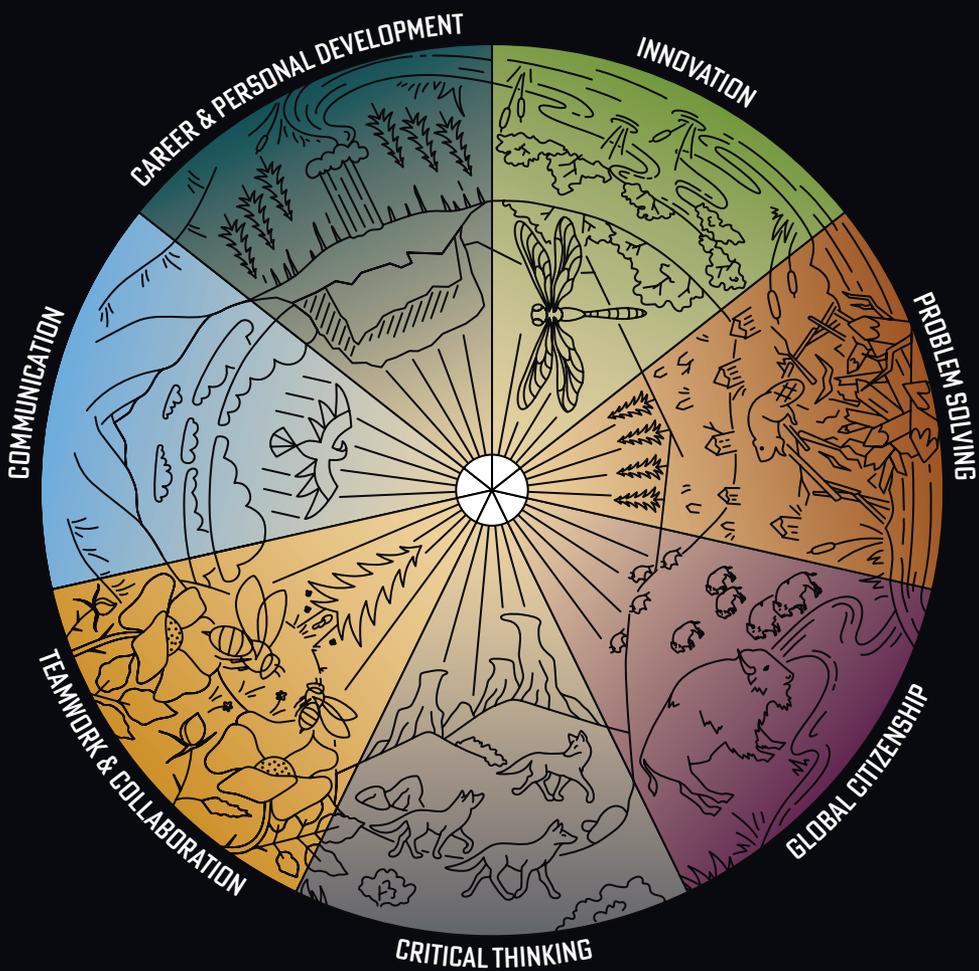


# STUDENT CORE COMPETENCIES





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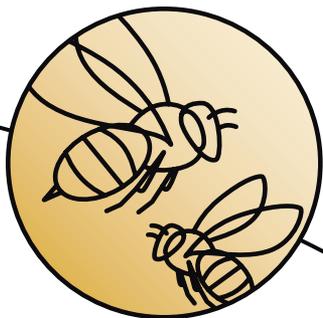
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## WHAT ARE THE LETHBRIDGE COLLEGE CORE COMPETENCIES?

Lethbridge College has advocated some form of student competencies for the last 12 years. Now referred to as Student Core Competencies, these areas of student development were formerly known as “21st-Century Skills” and, before that, “College-Wide Outcomes.” But what does this mean? Student Core Competencies might be described as soft skills, life skills, professional skills, or employment skills. These are skills all students will develop to varying levels during their time at Lethbridge College—in addition to the knowledge and skills gained in their areas of subject matter expertise. Core competencies are developed both inside and outside of the classroom. And although these competencies go beyond subject matter and program focus, they are essential to student success.

