

The UC San Diego Competencies are incorporated into the [Engaged Learning Tools](#) to promote student success and development. The framework and definitions were created using the Association of American Colleges & Universities (AAC&U) Value Learning Outcomes, the Council for the Advancement of Standards (CAS) in Higher Education Learning & Development Outcomes, and the WASC Senior College and University Commission Core Competencies. The UC San Diego Competencies are reviewed by the Education Initiative Workgroup on a four-year cycle.

UCSD Competency	Council for the Advancement of Standards in Higher Education (CAS)	Association of American Colleges & Universities (AAC&U)	WASC Senior College & University Commission Competencies	NACE Career Readiness
<p>Critical Thinking & Problem Solving: Identifies important problems and questions and gathers, analyzes, evaluates information from a variety of sources before forming a strategy, decision, or opinion.</p>	<ul style="list-style-type: none"> • Critical thinking: Identifies important problems, questions, and issues; analyzes, interprets, and makes judgments of the relevance and quality of information; assesses assumptions and considers alternative perspectives and solutions. • Effective reasoning: Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; is open to new ideas and perspectives 	<ul style="list-style-type: none"> • Critical thinking: is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. • Problem solving: Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal. 	<p>Critical Thinking The ability to think in a way that is clear, reasoned, reflective, informed by evidence, and aimed at deciding what to believe or do. Dispositions supporting critical thinking include open-mindedness and motivation to seek the truth.</p>	<p>Critical Thinking & Problem Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process.</p>
<p>Research Ability Accesses and evaluates multiple sources of information, including text and images, and synthesizes information to solve problems and create new insights.</p>	<ul style="list-style-type: none"> • Connecting knowledge to other knowledge, ideas, and experiences: Uses multiple sources of information and their synthesis to solve problems; knows how to access diverse sources of information such as the internet, text observations, and data bases • Constructing knowledge: Personalizes learning; makes meaning from text, instruction, and experience; uses experience and other sources of information to create new insights; generates new problem-solving approaches based on new insights; recognizes one’s own capacity to create new understandings from learning activities and dialogue with others 	<ul style="list-style-type: none"> • Inquiry and analysis: Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them. 	<p>Quantitative Reasoning The ability to apply mathematical concepts to the interpretation and analysis of quantitative information in order to solve a wide range of problems, from those arising in pure and applied research to everyday issues and questions. It may include such dimensions as ability to apply math skills, judge reasonableness, communicate quantitative information, and recognize the limits of mathematical or statistical methods.</p>	

<p>Oral, Written, & Digital Communication Conveys meaning and responds to needs of diverse audiences through writing and speaking coherently and effectively, and develops the expression of ideas through written, oral and digital mediums.</p>	<ul style="list-style-type: none"> • Communicating effectively: Conveys meaning in a way that others understand by writing and speaking coherently and effectively; writes and speaks after reflection; influences others through writing, speaking or artistic expression; effectively articulates abstract ideas; uses appropriate syntax and grammar; makes and evaluates presentations or performances; listens attentively to others and responds appropriately 	<ul style="list-style-type: none"> • Oral communication: is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. • Reading: is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language". • Written communication: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum. 	<p>Oral Communication Communication by means of spoken language for information, persuasive, and expressive purposes. In addition to speech, oral communication may employ visual aids, body language, intonation, and other non-verbal elements to support the conveyance of meaning and connection with the audience. Oral communication may include speeches, presentations, discussions, dialogue, and other forms of interpersonal communication, either delivered face to face or mediated technologically.</p> <p>Written Communication Communication by means of written language for informational, persuasive, and expressive purposes. Written communication may appear in many forms, or genres. Successful written communication depends on mastery of the conventions of the written language, facility with culturally accepted structures for presentation and argument, awareness of audience, and other situation-specific factors.</p>	<p>Oral, Written, & Digital Communication Articulate thoughts and ideas clearly and effectively in non-verbal, implicit and explicit written, oral and digital forms to diverse audiences. The individual is able to express ideas to others; has public speaking skills; and can clearly and effectively write/edit communications such as letters, complex technical reports, and executive summary.</p>
<p>Teamwork & Cross-Cultural Collaboration Works with and seeks involvement from people with diverse experiences and identities towards a common goal, demonstrating strong interpersonal skills, respect, and dignity for others.</p>	<ul style="list-style-type: none"> • Collaboration: Works cooperatively with others, including people different from self and/or with different points of view; seeks and values the involvement of others; listens to and considers others' points of view • Interdependence: Seeks help from others when needed and offers assistance to others; shares a group or organizational goal and works with others to achieve it; learns from the contributions and 	<ul style="list-style-type: none"> • Intercultural knowledge and competence: is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts. 		<p>Teamwork & Cross-Cultural Collaboration Build collaborative relationships with colleagues and customers that unite diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints to achieve a common purpose. The individual is able to integrate and work within a team</p>

