

Student Success

Theme	Name	Dept.	BOLD Idea	Benefit to Fresno State
	Mui Vuong	Educational Opportunity Program (EOP)	To further align EOP goals with President Castro's vision and mission, we, at EOP, have been looking at various ways to increase our male student retention and graduation rates. Below is a concept what we believe can effectively improve our male student retention and graduation rates. ability to communicate effectively among peers, staff, and faculty. They will be empowered to voice their opinions on issues such as transitioning, financial responsibilities, independence, etc. in both a group and one on one environment. 3. Personal Development- students who participate in STAO will develop their sense of identity. They will be able to identify their own strengths and weakness, and become aware of their values and personal philosophy. 4. Diversity- STAO provides an opportunity for students to interact with peers, staff, and faculty members from diverse backgrounds. They will increase their awareness of the differences such as social, cultural, economic, age, etc. that exist among different individuals and groups. Stand Together As One. (STAO) STAO Mission Statement: The purpose of STAO is to work with underrepresented young men to increase awareness of issues that affect academic success, retention and graduation rates, by providing academic and personal guidance, career development, and intellectual and emotional support. Goals: 1. Leadership- students who participate in STAO will develop the fundamental skills that are essential to becoming leaders of the 21st century. They will learn how to address challenging situations and acquire the confidence to provide support to fellow peers. They will understand the importance of integrity and also develop accountability when making decisions. 2. Intellectual/Emotional Support- students who participate in STAO will learn the importance of networking to improve.	<ol style="list-style-type: none"> Engage male students Increase male student retention rates Increase male student graduation rates Contribute to the development of young men and their role to society as a whole.
	Leslie Weiser	Counseling and Psychological Services/Student Health and Counseling Center	I would like to develop a program of alternative health/mind-body wellness services. Other universities offer this to students. Alternative services offer a means of providing intervention before life situations reach a crisis point and they do not have the associated stigma that psychological services often have. Some possibilities include acupuncture, yoga, mindfulness meditation, and energy psychology techniques including Emotional Freedom Techniques, and Tapas Acupressure Technique among others.	Alternative mind-body solutions can be more effective in less time than psychological counseling. Since relief typically occurs more quickly more students could be served, making this kind of program more cost effective. It also brings Fresno State into the 21st century by offering services that are becoming increasingly popular in the mainstream. Offering these services could easily and greatly reduce the stress level of students and staff on campus, making the campus environment even better.
	Leslie Weiser	Counseling and Psychological Services/Student Health and Counseling Center	Include a psychological component on how to build academic resilience in the Freshman 1st year experience. The intention would be to provide information on lowering stress, overcoming cognitive distortions that put students at risk of failure/dropping out, and providing information on goal-setting for success. I conducted a workshop on this topic for students a couple of years ago and it was well-received. I would love to offer it regularly and add additional components if that would be helpful. Also, I think following up with a series of small discussion groups could allow students in this cohort to get support, normalize their experience and feel less alone (ideally these groups would consist of the same group members).	It could contribute to improving the graduation rate.
	Leslie Weiser	Counseling and Psychological Services/Student Health and Counseling Center	De-centralize the counseling staff as they do at other universities. Locate licensed mental health professionals in office space in the colleges. Have one counselor assigned to each college. Have each counselor serve as liaison to the Dean of each college/department chairs and provide direct counseling services and workshops to students in that college. Measure the effectiveness of de-centralized service by doing a study that examines retention/academic success rates among students who utilize services. (Such a study would likely need to be done without identifying students unless they consent to disclosure of their identity and academic record).	It could potentially improve student academic success, support faculty in the various colleges in dealing with difficult/concerning student behavior, and may offer a more effective way of intervening when students need mental health intervention.
	Perla Maciel	Advising Services	Recommendation once a month to provide a "hub" or to have some of the key offices like Admissions and Records, Financial Aid, Advising Services, Career Services etc. provide after hours services for this particular population.	Student Success and Retention.
	Candace Egan	Mass Communication & Journalism	Time would be saved and more complete information summarizing advising sessions obtained if it was possible to have the DARS report open in one window and the Advising session summary input screen open simultaneously in another window. Having the DARS viewable while inputting information in the advising session screen would permit quickly making notes about what's been completed and what still needs to be done. This would also make the advising summary screen more useful to the advisor, instead of an added task that takes more time.	The benefits are: 1) faculty will save time completing advising tasks, 2) documentation of advising sessions will be more complete (benefiting those who need to refer to the documentation in the future and students who will get improved advising), 3) faculty will have more time for advising additional students or for working with students on course-related matters.
