Online professor ratings have their place

By Joe Bailey
The Collegian

With students’ enrollment appointments beginning this week, the website rate myprofessors.com (RMP) may see an increase in popularity with Fresno State students. The site is in its 10th year and lists more than 1 million professors around the country. Users can rate former professors or review the rankings of prospective ones with Liker Scale rankings in categories such as easiness, helpfulness and clarity. Users can also leave comments, and everything is confidential.

Fourth-year student Allen Perry used the website to help him throughout his collegiate career. Perry admitted to using the website to find the professors that teach the most effortless classes. “I use it to try to get the easy professors and the easiest classes, and try to see who gives the least work,” Perry said. “I mainly used it for my G.E. classes.”

Perry said the site gave dependent reviews of the professors whose classes he eventually enrolled in. Sophomore Rafael Perez said she refused to use such a website when registering and would rather judge professors for herself. “I would experience for myself rather than just what other people put on there,” Perez said. Perez said that students may have other options than just avoid difficult professors whose classes he or she may see an increase in popularity with Fresno State students.

Some find jobs on social sites

By Michelle Furnier
The Collegian

After graduating a semester early from Cornell University in New York, Willy Franzen became aggravated with entry-level job searching. This is when he decided to build a website to make the process easier for students and graduates to find a job.

One Day, One Job, which was launched in 2007, has helped more than one million job seekers.

In 2008, Franzen, also the founder of the website One Job and One Day, One Internship decided to do an experiment with Facebook advertisements where students and recent graduates created advertisements to pitch themselves, targeting employers.

Franzen said that he started out playing with Facebook’s advertising platform when the idea came to him. “At first I was trying to get users to the sites,” Franzen said in an e-mail interview. “Then I tried attracting employers as an advertiser, which wasn’t very successful. Then the idea popped into my head.”

The idea was to connect students and recent graduates with Facebook advertisements and One Day, One Internship, launched in 2007, has helped graduates to find a job. It is when he decided to build a website to make the process easier for students and graduates to find a job.

Writing most important, say faculty

By Angelica Cano
The Collegian

In existence for more than 30 years, the Upper Division Writing Skills (UDWS) requirement aims to guarantee successful student writing and can be satisfied two ways at California State University Fresno. First enforced in the fall semester of 1979, the Upper Division Writing Skills requirement was designed to meet the California State University (CSU) system’s Graduation Writing Assessment Requirement (GWAR), created to ensure that all CSU students graduate with the capacity to write at an advanced level.

The goal is just to ensure that anybody who graduates from Fresno State is a skilled writer across the board, no matter what major they were in,” said Susan Currie Sivek, assistant professor in the mass communication and journalism department. Last year, Sivek became a member of the Writing Competency Subcommittee, which establishes the standards of writing expected of students at Fresno State. This includes evaluating the writing components of general education classes, as well as reviewing syllabi of new courses to ascertain whether or not they meet the UDWS requirement and merit a “W” designation.

For a course to satisfy the UDWS requirement, it must comply with eight standards outlined by the Writing Competency Subcommittee and approved by the university’s Academic Senate and President in 2008. These standards include a minimum writing requirement of 5,000 words to be fulfilled in at least five different tasks, faculty feedback to students regarding their writing and assessment based on substance and form.

Potential W-courses are not brought before the subcommittee often. It only happened once last year, though the issue is the quality of the classes offered, although certainly we want students to have options,” Sivek said. “The question is more, what’s being taught within the courses and are students getting what they need out of them?”

Business administration major Kevin Perkins thinks so.

“I felt more confident in my writing,” Perkins said after taking UDWS 105W, Business Communication. Perkins said the class seemed easy to him, though he never fully understood the UDWS requirement.

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What will health care do?

By Justin Steele

AAfter reading the Op-ed by Perez, I was struck by the rant written by Sergio Perez. It is essential to me that such a piece, written with such error, be printed in such a respected paper as The Collegian. So I had two options: I could laugh it off and tell myself that everyone else who reads this nonsense will have the same reaction as me and simply disregard it. I could respond with an Op-ed of my own explaining the facts of the president’s historic Health Insurance Reform bill and what it does and doesn’t do.

After a few hours after reading the piece I came across a Kaiser Health Tracking Poll which found that 55 percent of those surveyed could not find out the facts, as obviously falls into this category and embarrassingly put it on display.

• Insurance companies, beginning this year, if you become sick, you cannot be dropped from your plan.

• Starting this year, it will allow students to stay on their parents insurance until 36 years of age. Eventually this will help cover one in three young adults who are uninsured.

