



2016-2017  
**Student Facts at a Glance**

## Academics

135 areas of study | **nine** master's degrees | 12 graduate certificates  
39 graduate programs | **two** educational specialist degrees | **one** applied doctorate



The College of Business and Public Administration was named one of The Best 296 Business Schools in the 2014 edition of *The Princeton Review's* annual guidebook.



EWU was named a Military Friendly School for 2014 by *G.I. Jobs* magazine, an honor that ranks Eastern in the top 15 percent of all colleges, universities and trade schools nationwide.



Eastern is one of only three universities in the nation with a research facility in a national wildlife refuge. Turnbull National Wildlife Refuge is just minutes from campus.

12,279  
Students enrolled fall 2015

**55%**  
female students  
**45%**  
male students



**31%**  
Diversity

**4%** International Students  
Top 3: Saudi Arabia, China and Japan

Average | **3.23 GPA 980 SAT 20 ACT**

**22:1**

**student-faculty ratio**  
Average class size is 25 students.

New undergraduate transfer students **42%**  
2-year and 4-year

## Student Life



EWU's recreation center features a rock climbing wall, ice rink and some of the best food on campus. Healthy bodies lead to healthy minds.



9 fraternities, 12 sororities, 90 intramural club sports and hundreds of student clubs. Seriously: we can't even try to list them all here.



EWU participates in NCAA Division I Big Sky Conference Athletics, with six men's and eight women's intercollegiate teams. We're the Eagles and our mascot is named Swoop.

**74%**

Financial aid applicants who received financial aid

**\$140M**

Total Financial aid distributed



**\$2,313**

Tuition per quarter



**300** acres of campus

# Location



The bus is free for students, but if you have to drive, traffic is friendly. Either way, it's only 20 minutes from Cheney to Spokane, the state's second largest city.

EWU's geology students have access to geologically unique landscapes just minutes from campus. Plus 10 geology labs, libraries and classrooms on campus.

EWU's award-winning and hugely popular EPIC Adventures offers outdoor and adventure trips, events and classes for all skill levels.



