

**BOARD OF GOVERNORS
Strategy & Planning Committee
Public Session**

Wednesday, January 18, 2017

1:55 p.m. to 3:05 p.m.

Place: ERC 3023, UOIT North Campus

Toll-Free: 1-877-385-4099 Participant Passcode: 1028954#

Members: Valarie Wafer (Chair), Don Duval, Adele Imrie, Jay Lefton, John McKinley, Glenna Raymond, Ololade Sanusi, Bonnie Schmidt, Tim McTiernan, John Speers, Mary Steele, Shirley Van Nuland

Staff: Becky Dinwoodie, Craig Elliott, Cheryl Foy, Doug Holdway, Brad MacIsaac, Susan McGovern, Deborah Saucier

AGENDA

No.	Topic	Lead	Allocated Time	Suggested End Time
1	Call to Order	Chair	2	
2	Agenda (M)	Chair	2	
3	Conflict of Interest Declaration	Chair	1	
4	Chair's Remarks	Chair	5	
5	Approval of Minutes of the Meeting of November 9, 2016* (M)	Chair	5	2:10 p.m.
6	President's Remarks - COU/UC Strategic Initiatives	President	10	2:20 p.m.
7	Strategic Mandate Agreement (P)(U)	D. Saucier	20	2:40 p.m.
8	Retention* (P)(U)	D. Saucier	20	3:00 p.m.
9	Other Business	Chair	3	
10	Termination (M)	Chair	2	3:05 p.m.
	P – Presentation			
	M – Motion			
	U – Update			
	D – Discussion			
	* Documents attached			

Becky Dinwoodie, Secretary



**BOARD OF GOVERNORS
Strategy & Planning Committee**

**Minutes for the Public Meeting of Wednesday, November 9, 2016
2:15 to 3:30 p.m., ERC 3023**

Attendees: Valarie Wafer (Chair)(*via teleconference*), Don Duval (*via teleconference*), Miles Goacher (*non-voting guest*), Adele Imrie, Jay Lefton (*via teleconference*), John McKinley, Tim McTiernan, Glenna Raymond, Ololade Sanusi, John Speers (*via teleconference*), Mary Steele, Shirley Van Nuland

Regrets: Bonnie Schmidt

Staff: Becky Dinwoodie, Craig Elliott, Cheryl Foy, Susan McGovern, Deborah Saucier

Guests: Mikael Eklund

1. Call to Order

The Chair called the Meeting to order at 2:16 p.m.

2. Agenda

Upon a motion duly made, the Agenda was approved as presented.

3. Conflict of Interest Declaration

There were none.

4. Chair's Remarks

The Chair remarked that the Committee is making good progress on the work plan. She kept her remarks brief in order to allow more time for discussion.

5. Approval of Minutes of the Meeting of September 22, 2016

The Chair noted a minor amendment to the minutes as G. Raymond was not in attendance at the last meeting.

Upon a motion duly made by J. McKinley and seconded by A. Imrie, the Minutes were approved as amended.

(J. Speers joined the meeting by teleconference at 2:20 p.m.)

6. President's Remarks

The President began by noting the success of UOIT alumni, particularly an alumnus who was recently appointed as a senior policy advisor at the Ontario Ministry of Infrastructure. He also reported on the successful season of the UOIT Women's Soccer Team, winning the OUA Championship and advancing to the national championship at Acadia University.

In terms of advancing the university's academic profile, the Faculty of Education hosted the Higher Education in Transition Symposium the previous week. The Irish Ambassador attended the opening of the symposium. The Faculty of Engineering also moved up 3 spots in Maclean's rankings for engineering.

COU/UC Strategic Initiatives

As part of the follow up on the Truth & Reconciliation Commission Report, UC is focusing on obtaining additional funding support for Indigenous graduate students.

The COU will soon be receiving an update on the status of the tuition framework. The COU has recommended rolling over the current framework. The postsecondary sector is figuring out how to respond to the request for major capital expansion proposals in Brampton and Milton. The COU has also been actively engaged in helping develop the parameters of the new funding formula.

(J. Lefton joined the meeting via teleconference at 2:27 p.m.)

7. 2017-2018 Budget

C. Elliott delivered a budget update. He advised that we are on target for enrolment this year and, accordingly, will not be requesting an adjustment to the budget for the year.

He reminded the Committee that a 2.5% budget cut was built into the 2016/17 budget. For this year's forecast, they extended the analysis from 5 years to 10 years, which revealed an increasing loss. The structural deficit must be addressed and is the result of a labour intense cost base. The budget team is working with the senior leadership team to implement a budget reduction plan.

C. Elliott reviewed the significant budget assumptions, including:

- enrolment levels as forecasted;
- same provincial grant funding;

- tuition increase of 3% per year; and
- no new non-academic hires.

