



CALIFORNIA
STATE
UNIVERSITY,
FRESNO

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List of Participants:

Community Colleges:

Fresno City College
Reedley College
West Hills College, Lemoore
West Hills College, Coalinga,

Unified School Districts (USDs):

Central USD
Clovis USD
Fresno Unified USD
Kings Canyon USD
Sanger Unified USD

Nonprofits:

Fresno Area Strive ("The Fresno Compact")

Application Abstract:

DISCOVERe@FresnoState is a tablet technology program that delivers rich, interactive, and multi-media learning experiences that strengthen the students' academic success and their technology skills for the workplace. DISCOVERe boosts bachelor degree attainment by including innovative pedagogy and faculty training; strategic investments in technology; engaging student support services; and dynamic student service centers to provide one-stop technology skill training. Critically, DISCOVERe was planned to ensure equity for all student populations. Twelve out of the 40 tablet classes (30%) were dedicated to the most at-risk student population at Fresno State. Preliminary assessment shows DISCOVERe closes the achievement gap for this at-risk student population.

Fresno State is also leading the "California Central Valley Project." This work brings together ten Hispanic-Serving Institutions in the Valley, plus the Fresno Area STRIVE, to draft a Plan for a K-16 pipeline, centered on shared tablet technology initiatives.

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Cost savings are significant. The annual cost for repeating courses at Fresno State comes to \$10,124,901 for students and \$10,124,901 for the State. Preliminary assessment shows a 2.6% increase in student success for students engaged in DISCOVERe learning using tablet technology. Even this modest increase would result in \$263,247 savings to the students and to the State, totaling \$526,495 each year. In addition, textbook savings averaged 55.21%, which comes to \$423 per year for a full-time student. Cost savings would be amplified along the K-16 pipeline. Using linked technology to diminish course duplication and to increase academic acceleration units will ratchet up the savings from kindergarten through college graduation.

Assurance and Signature:

I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application.



Joseph I. Castro, Ph.D., M.P.P.
President

Goals. Our goal is to deliver technology-rich, high-impact educational practices (as defined by the AACU)¹ to all students. The California State University, Fresno (“Fresno State”) is also extending its technology-rich pedagogy to create a K-16 pipeline that results in cost savings for the students and the state. This K-16 pipeline is centered on shared tablet technology initiatives that deliver attractive educational experiences while diminishing course duplication or excess courses taken along the pipeline, which are costly. The partnering institutions’ huge service area is one of the most socioeconomically challenged in the State. Using the human development approach of economist Mahbub ul Haq and Nobel laureate Amartya Sen, *A Portrait of California 2014-2015* rates well-being in Fresno comparable to well-being in West Virginia (9). Fresno State, the coordinating institution for this application, aims to increase the number of bachelor’s degrees awarded, and through an educational pipeline reaching deep into feeder institutions, can promote equity at all levels: equity of access, of outcomes, and of excellence.

Fresno State’s goals for bachelor degree attainment are linked to the goals of CSU system and its [Graduation Rate Initiative](#) (GRI) that calls upon all 23 CSU campuses to increase two academic performance measures and that sets targets for each CSU campus:

(1) To raise the freshmen six-year graduation rate by eight percentage points by 2015. The GRI set targets for each campus. The [Fresno State target](#) is a 51% six-year graduation rate for the 2009-2015 student cohort. Fresno State is already on track to exceed that target, projecting 52.4% for its 2008-2014 cohort. The 2009-2015 cohort measures are approaching 56%. Fresno State has now set its own ambitious target—70% within the next ten years.

(2) To halve the gap in degree attainment between underrepresented minority (URM) students and non-URM students. The GRI target for Fresno State was a 46% six-year graduation rate for URM students (2009-2015 cohort). Fresno State launched many initiatives to reach this target and is on track to meet the GRI target a year early. Data indicates the campus will reach 47.2% for the 2008-2014 cohort. Overall, the campus has reduced the gap between URM students and non-URM from 14.9% (1996-2002 cohort) to 9.4% (2002-2008 cohort).

The GRI applied the degree attainment targets to transfer students also. The Fresno State targets were a 75% six-year graduation rate for the general transfer student population and a 73% rate for the URM transfer student population (2009-2015 cohort). Fresno State is on track to achieve a rate of 75.6% for bachelor degree attainment by general transfer students for the 2008-2014 cohort, again a year early. The campus is on track to meet the 73% goal for URM students by 2015: the URM transfer student success rate has now reached 71.1% (2008-2014 cohort).

University goals are set through a formal and inclusive strategic planning process. Fresno State’s [Strategic Plan: 2011-2015](#) was drafted with input from the President’s Cabinet, the Provost’s Leadership team, college deans, faculty and their Academic Senate, plus additional consultations with campus constituencies. Fresno State’s Office of Institutional Effectiveness collects, validates, analyzes, and presents data to the campus community on progress toward the goals and objectives of the *Strategic Plan*, and campus stakeholders then provide feedback that informs future effort. Decisions are data-driven and focus on providing accessible and affordable education to develop a workforce to meet the needs of the central San Joaquin Valley.

¹ Kuh, George. *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. Association of American Colleges and Universities (AACU), 2008. A tidal wave of interest and research demonstrated that high impact practices (“HIPs”) were effective with the general student population and especially effective with under-represented minority students. Widely implemented HIPs today include learning communities, first-year seminars, writing-intensive courses, undergraduate research, global learning experiences, capstone courses, and so on.

Fresno State holds two U.S. Department of Education Minority-Serving Institution designations: Hispanic-Serving Institution and Asian American, Native American Pacific Islander-Serving Institution. As the largest comprehensive university between Los Angeles and Sacramento, we educate more Hispanic students than the two smaller CSU campuses in the Valley (CSU, Bakersfield and CSU, Stanislaus) combined. The university's service area—the central San Joaquin Valley—consists of 17,000-plus square miles, an area almost as big as the states of Massachusetts, Connecticut, and New Jersey combined. *A Portrait of California 2014-2015* notes that the median earnings of the Fresno metro area are less than \$23,000, about 55% of the median earnings of San Jose (\$42,000) and other resource-rich metro areas (10).

Statistical Profile - Fall 2014

Total Enrollment: 23,179 (20,490 undergraduates; 2,689 graduate students)

Gender

Total Enrollment - 13,480 female; 9,699 male.

Undergraduate Enrollment – 11,721 female; 8,769 male.

Graduate Enrollment – 1,759 female; 930 male.

Racial/Ethnic Categories

Total Enrollment: 43.4% - Hispanic; 24.4% - White; 14.8% - Asian (majority Southeast Asian, mainly Hmong, but also some Cambodians and Laotians); 5.6% - "other/unknown"; 4.4% - non-resident aliens; 3.5% - African-American; 2.9% - "two or more races"; 0.4% - Native American; 0.2% - Pacific Islander.

Undergraduate Enrollment: 44.7% - Hispanic; 23.3% - White; 15.3% - Asian (majority Southeast Asian, mainly Hmong, but also some Cambodians and Laotians); 5.3% - "unknown"; 4.3% - non-resident aliens; 3.5% - African-American; 3% - "two or more races"; 0.3% - Native American; 0.2% - Pacific Islander.

Low Income: 56% Pell Grant Recipients (Fall 2013 - most recent validated data).

First Generation (FGS) vs. Continuing Generation (CGS)²:

Total Enrollment: FGS - 65%; CGS - 28%; "Null" - 7%

Undergraduate Enrollment: FGS – 67.5%; CGS – 27.5%; "Null" - 5%

Students with Disabilities: Total Enrollment – 436 (1.9%); Undergraduate Enrollment: 395 (2%).

Former Foster Youth: Total Enrollment – 58 (.3%); Undergraduate Enrollment: 52 (.3%).

Veterans: Total Enrollment – 396 (1.7%); Undergraduate Enrollment: 339 (1.7%).

Factors that Affect Student Progress. Lack of academic preparedness is a real challenge. In Fall 2014, 40.4% of first-time freshmen needed math remediation. English presents a bigger challenge. A total of 47.4% of first-time freshmen required English remediation. The majority of URM students need remediation (Hispanics - 52.6%; Asians - 59.4%, and African-Americans - 59.7%). Both Fresno State and its service area are majority-minority, with the largest numbers by far being Hispanic. Of students in the Fresno County K-12 schools, 62.1% are Hispanic (*Ed-Data: 2012-2013*). The California Department of Education's Educational Demographics Unit tracks the long term postsecondary success of high school graduates. Their most recent data indicates that while Hispanic students constitute the largest numbers in Fresno County, they do not constitute the highest percentages for post-secondary enrollment (2006-2007 cohort). Even more telling, the success rate of Hispanic students two years after postsecondary enrollment (14.9%) is about half that of their enrollment rate (28.7%). A summary statement would be that factors which impede

² First Generation Students (FGS) are those who are the first in their families to attain a bachelor's degree. They are also less likely to succeed due to socioeconomic reasons, including not being able to rely on their families for the information needed to gain entrance, navigate, and compete in complex university systems. See "First Generation Students: First in the Family, Less Likely To Succeed in College" (Appendix C).

student success often overlap and compound one another. Fresno State students who are minority and/or low income also arrive academically under-prepared and are first generation students, taking on the daunting challenge of attaining a bachelor's degree without the family knowledge-bank of continuing generation students.

Throughout its 100-year history, Fresno State has been challenged with serving local, first-generation students from a K-12 system needing more resources. The university's service area has been characterized by high jobless rates, poverty, and a large pool of unskilled labor. For the State of California's population aged 25 and over, 30.5% have earned a bachelor's degree or higher. In Fresno County, it is only 19.4%. Also, 15.3% of the population statewide is below the poverty level, but in Fresno County, 24.8% live in poverty.³ The FDIC's "Regional Economic Conditions" (RECON) data shows the Per Capita Personal Income in the Fresno metro area was \$34,074 compared to \$46,477 for the State of California.⁴ RECON data also shows a persistent unemployment problem. In 1994, the unemployment rate for the Fresno metro area was 14.3% compared to 8.6% for the State of California. Twenty years later, while the gap has narrowed, the problem persists. In 2013, the unemployment rate for the Fresno metro area was 12.9% compared to 8.9% for the State of California.

Factors that Can Influence Success. Hispanics disproportionately experience the negative effects of the Valley's economic conditions. While Latinos represent over 28% of the labor force in California, for example, they earn only 19% of the wage income. **The single biggest reason for this discrepancy is the education gap between Latinos and all other workers** (*College and University Performance*. California Research Bureau, California State Library. 2004). As the sole comprehensive university in the region, Fresno State plays a critical role in making higher education accessible and affordable for all populations. It is an understatement that the university's mission is vital in a region where Hispanics will be the primary workforce.

Bachelor degree attainment can be influenced by innovations that reduce costs for students, streamline their time-to-completion, and boost student success through effective and attractive learning experiences, at all levels of the K-16 pipeline. Integrating technology can more efficiently deliver that interactive, multi-media, and connected learning, both on campus and along the pipeline, while giving students the tech skill set they need to succeed in the 21st century workforce.

The Center for Urban Education's report on California's Hispanic-Serving Institutions (2013) found that most Hispanics in California enter the higher education system through its community colleges. The California Postsecondary Education Committee's *California Higher Education Accountability Report* (March 2007) documented that just 29% of all California community college students complete their two-year degrees, and just a third of those are Hispanic. The *Report* also documented that Hispanic students constitute only one quarter of the community college students who successfully transfer to CSUs. Over the past decade, about 35-40% of Fresno State's undergraduates have entered as transfer students from its community colleges. Broadening that pipeline will increase opportunity for Hispanics, if done with practices that support them.

Others have dubbed our region the "Appalachia of the West." We call it the "New California." The quality of the "New California" is in large part tied to Fresno State and its partners, and their ability to provide more students with bachelor's degrees; to support the timely completion of those degrees; and to ensure equity in degree completion. Solutions for success—like factors that impede success—can overlap and compound. A strengthened K-16 pipeline that compounds learning experiences is perhaps the best approach to accomplish our goals.

³ The U.S. Census, American Community Survey: 5 Year Estimates (2008-2012).

⁴ FDIC – RECON - Bureau of Economic Analysis: 9/30/2013.

Policies. The *Strategic Plan for Excellence IV- 2011-2015* (“*Strategic Plan*”) calls upon the university to play a major role in meeting the grim challenges of the “New California.” It envisions the university working collaboratively to align major institutions and citizen-leaders in the region with Fresno State faculty, staff, and administrators to enhance student success, both on campus and in the larger region. Among the Plan’s key priorities are these:

- Improve learning for a diverse student body by placing emphasis on effective teaching methods, innovative pedagogy, active learning, online delivery systems, and emerging technological tools.
- Produce transformative scholarly research and creative works that target regional issues with global significance.
- Develop institutional, community, and intellectual leaders.
- Collaborate with K-12 to raise the educational achievement of all students.

Fresno State policy includes a formal “Diversity Plan” developed by the President’s Commission on Human Relations and Equity. A Strategic Plan for Inclusion, Respect and Equity (ASPIRE) is a blueprint to advance the awareness, knowledge, and capacity of all campus constituents about diversity, equity, inclusion, and cultural competence to improve access and success for all students. ASPIRE adopts the AACU’s four major dimensions “Themes” and aligns them with Fresno State’s *Strategic Plan*:

- Theme 1: Supporting Student Access and Educational Success
- Theme 2: Recruiting, Developing, and Supporting Employees
- Theme 3: Promoting and Supporting Excellence in Teaching, Learning, and Scholarship
- Theme 4: Affirming a University Culture of Inclusion, Respect, and Equity

One other policy of note is the university’s “Information Technology Strategic Plan” (“*IT Plan*”), also aligned with the *Strategic Plan*. The *IT Plan* maps the effective pursuit of technology initiatives and investments to achieve institutional priorities and directly improve services to students on campus and in feeder institutions. Core features include the following:

- Promote universal design to ensure access;⁵
- Provide optimum access to traditional, online, and hybrid courses;
- Address growing student technology expectations, particularly mobile devices;
- Broaden use of technology in new teaching methods and research activity of faculty;
- Facilitate collaboration with other CSU campuses and higher education institutions, particularly community colleges.

Practices. Fresno State’s course redesign program illustrates its commitment to adopt innovative practices that achieve equity. An award from the U.S. Department of Education’s Hispanic-Serving Institution (Title V) program allowed Fresno State to implement the course redesign program targeting high failure rate and gatekeeper courses in Fall 2010. Titled CLASE, for “Commitment to Latina/o Academic Success and Excellence,” the course redesign initiative invites faculty to review curriculum, promote classroom practices of student engagement, and improve overall student learning. CLASE training builds on the growing body of research that shows universal learning design (UDL) and high impact practices (HIPs) have proven effectiveness with all students but especially with under-represented minority students. Faculty are

⁵ “Universal design for learning”—or “UDL”—uses technology to improve student success by increasing the ways that students can access information. UDL practices include creating video and/or audio transcripts of lectures available online for review by students as needed; making faculty notes on lectures available to students anytime online; and adding alternative text to images. These practices start out benefitting students with physical and learning disabilities but end up benefitting all students by increasing access to learning materials.

coached on how to implement UDL and HIPs as a proactive strategy to make course concepts attainable for all students, regardless of learning styles.

As of spring 2014, over 100 faculty members had undergone course redesign training. A total of 56 courses have implemented a redesigned curriculum, impacting over 25,000 students. A biology course that had historical challenges saw its pass rate increase from 64.7% to 86.5%. The average course grade-point average increased from 1.91 to 2.78. A combined total of 1,411 more students in the redesigned courses have passed ("C" or higher grade) than would have at the previous pass rates. These results demonstrate that equity of outcomes and equity of excellence can both be achieved, with the right practices.

Systems. Faculty development efforts are centered in the Center for the Scholarly Advancement of Learning and Teaching (**CSALT**) and Technology Innovations for Learning and Teaching (**TILT**). CSALT began in 1989 as the Faculty Professional Development Center. TILT was founded to work with CSALT and ensure faculty have the technology tools and training to improve pedagogy. Working together, CSALT and TILT make sure faculty have many opportunities to keep their teaching effective and fresh. Regular offerings include workshops, in-depth summer academies, technology boot camps, an annual “Technology, Innovations, and Pedagogy” campus conference, and access to The Online Learning Consortium dedicated to improving access to quality online education.

CSALT and TILT leverage their resources to strengthen new campus efforts. For instance, **Affordable Learning Solutions** (AL\$) provides services such as (1) giving faculty information about accessible, low-to-no cost electronic content that meets the educational objectives of their courses; (2) serving as the formal campus contact and partner with other CSU campuses and the CSU Chancellor’s Office on AL\$ initiatives; and (3) working with the Kennel⁶ Bookstore to create **AL\$ Options** for students. The AL\$ project is publicized a number of ways, including on TILT’s well-trafficked “**Open Educational Resources**” website. Every single course offered at Fresno State now has a Blackboard companion site, and that Blackboard site has a link to the AL\$ project, including its resident library expert and the accompanying wealth of TILT’s “Open Educational Resources.”

⁶ The “Kennel” Bookstore is one of many plays on words and names around campus that burst with Fresno State Bulldog pride: <http://www.gobulldogs.com/>. The practice extends beyond the campus boundaries. K-6 students in the San Joaquin Valley, for instance, call themselves “Bulldog Pups.”

Synopsis

In summer 2013, the University appointed as President Joseph I. Castro, a UC-Berkeley and Stanford scholar and the first Fresno State President with Hispanic and Native American heritage. President Castro challenged the Fresno State campus to be bold and innovative in supporting student success. In answer, the campus is implementing DISCOVERe@FresnoState, a transformative learning initiative. DISCOVERe uses tablet technology to deliver effective and engaging learning experiences to strengthen students' academic performance and skill set for the 21st century workplace. The inaugural DISCOVERe program included representative faculty from every college and school, students at every educational level from at-risk freshmen to doctoral students, and opportunities in every discipline. DISCOVERe includes professional development for faculty to enhance exceptional teaching and innovative pedagogy; investments in technology and improved physical learning environments; implementation of institutional assessment policies and plans to show student growth; engagement of student support services and advising; and dynamic student service centers to provide one-stop technology skill training. DISCOVERe is also being extended to feeder community colleges and K-12 institutions through a partnership built around the institutions' shared tablet technology initiatives. Skillfully deploying this technology at DISCOVERe leverages the fact that an increasing number of students arrive at Fresno State from classrooms using tablets. Plus, tablet technology can incorporate other technology initiatives at Fresno State, such as the campus launch of e-portfolios (another tech tool that can be carried across classroom and career boundaries). An assessment component was built into the DISCOVERe@FresnoState program to determine what aspects, if any, of the tablet-only classroom experience could be improved. Four areas were targeted—faculty learning, student learning, program measures during the first year, and a final assessment at the end of the first year. Of note is that 12 out of the 40 inaugural tablet-only sections (or 30%) were dedicated to the most at-risk under-represented minority students at Fresno State.

Planning and Launch

DISCOVERe was launched in Fall 2014 after campus-wide planning that produced formal structures to ensure educational effectiveness. The “Tablet Task Force” includes all members of the President’s Cabinet as well as key directors within each Vice President’s division, and student representatives. The “Tablet Task Force” was charged with planning the tablet program so that it realized new ways to teach that engaged and challenged students to improve their success in the classroom; to break down the digital divide among various student populations; to build the tech skill set that students need to be ready to enter the workplace; and to rethink educating tomorrow's leaders. Course sections were designed as tablet-only courses that offered students portability, convenience, and teaching materials anywhere anytime. Both faculty and students received help through multiple supports.

As a result, Fresno State became the first and only Hispanic-Serving Institution and Asian American, Native American Pacific Islander-Serving Institution to design and launch a university-wide across-the-discipline technology initiative. The university wanted no less than to be a national model. The campus built a tablet platform that was nimble and agnostic, not platform specific, so it can remain open to technology as it emerges. The first faculty cohort was trained to work with students in an agnostic platform and with open source courseware. They were also trained to prepare for the concentration of sections dedicated to the most at-risk under-represented (URM) students.

All existing resources were fully leveraged in the training. The primary facilitator was the TILT program (*see* Question 3). The TILT team partnered with existing faculty experts, Technology Services, the Henry Madden Library, and the Apple Development Team to provide faculty with the training and tools needed to realize each faculty member’s vision for a redesigned

course using tablets. Interest in participating in the tablet program outpaced available spots. From a competitive pool of applicants, 40 faculty members were selected to participate in the inaugural program. Of these, a total of 32 faculty members delivered 40 courses in Fall 2014 (the remainder will deliver sections taught in the spring semester).

Delivering technology-rich, universal learning design, and high impact practices in a course rests in the hands of the faculty, so faculty training was comprehensive, with three components:

- Faculty Learning Community. The FLC is year-long and concentrates on these activities:
 - Discuss the pedagogical implications of tablets in higher education.
 - Become proficient with the iPad Air and the core apps.
 - Begin the course redesign process.
 - Determine core apps for in-class use.
- Tablet Program Institute. This summer immersion experience concentrates on these activities:
 - Use tablets in an actual classroom environment.
 - Develop expertise with the apps they will soon use in the classroom.
 - Continue the course redesign process.
- Support Team. The Support Team includes the following services for faculty:
 - Instructional Designers
 - Technical Support from TILT and Technology Services
 - Multimedia Creation (including captioning of video content)
 - Peer [Faculty] Experts
 - [DISCOVERe Hub](#) Student Guides (who have 100 hours of training to deal with questions on tablets, laptops, smart phones, and general tech-related questions)
 - “[Guides on the Go](#)” (Student Guides who will go right to a faculty member’s class)
 - Student Guides located at the HUB

Planning also tackled the support that students would need, especially to ensure equal opportunity of access. First, a purchase plan with payments adding up to the cost of one textbook was calculated. Second, the Textbook and Supplies allocation under Fresno State financial aid was allowed to be applied for the purchase of a tablet. Finally, for those students still facing need, scholarships were available. The Fresno State Foundation pledged \$600,000 to subsidize devices to make sure that all students who wanted to enroll could do so. In the end, 1,079 students completed DISCOVERe tablet-only sections, *and no student was left behind due to financial need.*

One more challenge had to be addressed to ensure equity of access, and that was the complexity of the Fresno State service area. Our service area includes both the Fresno-Clovis metro area (with Fresno alone being the 5th largest city in the state), plus large rural areas. Broadband access is no trivial challenge with the combined factors of large rural areas and high rates of poverty. Fresno State had an AT&T data plan built into the tablet, with a price prorated based on the student’s financial need. All students could have broadband access from their tablets, in nearly all places and times, by pulling it from cellular towers.

A final decision was to keep the well-trafficked Kennel Bookstore as delivery site of the tablets and the support services for students. Students could buy one of three tablets—the Apple iPad (iOS); the Asus (Android); or the Lenovo Thinkpad 10 (Windows 8.1). If they did so at the Kennel Bookstore, they would have access to a one-time Fresno State Foundation grant of \$500 that could be used towards the tablet’s purchase, including the pro-rated data plan, e-waste plan, extended warranty, and pre-equipped Wi-Fi and cellular access. The \$500 grant lowered the [device costs](#) substantially for the three tablet choices. For remaining costs, students could opt for the payment plan equivalent to a textbook, selecting either a two or four semester payment plan, or apply the Textbook and Supplies allocation in their Fresno State Financial Aid package.

First-Year Experience (FYE) Learning Community students made up the concentration of at-risk students in 12 out of the 40 tablet sections. FYE students are First Generation students, who are less likely to succeed in higher education. Even the non-URM (white and Asian) students in FYE sections would be less likely to succeed. For more information, see "First Generation Students: First in the Family, Less Likely To Succeed in College" (Appendix C).						
First-Year Experience (FYE) Learning Communities						
	2009	2010	2011	2012	2013	2014
Grand Total - Head Count	50	101	170	94	83	98
Student Characteristics						
URM	72.9%	68.8%	80.7%	71.1%	79%	81.3%
<i>University-wide URM</i>	48.9%	51.6%	55.2%	58.7%	60.1%	62.6%
FGS	100%	99%	98.2%	100%	100%	97.9%
<i>University-wide FGS</i>	65.3%	68.0%	72%	72.9%	72.2%	73.8%
Academic Preparation						
English Remediation Required	98%	99%	95.9%	91.5%	91.6%	91.8%
<i>University-wide</i>	64%	64.3%	52.5%	48.6%	46%	47.4%
Math Remediation Required	96%	97%	97.1%	69.1%	78.3%	75.3%
<i>University-wide</i>	51.9%	51.3%	50%	35.5%	35.3%	40.4%
Course Performance of Fall 2014 FYE Learning Community Students						
	# Grades	Average Grade	Passing Rate			
Non-Tablet (Math-85; Misc. Electives-25)	110	2.50	80.6%			
Tablet (Engl; Hist; Comm; Lit & Early ED)	390	3.06	91%			

Support and Integration: Wireless Upgrade, DISCOVERe Hub, and E-Portfolios

Planning addressed investments in technology and improved physical learning environments to support the use of technology in general and the tablet program in particular.

First, infrastructure upgrades were made in campus wireless network and in classrooms. In summer 2014, early upgrades increased bandwidth performance for wireless devices. In Fall 2014, the CSU Chancellor's Office Campus Network Initiative funded physical infrastructure upgrades to all state-funded buildings, plus network electronics in campus data centers. The upgrades ensured the reliability and performance of the campus network and allowed the capacity for growth. Supplemental plans are in place for non-state-funded buildings (not included within the CSU framework). Finally, the Fresno State Foundation pledged \$300,000 to double the number of wireless hotspots.

Second, the DISCOVERe "[Hub](#)" was launched to provide a central location in the Library for students to receive 1:1 support. An "eHub" operates online. Twenty-five Hub Student Guides were trained to help students maximize tablet use in the classroom. Student Guides also provided help with other wireless devices, such as smart phones and laptops. Hub support also includes how to use mobile applications (for the iOS, Android, and Windows 8 tablets) and those technology services available free to students and faculty, such as Box.com, an online file-storage and sharing service, or Lynda.com, an online self-teaching site for technology tools. The Hub is available seven days per week, with longer hours during peak demand on weekdays—from 7:45 a.m. (when the campus opens) to 11:00 p.m. The Hub provides takeaway materials, too, such as [how-to guides](#) for each device and slide decks on all core apps.

During the first two weeks of the Fall 2014 tablet program, Hub "Guides on the Go" went right into the classrooms to provide training to students. This was critical as a goodly number of students, such as the at-risk freshmen in Fresno State's First Year Experience (FYE) Learning Community, lacked a good academic tech skill set. In-class support helped the students to perform

with ease during the first weeks in the tech-rich courses. This also helped the professors to keep their focus on teaching the subject (and not basic tech skills).

