

# Core Competencies

Faculty Learning Communities

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Data-Sharing and Assessment Showcase  
Tuesday, November 27, 2018

# Core Competencies FLCs: Overview

Each FLC is responsible for leading and facilitating a broad-based discussion on their respective competency. For their respective areas, each FLC was tasked with working toward the following charge, established in consultation with the Senate Executive Committee in Spring 2017:

- Defining the competency;
- Recommending an institutional standard of performance for the competency at or near graduation that is appropriately ambitious;
- Identifying assessment measures for the competency that will demonstrate the extent to which students' performance meets the institution's standard of performance;
- Reporting to Academic Senate and other stakeholders, including plans for areas where improvement is needed (including criteria, timeline, and metrics for judging progress); and
- Encouraging integration of the competency into the curriculum through professional development activities designed, developed, and facilitated by the FLC (these activities may take a variety of forms).

# Core Competencies FLCs and Leads

## **Six Core Competencies FLCs:**

- Oral Communication - Christopher Claus
- Written Communication - Matthew Moberly
- Creative and Critical Inquiry - Anita Pedersen
- Quantitative Reasoning - Thomas Carter
- Civic Engagement - Brett Ashmun
- Information Literacy - Mark Thompson

Core Competencies FLC workgroup Co-Leads: Mark Thompson, Erin Littlepage

# Core Competencies FLCs Work Plan and Timeline

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<i>Core Competency FLCs</i>	<b>Define the Competency</b>	<b>Develop Assessment Criteria</b>	<b>Identify Assessment Activities</b>	<b>Report to Stakeholders</b>	<b>Develop Resources</b>
<i>CAPS</i>	2017/18-2018/19	2018/19-2019/20	2018/19-2019/20	2019/20	2019/20
<i>Quantitative Reasoning</i>	✓	✓	✓	2018/19	Ongoing
<i>Information Literacy</i>	✓	Continue to refine 2018/19	2018/19	2018/19	2018/19-2019/20
<i>Oral Communication</i>	✓	✓	2018/19	2018/19	2018/19-2019/20
<i>Written Communication</i>	2017/18-2018/19	2018/19-2018/19	2018/19-2019/20	2019/20	2019/20
<i>Civic Engagement</i>	2017/18-2018/19	2018/19-2019/20	2018/19-2019/20	2019/20	2019/20

**NOTE:** ✓ indicates that the task has been completed, recognizing the potential necessity of revision over time.

# Oral Communication

## Fall 2017 - Development of Definition

- “Oral Communication Competence *is both prepared and extemporaneous*, but always purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listener’s attitudes, values, beliefs or behaviors.” - VALUE Rubric, slightly modified by OCFLC
- Gains in OC may be observed via organization, content, and delivery

## Spring 2018 - Rubric Research & Current Rubric Evaluation

- **Programs Evaluated** = 8
- **Consistent Themes** = Organization, Effective Language, Clarity, Empirical Support of Content, Nonverbal Communication Skills, Vocal Delivery, and Engagement
- **Additional Themes** = Adherence to Assignment Guidelines (including time limits), Use of Media, and Professional Appearance

## Fall 2018 - Rubric Development & Pilot Testing

- Quantitative & Qualitative Assessment

# Written Communication

## **FLC Membership**

Steven Drouin, Advanced Studies in Education

Jey Strangfeld, Sociology

Jessica Lambert, Psychology

## **Survey Activity in Fall 2018**

- Developed survey (spring 2018) and distributed to all faculty (Fall 2018)
- 155 faculty submitted responses. Participants from all colleges.

## **Initial Findings**

- Participants identified time and the need for strategies as the biggest challenges to commenting on student writing.
- How the university could support faculty:
  - Professional development,
  - Articulating university-wide writing expectations and role all faculty play
  - Continued support for and development of student writing support
- General characteristics of a proficient writer at graduation

# Creative and Critical Inquiry

Formerly known as: Critical Thinking, Creative and Analytical Problem-Solving

## Data-gathering activities

- Conducted campus-wide survey of faculty regarding markers of CCI and current assessment methods
- Conducted informal classroom activities with students at or near graduation to identify core components of CCI

