



12-1-1993

A Profile of Selected Characteristics of the 1992 Western Washington University Graduating Class

Gary (Gary Russell) McKinney
Western Washington University

Joseph E. Trimble
Western Washington University

Jacqueline M. Andrieu-Parker
Western Washington University

Follow this and additional works at: https://cedar.wwu.edu/surveyresearch_docs

 Part of the [Educational Assessment, Evaluation, and Research Commons](#)

Recommended Citation

McKinney, Gary (Gary Russell); Trimble, Joseph E.; and Andrieu-Parker, Jacqueline M., "A Profile of Selected Characteristics of the 1992 Western Washington University Graduating Class" (1993). *Office of Survey Research*. 401.
https://cedar.wwu.edu/surveyresearch_docs/401

This Report is brought to you for free and open access by the Institutes, Centers, and Offices at Western CEDAR. It has been accepted for inclusion in Office of Survey Research by an authorized administrator of Western CEDAR. For more information, please contact westerncedar@wwu.edu.

A Profile of Selected
Characteristics of the 1992
Western Washington University
Graduating Class

Report 1993-07

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

December, 1993

Reports produced by the Office of Institutional Assessment and Testing (OIAT) are distributed routinely to a broad readership, including: Western Washington University administrators, deans, department chairs, offices, units, faculty and staff; assessment liaisons at other Washington State universities and colleges; and selected state government agencies and committees. Moreover, most reports are available by request for additional distribution to individuals, offices, committees, or other units both on and off campus. When presenting statistical information, the OIAT keeps in mind the wide-ranging interests, needs and backgrounds of its readership. Even when analyses become complex, results are presented so as to be readable by a wide audience. For interested parties, data utilized in OIAT reports are available for separate analyses.

Executive Summary

Information for this report was obtained from the Student Tracking System. The report presents information intended to provide insight into various characteristics of the 2073 graduates who matriculated during the 1991-92 academic year, 58.6% of whom were female and 41.4% male. Natives (students who began their education at WWU as first-time freshmen) made up 45.6% of the 1992 graduates, and transfers 51.6%. Most graduates were between the ages of twenty-one to twenty-four years old (61.9%). There were no graduates younger than twenty-one years old; the oldest graduate was fifty-nine. Current Washington residents made up 95.7% of 1992 graduates.

White, non-Hispanics made up 86.2% of the 1992 graduates, and ethnic-minorities 6.1%. This contrasts with ethnic-minorities comprising 5.5% of graduates in 1991, 5.7% of graduates in 1990, and 5.9% of graduates in 1989. To put a perspective on what that figure means, the enrollment report from the Fall of 1988 was referenced. All other considerations being equal--the percentage of transfers, the number of quarters needed to graduate, etc.--it was felt that figures from that report would give a fair approximation of ethnic graduation trends. And, indeed, in the Fall of 1988 ethnic-minorities comprised approximately 6% of the overall population of WWU students.

The majority of 1992 graduates matriculated through 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. The 1992 graduating class overwhelmingly earned Bachelor of Arts degrees (74.1%). The least earned degree was Bachelor of Fine Arts, earned by two graduates. When analyzed by gender, it was found that the Woodring College of Education, the College of Fine & Performing Arts, and Fairhaven College all had a preponderance of female graduates, while males made up the majority of graduates only in the College of Business & Economics.

Figures indicate that credits were transferred to WWU from other institutions by nearly three-quarters of the 1992 graduating class (1511 cases out of 2073, or 72.9%). Transfers, constituting 1070 cases, must by default have made up the majority of this figure, yet some 441 graduates who transferred credits to WWU are still left unaccounted for and have no where else to come from other than the ranks of natives. Thus, from the entire population of native graduates (946 cases) only just over half (53.4%) took the entirety of their academic course load at WWU. In other words, for the graduating class of 1992, the chances were only about 50/50 that a student who began their academic career at WWU would actually take all of his or her courses at WWU.

The average number of credits earned by 1992 WWU graduates was 201.46. The median number of credits earned (50th percentile) was 192.00 credits. The most number of credits earned by a 1992 graduate at time of matriculation was 377.

Overall, the mean number of quarters 1992 graduates attended WWU was 11.4. For native graduates, the mean number of quarters attended was 14.0. For transfer graduates, the mean number of quarters attended was 9.0.

The mean GPA earned at WWU by the 1992 graduating class was 3.09. A 3.00 or better was earned by 56.3% of the graduates. Females earned a 3.16 and males a 2.99. Native students earned a 2.99 and transfers a 3.16. Analysis of WWU GPA by department of major provided results of unexpected interest. Not only were the differences in GPA statistically significant (.000), they also had a substantial to strong Eta² index of .19--which combined indicated a relationship of some merit. The highest GPA's were found for graduates in Human Services (3.60), Education (3.45), General Science (3.41), Mathematics (3.32), and Chemistry (3.32).

Honors were earned by 168 (8.1%) of the 1992 graduates, with 100 earning Cum Laude honors and 68 earning Magna Cum Laude honors. Females were more likely than males to earn honors, as were transfers were more likely than natives to earn honors.

Because of pre-1991 rules, only three 1992 graduates were *required* by the University to pass the Junior Writing Exam (JWE), which may partially explain why only 56.7% of 1992 graduates passed the written section of JWE, even as 83.6% passed the objective section.

The findings indicated that the majority of Education (BA/Ed) graduates were Washington residents (97.0%), white, non-Hispanic (95.8%), female (73.3%), and transfers (64.2%). The most frequently earned academic degree for Education majors was English (19.0%), followed by Social Studies (11.2%) and History (10.8%).

In 1992, there were 111 graduates who had participated in varsity athletics. Most were Washington residents (98.2%) and between 23-24 years old (66.7%). White, non-Hispanics made up 90.5% of graduates who participated in varsity athletics, while ethnic-minorities made up 9.5% of graduates who participated in varsity athletes. Most athlete-graduates were natives (77.5%) and most were male (62.2%). Most graduated from the College of Arts & Sciences (70.3%), but varsity athletes also graduated from the College of Business & Economics (21.6%) as well as all other WWU colleges. Moreover, graduates who participated in varsity athletics earned degrees in 43 of the 47 departments offering degrees at WWU. And while the most frequently earned degree was Physical Education or Recreation (10.8%), nearly the same amount graduated in Psychology (9.0%). Other popular majors for athlete-graduates included Art (7.2%), FMDS (7.2%), Technology (7.2%), and English (6.3%).

Analysis by statistical correlation and multiple regression were performed on selected variables. These tests indicated that if one wanted to utilize a score that might predict how well a student might do academically at WWU, using WWU GPA as a yardstick, the score that would serve them best would be High School GPA.

Introduction

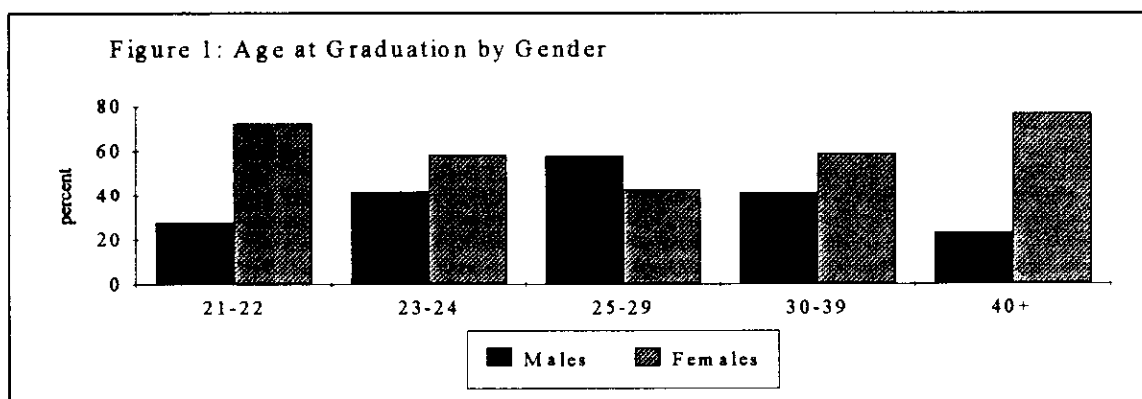
Information for this report was obtained from the Student Tracking System, jointly maintained by the Registrar's Office and the Office of Institutional Testing and Assessment. The report presents information intended to provide insight into various characteristics of graduates who matriculated during the 1991-92 academic year (Fall Quarter, 1991, through Summer Quarter, 1992). This cohort will hereafter be referred to as WWU's 1992 graduates. 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.

