Technological Competency

ASSESSMENT BRIEF UPDATE

2015 TO 2018

Updated annually by Faculty Senate AOAC, General Education Coordinator, CAE, and Planning, Assessment, & Analysis
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.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n=815)</td>
<td>(n=933)</td>
<td>(n=847)</td>
</tr>
</tbody>
</table>

Using computing and information technology

- 2015-16: 2.89
- 2016-17: 2.88
- 2017-18: 2.92

ALUMNI 6 TO 10 MONTHS OUT

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

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Using computing and information technology

- 2015-16: 2.88
- 2016-17: 2.90
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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:

- Critical thinking/analytical reasoning
- Apply knowledge/skills to real world
- Communicate effectively in writing
- Self-motivated
- Communicate effectively orally
- Able to work independently
- Able to work effectively in teams
- Ethical judgment/decision-making
- Able to analyze/solve complex problems
- Find, organize, evaluate info: multiple sources
- Solve problems w/people of diff. backgrounds
- Able to innovate/be creative
- Able to work with numbers/stats
- Stay current on changing tech
- Proficiency in foreign language

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

Hiring Managers: Identification of gaps in recent graduates’ preparedness on key learning outcomes. [National Survey]

Among hiring managers:

- Apply knowledge/skills to real world
- Self-motivated
- Communicate effectively orally
- Critical thinking/analytical reasoning
- Able to work independently
- Ethical judgment/decision-making
- Able to work effectively in teams
- Able to analyze/solve complex problems

Communicate effectively in writing

- Find, organize, evaluate info: multiple sources
- Solve problems w/people of diff. backgrounds
- Able to innovate/be creative
- Stay current on changing tech
- Able to work with numbers/stats
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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?
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.