

## Evergreen State College (WA) 3658

### A. General Information

CDS A1. General Address Information

Name of College or University

Evergreen State College

Mailing Address

Country

United States

Street/PO Box

2700 Evergreen Parkway NW

City

Olympia

State

Washington

Zip

98505

Zip+4

Region/Province

Postal Code

Street Address (if different)

Country

United States

Street/PO Box

2700 Evergreen Parkway NW

City

Olympia

State

Washington

Zip

98505

Zip+4

0001

Region/Province

Postal Code

WWW Home Page Address

www.evergreen.edu

Main Phone Number (If international, enter country code)

Country Code

Area Code  
City Code

Number

Extension

360

8676000

Admissions Phone Number

Area Code	Number	Extension
<input type="text" value="360"/>	<input type="text" value="8676170"/>	<input type="text"/>

Admissions Toll-Free Number

Area Code	Number	Extension
<input type="text"/>	<input type="text"/>	<input type="text"/>

Admissions Fax Number

Area Code	Number
<input type="text" value="360"/>	<input type="text" value="8675114"/>

Admissions Office Mailing Address

Country

Street/PO Box 1

Street/PO Box 2

City

State	Zip	Zip+4
<input type="text" value="Washington"/>	<input type="text" value="98505"/>	<input type="text"/>

Region/Province	Postal Code
<input type="text"/>	<input type="text"/>

Admissions E-mail Address

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

[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

<input type="text"/>		
City		
<input type="text"/>		
State	Zip	Zip+4
<input type="text"/>	<input type="text"/>	<input type="text"/>
Region/Province	Postal Code	
<input type="text"/>	<input type="text"/>	

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:

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

Facebook: (facebook.com/\_\_\_\_\_)

Instagram: (instagram.com/\_\_\_\_\_)

Tumblr: (\_\_\_\_\_.tumblr.com)

Twitter: (twitter.com/\_\_\_\_\_)

YouTube: (youtube.com/user/\_\_\_\_\_)

Other social channels

CDS A2. Source of institutional control:

- 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.

6 miles from downtown, 60 miles from Seattle.

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

A8. Religious affiliation, if any:

Religious affiliation, if different from above:

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

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

- Teachers College/College of Education
- Technical College
- University
- Virtual (no physical campus)

Free response:

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

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

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

**B. Enrollment and Persistence**

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

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

CDS B2. **Enrollment by Racial/Ethnic Category.** Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2016. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

	Degree-Seeking, First-Time First-Year	Degree-Seeking Undergraduates (include first-time, first-year)	Total Undergraduates (both degree- and non-degree seeking)
--	---------------------------------------	--	--

Nonresident aliens	0	26	26
Hispanic/Latino	69	394	400
Black or African American, non-Hispanic	29	185	190
White, non-Hispanic	381	2473	2514
American Indian or Alaska Native, non-Hispanic	8	76	77
Asian, non-Hispanic	16	109	109
Native Hawaiian or other Pacific Islander, non-Hispanic	0	12	12
Two or more races, non-Hispanic	54	295	297
Race and/or ethnicity unknown	15	162	162
Total	572	3732	3787

B2.1. Nonresident alien graduate enrollment

	Graduates
Nonresident aliens	2

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

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

### Persistence

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

<input type="text"/>	Certificate/diploma
<input type="text"/>	Associate degrees
1019	Bachelor's degrees
<input type="text"/>	Postbachelor's certificates
141	Master's degrees
<input type="text"/>	Post-master's certificates
<input type="text"/>	Doctoral degrees - research/scholarship
<input type="text"/>	Doctoral degrees - professional practice
<input type="text"/>	Doctoral degrees - other

(The next question is CDS B11.)

### Graduation Rates



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

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

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

Six-year graduation rate for 2009 cohort:

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

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

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

#### Retention Rates

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

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

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

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

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

Percent who enter law school

Percent who enter medical school

Percent who enter MBA programs

Percent who enter other graduate programs

20

Percent who enter graduate programs (total)

**C. Freshman Admission**

**Freshman Admission**

C. Director of Admission

Prefix	First	Middle	Last	Suffix
	Eric		Pedersen	

Title

Director of Admissions

Phone Number

Area Code	Number	Extension
360	8676170	

E-mail

admissions@evergreen.edu

**First-Time, First-Year (Freshman) Admission**

CDS C1.

