Regular Meeting of the Board of Trustees

The Evergreen State College
2700 Evergreen Parkway NW, Evans Hall Suite 3201 Boardroom
Olympia, WA 98505
Tuesday, November 17, 2026
11:00 a.m. – 5:00 p.m.

Public Zoom link: https://evergreen.zoom.us/j/91535744131
"Ever Evolving Since 1971"

The Evergreen State College Mission Statement

As an innovative public liberal arts college, Evergreen emphasizes collaborative, interdisciplinary learning across significant differences. Our academic community engages students in defining and thinking critically about their learning. Evergreen supports and benefits from local and global commitment to social justice, diversity, environmental stewardship and service in the public interest.

AGENDA

11:00 a.m.

1. Call to order, determination of quorum
2. Introductions
3. Chair's opening remarks
4. Public comment*
5. Executive Leadership report
6. Student Trustee report
7. Representative reports
    a) Faculty
    b) Staff
    c) GSU (Geoduck Student Union)

LUNCH BREAK

8. Approval of meeting minutes
    a) Action item: *motion to approve minutes of September 2, 2026 and September 29, 2026.*
9. Board of Trustees 2027 meeting schedule
    a) Action item: *motion to approve the 2027 Board of Trustees meeting schedule*
10. Enrollment and retention update
11. AI Workgroup update
12. Student Achievement and Success Committee
    a) Chair's report
    b) SURF (Summer Undergraduate Research Fellowhip
    c) Student showcase
13. Finance and Budget Committee
    a) Chair's report
    b) Tuition recommendations
14. Mission Monitoring report
15. Design Futures proposal
    a) Action item: *motion to adopt Resolution 2026-04 proceeding with Design Futures program development and implementation*
16. Open Public Meetings Act executive session**

17. Evaluation of the president for 2025-26

a) Action item: *motion to authorize the Board Chair to develop a written evaluation of the president, including feedback from the Board.*

5:00 p.m. 18. Recess until day 2

the evergreen state college	**Regular Meeting of the Board of Trustees** Day 2 of 2 – Retreat ASHHO Cultural Community Center 5757 Littlerock Rd SW #4 Tumwater, WA 98512 Wednesday, November 18, 2026 9:00 a.m. – 4:00 p.m. **In-person (no remote option)**

The Board of Trustees will meet in a retreat setting to discuss college issues and planning. Members of the public will be welcome to attend the meeting.

* The Board of Trustees welcomes public comment at the business meeting on Tuesday, November 17. Comments can be submitted in writing or made orally during the meeting. Written comment will be distributed to the Trustees per the Board of Trustee's Public Comment Policy. Please submit written comment, or sign up to make oral public comment, no later than 11:00 a.m. Tuesday, November 17, 2026, by signing in at the meeting location or by emailing trustees@evergreen.edu.

** The Board will meet in Executive Session to review the performance of a public employee (RCW 42.30.110(1)(g) and to discuss with legal counsel representing the agency litigation or potential litigation to which the agency, the governing body, or a member acting in an official capacity is, or is likely to become, a party (RCW 42.30.110(1)(i)).

For more information or accommodations, please email trustees@evergreen.edu.

Academics Updates

Noah Coburn, Provost
Board of Trustees Regular Meeting
November 17, 2026

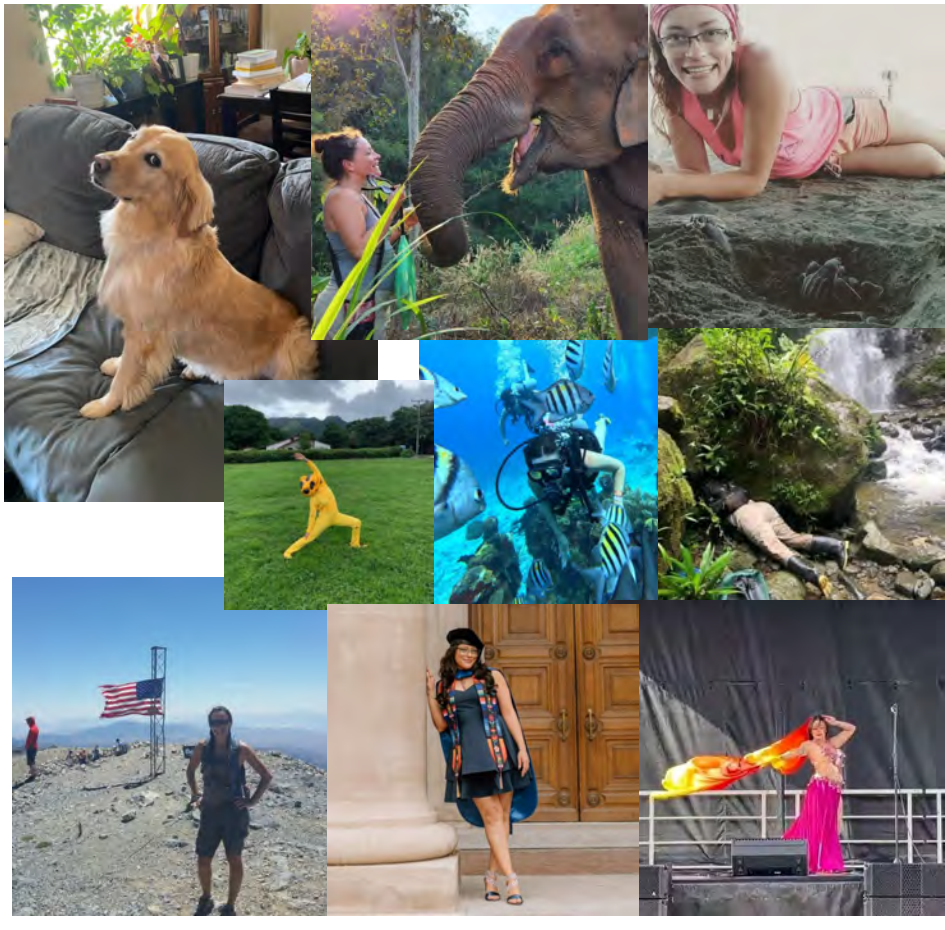
Keely Rodriguez (She/Her/Ella)

Keely is a new faculty member in the Olympia Daytime curriculum with path affiliations with Integrated Biology and Chemistry, and Environmental Studies

Originally from Las Vegas, NV, Keely obtained her Bachelors' degree in Biology from Nevada State University. After moving to Reno, Keely obtained her Ph.D. in Cell and Molecular Biology from University of Nevada, Reno.

Keely previously held a position as an aquarium curator, and her research spans across frog and sea turtle disease ecology and conservation, to immunology and chemical biology.

Keely loves traveling, hiking, diving, music, history, cultures, languages, and dance, and is really excited to start her life in the PNW!



Julie Kidder





Julie is joining the PaCE faculty in Legal Studies in US Historical Context! Her scholarship is situated at the intersections of law, rhetoric, narrative, race, and gender. Her current project examines the legal racialization and misrecognition of mixed racial heritage Americans. She also writes about reproductive justice, epistemological possibilities, and hermeneutics.

Beyond the archives, libraries, and office, she can be found in the woods and mountains, at coffee shops and museums, or on a playground with her two young children.

<u>Education:</u>

PhD Rhetoric, Carnegie Mellon University

JD, Georgetown University

BA, Humanities, University of Colorado at Boulder

Jonathan Batchelor





- I'm Dr. Jonathan Batchelor — a geospatial scientist, educator, and artist exploring how landscapes evolve and how technology can help us see them more clearly.
- I teach courses in GIS, remote sensing, LiDAR, and spatial analysis. My teaching focuses on building both technical skills and ecological awareness — helping students connect data to the living systems it represents.
- My **research** uses tools like terrestrial laser scanning (TLS), drone-based photogrammetry, and satellite imagery to study forest structure, vegetation dynamics, and ecosystem recovery. I'm particularly interested in how different forms of spatial data reveal patterns of change and resilience across scales — from individual trees to entire landscapes.
- Outside the classroom and lab, I create **art informed by spatial data and field experience**, exploring the visual and emotional dimensions of environmental change. For me, science and art share the same foundation: curiosity, pattern, and the drive to understand our relationship with the world around us.
- I am interested in the intersections of **teaching**, **research**, and **art** — three ways of studying and celebrating the landscapes that shape us.

Linyue (Vicky) Tong

NEW CHEMISTRY FACULTY

Teaching Experience

- 8 years teaching chemistry and related science courses at Culver-Stockton College, Canton, MO.
- 1 year as a visiting professor at Virginia Military Institute, Lexington, VA.

Education

Ph.D. Materials Science and Engineering
State University of New York at Binghamton

M.E. Materials Science and Engineering
Beijing University of Chemical Technology

B.E. Polymer Materials and Engineering
Beijing University of Chemical Technology



Designed by a student :)

Sarah Reagan

- Sarah Reagan (b. Minneapolis, MN) is joining PACE faculty in Woodworking and 3D Design. She is a sculptor who combines traditional woodworking techniques with digital fabrication.
- After serving in the Peace Corps in Togo and Mexico, Reagan received her MFA in Furniture Design & Woodworking at Virginia Commonwealth University. She's taught at Pacific Northwest College of Art, Arizona State University, the University of Wisconsin–Madison, Virginia Commonwealth University, Universidad Tecnológica de San Juan del Río, Arrowmont School of Arts and Crafts, and Penland School of Craft.
- She has a deep appreciation for coniferous trees, strong coffee, and The Simpsons.



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New Adjunct Faculty

(part 1)

- Jessica Bateman – MPA Housing Policy
- Chavely Cherena – Tacoma ECE
- Kate Cunningham – IAS Pre-Orientation, Media
- Meagan Darrow – MPA Public Policy, Budgeting, & Financial Mgt
- Erin Goodling – MES/PaCE, Climate Policy & Action, Environmental Communication
- Ebony Lawrence – PaCE, Medical Terminology
- Rhiannon McNulty – MES GIS
- Jeremy Mohn – MPA, Foundations of Public Policy

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New Adjunct Faculty

(part 2)

- Ian Mooney – IAS Truth and Beauty (+Justice): Kant's Critical System
- Korbett Mosesly – MPA Tacoma
- Regan Nally – PaCE General Chemistry
- Destiny Petroske – MPA Path to Sovereignty
- Tiffany Reiss – IAS Business
- Stephen Sharrett – PaCE Mycology
- Daniel Stone – MPA Tribal Governance
- Moema Umann – PaCE Video Editing

Regular Meeting of the Board of Trustees
September 2, 2026

Trustees Attending:	Miguel Pérez-Gibson Pam MacEwan Allyson Brooks Kris Peters Fred Goldberg
Absent:	Karen Fraser
Staff Present:	John Carmichael, President Dexter Gordon, Executive Vice President Noah Coburn, Provost Sandy Kaiser, Director of Government Relations Larry Locke, Director of Student Activities and New Student Programs Erik Gimness, Director of Institutional Research Lori Blewett, Academic Dean Jeremy Caudle, Vice President for Finance and Administration Abby Kelso, Vice President for Advancement Steff Beck, Academic Dean Kayla Mahnke-Hargett, Executive Associate to the Provost Trevor Speller, Vice Provost Jadon Berry, Executive Associate to the Executive Vice President Anna Johnson, Administrative Assistant to President and Executive VP Andrew Beattie, Executive Associate to the President and Secretary to the Board of Trustees Holly Joseph, Dean of Students Toby Sawyer, Associate Director of Enrollment for PaCE Tonya Strong, Associate Vice President for Enrollment, Marketing, and Communications Nick Ocheltree, Director of Marketing Content Strategy
Others Present:	Jasmine Pippin-Timco, Student Sharon English, Assistant Attorney General Nathalie Yuen, Faculty Representative

This meeting took place at Evergreen's Olympia campus in Evans Hall Boardroom 3201. Chair Pérez-Gibson called the meeting to order at 1:02 p.m. and Secretary Peters confirmed a quorum.

Introductions and Chair's opening remarks
Chair Pérez-Gibson provided opening remarks and introductions of Vice President of Finance and Administration Jeremy Caudle and Faculty Representative Nathalie Yuen.

Public comment
Chair Pérez-Gibson called for public comment at 1:15 p.m. There was no public comment.

Executive Session
Chair Pérez-Gibson announced an executive session at 1:30 p.m. No action was taken during the session. Open meeting resumed at 2:40 p.m.

Action following Executive Session
Action item: motion to approve Resolution 2026-04 and the request for individual defense by Attorney General submitted by William Ward on July 16, 2026.

Motion 2026-15	Secretary Peters moved to approve Resolution 2026-04 and the request for individual defense by Attorney General submitted by William Ward on July 16, 2026. The motion was seconded by Trustee Goldberg and passed on a voice vote.
Resolution 2026-04	Whereas the Board of Trustees of the Evergreen State College has reviewed the facts and circumstances underlying the complaint served on William Ward on July 15, 2026, be it therefore resolved that The Evergreen State College Board of Trustees determines that for all conduct alleged, William Ward, was acting in good faith within the scope of his official duties.

Executive leadership report
President John Carmichael and Executive Vice President Dexter Gordon provided an executive leadership report and thanked both Trustee Allyson Brooks and Trustee Fred Goldberg for their leadership and service to Evergreen.

Approval of meeting minutes
Action item: motion to approve meeting minutes of June 11, 2026.

Motion 2026-16	Trustee MacEwan moved to approve meeting minutes of June 11, 2026 as written. The motion was seconded by Trustee Goldberg and passed on a voice vote.

Representative reports
Faculty Representative Yuen provided the faculty report. There were no staff or GSU representative reports.

Chair Pérez-Gibson announced a break at 3:25 p.m. Meeting resumed at 3:35 p.m.

Legislative update
Director of Government Relations Sandy Kaiser provided a legislative update.

Student Achievement and Success Committee
Trustee MacEwan was joined by Provost Noah Coburn and Dean of Students Holly Joseph to provide a chair's report, including updates on summer programs, Prison Education, planning for Design Futures, and a preview of Orientation and Pre-Orientation programs.

Strategic Planning Scorecard
Director of Institutional Research Erik Gimness and Dean Lori Blewett provided updates on Professional and Continuing Education. The report was followed by a student presentation by Jasmine Pippin-Timco.

Enrollment update
Associate Vice President for Enrollment, Marketing and Communications Tonya Strong provided an enrollment update.

Fundraising update
Vice President for Advancement Abby Kelso provided a fundraising update.

At 4:40 p.m., Chair Pérez-Gibson adjourned the meeting.

_____ _____

Miguel Pérez-Gibson, Chair Kris Peters, Secretary

Special Meeting of the Board of Trustees
September 29, 2026

Trustees Attending:	Miguel Pérez-Gibson Pam MacEwan Allyson Brooks Fred Goldberg Nathan Tippmann
Absent:	Kris Peters Karen Fraser
Staff Present:	John Carmichael, President Dexter Gordon, Executive Vice President Jeremy Caudle, Vice President for Finance and Administration Laurel Uznanski, Associate Vice President for Human Resource Services Anna Johnson, Administrative Assistant to President and Executive VP Andrew Beattie, Executive Associate to the President and Secretary to the Board of Trustees
Others Present:	Sharon English, Assistant Attorney General

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This meeting took place via Zoom with all panelists participating remotely. Chair Pérez-Gibson called the meeting to order at 11:09 a.m. and Trustee MacEwan confirmed a quorum.

Opening Remarks
Chair Pérez-Gibson welcomed Student Trustee Nathan Tippmann to his first meeting since appointment.

Public comment
Chair Pérez-Gibson called for public comment at 11:10 a.m. One individual provided written comment via email to the board.

Exempt Session
Chair Pérez-Gibson announced an exempt session at 11:12 a.m. No action was taken during the session. Open meeting resumed at 11:45 a.m.

Classified Staff contract
Action item: motion to approve the negotiated 2027-29 collective bargaining agreement between the WFSE Classified Employees and the Evergreen State College

Motion 2026-17	Trustee Brooks moved to approve the negotiated 2027-29 collective bargaining agreement between the Washington Federation of State Employees Classified

Employees and the Evergreen State College. The motion was seconded by Trustee MacEwan and passed on a voice vote.

Student Support Services Staff Union contract

Action item: motion to approve the negotiated 2027-29 collective bargaining agreement between the WFSE Student Support Services Staff Union and the Evergreen State College

Motion 2026-18	Trustee MacEwan moved to approve the negotiated 2027-29 collective bargaining agreement between the Washington Federation of State Employees Student Support Services Union and the Evergreen State College. The motion was seconded by Trustee Brooks and passed on a voice vote.

Trustees expressed gratitude to staff and management for successful bargaining outcomes during difficult financial times.

At 11:53 a.m., Chair Pérez-Gibson adjourned the meeting.

_____ _____

Miguel Pérez-Gibson, Chair Kris Peters, Secretary


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Fall 2026 Enrollment

Overall Total Enrollment

+2.2%

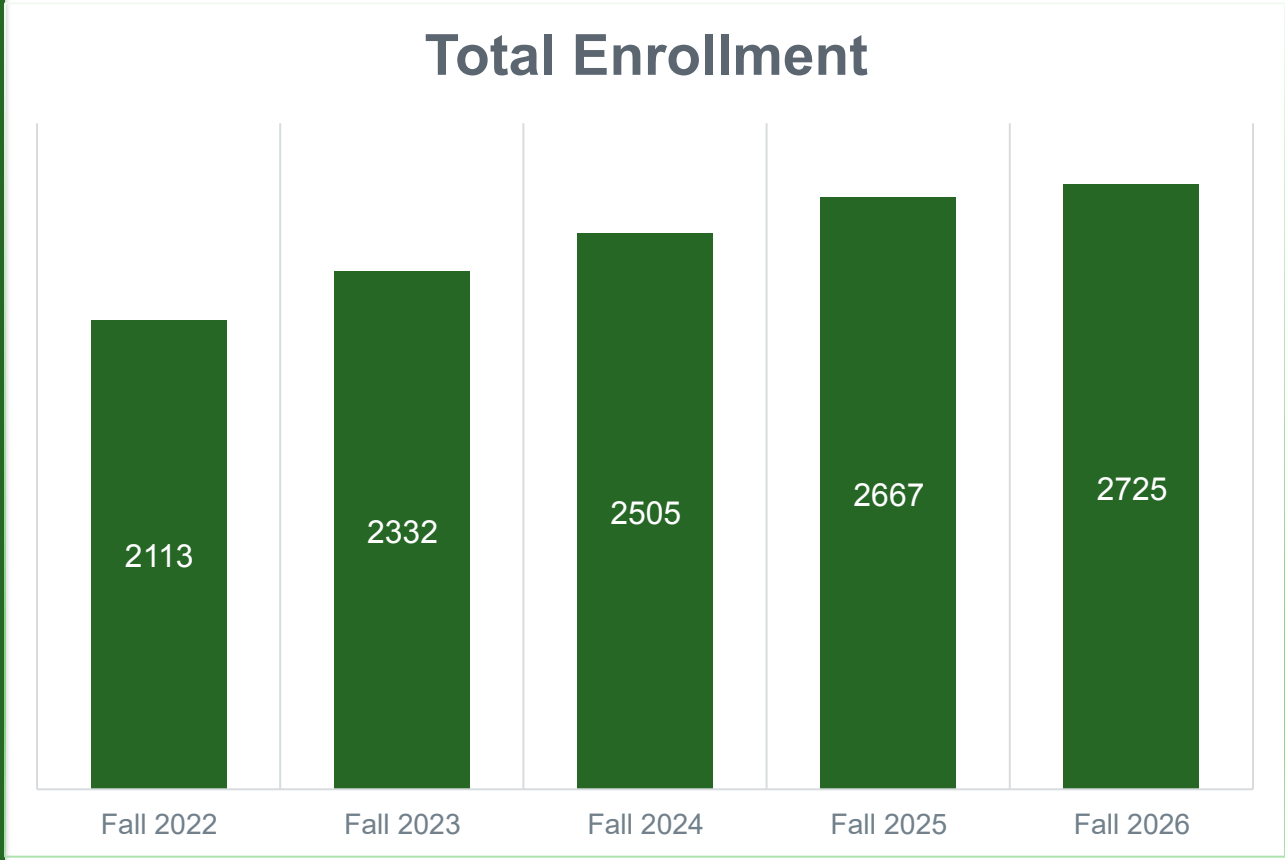
increase vs. Fall 2025

+29%

increase over Fall 2022

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Total Enrollment



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Fall 2026 Enrollment

Undergraduate Enrollment

+2.5%

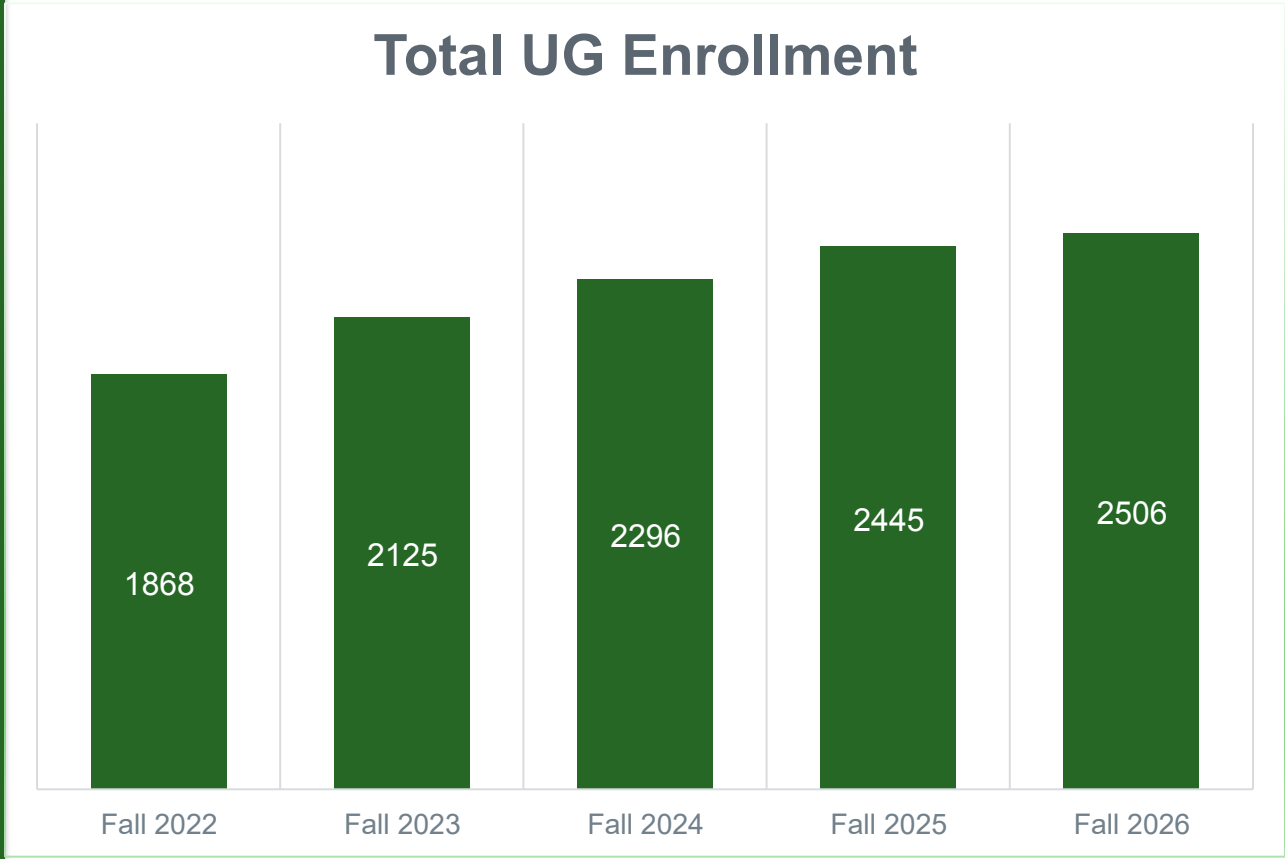
increase vs. Fall 2025

+34.2%

increase over Fall 2022

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Total Undergraduate Enrollment Fall



