

## Evergreen New Student Survey 2014 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 2014 Survey**

Students admitted in fall 2014 who were registered as of tenth-day included 543 First-time, First-year students, 688 students who transferred from other schools without prior attendance at Evergreen, 19 students who were readmitted to Evergreen with new transfer credits from another institution and 49 students who were readmitted to Evergreen with no new transfer credits.<sup>1</sup>

A substantial proportion of newly admitted students participated in the NSS: 48.4% of students newly admitted in 2014 responded to the survey, including 52.7% of first-time, first-year students and 47.2% 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**

	<b>Respondents</b>	<b>Population</b>	<b>Percent of Population Responded</b>
First-time, First-year Students	286	543	52.7%
Transfer Students (not including Returning Greeners)	325	688	47.2%
Returning Greeners with transfer credits	8	19	42.1%
Returning Greeners without transfer credits	10	49	20.4%
Total Students Admitted Fall 2014	629	1,299	48.4%

Disaggregating the data into the groupings by location revealed that students attending at the Tacoma campus had the highest response rate (76.5%), followed by first-time, first-years (52.7%), and Olympia campus transfer students (45.5%). Due to the small number of surveys returned from Tribal: Reservation-based programs and Grays Harbor campus, data from these respondents were pooled together with Olympia campus transfer students (denoted by shaded rows in table below).

**Summary of Response Rates by Campus Location**

	<b>Respondents</b>	<b>Population</b>	<b>Percent of Population Responded</b>
First-time, First-year Students	286	543	52.7%
Olympia campus transfer students (not including Returning Greeners)	281	617	45.5%
Grays Harbor campus	0	6	0%
Tribal: Reservation-based program (not including Returning Greeners)	5	15	33.3%
Tacoma campus (not including Returning Greeners)	39	51	76.5%
Total Students Admitted Fall 2014	611	1,231	49.6%

**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.

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. During this event the survey was introduced by the Managing Director of the Tacoma Program, and students had the option of completing the survey during a break.

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.

The chart below shows the number and percentage of surveys returned by response type. A total of 80% of the responses came via the web. This was the most common mode of response, followed by responses via paper surveys (20%).

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

Administration	New Student Responses	
	N	%
Web Survey	486	79.5%
Mail Survey	125	20.5%
<b>Total</b>	<b>611</b>	<b>100%</b>

The most frequent mode of survey response for both first-time, first-year students and transfer students was by web (80.4% and 85.4%, respectively). However, the most frequent mode of survey response for Tacoma students was paper (71.1%). Most of the paper Tacoma Surveys are from September 20, 2014 when Institutional Research staff visited the Tacoma Campus and had students fill out surveys during their Student Orientation.

**Mode of Response by Admission Type**

Date	Administration	First-time, First-year Responses		Transfer Student* Responses		Tacoma Student* Responses	
		N	%	N	%	N	%
6 June - 10 Oct	Web Survey	230	81.0%	245	85.4%	11	28.2%
22 Aug - 10 Oct	Mail Survey	56	19.5%	41	14.5%	28	71.8%
	<b>Total</b>	<b>286</b>	100%	<b>286</b>	100%	<b>39</b>	100%

\* Excludes Returning Greeners

**Comparisons of Survey Respondents and Population Demographics**

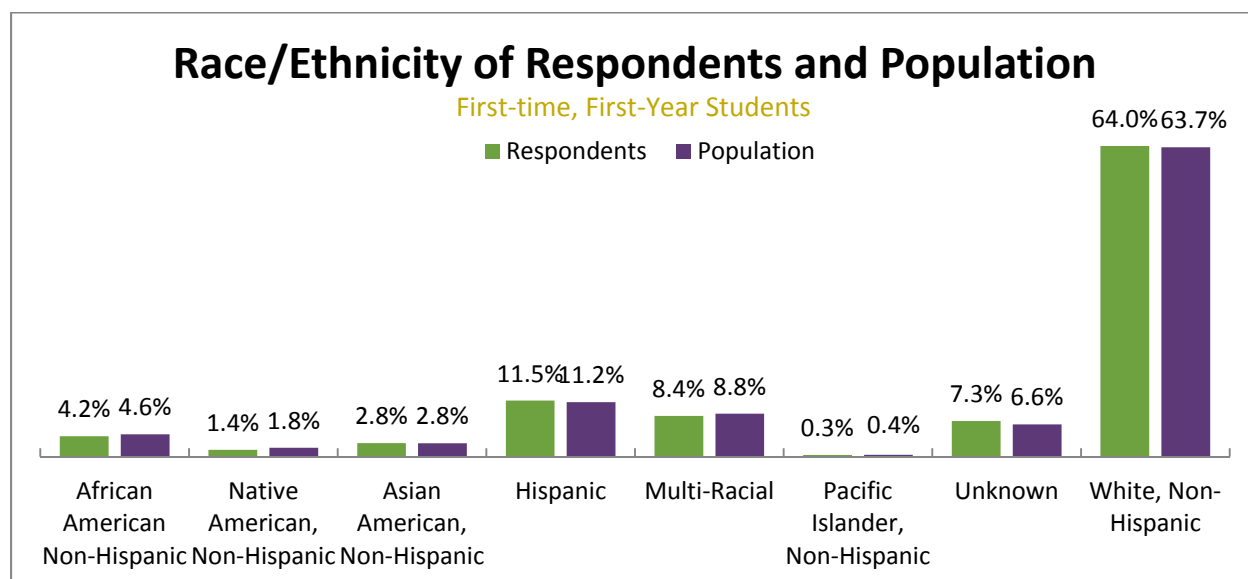
Demographic data were collected at the time of application to the college and drawn from the BANNER administrative database. Demographic data were examined for three groups: Olympia campus first-time, first-years, Olympia campus transfer students, and Tacoma students. Returning Greeners were excluded 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 286 respondents among a population of 543 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 2014. A Chi-square test was not possible for each mutually exclusive race/ethnicity category due to low numbers, however, a test of students of color, white, and unknown revealed these differences were not statistically significant at  $p < .05$ .



