**Wellesley College Admission Report**

**NEW**

**Introducing: My inTuition, Wellesley’s Quick College Cost Estimator**
Families can explore how a Wellesley education may be more affordable than they think.

Known for its commitment to access and affordability, Wellesley College has launched **My inTuition**, an innovative new online cost estimator.

**My inTuition provides a quick, realistic estimate of college costs.**
This cost estimator gives families a quick, realistic estimate of what it will actually cost for their daughters to attend Wellesley. It’s designed for use at the beginning of the college search process, when students are first exploring their options.

**It asks only six simple financial questions.**
The tool is easy to use; with no tax returns needed—far less complicated than the Net Price Calculator. By providing family income, home value, and savings, the tool will tell a family what it can expect to pay for their daughter’s first year at Wellesley.

**It demonstrates that Wellesley is affordable to qualified students.**
Wellesley is invested in enrolling talented young women with a diversity of backgrounds and experiences, regardless of their financial situation. This tool demonstrates that a top private college is within reach for any qualified student. In fact, it might be the most affordable option.

**Wellesley is committed to making an education affordable.**
Wellesley is committed to making an education affordable by keeping student loan levels low, so that student debt does not limit a student’s choices upon graduation.

The maximum level of packaged student loan debt is currently $15,200 for all four years. These loan amounts are low relative to the aid packages of many other colleges and universities. They are also significantly lower than the total loan amounts in the federal student loan programs.

Wellesley meets 100% of each student’s demonstrated financial need. Nearly 60% of Wellesley students receive scholarship grant aid awards, and the average annual grant aid award is nearly $37,000.

**The first-year experience: How Wellesley supports each student throughout this milestone year**
The first year of college truly marks a milestone. Wellesley is committed to helping students make—and mark—the transition from high school to college. It’s a particular moment in each student’s intellectual and personal development and, at its best, affords students opportunities and pleasures that are unique to the first year.

Says Dean of Admission and Financial Aid Jennifer C. Desjarlais, “Wellesley is, in a way, bracketing off the first semester. The College is providing an opportunity for first-year students to think in a different way, different from high school. The goal is for students to see themselves as intellectually engaged women, not as a B (or whatever grade) students.”

**Goals for first-year students**
Wellesley hopes that in their first year students will:

- Participate in and build an intellectual community
- Engage (joyfully!) in the life of the mind
- Take time for thoughtful self-discovery and reflection
- Nurture their growing independence
- Explore the curriculum and take classes in new subjects
- Focus on right now and enjoying today for itself
- Take risks and challenge themselves!

Continued on page 3
## Wellesley College Class of 2017 Profile

**Statistics as of 9-19-13**

### Class of 2017 Snapshot
- 4,795 applicants
- 1,387 admitted (29%)
- 595 enrolling (43%)
- 43 states represented (+ DC)
- 24 nations of citizenship
- 51% students of color

### Demographics:

Students of color: 51%
- African American/Black 7%
- Latina/Hispanic 6%
- Asian American/Pacific Islander 28%
- Native American 0%
- Biracial 10%
- Multiracial 1%
- White/Caucasian 37%
- International Citizen 10%
- Unknown/Not Reported 1%
- Other 1%

### Geographic Distribution

New England 21%
- Mid-Atlantic 15%
- South 14%
- Central 13%
- Pacific & Mountain 24%
- International & Americans Abroad 12%

### States Represented

43 states plus DC.
- States with 10 or more students:
  - California 92
  - Massachusetts 81
  - New York 49
  - New Jersey 27
  - Florida 21
  - Connecticut 19
  - Texas 18
  - Illinois 16
  - Michigan 15

### Countries Represented

27 nations of high school:
- Austria
- Bosnia and Herzegovina
- Bulgaria
- Canada
- China
- France
- Greece
- Hong Kong
- India
- Israel
- Italy
- Japan
- Kenya
- Malawi
- Malaysia
- Norway
- Republic of Korea
- Singapore
- South Africa
- Spain
- Taiwan
- Tanzania
- Thailand
- Turkey
- United Arab Emirates
- United Kingdom
- United States

