
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 Zip Zip+4
Washington 98505

Street Address (if different)

Country
United States

Street/PO Box

2700 Evergreen Parkway NW

City

Olympia

State Zip Zip+4
Washington 98505

WWW Home Page Address

www.evergreen.edu

Main Phone Number (If international, enter country code)

Country Code Area Code Number Extension
City Code
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

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/apply.htm

[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:

[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

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

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

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

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

CDS A2. Source of institutional control (check one only):

- ☒ Public
☐ Private (Nonprofit)
☐ Proprietary

CDS A3. Classify your undergraduate institution:

- ☒ Coeducational College
☐ Men's College
☐ Women's College

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

- ☐ Very large city (over 500,000)
☐ Large city (250,000 - 499,999)
☒ Small city (50,000 - 249,999)
☐ Large town (10,000 - 49,999)
☐ Small town (2,500 - 9,999)
☐ Rural community (under 2,500)

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

A3.3. Campus environment:

- ☐ Urban
- ☐ Suburban
- ☒ Rural

CDS A4. Academic year calendar:

- ☐ Semester
- ☒ Quarter
- ☐ Trimester
- ☐ 4-1-4
- ☐ Continuous
- ☐ Differs by program

Other (specify):

A4.2. Summer offerings

- ☐ Extensive undergraduate courses available
- ☒ Limited undergraduate courses available

A4.3. Extended class availability

- ☒ Extensive evening or early morning classes at the undergraduate level (evenings after 6:00 PM)
- ☒ 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. First Professional Degrees (if no First Professional degrees, skip to A8)

- ☐ Dentistry
- ☐ Medicine, M.D.
- ☐ Optometry, O.D.
- ☐ Osteopathic Medicine, D.O.
- ☐ Pharmacy
- ☐ Podiatry, D.P.M.
- ☐ Veterinary Medicine, D.V.M.
- ☐ Chiropractic, D.C.
- ☐ Law, J.D.
- ☐ Theological Professions
- ☐ Rabbinical Professions

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.

- ☐ Agricultural College
- ☐ Bible College
- ☐ Branch Campus
- ☐ Career College

- ☐ College of Business
- ☐ College of Engineering
- ☐ College of Health Sciences
- ☐ College of Music
- ☐ College of Nursing
- ☐ College of Performing Arts
- ☐ College of Pharmacy
- ☐ College of Visual Arts
- ☐ Community College
- ☐ Culinary School
- ☐ Junior College
- ☐ Liberal Arts College/College of Arts and Sciences
- ☐ Maritime College
- ☐ Military College
- ☐ Rabbinical College
- ☐ School of Mortuary Science
- ☐ Seminary College
- ☐ Teachers College/College of Education
- ☐ Technical College
- ☐ University
- ☐ Virtual (no physical campus)

Free response:

A9.1. If your institution is a university that is divided into schools or colleges, indicate below those that are for **undergraduate** study (check as many as apply):

- ☐ Agriculture
- ☐ Architecture
- ☐ Arts and sciences
- ☐ Business
- ☐ Communications/journalism
- ☐ Education
- ☐ Engineering
- ☐ Fine arts
- ☐ Health sciences
- ☐ Music
- ☐ Nursing
- ☐ Performing/dramatic arts
- ☐ Social Work
- ☐ Theological studies

Other (specify):

- 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).

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, 2008.

| FU | LL-TIME | | PART-TIME | |
|---|---------|--------|-----------|--------|
| | Male | Female | Male | Female |
| Undergraduates | | | | |
| Degree-seeking, first-time freshmen | 337 | 322 | 5 | 1 |
| Other first-year, degree-seeking | 109 | 107 | 9 | 9 |
| All other degree-seeking | 1353 | 1713 | 106 | 157 |
| <i>Total degree-seeking</i> | 1799 | 2142 | 120 | 167 |
| All other undergraduates enrolled in credit courses | 1 | 1 | 53 | 81 |
| <i>Total undergraduates</i> | 1800 | 2143 | 173 | 248 |
| First-professional | | | | |
| First-time, first-professional students | | | | |
| All other first-professionals | | | | |
| <i>Total first-professional</i> | | | | |
| Graduate | | | | |
| Degree-seeking, first-time | 38 | 65 | 16 | 22 |
| All other degree-seeking | 17 | 51 | 28 | 74 |
| All other graduates enrolled in credit courses | 0 | 0 | 3 | 18 |
| <i>Total graduate</i> | 55 | 116 | 47 | 114 |

Total all undergraduates: 4364

Total all graduate and professional students: 332

Total full-time undergraduate degree-seeking students: 3941

Total of all undergraduate degree-seeking students: 4228

- 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, 2008. 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.

| D | egree-Seeking, First-Time First-Year | Degree-Seeking Undergraduates (include first-time, first-year) | Total Undergraduates (both degree- and non-degree seeking) |
|-------------------------------------|---|---|---|
| Nonresident aliens | 5 | 24 | |
| Black, non-Hispanic | 27 | 194 | |
| American Indian or Alaska Native | 18 | 135 | |
| Asian or Pacific Islander | 35 | 210 | |
| Hispanic | 22 | 200 | |
| White, non-Hispanic | 485 | 2954 | |
| Race/ethnicity unknown | 73 | 511 | |
| Total | 665 | 4228 | |

B2.1. Nonresident alien graduate and first professional enrollment

| G | raduates | First-Professional |
|--------------------|----------|--------------------|
| 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, 2007, to June 30, 2008:**

| | |
|------|---------------------------------|
| | Certificate/diploma |
| | Associate degrees |
| 1077 | Bachelor's degrees |
| | Postbachelor's certificates |
| 97 | Master's degrees |
| | Post-master's certificates |
| | Doctoral degrees |
| | First professional degrees |
| | First professional certificates |

(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 2008 Web-based survey. Please provide data for the Fall 2002 cohort if available. If not available, provide data for the Fall 2001 cohort.

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2002. Include in the cohort those who entered your institution during the summer term preceding Fall 2002.

CDS B11. Six-year graduation rate for 2002 cohort:

58

Six-year graduation rate for 2001 cohort:

57

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2007 (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 2007 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2008?

70

- B24. What percentage of freshmen who enrolled in Fall 2007 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.

Percent who enter law school

Percent who enter medical school

Percent who enter MBA programs

Percent who enter other graduate or professional programs

Percent who enter graduate or professional programs (total)

C. Freshman Admission

Freshman Admission

C. Director of Admission

| Prefix | First | Middle | Last | Suffix |
|--------|-------|--------|--------|--------|
| | Doug | | Scrima | |

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 2008. 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 853

Total first-time, first-year (freshman) women who applied 1136

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

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

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

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

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

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

Total first-time, first-year (degree-seeking) **applied**

Total first-time, first-year (degree-seeking) **admitted**

Total first-time, first-year (degree-seeking) **enrolled**

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 2008 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
- ☒ Transcript / record of courses and grades
- ☐ State high school equivalency certificate
- ☐ Interview
- ☐ Letter of recommendation from person other than parent

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

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

- ☐ Require
- ☐ Recommend
- ☐ 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 | 1 | |
| 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 other college prep elective from the areas above required.

C6.1. Please use the following lines to write a brief statement about how your admission decisions are reached. If your institution has an open admission policy but has specific admission criteria for certain groups of students or for certain programs, explain those qualifications here.

School achievement record, test scores, strength of curriculum taken in high school, personal statement, and understanding of interdisciplinary study.

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 type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Class Rank | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | |
|-------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Academic GPA | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recommendations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Standardized Test Scores | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Application Essay | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Nonacademic Interview | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Extracurricular Activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Talent/Ability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Character/Personal Qualities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| First generation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Alumni/ae Relation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Geographical Residence | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| State Residency | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Religious Affiliation or Commitment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Racial/ethnic status | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Volunteer Work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Work Experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Level of applicant's interest | <input type="radio"/> | <input 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 recommended. Interviews optional (by appointment for non-residents.)

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 2010**.

| | Require | Recommend | Require for Some | Consider if Submitted |
|----------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| SAT or ACT | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ACT only | <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"/> |
| SAT and SAT Subject Tests or ACT | <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 2010**, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

- ☐ ACT with Writing component required
- ☐ ACT with Writing component recommended
- ☒ ACT with or without Writing component 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 type="checkbox"/> | <input 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**:

- ☐ SAT
- ☐ ACT
- ☐ SAT Subject Tests
- ☐ AP
- ☐ CLEP
- ☐ Institutional exam
- ☐ 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 ☐

No ☐

(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.

Freshman Profile

Provide percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in Fall 2008, 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 2008 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. 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.

