Enrollment Management Plan 2019-20

Graduating Students with Highly Valued Degrees

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SUMMARY OF PROPOSAL

California State University, Long Beach (CSULB) implemented significant changes to admissions guidelines for 2013-14. The results from these changes have been positive, and we will continue to assess the results before making further changes. For these reasons, we propose no significant additional changes for 2019-20.

Our strong reputation coupled with California's growing and diverse college-age population has continued to make CSULB a very high-demand campus. We remain focused on college degree completion consistent with the CSU Graduation Initiative 2025 and CA Promise Program to boost baccalaureate completion. In addition, CSULB seeks to provide as much access to quality higher education as possible, and the campus is committed to the local community through the "Long Beach College Promise."

CSULB requests continued authorization for the following measures:

- All academic programs remain impacted at freshman and transfer levels.
- Freshman Admissions
    - CSULB continues to use existing freshman local admissions area boundaries that consist of school districts within immediate proximity of the University.
    - Preference for admission is given to freshmen from the local area in almost all majors.
    - An eligibility index is used for freshman admission to most majors with major-specific cutoffs, based on our analysis of past cohorts.
    - CSULB admits all local freshman applicants with academic qualifications above a CSULB minimum eligibility index who, based on our analysis of past cohorts, have a reasonable chance of baccalaureate degree completion. The University's estimated minimum eligibility index of 3200 admits 89% of CSU-eligible local applicants.
    - STEM index is used for freshman admission to science, engineering and nursing majors with major-specific cutoffs, based on our analysis of past cohorts.
    - CSULB admits local students above the CSULB minimum eligibility index but not reaching major-specific cutoffs as undeclared. These students are subject to degree progress rules before declaring their selected major.
    - Non-local freshman applicants are ranked for admission to most majors using eligibility index.
    - Non-local freshman applicants for admission to science, engineering and nursing majors use a STEM index.
    - Outreach activities are ongoing in low-income communities and high schools with historically low college-attendance rates. Potential applicants are invited to submit additional materials, and a limited number of CSU-eligible students are admitted based on a holistic review.
- Transfer Admissions
    - Transfer local area is defined based on applicants' high schools of origin, using the same geographic boundaries as for freshman admissions.
    - Minimum Transfer Preparation Requirements for each major have been defined—a specific pattern of lower-division, widely-articulated courses with specified grade point averages selected by respective departmental faculties in support of timely completion of a baccalaureate degree.
    - Completion of Minimum Transfer Preparation Requirements is necessary to be considered for admission in all majors for all local and non-local students.
    - CSULB admits all local transfer applicants who have completed the Minimum Transfer Preparation Requirements, including specified minimum GPA (in most majors).

- Non-local transfer applicants who have completed the Minimum Transfer Preparation Requirements for admission are ranked based on completion of recommended additional preparation courses and grade point average (in most majors).
- For extremely impacted majors and in arts majors requiring audition, students are ranked for admission based on completion of Minimum Transfer Preparation Requirements and grade point average with no local preference.
- Admission of a select number of lower-division nursing transfer applicants is offered to students who meet a rigorous set of requirements consistent with published Chancellor's Office policy pertaining to nursing.
- CSULB admits second baccalaureate applicants in selected majors, including nursing, sciences, engineering and foreign languages. Second baccalaureate applicants are held to the major specific declaration requirements and are considered non-local transfer applicants.
- Each of these measures is necessary in order for the campus to manage enrollment and provide needed classes to students.

ENROLLMENT PLANNING PROCESS

CSULB has an Advisory Council on Enrollment Management that advises the President on all enrollment matters. The committee includes six faculty representatives, two high school counselor representatives, two community college counselor representatives, the Assistant Vice President for Enrollment Services, the Assistant Vice President for Student Services, the Associate Vice Provost for Academic Planning (chair), the Associate Vice President of Undergraduate Studies, the Dean of Students, the Director for Institutional Research and Assessment, the Chair of the Academic Senate, the Chair of Staff Council, the President of Associated Students, Inc. (ASI), and the Associate Dean, Center for International Education.

The committee meets at least once per term. The charge to the committee is as follows:

The Advisory Council on Enrollment Management is a joint faculty and administrative council responsible for advising the President and the Provost on all matters pertaining to the management of the University's student enrollment. Such matters include, but are not limited to, admissions policies, the size and rate of growth of student enrollment, the retention of students, and procedures for communicating the University's enrollment management plans to affected constituencies within and outside the University. The Council also is charged with the responsibility of ensuring broad and meaningful consultation on enrollment management matters within the University community and with its external constituencies.

Several years ago, the Enrollment Planning Committee adopted the following guiding principles, which influence the work of the committee:

- Maintain access to the extent possible
- Maintain quality instruction and student services
- Give priority consideration to local community consistent with CSU policy
- Maintain commitment to diversity

The Council provides an annual report on its activities to the Academic Senate.

ENROLLMENT FORECASTS AND PLANNING ISSUES

Academic Year 2017-18
Resident Enrollment: The campus achieved 136 resident, state-funded FTEs in summer 2017. In fall the campus achieved 30,344 FTEs and in Spring 27,764 for a calendar-year FTEs of 29,190. The campus exceeded its funded target by 227 FTEs or 0.8%. Non-resident enrollment: The campus achieved seven (7) non-resident FTE in summer 2017. In fall the campus achieved 1,440 FTEs and in Spring 1,272 for a calendar-year FTEs of 1,363.

Academic Years 2018-19
The enrollment targets for 2018-19 will remain flat at 28,693 similar to 2017-18. CSULB will aim to be less than 3% over the state-funded resident target.

Longer Term
Depending on funding, the campus may plan for modest growth and is currently engaged in university-wide discussions about its capacity to serve a growing number of students well. The campus master plan enrollment ceiling is 31,000 FTEs (academic year, on-site, full-time-equivalent students). If funding for enrollment growth continues, the campus has demand to grow, and the new enrollment ceiling will become important. Campus officials believe they must manage enrollment as close to the funded target as possible and must prioritize graduating students in a timely fashion over quick growth.

EXISTING CAMPUS EFFORTS TO MANAGE ENROLLMENT & INCREASE CAPACITY

To manage enrollment, the campus has developed the capacity to use information regarding student needs for courses. This includes continuing to develop the capabilities of the Common Management System (CMS) to provide useful data. A suite of reports that identifies bottleneck and lower-enrolled classes and forecast needs by college, department, level and General Education category has been developed to support enrollment management. Additionally, within Academic Affairs, instructional resource allocations are driven by evidence of student needs.

All large lectures are scheduled to room capacity except in cases in which there are essential reasons to do otherwise, such as a fixed ratio of lecture to laboratory stations. Furthermore, we schedule as many other sections as possible to room size and are increasing enrollment limits in many classes. We have pruned lower-enrollment courses to replace them with higher-demand courses and reclassified some small-format classes into larger formats. Reclassification of many rooms from Department Specific Use to University Pool also will serve to increase utilization. Enrollment management efforts from the colleges include reducing assigned time and sabbaticals to make faculty available for more instruction.

Campus officials also are attempting to balance efficiency in facility use with campus and system goals in the areas of student retention, progress to degree, and graduation. One of the clearest conclusions of the existing research literature on student retention is that an individual relationship between a student and a faculty member is a very strong factor in student success. Thus, it is unwise to eliminate from the curriculum all opportunities for small-group contact between faculty and students. In all cases, major efforts are being made to schedule facilities for efficient and appropriate use.

Course Demand/Bottleneck Analysis
Bottleneck Analysis:
Bottleneck courses prevent students from being able to enroll and complete the courses in a timely fashion and/or continue on in a sequence of courses, thereby creating a student demand for the course that the university is unable to accommodate. Bottlenecks often complicate student progress by delaying

student completion of pre-requisite or sequenced courses and increasing time-to-degree. There are two primary causes of bottlenecks: (1) poor enrollment planning and management resulting in inaccurate predictions of student demand; and (2) low course completion rates that require large numbers of students to repeat the course, thereby increasing student demand after enrollment planning and course/faculty assignments have taken place.

CSULB has a robust enrollment planning/management process and rarely experiences problems in the first category. The bulk of campus bottlenecks arise from low completion rate courses rather than poor enrollment planning. As such, CSULB tracks and identifies low completion rate courses. Likewise, CSULB seeks to remedy low completion rate problems by providing college and department support, including the following: faculty development for course pedagogical and curricular issues, assistance to chairs and deans for faculty personnel issues, increased attention to degree planning and advising issues, student withdrawal and repeat, student preparedness, and increased online, hybrid, and flipped courses.

Bottleneck courses were identified as a central focus for participation in CSU's Course Redesign Program. CSULB has participated in the CSU program since its inception in 2013-14. Its strategy has involved identifying the courses that pose the greatest bottleneck problems and selecting a faculty team (including department chair and associate dean) to serve as a course redesign team. Campus officials believe the team-based approach will result in more sustainable change for bottleneck solutions. Teams are asked to engage in systematic assessment of the bottlenecked course and apply solutions that are supported through the CSU system-wide programming and training. CSULB had five department teams participate in the *2013-14 Promising Course Redesign* program with a goal of developing solutions to increase student completion rates (increase number of students earning C or better; decrease number of student withdrawals). Participating course teams included: Biology 208: Human Anatomy; Chemistry 111A: General Chemistry; Math 122: Calculus 1; Finance 300: Business Finance; and Biology 241: Psychobiology. Teams followed through with the same goals in 2014-15. Participating Promising Redesign Courses included: Math 122: Calculus 1 and Math 123: Calculus 2; Math 113: Pre-calculus Algebra; Math 115: Calculus for Business; Chemistry 111B: General Chemistry; Chemistry 220A and B: Organic Chemistry 1 and 2. The group of participants in Promising Course Redesign for 2015-16 included: Chemistry 90 - Introduction to General Chemistry; Math 113 - Precalculus Algebra; Math 122 - Calculus I; Math 123 - Calculus II; and Stat 118 - Business Statistics. During 2017-18, the Data Fellows Team from the Academic Senate is doing an analysis of low-completion rate courses in the General Education Program in order to measure the impact of these courses on the first-year experience and on attrition rates.

Reduction in high-unit majors:
All of our majors were 120 units except for a few degrees that have previously-approved exceptions. However, EO 1100 has negatively affected our high-unit to degree majors. Our CSULB General Education Policy approved in 2012 added a Category F as a capstone experience. Students are expected to complete their 9 upper-division units in this Category, as well as a human diversity requirement and a global issues requirement. In addition, one of the 3 upper-division courses must be a writing intensive course. Many of the high-unit to degree majors double counted these Category F GE units with degree specific requirements. Colleges most affected are Engineering (10 degrees), Health and Human Services (21 degrees), and Natural Science and Mathematics (3 degrees).

To mitigate the increase in units for these majors, the degree programs are in the process of recertifying appropriate courses into Categories B, C, or D. CNSM is also reducing or eliminating elective courses (the affected HHS and Engineering degrees previously eliminated electives to reach 120 units). In making these adjustments, 10 of the 34 degrees that are affected by EO-1100 will move back to 120 units. We are

in the process of investigating how we can further reduce requirements in these remaining 24 degrees to meet the 120-unit requirement for Bachelor's Degrees.

Class schedule optimization:
To meet growing student course demand, while at the same time alleviating space bottlenecks, Enrollment Services has deployed ASTRA Schedule Optimization tools in order to create data-driven scheduling. Working away from a reliance on a manual schedule build every term, ES is now encoding geographical classroom regions and schedule preference sets for each individual program and college directly within the software. This information allows the software to calculate the historical usage alongside the current space requests to present an optimized schedule that can be only refined by the department chairs. This represents a major culture shift away from a manual paper-bound process that was in place, so we are training and consulting closely with the colleges. This move toward optimization was achieved by an upgrade to ASTRA Schedule 8, the most recent version, which will allow us to finally deploy ASTRA Schedule Dashboards and Platinum Analytics.

The new ASTRA Schedule Dashboard will be rolled out over the next year to Deans, Associate Deans and Department Chairs now that Schedule Optimization is underway. Although the dashboard's primary focus is on classroom usage, metrics display on such critical data points as Seat Fill Utilization and Prime Time Compression graphs that will help chairs make data driven decisions such as when to schedule additional sections. Additionally, through the dashboards, chairs will have easy access to Class Enrollment Ratio that indicates if classes have historically been placed in the best rooms based on the Enrollment Capacity for that class. ES staff have been working with the colleges to ensure that they set Enrollment Caps reflective of the pedagogy; ES then helps locate classrooms best suited for that pedagogy. This Scheduling Dashboard tool begins to combine the course needs matched by the student demand for the course.

