

**CSUN's Writing Proficiency Examination:
Bump or Hurdle On the Road to Graduation?**

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H i g h l i g h t s

of the Report on CSUN's Writing Proficiency Examination

This report examines the degree to which the Writing Proficiency Examination (WPE) hinders or facilitates CSUN students' timely progress towards their baccalaureate degrees. The WPE is a campus-devised essay examination that fulfills a CSU graduation requirement that upper division students demonstrate advanced competency in writing. Student essays are evaluated by at least two faculty members and graded on a scale of 1 to 12, with scores of 8 or higher required for satisfactory completion. Most students who attempt the WPE receive such passing scores. A good many, however, never attempt it.

WPE Pass Rates During the 2001-06 Period

- Just over 2,700 students attempted the WPE at one of the two administrations in Fall 2006. Four in five of these students received passing scores, with second language learners less likely to do so (70%-72% vs. an 84%-85% pass rate for native speakers).
- During the Fall terms in the 2001-06 period, approximately 4 in 5 of the undergraduates attempting the WPE passed the examination. In any given term, pass rates are somewhat higher for students entering as first time freshmen than for those entering as transfer students.
- There is some variation in pass rates by college, with average pass rates during the most recent three Fall terms exceeding 85% percent in three colleges: Humanities, Social and Behavioral Science, and Science and Mathematics.
- Among undergraduates enrolled in Fall 2006, the percentage attempting the WPE at least once varies markedly by class level. Two-thirds of the seniors have done so compared to 22% of the juniors and 1%-2% of the freshmen and sophomores. Nine in ten of the currently enrolled students who have attempted the WPE received a passing score.
- Although pass rates tend to decline somewhat as the number of WPE attempts increases, the number of undergraduates attempting the examination more than twice is small. Far more troubling is the number of seniors enrolled in Fall 2006 who have never attempted the examination.
- Between a quarter and a third of the seniors enrolled at CSUN during the 2001-06 period had never attempted the WPE. This percentage varies by college, ranging from 12% to 43%. Business and Economics is exceptional in getting 9 in 10 of its majors to attempt the WPE by the time they are seniors.

Is the WPE a Barrier to Graduation?

- Answering the above question is facilitated by examining undergraduate students enrolled at CSUN during the last five years who have not graduated, even though they have accumulated 120 or more units. Three-fifths of the students in this group were enrolled in Fall 2006.
- Approximately one-fifth of the students with 120 or more units have accumulated a wealth of units at area community colleges, but have insufficient CSUN units to receive their baccalaureate degrees. In

addition, a fair number left CSUN on probation or academically disqualified. Thus, they were excluded from further consideration.

- Students in good academic standing with sufficient units to graduate, but not enrolled in Fall 2006, can be thought of as “lost” graduates. Close to half were enrolled during the Fall 2004-Spring 2006 period and first entered CSUN during the 1996-2001 period. The lost graduates are disproportionately likely to stem from African American backgrounds and, to a lesser extent, from Asian backgrounds.

- Three-quarters or more of the students with sufficient units to graduate and enrolled in Fall 2006 have successfully passed the WPE. The pass rates are lower among potential graduates not enrolled in Fall 2006, but still exceed three-quarters among freshmen entrants and 60% among transfer entrants.

- The percentage of students with sufficient units to graduate who have attempted the WPE without passing it is small. It is higher, however, among potential graduates not enrolled in Fall 2006 than it is among those who were enrolled (8%-12% vs. 4%). A good many of these students appear to have attempted the exam 2-3 times without passing it.

- The percentage of students with sufficient units to graduate who have never attempted the WPE is surprisingly high, ranging from 15% for freshmen entrants enrolled in Fall 2006 to 26% for transfer entrants not enrolled in 2006.

- Minority students with sufficient units to graduate are as likely as their white counterparts to have attempted and passed the WPE. They do appear to be more likely to have attempted the WPE without passing it. To some degree, this is a consequence of their being somewhat more likely to attempt it.

- The WPE pass rate of potential graduates in various colleges is inversely related to the percentage never attempting the examination. In five of the eight CSUN colleges, approximately 70% of the potential graduates have successfully completed the exam, while 20% have never attempted it. In addition, college-specific pass rates are consistently higher among freshmen entrants than among transfer entrants, with Business and Economics once again standing out, this time for its unusually high pass rate.

- Three-quarters of the potential graduates enrolled in Fall 2006 are completing the course work needed to let them graduate at the end of the term or in the near future. The same applies to only 19% of the comparable students not enrolled in Fall 2006. Approximately half of these students planned to graduate in a past term, but encountered an impediment to doing so.

- Over three-fifths of the students under study who have successfully completed the WPE are in the process of completing the course work needed to graduate in Fall 2006 or shortly thereafter; only 15% have never applied to graduate. In contrast, more than half of the students who have never attempted the WPE have never applied to graduate. Of the few students attempting, but not passing, the WPE, only 18% have never applied to graduate. Instead, 36% had hoped to graduate during a past term, but were unable to do so.

- The small group of students with sufficient units to graduate, but attempting the WPE more than once without passing it, is distinctive in several respects. Its members are disproportionately likely to have attempted to graduate in a past term, to stem from Asian backgrounds, to be majoring in an engineering or health discipline, and unlikely to have been enrolled in Fall 2006.

CSUN's Writing Proficiency Examination: Bump or Hurdle On the Road to Graduation?

The following pages examine the experience of recent cohorts of undergraduate students with CSUN's Writing Proficiency Examination (WPE). The extent to which this graduation requirement hinders or facilitates student progress is examined from several different perspectives:

- the pass rates for the Fall 2006 administrations of the examination.
- the pass rates for students attempting the WPE in Fall terms during the 2001-06 period, along with differences in these rates by entry status and students' home college.
- the number of students who have attempted and/or passed the WPE among all undergraduates enrolled in Fall 2006, be they first time freshmen or transfer entrants.
- the percentage of seniors never attempting the WPE in Fall terms during the 2001-06 period, along with differences in these percentages by entry status and students' home college.
- the graduation and WPE status of students who have been enrolled at CSUN during the last five years and who have not yet graduated, even though they have earned at least 120 units.

Discussion of the last set of data deals with additional characteristics of students who have not graduated, even though they have accumulated sufficient units to do so.

In brief, the data summarized below suggest that passing the WPE is little more than a slight bump on the road to graduation. More problematic is many students' failure to attempt the examination at all, let alone in a timely way. By and large, however, the analyses summarized here suggest that the satisfactory completion of course work in the major is the biggest hurdle on the road to graduation.

The Nature of the WPE

One of the many requirements for a CSU baccalaureate degree is demonstrated competency in writing. At the upper division level, such competency is generally demonstrated through completion of a campus-devised essay examination that may be attempted any time after students accumulate 56 units of course credit; it should be satisfactorily passed by the time they accumulate 90 such units (i.e., before the beginning of the senior year). In keeping with the recommendations of a systemwide committee, the

75-minute CSUN examination, known as the WPE, is designed to enable students to display advanced skills in analysis, synthesis, and summarization.

Prior to Fall 2006, the WPE, which is offered on campus at least five times a year, required students to write on a topic that was briefly outlined at the time of the examination.¹ Currently, students are given a short text to read and asked to briefly identify its main points. Thereafter, they detail the extent to which they agree or disagree with its thesis, supporting their position with reasons and examples from their own reading, observations, and experience.

Once completed, WPE essays are read and evaluated by at least two faculty members using the following criteria: (1) demonstrated analytic skill; (2) use of relevant evidence to support arguments; (3) effective organization; and (4) use of standard English grammar, diction, and mechanics. Each of the two readers awards a score ranging from 1 to 6, for a total score of 12; a score of 8 or above is passing.

