

Technological Competency

ASSESSMENT BRIEF UPDATE

2015 TO 2018

How is Technological Competency Characterized?

References to Technological competency in the General Education Program Governance & Policies document

FOUNDATIONS FOR LIFELONG LEARNING –

Students will think, speak, and write clearly. This is evidenced by:

- a. the clear presentation of ideas in formal spoken, written, and *media forms* (p. 3)

Advanced Writing Competency -- Upon successful completion of an Advanced Writing (AW) course, students will be able to:

- v. Effectively *employ technologies* to create and support texts. (p. 9)

CONNECTIONS AND EXPLORATION -- Students will connect important ideas and methods of inquiry from different disciplines as a means of becoming holistic and responsible citizens in a diverse and *technologically complex*, global community. (p. 4)

First Year Inquiry Seminar (UNIV 103) Criteria: 2. Encourages students to consider multiple perspectives in advancing their understanding of the importance of social, cultural, scientific, *technological*, and/or aesthetic problems. (p. 9)

Perspectives “P” criteria -- Requires students to identify, critically analyze, and resolve complex problems (social, cultural, scientific/*technological*, and/or aesthetic) that require the application of knowledge from two or more academic disciplines. (p. 10)

How is Technological Competency Assessed?

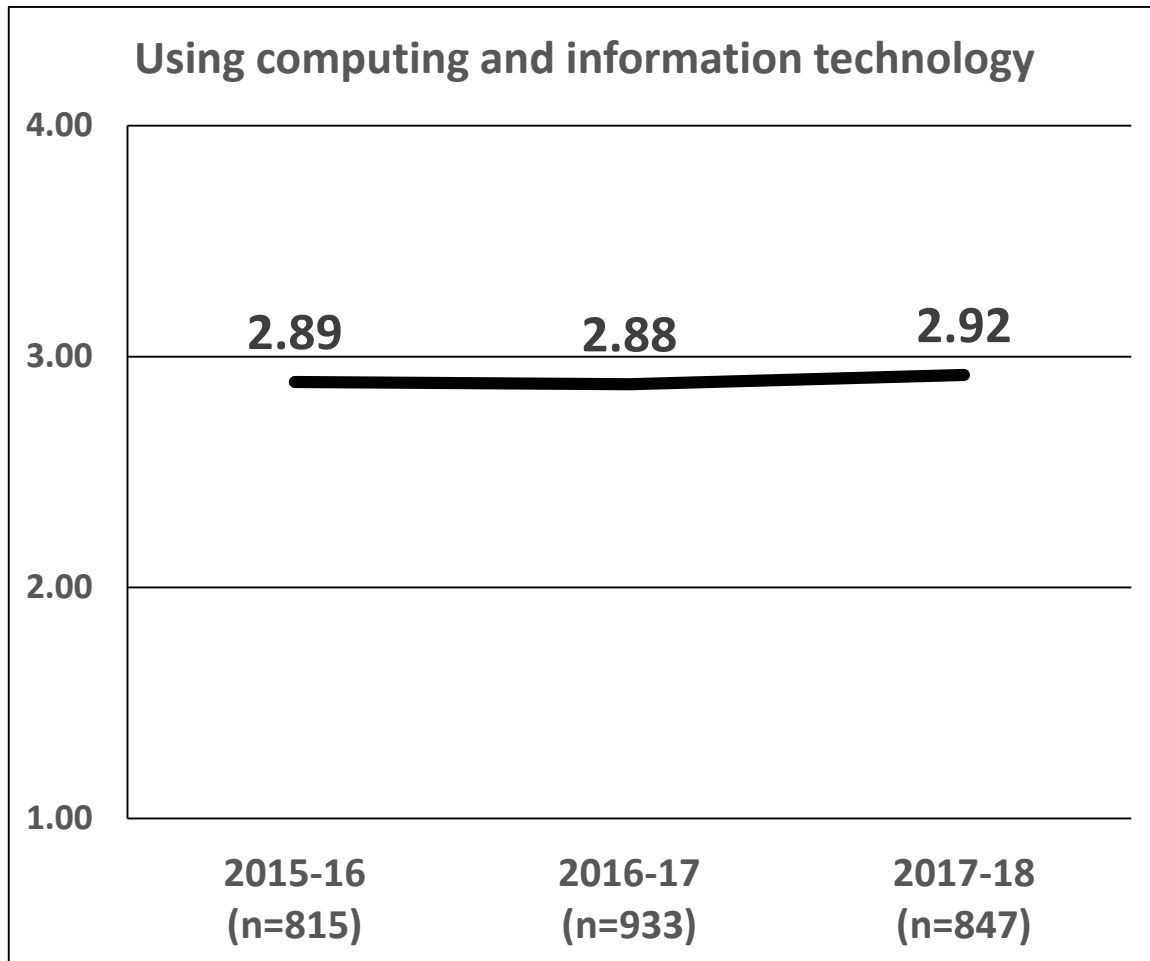
In the general education program, Technological Competency is assessed by both direct and indirect evidence.

