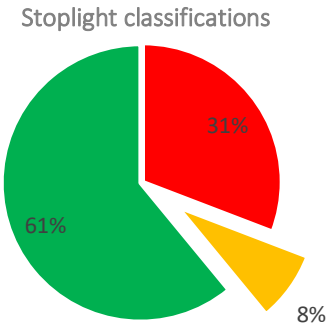
Impact 2025: Stoplight Activity Overview

Launched in Spring 2025, IMPACT 2025 sought to leverage curricular analytics and information-sharing between Undergraduate Education and the Colleges to identify common barriers to graduation and how they might be addressed through curricular offerings, advising, and policy. During this pilot cycle, colleges were asked to categorize students on their "opportunity lists" - those students with 70% of the number of required credits applied toward their degree as of Spring 2025.[1] The number of students on these lists ranged from 17 for the A Center to more than 1,000 for Eller, SBS, and Science. This report summarizes outcomes from this first iteration of the stoplight activity including how the colleges categorized students, the accuracy of those categorizations in terms of eventual outcomes, coding practices used, and insights and implications for future cycles.

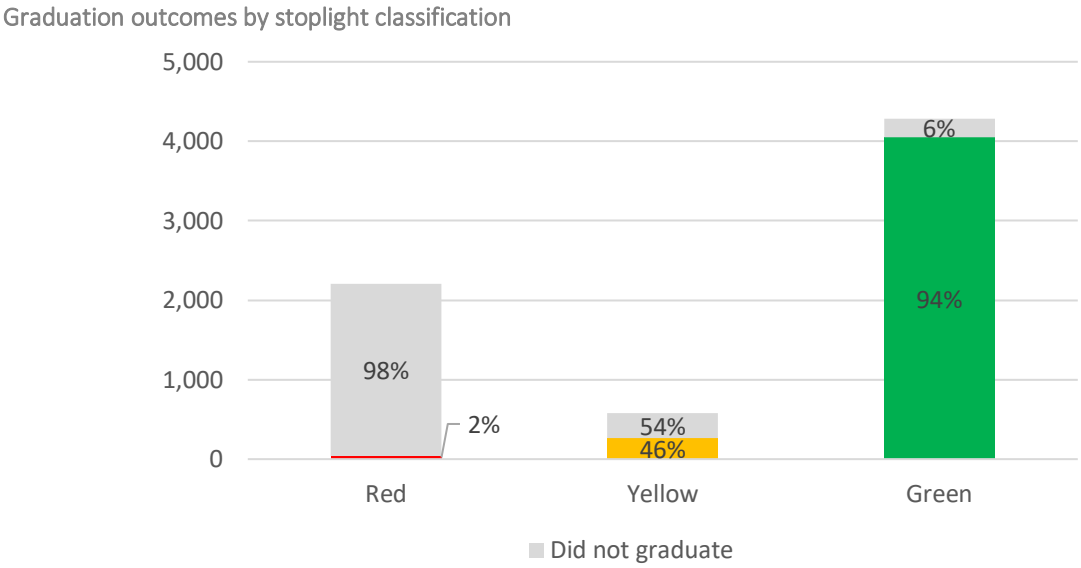
Student categorizations

Of the 7,000+ students categorized by the colleges, 61% were classified as green (likely to graduate), 8% as yellow (could possibly graduate), and 31% as red (unlikely to graduate). Colleges varied in the extent to which they categorized students between the three groups (see Appendix, table A1).



Student outcomes

To what extent were college's categorizations of students between the three categories accurate in this first cycle? The colleges were very accurate in their classifications. Ultimately, 94% of those expected to graduate (green) did so before Fall 2025, compared with 46% of those in the yellow group, and only 2% of red. Once again, these patterns vary by college (see Appendix, table A2).