After the ASTRA Schedule Dashboards are in the hands of the college offices this year, ASTRA Platinum Analytics dashboards will be added to the tool kit suite ES is providing for the colleges. Currently being vetted with CSULB data, this software utilizes our Schedule Planner data of what classes students are planning to take to graduate. Analyzing these degree plans, chairs are provided the aggregate and the detail of students who are expecting to take individual courses in order to fulfill graduation requirements. Deploying data about unmet required seats over the past five like terms, for instance, the Platinum Dashboard also predicts what students may do this current term. CSULB plans to use this powerful combination of historical detail and predictive modeling to enable chairs to start to forecast schedules that will create free pathways for students to graduation.

Student Educational Planning
CSULB has adopted two tools to assist students with educational planning. *College Scheduler* was fully implemented in 2014 and provides students with real-time assistance in creating a term schedule that meets their educational goals and life demands. The *College Scheduler* has become especially valuable during orientation as advisors work with new students to develop their optimal schedules. During 2017, 142,560 logins were tracked compared to 94,204 during Fall 2015. This represents a 34% increase in student usage. This includes over 7,000 new users.   Through this tool, students are able to search for a specific faculty member or course attribute such as zccm (zero cost course materials). In addition, students can now validate their class selection for the upcoming term prior to moving classes to their shopping cart — the system will run a check for possible time conflicts and eligibility to enroll.

In support of the California Promise initiative, CSULB is currently partnering with the vendor to investigate how this product can utilize the degree planner data to ensure student's course selection options align with the student's degree objective. Those that do not align, may be in 'ghost' majors,

therefore, advisors could identify these students and intervene early to provide them with appropriate academic support.

A second tool—*Degree Planner*—was also institutionalized in 2015 and is available for all undergraduate majors, minors, and certificate students. CSULB's *Degree Planner* enables students to visualize their entire path to degree, arranged in both a semester-by-semester format as well as a pie-chart visual of units earned towards the degree. Approximately 96% of undergraduates have utilized the *Planner*, which automatically generates a multi-year graduation plan based on a student's remaining course requirements. When appropriate, the plan can be customized by both students and advisors ensuring transfer credit or subs and waivers have been applied. One of the major benefits is the ease of data transmission between the Degree Planner, College Scheduler and PeopleSoft registration. Students can move their plan directly into the *College Scheduler* to begin the registration process. More than 29,000 multi-year plans have been created by our current student population, supporting the results of a recent survey in which transfer students expressed their need for guidance when planning their enrollment at the four-year university. The tool is also instrumental when advising students out of a major in which they are not succeeding and aids students with making informed choices about changing or adding to their degree objectives.

Post Baccalaureate Online Tools:
In 2017, the Academic Requirements Report and Degree Planner online tools were developed for 198 post-baccalaureate Academic Plan codes including 99 Master and Master Extension Degrees, 26 Certificates, and 73 Credential programs. Since all of these plans were finalized in December 2017, more than 1/3 of the post-baccalaureate students have accessed their Degree Planner.

In August 2017, the Advisor Request System (ARS) was also made available for use by the Post-Baccalaureate advising community. This valuable tool has streamlined the process for students, Program Chairs and Associate Deans providing up-to-date information online. This system handles many of the routine advising requests, such as approved substitutions, student standing updates, and activity clearances eliminating the need for submission of paper forms. As of January 2018, Enrollment Services has processed nearly 1200 advisor requests for students in a Master's Degree, Certificate, or Credential program. In addition, the system provides a tracking/recording mechanism which provides Program Charis and Associate Deans an opportunity to review this data and better understand their student population trends.

Given the strong adoption of the *Degree Planner*, the campus has begun to tap into this valuable data. By recording the ideal graduation path as well as the necessary adjustments made to student records, Enrollment Services continues to use this invaluable data to develop reports. For example, one of the new reports help inform course demands by providing information on what courses students are planning for the next term. In addition, another report was developed for advisors that identifies students who are off track for graduation by identifying those students whose plans extend beyond a desired number of years. These reports have become instrumental in identifying prospective candidates for four-year graduation in support of the University's Graduation Initiative 2025 efforts. While running *Degree Planner* data to serve this goal, the University's advising centers identified ways to obtain more granular and precise information and are now working closely with Enrollment Services to fully utilize the tool. The analysis of *Degree Planner* data will also play a large role in our next student success effort—the curricular mapping of meta-majors, which will allow the University to guide undecided students to broader areas of interest and maximize their earned units towards degree completion.

Super Senior Interventions:
In order to encourage timely graduation, during the past year CSULB implemented the online graduation application component in PeopleSoft. This convenient functionality has provided both the graduate and

undergraduate students a mechanism to easily apply and pay for graduation. Implementation of the online graduation application allowed Enrollment Services to develop a process that identifies prospective graduation candidates – students who have completed 90 units (including in-progress course work) and should be graduating within the next two terms. In the past, these students could apply for graduation for any term (or not apply at all) and subsequently delay their graduation with minimum intervention by academic advisors. Through this new process, students who are "eligible" to apply for graduation are now flagged in the system and display on many advisor reports, in the Degree Planner, and in the Academic Requirements Report. With this information so readily apparent, the academic advisors can intervene to ensure their students are applying for graduation in a timely manner. CSULB continues to put registration holds on students identified as having reached Senior Plus or Super Senior status, which requires academic advising intervention to review each student's progress in their declared major and identify any "ghost" majors. In addition, the notation of 'eligible' to apply for graduation appears on many of our CSLink reports which help advisors and colleges track their potential graduates.

Additionally, Enrollment Services is using batch degree audits and processing to automate the review of undergraduate students so they are mass moved to statuses indicating whether or not they are running clear for graduation. This has freed up time so evaluators may proactively outreach to students who have incomplete graduation requirements.

Learning and Technology
Technology has become thoroughly integrated into instruction at CSULB. Our technology-based learning management system, BeachBoard, is the principal tool used by faculty to utilize academic technology for instructional applications. BeachBoard is designed to have a very low faculty-training threshold, allowing faculty to put their courses into the program with little front-end effort. This has facilitated the rapid growth of faculty getting started with using the technology as a supplemental tool. Over 73% of courses use BeachBoard, and 98% of students use BeachBoard in any given semester. Currently, BeachBoard hosts hundreds of active campus committees and clubs, supporting communication and collaboration on a variety of academic topics. In total, students engage with BeachBoard over 1.2 million times a month during the semester.

During the past year, Academic Technology Services (ATS) implemented an upgrade to BeachBoard that included adaptive response to mobile device screens and implementation of new tools that improved the user interface and learning experience. The goal is to increase the use of BeachBoard to 85% of sections offered each semester. Over the past two years, the adoption of BeachBoard has increased from 63% to 73%, allowing staff in ATS to explore the collection of mid-semester predictive analytics on student performance. ATS will work with Institutional Research to explore opportunities to integrate this data with pre-existing analytics to improve student retention and facilitate improved graduation rates.   In addition, ATS and Enrollment Services will continue to work on improving the integration between our learning management system and Peoplesoft application as well as increase support options for flexible learning.

CSULB has made a concerted effort to grow the number of online and hybrid courses over the past five years. Online courses were initially developed under the stewardship of the College of Continuing and Professional Education (CCPE) through a Summer Online Faculty Incentive Program designed to convert face-to-face courses to online. In Fall 2015, a total of 219 online course sections were offered with an average class fill rate of 83%. The average enrollment capacity for these courses were set at 28 seats. In the past 2 years, online and hybrid course offerings have grown 29%. With the strategic ATS program (AIDI outlined below), online and hybrid offerings will grow an additional 10% by fall 2018 with a specific focus on better utilization of classroom space and more flexible online offerings for students. Still, there is room for growth as 12 departments have no courses available online and 34 departments

have fewer than 5 courses available online. Only 2 departments have more than 20 courses available online.

In Spring 2017, CSULB launched a new incentive program directed at departments called the Academic Innovation Design Initiative (AIDI). Departments selected three to four faculty and their chair to attend a series of workshops that culminated in a departmental plan for online-course conversion and other instructional technology usage. These departmental plans will be used strategically to prioritize course conversion, ensuring that online and hybrid instruction will adhere to the mission of the university, colleges, and departments. A second cohort of this program will run in Spring 2018.

In addition to the AIDI program and ongoing support services, ATS is looking at other ways to support faculty in converting courses. Other techniques supporting the conversion of courses includes a new learning glass studio and portable production kits to facilitate media production by faculty–a crucial element for online learning. It is interesting to note that an internal study found traditional courses to have a 20-66% fill rate when online courses were 100% enrolled, supporting the need to provide more courses in an online format.

The College for Continuing and Professional Education (CCPE) has continued to serve an important strategic role in the development of distance education. The online incentive program initiated in the Summer of 2013 initiated several years of growth in online courses and programs. Last year, the incentive program culminated in a total of 128 courses being converted to the online format. Of note, effective Winter 2016, CCPE expanded its Winter Session course offerings by providing fully online courses during the winter holiday break. During Winter Session 2016, CCPE offered 55 online sections with an average class fill rate of 78.2% with 1,057 enrollments. The average enrollment capacity for these courses is set at 27 seats. During Winter Session 2017, CCPE offered 58 online sections and during Winter Session 2018, CCPE offered 70 online sections with 1,434 enrollments.

The ATS team at CSULB is consistently evaluating the technology and resources it provides faculty and students. Its goal is to encourage and promote the development of productive learning environments by adapting new and meaningful technologies on campus and in the classrooms. In the last five years, the University has made many strides in advancing learning spaces on campus. "Smart" classroom technology has been added to all 220 shared lecture spaces. The focus in the upcoming year is to create transparent standards for classroom technology equipment and adopt a strategic plan for classroom technology that will include refresh cycles, a maintenance plan, and budgetary needs to support the growing demands of classroom technology. This plan also will include recommendations for the addition of active-learning classrooms, of which CSULB currently has 10. Campus research indicates students receive consistently higher grades in active-learning courses. As such, future efforts will focus on how to further integrate classrooms that support active learning while meeting the needs of the University's comprehensive enrollment strategies.

Flexible Scheduling
For the Fall 2018, CSULB is preparing for its highest enrollment since 2008, projected to be more than 32,150 FTES with a headcount of about 37,660 students. The continued demand to accommodate increasing enrollments in turn creates high demand for classroom space. The University has made great strides in improving utilization of campus classrooms by scheduling outside of the prime-time window. Density during prime time has been somewhat alleviated by increasing course offerings prior to 9 a.m. and after 3 p.m. In addition, the departments and colleges also have been encouraged to schedule their classrooms during the 8-11 a.m. time slots on Fridays. Through these efforts, the campus has more than 96% utilization of All-University Lecture Classrooms between 9 a.m.-3 p.m., Monday through Thursday; classroom utilization remains below 30% on Fridays.

To assist departments and colleges in the scheduling process and increase overall room utilization, Enrollment Services has overhauled it scheduling process. After upgrading to Ad Astra 8, , geographical and college-based regions (e.g., allocations) and preference rules were encoded into Astra to facilitate optimization of room scheduling. In time, we want to automate the scheduling process and leverage our campus systems in order to eliminate the dependency on detailed spreadsheets, eventually moving to a review-based rather than building-based scheduling experience for our users. This technology combined with new capacity management tools will facilitate the rollout of Astra Schedule Dashboards to , Associate Deans, Chairs and College Schedulers – providing the analytic data necessary to maximize their classroom efficiency and space management practices.

To manage the increasing demands during prime time, Enrollment Services strictly enforces the Class Scheduling policy (PS 99-24) for the Monday, Wednesday and Friday periods of 8 –11 a.m. Departments and colleges are making better use of large lecture halls during prime time by allocating more lectures to a MWF schedule. In fact, the number of MWF large lectures has increased from 37 sections in Fall 2016 to 42 sections in Fall 2017. These adjustments will allow more access to needed classrooms during prime time. Every effort is being made to optimize classroom usage and reduce congestion during prime time.

Advising Initiatives (including e-Advising) to Support Timely Graduation
CSULB has become a system-wide leader in the adoption of e-advising technologies to promote student success and timely graduation. Before CSULB instituted e-Advising (predominantly through EAB) in Spring 2014, several initiatives focusing on student success had already transformed the culture of the University and yielded impressive gains in college retention and completion rates overall, and for all student ethnic, gender, and major subgroups. In the most challenging years of the recent California budget cuts, CSULB invested heavily in hiring professional advisors and transitioned to a largely centralized advising model.

In April 2010, the Academic Senate – with faculty, administration, staff and student representatives – approved the Timely Graduation Policy for Undergraduates. The new policy highlighted issues of access and equity by instituting a campus-wide cultural shift of capping available units to degree and by issuing a sequence of well-choreographed nudges and holds to promote degree completion to those students who had reached three distinct senior statuses. Those statuses are: 1) Senior—student has completed 90 units towards an undergraduate degree; 2) Senior Plus—student has completed 100% or more of the number of units required for the degree in their declared primary major; 3) Super Senior—student has completed more than 120% of the number of units required for the degree in their declared primary major.