	Ram Nunna	Lyles College of Engineering	1. We need to assess our enrollment management practices (including messaging, admissions, enrollment, partnerships with K-14). We need to review our admissions practices. Calpoly and many other universities have no problems clearly defining their admissions criteria - they tend to want to enroll students who are prepared for the major they were admitted to. These universities generally have no guilt in denying admission to students who they perceive as not suitable for their programs. And most people are not concerned by this. They expect that 'good schools' will be selective. 2.The student community and administration in local feeder school districts must take on some responsibility as well. If they want access to quality education that will provide the students with successful careers and lifetime of economic stability, They need to invest in themselves in the K-12 years. They need to know that we are ready to provide university level education for those that qualify, Those that do not qualify, will need to find another path. These schools and districts have no problem interpreting such a message from Calpoly, UCs and other universities. Teachers, counselors and others advise their students that in order to enroll at such universities, the students need to work really hard and earn the grades and test scores.	<ol style="list-style-type: none"> Appropriately prepared students enrolling in our programs will tend to have greater success in their education Fresno State can focus on delivering appropriate university level education and support programs Student success and graduation rates will improve K-14 students will aspire to enroll at Fresno State by better preparing themselves in high school and community colleges. We know that many of them do in order to gain admission I at Calpoly, UCs and other institutions Fresno State becomes a 'better brand' - not just for its diversity and social mission, but also known for quality graduates overall.
	Christine Edmondson	Psychology	I would like to develop a model of psychosocial stress and its effect on belongingness that can be used to help faculty at Fresno State understand the personal challenges that students manage while they are in their courses. In this model, I would like to explain the concepts of psychosocial stress and belongingness and how they are related to each other. I would like to collect data from our students and share it with faculty. Then, I would like to provide a method for faculty to think about these issues and how to consider them during course design and/or when they interact with students both inside and outside of class.	I think administrators, faculty, and staff will benefit from having data on students' psychosocial stressors and experience of belongingness. I think if faculty understand these concepts, they will be able to maintain their standards of excellence and have high expectations for students because they will better understand how to support students as they work towards academic excellence in their classes.

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	Hongtao Yue	Office of Institutional Effectiveness	The new 10 year graduation plan involves ten entering FTFTF cohorts from fall 2009 to fall 2018. And these cohorts are currently at the different stages (fall 2009 cohort is in the beginning of the 6th year, fall 2010 cohort is in the beginning of the 5th year, and so on). To reach 70% of six-year graduation rate, we need the different intervention strategies for different cohorts. And we should identify the best intervention strategies along the timeline. The proposed idea includes the following three components. Learning from others: First of all, we need to get a broad picture of six-year graduation rates and the corresponding characteristics of students and institutions using IPEDS data. The following questions need to be answered: how many institutions reach 70% six-year graduation? What are their 1st-year retention rate, 4-year and 5-year graduation rates? What are their student and institutional characteristics? Next, a particular interest is to identify institutions whose student is similar to ours but six-year graduation is much higher than ours. For these identified institutions, we need to conduct case study to see why they can reach higher graduation rates and if they have the best practices implemented. Learning from ourselves: Fresno State launched the graduation initiative (GI) in fall 2009 and it is expected that we would definitely reach the goal that increases 6 percentages within 6 years. In fact, it is more likely that we would go beyond that goal. Since fall 2009, there are many practices implemented in Fresno State, which have already shown the positive impacts on our graduation rates. We need to systematically reflect what we did in the past five years. What practices have the largest impact? What lessons do we learn? How can we do better? Developing cohort-specified intervention strategies. Based on national-wide searching and internal reflection, we can develop the intervention strategies by identifying the best practices along the timeline. Particularly, we need to pay special attention to the practices that are more effective for traditionally disadvantaged (URM and FGS) students and the practices related to freshmen, sophomores, juniors and seniors (or the best practices for 1st-year, 2nd-year, 3rd-year and 4th-year students separately).	This idea will provide an opportunity to review our new graduation plan from both the national perspective and the historical perspective by systematical reflection and help us to come up with a campus-wide consensus on how to reach the new goal. Furthermore, it will facilitate generating the integrated practices along the timeline and advising our institution and students "to do the right thing at the right time".