**5 minutes** to Fish Lake Trail

**20 minutes** to Centennial Trail and Riverfront Park, the perfect place for a relaxing walk or bike ride

**25 minutes** to kayaking and rafting

**45 minutes** to skiing and snowboarding (five mountain ranges to choose from!)

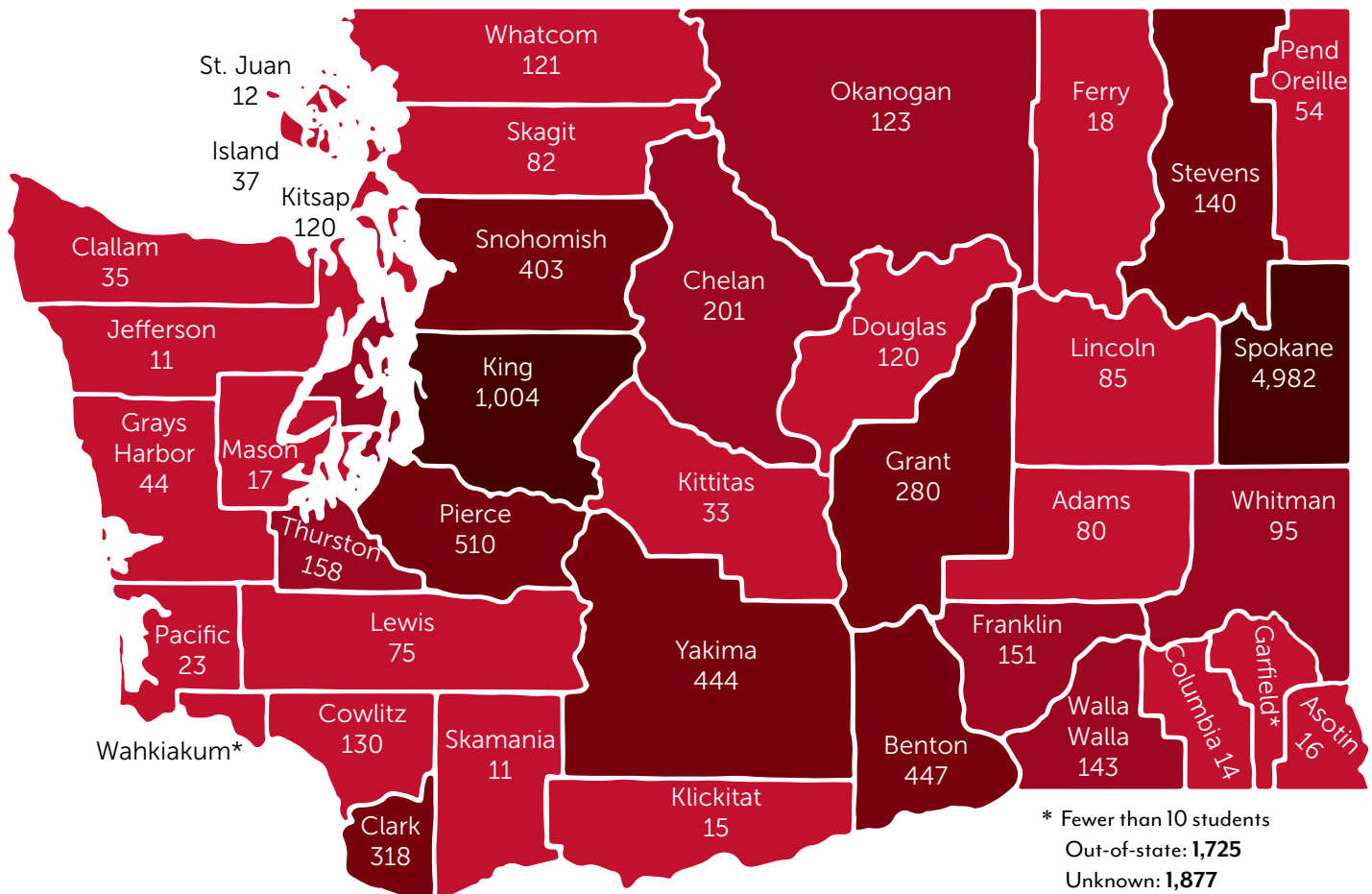
**Main campus:**  
Cheney



**Programs offered:**

- Bellevue
- Everett
- Longview
- North Seattle
- Spokane
- Vancouver

# Student Population from Washington by County



\* Fewer than 10 students  
 Out-of-state: **1,725**  
 Unknown: **1,877**  
 Source: Washington State Education Research and Data Center

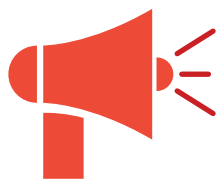
# 2015 FRESHMEN

National results are shown in NAVY |

results are shown in GRAY

As this year's freshman class entered college, community issues and politics weighed heavily on their minds. With 2016 presidential campaigns beginning to gain steam, freshmen expressed their commitment to political engagement and their views on the political landscape.

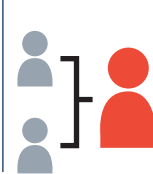
Freshmen are engaged politically and in their community.



**33%**  
Expect to participate in student protests or demonstrations while in college



**75%**  
Feel it's important to help others in difficulty



**40%**  
Believe being a community leader matters



**59%**  
Want to improve their understanding of other countries and cultures

Which may relate to their stance on key social policy issues.



**34%**  
Identify as liberal or far left



**81%**  
Endorse the right of same-sex couples to marry



**56%**  
Believe marijuana should be legalized



**64%**  
Support the legal status of abortion



**7%**  
Identify as gay, lesbian, bisexual, queer, or other



**Agnostic**  
**Atheist**  
**None**

**30%**  
Identify as agnostic, atheist or not affiliated with any religion

Students use a variety of sources to fund their first year of college.

**27%**  
Rely on Pell grants



**52%**  
Utilize merit-based grants or scholarships

**54%**  
Have taken out loans



**65%**  
Express concerns about financing their education

Many students' college choice was influenced by graduates' success



**38%**  
Considered graduates' admission to top graduate/professional schools



**60%**  
Considered graduates' job placement

Students rely on multiple sources to supplement their learning...