In the PeopleSoft Advisor Request System function, advisors are held accountable when declaring additional minors and majors for students who are brushing up against the timely graduation policy unit cap. As the Timely Graduation nudging mechanism has now fully become part of CSULB's advising culture, revisions and updates to this seven-year-old policy are in order to achieve further gains in CSULB's four-year graduation rate. Initial discussions of this effort are under way, and the lowering of available units through the policy and/or the emphasis on time rather than units to graduation are being considered.

In response to Graduation Initiative 2025 and the University's own goal to improve the 4-year graduation rate, new procedures have been implemented to improve timely graduation. Specifically, closer scrutiny is being given to the student's desire to add additional majors and/or minors to identify the impact the change may have on the student's graduation term. During the past four years, the total number of identified Super Seniors in an academic year has decreased from 690 to 243, and the total number of Senior Plus students identified has decreased from 7,094 to 4,611.

While these measures have proven to be highly effective in guiding CSULB undergraduates towards degree completion, e-Advising tools are providing the structures that allow students to become more engaged in their own educational planning by recognizing the benefits of a full-unit course load and the importance of early major and career exploration. On the academic advisor's end (and EAB is available to all academic advising units as well as to mentoring programs in Student Affairs), the University's e-Advising tools make it possible to conduct pro-active advising campaigns and to quickly respond to early alerts with intrusive advising.

Each semester, the University's Advisor Institute brings together the campus advising community to share best practices in e-Advising, and advisors attend professional conferences to present on their implementation of important e-Advising campaigns. As a result of CSULB's implementation of the EAB Campus (an integrated advising and tutoring referral/scheduling platform) , advisors can now make more targeted referrals for students to see learning assistance specialists and tutors to provide student support and ensure student success. The University Center for Undergraduate Advising has also offered training sessions for faculty advisors to help prepare for a broader roll-out of EAB tools to faculty advisors/mentors and department chairs. Advisor training needs to be ongoing to ensure maximum implementation of our new e-Advising capacities.

There is continued need for additional advisors to be hired to coordinate e-Advising campaigns and enhanced graduation evaluation on the college level. The Advisory Board for Student Success, which consists largely of advising center directors and other staff and faculty-advising professionals, is charged with guiding the advising effort on our campus. This Committee is currently developing the advising structures for CSULB's implementation of the California Promise legislation and also has had several discussions on how to best develop programming for first-year freshmen and first-year transfer students who have fallen on probation in their first semester at CSULB. Interventions will be designed to serve the students earlier and extend those resources to them that will allow them to get back on track.

Career Counseling and Coaching:
CSULB initially implemented two separate tools to assist advisors: 1) EAB, for predictive analytics and proactive campaigns; and 2) Simplicity Advisor Connect, for appointment and workshop management. During the 2015-16 academic year, the campus moved to an integrated platform (EAB Campus), which combines this functionality and includes the use of an early warning/tracking tool that identifies at-risk students, refers them to appropriate support services on campus, and monitors their progress. Tutoring support and tracking has been implemented for the Fall 2016 term. Advisors use EAB to analyze past performance and make predications for future performance. Based on student data from EAB Campus, advisors apply their experience and expertise to refer students to appropriate support services and monitor their progress. Advisors also use EAB Campus to manage appointments and workshops. Students are able to make an appointment with their advisor as either part of a pro-active outreach campaign or on their own. Having this combined appointment management and data analytics platform to be able to search for at-risk students using a powerful search engine, advisors and administrators have been able to prioritize and pin-point students in need of the most assistance before they fall on academic probation and immediately text and/or email students to invite them to make an appointment with their advisor.

As of September 2015, we enabled the major explorer/major matcher function in EAB (powered by Burning Glass, which generates real-time labor market data by scouring job advertisements and tracking required professional skills). Additionally, the academic advising community is actively partnering with the Center for Career Development to embed early career exploration into freshman and sophomore as well as transfer-student advising touch-points. Through the "Bridging the Gap" grant from the Irvine Foundation, the integration of early career exploration and academic major choice will soon be anchored in a variety of programming across the partner institutions of the Long Beach College Promise, from dual

enrollment/early college credit opportunities to summer transition programs and highly personalized career counseling courses.

EAB Enhancements and Initiatives:
In summer 2017, EAB released several enhancements to the Student Success Collaborative platform. With this release, advisors and administrators were given the ability to associate appointments scheduled outside of a campaign with the campaign itself, allowing for more accurate tracking of campaign effectiveness. Additional options in the workflow of student advising appointment scheduling and enhanced appointment center interfaces were also included in the release providing advisors and support staff with streamlined views and scheduling functionalities. EAB plans to release additional enhancements to the student experience this year intended to significantly benefit the student service experience online. The Consolidated Services project is moving the University closer to a one-stop shop for booking appointments online with many resources on campus, such as Financial Aid, Records and Registration, graduate programs, and career services in addition to advising and tutoring services. With the additional Consolidated Services features coming online, CSULB will be able to truly create an online 'Campus Care Network.

Targeting Risk and Intervention:
Advisors continue to use SSC risk analytics to proactively identify at-risk students, refer them to appropriate support services, and monitor their progress. With this information, administrators and advising center directors routinely utilize reports and outcomes to make continuous improvements to the advising process.

CSULB is also one of the first universities on the SSC platform to receive access to a new analytics tool known as the Population Health Dashboard. The dashboard provides administrators with high-level data on the success of their students, allowing them to drill down to identify specific groups and/or student data. This powerful tool will assist Colleges and Department Chairs in managing student success by identifying opportunities to impact key student populations and track progress on improving performance indicators such as GPA, credit accumulation, and major transitions. In addition, advisors can identify student populations in need of interventions and support as well as track the progress of those populations. Access to this powerful new tool will be rolled out to select administrators on campus in early 2018.

Early Alert Systems:
Various colleges at CSULB have implemented an Early Alert protocol for a range of key courses in their majors. The College of Business administration has a coordinator dedicated to early Alert and Tutoring. Every semester they partner with course faculty to get progress reports for students in ACCT 300A/B, FIN 300, IS 310, and MATH 115. Recommendations for tutoring or supplemental instruction are made to students who are identified as needing extra support. In the College of Natural Science and Mathematics, a similar protocol exists, focusing on MATH 122 and 123, CHEM 111A and 111B, and BIOL211. A pretest is given the first week of the semester and based on those scores, recommendations are made to students. The Bickerstaff Academic Center for Student-Athlete Services also already uses Progress Reports to give advisors and administrators the ability to gather faculty feedback on students' performance in a particular course or courses to help determine early on in the semester which students are potentially at risk of failing and may require intervention. In the spring 2018 term, the University Center for Undergraduate Advising (UCUA), Pre-baccalaureate Advising Support Services (PASS), the College of Natural Sciences and Mathematics, and Enrollment Services are collaborating to pilot an additional SSC early alert feature– Progress Report Campaigns. The pilot courses are MATH122, CHEM 111A, MAPB 1, 7, and 11, and ENGL 100S. This pilot will streamline the process and provide consistency for reports across the campus as we expand the scope of Early Alerts. After the spring 2018

pilot phase CSULB will determine which courses, student groups, and programs to target for the Early Alert protocol for fall 2018.

Year-Round Operation
Despite the loss of summer financial aid, CSULB has sustained a viable summer program that is nearly the same size as the General Fund program at no cost to the state. This has been done by using summer to schedule high-demand courses. By moving summer to self-support, the University has created access for students in fall and spring as well that otherwise would be impossible with enrollment restrictions. Financial aid is expected to continue in Summer 2018. Hence, the enrollment is expected to be higher. Summer self-support also is good for full- and part-time faculty as self-support creates employment beyond what the state budget can support. Campus officials prefer to keep summer on self-support indefinitely, but they remain concerned that self-support summer enrollment is ignored for capital planning.

System-wide Initiatives
Associate Degree for Transfer (ADT):
Our admission plans fully embrace SB1440 criteria. Where SB1440 criteria exist, program impaction criteria are a subset of or the same as the SB1440 lower-division requirements. CSULB currently has more than 2,400 of these transfer students pursing a major that is deemed similar to the AAS/AAT program. Enrollment Services and campus advising units have created an advising plan and CMS reports to ensure that these students complete their degrees within 60 units if they follow their initial degree objective.

While CSULB prides itself in its high acceptance rate of Associate Degree for Transfer (ADT) students, officials recognize that there are still challenges these students face to a seamless transition from the community college. Through the Advisory Council on Enrollment Management (ACEM), college advising centers, and Enrollment Services, the University is working with its feeder community colleges to improve the advising practices for ADT students. Currently, students are largely aware that an ADT affords them an admissions "bump." So, the transfer degrees are appreciated for easier access to CSULB's highly impacted campus, but the fact that students are to sign a contract that binds them to finishing their degrees in 60 units (and, ideally, two years) frequently comes as a surprise to them. Currently, the ACEM is reviewing the processes associated with ADT admissions to provide incentives for timely graduation.

Early Start:
CSULB remains committed to its Early Start course offerings. For Summer 2018, the redesigned one-unit math courses (course prefix ESM 1) will be offered to prepare students for college-level mathematics classes. ESM 1 is designed to provide students ample opportunities to meet peers and mentors and provide students guidance to navigate through a myriad of requirements and resources during the overwhelming first year of college. All students in ESM 1 will receive a free ALEKS PPL license, making EMS 1 a zero material cost course. Students will work with ALEKS PPL at home for a minimum of 5 hours a week for 5 weeks. The work involves learning mathematics topics by reading materials, watching video tutorials, and practicing problems on a computer. ESM 1 will take place in a computer lab; however, students are also welcome to bring their personal laptop to use. During the class, students are expected to ask questions, interact with peers and instructors, and become increasingly more familiar and comfortable with learning in a college environment. This 1-unit, ALEKS PPL- supported, model of ESM resulted in a dramatic improvement of completion rates (advancement by one math level) from 4-10% in Su '12-'16 to 77% in Su 17. Low passing rates in Early Start English courses remain a concern, but a norming project conducted by English composition specialists representing the three educational institutions of the Long Beach College Promise will identify common rubrics and proficiency

expectations to better align the curriculum of the remedial courses with the learning outcomes identified in K-12 and the community college. It is expected that this project, in addition to a deep dive data analysis of our Early Start and pre-bac English courses through the College of Liberal Arts, will lay the necessary groundwork to develop a curriculum in which more students can reach the learning objectives required for passing the course.

Students entering CSULB who need supplemental support in both English and math will participate as a cohort in the Beach Academy (BA), which extends to them a variety of special resources such as a designated study space in the library with tutoring/learning support, mentoring, and academic advising for undeclared/exploring students in the first year. During the Fall 2018 semester, the University will pilot a special mentoring group program for all BA students not also enrolled in the EOP program. These students will continue to meet in groups of eight or nine with their designated advisor and peer mentor every two weeks for additional opportunities to ask questions on how best to navigate the university and overcome academic challenges.

Timely Graduation:
Based on the Title V change executed in Summer 2009 and the campus' Timely Graduation policy, CSULB continued an aggressive plan to identify students who had earned more than 120% of the units required by the degree. All of these students are required to file for graduation. The scope of these efforts has expanded to include all undergraduate students who have applied for graduation – extended time is only allowed via petition and with advisor support. On a related note, students who have applied for graduation also must appeal for consideration to subsequently add/change their academic objectives. To further promote usage of the *Degree Planner* (noted in the Student Educational Planning section above), students are required to submit their *Planner* with any appeal. These efforts have moved many students toward graduation, freeing up additional spaces for new students. The campus continues to work successfully to move these students toward graduation.

The University has reduced all non-exempt majors to 120 units. Reforms have included reducing units in the major and increasing the number of major units used to fulfill General Education requirements by focusing on student-learning outcomes instead of unit counts. Efforts to streamline curricula in high-unit or unusually complex majors are continuing.

Beach Pledge Program (CA Promise)
CSULB has long been committed to providing first-time freshmen students the opportunity to graduate in four-years and Associate Degrees for Transfer students the opportunity to graduate in two years. The California Promise Program established by Senate Bill 412 aims to provide a partnership between students and the university which will ensure timely completion of degree requirements for first-time freshmen students and Associate Degree for Transfer (AD-T) students. The California Promise Program is referred to as the Beach Pledge Program at CSULB.

All Beach Pledge Program students will receive priority registration based on their semester academic progress and will be monitored by one or more of the following: Bickerstaff Academic Center (BAC) for Student Athletes, the College Advising Center, the University Center for Undergraduate Advising (UCUA), and the University Honors Program (UHP). Additionally, they will serve as the home for the Beach Pledge Program student participants. Designated pledge advisors in the BAC, College Advising Center, UCUA, and the UHP will also serve as coordinators of the advising and compliance component for the Beach Pledge Program.

