

APPENDIX D

EXEMPLARS

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UNIVERSITY BUDGETING PROCESS

Until Academic Year (AY) 1993-94, funding for the California State University (CSU) and its individual campuses was calculated utilizing a complex set of funding formulas (the Orange Book) predicated upon FTES, student-faculty ratios, and a myriad of additional factors. As a result of the state's fiscal crisis, at that time, and a commitment to decentralize the CSU, the previous approach to budgeting was eliminated. In its place, the CSU adopted a simplified approach that is influenced by student-faculty ratios, size of physical operations, and related programmatic considerations. With the change in CSU budget generation and allocation process, California State University, Fresno redesigned its allocation process.

During the 1993-94 academic year, the University Budget Committee developed the underlying principles and methods for a new two-part allocation model. After substantive consultation between the University Budget Committee and all other areas and divisions of the university, the model was adopted and implemented beginning with AY 1994-95.

The university budget is derived from several funding sources. Of those sources, the General Fund is the principal means of financing University Operations. The General Fund itself contains several components, including a state allocation based on the target FTES for the campus, revenues collected as student fees and tuition, and funds from reimbursed activities.

The current allocation process seeks to provide a predictable allocation methodology that assures equitable distribution of General Fund revenues within existing financial constraints of the system and consistent with the principles developed and adopted by the University Budget Committee of the Academic Senate in the spring of 1993.

In the allocation model, the first distribution of funds from the president to the provost and each vice president/director is called the Level "A" allocation. This allocation applies a base percentage for each of the major divisions within the university (Instruction and Academic Support, Student Services, Institutional Support, Plant Operations, Athletics, and University Priorities Fund). The base percentages for the program areas were originally established for a two-year period and, according to policy, have been reviewed every two years to determine whether a change in percentages should be made. The last review was conducted in the fall of 2002, by the Level A Review Committee, which is composed of two academic deans, two faculty members of the University Budget Committee, a representative from each university division, and the University Budget Officer.

The second distribution of funds, the Level "B" allocation, is that made from the provost and vice presidents to the deans, directors, and department heads. Each division of the university is responsible for establishing and maintaining a mechanism for Level "B" allocation and the monitoring of expenditures. As part of the allocation model, the University Budget Committee developed a Level "B" allocation formula to govern the allocation of funds from the provost to deans of the schools and colleges. This Level "B" allocation formula establishes the distribution of funds to the schools and colleges, based on enrollment (FTES), Mode and Level of Instruction (SFR), and baseline costs of operation. The University Budget Committee evaluates the Level "B" allocation formula every two years to determine whether changes in the formula should be made.

The University Budget Committee

The University Budget Committee (UBC) is a standing committee of the Academic Senate. The UBC is the primary campus consultative body for budgetary matters in the university and its members also participate in other activities of the university (e.g., on committees and task forces as UBC members). In all of its activities, the UBC and its members provide consultation to the Academic Senate, president, provost and other university offices on budget issues.

With adoption of the new budget model, budget distribution and management at the university has become a fairly decentralized process. To support this decentralized model, the UBC of the Academic Senate plays a significant role in ensuring the process is as transparent and consultative as has historically been expected of the central administration. To this end, the UBC has been instrumental in the development and publication of the [University Budget Book](#), which enumerates all funds collected and expended by the university. The Budget Book has been published since 1995. Also, consequent to its report to the university entitled “Rebuilding the Faculty,” statistical information on the employees at California State University, Fresno is now being published in an [Employee Data Book](#). Most recently, the UBC, with support from the central administration, has been instrumental in proactive planning for the current budget cuts faced by the university.

STRATEGIC PLANNING HISTORY AND PROCESS (1991-2003)

This evidentiary report on strategic planning, as it relates to accreditation review, is presented in two parts: (1) The Impact of Strategic Planning Upon Institutional Change, which has been occurring in stages during the past decade; and (2) A Decade of Planning and Implementation, which describes the processes of developing, implementing, and monitoring the strategic plans.

Impact of Strategic Planning Upon Institutional Change

Briefly, strategic planning has been a significant driver of change in the institutional profile of California State University, Fresno since the last accreditation certification in 1994. Essentially, the university has pretty much passed through three stages of change (i.e., engagement, momentum, and transformation) in redefining itself and is now working its way through two more stages of a maturation process (i.e., consolidation and improvement) as a transformed organization. The first is *engagement*, whereby campus-wide participation in planning (beyond the confines of the usual consultation with the administrative cabinet and the academic senate) has engendered commitment to a more comprehensive mission and a motivational vision. Second, *momentum* was created and sustained as initiatives were launched in a wave of entrepreneurialism in an increasingly decentralized administration of the campus. Third, *transformation* of the university from predominantly being a teaching institution has largely been accomplished, such that constituents can recognize the reshaping of its identity from the old to the new institutional model with increased emphasis and achievement in applied research and public service. The focus on institutional effectiveness is one of the university's ten major thrusts since 1993 – namely, “assessment and accountability.”

On the continuum of prescribed change, through all the strategic plans, *consolidation* of gains is the next stage. Sorting out what works well versus not so well and why, with respect to the institutional capacity built up over recent years, has surfaced as a concern in some areas. Specifically, issues of appropriate goals, efficient structures, smooth processes, clear policies, and adequate resources – and their alignment- are being raised for the purpose of strengthening capabilities to be educationally effective in the broadest sense of mission and vision. Concurrently, *improvement* in pursuit of excellence through quality assurance is the hallmark of the reconstituted academic program review process (inclusive of student learning outcomes assessment), of the recently established institutional administrative program review process, and of the newly revamped milestone report outline for strategic planning. Hence, this current focus on consolidation and improvement dovetails with WASC accreditation process, which stresses the need to have criteria for success and measurement indicators for evidence-based evaluation.

A Decade of Planning and Implementation

Strategic Planning has become embedded in the organizational culture of the university through the development and execution of three plans in a twelve-year span, each involving campus community participation in its formulation and review before implementation. The plans and their duration are as follows:

- Plan for the 90's (1993-1996)

- Vision for the 21st Century: A Plan for Excellence (1997-2000)
- Vision for the 21st Century: A Plan for Excellence II (2001-2006)

The conditions under which each plan was created, the institutional consultative processes employed in their development, and the thematic foci around which goals were grouped, are all described in detail at the opening of each document.

Impetus and Focus

The first plan was initiated by President John Welty, who upon his arrival on campus in 1991 was confronted with a state budget deficit and prospective funding cuts in higher education. The focus was on preparing for the new “millennium” beyond the immediate crisis, as reflected in the “CSUF 2000 Committee” draft report (September 1992) recommendations – among other considerable and varied input – regarding the future direction of the university. The original institutional *Mission Statement* of 1982 was revised in 1992, and a *Vision Statement* was created for the first time, positioning California State University, Fresno to become known as a “premier regional interactive university.” Institutional history was reviewed and demographic trends were noted, as were the strengths and weaknesses of Fresno State. Assumptions about higher education nationally, in California, and in the San Joaquin Valley service region that underlie the plan were identified, too. “Strategic directions,” under which individual goals are listed, were articulated for the University Community, Students, Faculty, Academic Programs, Facilities, Staff & Administration, Linkages with the Region, University Advancement, and Assessment & Evaluation. There were 58 goals listed under these nine categories.

The second plan was born amidst the aftermath of severe budget cuts, which resulted in staff layoffs and non-replacement of retiring faculty, plus a demoralizing process of academic programs appraisal and some disaffection among faculty and staff that led to an Academic Senate Task Force Report (1996) “Final Report on Academic Quality, Resources and Support for Academics, and the Quality of Life on Campus.” This document became input to the second Strategic Planning exercise, which by design was more participatory and was meant to heal divisions that had arisen within the university community. The impetus for another round of planning in the mid 1990s was also the immediacy of new challenges and still unmet needs, coupled with rapid progress in achieving many of the goals in the first plan. The same nine “strategic directions” were retained for categorizing the goals, which numbered 16 (with 67 supporting objectives). A new feature in this particular plan was a section itemizing the 14 *expected changes* that will occur in the university as a result of goal achievement — a precursor to “success indicators” that appear in the third plan. A more formalized planning process, involving more emphasis on monitoring and feedback, was established with the assistance of an outside consultant, Dr. Max Tadlock.

The third plan evolved naturally as the end of the second plan period approached and a successor became necessary. Additionally, as the university began to consider the development of a first-ever capital campaign for academic excellence to culminate in 2011 – the centennial anniversary of the institution – the formulation of the next strategic plan became imperative as a precursor to the preparation period (i.e., early 2000s) for this very major fund raising effort. Another driving force was the California State University system’s [Cornerstones](#) document adopted in the late 1990s that set forth nine principles for achieving greater effectiveness in its mission.

The campus *Vision Statement* was modified by dropping ‘regional’ so as not to be restrictive in scope, even as the university significantly increased its interaction with San Joaquin Valley constituencies.

Two new thematic categories of campus goals were added: “Technology” and “Athletics.” Another, Assessment and Evaluation, was folded under the theme of “Academic Programs.” Some thematic categories experienced a shift of emphasis and/or a sharpened focus as reflected in their revised title – “Employees and Workplace Development” (formerly Staff and Administration), “External Resources” (formerly University Advancement), and “External Partnerships/Collaborations” (formerly Community/Regional Linkages). The number of goals was expanded to 38 from 16. This plan also incorporated four notable features for the first time: an *environmental scan* of economic, political, social, and competitive forces impacting the university; a discovery of external *community perceptions* of the university based on a series of focus groups; a list of *institutional priorities* (12) for the campus in striving to realize its vision, fulfill its mission and achieve its goals; and *success indicators* (32) for measuring progress in implementation of the plan.

