

Introducing the New Core Competencies

Flex Faculty Workshop

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Former GELOs and ILOs

GELOs (est. 2008)

- **Effective communication**
- **Critical thinking**
- **Information literacy**
- **Global awareness (& responsible citizenship)**
- **Productive work habits**
- **Aesthetic Literacy and Appreciation**

ILOs (est. 2011)

- **Effective communication**
- **Critical thinking & problem solving**
- **Information literacy**
- **Global awareness**
- **Professional & ethical behavior**

2014:

Accreditation standard II.A.11: A Focus on Degree Programs

- **communication competency,**
 - **information competency,**
 - **quantitative competency,**
 - **analytic inquiry skills,**
 - **ethical reasoning,**
- **the ability to engage diverse perspectives, and**
- **other program-specific learning outcomes.**

2014:

Accreditation standard II.A.12:

A Focus on GE

The institution requires of all of its degree programs a component of general education ...

The learning outcomes include a student's preparation for and acceptance of

- responsible participation in civil society,**
- skills for lifelong learning and application of learning, and**
 - a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.**

2015-2016

The College Faculty, Staff and Administrators Weigh in on the Adoption of New ILOs

- October 2015: Assessment Day
 - Merge the GELOs and ILOs
 - Models evaluated
- April 2016: Breakout sessions
 - Options explored
 - Blend GELOs with ILOs
 - LEAP Outcomes as a model (Liberal Education and America's Promise)
 - <https://www.aacu.org/leap>
 - <https://www.aacu.org/leap/essential-learning-outcomes>
- May 2016: Faculty Survey
 - Blended model favored integrating into the LEAP Outcomes

MiraCosta College Core Competencies

The term of “Core Competencies”* was adopted due to the fact that it is more relatable to students over
“Institutional Student Learning Outcomes”

Upon commencement of studies and progressing toward the completion of an educational goal, MiraCosta College students prepare for twenty-first century challenges by gaining:

**Refer to handout for the actual CCs list*

Categories and Competencies



❖ **Knowledge of Human Cultures and the Physical and Natural World**

Attained through general education and major study in the sciences and mathematics, social and behavioral sciences, humanities, histories, languages, and the arts

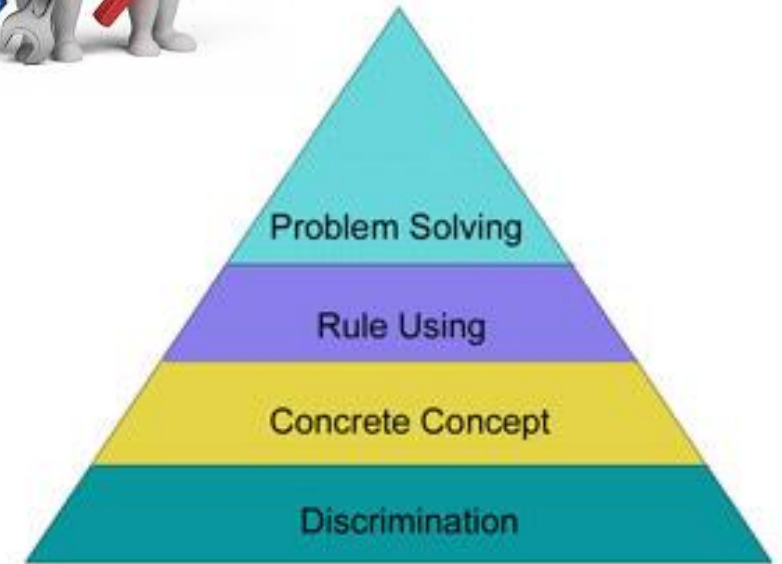
Informed by awareness of global issues and trends, focused by engagement with big questions, both contemporary and enduring

Categories and Competencies



- **Intellectual and Practical Skills**, including
 - Inquiry, analysis and independent thinking
 - Critical and creative thinking*
 - Quantitative literacy and problem solving
 - Information literacy
 - Written and oral communication skills*
 - Integration of knowledge

