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A Profile of Selected
Characteristics of the 1994
Western Washington University
Graduating Class

Report 1995-05

Gary R. McKinney
Joseph E. Trimble
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October, 1995

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Executive Summary

Information for this report was obtained from the Student Tracking System. Findings are intended to provide insight into various characteristics of the 2100 graduates who matriculated during the 1993-94 academic year. Generally, Western's 1994 graduates were mostly female (57.8% versus 42.2% male); mostly transfers (53.5% versus 42.1% natives, or students who began at Western as first-time frosh); and overwhelmingly current Washington residents (97.5%). Some 1994 graduates chose not to disclose their ethnicity (5.4%). Of the rest, the majority were Euro-Americans (85.4%). Ethnic-minorities made up 8.4% of 1994 graduates, up from 7.0% in 1993.

Time-to-degree analysis for yearly cohorts of graduates is done from end result (matriculation) looking back, rather than the more popular method of tracking a cohort of frosh from quarter of entry through to graduation. When looking back from the end of a student's academic career, quarters attended is the clearest measure of time-to-degree. Results are different, but tell a similar story from a new perspective. For the 1994 graduating class, the average number of quarters attended Western by natives was 14.4, and the average number of quarters attended Western by transfers was 9.2. In other words, the average native attended Western for a little less than five years, while the average transfer attended Western for about three years. These figures mirror findings that track frosh classes through to graduation and indicate that most natives need more than four but usually no more than five years to graduate, while transfers need about three years and sometimes a little more to graduate.

The average number of credits earned by 1994 Western graduates was 203.3. The median number of credits earned (50th percentile) was 195 credits. By referencing the source of college credits (whether taken at Western or elsewhere), it was established that approximately fifty percent of all native graduates had taken courses at colleges other than Western. In other words, for the graduating class of 1994, the chances were only about 50/50 that a student who began their academic career at Western would actually take all of his or her courses at Western, up from the 1993 finding of 60/40.

The majority of 1994 graduates matriculated through the College of Arts & Sciences, followed by the College of Business & Economics, the Woodring College of Education, Huxley College, the College of Fine & Performing Arts, and Fairhaven College.

The average gpa earned at Western by 1994 graduates was 3.15, the highest recorded in fifteen years. A 3.00 or better was earned by 62.5% of the graduates. Females earned a 3.21 and males a 3.06. Graduates with native admit status earned a 3.08 and graduates with transfer admit status earned a 3.18. While differences in gpa by gender and admit status were statistically significant at .000, variance testing indicated that very little of the significance could be explained by the gender or admit status alone. While in each case the differences in gpa were real enough, gender and admit status alone accounted for little more than four percent of the variance.

Moreover, certain nonstatistical factors effect strongly gpa by admit status. For one thing, transfers take most of, if not all their lower division coursework at institutions other than Western. Grades earned in lower division coursework are not factored into Western gpa. In practice, transfers are forgiven their gpa's earned as frosh and sophomores--which, when averaged, are lower than gpa's earned as juniors and seniors. Indeed, various in-house studies have indicated that gpa's earned in upper division courses only have no statistical difference when analyzed by admit status.

Graduates majoring in Human Services earned a Western gpa of 3.64, the highest overall, followed by Education (3.42), Spanish (3.37), and Social Studies (3.32). The differences in gpa's found across majors was also statistically significant at .000; moreover, variance testing indicated that a graduate's major accounted for 16.6% of the variance--which is statistically quite a strong finding. Various analyses indicated that year-in and year-out, the trend is for Human Services and Education majors to have higher Western gpa's than any other majors, *regardless* of mitigating factors like age, gender, department entrance standards, or the academic preparedness of the students.

Honors were earned by 8.0% of the 1994 graduates, up from 6.6% in 1993. Females and transfer were more likely to earn honors than males or natives. Females, of course, also earned higher Western gpa's and would thus be expected to earn more honors. The Western gpa's of transfers, on the other hand, may have benefited greatly from the fact that much to all of their lower division work was done at schools other than Western.

Although far more 1994 graduates than in years previous were required to actually pass the Junior Writing Exam (19.4%), most were still not required to pass either section. Nonetheless, the percentage of graduates passing the two sections of the JWE increased in 1994 (91.2% passed the objective section, and 76.6% passed the essay section).

In 1994, there were 120 graduates who had participated in varsity athletics. Most were Euro-Americans (88.7%), natives (60.0%), and males (63.3%). Varsity-athlete graduates earned degrees in 29 of the 45 departments bestowing degrees in 1994. Their Western gpa was 3.00.

Analysis by statistical correlation and multiple regression indicated that if one wanted to utilize an indicator that might predict how well a student would do at Western, using Western gpa as a yardstick, the optimal indicator for natives would be high school gpa and SAT scores, and for transfers would be transfer gpa.

A select group of 1994 graduates had taken a frosh survey in 1989. Characteristics of these graduates (Five-Year CIRP Grads) were compared to a group of 1993 graduates who had taken the same 1989 frosh survey (Four-Year CIRP Grads). Among other issues found to affect time-to-degree were: 1) Four-Year CIRP Grads had better high school grades and study habits than did Five-Year CIRP Grads; 2) Four-Year CIRP Grads were better planners and organizers; 3) Four-Year CIRP Grads earned higher Western gpa's; and 4) Four-Year CIRP Grads were much more likely to have taken BA degrees, and much less likely to take a BS or any other degree.

Introduction

Information for this report was obtained from the Student Tracking System, jointly maintained by the Registrar's Office and the Office of Institutional Assessment and Testing. The report presents information intended to provide insight into various characteristics of graduates who matriculated during the 1993-94 academic year (Fall Quarter, 1993, through Summer Quarter, 1994) *This cohort will hereafter be referred to as Western's 1994 graduates.* Special consideration was taken in analyzing data that might clarify the issues surrounding the length of time it takes Western graduates to earn their degrees.

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

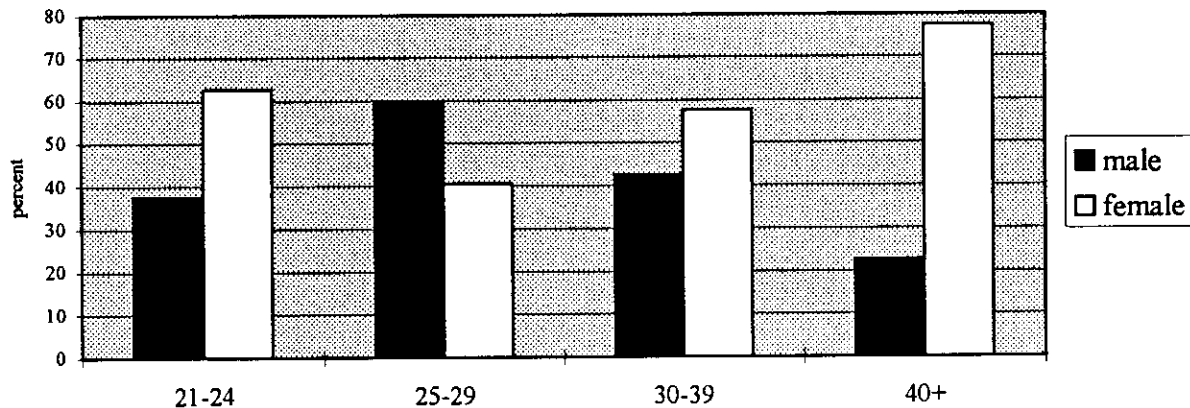
Findings will be presented in summary form, and where appropriate, by tables and graphs. From the Student Tracking System, numerous variables were selected for analysis, including the variables used to track Western's student athletes. For the list of selected variables, see Appendix B. Summaries are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

Student Information

Western had 2100 graduates in 1994, down from the 1993 figure of 2198. Females made up 57.8% and males 42.2% of the 1994 graduates--figures nearly identical to those found in 1993 (58.7% females and 41.3% males). Native students--those who began their education at Western as first-time frosh--made up 42.1% of 1994 graduates (down from 44.2% in 1993 and 45.6% in 1992), while transfers made up 53.5% (down from 54.3% in 1993), and special category students (summer transfers, etc.) made up 4.4% (up from 1.5% in 1993).

Most 1994 graduates were between the ages of twenty-one to twenty-four years old (61.1%, down from 63.0% in 1993). There were no graduates younger than twenty-one years old; the oldest graduate was sixty-three. The only age category in which males constituted the highest percentage of graduates was that of 25-29 year-olds. (See Figure 1.)

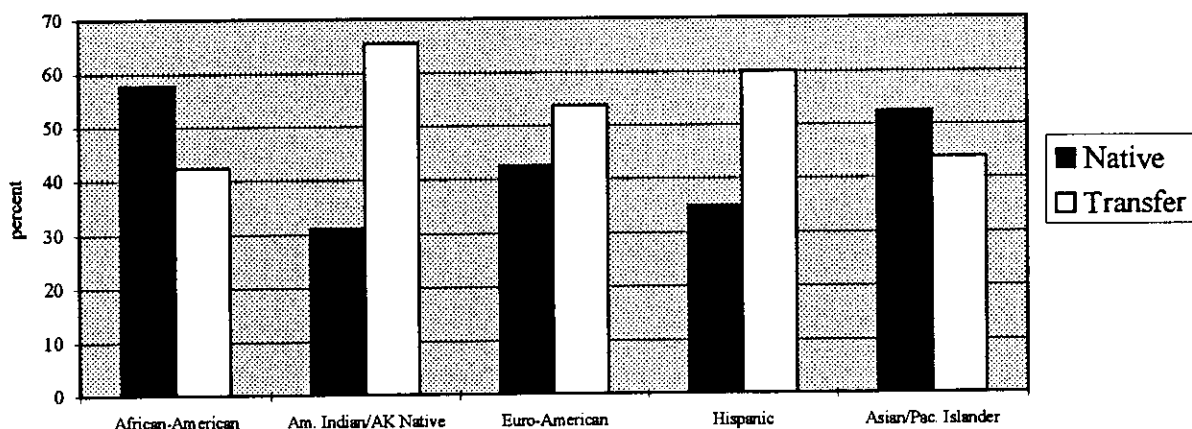
Figure 1: Age at Graduation by Gender
(each category = 100%)



Current Washington residents made up 97.5% of 1994 graduates. There were 75 veterans who graduated, as well as 53 graduates listing disabilities.¹ The majority of 1994 graduates indicated they were Euro-Americans (85.1%). Ethnic-minorities made up 8.4% of 1994 graduates, up from 7.0% in 1993 and 5.3% in 1992. Foreign students made up 0.7% of 1994 graduates, and students choosing not to disclose their ethnicity made up 5.4% of 1994 graduates.

