

TUEE Transforming Undergraduate Education in Engineering

Phase IV: Views of Faculty and Professional Societies



Session 3: Assessing Competencies

- How do we know students have obtained the desired competencies?
- What is the evidence?
- How are competencies demonstrated?
- What are indicators of competencies?
- Abstract KSAs to concrete examples.

Session 3: Assessment Competencies

- 1. Student focus (45 min)
- 2. Faculty focus (45 min)

Engineering Graduate

- Graduate Seeking Employment
 - Resume
 - Cover letter
 - Interview
- How do these competencies appear?
- How to communicate specific competencies?

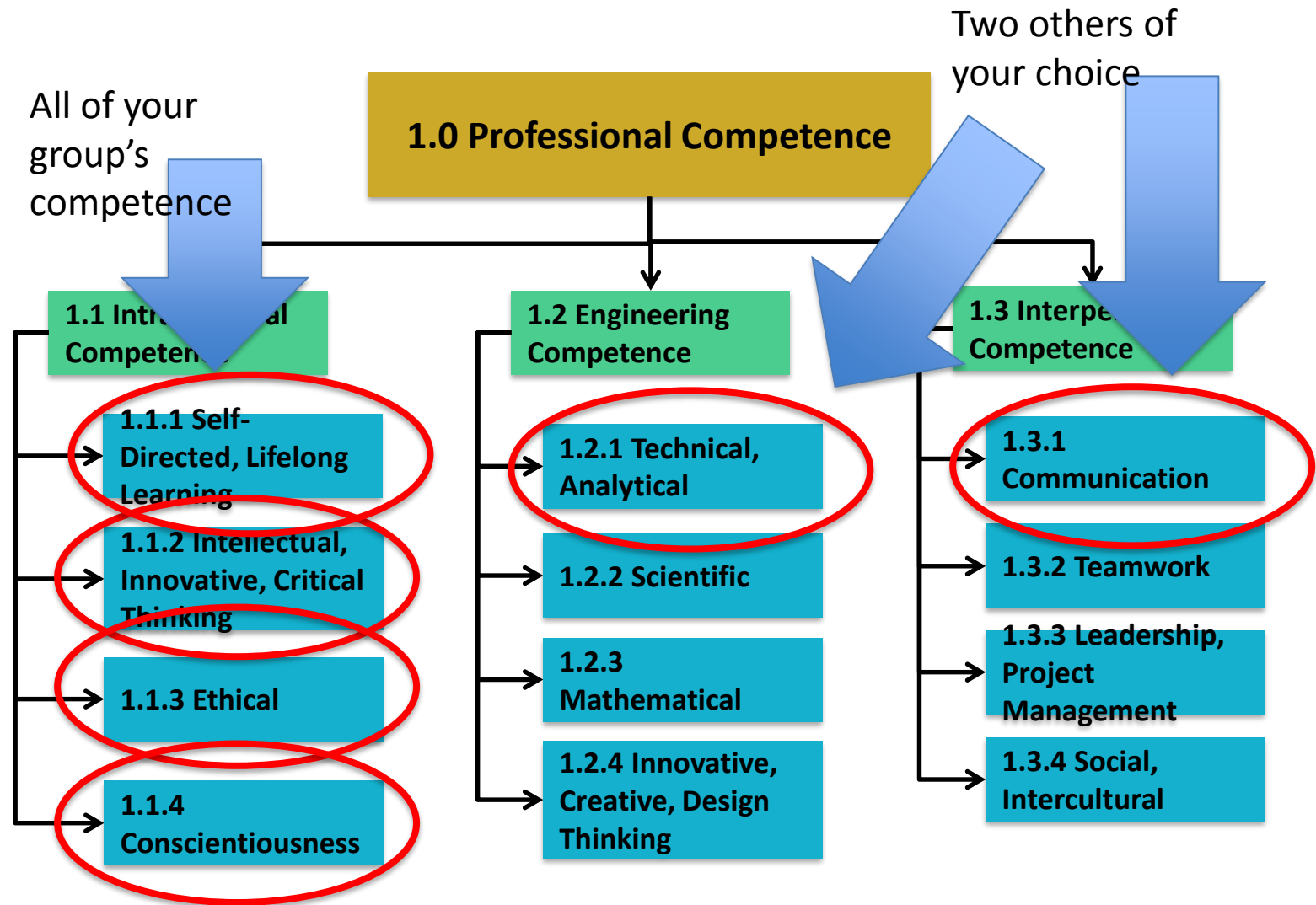
Advice to future students

- Resume
 - How would this competence show up on a resume? (What bullet points?)
- Cover letter
 - How would a student describe experiences leading to a specific competence? (How explain in a few sentences)
- Interview
 - “Convince me you are: _____”
 - “Describe a situation in which you applied: _____”
(What stories should you be able to tell?)

