

# Indicators of Implementation Success

## Report Card

### October 21, 2010

#### Enhancing Academic Excellence and Scholarship

- Reached at least \$60 million a year in sponsored research and grant activity that generates 10% in indirect activity.

**No.** *Ending fiscal year 2009-10, we reached \$32,272,062.*

- Faculty deeply engaged in scholarly activities relating to regional and national issues via expanded participation in centers and institutes, increased research, increased scholarly and creative activities, and/or increased attention to the scholarship of learning.

**Yes.** *Over the past five years, we have added 11 new centers and institutes, The Center for the Scholarly Advancement of Learning and Teaching (CSALT) was established in 2009 and launched four initiatives.*

- A strengthened General Education program through development and implementation of an effective outcomes assessment plan monitored by the General Education Committee.

**Yes.** *General Education Area Goals and Student Learning Outcomes for each area of the General Education Program were approved.*

- An open and fully functioning new Henry Madden Library offering a wide range of services to the university and the region.

**Yes.** *The new library opened on February 23, 2009.*

#### Promoting the Success of All Students

- Graduation rates for undergraduate students of 50% for five years and 60% for six years.

**No.** *The five-year graduation rate was 39.5%; the six-year rate was 47.8%.*

- Intercollegiate athletic programs that have achieved a rank among the top 50 percentile among all Division 1 public institutions relative to the NCAA student-athlete academic progress rate (APR).

**No. All teams met or exceeded the 925 minimum APR for the multi-year rates. All but one team exceeded 950 and five teams had a perfect 1000 APR.**

- A competitive Division 1 athletic program with a top 50 ranking (NACDA). All applicable sports ranked among the elite of the Western Athletic Conference and participating regularly in NCAA championships.

**No. We ranked 78 among all NCAA Division I institutions in 2009.**

- Completed the 2006 Plan for Facilitating Graduation and will have generated support for student success from all areas of the university.

**Yes. The plan was completed. The implementation is underway.**

- Clearly defined the “Characteristics of a Fresno State Graduate” with accompanying indicators of success, plans for modification of the curriculum, and an assessment plan and a goal to mark progress toward complete compliance with these characteristics.

**Yes. The Characteristics of a Fresno State Graduate have been defined. Discussions on proposed curriculum modification are underway.**

- Effective dual admission programs in place to include the system wide Lower Division Transfer Program along with the Central Valley Higher Education Consortium Transfer Associate Program. Evaluations provided to all transfer students prior to their initial registration.

**No. Due to the delay of the implementation of the Lower Division Transfer Program, dual Admission has not been implemented.**

**Yes. Evaluations are provided to all transfer students prior to their initial registration.**

- Increased interaction with high schools that has increased student proficiency in math and English.

**Maybe. Student proficiency rates have increased modestly.**

- All students proficient in math and English by the end of their freshman year.

**No. The success rate of Fresno State students is 89%, which is comparable to the CSU Systemwide rate.**

### **Advancing Graduate Education**

- Doubled the total number of student assistantships, tuition waivers, and fellowships provided to graduate students.

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***Due to the state's fiscal crisis:***

**No.** *Student Assistantships decreased 50%. N=47*

**No.** *Fellowships increased 5.6%. N= 16*

**Yes.** *Tuition waivers increased by 2.43%. N=17*

- Established a faculty teaching load that takes into account our vision, recognizing and rewarding the graduate education and research responsibilities of faculty members.

**Progress Made.** *There is an increase of assigned time through 07-08, and then a reduction that reflects the budget reductions that began in 08-09.*

- Offered an independent doctoral program in educational leadership and at least two additional joint doctoral programs.

**Yes.** *We established an independent doctoral program in Educational Leadership.*

**No.** *We established a joint doctorate in Physical Therapy. The Criminology joint doctorate was approved, but not implemented.*

### **Using Technology to Advance All Aspects of University Life**

- Completed implementation of the 2006 Technology Plan.

**Yes.**

- Decreased administrative costs relative to instructional and academic program costs.

**Yes.** *The technology re-organization provided cost savings.*

### **Engaging with the Region**

- Been recognized for its partnerships with local businesses in the creation of student leadership development programs to enhance workforce development in the Central Valley.

**Yes. The university has partnered with: The California Partnership for the San Joaquin Valley, The Collaborative Regional Initiative, The Fresno Regional Jobs Initiative, the Mayor's office, local school districts and various non-profit agencies.**

- Been recognized nationally as an Engaged University by having achieved that new Carnegie classification.

**Yes. The university has been recognized with the Carnegie classification of "Engaged University".**

- Several new institutes (including the International Center for Water Technology, the Institute for Food and Nutrition Innovation, the Advanced Manufacturing Center, the Central California Health Policy Institute, and the Central Valley Educational Leadership Institute) each fully funded and offering services to the region.

**Yes. The Center for Water Technology, the Central California Health Policy Institute and the Central Valley Educational Leadership Institute are fully funded and offering services.**

**No. The Institute for Food and Nutrition Innovation and the Advanced Manufacturing Center are in the planning stages.**

- Adopted the University's Campus Master Plan in 2006 that will include the university's interaction with the adjacent community.