## WHY DO THEY MATTER?

Student Core Competencies matter because they contribute to students’ academic success as well as their success after graduation. While students’ development in these areas isn’t currently measured, it’s evident that demonstrating these competencies is critical to employment success and personal development. In fact, engagement with local employers indicates that core competency development is a sought-after quality in new hires. By clearly defining core competencies, Lethbridge College provides students with a clear pathway to develop these soft skills and helps students articulate their competency development to employers.

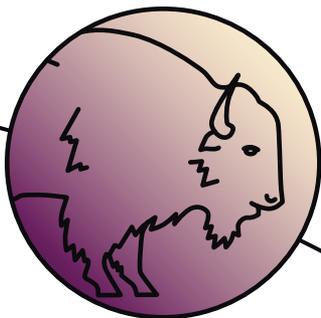
# STUDENT CORE COMPETENCIES WHAT ARE THEY? WHY ARE THEY IMPORTANT?

Furthermore, Student Core Competencies support the Comprehensive Institutional Plan's (CIP) overarching goal of promoting students' and employees' health and wellbeing and are identified as an institutional priority under the CIP sub-goal of "Excellence in Teaching and Learning."

## HOW WERE THEY DESIGNED?

The competencies were designed using input from many college departments and staff members. A working group established in May 2018 conducted background research and met regularly to collaborate on the project. The group asked for feedback from students, staff, instructors, and employers and used an iterative design model to develop frameworks and a visual identity for the Student Core Competencies. Feedback was also sought from additional stakeholder groups, such as Lethbridge College Indigenous Services and technology experts. Several pilot phases were completed before the group moved to final revision and implementation phases, resulting in the Student Core Competencies as they exist today.





## WHAT ARE LEVELS ALL ABOUT?

- **Involved** students know the indicator or the criteria for demonstrating it. They can talk about it, write about it, describe it or explain it.
- **Engaged** students can perform or demonstrate the indicator or criteria; that is, they can do it.
- **Leading** students are innovating, extending, transforming, showing initiative, integrating, or collaborating.

*It is not expected that all students achieve leading status in all categories by the time they graduate. The level they achieve will depend on their program, their personal goals and development, and their career aspirations.*

## WHAT IS AN INDICATOR?

- shows how someone might achieve competency in each area
- suggests a variety of ways that this competency may be demonstrated, and at what level
- observable and measurable

## HOW ARE THE COMPETENCIES MEASURED?

Here are some ideas and examples that emerged during competency pilot phases and research:

- online resources and quizzes
- student reflections/self-checks
- portfolios and e-portfolios
- Canvas validation
- mapping and measuring competencies through curriculum (competency development in an academic program)
- co-curricular records
- rubrics, checklists, and measurement tools

# STUDENT CORE COMPETENCIES HOW MIGHT YOU USE THEM?

## IF YOU'RE A STUDENT, USE THEM FOR...

- self-reflection
- goal setting
- articulating what you've learned to future employers
- measuring growth in non-program skills throughout your program

## IF YOU'RE AN INSTRUCTOR, USE THEM FOR...

- course content and assessment design
- promoting and emphasizing their value for future employment
- mapping core competency opportunities across your program to ensure you are giving students adequate opportunity to develop them

## IF YOU'RE AN EMPLOYER OR COMMUNITY MEMBER...

- know that LC is leading in developing skills critical to student and graduate success
- assist by informing recruitment and creating job postings to articulate the skills you are looking for in your employees
- use the competencies to create a common language between employers and potential employees

## IF YOU'RE A LETHBRIDGE COLLEGE STAFF MEMBER WHO SUPPORTS STUDENTS...

- reference the core competencies as a college-wide framework and set of skills
- promote the core competencies and make students aware of them — be a champion for the cause!
- use as an anchor for service offerings, workshops, and other opportunities



# INNOVATION

Innovation encompasses experimentation, creation, imagination, risk, and entrepreneurship. It involves investigating challenges, typically searching for a method, opportunity, idea or product/service where none existed before, or using something in a way it has never been used.

