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Joseph E. Trimble
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Institutional Assessment at
Western Washington University
for the 1995-1997 Biennium

(January, 1996)

Joseph E. Trimble, Ph.D.
Director

Office of Institutional Assessment and Testing
Western Washington University
Bellingham, Washington

**Institutional Assessment Activities for the 1995-1997 Biennium
Western Washington University
Summary Report
January 3, 1996**

In identifying and organizing its research, program evaluation, and outcomes assessment activities Western Washington University's Office of Institutional Assessment and Testing (OIAT) strives to obtain and generate data and information that attempts to provide answers to the following fundamental questions: 1) What do we look like as an institution and how can we improve the quality of the academic and sociocultural climate? 2) What factors contribute to general and specific changes in Western students' attitudes, knowledge, and skills? 3) How can we enrich classroom and instructional experiences to advance and promote effective learning? 4) How successful is each component of the curricular and program activities and what changes are produced from the implementation of recommended changes? and 5) What are we like as an institution and what is the effect of administrative decisions on policy, the overall academic and sociocultural climate, faculty, students, parents, alumni, boards, and agencies? Additionally, Western's assessment activities are influenced and driven by: 1) strategic action plans contained in Western's Strategic Plan adopted in February, 1992; 2) six general assessment categories identified by the Washington's Higher Education Coordinating Board; 3) recommendations from Western's academic and student services programs and committees; 4) findings and recommendations generated from previous assessment studies; and 5) recommendations and findings found in the institutional research and assessment literature in higher education.

During the 1994-1995 academic year Western's Office of Institutional Assessment and Testing produced 11 technical reports, several data-based memoranda, continued to publish the "InfoFact" series of brief summaries of assessment findings, and initiated the "Focus" series, also a summary-format presentation of assessment findings but limited to one topic per issue. The "Focus" serves as a bridge between the popular "InfoFact" publication and full technical reports. Using the idea of an expanded executive summary, each issue of "Focus" presents either the salient findings found in lengthier reports, or new findings from smaller scaled studies deserving of special notice.

The 1995-1997 biennium plan consists of two sections: Section A presents the major assessment activities in categories and formats developed by the Higher Education Coordinating Board; Section B presents the major assessment activities by individual project. The main sections are preceded by a milestone chart (Figure 1). Appendix A contains an annotated bibliography of the Office of Institutional Assessment and Testing's technical report series.

The Office of Institutional Assessment and Testing projects a similar if not higher level of productivity for the second half of the 1995-1997 biennium. The plan contains most of the activities for the 1995-1997 biennium, though many activities will be added as the year unfolds, usually in response to findings generated from previous studies, or in

response to unforeseen administrative needs. Information and data generated from the activities is circulated to selected academic and student services committees to assist them in planning and implementing policy decisions and program changes; in these instances, data, along with corresponding tables and figures, are provided in a non-documented form.

Along with conducting surveys and collecting data from a variety of respondent populations the Office of Institutional Assessment and Testing maintains an elaborate Student Tracking System that contains updated information on student characteristics; the information allows Western to monitor student enrollment patterns, persistence to a degree, and factors that contribute to retention and academic progress.

Assessment findings and outcomes generated from policy and program changes at Western occur regularly and continuously, as does monitoring and collecting data on program and policy impact and effectiveness. Nonetheless, policy and program changes influenced by assessment findings require at least one academic year before any noticeable or significant change can be detected; indeed, in most instances, changes are not detected until two academic years have elapsed. This circumstance is influenced by the following administrative realities. First, changes must be carefully planned and subsequently approved by a number of Western's committees and governing bodies. Second, once the changes or recommendations are actually implemented, data must be collected to establish base rates and a tracking or monitoring system established to assess process and progress. Third, sufficient time as measured in academic quarters must elapse in order to detect a modicum of change in student, faculty, or administrator performance or impact of a program on selected outcomes. And, finally, data must then be collected, analyzed, and compiled in a technical report and distributed accordingly to inform the university community of the outcomes of a particular initiative. From that point committees review outcomes and produce recommendations.

During the 1993-1995 biennium assessment outcomes contributed to numerous program and policy decisions. Also, in addition, the Office of Institutional Assessment and Testing monitored and evaluated several initiatives created from assessment findings conducted in previous years. The following list is a summary of various activities influenced by Western's assessment findings:

- In 1991 Western established an Enrollment Management Group to explore student enrollment patterns, persistence, retention, graduation rates, and curriculum reform issues. Several recommendations produced by this Committee have led to significant changes in enrollment management procedures. Recently, a 70 page report entitled, "Strategic Management Plans and Procedures to Improve Degree Progress and Persistence at Western Washington University," was prepared and submitted to the HECB; the plan contains over 30 distinct recommendations for improving enrollment management issues at Western.

- Two large scale surveys of Western students' health attitudes and behavior and drug and alcohol use patterns led to the development of a comprehensive proactive plan to reduce alcohol and drug use and promote wellness through a variety of educational intervention strategies.
- Results from a number of assessment studies focusing on gender and ethnic-minority topics led to several policy changes, an emphasis on cultural and diversity subject matter across the curriculum, and the establishment of an active program to improve the sociocultural climate of the university.
- The Student Support Services Office has been established through reorganizations in Student and Academic Affairs. The change will connect academic advising more closely with Academic Affairs, provide a central access point for students, and create more effective delivery of services to students.
- Western's Faculty Senate continues to examine the possibility of a clearer, more unified approach to faculty evaluation. The Senate's Committee on Faculty Development and the Enhancement of Teaching has drafted recommendations on policy. Currently it is examining policies and procedures concerning all forms of support for faculty development in both teaching and research and evaluating teaching effectiveness.
- The Faculty Senate's Academic Coordinating Commission has approved several curricular programs of an interdisciplinary nature and worked with the College of Arts and Sciences to design and implement curriculum alternatives for students to fulfill their general university requirements while strengthening their liberal arts backgrounds. In addition, a full scale review of the general university requirements has been initiated.
- Results from several ongoing student tracking assessment surveys indicate:
 - 1) Increased fall-to-fall retention rates for all classes. For example, retention for 1985 entering freshmen to 1986 was 71%, while retention for 1993 entering freshmen to 1994 was 84%;
 - 2) Increased graduation rates. The percentage of 1985 freshmen graduating within five years was 36%. The percentage of 1989 freshmen graduating within five years was 52%;
 - 3) A higher percentage of students are passing Western's intermediate level writing exam, the Junior Writing Exam, than in years past;
 - 4) In the last few years, the high school grade point averages and pre-college test scores of entering freshmen have risen dramatically. Both indices look to be higher for the entering class of fall, 1995, than for the class of fall, 1994, which had been the highest ever;

- 5) The percentage of ethnic-minority students at Western is increasing. Both the 1995 freshmen class and the overall student population were most ethnically-diverse ever;
- 6) In a recent assessment survey, well over 80% of Western seniors indicated satisfaction with the courses in their major and with their overall college experience.

In the 1995-1997 biennium Western's institutional assessment activities will closely follow the assessment guidelines established by the HECB. Yet a number of additional activities have been generated at Western that must be closely monitored and evaluated. Indeed, the Office of Institutional Assessment and Testing anticipates producing close to 25 technical reports over the biennium; many of the reports will contain findings concerning local curriculum, student, and faculty related initiatives. In addition, the OIAT will design and conduct a series of program and impact evaluation activities that will track and assess some 25 "time-to-degree" recommendations. Figure 1 (next page) shows the list of projected assessment activities for the 1995-1997 biennium, along with corresponding milestones for each phase of that activity.