**Yes. The Master Plan has been completed. The Environmental Impact Review is in progress.**

### **Developing a Diverse and Global Perspective**

- Been recognized nationally as a leading preparer of ethnic minority graduates.

**Yes. We have been recognized by the Hispanic Outlook in Higher Education as #18 nationally in awarding undergraduate degrees and #31 nationally in awarding graduate degrees to Hispanics.**

- Tripled the number of students participating in a study abroad experience.

**No.** *Through 2008-09 we increased our participation from 199 to 292 students.*

**Generating Private and External Support**

- Two more schools/colleges with named endowments.

**Yes.** *During this period, two colleges have named endowments, the Lyles College of Engineering and the Jordan College of Agricultural Sciences and Technology.*

- Completed a comprehensive campaign that will have exceeded its goal.

**Progress Made.** *We are at 75% of our goal, with 24 months remaining in the campaign.*

- An endowment of at least \$200 million.

**No.** *We have an approximate endowment of \$100 million. Gifts to the endowment during this period totaled \$29.6 million.*

**Developing our Human Resources**

- Insured that every employee has an orientation to quality service that is a central focus of his or her work life.

**Progress Made.**

- Established an expectation that employees will participate in professional training opportunities.

**Yes.** *Employees have access to on-line training modules and the university offered a series of development training sessions on a variety of topics.*



**Plan for Excellence III**  
**Indicators of Implementation Success**  
**October 21, 2010**

The Plan for Excellence III established indicators of success. Below is a report on our status of achieving these indicators.

***Goal: Enhancing Academic Excellence and Scholarship***

**Indicator**

- Reached at least \$60 million a year in sponsored research and grant activity that generates 10% in indirect activity

**Outcome**

<b>Sponsored Research Grants and Contracts Award Totals</b>			
<b>Fiscal Year</b>	<b>Direct</b>	<b>Indirect</b>	<b>Total</b>
2005-2006	\$ 26,227,563	\$ 1,472,778	\$ 27,700,341
2006-2007	\$ 32,540,964	\$ 1,910,881	\$ 34,451,845
2007-2008	\$ 34,527,007	\$ 2,255,827	\$ 36,782,834
2008-2009	\$ 33,248,491	\$ 1,857,195	\$ 35,145,687
2009-2010	\$ 32,373,062	\$ 2,010,151	\$ 34,383,213
<b>Totals</b>	<b>\$ 158,917,088</b>	<b>\$ 9,506,832</b>	<b>\$ 168,383,213</b>

**Indicator**

- Faculty deeply engaged in scholarly activities relating to regional and national issues via expanded participation in centers and institutes, increased research, increased scholarly and creative activities, and/or increased attention to the scholarship of learning.

**Outcome**

Overall faculty grants over the 5-year period totaled \$168 million.

Participation in the Central California Research Symposium shows growth over the period and involved 717 presenters (faculty, undergraduate and graduate students) during that time.

Over the past five years, we have added eleven new centers and institutes.

The inaugural year of the Undergraduate Research Grant Program attracted 69 student proposals with 44 student projects selected for funding. To date, 34 students have completed their projects resulting in 46 presentations. Four students received awards at the 24<sup>th</sup> annual CSU Student Research Competition.

The re-invigorated Center for the Scholarly Advancement of Learning and Teaching (CSALT) was established in October 2009 and launched four new faculty development initiatives: (1) Improving Student Writing Initiative (ISWI); (2) Enhancing Student Information Literacy (ESILI); (3) Active Learning Initiative; and (4) Scholarship of Learning and Teaching (SOLT). Over 400 faculty participated in a variety of workshops, conferences, brown bags seminars, and activities.

As the chart below indicates, faculty production of publications and creative accomplishments increased over five year while presentations saw a slight decrease in 09-10 due to budget related travel restrictions.

<b>Category</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>TOTALS</b>
<b>Publications</b>	477	530	578	555	656	2,796
<b>Presentations</b>	973	1,103	1,176	1,238	1,190	5,680
<b>Creative Accomplishments</b>	137	361	127	167	198	990

**Indicator**

- A strengthened General Education program through development and implementation of an effective outcomes assessment plan monitored by the General Education Committee.

**Outcome**

General Education Area Goals and Student Learning Outcomes for each area of the General Education Program were approved and can be found at:

[http://www.csufresno.edu/academics/policies\\_forms/general\\_education/goals](http://www.csufresno.edu/academics/policies_forms/general_education/goals)



**Indicator**

- An open and fully functioning new Henry Madden Library offering a wide range of services to the university and the region.

**Outcome**

The new Henry Madden Library opened on February 23, 2009

***Goal: Promoting the Success of All Students***

**Indicator**

- Graduation rates for undergraduate students of 50% for five years and 60% for six years.