WPE Pass Rates During the 2001-06 Period

The WPE was offered twice in Fall 2006 to both graduate and undergraduate students. According to Table 1, just over 1,100 students attempted it in September and close to 1,600 attempted it in October. At each of these two administrations, 46% of the test-takers reported that English was their second language. Although such students constitute 60%-65% of those who did not pass the WPE, they are not numerous. Thus, 7 in 10 second language learners passed the examination, as did approximately 85% of the native English speakers taking it, for an overall pass rate of 78%-79% (see last column of Table 1).

Table 2 adopts a longer perspective by showing the percentage of undergraduates passing the WPE at all administrations offered during the Fall terms falling within the 2001-06 period. Close to 2,000

¹ Sample topics include the following (Learning Resource Center Writing Programs Web Page: <http://www.csun.edu/~hflrc006/ep18.html>):

Select some scientific or social breakthrough--an important advance--that you feel is much needed....Explain what the breakthrough is, show why it is needed and describe its likely effects.

Identify a situation on the campus or in your community which you would like to see changed. Write a well organized essay in which you explain the situation, the nature of the change you would like to see made, and the reasons why this change is necessary or desirable.

students attempted the examination in each term, with the pass rate ranging from 78% to 85%. The average for the three most recent Fall terms is 82%, according to the bottom row of Table 2. The top two rows of the table indicate that, in any given term, students entering CSUN as first time freshmen are somewhat more likely than those entering as transfer students to pass the WPE. The three-year averages for each group are 85% and 80% respectively.

WPE pass rates vary by college, as Table 3 indicates. Humanities majors have the highest pass rate, followed by those in Social and Behavioral Science and Science and Mathematics. Engineering and Computer Science majors have the lowest average pass rate. Comparing the equivalent rows in the second and third sections of Table 3 indicates that first time freshmen and transfer students have equivalent pass rates in the three colleges with the highest rates. In the other colleges, however, the freshmen pass rate is higher than the transfer pass rate, with the discrepancy most pronounced for Business and Economics (84% vs. 75%) and Engineering and Computer Science (78% vs. 69%).²

Table 4 shows the number of students enrolled in Fall 2006 who have attempted and passed the WPE. As one might expect, the number attempting the examination differs markedly by class level. According to the first section of the table, virtually no freshmen or sophomores have attempted the examination, compared to one-fifth of the juniors and two-thirds of the seniors. Pass rates also increase as class level becomes more advanced (see the second row of Table 4), while the rates decrease somewhat as the number of times students have attempted the WPE increases. Very few of the students enrolled in Fall 2006 had attempted the examination more than once, however, with more than nine in ten passing it on the first attempt.

Students entering as first time freshmen or transfer students appear to be equally likely to have attempted and passed the WPE. This is evident from a comparison of the second and third sections of

² No pass rates are shown for Education in the second section of Table 3 because, with the exception of one term, no more than four of the freshmen with a major housed in the College attempted the WPE in any given term.

Table 4. Only one slight difference is discernable: first time freshmen are somewhat more likely than transfer students to have attempted the WPE by the time they are seniors (71% vs. 67%). Considerably more striking is the finding that 30% to 34% of current seniors have never attempted the WPE.

Evidently, the requirement that the examination be successfully completed by the beginning of the senior year is not being enforced.

This is not a new phenomenon, as Table 5 makes amply clear. Between 26% and 34% of the seniors enrolled at CSUN in a Fall term during the 2001-06 period had never attempted the WPE, with students entering as first time freshmen no more likely to attempt the examination than those entering as transfer students. There is considerable variation by college, however. According to Table 6, very few of the seniors in Business and Economics have never attempted the WPE compared to four in ten of those pursuing majors in three other colleges (i.e., Arts, Media, and Communication; Humanities; and Science and Mathematics); the percentage of seniors in the remaining colleges who have never attempted the WPE falls between these two extremes. The pattern of differences is most pronounced for seniors entering as transfer students, but is evident among the first time freshmen entrants as well. In addition, with two exceptions, the percentage of senior majors in various colleges who have never attempted the WPE is higher for students entering as transfer students than it is for those entering as first time freshmen, with the discrepancy most pronounced for majors in Science and Mathematics. The exceptions are Business and Economics and Social and Behavioral Science: among their senior majors entry status has no effect on the percentage of students attempting the WPE.

A comparison of Tables 3 and 6 indicates that some of the colleges with the highest WPE pass rates are also those with the highest percentage of students who have never attempted the WPE by the time they are seniors. Stated somewhat differently, the percentage of seniors attempting the WPE appears to be inversely related to college-specific pass rates on the examination. Although the relationship is not perfect, it is clearly discernible, as Figure 1 and its accompanying percentages indicate. The two ends of

the continuum are represented by the College of Business and Economics and the College of Humanities. The first appears to get be able to get the vast majority of its majors to have attempted the WPE by the time they are seniors, but its 78% pass rate is not one of the highest. In contrast, Humanities majors are relatively unlikely to have attempted the WPE by the time they are seniors, even though the College has the highest WPE pass rate (89%). Clearly, everyone has something to learn from Business and Economics when it comes to getting students to complete the WPE in a timely way, though staff in the College might look to their colleagues in the Humanities for tips about helping students to pass it.

Is the WPE a Barrier to Graduation?

The discussion thus far suggests that insofar as CSUN undergraduates attempt the WPE, they pass it with relative ease. However, a good many have advanced to their last year of college without ever attempting it. For the latter, therefore, as well as for the relatively few students unable to pass the examination, it may be a barrier to graduation. Examination of another set of students can provide a additional insight into the question of how much of a barrier the WPE is to undergraduates' attainment of the baccalaureate degree. Thus, in this section, the focus of discussion shifts to CSUN undergraduates who have earned 120 units at one or more postsecondary institutions, been enrolled at CSUN at least once during the last five years, but have not graduated. This definition fits just over 5,300 CSUN students, 60% of whom were enrolled in Fall 2006. As will become evident, however, a good many of these students only *appear* to have sufficient units to graduate. They, along with those who are failing academically, are dropped from further consideration, therefore.

Determining Who Has Sufficient Units to Graduate – A Small Digression

In the CSU, the number of credit units undergraduates have accumulated has two components: the units earned at the CSU campus they are currently attending and the units earned elsewhere. If students have attended several community colleges before enrolling at CSUN, the second can be substantial, exceeding 100 in a good many cases. No more than 70 of these units count towards graduation from the

CSU, however, thereby considerably reducing the number of “useable” units many students have. Tables 7 and 8 make this clear. The first of these tables, which is confined to students enrolled in Fall 2006, indicates that one-fifth of the students in question only *appear* to have sufficient units to graduate. Virtually all of them entered CSUN as transfer students, three-tenths of whom have not accumulated sufficient CSUN units to graduate. In addition, a very small number were academically disqualified at the end of the semester.

In some respects, a different picture emerges among students not enrolled in Fall 2006. Although the percentage of transfer students is somewhat higher in this group, the percentage with insufficient CSUN units to graduate is similar (19%). As Table 8 indicates, however, the percentage who were on probation during their last term at CSUN or have been academically disqualified is considerably higher than was the case for those enrolled in Fall 2006. They account for 15% of the entire group and are more likely to have entered as transfer students than as first time freshman.

Exit and Entry Terms for Students Not Enrolled in Fall 2006

The last two columns of Table 9 indicate that among the transfer entrants, those with sufficient units to graduate are more likely to have been enrolled recently (i.e., during the Fall 2004-Spring 2006 period) than those with insufficient units to graduate (48% vs. 38%). In contrast, the latter are more likely than the transfer entrants with sufficient units to graduate to have first enrolled at CSUN in 2000-01 or later (58% vs. 47%). This is evident from the last two columns of Table 10. In short, the transfer entrants with insufficient units to graduate and not enrolled in Fall 2006 generally entered CSUN after 2000, but frequently have not been enrolled since Fall 2004. Those with sufficient units to graduate, in contrast, tend to be earlier entrants and more recent enrollees.

