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A Profile of the 2000 Western Washington University Graduating Class

Gary (Gary Russell) McKinney
Western Washington University

Evelyn Albrecht
Western Washington University

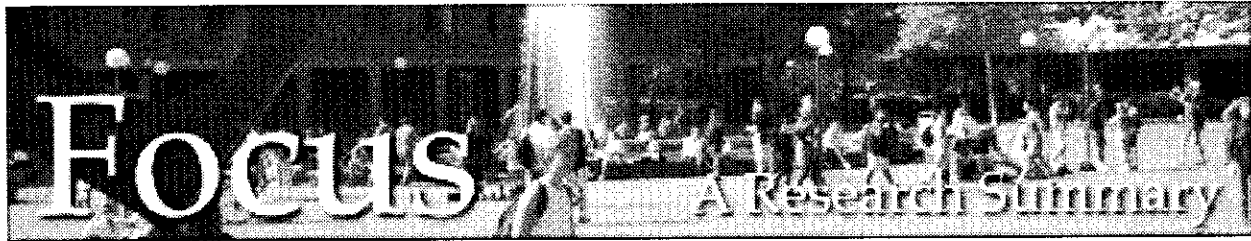
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A PROFILE OF THE 2000 WESTERN WASHINGTON UNIVERSITY GRADUATING CLASS

Prepared by Gary R. McKinney and Evelyn Albrecht

INTRODUCTION AND OVERVIEW

Information for this research summary was obtained from the Student Tracking System, jointly maintained by the Registrar's Office and the Office of Institutional Assessment and Testing (OIAT). The report presents information intended to provide insights into the various characteristics of 2000 Western Washington University graduates (academic year: Fall Quarter, 1999, through Summer quarter, 2000).

Western graduated 2392 in 2000, compared to 2417 in 1999, 2433 students in 1998 and 2438 in 1997. To date, the class of 1996, with 2461 graduates, has been Western's largest. For students listing their ethnicity—many opt not to—the 2000 class was comprised of 13% ethnic-minorities, about the same as in 1999 and 1998, compared to 11% in 1996. Females made up 58% of 2000 graduates, about the same as the last two years. Transfers made up 52% of 2000 graduates, com-

pared to 51% of 1999 and 1998, and 55% in 1997.

For those students earning BS degrees, 40% were females, compared to the recent high of 44% in 1997. (In the last 17 years females have accounted for over 40% of the BS degrees granted only one other time: 42% in 1991.)

The Graduation Efficiency Index (GEI)—a formula that measures degree attainment efficiency via credits earned—was 84% for the class of 2000 overall, down from 86% for the class of 1999, but up from 82% for the class of 1998. In 2000, the GEI for natives was 87% (down from 90% in 1999) and for transfers 82% (down from 84% in 1999).

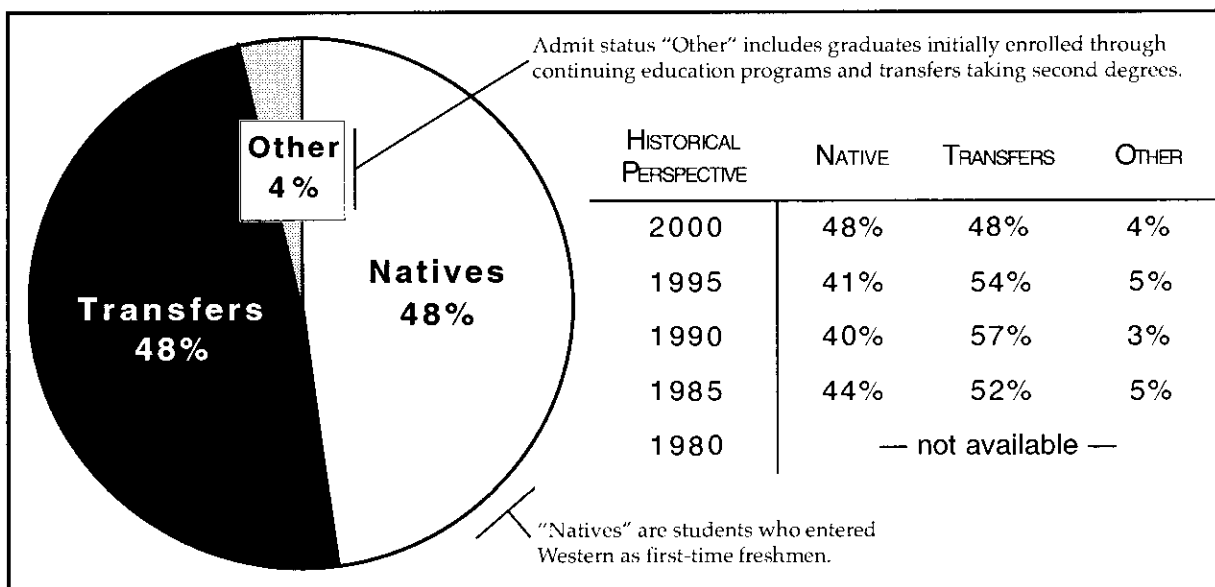
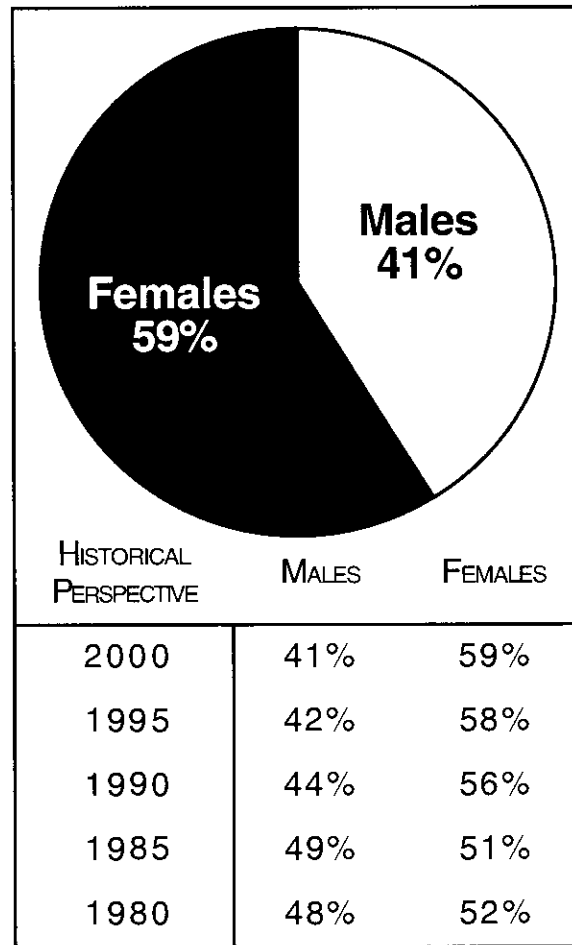
The overall Western grade point average for 2000 graduates was 3.12, compared 3.13 in 1999, 3.15 in 1998, 3.16 in 1997, and 3.15 in 1996.