**Outcome**

The baseline graduation and persistence rates and progress for students enrolled as first-time, full-time freshmen are below

Measure:	2005-06	2008-09	Increase
Five year graduation rate:	34.4%	39.5%	15 percent
Six year graduation rate:	43.3%	47.8%	10 percent
Persistence rate after 6 years:	54.6%	57.6%	6 percent

**Indicator**

- Intercollegiate athletic programs that have achieved a rank among the top 50 percentile among all Division 1 public institutions relative to the NCAA student-athlete academic progress rate (APR).

**Outcome**

Academic progress measures based on 2008-09 data indicate excellent improvement across the athletics program. The total annual academic progress rate for all student-athletes has climbed from 914 in 2005-06 to 976 in 2008-09. All teams met or exceeded the 925 minimum mark for the multi-year rate. All but one team exceeded 950 on the annual rate, and five teams had perfect 1000 annual rates.

**Indicator**

- A competitive Division 1 athletic program with a top 50 ranking (NACDA). All applicable sports ranked among the elite of the Western Athletic Conference and participating regularly in NCAA championships.

### **Outcome**

In July 2009 the athletics program was awarded its second consecutive Commissioner's Cup from the Western Athletic Conference. This award symbolizes the best overall program in the conference. Five sports programs won conference championships: women's soccer, women's basketball, women's tennis, softball and baseball. These teams, as well as several individuals from the track and field program qualified for NCAA Championship participation. The women's tennis team competed in the final 16 at the NCAA Championship. The overall program finished 78 among all NCAA Division I institutions (approximately 320 in the NACDA Learfield Director's Cup standings).

Athletics Academic Award winners since 2005      Seven Academic All-Americans, Eleven Academic All-District, Five Golf Coaches All-American Scholar Team, and four miscellaneous academic awards: National Football Foundation Campbell Award, Dean's Medalist, President's Medalist and NCAA Top VIII Award.

### **Indicator**

- Completed the 2006 Plan for Facilitating Graduation and will have generated support for student success from all areas of the university

### **Outcome**

Successfully implemented numerous initiatives related to facilitating graduation plan to include Academic Roadmaps for degree completion, mandatory choice of major by 60<sup>th</sup> credit; Learning Committees for freshmen cohorts; mandatory orientation for all incoming freshmen/transfers; mandatory academic advising by 75<sup>th</sup> credit, and utilized technology to automate routine administrative processes within Student Affairs and Administrative Services to enhance online customer service for students. These outcomes involved collaboration among units across Academic Affairs, Student Affairs, and Administrative Services and demonstrated their commitment to student success.

The Chancellor's Office has approved our new graduation initiative plan (goals noted below) and implementation is underway

This plan establishes a goal that by 2015, to raise the 6 year graduation rate of first-time freshmen to 51%, under-represented minority first time full time freshmen to 46%, transfer students to 75% and under-represented minority transfer students to 73%.

The Student Success Task Force continues to be an effective and viable force on the campus to initiate and implement initiatives that promote student success.

### **Indicator**

- Clearly defined the “Characteristics of a Fresno State Graduate” with accompanying indicators of success, plans for modification of the curriculum, and an assessment plan and a goal to mark progress toward complete compliance with these characteristics.

### **Outcome**

The Chair of the Academic Senate, has created a task force to provide Senate support for implementation of the Qualities of a Fresno State Graduate (Q-DOGs) report. Part of the proposal includes the implementation of electronic portfolios to assess achievement of the desired characteristics. We will be piloting an electronic portfolio system in the spring. A group of faculty have discussed a proposal for modification of the GE program to assist in achieving these desired characteristics.

Please see Student Success Task Force for a complete response to this indicator of success. [http://www.csufresno.edu/plan/plan\\_excellence\\_II/reports/](http://www.csufresno.edu/plan/plan_excellence_II/reports/)

### **Indicator**

- Effective dual admission programs in place to include the system wide Lower Division Transfer Program along with the Central Valley Higher Education Consortium Transfer Associate Program. Evaluations provided to all transfer students prior to their initial registration.

### **Outcome**

The CSU Office of the Chancellor has delayed implementation of the LDTP program indefinitely. Due to this delay, dual admission was not implemented. The campus implemented an Up-Front Transfer Credit Evaluation (UFE) process. This process includes a complete transfer evaluation at the time that the student applies for admission. Additional steps were added to the admission review which includes the entry of all courses completed and grades received into the Degree Audit Reporting System (DARS). The transfer courses are applied against articulation rules that are coded into DARS and the student receives a comprehensive evaluation of transfer work completed and the applicability of these courses toward CSU General Education-Breadth, major, and other graduation requirements.

Another process implemented for all students is Prerequisite Checking at the time of registration. Transfer credit articulated results are moved from DARS into PeopleSoft for use during registration. The new Prerequisite Checking feature prevents students from repeating courses already completed, thus eliminating unnecessary repeats *and* prevents students from registering in courses for which they have not completed the appropriate preparation.

## **Indicator**

- Increased interaction with high schools that has increased student proficiency in math and English.

