

Evergreen State College (WA) 3658

A. General Information

CDS A1. General Address Information

Name of College or University

Evergreen State College

Mailing Address

Country

United States

Street/PO Box

2700 Evergreen Parkway NW

City

Olympia

State

Washington

Zip

98505

Zip+4

Region/Province

Postal Code

Street Address (if different)

Country

United States

Street/PO Box

2700 Evergreen Parkway NW

City

Olympia

State

Washington

Zip

98505

Zip+4

0001

Region/Province

Postal Code

WWW Home Page Address

www.evergreen.edu

Main Phone Number (If international, enter country code)

Country Code

Area Code
City Code

Number

Extension

360

8676000

Admissions Phone Number

Area Code	Number	Extension
360	8676170	

Admissions Toll-Free Number

Area Code	Number	Extension

Admissions Fax Number

Area Code	Number
360	8675114

Admissions Office Mailing Address

Country

United States

Street/PO Box 1

2700 Evergreen Parkway NW

Street/PO Box 2

City

Olympia

State	Zip	Zip+4
Washington	98505	

Region/Province	Postal Code

Admissions E-mail Address

admissions@evergreen.edu

If there is a separate URL for your school's online application, please specify:

www.evergreen.edu/admissions/ap

[The College Board will link to this form from your College Search profile.]

If there is a separate URL for your school's online inquiry or request information form, please specify:

https://evergreenstatecollege.hobsonsradius.com/ssc/form/C68670N68

[The College Board will link to this form from your College Search profile.]

If you have a mailing address other than the above to which applications should be sent, please provide:

Country

Street/PO Box 1

Street/PO Box 2

City		
State	Zip	Zip+4
Region/Province	Postal Code	

A1.1. College nickname (e.g., LSU, Penn State, Pitt):

Evergreer

A1.2. College team name (e.g., Blue Devils, Bulldogs, Panthers):

Geoduck

A1.3. If your institution has a student newspaper, what is its name?

Cooper Point Journal

If the publication has a URL, please supply it here:

http://cpj.evergreen.edu/

A1.4. Indicate the social media sites your institution has an official presence on by completing the URLs below:

Facebook: (facebook.com/_____)	https://w w w .facebook.com/TheEvergreenStateColl
Instagram: (instagram.com/_____)	
Tumblr: (_____.tumblr.com)	
Twitter: (twitter.com/_____)	https://w w w .tw itter.com/EvergreenStC
YouTube: (youtube.com/user/_____)	w w w .youtube.com/evergreen
Other social channels	

CDS A2. Source of institutional control:

<input checked="" type="radio"/>	Public
<input type="radio"/>	Private (Nonprofit)
<input type="radio"/>	Proprietary

CDS A3. Classify your undergraduate institution:

<input checked="" type="radio"/>	Coeducational College
<input type="radio"/>	Men's College
<input type="radio"/>	Women's College

A3.1. Check the one response that best describes the location of your institution:

<input type="radio"/>	Very large city (over 500,000)
<input type="radio"/>	Large city (250,000 - 499,999)
<input type="radio"/>	Small city (50,000 - 249,999)
<input type="radio"/>	Large town (10,000 - 49,999)
<input type="radio"/>	Small town (2,500 - 9,999)
<input type="radio"/>	Rural community (under 2,500)

A3.2. Place your institution geographically; give mileage from nearest large city or town.

6 miles from downtown, 60 miles from Seattle.		

A3.3. Campus environment:

<input type="radio"/>	Urban
<input type="radio"/>	Suburban
<input type="radio"/>	Rural

CDS A4. Academic year calendar:

<input type="radio"/>	Semester
<input type="radio"/>	Quarter
<input type="radio"/>	Trimester
<input type="radio"/>	4-1-4
<input type="radio"/>	Continuous
<input type="radio"/>	Differs by program

Other (specify):

A4.2. Summer offerings

<input type="checkbox"/>	Extensive undergraduate courses available
<input checked="" type="checkbox"/>	Limited undergraduate courses available

A4.3. Extended class availability

<input checked="" type="checkbox"/>	Extensive evening or early morning classes at the undergraduate level (evenings after 6:00 PM)
<input checked="" type="checkbox"/>	Saturday classes available at the undergraduate level

A6. [Based on your responses in previous sections of the survey, this question does not need to be answered by your](#)

institution.

A7. For degrees formerly known as "first professional" degrees, see the checklist (L1) that precedes the List of Majors (L2), which is found at the end of the survey.

A8. Religious affiliation, if any:

Religious affiliation, if different from above:

A9. Check the responses that best describe your institution; choose no more than two.

<input type="checkbox"/>	Agricultural College
<input type="checkbox"/>	Bible College
<input type="checkbox"/>	Branch Campus
<input type="checkbox"/>	Career College
<input type="checkbox"/>	College of Business
<input type="checkbox"/>	College of Engineering
<input type="checkbox"/>	College of Health Sciences
<input type="checkbox"/>	College of Music
<input type="checkbox"/>	College of Nursing
<input type="checkbox"/>	College of Performing Arts
<input type="checkbox"/>	College of Pharmacy
<input type="checkbox"/>	College of Visual Arts
<input type="checkbox"/>	Community College
<input type="checkbox"/>	Culinary School
<input type="checkbox"/>	Junior College
<input checked="" type="checkbox"/>	Liberal Arts College/College of Arts and Sciences
<input type="checkbox"/>	Maritime College
<input type="checkbox"/>	Military College
<input type="checkbox"/>	Rabbinical College
<input type="checkbox"/>	School of Mortuary Science
<input type="checkbox"/>	Seminary College

<input type="checkbox"/>	Teachers College/College of Education
<input type="checkbox"/>	Technical College
<input type="checkbox"/>	University
<input type="checkbox"/>	Virtual (no physical campus)

Free response:

A10. List any unique facilities available to undergraduate students at your institution (e.g., college-operated museums, observatories, accelerators, nature preserves or other unusual facilities).

Center for Creative and Applied Media, sustainable agriculture lab building, organic farm and community gardens, Longhouse Education and Cultural Center, animation and design studio, ceramics studio, metal shop, wood shop, photography studios and darkrooms, 3,000 feet of waterfront property on Puget Sound

A11. Provide additional information about general characteristics of your institution not covered elsewhere.

B. Enrollment and Persistence

CDS B1. **Institutional Enrollment - Men and Women.** Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2016. Note: Report students formerly designated as "first professional" in the graduate cells.

	FULL-TIME		PART-TIME	
	Male	Female	Male	Female
Undergraduates				
Degree-seeking, first-time freshmen	227	332	5	8
Other first-year, degree-seeking	105	94	8	10
All other degree-seeking	1164	1534	110	135
<i>Total degree-seeking</i>	1496	1960	123	153
All other undergraduates enrolled in credit courses	2	0	28	25
<i>Total undergraduates</i>	1498	1960	151	178
Graduate				
Degree-seeking, first-time	42	70	8	37
All other degree-seeking	23	47	21	47
All other graduates enrolled in credit courses	0	0	4	3
<i>Total graduate</i>	65	117	33	87
Total all undergraduates:	3787			
Total all graduate students:	302			
Total full-time undergraduate degree-seeking students:	3456			
Total of all undergraduate degree-seeking students:	3732			

CDS B2.

Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2016. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

Degree-Seeking, First-Time First-Year	Degree-Seeking Undergraduates (include first-time, first-year)	Total Undergraduates (both degree- and non-degree seeking)
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Nonresident aliens	0	26	26
Hispanic/Latino	69	394	400
Black or African American, non-Hispanic	29	185	190
White, non-Hispanic	381	2473	2514
American Indian or Alaska Native, non-Hispanic	8	76	77
Asian, non-Hispanic	16	109	109
Native Hawaiian or other Pacific Islander, non-Hispanic	0	12	12
Two or more races, non-Hispanic	54	295	297
Race and/or ethnicity unknown	15	162	162
Total	572	3732	3787

B2.1. Nonresident alien graduate enrollment

	Graduates
Nonresident aliens	2

B2.2. [Based on your responses in previous sections of the survey, this question does not need to be answered by your institution.](#)

B2.3. [Based on your responses in previous sections of the survey, this question does not need to be answered by your institution.](#)

Persistence

CDS B3. **Number of degrees awarded by your institution from July 1, 2015 to June 30, 2016:**

	Certificate/diploma
	Associate degrees
1019	Bachelor's degrees
	Postbachelor's certificates
141	Master's degrees
	Post-master's certificates
	Doctoral degrees - research/scholarship
	Doctoral degrees - professional practice
	Doctoral degrees - other

(The next question is CDS B11.)

Graduation Rates

The following items correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary on the 2016 Web-based survey. Please provide data for the Fall 2010 cohort if available. If not available, provide data for the Fall 2009 cohort.