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Fall 2026 Enrollment

New Undergraduate Enrollment

+4.0%

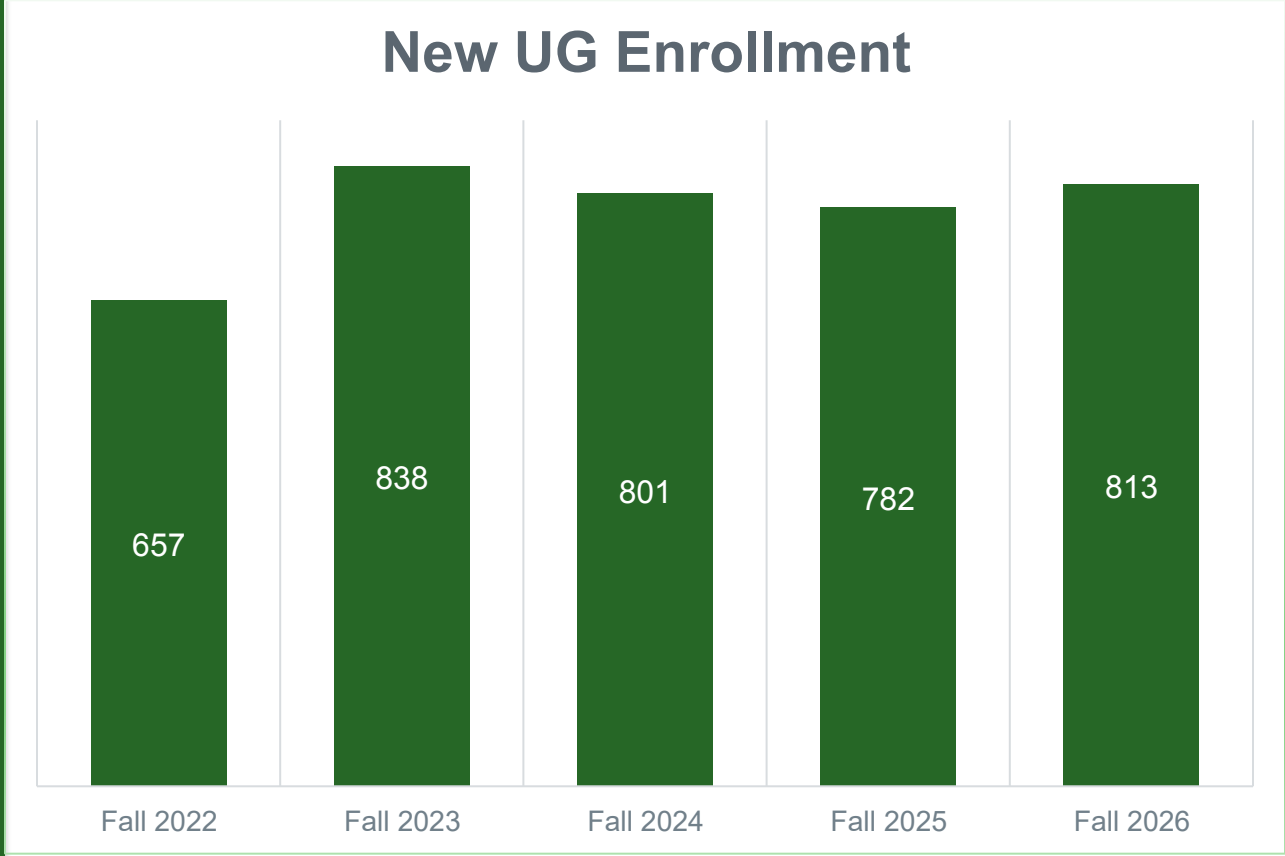
increase vs. Fall 2025

+23.7%

increase over Fall 2022

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New Undergraduate Enrollment Fall



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New FY and TR Enrollment Fall

New FY and TR Enrollment

	F22	F23	F24	F25	F26
First Year	274	369	318	363	384
Transfer	318	379	396	348	359

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Fall 2026 Enrollment

New First Year Enrollment

+5.8%

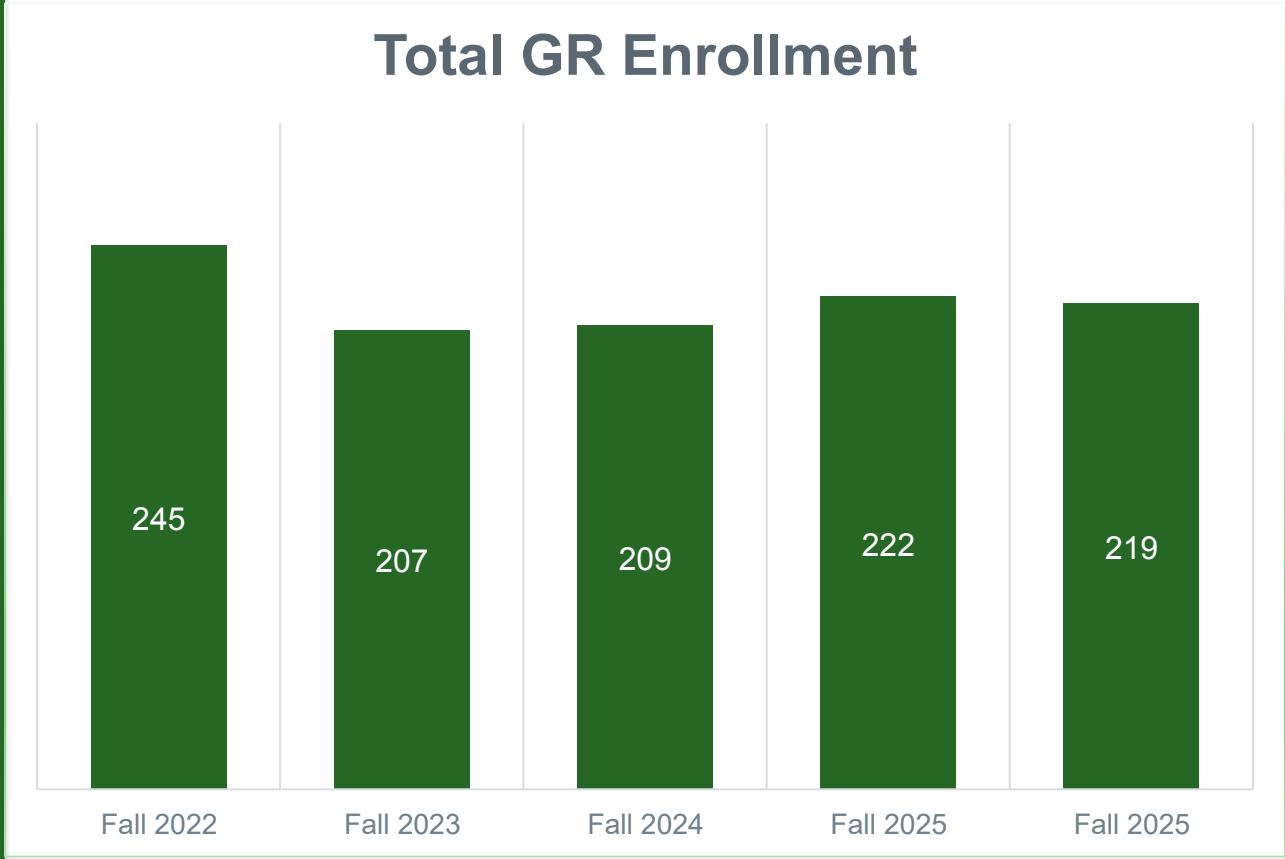
increase vs. Fall 2025

+40.1%

increase over Fall 2022

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Total Graduate Enrollment Fall



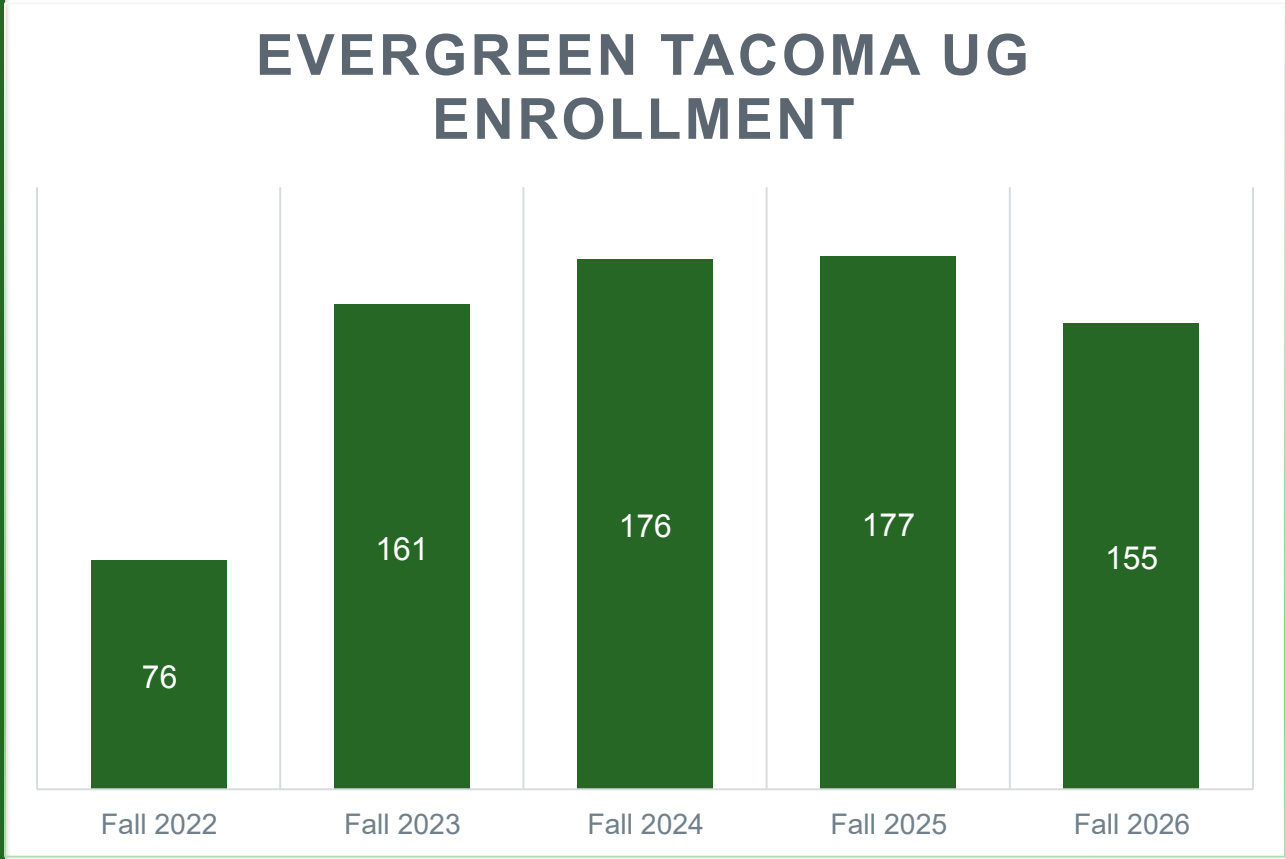
Graduate Enrollment by Degree Fall

Graduate Enrollment by Degree

	F23	F24	F25	F26
MES	66	73	83	78
MIT	34	40	32	40
MPA	107	96	107	101

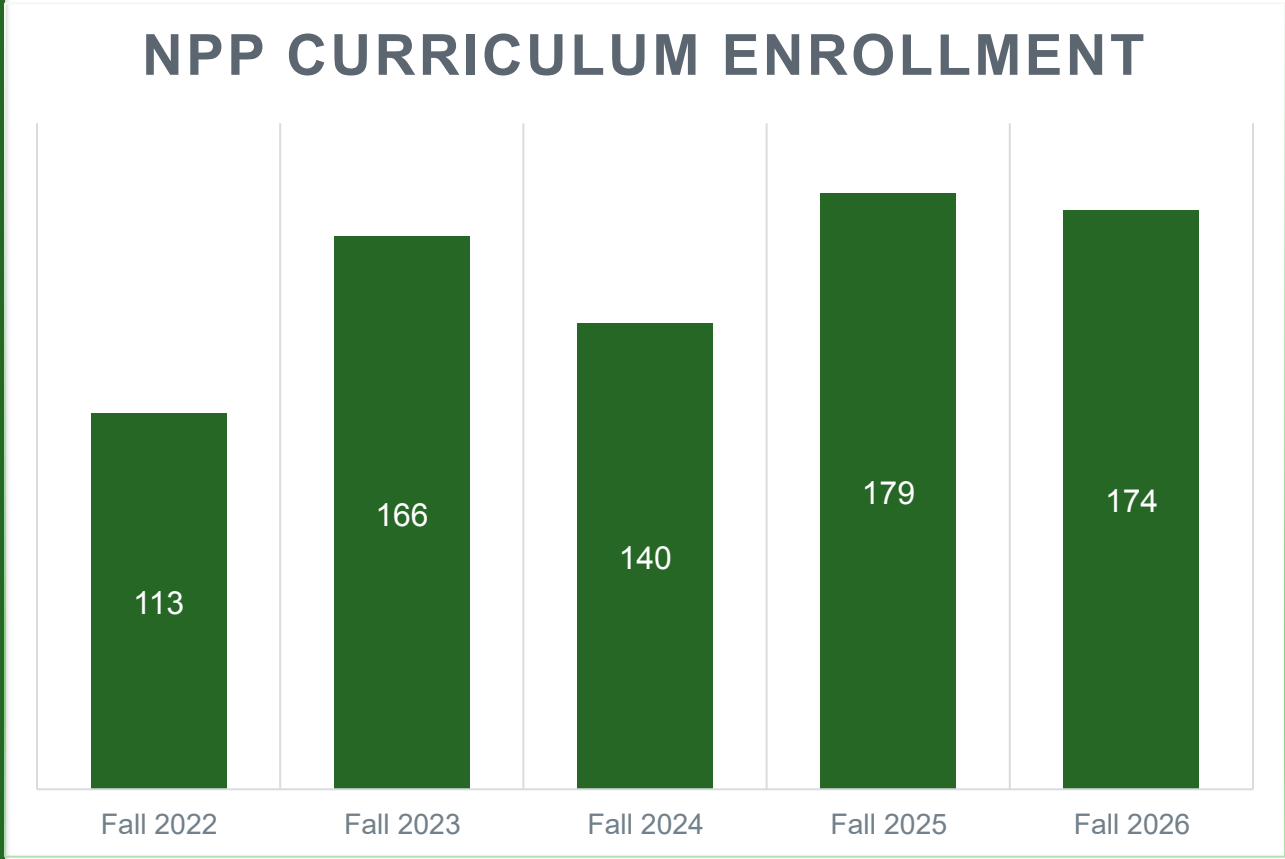
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Evergreen Tacoma UG Enrollment Fall



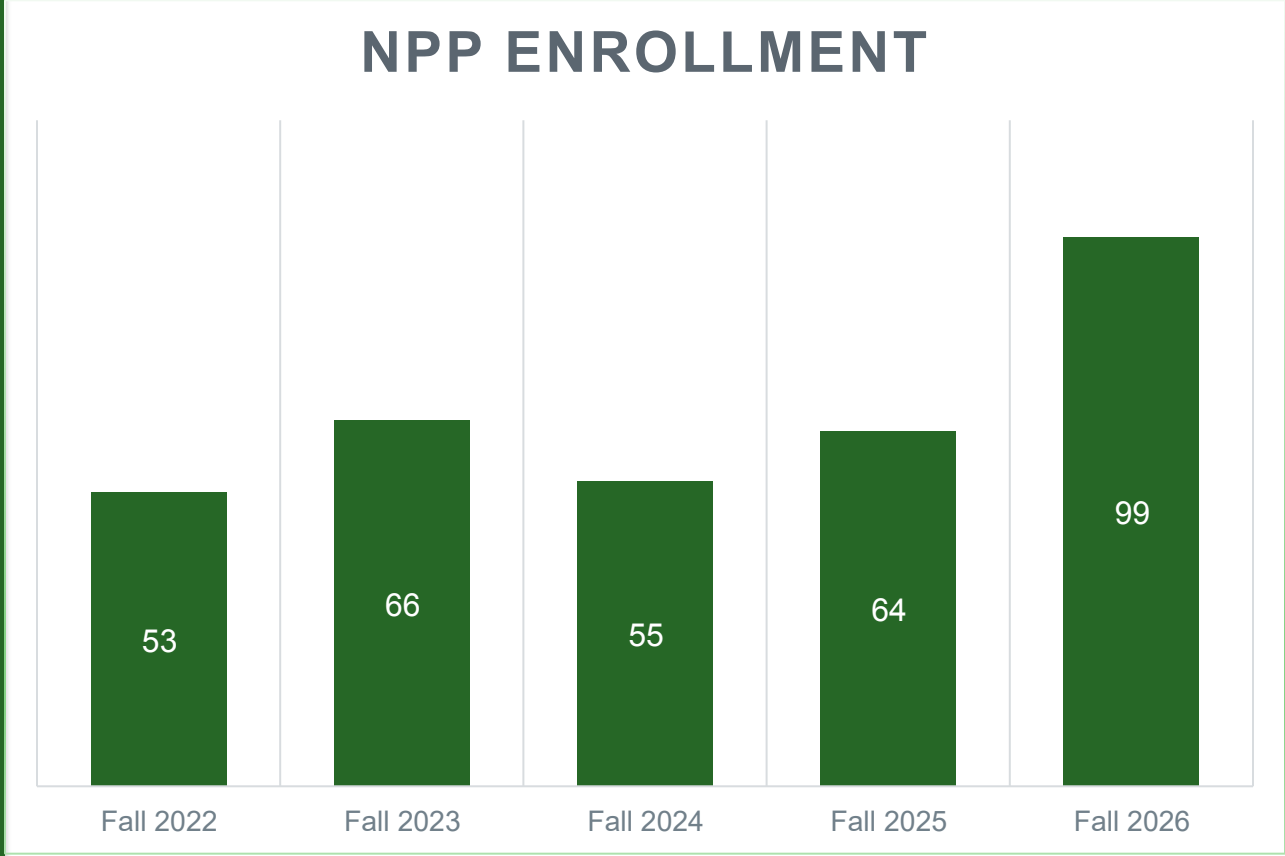
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NPP Curriculum Enrollment Fall



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Evergreen Native Pathways Program Enrollment Fall



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Residency Fall

RESIDENCY

	F22	F23	F24	F25	F26
WA	80%	84%	85.%	86%	88%
US	20%	16%	15%	14%	12%
Int'l	0% (6)	0% (3)	0% (9)	0% (3)	0% (8)



