



Open Pathway Quality Initiative Report

Institutional Template

The enclosed Quality Initiative report represents the work that the institution has undertaken to fulfill the Improvement Process of the Open Pathway.

A handwritten signature in black ink that reads "John W. Bardo".

May 5, 2016

Signature of Institution's President or Chancellor

Date

John W. Bardo

Printed/Typed Name and Title

Wichita State University

Name of Institution

Wichita, Kansas

City and State

The institution uses the template below to complete its Quality Initiative Report. The institution may include a report it has prepared for other purposes if it addresses many of the questions below and replaces portions of the narrative in the template. This template may be used both for reports on initiatives that have been completed and for initiatives that will continue and for which this report serves as a milestone of accomplishments thus far. The complete report should be no more than 6,000 words. Quality Initiative Reports are to be submitted between September 1 of Year 7 and August 31 of Year 9 of the Open Pathway cycle. Submit the report as a PDF file to pathways@hlcommission.org with a file name that follows this format: QI Report No Name University MN. The file name must include the institution's name (or an identifiable portion thereof) and state.

Date: May 5, 2016

Name of Institution: Wichita State University

State: Kansas

Contact Person for Report: Richard Muma

Contact Person's Email Address: richard.muma@wichita.edu

Report Categories

Overview of the Quality Initiative

1. Provide a one-page executive summary that describes the Quality Initiative, summarizes what was accomplished, and explains any changes made to the initiative over the time period.

Wichita State University's Quality Initiative project was centered on its Graduation Partnership (GP), a strategy involving faculty, staff and students to improve overall student success. The Partnership aimed to enhance the student experience in all its forms by providing initiatives to improve academic performance, retention and graduation rates, and being satisfied with the WSU experience. The primary GP goals aimed at increasing the retention rate of IPEDS-based first-year, full-time freshmen by 10% and increasing the six-year graduation rate of IPEDS-based first-time, full-time freshmen by 10% (see dashboard for an overall summary of initiatives and results, page 10). A secondary goal was to develop metrics to measure graduation rates for transfer students and then increase those rates by 10%. Accomplishments and changes made to the initiative were continuously evaluated by answering the following four questions.

QI 1: How well is the Graduation Partnership being delivered?

Evaluation of question one demonstrated students were participating in GP initiatives (i.e., freshmen orientation, early alert, supplemental instruction and WSU 101) at expected levels except for WSU 101 (see results, page 10). Because of continual challenges with student participation in WSU 101 (as it was not required), faculty decided to phase out the course and develop a new first-year seminar general education course that will be required for all freshmen. A pilot of this course is planned for fall 2016. Additionally, a change in WSU's early alert system was made. The previous system, GradesFirst, was problematic in terms of accessing data to determine whether students were changing their behavior after alerts were raised. A new in-house early alert tool was developed (Student Early Alert System – SEAS) to accommodate this need, replacing GradesFirst in fall 2014.

QI 2: Is the Graduation Partnership changing student behavior?

The goal of this question was to determine whether students were making behavioral changes based on their participation in the GP. The at-risk report, number of students in remedial education and alerts raised through the early alert system were assessed to determine the change in student behavior. The measures indicated either success or encouraging movement toward articulated target goals (see results, page 10).

QI 3: What is the effectiveness of the Graduation Partnership?

Question three explored the overall effectiveness of the GP by looking at student satisfaction and overall retention rates. The first two indicators related to the exit survey showed students were generally satisfied with selected aspects of the GP. While the retention rate does not yet meet its target, it demonstrates an overall movement toward its goal (see results, page 11).

QI 4: What is the impact of the Graduation Partnership?

The impact of the GP in terms of degree completion, graduation rates and, ultimately, employment are addressed in question four. Because data collected to answer this question will

not be fully reflective of GP initiatives for several years, it should be considered baseline. However, there is demonstrated progress toward stated goals (see results, page 11).

Scope and Impact of the Initiative

2. Explain in more detail what was accomplished in the Quality Initiative in relation to its purposes and goals. (If applicable, explain the initiative's hypotheses and findings.)

The Graduation Partnership was developed to engage faculty, staff and students in a process to increase overall student success by the year 2020. Its primary goals were aimed at increasing the retention rate of IPEDS-based first-year, full-time freshmen by 10% (70% to 80%) and increasing the six-year graduation rate of IPEDS-based first-time, full-time freshmen by 10% (40% to 50%). The Partnership aimed to enhance the student experience by: identifying academically at-risk students paired with pro-active advising, developing a robust freshmen orientation, deploying an early alert system, launching a revised first-year experience course, and increasing supplemental instruction. The dashboard created to measure these goals shows general improvement and movement toward those goals (see results, page 10). A secondary goal was to develop metrics to measure graduation rates for transfer students and then increase those rates by 10%.

In terms of meeting the primary goals, although there was a slight decline in fall 2015, over the course of the past five years there has been an overall increase in fall-to-fall retention rates. For the fall 2011 cohort, the retention rate was 70.2% compared to the fall 2015 cohort at 72%. The largest increase occurred in the fall 2013 cohort at 74.6%. The six-year graduation rate increased as well. Transfer student metrics are summarized on page 16.

Improvement in the overall satisfaction of IPEDS-based freshmen attending orientation continues with scores improving on a 5-point scale from 4.37 in 2011 to 4.53 in 2015. The lowest satisfaction occurred in fall 2013 at 4.06. A new orientation model was implemented (enrollment was decoupled from orientation) in 2014, with an increase in satisfaction since then.

Over the past year, the implementation of the Educational Advisory Board's Student Success Collaborative (SSC) was completed, which has allowed the university to begin proactive outreach to students who are at-risk for not graduating. This tool helps faculty and staff identify students who are at-risk and when intervention is necessary. While the number of IPEDS-based freshmen flagged at risk remains steady, the number is expected to start declining this year (2016) as more intentional use of the platform is adopted institution-wide.

GradesFirst was the initial early alert system adopted by the university. This system did not work for Wichita State. Although students seemed to understand its purpose, faculty and staff were not using the system. Additionally, data from GradesFirst used to determine whether a student's behavior was changing when an alert was raised was not adequate. As a result, the institution designed an in-house tool called SEAS (Student Early Alert System), which has been implemented with great success. This tool allows instructors to flag any student at any time in any class. According to the most recent usage reports, 73% of the entire student body was enrolled in courses where the instructor was using SEAS. Nearly 250 instructors used this tool to reach out to students who were under-performing in class. Looking at this intervention independent from other factors, about 30% of students change their behavior as a result of this program (see results, page 10). This is proven by the number of flags removed on student records by the instructor.

WSU 101 has been the student success course for the past 5 years. The course was modified to increase the impact of a previous student success course (Introduction to the University). While the excitement of a new class initially boosted enrollment, performance in the class did not meet expectations. Additionally, the course was not part of any specific degree program, so many of the students in the course would graduate with extra credit hours. Over the years, many modifications were made to it. However, a steady decline in enrollment occurred. In fall 2011, nearly 19% of first-year students enrolled in WSU 101 as compared to 12.9% in fall 2015. Ultimately the course was discontinued based on this data. Moving into fall 2016, with the support of the General Education Committee, a new first-year seminar course will be piloted with a unique design and designated as a general education course, therefore; it will count toward the student's degree program. The course will be taught by tenure-track faculty and one-third of the course content will be student success material and two-thirds will be content that connects students to a subject matter that is academically engaging and challenging, and features topics that often take an interdisciplinary approach to subject material. A larger participation rate is expected and hopefully higher performance rates as well. At the end of this pilot program, faculty will examine enrollment and success in the courses, with the intention of making this a required course for all first-year students.

Supplemental Instruction (SI) remains a strong program with a long history at Wichita State. A recent expansion has increased participation in the program among students as well as faculty wanting SI as part of their course. Students who attend SI sessions have a higher GPA than non-attendees (see results, page 10).

3. Evaluate the impact of the initiative, including any changes in processes, policies, technology, curricula, programs, student learning and success that are now in place in consequence of the initiative.