Third, Fresno State launched a cloud-based e-portfolio system in Fall 2014. The planning to introduce e-portfolios pre-dated planning for the tablet program, but as the two were scheduled to be launched in the same time window, project management considered how to create a good interface between tablets and e-portfolios. Both tablets and eportfolios can play an important role in the course, departmental, college, and university-level assessment. The two technology tools can be used to aggregate, organize, and label assignments, within and then across courses, to enable larger assessment of learning outcomes. Moreover, both tablets and e-portfolios are “meta” high impact practices: both can be used to produce and/or capture *other* high impact practices, such as capstone course work, reflective writing, or undergraduate research. The potential for improved collection and assessment of student learning outcomes is significant. Creating a working interface is an ambitious component that stands to produce valuable results. During the tablet program launch, a select number of faculty experimented with an interface between tablets and eportfolios. Their experiences will inform the formal training on creating an interface in the 2015 faculty tablet training program.

Regional Innovation: Taking It to Scale

Fresno State is a regional-serving comprehensive university. As such, Fresno State made plans and followed up on taking DISCOVERe to scale.

In 2014, Fresno State pursued and landed an award from the Association of Public and Land-grant Universities’ “[Transformational Planning Grant](#)” program. The award funds bringing together nine Hispanic-Serving Institutions in the central San Joaquin Valley to draft a formal Plan for a K-16 pipeline, built on the institutions’ shared tablet technology programs. The work concentrates on harnessing the potential of tablet technology to accelerate academic performance in the classrooms along the K-16 pipeline. The project—called the “California Central Valley Project”—is halfway through a one-year program centered on a series of four design charrettes. In the design charrettes, the presidents, chancellors, and superintendents address four agreed-upon goals: (1) identifying “intentional opportunities” to align individual and collective effort along the K-16 pipeline; (2) redesigning curricular and extra-curricular spaces to create clear pathways among the schools; (3) identifying cost efficiencies to take to scale at every level of the system; and (4) developing a funding plan for scale up in future years. The series of design charrettes are complemented by ‘plan check’ workshops in which faculty-leaders are recruited to put to the test the recommendations from the executive leaders. In turn, the results from the ‘plan check’ workshop will be used to refine the K-16 Plan.

On August 12, 2014, the first design charrette was held at Fresno State, bringing together the leadership from a new total of ten Hispanic-Serving Institutions, plus one nonprofit partner, the Fresno Area STRIVE. The charrette focused on communicating the status of the tablet technology (or other touch-screen technologies) at each of the partnering institutions. A second design charrette followed on October 3, 2014, and the first item addressed was drafting the K-16 Plan now that the status of the tablet technology at each institution had been determined. The leadership agreed to consult the “Long Beach Promise” as a model to draft the K-16 Plan. A “Central Valley Promise” is being developed by tailoring the “Long Beach Promise” to regional industry and workforce demands and to regional demographic trends.

A strong focus on translation in practice has emerged during the first two design charrettes. As illustration, leaders from West Hills College, Coalinga (community college) initiated a discussion with Fresno State about aligning the assessment of Student Learning Outcomes through adopting a common e-portfolio system. Fresno State had selected the Pathbrite e-portfolio because it offers a low learning curve yet maintains a level of capacity comparable to other e-portfolio

systems. Also, development began of a [California Central Valley Project website](#) for the ‘plan check’ workshop so that faculty-leaders would have a site to exchange apps and best practices.

A final item on the agenda of the second charrette was the status of the Funding Plan (a supplemental deliverable of the grant award). A sub-committee was formed of the Directors of University Initiatives or Grants offices from various institutions. In November, the sub-committee delivered the Funding Plan to the executive leadership. The agenda for the next design charrette includes discussing the Funding Plan, which concentrates on sponsors interested in supporting networks of minority-serving institutions to increase postsecondary degree attainment.

Of critical note is that regional scale-up magnifies the cost savings. Minimizing and even eliminating course duplication when moving from high school to a community college or from a community college to Fresno State results in significant cost savings to all concerned.

Assessment Results of Fall 2014 Launch - DISCOVERe@FresnoState

One of the most encouraging early results is that the First-Year Experience (FYE) Learning Community students, among the most at-risk on campus, performed at a level consistent with the general student body. This shows that a comprehensive approach to supporting these students allows them to achieve at levels equitable to other students, even in the most technology-rich, challenging classrooms.

First-Year Experience (FYE) - 12 out of 40 tablet-only sections		
COMM 8 - Group Discussion - (4 sections)	HC	98
	Avg. Grade	2.99
	Passing rate	91.8%
ENGL 5A - Academic Literacy I - (4 sections) [Note: Credit/No Credit Course]	HC	96
	Avg. Grade	[N/A]
	Passing rate	88.5%
HIST 12 - American History from 1877 - (2 sections)	HC	98
	Avg. Grade	2.58
	Passing rate	87.8%
LEE 80T - Academic Reading - (2 sections)	HC	98
	Avg. Grade	3.60
	Passing rate	95.9%
Grand Total - FYE Tablet Sections	HC	390
	Avg. Grade	3.06
	Passing rate	91.0%
University-Wide Passing Rate	Courses <100	91.64%
University-Wide Passing Rate	Courses >100	87.75%
<i>Please Note: As of 1/9/2015, still missing are 128 grades for 3 sections of a computer science course, with enrollment <100, because one faculty member is unavailable.</i>		

Other encouraging results emerged. Detailed surveys were administered to participating DISCOVERe students and faculty at the beginning of the term (BOT) and at the end of term (EOT). Extensive results of these surveys and full reports will be forthcoming over the next few months, but early results show that overall, both faculty and students reported being somewhat to very satisfied at the BOT as they did at the EOT. Both students and faculty were also very positive about the DISCOVERe assistance options that were provided, such as the DISCOVERe resource guides and the eHub. The largest statistically significant difference between BOT and EOT results concerned collaborative learning. At EOT, 71.9% of students said tablets did facilitate study groups, an increase from 49.8% reported at the BOT.

A grant award from the College Access Foundation supported assessment of the tablet program by providing enhanced support for Fresno State’s Office of Institutional Effectiveness. The award funded two means of support: (1) a team of graduate students to help collect data on Student Learning Outcomes, across disciplines and student status (1st year students to doctoral students), and (2) a consultant to survey regional employers on current and future tablet use and on the tablet technology skill-set they envision needing from future graduates. Extensive collection, validation, and analysis will take time, but early results from the regional employer survey show that 81% anticipate increased future use of tablets in their businesses. This sample also described a variety of planned future uses. Respondents also estimated that 57% of future tablet use plans would be related to employee-driven changes or suggestions. Finally, 92% stated there were productivity gains related to tablet use in the workplace. The top four areas of productivity gain related to tablet use were increased employee productivity, increased employee satisfaction, reduced paperwork, and better control of data.

As noted, the assessment was designed to be formative. As illustration, participation levels across student populations were reviewed to check equity of access. Enrollment of transfer students, for example, was reviewed to reveal good levels of participation. Approximately 35-40% of Fresno State’s undergraduates enter as transfer students from community colleges. In the tablet program, transfer students made up 40% of participating juniors and 55% of participating seniors.

A “Spring Deployment Workshop” was held to review the range of feedback from tablet-only sections. Assessment results clarified the main frustrations expressed by both faculty and students were around technology-related issues; for example some apps did not prove useful on tablets. The preliminary results also suggested more faculty and student training on app use and a selection of apps more compatible to tablet technology could help with this problem. Students had revealed during classroom observations what they liked about app use in the classroom. For instance, students found the “Explain Everything” app (screen casting and interactive whiteboard) to be a valuable learning tool because it captures in real time the professor’s in-class lecture and response to student work, for later review as needed. Student response was positive about apps specific to their field. In a Construction Management course, students appreciated use of the industry-specific app, [Procore](#). In response to these findings (and more), the Hub will (1) hold college-specific trainings for students; (2) poll faculty and students at the beginning of each semester to find out which apps they would like to have training for; and (3) create mini-Hubs at the computer labs on campus.

Finally, early data on direct savings to students is also encouraging. The cost of textbooks (based on enrollment) in Fall 2014 tablet-only sections came to \$60,193.66. The previous cost of textbooks was much higher: \$134,390.86. This represents cost savings of \$74,197.21, or 55.21%. The average savings per student per class was \$52.92. For the at-risk students in the First-Year Experience Learning Community, the average savings would amount to \$211.68 for all four sections, per semester. These cost savings place Fresno State among the most ambitious national programs working to reduce direct costs to students through technology.⁷ Fresno State’s goal is to be one of the leaders nationwide in cost savings to the students. The university aims to achieve 80% in direct cost savings to students in the tablet program within five years.

[Institutional cost savings are detailed in Question 6, page 14.]

⁷ See for examples New, Jake. “Fighting to Reinvent Teaching and Keep Costs Down.” *Chronicle of Higher Education*. 5/3/2013. 59:34, p. B6; Tomassini, Jason. “Educators Weigh E-Textbook Cost Comparisons.” *Education Week*, May 9, 2012, p 19.

Fresno State’s commitment to the **policies** such as the *Strategic Plan for Excellence IV 2011-2015* that make student success the first priority will remain steadfast. One critical measure of student success will be the university’s target of a 70% six-year graduation rate within 10 years for all student populations. The **system** supports such as the CSALT/TILT offices will continue to be responsive to change. The innovative and systemic change—DISCOVERe@FresnoState—will have its technology-rich and high impact educational **practices** scaled up so that 5,000 students can experience these in Fall 2015-Spring 2016, and another 5,000 in the Fall 2016- Spring 2017. Its 5-Year Plan focuses on these activities (*see Appendix D*):

- Faculty Development
 - Make 120 training slots (60 per semester) available to faculty in Fall 2015-Spring 2016 and in Fall 2016-Spring 2017.
 - Initiate e-textbook development. Training will include new emphasis not just on faculty locating e-textbooks but on developing their own e-textbooks tailored to the educational goals and objectives of their courses. This will increase direct savings to students.
 - Initiate Fresno State app development. As noted in assessment, app utility at times proved clunky in the tablet-only courses. For example, the “[Socrative](#)” app for real-time communication did not work well because it is not attached directly to one course, so students have to sign themselves in, sometimes having to close out programs on their tablets before being able sign in.⁸ The technical staff for DISCOVERe are working to develop a Fresno State app for students to have real-time back-channel communication within a course, particularly to self-report on their skills and challenges to the instructor.
- Student-Centered
 - Establish a DISCOVERe student sub-committee (currently in progress).
 - Enhance support for student with disabilities. An AT&T award will enable the university to deliver advanced training for students with disabilities.
 - Change the delivery site of tablets from the traditional distribution site (Kennel Bookstore) to the DISCOVERe Hub (located in the Library). Students will receive support services immediately with the purchase of a tablet. Hub’s Student Guides have received additional cross-training in Apple (Genius Bar), Google (Analytics), and Samsung.
 - Update device selection. Based on feedback from students in the inaugural sections, two of the three devices chosen will remain but one has been changed. For Spring 2015, the Apple iPad Air 32 with WiFi and Cellular (iOS) and Lenovo Thinkpad 10 (Windows) will be the same, but the Samsung Galaxy Tab 4 -10.1 (Android) will replace the Asus. The Samsung Galaxy keeps Android representation and the choice of three operating systems.
 - Create an online social network organized by majors and academic programs, designed for learning and collaboration, for students at Fresno State and in area high school and community college students. The purpose of the network is to prompt students to re-channel the energy they pour into social media into academic learning. The network will connect former, current, and potential future students in similar disciplines, share learning resources, and increase social and academic engagement. Faculty will be encouraged to contribute with the core content. Alumni will be encouraged to contribute mentorship and connections to the regional work force.

⁸ Technical challenges within the tablet-only classes not infrequently had to do with performance on a tablet (compared to a desktop or laptop). For example, an instructor teaching Biology 10 went through extensive communication with the publisher’s representative to have the e-textbook which worked well on desktops adapted for tablets. The publisher made changes, only to have the e-textbook crash on the tablets on day 2 of the tablet class. The publisher provided .pdf copies to students immediately, refunded their monies spent for the textbooks, and by week 4 had the e-textbook challenged resolved: the e-textbook worked well for the duration of the course and will be used in the Spring 2015 section.

- Extend use of the tablet technology to achieve new communication methods with students about campus-wide initiatives. As illustration, hunger can be a distraction from learning on a campus that has 56% of students receiving Pell grants. Tablet technology can be deployed to communicate about Fresno State’s new Food Insecurity initiative, involving the creation of a [Student Cupboard](#) (food pantry), and a [mobile app](#) can be used to communicate where and when food is available at the conclusion of a goodly number of campus catered events.
- Take advantage of communication using tablet technology to increase efficiency of campus operations to support academic learning. For instance, the “Tapingo” app will be used so students can order food and have it ready for pick up at a certain time to avoid the long lines at lunchtime that cut into academic time.
- Move forward the use of tablets to be an actionable personal tool. The university has entered into a partnership with [Bitwise Industries](#), a start-up dedicated to revolutionizing the tech industry in Fresno, to develop a “[Fresno State: One Sense](#)” user-meaningful experience for students. The program will use bluetooth beacons so students can enter preferences and then have upcoming events of interest ‘blip’ onto their screens. The system can also help students more easily navigate the campus to find their classes. Fresno State will reduce blanket tweets and target messages to the individual student.
- Campus-wide integration
 - Extend DISCOVERe use to high value, high impact programs, such as Summer Abroad. One of the faculty members found the tablet technology so effective that he wants to teach a tablet-only course in London in Spring 2015. The students will not lug textbooks but take one tablet. Details are being worked out for an international data plan.
 - Launch a one-stop-shop DISCOVERe App Store for lower cost applications and future sustainability.
 - Update tech infrastructure of classrooms to allow for screen mirroring on multiple platforms and additional access points. This will increase the capacity for real-time, interactive learning for students.
- Regional Build Out
 - Share lessons learned, benefits gained, and adaptive strategies and tactics with the university’s K-14 partners in the California [Central Valley Project](#), centered on the institutions’ shared tablet technology. As illustration, Fresno State is developing a user-friendly dashboard tracking screen that will display the progress of students from the partnering K-14 institutions who are now enrolled at Fresno State. Updated data sharing and confidentiality agreements are being drafted to allow use of the new dashboard. **The end goal is to make the central San Joaquin Valley schools, colleges, and universities a genuine educational ecosystem.**
- Community Outreach
 - Extend the mission and the services of the DISCOVERe Hub to the wider community to develop an increasingly tech-literate and even tech-savvy local population base. For example, the Hub will develop and launch a “Parent University” for parents of all students, plus interested community members. The Hub will also launch an annual “Tech Crunch.” Its goal is to create awareness of the importance and impact of technology on our lives, and the “Tech Crunch” will offer a range of training and seminars for participants. Resources from both events will be available online.

The first step in calculating cost savings is to capture the financial costs of course failure:

ESTIMATE - ANNUAL COSTS – 2013 – Failing Grades							
Spring 2013	% Failing Grades	# Total Grades	Total # Fs	50% - # Ds	Total # WUs	Student Cost (\$634.79)	State Cost (50% share)
Courses >100	13.75%	10,110	907	347	136	\$882,358	\$882,358
Courses <100	8.46%	76,239	3,683	1,744	1,025	\$4,095,665	\$4,095,665
Fall 2013	% Failing Grades	# Total Grades	Total # Fs	50% - # Ds	Total # WUs	Student Cost (\$634.79)	State Cost (50% share)
Courses >100	12.34%	11,607	969	379	84	\$909,019	\$909,019
Courses <100	7.90%	84,524	3,945	1,840	891	\$4,237,858	\$4,237,858
TOTAL COSTS						\$10,124,901	\$10,124,901
1. 50% of D grades counted. Half of all majors at Fresno State require a C grade or better to pass the course, plus a D is a repeatable grade in all General Education courses. 2. 100% WU grades (Withdrawal Unauthorized) counted. These are equivalent to F grades. 3. The annual average Term Load for 2013 was 12.925. One course equals 3 credits, so 3 divided by 12.925 = 23.21%. Student tuition \$2,735 x .2321% = \$634.79 . 4. The financial cost of delivering education at Fresno State consists of a 50-50 share between the student and the State of California.							

The next step would be to review the passing rates of tablet-only courses, remembering that 12 out of 40 sections (30%) were First-Year Experience Learning Community students who are the most at-risk on campus. This table gives the resulting overall student demographics for DISCOVERe:

First -Time Freshmen	Tablet-Only Enrollment	University Enrollment	Tablet Program Higher %
First Generation University	71%	65%	6%
English Remediation Required	56%	47.4%	8.6%
Math Remediation Required	44%	40.4%	3.6%

PASSING RATES - Fall 2014 Tablet-Only Sections vs. University-wide			
	Non-Tablet	Tablet	<i>Note: The "class/faculty" match could prove the most valuable long-term measure given that the teacher delivering the class is a critical variable. The class-faculty match shows a 2.6% increase.</i>
Class/Faculty Match	86.5%	89.1%	
Class Match only	88.6%	84.4%	
Tablet-Only Class	N/A	91.8%	
FYE sections (extracted)	N/A	91.0%	
University-wide	Courses <100	91.64%	
University-wide	Courses >100	87.76%	

Cost Savings Estimates – Increase in Passing Rates	Student Cost	State Cost
ANNUAL TOTAL COSTS – Course Failures	\$10,124,901	\$10,124,901
2.6% Passing Rate Increase (1 semester)	\$263,247.41	\$263,247.41
2.6% Passing Rate Increase (2 semesters)	\$526,494.38	\$526,494.38

FALL 2014 TABLET-ONLY SECTIONS – 55.21% COST SAVINGS TO STUDENTS	
Average Textbook Savings Per Enrollment Per Class: \$52.92 x 4 Classes=\$211.69	
Per Student (\$211.69 x 2 Semesters = \$423.38)	\$423
Per 1,000 Students	\$423,380
Per 20,000 students (campus-wide projection – future years)	\$8,467,600

Fresno State: Internal Campus Risks and Mitigation

1. Financial costs. Equity of access would have been at risk for under-represented minority students had not the financial barriers been tackled. The university made it possible for students to access a grant from the Fresno State Foundation to purchase the tablet, and, if still facing need, apply their financial aid monies toward purchase. Direct cost savings from e-textbooks and open source courseware averaged 55.21%. In future years, more support will be directed for faculty to develop their own e-textbooks and courseware. The university's five-year goal is to achieve 80% cost savings for students. Finally, the university arranged for a pro-rated data plan to tackle the issue of broadband access for all students.

2. First-Generation Student (FGS) barriers. Equity of access might also have been sharply at risk for FGS, who are nearly all under-represented minority and/or low income students. First Year Experience Learning Communities are dedicated to FGS, and to ensure adequate enrollment—and so adequate assessment—of this population, students in First Year Experience Learning Communities were enrolled in DISCOVERe@FresnoState. A good tracking system is in place for First Year Experience Learning Community student cohorts, so Fresno State is able to collect valuable data on the performance of these students in tablet-only sections.

3. Lack of Data. To ensure that adequate collection, validation, and analysis of data would lead to ideal decision making, Fresno State's Office of Institutional Effectiveness was charged with collecting, validating, analyzing, and disseminating data about the tablet program. Four assessment components were built into the program: faculty learning, student learning, on-going first-year results, and end-of-first-year results. The university also secured a College Access Foundation grant award (i) to hire a team of graduate students to gather data on Student Learning Outcomes in the tablet classes, and (ii) to conduct a survey of regional employers on current and future use of tablets and on tablet technology skills needed in college graduates.

4. Faculty Adjustment. Tablets with cellular data plans make course content available to students 24/7/365. This means that teaching occurs in a new space-time continuum. Instead of the physical classroom with the typical three on-site hours, one office hour, and a certain number of hours set aside for grading, faculty members face an always-on 'streaming' experience for weeks at a time. As illustration, an Engineering faculty member gamified his grading system to instill the spirit of competition. The professor offered students lots of options addressing diverse learning styles and for earning points. When a student earned 1,000 points, for example, he or she became a "Project Engineer" and earned a "C" grade (and so on up the scale). The students responded with enthusiasm, with on-going eager requests to know their standing. The professor struggled with the load but used this experience to revise the course to retain the gamified grading system but make it less cumbersome for faculty.⁹ The professor will also use this experience as a teachable moment in next year's Faculty Learning Communities (the professor will be a faculty leader).

5. 'Free-for-all' apps and programs. A wealth of apps exist, ranging in quality, and a wealth of programs exists, too, which presents risk to the institution. For example, Fresno State uses Blackboard, an online course delivery system that is fully accessible to students with disabilities. The risk is that Google Classroom—which is *not* fully compliant with accessibility standards—has high appeal to a great many students and even some faculty. The university has to clarify and reinforce the requirement that Blackboard be the main online learning system to ensure accessibility for all students. Google Classroom can only be used for augmentation. To help faculty navigate the wealth of apps, the university developed and updates a list of recommended apps, with annotations. For instance, most teachers found the *Explain Everything* app (\$2.99)

⁹ Brad Hyatt (prof. engineering) will present "Gamification of a Construction Project Management Course" at the American Society of Engineering Education (ASEE) 120th Annual Conference (June 14-17, 2015; Seattle, WA; abstract accepted).

worked well for both faculty and students to record and present their ideas and feedback and the *Notability* app (\$2.99) helped students annotate course documents.

6. Content emphasis. Attractive apps on tablets can easily distract students from focusing on the course's content. The university tackled this risk through faculty training that enabled professors to use technology for engaging learning activities. Faculty feedback indicated that tactics such as real-time quizzes and exercises with immediate follow-up worked best to keep students focused on content knowledge (*see also* Question 4).

Regional Scale Up: Risks and Mitigation

Fresno State has a solid track record for identifying and mitigating risks for its tablet program. The most significant unintended risks, therefore, will likely occur somewhere along the California Central Valley Project's K-16 pipeline. As illustration, in the recent past, a feeder community college adopted an online biology course only to have its students discover upon transfer to Fresno State that they could not be given credit for that course because Fresno State requires this particular biology course to have a 'wet' lab. In the rubric of risk, this situation would fall under the 'free for all' technology programs available, whose risks would be magnified along K-16 pathways.

The California Central Valley Project provides a vehicle to mitigate this risk. Presidents, chancellors, and superintendents at ten Hispanic-Serving Institutions can develop formal structures for communication and streamlining the K-16 pipeline. Even so, the progress will be slower than the Fresno State experience. Each one of the partnering institutions has its own formal institutional goals, which are not necessarily aligned with the formal goals of any other institution. As illustration, community colleges are primarily assessed on how many of their students earn an associate's degrees, in a timely manner, and not on how many of their students transfer to a four-year university. That community colleges must allocate precious and scarce resources to meet their own formal goal of associate degree attainment (and not transfer to a four-year university).

In response, Fresno State has taken the lead in implementing low-to-no cost mutually beneficial innovations. For instance, the new Fresno State dashboard is being expanded to include K-14 users and is aggressively pursuing funding from sponsors who give priority to networks of minority-serving institutions. The Funding Plan developed for the APLU "Transformational Planning Grant" and delivered to the executive leadership in early December 2014 is an example (*see* Question 4).

Leadership

DISCOVERe@FresnoState is the response to President Joseph I. Castro’s invitation to the campus community to “Be Bold.” The tablet technology innovation was given early shape by the President’s Cabinet. Each Vice President was responsible to work within his or her division to explain the value of the innovation; coach stakeholders on the what, how, and why of DISCOVERe@FresnoState; inventory their division’s resources, needs, and concerns; and bring all this back to the Cabinet for discussion and planning. The challenge was to make sure that faculty and staff saw DISCOVERe not as something being forced upon them but as something of value to embrace. Campus-wide feedback was used to shape the next steps. A concerted communication campaign to increase understanding of the long-term value of DISCOVERe@FresnoState was launched. A broad-based, campus-wide “Tablet Task Force” was formed. Those involved have since dedicated substantial time and effort to make the initiative happen.

Institutional Commitment – Campus-Wide Investment

Campus-wide buy-in creates the strength to sustain the tablet program. The “Tablet Task Force” includes stakeholders from every division as well as student representatives. Effective communication plans have been developed. The number of interested faculty members exceeded capacity, resulting in a competitive review of faculty applications. The Office of Institutional Effectiveness is collecting, validating, analyzing, and presenting to faculty documented indicators of student success, which will provide additional faculty buy-in. DISCOVERe assessment was incorporated into institutional policies and plans, so the production of evidence will continue during 2015-2016, and future years. Finally, the effort to maintain good will for and commitment to DISCOVERe extends to all stakeholders. For example, a sub-committee composed entirely of students is being created right now to broaden student input for tablet use in the classroom, especially innovative use.

Existing Relationships among Application Participants

1. Common Body of Students

The participating institutions have a common body of students since the K-14 partnering institutions are formal feeder institutions for Fresno State. Each faces the same socio-economic challenges of the central San Joaquin Valley. Each has a basic understanding of the challenges that the other institutions along the pipeline confront. As a result, each institution knows that positive change in one institution can translate into benefits for their shared service area and so into benefits for all the others. The presidents, chancellors, and superintendents joined to create the California Central Valley Project, and these executive leaders allot valuable time to regularly attend the design charrettes to draft the formal Plan for the K-16 pipeline. They are seizing opportunities to share discrete practices as these arise. For example, when Fresno State described its faculty training program for the tablet program in the first design charrette, the President of West Hills Community College, Coalinga and the Superintendent of the Central Unified School District requested that their faculty be allowed to join the Fresno State faculty training. The three institutions now have shared faculty development programs underway. The executive leaders have also recruited faculty-leaders from each of their institutions to participate in ‘plan check’ workshops that put the K-16 Plan being drafted to the test in classrooms. The ‘plan check’ workshops will also create a formal network of K-16 faculty in the central San Joaquin Valley. Finally, the faculty-leaders in the ‘plan check’ workshops will be able to capture and disseminate deliverables on the [California Central Valley Project website](#) (in progress). By its nature, that website will be available to any faculty in the region.

2. History—and Future—of Collaboration

The common body of students, shared service area, and close executive ties have led to a

history of collaboration. Technology has been a part of the collaboration. For instance, Fresno State and the West Hills Community College, Lemoore joined together to secure a five year award from the U.S. Department of Education’s Hispanic-Serving Institution (Title V) grant program (2002-2007). The award enabled the two institutions to address the needs of the workforce in the Valley by creating what was (at the time) cutting edge web-based degree programs in health and education. Fresno State now offers a variety of courses, primarily in a video conference format, on the West Hills Community College, Lemoore campus that lead toward bachelor’s degrees. That collaboration has room to broaden and deepen, a lot. Work like the California Central Valley Project demonstrates the will to keep collaborating.