As one might expect, the first time freshmen entrants among those not enrolled in Fall 2006 are least likely to have first enrolled at CSUN after the turn of the century, with those on probation or disqualified quite unlikely to be such recent entrants (see Table 10). Half of the latter entered CSUN during the

1995-98 period, while 59% of those with sufficient units to graduate are somewhat more recent entrants, first coming to CSUN during the 1996-2000 period. In addition, as Table 9 indicates, the freshmen entrants with sufficient units to graduate are more likely than those with insufficient units to have been enrolled at CSUN in the relatively recent past (55% vs. 40%). Thus, the freshmen entrants with sufficient units to graduate are more likely than those unqualified to graduate to be both more recent entrants and more recent enrollees. In this they differ from the transfer entrants.

Characteristics of "Lost" Graduates

Students in good academic standing with sufficient units to graduate, but not enrolled in Fall 2006, can be thought of as "lost" graduates in the sense that they appear unlikely to return to CSUN to complete their baccalaureate degrees. Close to half of such students were enrolled at CSUN relatively recently (i.e., during the Fall 2004-Spring 2006 period). Approximately three-fifths first entered CSUN during the 1998-2004 period if they are transfer entrants and during the 1995-2000 period if they are freshmen entrants.

Table 11 indicates whether the lost graduates cluster disproportionately in certain majors or racial and ethnic groups. The table devotes two columns to either first time freshmen or transfer entrants. The first of these columns shows the percentage distribution for the characteristic in question among the lost graduates, while the second shows the comparable distribution for new students entering CSUN during a Fall term representative of those in which the students in each group typically entered CSUN. Comparing the two columns highlights subgroups overrepresented among the lost graduates.

The top half of Table 11 suggests that minority students are overrepresented among the lost graduates, especially if they entered CSUN as first time freshmen. Among the latter, two minority groups account for most of this overrepresentation: African American and Asian students. Among the transfer entrants, only African American students are significantly overrepresented among the lost graduates. Some disproportionate clustering by college is also evident, but, as the second section of Table 11

indicates, it is modest. Among the freshmen entrants, those majoring in disciplines housed in the College of Humanities are overrepresented.³ In contrast, transfer entrants majoring in Engineering and Computer Science are overrepresented among the lost graduates, as are, to a lesser degree, those transfer entrants majoring in Health and Human Development disciplines.

The WPE Status of Potential Graduates (i.e., Students With Sufficient Units to Graduate)

Tables 12 and 13 detail the WPE status of students with sufficient units to graduate who entered CSUN as first time freshmen or transfer students. Table 12, which is limited to such “potential graduates” who were enrolled in Fall 2006, indicates that 82% of the first time freshmen entrants have successfully passed the WPE, with most appearing to have passed it the first time around. The same holds true for 77% of the transfer entrants. Only 4% of the students in both groups have attempted the WPU, but not received passing scores, with the transfer entrants more likely than the freshmen entrants to have attempted the examination more than once. Once again, the percentage of students who have never attempted the WPE is surprisingly high: 15% for the freshmen entrants and 19% for the transfer entrants.

Similar patterns are evident for potential graduates not enrolled in Fall 2006. As is evident from a comparison of Tables 12 and 13, the pass rates are lower for the students not currently enrolled, especially for the transfer entrants. The percentage of transfer entrants never attempting the WPE is also higher than is the case for the comparable currently enrolled potential graduates, just exceeding one quarter of the total group. Finally, 8% of the freshmen entrants among those not currently enrolled have attempted the WPE without passing it, as have 12% of the transfer entrants. A good many of the students in both of these groups appear to have been unable to pass the WPE, despite 2-3 attempts.

The figures shown in Table 14 suggest that the minority students among the potential graduates under consideration are as likely as white students to have attempted and passed the WPE. This holds true for

³ Freshmen entrants with majors in Social and Behavioral Science are also somewhat overrepresented among the lost graduates.

both the freshmen and transfer entrants. Minority students do appear to be more likely than white students to have attempted the WPE without passing it, in part because they are somewhat more likely to have attempted it in the first place. In virtually no group, however, does the percentage not passing exceed 10%.

Table 15 indicates that nine in ten of the potential graduates in Business and Economics have successfully completed the WPE, with transfer entrants as likely to have completed the requirement as first time freshmen. Once again, the College is an exception. More typical are pass rates around 70%, with 20% of the potential graduates in a college never attempting the WPE. Inability to successfully complete the WPE does not seem to be a problem, with the pass rate and the percentage of students never attempting the WPE the key inversely related factors. Thus, Arts, Media, and Communication has both the lowest pass rate and the highest percentage of students never attempting the WPE. These patterns are similar to those summarized previously for students at earlier points in their college careers (see Tables 3 and 6). As was the case for race and ethnicity, differences by college in WPE pass rates are similar among the first time freshmen and transfer entrants under consideration. Moreover, with one exception, freshmen entrants in any given college are more likely to have successfully completed the WPE than transfer entrants.⁴

The Graduation Plans of Potential Graduates

Table 16 summarizes the graduation plans of students enrolled at CSUN during the last five years and with sufficient units to graduate. The table shows both their anticipated graduation dates and the status of their applications to graduate. Three groups are discernable: students finishing up the coursework needed to graduate in Fall 2006 or in the subsequent three terms; students who have never applied to graduate; and students who had planned to graduate in the recent or more distant past, but encountered some impediment that prevented them from doing so. Over half of the students under study (55%) belong to

⁴ The exception is Education, where the numbers are too small to yield reliable percentages.

the first group, another 23% belong to the second, and 18% had plans to graduate in the past that were thwarted.

Most of the students enrolled in Fall 2006 appear to be well on their way to receiving a baccalaureate degree. As the top section of Table 17 indicates, three-quarters are in the process of completing the coursework necessary for them to graduate in Fall 2006 or in the near future. Almost none have attempted to graduate in the past, though approximately one-fifth have yet to file a formal graduation plan. In contrast, approximately half of the students not enrolled in Fall 2006 had planned to graduate during a past term, but were unable to do so, while another 29% have never applied to graduate.⁵

Students' success in completing the WPE is clearly related to their graduation plans, as is evident from Table 18. Of those who have successfully completed the WPE, more than three-fifths (63%) are planning to graduate in Fall 2006 or in the near future, while only 15% have never applied to graduate. In contrast, over half of the students who have never attempted the WPE (54%) have never applied to graduate and only 27% are planning to graduate in Fall 2006 or the near future. Students who have attempted, but not passed, the WPE fall between these two extremes in most respects. They are distinct, however, in that 36% planned to graduate in an earlier term, but encountered obstacles to doing so. Undoubtedly, their inability to pass the WPE played a role, but incomplete course work is likely to have played a role as well.