	Stephen Davis	Political Science	Graduate Students should be able to form clubs and receive IRA Awards or something like it to go on Conferences, Workshops and other professional development opportunities to build up their CV. Fresno State should also sponsor memberships for Graduate Students so they can make professional connections to advance their academic carries like: American Association of Blacks in Higher Education (AABHE) American Educational Research Association (AERA) Association for the Study of Higher Education (ASHE) National Association of Student Affairs Professionals (NASAP) National Association of Student Personnel Administrators American College Personnel Association There should be a directory tab for Part-time faculty that can be updated every semester. There could be a template made up and a section for every department, even if that means giving the department access to update that section of the website so Part-time faculty can be contacted.	Master's students are taking one step further to advance their academic careers so they should be support so they can in turn support the University rather it be further advancement for their Ph.D. teachers assistance to support research or assist in the classroom, and once they are Alumni have the careers that can support the university by giving back. The student body, faculty and community often have a very difficult time locating and contacting Part-time Faculty. It would benefit the whole university.
	Enid Perez	Women's Studies	A legal clinic for students. I am currently working with a student and a staff member to implement a program.	Students would receive free or low-cost legal services for the their legal problems.
	Maira Hernandez	Fresno Family Counseling Center	When I was an electrical engineering student back in 2005, I felt so lost. I was 18, scared, and nonassertive, and a minority amongst the college. Looking back, I wish I had a female mentor in her finishing stages of the degree to help me through guidance and motivation and being able to relate to the struggles of a male dominant field. I didn't complete that degree and opted for a B.A. in Spanish which I am very proud of and now hold an M.S. in counseling. Bottom line is that bridging the gap between students would increase stamina, motivation, persistence, belonging, and decrease anxiety, fears (in particular fear of failing), and college drop outs. Higher Education counselors do a wonderful job. I am not taking away their role in our college. For me in my experience, I did meet with a college counselor when contemplating a career change. She was very helpful at the time. But that relationship ended at that appointment. This is why I think having a mentoring program across all colleges would be beneficial.	I believe Fresno State would benefit from a Mentorship program because it can evolve as much as retrieving statistics of overall satisfaction with the program, statistics on students' overall college performance after having a mentor; in addition to mentees' confidence levels and completion of their degrees. I think it also provides a deeper sense of pride and belonging for all the mentors, a feeling of "I'm contributing to the success of Fresno State." Mentees then become mentors and the cycle continues.
	Shareen Abramson	Literacy, Early, Bilingual and Special Education	Student participation in campus events, sports and campus life improves and makes more memorable the experience of attending a university. Our new president is making new efforts to provide the kinds of experiences that appeal to students. One of the ways to remember events is through a tee shirt, hat, etc. However clothing is an expense the many Fresno State students can't afford.	I have numerous clothing items with our campus logos that I would like to donate to Fresno State students to wear at school or campus events rather than dropping off this nearly new clothing at a thrift store or charitable organization.
	Margie Upton	Continuing Global Ed	Let's provide more than Dog Days to connect with incoming Freshmen. There is really no way to discern what the student's need may be unless we have a connection. Overall, we have many faculty and staff willing to give a hand to these students. A welcome committee consisting of staff/faculty/students would provide proactive and directive support to students in a way much like a mentor. Someone needs to know their name and care about what they are facing. This team could serve also with planning social events that make students want to connect to Fresno State. Social events with donuts, pizza, comedy, whatever we can do to bridge the gap to connect. Raffle Fresno State items, meet & greet key campus people, athletes, mentors. From this connection, proper use of tutoring, study helps, etc can be provided. Our team would not be the focus, the new student would need to feel that they are the focus....important, included & supported.	Believe in the students and they will believe in Fresno State.
	Adrian Ramirez	Title V - HSI Program	The "Connect to Careers" online course is intended to university departments and programs to help students with career development, including URM students. The one-unit online career development course will allow students to engage with faculty and Student Affairs departments (e.g., Career Services) and interact with professionals in the local community. The course goals are to facilitate students' self-discovery, career research, career-related experience, professional networking, and job search portfolio (e.g., resume, cover letter, sample work, interviewing skills, and Pathbrite E-Portfolio). Students will be placed in a 45-hour experience (e.g., job shadowing, mentor, or project-based work) in a professional work environment.	"The Connect to Careers proposal is designed to enhance the academic experience for sophomore and junior level students. The online course helps these students (a) clarify their academic and professional goals early in their academic tenure (prior to 75 units); (b) aligns their academic studies to lucrative career opportunities, and (c) supports their ongoing professional skills development for a successful transition to the work environment. For the Fresno State campus, the course would be replicable to a number of colleges and departments (e.g., course, capstone, independent study, or culminating experience) to help students further explore majors and potential, related careers. Subsequently, the course supports the university's goals of increased student persistence and timely degree completion.