External Partnerships and Resources To Be Leveraged

The key external partnership and resource in the region to be leveraged—and definitely not duplicated—is the [Fresno Area STRIVE](#), and its coordinating body, the [Fresno COMPACT](#). The Fresno Area STRIVE supports the cradle-to-career success of every child in the Fresno region. Members include K-16 educational institutions, plus workforce groups such as the Fresno Economic Opportunities Commission and the Greater Fresno Area Chamber of Commerce. In 2012, the leaders and members of the Fresno Area STRIVE produced a [Baseline Report](#) (2012) on educational attainment for the metropolitan Fresno Area. They agreed upon Six Goals. These six goals span from cradle to career, from “Goal 1: Every child will be prepared for school” to “Goal 6: Every student will complete post-secondary education and/or career training and enter a meaningful career.” The Fresno Area STRIVE’s [Annual Report](#) described progress made toward those Six Goals, and a [Roadmap to Success](#) (January 2, 2014) identified the Core Indicators and Milestones, as well as Six Action Teams that are dedicated to work on each of the Six Goals. In November 2014, the Lumina Foundation awarded to the Fresno Area STRIVE a Community Partnership for Attainment (CPA) grant to support the Lumina Foundation’s “Equity Imperative”—60% postsecondary degree attainment for all Americans by 2025. The Fresno Area STRIVE Steering Committee supporting the Lumina Foundation award work is composed of stakeholders from two-year and four-year educational institutions in the area. The Fresno Area STRIVE itself is led by a former Chancellor of the State Center Community College District (ret.) and is housed in the offices of the President of Fresno State. Daily communication and collaboration takes place. Our work stands to benefit from the technical assistance and established network provided by the Fresno Area STRIVE and its new partner, the Lumina Foundation.

It should be noted that as the sole, comprehensive university in the vast region, Fresno State by its nature has developed many resources to be leveraged for the work described in this application. For example, Fresno State houses an “Office of Community and Economic Development” that has long-term and deep partnerships with regional industries. The “Office of Community and Economic Development” has already been leveraged: it is helping to administer the survey of regional employers on their current and planned future uses of tablet technology. The “Office of Community and Economic Development” has distributed the survey to a wide range of industry sectors (e.g., agriculture, health, clean energy, manufacturing, public sector) and responses to date are good. The response rate is indicative of the credibility of the “Office of Community and Economic Development” with regional employers.

Students. The “Tablet Task Force” benefits from student representation, including the elected President of student government. Starting next year, the “Tablet Task Force” will benefit more through a sub-committee formed solely of students and dedicated to student input and innovation for the tablet program. Assessment built into the tablet program secures student feedback, both to address their issues and to make them aware the campus values their input.

Faculty. To achieve sustainability means securing and maintaining faculty buy-in. One means to obtain that is to provide training that enables faculty to get clear results in their classrooms. Training has been designed to be attractive and effective. Recruitment had not been a problem: the challenge has been providing enough training slots to meet the good demand. Faculty participating in the tablet program represent all colleges and all faculty ranks. In the Fall 2014 launch, approximately 55% of DISCOVERe classes offered were lower division and 40% were upper division. One graduate and one doctoral class were also offered. The tablet sections were distributed across all eight of Fresno State’s colleges, and 37% of all DISCOVERe classes are General Education¹⁰ courses. A total of 40 “Faculty Fellows” were trained, and 120 more faculty (60 faculty per semester) will be trained in 2015.

Partnering Educational Institutions. The California Central Valley Project has expanded from its original nine educational institutions to ten (the Clovis Unified School District asked to join). Also participating is the Fresno Area STRIVE. Consensus is reached at each step, and this keeps the presidents, chancellors, and superintendents on board. The formal communication created by the series of design charrettes has led to the first shared faculty development programs now taking place among partnering institutions. The faculty-leaders workshops are scheduled to start in the spring to produce a cadre of faculty to create the faculty network among the institutions.

Community Members. Fresno State’s regional partnerships were forged during its first century of delivering on its educational mission for the central San Joaquin Valley. When President Joseph I. Castro arrived at Fresno State in 2013, he formed a “University Advisory Board” composed of leaders from key sectors in the region. Partnerships exist at all levels of the university, however. Two good examples are the Central Valley Educational Leadership Institute (led by faculty) and the Jan and Bud Richter Center for Community Engagement and Service-Learning (led by staff). DISCOVERe@FresnoState honors the university’s commitment to community partnerships. In Spring 2015, the HUB will launch both its “Parent University” and its first annual “Tech Crunch” for the wider community. Both programs will deliver trainings that build tech literacy in the community and create awareness of the importance of technology in education, careers, and daily lives.

Regional Employers/Business Leaders. Aligning education with the workforce needs is part of the Fresno State’s Mission and Vision. The campus expects to educate the next generation of “... leadership that drives economic, infrastructure, and human development” in the region. Examples are too many to illustrate. Already mentioned, Fresno State dedicated a portion of the College Access Foundation funds for a consultant to survey regional employers on their tablet use and tablet technology skills that will be needed in future hires. Or, Fresno State houses an active “Office of Community and Economic Development.” Finally, Fresno State’s e-portfolios have a clear emphasis on “Employers,” plus a “Career Category” in the annual awards that showcase student e-portfolios to inspire others.

¹⁰ General Education courses integrate the educational experiences of students at Fresno State. Students in most majors need to take a minimum of 51 General Education credits.

Sustainability. The key strategy is invested faculty: once trained, faculty members are the permanent resource to deliver tech-rich, high impact educational experiences. The planning, launch, and implementation are designed to invest every college and its faculty. By extension, this will invest the broadest base of students. The initial 40 “Faculty Fellows” were trained across disciplines and all eight colleges. The distribution of 32 tablet classes across colleges ran as follows: College of Health and Human Services (3), the College of Social Sciences (5), the Craig School of Business (2), the College of Science and Mathematics (3), the Jordan College of Agriculture and Human Sciences (2), the Kremen School of Education and Human Development (3), and the Lyles College of Engineering (3). The College of Arts and Humanities (CAH) was an exception. As the largest college on campus, CAH holds 19.5% of university faculty. Even given its size, however, CAH still had an overwhelming response: 18 tablet sections.

As the semester unfolded, faculty members teaching the tablet-only classes briefed other faculty and administrators during regular departmental and college-level meetings. Since the tablet-only classes were distributed across colleges and across course levels— lower level (22), upper level (16), masters (1), and doctoral (1)—the faculty de-briefings ended up being widely disseminated. The 5-Year Plan (in progress) provides for a critical mass of faculty to be trained. That critical mass will mean that the student body will be able to enroll in at least one and probably more than one tablet-only course each semester. As the faculty use and/or development of e-textbooks and courseware increases, the tablet program will be financially attractive for students. The cost of the tablet will be offset by the open source courseware replacing costlier hard copy textbooks and materials. Finally, Fresno State has the permanent offices, especially TILT and CSALT (*see* Question 3), to provide on-going faculty training as technology evolves in future years.

The new President has thrown full strength and resources behind creating a culture of innovation at Fresno State. That culture will help significantly to sustain the tablet initiative. For example, in August 2014 the President announced the university’s “Bold Ideas Challenge.” Among the six winners was a research analyst in the Office of Institutional Effectiveness who proposed a cost effective online campus social network built on disciplines. Students will log into the page for their major and chat with other students and faculty, see the major’s pathways, and get advice on how to progress along the major’s pathways. Once created at Fresno State, this academic social network can be built out to include community colleges, high schools, and even middle schools where career interests can take hold. This research analyst’s “Bold Idea” takes a popular platform and deploys it in the academy. The network takes the zest young students have for popular social media and re-focuses a chunk of it on academic learning by using social media to provide needed information to them and by connecting them with other students and faculty who have the same interests. This “Bold Idea” will do so at a campus whose students are gaining ease of use of tablet technology. The end goal: tablet technology will become part of the DNA of the campus culture.

In the end, the central San Joaquin Valley’s unique story reveals why innovations can be sustained. Hispanic students in the San Joaquin Valley are among the most place-bound of students: their families have been here for generations, and their local culture means a lot to them. They want to stay. Our students want to realize the “New California” for their children who will grow up in *their* Valley. Technology and regional cooperation are being used in this project not to take people out of places, particularly if they do not want to leave and if encouraging them to leave would result in brain drain to their home. Technology and regional cooperation are being used to create an open door: education will enter and help develop those communities by offering all residents affordable and accessible postsecondary degrees. Offering students both what they need and what they want for their community is a good assurance of sustainability.

Three measures. The university’s goal to increase bachelor degree attainment will have these three measures. We will increase bachelor degree attainment for (1) all students; (2) for URM students, with an emphasis on eliminating the gap between URM and non-URM attainment; and (3) for transfer students, to ensure that students who enter the higher education system through community colleges are well supported in earning bachelor degrees. Fresno State is on track to exceed two of these three targets set for bachelor degree attainment by the [CSU Graduation Rate Initiative](#) (see Question 1). We are on track to exceed the third target.

Quantitative and Qualitative Measures. Fresno State will gauge equity across student groups for each of the three measures. To illustrate quantitative evaluation, equity of access will be measured by tracking the various student populations who enroll in and complete tablet-only courses. For example, the university tracked transfer student participation to make sure it was good. Over the past decade, about 35-40% of Fresno State’s undergraduates have entered as transfer students from community colleges. In the tablet program, transfer students constituted 40% of participating juniors and 55% of participating seniors. Equity of outcomes can be measured by tracking the passing rates across student populations. Equity of excellence can be measured by tracking the grades achieved across student populations. Qualitative evaluation will include increased 1-1 faculty interviews and classroom observations, with a focus on the emerging teaching and learning activities based on the tablet technology.

Systematic Approach. Fresno State’s Office of Institutional Effectiveness explored a comparison of tablet and non-tablet (i.e., traditional) classes to determine the existence and feasibility for control groups. Of the 40 tablet-only sections, nine had a matching class *and* faculty section. Thirteen classes had a matching class only (the faculty teaching these 13 classes were not matches). Eighteen DISCOVERe classes had no matching class sections. These sections were only offered as tablet classes, and no other sections of the course were offered. Some multiple sections had to be created due to meeting patterns, and these were combined for assessment purposes (History 11, Construction Management 170, and Military Science 141). Labs were excluded. This assessment planning was done to ensure producing sufficient data, especially sufficient valid data, to inform on-going management of the tablet program. As noted, a total of 12 out of the 40 DISCOVERe sections were First Year Experience (FYE) Learning Community sections, comprised of the most at-risk student population on campus. Preliminary results show that this student population performed on par with the general population. This is a highly encouraging result supporting the continuance of a comprehensive approach to support the academic success of at-risk students:

Passing Rate	Non-Tablet	Tablet
Class/Faculty Match	86.5%	89.1%
Class Match only	88.6%	84.4%
Tablet-Only Class (no matches)	N/A	91.8%
FYE sections (extracted)	N/A	91%
University-wide	courses <100	91.64%
University-wide	courses >100	87.76%

Fewer than four years. The measures given above will be taken at the course level (both undergrad and grad), across control groups and student cohorts, and across Fresno State’s eight colleges.

Four years or more. The measures will be expanded to include bachelor degree attainment and workforce preparation (i.e., follow up will be done with Fresno State graduates who have joined the workforce and, periodically, with their employers).

Fresno State Narrative: Target outcomes are for increasing bachelor degree attainment within six years to 70%, for all student populations. Evidence will be provided by the Office of Institutional Effectiveness, tasked with collecting, validating, analyzing, and reporting data to the campus community and to IPEDS (community colleges also report to IPEDS).

	2013-2014*	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Full-time - All Cohorts (both freshmen and transfer)	59.7%	61.7%	63.7%	65.7%	67.7%	69.7%
Hispanic	55.9%	58.7%	61.5%	64.3%	67.1%	69.7%
Full-time – First-Time Freshmen Cohorts	52.4%	54.4%	56.4%	58.4%	60.4%	62.4%
Hispanic	48.8%	51.5%	54.2%	56.9%	59.6%	62.4%
Full-time - New Transfer Student Cohorts	75.6%	76.5%	77.4%	78.2%	79.1%	80%
Hispanic	73.6%	74.9%	76.1%	77.4%	78.6%	80%

*Baseline: 2013-2014 is the most recent year for which final data is available.

Community College Narrative: Target outcomes are for expanding the pipeline leading to increased bachelor degree attainment. Evidence is provided by the office at each community college charged with submitting data to the U.S. Department of Education’s [Integrated Postsecondary Education Data System](#), or IPEDS. IPEDS was chosen as the data source to ensure consistency of reporting for all community colleges partners.

	2012-2013*	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
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Fresno City College—All undergraduates: 21,344. First-Time, Full-Time: 33% (7,044).

Graduation (150% time) (a certain number transfer to four-year institutions)	15%	16%	17%	18%	19%	20%	21%
Hispanic Grad. (150% time)	12%	13%	14%	15%	16%	17%	18%
Transfer Out (150% time) (students who transfer before graduating)	10%	11%	12%	13%	14%	15%	16%

Reedley College—All undergraduates: 13,807. First-Time, Full-Time: 37% (5,109).

Graduation (150% time) (a certain number transfer to four-year institutions)	22%	23%	24%	25%	26%	27%	28%
Hispanic Grad. (150% time)	21%	21.9%	22.9%	24%	25%	26.2%	27.3%
Transfer Out (150% time) (students who transfer before graduating)	9%	10%	11%	12%	13%	14%	15%

West Hills College, Lemoore—All undergraduates: 4,102. First-Time, Full-Time: 25% (1,026).

Graduation (150% time) (a certain number transfer to four-year institutions)	19%	20%	21%	22%	23%	24%	25%
Hispanic Grad. (150% time)	14%	15.4%	16.9%	18.6%	20.5%	22.5%	24.8%

Transfer Out (150% time) (students who transfer before graduating)*	12%	13%	14%	15%	16%	17%	18%
West Hills College, Coalinga—All undergraduates: 3,055. First-Time, Full-Time: 23% (703).							
Graduation (150% time) (a certain number transfer to four-year institutions)	22%	23%	24%	25%	26%	27%	28%
Hispanic Grad. (150% time)	20%	21%	22.1%	23.2%	24.3%	25.5	26.8%
Transfer Out (150% time) (students who transfer before graduating)	17%	18%	19%	20%	21%	22%	23%

*Baseline: 2012-2013 is the most recent year for which final data is available.

Unified School Districts Narrative: Target outcomes are for expanding the pipeline for increased postsecondary enrollment. Evidence is provided by the office in each unified school district charged with submitting data to the California Department of Education. The California Department of Education was chosen as the data source to ensure consistency of reporting for all unified school district partners.

	2012-2013*	2013-2014	2014-2015	2014-2016	2016-2017	2017-2018	2018-2019
Graduation Rates							
Central - All	81%	82%	83%	84%	85%	86%	87%
Hispanic	48%	50%	52%	54%	56%	58%	59%
Clovis - All	84%	85%	86%	87%	88%	89%	90%
Hispanic	28%	30%	32%	34%	36%	38%	40%
Fresno - All	76%	77%	78%	79%	80%	81%	82%
Hispanic	55%	57%	59%	61%	63%	65%	67%
Kings Canyon-All	72%	73%	74%	75%	76%	77%	78%
Hispanic	79%	80%	81%	82%	83%	84%	85%
Sanger - All	93%	93.25%	93.5%	93.75%	94%	94.25%	96%
Hispanic	71%	72%	73%	74%	75%	76%	77%
12th Grade Graduates Completing all A-G Courses Required for U.C. and/or C.S.U. Entrance							
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Central - All	36.8%	37.8%	38.8%	39.8%	40.8%	41.8%	42.8%
Hispanic	27.3%	29.3%	31.3%	33.3%	35.3%	37.3%	39.3%
Clovis - All	56.7%	57.7%	58.7%	59.7%	60.7%	61.7%	62.7%
Hispanic	42.9%	44.9%	46.9%	48.9%	50.9%	52.9%	54.9%
Fresno - All	39.3%	40.3%	41.3%	42.3%	43.3%	44.3%	45.3%
Hispanic	32.9%	34.9%	36.9%	38.9%	40.9%	42.9%	44.9%
Kings Canyon-All	31.3%	32.3%	33.3%	34.3%	35.3%	36.3%	37.3%
Hispanic	30.3%	31.3%	32.3%	33.3%	34.3%	35.3%	36.3%
Sanger - All	46.9%	47.9%	48.9%	49.9%	50.9%	51.9%	52.9%
Hispanic	42.5%	44%	45.5%	47%	48.5%	50%	51.5%

*Baseline: 2012-2013 is the most recent year for which final data is available.

Note: In the tables above, the outcomes for Hispanic students who are the vast majority of under-represented minority (URM) students in the central San Joaquin Valley are given as illustrative outcomes for URM student success for each of the ten participating institutions.

Fresno State: Appendices**Table of Contents**

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Appendix A

Innovation in Higher Education Award Application Letter of Intent

We endorse with enthusiasm this Letter of Intent between the California State University, Fresno and our institutions to partner in an “Innovation in Higher Education” Award Application to the California Department of Finance.

All of our institutions support innovative and ambitious initiatives to improve higher education, with emphasis on—

- Easing transfer through the state’s education system by better recognizing learning that occurs across the state’s education segments;
- Allowing students to complete postsecondary degrees in a timely manner after beginning higher education;
- Significantly increasing the number of postsecondary degrees awarded.

We understand that California State University, Fresno will be the coordinating institution for the “Innovation in Higher Education” Award application to the California Department of Finance.

We are hopeful for an award between \$2 and \$4 million. Our partnership in the “California Central Valley Project” is moving ahead swiftly to produce a formal plan for a K-16 pipeline built around our shared technology and tablet initiatives. Should our institutions receive the “Innovation in Higher Education” award, we will enter into a discussion and a written agreement on use of the Award funds among our institutions.



12/5/2014

Sandra Caldwell, President
Reedley College
State Center Community College District

Date



12/9/2014

Tony Cantu, President
Fresno City College
State Center Community College District

Date



12/8/2014

Thomas Crow, Executive Director
Fresno Area STRIVE

Date



12/8/2014

Juan Garza, Superintendent
Kings Canyon Unified School District

Date



12/15/2014

Carole Goldsmith, President
West Hills College, Coalinga
West Hills Community College District

Date

-see attached .pdf file-

12/17/2014

Frank Gornick, Chancellor
West Hills Community College District

Date

-see attached .pdf file-

12/10/2014

Michael Hanson, Superintendent¹
Fresno Unified School District

Date

-see attached .pdf file-

12/5/2014

Matthew Navo, Superintendent
Sanger Unified School District

Date

¹ Not all signers provide electronic signatures.



12/5/2014

William Stewart, Chancellor
State Center Community College District

Date

-see attached .pdf file-

Kelly Porterfield, Assistant Superintendent²
Central Unified School District

Date



12/15/2014

Janet Young, Superintendent
Clovis Unified School District

Date

² Superintendent Michael Berg and the Central Unified School District are participating in the APLU-funded California Central Valley Project but Superintendent Berg is not available through January 2015. The Assistant Superintendent signed for the District.

Tony Cantu, President
Fresno City College
State Center Community College District

Date

Thomas Crow, Executive Director
Fresno Area STRIVE

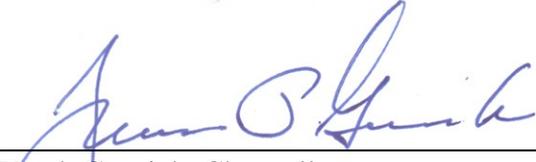
Date

Juan Garza, Superintendent
Kings Canyon Unified School District

Date

Carole Goldsmith, President
West Hills College, Coalinga
West Hills Community College District

Date


Frank Gornick, Chancellor
West Hills Community College District

[December 17, 2014](#)

Date

Michael Hanson, Superintendent
Fresno Unified School District

Date

Julia I. Lopez, President and CEO
College Access Foundation

Date


Matthew Navo, Superintendent
Sanger Unified School District

12-5-14

Date

William Stewart, Chancellor
State Center Community College District

Date

Janet Young, Superintendent
Clovis Unified School District

Date

Tony Cantu, President
Fresno City College
State Center Community College District

Date

Thomas Crow, Executive Director
Fresno Area STRIVE

Date

Juan Garza, Superintendent
Kings Canyon Unified School District

Date

Carole Goldsmith, President
West Hills College, Coalinga
West Hills Community College District

Date

Frank Gornick, Chancellor
West Hills Community College District

Date



Michael Hanson, Superintendent
Fresno Unified School District

Date

William Stewart, Chancellor
State Center Community College District

Date



Kelly Porterfield, Assistant Superintendent¹
Central Unified School District

Date

12-11-14

Janet Young, Superintendent
Clovis Unified School District

Date

¹ Superintendent Michael Berg and the Central Unified School District are participating in the APLU-funded California Central Valley Project but Superintendent Berg is not available through January 2015. The Assistant Superintendent signed for the District.

Appendix B

Cover Page

Question 3 asks applicants to describe key policies, practices, and/or systems in place prior to January 10, 2014, that were initiated to achieve the goals identified in Item 1, along with the impact of these policies, practices, or systems, to date, and evidence of that impact.

Fresno State's "Commitment to Latina/o Academic Success and Excellence" ([CLASE](#)) is a program that demonstrates a record of actions that are innovative, aligned to the university's goals, and analyzed thoughtfully to inform future actions.

Funded by a U.S. Department of Education Hispanic-Serving Institution (Title V) grant, CLASE has demonstrated success in improving bachelor degree attainment for Latino students.

The materials enclosed consist of the following:

1. One page highlighting the increasingly impressive results from CLASE in retention and graduation rates.
2. The most recent full report to the U.S. Department of Education mapping out the activities, outputs, and outcomes of CLASE.
3. An excerpt showing the actual [performance indicators](#), and parties responsible for reporting data on those performance indicators, for the first four themes of Fresno State's [Strategic Plan for Excellence IV: 2011-2015](#) (guiding policy document).

Title V – Hispanic Serving Institution (HSI) Grant Highlights for Retention and Graduation Rates

Title V – HSI grant metrics include improving the retention and graduation rates for all Hispanic students. However, the few Title V staff are only able to serve a limited number of the total Hispanic student population at Fresno State. For evaluation purposes, students considered “Title V served” are those who have participated in counseling appointments, workshops, and other academic and career-related activities (e.g., Connect to Careers and Financial Wellness Program). On average, Title V staff serves 17% of the total Hispanic student population each semester. When further examining the data of students served by Title V and the project staff, the difference between served vs. non-served students is apparent. Detailed information is presented below:

First-Year Retention (2012-13 cohort):

The overall 2012-13 first-year Hispanic student retention increased from 81.7% to 82.3%. For example, students served had a retention rate of 87.1% whereas non-served students were at 81.2%.

Four-Year Graduation Rate (2009-10 cohort):

Overall, Hispanic students’ four-year graduation rate increased from 8.4% to 11.0%. The served students’ graduation rate was 13.0% versus the non-served students’ rate of 9.4%.

Five-Year Graduation Rate (2008-09 cohort):

Overall, Hispanic students’ five-year graduation rate increased from 30.9% to 31.0%. The served students’ graduation rate was 41.6% versus the non-served students’ rate of 28.4%.

Six-Year Graduation Rate (2007-08 cohort):

Overall, Hispanic students’ six-year graduation rate increased from 43.5% to 46.2%. The served students’ graduation rate was 70.4% versus the non-served students’ rate of 26.2%.

Title V - CLASE Student Success Measures

	Fall 2011			Fall 2012		
	Title V Served %	Non-Served %	Hispanics - Campus Total	Title V Served %	Non-Served %	Hispanics - Campus Total
First-year Retention	79.0%	84.7%	81.7%	87.1%	81.2%	82.3%

	Spring 2011			Spring 2012			Spring 2013		
	Title V Served %	Non-Served %	Hispanics - Campus Total	Title V Served %	Non-Served %	Hispanics - Campus Total	Title V Served %	Non-Served %	Hispanics - Campus Total
4-Year Graduation	10.9%	8.9%	9.8%	13.3%	7.2%	8.4%	13.0%	9.4%	11.0%
5-Year Graduation	30.9%	30.7%	30.7%	44.1%	20.1%	30.9%	41.6%	28.4%	31.0%
6-Year Graduation	45.9%	44.6%	44.8%	59.0%	40.1%	43.5%	70.4%	26.2%	46.2%

**Title V – Hispanic Serving Institution (HSI) Grant
“Commitment to Latina/o Academic Success & Excellence” (CLASE)
2013-2014 Annual Report to the Office of the Provost**

The Title V – HSI grant is in the fourth year of a five year grant cycle. Title V staff partnered with Academic Programs and Student Affairs to accomplish activities during the academic year - fall 2013, spring 2014, and summer 2014.

1) Academic Programs

The Title V office offers a number of faculty development activities to impact student engagement and learning.

a) Course Redesign

Rudy Sanchez, Faculty Course Redesign Coordinator and Sue Yang, Instructional Designer led Title V efforts (online application) to redesign courses across multiple disciplines. Dr. Sanchez also submitted and received grant funds (\$100,000) that resulted in the expansion of the 2014 Teaching Innovations Summer Academy (20 faculty and 14 courses).

As of the spring 2014 semester, a total of 64 courses and over 100 faculty members have participated in training for course redesign. A total of 56 of 64 courses have fully implemented the redesigned curriculum. Thus far, over 25,000 students have been impacted with a combined total of 1,411 more students passing ("C" or better letter grade) than would have at the previous pass rates.

b) Service-Learning

Title V partnered with Chris Fiorentino, Director of the Richter Center for Community Engagement and Service-Learning to release a request for proposal for the development of new service-learning courses. Title V was able to support one (1) faculty - Amanda Mortimer in the development of Psych 179 in summer 2014.

c) Faculty Learning Communities (FLCs)

Title V partnered with Ida Jones and Scott Sailor of CSALT to enable faculty to participate in Faculty Learning Communities (FLCs).

- Improve Student Writing. Ida Jones, Business Law faculty and Adrian Ramirez, Director met monthly with 7 faculty in fall 2013 and 11 faculty in spring 2014 to integrate writing assignments using either ETS Criterion or Pearson Education My Writing Lab web-based tools. More than 850 user licenses were distributed to faculty and students in over 17 courses during the academic year.
- Enhance Critical Thinking. Ray Hall, Physics and Ida Jones, Business Law facilitated an FLC with an emphasis on Critical Thinking Skills Development. They led a group of faculty to examine critical thinking skills concepts and create grading rubrics and assessment tools to measure student learning.

- Support First-Generation College Students & Advising Best Practices. Adrian Ramirez, Director and Imelda Dudley, Student Success Counselor led a group of five (5) faculty and (2) staff to review current research and learn best practices to support first-generation college students and advising best practices. Some of the creative strategies used to support students in the fall 2013 and spring 2014 included integrating career assessments (Strong Interest Inventory) and professional presentations from Career Services, and Supplement Instruction, tutoring, and Student Lingo (online workshops) from the Learning Center.

d) Faculty and Staff Development Activities

The Title V office continues to generate greater campus awareness of the challenges for college students, including those who are first-generation and ethnic minority. These efforts included cultural training, informational webinars, and discussions aimed to learn and share effective campus interventions to improve the retention and graduation rates.