Example: Communication

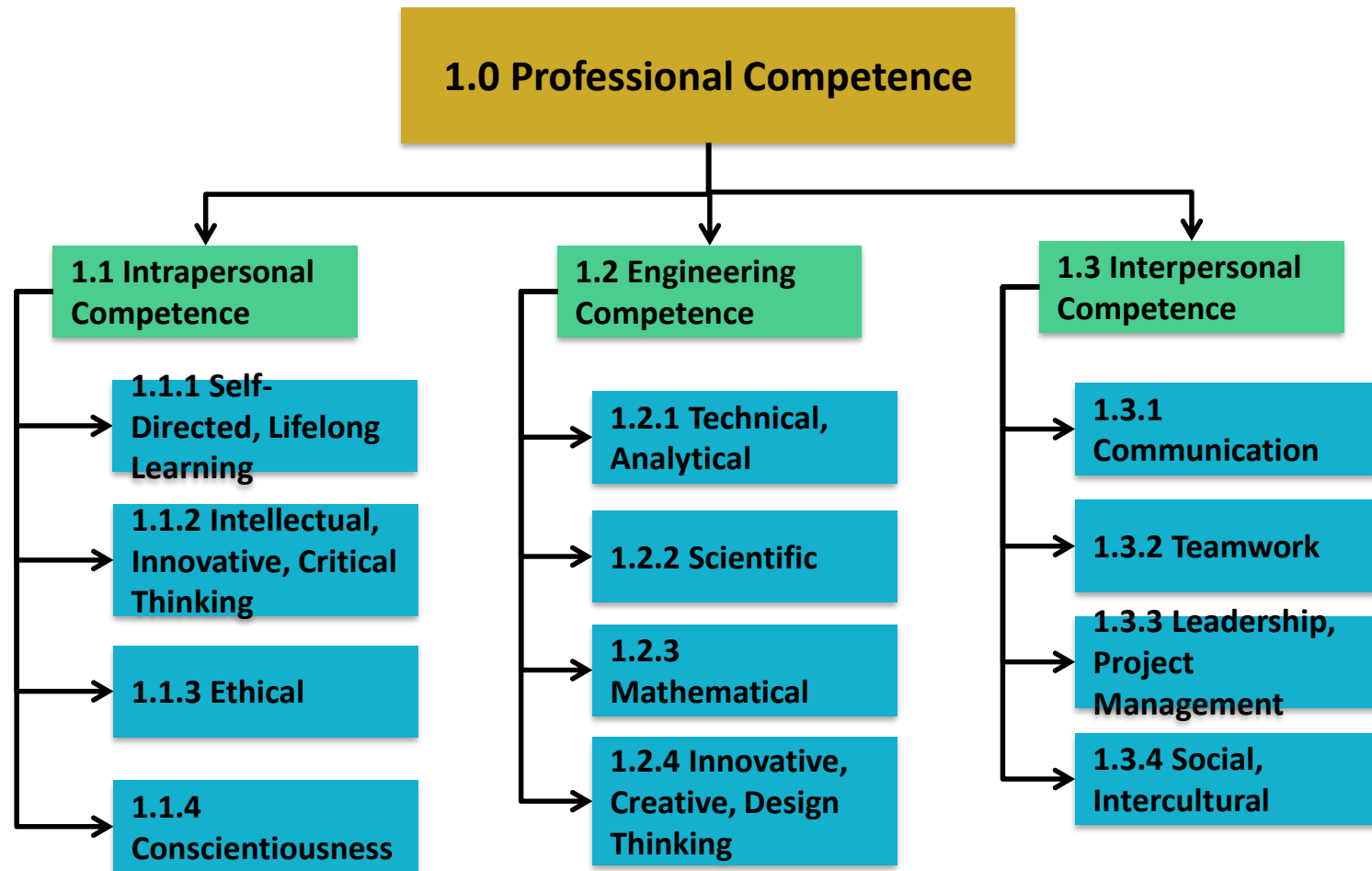
- Resume
 - Editor of Engineers Without Borders Newsletter
- Cover letter
 - Wrote monthly newsletter and distributed to 200+ members and sponsors. Learned to summarize key facts for a broad audience.
- Interview
 - Invited by Dean to present to Board of Trustees leading to a major donation to the club.