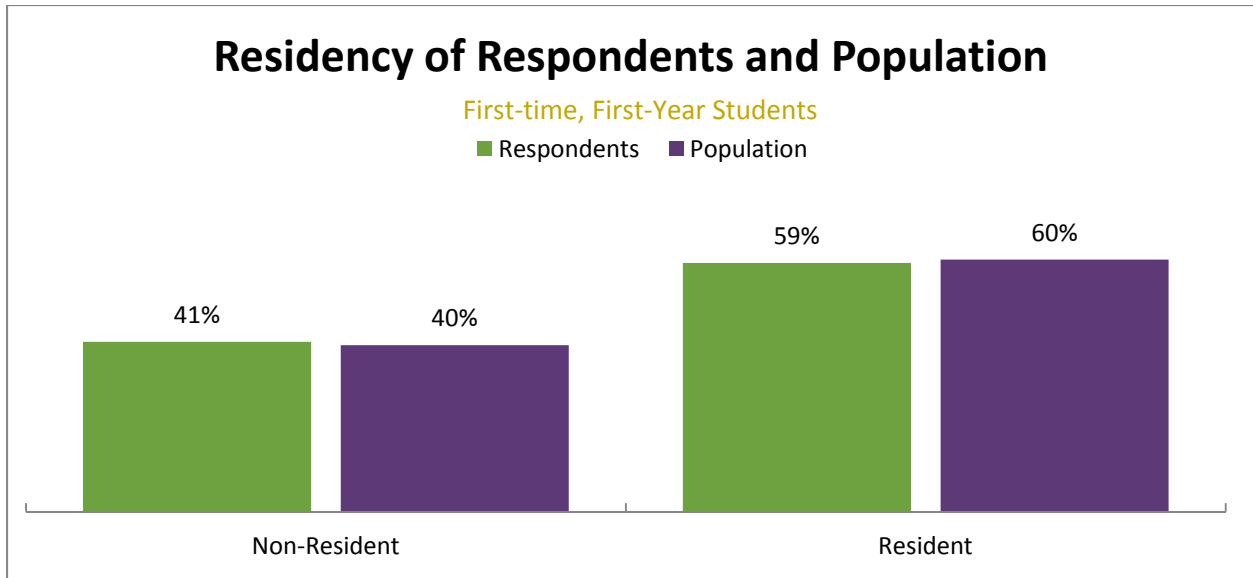
### Gender of First-time, First-year Students

Gender data for survey respondents is also provided from the NSS. In contrast to BANNER data, the NSS survey question allowed for identification as “Other” 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 statistically significant ( $p=0.000$ ). Female students were significantly more likely to respond than male students

	BANNER Data		Survey Data
	All First-time, First-years (N=543)	First-time, First-year Respondents (N=286)	First-time, First-year Respondents (N=286)
Male	41%	31%	29%
Female	59%	69%	60%
Other	-	-	8%
No response	-	-	3%

**Residency of First-time, First-year Students**

The following 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 2014). The difference in residency status between respondents and the population was not statistically significant at  $p>.05$ .



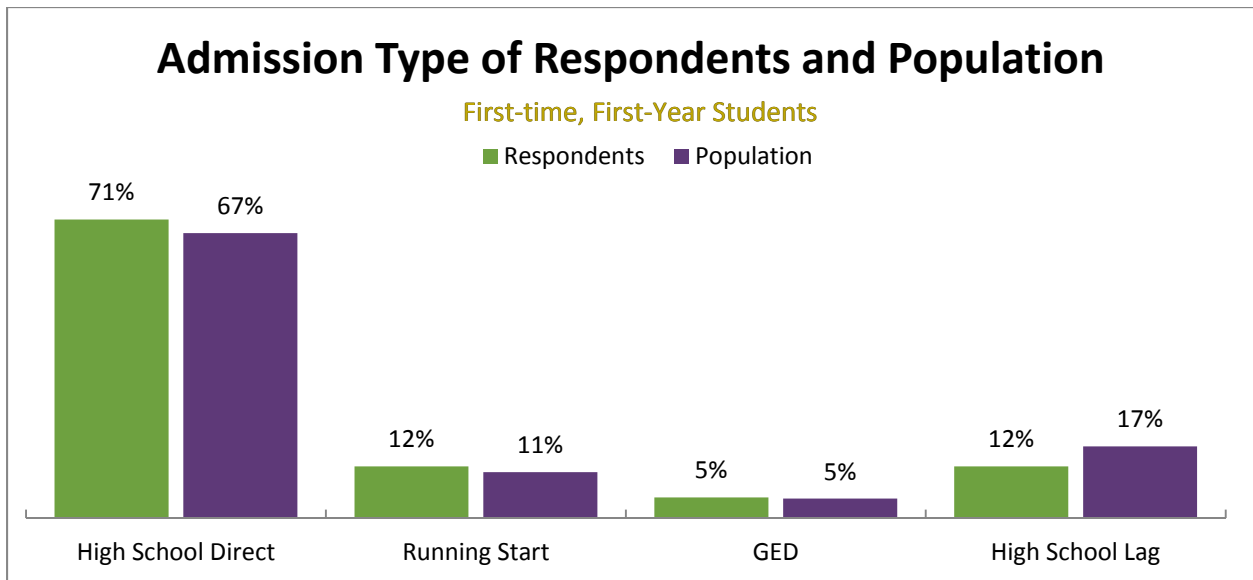
**Age of First-time, First-year Students**