After the fact, there is a realization by the Strategic Planning Steering Committee that, for purposes of improved communication of the plan’s major thrusts, aggregation of the large number of goals into fewer super-overarching goals might have been better – transforming numerous current goals into supporting objectives as was done in the previous plan. The tradeoff is one of focus and communication versus visibility and importance. Many participants in task forces that formulated goals for the two most recent plans voiced objection that in the prior plan numerous proposed goals had ultimately been relegated to the status of supporting objectives; they were concerned this not be repeated, and it wasn’t.

Planning Process

The current planning and monitoring processes have evolved over the decade, but they have their main roots in the first and second exercises – the third one being a replication of the second, guided by the same outside planning consultant used previously. Start-to-finish, excluding preplanning preparation, it now takes a year to complete the formulation, review, and approval of a new strategic plan. Overseeing the planning and monitoring processes is the Strategic Planning Steering Committee, which is chaired by the university president. The planning consultant, in close collaboration with the executive assistant to the president, is responsible for facilitating and supporting the process that most recently involved campus participation of over 250 faculty, staff, administrators, students, and external community representatives.

The *Strategic Planning Steering Committee* membership includes the university president (chair), the provost and vice-president for academic affairs, three deans, the chair of the Academic Senate, the president of the California Faculty Association, a representative of the Joint Labor Council, the chair of the Academic Senate’s Academic Policy & Planning Committee, the director of Human Resources, the president of Associated Students, Inc., the executive director of Alumni Relations, the associate vice president of Student Affairs, a representative of the Academic Senate’s Executive Committee, and two ex-officio members (executive assistant to the president and a representative of Administrative Services). In anticipation of the upcoming 10-year university accreditation, provision was made in 2000 for the faculty Chair of the **WASC Accreditation** Self-Study Steering Committee to be a member of the Strategic Planning Steering Committee in order to facilitate communication and coordination of the accreditation and strategic planning processes. The current membership name list may be found in Appendix G of this document.

The initiation of each new *planning cycle* (i.e., 1991, 1996, and 2000) had the university president soliciting ideas and opinions from his Cabinet and Administrative Council for presentation to the

Strategic Planning Steering Committee as the genesis of thinking about the future. The committee reviewed these strategic priorities (draft) before identifying the theme areas, around which individual task forces were to be formed. The committee recommended potential co-chairs and a staff liaison for each task force, the membership of which was filled out by a cross-section of interested volunteers from the university community. The committee reviewed and endorsed the draft charge to the task forces constructed by the strategic planning facilitator and the executive assistant to the president.

At this point, the president addressed a regular or special session(s) of faculty and/or staff to publicly launch and explain the newest round of strategic planning; co-chairs of the task forces were also introduced and campus community participation in the process was invited. In 2000, a simple survey (open-ended) questionnaire was distributed at the assembly, asking whether the prior plan had made an impact on them or their colleagues, what those changes were, and if they approved of the changes. They were also asked about coordination of change in one area necessitated by its effect on other areas of operation. Looking to the future, respondents were requested to suggest modifications of existing plan goals and any new goals they deemed important. Finally, a question about how well the university was preparing graduates for the world in 10 years' time was posed and observations were solicited about external forces that needed to be anticipated. The survey results were summarized and became input to the task forces.

Kicking off each of the last two planning exercises of these events has been a presentation by Dr. Alexander Astin of UCLA's Institute for Higher Education Research; his remarks have included findings from his annual survey of first-year students at colleges and universities nationwide. Next, the president and/or strategic planning facilitator met with the co-chairs of the task forces and their respective staff liaison support person to present them with the charge and answer questions about procedure.

The task forces separately identified challenges and concerns under each planning priority; challenges being those matters that must be dealt with as soon as possible to avoid possible dire consequences, and concerns being serious, but amenable to a more flexible timeframe. Goals were then formulated from the challenges. Each task force was empowered to conduct studies, collect information, and solicit views of campus constituencies to get a clear and accurate sense of needs and wants in light of external forces and internal dynamics impacting the university and its ability to fulfill its mission and vision.

Once the strategic plan goals emerged from the task forces, they were vetted in an open forum meeting (a so-called 'charrette' process) of the general university community and then immediately reworked and prioritized (with rationales) by the task force members in a full-day session. The final results were forwarded to the Strategic Planning Steering Committee for review, modification, and adoption. The document was then forwarded by the president to the Academic Senate for review. Standing committees of the senate reviewed the draft plan and made suggestions for modifying proposed goals and adding new ones. The Executive Committee presented these to the entire senate, which deliberated and voted approval. Recommendations of that body were sent to the president for review and approval. The president took these recommendations back to the Strategic Planning Steering Committee for discussion before making a decision on them and finalizing the plan.

An interesting footnote to this process was the decision to have the Associated Students, Incorporated embark upon its own strategic planning exercise in 2000, utilizing the same planning consultant. Student government had become fractious in the 1990s and needed a strong sense of mission and

direction to bring stability to its deliberations and administration. The infusion of better leadership and more responsible participants (thanks, in part, to the creation of the Honors College, from which elected members of student government are increasingly drawn) has resulted in the adoption of a student government strategic plan (Associated Students Blueprint for the Future: A Strategy for Success) in 2001.

Implementation and Monitoring

The first act of implementation has involved the creation of a *Plan Implementation Timeline* matrix. In this, the strategic plan goals are the rows and the columns are: Responsible Persons/Committees; Progress Reports Due Date and/or Action To Be Taken; and Proposed Completion Date. [Note: During AY 2002-03 the Strategic Planning Steering Committee determined that the guidelines to administrative divisions for submitting annual *Milestone* reports left something to be desired in terms of obtaining relevant information in a useful form. Revised guidance for the June 2004 reports should improve the committee's ability to monitor progress and evaluate performance of divisions in achieving strategic priorities and plan goals.]

The Strategic Planning Steering Committee also reviews and comments on annual *Milestone* reports regarding progress made in implementing the plan's goals. The reports are submitted yearly in June by the major administrative divisions of the university: namely, Academic Affairs, Student Affairs, Administrative Services, University Advancement, Office of the President, and Intercollegiate Athletics. Each report addresses separately each goal that pertains to its division using prescribed headings: Current Status (or Cumulative Report, if in the final year of a plan); Future Directions; Resource Implications; and Cornerstone Relationship (by each relevant principle). Each of the aforementioned units must respond to the concerns raised by the Strategic Planning Steering Committee regarding clarifications and actions necessary to fulfill the goals. [Note: The final cumulative *Milestone* reports of the prior plan are read by task forces at the start of a new planning cycle, and a *Baseline Report* is written regarding the status of goal achievement in the previous plan. This document precedes goal formulation and/or reformulation for the new plan.]

Based on a critical review of the annual *Milestone* reports, which identify resource needs to make timely progress in achieving strategic planning goals, the Strategic Planning Steering Committee selects a few themes/areas of importance and urgency in maintaining momentum of the institution in achieving plan priorities and goals. The president then uses these themes to frame an invitation to the vice presidents of each administrative division of the university to submit a formal *Funding Initiatives Proposal* for moneys from the Strategic Priorities Fund (\$500,000) each year. The Strategic Planning Steering Committee reviews these proposals and advises the president regarding the rank order of preference. Accountability reports are submitted a year later by division recipients on the use of these distributed funds and the resulting difference they made; these are reviewed by the Strategic Planning Steering Committee for the efficacy of the allocations, which usually are for one year but are renewable in certain circumstances.

Periodically the committee critically reads articles on higher education issues germane to the thrusts of Fresno State's plan and discusses the implications for formulation and implementation of the institution's goals and priorities. These exchanges of views serve to freshen perspectives and prompt occasional interventions that improve the efficiency and effectiveness of implementation.

It is worth noting that Dr. Max Tadlock, the strategic planning consultant and facilitator for the second and third plan, remarked to the Strategic Planning Steering Committee in 2000 that he had not previously witnessed an institution of higher education that so willingly embraced strategic planning and then so effectively implemented it such that the goals were mostly reached and in a timely manner.

Operational Challenges Ahead

An internal challenge during the third plan is to have the deans revisit their *college/school strategic plans* with the aim of not only updating them (i.e., especially older ones) in terms of their individual and often unique missions, but also ensuring they are aligned with the university's current plan (2001-2006) and reconciled to the CSU *Cornerstone* document principles.

A very real externally driven challenge looming overall educational institutions is the state's huge budget deficit (\$35+ billion as of spring 2003) and the potential impacts from severe funding cuts in the out years (2003-2006) of the current strategic plan. A hopeful note is that the university's first plan accomplished many of its objectives and did so faster than originally estimated, just as the adverse effects of the early/mid nineties state budget crisis gripped this institution. Efficiency and effectiveness remain watchwords for the current plan period. The university has a very flexible and effective budget planning process involving the Budget Committee of the Academic Senate that has enabled the university to adjust and cope well to state financial exigencies. However, it should be noted that the Strategic Priorities Fund is definitely at risk in the near term.

ACCREDITATION AND PLANNING INTERFACE

The influence of accreditation, particularly the shift of emphasis to “educational effectiveness including student learning,” upon institutional planning and decision making at Californian State University, Fresno since its last WASC review in 1993 is notable and progressing, as is the evolving process of strategic planning on campus over the past decade.

Thus far, the operational interface between strategic planning and WASC Accreditation exercises has been a smooth process. Ultimately, the implementation of the university’s *Plan for Excellence II* (2001-2006) must mesh well with the institution’s *Accreditation Self-Study* (i.e., the Institutional Capacity Report of 2003 and the Educational Effectiveness Report of 2004) as laid out in its WASC-approved (June 2001) Reaccreditation Proposal for Self-Study and its addendum (November 2001).

