

ACAP

Austin Competency Analysis Profile

Student Onboarding

Conducted

February 29, 2016

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ACAP Overview

What are Austin Competency Analysis Profiles (ACAPs)?

The ACAP (Austin Competency Analysis Profile) initiative comes from the Instructional Development Services of Instructional Resources and Technology at Austin Community College. This initiative is ACC's primary source for Competency-Based Curriculum development, providing a connection between our academic and workforce programs and the needs of business and industry.

The ACAP is a process for analyzing an occupation or field of study to develop curriculum. The product is a list of competencies and skills that has been developed and validated by subject matter experts from within the occupation or field of study. This list will be used to develop programs that equip our students to degree completion, transfer or jobs.

How is an Austin Competency Analysis Profile used?

Each ACAP identifies the occupational, academic, and/or employability skills (or competencies) needed to be successful relative to a topic or field of study. The ACAP not only lists the competencies but also clusters those competencies into broader units and details the knowledge, skills, and attitudes (competency builders) needed to perform each competency. Educational institutions may add as many units, competencies, and/or competency builders as desired to reflect local needs, trends, and specialties. Local advisory committees are actively involved in the identification and verification of additional items when appropriate faculty members or training developers then formulate their courses of study using the varied contents of the ACAP. Learning outcomes are monitored using appropriate forms of assessment.

Student Competencies

The following student competencies have been identified and verified by a panel of subject matter experts. This panel of experts has determined that these skills will adequately prepare students for completion, career or transfer. The *Competencies* are grouped into units. *Competency Builders* are included to help identify the knowledge, skills and attitudes students need to perform each competency. These *Competencies* and *Competency Builders* are designed to be the basis for curriculum development to ensure administrator, faculty, staff and student input that is relative and meaningful to the students.

Key Terms:

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—position of employment that requires no previous experience, but may require some training and/or specific skills, knowledge, or attitudes.

ACAP: Student Onboarding

Unit 1 Academic and Career Planning

Unit 2 Financial Literacy

Unit 3 Area of Study Resources

Unit 4 College Resources

Unit 5 Learning Strategies

Unit 6 Civic/Social/Professional Skills

Competencies

ACAP: Student Onboarding

Unit 1 Academic and Career Planning

Competency 1.1 Express the value of going to college and the opportunities it brings

1.1.1 Identify impact of academic and personal achievements on your life

1.1.2 Discuss impact of college education on potential earnings

1.1.3 Describe the benefits of an educated citizenry

1.1.4 Describe how education affects personal and professional judgment

1.1.5 Communicate the value of education to others

Competency 1.2 Select area of study that best empowers individual personally, academically, intellectually and professionally

1.2.1 Identify goals for attending college

1.2.2 Assess personal interests, traits, strengths and weaknesses

1.2.3 Explore ACC areas of study and related career and/or transfer opportunities

1.2.4 Compare interests, traits, and strengths to opportunities afforded by each area of study

1.2.5 Identify personal responsibility and efficacy for achieving your goals

Competency 1.3 Align academic goals with career plans

- 1.3.1 Explain the difference between a job and a career, and the purpose of and preparation for each
- 1.3.2 Identify potential careers/jobs within chosen area of study
- 1.3.3 Explore information on job demand, growth, salary, and job requirements (e.g. Campus2Career, professional websites, trade journals, labor statistics)
- 1.3.4 Assess economic and social trends
- 1.3.5 Identify degree plans and/or certificates most closely aligned with selected jobs/careers
- 1.3.6 Identify degrees, certificates, licenses or competencies preferred/required by employers
- 1.3.7 Discuss career and academic plans with an advisor, counselor, or faculty advisor
- 1.3.8 Select a program that aligns with your personal and professional goals
- 1.3.9 Identify how lifelong learning can assist with career changes

Competency 1.4 Analyze personal characteristics and circumstances that may impact academic progress

- 1.4.1 Assess non-cognitive personal strengths and potential obstacles (such as interest inventory, personality profiles, life circumstances)
- 1.4.2 Assess academic and cognitive strengths and weaknesses (such as academic record, performance on academic tests)
- 1.4.3 Create a list of factors that may affect academic progress (study skills, college readiness)
- 1.4.4 Identify practices and/or support resources (college & community) that can help overcome obstacles and weaknesses
- 1.4.5 Assess effect of personal obligations and finances on academic progress (e.g. full-time, part-time)

Competency 1.5 Develop customized academic plan using available guidance and resources