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2010. Include in the cohort those who entered your institution during the summer term preceding Fall 2010.

CDS B11. Six-year graduation rate for 2010 cohort:

56

Six-year graduation rate for 2009 cohort:

54

For the following question, please use the same methodology and exclusions used in calculating B11 to calculate the six-year graduation rate for Federal Pell Grant recipients in the 2010 cohort. If not available, provide data for the Fall 2009 cohort.

B11.1. Six-year graduation rate for recipients of a Federal Pell Grant in the 2010 cohort:

Six-year graduation rate for recipients of a Federal Pell Grant in the 2009 cohort:

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2015 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanently disabled, service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

CDS B22. For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in Fall 2015 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2016?

69

B24. What percentage of freshmen who enrolled in Fall 2015 completed the academic year in good standing? ("Good standing" is defined by individual institutions according to their own standards.)

B26. What percentage of graduates of 2-year transfer programs typically enter 4-year programs?

B28. Percentage of graduates of 4-year programs who typically continue their education within one year of receiving their bachelor's degrees.

1

Percent who enter law school

1

Percent who enter medical school

1

Percent who enter MBA programs

17

Percent who enter other graduate programs

20

Percent who enter graduate programs (total)

C. Freshman Admission**Freshman Admission**

C. Director of Admission

Prefix	First	Middle	Last	Suffix
	Eric		Pedersen	

Title

Director of Admissions

Phone Number

Area Code	Number	Extension
360	8676170	

E-mail

admissions@evergreen.edu

First-Time, First-Year (Freshman) Admission

CDS C1.

First-time, first-year (freshman) students: Provide the number of degree-seeking first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2016. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

Total first-time, first-year (freshman) men who applied 713

Total first-time, first-year (freshman) women who applied 1188

Total first-time, first-year (freshman) men admitted 691

Total first-time, first-year (freshman) women admitted 1162

Total full-time, first-time, first-year (freshman) men who enrolled 227

Total part-time, first-time, first-year (freshman) men who enrolled 5

Total full-time, first-time, first-year (freshman) women who enrolled 332

Total part-time, first-time, first-year (freshman) women who enrolled 8

Total first-time, first-year (degree-seeking) applied	1901
Total first-time, first-year (degree-seeking) admitted	1853
Total first-time, first-year (degree-seeking) enrolled	572

CDS C2. Freshman wait-listed students (students who met admission requirements but whose final admission was contingent on space availability).

Do you have a policy of placing students on a waiting list?

Yes ☒

No ☐

If yes, please answer the questions below for Fall 2016 admissions:

Number of qualified applicants offered a place on waiting list

Number accepting a place on the waiting list

Number of wait-listed students admitted

Is your waiting list ranked?

Yes ☒

No ☐

If yes, do you release that information to students?

Yes ☒

No ☐

Do you release that information to school counselors?

Yes ☒

No ☐

Admission Requirements

CDS C3. High school completion requirement.

Check the appropriate box to identify your high school completion requirement for degree-seeking entering students

☒ High school diploma is required and GED is accepted

☐ High school diploma is required and GED is not accepted


☐ High school diploma or equivalent is not required

C3.1. Indicate any special admission requirements for home-schooled applicants that are *in addition to* those required of all applicants:

☐ Statement describing home school structure and mission

<input checked="" type="checkbox"/>	Transcript / record of courses and grades
<input type="checkbox"/>	State high school equivalency certificate
<input type="checkbox"/>	Interview
<input type="checkbox"/>	Letter of recommendation from person other than parent

If you have other special requirements or policies for home-schooled applicants, please describe here:

Personal statement required.	   
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CDS C4. Does your institution require or recommend a general college preparatory program for degree-seeking students?

<input checked="" type="radio"/>	Require
<input type="radio"/>	Recommend
<input type="radio"/>	Neither require nor recommend

CDS C5. **Distribution of high school units required and/or recommended.** Specify the distribution of academic high school course units required and/or recommended of all or most degree-seeking students using Carnegie units (one unit equals one year of study or its equivalent). If you use a different system for calculating units, please convert.

	Units required	Units recommended
Total Academic	15	
English	4	
Math	3	
Science	2	
Of these, units that must be lab	2	
Foreign Language	2	
Social Studies	3	
History		
Computer Science		
Visual/Performing Arts		
Academic Elective	1	

Other (specify):

One fine, visual, or performing arts elective or college prep elective from the areas above required.	   
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CDS C7. Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking (freshman) admission decisions.

	Very Important	Important	Considered	Not considered
Academic				
Rigor of secondary school record	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class Rank	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic GPA	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Standardized Test Scores	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application Essay	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nonacademic				
Interview	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Extracurricular Activities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Talent/Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Character/Personal Qualities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
First generation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alumni/ae Relation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Geographical Residence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
State Residency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Religious Affiliation or Commitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Racial/ethnic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Volunteer Work	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Work Experience	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Level of applicant's interest	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

C7.1. Indicate your admission policies on interviews, auditions, portfolios and essays:

☐ Interviews required

☐ Essay or personal statement required

Other:

Essay or personal statement required for international and home-schooled applicants, recommended for

C7.2. Describe any special admission requirements or procedures for students with learning disabilities:

SAT and ACT Policies

CDS C8. Entrance exams

A. Does your institution make use of SAT, ACT, or SAT Subject Test scores in **admission** decisions for first-time, first-year, degree-seeking applicants?

Yes ☒

No ☐

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2018**.

	Require	Recommend	Require for Some	Consider if Submitted	Not Used
SAT or ACT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT and SAT Subject Tests or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Subject Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. If your institution will make use of the ACT in **admission** decisions for first-time, first-year, degree-seeking applicants for **Fall 2018**, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

☐ ACT with Writing required

☐ ACT with Writing recommended

☒ ACT with or without Writing accepted

If your institution will make use of the SAT in **admission** decisions for first-time, first-year, degree-seeking applicants for **Fall 2018**, please indicate which ONE of the following applies (regardless of whether the Essay score will be used in the admissions process). Please note: The College Board launched a redesigned SAT in Spring 2016 that has an optional Essay component.

☐ SAT with Essay required

☐ SAT with Essay recommended

☒ SAT with or without Essay accepted

C. Indicate how your institution will use the **SAT or ACT essay component**; check all that apply:

☐ SAT essay ☐ ACT essay

For admission	<input type="checkbox"/>	<input type="checkbox"/>
For placement	<input type="checkbox"/>	<input type="checkbox"/>
For advising	<input type="checkbox"/>	<input type="checkbox"/>
In place of an application essay	<input type="checkbox"/>	<input type="checkbox"/>
As a validity check on the application essay	<input type="checkbox"/>	<input type="checkbox"/>
No college policy as of now	<input type="checkbox"/>	<input type="checkbox"/>
Not using essay component	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

D. **In addition**, does your institution use applicants' test scores for academic advising?

Yes ☐

No ☐

E. Latest date by which SAT or ACT scores must be received for fall-term admission? (MM/DD)

Latest date by which SAT Subject Test scores must be received for fall-term admission? (MM/DD)

F. If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students or if tests are not required of some students)

G. Please indicate which tests your institution uses for **placement**:

<input type="checkbox"/>	SAT
<input type="checkbox"/>	ACT
<input type="checkbox"/>	SAT Subject Tests
<input type="checkbox"/>	AP
<input type="checkbox"/>	CLEP
<input type="checkbox"/>	Institutional exam
<input type="checkbox"/>	State exam

If State exam is selected above, please specify:

C8.1.

For Puerto Rico colleges/universities only:

The Prueba de Evaluación y Admisión Universitaria (the PAA and the Pruebas de Aprovechamiento en Inglés, Español y Matemáticas) is required of applicants to the freshman class. If you require or accept the SAT Reasoning Test or ACT of applications from the U.S. mainland, indicate in the free response below (C 8.3).

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

(The next question is C8.3)

C8.3. If necessary, explain or provide additional information about your admissions policies:

Official TOEFL test scores are required for most students whose native language is not English.

C8.4. **SAT Score-Use Practice.** In order to help students make an informed choice about the scores they send, the College Board collects SAT score-use practices from every college, university or scholarship program that chooses to provide us with the requested information. Please indicate how your institution uses SAT scores for the admissions process by selecting one from the list of practices below. Each SAT Score-Use Practice is followed by its Student-Focused Description. Because the essay score policies are reported separately, base your score use practice on the two sections (Evidence-Based Reading and Writing, and Math).

Please note: If your institution already has a practice on file with the College Board, it will be displayed below. You can either keep or change your score-use practice.

