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# A Profile of the 2004 Western Washington University Graduating Class

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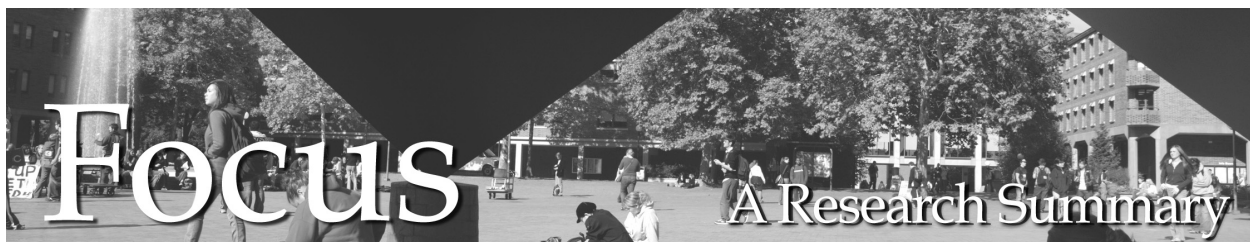
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# A PROFILE OF THE 2004 WESTERN WASHINGTON UNIVERSITY GRADUATING CLASS

Prepared by Gary R. McKinney and Chris Stark

## INTRODUCTION AND OVERVIEW

Information for this research summary was obtained from the Student Tracking System, jointly maintained by the Registrar's Office and the Office of Institutional Assessment, Research, and Testing (OIART). The report presents information intended to provide insights into the various characteristics of 2004 Western Washington University graduates (academic year: fall quarter, 2003, through summer quarter, 2004).

Western graduated 2717 students in 2004, its second largest graduating class to date. (The largest was 2755 in 2002.) There were 2648 in 2003, 2662 graduates in 2001, 2392 in 2000, and 2417 in 1999. For students listing their ethnicity—many opt not to—the 2004 class was comprised of 13% ethnic-minorities, the same as in 2002 and in 2000 through 1998. (Ethnic-minorities made up 15% of 2003 graduates and 14% in 2001; there were 11% in 1996.) Females made up 61% of 2004 graduates, up from 58% in 2003. Transfers made up 45% of 2004 graduates, down from

47% in 2003, but up from 44% in 2001. (In 2000 transfers made up 52% of graduates, and 51% in 1999 and 1998.)

For those students earning BS degrees, 44% were females. In the last 19 years, females have accounted for 40% or more of the BS degrees granted five times: 40% in 2003, 44% in 2001, 40% in 2000, and 42% in 1991.

The Graduation Efficiency Index (GEI)—a formula that measures degree attainment efficiency via credits earned—was 83% for the class of 2004 overall, slightly lower than the 84% in 2000 through 2003. (To date, the highest GEI overall was 88% for the class of 1996.) The 2003 GEI for natives was 87%. (Highest for natives: 90% in 1999). The 2003 GEI for transfers was 80%. (Highest for transfers: 88% in 1996.)

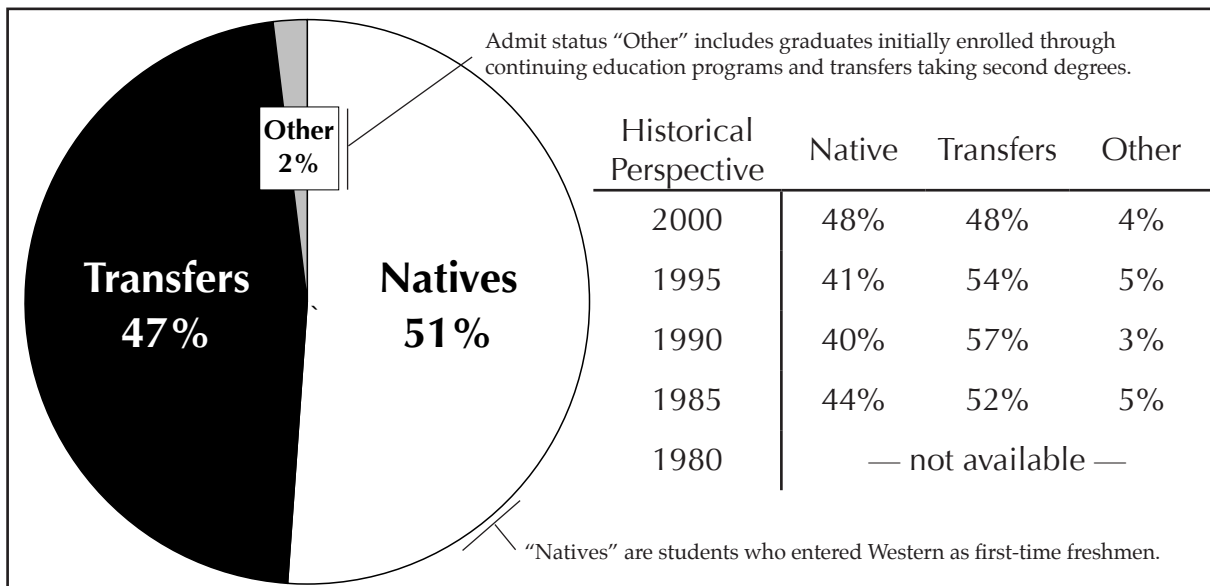
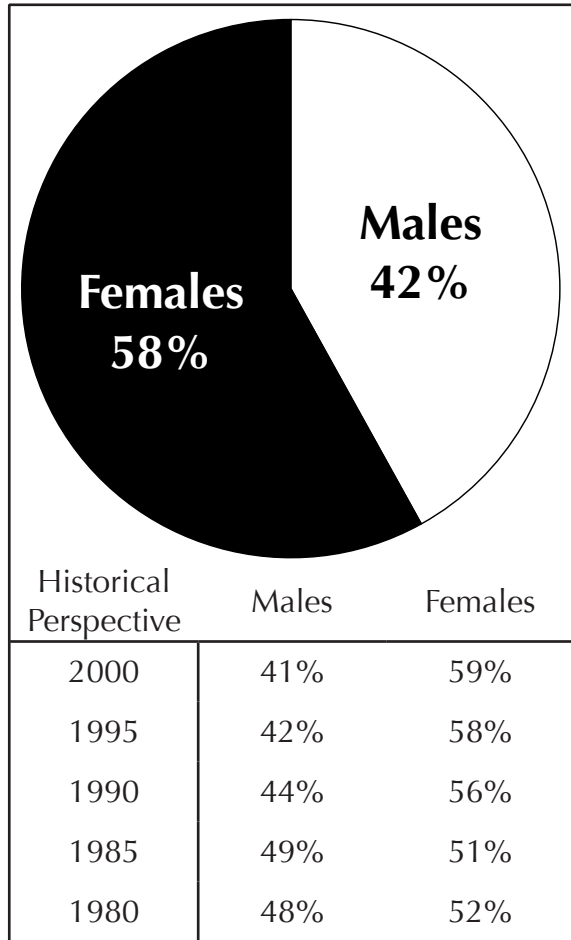
The overall Western grade point average for 2004 graduates was 3.13. (Compared to 3.12 in 2003, 3.14 in 2002, 3.15 in 2001, 3.12 in 2000, 3.13 in 1999, 3.15 in 1998, 3.16 in 1997, and 3.15 in 1996.)