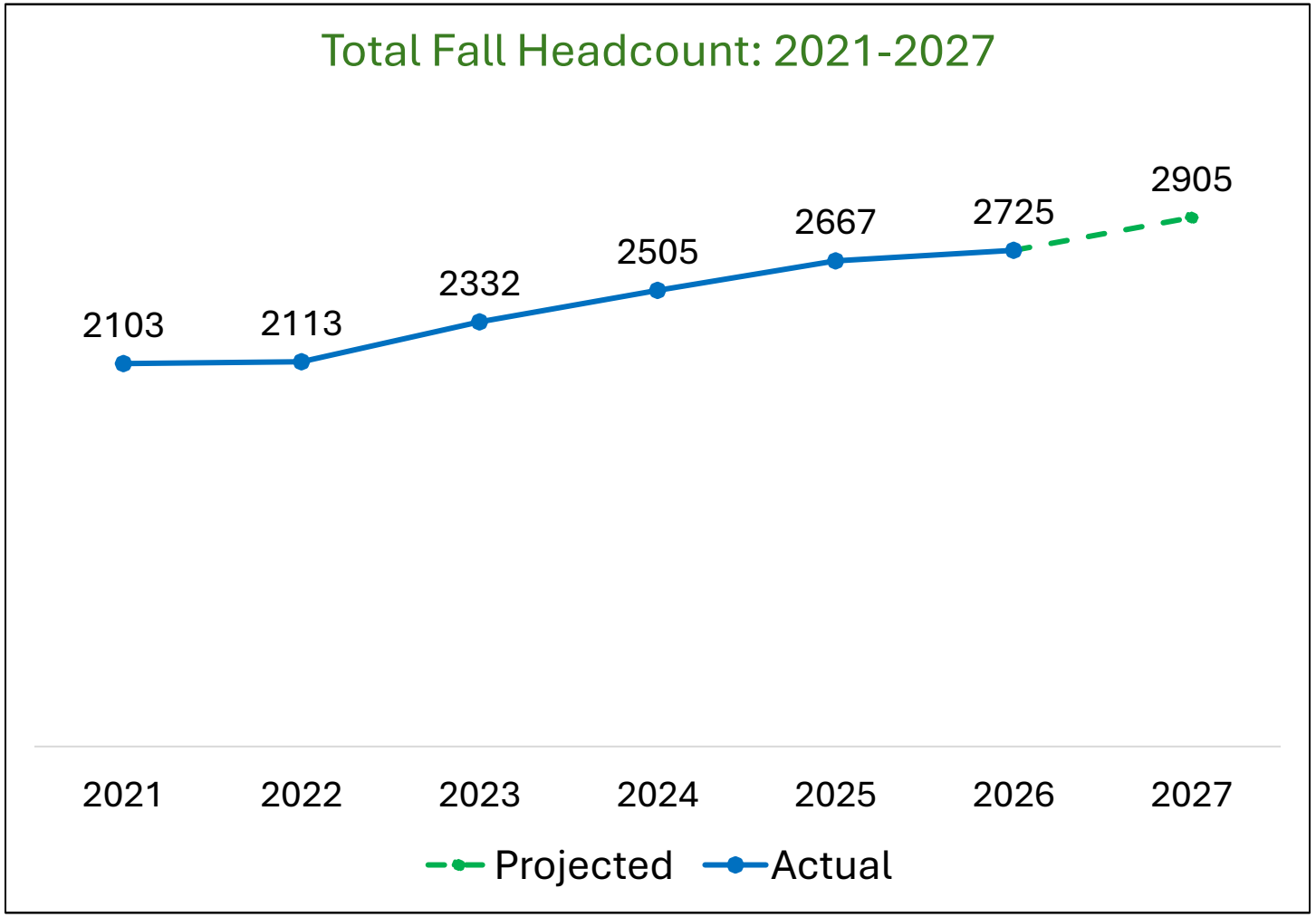

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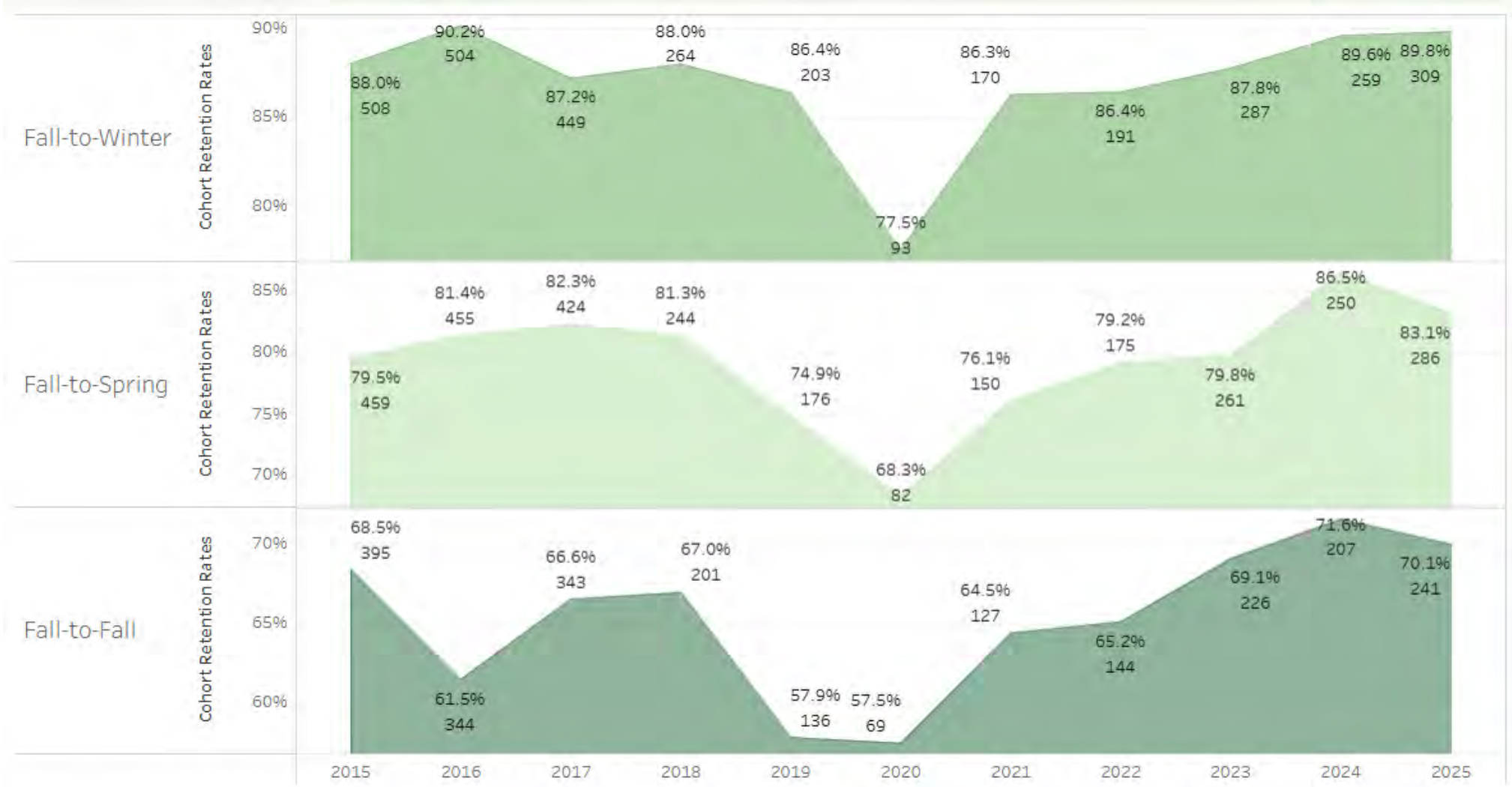
Student Retention

Fall 2026 Update

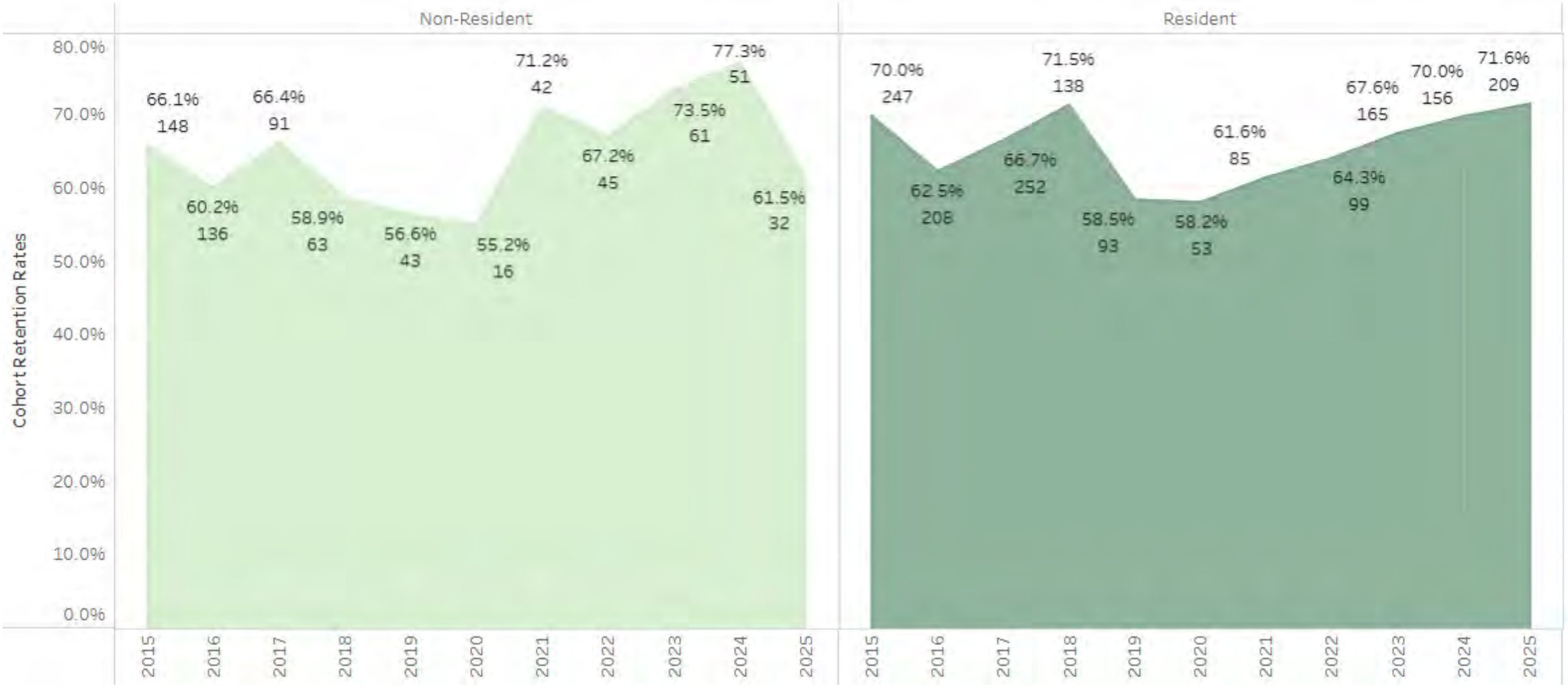
Total Fall Headcount (with Fall 2027* Projection)



New First-Time Retention Rate



Fall-to-Fall Retention by Residency

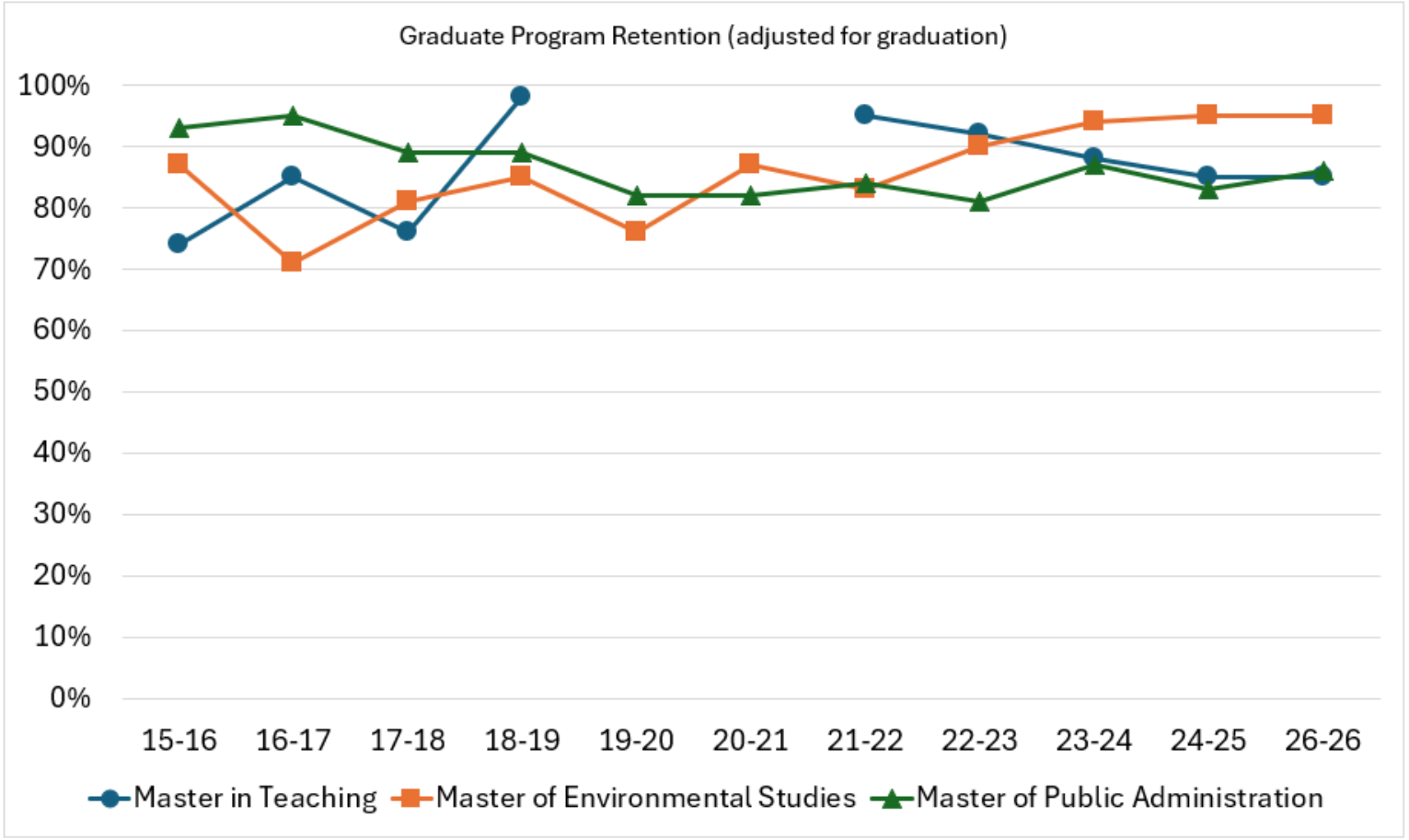


New Transfer Persistence (Retained + Grad) Rate



Graduate Program Retention (adjusted for graduation)

	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	26-26
Master in Teaching	74%	85%	76%	98%			95%	92%	88%	85%	85%
Master of Environmental St	87%	71%	81%	85%	76%	87%	83%	90%	94%	95%	95%
Master of Public Administra	93%	95%	89%	89%	82%	82%	84%	81%	87%	83%	86%



THE EVERGREEN STATE COLLEGE

AI, LLMs, and the Entry-Level Computer Science Job Market

Logan Napier — Summer Undergraduate Research Fellowship (SURF)

Research Question. *How has the introduction of AI (LLMs) into the workforce impacted recent graduates and entry-level employment in the Computer Science field?*

01 Introduction

With the introduction of Generative AI into the workforce, there is a renewed fear that technology will replace workers. Rather than accept at face value a "AI will replace everyone" narrative, this research examines how generative AI has altered entry-level hiring for recent Computer Science graduates.

"AI" has become an umbrella term — covering automation, generative AI, language models, machine learning, chatbots, and robotics — which makes public conversation prone to misunderstandings.

02 The New Job Search

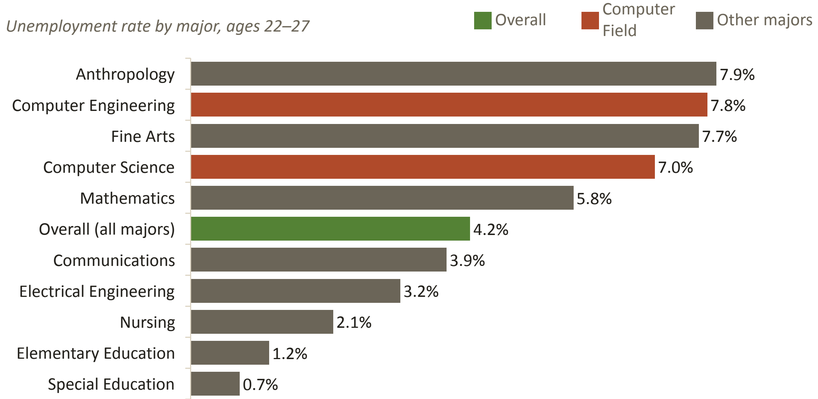
25% cut to entry-level hiring at large tech firms, 2023–24

—79% of Americans used online job search in 2015, before AI was common in hiring.

—By 2025, 93% of Fortune 500 HR chiefs had integrated AI; it now ranks resumes before human review.

—One example of a tool failing, Pymetrics, disadvantaged Asian and Black applicants.

Unemployment rate by major, ages 22–27



Source: Federal Reserve Bank of New York, *The Labor Market for Recent College Graduates — Outcomes by Major*

03 Deployment in the Workforce

35% of entry-level positions required AI skills, spring 2026

BENEFITS

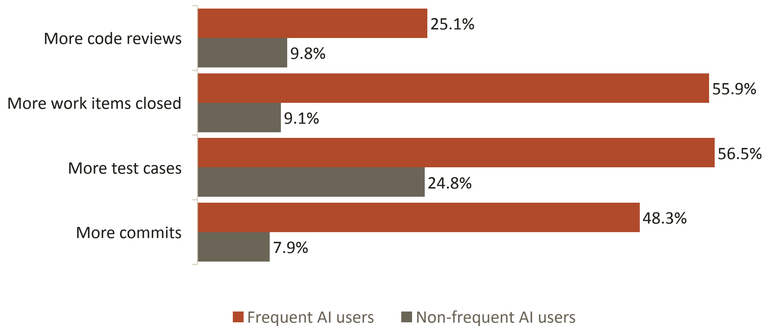
— More code written
— Less coding time
— More commits
— More test cases
— Higher confidence in ability

NO DIFFERENCE

— Coding reviews
— Number of Meetings
— Test success rate
— Team Communication

DRAWBACKS

— Fewer APIs learned
— Pressure for more code
— Greater exhaustion
— Human review still required
— Less passed test cases
— Lowered attention to work matters



Source: The Fast and Spurious: Developer Productivity with GenAI - Afroz et al. (2026)

—Frequent AI users reported a higher output of lines of code, but spent more time reviewing code.

—Non-frequent AI developers output higher quality code, but consumed more time.

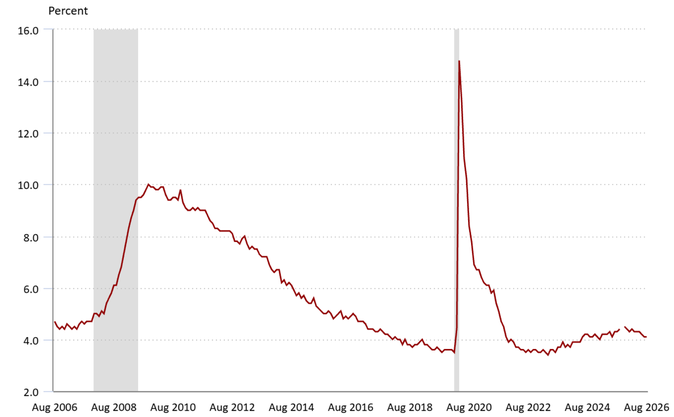
04 The Bigger Picture

—AI infrastructure raises environmental and community concerns as trust declines.

—Waning faith in economy

—No proper plan for regulation

U.S. Civilian unemployment rate by year



Source: U.S. Bureau of Labor Statistics.

05 Conclusion

Generative AI is changing how entry-level candidates search for, apply for, and onboard jobs. How employees are evaluated and what employers expect from new hires has shifted towards AI systems. The decline in entry-level tech hiring began before generative AI, so AI is one factor in a larger labor-market shift — not the sole cause.

SOURCES

Bureau of Labor Statistics · Pew Research Center · NY Federal Reserve · Forbes · Afroz et al. (2026), arXiv:2510.24265 · SignalFire · NACE · Bank of America Institute

SURF is supported by:
the evergreen state college foundation

To:	The Evergreen State College Board of Trustees
From:	John Carmichael, President
Date:	November 17, 2026
Subject:	Setting Tuition for 2027–28 (FOR DISCUSSION)

1) Administrative Recommendation:

   a. Approve a 3.3% increase in the operating fee portion of tuition for resident and non-resident undergraduate students for the 2027–28 academic year (AY 2027–28).
   b. Non-resident graduate tuition would increase in AY 2027–28 by 3.3% for all graduate programs. Non-resident graduate tuition would not be subject to the tiered tuition structure.
   c. Resident graduate tuition rates would be set as follows:
      a. Tier I – base rate would increase by 3.3%
      b. Tier II – set 5% above base rate
      c. Tier III – set 20% above base rate
   d. The building fee for all student categories would increase by 3.3%

2) Explanation:

   a. Present policy comparison

   On November 18, 2025, the Board approved AY 2026–27 operating fee increases of 3.3% for resident undergraduate and non-resident graduate students and the adoption of a tiered tuition structure for resident graduate students.

   b. Proposed by: Jeremy Caudle, Vice President for Finance and Administration

   c. Alternatives considered:

   We considered proposing no increase. Given the demands caused by rising inflation and the college's other budget challenges, we determined that this would not be feasible. We also considered Evergreen's tuition rates relative to the increases we expect from other Washington four-year public institutions (See Table 6).

   Based on that analysis, we recommend a 3.3% increase in the operating fee for all undergraduate student categories which, per RCW 28B.15.067, is the maximum allowable increase for resident undergraduates in AY 2027–28, and a 3.3% increase in the building fee.

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With respect to graduate tuition, we recommend full implementation of the tiered tuition structure for resident graduate students with the launch of the new SMBA program in AY 2027–28 for which the tuition will be set at the Tier III rate.

Background

Tuition consists of three fees:

(1) Operating fee (supports college operations)

(2) Building fee (supports capital projects) and

(3) Services and Activities fee (S&A Fee supports student programs and clubs)

In developing proposals, staff seek to balance affordability, increasing labor costs, and the need to provide quality academic programs and services that support equity and student success. The process included a comparison of the college's position relative to the other public baccalaureates in Washington.

Operating fee

The maximum annual increase in the operating fee portion of resident undergraduate tuition is set by the state and may only increase from the prior year to a maximum of the 14-year rolling average in median wage inflation in Washington. If the authority to raise this fee is not exercised, the gap cannot be made up in a later year. For AY 2027–28, the maximum allowable increase is 3.3%.

The annual increase in the operating fee portion of tuition for all other student categories (non-resident undergraduate, resident graduate, and non-resident graduate) is set by the Board of Trustees. For AY 2027–28, we recommend an increase of 3.3% for resident undergraduate. We recommend an increase of 3.3% for resident graduate – Tier I and non-resident graduate students. We recommend that the Tier II graduate operating fee be set at a rate 5% above the Tier I rate. We recommend that the Tier III graduate operating fee be set at a rate 20% above the Tier I rate.

Resident graduate students in MES pay Tier I rates, and resident students in MiT and MPA pay Tier II rates. Resident graduate students in the new SMBA program will pay Tier III rates.

Building fee

The building fee portion of tuition, per RCW 28B.15.069, shall not be reduced below the level in the 2014–15 academic year adjusted for inflation. The rate of inflation is defined in RCW 28B.15.066 as the consumer price index (CPI) compiled by the US Dept. of Labor, Bureau of Labor Statistics. We recommend increasing the building fee by the same amount as the increase in the resident undergraduate operating fee (3.3%).

DRAFT

Services and Activities (S&A) fee

Each spring, the student-led S&A Board presents a proposal to increase the S&A fee to the Board of Trustees. The S&A fees are used to fund a broad spectrum of programs and student organizations that are not funded by the legislative budget. Given the current rate of inflation and the anticipated compensation increases, staff predict that the S&A portion of tuition will increase by 4% for academic year 2027–28.

Summary of proposed changes

Table 1 reflects the changes in total tuition. Using a full-time resident undergraduate as an example, increasing both the operating fee and the building fee by 3.3% would increase total tuition to $8,937 in AY 2027–28. This would be slightly higher than the $8,643 rate for AY 2026–27.

Table 1.

Total tuition: Change from prior year			
	AY 2026-27	**AY 2027-28**	**Change**
Resident undergraduate	$8,643	$8,937	$294
Non-resident undergraduate	$32,805	$33,894	$1,089
Resident graduate - Tier I	$13,647	$14,106	$459
Resident graduate - Tier II	$14,250	$14,748	$498
Resident graduate - Tier III			
Non-resident graduate	$30,669	$31,689	$1,020

Table 2 illustrates the quarterly fees, and Table 3 illustrates total tuition by component for full-time students.

Table 2.

Quarterly tuition: Full-time student for 2027-28				
	Quarterly $ Amount			
	Operating	**Building**	**S&A**	**Total**
Resident undergraduate	$2,527	$143	$309	$2,979
Non-resident undergraduate	$10,529	$460	$309	$11,298
Resident graduate - Tier I	$4,280	$113	$309	$4,702
Resident graduate - Tier II	$4,494	$113	$309	$4,916
Resident graduate - Tier III	$5,136	$113	$309	$5,558
Non-resident graduate	$9,924	$330	$309	$10,563

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Table 3.

Total tuition: Full year, full-time student for 2027-28				
	Annual $ Amount			
	Operating	Building	S&A	Total
Resident undergraduate	$7,581	$429	$927	$8,937
Non-resident undergraduate	$31,587	$1,380	$927	$33,894
Resident graduate - Tier I	$12,840	$339	$927	$14,106
Resident graduate - Tier II	$13,482	$339	$927	$14,748
Resident graduate - Tier III	$15,408	$339	$927	$16,674
Non-resident graduate	$29,772	$990	$927	$31,689

Table 4 illustrates the cost per credit tuition represented by each fee component.