• Also starting this year, if you are employed, you can choose the plan that best fits you. This will help cover one in three young students to stay on their parents insurance. The bill attempts to maintain a strict separation between private premiums and taxpayer funds that would pay for abortion coverage. No health plan would be required to provide coverage for the procedure. In plans that do not offer abortion, beneficiaries would have to pay for it separately and the funds would have to be kept in a separate account from taxpayer money.

• Bans HMO’s from denying anyone coverage based on income or pre-existing conditions.

• Will not allow federal funding of abortions. This last point is where Mr. Perez takes his confused understanding of abortions. "What's done is done, now let's move on." Now, as for the racism charge against the president, his supporters and Planned Parenthood which he threws around quite a bit throughout his speech, it's just too ridiculous to waste my time trying to refute. But raising the issue of federal funding for the practice of abortion is actually somewhat of a legitimate concern so let's just take that apart right now.

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Mr. Perez ends his Op-ed with, "What’s done is done, now let’s move on. We are all human and we all make mistakes, except Obama’s “mistake” of passing health care legislation will affect millions—by expanding coverage, reducing costs and cutting the deficit by $127 billion, according to the non-partisan Congressional Budget Office. Mr. Perez’s mistake has exposed Planned Parenthood clinics, which by the way support abortions and racism.”

The Collegian is a student-run publication that serves the Fresno State community on Mondays, Wednesdays and Fridays. Views expressed in The Collegian do not necessarily reflect the views of the staff or university.
Complete the grid so that every row, column and 3x3 box contains every digit from 1 to 9 inclusively.

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**Word of the Day**

**Totes mcgoats**

Totally.

Source: UrbanDictionary.com
Summer Arts offers 15 various workshops. Scholarships and take part in participants to apply for State. The program allows CSU Summer Arts at Fresno for the 25th installment of performing and literary artists meet with like-minded visual, This summer, artists will receive scholarships. According to Joanne Sharp, CSU Summer Arts Community Relations Specialist over 80 percent of students that apply receive scholarships. According to Jacqueline Doumanian, CSU Summer Arts has been held at Fresno State, where it will be held until 2011. The goal of Summer Arts is to offer content and guest artists that aren't available at students' home campuses. The first summer sessions, held at CSU Long Beach, were dance workshops. As the years passed, the demand for more workshops grew and more art workshops were added. Since 1999, CSU Summer Arts has been held at Fresno State, where it will be held until 2011. Over the last few years, Sharp and others have seen more than 400 students enroll annually in the program. Sharp said they also invite guest artists to come and work with students. "Summer Arts offers classes taught by world-class artists," Sharp said. "Most of the faculty, students, and artists live together on campus, creating a community that works and lives together in the course of making art." Thomas Loewenheim, an instructor at Fresno State, sees the program as a way to show Fresno students the talent that it out in the field. Loewenheim is the coordinator for the String and Piano Intensive section of the Summer Arts program. This year, such guest artists include Evan N. Wilson, Principal Violist of the Los Angeles Philharmonic, and Vadim Gluzman, winner of the prestigious Henryk Szeryng Foundation Career Award. "The kids here deserve the same level like New York," Loewenheim said. "I'm really happy we can pull such a caliber of people to Fresno." Loewenheim explained that Summer Arts allows students to see how professionals work and think. Instructors will work hands on for two weeks with students and give them feedback. "It's a bit of a different course from what everyone has designed," Loewenheim said. "Every day, you are going to get your session." Loewenheim said for this particular section of the program, students will need to submit a resume and a recording of their abilities. He said he knows those students who would like to sign up for his workshop have been practicing in order to get a better recording. Mark Larson, coordinator of the photo book publishing class, first became involved with Summer Arts in 1996 when the program was hosted by Humboldt State University. Since then, he has helped coordinate photo workshops for the program. "Students have loved learning more about their cameras and Photoshop and how to apply those tools to travel and landscape photography," Larson said. "They particularly have appreciated learning how to make money with their art." Larson said he appreciates the program because it gives access to resources that the students might not have otherwise. "The goal of Summer Arts is to offer content and guest artists that aren't available at students' home campuses, and that's what I've offered in every workshop in the past," Larson said. "This year, we're looking at how to develop multimedia skills, including adding audio to our still photographs with soundtracks and how to make photo books." For Kimberly Dark, an award-winning solo performer who will teach a workshop on creating a solo show, the workshop not only benefits students, but also instructors. "This experience is different from every other teaching experience I've had at the university level. Summer Arts is a holistic learning experience where a small group of people live and work together in a supportive environment," Dark said. Dark also pointed out that while some of the techniques used in workshops might not be new, the way the program is set up allows all participants to step outside of their box. "As educators and researchers, we know a lot about the importance of caring relationships and a combination of formal and informal interactions as a means of forward learning, and yet, our system rarely supports that," Dark said.
**Rate:** Website hits 10 years

CONTINUED from page 1

professor.

