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A Profile of Selected Characteristics of the Spring 1991 Western Washington University Graduating Class

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A Profile of Selected
Characteristics of the Spring 1991
Western Washington University
Graduating Class

Report 1992-01

Gary McKinney
Jacqueline M. Andrieu-Parker
Joseph E. Trimble

January, 1992

Executive Summary

Information for this report was obtained from the Registrar's Office, through the Student Tracking System, maintained by the Registrar's Office and supplemented by the Office of Institutional Testing and Assessment. Data was analyzed using fundamental descriptive statistics.

In June of 1991, Western Washington University graduated 959 students, 58.7% of whom were females, and 41.3% were males. Most of the graduates were between the ages of 21-24 years of age, current residents of the State of Washington (95.1%), and Caucasian 92.8% (84.8% of those reporting ethnicity). Transfer students made up 49.7% of the graduates; native students (those enrolled in college initially at WWU) made up 46.5% of the graduates.

Three GPA categories were analyzed (high school, transfer, and WWU), and, overall, females scored higher mean GPA's than males. Older graduates and graduates with veteran status showed the most marked improvement from mean high school to mean WWU GPA. At graduation, students aged 40 and older had the highest mean WWU GPA at 3.5; graduates aged 30-39 followed with a mean WWU GPA of 3.35. Honors were earned by 10.6% of the June, 1991, graduating class, with 6.8% earning Cum Laude honors, and 3.8% earning Magna Cum Laude honors.

Most graduates earned BA degrees (72.3%) through the College of Arts & Sciences (62.3%). Females graduated in higher percentages from all colleges except the College of Business & Economics. Females and graduates with transfer admit status took a higher percentage of BA and BA-Ed. degrees, while males and graduates with native admit status took a higher percentage of BS and BM degrees.

Two special analyses were performed: 1) a detailed assessment of graduates with BA-Ed degrees to profile graduates considering teaching careers; and 2) a close scrutiny of variables that might shed light on the length of time taken by the June, 1991, graduates to earn degrees.

The profile of graduates with BA-Ed degrees showed that this cohort was: 1) 95.3% Caucasian; 2) 69.8% female; 3) 61.6% between the ages of 19-24; and 4) 61.6% transfer students.

To conduct a meaningful analysis of the length of time taken by the June, 1991, graduates to complete their degrees, two special categories of admit status were established: 1) native students who had not taken any college credits outside of WWU; and 2) transfer students who had previously earned an AA degree. When analyzed, it was found that the mean number of quarters attended WWU by natives without transfer credits was 14.56, and for transfers with AA degrees, 8.08.

MEMO

OFFICE of INSTITUTIONAL ASSESSMENT and TESTING
Western Washington University

TO: Colleagues

FROM: Joseph E. Trimble, Director

DATE: February 25, 1992

SUBJECT: 1991 Spring Graduates Report

A mistake was made on the reporting of ethnicity in the Office of Institutional Assessment and Testing report titled "A Profile of Selected Characteristics of the Spring 1991 Western Washington University Graduating Class."

Caucasians made up 92.8% of the graduates reporting ethnicity, not 84.8% as stated in the Executive Summary and Student Information sections. The figure of 84.8% factored in students not reporting ethnicity, which was reported correctly in the Ethnicity Report in Appendix A.

We are sorry for any inconvenience the above mistake may have caused.

Introduction

Information for this report was obtained from the Student Tracking System, jointly maintained by the Registrar's Office, and the Office of Institutional Testing and Assessment. The report presents information intended to provide insight into various characteristics of Western Washington University's Spring 1991 graduating class. Special consideration was taken in analyzing data that might clarify the issues surrounding the length of time it takes WWU graduates to earn their degrees.

Although analyses by gender, age, admit and veteran status were conducted, analysis by ethnicity was not. Because of the low number of ethnic-minority students (53), it was not feasible to conduct worthwhile statistical analyses of the differences between ethnic-minority groups without lumping all ethnic-minority groups into one category, then comparing that widely diverse group to Caucasians only. This course of action was considered imprudent. Actual frequency counts, however, were categorized by ethnicity, and these numbers are reported in Appendix A.

The report's information is presented in summary form, and where appropriate, by tables and graphs. From the Student Tracking System, 51 variables were selected for analysis, using fundamental descriptive statistics. For the list of selected variables utilized, see Appendix B. Summaries are presented according to thematic categories.

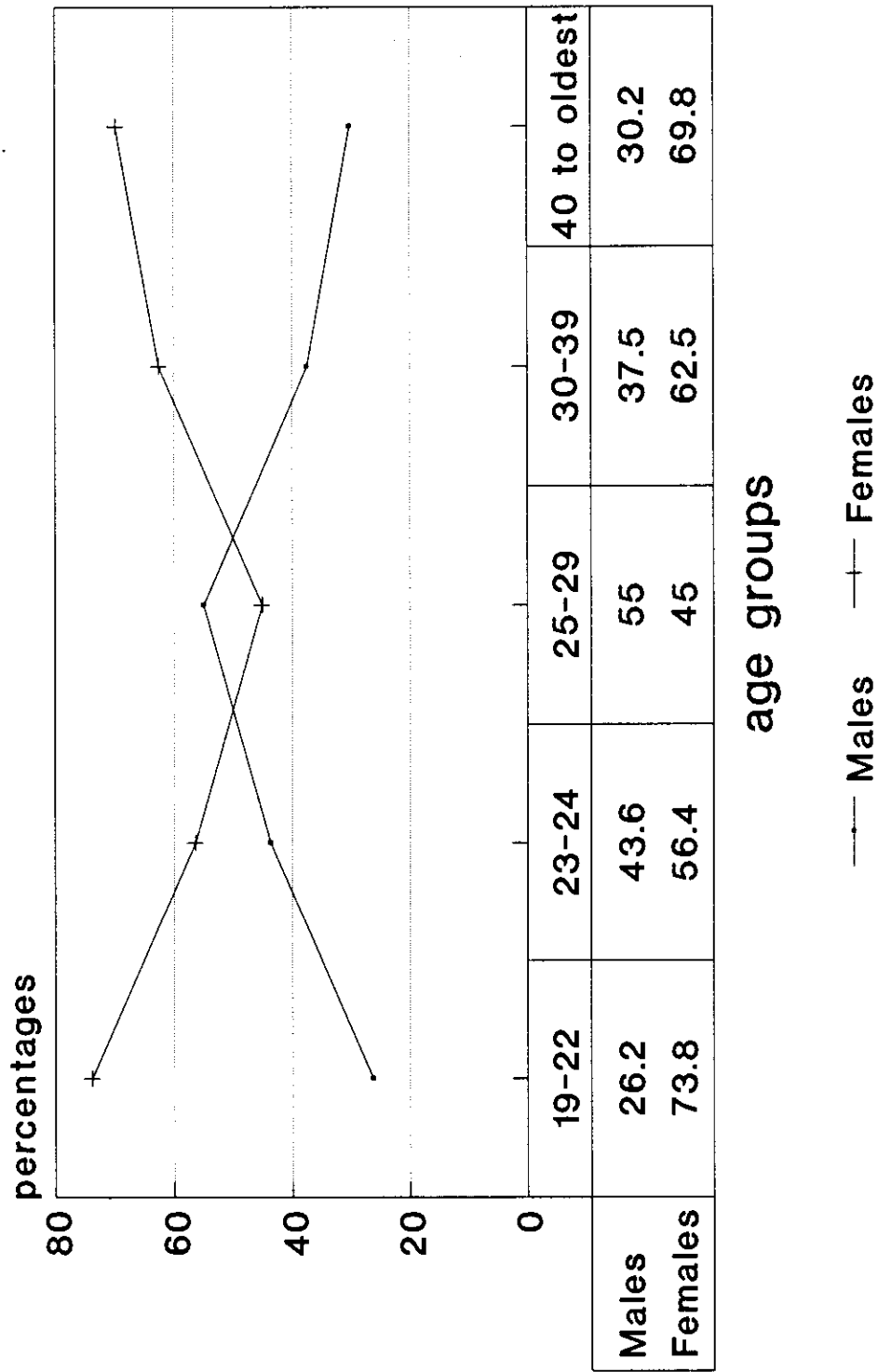
Student Information

In June of 1991 Western Washington University graduated 959 students, 58.7% of them were females, 41.3% males. Most of the graduates were between the ages of twenty-one to twenty-four years old (63.5%). The youngest graduate was nineteen years old; the oldest graduate was sixty-one. The only age category in which females were not the highest percent of graduates was that of students between the ages of 25 to 29. In this category, males made up 55% of the total, females 45%. Interestingly, by percentage, the number of male graduates peaked at ages 25-29, while the number of females graduates troughed at the same point. (See Figure One.)