Enrollment Services has created student groups to easily identify Beach Pledge students on current CsLink reports as well as in the Academic Requirements Report (ARR) and the Degree Planner so that

advisors and students are able to easily identify students who have indicated interest and/or committed to participating in the program. Enrollment Services also created a new report to assist with the monitoring of the Beach Pledge students and their eligibility to participate in the program. During the pilot year, a Beach Pledge Program advisory committee is monitoring GPA, total units, and advising practices in order to validate the Fall 2107 cohort by September 2018. Through the use of Student Records (e.g., academic plan, GPAs, units) and Degree Planner data, the advisors can review the Freshman or the Transfer students' current enrollment to ensure they are reaching the necessary units as well as identify any students who are taking courses outside of their program. Through this report, advisors can concentrate on early intervention with their Beach Pledge students to get them back on track to ensure the 2 or 4 year graduation goal. Academic advisors will make the appropriate modifications to each student's Degree Planner if they enter CSULB with a significant number of Advanced Placement, International Baccalaureate, or community college credits to determine if a student needs to complete 30 each academic year. This level of programming is required to prevent students from taking unnecessary units to complete their degree objective. Beach Pledge Program workshops are being conducted during Spring 2018 to inform students of their responsibilities as a Beach Pledge Interest student in terms of GPA and unit requirements. Once students have completed the established requirements and signed their agreement form, they will officially become part of the Beach Pledge Program. We are also investigating other ways to leverage the Degree Planner in order to support this critical population of students (over 1800 fall 2017 cohort students have indicated interest in participating in the Beach Pledge Program).

University Strategic Priorities and Goals
Since 2006, student success has been a topic of conversation between CSULB vice presidents and senior academic staff. The Highly Valued Degree Initiative (HVDI) utilizes the already-existing annual strategic planning process to establish campus goals for degree completion and to foster cross-divisional discussion of student success. Discussions create a venue within which the efforts of Academic Affairs, now including Enrollment Services, link effectively not only with Student Affairs but also with Administration and Finance and other key divisions. Cross-divisional cooperation is essential to progress. Student success eventually is a super-ordinate goal for all stakeholders, which is an expedient way to resolve potential differences among vice presidents about resource allocation. This planning process now embraces the specific vision articulated in Assembly Bill 1602, which is referred to as Graduation Initiative 2025.

Highly Valued Degree Initiative (HVDI) 2025
The HVDI 2025 institution-wide Steering Committee has representatives from each of the academic colleges, Division of Student Affairs, University Center for Academic Advising, Institutional Research, Enrollment Services, Faculty Center for Professional Development, and the Office of Undergraduate Studies. Chaired jointly by the Provost and the VP for Student Affairs, four taskforces are focused on each of the following areas: Re-Imagining the First-Year of College (RFY), Research & Evaluation, Communications, and Student Engagement. Each of the taskforces involves broad representation of faculty from each of the colleges, nominated by the Academic Senate. The taskforces have developed high-level goals that are relevant to Graduation Initiative 2025. The work done by these taskforces over the next two years will significantly shape the future strategies and investments in student success.

Currently Impacted Programs
All CSULB programs are currently impacted.

PROPOSED ADMISSIONS GUIDELINES, 2019-20

CSULB proposes to continue admissions practices emphasizing major-specific admissions criteria. Our campus remains strongly committed to "Graduating students with highly valued degrees" as well as committed to access, diversity, quality, and the local community.

High school and community college counselors have been strong supporters of major-specific admissions criteria. CSULB officials have learned that the University's expectations for admission are powerful drivers of community college course scheduling practices. Community colleges have requested the campus' major-specific course requirements so they can be used to influence their course planning. University official have been pleasantly surprised to discover that even in the fourth year of implementation (Fall 2017), a very high percentage of transfer applicants completing the supplemental application, about 83%, are on-track for meeting all GPA and preparatory course requirements.

CSULB fully expects to increase degree completion and shorten time to degree. The University will continue to use scarce resources more efficiently, better manage the numbers of students to help both high-demand and lower-demand departments, and continue to provide access to local students. In addition, we will maintain and enhance campus diversity, improve guidance to applicants and counselors, and improve the preparation of students in challenging fields such as engineering and sciences.

CSULB proposes to continue:

- Emphasizing major-specific criteria for admission. Major-specific criteria has been established in consultation with academic departments and colleges. With major-specific criteria, the campus has created tools to manage the numbers of students per department to help both high-demand and lower-demand departments, use scarce resources more efficiently, continue to provide access to local students with at least a reasonable chance of degree completion, improve guidance to applicants and counselors about needed preparation, improve preparation of students in challenging fields such as engineering and sciences, reduce unneeded course-taking, and better manage course availability;
- Admitting local freshman and transfer applicants who have a reasonable or better likelihood of degree completion in their chosen major, consistent with local access and the Long Beach College Promise;
- Work with Long Beach City College to provide a safety net for under-prepared local students through pathway programs, informing them of their community college options and encourage them to transfer to CSULB in the future;
- Using existing local area definition for freshman admissions. For transfer admissions, the campus defines the local area based on applicants' high schools of origin, using the same boundaries as for freshman admissions;
- Enhancing outreach to targeted communities based on low-socioeconomic status and historically low rates of college attendance to preserve and enhance diversity of the student body. Targeted freshman applicants have been encouraged to submit applications and materials for a holistic admissions review. A limited number are being admitted based on potential for degree completion, community involvement/leadership, and overcoming significant hardship (and having met CSU minimum criteria).

Guiding Principles
- CSULB is strongly committed to "Graduating students with highly valued degrees."
- CSULB also remains strongly committed to these enrollment planning principles:
  - Maintaining access to the extent possible;

- o Maintaining quality of instruction and student services;
- o Providing priority consideration to local applicants consistent with CSU policy;
- o Maintaining diversity;
- o Balancing enrollments of freshmen, upper-division transfer, credential, and graduate students.

Goals for admissions practices
- Increase degree completion and shorten time to degree;
- Create tools to manage the numbers of students per department to help both high-demand and lower-demand departments;
- Use scarce campus instructional resources more efficiently;
- Continue to provide access to local students with at least a reasonable chance of degree completion;
- Post all undergraduate admissions decisions of admitted, waitlisted or denied by April 1 so as to support the redirection of all CSU eligible applicants to campuses with space availability[1];
- Maintain and enhance campus diversity;
- Improve guidance to applicants and counselors about needed preparation for majors;
- Improve the preparation of students in challenging fields such as engineering and sciences;
- Reduce unneeded course taking and better manage course availability to students.

Key considerations in the maintenance of admissions guidelines
- Departments and colleges play a significant role in reviewing and updating criteria for majors.
- Steady, orderly student access to CSULB remains vital; changes are being implemented gradually to avoid disrupting enrollment flow and provide adequate communication to feeder institutions and future applicants.
- It remains desirable to use simple criteria, as the logistics are complex.
- Impaction provides authority to use elevated admissions criteria but does not require use.
- Quality of instruction and student services remains essential.
- Guidelines are flexible enough to accommodate different departments and majors as well as current and future changes in the admissions environment.
- Criteria have been based on evidence.
- Priority access for the local community remains important.
- A balance admissions of freshmen, upper-division transfer, credential, and graduate students also is important.

Continuing Admission Practices
CSULB emphasizes major-specific academic criteria for freshman and transfer admission. In order to use major-specific criteria, CSULB declares all undergraduate majors "impacted" at both the freshman and transfer levels based on receipt of more than 102,000 undergraduate applications for the fall term alone. Freshmen and transfer applicants must apply during the common admissions filing period and be CSU-eligible. Transfer applicants must declare an intended major. Freshmen applicants must provide SAT or ACT scores.[2] The campus has established a minimum eligibility index for freshmen, reflecting the level above which substantial proportions or majority of students entering in prior years completed degrees.[3]

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[1] This applies to all students who apply to an undergraduate state-support program during the priority submission.

[2] This is current practice.

[3] 3200 since Fall 2013

CSULB has established major-specific academic admissions criteria[4] for each major at both freshman and transfer levels. To establish major-specific academic admissions criteria, the University used faculty judgments along with evidence indicative of degree completion in respective majors in past years.

Freshman academic admissions criteria
In 2011-12, CSULB analyzed a large database of three complete freshman cohorts with about 11,000 students tracked from application through six full years. The data was closely analyzed to link entering academic indicators with degree completion in specific majors. With this database, the campus estimated gains in total degrees awarded that accrue as it elevates academic indicators used as selection criteria. The University also examined the numbers of degrees that were completed by students admitted below elevated criteria in past cohorts in order to estimate the loss in (largely local) opportunities. This balance of gains in total degrees awarded balanced against losses in local opportunities informed how the campus established its cutoffs for admission.

The data shows that academic indicators (high school grade point average, SAT math and SAT verbal) are more closely associated with completion in science, engineering and nursing majors than in other majors. Data provided support for the validity of a "STEM index," which slightly more heavily weights the SAT math score. Data provided little support for re-weighting the CSU eligibility index for any other majors. Based on the data, campus officials established a CSULB minimum eligibility index for all students at 3,200. They also developed a STEM index modified to slightly increase weight assigned to the SAT math score for use in direct admission to science, engineering and nursing. Handling of local and non-local applicants relative to these criteria is described below.

Transfer academic admissions criteria
Academic admissions criteria for transfers involves major-specific, lower-division, widely-articulated patterns of course preparation selected by our respective departmental faculties and consistent with timely completion of a baccalaureate degree ("Minimum Transfer Major Preparation"). CSULB has a good deal of experience in this process. Minimum Transfer Major Preparation patterns are posted on the campus website for each major. Proposed changes for Fall 2018 are included later in this document. Handling of local and non-local applicants relative to these criteria is described below.

Freshmen admissions practices
CSULB will continue using the existing freshman local admissions area boundaries that consists of school districts within immediate proximity of the University. Local admission area will also be extended to alternative high schools if their primary residence where they are homeschooled is located within the current geographic boundaries for those already granted local preference, or if their alternative high school is affiliated with a current institution in which local preference is granted. Local applicants who have attained the CSULB minimum eligibility index and also met major-specific academic admissions criteria for the chosen major will be admitted to the major or pre-major (except for extremely impacted, space-constrained majors). Local applicants who have attained the CSULB minimum eligibility index but have not reached major-specific academic admissions criteria for the chosen major will be admitted to "undeclared major" status. Local applicants from Long Beach Unified who have not attained the CSULB minimum eligibility index will be directed toward a Long Beach City College learning community aimed at fostering transfer to CSULB.

Non-local applicants who have attained the CSULB minimum eligibility index and completed major-specific academic admissions criteria for the chosen major will be admitted to CSULB based on applicant

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[4] In CSU terminology, these are "Supplemental" criteria, referring to academic criteria in addition to CSU system-wide minimum criteria.

rank on criteria and space availability (except for extremely impacted, space-constrained majors). A few impacted programs are extremely impacted and space-constrained. Nursing and arts programs requiring talent auditions are in this grouping. For these programs, local and non-local applicants who have attained the CSULB minimum eligibility index and completed major-specific academic admissions criteria for the chosen major will be admitted to CSULB based on applicant rank on criteria and space availability without any local preference.

Depending on the major, students may be admitted directly to the major or may be admitted to a pre-major. Admitted students will be moved to majors as they complete pre-requisite college courses. Military veterans, active-duty, reservists and National Guard will be treated as local, regardless of high school of origin.

CSULB will continue outreach to communities based on low socioeconomic status and historically low rates of college going and encourage targeted freshmen applicants to submit materials for a holistic application review. Outreach efforts will provide full information on housing, financial aid, student life and campus attractive features.

The Office of Outreach and School Relations administers Beach Pathways. Beach Pathways admission involves a committee, which includes representatives from Outreach, Educational Opportunities, Disabled Student Services, Student Services, Academic Affairs, and faculty. Admissions criteria include potential for degree completion, community involvement/leadership, and overcoming significant hardship (and CSU and CSULB minimum criteria). Earlier admissions notification will allow for active recruitment though yield activities. Initially 210 enrollment spaces have been administered through Beach Pathways. The University will seek external funding to intensify outreach and expand support to early high school and even middle school students. CSULB seeks to create culturally sensitive relationships, structures and activities of involvement to foster permanent and on-going relationships with high schools, students, parents and communities.

A small number of admissions through the Stephen Benson Learning Disability Program continues. Additionally, a small number of special talent admissions for arts and athletics continues to be treated as local for admissions purposes regardless of origin.

Transfer admissions practices
CSULB Transfer admission local area is defined the same as first-time freshmen, including both the boundaries and definition of the high school of origin. Local applicants who have completed Minimum Transfer Major Preparation will be admitted to CSULB (except for highly impacted, space-constrained majors). Non-local applicants who have completed Minimum Transfer Major Preparation will be admitted to CSULB based on applicant rank on criteria, recommended additional preparation courses completed, and space availability (except for highly impacted, space-constrained majors).

A few impacted programs are highly impacted and space-constrained. Nursing, social work, kinesiology and arts programs requiring talent auditions and portfolios are in this grouping. Specific programs are identified in the major-specific criteria in the appendix. For these programs, both local and non-local applicants who have completed Minimum Transfer Major Preparation will be admitted to CSULB based on applicant rank on criteria, recommended additional preparation courses completed, and space availability without a local preference.

