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
Learning Teaching Center Competency Support Services

- 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”? 