<input type="checkbox"/>	Highest Section Scores Across Test Dates Version 1 (Evidence-Based Reading and Writing, Math) [Your Institution's name here] has indicated that it considers your highest section scores across all SAT test dates that you submit. Feel free to send any additional scores that you want to make available to [your Institution's name here].
<input type="checkbox"/>	Highest Section Scores Across Test Dates Version 2 (Evidence-Based Reading and Writing, Math) [Your Institution's name here] has indicated that it considers your highest section scores across all SAT test dates that you submit. Only your highest section scores will be considered as part of the final admissions decision. Each time you submit scores, [your Institution's name here] will update your record with any new high scores. [Your Institution's name here] strongly encourages you to submit your scores each time you take the SAT. Sending your scores each time you take the SAT can benefit you by allowing [your Institution's name here] to consider you for all available enrollment opportunities.
<input checked="" type="checkbox"/>	Single Highest Test Date Version 1 (Sum of Evidence-Based Reading and Writing + Math) [Your Institution's name here] has indicated that it considers the SAT scores from your single highest test date (the sum of Evidence-Based Reading and Writing + Math). Feel free to send any additional scores that you want to make available to [your Institution's name here].
<input type="checkbox"/>	Single Highest Test Date Version 2 (Sum of Evidence-Based Reading and Writing + Math) [Your Institution's name here] has indicated that it considers the SAT scores from your single highest test date (the sum of Evidence-Based Reading and Writing + Math). Only your highest scores will be considered as part of the final admissions decision. Each time you submit scores, [your Institution's name here] will update your record with any new high scores. [Your Institution's name here] strongly encourages you to submit your scores each time you take the SAT. Sending your scores each time you take the SAT can benefit you by allowing [your Institution's name here] to consider you for all available enrollment-related opportunities.
<input type="checkbox"/>	All SAT Scores Required for Review [Your Institution's name here] has indicated that it considers all SAT scores in its review process and requires that you submit all SAT scores from all test dates.
<input type="checkbox"/>	Contact Institution for Information Please contact [your Institution's name here] for information about its use of SAT scores. If your institution has provided a URI for its web site, the Student-Focused Description will read:

For information about [your Institution's name here]'s use of SAT scores, please visit [your Institution's name here]'s web site at [[your University name here]'s URL], which is owned by [your Institution's name here]. If you encounter any problems, please contact [your Institution's name here] directly.

Freshman Profile

Provide percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in Fall 2016, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

CDS C9. **Percent and number of first-time, first-year (freshman) students enrolled in Fall 2016 who submitted national standardized (SAT/ACT) test scores.** Include information for **ALL enrolled, first-time, first-year (freshman) degree-seeking students who submitted test scores.** Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item. Do not convert SAT scores to ACT scores and vice versa. **Do** convert New SAT scores (2016) to Old SAT scores using the College Board's concordance tools and tables (sat.org/concordance).

The 25th percentile is the score that 25 percent scored at or below the 75th percentile score is the one that 25 percent scored at or above.

	Fall 2016	Fall 2015 (prior year data for reference)
Percent submitting SAT scores	73	66
Percent submitting ACT scores	31	34

	Fall 2016		Fall 2015 (prior year data for reference)	
	25th Percentile	75th Percentile	25th Percentile	75th Percentile
SAT Critical Reading	480	620	490	630
SAT Math	440	560	450	560
SAT Writing	440	570	460	590
SAT Essay				
ACT Composite	20	26	20	26
ACT Math	17	25		
ACT English	21	28		
ACT Reading	20	30		
ACT Science	19	25		
ACT Writing	6	8		

Percent of first-time, first-year (freshman) students with scores in each range:

	Fall 2016			Fall 2015 (prior year data for reference)		
	SAT Critical Reading	SAT Math	SAT Writing	SAT Critical Reading	SAT Math	SAT Writing
700-800	6	1	2	9	3	4
600-699	27	13	14	28	13	20
500-599	35	37	43	37	41	39

400-499	25		35	30	21	32	30
300-399	6		13	10	5	9	6
200-299	1		1	1		2	1
Total	100%		100%	100%	100%	100%	100%

	Fall 2016					Fall 2015 (prior year data for reference)				
	ACT Composite	ACT English	ACT Math	ACT Reading	ACT Science	ACT Composite	ACT English	ACT Math	ACT Reading	ACT Science
30-36	10	19	4			9	16	2		
24-29	40	36	35			35	30	33		
18-23	37	29	30			45	34	32		
12-17	12	12	30			11	18	32		
6-11	1	4	1				2	1		
Below 6	0	0	0							
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

CDS C10. Percent of all degree-seeking, first-time, first-year (freshman) enrolled students who had high school class rank within each of the following ranges. (Report information for those students from whom you collected high school rank information.)

5	Percent in top tenth of high school graduating class
26	Percent in top quarter of high school graduating class
54	Percent in top half of high school graduating class
46	Percent in bottom half of high school graduating class
17	Percent in bottom quarter of high school graduating class
11	Percent of total first-time, first-year (freshman) students who submitted high school class rank

CDS C11. Percent of all enrolled, degree-seeking, first-time, first-year (freshman) students who had high school grade-point averages within each of the following ranges (using 4.0 scale); report information only for those students from whom you collected high school GPA.

9	Percent who had GPA of 3.75 and higher
11	Percent who had GPA between 3.50 and 3.74
17	Percent who had GPA between 3.25 and 3.49
18	Percent who had GPA between 3.00 and 3.24
26	Percent who had GPA between 2.50 and 2.99

<input type="text" value="19"/>	Percent who had GPA between 2.0 and 2.49
<input type="text" value="0"/>	Percent who had GPA between 1.0 and 1.99
<input type="text" value="0"/>	Percent who had GPA below 1.0

(The next question is CDS C13.)

Admission Policies and Procedures: Fall 2018

CDS C13. Application fee

Does your institution have an application fee?

Yes	<input checked="" type="radio"/>
No	<input type="radio"/>

Amount of application fee \$

Can it be waived for applicants with financial need?

Yes	<input checked="" type="radio"/>
No	<input type="radio"/>

If you have an application fee and an online application option, indicate policy for students who apply online:

<input checked="" type="radio"/>	Same fee
<input type="radio"/>	Free
<input type="radio"/>	Reduced

Can online application fee be waived for applicants with financial need?

Yes	<input checked="" type="radio"/>
No	<input type="radio"/>

C13.1. If the fee is different for out-of-state applicants, please indicate the fee here

\$

C13.2. Indicate which applications you accept. Check all that apply.

<input checked="" type="checkbox"/>	Online through college's own Web site
<input type="checkbox"/>	Common Application
<input type="checkbox"/>	Universal Application
<input type="checkbox"/>	Coalition Application
<input type="checkbox"/>	Other

If your institution's application can be accessed online, indicate policy for submission of the application

<input checked="" type="radio"/>	Online submission accepted
----------------------------------	----------------------------

<input type="radio"/>	Online submission required
<input type="radio"/>	Paper application required

CDS C14. Application closing date
Does your institution have an application closing date?

Yes	<input type="radio"/>
No	<input type="radio"/>

Application closing date (fall) (MM/DD)
(Closing date requested above is for Fall 2018-2019 term.)

Priority date (MM/DD)

(Priority date requested above is for Fall 2018-2019 term.)

[Note: Fall 2018-2019 application closing date and priority date will be updated to the College Board website on May 1, 2017. Until then we will continue to display the Fall 2017-2018 closing date and priority date collected in last year's survey.]

C14.1. Application closing date (if any) is:

<input type="checkbox"/>	receipt date
<input checked="" type="checkbox"/>	postmark date

(The next question is CDS C16.)

CDS C16. Notification to applicants of admission decision sent (fill in one only)
On a rolling basis

Yes	<input type="radio"/>
No	<input type="radio"/>

Beginning date (MM/DD)

By date (MM/DD)

Other:

CDS C17. Reply policy for admitted applicants (fill in one only)

No set date

Yes ☒

No 

Must reply by May 1 (CRDA) or within

4 weeks if notified thereafter

Other

Deadline for housing deposit:

MM/DD 06/15

Amount of housing deposit \$ 250

Refundable if student does not enroll?

Yes, in full ☒

Yes, in part ☒

No

C17.1. Check here if your institution observes the terms of the [Candidates Reply Date Agreement \(CRDA\)](#).

☒

CDS C18. **Deferred admission:** Does your institution allow students to postpone enrollment after admission?

Yes ☒

No	
----	---

CDS C19. **Early Admission of high school students:** Does your institution allow high school students to enroll as full-time, first-year (freshman) students one year or more before high school graduation?

Yes ☒

No	
----	---

C20. If necessary, explain or qualify your fall term application procedures:

[illegible]

Early Decision and Early Action Plans

CDS C21. **Early decision:** Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for fall enrollment?

