


APPENDIX A
EVIDENTIARY REPORT: OPPORTUNITY

OPPORTUNITY – “ACCESS TO QUALITY PROGRAMS FOR DIVERSE POPULATIONS”

Intrinsic to the character of California State University, Fresno is the principle that a quality education should be available to all eligible students. This is evidenced by an existing strong commitment to equity that ensures the lowering of barriers to entry and retention for all groups of learners—be they low income and migrant students, community college transfers and first generation college attendees, immigrant and international students, reentry adults and returning professionals, or distance and Web-based learners. The present essay examines the dual-faceted nature of this opportunity principle: a strong commitment to equity and diversity, and a purposeful dedication to the provision of a quality education for all concerned. It is important to note that the opportunity discussed here is thus not limited to students; it also refers to the opportunity afforded to faculty, staff, and administrators  involvement in this critical endeavor as teachers, advisers, supporters, and enablers of students. Faculty, staff, and administrators—as diverse learners themselves—require access to excellent training and development programs for their own professional advancement and for the improvement of the university.

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Behind the provision of equal access and quality education lies a solid structure of policy, plan, and program support. The university’s [Mission Statement](#) proclaims a commitment to both “offer a high quality educational opportunity to qualified students...” and to “seek and encourage historically underrepresented students to embark upon and complete a university education.” In the strategic plan (*Plan for Excellence II*, 2001-2006), fully nine goals (#9, 10, 17, 20, 21, 23, 24, 27, and 37) deal directly with issues of opportunity for quality educational experiences for students, staff, faculty and administrators. Reflecting these and numerous specific campus documents variously referred to throughout this essay, the WASC Self-Study Steering Committee's Institutional Purposes #1 and #2 and Educational Goals #1 and #4 decisively address issues of opportunity.

Attracting and Supporting a Diverse Campus Community

Diversity has become a hallmark of California State University, Fresno, as is dramatically evidenced in [institutional statistics on student body faculty, staff, and service area](#). Specific focus on such strong commitment to an inclusive campus may be found in two important documents, the President’s Statement on Campus Climate and Diversity, and the [EEEE Plan](#), which are further bolstered by campus human resource policies, a diverse array of courses and programs of study, and programs to facilitate the success of returning students, first-generation and distance learning college students, transfer students, and other special needs populations.

In spring 2003, the university held for the first time a Diversity Week, including special events and displays that celebrated the rich cultural diversity of the campus and its surrounding community.

EXEMPLAR – Diversity Week

Student Recruitment and College Transition

Central to the creation of such an inclusive campus is the recruitment of students and all university employees. The essential value and distinctive character of the university's diversity is thus being constantly maintained through ongoing, vigilant outreach. [The Office of University Outreach](#) is committed to attracting a diverse student population to the campus by focusing efforts on reaching out to underserved student groups in rural and underprivileged communities where low-income, first-generation college students constitute a high percentage of the population. Special recruitment events throughout the year bring diverse students to visit

the campus, learn about the university's academic programs, and meet with students, faculty, and staff. Student Ambassadors visit high schools regularly to facilitate university enrollment by assisting students individually with the pre-admission process. In the middle schools, early outreach efforts provide university tutors and mentors who offer academic development assistance in math, English and science, while at the same time giving these students early exposure to higher education.

Staff Recruitment

In the area of staff and management recruiting, emphasis is placed on developing applicant pools that include the very best available talents. To that end the Office of Employment and Recruitment advertises open positions on the Internet, also using appropriate professional journals for the more specialized positions. Advertising resources are made available to hiring authorities at the outset of the recruiting process. Assuring the effectiveness of the [EEEEO policy](#), the Equal Employment Opportunity Coordinator or designee is an active participant in every search process. The recently updated [Equal Employment and Educational Opportunity Plan](#) includes a variety of strategies for reaching qualified labor markets. A [career opportunity Web site](#) lists vacant positions.

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Faculty Recruitment

California State University Fresno is committed to providing a diverse student population with a quality education at the graduate and undergraduate levels. To this end, the university seeks to recruit and retain a quality faculty from every background, within the framework of federal and state law, to fulfill its mission. University hiring policies are designed to assure that all candidates receive a fair opportunity to present their credentials. Web access to important policies is readily available (e.g., the [Interim Policy on the Appointment of Tenure Track Faculty and the Award of Service Credit](#)); and all full-time vacancy announcements are posted on the Web site of [Academic Personnel Services](#) and on the national academic vacancy Web site <http://www.higheredjobs.com/>, resulting in interest from applicants worldwide.

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To further encourage interest in the university and the Fresno-Clovis Metropolitan Area, Academic Personnel Services has developed a [Web site](#) to answer questions regarding the university and community from prospective employees.

Supporting a Quality Learning Environment

Many campus student services have as their primary goal ensuring the success of all students including those with specific needs. Student services programs such as the Educational Opportunity Program, the Office of Reentry Services, Summer Bridge, College Assistance Migrant Program, University Migrant Services, and Southeast Asian Student Services are designed to provide a comprehensive array of services to support the academic, personal, and social development of target populations. Services such as academic planning, advising, counseling, financial aid advising, peer mentoring, learning assistance and new-student orientation are essential to helping these students realize their academic, personal and career goals.

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Advising Services and Support Programs

The **Office of Advising Services** provides a variety of services that support student learning and development and increase the probability of success for all students. Dog Days: New Student Orientation provides creative programs designed to prepare new students for a successful academic experience. It provides an opportunity for the campus community to make early connections with students and parents. Current students receive assistance with undeclared major advising, general education advising, academic petition procedures, special major

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advising, academic problem solving and understanding university policies and procedures. The mission of the Office of Advising Services is to empower undergraduate students by helping them take responsibility for achieving their academic and personal goals, and to support the university advising community.

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EXEMPLAR – DOG DAYS

The [Office of Reentry Services](#) offers access and retention support specifically for non-tradition students 25 years of age and older. Services are provided to promote lifelong learning, help adult learners seek meaningful goals for themselves, and prepare them for success in their personal, educational, and career endeavors. Specialized services for Reentry students include extended evening appointment hours for pre-admission and academic advising, assistance with the university’s application and admission process, student orientation sessions designed to address the transition needs of the older student, tutoring, study tables, and workshops. The Reentry Services office also assists students 60 years or older to enroll in the 60+ Program at a reduced fee on a space available basis. In 2000, Reentry Services was awarded the “Outstanding Adult Learner Program” at the Academic College Personnel Association National Convention in Washington, D.C. Angela R. Cisneros, Coordinator, received the runner-up award for Outstanding Individual Contribution Commuter/Adult Learner Perspective by a Student Development Professional (5 or more years professional experience) category. Reentry student and president of the Reentry Students Association Kathleen Anderson also received the Honorable Mention Award in the Individual Contribution Commuter/ Adult Learner Perspective by a Student.

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The **Summer Bridge Program** is designed to help students from low-income backgrounds prepare to meet the demands of the university and bridge the gap between high school and university life. Discipline-centered programs like Mathematics, Engineering and Science Achievement Program (MESAP) and the Health Careers Opportunity Program (HCOP) support economically and educationally disadvantaged students in successfully attaining degrees in mathematics and science-related careers and preparing for graduate studies. Students with special needs because of a temporary or permanent disability that may affect their academic functioning are served through Services for Students with Disabilities. This office works to ensure that campus programs, activities, and facilities are accessible and provides support services for students with disabilities to participate in the full range of campus programs and activities. The programs excel in enriching the college experience and are instrumental in helping students maximize their academic and personal potential during their college years.

EXEMPLAR – Summer Bridge

Transfer students receive preadmission advising through **University Outreach Services**. Information is provided on transfer course requirements and students are assisted with the university application process. New transfer students participate in new student orientation where connections are made with major advisors. Bulldog B.A.R.K. for Transfer Students, an academic advising handbook, is used in conjunction with the General Catalog and Schedule of Courses to help new transfer students understand basic academic requirements, guide them through class scheduling and the registration process, and assist them with ongoing academic planning for their degree objective.

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The [Faculty Mentoring Program](#) is a unique experience that affords students the opportunity to interact with faculty in a setting other than the traditional classroom. Selected new freshmen and transfer students are linked with faculty mentors who provide guidance, friendship, and support throughout the students’ academic careers. Faculty Mentoring Program students are required to enroll in a Freshman Orientation Seminar course. In addition, students participate in special activities or events and have regular interactions with their mentor.

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EXEMPLAR – The Faculty Mentoring Program

[University 1](#) is a course for new students that fosters a successful transition into the academic community as well as the larger university environment. Integrating student development and academic rigor, the course leads students to a holistic understanding of the value of an education and its role in creating a healthy society. University 1 encourages students to take responsibility for their educational development, for contributing to the development of others, and for honoring values and commitments in their private and public behavior. The course lays a cornerstone for higher education and advanced study.