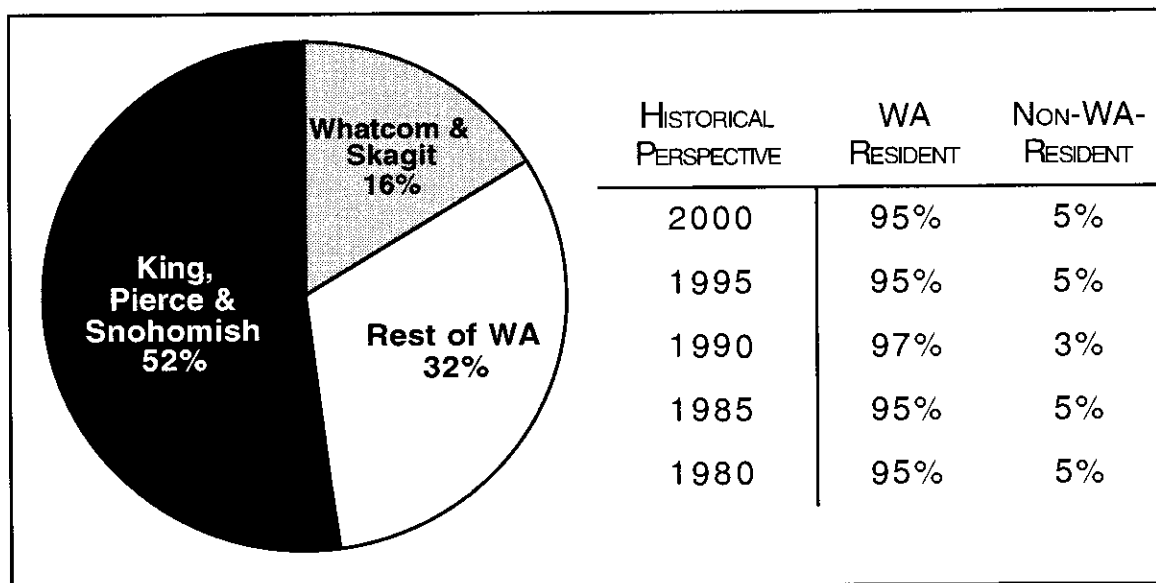
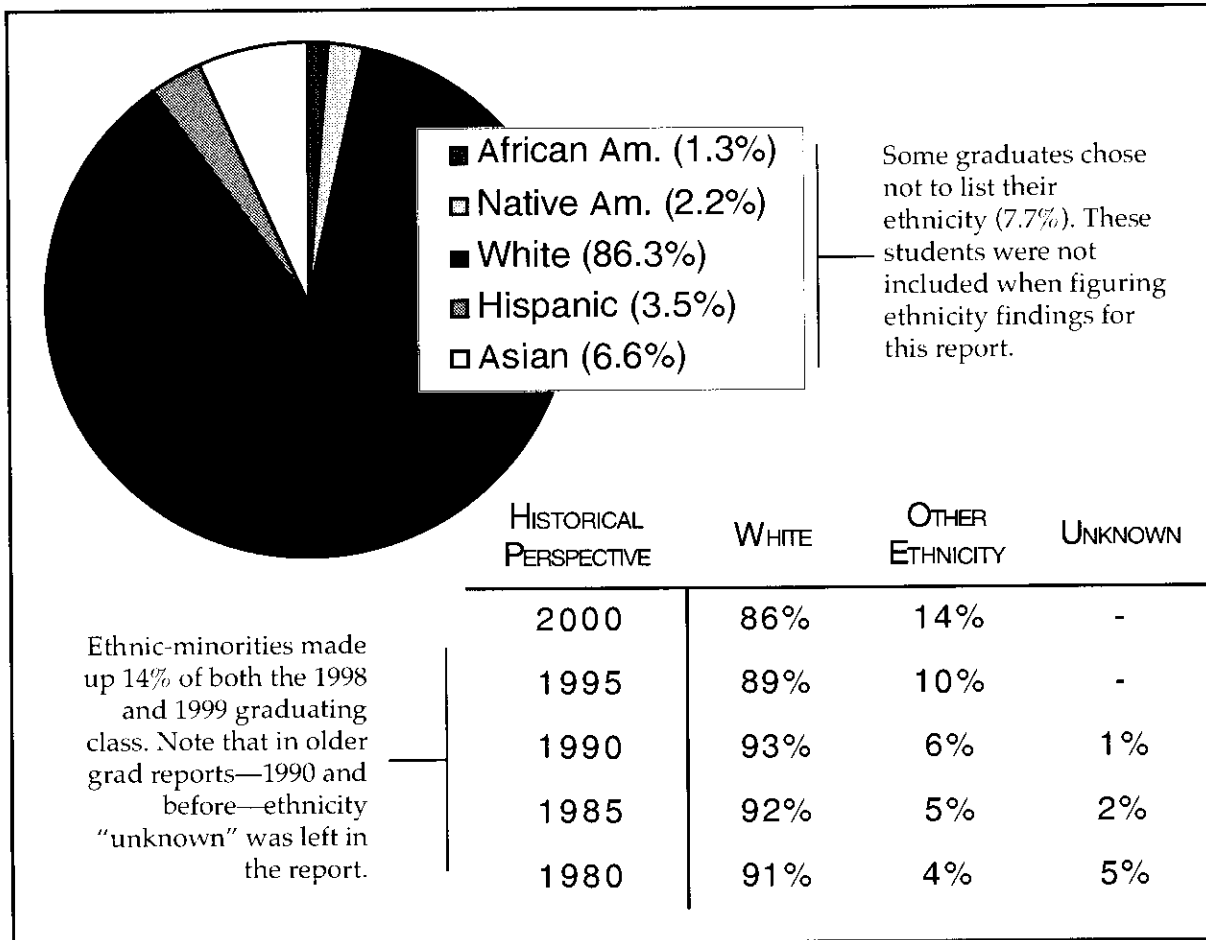