Yes ☒

No 

If "yes", please complete the following:

First or only early decision plan closing date (MM/DD)

First or only early decision plan notification date (MM/DD)

Other early decision plan closing date (MM/DD)

Other early decision plan notification date (MM/DD)

For the Fall 2016 entering class:

Number of early decision applications received by your institution

Number of applicants admitted under early decision plan

Please provide additional details about your early decision plan, if necessary:

[illegible]

CDS C22. **Early action:** Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college?

Yes ☒

No 

If yes, please complete the following:

Early action closing date (MM/DD)

Early action notification date (MM/DD)

Is your early action plan a "restrictive" plan under which you limit students from applying to other early plans?

Yes ☒

No 

C22.1. Early action applications for Fall 2016

Number of early action applications received by your institution Number of applicants admitted under early action plan Number of applicants enrolled under early action plan

(The next question is C24.0)

International Admission

C24.0. International Admission Policies

Contact Information

Prefix	First	Middle	Last	Suffix
	Matthew		Pelpert	

Office students should contact

Phone Number

Area Code	Number	Extension
360	8676168	

Fax Number

Area Code	Number
360	8675114

E-mail

C24. Do you want your institution listed in the College Board's International Student Handbook? There is no charge for this listing.

Yes	<input type="radio"/>
No	<input type="radio"/>

C25. SAT/ACT policies for undergraduate international students

	Require	Recommend	Require for Some	Consider if Submitted
SAT or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ACT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SAT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SAT and SAT Subject Tests or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SAT Subject Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

C26. Is TOEFL generally required of nonresident alien applicants?

Yes	<input type="radio"/>
No	<input type="radio"/>

C27. What is the minimum score you require for unconditional admission?

79	TOEFL Internet-based Test (iBT) (Range 0-120)
----	---

What is the average score of accepted applicants?

84	Internet-based Test (iBT) (Range 0-120)
----	---

C28. Is conditional academic admission offered to applicants whose English skills will not permit them to pursue

academic course work in their first term?

☐ Conditional admission based on English language proficiency.

C29. Application fee for undergraduate international students:

\$

C30. Fall 2018 application closing date for undergraduate international students:

MM/DD

☐ Check here if the application deadline is in the calendar year prior to year of entry (that is, in 2017)

☐ No closing date

C31. Indicate the maximum number of credits that international undergraduate students may take during all summer sessions in a single academic year:

(The next question is C33.)

C33. List services available to international students

- ☒ International student adviser
- ☒ Special international student orientation program
- ☒ Housing during summer months for international students
- ☐ ESL Program ON CAMPUS for international students

Adult Student Admission Policies

C34. Test policies for adult students (check all that apply):

☐ Test policies are the same as described in question C8.

☐ SAT/ACT test scores are not required.

☐ SAT/ACT test scores not required if applicant is over

years of age.

☐ SAT/ACT test scores not required if applicant is out of high school

years or more

Other test policies for adult students:

Adult students 25 years or older admitted under freshman criteria may provide resume and essay in lieu of SAT/ACT test score requirement.



D. Transfer Admission

CDS D2. Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2016.

	Applicants	Admitted applicants	Enrolled applicants
Total	1192	1119	675

Application for Admission

CDS D3. Indicate terms for which transfers may enroll:

<input checked="" type="checkbox"/>	Fall
<input checked="" type="checkbox"/>	Winter
<input checked="" type="checkbox"/>	Spring
<input type="checkbox"/>	Summer

CDS D4. Must a transfer applicant have a minimum number of credits or else apply as an entering freshman?

Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

If yes, what is the minimum number of credits?

CDS D5. Check all items required of transfer students to apply for admission.

	Required of All	Recommended of All	Recommended of Some	Required of Some	Not required
High School Transcript	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
College Transcript(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essay or Personal Statement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standardized Test Scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Statement of Good Standing from Prior Institution(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CDS D6. If minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale):

CDS D7. If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale):

(The next question is CDS D9.)

CDS D9. List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a check mark in the "Rolling admission" column.

Priority date (MM/DD)	Closing date (MM/DD)	Notification date (MM/DD)	Reply date (MM/DD)	Rolling admission
-----------------------	----------------------	---------------------------	--------------------	-------------------

Fall	02/01		11/01		<input checked="" type="checkbox"/>
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CDS D10. Does an open admission policy, if reported, apply to transfer students?

Yes	<input type="checkbox"/>
No	<input checked="" type="checkbox"/>

CDS D11. Describe additional requirements for transfer admission, if applicable:

Admissions decisions are based on a formula that combines GPA, credit earned, satisfactory completion

Transfer Credit Policies

CDS D12. Report the lowest grade earned for any course that may be transferred for credit (use a 4.0 scale):

2

CDS D13. Maximum number of credits or courses that may be transferred from a two-year institution:

90

CDS D14. Maximum number of credits or courses that may be transferred from a four-year institution:

135

CDS D15. Minimum number of credits that transfer students must complete at your institution to earn an associate degree:

CDS D16. Minimum number of credits that transfer students must complete at your institution to earn a bachelor's degree:

45

CDS D17. Describe other transfer credit policies:

Students can transfer up to 15 credits from vocational/technical schools and up to 90 credits from an associate degree through direct transfer agreements with all Washington community colleges.

Institutions To Which/From Which Students Transfer

D18. [Based on your responses in previous sections of the survey, this question does not need to be answered by your institution.](#)

D19. Transfer students entered your institution last year from which 2-year institutions? (List no more than 5.)

South Puget Sound Community College, Tacoma Community College, Pierce College, Seattle Central Comm

Special Services

D20. What special services does your institution offer to students transferring INTO your institution:

<input checked="" type="checkbox"/>	Adviser
<input checked="" type="checkbox"/>	Orientation
<input checked="" type="checkbox"/>	Re-entry adviser
<input type="checkbox"/>	Pre-admission transcript evaluation (determination of what courses will transfer)

What special services does your institution offer to students transferring OUT OF your institution:

<input type="checkbox"/>	Transfer center
<input type="checkbox"/>	Transfer adviser
<input checked="" type="checkbox"/>	College fairs/transfer recruitment on campus

D21. Transfer students accepted at the following levels:

<input checked="" type="checkbox"/>	First-semester freshman
<input checked="" type="checkbox"/>	Second-semester freshman
<input checked="" type="checkbox"/>	Sophomore
<input checked="" type="checkbox"/>	Junior
<input checked="" type="checkbox"/>	Senior





D22. Percentage of transfer students entering your institution in Fall 2016 at the following levels:

14	% Entered as first-semester freshmen
0	% Entered as second-semester freshmen
29	% Entered as sophomores
52	% Entered as juniors
5	% Entered as seniors

D23. Percentage of transfer students entering your institution in Fall 2016 from 2-year and 4-year programs:

73	% transferred from 2-year programs
27	% transferred from 4-year programs

D24. If you have formal articulation programs with other institutions, indicate the names of the institutions. (A formal articulation program is an agreement between two educational institutions, stating specific policies relating to transfer and recognition of academic achievement in order to facilitate the successful transfer of students without duplication of learning.)

Agreements with all Washington community colleges.	
	
	

E. Academic Offerings and Policies.

CDS E1. Special Study Options: Identify those programs available at your institution. Refer to the [Common Data Set \(CDS\) glossary](#) for definitions.

<input checked="" type="checkbox"/>	Accelerated program
<input type="checkbox"/>	Cooperative education program
<input type="checkbox"/>	Cross-registration
<input type="checkbox"/>	Distance learning
<input checked="" type="checkbox"/>	Double major
<input type="checkbox"/>	Dual enrollment
<input type="checkbox"/>	English as a Second Language
<input checked="" type="checkbox"/>	Exchange student program (domestic)
<input type="checkbox"/>	External degree program
<input type="checkbox"/>	Honors program
<input checked="" type="checkbox"/>	Independent study
<input checked="" type="checkbox"/>	Internships
<input type="checkbox"/>	Liberal arts/career combination
<input checked="" type="checkbox"/>	Student-designed major
<input checked="" type="checkbox"/>	Study abroad
<input checked="" type="checkbox"/>	Teacher certification program
<input checked="" type="checkbox"/>	Weekend college

Other (specify):

E1.1. Other off-campus study options.

<input type="checkbox"/>	New York semester
<input checked="" type="checkbox"/>	Semester at sea
<input type="checkbox"/>	United Nations semester
<input type="checkbox"/>	Urban semester
<input type="checkbox"/>	Washington semester

E1.2. Do you offer GED preparation?