There was a discussion regarding the historical use of contingency fees.

C. Elliott confirmed that the cost base must be lowered by \$2.5M in 2017/18 and that cuts will be implemented strategically. There will be across-the-board cuts for professional development and travel of 30% and reduced OPEX eligible expenses in areas determined by each budget holder. They will also be implementing strategic labour reductions through attrition and part-time and contractual positions.

D. Saucier discussed the vacant position summary. She clarified that it usually takes about a year to fill a vacancy. The university currently has offers out on 14 of the 25 vacant positions. She responded to questions from Committee members. There was a discussion regarding the attrition rate. She also noted that there are waves of retirement at older institutions, which may result in increased recruitment of our faculty. She emphasized the importance of building high quality programs and prestige in order to assist with UOIT's recruitment of faculty.

D. Saucier explained that where positions are vacant, the salary is being moved back into the Provost's budget as opposed to being carried over by the Faculty. There was discussion regarding how creating a reserve by maintaining vacant positions prevents us from taking advantage of strategic opportunities.

A question was asked about whether hiring more faculty at the full professor level would improve the retention of faculty. D. Saucier advised that sometimes the university has difficulty recruiting to fill those positions, as well.

C. Elliott provided an overview of the discussion points for the budget with the Provost's Advisory Committee on Integrated Planning (PACIP), which included:

- should each faculty/department determine own OPEX reductions?
- should we continue to plan for future buildings once SIRC is fully funded?
- do we have enough contingency and strategic reserves?
- what levels of academic and support staff (non-academic & administrative) can we maintain over the next 5 years?

Consideration was given as to how this budget will affect the Strategic Plan and whether certain aspects of the plan will need to be slowed down or postponed. D. Saucier added that the development of students, staff and faculty will be challenging as the HR department is lean and working to keep essential services operating. D. Saucier advised that once all unit plans have been reviewed, they will have a better idea as to how the Strategic Plan will be affected.

(J. Speers left the meeting at 3:11 p.m.)

8. Transformation of Technology Enabled Learning

D. Saucier provided an update on the TELE program. We have moved away from the one-size-fits-all device and now provide only the software that students require to succeed. The BYOD model has been introduced to the Faculty of Education and Faculty of Social Science and Humanities (FSSH). In September 2017, another 5000 students will be moving to BYOD and only the engineering faculties will continue on TELE. The students in FSSH saw their ancillary fees reduced by \$500 and the software fee of \$121 is covered by OSAP. The feedback has generally been positive and laptops are still available for rent if needed. D. Saucier confirmed that most institutions are BYOD. D. Saucier answered the Committee's questions.

9. Other Business

None.

10. Termination

There being no other business, upon a motion duly made by S. Van Nuland and seconded by G. Raymond, the public session of the meeting terminated at 3:20 p.m.

Becky Dinwoodie, Secretary



COMMITTEE REPORT

Action Required:

Public:
Non-Public:

Discussion
Decision

TO: Strategy & Planning Committee (S&P)

DATE: January 18, 2017

FROM: Deborah Saucier, Provost and Vice-President, Academic

SUBJECT: Student Persistence

A. Purpose:

Provide an update to S&P on student persistence metrics.

B. Background/Context:

In the 2012-2016 Strategic Plan, UOIT set a target to increase year one to two retention by 3%. This goal was accomplished. As we embark on our next plan, we continue to look at how we can ensure our students can have access to a great education.

C. Discussion:

S&P members should be aware of the conflicting goals of access and retention. The attached paper discusses this conflict and examines additional student retention initiatives.

D. Recommendation:

We are seeking the Committee’s feedback and guidance on the recommendation to target a further 1% increase in year one to two retention.

Undergraduate Student Success

DISCUSSION PAPER SERIES

PROVOST'S ADVISORY COMMITTEE ON INTEGRATED PLANNING

DECEMBER 2016

Preface

A focus of the Academic Plan is "**Everyone deserves access to a great education**" which means, no qualified student will be denied admission to a great education at UOIT due to their socioeconomic background. Together, faculty and staff work hard to educate our students and ensure that they have the tools to realize their career choice. Our ability to enable student success from entry to graduation is key to UOIT's commitment to access. This is not only an important social good but also helps sustainability as noted in the enrolment paper—UOIT will be able to offset the drop in new enrolments driven by provincial population decline. However, in the current situation of operating budget decline, UOIT's strategies for increasing success will need to maximize value for money and effort. The key question underlying this discussion paper is: What should we be doing to enhance student success?