### Alumnae Relatives

Alumnae relatives include mothers, grandmothers, aunts, or sisters
- Percent of Entering Class 9%

### First Generation

Neither parent attended college
- Percent of Entering Class 12%

### Secondary School Type

- Public 63%
- Private/Independent 35%
- Parochial 2%
- Home 0%

### Mean Test Scores

- SAT-1 Reading 706
- SAT-1 Writing 713
- SAT-1 Math 698
- ACT 31
- TOEFL (Internet Exam) 111

For more statistics on applicant test scores go to www.wellesley.edu/admission/knowus

### Acceptance Information by Entrance Plan

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</table>

* Of the 370 ED candidates, 107 were deferred; of whom 15 were admitted in April. 115 ED candidates were refused in December; 22% of the Class of 2017 were admitted Early Decision.

** Of the 698 EE applicants admitted, 135 were designated as Possible Admits and admitted in April.
How Wellesley supports first-year students

The exciting first-year academic options and curriculum, enhanced advising, and a new shadow-grading initiative all contribute to a trajectory of intellectual engagement, inspiration, and risk-taking for first-year students.

Academic options in the first year
The first-year curriculum focuses on exploration. First-Year Seminars provide students with introductions to less familiar courses—more than the seven subjects typically taught in high schools. These courses emphasize active, collaborative, and creative learning. They may also fulfill distribution and/or major requirements. See examples below.

First-year writing courses provide students with further skill development, enabling them to handle evidence, analysis, and arguments well. Learning about a specific topic as students learn to write helps them master these important skills.

First-Year Advising
Academic advising from faculty is geared to the needs of first-year students, and a peer-to-peer system of advising and mentoring pairs students with supportive student role models. What’s distinctive about Wellesley is its engaged faculty all four years. From the first semester, students are encouraged to meet with their professors during office hours, get to know them, and receive feedback in constructive ways.

Shadow Grading Policy
Wellesley is introducing a shadow grading policy in fall 2014 as an enhancement to the first-year experience. It will further promote the opportunity for greater intellectual engagement, curricular exploration, and self-reflection. More at right.

Examples of First-Year Seminars
- Introduction to Cinema & Media Studies
- Archaeology & Artifacts: Exploring Classical Cultures through Objects
- The Body: From Reproduction to Fashion
- The Cities of Italy: Introduction to Italian Culture
- Color
- Environment & Society: Food, Agriculture, & Sustainability
- Exploration of Cellular & Molecular Biology
- Mortality and Immortality
- News & Politics: Reading Between the Lines
- Physics of Music & Musical Acoustics
- Product Creation for All
- Reading Poetry in a Culture that Doesn’t Know How to Read Poetry
- Routes of Exile—Jews and Muslims

Shadow grading and how it fosters greater intellectual engagement

What is shadow grading?
Shadow grading means that the letter grades first-year students receive will not be recorded on their transcripts and will not ever be released outside Wellesley.

Students work will, in fact, be graded, and these grades will be shared with the student and her advisors. These shadow grades will provide an opportunity for students to learn about the standards for academic achievement at Wellesley and to assess the quality of their work in relation to those standards.

We hope that this policy will encourage students to use the first semester to explore new subjects and to learn more about how they can grow as learners in college.

What are the benefits of shadow grading?
Shadow grading reflects Wellesley’s commitment to the core elements of a liberal arts education.

The strength of a liberal arts education is in the development of intellectual skills and habits that allow students to engage in a wide-ranging curriculum while they are here and a complicated and rapidly changing world when they leave.

Wellesley’s first-year curriculum is focused on building skills, introducing new areas of study, and encouraging exploration of new and unfamiliar academic subjects through first-year seminars, a required first-year writing course, and a program in quantitative reasoning. Shadow grading allows first-year students and their teachers to focus on progress toward those goals and not just on how many of them are met by semester’s end.