Within ethnic categories, comparisons by admit status provided some findings of interest. Both African-American and Asian/Pacific Islander graduates were slightly more likely to have entered Western as frosh (i.e., to be Western natives). Euro-American, Hispanic, and American Indian/Alaskan Native graduates were all more likely to have transferred to Western. (See Figure 2.)

Figure 2: Admit Status by Ethnicity
(each category = 100%, minus "special admit")



¹Categories (with frequencies) included: learning disabled (41), ambulatory/mobility (6), visually disabled (3), and hearing disabled (3).

Most 1994 graduates began attending classes in the fall (81.3%), but less than half graduated in the spring (47.0%, down from 48.5% in 1983 and from 52.3% in 1992). The percentage of graduates matriculating in quarters other than fall included: winter = 21.7%; fall = 18.7%; and summer = 12.6%.

Academic Preparation

High school grade point averages (gpa's) were included in the records of 1125 of the 2100 1994 graduates--largely in the records of native students (78.2% of all case listings). Most had high school gpa's of 3.00 or better (82.2%, up from 74.4% in 1993). The average high school gpa of 1994 graduates was 3.34, up from 3.26 in 1993. The average high school gpa for those thirteen graduates with both veteran status and high school records was 3.08; the average high school gpa for those twenty-three graduates with both disability status and high school records was also 3.08.

The average high school gpa for 1994 female graduates was 3.38, up from 3.36 in 1993, and for male graduates was 3.26, up from 3.16 in 1993. This difference was statistically significant (.000); however, the Eta² index, at .026, was weak, indicating that gender accounted for only 2.6% of the variability between high school gpa's of males and females, with other factors accounting for the other 97.4% of the variability.²

The mean high school gpa of 1994 native graduates was 3.37, up from 3.28 in 1993; the mean high school gpa of 1994 transfer graduates was 3.22, up from 3.13 in 1993. This difference was statistically significant (.000), but the Eta² index, at .025, was as weak as it was for analysis by gender. Moreover, there was a considered disparity of cases between native and transfer students' high school gpa's (native = 880; transfer = 226), which makes the very low Eta² index of particular importance to note. Because the Eta² is much less effected by the number of cases than the F-test for significance, it may be fair to assert that the difference in high school gpa by admit status, in spite of having statistical significance, might still have happened by chance.

²In 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 4% 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 consider the wide ranging audience its reports are intended for and to balance hard statistical analysis with common sense reporting. We hope, obviously, that the Eta-square index will be suit both purposes.

By age category, findings indicated that the youngest and oldest 1994 graduates had the highest average high school gpa's, while the graduates in the middle age categories had the lowest. These findings were statistically significant (.000), and the Eta² index, at .092, indicated a modest effect, though the standard deviation for graduates aged 40 and older (1.290) also indicated that the high school gpa's for this group was fairly widely dispersed. In other words, a few outstanding high school gpa's within the 40+ category may have brought the overall average up considerably.³ (See Table 1.)

Table 1: Mean High School GPA by Age Category

Age	Mean High School GPA	Standard Deviation	Cases
21-22	3.50	.301	225
23-24	3.35	.345	716
25-29	3.12	.412	163
30-39	3.06	.351	29
40+	3.42	1.290	8

While the now-defunct Washington Pre-College Test (WPCT) was still the pre-college test score most often reported by 1994 graduates, it is slowly giving way to others--the SAT primarily. There were 922 case listings of the WPCT in 1994, down from 1068 in 1993 and 1075 in 1992). For 1994 graduates, the average WPCT-Verbal score was 53.0, and the average WPCT-Quantitative score was 54.8. 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 583 of the 1994 graduates (up from 340 in 1993 and 205 in 1992). The mean SAT-Verbal score was 468.42, up from 460.21 in 1993; the mean SAT-Quantitative score was 514.13, up from 502.44. 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 478.⁴

Analyses of WPCT scores by gender indicated that females recorded higher average verbal scores, while males recorded higher average quantitative scores. The difference in *verbal* score did not test for statistical significance, while the difference in *quantitative* score was significant (.000), but had a weak Eta² index of .064. Analyses of SAT scores by gender indicated that males recorded both higher average verbal and quantitative scores. The difference in *verbal* score was not statistically significant, while difference in *quantitative* score was statistically significant (.000), although also with an weak Eta² index of .043. The conclusion would be that despite

³Older graduates do, however, improve their grades substantially, graduating with the highest overall Western GPA's of all age categories. (See findings under in the "Academic Performance" section of this report.)

⁴Although the figures for 1994 graduates were slightly higher than they have been in the past two years, dating back to 1984 the SAT scores of Western graduates have never been lower than in recent years. (This trend was also noted in the reports on the 1992 and 1993 graduating classes.) 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.

statistical significance in some areas of pre-college test score analysis, for 1994 graduates those differences do not indicate trends of particular strength.

For 1994 graduates, analyses of WPCT figures by admit status indicated that natives recorded higher scores on both quantitative and verbal. The difference in *quantitative* scores was statistically significant (.000), but had a weak Eta² index of .020. The difference in the *verbal* score did not test for statistical significance. Similarly, analyses of SAT figures by admit status also indicated that natives recorded higher scores on both quantitative and verbal. The difference in *quantitative* scores was statistically significant (.007), but also had a weak Eta² index of .017. The difference in the *verbal* score did not test for statistical significance. As with findings by gender, the conclusion would be that despite statistical significance in some areas of pre-college test score analysis, for 1994 graduates those differences do not indicate trends of particular strength.

Analyses of WPCT scores by age category indicated the youngest graduates (21-22) reported the highest *quantitative* scores, while the oldest graduates (40+) reported the highest *verbal* scores. The differences in *quantitative* scores was statistically significant (.040), but the Eta² was a mere .010. The differences in *verbal* scores did not test for statistical significance.

Analyses of SAT scores by age category indicated that neither quantitative nor verbal score differences tested for statistical significance. However, an interesting trend was noted. When looking at only those students under the age of thirty, the youngest graduates (21-22) had the highest scores on both SAT sections. These graduates would be representing, for the most part, those frosh who entered Western around 1989 and 1990, when, due to various factors, both pre-college test scores and high school gpa's for in-coming frosh began rising⁵ (See Table 2.)

Table 2: Pre-College Test Scores by Age Categories

Age	WPCT-V	WPCT-Q	Cases	SAT-V	SAT-Q	Cases
21-22	53.7	55.9	119	481.00	532.00	150
23-24	52.9	54.9	601	464.53	508.01	402
25-29	52.8	54.2	167	447.78	505.93	27
30-39	52.9	52.7	28	523.33	493.33	3
40+	56.4	46.8	5	n/a	n/a	n/a
significance*	.728	.040		.070	.115	582
Eta-squared	.002	.011		.012	.010	-

*Statistical significance requires a score of .05 or lower; thus, differences between WPCT-Q scores are the only ones meeting this requirement.

⁵ Among the factors were changing social demographics (the children of baby boomers reaching college age, for example), which caused more students to apply to Western, which in turn dramatically increased the number of highly qualified students in the admissions pool. Another factor was Western's increasingly positive academic reputation (high ratings in national magazines and polls, for example).

College of Graduation

The majority of 1994 graduates matriculated through the College of Arts & Sciences, followed by the College of Business & Economics, the Woodring College of Education, Huxley College, the College of Fine & Performing Arts, and Fairhaven College.⁶ Included below are percentage breakdowns for the last three graduating classes. (See Table 3.)

Table 3: College of Graduation
(Percents in Rows = 100%)

Item	1994 cases	1994 percent	1993 percent	1992 percent
College of Arts & Sciences	1226	58.4	57.7	63.2
College of Business & Economics	322	15.3	17.4	18.9
Woodring College of Education	207	9.9	9.6	7.5
Huxley College	131	6.2	5.8	2.8
College of Fine & Performing Arts	129	6.1	5.6	4.4
Fairhaven College	85	4.0	3.8	3.1

Most graduates with veteran status graduated from the College of Arts & Sciences (61.3%), or from the College of Business & Economics (10.7%). Most graduates listing disabilities graduated from the College of Arts & Sciences (62.3%), or from the Woodring College of Education (17.0%).

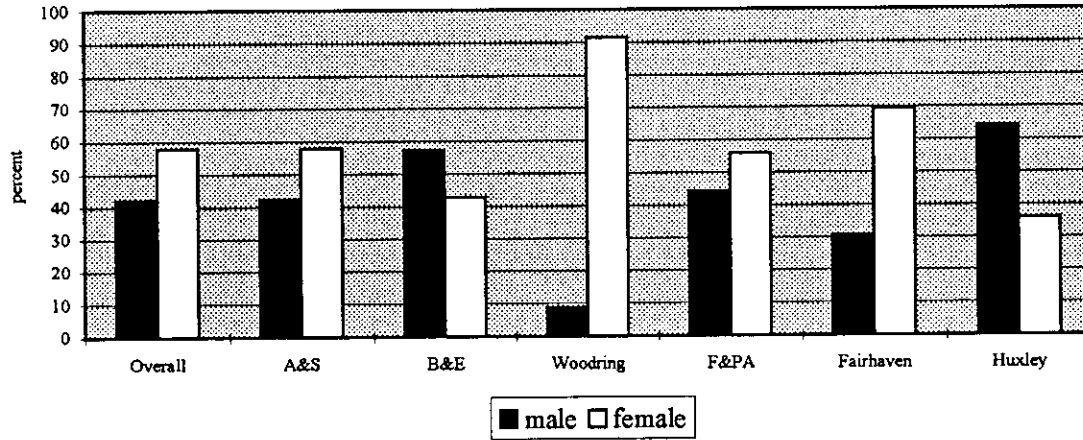
When analyzed by gender, ratios found in the College of Arts & Sciences and the College of Fine & Performing Arts reflected that of the overall population of 1994 graduates (58% female; 42% male).⁷ On the other hand, ratios found in the Woodring College of Education and Fairhaven College indicated a preponderance of female graduates. Since most Woodring graduates earned Human Services degrees, and since most people entering the Human Services field are women, the finding for Woodring was expected. The reason Fairhaven graduated, and has graduated in the past such a disproportionate percent of females is less clear--though it might make for an interesting study.

Conversely, ratios found in the College of Business & Economics and Huxley College indicated a preponderance of male graduates. Apparently, the socio-cultural tradition that men more often than women follow career paths related to business and science continues, and finds no exception at Western. (See Figure 3.)

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.

