

## Using NSSE data to tell a story about teaching and learning at EWU

### A Short Description of EWU

At EWU, we value student-faculty interactions and pride ourselves for the access of education we provide to students from first-generation college students and students from historically underrepresented groups.

In Fall 2017, a total of 12,278 students were enrolled at EWU. The percentage of students of color (excluding those labeled as “non-resident aliens” and “unknown”) has increased from around 20% in Fall 2009 to around 27% in Fall 2016. Hispanics/Latinos make up of the largest minority population on campus – 14% of our undergraduate students and 8% of our graduate students enrolled in Fall 2016 identified themselves as Hispanic/Latino. About 50% of EWU students are first-generation college students. Pell-grant eligibility is often used as an indicator of low socioeconomic status for students – and EWU has the highest percentage of Pell-grant eligible students among other public universities in Washington at about 40% in Fall 2016 (Fall 2017 data not available yet).

We have worked hard to improve retention and graduate rates for the last few years, and we have seen some results from our efforts. Retention rate for first-time full-time EWU students from 1<sup>st</sup> to 2<sup>nd</sup> year has increased from 71.7% for the Fall 2008 cohort to 77.8% for the Fall 2014 cohort. On the other hand, we have not seen significant improvement in graduation rates - 21.3% of the Fall 2010 cohort graduated within 4 years and 46.3% of them graduated within 6 years - though they are slightly higher than our peer institutions.

### Instructions

Each group will receive 3 data points from the 2015 National Survey of Student Engagement\* (NSSE) results from our first-year students and seniors. Read these data points along with the short description of EWU above. Discuss the following within your group:

**What story do you see from the data points from our NSSE results tell about student learning? How could these statistics be useful for you in your teaching? What else might you want to know about EWU students?**

Be prepared to have one representative report what the group has discussed.

\* **What is National Survey of Student Engagement (NSSE)?** - Through its student survey, NSSE annually collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college. EWU has participated in NSSE since 2006. The response rates for EWU's 2014 NSSE Survey were 10% for our first-year students, and 15% for our seniors.

## **Data Points from EWU's 2017 NSSE Results\***

### Packet A: Reading and Writing

Data Point 1: 42% of EWU seniors and 49% of EWU first-year students reported they have not been assigned any papers/reports that are more than 10-page in length in the current academic year. (7c)

Data Point 2: EWU first-year students spent an estimated average of 6.3 hours on course reading per week, whereas EWU seniors spent about 7.3 hours on course reading per week. (16)

Data Point 3: 52% of first-year students and 38% of EWU seniors reported that they “very often” or “often” prepared two or more drafts of a paper or assignment before turning it in. (1b)

### Packet B: Student-Faculty Interaction

Data Point 1: 23% of EWU seniors indicated that they had never discussed topics, ideas or concepts with a faculty member outside of class during the current academic year. In contrast, 35% of first year students indicated that they had never done so. (3c)

Data Point 2: On a scale of 1 to 7, with 1 being poor and 7 being excellent, EWU students rated their interaction with faculty at 5.2 on average for first-year students and 5.4 on average for seniors. (13c)

Data Point 3: 32% of EWU seniors reported that they “very often” or “often” discussed their academic performance with a faculty member. In comparison, 24% of EWU first-students reported that they “very often” or “often” discussed their academic performance with a faculty member. (3d)

### Packet C: Collaborative Learning

Data Point 1: 51% of EWU first-year students and 44% of seniors reported that they “very often” or “often” asked another student to help them understand course materials. (1e)

Data Point 2: 45% of EWU first-year students and 44% of EWU seniors reported that they “very often” or “often” prepared for exams by discussing or working through course materials with other students. (1g)

Data Point 3: 49% of EWU first-year students and 65% of seniors reported that they “very often” or “often” worked with other students on course projects. (1h)

## Packet D: Time Spent Outside of School

Data Point 1: EWU seniors worked for pay for an estimate of 11.7 hours per week with 13% of them working more than 30 hours per week off-campus. In comparison, EWU first-year students worked for pay for an estimate of 5.8 hours per week with 7% of them working more than 30 hours per week off-campus. (15d)

Data Point 2: EWU seniors spent an estimate of 6.0 hours per week providing care for dependents (children, parents, etc.) while 11% of them reported they spent more than 30 hours per week doing so. By contrast, 74% of first-year students reported spending 0 hours providing care for dependents with 3% of them reported spending more than 30 hours per week doing so. (15g)

Data Point 3: 32% of EWU first-year students spent 0 hours on their commutes to school, while about 31% reported that they spent 6 hours or more per week commuting to campus. By contrast, only 9% of EWU seniors reported spending 0 hours, and 39% reported spending 6 hours or more per week on their commutes to school. (15h)

## Packet E: Co-Curricular Activities

Data Point 1: 40% of EWU first-year students and 57% of EWU seniors reported that they had never attended an art exhibit, play or other arts performance (dance, music, etc.) in the current school year. (1d)

Data Point 2: 33% of EWU first-year students and 54% of EWU seniors did not plan to hold a formal leadership role in a student organization or group. (11b)

Data Point 3: 40% of EWU first-year students and 57% of EWU seniors spent 0 hours participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) (15b)

\* Data points were taken from the NSSE 2014 Frequencies and Statistical Comparison available at: <https://access.ewu.edu/institutional-research/student-engagement/nsse>. Item number in the NSSE survey is included in parentheses after each data point.

NOTE: Statistics used in the description of EWU in the exercise were taken from various reports in the EWU Fact Book Level 1 available at <https://access.ewu.edu/institutional-research/ewu-factbook/factbook-level-i>

**Data Points from EWU's 2017 NSSE Results (\*to be cut out and put in envelopes, each envelope will be labeled e.g. Packet A: Reading and Writing)**

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