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

	First-time, First-year Respondents (N=286)	All First-time, First-year students(N=543)
Median Age	18	18
Mean Age	18.9	19.0

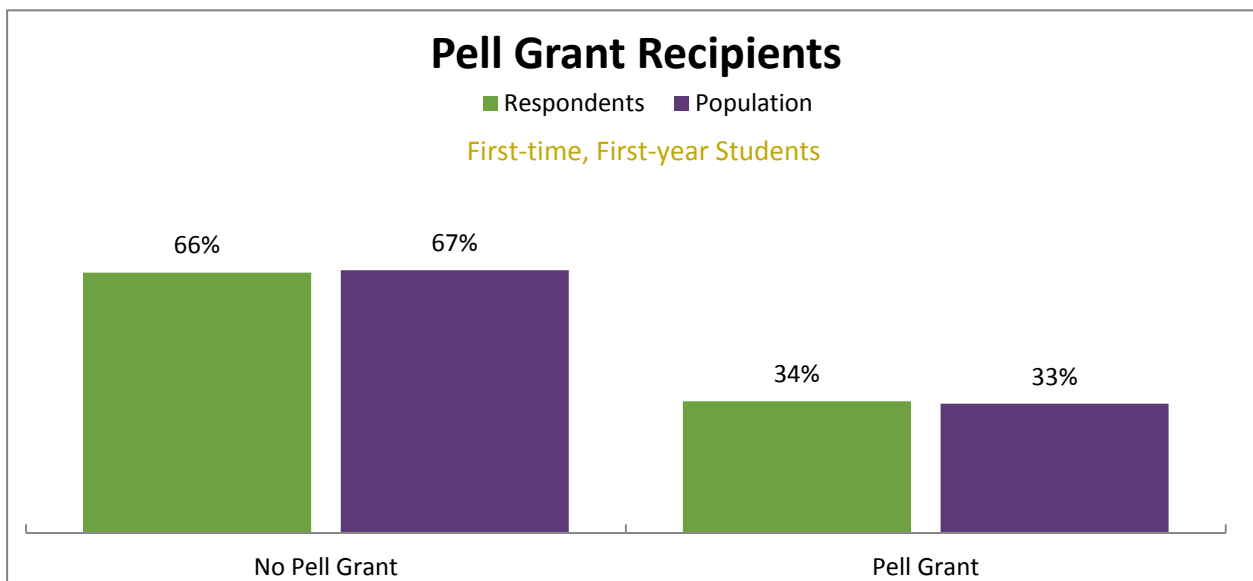
**Admission Type of First-time, First-year Students**

The chart below shows the differences in the distribution of admission types for First-time, First-year respondents compared to the population. Differences between admission types of First-time, First-years were statistically significant ( $p=0.020$ ). Students who had been out of High School for a year or more were less likely to respond to the survey.



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

The following chart shows the distribution of new First-time, First-year responders who received Pell Grants versus all First-time, First-year responders who received Pell Grants. The difference between First-time, First-year responders and the population was not statistically significant at  $p<.05$ .



**First Generation status of First-time, First-year Students**

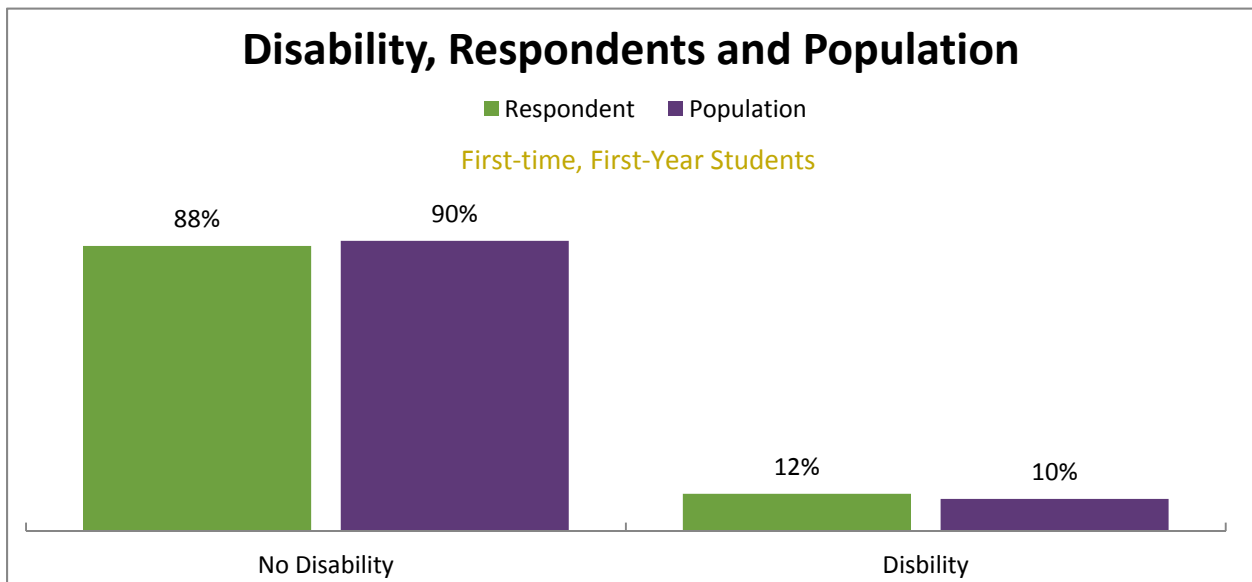
The following table details First Generation data from BANNER for all First-time, First-year students and the subset who responded to the NSS. Self-reported First Generation data was also available from the NSS. There was no statistically significant difference ( $p < .05$ ) in the percentage of First-time,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

