

**Report on Campus Actions to Facilitate Student Success  
California State University, Fresno  
December 2005**

**Introduction**

In Fall 2002, President Welty convened a Student Success Task Force in order to launch a campaign for student success. The Provost and Vice President for Academic Affairs and the Vice President for Student Affairs chaired the task force. The five core initiatives were recommended in April 2003 and included:

- setting electronic markers in PeopleSoft Student administration in order to guarantee that all students declare a major before completing their 60<sup>th</sup> unit and that all have seen an advisor before completing their 75<sup>th</sup> unit;
- developing the first phase of Road Maps to Graduation and following up with CIS and PeopleSoft to develop more interactive Road Maps as a tool for advisors and students to use to track progress toward graduation;
- expanding the Mentoring Institute in order to reach out to every new student on campus in their first semester through one-on-one contact and/or through *GoalQuest*, an electronic outreach program that issues 15 electronic messages with information for new students in the first three semesters he or she is on campus;
- developing and establishing freshman learning communities within General Education course offerings and exploring additional forms of learning communities; and
- expanding the *Dog Days* Orientation program from optional to expected and reviewing the materials developed for the orientation (*Bulldog B.A.R.K.*) that are presented to the new students and their guests.

In May 2003, the five initiatives were accepted and the task force volunteered to continue as a committee to implement these initiatives. All five have been launched and most continue to develop and evolve.

- electronic markers have been set and we are beginning to monitor and advise our students using them;
- the first phase of Road Maps has been implemented and stages two and three will be launched in February 2006;
- the Mentoring Institute has been expanded using one-on-one contact as well as *GoalQuest*;
- two dozen freshman learning communities were established in fall 2005 and their success is being monitored; and
- attendance at *Dog Days* Orientation has become expected and materials have been revised and updated.

In addition, the task force has taken on additional projects to support student success. Those projects and initiatives are cited in the following report.

***I. Efficiency in Academic Program Design***

<b>1</b>	Reduction of Required Units in Programs Leading to the Baccalaureate Degree	At California State University, Fresno, the total number of units required in all but one baccalaureate program have been reviewed and reduced in the past five years. Those in the attached chart have been reduced but at least one option within the program totals more than 120 units. The chart shows the number of units required in the major, the number of general education and other graduation requirements, the number of free electives, total number of units, whether the program is accredited, and the date of the last program review, and the date of the next program review. It should be noted that outcome assessment planning replaced program reviews in the late 1990s and early 2000s which accounts for the large gap between program review dates. The number of units in each of these programs received carefully scrutiny during the last five years.
	<b>Action Plan</b>	Unit totals in all programs in excess of 120 units (most of which are accredited) will be reviewed as part of their program reviews and during their accreditation reviews.

<b>2</b>	Selective Reduction of Campus Graduation Requirements	On our campus, 38 programs have 120 units. Of these, 10 have fewer than 10 free electives. Three of these are accredited programs that must meet standards established by accrediting bodies and have carefully reviewed free electives. Almost all of the others have a set of constrained electives.
	<b>Action Plan</b>	The number of free elective units in all baccalaureate programs totaling 120 units with less than 10 units of free electives will be reviewed to ascertain the potential of increasing free electives without reducing program quality. This review will be conducted by the Office of the Dean of Undergraduate Studies and the Undergraduate Curriculum Committee of the Academic Senate. This review process will continue over the next two years.

