

## **Evergreen New Student Survey 2018 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 2018 Survey**

Students admitted in fall 2018 who were registered as of tenth-day included 309 First-time, First-year students, 411 students who transferred from other schools without prior attendance at Evergreen, 7 students who were readmitted to Evergreen with new transfer credits from another institution and 37 students who were readmitted to Evergreen with no new transfer credits.<sup>1</sup>

### **Summary of Response Rates by Admission Status**

A substantial proportion of newly admitted students participated in the NSS: 56.7% of students newly admitted in 2018 responded to the survey, including 61.8% of First-time, First-year students and 54.0% of new transfer students.

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<sup>1</sup> "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	191	309	61.8%
Transfer Students (not including Returning Greeners)	222	411	54.0%
Returning Greeners with transfer credits	3	7	42.9%
Returning Greeners without transfer credits	17	37	45.9%
Total Students Admitted Fall 2018	433	764	56.7%

**Summary of Response Rates by Campus Location**

Disaggregating the data into the groupings by location revealed that students attending at the Tacoma campus had the highest response rate (76.9%), followed by First-time, First-years (61.8%), and Olympia campus transfer students (52.1%). Native Pathways program responses were not analyzed separately because of the small number of surveys returned.

Response Rates by Campus Location	Respondents	Population	Percent of Population Responded
First-time, First-year Students	191	309	61.8%
Olympia Campus Transfer Students (not including Returning Greeners or Native Pathways Program Students)	189	363	52.1%
Native Pathways Program all sites (not including Returning Greeners)	3	9	33.3%
Tacoma Campus (not including Returning Greeners or Native Pathways Program Students)	30	39	76.9%
Total Students Admitted Fall 2018	413	720	57.4%

**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.

A paper version was sent to the students who did not respond to the web survey. A paper version was also administered at the fall Tacoma Campus Orientation and during the Olympia Campus Orientations for both Transfer and First-time, first-year students. During these events the surveys were passed out by Institutional Research Staff.

In all methods of survey administration, 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 shortly after the close of the survey.

**Mode of Response (excluding Returning Greeners with or without transfer credit)**

The chart below shows the number and percentage of surveys returned by response type. A total of 73% of the responses came via the web. This was the most common mode of response, followed by responses via paper surveys (27%). Paper surveys were completed in two ways, in person with a member of institutional Research staff or by mail.

Mode of Response	New Student Responses	
	N	%
Web Survey	318	73.4%
Paper Survey	115	26.6%
<i>Mailed Survey</i>	<i>38</i>	
<i>In Person Survey</i>	<i>77</i>	
<b>Total</b>	<b>433</b>	<b>100%</b>

**Mode of Response by Admission Type**

The most frequent mode of survey response for both First-time, First-year students and Olympia transfer students was by web (81.2% and 71.4%, respectively). However, the most frequent mode of survey response for Tacoma students was paper (73.3%). All of the paper Tacoma Surveys are from September 15, 2018 when Institutional Research staff visited the Tacoma Campus and had students fill out surveys during their Student Orientation.

Mode of Response by Admission Type	Administration	First-time, First-year Responses		Transfer Student* Responses		Tacoma Student* Responses	
		N	%	N	%	N	%
Date							
29 May - 10 Oct	Web Survey	155	81.2%	135	71.4%	8	26.7%
13 Jul - 10 Oct	Mail Survey	21	11.0%	16	8.5%	0	~
29 May – 10 Oct	In Person Survey	15	7.9%	38	20.1	22	73.3%
	<b>Total</b>	<b>191</b>	<b>100%</b>	<b>347</b>	<b>100%</b>	<b>28</b>	<b>100%</b>