We refocus attention from grades to intellectual engagement and inspiration.

The process of preparing for and applying to college sends the message to high school students that grades are all that matter, and that only “A” grades are good grades.

The transition to college marks a time when students can broaden their definition of academic success to include intellectual engagement, inspiration, and risk-taking; experience the joy of discovery and challenging oneself; and forge meaningful intellectual relationships with faculty.

Wellesley is committed to providing the framework for students to make such a transition, and shadow grades provide a clear statement that college is different from high school.

We help students learn to manage time and balance academic and extracurricular interests and commitments.

Most new students find the overall transition from the highly structured and supervised environment of high school to the more independent and self-managed work environment at college to be challenging. They are confronted with many smaller transitions, sets of choices, and time management decisions.

Shadow grading first semester will better enable students to focus on adjusting to their new environment, making thoughtful decisions, and creating a complementary balance between their academic commitments and social activities.

Full list at: www.wellesley.edu/academics/ theacademicprogram/fys/courses
The (digital) Wellesley 100

100 marvelous things about Wellesley, set within a magical interactive online world at www.wellesley.edu/100

Wellesley has launched a digital version of The Wellesley 100—an online “viewbook” showcasing 100 things about Wellesley in a responsive multi-platform setting. Viewers can access this new site seamlessly on their smartphones, tablets, or computers. The design is customized and optimized for each of these platforms. Highlights include videos of students and faculty illustrating various aspects of life at Wellesley.

The site is a creative adaptation of the award-winning Wellesley 100 viewbook: The first 100 marvelous things about Wellesley that we could think of off the top of our head (really, just about!), including, but not limited to, the faculty (#01), the playing fields (#66), funded internships (#12), and women who wrap bikes in hot pink tape (#19), juggle flaming torches (#96), and permanently alter, for the better, the way the world works (#56, et al.).

We hope you will encourage prospective students to visit this site and peruse the many marvelous things about Wellesley as they begin their college search process, and we hope they will return frequently for more information.

Go to: www.wellesley.edu/100

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News from Wellesley

Women World Partners & Wellesley-Peking U. Partnership

A new Wellesley initiative, called Women World Partners (WWP), represents the College’s bid—and its most wide-reaching effort to date—to educate women for leadership and to invest in women’s leadership on a global scale. Starting with The Wellesley College-Peking University Partnership for Women’s Leadership in a Global Era, 20 Wellesley students traveled to Beijing to participate in an intensive 10-day academic program with 20 female students from Peking University. Supported by faculty from both institutions, outstanding practitioners from the field, and thought leaders from around the world, these 40 young women worked together, using a multidisciplinary approach, to examine urban issues.

Wellesley plans to establish a series of additional partnerships with other leading education institutions around the world.

Washington Internship Program Celebrates 70 Years

The Wellesley-in-Washington Internship Program has been bringing students together with alumnae mentors for a 10-week summer program since 1943. It is grounded in intensive work experience with many institutions and organizations in D.C.; relationships and individual mentoring with Wellesley alumnae; and academic discussions in seminars about the challenges and opportunities of working in D.C.

Wellesley Joins Harvard and MIT in Offering MOOCs

With the creation of WellesleyX, Wellesley has become the first liberal arts college to join the Harvard-MIT online learning collaborative edX, and also the first women’s college to offer massive open online courses (MOOCs). The classes kicked off this fall with Introduction to Human Evolution. They are open at no cost to anyone with an internet connection, regardless of gender or geography. Provost and Dean of the College Andrew Shennan considers edX to be a modern extension of Wellesley’s mission “to educate women who otherwise would not have had opportunities to receive higher education.”

Computer Programming Kudos

A team of three Wellesley students took first place in a computer programming competition at the CCSCNE annual conference, surpassing 33 teams from 30 schools, making them the first all-women team to do so in the competition’s 13-year history.

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