A Holistic Approach to Undergraduate Admissions

The goal of our undergraduate admissions policy should be to facilitate the enrollment, retention and graduation of a qualified, diverse student body. To help achieve this goal, our admissions process should consider a wide range of factors that include both quantitative and qualitative credentials. These factors must be considered as part of a holistic review of the applicants that is consistent with federal and state law as well as Board of Regent policy.

To help us study and formulate principles and guidelines that would facilitate this goal, we are convening a systemwide advisory group to review our undergraduate admissions process and recommend ways to ensure that our admissions practices comply with the law and facilitate our goal of enrolling a qualified, diverse student body. Specifically, the advisory group will address the following questions:

- What are the components of a holistic review, what applicant information would support such a review, and how should that information be utilized?
- What changes may need to be made in our admission application that would assist institutions in conducting a holistic review that incorporates diversity and other qualitative factors into the admission equation? (For example, one change to be considered will be how students identify their race/ethnicity on the admission application.)

How should any changes in our admission process be best communicated with relevant internal and external constituencies?

The specific timeframe for completing this assignment should be set by the advisory group with the goal of providing sufficient time for institutions to finalize their admission process for students admitted for the 2007-2008 academic year. We would expect that appropriate governance and constituent groups be consulted as part of the advisory group's deliberations. We have asked Larry Rubin, Assistant Vice President, to chair the group and keep us informed of the group's progress.

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UW System Admissions Advisory Group 2005-2006

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