Measures	2015-16	2016-17	2017-18	2018-19
Technological Competency Rubrics	Designed to be used with the Critical Thinking, Information Literacy, Written Communication, and Oral Communication rubrics.			
Lower division courses				
Upper division courses				
Senior Exit Survey	815 seniors	933 seniors	847 seniors	Being collected
Alumni Job Placement Survey (~1 yr out)	751 alumni	621 alumni	687 alumni	To be collected fall 2019
Internship Field Supervisor Feedback	340 students	336 students	338 students	Being collected

Comparison of Senior & Alumni *Perceptions* of Technological Competency

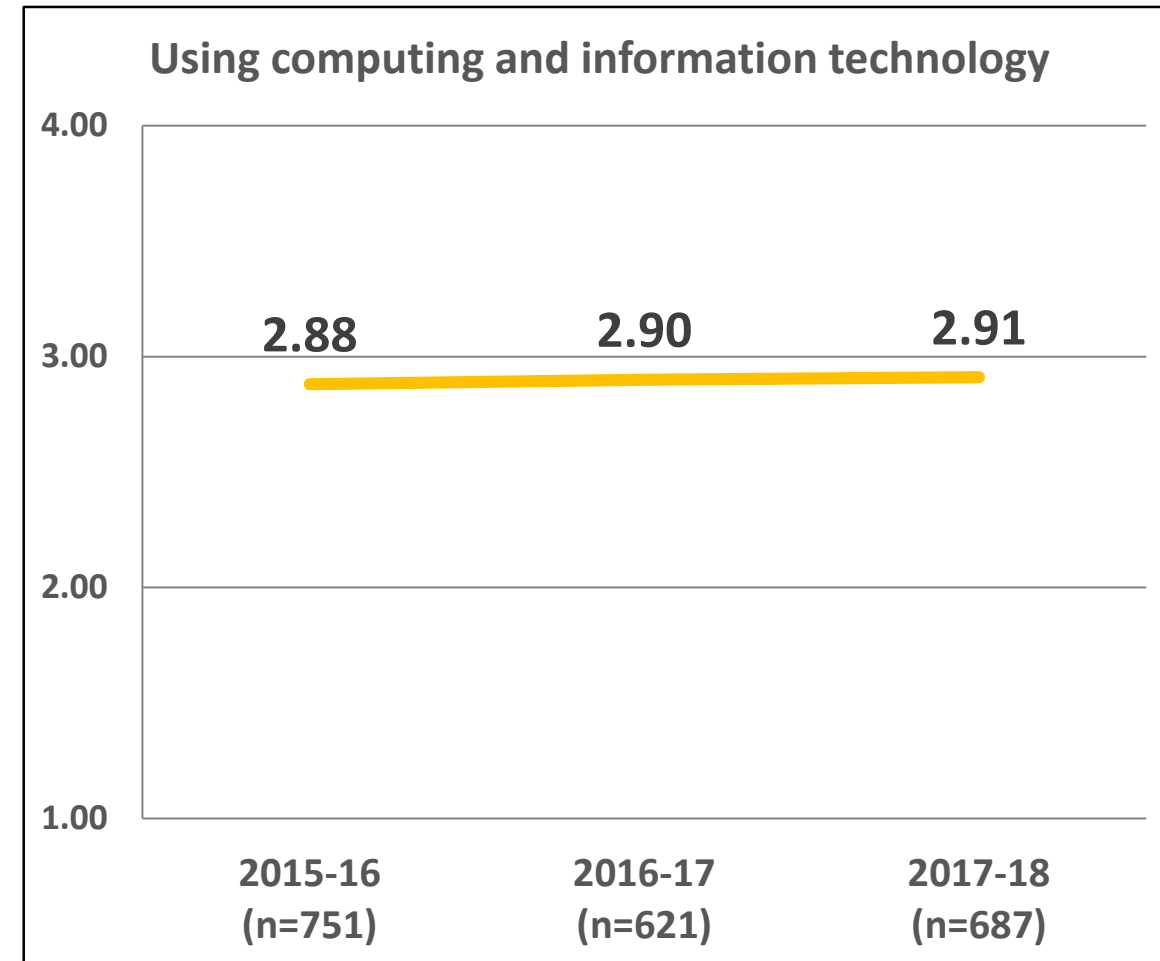
[Experience contributed to your knowledge, skills, and personal development where 1=Very little, 2=Some, 3=Quite a bit, 4=Very much]

