

Annual Survey of Colleges 2014

Evergreen State College (WA) 3658

A. General Information

CDS A1. General Address Information

Name of College or University

Mailing Address

Country

United States

Street/PO Box

2700 Evergreen Parkway NW

City

Olympia

State

Washington

Zip

98505

Zip+4

Street Address (if different)

Country

Street/PO Box

City

State

Zip

Zip+4

Region/Province Postal Code

WWW Home Page Address

www.evergreen.edu

Main Phone Number (If international, enter country code)

Country Code

Area Code Number
City Code

360

Extension

8676000

Admissions Phone Number

Area Code Number

360

Extension

8676170

Admissions Toll-Free Number

Area Code Number

Extension

Admissions Fax Number

Area Code Number

360

8675114

Admissions Office Mailing Address

Country

United States

Street/PO Box 1

2700 Evergreen Parkway NW

Street/PO Box 2

City

Olympia

State

Zip

Zip+4

Washington 98505

Admissions E-mail Address

admissions@evergreen.edu

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

http://www.evergreen.edu/admissions/apply

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

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

https://bannerweb.evergreen.edu/banprod/bwskwpro.P_ChooseProspectT

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

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

Country

Street/PO Box 1

Street/PO Box 2

City

State

Zip

Zip+4

Region/Province Postal Code

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

Evergreen

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

Geoducks

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

Cooper Point Journal

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

http://cpj.evergreen.edu/

A1.4. If your institution has an official YouTube channel, supply the URL here:

(e.g.: https://www.youtube.com/user/)

www.youtube.com/evergreen

CDS A2. Source of institutional control:

- Public
- Private (Nonprofit)
- Proprietary

CDS A3. Classify your undergraduate institution:

- Coeducational College
- Men's College

Women's College

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

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

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

6 miles from downtown, 60 miles from Seattle.

A3.3. Campus environment:

- Urban
- Suburban
- Rural

CDS A4. Academic year calendar:

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

Other (specify):

A4.2. Summer offerings

- Extensive undergraduate courses available
- Limited undergraduate courses available

A4.3. Extended class availability

- Extensive evening or early morning classes at the undergraduate level (evenings after 6:00 PM)
- Saturday classes available at the undergraduate level

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

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

A8. Religious affiliation, if any:

Religious affiliation, if different from above:

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

- Agricultural College
- Bible College

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

Free response:

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

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

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

B. Enrollment and Persistence

CDS B1. **Institutional Enrollment - Men and Women.** Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2013. Note: Report students formerly designated as "first professional" in the graduate cells.

	FULL-TIME		PART-TIME	
	Male	Female	Male	Female
Undergraduates				

Degree-seeking, first-time freshmen	221	276	4	8
Other first-year, degree-seeking	84	100	10	5
All other degree-seeking	1437	1640	110	122
<i>Total degree-seeking</i>	1742	2016	124	135
All other undergraduates enrolled in credit courses	6	2	29	33
<i>Total undergraduates</i>	1748	2018	153	168
Graduate				
Degree-seeking, first-time	34	63	11	35
All other degree-seeking	34	58	22	51
All other graduates enrolled in credit courses			1	2
<i>Total graduate</i>	68	121	34	88

Total all undergraduates: 4087

Total all graduate students: 311

Total full-time undergraduate degree-seeking students: 3758

Total of all undergraduate degree-seeking students: 4017

CDS B2. **Enrollment by Racial/Ethnic Category.** Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2013. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

	Degree-Seeking, First-Time First-Year	Degree-Seeking Undergraduates (include first- time, first-year)	Total Undergraduates (both degree- and non-degree seeking)
Nonresident aliens	3	18	18
Hispanic/Latino	43	282	290
Black or African American, non-Hispanic	15	209	212
White, non-Hispanic	342	2649	2698
American Indian or Alaska Native, non-Hispanic	6	84	86
Asian, non-Hispanic	13	90	91
Native Hawaiian or other Pacific Islander, non- Hispanic	1	12	14
Two or more races, non- Hispanic	40	290	295
Race and/or ethnicity unknown	46	383	383
Total	509	4017	4087

B2.1. Nonresident alien graduate enrollment

Graduates

Nonresident aliens 2

B2.2. Based on your responses in previous sections of the survey, this question does not need to be answered by your

institution.

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

Persistence

CDS B3. Number of degrees awarded by your institution from July 1, 2012 to June 30, 2013:

<input type="text"/>	Certificate/diploma
<input type="text"/>	Associate degrees
<input type="text" value="1215"/>	Bachelor's degrees
<input type="text"/>	Postbachelor's certificates
<input type="text" value="109"/>	Master's degrees
<input type="text"/>	Post-master's certificates
<input type="text"/>	Doctoral degrees - research/scholarship
<input type="text"/>	Doctoral degrees - professional practice
<input type="text"/>	Doctoral degrees - other

(The next question is CDS B11.)