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The [Office of Services for Students with Disabilities](#), in collaboration with others, endeavors to promote opportunities for students with disabilities to achieve their academic, cultural and social interests by ensuring that campus programs, activities and facilities are accessible.

The [Health Careers Opportunity Program \(HCOP\)](#) is designed to assist incoming students from underserved and disadvantaged backgrounds from high school or community college make a successful transition into the university. It also provides them necessary support throughout their undergraduate education to prepare them to be competitive for health professional school or graduate health and science programs. HCOP provides its students with resources and opportunities designed to enhance both their academic work and extracurricular pursuits with services such as scholarship support, peer advising, tutoring, academic counseling, academic workshops and facilitating placement into community health research projects, and clinics.

The [Ronald E. McNair Post-Baccalaureate Achievement Program](#) is an exciting effort designed to encourage promising college students to pursue academic doctoral study. The McNair Program is supported by U.S. Department of Education Title IV funds. Fresno State has been a successful competitor for these nationally disbursed funds over many years, and claims a noteworthy track record of success among its graduates. Through McNair, talented college students are allowed to prepare for graduate study via participation in an intensive program intended to acquaint them with advanced-level research under the mentorship of a faculty member. Named for a Challenger space shuttle crew member, the McNair Program serves as a living memorial to a man who overcame seemingly insurmountable odds to be awarded his Ph.D. in physics and later, to realize his dream of becoming an astronaut for NASA. Stipends for participants are \$2400, entailing successful participation in the McNair Program and completion of the research project.

EXEMPLAR – McNair Program

California State University, Fresno is strongly committed to providing an educational environment that assures comparable access to Web-based information and information technology for individuals with disabilities. In order to accomplish this task, the university has incorporated Web accessibility into its Web training programs, provides assistance to faculty creating Web pages through the Digital Campus Resource Center, has developed instructional videos explaining accessibility and providing perspectives from users with disabilities regarding their problems and technical needs, and maintains a [Web site](#) with information and online accessibility tools and resources. The university's Web accessibility policy is currently going through the consultative process and the implementation plan is in development. Future activities include creation of a handbook for Web site authors and continuation of ongoing presentations and seminars.

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The [Division of Graduate Studies](#) administers several fellowships programs to support graduate student success. One example is the California Graduate Equity Fellowship Program, which seeks to increase the diversity of students completing graduate degree programs on this campus and encourages continuation on to the doctoral programs and consideration of university faculty

careers. Fellowships are provided for economically disadvantaged graduate students, especially from groups that are underrepresented among graduate degree recipients in their areas of study, and the program actively promotes faculty mentoring and research opportunities.

The mission of California State University, Fresno [Office of Career Services](#) is to support the academic purpose of the university by providing comprehensive career development services to currently enrolled students and alumni. These services help students identify and attain personally rewarding careers. Also, Career Services helps students achieve their educational and career goals. Career Services staff members provide counseling, workshops, class presentations, and job fairs, and work to develop effective college relations with employers who in turn recruit and hire our Fresno State graduates.

Keeping Abreast of Student Needs

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Student Surveys. The university regularly identifies the characteristics of its student body and assesses student needs with the aim of improving accessibility and satisfaction. The following instruments serve to gauge student needs, priorities, satisfaction, perceived importance of specific programs and services, and actual student behaviors:

- Student Needs and Priorities Survey (SNAPS) - Every 5 years
- HERI Astin Survey of Entering Freshmen - Every 3 years
- Noel-Levitz Student Satisfaction Survey (SSI) - Every 2 years
- National Survey of Student Engagement (NSSE) – Every 3 years with the CSU NSSE consortium

Each of the above student surveys provides benchmark norms with relevant aggregations of students. Thus Fresno State is able to compare its performance with that of peer institutions both regionally and nationally. Findings from the surveys occasionally are supplemented by those of student focus groups which are convened to amplify or clarify findings from a recently administered survey. Survey results are reported to the president's cabinet and other entities on campus, with the purpose of improving structure and processes.

The Division of Graduate Studies annually surveys graduate students in their final semester or holds focus groups to assess their satisfaction with their graduate education at California State University, Fresno. Students are invited to share their concerns and recommendations for improving graduate education on this campus.

Providing Quality Educational Programs to Meet the Diverse Needs of Students

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The university offers a wide variety of degree programs, including 59 bachelor degree programs, 40 master's degree programs, a Joint Doctorate in Educational Leadership, and several certificate and advanced certificate programs. The range and quality of offerings in majors and courses are appropriate to the mission of the university and consistent with the level expected of quality institutions of higher learning. Each degree has quality offerings appropriate to the field, and the general education program is approved campus and statewide. The general education program provides a breadth of experience for each student. Graduation with the degree, including the general education program, involves successful completion of [individual programs at the undergraduate and graduate levels](#), as described in the *General Catalog*.

Special Opportunities

In addition to the general offerings, a number of special programs and opportunities are available to meet the needs of exceptional students and those with unique challenges.

The **Smittcamp Family Honors College** was founded in the fall of 1999 to attract high-quality students to the university. These students are recruited from the entire state through solicitations of high school principals, scholarship advisers and California Scholastic Foundation advisers, in addition to direct mail to high PSAT scorers. Students in the [Honors College](#) receive a four-year President's Scholarship that includes all registration fees and on-campus housing. The Residence Hall administration attempts to cluster the students in several residence halls. Students also receive free parking, special library privileges, use of a laptop computer, use of the Honors computer lab, and use of the Honors Office. Students must maintain escalating (3.0, 3.25 and 3.4) grade point averages during their attendance. Students perform community service as part of their role in the Honors College.

EXEMPLAR: Smittcamp Family Honors College

The [Division of Continuing and Global Education](#) is responsible for providing adult learners with educational opportunities designed to meet their needs for career advancement, professional growth, and life enrichment. To provide flexibility and to better serve the needs of the entire community, regular college courses are offered for credit, along with a variety of non-credit programs. California State University, Fresno is sensitive to the ever-changing demands of adult life and attempts to meet these diverse educational needs through its many offerings and formats. Extension courses are open to anyone; admission to the university is not prerequisite to enrollment.

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Co-curricular programs designed to integrate knowledge and practice learning have been developed and implemented. These programs are designed to develop the learner both personally and professionally, and are closely aligned with academic programs and student learning outcomes. A more thorough discussion may be found in the Interaction Evidentiary Report.

Educational Accountability

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The integrity of the academic program is guaranteed by faculty review of new courses and curricula and by periodic review (as required by the CSU) of existing programs.

New Courses and Curricula Review. All new programs and new courses are reviewed by faculty at the department, college or school, and university level. The process for undergraduate and graduate programs may be viewed at <http://www.csufresno.edu/assocprovost/program.htm>.

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Assessing Learning and Instruction. A variety of mechanisms are in place to assess the quality of the student instructional experience and to support faculty in their efforts to strengthen and broaden their skills. Both graduate and undergraduate program reviews, begun in 1978 and 1990 respectively, are conducted periodically on an ongoing basis. Two recent developments have impacted the program review process.

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1. **Implementation of Student Outcomes Assessment Planning (SOAP).** The Fresno campus has been at the forefront of student learning outcomes assessment planning in the CSU. The university in the past three years has had as a primary goal the development of Student Outcomes Assessment Plans (SOAPs) for each undergraduate and graduate program offered at the institution. A major commitment of resources and campus-wide leadership has resulted in the participation of all departments in the student learning outcomes planning process. The [Guide to Outcomes Assessment Planning](#) is available on the Web. In 1998-99, all programs up for review were offered (with Chancellor's Office approval) the option of substituting on a one-time basis, the development of a SOAP in lieu of the scheduled five-year program review. This offer was repeated for two subsequent years and those programs not scheduled for review were encouraged to also develop a SOAP. Departments were each offered 3 units of

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assigned time for a department assessment coordinator to develop the program's assessment plan.

At this time all departments have completed an assessment plan for their programs or are in some stage of plan development. The status of each department plan and drafts or completed plans may be viewed at <http://www.csufresno.edu/cetl/assessment/assmnt.html>. These plans include explicitly stated goals and objectives for student learning, an analysis of where in the curriculum learning outcomes are to be achieved, a description of the means to be used to determine the extent to which students are achieving learning goals, a five-year plan for data collection, and a description of procedures to ensure that student learning outcome data will be used to inform future decisions. Most programs have begun collecting data on student learning outcomes, and many are incorporating departmentally-agreed upon learning outcomes into individual course syllabi. The [syllabus template](#) provided to faculty each semester calls for inclusion of learning outcomes. Each department is required to report some information regarding their assessment activities, in their annual report to the provost.

An assessment plan is even in place (and being implemented) for that most difficult of challenges, General Education (GE). The GE curriculum was revised in fall 1998. The university's [policy on general education](#) calls for the General Education Subcommittee to review all GE courses every three to five years.