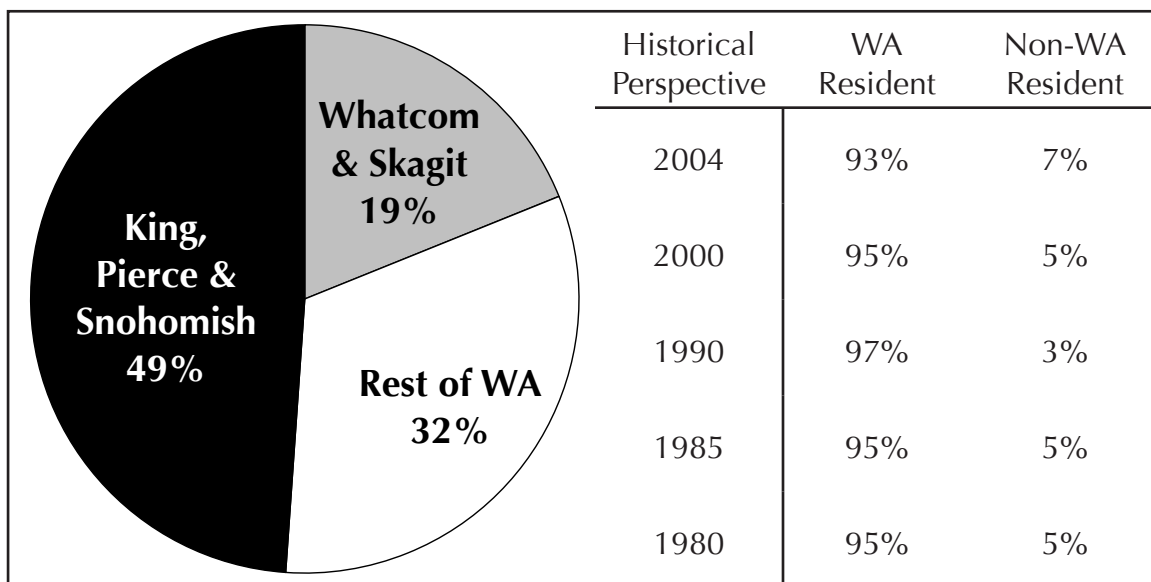
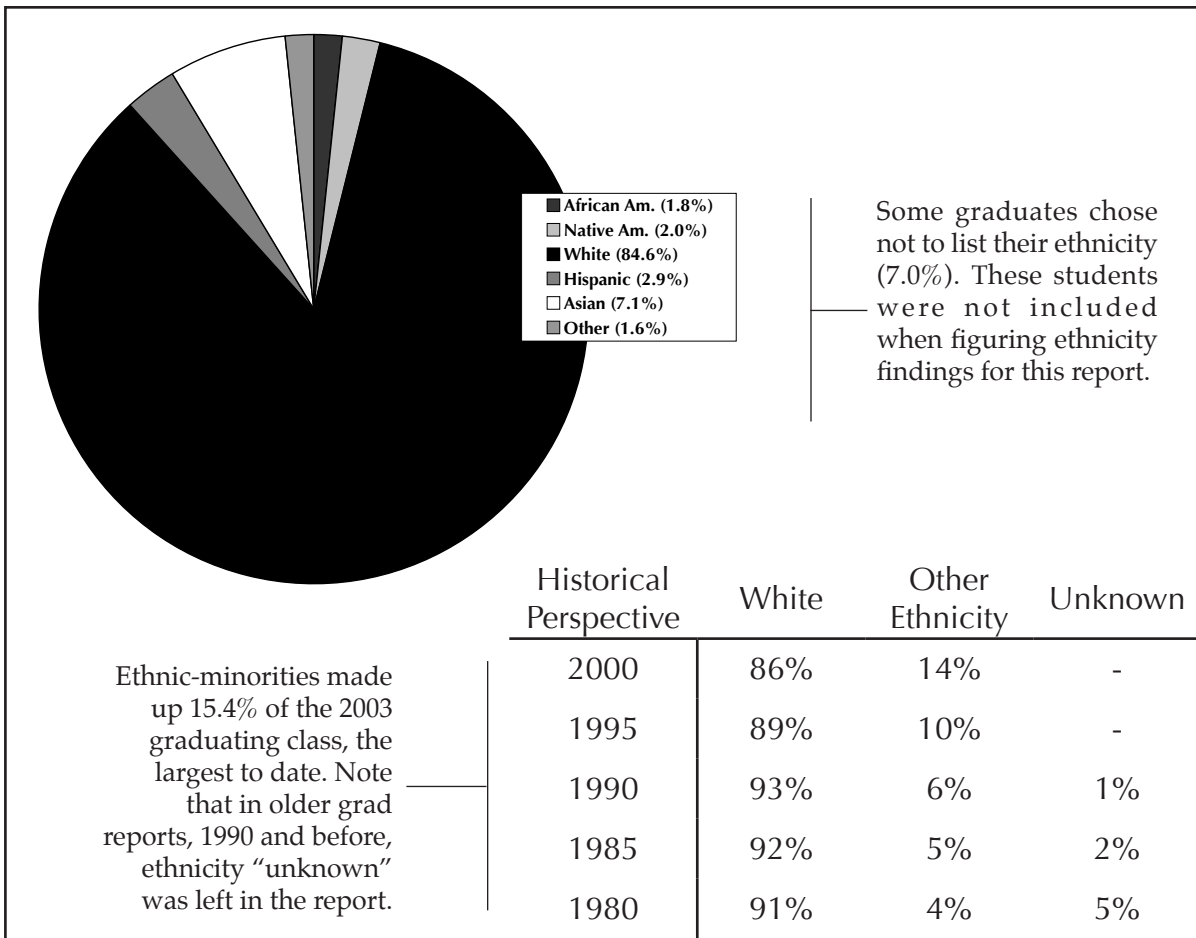
# 2004 GRADUATES OF