The QI has been adopted as the driving force behind the work of the Retention Council. The Retention Council, led by the provost, consists of 43 faculty and staff members across all divisions and meets monthly to talk about data points included in the dashboard and the goals.

As a result of the Retention Council's work, many changes to the QI have occurred.

1. Modified the orientation program in 2014 to de-couple enrollment from orientation to allow new freshmen directly out of high school the option to enroll early in March. This was so they do not have to wait for an orientation program to enroll in classes.
2. Discontinued work with the GradesFirst program to move to an in-house Student Early Alert System (SEAS) that directly involves faculty/instructors in the retention process. This has proven to be successful in changing behavior and has led to increased student success in SEAS courses.
3. Secured grant funding to increase the number of courses supported by Supplemental Instruction (SI). A restructure of how SI is delivered has occurred in some courses, which has also contributed to the increase.
4. Discontinued WSU 101 and now piloting first-year seminar courses in fall 2016 that will be taught by faculty and count toward general education credits for new freshmen. Faculty interested in teaching submitted a course proposal to the Faculty Senate General Education Committee (after getting approval through the curriculum committee in their respective college). The committee reviewed course proposals, which included course objectives, outcomes, activities, etc. and approved 11 courses for the fall 2016 semester. The seminars will take the essential skills from WSU 101 and infuse them into the new seminar curriculum.

5. Improved use of at-risk reporting, which has led to better utilization of the Educational Advisory Board's Student Success Collaborative (SSC). This reporting is used to reduce risk and promote degree completion. A college scorecard has been developed to help academic departments identify students who are at-risk in their programs (see page 19). Using the SSC, faculty and staff are able to conduct outreach campaigns to encourage persistence, success and completion.

The data on remedial education points to correcting an issue with the number of students who are not successfully passing remedial math. Through university-level work on strategic enrollment management, in conjunction with a Retention Council subcommittee and the math department, there are efforts underway to develop an intervention that works better for students enrolled in remedial math courses. Other efforts to offer a structured curriculum will be suggested and in place for the target semester of spring 2017.

6. Increased information produced through the Quality Initiative has also been utilized in the university's strategic enrollment management work, so the value and quality of work put into this project is much further reaching than originally anticipated.

4. Explain any tools, data, or other information that resulted from the work of the initiative.

A list of tools, data and other information that came about as a result of this program are below.

1. A Quality Initiative web page houses the annual reports on this project and can be viewed here:

http://webs.wichita.edu/?u=wsuhlc&p=/quality_initiative/

This page provides a summary as well as helpful dashboards that help the university track work in each of the areas included in the QI. The dashboard is reviewed, updated and shared regularly.

2. Since using SEAS, the Office of Planning and Analysis developed a usage report to determine if this effort is working. The most recent usage reports can be found at:

http://webs.wichita.edu/depttools/depttoolsmemberfiles/ofdss/Retention%20Council/SEAS_EndOfTerm_report_Fall2015.pdf

3. The EAB (www.eab.com) Student Success Collaborative (SSC) was purchased, designed and implemented as a way to reduce the number of at-risk students and bolster persistence and degree completion. The university is in the fourth year of using the platform. Through the utilization of the SSC, an additional college scorecard was created by the Office of Planning and Analysis (see page 19).

4. Additional reports (includes the Student Exit Survey data, retention rates, degrees conferred, etc.) are found at:

http://webs.wichita.edu/?u=opa&p=/bipm_reports_stu/

5. Other information regarding the QI project on university web pages include:

<http://www.wichita.edu/assessment> (follow "Accreditation" and "Quality Initiative" links)

<http://www.wichita.edu/retention> (includes additional data and work from Retention Council including meeting minutes, reports, etc.)

<http://www.wichita.edu/ssc> (the hub for those using the SSC for risk reduction, includes college scorecard and other tools)

5. Describe the biggest challenges and opportunities encountered in implementing the initiative.

Since approval of the QI, the university has embarked on fulfilling a new strategic plan, which has transformed the university in several ways. From the strategic enrollment management work to the new focus on innovation, constant change is perhaps the largest challenge. Throughout the project, significant changes have been made (orientation, creation and utilization of SEAS and SSC) rather quickly that impact multiple divisions and departments. Each time a change is made, a delay occurs before seeing if the change yields a positive result. Certainly that is the nature of this type of work, however; quick and constant change requires managing projects in a different and perhaps, more nimble way. The university culture does not lend itself to nimble work.

Opportunities include positive risk-taking which is exciting and is one of the institution's values. While the work may be tedious and cumbersome, it allows for creativity and forces everyone involved to be flexible to meet the needs of our changing campus environment. The nature of this work brings all divisions together to work toward common goals and has resulted in better communication on campus and more efficient practices.

The greatest opportunity perhaps lies in the work yet to be done to increase retention and graduation rates. There is a lot to be done to help students succeed in the most efficient ways possible, at higher success rates, in a more timely fashion. An increase in success and graduation rates will not only meet the goals of this project, but it will also ensure a successful future for our institution and the state of Kansas.

Commitment to and Engagement in the Quality Initiative

6. Describe the individuals and groups involved at stages throughout the initiative and their perceptions of its worth and impact.

The WSU QI project has involved faculty and staff from across all divisions. Forty-three faculty and staff meet together monthly in a Retention Council meeting to review the QI dashboard initiatives and work together in subcommittees to tackle issues. This group has been involved with the changes in practices in orientation, SEAS implementation and the first-year seminar pilot. Currently, there are subcommittees working on remedial education and initiatives for underserved populations.

The most recent SEAS usage report reflects the efforts of 246 faculty, lecturers, GTAs and unclassified professionals that assessed early risk in 448 classes. At the highest, the supplemental instruction program supported 72 courses in 15 subject areas.

Additionally, the seven academic deans have been challenged to reduce the risk in their respective colleges through the use of the Student Success Collaborative (SSC). Many department chairs, advising centers and support areas are also using the SSC to proactively reach out to students to increase success.

The Faculty Senate and the General Education Committee have been involved in the approval process of the first-year seminars and have a significant interest in how those new courses impact first-year student success since making the change from WSU 101.

Overall, the perception of this project is that it is critical to make sure students are succeeding. If university partners did not believe in the goals of the QI project, there would be a lack of support and efforts would not be increasing success.

7. Describe the most important points learned by those involved in the initiative.

Wichita State staff, ranging from members of the Retention Council to the Faculty Senate, have evaluated a tremendous amount of data over the course of the QI project, and have identified improvements when it comes to retaining students and helping them graduate. The willingness of faculty, in particular, to improve the first-year experience course is a good example. In terms of engaging faculty and staff in the process, the development in-house of WSU's early alert system (SEAS) is another example of how to go about increasing involvement, which is also changing student behavior in terms of academic performance.

Resource Provision

8. Explain the human, financial, physical, and technological resources that supported the initiative.

Human Resources

A significant human resource commitment was devoted to the QI as has been outlined in this report. The HLC work group (a 13-member team from administration, faculty and staff) developed the initial QI proposal, which was subsequently approved by HLC in 2012. The associate vice president for Academic Affairs in charge of assessment and accreditation led this effort, along with the director of Student Success. Together, the HLC work group and the Retention Council (a 43-member team from across the university described earlier) reviewed the outcomes periodically and annually produced a report on the QI progress. The associate vice president for academic data systems and chief data officer, along with the enrollment services team and associate vice president for Academic Affairs in charge of advising, identified the Student Success Collaborative (SSC) platform as a tool to assist with identifying at-risk students and offer proactive advising. A number of faculty and staff attended the SSC software vendor demonstrations and helped pilot the Student Early Alert System (SEAS). These activities required hundreds of staff hours, which represent a significant commitment by these staff members.

Financial Resources

The human resources involved represents a financial commitment because staff time was devoted to various aspects, including the various activities of the QI project; however, the primary financial resource that supported the QI was licensing of the SSC platform (\$180,000 spent to date). Our internally developed tools (monitoring dashboard and SEAS) were absorbed by the institution.

Physical Resources

The QI required no additional physical resources.