Characteristics of Students Attempting the WPE More Than Once Without Passing It

Of the 240 students who have sufficient units to graduate and have attempted the WPE without passing it, only 103 have attempted it more than once. According to Table 19, they constitute 2.6% of the potential graduates under study. The first section of Table 20 indicates that close to two-thirds of these

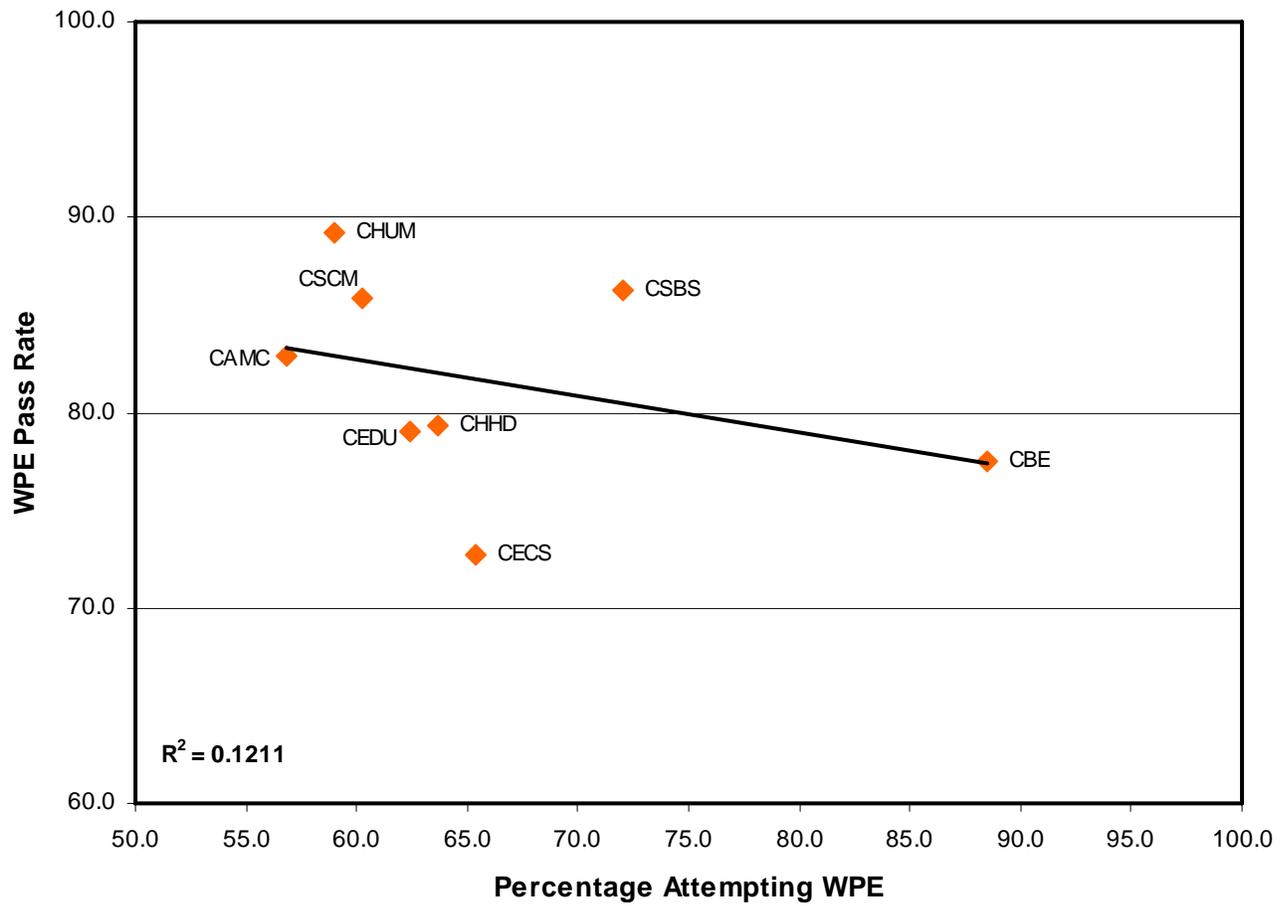
⁵ The graduation plans of first time freshmen entrants with sufficient units to graduate are not significantly different from those of the transfer entrants.

multiple attempters have tried to pass the WPE two-to-three times, with only 35% attempting it more often. The highest score obtained by virtually all is 6.

The remainder of Table 20 compares a number of the characteristics of the multiple attempters to those of all potential graduates who have attempted the WPE. The comparisons indicate that the multiple attempters are less likely than others to be enrolled in Fall 2006, more likely to stem from Asian backgrounds, and more likely to be pursuing majors housed in two colleges: Health and Human Development and Engineering and Computer Science. The multiple attempters are also somewhat more likely than others to have entered CSUN as transfer students. Finally, the multiple attempters are more likely than others to have been unsuccessful in attempting to graduate during a past term (47% vs. 19%) and less likely to be finishing up the course work that will allow them to graduate in the near future (37% vs. 62%). This is evident from Table 21. Taken together, these findings suggest that colleges focusing on the natural sciences might need to pay more attention to how their Asian students are faring on the WPE.⁶

⁶ Of the 18 multiple attempters in Engineering and Computer Science, half stem from Asian backgrounds, as do 43% of the few Science and Mathematics majors among the multiple attempters.

Figure 1. The Percentage of Students Attempting the WPE by the Time They Are Seniors and Overall Pass Rates on the Examination by College



College	Seniors Who Have Attempted the WPE	WPE Pass Rate
Business & Economics	88.5	77.5
Social & Behavioral Science	72.1	86.3
Engineering & Computer Science	65.4	72.7
Health & Human Development	63.7	79.4
Education	62.4	79.0
Science & Mathematics	60.3	85.9
Humanities	59.0	89.2
Arts, Media, & Communication	56.9	82.9

Table 1. Number of CSUN Students Attempting the WPE in Fall 2006 and Pass Rates by Language Status

Administration Date and Language Status	<u>WPE Status</u>			<i>Pass Rate</i>
	Passed	Did not Pass	Total Attempting	
Percent				
<i>September 16, 2006 Admin.</i>				
Native speakers	58.8	38.8	54.3	<i>84.0</i>
Second language learners	41.2	61.2	45.7	<i>69.9</i>
Total	100.0	100.0	100.0	<i>77.6</i>
<i>October 21, 2006 Admin.</i>				
Native speakers	58.5	42.5	54.5	<i>84.9</i>
Second language learners	41.5	65.5	45.5	<i>72.1</i>
Total	100.0	100.0	100.0	<i>79.1</i>
Numbers				
<i>September 16, 2006 Admin.</i>				
Native speakers	508	97	605	
Second language learners	356	153	509	
Total	864	250	1,114	
<i>October 21, 2006 Admin.</i>				
Native speakers	748	133	881	
Second language learners	530	205	735	
Total	1,278	313	1,616	

Table 2. Number of CSUN Undergraduates Attempting the WPE and the Percentage Passing It by Student Entry Status and Fall Term in Which Exam Was Offered

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Three- Year Average
All Undergraduates							
Pass rate	79.9	81.4	79.5	84.7	82.4	78.1	81.8
No. of students taking test	2,202	2,225	2,331	1,886	2,008	2,202	
First Time Freshmen							
Pass rate	81.1	84.4	82.1	86.6	87.1	81.9	85.2
No. of students taking test	566	570	577	537	575	658	
Transfer Student							
Pass rate	79.5	80.4	78.6	84.0	80.5	76.5	80.3
No. of students taking test	1,636	1,655	1,754	1,349	1,433	1,544	

Table 3. Number of CSUN Undergraduates Attempting the WPE and the Percentage Passing It by Student Entry Status, Fall Term in Which Exam Was Offered, and College Housing Major

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Three- Year Average
All Undergraduates							
Humanities							
Pass rate	85.0	89.2	84.3	93.4	92.3	82.0	89.2
No. of students taking test	319	277	255	228	208	233	
Social & Behavioral Science							
Pass rate	83.5	79.5	82.7	89.9	83.7	85.3	86.3
No. of students taking test	406	479	486	368	416	442	
Science & Mathematics							
Pass rate	75.5	85.0	82.8	90.1	88.5	79.0	85.9
No. of students taking test	110	113	116	91	96	105	
Arts, Media, & Communication							
Pass rate	79.9	85.3	79.9	85.4	84.1	79.3	82.9
No. of students taking test	319	333	407	294	270	363	
Health & Human Development							
Pass rate	77.5	79.9	81.4	85.4	81.6	71.1	79.4
No. of students taking test	284	284	237	213	239	263	
Education							
Pass rate	75.0	100.0	85.7	82.4	77.8	76.9	79.0
No. of students taking test	20	31	21	17	18	26	
Business & Economics							
Pass rate	76.7	77.7	74.0	77.9	79.5	75.0	77.5
No. of students taking test	621	613	661	547	662	669	
Engineering & Computer Science							
Pass rate	80.5	70.5	75.6	77.3	69.5	71.3	72.7
No. of students taking test	113	88	135	119	95	94	

Table 3 cont'd.