As in years past, comparison analyses will be performed by gender, age, and admit status. Overall percentages for ethnicity, veteran status and disability will also be reported, but no comparison analyses will be done for these categories as frequencies are too low for meaningful findings. There will be, however, a complete listing of descriptive statistics for ethnicity found in Appendix A.

Findings will be presented in summary form, and where appropriate, by tables and graphs. From the Student Tracking System, numerous variables were selected for analysis, including for the first time variables tracking WWU's student athletes. For the list of selected variables, see Appendix B. Summaries are presented along thematic categories.

Student Information

Between Fall Quarter, 1991, and Summer Quarter, 1992, there were four graduation ceremonies at WWU, with 2073 students matriculating, 58.6% female and 41.4% male. Natives (students who began their education at WWU as first-time freshmen) made up 45.6% of the 1992 graduates, transfers 51.6%, and students in special categories (summer transfers, etc.) 2.8%. Most graduates were between the ages of twenty-one to twenty-four years old (61.9%). There were no graduates younger than twenty-one years old; the oldest graduate was fifty-nine. As has been seen in previous reports on graduates, the only age category in which males constituted the highest percentage of graduates was that of 25-29 year-olds. (See Figure 1.)



Current Washington residents made up 95.7% of 1992 graduates. There were 73 veterans who graduated, as well as 63 graduates listing disabilities.¹ White, non-Hispanics made up 86.2% of the 1992 graduates, and ethnic-minorities 5.3%. Ethnic-minority graduates were somewhat more likely than white, non-Hispanic graduates to be transfers (56.7% of ethnic-minorities were transfers, and 50.4% of white, non-Hispanics were transfers). Graduates listed as "foreign" made up 1.2% of the 1992 figures, and graduates opting not to list their ethnicity made up 6.5% of the 1992 figures. Most 1992 graduates began attending classes in the fall (84.6%), but far fewer graduated in the spring (52.3%).²

Academic Preparation

High school grade point averages (HSGPA's) were included in the records of 1095 of the 1992 graduates. The majority of graduates (69.9%) had HSGPA's over 3.00. The mean HSGPA was 3.22. The mean HSGPA of the thirteen graduates with veterans status was 3.12; the mean HSGPA of the twenty-nine graduates with disability status was 3.02.

The mean HSGPA for 1992 female graduates was 3.27; the mean HSGPA for male graduates was 3.14. This difference in means was statistically significant (.000); however, the Eta² index, at .03, was weak, indicating that gender accounted for only 3% of the variability between HSGPA's of males and females. Other, and probably numerous, factors accounted for the other 97% of the variability.³

The mean HSGPA of 1992 native graduates was 3.23. The mean HSGPA of 1992 transfer graduates was 3.14. This difference was statistically significant (.004), but the Eta² index, at .01, was even weaker than that for gender. There was, however, a considered disparity of cases between native and transfer students' HSGPA's (native = 940; transfer = 151). In comparisons, like this one, that have quite dissimilar numbers of cases, the very low Eta² index is of particular importance to note. Because the Eta² is much less effected by the number of cases

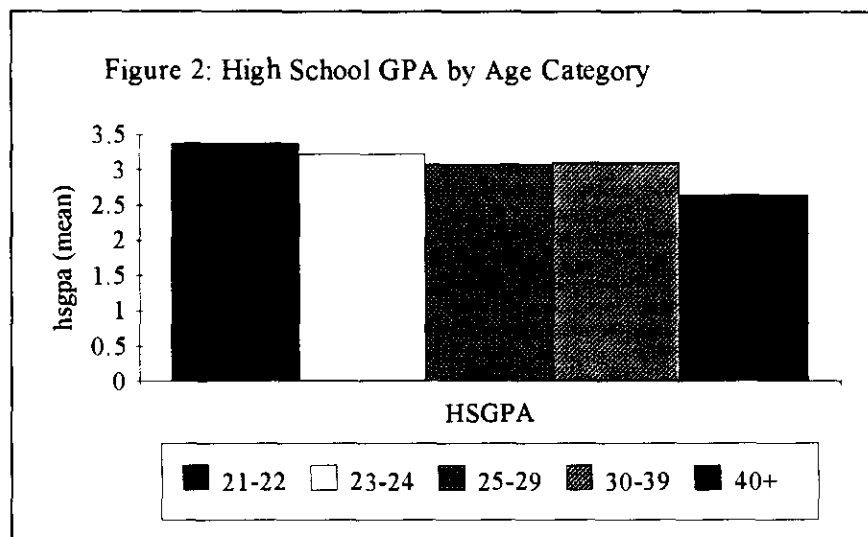
¹Categories included: learning disabled, ambulatory/mobility, visually disabled, hearing disabled, and miscellaneous.

²Fall = 14.4%; Winter = 19.6%; Summer = 13.7%.

³In this report, an F-test was used to establish whether relationships did or did not have statistical significance--which means, in this case, that the difference between the mean GPA's of males and females was substantial enough to be unaccountable by chance. The Eta-square (Eta²) is another statistical test and is particularly valuable as a counterbalance to the F-test. The Eta-square, rather than comparing means, compares the spread of a distribution. In other words, it mathematically considers the full range of GPA's, from the highest to lowest scores. The overall distribution of GPA's is contrasted to the distribution of GPA's within each variable (in this case gender). The Eta-square has a range of measurement between 0% to 100%. In other words, any particular variable (gender, age, etc.) can account for 0% to 100% of the variance of GPA's. The Eta-square in this case is saying that 3% of the variance in GPA can be accounted for by gender. Generally, an Eta-square of around 5% is considered weak, around 10% is considered modest, and around 15% substantial. Higher indexes than these would be considered strong, and obviously, important findings. The Eta-square was considered important to include in this report because it brings a deeper understanding of the figures presented. In this, as in all of its reports, the OIAT tries to balance hard statistical analysis and common sense reporting to a wide ranging audience. We hope, obviously, that the Eta-square index will be suit both purposes.

than the F-test for significance, it may be fair to assert that the difference in HSGPA by admit status, in spite of having statistical significance, could still have happened by chance.

By age category, findings indicated that the youngest 1992 graduates had the highest HSGPA, while the oldest graduates had the lowest. These findings were statistically significant (.000), and the Eta² index, at .07, was weak to modest.⁴ (See Figure 2.)



The now-defunct WPCT was still the pre-college test score most often reported by 1992 graduates, with 1075 case listings. For 1992 graduates, the mean for WPCT-Verbal was 51.3, and the mean for WPCT-Quantitative was 53.2. To use as a nominal basis of comparison, 1988-89 statewide figures (the last figures available) indicated that the mean for the WPCT-Verbal was 50, while the mean for WPCT-Quantitative was 54.

Scholastic Aptitude Test (SAT) scores were included in the records of 205 of the 1992 graduates. The mean SAT-Verbal score was 462.98, and the mean SAT-Quantitative score was 499.71. To use as a nominal basis of comparison, for 1993 college-bound seniors the mean SAT-Verbal score was 424 and the mean SAT-Quantitative score was 478.⁵

Analyses of WPCT means by gender indicated that females recorded higher verbal scores, while males recorded higher quantitative scores. The difference in *verbal* score was statistically significant (.016), but had a negligible Eta² index (.005). The difference in *quantitative* score was significant (.000), but had a weak Eta² index (.03). Analyses of SAT means by gender also indicated that females recorded higher verbal scores, while males recorded higher quantitative scores. The differences, however, were slight, and neither result tested for statistical significance

⁴Older graduates do, however, improve their grades substantially, graduating with the highest overall WWU GPA's of all age categories. (See findings under in the "Academic Performance" section of this report.)