Percent submitting SAT scores

Percent submitting ACT scores

| | 25th Percentile | 75th Percentile |
|----------------------|----------------------------------|----------------------------------|
| SAT Critical Reading | <input type="text" value="530"/> | <input type="text" value="660"/> |
| SAT Math | <input type="text" value="470"/> | <input type="text" value="600"/> |
| SAT Writing | <input type="text"/> | <input type="text"/> |
| ACT Composite | <input type="text" value="22"/> | <input type="text" value="27"/> |

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

| | SAT Critical Reading | SAT Math | SAT Writing |
|---------|-----------------------------------|-----------------------------------|----------------------|
| 700-800 | <input type="text" value="14.3"/> | <input type="text" value="2.9"/> | <input type="text"/> |
| 600-699 | <input type="text" value="36.0"/> | <input type="text" value="25.6"/> | <input type="text"/> |
| 500-599 | <input type="text" value="34.3"/> | <input type="text" value="35.8"/> | <input type="text"/> |
| 400-499 | <input type="text" value="12.7"/> | <input type="text" value="29.3"/> | <input type="text"/> |
| 300-399 | <input type="text" value="2.7"/> | <input type="text" value="6.0"/> | <input type="text"/> |
| 200-299 | <input type="text" value="0.0"/> | <input type="text" value="0.4"/> | <input type="text"/> |
| Total | 100% | 100% | 100% |

| | ACT Composite | ACT English | ACT Math |
|---------|---------------------------------|----------------------|----------------------|
| 30-36 | <input type="text" value="13"/> | <input type="text"/> | <input type="text"/> |
| 24-29 | <input type="text" value="44"/> | <input type="text"/> | <input type="text"/> |
| 18-23 | <input type="text" value="37"/> | <input type="text"/> | <input type="text"/> |
| 12-17 | <input type="text" value="6"/> | <input type="text"/> | <input type="text"/> |
| 6-11 | <input type="text" value="0"/> | <input type="text"/> | <input type="text"/> |
| Below 6 | <input type="text" value="0"/> | <input type="text"/> | <input type="text"/> |
| Total | 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.)

- Percent in top tenth of high school graduating class
- Percent in top quarter of high school graduating class
- Percent in top half of high school graduating class
- Percent in bottom half of high school graduating class
- Percent in bottom quarter of high school graduating class
- 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.

- Percent who had GPA of 3.75 and higher
- Percent who had GPA between 3.50 and 3.74
- Percent who had GPA between 3.25 and 3.49
- Percent who had GPA between 3.00 and 3.24
- Percent who had GPA between 2.50 and 2.99
- Percent who had GPA between 2.0 and 2.49
- Percent who had GPA between 1.0 and 1.99
- Percent who had GPA below 1.0

(The next question is CDS C13.)

Admission Policies and Procedures: Fall 2010

CDS C13. Application fee

Does your institution have an application fee?

Yes ☒

No ☐

Amount of application fee \$

Can it be waived for applicants with financial need?

Yes ☒

No ☐

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

☒ Same fee

☐ Free

☐ Reduced

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

Yes ☒

No ☐

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

\$

C13.2. Indicate alternative formats in which your institution's application is available:

☒ Online through college's own Web site

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

☐ Online submission accepted

☐ Online submission required

☐ Paper application required

CDS C14. Application closing date

Does your institution have an application closing date?

Yes ☐

No ☐

Application closing date (fall) (MM/DD)

Priority date (MM/DD)

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

☐ receipt date

☒ 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 ☐

No ☐

Beginning date (MM/DD)

By date (MM/DD)

Other:

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

Must reply by date (MM/DD)

No set date

Yes ☐

No ☐

Must reply by May 1 (CRDA) or within

weeks if notified thereafter

Other

Deadline for housing deposit:

MM/DD

Amount of housing deposit \$

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:

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 2008 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:

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 2008

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 |
|--------|-------|--------|--------|--------|
| | Doug | | Scrima | |

Office students should contact

Phone Number

| Area Code | Number | Extension |
|-----------|---------|-----------|
| 360 | 8676170 | |

Fax Number

| Area Code | Number |
|-----------|---------|
| 360 | 8676576 |

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 ☒

No ☐

C25. SAT/ACT policies for undergraduate international students

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

C26. Is TOEFL generally required of nonresident alien applicants?

Yes ☒

No ☐

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

| | |
|----------------------------------|-----------------------------------|
| <input type="text" value="550"/> | TOEFL - Paper (Range 200-677) |
| <input type="text" value="213"/> | Computer (Range 0 - 300) |
| <input type="text"/> | Internet-based Test (Range 0-120) |

What is the average score of accepted applicants?

| | |
|----------------------|-----------------------------------|
| <input type="text"/> | Paper |
| <input type="text"/> | Computer |
| <input type="text"/> | Internet-based Test (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 2010 application closing date for undergraduate international students:

MM/DD 03/01

☐ Check here if the application deadline is in the calendar year prior to year of entry (that is, in 2009)

☐ 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:

20

(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 2008.

| | A | pplicants | Admitted applicants | Enrolled applicants |
|-------|------|-----------|---------------------|---------------------|
| Total | 1364 | 1318 | 802 | |

Application for Admission

CDS D3. Indicate terms for which transfers may enroll:

- ☒ Fall
- ☒ Winter
- ☒ Spring
- ☐ Summer

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

Yes ☒

No ☐

If yes, what is the minimum number of credits? 40

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

| R | 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.

| P | riority date | Closing date | Notification date | Reply date | Rolling admission |
|---------|------------------------------------|----------------------|------------------------------------|------------------------------------|-------------------------------------|
| (MM/DD) | (MM/DD) | (MM/DD) | (MM/DD) | (MM/DD) | |
| Fall | <input type="text" value="03/01"/> | <input type="text"/> | <input type="text" value="04/01"/> | <input type="text" value="05/01"/> | <input checked="" type="checkbox"/> |

CDS D10. Does an open admission policy, if reported, apply to transfer students?

Yes ☐

No ☒

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

Admissions decisions are based on a formula that combines GPA, credit earned, satisfactory completion of a variety of courses in liberal arts and sciences, and diversity factors.

Transfer Credit Policies

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

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

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

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:

CDS D17. Describe other transfer credit policies:

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, Seattle Central Community College, Pierce College, Grays Harbor College

Special Services

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

- ☒ Adviser
- ☒ Orientation
- ☒ Re-entry adviser
- ☐ Pre-admission transcript evaluation (determination of what courses will transfer)

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

- ☐ Transfer center
- ☐ Transfer adviser
- ☒ College fairs/transfer recruitment on campus

D21. Transfer students accepted at the following levels:

- ☒ First-semester freshman
- ☒ Second-semester freshman
- ☒ Sophomore
- ☒ Junior
- ☒ Senior

D22. Percentage of transfer students entering your institution in Fall 2008 at the following levels:

- % Entered as first-semester freshmen
- % Entered as second-semester freshmen
- % Entered as sophomores
- % Entered as juniors
- % Entered as seniors

D23. Percentage of transfer students entering your institution in Fall 2008 from 2-year and 4-year programs:

- % transferred from 2-year programs
- % 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.

- ☒ Accelerated program
- ☐ Cooperative education program
- ☐ Cross-registration

- ☐ Distance learning
- ☒ Double major
- ☐ Dual enrollment
- ☐ English as a Second Language
- ☒ Exchange student program (domestic)
- ☐ External degree program
- ☐ Honors program
- ☒ Independent study
- ☒ Internships
- ☐ Liberal arts/career combination
- ☒ Student-designed major
- ☒ Study abroad
- ☒ Teacher certification program
- ☒ Weekend college

Other (specify):

E1.1. Other off-campus study options.

- ☐ New York semester
- ☐ Semester at sea
- ☐ United Nations semester
- ☐ Urban semester
- ☐ Washington semester

E1.2. Do you offer GED preparation?

Yes ☐

No ☒

Are you a GED test center?

Yes ☐

No ☒

E1.3. If you have formal partnerships with national corporations, local businesses, or high schools describe them briefly (do not include dual enrollment or outreach programs here):

E1.4. Do you offer license preparation in the following areas?

| | 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"/> |

E1.5. Do you have a separate undergraduate honors college with different admission requirements and different academic offerings?

Yes ☐

No ☒

If so, please describe briefly the admission requirements, the number of freshmen admitted (in general) and the academic program.

(The next question is E1.7)

E1.7. Programs leading to combined bachelor's/graduate:

| | 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"/> |

E1.8. [Based on your responses in previous sections of the survey, this question does not need to be answered by your institution.](#)

Academic Support Services

E3. Identify the academic support services offered to students.

☐ Writing center

☒ Learning center

- ☒ Tutoring
- ☐ Remedial instruction
- ☐ Pre-admission summer program
- ☒ Reduced course load
- ☒ Study skills assistance

E3.1. Are academic support services available:

Evenings (after 6:00PM)

Yes ☒

No ☐

Weekends

Yes ☒

No ☐

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 ☐

No ☒

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

Location of workstations.