## DEMOGRAPHICS

- There were 2717 graduates in 2004 (fall quarter, 2003, through summer quarter, 2004), slightly more than the 2648 graduates in 2003.
- Most graduates began attending classes in a fall quarter (84%).
- The youngest graduate was 20 years old; the oldest was 64. The most common age of graduates (the mode) was 24.
- Most graduates were between the ages of 21 to 24 years old (65%); fewer were between 25-29 years old (24%), 30-39 years old (7%), and 40 years old or older (4%).
- Disabilities were listed by 136 graduates (5%). These included hearing, mobility, learning, visual, health, neuro/central nervous system, and psychological.
- There were 57 veterans graduating (2%).



## DEMOGRAPHICS



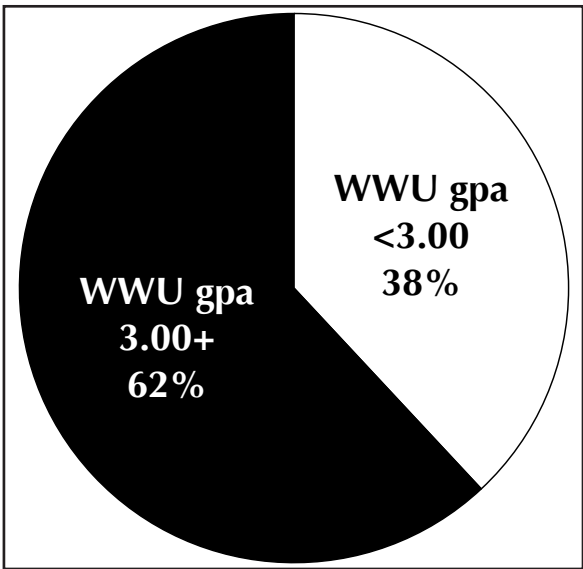
# 2004 GRADUATES OF

## GRADES

In 2004, graduates overall earned a 3.13 WWU GPA

Female graduates earned a WWU GPA of 3.20

Male graduates earned a WWU GPA of 3.02



Honors were earned by 8% of Western's 2004 graduates: 129 graduates earned Cum Laude, and 101 graduates earned Magna Cum Laude.

Historical Perspective	Honors
2000	11%
1995	10%
1990	8%
1985	6%
1980	6%

When noting the high school grade point average (hsgpa) or SAT scores of Western's 2004 graduates, it should be kept in mind that most cases are for native students (hsgpa = 80%; SAT = 80%). Transfer students with AA degrees do not need to include these records when applying for admission.