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Three- Year Average
First Time Freshmen							
Humanities							
Pass rate	88.9	93.1	84.0	91.5	94.1	81.5	89.0
No. of students taking test	81	72	81	71	68	81	
Social & Behavioral Science							
Pass rate	78.5	82.7	84.3	88.0	86.2	84.6	86.2
No. of students taking test	93	98	102	100	123	136	
Science & Mathematics							
Pass rate	80.0	80.9	88.1	87.5	93.2	77.1	85.9
No. of students taking test	40	47	42	40	44	35	
Arts, Media, & Communication							
Pass rate	77.9	89.7	76.8	83.3	92.0	86.1	87.1
No. of students taking test	95	87	112	78	75	115	
Health & Human Development							
Pass rate	75.3	79.5	79.0	87.9	86.5	71.9	82.1
No. of students taking test	77	83	62	66	74	89	
Business & Economics							
Pass rate	82.8	84.0	79.1	85.2	84.9	82.3	84.1
No. of students taking test	134	144	134	135	159	147	
Engineering & Computer Science							
Pass rate	81.6	71.0	94.4	82.1	69.2	83.8	78.4
No. of students taking test	38	31	36	39	26	37	
Transfer Students							
Humanities							
Pass rate	83.6	87.8	84.5	94.3	91.4	82.2	89.3
No. of students taking test	238	205	174	157	140	152	
Social & Behavioral Science							
Pass rate	85.0	78.7	82.3	90.7	82.6	85.6	86.3
No. of students taking test	313	381	384	268	293	306	
Science & Mathematics							
Pass rate	72.9	87.9	79.7	92.2	84.6	80.0	85.6
No. of students taking test	70	66	74	51	52	70	
Arts, Media, & Communication							
Pass rate	80.8	83.7	81.0	86.1	81.0	76.2	81.1
No. of students taking test	224	246	295	216	195	248	
Health & Human Development							
Pass rate	78.3	80.1	82.3	84.4	79.4	70.7	78.1
No. of students taking test	207	201	175	147	165	174	
Education							
Pass rate	75.0	100.0	84.2	78.6	80.0	60.0	72.9
No. of students taking test	20	27	19	14	15	15	
Business & Economics							
Pass rate	74.9	75.7	72.7	75.5	77.7	73.0	75.4
No. of students taking test	487	469	527	412	503	522	
Engineering & Computer Science							
Pass rate	80.0	70.2	68.7	75.0	69.6	63.2	69.2
No. of students taking test	75	57	99	80	69	57	

Table 4. WPE Status of CSUN Undergraduates Enrolled in Fall 2006 by Entry Status and Class Level

Number of Attempts	<u>Freshmen</u>		<u>Sophomore</u>		<u>Junior</u>		<u>Senior</u>		<u>Total</u>	
	Number	Percent Passing WPE	Number	Percent Passing WPE	Number	Percent Passing WPE	Number	Percent Passing WPE	Number	Percent Passing WPE
All Undergraduates										
None	5,574	--	3,689	--	6,520	--	3,405	--	19,188	--
One or more attempts	7	71.4	71	84.5	1,790	87.9	7,200	93.3	9,068	92.1
<i>One</i>	7	71.4	71	84.5	1,682	88.9	6,323	94.2	8,083	93.0
<i>Two</i>	--	--	--	--	95	72.6	628	89.0	723	86.9
<i>Three</i>	--	--	--	--	13	61.5	169	80.5	182	79.1
<i>Four or More</i>	--	--	--	--	--	--	80	80.0	80	80.0
Total	5,581		3,760		8,310		10,605		28,256	
Percent making one or more attempts	0.1		1.9		21.5		67.9		32.1	
First Time Freshmen										
None	5,491	--	2,766	--	2,083	--	1,048	--	11,388	--
One or more attempts	6	66.7	38	92.1	545	91.2	2,527	94.1	3,116	93.5
<i>One</i>	6	66.7	38	92.1	526	92.0	2,282	94.8	2,852	94.2
<i>Two</i>	--	--	--	--	18	72.2	196	89.3	214	87.9
<i>Three</i>	--	--	--	--	1	0.0	39	76.9	40	75.0
<i>Four or More</i>	--	--	--	--	--	--	10	80.0	10	80.0
Total	5,497		2,804		2,628		3,575		14,504	
Percent making one or more attempts	0.1		1.4		20.7		70.7		21.5	
Transfer Students										
None	83	--	923	--	4,437	--	2,357	--	7,800	--
One or more attempts	1	100.0	33	75.8	1,245	86.4	4,673	92.9	5,952	91.4
<i>One</i>	1	100.0	33	75.8	1,156	87.5	4,041	93.9	5,231	92.4
<i>Two</i>	--	--	--	--	77	72.7	432	88.9	509	86.4
<i>Three</i>	--	--	--	--	12	66.7	130	81.5	142	80.3
<i>Four or More</i>	--	--	--	--	--	--	70	80.0	70	80.0
Total	84		956		5,682		7,030		13,752	
Percent making one or more attempts	1.2		3.5		21.9		66.5		43.3	

Table 5. Percentage of CSUN Seniors Never Attempting the WPE by Student Entry Status and Fall Term

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Three- Year Average
All Undergraduates							
WPE never attempted	32.8	30.1	29.5	29.8	30.2	32.1	30.7
No. of seniors	8,956	9,376	9,418	9,063	9,374	10,605	
First Time Freshmen							
WPE never attempted	30.7	26.2	26.9	28.8	27.0	29.3	28.4
No. of seniors	2,475	2,618	2,688	2,856	3,191	3,575	
Transfer Student							
WPE never attempted	33.6	31.6	30.6	30.3	31.9	33.5	31.9
No. of seniors	6,481	6,758	6,730	6,207	6,183	7,030	

Table 6. Percentage of CSUN Seniors Never Attempting the WPE by Student Entry Status, Fall Term, and College Housing Major

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Three- Year Average
All Undergraduates							
Business & Economics							
WPE never attempted	14.5	10.7	11.3	9.8	11.3	13.5	11.5
No. of seniors	2,308	2,455	2,424	2,255	2,359	2,680	
Social & Behavioral Science							
WPE never attempted	29.4	26.3	25.2	25.0	28.3	30.5	27.9
No. of seniors	1,466	1,498	1,518	1,521	1,542	1,828	
Engineering & Computer Science							
WPE never attempted	43.0	37.1	32.0	34.0	33.2	36.6	34.6
No. of seniors	723	787	741	674	687	666	
Health & Human Development							
WPE never attempted	37.2	38.5	35.0	37.4	35.5	36.0	36.3
No. of seniors	1,180	1,182	1,134	1,153	1,248	1,486	
Education							
WPE never attempted	41.6	37.1	29.5	45.8	35.6	31.4	37.6
No. of seniors	89	89	95	72	90	118	
Science & Mathematics							
WPE never attempted	46.2	46.4	43.7	39.7	38.1	41.4	39.7
No. of seniors	554	565	600	632	662	707	
Humanities							
WPE never attempted	39.2	39.7	44.9	42.2	38.8	42.2	41.0
No. of seniors	1,379	1,417	1,384	1,361	1,397	1,423	
Arts, Media, & Communication							
WPE never attempted	44.7	39.8	37.3	40.4	44.4	44.6	43.1
No. of seniors	1,216	1,321	1,497	1,368	1,364	1,685	

Table 6 cont'd.