Transfer students made up 49.7% of the June 1991 graduating class, natives 46.5%, and graduates in special categories (summer transients, graduates initially enrolled through continuing education, transfers taking second degrees, etc.) comprised the final 3.8%. Last year's profile of the graduating class noted that ethnic-minority graduates in June, 1990, were overwhelmingly transfer students (70.2%). This year's profile, 1991, noted that ethnic-minority graduates were 54.5% transfer students, only a few points higher than the population of transfer students at large.

Current residents of Washington State made up 95.1% of the graduates. There were 39 veteran graduates, and five graduates with disabilities. The class was overwhelmingly

**FIGURE 1 - PERCENTAGE OF 1991 GRADUATES
BY GENDER STATUS AND AGE**



Caucasian ^{92.8%} ~~(84.8%)~~ of those who reported their ethnicity). A majority of the graduates entered WWU during the Fall Quarter (74.8%) between the years of 1986 to 1989. (See box below.)

Fall Quarter admission:

1986 = 218 (22.7%)
1987 = 209 (21.8%)
1988 = 154 (16.1%)
1989 = 136 (14.2%)

Academic Preparation

High school grade point averages (GPA's) were included in the records of 519 of the June, 1991, graduating class; the mean GPA of that cohort was 3.23. The high school GPA was over 3.00 in 68.8% of the cases.

The mean high school GPA for females was 3.31; the mean high school GPA for males was 3.11. The difference between the GPA's was analyzed and found to be statistically significant (Sig. = .000), using as a test of significance an analysis of .05 or lower. Indeed, the report found that females outperformed males in all GPA categories (high school, transfer, and WWU).

When the June 1991 class was categorized by admit status, as either a native (entered WWU as a freshman) or transfer student, the mean high school GPA of native students was 3.24, while the mean high school GPA of transfer students was 3.15. This difference was found to be statistically insignificant (Sig = .163).

When high school GPA was categorized by age, there was statistical significance between the groupings, as well a clear demographic pattern that the older a person was at graduation, the lower was his or her mean high school GPA. (See box below.)

High school GPA by age:

	<u>Cases</u>	<u>Mean GPA</u>
19-22	130	3.41
23-24	302	3.21
25-29	65	3.06
30-39	17	2.99
40+	3	2.71

As with older graduates, the mean high school GPA of the ten graduates listed as veterans (2.98) was lower than the overall university mean. (Older graduates and veterans alike, however, improve their WWU GPA substantially, as is reported later in the "Academic Performance" section of this report.)

Scholastic Aptitude Test (SAT) scores were included in the records of 46 of the June, 1991, graduating class. The mean SAT-Verbal score of this cohort was 464.57; the mean SAT-Quantitative score was 493.70. Nationally, the mean SAT-Verbal score for 1990 college-bound seniors was 424; the mean SAT-Quantitative score for 1990 college-bound seniors was 476.

Washington Pre-College Test (WPCT) scores were included in the records of 512 of the June, 1991, graduating class. The mean WPCT-Verbal score of this cohort was 51.55; the mean WPCT-Quantitative score was 52.99. Statewide, according to the 1988-89 interpretation, the mean for the WPCT-Verbal was 50, while the mean for the WPCT-Quantitative was 54.

Analyses of pre-college tests by gender showed differences in scores between females and males on both the WPCT and SAT, but statistical significance on the WPCT scores only. Lack of statistical significance on the SAT was likely due to the low number of male graduates (13) taking the test. WPCT frequencies, on the other hand, were quite sufficient to show statistical significance, and indicated that females outperformed males on the verbal section of the test, while males outperformed females on the quantitative. (See Table One.)

Analysis of pre-college test scores by admit status found statistical significance between native and transfer students in only WPCT-Quantitative (Native = 53.43; Transfer = 51.06; Sig = .038). There were too few graduates with veteran status who took either WPCT (8) or the SAT (2) to do worthwhile statistical analysis.

Analysis of pre-college tests by age categories was hampered by low frequencies all around on the SAT, and by low frequencies in the upper ages on the WPCT. There was statistical significance on the WPCT-Verbal, although it should be kept in mind that the most important information is found in looking at the scores of students under the age of 40. (See Table Two.)

College of Graduation

A majority of the June, 1991, graduating class studied in the College of Arts & Sciences, followed by the College of Business & Economics, the Woodring College of Education, the College of Fine & Performing Arts, Fairhaven College, and Huxley College.

[NOTE: Official graduates of Woodring earn only one of two academic degrees: Human Services, or a variety of studies loosely grouped under the heading of Special Education. Graduates with teaching credentials conferred by Woodring, even those whose

TABLE ONE:

Pre-college test scores by gender

	N	male	N	female	sig.*
WPCT-Verbal	200	50.60	312	52.16	.041
WPCT-Quantitative	200	54.34	312	52.12	.002
SAT-Verbal	13	494.62	33	452.73	.106
SAT-Quantitative	13	522.31	33	482.42	.189

*statistical significance < .05

TABLE TWO:

Pre-college test scores
(WPCT only) by age

	N	WPCT-Verbal*	WPCT-Quantitative
19-22	118	53.67	54.29
23-24	304	51.05	52.81
25-29	66	49.62	52.08
30-39	21	53.00	51.57
40+	1	69.00	45.00

*significance between groups = .002

degrees are Bachelor's in Education, are officially considered graduates of the colleges through which their academic degrees were granted.]

College of Graduation:

Arts & Sciences	597	(62.3%)
Business & Economics	179	(18.7%)
Woodring	64	(6.7%)
Fine & Performing Arts	57	(5.9%)
Fairhaven	33	(3.4%)
Huxley	29	(3.1%)

When college of graduation was analyzed by gender, the percentage ratio of female to male graduates was roughly 58% female, 42% male. This same 58/42 percentage breakdown was found in the College of Arts & Sciences, the College of Fine & Performing Arts, Fairhaven College, and Huxley College. All of these colleges graduated a higher number of females than males roughly within the percentages reflected university wide.