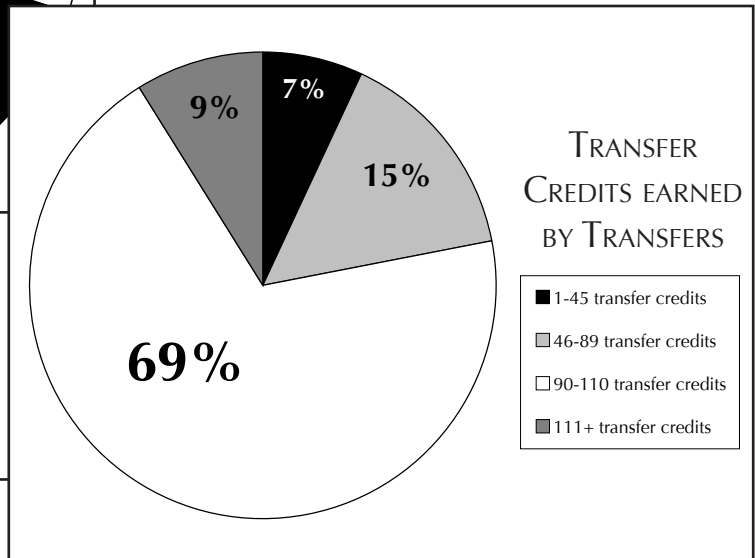
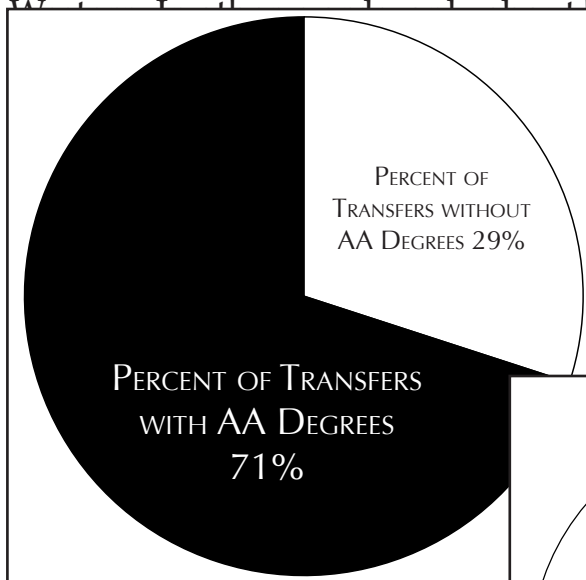
- The average hsgpa for 2004 Western graduates was 3.48; the average SAT Composite score was 1095. The average Admissions Index (AI) was 57 (out of 100).
- The average hsgpa for females was 3.53, and for males 3.39.
- The average hsgpa for natives was 3.52 (n=1412); for transfers including hsgpa in their files (n=328, the average was 3.34.

Historical Perspective	WWU gpa	HS gpa
2000	3.12	3.52
1995	3.14	3.34
1990	3.07	3.18
1985	3.03	3.23
1980	3.10	3.24

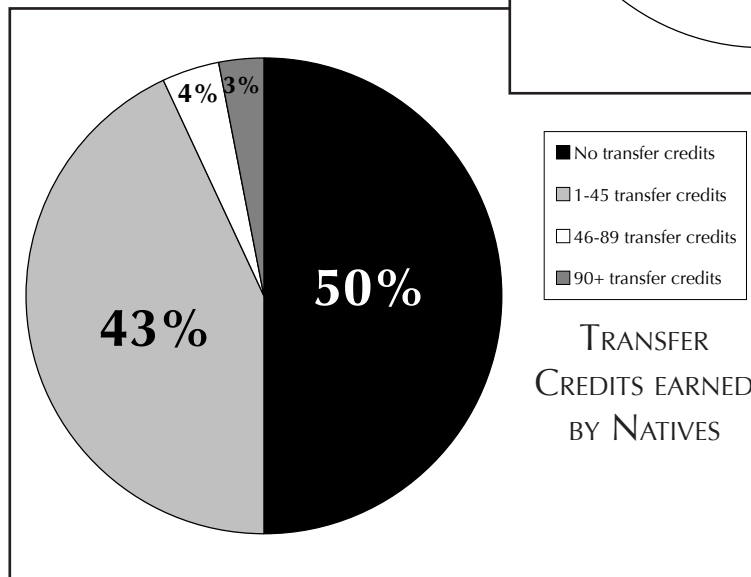
## TRANSFER FACTS

Over half (56.5%) of graduates who entered Western as first-time freshmen (natives) earned credits towards graduation from schools other than

half of native graduates actually earned Also, because Running Start students the number of college credits they've d by 66 "natives".



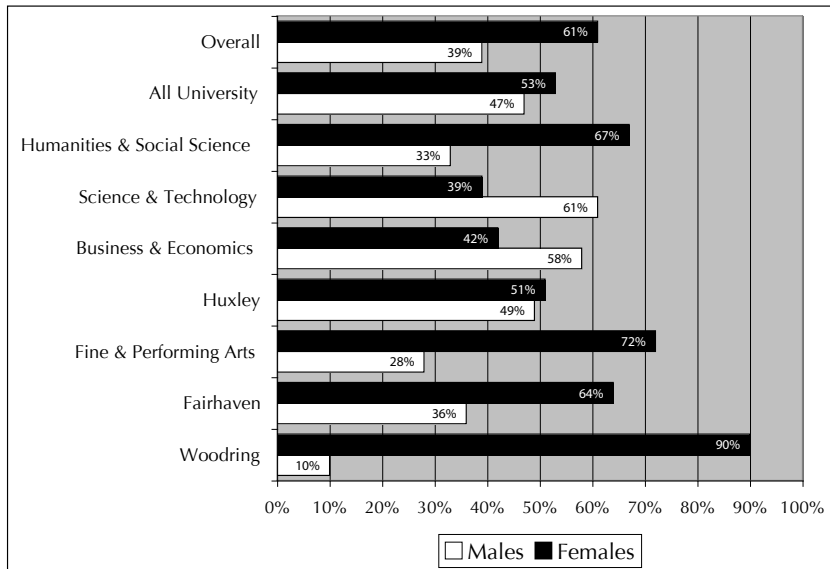
"Natives" are students who entered Western as first-time freshmen.