- ☒ Dorms
- ☒ Library
- ☒ Computer center
- ☐ Student center

Check off if these apply:

- ☒ Dorms wired for high speed internet connections (e.g. Ethernet, T1, T3).
- ☒ Dorms wired for access to campus-wide network.
- ☒ E-mail accounts provided to all students.
- ☒ Online course registration for freshmen.
- ☒ Commuter/off-campus students can connect to campus network.
- ☐ Computer repair service available on campus.
- ☒ Computer helpline available.
- ☒ Online library (ability to read books, periodicals, etc. on-line).
- ☒ Discounted computer software for sale (on-campus store).
- ☐ Discounted computer hardware for sale (on-campus store).
- ☒ Student web hosting.
- ☒ Wireless network.

Placement and Credit by Examination

E6. Information should reflect policies affecting freshmen entering Fall 2010.

Institutional/departmental examinations used for placement, counseling, or credit.

Yes ☐

No ☒

E7. Maximum number of credits awarded for prior work and/or life experiences

E8. Policy limiting hours of credit by examination that may be counted toward a degree:

Hours of credit by examination may be counted toward associate degree

Hours of credit examination may be counted toward a bachelor's degree

Other credit by examination policy

E9. Credit and/or placement awarded for International Baccalaureate?

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 |
|----------------------|------------------------------------|----------------------|-------------------------------------|----------------------|
| <input type="text"/> | <input type="text" value="Leona"/> | <input type="text"/> | <input type="text" value="Walker"/> | <input type="text"/> |

Title

Phone Number

Area Code Number Extension

E-mail

College Board's College-Level Examination Program (CLEP)

E13.0. CLEP official

| Prefix | First | Middle | Last | Suffix |
|----------------------|------------------------------------|----------------------|-------------------------------------|----------------------|
| <input type="text"/> | <input type="text" value="Leona"/> | <input type="text"/> | <input type="text" value="Walker"/> | <input type="text"/> |

Phone Number

Area Code Number Extension

E-mail

E13. Number of freshmen entering in Fall 2008 who received credit on the basis of CLEP examinations.

Number of total students entering in Fall 2008 who received credit on the basis of CLEP examinations (including freshmen)

E14. Indicate the minimum score at which credit is generally awarded. Score ranges are on a 20-80 scale for all examinations. Indicate your policy for the College-Level Examination Program (CLEP) computer-based test (CBT) on this page. The American Council on Education (ACE) recommends awarding credit for scores of 50 for all computer-based CLEP examinations with the exception of Level 2 French, German, and Spanish, which have larger recommended cut scores (French Level 2 - 59, German Level 2 - 60, Spanish Level 2 - 63). A score of "99" indicates that credit is awarded on an

individually-determined basis.

| | Exam Grade Required for Credit; | Number of Credit Hours Awarded |
|---|---------------------------------|--------------------------------|
| American Literature | 50 | 8 |
| Analyzing and Interpreting Literature | 50 | 8 |
| Freshman College Composition | 50 | 8 |
| English Composition | 50 | 8 |
| English Composition with Essay | | |
| English Literature | 50 | 8 |
| Humanities | 50 | 8 |
| College Algebra | 50 | 8 |
| College Algebra - Trigonometry | 50 | 8 |
| Biology | 50 | 8 |
| Chemistry | 50 | 8 |
| Precalculus | 50 | 8 |
| Calculus | 50 | 8 |
| College Mathematics | 50 | 8 |
| Natural Sciences | 50 | 8 |
| Trigonometry | 50 | 8 |
| French - Level 1 | 50 | 12 |
| French - Level 2 | 62 | 12 |
| German - Level 1 | 50 | 12 |
| German - Level 2 | 63 | 12 |
| Spanish - Level 1 | 50 | 12 |
| Spanish - Level 2 | 66 | 12 |
| American Government | 50 | 8 |
| Educational Psychology, Introduction To | 50 | 8 |
| History of the United States I | 50 | 8 |
| History of the United States II | 50 | 8 |
| Human Growth and Development | 50 | 8 |
| Macroeconomics, Principles of | 50 | 8 |
| Microeconomics, Principles of | 50 | 8 |
| Psychology, Introductory | 50 | 8 |
| Social Sciences and History | 50 | 8 |
| Sociology, Introductory | 50 | 8 |
| Western Civilization I | 50 | 8 |
| Western Civilization II | 50 | 8 |
| Accounting, Principles of | 50 | 8 |
| Business Law, Introductory | 50 | 8 |
| Financial Accounting | 50 | 8 |
| Information Systems and Computer Applications | 50 | 8 |
| Management, Principles of | 50 | 8 |
| Marketing, Principles of | 50 | 8 |

If necessary, refer to the definitions below while completing the following questions.

Online (80+% of content delivered online):

A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

Blended (30 to 79% of content delivered online):

A course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-to-face meetings.

Traditional or Web-facilitated (0 to 29% of content delivered online):

A course that uses little or no online technology - content is delivered in writing or orally, or uses web-based technology to facilitate what is essentially a face-to-face course. Examples of this might be posting the syllabus or list of assignments on a web page.

E15. Distance Learning Official

First Last

Title

Phone Number (If international, enter country code)

Country Code Area Code Number Extension
City Code

Email Address

E15.1. **Online offerings** (80+% of content delivered online) by your institution as of the institution's official fall reporting date or as of October 15, 2008

- ☐ No Online offerings
☐ Online courses, but no fully online programs
☐ Online program(s)

E15.2. **Blended offerings** (30 to 79% of content delivered online) by your institution as of the institution's official fall reporting date or as of October 15, 2008

- ☐ No Blended offerings
☐ Blended courses, but no blended programs
☐ Blended program(s)

E15.3. **What was the first year your institution provided online or blended offerings:**

☒ Does not apply; no online or blended offerings

An online course was first offered in (enter year)

An online program was first offered in (enter year)

A blended course was first offered in (enter year)

A blended program was first offered in (enter year)

E15.4. Indicate the number of students that took at least one online course (as of the institution's official fall reporting date or as of October 15, 2008) and your best estimate of the percentage of these that took **all** of their courses online in each of the categories in the chart below.

[Please note that the **first professional degree** is defined as an award in one of the following fields: chiropractic (DC, DCM), dentistry (DDS, DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), rabbinical and Talmudic studies (MHL, Rav), Pharmacy (BPharm, PharmD), podiatry (PodD, DP, DPM), veterinary medicine (DVM), law (LLB, JD), divinity/ministry (BD, MDiv).]

| N | umber of students who took at least one online course | Percent of these students who took all of their courses online |
|---|---|---|
|---|---|---|

| | | |
|----------------------|----------------------|----------------------|
| Undergraduate | <input type="text"/> | <input type="text"/> |
| Graduate | <input type="text"/> | <input type="text"/> |
| First-professional | <input type="text"/> | <input type="text"/> |
| Any other for-credit | <input type="text"/> | |
| Any non-credit | <input type="text"/> | |
| Total | <input type="text"/> | |

E15.5. By Fall 2009, total online enrollment (at all levels) is expected to:

- ☐ Grow by about percent
- ☐ Stay about the same
- ☐ Decrease
- ☐ Does not apply;
no online/distance offerings
(80+% of content delivered online)

E15.6. Face-to-face, online and blended **program offerings** at your institution as of the institution's official fall reporting date or as of October 15, 2008; check all that apply.

| | Face-to-face Programs | | Online Programs 80+% of content delivered online | | Blended Programs 30 to 79% of content delivered online | |
|---|---|--------------------------|--|--------------------------|--|--------------------------|
| | Undergraduate (Associate or Bachelor) | Graduate | Undergraduate (Associate or Bachelor) | Graduate | Undergraduate (Associate or Bachelor) | Graduate |
| None | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Business | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Computer and information sciences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Engineering | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Health professions and related sciences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Liberal arts and sciences, general studies, humanities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Psychology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Social sciences and history | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Any other discipline | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

E15.7. What is your best estimate of the percentage of **course sections** in each of the following categories as of the institution's official fall reporting date or as of October 15, 2008? Percentages should total 100%. Count each individual section of a multi-section course (e.g., six sections of Biology 101 represent six course sections.)