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Three- Year Average
First Time Freshmen							
Business & Economics							
WPE never attempted	13.9	7.6	10.6	10.5	11.1	12.3	11.3
No. of seniors	555	618	623	622	701	773	
Social & Behavioral Science							
WPE never attempted	24.8	20.9	22.8	23.8	27.6	28.1	26.5
No. of seniors	387	401	390	480	551	647	
Engineering & Computer Science							
WPE never attempted	42.6	32.0	26.9	27.4	26.8	32.4	28.9
No. of seniors	249	278	260	226	246	225	
Health & Human Development							
WPE never attempted	29.8	33.8	30.3	35.6	27.4	29.9	31.0
No. of seniors	325	337	340	376	445	518	
Education							
WPE never attempted	30.8	38.9	27.8	44.4	33.3	17.6	31.8
No. of seniors	13	18	18	18	21	34	
Science & Mathematics							
WPE never attempted	38.0	37.0	37.1	38.1	28.3	30.3	32.2
No. of seniors	216	208	224	268	293	297	
Humanities							
WPE never attempted	36.4	31.4	37.3	35.7	32.1	36.3	34.7
No. of seniors	341	344	383	420	461	485	
Arts, Media, & Communication							
WPE never attempted	42.1	37.4	34.6	39.4	42.2	43.8	41.8
No. of seniors	373	388	437	431	465	593	
Transfer Students							
Business & Economics							
WPE never attempted	14.7	11.7	11.5	9.5	11.3	14.0	11.6
No. of seniors	1,753	1,837	1,801	1,633	1,658	1,907	
Social & Behavioral Science							
WPE never attempted	31.0	28.3	26.1	25.6	28.7	31.8	28.7
No. of seniors	1,079	1,097	1,128	1,041	991	1,181	
Engineering & Computer Science							
WPE never attempted	43.2	39.9	34.7	37.3	36.7	38.8	37.6
No. of seniors	474	509	481	448	441	441	
Health & Human Development							
WPE never attempted	40.0	40.4	37.0	38.2	40.0	39.3	39.2
No. of seniors	855	845	794	777	803	968	
Education							
WPE never attempted	43.4	36.6	29.9	46.3	36.2	36.9	39.8
No. of seniors	76	71	77	54	69	84	
Science & Mathematics							
WPE never attempted	51.5	51.8	47.6	40.9	45.8	49.5	45.4
No. of seniors	338	357	376	364	369	410	
Humanities							
WPE never attempted	40.2	42.3	47.9	45.1	42.1	45.2	44.1
No. of seniors	1,038	1,073	1,001	941	936	938	
Arts, Media, & Communication							
WPE never attempted	45.9	40.8	38.4	40.9	45.6	45.0	43.8
No. of seniors	843	933	1,060	937	899	1,092	

Table 7. Graduation Status of CSUN Students with 120 or More Units Who Were Enrolled in Fall 2006 by Entry Status

Sufficient Units to Graduate *	First Time Freshmen	Transfer Students	Total
Percent			
Yes	34.0	45.5	79.5
Yes, but academically disqualified	0.5	0.5	1.0
No; insufficient CSUN units	0.2	19.4	19.6
Total	34.6	65.4	100.0
Numbers			
Yes	1,089	1,459	2,548
Yes, but academically disqualified	15	16	31
No; insufficient CSUN units	7	621	628
Total	1,111	2,096	3,207

* To have sufficient units to graduate, students must accumulate at least 120 units, of which no more than 70 units may have been earned at community colleges.

Table 8. Graduation Status of CSUN Students with 120 or More Units Who Were Not Enrolled in Fall 2006 by Entry Status

Sufficient Units to Graduate *	First Time Freshmen	Transfer Students	Total
Percent			
Yes	24.7	40.9	65.6
Yes, but on probation/disqualified	5.7	9.7	15.3
No; insufficient CSUN units	0.0	19.1	19.1
Subtotal	30.4	69.6	100.0
Numbers			
Yes	524	867	1,391
Yes, but on probation/disqualified	120	205	325
No; insufficient CSUN units	1	405	406
Subtotal	645	1,477	2,122

* To have sufficient units to graduate, students must accumulate at least 120 units, of which no more than 70 units may have been earned at community colleges.

Table 9. Most Recent Term in Which Students Not Enrolled in Fall 2006 Were Enrolled at CSUN by Entry and Graduation Status

Entry Year	<u>First Time Freshmen</u>		<u>Transfer Students</u>	
	Sufficient Units to Graduate	On probation/ disqualified	Sufficient Units to Graduate	Insufficient Units to Graduate *
Spring 2006	29.0	14.2	22.7	14.6
Fall 2005	9.2	10.8	7.8	7.4
Spring 2005	11.5	13.3	11.8	11.1
Fall 2004	5.0	1.7	5.2	4.8
Spring 2004	10.5	15.0	9.6	9.3
Fall 2003	5.7	9.2	8.0	6.7
Spring 2003	8.6	10.0	8.5	11.0
Fall 2002	4.4	7.5	5.1	6.7
Spring 2002	7.4	11.7	8.1	10.7
Fall 2001	3.8	2.5	5.3	7.4
Spring 2001	5.0	4.2	8.0	10.3
Total (No. of students)	100.0 (524)	100.0 (120)	100.0 (867)	100.0 (610)

* Includes students on probation or academically disqualified.

Table 10. Entry Year of Students Not Enrolled at CSUN in Fall 2006 by Entry and Graduation Status

Entry Year	<u>First Time Freshmen</u>		<u>Transfer Students</u>	
	Sufficient Units to Graduate	On probation/ disqualified	Sufficient Units to Graduate	Insufficient Units to Graduate *
2005-06	0.0	0.0	0.0	3.5
2004-05	0.0	0.0	0.6	7.5
2003-04	0.0	0.0	8.1	8.4
2002-03	1.6	0.0	12.0	10.1
2001-02	6.0	1.7	15.1	14.3
2000-01	14.7	3.4	10.9	14.5
1999-00	12.4	6.8	11.8	9.4
1998-99	11.6	8.5	10.7	9.4
1997-98	13.0	22.0	9.0	7.1
1996-97	12.0	14.4	5.7	4.7
1995-96	9.7	12.7	5.1	4.0
1994-95	5.2	7.6	2.4	1.9
1993-94	4.1	7.6	1.7	1.4
1992-93	2.3	3.4	1.5	0.9
1991-92	2.3	3.4	1.1	0.5
1986-91	5.0	8.5	1.0	1.6
Total (No. of students)	100.0 (516)	100.0 (118)	100.0 (807)	100.0 (574)

* Includes students on probation or academically disqualified.

Table 11. Percentage Distribution of CSUN Students with Sufficient Units to Graduate But Not Enrolled in Fall 2006 and of Comparable Entrants by Entry Status, Racial and Ethnic Background and Home College of Major

Characteristic	First Time Freshmen		Transfer Students	
	No longer Enrolled	Fall 1998 Enrollees	No longer Enrolled	Fall 2000 Enrollees
Racial and Ethnic Background				
All Minorities	71.8	59.9	44.3	37.7
<i>African American</i>	16.6	12.1	9.0	5.2
<i>Asian American</i>	14.3	11.0	8.4	7.7
<i>Filipino (& Pacific Islander)</i>	5.9	6.9	3.8	3.8
<i>Latino/a</i>	34.4	29.4	21.8	20.3
<i>Native American</i>	0.6	0.5	1.3	0.7
White	16.6	23.8	34.8	39.3
Unknown (includes Other)	9.7	14.4	16.7	17.6
International	1.9	1.9	4.2	5.4
Total (No. of students)	100.0 (524)	100.0 (2,303)	100.0 (867)	100.0 (3,201)
Home College of Major (Undeclared excluded)				
Arts, Media & Communication	17.6	15.3	17.9	14.9
Business & Economics	21.8	25.0	19.4	26.8
Education	1.0	0.8	1.2	1.5
Engineering & Computer Sci.	9.2	14.2	11.5	5.5
Health & Human Development	16.9	14.2	15.7	11.6
Humanities	12.5	7.8	16.2	14.9
Science & Mathematics	6.3	11.1	5.8	4.5
Social & Behavioral Science	14.8	11.7	12.3	20.3
Total (No. of students)	100.0 (522)	100.0 (1,681)	100.0 (864)	100 (3,090)