## Campus-wide survey results

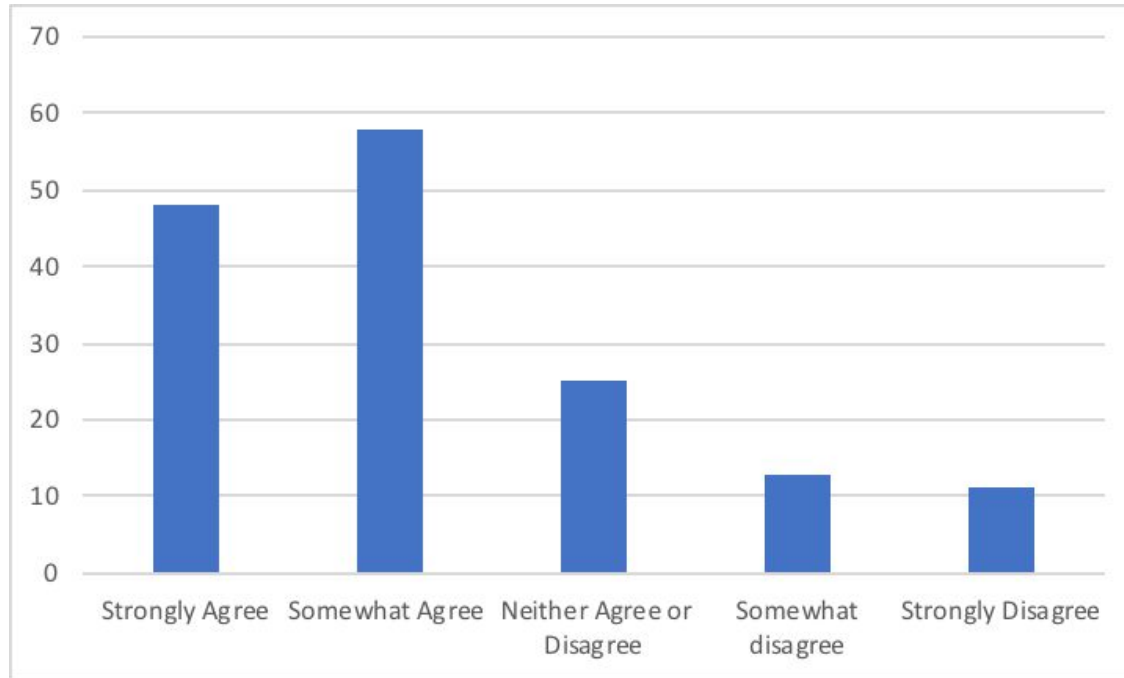
- Spring 2018
- 157 faculty completed
- 36 disciplines represented across all colleges
- Conducted to gauge faculty buy-in, adapt rubric to our unique campus community