Graduation Rates

The following items correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary on the 2013 Web-based survey. Please provide data for the Fall 2007 cohort if available. If not available, provide data for the Fall 2006 cohort.

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2007. Include in the cohort those who entered your institution during the summer term preceding Fall 2007.

CDS B11. Six-year graduation rate for 2007 cohort:

Six-year graduation rate for 2006 cohort:

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2012 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanently disabled, service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

CDS B22. For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in Fall 2012 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2013?

B24. What percentage of freshmen who enrolled in Fall 2012 completed the academic year in good standing? ("Good standing" is defined by individual institutions according to their own standards.)

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

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

<input type="text" value="0"/>	Percent who enter law school
--------------------------------	------------------------------

<input type="text" value="1"/>	Percent who enter medical school
--------------------------------	----------------------------------

<input type="text" value="1"/>	Percent who enter MBA programs
--------------------------------	--------------------------------

Percent who enter other graduate programs

Percent who enter graduate programs (total)

C. Freshman Admission

Freshman Admission

C. Director of Admission

Prefix First Middle Last Suffix

Title

Phone Number
Area Code Number Extension

E-mail

First-Time, First-Year (Freshman) Admission

CDS C1. **First-time, first-year (freshman) students:** Provide the number of degree-seeking first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2013. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

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

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

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

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

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

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

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

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

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

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

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

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

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

Yes

No

If yes, please answer the questions below for Fall 2013 admissions:

Number of qualified applicants offered a place on waiting list

Number accepting a place on the waiting list

Number of wait-listed students admitted

Is your waiting list ranked?

Yes

No

If yes, do you release that information to students?

Yes

No

Do you release that information to school counselors?

Yes

No

Admission Requirements

CDS C3. High school completion requirement.

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

- High school diploma is required and GED is accepted
- High school diploma is required and GED is not accepted
- High school diploma or equivalent is not required

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

- Statement describing home school structure and mission
- Transcript / record of courses and grades
- State high school equivalency certificate
- Interview
- Letter of recommendation from person other than parent

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

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

- Require
- Recommend
- Neither require nor recommend

CDS C5. **Distribution of high school units required and/or recommended.** Specify the distribution of academic high school course units required and/or recommended of all or most degree-seeking students using Carnegie units (one unit

equals one year of study or its equivalent). If you use a different system for calculating units, please convert.

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

Other (specify):

CDS C7. Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking (freshman) admission decisions.

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

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

- Interviews required
- Essay or personal statement required

Other:

Essay or personal statement required for international and home-schooled applicants, recommended for all other applicants. Interviews optional (by appointment for non-residents).

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

SAT and ACT Policies

CDS C8. Entrance exams

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

- Yes
- No

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2015**.

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

B. If your institution will make use of the ACT in **admission** decisions for first-time, first-year, degree-seeking applicants for **Fall 2015**, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

- ACT with Writing component required
- ACT with Writing component recommended
- ACT with or without Writing component accepted

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

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

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

- Yes
- No

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

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

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

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

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

If State exam is selected above, please specify:

C8.1. For Puerto Rico colleges/universities only:

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

- Yes
- No

(The next question is C8.3)

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

Freshman Profile

Provide percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in Fall 2013, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

CDS C9. **Percent and number of first-time, first-year (freshman) students enrolled in Fall 2013 who submitted national standardized (SAT/ACT) test scores.** Include information for **ALL enrolled, first-time, first-year (freshman) degree-seeking students who submitted test scores.** Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item. Do not convert SAT scores to ACT scores and vice versa. The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 25 percent scored at or above.

	Fall 2013	Fall 2012 (prior year data for reference)
Percent submitting SAT scores	<input type="text" value="75"/>	75
Percent submitting ACT scores	<input type="text" value="30"/>	32

	Fall 2013		Fall 2012 (prior year data for reference)	
	25th Percentile	75th Percentile	25th Percentile	75th Percentile
SAT Critical Reading	<input type="text" value="500"/>	<input type="text" value="630"/>	510	640
SAT Math	<input type="text" value="450"/>	<input type="text" value="580"/>	460	590
SAT Writing			470	600

	<input type="text" value="460"/>	<input type="text" value="590"/>		
ACT Composite	<input type="text" value="20"/>	<input type="text" value="27"/>	21	27