Table 4.

Summary of per credit tuition rates for 2027-28, $			
	Operating*	Building	*S&A***
Resident undergraduate	$252.70	$14.30	*$30.90*
Non-resident undergraduate	$1,052.90	$46.00	*$30.90*
Resident graduate - Tier I	$428.00	$11.30	*$30.90*
Resident graduate - Tier II	$449.40	$11.30	*$30.90*
Resident graduate - Tier III	$513.60	$11.30	*$30.90*
Non-resident graduate	$992.40	$33.00	*$30.90*

*Reflects rates for base credits

**Reflects anticipated increase in S&A rates to be adopted in Spring 2027.

Market comparisons

In the current academic year, Evergreen's per credit tuition rates for Washington residents are similar to the other regional public baccalaureates and lower than those at the research universities. Our undergraduate non-resident tuition is higher than the other regional institutions.

Table 5 reflects the per credit base rates that the regional institutions and the research universities adopted for the 2026–27 academic year. Table 6 reflects our proposed 2027–28 rates and the projected rates for the other institutions.

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Table 5.

AY 2026-27 per credit base rates						
	CWU	**EWU**	**WWU**	**TESC**	**UW**	**WSU***
Resident undergraduate	$257	$268	$294	$245	$398	$317
Non-resident undergraduate	$901	$834	$924	$1,019	$1,419	$759
Resident graduate - Tier I	$392	$428	N/A	$414	$713	$364
Resident graduate - Tier II				$434		
Non-resident graduate	$924	$941	N/A	$961	$1,265	$781

*Semester tuition rates.

Table 6.

Projected per credit base rate comparison, AY 2027-28**						
	CWU	**EWU**	**WWU**	**TESC**	**UW**	**WSU***
Resident undergraduate	$266	$277	$303	$253	$411	$328
Non-resident undergraduate	$931	$862	$954	$1,053	$1,466	$784
Resident graduate - Tier I	$405	$442	N/A	$428	$737	$376
Resident graduate - Tier II				$449		
Non-resident graduate	$954	$972	N/A	$992	$1,306	$807

*Semester tuition rates.

**Assumes 3.3% increases across all categories for other public 4-yr institutions.

Tuition is only one element in the set of expenses that makes up a student's overall cost of attendance. Room and board, books and supplies, and personal expenses are other expenses that students are confronted with. In the spring, staff will provide the Board with a more complete picture of the full cost of attendance, including any other proposed fee changes.

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YOUR WAY TO THE WORLD

Graduate Enrollment

AY 2026-27 Updates

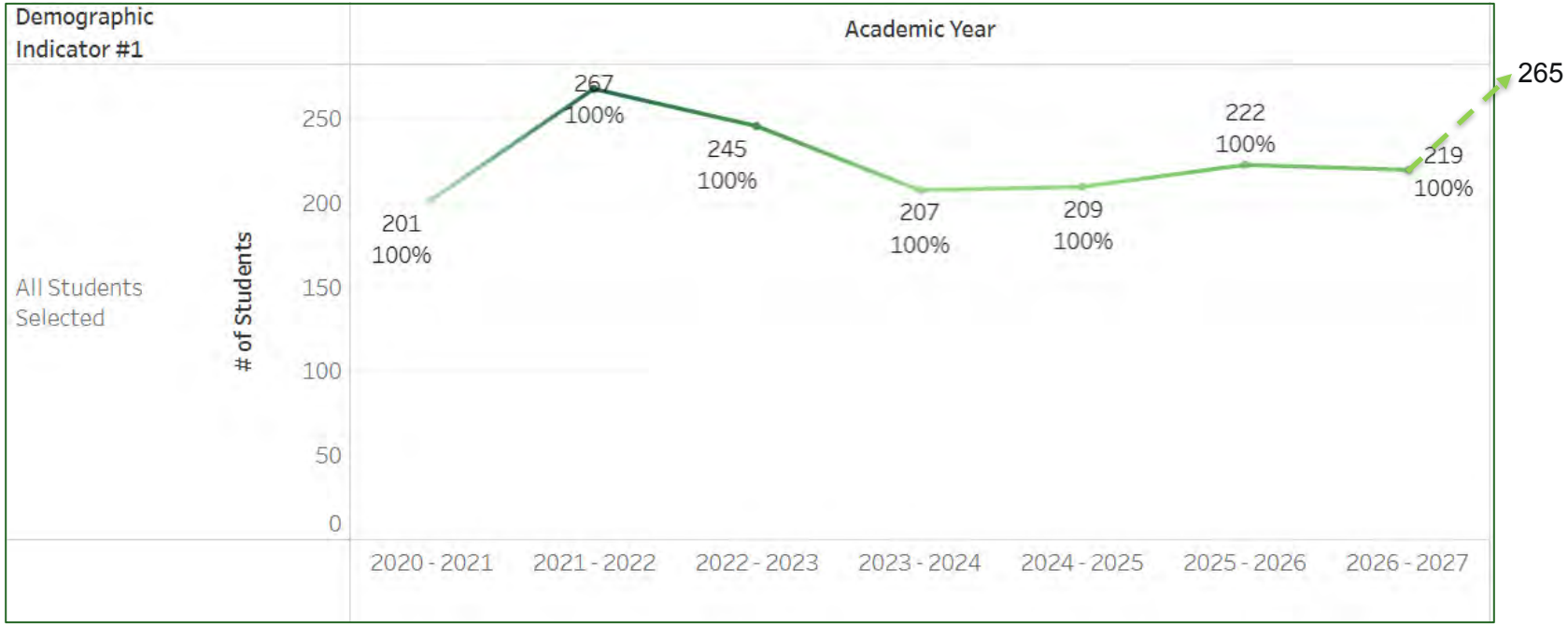
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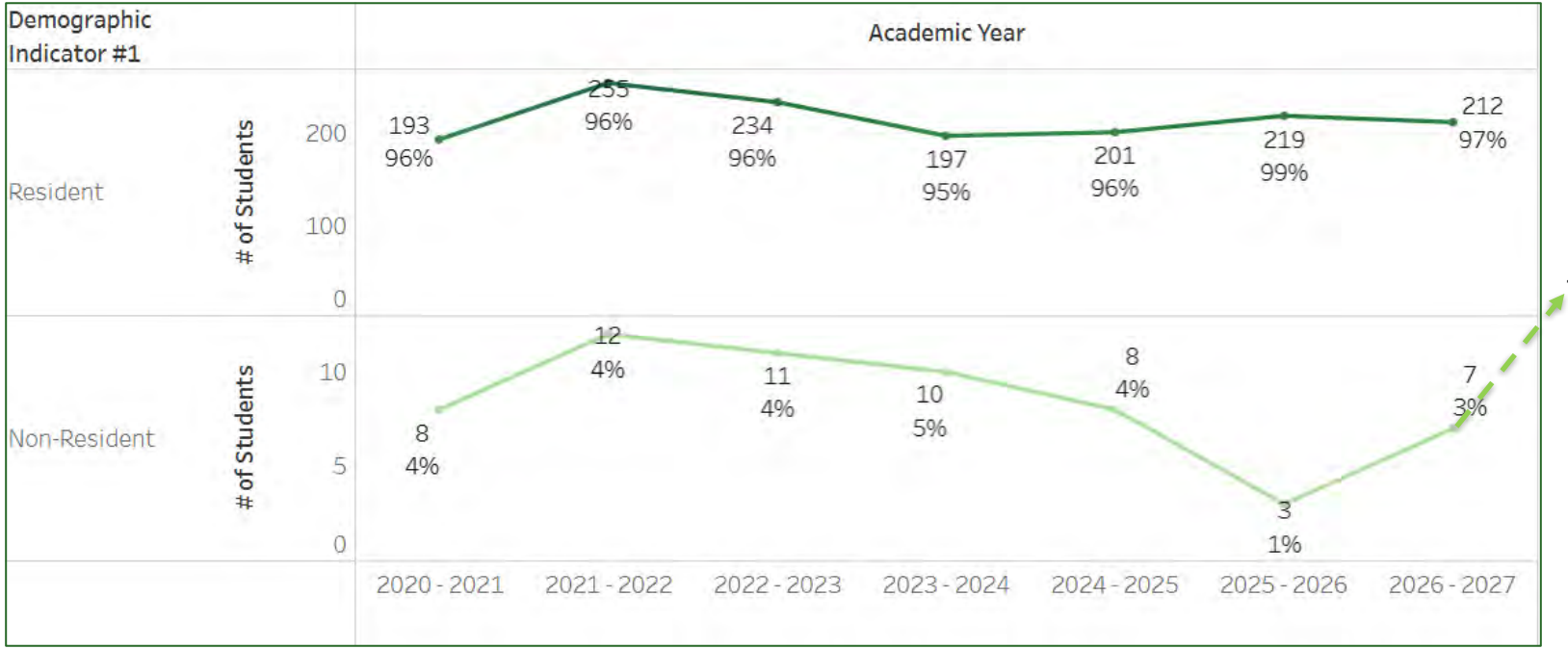
Strategic Plan - Locating Graduate Enrollment

1. Access & Enrollment → Graduate Enrollment
2. Student Learning, Retention & Success
3. Community, Culture & Campus Climate
4. Innovation & Investment

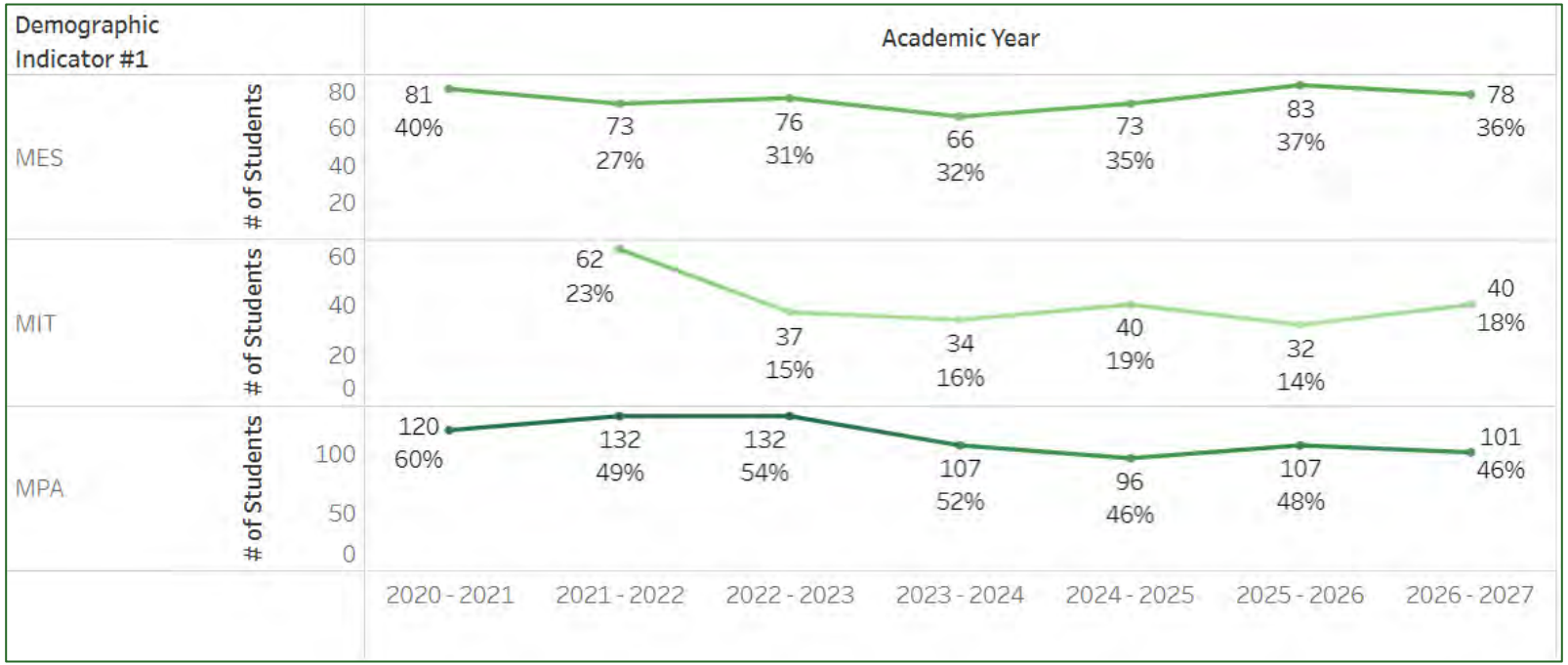
Total Graduate Fall Headcount



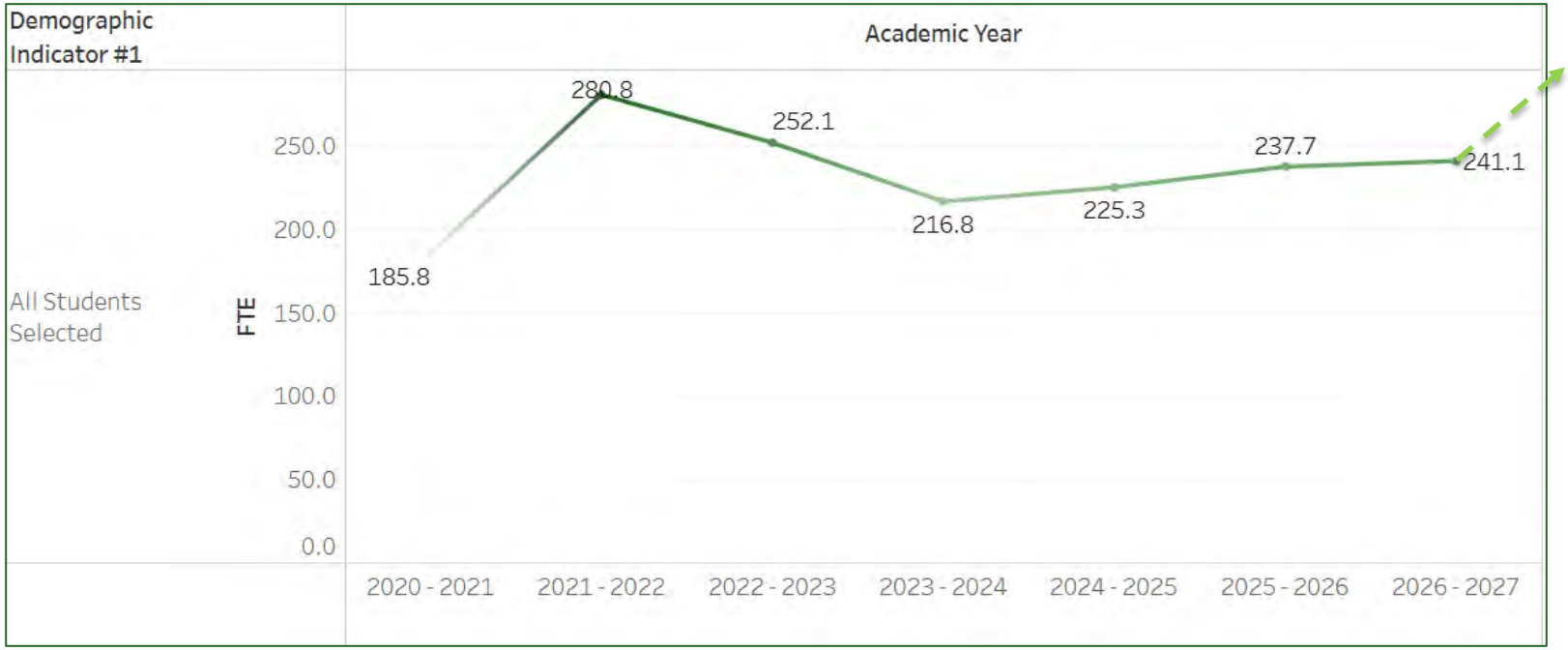
Graduate Fall Headcount by Residency



Graduate Fall Headcount by Program



Total Graduate Fall FTE



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Next Fall

- Graduate headcount expected to increase from 219 this fall to 265 fall 2027 (due to modest enrollment gains in MES, MPA, and MiT, and the addition of SMBA): a **21% gain**.
- A corresponding increase in graduate FTE is projected, from 241.1 this fall to 284.8 fall 2027.

Questions?



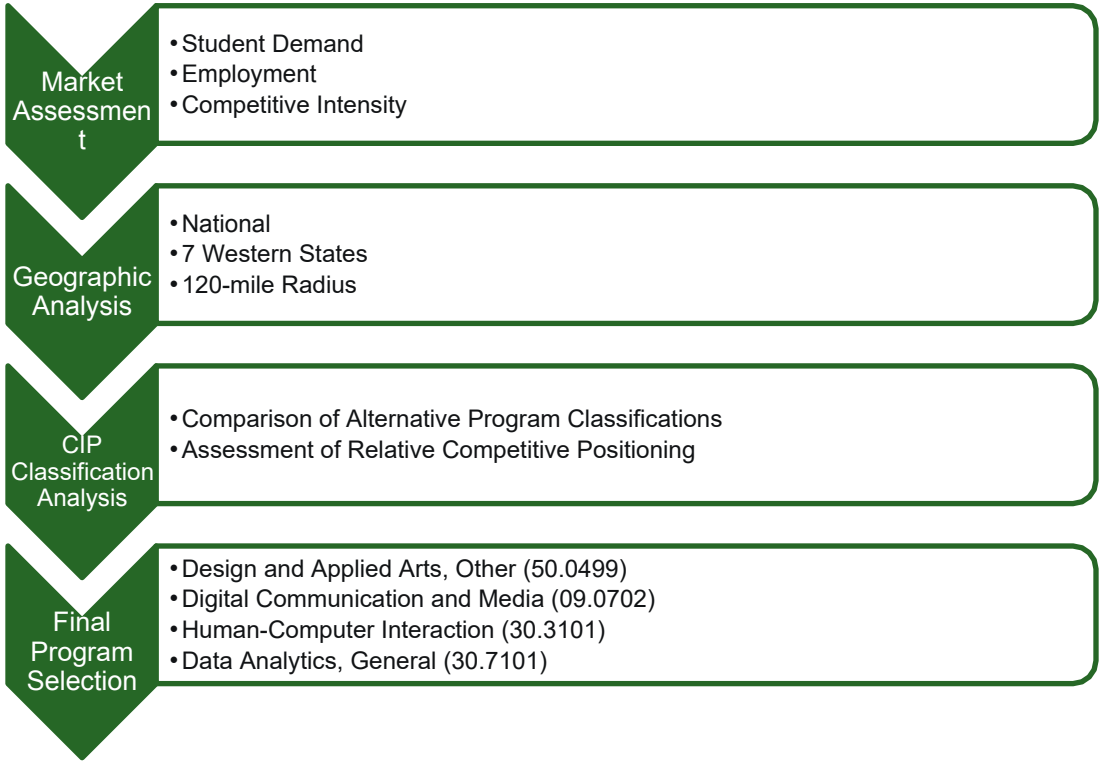
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Design Futures

Market Analysis and Strategic Decision-Making

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GrayDI: Using Data to Narrow Program Options



Strategic CIP Selection: Data Analytics, General (30.7101) vs Business Analytics (30.7102)

Student Demand	Employment	Competitive Intensity
30.7101 advantage	30.7101 advantage	30.7101 advantage
50,006 Google searches vs. 7,728	$112,469 entry salary vs. $105,535	89 online institutions vs. 202
+108 new student enrollment growth vs. +11	8% historical employment growth vs. 7%	42% of institutions offer online vs. 50%
Both demonstrate strong completion growth	22% underemployment vs. 34%	Both face competitive markets

Student Demand & Market Analysis

Field (CIP)	2024 completions	5-year growth	1-year change	Online share of completions*	Institutions with 2024 completions
Design and Applied Arts, Other (50.0499)	340	+41%	-34	48%	29
Digital Communication and Media (09.0702)	2,959	+119%	+185	21%	83
Human-Computer Interaction (30.3101)	1,261	+150%	+213	36%	34
Data Analytics, General (30.7101)	8,734	+291%	+2,426	34%	194
Suite total	13,294	+207%	+2,790	31%	266**

Career Earnings Outcomes

Field (CIP)	National	Seven western states	Within 120 miles of Olympia
Design and Applied Arts, Other (50.0499)	$92,879	$102,908	$108,751
Digital Communication and Media (09.0702)	$95,476	$106,354	$110,731
Human-Computer Interaction (30.3101)	$109,404	$119,411	$125,228
Data Analytics, General (30.7101)	$122,723	$136,406	$138,633

Program Enrollment and Completion Goals

Field (CIP)	Predicted Annual Completions	Gray DI Range	Planned Cohort Size
Design and Applied Arts, Other (50.0499)	No prediction available	Not available	15
Digital Communication and Media (09.0702)	19	Small (10-24)	15
Human-Computer Interaction (30.3101)	17	Small (10-24)	15
Data Analytics, General (30.7101)	20	Small (10-24)	15



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Graduate Program Cost Accounting

Name of Program	Design Futures-MA,MA,MS,MS

Curricular Model

Total Quarters	4

Credits per Quarter for full-time student by program design

Year	Column1	Summer	Fall	Winter	Spring
Year 1			12	12	12
Year 2		12			
Total Credits for degree		48			

Planned Enrollment	26-27	27-28	28-29*	29-30	30-31
Number of 15 student cohorts	0	0	4	4	4
Enrollment Capacity	0	0	60	60	60
% full estimate	0%	0%	85%	90%	95%
Headcount/ quarter	0	0	51	54	57
Full-Time Equivalent (FTE) Students/ quarter	0.0	0.0	61.2	63.9	67.5
% non resident	0%	0%	25%	30%	35%

Instructional Lines	26-27	27-28	28-29*	29-30	30-31
Regular lines	0	1.0	3.3	3.0	3.0
Adjunct lines	0	0.0	0.9	1.2	1.2
Faculty Director (instructional FTE, 9-mo)	0	0.0	0.50	0.67	0.67
Annual Average Faculty Lines/qtr	0	**1.00**	**4.75**	**4.83**	**4.83**

***Fall 2028 launch**

Administrative Lines	26-27	27-28	28-29	29-30	30-31
Faculty Director (12 mo)	0.25	1	0.63	0.5	0.5
Non-instructional lines			0.2	0.2	0.2
Staff FTE					
Assistant Director	0.5	1	1	1	1
Grad Assistantship (hrs/wk, 40 wks)			40	40	40
Project Manager	0.125	0.25			

Staffing Ratios	26-27	27-28	28-29	29-30	30-31
Total FTE	**0.88**	**3.25**	**6.79**	**6.83**	**6.83**
Student FTE/Faculty			12.88	13.22	13.97

Tuition Tier (% increase)	Resident	Non Resident
Tier I	0%	0%
Tier II	5%	0%
Tier III	20%	0%
Choose Tier	20%	0%
Waiver rates	11%	6%