"I would probably want a difficult teacher, because I'm not paying to get an easy grade," Perez said. "That's kind of lazy."

Chris Cruz, a sophomore, had not heard of RMP, but said he would use it to help find professors that suit his learning style for upcoming classes.

Professor Tammya Pierce says that she puts stock in these ratings and uses them to sharpen her teaching skills.

"I look up my ratings occasionally," Pierce said. "I take any and all ratings seriously and want to do everything I can as a professor and make the learning experience for students not only fun and exciting but also productive and effective."

But she is aware that the site's ratings are not completely valid.

"The validity or reliability issues arise when one person posts more than one evaluation for one faculty member," Pierce said. "This could change the results and therefore taint the overall validity of the thing."

Overall, Pierce said that the RMP website is beneficial to students and she hopes that they institute integrity when ranking her and her colleagues.

"I think for the most part, students are fairly honest with their remarks," Pierce said. "I know many students who rely on these sites and turn to them to help guide their selection of classes and professors."

Several problems can occur with the site. For example, students are able to leave multiple ratings for one individual as long as they use a different IP address. Also, students can rate, even if they haven't had that professor. A study by Kaplan Test Prep and Admissions found that this may be contributing to grade leniency to stave off poor reviews.

Also, some comments may be libel if they are untrue and damaging to a professor's career. Another interesting aspect of the site is the "hotness" rating, where users can score the professor's attractiveness.

Pierce said that she paid little attention to this particular rating.

"That's just a humorous thing to most students," she believes. "Pierce said: "I've only heard comments from faculty about this a couple of times and it was laughed off.""
Skills: Exam is designed for consistency across all majors

Continued from page 1

Planning (IRAP) office found that 69 percent of upper-division faculty expressed concern about writing in their courses. The study also concluded that 73 percent of students answered quite a bit or very much as to the extent that their college experience contributed to their knowledge in writing clearly and effectively.

The spring 2010 Class Schedule lists 19 W-courses, including English 160W, Writing Workshop. Ruth Jenkins taught the class off and on for more than 20 years and said there are noticeable improvements in students’ writing, and in their abilities to articulate in their writing by the end of the course.

During a semester in Writing Workshop, Jenkins said students are asked to complete a series of writings, which include describing concepts connected to their majors and critiquing genres.

Overall, Jenkins said, the course and the requirement area not just about simple correctness, but about thoughtful writing that demonstrates an idea or purpose.

“You can have a perfectly punctuated, grammatically correct paper, but it says nothing,” Jenkins said. “We try to balance teaching how to think, how to develop ideas, as well as mastering conventions of the language.”

The capacity to write effectively was ranked one of the most valuable characteristics of a Fresno State graduate in the brief “Educational Goals: What’s Most Important?” by IRAP director Perkins said he had no idea the exam existed, though as a business administration major the UDWE did not satisfy the writing requirement. However, as mass communication and journalism major Kristin Berquist, the exam was crucial.

As a print journalism student, Berquist said she’s taken many classes geared towards writing and estimated she’s written over 50 articles in her time at Fresno State. She spent two semesters in an independent study course writing for local publications, as well as a member of The Collegian staff last fall, along with the author of this article. After she was misinformed by a professor that a class would substitute for the W-course, Berquist opted to take the UDWE.

“I was going to enter my last semester and I thought everything was taken care of for graduation,” Berquist said. Berquist passed the exam, though like Perkins, she said she never fully knew what the requirement was.

Coordinator of Evaluations Beverly Kirkland said she doesn’t get many questions regarding the UDWS requirement. However, she said, it is absent on a lot of degree applications, and a reason students don’t graduate.

“It’s quite often a deficiency and one of the problems that students face is waiting until the last minute to either take the exam and not pass, or to take the class and not pass,” Kirkland said.

According to a report on the UDWS requirement by Fresno State’s IRAP office, based on data collected between fall 2002 and fall 2007, 64 percent of upper-division faculty emphasizes effective writing in their courses. The study also concluded that 69 percent of upper-division faculty expressed concern about writing in their courses.