To answer this we must be prepared to answer:

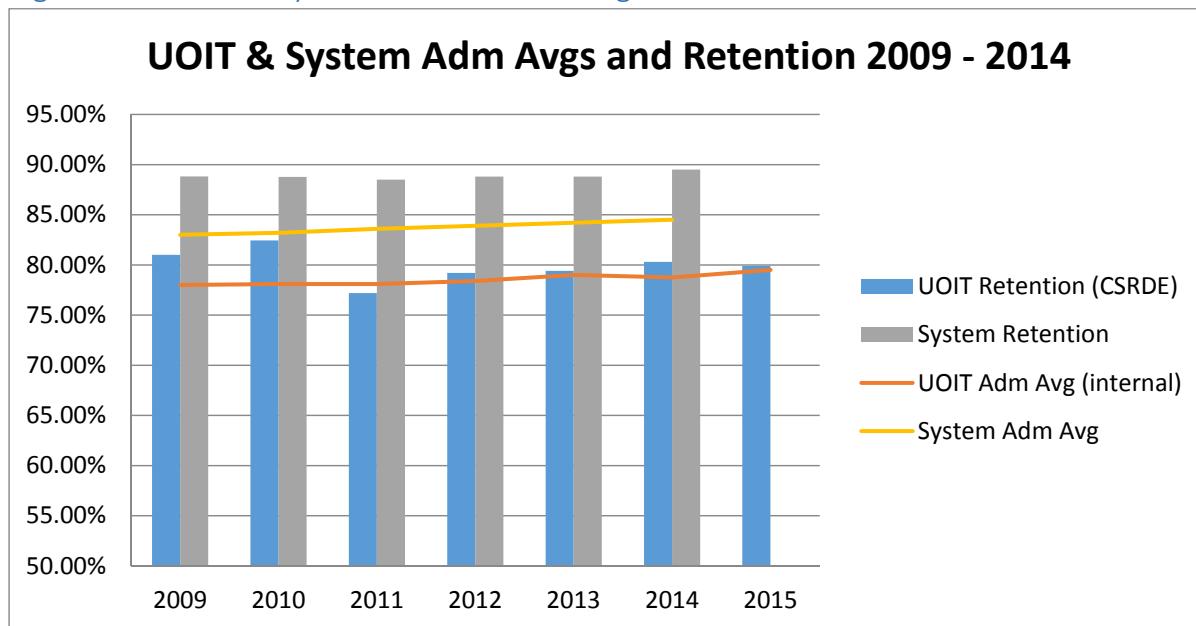
- Which actions work best at the Faculty level, and which are better done across the university?
- Which actions require a different way of doing something that is already resourced, and which require reallocation of resources from another activity?
- How will we know if the action has been successful and worth continuing?

Current Environment

Discussion of retention and student success at UOIT has been ongoing for many years, resulting in a number of reports, including "Student Retention and Success at UOIT". This report detailed UOIT's retention challenges, and highlighted 36 priorities with strategies for implementation. While some of these priorities have been implemented in some units, there is no coordinated effort. Due to the diversity of our programming, we do not anticipate all will be similarly implemented, but the new accountability measures imposed by the provincial government will require us to evaluate these more rigorously.

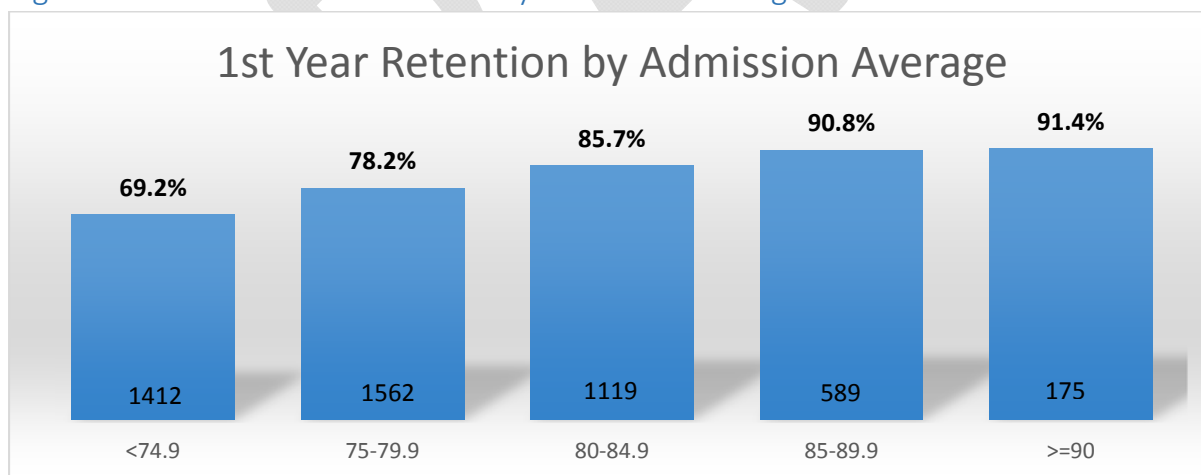
Year one to two retention rates are used by the ministry as a proxy performance measure. UOIT has one of the lowest retention rates in the Ontario university system (Figure 1). In Ontario, the high school admissions averages and 1st year retention rates have increased slightly over the years while UOIT has been more variable.

