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A Profile of the 2002 Western Washington University Graduating Class

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A PROFILE OF THE 2002 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 2002 Western Washington University graduates (academic year: fall quarter, 2001, through summer quarter, 2002).

Western graduated 2755 students in 2002, its largest graduating class to date. (The previous high was 2662 in 2001, and before that 2461 in 1996.) There were 2392 graduates in 2000, 2417 in 1999, and 2433 in 1998. For students listing their ethnicity—many opt not to—the 2002 class was comprised of 13% ethnic-minorities, down from 14% in 2001, the same as in 2000, 1999 and 1998, and up from 11% in 1996. Females made up 58% of 2002 graduates, down from 61% in 2001, but the same as in 2000, 1999 and 1998. Transfers

made up 47% of 2002 graduates, up from 44% in 2001, but lower than the 52% of 2000 graduates, and 51% of 1999 and 1998 graduates.

For those students earning BS degrees, 37% were females. In the last 17 years females have accounted for 40% or more of the BS degrees granted three times: 44% in 2001, 40% in 2000, and 42% in 1991.

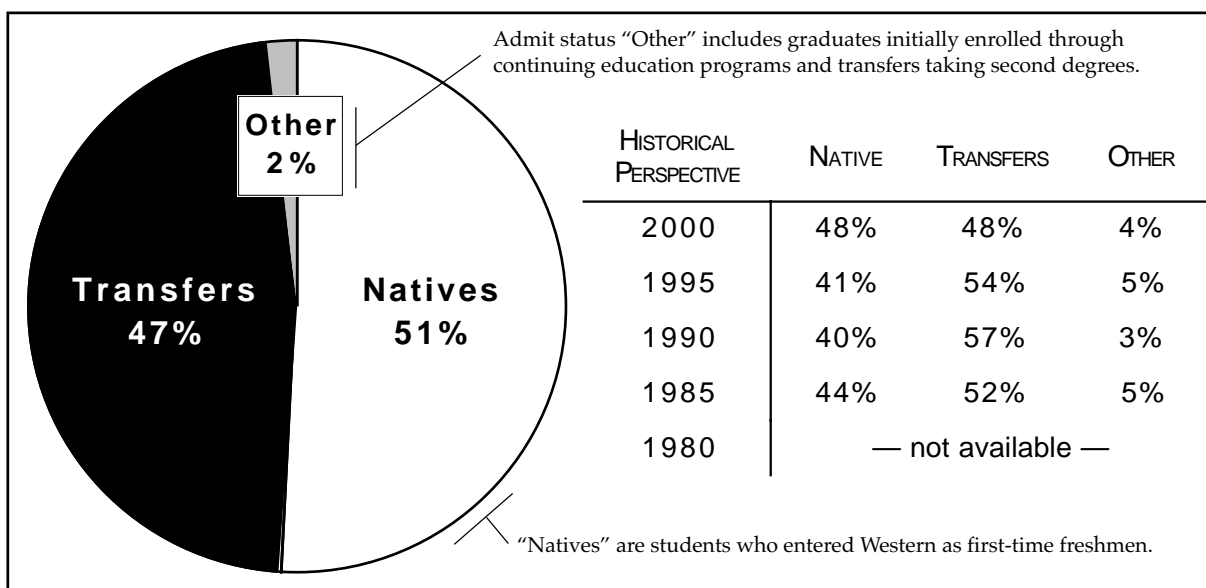
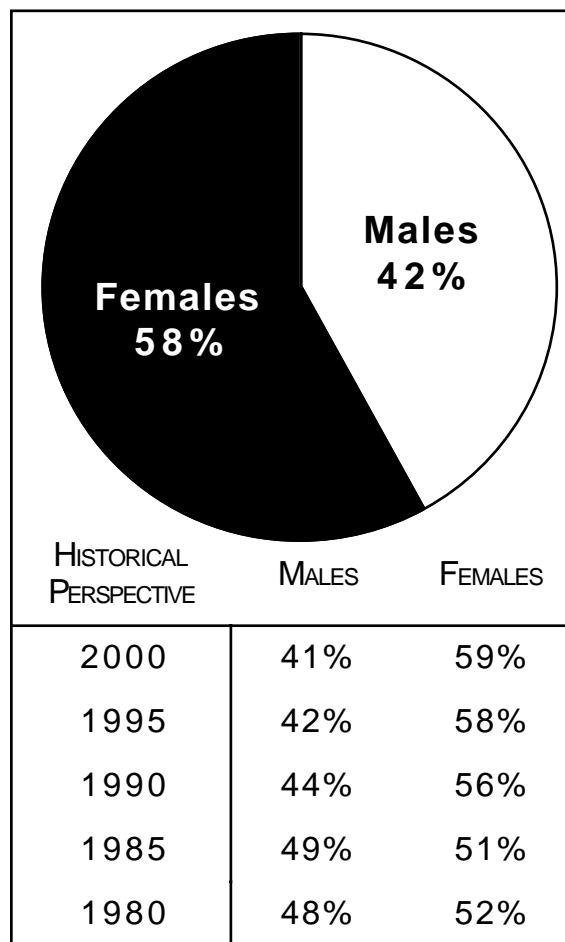
The Graduation Efficiency Index (GEI)—a formula that measures degree attainment efficiency via credits earned—was 84% for the class of 2002 overall, the same as for the class of 2001 and 2000. (To date, the highest GEI overall was 88% for the class of 1996.) The 2002 GEI for natives was 87%. (Highest for natives: 90% in 1999). The 2002 GEI for transfers was 81%. (Highest for transfers: 88% in 1996.)