Estimated Revenue	26-27	27-28	28-29	29-30	30-31
Net Tuition - Resident	$ -	$ -	$ 484,281	$ 645,708	$ 628,715
Net Tuition - Non Resident	$ -	$ -	$ 338,105	$ 554,839	$ 693,549
Total Net Tuition	$ -	$ -	$ 822,386	$ 1,200,547	$ 1,322,264
Share of State Appropriation	$ -	$ -	$ 909,942	$ 963,468	$ 1,016,994
Foundation Funding	$ 52,000	$ -	$ -	$ -	$ -
Total Revenue	**$ 52,000**	**$ -**	**$ 1,732,328**	**$ 2,164,015**	**$ 2,339,258**

Estimated Expenses	26-27	27-28	28-29	29-30	30-31
College Overhead Expenses	$ 94,217	$ 382,241	$ 585,633	$ 563,432	$ 548,932
Direct Expenses					
Regular Faculty	$ -	$ 119,596	$ 398,654	$ 358,789	$ 358,789
Adjunct Faculty	$ -	$ -	$ 97,486	$ 124,073	$ 124,073
Faculty Director/ Instruction	$ -	$ -	$ 55,952	$ 74,603	$ 74,603
Faculty Director/ Admin	$ 37,301	$ 149,206	$ 93,254	$ 74,603	$ 74,603
Assistant Director	$ 50,467	$ 100,933	$ 100,933	$ 100,933	$ 100,933
Project Manager	$ 17,675	$ 35,350	$ -	$ -	$ -
Non-instructional lines	$ -	$ -	$ 17,725	$ 17,725	$ 17,725
Program/Course Budget	$ -	$ -	$ 12,000	$ 12,000	$ 12,000
Equipment	$ 15,000	$ 85,000	$ 15,000	$ 15,000	$ 15,000
Graduate Assistantships	$ -	$ -	$ 35,200	$ 35,200	$ 35,200
Practitioner Workshops/ Speaker Series	$ 5,000	$ 51,450	$ 51,450	$ 51,450	$ 51,450
Scholarships	$ -	$ -	$ 17,059	$ 17,059	$ 17,059
Accreditation Expenses	$ -	$ 7,500	$ -	$ -	$ -
Goods & Services	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
Travel	$ 7,000	$ 5,000	$ 10,000	$ 10,000	$ 10,000
Marketing	$ 25,000	$ 100,000	$ 100,000	$ 75,000	$ 50,000
Total Direct Expenses	$ 162,443	$ 659,036	$ 1,009,713	$ 971,435	$ 946,435
Total Expenses	**$ 256,660**	**$ 1,041,276**	**$ 1,595,346**	**$ 1,534,867**	**$ 1,495,367**

Balance (Total Revenue- Total Expenses)					
	$ (204,660)	**$ (1,041,276)**	**$ 136,981**	**$ 629,148**	**$ 843,891**

Cumulative Annual Balance	26-27	27-28	28-29	29-30	30-31
	$ (204,660)	**$ (1,245,936)**	**$ (1,108,955)**	**$ (479,807)**	**$ 364,084**

Design Futures

A connected suite of four graduate degrees

MA in Participatory Design · MA in Digital Media and Communication
MS in Human-Computer Interaction · MS in Data Science and Analytics

Condensed Proposal
October 2026

Proposed Start Date: Fall 2028

Prepared by: Kate Cunningham, Doreen Swetkis, Noah Coburn
Pro forma by: Trevor Speller, Doreen Swetkis, David McAvity

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Summary

Over the past four years, The Evergreen State College has been exploring opportunities for new graduate programs with the aim of growing enrollment, increasing revenue, and enhancing our regional and national reputation. As we grow, we believe that more collaborative degrees with overlapping curricula and recruiting efforts would create a more sustainable set of offerings and put Evergreen's graduate programs on firmer footing. The emergence of new technologies like generative artificial intelligence (AI) is likely to impact certain sectors more than others, and we see great potential in building on Evergreen's interdisciplinary, community-based approach to learning by aligning new curricular offerings with areas that are likely to shift rapidly in the coming years.

Design Futures is proposed as a connected suite of four separately credentialed graduate degrees that share a single integrated lab-based core. The degrees are:

- MA in Participatory Design
- MA in Digital Media and Communication
- MS in Human-Computer Interaction
- MS in Data Science and Analytics

Each degree is forty-eight credits across four quarters, delivered through a low-residency curriculum, with required residencies on campus at the start and end of the year and two in-person optional weekends between. The suite of four degrees is designed to be financially sustainable as a whole and to accommodate fluctuating demand across the degrees. What holds the four degrees together is the Integration Lab, a shared course in winter and spring where students from every degree work side by side on real projects with outside partners.

Design Futures is built for working professionals, career changers, and undergraduates continuing their education, and it is meant to draw them to Evergreen from across the country. There is strong evidence of national demand for such a program. Across these four fields, American institutions awarded 13,294 master's degrees in 2024, roughly three times the number awarded five years earlier.[1] Within Washington, the only public master's degrees in these fields are at the University of Washington's Seattle campus, mostly taught in person and costing nearly three times Design Futures' resident tuition. We found no program that combines these four degrees around a shared lab. Design Futures would be alone in that position and would benefit from Evergreen's history of establishing programs in interdisciplinary, emergent spaces.

This is a condensed proposal. The full proposal is on file and available upon request. This version has two parts: the first describes the suite as a whole, and the second describes each of the four degrees.

Mission and Vision

Design Futures prepares students to work on complex problems, ones marked by uncertainty and competing values, where the tools for solving them keep changing. Students gather and test evidence, imagine possible futures, and turn that work into stories, experiences, and tools that people can understand without expertise and find their own place within. The program builds three things

[1] IPEDS completions data, master's level, exported through Gray Decision Intelligence, June 25, 2026. Computations from the four CIP workbooks on file. Subsequent completions, growth, and modality figures derive from the same export unless otherwise noted.

together, following educator Paul Hanstedt's argument that knowledge and skill are not enough without a sense of authority.[2] By authority he means not power over others but the earned confidence that one can help decide what comes next. Knowledge comes from four degrees, each in its own field: Participatory Design, Digital Media and Communication, Human-Computer Interaction, and Data Science and Analytics. Skills come from a shared core in research methods and futures, drawing on the developing field of design futures, which treats the future as something to imagine and shape rather than predict.[3] Authority is earned in the Integration Lab, where students from all four degrees take responsibility for real projects with outside partners and bring their work before the public. Graduates leave with expertise in one field and the ability to work alongside the other three.

Design Futures is a graduate version of how Evergreen has taught since its founding, across fields and in teams, with public partners and professional stakes attached. The low-residency format carries that way of teaching beyond Olympia. Students study without leaving their families or communities, and those already working bring the practice into their organizations across the country while they are still enrolled. Undergraduates who made their first film, dataset, or design project at Evergreen can continue that work at the graduate level. Each year ends the same way, on campus and in public, with finished work presented to the region. Over time that becomes more than a graduation. It becomes an annual occasion for the region to look carefully at itself and its future.

Curriculum Overview

Students will take on public problems across four fields, working with the people, places, and living systems those problems affect. Grounded in Evergreen's Five Foci and Six Expectations,[4] the program uses shared inquiry, community partnership, and public forums to practice investigation in common. The goal is graduates who can bring complex issues and evidence before the public and help people act on them. Objectives shared by all four degrees are below. Each of the degrees will have additional learning objectives specific to that program, listed in its section.

At the end of the program, graduates of any Design Futures degree will be able to:

1. Investigate a complex public problem with the people it affects, and account for how authorship and power were divided.
2. Combine the methods and standards of their own field with those of at least one other, and evaluate the possibilities and limits of each.
3. Create work that people can use or experience, drawing on evidence they have evaluated, exploring more than one possible future, and testing early versions with the people it is for.
4. Present their work in public forums designed to encourage participation, including opportunities to disagree, and account for how they revised or held their positions in response.
5. Evaluate their own tools and practice in writing throughout the year, including whether to use AI, whom their tools serve, and how their thinking changed.

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[2] Paul Hanstedt, *Creating Wicked Students: Designing Courses for a Complex World* (Sterling, VA: Stylus, 2018), 4 to 6.
[3] Giovanni Caruso and Silvio Cioni, *The Field Guide to Design Futures* (Fictional, 2026), 31.

[4] The Evergreen State College, "Our Learning Approach," https://www.evergreen.edu/our-learning-approach, and "Six Expectations of an Evergreen Graduate," https://www.evergreen.edu/offices-services/academic-affairs/six-expectations, both accessed September 29, 2026.

The four degrees are built on a shared core. Every student attends the two required residencies, takes shared courses in research methods and futures in the fall, and works in the Integration Lab through winter and spring, leading into a capstone quarter in the summer. Each degree adds its own foundation course and a methods sequence over two quarters. A student can graduate with one degree in four quarters or continue into a second year to earn a second degree in the suite.

The Integration Lab holds the suite together. Each year it takes on two projects with outside partners such as public agencies, companies, or community groups. One runs online and the other runs hyflex (both online and in person), and each student joins one. Students from all four degrees work side by side, so every project draws on design, media, interactive systems, and data at once, and students present the finished work to partners and the public at the August residency.

	Q1 Fall	Q2 Winter	Q3 Spring	Q4 Summer
Modality	Online. First week in person at the fall residency.	Online coursework, with online and hyflex project options.	Online coursework, with online and hyflex project options.	Online or hyflex, by project. Final presentation in person.
Residency	Required 4-day in-person residency in week 1 of fall quarter: program launch, learning community established, Integration Lab projects and partners introduced	4-day weekend in January, hyflex with in-person option: talks, critique, and working with Innovator in Residence	4-day weekend in April, hyflex with in-person option: project reviews, critique, site visits with partners	Required 7-day in-person residency in August: public presentations of capstone and Integration Lab work
Degree-specific curriculum	Foundations (4c)	Methods I (8c)	Methods II (8c)	Capstone (12c)
Shared core curriculum	Research Methods (4c), Futures (4c)	Integration Lab I (4c)	Integration Lab II (4c)	

Graduate with an MA or MS in four quarters. Option to complete a second degree with a second year of study.

Design Futures introduces a new structure for graduate education at Evergreen. Instead of recruiting one large cohort each year into a single program, it recruits four cohorts of fifteen into four degrees that share one core and one administrative team, consisting of a faculty Director, who teaches half time, and one full-time Assistant Director. We expect this to make the program more financially sustainable, because those shared costs are spread across four degrees instead of carried by one. It also changes what students receive. Each student earns a focused degree in their own field and, from the first week, works alongside people trained in the other three.

Low-Residency

A low-residency program delivers most of its coursework online and brings students to campus for short, required periods of study. Students can stay in their own communities while still getting hands-on learning, direct contact with faculty, guest practitioners, and fellow students, as well as access to campus resources. The model is well established in graduate arts education.

Timeline for Degree Completion

Design Futures is a full-time program, with classes in the evenings and on weekends so students can keep working. Students carry twelve credits per quarter for four consecutive quarters, fall through summer, completing forty-eight credits in one year. This follows the model of Evergreen's Master in Teaching (MiT) graduate program, which is likewise offered on a four-quarter, full-time basis only. The cohort structure and the Integration Lab depend on students moving through the year together. Because of this, a leave in the middle of the year means rejoining a later cohort.

Admission and Preparation

The program expects to draw creative professionals who want to turn their craft toward public-interest work, technologists who want to build more directly with the people their systems serve, career changers entering these fields, and recent graduates building toward them.

Expected preparation differs by degree. The two MA degrees admit on portfolios, and the two MS degrees look for technical and quantitative preparation. Both MS degrees require introductory programming before the program begins, and the MS in Data Science and Analytics also requires introductory statistics. Applicants who have not completed a prerequisite may be admitted on the condition that they finish it before fall quarter, through Evergreen's Professional and Continuing Education (PaCE) program or at another college. The MA degrees have no prerequisites, though some applicants may be advised to take preparatory coursework.

Career Outcomes

Graduates leave able to do investigative, cross-disciplinary work, a capability valued in industry, in civic and cultural institutions, and in public-interest settings. Each degree builds depth in its own methods, and the Integration Lab builds the ability to translate between disciplines and to lead collaboration among people with different training. Whatever AI changes in the technical work of these fields, the program centers the framing of problems, weighing competing needs, developing new approaches, and carrying a project from evidence to public communication. Employers expect to need both kinds of skills. In the World Economic Forum's 2025 survey of more than 1,000 employers, respondents expected AI and big data to be the fastest growing skills through 2030, with creative thinking, resilience, and curiosity also rising in importance.[5]

The degrees are designed for careers in user experience and interface design, service and participatory design, data analysis and visualization, digital media production, and strategic communications. These careers exist in private companies, design consultancies, government digital services, civic technology, newsrooms, and nonprofits. What carries across all of them is the practice the suite is built around, designing with the people a product, service, or policy affects.

[5] World Economic Forum, The Future of Jobs Report 2025 (Geneva: World Economic Forum, January 2025), "Key Findings," https://www.weforum.org/publications/the-future-of-jobs-report-2025/digest/, accessed October 8, 2026.

Workers in these fields are well paid. Master's level reports from Gray Decision Intelligence (Gray DI) give a median wage across occupations linked to each degree's federal program classification.[6] Nationally these medians run from about $93,000 to about $123,000. Across seven western states, they run from about $103,000 to about $136,000, and within 120 miles of Olympia, they run from about $109,000 to about $139,000.

Each degree is reported under its federal program classification: Participatory Design under 50.0499, Digital Media and Communication under 09.0702, Human-Computer Interaction under 30.3101, and Data Science and Analytics under 30.7101. These figures describe the broad occupational fields each classification feeds, which include management, marketing, and software roles alongside design and media roles. These medians are a broad guide. Because Design Futures graduates will work with current tools and across disciplines, we expect many to compete for roles toward the upper end of these ranges, especially in Human-Computer Interaction and Data Science, which have the highest medians in every market.

Median wage across linked occupations, Gray DI master's level reports, June 2026

Field (CIP)	National	Seven western states	Within 120 miles of Olympia
Design and Applied Arts, Other (50.0499)	$92,879	$102,908	$108,751
Digital Communication and Media (09.0702)	$95,476	$106,354	$110,731
Human-Computer Interaction (30.3101)	$109,404	$119,411	$125,228
Data Analytics, General (30.7101)	$122,723	$136,406	$138,633

Every occupation linked to these degrees that the U.S. Bureau of Labor Statistics (BLS) rates falls in the high or very high tier of the AI exposure categories BLS released in August 2026.[7] Evergreen's Institutional Research and Decision Support team ("IR team"), which compiled this data, explains that exposure categories "do not measure the likelihood of job loss or occupational decline" and "should be interpreted as measures of occupational transformation rather than replacement." The Washington State Employment Security Department occupational projections show growth between 2024 and 2029 in nearly all linked occupations.[8] The IR team concludes that, used together, these sources "provide a more complete assessment of labor market relevance…Occupations demonstrating projected growth

[6] Gray Decision Intelligence, Program Overview reports, master's level, CIP 50.0499, 09.0702, 30.3101, and 30.7101, in three markets: national; seven western states (California, Colorado, Idaho, Montana, Nevada, New Mexico, and Oregon), titled "Seven WUE States" by Gray DI; and a 120-mile market around the Olympia campus of The Evergreen State College, June 25, 2026. Figures are the post-entry median from each report's weighted-average BLS wages panel, which weights Bureau of Labor Statistics wages across the occupations Gray DI links to each classification. The figures describe occupations linked to each classification, not the earnings of any program's graduates. The reports are available in the full proposal and on request.

[7] U.S. Bureau of Labor Statistics, "Artificial Intelligence (AI) Exposure Categories," Employment Projections, https://www.bls.gov/emp/publications/ai-exposure-categories.htm, accessed September 29, 2026; compiled by The Evergreen State College Institutional Research and Decision Support team, Additional SOC Data and Rationale workbook, September 2026. The workbook is on file and available on request.

[8] Washington State Employment Security Department, occupational projections, statewide and Pacific Mountain Workforce Development Area, https://esd.wa.gov/jobs-and-training/labor-market-information/employment-and-wages/projections, accessed September 2026, compiled in the same workbook.

alongside moderate or high AI exposure indicate continued workforce demand in fields undergoing technological transformation. This combination suggests that employers will continue to require highly educated professionals who can effectively work with and manage AI-enabled technologies." Neither source is a forecast of how quickly AI will change this work.

Student Demand & Market Analysis

Two sources inform demand for Design Futures. Federal completions data show how many master's degrees in its four fields are awarded nationally, how fast that number is growing, how much of it is online, and how few options a student in Washington has now. Gray DI's new program model predicts how many students Evergreen could graduate in three of the four degrees.[9]

Field (CIP)	2024 completions	5-year growth	1-year change	Online share of completions*	Institutions with 2024 completions
Design and Applied Arts, Other (50.0499)	340	+41%	-34	48%	29
Digital Communication and Media (09.0702)	2,959	+119%	+185	21%	83
Human-Computer Interaction (30.3101)	1,261	+150%	+213	36%	34
Data Analytics, General (30.7101)	8,734	+291%	+2,426	34%	194
Suite total	13,294	+207%	+2,790	31%	266**

** Online share is calculated from all IPEDS online completions, including students located outside the United States. Gray DI's in-market figures count only US-located online completers and run lower (Design 46%, Digital Media 19%, HCI 31%, Data Science 27%).*

***Institution counts for individual fields include institutions active in more than one field. The suite total counts each institution once: 266 institutions report completions in at least one of the four fields, and 61 of them report in more than one.*

Three things stand out. First, the Design Futures suite sits in fields that roughly tripled their national output in five years, and the growth continued between 2023 and 2024, with the four fields adding 2,790 completions.[10]

Second, the growth is uneven in a way that matters for planning. Data Science and Analytics carries the greatest demand, at 8,734 completions, nearly four times its count of five years earlier. Human-Computer Interaction and Digital Media are strong and rising. The design figures need a caveat. CIP 50.0499, Design and Applied Arts, Other, is the classification under which the MA in Participatory

[9] Completions figures are computed from IPEDS data exported through Gray Decision Intelligence (Gray DI) in June 2026, for the 2024 award year, the most recent available in that export. Five-year growth compares 2024 completions with the count five years earlier. The full Gray DI reports and workbooks are available on request.

[10] This growth largely predates any effect of AI on these fields, and how AI will reshape them is uncertain in both directions. The program's position does not rest on predicting which way it goes. Cross-disciplinary judgment and facilitation, the capabilities the Integration Lab exists to train, are the ones the program chooses to center, for the reasons set out in the section Ethics and Technology.

Design will be reported, but it is a catch-all category rather than a specific measure of this degree.[11] No classification code isolates participatory, social, or community-engaged design, so the size of this field and its decline between 2023 and 2024 describe applied design broadly rather than demand for this degree. The case for the MA in Participatory Design rests on the suite's concept rather than on market volume, and the suite structure lets the larger fields sustain it.

Third, a Washington resident who cannot study in Seattle has almost no in-state option. The University of Washington's Seattle campus is the only public institution awarding master's degrees in any of the four fields, with 118 digital media, 42 HCI, and 60 data completions in 2024, nearly all on campus.[12] Its Master of Human-Computer Interaction + Design degree costs $63,618 in tuition, the same for residents and non-residents, so the only in-state degree in the field is public in name but not in price.[13]

Nationally, the competitive structure splits in two. The transdisciplinary, studio-based programs, such as those at Parsons and Carnegie Mellon, are private, on-ground, and expensive. The affordable online programs, such as those at Arizona State, the University of Colorado Boulder, and Eastern University, are single degrees without a shared studio or lab. No program in the comparator review occupies both positions at once. Design Futures, four connected degrees around a shared lab at public college tuition with low-residency delivery, would be alone in that space. The price advantage applies most fully to Washington residents. At current non-resident rates, four quarters of tuition comes to about $40,900, close to the estimated total for MICA's online MPS in UX Design, so the case to students outside Washington rests on the Integration Lab and the low-residency format rather than price.

Gray DI's new program model predicts annual completions at Evergreen of 19 in Digital Media and Communication, 17 in Human-Computer Interaction, and 20 in Data Science and Analytics, each within Gray DI's small-program range of 10 to 24. The model returned no prediction for CIP 50.0499. With each degree planned at fifteen students per cohort, the point estimates sit above planned capacity, and the low end of the range sits below it.

Field (CIP)	Predicted Annual Completions	Gray DI Range	Planned Cohort Size
Design and Applied Arts, Other (50.0499)	No prediction available	Not available	15
Digital Communication and Media (09.0702)	19	Small (10-24)	15
Human-Computer Interaction (30.3101)	17	Small (10-24)	15
Data Analytics, General (30.7101)	20	Small (10-24)	15

Source: Gray DI new program prediction for Evergreen, master's level, online and on-ground combined, accessed September 28, 2026. Gray DI returned no prediction for CIP 50.0499 for lack of data.

[11] The Maryland Institute College of Art (MICA) is the largest producer and accounts for 121 of the 340 completions, including through its online MPS in UX Design.

[12] All of the University of Washington's digital media and HCI completions and about 80 percent of its data completions were on campus. No Washington institution of any sector reports completions in CIP 50.0499. Outside the University of Washington, the only completions in these fields were two in a data program at City University of Seattle. Adjacent degrees exist, mainly business analytics programs at Seattle-area institutions, but they are business school degrees delivered on the ground in the Puget Sound corridor.

[13] University of Washington, Master of Human-Computer Interaction + Design, "Apply: Program Costs," https://mhcid.washington.edu/apply/, accessed July 18, 2026. The Master of Human-Computer Interaction and Design is a one-year, cohort-based studio program run as a self-sustaining, fee-based degree with no tuition exemptions.

College Enrollment Goals

The pro forma models non-resident enrollment at 25 percent in the first cohort, rising to 35 percent by the third, centered on the planning assumption recommended by Evergreen's IR team, which advises "a planning assumption of approximately 30% non-resident enrollment…for initial cohorts, with 20% representing a conservative scenario and 40% representing a high-growth scenario." The recommendation weighs the national reach of these fields, where fully online programs already draw a substantial share of master's students (see Student Demand & Market Analysis), against the expectation that most students in the early years will be Washington residents.

Ethics and Technology

The program does not treat AI as its subject. AI and other automated systems now reach into each of the four fields in this suite. Students meet them as one technology among many, and approach each as they would any other powerful method, by learning how it works, asking whose knowledge it carries and whom it serves, and deciding whether to use it at all. A reasoned decision not to use a tool counts as much as a reasoned decision to use one. Ethics in this program is not confined to a single course. Across the program, students account for how authorship and power were divided with their partners, evaluate the limits of each field's methods, present their work where it can be challenged, and evaluate in writing whom their tools serve. These practices apply Evergreen's Six Expectations to technical work, including exercising power responsibly, taking part in the struggle for a more just world, understanding the limits of a mode of inquiry, and making sound judgments about data and the conclusions drawn from it. In this sense the program is one of Evergreen's responses to AI. It is not a program about the technology, but one that brings the college's values to bear on it.

