

## **Evergreen New Student Survey 2016 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 2016 Survey**

Students admitted in fall 2016 who were registered as of tenth-day included 572 First-time, First-year students, 667 students who transferred from other schools without prior attendance at Evergreen, 8 students who were readmitted to Evergreen with new transfer credits from another institution and 48 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: 59.2% of students newly admitted in 2016 responded to the survey, including 64.5% of First-time, First-year students and 56.2% 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	369	572	64.5%
Transfer Students (not including Returning Greeners)	375	667	56.2%
Returning Greeners with transfer credits	4	8	50.0%
Returning Greeners without transfer credits	18	48	37.5%
Total Students Admitted Fall 2016	766	1295	59.2%

Disaggregating the data into the groupings by location revealed that students attending at the Tacoma campus had the highest response rate (68.3%), followed by First-time, First-year s (64.5%), and Olympia campus transfer students (56.0%). Due to the small number of surveys returned from Grays Harbor campus, data from these respondents were pooled together with Olympia campus transfer students (denoted by shaded rows in table below). Tribal: Reservation-based program responses were not analyzed separately because of the small number of surveys returned.

**Summary of Response Rates by Campus Location**

	<b>Respondents</b>	<b>Population</b>	<b>Percent of Population Responded</b>
First-time, First-year Students	369	572	64.5%
Olympia campus transfer students (not including Returning Greeners)	346	618	56.0%
Grays Harbor campus	1	4	25.0%
Tribal: Reservation-based program (not including Returning Greeners)	0	4	0%
Tacoma campus (not including Returning Greeners)	28	41	68.3%
Total Students Admitted Fall 2016	744	1,239	60.0%

**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. A paper version was also administered at Olympia Campus New Transfer Advising Day.

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 82% of the responses came via the web. This was the most common mode of response, followed by responses via paper surveys (18%).

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

Administration	New Student Responses	
	N	%
Web Survey	631	82.4%
Mail Survey	135	17.6%
<b>Total</b>	<b>766</b>	<b>100%</b>

The most frequent mode of survey response for both First-time, First-year students and Olympia transfer students was by web (87.0% and 79.3%, respectively). However, the most frequent mode of survey response for Tacoma students was paper (53.6%). Most of the paper Tacoma Surveys are from September 19, 2016 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	%
20 May - 10 Oct	Web Survey	321	87.0%	275	79.3%	13	46.4%
6 Aug - 10 Oct	Mail Survey	48	13.0%	72	20.7%	15	53.6%
	<b>Total</b>	<b>369</b>	100%	<b>347</b>	100%	<b>28</b>	100%

\* Excludes Returning Greeners

**Comparisons of Survey Respondents and Population Demographics**

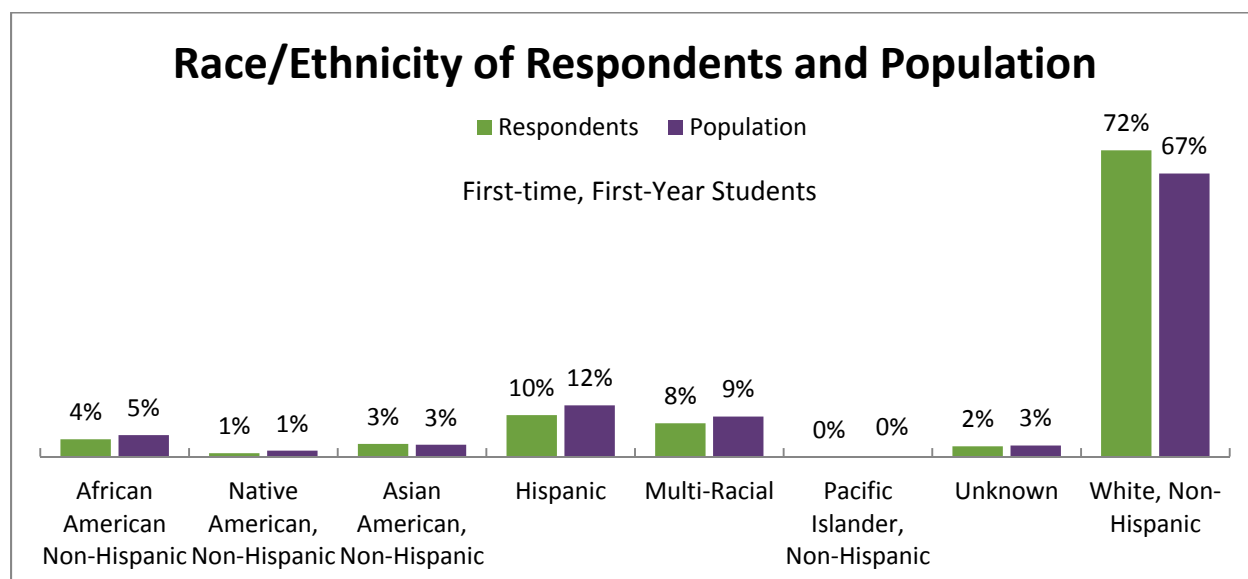
Demographic data were collected at the time of application to the college and drawn from the BANNER administrative database. Demographic data were examined for three groups: Olympia campus First-time, First-year s, Olympia campus transfer students, and Tacoma students. Returning Greeners were excluded 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-year students and NSS respondents were statistically significant. There were 369 respondents among a population of 572 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 2016. 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 students, revealed these differences were statistically significant at  $p=.001$ . White students were significantly more likely to respond to the survey.