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

	Fall 2013			Fall 2012 (prior year data for reference)		
	SAT Critical Reading	SAT Math	SAT Writing	SAT Critical Reading	SAT Math	SAT Writing
700-800	<input type="text" value="9"/>	<input type="text" value="1"/>	<input type="text" value="4"/>	11	3	3
600-699	<input type="text" value="29"/>	<input type="text" value="20"/>	<input type="text" value="20"/>	32	21	24
500-599	<input type="text" value="39"/>	<input type="text" value="36"/>	<input type="text" value="39"/>	37	39	39
400-499	<input type="text" value="18"/>	<input type="text" value="33"/>	<input type="text" value="29"/>	16	32	28
300-399	<input type="text" value="4"/>	<input type="text" value="9"/>	<input type="text" value="7"/>	4	5	6
200-299	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>			
Total	100%	100%	100%	100%	100%	100%

	Fall 2013			Fall 2012 (prior year data for reference)		
	ACT Composite	ACT English	ACT Math	ACT Composite	ACT English	ACT Math
30-36	<input type="text" value="7"/>	<input type="text" value="17"/>	<input type="text" value="2"/>	10	18	7
24-29	<input type="text" value="37"/>	<input type="text" value="36"/>	<input type="text" value="31"/>	46	39	31
18-23	<input type="text" value="46"/>	<input type="text" value="31"/>	<input type="text" value="37"/>	37	30	38
12-17	<input type="text" value="9"/>	<input type="text" value="13"/>	<input type="text" value="30"/>	7	11	24
6-11	<input type="text" value="1"/>	<input type="text" value="3"/>	<input type="text" value="0"/>		2	
Below 6	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>			
Total	100%	100%	100%	100%	100%	100%

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

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

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

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

Percent who had GPA below 1.0

(The next question is CDS C13.)

Admission Policies and Procedures: Fall 2015

CDS C13. Application fee

Does your institution have an application fee?

Yes

No

Amount of application fee \$

Can it be waived for applicants with financial need?

Yes

No

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

Same fee

Free

Reduced

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

Yes

No

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

\$

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

Online through college's own Web site

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

Online submission accepted

Online submission required

Paper application required

CDS C14. Application closing date

Does your institution have an application closing date?

Yes

No

Application closing date (fall) (MM/DD)

(Closing date requested above is for Fall 2015-2016 term.)

Priority date (MM/DD)

(Priority date requested above is for Fall 2015-2016 term.)

[Note: Fall 2015-2016 application closing date and priority date will be updated to the College Board website on May 1, 2014. Until then we will continue to display the Fall 2014-2015 closing date and priority date collected in last year's survey.]

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

receipt date

postmark date

(The next question is CDS C16.)

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

On a rolling basis

Yes

No

Beginning date (MM/DD)

By date (MM/DD)

Other:

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

Must reply by date (MM/DD)

No set date

Yes

No

Must reply by May 1 (CRDA) or within

weeks if notified thereafter

Other

Deadline for housing deposit:

MM/DD

Amount of housing deposit \$

Refundable if student does not enroll?

Yes, in full

Yes, in part

No

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

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

Yes

No

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

Yes

No

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

Early Decision and Early Action Plans

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

Yes

No

If "yes", please complete the following:

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

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

Other early decision plan closing date (MM/DD)

Other early decision plan notification date (MM/DD)

For the Fall 2013 entering class:

Number of early decision applications received by your institution

Number of applicants admitted under early decision plan

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

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

Yes

No

If yes, please complete the following:

Early action closing date (MM/DD)

Early action notification date (MM/DD)

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

Yes

No

C22.1. Early action applications for Fall 2013

Number of early action applications received by your institution

Number of applicants admitted under early action plan

Number of applicants enrolled under early action plan

(The next question is C24.0)

International Admission

C24.0. International Admission Policies

Contact Information

Prefix	First	Middle	Last	Suffix
<input type="text"/>	Clarisse	<input type="text"/>	Leong	<input type="text"/>

Office students should contact

Phone Number

Area Code Number	Extension
<input type="text" value="360"/>	<input type="text" value="8676496"/>

Fax Number

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

E-mail

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

Yes

No

C25. SAT/ACT policies for undergraduate international students

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

C26. Is TOEFL generally required of nonresident alien applicants?

Yes

No

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

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

What is the average score of accepted applicants?

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

C28. Is conditional academic admission offered to applicants whose English skills will not permit them to pursue academic course work in their first term?

Conditional admission based on English language proficiency.

C29. Application fee for undergraduate international students:

\$

C30. Fall 2015 application closing date for undergraduate international students:

MM/DD

Check here if the application deadline is in the calendar year prior to year of entry (that is, in 2014)

No closing date

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

(The next question is C33.)

C33. List services available to international students

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

Adult Student Admission Policies

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

- Test policies are the same as described in question C8.
- SAT/ACT test scores are not required.

