

# ACAP

## Austin Competency Analysis Profile

# African American Student Success

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# ACAP: African American Student Success

Unit 1	Cultural Awareness
Unit 2	Curriculum
Unit 3	Institutional Commitment
Unit 4	Communication
Unit 5	Resources
Unit 6	Classroom Relationship Development

## Sources:

*Austin Community College*. Master Syllabi for HUDE 0111, "Transition to College Success," and PSYC 1300, "Effective Learning: Strategies for College Success." Retrieved July 2013.  
<http://www.austincc.edu/syllabus/master-syllabi.php>

# ACAP: African American Student Success

## Unit 1 Cultural Awareness

### Competency 1.1 Assess your own cultural perceptions

#### *Competency Builders:*

- 1.1.1 Identify your personal experiences
- 1.1.2 Identify preconceived biases
- 1.1.3 Recognize micro aggressions
- 1.1.4 Identify elements of other cultures without stereotyping
- 1.1.5 Identify cultural elements represented in your classroom
- 1.1.6 Identify cultural “body language”
- 1.1.7 Respect cultural hierarchies
- 1.1.8 Apply Hofstede’s Dimensions of Culture
- 1.1.9 Practice equity and inclusion
- 1.1.10 Analyze aspects of your life that may affect interactions with students
- 1.1.11 Recognize students as individuals
- 1.1.12 Respect students as individuals
- 1.1.13 Appreciate individual differences

### Competency 1.2 Develop a culture of community

#### *Competency Builders:*

- 1.2.1 Discuss race as appropriate to the classroom
- 1.2.2 Practice equity and inclusion
- 1.2.3 Maintain attendance records in the classroom
- 1.2.4 Follow up with students regarding attendance and tardiness
- 1.2.5 Create an environment for safe and healthy discourse (in the classroom and offices)
- 1.2.6 Practice appropriate informal engagement
- 1.2.7 Promote student interactions with ACC resources and extracurricular activities

### Competency 1.3 Establish Social Norms

#### *Competency Builders:*

- 1.3.1 Establish norms for the classroom
- 1.3.2 Infuse institutional norms of ACC into the classroom

## Unit 2 Curriculum

## **Competency 2.1      Develop curriculum that supports semester long motivation**

### *Competency Builders:*

- 2.1.1      Tie curriculum to students' career paths'
- 2.1.2      Integrate experiential learning into the curriculum
- 2.1.3      Scaffold current curriculum to curriculum of next semester

## **Competency 2.2      Apply student career plans to curriculum development**

### *Competency Builders:*

- 2.2.1      Identify opportunities for students to gain career information
- 2.2.2      Incorporate career experiences into the curriculum
- 2.2.3      Incorporate career readiness and Service Learning into the curriculum

## **Competency 2.3      Apply academic freedom to create diversity in curriculum**

### *Competency Builders:*

- 2.3.1      Identify elements of culture
- 2.3.2      Identify student social outlooks
- 2.3.3      Employ a set of "hooks" in pedagogical routines as strategies to allow young men to "see themselves" in the curriculum
- 2.3.4      Create assignments that encourage equity, inclusion and diversity
- 2.3.5      Use instructional strategies that have "real-world application."

## Unit 3 Institutional Commitment

### Competency 3.1 Leverage existing funding to support cultural competence

#### *Competency Builders:*

- 3.1.1 Identify existing funding sources
- 3.1.2 Share funding information internally
- 3.1.3 Coordinate existing funding and services

### Competency 3.2 Promote authentic dialogue to the administration

#### *Competency Builders:*

- 3.2.1 Provide feedback to administration regarding cultural competency issues
- 3.2.2 Identify resource needs to the administration
- 3.2.3 Promote fair and strategic resource allocation
- 3.2.4 Encourage students to voice for change in their education
- 3.2.5 Create a safe space for student outlet

### Competency 3.3 Establish networking opportunities (Internal and external)

#### *Competency Builders:*

- 3.3.1 Create departmental networking opportunities for potential students
- 3.3.2 Create faculty networking opportunities with students
- 3.3.3 Engage students during networking events
- 3.3.4 Collaborate inter departmentally with faculty and staff
- 3.3.5 Build learning eco system that supports student success
- 3.3.6 Develop relations with community resources

## Unit 4 Communication

### Competency 4.1 Communicate success stories

#### *Competency Builders:*

- 4.1.1 Share previous success stories without tokenism.
- 4.1.2 Connect success stories with class purpose/topics
- 4.1.3 Use appropriate imagery to promote student success

### Competency 4.2 Focus on student promise (paradigm shift from at risk to promise)

#### *Competency Builders:*

- 4.2.1 Change the language in the classroom
- 4.2.2 Select materials that promotes promise and does not focus on deficit mindset
- 4.2.3 Create materials that indicate a focus on promise and not deficit mindset

### **Competency 4.3 Identify student's goals**

#### *Competency Builders:*

- 4.3.1 Apply appropriate assessments to determine student goals and learning styles
- 4.3.2 Engage in class discussion to discover student goals
- 4.3.3 Mandate office visits for face-to-face classes
- 4.3.4 Survey students