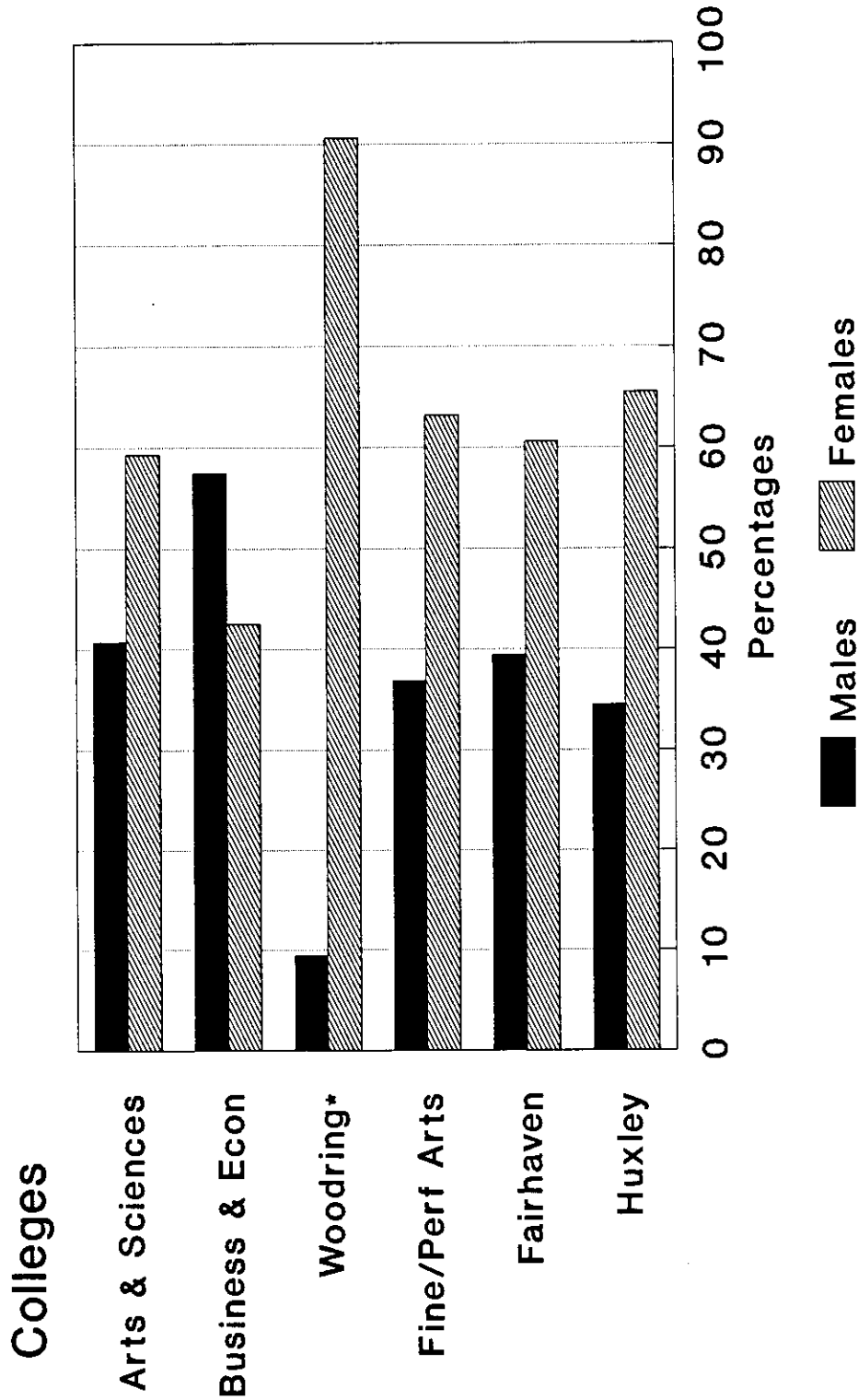
Two exceptions to the above trend were found: 1) in the College of Business & Economics, where the overall ratio of females to males was reversed, with 57.5% of their graduates being male, and 42.5% being female; and 2) in the Woodring College of Education, where females made up an overwhelming majority of the graduates (90.6%). [Again, Woodring graduates, male and female, were mostly Human Services majors.] For a complete analysis of college of graduation by gender see Figure 2.

Analyzed by admit status, native and transfer students graduated in fairly equal percentages from the College of Arts & Sciences (native 47.9%, transfer 49.1%). Native graduates predominated in the College of Fine & Performing Arts (57.9%), and in the College of Business & Economics (54.7%). Transfer students made up the higher percentage of Huxley college graduates (55.2%), dominated in the Woodring College of Education (62.5%), and wholly dominated the graduates of Fairhaven College (81.8%). (See box below.)

College of graduation by admit status:

	<u>Native</u>	<u>Transfer</u>
Arts & Sciences	47.9	49.1
Business & Economics	54.7	43.6
Woodring	18.8	62.5
Fine & Performing Arts	57.9	40.4
Fairhaven	12.1	81.8
Huxley	44.8	55.2

**FIGURE 2 - 1991 GRADUATES
GENDER STATUS BY COLLEGE**



* Human Services or Special Ed. degrees

Most graduates with veteran status graduated from the College of Arts & Sciences (27 or 69.2%). Seven graduated from the College of Business & Economics; three graduated from the Woodring College of Education; and two graduated from Fairhaven College.

Analyses by age category also provided additional insights into the demographics of the Woodring College of Education, and the College of Business & Economics. In the Woodring College of Education, graduates were mostly aged 30 and older (68.2%); and, as mentioned, were overwhelmingly female. Conversely, in the College of Business & Economics, graduates were mostly under the age of 30 (61.8%); and again, as mentioned, were mostly male. Thus, the Woodring College of Education graduated mostly older females, while the College of Business & Economics graduated mostly younger males.

Graduates under the age of 30 dominated the graduating classes in the College of Fine & Performing Arts (93.0%), and in the College of Arts & Sciences (86.6%). Fairhaven graduated slightly more students aged 30 and older (51.5%); while Huxley College graduated mostly students between the ages of 23 to 29 (72.4%). See a complete analysis of college of graduation by age, see Figure 3.

Transfer Characteristics

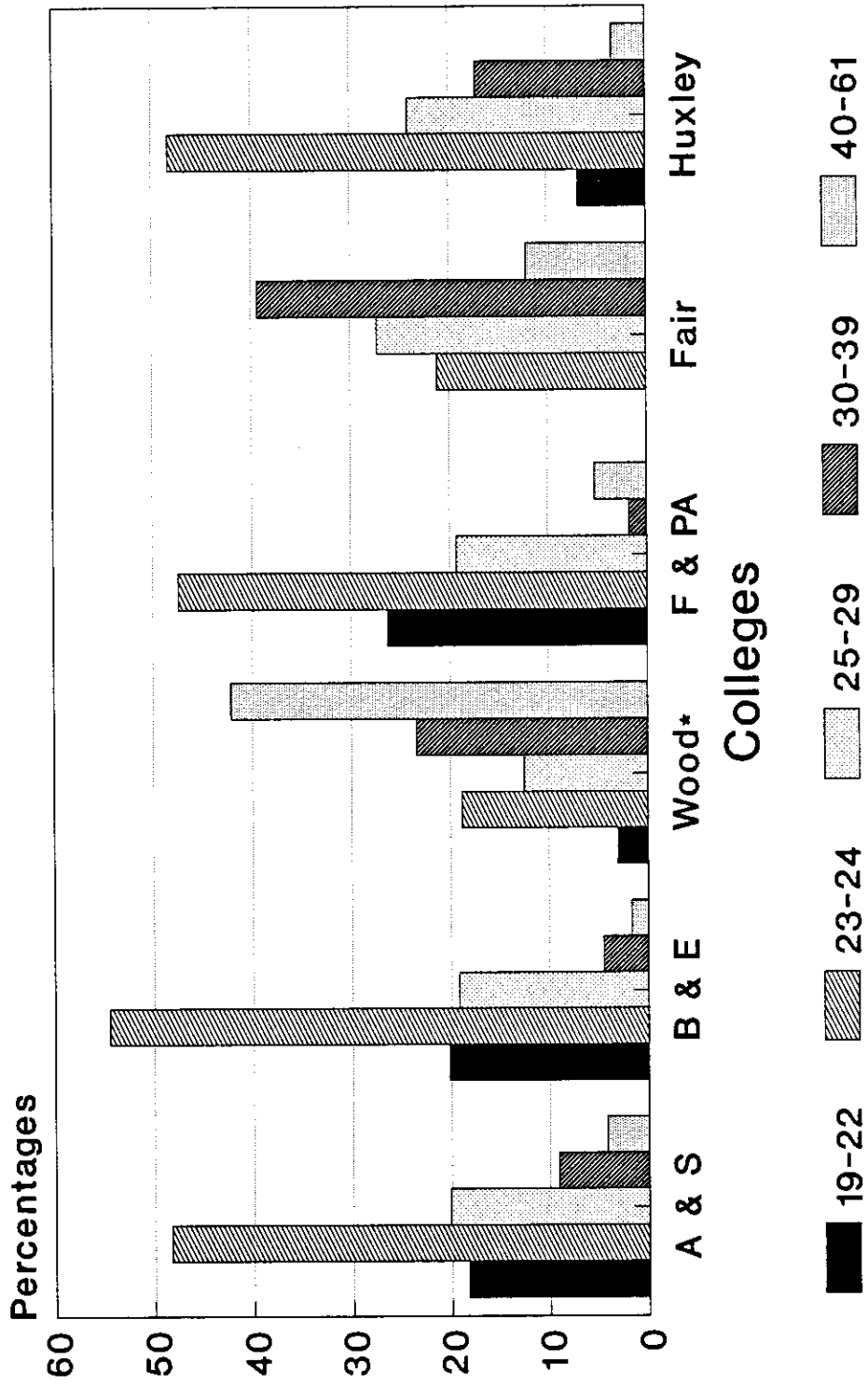
Credits from other institutions were transferred to WWU by 671 of the June, 1991, graduating class (70%). This figure indicates that 48% of the June, 1991, graduates who entered WWU as freshmen (ie: "native" students) took classes at outside institutions sometime during their academic career. The number of credits transferred to WWU are listed in the box below.