Figure 1. Milestone chart showing WWU's assessment plans and activities for the 1995-1997 biennium.

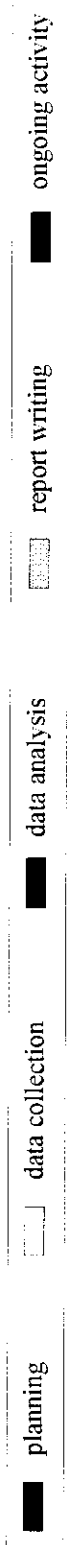
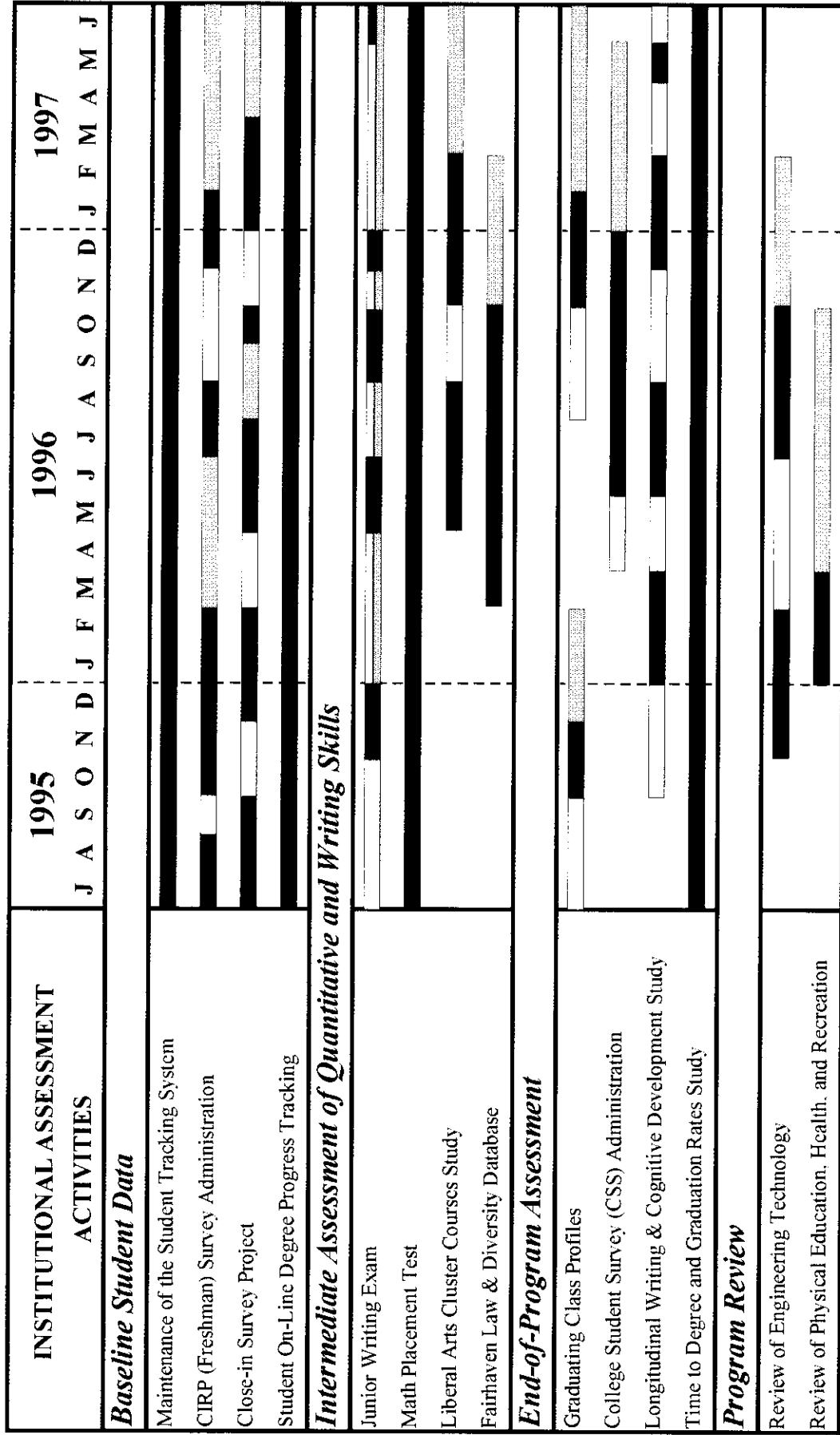
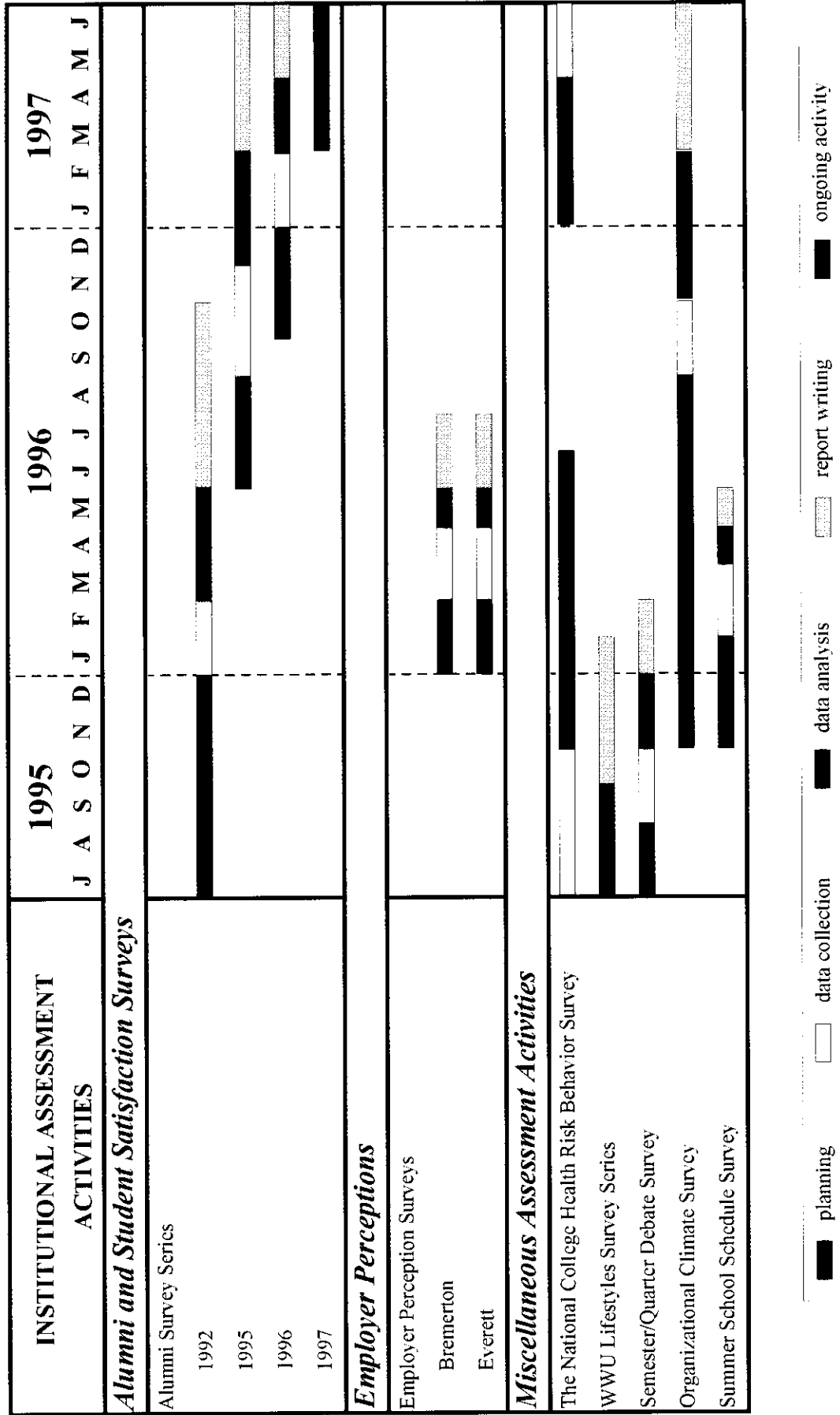