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	Vang Vang	Library	<p>Create an Information Literacy Program (for the University) to help individuals to learn how to locate, evaluate, and use information effectively through learning modules. The Information Literacy Module will be online so students can take at their convenience during a given period of time frame. Self-assessment activities and quizzes are included within each module. A requirement for all in-coming students (take the Module first before they can register for classes). A requirement for all graduating seniors (take the Module first before they can register for last semester of classes). Bonus: Any teaching faculty member may link to individual modules particular to the need of their course(s) from their Blackboard course anytime.</p> <p>Module 1: Basics •Differentiate between scholarly and popular sources; primary and secondary sources. •Describe the cycle of Information creation and dissemination.</p> <p>Module 2: Defining •Develop a research plan and timeline.</p> <p>Module 3: Searching •Write an effective search statement using various techniques including-- the use of Boolean operators, understanding of both subject and keyword searching and using limit features to refine a search. •Determine what type of search tool to use for which type of source-- databases, search engines, library catalogs, digital libraries, etc. Module 4: Locating •Use the library catalog to identify sources held in the library at Fresno State. •Identify sources for finding information not available through Fresno State's library. Module 5: Evaluating •Describe the importance of evaluating sources for quality. Module 6: Citing •Describe why it is necessary to cite information sources accurately and completely. •Identify the basic components of a standard reference.</p> <p>Module 7: Ethics</p> <p>•Demonstrate an understanding of what constitutes plagiarism and how to avoid it.</p> <p>•Define plagiarism accurately, including its relevance not just to text but also to images and ideas.</p>	<p>We have the technology and the expertise (regarding content) to create the Module. No need to hire-out or bring in consultants. The Module will further our efforts to commit to another one of WASC's Core Competencies.</p>
	Adrian Ramirez	Title V - HSI Office	<p>The Financial Success & Wellness Program will deliver financial literacy and asset-building information (e.g., savings, checking, and credit) for the benefit of students, including those from URM backgrounds. The need for financial training is a critical component for students to be successful academically and in life beyond college. Through a campus collaboration, faculty and staff we will ensure financial access and stability for students to be in a much better position to graduate from college. The financial training can be developed in multiple components:</p> <ol style="list-style-type: none"> 1. Work with faculty to integrate financial training in GE curriculum (University 1 or Finance 30 – Area E). 2. A campus-wide financial education module can be purchased and be prescribed for all students to access prior to receiving any financial aid assistance. As a result, students will be given the financial knowledge and skills needed to successfully learn how to manage their finances. 3. As a student support program through Student Affairs or the Money Management Center (VP of Administration) <p>For any of these efforts, it is important to involve community partners (e.g., National and Community Banks), for their obvious expertise in providing financial presentations and curriculum to the campus. Finally, part-time Financial Coaches (Counseling graduate-level student interns at 15-20 hours per week) will be needed to recruit and deliver financial information and resources to students during one-on-one and group coaching sessions. Finally, the campus community, development office, and community partners need to join forces to raise funds (e.g., incentives) to entice students to participate and complete the financial training.</p>	<p>In the short-term, the university benefits from students being able to manage their personal finances and persist to college degree (less withdrawals). In the long-term, the university benefits as it develops life-long learners and productive citizens, who will have control of their finances to start businesses, buy houses, pay taxes, and may donate funds back to the university (e.g. philanthropy).</p> <p>Fresno State students who participate in the financial training are expected to demonstrate the following learning outcomes: (1) Increased knowledge of financial education concepts; (2) Develop a savings goal (savings/checking, and 401k planning); (3) Prepare an individual financial budget. The following data metrics may also be collected about students: demographics, total number of dollars saved, lower student loan defaults, pre/post surveys and interviews, and student perceptions/attitudes toward saving money (self-efficacy).</p>
	David Vazquez	Office of Community and Economic Development	<p>I'm taking a while guess, there is more than 100 staff members on campus, all over campus.</p> <p>Have one office/department/center have a representative or two or three once a week or as many times during the week necessary, to help guide new students/visitors to their desired location.</p> <p>This can also get the office/department/center a chance to talk to students/visitors on campus about their office/department/center and spread the word about that office/department/center's activities or events . Using "old school" tactics to reach out in-person to our clients (students) and serve them well, so as they deserve to be treated.</p>	<p>By using the "word-of-mouth" technique staff/professors will have a chance to talk to students about their specific office/dept./center.</p> <p>At the same time, the staff/professors will assist the student/visitor to their desired location.</p>
