

Plan for Excellence III

Goal 2: Promoting the Success of all Students

Indicators

1. Increased public safety efforts by improving the outside environment (i.e., safe pathways, lighting and way finding) utilizing current technology.

- The Visiplex outdoor public address system is now updated, installed and was tested on March 20th, 2009 - that will give Public Safety officials to broadcast notices and warnings across campus or to specific areas on campus.
- Unfortunately, little progress has been made vis-à-vis the master plan requirements for separating bike/foot traffic, or designating specific circulation routes for people and vehicles. There are still a lot of plans in the works, but it is languishing for lack of funding.
- Public Safety has made increased use of mobile electronic traffic signs around the campus to alert students to emergencies, road closings as well as campus events.
- The Dog Run was discontinued for lack of funding because the Library project money ran out and there was nothing available for backfill.

2. Community-based learning opportunities for students, offered in a variety of creative and innovative experiences, across the entire curriculum.

- California State University, Fresno was named as one of just three colleges and universities in the nation to receive the 2008 “Presidential Award for Community Service.” This award is the highest recognition offered of university service efforts offered by the federal government. With over 600 institutions competing for the 2008 award, it is clear that this honor distinguishes our university as one of the top engaged universities in the nation.
- A recent survey of over 500 students (about 14% of the total SL enrollment in 2007-08) enrolled in 60 different service-learning classes provides empirical support for the generally held idea that students who take service-learning classes at Fresno State have positive experiences. Overall, 91% of participants were satisfied with their service-learning experience. Students also commented on their service-learning experiences overwhelmingly with positively comments. .
- 2007-08 figures indicate that nearly half of the total student population is involved in some form of university organized service each year. It is anticipated that data currently being compiled will show that over 11,000 students are involved in service each year, providing in excess of 700,000 hours of service to the community during the 2008-09 year. Final figures will be available in June 2009.

3. Graduation rates for undergraduate students that have improved 15% for five years and 10% after six years. In addition, persistence rates after five years will have improved by 10%.

- Four, five and six year graduation rates have shown improvement over the past four years as seen below.

New Freshmen			
Graduation Year	Four year graduation rate	Five year graduation rate	Six year graduation/Persistence rate
2003 - 04	12.0	32.2	45.8 / 54.4
2004 - 05	14.2	34.4	43.3 / 54.8

2005 - 06	15.7	36.3	45.4 / 54.6
2006 - 07	12.8	36.2	47.8 / 57.2
2007 - 08	16.9	36.9	48.0 / 58.5

New Upper Division Undergraduate Transfers		
Graduation Year	Four year graduation rate	Six year graduation/Persistence rate
2003 - 04	62.9	70.7
2004 - 05	64.0	71.5
2005 - 06	64.0	72.5
2006 - 07	60.8	72.4
2007 - 08	63.8	73.3

- As was noted last year, the trend continues to be in a positive direction, particularly for the 6 year graduation rates/persistence rates.
- Our first year retention rate for our most recent cohort was 81.9% - this is consistent with our first year retention rate over the past 5 years, which has ranged between 85.4% and 80.9%. Last year, we noted that the first year persistence rate seemed to track the incoming SAT scores; as incoming SAT scores dipped so did the retention rate. However, this trend was reversed in this past year as the average SAT score for incoming freshmen for the 2007 cohort dropped by 10 points; however, the 1 year persistence rate for that cohort increased by .9%. While many factors influence whether a student stays or leaves, this suggests our initiatives may be having a positive effect.

4. Intercollegiate athletics programs that have achieved a rank among the top 50 percentile among all Division 1 public institutions relative to the NCAA student-athlete academic progress rate (APR).

Academic progress measures based on 07-08 data will not be made public until early May, however preliminary reporting indicates continued improvement across the program. All but 2 teams exceeded the 925 minimum mark for the annual rate, and there are only 3 teams below that cutoff on the multiyear rate. Of these, only 1 will face a penalty. 14 teams made improvement in either the annual or multi-year rate, and the one team that didn't maintained a rate well above the national average for the sport.

APR is posted on the NCAA website with access to anyone who wants them at the web address below. The 07-08 data will be made public during the 1st week in May.

