

ACAP

Austin Competency Analysis Profile

Student Success: Student Version

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 – Student Version

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

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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 differences between mistakes and failures
- 1.1.5 Evaluate failures for context and opportunities
- 1.1.6 Define personal responsibility
- 1.1.7 Assume personal responsibility for actions and outcomes
- 1.1.8 Reflect on personal strengths and areas for improvement
- 1.1.9 Maintain focus on long term academic and professional goals
- 1.1.10 Identify roadblocks that hinder motivation
- 1.1.11 Balance academic, social and work life
- 1.1.12 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 field

Competency 1.3 Develop a strategic plan for completing your academic goals, including certificates, degrees, and/or transfer plans

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 Determine 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 Define essential financial aid concepts and services available to ACC students
- 1.3.5 Apply essential financial aid concepts, including Satisfactory Academic Progress, to your academic goals
- 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

Competency 1.4 Apply goal setting models to establish additional long term goals in other aspects of life

Competency Builders:

- 1.4.1 Identify goal setting models
- 1.4.2 Select time management strategies to accomplish lifetime goals

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 information on location and availability of services
- 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 organizations
- 2.1.9 Define distance learning (e.g. Online, Hybrid C, Hybrid D)
- 2.1.10 Identify testing center locations and policies

Competency 2.2 Adhere to College policies and procedures

Competency Builders:

- 2.2.1 Identify College policies regarding academic standing, scholastic dishonesty, academic accommodations for students with disabilities, student discipline, incomplete grades, etc.
- 2.2.2 Identify 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 process for filing grievances at the college

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 Use 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 access College resources and complete tasks

Competency Builders:

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

Competency 2.5 Utilize advising services

Competency Builders:

- 2.5.1 Discuss educational/career plans with an advisor/counselor
- 2.5.2 Seek additional advising opportunities (e.g. specialized advisors, select an alternative advisor, faculty)
- 2.5.3 Follow up with advisor/counselor on a regular schedule
- 2.5.4 Describe placement testing options
- 2.5.5 Describe articulation requirements

Unit 3 Learning Strategies

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

Competency Builders:

- 3.1.1 Describe the differences between collegiate and non-collegiate 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 Utilize active reading techniques
- 3.1.7 Identify preferred learning style(s)
- 3.1.8 Use study habits that align with personal learning style(s)
- 3.1.9 Identify behavior management techniques
- 3.1.10 Build constructive habits using behavior management techniques
- 3.1.11 Utilize faculty office hours

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 assessment
- 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 **Develop 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 Utilize plagiarism checkers

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)
- 3.5.2 Describe the characteristics of independent learners
- 3.5.3 Identify strategies for developing skills and habits to promote independent learning
- 3.5.4 Adapt learning strategies to current learning environment

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 Utilize common workplace technology (e.g. hardware, software, email)
- 4.1.3 Identify characteristics, practices and/or behaviors that may prevent employment in certain fields
- 4.1.4 Conduct self-assessment of personal characteristics and abilities
- 4.1.5 Identify resources to enhance personal/professional characteristics and abilities
- 4.1.6 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 Differentiate between formal and informal writing
- 4.2.3 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
- 4.3.3 Interact with diverse populations
- 4.3.4 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.