⁵It may be of interest to note that dating back to 1984, the SAT scores of WWU graduates have never been lower than they have been in the last couple of years. Previous to 1990, the lowest SAT-Verbal score mean was 484.09 in 1987 and the highest was 532.75 in 1986. Previous to 1990, the lowest SAT-Quantitative score mean was 520.68 in 1988, and the highest 540.65 in 1985.

(verbal = .890; quantitative = .078). The conclusion would be that in 1992 WWU graduates, the pre-college test scores of males and females don't indicate any trends of particular strength or interest.

Analyses of WPCT means by admit status indicated that transfers recorded higher verbal scores, while natives recorded higher quantitative scores. The difference in *verbal* score was statistically significant (.025), and had a modest Eta² index (.09). The difference in *quantitative* score did not test for statistical significance. Similarly, analyses of SAT means by admit status indicated that transfers recorded higher verbal scores, while natives recorded higher quantitative scores. Yet again, the differences were slight, with neither result testing for statistical significance (verbal = .386; quantitative = .675). The conclusion would be that in 1992 WWU graduates, the pre-college test scores of natives and transfers may indicate a slight strength in the verbal testing ability of transfer graduates over that of natives.

Analyses of WPCT means by age category indicated that older students recorded higher verbal scores, while younger students recorded higher quantitative scores. In each category, there was statistical significance, yet weak Eta² indexes. Analyses of SAT-Verbal means by age category indicated no statistical significance, while analyses of SAT-Quantitative indicated statistical significance, but, again, a weak Eta² index. (See Table 1.)

Table 1: Pre-college Test Score (Means) by Age Category

Item	WPCT-V	WPCT-Q	N	SAT-V	SAT-Q	N
21-22	52.4	54.9	234	478.73	524.76	63
23-24	50.8	52.8	635	452.71	484.75	123
25-29	50.8	52.5	174	475.00	520.00	18
30-39	53.1	51.8	27	490.00	440.00	2
40+	67.0	51.3	4	-	-	-
significance	.000	.008		.237	.024	
Eta-squared	.02	.01		.02	.05	

College of Graduation

The majority of 1992 graduates matriculated through 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.⁶ Most graduates with veteran status graduated from the College of Arts & Sciences (65.8%), as did most graduates listing disabilities (58.7%). (See Table 2.)

⁶Official graduates of Woodring College of Education earn only one of two academic degrees: 1) Human Services, or 2) a variety of studies loosely grouped under the heading of Special Education. Graduates with teaching credentials conferred by Woodring, even those whose degrees are Bachelor's in Education, are *officially* considered graduates of the colleges through which their academic degrees were granted. Thus, figures reporting college of graduation do not necessarily reflect the percentage of graduates planning on a career as an elementary or secondary school teacher.

Table 2: College of Graduation

Item	N	Percent
College of Arts & Sciences	1311	63.2
College of Business & Economics	392	18.9
Woodring College of Education	156	7.5
College of Fine & Performing Arts	91	4.4
Fairhaven College	65	3.1
Huxley College	58	2.8

When analyzed by gender, both the College of Arts & Sciences and Huxley College's ratio of males to females reflected that of the population of 1992 graduates overall. The Woodring College of Education, the College of Fine & Performing Arts, and Fairhaven College all had a preponderance of female graduates, while males made up the majority of graduates only in the College of Business & Economics.

When analyzed by admit status, the College of Arts & Sciences came closest to reflecting the overall population of transfers and natives. The Woodring College of Education, Fairhaven College, and Huxley College graduated a preponderance of transfers, while natives made up the majority of graduates from the College of Business & Economics and the College of Fine & Performing Arts.⁷ (See Table 3.)

Table 3: College of Graduation by Gender and Admit Status

Item	Male	Female	Native	Transfer
Overall	41.4	58.6	45.6	51.6
College of Arts & Sciences	42.0	58.0	48.2	50.2
College of Business & Economics	54.3	45.7	51.5	47.4
Woodring College of Education	13.5	86.5	14.7	67.3
College of Fine & Performing Arts	30.8	69.2	51.6	47.3
Fairhaven College	32.3	67.7	29.2	67.7
Huxley College	43.1	56.9	39.7	58.6

Analyses of college of graduation by age category was done two ways. The first was to establish the overall percentage of graduates in each college--for instance, 63.4% of all graduates took their degrees in the College of Arts & Sciences--then compare vertically. Thus, for graduates less than thirty years old, relatively similar percentages were found graduating from the College of Arts & Sciences, while for graduates over thirty years old, lower percentages were found graduating from the College of Arts & Sciences. Relative to the overall percentage of graduates, a higher percentage of *older* graduates was found in the Woodring College of Education and Fairhaven College, while a higher percentage of *younger* graduates was found in the College of Business & Economics. (See Table 4.)

⁷Traditionally, most Human Services graduates (the most common degree conferred by Woodring College) are female and transfers. Thus, as with gender, figures describing college of graduation do not accurately reflect the percentage of natives and transfers who are planning careers in elementary and secondary education.

TABLE 4: College of Graduation by Age Category (Column=100%)

Item	Overall	21-22	23-24	25-29	30-39	40+
College of Arts & Sciences	63.4	68.7	63.5	69.8	58.4	42.5
College of Business & Economics	18.9	23.0	23.3	15.7	11.0	3.1
Woodring College of Education	7.4	1.7	2.7	5.5	18.7	37.5
College of Fine & Performing Arts	4.4	4.0	5.1	4.8	2.4	2.5
Fairhaven College	3.1	1.3	2.1	2.1	5.7	11.9
Huxley College	2.8	1.3	3.4	2.1	3.8	2.5

Age category analyzed conversely--in other words, by establishing the overall percent of graduates by age category rather than college of graduation--indicated that the highest percentage of graduates were 23-24 years old, and the second highest 25-29 years old. Yet only in the College of Arts & Sciences were overall figures reflected proportionately. In the College of Business & Economics and the College of Fine & Performing Arts the percentages of 23-24 year-old graduates was higher than overall figures, while for graduates thirty years and older were lower. The Woodring College of Education, Fairhaven College and Huxley College graduated low percentages of 21-22 year-olds. As might be expected, the Woodring College of Education had the highest percentage of graduates forty years and older. In completely unique findings, Fairhaven College had almost equal percentages of graduates 23-24 years old and 40 years and older. (See Table 5.)

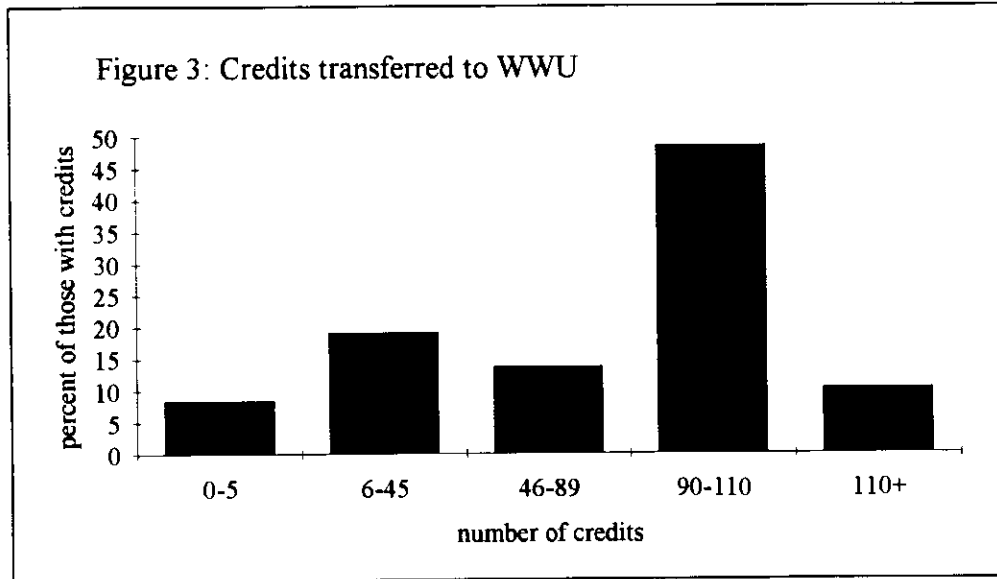
TABLE 5: College of Graduation by Age Category (Row=100%)