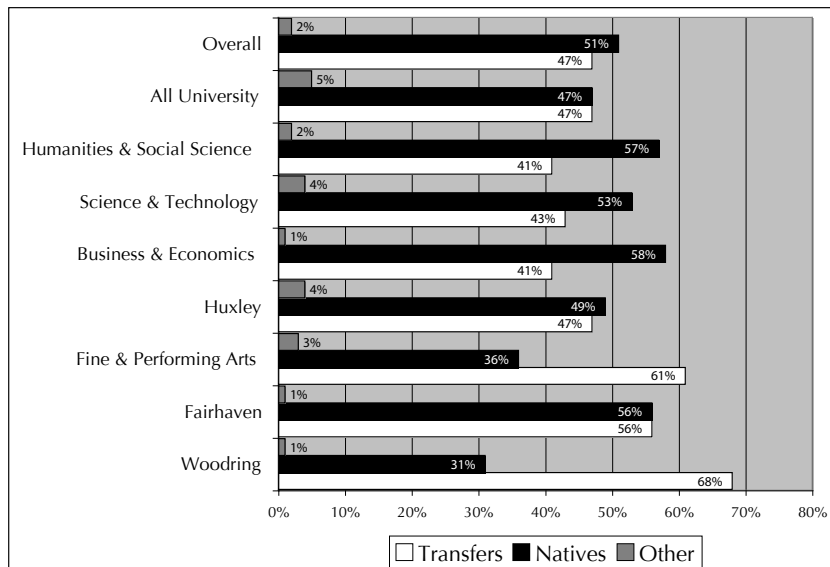
**By age, average number of credits transferred:**

- 20 or less = 66 credits
- 21-22 = 61 credits
- 23-24 = 43 credits
- 25-29 = 76 credits
- 30-39 = 92 credits
- 40+ = 93 credits

## COLLEGE OF GRADUATION



### SUBCOLLEGE BREAKOUTS

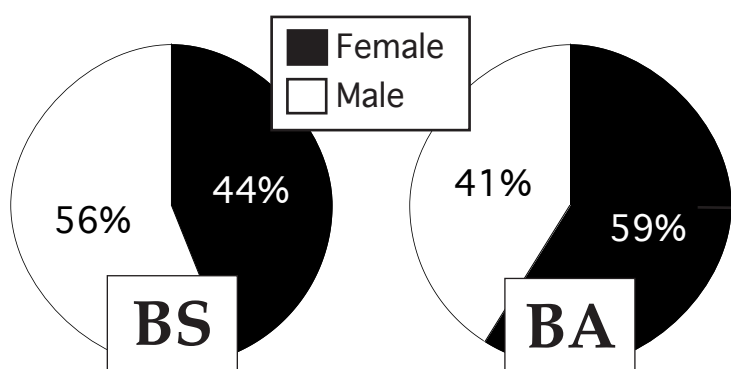


Admit status "Other" includes graduates initially enrolled through continuing education programs and transfers taking second degrees.

In 2004, the College of Arts & Sciences officially divided into the College of Humanities & Social Sciences and the College of Science & Technologies. For 2004 graduates, Humanities and Social Sciences graduated the most students (41.9%), followed by Business & Economics (16.3%), Science & Technologies (12.8%), Woodring College (11.7%), Fairhaven College (5.3%), Huxley College (4.7%), and Fine & Performing Arts (3.2%). Another 4.1% graduated with All-University degrees, which is currently not housed in a particular college.

NOTE: For the last six years, students have graduated in General Studies, a cross-disciplinary major, and earned All-University degrees. (5% in 2003, 5% in 2002, 4% in 2001, 4% in 2000, 5% in 1999 and 3% in 1998).

Most 2004 graduates earned BA Degrees (73%), followed by BS Degrees (16%), BA/Ed Degrees (10%), BMUS Degrees (0.5%), and BFA Degrees (0.1%). Relative to their overall proportions (females = 61%; males = 39%), females were more likely to earn BA/Ed degrees (females = 89%), while males were more likely to earn BS degrees (males = 56%). This year, relative to their overall proportions (natives = 53%; transfers = 45%), proportions were nearly in balance for BA and BS degrees, while transfers were more likely to earn BA/Ed degrees (transfers = 58%).