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2. **Revised Program Review.** A second development combined a revision of the graduate program review process and the development of an undergraduate process, aligning the procedures and the guidelines for the self-study. The [revised process](#) includes the reporting of assessment activities and any program changes made as a result of information obtained through program assessment and a new/revised assessment plan for the next five years. The new cycle of program reviews began in fall 2002, with the first round to conclude in spring 2004.

EXEMPLAR – Student Outcomes Assessment Planning (SOAP)

Disciplinary Accreditation. Presently, 37 programs offered on this campus have been accredited by national professional organizations or accrediting agencies. A list of the accrediting agencies is found in the [General Catalog](#).

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Faculty Qualifications. Quality of the educational experience is further enhanced by the quality and availability of faculty with preparation and skills supportive of the range of educational commitments of the campus. Faculty members are well qualified to provide a diverse student population with a quality education at the undergraduate and graduate levels. Standards for university faculty appointment and employment policies support the acquisition of a faculty who are highly qualified, in many cases nationally recognized, and who are committed to their students' education. Since 1977, the campus has followed a policy to appoint only faculty possessing terminal degrees to tenure-track positions ([Policy on Terminal Degrees](#) APM 304).

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The university has developed a probationary plan process to help probationary employees through the tenure process. The basic policy for the probationary plan is encompassed in the [Policy on Probationary Plans and Faculty Mentoring](#) (APM 324). The probationary plan is intended to provide clear guidance and a supportive environment for the new faculty member. The concept was developed in the late 1980s and applied campus wide, beginning with the hiring class of fall 1994. This process has proven itself as a successful means to provide a positive, formative environment where the probationary faculty member has reasonable assurance that the expectations for tenure are both equitable and known from the initiation of the tenure process.

California State University Fresno has seen normal attrition rates among its probationary faculty. However, of those who complete the probationary period, very few fail to achieve tenure and promotion. This high retention rate is a reflection of the care that is initially taken in the hiring process and the support probationary faculty members receive as a result of the probationary plan process.

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Faculty Development

The provost strongly supports faculty development and has established the [Center for the Enhancement of Teaching and Learning \(CETL\)](#) for this purpose. The mission of CETL is to support faculty in all of their various professional roles. CETL organizes workshops and conferences at California State University, Fresno; administers in-house funding programs to enhance faculty careers; provides special programs to support faculty work; and maintains a resource area with books and videotapes on teaching, learning, and other aspects of academe.

For new faculty members, the provost has instituted a specifically focused faculty development effort. These new members are provided with assigned time equal to one course, for the purpose of attending to their professional development and establishing a research/publication agenda. Each new tenure-track faculty member is assigned a [faculty mentor](#) to guide them through the tenure-track process and provide support.

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Staff and Management Development

The university's Office of Employment and Recruitment provides opportunities for staff and management to improve the quality of their job skills and the workplace. Employee development includes structured activities such as workshops for people learning new applications like PeopleSoft, as well as general professional and personal development opportunities. The Employment and Recruitment office also offers "just-in-time" training for managers and supervisors to address workplace issues. A list of reasonably priced job-related seminars offered by agencies in the local Fresno area is circulated. The Web is frequently used as the vehicle for communicating information to university employees. Additionally, the Office of Employee Assistance and Development Web site, <http://www.csufresno.edu/employeeassistance/>, is an extremely valuable resource for employees seeking information about everything from diversity and communication to anger management and drug addiction.

Activities designed to cross over organizational barriers and bring faculty, staff and managers together who share common interests are also provided. Events that have been scheduled outside of work hours include employee nights at the Fresno Zoo and the Fresno Falcons game, and an insider's tour of the Warnor Theatre 's pipe organ. During the day, usually at the noon hour, topics of personal interest are scheduled where employees have an opportunity to hear from experts on such topics as raising teenagers and stress management. Finally, fun is integrated into the workplace, through classes such as holiday wreath-making, likewise offered during the noon hour.

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Campus Support for Educational Purposes

The Library. As declared in its [Mission Statement](#), "The Henry Madden Library is the main resource for recorded knowledge and information supporting the teaching, research, and service functions of the California State University, Fresno." Acting as a repository for recorded knowledge, the library is a rich resource for exploration and discovery of knowledge, self, and society. Its collection of books, periodicals, musical recordings, videos, and online resources encompasses a wide range of subjects in the arts and humanities, sciences and engineering, social sciences, agriculture, and applied fields, such as business, social work, etc. In addition,

the collection includes writings in many languages and on the history and cultures of peoples and countries throughout the world. By monitoring use of the collection and working with faculty, the library strives to stay abreast of changes in disciplines, the curriculum and student and faculty research interests. Historically, the library has received strong support from the university administration and the quality of the library's collection reflects that support.

In response to the growth in online resources and popularity of the Internet, the library has increased the number of subscriptions to online [databases](#) and [electronic journals](#), and has added to the number of personal computers for student use. Statistics on the use of library databases and personal computers provide strong evidence that these services are valued. The availability of remote access to databases, however, has even further expanded the library's reach: electronic resources no longer need be confined to library hours, but are available 24 hours/day, 7 days/week. Students who are taking online courses and who live long distances from the library thus have greater opportunities for exploration than ever before.

In order for students to take advantage of these resources, they must be motivated to explore and must develop basic research skills. Challenging and stimulating instructors motivate students to go beyond what occurs in the classroom (or on Blackboard) and conduct independent research. The library has an active [instruction program](#) to help students learn how to use various library tools, how to frame research topics, and how to evaluate their findings. More than 9,000 students have participated in one of the library's instruction programs.

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Instructional Technology. Continuing effort is devoted to [support instruction](#) through state-of-the-art [instructional technology](#). An important area of support for faculty professional development, and for teaching and learning, is instructional technology. Technology is administered and supported in a combined centralized-decentralized mode (Figure A1). Technology vision and planning is provided by the Informational and Educational Technology Coordinating Council (IETCC), chaired by the president. The two central units implementing technology plans are Information Technology Services and the Academic Technology Center. The directors of these units, with the vice president for administration and the provost and vice president for academic affairs, comprise the Senior Technology Leadership Team. Decentralized support consists of technicians hired by the schools/colleges to meet specialized needs and provide direct support for school and college priorities.

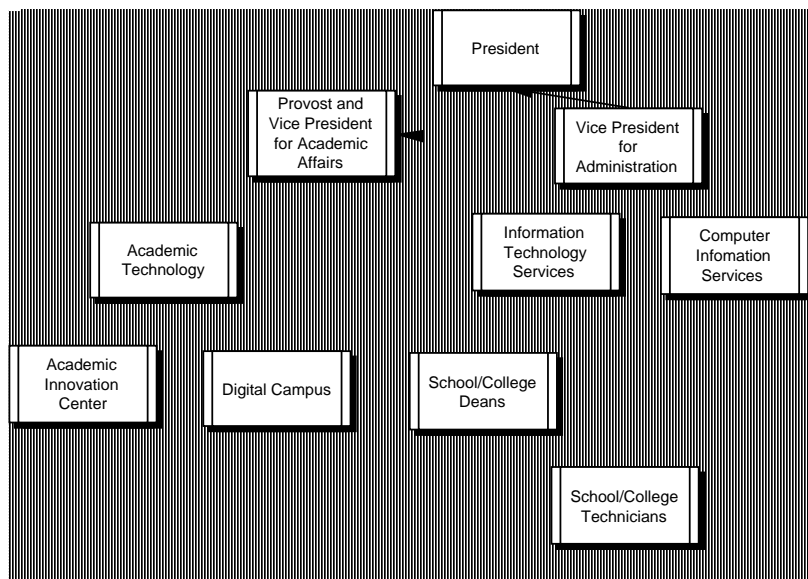


Figure A1. Organizational Chart for Technology. Solid lines indicate direct reports. Dashed lines indicate informational or advisory reporting.

The campus currently is implementing a detailed [Technology Strategic Plan](#) completed in 2000-01. Key elements of this plan are:

- Faculty laptops are being leased and provided to schools/colleges, one per each full-time equivalent faculty member, on a three-year refresh cycle. Docking stations with keyboards and flat-screen monitors allow the laptops to be used as the primary faculty workstation. Laptops were chosen over desktop units so that they could be used in the classroom.
- Fifty classrooms are now equipped at least with digital projectors, sound systems, large screens, and Ethernet connections. Most teaching spaces will be so equipped within five years.
- In the next five years, campus instructional and public areas (except for the farm) will become part of the wireless network now functioning in the library, the campus core, and a limited number of additional instructional spaces. With these developments, faculty members and students are expected to make greater use of technology for content delivery and communication.
- Expanded support for the development and instruction of Web-enhanced and Web-based courses is being provided through [Digital Campus](#) (see following discussion).

