Chabot College Institutional Core Values and Framework

A. Vision

Chabot College is a learning-centered institution with a culture of thoughtfulness and academic excellence, committed to creating a vibrant community of lifelong learners.

B. Mission Statement

Chabot College is a public, comprehensive community college that prepares students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the global community. The college furthers student learning and responds to the educational needs of our local population and economy. The college serves as an educational leader, contributing its resources to the intellectual, cultural, physical, and economic vitality of the region. Recognizing that learning is a lifelong journey, the college provides opportunities for intellectual enrichment and physical well-being of all community members who can benefit.

C. Values

LEARNING AND TEACHING
• Supporting a variety of teaching philosophies and learning modalities.
• Providing an environment conducive to intellectual curiosity and innovation.
• Encouraging collaboration that fosters learning.
• Engaging in ongoing reflection on learning by students and by staff.
• Cultivating critical thinking in various contexts.
• Supporting the development of the whole person.

COMMUNITY AND DIVERSITY
• Building a safe and supportive campus community.
• Treating one another with respect, dignity, and integrity.
• Practicing our work in an ethical and reflective manner.
• Honoring and respecting cultural diversity.
• Encouraging diversity in our curriculum and community of learners.

INDIVIDUAL AND COLLECTIVE RESPONSIBILITY
• Taking individual responsibility for our own learning.
• Cultivating a sense of social and individual responsibility.
• Developing reflective, responsible, and compassionate citizens.
• Playing a leadership role in the larger community.
• Embracing thoughtful change and innovation.
Service-learning is a method under which students learn and develop through thoughtfully organized community service that is integrated into the academic curriculum. Service-learning courses do not simply send students out into the community to volunteer; they arrange projects that help put specific course topics into practice, and design reflection activities that encourage students to make active connections between the work they are doing inside and outside of the classroom. Service-learning provides a creative problem-solving/learning environment that empowers students as active citizens while helping them arrive at a deeper understanding of academic texts and ideas as they are applied in the “real world” outside the classroom.

The mission of the service-learning program at Chabot is threefold: first, to enhance student learning at Chabot; second, to foster in our students a sense of civic responsibility and a feeling that they can make a difference; and third, to vitalize campus-community connections.

Since Fall 2004, when the service-learning program was initiated at Chabot through a PFE grant, the program has grown dramatically. Two faculty co-coordinators have trained and supported diverse faculty across the disciplines to incorporate service-learning into their course curricula. At present, 12 Chabot faculty use service-learning in their courses, and more continue to become involved throughout the year. We also have a new free-standing service-learning course, SERV 85, through which students can get 2-3 units of college credit for more in-depth community service projects that last throughout the semester. The first semester of this course is going well, and enrollment numbers are
already strong for next semester.

Beyond curriculum and faculty development, the service-learning program has grown in terms of publicity and outreach (with new promotional materials, a website, a newsletter, and newly cultivated relationships with student clubs); community partnerships continue to be developed and deepened, so that we have a master list of over 40 community partnerships that students and faculty may draw on; service-learning informational “packets” with requisite forms and program information are available; and we are expanding ways (beyond the annual end-of-year celebration we have given for the past 2 years) of recognizing participants in the program, including giving student and faculty annual awards.