

Evergreen New Student Survey 2020 Research Methodology

Since 2003, the Office of Institutional Research and Assessment has administered the Evergreen New Student Survey (NSS) on a biennial basis to all students new to the college before they start their academic career at Evergreen. The administration of the NSS is alternated with the National Survey of Student Engagement for peer-comparison years.

For survey results from this and previous survey administrations, please visit the Evergreen New Student Survey webpage: <http://www.evergreen.edu/institutionalresearch/newstudentsurvey.htm>.

Design of the NSS has been an iterative process. The survey was designed by members of the Office of Institutional Research and Assessment in collaboration with staff, faculty, and students and first administered in the spring of 2003. Subsequent administrations have incorporated suggestions from a variety of data users and other audiences. In addition, the survey has been modified over time based on prior survey results. Changes have included clarification of language, adjustment of rating scales, and occasionally the addition or removal of survey items. Modification of questions precludes the possibility of inter-annual comparisons, so changes are made only when deemed necessary.

While the NSS serves as a stand-alone survey, it was designed in conjunction with the Evergreen Student Experience Survey (ESES), and the Evergreen One-year Alumni survey to provide longitudinal data. The ESES, a complementary end-of-year survey, is administered to all NSS completers as well as all off-site program students and a random sample of degree-seeking undergraduates stratified by class standing. Surveying new students at the beginning of fall quarter and again in the spring captures how responses are affected by a year of life at Evergreen. The paired surveys also allow for an understanding of changes in academic plans, comfort level, aspirations, and confidence, as well as factors that contribute to student retention and attrition. The Evergreen One-year Alumni Survey also shares several series of questions with both the NSS and the ESES. All three surveys in concert enable researchers to understand the progression of student experiences from college entry through graduation and life after Evergreen.

Participation of Evergreen New Students in the 2020 Survey

Students admitted in fall 2020 who were registered as of tenth-day included 260 First-time, First-year students, 326 students who transferred from other schools without prior attendance at Evergreen, 15 students who were readmitted to Evergreen with new transfer credits from another institution and 41 students who were readmitted to Evergreen with no new transfer credits.¹

Summary of Response Rates by Admission Status

A substantial proportion of newly admitted students participated in the NSS: 46% of students newly admitted in 2020 responded to the survey, including 56% of First-time, First-year students and 46% of new transfer students.

¹ “Transfer students” usually include students new to Evergreen transferring from other institutions as well as “Returning Greeners” – prior Evergreen students re-admitted to the college – who returned with transfer credits from another institution. In this study, all Returning Greeners are excluded from transfer student analyses.

Summary of Response Rates by Admission Status

Response Rates by Admission Status	Respondents	Population	Percent of Population Responded
First-time, First-year Students	125	228	56.4%
Transfer Students (not including Returning Greeners)	136	326	41.7%
Returning Greeners with transfer credits	9	15	60.0%
Returning Greeners without transfer credits	19	41	46.3%
Total Students Admitted Fall 2020	289	610	46.4%

Summary of Response Rates by Analysis Group

Disaggregating the data into the groupings by location revealed that First-time, First-year students had the highest response rate, followed by Olympia Campus Transfers (46.0%). Native Pathways and Tacoma responses were not analyzed separately because of the small number of surveys returned.

Response Rates by Campus Location	Respondents	Population	Percent of Population Responded
Olympia Campus First-time, First-year Students	124	220	56.4%
Olympia Campus Transfer Students (not including Returning Greeners or Native Pathways Program Students)	121	265	45.6%
Native Pathways Program all sites (not including Returning Greeners)	1	23	4.3%
Tacoma Campus (not including Returning Greeners or Native Pathways Program Students)	13	38	34.2%
Total Students Admitted Fall 2020	260	546	47.6%

Methods of Contacting Students

As new students registered for fall classes, they were contacted by their college e-mail address (evergreen.edu) with an invitation to participate in the NSS. The e-mail briefly introduced the survey and its purpose, contained a link to the web version of the survey, and offered students the ability to opt out of the project.

Paper versions and in-person administration was not used this year due to the COVID-19 pandemic.