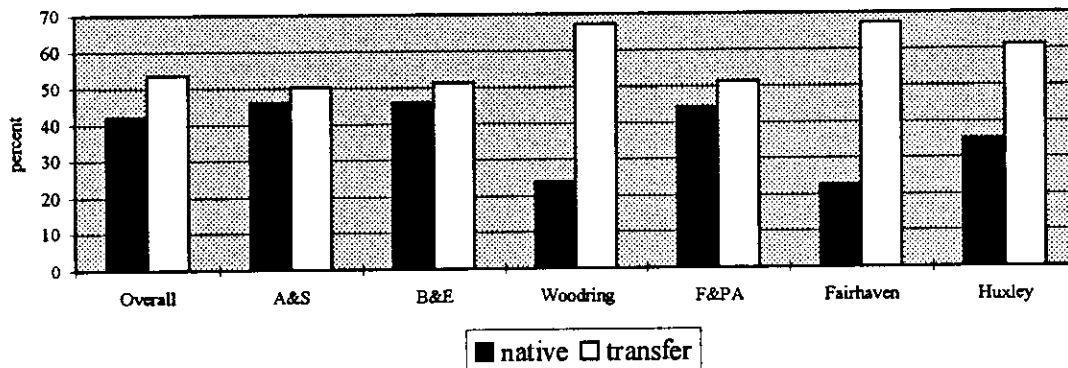
⁷ This ratio is also reflected in the ratio of males to females in the general university population seen at Western in the last eight to ten years. Males and females, in other words, graduate at essentially the same ratio as they enter Western as frosh or transfers.

Figure 3: College of Graduation by Gender
(each category = 100%)



When analyzed by admit status, ratios found in the College of Arts & Sciences, the College of Fine & Performing Arts, and the College of Business & Economics reflected that of the overall population of 1994 graduates (54% transfer; 42% native).⁸ On the other hand, the Woodring College of Education, Fairhaven College, and Huxley College all graduated a preponderance of transfer students. (See Figure 4.)

Figure 4: College of Graduation by Admit Status
(each category = 100%, minus "special admit")



⁸ Graduates in special admit categories (4.4%) made up the remainder of the population.

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, 57.7% 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.)

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

	Overall	21-22	23-24	25-29	30-39	40+
College of Arts & Sciences	58.4	67.4	61.7	60.2	41.0	34.7
College of Business & Economics	15.4	19.7	17.1	14.0	13.0	1.6
Woodring College	9.9	2.1	7.1	6.5	22.0	41.9
Huxley College	6.3	1.7	5.7	8.8	8.5	6.5
College of Fine & Performing Arts	6.1	6.9	5.9	6.9	7.0	2.4
Fairhaven College	4.0	2.1	2.6	3.8	8.5	12.9

Age category analyzed conversely--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. In three colleges--Arts & Sciences, Business & Economics, and Fine & Performing Arts--age ratios reflected, relatively closely, those found overall. In the Woodring College of Education, age ratios were skewed in favor of older graduates. In Huxley College, age ratios were skewed slightly in favor of graduates aged 23-29. In completely unique findings, Fairhaven College graduates indicated a relative balance across ages--save for the youngest age category. (See Table 5.)

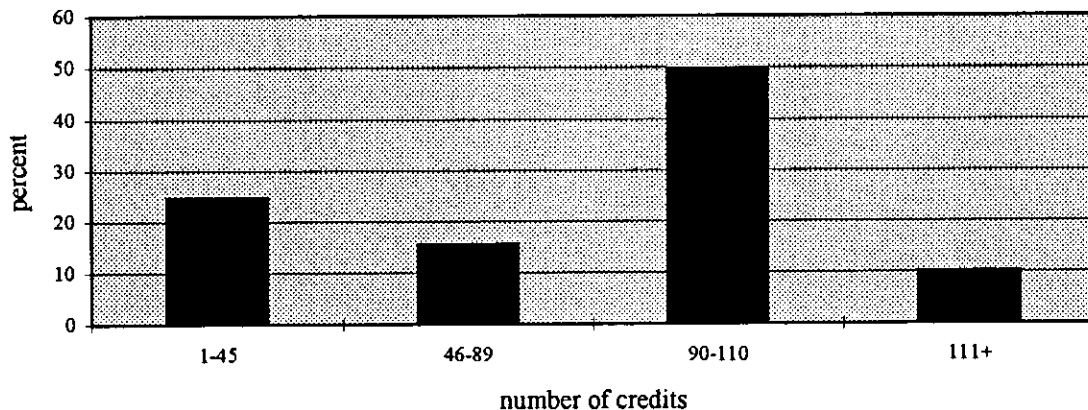
Table 5: College of Graduation by Age Category (Row = 100%)

	21-22	23-24	25-29	30-39	40+
Overall	11.1	50.5	22.9	9.5	5.9
College of Arts & Sciences	12.8	53.3	23.6	6.7	3.5
College of Business & Economics	14.3	56.2	20.8	8.1	0.6
Woodring College	2.4	36.2	15.0	21.3	25.1
Huxley College	3.1	45.8	32.1	13.0	6.1
College of Fine & Performing Arts	12.5	48.4	25.8	10.9	2.3
Fairhaven College	6.0	33.3	21.4	20.2	19.0

Transfer Characteristics

Findings indicated that credits were transferred to Western from other institutions by three-quarters of the 1994 graduating class (1569 cases out of the 2100 graduates, or 74.7%). Transfers, of course, make up the majority of this figure (1124), yet some 445 graduates who transferred credits to Western are still left unaccounted for.⁹ These graduates have no where else to come from other than the ranks of natives (those graduates who *began* their academic careers at Western), or special admit status. Thus, even removing the 92 special admit graduates from the equation, only somewhat less than half (49.7%) of all native students took the entirety of their academic course load at Western. In other words, for the graduating class of 1994, the chances were only about 50/50 that a student who began their academic career at Western would actually take all of his or her courses at Western. (See Figure 5.)

Figure 5: Number of Credits Transferred to Western
(2100 total 1994 graduates; 1569 had transfer credits)

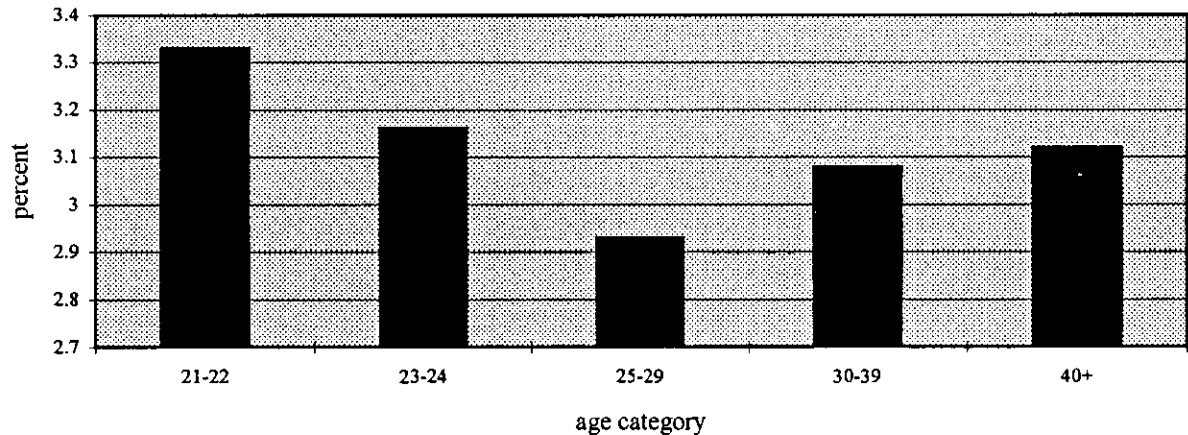


The mean gpa of all credits transferred to Western by 1994 graduates was 3.09, about the same as found in reports in recent years. Veterans had a transfer gpa of 2.93. Graduates listing disabilities had a transfer gpa of 2.94. For female graduates transferring credits, the mean gpa was 3.16, and for males the mean gpa was 3.00. The difference between transfer gpa by gender was found to be statistically significant (.000), but with a weak Eta² index of .028.

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), and had a weak Eta² index of .065. (See Figure 6.)

⁹The 1619 who indicated transferring credits minus the 1194 transfers.

Figure 6: Transfer Credit GPA by Age Category

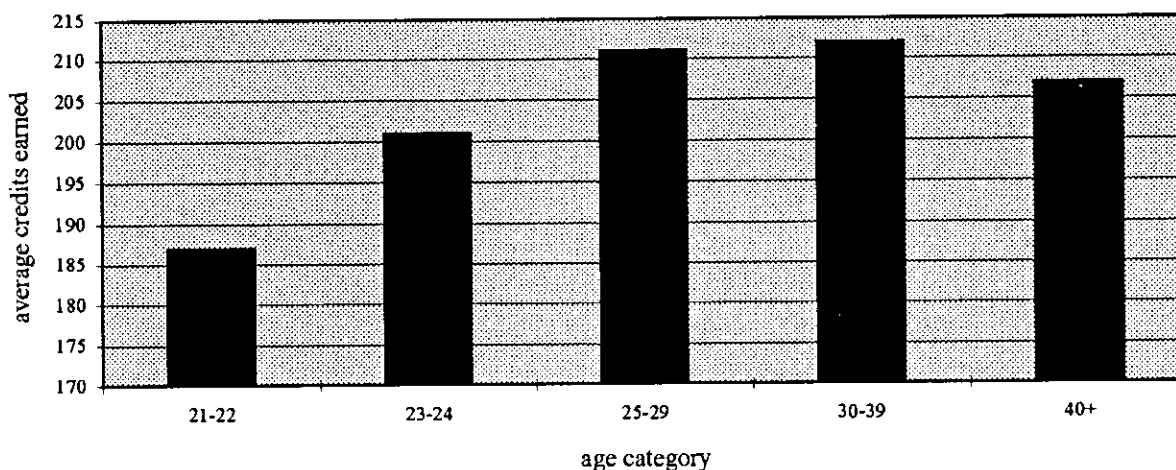


Time-to-Degree Issues:
Credits Earned/Quarters Attended

The average number of college credits (total) earned by 1994 Western graduates was 203.25, up from 201.92 in 1993. The median number of credits earned (50th percentile) was 195, up from 193 in 1993. The most number of credits earned by a 1994 graduate at time of matriculation was 443. The average number of credits taken by males was 204.14, and by females 202.60, a difference that was not statistically significant.

The average number of college credits (total) earned by graduates with veteran status was 210.53. The average number of credits earned by graduates listing a disability was 209.88. The average number of credits earned by transfers was 205.39, and by natives was 200.63. Findings for admit status were statistically significant (.000), but had a weak Eta² index of .007. By age categories, 25-29 year-olds and 30-39 year-olds earned the most number of college credits, while 21-22 year-olds earned the least. Findings for age category were statistically significant (.000), and had weak to modest Eta² index of .081. (See Figure 7.)