\* Excludes Returning Greeners

**Comparisons of Survey Respondents and Population Demographics**

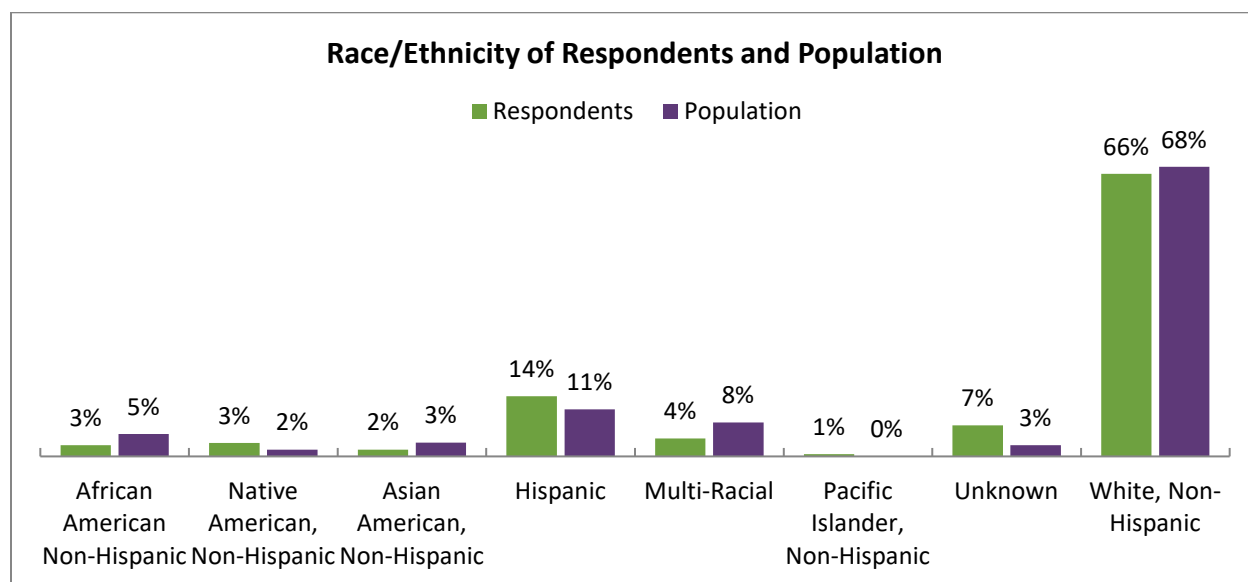
Demographic data were collected at the time of application to the college and drawn from the BANNER administrative database. Demographic data were examined for three groups: Olympia campus First-time, First-years, Olympia campus transfer students, and Tacoma students. Returning Greeners were excluded 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 191 respondents among a population of 309 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 2018. 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  $p=.001$ . White/unknown students were significantly more likely to respond to the survey.



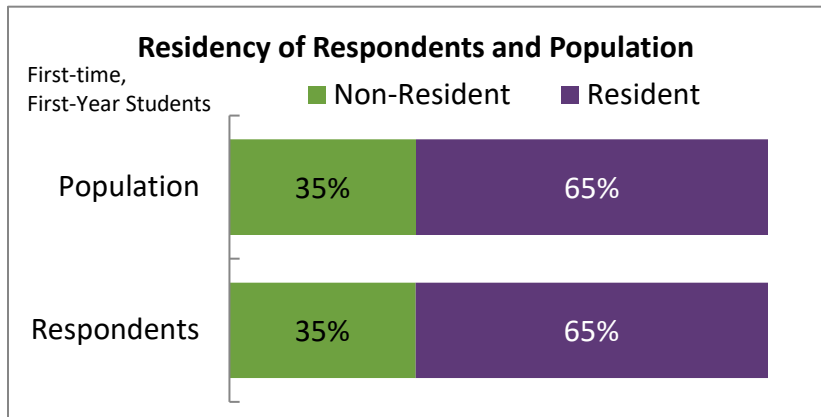
### **Gender of First-time, First-year students**

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 (grouped into “Another Gender” below) in addition to “Male” or “Female”; therefore, percentages are slightly 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 (from BANNER) between respondents and all First-time, First-years was not statistically significant at  $p<.05$ ).

	BANNER Data		Survey Data
	All First-time, First-years (N=309)	First-time, First-year Respondents (N=191)	First-time, First-year Respondents (N=191)
Male	35%	33%	28%
Female	65%	67%	50%
Another Gender	-	-	16%
No response	-	-	5%

**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 2018). The difference in residency status between respondents and non-respondents was not statistically significant at  $p < .05$ .



