

Standard 2. How are Fresno's lived philosophy, Institutional Learning Outcomes (ILO's), and core competencies aligned in the assessment process? What is the process for monitoring the decentralized methods currently in place for assessing core competencies? How are students, both undergraduate and graduate, made aware of and helped to achieve these outcomes?

As noted in our self-study, elements of a lived philosophy-achievement, ethics, and engagement-were proposed in 2008. These are incorporated into the Institutional Learning Outcomes. While these have been broadly shared, we are revising the University strategic plan and these will likely be tweaked as part of that process. As our eportfolio platform is rolled out, alignment of ILOs and core competencies will occur as templates are developed. These will provide students the opportunity to demonstrate and reflect upon their achievement of each. A university assessment coordinator and the college/school assessment coordinators from each school/college form a leadership and oversight body that will provide direction and will monitor these efforts. This group met several times each month during the Spring 2015 semester to bring structure to the assessment of core competencies. Their efforts can be summarized by area:

- **Written Communication.** The University requires every student to either pass a W course or take the Writing Exam. A randomly selected and representative sample of papers and writing exams will be collected and assessed by a committee each spring.
- **Oral Communication.** A rubric used by the communication department to assess oral presentations was reviewed and revised and narrowed so that it assessed five key areas of oral communication. Assignments that measure oral communication, currently being used by individual departments, will be used for campus-wide assessment by scoring them using the common rubric in its final form.
- **Information Literacy.** The SAILS test given and assessed by Library personnel and an assessment of English papers as part of a CSU initiative will be implemented during the 2015-2016 academic year. However, committee members emphasized the importance of measuring information literacy in a way that allows students to demonstrate proficiency in discipline related information literacy skills. The committee agreed that the results of all information literacy assessments should be discussed and that alternative methods of assessment should be considered before deciding how to proceed with the on-going assessment of information literacy.
- **Critical Thinking.** A critical thinking signature assignment in several disciplines was scored using a common rubric that was aligned with the assignment. A majority of students were proficient in identifying claims and evaluating evidence, although the benchmark of 85% of students was not met. However, less than 50% of students were proficient in identifying fallacies and evaluating arguments overall for all strengths and weaknesses. The committee agreed that a second method of evaluating critical thinking, one that does not focus solely on evaluating arguments, should be developed and implemented to provide a more complete picture of the critical thinking skills of Fresno State students at a point near graduation.
- **Quantitative Reasoning.** The committee reviewed different quantitative reasoning assignments currently being given by different departments and decided that the assignments are too diverse to be scored using a common rubric. The committee discussed using national standardized exams for quantitative reasoning and reviewed several examples including the ETS exam currently being developed. The committee agreed that, as a first step, quantitative reasoning assignments given in the G.E. upper-division IB or Physical Universe and Its Life Forms should be assessed.