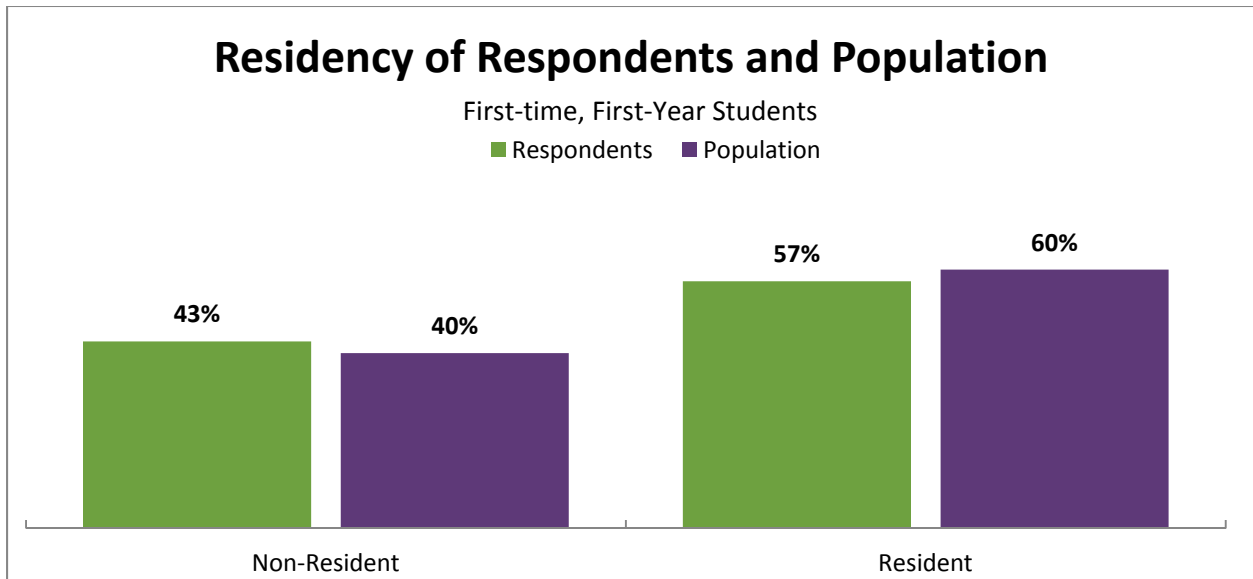
### Gender of First-time, First-year students

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-year students was statistically significant ( $p=0.001$ ). Female students were significantly more likely to respond than male students

	BANNER Data		Survey Data
	All First-time, First-year students (N=572)	First-time, First-year Respondents (N=369)	First-time, First-year Respondents (N=369)
Male	41%	32%	29%
Female	59%	68%	54%
Another Gender	-	-	12%
No response	-	-	5%

**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 2016). The difference in residency status between respondents and non-respondents was not statistically significant at  $p < .05$ .



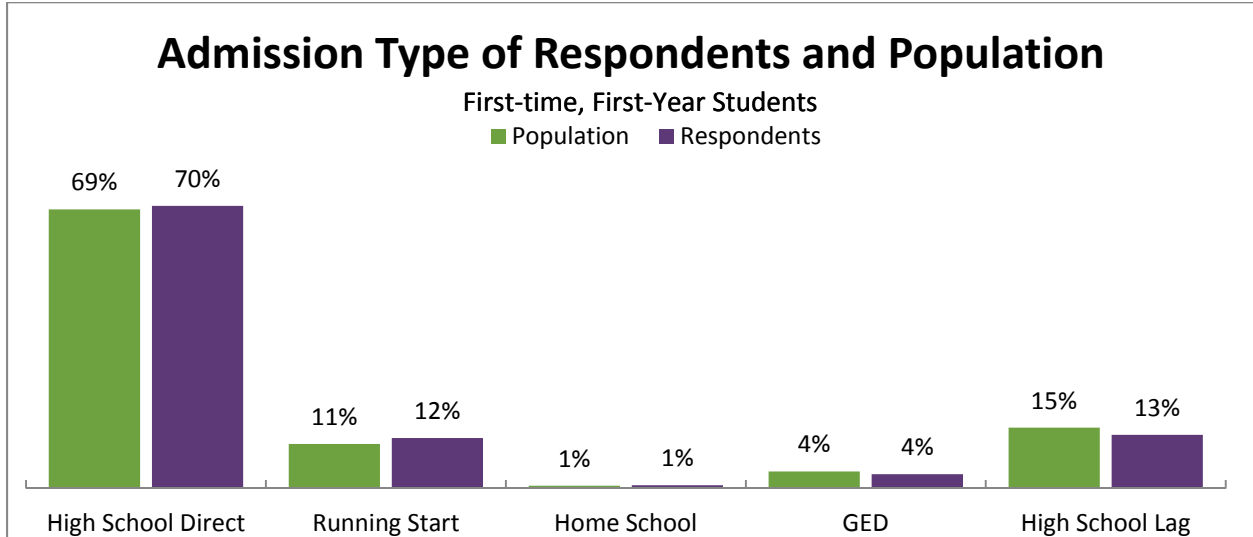
**Age of First-time, First-year students**