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

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

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

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

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

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

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

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

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

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

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

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

Yes

No

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

Number of qualified applicants offered a place on waiting list

Number accepting a place on the waiting list

Number of wait-listed students admitted

Is your waiting list ranked?

Yes

No

If yes, do you release that information to students?

Yes

No

Do you release that information to school counselors?

Yes

No

### Admission Requirements

CDS C3. High school completion requirement.

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

High school diploma is required and GED is accepted

High school diploma is required and GED is not accepted

High school diploma or equivalent is not required

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

Statement describing home school structure and mission

- 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:

Personal statement required.

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	2	
Foreign Language	2	
Social Studies	3	
History		
Computer Science		
Visual/Performing Arts		
Academic Elective	1	

Other (specify):

One fine, visual, or performing arts elective or college prep elective from the areas above required.

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
<b>Academic</b>				
Rigor of secondary school record	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class Rank	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Academic GPA	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Standardized Test Scores	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application Essay	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Nonacademic</b>				
Interview	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Extracurricular Activities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Talent/Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Character/Personal Qualities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
First generation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alumni/ae Relation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Geographical Residence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
State Residency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Religious Affiliation or Commitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Racial/ethnic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Volunteer Work	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Work Experience	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Level of applicant's interest	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Interviews required
- Essay or personal statement required

Other:

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

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

**SAT and ACT Policies**

CDS C8. Entrance exams

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

Yes

No

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

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

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

ACT with Writing required

ACT with Writing recommended

ACT with or without Writing accepted

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

SAT with Essay required

SAT with Essay recommended

SAT with or without Essay accepted

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

SAT essay  ACT essay

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

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

Yes

No

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

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

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

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

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

If State exam is selected above, please specify:

C8.1.

For Puerto Rico colleges/universities only:  
 The Prueba de Evaluacion y Admision Universitaria (the PAA and the Pruebas de Aprovechamiento en Ingles, Espanol y Matematicas) 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.

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

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

**Highest Section Scores Across Test Dates Version 1 (Evidence-Based Reading and Writing, Math)**  
 [Your Institution's name here] has indicated that it considers your highest section scores across all SAT test dates that you submit. Feel free to send any additional scores that you want to make available to [your Institution's name here].

**Highest Section Scores Across Test Dates Version 2 (Evidence-Based Reading and Writing, Math)**  
 [Your Institution's name here] has indicated that it considers your highest section scores across all SAT test dates that you submit. Only your highest section scores will be considered as part of the final admissions decision. Each time you submit scores, [your Institution's name here] will update your record with any new high scores.  
 [Your Institution's name here] strongly encourages you to submit your scores each time you take the SAT. Sending your scores each time you take the SAT can benefit you by allowing [your Institution's name here] to consider you for all available enrollment opportunities.

**Single Highest Test Date Version 1 (Sum of Evidence-Based Reading and Writing + Math)**  
 [Your Institution's name here] has indicated that it considers the SAT scores from your single highest test date (the sum of Evidence-Based Reading and Writing + Math). Feel free to send any additional scores that you want to make available to [your Institution's name here].

**Single Highest Test Date Version 2 (Sum of Evidence-Based Reading and Writing + Math)**  
 [Your Institution's name here] has indicated that it considers the SAT scores from your single highest test date (the sum of Evidence-Based Reading and Writing + Math). Only your highest scores will be considered as part of the final admissions decision. Each time you submit scores, [your Institution's name here] will update your record with any new high scores.  
 [Your Institution's name here] strongly encourages you to submit your scores each time you take the SAT. Sending your scores each time you take the SAT can benefit you by allowing [your Institution's name here] to consider you for all available enrollment-related opportunities.

**All SAT Scores Required for Review**  
 [Your Institution's name here] has indicated that it considers all SAT scores in its review process and requires that you submit all SAT scores from all test dates.