Session 3 Part 1



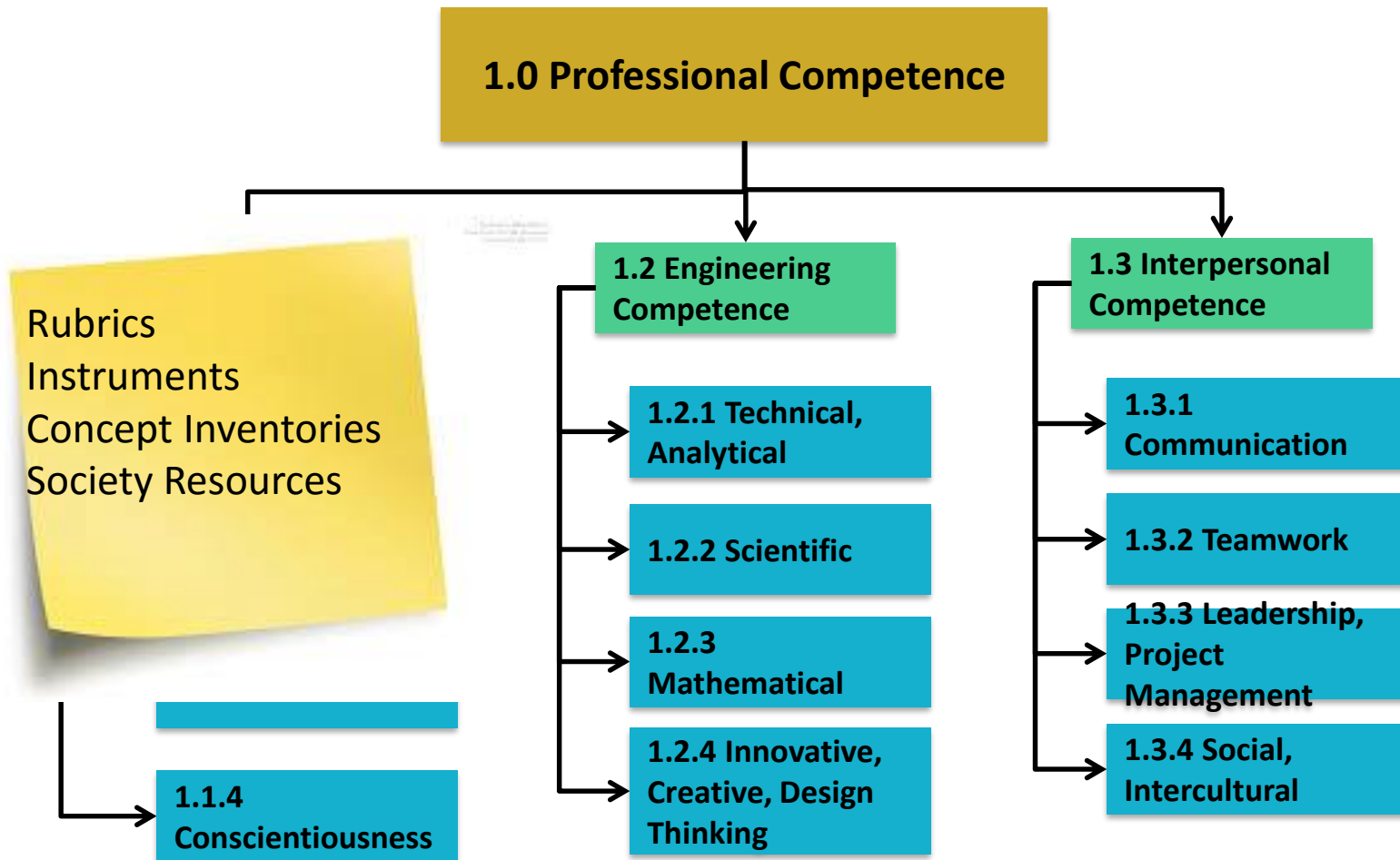
OVERALL COMPETENCY MAP
Working Draft 16 April 2017