There is a $30 registration fee to take the exam. Ensch said this money is used to pay proctors and associates who administer the test, as well as essay readers and to purchase essay booklets. Likewise, Ensch said, the fee pays for a $12 charge from the testing company to adminster the test, as well as essay booklets. There is a $30 registration fee to take the exam. Ensch said this money is used to pay proctors and associates who administer the test, as well as essay readers and to purchase essay booklets. Likewise, Ensch said, the fee pays for a $12 charge from the testing company to adminster the test, as well as essay booklets. There is a $30 registration fee to take the exam. Ensch said this money is used to pay proctors and associates who administer the test, as well as essay readers and to purchase essay booklets. Likewise, Ensch said, the fee pays for a $12 charge from the testing company to adminster the test, as well as essay booklets. There is a $30 registration fee to take the exam. Ensch said this money is used to pay proctors and associates who administer the test, as well as essay readers and to purchase essay booklets. Likewise, Ensch said, the fee pays for a $12 charge from the testing company to adminster the test, as well as essay booklets. There is a $30 registration fee to take the exam. Ensch said this money is used to pay proctors and associates who administer the test, as well as essay readers and to purchase essay booklets. Likewise, Ensch said, the fee pays for a $12 charge from the testing company to adminster the test, as well as essay booklets. There is a $30 registration fee to take the exam. Ensch said this money is used to pay proctors and associates who administer the test, as well as essay readers and to purchase essay booklets. Likewise, Ensch said, the fee pays for a $12 charge from the testing company to adminster the test, as well as essay booklets. There is a $30 registration fee to take the exam. Ensch said this money is used to pay proctors and associates who administer the test, as well as essay readers and to purchase essay booklets. Likewise, Ensch said, the fee pays for a $12 charge from the testing company to adminster the test, as well as essay booklets. There is a $30 registration fee to take the exam. Ensch said this money is used to pay proctors and associates who administer the test, as well as essay readers and to purchase essay booklets. Likewise, Ensch said, the fee pays for a $12 charge from the testing company to adminster the test, as well as essay booklets. There is a $30 registration fee to take the exam. Ensch said this money is used to pay proctors and associates who administer the test, as well as essay readers and to purchase essay booklets. Likewise, Ensch said, the fee pays for a $12 charge from the testing company to adminster the test, as well as essay booklets. There is a $30 registration fee to take the exam. Ensch said this money is used to pay proctors and associates who administer the test, as well as essay readers and to purchase essay booklets. Likewise, Ensch said, the fee pays for a $12 charge from the testing company to adminster the test, as well as essay booklets. There is a $30 registration fee to take the exam. Ensch said this money is used to pay proctors and associates who administer the test, as well as essay readers and to purchase essay booklets. Likewise, Ensch said, the fee pays for a $12 charge from the testing company to adminster the test, as well as essay booklets. There is a $30 registration fee to take the exam. Ensch said this money is used to pay proctors and associates who administer the test, as well as essay readers and to purchase essay booklets. Likewise, Ensch said, the fee pays for a $12 charge from the testing company to adminster the test, as well as essay booklets. There is a $30 registration fee to take the exam. Ensch said this money is used to pay proctors and associates who administer the test, as well as essay readers and to purchase essay booklets. Likewise, Ensch said, the fee pays for a $12 charge from the testing company to adminster the test, as well as essay booklets.
Life outside the uniform

Challenges await those athletes who don’t turn pro.

By Megan Morales
The Collegian

For a select few Fresno State athletes, the longeing dream of making it to the professional stage becomes a remarkable reality when they approach the end of their college careers. However, that is not the case for the overwhelming majority of student athletes, as they have to face new challenges, changes and the feeling of “what comes next?”

With the latest excitement over six Bulldogs who recently signed with NFL teams, fans may be wondering who will be the next athlete to go on and make Fresno proud. But the reality is, only about 1 percent of college athletes will actually make it to the next level.

For the 99 percent of athletes who don’t go pro, their lives suddenly undergo a dramatic change, and getting used to life without their sport requires adjustment.

When former Fresno State catcher Perkins realized it was time for the real world, he viewed the situation as an opportunity to open a new door and begin the next chapter in his life.

“I’m used to having to be at a certain place at a certain time. My day is basically regimented,” Bernardi said. “As the senior prepares to put on his cleats and pads for one last season at Fresno State, Bernardi considers his future life after football bittersweet.

As for staying close to the sport, Grubb sometimes gives lessons to local kids, and still occasionally tells his story when he hears, “Wow you played on the World Series team!” But moving forward and building his life without playing baseball is something he’s taking pleasure in.

“I’m really enjoying the change of scenery,” Grubb said. “The only thing I have ever known is baseball. So, it’s cool to be doing something else for a change.”

Grubb may have been thrown into life without baseball right after the season ended, former softball standout Haley Perkins is taking her steps into the real world at a more gradual pace.

“I’m coaching now, so I didn’t just come to an abrupt end. Plus, I’m going back to school so I’m still not in the real world yet.”