Credits transferred to WWU:

low-45. . . . .	.182	(19.0%)
46-90 . . . . .	.339	(35.3%)
91-135. . . . .	.122	(12.7%)
136-180 . . . . .	.24	(2.5%)
181+. . . . .	.2	(0.2%)

The mean transfer GPA of all students was 3.03. The mean for females was 3.08; the mean for males was 2.96, a difference found to be statistically significant (Sig. = .006). Veterans had a mean transfer GPA of 3.05. By age, statistical significance was found between the categories, with the 25-29 bracket having a low transfer GPA of 2.89, and the 19-22 bracket having a high transfer GPA of 3.24; however, unlike high school GPA, there was no particular demographic pattern.

FIGURE 3 - 1991 GRADUATES AGE GROUPS BY COLLEGES



* Human Services or Special Ed. degrees

Credits Earned/Quarters Attended

The mean number of total college credits earned by the June, 1991, graduating class was 202.80. Although the mode (largest frequency) of this analysis was 180 total college credits earned, the percentage of students who earned 180 credits was only 17.2%.

Males took slightly more credits than females (males 204.68, females 201.49) which was significant (Sig = .057); and transfer students took more credits than native students (transfer 205.86, native 200.09), which was also statistically significant (Sig = .000). Graduates with veteran status had nearly the same mean of total college credits, 203.15, as that of the overall cohort. Analysis of total college credits earned by age indicated that graduates aged between 25 and 39 took the most number of college credits, while graduates aged between 19-22 took the fewest number of college credits.

The mean number of quarters attended at WWU by the total June, 1991, graduating class was 11.48. (All figures describing quarters attended are based on slightly lower frequencies than in other variable areas since the quarters attended variable was not entered into student records prior to the Fall Quarter of 1984. The frequencies were, however, quite sufficient for accurate statistical analysis.) Gender and age categories reflected the findings found above in the discussion of credits earned: males took more quarters than females (males 11.66, females 11.36), and graduates between the ages of 23 and 29 took more quarters than graduates in the other age categories. For a complete analysis of total college credits earned and quarters attended WWU by age categories, see Table Three.

The mean number of quarters attended WWU by native students was 14.24, while the mean number of quarters attended WWU by transfer students was 9.06. Students with veteran status took fewer quarters at WWU than non-veterans (vets 9.69, non-vets 11.55)-- although it should be kept in mind that nearly 75% of the graduates with veteran status were also transfer students.

After the above analysis was completed, the 'quarters attended WWU' variable was divided into subcohorts to allow a more detailed analysis of the length of time taken by WWU students to complete their undergraduate degrees. These subcohorts were as follows: native students (those entering WWU as freshmen); native students without transfer credits; transfer students; and transfer students with AA degrees. What emerged was a more accurate picture of the length of time the June, 1991, graduating class took to earn their degrees.

The mean number of quarters attended WWU by native students was 14.24. The percentage of native students graduating in 12 quarters or less (the so-called "four-year" degree) was 30.3%. The percentage of native students needing between 13 and 15 quarters to graduate was 43.1%. Combining the figures, the percentage of native students earning undergraduate degrees in 15 quarters ("five years") or less was 73.5%. Another 13% of native students earned their degrees in 16 quarters.

TABLE THREE:
Total college credits earned, and
quarters attended WWU by age

	N	Total college earned (mean)*	N	Quarters attended WWU (mean)**
19-22	164	186.34	164	11.81
23-24	443	201.91	445	13.22
25-29	187	214.27	189	12.39
30-39	94	212.79	96	10.46
40+	61	202.97	63	9.22

*significance between groups = .000

**significance between groups = .000

There were 275 students falling under the category of native students without transfer credits. The mean number of quarters attended WWU by this cohort was 14.56. The percentage of native students without transfer credits graduating from WWU in 12 quarters or less was 25.1%. The percentage of native students without transfer credits needing between 13 and 15 quarters to graduate was 45.8%. Combining the figures, the percentage of native students without transfer credits earning undergraduate degrees in 15 quarters or less 70.9%. Another 14.2% of native students without transfer credits earned their degrees in 16 quarters.

To facilitate making sense out of the number of quarters attended WWU by transfer students, transfer students were divided into those with and without AA degrees earned--the assumption being that those transferring AA degrees, within traditional considerations, should have earned their Bachelor's degrees in six quarters.

The mean number of quarters attended WWU by transfer students who graduated in June, 1991, was 9.05. The percentage of transfer students graduating from WWU in six quarters or less was 21.3%. The percentage of transfer students needing between seven and nine quarters was 41.4%. Combining the figures, the percentage of transfer students earning undergraduate degrees in nine quarters or less was 62.7%. Another 11.4% of transfer students earned their degrees in ten quarters.

There were 266 transfer students who earned AA degrees before entering Western. The mean number of quarters attended WWU by this cohort was 8.08. The percentage of transfer students with AA degrees graduating from WWU in six quarters or less was 22.9%. The percentage of transfer students with AA degrees needing between seven and nine to graduate was 51.6%. Combining the figures, the percentage of transfer students with AA degrees earning undergraduate degrees in nine quarters or less was 74.5%. Another 14.3% of transfer students with AA degrees earned their degrees in ten quarters.

For a complete analysis of quarters attended WWU by the above divisions of admit status, see Table Four.

A departmental analysis of the number of quarters attended WWU by the June, 1991, graduates was also conducted. In order to get the best picture of how long it took the graduates to earn their degrees from various departments, the cohorts analyzed were natives with no transfer credits, and transfer students with AA degrees. Reported in this analysis was the mean number of quarters attended WWU by these students, categorized into major.

One short-coming of the analysis was the small number of graduates in some departments. On the other hand, in all but a very few departments, the departmental-level standard deviation, regardless of the number of graduates, was very close to the standard deviation of the entire population of students being analyzed. Thus, it was felt that reporting the findings would be helpful.

TABLE FOUR:

Quarters attended WWU, and quarters needed for graduation by native graduates, native graduates without transfer credits, transfer graduates, and transfer graduates with AA degrees.

Admit Status	Qtrs at WWU (Mean)	Quarters needed to graduate		
		12 or less	13 to 15	15 or less
Natives	14.24	30.3%	43.1%	73.5%
Natives without transfer credits	14.56	25.1%	45.8%	70.9%
		6 Qtrs or less	7 to 9 Qtrs	9 Qtrs or less
Transfers	9.05	21.3%	41.4%	62.7%
Transfers with AA degrees	8.08	22.9%	51.6%	74.5%

As well as by department, the findings were grouped by college of graduation, and degree granted. As with other analyses in this report, it was found that the best way to get a profile of the quarters attended WWU by students planning careers in teaching was to look at students with BA in Education degrees. (At the risk of redundancy, it will once again be mentioned that the majority of students officially graduating from Woodring were Human Services majors.) Thus, under listings for majors, nothing is found under "Education". However, referring to the listings for degree granted and referencing the degree BA-ED should afford an adequate profile of how many quarters are attended WWU by graduates anticipating teaching careers.