## LEVEL 1: INVOLVED

- Recognizes forms of experimentation, innovation, and entrepreneurship.
- Explains how to identify needs and engage new and existing markets.
- Discusses the impact of creativity and imagination on innovation.
- Defines sustainability and explains its relationship to innovation.
- Recognizes the role of risk and uncertainty in entrepreneurship.

## LEVEL 2: ENGAGED

- Conducts experiments and engages in prototyping.
- Anticipates and accepts the risks of entrepreneurship.
- Invents new, or modifies existing product, idea, or service.
- Seeks collaboration and different points of view.
- Recognizes and develops personal creative strengths.

## LEVEL 3: LEADING

- Leverages and fosters the creative strength in themselves and others.
- Demonstrates vision and optimism.
- Seeks feedback and adapts accordingly to implement suggested changes.
- Analyzes obstacles and pivots to overcome them.
- Judges merits of a proposal.



# PROBLEM SOLVING

Problem solving consists of applying the skills, attitudes, and behaviours needed to effectively generate and implement ideas to address a need or challenge. A problem-solver is resilient, makes decisions, and employs creativity, flexibility, and critical thinking to deliver solutions.

## LEVEL 1: INVOLVED

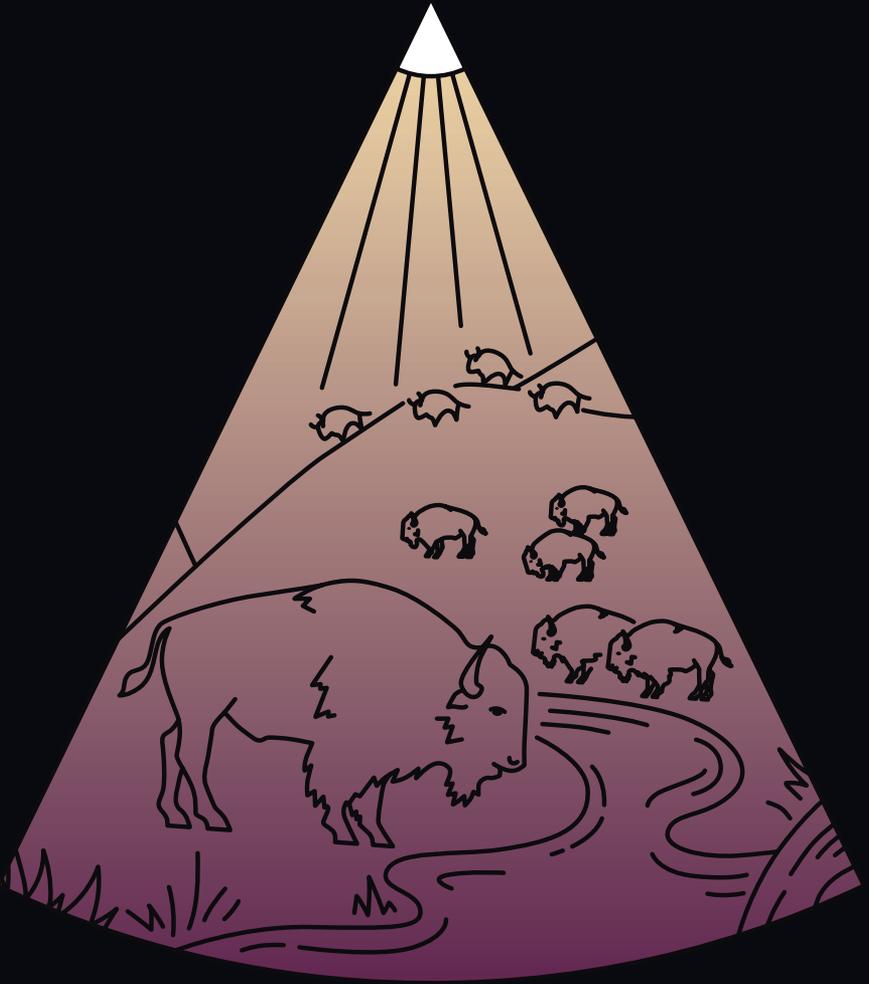
- Asks questions to identify the information available in a situation.
- Recognizes the need for innovative problem-solving strategies.
- Predicts that alternative consequences and setbacks may occur.
- Describes the value of examining similar problems that have occurred and how they were solved.
- Defines creative ideas and outside-the-box thinking.