Figure 1: UOIT and System Admission Averages and 1st Year Retention Rates¹



Although the data show some irregularities (that may be related to small numbers), the general trend between UOIT admission averages for direct from high school students and the retention rate from year one to two has shown similar patterns. Much like the literature the data suggest a positive relationship between admission average and the likelihood of persistence (Figure 2).

Figure 2: UOIT First Year Retention by Admission Average²



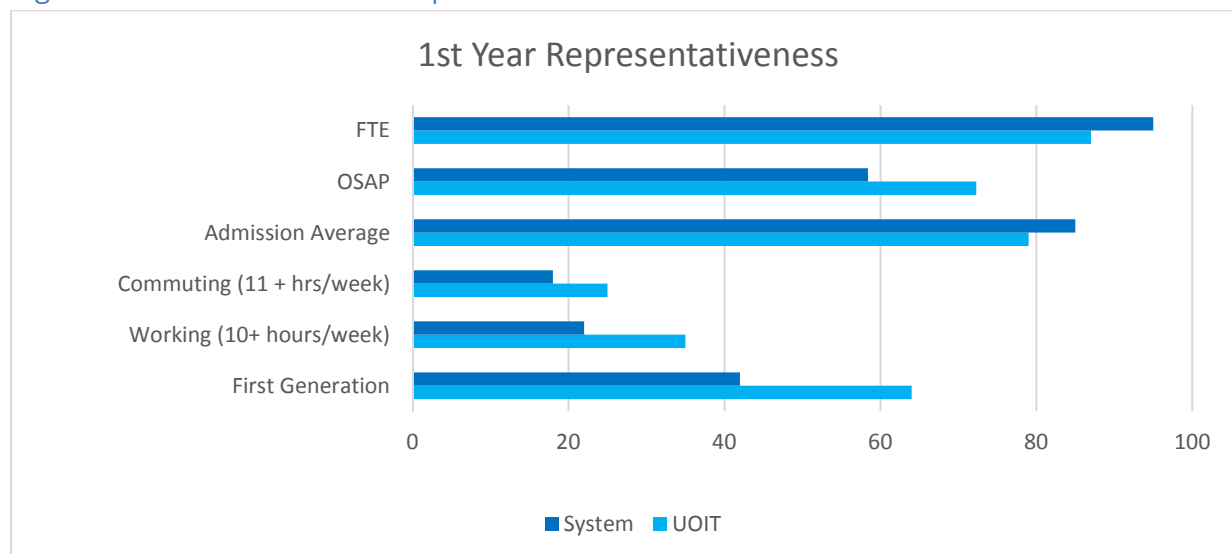
For this reason, an obvious way to improve the persistence rate is to increase the admissions average. However, this goes against the focus of providing **access to a great education**. If we increased our minimum entrance average to 80%, we would lose sustainability as we drop over 60% of the incoming class. Further, many of these students are succeeding regardless of the entering average. In fact – two out of every three students with entering averages less than 80% persist into year two.

¹ Retention Rates from CSRDE (first time, full-time, four-year degree seeking students); Admission Averages provided by COU’s annual ‘Entering Averages of Registered Secondary School Applicants’ publication 2014

² Cohorts 2013-2015 represented cumulatively

Beyond entrance average, academic success is the result of a complex set of factors, including some particularly relevant to UOIT (Figure 3). These factors, alone or in combination, are known to greatly influence student persistence. Specifically, UOIT has a relatively high proportion of males (CSRDE, 2016) and more students in STEM related programs, populations that tend to have lower success. Thus, our students may be coming to UOIT at a considerable disadvantage.

Figure 3: First Year Student Representativeness³



Finally, the “Student Retention and Success at UOIT” report revealed that a large proportion of our students are not succeeding directly as “a result of academic penalties (suspension or dismissal) that are handed down by the University” (Stokes, 2013). Looking again at the retention by admissions average, a considerable number of students fail to achieve clear academic standing (>2.0) after first year.

Figure 4: First Year GPA by Admission Average



³ OSAP 2015/16 MAESD, Admission Average Fall 2014 OUAC, Commuting, Working and First Generation NSSE 2014

First year retention rates are one measure of success; however, a better standard of success may be the student who graduates. The Ministry of Advanced Education and Skilled Development (MAESD) measures the number of students who have graduated seven years after entry. For UOIT, we see that the relation between admission averages and graduation follow a similar trend line as retention.