**Contact Institution for Information**  
 Please contact [your Institution's name here] for information about its use of SAT scores.  
 If your institution has provided a URI for its web site, the Student-Focused Description will read:



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

### Freshman Profile

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

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

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

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

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

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

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

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

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

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

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

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

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

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 2018**

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 which applications you accept. Check all that apply.

Online through college's own Web site

Common Application

Universal Application

Coalition Application

Other

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)

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

Priority date (MM/DD)

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

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

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

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 2016 entering class:

Number of early decision applications received by your institution

Number of applicants admitted under early decision plan

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

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

Yes

No

If yes, please complete the following:

Early action closing date (MM/DD)

Early action notification date (MM/DD)

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

Yes

No

C22.1. Early action applications for Fall 2016

Number of early action applications received by your institution

Number of applicants admitted under early action plan

Number of applicants enrolled under early action plan

(The next question is C24.0)

**International Admission**

C24.0. International Admission Policies

Contact Information

Prefix	First	Middle	Last	Suffix
	Matthew		Pelpert	

Office students should contact

Admissions

Phone Number

Area Code Number	Extension
360	8676168

Fax Number

Area Code Number	Extension
360	8675114

E-mail

admissions@evergreen.edu

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ACT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SAT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SAT and SAT Subject Tests or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SAT Subject Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

C26. Is TOEFL generally required of nonresident alien applicants?

Yes

No

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

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

What is the average score of accepted applicants?

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

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

academic course work in their first term?

Conditional admission based on English language proficiency.

C29. Application fee for undergraduate international students:

\$

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

MM/DD

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

No closing date

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

(The next question is C33.)

C33. List services available to international students

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

### Adult Student Admission Policies

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

Test policies are the same as described in question C8.

SAT/ACT test scores are not required.

SAT/ACT test scores not required if applicant is over

years of age.

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

years or more

Other test policies for adult students:

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



**D. Transfer Admission**

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

	Applicants	Admitted applicants	Enrolled applicants
Total	1192	1119	675

**Application for Admission**

CDS D3. Indicate terms for which transfers may enroll:

- 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?

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

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

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

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

(The next question is CDS D9.)

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

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

Fall

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

**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:

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

**Institutions To Which/From Which Students Transfer**

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

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

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

**Special Services**

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

- 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 2016 at the following levels:

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

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

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

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

Agreements with all Washington community colleges.

---

**E. Academic Offerings and Policies.**

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

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

Other (specify):

E1.1. Other off-campus study options.

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

E1.2. Do you offer GED preparation?

Yes

No

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"/>

(The next question is E3)

**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

Other academic support services.

E3.1. Are academic support services available:

Evenings (after 6:00PM)

Yes

No

Weekends

Yes

No

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

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

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

E5. Computing on Campus

Are students required to have a personal or laptop computer?

Yes

No

Number of college-owned workstations available for general student use. 556

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 2018.  
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
	Leona		Walker	

Title

Admissions Office Manager

Phone Number

Area Code	Number	Extension
360	8676170	

E-mail

walkerle@evergreen.edu

**F. Student Life**


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

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

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

F1.1. Is your campus considered primarily:

Residential

Commuter 

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

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

F2.1. Social organizations:

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

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

Army ROTC is offered:

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

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

Naval ROTC is offered:

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

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

Air Force ROTC is offered:

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

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

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

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

Other housing options (specify):

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

F4.1. Indicate housing policies at your institution:

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

F4.2. Religious observance required?

Yes

No

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

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

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

F4.5. Are pets allowed in dorm rooms?

Yes

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.





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:

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

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
- Peer mentoring services
- Personal counseling
- Placement service for graduates
- Veterans' counselor
- Women's services

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

First People Multicultural Advising Services, Queer and Trans Center

F11. Service/facilities for the physically disabled

- 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 (G0-G7)**

G. **Chief Financial Aid Officer**

Name Information

Prefix	First	Middle	Last	Suffix
	Tracy		Hall	

Title



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

**Financial aid office**

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

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

<a href="http://www.evergreen.edu/costs/netprice-freshman.htm">http://www.evergreen.edu/costs/netprice-freshman.htm</a> (for freshmen applicants); <a href="http://www.evergreen.edu">http://www.evergreen.edu</a>
--

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

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

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

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

**[Required fees should not include application fee.]**

- Tuition and fees provided are **firm and final** for Fall 2017-2018.
- Fall 2017-2018 tuition and fee figures provided are **projections**.
- Fall 2017-2018 tuition and fee figures are **not available** at this time.

