Principles of Accreditation

Compliance Report

Chipola College Compliance Audit Report

SACS Comprehensive Standard 3.5.1

3.5.1 - College-level Competencies

The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies.

Judgment of Compliance

☑ In Compliance

Statement of Rationale for Judgment of Compliance

The college has identified the following college-level competencies within its general education core and uses multiple and varied measures to demonstrate that Chipola’s graduates attain these competencies.

College-Level Competencies in the General Education Core Taught at Chipola College

1. Evaluate societal and ethical issues, problems, and values;
2. Understand the history, nature, methods, and limits of science;
3. Demonstrate basic mathematical skills and knowledge;
4. Comprehend and articulate effectively in English
   • Reading
   • Writing
   • Oral Communication;
5. Interpret, evaluate, and appreciate works of human culture;
6. Use technology effectively.

Adopted—August 26, 2004

The Annual Institutional and Educational Effectiveness Report includes an annual Assessment of College-Level Competencies in the General Education Core, as illustrated in the attached reports for 2004-05 ([1]) and 2005-06 ([2]).

Process of Identifying and Assessing College-Level Competencies

In 2004 the Curriculum and Courses of Study Committee, which includes a faculty member from each academic department, led the faculty in identifying basic competencies which should characterize an “educated” person. After extensive research and deliberation, the committee identified the six competencies (shown above)
(3) See (4) for a list of members of the 2005-2007 Curriculum and Courses of Study Committee and the departments they represent.

The faculty in individual departments identified discipline-specific competencies and outcomes assessed in General Education Core courses as shown in the summary table "Chart of College Level Competencies" (5). This chart illustrates the links between the competencies and General Education Areas cited in the College Catalog (6).

By the end of the spring 2005 semester, multiple assessment measures for each college-level competency had been identified from among the college’s many data reports and indicators of institutional and educational effectiveness (1; 2). Faculty representatives on the Curriculum and Courses of Study Committee led academic departments in identifying competencies taught in each course in the General Education Core (7).

Syllabi Revised to Reflect College-Level, Department-Level and Course-Level Outcomes and Assessment Methods

As a follow-up, the faculty also adopted a standard syllabus format and undertook the revision of all syllabi in three stages. All courses are taught using department-wide syllabi, final examinations, and textbooks. First, teachers collaborated to revise syllabi for all general education core courses and linked course-level skills to both discipline-specific and college-level competencies. Next, they revised syllabi for non-general education courses and—where appropriate—linked student learning outcomes to competencies. Third, they identified methods used in courses to assess student mastery of course-level outcomes. A sample syllabus may be viewed at (8). Electronic copies of syllabi are posted on the college network at (9) and on individual faculty web pages. Notebook files of all current syllabi are kept on file in the offices of the Senior Vice President for Instruction and Student Services and department directors.

Documentation:


[3] Curriculum and Courses of Study Committee Purpose Statement and Tasks

[4] Curriculum and Courses of Study Committee Members
[5] Chart of College-Level Competencies


[7] Course Content Distribution

[8] ENC 1101 Syllabus