<http://www.ncaa.org/wps/ncaa?ContentID=276>

5. Students participating on major institutional committees.

ASI implemented a structured process in the spring of 2009 for appointing students to campus-wide committees:

1. Student turns in Committee Application to ASI. (Application was created and is available on the ASI website.)
2. Committee turns in application requesting student(s) to ASI. (Application was created and made available on Informed Filler.)

3. ASI Personnel committee reviews both sets of applications and appoints students to committees.
4. Shared Governance Assistant is responsible for uniting students with committee and tracking progress.

ASI hired a quarter time paid student position (spring 2009) to work with ASI Personnel Committee and Director of University Affairs to track and facilitate student committee participation. It also hosted four shared governance recruitment booths during the fall 2008 semester reaching approximately 3,000 students. ASI advertised shared governance positions in campus-wide e-mails, newsletters, and websites reaching approximately 21,000 students. They also developed an up to date database with all known campus committees; their chairs / contact person; purpose or charge of the committee; how often meetings typically occur; and appointed student representative(s). Finally, ASI developed a database off all appointed students which includes their contact information and which committee they sit on.

- Number of committees ASI has been in contact with regarding student participation: 77
- Number of committees that have filed proper forms to ASI requesting student participation: 33
- Number of students ASI has appointed to sit on campus committees: 47

6. Provided a venue for students to discuss and act upon issues important to them and their communities.

- Our campus continues to provide opportunities for students to have contact with key campus administrators. The President and the Vice President for Student Affairs meet monthly with key student leaders - presidents/vice presidents of many student organizations to discuss issues of concern to students. Formally known as “President’s Breakfast Group”; it has switched to a “President’s Lunch Group with increased attendance.
- The President initiated an online “President’s Blog” through which he communicates with a randomly chosen group of students by asking them questions about campus issues. He reviews their responses and shares them with the President’s Lunch Group.
- The Division of Student Affairs continues to bring student panels into its Leadership Team staff meetings on a regular basis (twice each semester) and the President brings in a panel of students at least once each semester to his Administrative Round Table meeting with senior managers across the campus.
- This year, the Vice President for Administrative Services and one of her project managers are engaging in a series of meetings with students to discuss parking issues to elicit their reactions to the possibility of increasing parking fees in order to build a parking structure; over 2,000 students have responded to their efforts to e-mail surveys, focus groups, and open fora.
- Both the President and the Vice President for Student Affairs meet regularly with the President of ASI; in addition, the President has attended an ASI meeting and the Vice President for Student Affairs periodically attends both ASI and USU Board meetings.

7. Piloted a project to facilitate University communication with students by utilizing the latest mobile communication technology.

- The Bulldog Blog – an email project sponsored by ASI and the Division of Student Affairs has been sent to students on a regularly bi-weekly basis throughout the year and has expanded its scope and content. It has been positively received by students. It highlights information about upcoming events in the area of Student Activities, Athletics, and University information/deadlines.
- The Student Communication Committee has been working on a Digital Signage Project which will be piloted in April in the Student Union. Four high-resolution video screens will be placed in key

locations within the Union and they will project a website that will have both dynamic and static information available throughout the day on campus events, upcoming activities and a dynamic display of both University and off-campus websites that will provide updated information to students on a variety of topics.

- The campus is also in the process of serving as a Beta site for a new media marketing through a vendor. The Advancement Office is taking the lead to use this cutting edge, text/cell phone-based technology to reach alumni; however, it can also be utilized to reach students with information using a medium with which they already have great familiarity and use on a very frequent basis.
- The Department of Public Safety has increased the usage of traffic electronic signage in various locations on the campus to not only communicate traffic messages, but also to provide information messages on campus events; these have also been noticed and positively received by students.
- Recent technology surveys and word-of-mouth comments from students and student groups indicate that students are making increasing use of their student e-mail account and checking them more regularly than previous years. This provides another opportunity to use student e-mail messaging to reach students with information on a regular basis.

8. Completed the 2006 Plan for Facilitating Graduation and will have generated support for student success from all areas of the university.

- The Student Success Task Force continues to be an effective and viable force on the campus to initiate and implement initiatives that promote student success. This Committee has grown to 33 members with approximately 13 of its members being faculty and the remainder being Academic Affairs and Student Affairs staff members. We have continued to work on a long list of initiatives. They are highlighted below in 3 categories:
 1. Institutionalized Initiatives – initiatives which have been communicated to the Strategic Planning Committee in the past and have been fully implemented and are a routine part of student support systems.
 2. Current Initiatives which were highlighted as “next steps” in the past and have been implemented during the 2008-09 academic year.
 3. Projects are in the early stage of development with implementation expected within the next 2 years.