Percent of
Course Sections

Taught as an online course:

Taught as a blended course:

Taught face-to-face:

Taught other (explain below)

Total 100%

Explain instruction types used for courses classified above in "Taught other":

F. Student Life

CDS F1. Percentages of first-time, first-year degree-seeking (freshman) students and all degree-seeking undergraduates enrolled in Fall 2008 who fit the following categories:

| F | irst-time, first-year (freshman) students | Undergraduates |
|---|--|----------------|
| Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator) | 49.2 | 27.7 |
| Percent of men who join fraternities | | |
| Percent of women who join sororities | | |
| Percent who live in college-owned, -operated, or -affiliated housing | 79 | 22 |
| Percent who live off campus or commute | 21 | 78 |
| Percent of students age 25 and older | 4.1 | 30 |

| | First-time, first-year (freshman) students | Undergraduates |
|---|--|----------------|
| Average age of full-time students | 18.8 | 24.0 |
| Average age of all students (full- and part-time) | 18.8 | 24.3 |

F1.1. Is your campus considered primarily:

Residential ☒

Commuter ☐

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

- ☐ Campus ministries
- ☒ Choral groups
- ☐ Concert band
- ☒ Dance
- ☒ Drama/Theater
- ☐ International student organization
- ☐ Jazz band
- ☒ Literary magazine
- ☐ Marching band
- ☐ Model UN
- ☒ Music ensembles
- ☐ Musical theater
- ☐ Opera
- ☒ Pep Band
- ☒ Radio station
- ☒ Student government
- ☒ Student newspaper
- ☒ Student-run film society
- ☐ Symphony orchestra
- ☒ Television station
- ☐ Yearbook

F2.1. Social organizations:

- ☐ Fraternities
- ☐ Sororities

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

Army ROTC is offered:

On Campus At cooperating institution

☐ ☐

Naval ROTC is offered:

On Campus At cooperating institution

☐ ☐

Air Force ROTC is offered:

On Campus At cooperating institution

☐ ☐

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

- ☒ Coed dorms
- ☐ Men's dorms
- ☐ Women's dorms
- ☒ Apartments for married students
- ☒ Apartments for single students
- ☒ Special housing for disabled students
- ☒ Special housing for international students
- ☐ Fraternity/sorority housing
- ☐ Cooperative housing
- ☒ Theme housing
- ☒ Wellness housing (alcohol/drug/smoke-free)

Other housing options (specify):

Apartment-style housing, freshmen halls, freshmen quiet, community action, sustainability, apartment-style quiet, substance free housing available.

F4.1. Indicate housing policies at your institution:

- ☐ No college-affiliated student housing available
- ☒ Guaranteed on-campus housing for freshmen
- ☐ Guaranteed on-campus housing for all undergraduates
- ☒ Assistance in locating off-campus housing

F4.2. Religious observance required?

Yes ☐

No ☒

F4.3. List up to 10 religious, political, ethnic, and social service organizations available on campus:

Developing Ecological Agricultural Practices, Evergreen Queer Alliance, Women of Color Coalition, Common Bread, MEChA, Women's Resource Center, political information center, Students at Evergreen for Ecological Design, Geoduck Union

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

F4.5. Are pets allowed in dorm rooms?

Yes ☒

No 

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

Yes

No

F5. Intercollegiate athletic association membership:

 National Association of Intercollegiate Athletics (NAIA)









































































































































































 National Collegiate Athletic Association (NCAA)

 National Junior College Athletic Association (NJCAA)

 United States Collegiate Athletic Association (USCAA)

 National Christian College Athletic Association (NCCAA)

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

| I | intercollegiate | | Intramural | | Scholarship | | Club | |
|-----------------------|---|---|---|---|---|---|---|---|
| | Male | Female | Male | Female | Male | Female | Male | Female |
| Archery |  |  |  |  |  |  |  |  |
| Badminton |  |  |  |  |  |  |  |  |
| Baseball |  |  |  |  |  |  |  |  |
| Basketball |  |  |  |  |  |  |  |  |
| Bowling |  |  |  |  |  |  |  |  |
| Boxing |  |  |  |  |  |  |  |  |
| Cheerleading |  |  |  |  |  |  |  |  |
| Cricket |  |  |  |  |  |  |  |  |
| Cross-Country |  |  |  |  |  |  |  |  |
| Diving |  |  |  |  |  |  |  |  |
| Equestrian |  |  |  |  |  |  |  |  |
| Fencing |  |  |  |  |  |  |  |  |
| Field Hockey |  |  |  |  |  |  |  |  |
| Football |  |  |  |  |  |  |  |  |
| Football (Non-Tackle) |  |  |  |  |  |  |  |  |
| Golf |  |  |  |  |  |  |  |  |
| Gymnastics |  |  |  |  |  |  |  |  |
| Handball |  |  |  |  |  |  |  |  |
| Ice Hockey |  |  |  |  |  |  |  |  |
| Judo |  |  |  |  |  |  |  |  |
| Lacrosse |  |  |  |  |  |  |  |  |
| Racquetball |  |  |  |  |  |  |  |  |
| Rifle |  |  |  |  |  |  |  |  |
| Rodeo |  |  |  |  |  |  |  |  |
| Rowing (Crew) |  |  |  |  |  |  |  |  |
| Rugby |  |  |  |  |  |  |  |  |

| | | | | | | | | |
|-----------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|
| Sailing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Skiing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Skin Diving | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Soccer | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Softball | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Squash | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Swimming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sync. Swimming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Table Tennis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tennis | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Track And Field | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Triathlon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Volleyball | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Water Polo | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Weightlifting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wrestling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

F8. Freshman Orientation

Freshman orientation available

Yes ☒

No ☐

Mandatory?

Yes ☒

No ☐

Is there a separate charge

Yes ☐

No ☒

Amount \$

Can you preregister for classes

Yes ☒

No ☐

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

Week-long orientation offers academic and social events to familiarize students with teaching, learning, and resources at campus.

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

☒ Adult (re-entering) student services/programs

☒ Alcohol/substance abuse counseling

☐ Chaplain/spiritual director

- ☒ Career counseling
- ☒ Economically disadvantaged student services
- ☒ Employment services for undergraduates
- ☒ Financial aid counseling
- ☒ Health services
- ☐ Legal services
- ☒ Minority student services
- ☒ On-campus daycare
- ☒ Personal counseling
- ☒ Placement service for graduates
- ☒ Veterans' counselor
- ☒ Women's services

(The next question is F11.)

F11. Service/facilities for the physically disabled

- ☒ Wheelchair accessibility
- ☒ Services and/or facilities for visually impaired
- ☒ Services and/or facilities for hearing impaired
- ☒ 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.

- ☐ Comprehensive services available
- ☒ Partial services available

G. Annual Expenses (G1-G7)

G. Chief Financial Aid Officer

Name Information

| Prefix | First | Middle | Last | Suffix |
|--------|-------|--------|----------|--------|
| | Julie | | Anderson | |

Title

Phone Number

| Area Code Number | Extension |
|------------------|-----------|
| 360 | 8676596 |

E-mail

Financial aid office phone number

| Area Code Number | Extension |
|------------------|-----------|
| 360 | 8676205 |

Title IV Code

Provide 2009-2010 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 2009-2010 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).

[Required fees should not include application and orientation fees.]

- ☐ Tuition and fees provided are **firm and final** for Fall 2009-2010.
- ☐ Fall 2009-2010 tuition and fee figures provided are **projections**.
- ☐ Fall 2009-2010 tuition and fee figures are **not available** at this time.

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

| | 2008-2009 (prior year) | 2009-2010 (first-year students) |
|--|---------------------------|------------------------------------|
| Private institution tuition: | \$ | \$ <input type="text"/> |
| Public institution tuition, in-district: | \$ 4797 | \$ <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: | \$ 15657 | \$ <input type="text"/> |
| Tuition/nonresident aliens (provide only if different from tuition for domestic first-year students): | \$ 15657 | <input type="text"/> |
| Required fees: | \$ 546 | \$ <input type="text"/> |
| Room and board (on-campus): | \$ 8052 | \$ <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 (2009-2010)

Other cost information (Prior Year, 2008-2009)

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 2008-2009 **Freshman costs** displayed in the CDS G1 (fr) chart above.

| I | ncorrect 2008-2009 | Correct 2008-2009 |
|------------------------|-------------------------|----------------------|
| 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 2008-2009 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 G5. Provide the estimated expenses for a typical full-time undergraduate student:

| | |
|---|---------|
| Books and supplies | \$ 924 |
| Residents (on-campus) | |
| Transportation | \$ 1098 |
| Other expenses | \$ 1941 |
| Commuters (living at home) | |
| Board only | \$ 2598 |
| Transportation | \$ 1254 |
| Other expenses | \$ 1590 |
| Commuters (not living at home) | |
| Room only | \$ 5454 |
| Board only | \$ 2598 |
| Total room and board (if your college cannot provide separate room and board figures for commuters not living at home) | \$ 8052 |
| Transportation | \$ 1254 |
| Other expenses | \$ 1941 |

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

| | 2008-2009 | 2009-2010 |
|---|-----------|-----------|
| Private institutions: | \$ | \$ |
| Public institutions in-district: | \$ | \$ |
| In-state, out-of-district (provide only if different from the in-district rate): | \$ | \$ |
| Out-of-state: | \$ | \$ |
| Nonresident aliens (provide only if different from figure for domestic first-year students): | \$ | \$ |

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

Financial Aid

CDS H1. 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 2007-2008 academic year (see the next item below), use the 2007-2008 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 column.** (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" in the definitions section above.)

