

OVERVIEW

At MiraCosta College, the concept of Core Competencies refers to over-arching learning outcomes the college expects students to acquire while completing coursework required for a degree, certificate, or transfer. Each semester the college conducts a classroom assessment of student skill acquisition from the faculty perspective, allowing faculty to examine whether students are achieving course learning outcomes tied to specific areas of achievement or *competence*. In the Spring 2022 semester, faculty assessed **Civic Engagement**, promoting the quality of life through political and non-political processes, and **Skills for Continued Growth**, dispositions involved in lifelong learning, for the first time. This report divides the analysis of each competence into separate sections.

EVALUATION METHODOLOGY

Prior to the semester’s start, faculty review and confirm an initial coding process that has mapped a particular core competency to one or more of their course learning outcomes. During the semester, faculty volunteers evaluate students’ level of competency in a specific area, using specified criteria, and locally developed rubric. This competency measurement is subsequently merged with student records and analyzed by the Office of Research, Planning, and Institutional Effectiveness (RPIE).

CIVIC ENGAGEMENT

Number of Course Sections	7
Students Rated (Duplicated)	158
Average Rating	2.72

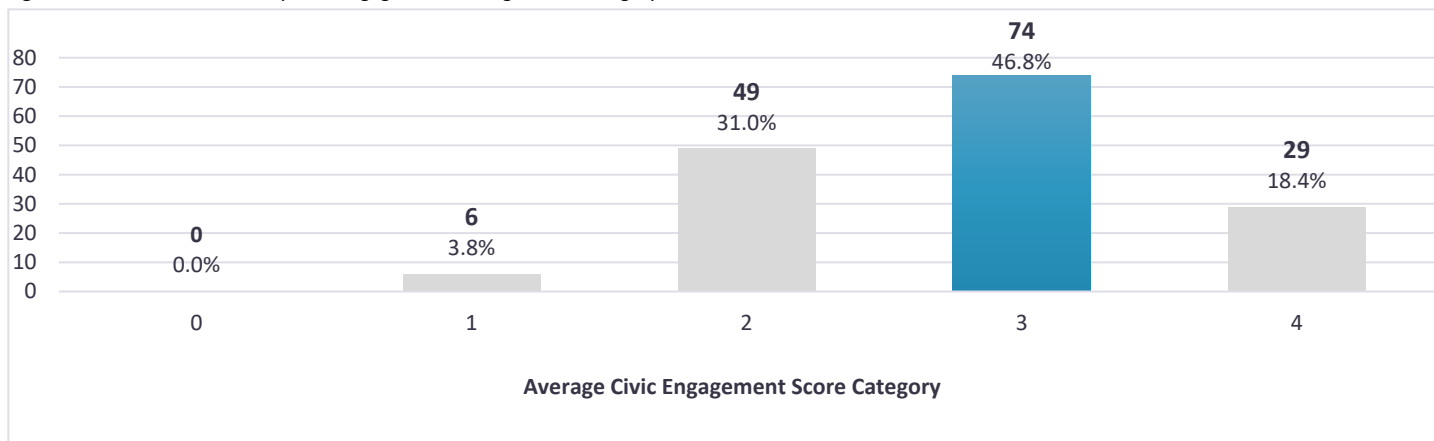
Faculty assessed **Civic Engagement** from 0 to 4 on the following dimensions:

- **Diversity of Communities and Cultures:** students’ awareness of attitudes/beliefs being different from other cultures.
 - **Analysis of Knowledge:** students’ ability to connect knowledge from field of study to personal civic engagement and engage in civic life, politics, and government.
 - **Civic Communication:** students’ ability to communicate in civic contexts. Expressing, listening, responding, and adapting ideas and messages based on others’ perspectives.
 - **Civic Action and Reflection:** participation in civically focused actions or the ability to describe how civic actions can benefit communities.
- Students receiving a grade of “W” or “EW” were excluded from the analysis.
 - A total of 158 duplicated (99 unduplicated¹) students were included in the evaluation process of this competency in Spring 2022

¹Unduplicated students’ refers to the number of uniquely identifiable students included in the assessment. In this figure each student counts only once. ‘Duplicated students’ refers to the number of overall assessments given and may include a uniquely

- Fifty-nine students without student IDs were included in the evaluation, but they are excluded from demographic and grade summaries
- Assessment took place in 7 course sections among 5 faculty/instructors
- Students were rated from 0-4 on each dimension according to the developed rubric, with 0 signifying the lowest level of competence
- Sixty-five percent of students assessed received an average rating of “3” or “4”

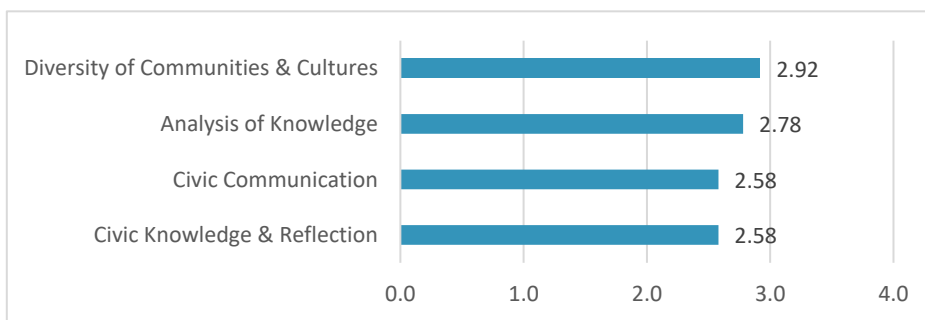
Figure 1: Number of Students by Civic Engagement Average Score Category



CIVIC ENGAGEMENT DIMENSIONS

- Average scores on Civic Engagement dimensions ranged from 2.58 to 2.92
- **Diversity of Communities & Cultures** generated the highest average scores, while **Civic Action & Reflection** and **Civic Communication** generated the lowest average scores.

