HUMBOLDT STATE UNIVERSITY

GRADUATION INITIATIVE 2025: ACADEMIC YEAR 2017-18
April 2017 Report

1. ADDITIONAL DETAIL ON SEPTEMBER 2016 PLAN

Challenges

Humboldt State University, the California State University's most rural and remote campus, has seen an 85% increase in traditionally underrepresented student groups (URG) since 2010. Our Graduation Initiative efforts are focused on closing achievement gaps and establishing stronger support for this population of students, as well as ensuring that we improve retention and graduation for *all* students, as our overall rates have remained flat over several years.

Currently, 30% of our incoming Freshmen are leaving after their first year, and 14% and 43% graduate in four and six years, respectively. Our six-year graduation rate for upper-division transfers is 72%, and our overall academic achievement gap is typically around 10%. In addition, nearly 57% of our students change their majors at least once while they are attending HSU, more than 52% complete at least 136 units to graduate, and, in any given year, roughly 65% do not enroll in an average of at least 15 units per semester.

Our data also show, even when controlling for individual differences, that three out of ten first-time undergraduates earn less than a 2.0 GPA their first term, resulting in academic probation. HSU students on academic probation are four times less likely to graduate in four years than those not on academic probation. Students on academic probation also make up about 24% of the students re-taking courses (sometimes more than once) that they have failed, contributing to increases in (1) already high failure and repeat rates for numerous General Education courses in particular and (2) excess enrollment, off-course tracking, and increased time to degree.

The Student Lifecycle

We recognize that each stage of any given student's experience has a critical point where we have an opportunity to intervene and proactively provide support to keep the student on track to graduation. Our approach to improving overall student success is therefore based on the student lifecycle (Appendix A - HSU Student Lifecycle Example-First Time UG).

HSU's new (2016-17) Office of Institutional Effectiveness (OIE; http://www2.humboldt.edu/irp/) conducted several action-research studies that have helped us more clearly understand the factors contributing to our students' success or lack of success, as well as how each population is faring. Based on our analyses, we identified our largest risk groups as (1) incoming Freshmen, (2) undeclared students, and (3) students on academic probation.

Using Sankey student-flow diagrams (Appendix B - HSU Example Student Flow Diagram), Graduation Progress System backmapping, degree audits and other data analyses, OIE, in conjunction with the Office of the Dean of Undergraduate Studies and the Office of the Registrar, have begun to clearly identify where students fall off track. We have designed, and will continue to adjust, our short- and long-term Graduation Initiative plans, and we are aligning these with our Academic Tactical Plan (ATP) and Reimagining the First Year (RFY, http://www.aascu.org/RFY) group goals. We are moving toward a data-based adaptive management model that will enable us to continuously assess, improve, and implement intervention strategies that positively influence student success at specific stages in students' academic pathways.

Students' overall academic success is influenced heavily by how well students integrate socially, and we recognize the need to address both academic and social issues to retain more students through the lifecycle to graduation. Our students will benefit from a better onboarding experience and more effective social supports once on campus, as well as curricular and pedagogical improvements.

Strategies for Improving Retention and Graduation

HSU's Graduation Initiative short-term goals for 2016-17 focused on:
- Conducting a course audit and alert campaign for students "on the cusp" of graduation,
- Reducing excess units not needed for graduation for students,
- Increasing class availability,
- Reducing the number of students on academic probation,
- Improving student onboarding, and
- Increasing parent and family engagement.

Our 2016-17 long-term goals placed an emphasis on the following four areas:
- Improving students' first-year experiences,
- Enhancing advising and pathways,
- Increasing retention through student support, and
- Increasing students' success in low-completion-rate courses.

In developing HSU's Graduation Initiative plan for the 2017-18 academic year (Appendix C - GI 2025 Planning Document for AY 17-18), we plan to continue to leverage and build on our strengths in these areas: active-research planning through data mining, analysis, and presentation; first-year support programs that have proven successful (e.g., ALEKS PPL and our Retention through Academic Mentoring Program, or RAMP); our new Center for Teaching and Learning (Fall 2017 start) for faculty development; and our student Health and Wellness efforts that include implementing several best practices for successfully engaging, transitioning, and supporting both students and families.

Alternatively, we recognize that we have considerable work to do in the following areas:

- Creating an effective strategic enrollment plan,
- Coordinating and improving advising, tutoring, and supplemental instruction,
- Developing a first-year experience for all incoming Freshman,
- Increasing course availability, and
- Removing administrative barriers such as complicated curricular pathways and bottleneck and gateway courses.

For 2017-18, we have grouped our short- and long-term goals into the following four main areas to better match the CSU categories (see below). Also, refer to Appendix D - HSU Graduation Initiative 2025 Timeline, which provides a summary of student success initiatives underway and planned from 2016-17 through 2020-2021.

I. *Improving students' placement and assessment through academic preparation and giving students the support they need to complete 30 units in their first year.* Examples of successful initiatives already underway include our math remediation project and our expansion of ALEKS PPL and the Retention through Academic Mentoring Program (RAMP) for all incoming Freshmen. Our RFY group is working to establish a comprehensive first-year experience for all incoming Freshmen. (We have place-based learning communities such as the Klamath Connection, but these serve small targeted segments of our overall student population.) We also have started a "Finish in Four" campaign, and we are developing plans to improve the services we offer at our Learning Center for tutoring and Supplemental Instruction. We will continue to assess efforts to improve our professional advising services across campus; however, we also need to coordinate advising across campus units (including faculty advising and special student support advising) in order to reduce redundancies and errors, leverage a comprehensive model that incorporates faculty training, and provide both early and late alerts to our first and second year students as well as our students "on the cusp" of graduation.