Item	21-22	23-24	25-29	30-39	40+
Overall	14.5	47.4	20.3	10.1	7.7
College of Arts & Sciences	15.7	47.4	22.3	9.3	5.2
College of Business & Economics	17.6	58.3	16.9	5.9	1.3
Woodring College of Education	3.3	17.0	15.0	25.5	39.2
College of Fine & Performing Arts	13.2	54.9	22.0	5.5	4.4
Fairhaven College	6.2	32.3	13.8	18.5	29.2
Huxley College	6.9	56.9	15.5	13.8	6.9

Transfer Characteristics

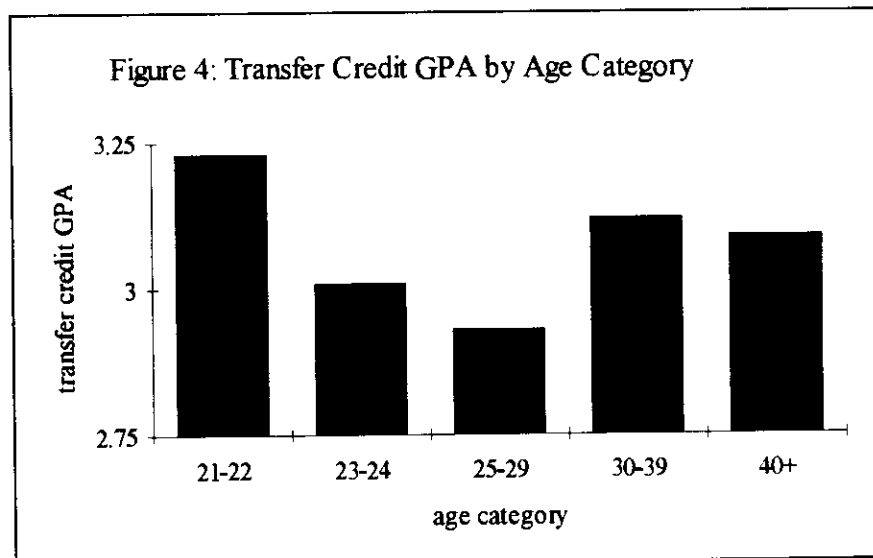
Figures indicate that credits were transferred to WWU from other institutions by nearly three-quarters of the 1992 graduating class (1511 cases out of 2073 on record, or 72.9%). Transfers, constituting 1070 cases, must by default make up the majority of this figure, yet some 441 graduates who transferred credits to WWU are still left unaccounted for.⁸ These graduates have no where else to come from other than the ranks of natives (those graduates who *began* their academic careers at WWU). Thus, from the entire population of native graduates (946 cases) only just over half (53.4%) took the entirety of their academic course load at WWU. In other words, for the graduating class of 1992, the chances were only about 50/50 that a student who began their academic career at WWU would actually take all of his or her courses at WWU. (See Figure 3.)

⁸The 1511 who indicated transferring credits minus the 1070 transfers.



The mean GPA of all credits transferred to WWU by 1992 graduates was 3.03, the same figure found in the report on June, 1991, WWU graduates. Veterans had a transfer GPA of 3.12. Graduates listing disabilities had a transfer GPA of 2.91. For female graduates transferring credits, the mean GPA was 3.09, and for males the mean GPA was 2.95. This difference was found to be statistically significant (.000), but with a weak Eta² index of .02.

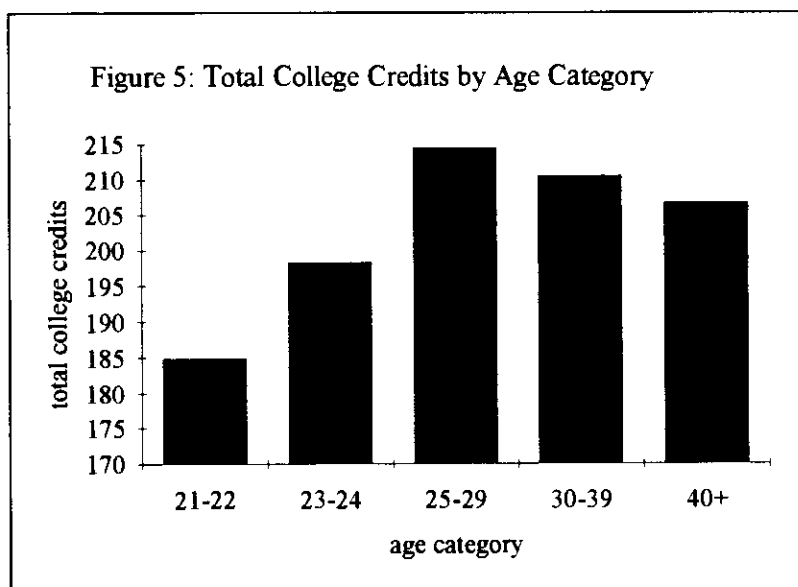
Analyzed by age category, transfer GPA was highest for 21-22 year-olds, and lowest for 25-29 year-olds. The differences in transfer GPA by age category were statistically significant (.000), but had a weak Eta² index of .03. (See Table 6.)



Credits Earned/Quarters Attended

The average number of credits earned by 1992 WWU graduates was 201.46. The median number of credits earned (50th percentile) was 192.00 credits. The most number of credits earned by a 1992 graduate at time of matriculation was 377. The average number of credits taken by males was 202.66, and by females 200.62, a difference that was not statistically significant.

The average number of credits earned by graduates with veteran status was 202.53. The average number of credits earned by graduates listing a disability was 200.81. The average number of credits earned by transfers was 204.67, and the average by natives was 197.39. Findings for admit status were statistically significant (.000), but had a weak Eta^2 index of .02. By age categories, 25-29 year-olds earned the most amount of college credit; while 21--22 year-olds earned the least. Findings for age category were statistically significant (.000), and had substantial Eta^2 index of .14. (See Figure 5.)



Overall, the mean number of quarters 1992 graduates attended WWU was 11.4. For native graduates, the mean number of quarters attended was 14.0. For transfer graduates, the mean number of quarters attended was 9.0. The mean number of quarters 1992 female graduates attended WWU was 11.2. For males the mean number of quarters attended was 11.7. By gender, the difference was statistically significant (.001), but the Eta^2 index was a mere .004. Using overall figures for analyses of quarters attended WWU by other variables (age, admit status, et. al.) were biased too greatly by the parameters of those variables to be useful. For instance, there was considerable variance by age category, but then most older students were also transfer students and needed less time at WWU in order to complete their degrees.

The most revealing analyses of quarters attended WWU involved the following two subgroups of 1992 graduates: those transfers with AA degrees earned, and those natives who took all their college credits at WWU (so-called "pure natives"). Using traditional expectations, the number of quarters needed to graduate for the former would be six, and for the latter twelve. Although such expectations may be unreasonable for an institution like Western where contemporary trends work against "traditional" college experiences,⁹ they can still serve as an arbitrary comparison point. The actual mean number of quarters attended WWU by transfers with AA degrees was 8.4, while the actual mean number of quarters attended WWU by "pure" natives was 14.6. The percentage of transfer graduates with AA degrees able to matriculate in six quarters or less was 16.6%. The percentage of native graduates without transfer credits able to matriculate in twelve quarters or less was 17.5%. (See Table 6.)