Technology Enhanced Learning

The Digital Campus operation was created based on the IETCC (Information and Educational Technology Coordinating Committee) technology initiative in December of 2000 and has since been in full operation. The Digital Campus serves all students, faculty and staff of Fresno State by providing access and support for [Blackboard](#) – an online course management system used by over 1500 major universities for delivering dynamic, interactive online courses and for fostering online communication for various campus organizations. Over 350 faculty members have participated in the training and course-building program on Blackboard. Whether here on campus or located remotely in the region or overseas, all enrolled students can participate in the Digital Campus experience by taking either partially Web-enhanced courses that supplement the traditional classroom experience or completely Web-based courses in which online attendance is required. Blackboard is accessible 24 hours a day, 7 days a week, with a single log-in. In spring 2002, the faculty taught over 500 Web-enhanced or distance learning courses on the Web to over 15,000 students (75 percent of the student body).

Exemplar: Digital Campus

APPENDIX B
EVIDENTIARY REPORT: EXPLORATION

EXPLORATION – “DISCOVERY OF KNOWLEDGE, SELF, AND SOCIETY THROUGH EXPANDING HORIZONS”

The theme “exploration” is intended to convey the acquisition of a deeper understanding of the individual, society, nature, and matter by extending the boundaries of awareness. For students, this means becoming conscious of new ideas and possibilities. For faculty, it involves exploring the frontiers of knowledge and creating new expressions of culture as scholars and artists. For staff and administrators, exploration includes mastering and improving organizational support systems that contribute to educational effectiveness. In each instance, both effort and results are stimulating and meaningful.

The California State University, Fresno Mission Statement and its strategic planning goals clearly support an emphasis on the various modes of exploration described above. Thus the [Mission Statement](#) commits the campus to “a strong General Education program” and “opportunities for students to expand their intellectual horizons, foster lifelong learning, prepare for further professional study, and gain an appreciation of cultures other than their own.” With respect to scholarly activity, the mission states, “By emphasizing the close interaction between faculty and students, the university seeks to stimulate scholarly inquiry and discourse, inspire creative activity heighten professional and technical competencies, encourage and support research and its dissemination, and recruit and develop outstanding teacher-scholars/ artists.” Two of the university’s [strategic planning goals](#) (#11 and #12) address faculty scholarship, and the WASC Steering Committee's Institutional Purpose #4 and Educational Goals #2 and #4 reflect this important emphasis.

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Encouraging Student Discovery of Knowledge, Self, and Society

General Education

California State University, Fresno’s General Education (GE) program is an introduction to the breadth and depth of human experience. It provides students with a foundation in the liberal arts and sciences through which they are encouraged to explore beyond personal goals and boundaries. The overall objective of the GE program is to create a context within which basic skills are developed, scholarship and disciplined thinking emerge, the boundaries of awareness enhanced, and ultimately, where the integration of knowledge begins.

After several years of careful examination and discussion, a revised GE program was introduced in 1999-2000. The GE program is organized into four phases: foundation, breadth, integration, and multicultural/international studies. GE content areas are now more clearly defined, and approach being explicitly stated as student learning outcomes. As discussed elsewhere, a plan for assessment of student learning outcomes in GE is being implemented. The upper-division offerings of the revised GE program have been made more coherent. Students are required to take an upper-division integrative course in each of the major GE categories (Science and Mathematics, Arts and Humanities, Social Sciences). In addition, recognizing the diversity of our student body and consistent with the university vision, an integrative course is required in multicultural/international studies. This was instituted as an upper-division requirement so that all students, including transfer students, would have a multicultural academic experience. In response to concerns about student writing skills, writing requirements were strengthened. Lower-division courses, except in mathematics, require writing assignments totaling at least 2,000 words. Upper-division courses require writing assignments totaling at least 4,000 words.

Undergraduate Programs

Baccalaureate degrees are offered by 54 departments, including the first University of California/California State University joint undergraduate degree, the B.S. in Environmental Sciences jointly conferred with UC Riverside. In 2001-2002, 800 students graduated with baccalaureate degrees from the traditional arts and sciences, and 1,715 students from professional areas. In 2000 - 2001, seven of the smaller departments enrolled between 50 and 100 full-time equivalent students (FTES), while seven of the larger departments enrolled more than 500 FTES [see [Student Data Book](#)]. The quality of undergraduate programs will be a major focus of the Educational Effectiveness review. Here, we preview the Music Department as a program that exemplifies the theme of Exploration.

[Exemplar: Music Department Web site](#)

Graduate Education

The university offers 41 master's degrees and 7 certificates of advanced study. The Joint Doctorate in Educational Leadership, a partnership with the University of California, is currently serving its ninth cohort of students. A large majority (approximately 80 percent) of graduate students are building on undergraduate degrees also received from California State University, Fresno. Our graduate programs serve to transform talented undergraduate and continuing students into competent scholars and knowledgeable practitioners. In addition to graduate courses and seminars, each graduate degree program requires students to complete a challenging culminating experience. The culminating experience may include a thesis, project, or comprehensive examination. Successful completion of a culminating experience requires each graduate student to demonstrate the ability to show critical and independent thinking, mastery of the subject matter and a strong capacity to synthesize and integrate knowledge in the subject. Annually, two-thirds of the graduating class of students completes either a thesis or a project.

Interaction between graduate students and faculty provides an effective environment for exploration. The faculty at California State University, Fresno is burdened by a state-mandated heavy teaching load that requires perseverance and individual commitment to scholarly work to maintain currency in areas of expertise. Working with graduate students facilitates bringing scholarly activities to a higher position on faculty members' priority lists. Graduate students usually work on subjects of direct interest to the faculty member, bringing out the best in faculty members as they see a strong blend between teaching (as their main responsibility) and research in their own areas of interest. Exploration activities in conjunction with graduate students are considered one of the major vehicles for sustaining a scholarly program in a teaching-dominated environment. A great number of faculty members take a work overload for their work with graduate students on a project or a thesis. This attitude stems from faculty members' desire to maintain scholarly activities for career development as well as professional satisfaction.

[Exemplar: Viticulture and Enology Web site](#)

Providing an Environment that Encourages Exploration, Delivery, and Exchange of Knowledge by Faculty and Staff

The faculty at California State University, Fresno is diverse in the scope of activities that support the university's mission as a comprehensive institution. Possession of an earned doctorate or other recognized terminal degree in an area appropriate to the individual's

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teaching/service area is required for appointment to a tenure track or tenured faculty position. Faculty members engage with students in scholarly and creative activities that span the full spectrum — from basic science to art and athletics. Cross-fertilization between disciplines and collaboration among faculty foster student interest and facilitate exploration at regional and national levels. A brochure, “Faculty Publications and Artistic Creations,” is published annually to list faculty scholarly activities. This document includes numerous examples of investigations and studies that expand student and faculty horizons. It also indicates the extent to which the university meets its educational goal to “foster a learning community on campus that is actively engaged in discovery of knowledge, development of skills, and acquisition of experience,” and its commitment to its stated priorities: “Recruit and retain high-quality, diverse faculty, dedicated to teaching, research, creative activity, and service, recognized for their active involvement in the application of knowledge,” and “Engage in high quality research and creative activity in all disciplines, with particular emphasis on applications that support the region.”

Faculty scholarship is inextricably entwined with teaching. Research and creative activity inform course content and curricula. Increased faculty scholarship contributes to increased external funding. Since 1998, Academic Affairs has provided 3 Weighted Teaching Units (WTU) of assigned time to first-year tenure track faculty. With a match from the new faculty member’s school or college, this year-long one-course reduction in teaching load helps new faculty members make the transition into the university and establish their individual programs of scholarship. Mini-grant programs and assigned time for creative and scholarly activities (6 WTU maximum) are available on an annual basis within certain colleges, e.g., the College of Science and Mathematics. Faculty members who have external funding are able to generate further assigned time to focus on research and publications. Graduate support and research is increasingly funded by faculty grants.

EXEMPLAR: Minority Biological Research Support Program

On-campus and off-campus research sites provide faculty members and students with opportunities to use state-of-the-art equipment/facilities and to establish a network of recognized colleagues. Unique campus centers and institutes have been dedicated to special areas of applied and theoretical research. Some examples include the California Agricultural Technology Institute, Engineering Research Laboratory, Center for Educational Research and Services, Institute for Developing Entrepreneurial Action, Solutions Center, Viticulture and Enology Research Center, Human Performance Laboratory, Center for Food Science and Nutritional Research, Kenneth L. Maddy Institute for Public Affairs, Center for Irrigation Technology and the Spatial Information Systems Center. Government agencies (e.g., NASA, Department of Energy, and Central California Crime Lab) and other universities provide collaborative sites in biomedical research, engineering, agriculture, business, and education.

EXEMPLAR: ISIS

Much of the faculty scholarship (including both research and creative activity) involves student contributors and/or collaborators. Each year, the University Grants and Research Office (UGRO) sponsors the Central California Research Symposium, which showcases research from Fresno State and neighboring institutions and agencies, much of it presented by students. The symposium provides an excellent forum for many undergraduate and graduate students to present the results of their research alongside Fresno State faculty as well as faculty students from other campuses. UGRO also coordinates student presentations in the annual CSU Research Competition. Our students typically are highly successful in this [system-wide research competition](#).