SENIORS AT GRADUATION



[Senior perceptions per Senior Exit Survey administered last two weeks before commencement.]

ALUMNI 6 TO 10 MONTHS OUT

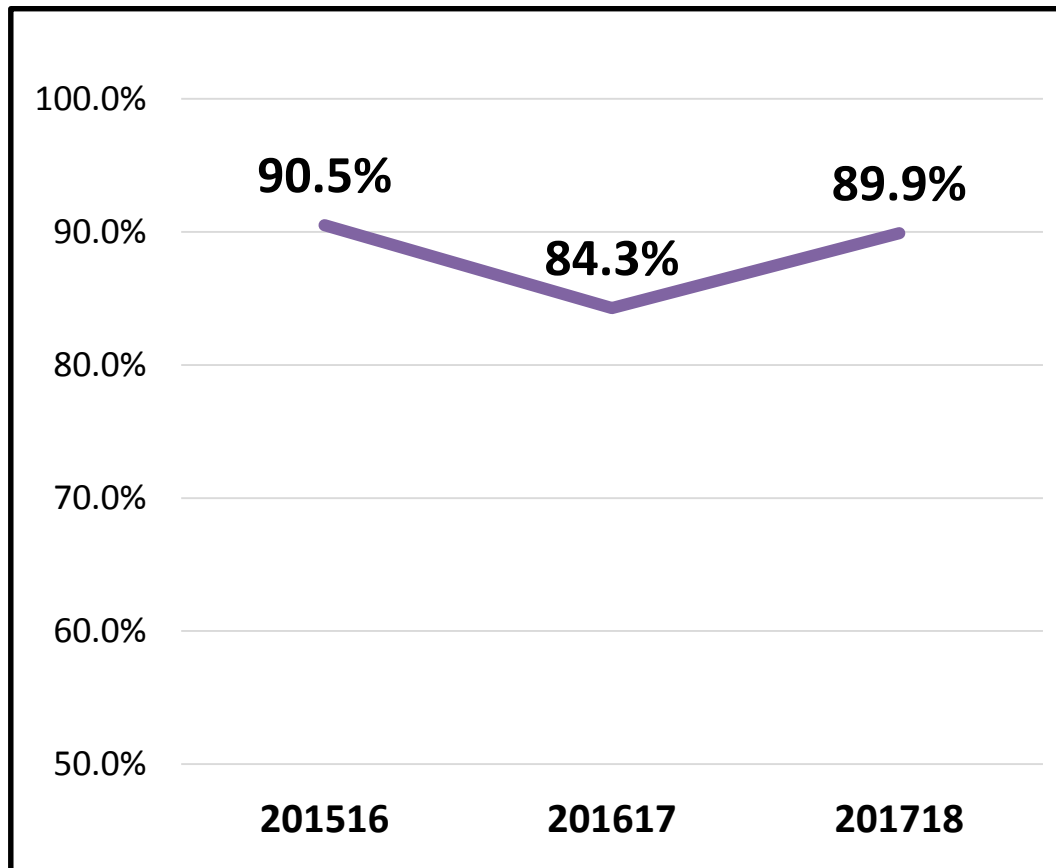


[Alumni perceptions per Alumni Job Placement Survey administered about six to ten months after commencement.]