Technological Resources

The associate vice president for academic data systems and chief data officer and an additional staff member from Information Technology Services provided the support for the QI, including SEAS and SSC. Other Information Technology Services staff participated in software vendor implementation. The director of Student Success provided training support for SSC and the at-risk report.

Plans for the Future (Feature Milestones of a Continuing Initiative)

9. Describe plans for ongoing work related to or as a result of the initiative.

The QI (i.e., Graduation Partnership) has been implemented and is now incorporated in the ongoing work of the Retention Council. This work will continue and be refined in a similar fashion to what has been described in this document. The university's work toward strategic enrollment management will incorporate the existing Graduation Partnership activities into those strategies going forward.

The associate vice president for Academic Affairs in charge of assessment and accreditation will continue to lead this effort, along with the director of Student Success. The associate vice president for academic data systems and chief data officer and an additional staff member from ITS will continue to provide the support for the QI, including SEAS and SSC. This structure will remain intact for the foreseeable future.

10. Describe any practices or artifacts from the initiative that other institutions might find meaningful or useful and please indicate if you would be willing to share this information.

The university would be willing to share the various reporting methods (e.g., dashboards, data reports) used to report on the progress of the QI. These methods have been useful to the various constituencies who evaluate the QI data.

**Wichita State University HLC Quality Initiative (QI)
Graduation Partnership (GP)
Dashboard**

Stoplights: actual to target	
● greater than - greater than +/- 5% of target	
● within +/- 5% within +/- 5% of target	
● met target met target	

desired goal direction

Wichita State University HLC Quality Initiative (QI) Graduation Partnership (GP)

QI Graduation Partnership (GP) Performance and Goals:	2011	2012	fall cohort year 2013	2014	2015	Target 2015	Goal Status	Goal 2017	
QI 1: How well is the Graduation Partnership being delivered?									
<i>Freshmen Summer Orientation Program for Fall Enrollment</i> : Required of all new non-transfer freshmen, includes campus orientation, housing contracts and academic advising.									
Indicator: % of matriculated HS seniors (IPEDS ¹ -based freshmen) attending orientation	n/a	81.5%	89.9%	91.5%	90.9%	89.6%	●	95%	↗
Indicator: % IPEDS-based freshmen orientation attendees who complete registration for Fall	n/a	96.6%	95.4%	93.7%	94.3%	98.0%	●	100%	↗
Indicator: student satisfaction rating of orientation program (1 low to 5 high)	n/a	4.37	4.06	4.19	4.53	4.40	●	4.5	↗
<i>GradesFirst (GF)</i> : Early alert system used by faculty to identify students at risk for academic failure. [DISCONTINUED for QI]									
Indicator: % of IPEDS-based freshmen in GF			97.3%	93.7%	95.0%	discontinued			
Indicator: % of IPEDS-based freshmen flagged 'at risk' in GF	28.8%	24.2%	17.8%			discontinued			
Indicator: % of students agree/strongly agree on understanding the purpose of GradesFirst	n/a	65.3%	65.6%			discontinued			
<i>Student Early Alert System (SEAS)</i> : in-class behavioral risk [attendance, participation, assignments, exams]									
Indicator: % of total student body participating	n/a	n/a	n/a	68.3%	72.3%	70.5%	●	75%	↗
Indicator: % of IPEDS-based freshmen participating in SEAS	n/a	n/a	n/a	77.3%	82.0%	78.2%	●	80%	↗
Indicator: % of SEAS participating students marked at-risk	n/a	n/a	n/a	24.2%	26.7%	21.1%	●	15%	↘
Indicator: % IPEDS-based freshmen marked at-risk	n/a	n/a	n/a	20.7%	26.3%	18.8%	●	15%	↘
<i>Supplemental Instruction (SI)</i> : Available in select courses with a history of high D-F-W grades.									
Indicator: number of SI sections offered	n/a	36	23	26	78	30	●	32	↗
Indicator: classes with SI, number & percent of IPEDS-based freshmen attending SI	n/a	381/17.0%	285/18.2%	482/23.7%	866/23.9%	21.8%	●	25%	↗
<i>WSU101 Student Success Course</i> : Targeted to IPEDS-based freshmen to provide university information and academic skill development.									
Indicator: % of IPEDS-based freshmen in participating colleges enrolled in WSU101	18.8%	11.3%	23.1%	14.7%	12.9%	22.5%	●	30%	↗
QI 2: Is the Graduation Partnership changing student behavior?									
<i>WSU Student At-Risk Report</i> : identifies undergraduate students who are at risk of academic probation based on academic ability, academic performance and enrollment in high risk courses.									
Indicator: % of IPEDS-based freshmen flagged at-risk	26.9%	26.2%	25.5%	19.3%	26.6%	22.5%	●	20%	↘
Indicator: % of IPEDS-based freshmen flagged at-risk for academic performance	21.5%	19.2%	19.2%	21.3%	23.2%	16.8%	●	15%	↘
Indicator: % of IPEDS-based freshmen flagged at-risk for enrollment in high risk course	14.5%	16.7%	15.1%	11.3%	13.7%	15.7%	●	15%	↘
<i>Remedial Education Need</i> : Remedial courses in English and Math for students who need skill development or lack proficiency in English and Math.									
Indicator: % who pass WSU English remedial course	63.9%	66.7%	70.1%	80.8%	78.8%	80.7%	●	90%	↗
Indicator: % who pass WSU Math remedial course	54.9%	55.3%	50.9%	47.1%	56.6%	70.1%	●	80%	↗
<i>GradesFirst (GF)</i> : Early alert system used by faculty to identify students at risk for academic failure. [DISCONTINUED for QI]									
Indicator: Fall to Spring retention rate of IPEDS-based freshmen	90.7%	91.3%	91.6%			discontinued			
Indicator: Fall to Fall retention rate of IPEDS-based freshmen	73.5%	77.0%				discontinued			
<i>Student Early Alert System (SEAS)</i> : in-class behavior risk [attendance, participation, assignments, exams]									
Indicator: % of total students removed from at-risk status during term	n/a	n/a	n/a	28.3%	29.8%	30.6%	●	35%	↗
Indicator: % of IPEDS-based freshmen removed from at-risk status during term	n/a	n/a	n/a	14.9%	19.7%	19.9%	●	30%	↗
Indicator: Fall to Spring retention rate of IPEDS-based freshmen	n/a	n/a	n/a	90.4%	88.0%	91.9%	●	95%	↗
<i>Supplemental Instruction (SI)</i> : Available in select courses with a history of high D-F-W grades.									
Indicator: student course GPA of SI attendees exceed non-attendees (displayed as SI/non SI)	n/a	2.94/2.30	2.63/2.52	2.93/2.58	2.94/2.57	2.9/2.5	●	3.0/3.5	↗

Stoplights: actual to target
● greater than - greater than +/- 5% of target
● within +/- 5% within +/- 5% of target
● met target met target