**17%**  
Had special tutoring or remedial work in math



**28%**  
Anticipate needing tutoring or remedial work in math



**83%**  
Learned something on their own via an online course



**6%**  
Participated in a summer bridge program



**48%**  
Expect to seek personal counseling



Information about students entering college helps enrollment planning, retention efforts, and provides a baseline for understanding college effectiveness. Register for the CIRP Freshman Survey at [www.cirpsurveys.org](http://www.cirpsurveys.org). The 2015 CIRP Freshman Survey report is available as a free download at [www.heri.ucla.edu/tfsPublications](http://www.heri.ucla.edu/tfsPublications)

Survey Source: CIRP Freshman Survey 2015 [www.heri.ucla.edu](http://www.heri.ucla.edu)

[facebook.com/HERI.CIRP](https://www.facebook.com/HERI.CIRP)

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# 2016-2017 Alumni Facts at a Glance



The Network of Schools of Public Policy, Affairs and Administration accredited EWU's Master of Public Administration (MPA) program for 2015 – 22.



EWU is home of the Get Lit! Festival, Washington's biggest literary festival, and a sponsor of the Inland Northwest Center for Writers' Visiting Writers Series.



Eastern is one of only three universities in the nation with a research facility in a national wildlife refuge. Turnbull National Wildlife Refuge is just minutes from campus.

Eastern isn't just turning out top-notch teachers, it also boasts one of the nation's top military commanders, a national radio personality, and *New York Times* best-selling author among its accomplished alumni.

**Maj. Gen. Gary Volesky '83** | Commanding general of the U.S. Army's 101st Airborne (Air Assault) Division

**Jess Walter '87** | National and international award-winning author

**Tim Kelleher '86** | actor, director, screenwriter, producer

**Todd McFarlane '84** | Founder of McFarlane Toys and McFarlane Entertainment and one of the most creative minds in comic book publishing

**Colin Cowherd '85** | American sports media personality and host of *The Herd* on Fox Sports 1

**Thomas Hampson '92** | Internationally renowned opera singer

**Niharika Bhasin Khan '94** | Bollywood stylist, winner of India's equivalent of an Oscar Award for best costume design

**Nikeela Black '07** | Attorney at law in the state of Idaho and winningest jockey in North America in 2014

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Students  
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fall 2016

52%  
First  
generation  
freshman



31%  
Diversity

4% International Students  
Top 3: Saudi Arabia, China and Japan



\$2,037

Tuition per quarter



Almost 12%  
of students take  
classes online.