Internship Field Supervisor *Feedback* on Technological Competency

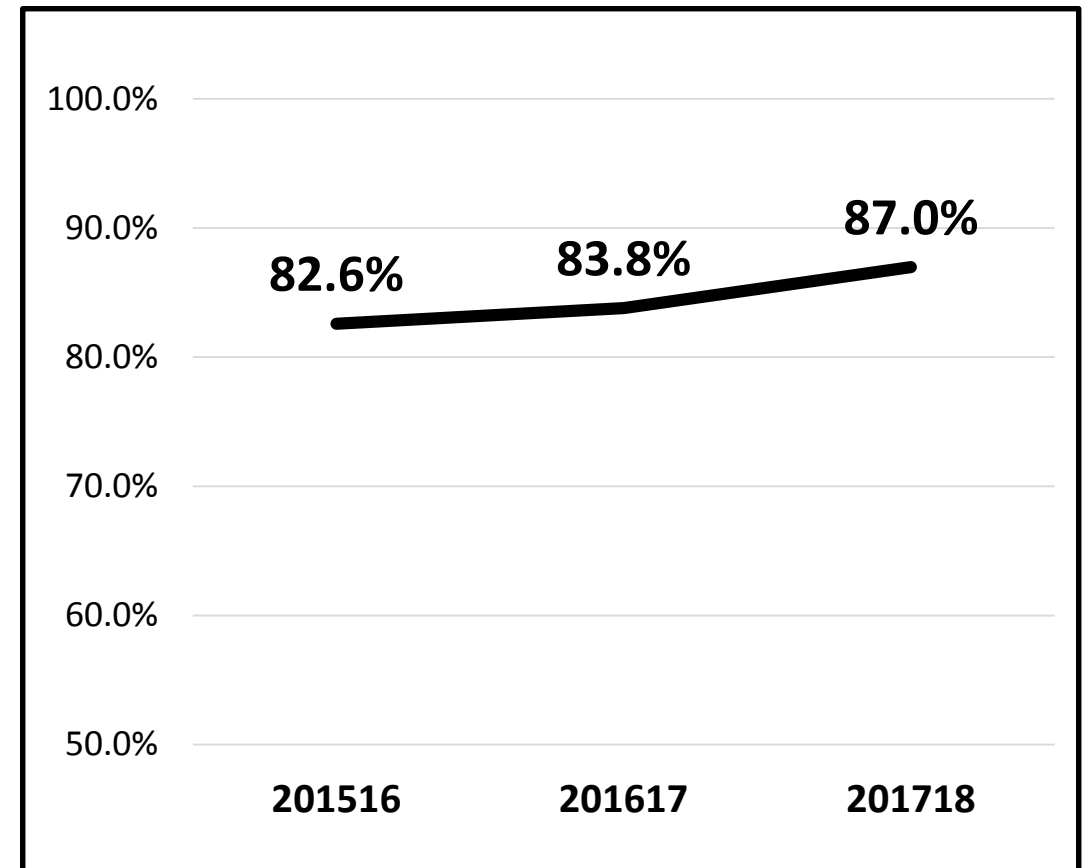
THE STUDENT HAS AN APPROPRIATE LEVEL OF TECHNOLOGICAL SKILLS FOR ENTRY INTO THE FIELD.