For CSULB degrees that have been deemed "similar" to respective community college transfer associate degrees (Associate Degree for Transfer or ADT) in the statewide Senate Bill (SB) 1440 process, the Transfer AA curriculum will be used in lieu of the campus major-specific course requirements. SB 1440

rules award a small grade point average increase for applicants who have completed transfer associate degrees.

Military veterans, active-duty, reservists and National Guard members are treated as local, regardless of high school of origin.

CSULB remains closed to lower-division transfer students except for highly qualified nursing applicants, who may be considered.

A small number of admissions through the Stephen Benson Learning Disability Program continues. Additionally, a small number of special talent admissions for arts and athletics continues to be treated as local for admissions purposes regardless of origin.

Second Baccalaureate Admissions
CSU rules require that nursing be open to second baccalaureate applicants. In selected other areas of state need, second baccalaureate applicants may be admitted based on space availability and campus interest. Second baccalaureate applicants are held to the major specific criteria and are considered the same as a non-local preference transfer student.

Graduate and Post-Baccalaureate Admissions
CSULB will continue decentralized graduate and post-baccalaureate application and admissions.

SUPPLEMENTAL MAJOR-SPECIFIC CRITERIA FOR TRANSFER ADMISSION

Current Fall 2018 major specific admission criteria can be found at:
http://www.csulb.edu/depts/enrollment/admissions/transfer-major-criteria/index.html

The following highlighted changes are proposed for 2019-20. These are primarily due to curriculum changes and campus efforts to improve student success and graduation rates.

College of Business Administration

BUSINESS ADMINISTRATION (All Majors and Options)

To be considered for admission to the major, applicants must demonstrate the following:
Minimum Cumulative GPA: 2.5
Minimum lower division preparation (grade of C or better required):

The following suite of major preparation courses must be completed with a minimum GPA of 2.25:

- ECON 100 – Principles of Macroeconomics
- ECON 101 – Principles of Microeconomics
- MATH 115 – Calculus for Business; or higher (equivalent to MATH 122 - Calculus I or Math 119A - Survey of Calculus I)
- ACCT 201 – Elementary Financial Accounting
- ACCT 202 – Managerial Accounting

Required General Education courses not covered by major preparation courses:
- Written Communication
- Oral Communication
- Critical Thinking

Additional recommended preparation for transfer students (grade of C or better required):
- IS 233 – Introduction to Computer Systems and Applications
- STAT 118 – Introductory Business Statistics; or STAT 108 – Statistics for Everyday Life; or MATH 114 – Finite Mathematics
- ~~HIST 172 – Early United States History or HIST 173 – Recent United States History~~
- ~~POSC 100 – Intro American Government~~
- General Education Category, D1a and D1b – US History, Constitution and American Ideals must be met through the required 2 courses (6 units)

Explore the Accountancy, Finance, Information Systems, International Business, Management and Human Resources Management, and Marketing departments for more information on these majors.

College of Education – no change

College of Engineering – no change

College of Health and Human Services

FAMILY AND CONSUMER SCIENCES (Option in Consumer Affairs)

To be considered for admission to the major, applicants must demonstrate the following:

Minimum Cumulative GPA: 2.0

Minimum lower division preparation (grade of C or better required):

Major preparation courses:
- PSY 100 – General Psychology; or SOC 100 – Introductory Sociology
- ECON 101 – Principles of Microeconomics; or Econ 100 – Principles of Macroeconomics
- HDEV 190 – Elementary Statistics in Social and Behavioral Sciences; or PSY 110 – Introductory Statistics; or SOC 170 – Elementary Statistics; or STAT 108 – Statistics for Everyday Life; or STAT 118 – Introductory Business Statistics

Required General Education courses not covered by major preparation courses:
- Written Communication
- Oral Communication
- Critical Thinking
- Mathematics if Statistics course above is not GE approved

Explore the Family and Consumer Sciences Department for more information on this major

FAMILY AND CONSUMER SCIENCES (Option in Food Science)

To be considered for admission to the major, applicants must demonstrate the following:

Minimum Cumulative GPA: 2.5

Minimum lower division preparation (grade of C or better required):

The following suite of major preparation courses must be completed with a minimum GPA of 2.5.
- BIOL 201 – General Microbiology for Health Professionals
- BIOL 260 – Biostatistics; or HDEV 190 – Elementary Statistics in Social and Behavioral Sciences; or PSY 110 – Introductory Statistics; or SOC 170 – Elementary Statistics; or STAT 108 – Statistics for Everyday Life; or STAT 118 – Introductory Business Statistics
- CHEM 111A - General Chemistry
- MATH 113 – Pre-Calculus Algebra; or higher (equivalent to MATH 119A – Survey of Calculus I; or MATH 122 Calculus I)
- NUTR 132 - Introductory Nutrition
- PSY 100 - General Psychology

Required General Education courses not covered by major preparation courses:
- Written Communication
- Oral Communication
- Critical Thinking (FSCI 101 Recommended)

Additional recommended preparation for transfer students (grade of C or better required):

- CHEM 227 - Fundamentals of Organic Chemistry

Explore the Option in Food Science website for more information on this major.

DIETETICS AND FOOD ADMINISTRATION (Option in Nutrition and Dietetics)

To be considered for admission to the major, applicants must demonstrate the following:

Minimum Cumulative GPA: 3.0

Minimum lower division preparation (grade of C or better required):

The following suite of major preparation courses must be completed with a minimum GPA of 2.83.0:
- NUTR 132 – Introductory Nutrition
- BIOL 207 – Human Physiology
- CHEM 111A – General Chemistry
- MATH 113 – Pre-calculus Algebra
- BIOL 201– General Microbiology for Health Professionals
- BIOL 260 Biostatistics; or HDEV 190 – Elementary Statistics in Social and Behavioral Sciences; or PSY 110 – Introductory Statistics; or SOC 170 – Elementary Statistics; or STAT 108 – Statistics for Everyday Life; or STAT 118 – Introductory Business Statistics

Required General Education courses not covered by major preparation courses:
- Written Communication
- Oral Communication
- Critical Thinking

Explore the Family and Consumer Sciences Department for more information on this major.

HEALTH CARE ADMINISTRATION

To be considered for admission to the major, applicants must demonstrate the following:

Minimum Cumulative GPA: 2.6

Minimum lower division preparation (grade of C or better required):

Major preparation courses:
- ACCT 201 – Elementary Financial Accounting
- BIOL 205 – Human Biology; or BIOL 207 Human Physiology; or BIOL 208 Human Anatomy; or BIOL 211 Introduction to Evolution and Diversity
- ECON 101 – Principles of Microeconomics
- HDEV 190 – Elementary Statistics in Social and Behavioral Sciences; or PSY 110 – Introductory Statistics; or SOC 170 – Elementary Statistics; or STAT 108 – Statistics for Everyday Life; or STAT 118 – Introductory Business Statistics

Required General Education courses not covered by major preparation courses:
- Written Communication
- Oral Communication
- Critical Thinking
- Mathematics if Statistics course taken above is not GE approved

Additional recommended preparation for transfer students (grade of C or better required):

- IS 233 – Introduction to Computer Systems and Applications

Explore the Health Care Administration Department for more information on this major.

HEALTH SCIENCE (Option in Community Health Education)

To be considered for admission to the major, applicants must demonstrate the following:

Minimum Cumulative GPA: 2.4

Minimum lower division preparation (grade of C or better required):

Major preparation courses:
- BIOL 205 – Human Biology
- HDEV 190 – Elementary Statistics in Social and Behavioral Sciences; or PSY 110 – Introductory Statistics; or SOC 170 – Elementary Statistics; or STAT 108 – Statistics for Everyday Life; or STAT 118 – Introductory Business Statistics
- NUTR 132 – Introductory Nutrition

Required General Education courses not covered by major preparation courses:
- Written Communication
- Oral Communication
- Critical Thinking
- Mathematics if Statistics course taken above is not GE approved

Additional recommended preparation for transfer students (grade of C or better required):

- BIOL 101 – Introduction to Human Disease; or BIOL 201 – General Microbiology for Health Professionals

Explore the Health Science Department for more information on this major.

HEALTH SCIENCE (Option in School Health Education)

To be considered for admission to the major, applicants must demonstrate the following:

Minimum Cumulative GPA: 2.4

Minimum lower division preparation (grade of C or better required):

Major preparation courses:
- BIOL 205 – Human Biology
- PSY 100 – General Psychology
- HDEV 190 – Elementary Statistics in Social and Behavioral Sciences; or PSY 110 – Introductory Statistics; or SOC 170 – Elementary Statistics; or STAT 108 – Statistics for Everyday Life; or STAT 118 – Introductory Business Statistics
- NUTR 132 – Introductory Nutrition

Required General Education courses not covered by major preparation courses:

- Written Communication
- Oral Communication
- Critical Thinking
- Mathematics if Statistics course taken above is not GE approved

Additional recommended preparation for transfer students (grade of C or better required):
- BIOL 101 – Introduction to Human Disease; or BIOL 201 – General Microbiology for Health Professionals

Explore the Health Science Department for more information on this major.

KINESIOLOGY (Option in Exercise Science)

To be considered for admission to the major, applicants must demonstrate the following:

Minimum Cumulative GPA: 3.25

Minimum lower division preparation (grade of C or better required):

The following suite of major preparation courses must be completed with a minimum GPA of 2.5:
- BIOL 207 – Human Physiology
- BIOL 208 – Human Anatomy

- KIN 201 – Introduction to Kinesiology
- MATH 113 – Pre-calculus Algebra; or higher (equivalent to MATH 119A – Survey of Calculus I, or MATH 122 – Calculus I)
- PSY 100 – General Psychology
- CHEM 111A – General Chemistry; or PHYS 100 A – General Physics

Required General Education courses not covered by major preparation courses:
- Written Communication
- Oral Communication
- Critical Thinking

Explore the Kinesiology Department for more information on this major

KINESIOLOGY (Option in Fitness)

To be considered for admission to the major, applicants must demonstrate the following:

Minimum Cumulative GPA: 3.0

Minimum lower division preparation (grade of C or better required):

The following suite of major preparation courses must be completed with a minimum GPA of 2.5:

- BIOL 207 – Human Physiology
- BIOL 208 – Human Anatomy
- KIN 201 – Introduction to Kinesiology
- PSY 100 – General Psychology
- HDEV 190 – Elementary Statistics in Social and Behavioral Sciences; or PSY 110 – Introductory Statistics; or SOC 170 – Elementary Statistics; or STAT 108 – Statistics for Everyday Life; or STAT 118 – Introductory Business Statistics

Required General Education courses not covered by major preparation courses:
- Written Communication
- Oral Communication
- Critical Thinking
- Mathematics if Statistics course taken above is not GE approved

Additional recommended preparation for transfer students (grade of C or better required):

- NUTR 132 – Introductory Nutrition

Explore the Kinesiology Department for more information on this major.

KINESIOLOGY (Option in Sport Psychology and Leadership)

To be considered for admission to the major, applicants must demonstrate the following:

Minimum Cumulative GPA: 3.0

Minimum lower division preparation (grade of C or better required):

The following suite of major preparation courses must be completed with a minimum GPA of 2.5:

- BIOL 207 – Human Physiology
- BIOL 208 – Human Anatomy
- KIN 201 – Introduction to Kinesiology
- PSY 100 – General Psychology
- HDEV 190 – Elementary Statistics in Social and Behavioral Sciences; or PSY 110 – Introductory Statistics; or SOC 170 – Elementary Statistics; or STAT 108 – Statistics for Everyday Life; or STAT 118 – Introductory Business Statistics

Required General Education courses not covered by major preparation courses:
- Written Communication
- Oral Communication
- Critical Thinking

Additional recommended preparation for transfer students (grade of C or better required):
- NUTR 132 – Introductory Nutrition

Explore the Kinesiology Department for more information on this major.

KINESIOLOGY (Option in Physical Education – Teacher Education)

To be considered for admission to the major, applicants must demonstrate the following:

Minimum Cumulative GPA: 2.5

Minimum lower division preparation (grade of C or better required):

Major preparation courses:
- BIOL 207 – Human Physiology
- BIOL 208 – Human Anatomy
- KIN 201 – Introduction to Kinesiology
- PSY 100 – General Psychology

Required General Education courses not covered by major preparation courses:
- Written Communication
- Oral Communication
- Critical Thinking
- Mathematics

Explore the Kinesiology Department for more information on this major.

NURSING BSN BASIC - Highly Impacted Major

To be considered for admission to the major, applicants must demonstrate the following. Applicants must submit a separate program application to the School of Nursing. In reviewing applications, a personal profile is developed for each applicant based on GPA in pre–requisite courses and the General Assessment Test. The largest weight in the profile is derived from the pre–requisite science courses GPA, with typical courses being 3.25 or higher and no grades below "C." Applicants with the highest profile scores are selected for admission. The number of applicants who can be admitted is limited by space availability. It is anticipated that about 72 students will be admitted each fall and spring from hundreds of applications. Additional information about the admissions review process and statistics on those accepted to the major is available on the School of Nursing website.