- 1.5.1 Select appropriate courses considering placement test results and eligibility
- 1.5.2 Select appropriate course load based on work/life obligations
- 1.5.3 Examine course schedule and available course offerings
- 1.5.4 Select appropriate course sequence and course combinations
- 1.5.5 Compare course delivery methods (e.g. distance learning, hybrid, lecture, lab, clinical)
- 1.5.6 Select course delivery methods appropriate for personal characteristics, circumstances, and learning style
- 1.5.7 Identify options for earning non-course based academic credit (e.g. CLEP, AP, challenge)
- 1.5.8 Consult with faculty/advisor/counselor regarding certificate or degree program requirements
- 1.5.9 Consult with faculty/advisor/counselor regarding transfer policies and requirements for preferred transfer institution(s)
- 1.5.10 Align course selection to transfer, award completion and/or career plans

Competency 1.6 Develop strategic plan for completing academic goals

- 1.6.1 Develop academic goals that are specific, measurable, attainable, realistic, and time-bound
- 1.6.2 Estimate the time it will take to achieve academic goals considering factors such as course requirements, course loads per semester, availability of classes and personal circumstances
- 1.6.3 Estimate the cost of your desired academic goal
- 1.6.4 Research the financial aid/services/scholarships available individually or with an advisor/counselor/financial aid staff
- 1.6.5 Identify support services provided by the College that can assist with achievement of goals (e.g. student organizations, tutoring)
- 1.6.6 Analyze personal characteristics and circumstances (e.g. learning style, motivation) to determine appropriate mode of course delivery to help you achieve these goals
- 1.6.7 Evaluate strategic plan continuously and revise as needed

Competency 1.7 Use tools to plan and monitor academic progress

- 1.7.1 Interpret information included in award plans (e.g. course sequences, stackable credentials, location of program offerings, career information)
- 1.7.2 Create a feasible course schedule based on the targeted award plan per semester
- 1.7.3 Access and interpret the online course schedule for targeted courses
- 1.7.4 Use College tools (e.g. Degree Map, Ellucian tools) to monitor academic progress
- 1.7.5 Assess academic progress and plan for future semester(s) to facilitate timely transfer and/or completion of award

Unit 2 Financial Literacy

Competency 2.1 Create a plan to finance your education

- 2.1.1 Determine cost of selected program
- 2.1.2 Identify available options for funding education (e.g. personal contributions, loans, scholarships, grants, work-study)
- 2.1.3 Distinguish between merit and need-based financial aid
- 2.1.4 Identify additional financial resources (e.g. Perkins grant, employer/industry funding, government funding for selected careers)
- 2.1.5 Identify financial aid eligibility for declared program
- 2.1.6 Describe process for applying for financial aid
- 2.1.7 Apply for financial aid if applicable
- 2.1.8 Identify consequences of loan based aid
- 2.1.9 Discuss financial aid options with a financial aid officer

Competency 2.2 Adhere to financial aid policies, standards and procedures

- 2.2.1 Meet financial aid deadlines and requirements
- 2.2.2 Explain Satisfactory Academic Progress (SAP) and its consequences
- 2.2.3 Identify causes for losing financial aid (e.g. attendance, dropping classes, drug convictions)
- 2.2.4 Identify financial aid caps

Competency 2.3 Manage personal finances

- 2.3.1 Create a budget that includes personal and educational expenses
- 2.3.2 Describe options for obtaining textbooks, equipment and other educational supplies
- 2.3.3 Describe options for childcare and other personal expenses
- 2.3.4 Manage student debt (loans, credit card debt, VA)
- 2.3.5 Identify college resources to support financial literacy

Unit 3 Area of Study Resources

Competency 3.1 Explore opportunities and benefits to forming learning communities

- 3.1.1 Discuss the value of developing relationships with student/staff/faculty within the area of study
- 3.1.2 Identify ACC organizations and programs related to academic/professional interests
- 3.1.3 Identify professional organizations related to academic/professional interests
- 3.1.4 Identify community organizations and/or volunteer opportunities related to academic/professional interests
- 3.1.5 Identify the value and opportunities for community building activities or networking opportunities (e.g. study groups, volunteer opportunities or professional conferences)
- 3.1.6 Apply principles of cultural competence
- 3.1.7 Discuss how engagement in learning communities can benefit academic progress, transfer, and transition to workforce

Competency 3.2 Use resources specific to area of study

- 3.2.1 Identify area-specific resources/offices (e.g. imaging labs, tutoring services or mentoring programs)
- 3.2.2 Locate area-specific resources/offices
- 3.2.3 Identify hours of availability of area-specific resources/offices
- 3.2.4 Identify alternative methods (e.g. online or other campuses) to access services
- 3.2.5 Identify appropriate point of contact for program-specific support (admission, internship, clinical)

Competency 3.3 Consult with area of study advisors, counselors, and/or faculty advisors on academic and career plans