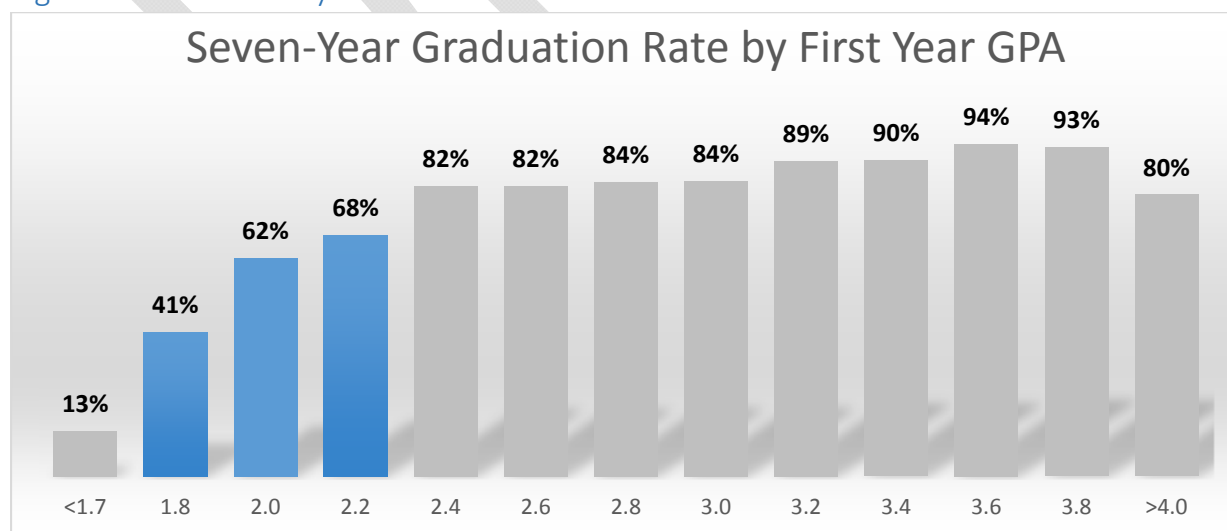
Looking at the five years between 2004 and 2008, (Table 1) there are a couple of elements to consider when we review the difference between first year retention rates and graduation rates. We see that UOIT is 4.2% below the system in first year students retained, and 8.9% below the system graduation rate; therefore, it is obvious that retention issues stretch beyond just year one attrition. The difference between these two rates is progressing favorably over the three years leading up to the 2008 cohort.

Table 1: UOIT’s 1st Year Retention and 7 Year Graduation Rate⁴

	<i>Retained [R]</i>		<i>Graduated [G]</i>		<i>Difference [R-G]</i>		<i>Diff</i>
	UOIT	System	UOIT	System	UOIT	System	
2004	88.1%	89.2%	68.2%	74.9%	19.9%	14.3%	-5.6%
2005	84.8%	88.7%	65.3%	74.1%	19.5%	14.6%	-4.9%
2006	86.4%	88.4%	65.2%	74.5%	21.2%	13.9%	-7.3%
2007	80.2%	88.2%	63.2%	74.9%	17.0%	13.3%	-3.7%
2008	82.7%	88.3%	66.7%	74.6%	16.0%	13.7%	-2.3%
Average	84.4%	88.6%	65.7%	74.6%	18.7%	14.0%	-4.8%

Unsurprisingly, early academic performance is a reliable indicator of ultimate graduation outcome. Because of the potential ambiguity in graduation outcome, the Educational Advisory Board (EAB, 2015) refers to the entire population of mid-range GPA students as "The Murky Middle." EAB research shows that students in the murky middle who gain two-tenths of GPA increase graduation rates by 16%. Thus, an investment in supports for this population of students may represent a potential and significant improvement in persistence. Figure 6 shows UOIT’s data for those students. Note the substantially lower graduation rates for those students in the “murky middle” or 1.8 to 2.2 first year GPA (figure 5). These ‘at-risk’ students may represent a significant opportunity for UOIT to improve its graduation rate.

Figure 5: UOIT’s Murky Middle



⁴ 1st year retention & 7-year graduation rate represents 2004 – 2008 cohorts (students who graduated within 7 years from the start of their program), CSRDE methodology

Once a student is identified as 'at risk', we must examine what supports are in place and whether or not these students access these supports. For instance, Student Life offers a variety of workshops, study sessions and one-on-one appointments with peer tutors and academic specialists. Recently, an internal study was done on the "Correlation between Physics and Calculus Workshops Attendance and University Grades", which found that students who attended subject related workshops were more likely to achieve success in year one physics and calculus courses than the students who did not. Currently, 28-45% of students enrolled in these courses attend the workshops; however, among the low performing students (i.e., those who began their studies in Math and Physics academically underprepared (<70% correlating Math or Physics admission grade) only 25% attended these workshops. This suggests that there is still room to encourage broader participation among students in these workshops. Nevertheless, we also know that many UOIT students only connect with the University inside the classroom, particularly those who commute to campus, work, and care for dependents, suggesting that strategies for success and/or supports are also needed *within* the classroom.