Indicate academic year for which data are reported for items H1, H2, H2A, H3, and H6:

- ☐ 2008-2009 estimated
- ☒ 2007-2008 final

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

- ☐ Federal methodology (FM)
- ☐ Institutional methodology (IM)
- ☐ Both FM and IM

| | Need-based aid (include non-need-based aid used to meet need) \$ | Non-need-based aid (exclude non-need-based aid used to meet need) \$ |
|--|--|--|
| Scholarships/grants | | |
| Federal | \$ 5156190 | \$ 0 |
| State (i.e., all states, not only the state in which your institution is located) | \$ 4929176 | \$ 43452 |
| Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below) | \$ 719250 | \$ 225407 |
| Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college | \$ 195809 | \$ 545093 |
| Total scholarships/grants | \$ 11000425 | \$ 813452 |
| Self-Help | | |
| Student loans from all sources (excluding parent loans) | \$ 7185481 | \$ 4780014 |
| Federal work-study | \$ 332749 | |
| State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.) | \$ 604469 | \$ |
| Total self-help | \$ 8122699 | \$ 4780014 |
| Parent loans | \$ 2820848 | \$ 550452 |
| Tuition waivers (Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.) | \$ 1091205 | \$ 1235131 |
| Athletic awards | \$ 48104 | \$ 49794 |

CDS 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.

| | First-time, full-time freshmen | Full-time undergrad (incl. fresh) | Less than full-time undergrad |
|---|--------------------------------|-----------------------------------|-------------------------------|
| a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2008 cohort) | 679 | 3794 | 341 |
| b) Number of students in line a who applied for need-based financial aid | 430 | 2578 | 152 |
| c) Number of students in line b who were determined to have financial need | 289 | 2165 | 123 |
| d) Number of students in line c who were awarded any financial aid | 271 | 2066 | 107 |
| e) Number of students in line d who were awarded any need-based scholarship or grant aid | 192 | 1741 | 79 |
| f) Number of students in line d who were awarded any need-based self-help aid | 172 | 1618 | 74 |
| g) Number of students in line d who were awarded any non-need-based scholarship or grant aid | 147 | 336 | 8 |
| h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans) | 41 | 238 | 6 |

| | | | |
|--|--------------------------------------|--------------------------------------|--------------------------------------|
| 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) | <input type="text" value="76"/> | <input type="text" value="75"/> | <input type="text" value="40"/> |
| 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) | \$ <input type="text" value="6481"/> | \$ <input type="text" value="7221"/> | \$ <input type="text" value="3222"/> |
| k) Average need-based scholarship or grant award of those in line e | \$ <input type="text" value="6009"/> | \$ <input type="text" value="6861"/> | \$ <input type="text" value="3609"/> |
| l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f | \$ <input type="text" value="3994"/> | \$ <input type="text" value="5011"/> | \$ <input type="text" value="4264"/> |
| m) Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f who received a need-based loan | \$ <input type="text" value="3480"/> | \$ <input type="text" value="4254"/> | \$ <input type="text" value="4072"/> |

CDS H2A. Number of Enrolled Students Awarded Non-need-based Grants and Scholarships:

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 grant or scholarship 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.

| F | First-time, Full-Time Freshman | Full-time Undergrad (inc. fresh) | Less than Full-time Undergrad |
|--|--------------------------------------|--|-------------------------------------|
| 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 receiving athletic awards and tuition benefits) | <input type="text" value="17"/> | <input type="text" value="24"/> | <input type="text" value="0"/> |
| o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n | \$ <input type="text" value="4502"/> | \$ <input type="text" value="4235"/> | \$ <input type="text" value="0"/> |
| p) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant | <input type="text" value="4"/> | <input type="text" value="28"/> | <input type="text" value="0"/> |
| q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p | \$ <input type="text" value="1763"/> | \$ <input type="text" value="1522"/> | \$ <input type="text" value="0"/> |

H3. Student aid and college costs

Numbers should reflect the cohort to which responses in H1, H2, and H2a refer. Data from these three questions (as well as responses in CDS B1, CDS G1, and CDS H1) will be used by the College Board for its annual reports on aggregate amounts of student aid, tuition discounting, and college costs. These reports do not refer to institutions by name; data are presented in categories such as 4-year private, 4-year public, etc., so that individual institution data cannot be identified.

Indicate academic year for which data are reported for items **H1, H2, H2A, H3, and H6**:

- ☐ 2008-2009 estimated
- ☒ 2007-2008 final

Degree-seeking first-time, full-time freshmen

a) Indicate the number of *enrolled degree-seeking first-time, full-time freshmen* awarded **institutional** scholarships and grant aid for the same academic year indicated in responses to H1, H2, and H2a. This number should include students receiving athletic aid, but it should not include students receiving **only** tuition waivers.

b) Indicate the *total amount* of **institutional** scholarships and grant aid awarded to *degree-seeking first-time, full-time freshmen* for the same academic year cited in H1, H2, H2a, and H3a. *This dollar amount should represent institutional (endowment, alumni, or other institutional awards) and external funds awarded by the college (excluding athletic aid and tuition waivers). This amount **should not** include Federal and State grants/scholarships.*

\$

Indicate the total amount of **athletic aid** awarded to the *degree-seeking first-time, full-time freshmen* in the academic year cited above:

\$

Indicate the total amount of **tuition waivers** awarded to the *degree-seeking first-time, full-time freshmen* in the academic year cited above:

\$

All degree-seeking undergraduates

c) Indicate the **gross** undergraduate tuition and required fee revenue (*degree-seeking undergraduates only*) for the same academic year cited in H3a and H3b. This gross undergraduate tuition and required fee figure includes all tuition and fees **charged**.

\$

Note: These are the graduates and loan types to include and exclude in order to fill out CDS H4, H4a, H5 and H5a.

Include:

a) 2008 undergraduate class who graduated between July 1, 2007 and June 30, 2008 who started at your institution as first-time students and received a bachelor's degree between July 1, 2007 and June 30, 2008

b) only loans made to students who borrowed while enrolled at your institution

c) co-signed loans

Exclude:

a) those who transferred in

b) money borrowed at other institutions

CDS H4. Provide the percentage of the class (defined above) who borrowed at any time through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and Unsubsidized, private loans that were certified by your institution, etc.; exclude parent loans). Include both Federal Direct Student Loans and Federal Family Education Loans.

%

H4a. Provide the percentage of the class (defined above) who borrowed at any time through **federal** loan programs--Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans. NOTE: Exclude all institutional, state, private alternative loans and parent loans.

%

CDS H5. Report the average per-borrower cumulative undergraduate indebtedness of those in line H4.

\$

H5a. Report the average per-borrower cumulative undergraduate indebtedness through **federal** loan programs--Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans. These are listed in line H4a. NOTE: Exclude all institutional, state, private alternative loans and exclude parent loans.

\$

H5.1. Is need-based financial aid available to full-time students?

Yes ☒

No ☐

H5.2. Is need-based financial aid available to part-time students?

Yes ☒

No ☐

H5.3. Do you practice need-blind admission?

Yes ☒

No ☐

H5.4. All financial aid based on need?

Yes ☒

No ☐

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

CDS H6. Indicate your institution's policy regarding institutional grant or scholarship aid for undergraduate, degree-seeking non-resident aliens.

- ☐ Institutional need-based grant or scholarship aid is available.
- ☐ Institutional non-need-based grant or scholarship aid is available.
- ☒ Institutional grant and scholarship aid is not available.

If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded institutional need-based or non-need based aid:

Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: \$

Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: \$

CDS H7. Check all financial aid forms nonresident alien first-year financial aid applicants must submit:

- ☐ Institution's own financial aid form
- ☐ CSS/Financial Aid PROFILE
- ☐ International Student's Financial Aid Application
- ☒ International Student's Certification of Finances

Other:

Process for First-Year/Freshman Students

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

- ☒ FAFSA
- ☒ Institution's own financial aid form
- ☐ CSS/Financial Aid PROFILE
- ☐ State aid form
- ☐ Noncustodial PROFILE
- ☐ Noncustodial (Divorced/Separated) Parent's Statement
- ☐ Business/Farm Supplement

Other:

If CSS PROFILE is required of some students, please outline policy

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

Does your institution have a deadline for filing required financial aid forms?

Yes ☐

No ☒

Priority date (MM/DD)

Filing deadline (MM/DD)

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

a. Students notified on or about (MM/DD)

☒ b. Students notified on a rolling basis:

If b is checked, starting date (MM/DD)

CDS H11. Indicate reply dates

Students must reply by (MM/DD)

or within the following number of weeks of notification:

(The next question is CDS H14.)

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

| N | on-need | Need-based |
|--------------------------|-------------------------------------|--------------------------|
| Academics | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Alumni Affiliation | <input type="checkbox"/> | <input type="checkbox"/> |
| Art | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Athletics | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Job Skills | <input type="checkbox"/> | <input type="checkbox"/> |
| Leadership | <input type="checkbox"/> | <input type="checkbox"/> |
| Minority Status | <input type="checkbox"/> | <input type="checkbox"/> |
| Music/Drama | <input type="checkbox"/> | <input type="checkbox"/> |
| Religious Affiliation | <input type="checkbox"/> | <input type="checkbox"/> |
| ROTC | <input type="checkbox"/> | <input type="checkbox"/> |
| State/District Residency | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

(Next three questions for transfer students only.)