Minimum Cumulative GPA: 3.25

Minimum lower division preparation (grade of C or better required):

The following suite of major preparation courses must be completed with a minimum GPA of 3.0:

- Human Anatomy Lecture and Lab (BIOL 208 – Human Anatomy)
- Human Physiology Lecture and Lab (BIOL 207 – Human Physiology)
- Microbiology Lecture and Lab (BIOL 201 – General Microbiology for Health Professionals)
- Chemistry: general, inorganic, organic or integrated (with associated lab if required at the institution where the course taken)
- HDEV 190 – Elementary Statistics in Social and Behavioral Sciences; or PSY 110 – Introductory Statistics; or SOC 170 – Elementary Statistics; or STAT 108 – Statistics for Everyday Life; or STAT 118 – Introductory Business Statistics

Required General Education courses not covered by major preparation courses:
- Written Communication
- Oral Communication
- Critical Thinking

Applicants must complete a General Assessment Test given by the School of Nursing.

Explore the Nursing Department for more information on this major.

NURSING REGISTERED NURSES (RN to BSN program) **- Highly Impacted Major**

To be considered for admission to the major, applicants must demonstrate the following. Applicants must submit a separate program application to the School of Nursing.

Minimum Cumulative GPA: 2.75

Minimum lower division preparation (grade of C or better required):

 Major preparation courses:
- Human Anatomy Lecture and Lab (BIOL 208 – Human Anatomy)
- Human Physiology Lecture and Lab (BIOL 207 – Human Physiology)
- Microbiology Lecture and Lab (BIOL 201 – General Microbiology for Health Professionals)
- Chemistry: general, inorganic, organic or integrated (with associated lab if required at the institution where the course taken)
- HDEV 190 – Elementary Statistics in Social and Behavioral Sciences; or PSY 110 – Introductory Statistics; or SOC 170 – Elementary Statistics; or STAT 108 – Statistics for Everyday Life; or STAT 118 – Introductory Business Statistics

Required General Education courses not covered by major preparation courses:
- Written Communication
- Oral Communication
- Critical Thinking

Accredited Associate Degree in Nursing and RN License

Explore the Nursing Department for more information on this major.

SOCIAL WORK - Highly Impacted Major

To be considered for admission to the major, applicants must demonstrate the following. Applicants must submit a separate program application to the School of Social Work by March 1st for the upcoming fall semester. The application includes statements of biographical and educational background and a description of community and/or social work experience. In addition, each applicant must submit two letters of reference, one academic and one professional. Eligible applicants will be selected for admission on a space-available basis based on review of the entire application packet. Download the BASW Information Booklet for detailed admissions information.

Minimum Cumulative GPA: 2.5

Minimum lower division preparation (grade of C or better required):

Major preparation courses:
- Human Biology course (BIOL 205 – Human Biology recommended)
- PSY 100 – General Psychology

- HDEV 190 – Elementary Statistics in Social and Behavioral Sciences; or PSY 110 – Introductory Statistics; or SOC 170 – Elementary Statistics; or STAT 108 – Statistics for Everyday Life; or STAT 118 – Introductory Business Statistics

Required General Education courses not covered by major preparation courses:
- Written Communication
- Oral Communication
- Critical Thinking
- Mathematics if Statistics course taken above is not GE approved

Explore the Social Work Department for more information on this major.

College of Liberal Arts

ASIAN AMERICAN STUDIES, ASIAN STUDIES, CHINESE STUDIES, JAPANESE, AFRICANA STUDIES, AMERICAN SIGN LANGUAGE AND DEAF CULTURES, AMERICAN STUDIES, ANTHROPOLOGY, CHICANO AND LATINO STUDIES, CLASSICS, COMPARATIVE WORLD LITERATURE, ENGLISH, FRENCH AND FRANCOPHONE STUDIES, GEOGRAPHY, GERMAN, HISTORY, INTERNATIONAL STUDIES , ITALIAN STUDIES, MODERN JEWISH STUDIES, JOURNALISM, LINGUISTICS, PHILOSOPHY, RELIGIOUS STUDIES, SPANISH, WOMEN'S GENDER AND SEXUALITY STUDIES

INTERNATIONAL STUDIES

To be considered for admission to the major, applicants must demonstrate the following:

Minimum Cumulative GPA: 2.0 2.25

Minimum lower division preparation (grade of C or better required):

- Major preparation courses:
    o General Education Category C – Arts and Humanities (minimum 3 courses totaling 9 units which satisfy the entire area)
    o General Education Category D – Social Science and Citizenship (minimum 3 courses totaling 9 units which satisfy the entire area)

Required General Education courses not covered by major preparation courses:
- Written Communication
- Oral Communication
- Critical Thinking
- Mathematics

Explore the Asian and Asian-American Studies, Africana Studies, American Sign Language and Deaf Cultures, American Studies, Anthropology, Chicano and Latino Studies, Comparative Literature and Classics, English, Geography, History, International Studies, Jewish Studies, Journalism and Mass Communication, Linguistics, Philosophy, Religious

Studies, Romance, German, Russian Languages and Literatures, and Women's Gender and Sexuality Studies Departments for more information on these majors.

College of Natural Sciences & Mathematics – no change

College of The Arts

Theatre (B.A. with options in Theatre, Theatre Performance or Technical Theatre

To be considered for admission to the major, applicants must demonstrate the following:

Minimum Cumulative GPA: 2.5

Minimum lower division preparation (grade of C or better required):

Major preparation courses:
- THEA 114A – Fundamentals of Acting

Required General Education courses not covered by major preparation courses:

- Written Communication
- Oral Communication
- Critical Thinking
- Mathematics

Additional recommended preparation for transfer students (grade of C or better required):

THEA 142 – Elementary Stagecraft; or THEA 144 – Stage Makeup; or THEA 146 – Costume Crafts; or THEA 148 – Stage Lighting

Explore the Theatre Department for more information on this major.

Executive Order No. 563 requires campuses to supply historical data for each academic major/program and class level for which the impaction designation is requested. For requests to continue impaction, please complete the following form (undergraduates only, no 2nd BA/BS). Definitions of the data required to complete the form are attached. Please type your responses.

Campus: Long Beach

Program/Level	Headcount Capacity	Continuing Students Headcount	New Students Headcount	Returning Students Headcount	Enrollment Total	Enrollment as Percent of Capacity	Denied Eligible FTF Headcount	Denied Eligible TRN Headcount	Application Quota FTF to Reach Max Capacity	FTF Apps Received	FTF Apps Received %	Application Quota TRN to Reach Max Capacity	TRN Apps Received	TRN Apps Received %
Fall Term Enrollment - Fall 2017									**Fall 2018 Applications**					
Asian Studies BA	28	22	4	0	26	92.86%	21	0	8	43	537.50%	8	16	200.00%
Chinese Studies BA	12	9	2	0	11	91.67%	8	0	4	27	675.00%	4	12	300.00%
Japanese BA	39	16	19	0	35	89.74%	27	0	16	72	450.00%	16	44	275.00%
Asian American Studies BA	12	8	2	1	11	91.67%	13	0	4	22	550.00%	4	8	200.00%
Pre-Asian Studies	5	4	0	0	4	80.00%	0	0	4	0	0.00%	4	0	0.00%
Pre-Asian American Studies	1	1	0	0	1	100.00%	0	0	0	0	0.00%	0	0	0.00%
Accountancy BS	1003	709	186	4	899	89.63%	0	499	0	0	0.00%	416	1171	281.49%
Pre-Bus Accounting	221	121	75	0	196	88.69%	537	0	100	760	760.00%	0	0	0.00%
American Studies BA	102	79	13	1	93	91.18%	9	1	36	23	63.89%	36	6	16.67%
Pre-American Studies	4	3	1	0	4	100.00%	0	0	0	0	0.00%	0	0	0.00%
Anthropology BA	230	174	32	4	210	91.30%	113	39	80	226	282.50%	80	227	283.75%
Pre-Anthropology	11	7	3	0	10	90.91%	0	0	4	0	0.00%	0	0	0.00%
Art - Studio Art BA	822	574	149	7	730	88.81%	0	115	0	0	0.00%	368	373	101.36%
Art History BA	54	42	8	0	50	92.59%	25	39	16	55	343.75%	16	77	481.25%
Art Education BA	48	38	5	0	43	89.58%	43	30	20	65	325.00%	20	41	205.00%
Art Photography BFA	31	27	1	0	28	90.32%	0	26	0	0	0.00%	12	61	508.33%
Art Ceramics BFA	31	26	2	0	28	90.32%	0	5	0	0	0.00%	12	10	83.33%
Art Drawing & Painting BFA	43	37	3	0	40	93.02%	0	24	0	0	0.00%	12	37	308.33%
Art Illustration BFA	169	145	5	0	150	88.76%	0	109	76	1	1.32%	76	285	375.00%
Art 3-D Media BFA	17	15	0	0	15	88.24%	0	15	0	0	0.00%	8	6	75.00%
Art Printmaking BFA	15	13	0	0	13	86.67%	0	5	0	0	0.00%	8	4	50.00%
Art Sculpture BFA	18	16	0	0	16	88.89%	0	1	0	0	0.00%	8	13	162.50%
Art Graphic Design BFA	103	91	1	0	92	89.32%	0	167	0	0	0.00%	44	338	768.18%
Pre-Graphic Design BFA	81	49	25	0	74	91.36%	315	0	28	834	2978.57%	0	0	0.00%
Pre-Art Photography BFA	7	1	5	0	6	85.71%	119	0	4	230	5750.00%	0	0	0.00%
Pre-Art Ceramics BFA	3	2	1	0	3	100.00%	7	0	0	20	0.00%	0	0	0.00%
Pre-Art Drawing & Painting BFA	14	10	3	0	13	92.86%	79	0	4	199	4975.00%	0	0	0.00%
Pre-Art Illustration BFA	76	56	12	0	68	89.47%	166	0	32	503	1571.88%	0	0	0.00%
Pre-Art 3-D Media BFA	7	4	2	0	6	85.71%	52	0	4	24	600.00%	0	0	0.00%
Pre-Studio Art BA	175	34	123	1	158	90.29%	113	0	68	225	330.88%	0	0	0.00%
Pre-Art Education	4	3	1	0	4	100.00%	0	0	0	0	0.00%	0	0	0.00%
Africana Studies BA	25	14	8	0	22	88.00%	22	0	12	58	483.33%	12	29	241.67%
Pre-Africana Studies	3	3	0	0	3	100.00%	0	0	0	0	0.00%	0	0	0.00%
Biology BS	386	286	59	2	347	89.90%	0	192	0	0	0.00%	156	739	473.72%
Biology-Education BS	19	14	3	0	17	89.47%	0	7	0	0	0.00%	8	28	350.00%
Marine Biology BS	83	55	20	0	75	90.36%	0	35	0	0	0.00%	32	103	321.88%
Microbiology BS	70	55	7	0	62	88.57%	0	12	0	0	0.00%	32	78	243.75%
Biol-Organismal Biology BS	58	46	6	0	52	89.66%	0	14	0	0	0.00%	24	59	245.83%
Biol-Molecular Cell/Physio BS	242	196	20	0	216	89.26%	0	38	0	0	0.00%	104	196	188.46%
Pre-Biology BS	378	138	206	0	344	91.01%	2114	0	136	4337	3188.97%	0	0	0.00%
Pre-Biol Education	4	0	4	0	4	100.00%	48	0	0	103	0.00%	0	0	0.00%
Pre-Biol Marine Biology	62	25	31	0	56	90.32%	484	0	24	999	4162.50%	0	0	0.00%
Pre-Biol Microbiology	19	9	8	0	17	89.47%	58	0	8	149	1862.50%	0	0	0.00%
Pre-Biol Organismal	12	3	8	0	11	91.67%	67	0	4	133	3325.00%	0	0	0.00%
Pre-Biol Molecular Cell/Physio	111	43	57	0	100	90.09%	423	0	44	1167	2652.27%	0	0	0.00%
Comparative World Literatur BA	38	34	0	1	35	92.11%	4	1	12	10	83.33%	12	11	91.67%
Pre-Comparative World Lit	1	0	1	0	1	100.00%	0	0	0	0	0.00%	0	0	0.00%
Speech-Language Pathology BA	132	98	22	0	120	90.91%	0	201	0	0	0.00%	48	294	612.50%