2000 GRADUATES OF

DEMOGRAPHICS

- There were 2494 graduates in 2000, (fall quarter, 1999, through summer quarter, 2000), up from 2417 graduates in 1999.
- Most graduates began attending classes in a fall quarter (81%).
- The youngest graduate was 19 years old; the oldest was 59. The most common age of graduates (the mode) was 22.
- Most graduates were between the ages of 21 to 24 years old (76%); fewer were between 25-29 years old (14%), 30-39 years old (7%), and 40 years old or older (4%).
- 77 graduates (3%) listed a disability. These included hearing, mobility, learning, visual, health, neuro/central nervous system, and psychological.
- 74 graduates were veterans (3%).





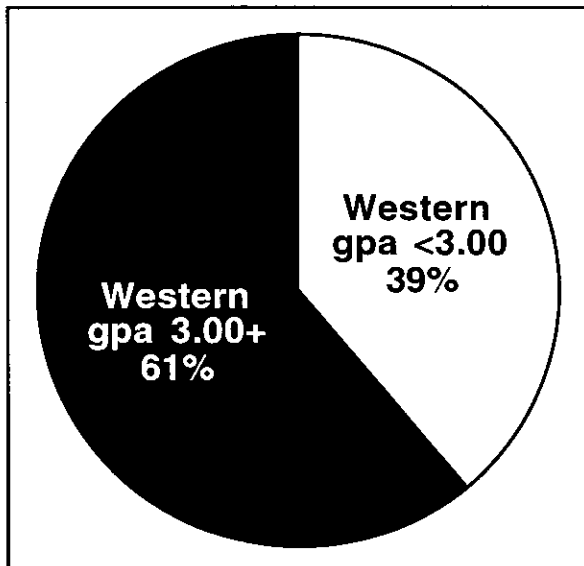
2000 GRADUATES OF

GRADES

In 2000, graduates overall earned a 3.12 WWU GPA
 Female graduates earned a WWU GPA of 3.19
 Male graduates earned a WWU GPA of 3.03

Honors were earned by 11% of Western's 2000 graduates: 185 graduates earned Cum Laude, and 82 graduates earned Magna Cum Laude.