II. *Developing a strategic enrollment plan that improves our recruitment, onboarding, and retention.* HSU has not had an operational strategic enrollment plan for the past two years, and we recognize that we need to do a better job not only recruiting students, but ensuring that they get into the classes they need to progress toward degree attainment. We also must begin work to "right-size" our programs and find successful methods to reduce major switching. We have contracted with the American Association of Collegiate Registrars and Admissions Officers (AACRAO) to help us create a new strategic enrollment plan, and we also have developed new methods to predict course needs. We have created a working group dedicated to predictive course and student progress analyses, and we are currently rolling out an online degree planning tool; both of these have already helped us better forecast course demand and appropriately align our resources. In academic year 2016-17, we reallocated funding for additional faculty

hires, and we are continuing to fund specific, additional course sections targeted at Juniors and Seniors.

III. *Removing institutional/administrative barriers that prevent students from progressing and graduating*. Several initiatives are underway to reduce the number of administrative roadblocks that students face in pursuit of their degree. We are working to increase the number of students who are block scheduled in their first year, thus reducing uncertainty about classes and availability. With the implementation of degree planning software (u.Direct, funded through prior Student Success initiatives), we have also worked to clarify pathways for students through revamped degree roadmaps, course availability plans, and timeliness of degree audits. This work on clarifying degree paths will continue in 2017-18. Alongside this effort, more streamlined curriculum is being developed and considered, including increasing the double counting of General Education units and reconfigured Area E courses to meet lower-division requirements.

IV. *Improving financial literacy*. We are developing a financial literacy campaign for current and future students. In addition, we are partnering with AACRAO to engage prospective students with more relevant and timely information regarding their options to fund their education. These efforts will help connect students with available resources, establish appropriate expectations for financial aid, help students manage their own resources, and assist students and their families in minimizing debt.

Strategies for Sustaining Student Success Efforts

In order to sustain these Graduation Initiative 2025 efforts, we know we must work to develop our own skills and work collaboratively. This past year, we focused on increasing knowledge sharing between groups and departments through a series of three Student Success Summits. We will continue to build on these in the upcoming year with the goal of breaking down silos and sharing efforts to improve student success. In addition, this fall we will launch the new Center for Teaching and Learning (CTL), which will focus on developing skills for faculty. Below is a list of specific strategies that we have put in place to ensure these changes become permanent and part of campus culture:

- Creating a "Student Success Alliance" (SSA -- see Section 2, below) for (a) oversight of project-based "disappearing task forces" and (b) dedicated tracking of target student populations (i.e., incoming Freshman, undeclared students, and students on academic probation),

- Establishing professional development to support faculty and staff (e.g., pedagogy, microaggressions, etc.),
- Continuing Student Success Summits (four are planned for AY 2017-18),
- Holding monthly Deans' retreats focused on improving retention and graduation rates and closing gaps within each college,
- Linking faculty hires and other resource requests to student success, and
- Restructuring units across campus to better align with student success efforts (e.g., removing duplication of effort and better coordination across units).

2. STUDENT SUCCESS TEAM AND COMMUNICATION PLAN

The Student Success Alliance will serve as the primary leadership team tasked with oversight of all Graduation Initiative plans and implementation. This group will leverage and expand on the methods, membership, and approach utilized in the President's Cabinet over the past several years to track and drive campus strategic planning implementation. Using the Strategic Plan and the Academic Tactical Plan as guides, the SSA will utilize data, policies, and expertise to prioritize, coordinate, and oversee initiatives that have the highest impact on our student retention and graduation rates and in reducing achievement gaps.

As specific opportunities and deliverables are defined and prioritized for work by this leadership team, project-based task forces made of subject matter experts (faculty, staff, administrators, and students) will be assigned to plan, implement, and assess specific improvements that address the identified areas of need. This structure is intentionally designed to engage multiple groups and to build shared accountability for increasing student success outcomes across our University.

To provide further support and guidance, small, agile "Student Cohort Teams" will follow, advocate for, and inform decision making for our three target student groups: incoming Freshman ("Class of 2021"), undeclared students, and students on academic probation. These teams will research specific barriers and opportunities for these student groups that will, in turn, help inform decision making on current and future priorities. Student Cohort Teams also will be tasked with developing holistic, data-driven profiles of their respective target groups that will allow us to focus resources on high-impact student success initiatives. As subject matter experts for their specific student population, each team will have direct communication and collaboration with the Student Success Alliance, campus leadership, and the campus community as a whole in order to drive sustainable change.

Student Success Alliance Members

University President
Provost & Vice President, Academic Affairs (co-chair)
Vice President, Student Affairs and Enrollment Management (co-chair)
Vice President, Administrative Affairs
Vice President, Advancement
Associate Vice President, Human Resources and Academic Personnel Services
Executive Director, Office of Diversity, Equity, and Inclusion
Chair, University Senate and Faculty in the College of Arts, Humanities, and Social Sciences
Chair, Integrated Curriculum Committee and Faculty in the College of Natural Resources and Sciences
President, Associated Students
Vice Provost and Dean of Undergraduate and Graduate Studies
GI 2025 University Senate Liaison and Faculty in the College of Professional Studies
AVP Enrollment Management

Support for Student Success Alliance Team

AVP Institutional Effectiveness
Director, University Budget Office
Change Management Coordinator
Change Management Specialist

In addition to setting priorities, the SSA and Student Cohort Teams will regularly communicate with the campus community regarding progress, assessment of success, and next steps. Channels for communicating and frequency of outreach will be determined by the topic and target group. Regular updates will be made to our Graduation Initiative 2025 website and project tracking will be visualized via a project board. We plan to leverage existing committees and workgroup discussions to solicit feedback, generate interest, and report progress.