Main campus:  
Cheney

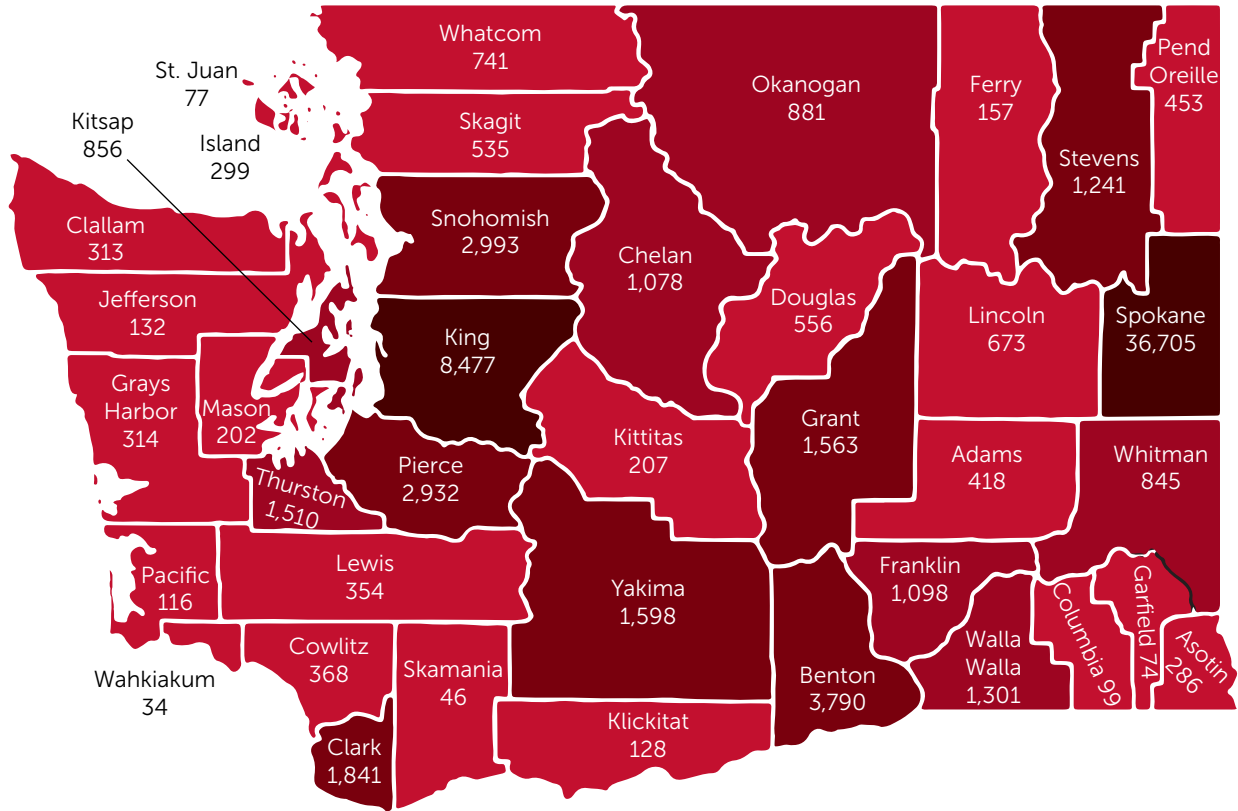


Programs offered:

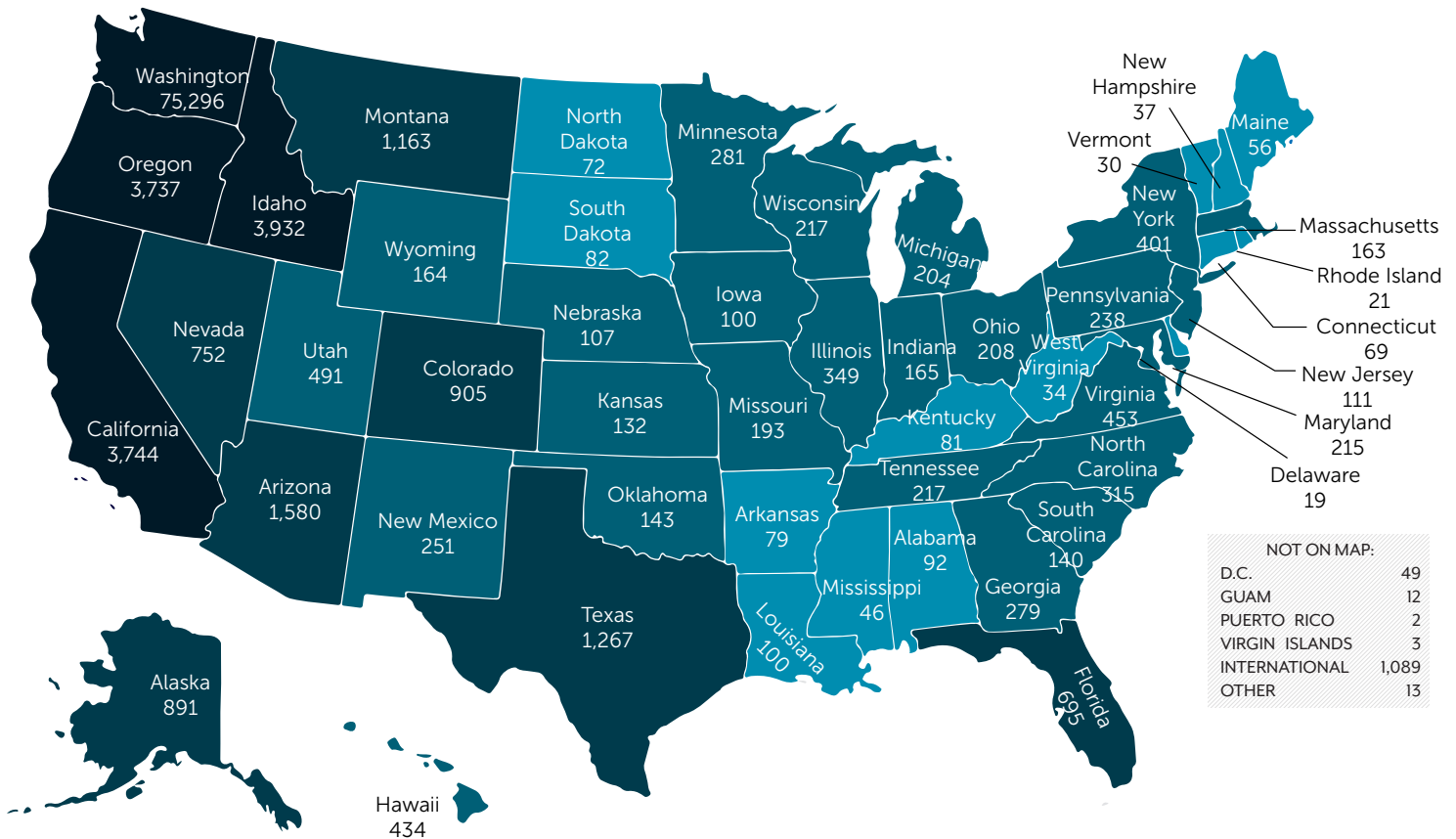
Bellevue      North Seattle  
Everett      Spokane  
Longview      Vancouver