Figure 1. (continued)



Section A:

Major Assessment Activities Presented in
Categories and Formats Developed by
Higher Education Coordinating Board

WESTERN WASHINGTON UNIVERSITY 1995-97 ASSESSMENT PLAN SUMMARY

Implementation-Results	Objectives and Uses
Baseline Student Data	
Maintenance of the Student Tracking System (STS)	To acquire and maintain factual demographic information on cohorts of WWU's undergraduate population. The STS supports nearly all aspects of assessment activities at WWU.
Cooperative Institutional Research Program (CIRP) Survey Administration	To assist enrollment management and admissions office policy, as well as policy changes in academic advisement and tutorial centers, and to enhance understanding of entering students and to facilitate student responses and developments which emerge from future studies by compiling information concerning academic and vocational goals, perceived academic competencies, values, demographic characteristics, factors which influence higher education goals and related topics.
Close-in Survey Project	To identify and study factors that influence students' decisions about course selection, preference for major, attitudes towards quality of instruction, and academic progress. This is an on-going , longitudinal study.
Student Centered On-Line Degree Progress Tracking System	To facilitate access and progress toward degree completion, WWU proposes, among other things, a degree audit system which would provide students, advisors, and administrators an on-line advising tool with the ability to track individual student progress. Students would thus be regularly monitored and updated on where they are in one or more degree programs, and what requirements remain.

WESTERN WASHINGTON UNIVERSITY 1995-97 ASSESSMENT PLAN SUMMARY

Intermediate Assessment of Quantitative and Writing Skills & Other Appropriate Intermediate Assessment	Implementation-Results	Objectives and Uses
Junior Writing Exam	On-going	To assess writing abilities at the half-way mark in a student's academic career, and to analyze student writing trends and conduct research on student writing abilities. Results help the Expository Writing Committee reach planning decisions for writing at WWU.
Math Placement Test	On-going	To aid in placing students in appropriate levels of math courses, and to provide Mathematics Department with beginning level competency of entering frosh and certain classifications of transfers.
Liberal Arts Cluster Courses Study	Periodic evaluation of courses.	To assess the student responses to liberal arts and track student development and progress in subsequent courses.
Fairhaven Law & Diversity Database	An on-going database tracking system.	To provide the Fairhaven Law & Diversity Program with student information generated by the STS. The data will be useful in tracking the current L&D class, as well as provide a basis for later comparison and analyses.

WESTERN WASHINGTON UNIVERSITY 1995-97 ASSESSMENT PLAN SUMMARY

End-of-Program Assessment

Implementation-Results

Objectives and Uses

Graduating Class Profiles

Profile reports are produced yearly.

To establish a database of characteristics of graduating classes. Reports provide the University community with a continuing analysis of demographic and academic trends vital to decision making and program planning.

**College Student Survey (CSS)
Administration**

This questionnaire is a follow-up of the CIRP survey of first-time, entering freshmen. It is administered during the senior year.

To track and quantify the changes in attitudes and perceptions of students after a proscribed period of time--at WWU, four years after entering as first-time freshmen. Results will help administrators, faculty and staff better understand the nature of change wrought by the academic and social structure of WWU, and should assist all offices, departments and units in a myriad of administrative decisions.

**Longitudinal Writing and
Cognitive Development Study**

Collection of English 101 writing portfolios for fall quarter, 1995 completed. Plans are to collect portfolios in the fall and winter quarters over the next few years.

To analyze changes and improvements in student cognitive development after four years of study at WWU. A cohort of frosh writing samples will be collected in the fall of 1995 and winter of 1996; four years later, writing samples from the same cohort will be collected again. Samples will be compared using a multiplicity of analysis tools--for instance, those developed by Perry, Gilligan, and Kohlberg.

**Time to Degree and
Graduation Rates Study**

This activity is on-going.

To study in depth the volatile issues of time to degree and graduation rates in a number of contexts, using among others, concepts from the National Center for Education Statistics and Alexander Astin of the Cooperative Institutional Research Program.

WESTERN WASHINGTON UNIVERSITY 1995-97 ASSESSMENT PLAN SUMMARY

	Implementation-Results	Objectives and Uses
Alumni and Student Satisfaction Surveys		
Alumni Survey Series	Alumni surveys and reports are an on-going activity. Studies include the classes of 1992, 1995, 1996, and 1997.	To provide data relevant to all departmental self-evaluations, and to evaluations of General University Requirements (GUR's), student life services, facilities, advising, institutional quality, etc. Survey data are merged with the Student Tracking System (STS) to allow the most flexible and thorough analysis.
Employer Perceptions		
Employer Perception Surveys	Two surveys are planned: one each of employers in the Port Angeles and Bremerton vicinities.	To provide programs and departments, especially those providing off-campus services, with timely information of the needs and interests of the communities they serve. Though employer perception surveys were dropped from official statewide assessment guidelines, such surveys have been of great use to individual programs and departments at Western. Surveys of this nature fit WWU's assessment goal of conducting as often as possible data-based projects that fit the needs of individual offices, departments and units.
Program Review		
Regular Review of Academic Programs	Engineering Technology is initiating a comprehensive self study.	To provide assistance to specific units scheduled to conduct program review activities consistent with HEC Board guidelines.

WESTERN WASHINGTON UNIVERSITY 1995-97 ASSESSMENT PLAN SUMMARY

Miscellaneous Assessment Activities	Implementation-Results	Objectives and Uses
The National College Health Risk Behavior Survey	Survey administration was completed in the summer of 1995. Data analysis and report writing are in progress. Plans are to replicate this survey biennially.	To identify and estimate the attitudes and behaviors of Western students concerning their orientations to physical and mental health. Results will focus attention on the health and mental health needs of Western students, and will be used to assist the development of a Wellness Program, as well as enhance health-related seminars, workshops, and activities such as may occur through the Substance Abuse Prevention Center, and the Outreach and Patient Education Office of the Health Center. The survey targets the 29 health objectives identified by Healthy People 2000. Survey instrument was developed by the Division of Adolescent and School Health (DASH) at the Center for Disease Control and Prevention (CDC).
WWU Lifestyles Survey Series	Administration of this survey will be done biennially. The most recent report was completed in the fall of 1995 from surveys administered in the spring of 1995.	To study in detail the effect of alcohol and drug use on WWU students. The Lifestyles Project was developed as part of the University's on-going effort (a) to investigate students' experience both <i>in and out</i> of the classroom; (b) to enhance those experiences which lead to personal and academic success; and (c) to reduce risk factors jeopardizing student success. Follow-ups will influence and help guide the direction of Wellness Center programs, as well as provide some indices of program effectiveness.

