

How does Fresno State account for student achievement and how does the institution see this changing over time, particularly when the core competencies are fully implemented? What will be the metrics for student achievement?

Students are successful to the extent that they

1. earn their degree,
2. are prepared for life after college including multiple jobs/careers/experiences, and
3. become productive members of society.

The campus is developing or using measures in the following five areas (linked to the three areas of success above) as a start.

1. Achievement of core competencies (1-3). This is being developed by the core competencies group.
2. Persistence and graduation (1). Standard measures augmented with the measuring persistence and graduation approach below.
3. Involvement on campus (2 and 3). Possible use of orgsync? Eportfolios?
4. Authentic engagement (2 and 3). Includes tracking involvement in undergraduate research, internships, independent study, part-time employment, grad school prep, and the use/evaluation of Eportfolios.
5. Year-out satisfaction (2 and 3). Destination survey handled by Career Services and the Alumni Association with appropriate prompts. This will need to be fleshed out.

As the campus begins this effort, we are aware that the acquisition of some character traits might be also be considered as part of student success: grit, resilience, time management, commitment to a goal, etc.

Measuring persistence and graduation

Cumulative 4-year and 6-year graduation rates are neither valid nor reliable measures for institutions with the rich diversity of our student population because of two key factors: stopped out terms and part-time enrollment. Non-traditional and underrepresented students are more likely to stop out and the conventional measure of graduation does not account for patterns of intermittent enrollment. Enrolled terms more accurately describe time to graduation than elapsed calendar years, but they do not fully explain it. Students from disadvantaged background are also more likely to take fewer units when enrolled, further extending the time needed to graduate. The ratio of attempted to earned term units and the ratio of total earned units to required units are better measures. The former measures the success rate of a given term and the latter gauges an overall efficiency of the college pathway.