students and families as they establish and enrich their relationship with the UW community throughout their first year of enrollment. Activities of First Year Programs include Advising & Orientation, Dawg Daze, Freshman Interest Groups (FIGS), and Transfer Student Interest Groups (T-FIGS).
http://www.washington.edu/uaa/connecting/first-year-programs/

What percentage of freshman participate? 50%

51. Following is a list of programs that some schools have started as ways to enhance the academic and overall quality of the undergraduate experience. If you have any of these programs please tell us about them:

   “Capstone” programs in which seniors draw together what they have learned during the previous four years. Some departments require students to complete a capstone course or sequence in order to complete a degree.

   What percentage of undergraduates participate? %

Undergraduate research The Undergraduate Research Program assists UW undergraduates in:
Planning for an undergraduate research experience
Identifying faculty mentors and projects
Defining research goals
Presenting and publishing research findings
Seeking funding for research
http://www.washington.edu/undergradresearch/about/

What percentage of undergraduates participate? %

Community service Service-learning is a learning experience that combines service with the community with structured preparation and reflection opportunities. Service opportunities are tied to academic coursework and address concerns that are identified and articulated by the community.
As students engage in service-learning, they learn about the context in which service is provided, the connection between their service and their academic coursework, and their roles as community members. [http://www.washington.edu/carlson/students-3/browse-service-learning-positions/](http://www.washington.edu/carlson/students-3/browse-service-learning-positions/)

What percentage of undergraduates become involved in community service during their four years?  

Living-learning communities Whether you have a clearly defined career trajectory or are looking to discover a career path by exploring every possibility, Living Learning Communities provide a bridge from an interest to a focused exploration in a vibrant and dynamic residential community. [https://hfs.uw.edu/Experience/Living-Learning-Communities](https://hfs.uw.edu/Experience/Living-Learning-Communities)

What percentage of undergraduates participate?  

Honors programs The University Honors Program engages a diverse population of students through a rigorous interdisciplinary curriculum that promotes expansive, innovative thinking and conscious global citizenship. We ask students to take intellectual risks; to seek an understanding of the interdependence of all branches of knowledge; to engage with the complexities of difference and diversity; to take leadership roles in navigating global change; and to value a life of continuous learning and personal growth.

What percentage of undergraduates participate?  

Other

52. Are there ways in which the academic mission of your school is evolving? Vision & Values

Vision Statement

The University of Washington educates a diverse student body to become responsible global citizens and future leaders through a challenging learning environment informed by cutting-edge scholarship.

Discovery is at the heart of our university.

We discover timely solutions to the world’s most complex problems and enrich the lives of people throughout our community, the state of Washington, the nation and the world.

Uniquely Washington

The University of Washington’s vision and strategic priorities reflect the core values and culture that make us great and unique.

UW Standard of Excellence We recruit the best, most diverse and innovative faculty and staff from around the world, encouraging a vibrant intellectual community for our students. We link academic excellence to cutting-edge research through scholarly exploration and intellectual rigor. We hold ourselves to the highest standards of ethics, as a beacon for our community and the world.

Academic Community We are educators and learners. We promote access to excellence and strive to inspire through education that emphasizes the power of discovery and the foundation of critical and analytic thinking. We foster creativity, challenge the boundaries of knowledge and cultivate independence of mind through unique interdisciplinary partnerships.

World Leaders in Research We have grown into the most successful public research university in the
nation in attracting support for our research. Ours is a proud culture of innovation, collaboration and discovery that has transformational impact.

Celebrating Place The natural beauty of the Pacific Northwest envelops us. This is an important element of who we are, for this awe-inspiring place not only anchors us, it reaffirms our desire to effect positive change in the world around us. We accept gratefully our role in preserving and enhancing Washington: the place, the people, our home.

Spirit of Innovation As Washingtonians, we are profoundly optimistic about our future. Based on our past and present, we find inspiration for the future. Ours is a culture with a determined persistence that engenders innovation and a belief that our goals can be realized.

World Citizens We are compassionate and committed to the active pursuit of global engagement and connectedness. We assume leadership roles to make the world a better place through education and research. We embrace our role to foster engaged and responsible citizenship as part of the learning experience of our students, faculty and staff.