For a complete analysis of quarters attended WWU by native students with no transfer credits, and transfer students with an AA degree graduating in June, 1991, by major, college of graduation, and degree granted, see Tables Five through Seven.

Quarters missed/courses dropped and repeated

This data was analyzed to add insight and knowledge to the issue of the length of time necessary to earn a Bachelor's degree. How often, for instance, and for how long do students take quarters off from their studies to work, deal with family emergencies, take a rest, etc. The data found that for the June, 1991, graduating class, most students (78.7%) did not miss any quarters. A small percentage of graduates took one quarter off (69 or 7.2%); an additional 50 (5.2%) took 2-3 quarters off. One student took 79 quarters, or over 19 years off.

The mean number of quarters missed by the entire cohort was 1.34, with native students having a stronger tendency to take quarters off than transfer students (natives = 1.44 quarters missed; transfers = .86), a difference that was statistically significant (Sig. = .000).

The percentage of native students without transfer credits missing no quarters at WWU was 85.4%; the percentage of native students with transfer credits missing no quarters at WWU was 65.7%. These figures support the findings that with a degree of frequency (34.3%) students enter WWU as freshmen and at some point in their academic careers "drop out" to take college credits at other institutions.

Females and males missed quarters at approximately the same rate; with females missing 1.28 quarters, and males 1.43, a difference that yielded no statistical significance. June, 1991, graduates with veteran status, however, had a stronger tendency to miss quarters than the population at large, with a mean number of quarters missed of 2.15.

As might be expected, the older the graduate the higher the mean number of quarters missed. Graduates aged 19-22 missed the fewest quarters (.14); while students aged 40 and over missed the most quarters (4.53).

TABLE FIVE:

By Major: Quarters at WWU by June, 1991,
Native Graduates without Transfer Credits,
and Transfer Graduates with AA Degrees

Major	Native w/out transfer credits			Transfers w/AA degrees		
	N	Mean (S.D.)	Range: Min/Max	N	Mean (S.D.)	Range: Min/Max
Art	10	15.90 (2.81)	12/20	7	8.14 (2.12)	6/12
Art History	1	11.00	-	-	-	-
Music	6	14.67 (2.34)	12/18	3	9.67 (0.58)	9/10
Theatre/Dance	5	13.80 (1.64)	12/16	-	-	-
Human Services	2	15.00 (0.00)	-	30	7.80 (1.56)	6/13
Fairhaven	1	14.00	-	2	8.00 (1.41)	7/9
Huxley	8	15.00 (1.41)	12/17	6	7.83 (1.33)	7/10
Biology	7	14.71 (1.89)	12/18	1	14.00	-
Chemistry	3	16.00 (3.46)	12/18	1	12.00	-
Communications	11	14.55 (2.34)	12/20	5	8.20 (1.79)	6/10
Economics	9	14.22 (1.99)	12/17	3	8.67 (0.58)	8/9
Accounting	9	13.89 (1.45)	12/16	8	8.13 (2.47)	6/13
FMDS	30	15.07 (2.03)	12/20	12	6.75 (1.66)	4/10
Management	12	14.58 (2.27)	12/20	9	6.67 (1.32)	5/9
English	13	13.15 (1.72)	12/17	24	7.58 (1.89)	4/12
Journalism	6	15.50 (2.26)	13/19	4	8.00 (4.24)	4/14
French	3	12.67 (0.58)	12/13	1	12.00	-
Spanish	3	14.67 (1.53)	13/16	2	11.00 (1.41)	10/12
Liberal Studies	9	14.44 (1.24)	12/16	5	7.20 (1.30)	6/9
Geography	4	13.75 (2.36)	12/17	5	7.20 (1.79)	5/10
History	13	14.38 (1.94)	12/18	15	9.53 (1.18)	7/12
Home Economics	8	14.00 (1.69)	12/16	11	7.81 (2.04)	6/11
Mathematics	5	15.20 (2.17)	12/18	3	9.33 (1.52)	8/11
Computer Science	3	15.67 (4.04)	11/18	1	8.00	-
Philosophy	1	15.00	-	1	7.00	-
Physical Education	8	15.50 (2.50)	12/20	4	9.75 (1.50)	9/12
Recreation	3	15.00 (1.73)	13/16	2	8.00 (1.41)	7/9
Physics	2	18.00 (4.24)	15/21	1	9.00	-
Political Science	13	12.77 (2.68)	7/17	15	6.87 (2.26)	3/13
Psychology	24	14.58 (2.28)	12/21	22	8.59 (1.74)	6/12
Sociology	7	13.86 (1.57)	12/16	11	6.64 (0.92)	6/9
Anthropology	4	13.50 (1.73)	12/15	6	6.67 (0.82)	6/8
Speech Pathology	9	12.89 (1.53)	12/16	4	7.50 (1.00)	7/9
Technology	20	16.20 (1.64)	13/20	8	10.13 (2.03)	7/14
Social Studies	2	13.00 (0.00)	-	2	10.00 (0.00)	10/11
Business Education	-	-	-	1	16.00	-
Earth Science	-	-	-	1	7.00	-
Math/Computer Science	-	-	-	1	10.00	-
Health Education	-	-	-	1	8.00	-
Column totals	275	14.56 (2.18)	7/21	242	8.08 (2.04)	3/14

TABLE SIX:

By college of graduation, quarters at
 WWU by native graduates without transfer
 credits, and transfer graduates with AA degrees

College	Native w/o transfer cred.			Transfer w/AA degree		
	N	Mean	S.D.	N	Mean	S.D.
F&PA	22	14.86	2.59	10	8.60	1.90
CBE	60	14.67	2.01	33	7.51	2.37
Woodring	3	15.67	1.15	34	8.08	1.68
Fairhaven	2	14.50	0.71	2	8.00	1.41
Huxley	8	15.00	1.41	6	7.83	1.33
A&S	180	14.46	2.25	159	8.17	2.08

TABLE SEVEN:

By degree granted, quarters at
 WWU by native graduates without transfer
 credits, and transfer graduates with AA degrees

Degree	Native w/o transfer cred.			Transfer w/AA degree		
	N	Mean	S.D.	N	Mean	S.D.
BA	204	14.17	2.03	185	7.61	1.87
BS	49	15.59	2.27	21	9.28	2.05
BFA	1	20.00	-	-	-	-
BM	5	15.20	2.17	3	9.67	0.58
BA,Ed.	16	15.87	2.03	34	9.85	1.75

The June, 1991, graduates were very likely to drop one or two courses during their academic careers (75.8%), with another 13.5% dropping three courses or more. Only 10.4% did not drop a course. Males and females dropped courses at a nearly identical rate (males 1.45, females 1.50). Graduates with transfer status were somewhat more likely to drop a course than graduates with native status, with transfers dropping a mean number of courses of 1.62, and natives dropping a mean number of courses of 1.33 (Sig. = .010). Graduates with veteran status were somewhat more likely than the general population to drop courses, with only 4.8% dropping no courses, 61.9% dropping at least one course, and 23.8% dropping three courses or more. Graduates between the ages of 30-39 dropped the highest mean number of courses, while the youngest and oldest graduates dropped the lowest mean number of courses.

Although fairly likely to drop at least one course, the June, 1991, graduates were far less likely to repeat courses, with 71.6% never repeating a course, and another 19.9% repeating only one course. Males were more likely to repeat courses than females (males at a mean of .61 courses repeated; females at a mean of .35 courses repeated). Native and transfer students repeated courses at nearly the same rate (natives at a mean of .45 courses repeated; transfers at a mean of .48 courses repeated). Graduates with veteran status were less likely to repeat courses than the overall population, with 76.2% never repeating a course, and 19.0% repeating only one course. Graduates between the ages of 30-39 again had the highest mean number of courses repeated, with the youngest and older graduates having the lowest mean number of courses repeated. For a complete analysis of quarters missed, and courses dropped and repeated by age categories, see Table Eight.