Figure 7: Average College Credits (total) by Age Category



Time-to-degree analysis for yearly cohorts of graduates is done from end result (matriculation) looking back, rather than the more well-known method of tracking a cohort of frosh from quarter of entry through to graduation. This method utilizes quarters attended as a measure of time-to-degree. Results are different, but tell a similar story from a new perspective. For the 1994 graduating class, the average number of quarters attended Western by natives was 14.4; while the average number of quarters attended Western by transfers was 9.2. In other words, the average native attended Western for a little less than five years, while the average transfer attended Western for about three years. These figures mirror findings that track frosh classes through to graduation which indicate that most natives need more than four but usually no more than five years to graduate, while transfer need about three years and sometimes a little more to graduate.

One very useful analyses of quarters attended Western involved the following two subgroups of 1994 graduates: those transfers who earned AA degrees, and those natives who took all their college credits at Western (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 time-to-degree expectations are all but a thing of the past at most public colleges and universities, they can still serve as an arbitrary comparison point. The average number of quarters attended Western by transfers with AA degrees was 8.4, with a median number of quarters of 8. The average number of quarters attended Western by "pure" natives was 14.8, with a median number of quarters of 15. The percentage of transfer graduates with AA degrees able to matriculate in six quarters or less was 19.1%, up from 16.8% in 1993. The percentage of native graduates without transfer credits able to matriculate in twelve quarters or less was 13.7%, down from 14.3% in 1993. (See Table 6.)

Table 6: Number of Quarters Attended Western by Admit Status

	12 or less	13 to 15	16 or more
<i>Natives without transfer credits</i>	13.7	55.7	30.5
cumulative %	-	69.5	100.0
	6 or less	7 to 9	10 or more
<i>Transfer with AA degrees</i>	19.1	56.3	24.6
cumulative %	-	75.4	100.0

Also conducted was a department-level analysis of the number of quarters attended Western by the 1994 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 Western by college of graduation and by degree received are reported. Quarters attended Western 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.)

Table 7: By College of Graduation, Quarters Attended Western by Two Admit Statuses

College	<i>Natives w/out transfer credits</i>			<i>Transfers with AA degrees</i>		
	cases	mean	std. dev.	cases	mean	std. dev.
Arts & Sciences	322	14.8	2.505	374	8.5	2.425
Business & Economics	99	14.7	2.515	112	7.5	1.884
Woodring	23	15.6	2.311	114	8.7	1.753
Huxley	34	15.4	2.106	51	8.4	2.292
Fine & Performing Arts	36	14.4	2.728	39	8.8	2.191
Fairhaven	10	15.3	2.946	18	8.3	2.562

Table 8: By Degree Earned, Quarters Attended Western by Two Admit Statuses

Degree	<i>Natives w/out transfer credits</i>			<i>Transfers with AA degrees</i>		
	cases	mean	std. dev.	cases	mean	std. dev.
BA	361	14.4	2.320	510	7.9	2.012
BS	98	15.7	2.880	87	8.8	2.591
BFA	-	-	-	2	12.0	2.828
B/Mus	4	17.0	4.690	1	13.0	-
BA/Ed	61	15.9	1.984	108	10.0	2.210

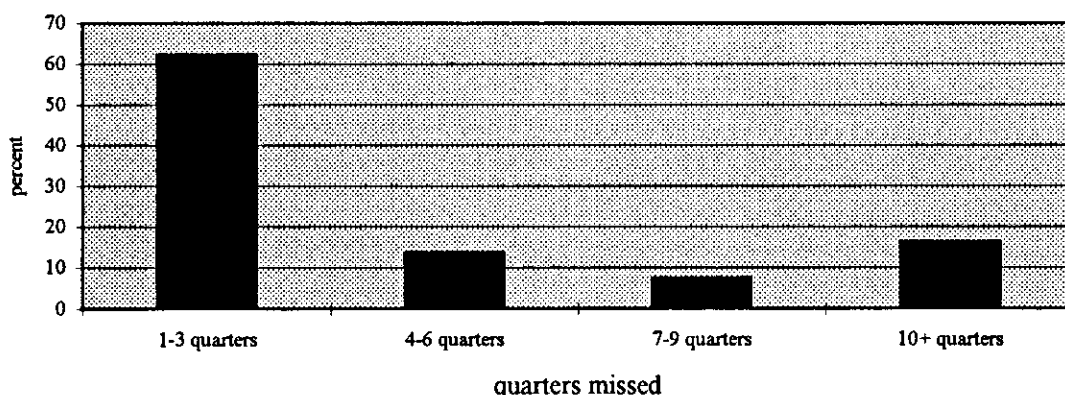
Table 9: By Major, Quarters Attended Western by Two Admit Statuses

Major	<i>Natives without transfer credit</i>				<i>Transfer with AA degree</i>			
	cases	mean	std. dev.	range	cases	mean	std. dev.	range
Art	28	14.9	1.508	12:18	41	8.7	2.003	5:14
Art History	1	19.0	-	-	1	8.0	-	-
Music	8	15.3	3.655	12:23	1	13.0	-	-
Theater/Dance	7	12.7	4.957	12:24	2	7.5	2.121	6:9
Human Services	3	13.7	2.082	12:16	74	8.4	1.919	6:17
Fairhaven	3	15.7	0.577	15:16	18	8.3	2.562	5:16
Environmental Studies	26	15.5	2.121	12:20	35	8.4	2.279	4:14
Biology	21	15.3	2.513	12:23	15	8.6	2.720	5:14
Chemistry	7	15.7	1.113	15:18	7	10.9	5.336	6:22
Communications	19	13.9	1.545	12:18	24	8.3	1.489	6:12
Economics	16	15.3	2.414	12:20	7	5.9	1.464	3:7
Business Administration	1	15.0	-	-	1	10.0	-	-
Accounting	19	14.9	2.990	12:24	29	7.8	1.820	6:13
FMDS	51	14.6	2.561	12:26	64	7.5	1.808	4:15
Management	11	13.5	1.440	12:16	11	7.3	2.328	4:11
Education	20	15.9	2.246	13:22	40	9.3	1.214	7:13
English	26	14.9	2.208	12:24	42	8.8	2.395	6:18
Journalism	5	14.6	2.074	13:17	6	8.7	4.131	6:17
French	6	15.3	3.141	13:21	4	9.5	1.291	8:11
German	1	12.0	-	-	-	-	-	-
Spanish	2	12.5	0.707	12:13	5	9.2	3.564	6:14
Liberal Studies	6	16.5	2.665	13:20	8	9.8	2.315	7:14
Geography	9	15.2	2.108	12:18	16	8.5	2.394	6:16
Geology	6	16.3	3.141	14:22	8	8.6	3.204	6:14
Earth Science	1	15.0	-	-	1	9.0	-	-
History	22	15.3	2.251	12:22	34	8.6	2.388	5:14
Home Economics	-	-	-	-	3	6.7	0.577	6:7
Mathematics	9	15.2	2.438	11:20	8	9.3	2.555	6:13
Computer Science	6	16.0	5.404	12:26	6	9.0	2.191	6:12
Math-Computer Science	4	13.3	3.775	9:18	1	8.0	-	-
Philosophy	3	14.7	2.517	12:17	3	6.3	0.577	6:7
Physical Education	17	15.3	2.285	13:22	16	8.4	2.607	5:15
Recreation	19	14.1	1.900	12:18	17	8.2	1.879	5:12
Health Education	10	16.2	1.932	13:20	3	11.7	3.055	9:15
Physics	1	15.0	-	-	1	9.0	-	-
Political Science	20	14.1	1.504	12:18	11	7.5	2.114	6:12
Psychology	29	13.9	1.486	12:17	65	8.0	2.232	5:16
Sociology	28	13.3	1.883	12:21	30	7.1	1.470	4:11
Anthropology	13	14.1	3.861	13:18	12	7.7	1.775	5:11
Speech Pathology	14	14.7	2.673	12:21	6	7.3	1.506	6:10
Technology	18	17.1	3.197	14:26	14	10.1	3.085	6:17
Canadian/American Stud.	1	13.0	-	-	1	7.0	-	-
American Culrl Study	2	13.5	2.121		1	8.0	-	-
General Science	2	17.5	2.121	-	6	9.3	2.251	6:13
Social Studies	3	15.0	1.732	14:17	10	10.1	1.663	7:13
Column Totals	524	14.8	2.416	9:26	708	8.4	2.169	3:22

Quarters Missed/Courses Dropped and Repeated

The "quarters missed" variable was included specifically to address issues effecting graduation rates and time-to-degree. How many graduates took time away from Western--in current jargon, "stopped out"--and for how long? Findings indicated that 21.5% of all 1994 graduates took at least one quarter off, up slightly from the 1993 figure of 20.6%. Of graduates who "stopped out," most missed between one to three quarters (62.3%), although two graduates "stopped out" for 72 quarters, or approximately 18 years. (See Figure 8.)

Figure 8: Of Graduates Who Missed Quarters, the Number of Quarters Missed



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. Analyses of number of quarters missed by gender and admit status were not statistically significant, but analysis of number of quarters missed by age category was statistically significant (.000), with a very strong Eta^2 index of .412. This, of course, would be an expected result, with younger students simply not having enough time available to stop out and still be "young" when they graduated, and with some number of older students skewing the average within their age category by stopping out, as mentioned, for up to 18 years.

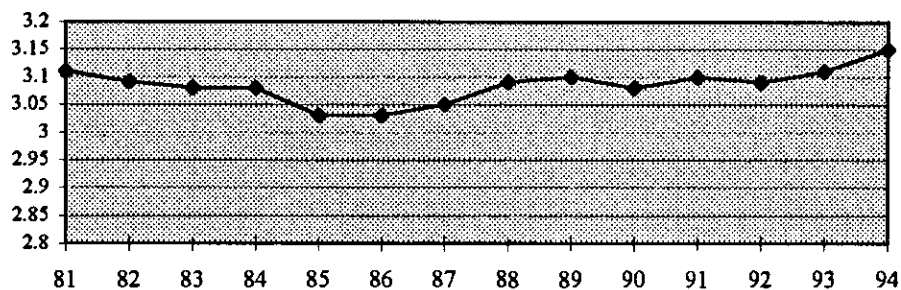
The variables "courses dropped" and "courses repeated" were also included to address various issues of efficiency of time-to-degree. The percentage of 1994 graduates who dropped at least one course was 42.2%, down from the 1993 figure of 44.4%. Of graduates who did drop courses, 61.7% dropped one course, 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 a student finding themselves misplaced in a course 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. It is still too early to know whether or not the new telephone registration system (RSVP) has had an impact on this variable.