EXEMPLAR: Central California Research Symposium

California State University, Fresno is committed to the scholarship of teaching and learning. Consistent with this priority, the [template for faculty Retention Tenure Promotion \(RTP\) documentation](#) stresses the centrality of teaching effectiveness and is organized according to the Boyer model. A [mini-grant program](#) supports faculty developing innovative pedagogical approaches. [Project reports](#) for Instructional Innovation grants are online. Service learning is also well-supported by [Students for Community Service](#), including service-learning mini-grants to faculty members and to departments wishing to incorporate service learning into the curriculum. A Service-Learning Mentor receives one course assigned time to work with faculty members and departments regarding service-learning curriculum development and enhancement. Regular faculty training on service-learning pedagogy includes a component of New Faculty Orientation, a “brown bag” lunch series, a multi-day seminar, and support for faculty attendance at service-learning conferences and meetings. [Digital Campus](#) provides support, including funding, for the development of online courses. Programs in instructional innovation, service learning, and instructional technology have in common (1) an established basis of support and consultation, (2) faculty incentives or mini-grants through a competitive grant process, and (3) a requirement for assessment, including assessment of student learning outcomes.

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Professional Development Activities for Faculty, Staff, and Administration

One of the university’s educational goals is to “instill a culture of continual learning and improvement for all educational endeavors and the systems that support them.” Professional development activities also help achieve the university priority to “establish a positive and productive working environment for the entire university community, which values the individual; supports teamwork and cooperation; requires honesty, integrity, and civility; and inspires enthusiasm and pride.” Professional development is woven into the fabric of the university’s personnel policies. The process from hiring to tenure is built around the interrelationship between teaching as a scholarly endeavor and professional growth – whether scholarly or creative activities. The faculty member is expected to engage in a demanding program of professional development with a required four-fold goal: (1) as a teacher-scholar, strengthening and updating professional expertise for operative classroom instruction; (2) as a scholar, strengthening and broadening the individual’s scholarly and academic credentials; (3) as a practitioner, engaged in both theory and application; and (4) as an integrated scholar, placing specialties in a broader context.

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The university’s personnel policies and support structure are consistent with the priority we place on personal development and exploration. The [probationary process for tenure-track](#) faculty members is perhaps the best example of this. In the first year, new faculty members work with a mentor to develop a Probationary Plan that details expectations for achieving tenure. The Probationary Plan is examined and eventually approved by all of the entities involved in making tenure decisions. Each year, the faculty member’s progress is evaluated against the Probationary Plan in a portfolio-based process that includes peer review of teaching, analysis of student evaluations of instruction, a record of a productive working relationship with peers and colleagues, and, most importantly, a statement of what needs to be done to remedy any observed deficiencies. While new faculty members still experience stress due to their heavy workloads, expectations are clear and the process is developmental and formative up until the time that a decision needs to be made on tenure.

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Faculty members are supported through a number of units. The Center for Enhancement of Teaching and Learning offers an extensive [program for faculty professional development](#) for all of the faculty roles. In 2001-02, over 419 individuals attended 25 events, for a total enrollment of over 600. [The New College for Instructional Innovation](#) is a mini-grant program

that provides assigned time or summer stipends to faculty experimenting with new pedagogies. Financial support is also provided for approximately six faculty members each, attending the CSU Teacher-Scholar Summer Institute and Lilly West. Faculty members are also afforded several opportunities for international experiences. These include USAC (University Studies Abroad Consortium), Fulbright, and CSU resident directorships. In addition, faculty may lead short-term study groups abroad or participate in one of the semester-long programs such as the South Pacific or London Semester. The University Grants and Research Office (UGRO) offers a variety of orientation and technical workshops for faculty and staff who want to enhance their teaching and pursue research and creative activities through sponsored programs. UGRO also encourages managers to serve as guest lecturers in credit courses. Additionally, the office provides substantial financial support for faculty in the form of equipment, travel, and reimbursed release time to pursue research interests. In the current year, for example, UGRO has provided over \$20,000 in direct financial support to the biology department.

The [Academic Innovation Center \(AIC\)](#) and [Digital Campus](#) provide a range of opportunities for faculty training and support. Ample opportunities exist for training in the use of technology. AIC training offers a comprehensive program of technology training and support, including over 220 workshops on basic computer skills and office productivity, as well as digital production. In 2001-2002, these served 2,160 faculty and staff members. Of these, approximately two-thirds were staff. Areas of service include training in Microsoft Office, including MS Word, Powerpoint, and Access; Meeting Maker; Adobe products; Filemaker Pro; Web design; operating systems; Internet/WWW and e-mail; and PeopleSoft.

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[Digital Campus](#) provides one-stop service for needs related to online courses. Digital Campus workshops focus on online learning and range from two-hour sessions to weeklong summer institutes. The faculty professional development unit, CETL, collaborates with these units in areas relating to instructional technology. Technology-related services and training are available to faculty, staff, and administration.

Employee development includes structured activities such as workshops for people learning new applications as well as general professional and personal development opportunities. “Just-in-time” training for managers and supervisors is offered to address workplace issues. Additionally, a list of reasonably priced, job-related seminars offered by agencies in the local Fresno area is regularly made available. Frequently, the Web is the vehicle used for communicating information to employees. The site developed by the [Office of Employee Assistance and Development](#), for example, is an extremely valuable resource for employees seeking information about everything from diversity and communication to anger management and drug addiction.

The Human Resources office also provides activities designed to cross over organizational barriers and bring together faculty, staff, and managers who share common interests. Events that have been scheduled outside of work hours include employee nights at the Fresno Zoo and a Fresno Falcons game, and an insider’s tour of the pipe organ at the Warnor Theatre. During the day, usually the noon hour, the Human Resources office schedules topics of personal interest, where employees have an opportunity to hear from experts on such topics as raising teenagers and stress management. Classes on topics such as holiday wreath-making bring fun into the workplace and improve morale. An active Employee Staff Association sponsors events for faculty and staff throughout the year, including special auctions, ski days, and holiday gatherings, as well as a monthly Red Friday where various campus units join the association to celebrate university spirit.

APPENDIX C

EVIDENTIARY REPORT: INTERACTION

INTERACTION --TRANSFORMATION THROUGH INTEGRATION OF KNOWLEDGE AND EXPERIENCE

“The theme *interaction* connotes empowerment to transform oneself and be changed by the world about you. It involves the acquisition and application of knowledge and skill through experience with students, faculty, staff, administrators, colleagues, and constituents of the university. Interaction extends outward from classroom dialog among students and between faculty and students to involvement of the entire university with cultural organizations, industry associations, community groups, government bodies, and education institutions through its many and varied outreach programs, educational centers and research institutes. The reciprocal impact of experiential learning via student internships, professional collaborations, institutional partnerships, service-learning, and other interactions can be enriching intellectually, spiritually, financially, and otherwise.”

[Institutional Self-Study Proposal, May 2001]

Two research questions are associated with the Interaction Theme, and they focus on institutional and educational effectiveness. Each question is accompanied by categories of indicators.

1. How effective is the university in facilitating various forms of interaction in support of a stimulating campus learning community?

Indicators include *Curricular Interactions*, with special attention to learning communities and other structured efforts; *Events, Performances, and Exhibits; Clubs and Organizations*; the role of the *Physical and Psychological Environment*; shared governance and collaboration through *Committees and Task Forces*; and student, staff and faculty *Support Activities*.

1. How effective is campus interaction with the community in serving student learning and the region?

Indicators include *Student Learning* in activities such as internships and other programs structured to increase student-community interaction; *Regional Campus-Community* efforts including K-12 initiatives; campus opportunities for individuals in the *Community*; and interaction with *Industry, Professions and Agencies* through various campus programs and centers.

Two major foci emerged from the development of the Interaction Theme: (1) Campus Communities [Internal Interaction]; and (2) University Linkages [External Interaction].

Facilitating Interaction for a Stimulating Campus Environment

Campus Communities

Two principal components of campus communities that foster *interaction* of students at the university entail: (1) Academic Engagement and Co-curricular Participation; and (2) Student Life and Extra-curricular Involvement.

These components have their roots in the challenges presented by a predominantly commuter college that strives to engage students more fully in the educational enterprise outside as well as inside the classroom. The university recognizes that personal as well as academic involvement with campus life translates into a more transforming educational experience. It is believed this is particularly so among first generation college goers, for whom understanding support groups can be essential in retaining students. This institution draws heavily from disadvantaged

populations and thus has sizable numbers of at-risk students.

Academic Engagement and Co-Curricular Participation

[Note: This aspect of *Campus Communities*, emphasizing **learning groups**, was selected as a “representative feature” of the university and is presented in the Reflective Essay found in the written report on Institutional Context.]