Figure 2: Average Score of each Civic Engagement Rubric Component



CIVIC ENGAGEMENT SCORE BY COURSE GRADE

identifiable student more than once. It is unknown if Civic Engagement scores provided without Student IDs are duplicated in any manner.

Table 2: Average Score by Grade Received in Course

Grade Received	n	Average Score
A	67	3.03
B	20	2.95
C/P	6	2.75
D	3	3.00
F/NP	2	2.38
N/A*	60	2.28

* Please note: One faculty member did not provide student ID numbers to preserve student anonymity. These individuals could not be tied back to student records (n= 59). One additional student did not receive a course grade for the semester.

- Rubric scores were compared to students’ course grades to examine a potential relationship between the variables
- The table suggests a relationship may exist between course grade attainment and **Civic Engagement** scores.
- Small, unequal sample sizes across grade categories impede the ability to statistically evaluate the strength any potential relationship between these variables.
- Examining the distribution of grades across Civic Engagement Score categories in the heat map below is additionally suggestive of a relationship between course grade and Civic Engagement scores.
- Of the students who earned the grade of “A,” over 75% earn an average score of “3” or “4”
- Fifty percent of students who earned a grade of “F” received a score of “2” or “3”, while the few students who earned “D” grades earned an average score of “3”
- While the range of average Civic Engagement scores between higher earned course grades (A/B) and lower earned course grades (D/F) is limited, it does appear that students tend to generate higher Civic Engagement scores as course grades increase
- More observations, particularly in lower grade categories, are necessary to draw firm conclusions about any potential relationship between course grades to Civic Engagement.

Table 3: Average Civic Engagement score category by Grade- Heat Map

Grade Received	Average Civic Engagement Score Category				
	0	1	2	3	4
A	0.0%	0.0%	22.4%	41.8%	35.8%
B	0.0%	0.0%	25.0%	60.0%	15.0%
C/P	0.0%	0.0%	33.3%	50.0%	16.7%
D	0.0%	0.0%	0.0%	100.0%	0.0%

F/NP	0.0%	0.0%	50.0%	50.0%	0.0%
N/A*	0.0%	10.0%	43.3%	45.0%	1.7%

* Please note: One faculty member did not provide student ID numbers to preserve student anonymity. These individuals could not be tied back to student records (n= 59).

CIVIC ENGAGEMENT DEMOGRAPHIC TABLES & GRAPHS

UNITS ATTAINED

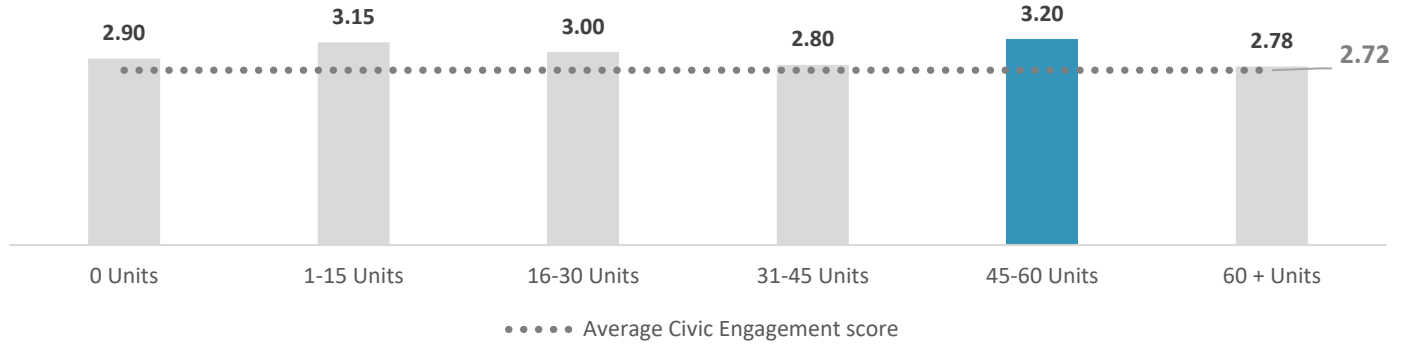
- Civic Engagement scores were highest among students who attained **45-60 units** prior to Spring 2022
- However, students who earned **1-15 units** prior to assessment also generated relatively high Civic Engagement scores
- Small, disaggregated samples across unit categories make it difficult to know whether these patterns accurately represent the student population overall
- More observations are necessary to examine the potential relationship between unit attainment and Civic Engagement in MiraCosta college students

Table 4: Average Civic Engagement Score by Number of Units Completed Prior to Spring 2022

	n	Average Score
0 Units	21	2.90
1-15 Units	21	3.15
16-30 Units	14	3.00
31-45 Units	23	2.80
45-60 Units	11	3.20
60 + Units	9	2.78
N/A*	59	2.29

* Please note: One faculty member did not provide student ID numbers to preserve student anonymity. These individuals could not be tied back to student records (n= 59).

Figure 3: Average Civic Engagement score by Units Completed Prior to Spring 2022



* Please note: One faculty member did not provide student ID numbers to preserve student anonymity. These individuals could not be tied back to student records (n= 59).