SAT/ACT test scores not required if applicant is over

years of age.

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

years or more

Other test policies for adult students:

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

D. Transfer Admission

CDS D2. Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2013.

	Applicants	Admitted applicants	Enrolled applicants
Total	<input type="text" value="1287"/>	<input type="text" value="1232"/>	<input type="text" value="758"/>

Application for Admission

CDS D3. Indicate terms for which transfers may enroll:

- Fall
- Winter
- Spring
- Summer

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

- Yes
- No

If yes, what is the minimum number of credits?

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

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

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

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

(The next question is CDS D9.)

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

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

Fall

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

Yes

No

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

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

Transfer Credit Policies

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

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

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

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

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

CDS D17. Describe other transfer credit policies:

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

Institutions To Which/From Which Students Transfer

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

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

South Puget Sound Community College, Tacoma Community College, Centralia College, Grays Harbor College, Seattle Central Community College

Special Services

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

Adviser

Orientation

Re-entry adviser

Pre-admission transcript evaluation (determination of what courses will transfer)

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

Transfer center

Transfer adviser

College fairs/transfer recruitment on campus

D21. Transfer students accepted at the following levels:

First-semester freshman

Second-semester freshman

-
- Sophomore
- Junior
- Senior

D22. Percentage of transfer students entering your institution in Fall 2013 at the following levels:

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

D23. Percentage of transfer students entering your institution in Fall 2013 from 2-year and 4-year programs:

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

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

Agreements with all Washington community colleges.

E. Academic Offerings and Policies.

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

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

Other (specify):

E1.1. Other off-campus study options.

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

E1.2. Do you offer GED preparation?

Yes

No

Are you a GED test center?

Yes

No

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

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

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

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

Yes

No

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

(The next question is E1.7)

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

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

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

(The next question is E3)

Academic Support Services

E3. Identify the academic support services offered to students.

- Writing center
- Learning center
- Tutoring
- Remedial instruction
- Pre-admission summer program
- Reduced course load
- Study skills assistance

Other academic support services.

E3.1. Are academic support services available:

Evenings (after 6:00PM)

Yes

No

Weekends

Yes

No

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

E5. Computing on Campus

Are students required to have a personal or laptop computer?

Yes

No

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

Location of workstations.

- Dorms
- Library
- Computer center
- Student center

Check off if these apply:

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

Placement and Credit by Examination

E6. Information should reflect policies affecting freshmen entering Fall 2015.

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

Yes

No

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

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

Hours of credit by examination may be counted toward associate degree

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

Other credit by examination policy

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

Yes

No

(The next question is E11.0.)

College Board's Advanced Placement Program (AP)

E11.0. Advanced Placement Official

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

Title

Phone Number

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

E-mail

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

Online (80+% of content delivered online):

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

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

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

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

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

E15. Distance Learning Official

First	Middle	Last
<input type="text"/>	<input type="text"/>	<input type="text"/>

Title

Phone Number (If international, enter country code)

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

Email Address

E15.1. **Online offerings (80+% of content delivered online)** by your institution as of the institution's official fall reporting date or as of October 15, 2013

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

E15.2. **Blended offerings (30 to 79% of content delivered online)** by your institution as of the institution's official fall reporting date or as of October 15, 2013

No Blended offerings

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

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

- Does not apply; no online or blended offerings
- An online course was first offered in (enter year)
- An online program was first offered in (enter year)
- A blended course was first offered in (enter year)
- A blended program was first offered in (enter year)

E15.4. Indicate the number of students that took at least one online course (as of the institution's official fall reporting date or as of October 15, 2013) and your best estimate of the percentage of these that took **all** of their courses online in each of the categories in the chart below.

	Number of students who took at least one online course	Percent of these <u>students who took all of their courses online</u>
Undergraduate	<input type="text"/>	<input type="text"/>
Graduate	<input type="text"/>	<input type="text"/>
Any other for-credit	<input type="text"/>	
Any non-credit	<input type="text"/>	
<i>Total</i>	<input type="text"/>	

E15.5. By Fall 2014, total online enrollment (at all levels) is expected to:

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

E15.6. Face-to-face, online and blended **program offerings** at your institution as of the institution's official fall reporting date or as of October 15, 2013; check all that apply.

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

Any other discipline

E15.7. What is your best estimate of the percentage of **course sections** in each of the following categories as of the institution's official fall reporting date or as of October 15, 2013? Percentages should total 100%. Count each individual section of a multi-section course (e.g., six sections of Biology 101 represent six course sections.)