[PERCENT SCORING 5 & 4, WHERE 5=DEFINITELY, 3=SOMEWHAT, AND 1=NOT AT ALL]



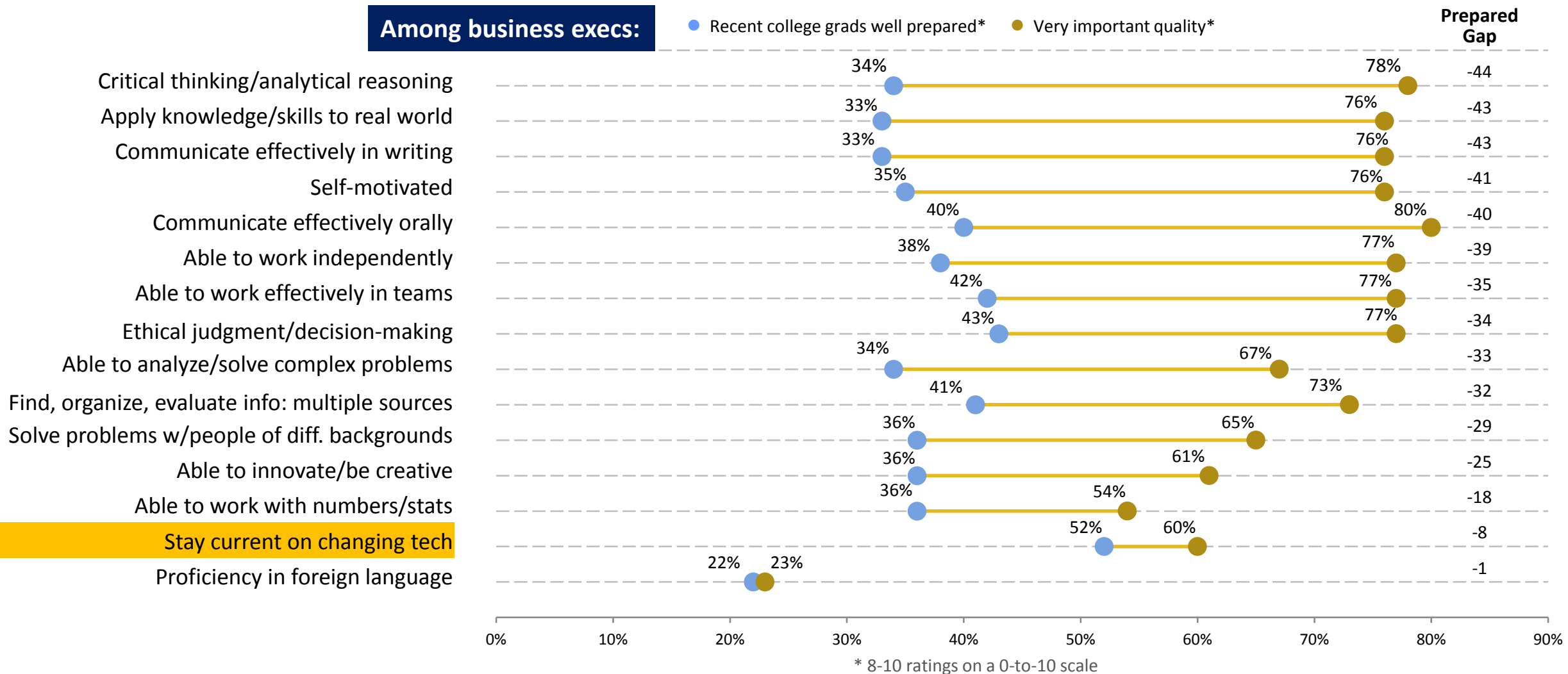
EVALUATION OF STUDENT CAREER-READINESS FOR INFORMATION TECHNOLOGY APPLICATION / TECHNOLOGICAL SKILLS.