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 statistically significant at  $p = .011$ . Respondents were more likely to be younger than non-respondents.

	First-time, First-year Respondents (N=369)	All First-time, First-year students (N=572)
Median Age	18	18
Mean Age	18.8	19.0

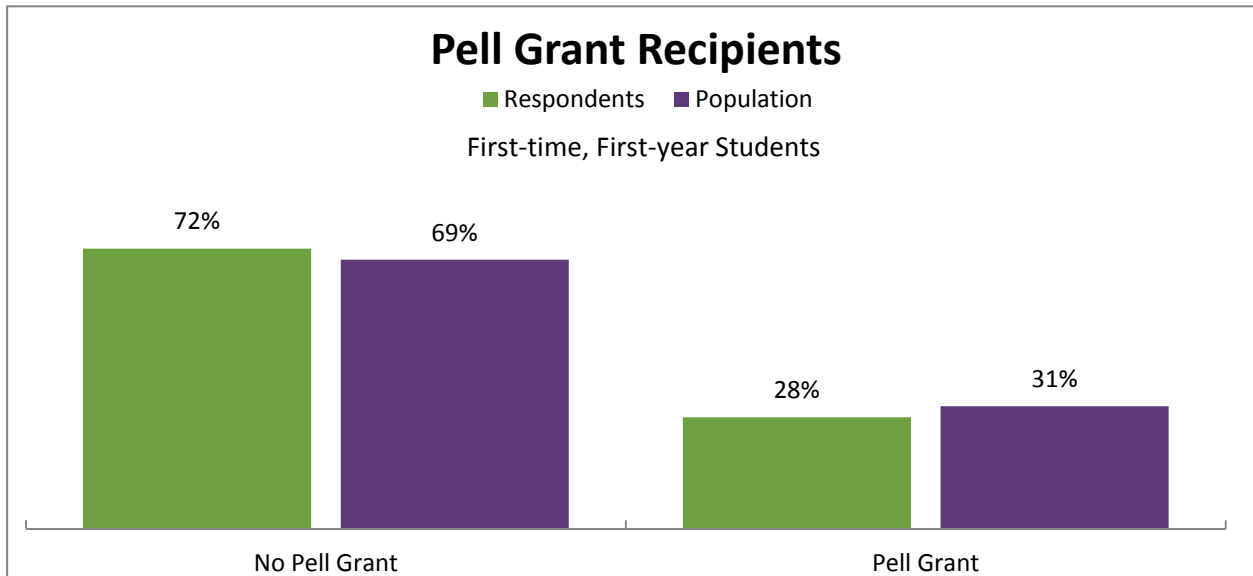
**Admission Type of First-time, First-year students**

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



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

The following chart shows 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 statistically significant at  $p=.048$ . Pell recipients were significantly less likely to respond to the survey.



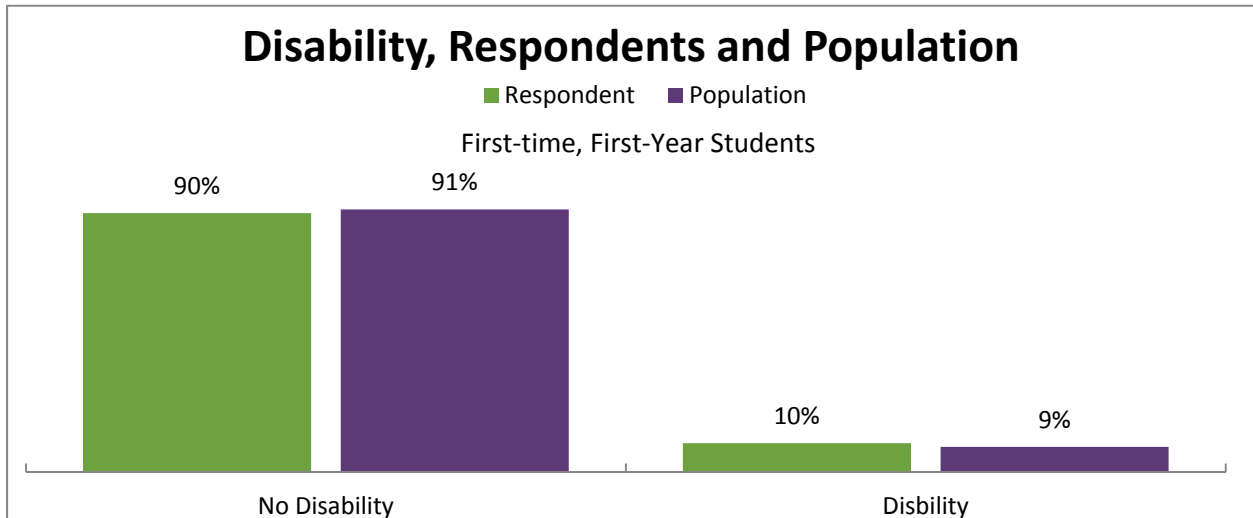
**First Generation status of First-time, First-year students**