Academic performance at WWU

The mean GPA earned at WWU by the June, 1991, graduating class was 3.11. A 3.00 or better was earned by 57.7% of the graduates. Females earned a 3.17 WWU GPA; males earned a 3.03 WWU GPA--a difference that was statistically significant (Sig. = .000). Native students earned a 3.02 WWU GPA; transfer students earned a 3.17 WWU GPA--a difference that, as well, was statistically significant (Sig. = .000). Veterans earned a 3.14 WWU GPA. Age category analysis of WWU GPA indicated that, generally, older students fared better than younger ones. (See box below.)

WWU GPA by age:

	<u>Cases</u>	<u>Mean GPA</u>
19-22. . . .	164	3.17
23-24. . . .	445	3.02
25-29. . . .	185	3.03
30-39. . . .	93	3.35
40+. . . .	61	3.50

TABLE EIGHT:
 By age, quarters missed,
 & courses dropped and
 repeated (Mean)

	N	Quarters missed*	N	Courses dropped**	Courses repeated***
19-22	164	0.14	63	0.83	0.38
23-24	445	0.49	230	1.00	0.86
25-29	189	1.84	115	1.14	1.11
30-39	96	4.28	43	1.11	2.20
40+	63	4.54	19	0.90	0.81

*significance between groups = .000

**significance between groups = .003

***significance between groups = .025

Although the demographics were not quite reversed in relation to high school GPA, the pattern seems to be that the older a WWU graduate is, his or her high school and WWU GPA's will be in direct disproportion to one another, with a low high school GPA and a high WWU one. (See Figures Four-a & Four-b.)

Honors were earned by 101 (10.6%) of the students, with 65 (6.8%) earning Cum Laude honors, and 36 (3.8%) earning Magna Cum Laude honors. Native students earned more Cum Laude honors than transfer students (native 7.4%, transfer 6.7%), while transfer students earned more Magna Cum Laude honors than natives (transfer 5.0%, native 2.2%). Females earned more Cum Laude honors than males (females 8.2%, males 4.8%), but females and males earned Magna Cum Laude honors in nearly identical percentages (females 3.7%, males 3.8%). Two veteran students earned Magna Cum Laude honors (5.1%). The age category of 23-24 had the lowest percentage of students receiving honors (7.6%); the age category of 19-22 had the highest percentage of students receiving honors (15.3%).

While the June, 1991, graduating class was not required to pass either section of the Junior Writing Exam (JWE) by the majority of academic departments, 83.0% of the graduates did pass the objective section of the JWE, while 59.5% received a satisfactory on the written section. Females passed the JWE objective section at a higher rate than males (females 86.5%, males 78.2%), and with a higher score (females 28.30, males 27.01). Females also received satisfactory scores on the JWE written section at a higher rate than males (females 60.9%, males 57.6%).

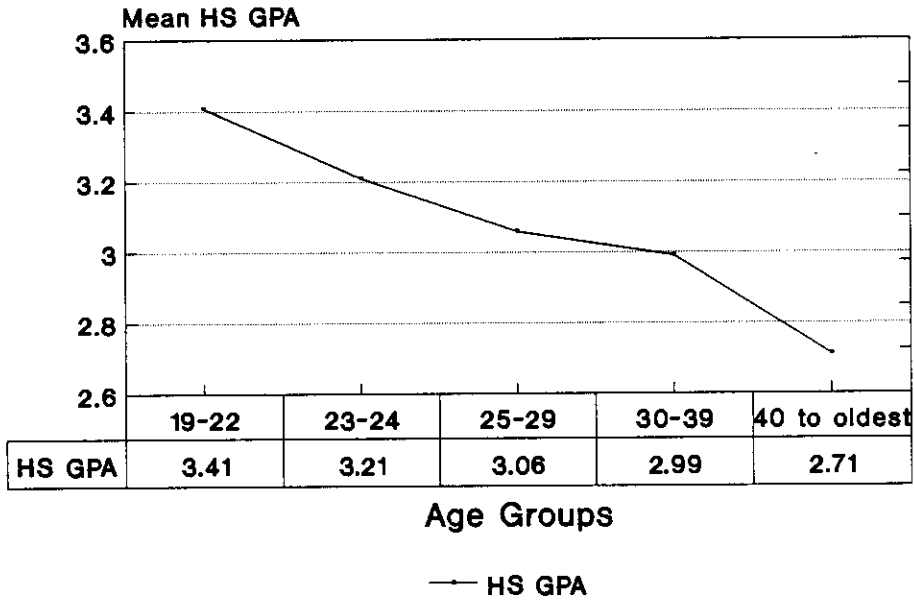
Native students passed the objective section of the JWE at a slightly higher rate than transfer students (natives 86.1%; transfers 80.4%), as well as did better at passing the written section (natives 62.9%; transfers 55.5%). Veteran graduates passed the objective section of the JWE at the same rate as the overall cohort (83.8%), but did not fare as well in the written section, with only 48.6% receiving a satisfactory.

Students in the age category of 19-22 passed the objective section of the JWE at the highest rate (91.9%), while students in the age category 30-39 passed the written section at the highest rate (77.6%). For a complete analysis of Honors earned, and JWE scores by age categories, see Table Nine.

Degrees Granted

The June, 1991, graduating class overwhelmingly earned Bachelor of Arts degrees (72.3%). The least frequent degree was Bachelor of Fine Arts, earned by one student. (See box below.)

**FIGURE 4a - 1991 GRADUATES
HIGH SCHOOL GPA BY AGE GROUPS**



**FIGURE 4b - 1991 GRADUATES
WWU GPA BY AGE GROUPS**

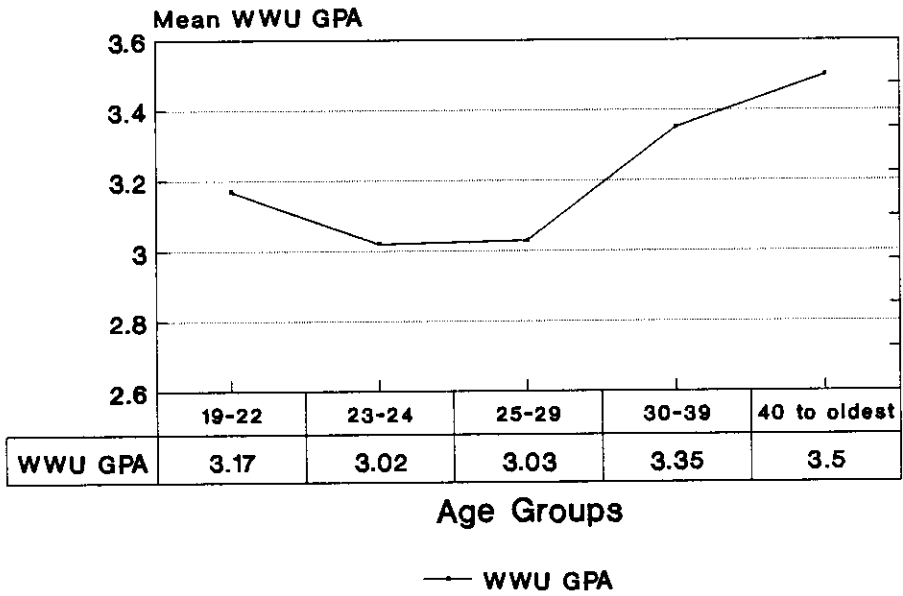


TABLE NINE:
 By age, Junior Writing Exam
 results, and honors at
 graduation (percentages)

	JWE (pass)		Honors	
	Objective	Essay	Cum Laude	Magna Cum Laude
19-22	91.9	59.6	9.8	5.5
23-24	82.3	57.8	5.4	2.2
25-29	77.0	51.7	7.9	4.8
30-39	82.6	77.6	6.3	6.3
40+	82.7	73.1	6.2	3.2

Degrees earned by June, 1991,
graduating class:

	<u>Cases</u>	<u>Percentage</u>
BA. . . .	693	72.3
BS. . . .	164	17.1
BFA . . .	1	0.1
BMUS. . .	15	1.6
BA, Ed . .	86	9.0

Females took a higher percentage of BA degrees, while males took a higher percentage of BS degrees, and BA in Music degrees. The lone recipient of the BA of Fine Arts degree was a male. Transfer students took a higher percentage of BA degrees, and BA in Education degrees, while native students took a higher percentage of BS degrees, and BA in Music degrees. The lone recipient of the BA in Fine Arts degree was a native student. (See Table Ten.)