	David Hoff	Continuing & Global Education	<p>Bold Beginnings, a three-pronged strategy to reduce student confusion and improve faculty/staff awareness of the Early Start program's unique setup.</p> <p>Part 1: Early Start Toolkit – a suite of student-facing documents and orientation videos, with consistent design and logical flow. The Early Start Toolkit would make the registration process as simple as shopping on Amazon.com. Elements of the Early Start Toolkit could be offered in additional languages for students who learned English as a second language.</p> <p>Part 2: Early Start LEAD Workshop – An on-campus workshop designed to acquaint University personnel with Early Start's unique population, procedures, deadlines, and FAQs. The LEAD workshop would be beneficial for staff members in advising, admissions, outreach, and department assistant positions. Early Start faculty would also benefit from the LEAD workshop.</p> <p>Part 3: Student Welcome Activities – Fresno State holds Welcome Week activities for students each fall. In contrast, the Early Start program brings thousands of incoming freshmen to a largely desolate campus during the summer months. Bold Beginnings would bring a condensed set of Welcome Week-style activities to Early Start students, building a sense of anticipation, camaraderie, and confidence among the population.</p>	<p>Bold Beginnings benefits Fresno State in the following ways:</p> <ol style="list-style-type: none"> 1) Provides much-needed orientation materials to 2,000+ Early Start students. 2) Elevates faculty and staff awareness of Early Start's unique requirements, improving the quality of student interactions and reducing wasted staff time. 3) Simplifies a complex process for first-generation college students, who may not yet possess the tools or confidence to navigate the University environment. 4) Builds a positive connection with Early Start students, which helps to re-frame the program from a remediation requirement to a bold beginning. 5) Boosts graduation rates. For thousands of students, Early Start is the first major connection made with the Fresno State campus. That connection is not a positive one for many. A successful Bold Beginnings initiative could only improve Fresno State's retention and graduation rates. <p>The Bold Ideas award would help to pay for instructional and graphic design expertise for the Early Start Toolkit. The student-focused Toolkit is the most critical element of Bold Beginnings, and could also be used in the LEAD workshop.</p>
	Nancy Vongthichack	The Learning Center	<p>I believe a solution to this problem is a support group for graduate students where students can meet up to talk about their anxiety, depression, fears, and doubt about graduate school. We can have second year grad students mentor first year grad students and ease them into their transition from undergrad to graduate school. The support group can have online resources to handling anxiety, campus meetings to discuss issues, and maybe even fun events for grad students to meet and greet one another in a fun environment.</p>	<p>This solution benefits Fresno State because it is addressing an issue that is flying under the radar. First year grad students are scared. A lot of us feel alone in our anxiety and depression. I have spoken to dozens and dozens of students and it all sounds like we have a lot of the same fears and anxieties. This benefits Fresno State because it will bring awareness to mental health issues that so many of us are going through alone.</p>

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	Peggy Trueblood	Physical Therapy	Each college develops a "Student First Center" staffed with student assistants at the undergraduate and the graduate level. The purpose of the center is twofold: I. to HELP students find answers and solutions to ANY question or problem they may be having on campus and II. to develop a personalized Student Success Plan for ANY student having academic difficulty. This center will eliminate the frustrations encountered by students daily when told one thing by one person and another thing by another person. Or being placed on hold or making 5 calls, none of which they ever talk to a real person. The staff at this center are taught to stay with that student until the answer is found. It may be that they walk with them across campus to show them where the resource center is in the library. They do not tell them to "check.....department, maybe they can help" or "try talking to....." or "I don't know.....that is a question for registration".....Instead, they get on the web and/or the phone to search for the solution with them. They continue the search until they find a solution and/or the correct answer for them. It may also mean they walk them over to the appropriate department and person they need to go to. II. In addition to helping find answers for students, the center would also serve to develop a personalized Student Success Plan to achieve academic success for any student in academic difficulty. These students would sign up with a Student Success Coach as their mentor. These could also be peer mentors, but also within this center there would need to be Learning . I. Students could come to the center to find answers and solutions to ANY question or problem they may be having on campus (help them troubleshoot through the bureaucracy). Thus, it serves to connect students to appropriate and effective campus resources and services. It is staffed primarily with other student peers to eliminate any intimidation or hesitation to come and ask questions. It also has the potential for students to develop lasting relationships with these peers. It is for the student that can't get in to a class or can't get a hold of anyone in Joyal to answer their question about registration or the student that has questions about financial aid or the student that doesn't know who to talk to about how to get a grade changed.	This idea benefits Fresno State by helping students connect which in turn will help them succeed. It would enhance our graduation rates, GPA's, and would be more efficient then having students stand in line at various windows only to find out they need to go to a different window to get an answer.