Students were informed that participation in the survey would enter them into a random drawing for a \$200 gift certificate for the Greener Store conducted after the close of the survey administration.

Mode of Response

The analysis of this section has been removed because all responses were received via the website.

Comparisons of Survey Respondents and Population Demographics

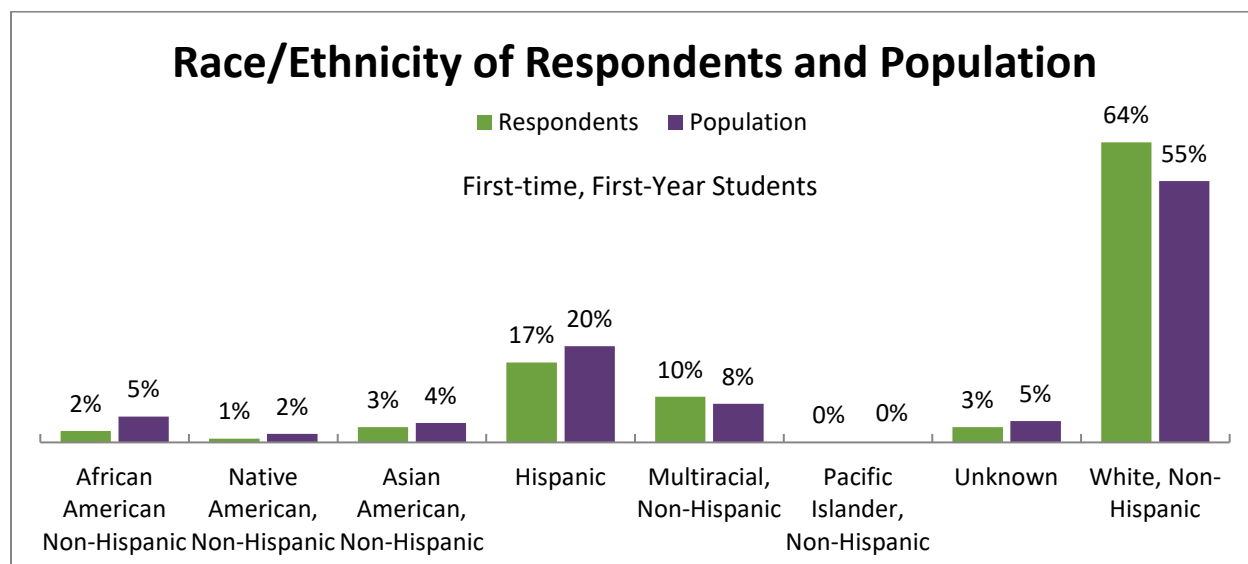
Demographic data were collected at the time of application to the college and drawn from the BANNER administrative database. Demographic data were examined for two groups: Olympia campus First-time, First-years and Olympia campus new Transfer students. Returning Greeners were excluded from demographic analyses. We compared demographics and population data between survey respondents and all new students.

Olympia Campus First-time, First-year students

Statistical analyses were performed to determine if demographic differences between all First-time, First-years and NSS respondents were statistically significant. There were 124 respondents among a population of 220 new First-time, First-year students.