The overall Western grade point average for 2002 graduates was 3.14, compared to 3.15 in 2001, 3.12 in 2000, 3.13 in 1999, 3.15 in 1998, 3.16 in 1997, and 3.15 in 1996.

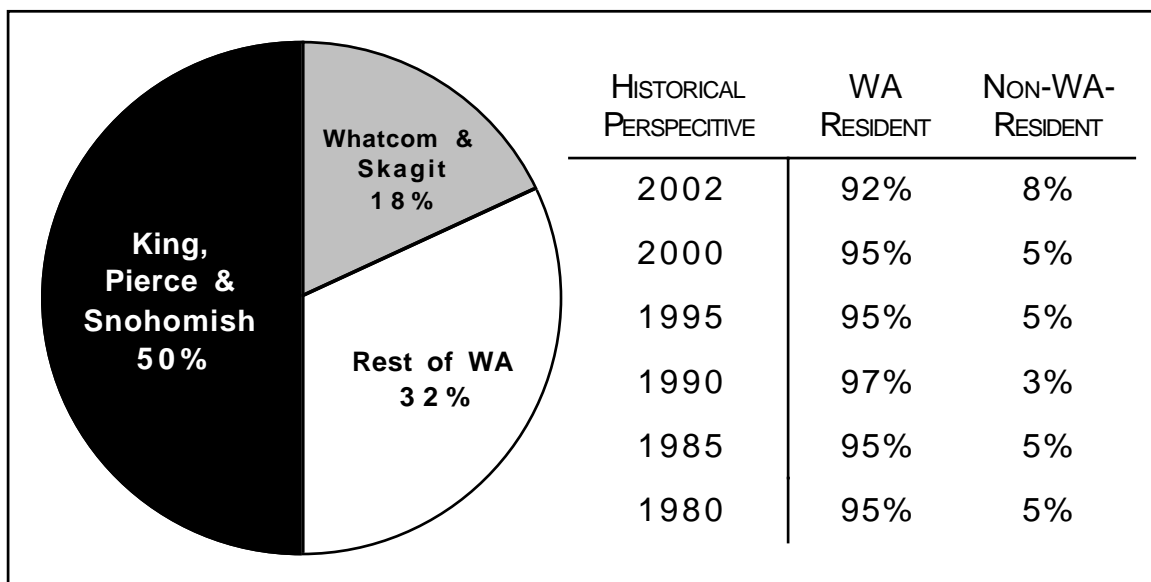
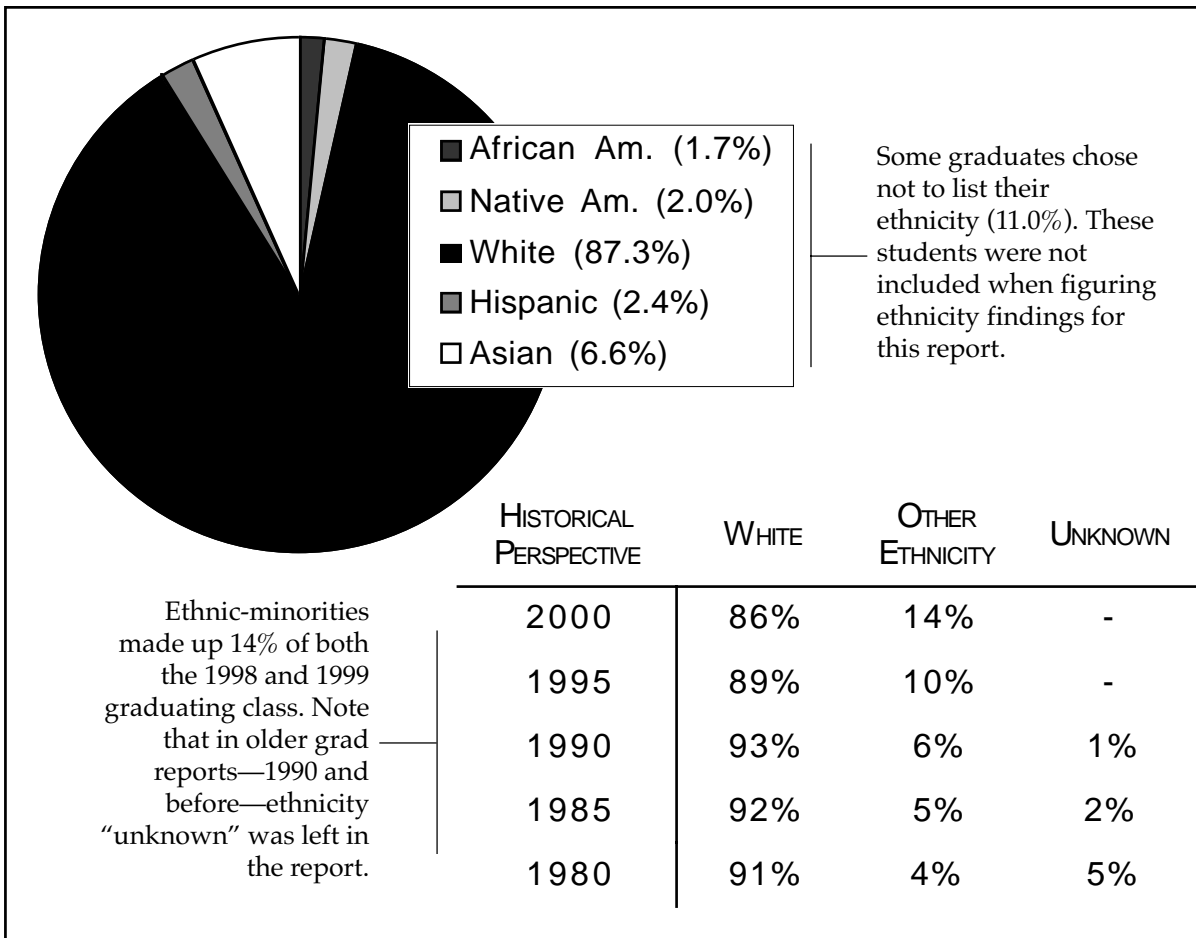