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=369)	All First-time, First-year students (N=572)		First-time, First-year Respondents (N=340)
First Generation	26%	28%	Parents did not attend college	26%
Not First Generation	74%	72%	Parents attended college	74%

**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  $p < .05$ .

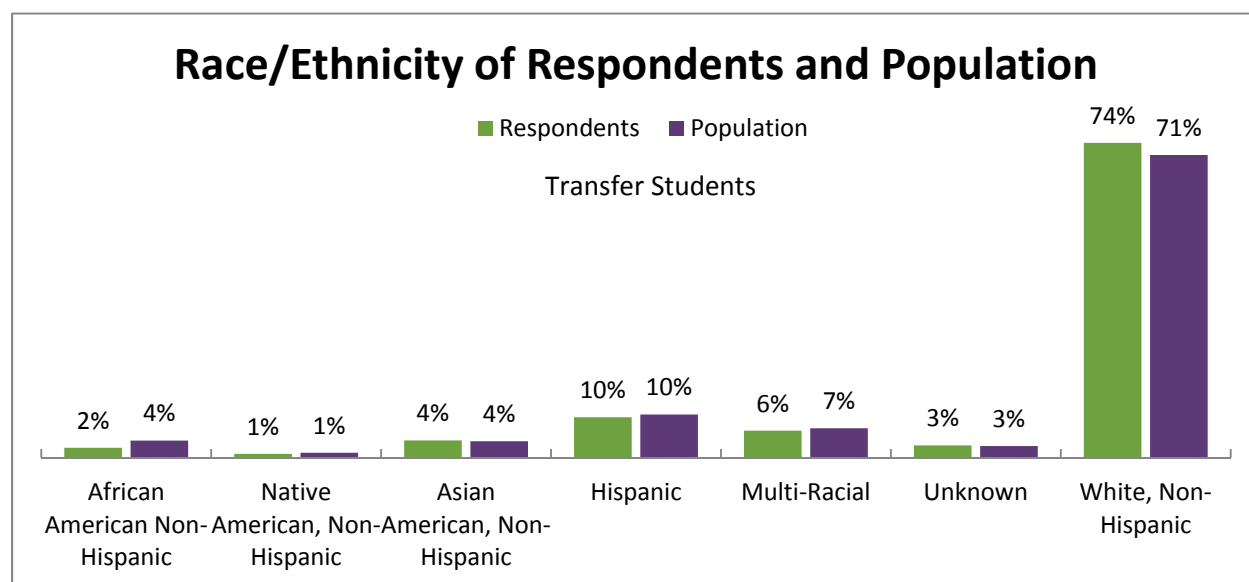


## ***New Olympia Campus Transfer Students***

We also examined differences between new Olympia campus transfer respondents and all new Olympia campus transfer students. There were 347 respondents among a population of 622 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 students, revealed no significant differences between response rates ( $p < .05$ ).