- TILT Faculty Support and Development. Sue Yang, Title V Instructional Designer coordinated multiple trainings and supported faculty either through one-on-one or group meetings (68 total faculty trained). Faculty support included Technology Bootcamps, e-scholars, e-portfolios, tablets (DISCOVERe), BlackBoard, and other instructional delivery methods.
- Student Success Webinars. The Title V office hosted 7 workshops and webinars to support faculty and staff development with topics pertaining to student success and cultural competency. A total of 166 faculty, staff, advisors, and administrators participated with the following topics: (1) Training Advising Portal, (2) Maximizing the Impact of Advising on Student Success, (3) Organizing & Delivering Advising Models for Success, (4) Strong Interest Inventory Orientation, (5) Conceptual Relational & Information Issues for Training Academic Advisors, (6) Assessing the Effectiveness of Your Academic Advising Programs, and (7) Hit the Ground Running.

2) Counseling and Student Activities

The Title V office continues to use effective counseling and student services initiatives (e.g., academic advising, probation and disqualification, remediation, and graduate school preparation) to directly impact Hispanic student persistence and graduation rates.

- a) Counseling. Imelda Santacruz-Dudley, Title V Student Success Counselor, recruited and trained three (3) new graduate level student interns from the Master of Counseling and Student Services Program for the 2013-14 academic year. In addition, three (3) previous counseling interns graduated and/or completed their practicum hours in fall 2013. Furthermore, Marisa McBride, Career Counselor, partnered with the Craig School of Business and the Lyles College of Engineering to provide counseling support to their respective students. Altogether, there were a total of 797 one-on-one counseling appointments (495 unique students) and 435 personal contacts through email and phone calls (333 unique students).

- Title V staff also held various social events and academic-related workshops for students, such as the Latino student and faculty mixer, Cesar Chavez movie, student registration labs, and career preparedness presentations (560 total attendees).
 - Interestingly, 49% of the total number of unique students who had contact with CLASE did not meet the criteria of the grant-defined “Title V student” (first-time, full-time Hispanic students), meaning that half of our efforts have directly benefitted “other” students at Fresno State.
- b) Title V New Counseling Staff. Adrian Ramirez, Director was able to justify the need to hire an additional Student Success Counselor to serve more students. A search committee convened and conducted interviews with a final candidate selection made. Ashley Regalo began work in March 2013 and will work with SupportNet to assist at-risk student populations.
- c) Learning Center
During the 2013-14 academic year, the Learning Center submitted and received funds from the California State University (CSU) system to expand and enhance campus services for Supplement Instruction (\$321,400) and SupportNet (\$117,000). With these additional funds, many of the Title V grant efforts working with the Learning Center have now been institutionalized. Therefore, we began to reduce the amount of funding and activities to support Supplement Instruction (SI) for the academic year. However, the Title V office continued its SupportNet partnership and hired a new Student Success Counselor to assist their advisors with targeted counseling interventions, academic skills development workshops, and general support to at-risk students.
- Supplement Instruction.
 - Between fall 2013 and spring 2014, there were a total of 19,111 total visits (3,054 unique students)
 - SI supported 44 courses (Fall 2013: 19 courses; Spring 2014: 25 courses)
 - Courses included: Biology 1A, 1B, 10, 20, 64, 65; Chemistry 1A, 1B, 8; Criminology 50; Civil Engineering 130; Electrical Engineering (ECE) 85; Economics 40, 50; Math 45, 151; Mechanical Engineering 136; Physics 2A, 4A, 4B; Political Science 2
 - Fall 2013 Grade Variance for students who participated in SI was .25 GPA to .58 GPA average course grade improvements.
 - Spring 2014 numbers have not been made available.
 - SupportNet.
 - Between fall 2013 and spring 2014, a total of 2,086 students were identified as “at risk” and referred by campus advisors and programs.
 - A total of 1,823 students who were not in special programs were referred to SupportNet. Of these students, 675 were referred in the Fall 2013 semester and 1,146 students were referred in the Spring (data includes academically disqualified [DQ] students).

- SupportNet had a total of 999 student visits (569 unique students) during the 2013-2014 academic year. The ethnic breakdown of student visit is as follows:
 - American Indian - 1% (8 students)
 - Asian - 18% (176 students)
 - African American - 7% (72 students)
 - Caucasian/White - 12% (122 students)
 - Hispanic/Latino - 56% (559 students)
 - Pacific Islander - 0% (1 student)
 - Two or more ethnicities - 1% (8 students)
 - Unknown - 5% (53 students)
 - Ashley Regalo, Title V Student Success Counselor also contributed the following activities at SupportNet:
 - Presentation to Faculty (Physical Therapy) on SupportNet and Learning Center services
 - Created new marketing/outreach items to promote SupportNet (e.g., brochures, magnets, pencils/highlighters)
 - Responsible for redesign of SupportNet website (current project for Summer 2014)
 - New coordinator for Academic Success Workshops (Fall 2014)
 - Dog Days Presenter for Academic Policies/Registration (Summer 2014)
- d) Financial Wellness Program. Monica Salazar and Felicia Salcido (Counseling Graduate Interns) served as Financial Coaches for the program. They recruited and selected students to participate in the fall 2013 semester (10 students) and spring 2014 semester (16 students). The students learned about credit scores, credit cards, loans, and how to create a budget. The students met with the Financial Coach at least once a month to devise a budget, savings goal, and use cost-cutting strategies. A total of 22 students completed all program requirements and the students were able to save more than \$5,400.
- e) Connect to Careers. Imelda Dudley serves as the Faculty of Record for the University 20T course – Connect to Careers. The one-unit topics course is intended for students to clarify or affirm their major and career goals, while performing 45 hours of a career-related experience at an employment site. Total student enrollment consisted of 15 students in fall 2013 and 15 students in spring 2014.
- f) Strong Interest Inventory/ACT WorkKeys and Career Counseling. Marisa McBride, Career Counselor partnered with faculty and Career Services to offer students the Strong Interest Inventory, a career assessment to align their career interests with academic majors. A total of 268 students completed the Strong Interest Inventory through Career Services or in University 1 and 20T courses. In addition, Marisa partnered with the College Assistance Migrant Program (CAMP) to have students take the assessment, meet during a counseling appointment, and write a reflection paper of their intended academic major and career paths (68 total students).

- Marisa McBride, Title V Career Counselor facilitated the following career-related activities at the Craig School of Business and Lyles College of Engineering:
 - Presented to Hispanic Scholarship Fund students on graduate school planning and preparation
 - Developed and presented orientation to faculty and staff on the Strong Interest Inventory
 - Presented in two (2) sections of the Business 105W course for Deborah Hart on resume and cover letter writing
 - Presented in two (2) sections of Gender in Cultures course about CLASE programs and services
 - Resume Writing Workshop for ACCT4A Tatyana Ryabova (2 sessions)
 - Developed and conducted Career Development Lab with Debbie Young for Management Department (6 sessions)
 - Presented to CAMP students about the Strong Interest Inventory, met with each student individually to review results and discuss career plans
 - Prepared and presented Engineering resume workshop
 - Reviewed resumes and Philosophies of Education for Kremen School of Education students before Teacher Job Fair
 - Planned and executed the Recruit down the 99 career fair event
 - Presented to Social Work students for their field work course, discussed resume and cover letter writing

- g) Student Lingo. The Title V office and the Learning Center collaborated to bring on-demand and online videos (32 total including Spanish versions) to support student success, personal and professional development, and academic success. Some of the video topics included: Academic & Career Exploration, Reading & Writing Strategies, Learning to Learn, Online Learning, and Personal Management. A total of 813 video workshops were viewed and completed by 496 unique students, faculty, and staff.

- h) Read and Write Gold. The Title V office partnered with Student Affairs offices - the Learning Center and Services for Students with Disabilities to purchase a campus-wide learning tool. In spring 2013, an implementation committee was formed to develop strategies on how to deploy the tool across campus computers (e.g., library and computer labs). In addition, the committee convened with Technology Services to develop a user login screen to capture student IDs to download and use the tool. Also, a satisfaction survey is being developed to measure its effectiveness. Finally, a total of six (6) trainings were convened in order to bring greater awareness and how to fully use all the features of the learning tool (44 participants). The RWG tool is expected to be implemented campus-wide in spring 2015.

- i) General Education (GE) Textbooks. Christine Evans, Head of Circulation Services for the Henry Madden Library indicated that the GE textbooks purchased by Title V were very popular. For AY2013-14, students checked out the GE textbooks a total of 443 times (222 checkouts for fall 2013 and 221 checkouts for spring 2014). Moving forward in subsequent semester, our plan is to remove all the GE textbooks and purchase newer

editions. The older versions will be placed in the Learning Center for academic tutors, SI leaders, and SupportNet tutors to use while working with students.

3) Administrative

a) Endowment and Fundraising

- Adrian Ramirez raised the following external funds:
 - A multi-year pledge from CoBank (\$21,000 raised and \$42,000 deposited into the endowment)
 - CVS Caremark Workforce Initiatives donated \$5,000 for the “Connect to Careers” course
 - Citi Community Development donated \$10,000 for financial literacy
- Rudy Sanchez received \$100,000 of President Excellence funds for course redesign

b) Conference Presentations and Program Recognition

- Zelezny, L., and Ramirez, A., (2013). “Impact of Community Engagement on Underrepresented Students.” Coalition of Urban and Metropolitan Universities (CUMU) 19th Annual Conference. Louisville, KY. (Presented October 27-29, 2013)
- Sanchez, R., Hernandez, C., & Dudley, I. (2013). “Leveraging Grant Funding to Impact HSI Institutional Practices.” Hispanic Association of Colleges and Universities (HACU) 27th Annual Conference. Washington, D.C. (Presented October 26-28, 2013)

c) Grant Proposals

- Adrian Ramirez, Director collaborated with campus administrators and West Hills Community College to submit a cooperative Title V – Hispanic Serving Institution grant in May 2014
- Adrian Ramirez supported campus administrators to submit a proposal for the Title V – Part B grant competition – “Post-baccalaureate Opportunities for Hispanic Americans” in June 2014
- Adrian Ramirez supported the College of Science and Mathematics for their “First in the World” grant proposal in June 2014

d) Campus/Community Service

- Adrian Ramirez serves on the Financial Success campus committee
- Adrian Ramirez is the chair of the scholarship committee for the California Health Sciences University
- Adrian Ramirez is a board member for Encourage Tomorrow
- Adrian Ramirez is a Staff Advisor for a sorority (Sigma Omega Phi)
- Adrian Ramirez and Imelda Dudley were recognized in the 2013-14 Faculty and Staff Honor Roll
- Chris Hernandez is a staff liaison to the Office of Institutional Effectiveness (OIE) and continues to work on various projects with OIE staff

- Chris Hernandez developed and compiled survey data for the Title V – Part B cooperative grant with West Hills Community College
- Chris Hernandez developed a survey for Career Services in Qualtrics
- Chris Hernandez offered his expertise in assessment, evaluation, and survey creation to faculty and staff in the College of Health & Human Services (e.g., Nursing, Kinesiology, Communicative Disorders and Deaf Studies, and Public Health)
- Imelda Dudley has been selected as a U.S. Department of Agriculture (USDA) 2014 Class of E. Kika De La Garza Fellows
- Imelda Dudley is a Bilingual translator for parents' presentations at Dog Days new student orientation
- Imelda Dudley was a participant in the Staff Mentoring Program and was matched with Dean Sandra Witte
- Imelda Dudley is a Staff Advisor for a fraternity (Mu Chi Omega)
- Marisa McBride is a staff liaison to the Craig School of Business and Lyles College of Engineering
- Marisa McBride is a member of the Food Services Advisory Board Committee
- Marisa McBride and Imelda Dudley (Treasurer) serves as committee members of the Staff Assembly Executive Committee

e) Institutionalization

- Rudy Sanchez was able to institutionalize one (1) permanent, full-time state of California employment position (Instructional Designer) for TILT.

Theme 1 - Enhance the Student Learning Environment - Strategic Plan Excerpt

Indicators	Data Provider/s
1) Increased number of students (and percent) involved in scholarship and creative projects (overall and by college).	Deans (reporting template)
2) Quality of student scholarship and creative projects (judged by awards, publications, etc.).	Deans (reporting template)
3) Increased pass rate and course GPA of students in redesigned courses.	CSALT/Rudy Sanchez
4) Improved senior and value-added CLA test scores.	OIE/Tina Leimer <i>Information not available until late summer or early fall</i>
5) Percentage of seniors who have engaged in enriching educational experiences is higher than that of our Carnegie peer group.	OIE/Tina Leimer

Theme 2 - Commitment to Student Transformation and Success

Indicators	Data Provider/s
1) Achievement gap between traditional and underrepresented students reduced by 50% (Graduation Rate Initiative).	OIE/Tina Leimer
2) Six-year first-time, full-time freshman graduation rates increased by 6% (45% baseline from Graduation Rate Initiative).	OIE/Tina Leimer
3) Six-year underrepresented minority graduation rate will rank in the top 25% of public Carnegie Engaged Universities.	OIE/Tina Leimer
4) 100% of complete applications have an admissions decision rendered within 60 days.	Student Affairs/ Paul Oliaro
5) Increased percentage of new freshmen satisfying remediation through their high school senior experience before enrolling.	OIE/Tina Leimer

Theme 3 - Transformational Scholarship

Indicators	Data Provider/s
1) Increased number of scientific and scholarly publications in targeted growth areas – water, air, health.	Library (<i>from Faculty Bibliography</i>)/Patrick Newell
2) Increased number of scholarly publications and presentations in targeted growth areas – water, air, health – co-authored or presented with students.	Library (<i>from Faculty Bibliography</i>)/Patrick Newell
3) Increased number of students participating in faculty scholarship as co-authors or co-presenters.	Library (<i>from Faculty Bibliography</i>)/Patrick Newell
4) Increased total dollar amount of grants and contracts received (in targeted growth areas – water, air, and health).	Research and Sponsored Programs/Tom McClanahan
5) Increased number of faculty research and creative accomplishment collaborations across disciplines.	Deans (reporting template)

Theme 4 - Developing our Campus Community

Indicators	Data Provider/s
1) Headcount and percent of tenured/tenure-track faculty by racial/ethnic category and gender.	Administrative Services/Cindy Matson
2) Headcount and percent of full-time staff and managers by racial/ethnic category and gender.	Administrative Services/Cindy Matson
3) Headcount and percent of tenured/tenure-track faculty, staff, and managers by race/ethnicity and gender who leave annually.	Administrative Services/Cindy Matson
4) Headcount and percent of tenure-track professors retained into their third and sixth years by race/ethnicity and gender.	Administrative Services/Cindy Matson
5) Headcount and percent of staff and managers retained into their second and sixth year by race/ethnicity and gender.	Administrative Services/Cindy Matson
6) Degree to which campus culture is inclusive of diversity and fosters transformative learning and innovation as determined by appropriate campus-wide assessments.	Institutional Effectiveness Team/Tina Leimer

Appendix C Cover Page

Question 4 asks the applicant to describe key changes to policies, practices, and/or systems initiated since January 10, 2014, to achieve the goals identified in Item 1.

These enclosed materials demonstrate an innovation carefully designed to ensure significant impact, thorough assessment, and future sustainability.

1. DISCOVERe@FresnoState
 - a. “Tablet Task Force” member list (showing both executive leadership commitment and campus-wide representation)
 - b. Device Selection spreadsheet (showing flexibility of devices, platforms, and pricing so program remains open to technology changes while being financially viable for all students)
 - c. Video testimonials of faculty and students (for example, Professor Beynon who wants to teach the first tablet-only class abroad next semester)
 - d. *First Generation Students: First in the Family, Less Likely To Succeed*. This brief from the Office of Institutional Effectiveness documented first generation student status and factors at Fresno State and led to the recommendation to create the “First Year Experience” Learning Community dedicated to this student population. First generation students are both the largest and most at-risk student group on campus, and 12 out of the 40 tablet-only classes (30%) were dedicated to them.
 - e. DISCOVERe Assessment Example – This four-page excerpt shows careful tracking and assessment, especially for under-represented minority students.
2. California Central Valley Project materials (regional build out centered on shared tablet technology initiatives to streamline the K-16 pipeline)
 - a. Executive Summary: The California Central Valley Project. This provides an overview of the project to draft a formal Plan for a K-16 educational pipeline in the region, built around shared tablet technology programs. The proposal was funded by the Association of Public and Land-grant Universities “Transformational Planning Grant” program.
 - b. Charrette #2 Agenda. This PowerPoint presents the agenda for Design Charrette #2 (October 2014) and shows in broad strokes its purpose and objectives.
 - c. Faculty Leader Job Description – This was approved by the executive leaders of The California Central Valley Project and distributed to recruit faculty.
 - d. Tentative Agenda – 1st Plan Check Workshop. The agenda shows investment in a cadre of faculty who will put the formal plan being drafted for a K-16 pipeline to the test in the classroom and will leave with the immediate reinforcement of take-aways for their classrooms.

DISCOVERe @ Fresno State Tablet Task Force Membership Roster

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Fresno State: Tablet Selection					
FALL 2014			SPRING 2015		
Asus (Android)	Class	Price	Samsung Galaxy (Android KitKat)	Class	Price
Balance after grant		\$12.56	Balance after grant		\$219.04
Payments			Payments		
2 payments	\$0.00		2 payments	\$109.52	
4 payments	\$0.00		4 payments	\$54.76	
Ipad Air (iOS)			Ipad Air (iOS)		
Balance after grant		\$427.58	Balance after grant		\$395.98
Payments			Payments		
2 payments	\$213.79		2 payments	\$197.99	
4 payments	\$106.90		4 payments	\$99.00	
Lenovo Thinkpad 10 (Windows)			Lenovo Thinkpad 10 (Windows 8.1 Pro)		
Balance after grant		\$773.90	Balance after grant		\$709.82
Payments			Payments		
2 payments	\$386.95		2 payments	\$354.91	
4 payments	\$193.48		4 payments	\$177.46	

Please note: The pricing above is further offset by the use of e-textbooks and open source courseware in the tablet-only classes. Students still facing financial need are able to apply the Textbook and Supplies allocation from their Fresno State financial aid package.

VIDEOS

DISCOVERe@FresnoState

“Reimagining the Classroom Experience” (English tablet-only class):

<http://www.fresnostate.edu/president/discovere/about/>

Videos from Faculty Training: Using Tablets to Address Challenges Specific to Their Courses
Professor Kytly, History 11 (U.S. to 1877):

<https://fresnostate.app.box.com/s/d5ilmd38lphwfn3v8r7l/1/2132498778/19865740357/1>

Presidential Leadership:

<http://www.fresnostate.edu/president/discovere/>

DISCOVERe Hub

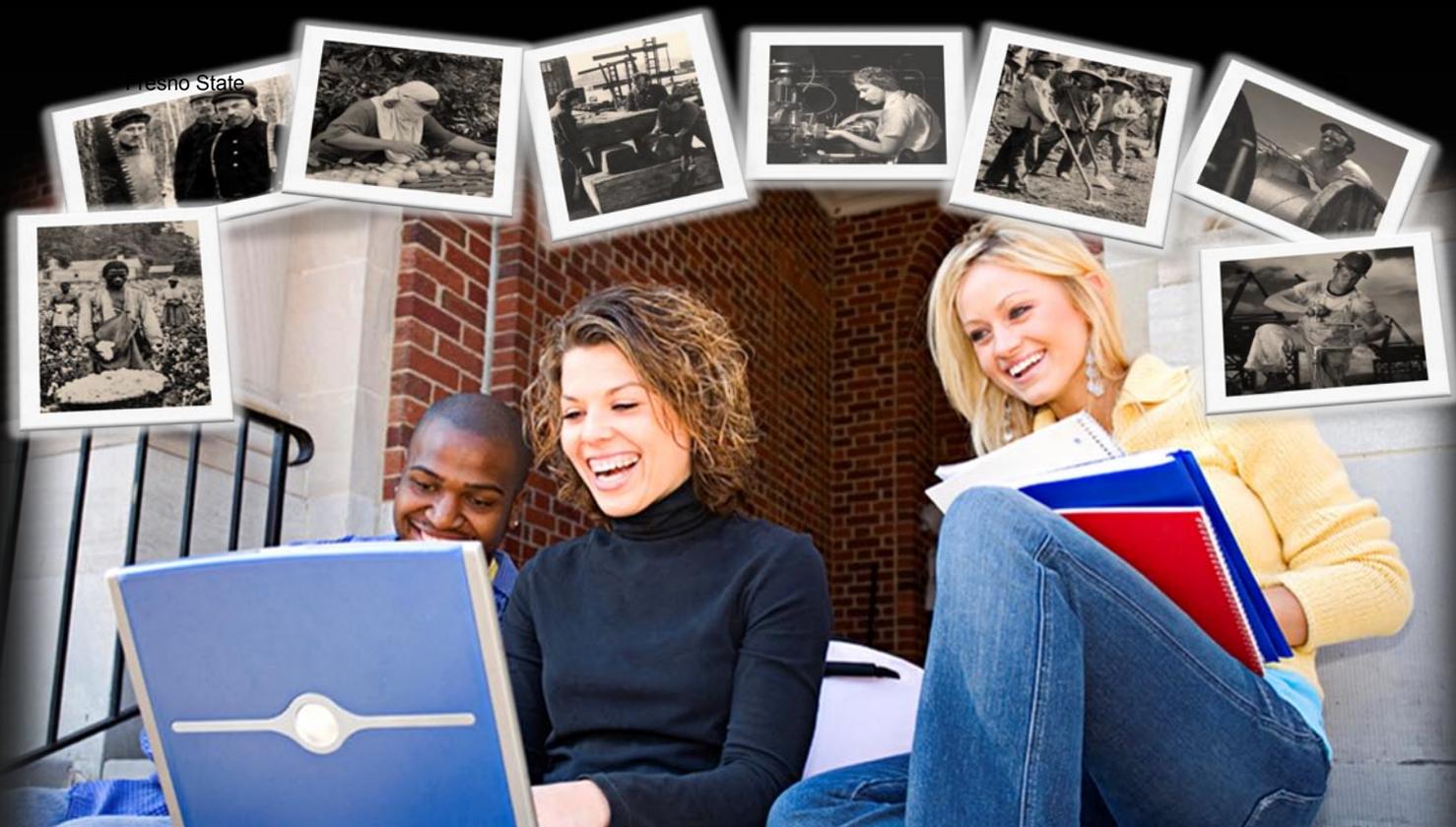
<http://www.fresnostate.edu/president/discovere/hub/index.html>

Eportfolios (interface with tablet technology innovation is in-progress):

<http://www.fresnostate.edu/academics/eportfolio/>

Sample “Career” portfolio, with video, by Fresno State student:

<https://pathbrite.com/portfolio/PyDbfPIhZ/career-eportfolio/item/PyDbfPIhZuPbhz9>



First Generation Students: First In The Family, Less Likely To Succeed In College

BY BRITTANY RUDD & CHRISTINA LEIMER

This brief compares first generation and continuing generation students at Fresno State based on their demographic characteristics, academic preparation, college activity and academic performance. Students are considered first generation (FGS) if neither of their parents earned a Bachelor’s degree. Continuing generation students (CGS) are those for whom at least one parent earned a four-year degree.

One of Fresno State’s strategic planning goals is to promote the success of all students. Another is engagement with the region. First generation students make up more than two-thirds of the undergraduates from Fresno State’s service area (Figure 1). Studies consistently show that FGS are less likely than CGS to succeed in college. This pattern is true at Fresno State as well. Understanding these two student populations and addressing the needs that help FGS succeed at rates equivalent to their CGS counterparts is essential to achieving Fresno State’s goals. [\(Click here to see full report.\)](#)

FIGURE 1
Fall 2008 First and Continuing Generation Undergraduates by County of Residence

California County	First Generation		Continuing Generation	
	N	%	N	%
Fresno	5329	67%	2603	33%
Tulare	1274	73%	465	27%
Madera	543	71%	227	29%
Kings	374	68%	180	32%
Other California Counties	2710	61%	1697	39%

Note: Fresno, Tulare, Madera, and Kings counties compose Fresno State's service area.



FGS AND CGS DEMOGRAPHICS

In fall 2008, 66% of our undergraduate students were FGS. FGS are most likely to be Hispanic (85%) and least likely to be White (46%). Asian, African-American and American Indians are also more likely to be FGS than CGS (74%, 69% and 70%, respectively). Both genders are more likely to be FGS than CGS, but females are slightly more likely to be FGS than males (69% to 62%).

ACADEMIC PREPARATION

The average high school GPA of FGS and CGS are equivalent, but CGS students were nearly twice as likely to take the SAT. On average, FGS who tested scored approximately 100 points lower on the SAT Comp than CGS (Figure 2). FGS were also more likely than CGS to need remediation in English and Mathematics (Figure 3).

FIGURE 2

Fall 2008 SAT Scores for First-time Freshmen

	First Generation			Continuing Generation		
	# of Students	Avg	No SAT Score	# of Students	Avg	No SAT Score
SAT						
Verbal	1600	438	12%	778	498	6%
Math	1602	458	11%	778	510	6%
Comp	1602	896	11%	778	1008	6%

FIGURE 3

Fall 2008 First-Time Freshmen Who Needed English and Math Remediation

	First Generation		Continuing Generation	
	# of Students	%	# of Students	%
English*	1261	70%	394	48%
Math*	1092	60%	351	42%

* Percentages are the portion of the total first generation or continuing generation new freshmen.

WHAT FGS AND CGS DO AT FRESNO STATE

According to the National Survey of Student Engagement (NSSE) survey administered at Fresno State in spring 2007, freshman and senior FGS ask questions and contribute to class discussion less often than CGS students. First generation students spend more hours than CGS providing care for dependents living with them and commuting to class, while spending fewer hours in co-curricular activities (e.g., organizations, campus publications, student government, intercollegiate or intramural sports). Additionally, FGS seniors spend more hours in a typical

7-day week working for pay off campus than do CGS. All of these differences are small, but statistically significant and the literature shows that such factors affect student success in college.

ACADEMIC SUCCESS

The first-term GPA of CGS is higher than that of FGS. Continuing generation freshmen at Fresno State are more likely than first generation freshmen to be retained after their first year (85% to 81% for the Fall 2007 cohort). CGS graduate at higher rates as well. For the most recent cohort, 56% of CGS graduated in 6 years compared to 43% of FGS that entered as freshmen. Although the difference is smaller for students who transferred to Fresno State, the pattern is the same. In 6 years, 70% of CGS transfer students had graduated; 68% of FGS transfers had done so.

WHAT DOES THIS MEAN AND WHAT DO WE DO?

As is the case nationally, Fresno State's first generation students are less prepared for college, participate less while on campus, and succeed at lower rates than their continuing generation counterparts. Previous research, conducted as part of Fresno State's ad-hoc Retention Oversight Group (ROG), found that high school GPA is the strongest predictor of first-term GPA and first-term GPA has the greatest influence on first-year retention ([see ROG Report for details](#)). Data in this current study show similar FGS and CGS high school GPAs, yet Fresno State's FGS earn a lower first-term GPA. Perhaps this can be partially explained by group participation. The largest secondary influence on GPA and first-year retention shown in the ROG research is participation in support groups such as EOP and CAMP and enriching experiences such as community service and learning communities.

