BP 1450 Core Competencies

In response to requirements established by the Accrediting Commission for Community and Junior Colleges, Chaffey College faculty have developed Core Competencies and view them as the Institutional Student Learning Outcomes (Standards I.B.1, I.C.3, I.C.4, II.A.3, II.A.9, II.A.11). In order to ensure that the Core Competencies are embedded within the District’s planning and learning outcome assessment practices, Core Competencies are codified as Board Policy 1450.

Core Competencies are the fundamental components that all students will show competency in upon completion of Chaffey College’s General Education program, associates degrees, certificates, or courses. Core Competencies connect student learning outcomes at the course and program level to the overall mission of the college and student success. The Governing Board, administrators, faculty and staff of the Chaffey Community College District strive to develop lifelong learners who exhibit the following core competencies:

1. **Communication**
   Students will practice effective communication and comprehensions skills and strategies. Examples will include, but are not limited to the following:
   - Comprehend, analyze, and respond appropriately to oral, written, and visual information.
   - Effectively communicate/express both qualitative and quantitative information through oral, written, visual, and other appropriate modes of communication/expression.
   - Ask questions and utilize appropriate resources to continually expand comprehension and oral, written, and visual communication skills.

2. **Critical Thinking and Information Competency**
   Students will demonstrate critical thinking skills in problem solving across the disciplines and in daily life. Examples will include, but are not limited to the following:
   - Identify vital questions, problems, or issues and evaluate the plausibility of a solution. Compute and analyze multiple representations of quantitative information, including graphical, formulaic, numerical, verbal, and visual.
   - Apply scientific processes to solve problems and measure and observe natural phenomena.
   - Select sources of information based on analysis and evaluation of accuracy, credibility, relevance, and reasonableness of information.
   - Analyze and assess assumptions, biases, and multiple perspectives to develop a well-informed, valid argument.
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3.  Personal, Academic, and Career Development
Students will assess their own knowledge, skills and abilities; set challenging and appropriate personal, educational, and career goals and persist in pursuing these goals; develop effective strategies for both individual and group work; and choose pathways that develop personal, academic, social, and financial responsibility. Examples will include, but are not limited to the following:

- Demonstrate professional and ethical responsibilities of the individual.
- Demonstrate the ability to use technology to assess, evaluate, and present information.
- Set short and long-term goals, seeking and utilizing various personal, academic, psychological, and social services in pursuit of these goals.
- Seek and utilize feedback to assess learning and progress toward goals.
- Demonstrate resilience by viewing challenges and obstacles as opportunities for growth.
- Demonstrate the ability to use technology to assess, evaluate, and present information.

4.  Community/Global Awareness and Responsibility
Students will demonstrate knowledge of and strategies to consider significant social, cultural, environmental and aesthetic perspectives. Examples will include, but are not limited to, the following:

- Identify and apply the social and ethical responsibilities of the individual in society.
- Demonstrate social and ethical responsibility within a community.
- Demonstrate commitment to active citizenship by recognizing and evaluating important social, ecological, economical, and political issues.
- Demonstrate an understanding and appreciation for individual, social, and cultural diversity.

References:  WASC/ACCJC Standards I.B.1, I.C.3, I.C.4, II.A.3,II.A.9, II.A.11

Adopted:  02/25/16