

HUMBOLDT STATE UNIVERSITY

Graduation Initiative 2025 Update: Allocation Investment & Funding Accountability Framework

Our Commitment

In developing Humboldt State University's Graduation Initiative plan for the 2016-17 academic year, we focused on four main areas for our short-term goals: (1) Conducting a Degree Audit Report for Students (DARS) campaign, (2) Reducing excess units and increasing class availability, (3) Reducing the number of students on academic probation, and (4) Improving student and parent onboarding. Our primary focus is removing obstacles that slow students down or prevent them from receiving a baccalaureate degree at HSU, and our long-term goals are (1) Enhancing students' first-year experiences, (2) Improving advising and pathways, (3) Increasing retention through student support, and (4) Increasing students' success in low-completion-rate courses. We also hope to see many other, related positive effects from these initiatives in terms of the meaning and quality of students' degrees and their time on our campus. See Table 1 for HSU Graduation Initiative Budget.

Conceptual Framework

Our underlying foundational framework for the development of these initiatives relies on the application of Tinto's model of "Student Departure" (1987, 1993, and 2012) and its structural components as a means to coordinate *purposeful activity*. In light of the radical demographic changes in our student population (i.e., an 80% increase in students from traditionally underrepresented groups since 2010), we are rethinking how we can best serve our students overall. Tinto (1993) notes that as students matriculate into post-secondary education, their rate of success is influenced by how well the students integrate both academically and socially; the stronger the integration, the more often students will continue and complete their degree. Tinto's work shows how a campus can positively influence student success at each stage of their academic career in differing ways, and we have used this model in developing intervention strategies that span the spectrum of our students' experience.

Campus Context

In 2015-16, HSU conducted several "action research studies" in order to find ways to better address the needs of our growing population of first-generation students from traditionally underrepresented groups (more than half of our incoming Freshman class), as well as to understand the factors contributing to all students' success. We knew from student surveys that many of our URG students would benefit both from a better onboarding experience and from additional social support once on campus. Our data 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, and nearly 30% of our first time undergraduates leave after their first year. Moreover,

our students who land on academic probation are *four times less likely* to graduate in four years when compared to students who were never on academic probation. Students on academic probation also make up a large proportion of the students re-taking courses that they have failed, contributing to increases in (1) already high failure and repeat rates for numerous General Education courses, and (2) excess enrollment, off-course tracking and increased time to degree for our students. In sum, our data clearly show that we need to address both academic and social issues, both individually and collectively, in order to retain our students to graduation. Our overarching goal is to provide a structure that helps students earn a degree in a timely manner at a place where they feel like they belong.

Intervention Strategies: Short-term Goals

DARS Campaign for “On-the-Cusp” Students

We are mining data from our degree audit system (DARS) to identify students who are “on the cusp” for graduation and we are contacting each of these students by email (with follow-up phone calls and in-person advising sessions) to encourage them to enroll and finish. These students are typically within one or two courses from being eligible for graduation. We are also using DARS to identify roadblocks that these students may have in order to issues *prior* to a student’s final term. To date, we have had success reducing the number of seniors with deficiencies in their degree requirements. We emailed 990 seniors with a Spring 2017 graduate date, and of these, 35% responded; these students have added an outstanding class, submitted a major contract with approved exceptions, or have taken another action that resolved the outstanding requirement(s). Every student in this group is now “on track” for graduation. The remaining 65% of the Spring 2017 “on the cusp” students were contacted by phone, advised of their options, and connected with professional academic advisors. All seniors are being tracked with follow-up measures planned for key points during the course of Spring 2017 and Fall 2017 semesters. (*GI Allocation = \$50,000*)

Reducing Excess Units and Increasing Class Availability

u.Direct: Many of our first-time and upper-division transfer students do not efficiently move through Freshman to Senior standing when compared to the units they complete. Responding to this need, this academic year we began implementation for *u.Direct* for course planning. In preparation for the use of degree planning software, each program has revised their academic roadmaps and updated course rotation plans. Additionally, the University Senate has crafted policies to support degree progress and reduction in units. These projects are on track for rollout in Summer 2017. (*No GI Allocation for 2016/17*)

