

Barstow Community College
Core Competency Assessment Pilot Report
2010-2011

Barstow College conducted a pilot assessment of the Communication Core Competency using six different disciplines, two disciplines for each division

ASSESSMENT PLAN - Each 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. The Assessment 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. A report will be created and sent to the researcher, the Dean of Instruction, the Vice President of Academic Affairs, the 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.

ASSESSMENT PLAN PILOT PROGRAM - The pilot plan in 2010-2011 will cover the Communication Competency and will include 5 courses minimum. Two from communication core courses (English and Speech) and at least two volunteer courses (volunteered by the instructors) from each of the other divisions (Math/Science/PE and CTE/Workforce Development) based on volunteers and appropriateness to Competency being assessed. At least one adjunct instructor will be involved in the pilot.

CORE COMPETENCY ASSESSMENT PILOT GROUP

Courses and instructors in 2010-2011 pilot

Speech 1 – Dennis Conrad
English 1A – Dr. Christie Firtha and Dr. Melanie Hanson
Child Development 4 – Nancy Nunes-Gill
Admin of Justice – Rich Harpole
Biology 2 – Dr. Robert Stinson
Health 1 – Taylor Puryear and Mike Karpel

Other personnel

SLOAC Coordinator - Penny Shreve
Interim Dean of Instruction - David Grossman

Preparing the Pilot:

- David Grossman presented the plan for the pilot to the SLOAC in August 2010.
- Academic Senate approved Core Competency Assessment Pilot in September 2010.
- The core competency pilot group met in September and October 2010.
- The courses were selected based on certain criteria: semester taught appropriateness to communication assessment, and relatively large pool of students.
- A 5 point rubric level was determined, but instructors create rubric areas based on specific discipline's expectations and assessment task. However, criteria were agreed upon.

CONCLUSIONS

The pilot group met on May 3, 2011 to finalize process and discuss findings.

Results of 2010-2011 Core Competency Assessment Pilot

Results of 2010-2011 Core Competency Pilot Total – 355 students –	
Rubric	% of Students
5	42.30%
4	22.30%
3	17.20%
2	5.40%
1	13%

Results of 2010-2011 Core Competency Pilot –Writing with Reading– – 260 students –	
Rubric	% of Students
5	48.80%
4	16.20%
3	10.80%
2	6.50%
1	17.70%

Results of 2010-2011 Core Competency Pilot – Verbal– – 95 students –	
Rubric	% of Students
5	24.2%
4	38.9%
3	34.7%
2	2.1%
1	0%

Communication assessments ALL

- 1) above satisfactory level was 64.6 (4 and 5 on rubric)
- 2) satisfactory level was 17.2% (3 on rubric)
- 3) unsatisfactory was 18.4% (1 and 2 on rubric)

Communication assessments focusing on writing with a reading component

- 1) above satisfactory level was 65% (4 and 5 on rubric)
- 2) satisfactory level was 10.8% (3 on rubric)
- 3) unsatisfactory was 24.2% (1 and 2 on rubric)

Communication assessments focusing verbal only (Speech 1)

- 1) above satisfactory level was 63.2% (4 and 5 on rubric)
- 2) satisfactory level was 34.7% (3 on rubric)
- 3) unsatisfactory was 2.1% (1 and 2 on rubric)

Analysis: A portion of students who achieved a 1 did not complete the course, did not do a section of the assessment, or did not complete assessment. The high level of students who achieved a 1 on the rubric needed to be accounted for in more specific ways. The pilot forms did not allow for that data to be separated out.

Conclusion: The results for the rubric score of 1 score is not a true outcome score, but indicates other concerns including retention and perseverance.

Analysis: Other than speech, all courses assessed writing communication that included a reading component. Only 2.1% of students in verbal communication assessed at unsatisfactory while 24.2% of students in written communication assessed at unsatisfactory.

Conclusion: Students were more proficient verbally than in reading or writing.