Being Public As a public university we are deeply committed to serving all our citizens. We collaborate with partners from around the world to bring knowledge and discovery home to elevate the quality of lives of Washingtonians. This measure of public trust and shared responsibility guides our decision-making as well as our aspirations and vision for the future.

53. Have you completed any new physical facilities within the past two years? If so, please describe. Completed in 2016:
- UW Police Department (Admin/Support Use)
- Denny Hall (Instruction and Research Use) was completely gutted and fully renovated

Completed in 2017:
- Animal Research and Care Facility (Research Use)
- Nanoengineering & Sciences Building (Instruction and Research Use)
- West Campus Utility Plant (Admin/Support Use)
- Global Innovation Exchange (Instruction)

To be completed Summer 2018:
- Life Sciences Building and Greenhouse (Instruction and Research Use)
- Willow Hall (Residential Use)
- McCarty Hall (Residential Use)
- Madrona Hall (Residential Use)

54. Campus diversity: What actions have you taken in the last year to raise awareness of, and support for, diversity? Following its commitment to access and inclusive excellence, the UW became one of the founding members of the American Talent Initiative (ATI). The ATI is consortium of universities throughout the country that share a stated goal of graduating an additional 50,000 low- and moderate income students by the year 2025. To help fulfill this goal, the UW will continue its work on outreach and recruitment to this student population and will make sure they graduate from the University. As a result, the ATI goals were merged with the already existing Retention and Graduation Rates Taskforce.

In an effort to continue to create an inclusive and equitable environment for students, staff, and faculty, the University of Washington (UW) released an updated version of the UW Diversity Blueprint. The 2017 document continues to serve as a guiding framework for academic and administrative units to advance diversity and inclusion initiatives. Related to the UW student experience, the Blueprint recommends units prioritize goals of cultivating an inclusive campus climate & attracting, retaining and graduating a diversity and excellent student body. Additionally, to help units meet their goals, seed grants are available to create their own initiatives.
The Unite UW program is an initiative that fosters a connection between domestic and international student at the UW. Through Unite UW, domestic and international students engage in a mutually enriching partnership where they overcome cultural barriers and cultivate lasting friendships. Unite UW has become a global exchange program within the local setting as domestic students are able to learn from international students about their culture and home country while the international students are integrated into the campus community. Students who participate in the Unite UW program report greater sense of belonging within the campus community.

The UW-Seattle undergraduate student population is currently 23%. To bring more visibility to our first generation college students, the UW was one of the college campuses that joined the National 1st Gen College Celebration on November 2017. The date was an opportunity for students, staff, and faculty to acknowledge and celebrate their first-gen identity on campus. Furthermore, the UW Graduate School’s Core Programs launched a new initiative to provide intentional programs to address the needs of first-generation graduate students and to help build community.

55. How is your institution dealing with the national issue of sexual assault? Please describe any actions that you have taken in the last year to raise awareness of, and prevent, sexual violence. The University of Washington is committed to showing national leadership in tackling the problem of sexual assault on college campuses.

Sexual Assault Resources made available:
A website was developed and is maintained and updated to provide victims of sexual violence with important online resources that reflect the UW’s commitment to preventing and responding to sexual misconduct, including sexual assault, relationship violence, domestic violence, stalking and sexual harassment. These resources include Advocacy, Medical Care, Safety planning, Counseling, Community Resources and information on How to Help a Friend.

Additionally the University of Washington is committed to creating a cultural shift by taking a community approach. Recognizing that addressing sexual assault requires a comprehensive approach to violence prevention that:
• Acknowledges that the vast majority of sexual assaults are perpetrated by a person or persons known to the victim.
• Recognizes the complex and often co-occurring relationship between alcohol and drugs and sexual assault.
• Challenges the propensity for victim-blaming.
• Promotes the acceptance of – and affirms each individual’s right to – a broad spectrum of sexual choices.
• Understands and clearly defines the meaning and nature of consent.

Addressing sexual assault requires a holistic approach. We aim to raise awareness of issues, resources and responsibilities among all members of the campus, providing each with the skills and empowerment to promote a caring community in which students are safe.