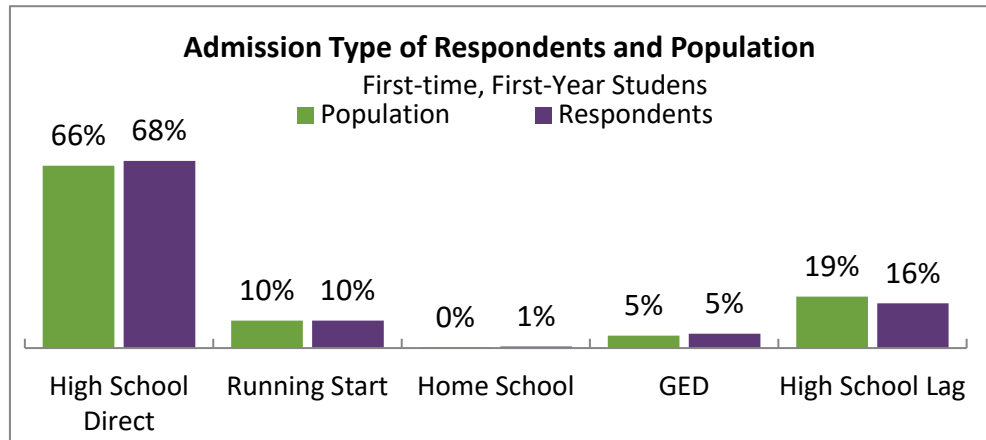
**Age of First-time, First-year students**

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.

	First-time, First-year Respondents (N=369)	All First-time, First-year students (N=309)
Median Age	18	18
Mean Age	19.20	19.23

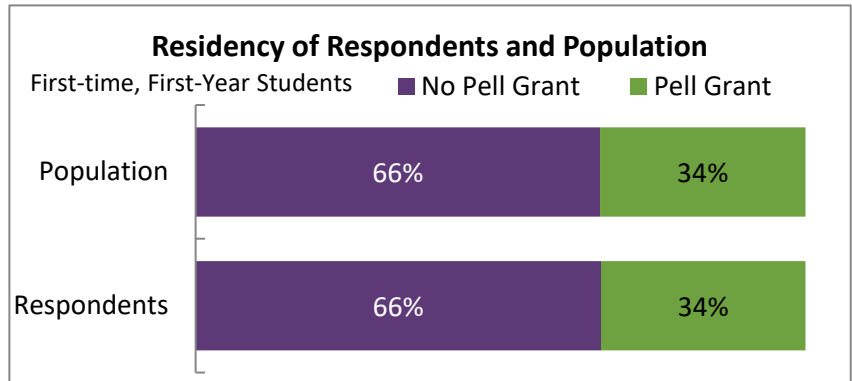
**Admission Type of First-time, First-year students**

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.



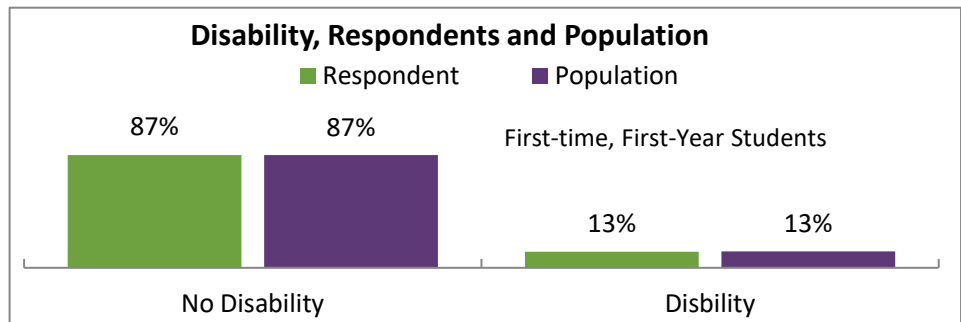
**Pell Grant Recipients, First-time, First-year students**

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.