STUDENT RETENTION INITIATIVES - DISCUSSION

Retention issues can emanate from a myriad of factors that are either within or outside the control of the institution (Swail, 2004). Although UOIT cannot realistically manage a student's socioeconomic status, mental health, dependent care, length of commute, etc., we can invest in and establish supports to help students with these needs succeed in their studies. Providing access to great education, and in turn improving student retention, is everyone's responsibility.

How does UOIT support positive change in and outside of the classroom that will directly contribute to the retention of our students? As noted above, two thirds of those entering with under 80% average succeed into year two. Without tools to track attendance or mandatory early grade submissions within the first month of classes, it is difficult to identify those in need until after the first semester. For most students, this is too late as these students have potentially lost a semester and feel defeated, which can lead to a multitude of issues. Although a manual version of an early alert system has been adopted within each of the faculties, there is no consistency in its application. Furthermore, the process is manual and requires substantial time and resources of both academic advisors and instructors.

- **How do we engage faculty, staff and students in this process? How does UOIT increase student participation in academic supports while also enhancing in-class supports for the academically underprepared?**

ACT Inc. (formerly known as the American College Test) has researched and reported on factors that lead to student attrition, with a primary emphasis on discovering effective retention practices. In their book, *Increasing Persistence*, Habley, Bloom and Robbins (2012)⁵ reviewed which practices had a positive impact on student retention. They grouped interventions into three categories: learning support informed by assessment, first-year transition programs, and academic advising (p228).

Learning Support (Prepare those underprepared)

Habley et al. (2010)⁶ note that academic preparation for university is consistently the leading cause of student attrition. Furthermore, they "rated placement tests and mandatory placement of students into developmental/remedial courses in the top five interventions contributing to retention." It is usually assumed that the K-12 system is responsible for university academic preparedness. However, UOIT has

⁵ Habley, W.R, Bloom, J.L., Robbins, S., *Increasing Student Persistence: Research Based Strategies for College Student Success*, Jossey-Bass (2012)

⁶ Habley, W.R, McClanahan, Valiga, & Burkum, *What Works in Student Retention* (2010)

assumed the obligation to support those students who are admitted with gaps in their academic foundation. That is, admitted students do not meet the criteria for entrance, although they may not be prepared in particular subject areas. Mandatory academic assessments to determine prerequisite knowledge in a particular subject and deliberate interventions to bridge the gap between students' existing skills and the skills are needed. "To do this effectively requires that the university develop a valid and reliable approach to assessing those gaps and placing students in appropriate courses where instruction and learning support can focus on the reduction of those gaps" (Habley et al, 2012).

RECOMMENDATION 1 – introduce diagnostic testing starting with math related courses

UOIT currently provides learner supports through various mediums. Student Life provides workshops, peer assisted study sessions, peer tutoring, one-on-one support through academic specialists, and specialized programming in math, physics, engineering, writing, and study skills. Individual Faculties provide learning support through their teaching assistants, though to what extent is unknown at this time. In addition to these supports, a new retention initiative has been implemented to remediate students who would otherwise be suspended by enrolling them in Durham College's general arts and science program. The student is then re-admitted to UOIT upon successful completion of the program. These supports are voluntary and pursued at the student's discretion after the first year of study at the university. Research suggests that successful programs require a great connection between faculty members and support centers.

RECOMMENDATION 2 – look at the percentage of full-time faculty instructing required first year courses and ensure a link is made with learning strategist in student life to set out the appropriate supports and times.

First-year transition programs

First-year transition programs have been developed to help new students assimilate to campus life, which would hopefully lead to student satisfaction, retention and ultimately graduation (Habley et al, 2012). UOIT's Student Life currently offers a variety of first year transition programs, including September Orientation, iBegin, Smart Start and the Peer Mentorship program. In addition, transition programs are offered to selected student populations including indigenous, first-generation, international, mature and transfer students, and students with disabilities. These programs provide students with practical study skills for academic success, personal development and community engagement. Such programming is critical to enhance student engagement, which improves persistence. At UOIT, participation in these programs is relatively high at approximately 50% of the incoming cohort; nevertheless, new efforts are underway to provide all new students with a cohesive first year experience through broader collaboration between all faculties and units involved in first year transition programming.

RECOMMENDATION 3 – continue to have student life and faculty work on the most appropriate transition programs realizing these are much more than a two-day orientation.