Although over forty percent of 1994 graduates dropped a course, only 14.3% reported repeating a course, down from the 1993 figure of 16.7%. Of graduates who did repeat a course, 61.3% repeated one course, and 23.3% repeated two courses. When an average was calculated for comparison purposes, males were found more likely than females to repeat a course (2.0 males, 1.6 females). This difference was found to be statistically significant (.021), but the Eta² index was a mere .018. Transfers, on the other hand, were only marginally more likely to repeat a course than natives (1.8 transfers, 1.7 natives). When analyzed by age category, however, it was found that graduates aged 25-29 and 30-39 had the highest mean number of courses repeated (2.2 and 2.4 respectively), and that differences between age categories were statistically significant (.000), although with a weak Eta² index of .062.

Academic Performance at Western

The average gpa earned at Western by the 1994 graduating class was 3.15, up from the 1993 figure of 3.11, as well as the 1992 figure of 3.09. It was, in fact, the highest overall gpa recorded by a graduating class at Western in the last fourteen years. Moreover, a 3.00 or better was earned by 62.5% of the graduates, also up from the 1993 figure of 59.9% and the 1992 figure of 56.3%. (See Figure 9.)

Figure 9: Average Western GPA - 1981 to 1994



Females earned a 3.21 Western gpa, and males a 3.06. The difference was statistically significant (.000), but with a weak Eta² index of .032. Graduates with veteran status earned a 3.15; graduates with disabilities earned a 2.94. Natives earned a 3.08 Western gpa, and transfers a 3.18, a difference that was statistically significant (.000), but also with a weak Eta² index of .035. Moreover, it should be noted that the average gpa of natives included grades earned in

lower division courses taken, for the most part, at Western. The gpa's of transfers, on the other hand, included grades earned in lower division course taken, also for the most part, elsewhere. In other words, when it comes to the gpa they earned at Western, transfers were given a clean slate. Any problems transfers may have encountered adjusting from high school to college academics have been, in a sense, forgiven. Just like a Western native student when he or she reaches the junior or senior level, transfers are usually older and wiser when they arrive at Western. Lessons have been learned; for example, a recent OIAT report indicated that upper division students drink and party less than lower division students, and that drinking less has a positive influence on academic performance.¹⁰ Yet probably the most important fact to keep in mind is that no study to date has been conducted that indicates transfers perform better academically at Western, nor vice versa. In fact, OIAT comparisons of the gpa's earned by natives and transfers in *upper-division coursework only* found no statistical difference between them.¹¹

As has been found in previous graduate reports, the average Western gpa's found in certain majors were considerably higher than the average gpa's found in other majors--as well as considerably higher than the overall Western gpa of 3.15. Differences in gpa's across all majors were found to be statistically significant (.000); moreover, the Eta² effect, at .166, was substantial. Not counting those majors who had fewer than fifteen graduates--for statistical analyses, fifteen is considered a minimum frequency--the highest gpa's were found for graduates in Human Services (3.64), Education (3.42), Spanish (3.37), and Social Studies (3.32).¹² The high gpa's found in Human Services and Education were not unexpected; perennially, the highest gpa's at Western are earned by Human Services and Education graduates. Indeed, while the average gpa's found in all other majors exhibit a tendency for year-to-year fluctuation, year-in and year-out, gpa's in Human Services and Education remain solidly hovering around the 3.6 and 3.4 range respectively. (See Table 10.)

¹⁰ Fabiano, P.M., McKinney, G.R., Bates, S.C., Trimble, J.E., Pearson, K.M. (December, 1993). *WWU Lifestyles Project: Patterns of Alcohol and Drug consumption and Consequences Among Western Washington University Students* (Report 1993-06). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University.

¹¹ Thronkike-Christ, T.K., Andricu-Parker, J.M., Trimble, J.E. (June, 1991). *A Comparative Analysis of the Academic Performance of Native and Transfer Students* (Report 1991-97). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University.

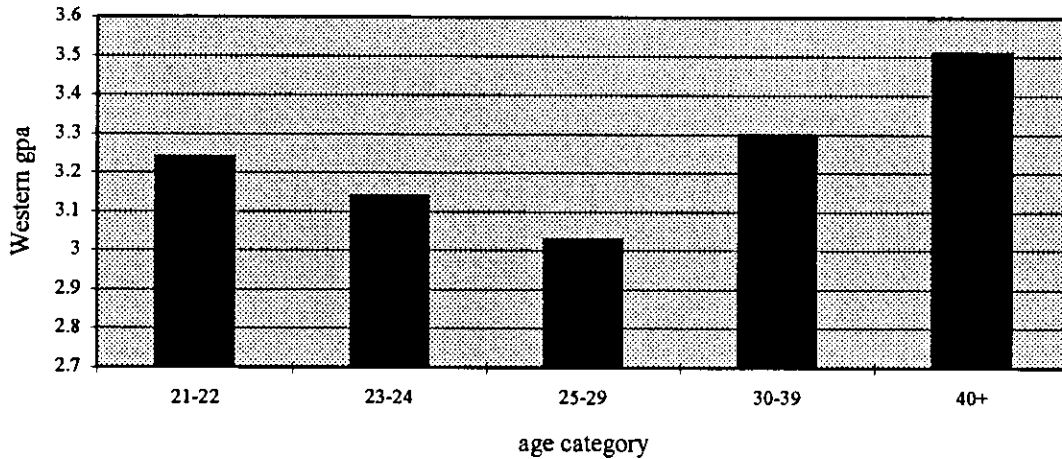
¹² Earth Science graduates earned a 3.44, but there were only three of them.

Table 10: Western GPA in Major

Major	gpa	cases	std. dev.	Major	gpa	cases	std. dev.
Art	3.13	97	.3557	Geography	3.07	35	.4265
Art History	2.94	7	.2876	Geology	3.20	23	.3288
Music	3.26	28	.3607	Earth Science	3.44	3	.2950
Theater/Dance	3.07	14	.3363	History	3.11	95	.4417
Human Services	3.64	112	.3267	Home Economics	2.98	8	.4413
Fairhaven	3.19	63	.5499	Mathematics	3.29	31	.4171
Environmental Studies	3.18	97	.3849	Computer Science	3.10	21	.4826
Biology	3.12	80	.3848	Math-Computer Science	3.15	7	.4158
Chemistry	3.22	30	.3643	Philosophy	3.30	8	.4281
Communications	3.06	66	.3006	Physical Education	3.02	53	.4573
Economics	3.03	32	.4100	Recreation	2.86	55	.3970
Business Administration	2.80	5	.3526	Health Education	3.11	20	.1967
Accounting	3.16	74	.4085	Physics	3.33	7	.4042
FMDS	2.97	168	.3488	Political Science	3.00	57	.4407
Management	3.07	41	.3817	Psychology	3.13	144	.141
Education	3.42	97	.2705	Sociology	2.94	90	.4193
English	3.23	146	.3782	Anthropology	3.19	46	.4590
Journalism	2.96	23	.5005	Speech Pathology	3.24	33	.3752
French	3.16	16	.4384	Technology	3.03	81	.3498
German	3.33	5	.3889	General Science	3.37	11	.2712
Spanish	3.37	18	.3732	American Cultural Stud.	2.70	4	.2502
Liberal Studies	3.12	23	.5019	Social Studies	3.33	19	.2126
Can/American Studies	3.28	2	.4950	All Column Totals	3.15	2092	.3886

It was suspected that the age of graduates had something to do with the high gpa's found in Human Services and Education, since they graduate many older students and older students overall have been found to have higher Western gpa's than their younger counterparts. In fact, for 1994 findings, graduates in the age categories 30-39 and 40+ did indeed earn higher Western gpa's than younger graduates. The differences between gpa's by age categories was statistically significant (.000), and with a weak to modest η^2 effect of .081. In other words, regardless of what a student majors in, age has some effect, with older students usually earning higher Western gpa's than younger students. (See Figure 10.)

Figure 10: Western GPA by Age Category



Yet it turned out that age alone did not account for the high grades earned by Human Services and Education graduates. Further analysis by age indicated that the Western gpa earned by graduates aged 30+ who *did not* major in either Human Services or Education was 3.24, while for graduates aged 30+ who *did* major in either Human Services or Education was 3.67. This difference was statistically significant (.000), as well as had a very strong Eta² effect of .194. Since *all* the students measured in this analysis were aged thirty or over, their *age* was not the factor accounting for the variance, but rather what they majored in, whether it was Human Services/Education or some other major. In other words, nearly twenty percent of the variance was determined by the factor of major, not age.

It was felt that gender may have played a role in the difference in gpa's between Human Services and Education majors and all other majors. After all, most Human Services and Education majors were females--older females, in fact--and females earned the highest gpa's at Western, with older females earning higher gpa's than younger females. By running tests for older (30+) females only, and by differentiating only between whether they graduated in Human Services and Education or whether they did not, one would have expected to find parity between the two cohorts if campus-wide grading policies were at least minimally consistent. Yet statistical analysis did not bear this premise out. The average Western gpa for females graduates aged 30+ who *did not* major in Human Services or Education was 3.35, while for females aged 30+ who *did* major in Human Services or Education was 3.70. This difference was statistically significant (.000), as well as had a very strong Eta² effect of .188. Since *all* the students measured in this analysis were female, their *gender* was not the factor accounting for the variance, but rather what they majored in, whether it was Human Services/Education or some other major. In other words, nearly twenty percent of the variance was determined by the factor of major, not gender.

Moreover, a similar trend was noted for younger female graduates. The average Western gpa for female graduates aged 21-29 who *did not* major in Human Services or Education was 3.12, while for females aged 21-29 who *did* major in Human Services or Education was 3.43.

This difference was statistically significant (.000), though it had a weak to modest Eta² effect of .056, a less potent finding than for older female graduates. Yet regardless of the strength of the Eta², this finding supports the idea that it is neither age nor gender accounting for the higher grades graduates in Human Services and Education receive, but some other factor.

While trying to account for the disproportionately higher gpa's found for Human Services and Education graduates, it was thought that maybe Human Services and Education enrolled a disproportionate percentage of the "best and brightest" Western students--at least by quantitative standards such as gpa and pre-college test scores. This did not, however, prove to be the case. The high school gpa's of Human Services and Education graduates were not substantially different than they were for overall population of 1994 Western graduates (overall = 3.34; Education = 3.38; Human Services = 3.35). Transfer gpa's, too, were all but equal (overall = 3.09; Education = 3.20; Human Services = 3.09). Neither did pre-college test scores render any findings indicating a superiority of intellect among those students graduating from Education or Human Services compared to the general population of students at Western.

There was, too, the idea that since Education has a Western gpa standard that needs to be met before a student can become an Education major (2.75), that better prepared students enter Education and thus are more capable of earning higher gpa's. This argument, however, is weak on two counts. First, Education is not the only department with a Western gpa standard. Communications, Psychology, Sociology, and all departments in the College of Business and Economics have such a standard, too. Communications has a 2.75 Western gpa minimum, and the other departments have a 2.50 Western gpa minimum. Yet none of these departments have graduates with such high gpa's. (See Table 11.)