Percent of
Course Sections

Taught as an online course:

Taught as a blended course:

Taught face-to-face:

Taught other (explain below)

Total 100%

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

F. Student Life

CDS F1. Percentages of first-time, first-year (freshman) degree-seeking students and degree-seeking undergraduates enrolled in Fall 2013 who fit the following categories:

	First-time, first-year (freshman) students	Undergraduates
Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)	<input type="text" value="43"/>	<input type="text" value="24"/>
Percent of men who join fraternities	<input type="text"/>	<input type="text"/>
Percent of women who join sororities	<input type="text"/>	<input type="text"/>
Percent who live in college-owned, -operated, or -affiliated housing	<input type="text" value="74"/>	<input type="text" value="20"/>
Percent who live off campus or commute	<input type="text" value="26"/>	<input type="text" value="80"/>
Percent of students age 25 and older	<input type="text" value="5"/>	<input type="text" value="34"/>

	First-time, first-year (freshman) students	Undergraduates
Average age of full-time students	<input type="text" value="19"/>	<input type="text" value="25"/>
Average age of all students (full- and part-time)	<input type="text" value="19"/>	<input type="text" value="25"/>

F1.1. Is your campus considered primarily:

Residential

Commuter

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

- Campus ministries
- Choral groups
- Concert band
- Dance
- Drama/Theater
- International student organization
- Jazz band
- Literary magazine
- Marching band
- Model UN

- Music ensembles
- Musical theater
- Opera
- Pep Band
- Radio station
- Student government
- Student newspaper
- Student-run film society
- Symphony orchestra
- Television station
- Yearbook

F2.1. Social organizations:

- Fraternities
- Sororities

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

Army ROTC is offered:

On Campus At cooperating institution

-
-

Naval ROTC is offered:

On Campus At cooperating institution

-
-

Air Force ROTC is offered:

On Campus At cooperating institution

-
-

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

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

Other housing options (specify):

Freshman halls, freshman quiet, apartment-style (quiet, allergen free, substance free, sustainability, rainbow fort, no theme) available.

F4.1. Indicate housing policies at your institution:

Equestrian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Field Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Football (Non-Tackle)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Golf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ice Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lacrosse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racquetball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rifle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rodeo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rowing (Crew)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Rugby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sailing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skiing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skin Diving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soccer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Softball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Squash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sync. Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Table Tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Track And Field	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Triathlon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ultimate (or <i>Ultimate Frisbee</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Volleyball	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Water Polo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weightlifting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wrestling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

F8. Freshman Orientation

Freshman orientation available

Yes

No

Mandatory?

Yes

No

Is there a separate charge

Yes

No

Amount \$

Can you preregister for classes

Yes

No

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

New Matriculated students entering Evergreen in Fall quarter are assessed a one-time \$175.00 fee to fund an enhanced student transition program designed to increase student academic success. New students entering Winter or Spring quarter are charged \$45.00. The week-long fall orientation offers academic and social events to familiarize students with teaching, learning, and resources at campus.

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

- Adult (re-entering) student services/programs
- Alcohol/substance abuse counseling
- Chaplain/spiritual director
- Career counseling
- Economically disadvantaged student services
- Employment services for undergraduates
- Financial aid counseling
- Health services
- Legal services
- Minority student services
- On-campus daycare
- Personal counseling
- Placement service for graduates
- Veterans' counselor
- Women's services

(The next question is F11.)

F11. Service/facilities for the physically disabled

- Wheelchair accessibility
- Services and/or facilities for visually impaired
- Services and/or facilities for hearing impaired
- Services and/or facilities for speech or communications disorders

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

- Comprehensive services available
 Partial services available

G. Annual Expenses (G0-G7)

G. Chief Financial Aid Officer

Name Information

Prefix	First	Middle	Last	Suffix
	Tracy		Hall	

Title

Director of Financial Aid

Phone Number

Area Code Number	Extension
360	8676205

E-mail

hallt@evergreen.edu

Financial aid office

Phone number

Area Code Number	Extension
360	8676205

E-mail

URL to financial aid web page

http://www.evergreen.edu/financialaid/

Title IV Code

008155

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

www.evergreen.edu/financialaid/calculator

Provide 2014-2015 academic year costs of attendance for the following categories that are applicable to your institution.

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

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2014-2015 academic year (30 semester hours or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan.

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

[Required fees should not include application fee.]

- Tuition and fees provided are **firm and final** for Fall 2014-2015.
- Fall 2014-2015 tuition and fee figures provided are **projections**.
- Fall 2014-2015 tuition and fee figures are **not available** at this time.

