

# ACAP

Austin Competency Analysis Profile

## Student Success: Faculty/Staff Version

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### Conducted

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# **A** CAP Process Overview .....

## *What are Austin Competency Analysis Profiles (ACAPs)?*

Austin Competency Analysis Profiles (ACAPs) are competency lists for academic and workforce programs verified by expert workers, or Subject Matter Experts. These lists evolve from a well-established job analysis process involving business, industry, labor, and community agency representatives from throughout the Austin area.

## *How is an Austin Competency Analysis Profile used?*

Each ACAP identifies the occupational, academic, and employability skills (or competencies) needed to enter a given occupation or occupational area. 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.

Within the competency list are two levels of items: core and advancing. Core items, which are essential for entry-level employment, are required to be taught—the concept of advancing items will only be introduced to students. Advancing items are those needed beyond entry level in a given occupation, and are designated as “Advanced [A].” If core competencies or competency builders are present in an “Advanced” unit, then they are designated as “Core [c].”

Educational institutions may add as many units, competencies, and/or competency builders as desired to reflect local employment needs, trends, and specialties. Local advisory committees are actively involved in the identification and verification of additional items. Faculty members formulate their courses of study using the varied contents of the ACAP. Faculty also monitor gains using many forms of assessment.

## ACAP: Student Success – Faculty/Staff Version

Unit 1	Goal-Setting
Unit 2	College Resources
Unit 3	Learning Strategies
Unit 4	Social/Professional Skills
Unit 5	Financial Literacy

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# Competencies

## ACAP: Student Success

### Unit 1 Goal-Setting

#### Competency 1.1 Apply strategies for self-motivation

##### *Competency Builders:*

- 1.1.1 Identify strategies for self-motivation
- 1.1.2 Explain the importance of setting specific, measurable and attainable goals for maintaining motivation
- 1.1.3 Describe the benefit of celebrating small victories
- 1.1.4 Identify learning opportunities from mistakes (correctable) before they become failures (serious)
- 1.1.5 Accept constructive criticism/feedback
- 1.1.6 Evaluate failures for context and opportunities
- 1.1.7 Define personal responsibility
- 1.1.8 Assume personal responsibility for actions and outcomes
- 1.1.9 Reflect on personal strengths and areas for improvement
- 1.1.10 Maintain focus on long term academic and professional goals
- 1.1.11 Identify roadblocks that hinder motivation
- 1.1.12 Balance academic, social and work life
- 1.1.13 Assess personal expectations and motivation

#### Competency 1.2 Align academic goals with career plans

##### *Competency Builders:*

- 1.2.1 Explain the difference between a job and a career, and the purpose of and preparation for each
- 1.2.2 Define career planning
- 1.2.3 Identify potential careers/jobs that align with your personal interests and abilities
- 1.2.4 Explore options through resources that provide information on potential careers/jobs (e.g. professional websites, trade journals)
- 1.2.5 Assess economic trends
- 1.2.6 Identify degrees, certificates, licenses or competencies preferred/required by employers
- 1.2.7 Identify degree plans and/or certificates most closely aligned with selected jobs/careers

#### Competency 1.3 Develop a strategic plan for completing your academic goals

##### *Competency Builders:*

- 1.3.1 Develop academic goals that are specific, measurable, attainable, realistic, and time-bound
- 1.3.2 Select an academic program that aligns with your personal and professional goals

- 1.3.3 Estimate the time it will take to achieve academic goals considering factors such as course requirements and course loads per semester, availability of classes and personal circumstances
- 1.3.4 Estimate the cost of your desired academic goal
- 1.3.5 Research the financial aid/services/scholarships available
- 1.3.6 Identify support services provided by the College that can assist with achievement of goals (e.g. student organizations, tutoring)
- 1.3.7 Analyze personal characteristics and circumstances (e.g. learning style, motivation) to determine appropriate mode of course delivery to help you achieve these goals
- 1.3.8 Evaluate strategic plan continuously and revise as needed