## **Outcome**

There were a series of actions taken with K-12 educators that included meetings, assistance with program implementation, in-service to counselors, workshops for high school language arts and math teachers and the development of a Spanish Early Assessment Program brochure. University faculty were trained to teach the Strengthening Mathematics Instruction program to high school math faculties and the Dean of Undergraduate Studies is participating with the State Center Consortium to raise the awareness of professional and technical programs at the university

### **Campus proficiency rates**

	2005	2006	2007	2008	2009
English	41.1	43.4	38.6	39.3	37.4
Math	50.6	49.9	48.5	48.6	49.7

Our staff has worked with local high schools to increase percentage of students taking the test. The next step is to get the high schools to use this information. The EAP Advisory Board has suggested we meet with County Superintendents to create a sense of urgency. We are beginning that process by sharing with them the proficiency status of students by high school level who have enrolled at Fresno State.

### **EAP Data for Fresno County**

Year	2006	2007	2008	2009	2010
English					
Pct tested	78	67	74	79	87
Ready for college	12	12	13	11	16
Mathematics					
Pct tested	82	75	71	80	84
Ready for college	7	7	9	7	10
Conditionally ready	41	41	41	44	40

While the data is only for Fresno County, data for other counties in the service area is similar. Since 2006, there has been a significant increase in the percentage of juniors involved in EAP English testing and in many high schools, it is now in the 90% plus range. After a dip, mathematics EAP testing has also increased. While the percentage of students ready for college is low, test results in the most recent year show slight gains. In 2010, 16% of those tested were ready for college level work in English and

0% were ready for college level Mathematics. Interestingly, about 40% of students are conditionally ready in math. If these students take and pass a mathematics course during their senior year, they would be judged proficient.

**Indicator**

- All students proficient in math and English by the end of their freshman year

**Outcome**

The campus has a comprehensive plan that ensures that all new students demonstrate proficiency in math and English in accordance with CSU Executive Order 665. As soon as new freshmen are admitted, their SAT/ACT/EAP and other test scores are reviewed to determine which students are required to take CSU placement exams. Students who are required to take the EPT/ELM placement exams are required to sign a contract that they will complete remediation during their first year at the university. Holds are placed that prevent students from registering for subsequent semesters.

The success rate of Fresno State students who demonstrate proficiency one year later is comparable to the CSU systemwide rate. A new policy recently passed by the Board of Trustees will require that students begin remediation before enrolling for the Fall 2012 semester.

The table below shows that proficiency rates are stable or declining.

***New Freshmen Proficiency Rates In English And Math***

<b>Year</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>English</b>	41.1	43.4	41.1	43.4	38.6	39.3	37.4
<b>Math</b>	52.9	50.6	50.6	49.9	48.5	48.6	49.7
<b>Both</b>	32	33	31	32	29	30	29

***FTF Needing Remediation  
Who Were Proficient After 1<sup>st</sup> Year***

<b>% Completed Remediation in 1<sup>st</sup> Year</b>	93	95	96	80	85	85	89
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## ***Goals: Advancing Graduate Education***

### **Indicator**

- Doubled the total number of student assistantships, tuition waivers, and fellowships provided to graduate students.

### **Outcome**

Due to the state's fiscal crisis:

- Graduate assistantships dropped from 94 in 2005-06 to 47 in 2009-10, a decrease of 50% (N=47).
- Teaching associates increased from 287 in 2005-06 to 303 in 2009-10, an increase of 5.6% (N=16)
- Non-resident graduate tuition waivers increased from 7 in 2005-06, to 12 in 2008-09, back down to 7 in 2009-10, and will be increased to 24 in 2010-11, a 2.43% increase (N=17)

There was significant growth in both projects and dissertations, the latter as a result of a successful independent doctorate (DPELFS).

<b>Year</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>Totals</b>	<b>Average</b>
<b>JDPEL Dissertations</b>	<b>7</b>	<b>8</b>	<b>8</b>	<b>11</b>	<b>9</b>	<b>43</b>	<b>9</b>
<b>DPLEFS Dissertations</b>					<b>19</b>	<b>19</b>	<b>19</b>
<b>Theses</b>	<b>121</b>	<b>97</b>	<b>127</b>	<b>116</b>	<b>91</b>	<b>552</b>	<b>110</b>
<b>Projects</b>	<b>412</b>	<b>343</b>	<b>493</b>	<b>448</b>	<b>507</b>	<b>2203</b>	<b>441</b>
<b>Comp Exams</b>	<b>191</b>	<b>213</b>	<b>214</b>	<b>242</b>	<b>288</b>	<b>1148</b>	<b>230</b>

### **Indicator**

- Established a faculty teaching load that takes into account our vision, recognizing and rewarding the graduate education and research responsibilities of faculty members.

### **Outcome**

The assigned time for graduate education and research awarded to faculty is as follows.

04-05: 113.7 units

05-06: 289 units

06-07: 342.7 units

07-08: 423.4 units

08-09: 355.8 units

09-10: 380.9 units

There is an increase through 07-08, and then a reduction that reflects the budget reductions that began in 08-09. It may be that 08-09 is a low point, and that a pattern of increased assigned time will be re-established.