ADMISSION STATUS

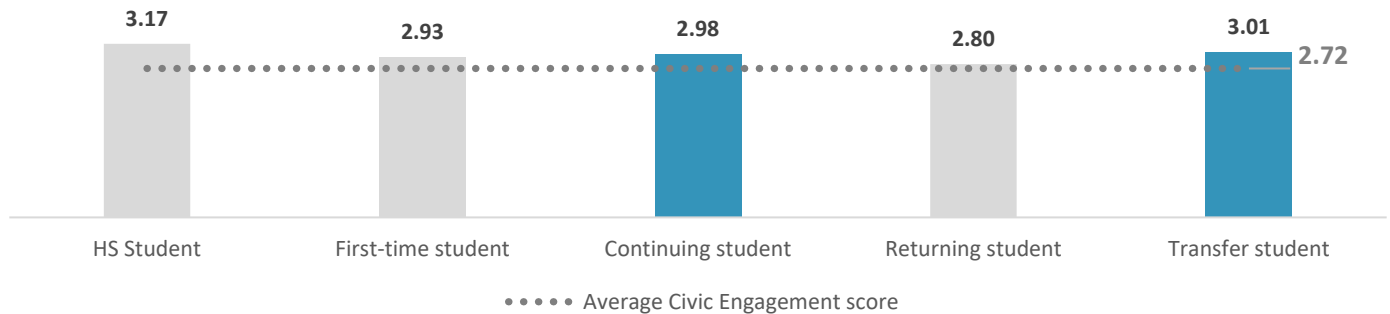
- Average Civic Engagement scores were consistent across student admission status groups, with **Continuing** and **Transfer students** generating slightly higher scores than other admission status types.
- **Returning** students tended to generate the *lowest* Civic Engagement scores
- Small samples of most student admit types make it difficult to draw substantive conclusions about the potential relationship between Admission status and Civic Engagement

Table 5: Average Civic Engagement Score by Admission Status

	n	Average Score
High School Student	6	3.17
First Time Student	17	2.93
Continuing Student	48	2.98
Returning Student	10	2.80
Transfer Student	18	3.01
N/A*	59	2.29

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Figure 4: Average Civic Engagement Score Category by Admission Status



* Please note: One faculty member did not provide student ID numbers to preserve student anonymity. These individuals could not be tied back to student records (n= 59).

AGE

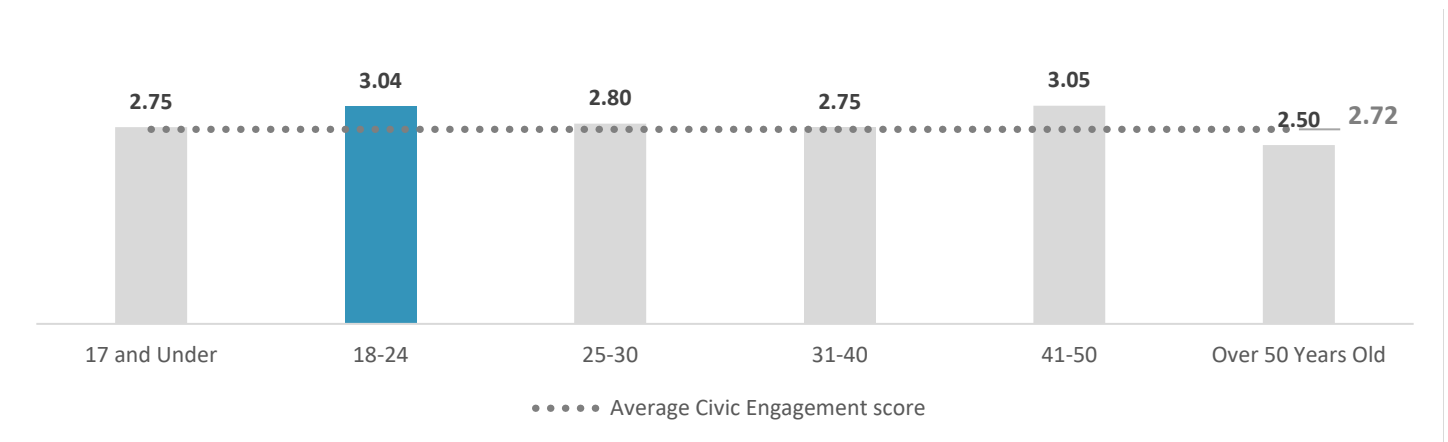
- **18 to 24-year-old** students generated the highest average Civic Engagement scores
- Average scores were *lowest* among students **17 and under** and students age **50+**, though these groups contained very few people
- Small samples of non-traditional age college students make it difficult to draw firm conclusions about the extent to which these Civic Engagement scores accurately represent MiraCosta College students of nontraditional student ages

Table 6: Average Civic Engagement Score by Age Category

	n	Average Score
17 and under	2	2.75
18-24	69	3.04
25-30	15	2.80
31-40	6	2.75
41-50	5	3.05
50+ Years Old	2	2.50
N/A	59	2.29

* Please note: One faculty member did not provide student ID numbers to preserve student anonymity. These individuals could not be tied back to student records (n= 59).

Figure 5: Civic Engagement Score by Age



* Please note: One faculty member did not provide student ID numbers to preserve student anonymity. These individuals could not be tied back to student records (n= 59).

GENDER

- Civic Engagement scores were roughly equivalent between **male** and **female** students, showing no evidence of gender differences

Table 7: Average Civic Engagement Score by Gender

	n	Average Score
Female	51	2.99
Male	47	2.96
Unknown	1	2.75
N/A*	59	2.29

* Please note: One faculty member did not provide student ID numbers to preserve student anonymity. These individuals could not be tied back to student records (n= 59).

Figure 6: Average Civic Engagement Score by Gender



* Please note: One faculty member did not provide student ID numbers to preserve student anonymity. These individuals could not be tied back to student records (n= 59).

ETHNICITY

- **White** and **Latinx** students generated similar Civic Engagement scores on average, with Latinx producing slightly higher average scores
- Small samples of students from most other ethnic designations make it difficult to draw substantive conclusions about the potential relationship between ethnicity and Civic Engagement
- As the college continues to gather additional competency data on Civic Engagement from its students, more robust conclusions regarding the relationship between ethnicity and Civic Engagement can be drawn.