**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.

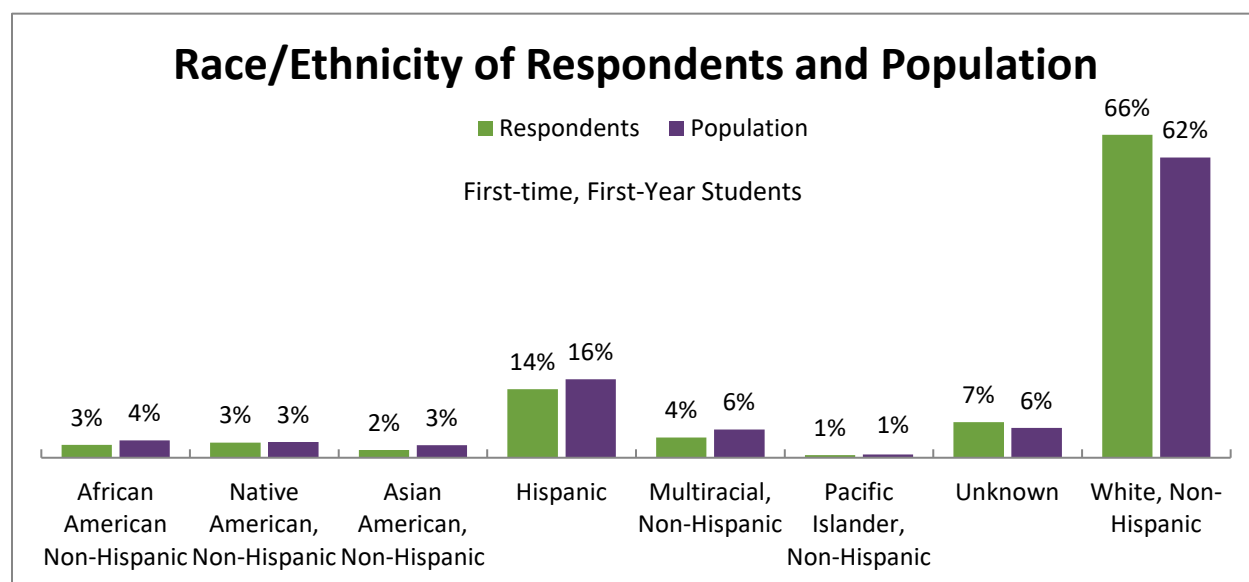
	BANNER Data		Survey Data	
	First-time, First-year Respondents (N=191)	All First-time, First-year students(N=309)		First-time, First-year Respondents (N=191)
First Generation	52	83	Parents did not attend college	25%
Not First Generation	139	226	Parents attended college	75%

### **New Olympia Campus Transfer Students**

We also examined differences between new Olympia campus transfer respondents and all new Olympia campus transfer students. There were 189 respondents among a population of 363 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 a significant difference ( $p=.004$ ). White/unknown students were more likely to take the survey than students of color.



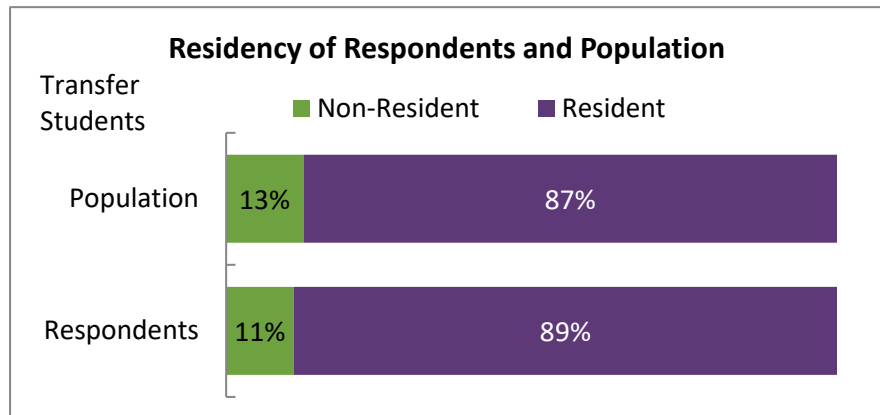
### **Gender of New Transfer Students**

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 Female to Male Transgender, Genderqueer, Intersex, Male to Female Transgender, Not Sure, and Another Gender (grouped into “Another Gender” below compared to X in BANNER data) in addition to “Male” or “Female”; therefore, percentages are slightly different from administrative data. Differences among new transfer respondents were statistically significant ( $p=.001$ ). Female students were significantly more likely to respond than male students.