Table 12. WPE Status of CSUN Students Who Have Sufficient Units to Graduate and Were Enrolled in Fall 2006 by Entry Status

	<u>WPE Status</u>		Total
	Passed	Not Passed	
First Time Freshmen			
<i>Percent</i>			
WPE not attempted	--	14.6	14.6
WPE attempted	81.5	3.9	85.4
<i>Average number of attempts</i>	1.16	1.29	
Total	81.5	18.5	100.0
<i>Numbers</i>			
WPE not attempted	--	159	159
WPE attempted	888	42	930
Total	888	201	1,089
Transfer Students			
<i>Percent</i>			
WPE not attempted	--	19.1	19.1
WPE attempted	77.2	3.6	80.9
<i>Average number of attempts</i>	1.25	1.81	
Total	77.2	22.8	100.0
<i>Numbers</i>			
WPE not attempted	--	279	279
WPE attempted	1,127	53	1,180
Total	1,127	332	1,459

Table 13. WPE Status of CSUN Students Who Have Sufficient Units to Graduate and Were Not Enrolled in Fall 2006 by Entry Status

	<u>WPE Status</u>		Total
	Passed	Not Passed	
First Time Freshmen			
<i>Percent</i>			
WPE not attempted	--	15.8	15.8
WPE attempted	76.5	7.6	84.2
<i>Average number of attempts</i>	1.21	2.63	
Total	76.5	23.5	100.0
<i>Numbers</i>			
WPE not attempted	--	83	83
WPE attempted	401	40	441
Total	401	123	524
Transfer Students			
<i>Percent</i>			
WPE not attempted	--	25.8	25.8
WPE attempted	62.2	12.1	74.3
<i>Average number of attempts</i>	1.21	2.39	
Total	62.2	37.8	100.0
<i>Numbers</i>			
WPE not attempted	--	223	223
WPE attempted	539	105	644
Total	539	328	867

Table 14. WPE Status of CSUN Students with Sufficient Units to Graduate by Racial and Ethnic Background and Entry Status

Racial and Ethnic Background	Attempted WPE		Has Not Attempted WPE	Total	number of students
	Passed	Did not Pass			
All Students					
All Minorities	75.0	7.4	17.6	100.0	2,009
<i>African American</i>	73.2	8.0	18.8	100.0	362
<i>Asian American</i>	76.1	10.3	13.5	100.0	406
<i>Filipino (& Pacific Islander)</i>	82.8	3.6	13.6	100.0	169
<i>Latino/a</i>	73.9	6.7	19.5	100.0	1,048
<i>Native American</i>	75.0	8.3	16.7	100.0	24
White	74.0	3.7	22.3	100.0	1,146
Unknown (includes Other)	76.2	4.1	19.7	100.0	629
International	77.0	13.2	9.8	100.0	174
Total	75.0	6.1	19.0	100.0	3,958
First Time Freshmen					
All Minorities	79.9	6.2	13.8	100.0	1,042
<i>African American</i>	81.6	6.3	12.1	100.0	206
<i>Asian American</i>	78.3	7.9	13.8	100.0	203
<i>Filipino (& Pacific Islander)</i>	82.7	2.5	14.8	100.0	81
<i>Latino/a</i>	79.3	6.2	14.5	100.0	545
<i>Native American</i>	100.0	0.0	0.0	100.0	7
White	79.6	2.5	18.0	100.0	323
Unknown (includes Other)	79.3	3.4	17.3	100.0	208
International	85.0	5.0	10.0	100.0	40
Total	79.9	5.1	15.0	100.0	1,613
Transfer Students					
All Minorities	69.5	8.7	21.8	100.0	963
<i>African American</i>	62.2	10.3	27.6	100.0	156
<i>Asian American</i>	73.9	12.8	13.3	100.0	203
<i>Filipino (& Pacific Islander)</i>	83.0	4.5	12.5	100.0	88
<i>Latino/a</i>	67.7	7.2	25.1	100.0	499
<i>Native American</i>	64.7	11.8	23.5	100.0	17
White	72.0	4.2	23.8	100.0	814
Unknown (includes Other)	74.9	4.6	20.5	100.0	415
International	74.6	15.7	9.7	100.0	134
Total	71.6	6.8	21.6	100.0	2,326

Table 15. WPE Status of CSUN Students with Sufficient Units to Graduate by Home College of Major and Entry Status

College	Attempted WPE		Has Not Attempted WPE	Total	number of students
	Passed	Did not Pass			
All Students					
Business & Economics	92.7	2.0	5.3	100.0	892
Social & Behavioral Science	76.5	5.4	18.1	100.0	459
Engineering & Computer Sci.	70.2	9.6	20.2	100.0	436
Health & Human Development	69.4	10.1	20.4	100.0	582
Education	71.8	7.7	20.5	100.0	39
Science & Mathematics	70.9	6.3	22.8	100.0	347
Humanities	69.0	5.6	25.4	100.0	622
Arts, Media & Communication	65.0	6.3	28.7	100.0	575
Total	75.0	6.1	19.0	100.0	3,958
First Time Freshmen					
Business & Economics	93.5	1.1	5.4	100.0	355
Social & Behavioral Science	83.7	5.6	10.7	100.0	215
Engineering & Computer Sci.	75.2	5.2	19.6	100.0	153
Health & Human Development	73.7	9.9	16.5	100.0	243
Education	68.8	12.5	18.8	100.0	16
Science & Mathematics	78.7	5.6	15.7	100.0	178
Humanities	79.4	4.6	16.1	100.0	218
Arts, Media & Communication	68.2	5.2	26.6	100.0	233
Total	79.9	5.1	15.0	100.0	1,613
Transfer Students					
Business & Economics	92.3	2.6	5.1	100.0	531
Social & Behavioral Science	71.0	5.4	23.7	100.0	241
Engineering & Computer Sci.	67.5	12.1	20.4	100.0	280
Health & Human Development	66.6	10.4	23.1	100.0	338
Education	73.9	4.3	21.7	100.0	23
Science & Mathematics	62.7	7.1	30.2	100.0	169
Humanities	63.3	6.2	30.5	100.0	403
Arts, Media & Communication	62.6	7.1	30.3	100.0	337
Total	71.6	6.8	21.6	100.0	2,326

Table 16. Expected Graduation Date of CSUN Students with Sufficient Units to Graduate by Status of Application to Graduate

Status of Application to Graduate	None Supplied	Expected Graduation Date:				Total
		Distant Past (3-5 years)	Recent Past (1-2 years)	Present (Fall 2006)	Future (½ -1 year)	
No application to graduate	22.5	0.0	0.0	0.0	0.0	22.5
Application to graduate	0.0	8.4	10.2	29.2	29.7	77.5
<i>Application being processed</i>	0.0	0.0	0.1	0.9	2.3	3.3
<i>Finishing pending work</i>	0.0	0.1	0.2	27.7	27.3	55.3
<i>Impediment to current graduation</i>	0.0	0.1	7.8	0.6	0.1	8.6
<i>Application denied or withdrawn</i>	0.0	8.2	2.0	0.0	0.0	10.3
Total (No. of students)	22.5	8.4	10.2	29.2	29.7	100.0 (3,958)

Table 17. Graduation Status of CSUN Students with Sufficient Units to Graduate by Enrollment Status in Fall 2006