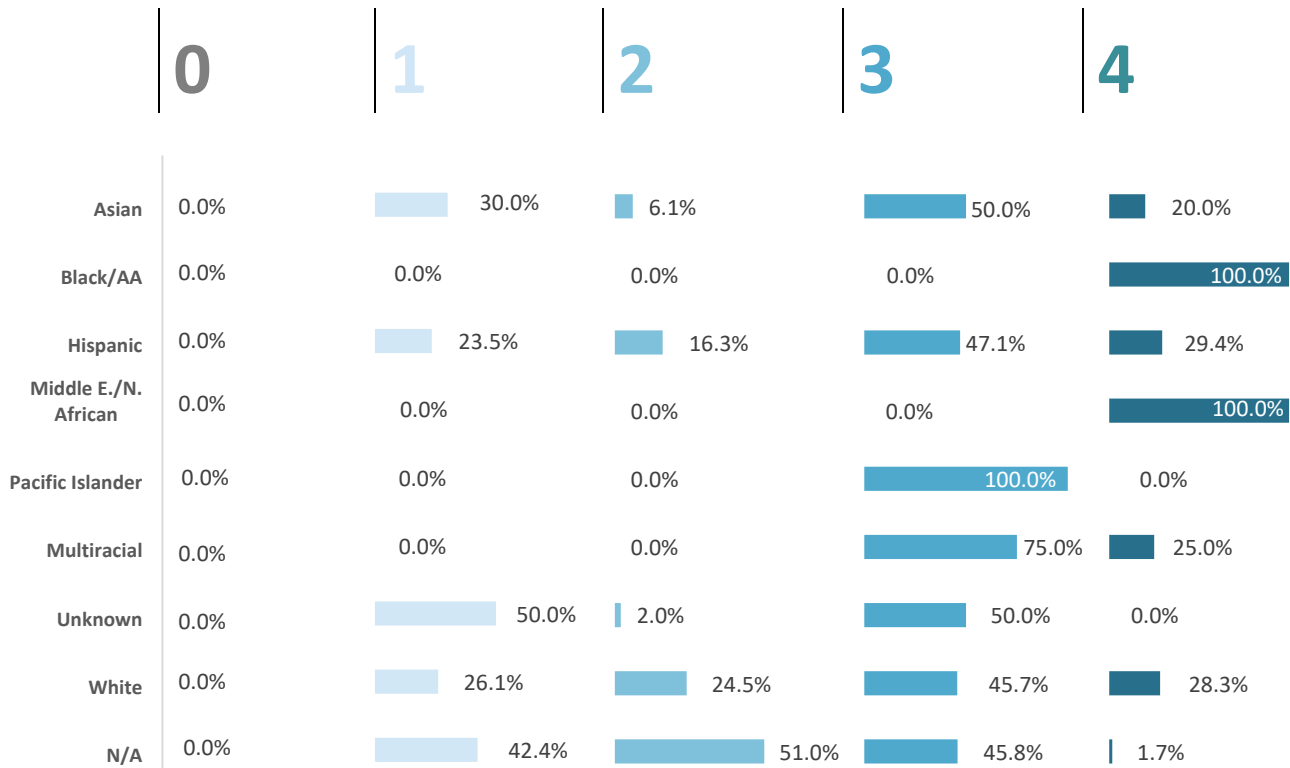
Table 8: Average Civic Engagement score by Ethnicity

	n	Average Score
Asian	10	2.88
Black/African American	1	4.00
Latinx	34	3.03
Middle Eastern/North African	1	4.00
Pacific Islander	1	3.00
Multiracial	4	3.06
Unknown	2	2.75
White	46	2.90

N/A*	59	2.29
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Figure 7: Proportion of average Civic Engagement score category by Ethnicity



* Please note: One faculty member did not provide student ID numbers to preserve student anonymity. These individuals could not be tied back to student records (n= 59).

The sample for **Civic Engagement** was relatively small, resulting in a reduced ability to make broad-based inferences about the student body as a whole and across demographic variables of interest. The strength of the inferences will increase over time as the college collects more data for this competency in future semesters.

By comparison, the sample for **Skills for Ongoing Growth** was large in Spring 2022, breeding confidence that statistics generated by this sample more closely approximate the overall population of MiraCosta College students. Larger samples also increase the probability that disaggregated groups will be large enough to create more accurate portrait of the manner in which this Core Competency is represented across important demographic partitions.

SKILLS FOR ONGOING GROWTH

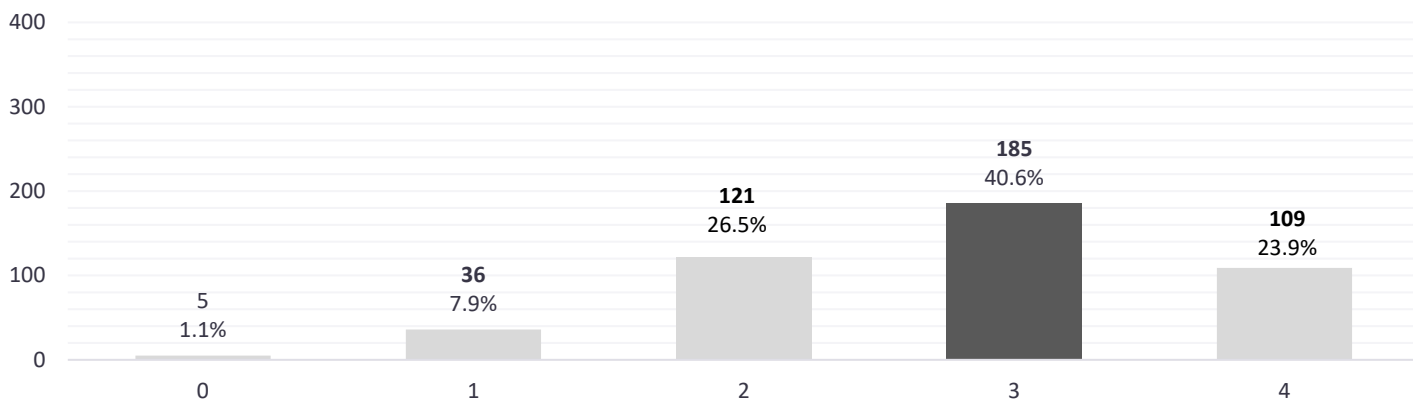
Table 9: Skills for Ongoing Growth Summary	
Number of Course Sections	21
Students Rated (Duplicated)	455
Average Rating	2.76