## LEVEL 2: ENGAGED

- Summarizes the known information in a situation.
- Analyzes problem-solving strategies for viability, feasibility, and desirability.
- Recognizes that setbacks require resilience and can lead to growth.
- Investigates what has and has not worked with similar problems in the past.
- Explains how to generate creative ideas to solve problems individually or through collaboration.

## LEVEL 3: LEADING

- Explains available information and represents it in alternative ways.
- Implements the most viable problem-solving strategy after analyzing alternative options.
- Responds to setbacks by creating original solutions.
- Hypothesizes a solution based on what has worked with similar challenges.
- Generates creative ideas to solve problems individually and through collaboration.



# GLOBAL CITIZENSHIP

Global citizenship involves actively engaging with a variety of cultural, environmental, political, and economic systems. It includes acknowledging Indigenous and global perspectives when taking action on local or global issues.

## LEVEL 1: INVOLVED

- Explains awareness of and sensitivity and openness to diverse perspectives on global and local issues.
- Describes responsible citizenship in contributing to the culture of the community.
- Recognizes instances of bias and stereotyping.
- Defines what respect for diverse cultures, ethnicities, ages, genders, religions, abilities, and sexual orientations is.
- Identifies environmental, cultural, political, and economic challenges.
- Acknowledges that we are on Indigenous land (Blackfoot territory) and recognizes the significance of Indigenous cultures, peoples, and their history.

## LEVEL 2: ENGAGED

- Demonstrates awareness of and sensitivity and openness to diverse perspectives on global and local issues.
- Embodies responsible citizenship that contributes to healthy and sustainable communities.
- Questions instances of bias and stereotyping.
- Exhibits respectful interaction with diverse races, cultures, ages, genders, religions, abilities, and sexual orientations.
- Appraises the individual's role in environmental, cultural, political and economic challenges.
- Recognizes significance of and demonstrates respect for Indigenous ways of knowing.

## LEVEL 3: LEADING

- Teaches and promotes awareness, sensitivity and openness to diverse perspectives on global and local issues.
- Creates responsible citizenship initiatives that contribute to inclusive, healthy and sustainable communities.
- Challenges instances of bias and stereotype.
- Advocates for dignity, equality and well-being of individuals and communities.
- Exhibits individual actions in facing environmental, cultural, political, and economic challenges.
- Demonstrates leadership in projects, initiatives or groups that highlights, advocates for and supports Indigenous culture, language, traditions, histories and current trends.



# CRITICAL THINKING

Critical Thinking involves the application of the skills, attitudes, and behaviour needed to effectively research, organize, evaluate, and use information from a variety of digital and non-digital sources for specific purposes.

## LEVEL 1: INVOLVED

- Describes the nature of information and the forms it can take.
- Explains various formal and informal ways to conduct research.
- Lists strategies and tools to organize information.
- Defines sharing and attribution.
- Identifies reliability, validity, authority, and bias.

## LEVEL 2: ENGAGED

- Uses various forms of information
- Employs appropriate formal or informal ways to conduct research.
- Applies strategies and tools to organize information.
- Demonstrates appropriate sharing and attribution.
- Uses indicators of reliability, validity, authority, and bias.

## LEVEL 3: LEADING

- Prioritizes various forms of information based on requirements.
- Designs innovative ways to conduct research.
- Synthesizes information for understanding and clarity.
- Considers the value of attribution and the issues surrounding the use of information.
- Determines credibility of sources based on indicators of reliability, validity, authority, and bias.



# TEAMWORK & COLLABORATION

Teamwork & Collaboration involves building collaborative relationships, products, and services with others who represent diverse cultures, races, ages, genders, religions, abilities, lifestyles, and viewpoints. Developing this competency includes working within a team structure as well as negotiating and managing conflict.