H14.1. Transfer student financial aid application procedures for Fall 2010

If different from the financial aid application deadlines for freshman applicants, indicate the following deadlines for transfer student applicants:

Priority date for filing required financial aid forms (MM/DD)

Deadline for filing required financial aid forms (MM/DD)

☐ No deadline for filing required forms (applications processed on a rolling basis):

Indicate notification dates for transfer student financial aid applications (answer a or b):

a. Students notified on or about (MM/DD)

☐ b. Students notified on a rolling basis

If b is checked, starting date (MM/DD)

H14.2. Indicate reply dates:

Students must reply by (MM/DD)

or within the following number of weeks of notification:

CDS 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:

H15.1. Provide regulations or policies regarding financial aid for transfer students not covered by the preceding questions. Include any special aid or limitations on aid available to transfer students.

Policies on reducing and/or meeting college costs.

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

Tuition and/or fee waivers for

- ☐ Adult students
- ☐ Senior citizens
- ☐ Family members enrolled simultaneously
- ☐ Family of clergy/clergy commitment
- ☐ Children of alumni
- ☒ Minority students
- ☐ Unemployed or children of unemployed workers
- ☒ Employees/families of employees

Tuition guarantee plans

- ☐ Tuition at time of first enrollment guaranteed to all students for 4 (or 2) years
- ☐ Tuition at time of first enrollment guaranteed only to students making advance payment
- ☐ Tuition futures or advance payment program for parents of young children

Tuition payment plans

- ☒ Credit card payment
- ☐ Prepayment discount
- ☐ External finance company
- ☒ Installment payment
- ☐ 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 deadline for merit and cultural diversity scholarships February 1. Minority students may apply for tuition and fee waiver scholarships; amount of award equal to in-state tuition and fees. Discount waiver for employees. To meet priority deadline for required financial aid forms, official results of FAFSA must be received by March 15.

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 2008. 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 | Exclude |
| (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 or 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.

First-professional: includes the fields of 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), law (JD) and theological professions (MDiv, MHL).

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).

| F | ull-Time | Part-Time |
|--|----------|-----------|
| a. Total number of instructional faculty | 164 | 79 |
| b. Total number who are members of minority groups | 40 | 10 |
| c. Total number who are women | 82 | 41 |
| d. Total number who are men | 82 | 38 |
| f. Total number with doctorate, first professional, or other terminal degree | 147 | 37 |

(The next question is CDS I-3.)

CDS 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 2008 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 2008. 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.

Number of Class Sections with Undergraduates Enrolled.

Undergraduate Class Size (provide numbers)

| | 2-9 | 10-19 | 20-29 | 30-39 | 40-49 | 50-99 | 100+ | Total |
|--------------------|-----|-------|-------|-------|-------|-------|------|-------|
| Class Sections | 21 | 44 | 66 | 10 | 34 | 23 | 0 | 198 |
| Class Sub-sections | | | | | | | | |

J. Degrees Offered and Awarded

CDS J. Disciplinary areas of DEGREES CONFERRED

Degrees conferred between July 1, 2007 and June 30, 2008

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, First professional certificate) should not be reported in this chart.

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

| D | Diploma/Certificate | Associate degrees | Bachelor's degrees | CIP 2000 Categories to Include |
|---|---------------------|-------------------|--------------------|--------------------------------|
| Agriculture | | | | 1 |
| Natural resources/environmental science | | | | 3 |
| Architecture | | | | 4 |
| Area and ethnic studies | | | | 5 |
| Communications/journalism | | | | 9 |
| Communication technologies | | | | 10 |
| Computer and information sciences | | | | 11 |
| Personal and culinary services | | | | 12 |
| Education | | | | 13 |
| Engineering | | | | 14 |
| Engineering technologies | | | | 15 |
| Foreign languages and literature | | | | 16 |
| Family and consumer sciences | | | | 19 |
| Law/legal studies | | | | 22 |
| English | | | | 23 |
| Liberal arts/general studies | | | 86 | 24 |
| Library sciences | | | | 25 |
| Biological/life studies | | | | 26 |

| | | | | |
|---|----------------------|----------------------|----------------------|----|
| Mathematics | <input type="text"/> | <input type="text"/> | <input type="text"/> | 27 |
| Military science and technologies | <input type="text"/> | <input type="text"/> | <input type="text"/> | 29 |
| Interdisciplinary studies | <input type="text"/> | <input type="text"/> | 14 | 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 |
| Security 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 sciences | <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. Administrative Officers

Chief Executive Officer

| Prefix | First | Middle | Last | Suffix |
|----------------------|--------|--------|-------|----------------------|
| <input type="text"/> | Thomas | L | Purce | <input type="text"/> |

Email Address

Chief Institutional Research Officer

| Prefix | First | Middle | Last | Suffix |
|----------------------|-------|--------|---------|----------------------|
| <input type="text"/> | Laura | K | Coghlán | <input type="text"/> |

Email Address

Chief Academic Officer

| Prefix | First | Middle | Last | Suffix |
|----------------------|-------|--------|-------|----------------------|
| <input type="text"/> | Don | | Bantz | <input type="text"/> |

Email Address

Enrollment Manager

| Prefix | First | Middle | Last | Suffix |
|----------------------|-------|--------|--------|----------------------|
| <input type="text"/> | Steve | | Hunter | <input type="text"/> |

Email Address

hunters@evergreen.edu

Director, ESL Program

Prefix

First

Middle

Last

Suffix

Melissa

Hahn

Email Address

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Public Relations Officer

Prefix

First

Middle

Last

Suffix

Todd

Sprague

Email Address

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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 six planning areas for undergraduate studies are Culture, Text, and Language; Environmental Studies; Expressive Arts; Native American and World Indigenous People's Studies; Scientific Inquiry; and Society, Politics, Behavior, and Change. These undergraduate planning units provide concentration areas that roughly translate into the following CIP 2000 areas of academic focus.

CIP Codes for Undergraduate Areas of Concentration

| CIP Code | CIP Description |
|----------|---|
| 01.9999 | Agriculture and Related Sciences |
| 03.0101 | Natural Resources and Conservation |
| 03.0103 | Environmental Studies |
| 03.0104 | Environmental Science |
| 05.0202 | American Indian/Native American Studies |
| 05.9999 | Area, Ethnic, Cultural, and Gender Studies, Other |
| 09.0101 | Communication and Media Studies |
| 09.9999 | Communication, Journalism, and Related Programs, Other |
| 11.9999 | Computer and Information Sciences and Support Services, Other |
| 13.9999 | Education, Other |
| 16.1200 | Classics and Languages, Literatures and Linguistics, General |
| 16.9999 | Foreign Languages, Literature, and Linguistics |
| 23.0101 | English Language and Literature/Letters |
| 23.9999 | English Language and Literature/Letters, Other |
| 24.0101 | Liberal Arts and Sciences/Liberal Studies |
| 24.0103 | Humanities/Humanistic Studies |
| 26.9999 | Biological and Biomedical Sciences, Other |
| 27.9999 | Mathematics and Statistics, Other |
| 30.0101 | Biological and Physical Sciences |
| 30.1801 | Multi/Interdisciplinary Sciences |
| 30.2001 | International/Global Studies |
| 30.2301 | Intercultural/Multicultural and Diversity Studies |
| 30.9999 | Multi-/Interdisciplinary Studies, Other |
| 38.9999 | Philosophy and Religious Studies, Other |
| 40.0101 | Physical Sciences |
| 40.9999 | Physical Sciences, Other |
| 42.9999 | Psychology, Other |
| 44.0401 | Public Administration |
| 44.9999 | Public Administration and Social Service Professions, Other |
| 45.1001 | Political Sciences and Government, General |
| 45.1101 | Sociology |
| 45.9999 | Social Sciences, Other |
| 50.0501 | Drama and Dramatics/Theatre Arts, General |
| 50.0601 | Film/Cinema Studies |
| 50.0602 | Cinematography and Film/Video Production |
| 50.0701 | Art/Art Studies, General |
| 50.0702 | Fine/Studio Arts, General |
| 50.0706 | Intermedia/Multimedia |
| 50.9999 | Visual and Performing Arts, Other |
| 51.9999 | Health Professions and Related Clinical Sciences, Other |
| 52.9999 | Business Administration and Management, Other |

Graduate Degrees

| Master | CIP Code | CIP Description |
|--------------------|----------|---|
| MES | 03.0103 | Environmental Studies |
| MPA | 44.0401 | Public Administration |
| MIT | 13.1206 | Teacher Education, multiple levels |
| MEA (dual MPA/MES) | 03.0299 | Natural Resources Management and Policy, Other |
| MED | 13.0301 | Master of Education in Curriculum and Instruction |

Common Data Set Definitions

♦ All definitions related to the financial aid section appear at the end of the Definitions document.