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## Alumni Population from Washington



## Alumni Population from the United States



### A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at your institution.

**Comparison Group**  
 The comparison group featured in this report is  
**Carnegie Class**  
 See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2017 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

#### Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Key:

- ▲ Your students' average was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- △ Your students' average was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ Your students' average was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
- ▽ Your students' average was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

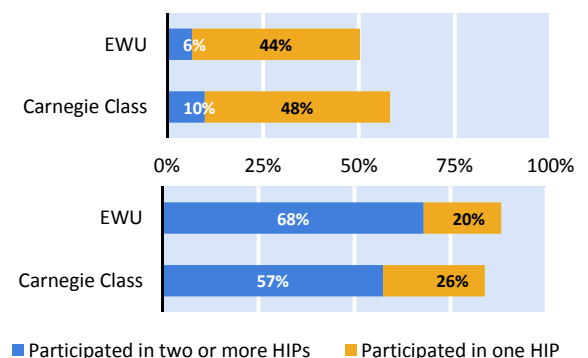
Theme	Engagement Indicator	Your students compared with Carnegie Class	
		First-year	Senior
<i>Academic Challenge</i>	<b>Higher-Order Learning</b>	▽	▽
	<b>Reflective &amp; Integrative Learning</b>	▽	▽
	<b>Learning Strategies</b>	--	▽
	<b>Quantitative Reasoning</b>	--	--
<i>Learning with Peers</i>	<b>Collaborative Learning</b>	--	△
	<b>Discussions with Diverse Others</b>	--	--
<i>Experiences with Faculty</i>	<b>Student-Faculty Interaction</b>	--	--
	<b>Effective Teaching Practices</b>	--	▽
<i>Campus Environment</i>	<b>Quality of Interactions</b>	--	▽
	<b>Supportive Environment</b>	▽	▽

#### High-Impact Practices

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

*First-year*  
 Learning Community, Service-Learning, and Research w/Faculty

*Senior*  
 Learning Community, Service-Learning, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience

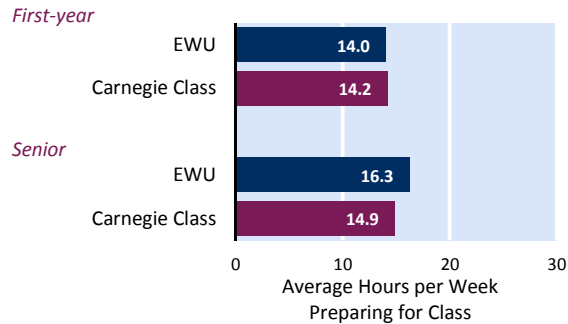


### Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*, the *Major Field Report*, the *Online Institutional Report*, or the Report Builder—Institution Version.

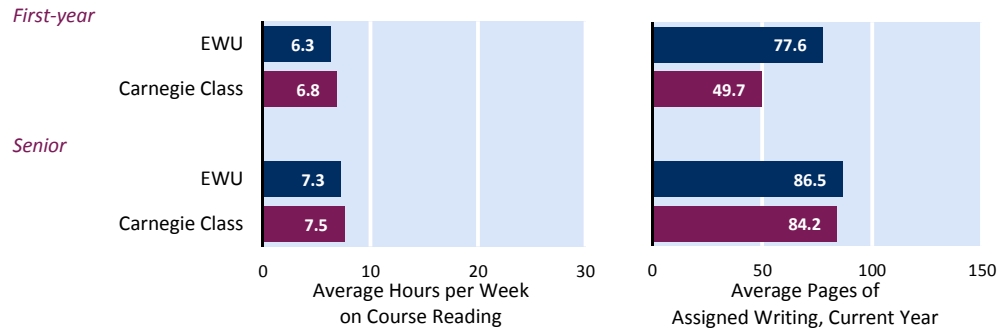
#### Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your students compared to students in your comparison group.