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

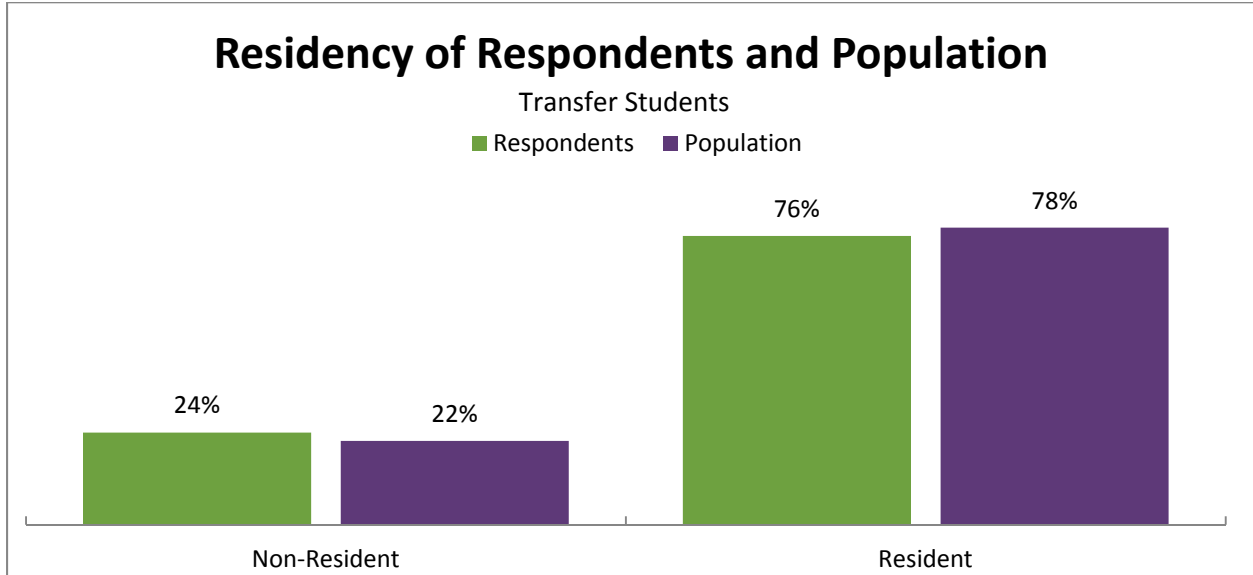
The following table displays gender data from BANNER for all new transfer students as well as for Olympia transfer respondents. In contrast to BANNER data, the NSS survey question allowed for identification as Female to Male Transgender, Genderqueer, Intersex, Male to Female Transgender, Not Sure, and Another Gender (grouped into “Another Gender” below) in addition to “Male” or “Female”; therefore, percentages are slightly different from administrative data. 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=622)	Olympia Transfer Respondents (N=347)	Olympia Transfer Respondents (N=347)
Male	45%	37%	34%
Female	55%	63%	52%
Another Gender	-	-	10%
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  $p < .05$ .



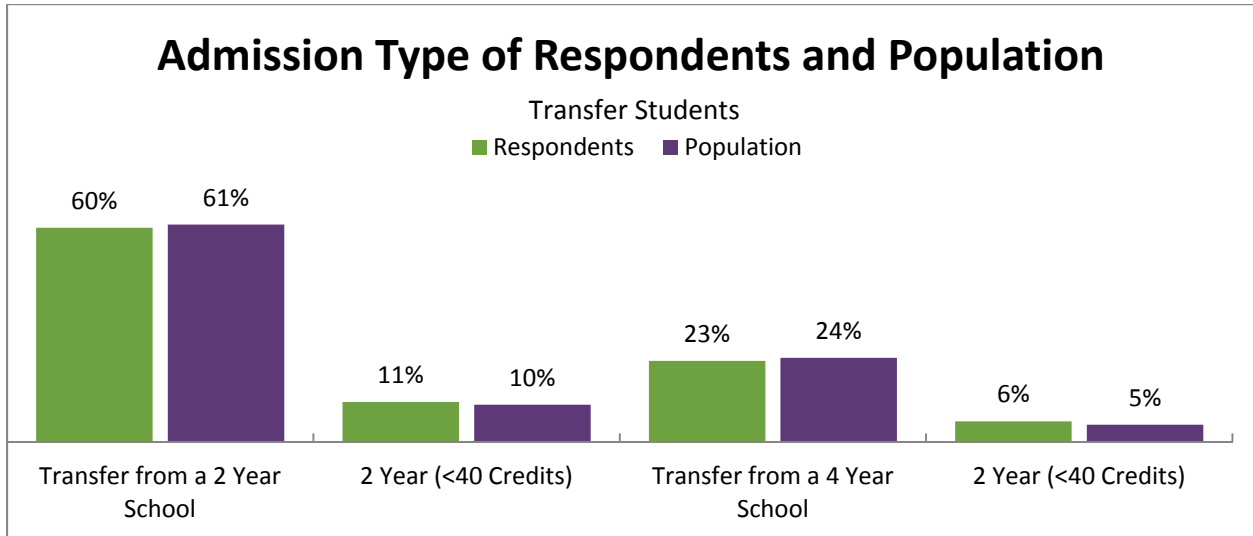
**Age of New Transfer Students**

There was no difference in median or 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=347)	All New Olympia Transfer Students (N=622)
Median Age	23	23
Mean Age	26.4	26.5