WESTERN WASHINGTON UNIVERSITY 1995-97 ASSESSMENT PLAN SUMMARY

Miscellaneous Assessment Activities (cont.)	Implementation-Results	Objectives and Uses
Semester/Quarter Debate Survey	Survey administration completed in the fall, 1995. Data analysis in progress. Report due during winter quarter, 1996.	To identify the arguments pro and con of Western changing to a semester-based academic year.
Organizational Climate Survey	This project is in the early planning stages: questionnaire development, etc. Results are anticipated for the winter quarter of 1997.	To identify organizational and institutional factors and processes that affect job performance, delivery of services, students' retention and persistence, academic quality, and administrative effectiveness.
Summer School Schedule Survey	This project is in the early planning stages: questionnaire development, etc. Results are anticipated for the spring quarter of 1996.	To study the feasibility of changing the summer session to an actual fourth quarter. Results will guide decision making at the administrative level.

Section B:

Major Assessment Activities Presented
by Individual Project

Maintenance of the Student Tracking System (STS)

Activities Completed:

Brief description of activities: Western's Registrar's Office compiles all academic-based information concerning student admissions and progress. This database is supplemented by others collected and/or generated by the OIAT.

Results: Demographic information supplied by the database enables the OIAT to track the academic progress of students in all academic units, and enhance analyses of student responses to questionnaires, interviews, standardized assessment instruments, and opinion surveys.

Works in Progress:

Brief description: The STS supports nearly all aspects of assessment activities at Western. The STS continues to be expanded and fine-tuned. The OIAT makes frequent use of the STS in support of data requests, report writing, and other assessment-related activities.

Projected availability of results: Not applicable.

Related Institutional Processes and Decisions:

All program and academic units require detailed information concerning the characteristics and progress of selected cohorts of the student population. The information becomes part of the planning process and subsequently influences goal-directed activities, decision making, allocation of resources, and program planning.

Cooperative Institutional Research Program (CIRP) Survey Administration

Activities Completed:

Brief description of activities: The Cooperative Institutional Research Program (CIRP) Survey has been administered to entering Western freshmen since 1971. Since 1989 it has been administered annually. In 1995, the CIRP was administered to new in-coming transfer students; this activity, too, will continue to happen annually. CIRP findings assist enrollment management and admissions office policy, as well as policy changes in academic advisement and tutorial centers. By compiling information concerning academic and vocational goals, perceived academic competencies, demographic characteristics, and other factors influencing higher education goals, the CIRP serves as an invaluable resource tool, both for immediate and future studies. Moreover, CIRP findings have the added value of linkage to a large and comprehensive set of national data.

Results: Data from each year's CIRP administration is collated, analyzed, and entered into the Student Tracking System (STS). The data are available to researchers in both electronic and hard-copy form.

Works in Progress:

Brief description: CIRP surveys are administered during the summer and early fall freshman and new transfer orientation programs held prior to each new academic year. Administration and data analysis of the 1995 CIRP Survey has been completed. Reports are usually written in late winter or early spring.

Projected availability of results: CIRP reports on administrations from 1985 to 1994 are currently available; the 1995 CIRP report will be available by July, 1996.

Related Institutional Processes and Decisions:

Although CIRP findings include some data available through other means--for instance, Registrar and Admissions Office records--most of the findings are unique. Estimates of parental income, for instance, are included in CIRP data. Unless a student has applied for financial aid, parental income is available nowhere else. CIRP findings also allow researchers to make connections between behavior and results (grades, for instance), rather than just report outcomes. Indeed, CIRP findings weave their way into a myriad of peripheral studies, as well as influence, enhance, and facilitate decision making and program planning.

Close-in Surveys of Students' Enrollment and Curricular Experiences

Activities Completed:

Brief description of activities: During the 1994-95 academic year, two cohorts of undergraduates, entering freshmen and students with more than 100 credits, were surveyed. Three surveys were written and conducted, data was entered, cleaned, merged with Registrar data, and analyzed.

Results: The fall survey included 322 new frosh and 279 new transfers. The spring follow-up survey of the fall samples had a 91.3% completion rate. The winter survey was of 715 enrolled students with over 100 credits.

Works in Progress:

Brief description: The entering freshmen surveyed during the 1994-95 academic year will be resurveyed during the fall, 1995, and spring, 1996, quarters by telephone and through a mailout. The survey research process will be replicated during the 1996-97 academic year. During the fall, 1997, the OIAT plans to repeat the close-in study by conducting a survey of fall, 1997, entering students, and winter, 1998, students with 100+ credits.

Projected availability of results: Reports will be drafted in sequence, with the first ready by late July, 1995, and several more during summer and fall. Some findings in the form of figures will be circulated earlier.

Related Institutional Processes and Decisions:

Information will be used to inform the Administration and Board of Trustees retreat as background data for many of the areas to be under scrutiny. Results will also input to Enrollment Management Committee planning, and for time-to-degree polices. Also likely to influence issues related to residence studying, course quality, advising, registration, course access, and major selection.

Student Centered On-Line Degree Program Tracking System

Activities Completed:

Brief description of activities: A grant proposal was written jointly by the Academic Advising Office, the OIAT, the Budget Office, and others, and submitted for review.

Results: Waiting period while grant proposal is considered.

Works in Progress:

Brief description: The On-Line Degree Tracking System would provide students and academic advisors ready access to an electronic transcript analysis. Student would be able to see exactly where he or she is at in any given degree track at any point in time during his or her academic career.

Projected availability of results: The College of Business and Economics has developed an experimental prototype degree audit system. The system will be examined for possible university-wide use.

Related Institutional Processes and Decisions:

Substitute House Bill 1580 mandates that by May 15, 1994, each state institution of higher education, as part of its strategic plan, will adopt strategies designed to shorten the time required for students to complete a degree or certificate and to improve the graduation rate for all students, and that such strategies be implemented by the 1995-96 fall term.

Junior Writing Exam

Activities Completed:

Brief Description of Activities: All Western students must take the Junior Writing Exam (JWE) before being allowed to take upper-division Writing Intensive courses.

Results: Students are made aware of the JWE requirement through Western's college course catalog, academic advising, and postings in the student newspaper. Students sign up for the JWE through the OIAT, who also carry out the administration of the test.

Works in Progress:

Brief description: Beginning Fall Quarter, 1991, the JWE changed from a diagnostic tool to a requirement. Currently, two faculty committees are debating various aspects of the JWE, with discussions falling into two realms: a) logistical concerns for students with writing difficulties, and b) current (objective exam and writing sample) versus alternative assessment criteria. One of the benefits of a JWE-type program is that it keeps the discussion of student writing issues lively and impassioned.

Projected availability of results: Specific JWE findings are generated as faculty writing committees need them, but can also be found in the report on recent graduates prepared each year by the OIAT.

Related Institutional Processes and Decisions:

The JWE is consistent with the attempt to maximize the educational experience of students by assisting them in identifying their writing skills at approximately the half-way point of their academic career. It also allows better instruction by letting the instructors of writing-intensive courses assume certain prerequisites. Western students are required to complete writing-intensive courses at the upper-division level.

Math Placement Test

Activities Completed:

Brief description of activities: Students are sent an MPT registration form with their admissions packets prior to entry. Math tests are given throughout the state in a coordinated program among the four-year institutions, and through the Testing Center on Western's campus. With certain exceptions (high pre-college test scores, performance on the Math Achievement Test), students cannot enroll in 100-level and certain 200-level courses in mathematics without having taken the MPT.

Results: Students are, as critically as possible, placed into mathematics courses appropriate to their skill level.

Works in Progress:

Brief description: Administration of the MPT is an on-going project.

Projected availability of results: Not applicable.

Related Institutional Processes and Decisions:

The Math Placement Test (MPT) is consistent with the attempt to maximize the educational experience of students by assisting in accurate course placement. It also allows better instruction by making the classes more homogeneous and by letting the instructors assume certain prerequisites.

