

From Data to Information: Linking Institutional Research Data to Student Activities

To assist understanding students' experience at Evergreen we looked at the following surveys: National Survey of Student Engagement (NSSE), Evergreen New Students Survey 2007, and Evergreen Student Experience Survey 2006. Student group coordinators and students interested in students' experience in Evergreen will find these resources useful. These studies show the characteristics of Evergreen students. The data in these resources may help student coordinators improve their activities and serve better the students.

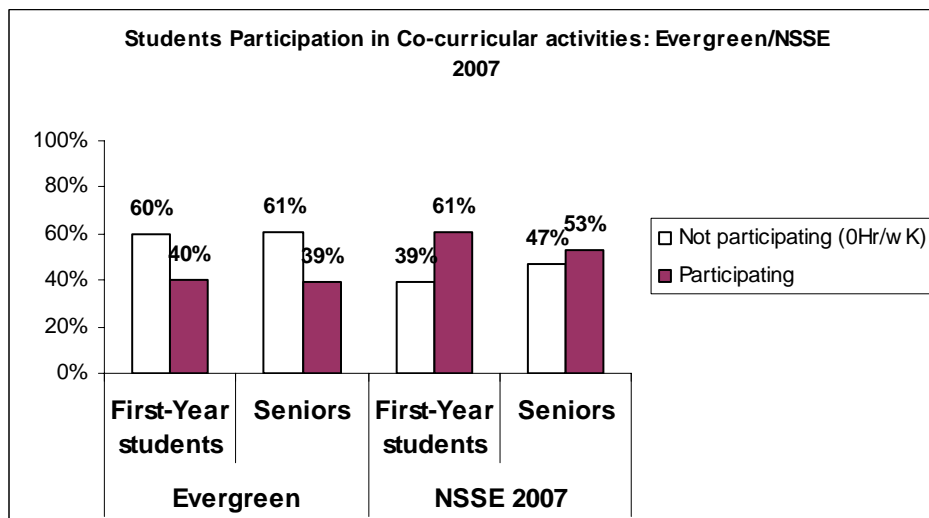
Evergreen New Student Survey is administered to new freshman and undergraduate transfer students. It is intended to provide understanding of the goals, skills, confidence, and characteristics of new students. Evergreen Student Experience Survey provides information about students' satisfaction with Evergreen's learning environment, learning growth, goals, level of confidence, and utilization of campus resources. The survey is administered every other year. These surveys can assist student groups to better understand the characteristics of new and continuing students. They also represent an important tool in terms of activity planning and decision making.

NSSE collects data annually from first-year and senior students to assess the extent to which they engage in effective educational practices. Over 600 institutions in the US and Canada were invited to participate in 2007 NSSE administration.

In NSSE first-Year and Senior students were asked three questions among other questions: students' participation in co-curricular activities, help with non academic responsibilities, and support to thrive socially. These questions help in understanding to what degree Evergreen students engage in campus activities and also to gauge the importance of student activities in higher education institutions. Evergreen New Student Survey and Evergreen Student Experience results provide information about students' characteristics that can be used to better inform and improve student activity groups.

Evergreen Students' participation in Co-curricular activities

Evergreen students' participation in co-curricular activities (organizations, campus publication, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) is low compared to NSSE (National Survey of Student Engagement) institutions. Only 40% of first-years and 39% of seniors at Evergreen



participated in co-curricular activities compared to 61% of first-Year and 53% of seniors for all institutions participating in the NSSE 2007.

Many students come to higher education institutions with social responsibilities. During their time in college they not only need help with their academic responsibilities but also non-academic ones. This survey showed that 38% of Evergreen first-years and 28% Evergreen seniors who responded to the survey indicated that the institution helped them "quite a bit" or "very much" to cope with their non-academic responsibilities such as work, family etc. This percentage is higher than NSSE's (33% for First-year and 24% for seniors).

Support students need to thrive socially

Another important point for student engagement the survey touched on was the support students need to thrive socially. Among the students who took NSSE 2007 survey, 43% of first-years and 34% of seniors said they were "quite a bit" or "very much" satisfied with the institution providing the support they need to thrive socially. This percentage is slightly lower than for first-year at all participating NSSE institutions (45%) and the same for seniors (34%). For more information go to:

www.evergreen.edu/institutionalresearch/pdf/surveys/nsse/NSSE2007Benchmarks%20Report.pdf

Utilization of the Child Care Services

The Child Care Center is interested in information about how much influence it has on students attending Evergreen, enrolling or dropping classes. Evergreen Institutional Research surveys did not specifically address that question. However the Evergreen New Student Survey provides data that may interest the Child Care Services and other student groups that are interested in organizing activities to helping that particular population of students. New students are still transitioning to the campus and need support to have a better college experience and knowing more about their class patterns help to better advocate for care that fits their schedule.