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

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

Other cost information (2017-2018)

Other cost information (Prior Year, 2016-2017)

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

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

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

Freshman Costs for 2016-2017 were wrong because:

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

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

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

Yes

No

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

Southern Regional Education Board Academic Common Market

Midwest Student Exchange

Western Undergraduate Exchange

New England Regional Student Program

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

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

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

	2016-2017	2017-2018
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<b>Private institutions:</b>	\$	\$ <input type="text"/>
<b>Public institutions in-district:</b>	\$ 218	\$ <input type="text"/>
In-state, out-of-district (provide only if different from the in-district rate):	\$	\$ <input type="text"/>
Out-of-state:	\$ 767	\$ <input type="text"/>
<b>Nonresident aliens</b> (provide only if different from figure for domestic first-year students):	\$	\$ <input type="text"/>

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

\$

## H. FINANCIAL AID

### Aid Awarded to Enrolled Undergraduates

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

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

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

<b>H3</b>	Federal methodology (FM)	X
<b>H3</b>	Institutional methodology (IM)	
<b>H3</b>	Both FM and IM	

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

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

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

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

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

**H3** Incorporated into H1 above.

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

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

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

Exclude: \* students who transferred in.

\* money borrowed at other institutions.

\* parent loans

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

<b>H4</b>	Provide the number of students in the 2016 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2015 and June 30, 2016. Exclude students who transferred into your institution	<b>337</b>
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**H5** Number and percent of students in class (defined in H4 above) borrowing from federal, non-federal, and any loan sources, and the average (or mean) amount borrowed. **NOTE:** The "Average per-undergraduate-borrower cumulative principal borrowed," is designed to provide better information about student borrowing from federal and nonfederal (institutional, state, commercial) sources. The numbers, percentages, and averages for each row should be based only on the loan source specified for the particular row. For example, the federal loans average (row b) should only be the cumulative average of federal loans and the private loans average (row e) should only be the cumulative average of private loans.

H5

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

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

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

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

H6	If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid:	0
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H6	Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:	\$0
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H6	Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:	\$0
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H7 Check off all financial aid forms nonresident alien first-year financial aid applicants must submit:

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



## Process for First-Year/Freshman Students

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

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

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

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

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

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

**H11** Indicate reply dates:

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

## Types of Aid Available

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

**H12** Loans

**H12** FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

<b>H12</b>	Direct Subsidized Stafford Loans	X
<b>H12</b>	Direct Unsubsidized Stafford Loans	X
<b>H12</b>	Direct PLUS Loans	X

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

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

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

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

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

**H15**

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

--

N/A

--

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 packets for all scholarships and tuition awards EXCEPT the Merit Award (due by May 2) must be submitted to the Office of Financial Aid.

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

### I. Instructional Faculty and Class Size

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

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

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

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

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

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

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

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



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

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

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

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

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

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

## K. Administrative Officers

K. A administrative Officers

Chief Executive Officer

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

Email Address

Chief Institutional Research Officer

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

Email Address  
coghlani@evergreen.edu

Chief Academic Officer

Prefix	First	Middle	Last	Suffix
	Kenneth		Tabbutt	

Email Address  
tabbuttk@evergreen.edu

Enrollment Manager

Prefix	First	Middle	Last	Suffix
	Steve		Hunter	

Email Address  
hunters@evergreen.edu

Director, ESL Program

Prefix	First	Middle	Last	Suffix
	Steven		Smith	

Email Address  
steven.smith@ef.com

Public Relations Officer

Prefix	First	Middle	Last	Suffix
	Todd		Sprague	

Email Address  
spraguet@evergreen.edu

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## L. List of Majors

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