Table 11: GPA Admission Standard Contrasted to Western GPA at Graduation

	WWU gpa needed for admissions	WWU gpa at graduation
Education	2.75	3.42
Communications	2.75	3.06
Psychology	2.50	3.13
Sociology	2.50	2.94
Management	2.50	3.07
FMDS	2.50	2.97
Accounting	2.50	3.16
Economics	2.50	3.03
Business Admin	2.50	2.80

The final analysis done in order to try and understand why students graduating in Education and Human Services have consistently higher gpa's than students graduating in other majors was to compare the grades earned by Education majors in Education classes to the grades

earned by Education majors in non-Education classes.¹³ If Education majors are indeed the “cream of the crop” academically, then one would think that the gpa’s earned in Education and non-Education courses would mirror each other, at least relatively--though, too, one would expect the gpa earned *within* the major to be higher than the gpa earned outside it; if, for no other reason, than an increased interest in the subject matter. In fact, a recent University of Washington study found a +.08 average difference between the gpa’s earned by students in their major compared to gpa’s earned outside their majors.¹⁴

Education majors at Western, however, earned a 3.67 gpa in their Education courses and a 3.23 gpa in their non-Education courses, a difference of +.44. This difference was statistically significant (.000), as well as having a modest Eta² effect of .079. Though the 3.23 gpa earned in non-Education courses by Education majors is a respectable average, they earned considerably better grades in their Education courses.

Viewed singularly, the above findings may not appear particularly noteworthy; collectively, however, the data gains interest. While various other majors have graduating classes whose average gpa’s place them in the number three, four, or five positions behind Human Services and Education, they are never the same majors. For other departments, the ebb and flow of particularly gifted groups of students appears capricious and arbitrary--as one would expect. Yet numbers one and two in average gpa have been, at least in the last number of years, a sure thing: Human Services and Education. Because of that consistency, OIAT researchers have come to the conclusion that regardless of age or gender, regardless of the minimum gpa standard to become an Education major, regardless of all other considerations, students tend to receive higher grades if they major in Human Services or Education than if they major in anything else. (See Table 12.)

Table 12: GPA Comparison by Age Category of Human Services/Education Majors and all other Majors

	<i>Less than 30</i>		<i>30 or over</i>	
	HSP/Ed Major	Other Major	HSP/Ed Major	Other Major
gpa	3.42	3.09	3.68	3.25
cases	112	1657	97	222
sig	.000		.000	
Eta²	.040		.194	

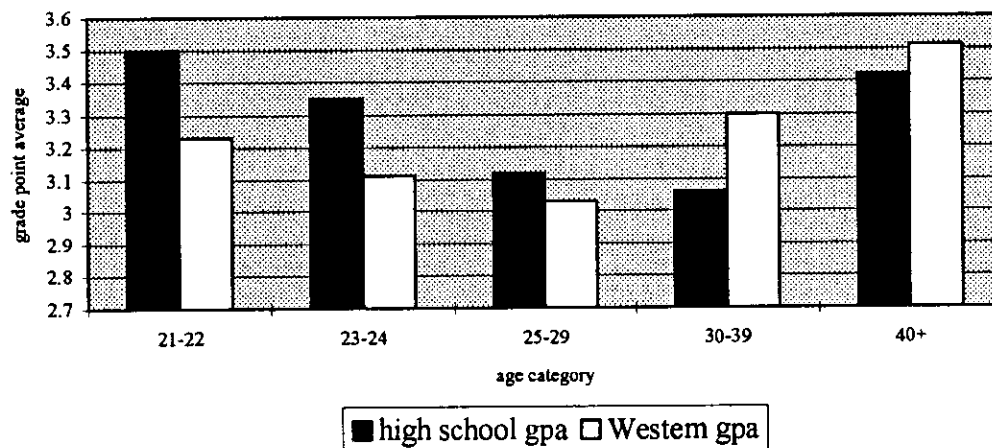
One finding rendered almost systematic in recent years has been that while older graduates have had the lowest average high school gpa’s, they have also had the highest average Western gpa’s. Findings for 1994 were similar, with a slight difference. For those 1994 graduates aged 40

¹³ It was not possible to run the same analysis for Human Services majors because HSP majors are almost all transfers and take very few non-HSP courses at Western.

¹⁴ Gillmore, G.M. (October, 1995). *Grades (N-95-3)*. Seattle, WA: Research Notes Series, Office of Educational Assessment, University of Washington. (Copies of this report are available through the OIAT.)

and over with high school gpa's in their records, high school grade were actually rather impressive. In the past, this age category usually had marks closer to those found for graduates aged 30-39 in 1994. Nevertheless, the trend that graduates aged 30 and older earned higher gpa's at Western than high school remained, as did the trend that graduates under the age of 30 earned lower Western gpa's than they did in high school. The differences between both high school and Western gpa's by age category were statistically significant (.000), with high school findings having a modest Eta² effect of .092, and Western findings having a modest to weak Eta² effect of .081. (See Figure 11.)

Figure 11: High School and Western GPA by Age Category



Honors were earned by 169 (8.0%) of the 1994 graduates (up from 6.6% in 1993, and about equal down to the 8.1% found in 1992), with 107 earning Cum Laude honors and 62 earning Magna Cum Laude honors. Females were more likely than males to earn honors. Of all honors bestowed, 66.3% were earned by females and 33.7% male. These figures might best be compared to the total percentage of females and males graduating from Western in 1994, which was 57.8% females and 42.2% males. Recalling that females enter Western with higher high school gpa's than males, and also earn higher Western gpa's than males, and that both findings were statistically significant (even though the Eta² indexes were weak), may shed a statistical light on why females earn honors disproportionately higher to their overall representation at Western.

Similarly, transfers were more likely than natives to earn honors. Of the 146 graduates earning honors, 57.4% were transfers and 33.1% natives. These figures, too, might best be compared to the total percentage of transfers and natives graduating from Western in 1992, which was 53.5% transfers, and 42.1% natives (plus 4.4% "special" admit). At the risk of belaboring the point, it should be kept in mind that transfers take most of their lower division coursework somewhere other than Western. When it comes to gpa, they begin Western with a clean slate. This rather affords transfers an advantage when it comes to earning honors. Whatever problems they may have encountered academically out of high school (bad study habits, unpreparedness, etc.) they've had, usually, at least a couple of years to grapple with them. Western natives, on the other hand, are not afforded that same advantage. Academic problems they may have

encountered while taking their lower division coursework will follow them on through graduation. If the computations utilized for bestowing honors were to include upper division coursework only, the disparity between transfers and natives earning honors would assuredly level out.¹⁵

Perhaps not unexpectedly, since their graduates earned the highest overall Western gpa's, the percentage of Human Services graduates earning honors was nearly double that of the general Western population, with 17 of 112 HSP grads (15.2%) earning honors.

For 1994 graduates, 19.4% were required to pass the Junior Writing Exam (JWE).¹⁶ This figure is up from 11.8% of 1993 graduates, and should continue to increase. Regardless that over eighty percent of graduates did not *need* to pass the JWE, 76.6% of all 1994 graduates passed the written section anyway (up from 63.4% in 1993 and 56.7% in 1992), while 91.2% passed the objective section (up from 87.4% in 1993 and 83.6% in 1992).

Females were more likely than males to pass either section of the JWE. For the essay section, 82.0% of females vs. 71.2% of males passed; for the objective section, 95.5% of females vs. 87.5% of males passed. The differences between percentages was statistically significant in both cases (essay and objective = .000)

Transfers were more likely than natives to pass the essay section of the JWE (85.6% of transfers vs. 66.1% of natives passed, statistically significant at .000), but no more likely to pass the objective section of the JWE (93.0% of transfers vs. 90.0% of natives passed, not statistically significant).

Higher percentages of the youngest and oldest graduates were found to have passed both sections of JWE than graduates in the middle age categories. Findings for age category were statistically significant for both sections (objective = .000; essay = .022. (See Table 13.)

Table 13: JWE Outcomes by Age Categories (Column = 100%)

	Overall	21-22	23-24	25-29	30-39	40+
<i>JWE Objective</i>						
Unsatisfactory	7.9	4.7	6.0	13.1	10.4	5.0
Satisfactory	92.1	95.3	94.0	86.9	89.6	95.0
<i>JWE Essay</i>						
Unsatisfactory	22.6	18.5	24.2	24.9	17.2	16.0
Satisfactory	77.4	81.5	75.8	75.1	82.8	84.0

¹⁵Findings by age category were not statistically significant.

¹⁶Outside of a few departmental exceptions, no student entering Western prior to the Fall of 1991 (student numbers beginning 914) was required to *pass* the Junior Writing Exam, only to *take* it.

Degrees Granted

The 1994 graduating class overwhelmingly earned Bachelor of Arts degrees, 69.3% (down from 71.6% in 1993 and 74.15 in 1992). The least earned degree was Bachelor of Fine Arts, earned by two graduates. (See Table 14.)

Table 14: Degrees Earned by
1994 Graduates (column = 100%)

	cases	1994 percent	1993 percent	1992 percent
BA	1456	69.3	71.6	74.1
BS	350	16.7	15.4	14.2
BA/Ed.	276	13.1	12.1	11.2
B/Mus	16	0.8	0.6	0.4
BFA	2	0.1	0.2	0.1

Females were more likely to earn BA degrees and BA/Ed degrees than males (BA = 59.1% females vs. 40.9% males; BA/Ed = 78.6% females vs. 21.4% males), while males were more likely to earn BS degrees (BS = 37.1% females vs. 62.9% males). Differences in percentages of degrees earned were statistically significant at .000. Although transfers were more likely to earn BA/Ed degrees than natives (59.1% transfers vs. 38.8% natives), there were no differences by admit status that were statistically significant.

When compared to the overall population, 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 through 39 years old were more likely to earn BA/Ed and BS degrees, and less likely to earn BA degrees. Older graduates were more likely to earn BA degrees, while split about even between BA/Ed and BS degrees. The differences were found to be statistically significant at .000. (See Table 15.)

Table 15: Degree Earned by Age Category (Column = 100%)¹⁷

	Overall	21-22	23-24	25-29	30-39	40+
BA	69.3	89.3	67.4	65.0	64.0	72.6
BS	16.7	8.6	15.9	20.4	23.0	14.5
BA/Ed	13.2	1.7	15.8	13.5	12.0	12.9

¹⁷Because the number of cases was so small, findings for BFA (5) and BA/Mus (14) were not presented.

Profile of Education Graduates

Because of Western'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 captures enough of the population to be representative.