Accreditation Goals and Outcomes

In the *Self-Study Proposal* submitted by California State University, Fresno to WASC for approval in May 2001, section II identified “Institutional Goals for Accreditation” and “Associated Outcomes for Accreditation.” Goal 3 and outcome #3 addresses the relationship between the processes of strategic planning and university accreditation:

Accreditation Self-Study Goal #3: Integrate the University’s accreditation and strategic planning processes in pursuit of institutional improvement. The expected associated outcome #3 is: *A formal relationship between the steering committees for strategic planning and for accreditation.*

Goal and outcome #2 address the linkage between strategic plan goals and priorities and the accreditation standards and self-study themes. Accreditation Self-Study Goal #2 is: *Link accreditation standards and self-study themes with the university’s strategic plan goals and institutional priorities.* The expected associated outcome #2 is: *Allocation and utilization of resources to maximize efficiency, effectiveness, and accountability to stakeholders.* (That is, “Alignment of accreditation standards and self-study themes with university’s strategic plan goals and institutional priorities not only conserves resources, it also strengthens the capabilities of the Office of Institutional Research, Planning, and Assessment....”)

Accreditation Influence on Planning

The national movement toward more accountability in education during the late 1980s/1990s and the corresponding shift of emphasis in accrediting agencies toward evaluating outcomes rather than inputs of the educational process together have placed all institutions of higher education on notice that external reviews of universities and their programs by oversight bodies would henceforth be focused on “Educational Effectiveness, including student learning.” California State University, Fresno acknowledged this in its *Plan for the 90s* (1993-96) just as its last WASC self-study was being completed (1993). One of the nine categories of goals was “Assessment and Evaluation,” which called for the university to determine whether students are being effectively prepared for careers. It also stated that the university is to actively seek to meet WASC and other appropriate and necessary accreditation standards. The follow-up strategic plan, *Vision for the 21st Century: A Plan for Excellence* (1997-2000), had as one of its sixteen goals to “establish an ongoing process to evaluate the

excellence of our performance” in student performance, academic programs, general systems and operations, and pre- and post-tenure faculty.

Accordingly, in 1997 the provost’s office initiated a “student learning outcomes assessment” process, whereby over a five-year period all academic programs would have prepared and started implementing a Student Outcomes Assessment Plan (SOAP) in lieu of the suspended periodic program review. In 2002, new program review guidelines, now incorporating outcomes assessment, were developed by the provost’s office in consultation with the Academic Policy and Planning Committee of the Academic Senate. These were distributed across campus in fall 2003, along with the review cycle schedule beginning AY 2003-04. The [Center for the Enhancement of Learning \(CETL\)](#), established in the 1990s, has been at the forefront of orienting faculty to these new processes and sponsoring seminars by experts in this field, as well as working with departments in preparing their plans.

In AY 2000-01, the Office of the President established an Administrative Program Review requirement for all major units within the broad administrative divisions headed by vice presidents. This parallels the academic program review guidelines, calling for a self-study and external review panel. The rationale is: “The review provides a means to monitor the status and effectiveness of the unit under review and to evaluate future directions needed to achieve the overall mission [and vision] of the university.” Over a five-year cycle, all administrative units will have been reviewed (AY 2004-05). It should be noted that the university president, Dr. John Welty, a WASC commissioner, has visibly embraced assessment and evaluation as a means of achieving institutional excellence; hence, the appropriate subtitle of the current and previous strategy documents, “Plan for Excellence.”

The *Plan for Excellence II* (2001-06) identifies four strategic directions that transcend the plan’s goals; two of these relate to educational effectiveness. First, there has been “a shift in orientation from a teaching community to a community of learners” and second, “the development of a campus-wide culture of outcomes assessment.” Moreover, the first of twelve strategic priorities is: “Develop an engaged and diverse student learning community.” Furthermore, several community focus groups, interviewed as part of the current plan’s development, indicated in two of the six findings that (1) the university plays an important role in economic and workforce development in terms of producing well-educated and highly skilled employees that attract businesses and jobs to the area; and concordantly that (2) the university should strengthen the quality of its graduates regarding the basic skills of writing, mathematics, and scientific knowledge. The provost’s office was already working with the faculty from the English and the Mathematics departments in addressing academic deficiencies of college entrants by improving student performance in remedial courses. Moreover, programs with local school districts have been developed that attempt to improve the college-readiness of high school graduates in basic skill areas.

Thus, educational effectiveness including student learning has been a consistent part of strategic planning for a decade. The influence of the new philosophy of accreditation is pervasive in the administration and evaluation processes for the university. And there is every indication this emphasis on becoming a “learning organization” will continue.

The role of the chair of the Accreditation Steering Committee on the Strategic Planning Steering Committee starting in 2001 has greatly facilitated the interplay of educational effectiveness concerns with strategic planning priorities. Issues in common are placed on the agendas of both committees in reasonably close proximity, such that two-way consultation and feedback is efficient and consensus for action has been reached expeditiously. There is every reason to expect this constructive relationship

will continue beyond the Preparatory Review and Educational Effectiveness phases, with the university's Accreditation Liaison Officer (ALO) possibly becoming part of the Strategic Planning Committee after the current WASC review is completed to ensure continuity.

Prospective Interplay between Accreditation and Planning

The accreditation review process and evaluation results are expected to be a basis for the next cycle of strategic planning (AY 2005-06), which is the last year of the current plan and immediately follows the WASC commission's scheduled action (spring 2005). And it is already agreed that the self-study Preparatory Review findings, regarding institutional capacity to be educationally effective, will be plugged into next year's monitoring and feedback system of the Strategic Planning Steering Committee with an eye to amending the current plan as necessary.

It is also expected that individual college/school strategic plans will increasingly reflect the core commitment to educational effectiveness including student learning from the top down (alignment with current university strategic plan) and the bottom up (support of academic programs focused on improvement of student learning and faculty instruction as the Student Learning Outcomes Assessment Plans are implemented). Five-year reviews of academic programs (including outcomes assessment) will reinforce this emphasis. As a result resource allocation should gradually be aligned with the needs bearing directly on educational effectiveness priorities as annual reports on SOAP progress is reviewed.

The Reflective Essays and related Evidentiary Reports, along with the data and information on the electronic portfolio, that match the Institutional Capacity and Educational Effectiveness reviews are intended to become a resource for the campus in a myriad of potential uses, from probationary plan construction to grant proposal preparation.

Another systematic influence of accreditation's focus on core commitments is the way institutional thinking gradually becomes permeated by a culture of evidence that requires a priori criteria and identifiable data for evaluation of program proposals – especially important in a time of severe budget constraints, when likelihood of success for resources expended is paramount.

In a general sense, any incongruities of programs and proposals with the university's mission statement, institutional purposes, and educational goals should become more apparent, whereby misalignment of resources can more readily be recognized and corrected through informed, rational decision making. At least, that is the promise of accreditation's impact on the institution writ large.

SUPPORT OF THE UNIVERSITY



Marion Kremen

Fresno philanthropist Marion Kremen's \$4 million gift to the School of Education and Human Development is the second-largest gift to support an academic program at California State University, Fresno and one that will have lasting value in training educators.

The gift honors her late husband, Dr. Benjamin Kremen, a pioneer of Fresno State's counselor education programs, and expresses her support of graduate education and the university's doctoral-level education program.

At President Welty's request, the California State University Board of Trustees renamed the education school The Benjamin and Marion Kremen School of Education and Human Development, making it the first named school of education in the CSU system and one of only seven in the nation.

"Fresno State has a long and rich tradition in teacher and counselor education and this gift will allow us to assume leadership in doctoral work in education in the California State University system," said Welty. "Mrs. Kremen's generous gift will help us produce the best teachers and educational leaders in the state."

Specifically, she has created a living trust in addition to an annual gift commitment.

Fresno State has a doctoral program in Educational Leadership, offered jointly with the University of California at Davis. The California State University system, citing an unfilled need throughout the state for doctoral-level education, is seeking legislative approval to allow Fresno State and other campuses to grant

independent education doctorates.

While on the faculty at California State University, Fresno, Benjamin Kremen was a pioneer in counselor education and was nationally known for his work in K-12 guidance programs.

He is credited with establishing the Master of Arts in Education degree at Fresno State and with the development and coordination of pupil personnel guidance programs in Fresno and Madera counties.

Fresno State now offers master's degrees in special education, counseling, rehabilitation counseling and education, with a variety of options.

Dr. Kremen taught courses at Fresno State in techniques of guidance, counseling techniques and organization and administration of guidance programs. He served as coordinator of the Guidance and Special Education programs and was later the first coordinator of graduate studies in the School of Education. He retired in 1976 and died in 1995.

Mrs. Kremen is a graduate of the Peabody Institute of Music in Baltimore and is a classical pianist. She has been an elementary school teacher and coordinator, served as a principal and at various times on the faculty at Goucher College in Maryland, Johns Hopkins, Marshall University, Michigan State University and Fresno State. As an educator and philanthropist, she has dedicated her life to education.

DOG DAYS: NEW STUDENT ORIENTATION AT FRESNO STATE

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. An important part of this empowerment mission is helping first-time freshmen and transfer students make a smooth transition to the university. The Office of Advising Services seeks to accomplish this through its program called DOG DAYS: New Student Orientation at Fresno State.

DOG DAYS offers an opportunity for the campus community to make early connections with new students, faculty, and staff. It provides a welcoming environment for new students, their families, and friends. Attendance at DOG DAYS is designed to help students begin to feel connected to the campus, welcome, and safe. Here, new students and parents have an opportunity to meet with an academic dean, faculty, and academic advisor. The program strives to help new students select courses compatible with both university requirements and their own personal goals, interests, and abilities. It works to familiarize new students with campus services, and highlights opportunities for them to become involved in the life of the university. Advisers provide assistance with on-line class registration, and afford attendees an earlier registration date.