	Mitzi Lowe	College of Health and Human Services	A mentoring model will be developed in consultation with faculty, the CHHS Student Support Center staff, student organizations, alumni, and community members during the Fall 2014 semester with the goal of implementation in the Spring of 2015. The model will target Southeast Asian, Native American and African American students during the first two years of implementation and evaluation. Eventually, mentoring services will be expanded to include all students in the college. Mentors will be trained on culturally competent strategies and factors that impact retention such as academic skills, self-confidence, academic goals, socio-economic status, and financial support. Mentors will work collaboratively with faculty on directing students towards high-impact educational practices such as service learning/community based learning and diversity/global learning. Instead of waiting until students are identified as at-risk or disqualified, mentors will reach out to students early to engage them in activities that emphasize a sense of belonging and purpose, professional/social development, emotional health, academic success, and community consciousness and service. In addition, the mentoring program will engage faculty (including emeriti faculty), alumni, community leaders, and other key stakeholders. Within the college we have staff and faculty who are leaders in the community who will aid in linking students to professionals who can provide them with knowledge that will contribute to their professional development.	In the research brief "Academic Challenges of Southeast Asians at Fresno State", researchers documented that Southeast Asian students and African Americans students at Fresno State have the lowest graduation rates. This study also documented that students at Fresno State lack academic support services targeted to their needs (Gong, Kubo, Takahashi, 2014). This report concluded that many students in these target groups struggle balancing family obligations and educational goals, lack family support and guidance, are not fully benefiting from current available services, and often feel overlooked by existing programs. 5. Identify peer, faculty, alumni, and community members that will share their knowledge and experiences about topics in order to enhance students' learning experiences 6. Ensure that target groups successfully achieve their academic goals within 6 years. The establishment of a mentoring model within the CHHS will assist students in navigating the complexities of the university and engage, faculty, alumni, and community leaders. The establishment of a mentoring program will fill a gap in services at the college level and will serve as a link to the broader university student support programs and other activities on campus focused on student retention. The goals of the mentoring program include the following: 1. Increase the success of Southeast Asian, Native American, and African American students in the CHHS. 2. Provide personal and academic mentoring to target groups utilizing culturally responsive strategies. 3. Create and provide programs/activities that further develop student's academic and career interests. 4. Increase student awareness of career and professional development opportunities.
	Janell Morillo & Maxine McDonald	Undergraduate Studies & Student Success Services	Academic advising directly contributes to Student Success. It is essential to the student learning and development process by facilitating meaningful interactions between students and members of the university community. An extensive body of research clearly shows the relationship between advising and student retention. There is literature indicating that good advising may be the single most underestimated characteristic of a successful college experience. The proposal is to implement a structured advising model for all of the colleges/schools to utilize. This would establish a coordinated, cohesive approach to advising across campus. Identified as a retention practice with the highest impact, this Developmental Advising model would directly impact our campus retention and graduation efforts.	The best way to keep students enrolled is to keep them stimulated, challenged and progressing toward a meaningful goal, which would be accomplished through informed academic advising. A structured advising program would also directly impact various other student success initiatives targeted at the reduction of Super Seniors, support at-risk students, and ultimately, contribute to an increase in the graduation rate.
	Ellen Klute	Admissions and Records	We should develop workshops for students about the "Top Ten Reasons Students are Denied Graduation." At these workshops, we could review the top ten reasons, show them how to run their own Degree Progress reports and show them how to keep on track. Start by making them voluntary and if they prove to improve graduation rate, they could be made mandatory.	I believe they would improve our graduation rate, make our students more autonomous in their degree completion, and hopefully cut down on the number of Super Seniors on our campus.