## II. Supporting Students in Choosing an Efficient Pathway to the Baccalaureate

<b>3</b>	<p>Emphasis on Graduation in Orientation Sessions for New Students (First-time Freshmen; Transfers)</p>	<p>All incoming freshmen and transfer students are expected to attend one of several of our <i>Dog Days: New Student Orientation at Fresno State</i> sessions. In summer 2005 approximately 90% of all new Fall 2005 undergraduate students attended one of 16 <i>Dog Days</i> sessions with their guests and family members. This percentage represents a significant increase from 69% attendance in 2003. All students and guests receive an academic guide, <i>Bulldog B.A.R.K. (Building Academic Resources and Know-how)</i> when they check-in.</p> <p><i>B.A.R.K. for Parents, B.A.R.K. for Freshmen</i> and <i>B.A.R.K. for Transfers</i> include information regarding progress to degree and graduation requirements. They each include comments that emphasize four-year and two-year progress toward degrees and comments on good use of Advising Services, mentoring and Road Maps.</p> <p>The role of individual departmental advisors, deans, associate deans and the Provost in <i>Dog Days</i> has expanded in the past three years, and all place emphasis on graduation.</p>
<b>4</b>	<p>Strengthened Support for both general education and Life / Career Goal Clarification for Lower-Division Students</p>	<p>As a comprehensive career center, Career Services participates in new student orientations; provides extensive, in-office orientations about programs, services and resources; provides content for the career-oriented issue of <i>Bulldog Connection</i>, a newly-implemented e-mail/web newsletter; provides two computer-based assessment/career database resources now available via web; provides individual counseling services to students; and sponsors/co-sponsors nine career fairs each year.</p> <p>Each academic department contains copy associating the academic major with career possibilities in the University Catalog. In addition, each major offers Advising Sheets prepared by the Office of Outreach Services.</p>

5	<p>Prominent Association of Career Outcomes with Degree Majors in Catalogs, and Other Student Informational Materials &amp; Resources</p>	<p>Career Services provides customized workshops and in-class presentations to the eight schools and colleges, to student organizations, and to targeted populations for the purpose of increasing the prominence and ease of access to major/career-specific information and resources. In addition, Career Services provides information and resource material to our student newspaper, the <i>Collegian</i> to facilitate their publication of a Career Week issue to coincide with Career Services' Fall Career Fair.</p> <p>Advising Services recently developed and published a new member of the <i>Bulldog B.A.R.K.</i> series: <i>Senior Experience: Bulldog B.A.R.K., A Guide for Seniors</i>. It is designed to assist our students as they reach 90 units on campus, and to prepare them for transitioning into graduate school or their career. We also developed a <i>Senior Experience</i> website that offers specific information on Commencement, Resume Preparation, Professional Portfolio Development, a Graduation Checklist, and more.</p>
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<p><b>Action Plans For 3, 4, and 5</b></p>	<p>By May 2006 we will have all <i>Dog Days</i> attendees (from Fall 2002 through the present) identified in PeopleSoft. After that we will begin working with Institutional Research to explore development of a follow up study to investigate time-to-graduation, retention, and graduation rates for <i>Dog Days</i> attendees versus non-attendees. We will also consider including academic probation/disqualification rates and patterns in our study.</p> <p>By May 2006 we will have included in our "Welcome" PowerPoint presentation, slides which emphasize a "four-year" degree program. General Education presenters and orientation leaders will also use this verbiage in their presentations.</p> <p>Develop and offer one or two <i>Dog Days</i> that are designed exclusively for transfer students.</p> <p>Increase focus of content provided for career-oriented issue of <i>Goal Quest Bulldog Connection</i> for freshmen on major selection and career-decision-making programs/resources.</p> <p>Set up the practice of annually reviewing departmental copy in the <i>University Catalog</i> in order to strengthen the ties between academic majors and professional careers in the <i>Catalog</i>.</p> <p>Realign career counselor functions to facilitate improved, coordinated service to lower-division students; Recruit and hire a Career Development Counselor to improve, coordinate and standardize the content of major selection/career decision-making workshops facilitated by counselors in Career Services.</p> <p>Research, secure and implement web-based career fair management software to increase time available for improved marketing, education and preparation of lower-division students to maximize the networking and informational interviewing opportunities available through these events.</p> <p>Update and customize the on-line "What Can I Do with a Major In..." database resource to feature majors specific to California State University, Fresno.</p> <p>Extend college/school liaison relationship to promote enhanced personal and web referral of students seeking career outcome and advisement information/resources (collaborating on information/resources, where appropriate).</p> <p>Redefine counselors' school/college liaison roles to emphasize consultation with academic departments on student programming; marketing/publicizing services, events and opportunities to liaison colleges; and ensuring schools'/colleges' needs are addressed</p>
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6	Choice of Degree Major Required at a Reasonable, Early Juncture	<p>Promote early choice of a major through <i>Dog Days: New Student Orientation</i>.</p> <p>Students subject to the 2005-06 catalog are required to declare a major no later than the semester in which 60 units are completed or a block will be placed on their registration for the next term. Automated messages are sent to students at critical points to remind them of the requirement and consequences for their failure to comply. Aggressive outreach and several intervention strategies have been implemented to assist undeclared students in making informed major and career choices.</p> <p>Career Services and Advising Services (the academic advising unit for our undeclared majors) currently collaborate in offering workshops at the time of new student orientation (<i>Dog Days</i> and <i>Compass</i>) and University Open House. We also offer Career Assessment and Planning workshops such as Undeclared 101 and Preview Day.</p>
	<b>Action Plan</b>	<p>Promote early choice of a major through <i>Dog Days</i> new student orientation, through Goal Quest electronic program for freshman and early sophomores, and through University 1 classes</p> <p>Deploy a web site to provide guidance in career exploration and acquaint students with campus resources to help them chose a major and career choice.</p> <p>Offer career outlook and updated career resource information to academic advisors via the Campus Advisors Network meetings on at least an annual basis.</p> <p>Work with University 1 faculty to include mandatory career assessment as part of University 1 syllabus and curriculum.</p> <p>Rename and reorient the focus of Career Services' <i>Job Search Guidebook</i> to include significant career planning and development information in order to strengthen career and life goal advisement of lower-division students.</p>