- 3.3.1 Identify role and value of advisors, counselors and faculty advisors
- 3.3.2 Identify assigned advisors, counselors, and faculty advisors within area of study
- 3.3.3 Discuss academic and career plans and personal goals with the assigned advisor
- 3.3.4 Contact the assigned advisor, counselor, or faculty advisor routinely
- 3.3.5 Discuss non-course based options for academic credit (e.g. CLEP, AP, challenge) with an advisor
- 3.3.6 Consult with faculty/advisor/counselor regarding program admission policies/requirements, if applicable
- 3.3.7 Consult with faculty/advisor/counselor regarding award completion and transfer policies/requirements

Competency 3.4 Explore programs and related career, award completion and/or transfer options within area of study

- 3.4.1 Research variety of jobs for which the area of study prepares students
- 3.4.2 Research transfer options for which the area of study prepares students, if applicable
- 3.4.3 Discuss career and/or transfer experiences and possibilities with faculty, advisors, alumni, employers, and/or community members

Unit 4 College Resources

Competency 4.1 Use student and instructional services available at the College

- 4.1.1 Identify essential campus resources (e.g. student services, testing center, libraries, bookstore, campus police, textbook assistance, Support Center, Veteran Affairs)
- 4.1.2 Identify academic support resources (e.g. faculty, learning labs, SAS, supplemental instruction, online tutoring)
- 4.1.3 Determine location of services and hours of availability of identified resources
- 4.1.4 Identify alternative methods (e.g. online, other campuses) to access services
- 4.1.5 Identify networking/community building opportunities made available through Student Life (e.g. student organizations, leadership development, special events, SGA, Phi Theta Kappa)
- 4.1.6 Obtain resources and documentation necessary to attend classes (e.g. student ID, parking permit, Green Pass, course schedule, student email)

Competency 4.2 Adhere to College policies and procedures

- 4.2.1 Locate information on College policies (e.g. academic standing, scholastic dishonesty, academic accommodations for students with disabilities, student discipline, incomplete grades, testing centers etc.)
- 4.2.2 Follow College policies
- 4.2.3 Plan with attention to the relevant details (e.g. deadlines for registration, payment, withdrawals, add/drop, admission, financial aid)
- 4.2.4 Describe consequences of failing to meet deadlines
- 4.2.5 Describe processes and resources for pursuing complaints and disputes at the college

Competency 4.3 Use libraries to access resources both on campus and online

- 4.3.1 Apply relevant library skills such as checking out books, using various databases, and online resources
- 4.3.2 Adhere to library policies on use of resources
- 4.3.3 Identify library resources that are available to students both online and in person

Competency 4.4 Use technology to interact with College resources

- 4.4.1 Locate campus computers available for general student use
- 4.4.2 Activate ACC email account
- 4.4.3 Describe appropriate use of ACC email account along with policies and procedures
- 4.4.4 Communicate with College faculty and staff using ACC email account
- 4.4.5 Access the Learning Management System (Blackboard)
- 4.4.6 Access and interpret information listed on the course schedule
- 4.4.7 Identify services/information available via Self-Service and Degree Map (e.g. registration, financial aid, degree plan)
- 4.4.8 Use Self-Service to manage student information (transcript or course schedule)
- 4.4.9 Locate contact information for help resources (e.g. Help Desk, support websites, Directory)
- 4.4.10 Describe the benefits of using MySL Student Portal
- 4.4.11 Verify and update your ACC Emergency Alert information
- 4.4.12 Locate online resources for faculty information (e.g. office hours, CV, course syllabus)
- 4.4.13 Locate course information (e.g. syllabus, prerequisites)

Competency 4.5 Navigate ACC campuses

- 4.5.1 Use the ACC website to locate maps/directions of ACC campuses, classrooms and offices
- 4.5.2 Locate campus(es) on which you will take courses
- 4.5.3 Locate classrooms in which courses will be held
- 4.5.4 Locate important resources on each campus (e.g. library, learning lab, student services offices, information desk)
- 4.5.5 Develop a plan for reliable transportation to, from, and between (if necessary) ACC campuses at designated class times

Unit 5 Learning Strategies

Competency 5.1 Employ effective study habits for college-level work

- 5.1.1 Describe the characteristics of college-level work
- 5.1.2 Describe different note taking techniques
- 5.1.3 Explain various learning techniques
- 5.1.4 Exercise appropriate listening skills
- 5.1.5 Explain the difference between active and passive learning
- 5.1.6 Use active reading techniques (e.g. SQ3R)
- 5.1.7 Use learning resources available outside of classroom (e.g. learning labs, office hours, study groups)
- 5.1.8 Identify preferred learning style(s)
- 5.1.9 Develop study habits that align with personal learning style(s)
- 5.1.10 Develop critical thinking skills