	Jody Burum	Career Services	Career Services will be purchasing a site-license for a product called Kuder Journey. This product includes three scientifically proven career assessments. Each assessment takes between 4 to 10 minutes to complete (available in English and Spanish) and they can be started and paused for later completion. After the assessments are completed, immediate results follow. During the research of this product, I learned there will be no limit to the amount of students and alumni who can utilize this product. Solution: Require all incoming undergraduate students to take the assessments before they register. This will provide students an opportunity to confirm their chosen major and allow the undeclared students to "jump start" the career development process. This can be taken on any computer with internet access. Career Development Process includes 4 phases: D.I.G.S. D: Discover – assessing skills, interests, personality, and values. I: Investigate – research and explore options. G: Gauge – test and measure options with experience. S: Succeed – build skills, make decisions, network and create a plan	Students admitted as undeclared and/or change their major will graduate with additional units. They often enroll into classes that fail to meet prerequisites for their declared major. This indecision often adds additional semesters to complete their program. Having students take the three assessments will assist the efforts of retention and graduation rates. How? Students who have a clear goal will be motivated to move forward through the coursework. They will become passionate about their future and the possibilities that can be achieved through their determination. Requiring students to complete career assessments, before they begin, will assist in confirming their major and/or declaring a major.

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	Mazie Moua	SupportNet	A possible solution is to create a program that is specific to the API population in which these students can be connected to resources on and off campus. Some of these resources should include: academic preparedness, strategies to succeed in the classroom, support groups, connection to mentors within their field of study, and understanding academic policies. There is also a need to provide these students with a support system on campus in which they can be connected to faculty and staff who they can identify with. Further, establishing dialogue and connection between Fresno State and parents and/or community groups or organizations within these groups regarding preparation of their children for a college education, familiarity to Fresno State and its policies and more is important and beneficial to the success of our students.	I feel with additional support or programs that target the API student population on campus, it will increase the retention and graduation rates of these groups. Further, this will help to connect Fresno State to community organizations and leaders within these groups that may be able to contribute greatly to the campus community and students of Fresno State.
	Bhupinder Singh	Physical Therapy	The solution for the problem will be to assign a writing tutor to a specific department. These tutors will be trained in discipline-specific writing norms and citation styles, and can be a specific contact person for faculty to invite to their classrooms or refer students to for one-on-one sessions. In addition, the department writing tutor would act as a contact point to introduce students to additional Writing Center services and academic support services. If the program is successful, the role of the writing tutor or tutors could be expanded to arrange writing workshops or hosting special events or writing contests.	Stronger writers make stronger students. While Writing Across the Curriculum programs are available, a consistent, University-wide program that emphasizes writing support at the departmental level would create a campus-wide commitment to writing and communication skills. As a faculty member working with graduate and professional students, I also believe that these services assist students in their professional lives, improving their employability and the impression of Fresno State students on the hiring market.
	Rick Chacon	University Outreach Services	I would like to develop an Online Drop-Down Major Advising program sheet that offers the specific articulated lower division courses by name or CSU G.E. Area and in the lower division of the major. I would target our 7 community college in our local area which constitutes over 75% of our transfer student applications. Example: G.E. Area: B4 MATH 75 Calculus I Select Transfer Equivalent (click here) FCC - Math 5A Reedley College - Math 5A COS - Math 65 or 75 Merced College - Math 4A MJC - Math 171 West Hills Coalinga - Math 1A West Hills Lemoore - Math 1A	Student will spend less time at the community college taking incorrect courses which will result in an increase of applicants and admits, and improve graduation rates. Student will be well prepared for upper division coursework and graduate sooner.
