

Competence Assessment Program

SPECIFICATION OF DEVELOPMENTAL LEVELS:

COMPETENCES 1-8

ALVERNO COLLEGE  
Milwaukee, Wisconsin

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Competence 1: Develop effective communications skill

Level 1 Identify own strengths and weaknesses as initiator and responder in communication situations of the following types, including a variety of audiences: written, oral, use of graphs

Identify and support with accompanying evidence which of the skills delineated in Level 3 you have success in demonstrating and which you have little or no success in demonstrating

Level 2 Analyze written and oral communication situations

As responder in 3 oral communication situations with different audiences and in 3 written communication situations with different audiences, make an analysis

which identifies organizational principle(s)  
which relates appropriate elements to organizational principle(s)  
which relates organizational principle(s) to purpose and audience  
which relates appropriate elements to audience and purpose

Level 3 Communicate with clarity of message-exchange in communication situations of the following types, including a variety of audiences: written, oral use of graphs

(Written)

As initiator, write a communication

in which you select ideas and organize them in relation to a focal idea so that in a communicable form they contribute to an identified purpose for an identified audience

in which you select words that contribute to an identified purpose for an identified audience and combine them into sentences that do so

in which you develop ideas with sufficient appropriate examples to clarify and sufficient appropriate evidence to substantiate your message

in which you use conventional signals in a manner that facilitates communication of the message

As responder, demonstrate your ability to read a given written communication

by reproducing ideas and clarifying their relation to each other in analysis that includes identification of focal idea(s) and of general structural pattern

by distinguishing between kinds of statements in relation to their effect on meaning

by making inferences that articulate the purpose of the communication, implicit point of view or attitude toward the topic, and assumptions and implications of the message



(Oral)

- As initiator, make an oral presentation
- in which you use appropriate voice techniques and reinforce the message by general bodily responses
  - in which you select ideas, organize them in relation to a focal idea, and express them in a communicable form so that they contribute to an identified purpose for an identified audience
  - in which you develop ideas with sufficient appropriate examples to clarify and sufficient appropriate evidence to substantiate your message
- As responder, demonstrate your ability to hear a given oral presentation
- by reproducing ideas and clarifying their relation to each other in analysis that includes identification of focal idea(s) and of general structural pattern
  - by distinguishing between kinds of statements in relation to their effect on meaning
  - by making inferences that articulate the purpose of the communication, implicit point of view or attitude toward the topic, and assumptions and implications of the message

(Use of graphs)

- As initiator, demonstrate your ability
- to construct a bar graph, given data and a skeletal form
  - to translate data from one table into another of a different form
- As responder, read a given graph
- by demonstrating understanding of basic information depicted
  - by making limited interpretation of the data

Level 4 Demonstrate sufficient understanding of basic concepts of at least 3 major areas of knowledge to communicate in terms of them

For 3 major areas of knowledge (To qualify as a major area of knowledge an identified area must have a distinctive combination of subject matter and method. Each situation will be judged individually on that basis.):

As initiator, articulate comprehension and application of a central concept, in a clear, coherent presentation (of the 3, at least 1 oral and 1 written) that involves accurate use of vocabulary and relating of the concept to the method of the area of knowledge

As responder, demonstrate ability to read and hear (see Level 3 above) given verbal presentations (of the 3, at least 1 oral and 1 written)

Level 5 Demonstrate understanding of communication as historical process involving development of meaning and form in relation to technological and cultural forces

By comparative historical analysis demonstrate understanding of communication--verbal, graphic, and non-verbal--as process  
which involves change in specific elements of communication in relation to cultural change  
which expresses itself in shifts in assumptions, beliefs, attitudes, and/or values  
which is specifically related to pre-technology, machine technology, and/or automation technology

Level 6 Communicate effectively through coordinated use of 3 different media that represent contemporary technological advancement in the communications field

As initiator, create and present a communication  
which coordinates the use of 3 different media  
which integrates choices regarding substance, style, and structure  
which thereby achieves an identified purpose

As responder, articulate the meaning of such a given communication, in an interpretation that accounts for the interaction of formal elements