## LEVEL 1: INVOLVED

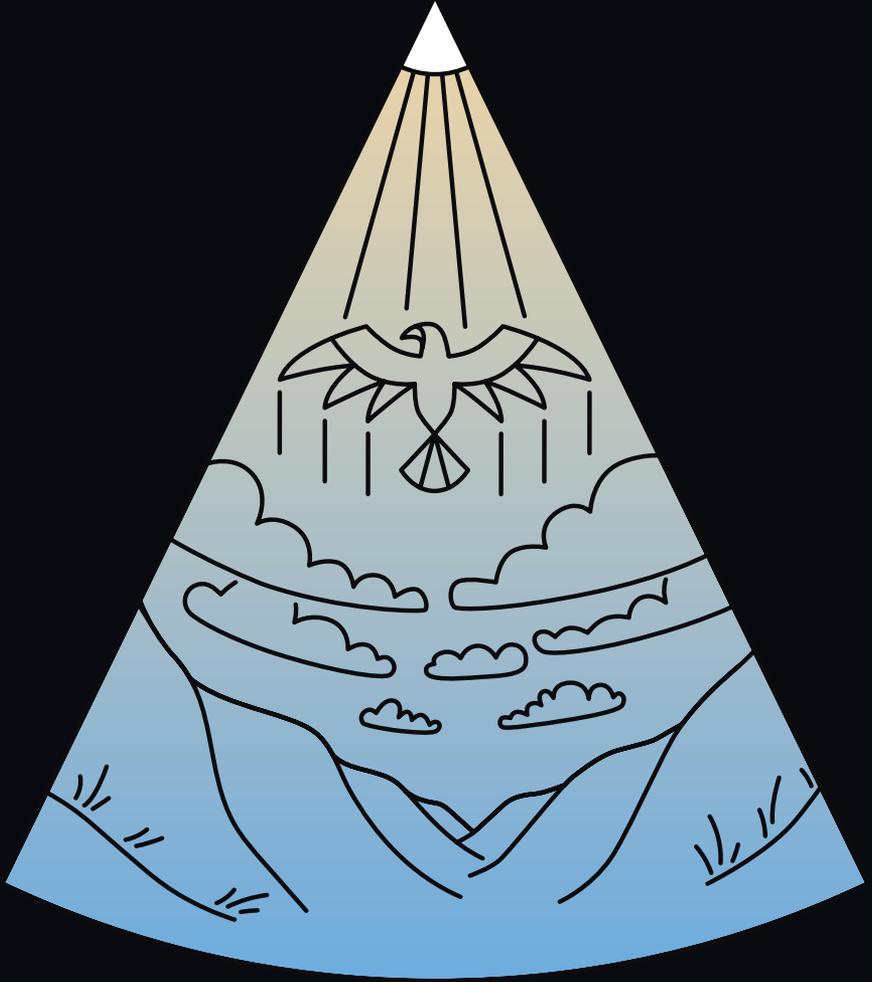
- Describes reasons for displaying a positive attitude towards group work and the shared responsibility of contributing towards a common goal.
- Explains reasons for using team norms and roles when working towards a shared objective.
- Expresses the value of diversity and inclusiveness in group work.
- Recognizes instances of conflict .
- Contributes ideas and listens to the contributions of others.

## LEVEL 2: ENGAGED

- Displays a positive attitude towards group work and the shared responsibility of contributing towards a common goal.
- Puts the use of team norms and roles into practice when working towards a shared objective.
- Participates in diverse and inclusive groups.
- Identifies conflict and contributes towards mediation or resolution.
- Offers suggestions that build on the ideas of others.

## LEVEL 3: LEADING

- Adjusts to fill a variety of roles (contributor, lead, support) in group work.
- Initiates and promotes team norms and roles when working towards a shared objective.
- Advocates for diverse and inclusive participation in collaborative work.
- Identifies and addresses conflict while maintaining active engagement until mediation is successful and a resolution reached.
- Synthesizes and refines suggestions of others to offer helpful ideas and solutions that contribute towards the common goal.



# COMMUNICATION

Communication is the ability to effectively read, write, speak, listen to, represent, and view information. Communication may be verbal, non-verbal, formal, or informal, and is used for a variety of purposes, audiences and situations. Individuals demonstrate respect, responsibility and empathy when communicating with others.

