

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.

- Efforts in this area have been focused in planning and design. This significant issue is addressed in this year's approved Campus Master Plan. The Plan addresses separating and improving pedestrian, vehicular and bicycle movement within the Campus. We have also able to incorporate needed centrally-located bus and vehicle loading areas into the design of University High School.
- Facilities Management purchased the vehicles for the Dog Run shuttle that is open to the entire campus community for use and not just limited to the Library construction workers as originally planned. The Campus also partnered with the City of Fresno in the installation of lighted bus shelters along Shaw and Cedar Avenues.

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

- On November 13, 2007, the CSU Trustees formally approved the naming and formation of the *Jan and Bud Richter Center for Community Engagement and Service-Learning*. With the Richter's pledged \$3.5 million endowment and their commitment to provide \$50,000 per year for the next three years to develop the Center, Fresno State is the first CSU and one of the only named community engagement centers in the nation. The Richter Center will provide enhanced programs that promote service-oriented partnerships between the university and the region's nonprofit and not-for-profit organizations.
- California State University, Fresno has long been recognized as a leader in community engagement and service-learning. The Carnegie Foundation's decision to select Fresno State as one of the first in the nation to earn their "Community Engagement" classification is one proof of our leadership in this field. In 2007-08, the university offered more service-learning classes than ever before. This year, there were 158 service-learning classes offered at Fresno State, a 25% increase from 2006-07. This year, over 3,800 students in service-learning courses will provide an estimated 88,000 hours of service to the community.
- In February of 2008, The Corporation for National and Community Service selected Fresno State as one of four institutions across the nation to receive a new *Special Achievement Award* for outstanding service by a minority-serving institution. This is a prestigious national award that is part of the 2007 President's Higher Education Community Service Honor Roll.

2. 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.

	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

- As you can see, the trend is in a positive direction particularly for the six-year graduation rates however, it should be noted that the graduation rates are closely tied to persistence rates.
- During this same period, our 1st year retention has longed between 85.4% and 80.9 (Avg. 83%). However, there has been a trend downward over the past two years that is correlated with a downward trend in student SAT scores (however SAT scores have also dipped nationwide). For this reason, the Student Success Task Force appointed a Retention Oversight Group to engage in more in-depth research related to retention rates. A report on their progress to date is included in another section of this report.

3. Intercollegiate athletic 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).

The Academic Progress Rate (APR) is an NCAA measure of student-athlete academic eligibility and retention. Every term, each scholarship student-athlete has the opportunity to earn two points—one for being academically eligible, and one for returning to Fresno State. Similar to graduation rates, the APR is a four-year rolling rate of points earned divided by points possible. 2006-07 represents the fourth year of APR data and the first time that the “complete” cohort has been established. The minimum standard for satisfactory academic progress is a multi-year rate of 925. In general, the Division I Public school average is considerably higher than that.

During the first two years of data collection, the goal was for each team to reach or exceed the 925 cut-off. In 2003-04, 10 teams met this goal; in 2004-05 11 teams were at or above the 925 mark. Beginning with the third year of data (2005-06), the goal is for every team to be at or above the 50th %ile for all Division I Public schools. In 2005-06, five teams reached this level for their sport. Although 2006-07 national averages have not yet been reported, seven teams increased their APR scores and made progress toward the national average. Four teams maintained their status at or above the previous year’s 50th %ile. Of the remaining teams, three maintained scores at the 925 level, and one dropped below the 50 % mark but remained well above the 925 cut off.

Each head coach works with the Athletics Administration to create an APR Improvement Plan every year. Teams below 900 submit these plans to the NCAA. In addition, coaches who have bonuses or incentives built into their contract based on the performances of their teams, do not have access to the compensation associated with these bonuses unless their team meets an established minimum APR level.