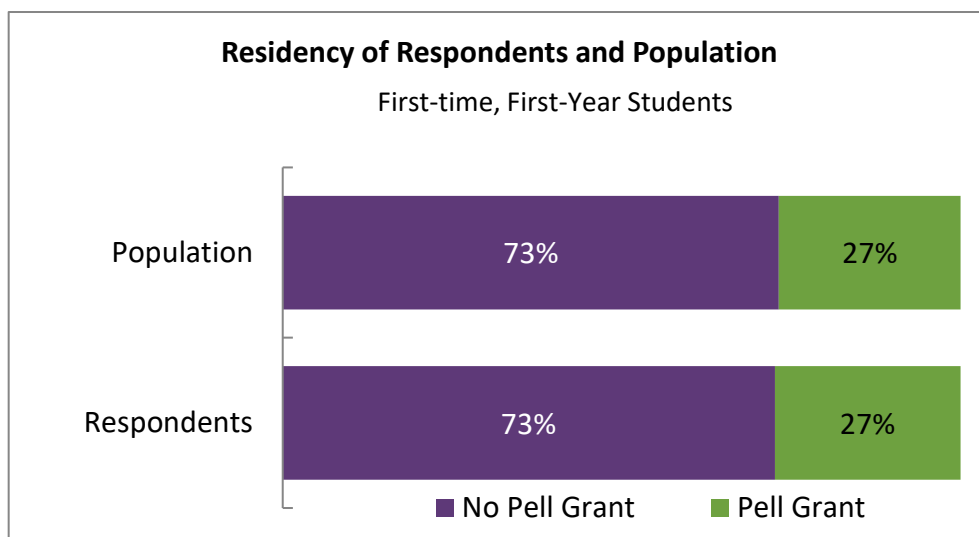
Race and Ethnicity of First-time, First-year students

The following chart shows the differences between the race/ethnicity distribution of First-time, First-year respondents and that for all First-time, First-year students enrolled in fall 2020. A chi-square test was not possible for each mutually exclusive race/ethnicity category due to low population; however, a test of students of color and white or unknown race students, revealed these differences were statistically significant at $p=.012$. White/unknown students were significantly more likely to respond to the survey.



Pell Grant Recipients, First-time, First-year students

The distribution of new First-time, First-year respondents who received Pell Grants versus all First-time, First-year respondents who received Pell Grants. The difference between First-time, First-year respondents and non-respondents was not statistically significant.

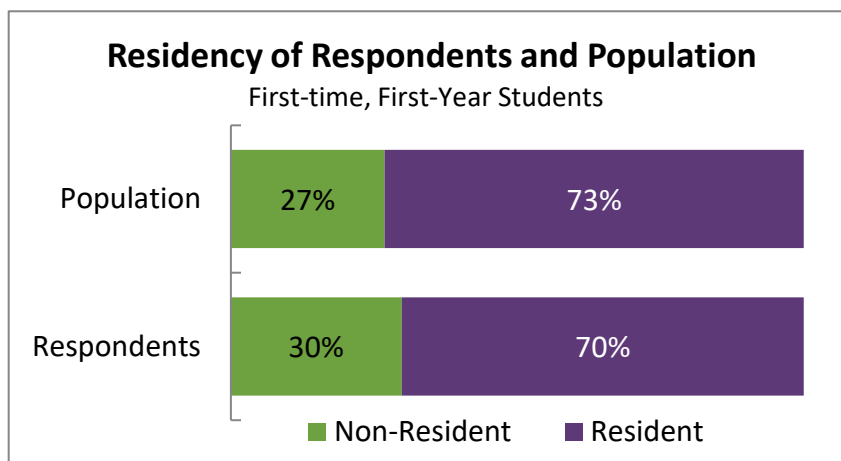
**Gender of First-time, First-year students**

Gender data for survey respondents is also provided from the NSS. In contrast to BANNER data, the NSS survey question allowed for identification as Female to Male Transgender, Genderqueer, Intersex, Male to Female Transgender, Not Sure, and Another Gender in addition to “Male” or “Female”; therefore, percentages are different from administrative data. The following table details gender data from BANNER for all First-time, First-year students and the subset of students who responded to the NSS. The difference in the gender distribution (legal gender from BANNER) between respondents and all First-time, First-years was statistically significant at $p < .037$. Women were more likely to take the survey than men.

	BANNER Data		Survey Data
	All First-time, First-years (N=220)	First-time, First-year Respondents (N=124)	First-time, First-year Respondents (N=124)
Male	35%	29%	24%
Female	65%	71%	45%
Sex X	-	-	0%
Transgender			7%
Genderqueer			7%
Intersex			<5%
Another Gender			7%
Not Sure			<5%
No response	-	-	8%

Residency of First-time, First-year students

This chart illustrates the residency status distribution for First-time, First-year respondents compared to entire population of First-time, First-year students (those who were Washington residents during fall 2020). The difference in residency status between respondents and non-respondents was not statistically significant at $p < .05$.