Competence 2: Sharpen analytical capabilities

Level 1 Identify explicit elements of a work (A work may be an article, artifact, or process)

Identify and classify explicit elements of a given work  
e.g. elements such as fact, opinion, hypothesis in an article  
elements such as texture, color, rhythm in an artifact  
elements such as agents, forces, stages in a process

Level 2 Identify implicit elements of a work

Identify implicit assumptions, implications, qualities, and characteristics of a given work  
e.g. underlying principles, style, tone, genre, unstated consequence

Level 3 Identify relationships in a work

Identify and classify relationships in a given work which, by the standards of given analytic criteria, can be demonstrated to be significant in defining the meaning and/or accomplishing the effect of the work  
e.g. interrelationships among ideas  
differentiations between cause-effect relationships and other relationships  
relationships between hypotheses and data  
spatial and temporal relationships

Level 4 Analyze the structure and organization of a work

Identify organizational principle(s) in a given work in relation to  
--general purpose(s) and method(s) they reflect  
--specific framework(s) and arrangement(s) reflected

Level 5 In the interpretation and/or creation of one or more works, develop new hypotheses, new conclusions, or new relations of materials and means of production

Either: In an analysis of a given work agreed upon as significant in an identified field,  
--present new hypothesis(es) and/or conclusion(s)  
--demonstrate their difference from existing ones  
--make an organized presentation of the evidence that validates them

Or: Create a work

- which demonstrates a use of new relations of materials and/or means of production
- which is agreed upon as significant to the enrichment of the intellectual and/or cultural life of the perceiver

and present an analysis of the nature, uniqueness and effects of the new relations of materials and/or means of production

Level 6 Produce a single work that demonstrates facility in 3 types of analysis: elements, relationships, organizing principles

- Make a formal presentation of an original analysis of a complex work
- in which you summarize existing analyses
- in which you set up analytic framework by delineating assumptions and definitions on which original analysis is based
- in which you delineate hypotheses and conclusions of original analysis
- in which you analyze elements, relationships, and organizing principle(s) in terms of analytic framework
- in which you respond to questions raised by audience in formal presentation
  - by identifying relevance of question to analytic framework
  - by answering relevant questions in terms of analytic framework



Competence 3: Develop workable problem-solving skill

Level 1 Identify the process, assumptions, and limitations involved in the scientific method

In a work identify steps of problem-solving process:

- identification of the problem
- consideration of data
- development of hypothesis(es)
- testing of hypotheses
- formation of conclusions
- consideration of alternatives

Clarify distinctions between  
e.g., fact and opinion  
impression and evidence  
assumptions and data

Level 2 Formulate questions which yield to the problem-solving approach

Design questions which can be investigated according to the problem-solving process employed in the area of knowledge

Demonstrate understanding of the implications of the process by outlining a method of investigation for each question

Level 3 Apply the problem-solving process to a problem

Design and implement a project (replication or original) employing the problem-solving process (In either Level 3 or Level 4 the project includes the generation of new data.)

Level 4 Apply the problem-solving process to a new area of knowledge (area different from problem in Level 3)

Design and implement a project (replication or original) employing the problem-solving process

Demonstrate understanding of the problem-solving process through comparative analysis of Level 3 with Level 4 project in the following areas:

- appropriateness of method
- selection of data
- validity of assumptions
- generalizability of conclusions

Level 5 Design and implement original research project of sufficient complexity to involve direction of or collaboration with others

Demonstrate ability to design

- an original research project and communicate its essential features to those working with you

or

- an original research project in collaboration with others and document the collaboration at the design stage

Demonstrate the following skills in the implementation of the design

- understanding and effective employment of methods in moving from design to execution phase
- analysis of time constraints, resources, and personal needs of all participants
- decision-making in use of resources, personnel and in adaptations in project
- social effectiveness in situations requiring compromise, persuasion, discipline, perseverance, exercise of authority, etc.
- evaluation of total project on basis of previously established criteria

Level 6 Demonstrate that problem solving is an assumed approach in one's own search for knowledge and one's reflection upon experience