Other Campus Communities. Those not addressed in the aforementioned reflective essay include foreign students, digital campus learners, and certificate program enrollees.

Foreign students comprise a large group of individuals who face unique challenges in becoming connected. The International Student Services Program under Student Affairs has been particularly successful in creating a “home away from home” atmosphere and an inter-cultural community through support services and cross-cultural events. An orientation program for freshman entrants or beginning graduate students is mandatory; and a course ISC 93 (Contemporary American Society) is required of all new enrollees at the university to facilitate their adjustment into the university community.

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The 21st century Digital Campus program with the aid of the Blackboard course delivery system is being used to create opportunities for students to interact online outside the classroom with fellow students and their instructors about topical issues in addition to regular class time discussions. This particularly useful for engaging the otherwise reticent student in a large class.

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The university offers a multitude of certificates [see University Catalog index for list] at the undergraduate level (i.e., Certificate of Specialty) and beyond the bachelor’s degree (i.e., Certificate of Advanced Study that includes graduate level courses). The [Division of Global and Continuing Education](#) has also developed a number of certificate programs in recent years for community professionals.

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Student Life and Extra-Curricular Involvement

There are numerous social, cultural, intellectual, recreational and entertainment events that occur annually on campus. Students are participants, performers, arrangers, and observers of such events. The university, as part of its student engagement strategy, has made efforts to more fully involve students in campus life and build school spirit. The intent is to have a wide range of non-academic activities, which appeal to the affective/emotive domain that complements the cognitive/intellectual domain of student development. This is being accomplished through such actions as improving the campus environment and facilities, promoting student attendance at athletic events and participation in recreational activity, encouraging active membership in campus organizations, and fostering involvement in cultural arts.

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Campus Beautification. Over the last decade landscape design improvements have made the campus a much more attractive place to come and stay. Increasingly, private donations and grants along with non-state funds are being used to enhance the campus appearance. In the 1990s the grounds have been made more park-like with “named” plantings and “dedicated” benches for casual encounters or restful solitude. The campus has long been an arboretum, with contributions from the CSU Fresno Arboretum Society. Large flower beds sprinkled around campus are an aesthetic new phenomenon. Wild rose bushes are being planted in refurbished parking lots. The Allen Yuen Lew Memorial Grove was completed in front of the Thomas Administration Building and the Peace Garden next to the library has evolved into a plaza design. The triangular redwood tree plot in front of the University Restaurant was landscaped into an inviting dry stream forest. The impressive boulder landscape along the library is visibly pleasing. The University Student Union (USU) designed a very nice courtyard with benches and vine trellises where students can meet in a relaxed environment; it complements the USU’s

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large lounge that is the home of many group study sessions. And outdoor wooden tables and chairs have been provided on the USU balcony. An aesthetically designed free speech area platform was completed next to the USU last year; it is now a focal point for spontaneous and often passionate discussions that certainly engage the student body. And brick paving along Jackson Avenue leading up to the free speech area improved the attractiveness of a major student walkway onto campus from a large student parking lot.

Meeting/Activity Space Additions. The Smittcamp Alumni House, made possible by the generosity of Earl and Muriel Smittcamp, opened in 2000 and is the site of much campus and community interaction. Student organizations often hold functions there. It also houses the university's Visitor Information Center [see www.fresnostatealumni.com]. Similarly, the 'Bulldog Corner Office' addition to the Peters Business Building was opened in 2002. This is a large lounge with tables and chairs plus wireless access for laptops that enable students to interact in small study groups. A large donation by an alumnus, Larry Clemmensen, made construction of this badly needed space possible. The USU completed construction of an atrium that joins the Student Union and the bookstore in 1996. In addition to shops it contains open space with tables and chairs for socializing. Landscaped plaza entrances to the Music Building and the McKee-Fisk Building providing circular seating were added in 1995.

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There are many first-class sports facilities at which intercollegiate competitions involving some 500 athletes at the Division I level occur. The baseball and recently built softball stadiums are among the finest in the country. The football stadium is first class; so too is the newly refurbished and extended tennis facility. The new Save Mart Center, seating 16-18,000 people, will be one of the best arenas in the West for basketball and other sports; and it will be a focal point for the region as an all-purpose events center. And all these were built with privately donated money during the past two decades. Students are encouraged to attend athletic events with reduced ticket prices and good seating.

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Students voted in favor of two fee increases in recent years: one funds construction of a campus recreation center to be built adjacent to the new Save Mart Center; the other contributes funds to the Athletic Department, which has given students improved and expanded seating at sporting events. The intent, in part, is to boost student fan interest and stimulate attendance that stokes school spirit and greater attachment to campus life than is normally evident at a largely commuter campus.

Student Activities. The [Office of Student Activities and Leadership Development](#) (Student Affairs Division) "recognizes the importance of positive experiences outside the classroom in shaping the well-rounded student... and promote(s) active involvement in college activities to enhance intellectual growth." Essentially students gain hands-on-experience creating programs while learning leadership, personal development, and management skills. The office registers over 250 student organizations, works closely with sororities and fraternities, operates the intramural and recreation program, sponsors club sports teams (e.g. rugby, table-tennis and rodeo), and even the students' commencement exercises – among numerous special events such as Welcome Week, Cross-Cultural Leadership Retreat, Greek Week, and the famous Vintage Days Faire and entertainment.

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The [University Student Union](#) has a "USU Productions" student volunteer committee that is responsible for the planning and the presentation of concerts, film series, lectures, Homecoming activities, etc. The student union has eight meeting rooms for student organizations to gather and plan.

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The Student Affairs Division also sponsors the Women's Resource Center, which "provides a supportive environment for interaction and self-discovery". Among the many services offered by the center to meet the needs of more than half the student body are support and discussion groups, peer counseling, and volunteer opportunities.

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Student communities also publish the campus newspaper, program the campus radio station, produce plays, put on musical performances, and organize festivals. The list goes on and on; but the important thing is the personal growth that occurs in students when they take advantage of the opportunities to become part of a community.

Organizational and Financial Support

The structure, processes, policies, and resources that support student involvement with the university community (beyond required coursework for the degree) are familiar and well-established. State and non-state entities are principally responsible for fostering and sustaining student activities. The provost's office, the Student Affairs Division, the colleges/schools and academic departments are the publicly supported structures. The independent ones are: the Associated Students, Incorporated (student government); the University Student Union (an auxiliary organization); the University Courtyard Housing (an auxiliary organization); the Bulldog Foundation (the athletic fund-raising unit); and the students themselves (individual labor and money). Except for funding resources and space constraints, organizational support has been stable and enabled campus communities to operate – albeit not necessarily to expand or multiply to accommodate a growing student body, which recently surpassed 20,000.

Financial support for these activities are made available through a variety of sources including but not limited to the Bulldog Foundation, the Office of the Provost for Academic Affairs, the Associated Students, Inc., offices of the deans of individual colleges and schools, private and public grants and donations, and Instructionally Related Activities Funds. Many activities are self-supported through registration fees or box office receipts. The variety of resources, both public and private, available to consistently sustain these activities is testament to the campus' commitment to fostering these forms of interaction between members of the campus community and between the campus and the region.

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State formulas dictate the size and number of appropriate venues in which to present activities. Campus venues include the John Wright Theater, the Wahlberg Recital Hall, the Concert Hall, the Connelly Art Museum, the President's Gallery, the Dean's Gallery of the College of Arts and Humanities, the Henry Madden Library, Ratcliffe Stadium, Beiden Field, the Downing Planetarium, the Satellite Student Union, and the Craig School of Business Conference Center. A new venue for campus and community large-scale activities, the Save Mart Center, is under construction with private funding.

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The Athletics Department dropped some non-revenue generating sports teams for 2003-04 due to rising expenses; however, the community rescued the men's soccer team and women's swimming through the emergency creation of a Valley Soccer Foundation, which garnered sufficient donations to salvage the team for the next year and likely beyond. The Bulldog Foundation, the non-profit, volunteer booster organization, exceeded last year's pledge drive total; so the remaining eighteen intercollegiate sports teams will receive 100% of their scholarship funding.

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A million dollar endowment gift in the mid-1990s helps sustain the Marching Band.

Educational Effectiveness Review

The Kellogg Commission on *The Future of State and Land Grant Universities* published a monograph entitled "Returning To Our Roots" (January 2001). Three of the segments (out of six) are especially germane to the establishment of campus communities. They are entitled: 1. The Student Experience (emphasizing learning communities); 4. A Learning Society (covering life long learning and learning environments); and 6. Learning, Discovery, and Engagement in a New Age and Different World (focusing on public university responsibilities). This timely

and valuable resource can be found at the website <http://www.nasulgc.org>. This publication will be a guiding document for the campus self-study accreditation steering committee in addressing educational effectiveness issues related to the “Interaction Theme.” Useful indicators for measuring institutional performance are found therein. [See also Appendix F Educational Effectiveness Research Questions pertaining to the Interaction Theme.]