♦♦♦



HISTORICAL PERSPECTIVE	HONORS
2000	11%
1995	10%
1990	8%
1985	6%
1980	6%

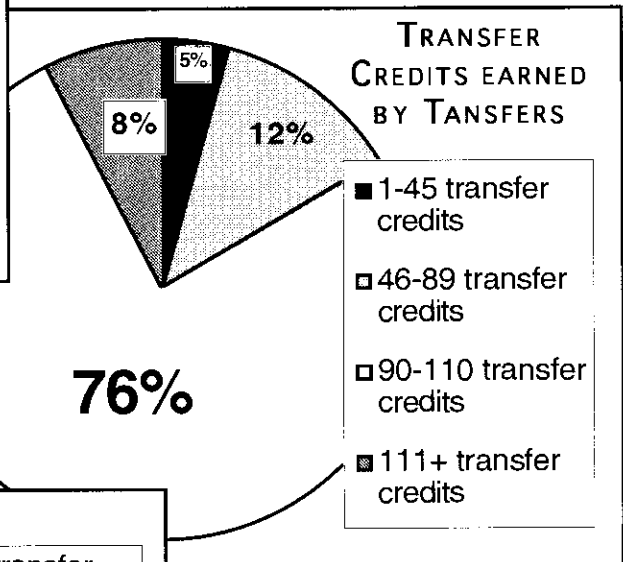
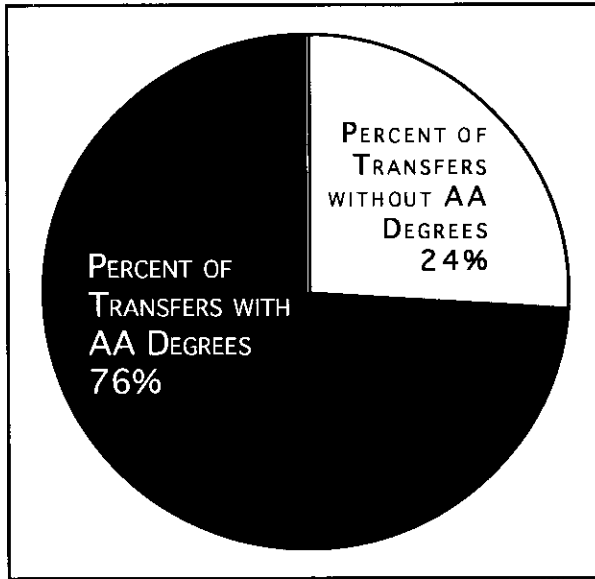
When noting the high school grade point average (hsgpa) or SAT scores of Western's 2000 graduates, it should be kept in mind that most cases are for native students (hsgpa = 83%; SAT = 82%). Transfer students with AA degrees do not need to include these records when applying for admission.

- The average hsgpa for 2000 Western graduates was 3.52; the average SAT-composite score was 1107. The average Admissions Index was 65 (out of 100)
- The average hsgpa for females was 3.56, and for males 3.44.
- The average hsgpa for natives was 3.55 (n = 1150); for transfers including hsgpa in their files (n = 238), the average was 3.40.

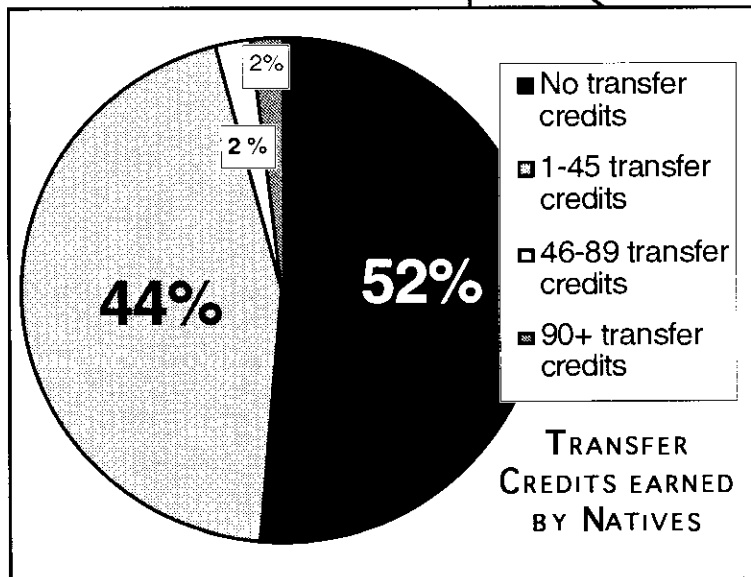
HISTORICAL PERSPECTIVE	WWU GPA	HIGH SCHOOL GPA
2000	3.12	3.52
1995	3.14	3.34
1990	3.07	3.18
1985	3.03	3.23
1980	3.10	3.24

Nearly half (48.6%) of graduates who entered Western as first-time freshmen (natives) earned credits towards graduation from schools other than Western. In other words, only about half of native graduates

actually earned all their academic credits at Western. Also, because Running Start students are considered natives regardless of the number of college credits they've earned, 30 "natives" had earned AA degrees.



"Natives" are students who entered Western as first-time freshmen.

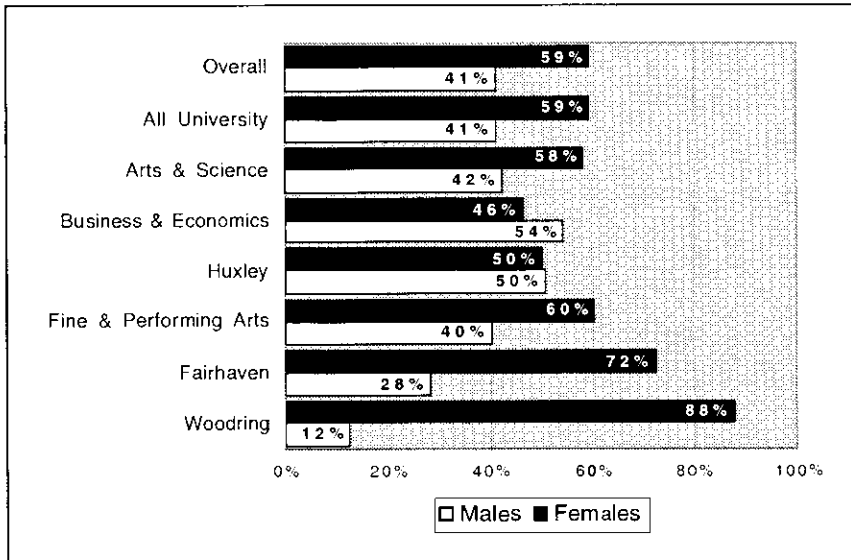


Average number of credits transferred by age:

21-22	= 29 credits
23-24	= 47 credits
25-29	= 85 credits
30-39	= 91 credits
40+	= 96 credits

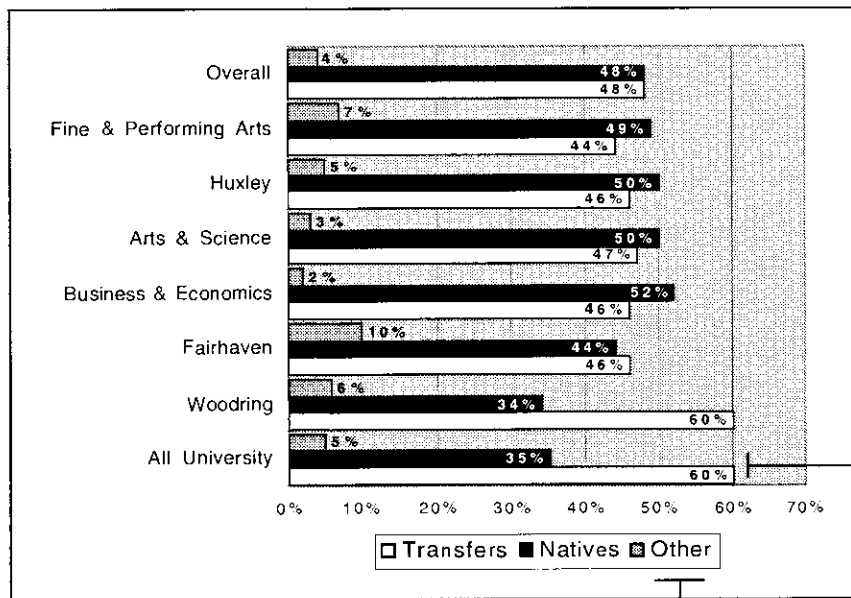
2000 GRADUATES OF

COLLEGE OF GRADUATION



Arts & Sciences graduated the most students (54.4%), followed by Business & Economics (16.4%), Woodring (8.7%), Fine & Performing Arts (7.1%), Huxley (5.3%), Fairhaven (4.1%), and General University (3.9%). Compared to 1999, the percentage of graduates in Arts & Sciences and General University was slightly down (less than 1%), while percentages in all the other colleges were slightly up (also less than 1%).