desired goal direction

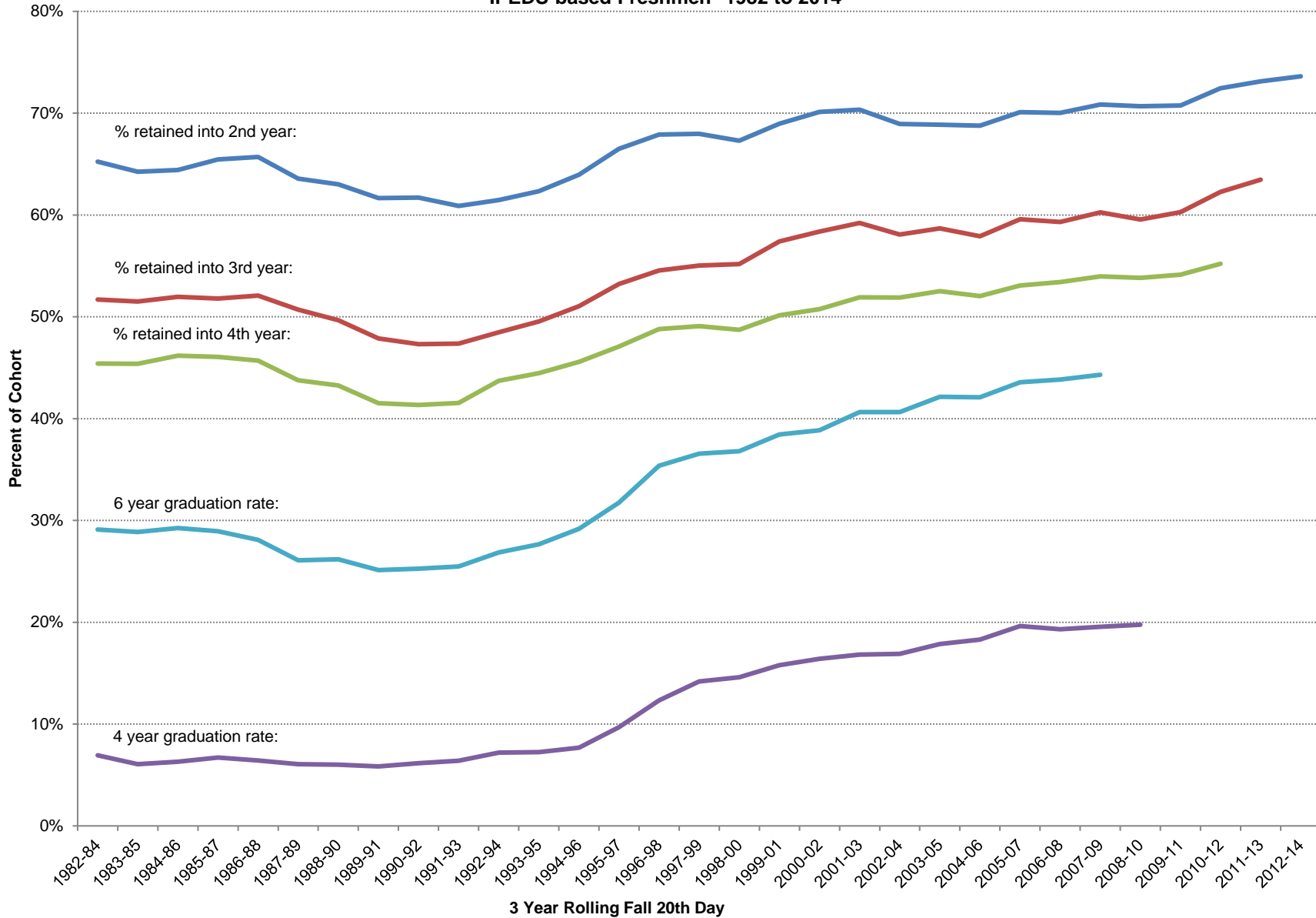
Wichita State University HLC Quality Initiative (QI) Graduation Partnership (GP)

QI Graduation Partnership (GP) Performance and Goals:	2011	2012	fall cohort year 2013	2014	2015	Target 2015	Goal Status	Goal 2017
Continuation of QI 2: Is the Graduation Partnership changing student behavior?								
<i>WSU101 Student Success Course: Targeted to IPEDS-based freshmen to provide university information and academic skill development.</i>								
Indicator: Fall to Spring retention rate of IPEDS-based freshmen	80.4%	81.2%	91.1%	86.7%	91.3%	80.8%	●	80% ↗
Indicator: Fall to Fall retention rate of IPEDS-based freshmen	60.1%	58.8%	75.3%	70.8%	tbd	65.9%	●	80% ↗
<i>Basic Skills Courses: Foundation courses in Communications, English and Math and part of the General Education curriculum.</i>								
Indicator: % of IPEDS-based freshmen who complete basic skills within 48 hours	34.1%	40.2%	56.3%	61.2%	54.8%	64.1%	●	80% ↗
<i>Financial Aid: Students on federal financial aid who are at risk of losing financial aid access due to Satisfactory Academic Performance (SAP).</i>								
Indicator: % of IPEDS-based freshmen denied federal financial aid support for SAP	9.8%	9.4%	9.3%	9.3%	tbd	4.3%	●	5% ↘
QI 3: What is the effectiveness of the Graduation Partnership?								
<i>Student Exit Survey: Required of all undergraduates who complete a degree and includes metrics on program satisfaction and skill development.</i>								
	(IPEDS cohort year)							
	2005	2006	2007	2008	2009			
Indicator: % IPEDS freshmen satisfied with content in major	89.0%	91.2%	90.3%	90.8%	89.2%	93.5%	●	95% ↗
Indicator: % of IPEDS freshmen satisfied with academic program	79.7%	83.7%	84.5%	81.8%	80.6%	87.5%	●	90% ↗
<i>Retention Rates: Freshmen retention rates for IPEDS-based.</i>								
	(IPEDS cohort year)							
	2005	2006	2007	2008	2009			
Indicator: Fall-to-Fall Retention Rate (2nd year enrollment)	70.2%	74.5%	74.6%	72.0%	tbd	77.8%	●	80% ↗
QI 4: What is the impact of the Graduation Partnership?								
<i>Degree Completion: Undergraduate Bachelor degrees conferred.</i>								
	(IPEDS cohort year)							
	2005	2006	2007	2008	2009			
Indicator: # of degrees conferred to full-time new IPEDS-based freshmen	495	468	528	552	515	517	●	550 ↗
Indicator: % who are under-represented minorities²	9.1%	10.1%	11.1%	10.9%	10.4%	13.0%	●	15% ↗
<i>Graduation Rates: Freshmen graduate rates for IPEDS-based freshmen</i>								
	(IPEDS cohort year)							
	2005	2006	2007	2008	2009			
Indicator: 6 year graduation rate	43.4%	41.2%	46.1%	44.2%	42.7%	47.4%	●	50% ↗
<i>Alumni Employment: Employment post Bachelor degree conferral.</i>								
	(IPEDS cohort year)							
	2005	2006	2007	2008	2009			
Indicator: % IPEDS freshmen reporting employment post 6 month degree conferral	79.0%	75.4%	75.7%	86.2%	tbd	78.2%	●	80% ↗

¹ IPEDS=Integrated Postsecondary Educational Data System; IPEDS-based are full-time new undergraduates who have no prior postsecondary experience except for advanced standing credit but does not include students who started in summer. ² Under-represented minorities include black non-Hispanic, Hispanic, American Indian, Alaskan Native and Hawaiian.

**Wichita State University HLC Quality Initiative (QI)
Graduation Partnership (GP)
Student Retention and Graduation Rates**