Table 6: Quarters Needed for Graduation

Item	Quarters needed to graduate		
	12 or less	13 to 15	16 or more
Natives without transfer credits	17.5	53.0	29.5
cumulative percent	-	70.5	100.0
	6 or less	7 to 9	10 or more
Transfers with AA Degrees	16.6	57.4	26.0
cumulative percent	-	74.0	100.0

Also conducted was a department-level analysis of the number quarters attended WWU by the 1992 graduating class. Again, only the most useful cohorts were reported: natives without transfer credits and transfers with AA degrees. The small numbers of graduates in some departments hamper certain kinds of comparative analyses; nonetheless, it was felt that presenting the findings might be helpful. In addition to department-level findings, findings for quarters attended WWU by college of graduation and by degree received are reported. Quarters attended WWU by graduates earning BA/Ed, degree, especially, helps to get a picture of quarters attended by graduates planning careers in Education. (See Tables 7 through 9.)

⁹1992 Cooperative Institutional Research Program (CIRP) findings indicated that 30.9% of entering WWU freshmen indicated there was a "very good" chance that they would have to work an outside job during college. The national response to this question was 25.2%. Another 37.6% of WWU freshmen felt there was "some chance" they would have to work an outside job.

Table 7: By Major, Quarters at WWU by Natives without Transfer Credits and Transfers with AA Degrees

Major	Native without transfer credit				Transfer with AA degree			
	N	Mean	Std. Dev.	Range: Min/Max	N	Mean	Std. Dev.	Range: Min/Max
Art	25	15.1	1.71	12/18	15	8.9	2.96	3/14
Art History	7	14.7	1.80	13/17	3	7.3	0.57	7/8
Music	7	15.7	1.98	13/18	4	8.0	1.41	7/10
Theater/Dance	2	14.0	2.83	12/16	4	7.5	1.00	7/9
Human Services	7	15.0	2.00	12/18	76	7.7	1.62	6/14
Fairhaven	6	15.0	2.83	12/20	11	7.5	2.46	4/11
Environmental Studies	17	14.6	1.84	12/18	16	8.5	2.00	5/13
Biology	10	15.6	2.17	12/19	13	8.8	1.69	6/12
Chemistry	5	14.4	1.52	12/16	3	12.7	4.04	9/17
Communications	23	14.7	2.40	12/18	27	8.1	1.63	6/13
Economics	11	15.5	3.14	12/21	8	8.4	2.56	6/14
Business Administration	7	14.4	1.51	12/16	4	10.3	2.75	7/13
Accounting	24	15.3	2.97	12/25	28	7.7	1.39	6/11
FMSD	53	14.0	2.40	12/20	49	7.8	1.74	5/14
Management	23	14.7	1.86	12/20	34	8.1	1.61	5/12
Education	2	17.0	1.41	16/18	13	10.2	1.72	7/14
English	36	14.5	2.31	12/24	47	9.0	1.93	6/14
Journalism	7	13.8	3.41	12/21	21	8.4	1.66	6/12
French	5	13.8	2.17	12/17	2	9.5	0.70	9/10
German	-	-	-	-	5	9.6	2.07	8/13
Spanish	3	16.0	2.00	14/18	8	7.9	1.13	6/10
Liberal Studies	12	14.3	2.10	12/18	10	9.0	2.16	7/13
Geography	17	14.4	1.77	12/19	7	8.3	2.06	6/11
Geology	1	12.0	-	-	6	9.3	3.08	6/14
History	18	14.6	2.64	12/23	29	9.3	2.88	6/15
Home Economics	6	14.0	1.79	12/17	18	8.3	2.78	6/14
Mathematics	9	15.7	3.54	12/23	7	10.4	2.07	7/12
Computer Science	1	16.0	-	-	9	8.4	1.88	6/12
Math-Computer Science	4	15.0	3.37	13/20	2	11.5	4.95	8/15
Physical Education	13	16.1	3.15	12/22	18	9.4	2.18	6/13
Recreation	27	14.0	1.34	12/17	15	7.6	1.06	6/9
Health Education	3	14.3	0.57	14/15	3	10.3	2.08	8/12
Physics	2	17.0	1.41	16/18	1	14.0	-	-
Political Science	35	14.1	2.35	12/21	22	7.4	2.20	4/13
Psychology	45	13.6	1.46	12/18	40	8.1	2.58	5/16
Sociology	25	13.6	3.03	12/18	31	6.9	1.63	3/11
Anthropology	14	14.5	1.79	12/18	8	8.0	1.77	6/11
Speech Pathology	11	13.0	1.10	12/15	6	6.5	2.35	2/9
Technology	22	17.2	2.78	15/21	20	9.8	2.76	6/15
General Science	-	-	-	-	11	10.0	1.27	8/12
Social Studies	7	15.3	1.25	13/17	6	10.2	1.94	7/13
Column Totals	552	13.1	1.81	12/25	660	8.29	1.87	2/16

Table 8: By College of Graduation, Quarters at WWU
by Native Graduates without Transfer Credits
and Transfer Graduates with AA Degrees

College	Native without transfer credits			Transfer with AA degree		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.
College of Arts & Sciences	375	14.5	2.42	399	8.6	2.33
College of Business & Economics	120	14.6	2.54	123	8.0	1.76
Woodring College of Education	9	15.4	2.01	89	8.1	1.94
College of Fine & Performing Arts	27	15.4	1.65	23	8.2	2.25
Fairhaven College	11	14.2	2.36	12	7.6	2.35
Huxley College	18	14.7	1.78	16	8.5	2.00

Table 9: By Degree Earned, Quarters at WWU
by Native Graduates without Transfer Credits
and Transfer Graduates with AA Degrees

Degree	Native without transfer credits			Transfer with AA degree		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.
BA	440	14.3	2.28	495	7.8	1.94
BS	73	15.5	2.59	73	9.2	2.45
BFA	1	16.0	-	-	-	-
B/Mus	5	16.6	1.52	-	-	-
BA/Ed	41	16.0	2.36	94	10.5	1.69

Quarters Missed/Courses Dropped and Repeated

The "quarters missed" variable was included specifically to address issues affecting graduation rates. How many graduates took time away from WWU--in current jargon, "stopped out"--and for how long? Findings indicated that 20.5% of 1992 graduates took at least one quarter off. Most students taking time off missed one quarter (7.9%). One graduate had missed 80 quarters, or 20 years.

Of students who missed quarters, a mean number of quarters missed was computed to use as a comparison tool across gender, admit status, and age categories. Analysis of number of quarters missed by gender was not statistically significant, but analyses of number of quarters missed by admit status and age category were statistically significant (sig = .000 for each), with the Eta² index for admit status being modest to substantial (.12), and the Eta² index for age category being strong (.35). As might be expected, older graduates had a higher mean number of quarters missed than younger graduates. Moreover, because older students comprised a higher percentage of Woodring College of Education, Fairhaven College, and Huxley College graduates than the other three WWU colleges, the mean number of quarters missed by their graduates was also higher.

The variables "courses dropped" and "courses repeated" were also included to address graduation rates issues. The percentage of 1992 graduates who dropped courses was 39.8%. Of graduates who did drop courses, 61.7% dropped one course, and 25.6% dropped two courses.

Yet without knowing *why* a course was dropped, the findings are open to a broad range of interpretation. Academic failure or course misplacement may explain why a course was dropped, yet so could events such as family emergencies. Certain registration practices, too, could explain courses dropped, as students jockeyed for courses at the beginning of a quarter.

Although well over a third of 1992 graduates dropped a course, only 13.7% reported repeating a course. Of graduates who did repeat a course, 65.3% repeated one course, and 22.5% repeated two courses. When a mean was calculated for comparison purposes, males were found to more likely than females to repeat a course (1.8 males, 1.4 females), a difference that was statistically significant (.028), but with a weak η^2 index of .02. No statistical significance was found in the difference between courses repeated by admit status, but when analyzed by age category it was found that graduates aged 25-29 had the highest mean number of courses repeated (2.1), a difference that was statistically significant (.001), although with a weak to modest η^2 index of .07. Nevertheless, for interest's sake, a profile of graduates aged 25-29 who repeated courses was developed. Of these 101 graduates, most were transfers (65.3%) and male (62.4%), and most graduated with BA degrees (62.4%) from the College of Arts & Sciences (72.3%).