Extra Course Sections: We used several tools, including DARS audits, to identify ten, extra course

sections to offer in Spring 2017 to help our students graduate. All ten courses identified were high-repeat, low-success, bottleneck General Education courses; almost all were upper-division courses that students needed to graduate. With the exceptions of one section of Biology 102 and both sections of Rangeland Resources 306, seat fill rates were near or over 100%. Spring 2017 extra courses provided almost 500 seats, 77% of which were filled by Juniors and Seniors. Ten extra courses also will be offered in Fall 2017. See Tables 2-9 for additional data. (*GI Allocation = \$91,502 and \$98,000*)

Curriculog Software: Curriculum is at the heart of student success, and in order to be efficient, accountable, and nimble when proposing and reviewing the curricular change necessary to provide students effective pathways to graduation, we purchased the platform “Curriculog” to assist in revamping and greatly improving our curricular review process. (*GI Allocation = \$70,000*)

Reducing the Number of Students on Academic Probation

Outreach to students on Academic Probation: An Academic Success Specialist was hired and began work at the Academic and Career Advising Center in February 2017, allowing us to expand advising outreach to an additional 476 first-time undergraduates who are either on academic probation or at risk for academic probation. The Academic and Career Advising Center also is collaborating with our Freshmen mentoring program “Retention through Academic Mentoring” (RAMP; also see below) and our Learning Center, to support outreach and to help students on academic probation. Twenty-two RAMP Mentors were assigned 88 new students to their current caseloads in January 2017. Initial data indicate RAMP mentorship positively impacted term-to-term GPA. (*GI Allocation = \$96,000*)

ALEX PPL: ALEKS Placement, Preparation, and Learning is an artificially intelligent online program that solves two critical problems for incoming students: math placement and course preparation. ALEKS PPL combines research-based accurate placement assessments with personalized learning tools to help students refresh lost knowledge. Properly assessing student competency also reduces the need for taking additional units in math and reduces the chance that these students will end up on academic probation. Prior to Fall 2016, HSU used the Mathematics Diagnostic Test Program, a single-sitting, one-hour exam with a pass rate of 15%. In Fall 2016, we switched to ALEKS PPL, and in a cohort of 57 students, 33 placed into Calculus I for a success rate of 58%. (*GI Allocation = \$75,000*)

Improving Student and Parent Onboarding

Student and Family Outreach: In January, we initiated a new communications program for engaging students’ family members. We contacted 2,500 individuals through a monthly e-newsletter in January 2017; this will be expanded to 4,000 in Fall 2017. We also are developing orientation materials for family members whose primary language is not English. (*GI Allocation = \$65,000*)

Intervention Strategies: Long-term Goals

Enhancing First-year Experiences

First-Year Cohort Placed-Based Learning: In 2016, HSU was awarded a \$3.9 million, five-year grant by the U.S. Department of Education's Hispanic-Serving Institutions--Science, Technology, Engineering, or Mathematics and Articulation Program. The "Klamath Connection" (KC) is a place-based learning community program intended to increase the number of Hispanic and/or low-income students attaining degrees in STEM fields and to develop model transfer and articulation agreements between two-year and four-year institutions in these fields. Data from the first-year cohort (2015-16) show positive course GPA trends in foundational and gateway science and math courses such as CHEM 107, CHEM 109, and WLDF 210. When compared to first-time undergraduates not participating in KC, the first cohort KC students (N = 63) had higher GPAs overall (2.77 vs. 2.47), lower rates of academic probation (11% vs. 32%), and higher retention rates into their second year (84% vs. 72%); they had also completed more units toward their degrees (14.5 vs. 11.1). Following the success of KC, two new placed-based learning communities are forming at HSU: (1) "Stars to Rocks," a program for students interested in Chemistry, Physics, and Geology, and (2) "Global Humboldt," which will target undeclared students leaning toward majors in the arts, humanities, and social sciences. (GI Allocation = \$160,000)

