

# **Barstow Community College**

## **Core Competency Assessment Plan**

*Revised Spring 2014*

### **CORE COMPETENCIES (see attachment for detailed breakdown)**

- Communication
- Critical Thinking and Questioning
- Global Awareness
- Personal and Professional Development

### **GOALS, PURPOSE, AND METHODOLOGY:**

At Barstow Community College the assessment of student learning shall involve making expectations for learning explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine the extent to which performance relates to stated expectations and standards; and using the resulting information to document and collaboratively discuss among all college groups strategies and practices designed to improve student performance.

1. Identify the implications that assessing the core competencies may have on the BCC general education requirements and assessment reporting and make recommendations on how to address those implications.
2. This assessment is to be beneficial to students and faculty across BCC in a way that is consistent with our mission.
3. This assessment initiative will be conducted with existing resources and consideration must be made for how it can be realistically completed along with other assessment efforts including those required by ACCJC/WASC.
4. The focus of our efforts will be on general education classes that are mapped to the core competencies. While we will begin with a common definition of each competency, we may not ultimately expect the same level of achievement for students in all areas.
5. If assessments are conducted in the context of courses, they must be based on something more criterion-based than course grades. If the assignment is a major exam, the faculty will, instead, look at specific groups of questions that address the SLO or the specific core competency.
6. Assess the assignment using a rubric that articulates specific standards and criteria.
7. BCC should have some flexibility to use optional assessment settings (for example: in class, on assessment days, or on demand testing) but with the same standardized procedures.
8. Faculty evaluate the results of the students' assessments, note what student needs and issues were revealed and how the assignment or teaching activities could be altered to improve student learning.

## **ASSESSMENT PLAN**

**CYCLE:** One core competency will be assessed annually, completing the full cycle every four years. Data will be gathered in fall, and analyzed in spring of each year.

- **Communication** (2010-2011; 2014-2015; etc.)
- **Critical Thinking and Questioning** (2011-2012; 2015-2016; etc.)
- **Global Awareness** (2012-2013; 2016-2017; etc.)
- **Personal and Professional Development** (2013-2014; 2017-2018; etc.)

**ASSESSMENT TEAM:** The Assessment Team each year will gather data from various courses at this time based on a portfolio type assessment across disciplines. After data is gathered, a committee based on the assessment instructors and other key personnel will discuss the findings, analyze, and make suggestions for change to improve student communication skills.

**REPORTING:** A report will be created and sent to the Dean of Research and Planning, Dean of Instruction, Dean of Workforce and Economic Development, Vice President of Academic Affairs, and Vice President of Student Services. The report will be shared with the faculty and campus at standing meetings such as All-Division, Best Practice, In-Service, All-College, and other appropriate venues.

**CLOSING THE LOOP:** Each subsequent year the assessment team will meet to determine progress on recommendations to be reported them to all stakeholder groups.

**COURSE SELECTION CRITERIA:** Each assessment cycle will include a diverse number of course selections including the following criteria:

- Minimum of six (6) courses.
- Minimum of one section taught by an adjunct instructor.
- Courses will represent each division
- Minimum of one online section, if possible

## CORE COMPETENCY ASSESSMENT RESPONSIBILITIES

### ASSESSMENT TEAM

**ASSESSMENT TEAM LEAD:** Lead will be **SLO Coordinator or representative** and have the following responsibilities:

- In consultation with the SLOAC and Deans of Instruction, determine, and as needed review, courses to participate in the Core Competency assessment
- Review core competency assessment forms and process with SLOAC and ASSESSMENT TEAM
- Ensure data for courses selected is gathered and compiled
- In consultation with ASSESSMENT TEAM and SLOAC, complete a report on findings.
- Report should include the following:
  - **Courses** used for data
  - **Instructors** of the selected courses
  - **Diversity** - Details on the diversity of courses (division, online, and adjunct)
  - **Summary** of gathered assessment data
  - **Analysis** of summary data
  - **Conclusions** based on the data and analysis
  - **Recommendations** based on the assessment. Recommendations should include recommendations for the campus, but also may include recommendations on the assessment process and smaller learning groups such as courses, linked courses, or programs.
  - **Mapping** courses to detailed sub-items of Core Competency being assessed.

**FACULTY:** Faculty of selected courses will be the remainder of the ASSESSMENT TEAM.

Faculty will have the following responsibilities:

- **Prepare** - Meet and discuss the assessment cycle, criteria, forms, for training and review
- **Decide** - Based on assessment team discussion and expertise of the course, select the appropriate assignment for the core competency
- **Submit** form with completed data to ASSESSMENT TEAM LEAD
- **Map** their selected courses to the particular Core Competency (in detail) being assessed
- **Meet** to discuss the compiled data for the report
- **Represent** - Act as representatives for the report to the college
- **Close the loop** - Meet subsequent year to determine progress on recommendations.
- Participate in the closing the loop report to be presented to all stakeholder groups.

### DISTRICT SUPPORT

The district will support the assessment process by working with and supporting the SLO Coordinator, SLOAC, and ASSESSMENT TEAM in gathering of data and report writing.

Also the district will show support and the college's value of the assessment reports by making them available to college comment and public access.

Some ways this may be done is sharing the report with the faculty and campus at standing meetings such as All-Division, Best Practice, In-Service, All-College, and other appropriate venues. Also by providing the resources for placing the report on the web.

Give report consideration and appropriate resources. This may be by responding to the recommendation or delegating recommendations to appropriate groups or personnel.