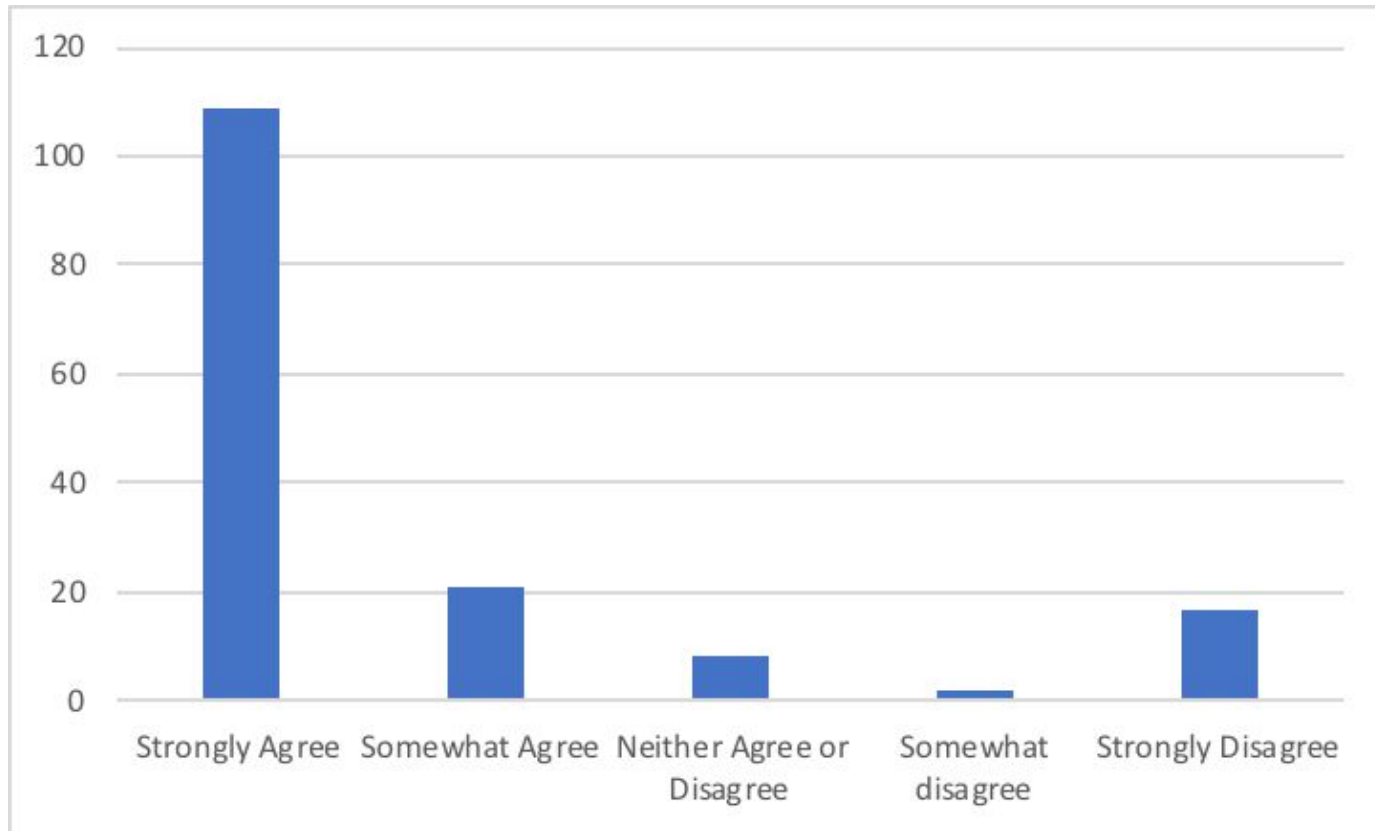


# To what extent do you agree with this definition?

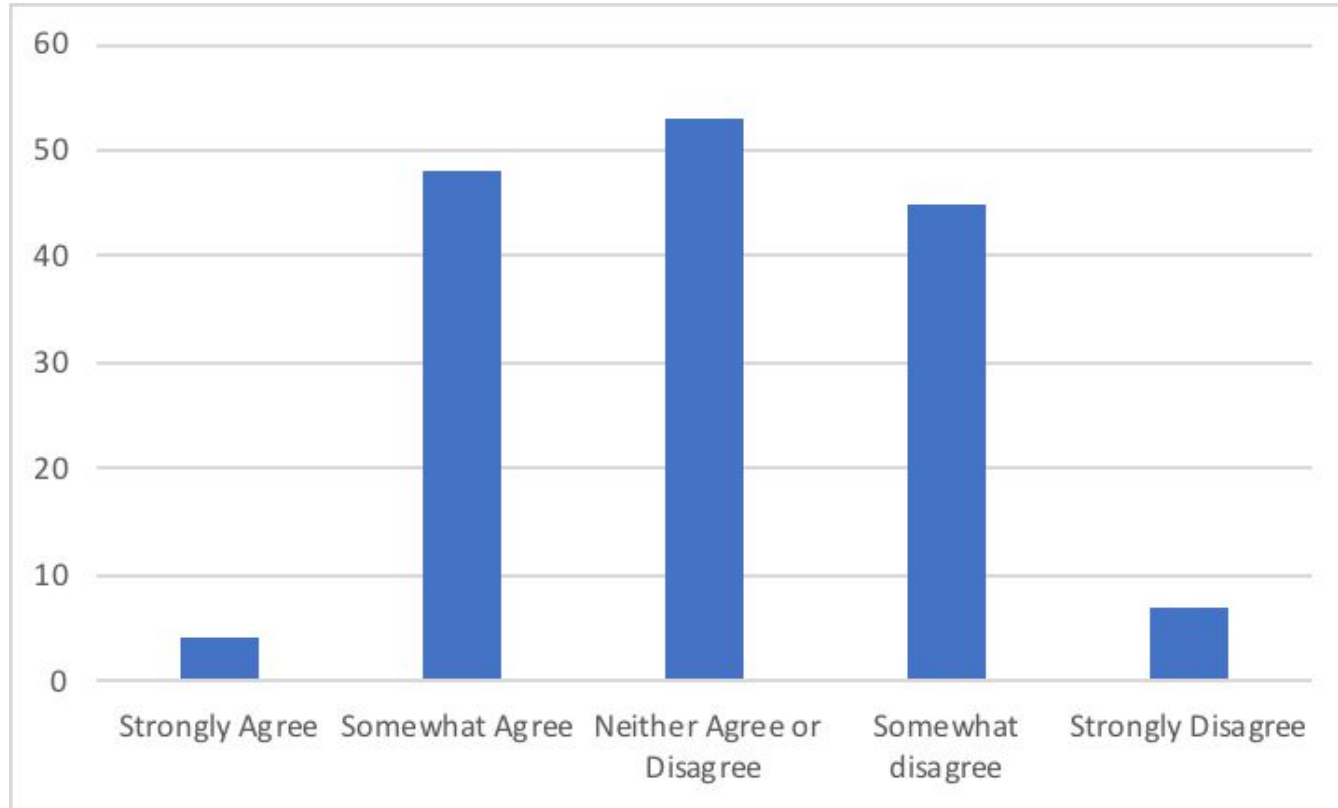
“A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.”