	BANNER Data		Survey Data
	All New Olympia Transfer Students (N=363)	Olympia Transfer Respondents (N=189)	Olympia Transfer Respondents (N=189)
Male	45%	39%	32%
Female	55%	61%	49%
Another Gender (X)	< 5%	< 5%	15%
No response	-	-	4%

**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  $p < .05$ .



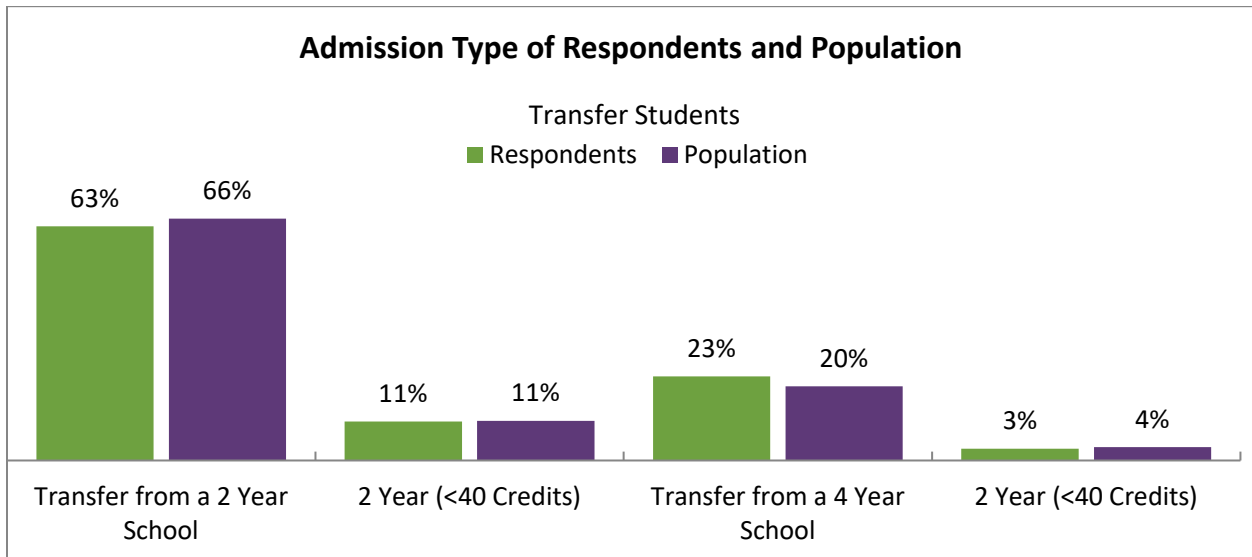
**Age of New Transfer Students**

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 statistically significant  $p = .006$ . Older students were more likely to complete the survey.

	Olympia Transfer Respondents (N=189)	All New Olympia Transfer Students (N=363)
Median Age	25	24
Mean Age	28.5	27.3

**Admission Type of New Transfer Students**

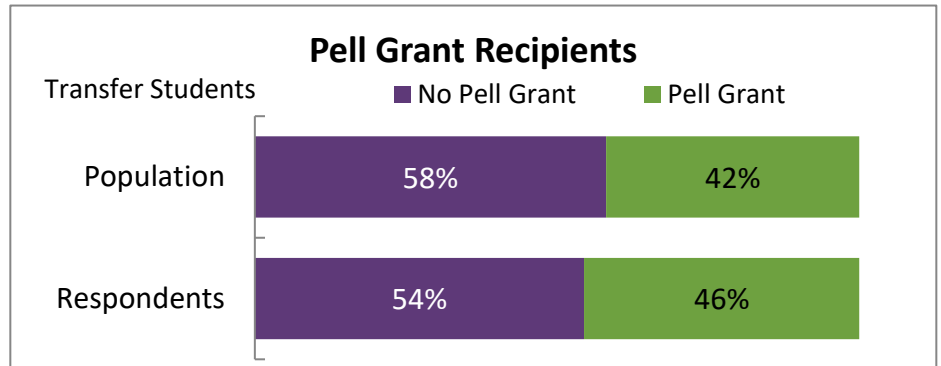
The chart below shows the differences in frequency distribution between the admission type of transfer student respondents and all new transfer students. Differences between response rates by admission type among transfer students were not statistically significant at  $p < .05$ .





