

IMPACTION PUBLIC HEARING

MARCH 6, 2:00 P.M.

70 ATTENDEES

Q: How is this increase in the index and overall impaction going to affect African – American students in particular? I am also concerned on the impact of impaction on the educational Opportunity program mission to identify 1st generation low income students who have the potential to succeed, but there has been some factors in their background that has impacted their academic preparedness.

A: We're looking at not only at particular groups African – American, but here's another tiny group we're concerned with, Native American Indian, but we're also going to disaggregate on data and analyze and look at each particular race/ethnic group in our population and look at scenarios where the eligibility index is changing. The Data, the analysis will drive us to make some decisions. On the first generation issue, the data on first generation, we pretty much know that that is a VERY large proportion of our population, probably more than 70%, so yes, it's a tautology because by definition, first generation is a massive group at Fresno State, so any kind of index that we do and cut, it's going to be 1st generation, but it's not going to be off, we will still look at particulars, not only 1st generation and low income, and all those variables.

To address the EOP concern, we have historically enrolled 80 students into this special program. In our impaction model for 16-17, we plan, still, enroll the exact same number; 80 students. It should not have an impact.

Q: Which major is represented by that group, if you were to slice off the bottom 400 plus the 65 transfers? Is there any data on which majors would be represented in that group? Would they stay, would we retain those students and they would move towards graduation. Would there be an impact?

A: Analysis to be done. What's important about that, this dialog and this analysis with each of the deans and each of the colleges; each of the colleges, deans, and even looking at, where does it land in the impact, departmentally by major, those are all considerations. We have been looking at data and analyzing some issues, have not drilled all the way in. it's important for us to hear ideas, get the input, and then go to work.

Comment: They may claim to be engineers, but they end up somewhere totally different. And that's how they succeed. All the studies show that when they figure out what their passion is, and they switch their major, we retain them, they graduate. They stand much better chance. I just want to make sure those students have a fighting chance to prove that they can be college graduates. I'm curious to know the statistics.

A: We can look at it both ways; those who declare major upon entry, and those who declare major when they change.

Q: What will be in the process of doing now?

A: We will lay this plan over on class of Fall 13, Fall 14 to determine which student by major would have been eliminated. We're in process of doing that now.

Q: Re: Communication between Fresno State and Community Colleges – What kind of plans or strategies are being developed, right now, so we don't have problems communicating between colleges?

A: One of things that has happened at community colleges, it's a good thing, they have quite a bit of resources and have hired a number of new counselors. Our job will be to work closely with them especially because they have hired new folks to make sure they are aware of our requirements and procedures, so we communicate with them. We are also planning, as part of this impaction, working closely with the vice presidents of student services ensure that communication approaches down to the bottom level. I also had a conversation with our advisor services director and will team together for a fall conference with the community colleges counselors, so that they are well trained and are well aware of the requirements and what they need to be telling the students.

Also, in the last several months, Dr. Neff has been meeting with deans, program coordinators and department chairs specifically on cores pre-requisites. That's a really important thing. That is why people can't get in. therefore when we come to that recommendation for example; engineer must take minimum of trig or pre-calculus and a transfer student coming in must have a minimum of this particular course. Then it's going to be our plan that Frances with her great staff to communicate that effectively to all those serviced school, so we'll do the best to our ability to make sure they know exactly the required courses for those programs.

Q: If we raise the eligibility index, which students are affected from particularly the outlined areas in smaller communities?

Q: In relation to students outside of our region, we often recruit based on talent, athletic, artistic, or other areas or considerations. What kind of system do we have in place to ensure those students would also be eligible to attend?

A: I don't think we have a plan in place until we figure out the local piece.

A: Historically talented, whether musician, debate, art, athletics have had students that would like to enroll, but do not meet the current minimum eligibility index, we would have the ability, as a small admissions committee, to review appeals and take a limited number of students, which we've had over the years. And in our practice and our policies with the chancellor's office, to date, we have that in place, but it's only the approval for a very small percent. Our hope would be that we would have a similar plan, although we would have to negotiate that with the chancellor's office.

Comment: I know that the Deans have been discussing exactly that issue. An idea would be for deans to work together with recommendations for how we might move forward with better recruiting and understanding those students that you identified.

Q: Is the data available to the public in reference to admissions and graduation rates and is it broken down into sub sets?

A: At this time information on persistence retention graduation rates are published in Fresno State's OIE (Office of Institutional Effectiveness) website. It is a dashboard of information, so you can sort and sift through and look at particular characteristic of student population will get the retention and graduation rates. We continue to add information as we are requested to do to the website for the public.

Q: What issues is preventing more students from graduating particularly, those who are in the lower gpa status and what can community members or organizations do to increase the graduation rate?

A: With the Educational Opportunity we do work with that student group. It's a challenging question that we've been struggling with for a number of years. Things that come to mind is definitely academic preparedness, environmental issues, not being familiar with been able to navigate the higher education community. The fact that we have a lot of student support systems in place for students, but getting them engaged with those resources is a challenge. I think the community can definitely help with that. I think introducing students to higher education very early is the key to that.