Yes	
No	

	Preparation on campus	Exam given on campus
Aviation	<input type="checkbox"/>	<input type="checkbox"/>
Dental hygiene	<input type="checkbox"/>	<input type="checkbox"/>
Nursing	<input type="checkbox"/>	<input type="checkbox"/>
Occupational Therapy	<input type="checkbox"/>	<input type="checkbox"/>
Paramedic	<input type="checkbox"/>	<input type="checkbox"/>
Physical Therapy	<input type="checkbox"/>	<input type="checkbox"/>
Radiology	<input type="checkbox"/>	<input type="checkbox"/>
Real Estate	<input type="checkbox"/>	<input type="checkbox"/>

Yes	
No	

[illegible]

	At your institution	In conjunction with another institution
Dentistry (DDS or DMD)	<input type="checkbox"/>	<input type="checkbox"/>

Osteopathic Medicine (DO)	<input type="checkbox"/>	<input type="checkbox"/>
Pharmacy (D.Pharm)	<input type="checkbox"/>	<input type="checkbox"/>
Podiatry	<input type="checkbox"/>	<input type="checkbox"/>
Master of Business Administration (MBA)	<input type="checkbox"/>	<input type="checkbox"/>
Medicine (MD)	<input type="checkbox"/>	<input type="checkbox"/>
Master of Fine Arts (MFA)	<input type="checkbox"/>	<input type="checkbox"/>
Law (JD or LL.B)	<input type="checkbox"/>	<input type="checkbox"/>
Optometry (OD)	<input type="checkbox"/>	<input type="checkbox"/>
Veterinary Medicine (DVM)	<input type="checkbox"/>	<input type="checkbox"/>
Accounting	<input type="checkbox"/>	<input type="checkbox"/>
Architecture	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>
Education	<input type="checkbox"/>	<input type="checkbox"/>
Engineering	<input type="checkbox"/>	<input type="checkbox"/>
Environmental Studies	<input type="checkbox"/>	<input type="checkbox"/>
Forestry	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>
Nursing	<input type="checkbox"/>	<input type="checkbox"/>
Occupational Therapy	<input type="checkbox"/>	<input type="checkbox"/>
Physical Therapy	<input type="checkbox"/>	<input type="checkbox"/>
Psychology	<input type="checkbox"/>	<input type="checkbox"/>
Social Work	<input type="checkbox"/>	<input type="checkbox"/>

(The next question is E3)

Academic Support Services

E3. Identify the academic support services offered to students.

<input checked="" type="checkbox"/>	Writing center
<input checked="" type="checkbox"/>	Learning center
<input checked="" type="checkbox"/>	Tutoring
<input type="checkbox"/>	Remedial instruction

<input type="checkbox"/>	Pre-admission summer program
<input checked="" type="checkbox"/>	Reduced course load
<input checked="" type="checkbox"/>	Study skills assistance

Other academic support services.

E3.1. Are academic support services available:

Evenings (after 6:00PM)

Yes	<input checked="" type="radio"/>
No	<input type="radio"/>

Weekends

Yes	<input checked="" type="radio"/>
No	<input type="radio"/>

E3.2. Briefly describe any academic programs or services you have in place to assist first generation or other underrepresented students.

- Federal Student Support Services (TRIO) - Expansion of the Multicultural Center by adding a Queer and

E4. If you wish, describe other characteristics of your academic offerings and policies.

E5. Computing on Campus

Are students required to have a personal or laptop computer?

Yes	<input type="radio"/>
No	<input checked="" type="radio"/>

Number of college-owned workstations available for general student use.

556

Location of workstations.

<input checked="" type="checkbox"/>	Dorms
<input checked="" type="checkbox"/>	Library
<input checked="" type="checkbox"/>	Computer center

Check off if these apply:

Placement and Credit by Examination

Yes	
No	

45

Hours of credit by examination may be counted toward associate degree	
Hours of credit examination may be counted toward a bachelor's degree	135
Other credit by examination policy	
<div> <div></div> <div></div> </div>	

Yes

No ☐

(The next question is E11.0.)

College Board's Advanced Placement Program (AP)

E11.0. Advanced Placement Official

Prefix	First	Middle	Last	Suffix
	Leona		Walker	

Title

Admissions Office Manager

Phone Number

Area Code	Number	Extension
360	8676170	

E-mail

walkerle@evergreen.edu

F. Student Life


CDS F1. Percentages of first-time, first-year (freshman) degree-seeking students and degree-seeking undergraduates enrolled in Fall 2016 who fit the following categories:

	First-time, first-year (freshman) students	Undergraduates
Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)	40	25
Percent of men who join fraternities		
Percent of women who join sororities		
Percent who live in college-owned, -operated, or -affiliated housing	81	23
Percent who live off campus or commute	19	77
Percent of students age 25 and older	5	32

	First-time, first-year (freshman) students	Undergraduates
Average age of full-time students	19	25
Average age of all students (full- and part-time)	19	25

F1.1. Is your campus considered primarily:

Residential ☐

Commuter 

CDS F2. Activities offered. Identify those programs available at your institution.

<input checked="" type="checkbox"/>	Campus ministries
<input checked="" type="checkbox"/>	Choral groups
<input type="checkbox"/>	Concert band
<input checked="" type="checkbox"/>	Dance
<input checked="" type="checkbox"/>	Drama/Theater
<input type="checkbox"/>	International student organization
<input checked="" type="checkbox"/>	Jazz band
<input checked="" type="checkbox"/>	Literary magazine
<input type="checkbox"/>	Marching band
<input type="checkbox"/>	Model UN
<input checked="" type="checkbox"/>	Music ensembles
<input type="checkbox"/>	Musical theater
<input type="checkbox"/>	Opera
<input checked="" type="checkbox"/>	Pep Band
<input checked="" type="checkbox"/>	Radio station
<input checked="" type="checkbox"/>	Student government
<input checked="" type="checkbox"/>	Student newspaper
<input checked="" type="checkbox"/>	Student-run film society
<input type="checkbox"/>	Symphony orchestra
<input checked="" type="checkbox"/>	Television station
<input type="checkbox"/>	Yearbook

F2.1. Social organizations:

<input type="checkbox"/>	Fraternities
<input type="checkbox"/>	Sororities

CDS F3. **ROTC** (program offered in cooperation with Reserve Officers' Training Corps)

Army ROTC is offered:

On Campus	At cooperating institution
-----------	----------------------------

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Naval ROTC is offered:

On Campus	At cooperating institution
-----------	----------------------------

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Air Force ROTC is offered:

On Campus	At cooperating institution
-----------	----------------------------

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

CDS F4. **Housing:** Check all types of college-owned, -operated, or -affiliated housing available for undergraduates at your institution.

<input checked="" type="checkbox"/>	Coed dorms
<input type="checkbox"/>	Men's dorms
<input type="checkbox"/>	Women's dorms
<input checked="" type="checkbox"/>	Apartments for married students
<input checked="" type="checkbox"/>	Apartments for single students
<input checked="" type="checkbox"/>	Special housing for disabled students
<input checked="" type="checkbox"/>	Special housing for international students
<input type="checkbox"/>	Fraternity/sorority housing
<input type="checkbox"/>	Cooperative housing
<input checked="" type="checkbox"/>	Theme housing
<input checked="" type="checkbox"/>	Wellness housing (alcohol/drug/smoke-free)
<input checked="" type="checkbox"/>	Gender-neutral housing

Other housing options (specify):

Substance-free, first-year experience, quiet, LGBTQ+, The Outdoor Program, community action, sustainability and over 30. Freshman students are in residence halls.	
--	--

F4.1. Indicate housing policies at your institution:

<input type="checkbox"/>	No college-affiliated student housing available
<input checked="" type="checkbox"/>	Guaranteed on-campus housing for freshmen
<input type="checkbox"/>	Guaranteed on-campus housing for all undergraduates
<input checked="" type="checkbox"/>	Assistance in locating off-campus housing

F4.2. Religious observance required?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

F4.3. List up to 10 religious, political, ethnic, multi-cultural programs, affinity groups, and social service organizations available on campus:

Common Bread, All God's People, Jew ish Student Union, Geoduck Student Union, Movimento Estudiantil Xicano de Aztlan (MEXA), Black Focus, Evergreen Young Democrats, Students for Justice in Palestine, Coalition Against Sexual Violence (CASV), Campus Food Coalition, Evergreen State	

F4.4. Student Life: Please describe any important policies, regulations or requirements:

F4.5. Are pets allowed in dorm rooms?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

F4.6. Do you allow first-time, first-year students to have a car on campus?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

F5. Intercollegiate athletic association membership:

<input checked="" type="checkbox"/>	National Association of Intercollegiate Athletics (NAIA)
<input type="checkbox"/>	National Collegiate Athletic Association (NCAA)
<input type="checkbox"/>	National Junior College Athletic Association (NJCAA)
<input type="checkbox"/>	United States Collegiate Athletic Association (USCAA)
<input type="checkbox"/>	National Christian College Athletic Association (NCCAA)

F6. Check the intercollegiate, intramural and club sports sponsored by your institution. Indicate if athletic scholarships are available.