Status of Application to Graduate	None Supplied	Expected Graduation Date:				Total
		Distant Past (3-5 years)	Recent Past (1-2 years)	Present (Fall 2006)	Future (½ -1 year)	
Enrolled in Fall 2006						
No application to graduate	19.0	0.0	0.0	0.0	0.0	19.0
Application to graduate	0.0	0.0	0.0	0.0	0.0	0.0
<i>Application being processed</i>	0.0	0.0	0.0	1.1	3.2	4.4
<i>Finishing pending work</i>	0.0	0.0	0.1	36.4	38.5	75.0
<i>Impediment to current graduation</i>	0.0	0.0	0.7	0.5	0.0	1.3
<i>Application denied or withdrawn</i>	0.0	0.2	0.2	0.0	0.0	0.4
Total (No. of students)	19.0	0.2	1.0	38.1	41.8	100.0 (2,558)
Not Enrolled in Fall 2006						
No application to graduate	29.1	0.0	0.0	0.0	0.0	29.1
Application to graduate	0.0	0.0	0.0	0.0	0.0	0.0
<i>Application being processed</i>	0.0	0.0	0.4	0.4	0.6	1.4
<i>Finishing pending work</i>	0.0	0.1	0.5	11.9	6.8	19.4
<i>Impediment to current graduation</i>	0.0	0.2	20.8	0.6	0.2	21.8
<i>Application denied or withdrawn</i>	0.0	22.9	5.5	0.0	0.1	28.4
Total (No. of students)	29.1	23.2	27.1	12.9	7.6	100.0 (1,400)

Table 18. Graduation Status of CSUN Students with Sufficient Units to Graduate by WPE Status

Status of Application to Graduate	None Supplied	Expected Graduation Date:				Total
		Distant Past (3-5 years)	Recent Past (1-2 years)	Present (Fall 2006)	Future (½ -1 year)	
WPE Successfully Completed						
No application to graduate	14.9	0.0	0.0	0.0	0.0	14.9
Application to graduate	0.0	8.0	10.0	35.6	31.5	85.1
<i>Application being processed</i>	0.0	0.0	0.2	1.1	2.1	3.3
<i>Finishing pending work</i>	0.0	0.1	0.3	33.9	29.4	63.6
<i>Impediment to current graduation</i>	0.0	0.1	7.8	0.6	0.1	8.6
<i>Application denied or withdrawn</i>	0.0	7.8	1.8	0.0	0.0	9.6
Total (No. of students)	14.9	8.0	10.0	35.6	31.5	100.0 (2,967)
WPE Attempted; Not Passed						
No application to graduate	17.9	0.0	0.0	0.0	0.0	17.9
Application to graduate	0.0	18.3	17.9	15.0	30.8	82.1
<i>Application being processed</i>	0.0	0.0	0.0	0.0	2.5	2.5
<i>Finishing pending work</i>	0.0	0.0	0.0	14.2	27.9	42.1
<i>Impediment to current graduation</i>	0.0	0.0	14.2	0.8	0.4	15.4
<i>Application denied or withdrawn</i>	0.0	18.3	3.8	0.0	0.0	22.1
Total (No. of students)	17.9	18.3	17.9	15.0	30.8	100.0 (240)
WPE Not Attempted						
No application to graduate	54.3	0.0	0.0	0.0	0.0	54.3
Application to graduate	0.0	6.7	8.5	8.3	22.2	45.7
<i>Application being processed</i>	0.0	0.0	0.0	0.3	3.2	3.5
<i>Finishing pending work</i>	0.0	0.0	0.1	7.6	18.9	26.6
<i>Impediment to current graduation</i>	0.0	0.0	5.9	0.4	0.0	6.3
<i>Application denied or withdrawn</i>	0.0	6.7	2.5	0.0	0.1	9.3
Total (No. of students)	54.3	6.7	8.5	8.3	22.2	100.0 (751)

Table 19. CSUN Students With Sufficient Units to Graduate by WPE Status

	<u>WPE Status</u>		Total
	Passed	Not passed	
Percent			
WPE not attempted	--	19.0	19.0
WPE attempted once	64.5	3.5	67.9
WPE attempted more than once	10.5	2.6	13.1
All students	75.0	25.0	100.0
Numbers			
WPE not attempted	--	751	751
WPE attempted once	2,552	137	2,689
WPE attempted more than once	415	103	518
All students	2,967	991	3,958

**Table 20. Selected Characteristics of CSUN Students Who Have Attempted
the WPE More Than Once But Have Yet to Pass It
(restricted to students with sufficient units to graduate)**

Characteristic	More Than One Attempt; Not Passed	Attempted WPE
Number of Times WPE Attempted		
One	0.0	83.8
Two	45.6	10.6
Three	19.4	3.0
Four - Five	22.3	1.9
Six or more	12.6	0.7
Total (Number of students)	100.0 (103)	100.0 (3,207)
Highest Score Obtained on Exam		
Five or lower	1.0	0.9
Six	99.0	6.6
Eight	0.0	58.9
Nine - ten	0.0	28.8
Eleven - twelve	0.0	4.7
Total (Number of students)	100.0 (103)	100.0 (3,207)
Enrolled in Fall 2006		
Yes	28.2	66.0
No	71.8	34.0
Total (Number of students)	100.0 (103)	100.0 (3,207)
Entry Status		
First time freshmen	34.0	42.9
Transfer student	66.0	57.1
Total (Number of students)	100.0 (103)	100.0 (3,195)
Racial and Ethnic Background		
All Minorities	63.1	51.6
<i>African American</i>	11.7	9.2
Asian American	20.4	10.9
<i>Filipino</i>	3.9	4.6
<i>Latino/a</i>	27.2	26.3
<i>Native American</i>	0.0	0.6
White	17.5	27.8
Other	7.8	15.7
International	11.7	4.9
Total (Number of students)	100.0 (103)	100.0 (3,207)

Table 20 cont'd.

Characteristic	More Than One Attempt; Not Passed	Attempted WPE
College Housing Major		
Arts, Media, & Communication	11.7	12.8
Business & Economics	10.7	26.4
Education	1.9	1.0
Engineering & Computer Science	17.5	10.9
Health & Human Development	25.2	14.4
Humanities	14.6	14.5
Science and Mathematics	6.8	8.4
Social & Behavioral Science	11.7	11.7
Total	100.0	100.0
(Number of students)	(103)	(3,205)

Table 21. Graduation Status of CSUN Students Who Have Attempted the WPE More Than Once But Have Yet to Pass It (restricted to students with sufficient units to graduate)

Status of Application to Graduate	Expected Graduation Date:					Total
	None Supplied	Distant Past (3-5 years)	Recent Past (1-2 years)	Present (Fall 2006)	Future (½ -1 year)	
More Than One Attempt; Not Passed						
No application to graduate	11.7	0.0	0.0	0.0	0.0	11.7
Application to graduate	0.0	0.0	0.0	0.0	0.0	0.0
<i>Application being processed</i>	0.0	0.0	0.0	0.0	1.9	1.9
<i>Finishing pending work</i>	0.0	0.0	0.0	14.6	22.3	36.9
<i>Impediment to current graduation</i>	0.0	0.0	20.4	1.9	1.0	23.3
<i>Application denied or withdrawn</i>	0.0	24.3	1.9	0.0	0.0	26.2
Total (No. of students)	11.7	24.3	22.3	16.5	25.2	100.0 (103)
WPE Attempted						
No application to graduate	15.1	0.0	0.0	0.0	0.0	15.1
Application to graduate	0.0	0.0	0.0	0.0	0.0	0.0
<i>Application being processed</i>	0.0	0.0	0.2	1.0	2.1	3.3
<i>Finishing pending work</i>	0.0	0.1	0.2	32.5	29.2	62.0
<i>Impediment to current graduation</i>	0.0	0.1	8.3	0.6	0.1	9.1
<i>Application denied or withdrawn</i>	0.0	8.6	1.9	0.0	0.0	10.5
Total (No. of students)	15.1	8.8	10.6	34.1	31.4	100.0 (3,207)