# Creative and Analytical Problem-Solving is an Essential Skill for Students



# Stan State Students Have Strong CAPS Skills



# Open-Ended Questions

What are markers of Creative and Analytical Problem-Solving?

What are existing methods of gauging CAPS, at or near graduation, that you use in your courses?

Provide a particularly strong example of how you assess CAPS or foster its development in your courses, at or near graduation.

Are there aspects of CAPS that you feel students should be exposed to outside of your discipline (on or off-campus, in other departments, etc.)?

# Student Data-Gathering Activities

Two FLC members conducted in-class activities with advanced students to gauge their perspective on key markers of creative and critical inquiry

- 14 graduate students in the MS Counseling program
- 23 juniors and seniors in PSYC 3800 (upper-division research seminar)

Students asked to form small groups, then to rank top elements of creative and critical inquiry and judge their own progress on these elements during their undergraduate career

- **Understanding** concepts
- **Evaluating** a position
- Understanding **context**
- **Innovative** Thinking
- **Analyzing** information
- **Making connections** between ideas
- **Applying** knowledge in new ways
- Taking **existing knowledge** into account
- **Solving** problems
- **Searching** for evidence

# Next steps

Develop a draft rubric to test in a small subset of classes across several disciplines

- Goals: minimal additional workload for faculty
- Applicable and customizable for individual disciplines

Continue to revise and test draft throughout 2018-2019 with larger, cross-disciplinary groups

Co-occurring: identify and develop ideas for co-curricular or extra-curricular resources for faculty development and student skill development in creative and critical inquiry

- Conference?
- Institute on-campus?
- Semester or year-long faculty development program?

# Quantitative Reasoning

<https://www.csustan.edu/office-assessment/quantitative-reasoning>

# Civic Engagement

## *Work Done:*

- Definition
- Focus Groups
- Faculty Survey (~51)

## *Looking Forward:*

- Survey Assessment
- Student Survey (senior year)
- Develop a rubric (based off all the data gathered - focus groups, faculty survey, student survey) for assessing students, classes, and faculty by the end.
- Sustainability
  - Events, (CE), Professional Development



# Information Literacy (IL)

Kelly Cotter (Psychology) Tim Firch (Accounting) Held (Library) Matt Moberly (English)

## 20th/c ACRL Standards-based

Determining information requirements

Locating and retrieving information

Evaluating information

Organizing information

Incorporating information ethically

## 21st/c ACRL Framework-based

+ Skeptical approach

+ Empathetic understanding

+ Media literacy

+ Visual Literacy

Recommendations to UEPC

Information item at Academic Senate

Current focus: Assessment/Pilot Rubric

Q&A

Thank you!