

PLAN FOR EXCELLENCE III
Goal 2: Promoting the Success of All Students

Update on Progress for 2006-2007

Student Success Task Force Initiatives

Attached as Appendix A is detailed information on the status of several Student Success Task Force initiatives. Included is a directory of all the members of the Student Success Task Force, and the most recent information on four, five, and six year graduation rates.

It is worthy to note that of the 14 initiatives on the Student Task Force agenda, 6 of them are either completed or in the final stages of completion, 6 more have been implemented and/or either on-going or mid to latter stage of completion, and 2 are in the process of implementation—they include the Sophomore Student Experience and the Early Warning System for students with academic difficulties—both of these programs will begin implementation in Fall 2007.

It is worthy to note that the four, five, and six year graduation rate for students have increased from 1.4% to 2.1% during the past year. It would be presumptuous to assume a causal relationship between these results and the efforts of the Student Success Task Force, because the full impact of many of the interventions of the SSTF have not fully affected the majority of students who have most recently graduated. However, we are optimistic that this trend is in the right direction and the initiatives that have been implemented will continue to improve graduation rates over the next 3 to 5 years.

Engage Students with the Campus and Community Through Service Learning Opportunities

- The University's engagement and service efforts were recognized by the Carnegie Foundation when Fresno became one of the first campuses to obtain the new Community Engagement classification. This distinction came shortly after Fresno State was included on the President's Honor Roll for Higher Education Community Service for our "extraordinary and exemplary contributions to meeting local and national needs through community service and service-learning."
- Existing efforts, such as Jumpstart Fresno, Fresno READS, service-learning and others, continue to thrive and in many cases expand. In the past year increased funding for engaged research has been provided and community service opportunities for students, such as Make A Difference Day and Project Kaboom, have been added to the already extensive array of community engagement initiatives available at Fresno State.
- In 2005-2006, partly due to increased assessment efforts, there was a significant jump in the estimated impact of Fresno State's service programs. Approximately 6,344 students contributed 485,400 hours of service during the 2005-06 academic year. This figure

includes the 3,660 students involved in 124 service-learning classes. All total, the annual economic impact of the university's community service-learning efforts are estimated at \$10.4 Million.

Provide On-Campus Spaces for Students to Informally Interact (Study Space)

- Due to the Madden Library renovation project (2006-2008), library study space has been severely curtailed and about 1200 spaces are lost for the duration of the project. In order to make up for this lost study space, we identified and improved alternate study spaces in other areas and buildings around campus. Link to Study Area Map: http://www.maddenlibrary.org/documents/study_areas_3_2007.pdf
- About 20 indoor locations providing around 700 spaces have been identified for alternate study use. These areas are generally available Monday through Friday from 8 a.m. to 10 p.m. One large room (UC200) has been totally renovated for study use. UC200 has tables, chairs, carrels, wireless internet, and pay-for printer and copier.
- UC200 is also a beta site for potential new library furniture and features groupings of upholstered chairs, tables and desks that may be used in the new library. This setting provides an opportunity for the university to evaluate the longevity, functionality, maintenance and student acceptance of new furniture styles and fabrics.
- UC200 also has large photographs on the walls that feature an ongoing pictorial history of the library demolition and renovation project. The room is being successfully used for quiet study and small group study.
- Fourteen outdoor locations provide an additional 600 spaces. All of the outdoor locations have wireless Internet connections and many have new or improved outdoor furniture. These areas are generally in shaded quads, patios and courtyards and are heavily used in the spring and fall.

Defining the Characteristics of a Fresno State Graduate (ODOGS)

- The Qualities of a Fresno State Graduate (Q DOGS) committee submitted a preliminary draft report to Provost Echeverria on February 6, 2007. The committee has identified general qualities desired of a Fresno State Graduate that are critical for academic, personal and professional success. These desired qualities create the acronym PACE:

P - Passion
A - Achievement
C - Courage
E - Engagement

- The committee is considering a marketing study to determine whether the motto will inspire students, faculty and prospective students. Committee members feel strongly about the core elements of the motto, and will continue to focus on defining these

qualities and determining how to incorporate and assess PACE components throughout the campus. Preliminary recommendations of the committee include the following:

- 1) The university should adopt a U199 course, e.g., a senior project thesis to encourage discipline-specific engagement for all majors (where discipline-specific senior thesis projects are currently lacking).
 - 2) The university should examine employment rates, alumni satisfaction and engagement, and rates at which students pursue graduate studies as measures of “success”
 - 3) The quantitative skills expected of all students should include statistical reasoning.
 - 4) The university should adopt student portfolios as a means to measure attainment of desired qualities in a graduate (e.g., E PACE; the committee is currently discussing the form and function of the portfolios).
 - 5) Student evaluations should emphasize descriptions of what happens within a classroom (i.e., are there iterative writing assignments with thoughtful feedback, or quantitative-oriented homework assignments), as opposed to students satisfaction.
- Consideration is also being given to how ethics might be incorporated explicitly into the GE program. The committee is generally quite satisfied with the current structure of GE, and so at present envisions no other adjustments to GE.
 - In support of this concept, the Division of Student Affairs has promulgated its own characteristics of a Fresno State student that have been adapted from the Student Success Task Force characteristics generated 2 years ago. Those characteristics are listed on the division’s website, are shared with students and parents at the new student orientation sessions during the summer, are also shared at the new faculty orientation program, and will be used to formulate a Student Learning Outcomes Assessment Plan within the Division of Student Affairs starting in Fall 2007-08.

Increase Interaction with High Schools to Increase Student Proficiency in Math and English (Early Assessment Program—EAP)

- Work with 58 regional high schools to make sure each student intending to attend CSU takes the EAP exam in their junior year
- Make sure that high school students, counselors, administrators, and teachers understand the results of the EAP test scores in August preceding their senior year and assist them in planning for college readiness and for removing remediation challenges before entering the CSU
- Provide workshops for high school teachers of English and math in order to assist students in completing EAP successfully.

Update for this year

- EAP Director (Dr. Duncan) retired in December and her assistant stepped into the position temporarily.
- As of April 1, a second person was hired to work on EAP and to accelerate activity.
- Action Plan with specific goals and meetings to be submitted by April 20th to the Provost for approval.
- Team meetings (with Provost) will continue every 3 weeks until the program gets moving again.
- Short term goal is to set targets for contact with school superintendents and high school principals, followed by campus meetings.
- Cumulative data on number of students taking EAP in our region has not been provided to Provost.

Provide Accessible Technology for Students with Disabilities

In conjunction with the Access to Electronic and Information Technology for Persons with Disabilities initiative issued by the Chancellor's Office in September, 2006, Fresno State has actively moved to increase the accessibility of information technology.

Accomplishments to date include:

- Increased Web site accessibility: 43 campus sites meet standards with a similar number in process. CIS and University Communications are committed to making main university pages and PeopleSoft portal pages accessible.
- Procurement policy draft completed that sets out procedures for purchase of accessible IT equipment and software.
- "Proof of Concept" test in progress for conversion of the SSD non-network license for JAWS, a screen reader for students with visual impairments and learning disabilities, to the campus network, in order to make JAWS accessible to students throughout the campus. If successful, additional adaptive software network options will be explored.
- Videophone now available to students in the SSD Adaptive Lab.
- Natural Reader, an inexpensive screen reader that students can easily purchase on line for home use, is now available in the SSD Adaptive Lab.
- Seven new Daisy formatted CD players, compatible with newer technology utilized by recordings for the Blind and Dyslexic now available to students in SSD.
- Appropriate solution for accessible work stations for campus open computer labs has been identified through collaboration of SSD and Plant Operations and is ready for STLT approval. Solution is applicable for other campus computer labs.

- Progress has been made in increased accessibility of instructional materials through proposed policy changes to ensure timely ordering of textbooks and other printed materials, procedures for earlier identification of students requiring texts in alternate formats, and procedures to ensure the posting of syllabi and other classroom materials on Blackboard. Issue of accessibility of Library e-text reserves will be addressed.
- Campus awareness of accessibility issues increased through communication from President Welty, discussions at IETTC, Digital Campus Brown Bag Lunches, New Faculty Orientation, the CETL Conference, application by Fresno State for inclusion in the EnACT Project that focuses on faculty development in area of universal design in instruction, at meetings of the Division of Student Affairs Leadership, the Administrative Round Table, the Senior Technology Leadership Team and many other smaller venues.
- Campus awareness of accessibility needs of students with disabilities will be reviewed by an ATI Sub-Committee and additional training needs will be determined. The accessibility of university publications, brochures, activity fliers and other printed materials will also be reviewed.