**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  $p < 0.05$ .



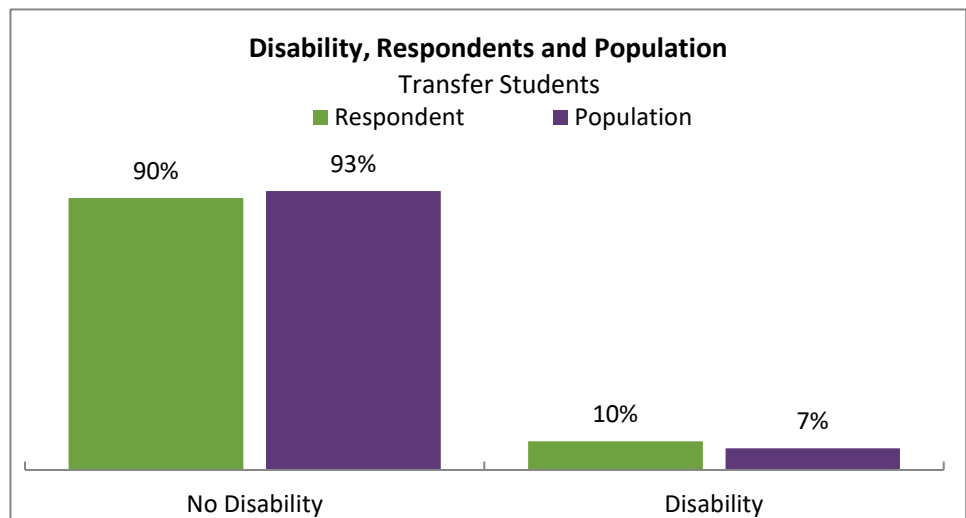
**First Generation Status of New Transfer Students**

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.

	Transfer Respondents (N=189)	Transfer Students (N=363)		Olympia Transfer Respondents (N=177)
First Generation	30%	30%	Parents did not attend college	77%
Not First Generation	70%	70%	Parents attended college	23%

**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 not statistically significant at  $p < .05$ .

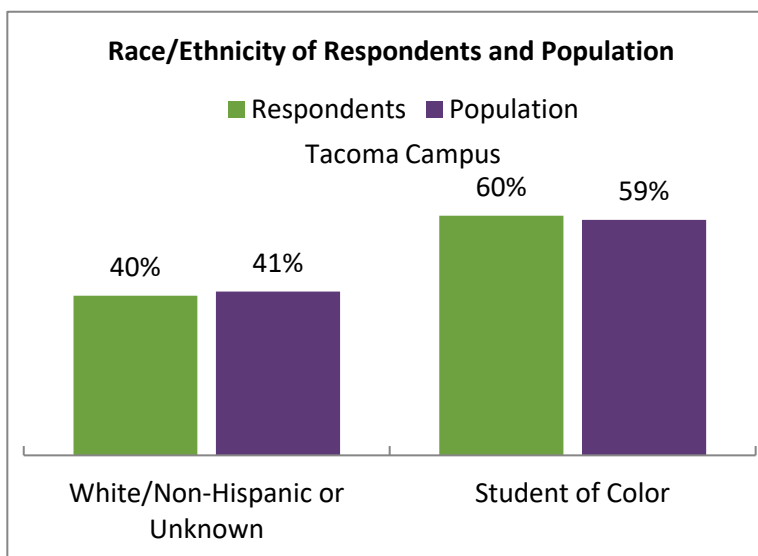


## **New Students attending Tacoma Campus**

We analyzed demographic differences between students attending class primarily at the Tacoma campus respondents and all new Tacoma students. There were 30 respondents among a population of 39 new students from the Tacoma Campus.

### **Race and Ethnicity of New Tacoma Students**

The following chart shows the differences between the racial/ethnic frequency distribution of respondents and all new Tacoma students. Statistical significance could not be tested on mutually exclusive race categories because the number of students was too small for analysis. A chi-square test was not possible for each mutually exclusive race/ethnicity category due to small population, however, a test of students of color and white students revealed no significant differences between response rates ( $p < .05$ ).



### **Gender of New Tacoma Students**

The following table details gender data from BANNER for all new Tacoma students and the subset who responded to the NSS. The difference in the gender distribution between all new Tacoma students and those who responded to the NSS is not possible due to small numbers. Self-reported gender data was also available from the NSS. Percentages gathered from BANNER are different than those from the NSS data because the survey question allowed students to identify as Male, Female, or other.