The DOG DAYS program thus introduces and connects students to the essential elements that have proven to be critical to student success, and launches students on a successful journey toward their personal and academic goals.



EmBARKing on Student Success

SUMMER BRIDGE

Summer Bridge is a residential program designed to help first-time freshmen from low-income backgrounds experience the California State University, Fresno environment prior to their enrollment for the fall term. Through carefully structured and integrated activities held over the summer months prior to their first enrollment, students are prepared to meet the demands of the university and bridge the gap between high school and university life.

Students in the Summer Bridge program follow a rigorous academic schedule that includes orientation to the university and instruction in college writing, mathematics, cultural studies, and study skills. They are introduced to campus resources, academic policies and procedures, library resources, and much more. Special encouragement is given for becoming engaged in the university and the Fresno and campus communities through community service, leadership development opportunities, and membership in clubs and organizations. Counseling and small group activities present an opportunity for students to address topics and issues related to making a successful transition to the university. Personal safety, being away from home, making friends, setting priorities, overcoming the fear of failure, resolving housing and financial aid problems are among the topics that are critical to the transition process.

Summer Bridge began on the Fresno State campus in 1985 and has proven to be highly effective in helping students fulfill mathematic remediation, enhance writing skills, and build confidence, thus facilitating both the retention and the graduation of high-risk, low-income students.



Bridging the Gap

FACULTY MENTORING PROGRAM

The overall goal of the [Faculty Mentoring Program \(FMP\)](#) at California State University, Fresno is to promote the retention and graduation of freshman, transfer, and reentry students; and to promote educational equity in higher education. In order to accomplish this goal, FMP focuses on assigning students to faculty mentors, monitoring students' academic progress and personal growth across their educational careers, and providing students with the essential tools needed to graduate from college and pursue graduate work.

One of the most important factors that contribute to the likelihood of college success is providing entering students with a faculty mentor. Faculty members are invited to serve as mentors and role models by providing individualized guidance, friendship, and support. Such mentors come from a wide range of academic disciplines; each of the eight colleges/schools provides faculty mentor support.

FMP is a unique experience that offers students the opportunity to interact with faculty in a setting other than the traditional classroom format. In addition to the individual support provided by the mentor, the student can request a mentor in her/his area of interest, work closely with a senior faculty member, attend lectures, conferences, and field trips, and develop new friendships and support groups.

THE RONALD E. MCNAIR PROGRAM

The Ronald E. McNair Post-Baccalaureate Achievement Program is an exciting effort designed to encourage promising college students to pursue academic doctoral study. Supported by U.S. Dept. of Ed. Title IV funds, the program proposes to prepare talented college students for graduate study through their participation in an extensive program intended to acquaint them with advanced-level research under the mentorship of a faculty member. The McNair Program is named for and serves as a living memorial to the Challenger space shuttle crew member 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 \$2,400, based on successful participation in the McNair Program and completion of the research project.

Funding Source: In 1992, California State University, Fresno received a 3-year grant from the U.S. Department of Education (USDE) for a total award of \$464,708. In 1995, the university received a 4-year grant and in 2000, the university received a 5-year grant from the U.S. Department of Education. Currently, the university was awarded a multi-year grant from the USDE, to begin in 2005.

The nature and construct of the Fresno State McNair Program is based on the knowledge gained from nine years of progressive experience. The McNair Program is a 16-month long program, the cornerstone of which is a carefully planned research assignment conducted under the guidance of a faculty mentor. As a result of participating in the McNair program, McNair scholars gain demonstrable research skills, acquire valuable knowledge about graduate education and how to access it, and increase their chances of applying for and being successful in doctoral study. In addition, McNair scholars become familiar with the research environment of a major university and establish a supportive network of scholarly professionals and peers. Other activities and benefits include: travel to a professional meeting or conference; seminars designed to introduce participants to the culture of graduate education through successful role models; assistance in defining, setting, and realizing educational goals; and access to computer and information technology.

The McNair program benefits from the joint-sponsorship of the Division of Graduate Studies and the Division of Student Affairs. The facilities of both offices are made available to McNair scholars to ensure their continued educational advancement.

Eligibility Requirements: Not less than two-thirds of the participants must be low-income, first-generation college students, the remaining persons must be from a group underrepresented in graduate education. Applicants must have completed 60 academic units and be enrolled in a formal degree program at California State University, Fresno on a full-time basis. Applicants must have a minimum G.P.A. of 2.75. Applicants must be considering graduate study. Applicants who best meet the federally-mandated guidelines will then be selected on the basis of having the greatest potential for pursuing doctoral studies and for whom the program will have the greatest impact.

Accomplishments to Date: The McNair Program, alongside the remarkable efforts of Fresno State faculty, has historically been very successful in assisting students to gain acceptance to academic doctoral programs nationwide. It is even more remarkable to note the quality of the institutions to which Fresno State McNair students have been admitted in recent years. Doctoral programs include Yale, Princeton, Cornell, Harvard, Brown, Stanford, U.C. Berkeley, Purdue, Notre Dame, and the University of Minnesota. Attesting to the quality of these students' preparation to enter such stellar programs were the full funding level packages that each McNair scholar received.

Specifically notable accomplishments of the Fresno State McNair Program include:

- The program is one of only 156 McNair Programs nationwide, and has been rated as

maintaining exemplary performance throughout its 9-year presence on campus.

- A total of 296 McNair scholars have participated from 1993-2003, an average of 30 per year.
- From 1993-2003, 196 different CSUF faculty mentors have participated.
- The program provides a mentoring network that is faculty and student centered.
- Currently, 38 McNair Scholars are enrolled in doctoral programs; 8 have earned a doctoral degree; 12 have earned ABD status.
- To date, 99% of eligible McNair scholars have graduated with their baccalaureate degree.
- To date, 87% of eligible McNair scholars have been admitted to graduate school.
- Recent notable individual scholar accomplishments include the following:

Andrea Gray received a National Institute of Health Predoctoral Fellowship while currently enrolled in a Ph.D. program in Chemistry at Virginia Commonwealth University.

Sabina Robinson and Sal Diaz were each awarded a Carnegie Mellon Fellowship—the only students in the California State University system to win a Mellon Fellowship in 2002 and in 2003.

Ghia Xiong co-authored a book with Dr. Lilian Faderman: *I Begin My Life All Over: the Hmong and the American Immigrant Experience*.



Current 2003 cohort of McNair Scholars

STUDENT OUTCOMES ASSESSMENT PLANNING (SOAP)

The outcomes assessment initiative began March 1998 with a two-day conference on “Assessing Student Learning” attended by over 40 faculty members. The conference included a panel presentation by Ralph Wolff, Director of WASC; Bernard Goldstein, Faculty Trustee of the California State University; and Provost and Vice President for Academic Affairs J. Michael Ortiz (who initiated the conference). Faculty members gave presentations on assessment, and breakout groups discussed the following questions:

- What are the reasons we should move toward outcomes assessment of student learning? What are the reasons we shouldn't?
- What campus policies and practices support assessment?
- How can faculty be motivated to participate in assessment?

Mary Senter from Central Michigan University provided a full-day workshop on assessment, which was repeated in fall 1998 to an audience of 60. At Dr. Senter's second presentation, then Associate Provost Brandt Kehoe devised a strategy for implementing assessment. In fall 1998, it was proposed to department chairs that development of an assessment plan could serve as a one-time replacement for five-year program review, and that, in addition, departments would receive one-course assigned time for an assessment coordinator. This proposal was so well received that 20 departments asked to begin the process immediately in spring 1999 rather than waiting until the following fall. Within three years, all departments had participated in the assessment planning process for both their undergraduate and graduate degree programs. Support for assessment planning included regular meetings of assessment coordinators, continued workshops related to assessment, and the development of the [*Guide to Outcomes Assessment at California State University, Fresno.*](#)

Academic Year 2001-02 saw the development of an assessment plan for General Education. The direct cost of the assessment initiative was approximately \$250,000. Continuing investment for implementation will include a mini-grant program and ongoing professional development activities, including assessment-related conferences.

Assessment is supported organizationally by a confederation of the associate provost, the associate dean of Graduate Studies, the director of Institutional Research, and the director of the Center for Enhancement of Teaching and Learning.

The provision of learning opportunities and the recognition of faculty workloads through the provision of assigned time and the replacement of one task (program review) with another (development of assessment plans) were key elements of the assessment initiative. The assessment planning process was modeled on that for program review and achieved many of the same ends. Because participation was voluntary, plan components could be required without prior policy modifications. However, drafting a policy on the use of assessment data was a key early step.

The policy on the use of assessment data states that the purpose of assessment is improvement. To encourage programs to ask hard questions, assessment data are the property of the assessing unit and are not to be used for personnel decisions.

The assessment plan structure is detailed in the *Guide to Outcomes Assessment*. Plans include statements of mission, goals, and objectives, with the latter to be written to be assessable. Some departments drafted program outcomes in addition to those directly related to student learning. A matrix checking the alignment of learning outcomes and the curriculum is required. Since assessment is intended to be an ongoing process, one or two assessment activities are required each year, for a total of eight over a five- year period. One of the activities must be an alumni survey (a previous requirement of program reviews), and two must be direct measures of student learning. Departments are encouraged to establish priorities and not to try to assess every program outcome. To make the assessment priorities easier to see, departments are required to include a matrix that checks the alignment of assessment activities with learning outcomes. Finally, the assessment plan must contain a description of the process or organizational structure that will be used to ensure that assessment data are used to inform decisions and foster improvement.