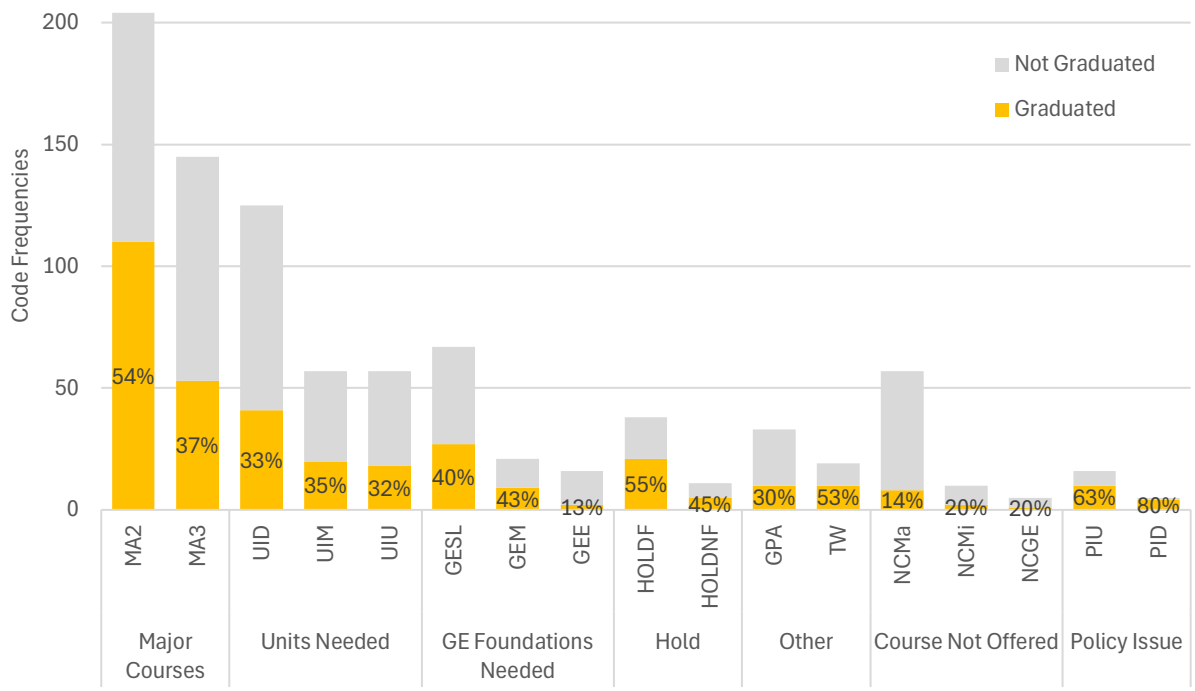
Explanation codes

[1] For more detail on the analytics behind Opportunity Lists and their creation see this linked guide.

Codes were provided by the colleges for students categorized as yellow to share more about possible barriers to graduation. The 18 codes provided included unit issues, missing Gen Ed courses, GPA's, policy issues, holds (financial or otherwise), and needing courses not offered in Spring or Summer (see Appendix, Table A3 for codes and details). Note that many students received more than one code (mean=1.5).

In the figure below, frequencies of codes and their graduation rates (yellow portion of bar) are depicted by grouping. Appendix Table A4 lists the most common codes by college. Codes pertaining to major courses, units needed, and GE foundations were the most common and for the most part, had among the highest graduation rates. While somewhat less common, 55% of students with financial holds and 45% of those with non-financial holds graduated. Figure A1 in the Appendix depicts the most commonly used codes at the college level.

Graduation outcomes by Group and Code



To consider this data differently, the table on the following page breaks out code usage by outcome with students who went on to graduate in one column and non-graduates in the other. Both groups of students had similar patterns of their most prevalent codes (ie those pertaining to major courses, units needed, and GE foundations needed). However, the least common codes among graduates were those pertaining to courses not offered. These codes – particularly courses related to majors – were more commonly found among non-graduates than graduates, pointing to an important path for improvement.