Communication with the University community will be proactive, consistent, audience appropriate, scheduled to avoid too many different messages at the near/same time, include calls-to-action, and promote GI 2025 goals and participation. We also will draft social media versions of general messages and encourage departments and special-interest groups to post and track things such as views and number of shares. Feedback will be solicited in the messages and will be collected through the GI 2025 webpage's opinion form. In order to engage more

effectively with internal and external audiences, we are creating a branding theme for all communications. We also hope to gain buy-in through the use of relevant data analysis.

Communication plans are only effective if channels, groups, and messaging are aligned. We plan to tailor our messages to our key audiences: prospective students, students (segmented into new to HSU, continuing, and graduation-eligible), faculty and advisors, and parents. We will use communication channels that are most effective for each group of stakeholders. Topics might include current progress against goals, what it means to be a successful college student, resources available to families and the community, and student progress updates. Overall, the communication plan will aim to engage all members of our University community in driving student success.

3. COLLEGE-LEVEL GOALS
Appendix E - GI 2025 HSU College Level Goals

4. SUCCESS METRICS
Appendix F - Humboldt State University Graduation Initiative 2025 April 2017 Data Metrics

First-time Undergrad Student Lifecycle: Mapping the **First** Year

Class of 2013, 2014, 2015

Around 8.8% of students change their major their 2nd term.

By the end of their 2nd term, 24.5% have left HSU.

After ONE Year:

Around seven out of 10 students return for their 2nd year.

Average units earned: 27

5.4% considered leaving HSU.

Around 18.5% land on academic probation their 2nd term. An additional 6.3% were disqualified.

Around 9.4% change their major their 1st term.

Around 5.6% leave after their 1st term.

Of the students who do land on academic probation their 2nd term, 35.4% leave HSU.

Gateway and bottleneck courses

Around 25.7% land on academic probation their 1st term.

What students want

Ability to register for classes they need
Faculty and Staff who understand them
A safe and welcoming environment
Employment opportunities

Challenges our students face:

Being able to register for the classes they need
61% felt overwhelmed
48.6% reported lack of sleep
12.4% felt they 'did not belong' at HSU
38% worry about getting enough to eat
25.4% worry how they will afford school next year.
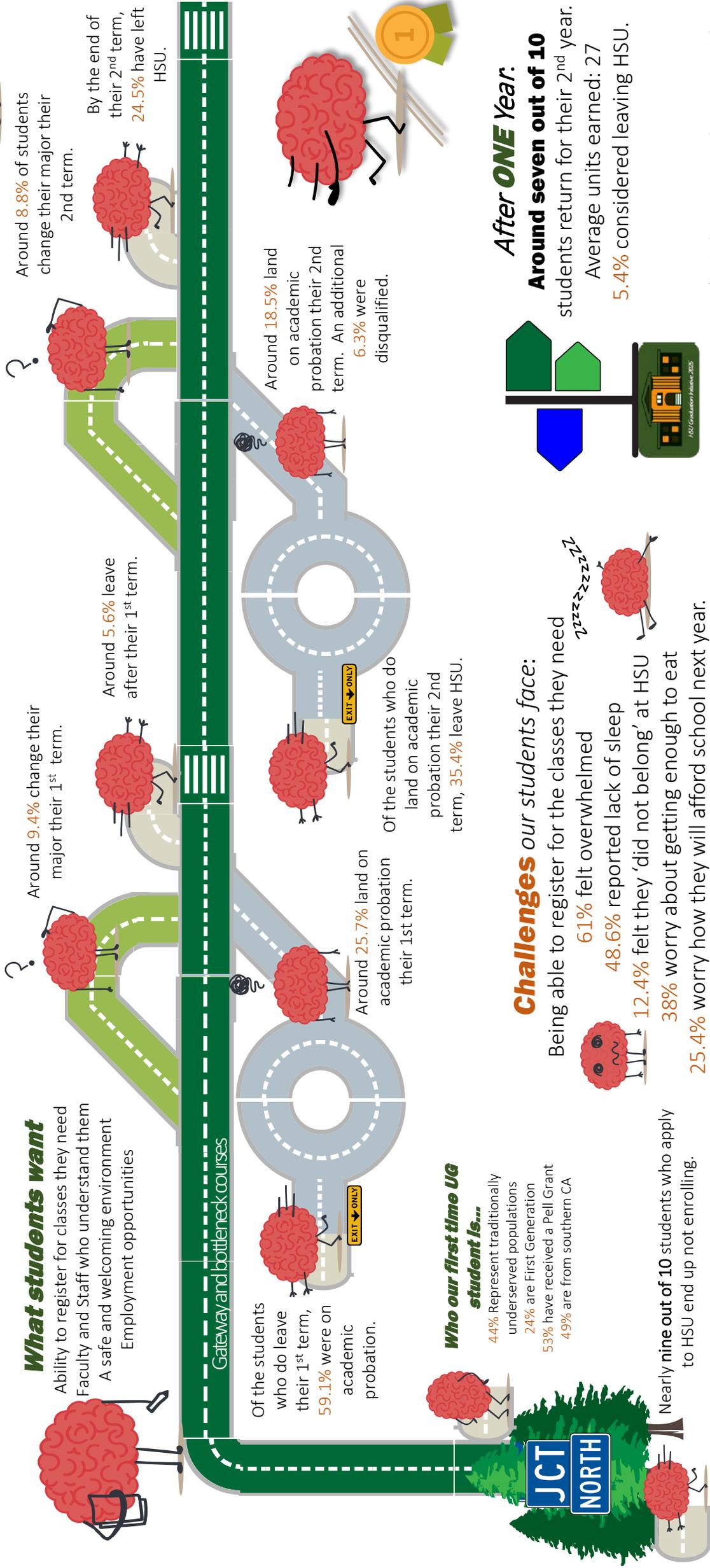
Of the students who leave their 1st term, 59.1% were on academic probation.