Improving Advising

Professional Advising Model: Inadequate base funding and reliance on one-time funding has slowed a full implementation of our Professional Advising Model since its initial pilot in 2013-14. In addition to targeting advising support to Freshmen on academic probation (see above), in Spring 2017 we will focus on building program capacity, creating marketing strategies, increasing student outreach, and assisting students with navigating campus resources. We are continuing to analyze data to assess our advising model's effectiveness, but trends are positive for knowledge of support services available as well as sustained contact with the professional adviser. (GI Allocation listed above)

Improving Retention through Student Support

Peer Mentoring: Now in its fourth year, the Retention through Academic Mentoring Program (RAMP) continues to demonstrate a positive influence on term-to-term GPA. In addition to targeting advising support to Freshmen on academic probation (see above), our 36 RAMP staff will continue to mentor students who are the first in their families to attend college, creating unique relationships with each of their assigned students (N=25+ per mentor). Using the power of proximity to the student

experience, the RAMP mentors connect students to curricular/co-curricular learning experiences, as well as support services. (*GI Allocation listed above*)

Growth MindSet Module: HSU is currently in the process of reaching out to national subject matter experts and scholars in the growth mindset field to develop a plan for how to implement this work. A planning and implementation committee is exploring how we can leverage online opportunities to engage students, how we can weave some of this work into student orientations and health and wellness services, and how we can incorporate bilingual (Spanish/English) options into our marketing and communication offerings. (*GI Allocation = \$30,000*)

Diversity Training: In order to help address student achievement gaps and retention, we will be organizing training workshops for faculty, staff, and administrators to improve understanding of micro-aggressions, classroom climate, and cultural sensitivity. These workshops will be conducted with the support of our new Center for Teaching and Learning and Office of Diversity, Equity, and Inclusion, both of which will be fully operational in Fall 2017. (*GI Allocation = \$50,000*)

Increasing Success in Low-completion-rate Courses

Learning Center and Supplemental Instruction: The Learning Center is offering additional Supplemental Instruction (SI) sections in Spring 2017. SI courses are open to all students enrolled in the paired courses (e.g., BIOL 102). HSU will track their student outcomes. (*GI Allocation = \$20,000*)

References

- Tinto, V. (1987). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago: University of Chicago Press.
- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition*. Second Edition. University of Chicago Press.
- Tinto, V. (2012). *Completing college: Rethinking institutional action*. Chicago: The University of Chicago Press.

Data Tables

Table 1: Allocation Summary by Activity

Allocation Status (as of 2-2017)	Description	Amount	Division	MBU
Final	Extra Course Sections Spring 17	\$91,502	Academic Affairs	Colleges
Final	RISS Advisors	\$96,000	Academic Affairs	RISS
Final	ALEKS PPL Software	\$75,000	Academic Affairs	CNRS
Final	CurricuLog Software	\$70,000	Academic Affairs	Academic Programs
Final	Klamath Connection HSU Match	\$100,000	Academic Affairs	CNRS
Final	DARS Personnel Support	\$50,000	Student Affairs	AVP EM
Final	Parent/Family Program Start Up	\$65,000	Student Affairs	SA VP
Final	RISS Supplemental Instruction	\$20,000	Academic Affairs	RISS
Pending	Extra Course Sections Fall 17	\$98,000	Academic Affairs	Colleges
Pending	Growth MindSet Module - Well-being & Belonging	\$30,000	Student Affairs	SA VP
Pending	Global Humboldt Project	\$60,000	Academic Affairs	CAHSS
Pending	Diversity Training Sessions	\$50,000	Academic Affairs	ODI

As of Spring 2017, much of the allocated funding has been expended this term, or booked for Summer and Fall 2017. Pending allocations are in process subject to final approval. In general, the funding has been used to directly support student success through additional instruction or academic support services.

Table 2: 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 3: On the Cusp Enrollment by Expected Graduation Term in All Sections of Courses with added capacity from GI 2025 Funding

Course	Spring 2017		Total	Summer 2017		Total	Fall 2017		Total	Grand Total
	Planned	Added		Planned	Added		Planned	Added		
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 4: 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 5: 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 6: 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 7: 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 8: 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 9: 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 10: 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.