## LEVEL 1: INVOLVED

- Draws information from sources to develop a message.
- Describes how to choose the best communication medium for an audience or purpose.
- Identifies written, spoken, visual, and non-verbal communication as different types of communication.
- Recognizes non-verbal cues of someone who doesn't understand what is being communicated.
- Predicts how time and context impact communication.

## LEVEL 2: ENGAGED

- Combines information from multiple sources into a coherent message in multiple modes/channels.
- Reflects on the needs of the intended audience and chooses an appropriate mode of communication.
- Employs the conventions of written, spoken, visual and non-verbal communication.
- Analyzes feedback from others and makes accommodations to overcome common barriers to communication.
- Employs synchronous or asynchronous communication depending on the message and context.

## LEVEL 3: LEADING

- Synthesizes information from a variety of sources into a coherent, original message in a variety of modes/channels.
- Chooses an innovative mode of communication, given the needs of the audience.
- Investigates novel forms of communication beyond written, spoken, visual, and non-verbal communication.
- Employs active listening and paraphrasing to ensure understanding.
- Recommends a communication method that considers time constraints and context.



# CAREER & PERSONAL DEVELOPMENT

Career and Personal Development involves setting academic, career, and wellness goals and striving to achieve them. Developing this competency includes identifying personal strengths and abilities and using them in various settings. Implementing strategies such as self-reflection, goal setting and goal meeting is also a fundamental aspect of career and personal development.

## LEVEL 1: INVOLVED

- Explains the importance of setting academic, career and wellness goals.
- Recognizes the value of self-direction and self-awareness to make responsible choices.
- Describes what contributes to health and well-being.
- Lists support resources and explains the value of using them.
- Recognizes setbacks when working towards goals.
- Identifies feedback in a variety of forms.

## LEVEL 2: ENGAGED

- Sets academic, career, and wellness goals.
- Applies self-direction and self-awareness to making responsible personal choices.
- Employs strategies that contribute to health and well-being.
- Uses support services related to academic, career, physical, emotional, and mental resiliency.
- Analyzes and reflects on setbacks when working towards goals.
- Recognizes that feedback provides opportunities for change and redirection.

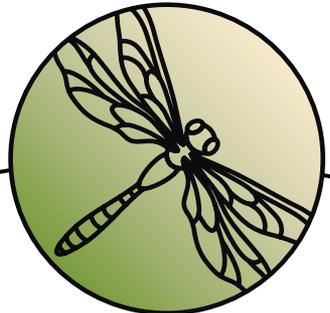
## LEVEL 3: LEADING

- Engages in ongoing learning to achieve academic, career, and wellness goals.
- Evaluates self-direction and self-awareness-based decisions to improve personal choices.
- Appraises emotional, intellectual, physical, spiritual, and social well-being.
- Advocates for and promotes support services related to academic, physical, emotional, and mental resiliency.
- Sees setbacks and challenges as opportunities for change and growth.
- Responds thoughtfully to feedback and considers how to apply this information in a variety of areas.



## SPECIAL THANKS TO ALL WHO CONTRIBUTED TO THE SUCCESS OF THIS PROJECT...

- Academic Leadership
- Accessibility Services
- Applied Research
- Buchanan Library
- Career Development
- Corporate & Continuing Education
- Digital Learning Team
- Indigenous Services
- Institutional Planning & Risk Services
- Learning Cafe
- Learning Experience Design Team
- Lethbridge College Faculty
- Lethbridge College Students
- Production Team
- Program Advisory Committees
- Recruitment
- Registrars Office
- Retention
- SPHERE
- Student Services
- Student Success
- Wellness Services



# STUDENT CORE COMPETENCIES CONTRIBUTORS

**WOULD YOU LIKE TO KNOW MORE?**

**WANT TO BECOME INVOLVED IN THE PROJECT?**

**ARE YOU USING THE CORE COMPETENCIES IN YOUR WORK AND  
WOULD LIKE TO SHARE YOUR STORY?**

Please contact the Center for Teaching, Learning & Innovation at:

**[CTLI@LETHBRIDGECOLLEGE.CA](mailto:CTLI@LETHBRIDGECOLLEGE.CA)**