Competency 5.2 Apply self-regulation strategies

- 5.2.1 Identify strategies for self-motivation
- 5.2.2 Explain the importance of setting specific, measurable and attainable goals for maintaining motivation
- 5.2.3 Describe the benefit of celebrating small victories
- 5.2.4 Identify learning opportunities from mistakes (correctable) before they become failures (serious)
- 5.2.5 Accept constructive criticism/feedback
- 5.2.6 Evaluate failures for context and opportunities
- 5.2.7 Define personal responsibility
- 5.2.8 Assume personal responsibility for actions and outcomes
- 5.2.9 Reflect on personal strengths and areas for improvement

- 5.2.10 Maintain focus on long term academic and professional goals
- 5.2.11 Identify roadblocks that hinder motivation
- 5.2.12 Assess personal expectations and motivation
- 5.2.13 Celebrate achievement of milestones (e.g. 50% and 75% complete benchmarks)

Competency 5.3 Apply test-taking strategies to improve performance and reduce anxiety

- 5.3.1 Explain different test modalities (e.g. paper pencil, computer)
- 5.3.2 Describe a variety of question types found on typical tests
- 5.3.3 Explain strategies for preparing for and answering various question types
- 5.3.4 Identify options and policies for alternative methods of testing (SAS, distance testing, testing center)
- 5.3.5 Describe techniques and resources for recognizing and alleviating stress and test anxiety

Competency 5.4 Apply time-management strategies

- 5.4.1 Identify unproductive activities
- 5.4.2 Describe ways to use time more effectively
- 5.4.3 Use schedule management techniques
- 5.4.4 Prioritize immediate and long-term tasks according to deadlines and degrees of importance
- 5.4.5 Balance academic, social and work life

Competency 5.5 Adopt a growth mindset toward personal education and career goals which fosters a desire for continual improvements, and persistence in the face of failure

- 5.5.1 Recognize that intelligence can be developed (as opposed to a fixed quality one either does or does not possess)
- 5.5.2 Identify resources available to help achieve milestones and goals
- 5.5.3 Identify hurdles that must be overcome to achieve goals
- 5.5.4 Conduct self-evaluation of performance to improve current or future progress.

Competency 5.6 Apply principles of metacognition to increase self-awareness of the learning process and personal strengths and weaknesses as a learner

- 5.6.1 Identify current gaps in skill(s)/knowledge
- 5.6.2 Recall past experiences that might have some application to the current problem
- 5.6.3 Transfer or adapt learning to new contexts

Competency 5.7 Use research and writing skills appropriate for program

- 5.7.1 Describe criteria for selecting reputable sources (e.g. articles, websites)
- 5.7.2 Select reputable sources from libraries and the web
- 5.7.3 Analyze selected materials critically
- 5.7.4 Differentiate between formal and informal writing
- 5.7.5 Apply appropriate criteria for documenting resources

Competency 5.8 Manage transition between different learning environments

- 5.8.1 Describe the characteristics of different learning environments (e.g. high school, collegiate, classroom, online, hybrid, internships, small group, professional, lab)
- 5.8.2 Identify classroom tools (e.g. syllabus, textbook, online tools)
- 5.8.3 Behave in accordance with college expectations of various learning environments
- 5.8.4 Identify characteristics and strategies to promote independent learning
- 5.8.5 Adapt learning strategies to current learning environment
- 5.8.6 Apply principles of cultural competence

Unit 6 Civic/Social/Professional Skills

Competency 6.1 Develop personal/professional characteristics sought by employers

- 6.1.1 Identify what employee characteristics employers are looking for in areas of study
- 6.1.2 Describe principles of personal responsibility (e.g. being on time)
- 6.1.3 Use common workplace technology (e.g. hardware, software, email)
- 6.1.4 Identify characteristics, practices and/or behaviors that may prevent or reduce opportunities for employment in certain fields (e.g. criminal record, tattoos)
- 6.1.5 Conduct self-assessment of personal characteristics and professional employment skills
- 6.1.6 Identify resources to enhance personal/professional characteristics and abilities
- 6.1.7 Manage and protect social media presence

Competency 6.2 Employ business communication skills

- 6.2.1 Identify communication skills appropriate for professional settings (e.g. listening, writing, nonverbal communication, language)
- 6.2.2 Follow instructions to completion
- 6.2.3 Differentiate between informal and workplace appropriate writing
- 6.2.4 Identify resources for enhancing business communication skills

Competency 6.3 Work in collaboration with others

- 6.3.1 Identify roles and strategies used in group processes and team building
- 6.3.2 Interact with diverse populations
- 6.3.3 Establish relationships with others for networking opportunities
- 6.3.4 Resolve conflict in a professional manner

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.

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

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