Assessment plans are reviewed through a formative process modeled on that for evaluation of program review self-studies. The department selects a team including an outside member from within the discipline, one member from the school or college, and a third from elsewhere on campus. Through a one-day site visit, team members meet with the department faculty and provide written feedback on the plan. Plans may then be revised prior to review by the appropriate university level committee (Undergraduate Curriculum Committee or Graduate Committee). Even the university-level feedback is advisory. “Finalized” assessment plans are published online to provide an additional level of quality control as well as models for use by other programs.

To encourage ongoing assessment activities and the use of assessment data, department chairs are asked to respond in their annual reports to the questions, “What assessment activities have you carried out in the past year?” and “What changes have you made as a result of what you learned from assessment?” For the past two years, the provost has provided written comments on these responses.

Although outcomes assessment has been incorporated into revised guidelines for program review, real institutionalization of the process may require a continuing campaign and investment of resources.

SERVICE LEARNING: CHILD AND FAMILY SCIENCES 133

Children and Families in Crisis

California State University, Fresno is committed to providing high quality, academically relevant service opportunities to every Fresno State student. One of the primary ways we engage students in active, community-based learning is through service-learning classes. In 2002-03, there were more than 84 service-learning classes, engaging approximately 3,130 students in over 53,392 hours of service.

One of our premiere service-learning courses is Child and Family Sciences 133, *Children and Families in Crisis*. In 2002-03, this course enrolled 1,280 students, each of whom completed an average of 20 hours of service for a total of 25,600 hours.

The CFS 133S course description states that students will examine the perceptions and experiences of stress and crisis in children and their families. Topics covered include child abuse, divorce, remarriage, death, substance abuse, disability, immigration, poverty, and diverse populations. One of the primary outcomes students gain is the ability to integrate a service experience with the curriculum of the course. The service activity enhances academic learning and the material covered in the class enhances the service provided. Classroom discussions, instructor insights, reading and writing assignments all assist in this integration process.

Through this course, students serve in several agencies which assist children and families who are experiencing crisis. By working with homeless families, adolescents in drug programs, battered women and their children in shelters, children with learning disabilities, and in various other settings, students apply and strengthen their knowledge of assisting families in crisis.

Generally, students rate this course as “outstanding”. Many remark that the CFS 133S service-learning experience was one of, if not the most critical learning experiences of their academic career. Equally impressive are comments from the community partners where students serve. Many have indicated that the services they provide would not be possible without the service-learning students, and that the impacts on societal issues is significant.



Child and Family Sciences 133, *Children and Families in Crisis*

THE MINORITY BIOMEDICAL RESEARCH SUPPORT PROGRAM

Central to the mission of California State University, Fresno is the ability to encourage and support research and its dissemination by students and faculty on its campus. This capability has improved dramatically since the June 1, 2000 inauguration of a Minority Biomedical Research Support (MBRS)—Support for Continuation Of Research Excellence (SCORE) program, a program initiated with grant funding from the National Institutes of Health (NIH). The MBRS-SCORE program, administered at NIH within the National Institute of General Medical Sciences, provides opportunities for faculty to compete for research-university levels of support for individual faculty research projects addressing biomedical and behavioral questions of importance for improving health care.

The breadth of potential faculty projects that can be supported under this program prompted 21 faculty members from three colleges within the university to submit proposals for MBRS-SCORE funding during its first, four-year program period. During this period, six faculty members in three departments of the College of Science and Mathematics successfully received project funding awards; the total program garnered nearly \$3 million in NIH support. While crossover funding from the US Department of Agriculture (USDA) precluded acceptance of one of the project awards, i.e., studying genetic regulation of pesticide/herbicide degradation by microorganisms, the program's five funded projects have demonstrably enhanced the campus learning environment, especially in the Biology, Mathematics and Psychology departments, by providing opportunities for faculty and students to contribute to such diverse scholarly inquiries as:

- elucidating the molecular genetics of Programmed Cell Death in plants;
- mapping the molecular genes conferring Root Rot Resistance in peppers;
- developing novel vaccination mechanisms for immunization against Valley Fever;
- making better predictions to enable early intervention for dementia disorders by using mathematical Chaos Theory analysis of brain wave patterns; and
- validating the psychological diagnostic criteria for Anger Disorders.

After only three years of NIH support, the five faculty members who are involved directly in the MBRS-SCORE program have already contributed 22 refereed publications and made 35 presentations at formal scientific meetings to communicate the findings derived from their program support. Students have been engaged in both the production and dissemination of results for these projects. Each year, on average, there have been 25 students (~12 undergraduate and ~13 graduate) actively involved in the research process through work in these MBRS-SCORE faculty laboratories.

The MBRS-SCORE program has come to serve as a crucial element for promoting a research focus on our campus. To maintain that role, the MBRS-SCORE program recently submitted a program renewal proposal to extend its operations for a second four-year program period. The year-long program grant renewal-proposal development process engendered substantial interest from faculty, not only in the College of Science and Mathematics, but also in four of the remaining seven academic colleges of the university. Ultimately nine faculty projects, including five from faculty who had not received previous MBRS-SCORE funding awards, were included in the competing-continuing program grant proposal. Completed review and decisions regarding the program's continuation will not be available until February or March, 2004.

Institutional implementation and continuing development of this program have been fostered through supportive leadership from numerous campus administrators including: department chairs for submitting faculty; the deans, especially the dean of the College of Science and Mathematics; and both the provost and the associate provost--the latter serves as chair of the MBRS-SCORE Advisory Committee, which includes on-campus faculty and staff plus scientists from regional institutions as contributing members. In addition, an active group of External Scientific Advisors, i.e., scientists from research universities/institutes with expertise parallel to that of the funded faculty, has provided

valuable insight for building and sustaining an infrastructure to promote competitive research on the Fresno campus.

The MBRS-SCORE program has enlarged the vision for research possibilities among faculty and students. Several faculty members who had submitted proposals to the MBRS-SCORE program but who did not receive program funding, have subsequently been successful in obtaining external funding to support both their research and instructional goals from such highly competitive agencies as the National Science Foundation (NSF); the National Institute of Mental Health (NIMH); the National Sea Grant; and the aforementioned USDA. In fact, external funding submissions and awards among the collective College of Science and Mathematics faculty have grown substantially since the inception of the MBRS-SCORE program; there has been a 221% increase in external submissions, a 286% increase in external awards, and a 485% increase in level of funding from external sources when compared to average levels over the four years previous to MBRS-SCORE program implementation.

Student involvement in research with faculty has also shown a dramatic increase during the period of operation of the MBRS-SCORE program; on an annual basis, there has been a 580% increase in the number of students, both undergraduate and graduate, who are actively participating in research with tenure-track faculty, when compared with annual levels prior to implementation of the MBRS-SCORE program.



Conducting Research in a MBRS-SCORE Lab

THE CENTRAL CALIFORNIA RESEARCH SYMPOSIUM

The Central California Research Symposium, which is hosted by the Grants and Research Office at California State University, Fresno, brings together investigators, students, and faculty from a variety of disciplines to share the results of their scholarly work. Co-sponsors of the event include the University of California, San Francisco (UCSF) Fresno Medical Education Program, Children's Hospital Central California and Alliant University.

Celebrating 25 years in 2004, the symposium provides a unique forum for the presentation and discussion of scholarly activities of interest to researchers throughout central California. The program for the event reflects the ultimate goals of promoting interdisciplinary research, encouraging scholarly exchange on theoretical and pragmatic topics, and providing an opportunity for both students and research scholars to share common interests. According to California State University, Fresno President John D. Welty, "Cooperative efforts such as the Symposium benefit the individual institutions involved and ultimately the public that we all serve."

Abstracts are solicited from a number of agencies (including area colleges, local government departments, and on-campus programs such as McNair and the Smittcamp Honors College) every spring for the event, which is usually held on the third Thursday in April from noon until 6 p.m. The results of completed work, as well as work-in-progress for which there are at least preliminary data, are typically included in each abstract. At that time, authors indicate their preference for either an oral or a poster presentation.

Presentations are selected by a committee following review of the abstracts based upon the following criteria: scientific merit, creativity, timeliness, value, and clarity to an audience of scholars not necessarily from the same discipline. Oral presentations are limited to 10 minutes followed by discussion. All abstracts selected for presentation are published in the Central California Research Symposium Proceedings. Results are also posted on the California State University, Fresno Grants and Research Office Web site at <http://www.csufresno.edu/grants>.

Special sessions for student presenters are held, and judges recommend bachelor's, master's, and doctoral students for cash awards. Student awards and a social hour conclude the afternoon.

Attendance at the event has grown in recent years, with many professors encouraging their students to participate. The event also draws presenters from universities across the state, including UC Davis, San Diego State, and San Jose State. A total of 53 oral and 39 poster presentations were made at the 2003 event, which began with a keynote address by California State University, Fresno Provost and Vice President for Academic Affairs, Dr. J. Michael Ortiz.

<http://www.csufresno.edu/grants/symposium2.htm>

<http://www.csufresno.edu/grants/CCRSSchedule03.html>

http://www.csufresno.edu/grants/CCRS_Abstracts.html

BONNER CENTER FOR CHARACTER EDUCATION AND CITIZENSHIP

The word “character” is derived from the Greek word “to mark” or “to engrave,” and is associated with the writings of philosophers such as Plato and Aristotle. People with good character habitually display good behavior, and such habits are embedded, or marked, on a person. The consensus is that traits, or virtues, are not innate, but must be acquired through teaching and practice at home and in schools. Traits or virtues must be transmitted to be internalized.

In 2001 the “Golden Rule Award” (supported by a Templeton Foundation grant) was presented to the Bonner Center for Character Education and Citizenship at the annual International Conference on Character Education in San Diego. The honor was extended for developing a highly regarded center dedicated to the support of public school programs and the training of student teachers in moral and character education.