RECOMMENDATION 4 - A senior member from the faculty should visit with first year cohort again after first assignment to remind them of the trials of the transition and where they can find supports.

Academic Advising

There is a positive correlation between academic advising and student persistence (Pascarella & Terenzini, 2005).^{7, 8} Thus, academic advising is a significant influence in student success. It is important to note that the authors are referring to faculty members as advisors – not just the academic and specialized advisors that UOIT has in the Faculties and student support areas. From the 2010 WWISR Survey (Habley et al., 2010) the top five advising-related practices (in order of impact) are: training for faculty and non-faculty advisors, advising interventions with selected student populations, increased number of advisors, and an academic advising center.

Although academic advisors are critical in any institution's student retention strategy, classroom contact also plays an important role in identifying at-risk students. Assuming the average student takes a 15-credit-hour course load over the course of a 12-week semester, they spend a minimum 180 hours with each instructor each term. Compare that to the one or two hours per year that students may spend in an optional formal advising appointment each term. Instructors have access to two powerful predictors of student success: classroom attendance and early assignment and/or test grades. The ability for an early warning system to help identify the 'murky middle' students has the potential to make a difference in a student's academic career. For an early warning system to succeed, we would need the whole institution to embrace it; we would also explicitly need to recognize the role of faculty as one of the key suppliers of information. However, these expectations may be perceived as additional responsibility on top of the myriad of duties that faculty currently perform.

RECOMMENDATION 5 – enhance faculty specific early warning programs by requiring a grade entered in first year classes within first 15 days

RECOMMENDATION 6 – develop a training program for administrative and faculty advisors to focus on proactive engagement and group based scenarios.

⁷ Pacarella, Terenzini, (2005)

⁸ Habley, W.R, Bloom, J.L., Robbins, S., Increasing Student Persistence: Research Based Strategies for College Student Success, Jossey-Bass (2012, p.291)

References

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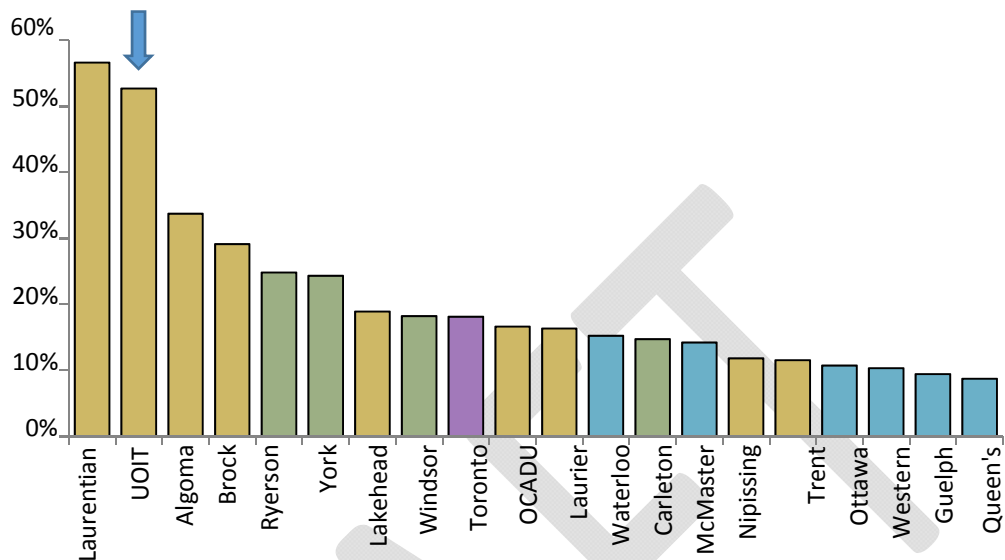
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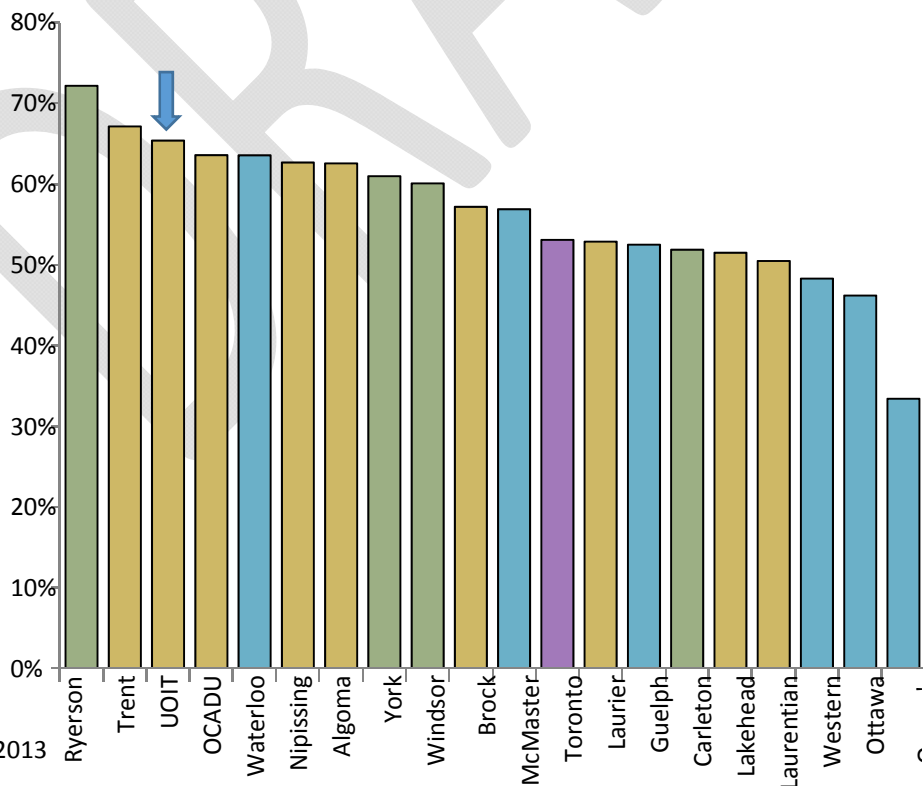
Appendix A – Socioeconomic populations