	BANNER Data		Survey Data	
	First-time, First-year Respondents (N=286)	All First-time, First-year students (N=543)		First-time, First-year Respondents (N=275*)
First Generation	23.1%	28.0%	Parents did not attend college	21%
Not First Generation	89.9%	72.0%	Parents attended college	79%

*\*Does not include those who skipped this question*

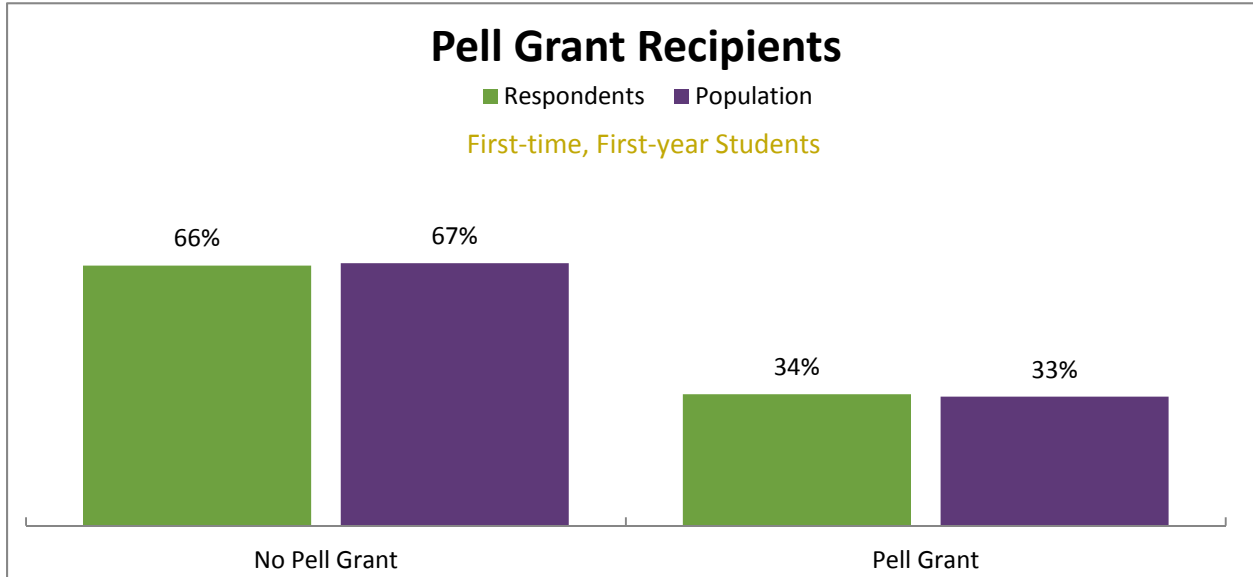
**Disability of First-time, First-year Students**

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



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

The following chart shows the distribution of new First-time, First-year responders who received Pell Grants versus all First-time, First-year responders who received Pell Grants. The difference between First-time, First-year responders and the population was not statistically significant at  $p < .05$ .



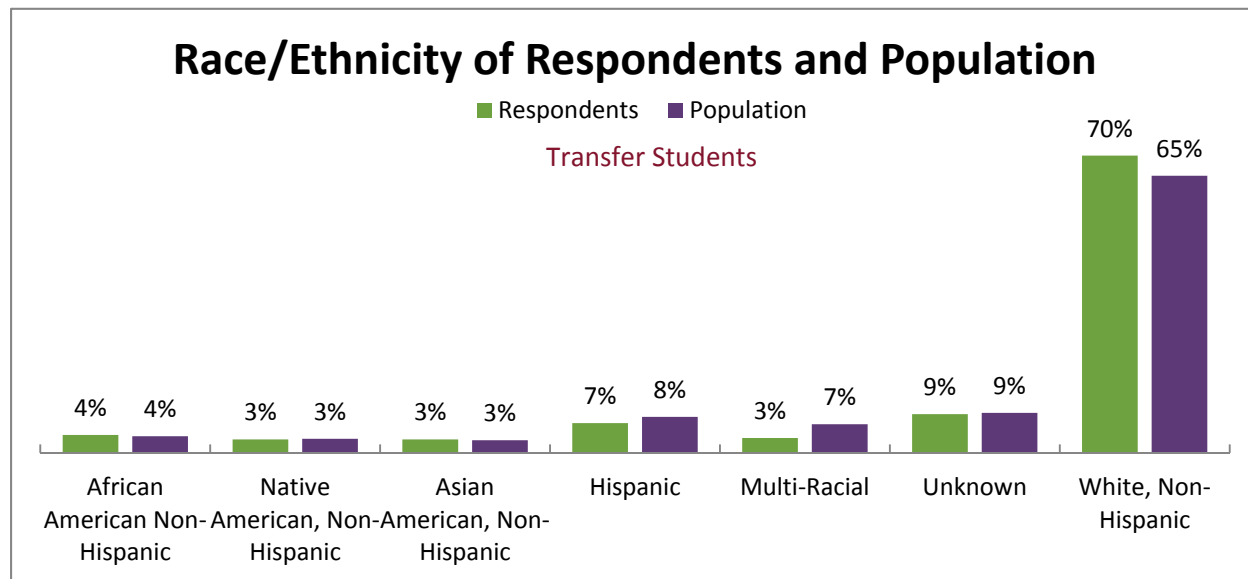


## ***New Olympia Campus Transfer Students***

We also examined differences between new Olympia campus transfer respondents and all new Olympia campus transfer students. There were 286 respondents among a population of 638 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. The difference between these groups was not statistically significant at  $p < .05$ .