Fall Term Enrollment - Fall 2017								Fall 2018 Applications					
Program/Level	Headcount Capacity	Continuing Students Headcount	New Students Headcount	Returning Students Headcount	Enrollment Total	Enrollment as Percent of Capacity	Denied Eligible FTF Headcount	Denied Eligible TRN Headcount	Application Quota FTF to Reach Max Capacity	FTF Apps Received	FTF Apps Received %	Application Quota TRN to Reach Max Capacity	TRN Apps Received	TRN Apps Received %
Pre-Speech-Language Pathology	74	44	22	0	66	89.19%	128	0	32	279	871.88%	0	0	0.00%
Civil Engineering BS	409	329	44	2	375	91.69%	0	115	0	0	0.00%	136	389	286.03%
Pre-Civil Engineering	115	39	66	0	105	91.30%	562	0	40	1250	3125.00%	0	0	0.00%
Computer Science BS	685	530	89	3	622	90.80%	0	407	0	0	0.00%	252	1084	430.16%
Computer Engineering BS	218	188	12	1	201	92.20%	0	87	0	0	0.00%	68	194	285.29%
Pre-Computer Science	277	100	154	0	254	91.70%	1141	0	92	2680	2913.04%	0	0	0.00%
Pre-Computer Engineering	95	38	49	0	87	91.58%	408	0	32	1092	3412.50%	0	0	0.00%
Chemical Engineering BS	310	233	46	0	279	90.00%	0	33	0	0	0.00%	124	197	158.87%
Pre-Chemical Engineering	45	19	21	0	40	88.89%	100	0	20	386	1930.00%	0	0	0.00%
Chemistry BA	28	21	5	0	26	92.86%	0	8	0	0	0.00%	8	35	437.50%
Chemistry BS	99	67	22	0	89	89.90%	0	40	0	0	0.00%	40	149	372.50%
Biochemistry BS	176	138	25	0	163	92.61%	0	46	0	0	0.00%	52	217	417.31%
Pre-Chemistry BA	8	4	3	0	7	87.50%	48	0	4	122	3050.00%	0	0	0.00%
Pre-Chemistry BS	47	21	22	0	43	91.49%	227	0	16	486	3037.50%	0	0	0.00%
Pre-Biochemistry	97	42	46	0	88	90.72%	515	0	36	1189	3302.78%	0	0	0.00%
Chicano & Latino Studies BA	50	38	6	2	46	92.00%	84	0	16	139	868.75%	16	56	350.00%
Pre-Chicano & Latino Studies	3	3	0	0	3	100.00%	0	0	0	0	0.00%	0	0	0.00%
Classics: Latin/Roman Civil BA	8	7	0	0	7	87.50%	2	0	4	6	150.00%	4	1	25.00%
Classics: Greek/Greek Civil BA	8	7	0	0	7	87.50%	1	0	4	9	225.00%	4	1	25.00%
Pre-Classics: Greek/Greek Civ	1	1	0	0	1	100.00%	0	0	0	0	0.00%	0	0	0.00%
Modern Jewish Studies BA	1	1	0	0	1	100.00%	2	0	0	5	0.00%	0	2	0.00%
Liberal Arts BA E	1	0	1	0	1	100.00%	3	0	0	0	0.00%	0	104	0.00%
Communication Studies BA	1000	767	148	4	919	91.90%	0	930	0	0	0.00%	324	1885	581.79%
Comm Stds Comm Cult Pub Aff BA	2	2	0	0	2	100.00%	0	0	0	0	0.00%	0	0	0.00%
Comm Stds Interp Org Comm BA	43	38	0	0	38	88.37%	0	0	0	0	0.00%	0	0	0.00%
Pre-Communication Studies	158	100	41	0	141	89.24%	580	0	68	1072	1576.47%	0	0	0.00%
Pre-Comm Culture Public Aff	1	1	0	0	1	100.00%	0	0	0	0	0.00%	0	0	0.00%
Crim/Criminal Justice BS	542	395	95	2	492	90.77%	0	698	200	3	1.50%	200	1414	707.00%
Pre-Crim/Criminal Justice	360	132	195	0	327	90.83%	1833	0	132	3384	2563.64%	0	0	0.00%
Dance BA	67	40	20	1	61	91.04%	46	12	24	135	562.50%	24	36	150.00%
Dance Science BA	18	9	7	0	16	88.89%	5	2	8	24	300.00%	8	6	75.00%
Dance BFA	36	22	10	0	32	88.89%	0	7	0	0	0.00%	16	23	143.75%
Pre-Dance Science	4	4	0	0	4	100.00%	0	0	0	0	0.00%	0	0	0.00%
Pre-Dance BFA	19	9	8	0	17	89.47%	30	0	8	158	1975.00%	0	0	0.00%
Design BA	161	95	50	0	145	90.06%	0	24	0	0	0.00%	64	60	93.75%
Interior Design BFA	116	104	2	0	106	91.38%	0	68	0	0	0.00%	40	152	380.00%
Industrial Design BS	137	124	0	1	125	91.24%	0	53	0	0	0.00%	48	96	200.00%
Pre-Industrial Design BS	51	30	16	0	46	90.20%	67	0	20	182	910.00%	0	0	0.00%
Pre-Design BA	35	14	17	0	31	88.57%	40	0	16	149	931.25%	0	0	0.00%
Pre-Interior Design BFA	47	29	13	0	42	89.36%	161	0	20	341	1705.00%	0	0	0.00%
Economics BA	194	130	41	2	173	89.18%	0	42	0	0	0.00%	84	328	390.48%
Math Econ & Econ Theory BA	30	21	6	0	27	90.00%	0	2	0	0	0.00%	12	13	108.33%
Business Economics BA	100	71	18	2	91	91.00%	0	18	0	0	0.00%	36	738	2050.00%
Pre-Economics	39	20	15	0	35	89.74%	108	0	16	337	2106.25%	0	0	0.00%
Pre-Math Econ & Econ Theory	2	2	0	0	2	100.00%	3	0	0	33	0.00%	0	0	0.00%
Pre-Business Economics	19	10	7	0	17	89.47%	96	0	8	1688	21100.00%	0	0	0.00%
Electrical Engineering BS	500	401	59	0	460	92.00%	0	121	0	0	0.00%	160	397	248.13%
Biomedical & Clinical Engr BS	88	80	0	0	80	90.91%	0	0	0	0	0.00%	32	0	0.00%
Biomedical Engineering BS	33	14	17	0	31	93.94%	0	26	0	0	0.00%	8	100	1250.00%
Pre-Electrical Engineering	85	28	48	0	76	89.41%	274	0	36	707	1963.89%	0	0	0.00%
Pre-Biomedical/Clinical Engr	4	4	0	0	4	100.00%	0	0	0	0	0.00%	0	0	0.00%
Pre-Biomedical Engineering	67	18	44	0	62	92.54%	169	0	20	935	4675.00%	0	0	0.00%
English Literature BA	198	123	53	1	177	89.39%	111	39	84	248	295.24%	84	279	332.14%
English Creative Writing BA	267	184	57	2	243	91.01%	196	39	96	342	356.25%	96	224	233.33%
Engl Rhetoric & Composition BA	95	67	17	1	85	89.47%	22	14	40	66	165.00%	40	85	212.50%
English Special Emphasis BA	6	3	2	0	5	83.33%	5	3	4	10	250.00%	4	11	275.00%

Fall Term Enrollment - Fall 2017								Fall 2018 Applications					
Program/Level	Headcount Capacity	Continuing Students Headcount	New Students Headcount	Returning Students Headcount	Enrollment Total	Enrollment as Percent of Capacity	Denied Eligible FTF Headcount	Denied Eligible TRN Headcount	Application Quota FTF to Reach Max Capacity	FTF Apps Received	FTF Apps Received %	Application Quota TRN to Reach Max Capacity	TRN Apps Received	TRN Apps Received %
English Education BA	253	174	54	3	231	91.30%	196	47	88	345	392.05%	88	194	220.45%
Pre-English Literature	3	1	2	0	3	100.00%	0	0	0	0	0.00%	0	0	0.00%
Pre-English Creative Writing	12	10	1	0	11	91.67%	0	0	4	0	0.00%	0	0	0.00%
Pre-Engl Rhetoric & Compositio	3	3	0	0	3	100.00%	0	0	0	0	0.00%	0	0	0.00%
Pre-English Education	18	12	4	0	16	88.89%	0	0	8	0	0.00%	0	0	0.00%
Environmental Sci & Policy BA	85	67	9	0	76	89.41%	0	20	0	0	0.00%	36	59	163.89%
Environmental Sci & Policy BS	30	25	2	0	27	90.00%	0	39	0	0	0.00%	12	67	558.33%
Pre-Environmental Sci/Pol BA	18	11	6	0	17	94.44%	95	0	4	205	5125.00%	0	0	0.00%
Pre-Environmental Sci/Pol BS	20	9	9	0	18	90.00%	240	0	8	370	4625.00%	0	0	0.00%
Construction Management BS	55	29	20	1	50	90.91%	0	39	0	0	0.00%	20	113	565.00%
Construction Engr Mgmt BS	138	125	0	0	125	90.58%	0	0	52	0	0.00%	52	0	0.00%
Electronics Engr Tech BS	60	46	8	0	54	90.00%	0	4	0	0	0.00%	24	27	112.50%
Engr Tech-Computer Tech BS	9	5	3	0	8	88.89%	0	0	4	0	0.00%	4	0	0.00%
Computer Engineering Tech BS	39	31	4	0	35	89.74%	0	1	0	0	0.00%	16	31	193.75%
Pre-Electronics Engr Tech	4	0	4	0	4	100.00%	52	0	0	81	0.00%	0	0	0.00%
Pre-Computer Engr Tech	9	2	6	0	8	88.89%	67	0	4	257	6425.00%	0	0	0.00%
FCS Child Dev Family Stds BA	563	391	125	3	519	92.18%	269	161	176	385	218.75%	176	548	311.36%
FCS Consumer Affairs BA	210	175	8	6	189	90.00%	3	1	84	5	5.95%	84	11	13.10%
FCS Fashion Merchandising BA	329	242	55	1	298	90.58%	127	15	124	176	141.94%	124	153	123.39%
FCS Fashion Design BA	125	72	39	0	111	88.80%	76	13	56	134	239.29%	56	66	117.86%
FCS Family Life Education BA	32	26	3	0	29	90.63%	6	5	12	16	133.33%	12	13	108.33%
Dietet Food Adm Nutrition BS	173	144	14	0	158	91.33%	0	145	60	109	181.67%	60	229	381.67%
Diet Food Adm Food Science BS	12	9	2	0	11	91.67%	0	17	4	0	0.00%	4	38	950.00%
Hospitality Management BS	273	191	54	3	248	90.84%	118	4	100	239	239.00%	100	216	216.00%
Pre-FCS Child Dev & Family Std	86	73	7	0	80	93.02%	0	0	24	0	0.00%	0	0	0.00%
Pre-FCS Fashion Merchandising	11	7	3	0	10	90.91%	0	0	4	0	0.00%	0	0	0.00%
Pre-FCS Nutrition & Dietetics	50	23	22	0	45	90.00%	128	0	20	317	1585.00%	0	0	0.00%
Pre-FCS Consumer Affairs	12	11	0	0	11	91.67%	0	0	4	0	0.00%	0	0	0.00%
Pre-FCS Fashion Design	4	1	3	0	4	100.00%	0	0	0	0	0.00%	0	0	0.00%
Pre-FCS Hospitality Management	15	11	2	0	13	86.67%	0	0	8	0	0.00%	0	0	0.00%
Pre-FCS Food Science	9	6	2	0	8	88.89%	27	0	4	31	775.00%	0	0	0.00%
FEA-Theory & Pract Cinema BA	331	253	45	0	298	90.03%	0	119	0	0	0.00%	132	275	208.33%
FEA-Narrative Production BA	81	60	14	0	74	91.36%	0	166	0	0	0.00%	28	417	1489.29%
Pre-FEA Theory/Pract of Cinema	135	59	62	0	121	89.63%	169	0	56	579	1033.93%	0	0	0.00%
Pre-FEA Narrative Production	99	54	36	0	90	90.91%	164	0	36	690	1916.67%	0	0	0.00%
Finance BS	580	440	77	5	522	90.00%	0	267	0	0	0.00%	232	659	284.05%
International Business BS	173	123	30	2	155	89.60%	0	125	0	0	0.00%	72	280	388.89%
Pre-Bus Finance	178	95	63	0	158	88.76%	466	0	80	657	821.25%	0	0	0.00%
Pre-Bus International Bus	124	63	51	0	114	91.94%	345	0	40	500	1250.00%	0	0	0.00%
Geography BA	149	97	32	4	133	89.26%	10	1	64	27	42.19%	64	106	165.63%
Pre-Geography	8	7	0	0	7	87.50%	0	0	4	0	0.00%	0	0	0.00%
Geology BS	32	21	6	1	28	87.50%	0	3	0	0	0.00%	16	42	262.50%
Earth Science BS	8	5	2	0	7	87.50%	0	4	0	0	0.00%	4	13	325.00%
Pre-Geology	4	3	1	0	4	100.00%	22	0	0	39	0.00%	0	0	0.00%
Pre-Earth Science	4	1	3	0	4	100.00%	25	0	0	52	0.00%	0	0	0.00%
Health Care Administration BS	516	365	97	2	464	89.92%	126	89	208	234	112.50%	208	258	124.04%
Pre-Health Care Admin	102	85	7	0	92	90.20%	0	0	40	0	0.00%	0	0	0.00%
Human Development BA	606	489	43	6	538	88.78%	105	26	272	181	66.54%	272	150	55.15%
Pre-Human Development	37	29	4	0	33	89.19%	0	0	16	0	0.00%	0	0	0.00%
History BA	558	360	134	4	498	89.25%	285	1	240	509	212.08%	240	536	223.33%
Pre-History	22	14	6	0	20	90.91%	0	0	8	0	0.00%	0	0	0.00%
HSC Community Health Educ BS	672	501	95	4	600	89.29%	194	33	288	337	117.01%	288	328	113.89%
HSC School Health Educ BS	43	29	10	0	39	90.70%	56	6	16	120	750.00%	16	44	275.00%
Pre-HSC Community Health Ed	126	95	19	0	114	90.48%	0	0	48	0	0.00%	0	0	0.00%
Pre-HSC School Health Educatn	9	7	1	0	8	88.89%	0	0	4	0	0.00%	0	0	0.00%
International Studies BA	186	130	36	3	169	90.86%	104	1	68	283	416.18%	68	100	147.06%