The findings indicated that the majority of Education graduates continue to be, as they have been in the past, Washington residents (97.6%), Euro-Americans (89.6%), female (78.6%), and transfers (59.1%). The major most frequently studied by Education majors was English (17.0%), followed by History (8.7%), Social Studies (6.9%), and Mathematics (4.7%). Honors were earned by 17 (or 6.2%) of 1994 graduates with BA, Ed. degrees. And while all graduates were found in all age categories, the most frequent age at graduation was 23-24 years old (60.5%).

Profile of Graduates Who Participated in Varsity Athletics

Because of Western'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 relatively new item for the OIAT's annual graduate report (begun in 1992).

For the 1994 class, there were 120 graduates who had participated in varsity athletics. Most athlete-graduates were Washington residents (96.7%), 23-24 years old (65.8%), Euro-Americans (88.7%), natives (60.0%), and male (63.3%). Most graduated from the College of Arts & Sciences (70.0%), but also from the College of Business & Economics (16.70%) as well as the College of Fine & Performing Arts (5.0%), Huxley (5.0%), and Woodring (3.3%). Like the rest of the 1994 class, the majority of athlete-graduates earned Bachelor of Arts degrees (70.0%), although athlete-graduates also earned Bachelor of Science degrees (15.0%), as well as Bachelor of Education degrees (15.0%).

Varsity athlete-graduates earned degrees in 29 of the 45 departments bestowing degrees in 1994. The most frequently earned degree for these student/athletes was Physical Education (15.0%), followed by FMDS (11.7%), History (7.5%), and Art, English, Psychology, and Sociology (all 5.0%). Varsity athlete-graduates earned a Western gpa of 3.00--slightly below the 3.15 earned by the overall population.

The sport in which the most athletes/graduates participated was crew (25.8%), followed by football (20.0%) and track (15.0%). Crew the most females; football, crew, and track graduated the most males. (See Table 16.)

Table 16: Varsity Athletes by Gender (Row = 100%)

	male		females	
	cases	%	cases	%
Overall	76	63.3	44	36.7
basketball	4	75.0	1	25.0
crew	15	48.4	16	51.6
cross-country	6	54.5	5	45.5
fast pitch	-	-	5	100.0
football	24	100.0	-	-
golf	8	100.0	-	-
soccer	3	60.0	2	40.0
tennis/racket	7	63.6	4	36.4
track	10	55.6	8	44.4
volleyball	-	-	3	100.0

Discussion

Analysis by statistical correlation was performed on selected variables. High school gpa indicated a moderate to strong positive correlation to Western gpa ($r = .476$, sig. = .000, cases = 1125). In other words, it would be fairly likely to find that the higher the high school gpa, the higher the Western gpa. Also, SAT-verbal and SAT-math scores indicated a moderate positive correlation to Western gpa (SAT-V: $r = .438$, sig. = .000, cases = 583; SAT-M: $r = .385$, sig. = .000, cases = 583). Correlations for the preceding variables would apply mostly to native graduates, since, for the most part, transfers do not need to supply these scores in order to be admitted to Western.

Yet transfer gpa, too, indicated a moderate to strong positive correlation to Western gpa ($r = .485$, sig. = .000, cases = 1255), and this figure would, for the most part, apply only to transfer students (although there would be some number of natives with a transfer gpa in their records, as many natives do take credits at outside institutions). In any regard, this finding would indicate that it would be fairly likely to find that the higher the transfer gpa, the higher the Western gpa.

Multiple regression analysis on selected variables was also performed. This test helps to indicate which of a number of variables can help predict what the score on a dependent variable (in this case Western gpa) might be. It was most feasible to perform this test on native graduates who had no transfer gpa in their records (the so-called "pure natives"), since they were the only cohort which could be counted on to have provided more than a single variable, and whose records were not tainted, statistically, by the troublesome juxtaposition of being a 'native' graduate with transfer credits and gpa. For pure natives, regression analysis indicated a finding of $R^2 = .313$ for high school gpa as an independent variable affecting the dependent variable Western

gpa; in other words, 31.3% of the variance in Western gpa could be explained by knowing high school gpa. High school gpa combined with SAT-Verbal score indicated a finding of $R^2 = .468$; in other words, 46.8% of the variance in Western gpa could be explained by factoring in both high school gpa and SAT-Verbal scores. Factoring in SAT-Quantitative added another 2% to the equation, meaning that if all three variables are utilized, they explain 48.0% of the variance in gpa's earned at Western. If, then, one wanted to utilize variables that might help predict how well an in-coming frosh might perform at Western, using Western gpa as a yardstick, they would best be served by looking at high school gpa and SAT scores.

Graduate profiles have a great tendency to underscore the sameness of graduates over time; yet there were *slight* variations in trends between the current, 1994, profile and the profile for 1993 graduates. They included:

- The number of students matriculating was down from 2198 in 1993 to 2100 in 1994.
- The percentage of native graduates--those who began their education at Western as first-time freshmen--was down for the second year in a row (1994 = 42.1%; 1993 = 44.2%; 1992 = 45.6%).
- Average high school gpa's for those graduates who had them included in their records (mostly natives) were higher in 1994 than in the two years previous (1994 = 3.34; 1993 = 3.26; 1992 = 3.22).
- Even though the Washington Pre-College Test was discontinued a number of years ago, it was nonetheless the most often reported pre-college test score for 1994 graduates. This finding is steadily declining in favor of SAT scores.
- Fewer 1994 graduates reported repeating a course than 1993 graduates (1994 = 14.3%; 1993 = 16.7%).
- More 1994 graduates passed both sections of the JWE than 1993 graduates (essay: 1994 = 76.6%; 1993 = 63.4%; objective: 1994 = 91.2%; 1993 = 87.4%).
- More student/athletes graduated in 1994 than in 1993 (1994 = 120; 1993 = 100).
- The average number of quarters attended Western by natives was 14.4; while the average number of quarters attended Western by transfers was 9.2. In other words, the average native attended Western for a little less than five years, while the average transfer attended Western for about three years. These figures mirror findings that track frosh classes through to graduation which indicate that most students need more than four but usually no more than five years to graduate, while transfer need about three years and sometimes a little more to graduate.
- The average gpa earned at Western by the 1994 graduating class was 3.15, the highest in the last fifteen years.

This last trend is potentially an important one. Is the University already seeing the effects of the more prepared frosh classes that began entering Western around 1989 and 1990? It may be too early to tell, though close attention should be paid to gpa's in the next two or three years especially. The issue of better-prepared students impacts directly many important institutional decisions, though none more crucially than curricula. If, to accommodate these new students, coursework becomes more challenging while grading standards realign to maintain a traditional grading distribution, what does that mean to previous generations of graduates? Shouldn't a 3.00 earned under a stricter curricula mean something different than a 3.00 earned under a less stringent one? What if, too, this potential stricter curricula at Western extends to inter-institutional comparisons, especially with Western's in-state peers? Will Western graduates find themselves pointing out to a potential employer that their degree and three-point makes them more worthy of consideration for the job than a person with a degree and three-point earned somewhere else?

The strongest impulse any educator has is to teach to the fullest capabilities of his or her students. In an ideal world where students learned and teachers taught only for the love of learning and teaching, that basic underlying principle of the teacher/student relationship would be uncontroversial--mainly because grading and gpa's would not exist. But because we live in a society where such things as gpa's and where they were earned matter, the grades given and the degrees bestowed by Western take on a form and importance of their own. Abhorrent as the peripheral nature of grading may be to many, important decisions regarding what gpa's should look like and what they should mean have to be made. In this regard, the trend of increasingly high gpa of Western graduates should be viewed seriously.

As it was in previous graduate reports, a brief analysis was done regarding ethnic-minorities at graduation. Including all graduates, whether they reported ethnicity or not, ethnic-minorities made up 8.4% of the 1994 class, up from 7.0% in 1993 and 6.1% in 1992. To put a perspective on what that figure means, the enrollment report from the Fall of 1990 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 an approximation of ethnic graduation rates that were slightly different from the more traditional front-loaded variety. And, indeed, in the Fall of 1990 ethnic-minorities comprised 8.7% of the overall population of Western students. Although tracked for only three years, there appears to be a trend that ethnic-minority students are graduating in the same relative proportion that they are represented at Western.

Data collected on 1994 graduates also included information on a goodly-sized cohort (228) who had taken the CIRP frosh survey in 1989.¹⁸ For purposes of easy identification, this cohort will be referred to as Five-Year CIRP Grads. They should provide findings of some interest to those concerned with issues of time to degree. For one reason, the Five-Year CIRP

¹⁸CIRP is the acronym for Cooperative Institutional Research Program, administered by the Higher Education Research Institute, a part of the Graduate School of Education at the University of California, Los Angeles. Their Student Information Survey has been administered periodically to in-coming Western frosh since 1971. The CIRP profiles characteristics, attitudes, values, educational achievements, and future goals.

Grads were, indeed, natives--i.e., each and every one began their academic career at Western as a freshman. Furthermore, this group of CIRP natives can be compared to last year's group of CIRP natives (referred to as Four-Year CIRP Grads).

Actually, last year's Four-Year CIRP Grads were an example of the perfect group of students--if one's measure of perfection is the ability to get through Western in four years. The average number of quarters attended Western by the Four-Year CIRP Grads was 12.4, about as close to getting through in four years as one is likely to find. (Indeed, 59.9% of Four-Year CIRP Grads needed 12 quarters or less to graduate, and 34.2% needed only one additional quarter, for a total of 94.1% graduating in no more than thirteen quarters--a remarkable figure when considering that the average number of quarters attended Western by the overall cohort of natives was 14.4.)

To recapitulate the description of Four-Year CIRP Grads taken from the report on 1993 graduates: they were primarily females (75.0%) and primarily Euro-American (90.8%); they had better high school gpa's than the general population of graduates (3.54 versus 3.27), as well as had a better Western gpa (3.26 versus 3.11); they had fewer total college credits than the general population (185 versus 202); they were less likely to repeat or drop courses; and, finally, they had slightly higher pre-college test scores as well as were slightly more likely to pass either section of the Junior Writing Exam. In other words, not only did Four-Year CIRP Grads get through "on time," they performed well while doing so.

The remaining background on Four-Year CIRP Grads includes the following findings:

- The parents of Four-Year CIRP Grads were slightly more likely to have been alumni of Western than the parents of the general population (11.2% versus 8.2%).
- The parents of Four-Year CIRP Grads were very likely to have attended college, if not actually to have graduated. (Survey respondents indicated that 62.4% of their fathers and 48.8% of their mothers had earned at least a Bachelor's degree).
- Four-Year CIRP Grads were much more likely to have attended Summer Orientation than the general population (92.8% versus 79.5%).¹⁹
- Four-Year CIRP Grads graduated with BA degrees at a much higher percentage than did the general population (90.8% versus 71.6%).²⁰

¹⁹Though this finding is unsurprising, since it is at Summer Orientation that the CIRP survey is administered, Summer Orientation may still have a positive effect on time-to-degree. Careful planning and preparation, combined with timely advising, besides having a ring of common sense to them, have been shown to be direct or indirect influencing factors in time-to-degree efficiency. See: Simpson, C. and Trimble, J.E. *Factors that Influence Graduation Rates and Time to Graduation at Western Washington University*. Materials prepared for a meeting sponsored by the Higher Education Coordinating Board concerning state-wide graduation rates and time to degree. Olympia, WA; October, 1993.