### **Indicator**

- Offered an independent doctoral program in educational leadership and at least two additional joint doctoral programs.

### **Outcome**

Established an independent doctorate in Educational Leadership in 2007 which now enrolls 24 students each year. In spring of 2010 we graduated 19 students from this program.

The joint doctorate in Physical Therapy with the University of California, San Francisco was established in Spring 2008 and has graduated nine students, and anticipates enrolling 12 students in Fall 2010.

The joint doctorate in Criminal Justice with UC Davis was approved, but not implemented.

### ***Goal: Using Technology to Advance All Aspects of University Life***

### **Indicator**

- Completed implementation of the 2006 Technology Plan.

### **Outcome**

The campus offered on-line courses beginning in 04-05 with 21 on-line courses. That number tripled in year two and rose to a high of 123 on-line courses in 07-08. However in 08-09 this number decreased to 117 on-line courses, then to 89 on-line courses in 09-10. This most recent decline was the result of budget reductions and a decline in student enrollment.

In fall 2010, 3.8 percent of classes are web-based. The total number of Bb sections are 3,633 which include CGE offerings.

iClickers were first adopted in 2007-08. Since that time, 14,367 have been sold. They have been used in 205 courses, which enrolled 22,794 students.

Process improvement projects results in workflow automation including the Employee Separation and Employment Transaction Request processes. The Degree Checkout Project is resulting in enhanced workflow and a deficiency for the granting of degrees to undergraduate students and will be implemented for Fall 2010. The employee training administration process was enhanced to include automated tracking of required training for designated employees.

Enhanced integration of Cashnet and Peoplesoft has allowed for online sales of student parking permits. Conversion to direct lending for student financial aid is being implemented for the 2010-11 Aid year. Degree Completion Planner will be implemented for undergraduate degrees in CSB and LCOE along with degrees in Social Work and Criminology in Fall 2010 with planned expansion to additional degrees in coming months. Conversion to the latest Bulldog Card System (Blackboard Transaction System) with integration to Blackboard LMS and Pay for Print will be completed in August 2010

The implementation of the new Voice Over Internet Protocol (VOIP) phone switch was completed to leverage the investment made in the TII and ITRP network infrastructure projects. This allowed the University to save considerable infrastructure money while building a sustainable system that is the core of many future collaboration technologies while meeting the current needs for a telephone system.

As the result of a university wide collaboration, Zimbra was selected as the most cost effective integrated email and calendaring environment. The new Zimbra system was implemented with a process that included the migration of email for campus users and considerable online and onsite training opportunities. The system has been broadly adopted and positions the university to make more effective use of emerging technologies like cloud computing.

In the 2009-10 academic year, the campus technology budget was cut by \$2 million which allowed Instructional Technology, after a campus-wide reorganization, to absorb the reduction and achieve additional savings of \$200 – 250,000. Assuming budget stability in 2010-11, these savings will allow us to pursue the hiring of a Chief Information Officer.

A new IT Organizational model was designed, reviewed, and implemented to centralize many departmental IT services for enhanced coordination and efficiency resulting in the shift of IT staff to the central IT departments of CIS, ITS, and TILT. This design also identified two key IT leadership positions, Chief Information Officer (CIO) reporting to the President and Senior Academic Technology Officer reporting to the Provost that will be recruited in Fall 2010.

Design of coordinated web service delivery for campus was completed resulting in a collaborative structure of University Communication resources working with a new unit, Office of Web Services under Campus Information Systems for delivery. A cross-divisional committee named the Web Services Advisory Board was formed to provide guidance and two-way communication with the web team.



## ***Goal: Engaging with the Region***

### **Indicator**

- Been recognized for its partnerships with local businesses in the creation of student leadership developments programs to enhance workforce development in the Central Valley

### **Outcome**

Engagement with the Arts: Engagement with the Cultural Arts community of Fresno and the San Joaquin Valley is at the forefront of the outreach activities of the university through the College of Arts and Humanities. Faculty and students are heavily invested in artistic, cultural, educational, and civic organizations of the region. Six major theatre and dance productions each year, over one hundred music performances, and numerous readings by nationally known authors and poets, bring over 100,000 audiences to campus each year. The Peach Blossom Festival, Theatre for Young Audiences program, and the young Writers conference engage over 15,000 elementary and high school students each year, bringing them to the campus or taking our productions to their schools. Each year, the University Lectures Series, The College of A&H Distinguished Alumni lecture series, Cineculture, and a host of academic and scholarly lectures and conferences open our university to the community for participation, dialog, and discovery

On Summer Arts: For the past twelve years, CSU Summer Arts has been housed on the campus of California State University Fresno, bringing over 60 nationally known guest artists and performers to the campus. Each year, the program offers about 16 intensive workshops in two two-week long sessions in July. About 400 students from all the CSU campuses attend the program each year and enroll in one or two workshops. Faculty coordinators are also competitively selected from different CSU campuses, raising the artistic and educational quality of the program. Guest artists attending the workshops offer one or more performances for the community. These events are received by a most enthusiastic audience in standing room only venues. Student culmination performances are also of great value to the community as the outcome of the workshop is presented when students and guest artists perform together at the culmination of the workshops. CSU summer arts has established itself as one of the most valuable artistic festivals and intensive summer programs in the west coast. Students consistently talk about the transformative impact it has on their artistic development and audiences rave about the quality of the performances. Each year, CSU Summer Arts brings close to 4,000 audiences to our campus and community venues where the performances are held.