Academic Performance at WWU

The mean GPA earned at WWU by the 1992 graduating class was 3.09. A 3.00 or better was earned by 56.3% of the graduates. Females earned a 3.16 and males a 2.99, a difference that statistically significant (.000), but with a weak η^2 index of .04. Native students earned a 2.99 and transfers a 3.16, a difference that was also statistically significant (.000), but again with a weak η^2 index of .06. Graduates with veteran status earned a 3.15; graduates with disabilities earned a 2.98.

Analysis of WWU GPA by department of major provided results of unexpected interest. Not only were the differences in GPA statistically significant (.000), they also had a substantial to strong η^2 index of .19. The highest GPA's were found for graduates in Human Services (3.60), Education (3.45), General Science (3.41), Mathematics (3.32), and Chemistry (3.32). Also earning with high WWU GPA's were Fairhaven graduates (3.41), although these scores would have included only courses taken outside of Fairhaven, as Fairhaven itself does not use a grading system for its courses, and thus would be representative of something slightly different than what the other scores represent.

It was surmised that the age of graduates had something to do with the high WWU GPA's found in Human Services and Education, since they graduate many older students and older students overall were found to have higher GPA's than their younger counterparts. And, indeed, while age was not of statistical significance for graduates in General Science, Chemistry, or Fairhaven, it did have a definite impact on the GPA's of graduates in Human Services, Education, and Mathematics. When analyzed by age, the differences in GPA's in these three majors was statistically significant (Human Services = .000; Education = .020; and Mathematics = .026). Moreover, the η^2 indexes were substantial to strong (Human Services = .18; Education = .29; and Mathematics = .34). The twist was that in Human Services and Education it was older

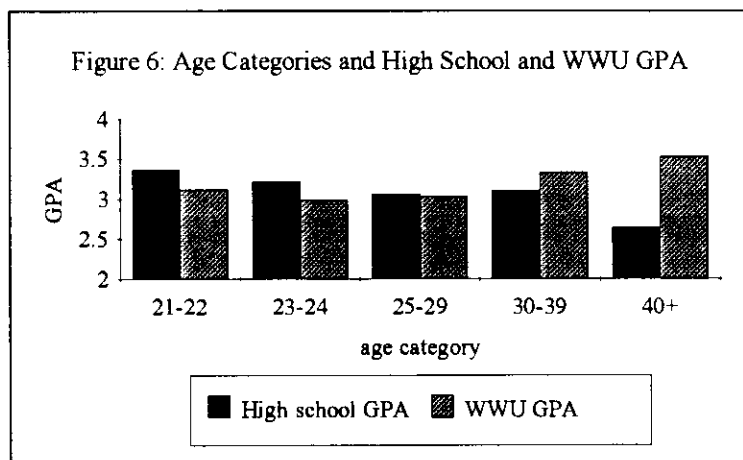
graduates had higher GPA's, while in Mathematics it was younger graduates who had higher GPA's. (See Table 10.)

Table 10: WWU GPA and Department of Major

Item	GPA	N	Std. Dev.
Art	3.02	81	0.401
Art History	3.05	15	0.324
Music	3.29	17	0.333
Theater/Dance	3.21	16	0.238
Human Services	3.60	127	0.366
Fairhaven	3.41	46	0.472
Environmental Studies	3.07	57	0.396
Biology	3.24	41	0.449
Chemistry	3.32	16	0.374
Communications	2.93	87	0.317
Economics	3.02	28	0.436
Business Administration	2.98	15	0.444
Accounting	3.13	86	0.383
FMDS	2.96	173	0.348
Management	2.91	89	0.325
Education	3.45	33	0.294
English	3.15	134	0.420
Journalism	2.96	41	0.453
French	2.93	10	0.500
German	3.18	5	0.418
Spanish	3.27	15	0.419
Liberal Studies	3.07	31	0.488
Geography	2.91	38	0.406
Geology	3.03	14	0.404
History	3.12	78	0.423
Home Economics	3.04	52	0.381
Mathematics	3.32	26	0.298
Computer Science	2.91	23	0.485
Math-Computer Science	2.95	8	0.504
Philosophy	3.18	4	0.336
Physical Education	3.10	51	0.370
Recreation	2.88	60	0.357
Health Education	3.15	14	0.424
Physics	2.87	6	0.446
Political Science	2.99	95	0.424
Psychology	3.13	135	0.383
Sociology	2.89	89	0.428
Anthropology	3.09	43	0.455
Speech Pathology	3.13	28	0.401
Technology	2.99	94	0.398
General Science	3.41	15	0.268
Social Studies	3.19	26	0.189
Column Totals	3.09	2062	0.390

After reviewing WWU GPA findings by major, it was suspected that the high GPA's found in certain majors might be effecting age category results. And, indeed, an effect was present. Analysis by age category *including* the three highest GPA majors--Human Services, Education and General Science--indicated that differences in WWU GPA by age categories were statistically significant (.000), as well as had a substantial Eta² index of .14. Analysis by age category *excluding* Human Services, Education and General Science graduates indicated that differences in WWU GPA by age category were still statistically significant (.000), but the Eta² index fell by half, from substantial (.14) to weak (.07). What this indicates is that while WWU GPA *is* different across age categories, the percent of difference that can be statistically accounted for *by* age is fourteen percent overall, but only seven percent with the three aforementioned majors taken out of the analysis. Thus it may be that GPA's earned in a few majors do effect the overall analysis of WWU GPA by age category.

Yet regardless of findings by major, it is still noteworthy to point out that while older graduates had the lowest high school GPA's overall, they had also the highest WWU GPA's. (See Figure 6.)



Honors were earned by 168 (8.1%) of the 1992 graduates, with 100 earning Cum Laude honors and 68 earning Magna Cum Laude honors. Females were more likely than males to earn honors. Of the 168 graduates earning honors, 68.5% were females and 31.5% male. These figures might best be compared to the total percentage of females and males graduating from WWU in 1992, which was 58.6% females and 41.4% males. The differences between overall percentages of males and females at WWU and the percentages of males and females earning honors was statistically significant (.007). Here it might help to recall that females enter WWU with higher high school GPA's than males, and also earn higher WWU GPA's than males, and that both findings were themselves statistically significant. Even though Eta² indexes were weak, the fact that differences exist may shed a statistical light on why females earn honors disproportionately higher to their overall representation at WWU.

Likewise, transfers were more likely than natives to earn honors. Of the 168 graduates earning honors, 63.1% were transfers and 32.1% natives. These figures, too, might best be compared to the total percentage of transfers and natives graduating from WWU in 1992, which

was 51.6% transfers, and 45.6% natives. Again, the differences between overall percentages of transfers and natives at WWU and the percentages of transfers and natives earning honors was statistically significant (.004). Yet neither transfer GPA, incomparable to any other graduate variable, nor high school GPA, which was infrequently part of transfers' data, could be utilized to explain this difference. The following speculation, however, is offered: By the nature of the honors accounting system, any low grades transfers may have had while in community colleges or elsewhere are not utilized. If, between their previous school and WWU, transfers matured academically, learned how study, etc., they may have benefited by such an accounting system. On the other hand, natives have all of their WWU academic scores, lower and upper division, included in the honors formula. If they haven't "found themselves" academically early on, it could be that early grades hold them back from having higher WWU GPA's.

Analysis of honors earned by age category also indicated a difference that was statistically significant (.000). *Higher* percentages of the youngest (21-22) and older (30-39 and 40+) graduates, and *lower* percentages of 23-24 and 25-29 year-old graduates were found from the representation in age categories of the overall population of 1992 graduates. In other words, a disproportionate number of older and youngest graduates earned honors. (See Table 11.)

Table 11: Age Categories and Honors Earned
(Row = 100%)

Item	21-22	23-24	25-29	30-39	40+
No honors earned	13.9	48.9	20.9	9.2	7.0
Honors earned	20.8	29.8	13.7	20.2	15.5

Only three 1992 graduates were required by the University to pass the Junior Writing Exam (JWE),¹⁰ which may partially explain why only 56.7% of 1992 graduates passed the written section of JWE, even as 83.6% passed the objective section. Females were more likely than males to pass the objective section of the JWE (87.4% of females vs. 78.4% of males, statistically significant at .000), but no more likely to pass the written section of the JWE (57.9% of females vs. 55.1% of males, not statistically significant).