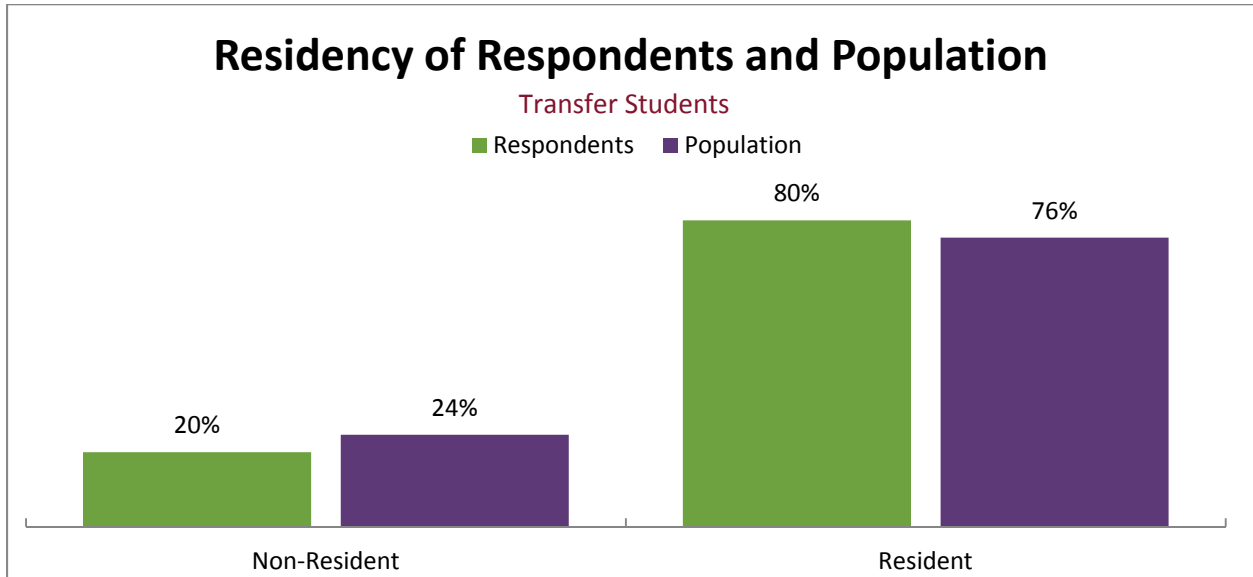
### **Gender of New Transfer Students**

The following table displays gender data from BANNER for all new transfer students as well as for Olympia transfer respondents. Differences among new transfer respondents were statistically significant ( $p = .010$ ). Female students were significantly more likely to respond than male students. 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 Olympia Transfer Students (N=638)	Olympia Transfer Respondents (N=286)	Olympia Transfer Respondents (N=286)
Male	46%	41%	37%
Female	54%	59%	55%
Other	-	-	2%
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 differences between these two groups was statistically significant ( $p=0.015$ ). Residents were statistically more likely to respond to the survey.



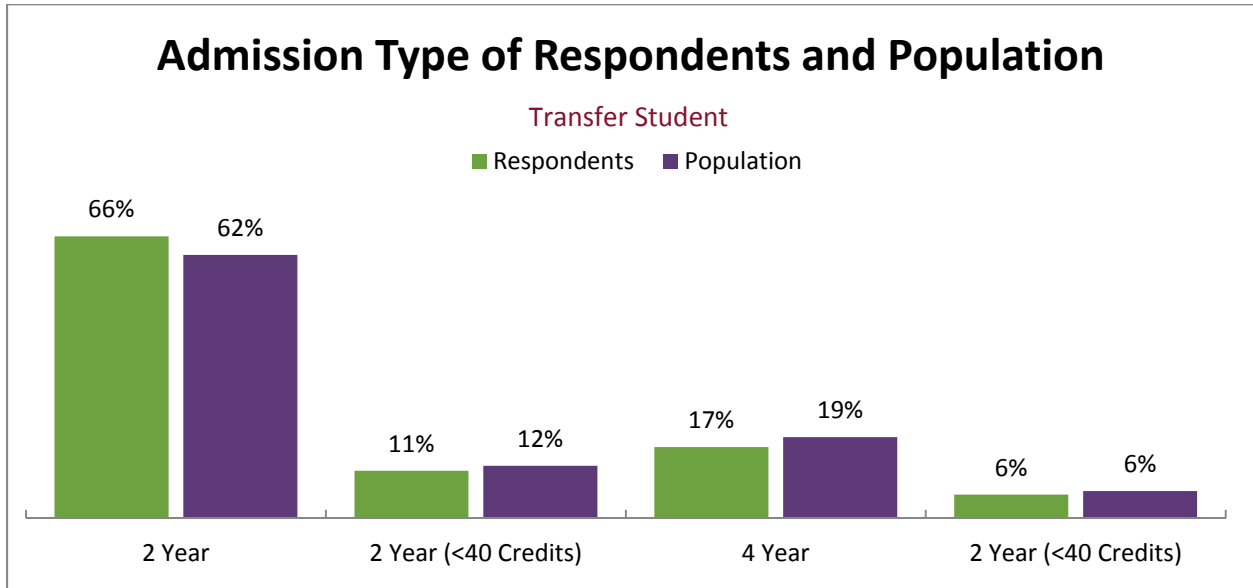
**Age of New Transfer Students**

There was a one year difference in median age between all new Olympia transfer students (median age 23) and those who responded to the NSS (median age 24). There was also a difference in mean age; the difference in mean age was statistically significant ( $p=.002$ ). Respondents who were older were more likely to respond to the survey.