[PERCENT SCORING 5 & 4, WHERE 5=EXCELLENT, 3=FAIR, AND 1=UNACCEPTABLE]



EXECUTIVES identification of gaps in recent graduates' preparedness on key learning outcomes. [National Survey]

Among business execs:

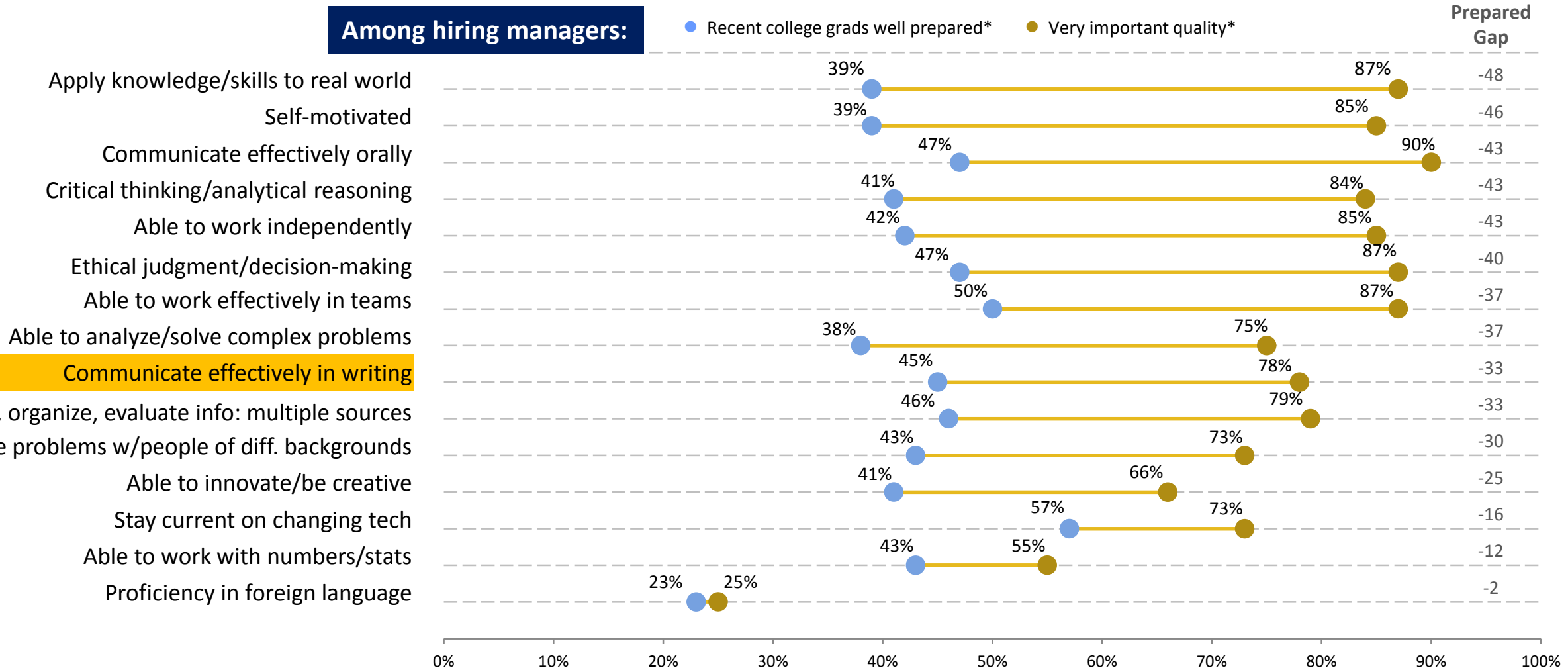


* 8-10 ratings on a 0-to-10 scale
 [AAC&U Fulfilling the American Dream: Liberal Education and the Future of Work/2018 Employers Survey*Hart Research]

HIRING MANAGERS identification of gaps in recent graduates' preparedness on key learning outcomes. [National Survey]

Among hiring managers:

● Recent college grads well prepared* ● Very important quality*



* 8-10 ratings on a 0-to-10 scale

Technological Competency Rubrics

Rubrics are located on your table. Please review the rubrics and discuss:

- 1) How do the rubrics help us define technological competency
- 2) How may we encourage the use of the rubrics?

Discussion

What do the results mean?

In your small group, discuss the follow:

1) What does the evidence demonstrate?

- Does the assessment evidence presented demonstrate added value? How?
- Are students gaining skills as presented in these results?

2) Are you satisfied with results?

- If so, what learning experiences contribute to the achievement of the competency?
- If not, how might we make improvements to the learning experiences?

3) Share highlights of your discussion with the larger group.