FALL 2020 CORE COMPETENCY ASSESSMENT

OVERVIEW

At MiraCosta College, Core Competencies refer to the over-arching learning outcomes students are expected to acquire as the result of completing coursework required for a degree, certificate, or transfer. Each semester the college conducts a classroom assessment of student skill acquisition from both the student as well as the faculty perspective. For the Fall 2020 semester, the college assessed students' **Oral Communication** and **Integration of Learning**. This report is divided into two parts to address each assessment separately.

EVALUATION METHODOLOGY

'At the end of the semester, faculty volunteers in specific class sections evaluated students using criteria and a rubric developed locally to assess that competency. This information is then merged and analyzed by the Office of Research, Planning and Institutional Effectiveness (RPIE).

Fall 2020 is the first time **Oral Communication** and **Integration of Learning** have been assessed. The sample sizes for this assessment are somewhat small, resulting in a reduced ability to make broad-based inferences about the student body as a whole. The strength of the inferences will increase over time as more data is collected in future semesters.

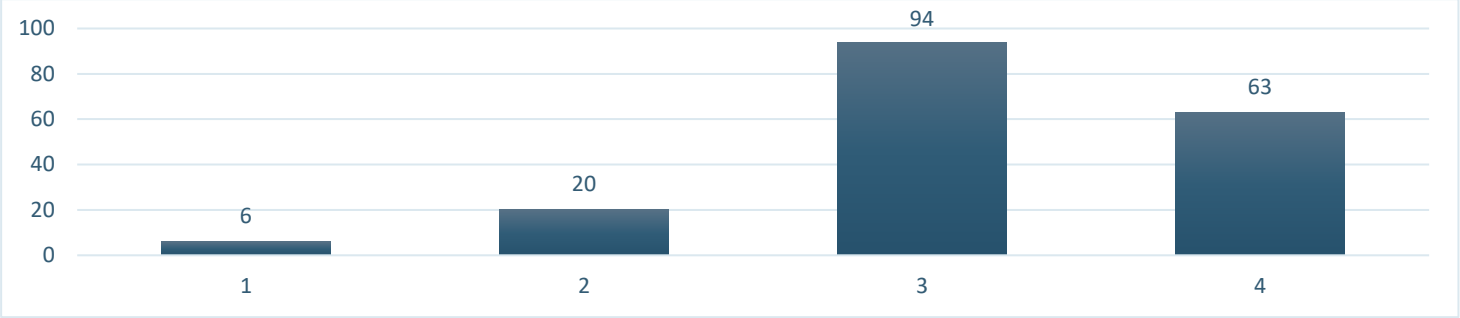
ORAL COMMUNICATION

- Students were assessed in the following areas for oral communication:
  - Organization
  - Language
  - Delivery
  - Supporting material
  - Central message
- Students receiving a grade of "W" or "EW" who dropped the course prior to census were excluded from the analysis.
- A total of 183 duplicated (182 unduplicated) students were included in the evaluation process[1]
- More than 75% of students assessed received an average rating of "3" or "4"

Table 1: Oral Communication Summary

Number of Course Sections	8
Students Rated (Duplicated)	183
Average Rating	3.14

Figure 1: Number of Students by Average Oral Communication Rating

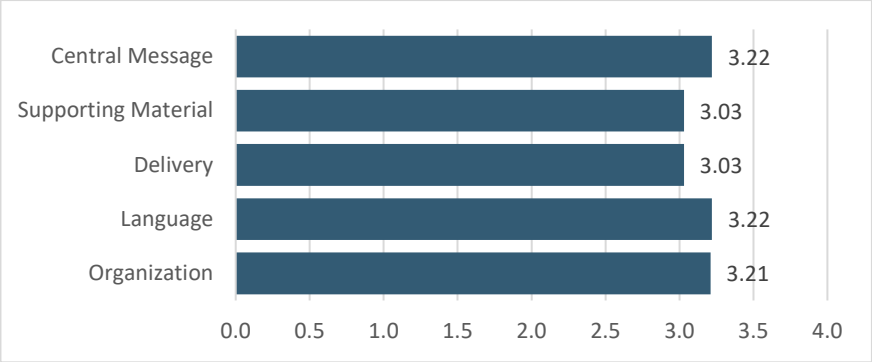


[1] 'Unduplicated students' refers to the number of uniquely identifiable students included in the assessment. In this figure each student counts only once. 'Duplicated students' refers to the number of overall assessments given and may include a uniquely identifiable student more than once.