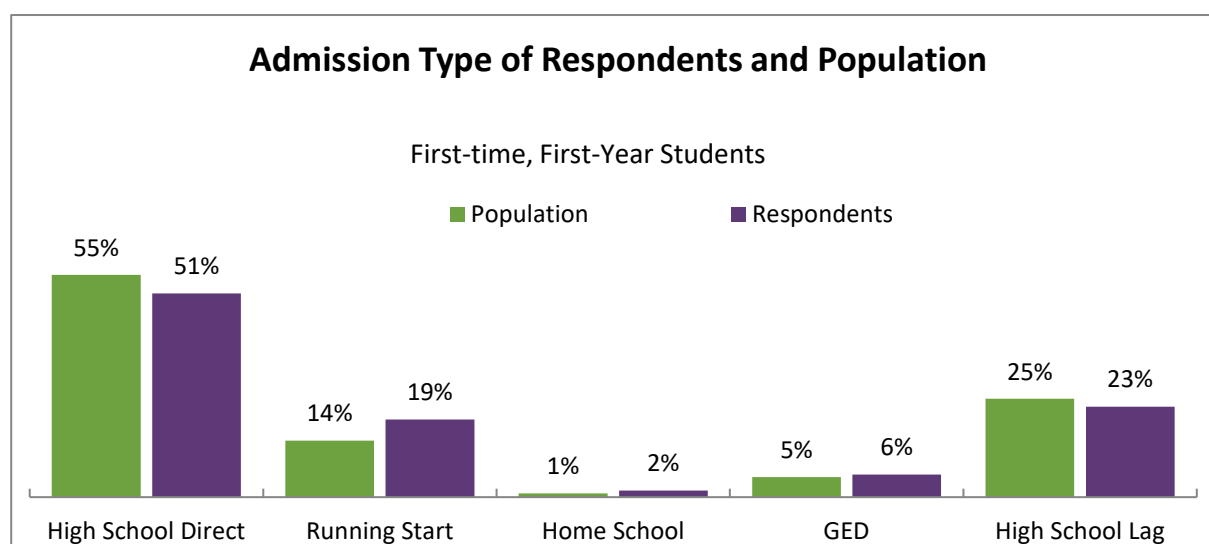
**Age of First-time, First-year students**

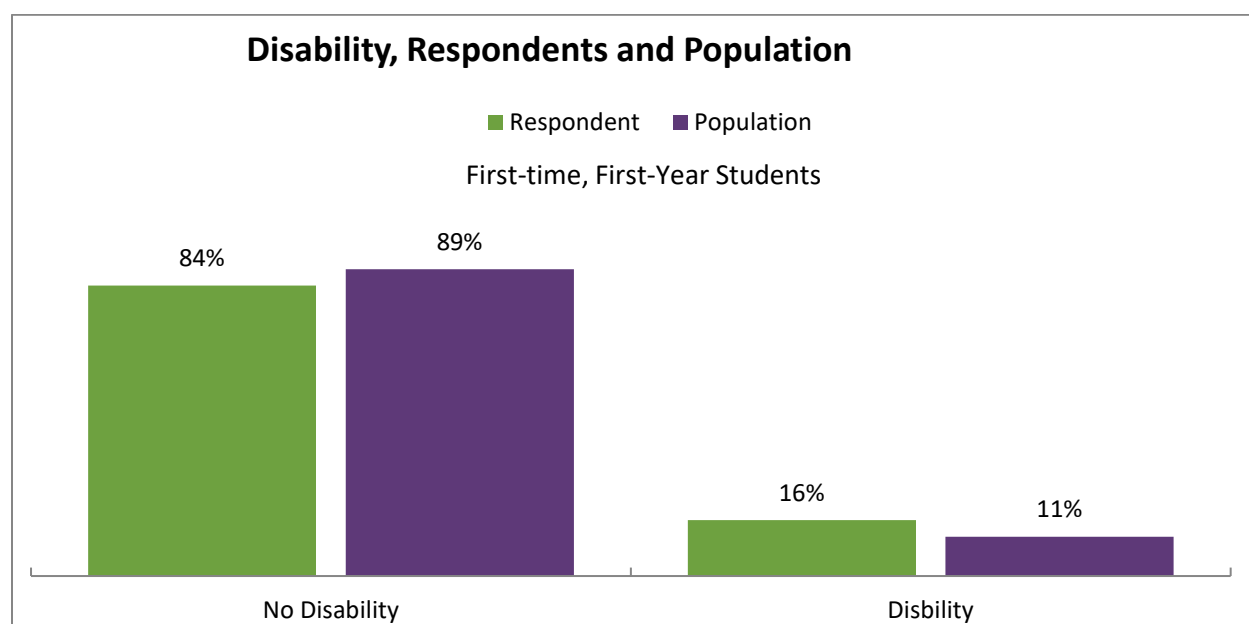
There was no difference in median age between all First-time, First-year students and that of respondents. The difference in mean age between respondents and all First-time, First-years was not statistically significant at $p < .05$.