DEMOGRAPHICS

- There were 2755 graduates in 2002, (fall quarter, 2001, through summer quarter, 2002), Western's largest graduating class to date.
- Most graduates began attending classes in a fall quarter (84%).
- The youngest graduate was 20 years old; the oldest was 58. The most common age of graduates (the mode) was 22.
- Most graduates were between the ages of 21 to 24 years old (74%); fewer were between 25-29 years old (13%), 30-39 years old (7%), and 40 years old or older (5%).
- 117 graduates (4%) listed a disability. These included hearing, mobility, learning, visual, health, neuro/central nervous system, and psychological.
- 49 graduates were veterans (2%).

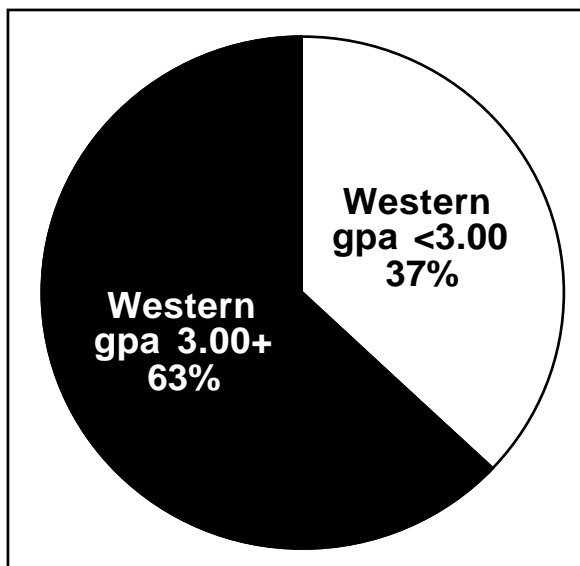


DEMOGRAPHICS



GRADES

In 2002, graduates overall earned a 3.14 WWU GPA
 Female graduates earned a WWU GPA of 3.22
 Male graduates earned a WWU GPA of 3.03



Honors were earned by 8% of Western's 2001 graduates: 126 graduates earned Cum Laude, and 95 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 2002 graduates, it should be kept in mind that most cases are for native students (hsgpa = 85%; SAT = 83%). Transfer students with AA degrees do not need to include these records when applying for admission.

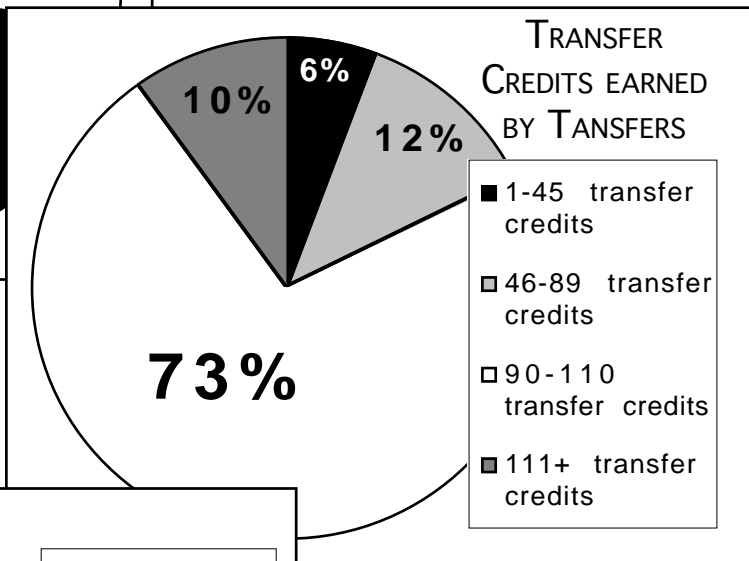
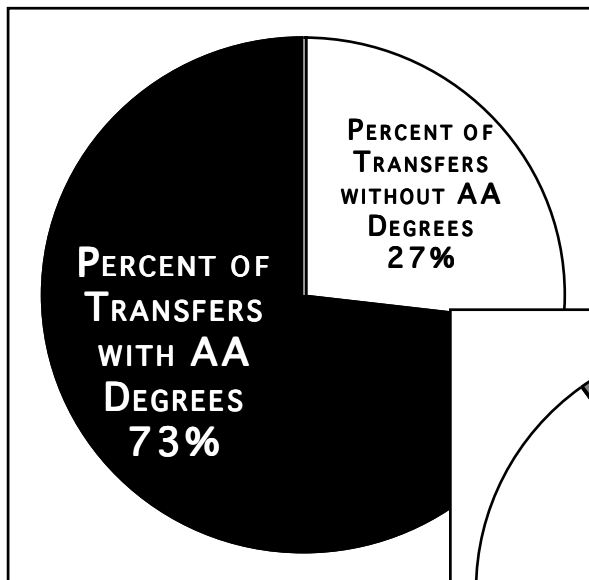
- The average hsgpa for 2002 Western graduates was 3.51; the average SAT-composite score was 1109. The average Admissions Index was 67 (out of 100)
- The average hsgpa for females was 3.57, and for males 3.41.
- The average hsgpa for natives was 3.53 (n = 1379); for transfers including hsgpa in their files (n = 237), the average was 3.37.