Two recommendations in the ROG report are developing an integrated first-year experience program to get new freshmen off to a good start and implementing strategies that impact first-term GPA. The First Year Experience project, focusing on first-generation students, began in fall 2009 with 50 students and 8 faculty members. It includes pedagogical and co-curricular activities that have been shown to help students succeed; learning communities, service learning and mentoring. IRAP and the FYE faculty are tracking the program's success which will feed into planning the FYE program's second year.



DISCOVERe Undergraduates by Ethnicity and Class Level

		African American		American Indian		Asian		Hispanic		Pacific Islander		White		Other/ Unknown		Non-Resident Alien		Grand Total	
		HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Undergraduate	Freshman	19	4.0%	1	0.2%	68	14.1%	261	54.3%			83	17.3%	34	7.1%	15	3.1%	481	100.0%
	Sophomore	3	2.3%	1	0.8%	21	16.2%	67	51.5%	1	0.8%	26	20.0%	6	4.6%	5	3.8%	130	100.0%
	Junior	11	6.4%			16	9.4%	83	48.5%	1	0.6%	33	19.3%	14	8.2%	13	7.6%	171	100.0%
	Senior	12	5.4%	1	0.4%	28	12.5%	80	35.7%	1	0.4%	77	34.4%	20	8.9%	5	2.2%	224	100.0%
Grand Total		45	4.5%	3	0.3%	133	13.2%	491	48.8%	3	0.3%	219	21.8%	74	7.4%	38	3.8%	1,006	100.0%

Source: CP2

**University Enrollment by Ethnicity and Class Level
Fall 2014**

		African American		American Indian		Asian		Hispanic		Pacific Islander		White		Other/ Unknown		Non-Resident Alien		Grand Total	
		HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Undergraduate	Freshman	189	3.4%	19	0.3%	935	17.0%	2,688	49.0%	16	0.3%	964	17.6%	385	7.0%	291	5.3%	5,487	100.0%
	Sophomore	93	3.2%	10	0.3%	501	17.3%	1,417	49.0%	7	0.2%	545	18.8%	210	7.3%	111	3.8%	2,894	100.0%
	Junior	168	3.4%	13	0.3%	655	13.4%	2,252	45.9%	8	0.2%	1,196	24.4%	403	8.2%	211	4.3%	4,906	100.0%
	Senior	271	3.8%	27	0.4%	1,042	14.5%	2,805	38.9%	19	0.3%	2,059	28.6%	703	9.8%	277	3.8%	7,203	100.0%
Grand Total		721	3.5%	69	0.3%	3,133	15.3%	9,162	44.7%	50	0.2%	4,764	23.3%	1,701	8.3%	890	4.3%	20,490	100.0%

Source: CP2

DISCOVERe All Academic Level by Ethnicity

		African American		American Indian		Asian		Hispanic		Pacific Islander		White		Other/ Unknown		Non-Resident Alien		Grand Total	
		HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Undergraduate	Freshman	19	41.3%	1	25.0%	68	48.6%	261	51.4%			83	32.7%	34	40.0%	15	38.5%	481	44.6%
	Sophomore	3	6.5%	1	25.0%	21	15.0%	67	13.2%	1	33.3%	26	10.2%	6	7.1%	5	12.8%	130	12.0%
	Junior	11	23.9%			16	11.4%	83	16.3%	1	33.3%	33	13.0%	14	16.5%	13	33.3%	171	15.8%
	Senior	12	26.1%	1	25.0%	28	20.0%	80	15.7%	1	33.3%	77	30.3%	20	23.5%	5	12.8%	224	20.8%
	Total		45	97.8%	3	75.0%	133	95.0%	491	96.7%	3	100.0%	219	86.2%	74	87.1%	38	97.4%	1,006
Post Bac/Grad	Pbac/Graduate							4	0.8%			12	4.7%	2	2.4%	1	2.6%	19	1.8%
	Total							4	0.8%			12	4.7%	2	2.4%	1	2.6%	19	1.8%
Doctoral	Pbac/Graduate					7	5.0%	6	1.2%			11	4.3%	7	8.2%			31	2.9%
	Total					7	5.0%	6	1.2%			11	4.3%	7	8.2%			31	2.9%
Credential	Pbac/Graduate	1	2.2%	1	25.0%			7	1.4%			12	4.7%	2	2.4%			23	2.1%
	Total	1	2.2%	1	25.0%			7	1.4%			12	4.7%	2	2.4%			23	2.1%
Grand Total		46	100.0%	4	100.0%	140	100.0%	508	100.0%	3	100.0%	254	100.0%	85	100.0%	39	100.0%	1,079	100.0%

Source: CP2

OIE (CH)

**DISCOVERe Entry Level Mathematics Status
of First-Time Freshmen
Fall 2014**

	HC	%
Demonstration of Math Proficiency Required*	20	5%
Remedial Program Required**	154	37%
Passed	59	14%
Exempt	186	44%
Grand Total	419	100%

*Student is not exempt and has not taken ELM.

**Student has taken ELM and requires remediation.

Source: CP2

**University Entry Level Mathematics Status
of First-Time Freshmen
Fall 2011 to Fall 2013**

	2011		2012		2013	
	HC	%	HC	%	HC	%
Demonstration of Math Proficiency Required*	36	1%	39	1%	83	3%
Remedial Program Required**	1,435	49%	1,084	35%	1,072	33%
Passed	444	15%	475	15%	498	15%
Exempt	991	34%	1,541	49%	1,590	49%
Not Required	19	1%			22	1%
Grand Total	2,925	100%	3,139	100%	3,265	100%

*Student is not exempt and has not taken ELM.

**Student has taken ELM and requires remediation.

Source: CP2

OIE (CH)

**DISCOVERe English Proficiency Test Status
of First-Time Freshmen
Fall 2014**

	HC	%
Demonstration of English Proficiency Required*	4	1%
Remedial Program Required**	230	55%
Passed	29	7%
Exempt	156	37%
Grand Total	419	100%

*Student is not exempt and has not taken EPT.

**Student has taken EPT and requires remediation.

Source: CP2

**University English Proficiency Test Status
of First-Time Freshmen
Fall 2011 to Fall 2013**

	2011		2012		2013	
	HC	%	HC	%	HC	%
Demonstration of English Proficiency Required*	20	1%	54	2%	90	3%
Remedial Program Required**	1,520	52%	1,484	47%	1,414	43%
Passed	316	11%	310	10%	275	8%
Exempt	1,069	37%	1,290	41%	1,486	46%
Not Required			1	0%		
Grand Total	2,925	100%	3,139	100%	3,265	100%

*Student is not exempt and has not taken EPT.

**Student has taken EPT and requires remediation.

Source: CP2

OIE (CH)

DISCOVERe Participants by Parents' Education*

		First-Generation						Continuing Generation						Grand Total			
		No High School		Some High School		High School Graduate		Some College		2-Year College Graduate		4-Year College Graduate		Postgraduate		HC	%
		HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Undergraduate	First Time	74	17.9%	37	9.0%	71	17.2%	81	19.6%	39	9.4%	75	18.2%	36	8.7%	413	100.0%
	Transfer	9	19.6%	7	15.2%	9	19.6%	5	10.9%	5	10.9%	8	17.4%	3	6.5%	46	100.0%
	Returning Transfer	2	22.2%	2	22.2%			1	11.1%			2	22.2%	2	22.2%	9	100.0%
Pbac/Graduate	First Time	1	4.2%			2	8.3%	9	37.5%	1	4.2%	4	16.7%	7	29.2%	24	100.0%
	Returning					1	100.0%									1	100.0%
Grand Total		86	17.4%	46	9.3%	83	16.8%	96	19.5%	45	9.1%	89	18.1%	48	9.7%	493	100.0%

*Refers to parent with highest level of education.
 Note: Includes only students who responded to the question on the admissions application.
 Source: CP2

DISCOVERe Participants Dependent on Family Income

		< 24,000		24,000 - 35,999		36,000 - 47,999		48,000 - 59,999		60,000 - 71,999		> 72,000		Grand Total	
		HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Undergraduate	First Time	103	26.1%	82	20.8%	57	14.4%	36	9.1%	27	6.8%	90	22.8%	395	100.0%
	Transfer	6	21.4%	8	28.6%	3	10.7%	2	7.1%	1	3.6%	8	28.6%	28	100.0%
	Returning Transfer	1	20.0%					1	20.0%			3	60.0%	5	100.0%
Grand Total		110	25.7%	90	21.0%	60	14.0%	39	9.1%	28	6.5%	101	23.6%	428	100.0%

Note: Includes only students who responded to the question on the admissions application.
 Source: CP2

DISCOVERe Participants Independent of Family Income

		< 6,000		6,000 - 11,999		12,000 - 23,999		24,000 - 35,999*		48,000 - 59,999		> 60,000		Grand Total	
		HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Undergraduate	First Time	2	25.0%	3	37.5%	2	25.0%					1	12.5%	8	100.0%
	Transfer	8	44.4%	1	5.6%	7	38.9%	2	11.1%					18	100.0%
	Returning Transfer	2	50.0%			1	25.0%					1	25.0%	4	100.0%
Pbac/Graduate	First Time	6	28.6%	7	33.3%	5	23.8%	2	9.5%	1	4.8%			21	100.0%
	Returning									1	100.0%			1	100.0%
Grand Total		18	34.6%	11	21.2%	15	28.8%	4	7.7%	2	3.8%	2	3.8%	52	100.0%

*No data for the 36,000-47,999 range
 Note: Includes only students who responded to the question on the admissions application.
 Source: CP2

OIE (CH)

Executive Summary

Funding is requested to plan an improved regional K-16 pipeline in the San Joaquin Valley. At the center of this planning grant are the partnering institutions' shared experiences with tablet technology to improve student learning and success. What if a kindergartner in a public school in a community where a college degree is a rarity takes out her tablet and plays a game where she earns fun badges along her way to winning the game by reaching Fresno State? As the "You reached the final level!" flashes, her avatar is clothed in cap and gown and a rolled up diploma with a red ribbon is slipped into her hand: she *sees* herself as a college graduate from her first days in the public school system. We propose a series of design charrettes whose outcome will be a formal plan for a streamlined K-16 pipeline that propels students along learning pathways that save the student, the institutions, and the state significant sums of money.

California State University, Fresno ("Fresno State") will be the lead institution and launch the design charrettes addressing four linked goals: (1) identifying "intentional opportunities" to align individual and collective effort; (2) redesigning curricular and extra-curricular spaces to create pathways among the schools; (3) identifying cost efficiencies to take to scale at every level of the system; and (4) developing a supplemental funding plan for implementation in out years, with foci on using technology to un-tether teaching in the Valley and on finding resources to 'tether' the vast numbers of students who remained un-tethered, for socioeconomic reasons.

Now is a defining moment: the policies and the technology initiatives lined up with those policies are in place at the nine Hispanic-serving institutions: Fresno State; Fresno City College and Reedley City College (State Center Community College District); West Hills College Lemoore and West Hills College Coalinga (West Hills Community College District); Fresno Unified School District; Central Unified School District; Sanger Unified School District; and Kings Canyon Unified School District. By and large, however, the initiatives function in institutional pockets.

The work of this grant will produce a formal plan for regional collaboration. For example, the completed plan will include venues for formal dialogue in which stakeholders will 'check in' with one another to realize common goals for their common body of students. Practicalities will never be neglected: if one community college faculty discover a wonderful alternative, free source for courseware, their first follow up will be to 'check in' with all partners about how that source could fit into the entire K-16 pipeline that includes the other institutions.

We will bring in another regional project, Fresno Strive, to leverage an existing resource whose work offers good potential for collaboration. Fresno Strive is a project of the national network, Strive Together. Fresno Strive uses a data-driven process to measure progress along a Roadmap to Success (with 6 goals and 18 indicators) for its partners (some common, some not to ours). Fresno Strive partners cooperate to improve the success of children, from cradle to career.

This proposal incorporates a 'plan check': a cadre of faculty leaders will participate in two 'plan check' workshops to test and develop the plan-in-progress, particularly its implementation strategies and tactics. The results will be used to refine the final plan, a well-researched and carefully designed program to harness technology to provide a rich, multimedia, interactive, and streamlined experience for students moving up the pipeline.

Welcome Executive Leadership Team

California Central Valley Project
a transformational planning grant



Charrette #2

Goal

An improved regional K-16 pipeline, driven by technology, in the San Joaquin Valley



Decisions, Decisions



Context

We live in a region with one of the lowest college going rates in the nation.



Partner Updates



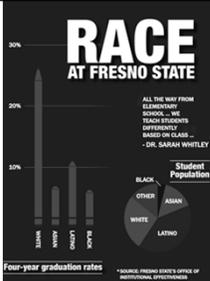
The Central Valley Promise:
Technology-rich Learning without Limits



RACE AT FRESNO STATE

ALL THE WAY FROM ELEMENTARY SCHOOL, WE TRACK EDUCATION DIFFERENTIALS BASED ON CLASS.

- DR. SARAH WHITLEY



Four-year graduation rates

Student Population

Source: Fresno State's Office of Institutional Effectiveness

<http://collegian.csfresno.edu/2014/03/04/race-at-fresno-state-professors-university-officials-sound-off-on-schools-substantial-success-gap/>

Faculty Leaders



Web Site Template



Mike Pronovost

Leveraging the Planning Grant



Gil Harootunian

2015 JANUARY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23 Ineke Long Search Professor Director	24
25	26	27	28	29	30	31

Plan / Check Workshop #1



Rudy Sanchez

Mark Your Calendar



Design Charrette #3

California Central Valley Project **a Transformational Planning Grant**

Faculty Leader Job Description

Four faculty leaders from each partnering school/college will be selected to participate in the California Central Valley Project: a Transformational Planning Grant. The goal is to produce a plan for an improved K-16 pipeline that uses technology to re-imagine student learning; to boost shared faculty development; and to realize significant savings for the student, the institutions, and the state through new ways of investing in the pipeline.

Faculty Leaders will:

- Participate in one of two Plan-Check Workshops (1.5 days in either October or February) designed to share best practices of tablet technology among the partnering schools/colleges *and* follow-up through a faculty learning community via the project's website, including submission of best practices for the website.
- Receive a \$3000 stipend (if you already own a tablet) OR a \$2500 stipend plus a new tablet.
- Commit to promoting an improved K-16 pipeline.

Preferred Characteristics:

- Full-time instructional faculty in a partner school/college.
- Experience with teaching using tablets and other technologies.
- A willingness to experiment with emerging technologies and pedagogies.
- A willingness to share best practices with other educators.
- An interest in pursuing innovative ways for improving student success.
- An interest in learning about and pursuing new ways of investing in new business models for education.

**Tentative Agenda- Plan Check Meeting #1
February 27 and 28, 2015**

Friday, February 27

- 5:30 Registration
- 6:00 Welcome and Dinner
- 6:30 Introductions
- 7:00 Context (Overall Grant; Design Charrettes; Plan Check Goals; Process Guidelines)
- 7:30 Organizational Updates (What is going on regarding tablet technology? ePortfolios?)
- 8:00 Closing: Summary and Tomorrow's Highlights

Saturday, February 28

- 8:00 Continental Breakfast
- 8:30 Faculty Development Infrastructure
- 9:00
- 9:30 Communication Processes- How is information shared with potential stakeholders? What can
- 10:00 happen inter-organizationally?
- 10:30 Goal 1 Review and Discussion
- 11:00
- 11:30 Goal 2 Review and Discussion
- 12:00
- 12:30 Training Example 1
- 13:00 Working Lunch
- 13:30 Goal 3 Review and Discussion
- 14:00
- 14:30 Apply Training Example, w/ takeaway for faculty
- 15:00
- 15:30 Apply Training Example, w/ takeaway for faculty
- 16:00
- 16:30 Wrap-Up and Next Steps

Appendix D

Cover Page

Question 5 asks the applicant to describe any changes to policies, practices, and/or systems implemented after January 9, 2015, that are intended to achieve the goals identified in Item 1.

The enclosed materials show the university's vision and commitment to continued improvement and innovation to realize its long-term goal of increasing academic success for all students.

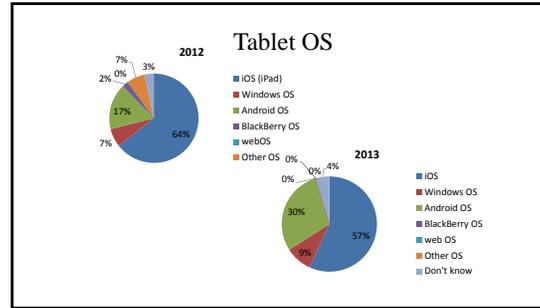
1. 5-Year DISCOVERe plan. This shows the plans for the post-inaugural (Fall 2014) development of DISCOVERe@FresnoState. Key components are addressed (e.g., faculty training slots; flexibility of device selection; expansion of Hub services).
2. DISCOVERe Summer Institute. The PowerPoint agenda from this immersion program shows building sustainability through investing faculty; through reinforcing that not only does teaching take courage but also that changing the way we teach takes even more courage; and through linking tablet technology to real workforce demands.
3. Core App Process. This PowerPoint agenda shows that there is a process in place to update the app selection process, year over year.
4. AT&T award to support DISCOVERe@FresnoState. This media announcement demonstrates Fresno State's commitment to an aggressive pursuit of external funds to be able to implement the tablet program with excellence and with equity. The award funds advanced training for students with disabilities. The media announcement also illustrates the on-going concerted communication campaign designed to share the university's vision of excellence and equity and to maintain that vision for the long term.

DISCOVERe@FresnoState — 5-Year Plan - Summary Spreadsheet						
	Y1	Y2	Y3	Y4	Y5	
	Launch				Self Sustaining	
	Fall 2014-Spr. 2015	Fall 2015-Spr. 2016	Fall 2016-Spr. 2017	Fall 2017-Spr. 2018	Fall 2018-Spr. 2019	
Tablet Classes						
Student Participants						
Opportunities To Join	1,200	5,000	5,000	5,000	5,000	
Total Participating	1,079	6,079	11,079	16,079	21,079	
Faculty						
To Be Trained	40	120	120	120	120	
Total Participating	40	160	280	400	520	
Tablet Devices	2014-2015		2015-2016		[Future Years]	
	Apple iPad Air		Apple iPad Air		[The tablet program will remain open to technology as it evolves.]	
	Asus		Samsung Galaxy			
	Lenove Thinkpad 10		Lenovo Thinkpad 10			
Discovere HUB—Staffing						
HUB Manager	1					
DISCOVERe Training Coordinator	0	1				
Remote Support Specialist	0	1				
Students Guides: Lead Guides, Guides @ HUB, Guides-on-the-Go, Virtual Guides [total per year]	25	40	50			
Guide Institute (annual summer training)		X	X	X	X	
<i>Note: Training includes tablets, laptops, smartphones, printing on-site; general questions, plus HDMI cables (Y2+)</i>						
Administrative Staff Support [total per year]		1	3	5		
Discovere HUB—Services [Development]	2014-2015		2015-2016		2016-2017	
Daily Trainings (on-site Henry Madden Library)	X		X		X	
How-To Guides (for each device)	X		X		X	
Slide Deck Presentation (core apps; favorite apps)	X		X		X	
Polls @ start of each semester to identify apps for training	X		X		X	

"Tech Crunch" Annual Event	X	X	X
College-specific Trainings			
"Parent University"		X	X
Mini-Hubs @ computer labs for additional delivery of services			X
Discovere HUB—Mission and Vision [Drafted and Formally Approved]	2014-2015	2015-2016	2016-2017
<u>Mission Statement</u> [in progress]: The DISCOVERe Hub provides technical support to the students, faculty, staff, and surrounding community of Fresno State. Guides, whether they be on-site, online, or Guides-On-The-Go, are committed to finding the solutions to every technology challenge. Moreover, Guides offer trainings on applications and software in order to educate and promote a more tech-savvy population. The DISCOVERe HUB is the Student’s first point of contact for technical support.		X	
<u>Vision Statement</u> [in progress]: The DISCOVERe department prides itself in innovating and creating ways to engage and assist the campus community in becoming tech-literate.			X

2014 DISCOVERe Summer Institute

Closing Session



Course Redesign at Fresno State

ePortfolios
 Project-based Learning
 Flipped Classroom
 Virtual Teams
Tablets
 Online Tutorials
 Student Response System
 Peer Evaluation
 Collaborative Learning

EDUCAUSE Center for Applied Research (ECAR)
National Study of Undergraduate Students and Information Technology

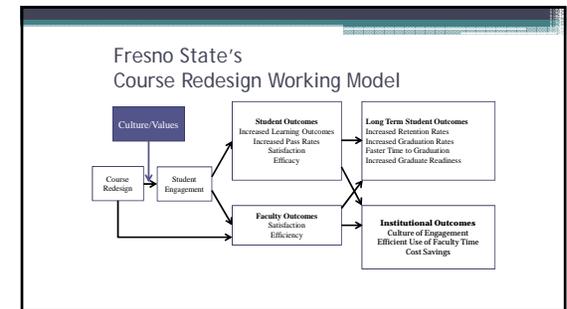
Approximately 130 items
Sponsored by Technology Services

	Spring 2012	Spring 2013
Participants	894	154
Between 18 and 24	80.4%	74.7%
Seniors	48%	44.8%

How important is <device> to your academic success?

Percentage who responded extremely or very important.

Device	2012	2013
Desktop	30.2	29.5
Laptop	85.9	90.2
Tablet	3.7	17.0
eReader	1.3	5.3
Smartphone	23.6	46.7



Device Ownership & Use

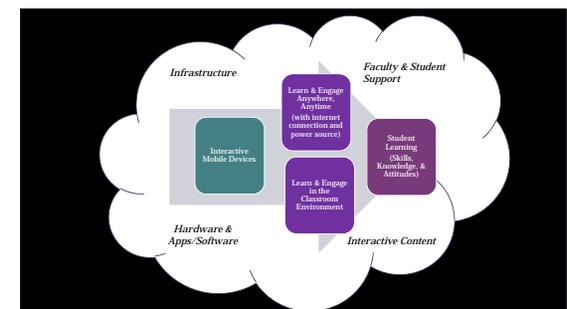
Device	Fresno State Use*	National Use	Fresno State Own**	National Own
Desktop	48.5 (58.0)	58.1 (57.5)	31.6 (40.3)	26.8 (34.3)
Laptop	91.3 (97.3)	94.4 (96.3)	90.1 (92.2)	89.7 (93.3)
Tablet	10.0 (40.4)	10.2 (35.9)	13.1 (29.9)	13.4 (28.0)
eReader	5.9 (17.5)	5.7 (15.8)	8.5 (11.0)	10.9 (15.6)
Smartphone	57.3 (67.8)	41.9 (62.0)	72.1 (77.9)	61.6 (75.1)

*Use Exclusively or Partially for Academic Purposes
 ** 2012: Fresno State n = 894; National N for MA Public Institutions = 21,050
 2013: Fresno State n = 154; National N for MA Public Institutions = 28,490

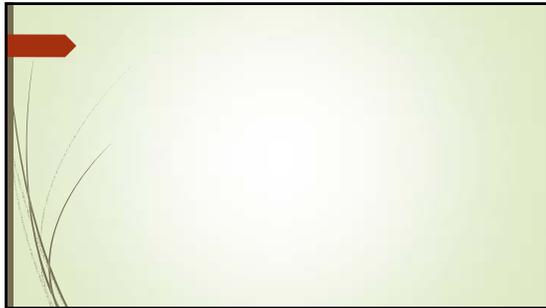
Course Redesign at Fresno State

Any effort to enhance student learning through technology.

ePortfolios
 Project-based Learning
 Flipped Classroom
 Virtual Teams
 Online Tutorials
 Student Response System
 Peer Evaluation
 Collaborative Learning



Transform the “in-class” learning environment using tablets to engage students that results in greater student success.



- ### In the Workforce
- Teachers
 - Project Management -
 - Mass Communication
 - Agriculture
 - Aviation
 - Research
 - Medicine (UC Irvine, hospitals)
 - Retail
 - Theatre and the Arts

- ### Institute Objectives
- Continue to build the community.
 - Increase your self-efficacy in teaching with tablets.
 - Have at least 3 well-developed tablet-based learning activities.
 - Have a plan to develop the rest of your course prior to August 20.

**What's happening around us?
(A glance at school districts...)**



- ### Next Steps
- Complete and submit the Institute Achievements Form.
 - Complete and submit the Institute Feedback Survey.
 - Connect with your ID prior to July 11.
 - Submit your final multimedia artifact by August 11th.
 - Check the BB organization frequently.
 - Relax, Focus, Execute

**Fresno Unified
15,000 Windows Devices**

**Clovis Unified 2,000 Apple,
Android, and Windows Devices**

**Central Unified
15,500 Android Devices**

**Diocese of Fresno
2,000 Apple Devices**





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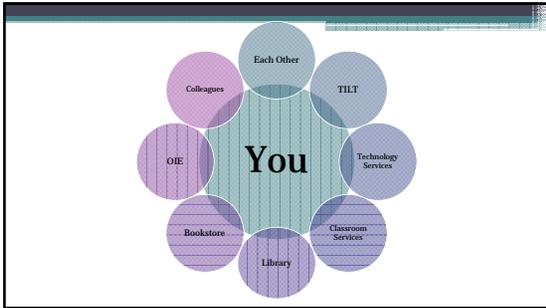
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Final Thoughts

- This is about our students.
- We can be transformational agents in students' lives.
- We can leverage technology to better connect with students.
- Teaching takes courage.
- **Changing** the way we teach takes even more courage!
- The best always strive to be better.



Core App Selection Process

- ### How apps get on the review list
- Campus recommendations
 - Faculty ^{but}
 - Students
 - Staff
 - Review of other universities' adoption

- ### What is a “core app?”
- An app that is recommended and supported by the University.
 - Core apps will be adopted during the spring term for the following fall term implementation.
 - Video tutorials and other support will be provided to faculty and students for the core apps.

- ### Who Decides
- Designated Task Force
 - Two representatives from the President’s Table Task Force
 - Classroom Services
 - Two Technology Innovations for Learning & Teaching representatives
 - Four faculty members
 - Two Faculty Fellows
 - Two from AIT (could also be Faculty Fellows); or perhaps AIT just wants to be informed?

- ### Decision Criteria & Considerations
- 508 Compliant
 - Cross-platform
 - Impact on learning & teaching
 - Cost
 - Faculty
 - Student
 - Non-redundant
 - Integrated with infrastructure and existing foundational systems (e.g., classroom technology, Blackboard) as appropriate.

- ### Caveats
- Faculty may always decide whatever app(s) they choose to use in their courses.....
 - as long as accessibility issues are addressed.