	First-time, First-year Respondents (N=124)	All First-time, First-year students (N=220)
Median Age	18	18
Mean Age	20.3	20.1

Admission Type of First-time, First-year students

This chart shows the differences in the distribution of admission types for First-time, First-year respondents compared to the population. Significance testing on admission type was not done due to small population size.



Disability of First-time, First-year students

The difference in disability status between new First-time, First-year respondents and non-respondents was not statistically significant at $p < .05$.

First Generation status of First-time, First-year students

The following table details First Generation data from BANNER for all First-time, First-year students and the subset who responded to the NSS. The difference in First-Gen status between respondents and non-respondents was not statistically significant at $p < .05$. Self-reported First Generation data was also available from the NSS, and is shown below.

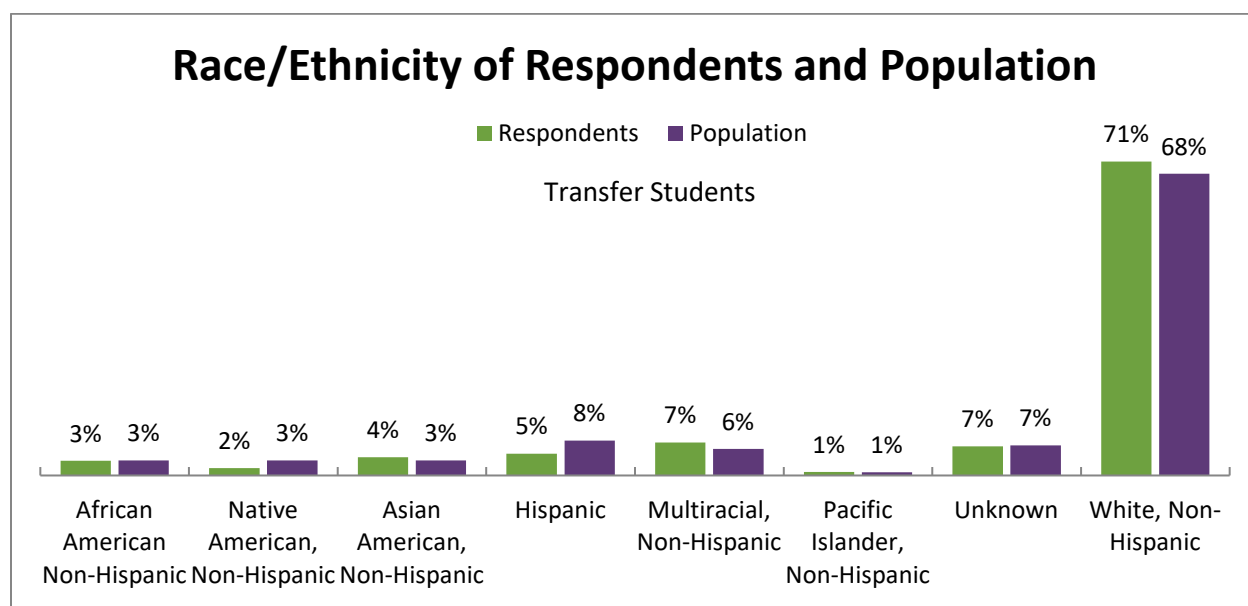
	BANNER Data		Survey Data	
	First-time, First-year Respondents (N=124)	All First-time, First-year students(N=220)		First-time, First-year Respondents (N=340)
First Generation	22%	27%	Parents did not attend college	26%
Not First Generation	78%	73%	Parents attended college	74%