♦ Items preceded by an asterisk (*) represent definitions agreed to among publishers which do not appear on the CDS document but may be present on individual publishers' surveys.

***Academic advisement:** Plan under which each student is assigned to a faculty member or a trained adviser, who, through regular meetings, helps the student plan and implement immediate and long-term academic and vocational goals.

Accelerated program: Completion of a college program of study in fewer than the usual number of years, most often by attending summer sessions and carrying extra courses during the regular academic term.

Admitted student: Applicant who is offered admission to a degree-granting program at your institution.

***Adult student services:** Admission assistance, support, orientation, and other services expressly for adults who have started college for the first time, or who are re-entering after a lapse of a few years.

American Indian or Alaska native: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

Applicant (first-time, first year): An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution).

Application fee: That amount of money that an institution charges for processing a student's application for acceptance. This amount is *not* creditable toward tuition and required fees, nor is it refundable if the student is not admitted to the institution.

Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.

Associate degree: An award that normally requires at least two but less than four years of full-time equivalent college work.

Bachelor's degree: An award (baccalaureate or equivalent degree, as determined by the Secretary of the U.S. Department of Education) that normally requires at least four years but *not* more than five years of full-time equivalent college-level work. This includes ALL bachelor's degrees conferred in a five-year cooperative (work-study plan) program. (A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies.) Also, it includes bachelor's degrees in which the normal four years of work are completed in three years.

Black, non-Hispanic: A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).

Board (charges): Assume average cost for 19 meals per week or the maximum meal plan.

Books and supplies (costs): Average cost of books and supplies. Do not include unusual costs for special groups of students (e.g., engineering or art majors), unless they constitute the majority of students at your institution.

Calendar system: The method by which an institution structures most of its courses for the academic year.

Campus Ministry: Religious student organizations (denominational or nondenominational) devoted to fostering religious life on college campuses. May also refer to Campus Crusade for Christ, an interdenominational Christian organization.

***Career and placement services:** A range of services, including (often) the following: coordination of visits of employers to campus; aptitude and vocational testing; interest inventories, personal counseling; help in resume writing, interviewing, launching the job search; listings for those students desiring employment and those seeking permanent positions; establishment of a permanent reference folder; career resource materials.

Carnegie units: One year of study or the equivalent in a secondary school subject.

Certificate: See **Postsecondary award, certificate, or diploma.**

Class rank: The relative numerical position of a student in his or her graduating class, calculated by the high school on the basis of grade-point average, whether weighted or unweighted.

College-preparatory program: Courses in academic subjects (English, history and social studies, foreign languages, mathematics, science, and the arts) that stress preparation for college or university study.

Common Application: The standard application form distributed by the National Association of Secondary School Principals for a large number of private colleges who are members of the Common Application Group.

***Community service program:** Referral center for students wishing to perform volunteer work in the community or participate in volunteer activities coordinated by academic departments.

Commuter: A student who lives off campus in housing that is not owned by, operated by, or affiliated with the college. This category includes students who commute from home and students who have moved to the area to attend college.

Contact hour: A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as clock hour.

Continuous basis (for program enrollment): A calendar system classification that is used by institutions that enroll students at any time during the academic year. For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date.

Cooperative education program: A program that provides for alternate class attendance and employment in business, industry, or government.

Cooperative housing: College-owned, -operated, or -affiliated housing in which students share room and board expenses and participate in household chores to reduce living expenses.

***Counseling service:** Activities designed to assist students in making plans and decisions related to their education, career, or personal development.

Credit: Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.

Credit course: A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other formal award.

Credit hour: A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or a 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

Cross-registration: A system whereby students enrolled at one institution may take courses at another institution without having to apply to the second institution.

Deferred admission: The practice of permitting admitted students to postpone enrollment, usually for a period of one academic term or one year.

Degree: An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies.

Degree-seeking students: Students enrolled in courses for credit who are recognized by the institution as seeking a degree or formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

Differs by program (calendar system): A calendar system classification that is used by institutions that have occupational/vocational programs of varying length. These schools may enroll students at specific times depending on the program desired. For example, a school might offer a two-month program in January, March, May, September, and November; and a three-month program in January, April, and October.

Diploma: See **Postsecondary award, certificate, or diploma.**

Distance learning: An option for earning course credit at off-campus locations via cable television, internet, satellite classes, videotapes, correspondence courses, or other means.

Doctoral degree: The highest award a student can earn for graduate study. The doctoral degree classification includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and the Doctor of Philosophy degree in any field such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology. For the Doctor of Public Health degree, the prior degree is generally earned in the closely related field of medicine or in sanitary engineering.

Double major: Program in which students may complete two undergraduate programs of study simultaneously.

Dual enrollment: A program through which high school students may enroll in college courses while still enrolled in high school. Students are not required to apply for admission to the college in order to participate.

Early action plan: An admission plan that allows students to apply and be notified of an admission decision well in advance of the regular notification dates. If admitted, the candidate is not committed to enroll; the student may reply to the offer under the college's regular reply policy.

Early admission: A policy under which students who have not completed high school are admitted and enroll full time in college, usually after completion of their junior year.

Early decision plan: A plan that permits students to apply and be notified of an admission decision (and financial aid offer if applicable) well in advance of the regular notification date. Applicants agree to accept an offer of admission and, if admitted, to withdraw their applications from other colleges. There are three possible decisions for early decision applicants: admitted, denied, or not admitted but forwarded for consideration with the regular applicant pool, without prejudice.

English as a Second Language (ESL): A course of study designed specifically for students whose native language is not English.

Exchange student program-domestic: Any arrangement between a student and a college that permits study for a semester or more at another college in the United States without extending the amount of time required for a degree. **See also Study abroad.**

External degree program: A program of study in which students earn credits toward a degree through independent study, college courses, proficiency examinations, and personal experience. External degree programs require minimal or no classroom attendance.

Extracurricular activities (as admission factor): Special consideration in the admissions process given for participation in both school and nonschool-related activities of interest to the college, such as clubs, hobbies, student government, athletics, performing arts, etc.

First professional certificate (postdegree): An award that requires completion of an organized program of study designed for persons who have completed the first professional degree. Examples could be refresher courses or additional units of study in a specialty or subspecialty.

First professional degree: An award in one of the following fields: Chiropractic (DC, DCM), dentistry (DDS, DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), rabbinical and Talmudic studies (MHL, Rav), Pharmacy (BPharm, PharmD), podiatry (PodD, DP, DPM), veterinary medicine (DVM), law (LLB, JD), divinity/ministry (BD, MDiv).

First-time student: A student attending any institution for the first time at the level enrolled. Includes students enrolled in the fall term who attended a postsecondary institution for the first time at the same level in the prior summer term. Also includes students who entered with advanced standing (college credit earned before graduation from high school).

First-time, first-year (freshman) student: A student attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

First-year student: A student who has completed less than the equivalent of 1 full year of undergraduate work; that is, less than 30 semester hours (in a 120-hour degree program) or less than 900 contact hours.

Freshman: A first-year undergraduate student.

***Freshman/new student orientation:** Orientation addressing the academic, social, emotional, and intellectual issues involved in beginning college. May be a few hours or a few days in length; at some colleges, there is a fee.

Full-time student (undergraduate): A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term.

Geographical residence (as admission factor): Special consideration in the admission process given to students from a particular region, state, or country of residence.

Grade-point average (academic high school GPA): The sum of grade points a student has earned in secondary school divided by the number of courses taken. The most common system of assigning numbers to grades counts four points for an A, three points for a B, two points for a C, one point for a D, and no points for an E or F. Unweighted GPA's assign the same weight to each course. Weighting gives students additional points for their grades in advanced or honors courses.

Graduate student: A student who holds a bachelor's or first professional degree, or equivalent, and is taking courses at the post-baccalaureate level.

***Health services:** Free or low cost on-campus primary and preventive health care available to students.

High school diploma or recognized equivalent: A document certifying the successful completion of a prescribed secondary school program of studies, or the attainment of satisfactory scores on the Tests of General Educational Development (GED), or another state-specified examination.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Honors program: Any special program for very able students offering the opportunity for educational enrichment, independent study, acceleration, or some combination of these.

Independent study: Academic work chosen or designed by the student with the approval of the department concerned, under an instructor's supervision, and usually undertaken outside of the regular classroom structure.

In-state tuition: The tuition charged by institutions to those students who meet the state's or institution's residency requirements.

International student: See **Nonresident alien**.

International student group: Student groups that facilitate cultural dialogue, support a diverse campus, assist international students in acclimation and creating a social network.

Internship: Any short-term, supervised work experience usually related to a student's major field, for which the student earns academic credit. The work can be full- or part-time, on- or off-campus, paid or unpaid.

***Learning center:** Center offering assistance through tutors, workshops, computer programs, or audiovisual equipment in reading, writing, math, and skills such as taking notes, managing time, taking tests.

