

## Core Competency Assessment Report 2014

### Results and Recommendations

#### Setting the Standard: What is 'good enough'?

When measuring the percentage of students assessed that met Core Competencies what is the baseline for Institutional Core Competencies?

- The baseline is the percentage the campus does not want to fall below. It is not the ideal percentage, nor is it a goal.
- All competencies and sub-competencies assessed at 73% or better (see data tables)

CC1	CC2	CC3	CC4	CC5	CC6
70% – 90%	70% - 85%	70% - 80%	80%	70% - 80%	70%

#### Comments:

- Should we have a campus-wide pass rate
- Pass rate should be the same for all Core Competencies

**Recommendation: 70%**

## Themes

There were two themes with four or more comments that emerged from the evaluation exercise that can be immediately addressed. The themes centered on how to make Core Competency assessment more meaningful by using data and SLOs

**Identified Theme: There was not enough data available to adequately assess Core Competencies.**

### Comments

- Not enough courses and disciplines involved to determine real trend
- 75% of courses and disciplines should be assessed
- minimal assessment data
- Sample size is small, can we expand?
- Smaller sample of courses and disciplines as compared to campus total
- Few courses evaluated

**Recommendation:** Gather more course level data to evaluate Core Competencies

**Action:** The recent move to gathering data for every course, every section, every semester should provide enough data in the future. Re-evaluate after Core Competency assessment in 2014.

**Identified Theme:** Assessment data would be more relevant and precise if Course SLOs were mapped to Core Competencies.

### Comments:

- Map SLOs to core competencies
- We need to remap courses and address potential curriculum short coming
- Align course SLOs with core competencies
- We need to map individual SLOs to the Core Competencies

**Recommendation:** Map course SLOs to Core Competencies

**Action:** Prepare SLO to Core Competency mapping grids for Spring in-service day for Spring flex day.

### Additional Comments to Consider:

- Consider using the 'some emphasis' category
- Need more discussion on Core Competency Assessment, let's try what we are doing now again and see how it works

## Revision of Core Competencies

Feedback from the Core Competency assessment included many specific suggestions for merging sub-competencies.

### Merge 3.2 and 3.3

3.2: Locate, evaluate and select evidence to support or discredit an argument

3.3: Construct a persuasive argument

New: Construct a persuasive argument by locating, evaluating and selecting evidence to support or discredit an argument.

### Merge 4.3 and 4.4

4.3: Exhibit personal, professional and academic honesty

4.4: Display behavior consistent with ethical standards within a discipline

NEW: Exhibit academic honesty and display behavior consistent with ethical standards within a discipline

### Merge 4.1 and 4.6

4.1: Accept responsibility for own actions

4.6: Evaluate own ethical beliefs in relationship to moral dilemmas

NEW:

### Merge 5.6 and 5.7

5.6: Set goals for educational, personal, and professional development

5.7: Set goals to create balance in personal and professional life

NEW: Set goals and create balance in educational, personal, and professional life

### Add Core Competency 7 to the grid

#### Parking Lots Comments for Spring 2015

- Have a 'regulatory body' on campus to ensure alignment is accomplished
- Standardize SLO measurement within each course
- Are there one or more core competencies that would be address by all courses and/or disciplines
- Create a more standardized plan for future assessment
- Measure core competencies on a three year cycle
- Condense more of all sub-competencies into a description of the overall competency

## What is Archival Data?

Archival data is a compilation of SLO assessment results from Fall 2007 to Spring 2012, the first 3-Year cycle through the following evaluation year. The Office of the Vice President of Instruction has published the Executive SLO Summary Report since the assessment of SLOs began in Fall 2007. This Executive Summary Report typically contains spreadsheets from Division Deans reporting the courses assessed during the previous academic year and the Course Summary Reports completed by departments for each course assessed. Originally, SLO assessment results were to be input into eLumen, but with the failed implementation of eLumen, the Executive Summary Reports are the only record of SLO data the campus has.

