

ACAP

Austin Competency Analysis Profile

Honors Program

Conducted

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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 for 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.

Units: Honors Program

Unit 1 Critical Thinking Skills

Unit 2 Higher-order Research Skills

Unit 3 Social, Academic, Leadership Skills

Competencies: Honors Program

Unit 1 Critical Thinking Skills

Competency 1.1 Synthesize information from diverse sources

Competency Builders:

- 1.1.1 Demonstrate advanced discipline specific reading approaches.
- 1.1.2 Synthesize ideas from existing literature to broaden individual knowledge
- 1.1.3 Select, organize, and/or integrate information from diverse and rigorous sources to formulate guiding questions
- 1.1.4 Evaluate the intention of selected course material elements

Competency 1.2 Generate and develop original ideas.

Competency Builders:

- 1.2.1 Integrate prior knowledge and new information to generate original ideas
- 1.2.2 Organize and effectively share information
- 1.2.3 Establish scope and feasibility of an idea
- 1.2.4 Articulate original ideas within the context of an academic discourse
- 1.2.5 Relate diverse texts/concepts in creative ways to generate new ideas
- 1.2.6 Revise existing misconception based on new reading/social interaction/experience
- 1.2.7 Create connections between personal experience and course materials to generate original ideas

Competency 1.3 Drive independent investigation

Competency Builders:

- 1.3.1 Actively seek new information to challenge one's perspective
- 1.3.2 Identify characteristics of self-regulated learning that contribute to effective outcomes (e.g. setting goals, selecting strategies for goal attainment, or monitoring learning)
- 1.3.3 Evaluate progress critically at various stages
- 1.3.4 Adjust existing practice based on iterative evaluation
- 1.3.5 Revise ideas to change direction
- 1.3.6 Reflect critically on ideas to direct advanced investigation

Competency 1.4 Solve challenging problems

- 1.4.1 Identify problems and investigate context
- 1.4.2 Develop and recognize conceptual and theoretical models
- 1.4.3 Identify and implement best tools
- 1.4.4 Analyze solutions and investigate other applications

Unit 2 Higher-order Research Skills

Competency 2.1 Conduct higher-order research

Competency Builders:

- 2.1.1 Ask relevant questions
- 2.1.2 Locate and evaluate diverse primary and secondary source materials (e.g., diaries, journals, statistical data, letters)
- 2.1.3 Synthesize complex information to build a foundation for focused inquiry
- 2.1.4 Formulate a coherent, manageable and original hypothesis that contributes to the field
- 2.1.5 Identify potential ethical issues of research

Competency 2.2 Communicate research

Competency Builders:

- 2.2.1 Articulate a sophisticated, nuanced and original argument through oral, written, or other presentation outputs
- 2.2.2 Present an original work that demonstrates diversity in scope, quality and style
- 2.2.3 Exchange insight on the research topic in a professional manner
- 2.2.4 Document research result according to scholarly standards

Unit 3 Social, Academic, Leadership Skills

Competency 3.1 Employ social skills to accomplish a goal

Competency Builders:

- 3.1.1 Form a classroom community of practice
- 3.1.2 Collaborate with peers and/or subject matter experts/stakeholders
- 3.1.3 Connect with community members to identify resources and variables

Competency 3.2 Apply leadership skills

Competency Builders:

- 3.2.1 Manage a team to meet set milestones
- 3.2.2 Model ethical practices of the disciplines
- 3.2.3 Communicate information to stakeholders in a professional manner
- 3.2.4 Negotiate conflicts

Competency 3.3 Apply interdisciplinary perspectives

Competency Builders:

- 3.3.1 Examine the contributions of diverse disciplines
- 3.3.2 Create connections among complex concepts across multiple disciplines
- 3.3.3 Apply interdisciplinary constructs to solve a problem(s)

Competency 3.4 Evaluate ethical, global and personal implications of course materials

Competency Builders:

- 3.4.1 Identify ethical dimensions of course materials
- 3.4.2 Relate course material to global concerns
- 3.4.3 Articulate the impact of course materials on one's life
- 3.4.4 Participate in cultural and intellectual events that broaden one's experience

Competency 3.5 Engage in service learning

Competency Builders:

- 3.5.1 Identify the unmet needs of a particular community in the context of the course
- 3.5.2 Create inventive solutions to community problems and enact them
- 3.5.3 Practice responsible citizenship while interacting with a diverse population
- 3.5.4 Identify connection between service learning initiatives and global concerns

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.

Sources

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