Faculty assessed students' **Skills for Ongoing Growth** from 0 to 4 along the following dimensions:

- **Curiosity:** Exploring a topic in depth, and providing occasional insight, indicating interest in the subject
- **Initiative:** Completing required work, identifying opportunities to expand knowledge, skills, and abilities
- **Independence:** Beyond classroom requirements, pursues additional knowledge and/or show interest in pursuing independent educational experiences
- **Transfer:** Makes reference to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations
- **Reflection:** Reviews prior learning (inside and outside the classroom) with some depth, revealing slightly clarified meanings or indicating somewhat broader perspectives about educational or life events

- Fourteen faculty in 21 different sections participated in the assessment of this core competency
- Students receiving a grade of “W” or “EW” or who dropped the course prior to census were excluded from the analysis.
- Students were rated according to a locally developed rubric, from 0-4 on each dimension, with 0 signifying the lowest level of competence
- A total of 455 duplicated² (321 unduplicated) students were included in the evaluation process
- 133 students with no student ID were included in the evaluation, but they are excluded from demographic and grade summaries
- The most commonly awarded score was “3”

Figure 8: Number of Students by Average Skills for Ongoing Growth rating

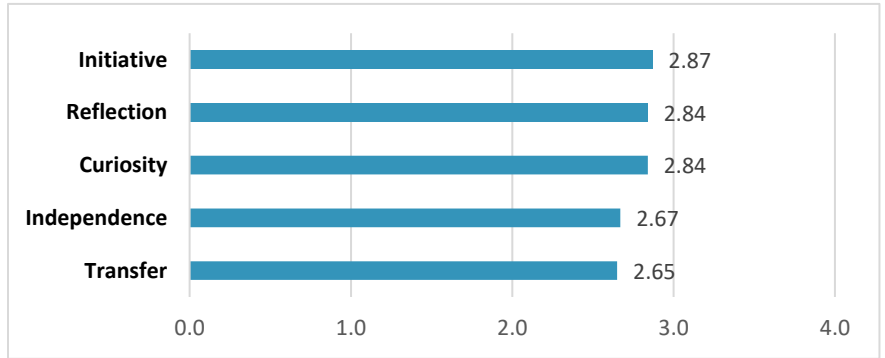


SKILLS FOR ONGOING GROWTH DIMENSIONS

²Unduplicated students' refers to the number of uniquely identifiable students included in the assessment. In this figure each student counts only once. 'Duplicated students' refers to the number of overall assessments given and may include a uniquely identifiable student more than once. It is unknown if Growth for Skills scores provided without Student IDs are duplicated in any manner.

Figure 9: Average Score of each Skills for Ongoing Growth Dimension

- Average scores on Skills for Ongoing Growth dimensions ranged from 2.65 to 2.87
- Students generated the highest scores on **Initiative** and the lowest scores on **Transfer**.



SKILLS FOR ONGOING GROWTH SCORE BY COURSE GRADE

Table 10: Average Skills for Ongoing Growth Score by Grade Received

Grade Received	Number of Students	Average Score
A	194	3.20
B	74	2.87
C/P	34	2.41
D	6	2.24
F/NP	14	1.86
N/A*	133	2.26

* Please note: One faculty member did not provide student ID numbers to preserve student anonymity. These individuals could not be tied back to student records (n= 133). One additional student was not registered for the Spring 2022 term and therefore had no grade for the course they were assessed in.

- Rubric scores were compared with earned course grade to examine the potential relationship between the variables
- The table suggests that as course grades increased, so too did average Skills for Ongoing Growth competency ratings
- It is unknown to what extent this finding is representative of the student population at large, or generalizable, as many faculty-assigned grade categories have a minimal number of observations and the potential to produce spurious findings.
- In examining the distributions of grades across average Skills for Ongoing Growth score categories in the heat map below, there appears to be a somewhat linear pattern between Skills for Ongoing Growth scores and earned course grade
- Of the students who earned the grade of **“A”**, over 75% earn an average score of **“3”** or **“4”**

- 100% of those earning a grade of “F” received a score of “1” while 60% of those earning a grade of “D” scored a “1” or “2” on average.
- However, small numbers of observations in lower grade categories make it difficult to evaluate the strength of this relationship with inferential statistics

Table 11: Average Skills for Ongoing Growth score by Grade- Heat Map

Grade Received	Average Skills for Ongoing Growth Score Category				
	0	1	2	3	4
A	0.0%	0.8%	10.5%	31.5%	57.2%
B	0.0%	0.9%	16.0%	60.6%	22.5%
C/P	0.0%	3.7%	39.5%	51.9%	4.9%
D	0.0%	15.4%	30.8%	23.1%	30.8%
F/NP	0.0%	23.1%	23.1%	23.1%	30.8%
N/A*	0.0%	5.6%	32.7%	57.8%	3.9%

* Please note: One faculty member did not provide student ID numbers to preserve student anonymity. These individuals could not be tied back to student records (n= 133). One additional student was not registered for the Spring 2022 term and therefore had no grade for the course they were assessed in.