ORAL COMMUNICATION BY COMPONENT

- Average scores ranged from 3.03 to 3.22
- Central message and Language generated the highest average scores, while the Delivery
- Supporting material generated the lowest average scores.

Figure 2: Average Score by Information Literacy Rubric Component



AVERAGE ORAL COMMUNICATION SCORE BY GRADE RECEIVED

- Rubric scores were compared with the grade students received in the course to see if there was a relationship between the two variables
- Sample sizes by grade were not yet large enough to measure the strength statistically, however, the heat map below does appear to indicate a relationship between the grade received and the average oral communication score.

Table 2: Average Rating by Grade Received

Grade Received	Number of Students	Average Overall Score
A	113	3.37
B	40	2.98
C/P	17	2.71
D	1	3.40
F	11	2.07

Table 3: Oral Communication Heat Map

	Oral Communication Score			
Course Grade	1	2	3	4
A	0.0%	7.1%	46.9%	46.0%
B	0.0%	17.5%	60.0%	22.5%
C/P	5.9%	23.5%	64.7%	5.9%
D	0.0%	0.0%	100.0%	0.0%
F	45.5%	9.1%	36.4%	9.1%

ORAL COMMUNICATION DEMOGRAPHIC TABLES

UNITS ATTAINED

- **Oral Communication** scores were relatively similar across unit attainment groups
- However, small samples of students with a high number of units make it difficult to draw conclusions about the generalizability of this trend to the larger student population.

Table 4: Average Oral Communication Score by Number of Units Completed Prior to Fall 2020

	n	Average Score
0 Units	40	3.16
1-15 Units	50	3.12
16-30 Units	43	3.19
31-45 Units	29	3.10
46-60 Units	8	3.03
More than 60 Units	13	3.18

ADMISSION STATUS

- The highest average **Oral Communication** scores were generated by Returning and Transfer students, though samples of these groups remain relatively small
- More data will need to be collected in the future to determine whether Oral Communication develops as students progress in their educational trajectories

Table 5: Oral Communication Score by Admission Status

	n	Average Score
First Time Student	40	2.99
Continuing Student	100	3.07
Returning Student	24	3.47
Transfer Student	18	3.50
High School Student	1	3.00

AGE

- **Oral Communication** were relatively similar across age groups, however the majority of the total sample consisted of 'college-age' students
- More data will need to be collected in the future to determine whether there are trends in the development of Oral Communication across age groups

Table 6: Average Oral Communication Score by Age Category

	n	Average Score
17 and Under	2	3.20
18-24	120	3.08

25-30	33	3.19
31-40	21	3.28
41-50	2	4.00
Over 50 Years Old	5	3.15

GENDER

- **Oral Communication** scores were relatively similar across gender groups.

Table 7: Average Oral Communication Score by Gender

	n	Average Score
Female	117	3.12
Male	65	3.17
Unknown	1	3.60

ETHNICITY

- The **Oral Communication** scores generated by White students tended to be higher on average than those generated by Hispanic students.
- Small samples of students from other ethnic groups makes it difficult to determine whether these scores are an accurate representation of Oral Communication skills in the larger student population.

