

CCBC CORE COMPETENCIES

CCBC has identified four core competencies (Communication, Problem Solving, Global Perspective and Social Responsibility; and Independent Learning and Personal Management) that will help students develop the knowledge, skills, and behaviors to be successful as intentional learners; to be productive as workers; and to be thoughtful, engaged citizens. These core competencies will be evidenced throughout students' learning experiences at CCBC. All courses outside the General Education curriculum, using specific course content as the vehicle, will include activities that encourage the development of one or more of the indicated abilities associated with the core competencies. A variety of assessment tools can be used to gather evidence of student achievement in the learning activities where students will be developing these competencies.

1. COMMUNICATION

Definition: ability to use reading, writing, oral, or signed communication skills to organize, express, and absorb ideas and information in interpersonal, group, organizational, and presentational settings

Students will be able to:

- a. Read, retain, restate, and apply ideas for a variety of purposes, to include: informing, persuading, enjoying, and appreciating.
- b. Write clearly, concisely, and accurately in a variety of contexts and formats.
- c. Speak clearly, concisely, and accurately in a variety of contexts and formats.
- d. Demonstrate active listening skills.

2. PROBLEM SOLVING

Definition: ability to think critically and to solve problems using data, analysis, interpretation, and reasoning skills.

Students will be able to:

- a. Demonstrate observation skills.
- b. Identify a problem to be solved, a task to be performed, or a decision to be made.
- c. Determine the nature and extent of needed information.
- d. Access information effectively and efficiently.
- e. Evaluate information sources and content.

- f. Make connections and draw inferences.
- g. Identify criteria appropriate for evaluation of a process, solution, or decision.
- h. Formulate alternative processes, solutions, or decisions and potential consequences.
- i. Select an appropriate process, solution, or decision.

3. GLOBAL PERSPECTIVE AND SOCIAL RESPONSIBILITY

Definition: ability to understand and interpret events and issues within a global perspective; ability to demonstrate ethical and cultural awareness and to foster an appreciation of diversity through appropriate and effective modes of social interaction

Students will be able to:

- a. Express an understanding of the interconnections and interactions between and among people and systems (political, economic, social, and natural) and of the necessity of balancing human needs with the limitations of world resources.
- b. Gain knowledge of and experience with people in their own and other cultures, past and present, and how they live, think, communicate, and view the world.
- c. Describe the impact of the global economy on life, work, and opportunities.
- d. Recognize the commonality of human experience across culture.
- e. Recognize the influence of diverse cultural perspectives on human thought and behavior.
- f. Define personal responsibility in a given circumstance.
- g. Demonstrate respect for the rights, views, and work of others.
- h. Recognize their responsibility to personal, social, professional, educational, and natural environments and make informed decisions based on that responsibility.
- i. Display behavior consistent with the ethical standards within a discipline or profession.

4. INDEPENDENT LEARNING AND PERSONAL MANAGEMENT

Definition: ability to set individual goals and devise strategies for educational, personal, and professional development in a changing world

Students will be able to:

- a. Appreciate the value and importance of inquiry and the learning process in the classroom and their personal and professional lives.
- b. Set goals and devise strategies for educational, personal, and professional development in a changing world, consistent with their abilities and circumstances.
- c. Utilize computers and related technology to increase task efficiency.
- d. Recognize their own self-worth, strengths, weaknesses, and potential for growth.
- e. Recognize their own biases and values.
- f. Demonstrate the ability to give and receive constructive feedback.

- g. Behave appropriately in a variety of situations, circumstances, and roles.
- h. Recognize conflict and use conflict resolution skills when appropriate.