### **III. Tools to Keep Students on Efficient Pathways to the Baccalaureate**

<b>7</b>	Wide Promulgation of Road Maps to Degree in an Official, Centrally-Archived, Graphically Authoritative Format	Four year Road Maps have been prepared for every undergraduate program and are posted online. These Road Maps include dropdown boxes to facilitate completion. Students can enter their customized plan into their Road Map and print the plan. Additionally, a second and third phase of the Road Map project is being implemented in spring 2006.
<b>8</b>	Alignment of Class Schedules to Road Maps	
<b>9</b>	Provision in Policy of Mandatory Individual Student Study Plans to the Degree	Plans for mandatory individual study plans have been developed and are in the process of being launched in stages. Mandatory study plans will be enforced through the requirement that all students meet with an advisor to review their Road Map prior to completion of 75 units. Enforcement of this requirement will be phased in over the next several semesters. It was launched in Fall 2005 for all Music and Criminology majors. Students subject to the 2005-2006 university catalog were prevented from registering for courses until their advisors placed a positive service indicator in PeopleSoft, indicating that the Road Map had been reviewed. The campus has developed an advisor panel in PeopleSoft that will be used for all majors beginning spring 2006. Advisors will record details of advising sessions and will be able to check a box when Road Maps have been reviewed. This will guarantee that the student will be able to register in all future semesters.  There are no plans at this time on our campus to develop a People Soft module to accumulate Road Maps for a specific plan and use this information to develop future course schedules. We would be very interested in doing so but look to the Common Management System to provide leadership in this area.
<b>10</b>	Use of Cumulated Individual Student Study Plans in Planning Class Schedules	