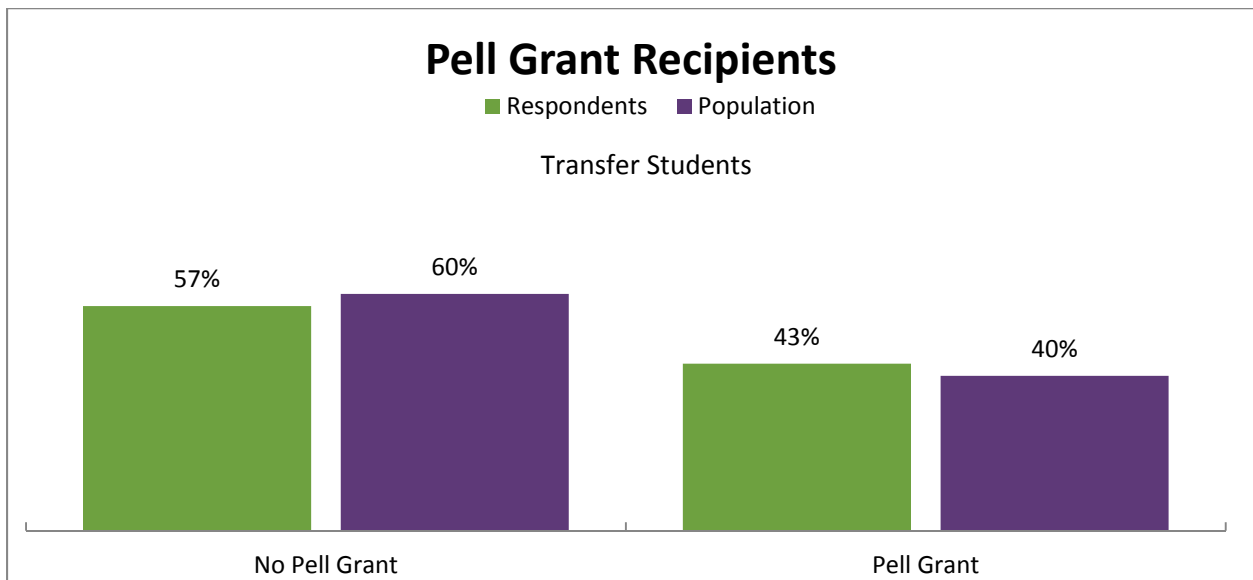
**Admission Type of New Transfer Students**

The chart below shows the differences in frequency distribution between the admission types of transfer student respondents and all new transfer students. Differences between response rates by 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 non-respondents was not statistically significant at  $p < 0.05$ .



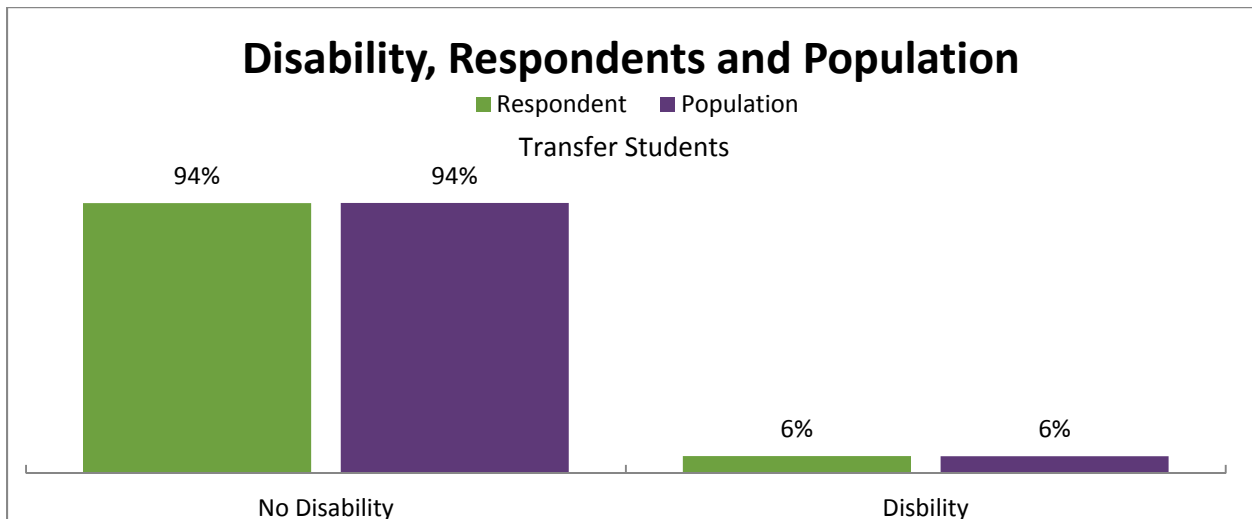
**First Generation Status of New Transfer Students**

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 ( $p < .05$ ) 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=622)	Olympia Transfer Respondents (N=347)		Olympia Transfer Respondents (N=326)
First Generation	30%	32%	Parents did not attend college	40%
Not First Generation	70%	68%	Parents attended college	60%

**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 non-respondents by disability status was not statistically significant at  $p < .05$ .