NEWS TIPS

Campus closes for winter break; library winter hours begin Dec. 21

December 19, 2014, 4:05 pm

Statement regarding wrestling program review on campus

December 17, 2014, 2:21 pm

Student dies in traffic accident

December 17, 2014, 2:20 pm

Judge Gottlieb to keynote bullying conference

December 12, 2014, 4:39 pm

RCO Ag Credit boosts Helping Hams campaign towards goal

December 12, 2014, 4:38 pm

AT&T gives \$50,000 to expand DISCOVERe program

Dec 10, 2014 · by [Kathleen Schock](#) · in [news](#) · [0 Comments](#) · Tags: [AT&T](#), [DISCOVERe tablet program](#)

AT&T representatives presented Fresno State President Joseph I. Castro with a \$50,000 contribution to assist in the expansion of its DISCOVERe tablet program. The University plans to expand the program from 1,200 to 5,000 students through 2015. The contribution from AT&T will support that expansion by increasing student training and providing enhanced support to students with disabilities.

5033
Follower

206
Subscribers

Fresno State

“The DISCOVERe program is transforming the way our students learn and the way our faculty teach,” Castro said in accepting the grant from AT&T officials in the DISCOVERe Hub in the Henry Madden Library. “As our students prepare for careers that are increasingly dependent on technology, it is critical that they have access to technology in the classroom. The University appreciates AT&T’s commitment to supporting our students and helping to provide them with tools they need to succeed.”

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- Popular
- Recent
- Comments
- Tags

Fresno State’s DISCOVERe program launched in August with an initial cohort of 1,200 students and 33 faculty members. Tablets are used as a primary teaching and learning tool, and participating faculty specifically reshaped their curriculum to make the courses more tablet-compatible. Many students can obtain tablets free of charge through a University package, which also includes a complimentary one-year 4G LTE data plan through AT&T. Enrollment in the initial offering of tablet courses is at 100 percent.

“Employers like AT&T want to hire recent graduates who are innovative, tech-savvy and adept at using these devices,” said Julie Tone, director of AT&T external affairs. “That’s why we seek out forward-thinking higher education partners like President Castro to bring that same innovative spirit to the classroom. We’re very excited to partner with Fresno State to expand this program—DISCOVERe has the potential to become a model for how to run a tablet program in higher education.”

This contribution is part of AT&T Aspire, the company’s signature education initiative focused on school success and career readiness. AT&T Aspire has impacted more than 1 million students since its launch in 2008.

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WRITTEN BY **KATHLEEN SCHOCK**

Director of Media and Development Communications, University Communications



Fresno State launches new campus logo

April 12, 2012, 12:00 pm



#FresWOW welcomes 23,000-plus students for fall 2014 se...

August 8, 2014, 8:18 am



Political science lecturer Dr. Rodney Anderson dies

March 8, 2012, 4:13 pm



Fresno State suspends recognition of Theta Chi fraternity...

September 2, 2012, 7:32 pm



Fresno State secures national accreditation for teacher...

January 8, 2015, 11:22 am



Pronovost earns U.N. recognition for technology innovat...

January 8, 2015, 10:58 am



Top 14 Fresno State Photos for 2014

December 23, 2014, 11:32 am

Appendix E

Cover Page

Question 6 would like applicants to discuss how the changes described in their responses will impact the average cost to award a bachelor's degree, considering costs borne by the state, the participants in the application, and students, as well as the magnitude of that impact.

The materials enclosed demonstrate our understanding of how programmatic and institutional decisions affect the average cost per bachelor's degree awarded and present credible evidence that DISCOVERe@FresnoState has already reduced costs.

1. **Significant Savings to Student and State.** The annual cost for repeating courses at Fresno State comes to \$10,124,901 for students and \$10,124,901 for the State. Preliminary assessment shows a 2.6% increase in student success for students engaged in DISCOVERe learning using tablet technology. The 2.6% increase is based on passing rates with the most reliable variables, class and faculty matched tablet and non-tablet sections. Even this modest 2.6% increase would result in \$263,247 savings to the students and to the State, totaling \$526,495 each year.
2. **Direct Cost Savings to Students.** The spreadsheet shows the calculations arriving at 55.21% savings in textbook costs to students. In dollars, this amounts to \$52.92 per course, which comes to \$211.68 for all four sections per semester, or \$423.36 per year for the average four course load. Fresno State's goal is to be one of the leaders nationwide in cost savings to the students. The university aims to achieve 80% in direct cost savings to students in the tablet program within five years.

Such cost savings will be amplified along the K-16 pipeline, with ten Hispanic-Serving Institution partners.

Table 1 Grade comparison

		Class/Faculty matched	
		Non-Tablet	Tablet
BIOL 10	HC	165	106
	Avg. Grade	2.89	2.86
	Passing rate	89.7%	89.6%
BIOL 102	HC	54	30
	Avg. Grade	3.49	3.45
	Passing rate	100.0%	93.1%
ENGL 5A	HC	102	96
	Avg. Grade		
	Passing rate	80.4%	88.5%
HIST 12	HC	95	98
	Avg. Grade	2.65	2.58
	Passing rate	79.8%	87.8%
Grand Total	HC	416	330
	Avg. Grade	2.92	2.82
	Passing rate	86.5%	89.1%

Please Note: This spreadsheet shows the careful monitoring of the passing rates. The cost of re-taking courses exceeds \$10 million annually for both the student and the state at Fresno State (detailed within the application narrative). The tablet-only sections had a concentration of the most at-risk students on campus, resulting in higher percentages of students in tablet-only classes needing both English and math remediation. These results indicating that such students were passing at a rate comparable to the general student body indicates both savings from reduced cost-taking and equity of outcomes for at-risk under-represented minority and/or first generation students.

		Class matched	
		Non-Tablet	Tablet
BA 18	HC	200	43
	Avg. Grade	2.21	2.05
	Passing rate	76.8%	66.7%
CI 161	HC	110	19
	Avg. Grade	3.54	3.47
	Passing rate	98.2%	94.7%
COMM 8	HC	629	98
	Avg. Grade	3.07	2.99
	Passing rate	95.5%	91.8%
COMM 164	HC	111	24
	Avg. Grade	3.14	3.46
	Passing rate	96.4%	95.8%
ENGL 31	HC	22	25
	Avg. Grade	1.74	3.08
	Passing rate	63.2%	87.5%
HIST 11	HC	473	356
	Avg. Grade	2.55	2.26
	Passing rate	83.7%	81.1%
LING 11	HC	63	33
	Avg. Grade	2.86	3.09
	Passing rate	88.9%	97.0%
ME 135	HC	17	35
	Avg. Grade	3.24	2.86
	Passing rate	94.1%	91.4%
PSYCH 36	HC	78	38
	Avg. Grade	2.19	2.53
	Passing rate	72.7%	84.2%
Grand Total	HC	1,703	671
	Avg. Grade	2.80	2.55
	Passing rate	88.6%	84.4%

		Tablet Only Class
		Tablet
ART 107	HC	26
	Avg. Grade	2.92
	Passing rate	80.8%
CDDS 136S	HC	16
	Avg. Grade	2.07
	Passing rate	73.3%
CDDS 200	HC	16
	Avg. Grade	3.88
	Passing rate	100.0%
DRAMA 151	HC	7
	Avg. Grade	2.57
	Passing rate	71.4%
DRAMA 188T	HC	14
	Avg. Grade	2.57
	Passing rate	64.3%
ECE 90	HC	28
	Avg. Grade	1.89
	Passing rate	60.7%
GD 155	HC	13
	Avg. Grade	4.00
	Passing rate	100.0%
IT 106	HC	17
	Avg. Grade	3.24
	Passing rate	94.1%
LEE 80T	HC	98
	Avg. Grade	3.60
	Passing rate	95.9%
LING 155	HC	8
	Avg. Grade	3.63
	Passing rate	100.0%
MS 141	HC	12
	Avg. Grade	3.58
	Passing rate	100.0%
MUSIC 47	HC	20
	Avg. Grade	3.06
	Passing rate	94.4%
PHTH 528	HC	32
	Avg. Grade	3.38
	Passing rate	100.0%
PHTH 561	HC	32

	Avg. Grade	3.66
	Passing rate	100.0%
SPAN 129	HC	50
	Avg. Grade	3.80
	Passing rate	100.0%
SPED 136	HC	14
	Avg. Grade	4.00
	Passing rate	100.0%
Grand Total	HC	403
	Avg. Grade	3.34
	Passing rate	91.8%
University wide: courses <100		91.64%
University wide: courses >100		87.76%

OIE LISTED	College/Formal Desc	Dept/Formal Desc	Course ID	Subject	Catalog	Section	Class Nbr	Cap Enrl	Tot Enrl (9/2/2014)	Mtg Start	Mtg End	Mtg Ptn	Room No	Faculty Name	Faculty Email	Component	C-Lev	CSLI	GEA	GEA2	LCOM	NDRP	Control Match
V	College of Arts and Humanities	Art And Design	008891	ART	107	02	71572	24	25	8:00:00 AM	10:45:00 AM	TTh	M 232	Paula Durette	pdurette@csufresno.edu	ACT	Upper Division						No Control
V	Craig School of Business	Finance And Business Law	000342	BA	18	11	70995	40	44	8:00:00 AM	9:50:00 AM	MW	FFS 211	Ida Jones	idaj@csufresno.edu	LEC	Lower Division						Not Faculty
V	College of Science and Mathematics	Biology	000368	BIOL	10	04	77182	100	101	10:00:00 AM	10:50:00 AM	MW	EE 191	Whitney Menefee	wmenefee@csufresno.edu	LEC	Lower Division		B2				Faculty match
V	College of Science and Mathematics	Biology	000379	BIOL	102	03	77405	30	30	12:00:00 PM	12:50:00 PM	MWF	SZ 209	Joseph Ross	jross@csufresno.edu	LEC	Upper Division						No Control
V	College of Health and Human Services	Communicative Disorders	013477	CDDS	136S	01	74541	25	15	2:00:00 PM	3:15:00 PM	TTh	PHS 214	Bryan Berrett	bryanberrett@csufresno.edu	LEC	Upper Division	CSLI					No Control
V	College of Health and Human Services	Communicative Disorders	003518	CDDS	200	01	74213	15	16	1:00:00 PM	2:15:00 PM	MW	PHS 106	Christine Maul	cmaul@csufresno.edu	SEM	Doctoral						No Control
V	Jordan College of Agricultural Sciences and Technology	Animal Sciences And Agricultural Education	003844	CI	161	03	70145	24	19	4:00:00 PM	5:15:00 PM	MW	AG 234	Steven Rocca	srocca@csufresno.edu	SEM	Upper Division						Not Faculty
V	Lyles College of Engineering	Construction Management	019922	CM	170	01	73737	30	21	2:00:00 PM	3:50:00 PM	M	EE 201	Brad Hyatt	bhyatt@csufresno.edu	LEC	Upper Division						No Control
V	College of Arts and Humanities	Communication	002775	COMM	8	72	71304	22	22	12:30:00 PM	1:45:00 PM	TTh	ED 178	Mary Husain	mhusain@csufresno.edu	LEC	Lower Division		A1			FYE	Not Faculty
V	College of Arts and Humanities	Communication	002775	COMM	8	71	72106	25	26	11:00:00 AM	12:15:00 PM	TTh	ED 176	Marnel Niles Goins	mngoins@csufresno.edu	LEC	Lower Division		A1			FYE	Not Faculty
V	College of Arts and Humanities	Communication	002775	COMM	8	73	72270	25	26	12:30:00 PM	1:45:00 PM	TTh	ED 176	Marnel Niles Goins	mngoins@csufresno.edu	LEC	Lower Division		A1			FYE	Not Faculty
V	College of Arts and Humanities	Communication	002775	COMM	8	70	72343	25	25	11:00:00 AM	12:15:00 PM	TTh	ED 178	Mary Husain	mhusain@csufresno.edu	LEC	Lower Division		A1			FYE	Not Faculty
V	College of Arts and Humanities	Communication	002793	COMM	164	08	72398	24	24	11:00:00 AM	12:15:00 PM	TTh	SS 209B	Shane Moreman	smoreman@csufresno.edu	LEC	Upper Division		CAP	M/I			Faculty match
V	College of Arts and Humanities	Theatre Arts Drama And Dance	008210	DRAMA	151	01	71672	8	7	11:00:00 AM	11:50:00 AM	MWF	SA 135	Elizabeth Waldman	ewaldman@csufresno.edu	LEC	Upper Division						No Control
V	College of Arts and Humanities	Theatre Arts Drama And Dance	019880	DRAMA	188T	01	79475	29	14	2:00:00 PM	3:15:00 PM	TTh	SA 026	Elizabeth Payne	epayne@csufresno.edu	LEC	Upper Division						No Control
V	Lyles College of Engineering	Electrical And Computer Engineering	004309	ECE	90	01	73463	40	28	9:30:00 AM	10:45:00 AM	TTh	EE 120	Zoulikha Mouffak	zmouffak@csufresno.edu	LEC	Lower Division						No Control
V	College of Arts and Humanities	English	018431	ENGL	5A	70	72231	25	21	9:00:00 AM	10:15:00 AM	MW	ED 176	Mary Paul	mpaul@csufresno.edu	LEC	Lower Division					FYE	Faculty match
V	College of Arts and Humanities	English	018431	ENGL	5A	71	72232	25	25	9:00:00 AM	10:15:00 AM	MW	ED 193	Michael Maniquiz	mmaniquiz@csufresno.edu	LEC	Lower Division					FYE	Faculty match
V	College of Arts and Humanities	English	018431	ENGL	5A	72	72233	25	25	10:30:00 AM	11:45:00 AM	MW	ED 176	Mary Paul	mpaul@csufresno.edu	LEC	Lower Division					FYE	Faculty match
V	College of Arts and Humanities	English	018431	ENGL	5A	73	72234	30	26	10:30:00 AM	11:45:00 AM	MW	ED 193	Michael Maniquiz	mmaniquiz@csufresno.edu	LEC	Lower Division					FYE	Faculty match
V	College of Arts and Humanities	English	016973	ENGL	31	10	71606	24	25	10:00:00 AM	11:50:00 AM	TTh	LSA 04	John Beynon	jbeynon@csufresno.edu	LEC	Lower Division						Not Faculty
V	College of Arts and Humanities	Art And Design	018746	GD	155	01	72255	11	13	3:00:00 PM	5:45:00 PM	TTh	ED 174	Rusty Robison	rrobison@csufresno.edu	ACT	Upper Division						No Control
V	College of Social Sciences	History	001381	HIST	11	15	70512	25	25	12:00:00 PM	12:50:00 PM	MW/F	P Ed Ctr	Ethan Kytle	ekytle@csufresno.edu	LEC	Lower Division		D1		LCOM		Not Faculty
V	College of Social Sciences	History	001381	HIST	11	03	70750	43	46	9:00:00 AM	9:50:00 AM	MWF	SS 103	Bradley Jones	bradjones@csufresno.edu	LEC	Lower Division						Not Faculty
V	College of Social Sciences	History	001381	HIST	11	07	70751	43	43	10:00:00 AM	10:50:00 AM	MWF	SS 103	Bradley Jones	bradjones@csufresno.edu	LEC	Lower Division					D1	Not Faculty
V	College of Social Sciences	History	001382	HIST	12	70	70736	48	48	9:30:00 AM	10:45:00 AM	TTh	ED 390	Vernon Creviston	vcreviston@csufresno.edu	LEC	Lower Division					FYE	Faculty match
V	College of Social Sciences	History	001382	HIST	12	71	70737	51	51	12:30:00 PM	1:45:00 PM	TTh	FFS 211	Vernon Creviston	vcreviston@csufresno.edu	LEC	Lower Division					D1	Faculty match
V	Jordan College of Agricultural Sciences and Technology	Industrial Technology	003264	IT	106	05	70360	17	17	4:00:00 PM	5:50:00 PM	T	IT 118	Arun Nambiar	anambiar@csufresno.edu	LEC	Upper Division						No Control
V	Kremen School of Education & Human Development	Literacy, Early, Bilingual and Special Education	019706	LEE	80T	70	79473	52	52	9:00:00 AM	10:15:00 AM	MW	ED 390	Lisa Bennett	lbennett@csufresno.edu	LEC	Lower Division		E1			FYE	No Control
V	Kremen School of Education & Human Development	Literacy, Early, Bilingual and Special Education	019706	LEE	80T	71	79474	50	47	10:30:00 AM	11:45:00 AM	MW	ED 390	Lisa Bennett	lbennett@csufresno.edu	LEC	Lower Division		E1			FYE	No Control
V	College of Arts and Humanities	Linguistics	015510	LING	11	13	72508	32	34	5:00:00 PM	6:15:00 PM	TTh	FFS 317	Sean Fulop	sfulop@csufresno.edu	LEC	Lower Division						Not Faculty
V	College of Arts and Humanities	Linguistics	008904	LING	155	14	72410	25	8	5:00:00 PM	6:15:00 PM	TTh	LS 131	Xinchun Wang	xinw@csufresno.edu	LEC	Upper Division						No Control
V	Lyles College of Engineering	Mechanical Engineering	018317	ME	135	03	79725	30	36	9:00:00 AM	9:50:00 AM	MWF	EE 190	The Nguyen	then@csufresno.edu	LEC	Upper Division						not faculty
V	Craig School of Business	Military Science	003909	MS	141	01	73854	25	12	9:00:00 AM	9:50:00 AM	MWF	NG 154	Lorenzo Rios	lrios@csufresno.edu	SUP	Upper Division						No Control
V	College of Arts and Humanities	Music	016961	MUSIC	47	01	72615	20	20	9:00:00 AM	9:50:00 AM	TTh	M 234A	Kenneth Froelich	kfroelich@csufresno.edu	LEC	Lower Division						No Control
V	College of Health and Human Services	Physical Therapy	017364	PHTH	528	01	74704	32	32	8:00:00 AM	9:50:00 AM	MW	PHS 214	Marcia Thompson	marciat@csufresno.edu	LEC	Doctoral						No Control
V	College of Science and Mathematics	Psychology	002459	PSYCH	36	05	77175	30	39	12:30:00 PM	1:45:00 PM	MW	S 141	Martin Shapiro	maskapiro@csufresno.edu	LEC	Lower Division						Not Faculty
V	College of Arts and Humanities	Modern And Classical Languages And Literatures	008696	SPAN	129	02	72403	25	25	12:30:00 PM	1:45:00 PM	TTh	PB 102	Yolanda Doub	ydoub@csufresno.edu	LEC	Upper Division		CAP	IC			No Control
V	College of Arts and Humanities	Modern And Classical Languages And Literatures	008696	SPAN	129	07	72521	25	25	2:00:00 PM	3:15:00 PM	TTh	PB 102	Yolanda Doub	ydoub@csufresno.edu	LEC	Upper Division		CAP	IC			No Control
V	Kremen School of Education & Human Development	Literacy, Early, Bilingual and Special Education	019887	SPED	136	01	73246	20	14	4:00:00 PM	6:50:00 PM	T	ED 390	Elisa Jamgochian	ejamgochian@csufresno.edu	SEM	Upper Division						No Control
								1469	1402														
									95%														

*Class Notes maintained by colleges and roll over from prior term and are not necessarily up-to-date. All De classes are considered "web-enhanced" regardless of Note 15 coding.

C* - Treat all as HIST 11 #70512 but separate enrollment counts. Total Enrollment for Hist 11 70512 is 275

Excluded:
 AEI American English Institute Kristi Miller Can not track
 AEI American English Institute Mika Archer Can not track
 KSOEHD Curriculum and Instruction Frederick Nelson 161 Can not track
 PT 561 no longer tablet as of 8/12/2014

Fresno State						Cost Per Book per class			Cost based on Enrollment			
Web (Note 15)*	CNote1	Notes	Goal	Apps	Curriculum	TEXT BOOK INFORMATION	Fall 14 Cost of Adoption	Previous Cost of Adoption	Cost of Adoption Savings	Fall 14 Cost of Adoption	Previous Cost of Adoption	Cost of Adoption Savings
Web enhanced						Creating own materials - Complete	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Web enhanced	BA Prerequisite: Sophomore sta					Using book and apps - Complete	\$75.50	\$102.25	\$26.75	\$3,322.00	\$4,499.00	
	BA Prerequisite:Supplemental Instruction (SI)					Ebook adopted - Complete	\$75.97	\$72.25	-\$3.72	\$7,672.97	\$7,297.25	
						Ebook/Book adopted as a Choose Between - Complete	\$111.00	\$217.50	\$106.50	\$3,330.00	\$6,525.00	
						Sent email - Waiting on info			\$0.00	\$0.00	\$0.00	
Web enhanced						Using book - no ebk avail - using tab to supplement - Complete	\$83.75	\$83.75	\$0.00	\$1,340.00	\$1,340.00	
Web enhanced						Using Blackboard materials - Complete	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
						Students will order ebook direct from vendor - OE can also be used (on shelf) - Complete	\$56.75	\$56.75	\$0.00	\$1,191.75	\$1,191.75	
Web enhanced	Service Learning may be requir					ebook adopted - student oredrs thru InSite - Complete	\$86.04	\$159.35	\$73.31	\$1,892.88	\$3,505.70	
Web enhanced	Service Learning may be requir					ebook adopted - student oredrs thru InSite - Complete	\$86.04	\$159.35	\$73.31	\$2,237.04	\$4,143.10	
Web enhanced	Service Learning may be requir					ebook adopted - student oredrs thru InSite - Complete	\$86.04	\$159.35	\$73.31	\$2,237.04	\$4,143.10	
Web enhanced	Service Learning may be requir					ebook adopted - student oredrs thru InSite - Complete	\$86.04	\$159.35	\$73.31	\$2,151.00	\$3,983.75	
Web enhanced						Ebook adopted - Complete	\$50.85	\$124.75	\$73.90	\$1,220.40	\$2,994.00	
Web enhanced						Sent email - Waiting on info	\$0.00	\$20.00	\$20.00	\$0.00	\$140.00	
						Using Netflix subscription - Complete	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Web enhanced	ECE Open only to Engineering m					Sent email - Waiting on info	\$225.50	\$256.00	\$30.50	\$6,314.00	\$7,168.00	
Web enhanced			Move students away from internet-based research (ie. Google) and to academic-based research (i.e. library)			Books adopted - Complete	\$88.24	\$147.77	\$59.53	\$1,853.04	\$3,103.17	
Web enhanced			Replace text book and pen & paper, collaberation	not defined yet		Books adopted - Complete	\$107.34	\$147.77	\$40.43	\$2,683.50	\$3,694.25	
Web enhanced			Move students away from internet-based research (ie. Google) and to academic-based research (i.e. library)	Google drive, Google docs, AirDrop. Drop everything.		Books adopted - Complete	\$88.24	\$147.77	\$59.53	\$2,206.00	\$3,694.25	
Web enhanced			Replace text book and pen & paper, collaberation	not defined yet		Books adopted - Complete	\$107.34	\$147.77	\$40.43	\$2,790.84	\$3,842.02	
Web enhanced						Sent email - Waiting on info	\$0.00	\$77.25	\$77.25	\$0.00	\$1,931.25	
Web enhanced						Sent email - Waiting on info			\$0.00	\$0.00	\$0.00	
Web enhanced						No book required - Complete	\$0.00	\$125.75	\$125.75	\$0.00	\$34,581.25	
Web enhanced						Only using free online resources - Complete	\$0.00	\$125.75	\$125.75	\$0.00	\$5,784.50	
Web enhanced						Only using free online resources - Complete	\$0.00	\$125.75	\$125.75	\$0.00	\$5,407.25	
Web enhanced						Ordered ebook - Complete			\$0.00	\$0.00	\$0.00	
Web enhanced						Ordered ebook - Complete			\$0.00	\$0.00	\$0.00	
Web enhanced						No requirements at this time	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Web enhanced						Adopted 2 books (no ebk avail) - complete	\$29.50	\$41.75	\$12.25	\$1,534.00	\$2,171.00	
Web enhanced						Adopted 2 books (no ebk avail) - complete	\$29.50	\$41.75	\$12.25	\$1,386.50	\$1,962.25	
Web enhanced	LING Restricted to Liberal Stu					Adopted book - complete	\$106.25	\$20.00	-\$86.25	\$3,612.50	\$680.00	
Web enhanced						Using Library Resources - complete	\$0.00	\$32.75	\$32.75	\$0.00	\$262.00	
Web enhanced	ME Open only to Mechanical Eng					Adopted ebook - recommended. Complete	\$134.95	\$219.50	\$84.55	\$4,858.20	\$7,902.00	
						Sent email - Waiting on info			\$0.00	\$0.00	\$0.00	
Web enhanced						Using merlot ebooks and various Apps - Complete	\$0.00	\$57.75	\$57.75	\$0.00	\$1,155.00	
						32 STUDENTS - Books determined - wants to purchase req bks out of table \$	\$198.75	\$236.54	\$37.79	\$6,360.00	\$7,569.28	
Web enhanced						sent email - Waiting on info	\$0.00	\$40.75	\$40.75	\$0.00	\$1,589.25	
Web enhanced	SPAN Class is taught in Spanis					Using Apps - no texts required - Complete	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
						Using Apps - no texts required - Complete	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Web enhanced						Using Apps - no texts required - Complete	\$0.00	\$152.25	\$152.25	\$0.00	\$2,131.50	
							\$1,913.59	\$3,459.27	\$1,545.68	\$60,193.66	\$134,390.87	\$74,197.21
						Savings: # classes			45%		Total %Savings: # enrolled	55.21%
									40			1402
						Average savings per class per student				\$38.64	*Average Savings per enrollment per class	\$52.92

Appendix F

Cover Page

Question 8 requests that applicants describe their key strengths and assets for encouraging a culture of innovation and adaptability within and across all entities participating in the application, sustaining the changes they are making and, ultimately, achieving the goals identified in this application. The response should address leadership, institutional commitment, existing relationships among the application participants, and external partnerships or resources being leveraged.

The materials enclosed are only a fractional illustration of a sustained record of shared vision and effort among the partnering institutions (10 educational institutions, plus the Fresno Area STRIVE).

1. **Funding Plan:** The California Central Valley Project. This Funding Plan is a supplemental deliverable of the grant award from the Association of Public and Land-grant Universities' "Transformational Planning Grant" program. The main deliverable of that award is the formal plan for the K-16 streamlined educational pipeline in the central San Joaquin Valley. The sub-committee that drafted this Funding Plan included representatives from Fresno State, community college partners, and unified school district partners. The last page is an inventory of current partnerships to be leveraged when pursuing future funding opportunities.
2. **College-going Culture: Marketing Proposal.** The California Central Valley Project leaders drafted a proposal to strengthen the college-going aspirations in the region. The Association of Public and Land-grant Universities has additional monies available for grantees and invited proposals. Once again, the work is to transform the region and sustain a culture that supports higher education attainment.
3. **Fresno Area STRIVE.** A key partner and asset in this work who has not been represented enough in these appendices is the Fresno Area STRIVE. For that reason, five pages showing the Fresno Area STRIVE's commitment, planning, and work to increase postsecondary degree attainment are included here.

This Funding Plan was drafted for APLU-funded California Central Valley Project, to be a supplemental deliverable for its main outcome: a formal Plan for a regional k-16 educational pipeline.