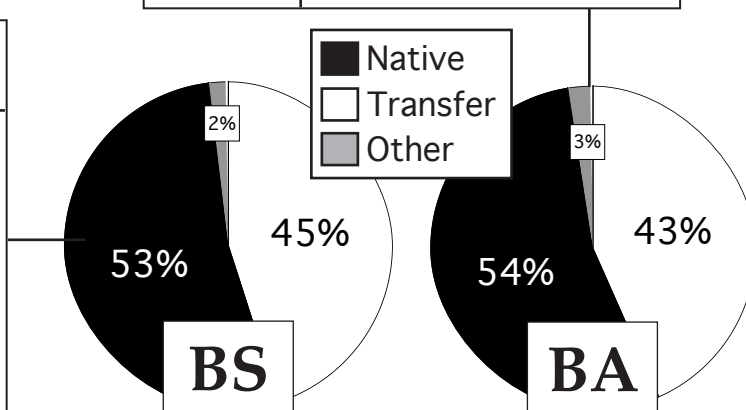


Historical Perspective	Male BA	Female BA
2000	41%	59%
1995	41%	59%
1990	40%	60%
1985	49%	51%
1980	46%	54%

Historical Perspective	Male BS	Female BS
2000	59%	41%
1995	63%	37%
1990	68%	32%
1985	62%	38%
1980	66%	34%

Historical Perspective	Native BA	Transfer BA	Other BA
2000	50%	46%	4%
1995	41%	54%	5%
1990	39%	57%	4%
1985	44%	52%	4%
1980	not available		

Historical Perspective	Native BS	Transfer BS	Other BS
2000	52%	45%	3%
1995	44%	51%	5%
1990	42%	55%	3%
1985	50%	48%	2%
1980	not available		