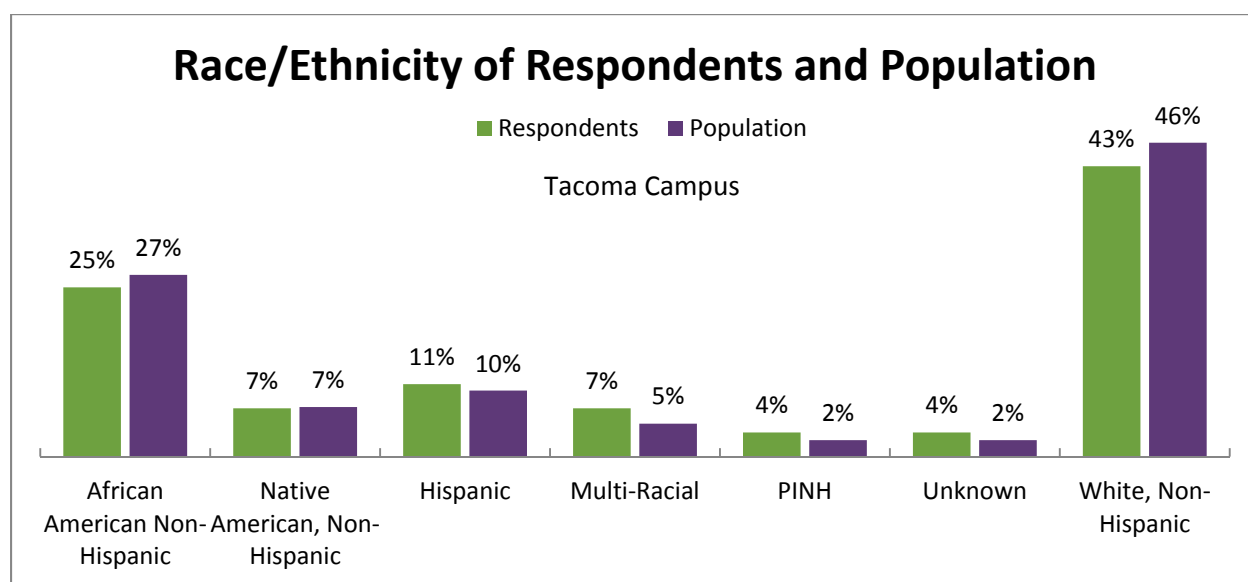


## New Students attending Tacoma Campus

We analyzed demographic differences between students attending class primarily at the Tacoma campus respondents and all new Tacoma students. There were 28 respondents among a population of 41 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. 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 ( $p < .05$ ).



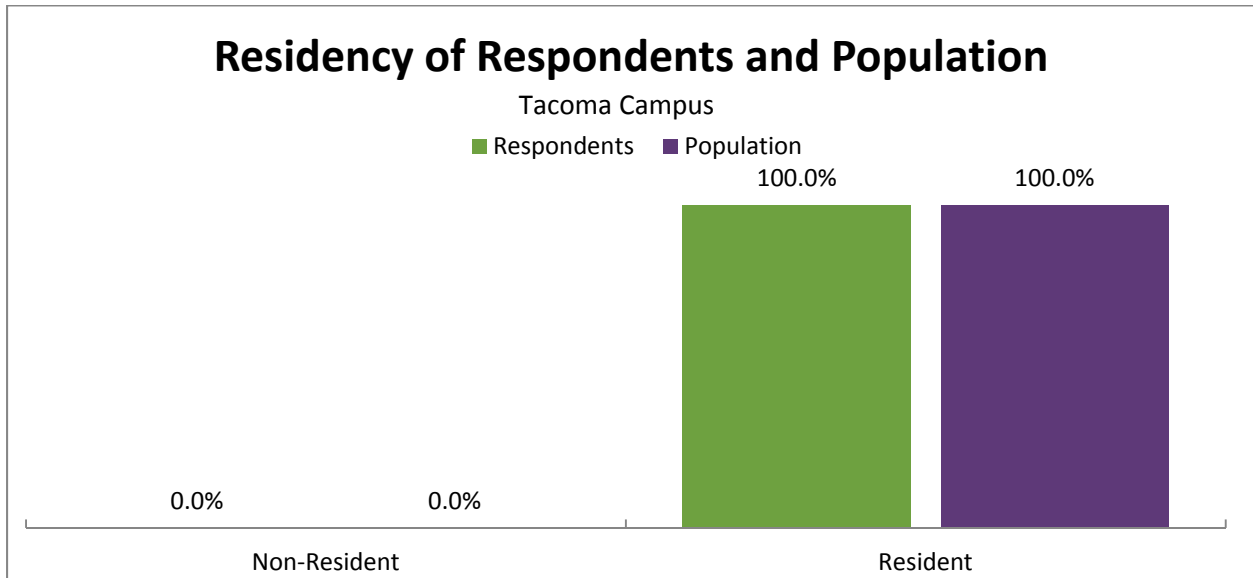
### Gender of New Tacoma Students

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=41)	Tacoma Respondents (N=28)	Tacoma Respondents (N=28)
Male	29%	29%	29%
Female	71%	71%	71%
Another Gender	-	-	-
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.