The program's approach draws on investigative aesthetics, developed by the research agency Forensic Architecture at the Centre for Research Architecture at Goldsmiths, University of London. Forensic Architecture uses machine learning to sort large volumes of video evidence circulating online while making those computational processes visible and accountable. Matthew Fuller and Eyal Weizman write that "critical examinations of specific technologies can often be best achieved through employing and reworking them. It is through critical use and in practice that contradictions, biases, and limitations can be most fully identified, understood and, when possible, exposed."[14] Technical skills and a values-based education strengthen each other. Criticism of a technology carries more weight from someone who understands how it works, and technical skill without that criticism leaves a tool's costs unexamined. Across the four degrees students build interactive tools, interfaces, datasets, analyses, visualizations, films, sound works, maps, and spatial models. When a project uses AI, they examine how the system reaches its results, whose knowledge it leaves out, who profits from it, and what it costs communities and the land. The public forums let partners and the public question how the work was made as well as what it found.

[14] Matthew Fuller and Eyal Weizman, Investigative Aesthetics: Conflicts and Commons in the Politics of Truth (London: Verso, 2021), 16.

Equity Considerations

Design Futures provides the following opportunities for more equitable outcomes for students from traditionally marginalized communities:

- **Cost Advantage:** Design Futures is priced at a public college rate. At 2026-27 graduate tuition rates, a year of tuition comes to about $21,800 for Washington residents and about $40,900 for non-residents. That is less than any program in the suite-level comparison, where tuition runs from about $63,600 to $128,000.

- **Online Accessibility:** Because most coursework is online, with evening and weekend classes, students can earn the degree without moving to Olympia or leaving their jobs. This opens the program to working professionals, caregivers, people in rural areas, and people with mobility issues who may have less access to in-person programs.

- **Low-residency Structure:** The low-residency structure provides opportunities for hands-on, experiential learning and cohort building for those not able to move to Olympia or attend class in person full time. The two required residencies are short and set well in advance, so students can plan work, travel, and family care around them, and the winter and spring weekends can be joined online. During the program development year, the program will look for ways to help students with residency costs, such as travel support.

- **Scholarships:** The pro forma includes partial scholarships for five students each year. Further scholarship opportunities may be possible, depending on fundraising. One such opportunity might be special one-time scholarships to encourage enrollment in the program's first cohort.

- **Paid Graduate Assistantships:** Students who continue to a second degree can apply to be paid project leads in their second year.

- **Veterans Recruitment:** At public institutions, the Post-9/11 GI Bill covers net tuition and mandatory fees for veterans eligible for the full benefit, and veterans may qualify for in-state tuition even if they have not lived in Washington. This can make Design Futures an affordable option for veterans who are working or cannot relocate.[15] Students who only take online classes receive a housing allowance based on half the national average, while students who take at least one class in person may qualify for the higher rate set for the school's location. Because each fall course begins in person at the residency, the program will confirm with the Director of the Veterans Resource Center and Residency Officer how the VA treats Design Futures courses, program residency fees, and non-resident tuition.

- **Tribal Nations:** The program will work with Evergreen's Native Pathways Program and MPA Tribal Governance to reach Native students and to approach Tribal nations as partners in Integration Lab projects.

[15] U.S. Department of Veterans Affairs, "Post-9/11 GI Bill Rates," effective August 1, 2026, to July 31, 2027, https://www.va.gov/education/benefit-rates/post-9-11-gi-bill-rates/, accessed October 8, 2026.

- **Applied Learning:** The Design Futures curriculum is highly applied. Students work on year-long projects with community partners to tackle complicated, “wicked” problems, including issues that affect traditionally marginalized communities, Tribal lands, and climate-impacted areas.

Comparable Programs

The table below compares Design Futures with the nearest integrated, studio-based graduate programs. Comparator tables for each degree are in the full proposal.

Suite-Level Comparator Programs

Design Futures against the nearest integrated, studio-based graduate models, compared on structure, cost, and delivery.

	Design Futures (proposed) — The Evergreen State College	Parsons School of Design — MFA Transdisciplinary Design	Carnegie Mellon University — Master of Human-Computer Interaction (MHCI)	University of Washington — Master of Human-Computer Interaction + Design (MHCI+D)
What it is	Four connected graduate degrees (Participatory Design, Digital Media and Communication, Human-Computer Interaction, Data Science and Analytics) built around a shared Integration Lab with community partners.	A single two-year, STEM-designated, studio-based MFA positioned at the intersection of design, social science, and collaborative practice. Part of a cluster of distinct Parsons design master's degrees.	A three-semester professional HCI degree with an industry capstone for an external client. One of several adjacent professional master's programs at CMU (MHCI, METALS, MIIPS).	An intensive interdisciplinary HCI and design degree run jointly by four UW units, taught in a project-based design studio format.
Credits	48 quarter credits	60 credits	Seven core courses plus four electives (CMU unit system)	46+ quarter credits
Duration	Four quarters (twelve months); option of a second degree in a second year	Two years	Twelve months, three semesters (August to August)	Eleven months, full time
Delivery	Low-residency: online coursework, two required residencies on campus, and hyflex weekends in winter and spring. Students could continue working while enrolled.	On-ground, New York City. Full-time studio enrollment.	On-ground, Pittsburgh. Full-time enrollment.	On-ground, Seattle. Full-time day program; students typically do not hold jobs while enrolled.
Tuition	Public college rate. Approximately **$21,835** in tuition across four full-time quarters for Washington residents; approximately **$40,892** for non-residents.	$31,970 per semester full time, or $2,665 per credit (2026–27 new-student rate). Approximately **$128,000** in tuition across four full-time semesters.	$31,300 per semester full time before fees, or $864 per unit. Full time is considered at least 36 units per semester. Approximately **$93,900** in tuition across three full-time semesters.	$1,383 per credit, fee-based; the same rate for resident, non-resident, and international students. Approximately **$63,618** in tuition across four full-time quarters.
Why considered	The proposed program: the only entry combining multiple connected degrees, a shared lab core, low-residency delivery, and public pricing.	Closest single-degree analogue to the Design Futures ethos: transdisciplinary, studio-based, and collaborative, at private on-ground pricing.	The leading professional HCI credential nationally; represents the cluster model of adjacent interdisciplinary master's at one institution.	The Washington public benchmark: the state's flagship HCI degree, one year, on campus, at $63,618.

Sources: institutional program and tuition pages, accessed July 18, 2026 (newschool.edu tuition and fees, 2026–27 new students; cmu.edu Student Financial Services, 2026–27 graduate tuition; mhcid.washington.edu, program costs). The Parsons two-year tuition total is calculated from the published per-semester rate and is not a university-published figure.

Community Partners

Every Integration Lab project is made with an outside partner. Partners bring a real question and the people who live with it, and they leave with evidence and work they can keep using. Design Futures does not have to build these relationships from scratch. Evergreen's centers already connect faculty and students with community organizations and with local, state, and Tribal governments across the southern Salish Sea region, and the program expects its first partners to come through them.[16]

The Center for Climate Action and Sustainability, for example, has worked with the City of Olympia, the Thurston Climate Action Team, and the Thurston Conservation District, among others. Preliminary conversations with the Olympia Climate Program have been positive. The program would also like to explore with the City whether the Daley Arts Center at the Olympia Armory, a city-owned creative campus now under renovation, could host public presentations of Lab work. The program will work with the Center for Community-Based Learning and Action, which connects academic programs with organizations in Olympia and neighboring communities, and with the House of Welcome, Evergreen's public service center for Indigenous arts and cultures. It will ask Evergreen's Native programs how Lab work with Tribal nations should begin, on terms each nation sets. The guest practitioners and Innovator in Residence play an important role in extending the Lab's network into professional practice. The goal is to have the Lab's first two projects and their partnerships in place when students arrive for the fall 2028 residency.

Accreditation

The Evergreen State College is accredited by the Northwest Commission on Colleges and Universities (NWCCU), and the addition of these degrees falls under the Commission's substantive-change process. None of the four degrees requires separate programmatic accreditation.

Resource Needs and Institutional Capacity

Faculty and Staff

The program is led by a faculty Director, appointed as a full-time, twelve-month faculty member. Their time will be split evenly between teaching duties and administrative release. The Director is supported by a full-time Assistant Director as administrative staff.

Instruction will be led by the Director, three regular (i.e., tenure-track) faculty, and about 1.2 adjunct FTE per year. The current graduate faculty-to-student ratio is 1:15. The program runs year-round, and regular faculty appointments are nine-month contracts. Each regular faculty member therefore teaches three of the program's four quarters and rotates out for one, so a year-long program does not require year-round teaching from any individual. Adjunct faculty teach every quarter, most in winter and

[16] The Evergreen State College, "Centers and Institutes," https://www.evergreen.edu/academics/experiential-learning/centers-institutes; "Center for Climate Action and Sustainability," https://www.evergreen.edu/academics/experiential-learning/centers-institutes/climate; "CCAS Internships," https://www.evergreen.edu/academics/experiential-learning/centers-institutes/climate/internships; and "Center for Community-Based Learning and Action," https://www.evergreen.edu/academics/experiential-learning/centers-institutes/community-based-learning; all accessed October 7, 2026. City of Olympia, "Daley Arts Center at The Olympia Armory," olympiawa.gov, accessed October 8, 2026.

spring, and cover the courses left open by the rotation. Four graduate assistants, each at ten hours a week, support the cohort and online courses.

In this model, the Director, regular faculty, and adjunct faculty carry various aspects of the pedagogical core. In addition, a structured layer of practitioners helps keep each degree connected to changes in the profession. The practitioner layer has two tiers. An Innovator in Residence, appointed annually, will attend both required residencies, lead the winter and spring weekends, and mentor students. Between the residency periods, a second tier of guest artists, practitioners, and executives will join the faculty online for project feedback, presentations, and critique. Practitioners let the degrees keep pace with their fields without adding a permanent line each time a field changes, and they connect students to the employers and practices named in the Career Outcomes section.

Facilities and Equipment

Because Design Futures is a low-residency program, its space needs differ from those of a typical on-campus graduate program. Most coursework happens online. Campus space use will be concentrated in the two required residencies in fall and summer quarters. The fall residency will run four to seven days at the start of fall quarter, and the summer residency will run seven days in mid to late August. Each of these residencies can be taught in existing classrooms. The August residency would also need lodging for up to sixty students for about a week. Campus housing is the preferred option, since the residency falls before undergraduates move in, and the program is also exploring lodging in Olympia. The program will work out availability and cost with Housing and Conference Services and local providers in the program development year. In winter and spring, one of the two Integration Lab projects will be run on a hyflex model (both online and in person), and the making, equipment use, and partner work for that project will happen on campus. That project needs dedicated studio/ storage space where work in progress can stay set up between sessions. The same spaces can serve the residencies and the winter and spring weekend sessions.

The administrative physical footprint will require two offices for the Director and Assistant Director, three regular faculty offices, a shared adjunct faculty office, and a temporary office for visiting practitioners.

Design Futures students will be able to use or check out media equipment from Evergreen's Media Services unit, and they can use that equipment during the residencies, the winter and spring weekends, and the hyflex Lab project. The pro forma includes $100,000 for equipment across the two start-up years and $15,000 a year once the program is running.

Institutional Capacity

Adding four graduate degrees and up to sixty students per year will require the support of colleagues, offices, and work units across the institution. Many of those colleagues are familiar with the work of starting new programs and have supported recent Evergreen ventures such as Professional and Continuing Education (PaCE), the Evergreen Prison Education Program (EPEP), Early Childhood Education (ECE), and the Sustainability Master of Business Administration (SMBA). Design Futures may require special attention to the parts of its design that are new at Evergreen, including the option for a second degree, required residencies, and support for students who study mostly online. Here the college can build on what it is learning from the SMBA.

Budget

The financial pro forma below illustrates the current budgetary assumptions associated with Design Futures. Calculations are based on Evergreen's fiscal year (July 1- June 30), and models fiscal year 2027 salaries and tuition throughout. Revenues and expenses are modeled on a timeline beginning with a start-up phase in January 2027, program launch in fall 2028, and three cohorts in 2028-29, 2029-30, and 2030-31. These views allow us to see start-up costs as well as ongoing revenues and expenses after the program is established. In addition to net tuition revenue and direct expenses, the pro forma incorporates college overhead expenses and a share of Evergreen's legislative appropriation.

- **Program Start-Up Costs:** the pro forma incorporates start-up costs from January 1, 2027 through August 31, 2028. These include expenses for administrative personnel, onboarding and curriculum development for regular faculty, equipment, goods and services, marketing, travel, and more. Direct program start-up costs are estimated at $905K; total start-up costs (including college overhead) will total about $1.43M.

  Evergreen plans to draw on institutional reserves to cover start-up costs. We are thankful to have an initial commitment of $52K from The Evergreen State College Foundation's donor-created Angel Fund to offset start-up expenses in 2026-27.

- **Tuition Revenue:** Design Futures will start collecting operating revenue in fall quarter 2028 and takes advantage of Evergreen's new tiered tuition schedule for graduate programs, set at Tier III, or 20% above base graduate resident tuition. Drawing on current Gray DI data and planning guidance from Institutional Research (see "Student Demand & Market Analysis" section above), the pro forma assumes program enrollment ranging from 85% full in 2028-29 to 95% full in 2030-31, generating between 61.2 and 67.5 FTE. We also assume Design Futures will attract between 25% and 35% non-resident students. Under these assumptions, Design Futures will generate approximately $1.2M in net tuition in 2029-30 and $1.3M in 2030-31, about half of it from non-resident students (see row: "Total Net Tuition"). Net tuition in 2028-29 is lower because that fiscal year includes only three quarters of tuition.

- **Direct Expenses:** Direct program operating expenses for Design Futures will include faculty and staff salaries, instructional expenses, and administrative expenses. The program will regularly be staffed by a faculty director, assistant director, regular faculty, adjunct faculty, and graduate assistants. Instructional expenses include media equipment, day-to-day faculty expenses (e.g. books, teaching supplies, etc.), graduate assistantships, scholarships, and expenses for guest speakers and practitioners, while administrative expenses include marketing, travel, and goods and services. We estimate annual direct expenses of up to $971K after start-up (see row: "Total Direct Expenses").

- **Balance and Break-Even**: The pro forma models direct program revenue and expenses, as well as incorporating assumptions regarding college overhead expenses and a share of Evergreen's legislative appropriation.

  In Design Futures' steady state, as seen in the 2029-30 and 2030-31 years, total net tuition will exceed total direct expenses, generating up to $375K (see rows: "Total Net Tuition" and "Total

Direct Expenses"). While some out-of-state enrollment is required, net tuition revenue will still exceed direct expenses if the program is 85% full and attracts 15% out-of-state residents.

When incorporating total revenue and expenses, the pro forma demonstrates that Design Futures will begin to generate annual revenue in 2028-29 (see row: "Balance") and will pay back its initial investment in 2030-31 (see row: "Cumulative Annual Balance"). Any additional funding from philanthropic sources would shorten the timeline to these break-even points.

Pro Forma Chart

Tuition Tier (% increase)	Resident	Non Resident
Tier I	0%	0%
Tier II	5%	0%
Tier III	20%	0%
Choose Tier	20%	0%
Waiver rates	11%	6%

Estimated Revenue	26-27	27-28	28-29	29-30	30-31
Net Tuition - Resident	$-	$-	$484,281	$645,708	$628,715
Net Tuition - Non-Resident	$-	$-	$338,105	$554,839	$693,549
Total Net Tuition	$-	$-	$822,386	$1,200,547	$1,322,264
Share of State Appropriation	$-	$-	$909,942	$963,468	$1,016,994
Foundation Funding	$52,000	$-	$-	$-	$-
Total Revenue	**$52,000**	**$-**	**$1,732,328**	**$2,164,015**	**$2,339,258**

Estimated Expenses	26-27	27-28	28-29	29-30	30-31
College Overhead Expenses	$94,217	$382,241	$585,633	$563,432	$548,932
Direct Expenses					
Regular Faculty	$-	$119,596	$398,654	$358,789	$358,789
Adjunct Faculty	$-	$-	$97,486	$124,073	$124,073
Faculty Director/ Instruction	$-	$-	$55,952	$74,603	$74,603
Faculty Director/ Admin	$37,301	$149,206	$93,254	$74,603	$74,603
Assistant Director	$50,467	$100,933	$100,933	$100,933	$100,933
Project Manager	$17,675	$35,350	$-	$-	$-
Non-instructional lines	$-	$-	$17,725	$17,725	$17,725
Program/Course Budget	$-	$-	$12,000	$12,000	$12,000
Equipment	$15,000	$85,000	$15,000	$15,000	$15,000
Graduate Assistantships	$-	$-	$35,200	$35,200	$35,200
Practitioner Workshops/ Speaker Series	$5,000	$51,450	$51,450	$51,450	$51,450
Scholarships	$-	$-	$17,059	$17,059	$17,059
Accreditation Expenses	$-	$7,500	$-	$-	$-
Goods & Services	$5,000	$5,000	$5,000	$5,000	$5,000
Travel	$7,000	$5,000	$10,000	$10,000	$10,000
Marketing	$25,000	$100,000	$100,000	$75,000	$50,000
Total Direct Expenses	$162,443	$659,036	$1,009,713	$971,435	$946,435
Total Expenses	**$256,660**	**$1,041,276**	**$1,595,346**	**$1,534,867**	**$1,495,367**

Balance (Total Revenue- Total Expenses)					
	$(204,660)	$(1,041,276)	$136,981	$629,148	$843,891

Cumulative Annual Balance	26-27	27-28	28-29	29-30	30-31
	$(204,660)	$(1,245,936)	$(1,108,955)	$(479,807)	$364,084

Each degree below has its own CIP code, summary, learning objectives, and career options. The shared core is described in the Curriculum Overview section. Job posting and salary figures come from each classification's Gray DI national report.

MA in Participatory Design

Summary

CIP 50.0499 (Design and Applied Arts, Other). The MA in Participatory Design is a portfolio-driven degree in designing with the people a design will affect rather than for them. Students design and facilitate participatory processes with people who hold different stakes and different amounts of power in a situation, working out with them who takes part, what say they have in the outcome, and what they keep when the project ends. They make tools and materials that let people without design training generate ideas and imagine possible futures. They synthesize what participants contribute into a shared account that participants review and correct, with contributions attributed and disagreements kept visible. The degree is for designers, facilitators, and organizers who already work with communities, and for career changers with experience in community or public work. It prepares them for design research, service and social design, and civic engagement roles in public agencies, community organizations, design and engagement firms, and companies that involve their employees or customers in redesigning services and workplace systems.

Learning Objectives

Graduates of the MA in Participatory Design meet the five objectives shared across the suite (see Curriculum Overview). In addition, they will be able to:

6. Design and facilitate a participatory process with people who hold different stakes and different amounts of power in a situation, working out with them who takes part, at which stages, with what say over the outcome, and what they keep when the project ends.
7. Make tools and materials that let people without design training generate ideas and possible futures, matched to different levels of experience and interest.
8. Synthesize what participants contributed into a shared account that participants review and correct, attributing contributions and keeping disagreements visible.

Career Options

Graduates work as design researchers, service and social designers, market and customer researchers, community and stakeholder engagement specialists, and facilitators in public agencies, community organizations, design and engagement firms, and companies that involve their customers or employees in redesigning services and workplace systems.

Gray DI links this classification to a wide range of occupations, and national job postings show where demand appears.[17] The largest group is in marketing and communication: marketing managers, market research analysts and marketing specialists, public relations specialists, and sales managers, with

[17] Gray Decision Intelligence, Program Overview report, CIP 50.0499, master's level, national market, Workforce Insights: Job Postings and Salaries by Occupation, June 25, 2026. Postings are for the trailing twelve months; salaries are Gray DI's weighted averages by occupation.

average salaries from about $69,000 to $118,000. Market research is one place companies house design and customer research, and graduates bring to it methods that involve customers and employees in shaping services rather than only reacting to finished ones. Management roles, including general and operations managers and project management specialists, form a second group, with average salaries from about $84,000 to $91,000. Commercial and industrial designers also appear, at about $130,000. None of the occupations Gray DI links to this classification names design research or facilitation. Marketing and project management are the technical skills named most often in these postings, and management, leadership, and collaboration the durable skills.

GRAY DI Program Scorecard

50.0499 Design and Applied Arts, Other

Report Parameters | Award Level: **Masters** | Market: **National** | Rubric: **Online**

Overall Score 66

Score 44.7 **Percentile** 66

Any instructional program in design and applied arts not listed above.

Student Demand 70

Score 18.3 **Percentile** 70

Criterion	Value	Pctl	Score
Size	-	-	-
Google Search Volume (12	19,900	36	2.2
New Student Enrollment Volume	342	79	4.7
On ground Completions at In	175	80	0.0
Online Completions by In Market	150	85	10.2
Sum of On ground and Online	325	81	0.0
Growth: Year-over-year Unit	-	-	-
Google Search YoY Change	-3,160	12	0.0
New Student Enrollment Vol. YoY	-92	4	0.1
Completion Volume YoY Change	-45	10	0.2
Growth: Year-over-year % Change	-	-	-
Google Search YoY Change (%)*	-14%	9	0.0
New Student Enrollment Vol. YoY	-21%	15	0.3
Completion Volume YoY Change	-12%	31	0.6
Size: International Demand	-	-	-
International Page Views (12	0	0	0.0

Award Level	Enrollment %	Completions %	Completions % National
Certificate	2	2	2
Associates	31	4	4
Bachelors	47	72	72
Postbaccalaureate Certificate	0	0	0
Masters	20	20	20
Post-masters Certificate	0	0	0

Employment 52

Score 14.7 **Percentile** 52

Criterion	Value	Pctl	Score
Size: Entry Jobs	-		-
Job Postings Total (12 Months)	241	75	3.0
BLS Current Employment	1,511	75	0.8
BLS Annual Job Openings	133	75	0.8
Growth: Entry Jobs	-		-
BLS 1 Year Historical Growth	2%	18	0.4
BLS 3 Year Historic Growth	4%	52	1.0
BLS 10 Year Future Growth	0.9%	72	0.7
Saturation: Entry Jobs	-		-
Job Postings per Graduate	0.7	22	0.9
BLS Job Openings per Graduate	0.4	23	0.2
Weighted-Avg BLS Wages	-		-
Entry 25th Percentile	$68,879	49	3.9
Post Entry Median	$92,879	34	2.7
Post Entry w Associates		0	0.0
Post Entry w Bachelors Median		0	0.0
Post Entry w Masters Median	$92,879	36	0.0
Post Entry w Doctoral Median		0	0.0
Underemployed	-		-
Underemployed Percent of	56%	8	0.3
ACS Bachelor's Degree	-		-
% with Any Graduate Degree*	11%	2	0.0
% with Masters*	10%	3	0.0
% with Doct Prof Degree*	1%	1	0.0
% Unemp. (Age <30)**	5%	5	0.0
% in Direct Prep Jobs*	41%	93	0.0

Competition 86

Score 11.7 **Percentile** 86

Criterion	Value	Pctl	Score
Volume of In-Market Competition	-	-	-
Campuses with Graduates**	23	17	0.0
Campuses with Grads YoY	-1	81	0.0
Institutions with Online In	5	20	0.0
In-Market Programs	-	-	-
Average Program Completions	7	48	0.0
Median Program Completions	6	61	0.0
YoY Median Prog. Compl.	-2	28	0.0
YoY Median Prog. Compl.	-33%	28	0.0
In-Market Saturation	-	-	-
Google Search * Cost per Click**	8	37	1.5
Google Competition Index**	0.3	60	2.4
National Online Competition	-	-	-
National Online Institutions	5	20	0.0
Nat'l Online % of Institutions	14%	48	1.9
Nat'l Online % of Completions	46%	74	5.9

Cost Benchmarking National	Value	Pctl
Average Cost per SCH Index**		100
Median Cost per SCH Index**		100

Footnotes

* - Google search do not filter by award level.
** - Percentiles are displayed in reverse (100% minus the percentile).
Pctl - Percentile
ACS - American Community Survey.