Serving Student Learning and the Region Via Interaction with Community

University Linkages

Two principal components of the university’s linkages, which facilitate *interaction* with the region, involve: (1) Community Service and Intellectual/Cultural Enrichment; and (2) Institutional Collaboration and Professional Engagement.

Within the rubric of these two components this report reflects upon the capacity of the institution to be educationally effective as a resource to the broad community of constituents, including our own university students, in delivering programs and activities that serve diverse wants and needs of the region.

Community Service and Intellectual/Cultural Enrichment

Student Community Service. The university has become a recognized leader in the field of community service and community based learning. As a member of Campus Compact (i.e., the national organization of universities dedicated to community service), the university promotes and supports activities that encourage civic engagement, citizenship skills and values, and partnerships in learning. Community interaction is enhanced through programs and initiatives promoting volunteerism, community service, service learning, and internships with businesses, educational institutions, government agencies, and nonprofit organizations. A university supported web site acts as a portal for both students and community partners to arrange for a wide variety of volunteer and community service activities. The site, VolunteerFresno.org, was designed in partnership with the Volunteer Center of Fresno, United Way of Fresno County, One by One Leadership, and the Fresno Area Nonprofit Council.

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EXEMPLAR: Volunteer Fresno

Similar support is provided by the office of Students for Community Service, which is dedicated to promoting the value and importance of community service and volunteerism to students, faculty, and staff. The university established Students for Community Service (SCS) to:

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- promote the value and benefits of community service and service-learning to the students, staff and faculty of the university;
- foster a sense of social responsibility and civic ethic;
- provide students with meaningful and experiential learning opportunities; and
- establish service-oriented partnerships between the university, other educational institutions, and the community we serve.

This office oversees two [community service courses](#) (COMS1 and COMS 101), which provide students with a community based learning activities and internships respectively. They provide academic credit (1-3 units) whereby students gain experience applying their academic knowledge and skills to community-based issues and needs.

To further enhance community based learning efforts, the university is committed to the institutionalization of service-learning and community based projects. The university Service-

Learning Committee sets guidelines and oversees the process of approving service-learning courses ('S' designated in the catalog) while the Service-Learning Advisory Council obtains input from community partners regarding service learning activities and projects. Grants are provided to faculty and departments that commit to integrating service-learning into their curriculum. Each year thousands of students act as a resource for area nonprofit organizations while integrating course content and their service activities. [see Reflective Essay regarding the [representative feature of "Service Learning"](#).]

In observation of National Civic Participation Week (February 16-22, 2003) it was noted that during the past year this university engaged 3,800 students in community service projects and provided more than 170,000 hours of service to the public sector, nonprofit and community organizations. Faculty offered 120 plus service-learning ('S') courses involving 3,000 students and 40,000 hours of service. The 10th annual campus Community Service Opportunities Fair attracted over 60 organizations and approximately 2,800 students, 1,000 of whom signed up to volunteer. The estimated value of hours contributed is \$2.8 million.

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The Federal [Work-Study Program](#) provides further evidence of the university's commitment to campus interaction with the community. This program encourages students receiving federal student financial aid to participate in community service activities that will, among other things, engender a sense of social responsibility and commitment to the community. While many colleges and universities utilize most of these funds for internal purposes, Fresno State ranks in the top fifteen schools nationally in the percentage of federal work-study funds used for community service. The Federal Government's America Reads program challenges communities around the nation to mobilize an army of tutors to ensure that every child can read by the end of the 3rd grade. In response to this literacy challenge, California State University, Fresno has developed the Fresno Reading Enrichment and Academic Development through Service program ([Fresno READS](#)).

Further efforts to work with the community to enhance reading skills occurs through [Jumpstart Fresno](#), a local affiliate site of Jumpstart for Young Children, Inc. Jumpstart pairs highly-trained college students with preschool age children struggling in early learning programs for one-to-one tutoring in school readiness skills.

The [American Humanics Student Association](#) (AHSA) exists to provide students with opportunities for interaction with others interested in nonprofit administration. AHSA is dedicated to providing co-curricular opportunities with the intent of enriching the students' special interests and professional leadership potential. The university also offers the [American Humanics Certificate Program](#) in nonprofit management and leadership, which provides an opportunity for students to complete multiple internships in nonprofit organizations. A variety of specially-designed one-unit social science courses are offered to supplement existing core classes of nonprofit management, marketing, and youth and adult development, such as: "Advocacy, Building Coalitions, and Community Organizing," "Grant Writing," "Media Relations," "Board Development," and "Fundraising." Students satisfy specific competency areas identified by AH National Nonprofit Partners by completing coursework or through co-curricular activities. Students must also complete a minimum of 300 hours of supervised field experience with a nonprofit, community-based service provider. Participation in the AH Management Institute, a three-day intensive national conference on the nonprofit sector, is also required.

Financial support for community based learning is available through the *Community Service Scholarship Program* which has a projected pledged endowment of one million dollars. Students completing an academically based project related to their major field of study with a nonprofit agency (150 hours) receive scholarships (\$1,000) to help them offset their costs of education. These activities are aimed at helping agencies deal with the many problems and issues facing the community.

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EXEMPLAR: Community Service Scholarship Program

Internships. Finally, virtually every academic discipline is involved with external organizations that provide internships for academic credit. These programs, including the [Craig School of Business Internship Program](#), offer an important opportunity for students to gain practical experience and develop professional skills. In addition to the traditional practicum and field experience programs in such fields as education and nursing, hundreds of students are placed through professional programs in business and engineering.

EXEMPLAR: Craig School of Business Internship Program

See also the following two college/school programs for internships:

- [Kremen School of Education and Human Development Teacher Internship Program](#)
- [College of Engineering and Computer Science Valley Industry Partners Program](#)

Intellectual/Cultural Events. Events, performances, and exhibits are bountiful and equally diverse in intellectual appeal as well as in experiential interactions of the physical, cultural, and spiritual elements of the campus community. To a large degree, faculty expertise, study and research, creative and academic interests, and programmatic considerations govern the content of these activities with an eye towards relevance to current issues and cultural sensitivities as well as towards the preservation of historical contexts. To a lesser degree, students, staff, and administrators program activities with the current interests of the campus community in mind.

The quality, breadth and wealth of all these presentations stimulate and propel the learning, research, and teaching environments of our campus community; more often than not engaging the participation of national and international personalities. These invigorating and enlightening forms of interaction draws thousands of individual community members from the surrounding region to experience, participate, and gain personal enrichment from these activities. The university indeed has long enjoyed the reputation for being one of the leading intellectual, cultural, and sporting resources in the central San Joaquin Valley.

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The [University Lecture Series](#) brings distinguished scholars, outstanding performers, recognized artists, well-known public figures and other speakers to campus. This popular program brings the nation and the world to campus for students and other members of the university family to enjoy as well as for the community at large.

California State University [Summer Arts Program](#) is a multidisciplinary festival of performing and visual arts, recognized as the largest and most dynamic summer arts program in the western United States. The goal of the program is to create a center for learning where students, faculty, professionals, and audiences from all over the world come together to explore connections, experiment with new modes of communication, and engage in the process of making art. The program offers master classes in theatre, music, dance, visual arts, creative writing, arts education, and new technologies including film, video and computer arts. The festival's offerings are enhanced through the participation of many internationally known guest artists and feature a large number of public events and performances. These summer workshops provide a transforming experience in the arts through intense artistic immersion and the chance to study with world-renowned guest artists and master teachers.

EXEMPLAR: Summer Arts Program

In addition to these high profile programs, a myriad of intellectual, cultural, and entertainment events are held on campus. Many of these are sponsored by the College of Arts and Humanities

and involve students, faculty and guest artists as performers. The Department of Theatre Arts sponsors the Experimental Theatre Company and the University Dance Theatre, which are all student production groups under the direction of faculty. Their plays and dance performances are part of a subscription series for the public. The Music Department sponsors the Keyboard series of visiting pianists. The Art and Design Department hold public exhibits of student work. These are well known in the community and well patronized.

Sporting events at the Division I level are a major attraction for the community, which through its generosity over the last two decades has donated funding for first class venues in football, basketball, baseball, softball, tennis, and track. In the absence of big city professional sports entertainment, university intercollegiate competitions are well attended.

Associated Students, Inc. sponsors “Vintage Days” craft faire and musical entertainment for the campus and community in a very big spring event that draws thousands to the university.

The new Downing Planetarium puts on shows almost daily for school children and community groups. And the Downing Science Museum will be built in the near future as part of a growing science complex; this venue is also expected to attract thousands of visitors annually.

Other colleges of the university sponsor countless events open to the public and even aimed at community attendance. Unfortunately, space limitations prohibit their descriptions herein; but the university catalog identifies a multitude.

Promotions to the campus community as well as to the regional community for these activities are done largely through departments, offices, and programs from which they are generated. The Office of University Relations disseminates information about all these activities through web and print media.