## Unit 2 College Resources

### **Competency 2.1 Utilize student and instructional services available at the College**

#### *Competency Builders:*

- 2.1.1 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)
- 2.1.2 Locate services and hours of availability
- 2.1.3 Identify alternative locations (e.g. online, other campuses) to access services
- 2.1.4 Discuss educational/career plans with an advisor/counselor/faculty
- 2.1.5 Discuss financial aid options with a financial aid officer
- 2.1.6 Utilize tutoring services provided on-campus (e.g. learning labs, departmental) and/or online
- 2.1.7 Describe opportunities made available through Student Life (e.g. student organizations, leadership development, special events, SGA, Phi Theta Kappa)
- 2.1.8 Describe the benefits of participation in Student Life
- 2.1.9 Describe alternative course delivery methods (e.g. distance learning, learning emporium)

### **Competency 2.2 Adhere to College policies and procedures**

#### *Competency Builders:*

- 2.2.1 Locate information on College policies regarding academic standing, scholastic dishonesty, academic accommodations for students with disabilities, student discipline, incomplete grades, etc.
- 2.2.2 Locate relevant deadlines (e.g. deadlines for registration, payment, withdrawals, add/drop) and plan accordingly
- 2.2.3 Describe consequences of failing to meet deadlines
- 2.2.4 Describe processes and resources for filing complaints at the college
- 2.2.5 Identify testing center policies

### **Competency 2.3 Utilize libraries to access resources both on campus and online**

#### *Competency Builders:*

- 2.3.1 Attend a library orientation session
- 2.3.2 Apply relevant library skills such as checking out books, using various databases and online resources
- 2.3.3 Adhere to library policies on use of resources
- 2.3.4 Identify library resources other than books that are available to students

### **Competency 2.4 Utilize technology to interact with College resources and complete tasks**

#### *Competency Builders:*

- 2.4.1 Locate campus computers available for general student use
- 2.4.2 Activate ACC email account
- 2.4.3 Discuss appropriate use of ACC email account along with policies and procedures
- 2.4.4 Communicate with College faculty and staff using ACC email account
- 2.4.5 Access the Learning Management System (Blackboard)
- 2.4.6 Access and interpret the course schedule
- 2.4.7 Identify services/information available via Online Services (e.g. registration, financial aid, degree plan, faculty evaluations)
- 2.4.8 Utilize Online Services to manage student profile
- 2.4.9 Locate contact information for help resources (e.g. Help Desk, support websites, Directory)
- 2.4.10 Research faculty profile
- 2.4.11 Research course information (e.g. syllabus, pre-requisites)

### **Competency 2.5 Utilize advising/counseling services**

#### *Competency Builders:*

- 2.5.1 Identify role of Student Services advisors/counselors and faculty/departmental advisors
- 2.5.2 Discuss educational/career plans and personal goals with an advisor/counselor  
Seek additional advising opportunities (e.g. specialized advisors, select an alternative advisor, faculty)
- 2.5.3 Follow up with an appropriate advisor/counselor on a regular schedule (at least two times per semester recommended)
- 2.5.4 Describe testing options for course placement (TSI)
- 2.5.5 Describe options for testing out of courses (e.g. CLEP, AP, challenge)
- 2.5.6 Consult with faculty/advisor/counselor regarding transfer policies and requirements

## Unit 3 Learning Strategies

### Competency 3.1      **Employ effective study habits for college-level work**

#### *Competency Builders:*

- 3.1.1      Describe the characteristics of college-level work
- 3.1.2      Describe different note taking techniques
- 3.1.3      Explain various memorization techniques
- 3.1.4      Use memorization techniques to retain information
- 3.1.5      Exercise appropriate listening skills
- 3.1.6      Explain the difference between active and passive learning
- 3.1.7      Utilize active reading techniques (e.g. SQ3R)
- 3.1.8      Interact with faculty beyond the classroom (e.g. office hours)
- 3.1.9      Identify preferred learning style(s)
- 3.1.10     Develop study habits that align with personal learning style(s)
- 3.1.11     Develop critical thinking skills

### Competency 3.2      **Apply test-taking strategies to improve performance and reduce anxiety**

#### *Competency Builders:*

- 3.2.1      Describe a variety of question types found on typical tests
- 3.2.2      Explain different test modalities
- 3.2.3      Explain strategies for preparing for and answering various question types
- 3.2.4      Identify options and policies for alternative methods of testing (OSD)
- 3.2.5      Describe techniques for recognizing and alleviating stress and test anxiety