	Olympia Transfer Respondents (N=286)	All New Olympia Transfer Students (N=638)
Median Age	24	23
Mean Age	27	26

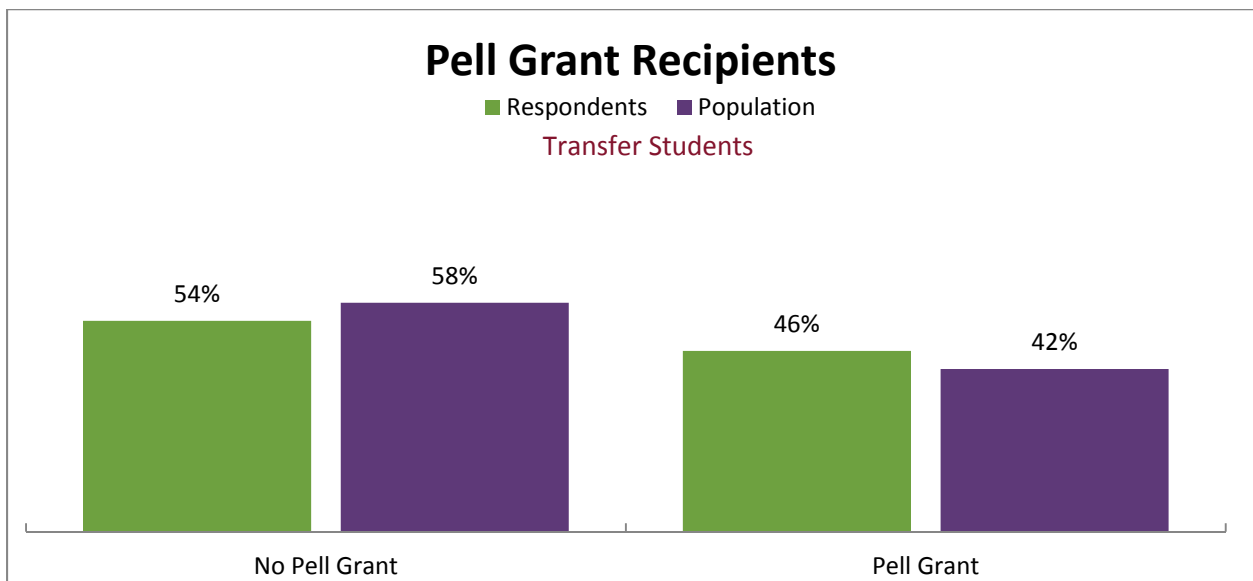
**Admission Type of New Transfer Students**

The chart below shows the differences in frequency distribution between the admission types of transfer student respondents and all new transfer students. Differences between admission types 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 respondents transfers and all transfers was statistically significant ( $p = 0.033$ ). Transfer students with Pell Grants were significantly more likely to respond than transfer students without a Pell Grant.



**First Generation Status of New Transfer Students**

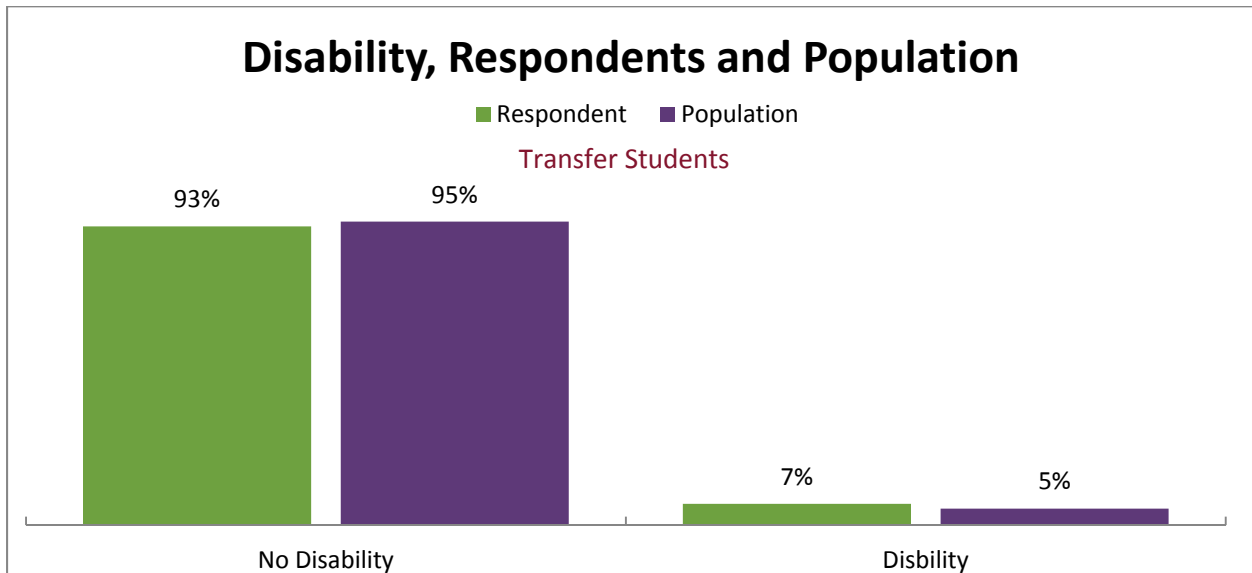
The following table details First Generation data from BANNER for all new transfer students and the subset who responded to the NSS. Self-reported First Generation data was also available from the NSS. There was no statistically significant difference ( $p < .05$ ) in the percentage of new transfer students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