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GRAY DI Program Scorecard

50.0499 Design and Applied Arts, Other

Report Parameters

Award Level: **Masters**
Market: **120-mile around Olympia Campus The Evergreen State College**
Rubric: **Online**

Overall Score 85

Score 51.7 **Percentile** 85

Any instructional program in design and applied arts not listed above.

Student Demand 88

Score 23.1 **Percentile** 88

Criterion	Value	Pctl	Score
Size	-	-	-
Google Search Volume (12	649	41	2.5
New Student Enrollment Volume	17	88	5.3
On ground Completions at In	8	90	0.0
Online Completions by In Market	7	93	11.2
Sum of On ground and Online	15	90	0.0
Growth: Year-over-year Unit	-	-	-
Google Search YoY Change	-290	9	0.0
New Student Enrollment Vol. YoY	-8	4	0.1
Completion Volume YoY Change	2	95	1.9
Growth: Year-over-year % Change	-	-	-
Google Search YoY Change (%)*	-31%	4	0.0
New Student Enrollment Vol. YoY	-32%	36	0.7
Completion Volume YoY Change	13%	74	1.5
Size: International Demand	-	-	-
International Page Views (12	0	0	0.0

Award Level	Enrollment %	Completions %	Completions % National
Certificate	0	0	2
Associates	10	4	4
Bachelors	50	36	72
Postbaccalaureate Certificate	0	0	0
Masters	40	60	20
Post-masters Certificate	0	0	0

Employment 66

Score 16.1 **Percentile** 66

Criterion	Value	Pctl	Score
Size: Entry Jobs	-		-
Job Postings Total (12 Months)	7	77	3.1
BLS Current Employment	55	77	0.8
BLS Annual Job Openings	5	79	0.8
Growth: Entry Jobs	-		-
BLS 1 Year Historical Growth	3%	92	1.8
BLS 3 Year Historic Growth	5%	58	1.2
BLS 10 Year Future Growth	1.4%	77	0.8
Saturation: Entry Jobs	-		-
Job Postings per Graduate	0.5	13	0.5
BLS Job Openings per Graduate	0.3	12	0.1
Weighted-Avg BLS Wages	-		-
Entry 25th Percentile	$81,247	44	3.5
Post Entry Median	$108,751	40	3.2
Post Entry w Associates		0	0.0
Post Entry w Bachelors Median		0	0.0
Post Entry w Masters Median	$108,751	41	0.0
Post Entry w Doctoral Median		0	0.0
Underemployed	-		-
Underemployed Percent of	56%	8	0.3
ACS Bachelor's Degree	-		-
% with Any Graduate Degree*	11%	2	0.0
% with Masters*	10%	3	0.0
% with Doct Prof Degree*	1%	1	0.0
% Unemp. (Age <30)**	5%	5	0.0
% in Direct Prep Jobs*	41%	93	0.0

Competition 90

Score 12.6 **Percentile** 90

Criterion	Value	Pctl	Score
Volume of In-Market Competition	-	-	-
Campuses with Graduates**	1	6	0.0
Campuses with Grads YoY	0	2	0.0
Institutions with Online In	2	8	0.0
In-Market Programs	-	-	-
Average Program Completions	8	50	0.0
Median Program Completions	8	52	0.0
YoY Median Prog. Compl.	3	85	0.0
YoY Median Prog. Compl.	60%	88	0.0
In-Market Saturation	-	-	-
Google Search * Cost per Click**	3	59	2.4
Google Competition Index**	0.3	59	2.4
National Online Competition	-	-	-
National Online Institutions	5	20	0.0
Nat'l Online % of Institutions	14%	48	1.9
Nat'l Online % of Completions	46%	74	5.9

Cost Benchmarking National	Value	Pctl
Average Cost per SCH Index**		100
Median Cost per SCH Index**		100

Footnotes

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Pctl - Percentile
ACS - American Community Survey.

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MA in Digital Media and Communication

Summary

CIP 09.0702 (Digital Communication and Media / Multimedia). The MA in Digital Media and Communication is a portfolio-driven degree in media production and storytelling, with an emphasis on work that informs public decisions. Students produce finished works in more than one digital medium, from moving image and sound to photography and interactive media. They learn to compose narratives from evidence, making deliberate choices about perspective and feeling, and to plan how their work reaches the people it concerns. The degree is for working media makers, communicators, and storytellers, and for career changers with a creative portfolio. It prepares them for public-interest organizations, creative industries, and marketing and communications firms.

Learning Objectives

Graduates of the MA in Digital Media and Communication meet the five objectives shared across the suite (see Curriculum Overview). In addition, they will be able to:

6. Produce at least two finished works in different digital mediums, such as moving image, sound, photography, or interactive media.
7. Compose narratives from evidence, accounting for the choices of perspective and feeling that shape them.
8. Design how a work will reach the people it concerns, based on an analysis of how platforms, distribution, and media policy shape who encounters it.

Career Options

Graduates work as producers, media strategists, content and communication leads, and multimedia makers in agencies, creative industries, public-interest organizations, and cultural institutions.

Gray DI links this classification to a wide range of occupations, and national job postings show where demand is concentrated.[18] The largest group is in communication and marketing: public relations specialists and managers, marketing managers, and market research analysts and marketing specialists, with average salaries from about $69,000 to $118,000. Media production and editorial roles, including producers, directors, and editors, are a smaller group with average salaries from about $75,000 to $96,000. The linked occupations also include management and software development roles, which reflect how broadly the classification is mapped rather than the paths this degree prepares students for. Marketing is the technical skill named most often in these postings, and storytelling also appears.

[18] Gray Decision Intelligence, Program Overview report, CIP 09.0702, master's level, national market, Workforce Insights: Job Postings and Salaries by Occupation, June 25, 2026. Postings are for the trailing twelve months; salaries are Gray DI's weighted averages by occupation.

GRAY DI Program Scorecard

09.0702 Digital Communic. & Media/ Multimedia

Report Parameters | Award Level: **Masters** | Market: **National** | Rubric: **Online**

Overall Score 87

Score 56.2 **Percentile** 87

A program that focuses on the development, use, critical evaluation, and regulation of new electronic communication technologies using computer applications; and that prepares individuals to function as developers and managers of digital communications media. Includes instruction in computer and telecommunications technologies and processes; design and development of digital communications; marketing and distribution; digital communications regulation, law, and policy; the study of human interaction with, and use of, digital media; and emerging trends and issues.

Student Demand 98

Score 27.7 **Percentile** 98

Criterion	Value	Pctl	Score
Size	-	-	-
Google Search Volume (12	212,630	75	4.5
New Student Enrollment Volume	3,022	95	5.7
On ground Completions at In	2,358	96	0.0
Online Completions by In Market	555	94	11.3
Sum of On ground and Online	2,913	95	0.0
Growth: Year-over-year Unit	-	-	-
Google Search YoY Change	4,620	63	0.0
New Student Enrollment Vol. YoY	100	94	1.9
Completion Volume YoY Change	191	97	1.9
Growth: Year-over-year % Change	-	-	-
Google Search YoY Change (%)*	2%	37	0.0
New Student Enrollment Vol. YoY	3%	54	1.1
Completion Volume YoY Change	7%	68	1.4
Size: International Demand	-	-	-
International Page Views (12	7,479	92	0.0

Award Level	Enrollment %	Completions %	Completions % National
Certificate	5	11	11
Associates	14	4	4
Bachelors	46	58	58
Postbaccalaureate Certificate	0	1	1
Masters	32	26	26
Post-masters Certificate	1	0	0

Employment 68

Score 18.2 **Percentile** 68

Criterion	Value	Pctl	Score
Size: Entry Jobs	-		-
Job Postings Total (12 Months)	2,695	93	3.7
BLS Current Employment	16,836	93	0.9
BLS Annual Job Openings	1,534	94	0.9
Growth: Entry Jobs	-		-
BLS 1 Year Historical Growth	1%	11	0.2
BLS 3 Year Historic Growth	4%	43	0.9
BLS 10 Year Future Growth	0.9%	75	0.8
Saturation: Entry Jobs	-		-
Job Postings per Graduate	0.9	33	1.3
BLS Job Openings per Graduate	0.5	36	0.4
Weighted-Avg BLS Wages	-		-
Entry 25th Percentile	$72,544	56	4.5
Post Entry Median	$95,476	43	3.4
Post Entry w Associates		0	0.0
Post Entry w Bachelors Median		0	0.0
Post Entry w Masters Median	$95,476	46	0.0
Post Entry w Doctoral Median		0	0.0
Underemployed	-		-
Underemployed Percent of	44%	29	1.2
ACS Bachelor's Degree	-		-
% with Any Graduate Degree*	26%	28	0.0
% with Masters*	19%	31	0.0
% with Doct Prof Degree*	7%	52	0.0
% Unemp. (Age <30)**	3%	35	0.0
% in Direct Prep Jobs*	5%	44	0.0

Competition 75

Score 10.3 **Percentile** 75

Criterion	Value	Pctl	Score
Volume of In-Market Competition	-	-	-
Campuses with Graduates**	76	7	0.0
Campuses with Grads YoY	-4	97	0.0
Institutions with Online In	26	6	0.0
In-Market Programs	-	-	-
Average Program Completions	30	96	0.0
Median Program Completions	12	89	0.0
YoY Median Prog. Compl.	0	69	0.0
YoY Median Prog. Compl.	0	69	0.0
In-Market Saturation	-	-	-
Google Search * Cost per Click**	8	37	1.5
Google Competition Index**	0.3	56	2.2
National Online Competition	-	-	-
National Online Institutions	26	6	0.0
Nat'l Online % of Institutions	27%	65	2.6
Nat'l Online % of Completions	19%	50	4.0

Cost Benchmarking National	Value	Pctl
Average Cost per SCH Index**		100
Median Cost per SCH Index**		100

Footnotes

* - Google search do not filter by award level.
** - Percentiles are displayed in reverse (100% minus the percentile).
Pctl - Percentile
ACS - American Community Survey.

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GRAY DI Program Scorecard

09.0702 Digital Communic. & Media/ Multimedia

Report Parameters

Award Level: **Masters**
Market: **120-mile around Olympia Campus The Evergreen State College**
Rubric: **Online**

Overall Score 90

Score 56.6 **Percentile** 90

A program that focuses on the development, use, critical evaluation, and regulation of new electronic communication technologies using computer applications; and that prepares individuals to function as developers and managers of digital communications media. Includes instruction in computer and telecommunications technologies and processes; design and development of digital communications; marketing and distribution; digital communications regulation, law, and policy; the study of human interaction with, and use of, digital media; and emerging trends and issues.

Student Demand 98

Score 27.9 **Percentile** 98

Criterion	Value	Pctl	Score
Size	-	-	-
Google Search Volume (12	5,660	77	4.6
New Student Enrollment Volume	100	96	5.8
On ground Completions at In	118	98	0.0
Online Completions by In Market	10	94	11.3
Sum of On ground and Online	128	98	0.0
Growth: Year-over-year Unit	-	-	-
Google Search YoY Change	287	74	0.0
New Student Enrollment Vol. YoY	14	97	1.9
Completion Volume YoY Change	0	90	1.8
Growth: Year-over-year % Change	-	-	-
Google Search YoY Change (%)*	5%	49	0.0
New Student Enrollment Vol. YoY	16%	69	1.4
Completion Volume YoY Change	-0%	56	1.1
Size: International Demand	-	-	-
International Page Views (12	7,479	92	0.0

Award Level	Enrollment %	Completions %	Completions % National
Certificate	7	6	11
Associates	0	0	4
Bachelors	43	28	58
Postbaccalaureate Certificate	0	0	1
Masters	49	66	26
Post-masters Certificate	0	0	0

Employment 71

Score 17.7 **Percentile** 71

Criterion	Value	Pctl	Score
Size: Entry Jobs	-		-
Job Postings Total (12 Months)	77	94	3.8
BLS Current Employment	609	94	0.9
BLS Annual Job Openings	59	94	0.9
Growth: Entry Jobs	-		-
BLS 1 Year Historical Growth	-3%	19	0.4
BLS 3 Year Historic Growth	4%	32	0.6
BLS 10 Year Future Growth	1.5%	83	0.8
Saturation: Entry Jobs	-		-
Job Postings per Graduate	0.6	15	0.6
BLS Job Openings per Graduate	0.5	20	0.2
Weighted-Avg BLS Wages	-		-
Entry 25th Percentile	$85,960	58	4.6
Post Entry Median	$110,731	45	3.6
Post Entry w Associates		0	0.0
Post Entry w Bachelors Median		0	0.0
Post Entry w Masters Median	$110,731	48	0.0
Post Entry w Doctoral Median		0	0.0
Underemployed	-		-
Underemployed Percent of	44%	29	1.2
ACS Bachelor's Degree	-		-
% with Any Graduate Degree*	26%	28	0.0
% with Masters*	19%	31	0.0
% with Doct Prof Degree*	7%	52	0.0
% Unemp. (Age <30)**	3%	35	0.0
% in Direct Prep Jobs*	5%	44	0.0

Competition 81

Score 11.0 **Percentile** 81

Criterion	Value	Pctl	Score
Volume of In-Market Competition	-	-	-
Campuses with Graduates**	1	6	0.0
Campuses with Grads YoY	0	2	0.0
Institutions with Online In	4	5	0.0
In-Market Programs	-	-	-
Average Program Completions	118	99	0.0
Median Program Completions	118	99	0.0
YoY Median Prog. Compl.	2	79	0.0
YoY Median Prog. Compl.	2%	64	0.0
In-Market Saturation	-	-	-
Google Search * Cost per Click**	3	59	2.4
Google Competition Index**	0.3	50	2.0
National Online Competition	-	-	-
National Online Institutions	26	6	0.0
Nat'l Online % of Institutions	27%	65	2.6
Nat'l Online % of Completions	19%	50	4.0

Cost Benchmarking National	Value	Pctl
Average Cost per SCH Index**		100
Median Cost per SCH Index**		100

Footnotes

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** - Percentiles are displayed in reverse (100% minus the percentile).
Pctl - Percentile
ACS - American Community Survey.

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MS in Human-Computer Interaction

Summary

CIP 30.3101 (Human-Computer Interaction). The MS in Human-Computer Interaction is a degree in designing, building, and evaluating interactive systems, with attention to the people who use them and the people they affect. Students build interactive prototypes from early sketches to working code, using them both to improve systems that exist and to let people test possible futures before they are built. They learn to evaluate systems with qualitative and quantitative methods and to interpret what they find through theories of how people perceive, think, and act. They analyze how a system distributes access, effort, and control, including for people with disabilities. The degree is for designers, developers, and researchers who want to build more directly with stakeholders, and for career changers with introductory programming experience. It prepares them for user experience research, design, and development roles in technology companies, design consultancies, corporate product teams, and government digital services and civic technology.

Learning Objectives

Graduates of the MS in Human-Computer Interaction meet the five objectives shared across the suite (see Curriculum Overview). In addition, they will be able to:

6. Build interactive prototypes at increasing levels of fidelity, from early sketches to a coded prototype that people can operate.
7. Evaluate interactive systems with qualitative and quantitative methods, interpreting the findings through theories of how people perceive, think, and act.
8. Analyze how an interactive system distributes access, effort, and control among the people who use it and the people it affects, including people with disabilities.

Career Options

Graduates work as user experience (UX) designers and researchers, product designers, usability and accessibility specialists, and front-end developers in technology companies, design consultancies, corporate product teams, government digital services, and civic technology.

Gray DI links this classification to a wide range of occupations, and national job postings show where demand is concentrated.[19] The largest group is in business and management, led by general and operations managers and management analysts, with average salaries from about $84,000 to $123,000. Computing roles, including software developers, computer systems analysts, and data scientists, are a smaller group with the highest average salaries, from about $110,000 to $138,000. Marketing manager roles also appear often in postings. The linked occupations include no user experience or interface design roles. They do include roles this degree does not prepare students for, such as dietitians and accountants, which reflects how broadly the classification is mapped. Management, leadership, and collaboration are the durable skills named most often in these postings.

[19] Gray Decision Intelligence, Program Overview report, CIP 30.3101, master's level, national market, Workforce Insights: Job Postings and Salaries by Occupation, June 25, 2026. Postings are for the trailing twelve months; salaries are Gray DI's weighted averages by occupation.

GRAY DI Program Scorecard

30.3101 Human Computer Interaction

Report Parameters | Award Level: **Masters** | Market: **National** | Rubric: **Online**

Overall Score: 97

Score 64.5 Percentile 97

An interdisciplinary program that focuses on the study of the interaction between people and technology and how that technology impacts society, and combines disciplines within the fields of computing and information science (information systems, software engineering, artificial intelligence and design), engineering, and the behavior sciences (cognitive science, cognitive psychology, sociology, organizational psychology, and social psychology). Includes instruction in information technology, cognitive and behavioral sciences, and systems design.

Student Demand: 96

Score 26.9 Percentile 96

Criterion	Value	Pctl	Score
Size	-	-	-
Google Search Volume (12	128,120	68	4.1
New Student Enrollment Volume	1,422	91	5.5
On ground Completions at In	805	92	0.0
Online Completions by In Market	369	92	11.0
Sum of On ground and Online	1,174	92	0.0
Growth: Year-over-year Unit	-	-	-
Google Search YoY Change	-7,020	9	0.0
New Student Enrollment Vol. YoY	38	88	1.8
Completion Volume YoY Change	151	97	1.9
Growth: Year-over-year % Change	-	-	-
Google Search YoY Change (%)*	-5%	21	0.0
New Student Enrollment Vol. YoY	3%	53	1.1
Completion Volume YoY Change	15%	77	1.5
Size: International Demand	-	-	-
International Page Views (12	20,150	97	0.0

Award Level	Enrollment %	Completions %	Completions % National
Certificate	0	6	6
Associates	0	2	2
Bachelors	18	36	36
Postbaccalaureate Certificate	0	2	2
Masters	79	53	53
Post-masters Certificate	2	0	0

Employment: 91

Score 26.7 Percentile 91

Criterion	Value	Pctl	Score
Size: Entry Jobs	-		-
Job Postings Total (12 Months)	1,495	90	3.6
BLS Current Employment	8,667	90	0.9
BLS Annual Job Openings	766	90	0.9
Growth: Entry Jobs	-		-
BLS 1 Year Historical Growth	4%	77	1.5
BLS 3 Year Historic Growth	5%	92	1.8
BLS 10 Year Future Growth	1.0%	79	0.8
Saturation: Entry Jobs	-		-
Job Postings per Graduate	1.3	57	2.3
BLS Job Openings per Graduate	0.7	61	0.6
Weighted-Avg BLS Wages	-		-
Entry 25th Percentile	$77,148	70	5.6
Post Entry Median	$109,812	77	6.2
Post Entry w Associates		0	0.0
Post Entry w Bachelors Median		0	0.0
Post Entry w Masters Median	$109,404	78	0.0
Post Entry w Doctoral Median	$123,981	53	0.0
Underemployed	-		-
Underemployed Percent of	35%	61	2.4
ACS Bachelor's Degree	-		-
% with Any Graduate Degree*	39%	51	0.0
% with Masters*	30%	64	0.0
% with Doct Prof Degree*	9%	54	0.0
% Unemp. (Age <30)**	6%	2	0.0
% in Direct Prep Jobs*		0	0.0

Competition: 80

Score 11.0 Percentile 80

Criterion	Value	Pctl	Score
Volume of In-Market Competition	-	-	-
Campuses with Graduates**	30	14	0.0
Campuses with Grads YoY	4	4	0.0
Institutions with Online In	13	12	0.0
In-Market Programs	-	-	-
Average Program Completions	26	94	0.0
Median Program Completions	22	97	0.0
YoY Median Prog. Compl.	10	99	0.0
YoY Median Prog. Compl.	45%	88	0.0
In-Market Saturation	-	-	-
Google Search * Cost per Click**	9	32	1.3
Google Competition Index**	0.4	43	1.7
National Online Competition	-	-	-
National Online Institutions	13	12	0.0
Nat'l Online % of Institutions	38%	77	3.1
Nat'l Online % of Completions	31%	61	4.9

Cost Benchmarking National	Value	Pctl
Average Cost per SCH Index**		100
Median Cost per SCH Index**		100

Footnotes

* - Google search do not filter by award level.
** - Percentiles are displayed in reverse (100% minus the percentile).
Pctl - Percentile
ACS - American Community Survey.

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GRAY DI Program Scorecard

30.3101 Human Computer Interaction

Report Parameters

Award Level: **Masters**
Market: **120-mile around Olympia Campus The Evergreen State College**
Rubric: **Online**

Overall Score

96

Score 62.2 Percentile 96

An interdisciplinary program that focuses on the study of the interaction between people and technology and how that technology impacts society, and combines disciplines within the fields of computing and information science (information systems, software engineering, artificial intelligence and design), engineering, and the behavior sciences (cognitive science, cognitive psychology, sociology, organizational psychology, and social psychology). Includes instruction in information technology, cognitive and behavioral sciences, and systems design.