During Summer 2013, the SLO Team did a manual inventory of all the Executive SLO Summary Reports with the goal of capturing the data from the course summaries and making the data available for longitudinal analysis. The SLO assessment data has been transposed to spreadsheets and is organized by department, course, and semester. Additionally, the Archival Data Sheets show if a course has been mapped to the Core Competencies, if a course has been assessed, and if assessment is ongoing.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	Accounting																
2			CC	Not Assessed	Assessed	Ongoing	F07	S08	F08	S09	F09	S10	F10	S11	F11	S12	Note
3	ACCT	010	Y		x	x				x			x				
4		SLO 1							90				84				
5	ACCT	090	Y		x	x			x				x				
6		SLO 1							90				86				
7	ACCT	047	Y		x								x				
8		SLO 1											71				
9	ACCT	090	Y		x								x				
10		SLO 1											82				
11	ACCT	100	Y		x				x								Not offered since SP10
12		SLO 1							90								
13	ACCT	200	Y		x								x				
14		SLO 1											74				
15	ACCT	201	Y		x	x			x				x				
16		SLO 1							100				95				
17	ACCT	202	N	x													NA
18	Overall Average									92.5			82.0				

Column C	Indicates if there is a Core Competency map on file with the Office of Instruction
Column D	Course was not assessed between FA07—SP12
Column E	Course was assessed between FA07—SP12
Column F	Course has ongoing assessment (assessment has occurred two or more times)
Columns G—P	The 'x' indicates that the course was assessed during that semester. (Note: Courses assessed in Summer session were included in the Fall semester)  The number below represents the percent of students who were assessed that met the SLO*
Column Q	Indicates any reason that a course has not been assessed or indicates any change in course name or number.

*\*During the archival data period, course assessing and reporting varied from year- to- year and department –to- department. While one department may have measured 3 sections of a course and filled out 3 Course Summary Reports, another department may have measured 3 sections of a course and filled out 1 Course Summary Report that combined the results.*



# Core Competency Assessment Cycle 2013 – 2015

## Available Data to Assess Core Competencies

SLO Archival data mapped to each Core Competency that was used to calculate the average % of students who met a course SLO for all sections of a course taught in the same semester, the number of courses assessed that mapped to the Core Competency, number of assessments and the number of disciplines mapped to the Core Competency.

Student Campus Climate Survey Results

## Evaluation of Data: Fall 2013

Faculty Flex Day-- Fall 2013: Participants in the Faculty Flex Day were divided into six groups to evaluate Core Competency Data. Each table evaluated one Core Competency and discussion was led by a faculty member.

## Review of Core Competency Evaluations: Fall 2013

Academic Senate

Classified Senate

Associated Student Government

College Council

Collegial Consultation Committees

## Spring 2014

Remap Courses to Core Competencies to include Competency 7 and any other changes as a result of discussion in Fall 2013

## Assess CCs: Fall 2014

Based on SLO Data (Fall 2012—Spring 2014)

## Analysis of Data: Fall 2014

Flex Day-- Fall 2014

## Evaluation of Data: Fall 2014

Academic Senate

Classified Senate

Associated Student Government

College Council

## Collegial Consultation Committees

## Reading Core Competency Data

Archival data is being used as a convenience sample to measure Core Competencies. The exact number of sections assessed is unknown. The exact number of courses mapped to sub-competencies is known and speaks to distribution of measure.

	1. COMMUNICATION	1.1 Read and retain information	1.2 Write clearly	1.3 Speak clearly	1.4 Employ vocabulary of the subject studied	1.5 Demonstrate active listening skills
Total number of courses mapped that assessed sub-competencies between FA2007-SP2012		208	120	56	176	64
Point of measure for sub-competency between FA2007-SP 2012		421	244	144	359	153
% of students who were assessed and met the Core Competency	<b>85.11%</b>	84.74%	84.53%	87.69%	83.86%	84.75%

Definitions	
Total number of courses mapped courses that assessed sub-competencies between FA2007-SP2012	Equals the number of unique courses that are mapped to the sub-standard. An unduplicated count for the overall Core Competency is not available at this time.
Point of measure for sub-competency between FA 2007-SP 2012	Equals the number of Course Summary Reports received that mapped to sub-standard. An unduplicated count for the overall Core Competency is not available at this time
The cumulative % of students who were assessed and met the Core Competency	Equals the average % of students reported on a Course Summary Report that were mapped to the sub-standard

For Example: For sub-competency 1.3 there were 56 unique courses reporting between FA 2007-SP 2012 that were mapped to sub-competency 1.3. Multiple sections of the courses were assessed and reported over 4 academic years. As a result, there are 144 data points for sub-competency 1.3. The final row is the cumulative average percentage of all data points that were mapped to sub-competency 1.3. The campus-wide success rate for sub-competency 1.3 is 87.69%