Estimated date when final figures will be available (MM/DD) 06/30

	2014 (prior year)	(first-year students)
Private institution tuition:	\$	\$ <input type="text"/>
Public institution tuition, in-district:	\$ 7833	\$ <input type="text"/>
In-state, out-of-district tuition (provide only if different from the in-district rate):	\$	\$ <input type="text"/>
Out-of-state tuition:	\$ 19920	\$ <input type="text"/>
Tuition/nonresident aliens (provide only if different from tuition for domestic first-year students):	\$	\$ <input type="text"/>
Required fees:	\$ 839	\$ <input type="text"/>
Room and board (on-campus):	\$ 9492	\$ <input type="text"/>
Room only on-campus (provide only if room AND board not available):	\$	\$ <input type="text"/>
Comprehensive tuition and room/board fee (provide only if school cannot separate tuition from room/board fees):	\$	\$ <input type="text"/>
Other cost information (2014-2015)		
Entering freshmen living in campus housing are required to choose a mandatory dining plan.		

Other cost information (Prior Year, 2013-2014)

Entering freshmen living in campus housing are required to choose a mandatory dining plan.

CDS G1 (ug). Undergraduate figures should represent costs for **first-year students and all other undergraduates.**

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2014-2015 academic year (30 semester hours or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan.

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

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

	2013-2014 (prior year)	2014-2015 (undergraduate students)
Private institution tuition:	\$	\$ <input type="text"/>
Public institution tuition, in-district:	\$	\$ <input type="text"/>
In-state, out-of-district tuition (provide only if different from the in-district rate):	\$	\$ <input type="text"/>
Out-of-state tuition:	\$	\$ <input type="text"/>
Tuition/nonresident aliens (provide only if different from tuition for domestic first-year students):	\$	\$ <input type="text"/>
Required fees:	\$	\$ <input type="text"/>
Room and board (on-campus):	\$	\$ <input type="text"/>

G1.1 (fr). Use the following chart for corrections to the 2013-2014 **Freshman costs** displayed in the CDS G1 (fr) chart above.

	Incorrect 2013-2014	Correct 2013-2014
Private Tuition	\$ <input type="text"/>	\$ <input type="text"/>
Public in-state	\$ <input type="text"/>	\$ <input type="text"/>
Public out-of-district	\$ <input type="text"/>	\$ <input type="text"/>
Public out-of-state	\$ <input type="text"/>	\$ <input type="text"/>
Non-resident aliens	\$ <input type="text"/>	\$ <input type="text"/>

Required fees \$ \$

Room and board \$ \$

Freshman Costs for 2013-2014 were wrong because:

G1.1 (ug). Use the following chart for corrections to the 2013-2014 **Undergraduate costs** displayed in the CDS G1 (ug) chart above.

	Incorrect 2013-2014	Correct 2013-2014
Private Tuition	\$ <input type="text"/>	\$ <input type="text"/>
Public in-state	\$ <input type="text"/>	\$ <input type="text"/>
Public out-of-district	\$ <input type="text"/>	\$ <input type="text"/>
Public out-of-state	\$ <input type="text"/>	\$ <input type="text"/>
Non-resident aliens	\$ <input type="text"/>	\$ <input type="text"/>
Required fees	\$ <input type="text"/>	\$ <input type="text"/>
Room and board	\$ <input type="text"/>	\$ <input type="text"/>

Undergraduate Costs for 2013-2014 were wrong because:

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

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

Yes

No

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

Books and supplies \$

Residents (on-campus)

Transportation \$

Other expenses \$

Commuters (living at home)

Board only \$

Transportation \$

Other expenses \$

Commuters (not living at home)

Room only \$

Board only \$

Total room and board
(if your college cannot provide separate room and

board figures for commuters not living at home)

Transportation \$

Other expenses \$

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

	2013-2014	2014-2015
Private institutions:	\$	\$ <input type="text"/>
Public institutions in-district:	\$	\$ <input type="text" value="261"/>
In-state, out-of-district (provide only if different from the in-district rate):	\$	\$ <input type="text"/>
Out-of-state:	\$	\$ <input type="text" value="664"/>
Nonresident aliens (provide only if different from figure for domestic first-year students):	\$	\$ <input type="text"/>

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

\$

H. Financial Aid

Financial Aid

CDS H1. Aid Awarded to Enrolled Undergraduates

Enter total dollar amounts **awarded** to enrolled full-time and less than full-time degree-seeking undergraduates (**using the same cohort reported in CDS question B1, "Total degree-seeking" undergraduates**) in the following categories. Note: If the data being reported are final figures for the 2012-2013 academic year (see the next item below), use the 2012-2013 academic year's CDS question B1 cohort. Include aid awarded to international students (i.e., those not qualifying for federal aid). **Aid that is non-need-based but that was used to meet need should be reported in the need-based aid column.** (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for "non-need-based scholarship or grant aid" in the definitions section above.)