Table 8: Average Oral Communication Score by Ethnicity

	n	Average Score
Asian	11	3.20
Black/African American	10	2.92
Hispanic	68	3.08
White	75	3.24
Two or More Races	14	3.06
Unknown	5	3.20

INTEGRATION OF LEARNING

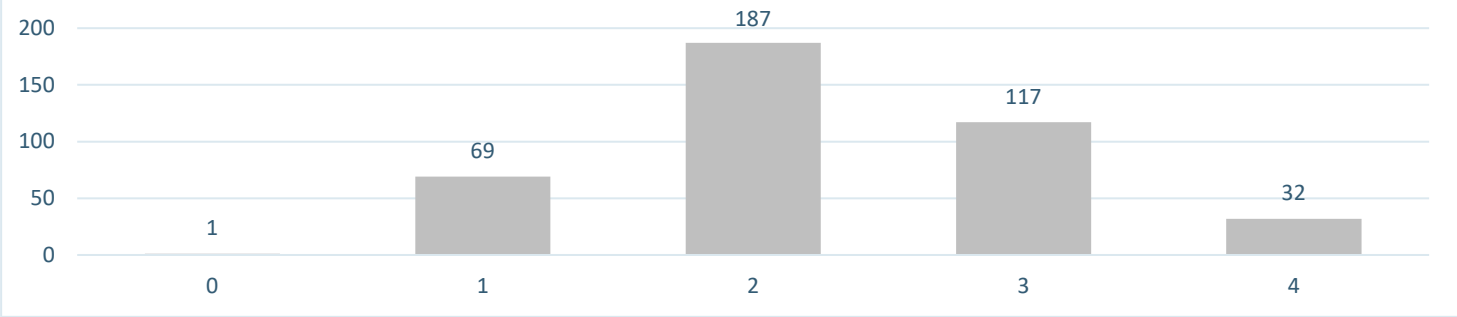
- Students were assessed in the following areas for **Integration of Learning**:
  - Connections to experience
  - Connections to discipline
  - Transfer
  - Integrated communication

Table 9: Integration of Learning Summary

Number of Course Sections	19
Students Rated (Duplicated)	406
Average Rating	2.18

- Sixteen faculty in 19 sections participated in the assessment of integration of learning.
- Students receiving a grade of "W" or "EW" or who dropped the course prior to census were excluded from the analysis.
- A total of 406 duplicated (399 unduplicated) students were included in the evaluation process
- The most commonly awarded score was "2" (*see Figure 3*)

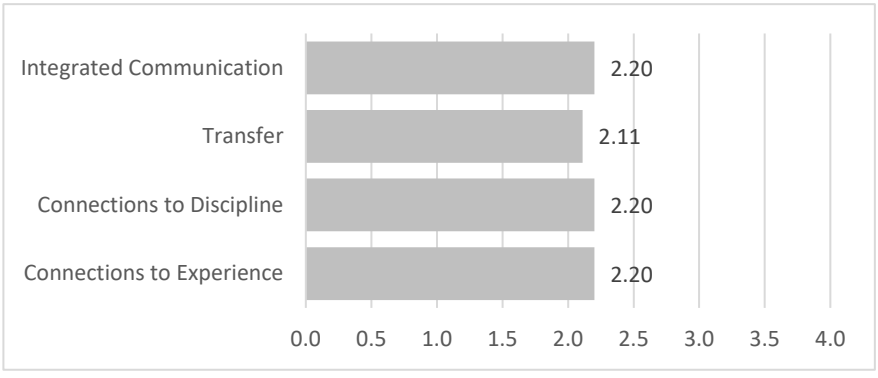
Figure 3: Number of Students by Average Integration of Learning Rating



INTEGRATION OF LEARNING BY COMPONENT

- Average scores ranged from 2.11 to 2.22 (*see Figure 4*)
- Integrated Communication, Connections to discipline, and Connections to experience generated the highest average scores.
- The Transfer component, where students adapt and apply their skills and abilities to new situations, generated the lowest score

Figure 4: Average Score by Integration of Learning Rubric Component



AVERAGE INTEGRATION OF LEARNING SCORE BY GRADE RECEIVED

- Rubric scores were compared with the grade students received in their course to see if there was a relationship between the two variables
- Sample sizes by grade were not yet large enough to measure the strength statistically, however, the heat map below does appear to indicate a relationship between the grade received and the average Integration of Learning score.