	BANNER Data		Survey Data
	All New Tacoma Students (N=30)	Tacoma Respondents (N=39)	Tacoma Respondents (N=28)
Male	28%	27%	25%
Female	72%	73%	68%
Another Gender	-	-	7%
No response	-	-	-

### **Residency of New Tacoma Students**

Of the new Tacoma Program respondents, 100% were Washington residents, the same as the 100% of all New Tacoma Students who were Washington residents.

### **Disability, New Tacoma Students**

Of the new Tacoma Program students, zero had a reported disability.

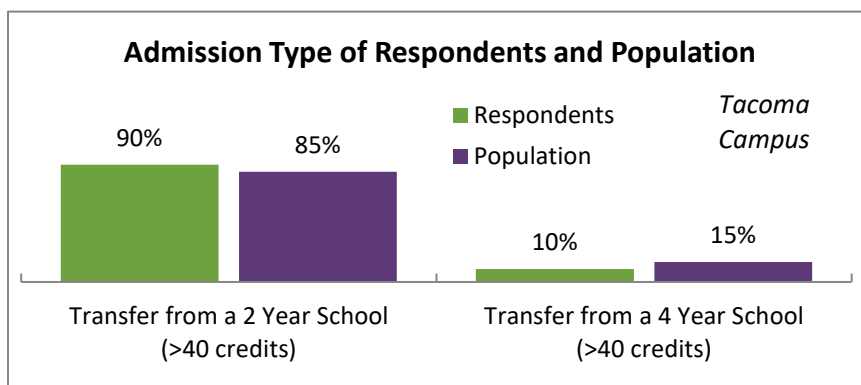
### Age of New Tacoma Students

	Tacoma Respondents (N=30)	New Tacoma Students (N=39)
Median Age	37.5	35
Mean Age	37.2	36.7

The median age was 36 for all new Tacoma students and 37 for Tacoma survey respondents. The difference in mean age between all Tacoma students (37.5) and Tacoma NSS respondents (38.8) was not statistically significant at  $p < .05$ .

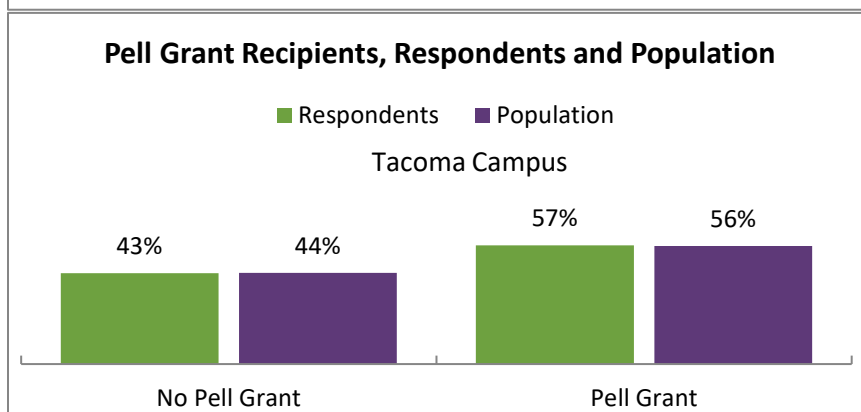
### Admission Type of New Tacoma Students

The majority of students at the Tacoma Campus are transfers from a 2-year school. The difference was not statistically significant at  $p > .05$ .



### Pell Grants, New Tacoma Students

The following chart shows the distribution of all Tacoma students who received Pell Grants versus survey respondents who received Pell Grants. A significance test of the difference in Pell recipients between respondents and non-respondents of the Tacoma campus is not possible due to small numbers.



### First Generation Status of New Tacoma Students

The following table details First Generation data from BANNER for all new Tacoma students and the subset who responded to the NSS. Self-reported First Generation data was also available from the NSS. Differences between First Generation status among Tacoma Campus students were not statistically significant at  $p < .05$ .

	BANNER Data		Survey Data	
	All New Tacoma Students (N=39)	Tacoma Respondents (N=30)	Parents College	Tacoma Respondents (N=27)
First Generation	41%	43%	Did not attend	59%
Not First Generation	59%	57%	Attended college	40%