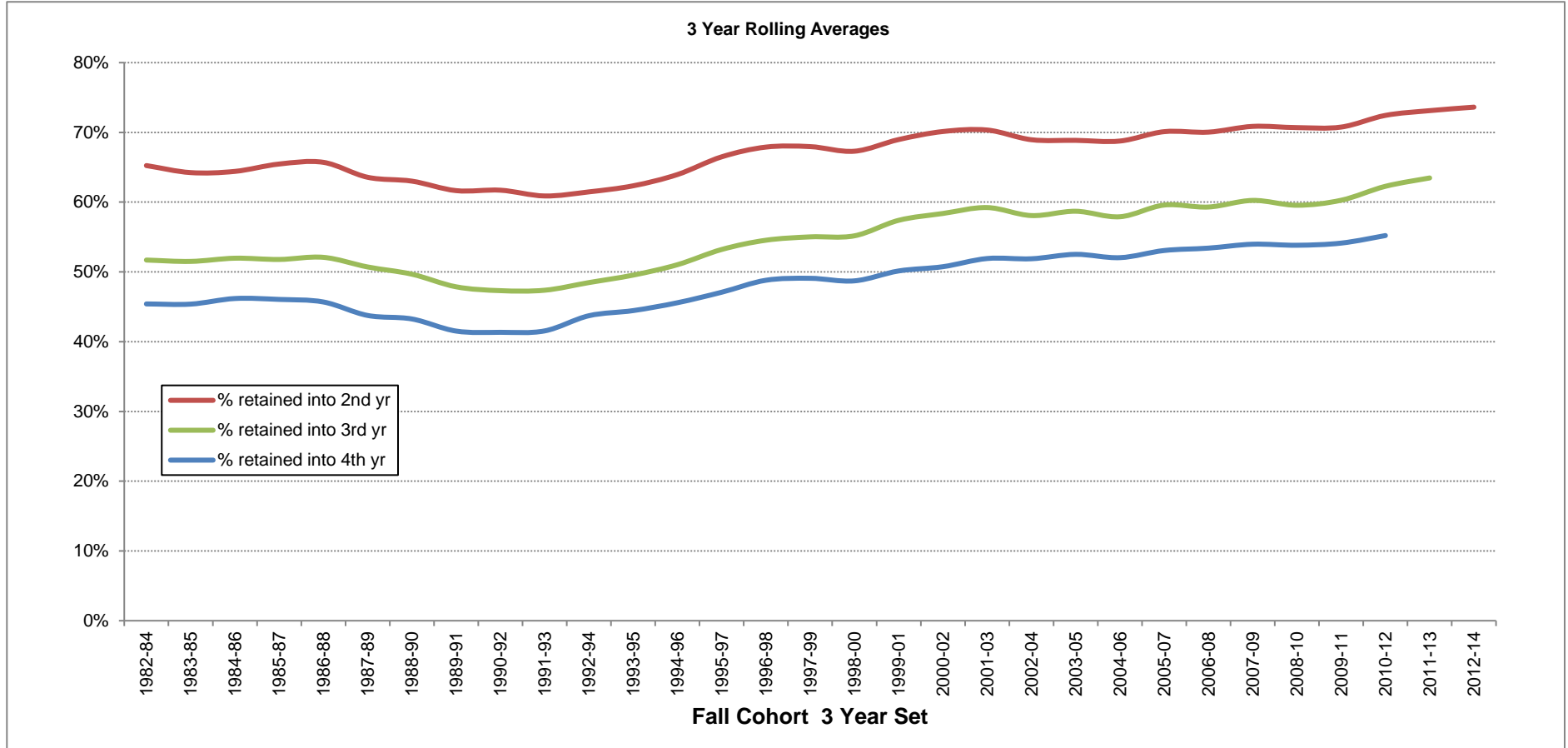
Figure 1: Three Year Rolling Average Retention and Graduation Rates for First-time Full-time IPEDS-based Freshmen* 1982 to 2014



* Cohorts are based on the 1st occurrence of the new IPEDS- based freshmen student indicator in the Fall 20th day frozen tables in which the student was enrolled for 12 or more hours.

Table 1: Summary Annual Retention Rates of First-time Full-time IPEDS-based Freshmen*

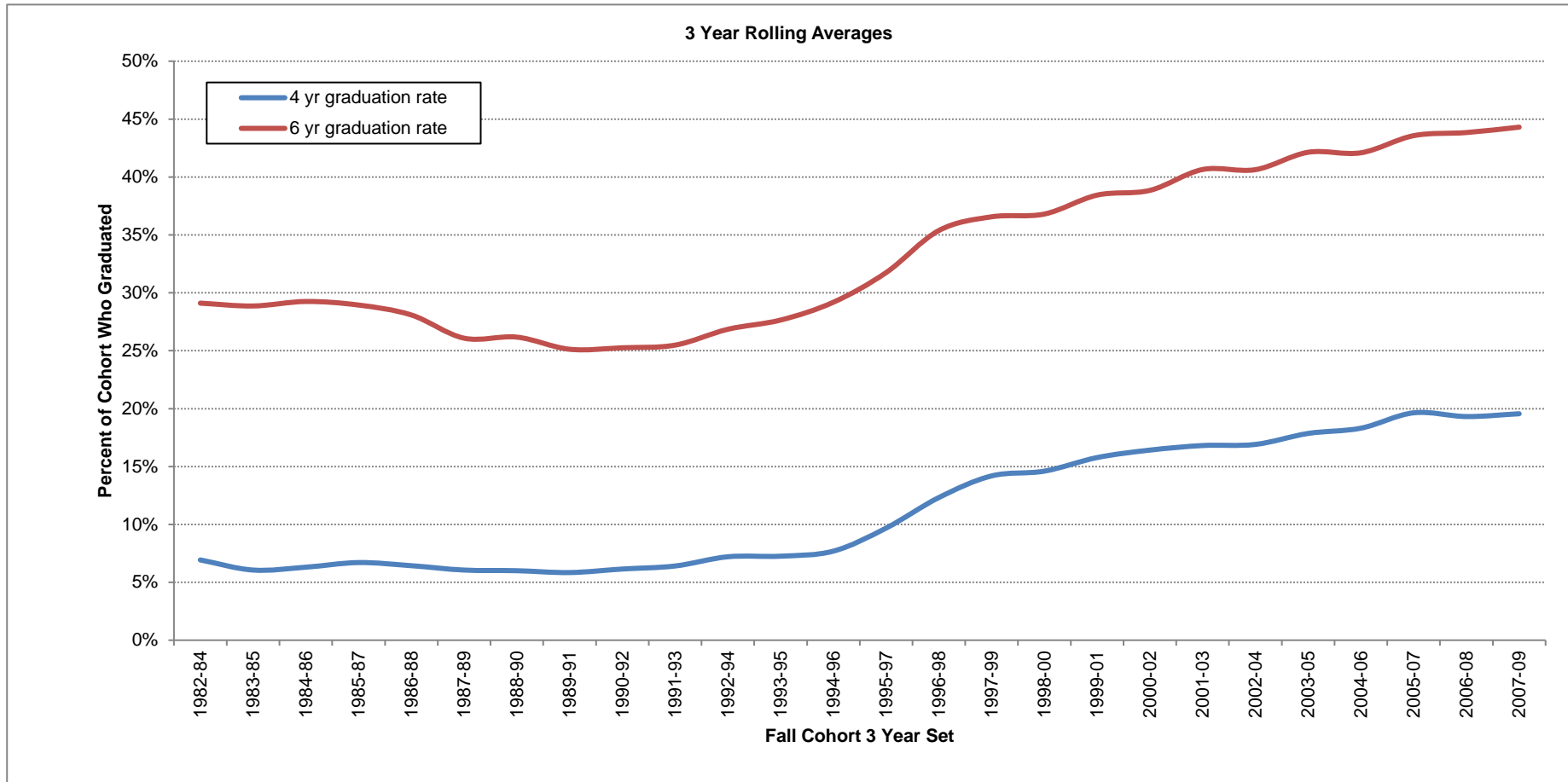
% of cohort who are retained:	Fall Cohorts											weighted 3 yr rolling averages		
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2009-11	2010-12	2011-13	
% retained into 2nd yr	70.2%	67.0%	73.1%	70.0%	69.7%	72.6%	70.2%	74.5%	74.6%	72.0%	72.4%	73.1%	73.6%	
% retained into 3rd yr	60.3%	55.5%	63.0%	59.4%	58.5%	60.8%	61.5%	64.3%	64.5%	n/a	62.3%	63.5%	n/a	
% retained into 4th yr	52.6%	50.6%	56.0%	53.6%	52.4%	55.6%	54.5%	55.5%	n/a	n/a	55.2%	n/a	n/a	



*Cohorts are based on the 1st occurrence of the new IPEDS-based freshmen student indicator on the Fall 20th day frozen tables in which the student was enrolled in 12 or more credit hours.

Table 2: Annual Graduation Rates for First-time Full-time IPEDS-based Freshmen*

% of cohort who graduated:	Fall Cohorts										weighted 3 yr rolling averages		
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2006-08	2007-09	2008-10
% graduated in 4 years	20.4%	17.0%	21.5%	19.5%	17.8%	22.2%	n/a	n/a	n/a	n/a	19.3%	19.6%	19.8%
% graduated in 6 years	43.4%	41.2%	46.1%	44.2%	42.7%	n/a	n/a	n/a	n/a	n/a	43.8%	44.3%	n/a



*Cohorts are based on the 1st occurrence of the new IPEDS-based freshmen student indicator on the Fall 20th day frozen tables in which the student was enrolled in 12 or more credit hours. Graduation rates based on first Bachelor degree post cohort year; degree year is based on an academic year comprised of a fall-spring-summer sequence.