Given the magnitude of the project, emphasis was placed on long term strategic funding development.

A sub-committee was formed and charged with developing and delivering a Funding Plan to the executive leadership team of the APLU Transformational Planning Grant. The sub-committee consisted of a representative from these partnership institutions:

Gil Harootunian, Director of University Initiatives, Fresno State

Anita Wright, Director of Grants, West Hills Community College District

Shelly Connor, Director of Grants, State Center Community College District

Mary J. Gonzalez and Michael Cortes, Grants Office, Fresno Unified School District

JoDee Marcellin, Grant and Program Development Coordinator, Sanger Unified School District

Contact: Gil Harootunian, PhD, Director of University Initiatives, Fresno State

gharootunian@csufresno.edu

(559)278-4850

FUNDING PLAN: THE CALIFORNIA <u>CENTRAL VALLEY</u> PROJECT				
Self-Initiated—Whom We Should Approach				
1. Sacramento (Governor's Office)				
2. Long Beach (CSU Chancellor's Office)				
Established Programs				
Sponsor	Program	Description	Lead + Partner Institution(s)	Timeline
CA Department of Finance	Innovation in Higher Education Award	Rewards innovation in higher education, especially with K-16 partnerships and innovative use of technology	Fresno State, w/ all TPG partners, plus College Access Foundation and Fresno STRIVE	Due January 9, 2015 -- <u>In-progress</u>
CSU Chancellor's Office	Linked Learning Pathways to Baccalaureate	Funds K-16 pathways in Career Technical Education (CTE)	CA Community College	1 st deadline: June 30, 2014
Ford Foundation	Higher Education for Social Justice	Support policy and institutional reforms that improve standards of teaching and learning and that remove the barriers to successful participation in higher education. One of three foci: establishing stronger links between two- and four-year colleges	Partnership (4-year + 2-year)	LOI
Kresge Foundation	Strengthening Institutions	Network of minority-serving institutions; supports efforts that reduce operating costs, enhance institutional sustainability or effectiveness, and improve student persistence; one area of emphasis is technology-based innovation	Multiple; networks most competitive	Open: submit inquiry narrative
Kresge Foundation	Pathways to College	Project work to remove barriers to access and success for URM students; two areas of emphasis are technological improvements to teaching to improve learning and innovations to add education capacity such as online teaching	Networks of institutions only	Open: submit inquiry narrative
Lumina Foundation	Community Partnership for Attainment	Increase proportion of Americans with postsecondary certificates or degrees	Fresno Compact - K-16 partnerships, involving at least 3 four-year and 3 two-year higher education institutions	<u>Awarded (November 2014)</u>
U.S. D. E.	Title V, Part A – CFDA 84.031	Cooperative Arrangement Development Awards; increase in enrollment, retaining, and graduating students	Multiple; partnerships between and among two- and four-year institutions	Annual Deadline: Spring

U. S. Department of Education	Teacher Quality Partnership Program	Improve quality of new teachers by creating partnerships among IHEs, high-need school districts for high-need schools	University or District	2014 Awarded
U. S. Department of Education	Transition to Teaching	Supports the recruitment and retention of highly qualified mid-career professionals to teach in high need schools	University or District	2015 Closing
S. D. Bechtel, Jr. Foundation	Bechtel Grant	Teacher Residency Pilot	University or District	2015 Closing
U. S. Department of Education	GEAR Up	Increase number of low-income students prepared to enter and succeed in postsecondary education	University IHE	2015 or 2016 Opportunities

FUNDING PLAN: THE CALIFORNIA CENTRAL VALLEY PROJECT				
INVENTORY - Key Major Partnerships (on-going)				
Sponsor	Program	Description	Lead + Partner Institution(s)	Timeline
CA Collaborative on District Reform	New Link	Improve instruction and outcomes for all California Students.	Sanger USD	On-going
Central Valley Educational Leadership Institute (CVELI)	[Multiple; on-going partnership]	Supports systemic change; improving program quality in educational communities; and providing equal access to learning for all students.	Fresno State; SCCCD; FUSD	On-going
Fresno Compact/ Fresno Area STRIVE	[Multiple; on-going partnership]	Designed to support the success of every child from cradle to career.	Fresno State; SCCCD; Central, Fresno, Clovis, and Sanger USDs	On-going
Long Beach College Promise	[Multiple; on-going partnership]	Join and/or exploring adapting LBCP model creating college pathways along Long Beach K-12 public schools, Long Beach City College, and California State University, Long Beach	Fresno State; Reedley College; Sanger USD	On-going

Transformational Planning Grant (TPG) Project Technical Assistance Request Form

Institution:

California State University, Fresno

Project Director:

Lynnette Zelezny, Provost and VP of Academic Affairs

Amount Requested:

\$50,000

Explain how the additional funds need emerged:

After lengthy meetings with our TPG Executive Leadership Team (presidents, chancellors, and superintendents from each of our partner K-12 districts and community colleges), we came to realize that to develop an effective and efficient technology-rich K-16 pipeline in a region with a historically low college-going rate, we would need to change the “college-going culture” of the community. This kind of cultural change requires a level of marketing and media outreach that our educational institutions do not currently possess.

Explain how additional funds will be used:

We propose to use these additional funds to contract with a local marketing firm with experience in connecting to and engaging with our diverse community, particularly K-12 students and their parents/families, and with media outlets with regional prominence, to develop a marketing and media plan. This plan will serve as an additional deliverable of the TPG.

Explain how these additional resources will advance the institution’s planning process:

These additional resources will advance Fresno State’s planning process for a K-16 educational pipeline by developing a parallel plan for the most effective use of media, communication, and outreach to support development of that K-16 pipeline in future years. The market plan will allow Fresno State to contract with regional marketing, media, and advertising expertise to deliver the most compelling marketing messages that can permeate our diverse, multi-lingual, community. The result should promote significantly the overall plan to create a technology-rich K-16 pipeline, currently called “the Central Valley Promise.”

Applicant Organization Certification and Acceptance: I certify that the statements herein are true, complete and accurate to the best of my knowledge, and accept the obligation to comply with APLU/USU terms and conditions if technical assistance is awarded as a result of this application.

Name: Lynnette Zelezny, Ph.D., M.B.A.

Signature: _____

FRESNO AREA STRIVE

2012 BASELINE REPORT

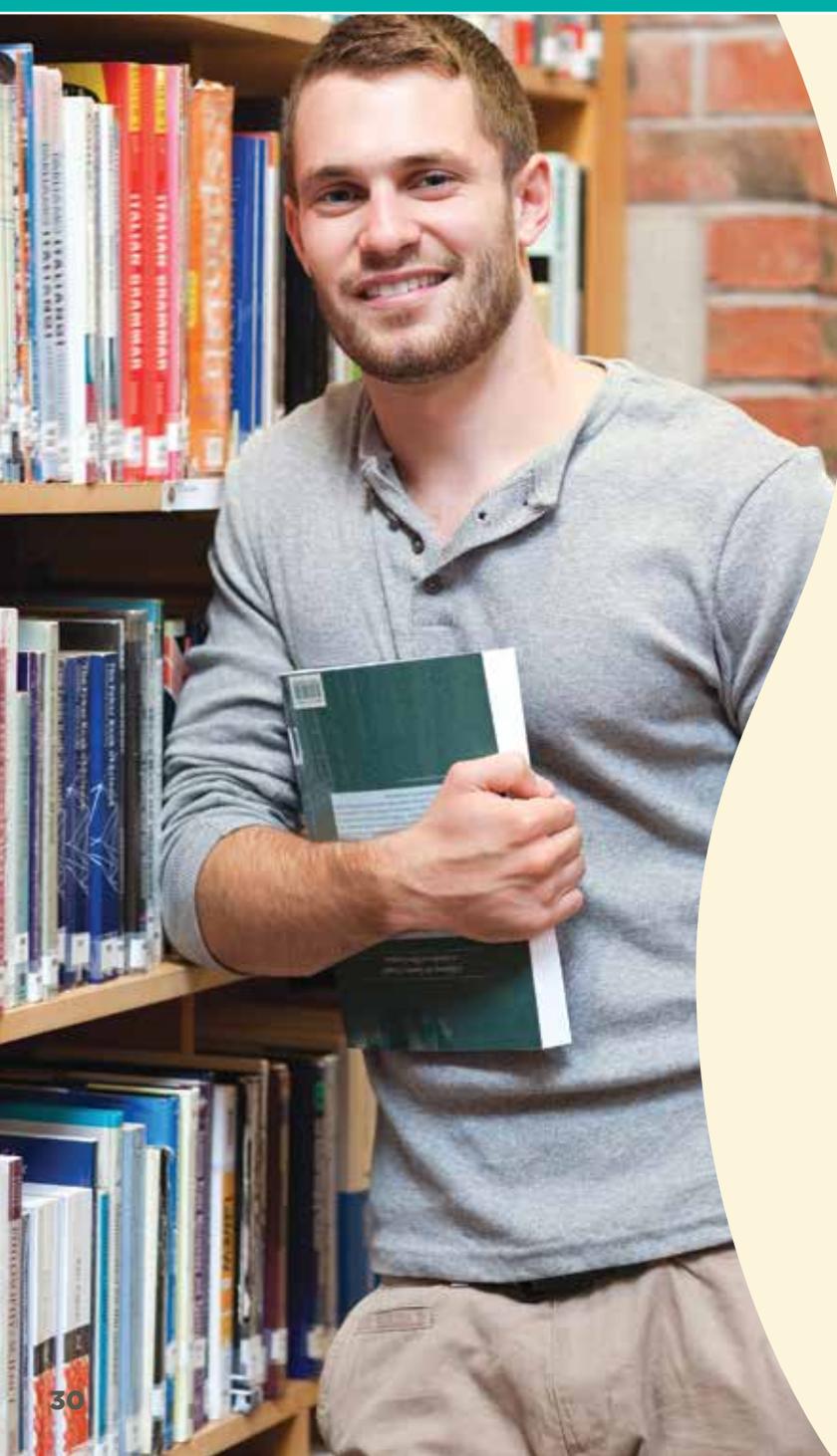
SUPPORTING EVERY CHILD

CRADLE TO CAREER



Fresno State

GOAL 6: EVERY STUDENT WILL COMPLETE POST-SECONDARY EDUCATION AND/OR CAREER TRAINING AND WILL ENTER A MEANINGFUL CAREER



Indicators

- Fall to Fall Persistence — First Year Retention Rates
- Number of Degrees and Certificates 2012
- Time to Completion for an Associate and Bachelor Degree
- Graduation Rates
- Percentage of Students Receiving Pell Grants
- Number of Hours Students Work in a Week

FALL TO FALL PERSISTENCE — FIRST YEAR RETENTION RATES

State Center CCD	66.3%
CSU Fresno	83.5%
Fresno Pacific University	79.6%
National University	85.0%

NUMBER OF DEGREES AND CERTIFICATES 2012

Associate Degrees/Certificates	2,492
Bachelor Degrees	4,335
CSU Fresno	3,439
Fresno Pacific University	755
National University	141

TIME TO COMPLETION FOR AN ASSOCIATE OR BACHELOR DEGREE

Associate Degree	3.5 years
Bachelor Degree	
CSU Fresno	5.6 years
Fresno Pacific University	3.5 years
National University	1.4 years with Associate Degree 3.3 years without Associate Degree

GRADUATION RATES

Associate Degree	16.4%	Fresno City College
2008 Cohort	21.8%	Reedley College
Bachelor Degree	49.4%	CSU Fresno
	63.6%	Fresno Pacific University
	64.0%	National University

PERCENTAGE OF STUDENTS RECEIVING PELL GRANTS

State Center CCD	47.0%
CSU Fresno	54.0%
Fresno Pacific University	39.4%
National University	22.0%

NUMBER OF HOURS STUDENTS WORK IN A WEEK

This indicator is a work in progress. The purpose of the indicator is to determine whether working a significant number of hours in a week is affecting a student’s ability to complete their degree in a timely manner. Over the next year a determination will be made on how to collect the data.



GOAL 6: COMMENTS

The goal of completing post-secondary education and/or career training has many facets. The first indicator measures the percentage of students enrolled in the fall semester of the previous year who enrolled again for the next year’s fall semester. The colleges and universities in the Fresno Area Strive program work hard to provide counseling, tutorial programs, and employment opportunities to keep students from dropping out due to the many circumstances facing our students.

We will continue to monitor the degrees and certificates awarded by our higher education institutions. It is believed that the economy has had a detrimental effect on the number of students earning degrees.

There is a great deal of discussion in higher education about the time to completion for degrees and certificates. Community colleges strive for a three-year time period for students to complete an Associate degree, and universities measure the attainment of a Bachelor degree in a six-year time period. Many factors affect student success in this indicator, such as the economy, class availability, family, work obligations, and remediation needs.

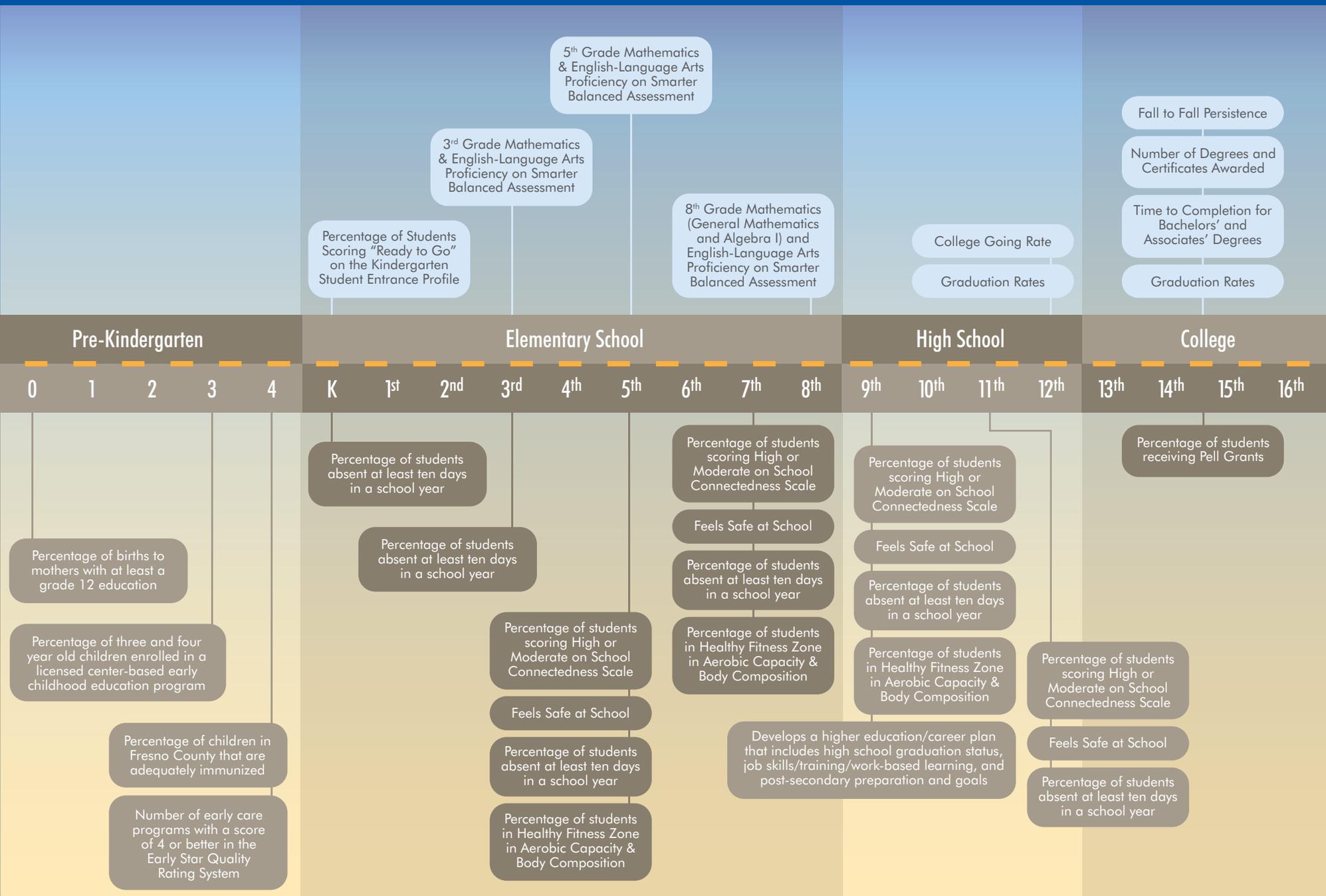
The percentage of students receiving federal Pell Grants is an indication of the socioeconomic challenges that our students face. The figures are a reflection of our higher education service region.

Fresno State Roadmap to Success



ACADEMIC ACHIEVEMENT

STUDENT AND FAMILY SUPPORT



Appendix G

Cover Page

Question 9 requires the applicant to describe strategies for engaging stakeholders (such as students, faculty, other education agencies or institutions, community members, and business leaders) and achieving commitment to the goals described in Item 1 and the changes to policies, practices, and/or systems described in the items in the Innovations section.

The materials enclosed demonstrate a robust strategy for gaining and maintaining the support of key stakeholders that is broad and deep to sustain the changes described in the application in the event of changes in institutional leadership.

No better demonstration of a robust vision and strategy to invite and sustain broad-based change exists than the inaugural “Bold Ideas Challenge @ Fresno State” (2014). President Joseph Castro issued a call for bold ideas that was answered by campus stakeholders at every level and in every division. The bold ideas submitted celebrated innovation rooted in education, technology, high schools and community colleges, environmental sustainability, and community connections. For example, one bold idea that won outlined an annual “Touch the Community” competition that would showcase how the work of Fresno State benefits the community, with the President’s “Community Solutions Cup” being awarded to the Fresno State school or college whose contribution to the community is stellar.

BOLD IDEAS CHALLENGE @Fresno State



2014 WINNERS

President's Message

On August 18th, I asked our staff, faculty and administrators to send me their bold ideas. Faculty and staff from across the campus responded with ideas to improve services to students, teaching and learning, or to fix inefficient processes. In fact, you responded in a big way -- 157 bold, creative, innovative ideas were submitted from every corner of campus. There were 75 ideas for process improvement, 53 ideas regarding student success and 29 innovation ideas.

Submissions were reviewed by the cabinet members, who read each entry and judged them on the campus impact, student impact and whether they were realistic ideas that could be implemented. Six suggestions were named winners of the Bold Ideas Challenge. We now will start a series of online and in person trainings and support of teams to implement these ideas. Additionally, we are recognizing three ideas with honorable mention and another three additional ideas that will be pursued as Lean/Process Improvement Initiatives.

I want to thank everyone who submitted a suggestion. I am inspired by your love of Fresno State and your creative ideas for improving our university. Please plan to join me in April for the President's Showcase of Excellence.

Thank You,



Joseph I. Castro, Ph.D., M.P.P.
President



Winners

Anthony Bailey, Custodian Plant Operations



Anthony has worked in Plant Operations for 27 years. Outside of Fresno State he serves as a pastor for his church and promotes education, scholarship and leadership. He said he was "shocked and honored" to hear the news that his idea was selected. He didn't realize there was an award connected with the challenge but plans to use the money to help someone in his church.

Bold Idea: Create a Valley wide leadership conference for all high school and community college student body leaders. "This will give Fresno State the advantage of recruiting the best students and present the university as one that is sensitive to future leaders."

Charah Coleman, Student Personnel Technician Financial Aid

Charah has worked at Fresno State in the Financial Aid office since 2008. She is currently enrolled in the eMBA program (this is where she says she learned to brainstorm and think creatively) and said she plans to use her award money to achieve her goal of finishing her last class and thesis.



Bold Idea: Create an app that students can use to quickly view the status of their admission, financial aid to-do list and balance owed. The app would help give students "peace of mind, one less thing to worry about and a positive experience with our school." It will also help the financial office be more efficient.

Winning Submissions

Honorable Mention

LEAN Initiatives

- Anthony Bailey
- Charah Coleman
- Dmitri Rogulkin
- Ram Nunna
- Sharon Ramirez
- William Rice

- Beth Weinman
- Criss Wilhite
- Larissa Mercado-Lopez
- Mara Brady
- Maria Madrigal-Shaffer

- Kellie Townsend
- Nancy Gomez
- Pilar Dela Cruz-Reyes

Winners

Ram joined the Fresno State faculty in 1998. He was named dean of the Lyles College of Engineering in April, 2014. He intends to put the award into a scholarship account at Fresno State.

Bold Idea: Establish an International Transfer Desk in the International Student Services and Programs (ISSP) office, much like the International Admissions office. The staff in the Transfer Desk can be trained in DARS processes, will have a sensitivity to international relations and can proactively process transfer credit prior to the international transfer student's arrival. This idea will help Fresno State improve services to international students, provide faculty advisers with appropriate tools for quality advising and help promote Fresno State as a caring institution.

Sharon Ramirez,
Administrative Assistant
Henry Madden Library
Development Office

Sharon has worked at Fresno State since 1999. She spent 13 years with in the Office of Community Based Learning before moving to the Library in 2012. She came up with the idea after spending years of working with students that "get lost in our vast system of paperwork and process and sometimes need a co-pilot to help navigate." She said she plans to use her reward money to purchase her first tablet.

Bold Idea: Create "a solution finder" (also described as a "Lucy 5-cent advice stand") to help students who don't know where to turn for help. Sharon's idea is to have a one-stop shop staffed with a university representative to help direct students to the proper offices for support on a variety of matters and avoid frustration and "run-around."



Ram Nunna, Dean
Lyles College of Engineering



William Rice,
Professor of Marketing
Craig School of Business



Dmitri has worked at Fresno State since 2007. He believes "in the idea of being bold and wanted to share an idea that will help students graduate."

Bold Idea: Create an online social network organized by majors and academic programs designed for learning and collaboration. The network will be accessible to students, instructors, area high school students and alumni. The objective is to connect former, current and potential students in similar disciplines, share learning resources and increase social and academic engagement. Faculty will be encouraged to contribute with the core content.



Dmitri Rogulki,
Senior Research Analyst
Office of Institutional Effectiveness

Dr. Rice came to Fresno State in 1983. He is past director of the USDA/California State University, Fresno Armenian Agriculture Academy Project and the Irish Entrepreneur Project, and assistant director of the Moldavian Business Development Project.

Bold Idea: Challenge every School and College to compete in an annual "touch the community" competition. Use Vintage Days to showcase the best and brightest ideas from every College and School and to demonstrate their disciplinary contributions to the community. Create the President's Community Solutions Cup to be awarded to the School or College that showed the greatest creative and pragmatic solution to a community need. Bill proposed the idea to create, "a higher level of cooperation and 'friendly competition' or engagement between Schools and Colleges."

Winners

Honorable Mention



Maria Madrigal Shaffer, University Health and Psychological Services

Bold Idea: Create a solution where students swipe their ID (or a bracelet similar to Disney World's Magic Bands) each time they participate in a campus activity (Safari, WOW, movie nights). Students would earn points/credits each time to incentivize them to participate and swipe their card/bracelet. This data could be incorporated with the students' success records.

Dr. Larissa Mercado-Lopez, Women's Studies Program

Bold Idea: Create a climate of fitness and wellness by improving the infrastructure of the campus, focusing on installing sign posts that mark walking trails and distance and resurfacing broken blacktop/pavement. ("Bulldog Tracks") Also initiate an incentive program called "Bulldogs On Track to Wellness."

Dr. Mara Brady, Professor, Earth & Environmental Sciences; Criss Wilhite, Psychology; Dr. Beth Weinman, Professor, Earth & Environmental Science; & The Student Association for Sustainability

Bold Idea: Create an Institute of Sustainable Education & Engagement (ISEE) on campus. As a central hub of activity related to sustainability, ISEE will promote synergies among learning, scholarship, teaching and practice. ISEE will contribute to the common goal of improving the campus and greater community through promoting and informing individual and institutional practices that improve quality of life, the economy and the environment.

LEAN Initiatives 63

The following projects were selected to be completed as LEAN process Improvement project.

Pilar De La Cruz-Reyes, Central California Center for Excellence in Nursing

Bold Idea: Improve the new faculty and staff orientation process by having the different departments come to one room to present their information. This will ensure that all new employees receive the required information, sign for it and receive the necessary orientation and trainings.

Nancy Gomez, Foundation Financial Services

Bold Idea: Explore having state-side and foundation use the same program to create forms and include instruction sheet/FAQ for more information.

Kellie Townsend, Earth & Environmental Sciences

Bold Idea: Create a single system for online forms, approval and scheduling to improve workflow. Start with Field Trip approval process.



FRESNO STATE



Discovery
Diversity
Distinction

To view all Bold Idea submissions please visit
www.fresnostate.edu/boldideas

Appendix H

Cover Page

Question 12 asks applicants to list target outcomes for each academic year through 2018-19 for the measures identified in the response to Item 11, including targets for the student groups that are underrepresented in higher education. Applicants were to provide the most recent baseline measures for each target outcome for each participant, identify which academic year that data reflects, and clarify the evidence and data source used.

The enclosed materials show how Fresno State met the challenge of setting and documenting target outcomes for a total of ten partnering institutions, spanning the K-16 range. Reliable baseline measures were obtained by consulting the national or state organization to which the institutions reports. This ensured consistency of reporting also because all higher education institutions report to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) and all unified school district partners report to the California Department of Education.

The baseline used was the most recent year for which final data (not provisional) were available. Ambitious but realistic targets were set, with incremental but steady improvement, for all partnering institutions based on their baseline numbers. Given the ambitious scope of this project, the target outcomes at each of the ten partnering institutions may seem modest, but the total accumulation will be a noteworthy shift in higher education attainment in the region.

The largest institution for each of Fresno State's two kinds of partners (community college, unified school district) along the K-16 pipeline was chosen to be the illustration for the data source, and its clear measures, to be used.

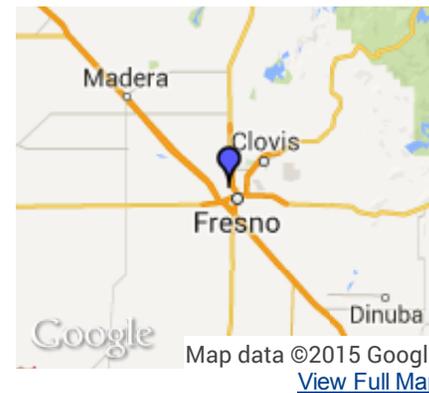
1. Fresno City College (largest community college partner). IPEDS data on retention and graduation rates, broken out by race/ethnicity, and with time to completion.
2. Fresno Unified School District (largest unified school district partner). California Department of Education data on graduation numbers, broken out by race/ethnicity, and on the numbers and percentages of graduates who complete the A-G course required for entrance into a CSU or UC campus.