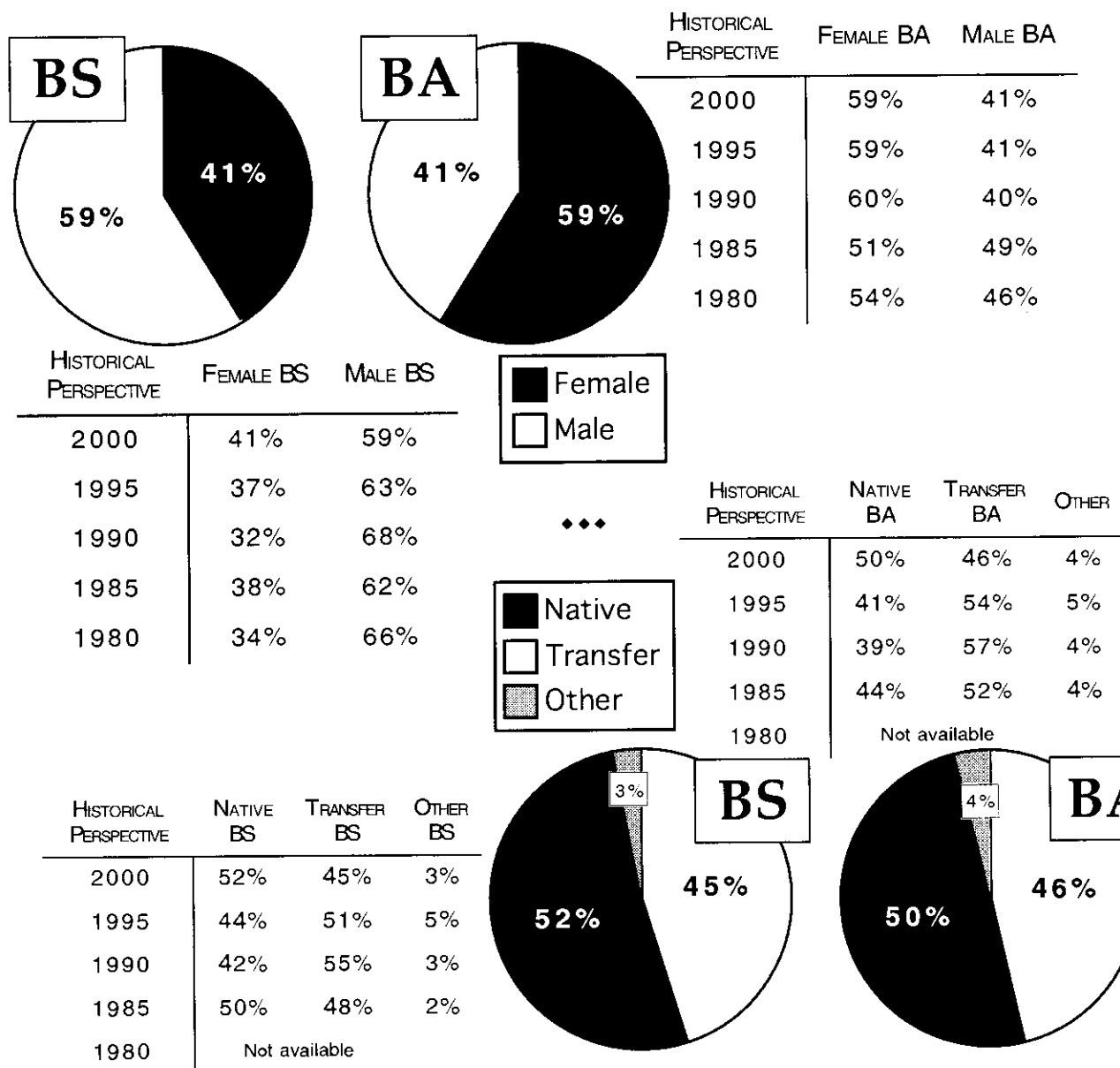
SUBCOLLEGE BREAKOUTS



For only the fourth year students graduated in General Studies, a cross-disciplinary major, and earned All-University degrees (4%, compared to 5% in 1999 and 3% in 1998).

Admit status "Other" includes graduates initially enrolled through continuing education programs and transfers taking second degrees.

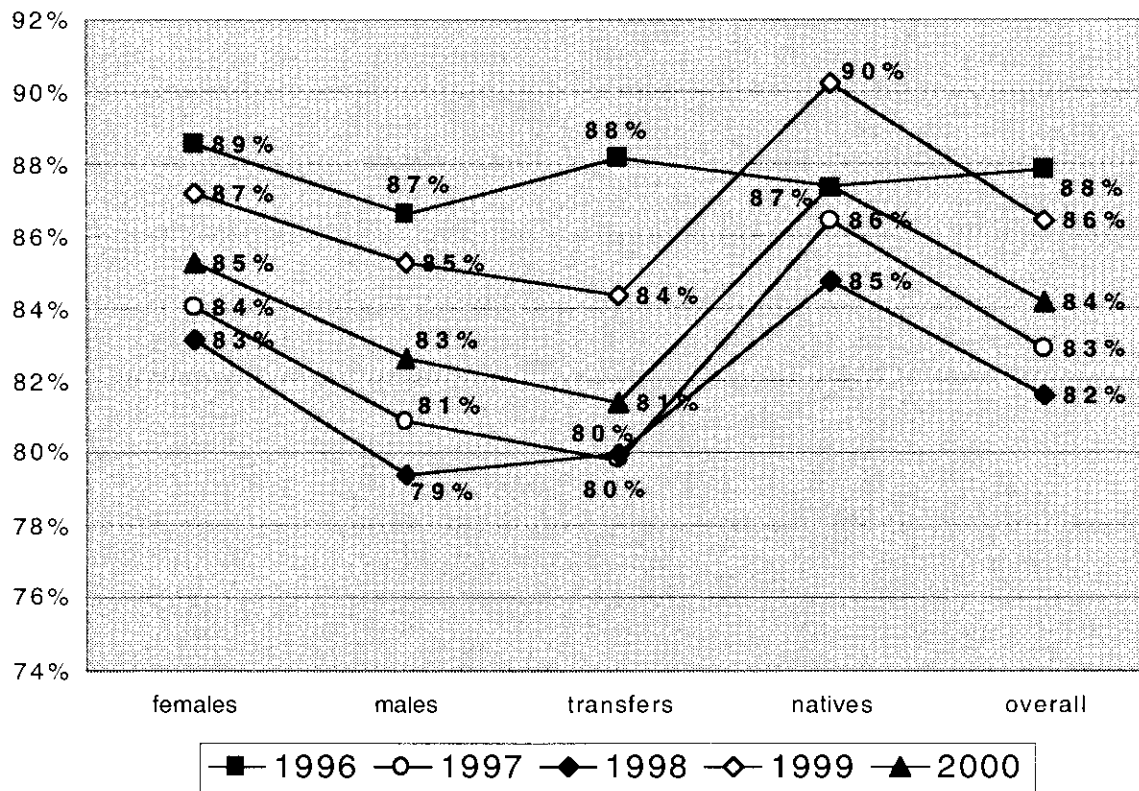
Most 2000 graduates earned BA Degrees (69%), followed by BS Degrees (16%), BA/Ed Degrees (14%), BMUS Degrees (0.6%), and BFA Degrees (0.3%). Relative to their overall proportions (females = 59%; males = 41%), females were more likely to earn BAE degrees (females = 81%), while males were more likely to earn BS degrees (males = 59%) and BFA degrees (71%). Similarly, relative to their overall proportions (natives = 48%; transfers = 48%), natives were more likely to earn BMUS degrees (natives = 64%), while transfers were more likely to earn BAE degrees (transfers = 62%).