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

- 2013-2014 estimated
- 2012-2013 final

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

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

[Survey respondents are encouraged to use zeros throughout the H section, if/when appropriate. Blanks will not be populated automatically with zeros.]

Need-based aid (include non-need-based aid used to meet need) \$

Non-need-based aid (exclude non-need-based aid used to meet need) \$

Scholarships/grants

Federal

\$

\$

State (i.e., all states, not only the state in which your institution is located)

\$

\$

Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below)

\$

\$

Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college

\$

\$

Total scholarships/grants

\$

\$

Self-Help

Student loans from all sources (excluding parent loans)

\$

\$

Federal work-study

\$

State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)

\$

\$

Total self-help

\$

\$

Parent loans

\$

\$

Tuition waivers

(Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition

\$

\$

waivers elsewhere.)

Athletic awards

\$ 152856

\$ 39235

CDS H2. Number of Enrolled Students Awarded Aid:

List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. **Aid that is non-need-based but that was used to meet need should be counted as need-based aid.** Numbers should reflect the cohort awarded the dollars reported in H1.

Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	First-time, full-time freshmen	Full-time undergrad (incl. fresh)	Less than full-time undergrad
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2013 cohort)	521	3863	258
b) Number of students in line a who applied for need-based financial aid	411	2965	144
c) Number of students in line b who were determined to have financial need	327	2654	131
d) Number of students in line c who were awarded any financial aid	309	2512	103
e) Number of students in line d who were awarded any need-based scholarship or grant aid	212	2042	75
f) Number of students in line d who were awarded any need-based self-help aid	223	2043	78
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	10	35	0
h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)	33	228	1
i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	59	63	41
j) The average financial aid package of those in line d. Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	\$ 8740	\$ 9236	\$ 4313
k) Average need-based scholarship or grant award of those in line e	\$ 8849	\$ 9503	\$ 4444
l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f	\$ 3687	\$ 4733	\$ 4627
m) Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f who received a need-based loan	\$ 3288	\$ 4236	\$ 4141

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

List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional non-need-based grant or scholarship aid. Numbers should reflect the cohort awarded the dollars reported in H1.

Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	First-time, Full-Time Freshman	Full-time Undergrad (inc. fresh)	Less than Full-time Undergrad
n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those receiving athletic awards and tuition benefits)	9	15	0
o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$ 6520	\$ 5403	\$ 0
p) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	1	17	1
q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line	\$ 500	\$ 2249	\$ 1000

p

H3. **Student aid and college costs**

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

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

- 2013-2014 estimated
- 2012-2013 final

Degree-seeking first-time, full-time freshmen

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

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

\$

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

\$

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

\$

Gross tuition and fee revenue

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

All degree-seeking first-time, full-time freshmen

\$

All degree-seeking undergraduates

\$

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

Include:

a) 2013 undergraduate class who graduated between July 1, 2012 and June 30, 2013 who started at your institution as first-time students and received a bachelor's degree between July 1, 2012 and June 30, 2013

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

c) co-signed loans

Exclude:

a) those who transferred in

b) money borrowed at other institutions

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

%

CDS H4a. Provide the percentage of the class (defined above) who borrowed at any time through **federal** loan programs--Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family

Education Loans. NOTE: Exclude all institutional, state, private alternative loans and parent loans.

%

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

\$

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

\$

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

Yes

No

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

Yes

No

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

Yes

No

H5.4. All financial aid based on need?

Yes

No

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

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

Institutional need-based grant or scholarship aid is available.

Institutional non-need-based grant or scholarship aid is available.

Institutional grant and scholarship aid is not available.

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

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

\$

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

\$

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

Institution's own financial aid form

CSS/Financial Aid PROFILE

International Student's Financial Aid Application

International Student's Certification of Finances

Other:

Process for First-Year/Freshman Students

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

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

Other:

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

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

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

Yes

No

Priority date (MM/DD)

Filing deadline (MM/DD)

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

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

b. Students notified on a rolling basis:

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

CDS H11. Indicate reply dates

Students must reply by (MM/DD)

or within the following number of weeks of notification:

(The next question is CDS H14.)

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

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

(Next three questions for transfer students only.)

H14.1. Transfer student financial aid application procedures for Fall 2015

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

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

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

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

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

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

b. Students notified on a rolling basis

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

H14.2. Indicate reply dates:

Students must reply by (MM/DD)

or within the following number of weeks of notification:

H14.3. Provide regulations or policies regarding financial aid for transfer students not covered by the preceding questions. Include any special aid or limitations on aid available to transfer students.

Policies on reducing and/or meeting college costs.