### Competency 3.3      **Apply time-management strategies**

#### *Competency Builders:*

- 3.3.1      Identify unproductive activities
- 3.3.2      Describe ways to use time more effectively
- 3.3.3      Use schedule management techniques
- 3.3.4      Prioritize immediate and long-term tasks according to deadlines and degrees of importance
- 3.3.5      Balance academic, social and work life

### Competency 3.4      **Utilize research and writing skills appropriate for program**

#### *Competency Builders:*

- 3.4.1      Describe criteria for selecting reputable sources (e.g. articles, websites)
- 3.4.2      Select reputable sources from libraries and the web
- 3.4.3      Analyze selected materials critically
- 3.4.4      Differentiate between formal and informal writing
- 3.4.5      Describe policies for documenting resources
- 3.4.6      Define plagiarism



### **Competency 3.5      Manage transition between diverse learning environments**

#### *Competency Builders:*

- 3.5.1      Describe the characteristics of different learning environments (e.g. high school, collegiate, classroom, small group, professional, lab)
- 3.5.2      Identify classroom tools (e.g. syllabus, textbook)
- 3.5.3      Behave in accordance with expectations of different learning environments
- 3.5.4      Describe the characteristics of independent learners
- 3.5.5      Identify strategies to promote independent learning
- 3.5.6      Adapt learning strategies to current learning environment
- 3.5.7      Apply principles of cultural competence

## **Unit 4 Social/Professional Skills**

### **Competency 4.1      Develop personal/professional characteristics sought by employers**

#### *Competency Builders:*

- 4.1.1      Identify characteristics of employees who are qualified for employment and worthy of promotion and retention in the workforce
- 4.1.2      Describe principles of personal responsibility (e.g. being on time)
- 4.1.3      Utilize common workplace technology (e.g. hardware, software, email)
- 4.1.4      Identify characteristics, practices and/or behaviors that may prevent academic success and/or employment in certain fields (e.g. criminal record, tattoos)
- 4.1.5      Conduct self-assessment of personal characteristics and abilities
- 4.1.6      Identify resources to enhance personal/professional characteristics and abilities
- 4.1.7      Manage social media presence

### **Competency 4.2      Employ business communication skills**

#### *Competency Builders:*

- 4.2.1      Identify communication skills appropriate for professional settings (e.g. listening, writing, nonverbal communication)
- 4.2.2      Follow instructions to completion
- 4.2.3      Differentiate between formal and informal writing
- 4.2.4      Identify resources for enhancing business communication skills

### **Competency 4.3      Work in collaboration with others**

#### *Competency Builders:*

- 4.3.1      Identify roles and strategies used in group processes and team building
- 4.3.2      Follow instructions to completion
- 4.3.3      Interact with diverse populations
- 4.3.4      Apply principles of cultural competence
- 4.3.5      Establish relationships with others for networking opportunities

## Unit 5 Financial Literacy

### Competency 5.1 Create a plan to finance your education

#### *Competency Builders:*

- 5.1.1 Identify financial aid options (e.g. loans, scholarships, grants, work-study)
- 5.1.2 Distinguish between merit and need-based financial aid
- 5.1.3 Identify additional financial resources (e.g. Perkins grant, employer/industry funding, government funding for selected careers)
- 5.1.4 Identify financial aid eligibility for declared program
- 5.1.5 Describe process for applying for financial aid
- 5.1.6 Compare costs of different colleges

### Competency 5.2 Adhere to financial aid policies, standards and procedures

#### *Competency Builders:*

- 5.2.1 Meet financial aid deadlines
- 5.2.2 Explain Satisfactory Academic Progress (SAP) and its consequences
- 5.2.3 Identify causes for losing financial aid (e.g. attendance, dropping classes, drug convictions)

### Competency 5.3 Manage personal finances

#### *Competency Builders:*

- 5.3.1 Create a budget that balances personal and educational finances
- 5.3.2 Distinguish between needs and wants
- 5.3.3 Describe options for obtaining textbooks, equipment and other educational supplies
- 5.3.4 Describe options for child care and other personal expenses
- 5.3.5 Manage student debt (loans, credit card debt, VA)

# 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.