Liberal Arts Cluster Courses Study

Activities Completed:

Brief description of activities: In the fall, 1993, the University introduced a series of cluster courses--and their accompanying seminars--targeted at entry level native students. The cluster courses take the place of GUR courses. A select number of native students enrolled in the courses. A study was designed to identify student profiles, track their progress in subsequent courses and asses their perceptions of their experiences.

Results: After student profiles were completed--which included CIRP survey data--the questionnaire was developed, then administered (in the spring of 1995).

Works in Progress:

Brief description: Report writing is completed.

Projected availability of results: Submitted to appropriate faculty and committees at the university.

Related Institutional Processes and Decisions:

Western recently convened a committee to thoroughly examine the GUR courses and curriculum. Data from this study will assist them in policy decisions. It is possible that most of the GUR courses will be eliminated to favor the cluster course concept.

Fairhaven Law & Diversity Database

Activities Completed:

Brief description of activities: Using the Student Tracking System, data on the second class of Fairhaven Law & Diversity students was generated. Information is being analyzed, then will be forwarded to the Dean of Fairhaven College.

Results: Will provide the Fairhaven Law & Diversity Program with student information generated by the Student Tracking System. The data will be useful in tracking the current Law & Diversity class, as well as provide a basis for later comparison and analyses of Law & Diversity students.

Works in Progress:

Brief description: Discussions underway of evaluation measures most appropriate to assessing program's effectiveness. This is an on-going, annual project.

Projected availability of results: Data on first-year class available through Fairhaven College.

Related Institutional Processes and Decisions:

Western is committed to creating an academic and community climate conducive to the needs of culturally and ethnically unique populations. The Fairhaven Law & Diversity Program is a substantial commitment of this intention.

Graduating Class Profiles

Activities Completed:

Brief description of activities: Using the Student Tracking System, data on graduates from the fall through summer quarters are generated and provided to the OIAT, which in turn analyzes the data using statistical routines provided by SPSS-X software. Findings from related but peripheral sources--for instance, from the CIRP frosh and CSS senior surveys--are merged with graduate report data to add depth and enhancement to graduate report findings.

Results: Graduating class reports become part of the end-of-program data base available to Western administrators, deans, student services offices, certain unit and program area heads, and the Assessment Committee of the HEC Board.

Works in Progress:

Brief description: This is an on-going, annual project.

Projected availability of results: Graduating class profiles 1990 through 1994 are currently published and available, plus a profile of graduates over a ten-year period between 1981 and 1991. New graduate profile reports are usually finished in the fall.

Related Institutional Processes and Decisions:

Western has identified the improvement of the quality of its undergraduate educational experience as one of its top priorities. Establishing a database of characteristics of its graduating classes provides the university community with a continuing analysis of demographic and academic trends vital to decision making and program planning. With the advent of increasingly well-prepared freshmen classes entering Western, graduate performance will have unprecedented meaning and importance. Virtually every area related to academic concerns--curriculum design, course content, etc.--will feel the effect of these more-prepared freshmen classes, and much of that effect will be measured through graduation report findings.

College Student Survey (CSS) Administration

Activities Completed:

Brief description of activities: The College Student Survey (CSS) is the follow-up questionnaire to the Cooperative Institutional Research Program (CIRP) Survey of first-time, in-coming freshmen. The CSS allows researchers to track changes in student attitudes, perceptions, self-images, and personal goals over time. Currently, Western researchers administer the CSS four years after students take the freshman survey. Through the Student Tracking System, freshmen survey participants are identified and contacted by mail. Response rate for the survey of seniors entering Western in 1989 was over 200. Response rate for the survey of seniors entering Western in 1991 was over 300.

Results: Data from the CSS survey is collated, analyzed, and entered into the Student Tracking System. As with CIRP data, findings are available in both electronic and hard-copy form. Each survey year a summary report is written and distributed throughout campus.

Works in Progress:

Brief description: Survey forms for the seniors who entered Western in 1991 were sent in spring, 1995. Completed forms will be sent for analysis in July, 1995. Beginning in 1995, CSS administrations will be done on an annual basis.

Projected availability of results: Report on seniors entering Western in 1989 is currently available. Report on seniors entering Western in 1991 will be available in the spring of 1996.

Related Institutional Processes and Decisions:

Findings accrued by the CIRP and CSS surveys form a detailed, summarized account of aspects of Western students not available through any other source. These findings are of considerable use to many campus offices, including those engaged in policy analysis, human resource planning, campus administration, educational research, and guidance and counseling. Interested parties not only have a profile of Western students as they enter the university, but also quantifiable data that speaks to how Western may have affected the perceptions and attitudes of those students.

Longitudinal Writing and Cognitive Development Study

Activities Completed:

Brief description of activities: During the fall quarter, 1995, the Office of Institutional Assessment and Testing, together with Western's Department of English, devised a method to collect and collate copies of writing portfolios of English 101 students. The same collection and collating techniques will be used during the winter quarter, 1996. These portfolios contain responses to a variety of writing assignments; they are approximately 10-14 pages in length. Each portfolio will have a cover page with the student's Western identification number. The actual writing samples themselves will be identified by assigned numbers only.

Results: This study is longitudinal. During the spring quarter, 1996, students who took English 101 in 1995-96 and who are still attending Western will be recontacted and measures will be taken to obtain from them samples of current written assignments. This goal will be accomplished through writing intensive courses, through sit-down writing samples taken specifically for this project, and any other number of collection techniques that seem appropriate and efficient. Once the second samples have been collected, writing from the English 101 portfolios will be compared to the follow-up samples.

Works in Progress:

Brief description: While the thrust of this study is long range, the writing samples collected could, and very well will be used for other purposes: 1) for Master's degree theses; 2) to assist in the training of English 101 TA's; 3) for faculty research.

Projected availability of results: The primary comparative results for which the materials are being collected will not be available until the summer of fall of 1999. Secondary results could be made available at any time over the next four years.

Related Institutional Processes and Decisions:

Western researchers collect and analyze two basic forms of student data: 1) statistics taken from students records; and 2) data generated through surveys of attitudes and perceptions. The study of writing development begun at the onset of this 1995-96 biennium will give researchers a third basic data type: findings that quantify cognitive and ethical development. Though writing samples serve as an impressive glimpse into how well the minds of students have development, through such tools as the Perry Scheme and the Measure of Intellectual Development, no such data exist at Western currently. This new study should help remedy that situation.

Time-to-Degree Study

Activities Completed:

Brief description of activities: The OIAT coordinated the collection, collating, editing of the materials submitted from various offices and units that focused on issues related to the timeliness of a student earning a degree.

Results: The report was submitted to Western administrators and enrollment management groups, and to the Higher Education Coordinating Board in Olympia. Numerous and far-ranging concepts and strategies were presented, and should offer solid statistical data inform all offices and bodies concerned with time-to-degree issues.

Works in Progress:

Brief description: Several proposals set forth in Western's time-to-degree report have been approved and implemented. The University's Enrollment Management Group is reviewing most of the proposals and compiling data and materials to further the understanding of each activity.

Projected availability of results: Currently available through the OIAT.

Related Institutional Processes and Decisions:

Enrollment management has been an important and significant element in the University's Strategic Action Plan. While Western's Enrollment Management Group handles many of the degree progress information and proposed activities, all units and programs are working to facilitate student degree progress, along with maintaining and improving the quality of the University's fundamental mission.

Alumni Survey Series

Activities Completed:

Brief description of activities: In the next biennium, there will be at least two alumni surveys, one each for 1992 and 1995 graduates. Alumni surveys provide valuable information for a number of university offices, including the Office of Institutional Assessment and Testing, the Career Services Center, the Admissions Office, the Office of Academic Advisement, and others. Surveys take two forms: direct telephone inquiries, and mailed questionnaires. All data is entered into the Student Tracking System for cross analysis and longitudinal studies.