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

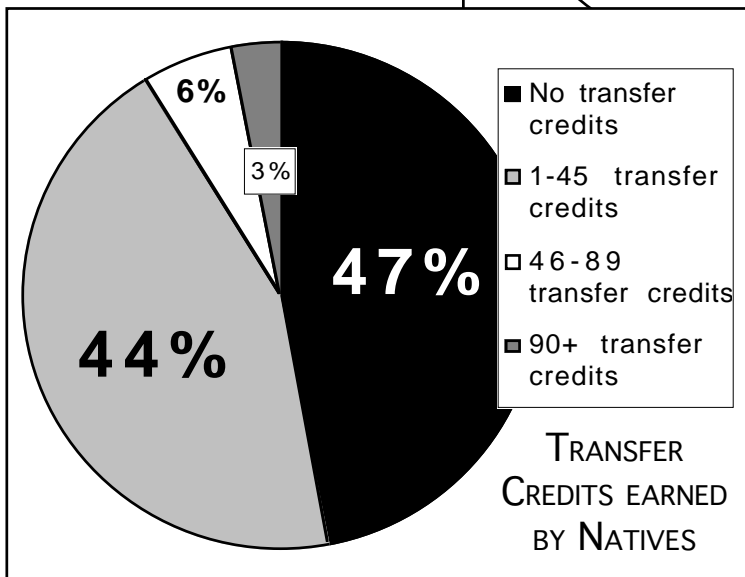
TRANSFER FACTS

Over half (53.4%) 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, 66 "natives" had earned AA degrees.



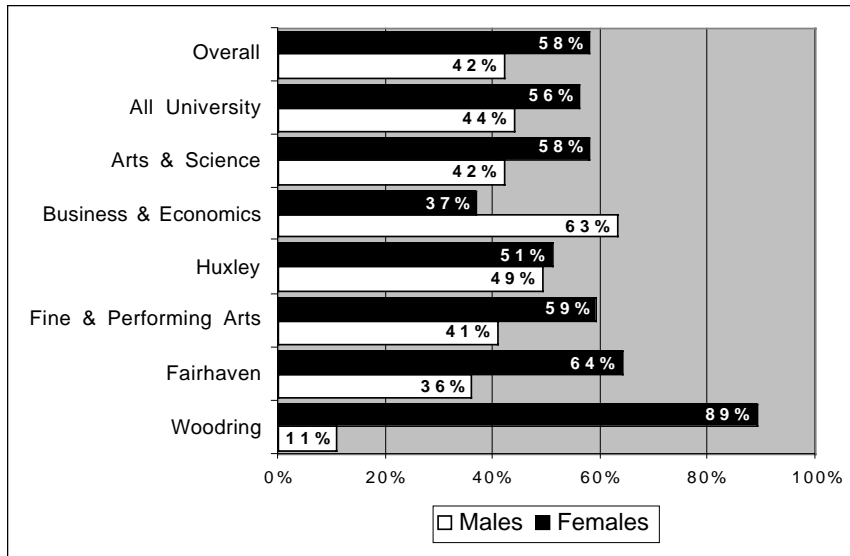
"Natives" are students who entered Western as first-time freshmen.