The OSHER Lifelong Learning Program has provided the expansion of an array of short courses that are of interest to the community at large in addition to creating a cadre of university alumni and friends of the university. The Endowment has institutionalized this program and members feel part of the university community.

Continuing and Global Education special sessions implemented in recent years to increase workforce development include:

- Masters in Criminology Program
- Degree Completion (BA) in Criminology
- Masters in Public Administration
- Executive Masters in Business Administration
- Joint Doctorate in Physical Therapy
- Online Certificate of Advanced Study· Community College Faculty Prep Program
- Certificate of Advanced Study· Psychiatric Mental Health Practitioner Program
- Accelerated Business Bachelors Degree (Hybrid model-online and face to face)

The California Partnership for the San Joaquin Valley (Partnership) was formed in June 2005 by Gov Arnold Schwarzenegger with Executive Order S-5-05. The Partnership brought together state agency secretaries and San Joaquin Valley representatives charged with making recommendations to the governor for improving the economic vitality of the Valley. The 40-member Partnership board of directors includes eight state government members, eight local government members nominated by respective County Councils of Government, and eight private sector members, along with two deputy chairs. The board engaged hundreds of people in the eight-county San Joaquin Valley to focus on action strategies. In October 2006, the board released its Strategic Action Proposal, which calls for a sustained public-private partnership for a 10-year period, allowing for a two-year implementation of the initial organizational structure. In November 2006, Governor Schwarzenegger issued Executive Order S-22-06 to implement the Partnership's vision.

The Office of Community and Economic Development at Fresno State was appointed the lead coordinating agency for the Partnership board of directors—Secretariat. This includes organizing quarterly board meetings and reporting Partnership progress. Secretariat efforts also include tracking 10 work groups established to implement six major initiatives: build a 21st Century Transportation Mobility System, grow a diversified, globally competitive economy supported by a highly skilled workforce; create a model K-12 public education system, develop high-quality health and human services; attain clean air standards; and implement an integrated framework for sustainable growth. The nature of the Partnership's efforts has subsequently involved a number of Fresno State institutes:

- California Water Institute
- Central California Social Welfare Evaluation, Research & Training Center
- Central Valley Educational Leadership Institute
- Central Valley Health Policy Institute

- International Center for Water Technology
- The Maddy Institute

Fresno State was instrumental in the establishment of the Collaborative Regional Initiative. CRI was created to improve the region's competitiveness by providing steward leadership in areas critical to the success in the knowledge-based economy. This effort, a joint venture between Fresno State and the Business Council, included five initiatives that were determined as our best opportunities for community transformation. The initiatives included: insuring a state of the art technology infrastructure, increasing the number of knowledge workers, improving the quality of life through land use and transportation decisions, achieving high quality performance in our human services and education systems and the creation of an innovative culture. An essential element of the CRI was a commitment to a new contract for civic behavior. This "contract" became the Community Values of the Fresno Region.

California State University, Fresno was the driving force for the creation of the Fresno Regional Jobs Initiative (RJI) and is now the lead organization for the continued implementation of this innovative regional economic development effort. Today the RJI is a partnership of private businesses and public/non-profit agencies center around 12 industry clusters.

In Fall 2009, Academic Affairs launched a partnership with the Fresno Mayor's Office to work with the City in their efforts to revitalize the downtown Lowell neighborhood, a historic but highly concentrated poverty area of the City. The Provost and Associate Provost convened a group of over a dozen faculty who involved their students to work on various projects to assist and collaborate with residents in the Lowell neighborhood. A number of successful outcomes have been realized (e.g., reduced number of neighborhood building citations, improved handicapped ramps, increased tutoring and training for elementary school students). Then in Spring 2010, Academic Affairs expanded this program by partnering with another underserved poor neighborhood adjacent to the campus called Stone Soup. Faculty and students will continue these efforts into 2010-11.

University High School (UHS) is a small college preparatory charter high school with strong grounding in the sciences, humanities and music, which has quickly become the highest performing high school in the Central Valley region. The school was founded by the College of Arts and Humanities ten years ago as a Charter High School housed on the campus of California State University, Fresno. UHS is chartered in partnership with the Fresno Unified School District. The intent was "to create a school that articulated a vision for education in the 21st Century "that would be based upon the latest educational research, implement best practices in instruction and serve as a model of educational innovation." The curriculum, which includes shared experiences in music theory and performance throughout all four years, is integrally connected with the

University curriculum and students are able to enroll in selected college courses and earn as much as 30 units of college credit by the time they graduate.