Session 3 Part 2: For Faculty



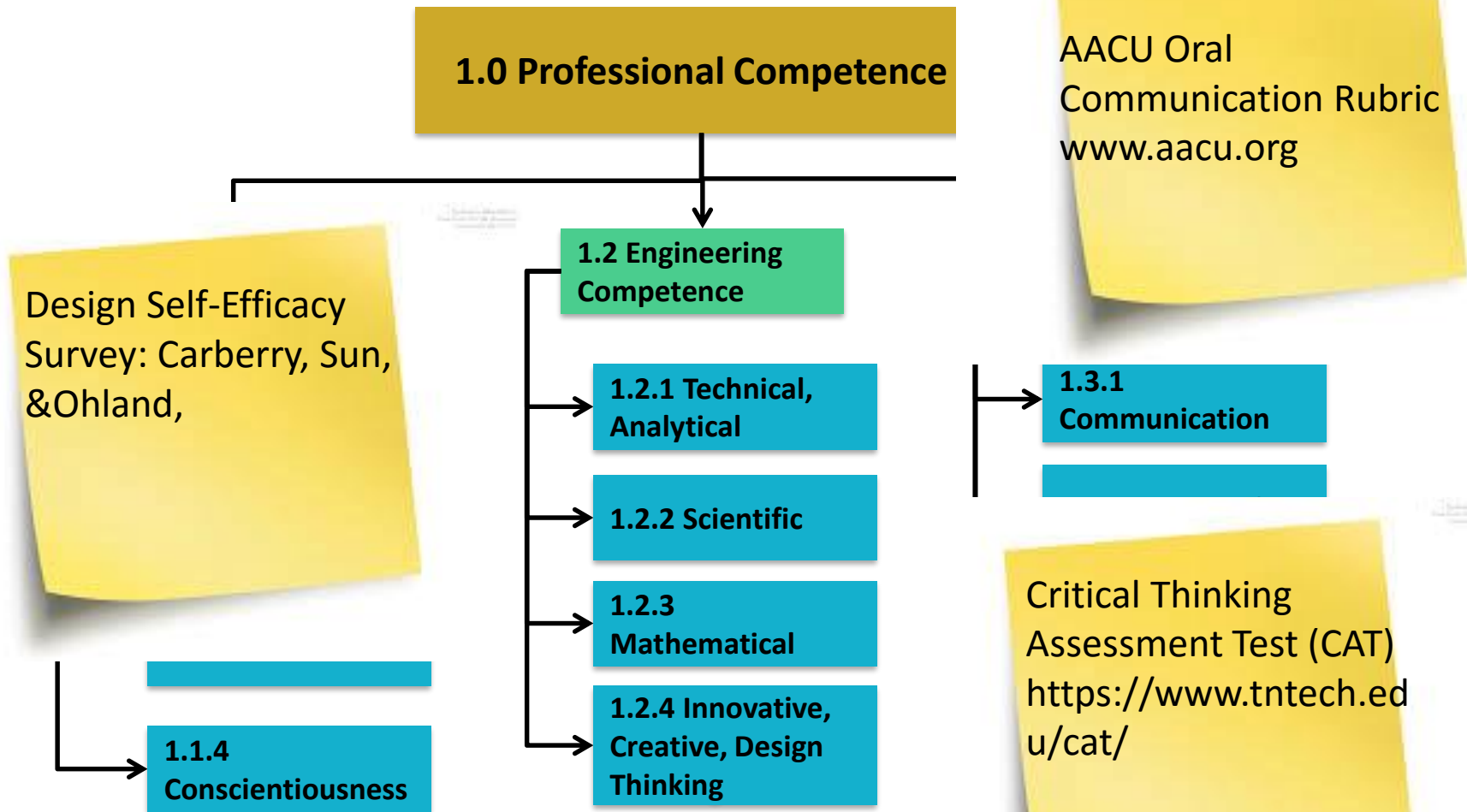
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