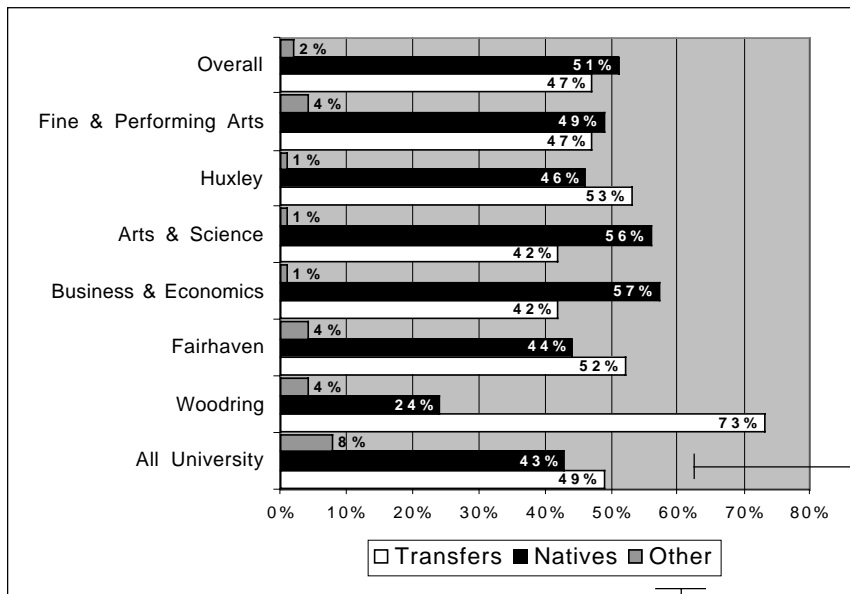
Average number of credits transferred by age:

20 or less (Running Start)	= 81 credits
21-22	= 29 credits
23-24	= 46 credits
25-29	= 80 credits
30-39	= 85 credits
40+	= 90 credits

COLLEGE OF GRADUATION



SUBCOLLEGE BREAKOUTS



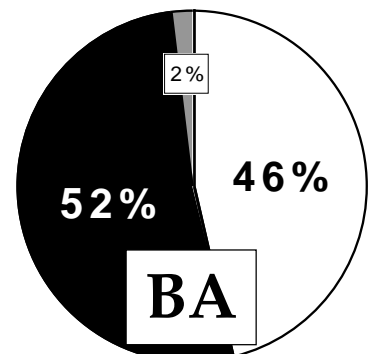
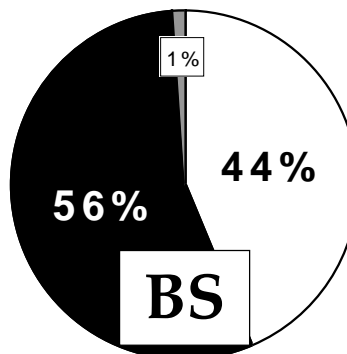
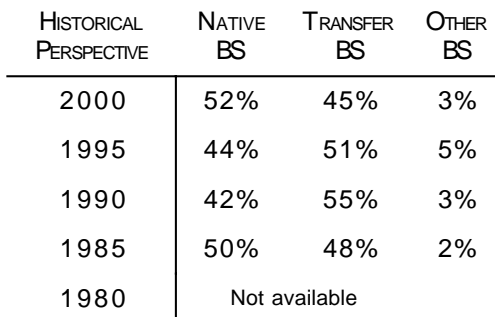
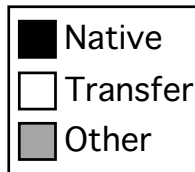
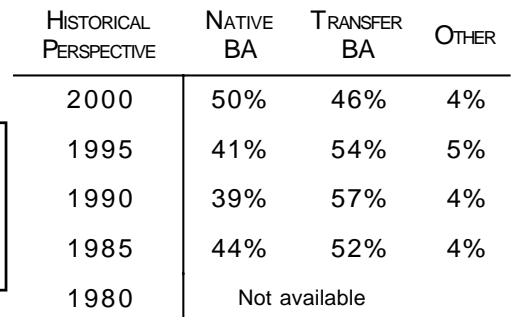
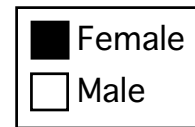
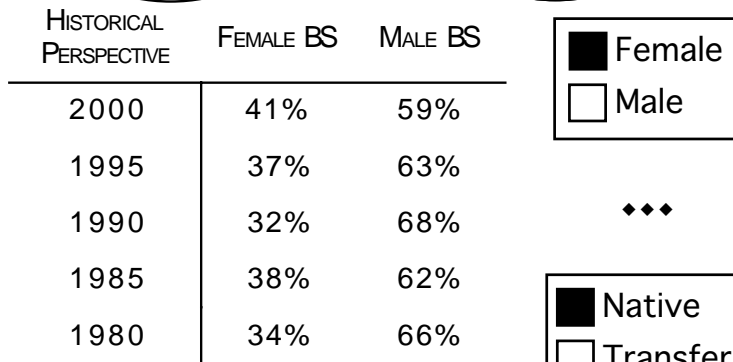
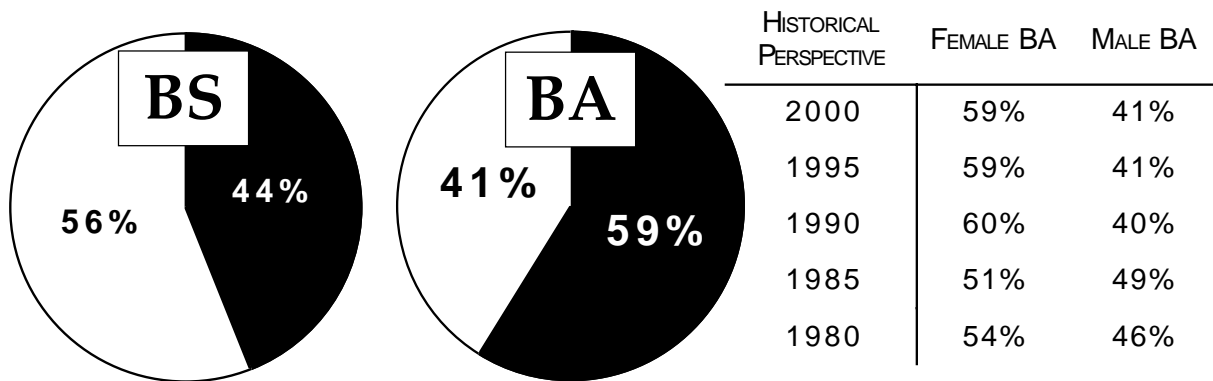
Admit status "Other" includes graduates initially enrolled through continuing education programs and transfers taking second degrees.