Results: Alumni survey results have both direct and indirect impact on campus policies. Recently, certain alumni survey findings influenced the decision to emphasize the area of service learning at Western, resulting in the consolidation of three low-profile units into one high-profile office offering programs in both service learning, student employment, and volunteerism.

Works in Progress:

Brief description: The mailout and telephone survey of 1995 graduates will occur during the winter and spring quarters, 1996. The mailout survey of 1992 graduates will occur during the winter quarter, 1996.

Projected availability of results: In recent years alumni survey results have surfaced in a variety of forms: as reports on specific issues (for example, service learning and volunteerism), as informational memos, and in administrative presentations on topics like time-to-degree.

Related Institutional Processes and Decisions:

These data are relevant to all departmental self-evaluations, and to evaluations of General University Requirements (GURs), student life services, facilities, advising, instructional quality, etc. These surveys utilize longitudinal strategies and allow combined data sets with ever-increasing numbers of cases, which, in turn, offer the potential for meaningful feedback not just to the university at large, but to each academic unit, regardless of size.

Employer Perception Surveys

Activities Completed:

Brief description of activities: Though surveys of employer perception were dropped from official statewide assessment guidelines, such surveys have been of great use to individual programs and departments at Western. For example, last biennium's survey of Olympic Peninsula employer needs for graduates trained in environmental and resource management areas filled a real need for Western's Extended Programs office. In the 1995-1997 biennium, two more employer perception surveys are planned: one each for the Port Angeles and Bremerton vicinities.

Results: Although open to a substantial margin of possible error, the 1994 study of Olympic Peninsula employers nonetheless found a considerable need for graduates in environmental and resource management. Findings from this report assisted administrators as they weighed decisions to expand the presence on the peninsula by Huxley College of Environmental Studies. Ultimately, an expanded presence was deemed a go ahead. The same sort of decision-making support would be expected for the employer surveys planned in the up-coming biennium.

Works in Progress:

Brief description: Both the Port Angeles and Bremerton surveys will be administered during the winter quarter, 1996.

Projected availability of results: The report based on the Olympic Peninsula survey conducted in late 1994 is currently available through the OIAT. Publication of the reports based on the winter, 1996, findings will most likely follow three to four months upon the completion of the Port Angeles and Bremerton surveys.

Related Institutional Processes and Decisions:

Off-campus programs especially have to keep abreast of community needs and interests. Often, those needs and interests are linked to employers and what employers are looking for in graduates. Though researchers acknowledge that employer surveys can be technically difficult, at Western such surveys have been in need. In response to this need, as long resources exist, Western's Assessment Office and Office of Survey Research will, as they have in the past, work in concert to devise and implement employer surveys that work as effectively as can be expected.

Program Review of Engineering Technology

Activities Completed:

Brief description of activities: Provided department chair with findings from alumni surveys, examples of alumni survey items, and employer perception scales. Assisted in establishing protocol for conducting a comprehensive program review.

Results:

Works in Progress:

Brief description: Assisting department in developing survey questionnaires.

Projected availability of results: Fall, 1996.

Related Institutional Processes and Decisions:

Periodically, departments and program are selected to conduct an extensive program review. The Engineering Technology program made the decision to undergo a program review to examine the impact of its curriculum on graduates and employer satisfaction.

The National College Health Risk Behavior Survey

Activities Completed:

Brief description of activities: To identify and estimate Western student attitudes and behaviors concerning their orientations to physical and mental health, a comprehensive questionnaire was developed and administered, and results entered into a database.

Results: Findings will focus attention on the health and mental health needs of Western students, and will be used to assist the development of a Wellness Program, as well as enhance health-related seminars, workshops, and activities such as may occur through the Substance Abuse Prevention Center, and the Outreach and Patient Education Office of the Health Center. The survey is sponsored by Western's Wellness Center.

Works in Progress:

Brief description: Data analysis and report writing are in progress. Plans are to replicate this survey biennially.

Projected availability of results: Spring, 1996.

Related Institutional Processes and Decisions:

Western holds the position that health and wellness attitudes and corresponding behavior can and do affect academic persistence and progress in and out of the classroom. Western intends to create an atmosphere which meets the full complement of needs to enhance the student experience.

Lifestyles Project Survey Series

Activities Completed:

Brief description of activities: The Lifestyles Project Survey is an on-going study that identifies and quantifies the attitudes and behaviors of Western students concerning alcohol and drug use. The comprehensive questionnaire was developed in 1992, revised for the 1994 administration, and will be revised again for the 1996 administration. The Lifestyles Project Survey series is at the heart of Western's Primary Prevention & Wellness Center's proactive alcohol abuse program. Cited by Harvard University's School of Public Health as one of the five best alcohol and drug abuse prevention programs at the higher education level, Western's program is data-based and proactive. Prevention specialists utilize findings from the Lifestyles survey to develop programs in support of at-risk students.

Results: Results will study in detail the effect of alcohol and drug use on Western students. The Lifestyles Project was developed as part of the University's on-going effort (a) to investigate students' experience both in and out of the classroom; (b) to enhance those experiences which lead to personal and academic success; and (c) to reduce risk factors jeopardizing student success.

Works in Progress:

Brief description: The report based on the survey of 1994 Western students is nearly completed. The questionnaire for the 1996 survey is already being revised and will more closely resemble the FIPSE-funded CORE Alcohol and Drug Survey to provide more local/national data comparisons.

Projected availability of results: The Lifestyles report on 1992 students is currently available; the Lifestyles report on 1994 students will be available by January, 1996.

Related Institutional Processes and Decisions:

Western holds the position that health and wellness attitudes and corresponding behavior can and do affect academic persistence and progress in and out of the classroom. Western intends to create an atmosphere which meets the full complement of needs to enhance the student experience.

Semester/Quarter Faculty Survey

Activities Completed:

Brief description of activities: Developed and pilot-tested the questionnaire. Conducted a survey of all full-time and part-time Western faculty.

Results: About 73% of the faculty returned completed questionnaires.

Works in Progress:

Brief description: Data has been entered into a file and statistical analysis of results is underway.

Projected availability of results: February, 1996.

Related Institutional Processes and Decisions:

Western continues to examine the structure of course offerings and scheduling procedures in an effort to improve persistence, retention, and degree progress, as well as the enhancement of numbers of graduates. Survey results will assist in reviewing the feasibility of moving to a semester system.

Organizational Climate Survey

Activities Completed:

Brief description of activities: Conducted an organizational meeting to identify the objectives and general themes of the survey.

Results: A planning committee will be established to assist in developing the questionnaire, monitor the pilot test phase and field data collection, and assist in reviewing the results and final report. Also completed a review of the literature on organizational climate studies.

Works in Progress:

Brief description: Compiling examples of organizational climate questionnaires.
Identifying questionnaire items. Identifying planning committee members.

Projected availability of results: Final report scheduled for winter quarter, 1997.

Related Institutional Processes and Decisions:

Periodic progress reports will be submitted to the Provost's office.

Summer School Schedule Survey

Activities Completed:

Brief description of activities: Established protocol and item categories for the questionnaire. Conducted a literature search for documents describing institutional approaches to organizing summer sessions--identified examples of previously used survey instruments.

Results: Literature review assisted in identifying survey protocol.

Works in Progress:

Brief description: Developing questionnaire and respondent sample population.

Projected availability of results: April, 1996.

Related Institutional Processes and Decisions:

Changing the current summer session to an academic quarter can facilitate and enhance student degree progress. Western continues to identify and implement programs or changes to programs that will enhance persistence, retention, and degree progress.

