

All graduate programs

[Science](#), [Statistics](#)



All Graduate Programs

The data indicates that the total number of students in the All Graduate Programs is 1,390. Of this total 915 are registered as part-time students and 475 as full-time. The pie chart below - Figure 1 shows the relative percentage of part-time and full-time students.

Figure 1

Figure 1 indicates that 34% of the students are part-time and 66% are full-time. The number of full-time students is almost twice as much as the part-time students.

In terms of their age group 311 are in the 25 years and under age group, 639 in the 25 to 34 age group, 249 in the 35 to 44 age group, and 191 in the 45 years and over age group. The pie chart - Figure 2 below shows the relative percentages for the different age groups.

Figure 2

Figure 2 indicates that the 25 to 34 age group has more students than any other age group. This group accounts for 46% which is almost half of the students enrolled in All Graduate Programs. The relative percentages for the other groups are: 25 years and under - 22%; 35 to 44 age group - 18%; and the 44 years and over age group -14%.

According to Bretz (p.) indicates that an issue of great significance in most businesses is to 'predict a priori which applicants will prove to be successful employees.' Several measures are in use. In terms of scholastic achievement which is often included in biographical inventories. One of these measures is the grade point average (GPA). The GPA is very important

as it is used in a variety of ways in personnel selection (Roth and Bobko, p. 399). The average CLU GPA for the All Graduate Programs is 3.34 while the average CUM GPA is 3.29.

Works cited

Bretz, Robert D. "College Grade Point Average as a Predictor of Adult Success: A Meta-Analytic Review and Some Additional Evidence." *Public Personnel Management*, 18: (1989). Print

Roth, Philip. L and Philip Bobko. "College grade point average as a personnel selection device: Ethnic group differences and potential adverse impact." *Journal of Applied Psychology*, 85. 3: (2000): 399 - 406. Print