	<p>involvement of others; accepts supervision and direction as needed</p> <ul style="list-style-type: none"> • Understanding and appreciation of cultural and human differences: Understands one's own identity and culture; seeks involvement with people different from oneself; articulates the advantages and impact of a diverse society; identifies systematic barriers to equality and inclusiveness, then advocates and justifies means for dismantling them; in interactions with others, exhibits respect and preserves the dignity of others 	<p>Teamwork: is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)</p>		<p>structure, and can successfully manage and resolve conflict.</p>
<p>Understanding Global Context Demonstrates an understanding of complex global issues and systems, and how issues and actions have local and global implications for the future.</p>	<ul style="list-style-type: none"> • Global Perspective: Understands and analyzes the interconnectedness of societies worldwide; demonstrates effective stewardship of human, economic, and environmental resources 	<ul style="list-style-type: none"> • Global learning: Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably. 		<p>Global/Intercultural Fluency Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.</p>
<p>Leadership Takes initiative, demonstrates effective decision making and informed risk taking, and motivates and encourages participation from others to work</p>	<ul style="list-style-type: none"> • Effective leadership: Demonstrates skill in guiding and assisting a group, organization, or community in meeting its goals; identifies and understands the dynamics of a group; exhibits democratic principles as a leader or group member; communicates a 			<p>Leadership Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her</p>

<p>towards a shared purpose and vision.</p>	<p>vision, mission, or purpose that encourages commitment and action in others</p>			<p>emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.</p>
<p>Professionalism & Integrity Demonstrates integrity, honesty, dependability and ethical responsibility, and accepts direction and personal accountability.</p>	<ul style="list-style-type: none"> • Commitment to ethics and integrity: Incorporates ethical reasoning into action; explores and articulates the values and principles involved in personal decision-making; acts in congruence with personal values and beliefs; exemplifies dependability, honesty, and trustworthiness; accepts personal accountability • Demonstrating professionalism: Accepts supervision and direction as needed; values the contributions of others; holds self-accountable for obligations; shows initiative; assesses, critiques, and then improves the quality of one’s work and one’s work environment 	<ul style="list-style-type: none"> • Ethical reasoning: is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students’ ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. 		<p>Professionalism & Work Ethic Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.</p>
<p>Self-Reflection Assesses, articulates, and acknowledges personal skills and abilities, and learns from past experiences and feedback to gain new insights and understandings.</p>	<ul style="list-style-type: none"> • Realistic self-appraisal, self-understanding, and self-respect: Assesses, articulates, and acknowledges personal skills, abilities, and growth areas; uses self-knowledge to make decisions such as those related to career choices; articulates rationale for personal behavior; seeks and considers feedback from others; critiques and subsequently learns from past experiences; employs self-reflection to gain insight; functions without need for constant reassurance from others; balances needs of self with needs of others • Reflective thinking: Applies previously understood information, concepts, and experiences to a new situation or setting; rethinks previous assumptions 	<ul style="list-style-type: none"> • Integrative learning: Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. 		

<p>Career Development Accesses information and opportunities for career exploration, and understands and articulates the importance of transferable skills in the job search process.</p>	<ul style="list-style-type: none"> • Managing career development: Takes steps to initiate a job search or seek advanced education; constructs a resume based on clear job objectives and with evidence of knowledge, skills, and abilities; recognizes the importance of transferrable skills 	<ul style="list-style-type: none"> • Foundations and skills for lifelong learning: Lifelong learning is “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence”. An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills described in this rubric while in school. 		<p>Career Management Identify and articulate one’s skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.</p>
<p>Digital Information Fluency Demonstrates technological literacy and skills, and ethically and effectively uses technology to communicate, problem-solve, and complete tasks.</p>	<ul style="list-style-type: none"> • Technological competency: Demonstrates technological literacy and skills; demonstrates the ethical application of intellectual property and privacy; uses technology ethically and effectively to communicate, solve problems, and complete tasks; stays current with technological innovations 	<ul style="list-style-type: none"> • Information literacy: The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. 	<p>Information Literacy According the Association of College and Research Libraries, the ability to “recognize when information is needed and have the ability to locate, evaluate, and use the needed information” for a wide range of purposes. An information-literate individual is able to determine the extent of information needed, access it, evaluate it and its sources, use the information effectively, and do so ethically and legally.</p>	
<p>Civic Engagement & Social Responsibility Participates in service/ volunteer activities characterized by reciprocity, engages in critical reflection, and appropriately challenges unfair and unjust</p>	<ul style="list-style-type: none"> • Sense of civic responsibility: Demonstrates consideration of the welfare of others in decision-making; engages in critical reflection and principled dissent; understands and participates in relevant governance systems; educates and facilitates the civic engagement of others 	<ul style="list-style-type: none"> • Civic engagement: "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through 		

<p>behavior to make a positive difference in the community.</p>	<ul style="list-style-type: none"> • Social responsibility: Recognizes social systems and their influence on people; appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; participates in service/volunteer activities that are characterized by reciprocity; articulates the values and principles involved in personal decision-making; affirms and values the worth of individuals and communities 	<p>both political and non-political processes." In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community</p>		
<p>Innovation & Entrepreneurial Thinking Synthesizes existing ideas and concepts in innovative and creative ways to develop new ways of thinking or working, and engages in divergent thinking and risk taking.</p>		<ul style="list-style-type: none"> • Creative thinking: is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking. 		