	<p><b>Action Plans for 7, 8, 9, and 10</b></p>	<p>Road Maps Phase Two will place the Road Maps into the PeopleSoft Student Administration system and allow a student to save a copy of their plan and update it as needed. Advisors will have access to the Road Map as well. In Phase Three, PeopleSoft will populate the Road Maps from courses in the student's record.</p> <p>The campus plans to launch discussions on identifying which semesters all required courses in the major will be offered and how to provide this information to students with at least a semester or two advance notification so that they can plan their course of study in detail.</p> <p>The campus will also explore the feasibility of publishing a 1 and possibly 2 year course schedule (incl. summer session) to facilitate department and student course planning.</p> <p>In spring 2006, the advisor panel in PeopleSoft that will be launched to expand the use of the 75-unit rule. Advisors will be able to record details of advising sessions and will be able to check a box when Road Maps have been reviewed. This will allow the student to register in future semesters.</p> <p>Advising Services and Academic Affairs will collaborate on the design and implementation of Road Map training workshops for all advisors in spring 2006 and Fall 2007.</p>
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<p><b>11</b></p>	<p>Adoption of Strategies for Student Success and Learning Support: Tutoring; Technology-mediated Supplementary Learning; and Similar Tactics</p>	<p>Learning Resource Center: Provides free tutoring to all enrolled students in most subject areas. Drop-in, small group and individual tutoring is available from nationally certified tutors. Academic partnerships have been established with the School of Business, School of Social Work, Educational Opportunity Program, and Student Special Services. Faculty resources include class presentations, facilitation of study groups, and reporting of student use of center by class. A 10 station computer lab with IKON pay for print copy service is also available. Learning skills workshops are offered in a variety of topic areas. A three unit Learning Strategies Course is offered. Learning and Study Strategies Inventory (LASSI) is used as a pre/post assessment.</p> <p>Probationary and disqualified-readmitted students are required to attend, each semester until in good standing, a 2 hour workshop (MAP-Maximizing Academic Potential) where students explore personal issues contributing to status, discover campus resources, learn campus policies and procedures, and identify skill strategies to improve academic standing.</p> <p>The university has expanded the Faculty Mentoring Program and is developing the Mentoring Institute. The goal of the MI is to reach every new student on campus in their first semester through one-on-one contact and/or through an electronic outreach program that issues electronic messages with information for new students in their first three semesters on campus. The GoalQuest electronic program has been developed and is being implemented and the MI has approximately 250 on-to-one mentees this term.</p> <p>Student Athlete Services: The Student-Athlete Services office provides: a new academic center which includes a 40-station computer lab; mandatory academic advising and monitoring for all student-athletes; supervised Student Table; free tutoring; a two-year specialized program for student-athletes who are academically at risk; and screening, referral and follow-up services for students with learning challenges.</p> <p>Additional tutoring by academic departments is available from Psychology, Engineering (MESA), Chemistry and Physics.</p> <p>Digital Campus provides the Blackboard learning management system allowing faculty to provide documents, links, discussion forums, chat, and presentations online. In Spring 2005, 17,923 of the university's 19,626 students (91 percent) were enrolled in a class having a Blackboard course shell. This includes 81 fully online web-based classes, and 1,852 web-enhanced classes.</p> <p>In Fall 2005, the campus launched <i>GoalQuest</i> "Bulldog Connection" an electronic mentoring tool providing students with tips and resources on 19 topics. This system will be evaluated, refined, and used over the next three years as a virtual mentoring system for first time students to complement other mentoring efforts."</p>
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	<p><b>Action Plans</b></p>	<p>Digital Campus administers two Title V grants for increasing student access to the university. One grant specifically addresses preparation and retention of traditionally underrepresented students from the west side of the valley. Beginning in their senior year of high school, students participate online in an intense preparation for the ELM and EPT exams as well earning college credit for University 1. Upon entering the university, the students are loaned a laptop computer and form a cohort taking University 20 in fall and Community Service in the spring semester of their freshman year. After successful completion of their sophomore year, the laptop computer becomes the property of the student. In 2005-2006, 72 high school students at four high schools participated. Of the students from the first year of the program, all who enrolled in Fall 2005 are currently enrolled in their sophomore year.</p> <p>In fall 2005, the university launched about two dozen Learning Communities in which General Education courses in English and Communications or English and University 1 were paired and offered to freshman via block registration. Progress toward degree among students in these courses will be tracked and plans for continuing LCs in Fall 2006 are underway.</p> <p>The CSU-developed ALEKS electronic program has been implemented by some mathematics professors for skill development in introductory math courses and for use in the Summer Bridge Program.</p> <p>Spring 2006 - registration holds will be placed on all probationary and disqualified-readmitted students until they attend a MAP Workshop.</p> <p>Spring 2006 – Freshmen will be offered an opportunity to complete a web version of the Learning and Study Strategies Inventory (LASSI), academic counseling to discuss improvement in weak skill areas, and web based LASSI instructional modules to reinforce skills.</p> <p>In the next 1-2 years, we will implement email outreach each semester to students whose previous term GPA is less than a 2.0 to encourage them to utilize campus resources in tutoring, advising, career services and counseling.</p> <p>Efforts to expand all Student Success Task force (SSTF) initiatives mentioned in the introduction will be continued and monitored. Examples include (but are not limited to) the recruitment of additional mentees and mentors, development of Learning Communities of additional LCs and how they will be assessed, offering at least four Mentor training workshops, continuance and expansion of <i>Dog Days</i>.</p> <p>Spring 2006 – Work will begin on a textbook manuscript focusing on mentoring. The textbook will be used as a primary training tool.</p>
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<p><b>12</b></p>	<p>Renewed Enforcement of Policies that Limit or Discourage Drops, Withdrawals, Grades of Incomplete</p>	<p>CSU Fresno follows the current CSU Policy for drops which allows students to drop a course without penalty until the end of the fourth week. From week 4 through 12, a class may be dropped for serious and compelling reasons; after the 12th week only entire schedules can be dropped but not individual courses.</p> <p>A revised drop policy is currently being reviewed by our Academic Senate. Changes under consideration include; limiting drops for students who drop on a regular basis; fees for drops beyond a certain time; more consistent enforcement by providing clear verification/documentation of serious and compelling reasons to withdraw.</p> <p>We follow a system wide policy that allows withdrawals to begin after the 4th week. During weeks 4 through 12 students receive a W on their record but need a serious and compelling reason for the withdrawal. Students receive a pro-rated fee reimbursement up until the end of the 8th week of the term. After the 12th week only complete withdrawals of all courses is allowed.</p>
<p><b>13</b></p>	<p>Adoption or Renewed Enforcement of Policy that Limits the Number of Course Repetitions</p>	<p>We follow system wide policy that allows students one year to make up an incomplete. Campus policy has allowed students to sign up for the same course the semester after receiving an incomplete. Academic Senate is currently reviewing that practice with the expectation that it would be eliminated and students would not be allowed to sign up for a course in which they currently have been given an incomplete.</p> <p>Extensions for incompletes are allowed beyond one year.</p> <p>Our students may repeat a course as many times as they wish. Only the first repeat grade is counted towards graduation and their graduation GPA.</p>