In the fall of 2010, UHS began its 11th year as a school. Within this relatively short span of time, UHS has achieved an immense measure of success. The school was ranked the fifth best charter and 36th best public high school by *U.S. News and World Report* in 2007 with similar rankings in subsequent years. School test scores on state and local assessments are consistently very high and 98% of UHS graduates go directly to college. The school has won the Governor's Fitness Challenge Grand Prize, is the current four-time National Academic Decathlon Small School Champion, has been visited by the Governor of California and other politicians and is recognized by the California Charter School Association as a certified charter high school.

With respect to Fresno State's work with the local nonprofit community, we have established long-term, mutually beneficial partnerships with a number of agencies focused on enriching the cultural, economic, ethnic and racial identities that make up our extremely diverse community. One example is our work with Stone Soup of Fresno. This local nonprofit organization began in the early 1990s in response to the significant needs of the large Southeast Asian refugee population that had taken up residence in the El Dorado Park neighborhood just west of the campus.

The Save Mart Center opened in Fall of 2005. Since that time the center has hosted a total of 622 events: 273 university events and 349 non-university events.

### **Indicator**

- Been recognized nationally as an Engaged University by having achieved that new Carnegie classification.

### **Outcome**

In 2006, The prestigious Carnegie Foundation for the Advancement of Teaching awarded California State University, Fresno its exclusive Community Engagement Classification, acknowledging the university's extensive partnership – or engagement – with the Central California region. In 2008, the university was awarded the Presidential Award for Higher Education Community Service. This is the highest federal award recognizing higher education institutions for their commitment to service. Most recently, The Washington Monthly released their 2010 rankings of service-oriented schools. Fresno State placed 9th in the nation in our respective category in terms of the number of service hours provided to the community.

The university community has made an extensive commitment to serving the needs of the local non-profit organizations. In 2009-10, Fresno State provided 1.16 million hours of service to the community, surpassing the President's goal of

providing 1 million hours prior to our Centennial in 2011. The Jan and Bud Richter Center for Community engagement and Service-Learning is the central office on campus that promotes and supports these service efforts, but programs and department throughout the campus contribute to this exceptional level of service.

**Indicator**

- Several new institutes (including the International Center for Water Technology, the Institute for Food and Nutrition Innovation, the Advanced Manufacturing Center, the Central California Health Policy Institute, Institute of Climate Change, Oceans and Atmosphere, and the Central Valley Educational Leadership Institute) each fully funded and offering services to the region.

**Outcome**

The International Center for Water Technology, the Central California Health Policy Institute, and the Central Valley Educational Leadership Institutes are all funded and offering services to the region.

The Institute for Food and Nutrition Innovation and the Advanced Manufacturing Center are in the planning stages.

**Indicator**

- Adopted the University's Campus Master Plan in 2006 that will include the university's interaction with the adjacent community

**Outcome**

The Campus Master Plan is completed and the Environmental Impact Review is currently in progress. The next steps are the public comment period, revisions and presentation for approval by the CSU Board of Trustees.

***Developing a Diverse and Global Perspective***

**Indicator**

- Been recognized nationally as a leading preparer of ethnic minority graduates.

**Outcome**

Data obtained from the Student Data Book.

Ethnic minority graduation/persistence rates (6 year) for first-time freshmen from the 1999 cohort to the 2003 cohort were as follows:

<u>Entering year</u>	<u>1999</u>	<u>2003</u>
African American	40.3%	42.7%

American Indian	77.8%	62.5%
Asian	52.9%	52.8%
Hispanic	54.8%	53.7%

According to the *Hispanic Outlook in Higher Education*, we are:

- #18 nationally in undergraduate degrees awarded to Hispanics, 6<sup>th</sup> in the CSU system
- #31 nationally in graduate degrees awarded to Hispanics, 7<sup>th</sup> in the CSU system

**Indicator**

- Tripled the number of students participating in a study abroad experience.

**Outcome**

We did not achieve the targeted level growth. However, In the Division of Continuing and Global Education there has been a growth pattern over the last five years with short term faculty led programs. The countries to where students have traveled and enrolled in Extension credit include the following: Trinidad and Tobago, Mexico, China, UK, Armenia, Thailand, The Netherlands, Spain, Argentina and Africa.

Data reported from the area of Study Abroad and International Exchanges reflect the following totals.

AY05-06	207
AY06-07	250
AY07-08	253
AY08-09	292
AY09-10	286

***Generating Private and External Support***

- Two more schools/colleges with named endowments.

**Outcome**

Received endowments for naming the Lyles College of Engineering and the Jordan College of Agricultural Sciences and Technology

- Completed a comprehensive campaign that will have exceeded its goal

**Outcome**

The Campaign for Fresno State went public on May 30, 2009, standing at \$132 million, and an announced goal of \$200 million. As of June 2010, the campaign

has raised a total of \$150.3 million, 75% of goal, with 24 months remaining in the campaign, and continues to grow (See Appendix A for examples of campaign accomplishments).