## **Unit 5 Resources**

### **Competency 5.1 Refer students to services available at the College**

#### *Competency Builders:*

- 5.1.1 Identify essential campus resources (e.g. faculty, career counseling, OSD, testing center, advising, financial aid, libraries, learning labs, textbook assistance, bookstore, campus police, campus safety notifications, transportation options including Green Pass)
- 5.1.2 Share information on location and availability of services with students
- 5.1.3 Identify alternative locations (e.g. online, other campuses) to access services for students
- 5.1.4 Guide students to ACC personnel (an advisor/counselor/faculty) that can assist with educational/career plans
- 5.1.5 Recommend students discuss financial aid options with a financial aid officer
- 5.1.6 Guide students to utilize tutoring services provided on-campus (e.g. learning labs, departmental) and/or online
- 5.1.7 Describe opportunities made available through Student Life (e.g. student organizations, leadership development, special events, SGA, Phi Theta Kappa) for students
- 5.1.8 Explain to students the benefits of participation in student organizations
- 5.1.9 Explain the differences of distance learning classes to the students (e.g. Online, Hybrid C, Hybrid D)
- 5.1.10 Help students identify testing center locations and policies

### **Competency 5.2 Inform students of College policies and procedures**

#### *Competency Builders:*

- 5.2.1 Review college policies regarding academic standing, scholastic dishonesty, academic accommodations, student discipline, incomplete grades, etc., with the students

- 5.2.2 Remind students of relevant deadlines (e.g. deadlines for registration, payment, withdrawals, add/drop) to help them plan accordingly
- 5.2.3 Describe consequences of failing to meet deadlines to the students
- 5.2.4 Describe process for filing grievances at the college to the students

**Competency 5.3 Encourage students to utilize libraries to access resources both on campus and online**

*Competency Builders:*

- 5.3.1 Schedule a library orientation session for your classes
- 5.3.2 Discuss relevant library skills such as checking out books, using various databases and online resources
- 5.3.3 Adhere to library policies on use of resources
- 5.3.4 Help students identify library resources other than books that are available to students

**Competency 5.4 Encourage students to utilize technology to access College resources and complete tasks**

*Competency Builders:*

- 5.4.1 Review relevant websites that locate campus computers and other resources available for general student use
- 5.4.2 State expectations for student communications with College faculty and staff using ACC email account
- 5.4.3 Explain to students how to access the Learning Management System (Blackboard)
- 5.4.4 Help students access and interpret the online course schedule
- 5.4.5 Explain to students the services/information available via Online Services (e.g. registration, financial aid, degree plan, faculty evaluations)
- 5.4.6 Show students how to access Online Services to manage profile(s)
- 5.4.7 Share contact information for help resources (e.g. Help Desk, support websites, Directory)
- 5.4.8 Guide students to research course and faculty evaluations

**Competency 5.5 Help students to utilize advising services**

*Competency Builders:*

- 5.5.1 Guide students to discuss educational/career plans with an advisor/counselor
- 5.5.2 Help students to identify additional advising opportunities (e.g. specialized advisors, select an alternative advisor, faculty)
- 5.5.3 Encourage students to Follow up with advisor/counselor on a regular schedule
- 5.5.4 Describe placement testing options to students
- 5.5.5 Describe articulation requirements to students

**Competency 5.6 Utilize resources provided by the Office of Equity and Inclusion**

*Competency Builders:*

- 5.6.1 Inform students of Equity and Inclusion
- 5.6.2 Direct students to Equity and Inclusion website
- 5.6.3 Refer students to resources available on Equity and Inclusion website

## **Unit 6 Classroom Relationship Development**

### **Competency 6.1 Explain classroom expectations**

*Competency Builders:*

- 6.1.1 Ask students about their classroom expectations
- 6.1.2 State your classroom expectations
- 6.1.3 Establish norms for the classroom
- 6.1.4 Ask students about their expectations for classroom peers
- 6.1.5 Explain syllabus to students
- 6.1.6 Explain purpose of office hours to students

### **Competency 6.2 Apply coaching techniques to classroom processes**

*Competency Builders:*

- 6.2.1 Learn students' preferred name and pronouns
- 6.2.2 Explain purpose and scheduling of one-on-one meetings
- 6.2.3 Establish one-on-one introduction with student
- 6.2.4 Identify student performance one-on-one with student multiple times a semester
- 6.2.5 Discuss student's classroom persona and other elements that would lead to success one-on-one
- 6.2.6 Ask students about cultural behaviors in a respectful manner

### **Competency 6.3 Apply etiquette appropriate to the learning community (e.g. Distance Learning, Face-to-Face, Hybrid)**

*Competency Builders:*

- 6.3.1 Identify roles and strategies used in group processes and team building
- 6.3.2 Interact with diverse populations
- 6.3.3 Apply principles of cultural competence
- 4.3.5 Describe strategies for networking

# Glossary

**ACAP**–*Austin Competency Analysis Profile*–a well-established job analysis process unique to Austin Community College involving business, industry, labor, and community agency representatives from throughout the Austin area.

**Competency**–an observable and measurable behavior that has a definite beginning and end; can be performed within a limited amount of time; consists of two or more competency builders; and leads to a product, service, or decision.

**Competency Builders**–the skills, knowledge, and attitudes (written in measurable terms) needed to perform a given competency.

**Entry Level**–refers to the requirements necessary for someone entering into the occupation (without previous on the job experience).

**SME**–*Subject Matter Expert*–incumbent worker in a given occupation that is knowledgeable about the job.