	BANNER Data		Survey Data	
	All New Olympia Transfer Students (N=638)	Olympia Transfer Respondents (N=286)		Olympia Transfer Respondents (N=269*)
First Generation	34%	34%	Parents did not attend college	27%
Not First Generation	66%	66%	Parents attended college	73%

*\*Does not include those who skipped this question*

**Disability of New Transfer Students**

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

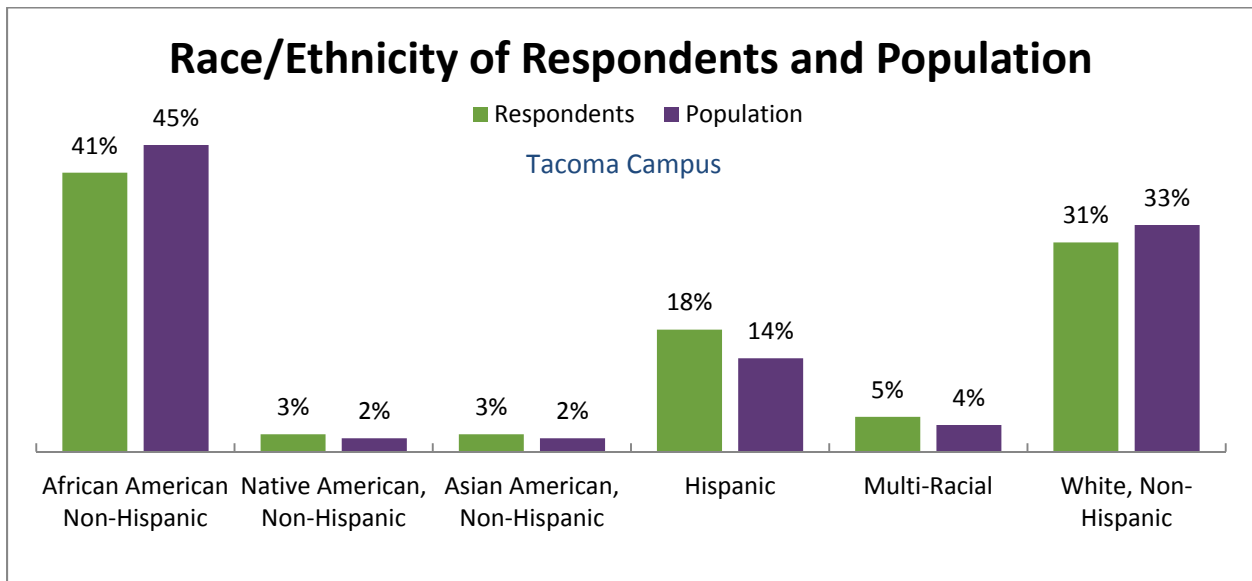


## ***New Students attending Tacoma Campus***

We analyzed demographic differences between students attending class primarily at the Tacoma campus respondents and all new Tacoma students. There were 39 respondents among a population of 51 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 because the number of students was too small for analysis.



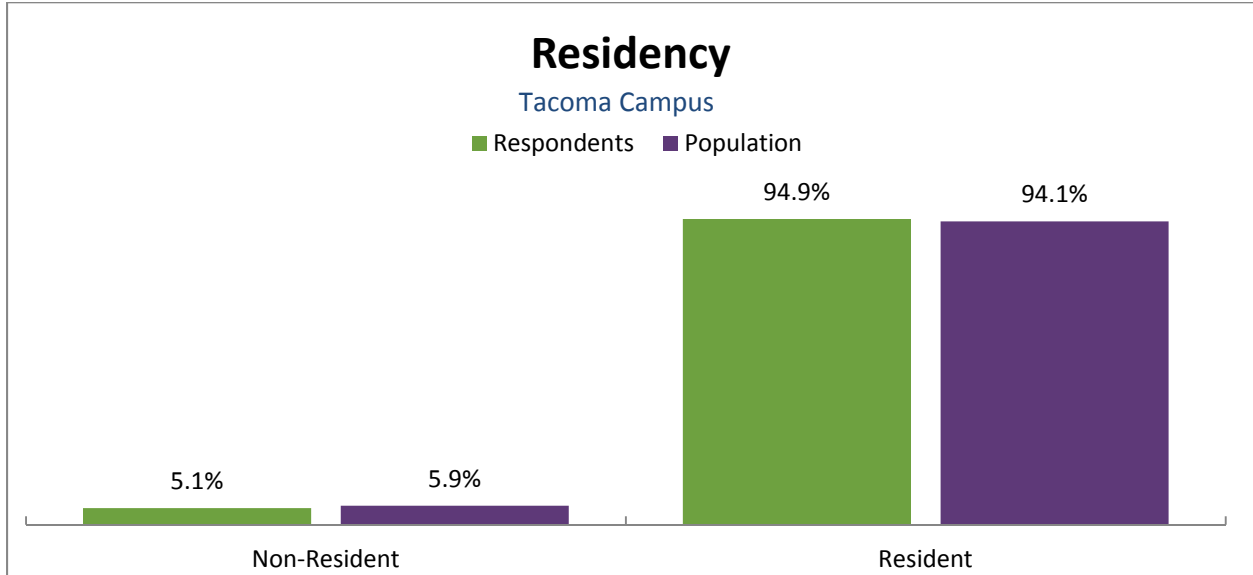
### **Gender of New Tacoma Students**

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 was not significant at  $p < .05$ . 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=51)	Tacoma Respondents (N=39)	Tacoma Respondents (N=39)
Male	29%	31%	33%
Female	71%	69%	67%
Other	-	-	-
No response	-	-	-

**Residency of New Tacoma Students**

Of the new Tacoma Program respondents, 94.9% were Washington residents, this around the same as the 94.1% of all New Tacoma Students who were Washington residents. Statistical significance could not be tested because the number of non-residents was too small for analysis.