[illegible]

[illegible]

F7. List any other available club sports not listed in question F6. If restricted to men include "M"; if restricted to women include "W".

[illegible]


F8. Freshman

Orientation

Freshman orientation available

Yes ☒No ☐

Mandatory?

Yes No 

Is there a separate charge

Yes ☒

No 

Amount \$	175
-----------	-----

Can you preregister for classes

Yes 

No ☒

Use these lines to describe your orientation program, including when held and duration:

New matriculated students entering in the Fall quarter are assessed a one-time \$175 fee to fund an enhanced

F9. Check each of the following services offered by your institution

<input checked="" type="checkbox"/>	Adult (re-entering) student services/programs
<input checked="" type="checkbox"/>	Alcohol/substance abuse counseling
<input type="checkbox"/>	Chaplain/spiritual director
<input checked="" type="checkbox"/>	Career counseling
<input checked="" type="checkbox"/>	Economically disadvantaged student services
<input checked="" type="checkbox"/>	Employment services for undergraduates

<input checked="" type="checkbox"/>	Financial aid counseling
<input checked="" type="checkbox"/>	Health services
<input type="checkbox"/>	Legal services
<input checked="" type="checkbox"/>	Minority student services
<input checked="" type="checkbox"/>	On-campus daycare
<input type="checkbox"/>	Peer mentoring services
<input checked="" type="checkbox"/>	Personal counseling
<input checked="" type="checkbox"/>	Placement service for graduates
<input checked="" type="checkbox"/>	Veterans' counselor
<input checked="" type="checkbox"/>	Women's services

F10. List any specific services, programs and/or resources for first-generation, low-income and traditionally under-represented student populations (e.g., multi-cultural education office, peer mentoring, student affinity groups, service-learning opportunities):

First People Multicultural Advising Services, Queer and Trans Center

F11. Service/facilities for the physically disabled

<input checked="" type="checkbox"/>	Wheelchair accessibility
<input checked="" type="checkbox"/>	Services and/or facilities for visually impaired
<input checked="" type="checkbox"/>	Services and/or facilities for hearing impaired
<input checked="" type="checkbox"/>	Services and/or facilities for speech or communications disorders

F12. Indicate the type of support services available for students with learning disabilities. Comprehensive is defined as a specific program staffed by professionals experienced in the area of learning disabilities, designed to meet the needs of students with various types of learning disabilities. Partial means support services are available on an individual, as-needed basis but there is no formal program offered.

<input type="checkbox"/>	Comprehensive services available
<input checked="" type="checkbox"/>	Partial services available

G. Annual Expenses (G0-G7)

G. Chief Financial Aid Officer

Name Information

Prefix	First	Middle	Last	Suffix
	Tracy		Hall	

Title

Director of Financial Aid		
Phone Number		
Area Code	Number	Extension
360	8676205	
E-mail		
hallt@evergreen.edu		

Financial aid office

Phone number		
Area Code	Number	Extension
360	8676205	
E-mail		
URL to financial aid web page		
www.evergreen.edu/financialaid/		
Title IV Code		
00815		

CDS G0. Provide the URL of your institution's net price calculator:

http://www.evergreen.edu/costs/netprice-freshman.htm (for freshmen applicants); http://www.evergreen.edu/costs/netprice-sophomore.htm (for sophomores)
--

Provide 2017-2018 academic year costs of attendance for the following categories that are applicable to your institution.

CDS G1 (fr). Undergraduate full-time tuition, required fees, room and board. **(If costs vary by class, provide Freshman costs.)**

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2017-2018 academic year (30 semester hours or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan.

Required fees include only charges that all full-time students must pay that are **not** included in tuition (e.g., registration, health, or activity fees). Do **not** include optional fees ((e.g., parking, laboratory use). Do not include freshmen orientation fees.

[Required fees should not include application fee.]

<input type="checkbox"/>	Tuition and fees provided are firm and final for Fall 2017-2018.
<input type="checkbox"/>	Fall 2017-2018 tuition and fee figures provided are projections .
<input type="checkbox"/>	Fall 2017-2018 tuition and fee figures are not available at this time.

Estimated date when final figures will be available (MM/DD)

	2016-2017 (prior year)	2017-2018 (first-year students)
Private institution tuition:	\$	\$ <input type="text"/>
Public institution tuition, in-district:	\$ 6534	\$ <input type="text"/>
In-state, out-of-district tuition (provide only if different from the in-district rate):	\$	\$ <input type="text"/>
Out-of-state tuition:	\$ 23007	\$ <input type="text"/>
Tuition/nonresident aliens (provide only if different from tuition for domestic first-year students):	\$	\$ <input type="text"/>
Required fees:	\$ 880	\$ <input type="text"/>
Room and board (on-campus):	\$ 9360	\$ <input type="text"/>
Room only on-campus (provide only if room AND board not available):	\$	\$ <input type="text"/>
Comprehensive tuition and room/board fee (provide only if school cannot separate tuition from room/board fees):	\$	\$ <input type="text"/>

Other cost information (2017-2018)

Other cost information (Prior Year, 2016-2017)

CDS G1 (ug). [Based on your responses in previous sections of the survey, this question does not need to be answered by your institution.](#)

G1.1 (fr). Use the following chart for corrections to the 2016-2017 **Freshman costs** displayed in the CDS G1 (fr) chart above.

	Incorrect 2016-2017	Correct 2016-2017
Private Tuition	\$ <input type="text"/>	\$ <input type="text"/>
Public in-state	\$ <input type="text"/>	\$ <input type="text"/>
Public out-of-district	\$ <input type="text"/>	\$ <input type="text"/>
Public out-of-state	\$ <input type="text"/>	\$ <input type="text"/>
Non-resident aliens	\$ <input type="text"/>	\$ <input type="text"/>
Required fees	\$ <input type="text"/>	\$ <input type="text"/>
Room and board	\$ <input type="text"/>	\$ <input type="text"/>

Freshman Costs for 2016-2017 were wrong because:

G1.1 (ug). [Based on your responses in previous sections of the survey, this question does not need to be answered by your institution.](#)

CDS G3. Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?

[Examples of "tiered" plans would include a two-tiered structure (freshmen/sophomores charged according to one cost schedule and junior/seniors according to another) or a multi-tiered structure that contains a different tuition/fee cost schedule for each of the four undergraduate classes.]

Yes ☐

No ☐

G3.1. Indicate tuition exchange or reciprocity agreements participated in by your institution:

☐ Southern Regional Education Board Academic Common Market

☐ Midwest Student Exchange

☐ Western Undergraduate Exchange

☐ New England Regional Student Program

CDS G5. Provide the estimated expenses for a typical full-time undergraduate student:

Books and supplies	\$	750
Residents (on-campus)		
Transportation	\$	1125
Other expenses	\$	2190
Commuters (living at home)		
Board only	\$	3165
Transportation	\$	1140
Other expenses	\$	1945
Commuters (not living at home)		
Room only	\$	6195
Board only	\$	3165
Total room and board (if your college cannot provide separate room and board figures for commuters not living at home)	\$	
Transportation	\$	1125
Other expenses	\$	2190

CDS G6. Undergraduate per-credit-hour charges (tuition only). *(If costs vary by class, provide Freshman costs.)*

	2016-2017	2017-2018

Private institutions:	\$	\$ <input type="text"/>
Public institutions in-district:	\$ 218	\$ <input type="text"/>
In-state, out-of-district (provide only if different from the in-district rate):	\$	\$ <input type="text"/>
Out-of-state:	\$ 767	\$ <input type="text"/>
Nonresident aliens (provide only if different from figure for domestic first-year students):	\$	\$ <input type="text"/>

- G7. Other estimated expenses for international students for academic year:figure should not include cost information from G1 and should not include estimated expenses in G5. Typically, the figure reported here represents long-distance travel and other expenses unique to international students.

\$

H. FINANCIAL AID

Aid Awarded to Enrolled Undergraduates

Enter total dollar amounts awarded to enrolled full-time and less than full-time degree-seeking undergraduates (using the same cohort reported in CDS Question B1, "total degree-seeking" undergraduates) in the following categories. (Note: If the data being reported are final figures for the 2015-2016 academic year (see the next item below), use the 2015-2016 academic year's CDS Question B1 cohort.) Include aid awarded to international students (i.e., those not qualifying for federal aid). Aid that is non-need-based but that was used to meet need should be reported in the need-based aid columns. (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for "non-need-based scholarship or grant aid" on the last page of the definitions section.)

H1		2016-2017 estimated	2015-2016 final
H1	Indicate the academic year for which data are reported for items H1, H2, H2A, and H6 below:		X

H3 Which needs-analysis methodology does your institution use in awarding institutional aid?

