



Collegewide Learning Goals

Collegewide Learning Goals are statements of the knowledge, skills, and abilities the individual student will possess and can demonstrate upon completion of a learning experience or sequence of learning experiences (e.g., course, program, degree).

Processes for Defining Learning Goals

1. Core Competencies
 - define core skills (goals)
 - institutionalize them by incorporating into programs and courses
 - provide for evolution of core skills to allow for change (developmental)
2. Research
 - review literature (broad environmental scan) to see what others have done
 - make it your own; personalize/modify from your college
3. Structure/Design
 - try to make sure that goals are achievable
 - have some linkage to mission, vision, and values
4. Process
 - determine expectations of key external constituencies, including
 - industry
 - legislative
 - external accrediting bodies
 - national standards
 - K-12 and four-year institutions
 - determine views/expectations of key internal groups/partners
 - board
 - mission/values
 - K-12 and four-year institutions
 - faculty teams (x discipline), staff, and administrators

Implementation strategies

- Compile a list of suggested goals
- Summarize goals around common themes
- Present themes to group on Nov. 23rd
- Develop courses to introduce students to outcomes
- Establish diverse strategies to incorporate goal achievement throughout curriculum and programs

Project participants

Internal

Carolyn Arnold
Melinda Matsuda
Marge Maloney
Patricia Shannon
Denise Noldon
Norma Ambriz
Jeanine Paz
Guadalupe Ortiz
Helen Looze
Chet Rhoan
Jane Wolford
Michael Thompson
Linda Barde
Steve DaPrato
Tony Costello
Jim Matthews
Debbie Budd
Chad Mark Glen
Gene Rockemann
Ming Lun-Ho
Cindy Stubblebine

External (from focus groups, Hayward Rotary, and mail-in surveys)

Former students	19
Family member attending Chabot College	16
Employer	21
Local business/community organization	43
Local resident	26
Other	5



Chabot College Learning Goals

12/8/04

Global and Cultural Involvement

- **Aesthetic Responsiveness**
- **Environmental**
- **Familiarity with multiple paradigms and methodologies**
- **Human context**

Civic Responsibility

- **Informed citizenship in a democracy**
 - Cultural**
 - Economic**
 - Historical**
 - Political**
- **Promoting the development of values, integrity, and ethical behavior**

Communication

- **Information technology**
- **Language and linguistics**
- **Reading**
- **Respectful and ethical communication**
- **Speaking**
- **Writing**

Critical Thinking

- **Analysis of multiple paradigms and methodologies**
- **Information literacy**
- **Logic and rhetoric**
- **Problem solving**
- **Quantitative and qualitative reasoning**

Development of the Whole Person

- **Creativity and innovation**
- **Integration of mind, body, and spirit for healthy quality of life**
- **Lifelong learning for increasing employability and continuing education**
- **Personal responsibility in the learning and planning process**
- **Personal, professional, and self development**
- **Timeliness and punctuality**