Arts & Sciences graduated the most students (53.2%), followed by Business & Economics (16.1%), Woodring (12.4%), Fine & Performing Arts (5.2%), Huxley (5.8%), Fairhaven (3.5%), and General University (4.6%). Compared to 2001, the colleges that saw increases in graduates were Arts & Sciences, Woodring, Huxley and General University (each up less than 1%). The colleges that saw decreases in graduates were Business & Economics, Fine & Performing Arts, and Fairhaven (each down less than 1%).

For only the fifth year students graduated in General Studies, a cross-disciplinary major, and earned All-University degrees. (4% in 2001, compared to 4% in 2000, 5% in 1999 and 3% in 1998).

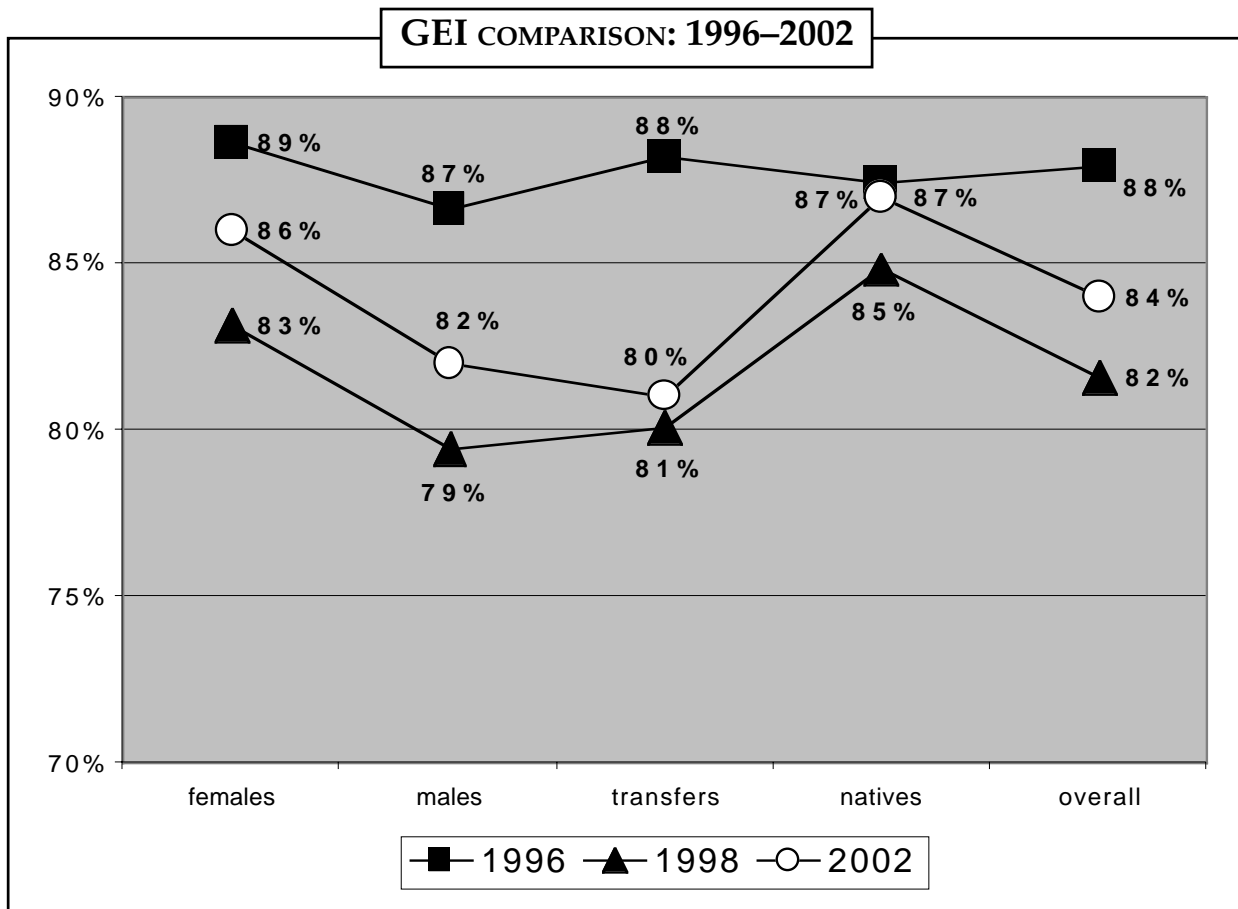
DEGREES

Most 2002 graduates earned BA Degrees (73%), followed by BS Degrees (16%), BA/Ed Degrees (10%), BMUS Degrees (0.3%), and BFA Degrees (0.3%). Relative to their overall proportions (females = 58%; males = 42%), females were more likely to earn BAE degrees (females = 86%) and BFA degrees (63%), while males were more likely to earn BS degrees (males = 63%). Similarly, relative to their overall proportions (natives = 51%; transfers = 47%), natives were more likely to earn BS degrees (natives = 56%), while transfers were more likely to earn BAE degrees (transfers = 64%), and BFA degrees (63%).