Demonstrate ability during a six-month period through biweekly reports

- to assess situations and to formulate the problem or question inherent in each on academic, organizational, social and personal situations
- to generate or gather appropriate data or information relevant to the problem or question
- to formulate and test hypotheses related to the resolution of the problem
- after evaluating alternatives, to effectively implement the conclusions reached



Competence 4: Develop a facility for making value judgments and independent decisions

Level 1 Identify own values

Identify own values by analyzing within 2 different contexts

--their sources and

--their relation to habitual behavior as revealed in beliefs, attitudes, opinions, feelings, thoughts, goals, morals

Level 2 Demonstrate understanding of philosophy, history, religion, arts, and/or literature as reflection of values

Demonstrate understanding of the relation of values to philosophy, history, religion, arts, and/or literature by analyzing a work in each of 2 of these areas for value content of

--basic assumptions

--method

--structure

--vocabulary

Level 3 Demonstrate understanding of relationship of values to scientific and technological development

Demonstrate the use of value expressions in scientific and technological works

Demonstrate the impact of science and technology on value systems

Demonstrate the influence of values in decisions regarding scientific and/or technological advances

Level 4 Make value judgments for which you (a) identify viable alternatives and (b) forecast and weigh consequences

Make a series of value judgments from each of the two following starting points:

a) An area related to decisions that are important to your personal life (e.g. decisions regarding life style, career, beliefs, etc.)

b) An area related to decisions being made in the world today that affect public life (e.g. decisions that are economic, judicial, legislative, business, religious, civic, cultural, etc.)

Clarify your process of making the above value judgments,

by analyzing assumptions implicit both in your own judgments and in alternative ones, and

by analyzing and evaluating the possible consequences implicit in your own judgments and in alternative ones

Level 5 Demonstrate understanding of the validity of value systems differing from culture to culture

Level 6 Communicate value judgments effectively, either to defend them or to persuade others to them, and demonstrate commitment to them



Competence 5: Develop facility for social interaction

Level 1 Identify and analyze own strengths and weaknesses in group situations

From observation of own performance in discussion situations (task and non-task oriented) which include persons of different ages, professions or work experience, sex, and peer relationships, identify which of the following skills you have success in demonstrating and which you have little or no success in demonstrating:

- Identify own goal in group situation and relationship of that goal to group goal
- Develop an accurate perception of the situation
- Respond to varied verbal and non-verbal stimuli in the interaction
- Assume roles and identify role behaviors requisite to goal attainment
- Exercise social influence assisting the group to achieve goal
- Facilitate the social interaction of individual members
- Persist in goal-directed social behavior
- Effectively terminate a social interaction
- Apply knowledge of other elements of group process to the situation

Level 2 Analyze behavior of others within a theoretical framework

Demonstrate understanding of group situations by employing at least 2 theoretical frameworks in the analysis of 3 social interactions of various groups (age, race, socioeconomic groups, etc.)

Level 3 Evaluate behavior of self and others within a theoretical framework

By employing internal criteria (e.g. cohesiveness) and external criteria (e.g. success in accomplishing goal), assess in a given situation, appropriateness of group behavior (e.g. roles assumed) in achieving group's stated and inferred purposes

Level 4 Demonstrate effective social behavior in variety of situations and circumstances--both private and public, within one's own culture

In each of five situations, demonstrate whichever of the following are relevant

- Identify own goal in group situation and relationship of that goal to group goal
- Develop an accurate perception of the situation
- Respond to varied verbal and non-verbal stimuli in the interaction
- Assume roles and identify role behaviors requisite to goal attainment
- Exercise social influence assisting the group to achieve goal
- Facilitate the social interaction of individual members
- Persist in goal-directed social behavior
- Make decisions that forward the group goal
- Delegate responsibility
- Effectively terminate a social interaction
- Apply knowledge of other elements of group process to the situation



Level 5 Demonstrate effective social behavior in variety of situations and circumstances, beyond as well as on college campus, involving different cultures or subcultures and large as well as small groups

Level 6 Demonstrate effective organizational activity

Competence 6: Achieve understanding of the relationship of the individual and the environment

Level 1 Identify environmental components

Identify 2 components of metropolitan environment from each of the following categories: natural, sociological, psychological, economic, and technological. Specify their relationship to an urban setting.