Category 1 – Institutionalized Initiatives

- * Mandatory Orientation for all incoming first year and transfer students – full implementation and average 90%-95% participation of all incoming new students.
- * Full implementation of academic roadmaps to provide pathways to degree completion for all academic programs.
- * Full implementation of the policy to require students to declare a major no later than the completion of their 60th unit.
- * Full implementation of mandatory academic advising by students prior to completion of their 75th unit.
- * Mentoring Institute – this is an on-going program that provides faculty/staff mentor support to assist at-risk students; students who had high school GPA below 2.5 and were not served by other support programs. This past year, 19 mentors were linked with 27 students with numerous efforts made to facilitate relationships to support those students. It is always challenging, because student respond on a case by case basis. Enhancement of this program will include development of an undergraduate research program to pair

mentors with students; there will also be an effort to link this program with a First Year Experience Steering Committee.

- * University 1 (an elective, orientation course): Two years ago a committee chaired by the Dean, Undergraduate Studies, revised the U1 curriculum and mode of delivery to augment its vital role in the promotion of student success and learning. Accordingly, the U1 Director successfully implemented a new lecture/lab model during Fall Semester 2007. To engage U1 students, they employed modern clicker technology to earn points in weekly large lectures. They also provided useful data for pre- and post-session assessments to evaluate and to assess their learning. Analysis of data clearly indicates the success of clicker use, increased student learning, and attendance tracking.

In Fall Semester 2008 there were two important assessment initiatives related to U1 student learning outcomes. Students completed an on-line written pre-course and post-course test concerning their knowledge of campus resources and services. Analysis of test data showed that students indeed learned information about key campus services during the U1 course. In addition, 40 randomly selected U1 students submitted their Career Portfolio Projects. A committee of readers developed rubrics to measure students' ability to access information on-line, and to write at the college level. This project was undertaken with the full support of Institutional Research Assessment and Planning (IRAP). Resulting U1 assessment data from Fall Semesters 2008 and 2009 is available in the appendix to this Strategic Plan Report.

Category 2 – Current Initiatives

- * **Learning Communities** – Learning Communities have been implemented successfully over the past 2 years and there has been an expansion of the Learning Communities concepts in the following ways:
 - 3 major efforts were undertaken during the past year to enhance our Learning Communities Program and involved creating 42 sections of 14 courses taught by 40 faculty and a total of 669 students.
 - A Residence Hall Learning Community was launched with students living on the same floor and enrolling in 2 concurrent courses. Preliminary results suggest these Fall courses may not have been a good selection for first semester freshmen.
 - Additional Learning Communities in Dance 160 and IAS 108 (Liberal Studies Program), as well as Health Science 100 and Health Science 135 were offered – both designed to assist students within their major – results of this enhancement are not available at this time.
 - Faculty developed a “first year experience” concept during Fall 2008 and 2 development teams have begun to develop this first year experience “Learning Community”; 50 students will be selected for this community for next Fall.
- * **Supplemental Instruction** – this project provides peer assisted study sessions to students enrolled in historically difficult classes. The purpose is to increase student retention rates and improve performance in the course; the project was piloted in previous years and is now in full implementation as described below:
 - The program expanded this past year to work with faculty in Math, Chemistry, Social Work, History, Business Administration, and Accounting.

- Data indicates students who consistently attended SI sessions achieved a higher mean final course grade than those who do not attend (Spring 2008: 2.41 vs. 2.12; Fall 2008: 2.54 vs. 1.98).
 - The number of students who received a grade of “D” or “F” or withdrew from the course was lower for students who (attended) SI than those who did not (Spring 2008: 21% vs. 30%; Fall 2008: 18% vs. 35%).
 - We believe the data from this semester will continue to be positive, but will continue our evaluation of this program.
 - This program’s continuation depends upon available budget for 2009-10 (President’s Excellence Funds supported it for 2008-09, but is not guaranteed for next year).
- * **SupportNet** – this project is an “early warning” program designed to provide academic intervention to a student to reverse patterns of inadequate effort, substandard grades and irregular class attendance. It encourages faculty, staff, or self-referral of students to campus resources through the Learning Center. This project was piloted during the Fall and Spring semesters this year and to date, 273 referrals have been made with a 20% increase in student referrals by week 7 of Spring 2009 versus Fall 2008.
- 84% of students made an appointment to see a SupportNet advisor; nearly 80% of all referrals were freshmen or sophomores.
 - Overall, students who were referred to SupportNet and met with an advisor had a higher retention rate and greater GPA than students who did not; Freshmen who were referred and met with an advisor, were retained at an 89% level compare to the general population (82%).
 - Referred students to local SupportNet advisors had .54 GPA advantage over students who did not meet with SupportNet; it is noted that this does not account for incoming GPA or, in the case of freshmen, academic preparation.