Analysis: Many students who take content course read and write below college level, but since there is no prerequisite or advisory courses in most content courses, students are set up to fail.

Conclusion: Need to increase student understanding of course expectation through counselor intervention, advisory or prerequisites for courses.

Analysis: Many of these students attempt to forgo any developmental reading or writing courses because of stigma or disinclination.

Conclusion: Need to develop additional options for students to access the skills needed or increase access to existing opportunities

Analysis: Students in courses other than English and Math have limited tutoring options in the tutoring center. While pilot was a communication assessment, clarity of content is necessary to communicate the information.

Conclusion: Need to allocate resources to improve tutoring

CHANGES TO BE IMPLEMENTED TO IMPROVE ASSESSMENT PROCESS

Based on the Assessment pilot, the group recommended the following:

1. Include option to indicate students who did not complete the assessment task by including a 0 or NA (Not Applicable) option. Thus student completion rates of class and assessment are separate from outcomes.
2. Include question or input for number of units students have acquired. More exposure to college level work should affect skills in the Core Competencies. Thus the assessment should be able to disaggregate students by number of units for more accurate evaluation.
3. Include question or input for sequence of English and Math student completed prior to the assessment.
4. Create/Revise a cross discipline rubric that is more applicable for multiple disciplines for future assessments.
5. Include more adjuncts
6. Add a Math and Social Science course to next year's assessment.

CHANGES TO BE IMPLEMENTED ON THE CAMPUS

Based on the data, the group recommended the following:

- Tutoring resources and instructor involvement
 - More content area tutoring
 - More regular tutoring reports for instructors
- Create 1 unit courses in needed areas: Writing for College or Ready for Biology
- Add prerequisite or advisory of writing and or reading level for content courses
- Advocate for financial aid disbursements to occur after grades have been submitted.
- Encourage instructors to integrate tutoring into their course via activities, requirements for writing assignment, or other way to encourage use of tools for students who need more skill based practice.

In addition, in the spring of 2011, the College administered the Community College Survey of Student Engagement (CCSSE) and a graduation survey asking student perceptions on the college's lesson delivery on the general education core competences. Common signature prompts were also given to students in high impact general education pathway courses to assess skill levels in the core competencies examined at the unit completion level. These results from these varied assessment methods were designed to triangulate the examination of the student learning at this institutional level and to provide multiple data points to prompt faculty dialogue. Rubrics from the American Association of Colleges and Universities were used to score the assessment results to utilize a nationally recognized assessment instrument.

Attached are the following:

Exhibit A – Core Competencies

Exhibit B – Communication Core Competencies mapped to the selected pilot courses

Exhibit C – Pilot Plan submitted to Academic Senate

Exhibit D – Communication Competency instructor reporting form

Barstow Community College Core Competencies

Because individual BCC courses contribute to one or more areas of the four Core Competencies, students completing programs at BCC will be able to:

I. Communication	II. Critical Thinking and Questioning	III. Global Awareness	IV. Personal and Professional Development
<p>A. Write 1. Communicate thoughts, ideas, information, and messages in writing. 2. Compose and create documents, such as: letters, reports, memoranda, manuals and graphs with correct grammar, spelling, punctuation, and appropriate language, style and format. 3. Check, edit, and revise written work for correct information, appropriate emphasis, form, style, and grammar.</p> <p>B. Speak and/or Converse- 1. Organize ideas and communicate verbal or non-verbal messages appropriate to the audience and the situation. 2. Participate in conversations, discussions, and group activities. 3. Speak clearly and ask questions.</p> <p>C. Read: Comprehend and interpret various types of written information in (1) prose and in (2) documentation, such as manuals and graphs.</p>	<p>A. Analyze 1. Apply rules and principles to new situations. 2. Discover rules and apply them to solve problems. 3. Use logic to draw conclusions from information given. 4. Differentiate between facts, influences, assumptions, and conclusions.</p> <p>B. Compute 1. Use basic numerical concepts, such as: whole numbers, percentages, estimates of math without a calculator. 2. Use tables, graphs, charts, and diagrams to explain concepts or ideas. 3. Use basic geometrical shapes, such as: lines, angles, shapes, and space.</p> <p>C. Research 1. Identify the need for information and data. 2. Obtain data from various sources. 3. Organize, process, and maintain records of the information collected. 4. Analyze the information for relevance and accuracy. 5. Synthesize, evaluate and communicate the results. 6. Determine which technology resources will produce the desired results. 7. Use current technology to acquire, organize, analyze, and communicate information.</p> <p>D. Solve Problems 1. Recognize whether a problem exists. 2. Identify components of the problem or issue. 3. Create a plan of action to resolve the issue. 4. Monitor, evaluate, and revise when necessary.</p>	<p>A. Scientific Processes 1. The Scientific Method: Apply scientific processes to solve problems and measure and observe natural phenomena. 2. Scientific Observation: Design, perform and analyze experiments and scientific observations. 3. Interconnectivity: Analyze the major differences and connections between social, natural and physical sciences</p> <p>B. Global Systems and Civics 1. Cultural: Interface with people from a variety of backgrounds and analyze different cultural beliefs and behaviors. 2. Political, Social and Economic: Recognize important economic and political issues and values in one's own community, state, country and the world. 3. Environmental: Analyze the importance of the natural environment to human well being and the impact of human activity on the well being of global environmental systems. 4. Integrated Systems: Assess and analyze the interconnectivity between social, political, economic, and ecological systems and activities. 5. Action: Develop and evaluate strategies and plans for addressing global systems and civics issues.</p> <p>C. Artistic Variety 1. Arts awareness: Assess the visual arts, dance, music and literature of one or many cultures. 2. Critical Analysis: Analyze the methods used to create art and interpret its literal and/or symbolic meaning. 3. Creativity: Engage in artistic creative endeavors.</p>	<p>A. Self Awareness: 1. Accurately assess his/her own knowledge, skills, and abilities. 2. Self-motivate and set realistic goals. 3. Accept that taking feedback well is important to success. 4. Respond appropriately to challenging situations.</p> <p>B. Social and Physical Wellness 1. Manage personal health and well being. 2. Demonstrate appropriate social skills in group settings.</p> <p>C. Workplace Skills: 1. Be dependable, reliable, and accountable. 2. Meet deadlines and complete tasks. 3. Maintain a professional attitude. 4. Work as a productive member of a team.</p>

**Barstow Community College
Core Competencies
Mapped to 2010-2011
Core Competencies Assessment Pilot Courses**

While the courses used in the pilot may utilize more communication methods or aspects, the products assessed in the courses matched up to the following Communication Core Competencies:

Barstow Community College Core Competencies – Mapped to Fall 2010 Pilot Courses –	ENGL 1A	SPCH 1	ADJU 1	CHLD 4	HLTH 1	BIOL 2
I. Communication						
I.A. Write						
I.A.1. Communicate thoughts, ideas, information, and messages in writing	X		X	X	X	X
I.A.2. Compose and create documents, such as: letters, reports, memoranda, manuals and graphs with correct grammar, spelling, punctuation, and appropriate language, style and format.	X		X	X	X	X
I.A.3. Check, edit, and revise written work for correct information, appropriate emphasis, form, style, and grammar	X		X	X		
I.B. Speak and/or Converse-						
I.B.1. Organize ideas and communicate verbal or non-verbal messages appropriate to the audience and the situation		X				
I.B.2. Participate in conversations, discussions, and group activities						X
I.B.3. Speak clearly and ask questions.		X				
I.C. Read:						
I.C.1. Comprehend and interpret various types of written information in (1) prose and in (2) documentation, such as manuals and graphs.	X			X	X	X