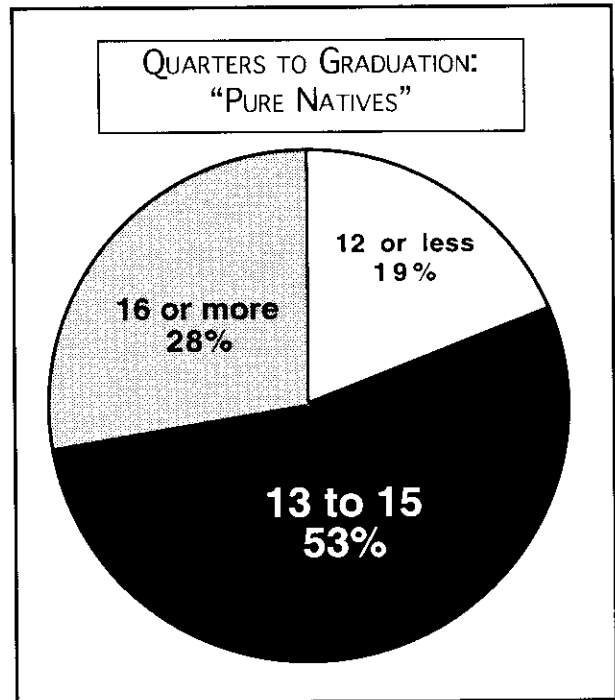
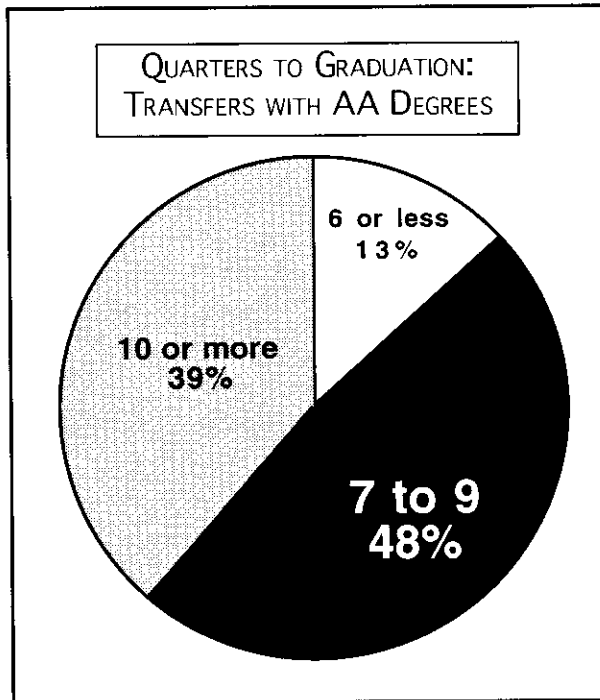


GRADUATION EFFICIENCY INDEX

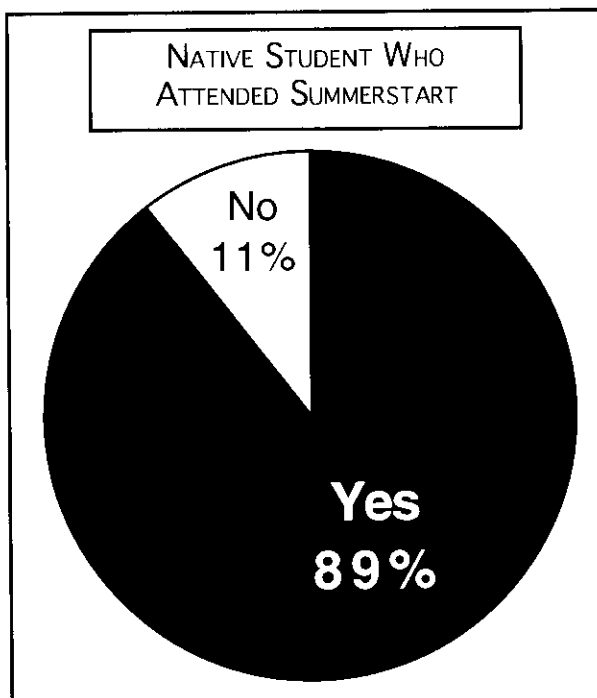
- Previous graduate reports have highlighted issues of time-to-degree efficiency. Included in this year's report are measures such as the number of quarters attended before graduation and the Graduation Efficiency Index (GEI). The GEI does not track linear time to graduation, but rather student credit efficiency. Its formula utilizes transfer credits (if any), the number of credits earned, and the number of credits needed to earn the degree—180 being the usual. Using the GEI formula, a student who earns no more than the necessary number of credits for graduation has achieved 100% efficiency. (A copy of this formula can be requested from the OIAT.)
- The overall GEI for 2000 graduates was 84.2%. For natives the GEI was 87.2%, and for transfers 81.4%. For females the GEI was 85.3%, and for males 82.6%. (See the figure below for 1996-2000 GEI comparisons.)