Student Demand

96

Score 26.5 Percentile 96

Criterion	Value	Pctl	Score
Size	-	-	-
Google Search Volume (12	2,842	67	4.0
New Student Enrollment Volume	55	94	5.6
On ground Completions at In	42	96	0.0
Online Completions by In Market	4	91	10.9
Sum of On ground and Online	46	95	0.0
Growth: Year-over-year Unit	-	-	-
Google Search YoY Change	-793	5	0.0
New Student Enrollment Vol. YoY	0	78	1.6
Completion Volume YoY Change	2	95	1.9
Growth: Year-over-year % Change	-	-	-
Google Search YoY Change (%)*	-22%	7	0.0
New Student Enrollment Vol. YoY	-1%	54	1.1
Completion Volume YoY Change	6%	68	1.4
Size: International Demand	-	-	-
International Page Views (12	20,150	97	0.0

Award Level	Enrollment %	Completions %	Completions % National
Certificate	0	2	6
Associates	0	1	2
Bachelors	17	56	36
Postbaccalaureate Certificate	0	0	2
Masters	83	41	53
Post-masters Certificate	0	0	0

Employment

91

Score 24.9 Percentile 91

Criterion	Value	Pctl	Score
Size: Entry Jobs	-		-
Job Postings Total (12 Months)	41	91	3.6
BLS Current Employment	295	91	0.9
BLS Annual Job Openings	28	91	0.9
Growth: Entry Jobs	-		-
BLS 1 Year Historical Growth	1%	75	1.5
BLS 3 Year Historic Growth	6%	92	1.8
BLS 10 Year Future Growth	1.5%	82	0.8
Saturation: Entry Jobs	-		-
Job Postings per Graduate	0.9	22	0.9
BLS Job Openings per Graduate	0.6	24	0.2
Weighted-Avg BLS Wages	-		-
Entry 25th Percentile	$89,747	68	5.4
Post Entry Median	$125,497	78	6.2
Post Entry w Associates		0	0.0
Post Entry w Bachelors Median		0	0.0
Post Entry w Masters Median	$125,228	78	0.0
Post Entry w Doctoral Median	$134,857	48	0.0
Underemployed	-		-
Underemployed Percent of	35%	61	2.4
ACS Bachelor's Degree	-		-
% with Any Graduate Degree*	39%	51	0.0
% with Masters*	30%	64	0.0
% with Doct Prof Degree*	9%	54	0.0
% Unemp. (Age <30)**	6%	2	0.0
% in Direct Prep Jobs*		0	0.0

Competition

80

Score 10.9 Percentile 80

Criterion	Value	Pctl	Score
Volume of In-Market Competition	-	-	-
Campuses with Graduates**	1	6	0.0
Campuses with Grads YoY	0	2	0.0
Institutions with Online In	3	6	0.0
In-Market Programs	-	-	-
Average Program Completions	42	92	0.0
Median Program Completions	42	94	0.0
YoY Median Prog. Compl.	1	73	0.0
YoY Median Prog. Compl.	2%	64	0.0
In-Market Saturation	-	-	-
Google Search * Cost per Click**	7	37	1.5
Google Competition Index**	0.4	36	1.4
National Online Competition	-	-	-
National Online Institutions	13	12	0.0
Nat'l Online % of Institutions	38%	77	3.1
Nat'l Online % of Completions	31%	61	4.9

Cost Benchmarking National	Value	Pctl
Average Cost per SCH Index**		100
Median Cost per SCH Index**		100

Footnotes

* - Google search do not filter by award level.
** - Percentiles are displayed in reverse (100% minus the percentile).
Pctl - Percentile
ACS - American Community Survey.

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MS in Data Science and Analytics

Summary

CIP 30.7101 (Data Analytics, General). The MS in Data Science and Analytics is a degree in preparing, modeling, and visualizing data, with attention to what a dataset records and what it leaves out. Students prepare data in reproducible code and document where it came from, who produced it, how its categories were defined, and what is missing. They build and evaluate statistical models that explain and predict patterns in data, stating the assumptions and uncertainty behind each conclusion. They design visualizations that let people without technical training examine the evidence, question it, and see where it is incomplete. The degree is for analysts, researchers, and professionals who want to work more directly with the people the data describes, and for career changers with introductory programming and statistics. It prepares them for data analysis, data science, and visualization roles in government, nonprofits, research organizations, and industry.

Learning Objectives

Graduates of the MS in Data Science and Analytics meet the five objectives shared across the suite (see Curriculum Overview). In addition, they will be able to:

6. Prepare data for analysis in reproducible code, documenting where it came from, who produced it, how categories were defined, and what it leaves out.
7. Build and evaluate statistical models that explain and predict patterns in data, stating their assumptions and uncertainty and testing whether their conclusions hold.
8. Visualize data and its uncertainty so that people without technical training can examine the evidence, question it, and see where it is incomplete.

Career Options

Graduates work as data scientists, research analysts, and visualization specialists in government, nonprofits, research organizations, and industry.

Gray DI links this classification to a wide range of occupations, and national job postings show where demand is concentrated.[20] The largest group is in computing and data, with average salaries from about $85,000 to $138,000. Most of its postings are for software developers and testers, a path this degree is not built for. Data scientists are the second largest occupation and the closest match to the degree, with the highest average salary in the group, about $138,000. Business and finance roles, including general and operations managers, financial and risk analysts, marketing managers, and management analysts, are a smaller group with average salaries from about $84,000 to $123,000. The linked occupations also include engineering and executive roles, which reflect how broadly the classification is mapped. Python, analytics, and computer science are the technical skills named most often in these postings, along with machine learning, statistics, and data visualization. Management, leadership, and collaboration are the durable skills named most often.

[20] Gray Decision Intelligence, Program Overview report, CIP 30.7101, master's level, national market, Workforce Insights: Job Postings and Salaries by Occupation, June 25, 2026. Postings are for the trailing twelve months; salaries are Gray DI's weighted averages by occupation.

GRAY DI Program Scorecard

30.7101 Data Analytics and/or Data Science

Report Parameters | Award Level: **Masters** | Market: **National** | Rubric: **Online**

Overall Score

99

Score 69.9 Percentile 99

A program that prepares individuals to apply data science to generate insights from data and identify and predict trends. Includes instruction in computer databases, computer programming, inference, machine learning, optimization, probability and stochastic models, statistics, strategy, uncertainty quantification, and visual analytics.

Student Demand

100

Score 30.7 Percentile 100

Criterion	Value	Pctl	Score
Size	-	-	-
Google Search Volume (12	2,259,246	96	5.8
New Student Enrollment Volume	13,502	99	5.9
On ground Completions at In	5,786	98	0.0
Online Completions by In Market	2,194	97	11.6
Sum of On ground and Online	7,980	98	0.0
Growth: Year-over-year Unit	-	-	-
Google Search YoY Change	-203,184	1	0.0
New Student Enrollment Vol. YoY	3,317	99	2.0
Completion Volume YoY Change	2,060	99	2.0
Growth: Year-over-year % Change	-	-	-
Google Search YoY Change (%)*	-8%	15	0.0
New Student Enrollment Vol. YoY	33%	84	1.7
Completion Volume YoY Change	35%	87	1.7
Size: International Demand	-	-	-
International Page Views (12	190,419	99	0.0

Award Level	Enrollment %	Completions %	Completions % National
Certificate	2	5	5
Associates	7	1	1
Bachelors	23	33	33
Postbaccalaureate Certificate	1	6	6
Masters	59	52	52
Post-masters Certificate	5	1	1

Employment

98

Score 30.4 Percentile 98

Criterion	Value	Pctl	Score
Size: Entry Jobs	-		-
Job Postings Total (12 Months)	7,311	97	3.9
BLS Current Employment	46,804	97	1.0
BLS Annual Job Openings	4,239	97	1.0
Growth: Entry Jobs	-		-
BLS 1 Year Historical Growth	5%	86	1.7
BLS 3 Year Historic Growth	7%	99	2.0
BLS 10 Year Future Growth	1.4%	90	0.9
Saturation: Entry Jobs	-		-
Job Postings per Graduate	0.9	33	1.3
BLS Job Openings per Graduate	0.5	36	0.4
Weighted-Avg BLS Wages	-		-
Entry 25th Percentile	$97,280	93	7.4
Post Entry Median	$123,151	93	7.4
Post Entry w Associates		0	0.0
Post Entry w Bachelors Median		0	0.0
Post Entry w Masters Median	$122,723	93	0.0
Post Entry w Doctoral Median	$132,035	86	0.0
Underemployed	-		-
Underemployed Percent of	22%	85	3.4
ACS Bachelor's Degree	-		-
% with Any Graduate Degree*		0	0.0
% with Masters*		0	0.0
% with Doct Prof Degree*		0	0.0
% Unemp. (Age <30)**		100	0.0
% in Direct Prep Jobs*		0	0.0

Competition

66

Score 8.8 Percentile 66

Criterion	Value	Pctl	Score
Volume of In-Market Competition	-	-	-
Campuses with Graduates**	169	3	0.0
Campuses with Grads YoY	26	1	0.0
Institutions with Online In	89	2	0.0
In-Market Programs	-	-	-
Average Program Completions	34	97	0.0
Median Program Completions	12	89	0.0
YoY Median Prog. Compl.	6	97	0.0
YoY Median Prog. Compl.	50%	90	0.0
In-Market Saturation	-	-	-
Google Search * Cost per Click**	17	10	0.4
Google Competition Index**	0.5	16	0.6
National Online Competition	-	-	-
National Online Institutions	89	2	0.0
Nat'l Online % of Institutions	42%	80	3.2
Nat'l Online % of Completions	27%	57	4.6

Cost Benchmarking National	Value	Pctl
Average Cost per SCH Index**	0.67	55
Median Cost per SCH Index**	0.72	69

Footnotes

* - Google search do not filter by award level.
** - Percentiles are displayed in reverse (100% minus the percentile).
Pctl - Percentile
ACS - American Community Survey.

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Program Scorecard

30.7101 Data Analytics and/or Data Science

Report Parameters

Award Level: **Masters**
Market: **120-mile around Olympia Campus The Evergreen State College**
Rubric: **Online**

Overall Score

99

Score 70.1 Percentile 99

A program that prepares individuals to apply data science to generate insights from data and identify and predict trends. Includes instruction in computer databases, computer programming, inference, machine learning, optimization, probability and stochastic models, statistics, strategy, uncertainty quantification, and visual analytics.

Student Demand

100

Score 30.5 Percentile 100

Criterion	Value	Pctl	Score
Size	-	-	-
Google Search Volume (12	50,006	97	5.8
New Student Enrollment Volume	390	99	5.9
On ground Completions at In	48	96	0.0
Online Completions by In Market	29	97	11.6
Sum of On ground and Online	77	97	0.0
Growth: Year-over-year Unit	-	-	-
Google Search YoY Change	-11,172	0	0.0
New Student Enrollment Vol. YoY	108	99	2.0
Completion Volume YoY Change	15	98	2.0
Growth: Year-over-year % Change	-	-	-
Google Search YoY Change (%)*	-18%	10	0.0
New Student Enrollment Vol. YoY	38%	78	1.6
Completion Volume YoY Change	24%	81	1.6
Size: International Demand	-	-	-
International Page Views (12	190,419	99	0.0

Award Level	Enrollment %	Completions %	Completions % National
Certificate	1	1	5
Associates	1	1	1
Bachelors	21	58	33
Postbaccalaureate Certificate	2	2	6
Masters	72	38	52
Post-masters Certificate	3	0	1

Employment

99

Score 31.0 Percentile 99

Criterion	Value	Pctl	Score
Size: Entry Jobs	-		-
Job Postings Total (12 Months)	233	97	3.9
BLS Current Employment	1,884	98	1.0
BLS Annual Job Openings	181	98	1.0
Growth: Entry Jobs	-		-
BLS 1 Year Historical Growth	1%	75	1.5
BLS 3 Year Historic Growth	8%	96	1.9
BLS 10 Year Future Growth	1.9%	90	0.9
Saturation: Entry Jobs	-		-
Job Postings per Graduate	3	53	2.1
BLS Job Openings per Graduate	2.4	62	0.6
Weighted-Avg BLS Wages	-		-
Entry 25th Percentile	$112,469	93	7.4
Post Entry Median	$138,994	91	7.3
Post Entry w Associates		0	0.0
Post Entry w Bachelors Median		0	0.0
Post Entry w Masters Median	$138,633	91	0.0
Post Entry w Doctoral Median	$146,484	82	0.0
Underemployed	-		-
Underemployed Percent of	22%	85	3.4
ACS Bachelor's Degree	-		-
% with Any Graduate Degree*		0	0.0
% with Masters*		0	0.0
% with Doct Prof Degree*		0	0.0
% Unemp. (Age <30)**		100	0.0
% in Direct Prep Jobs*		0	0.0

Competition

65

Score 8.6 Percentile 65

Criterion	Value	Pctl	Score
Volume of In-Market Competition	-	-	-
Campuses with Graduates**	2	4	0.0
Campuses with Grads YoY	0	2	0.0
Institutions with Online In	10	2	0.0
In-Market Programs	-	-	-
Average Program Completions	24	79	0.0
Median Program Completions	24	82	0.0
YoY Median Prog. Compl.	7	93	0.0
YoY Median Prog. Compl.	37%	83	0.0
In-Market Saturation	-	-	-
Google Search * Cost per Click**	21	7	0.3
Google Competition Index**	0.6	13	0.5
National Online Competition	-	-	-
National Online Institutions	89	2	0.0
Nat'l Online % of Institutions	42%	80	3.2
Nat'l Online % of Completions	27%	57	4.6

Cost Benchmarking National	Value	Pctl
Average Cost per SCH Index**	0.67	55
Median Cost per SCH Index**	0.72	69

Footnotes

* - Google search do not filter by award level.
** - Percentiles are displayed in reverse (100% minus the percentile).
Pctl - Percentile
ACS - American Community Survey.

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References and Data Notes

Completions, growth, modality splits, and institution counts are computed from IPEDS completions exports obtained through Gray Decision Intelligence, June 25, 2026, filtered to each degree's exact six-digit CIP at the master's level. The data workbook for the analytics family spans several CIP codes, and all figures above use only CIP 30.7101 rows. Five-year growth percentages compare 2024 completions with completions five years earlier, using the five-year unit change reported in the same export. The primary market sources on file are twelve Gray DI Program Overview reports dated June 25, 2026, covering CIP 50.0499, 09.0702, 30.3101, and 30.7101 in three markets each: national, a 120-mile radius around the Olympia campus, and seven western states. Wage figures in the Career Outcomes section use all three markets. Program structure, credits, duration, delivery, and tuition in the comparable programs tables are drawn from each institution's published program pages, compiled June through October 2026 in the comparator workbook on file.

Use of AI tools. In preparing this proposal, Kate Cunningham used Claude, an AI model made by Anthropic, for copy editing, research support, calculating and checking figures from the data workbooks, and formatting tables. She reviewed all AI-edited text, checked figures against the source workbooks and reports, and verified the sources cited. The authors are responsible for the content.

The Evergreen State College

Resolution No. 2026-05

Resolution of the Board of Trustees of
The Evergreen State College

Authorizing the establishment of an interdisciplinary suite of four new graduate degrees: a Master of Arts in Participatory Design, a Master of Arts in Digital Media and Communication, a Master of Science in Human-Computer Interaction, and a Master of Science in Data Science and Analytics

Whereas,

The Evergreen State College (Evergreen) is dedicated to our mission emphasizing collaborative, interdisciplinary learning across significant differences, social justice, service in the public interest, and preparation for careers that contribute to the public good;

Whereas,

Evergreen, through its strategic plan, seeks to build on and create new areas of academic excellence to provide opportunities for new students and to grow enrollment, and strengthen Evergreen's financial position;

Whereas,

Federal degree completions data and market analysis indicate strong and growing demand, few public options in Washington, and well-paying career opportunities for graduates in the fields these degrees represent;

Whereas,

Each degree will prepare graduates with depth in their own field, and students from all four degrees will work together on shared projects that address complex public problems;

Whereas,

Many prospective graduate students are working professionals with significant work or family obligations who require flexible, online, and low-residency learning options;

Whereas,

A pro forma financial analysis reviewed by the Board's Finance and Budget Committee, demonstrates the potential for these programs to strengthen Evergreen's financial position;

Whereas,

Under the Board's Delegation of Authority, the Board retains the authority to approve new academic programs;

And whereas,

Board approval is needed for the college to seek approval from the Northwest Commission on Colleges and Universities.

Now, therefore,

The Board of Trustees of The Evergreen State College authorizes Evergreen's administration to establish an interdisciplinary suite of four graduate degrees consisting of a Master of Arts in Participatory Design, a Master of Arts in Digital Media and Communication, a Master of Science in Human-Computer Interaction, and a Master of Science in Data Science and Analytics with its first cohort to enroll in Fall 2028, subject to any final approvals required by external accrediting or regulatory agencies.

Done in open public meeting November 17, 2026.

_____ _____

Miguel Pérez-Gibson, Chair John Carmichael, President

_____

Kris Peters, Secretary

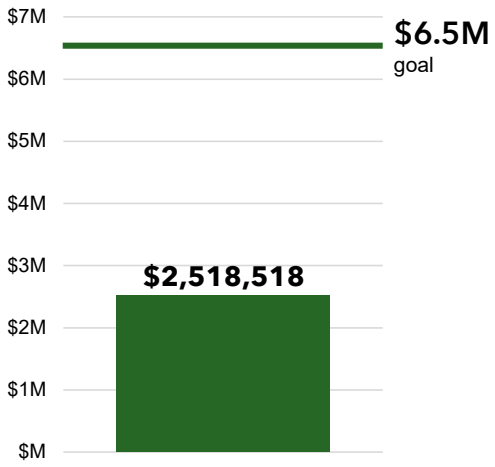
evergreen

2026–27 Fundraising Progress as of October 31, 2026

The Evergreen State College and The Evergreen State College Foundation

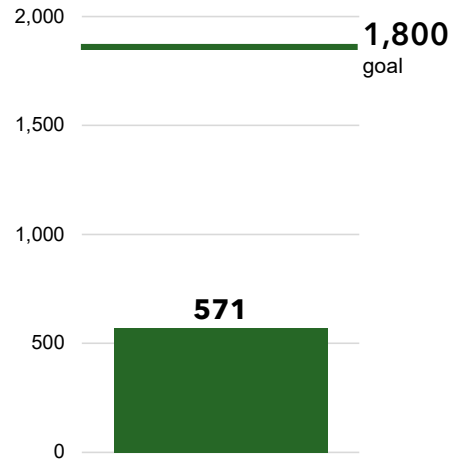
New Commitments

New gifts, grants, planned gifts and pledges



Total Donors

Foundation and College donors



Impact Growth 2019–2027

$2,847 average scholarship award for 2026-2027 academic year[1]

87% increase in student aid budget[2]

26% increase in average budgeted scholarship award[2]

37% increase in individual scholarship awards per year[3]

1,771 scholarship recipients from July 2019 to October 2026[4]

1,065 Student Emergency Fund recipients from July 2019 to October 2026[4]

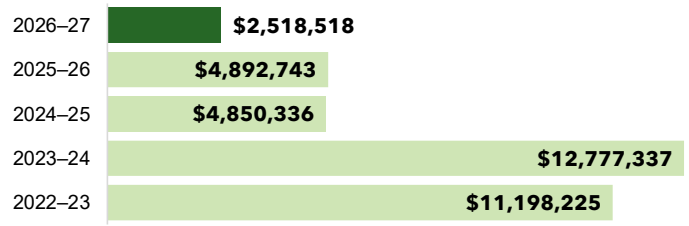
2,415 Upward Bound student participation from July 2019 to June 2026[5]

96 Summer Undergraduate Research Fellowship (SURF) projects[4]

[1] Average scholarship award disbursement budgeted in the 2026–2027 academic year
[2] Percent change in scholarship total budget, 2019 to 2026
[3] Percent change in number of scholarship awards budgeted, 2019 to 2026
[4] Numbers reflect actual total recipients per award/program, 2019 to 2026
[5] Returning students counted up to 4 times each, 2019 to 2026

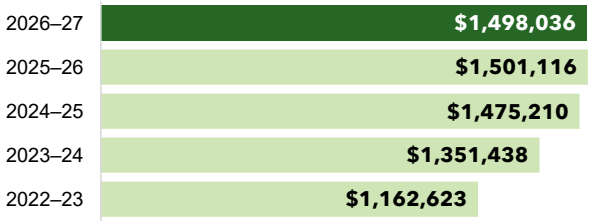
New Commitments Compared to Prior Years

New grant commitments, gifts and planned gifts secured to College and Foundation



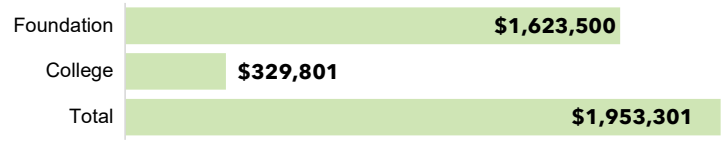
Student Aid Budget Year Over Year

Scholarship, fellowship, and Emergency Fund budget totals per year



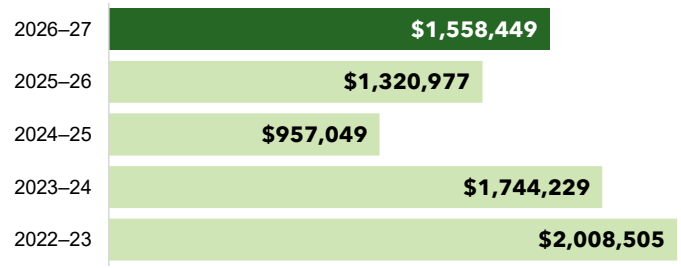
New Pledges

New commitments and planned gifts made; may be received in future years



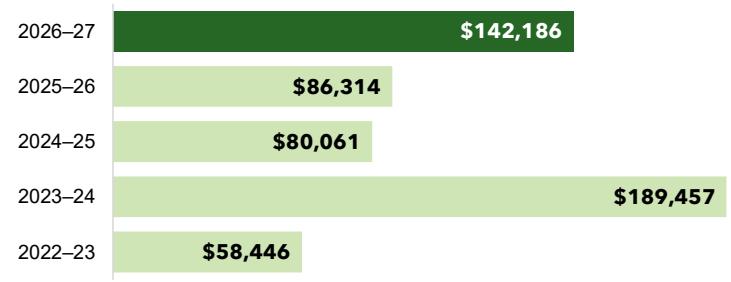
Foundation Total Raised

Gifts and pledge payments to be received by June 30, 2027



Evergreen Funds Received

Includes gifts to the Evergreen Fund, Evergreen Scholarship Fund, Undergraduate Research Fund, Tacoma Annual Fund, Student Emergency Fund and Art of Giving



Notable Gifts and Grants[1]

- $ 1,030,000 **planned gift commitment for David L. Hitchens Scholarship Endowment**
- $ 565,000 planned gift commitment for scholarships
- $ 200,000 pledge payment received for the Resilience Fund
- $ 199,994 grant commitment for the Resiliency Program
- $ 150,000 grant received for the Sustainability in Prisons Project
- $ 104,882 **gift received for Evergreen Fund Endowment and Student Emergency Fund**
- $ 100,685 pledge payment received for the Angel Fund
- $ 100,000 **gift received for First Year Coordinated Studies**
- $ 79,107 grant commitment to the Washington State Institute for Public Policy
- $ 50,000 gift received for the Archives Discretionary Fund
- $ 36,000 grant commitment to support students experiencing homelessness
- $ 30,000 gift received for Re-Entry Student Support Fund
- $ 27,430 gift received for Evergreen Fund Endowment and Gail and Rudy Martin Scholarship
- $ 25,000 planned gift commitment for scholarships
- $ 25,000 grant commitment for Transfer Partnership
- $ 25,000 gift received for the Annual Fundraising Gala

[1]Eligible gifts over $100,000 may be counted as future campaign commitments

Pre-Campaign Commitments

Eligible gifts, commitments, and planned gifts made after March 10, 2026