Table 10: Average Integration of Learning Score by Grade Received

Grade Received	Number of Students	Average Overall Score
A	187	2.47
B	135	2.04
C/P	71	1.80
D	10	1.48
F/NP	3	1.17

Table 11: Integration of Learning Heat Map

	Integration of Learning Score				
Course Grade	0	1	2	3	4
A	0.0%	9.1%	39.6%	38.0%	13.4%
B	0.0%	17.8%	54.8%	23.7%	3.7%
C/P	1.4%	29.6%	47.9%	18.3%	2.8%
D	0.0%	50.0%	40.0%	10.0%	0.0%
F/NP	0.0%	66.7%	33.3%	0.0%	0.0%

INTEGRATION OF LEARNING DEMOGRAPHIC TABLES

UNIT ATTAINMENT

- **Integration of Learning** scores were relatively similar across unit attainment groups
- More data will need to be collected in the future to determine whether Integration of Learning develops as students progress in their educational trajectories

Table 12: Average Integration of Learning Score by Units Completed

	n	Average Score
0 Units	89	2.30
1-15 Units	90	2.31

16-30 Units	84	2.23
31-45 Units	62	2.21
46-60 Units	39	2.28
More than 60 Units	42	2.29

ADMISSION STATUS

- **Integration of Learning** scores were relatively similar across unit attainment groups, though somewhat higher among Transfer students
- More data will need to be collected in the future to determine whether Integration of Learning develops as students progress in their educational trajectories

Table 13: Average Integration of Learning Score by Admission Status

	n	Average Score
First Time Student	69	2.25
Continuing Student	223	2.21
Returning Student	59	2.31
Transfer Student	54	2.52
High School Student	1	2.00

AGE

- The **Integration of Learning** scores generated by older students tended to be higher than those generated by younger students
- More data will need to be collected in the future to determine whether these trends exist in the larger student population

Table 14: Average Integration of Learning Score by Age Group

	n	Average Score
17 and Under	1	4.00
18-24	257	2.23
25-30	77	2.23
31-40	53	2.42
41-50	16	2.44
Over 50 Years Old	2	3.50

GENDER

- **Integration of Learning** scores were relatively similar across gender groups

Table 15: Average Integration of Learning Score by Gender

	n	Average Score
Female	242	2.24
Male	160	2.32
Unknown	4	2.50

ETHNICITY

- **Integration of Learning** scores generated by White students tended to be higher than those of Hispanic students
- More data will need to be collected in the future to determine whether trends in the development of Integrated Learning exist in less represented ethnic groups

Table 16: Average Integration of Learning Score by Ethnicity

	n	Average Score
American Indian/Alaska Native	1	2.00
Asian	52	2.56
Black/African American	11	2.45
Hispanic	136	2.11
White	176	2.33
Two or More Races	24	2.17
Unknown	6	1.83

SUMMARY

Students included in the Core Competency evaluation in Fall 2020, generated higher **Oral Communication** scores (Mode score = 3), while observed **Integration of Learning** scores tended to be lower on average (Mode score= 2).

In examining the relation of course success to level of competence, there appears to be a relatively linear relationship between course grade and both **Oral Communication** and **Integration of Learning** scores. In both cases, competency scores were observed to increase incrementally with gains in academic success. The small number of observations in

some grade categories, however, require that more data is collected before statistical testing can be used to verify this relationship.

White students tended to generate higher **Oral Communication** and **Integration of Learning** scores than Hispanic students. Other ethnic groups contained too few individuals to compare, rendering the collection of more data necessary before establishing trends in data disaggregated by ethnicity.

Oral Communication and **Integration of Learning** scores were observed to be slightly higher in Transfer students but relatively equal across unit attainment groups. More data will need to be collected to determine how these skills develop across students' educational trajectories

Integration of Learning scores generated by older students tended to be higher than the scored generated by other younger students. **Oral Communication** scores were relatively equal across groups, but the heavy sampling of college-age students for this competency assessment make it difficult to discern meaningful trends. More data will need to be collected for some for less represented age groups, before drawing meaningful conclusions about trends in the development of these skills across different age groups

Finally, there do not appear to be any gender differences in the development of these competencies. Male and Female students generated relatively similar **Critical Thinking** and **Problem Solving** scores on average.