***Legal services:** Free or low cost legal advice for a range of issues (personal and other).

Liberal arts/career combination: Program in which a student earns undergraduate degrees in two separate fields, one in a liberal arts major and the other in a professional or specialized major, whether on campus or through cross-registration.

Master's degree: An award that requires the successful completion of a program of study of at least the full-time equivalent of one but not more than two academic years of work beyond the bachelor's degree.

Minority affiliation (as admission factor): Special consideration in the admission process for members of designated racial/ethnic minority groups.

***Minority student center:** Center with programs, activities, and/or services intended to enhance the college experience of students of color.

Model United Nations: A simulation activity focusing on conflict resolution, globalization, and diplomacy. Assuming roles as foreign ambassadors and "delegates," students conduct research, engage in debate, draft resolutions, and may participate in a national Model UN conference.

Nonresident alien: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

***On-campus day care:** Licensed day care for students' children (usually age 3 and up); usually for a fee.

Open admission: Admission policy under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications.

Other expenses (costs): Include average costs for clothing, laundry, entertainment, medical (if not a required fee), and furnishings.

Out-of-state tuition: The tuition charged by institutions to those students who do not meet the institution's or state's residency requirements.

Part-time student (undergraduate): A student enrolled for fewer than 12 credits per semester or quarter, or fewer than 24 contact hours a week each term.

***Personal counseling:** One-on-one or group counseling with trained professionals for students who want to explore personal, educational, or vocational issues.

Post-baccalaureate certificate: An award that requires completion of an organized program of study requiring 18 credit hours beyond the bachelor's; designed for persons who have completed a baccalaureate degree but do not meet the requirements of academic degrees carrying the title of master.

Post-master's certificate: An award that requires completion of an organized program of study of 24 credit hours beyond the master's degree but does not meet the requirements of academic degrees at the doctoral level.

Postsecondary award, certificate, or diploma: Includes the following three IPEDS definitions for postsecondary awards, certificates, and diplomas of varying durations and credit/contact hour requirements—

Less Than 1 Academic Year: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters or 3 quarters) or in less than 900 contact hours by a student enrolled full-time.

At Least 1 But Less Than 2 Academic Years: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 1 but less than 2 full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.

At Least 2 But Less Than 4 Academic Years: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 2 but less than 4 full-time equivalent academic years, or designed for completion in at least 60 but less than 120 credit hours, or in at least 1,800 but less than 3,600 contact hours.

Private institution: An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials.

Private for-profit institution: A private institution in which the individual(s) or agency in control receives compensation, other than wages, rent, or other expenses for the assumption of risk.

Private nonprofit institution: A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit schools and those affiliated with a religious organization.

Proprietary institution: See **Private for-profit institution**.

Public institution: An educational institution whose programs and activities are operated by publicly elected or appointed school officials, and which is supported primarily by public funds.

Quarter calendar system: A calendar system in which the academic year consists of three sessions called quarters of about 12 weeks each. The range may be from 10 to 15 weeks. There may be an additional quarter in the summer.

Race/ethnicity: Category used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group.

Race/ethnicity unknown: Category used to classify students or employees whose race/ethnicity is not known and whom institutions are unable to place in one of the specified racial/ethnic categories.

Religious affiliation/commitment (as admission factor): Special consideration given in the admission process for affiliation with a certain church or faith/religion, commitment to a religious vocation, or observance of certain religious tenets/lifestyle.

***Religious counseling:** One-on-one or group counseling with trained professionals for students who want to explore religious problems or issues.

***Remedial services:** Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.

Required fees: Fixed sum charged to students for items not covered by tuition and required of such a large proportion of all students that the student who does NOT pay is the exception. Do not include application fees or optional fees such as lab fees or parking fees.

Resident alien or other eligible non-citizen: A person who is not a citizen or national of the United States and who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card [Form I-551 or I-151], a Temporary Resident Card [Form I-688], or an Arrival-Departure Record [Form I-94] with a notation that conveys legal immigrant status, such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).

Room and board (charges)—on campus: Assume double occupancy in institutional housing and 19 meals per week (or maximum meal plan).

Secondary school record (as admission factor): Information maintained by the secondary school that may include such things as the student's high school transcript, class rank, GPA, and teacher and counselor recommendations.

Semester calendar system: A calendar system that consists of two semesters during the academic year with about 16 weeks for each semester of instruction. There may be an additional summer session.

Student-designed major: A program of study based on individual interests, designed with the assistance of an adviser.

Study abroad: Any arrangement by which a student completes part of the college program studying in another country. Can be at a campus abroad or through a cooperative agreement with some other U.S. college or an institution of another country.

***Summer session:** A summer session is shorter than a regular semester and not considered part of the academic year. It is not the third term of an institution operating on a trimester system or the fourth term of an institution operating on a quarter calendar system. The institution may have 2 or more sessions occurring in the summer months. Some schools, such as vocational and beauty schools, have year-round classes with no separate summer session.

Talent/ability (as admission factor): Special consideration given to students with demonstrated talent/abilities in areas of interest to the institution (e.g., sports, the arts, languages, etc.).

Teacher certification program: Program designed to prepare students to meet the requirements for certification as teachers in elementary, middle/junior high, and secondary schools.

Transfer applicant: An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has previously attended another college or university and earned college-level credit.

Transfer student: A student entering the institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate). The student may transfer with or without credit.

Transportation (costs): Assume two round trips to student's hometown per year for students in institutional housing or daily travel to and from your institution for commuter students.

Trimester calendar system: An academic year consisting of 3 terms of about 15 weeks each.

Tuition: Amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit.

***Tutoring:** May range from one-on-one tutoring in specific subjects to tutoring in an area such as math, reading, or writing. Most tutors are college students; at some colleges, they are specially trained and certified.

Unit: a standard of measurement representing hours of academic instruction (e.g., semester credit, quarter credit, contact hour).

Undergraduate: A student enrolled in a four- or five-year bachelor's degree program, an associate degree program, or a vocational or technical program below the baccalaureate.

***Veteran's counseling:** Helps veterans and their dependents obtain benefits for their selected program and provides certifications to the Veteran's Administration. May also provide personal counseling on the transition from the military to a civilian life.

***Visually impaired:** Any person whose sight loss is not correctable and is sufficiently severe as to adversely affect educational performance.

Volunteer work (as admission factor): Special consideration given to students for activity done on a volunteer basis (e.g., tutoring, hospital care, working with the elderly or disabled) as a service to the community or the public in general.

Wait list: List of students who meet the admission requirements but will only be offered a place in the class if space becomes available.

Weekend college: A program that allows students to take a complete course of study and attend classes only on weekends.

White, non-Hispanic: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

***Women's center:** Center with programs, academic activities, and/or services intended to promote an understanding of the evolving roles of women.

Work experience (as admission factor): Special consideration given to students who have been employed prior to application, whether for relevance to major, demonstration of employment-related skills, or as explanation of student's academic and extracurricular record.

Financial Aid Definitions

External scholarships and grants: Scholarships and grants received from outside (private) sources that students bring with them (e.g., Kiwanis, National Merit scholarships). The institution may process paperwork to receive the dollars, but it has no role in determining the recipient or the dollar amount awarded.

Financial aid applicant: Any applicant who submits **any one of** the institutionally required financial aid applications/forms, such as the FAFSA.

Indebtedness: Aggregate dollar amount borrowed through any loan program (federal, state, subsidized, unsubsidized, private, etc.; excluding parent loans) while the student was enrolled at an institution. Student loans co-signed by a parent are assumed to be the responsibility of the student and **should** be included.

Institutional scholarships and grants: Endowed scholarships, annual gifts and tuition funded grants for which the institution determines the recipient.

Financial need: As determined by your institution using the federal methodology and/or your institution's own standards.

Need-based aid: College-funded or college-administered award from institutional, state, federal, or other sources for which a student must have financial need to qualify. This includes both institutional and non-institutional student aid (grants, jobs, and loans).

Need-based scholarship or grant aid: Scholarships and grants from institutional, state, federal, or other sources for which a student must have financial need to qualify.

Need-based self-help aid: Loans and jobs from institutional, state, federal, or other sources for which a student must demonstrate financial need to qualify.

Non-need-based scholarship or grant aid: Scholarships and grants, gifts, or merit-based aid from institutional, state, federal, or other sources (including unrestricted funds or gifts and endowment income) awarded solely on the basis of academic achievement, merit, or any other non-need-based reason. When reporting questions H1 and H2, non-need-based aid that is used to meet need should be counted as need-based aid.

Note: Suggested order of precedence for counting non-need money as need-based:

- Non-need institutional grants
- Non-need tuition waivers
- Non-need athletic awards
- Non-need federal grants
- Non-need state grants
- Non-need outside grants
- Non-need student loans
- Non-need parent loans
- Non-need work

Non-need-based self-help aid: Loans and jobs from institutional, state, or other sources for which a student need not demonstrate financial need to qualify.

Work study and employment: Federal and state work study aid, and any employment packaged by your institution in financial aid awards.