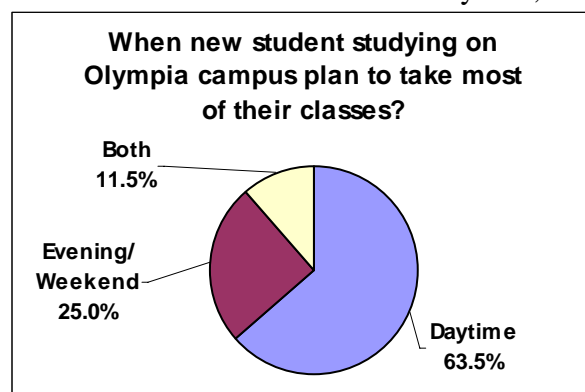
Students were asked how often they use various campus resources. Among the students who responded to Evergreen Student Experience 2006, 2.2% indicated they used the Child Care Services "some" or "a lot". For more information go to:

www.evergreen.edu/institutionalresearch/studentexperiencesurvey2006responses.htm

When do Evergreen new students who have dependent children plan to take most of their classes?

Among the Olympia campus new students with dependent children who completed Evergreen New Student Survey, 63.5% planned to take most of their classes Daytime, 25% Evening/Weekend, and 11.5% both.

These percentages may not represent exactly the whole Evergreen student population, but it can be used to get an idea about the type of classes students with dependent children are taking.



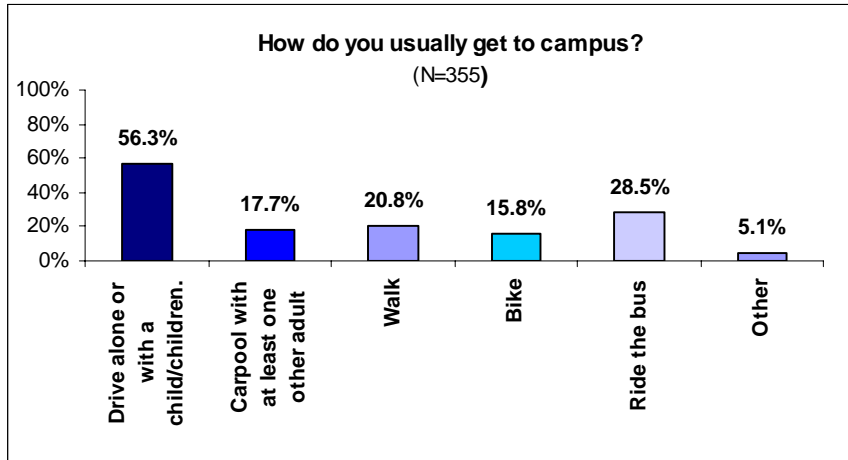
For more information go to www.evergreen.edu/institutionalresearch/nss2007results.htm.

How do you usually get to campus?

Student groups advocating for alternative transportation such as the Evergreen Bike Shop might be interested in information related to the means of transportation students are using to come to campus. The Evergreen Student Experience Survey 2008 which is being administered now includes revised questions that will hopefully yield more information.

Most of the Evergreen Student Experience Survey respondents in Olympia campus drive alone or with child/children to get to campus (56.3%). Among the survey respondents 20.8% indicated that they walk to get to campus, 28.5% ride the bus and 15% bike to campus. It should be noted that throughout a week students may take multiple means of transportation to get to campus.

To the question “how far do you usually commute to campus?” 50% of the respondents indicated that they commute within 5 miles and 21% between 5 miles to 10 miles. For more information go to: www.evergreen.edu/institutionalresearch/studentexperiencesurvey2006responses.htm

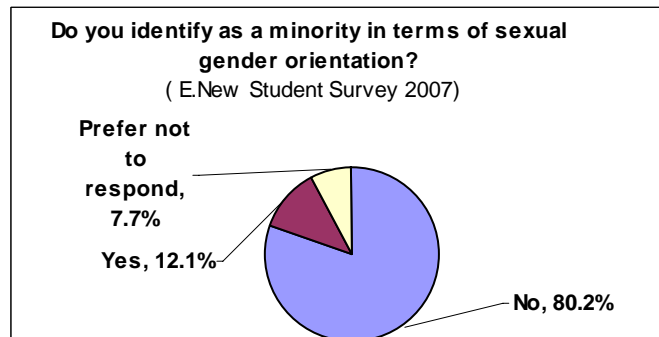


Demographics

Do you identify as a minority in terms of sexual or gender orientation?

