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The Relationship between Academic Performance, Students' Admission Status, and Selected Student Characteristics

Jacqueline M. Andrieu-Parker
Western Washington University

Joseph E. Trimble
Western Washington University

Tracy Thorndike-Christ
Western Washington University

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Report 1991-01: The Relationship between Academic Performance, Students' Admission Status, and Selected Student Characteristics

This report presents the results of analyses of the relationships between a student's admission status, his or her grade point average and a variety of student characteristics, including gender, ethnicity, and age. The records for a sample of 982 Western upper-division students (having between 80 and 100 Western credits) were provided by the Registrar for analysis.

Students who began their higher education at Western (natives) were found to have a higher average gpa (2.96) than students who transferred from a two-year institution (2.85). These findings are inconsistent with those reported in the profile of spring, 1990, graduates in which transfer students achieved a higher average gpa than natives did. No differences were found between the gpa's of native and transfers from four-year institutions, nor between transfers from two-year and four-year institutions.

As was also noted in the 1990 graduate profile, females in this sample (55%) had higher gpa's than males (45%). When comparing students of different age categories, students 40 years of age and older had the highest gpa overall, and students of different ethnic backgrounds achieved effectively equivalent gpa's.

Some majors had higher average gpa's than others. Students from different admission status categories generally did equally well within a given major. The only exception was in the Business/Management major where natives outperformed two-year transfer students.