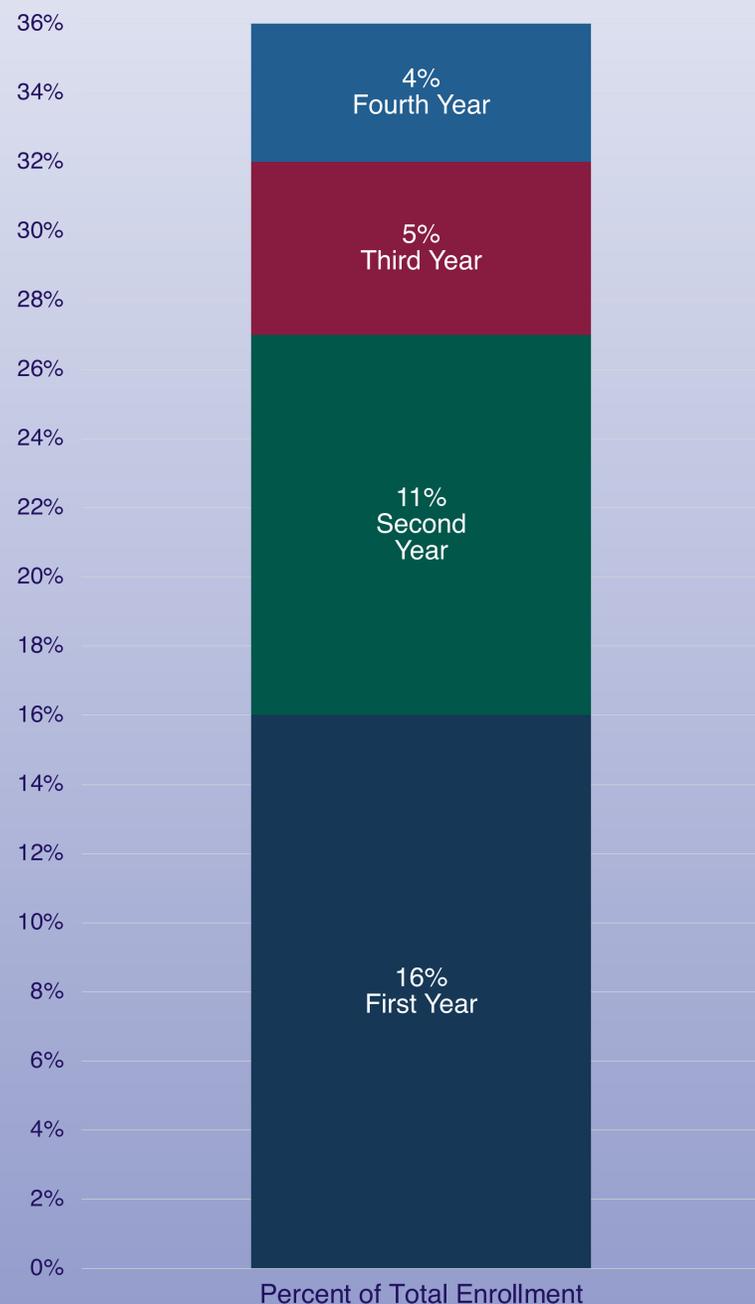


Identifying the Problem

Why do a large number of students leave the institution before reaching upper-division standing? Can curriculum design help?

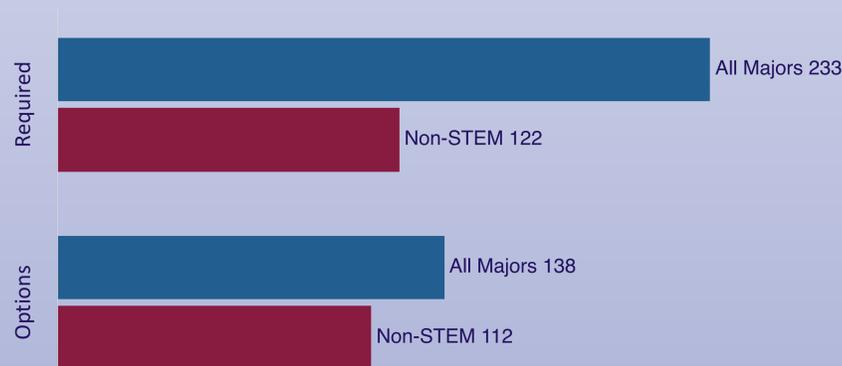
Student Attrition – 2012 Cohort



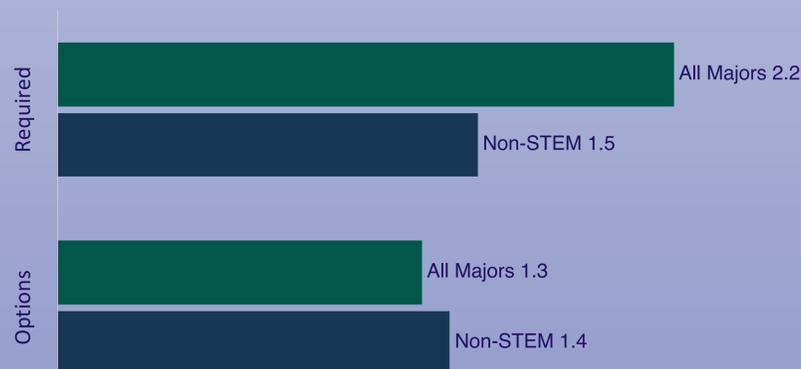
Data Collected

- A review was conducted to identify the number of required and optional lower-division courses within the major prefix for students enrolling during 2012-13 academic year.
- The CSU Dashboards were used to gather retention rates from the first to second year and the four- and six-year graduation rates.
- The average rates for programs with required lower-division courses were compared to programs without. Programs with required lower-division courses were then compared to each other based on the number of lower-division courses included.
- A second analysis was run excluding STEM majors.

Total Required & Optional Lower-Division Major Courses



Average Required & Optional Lower-Division Major Courses



Results

- The data was not conclusive and showed lower rates of success in some programs with required lower-division courses.
- The second analysis with STEM majors removed showed that the success rates were nearly the same for both programs requiring lower-division courses and those that do not.
- The intentionality of the lower-division courses is more meaningful than merely included required lower-division courses.

External Forces

- Curriculum policies may limit the amount of change faculty can make.
- Faculty prerogatives may not align with a curriculum approach to enhancing student success.
- Discipline specific practices may limit the number of lower-division courses in a major.
- Accreditation requirements may prevent or limit curriculum redesign.
- There are factors that curriculum design cannot address including financial aid, housing, family responsibilities, and health issues.

Addressing the Problem

- Already sharing the results informally with faculty during consultations.
- Continued work with the Student Success in the Majors initiative Faculty Fellows.
- More research and discussion of how our campus engages students in their first two years at SF State.
- Discuss lower-division courses with departments that don't currently include any in their curriculum.
- This is a part of the ongoing work that our office does every day with much room for improvement.