Who our first time UG student is...

44% Represent traditionally underserved populations
24% are First Generation
53% have received a Pell Grant
49% are from southern CA

Nearly **nine out of 10** students who apply to HSU end up not enrolling.

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JCT NORTH

First-time Undergrad Student Lifecycle: Facilitating the First Year
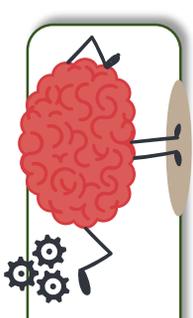
First day/week activities aimed at validating, connecting, and early feedback.

Academic depts.
Centers for Academic Excellence
Retention through Academic Mentoring
H&RL

Professional Advising
Faculty Advising
Advising by Student Segment (EOP, Athletes, Vets, etc)

Help misdeclared students change their major sooner.

Understanding why students leave after their 2nd term.

Understand why students leave after their 1st term.

Help misdeclared students change their major sooner.

Scheduling: Curricular and co-curricular

Reduce the % on academic probation after their 2nd term.

Reduce the % on academic probation after their 1st term.

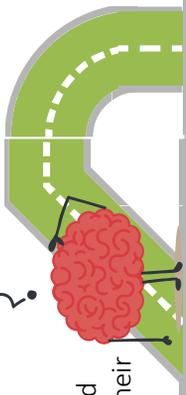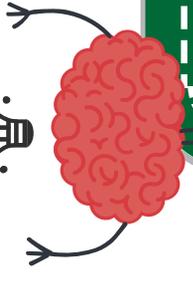Reduce the % of probation leavers after their 2nd term.
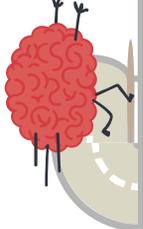
Reduce the % of probation leavers after their first term.

Reduce the % of probation leavers after their first term.

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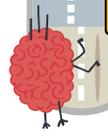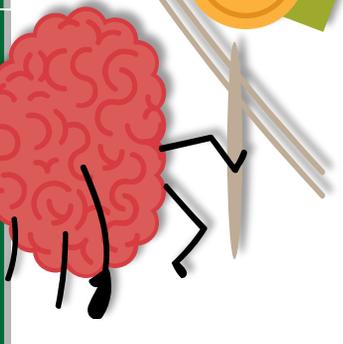
Pre-and Post Matriculation Activities
Re-imagined onboarding
Parent/Family programming
ALEX-PPL

Recruitment strategies that increase application to enrollment yield.

JCT NORTH

Long-term Goal: After ONE Year

Around **eight out of 10** students return for their 2nd year.
Average units earned: 30
Less are considering leaving HSU.
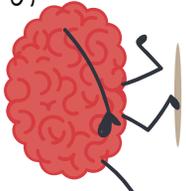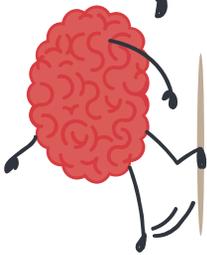
Navigating challenges :
Student-directed scheduling (u-Direct)
Health & Wellbeing Ambassadors
Peer mentors/ Professional Advisors
SkillShops and Library programming