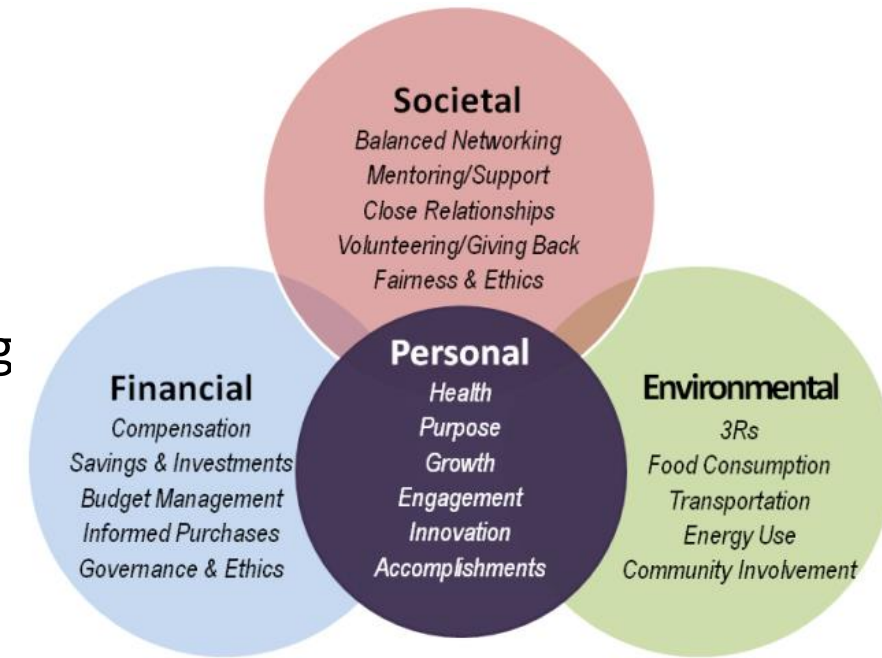
- *Practiced extensively across the curriculum in the context of progressively more challenging problems, projects, and standards for performance*



*we split these two competencies for assessment purposes, using the VALUE rubrics for evaluation

Categories and Competencies

- **Personal and Social Responsibility and Efficacy**, including
 - Civic knowledge and engagement – local and global
 - Intercultural competence and respect for diverse perspectives
 - Teamwork and collaborative skills
 - Ethical reasoning and action
 - Goal-setting / project-planning and completion
 - Skills for ongoing personal, academic, and professional growth



- *Anchored in applied learning through active involvement with real world challenges and diverse environmental, workplace, cultural, and community contexts*

Categories and Competencies

- Primarily directed towards students who transfer and those graduating with an Associate degree.



The MCC Core Competencies describe the broad general education learning outcomes students should have gained when completing transfer preparation (60 units including CSU or IGETC general education) or a degree, and through their exposure to different support and enrichment programs and services. Courses and programs map/align to these larger outcomes, and students gain exposure to some, but not necessarily all of them, from educational experiences that don't encompass completion of a degree or transfer pattern.

These statements were adapted from the “LEAP” Outcomes (Liberal Education and America’s Promise) developed under the auspices of the Association of American Colleges and Universities [<http://www.aacu.org/leap>].

The MiraCosta College Core Competencies were approved by the College Council on March 9, 2017

Next Steps

OAC will strive to make the following process as streamlined as possible, yet meaningful and sustainable with the goal of improving student success. We will be looking for input from all interested members of our college community.



- Map/Align CSLOs to CCs
- Provide training opportunities for mapping and assessing the CCs through flex workshops
- Recruit faculty to assist with the development of
 - The assessment
 - The evaluation
 - The documentation in collaboration with the Office of Research, Planning & Institutional Effectiveness (RPIE)
- Spring 2018 – assess two or three CCs
- Create Assessment Cycle

Mapping CSLOs

Let's discuss:

- mapping
 - <https://tracdat.miracosta.edu/tracdat/>
- and assessment methods
 - by reviewing what some other Colleges have done.





<http://www.craftonhills.edu/about-chc/research-and-planning/institutional-effectiveness/student-learning-outcomes/index.php>

- **ILOs are based on LEAP outcomes**
- **Measures:**
 - **Affective (attitudes, opinions) – Survey (selected Questions from CCSSE)**
 - **Knowledge (content, cognitive) – Embedded assignment**
 - **Skills (application, demonstration of abilities) – Practical assessment**
- **Outcomes Committee chose a number of courses to assess which mapped to an ILO**
- **Volunteer faculty members participated in developing and norming a rubric**
- **Assessments administered and evaluated**
- **Discussion among faculty took place the following year**



- Courses were mapped to the ILOs
- One ILO was selected to be assessed each year since 2006
- From the mapped courses, several with high enrollments were selected randomly to assess the ILO
- Participating faculty were evaluators
 - One year prior to assessment, faculty met to discuss and norm a rubric for evaluating artifacts (assignments) that would be submitted by students.
 - VALUE rubrics were used
 - 2 or more “trained” faculty members evaluated each artifact for comparison purposes.
- Data was disaggregated according to 1st year or 2nd year (≥ 45 units) students
- Results were examined to see if 2nd year students on average scored higher than 1st year students. Then broken down demographically.

- **1 GELO selected for summative assessment (consider timing of the assessment)**
- **Chose large-enrollment courses**
- **OAC members acted as liaisons to each department selected to assess**
 - **Uses embedded assessment or develop a new one that maps to the GELO**
- **VALUE rubrics used in evaluation**
- **Reflect**
- **Develop action plans**