Native graduates were more likely than transfers to pass the objective section of the JWE (86.1% of natives vs. 81.9% of transfers, statistically significant at .005), but no more likely to pass the written section of the JWE (55.7% of natives vs. 57.6% of transfers, not statistically significant).

Higher percentages of the youngest and oldest graduates were found to have passed the objective section of the JWE than were found in the overall representation of graduates in those age categories. This finding was statistically significant at .000. As well, higher percentages of graduates thirty years-old and older were found to have passed the essay section of the JWE than were found in the overall representation of graduates in those age categories. This finding, too, was statistically significant, at .001. In other words, a disproportionate percentage of the oldest

¹⁰Outside of a few departmental exceptions, no student entering WWU prior to the Fall of 1991 (student numbers beginning 914) was required to *pass* the Junior Writing Exam, only to *take* it.

and youngest graduates passed the objective section of the JWE, and a disproportionate number older graduates passed the essay section of the JWE. (See Table 12.)

Table 12: Age Categories and Junior Writing Exam Outcomes
(Column = 100%)

Item	Overall	21-22	23-24	25-29	30-39	40+
JWE Objective						
Unsatisfactory	16.3	10.0	16.8	20.1	20.7	9.5
Satisfactory	83.7	90.0	83.2	79.9	79.3	90.5
JWE Essay						
Unsatisfactory	43.3	42.3	46.7	43.2	37.9	29.7
Satisfactory	56.7	57.7	53.3	56.8	62.1	70.3

Degrees Granted

The 1992 graduating class overwhelmingly earned Bachelor of Arts degrees (74.1%). The least earned degree was Bachelor of Fine Arts, earned by one graduate. (See Table 13.)

Table 13: Degrees earned by 1992 Graduating Class

Item	N	%
BA	1536	74.1
BS	294	14.2
BA/Ed.	232	11.2
B/Mus	9	0.4
BFA	2	0.1

Females were more likely to earn BA degrees and BA/Ed degrees than males (BA = 60.7% females, 39.3% males; BA/Ed = 73.3% females, 26.7% males), while males were more likely to earn BS degrees (BS = 36.1% females, 63.9% males). This finding was statistically significant at .000. Transfers were more likely to earn BA/Ed degrees than natives. This finding was statistically significant at .030. For admit status, no other differences of merit were noted.

When compared to the representation of their age group within the overall population of graduates, the youngest graduates were found most likely to earn BA degrees, less likely to earn BS degrees, and very unlikely to earn BA/Ed degrees. Graduates aged 25-29 years old were more likely to earn BA/Ed and BS degrees, and less likely to earn BA degrees. Older graduates indicated only slight variations in degree earned from their overall representation; in other words, no particular strong likelihood of taking one degree or another because of their age. Overall, however, age did have an effect on the degree graduates earned. The differences were found to be statistically significant at .000. (See Table 14.)

Table 14: Age Category and Degree Earned
(Row = 100%)

Item	21-22	23-24	25-29	30-39	40+
Overall	14.5	47.4	20.3	10.1	7.7
BA	17.8	48.7	16.5	8.8	8.2
BS	8.5	40.8	30.3	14.6	5.8
BA/Ed	0.9	46.3	32.5	13.0	7.4
B/Mus	-	66.7	33.3	-	-
BFA	-	50.0	-	50.0	-

Profile of Education Graduates

Because of WWU's history as a "Teacher's College" and its continuing commitment to a strong program in teacher training, a profile of graduates earning a BA/Ed degree is included in this report. Although this procedure may not include *all* graduates who appear to be entering the teaching field--some graduates take full academic degrees (BA or BS) plus a teaching endorsement and thus slip through the statistical cracks--it probably does encompass most of them.

The findings indicated that the majority of Education graduates were Washington residents (97.0%), white, non-Hispanic (95.8%), female (73.3%), and transfers (64.2%). The most frequently earned academic degree for Education majors was English (19.0%), followed by Social Studies (11.2%) and History (10.8%). Honors were earned by 28 (or 12.1%) of 1992 graduates in Education. And while all graduates were found in all age categories, the most frequent age at graduation was 23-24 years old (46.3%).

Profile of Graduates Who Participated in Varsity Athletics

Because of WWU's commitment to a strong scholar/athlete program, and because over 500 students a year participate in varsity athletics, a profile of graduates who had participated in varsity athletics has also been included in this report. This is a new item for the OIAT's annual graduate report, made possible by the inclusion of athlete status in the Registrar's Office data files.

In 1992, there were 111 graduates who had participated in varsity athletics. Most were Washington residents (98.2%) and between 23-24 years old (66.7%). White, non-Hispanics made up 90.5% of graduates who participated in varsity athletics, while ethnic-minorities made up 9.5% of graduates who participated in varsity athletes. Most athlete-graduates were natives (77.5%) and most were male (62.2%). Most graduated from the College of Arts & Sciences (70.3%), but varsity athletes also graduated from the College of Business & Economics (21.6%) as well as the College of Fine & Performing Arts (3.6%), Huxley (2.7%), Fairhaven (0.9%) and Woodring (0.9%). Like the rest of the 1992 graduating class, a majority of athlete-graduates earned

Bachelor of Arts degrees (69.4%), although athlete-graduates also earned Bachelor of Science degrees (20.7%), as well as Bachelor of Arts, Education degrees (9.9%)

Graduates who participated in varsity athletics earned degrees in 43 of the 47 departments offering degrees at WWU. Just 10.8% graduated in Physical Education or Recreation. Nearly the same amount graduated in Psychology (9.0%). Other popular majors for athlete-graduates included Art (7.2%), FMDS (7.2%), Technology (7.2%), and English (6.3%).

The sport in which most athlete/graduates participated was crew (24.3%), followed by cross-country (17.1%) and football (16.2%). Volleyball, basketball and crew graduated the highest *percentage* of females, with crew graduating the highest *number* of females. (See Table 14.)

Table 14: Gender and Sports Participation

Item	Male		Female	
	N	%	N	%
Basketball	1	20.0	4	80.0
Crew	11	40.7	16	59.3
Football	18	100.0	n/a	n/a
Golf	2	100.0	n/a	n/a
Tennis	4	57.1	3	42.9
Soccer	7	63.6	4	36.4
Track	14	82.4	3	17.6
Volleyball	n/a	n/a	5	100.0
Cross-country	12	63.2	7	36.8
Total	69	62.2	42	37.8

Discussion

Analysis by statistical correlation was performed on selected variables. High School GPA indicated a moderate to strong positive correlation to WWU GPA ($r = .518$; sig. = .000; cases = 1095). SAT-Verbal score indicated a moderate positive correlation to WWU GPA ($r = .488$; sig. = .000; cases = 206). Multiple regression analysis on the same variables indicated an R^2 finding of .373 for the independent variable High School GPA on the dependent variable WWU GPA. In other words, 37.3% of the variance in WWU GPA is accounted for by High School GPA. The relationship is positive: the higher the High School GPA, the higher the WWU GPA. The relationship is also fairly strong, especially considering that at 1095, the frequency of cases is large. If, in other words, one wanted to utilize a score that might predict how well a student might do academically at WWU, using WWU GPA as a yardstick, the score that would serve them best would be High School GPA.

Comparing this year's graduating class report to previous years' reports was complicated by the fact that the 1990 and 1991 profiles were for June graduates only, while the 1992 profile included a full year's worth of graduates. This change nearly doubled the cohort size. Yet certain patterns can be reported. For instance, at 3.09, overall academic performance remained stable, in-between 1990's 3.08 and 1991's 3.11. What might happen to the mean GPA of WWU graduates as the highly-touted freshmen classes of 1989 and after begin to matriculate should prove of interest. Recent headlines of "grade inflation" at the University of Washington, for instance, indicate that university grading systems are indeed under scrutiny. Judging from the strength of High School GPA as a predictor of college success, it would follow that the GPA's of WWU graduates *will* rise. Certainly the High School GPA's of entering freshmen at WWU have risen dramatically in the last few years. If such a scenario were to occur, it may be prudent to remind interested parties of this relationship.