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Pre-International Studies	15	12	2	0	14	93.33%	0	0	4	0	0.00%	0	0	0.00%
Mgmt Info Systems BS	261	201	37	2	240	91.95%	0	122	0	0	0.00%	84	340	404.76%
Pre-Bus Management Info Systms	29	23	4	0	27	93.10%	84	0	8	156	1950.00%	0	0	0.00%
Journalism BA	470	330	89	4	423	90.00%	292	52	188	504	268.09%	188	323	171.81%
Pre-Journalism	28	18	7	0	25	89.29%	0	0	12	0	0.00%	0	0	0.00%
KIN Adapted Physical Ed TED BA	14	13	0	0	13	92.86%	0	0	4	0	0.00%	4	0	0.00%
KIN K-12 Phys Ed Teacher BA	23	21	0	0	21	91.30%	0	0	8	0	0.00%	8	0	0.00%
KIN Exercise Science BS	420	331	57	0	388	92.38%	0	365	0	0	0.00%	128	754	589.06%
KIN Fitness BS	97	67	20	0	87	89.69%	0	48	0	0	0.00%	40	158	395.00%
KIN Sport Psych Leadership BS	144	119	12	0	131	90.97%	0	32	0	0	0.00%	52	181	348.08%
Athletic Training BS	70	56	6	1	63	90.00%	0	59	0	0	0.00%	28	82	292.86%
KIN Phys Ed Teacher Ed BS	80	47	26	0	73	91.25%	0	41	0	0	0.00%	28	132	471.43%
Pre-KIN Fitness	33	24	6	0	30	90.91%	71	0	12	333	2775.00%	0	0	0.00%
Pre-Athletic Training	48	23	21	0	44	91.67%	252	0	16	499	3118.75%	0	0	0.00%
Pre-KIN Exercise Science	315	144	147	0	291	92.38%	878	0	96	1615	1682.29%	0	0	0.00%
Pre-KIN Sport Psy Leadership	34	15	16	0	31	91.18%	184	0	12	539	4491.67%	0	0	0.00%
Pre-KIN Phys Ed Teacher Ed	11	8	2	0	10	90.91%	73	0	4	85	2125.00%	0	0	0.00%
Liberal Studies BA	390	244	101	3	348	89.23%	0	165	0	0	0.00%	168	622	370.24%
Liberal Studies ITEP BA (2052)	290	257	0	0	257	88.62%	0	0	0	0	0.00%	132	1	0.76%
Pre-Liberal Studies	203	98	85	0	183	90.15%	334	0	80	951	1188.75%	0	0	0.00%
Linguistics BA	114	80	22	0	102	89.47%	61	21	48	132	275.00%	48	93	193.75%
ASL Ling Deaf Cultures BA	10	2	6	1	9	90.00%	0	18	0	0	0.00%	4	36	900.00%
ASL Ling Deaf Engl Interp BA	1	1	0	0	1	100.00%	0	0	0	0	0.00%	0	66	0.00%
Pre-Linguistics	10	9	0	0	9	90.00%	0	0	4	0	0.00%	0	0	0.00%
Pre-ASL Ling Deaf Cultures	8	0	7	0	7	87.50%	28	0	4	41	1025.00%	0	0	0.00%
Mechanical Engineering BS	701	573	68	0	641	91.44%	0	434	0	0	0.00%	240	781	325.42%
Aerospace Engineering BS	242	206	14	0	220	90.91%	0	114	0	0	0.00%	88	282	320.45%
Pre-Mechanical Engineering	245	80	143	0	223	91.02%	909	0	88	1858	2111.36%	0	0	0.00%
Pre-Aerospace Engineering	96	23	64	0	87	90.63%	378	0	36	1162	3227.78%	0	0	0.00%
Mathematics BS	106	72	22	1	95	89.62%	0	39	0	0	0.00%	44	121	275.00%
Math-Applied BS	77	63	6	0	69	89.61%	0	31	0	0	0.00%	32	104	325.00%
Math-Education BS	93	73	11	0	84	90.32%	0	32	0	0	0.00%	36	92	255.56%
Math-Statistics BS	24	18	4	0	22	91.67%	0	11	0	0	0.00%	8	52	650.00%
Pre-Mathematics	24	5	17	0	22	91.67%	112	0	8	306	3825.00%	0	0	0.00%
Pre-Math Applied	19	6	11	0	17	89.47%	42	0	8	170	2125.00%	0	0	0.00%
Pre-Math Education	22	6	14	0	20	90.91%	128	0	8	272	3400.00%	0	0	0.00%
Pre-Math Statistics	8	1	6	0	7	87.50%	26	0	4	98	2450.00%	0	0	0.00%
Management BS	744	516	137	8	661	88.84%	0	529	0	0	0.00%	332	1000	301.20%
Oper Supply Chain Mgmt BS	54	39	9	1	49	90.74%	0	29	0	0	0.00%	20	105	525.00%
Human Resources Management BS	242	171	42	2	215	88.84%	0	119	0	0	0.00%	108	263	243.52%
Pre-Bus Management	355	193	131	0	324	91.27%	1411	0	124	1636	1319.35%	0	0	0.00%
Pre-Bus Operations Management	8	5	2	0	7	87.50%	24	0	4	66	1650.00%	0	0	0.00%
Pre-Bus Human Resources Mgmt	55	35	16	0	51	92.73%	152	0	16	208	1300.00%	0	0	0.00%
Marketing BS	682	497	119	3	619	90.76%	0	494	0	0	0.00%	252	965	382.94%
Pre-Bus Marketing	292	163	101	0	264	90.41%	1078	0	112	1341	1197.32%	0	0	0.00%
Music BA	11	9	1	0	10	90.91%	58	14	4	112	2800.00%	4	65	1625.00%
Mus Ed Choral-Vocal Music BM	44	20	19	1	40	90.91%	3	5	16	88	550.00%	16	45	281.25%
Composition BM	25	16	6	1	23	92.00%	9	10	8	109	1362.50%	8	47	587.50%
History & Literature BM	1	0	1	0	1	100.00%	2	1	0	10	0.00%	0	1	0.00%
Music Ed Instrumental Music BM	68	42	18	0	60	88.24%	5	7	32	195	609.38%	32	56	175.00%
Performance BM	275	174	69	1	244	88.73%	32	27	124	425	342.74%	124	151	121.77%
Undeclared Undergraduate	1784	850	773	0	1623	90.98%	2891	0	644	6587	1022.83%	644	1	0.16%
Nursing Basic BS	286	228	32	0	260	90.91%	0	550	104	1	0.96%	104	1324	1273.08%
Nursing RN BS	121	78	21	10	109	90.08%	0	105	48	1	2.08%	48	418	870.83%
Pre-Nursing	394	163	191	0	354	89.85%	3696	0	160	6660	4162.50%	0	0	0.00%
Philosophy BA	96	67	19	2	88	91.67%	87	1	32	152	475.00%	32	153	478.13%

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Pre-Philosophy	8	4	3	0	7	87.50%	0	0	4	0	0.00%	0	0	0.00%
Physics BA	12	8	1	2	11	91.67%	0	0	4	0	0.00%	4	9	225.00%
Physics BS	68	47	15	0	62	91.18%	0	7	24	0	0.00%	24	98	408.33%
Pre-Physics BA	1	1	0	0	1	100.00%	30	0	0	39	0.00%	0	0	0.00%
Pre-Physics BS	14	4	9	0	13	92.86%	104	0	4	235	5875.00%	0	0	0.00%
Political Science BA	585	389	137	2	528	90.26%	658	111	228	1313	575.88%	228	659	289.04%
Pre-Political Science	51	27	18	1	46	90.20%	0	0	20	0	0.00%	0	0	0.00%
Psychology BA	1281	927	209	10	1146	89.46%	1	1716	540	1	0.19%	540	3215	595.37%
Pre-Psychology	526	266	213	0	479	91.06%	2167	0	188	3954	2103.19%	0	0	0.00%
Religious Studies BA	15	10	3	0	13	86.67%	17	1	8	33	412.50%	8	20	250.00%
Recreation BA	136	103	18	2	123	90.44%	17	2	52	27	51.92%	52	56	107.69%
Recreation-Rec Therapy BA	141	117	10	0	127	90.07%	0	1	56	0	0.00%	56	32	57.14%
Pre-Recreation	8	6	1	0	7	87.50%	0	0	4	0	0.00%	0	0	0.00%
Pre-Recreation Therapy	11	8	2	0	10	90.91%	24	0	4	45	1125.00%	0	0	0.00%
French & Francophone Stds BA	16	10	3	1	14	87.50%	1	2	8	19	237.50%	8	15	187.50%
German BA	9	8	0	0	8	88.89%	1	2	4	9	225.00%	4	5	125.00%
Spanish BA	124	75	36	3	114	91.94%	113	1	40	205	512.50%	40	128	320.00%
Italian Studies BA	9	8	0	0	8	88.89%	5	2	4	7	175.00%	4	2	50.00%
French: Interdisciplinary BA	1	1	0	0	1	100.00%	7	1	0	6	0.00%	0	3	0.00%
Pre-German	1	1	0	0	1	100.00%	0	0	0	0	0.00%	0	0	0.00%
Pre-Spanish	7	3	3	0	6	85.71%	0	0	4	0	0.00%	0	0	0.00%
Pre-French Interdisciplinary	1	1	0	0	1	100.00%	0	0	0	0	0.00%	0	0	0.00%
Sociology BA	872	602	180	7	789	90.48%	486	643	332	875	263.55%	332	1629	490.66%
Pre-Sociology	47	37	6	0	43	91.49%	0	0	16	0	0.00%	0	0	0.00%
Social Work BA	163	103	45	0	148	90.80%	1	171	60	1	1.67%	60	490	816.67%
Pre-Social Work	102	49	44	0	93	91.18%	382	0	36	671	1863.89%	0	0	0.00%
Theatre Arts BA	81	58	14	1	73	90.12%	80	35	32	107	334.38%	32	69	215.63%
Theatre Arts Performance BA	62	41	15	0	56	90.32%	144	29	24	430	1791.67%	24	153	637.50%
Thea Technical Theatre BA	49	27	17	0	44	89.80%	36	7	20	91	455.00%	20	59	295.00%
Pre-Theatre Arts	3	3	0	0	3	100.00%	0	0	0	0	0.00%	0	0	0.00%
Pre-Theater Performance	35	14	18	0	32	91.43%	0	0	12	0	0.00%	0	0	0.00%
Women's Gend Sex Stds BA	58	44	8	0	52	89.66%	52	1	24	83	345.83%	24	58	241.67%
Pre-Women's Gender Sex Stds	6	5	0	0	5	83.33%	0	0	4	0	0.00%	0	0	0.00%
Pre-Art Printmaking BFA	N/A	N/A	N/A	N/A	N/A	N/A	2	0	N/A	1	0.00%	N/A	0	0.00%
Electrical Engineering BS E	N/A	N/A	N/A	N/A	N/A	N/A	2	0	N/A	0	0.00%	N/A	50	0.00%
Pre-Construction Management	N/A	N/A	N/A	N/A	N/A	N/A	82	0	N/A	220	0.00%	N/A	0	0.00%
Mechanical Engineering BS E	N/A	N/A	N/A	N/A	N/A	N/A	7	0	N/A	0	0.00%	N/A	83	0.00%
Pre-Music Ed Choral-Voice	N/A	N/A	N/A	N/A	N/A	N/A	6	0	N/A	0	0.00%	N/A	0	0.00%
Pre-Music Ed Instrumentl Music	N/A	N/A	N/A	N/A	N/A	N/A	13	0	N/A	0	0.00%	N/A	0	0.00%