4. Students participating on major institutional committees.

ASI 2007-2008 Actions/Activities

- Student appointed specifically to track committee membership and student participation
- Conducted 2-5 minute recruitment presentations in the fall in classrooms to approximately 3500 students
- Created the position of Director of University Affairs (starts April 2008) – this new full-time position is in charge of developing a comprehensive student shared governance program, will include
 - Student recruitment, training and retention initiatives
 - Institutionalizing communication channels with committee chairs and staffers
 - Developing an up-to-date database of all committees and vacancies
 - Serving as a research resource for the ASI President and students sitting on such committees
- Began the development of a 5 year shared governance strategic plan as well as a shared governance policy,
 - Surveyed all stakeholders of the shared governance process as to the strengths and areas for improvement of ASI’s role and student performance

- System-wide University Affairs Shared Governance Policy
 - Working through CSSA to develop a clear shared governance policy in order to
 - better establish student roles on committees, and
 - improve the tracking of campus committees
- Advertised system-wide committees to campus community. Five Fresno State students served on one or more system-wide committees, one of which is an at large students (does not hold a position in ASI)

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

- Each month the President of the university and the Vice President for Student Affairs meet with key student leaders – presidents of major student organizations – to discuss issues of concern to students. The agenda for these meetings is jointly established between the President and student leaders.
- Each fall and spring the President invites a panel of students to attend an Administrative Roundtable meeting of senior managers from across the university; students are asked to discuss their experiences at Fresno State and to present issues of concern to them in a lively exchange of information and questions.
- In addition, the Vice President for Student Affairs invites a panel of students to attend at least two division staff meetings each semester to discuss their experiences at Fresno State and to provide feedback regarding services and programs that they receive from the division of student affairs.
- The President and the Vice President for Student Affairs meet regularly with the President of ASI, and the Vice President for Student Affairs regularly attends ASI meetings.

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

- The division of student affairs, in conjunction with ASI, has established the Bulldog Blog which is a bi-weekly email newsletter sent to students that highlights information of upcoming events in the areas of student activities, entertainment, athletics and university information/deadlines.
- There is a Student Communication Committee that is made up of students, faculty and staff that meets regularly throughout the academic year to identify ways to improve communication to all students.
- There has been an increased use of message boards in front of the Save Mart Center and at Barstow and Cedar to advertise events of interest to students.
- The Student Communication Committee has also collaborated with ASI and the University Student Union to develop a project for establishing video monitors in high traffic areas that will provide up-to-date information on campus programs, upcoming events, university information and emergency information as necessary. It is hoped that this project will be implemented during the 2008-09 academic year.

7. 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 developed a response to the Chancellors Office report on facilitating graduation in fall of 2005. After the proposal was submitted there was an action item list that the Student Success Task Force has monitored over the past two years. Virtually all of the action items on that list have been implemented as part of the on-going work of the Student Success Task Force. A full update on SSTF activities is attached on Appendix A.

8. **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.**

The university implemented a **Dual Admission** program with West Hills College. However, very few students participate in the program due to the distance from Coalinga to Fresno. Additionally, students who are enrolled full-time at West Hills have class and work schedules that limit their ability to enroll in courses offered at Fresno State.

Information regarding the new **Transfer Associate Degree** developed by the Central Valley Higher Education Consortium has been distributed to community colleges. This information needs to be distributed by community college transfer centers and University outreach staff. The earliest that we expect anyone to transfer using the Transfer Associate Program is in two years. The program guarantees admission priority to students who meet program requirements and apply within the application deadlines.

The **Lower Division Transfer Program** implemented by the Chancellor's Office established common lower division courses that will be recognized by all CSU courses to fulfill lower division major preparation for commonly offered majors in the CSU. The LDTP offers California community college students with one route for fulfilling transfer admission requirements to the CSU. The LDTP offers flexibility for the prospective transfer student who is uncertain about which CSU campus they will attend.

In Cycle 1, which began in 2007, CSU faculty workgroups were convened to identify lower-division major preparation course descriptors for 22 majors most commonly offered by CSU campuses. These course descriptors for major preparatory courses will allow California community colleges to participate in one systemwide articulation process and eliminate the need to engage in articulation individually with all 23 CSU campuses. Each LDTP major discipline has a statewide and campus-specific component. The statewide component of the LDTP is appropriate for any CSU campus offering the major and is comprised of general education coursework and courses within the discipline. The campus-specific component identified discipline related coursework relevant to the major at the specific CSU campus. These components for an LDTP discipline will total at least sixty units, which is the number needed to transfer to CSU as an upper-division transfer.