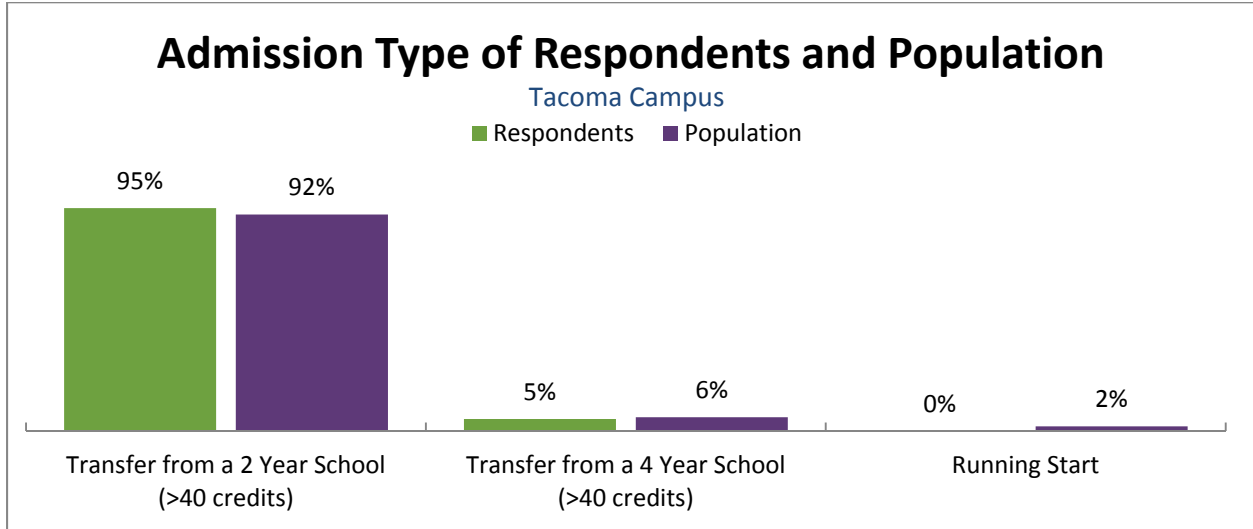
**Age of New Tacoma Students**

The median age of respondents was 33 for all new Tacoma students and 33 for Tacoma survey respondents. The difference in mean age between all Tacoma students (34.8) and Tacoma NSS respondents (35.1) was not statistically significant at  $p < .05$ .

	Tacoma Respondents (N=39)	All New Tacoma Students (N=51)
Median Age	33	33
Mean Age	35.1	34.8

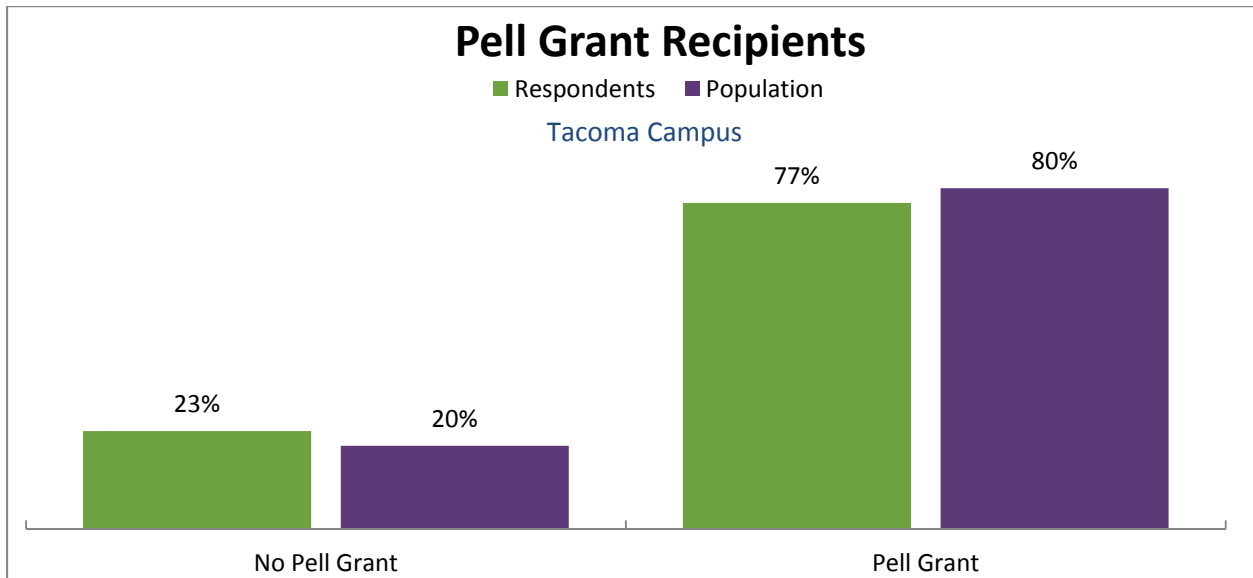
**Admission Type of New Tacoma Students**

The majority of students at the Tacoma Campus are transfers from a 2-year school. A significance test of the difference between respondents and the population of the Tacoma campus is not possible due to small numbers.



**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 between respondents and the population 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=51)	Tacoma Respondents (N=39)		Tacoma Respondents (N=39)
First Generation	49%	44%	Parents did not attend college	49%
Not First Generation	51%	56%	Parents attended college	51%

**Disability, New Tacoma Students**

The following chart illustrates the differences in the Disability status distribution between all new all Transfer students and those who responded. A significance test of the difference between respondents and the population of the Tacoma campus is not possible due to small numbers.