Codes and groupings among graduates and non-graduates (yellow only)

		Graduates	Non-Graduates
Major Courses	MA2	31.3%	17.6%
	MA3	15.1%	17.2%
Units Needed	UID	11.7%	15.7%
	UIM	5.7%	6.9%
	UIU	5.1%	7.3%
GE Foundations Needed	GESL	7.7%	7.5%
	GEM	2.6%	2.2%
	GEE	0.6%	2.6%
Hold	HOLDF	6.0%	3.2%
	HOLDN	1.4%	1.1%
Other	GPA	2.8%	4.3%
	TW	2.8%	1.7%
Policy Issue	PIU	2.8%	1.1%
	PID	1.1%	0.2%
Course Not Offered	NCMa	2.3%	9.2%
	NCMi	0.6%	1.5%
	NCGE	0.3%	0.7%

Note that table is sorted in descending order for graduates by average percentage by code grouping.

Key Takeaways

- The stoplight activity successfully indicated with a high-level of accuracy which students were likely to graduate (green, 95% earned degrees), which were unlikely to graduate (red, 2%), and which students could possibly graduate (yellow, 46%).
- High rates of graduation among those missing major coursework (MA2 grad rate = 55%) and low rates of graduation for those with major courses not offered (NCMa grad rate= 14%) suggest an important pathway for proactive intervention.
- Some variation in the use of yellow classifications and codes suggest the opportunity to leverage some of these insights for guiding best practices in future cycles.

Next Steps

- Explore college interventions resulting from the IMPACT 2025 activity including coursework exceptions and/or how the activity dovetailed with their ongoing practice in support of students.
- Explore the pathways of students who surprised us. For example (a) students who graduated despite not being on an opportunity list, (b) students categorized as red who graduated, and (c) students categorized as green who failed to graduate as expected.
- Evaluate the impact of this effort on institutional graduation rates in the pilot cycle and identify potential graduation rates based on categorizations in current cycle.

Appendix.

Table A1. Categorizations of students by college.

	green		yellow		red		Total
	count	%	count	%	count	%	
CALES	487	62.2	61	7.8	235	30.0	783
CAPLA	84	54.2	-	0.0	71	45.8	155
CAST	15	33.3	12	26.7	18	40.0	45
Education	173	83.6	4	1.9	30	14.5	207
Fine Arts	181	60.3	12	4.0	107	35.7	300
Undergraduate Education	-	0.0	-	0.0	17	100.0	17
Eller	865	72.4	2	0.2	328	27.5	1,195
Engineering	329	72.5	8	1.8	117	25.8	454
Humanities	110	49.3	72	32.3	41	18.4	223
Info Science	73	73.0	14	14.0	13	13.0	100
Medicine	150	28.1	111	20.8	272	51.0	533
Nursing	86	49.1	44	25.1	45	25.7	175
Optical Sci	15	60.0	-	0.0	10	40.0	25
Pharmacy	54	69.2	-	0.0	24	30.8	78
Public Health	71	57.7	12	9.8	40	32.5	123
SBS	705	67.9	95	9.1	239	23.0	1,039
Science	889	56.3	130	8.2	560	35.5	1,579
Total	4,287		577		2,167		7,031

Table A2. Outcomes by classification and college.

	Green	Yellow	Red
CALES	88.9	29.5	0.4
CAPLA	94.1	--	0.0
CAST	86.7	0.0	0.0
Education	96.5	25.0	0.0
Fine Arts	94.5	41.7	1.9
Undergraduate Education	--	--	5.9
Eller	97.5	100.0	1.8
Engineering	97.0	12.5	1.7
Humanities	94.6	51.4	7.3
Info Science	94.5	42.9	0.0
Medicine	99.3	70.3	1.8
Nursing	100.0	95.5	0.0
Optical Sci	100.0	--	0.0
Pharmacy	96.3	--	0.0
Public Health	97.2	50.0	2.5
SBS	91.9	30.5	2.1
Science	93.7	29.2	2.5
Total	94.6	45.6	1.8