Appendix A:

Annotated Bibliography of the Technical Report Series
Office of Institutional Assessment and Testing
Western Washington University

Western Washington University
Office of Institutional Assessment and Testing
Technical Report Series

Simpson, C. (1988, May). The Western Washington University Student Survey Series (Volume One: Western Washington University Students). Bellingham, WA: Office of Survey Research, Western Washington University. *General backgrounds on students; information on WWU's non-graduates; shapes of educational careers.*

Simpson, C., Buck, K. (1988, May). The Western Washington University Student Survey Series (Volume Two: Student Experiences and Perceptions). Bellingham, WA: Office of Survey Research, Western Washington University. *Non-academic and academic experiences; changes in former students' satisfaction with WWU; satisfaction with courses in major.*

Simpson, C. (1988, May). The Western Washington University Student Survey Series (Volume Three: Western Washington University Students Five Years Later). Bellingham, WA: Office of Survey Research, Western Washington University. *After five years away from WWU, former students' educational attainment, employment, quality of life, and more.*

Council of Presidents and State Board for Community College Education (1989, May). The Validity and Usefulness of Three National Standardized Tests for Measuring the Communication, Computation, and Critical Thinking Skills of Washington State College Sophomores: General Report. Bellingham, WA: Office of Publications, Western Washington University. *A seminal report that found the standardized tests studied as failing to meet a reasonable standard of validity and usefulness. The report influenced strongly the direction of the assessment effort in Washington State.*

Council of Presidents and State Board for Community College Education (1989, September). The Validity and Usefulness of Three National Standardized Tests for Measuring the Communication, Computation, and Critical Thinking Skills of Washington State College Sophomores: Technical Report. Bellingham, WA: Office of Publications, Western Washington University. *The complete technical analysis to the report described above.*

McKinney, G.R., Trimble, J.E., Andrieu-Parker, J.M. (1990, September). A Profile of Selected Characteristics of the Spring 1990 Western Washington University Graduating Class (Report 1990-01). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *Annual report profiling WWU graduates: GPA, major, college of graduation, etc.*

Thorndike-Christ, T.K., Trimble, J.E., Andrieu-Parker, J.M. (1991, February). The Relationship between Academic Performance, Students' Admission Status, and Selected Student Characteristics (Report 1991-01). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *Analyses of the relationship between a student's admission status, GPA, and other student characteristics.*

McKinney, G.R., Trimble, J.E., Andrieu-Parker, J.M. (1991, February). Systemwide Indicators for Western Washington University (Report 1991-02). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *Headcount, high school GPA, and pre-college test scores of WWU freshmen classes analyzed by gender, admit status, and ethnicity; part of WWU's report to the Assessment Task Force and HEC Board.*

McKinney, G.R., Thorndike, R.M., Trimble, J.E. (1991, February). Summary Report of Admissions and Graduation Requirements of Selected Units and Programs at Western Washington University (Report 1991-03). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *As of the publication date, admission and graduation requirements at the academic unit; included reportage on foundations courses, audition, and GPA standards for admission, and capstone courses, internships, and senior project/theses for graduation.*

McKinney, G.R., Andrieu-Parker, J.M., Thorndike, R.M., Simpson, C., Trimble, J.E. (1991, March). Survey of Employers' Satisfaction with Western Washington Graduates (Report 1991-04). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *The impressions of personnel managers and direct supervisors of the WWU graduates employed by their businesses.*

Thorndike-Christ, T.K., Thorndike, R.M., Andrieu-Parker, J.M., McKinney, G.R., Trimble, J.E. (1991, April). The Cooperative Institutional Research Program (CIRP) Survey of Western Washington University Freshmen: A Comparison of the 1985 and 1989 Incoming Classes (Report 1991-05). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *Findings from the 1985 and 1989 CIRP surveys; the survey measures the attitudes and perceptions of first-time, in-coming Freshmen.*

Thorndike-Christ, T.K., Andrieu-Parker, J.M., Trimble, J.E. (1991, May). The Math Placement Tests: Relationships to Mathematics Course Performance, Mathematics Course Selection, and Other Predictors of Academic Achievement (Report 1991-06). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *Analyzed the effectiveness of the intermediate and advanced MPT in relation to WWU's population of students; the study resulted in adjustment of MPT cut-off scores at WWU.*

Thorndike-Christ, T.K., Andrieu-Parker, J.M., Trimble, J.E. (1991, June). An Addendum to The Math Placement Tests: Relationships to Mathematics Course Performance, Mathematics Course Selection, and Other Predictors of Academic Achievement (Report 1991-06a). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *Extended the analysis of the above report to included the basic algebra MPT.*

Thorndike-Christ, T.K., Andrieu-Parker, J.M., Trimble, J.E. (1991, June). A Comparative Analysis of the Academic Performance of Native and Transfer Students (Report 1991-07). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *The second of two reports looking for variance in the academic performance of native (entered WWU as a freshmen) and two-year transfer students. Found no effective difference.*

McKinney, G.R., Andrieu-Parker, J.M., Trimble, J.E. (1991, August). Analysis of Student Essay Writing Skills in Entry-Level English Composition Courses at Western Washington University (Report 1991-08). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *Analyzed the results of graded writing samples taken from students in English 100 and 101 classes; like the MPT report, the study resulted in positive internal policy changes.*

McKinney, G.R., Andrieu-Parker, J.M., Trimble, J.E. (1992, January). A Profile of Selected Characteristics of the Spring 1991 Western Washington University Graduating Class (Report 1992-01). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *Annual report profiling WWU graduates: GPA, major, college of graduation, etc.*

McKinney, G.R., Andrieu-Parker, J.M., Trimble, J.E. (1992, April). Selected Characteristics for a Decade of June Graduating Classes at Western Washington University: 1981 to 1991 (Report 1992-02). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *Profiled WWU Spring graduating classes 1981 to 1991; included analysis by admit status, ethnicity, age, and gender while looking at GPA, major, college of graduation, quarters and credits taken, etc.*

McKinney, G.R., Andrieu-Parker, J.M., Trimble, J.E. (1992, April). An Analysis of the Effects of a Readjustment of the Math Placement Test Cutoff Scores (Report 1992-03). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *A follow-up one year later to the MPT analysis; concluded that the new cut-off scores utilized were effective at placing students in mathematics courses appropriate to their skill level.*

Simpson, C., McKinney G.R., Andrieu-Parker, J.M., Trimble, J.E. (1992, June). Western Washington University Alumni Attitudes and Perceptions of Their Undergraduate Experiences-1987 and 1989 (Report 1992-04). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *A report that combined data from two similar surveys that in addition to an overall analysis, allowed reportage to all but the smallest of academic units at WWU.*

Gould, G.S., McKinney, G.R., Andrieu-Parker, J.M., Trimble, J.E. (1992, July). Western Experience Survey (Report 1992-05). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *A student experience survey with a particular interest in gender issues; found that overall WWU provided a positive environment for all students, and particularly for females.*

McKinney, G.R., Andrieu-Parker, J.M., Trimble, J.E. (1992, August). The Cooperative Institutional Research Program (CIRP) Survey of Western Washington University Freshmen for the 1991 Incoming Class (Report 1992-06). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *Findings from the 1991 CIRP survey; the survey measures the attitudes and perceptions of first-time, in-coming Freshmen.*

Wharton, D.A., McKinney, G.R., Andrieu-Parker, J.M., Trimble, J.E. (1992, September). Chose Not to Enroll: Survey Results of Nonenrolled Students Admitted to Western Washington University (Report 1992-07). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *Commissioned by the Admissions Office, the report analyzed findings from a survey of students admitted to WWU who ultimately chose not to enroll at WWU.*