Improving the Success of Student Athletes

- In the past year, the Student-Athlete Assistance Plan (SAAP) has been revised which includes monthly random drug testing of all teams and more consistent and well-defined consequences for failed tests. As part of the new SAAP, 10% of every team, as well as anyone who tested positive previously, is tested every month.
- To provide dependency counseling for student-athletes with substance problems, we have contracted with Avante Health. General mental health care as well as substance abuse screening and counseling is available to every student-athlete through this plan.
- We are also providing speakers on topics related to student-athlete health and safety through the CHAMPS LifeSkills program.
- The student-athlete Code of Conduct has also recently been revised and updated
- The Conduct Review Committee that meets when the Code is broken includes a campus representative as well as a member of the Academic Senate to further emphasize that student-athletes are part of a larger academic community.
- Academically, we provide summer school and post-eligibility aid to qualified student-athletes to assist with progress toward graduation.
- We have implemented registration holds to prevent student-athletes from registering for or dropping classes without first consulting their athletic advisor.
- Student-athletes are being advised to declare a major during or before their 3rd semester and are instructed to meet with their major advisor every semester prior to registration.

- Tutors, Study Table, and a staffed computer lab are available for all student-athletes.
- Laptops are available for check-out during team travel, and advisors may accompany teams during longer trips at key academic periods during the semester.
- Beginning in the Fall 07 semester, University 1 sections taught by the Student Athlete Services staff will be utilized for all freshmen as part of our CHAMPS LifeSkills development program.
- We have strengthened the academic focus of our recruiting process as well. Prior to being offered an athletic scholarship, all prospects are screened academically. Those requiring Special Admission have an academic plan (signed by the prospect, coach, and advisor) in place prior to their arrival on campus.
- Highlights of our student athletes' academic performance include their most recent 6 year graduation rate at 52% - higher than our campus rate for all students at 45%; there has also been a consistent pattern for 5 of the past 6 semesters of student athletes overall G.P.A. exceeding the all student G.P.A.; for the most recent semester (Fall 2006) the SA G.P.A. was 2.92 while the all student G.P.A. was approximately 2.84. Finally, in Spring 2007 250 student athletes will be recognized for achieving either a semester or cumulative G.P.A. of 3.0 in 2006-07 - this will represent 50% of all student athletes.

Develop and Enhance Programs that Improve the Success of Underrepresented Students

- The Black Faculty and Staff Association (BFSA) received Plan for Excellence Funds through the Division of Student Affairs to address the low retention rate of African American (AA) Students at Fresno State. The project, coordinated by the Central Valley Cultural Heritage Institute, was designed to engage AA students in a variety of activities. The goal of the project is to improve AA student persistence/retention and achievement. Since August 2007 eight (8) events were held (with a combined attendance of over 500) involving over 100 (unduplicated) AA students.
- The student club Black Students United (BSU) was reestablished with over 35 students participating in the club's meetings and on-going activities.
- The year will end with a conference "Makin' It! – African American Student Involvement, Persistence and Achievement" scheduled for April 27th and 28th; additionally, the Cultural Heritage Institute is planning to continue the "Makin' It Conference next academic year with a focus on a different high risk group.
- BFSA is now looking at a next step of mentoring a group of incoming AA students beginning Fall 2007.

Effective Use of Technology in Advising

- During the past year, the use of technology in advising has expanded on our campus through web sites, software, podcasting, Bulldog Connection, and on-line orientation. Almost all of the Office of Advising Services web sites fully comply with the university accessibility standards.
- The use of AdvisorTrac, an appointment scheduling and note-keeping software system to facilitate tutoring for students, has been expanded to include maintenance of the student contact database.
- Podcasts on such topics as "Getting Involved," "Credit Card Use," and "New Student Orientation," have been scripted and recorded, and are currently accessible on the web site. At this time several more scripts are in progress and will add to the variety of topics offered via this new technology.
- We have also greatly expanded the number of new freshmen who are participating in the Bulldog Connection on-line community – this serves as a type of “virtual mentoring “ process.
- DOG DAYS On-line Orientation continues to evolve into a more complete experience for those new students who are unable to participate in an on-campus experience.
- Future initiatives include improvement and expansion of the present levels of technology (e.g., wider variety of podcast topics, and continued sophistication of Bulldog Connection).
- In addition, the feasibility of advising, appointment making, and general question answering through instant messaging (IM) will be thoroughly investigated.