June, 1991, graduates with veteran status graduated mostly with Bachelor of Arts degrees (69.2%), with 17.9% earning Bachelors of Science degrees, and, as reported above, 12.8% earning BA in Education degrees. The youngest and oldest graduates were most likely to earn BA degrees, and least likely to earn BS or BA in Education degrees. Graduates between the ages of 23-29 earned the majority of BS degrees granted (77.9%). (See Figure 5.)

Because it was of interest to have a profile of the June, 1991, graduates anticipating a career in teaching, a special analysis was done of all students graduating with BA in Education degrees. This procedure did not profile all graduates that may have had in mind a teaching career as some students take full academic degrees (BS or BM, for example) plus a teaching endorsement and thus also appear to be leaning towards a teaching career. Students fitting this profile, however, were few, while the cohort of graduates with BA in Education degrees was sufficiently large to make critical analysis in certain areas representational.

It was found that graduates with a BA in Education were: 1) 95.3% Caucasian; 2) 69.8% female; 3) 61.6% between the ages of 19-24; and 4) 61.6% transfer students. It was also found that five graduates with veteran status (12.8%) took BA in Education degrees.

Miscellaneous Information

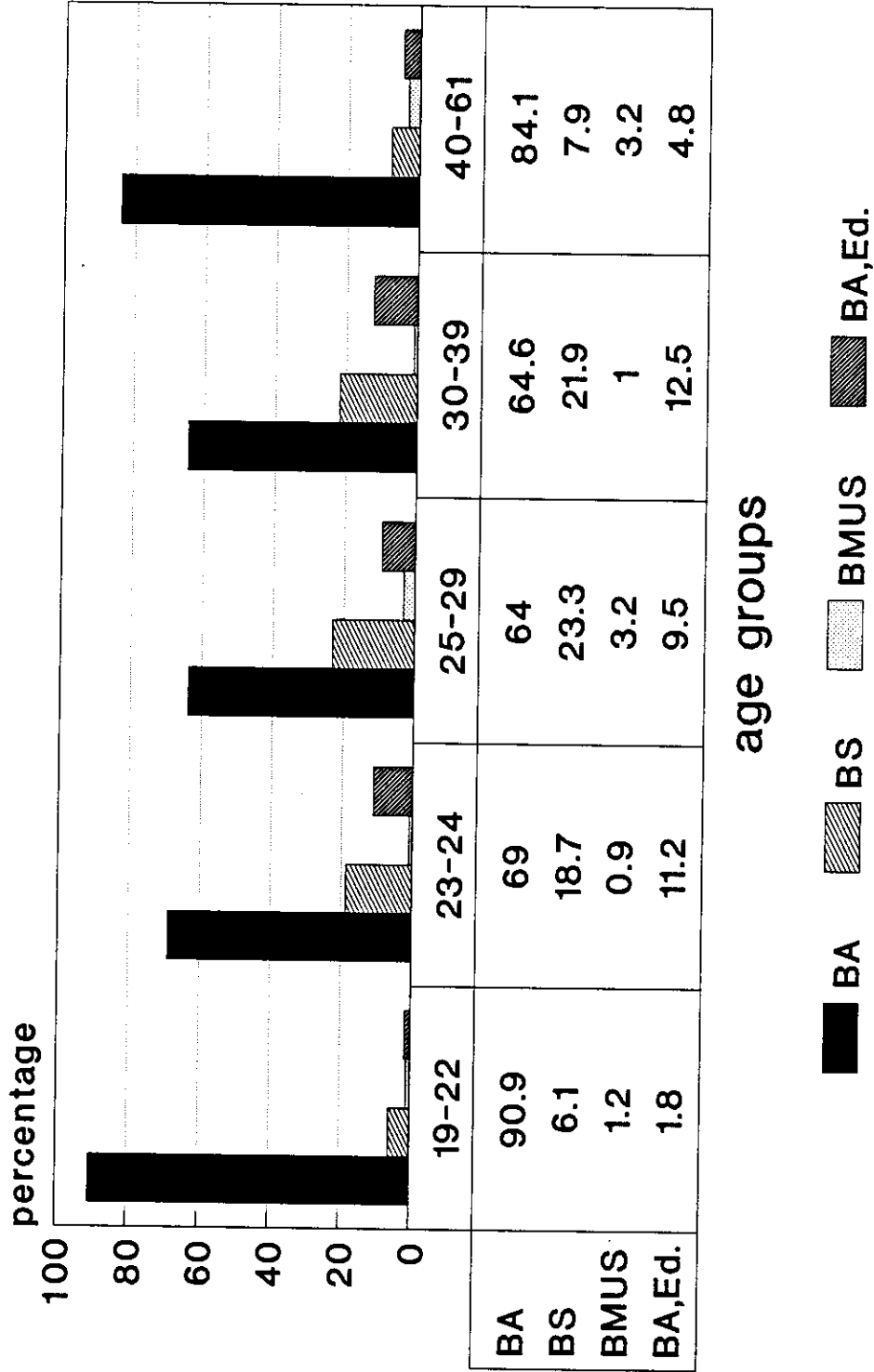
Four of the June, 1991, graduating class had double majors. Summer Start orientation was attended by 135 (14.1%) of the graduates. There were 76 (7.9%) graduates whose parents were WWU alumni.

Analysis by statistical correlation was performed on selected variables. Variables that

TABLE TEN:
Degree earned, by gender
and admit status (percentages)

	Number of degrees granted	Male	Female	Native	Transfer
BA	693	38.2	61.8	46.2	49.6
BS	164	58.5	41.5	51.8	44.5
BFA	1	100.00	–	100.00	–
BM	15	53.3	46.7	53.3	46.7
BA,Ed.	86	30.2	69.8	37.2	61.6

FIGURE 5 - 1991 GRADUATES DEGREES GRANTED BY AGE GROUPS



showed a moderately strong degree of correlation to WWU GPA were high school GPA and transfer credit GPA (HSGPA .493, Sig = .000; TRANSGPA .505, Sig = .000). These findings probably hold little surprise. High school and transfer credit GPA have often been found to be somewhat reliable predictors of how well a student might do at WWU. The most strongly correlated variables, however, were SAT-Quantitative score and WWU GPA, which had a correlation coefficient of .595, and a significance score of .000. Thus, in the cohort of June, 1991, graduates, the strongest predictor of how well a student might do at WWU, in terms of university GPA, was the SAT Quantitative score.

Discussion

Although impossible to produce a picture of a "typical" June, 1991, graduate of Western Washington University, trends emerged and can be reported. Even more women than men graduated in June, 1991, than they did in June, 1990, and overall academic performance was up slightly (3.08 in 1990; 3.11 in 1991). Now and future changes in overall academic performance should be of interest to note in lieu of WWU's increasing selectiveness of Freshmen in recent years.

This year's report also notes that native students made up a higher percentage of June, 1991, graduates than in 1990 (39.6% in 1990; 46.5% in 1991). Unchanged are the following variables: females continued to earn better GPA's than males, and the class remained overwhelming Caucasian and residents of Washington State.