Hayes, P.E., McKinney, G.R., Andrieu-Parker, J.M., Trimble, J.E. (1993, January). The Everett Human Services Program: Alumni Attitudes and Perceptions (Report 1993-01). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *Commissioned by the Everett Human Services Program, this report analyzed the findings from a survey of program graduates. Overall, alumni were well satisfied with their education; moreover, most were working within the local area.*

Simpson, C., Gregson, J., Clark, L., McKinney, G.R., Trimble, J.E. (1993, June). Academic Advising at Western: Some Feedback from Alumni (Report 1993-02). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *Commissioned by the Academic Advising Center, this report analyzes findings from the 1992 survey of 1991 WWU alumni that addressed issues specifically related to academic advising.*

Senecal, B.A., McKinney, G.R., Trimble, J.E. (1993, August). The Relationship between Participation in the Access Program and the Academic Achievement and Retention of Minority and Non-Minority First-Year Undergraduates (Report 1993-03). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *A report assessing the success of the Access Program, a proactive program implemented by the Academic Advising Center to encourage increased academic achievement and retention among minority students and students admitted at higher risk of academic failure.*

McKinney, G.R., Andrieu-Parker, J.M., Trimble, J.E., (1993, August). The Evolving Character of WWU Freshmen: Analysis of CIRP Surveys from 1971 through 1991 (Report 1993-04). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *Using data compiled from six CIRP surveys administered between 1971 and 1991, this report tracks the changing attitudes and perceptions of in-coming Freshmen at WWU.*

McKinney, G.R., Trimble, J.E., Andrieu-Parker, J.M. (1993, September). The Cooperative Institutional Research Program (CIRP) Survey of Western Washington University Freshmen for the 1992 In-coming Class (Report 1993-05). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *Findings from the 1992 CIRP survey; the survey measures the attitudes and perceptions of first-time, in-coming Freshmen.*

Fabiano, P.M., McKinney, G.R., Bates, S.C., Trimble, J.E., Pearson, K.M. (1993, December). 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. *Findings from the 1993 Lifestyles Survey exploring the patterns and trends of alcohol and drug consumption of WWU students, frosh through seniors.*

McKinney, G.R., Trimble, J.E., Andrieu-Parker, J.M. (1993, December). A Profile of Selected Characteristics of the 1992 Western Washington University Graduating Class (Report 1993-07). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *Annual report profiling WWU graduates: GPA, major, college of graduation, etc.*

McKinney, G.R., Trimble, J.E. (1994, February). The 1993 College Student Survey: A Longitudinal Study of 1989 CIRP Participants (Report 1994-01). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *The CSS is the longitudinal assessment tool of the frosh CIRP survey. Participants in the 1989 CIRP took the CSS in 1993. Findings reported on changes in attitudes, beliefs, values, etc.*

McKinney, G.R., Andrieu-Parker, J.M., Trimble, J.E. (1994, April). The Cooperative Institutional Research Program (CIRP) Survey of Western Washington University Freshmen for the 1993 In-coming Class (Report 1994-02). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *Findings from the 1993 CIRP survey; the survey measures the attitudes and perceptions of first-time, in-coming Freshmen.*

Trimble, J.E., Simpson, C.H., McKinney, G.R. (1994, June). Strategic Plans and Procedures to Improve Degree Progress and Persistence at Western Washington University (Report 1994-03). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *Analyses and discussion of factors affecting time-to-degree*

McKinney, G.R., Trimble, J.E., Andrieu-Parker, J.M. (1994, August). A Profile of Selected Characteristics of the 1993 Western Washington University Graduating Class (Report 1994-04). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *Annual report profiling WWU graduates: GPA, major, college of graduation, etc. The report includes an analysis of combined data taken from the 1989 CIRP to draw some inferences about time-to-degree.*

Simpson, C.H., Clark, L. (1994, September). Community Service Activity by Western Washington University Students: Its Extent, Nature, and Impact on the Surrounding Community (Report 1994-05). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *This report polled 1994 alumni as to their participation in volunteer activities and its impact on their academic career.*

Simpson, C.H., Clark, L. (1994, September). Port Angeles Area Employer Survey: Demand for Training in Environmental and Resource Management (Report 1994-06). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *Surveyed 42 Olympic Peninsula employers to best estimate the need for graduates with degrees in Environmental Studies and related areas.*

Simpson, C.H., Clark, L., McKinney, G.R., Trimble, J.E. (1994, September). The Masters Degree Program at Western: A Follow-up Survey of the Masters Class of 1993 (Report 1994-08). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *Nearly three-quarters of the 1993 class of Masters Degree recipients responded to this survey on their satisfaction with Western, aspects of their academic career, and their current job situations.*

Dittman, S., McKinney, G.R., Trimble, J.E. (1994, December). Students Who Are the First Generation of Their Family to Attend College: A Comparative Study of Western Washington University Frosh (Report 1994-09). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *A cohort of frosh who are the first generation of their family to attend college are compared to a cohort who are at least the second generation of their family to attend college. Findings at Western were somewhat different from national trends. First-generation frosh at Western do not seem to be having any harder time adjusting to college than other frosh.*

Eaton, Marie D., McKinney, G.R., Trimble, J.E., and Andrieu-Parker, J.M. (1995, May). Portfolio Analysis and Cognitive Development at Fairhaven College (Report 1995-01). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *Results indicated that the cognitive development of Fairhaven graduates as analyzed through their writing samples was impressive.*

Pratt, T.W., McKinney, G.R., Trimble, J.E., Andrieu-Parker, J.M. (1995, June). Ethnic-Minority Student Opinion Survey (Report 1995-02). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *ACT's Student Opinion Survey was used to poll a cohort of Western's ethnic-minority students (only). Results indicated strength's in some areas of Western's delivery of services to this population, and also areas of weakness.*

McKinney, G.R., Trimble, J.E., Andrieu-Parker, J.M. (1995, July). The Cooperative Institutional Research Program (CIRP) Survey of Western Washington University Freshmen for the 1994 In-coming Class (Report 1995-03). *Findings from the 1994 CIRP survey; the survey measures the attitudes and perceptions of first-time, in-coming Freshmen. This report also includes an extensive analysis of financial concerns and issues facing Western frosh.*

McKinney, G. R., Trimble, J.E., Plemons, B., Andrieu-Parker, J.M. (1995, July). Academic Integrity Survey (Report 1995-04). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *Western's part of national study sponsored by The Center for Academic Integrity, Rutgers University. The level of cheating at Western generally reflects the level found nationally.*

McKinney, G.R., Trimble, J.E., Andrieu-Parker, J.M. (1995, September). A Profile of Selected Characteristics of the 1994 Western Washington University Graduating Class (Report 1995-05). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *Annual report profiling WWU graduates: GPA, major, college of graduation, etc. The report includes an analysis of combined data taken from the 1989 CIRP to draw some inferences about time-to-degree.*

McKinney, G.R., Trimble, J.E. (1995, November). 1994 Follow-up of 1985 Western Washington University Freshmen (Report 1995-06). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University. *First-time in-coming frosh from the fall of 1985 were resurveyed in 1994, nine years later. Longitudinal analysis of attitudes, perceptions, and goals, plus employment, graduate school, and income levels.*

To receive a copy of any of the above reports, contact Gary McKinney in the Office of Institutional Assessment and Testing, OM120, MS:9010, Western Washington University, Bellingham, WA 98225. Telephone (360) 650-3080. FAX: (360) 650-6893. E-mail: garyr@nessie.cc.wvu.edu.