HSU Graduation Initiative 2025

Appendix B: Student Flow Diagram
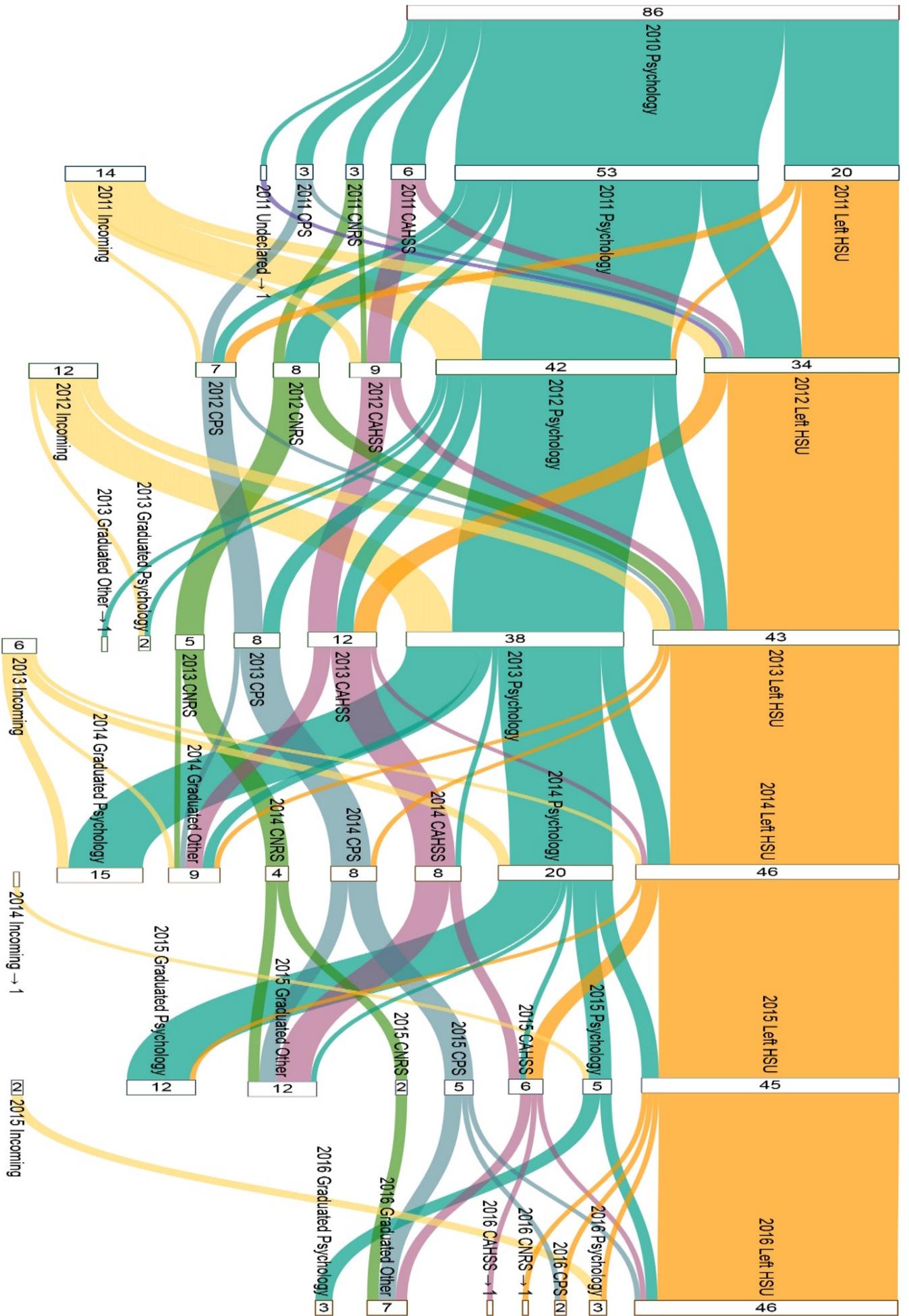
Appendix C - GI 2025 Planning Document for AY 17-18

Description	Notes
Fall 17 additional sections	10 additional high-demand course sections (GEAR, juniors and seniors)
Fall 17 additional sections	300 additional seats needed for F17 (GEAR)
Spring 18 additional Course sections	15 additional high-demand course sections (GEAR, juniors and seniors)
Summer 17 courses	Cash incentive for students taking 6 ore more summer online units through CEEE ($600/student)
TT Faculty Hires	Approved lines based on student success track record, GEAR offerings need, headcount need
Faculty & Staff Development	Training sessions & protocol development for pedagogy & advising; Student Success Summits (e.g., closing gaps, teaching STEM, developing curriculum); Microagression Check It Campaign
RAMP	Program + Additional Mentors
Additional Advising Support	SSP 1A position for Advising
Supplemental Instructional Support	Targeted tutoring for students on academic probation; SI support for high failure courses
Additional Advising Support	Targeted advising support program for students on academic probation
Registrar Staff	Need 2.0 personnel addition: Expand degree audits and add: block scheduling, course offerings data analyses, articulation, additional student notification (e.g., students who have left in good academic standing, DQ students)
Academic Programs Staff	3-year temporary position to support Division of Undergraduate Studies and Student Success Development
Finish in Four Campaign	Ala Fullerton's or HI model: "15 to Finish" campaign: additional student assistants' time and web development. http://blog.hawaii.edu/hawaiigradinitiative/15-to-finish/
FYE Development	Summer stipends to faculty to develop coordinatedcourse offerings & programming for all first-year students: new LD Area E, specialized content & pedagogy for other first-year courses
Global Humboldt	development of place based learning communities in Arts & Humanities
Klamath Connection HSU Match	continued support for place based learning program in Sciences
ALEKS PPL Software	Expansion of program to all incoming students
Parent/Family Program Start Up	Continue to build on best practices and implement parent onboarding/support programs
Growth MindSet Module - Wellbeing & Belonging	Implement programs and modules to foster a sense of belonging for students

Appendix D - HSU Graduation Initiative 2025 Timeline

Legend:
- GI 2025 Funded (green)
- non GI2025 Funded (yellow)

Timeline years: AY 16/17 | AY 17/18 | AY 18/19 | AY 19/20 | AY 20/21

Academic Preparation and Support

- Implement Center for Teaching and Learning
- ALEKS PPL for all Incoming Students
- Implement Math Co-requisite courses
- Implement enhanced new student onboarding
- Implement parent onboarding and support programs
- Increased advising, tutoring and instruction support for targeted student cohorts (e.g. probation, Undeclared, etc.)
- Expand and enhance intrusive advising programs (e.g. course & degree audit/outreach)
- Expand and enhance Retention through Academic Mentoring Program (RAMP) program
- Finish in 4 Campaign
- First year Experience enhancement and development
- Further development of programs to support student health & well-being (mental and physical)

Enrollment Management

- Collaborate with AACRO create new Strategic Enrollment Plan
- Implementation of Degree Planning Software
- Enhanced Recruitment efforts to build K through Degree pipeline
- Predictive Course Demand (e.g. degree planning software)
- Increase strategic course sections & reduce excess units
- Incentives for Students Taking 6 or more summer units

Administrative Barriers

- Assessment and improvement of high DFW rate Courses
- Re-alignment of organizational resources to further support student success
- Implement university wide student success summits & dean retreats
- Increase Tenure Track Faculty
- Student Success Alliance
- Increased professional development Faculty

Financial Aid

- Further development and rollout of financial literacy program
- Collaborate with AACRO incorporating finanical aid literacy to prospects