Institutional Collaboration and Professional Engagement

[Note: This aspect of *University Linkages* was selected as a “representative feature” of the university and presented in the Reflective Essay found in the written report on Institutional Context. However, the focus therein is on Center/Institute partnerships, a major subset of this component on Institutional Collaboration and Professional Engagement. Other significant aspects of this component are described hereunder – especially presidential level initiatives addressing Central Valley challenges in collaboration with regional organizations, and provost-level initiatives concerning K-12 challenges in collaboration with school districts.]

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Region-Wide Challenges. The San Joaquin Valley has one of the lowest college-going rates in the state. The president has instituted structures that have greatly facilitated communication and collaboration with other educational entities in the region. The **President’s Commission on Teacher Education** (chaired by President Welty) helps address K-12 issues that cut across the entire campus in their interaction with school districts. **The Central Valley Higher Education Consortium** (co-chaired by President Welty and UC Merced Chancellor Carol Tomlinson-Keasey) enables the campuses to address concerns about admission and transfer from high schools and community colleges, which generate new policies governing such matters as inter-institutional communication and course articulation.

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Presidential support was instrumental in the establishment of two additional structures that address pressing region-wide challenges. One is the Central California Futures Institute, which is dedicated to implementing New Economy Initiatives by facilitating collaborative linkages between educational, governmental, business, and community entities seeking to improve the economic conditions of the people of the region. The other is the [Kenneth L. Maddy Institute of Public Affairs](#), which has as its purpose leadership education for public service to elevate citizen participation and government performance.

EXEMPLAR – Maddy Institute of Public Affairs

The university is a member of the Fresno County Emergency Preparedness Response Team and its role is referenced in the Fresno County Emergency Plan. One primary role is to provide emergency housing in the north and south gyms (and presumably in the new Save Mart Center when it opens in November 2003) in case of a natural disaster (e.g., earthquake, flood) or man-made calamity (e.g., plane crash, industrial explosion). The university has trailers on hand stocked with supplies to bed down large numbers of people in campus facilities. Another primary role is to provide expertise to deal with actual or threatened events that disrupt the community or endanger lives (e.g., security threats such as the recent anthrax scare or hazardous conditions requiring health professionals, civil engineers, biochemical specialists).

K-12 Educational Partnerships. Interaction in Serving the Regional Campus Community As It Relates to K-12 Initiatives

California State University, Fresno is one of the top producers of teachers and other educational support personnel for the region. During 2002-2001 a total of 1,190 Basic Credentials (Multiple/Single Subject/ Special Education) were awarded, along with an additional 277 Advanced Credentials (Counseling, Administration, Nursing, School Psych, etc.). All of the important programs continue to be offered with strong support from university administrators, faculty, and school district personnel.

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In addressing interaction with K-12 schools, specific examples will be grouped under the following headings:(a) Administrative Support, (b) University-wide Structures,(c) Kremen School of Education and Human Development Collaboratives, and (d) Academic School and College/Departmental Collaboratives.

Administrative Support. There are many examples of university commitment to teacher preparation. For example, the **President’s Commission on Teacher Education** (chaired by President Welty) involves university administrators and faculty, local teachers, school district administrators, and school board members who meet periodically to address a variety of regional/state K-12 issues. **The Central Valley Higher Education Consortium**, co-chaired by President Welty (and the UC Merced president), consists of representatives from all higher education institutions in the valley. Special emphasis has been directed toward transfer issues at both the public school and community college levels. Provost Ortiz was instrumental in initiating the establishment for the **Community College/University Articulation Conference on Teacher Education**. This annual conference is primarily focused on articulation issues related to alignment of community college courses with the new University Liberal Studies Blended major. This major is the academic component for the Multiple Subject (Elementary Teaching) credential. The **CAPI Program**, funded by the California State University system, brings the campus and school districts together on a professor-to-teacher level to improve preparation of high school students in English and mathematics.

University-wide Structures. There are several university/community committees that were formed in direct support of teacher education. The 15-member university-wide **Liberal Studies Review Committee** addresses issues related to curriculum, policy and procedures as applicable to the Liberal Studies Blended major. The **Single Subject Review Committee** and the **Academic Area Advisors** are university-wide committees with members representing 14 academic majors, as well as teacher educators who are involved with the Single Subject (Secondary Teaching) Credential Program. The **Advanced Credential Programs Committee** includes coordinators of these programs from throughout the University who again review curriculum, policies, and procedures. A combined total of 25 faculty and community health professions members participate in the **Inter-professional Collaborative**. This group sponsors an annual Inter-professional Conference and has developed courses that help students

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understand and work with other professional support personnel in school and agency meetings.

Kremen School of Education and Human Development (KSOEHD) Collaboratives. Advisory Boards consisting of membership from the University, field practitioners, and the community have been established for all credential programs housed within the KSOEHD. Individual state curriculum projects in **mathematics, science, writing, literature, and history/social science** involve KSOEHD faculty and subject-area faculty who work with Central Valley teachers to keep them current in their curricular specializations. Summer workshops are held annually with periodic follow up sessions conducted during the remainder of the year.

KSOEHD houses several centers that have strong connections with the K-12 community. The **Bonner Center for Character Education and Citizenship** was established to promote character education in the Central Valley. Center activities include special conferences, forums on character education, establishing a clearing house and repository for character education books and instructional materials and presenting annual character awards for exemplary programs in regional schools. The **Huggins Early Education Center** is a regional model for best practices in early education. It draws from the internationally recognized Reggio Emilia School in Italy emphasizing professional collaboration in providing services for students, children, and families.

EXEMPLAR – Huggins Early Education Center

The **Central California Reading Recovery Project** is a program of literacy instruction for children in first grade who are at risk in learning to read. The program currently serves approximately 20 school training sites that provide reading instruction and consultation support for 78 school districts. **Turning Points Academy** is a collaborative involving McLane High School with approximately 150 tenth-grade students attending high school for one semester at the university. This experience gives the students exposure to the university setting, and enables teacher preparation students access to exemplary teaching practice. The **NASA San Joaquin Valley Regional Education Resource Center** provides K-College education materials in all sciences in which NASA conducts investigations. Materials (most of which are cost free) include lesson plans, posters, lithographs and items related to astronomy, life sciences, planetary and atmospheric science, aeronautics and manned space flight units.

Emphasis on **Applied Research** is also another important collaborative in the KSOEHD. For example, the **Pre-Teacher Assessment Center** conducts assessments of teaching interns on 11 different performance dimensions. Results of these assessments are summarized and made available to supervisors who meet with interns and prepare individual development plans. The **Center for Research, Evaluation, Assessment and Dissemination (CREAD)** promotes classroom-related research, evaluation, assessment and dissemination initiatives for schools, agencies and other service institutions in the region. The **Teacher Work Sampling Project** is a collaborative with the Central Unified School District involving professional and academic faculty who work with master teachers and student teachers in developing work samples used to assess learning.

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Organizational and Financial Support

The spectacular growth of student community service through at least fifteen different programs (excluding academic internship programs of colleges/schools) has created a need for coordination. A planning grant proposal has been drafted to establish a “Center for Community Based Learning” that would promote effective university-community interaction through a coordinated effort to plan, implement, and continually assess the aforementioned programs. Such a clearing house would also make community access (especially by new constituencies) to the university’s resources more efficient through centralized communication and referral. A

proposal for funding such a center has also been submitted to the university's Comprehensive Campaign Committee, which is seeking to identify priorities for the first ever capital fund raising effort for academics in recognition of the institution's centennial (1911-2011).

Educational Effectiveness Review

As referenced earlier under the campus communities subpart of this report on Interaction, the Kellogg Commission on *The Future of State and Land Grant Universities* in its publication "Returning to Our Roots" (January 2001) contains a very relevant chapter related to our institution's sub-theme of University Linkages under Interaction. It is Chapter 5, The Engaged Institution (stressing the importance of service to the community). It even has a seven-part test of engagement against which an institution can measure its performance. See <http://www.nasulgc.org>.

Another useful resource for the campus self-study of educational effectiveness in the realm of University Linkages is a guide by Barbara Holland, Director (Visiting) of the Office of University Partnerships, U.S. Department of Housing and Urban Development (HUD). She has developed a list of "Characteristics of 'Engaged Institutions' and Sustainable Partnerships and Effective Strategies for Change" (March 2001). In this piece the author defines an engaged institution, identifies the characteristics of an engaged campus and the characteristics of sustainable partnerships, and provides strategies that work regarding partnership sustainability as well as tools for institutional change related to engagement. This document can be found at <http://www.oup.org/researchandpubs/engaged.pdf>.

These two documents should prove useful to the educational effectiveness review related to the Interaction Theme element of University Linkages with the Community. They provide appropriate indicators for measuring institutional performance. [See also Appendix F Educational Effectiveness Research Questions pertaining to the Interaction Theme.]