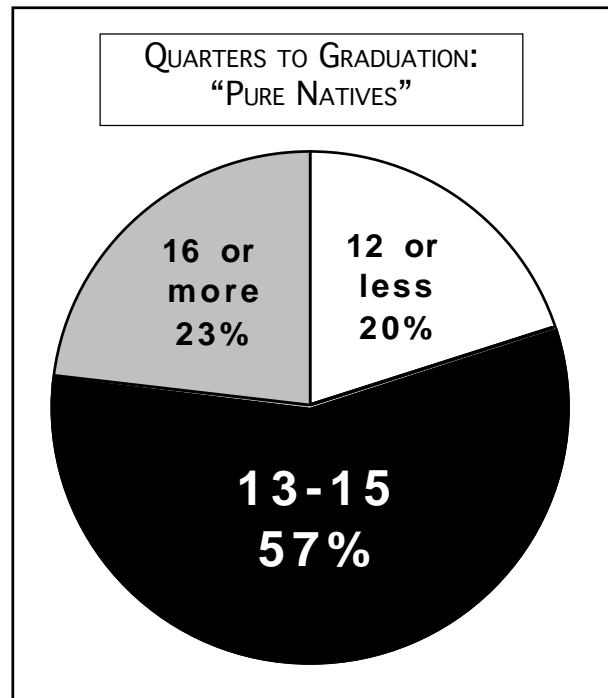
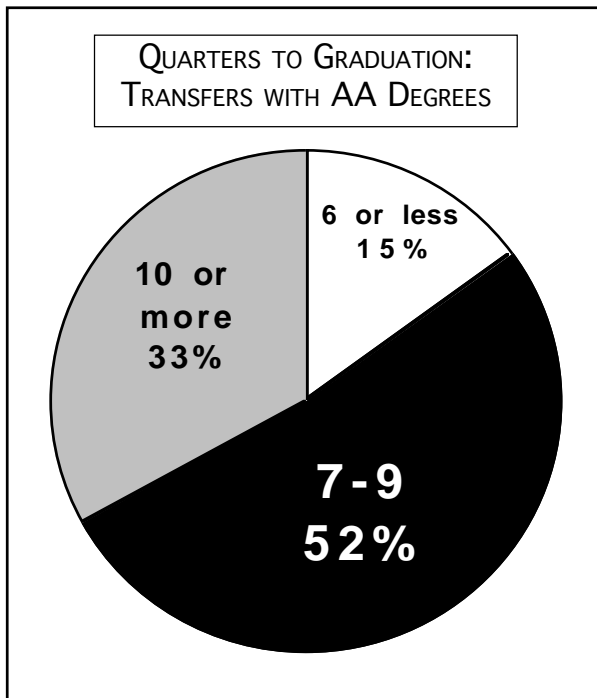


GRADUATION EFFICIENCY INDEX

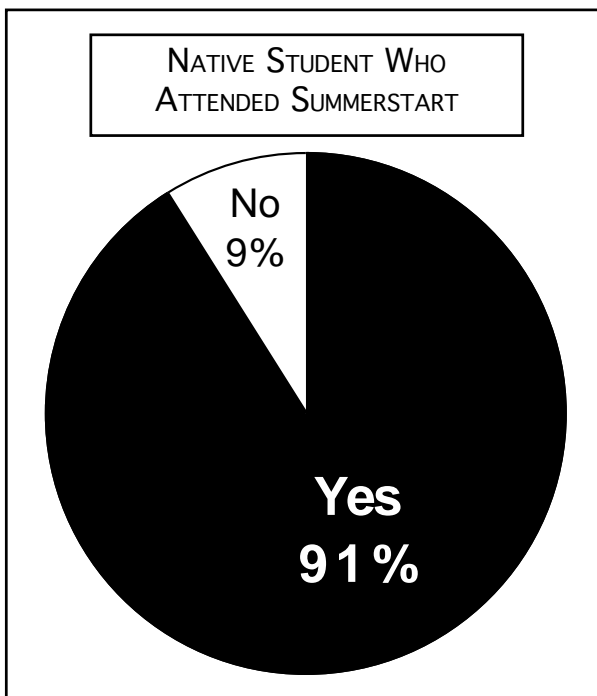
- Previous graduate reports have highlighted issues of time-to-degree efficiency. Included in this year's report are measures such as the number of quarters attended before graduation and the Graduation Efficiency Index (GEI). The GEI does not track linear time to graduation, but rather student credit 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 2002 graduates was 84.1%. For natives the GEI was 87.0%, and for transfers 81.2%. For females the GEI was 85.8%, and for males 81.8%. (See the figure below for 1996-2002 GEI comparisons.)