Up slightly is the percentage of ethnic-minority graduates. When including all graduates, whether they reported ethnicity or not, ethnic-minorities made up 6.1% of the 1992 graduating class. This contrasts with 5.5% of graduates in 1991, 5.7% of graduates in 1990, and 5.9% of graduates in 1989. To put a perspective on what that figure means, the enrollment report from the Fall of 1988 was referenced. All other considerations being equal--the percentage of transfers, the number of quarters needed to graduate, etc.--it was felt that figures from that report would give a fair approximation of ethnic graduation trends. And, indeed, in the Fall of 1988 ethnic-minorities comprised approximately 6% of the overall population of WWU students.

Appendix A:
Ethnicity Report

WWU 1992 Graduates: Ethnicity Report

Ethnicity	Admit Status					
			Native	% of Ethnic population	Transfer	% of Ethnic population
	N	%	N		N	
Black	14	0.70	5	35.70	7	50.00
American Indian/AK Nativ	34	1.60	10	29.40	21	61.80
White, non-Hispanic	1786	86.20	853	47.80	901	50.40
Hispanic	20	1.00	8	40.00	11	55.00
Asian/Pacific Islander	59	2.80	25	42.40	33	55.90
International	25	1.20	1	4.00	22	88.00
Did not respond	135	6.50	-	-	-	-

GPA's

	High School	GPA	Transfer	GPA	WWU	GPA
	N		N		N	
Black	5	2.91	9	2.61	14	2.96
American Indian/AK Nativ	11	3.44	24	3.05	34	3.16
White, non-Hispanic	987	3.21	965	3.04	1780	3.09
Hispanic	9	3.28	14	2.94	20	2.98
Asian/Pacific Islander	30	3.28	34	3.00	59	2.94
International	2	3.35	20	3.26	25	3.17

Pre-college Test Scores

	WPCT			SAT		
	N	Verbal	Math	N	Verbal	Math
Black	3	39.00	46.00	1	610.00	690.00
American Indian/AK Nativ	8	52.38	54.25	1	600.00	520.00
White, non-Hispanic	971	51.39	53.30	180	461.68	502.63
Hispanic	8	49.63	51.63	1	660.00	710.00
Asian/Pacific Islander	26	50.00	52.81	11	440.00	480.91
International	3	37.67	49.00	-	-	-

University demographics

	Quarters missed	Mean	Courses dropped	Mean	Courses repeated	Mean
	N		N		N	
Black	4	7.50	2	2.00	2	2.00
American Indian/AK Nativ	11	12.50	15	1.13	5	1.40
White, non-Hispanic	352	5.60	708	1.58	241	1.63
Hispanic	5	3.00	5	1.40	2	2.00
Asian/Pacific Islander	9	4.11	27	1.63	14	2.00
International	7	8.14	15	1.60	5	2.00

WWU 1992 Graduates: Ethnicity Report

University demographics (cont.)

	Quarters at WWU	Mean	Total credits earned	Mean	Junior Writing Exam	
	N		N		Objective (% pass)	Essay (% pass)
Black	14	9.21	14	192.04	53.80	15.40
American Indian/AK Nativ	34	10.18	34	202.57	84.80	48.50
White, non-Hispanic	1785	11.50	1786	200.89	84.10	57.50
Hispanic	20	11.60	20	201.10	78.90	36.80
Asian/Pacific Islander	59	11.24	59	206.23	82.50	42.10
International	25	8.84	25	194.12	69.60	43.50

Degree earned

	BA	% of Ethnic population	BS	% of Ethnic population	BA/Ed	% of Ethnic population
	N		N		N	
Black	14	100.00	-	0.00	-	0.00
American Indian/AK Nativ	24	70.60	5	14.70	5	14.70
White, non-Hispanic	1335	74.70	236	13.20	205	11.50
Hispanic	16	80.00	4	20.00	-	0.00
Asian/Pacific Islander	33	55.90	22	37.30	4	6.80
International	23	92.00	2	8.00	-	0.00
	BFA	% of Ethnic population	BM	% of Ethnic population		
	N		N			
Black	-	0.00	-	0.00		
American Indian/AK Nativ	-	0.00	-	0.00		
White, non-Hispanic	2	0.1	8	0.40		
Hispanic	-	0.00	-	0.00		
Asian/Pacific Islander	-	0.00	-	0.00		
International	-	0.00	-	0.00		

WWU 1992 Graduates: Ethnicity Report

College of graduation

	F&PA	% of Ethnic population	B&E	% of Ethnic population	Fairhaven	% of Ethnic population
	N		N		N	
Black	-	0.00	1	7.10	1	7.10
American Indian/AK Nativ	1	2.90	2	5.90	1	2.90
White, non-Hispanic	80	4.50	358	20.00	51	2.90
Hispanic	1	5.00	2	10.00	-	0.00
Asian/Pacific Islander	-	0.00	11	18.60	2	3.40
International	2	8.00	5	20.00	3	12.00
	Woodring	% of Ethnic population	Huxley	% of Ethnic population	A&S	% of Ethnic population
	N		N		N	
Black	3	21.40	-	0.00	9	64.30
American Indian/AK Nativ	7	20.60	2	5.90	21	61.80
White, non-Hispanic	128	7.20	49	2.70	1120	62.70
Hispanic	2	10.00	2	10.00	13	65.00
Asian/Pacific Islander	1	1.70	-	0.00	45	76.30
International	-	0.00	-	0.00	15	60.00

Honors at graduation

	Cum Laude	% of Ethnic population	Magna	% of Ethnic population
	N		N	
Black	-	0.00	-	0.00
American Indian/AK Nativ	3	8.80	-	0.00
White, non-Hispanic	83	4.70	59	3.30
Hispanic	-	0.00	1	5.00
Asian/Pacific Islander	4	6.80	-	0.00
International	2	8.00	1	4.00

Appendix B:

Selected Variables from
Student Tracking System

Selected Variables from Student Tracking System

ID	Permanent ID number	ALUMNI	Parent(s) alumni
AGE	Graduates' age in 1991	NUMQTRS	Quarters at WWU
AGECAT	Age categories	MISSQTR	# of quarters missed
SEX	Gender	REPTCRS	# of courses repeated
ETHNIC	Ethnic origin	DROPCRS	# of courses dropped
ADMIT	Admission type	JWEOBJ	JWE objective grade (S/U)
DISABLE	Disability	JWEOBJSC	JWE objective score
VETERAN	Verteran/non-veteran	JWEESSAY	JWE Essay grade (P/F)
STATE	Washington resident; Out-of-state resident; International	WPCTV	WPCT-Verbal score
		WPCTQ	WPCT-Quantitative score
HSGPA	High school grade point average	WPCTCOMP	WPCT-Composite score
HSYR	High school year	SATV	SAT-Verbal score
ORIENT	Summer Orientation participant	SATM	SAT-Quantitative score
TRSFGPA	Transfer credits grade point average	SATCOMP	SAT-Composite score
TRSFDEGR	Transfer degree	ATHLETE	Varsity athletic participation
TRSFURED	Transfer credits	SPORT1	basketball; crew; football; golf; tennis; soccer; track volleyball; cross-country
WWUGPA	WWU grade point average		
WWUCRED	Undergraduate WWU credits		
DEPT	Department of major at graduation	SPORT2	basketball; crew; football; golf; tennis; soccer; track volleyball; cross-country
TOTURED	Total credits at graduation		
ADMITQTR	Quarter of admission		
DEGREE	Degree granted in 1991-92	SUBCOLLG	Graduation sub-college
DEGREE2	Second degree granted	HONORS	Honors at graduation
DEGQTR	Quarter degree granted		