SKILLS FOR ONGOING GROWTH DEMOGRAPHIC TABLES & GRAPHS

UNITS ATTAINED

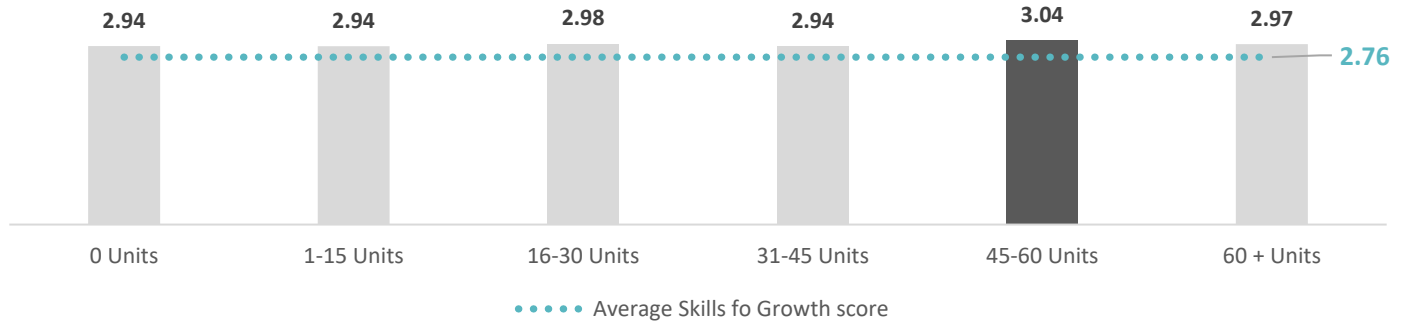
- The highest Skills for Ongoing Growth scores were generated by students with **45-60 completed units** prior to Spring 2022
- Other unit groups had very comparable scores to each other

	n	Average Score
0 Units	28	2.94
1-15 Units	68	2.94
16-30 Units	69	2.98
31-45 Units	64	2.94
46-60 Units	49	3.04
More than 60 Units	46	2.97
N/A	131	2.24

Table 12: Average Skills for Ongoing Growth score by Units Completed

* Please note: One faculty member did not provide student ID numbers to preserve student anonymity. These individuals could not be tied back to student records (n= 133).

Figure 10: Average Skills for Ongoing Growth score by Units Completed



* Please note: One faculty member did not provide student ID numbers to preserve student anonymity. These individuals could not be tied back to student records (n= 133).

ADMISSION STATUS

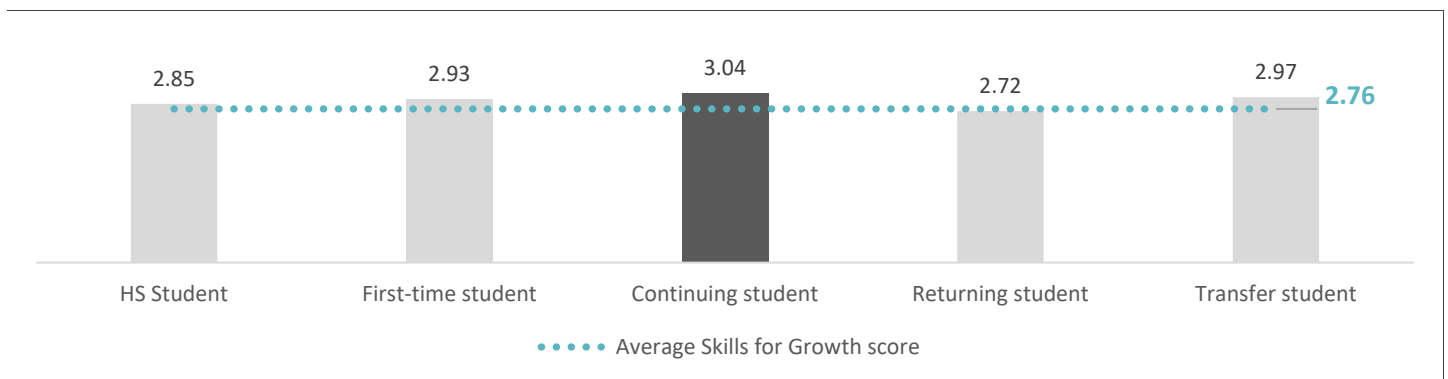
- Skills for Ongoing Growth scores were *lowest* on average among **Returning** students, while **Continuing** students and **Transfer** students generated the *highest* scores

Table 13: Average Skills for Ongoing Growth score by Admission Status

	n	Average Score
High School Student	4	2.85
First Time Student	54	2.93
Continuing Student	173	3.04
Returning Student	52	2.72
Transfer Student	40	2.97
N/A	133	2.26

* Please note: One faculty member did not provide student ID numbers to preserve student anonymity. These individuals could not be tied back to student records (n= 132).

Figure 11: Average Skills for Ongoing Growth score by Admission Status



* Please note: One faculty member did not provide student ID numbers to preserve student anonymity. These individuals could not be tied back to student records (n= 133).