Founded in 1997 with a gift from the Bonner Family Foundation in the San Joaquin Valley, the center is part of the Kremen School of Education and Human Development, which produces more elementary school teachers than any other institution in California. It was formed to promote character education in the Central Valley through providing nationally recognized speakers for Fresno area forums on character education and professional ethics, small grants for local public schools and teachers, information on curriculum materials and other professional resources, and coordination for a variety of character award programs. The center is also a major contributor to the Annual Character and Civic Education Conference which is held in Fresno for 600-700 student teachers. At this conference, the center identifies and presents awards to regional elementary and middle schools for exemplary character education programs.

The curriculum of California’s schools is focused heavily on character education. For example, one of the strands of *the History-Social Science Framework* is Ethical Literacy which includes the recognition of the sanctity of life, the dignity of each individual, a multicultural understanding of values and standards of behavior and respect for universal human rights. The curriculum content includes references to specific virtues such as responsibility, respect, caring, justice, and civic virtue. The *English-Language Arts Framework* speaks to a “clearly communicated sense of common values” and the reading of literature that speaks “to important questions and values all of us in a community must address.”

In conjunction with County Offices of Education and school districts throughout the Central Valley, the Bonner Center encourages school participation in activities and efforts to develop wholesome virtues in youth. The best approach to character development is to involve students in a variety of worthwhile school activities, which are directed by trained professionals. For example, Aristotle wrote about the development of excellence, stating that to become excellent at any craft, including becoming virtuous, we have to exercise (practice) those behaviors that will lead us there. He stated: “ We become just by the practice of just activities, self-controlled by exercising self-control, and courageous by performing acts of courage. Hence it is no small matter whether one habit or another is inculcated in us from early childhood; on the contrary, it makes ... all the difference.” The school can thus become a laboratory where students can test themselves and their beliefs, explore their talents, and develop the many facets of their unique personalities. School programs, which include a broad scope of student activities and encourage participation, provide essential opportunities for students to learn to be

considerate and helpful to others, to respect the rights and opinions of others, and to respect the institutions of American society.

More recently the center has sponsored research focusing on evaluation of applications for California's Distinguished Schools Award. Research efforts are directed to looking for a relationship between the implementation of character education programs in exemplary schools and the academic achievement in those schools. Additional center-sponsored research is focused on the creation of an assessment system for measuring professional ethics of prospective teachers as they progress through their teacher preparation programs. The faculty of the Kremen School of Education and Human Development is so committed to this ideal that it developed an "Educator's Affirmation" statement for its own students. This reads, in part, "I dedicate myself to the advancement of my own learning and to the cultivation of my own character, for I know that I must bear witness in my own life to the ideals that I have dedicated myself to promote in others."

SOLUTIONS CENTER

Modeled on the engineering program at Harvey Mudd College in Claremont, the “Solutions Program” was established in 1996 at California State University, Fresno under a higher education challenge grant from the U.S. Department of Agriculture. Its initial success merited an unusual grant extension for a second year and was quickly broadened into a university-wide interdisciplinary activity operating on a self-sustaining basis as the Solutions Center.

Business or government sponsors delineate a challenge they find nettlesome but typically do not have time to address. It should be a project valued by the client such that employee interaction with students is supported and information sharing and feedback is encouraged to maximize learning for students and gains for the client; it also must be doable and manageable within the agreed upon term (one or two semesters). For a modest fee around \$10,000 per semester, which covers time release for a faculty advisor and overhead costs of the Center and orientation and training workshops for students, the client’s problem statement results in a student-led team proposal for inquiry and solution that establishes concrete measurable goals and indicators of a successful outcome. The scope-of-work is then negotiated and signed off by the project liaison for the private company or public agency. Students earn 3 credits a semester and are expected to average 10 hours a week of work, with a team of 3-5 members contributing approximately 600 hours to the effort. This is a cost effective consulting team for the client, who not only gets fresh eyes and new ideas from students, but also gets access to university resources and faculty expertise while having an opportunity to evaluate student talent for prospective hires upon graduation.

Students have the opportunity to act as professionals dealing with the real-world, real-time practice of project management involving team building relationships, operational constraints, ethical dilemmas, and budget limits. They submit periodic progress reports to the client and end-of-project findings and recommendations, and even an assessment of a solution that is tested or implemented. This is presented orally to the client company or agency personnel who subject students to probing questions and penetrating critiques. Moreover, they also go through a debriefing about their experiences, examining what worked and what did not, and discerning what was learned from their participation.

For the university the Solutions Center is very beneficial. The institution fulfills its “interaction” mandate both internally through enhanced dialog and mentoring between faculty and students and externally through service to the community via partnerships. Industry and government appreciation of university capacity for assistance translates into greater commitments of support by stakeholders to California State University, Fresno in its own quest to improve its academic programs, its physical facilities, and its human resources.

The [Solutions Center](#) — combined with internship programs, service learning courses, and volunteer service programs on campus – represents a unique opportunity for students to be part of a learning focused community of the highest intensity. Students and clients alike offer testimonials to the program; and repeat participation by both is the highest accolade!

CENTRAL VALLEY HEALTH POLICY INSTITUTE

The recent establishment (2002) and subsequent funding of the Central Valley Health Policy Institute is an instructive case of how synergistic interaction between the campus and the community is being focused on unmet health and education needs of San Joaquin Valley residents, whose medical problems are associated with the region's disproportionately high poverty rate and the dearth of health services in rural areas.

A January 2003 study "Healthy People 2010" by California State University, Fresno showed that valley residents suffer higher death rates from circulatory heart disease, lung cancer, infant mortality, and homicide as well as higher prevalence of teenage pregnancy, obesity, diabetes, stroke, and sexually transmitted diseases compared to the rest of California. These findings are consistent with a recent statewide survey that revealed regional disparities in the health of children by household income, whereby only half of children living below the federal poverty line are described as being in excellent or very good health. A third of valley children live in poverty.

Sister Ruth Marie Nickerson, president and chief executive officer of Saint Agnes Medical Center in Fresno, is credited as the originator of the health institute idea to begin attacking the serious health challenges. The Kenneth L. Maddy Institute of Public Affairs (founded in 1999 at California State University, Fresno by a million-dollar endowment from the State Legislature in honor of the late Senator, who represented valley constituents) facilitated meetings of health care professionals and representatives of the university, business, and community-based organizations led by Sister Nickerson. They decided to base the health institute at the university, where it received initial operational support through Fresno State's Central California Center for Health and Human Services. The Advisory Council for the Institute is chaired by Sister Nickerson; and the first executive director is to be hired in fall 2003.

The mission of the institute is to "facilitate an interactive regional process to identify, monitor, and analyze emerging policy issues..." But it is not just a think tank, for its goals include: developing better health data; collecting, analyzing, and disseminating research; training community leaders to find and use health policy data and information; and enabling local health and community leaders to become effective advocates in addressing health needs in their locales.

This activity and intentionality attracted the attention of the California Endowment, a health foundation created by Blue Cross of California, which granted the institute \$4,000,000 to be spent over the next five years (2003 – 08), while self-sustaining grants are sought in order to have a continuing impact on the quality of health in the region – especially underserved groups and communities such as farm workers, immigrant populations, rural residents, etc.

By the end of the grant the valley is expected to have better informed communities, engaged community based organizations and decision-makers, a cadre of trained health policy leaders, broader advocacy networks in operation, and improved availability of data and research needed to influence policy and advance change in health care. The placement of the institute on campus by community leaders and the significant grant by a major foundation in the state give credence to the university's commitment to serve the region and its capacity to fill the health policy void.

CALIFORNIA AGRICULTURAL TECHNOLOGY INSTITUTE (CATI)

Recognition of constituent needs, undeveloped potential, and operational inefficiencies regarding applied research and technology transfer respectively caused the then School of Agricultural Sciences and Technology to adopt a centralized umbrella organization to oversee its two established centers for Irrigation Technology and for Viticulture and Enology, along with other programs, and to assume an advocacy role in relations with industry and government. Hence, the creation of the California Agricultural Technology Institute (CATI) in the early 1980s. In the next decade and a half two new centers were established for Agricultural Business and for Food Science and Nutrition; and the Advanced Technology Information Network (ATI-Net) was established to provide high speed electronic links to data and information useful for farmers, agribusiness managers, researchers, educators, and students.

CATI carved out a niche in agricultural and food research that has focused on applications of science and technology with potential to “improve the economic efficiency, productivity, profitability, and survivability of California agriculture,” while also supporting graduate and undergraduate academic programs via faculty research and student participation in applied research projects and information dissemination activities. It has accomplished this by identifying and addressing high priority issues facing agriculture; building partnerships with industry and government; developing educational and training programs; and communicating research results through publications, conferences, seminars, and the Internet.

Grants and contracts activity grew steadily, and a reputation for relevance and excellence was established to such an extent that CATI eventually came to operate under a permanent research mandate from the California State Legislature with a line item allocation in the California State University system budget. And by the turn of the century the Legislature had approved an expanded mandate under the new Agricultural Research Initiative (ARI) that now includes Fresno’s sister institutions at San Luis Obispo, Chico, and Pomona in partnership arrangements.

Collaboration with other colleges on campus has increased as the demand for cross-disciplinary research became necessary in addressing complex scientific, technological, and business challenges. A new California Water Institute has even been launched in a joint venture with the College of Engineering and Computer Science. And on the drawing board is a plan for an International Water Research Center.

CATI has become so large and multi-faceted in serving the primary economic sector of the valley that it is not what other entities on campus can or should necessarily aspire to be. But as an example of what can be accomplished in its varied segments, CATI has shown the path of how the institution is capable of “living the vision” as a premier interactive university. Furthermore, it illustrates how expansion of research and outreach activities can reach a critical mass that requires a coordination and/or management structure to achieve operational efficiency and mission effectiveness – an issue that has already been raised in the university’s most recent strategic planning exercise.