	<p><b>Action Plans for 12, 13, and 14</b></p>	<p>We will give consideration to eliminating the pro-rated refund after the 4th week.</p> <p>We will explore the consistency with which extensions for incompletes are granted for the purpose of tightening up the criteria for granting extensions and will consider forwarding this information to the Academic Senate for their consideration.</p> <p>A subcommittee of the Academic Senate is exploring ways to reduce the number of repeats by placing a limitation on the number of times a course can be repeated and the number of courses that can be repeated while they are an undergraduate.</p> <p>In addition, research is being conducted on the demographics of those students who have repeated courses to determine the impact on graduation rates if course repeats are limited.</p> <p>Consideration is also being given to looking at data on courses that have a high repeat rate (i.e. math, biology, etc.) to discover what might be done to address this issue. Course re-design stipends have been offered by the Office of the Provost to address this issue.</p> <p>Using LASSI in pre- and post-test in Univ 20; encourage use of LASSI via Goal Quest</p> <p>LRC is developing additional partnerships with HCOP, Mathematics, and History.</p>
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**IV. Strong Advising Strategies and Practices**

<b>14</b>	Campus Provision of a Rich CMS Information and Communications Environment for Major Advising	The campus has developed and will begin implementation in Spring 2006 of an advisor panel in PeopleSoft that will allow advisors to save details of advising sessions. Students will have access to their own advising history. Currently advisors use the PeopleSoft “what-if” report feature to help students who are considering a given major and the Degree Audit Report System (DARS) is widely used by campus advisors in the advising process. These features are not yet available to students through self service.
<b>15</b>	Strong, Timely Major Advisement, Including Mandatory Advisement upon Declaring or upon Changing a Major	Several majors already utilize mandatory advising. Efforts are being made to facilitate mandatory advising by tying advising to registration and blocking registration for those who have not seen an advisor. This will happen for all students at the 60 <sup>th</sup> unit (mandatory declaration of a major) and at the 75 <sup>th</sup> unit (requiring review of Road Maps and an advising session).
<b>16</b>	Frequent Use of Degree Audits	Degree audits are currently conducted using the Degree Audit Reporting System (DARS). Efforts are underway to provide transfer students with an earlier DARS report. As the Road Maps project is implemented, it may prove to be a suitable alternative or replacement for DARS from the students’ perspective.

	<p><b>Action Plans for 14, 15, and 16</b></p>	<p>Develop and widely distribute a guide to reading and interpreting the DARS report to the campus community in 2006.</p> <p>Develop an on line tutorial and offer campus workshops to train campus advisors to use the Advisor Panel and DARS reports in academic planning and advisement with students in spring 2006.</p> <p>Determine the steps needed to provide DARS self-service to students for degree progress in 2006.</p> <p>Consider offering the PeopleSoft “What-if feature to students through self-service in spring 2006.</p> <p>Academic departments will be encouraged to review change of major practices to ensure that all new students are receiving accurate information about major requirements at the time of entry into the new major, and to update their Road Maps to graduation as changes occur.</p> <p>The policy on Undergraduate Student Academic Advising will be revised and updated to reflect recent changes in campus advising requirements in the upcoming year.</p> <p>Deliver up front evaluations to transfer students and self service DARS reports to students</p> <p>Consistent with the Undergraduate Policy on Academic Advising, strongly encourage students to review their DARS report with an advisor prior to class registration each semester</p>
<p><b>17</b></p>	<p>Mandatory Degree Audits not later than at 70 Semester Units (or Quarter-unit Equivalent)</p>	<p>The mandatory advising and Road Map review check points enforce the principal of mandatory degree audits as students can be required to review their DARS reports with advisors in order to meet these requirements</p>