Category 3 – Next Steps

- * **Degree Completion Planner Project** – Degree Completion Planning is the collaborative process for students and advisors to work jointly to build student multi-term course plans to complete degree requirements using Academic Roadmaps as a guide. The Degree Completion Planner (DCP) system facilitates this process by providing functions to:
1. Allow staff to build and publish academic roadmaps
 2. Allow students to create multiple course plans for review and approval
 3. Utilize Degree Progress Reporting (a.k.a DARS) to validate that both roadmaps and student plans meet degree requirements
 4. Allow advisors to review and approve student course plans

Integration of the Degree Completion Planner system with PeopleSoft HCM and Degree Audits Reporting System (DARS) allows for student academic history at Fresno State and transfer credit to be used in student degree completion planning. DCP is a first generation system and Fresno State is working closely with the vendor to define system functions to meet campus needs. Phase 1 implementation is to deploy DCP for undergrad degrees offered by the Craig School of Business and the Lyles College of

Engineering. Academic roadmaps for these degrees have been built and validated in DCP.

Timeline:

- Production deployment of Phase 1 planned for Summer 2009
 - Identification of Phase 2 undergrad degrees and building targeted academic roadmaps in DCP in Summer and Fall 2009
 - Deployment of Phase 2 in Spring 2010
 - Phase 3 to complete the undergrad degree programs planned for Summer and Fall 2010
- * **Earlier Academic Advising** - findings of the 2007-08 Retention Oversight Group's research indicate that first term GPA has the strongest influence on retention; as a result, they recommended development and implementation of a strategy to impact first term GPA by requiring mandatory advising for first year students. A subcommittee of faculty and staff has recommended that strategies be developed so that all students receive academic advising prior to registration through participation in new student orientation and during the second semester, prior to registration for their third semester. Next steps for implementation do require faculty buy-in and support in developing strategy to manage the increased workload for advisors in Student Success Services, as well as in academic departments. A final element required for implementation will be integration with PeopleSoft to ensure student compliance; this will also require technology support to develop online advising tools to make the process more manageable and efficient.
- As with Supplemental Instruction and SupportNet noted above, this future strategy is also subject to budget limitations.
- * **Job Description and Success Checklist** – this project was undertaken by a subcommittee of the Student Success Task Force and the goal was to create a mock job description for students describing the campus' expectations of students; this would be complemented by a student success checklist outlining important milestones/steps students need to take in order to be successful throughout their tenure at Fresno State.
- Drafts of both the job description and student success checklist are under review by the Student Success Task Force and will be distributed to incoming students in Fall 2009.
 - This program will be evaluated through exit interviews with students on academic probation, as well as collecting data on GPA and student retention rates for the Fall 2009 first-time, full-time student cohort.
- * **Communicating Study Time Expectations** – another subcommittee of the Student Success Task Force has studied research indicating that student habits formed during the first semester have been found to persist and have a significant impact on student retention and performance. It is believed that informing and assisting students to utilize effective study habits during the first semester at Fresno State could have a significant impact on performance, retention, and graduation.

As a result, the Student Success Task Force Subcommittee is in the process of gathering information regarding messages to send to students about study time expectations. We are in the process of developing a communication plan to provide students information that would encourage minimum study time expectations for their courses during any given semester. Part of the communication plan includes giving information to faculty to encourage and support this concept in specific course expectations and by encouraging students to develop effective study strategies that would be unique to a particular course. Strategies include:

- Syllabus template covering study time expectations and study strategies.
- PowerPoint template providing slides to faculty to be incorporated into lectures regarding study expectations early in the course.
- Blackboard clicker surveys that can be incorporated into courses to get feedback on how much students are studying.
- Content videos providing training for faculty on communicating study expectations and recommendations within their classes.