CDS H15. If your institution has **recently implemented any major** financial aid policy, program, or initiative to make your institution more affordable to incoming students such as replacing loans with grants, or waiving costs for families below a certain income level please provide details below:

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

Tuition and/or fee waivers for

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

Tuition guarantee plans

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

Tuition payment plans

- Credit card payment
- Prepayment discount

- External finance company
- Installment payment
- Deferred payment

H17. Are work-study programs available

- Nights
- For part-time students
- Weekends

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

Application packets for all scholarships and tuition awards EXCEPT the Merit Award (due by May 2) must be received by February 1. To meet the financial aid priority deadline, the Federal Processor must process the official results of the FAFSA by March 1. FAFSA applications that are rejected or incomplete cannot be considered for priority awarding.

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

View Evergreen's undergraduate scholarship opportunities and application process at <http://www.evergreen.edu/scholarships>

I. Instructional Faculty and Class Size

Report the number of instructional faculty members in each category for Fall 2013. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

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

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

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

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

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

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

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

	Full-Time	Part-Time
a. Total number of instructional faculty	<input type="text"/>	<input type="text"/>
b. Total number who are members of minority groups	<input type="text"/>	<input type="text"/>
c. Total number who are women	<input type="text"/>	<input type="text"/>
d. Total number who are men	<input type="text"/>	<input type="text"/>
f. Total number with doctorate or other terminal degree	<input type="text"/>	<input type="text"/>

CDS 12. Student to Faculty Ratio

Report the fall 2013 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate student teaching assistants as faculty. If faculty teach graduate students and are not part of a stand-alone graduate school they should be included in the student to faculty ratio calculations and counts, if graduate students are not part of a stand-alone graduate school they should be included in the student to faculty ratio calculations and counts.

Fall 2013 Student to Faculty ratio: to 1 (based on students and faculty).

CDS 13. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2013 term.

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

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

Using the above definitions, please report for each of the following class-size intervals the number of class sections and class subsections offered in Fall 2013. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the "100+" column in the class section column and 40 times under the "20-29" column of the class subsections table.

Number of Class Sections with Undergraduates Enrolled.

Undergraduate Class Size (provide numbers)

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
Class Sections	<input type="text" value="30"/>	<input type="text" value="39"/>	<input type="text" value="52"/>	<input type="text" value="22"/>	<input type="text" value="22"/>	<input type="text" value="14"/>	<input type="text" value="0"/>	<input type="text" value="180"/>
Class Sub-sections	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

J. Degrees Offered and Awarded

CDS J. Disciplinary areas of DEGREES CONFERRED

Degrees conferred between July 1, 2012 and June 30, 2013

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

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

chart.

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

	Diploma/Certificate	Associate degrees	Bachelor's degrees	CIP 2010 Categories to Include
Agriculture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Natural resources and conservation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
Architecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
Area, ethnic, and gender studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
Communication/journalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
Communication technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
Computer and information sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11
Personal and culinary services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12
Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13
Engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14
Engineering technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15
Foreign languages, literatures, and linguistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16
Family and consumer sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19
Law/legal studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23
Liberal arts/general studies	<input type="checkbox"/>	<input type="checkbox"/>	84	24
Library sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25
Biological/life studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26
Mathematics and statistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27
Military science and military technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28 and 29
Interdisciplinary studies	<input type="checkbox"/>	<input type="checkbox"/>	16	30
Parks and recreation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31
Philosophy and religious studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38
Theology and religious vocations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39
Physical sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40
Science technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41
Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	42
Homeland Security, law enforcement, firefighting, and protective services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	43
Public administration and social services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	44
Social sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45
Construction trades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	46
Mechanic and repair technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	47
Precision production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	48
Transportation and materials moving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	49
Visual and performing arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50

Health professions and related programs	<input type="text"/>	<input type="text"/>	<input type="text"/>	51
Business/marketing	<input type="text"/>	<input type="text"/>	<input type="text"/>	52
History	<input type="text"/>	<input type="text"/>	<input type="text"/>	54
Other	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Total	100%	100%	100%	

K. Administrative Officers

K. Administrative Officers

Chief Executive Officer

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

Email Address

Chief Institutional Research Officer

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

Email Address

Chief Academic Officer

Prefix	First	Middle	Last	Suffix
<input type="text"/>	Michael	<input type="text"/>	Zimmerman	<input type="text"/>

Email Address

Enrollment Manager

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

Email Address

Director, ESL Program

Prefix	First	Middle	Last	Suffix
<input type="text"/>	Rhonda	<input type="text"/>	James	<input type="text"/>

Email Address

Public Relations Officer

Prefix	First	Middle	Last	Suffix
<input type="text"/>	Todd	<input type="text"/>	Sprague	<input type="text"/>

Email Address