H3	Federal methodology (FM)	X
H3	Institutional methodology (IM)	
H3	Both FM and IM	

H1		Need-based \$ (Include non-need-based aid used to meet need.)	Non-need-based \$ (Exclude non-need-based aid used to meet need.)
H1	Scholarships/Grants		
H1	Federal	\$7,890,680	\$0
H1	State (i.e., all states, not only the state in which your institution is located)	\$7,635,610	\$64,231
H1	Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	\$1,402,263	\$65,938
H1	Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$191,896	\$48,314
H1	Total Scholarships/Grants	\$17,120,449	\$178,483
H1	Self-Help		
H1	Student loans from all sources (excluding parent loans)	\$12,952,075	\$1,518,457
H1	Federal Work-Study	\$296,187	0
H1	State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	\$669,231	\$0
H1	Total Self-Help	\$13,917,493	\$1,518,457
H1	Other		
H1	Parent Loans	\$3,234,927	\$951,986
H1	Tuition Waivers Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	\$3,690,745	\$1,136,494

H1	Athletic Awards	\$183,726	\$99,66	7
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H2 Number of Enrolled Students Awarded Aid: List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. **Aid that is non-need-based but that was used to meet need should be counted as need-based aid.** Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

H2		First-time Full-time Freshmen	Full-time Undergraduate (Incl. Fresh.)	Less Than Full-time Undergraduate
H2	a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2016 cohort)	577 358	2	239
H2	b) Number of students in line a who applied for need-based financial aid	470 272	7	147
H2	c) Number of students in line b who were determined to have financial need	378 241	0	135
H2	d) Number of students in line c who were awarded any financial aid	360 226	6	115
H2	e) Number of students in line d who were awarded any need-based scholarship or grant aid	341 208	7	99
H2	f) Number of students in line d who were awarded any need-based self-help aid	239 174	6	87
H2	g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	16 31		0
H2	h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)	33 150		2
H2	i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	55.0% 60.0%		38.0%
H2	j) The average financial aid package of those in line d. Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	\$ 10,960	\$ 12,646	\$ 7,621
H2	k) Average need-based scholarship and grant award of those in line e	\$ 9,090	\$ 9,826	\$ 5,185
H2	l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f	\$ 3,495	\$ 4,581	\$ 4,087
H2	m) Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f who were awarded a need-based loan	\$ 3,405	\$ 4,279	\$ 3,898

H2A Number of Enrolled Students Awarded Non-need-based Scholarships and Grants: List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional non-need-based scholarship or grant aid. Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

H2A		First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh.)	Less Than Full-time Undergrad
H2A	n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	4 20		0
H2A	o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$ 6,586	\$ 3,062	\$ 0
H2A	p) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	5 22		0
H2A	q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	\$ 3,060	\$ 4,530	\$ 0

H3 Incorporated into H1 above.

Note: These are the graduates and loan types to include and exclude in order to fill out CDS H4 and H5.

Include: * 2016 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2015 and June 30, 2016.

* only loans made to students who borrowed while enrolled at your institution.
* co-signed loans.

Exclude: * students who transferred in.

* money borrowed at other institutions.
* parent loans

* students who did not graduate or who graduated with another degree or certificate (but no bachelor's degree)

H4	Provide the number of students in the 2016 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2015 and June 30, 2016. Exclude students who transferred into your institution	
		337

H5 Number and percent of students in class (defined in H4 above) borrowing from federal, non-federal, and any loan sources, and the average (or mean) amount borrowed. **NOTE:** The "Average per-undergraduate-borrower cumulative principal borrowed," is designed to provide better information about student borrowing from federal and nonfederal (institutional, state, commercial) sources. The numbers, percentages, and averages for each row should be based only on the loan source specified for the particular row. For example, the federal loans average (row b) should only be the cumulative average of federal loans and the private loans average (row e) should only be the cumulative average of private loans.

H5

Source/Type of Loan	Number in the class (defined in H4 above) who borrowed from the types of loans specified in the first column	Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)	Average per-undergraduate-borrower cumulative principal borrowed from the types of loans specified in the first column (nearest \$1)
a) Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.	181 54.00%		\$21,215
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	179 53.00%		\$19,850
c) Institutional loan programs.	26	8.00%	\$2,502
d) State loan programs.	0	0.00%	\$0
e) Private student loans made by a bank or lender.	11 3.00%		\$26,076

Aid to Undergraduate Degree-seeking Nonresident Aliens (Note: Report numbers and dollar amounts for the same academic year checked in item H1.)

H6 Indicate your institution's policy regarding institutional scholarship and grant aid for undergraduate degree-seeking nonresident aliens:

H6	Institutional need-based scholarship or grant aid is available	
H6	Institutional non-need-based scholarship or grant aid is available	X
H6	Institutional scholarship or grant aid is not available	

H6	If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid:	0
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H6	Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:	\$0
-----------	--	-----

H6	Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:	\$0
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H7 Check off all financial aid forms nonresident alien first-year financial aid applicants must submit:

H7	Institution's own financial aid form	
H7	CSS/Financial Aid PROFILE	
H7	International Student's Financial Aid Application	
H7	International Student's Certification of Finances	X
H7	Other (specify):	

Process for First-Year/Freshman Students

H8 Check off all financial aid forms domestic first-year (freshman) financial aid applicants must submit:

H8	FAFSA	X
H8	Institution's own financial aid form	
H8	CSS/Financial Aid PROFILE	
H8	State aid form	
H8	Noncustodial PROFILE	
H8	Business/Farm Supplement	
H8	Other (specify):	

H9 Indicate filing dates for first-year (freshman) students:

H9	Priority date for filing required financial aid forms:	2/1
H9	Deadline for filing required financial aid forms:	N/A
H9	No deadline for filing required forms (applications processed on a rolling basis):	

H10 Indicate notification dates for first-year (freshman) students (answer a or b):

H10	a)	Students notified on or about (date):	
H10			Yes No
H10	b)	Students notified on a rolling basis:	X
H10		If yes, starting date:	4/1

H11 Indicate reply dates:

H11	Students must reply by (date):	N/A
H11	or within _____ weeks of notification.	6.00

Types of Aid Available

Please check off all types of aid available to undergraduates at your institution:

H12 Loans

H12 FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

H12	Direct Subsidized Stafford Loans	X
H12	Direct Unsubsidized Stafford Loans	X
H12	Direct PLUS Loans	X

H12	Federal Perkins Loans	X
H12	Federal Nursing Loans	
H12	State Loans	
H12	College/university loans from institutional funds	X
H12	Other (specify):	

H13 Scholarships and Grants**H13 NEED-BASED:**

H13	Federal Pell	X
H13	SEOG	X
H13	State scholarships/grants	X
H13	Private scholarships	X
H13	College/university scholarship or grant aid from institutional funds	X
H13	United Negro College Fund	
H13	Federal Nursing Scholarship	
H13	Other (specify):	

H14 Check off criteria used in awarding institutional aid. Check all that apply.

H14		Non-Need Based	Need-Based
H14	Academics X		
H14	Alumni affiliation		
H14	Art X		
H14	Athletics X		
H14	Job skills		
H14	ROTC		
H14	Leadership X		
H14	Minority status		
H14	Music/drama		
H14	Religious affiliation		
H14	State/district residency	X	

H15

If your institution has recently implemented any major financial aid policy, program, or initiative to make your institution more affordable to incoming students such as replacing loans with grants, or waiving costs for families below a certain income level please provide details below:

--

N/A

[illegible]

H16. Indicate which policies your institution has implemented to help students reduce or meet college costs.

Tuition and/or fee waivers for

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Adult students |
| <input checked="" type="checkbox"/> | Senior citizens |
| <input type="checkbox"/> | Family members enrolled simultaneously |
| <input type="checkbox"/> | Family of clergy/clergy commitment |
| <input type="checkbox"/> | Children of alumni |
| <input type="checkbox"/> | Minority students |
| <input type="checkbox"/> | Unemployed or children of unemployed workers |
| <input checked="" type="checkbox"/> | Employees/families of employees |

Tuition guarantee plans

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Tuition at time of first enrollment guaranteed to all students for 4 (or 2) years |
| <input type="checkbox"/> | Tuition at time of first enrollment guaranteed only to students making advance payment |
| <input type="checkbox"/> | Tuition futures or advance payment program for parents of young children |

Tuition payment plans

- | | |
|-------------------------------------|--------------------------|
| <input checked="" type="checkbox"/> | Credit card payment |
| <input type="checkbox"/> | Prepayment discount |
| <input type="checkbox"/> | External finance company |
| <input checked="" type="checkbox"/> | Installment payment |
| <input type="checkbox"/> | Deferred payment |

H17. Are work-study programs available

- ☒ Nights
 - ☒ For part-time students
 - ☒ Weekends

H18. Provide any additional information regarding financial aid **policies and procedures.**

Application packets for all scholarships and tuition awards EXCEPT the Merit Award (due by May 2) must be submitted by May 2, 2016.