²⁰Just as careful planning and preparation have a hastening effect on time-to-degree, earning a BS degree has a slowing effect. See: Simpson, C. and Trimble, J.E., citation from footnote 19.

Also found in 1993's graduate profile were two items that immediately begin to set apart the Four-Year CIRP Grads from other CIRP respondents from 1989 (including the Five-Year CIRP Grads from this year's class). When compared to those CIRP respondents who *did not* graduate in 1993, two factors were found to be statistically significant. One was that, generally, while in high school, Four-Year CIRP Grads spent more time studying. This finding was significant at $p < .05$. (See Table 17.)

Table 17: Percentage of "Four-Year CIRP Grads" Indicating Hours Per Week Spent Studying in the Year Prior to Entering Western

	0 to 5 hrs	6 to 15 hrs	16 hrs plus
Four-Year CIRP Grads	47.3	42.0	10.7
non-graduating CIRP respondents	53.5	41.0	5.5

The other noteworthy factor was that Four-Year CIRP Grads were more likely to have reported that they would "be satisfied with (their) college." This finding was significant at $p < .04$. (See Table 18.)

Table 18: Percentage of "Four-Year CIRP Grads" Indicating They would "be satisfied with (their) college"

	no or some chance	very good chance
Four-Year CIRP Grads	34.2	65.8
non-graduating CIRP respondents	43.1	56.9

This accumulation of figures seems to portray a Four-Year CIRP Grad as a student with study habits learned prior to attending college that are relatively better than that of their peers, a student who may have been somewhat more careful in their planning and preparations for college, a student who has a more up-beat attitude about attending college (and Western specifically), a student with somewhat better pre-college academic accomplishments than their peers, a student who is much less likely to enter a BS degree program and thus avoid the inevitable extra time needed to earn such a degree, and a student whose parents have a background that includes exposure to, if not actual success at a college career themselves.²¹

Now let's begin a more thorough comparison of the two classes of CIRP participant. Five-Year CIRP Grads had a higher percentage of males than the Four-Year CIRP Grads but a slightly lower percentage of Euro-Americans (39.5% versus 25.0% males; 84.6% versus 90.8% Euro-Americans). Five-Year CIRP Grads had a higher high school gpa than the general population of graduates (3.47 versus 3.34), though the difference was less than it was for Four-Year CIRP Grads (3.54 versus 3.27). Unlike Four-Year CIRP Grads, Five-Year CIRP Grads earned a Western gpa that was all but equal to rather than higher than the Western gpa of the overall population (3.14 versus 3.15). Furthermore, Five-Year CIRP Grads had only slightly

²¹This report is not in any way, shape, or form advocating that in order to get through college in a timely fashion students should avoid earning a BS degree. It is simply a statement of fact that earning a BS degree can potentially effect the 'efficiency' of time-to-degree.

fewer total credits than did the general population of graduates (201 versus 203), and were about as likely to repeat a course (14.7% versus 14.3% repeating at least one course).

Interestingly, the parents of Five-Year CIRP Grads were not only more likely than the general population of frosh to have been Western alumni (13.7% versus 8.0%), they were also more likely than the parents of Four-Year CIRP Grads to have been Western alumni (13.7% versus 11.2%). Furthermore, the parents of Five-Year CIRP Grads were, like those of Four-Year CIRP Grads, very likely to have attended college, with survey respondents indicating that 63.5% of their fathers and 52.4% of their mothers had earned at least a Bachelor's degree (compared to 62.4% of the fathers and 48.8% of the mothers of Four-Year CIRP Grads).

Very importantly, Five-Year CIRP Grads graduated with BA degrees at only a slightly smaller percentage than the overall population of frosh (63.7% versus 69.3%), but at a significantly smaller percentage than Four-Year CIRP Grads (63.7% versus 90.8%). Conversely, many more Five-Year CIRP Grads earned BS, BFA, BA/Ed., and B/Mus degrees.

To sum up the differences between Four-Year CIRP Grads and Five-Year CIRP Grads: *academically*, Four-Year CIRP Grads had better grades coming from high school, and performed better at Western than did Five-Year CIRP Grads; *socially*, Four-Year CIRP Grads had somewhat better work habits and had a somewhat more "up-beat" attitude about coming to college than did Five-Year CIRP Grads; and, *strategically*, an overwhelmingly high percentage of Four-Year CIRP Grads earned BA degrees, steering clear of degrees that take longer to earn.

At the risk of redundancy, it again appears that most of the factors that influence a student's efficacious matriculation are those a student brings with them to college: good high school grades and study habits, and a propensity for careful planning and preparation. The one institutionally-controlled factor that appears to slow a student down is that of taking a degree other than a BA--an all but unrefinable hurdle. Those administrators, faculty, and staff working diligently to improve the delivery of certain services intent on improving time-to-degree may be disheartened to learn--or maybe have already known for years and are beyond disheartenment--that the best designed service in the world can't make anywhere near the difference organization and self-motivation on the part of the student make.

This is not to say that areas identifiable as having the most influence on time-to-degree shouldn't be studied and improved. The findings in this report could also be fashioned into the argument that it is only the best and brightest students who are capable of surmounting the administrative hurdles placed before them, that an average student needs either more advising or less cumbersome, more easily understood graduation guidelines. Attendant on both lines of reasoning are the following questions: 1) Upon whose shoulders should the onus for timely graduation fall, the student's or the institution's? 2) If time-to-degree is a shared burden, where should the balance be struck?

Appendix A:
Ethnicity Report

1994 Western Washington University Graduates: Ethnicity Report

Ethnicity	Admit Status*					
			Native		Transfer	
	N	%	N	% Ethnic pop.	N	% Ethnic pop.
African-American	26	1.2	15	57.7	11	42.3
American Indian/AK Native	29	1.4	9	31.0	19	65.5
Euro-American	1794	85.4	763	42.5	963	53.7
Hispanic	40	1.9	14	35.0	24	60.0
Asian/Pacific Islander	82	3.9	43	52.4	36	43.9
International	15	0.7	-	-	-	-
Did not respond	114	5.4	-	-	-	-

*Does not include 'special admit' status, which accounted for 4.4% of the overall population.

GPA's

	High School		Transfer		WWU	
	N	GPA	N	GPA	N	GPA
African-American	15	2.88	13	2.56	26	2.63
American Indian/AK Native	11	3.14	21	3.10	29	3.13
Euro-American	979	3.36	1079	3.10	1788	3.16
Hispanic	22	3.08	25	2.94	39	3.10
Asian/Pacific Islander	49	3.30	39	3.07	81	3.02

Pre-college Test Scores

	WPCT			SAT		
	N	Verbal	Math	N	Verbal	Math
African-American	11	52.7	50.0	8	380	370
American Indian/AK Native	8	49.9	48.6	4	430	443
Euro-American	805	53.3	55.0	509	472	518
Hispanic	21	51.2	54.5	8	450	485
Asian/Pacific Islander	41	48.5	52.9	28	417	482

1994 Western Washington University Graduates: Ethnicity Report

University demographics

	Quarters missed		Courses dropped		Courses repeated	
	N	Mean	N	Mean	N	Mean
African-American	6	2.7	12	1.8	9	1.3
American Indian/AK Native	6	3.3	15	1.2	9	1.1
Euro-American	387	6.6	744	1.6	241	1.9
Hispanic	12	8.4	17	1.6	8	1.6
Asian/Pacific Islander	12	6.4	43	1.4	14	1.7

University demographics (cont.)

	Quarters at Western		Total credits earned		JWE Obj.	JWE Essay
	N	Mean	N	Mean	% passed	% passed
African-American	26	12.9	26	196.1	73.1	42.3
American Indian/AK Native	29	10.4	29	205.5	96.6	82.8
Euro-American	1794	11.4	1793	203.2	92.8	77.9
Hispanic	40	11.0	40	204.0	81.6	81.6
Asian/Pacific Islander	82	12.2	82	203.3	86.6	63.4

Degree earned

	BA		BS		BA/Ed	
	N	% Ethnic pop.	N	% Ethnic pop.	N	% Ethnic pop.
African-American	22	84.6	3	11.5	1	3.8
American Indian/AK Native	23	79.3	2	6.9	2	6.9
Euro-American	1237	69.0	294	16.4	250	13.9
Hispanic	29	72.5	4	10.0	7	17.5
Asian/Pacific Islander	59	72.0	17	20.7	4	4.9
	BFA		B/Mus			
	N	% Ethnic pop.	N	% Ethnic pop.		
African-American	-	-	-	-		
American Indian/AK Native	-	-	2	6.9		
Euro-American	2	0.1	11	0.6		
Hispanic	-	-	-	-		
Asian/Pacific Islander	-	-	2	2.4		

1994 Western Washington University Graduates: Ethnicity Report

College of graduation

	F&PA		B&E		Fairhaven	
	N	% Ethnic pop.	N	% Ethnic pop.	N	% Ethnic pop.
African-American	2	7.7	3	11.5	1	3.8
American Indian/AK Native	2	6.9	4	13.8	3	10.3
Euro-American	109	6.1	280	15.6	68	3.8
Hispanic	5	12.5	6	15.0	3	7.5
Asian/Pacific Islander	6	7.3	18	22.0	1	1.2
	Woodring		Huxley		A&S	
	N	% Ethnic pop.	N	% Ethnic pop.	N	% Ethnic pop.
African-American	2	6.5	2	7.7	18	69.2
American Indian/AK Native	4	13.8	2	6.9	14	48.3
Euro-American	182	10.1	109	6.1	1046	58.3
Hispanic	5	12.5	2	5.0	19	47.5
Asian/Pacific Islander	3	3.7	1	6.7	50	61.0

Honors at graduation

	Cum Laude		Magna	
	N	% Ethnic pop.	N	% Ethnic pop.
African-American	-	-	-	-
American Indian/AK Native	1	3.4	1	3.4
Euro-American	88	4.9	55	3.1
Hispanic	2	5.0	-	-
Asian/Pacific Islander	5	6.1	-	-

Appendix B:

Selected Variables from
Student Tracking System

Selected Variables Used from Student Tracking System
Profile of 1994 Western Washington University Graduates

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	JWEESAY	JWE Essay grade (P/F)
STATE	Washington resident; Out-of-state resident; Intemational	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	MISSYRS	# of years missed