GEI COMPARISON: 1996-2000





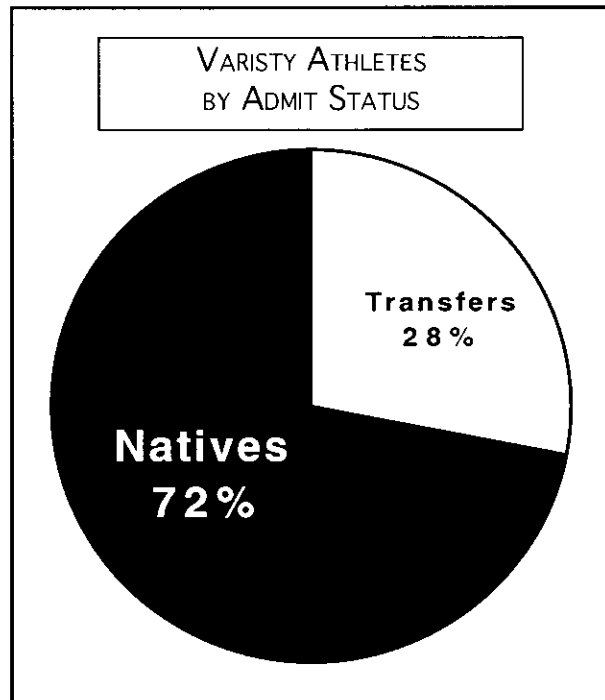
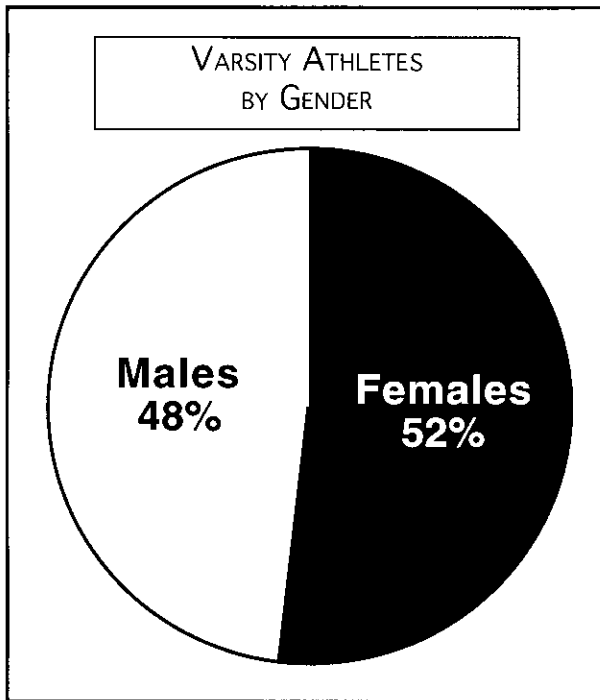
Traditionally, a transfer with an AA degree might be expected to graduate within six quarters, while a "pure" native (a native graduate who earned Western credits only, no outside credits) might be expected to graduate within twelve quarters.



- Studies have indicated that participation in orientation programs has had a positive effect on time-to-degree efficiency.
- Summerstart is the freshman orientation program, first offered in 1986.
- Transitions is the summer orientation program for transfers, first offered in 1994.

2000 GRADUATES OF

ATHLETES



- There were 124 graduates from the class of 2000 who had participated in varsity athletics (class of 1999 = 124; 1998 = 131; 1997 = 136; 1996 = 141).
- Graduating varsity athletes were predominately White (83%), followed by Asian (3%), Black (3%) Hispanic (3%), and American-Indian (2%).
- Graduating varsity athletes earned degrees in 26 different departments, including 12% in FMDS, 11% in Physical Education, 9% in English and General Studies, and 7% in Accounting.
- Graduating varsity athletes were nearly as likely to earn honors as graduates overall (9% athletes vs. 11% overall).

Varsity athletes overall earned a 3.02 Western gpa. Male athletes earned a 2.85 Western gpa, and females a 3.17. Native athletes earned a 3.06 Western gpa, and transfers a 2.92

**2000 Varsity
Athlete Graduates**

Sport	N	%
Football	31	25.0%
Crew	28	22.6%
Track	26	21.0%
Soccer	12	9.7%
Golf	8	6.5%
Fast Pitch	6	4.8%
Volleyball	5	4.0%
Basketball	5	4.0%
Cross-country	2	1.6%
Tennis	1	0.8%
	124	100.0%

- Analyses by statistical correlation indicated that the variable with the strongest positive correlation with Western gpa was the Admissions Index ($r = .559$; $p = .000$). Although high school gpa and overall SAT score also had fairly strong correlations to Western gpa ($r = .451$; $p = .000$ and $r = .404$, $p = .000$ respectively), neither indicator alone was as strong as the Admissions Index, which is a mathematical formula that combines high school gpa and pre-college test scores into one synthesized figure. Mostly, the AI was included in the records of first-time, incoming freshmen. Transfers, especially those with AA degrees, do not need to include either the AI or their high school grade point average in their application packets to Western. The Admissions Index is utilized statewide and has a scale of 0-100. The average AI for 2000 Western graduates was 65.1, up from 62.9 in 1999, 60.6 in 1998, 58.5 in 1997, and 55.6 in 1996. (This rise reflects the increasing preparedness of incoming freshmen classes at Western.) The strong positive correlation between the AI and Western gpa indicates that the Admissions Index is a reliable predictor of academic success at Western, using Western gpa as the success criterion.
- Regression analysis was also performed on the data. This statistic helps to indicate which of a number of variables can predict the score of a dependent variable (in this case, Western gpa). This test was performed on "pure native" only, those students who had entered Western as freshmen and not taken any transfer credits. Statistically, this cohort offered the most coherent analysis, for the following reasons: a) all their credits were taken at Western, and b) high school gpa, pre-college test scores, and the Admissions Index were included in their records. For "pure natives" the Admissions Index proved the strongest predictor of Western gpa ($R^2 = .269$). In other words, 26.9% of the variance in Western gpa could be explained by the Admissions Index of the "pure native" cohort.
- In summary, if a variable was needed that might help predict how well an incoming freshman might perform at Western, using Western gpa as that criterion for success, the Admissions Index would currently be the best.

2000 GRADUATES OF WESTERN WASHINGTON UNIVERSITY

Linda Clark
Sociology
MS: 9081



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Dr. Joseph E. Trimble, Director

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Western Washington University, 516 High Street MS:9010, Bellingham, WA 98225
Phone: (360) 650-3409; FAX: (360) 650-6893; e-mail: garyr@cc.wwu.edu
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