AGE

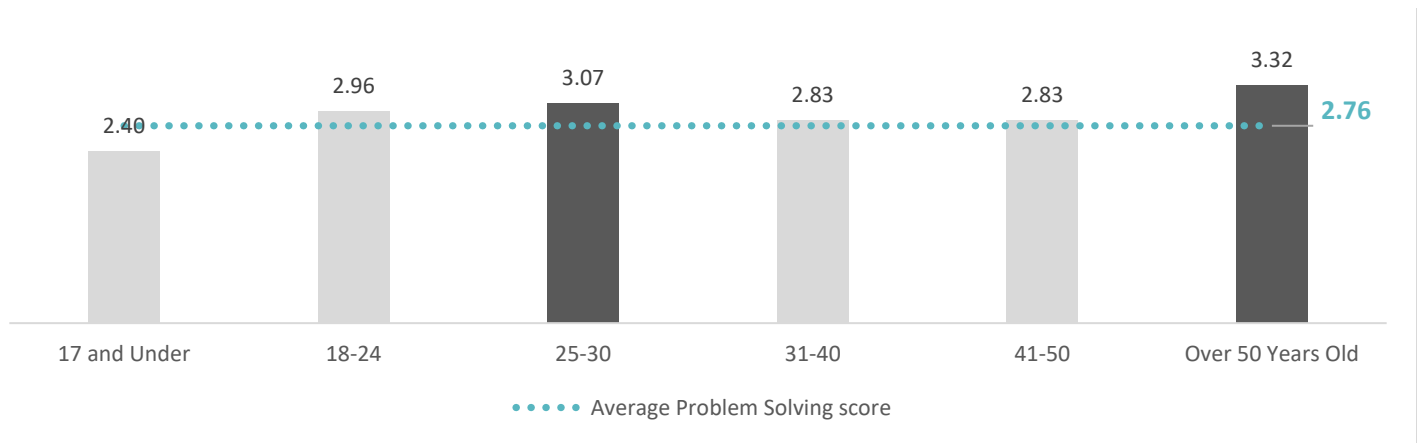
- The highest Skills for Ongoing Growth scores were observed among students **50+** and students **ages 25-30**
- However, a minimal sampling of non-traditional age college students makes it difficult to establish the existence of a relationship between Skills for Ongoing Growth scores and age.
- As additional data is collected from nontraditional age student groups, it can be better determined whether Skills for Ongoing Growth in MiraCosta College students vary by age.

Table 14: Average Skills for Ongoing Growth score by Age Group

	n	Average Score
17 and under	3	2.40
18-24	225	2.96
25-30	46	3.07
31-40	27	2.83
41-50	12	2.83
50+ Years Old	10	3.32
N/A	133	2.26

* Please note: One faculty member did not provide student ID numbers to preserve student anonymity. These individuals could not be tied back to student records (n= 132).

Figure 12: Average Skills for Ongoing Growth score by Age Group



* Please note: One faculty member did not provide student ID numbers to preserve student anonymity. These individuals could not be tied back to student records (n= 133).

GENDER

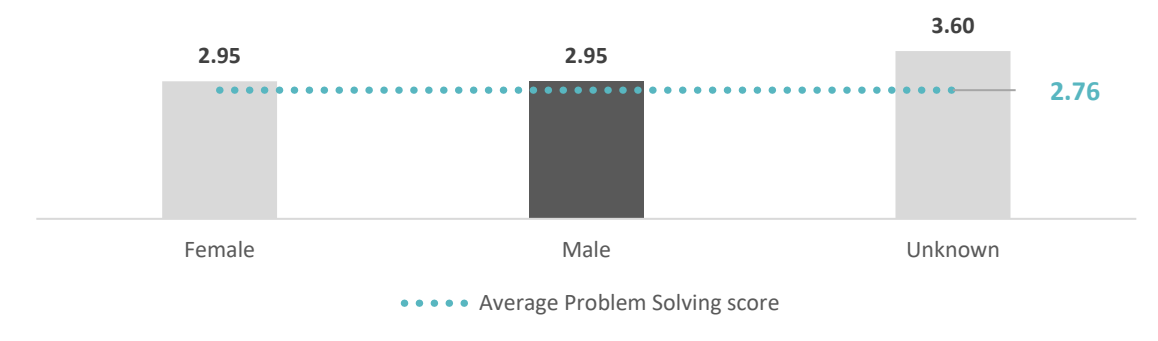
- Skills for Ongoing Growth scores were equivalent between **male** and **female** students, showing no signs of gender differences in this area.

Table 15: Average Skills for Ongoing Growth score by Gender

	n	Average Score
Female	187	2.95
Male	133	2.95
Unknown	4	3.60
N/A	133	2.26

* Please note: One faculty member did not provide student ID numbers to preserve student anonymity. These individuals could not be tied back to student records (n= 133).

Figure 13: Average Skills for Ongoing Growth score by Gender



* Please note: One faculty member did not provide student ID numbers to preserve student anonymity. These individuals could not be tied back to student records (n= 133).