New Olympia Campus Transfer Students

We also examined differences between new Olympia campus transfer respondents and all new Olympia campus transfer students. There were 121 respondents among a population of 265 new transfer students.

Race and Ethnicity of New Transfer Students

The chart below shows the differences between the racial/ethnic composition of transfer respondents and the entire transfer student population. A chi-square test was not possible for each mutually exclusive race/ethnicity category due to low population; however, a test of students of color and white/unknown students, revealed no significant difference ($p \leq .05$).



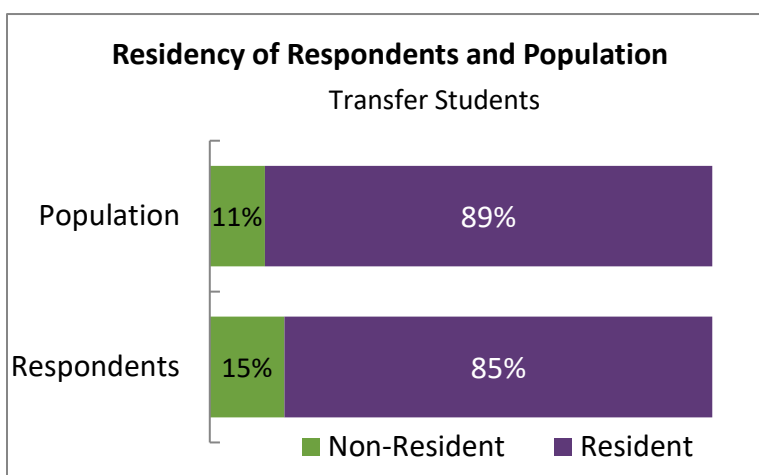
Gender of New Transfer Students

The following table displays gender data from BANNER for all new transfer students as well as for Olympia transfer respondents. BANNER has options for Male, Female, and X. The NSS survey question allowed for identification as Genderqueer, Intersex, Transgender, Not Sure, and Another Gender in addition to “Male” or “Female”; therefore, percentages are slightly different from administrative data. The difference in the gender distribution (legal gender from BANNER) between respondents and all new transfers was statistically significant at $p < .039$. Women were more likely to take the survey than men.

	BANNER Data		Survey Data
	All New Olympia Transfer Students (N=265)	Olympia Transfer Respondents (N=121)	Olympia Transfer Respondents (N=135)
Male	42%	35%	28%
Female	58%	65%	50%
Sex X	<5%	<5%	-
Transgender			<5%
Genderqueer			9%
Intersex			<5%
Another Gender			7%
Not Sure			0%
No response			5%

Residency of New Transfer Students

The following chart illustrates the differences in the residency status distribution between all new all Transfer students and those who responded. The difference in residency status between respondents and non-respondents was not statistically significant at $p<.05$.