TIME TO DEGREE

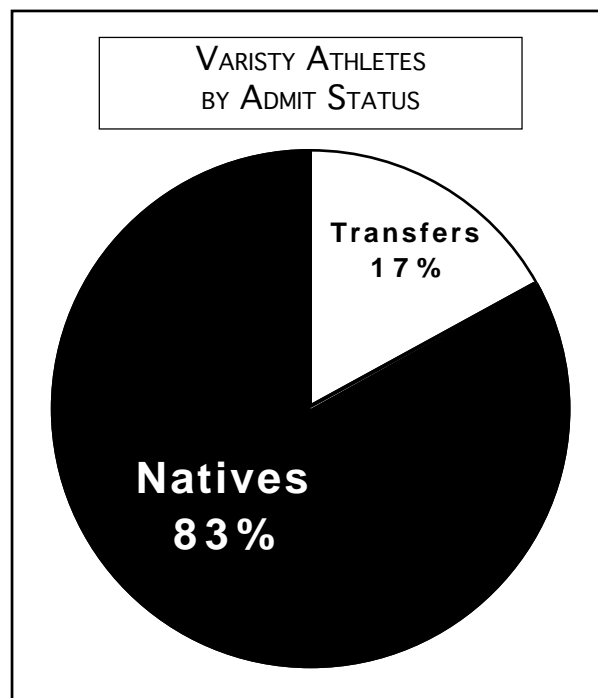
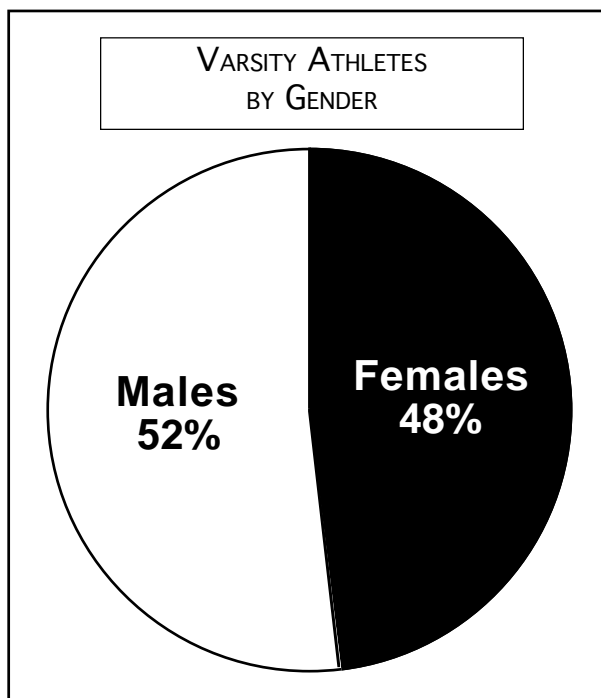


Traditionally, a transfer with an AA degree might be expected to graduate within six quarters, while a "pure" native (a native graduate who earned Western credits only, no outside credits) might be expected to graduate within twelve quarters.



- 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.

ATHLETES



- There were 126 graduates from the class of 2002 who had participated in varsity athletics (class of 2001 = 133; 2000 = 124; class of 1999 = 124; 1998 = 131; 1997 = 136; 1996 = 141).
- For those graduating athletes listing their ethnicity (114 of 126), most were White (89%), followed by Black (4%), Asian (4%), Hispanic (1%), and American Indian (1%).
- Graduating varsity athletes earned degrees in 24 different departments, including 16% in PEHR, 12% in FMDS, 9% in Biology and Psychology, and 7% in English.
- Graduating varsity athletes were not quite as likely to earn honors as graduates overall (5% athletes vs. 8% overall).

Varsity athletes overall earned a 2.98 Western gpa. Male athletes earned a 2.86 and female athletes a 3.11. Native athletes earned a 3.00 and transfer athletes a 2.89.

**2002 Varsity
Athlete Graduates**

Sport	N	%
Track	32	25.4%
Football	26	20.6%
Soccer	23	18.3%
Crew	22	17.5%
Fast Pitch	5	4.0%
Basketball	5	4.0%
Volleyball	5	4.0%
Cross-country	5	4.0%
Golf	3	2.4%
	126	100.0%

PREDICTORS OF ACADEMIC SUCCESS

- Analyses by statistical correlation indicated that the variable with the strongest positive correlation with Western gpa was the Admissions Index ($r = .548$; $p = .000$). Although high school gpa and overall SAT score also had fairly strong correlations to Western gpa ($r = .467$; $p = .000$ and $r = .373$, $p = .000$ 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 2002 Western graduates was 66.9, up from 66.4 in 2001, 65.1 in 2000, 62.9 in 1999, 60.6 in 1998, 58.5 in 1997, and 55.6 in 1996. The strong positive correlation between the AI and Western gpa indicates that when using Western gpa as the success criterion, the Admissions Index is a reliable predictor of academic success at Western.
- 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 ($R^2 = .259$). In other words, 25.9% 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 in-coming freshman might perform at Western, using Western gpa as that criterion for success, the Admissions Index would currently be the best.

2002 GRADUATES OF WESTERN WASHINGTON UNIVERSITY



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