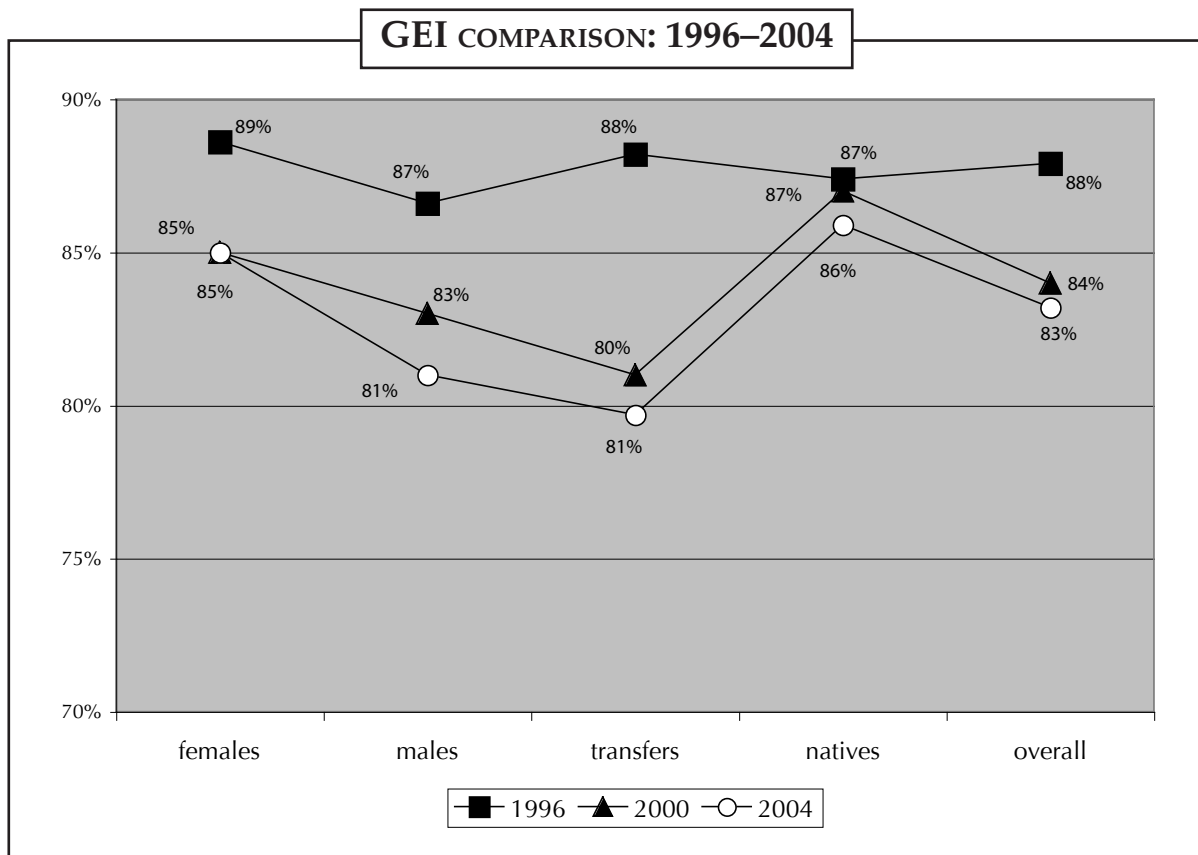




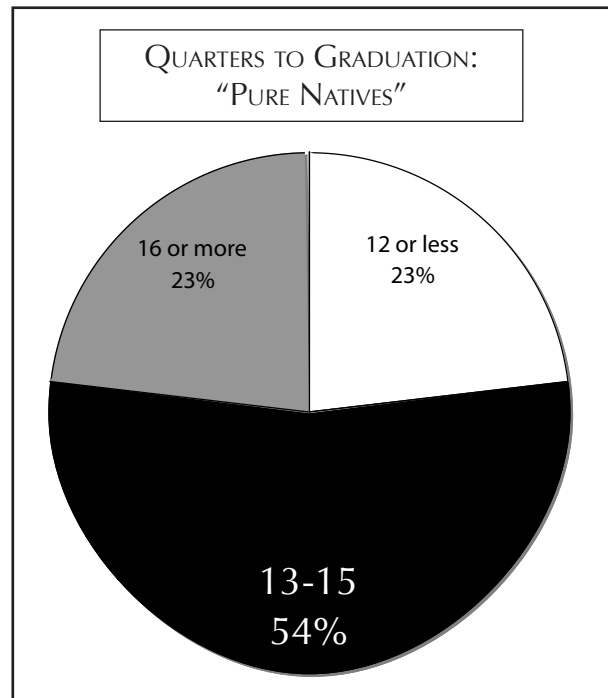
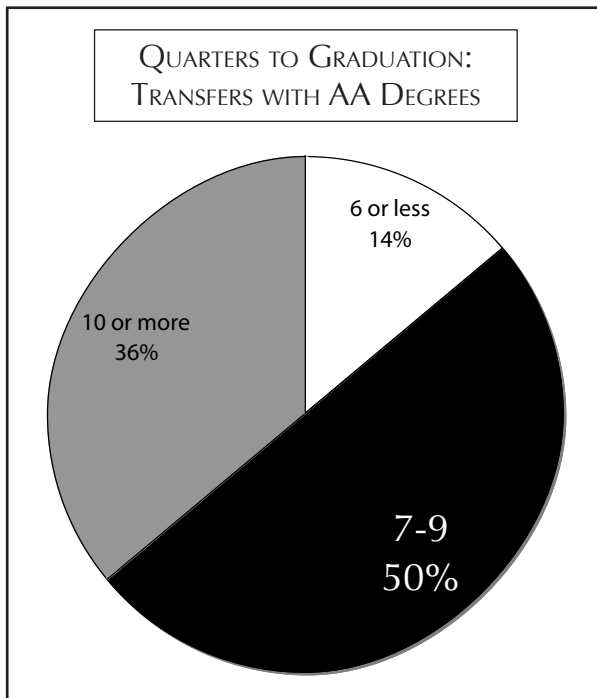
## GRADUATION EFFICIENCY INDEX

Previous graduate reports have highlighted issues of time-to-degree efficiency. Included in this year's report are measures such as the number of quarters attended before graduation and the Graduation Efficiency Index (GEI). The GEI does not track linear time to graduation, but rather student credit efficiency. Its formula utilizes transfer credits (if any), the number of credits earned, and the number of credits needed to earn the degree—180 being the usual. Using the GEI formula, a student who earns no more than the necessary number of credits for graduation has achieved 100% efficiency. (A copy of this formula can be requested from the OIAT.)

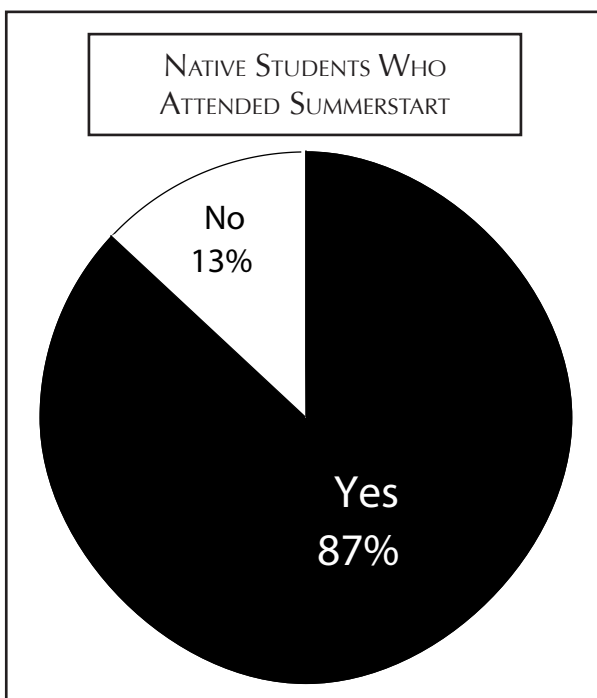
The overall GEI for 2004 graduates was 83.2%. For natives the GEI was 85.9%, and for transfers 79.7%. For females the GEI was 84.6%, and for males 81.3%. For graduates with BA degrees the GEI was 84.0%, and for graduates with BS degrees 78.0%. (See the figure below for 1996-2004 GEI comparisons.)