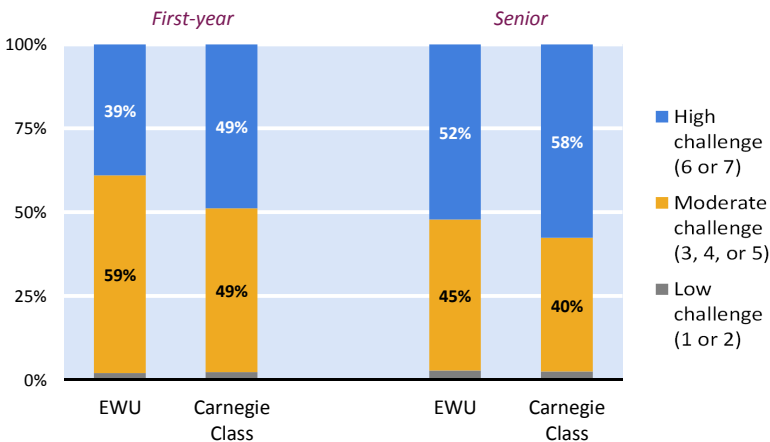
#### Reading and Writing

These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.



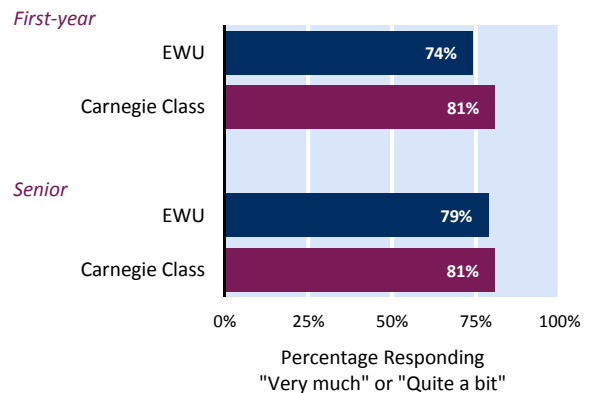
#### Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



#### Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



### Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on the Engagement Indicators. This section displays the five questions<sup>a</sup> on which your students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, see your *Frequencies and Statistical Comparisons* report.

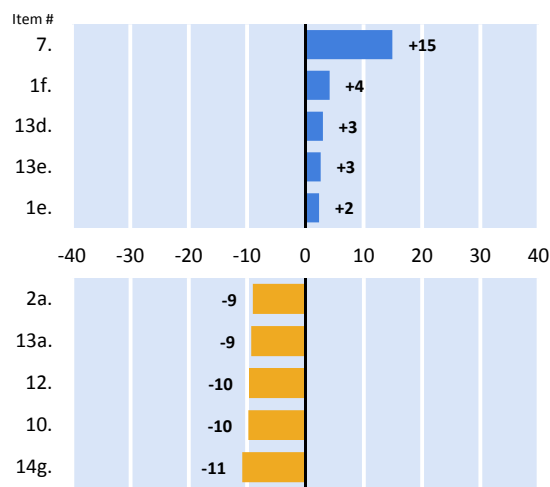
#### First-year

##### Highest Performing Relative to Carnegie Class

- Assigned more than 50 pages of writing<sup>g</sup>
- Explained course material to one or more students<sup>b</sup> (CL)
- Quality of interactions with student services staff (...) <sup>d</sup> (QI)
- Quality of interactions with other administrative staff and offices (...) <sup>d</sup> (QI)
- Asked another student to help you understand course material<sup>b</sup> (CL)

##### Lowest Performing Relative to Carnegie Class

- Combined ideas from different courses when completing assignments<sup>b</sup> (RI)
- Quality of interactions with students<sup>d</sup> (QI)
- About how many courses have included a community-based project (service-learning)?<sup>e</sup> (HIP)
- Extent to which courses challenged you to do your best work<sup>d</sup>
- Institution emphasis on helping you manage your non-academic responsibilities (...) <sup>c</sup> (SE)