	Ya-Shu Liang	Student Health and Counseling Center	(1) Establish liaison relationships between CAPS and other campus partners, including academic affairs (each college and International Student Services and Programs), student affairs (e.g., Career Services, the Learning Center, and Services for Students with Disabilities), specific target groups (e.g., the Greek community), and various culture-based faculty and staff associations. CAPS liaisons will be available to faculty and staff for training and consultation regarding mental health concerns, including when and how to refer students in need (e.g., to CAPS, the CARE team, or UPD). (2) Offer informal, confidential mental health consultation hours for students at various locations across the campus, similar to the "Let's Talk" program at Cornell https://www.gannett.cornell.edu/services/counseling/caps/talk/). This type of innovative program can reach students who would not normally seek traditional counseling due to their cultural backgrounds and/or fear of stigma. Locations could be selected strategically to promote easy access (e.g., library, student union) and/or to reach out to specific groups (e.g., residential halls, ISSP). (3) Create a "Mindset Intervention" video to be included as part of the Maximizing Academic Potential (MAP) Workshops, SupportNet, and other student success programs (for more information on Mindset Intervention, see http://www.spsblog.org/changing-mindsets-to-raise-achievement/). Such a video would help students develop a sense of belonging and teach them to trust in their ability to succeed. It would also explain various factors, other than ability, that can affect academic performance, including socio-emotional adjustment and study skills. This could be a collaborative effort involving CAPS, the Learning Center, Advising Services, Academic Affairs, and other offices. (4) Increase the size of the counseling center staff in order to reach more students on campus. The International Association of Counseling Services (IACS) recommends a counselor-to-student ratio of 1:1500 for college campuses. Fresno State currently has a ratio of 1:3800 (the average ratio across the CSU is 1:2933).	Promote student success, including increased retention and graduation rates - Enhance mental wellness on campus, thus decreasing the risk of suicide/homicide incidents - Reach students who would not otherwise seek counseling J158
	Ambar Alvarez Soto	Admissions & Records	To begin addressing the issue, we should consider implementing mandatory training for anyone in an advisor, counselor, peer mentor, etc role. The training would be mandatory for any new hires as well as advisors who have been here for years, including an annual (or bi-annual) review of their understanding of the policies and procedures affecting our students. CSU policies as well as processing policies in Admissions & Records have changed over the years and it is important to have a strong avenue in which to share this information. Along with mandatory training, it would be wise to consider new advising models both at the various colleges as well as their counterparts in Student Affairs. For example, Academic Counselors in Student Affairs could be divided up into the various colleges to serve as at least one of their professional staff advisors. The idea of having Degree and Transfer Advisors in Admissions & Records divide their workload by college instead of a student's last name would be necessary to establish and maintain stronger lines of communication between the Colleges and Admissions & Records. If Advisors in Admissions & Records had their workload divided into colleges, they could focus on mastering all transfer and degree related aspects of the majors in their respective colleges instead of learning the degree requirements of all majors on campus. The DARS report takes a lot of the 'guess' work out of degree requirements and would allow for more time to develop and implement an advisor training model that students will benefit from. If implemented, colleges would have a dedicated Transfer Admissions Advisor as well as Degree Advisor who would collaborate internally to ensure the student's academic record is accurate. This collaboration could also be extended to incorporate Outreach Counselors since they are already designated to work with certain colleges and allow students to reap the benefits of having designated advisors for their College from their initial interest in Fresno State to their graduation from here. It should be noted that the intent of this solution is NOT to remove faculty from their role as advisors, but instead utilize their vast knowledge and resources to provide more career/internship focused advising to their students. Professional staff advisors in each college would be the ones who become experts in degree requirements as well CSU and campus academic policies that students should be aware of.	Making training mandatory would allow for transparency and accountability in advising practices. Ideally, the relationships between the professional staff advisors for each college and their counterparts in Student Affairs (Degree Advisors, Transfer Advisors, etc) would allow for a natural relationship to develop that would in turn translate to a collaborate partnership benefiting our students. A stronger advising network throughout campus will inevitably benefit Fresno State students by increasing the graduation rates. A reorganization of our advising structure has the potential to allow for innovative training models as well as a proactive approach to ensuring that both advisors and students are well versed on degree requirements. Having dedicated professional advisors at each college would also help address workload issues that can arise when there is a discrepancy in advising, sometimes even within the same department. "

Theme	Name	Dept.	BOLD Idea	Benefit to Fresno State
	Rita Bocchinfuso-Cohen	Career Services	<p>"Set expectation that Schools/Colleges/Departments collaborate with Career Services to evaluate whether its existing product can serve the entity's job-posting and internship management needs before seeking alternatives.</p> <p>For those entities currently utilizing an alternative product, request consultation to evaluate feasibility and desirability of product switch."</p>	<p>This solution has the potential to benefit Fresno State in multiple ways:</p> <p>1) Improved customer service to students and employers via streamlined process to eliminate duplicative account registration and management.</p> <p>2) Improved student access to employment and experience opportunities. 3) Reduced cost to the University in cases where Career Services is able to make product available without customization. Schools/Colleges/Departments may still be able to save money even in cases where an entity-branded ""multi-school environment"" account is desired, depending upon vendor pricing to do so. 4) Additional university staff trained in managing/utilizing a unified system could help to provide support/ease transitions when key positions go vacant. Also, Career Services staff could assist with training and support when needed. 5) Centralized reporting and sharing of data/analytics. 6) Improved end-user perception of University as better organized or at least known, compelling reasons can be provided in cases where Career Services' existing product will not meet the needs of a particular School/College/Department.</p>