ETHNICITY

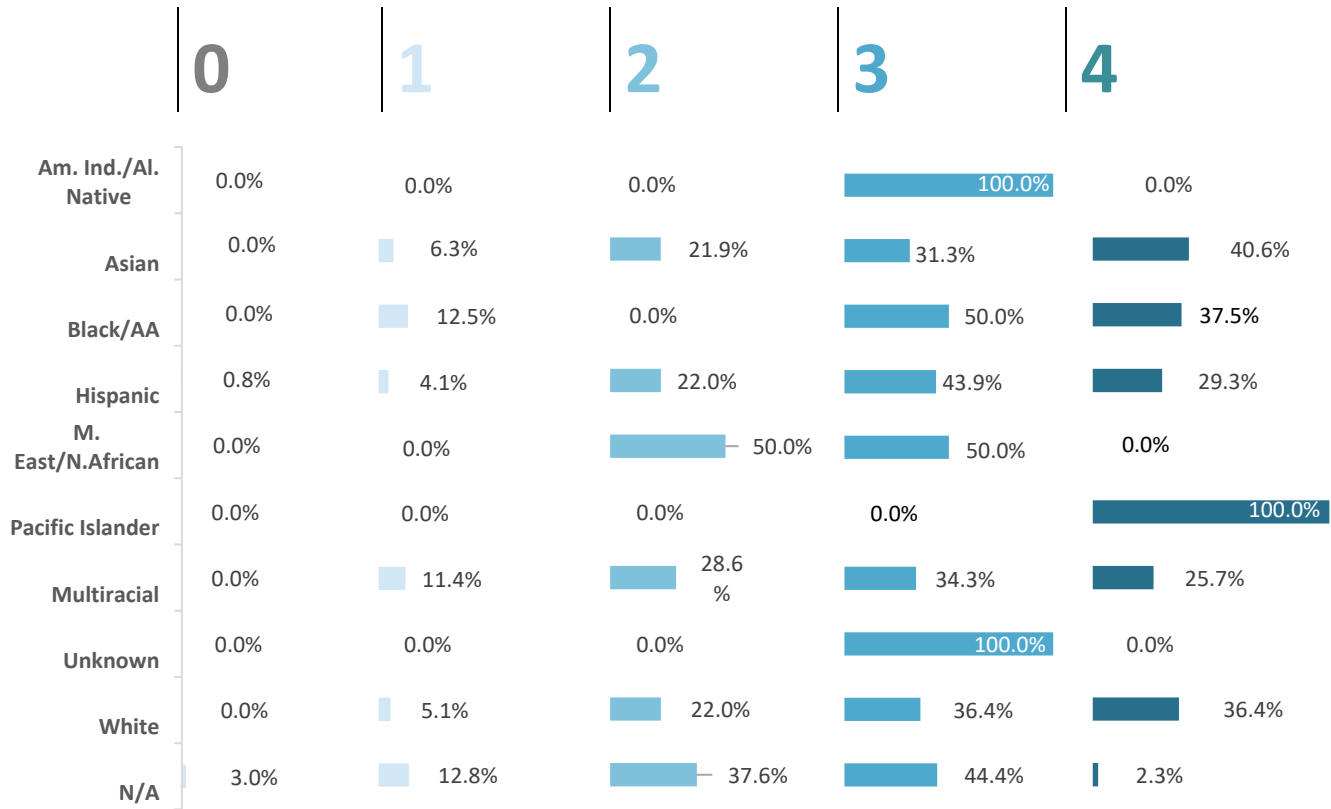
- Small sample sizes for most ethnic categories make it difficult to discern meaningful trends from the Skills for Ongoing Growth scores generated by these groups
- Among more robustly represented ethnic groups, White students tended to generate higher Skills for Ongoing Growth scores than Latinx students

Table 16: Average Skills for Ongoing Growth score by Ethnicity

	n	Average Score
American Indian/Alaska Native	1	3.00
Asian	32	3.07
Black/African American	9	2.83
Hispanic	123	2.95
Middle Eastern/N. African	2	2.80
Pacific Islander	2	3.80
Multiracial	35	2.66
Unknown	1	2.80
White	118	3.04
N/A	133	2.26

* Please note: One faculty member did not provide student ID numbers to preserve student anonymity. These individuals could not be tied back to student records (n= 133).

Figure 14: Average Skills for Ongoing Growth score category by Ethnicity



* Please note: One faculty member did not provide student ID numbers to preserve student anonymity. These individuals could not be tied back to student records (n= 133).

SUMMARY

In Spring 2022, students in the core competency evaluation generated **Civic Engagement** scores (Mode score = 3) and **Skills for Ongoing Growth** scores (Mode score = 3) that tended to be above average, relative to the expected minimum criterion score of 2. In other words, MiraCosta College students assessed in these areas tended to perform better than the expectation of the college in both areas.

There appears to be a linear relationship between course grade and Skills for Ongoing Growth scores and a relatively linear relationship between **course grade** and Civic Engagement scores. In both cases, competency scores were observed to increase incrementally with gains in academic success. However, there appeared to be less variability in Civic Engagement scores between higher and lower grade categories. The range of scores was therefore limited between higher and lower grade outcomes. The lack of variability may be the consequence of a relatively small sample for this competency, particularly as there are a small number of observations in some grade categories. The college gathers more data on Civic Engagement it will be easier to establish or disconfirm a relationship between academic achievement and Civic Engagement.

In the core competency examinations of Spring 2022, White and Latinx students performed similarly on both competencies, with Latinx students generating slightly higher **Civic Engagement** scores and White students generating

slightly higher **Skills for Ongoing Growth** scores. Other ethnic groups contained too few individuals to make adequate comparisons to larger, normally distributed groups, rendering the collection of more data necessary before establishing trends in data disaggregated by ethnicity.

Transfer and Continuing students generated the highest Civic Engagement scores while **Continuing** students generated the highest **Skills for Ongoing Growth** scores. Additionally, Civic Engagement and Skills for Ongoing Growth scores were highest among students with **45-60 completed units** prior to assessment. This may speak to a relationship between educational progression and the attainment of these competencies, but more data collection is necessary, particularly for Civic Engagement, to establish relationships between these variables. For both competencies **Returning students** generated the lowest scores out of all the student types.

18–24-year-old students generated the highest **Civic Engagement** scores while **25–30-year-old** students generated the highest **Skills for Ongoing Growth** scores. While 18–24-year-old students generally fall into the First-Time student admit type, the 18–24-year-old students assessed for Civic Engagement were largely **Continuing** students with a small number of **First-Time**. This helps to explain why Civic Engagement scores were highest among those 18-24, but not necessarily among first-time students.

Finally, there do not appear to be gender differences in either set of data, as **Civic Engagement** and **Skills for Ongoing Growth** scores were demonstrated to be roughly equivalent between male and female students.