Table 3: Student Retention Rates for New IPEDS-based Freshmen and Transfers, 2005 to 2014

Cohort type*:	Year of Fall 20th Day									
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
<u>New IPEDS-based Freshmen:</u>										
cohort base	1,241	1,224	1,259	1,344	1,300	1,202	1,270	1,293	1,274	1,427
% retained into 2nd yr	68.6%	64.8%	70.7%	67.7%	68.0%	70.0%	67.7%	72.4%	72.9%	70.7%
% retained into 3rd yr	58.5%	53.3%	60.4%	57.1%	56.7%	58.9%	59.1%	62.2%	62.9%	n/a
% retained into 4th yr	50.8%	48.3%	53.9%	51.6%	50.2%	53.4%	52.7%	53.9%	n/a	n/a
4 yr graduation rate	18.8%	16.0%	20.3%	18.5%	16.7%	20.7%	n/a	n/a	n/a	n/a
6 yr graduation rate	40.5%	38.9%	43.8%	42.3%	40.4%		n/a	n/a	n/a	n/a
<u>New Full-time IPEDS-based Freshmen:</u>										
cohort base	1,140	1,137	1,145	1,249	1,206	1,103	1,190	1,219	1,218	1,384
% retained into 2nd yr	70.2%	67.0%	73.1%	70.0%	69.7%	72.6%	70.2%	74.5%	74.6%	72.0%
% retained into 3rd yr	60.3%	55.5%	63.0%	59.4%	58.5%	60.8%	61.5%	64.3%	64.5%	n/a
% retained into 4th yr	52.6%	50.6%	56.0%	53.6%	52.4%	55.6%	54.5%	55.5%	n/a	n/a
4 yr graduation rate	20.4%	17.0%	21.5%	19.5%	17.8%	22.2%	n/a	n/a	n/a	n/a
6 yr graduation rate	43.4%	41.2%	46.1%	44.2%	42.7%		n/a	n/a	n/a	n/a
<u>New Transfers:</u>										
cohort base	1,195	1,324	1,145	1,157	1,260	1,231	1,339	1,327	1,286	1,339
% retained into 2nd yr	65.8%	68.0%	70.0%	67.2%	68.1%	68.1%	68.3%	68.6%	67.0%	68.7%
<u>New Transfer Full-time Freshmen:</u>										
cohort base	152	345	250	385	229	227	268	157	153	165
% retained into 2nd yr	58.6%	67.8%	67.6%	69.1%	68.1%	63.4%	63.1%	61.8%	61.4%	66.1%
% retained into 3rd yr	46.7%	50.4%	50.0%	49.1%	53.3%	48.0%	50.0%	46.5%	47.7%	n/a
% retained into 4th yr	35.5%	29.9%	34.8%	27.8%	41.5%	39.2%	39.9%	38.9%	n/a	n/a
4 yr graduation rate	29.6%	36.8%	39.2%	41.8%	24.0%	28.2%	n/a	n/a	n/a	n/a
6 yr graduation rate	40.8%	47.5%	51.2%	51.2%	39.7%		n/a	n/a	n/a	n/a
<u>New Transfer Sophomores:</u>										
cohort base	400	324	352	260	400	371	419	453	432	436
% retained into 2nd yr	67.3%	70.4%	75.0%	69.2%	67.8%	71.7%	69.5%	72.2%	67.6%	68.1%
<u>New Transfer Juniors:</u>										
cohort base	412	361	335	233	387	388	380	470	456	479
% retained into 2nd yr	70.4%	74.0%	71.6%	73.0%	73.9%	73.5%	77.4%	73.4%	74.8%	73.7%

*Cohorts are based on the 1st occurrence of the new IPEDS-based freshmen and new transfer student indicators in the Fall 20th day frozen tables; student class for new transfers are based on the student class level of the cohort term within the Fall 20th day frozen tables. Graduation rates based on 1st Bachelor degree.

Table 4: Three Year Rolling Student Retention Rates for New IPEDS-based Freshmen and Transfers, 2003-2005 to 2012-2014

Cohort type*:	3 Year Rolling Average of Fall 20th Day									
	2003-05	2004-06	2005-07	2006-08	2007-09	2008-10	2009-11	2010-12	2011-13	2012-14
<u>New IPEDS-based Freshmen:</u>										
3 yr rolling average cohort base	1,203	1,208	1,241	1,276	1,301	1,282	1,257	1,255	1,279	1,331
% retained into 2nd yr	66.4%	66.6%	68.0%	67.8%	68.8%	68.5%	68.5%	70.0%	71.0%	72.0%
% retained into 3rd yr	56.3%	55.9%	57.4%	57.0%	58.0%	57.5%	58.2%	60.1%	61.4%	n/a
% retained into 4th yr	49.8%	49.8%	51.0%	51.3%	51.8%	51.7%	52.0%	53.3%	n/a	n/a
4 yr graduation rate	16.4%	17.0%	18.4%	18.3%	18.5%	18.6%	n/a	n/a	n/a	n/a
6 yr graduation rate	38.9%	39.3%	41.1%	41.7%	42.1%	n/a	n/a	n/a	n/a	n/a
<u>New Full-time IPEDS-based Freshmen:</u>										
3 yr rolling average cohort base	1,079	1,109	1,141	1,177	1,200	1,186	1,166	1,171	1,209	1,274
% retained into 2nd yr	68.9%	68.8%	70.1%	70.0%	70.9%	70.7%	70.8%	72.4%	73.1%	73.6%
% retained into 3rd yr	58.7%	57.9%	59.6%	59.3%	60.3%	59.6%	60.3%	62.3%	63.5%	n/a
% retained into 4th yr	52.5%	52.0%	53.1%	53.4%	54.0%	53.8%	54.1%	55.2%	n/a	n/a
4 yr graduation rate	17.9%	18.3%	19.6%	19.3%	19.6%	19.8%	n/a	n/a	n/a	n/a
6 yr graduation rate	42.1%	42.1%	43.6%	43.8%	44.3%	n/a	n/a	n/a	n/a	n/a
<u>New Transfers:</u>										
3 yr rolling average cohort base	1,227	1,247	1,221	1,209	1,187	1,216	1,277	1,299	1,317	1,317
% retained into 2nd yr	66.9%	67.0%	67.9%	68.3%	68.4%	67.8%	68.2%	68.3%	68.0%	68.1%
<u>New Transfer Full-time Freshmen:</u>										
3 yr rolling average cohort base	176	219	249	327	288	280	241	217	193	158
% retained into 2nd yr	60.0%	64.3%	65.9%	68.3%	68.4%	67.3%	64.8%	62.9%	62.3%	63.2%
% retained into 3rd yr	46.0%	48.0%	49.5%	49.8%	50.5%	49.9%	50.4%	48.5%	48.4%	n/a
% retained into 4th yr	32.0%	31.3%	32.7%	30.3%	33.4%	34.6%	40.2%	39.4%	n/a	n/a
4 yr graduation rate	28.0%	34.0%	36.1%	39.4%	36.3%	33.3%	n/a	n/a	n/a	n/a
6 yr graduation rate	39.8%	44.5%	47.4%	49.9%	48.1%	n/a	n/a	n/a	n/a	n/a
<u>New Transfer Sophomores:</u>										
3 yr rolling average cohort base	439	387	359	312	337	344	397	414	435	454
% retained into 2nd yr	68.7%	69.6%	70.7%	71.8%	70.7%	69.5%	69.6%	71.1%	69.8%	69.3%
<u>New Transfer Juniors:</u>										
3 yr rolling average cohort base	382	385	369	310	318	336	385	413	435	468
% retained into 2nd yr	71.5%	71.8%	71.9%	72.9%	72.9%	73.5%	74.9%	74.6%	75.0%	74.0%

*Cohorts are based on the 1st occurrence of the new IPEDS-based freshmen and new transfer student indicators in the Fall 20th day frozen tables; student class for new transfers are based on the student class level of the cohort term within the Fall 20th day frozen tables. Graduation rates based on 1st Bachelor degree.