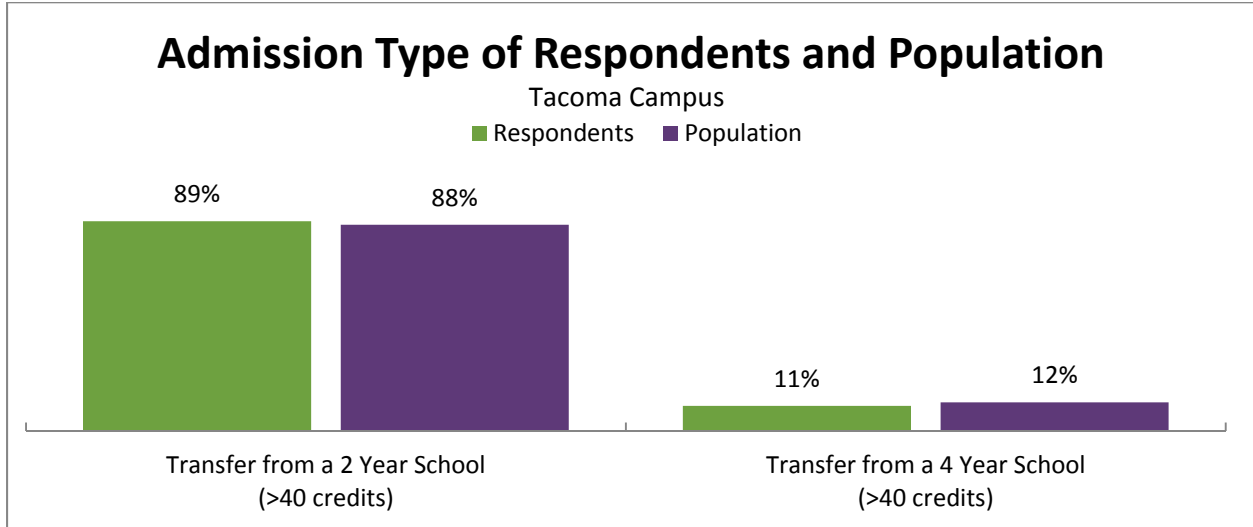
**Age of New Tacoma Students**

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  $p < .05$ .

	Tacoma Respondents (N=28)	All New Tacoma Students (N=41)
Median Age	37	36
Mean Age	38.8	37.5

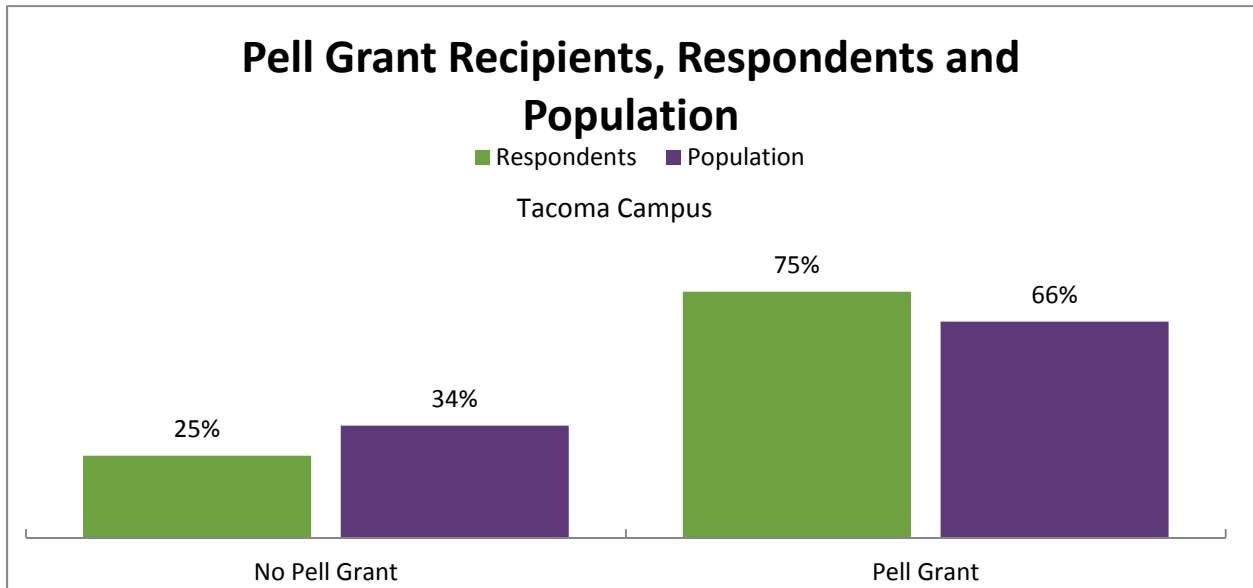
**Admission Type of New Tacoma Students**

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



**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=41)	Tacoma Respondents (N=28)		Tacoma Respondents (N=27)
First Generation	46%	46%	Parents did not attend college	33%
Not First Generation	54%	54%	Parents attended college	67%

**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 in disability status between respondents and the population of the Tacoma campus is not possible due to the small population.