<b>18</b>	Mandatory and If Needed Intrusive Advisement as Student Approaches / Exceeds Minimum Units Required for the Degree	Further discussion needs to occur on the threshold or unit load that would trigger a mandatory review of student progress. We have conducted a preliminary review of all of our students who have completed over 145 units and have discovered that approximately nine percent of the total (27 of 300 students) may have completed all their requirements for a major on our campus. Since DARS reports are readily available to most students approaching graduation, we believe there may be value in placing a hold on “high unit” students and requiring review of progress towards degree and preventing registration until such a review has occurred.
	<b>Action Plans for 17 and 18</b>	<p>Deploy the PeopleSoft Advisor Panel to monitor student compliance with mandatory advising by the completion of 75 units in Spring 2006.</p> <p>Explore the feasibility of requiring native students to have two face-to-face meetings with an advisor during their undergraduate work to review their graduation progress, Road Maps, and/or DARS report).</p> <p>Explore the possibility of setting a “high unit” trigger in which students will be invited for a meeting to review progress toward graduation.</p>

***V. Campus Monitoring and Feedback***

<b>19</b>	Development and Use of “Dashboard Indicators” for Campus-wide Monitoring of Graduation	Current “dashboard indicators” include student graduation and retention rates for the entire student population and for ethnic/cultural groups within our student population. We also track student progress and disqualification and set indicators for MAP students and numbers of courses repeated. We also track student withdrawals, incompletes, course repeats, and numbers of students participating in the Mentoring Institute and the Goal Quest programs.
<b>20</b>	Review by CSU Academic Peers of How Efforts at Encouraging Graduation are Succeeding, by Degree Program	Our campus and members of the Student Success Task Force welcome the opportunity to receive a visiting team of peers who can assist and advise us on how we might further improve our programs designed to ensure student success. In addition, we would appreciate the opportunity to have one or more of our members or colleagues participate in this program as trained reviewers, as we believe it will benefit us as we work to develop and enhance our programs.
	<b>Action Plans for 19 and 20</b>	Review current dashboard indicators to compile an exhaustive list and then determine where we might like to add some mechanisms through which we can gather additional information.  Our campus will participate in the partnership with the Academic Senate and Chancellor’s Office in the formation of visiting teams and will welcome and facilitate a successful visit to our campus.

**VI. Assuring the Priority of Facilitating Graduation**

<b>21</b>	Provide the Board of Trustees with periodic reports	Campus reports will be provided to the division of Academic Affairs at the Chancellor's Office in a timely fashion so that a report can be prepared for review by the Board of Trustees.
<b>22</b>	Provide appropriate funding, support	Our president provides support to our efforts through the Plan for Excellence funds and assures that budgets appropriately support efforts to facilitate graduation. The Vice President for Student Affairs and the Provost and vice President for Academic Affairs also support these initiatives, continue to support the Student Success Task Force and co-chair the task force.
	<b>Action Plans for 21 and 22</b>	Submit campus reports to the division of Academic Affairs at the Chancellor's Office in December 2005.  Continue to support Student Success initiatives through the Plan for Excellence funds and division allocations.