It is expected that this project will be implemented during the 2009-10 academic year.

- **Summary**

More detailed information on the above Student Success initiatives is available as an appendix from Khrystine Vong (kvong@csufresno.edu).

9. Effective dual admission programs in place to include the system wide Lower Division Transfer Program along with the Central Valley Higher Education Consortium Transfer Associate Program. Upfront evaluations will be provided to all transfer students prior to their initial registration.

Last year, we reported that all the initiatives noted for this indicator had been implemented. This year, we are reporting on 3 new initiatives that are designed to increase the college going rate and improve the pipeline from K-12 to a 4-year college/university.

Through the Central Valley Higher Educational Consortium (CVHEC), two year and four year schools have reached consensus on how to share data which might result in an improved college going rate from two to four year institutions. Beginning with Fall, 09, the community colleges within the Central Valley will identify 1st semester community college students registered in English and/or Math transfer courses and share those names with the four year institutions in the consortium. The four year institutions pledge to send hard copy and/or email message to students encouraging them to finish their Associate Degree and join the four year school as a Upper Division Transfer Student.

Progress has also been made on the facilitation of transfer from 2 year to 4 year schools. Most member institutions will join CCC TRAN which is a system designed to order and send electronic transcripts which can be done in mass and downloaded in four year institutions student records system. Transfer students will be admitted earlier, receive transfer credit evaluations sooner and will also be able to sign up for orientation much earlier.

In August 2008, Fresno State entered into a formal partnership (MOU) with Fresno Unified School District to increase the college going rate. As part of this collaboration, a University College Counselor

Liaison has been hired to work directly with school counselors and university staff to insure the implementation of the MOU. Currently, College Making It Happen programs are being held at every middle school to inform parents of early academic and financial planning, College Ambassadors (university students) visit each high school regularly (September - May) to help students with the enrollment process, participation in counselor and teacher professional development and training, student application data is provided monthly for personal follow up by the school counselor, and support and transportation has been provided to students to attend the Fresno State student recruitment conferences, which have significantly increased in attendance by FUSD students.

AT&T Corporation funded the CSU College Corps Program aimed at increasing access to college for students in traditionally underserved communities. College Corps advisors (university students) have been hired and trained to provide individual assistance with academic advising, college exploration, college course preparation, and financial aid awareness. Two-hundred students from Sunnyside, Hoover, and Edison High School have been identified to participate in the program. The goals of the program is to increase: 1) college admissions knowledge and financial aid, 2) number of students who take the Early Assessment Program, 3) number of students who take PSAT and SAT tests, 4) number of 12th graders who complete a college admissions application, 5) number of 12th graders who complete a financial aid application, 6) number of 12th graders who enroll in college.

10. All students, by the end of their freshman year, proficient in math and English.

Several programs and initiatives are proving to be effective in supporting student success. The Intensive Learning Experience continues to work closely with faculty teaching remedial math and English 5A/B classes to provide learning assistance for students who scored in the lower quartile of the English (EPT) and mathematics (ELM) placement tests to help them complete remediation in their first year. In addition, the Summer Bridge Program has been highly effective in helping low income, first generation students complete math remediation prior to fall enrollment. 85% of the 115 students who attended the 2008 program completed math remediation. SupportNet which is an early warning program designed to identify and intervene with struggling students, was launched in fall 2008 mainly with English 5A, 5B and 10 classes. The initial results are impressive. About 136 students were referred to the program of which 64% were freshmen. Overall, students who were referred to SupportNet and met with an advisor had a higher retention rate and greater GPA than students who did not meet with an advisor. Both student and faculty satisfaction with the program was high.

11. Completed renovation of all centrally supported computer labs ensuring online and accessibility standards are implemented.

Last year's report identified the extensive renovation work that was done in this area to update computer labs and make them accessible. These labs are still in place and functioning effectively. In addition, with the opening of the library, students will have access to additional computers within the library. Also, after the next faculty laptop refresh, there will be more laptops available for checkout through the library. This will ensure that all students have easy access to computers for the foreseeable future. The Office of Services for Students with Disabilities will be located in the library and this office - in conjunction with Lynda Harding in the Teaching and Learning Center - will continue to monitor accessibility issues related to student computer use.

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