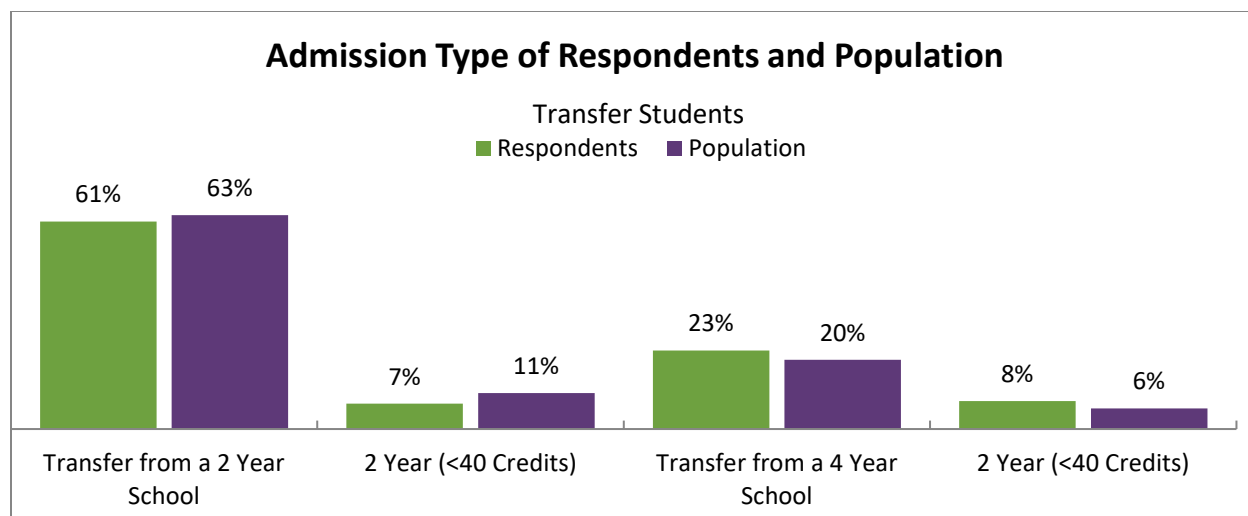
Age of New Transfer Students

There was a difference in median and mean age between all new Olympia transfer students and those who responded to the NSS. The difference in mean age was not statistically significant at $p<.05$.

	Olympia Transfer Respondents (N=121)	All New Olympia Transfer Students (N=265)
Mean Age	24	26.7
Median Age	24	24

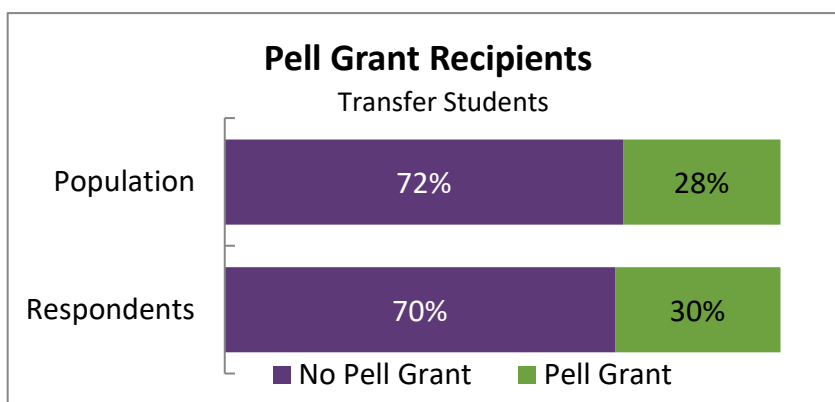
Admission Type of New Transfer Students

The chart below shows the differences in frequency distribution between the admission type of transfer student respondents and all new transfer students. Differences between response rates by admission type among transfer students were not statistically significant at $p<.05$.



Pell Grant Recipients New Transfer Students

The following chart shows the distribution of new transfer respondents who received Pell Grants versus all new transfer Pell Grant recipients. The difference in the Pell Grant distribution between respondent transfers and non-respondents was not statistically significant at $p < 0.05$.



First Generation Status of New Transfer Students

The following table details First Generation data from BANNER for all new transfer students and the subset who responded to the NSS. Self-reported First Generation data was also available from the NSS. There was no statistically significant difference at $p < .05$ in the percentage of new transfer students who were First Generation college students, and those who responded to the survey.

	BANNER Data		Survey Data	
	Transfer Respondents (N=121)	Transfer Students (N=265)		Transfer Respondents (N=117)
First Generation	21%	24%	Parents did not attend college	22%
Not First Generation	79%	76%	Parents attended college	77%

Disability of New Transfer Students

This chart illustrates the differences in the Disability status distribution between all new Transfer students and those who responded. The difference between new transfer respondents and non-respondents by disability status was statistically significant at $p < .004$. Students with a disability were more likely to respond to the survey.