**Facilitating Graduation  
2005-06**

1/11/2006

	<b>Program</b>	<b>GE</b>	<b>Major Requirements</b>	<b>Addtl Requirements</b>	<b>Double Counted</b>	<b>Free Electives</b>	<b>Total Catalog Units</b>	<b>u d w</b>	<b>Accredited</b>	<b>Next Program Review</b>
<b>Ag. Science and Technology</b>	Animal Sciences - B.S. (Science - Basic Animal)	51	56	19	9	4	124			
	Animal Sciences - B.S. (Science - Pre-Veterinary Medicine)	51	66	19	9	-6	124			
	Animal Sciences - B.S. (Production Management) (Livestock, Dairy Science, and Meat Technology)	51	63	20	12	-1	124			
	Animal Sciences - B.S. (Equine Science)	51	58	20	12	4	124			
	Food and Nutritional Sciences - B.S. (Dietetics and Food Administration)	51	45	26	6	3	122			
	Food and Nutritional Sciences - B.S. (Food Science)	51	42	29	6	3	122			
	Food and Nutritional Sciences - B.S. (Culinology)	51	53	16	6	5	122			
	Plant Science - B.S. (Agronomy)	51	51	21	9	6	123			
	Plant Science - B.S. (Horticulture)	51	51	21	9	6	123			
	Plant Science - B.S. (Plant Health)	51	51	21	9	6	123			
	Plant Science - B.S. (General Plant Science)	51	51	21	9	6	123			
	Enology - B.S.	51	43	44	15	1	124			
	Viticulture - B.S.	51	36	49	12	0	124			
<b>Arts and Humanities</b>	Music - B.A. Music as a Liberal Art	51	63	6	0	-3	120			
	Music - B.A. Music Education (General Emphasis)	51	71	0	0	3	128			
	Music - B.A. Instrumental Performance	51	73	0	0	-3	124			
	Music - B.A. Vocal Performance	51	73	0	0	-3	124			
	Music - B.A. Composition	51	73	0	0	-3	124			
<b>School of Business</b>	Business Administration - B.S. (Accountancy)	51	73	0	6	-1	121	*		
	Business Administration - B.S. (Finance)	51	74	0	6	0	123	*		
	Business Administration - B.S. (International Business)	51	74	0	6	0	123	*		
	Business Administration - B.S. (Real Estate and Urban Land Economics)	51	74	0	6	0	123	*		
	Business Administration - B.S. (Information Systems)	51	70	0	6	1	120	*		
	Business Administration - B.S. (Marketing Option)	51	74	0	6	0	123	*		
	Business Administration - B.S. (Management and Entrepreneurship)	51	73	0	6	0	122	*		
	Business Administration - B.S. (Human Resource Management)	51	76	0	6	-3	122	*		
Business Administration - B.S. (Special Option)	51	72	0	6	0	121	*			

**Facilitating Graduation  
2005-06**

1/11/2006

	<b>Program</b>	<b>GE</b>	<b>Major Requirements</b>	<b>Addtl Requirements</b>	<b>Double Counted</b>	<b>Free Electives</b>	<b>Total Catalog Units</b>	<b>u d w</b>	<b>Accredited</b>	<b>Next Program Review</b>
<b>College of Engineering</b>	Engineering, Civil - B.S.	39	61	42	18	-3	124			
	Construction Management - B.S.	51	69	15	9	-5	124			
	Engineering, Geomatics - B.S.	39	65	38	18	-3	124			
	Engineering, Electrical - B.S.	39	59	50	24	-3	124			
	Engineering, Computer - B.S.	39	54	55	24	-3	124			
	Engineering, Mechanical - B.S.	41	65	29	18	4	124			
<b>Health &amp; Human Services</b>	Nursing - B.S. (Generic Students)	51	57	46	27	-4	127	*		
	Nursing - B.S. (RN Students)	51	59	46	27	-4	129	*		
	Interdisciplinary Health and Rehabilitation Sciences - (B.S. Pre-Occupational Therapy)	51	67	0	6	6	121	*		
	Interdisciplinary Health and Rehabilitation Sciences - (B.S. Pre-Physical Therapy)	51	74	0	6	-1	121	*		
	Interdisciplinary Health and Rehabilitation Sciences - B.S. (Pre-Rehabilitational Services)	51	59	0	6	14	121	*		
<b>College of Science and Math</b>	Computer Science - B.S.	51	64	10	6	2	124			
	<u>Reviewed but Not Reduced</u>									
	Liberal Studies - B.A.	51	38	12	0	20	124			
	<u>Academic Program Under Review</u>									
	Environmental Sciences - B.S. (Earth Science)	51	57	41	19	-3	130			
	Environmental Sciences - B.S. (Life Sciences)	51	57	46	19	-3	135			
	Environmental Sciences - B.S. (Behavioral, Policy and Health Sciences)	51	57	31	19	7	130			
	UDW column * denotes requirement is included in degree unit total									