Percentage Point Difference with Carnegie Class

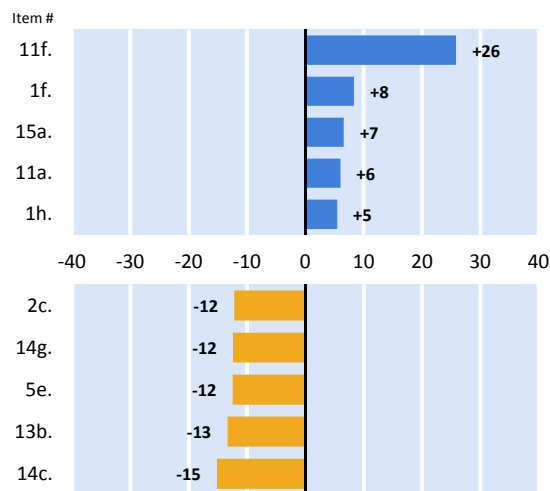
#### Senior

##### Highest Performing Relative to Carnegie Class

- Completed a culminating senior experience (...) (HIP)
- Explained course material to one or more students<sup>b</sup> (CL)
- Spent more than 15 hours per week preparing for class
- Participated in an internship, co-op, field exp., student teach., clinical placemt. (HIP)
- Worked with other students on course projects or assignments<sup>b</sup> (CL)

##### Lowest Performing Relative to Carnegie Class

- Included diverse perspectives (...) in course discussions or assignments<sup>b</sup> (RI)
- Institution emphasis on helping you manage your non-academic responsibilities (...) <sup>c</sup> (SE)
- Instructors provided prompt and detailed feedback on tests or completed assignments<sup>c</sup> (ET)
- Quality of interactions with academic advisors<sup>d</sup> (QI)
- Institution emphasis on using learning support services (...) <sup>c</sup> (SE)



Percentage Point Difference with Carnegie Class

a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported on page 2. Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment. HIP items are also indicated. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

b. Combination of students responding "Very often" or "Often."

c. Combination of students responding "Very much" or "Quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "Some."

f. Estimate based on the reported amount of course preparation time spent on assigned reading.

g. Estimate based on number of assigned writing tasks of various lengths.



### How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.

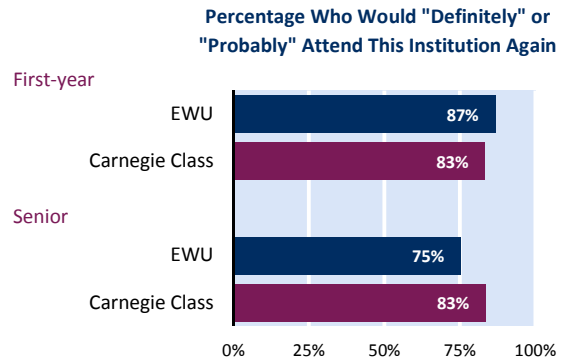
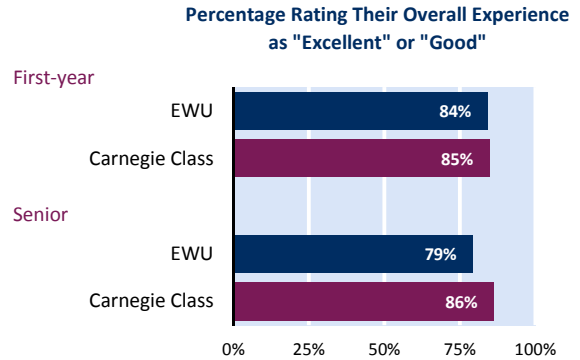
#### Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	76%
Working effectively with others	69%
Writing clearly and effectively	64%
Acquiring job- or work-related knowledge and skills	62%
Speaking clearly and effectively	61%
Analyzing numerical and statistical information	61%
Solving complex real-world problems	55%
Developing or clarifying a personal code of values and ethics	53%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	52%
Being an informed and active citizen	47%

#### Satisfaction with EWU

Students rated their overall experience at the institution, and whether or not they would choose it again.



### Administration Details

#### Response Summary

	Count	Resp. rate	Female	Full-time
First-year	331	17%	66%	99%
Senior	545	23%	58%	94%

See your *Administration Summary* and *Respondent Profile* reports for more information.

#### Additional Questions

Your institution administered the following additional question set(s):

##### Academic Advising

##### First-Year Experiences and Senior Transitions

See your *Topical Module* report(s) for results.

### What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,600 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: [nsse.indiana.edu](http://nsse.indiana.edu)