On the Evergreen New Student Survey, students were asked to indicate whether they identify as a minority in terms of sexual or gender orientation. Prior to that question, they were also asked to indicate their gender with three options: Male, Female, and Other. Among the respondents 43% Olympia campus new students checked "Male," 56% "Female," and 1% chose "Other."

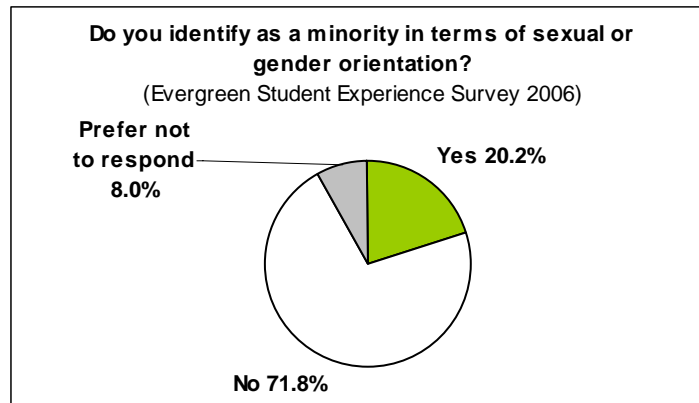
For the entering class of Olympia campus, 80.2% did not identify as a minority in terms of sexual or gender orientation. 12.1% identify as minority in terms of sexual or gender orientation and



7.7% chose "prefer not to respond". [Evergreen New Student Survey 2007]

The percent of new students who identify as a minority in terms of sexual or gender orientation (12.1%) is lower than the percentage of the overall undergraduate population (20.2%). The chart below represents the percentage of the overall undergraduate population who responded to Evergreen Student Experience Survey 2006. Data is being gathered now in the administration of Evergreen Student Experience Survey 2008. For more information go to:

www.evergreen.edu/institutionalresearch/studentexperiencesurvey2006responses.htm



How do students identify racially and ethnically?

Evergreen student groups may benefit from Institutional Research data on Evergreen student demographics. The fact page provides about enrollment, degrees, retention and graduation, alumni, faculty and staff. It also includes the percentage and trend of students of color. This information is useful particularly for student groups advocating for minorities. In Fall 2007 the percentage of students of color for the overall Evergreen student population was 18%. The percent of total Fall quarter enrollment by race/ethnicity was:

African American	4.4%
Native American/Alaska Native	3.9%
Hispanic/Latino	4.9%
Asian/Pacific Islander	4.8%

For more information visit the fact page (www.evergreen.edu/institutionalresearch/factpage.htm) and (www.evergreen.edu/institutionalresearch/enrollmentcounts.htm)

The following table shows how new student respondents studying in Olympia identify in terms of race and ethnicity. The responses have been collapsed in common categories for analysis. White/Caucasian collapse represent the large majority of new students respondents (70.1%) followed by the category Multiracial or Multiethnic (13.4%).The Hispanic group represents 2.5% and Asian/Pacific Islander group 3.7%. Middle Eastern (0.7%) and African American (0.8%) represent the lowest percentage.

	Frequency	Percentage
White/Caucasian or European descent, European nationality, culture, ethnicity	587	70.1%
Multiracial or Multiethnic	112	13.4%
Not able to code	65	7.8%
Asian/Pacific Islander/Asian American, Asian nationality, culture ethnicity	31	3.7%
Hispanic, South American nationality, culture, ethnicity	21	2.5%
Native American, American Indian	8	1.0%
Black or African American, African nationality, culture, ethnicity	7	0.8%
Middle Eastern, Jewish, Middle Eastern nationality culture, ethnicity	6	0.7%
Total	837	100.0%

For more information go to www.evergreen.edu/institutionalresearch/nss2007results.htm.

Patterns Associated with Race, Ethnicity, Gender Identity and Sexual Orientation

In order to inform about the quality of academics and student support services for Evergreen student community, the Office of Institutional Research conducted a research intended to encourage the discussion about the experiences of and support for Evergreen undergraduates on the Olympia. The research paper explores patterns in the quality of students' experiences to discover any differences in experiences associated with race and ethnicity or sexual orientation and gender identity. For more information follow the Link: www.evergreen.edu/institutionalresearch/pdf/surveys/eses/PatternsRaceEthGendSexOrient.pdf

A previous study looked at the Evergreen Student Survey 2004. The report summarizes an analysis of Evergreen students' perceptions of the Olympia campus learning environment. The report compares the responses of students of color on the Evergreen Student Experience Survey (2004) to the responses of white students and students for whom race/ethnicity was not indicated. To see more about this report go to: www.evergreen.edu/institutionalresearch/pdf/Surveys/eses/analysisofdifferencesSES-raceethnicity.pdf