The 5 categories with varied examples are:

Natural--water supply, land utilization, effluents, bio-environmental control, ecosystems

Sociological--urbanization, bureaucratization, social and political participation, public policy, subcultures

Psychological--alienation, crowding, role differentiation, child development, life styles

Economic--external and internal effects, taxation, costs, economies of scale, public expenditures

Technological--mass transportation systems, architectural patterns, power systems, internal combustion engines

Level 2 Identify relationships between individual attitudes, beliefs, values, behaviors, and environmental components

Articulate the following interrelationships:

- a) predispositions (individual attitudes, beliefs, values) and behaviors
- b) predispositions and environmental components
- c) behaviors and environmental components

within two categories of environmental components

Level 3 Demonstrate an understanding of the interaction effects of cultural and physical setting upon individual and group behavior

Demonstrate a basic understanding of generalizations about the interaction

- a) between cultural setting (e.g., small town: largely ethnic; economic base of small manufacturing; high school educational level) and individual and group behavior and
- b) between physical setting (e.g., growing municipality: situated on a large navigable river; flood plains used for new housing; annually heavy rainfall) and individual and group behavior

Level 4 Analyze alternative courses of action regarding a particular environmental problem on the basis of their feasibility, cultural acceptability, and technical accuracy

For a given environmental problem (e.g., air pollution or water pollution), present a comparative analysis of at least three alternative solutions (excluding a "do nothing" alternative) using three criteria:



feasibility--the possibility that a given solution can be carried out  
cultural acceptability--the set of attitudes and values that shape  
the willingness to accept a particular alternative  
technical accuracy--the validity and reliability of the data appropriate  
to the problem and alternative solution

after having articulated

- a) a researchable environmental problem
- b) the goal or goals that derive from the stated problem, and
- c) the alternative ways of achieving the goal or goals

The goals refer to those stated or inferred goals of individuals, groups,  
and institutions involved in the problem

Level 5 Assess the consequences of various courses of action in regard to a selected  
environmental problem and the likelihood that goals will be achieved

Level 6 Defend a choice among solutions to a particular environmental problem

Competence 7: Develop awareness and understanding of the world in which the individual lives

Level 1 Demonstrate awareness, perception and knowledge of observable events in the contemporary world

For 2 international, 2 national and 2 local events

- Identify issues and significant personnel
- State associations concerning short and long range implications of a given event for a related area, e.g., the economic implications of a political event, the psychological implications of a scientific or technological event
- Identify those aspects of a given local event which account for its significance

Level 2 Analyze contemporary events in their historical context

For 2 major events

- Order selected related events sequentially within a time frame
- Identify and analyze trends, processes, and the relative importance of related events within those trends or processes

Level 3 Analyze interrelationships of contemporary events and conditions

Demonstrate an understanding of probable cause-effect relationships within 2 selected sets of events and conditions in two different categories that can be related. For example, one series of events might include the Arab-Israeli conflict, Kissinger's appointment as Secretary of State, Sadat's expelling of the Soviet advisors. Conditions related to these might include Watergate and traditional historical alignments of the U.S. A different category of events that can be related might include the oil crisis, the U.S. agreement to finance Egyptian pipeline, and erosion of the value of the U.S. dollar. Conditions related to this set of events might include the trade status of the Soviet Union, increased national consciousness among Arab states, and demands for increased standard of living among Arab peoples. (Condition here is broadly defined as any external circumstance or factor that is essential to, modifies, or restricts the nature, existence or occurrence of the events.)

