Responsibilities of Departments and Programs

A.   Determine the graduation competencies for their majors

B.   Determine how they will deliver those competencies

C.   Determine how they will assess those competencies

In the College of Arts and Sciences, each department and program will develop its own graduation competency plan.

In the School of Business Administration and the School of Engineering, there will be a school-wide graduation competency plan that individual departments can add to if they wish.

In the School of Education, each program will develop its own graduation competency plan.

How Departments and Programs Are Delivering Their Graduation Reading and Writing Competencies

A. Developing new courses of their own

   Introduction to the major
   Research methodologies in the major
   Writing for publication in the major
   Capstone courses

B. Revamping existing courses in the major

C. Asking the English Department to develop new courses for their students

D. Requiring students to take existing courses in the English Department

E. Requiring students to take a series of courses in the English Department and their own department

Note: No department has indicated that the general reading and writing competencies will serve as their graduation reading and writing competencies

How Departments and Programs Are Assessing Their Graduation Reading and Writing Competencies

Portfolio evaluation

Project evaluation

Course assignment evaluation

Interviews

Exit Interviews

Focus group interviews

Questionnaires

Tests

Oral Presentations

Posters

Theses

Laboratory Notebooks

Student Surveys

Faculty Surveys

Alumni Surveys

Employer Surveys

Nature of Reading/Writing Graduation Competency Assessment

Individualistic

Tailored to meet the needs of each department or program

Varied

Assessment procedures vary widely across the curriculum
"One-time" assessment vs. "continuous" assessment

Collaborative

Developed collaboratively within a department or program
Developed collaboratively with the Learning Teaching Center
Implemented collaboratively with the English Department

Decentralized Yet Accountable

Assessment conducted by each department or program
All accountable to University Assessment Committee

Experimental

Departments are encouraged to design assessment
procedures that make sense for their programs and students
Departments are encouraged to assess the effectiveness of
their assessment programs and change them as needed

How We Help Departments and Programs Meet Their Responsibilities

A.   Role of the Competencies Implementation Subcommittee

Help departments determine their graduation competencies
Help departments state their graduation competencies as measurable outcomes
Help departments develop assessment plans involving multiple measures of each outcome/competency
Review graduation competency plans and offer advice
Review requests for funds to implement graduation competency programs

B.   Role of the Provost's Office

Provide funds to implement graduation competency programs
Provide funds to assess graduation competencies

C.   Role of the General Education and Competency Committee

Accept or reject graduation competency plans
If rejected, offer advice for revision

D.   Role of the University Assessment Committee

Accept or reject competency plans
If rejected, offer advice for revision

E.   Role of the Learning Teaching Center

Provide faculty development programs in each competency area

Provide workshops and resources designed to help faculty assess their graduation competencies
Provide technical support for faculty and staff

<u>Learning Teaching Center Competency Support Services</u>

Reading/Writing Competency Workshops

Oral Communication Competency Workshops

Information Literacy Competency Workshops

Academic Writing Workshops

Academic Writing Newsletter

Creative Writing Workshops

Creative Writing Newsletter

Library of Competency-Related Material

Faculty-Staff Competency Web Page
Competency Resource Center:
http://academic.udayton.edu/crc (still under construction)

LTC Working Papers in the Scholarship of Learning and Teaching

General Reading-Writing Competencies

When they finish their general competency writing courses, students will be able to

(1)   critically read, analyze, and evaluate non-fiction prose;

(2)   critically read, analyze, and evaluate fiction;

(3)   write college-level expository and argumentative/persuasive essays;

(4)   write essays appropriate for a variety of purposes;

(5)   write essays appropriate for a variety of audiences;

(6)   engage in basic research activities;

(7)   utilize existing and emerging technologies when completing their writing assignments;

(8)   demonstrate fundamental critical thinking skills.

Sample Department Graduation Competencies
All in Draft Form

Sociology, Anthropology, and Social Work

1. Read and critically evaluate sociological and social science texts and journal articles.

2. Read, critically evaluate, and interpret quantitative and qualitative research studies.

3. Complete a written project with incorporates original research with theory.

4. Design and implement simple research projects and write a clear and concise report.

Mathematics

1. Read, understand, and make informal judgments about rigorous mathematical arguments.

2. Write rigorous mathematical arguments in grammatically correct text.

3. Perform concrete constructions based on constructive methods of proof.

4. Understand precise mathematical definitions.

5. Discern between well-posed and ill-posed problems.

Computer Science

1. Read and interpret written problem statements and convert them into programs.

2. Produce well-written reports, labs, and project documentation.

Philosophy

1.   Write philosophical essays that exhibit logical skills and that carry out in-depth analysis of philosophical problems.

History

1.   Read, analyze, and evaluate historiographic arguments used in a variety of secondary sources.

2.   Write with precision and insight in presenting and discussing the historiographic arguments used in a variety of secondary sources.

3.   Display a grasp of historical perspective by being able to write cogently in answering the following question: What does it mean to say "The past is a foreign country, they do things differently there"?