**Wichita State University HLC Quality Initiative (QI)
Graduation Partnership (GP)
Student Success Collaborative
College Scorecard**

Student Success Collaborative (SSC) Graduation Risk College Division Report

Student population: Enrolled Degree-seeking Undergraduates

Green Goals		Blue Goals	
	> 60%		< 20%
	40% to 60%		20% to 60%
	< 40%		> 60%

January 2016 (01/18/2016)







College Division:	Goal	Minimum Desired Risk Level			n	Degree Risk Levels		
	> 60%	> 60%	< 20%	< 20%		low	moderate	high
	Probability to graduate	Degree Risk Levels for not graduating				low	moderate	high
Total	59.7%	48.1%	30.9%	21.0%	9,095	4,371	2,810	1,914
10 Business	62.9%	53.4%	25.8%	20.7%	1,697	907	438	352
20 Education	59.7%	47.4%	32.6%	19.9%	1,115	529	364	222
30 Engineering	60.6%	49.5%	30.1%	20.4%	1,579	781	476	322
40 Fine Arts	64.1%	55.5%	28.3%	16.2%	452	251	128	73
50 Health Professions	64.7%	55.2%	32.4%	12.4%	1,279	706	414	159
61 LAS Humanities	55.2%	44.5%	27.4%	28.1%	263	117	72	74
62 LAS Nat Sci and Math	54.0%	38.3%	36.8%	24.9%	712	273	262	177
63 LAS Social Sciences	58.7%	47.3%	29.2%	23.5%	1,466	693	428	345
64 LAS Other	43.8%	21.4%	42.9%	35.7%	532	114	228	190

(for overall probability & low risk, **bold** values indicate an increase from previous report, **green background** a change in goal light)





































































































































































































College Division	Department:	Probability to graduate	Degree Risk Levels for not graduating			n	Degree Risk Levels		
			low	moderate	high		low	moderate	high
10 Business	1001 Accounting	60.3%	49.0%	26.7%	24.3%	445	218	119	108
	1002 Economics	43.4%	23.8%	28.6%	47.6%	63	15	18	30
	1003 FREDs	64.5%	54.3%	28.0%	17.7%	328	178	92	58
	1004 Management	63.3%	53.5%	26.2%	20.4%	447	239	117	91
	1005 Marketing	71.6%	69.5%	20.0%	10.5%	190	132	38	20
	1006 Business Interdisciplinary	63.1%	55.8%	24.1%	20.1%	224	125	54	45
20 Education	2002 Curriculum and Instruction	60.4%	48.2%	33.5%	18.3%	629	303	211	115
	2004 Human Performance Studies (HPS)	58.0%	45.8%	31.0%	23.2%	345	158	107	80
	2005 Sport Management (SMGT)	61.2%	48.9%	32.8%	18.2%	137	67	45	25
	2006 Education Other	43.6%	25.0%	25.0%	50.0%	4	1	1	2
30 Engineering	3001 Aerospace Engineering	54.1%	38.4%	35.4%	26.2%	302	116	107	79
	3002 Electrical Engineering	61.7%	51.3%	29.4%	19.3%	538	276	158	104
	3003 Industrial Engineering	53.4%	39.0%	34.0%	27.0%	100	39	34	27
	3004 Mechanical Engineering	67.8%	61.8%	23.3%	14.9%	498	308	116	74
	3099 Engineering Other	50.4%	29.8%	43.3%	27.0%	141	42	61	38
40 Fine Arts	4001 Art, Design & Creative Industries	64.0%	53.6%	32.0%	14.4%	222	119	71	32
	4002 Music	61.7%	52.0%	28.0%	20.0%	125	65	35	25
	4003 Performing Arts	67.1%	63.8%	21.0%	15.2%	105	67	22	16
50 Health Prof	5001 Comm Sci and Disorders (CSD)	60.5%	49.1%	36.0%	14.9%	114	56	41	17
	5002 Dental Hygiene (DH)	58.0%	39.3%	46.1%	14.7%	191	75	88	28
	5003 Public Health Science (PHS)	66.4%	61.4%	25.9%	12.7%	197	121	51	25
	5004 Medical Laboratory Sciences (MLS)	58.0%	44.0%	34.1%	22.0%	91	40	31	20
	5005 Nursing (NURS)	70.3%	65.6%	27.0%	7.4%	607	398	164	45
	5006 Physical Therapy (PT)	56.8%	32.1%	42.9%	25.0%	28	9	12	7
	5007 Physician Assistant (PA)	61.5%	42.9%	42.9%	14.3%	14	6	6	2
	5008 Hlth Prof Other	36.0%	2.7%	56.8%	40.5%	37	1	21	15
61 LAS Hum	6101 English	52.1%	39.8%	29.6%	30.6%	108	43	32	33
	6102 History	56.5%	48.3%	22.5%	29.2%	89	43	20	26
	6103 Modern and Classical Language	53.1%	41.9%	25.8%	32.3%	31	13	8	10
	6104 Philosophy	66.5%	50.0%	43.8%	6.3%	16	8	7	1
	6105 Religion	29.1%	25.0%	0.0%	75.0%	4	1	0	3
	6106 Women Studies	69.4%	60.0%	33.3%	6.7%	15	9	5	1
62 LAS NSM	6201 Biology	59.2%	46.6%	35.0%	18.4%	337	157	118	62
	6202 Chemistry	50.7%	34.0%	36.7%	29.3%	188	64	69	55
	6203 Geology	40.0%	17.5%	41.3%	41.3%	63	11	26	26
	6204 Mathematics	50.3%	32.9%	36.6%	30.5%	82	27	30	25
	6206 Forensic Science	55.5%	33.3%	45.2%	21.4%	42	14	19	9
63 LAS SocSci	6301 Anthropology	53.8%	40.8%	30.6%	28.6%	49	20	15	14
	6302 Communication	55.9%	40.4%	33.6%	26.0%	292	118	98	76
	6303 Criminal Justice	62.2%	53.4%	27.6%	18.9%	322	172	89	61
	6304 Ethnic Studies	57.4%	33.3%	33.3%	33.3%	6	2	2	2
	6306 Political Science	51.4%	36.7%	28.6%	34.7%	49	18	14	17
	6307 Psychology	61.5%	52.5%	25.9%	21.6%	421	221	109	91
	6309 Social Work	56.6%	43.5%	31.3%	25.2%	246	107	77	62
	6310 Sociology	54.7%	43.2%	29.6%	27.2%	81	35	24	22
64 LAS Other	6402 LAS Other	43.8%	21.4%	42.9%	35.7%	532	114	228	190

Student Success Collaborative (SSC) Graduation Risk College Division Report

Student population: Enrolled Degree-seeking Undergraduates







Green Goals		Blue Goals	
	> 60%		< 20%
	40% to 60%		20% to 60%
	< 40%		> 60%

January 2016 (01/18/2016)









































































