Percentage of Students who are First-Generation Students



Source: Institutional Multi-Year Accountability Agreements (MYAAs), 2013

OSAP Participation Rate



Source: MTCU, 2013

Appendix B Fall to Fall CSRDE Retention

Program	2013			2014			2015	
	Intake	Return +1YR	Return +2YR	Intake	Return +1YR	Return +2YR	Intake	Return +1YR
Business	264	79.5%	70.3%	259	78.0%	70.3%	226	73.0%
Networking & IT Security	58	74.1%	63.8%	64	51.6%	45.3%	60	76.7%
Game Development	63	85.7%	55.6%	79	68.4%	44.3%	79	78.5%
	385	79.5%	66.8%	402	71.9%	61.2%	365	74.8%
Health Physics & Radiation Sci	5	100.0%	100.0%	3	33.3%	33.3%	5	20.0%
Nuclear Engineering	75	81.3%	74.7%	55	90.9%	85.5%	47	85.1%
	100	84.0%	78.0%	58	87.9%	82.8%	52	78.8%
Automotive Engineering	55	74.5%	65.5%	61	83.6%	68.9%	47	87.2%
Electrical Engineering	70	80.0%	77.1%	92	81.5%	73.9%	78	84.6%
Manufacturing Engineering	15	73.3%	53.3%	17	82.4%	70.6%	3	66.7%
Mechanical Engineering	149	83.2%	71.8%	162	84.6%	73.5%	178	81.5%
Software Engineering	41	90.2%	70.7%	47	80.9%	74.5%	73	87.7%
	330	81.5%	70.9%	379	83.1%	72.8%	379	83.9%
Health Sciences	83	89.2%	84.3%	80	78.8%	78.8%	102	77.5%
Medical Laboratory Science	22	95.5%	81.8%	36	91.7%	86.1%	27	100.0%
Nursing (Collaborative)	61	90.2%	86.9%	64	98.4%	93.8%	57	100.0%
Kinesiology	84	86.9%	77.4%	96	90.6%	81.3%	94	80.9%
	250	89.2%	82.4%	276	89.1%	84.1%	280	85.4%
Applied and Industrial Math	11	90.9%	45.5%	6	83.3%	66.7%	5	80.0%
Biological Science	124	79.8%	63.7%	110	73.6%	63.6%	70	78.6%
Chemistry	54	70.4%	51.9%	50	86.0%	74.0%	34	79.4%
Computing Science	51	56.9%	56.9%	40	75.0%	57.5%	48	79.2%
Forensic Science	53	73.6%	64.2%	53	73.6%	75.5%	50	76.0%
Physics	13	76.9%	69.2%	13	76.9%	61.5%	30	33.3%
	308	73.7%	60.4%	272	76.5%	66.9%	237	72.6%
Communication	24	79.2%	75.0%	26	76.9%	61.5%	17	88.2%
Criminology and Justice	188	72.9%	67.6%	148	79.1%	70.3%	116	81.9%
Legal Studies	30	73.3%	63.3%	25	92.0%	80.0%	20	90.0%
Forensic Psychology	78	74.4%	52.6%	68	85.3%	76.5%	69	82.6%
Community Dev & Policy	7	57.1%	42.9%	5	100.0%	80.0%	2	0.0%
	327	73.4%	63.6%	272	82.0%	72.1%	224	82.6%
	1700	79.4%	68.8%	1659	80.3%	71.1%	1537	79.9%