Appendix E - GI 2025 HSU College Level Goals

Humboldt State University		<-- Please add campus name here			
		Please fill in college names below			
		CAHSS	*CNRS*	*CPS*	*Undeclared*
First-Time Full-Time Freshmen Goals					
4-year graduation rate		Campus Goal: 30%			
Cohort Year	Graduation Year	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate
2011	2015	22.5	12	13.6	11.7	(*Actual Value)
Cohort Year	Graduation Year	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate
2021	2025	30	30	30	30
	delta	7.5	18	16.4	18.3
6-year graduation rate		Campus Goal: 56%			
Cohort Year	Graduation Year	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate
2009	2015	49	52.2	38.4	42.2	(*Actual Value)
Cohort Year	Graduation Year	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate
2019	2025	56	56	56	56
	delta	7	3.8	17.6	13.8
Transfer Student Goals					
2-year graduation rate		Campus Goal: 38%			
Cohort Year	Graduation Year	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate
2013	2015	43.7	8.4	35.5	n/a	(*Actual Value)
Cohort Year	Graduation Year	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate
2023	2025	43.7	38	38	n/a
	delta	0	29.6	2.5	
4-year graduation rate		Campus Goal: 79%			
Cohort Year	Graduation Year	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate
2011	2015	78	62.1	74.5	n/a	(*Actual Value)
Cohort Year	Graduation Year	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate
2021	2025	79	79	79	n/a
	delta	1	16.9	4.5	

College goals developed through inital major tracking. Default targets were campus-level. Undeclared students are considered as a separate category and will be monitored closely. For colleges whose current rate sits above the campus-level target, their target was augmented upwards to meet current standards. Overall, goals will be tracked yearly and shifted, as needed. The College of Natural Resources and Sciences is of particular concern at the 2-year transfer graduation rate. Work will begin in earnest to develop strategies to improve it. Data are also disaggregated locally to address achievement gaps.

Appendix F- Humboldt State University Graduation Initiative 2025 April 2017 Data Metrics

Table 1: Average Spring Unit Load by Student Level

Student Level	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Freshman	14.87	14.70	14.56	14.38	14.46	14.52	14.53
Sophomore	15.02	14.86	14.49	14.53	14.65	14.62	14.80
Junior	14.64	14.48	14.17	14.24	14.22	14.20	14.33
Senior <120	14.01	13.92	13.87	13.74	13.70	13.81	14.31
Senior >=120	13.97	14.15	13.98	13.87	13.97	13.85	13.09
Avg	14.50	14.42	14.21	14.15	14.20	14.20	14.21

Additional sections in Spring 2017 resulted in an increase in average unit load for seniors to below 120 units to 14.31. Additionally, sophomore average unit load increased to 14.80 which should positively impact their future class progression.

Table 2: On the Cusp Enrollment by Expected Graduation Term in All Sections of Courses with added capacity from GI 2025 Funding

Course	Spring 2017 Planned	Spring 2017 Added	Total	Summer 2017 Planned	Summer 2017 Added	Total	Fall 2017 Planned	Fall 2017 Added	Total	Grand Total
ANTH 303	25	19	44				7	4	11	55
BIOL 102	12	2	14	1		1	3	2	5	20
COMM & WS 309B	6	7	13	1		1	2	3	5	19
ENVS 308	46	8	54	1		1	7	5	12	67
HED 400	47	30	77	6	2	8	21	12	33	118
JMC 309	8	7	15		1	1	1	4	5	21
NAS 200	6	12	18				2	3	5	23
PHIL 302	17	2	19	1		1	15		15	35
RRS 306	2	5	7				5	4	9	16
Grand Total	169	92	261	10	3	13	63	37	100	374

By targeting students who were within one or two courses from meeting graduation requirements, we were able to increase course enrollment for Spring 2017 pending graduates from 169 to 261. Additionally, we were able to increase course enrollment capacity for Fall 2017 pending graduates from 63 to 100.

Table 3: GI 2025 Course Enrollment by Student Level

Course	Freshmen		Sophomore		Junior		Senior		Total
	#	%	#	%	#	%	#	%	#
ANTH 303	1	0.73%	9	6.57%	58	42.34%	69	50.36%	137
BIOL 102	84	36.68%	84	36.68%	32	13.97%	29	12.66%	229
COMM & WS 309B		0.00%	3	5.08%	22	37.29%	34	57.63%	59
ENVS 308		0.00%	4	3.51%	34	29.82%	76	66.67%	114
HED 400		0.00%	6	1.77%	166	48.97%	167	49.26%	339
JMC 309	1	1.61%	6	9.68%	31	50.00%	24	38.71%	62
NAS 200	34	20.12%	52	30.77%	46	27.22%	37	21.89%	169
PHIL 302		0.00%	8	8.08%	36	36.36%	55	55.56%	99
RRS 306		0.00%	6	8.82%	38	55.88%	24	35.29%	68
Grand Total	120	9.40%	178	13.95%	463	36.29%	515	40.36%	1276

To assist students on the cusp of graduation, 40% of the students enrolled in the additional sections were Seniors and 36% were Juniors.