Of interest, too, is the decline in numbers of ethnic-minority graduates. In spite of recent reports indicating an upswing in the recruitment of ethnic-minority students, WWU graduated fewer non-Caucasians in June, 1991 (53), than it did in June, 1990 (57). This data could point out the fact that while ethnic-minority enrollment is up, fruition in terms of graduates may still be a few years away.

One fact became quite clear in this year's analyses of the June, 1991, graduating class: when the traditionally prescribed "four" years to earn a degree was described in terms of quarters needed to earn that degree, a relatively small percentage of graduates (25.1% of native students without transfer credits) were able to fulfill that goal. This trend seems to be a national as well as local trend, but speculation as to why the once accepted norm of a "four"-year degree taking more than four years to earn is, at least at WWU, only speculation. Such answers would require hard data generated most probably by an issue-specific survey that would might include near graduates as well as recent ones.

Appendix A:
Ethnicity Report

WWU June, 1991, Graduates: Ethnicity Report

Ethnicity	Admit Status					
			Native		Transfer	
	N	%	N	% of Ethnic population	N	% of Ethnic population
Black	13	1.4	5	38.5	7	53.8
American Indian/AK Native	7	0.7	3	42.9	4	57.1
Caucasian	813	84.8	396	48.7	397	48.8
Hispanic	11	1.1	5	45.5	5	45.5
Asian/Pacific Islander	22	2.3	9	40.9	13	59.1
International	10	1.0	2	20.00	8	80.0
Did not respond	83	8.7	-	-	-	-

Ethnicity	High School		Transfer		WWU	
	N	GPA	N	GPA	N	GPA
Black	6	2.95	8	2.59	13	2.76
American Indian/AK Native	3	3.07	3	3.03	7	3.01
Caucasian	460	3.24	413	3.05	807	3.11
Hispanic	9	3.08	5	2.66	11	3.06
Asian/Pacific Islander	10	3.13	13	2.85	22	2.86
International	1	3.44	9	3.09	10	3.16
Pre-college Test Scores	N	WPCT-V	WPCT-Q	N	SAT-V	SAT-Q
Black	5	45.40	47.60	1	440.00	520.00
American Indian/AK Native	3	51.00	49.67	-	-	-
Caucasian	459	51.75	53.07	41	468.78	495.12
Hispanic	6	41.83	48.33	1	520.00	450.00
Asian/Pacific Islander	10	48.50	50.40	2	420.00	440.00
International	-	-	-	1	350.00	560.00
University demographics	Quarters missed		Courses dropped		Courses repeated	
	N	Mean	N	Mean	N	Mean
Black	13	1.54	2	2.50	2	0.50
American Indian/AK Native	7	0.86	6	1.00	6	0.17
Caucasian	813	1.35	398	1.43	398	0.47
Hispanic	11	0.18	8	2.25	8	0.13
Asian/Pacific Islander	22	0.59	11	2.00	11	0.36
International	10	0.20	6	1.50	6	0.17

WWU June, 1991, Graduates: Ethnicity Report

Diversity demographics (cont.)	Quarters at WWU		Total credits earned		Junior Writing Exam	
	N	Mean	N	Mean	Objective (% pass)	Essay (% pass)
Black	12	12.41	13	202.81	72.7	45.5
American Indian/AK Native	7	11.00	7	202.36	100.00	57.1
Caucasian	763	11.58	807	203.27	83.6	60.8
Hispanic	11	12.55	11	195.59	60.0	40.0
Asian/Pacific Islander	22	10.41	22	189.57	75.0	50.0
International	10	8.80	10	212.30	90.0	50.0
Degree earned	BA		BS		BA, Ed.	
	N	% of Ethnic population	N	% of Ethnic population	N	% of Ethnic population
Black	10	76.9	3	23.1	-	0
American Indian/AK Native	6	85.7	-	0	1	14.3
Caucasian	579	71.2	139	17.1	82	10.1
Hispanic	10	90.9	1	9.1	-	0
Asian/Pacific Islander	19	86.4	3	13.6	-	0
International	7	70.0	1	10.0	-	0
Degree earned (cont.)	BFA		BM			
	N	% of Ethnic population	N	% of Ethnic population		
Black	-	0	-	0		
American Indian/AK Native	-	0	-	0		
Caucasian	1	0.1	12	1.5		
Hispanic	-	0	-	0		
Asian/Pacific Islander	-	0	-	0		
International	-	0	2	20.00		
College of graduation	Fine & Performing Arts		Business & Economics		Fairhaven	
	N	% of Ethnic population	N	% of Ethnic population	N	% of Ethnic population
Black	-	0	4	30.8	1	7.7
American Indian/AK Native	1	14.3	-	0	1	14.3
Caucasian	47	5.8	150	18.5	21	2.6
Hispanic	-	0	3	27.3	-	0
Asian/Pacific Islander	3	13.6	5	22.7	-	0
International	2	20.0	4	40.0	1	10.0

WWU June, 1991, Graduates: Ethnicity Report

College of Graduation (cont.)	Woodring*		Huxley		Arts & Sciences	
	N	% of Ethnic population	N	% of Ethnic population	N	% of Ethnic population
Black	1	7.7	-	0	7	53.8
American Indian/AK Native	-	0	-	0	5	71.4
Caucasian	52	6.4	26	3.2	517	63.6
Hispanic	1	9.1	-	0	7	63.6
Asian/Pacific Islander	1	4.5	-	0	13	59.1
International	-	0	1	10.00	2	20.00

*Human Services/Special Ed.

Honors at graduation	Cum Laude		Magna Cum Laude	
	N	% of Ethnic population	N	% of Ethnic population
Black	-	0	-	0
American Indian/AK Native	1	14.3	-	0
Caucasian	56	6.9	31	3.8
Hispanic	1	9.1	-	0
Asian/Pacific Islander	-	0	-	0
International	2	20.00	1	10.00

Appendix B:

**Selected Variables from
Student Tracking System**

Selected Variables from Student Tracking System

ID	Permanent ID number	ADMITQTR	Quarter of admission
AGE	Graduates' age in 1991	DEGREE1	Degree before entering WWU
AGECAT	Age categories	ORIENT	Summer Orientation participant
SEX	Gender	DEGREE	Degree granted in 1991
ETHNIC	Ethnic origin	SUBCOLL	Graduation sub-college
ETHNICOR	Ethnic categorized	HONORS	Honors at graduation
DISABIL	Disability	MJRDPT1	First major by department
VETERAN	Verteran/non-veteran	MJRDPT2	Second major by department
STATORGN	Counties, states, countries of origin	RESIDENT	Resident status last qtr at WWU
PLCEORGN	Place of origin categorized	ALUMNI	Parent(s) alumni
STATES	States & counties of origin	QTRS#	Quarters at WWU
COUNTIES	WA counties of origin	MISSQTR	# of quarters missed
HSYEAR	High school year	REPEAT	# of courses repeated
HSGPA	High school grade point average	DROP	# of courses dropped
HSGPACAT	High school gpa categorized	JWECOMPL	JWE completion
TRANSGPA	Transfer credits grade point average	JWEOBJ	JWE objective grade (P/F)
TGPACAT	Transfer gpa categorized	JWESCORE	JWE objective score
WWUGPA	WWU grade point average	JWEESAY	JWE Essay grade (P/F)
WGPACAT	WWU gpa categorized	WPCTVERB	WPCT-Verbal score
TRSFcred	Transfer credits	WPCTMATH	WPCT-Quantitative score
TCREDCAT	Transfer credits categorized	WPCTTOT	WPCT-Total score
WWUCRED	Undergraduate WWU credits	SATVERB	SAT-Verbal score
UCREDCAT	WWU credits categorized	SATMATH	SAT-Quantitative score
TOTCRED	Total college credits	SATTOT	SAT-Total score
ADMIT	Admission type	ACTCOMP	ACT composite score
ADMTYPE	Admission type categorized		