DIVERSITY WEEK 2003

During the first week of April 2003, California State University, Fresno held a special event that brought dramatic focus to the theme of diversity that carries such significance for the university. Over four days, Fresno State celebrated diversity through poetry, academic presentations, music, a cultural food festival, film, cultural competency training workshops, and evening shows by student cultural clubs.

The opening event, "Poetry and Music in the Peace Garden," began on Tuesday, April 1, at 10:30 a.m., and was introduced by Associate Provost Jeronima Echeverria and President John Welty. Highlights of the following days included the President's Annual Diversity Luncheon and a University Student Union Productions sponsored trip to the Museum of Tolerance in Southern California. Additionally, a special tribute to Cesar E. Chavez and farm workers was held at noon on Wednesday, April 2, in the Peace Garden.

During the week, faculty and staff spoke on variety of relevant topics, such as: Integrating Diversity into the Curriculum, Disability Culture, Asian, Pacific Islander, Latino and African-American Identity Development; Finding Our Family: the DNA Tree and Cultural Misunderstandings; Latino Experiences in the U.S.; Web Accessibility; Cross Cultural International Student Adjustment; and Confronting Bias with Children's Literature. A preview of the Cultural Tapestry of the Valley Web site project presented a film showing of "Frida," as well as a speaker addressing the topic Diversity in the Greek Community.

Fresno State's Diversity Week drew upon important entities from across the campus administration and student community for sponsorship: the President's Committee on Human Relations and Equity, the Office of the President, the Division of Student Affairs, Associated Students, USU Productions, the Cross Cultural Awareness Network, and the Multicultural Center Planning Group. The event was judged notably successful, and received publicity both on campus and in local newspapers.

THE SMITTCAMP FAMILY HONORS COLLEGE

The [Smittcamp Family Honors College](#) (Smittcamp 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 Scholarship Federation advisers, in addition to direct mail to high PSAT scorers. Successful students are selected based on their grades, SAT scores, rigor of their classes, community service, awards, reference letters, and two essays. High school students satisfying any one of the following criteria are eligible to apply: 1200 SAT scores, 3.6 grade point average, or top 10% of their high school class. A large percentage of applicants who are not selected also choose to enroll at the university.

Currently, there are 50 seniors, 50 juniors, 75 sophomores, and 75 freshmen in the Honors College. Classes of 75 will be selected in the future.

Students in the Honors College take 36 of their 51 general education units in specifically designed honors courses, two courses in each of their first four semesters, then three upper-division general education courses. Classes go through the program as a cohort. All honors students take the Honors Colloquium for five semesters of their career.

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 College computer lab, and use of the Honors College 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 status in the Honors College.

DIGITAL CAMPUS

The Digital Campus operation was created based on the Information and Educational Technology Coordinating Committee (IETCC) technology initiative in December of 2002 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 for delivering dynamic, interactive online courses and for fostering online communication for various campus organizations. 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 on online attendance is required. Blackboard is accessible 24 hours a day, 7 days a week, with a single login at <http://blackboard.csufresno.edu/>.

The Digital Campus provides the following services to the campus community: Blackboard system administration; Blackboard training for faculty, staff and students; course building production assistance; Blackboard technology support for faculty, staff, and students; and instructional design assistance for Web-based and Web-enhanced courses. Additional information and details regarding Digital Campus services can be found at:
http://www.csufresno.edu/digitalcampus/digital_campus/who_we_are.htm.

In October 2002, the Digital Campus was awarded two Title V grants from the U.S. Department of Education. These grants, totaling more than \$5 million, will allow California State University, Fresno to bolster its Web-based instruction and better serve students from rural areas who can't get to the campus for classes. The first grant is focused on helping more undergraduate courses make the transition to a fully Web-based format. In addition, freshmen coming from targeted rural schools will receive special academic tutoring and counseling and special assistance in accessing Web-based curriculum. A laptop subsidy program is built into the first grant, for low-income Hispanic students. The second grant will be a cooperative effort with West Hills Community College District. Existing general education online courses from West Hill College will be combined with upper-division courses from Fresno State to enable students in health and human services and teacher education to complete their degrees online.

The Digital Campus also provides distributed learning program called Digital Campus Abroad to students overseas. One of the most successful programs offered currently is the "TESOL Certificate Online" program of training English teachers and teachers-in-training. This program is offered in cooperation with the Linguistics Department of the College of Arts and Humanities.

INTERDISCIPLINARY SPATIAL INFORMATION SYSTEMS CENTER (ISIS)

The [Interdisciplinary Spatial Information Systems Center \(ISIS\)](#) is California State University, Fresno's geospatial information systems center. ISIS is the outgrowth of a campus-wide interest in GIS education, applied research, and community involvement. Fresno State Provost Michael Ortiz brought together the diverse faculty who were independently working in the area of GIS with the intention to have the faculty work together to prevent unnecessary duplication and to decide the future direction of GIS on the campus. To further the university's community outreach and coordination role in the San Joaquin Valley and in conjunction with the larger GIS community, ISIS was created as a center for regional geospatial information systems and technologies. This coordinating role includes spatial data acquisition, management, sharing and dissemination; knowledge sharing through public forums such as user group meetings, seminars, and conferences; education through training courses and traditional academic offerings; innovations in spatial analysis, technology, and research; and applied use of spatial analysis and technology.

The ISIS Center, now in its third year of operation, has a three-fold scope of operations: (1) Regional Geospatial Data Center, (2) Education and Training, and (3) Contracts, Grants, and Research.

The ISIS Center has developed the [San Joaquin Valley Geospatial Data Center](#), the San Joaquin Valley GIS Council, and is designated by the U.S. Census Bureau as a Census Information Center (CIC). The Data Center operation is currently implementing an innovative mechanism for distributing the huge data sets that typify GIS operations. Full implementation is expected by summer 2003. The GIS Council is designed to dovetail with a statewide initiative.

In addition to pursuing on-campus development of GIS curriculum, ISIS provides education and training to members of the community who are in employment and are seeking an upgrade of job-related skills. We have recently begun offering tuition-reduced workshops for Fresno State faculty and staff. The past year has seen over one hundred people receive GIS training in our dedicated lab facility.

Applied research in areas such as agriculture, air quality, economic and community development, health, land use planning, natural sciences, social/human services, crime analysis, and water are undertaken to further efforts to improve the human and natural environment of the San Joaquin Valley.

The ISIS Center has at its disposal the expertise of the faculty and other specialized centers of the California State University, Fresno and is the center of a regional GIS user community of over 300 people throughout the eight counties of the San Joaquin Valley. These people can be drawn upon for expertise and advice in wide-ranging areas. ISIS Center staff has extensive expertise in geographic and spatial technologies and information systems; GIS education and training; database design; data capture, storage, extraction, manipulation and analysis; and Web development and data dissemination. The ISIS Center has a state-of-the-art teaching lab and numerous specialized spatial data, attribute data and Web servers available for data storage and distribution.



VolunteerFresno.org
A University-Community Collaboration

In the fall of 2001, California State University, Fresno collaborated with the Volunteer Center of Fresno County and CONNECT, a local nonprofit collaborative, to develop and launch a volunteer website to fulfill two important community needs. First, it provides nonprofits and other service organizations with a way to list and communicate volunteer needs to the general community. Second, the site offers potential volunteers the opportunity to search a database of service openings in the greater Fresno area. Built off the VolunteerMatch model, Volunteer Fresno provides a means of linking potential volunteers with appropriate service opportunities in a timely and easily accessible format.

During the development of the Volunteerfresno.org website, the collaborative discovered that another local nonprofit was in the process of developing a similar site. It was agreed that the duplication of efforts was unnecessary and would not serve our community well. As a result One-by-One Leadership, New United Way of Fresno County and the Fresno Area Nonprofit Council joined the collaborative and the site was launched in August 2002.

Volunteerfresno.org was an immediate success. In the first month after its launch, there were 1,829 visits to the site and 725 unique visitors and the numbers continue to increase on a monthly basis. As of March 2003, there were approximately 245 volunteer positions posted to the site, providing potential volunteers with a large variety of service opportunities. These opportunities can be searched via a number of fields, allowing an individual to find the best possible match with their interests, skills and availability.

With financial support from the university and technical support from ATI-Net, a campus auxiliary organization, Volunteerfresno.org is provided "lifetime" server housing and technical support. The Volunteer Center of Fresno County is responsible for marketing and content of the site. One-by-One leadership has taken the lead of collaborative organization and communication. This effort is an example of university-community partnership at its best, with all partners putting aside individual concerns for the betterment of our entire community.

Volunteerfresno.org has increased the university's capacity to engage students in personal and academically meaningful service opportunities by allowing ease of access to and personalization of a multitude of volunteer opportunities. It is also a demonstration of how technology can support university academic and service goals while also improving the overall community. Finally, Volunteerfresno.org has improved Fresno State's already exemplary community service-learning efforts by offering students and staff an easily accessible database of service opportunities and a direct link to over 100 local service agencies.

COMMUNITY SERVICE SCHOLARSHIP PROGRAM: BUILDING STUDENT-COMMUNITY CONNECTIONS

The **Community Service Scholarship Program** began in 1990 when H. Marcus “Marc” Radin, President of the Radin Foundation, approached California State University, Fresno with an idea to help both students and the community. Working directly with university staff that developed the administrative details of the program, Marc provided funds to establish \$1,000 scholarships for 10 students who engaged in significant levels of community service. These students were placed with nonprofit agencies throughout the Fresno area and assignments were structured to relate to their academic majors. In order to provide enough time for a “real world” learning experience and to qualify for 3 units of upper division credit, each student performed assignments that required 200 hours of service with his/her agency.