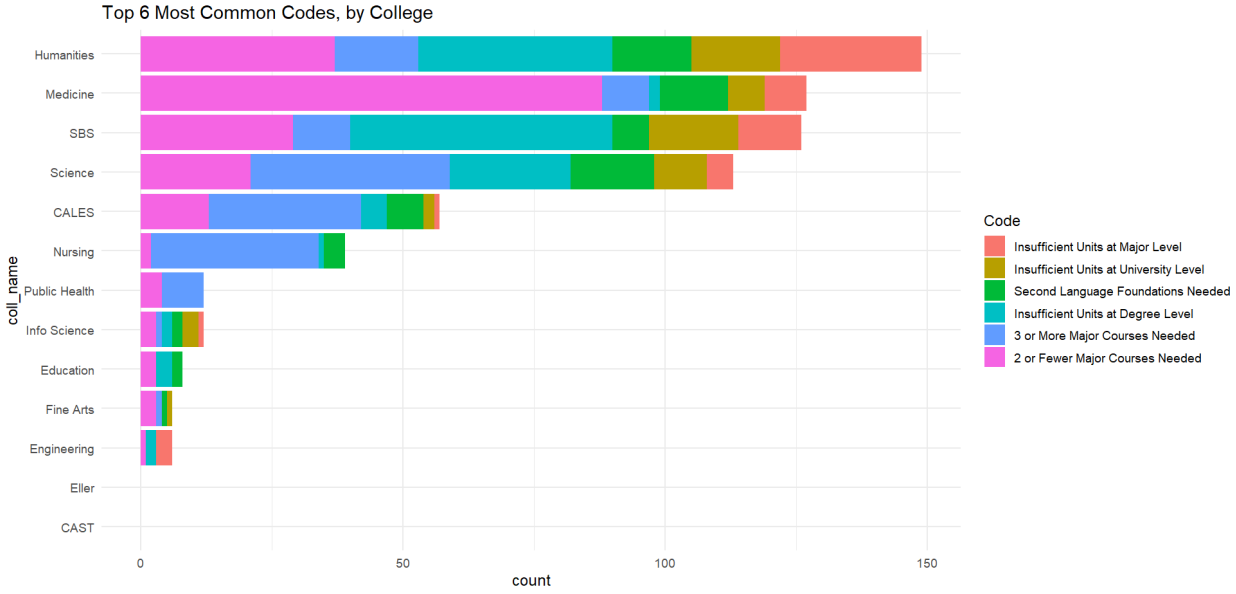
-- denotes no students given this classification; 0 refers to a 0% graduation rate. Gray text indicates cell size < 10 students (see table A1).

Table A3. Code Details

Code	Code Details	Code Group^
MA2	2 or Fewer Major Courses Needed	Major Courses
MA3	3 or More Major Courses Needed	Major Courses
UID	Insufficient Units at Degree Level	Units Needed
UIM	Insufficient Units at Major Level	Units Needed
UIU	Insufficient Units at University Level	Units Needed
GEE	English Foundations Needed	GE Foundations Needed
GEM	Math Foundations Needed	GE Foundations Needed
GESL	Second Language Foundations Needed	GE Foundations Needed
HOLDF	Financial Hold	Hold
HOLDNF	Non-Financial Hold	Hold
NCGE	GE Course Not Offered	Course Not Offered
NCMa	Major Course Not Offered	Course Not Offered
NCMi	Minor Course Not Offered	Course Not Offered
TW	Transfer Work to Be Reviewed	Other
GPA	GPA Insufficient for Degree or Major	Other
PIC	Policy Issue at College Level	Policy Issue
PID	Policy Issue at Dept Level	Policy Issue
PIU	Policy Issue at University Level	Policy Issue

^ Code groups were used for analysis but were not included as part of the IMPACT 2025 coding activity.

Figure A1.


Top 6 Most Common Codes, by College
Humanities
Medicine
SBS
Science
CALES
Nursing
Public Health
Info Science
Education
Fine Arts
Engineering
Eller
CAST
coll_name
0
50
100
150
count
Code
Insufficient Units at Major Level
Insufficient Units at University Level
Second Language Foundations Needed
Insufficient Units at Degree Level
3 or More Major Courses Needed
2 or Fewer Major Courses Needed