California community colleges may participate in the LDTP program by submitting course outlines of lower division major preparatory courses identified in the course descriptors. A statewide faculty committee conducts the review and approval process. Very few of the California community colleges who are feeders to Fresno State have submitted courses for review. Because of the low participation of local colleges in the LDTP program, the LDTP will not be a route used by prospective transfer to establish eligibility for admission. Articulation of courses between Fresno State and feeder colleges will need to continue to maintain an effective transfer pipeline.

The university has implemented a successful **Upfront Evaluations** process that provides all new transfer admits who participate in Dog Days with a DARS (Degree Audit Report) report. The DARS report provides an evaluation of all of their transfer courses, provided that they have completed all courses required for admission and the student has submitted final transcripts. A total of 2290 upfront evaluations were provided to new transfer admits for fall 2007. The DARS reports are used by faculty and advisors to assist students with the selection of their courses starting with their initial enrollment at the university.

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

Historically, the percent of entering freshmen at CSU Fresno who are in need of remediation in mathematics and/or English has been higher than the systemwide CSU rate. Of the entering freshmen at Fresno State in fall of 2006, 49.1% were not proficient in mathematics; the systemwide rate for the fall 2006 cohort was 37.5%. The percentage of new Fresno State freshmen who were not proficient in English was 56.5, while the systemwide rate was 45.3%. Despite the fact that Fresno State has a higher rate of entering freshmen who need remediation assistance, the university has provided appropriate remediation in math and English. At the end of one year, 96% of the entering freshmen at Fresno State had demonstrated proficiency in English and math one year later. The systemwide rate was 97%.

The university has several programs and efforts that promote the success of students, particularly those who are not proficient in English and math. The Intensive Learning Experience works 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. Intrusive outreach strategies are used to contact students and connect them with support services and learning assistance. Academic skills workshops on such topics as learning styles, study techniques, academic planning and others are provided to help students become effective learners. Additionally, an early alert system is used to identify students who are struggling in remedial classes and tutoring, and other support services are provided to them.

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

- Plans, including architectural modifications, were created to establish at least one accessible computer workstation in each of four "Open" university computer labs: Ag101, Ed174, Peters 133-135, and SS202.
- Automatic doors were installed by Plant Operations at north and south entrances of foyer on east side of Agriculture Building. Entrance door to Ag101 Computer Lab widened for wheelchair accessibility
- Accessible furniture configurations and electric adjustable tables were identified for each lab situation. Removal or modification of inaccessible fixed furniture stations have been scheduled with Plant Operations. Specification and pricing quotes of electric height adjustable tables were obtained with the collaboration of the Office of Facilities Planning and will be ordered in April, 2008, for a delivery date that coincides with completion of carpentry work.
- JAWS, a screen reading software, was installed on a university server in collaboration with ITS in August, 2007. It has enabled access from any university computer on which the JAWS image authorization is installed. This collaboration saved the university \$4,683 by avoiding the purchase of individual seat licenses for each Open Lab. The image authorization is currently installed on 27 computers around campus and is available for others.

Detailed Accomplishments/Plans by Lab

- Ag101 (College of Agricultural Sciences and Technology)
 - Two sets of automatic doors installed at entrances of foyer leading to Computer Lab
 - Entry doorway to Computer Lab widened over Spring Break (2008) to enable wheelchair access
 - Fixed furniture computer stations scheduled to be removed during week of May 19, 2009, and replaced with 3 electric height adjustable tables. A flat monitor with a height adjustable double arm mount will also be ordered.
 - JAWS image authorization was installed, in March, 2008, on the 3 computers that will be placed on the height adjustable tables.

- Ed174 (College of Arts and Humanities)
 - An electric height adjustable table and a height adjustable dual arm monitor mount will be ordered in April, 2008.
 - When table and monitor mount installed, JAWS image authorization will be installed.
- Peters 133-135 (Craig School of Business)
 - An electric height adjustable table and a height adjustable dual arm monitor mount will be ordered in April, 2008.
 - When table and monitor mount installed, JAWS image authorization will be installed.
- SS202 (College of Social Sciences)
 - Plans to modify two fixed furniture stations to enable wheelchair accessibility have been determined by Plant Operations. Work will be scheduled when not disruptive for students.
 - When modifications of stations completed, JAWS image authorization will be installed on both computers.