- H19. Use these lines, if you wish, to describe any non-need-based merit scholarship opportunities that you would like prospective freshmen to know about. List the name of the award, amount, basis for selection and number of awards available.

I. Instructional Faculty and Class Size

Report the number of instructional faculty members in each category for Fall 2016. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

- CDS 11. The following definition of full-time instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey (the part time definitions are not used by AAUP). Instructional Faculty is defined as those members of the instructional-research staff whose major regular assignment is instruction, including those with released time for research. Use the chart below to determine inclusions and exclusions:

	Full-time	Part-time
(a) instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or pre-doctoral fellows	Exclude	Include only if they teach one or more non-clinical credit courses
(b) administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status	Exclude	Include if they teach one or more non-clinical credit courses
(c) other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status	Exclude Include	
(d) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like	Exclude Ex	clude
(e) faculty on sabbatical or leave with pay	Include	Exclude
(f) faculty on leave without pay	Exclude	Exclude
(g) replacement faculty for faculty on sabbatical leave or leave with pay	Exclude	Include

Full-time instructional faculty: faculty employed on a full-time basis for instruction (including those with released time for research).

Part-time instructional faculty: Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full-time instructional faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

Minority faculty: includes faculty who designate themselves as Black, non-Hispanic; American Indian or Alaska Native; Asian, Native Hawaiian or other Pacific Islander, or Hispanic.

Doctorate: includes such degrees as Doctor of Philosophy, Doctor of Education, Doctor of Juridical Science, and Doctor of Public Health in any field such as arts, sciences, education, engineering, business, and public administration. Also includes terminal degrees formerly designated as "first professional", including dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), or law (JD).

Terminal master's degree: a master's degree that is considered the highest degree in a field: example, M. Arch (in architecture) and MFA (master of fine arts in art or theater), or theological professions (MDiv, MHL).

	Full-Time	Part-Time	Total
a) Total number of instructional faculty	163	66	229
b) Total number who are members of minority groups	39	14	53
c) Total number who are women	89	32	121
d) Total number who are men	74	34	108
f) Total number with doctorate, or other terminal degree	147	32	179

Student to Faculty Ratio

Report the Fall 2016 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2016 Student to Faculty ratio	21	to 1	(based on	3567.7	students
			and	173	faculty).

13 Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2016 term.

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings.

Class Subsections: A class subsection includes any subsection of a course, such as laboratory, recitation, and discussion subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Undergraduate subsections are defined as any subsections of courses in which degree-seeking undergraduate students enrolled for credit. As above, exclude noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Each class subsection should be counted only once and should not be duplicated because of cross-listings.

Using the above definitions, please report for each of the following class-size intervals the number of class sections and class subsections offered in Fall 2016. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the "100+" column in the class section column and 40 times under the "20-29" column of the class subsections table.

13 Number of Class Sections with Undergraduates Enrolled

Undergraduate Class Size (provide numbers)

Class Sections	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
	32	32	49	29	19	16	0	177
Class Sub-Sections	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
								0

Disciplinary areas of DEGREES CONFERRED**Degrees conferred between July 1, 2015 and June 30, 2016**

For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and bachelor's degrees awarded. To determine the percentage, use majors, not headcount (e.g., students with one degree but a double major will be represented twice). Calculate the percentage from your institution's IPEDS Completions by using the sum of 1st and 2nd majors for each CIP code as the numerator and the sum of the Grand Total by 1st majors and the Grand Total by 2nd major as the denominator. If you prefer, you can compute the percentages using 1st majors only.

Please note that the only certificate reported in the Degrees Conferred chart below is the certificate below the Associate degree. Any/all other certificates (i.e., Postbachelor's certificate, Post-master's certificate) should not be reported in this chart.

C=Certificate BELOW the Associate degree; A=Associate; B=Bachelor's

	Diploma/Certificate	Associate degrees	Bachelor's degrees	CIP 2010 Categories to Include
Agriculture	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
Natural resources and conservation	<input type="text"/>	<input type="text"/>	<input type="text"/>	3
Architecture	<input type="text"/>	<input type="text"/>	<input type="text"/>	4
Area, ethnic, and gender studies	<input type="text"/>	<input type="text"/>	<input type="text"/>	5
Communication/journalism	<input type="text"/>	<input type="text"/>	<input type="text"/>	9
Communication technologies	<input type="text"/>	<input type="text"/>	<input type="text"/>	10
Computer and information sciences	<input type="text"/>	<input type="text"/>	<input type="text"/>	11
Personal and culinary services	<input type="text"/>	<input type="text"/>	<input type="text"/>	12
Education	<input type="text"/>	<input type="text"/>	<input type="text"/>	13
Engineering	<input type="text"/>	<input type="text"/>	<input type="text"/>	14
Engineering technologies	<input type="text"/>	<input type="text"/>	<input type="text"/>	15
Foreign languages, literatures, and linguistics	<input type="text"/>	<input type="text"/>	<input type="text"/>	16
Family and consumer sciences	<input type="text"/>	<input type="text"/>	<input type="text"/>	19
Law/legal studies	<input type="text"/>	<input type="text"/>	<input type="text"/>	22
English	<input type="text"/>	<input type="text"/>	<input type="text"/>	23
Liberal arts/general studies	<input type="text"/>	<input type="text"/>	83	24
Library sciences	<input type="text"/>	<input type="text"/>	<input type="text"/>	25
Biological/life studies	<input type="text"/>	<input type="text"/>	<input type="text"/>	26
Mathematics and statistics	<input type="text"/>	<input type="text"/>	<input type="text"/>	27

Military science and military technologies	<input type="text"/>	<input type="text"/>	<input type="text"/>	28 and 29
Interdisciplinary studies	<input type="text"/>	<input type="text"/>	17	30
Parks and recreation	<input type="text"/>	<input type="text"/>	<input type="text"/>	31
Philosophy and religious studies	<input type="text"/>	<input type="text"/>	<input type="text"/>	38
Theology and religious vocations	<input type="text"/>	<input type="text"/>	<input type="text"/>	39
Physical sciences	<input type="text"/>	<input type="text"/>	<input type="text"/>	40
Science technologies	<input type="text"/>	<input type="text"/>	<input type="text"/>	41
Psychology	<input type="text"/>	<input type="text"/>	<input type="text"/>	42
Homeland Security, law enforcement, firefighting, and protective services	<input type="text"/>	<input type="text"/>	<input type="text"/>	43
Public administration and social services	<input type="text"/>	<input type="text"/>	<input type="text"/>	44
Social sciences	<input type="text"/>	<input type="text"/>	<input type="text"/>	45
Construction trades	<input type="text"/>	<input type="text"/>	<input type="text"/>	46
Mechanic and repair technologies	<input type="text"/>	<input type="text"/>	<input type="text"/>	47
Precision production	<input type="text"/>	<input type="text"/>	<input type="text"/>	48
Transportation and materials moving	<input type="text"/>	<input type="text"/>	<input type="text"/>	49
Visual and performing arts	<input type="text"/>	<input type="text"/>	<input type="text"/>	50
Health professions and related programs	<input type="text"/>	<input type="text"/>	<input type="text"/>	51
Business/marketing	<input type="text"/>	<input type="text"/>	<input type="text"/>	52
History	<input type="text"/>	<input type="text"/>	<input type="text"/>	54
Other	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Total	100%	100%	100%	

K. Administrative Officers

K. A administrative Officers

Chief Executive Officer

Prefix	First	Middle	Last	Suffix
<input type="text"/>	George	<input type="text"/>	Bridges	<input type="text"/>

Email Address

Chief Institutional Research Officer

Prefix	First	Middle	Last	Suffix
<input type="text"/>	Laura	K	Coghlan	<input type="text"/>

Email Address
coghlani@evergreen.edu

Chief Academic Officer

Prefix	First	Middle	Last	Suffix
	Kenneth		Tabbutt	

Email Address
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Enrollment Manager

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L. List of Majors

Evergreen undergraduates do not earn formal majors. Baccalaureate degrees are awarded as BA, BS or BAS. Students are expected to assume responsibility for achieving breadth and depth in their academic work. Students choose their own academic pathways and areas of concentration within the interdisciplinary curriculum. Evergreen's nine planning areas for undergraduate studies are Culture, Text, and Language; Environmental Studies; Expressive Arts; Scientific Inquiry; Society, Politics, Behavior, and Change; Consciousness Studies; Sustainability and Justice; Critical and Creative Practices; and Native Programs at Evergreen.