

## Demographic Distribution of Transcript Academic Statements

The random sample of Transcript Academic Statements selected for this assessment consisted of 25% of the **population of 296 students** admitted Fall 2013 or thereafter who were awarded degrees in either Spring 2015 or Summer 2015. The **74 students randomly sampled** would have all been required to submit an Academic Statement to their transcript as a condition of graduation; fortunately all of them did have completed statements. **62 of the randomly sampled transcripts were scored** by faculty and staff using a writing rubric in an assessment workshop led by Emily Lardner and Sandy Yannone on January 8th, 2016.

	Population	Random Sample	Scored	Population	Random Sample	Scored	
<b>TOTAL</b>	<b>296</b>	<b>74</b>	<b>62</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	
First-time, First-year	16	5	4	5%	7%	6%	
Transfer	280	69	58	95%	93%	94%	
WA Resident	269	68	58	91%	92%	94%	
Non-resident	27	6	4	9%	8%	6%	
Male	115	27	22	39%	36%	35%	
Female	181	47	40	61%	64%	65%	
BA	263	63	53	89%	85%	85%	
BS	30	11	9	10%	15%	15%	
dual BA/BS	3	0	0	1%	0%	0%	
Traditional Age	83	18	14	28%	24%	23%	
Non-Traditional Age	213	56	48	72%	76%	77%	
Olympia Campus	241	56	44	81%	76%	71%	
Tacoma Campus	51	17	17	17%	23%	27%	
Tribal: Reservation-based	2	1	1	1%	1%	2%	
Grays Harbor	2	0	0	1%	0%	0%	
Low-Income	203	54	44	69%	73%	71%	
Not Low-Income	93	20	18	31%	27%	29%	
First-Generation	135	38	33	46%	51%	53%	
Not First-Gen	161	36	29	54%	49%	47%	
Disability Reported	25	5	4	8%	7%	6%	
None Reported	271	69	58	92%	93%	94%	
Veteran	23	3	3	8%	4%	5%	
Not a Veteran	273	71	59	92%	96%	95%	
<i>categories mutually exclusive</i>	Hispanic, of any race	19	0	0	6%	0%	0%
	Black, non-Hispanic	29	11	10	10%	15%	16%
	American Indian, non-Hispanic	9	4	2	3%	5%	3%
	Asian, non-Hispanic	5	0	0	2%	0%	0%
	Pacific Islander, non-Hispanic	1	0	0	0%	0%	0%
	White, non-Hispanic	195	49	40	66%	66%	65%
	Two or more races, non-Hispanic	18	3	3	6%	4%	5%
	Students of Color	81	18	15	27%	24%	24%
	White, non-Hispanic	195	49	40	66%	66%	65%
	Unknown	20	7	7	7%	9%	11%
<i>categories NOT mutually exclusive</i>	Hispanic/Latino	19	0	0	6%	0%	0%
	Black/African-American	35	12	11	12%	16%	18%
	American Indian/Alaskan Native	19	6	4	6%	8%	6%
	Asian	12	1	1	4%	1%	2%
	Pacific Islander/Native Hawaiian	1	0	0	0%	0%	0%
	White	221	51	42	75%	69%	68%

Rubric Domain <i>(see Appendix for full rubric)</i>	Overall Average Score	Ideas	Organization	Voice	Word Choice	Sentence Fluency	Conventions
	<b>All SCORED A.S.</b>	<b>3.17</b>	<b>3.05</b>	<b>3.13</b>	<b>3.56</b>	<b>3.26</b>	<b>3.01</b>
Male	2.94	2.80	2.95	2.33	3.07	2.82	2.73
Female	3.30	3.19	3.23	3.70	3.36	3.11	3.21
<i>NOTE: BA vs. BS tested within OLY campus graduates only, since only OLY awards BS degrees</i>							
BA	3.20	2.97	3.20	3.54	3.34	3.13	3.01
BS	3.89	3.78	3.78	4.11	3.78	3.67	4.22
Traditional Age	3.39	3.18	3.50	3.93	3.61	3.14	3.00
Non-Traditional Age	3.11	3.01	3.02	3.45	3.16	2.97	3.05
Olympia Campus	3.34	3.14	3.32	3.66	3.43	3.24	3.26
Tacoma Campus	2.59	2.65	2.47	3.15	2.65	2.29	2.35
Low-Income	2.98	2.89	2.89	3.28	3.02	2.90	2.88
Not Low-Income	3.66	3.44	3.72	4.22	3.83	3.28	3.44
First-Generation	3.28	3.12	3.12	3.58	3.39	3.23	3.29
Not First-Gen	3.05	2.97	3.14	3.53	3.10	2.76	2.79
Students of Color	2.62	2.77	2.33	3.27	2.77	2.27	2.33
White, non-Hispanic	3.35	3.19	3.43	3.70	3.39	3.21	3.20
Well (Global Perception)	4.58	4.50	4.56	4.89	4.60	4.39	4.56
Problematic (Global Perception)	1.96	1.88	1.86	2.36	2.11	1.86	1.71

\* The following analyses could not be completed, because the numbers of students in the subgroups were too small: Residency, FTFY Entrants vs. Transfer, Tribal: Reservation-based nor Grays Harbor graduates, Disability status, Veteran status, Mutually-exclusive race/ethnic subgroups, and the Individual race/ethnic categories (check all that apply version).

#### Results:

- Average writing scores across this sample of graduates fell between "developing" and "capable" in all rubric domains. Across the entire sample, Voice was the highest dimension of the transcript statements, and more technical dimensions such as Ideas, Conventions, and Sentence Fluency received the lowest ratings. The results suggest that more attention to thesis development, sentence structure, and grammar would be advisable before students submit final statements to their transcripts.
- No significant differences in any rubric domain nor the Overall average score were identified based on sex, non-traditional age status, nor first-generation status.
- Faculty and staff rated Olympia campus graduates' Academic Statements significantly higher than Tacoma graduates Overall, and specifically for Organization, Word choice, Fluency, and Conventions; only ratings of Ideas and Voice were similar across both campuses.
- The readers rated graduates who were Not Low-income higher than Low-income graduates Overall, and in Organization, Voice, and Word choice.
- Readers perceived that the Statements of white, non-Hispanic graduates were stronger in terms of Organization, Sentence Fluency, and Conventions than those of students of color.
- Among Olympia campus graduates, Bachelor of Science degree earners scored higher in Conventions than those who earned Bachelor of Arts degrees; there were no significant differences in any other rubric category.
- As would be expected, the subjective global perception that an Academic Statement represented the college and student "Well" was related to higher scores Overall and in every individual rubric dimension.