A: The Honor Chapter has a partnership with Fresno Unified. Because of this partnership has increased enrollment at Fresno State since 2009. We hire university students to go out to the high schools and visit high schools on a regular basis and help students with understanding and navigating the enrollment process. Our university ambassadors met with students in our community and the high schools. In May we'll post the Asian American/ Pacific Islander Conference, part of the CSU system initiative to increases specifically Pacific islander community. We will be posting an Ambassador training and students that go through this training will serve as ambassadors to high schools and once they register at a campus they will serve as mentors to students.

Q: What are the physical implications and why we're in the phase that we are? Could you give us more background on how it's translating this situation? Does it mean you have to cut back in classes? What does that mean? In the future there will be more budget cuts, how do we deal with that?

Will there be an impact on the financial resources for our students? Does it mean there will be fewer funds to support our students?

A: As far as resources, this past year, we gave out almost 200 million dollars in financial aid. That's significantly more than what we did five years ago, so I don't see that changing as long as the rules on Pell grants. Almost 70% of our students have pell grants, so as long as the federal government contributes in those ways, it should not have an issue as far as financial aid.

A: As far as support, one of the things we've been looking at most recently is looking at a multi-cultural centered concept where we would include something for latino/Latina, African American, Native

American, Asian, really looking at some of the larger groups here at Fresno State. We should be doing more for in terms that are they in a safe place on campus, where they can meet with our staff, how to navigate around the campus, connect to some of the services that we have. We are really looking at it and hope to launch that this fall.

A: On the financial portion, following the governor's compact with the CSU a rise for a small growth in funding is not sufficient to cover the rapid growth with diversity, so as we manage this growth of number of students we conserve, we don't expect a per student affect.

A: The reason we can't over enroll, if we over enroll; it means to currently enroll students will not have ability to get all their classes to graduate on time. So it's really crucial that we stay on target so that we can add the necessary classes so students can graduate on time.

Q: Do you know the number of years it takes students to graduate?

Q: How will you reach out to the Hmong community to educate parents and the students? What programs will you put in place to support them when they get here to successfully graduate?

A: We have our Make It Happen conference. We have translators for the conference. The conference is about higher education and financial aid. Our May conference for Asian American, we'll have counselors there to assist for the workshop that we're having. We will also have materials translated into Hmong and other languages. We have Hmong ambassadors that go to high schools that have a high enrollment of Asian students to help students with the enrollment process.

Q: How is this going to affect out of state and international students? How is administration advocating on behalf of our campus specifically at state level?

A: This plan does not have any impact on the non-resident students; both domestic and international. They do pay the full cost of attendance. They do bring resources that allow us to add additional classes for domestic students. At least at this point and time, there is no impact. It could in the future, however.

A: We've always lobbied both President Castro, Provost – There's 100% pie, we're always trying to get a larger slice of that pie. Stressing the uniqueness of the Central Valley, the high unemployment rate, the lack of opportunities, and quite frankly, the community support here is crucial to us in getting those particular resources in the future, if there's a ground swell of community support saying we need additional dollars. Even if we got 1% more money, it would be that many more students we would be able to accommodate in our service area and outside the service area.

A: It is a funding issue and our outstanding chancellor, Timothy White, has been an advocate for the increase of funding so that students that deserve an opportunity for higher education have that opportunity, so we continue to work with our chancellor, president has a very strong voice among 23 presidents of the CSU, expect there to be continued advocacy for increase funding. This is a funding issue. We would appreciate your advocacy, as well, sending the message to the governor and legislator that the Central Valley is not like the rest of California. We have an increasing population of underserved students and we need to be responsible for them.

Q: What role the ADT will play in terms with admissions? Will there be any benefit for transfer students having the ADT rather than go thru impaction?

A: The associate of a transfer degree will not be affected by this. The matter which students will still receive the .2 points bump in GPA – At the worst case scenario, a student with a 2.0 GPA with the ADT, they get the .2 point bump, therefore this scenario would be invisible. This does not affect this program.

Q: What is the potential impact on the engineering program from this process that's underway?

A: For under prepared students coming in with limited math into the engineering school, they have had limited graduation success, and also, they have very delayed time wise. So the Engineering school, as well as the Agriculture school, ultimately, has requested that we have a conversation about whether or not there needs to be a change in prerequisites. So we'll have that consultation among the deans.

Q: Is there a timeline as to when this impaction (very soft voice, could not hear complete question)

A: We have a report that is due back to the chancellor on March 16, which is why your feedback is critical. We are, again, trying to get the word out to get wide spread feedback, ideas, and concerns. We've heard a lot of concerns, today, to consider.

President Castro:

Thank you to all of you for breaking down a complicated issue. When I think about this issue, one option is to get more funding, and that's a great option. I can tell you that in every room we go into, the message is let Fresno State grow. We need your help to advocate with everybody, especially the governor and legislator. Chancellor White is leading the charge and we are certainly part of that effort. That's one way. The other way, I didn't hear so much today, but I want to bring it up to higher level, is by increasing our graduation rate and as we increase our graduation rate, in the short term that presents us with more pressure, but in the medium term, in the longer term as we go to 70% and beyond. It actually enables us to serve more students. So if we can do that, and when we do that, together, in a high quality way, not cutting corners, not suggesting lowering standards, I'm suggesting doing our very best to help our students graduate in a timely way. We actually can increase the number of students who come to Fresno State because our model, in some ways, has been built on this more modest graduation rate, so I'm hopeful that together we can enhance our success that will enable us to serve more students and as we get more funding.