Table 4: Spring 2017 Additional GI – 2025 Enrollments by Planned Graduation Date

Course	Course Title	Spr 17	Sum 17	Fall 17	Spr 18	Sum 18	Fall 18	Spr 18	Spr 20	No Date	Total
ANTH 303	Human Biology & Evolution	19		4	4					32	59
BIOL 102	Human Biology	2		2	1					56	61
COMM & WS 309B	Gender and Communication	7		3	3	1		1		14	29
ENVS 308	Ecotopia	8		5	1					20	34
HED 400	Sound Mind-Sound Body	30	2	12	9		1		1	28	83
JMC 309	Analyzing Mass Media Messages	7	1	4						18	30
NAS 200	Indigenous People in US History	12		3	10					78	103
PHIL 302	Environmental Ethics	2								31	33
RRS 306	Wildland Resource Principles	5		4	3					16	28
Grand Total		92	3	37	31	1	1	1	1	293	460

Of those students who have applied for graduation and enrolled in the GI funded sections, the majority plan to graduate this term (Spring 2017). For students who have not applied for graduation, the Registrar's Office will

conduct a degree audit to determine courses needed.

Table 5: Historical Course Enrollment of Courses Funded in GI2025

Course	Spring 2013		Spring 2014		Spring 2015		Spring 2016		Spring 2017	
	#	% Change	#	% Change	#	% Change	#	% Change	#	% Change
ANTH 303	81	n/a	88	8.64%	81	-7.95%	88	8.64%	137	55.68%
BIOL 102	160	n/a	162	1.25%	175	8.02%	173	-1.14%	229	32.37%
COMM 309B	76	n/a	72	-5.26%	30	-58.33%	39	30.00%	49	25.64%
ENVS 308		n/a	41		82	100.00%	86	4.88%	114	32.56%
HED 400	307	n/a	338	10.10%	269	-20.41%	281	4.46%	336	19.57%
JMC 309	47	n/a	89	89.36%	77	-13.48%	47	-38.96%	62	31.91%
NAS 200		n/a	82		79	-3.66%	73	-7.59%	169	131.51%
PHIL 302	66	n/a	72	9.09%	63	-12.50%	71	12.70%	99	39.44%
RRS 306	90	n/a	90	0.00%	80	-11.11%	76	-5.00%	68	-10.53%
WS 309B	14	n/a	18	28.57%	1	-94.44%	9	800.00%	10	11.11%
Grand Total	841	n/a	1052	25.09%	937	-10.93%	943	0.64%	1273	34.99%

The additional sections funded through GI 2025 had significant impact on overall offerings. Overall, we saw a 35% increase in enrollment since Spring 2016 most notably in key bottleneck courses like BIO 102 and ANTH 303.

Table 6: Top 25 Waitlisted Courses Last Five Terms and Performance

Course	Max Wait Listed	Total Grades	Total Passed	Success Rate	# Who Repeated	Repeat Rate
ANTH 303	35	400	387	96.80%	5	1.30%
BOT 350	35	568	430	75.70%	52	9.20%
NAS 200	33	347	318	91.60%	3	0.90%
REC 302	30	193	191	99.00%	0	
FILM 109	29	252	234	92.90%	2	0.80%
ZOOL 356	29	461	343	74.40%	44	9.50%
HED 400	29	1227	1128	91.90%	37	3.00%
BIOL 412	27	288	240	83.30%	6	2.10%
PHIL 302	26	393	352	89.60%	12	3.10%
BA 494	26	338	327	96.70%	6	1.80%
BIOL 340	23	767	578	75.40%	124	16.20%
EMP 305	23	419	349	83.30%	20	4.80%
BA 105	22	240	216	90.00%	0	
WS 306	20	64	62	96.90%	0	
JMC 302	20	202	189	93.60%	2	1.00%
ART 106	19	288	278	96.50%	3	1.00%
CHEM 321	19	213	165	77.50%	24	11.30%
ART 105B	17	266	248	93.20%	5	1.90%
JMC 105	17	218	202	92.70%	1	0.50%
WLDF 244	17	367	350	95.40%	6	1.60%
GSP 216	16	298	270	90.60%	10	3.40%
BA 496	16	218	217	99.50%	0	
MUS 108K	15	140	122	87.10%	3	2.10%
ART 108	13	239	216	90.40%	4	1.70%
NAS 302	13	83	81	97.60%	0	
BA 444	13	146	141	96.60%	0	

This table includes bottleneck courses (as defined by wait list size) that we will continue monitoring and look to increase offerings. Possible courses for additional sections include BOT 350, REC 302, and FILM 109.

Table 7: Top 30 Courses with High Repeat Rates over Five Terms

Course	Course Title	Average Section Enrollment	Max Wait Listed	Total Grades	% Success Rate	% Repeating
BIOL 340	Genetics	77	23	767	75.40%	16.20%
ZOOL 270	Human Anatomy	74	7	369	77.50%	15.20%
BA 360	Principles of Finance	26	12	443	79.50%	13.50%
CHEM 321	Organic Chemistry	43	19	213	77.50%	11.30%
ZOOL 356	Mammalogy	92	29	461	74.40%	9.50%
BOT 350	Plant Taxonomy	95	35	568	75.70%	9.20%
BA 468	Capital Budgeting	25	2	76	78.90%	9.20%
STAT 323	Probability & Statistics	26	1	77	93.50%	9.10%
EMP 210	Public Land Use Policy Mgmt	46	2	229	85.60%	7.90%
PSCI 485	Capstone Seminar in Politics	20		98	90.80%	7.10%
CS 111	Computer Science Foundations 1	37	1	295	75.90%	6.80%
CS 328	Web Apps Using Databases	37		73	83.60%	6.80%
HED 231	Basic Human Nutrition	42	6	210	77.60%	6.70%
BIOL 410	Cell Biology	49	9	196	88.80%	6.10%
FISH 310	Ichthyology	55		275	81.50%	5.10%
SOIL 260	Introduction to Soil Science	122	12	612	89.10%	4.90%
HED 344	Weight Control	52		103	90.30%	4.90%
EMP 305	Environ Conflict Resolution	28	23	419	83.30%	4.80%
GEOG 311	Geographic Research & Writing	21	1	107	91.60%	4.70%
EMP 430	Nat Res Mgmt Protected Areas	21	5	106	92.50%	4.70%
ZOOL 312	Human Physiology	45		89	79.80%	4.50%
CD 354	Methods of Observation	23	2	185	83.80%	4.30%
SW 355	Social Agency Experience	18		184	94.60%	4.30%
FILM 306	Art of Film/1950 to Present	83		165	87.90%	4.20%