College Division	Departmental Unit:	Goal	Minimum Desired Risk Level			n	Degree Risk Levels			
		> 60%	> 60%	< 20%	< 20%		low	moderate	high	high
		Probability to graduate	Degree Risk Levels for not graduating				Degree Risk Levels			
10 Business	100101 Accounting	 60.3%	 49.0%	 26.7%	 24.3%	445	218	119	108	
	100201 Economics	 43.4%	 23.8%	 28.6%	 47.6%	63	15	18	30	
	100301 Finance	 64.7%	 55.9%	 25.4%	 18.8%	213	119	54	40	
	100302 Mgmt Info Sys	 64.1%	 51.3%	 33.0%	 15.7%	115	59	38	18	
	100401 Management	 66.0%	 58.3%	 23.3%	 18.3%	180	105	42	33	
	100402 International Business	 52.5%	 35.4%	 34.3%	 30.3%	99	35	34	30	
	100403 Human Res Mgmt	 63.5%	 50.7%	 30.7%	 18.7%	75	38	23	14	
	100404 Entrepreneurship	 69.4%	 65.6%	 19.4%	 15.1%	93	61	18	14	
	100501 Marketing	 71.6%	 69.5%	 20.0%	 10.5%	190	132	38	20	
	100601 Business Administration	 63.1%	 55.8%	 24.1%	 20.1%	224	125	54	45	
20 Education	200201 Curriculum and Instruction	 60.4%	 48.2%	 33.5%	 18.3%	629	303	211	115	
	200401 Human Performance Studies	 59.3%	 48.7%	 29.0%	 22.3%	300	146	87	67	
	200402 Physical Education	 49.2%	 26.7%	 44.4%	 28.9%	45	12	20	13	
	200501 Sport Management	 61.2%	 48.9%	 32.8%	 18.2%	137	67	45	25	
	200601 Education Other	 43.6%	 25.0%	 25.0%	 50.0%	4	1	1	2	
30 Engineering	300101 Aerospace Engineering	 54.1%	 38.4%	 35.4%	 26.2%	302	116	107	79	
	300201 Electrical Engineering	 67.3%	 62.3%	 20.2%	 17.5%	183	114	37	32	
	300202 Computer Engineering	 60.9%	 50.4%	 28.9%	 20.7%	121	61	35	25	
	300203 Computer Science	 57.8%	 43.2%	 36.8%	 20.1%	234	101	86	47	
	300301 Industrial Engineering	 53.9%	 39.4%	 34.3%	 26.3%	99	39	34	26	
		 4.3%	 0.0%	 0.0%	 100.0%	1	0	0	1	
	300401 Mechanical Engineering	 67.8%	 61.8%	 23.3%	 14.9%	498	308	116	74	
	309901 Engineering Other	 52.1%	 28.1%	 51.6%	 20.3%	64	18	33	13	
	309902 Engineering Multi-disciplin	 49.1%	 31.2%	 36.4%	 32.5%	77	24	28	25	
40 Fine Arts	400101 Art Education	 64.9%	 64.3%	 0.0%	 35.7%	14	9	0	5	
	400102 Ceramics	 74.1%	 66.7%	 30.8%	 2.6%	39	26	12	1	
	400103 Painting	 61.5%	 49.7%	 34.9%	 15.4%	169	84	59	26	
	400201 Elementary Music	 65.0%	 57.1%	 26.8%	 16.1%	56	32	15	9	
	400204 Music Theory Composition	 64.8%	 50.0%	 37.5%	 12.5%	8	4	3	1	
	400207 Music Performance	 62.1%	 57.1%	 19.0%	 23.8%	42	24	8	10	
	400208 Piano Pedagogy	 72.3%	 50.0%	 50.0%	 0.0%	4	2	2	0	
	400299 Music Other	 43.9%	 20.0%	 46.7%	 33.3%	15	3	7	5	
	400301 Performing Arts	 67.1%	 63.8%	 21.0%	 15.2%	105	67	22	16	
	50 Health Prof	500101 Comm Sci and Disorders	 60.5%	 49.1%	 36.0%	 14.9%	114	56	41	17
500201 Dental Hygiene		 58.0%	 39.3%	 46.1%	 14.7%	191	75	88	28	
500301 Public Health Science (PHS)		 66.4%	 61.4%	 25.9%	 12.7%	197	121	51	25	
500401 Medical Laboratory Sciences		 58.0%	 44.0%	 34.1%	 22.0%	91	40	31	20	
500501 Nursing		 70.3%	 65.6%	 27.0%	 7.4%	607	398	164	45	
500601 Physical Therapy		 56.8%	 32.1%	 42.9%	 25.0%	28	9	12	7	
500701 Physician Assistant		 61.5%	 42.9%	 42.9%	 14.3%	14	6	6	2	
500801 Hlth Prof Other		 36.0%	 2.7%	 56.8%	 40.5%	37	1	21	15	
61 LAS Hum	610101 English	 46.8%	 34.4%	 26.2%	 39.3%	61	21	16	24	
	610102 Creative Writing	 59.0%	 46.8%	 34.0%	 19.1%	47	22	16	9	
	610201 History	 46.9%	 35.0%	 25.0%	 40.0%	60	21	15	24	
	610202 International Studies	 76.3%	 75.9%	 17.2%	 6.9%	29	22	5	2	
	610301 Modern and Classical Language	 53.1%	 41.9%	 25.8%	 32.3%	31	13	8	10	
	610401 Philosophy	 66.5%	 50.0%	 43.8%	 6.3%	16	8	7	1	
	610501 Religion	 29.1%	 25.0%	 0.0%	 75.0%	4	1	0	3	
	610601 Women Studies	 69.4%	 60.0%	 33.3%	 6.7%	15	9	5	1	

Student Success Collaborative (SSC) Graduation Risk College Division Report

Student population: Enrolled Degree-seeking Undergraduates

Green Goals		Blue Goals	
	> 60%		< 20%
	40% to 60%		20% to 60%
	< 40%		> 60%

January 2016 (01/18/2016)

College Division	Departmental Unit:	Goal > 60%	Minimum Desired Risk Level			n	Degree Risk Levels			
			> 60%	< 20%	< 20%		low	moderate	high	
			Degree Risk Levels for not graduating				low	moderate	high	
62 LAS NSM	620101 Biology	 58.8%	 45.2%	 35.9%	 18.9%	312	141	112	59	
	620102 Biochemistry	 64.7%	 64.0%	 24.0%	 12.0%	25	16	6	3	
	620201 Chemistry	 53.4%	 38.1%	 35.7%	 26.2%	84	32	30	22	
	620202 Chemistry Science	 49.9%	 35.3%	 33.8%	 30.9%	68	24	23	21	
	620203 Chemistry Business	 53.1%	 45.5%	 36.4%	 18.2%	11	5	4	2	
	620204 Biochemistry	 42.6%	 12.0%	 48.0%	 40.0%	25	3	12	10	
	620301 Geology	 40.0%	 17.5%	 41.3%	 41.3%	63	11	26	26	
	620401 Mathematics	 56.1%	 44.4%	 36.1%	 19.4%	36	16	13	7	
	620402 Statistics	 55.4%	 42.9%	 42.9%	 14.3%	7	3	3	1	
	620403 Personal Computing	 61.3%	 60.0%	 0.0%	 40.0%	5	3	0	2	
	620404 Physics	 41.6%	 14.7%	 41.2%	 44.1%	34	5	14	15	
	620601 Forensic Science	 55.5%	 33.3%	 45.2%	 21.4%	42	14	19	9	
63 LAS SocSci	630101 Anthropology	 53.8%	 40.8%	 30.6%	 28.6%	49	20	15	14	
	630201 Communication	 53.7%	 40.0%	 24.3%	 35.7%	70	28	17	25	
	630202 Journalism	 52.4%	 33.3%	 40.0%	 26.7%	30	10	12	8	
	630204 Electronic Media	 56.7%	 41.7%	 36.1%	 22.2%	36	15	13	8	
	630205 Integrated Marketing	 57.1%	 34.8%	 48.5%	 16.7%	66	23	32	11	
	630206 Communication Open Emphasis	 44.2%	 20.0%	 40.0%	 40.0%	5	1	2	2	
	630207 Communication Pre major	 58.4%	 48.2%	 25.9%	 25.9%	85	41	22	22	
	630301 Criminal Justice	 62.2%	 53.4%	 27.6%	 18.9%	322	172	89	61	
	630401 Ethnic Studies	 57.4%	 33.3%	 33.3%	 33.3%	6	2	2	2	
	630601 Political Science	 51.4%	 36.7%	 28.6%	 34.7%	49	18	14	17	
	630701 Psychology	 61.5%	 52.5%	 25.9%	 21.6%	421	221	109	91	
	630901 Social Work	 56.6%	 43.5%	 31.3%	 25.2%	246	107	77	62	
631001 Sociology	 54.7%	 43.2%	 29.6%	 27.2%	81	35	24	22		
64 LAS Other	640201 LAS BA degrees	 43.8%	 21.4%	 42.9%	 35.7%	532	114	228	190	