Level 4 Demonstrate understanding of the world as a global unit by analyzing the impact of events of one society upon another

For one major question or series of events:

Demonstrate understanding of the world as an inter-cultural system (i.e., emphasis on differing cultures within the world)

by analyzing relationships of the question or the events to each of at least 2 selected cultures



by analyzing differences in these relationships as they affect or are affected by cultural differences

For another major question or series of events:

Demonstrate understanding of the world as an intra-cultural system (i.e., emphasis on commonality that makes the world one culture)

by analyzing relationships of the question or the events to each of at least 2 selected cultures

by synthesizing those elements in the relationships that reveal commonality

Level 5 Demonstrate understanding and acceptance of personal responsibility in contemporary events

Level 6 Take personal position regarding implications of contemporary events

Competence 8: Develop knowledge, understanding, and responsiveness to the arts and knowledge and understanding of the humanities (Levels 1 and 3 of this competence are to be achieved for a total of 3 arts and/or humanities including at least 1 of each)

Level 1 For each selected art, express response and demonstrate understanding of elements, and for each selected humanity, demonstrate understanding of the elements characteristic of its method

Art: Analyze an existing work or art by identifying the elements that characterize its medium and mode

Create an original work with artistic form and identify the elements that characterize it as that form

Identify those aspects of the work that evoke the feelings described and articulate feelings evoked by a given work of art

Humanity: Analyze an existing humanistic work by identifying those elements that characterize its method or create and analyze an original humanistic work

Level 2 Express response to and demonstrate understanding of one of the arts in relationship to other arts, and demonstrate understanding of an artistic work as an expression of philosophy, religion, or history

In an analysis of a work involving more than one art in interrelationship, articulate understanding of the common and the differing elements of the arts involved or create an original work involving an effective combination of more than one art in interrelationship

In artistic re-creation or descriptive exposition, articulate feelings evoked by a given expression of more than one art in interrelationship

Articulate understanding of a given artistic work as an expression of philosophy, religion, or history by analyzing the work in terms of an analytic framework provided by the respective area of knowledge

Level 3 Express response to and demonstrate understanding of the arts, and demonstrate understanding of the humanities, in both cases as expressions of interrelationships between the individual and society

In an analysis of a given work of art, demonstrate how elements, relationships, and structure contribute to an affective expression of interrelationships between the individual and society or create an original substantial artistic work that effectively comments on society



Articulate feelings evoked by a given work of art which expresses interrelationships between the individual and society, and relate the experience to the attitudes toward society with which you came to the experience

In an analysis of a given humanistic work, demonstrate how underlying assumptions, points of view, major ideas, and implications express interrelationships between the individual and society or create an original substantial humanistic work which effectively comments on society (on the interrelationships between the individual and society?)

- Level 4 Demonstrate understanding of works of other cultures and their impact upon modes of expression of one's own culture

In 1 art and in 1 humanity:

Make a comparative analysis of a selected number of works of the same genre from 2 cultures (which have been or are related in some way)  
by articulating similarities and dissimilarities in the modal norms of the 2 cultures in the case of the arts and in the approaches of the 2 cultures to basic questions in the case of the humanities  
by demonstrating possible influences between the 2 cultures in the respective kinds of works considered

- Level 5 Formulate independent judgments regarding the relative intrinsic and extrinsic values of artistic or humanistic expressions and persuasively communicate the significance of their worth

In 1 complex major work in an art or a humanity:

Make a persuasive formal presentation that embodies independent judgment regarding the meaning or relative value of the work  
by summarizing existing interpretations and judgments  
by making a complete original analysis that accounts for elements, relationships, and organizing principle(s) of the work  
by relating the form and ideas of the work to its past and present contexts and its future implications  
by making an independent judgment regarding the meaning and/or relative value of the work in relation to the above analysis  
by relating the judgment to the personal affective impact of the work  
by articulating the judgment with well-organized supporting evidence into a communication that convinces a given audience of the credibility of a particular interpretation and/or significance of the work

Level 6 Demonstrate facility of self-expression in one or more artistic or humanistic modes and commitment to their importance

In 1 or more artistic or humanistic modes, design and execute a major creative and/or interpretative project  
that gives evidence of facility of self-expression in the selected art(s) and/or humanity(ies)  
that gives evidence of belief in the worth of the selected art(s)