PHIL 303	Theories of Ethics	29	6	147	84.40%	4.10%
KINS 483	Eval Techniques of Kinesiology	41	6	285	95.40%	3.90%
ZOOL 310	Animal Physiology	65	12	325	91.40%	3.70%
BA 464	International Business Finance	28		55	90.90%	3.60%
CS 232	Python Programming	28		85	80.00%	3.50%
HIST 311	World History to 1750	23		116	86.20%	3.40%

This table lists courses typically challenging for our students (as defined by a high repeat rate over the last five terms). Some courses overlap with Table 7 indicating a need to triangulate efforts. Courses at the upper division level are a key concern.

Table 8: First-time Undergraduate 4-Year Graduation Rates Most Frequent Destination Majors

College	Major	Percentage of Cohorts Graduating in 4 years						Cohorts for 6 years Combined		
		2007	2008	2009	2010	2011	2012	Avg	#	Total Grads
CAHSS	Journalism	23%	23%	30%	22%	43%	40%	29%	194	57
	Anthropology	29%	17%	38%	23%	45%	26%	29%	146	43
	History	17%	21%	17%	48%	28%	22%	25%	167	41
	Political Science	28%	17%	30%	10%	21%	28%	22%	151	33
	English	14%	19%	29%	23%	18%	19%	21%	240	51
	Communication	17%	7%	15%	28%	23%	26%	20%	132	27
	Art	8%	17%	15%	19%	22%	18%	16%	390	63
	Sociology	25%	0%	15%	5%	23%	11%	14%	123	17
	Music	11%	4%	17%	9%	17%	4%	11%	166	18
CNRS	Environmental Science	4%	3%	12%	24%	10%	19%	12%	216	26
	Wildlife	13%	7%	7%	7%	17%	9%	10%	319	31
	Zoology	17%	10%	14%	0%	5%	8%	9%	194	17
	Biology	7%	8%	9%	10%	7%	5%	7%	644	48
	Forestry	5%	4%	5%	5%	4%	4%	4%	136	6
	Environmental Resources Engr	0%	0%	0%	0%	4%	0%	0%	204	1
CPS	Social Work	18%	26%	18%	18%	40%	28%	24%	140	34
	Liberal Studies-Elementary Ed	31%	20%	25%	23%	15%	19%	23%	150	34
	Psychology	22%	22%	16%	26%	21%	29%	22%	504	113
	Liberal Studies-Recreation Adm	6%	25%	25%	32%	8%	11%	20%	124	25
	Liberal Studies-Child Develop	14%	13%	21%	36%	9%	25%	20%	174	34
	Business Administration	3%	14%	14%	14%	7%	19%	12%	569	71
	Kinesiology	11%	11%	14%	3%	9%	16%	11%	404	44

This table illustrates trends in first-time undergraduate 4-year graduation rates by major. We are reviewing these, and other majors, to assess factors that may be positively, or negatively impacting these rates; including bottleneck and gateway courses, and course-sequencing. From this work we will look to move those from the 4.5 year rate to 4 years.

Table 9: Upper Division Transfers 2-Year Graduation Rates Most Frequent Destination Majors

College	Major	Percentage of Cohorts Graduating in 2 years						Cohorts for 6 years Combined		
		2009	2010	2011	2012	2103	2014	Avg	#	Total Grads
CAHSS	Communication	30%	45%	40%	41%	71%	49%	48%	122	58
	Sociology	50%	23%	39%	70%	41%	30%	40%	160	64
	Anthropology	39%	41%	34%	31%	41%	40%	37%	156	58
	History	25%	12%	29%	60%	57%	34%	37%	152	56
	English	24%	39%	30%	31%	36%	56%	35%	224	79
	Art	29%	33%	26%	23%	29%	27%	28%	253	70
CNRS	Biology	13%	10%	7%	17%	10%	13%	11%	425	47
	Environmental Managemnt & Prot	0%	11%	6%	24%	6%	11%	11%	137	15
	Wildlife	0%	0%	0%	7%	3%	0%	2%	332	5
	Environmental Science	0%	0%	4%	0%	6%	0%	2%	275	6
	Forestry	5%	0%	0%	2%	3%	3%	2%	193	4
	Environmental Resources Engr	4%	0%	2%	0%	0%	0%	1%	198	2
CPS	Psychology	17%	44%	38%	31%	37%	38%	36%	474	171
	Business Administration	31%	35%	28%	31%	35%	37%	33%	474	158
	Social Work	42%	23%	23%	29%	36%	39%	33%	218	71
	Liberal Studies-Recreation Adm	22%	24%	36%	23%	35%	33%	30%	122	36
	Liberal Studies-Child Develop	20%	26%	10%	26%	38%	36%	28%	129	36
	Kinesiology	6%	5%	4%	11%	5%	15%	8%	273	23

This table illustrates trends in upper division transfer students' 2-year graduation rates by major. We are reviewing these, and other majors, to assess factors that may be positively, or negatively impacting these rates, including bottleneck and gateway courses, and course-sequencing. From this work we will look to move those from the 2.5 year rate to 2 years.