## TIME TO DEGREE

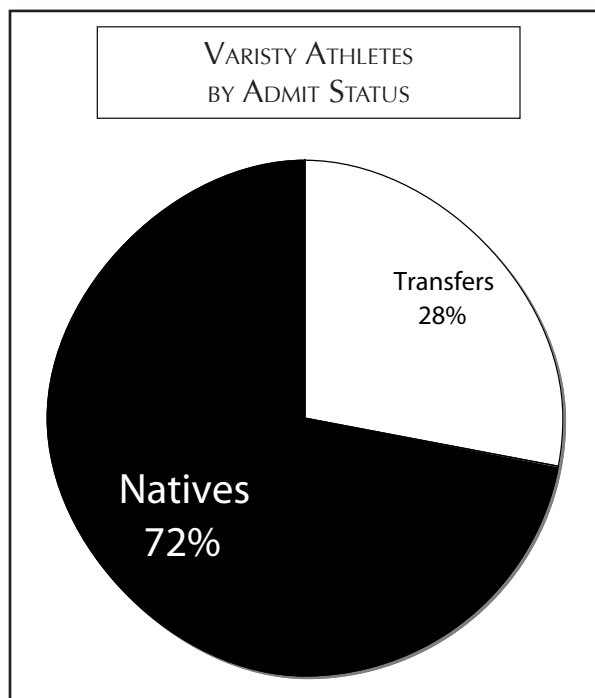
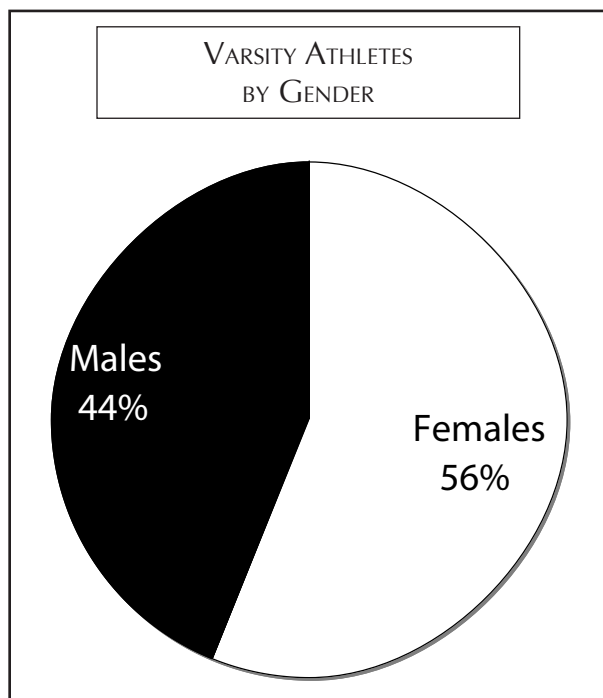


Traditionally, a transfer with an AA degree might be expected to graduate within six quarters, while a "pure" native (a native graduate who earned Western credits only, no outside credits) might be expected to graduate within twelve quarters.



- Studies have indicated that participation in orientation programs has had a positive effect on time-to-degree efficiency.
- Summerstart is the freshman orientation program, first offered in 1986.
- Transitions is the summer orientation program for transfers, first offered in 1994.

## ATHLETES



- There were 99 graduates from the class of 2004 who had participated in varsity athletics (class of 2003 = 115; 2002 = 126; 2001 = 133; 2000 = 124; 1999 = 124; 1998 = 131; 1997 = 136; 1996 = 141).
- For those graduating athletes listing their ethnicity (95 of 99), most were White (91%), followed by Asian (5%), Black (2%), Hispanic (1%), and American Indian (1%).
- Graduating varsity athletes earned degrees in 31 different departments, including 9% in Biology, 8% in PEHR and MKTG, 5% in Psychology, and 4% in English.
- Graduating varsity athletes were not quite as likely to earn honors as graduates overall (6% athletes vs. 8% overall).

Varsity athletes overall earned a 2.97 Western gpa. Male athletes earned a 2.82 and female athletes a 3.09. Native athletes earned a 3.00 and transfer athletes a 2.89.

2004 Varsity Athlete Graduates		
Sport	N	%
Crew	21	21.2%
Football	18	18.2%
Cross Country	17	17.2%
Track	16	16.2%
Soccer	9	9.1%
Basketball	7	7.1%
Fast Pitch	5	5.0%
Golf	3	3.0%
Volleyball	3	3.0%
	99	100%

## PREDICTORS OF ACADEMIC SUCCESS

- Analyses by statistical correlation indicated that the variable with the strongest positive correlation with Western gpa was the Admissions Index ( $r = .543$ ;  $p = .000$ ). Although high school gpa and overall SAT score also had fairly strong correlations to Western gpa ( $r = .409$ ;  $p = .001$  and  $r = .375$ ,  $p = .000$  respectively), neither indicator alone was as strong as the Admissions Index, which is a mathematical formula that combines high school gpa and pre-college test scores into one synthesized figure. Mostly, the AI was included in the records of first-time, in-coming freshmen. Transfers, especially those with AA degrees, do not need to include either the AI or their high school grade point average in their application packets to Western. The Admissions Index is utilized statewide and has a scale of 0-100. The average AI for 2003 Western graduates was 56.6, the lowest since 55.6 in 1996. (The AI was 65.4 in 2003, 66.9 in 2002 and 66.4 in 2001, and 65.1 in 2000.) The strong positive correlation between the AI and Western gpa indicates that when using Western gpa as the success criterion, the Admissions Index is a reliable predictor of academic success at Western.
- Regression analysis was also performed on the data. This statistic helps to indicate which of a number of variables can predict the score of a dependent variable (in this case, Western gpa). This test was performed on “pure native” only, those students who had entered Western as freshmen and not taken any transfer credits. Statistically, this cohort offered the most coherent analysis, for the following reasons: a) all their credits were taken at Western, and b) high school gpa, pre-college test scores, and the Admissions Index were included in their records. For “pure natives” the Admissions Index proved the strongest predictor of Western gpa ( $R^2 = .354$ ). In other words, 35.4% of the variance in Western gpa could be explained by the Admissions Index of the “pure native” cohort.
- In summary, if a variable was needed that might help predict how well an in-coming freshman might perform at Western, using Western gpa as that criterion for success, the Admissions Index would currently be the best.

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2004 GRADUATES OF WESTERN WASHINGTON UNIVERSITY

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