Core Competency Assessment Pilot Plan as submitted to Academic Senate

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. Develop a plan to assess the four core competencies—1) communication, 2) critical thinking and questioning, 3) global awareness, and 4) personal and professional development. This plan should—
 - a) define the competency,
 - b) set standards/benchmarks for student performance,
 - c) identify where in the college curriculum students acquire the competencies,
 - d) determine who should be assessed,
 - e) determine how to conduct valid and reliable assessments, and
 - f) interpret the results.
2. 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.
3. This is not just an ACCJC mandate; somehow, we will make it beneficial to students and faculty across BCC in a way that is consistent with our mission.
4. 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.
5. 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.
6. Initial assessment efforts will be recognized as pilots, evaluated for effectiveness, and refined over time. Although the plan calls for assessing students at different levels, results from the pilot projects may indicate a need to revise sampling procedures.
7. We plan to assess one of the four competencies each year, reporting on them every 4 years.
8. These assessment efforts must be sufficiently embedded into accepted teaching and learning practices to motivate students to do their best. 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.
9. Assess the assignment using a rubric that articulates specific standards and criteria.
10. 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.
11. 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.
12. Assessment results will be communicated to the Academic Senate for appropriate improvement activities.
13. This initiative will be used as a basis for reviewing the current elements of general education at BCC.

Barstow College Core Competency Assessment Reporting Sheet
Core Competency: Communication

Course(s): _____ Semester: Fall 2010 Instructor(s): _____

Grade selected assignment using the rubric developed for your classes. You can generalize results based on grades as a 5 point rubric (A= 4 points, etc.). Attach and keep a copy of your rubric. Evaluate how students are mastering the core competencies. Record assessment results in the sheet below.

Course and Instructor(s) *Please indicate if face-to-face and/or online <input type="checkbox"/> Online <input type="checkbox"/> Face-to-Face			
Competency Sub-Category:	(A)_____ Writing	(B)_____ Speaking	(C)_____ Reading
Assessment Tool/Assignment	____ Final essay ____ Essay	____ Final speech ____ Presentation	____ Other (explain)
# of 5s (superior or A work)	#of 5s _____ / _____ total # assessed		% of students _____
# of 4s (above average or B work)	#of 4s _____ / _____ total # assessed		% of students _____
# of 3s (average or C work)	#of 3s _____ / _____ total # assessed		% of students _____
# of 2s (below average or D work)	#of 2s _____ / _____ total # assessed		% of students _____
# of 1s (far below average or F work)	#of 1s _____ / _____ total # assessed		% of students _____
Factors that may have affected assessment results?			
Assessment Group: Who was assessed	<input type="checkbox"/> All students in all courses taught this semester <input type="checkbox"/> All students in _____ courses taught this semester <input type="checkbox"/> Segment of students in all courses taught this semester <input type="checkbox"/> Segment of students in _____ courses taught this semester <input type="checkbox"/> Other (explain):		
Analysis of Assessment Results:			
Changes to be made implemented based on assessment data analysis (check all that apply)	<input type="checkbox"/> Change curriculum (prerequisites, recommendations, or other) <input type="checkbox"/> State criteria for grading more explicitly <input type="checkbox"/> Make goals or objectives of assignment/activity more explicit <input type="checkbox"/> Revise content of assessment assignment/activities <input type="checkbox"/> Revise lectures/activities to prepare and/or support assignment/activity <input type="checkbox"/> Use more examples (student or other) <input type="checkbox"/> Increase student collaboration and/or peer review <input type="checkbox"/> Provide more frequent or fuller feedback on student progress <input type="checkbox"/> Increase activities that encourage core competency <input type="checkbox"/> Increase interaction with students outside of class <input type="checkbox"/> Allow more time for activity <input type="checkbox"/> Nothing; assessment indicates no improvement necessary <input type="checkbox"/> Other (please describe)		