COLLEGE Navigator

Fresno City College

1101 E. University Ave, Fresno, California 93741

General information: (559) 442-4600
Website: www.fresnocitycollege.edu
Type: 2-year, Public
Awards offered: Less than one year certificate
 One but less than two years certificate
 Associate's degree
Campus setting: City: Large
Campus housing: No
Student population: 21,344 (all undergraduate)
Student-to-faculty ratio: 26 to 1



IPEDS ID: 114789
 OPE ID: 00130700

+ GENERAL INFORMATION

+ TUITION, FEES, AND ESTIMATED STUDENT EXPENSES

+ FINANCIAL AID

+ NET PRICE

+ ENROLLMENT

+ ADMISSIONS

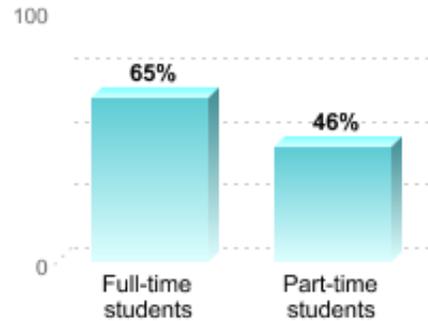
- RETENTION AND GRADUATION RATES

FIRST-TO-SECOND YEAR RETENTION RATES

Retention rates measure the percentage of first-time students who return to the institution to continue their studies the following fall.

RETENTION RATES FOR FIRST-TIME STUDENTS

Fresno State



Percentage of Students Who Began Their Studies in Fall 2012 and Returned in Fall 2013

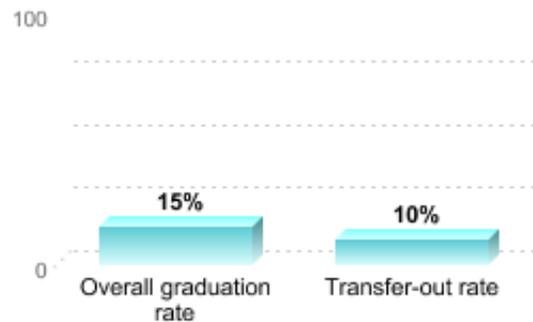
OVERALL GRADUATION RATE AND TRANSFER-OUT RATE

The overall graduation rate is also known as the "Student Right to Know" or IPEDS graduation rate. It tracks the progress of students who began their studies as **full-time, first-time degree- or certificate-seeking students** to see if they complete a degree or other award such as a certificate within 150% of "normal time" for completing the program in which they are enrolled.

Some institutions also report a transfer-out rate, which is the percentage of the full-time, first-time students who transferred to another institution.

Note that not all students at the institution are tracked for these rates. Students who have already attended another postsecondary institution, or who began their studies on a part-time basis, are not tracked for this rate. **At this institution, 33 percent of entering students were counted as "full-time, first-time" in 2013.**

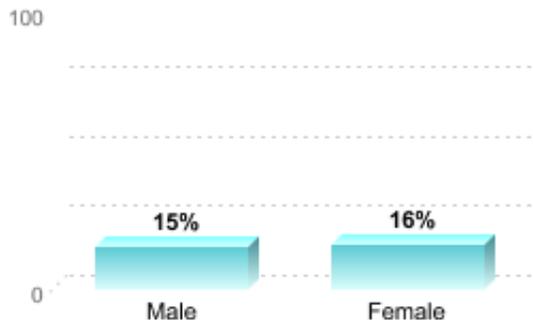
OVERALL GRADUATION AND TRANSFER-OUT RATES FOR STUDENTS WHO BEGAN THEIR STUDIES IN FALL 2010



Percentage of Full-time, First-Time Students Who Graduated or Transferred Out Within 150% of "Normal Time" to Completion for Their Program

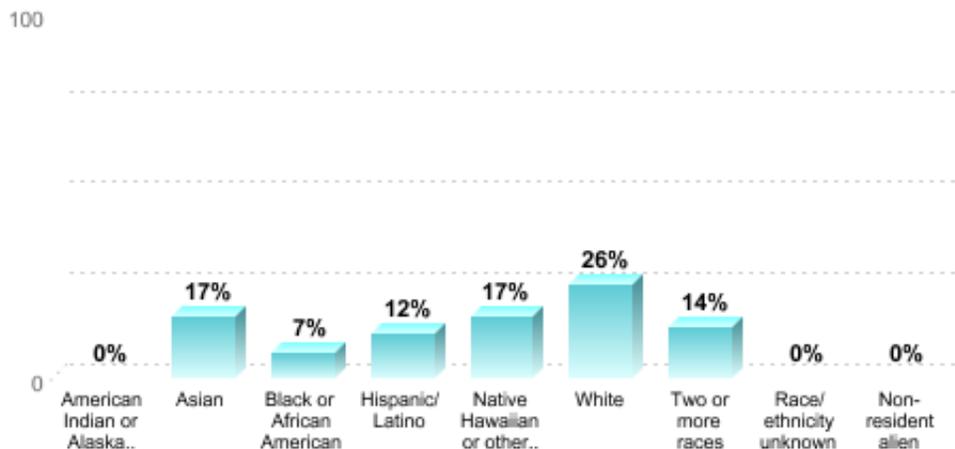
OVERALL GRADUATION RATE BY GENDER

Fresno State



Percentage of Full-time, First-time Students Who Began Their Studies in Fall 2010 and Graduated Within 150% of "Normal Time" to Completion for Their Program

OVERALL GRADUATION RATE BY RACE/ETHNICITY



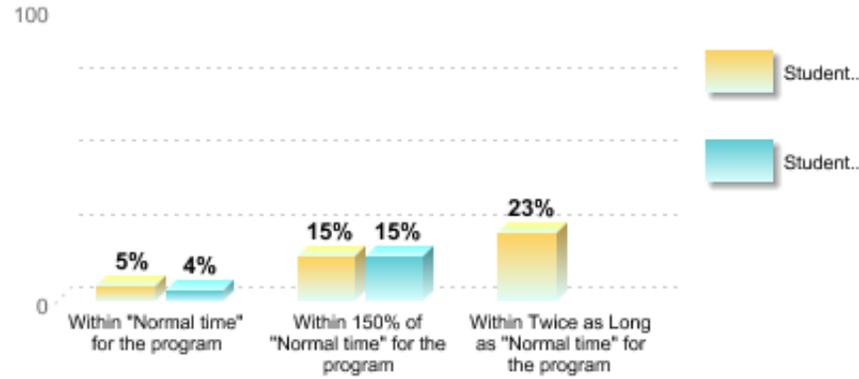
Percentage of Full-time, First-time Students Who Began Their Studies in Fall 2010 and Graduated Within 150% of "Normal Time" to Completion for Their Program

GRADUATION RATES BY TIME TO COMPLETION

Graduation rates can be measured over different lengths of time. "Normal time" is the typical amount of time it takes full-time students to complete their program. For example, the "normal" amount of time for many associate's degree programs is 2 years. Not all students complete within the normal time, so graduation rates are measured by other lengths of time as well, including "150% of normal time" (e.g., 3 years for a 2-year program) and "200% of normal time," or twice as long as the normal time (e.g., 4 years for a 2-year program).

GRADUATION RATES FOR STUDENTS WHO BEGAN THEIR PROGRAM IN FALL 2009 OR FALL 2010, BY TIME TO COMPLETION

Fresno State



Percentage of Full-time, First-time Students Who Graduated in the Specified Amount of Time

- [+ PROGRAMS/MAJORS](#)
- [+ VARSITY ATHLETIC TEAMS](#)
- [+ ACCREDITATION](#)
- [+ CAMPUS SECURITY](#)
- [+ COHORT DEFAULT RATES](#)

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National Center for Education Statistics - <http://nces.ed.gov>
 U.S. Department of Education



CDE » DataQuest » Graduate Report

Graduates by Ethnicity for 2012-13

Graduates by Ethnic Group (with district data)

Report:

Year:

County:

Gender:

Type:

Subgroup:

Fresno County Report

Select district name to generate a district level report.

District	Code	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported	Total
Caruthers Unified	1075598	82	0	8	0	0	4	22	0	0	116
Central Unified	1073965	421	5	146	2	13	87	194	6	6	880
Clovis Unified	1062117	722	22	407	11	49	88	1,264	47	0	2,610
Coalinga-Huron Unified	1062125	142	0	6	0	1	3	34	0	1	187
Firebaugh-Las Deltas Unified	1073809	145	0	1	0	0	0	5	0	0	151
Fowler Unified	1062158	128	0	14	0	0	3	16	0	0	161
Fresno County Office Of Education	1010108	58	0	5	1	0	13	29	0	0	106
Fresno Unified	1062166	2,316	28	719	15	19	407	668	23	10	4,205
Golden Plains Unified	1075234	71	0	0	0	0	0	0	0	3	74
Kerman Unified	1073999	214	1	22	1	0	2	35	0	0	275
Kings Canyon Joint Unified	1062265	472	2	9	1	6	3	99	3	2	597
Kingsburg Joint Union High	1062257	136	0	10	0	0	0	103	4	0	253
Laton Joint Unified	1062281	26	0	0	0	0	0	10	0	0	36
Mendota Unified	1075127	138	0	0	0	0	0	0	0	0	138
Orange Center	1062331	1	0	0	0	0	0	0	0	0	1
Parlier Unified	1062364	193	0	0	0	0	0	0	0	0	193
Raisin City Elementary	1062380	1	0	0	0	0	0	0	0	0	1

	Fresno State											
Riverdale Joint Unified	1075408	87	0	3	1	0	3	17	0	0	111	
Sanger Unified	1062414	503	3	66	0	2	10	125	3	0	712	
Selma Unified	1062430	329	0	17	0	1	2	37	0	0	386	
Sierra Unified	1075275	18	17	0	0	1	0	105	0	0	141	
Washington Unified	1076778	174	1	32	1	3	30	29	0	0	270	
West Park Elementary	1062539	59	1	1	1	0	6	19	0	1	88	
Westside Elementary	1062547	82	2	2	0	0	12	31	0	0	129	

Report Total

Level	Code	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported	Total
Fresno	10	6,518	82	1,468	34	95	673	2,842	86	23	11,821
State Total	00	199,033	2,999	41,897	2,584	13,186	27,072	125,499	7,931	1,976	422,177

[Download Data](#) Download a semicolon-delimited file of this data to your computer. You will need to select "Save" after selecting the "Download Data" button. Once the file is saved to your computer it may be imported into another software for analysis.

Gender: All, Type: All Students, Subgroup: Grade 12 Graduates

Report Generated: 1/8/2015 3:27:36 PM

Data as of: 2014-03-24

Source: California Logitudinal Pupil Achievement Data System (CALPADS)

[Web Policy](#)



12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance All Students

FRESNO County (2012-13)

Select Report ▼

Select Year ▼

Select County ▼

Select SubGroup ▼

Local Educational Agency	Gender	# of Grads	None Reported	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	Hispanic or Latino, of Any Race	African American, Not Hispanic	White, Not Hispanic)	Two or More Races	Total
			Grads with UC/CSU Required Courses	Grads with UC/CSU Required Courses	Grads with UC/CSU Required Courses	Grads with UC/CSU Required Courses	Grads with UC/CSU Required Courses	Grads with UC/CSU Required Courses	Grads with UC/CSU Required Courses	Grads with UC/CSU Required Courses	Grads with UC/CSU Required Courses	Grads with UC/CSU Required Courses
Caruthers Unified 1075598												
	Female	0	0 (0.0%)	0	3 (100.0%)	0	0 (0.0%)	40	0	12	0	55
	Male	0	0 (0.0%)	0	5 (100.0%)	0	0 (0.0%)	42	4	10	0	61
	Total	0	0 (0.0%)	0	8 (100.0%)	0	0 (0.0%)	82	4	22	0	116
Central Unified 1073965												
	Female	4	1 (25.0%)	5	76 (68.4%)	2	5 (50.0%)	222	42	91	1	448
	Male	2	0 (0.0%)	0	70 (54.3%)	0	8 (50.0%)	199	45	103	5	432
	Total	6	1 (16.7%)	5	146 (61.6%)	2	13 (66.2%)	421	87	194	6	880
Clovis Unified 1062117												
	Female	0	0 (0.0%)	10	181 (79.0%)	7	25 (68.0%)	354	46	639	29	1,291
	Male	0	0 (0.0%)	12	226 (65.9%)	4	24 (70.8%)	368	42	625	18	1,319
	Total	0	0 (0.0%)	22	407 (71.7%)	11	49 (63.6%)	722	88	1,264	47	2,610
Coalinga-Huron Unified 1062125												
	Female	1	0 (0.0%)	0	4 (25.0%)	0	1 (100.0%)	76	2	18	0	102
	Male	0	0 (0.0%)	0	2 (50.0%)	0	0 (0.0%)	66	1	16	0	85
	Total	1	0 (0.0%)	0	6 (33.3%)	0	1 (100.0%)	142	3	34	0	187
Firebaugh-Las Deltas Unified 1073809												
	Female	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	77	0	3	0	80
	Male	0	0 (0.0%)	0	1 (0.0%)	0	0 (0.0%)	68	0	2	0	71
	Total	0	0 (0.0%)	0	1 (0.0%)	0	0 (0.0%)	145	0	5	0	151
Fowler Unified 1062158												
	Female	0	0 (0.0%)	0	7 (85.7%)	0	0 (0.0%)	71	2	8	0	88
	Male	0	0 (0.0%)	0	7 (71.4%)	0	0 (0.0%)	57	1	8	0	73

UC/CSU Graduates by County

Fresno State	0	0 (0.0%)	0	0 (0.0%)	14	11 (78.6%)	0	0 (0.0%)	0	0 (0.0%)	128	53 (41.4%)	3	0 (0.0%)	16	10 (62.5%)	0	0 (0.0%)	1673	74 (46.0%)	
Fresno County Office Of Education 1010108																					
Female	0	0 (0.0%)	0	0 (0.0%)	1	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	28	1 (3.6%)	6	0 (0.0%)	10	0 (0.0%)	0	0 (0.0%)	45	1 (2.2%)	
Male	0	0 (0.0%)	0	0 (0.0%)	4	0 (0.0%)	1	0 (0.0%)	0	0 (0.0%)	30	0 (0.0%)	7	0 (0.0%)	19	0 (0.0%)	0	0 (0.0%)	61	0 (0.0%)	
Total	0	0 (0.0%)	0	0 (0.0%)	5	0 (0.0%)	1	0 (0.0%)	0	0 (0.0%)	58	1 (1.7%)	13	0 (0.0%)	29	0 (0.0%)	0	0 (0.0%)	106	1 (0.9%)	
Fresno Unified 1062166																					
Female	8	0 (0.0%)	17	3 (17.6%)	361	233 (64.5%)	8	5 (62.5%)	16	10 (62.5%)	1,288	498 (38.7%)	234	86 (36.8%)	325	162 (49.8%)	10	4 (40.0%)	2,267	1,001 (44.2%)	
Male	2	0 (0.0%)	11	1 (9.1%)	358	181 (50.6%)	7	4 (57.1%)	3	0 (0.0%)	1,028	263 (25.6%)	173	50 (28.9%)	343	149 (43.4%)	13	3 (23.1%)	1,938	651 (33.6%)	
Total	10	0 (0.0%)	28	4 (14.3%)	719	414 (57.6%)	15	9 (60.0%)	19	10 (52.6%)	2,316	761 (32.9%)	407	136 (33.4%)	668	311 (46.6%)	23	7 (30.4%)	4,205	1,652 (39.3%)	
Golden Plains Unified 1075234																					
Female	2	1 (50.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	35	11 (31.4%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	37	12 (32.4%)	
Male	1	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	36	14 (38.9%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	37	14 (37.8%)	
Total	3	1 (33.3%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	71	25 (35.2%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	74	26 (35.1%)	
Kerman Unified 1073999																					
Female	0	0 (0.0%)	1	1 (100.0%)	9	7 (77.8%)	0	0 (0.0%)	0	0 (0.0%)	112	33 (29.5%)	0	0 (0.0%)	18	3 (16.7%)	0	0 (0.0%)	140	44 (31.4%)	
Male	0	0 (0.0%)	0	0 (0.0%)	13	7 (53.8%)	1	0 (0.0%)	0	0 (0.0%)	102	12 (11.8%)	2	0 (0.0%)	17	4 (23.5%)	0	0 (0.0%)	135	23 (17.0%)	
Total	0	0 (0.0%)	1	1 (100.0%)	22	14 (63.6%)	1	0 (0.0%)	0	0 (0.0%)	214	45 (21.0%)	2	0 (0.0%)	35	7 (20.0%)	0	0 (0.0%)	275	67 (24.4%)	
Kings Canyon Joint Unified 1062265																					
Female	1	0 (0.0%)	1	0 (0.0%)	6	4 (66.7%)	1	1 (100.0%)	3	2 (66.7%)	272	103 (37.9%)	1	0 (0.0%)	54	27 (50.0%)	2	0 (0.0%)	341	137 (40.2%)	
Male	1	0 (0.0%)	1	0 (0.0%)	3	1 (33.3%)	0	0 (0.0%)	3	0 (0.0%)	200	40 (20.0%)	2	0 (0.0%)	45	9 (20.0%)	1	0 (0.0%)	256	50 (19.5%)	
Total	2	0 (0.0%)	2	0 (0.0%)	9	5 (55.6%)	1	1 (100.0%)	6	2 (33.3%)	472	143 (30.3%)	3	0 (0.0%)	99	36 (36.4%)	3	0 (0.0%)	597	187 (31.3%)	
Kingsburg Joint Union High 1062257																					
Female	0	0 (0.0%)	0	0 (0.0%)	6	5 (83.3%)	0	0 (0.0%)	0	0 (0.0%)	68	26 (38.2%)	0	0 (0.0%)	55	26 (47.3%)	3	2 (66.7%)	132	59 (44.7%)	
Male	0	0 (0.0%)	0	0 (0.0%)	4	2 (50.0%)	0	0 (0.0%)	0	0 (0.0%)	68	19 (27.9%)	0	0 (0.0%)	48	23 (47.9%)	1	1 (100.0%)	121	45 (37.2%)	
Total	0	0 (0.0%)	0	0 (0.0%)	10	7 (70.0%)	0	0 (0.0%)	0	0 (0.0%)	136	45 (33.1%)	0	0 (0.0%)	103	49 (47.6%)	4	3 (75.0%)	253	104 (41.1%)	
Laton Joint Unified 1062281																					
Female	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	14	7 (50.0%)	0	0 (0.0%)	7	1 (14.3%)	0	0 (0.0%)	21	8 (38.1%)	
Male	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	12	2 (16.7%)	0	0 (0.0%)	3	1 (33.3%)	0	0 (0.0%)	15	3 (20.0%)	
Total	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	26	9 (34.6%)	0	0 (0.0%)	10	2 (20.0%)	0	0 (0.0%)	36	11 (30.6%)	
Mendota Unified 1075127																					
Female	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	71	32 (45.1%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	71	32 (45.1%)	
Male	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	67	23 (34.3%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	67	23 (34.3%)	
Total	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	138	55 (39.9%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	138	55 (39.9%)	
Orange Center 1062331																					
Male	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	1	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	1	0 (0.0%)	
Total	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	1	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	1	0 (0.0%)	
Parlier Unified 1062364																					
Female	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	104	41 (39.4%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	104	41 (39.4%)	
Male	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	89	18 (20.2%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	89	18 (20.2%)	
Total	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	193	59 (30.6%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	193	59 (30.6%)	
Raisin City Elementary 1062380																					
Female	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	1	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	1	0 (0.0%)	
Total	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	1	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	1	0 (0.0%)	
Riverdale Joint Unified 1075408																					

UC/CSU Graduates by County

Fresno State		0	0 (0.0%)	0	0 (0.0%)	1	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	50	30 (60.0%)	3	2 (66.7%)	6	2 (33.3%)	0	0 (0.0%)	674	34 (56.7%)
Male		0	0 (0.0%)	0	0 (0.0%)	2	1 (50.0%)	1	1 (100.0%)	0	0 (0.0%)	37	17 (45.9%)	0	0 (0.0%)	11	7 (63.6%)	0	0 (0.0%)	51	26 (51.0%)
Total		0	0 (0.0%)	0	0 (0.0%)	3	1 (33.3%)	1	1 (100.0%)	0	0 (0.0%)	87	47 (54.0%)	3	2 (66.7%)	17	9 (52.9%)	0	0 (0.0%)	111	60 (54.1%)
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Sanger Unified 1062414																					
Female		0	0 (0.0%)	2	1 (50.0%)	32	25 (78.1%)	0	0 (0.0%)	0	0 (0.0%)	281	141 (50.2%)	6	4 (66.7%)	67	42 (62.7%)	2	0 (0.0%)	390	213 (54.6%)
Male		0	0 (0.0%)	1	1 (100.0%)	34	18 (52.9%)	0	0 (0.0%)	2	2 (100.0%)	222	73 (32.9%)	4	2 (50.0%)	58	25 (43.1%)	1	0 (0.0%)	322	121 (37.6%)
Total		0	0 (0.0%)	3	2 (66.7%)	66	43 (65.2%)	0	0 (0.0%)	2	2 (100.0%)	503	214 (42.5%)	10	6 (60.0%)	125	67 (53.6%)	3	0 (0.0%)	712	334 (46.9%)
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Selma Unified 1062430																					
Female		0	0 (0.0%)	0	0 (0.0%)	8	5 (62.5%)	0	0 (0.0%)	0	0 (0.0%)	179	70 (39.1%)	0	0 (0.0%)	16	7 (43.8%)	0	0 (0.0%)	203	82 (40.4%)
Male		0	0 (0.0%)	0	0 (0.0%)	9	6 (66.7%)	0	0 (0.0%)	1	1 (100.0%)	150	42 (28.0%)	2	1 (50.0%)	21	8 (38.1%)	0	0 (0.0%)	183	58 (31.7%)
Total		0	0 (0.0%)	0	0 (0.0%)	17	11 (64.7%)	0	0 (0.0%)	1	1 (100.0%)	329	112 (34.0%)	2	1 (50.0%)	37	15 (40.5%)	0	0 (0.0%)	386	140 (36.3%)
<hr/>																					
Sierra Unified 1075275																					
Female		0	0 (0.0%)	4	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	1	1 (100.0%)	13	3 (23.1%)	0	0 (0.0%)	64	26 (40.6%)	0	0 (0.0%)	82	30 (36.6%)
Male		0	0 (0.0%)	13	2 (15.4%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	5	1 (20.0%)	0	0 (0.0%)	41	11 (26.8%)	0	0 (0.0%)	59	14 (23.7%)
Total		0	0 (0.0%)	17	2 (11.8%)	0	0 (0.0%)	0	0 (0.0%)	1	1 (100.0%)	18	4 (22.2%)	0	0 (0.0%)	105	37 (35.2%)	0	0 (0.0%)	141	44 (31.2%)
<hr/>																					
Washington Unified 1076778																					
Female		0	0 (0.0%)	0	0 (0.0%)	17	12 (70.6%)	0	0 (0.0%)	3	1 (33.3%)	86	28 (32.6%)	23	1 (4.3%)	13	8 (61.5%)	0	0 (0.0%)	142	50 (35.2%)
Male		0	0 (0.0%)	1	0 (0.0%)	15	11 (73.3%)	1	0 (0.0%)	0	0 (0.0%)	88	25 (28.4%)	7	1 (14.3%)	16	7 (43.8%)	0	0 (0.0%)	128	44 (34.4%)
Total		0	0 (0.0%)	1	0 (0.0%)	32	23 (71.9%)	1	0 (0.0%)	3	1 (33.3%)	174	53 (30.5%)	30	2 (6.7%)	29	15 (51.7%)	0	0 (0.0%)	270	94 (34.8%)
<hr/>																					
West Park Elementary 1062539																					
Female		0	0 (0.0%)	1	1 (100.0%)	0	0 (0.0%)	1	1 (100.0%)	0	0 (0.0%)	34	34 (100.0%)	3	3 (100.0%)	12	12 (100.0%)	0	0 (0.0%)	51	51 (100.0%)
Male		1	1 (100.0%)	0	0 (0.0%)	1	1 (100.0%)	0	0 (0.0%)	0	0 (0.0%)	25	25 (100.0%)	3	3 (100.0%)	7	7 (100.0%)	0	0 (0.0%)	37	37 (100.0%)
Total		1	1 (100.0%)	1	1 (100.0%)	1	1 (100.0%)	1	1 (100.0%)	0	0 (0.0%)	59	59 (100.0%)	6	6 (100.0%)	19	19 (100.0%)	0	0 (0.0%)	88	88 (100.0%)
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Westside Elementary 1062547																					
Female		0	0 (0.0%)	1	0 (0.0%)	2	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	47	0 (0.0%)	6	0 (0.0%)	15	0 (0.0%)	0	0 (0.0%)	71	0 (0.0%)
Male		0	0 (0.0%)	1	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	35	0 (0.0%)	6	0 (0.0%)	16	0 (0.0%)	0	0 (0.0%)	58	0 (0.0%)
Total		0	0 (0.0%)	2	0 (0.0%)	2	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	82	0 (0.0%)	12	0 (0.0%)	31	0 (0.0%)	0	0 (0.0%)	129	0 (0.0%)
<hr/>																					
County Total																					
Female		16	2 (12.5%)	42	11 (26.2%)	714	496 (69.5%)	19	12 (63.2%)	54	34 (63.0%)	3,523	1,409 (40.0%)	374	139 (37.2%)	1,433	779 (54.4%)	47	28 (59.6%)	6,222	2,910 (46.8%)
Male		7	1 (14.3%)	40	5 (12.5%)	754	426 (56.5%)	15	8 (53.3%)	41	24 (58.5%)	2,995	820 (27.4%)	299	99 (33.1%)	1,409	636 (45.1%)	39	18 (46.2%)	5,599	2,037 (36.4%)
Total		23	3 (13.0%)	82	16 (19.5%)	1,468	922 (62.8%)	34	20 (58.8%)	95	58 (61.1%)	6,518	2,229 (34.2%)	673	238 (35.4%)	2,842	1,415 (49.8%)	86	46 (53.5%)	11,821	4,947 (41.8%)
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State Total																					
Female		962	323 (33.6%)	1,558	479 (30.7%)	20,513	14,953 (72.9%)	1,333	540 (40.5%)	6,384	3,956 (62.0%)	102,678	34,685 (33.8%)	13,968	4,735 (33.9%)	62,540	32,666 (52.2%)	4,077	2,106 (51.7%)	214,013	94,443 (44.1%)
Male		1,014	274 (27.0%)	1,441	308 (21.4%)	21,384	13,414 (62.7%)	1,251	359 (28.7%)	6,802	3,220 (47.3%)	96,355	23,281 (24.2%)	13,104	3,165 (24.2%)	62,959	26,453 (42.0%)	3,854	1,604 (41.6%)	208,164	72,078 (34.6%)
Total		1,976	597 (30.2%)	2,999	787 (26.2%)	41,897	28,367 (67.7%)	2,584	899 (34.8%)	13,186	7,176 (54.4%)	199,033	57,966 (29.1%)	27,072	7,900 (29.2%)	125,499	59,119 (47.1%)	7,931	3,710 (46.8%)	422,177	166,521 (39.4%)

Web Policy