The Council for Advancement and Support Education (CASE) announced that Fresno State was one of only 20 universities nationwide to be honored with the “Overall Performance” award for success in fundraising over the last three years. Institutions do not apply for the award, but are selected based on fundraising success. This year, 1005 institutions were eligible for consideration, 253 colleges and universities were considered and 20 were honored with the Overall Performance award.

- An endowment of at least \$200 million.

**Outcome**

We currently have an endowment of just over \$100 million as of June 30, 2010. Gift additions to the endowment since July 1, 2005 total \$29,621,781.

***Developing our Human Resources***

- Insured that every employee has an orientation to quality service that is a central focus of his or her work life.

**Outcome**

Fresno State has been a member of the *Public Sector Collaborative* since 2008 and is represented on the Professional Development task team. Recognizing that public sector employees “do the jobs that keep the community running and shape the future” *The Public Sector Collaborative* strives to attract additional public sector partners and collaboratively market available jobs.

Fresno State has been a member of the *San Joaquin Valley Veteran’s Employer Council* since March 2009. In 2009, the organization was awarded a grant focused on Vocational Training and Assistance for Veterans, which includes training, job search assistance, follow up, etc. The program is designed to help Veterans pay for screening, assessments, schools, certification, and other vocational related training that will help them become more employable, and hopefully earn a decent living. Fresno State is a charter member of that council.

Participation in Workforce Investment Board including. partnerships in grant applications that serve displaced workforce; workforce connection with the Summer Youth Employment Program, and, ongoing workforce displacement programs.

## **Indicator**

- Established an expectation that employees will participate in professional training opportunities.

## **Outcome**

Fully implemented the On-line Learning and Development Module within PeopleSoft. This allows for online registration of all training events or activities. Approximately 500 people that have registered through the new system

Created and supported continuing professional development for faculty and staff to implement the priorities and strategies of the campus strategic plan.

Engaged in survey work regarding training needs and methodology. Participated in synergy project with Stanislaus and Bakersfield to review and evaluate a successful leadership development program offered by CSU, Fullerton. A series of meetings has led to the development of a common set of courses that can be easily implemented.

A series of development training sessions were also offered, including topics on sexual harassment, conflict resolution, intervention, performance appraisal training, leading in difficult times, etc. We were also a pilot campus for 'Coping with Stress During Difficult Times'

Strategies were identified to ensure that all university employees are part of a culture of learning including presentations on aspects of financial planning and financial stress management and wellness at work activities.

From July 28, 2009 through March 19, 2010, Employees Assistance and Wellness offered a total of 43 course sessions, serving 651 faculty and staff.





## Examples of Campaign Accomplishments by Category of Impact

### Engaging the Region

***Our programs, courses and research are based on the best way to serve our region***

Richter Center for Community Engagement and Service Learning	3,500,000
Gazarian Real Estate Center	1,500,000
Osher Lifelong Learning Institute	1,000,000
Central Valley Educational Leadership Institute	188,000
Center for Economic Research and Education of Central California	65,000

### Student Support

***Scholarships help to attract the keenest minds to our campus***

Husband-Boeing Honors Scholars program	2,000,000
Hans & Anna Beck Scholars	6,338,000
Harvey Endowed Scholarship	1,600,000
Brown Endowed Scholarship	1,043,000
Renaissance Scholars	220,000
President's Honors Scholars	1,199,000
Brooks Scholars	460,000
Cook Nursing Loan/Scholarships	1,100,000
Bliss Industrial Technology Scholarships	400,000
Undergraduate research awards for science and math students	50,000
Scholarships for piano and orchestra students	50,000
Mass Communications & Journalism scholarships	87,000
Wellness Mobile Unit for Students	63,000

### Advancing Learning

***Support for faculty research and special projects enhance our region***

Jordan College of Agriculture research	9,000,000
Center for Creativity and the Arts	1,000,000
Bronco Wine Chair	1,000,000
Field laboratory for Citriculture	258,000
Dandoy Center for Excellence at the Kremen School	901,000
Woodward Special Collections in the Henry Madden Library	100,000
Electrical and Computer Engineering Program funds	476,000
Gibson Equine Studies Endowment	500,000
Coleman Entrepreneurial Pathway	325,000
Coleman Entrepreneurship	360,000
Teacher Recruitment	594,000
Sister Ruth Marie Nickerson Distinguished Professorship in Health Policy	575,000

## **Facility Upgrades**

### ***Modern structures and equipment enhance the academic experience***

Jordan College building	20,000,000
Henry Madden Library construction enhancements	
• Table Mountain Rancheria Tower	10,000,000
• Leon S. Peters Ellipse Gallery	500,000
• Pete Peters Gallery	100,000
Lyles College of Engineering	10,000,000
Lockheed Martin Laboratory	250,000
Rue & Gwen Gibson Farm Market	1,500,000
Indoor track (in-kind)	830,000
Woods Arena Theater Renovation	500,000
Nursing laboratory	250,000
Sports Medicine center	2,100,000