With private funds from the Radin Foundation as well as funds from numerous other donors attracted to the program, Community Service Scholarships continued to grow at throughout the next eight years. By the end of 1997, nearly 300 students had been placed in a wide variety of community assignments related to education, crime, youth programs, public health and promotion of the arts. Using the university's administrative model, the local foundation provided funds to implement similar projects at California State University Hayward, Sacramento, San Jose, and San Francisco.

Seeking a way to make this a permanent program at Fresno State, Marc Radin and his wife Marjorie established a “Community Service Scholarship Endowment,” and in 1997, the university embarked on a five-year campaign to build the endowment to \$500,000. Once the \$500,000 goal was obtained, Marc immediately pledged to bring the endowment up to \$1,000,000. During this same time, and as a partial match for private funds given to both the endowment and the ongoing scholarship program, the university was able to appropriate \$30,000 of California State Lottery funds to be used for Community Service Scholarships.

At an annual fundraising event held on December 4, 1999, California's Governor Gray Davis recognized these accomplishments by declaring that day as Marc and Marjorie Radin day throughout the State of California. Unfortunately, both Marc and Marjorie past away within this past year, but their legacy lives on stronger than ever.

As of today, the Radin Endowment stands at nearly \$650,000 and the balance needed to bring it to \$1,000,000 is expected before the end of this year from the Radin Estate. Assignments now range from 85-150 hours, and all together, nearly 600 Fresno State students have participated and benefited from Community Service Scholarships.

Leading the way to many other service-learning initiatives, the Community Service Scholarship program has created thousands of dollars in new scholarships and the opportunity *for* students to prepare for future careers in a way that also serves the community. The program has become a major component of the university's efforts to instill a “civic ethic” in our students, and at the same time, it has provided more than 100,000 hours in student resources to the greater Fresno area.

CRAIG SCHOOL OF BUSINESS INTERNSHIP PROGRAM

“CSB Internships: Don’t Leave School Without One”

In the spring of 1996, the Craig School of Business (CSB) centralized their internship program as part of the mission based plan aimed at becoming a nationally recognized applied school of business. Faculty from each business discipline, as well as representatives from local, regional, national businesses were consulted, and a series of application, placement, course requirement, evaluation, and assessment guidelines created. A progressive learning experience under the mentorship of an experienced professional was established as the quintessential element of all internships. An extensive promotional campaign aimed at students, faculty, and businesses was undertaken to build awareness of the program as well as attract quality experiences.

The ability to place, monitor, and evaluate students in this type of activity has been enhanced by the university and school’s commitment to providing the structure and resources necessary to maintain such a program. These resources include an [interactive Web site](#), which provides information about available internships and allows students, employer and faculty interaction to apply and perform evaluations on-line. In addition, the School provides a high student traffic office location and a full time director who possesses both academic and business experience. Expanding beyond the traditional tasks of locating and placing students in business internships, the CSB Program:

- Has received over \$70,000 of funding from the Kauffman Foundation, which has resulted in the developed of a [social entrepreneur internship program](#).
- Has been awarded over \$30,000 in Craig Foundation funds to collaborate with the University Community Service Scholarship program to place business majors in internships with local nonprofit organizations.
- Was instrumental in developing a separate [career fair for business students](#). Now in its 5th year, this event attracts 60-75 high profile businesses each year.
- Maintains an e-mail newsletter called the “InternNet” which provide information to students, faculty, employers, and alumni about current program activities and opportunities.
- Partners with Career Services to provide extensive information and training in career development and placement in all business disciplines. This includes a new one-unit class in Strategies for Success taught by the program director.

During the 1995-96 academic year only 55 students participated in internships in the Craig School of Business. Since then, over 1,250 students have benefited from this program and the yearly totals are approaching 250 placements. From the community perspective, well over 300 qualified internships are made available during the school year as well as the summer months. In 1998, only two years after being created, the program was awarded the Outstanding Internship Program at a four-year university by the California Cooperative Education and Internship Association. The same organization recognized Gottchalks, Inc., one of the program’s early partners, as the [Outstanding Employer of the year in 2002](#). The program has also been cited by the school’s profession accrediting body, AACSB, as one of the highlights of the school’s mission driven activities.

SUMMER ARTS PROGRAM

[California State University Summer Arts](#) 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 masterclasses 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.

Intensive 12- to 14-hour-day (including weekends) workshops last from two to four weeks during the months of June and July. All workshops carry three units of transferable undergraduate or graduate university credit. This structure provides students a unique environment for immersing themselves in creative work with some of the best artists and master teachers in the world. To foster this environment, participants are encouraged to live on campus at the University Courtyard and take advantage of the spontaneous interaction that occurs when hundreds of students and artists are housed and work together in an intensive artistic environment.

Students have opportunities to work one-on-one with professionals in their field, receive constructive criticism from professionals, perform and exhibit, develop professional contacts that can aid in the development of their career objectives, meet other student artists in their field and from other genres, take risks with cutting edge ideas without fear of failure, and interact with the community in an artistic setting. These summer workshops provide a transforming experience in the arts. One of the highlights of the CSU Summer Arts public events is the student culmination series. The student participants from each Summer Arts workshop will culminate their experience by staging a public performance, reading, or exhibit showcasing their hard work and skills developed at Summer Arts. All student culminations are free to the public.

CSU Summer Arts is sponsored by the 23 campus California State University system and is funded in part by the California State University Lottery Education Fund. Corporate sponsors are a vital aspect of the program, offering scholarships to talented students, as well as equipment donations. Additional scholarship support is provided by the participating CSU Arts Deans and Fresno area sponsors. The program is advised by a council consisting of CSU personnel, artists, and student representatives. The Summer Arts Advisory Council makes recommendations on the direction and workshop topics to the Senior Vice Chancellor of Academic Affairs.

In its fifth year of 7 years residence at Fresno State, CSU Summer Arts enjoys record student and audience attendance numbers since the program was instituted in 1986. It is the combination of workshops, public events, and community connections that makes Summer Arts different from any other program of its kind in the world.

Website: www.calstate.edu/summerarts

THE KENNETH L MADDY INSTITUTE OF PUBLIC AFFAIRS

The Kenneth L. Maddy Institute of Public Affairs at California State University, Fresno was funded by a \$1 million endowment from the California Legislature in 1999 and named to honor Senator Ken Maddy, a Fresno State graduate and respected public servant who represented the Central Valley in the California Legislature for nearly three decades. The senator demonstrated the successful application of personal integrity, legislative know-how and bipartisanship to the governance of the State of California. The institute was created while the senator was still alive, so he was able to express his views on the role it could play in the future of the region he represented and the state he helped lead. The senator died in February 2000.

The mission of the institute is to elevate citizen participation and government performance at all levels through leadership education for public service. To carry out its mission, the Maddy Institute encourages civic engagement, conducts seminars on issues affecting the region and sponsors applied research. The Institute is non-partisan and serves both the university and the entire Central Valley.

California Senator Jim Costa (ret.) was named the third Kenneth L. Maddy Professor in April 2003. He follows founding Maddy professor, Dr. Harold H. Haak, who held the post from 1999-2001, and Daniel K. Whitehurst (2001-03).

One of the cornerstones of the institute is providing internship opportunities for Fresno State students. The Maddy Scholar Intern program places students in local, state and national government offices. The Senator Jim Costa Scholars Program, supported by proceeds from a testimonial dinner in his honor, was announced in December 2002 and will provide internships in Sacramento and Washington D.C.

Among the Maddy Institute's activities are the following:

- Conducting the Great Valley Leadership Institute twice-yearly for local elected officials in the Central Valley.
- Co-sponsoring the Rose Ann Vuich Award for Ethical Leadership, with The Fresno Bee and the Fresno Business Council. Each year, an elected official in Madera, Fresno, Kings, or Tulare County is chosen through a nomination and review process. In addition, high school and college student leaders are invited to participate in discussions with former award winners about ethics in government.
- Co-sponsoring the Central California Mayor's Conference.
- Managing the Ken Maddy Oral History Project in which colleagues of Senator Maddy are reviewing the transcript of a lengthy interview of the Senator and are being interviewed to complete the record and identify areas for further study.
- Sponsoring special events and forums featuring current and former elected officials and discussing major regional public policy issues, including an annual lecture by the Maddy Professor.
- Commissioning and publishing useful research on issues of importance to Central California.
- Hosting "Catapult," a leadership program for high school students, in partnership with the Great Valley Center and the California Center for Civic Participation and Youth Development. The program held at Fresno State is designed to help Central Valley high school students learn to influence, and eventually become, decision makers in their communities.

HUGGINS EARLY EDUCATION CENTER

Kremen School of Education and Human Development (KSOEHD) Example of “Best Practices”

The [Huggins Early Education Center \(EEC\)](#) is a regional model for best practices in education. The center provides training, demonstration and research opportunities for undergraduate, graduate student in education, child development, marriage, child and family counseling and other related areas as well as for professionals in the field. The center gives impetus to local and state educational reform efforts aimed at improving education and care, extended day programs, early childhood and school age curriculum interprofessional collaboration and services to children and families.

The center, serving over 200 children and families, draws from the internationally recognized Reggio Emilia School in Italy and emphasizes interconnection with the home, school, and environment. A project-based curriculum offers meaningful topics that are multi-faceted and interesting. Examples of projects, among others, have included: growing a garden, building an arbor, families, musical instruments, and pond investigations. These projects allow children to develop language, literacy, mathematical, scientific, creative, and reasoning skills. Huggins Center teachers capture the progress of the project and student learning by photographic, audio, video, and Web-based recordings. In addition to ongoing professional development of staff, the center sponsors a variety of professional development activities for students and educators.