As for her love of the game, Perkins definitely misses playing more than she could have imagined.

“I thought I would miss it, but I totally do,” Perkins said. “I miss the competition, my teammates and even the pressures. It’s hard to watch and not be able to go out there and do it yourself.”

Perkins is currently working in Fresno at a children’s gym and coach- ing at her alma mater, Clovis West High School. She plans on going back to school to continue her master’s in Kinesiology with an option in sports psychology and admitting she’s still a fan and continues to attend the occasional few Fresno State softball games.

While some athletes wait until their career is over to make future plans, others like offensive lineman Joe Bernardi plan ahead.

“As for next season in December, I will have to be in the real world, and I’ll be done playing baseball for the rest of my life,” Bernardi said. “I really want to try and get into coaching, whether it’s as a graduate assistant at Fresno State or at another university. I’d love to try and get into pro scouting with an NFL team.”

...
Sacramento native Hali Coppin made a choice five years ago to pursue golf over her love for softball, and now she is looking to qualify for the U.S. Women's Open.

“I had to decide where I wanted to go after [high school], and after my junior year, I quit softball and pursued golf and realized I wanted to go to college for that,” Coppin said.

Tied for second in the women’s golf individual’s at the Western Athletic Conference (WAC) Tournament, Coppin knew she had to focus to achieve the goal she had set out, beginning her freshman year:

“When I came to Fresno State I remember my first practice and I was so nervous because they were college golfers,” Coppin said. “I knew I had to look up to them and work a lot harder than I already had.”

Coppin trailed early carding an eight on a par-four hole, but fought back with four birdies to claim the 2010 WAC Championship. Over her four years, her goals were set out in front of her and she finally accomplished her final one in her last run on the course.

Although Coppin did not qualify for next week regionals she keeps her head high and looks to the future.

“At the end of the season awards ceremony Coppin was named the team’s MVP leading the ‘Dogs with an average score of 75 and a putting average of 30. She competed in every event this year achieving sixth place at the Fresno State Lexus Invitational and first place at the WAC Championship.

Q&A

When did you start playing golf?
I first started playing golf when I was 8; my dad made me do it. But, I didn’t like it because I was the only girl and I had been playing softball since I was 6. So, I decided after the summer program that I was not going to do golf anymore. In high school, since softball was in the spring I wanted something to do in the fall. So, golf was there and I had done it before, so me as well give it another shot.

Was it hard to decide which sport you wanted to pursue at the collegiate level?
Softball has always been the sport that I love the most. But I knew that I would go further in golf, and softball is a lot harder to get into college. That and quitting softball right before my senior year. It was hard, but I knew that if I wanted to go to college for golf I had to quit softball.

What made you choose to play for Fresno State?
I can remember my dad telling me to fill a letter out for Fresno State and asking him, “Fresno?” I hadn’t heard that much about it but what I did hear wasn’t that good. I got a call from San Jose State, went and visited it and fell in love. I thought I was going to go there. Coach Angie [Cates-Moore] from Fresno called me a month later so I came to Fresno and loved it even more. I couldn’t believe it.

Were there any goals you looked to achieve in your four years in Bulldog uniform?

This last year I remembered I had set a couple goals for myself since I was a freshman. One of them was to shoot in the 60s, and I did that at our home tournament [Fresno State Lexus Invitational]. That was really cool. I was looking at it and I only had a couple tournaments left to do it, and I knew I really needed to get these goals done. Winning a college tournament was the other one, and to make it my last tournament was really cool.

How did it feel to win the WAC Championship?

It was fantastic. I hadn’t won a college tournament all my four years, and I accomplished a lot just in that last tournament.

What was going through your head in the last round at the WAC Tournament?

That day I was tied for second and I had never been in a situation like that. I had won a few golf tournaments in junior golf, but nothing big. So, I had to relax and calm my nerves and my teammates would keep my mind off golf the night before, and just make it as normal as possible. I just stuck to my routine before I played the third round.

How would you defend that golf is a lazy sport?

Walking in between holes you think about a lot, like ‘oh don’t shank this next one’ or ‘you’re doing good, so don’t mess it up.’ We walk quite a bit; we have 36-hole days, which is equivalent to walking between 8-10 miles. It’s non-stop sometimes from 7 a.m. to 6 p.m., and it is so tough mentally.

Any future goals as you close out your time at Fresno State?

At the end of this month I will try and qualify for the Women’s US Open. I have one more semester of school and then after that I am going to Australia for a couple of months. I have family there, and I will be volunteering with people who suffer from cerebral palsy. Then come back, and hopefully I will go into the Peace Corps. So, I have the next three years covered. After that I have no idea.