

## **General Education Learning Goals**

CCAC's General Education Learning Goals embrace both the College Vision and the Assessment of Student Learning Committee's definition of an educated person.

The College Vision of providing "an exemplary learning community where individuals can develop their full potential" in an environment of the highest standards "of academic excellence, technological advancement, innovative responsive programming and economic development" is the foundation for CCAC's General Education program.

An educated person is one who acquires and continues to expand upon the following (ASL July 2005):

- A broad range of knowledge upon which to make value judgments
- The skills to locate valid information and comprehend that information
- The ability to analyze critically and synthesize efficiently valid information
- The ability to listen carefully and to communicate effectively

General Education Learning Goals support the above definition of an educated person by uniting student learning experiences across all programs, courses, and services at CCAC. General Education Learning Goals include essential knowledge and skills that help students to adapt to and to participate in global, cultural, social, political, economic, personal, and technological change. The Learning Goals support students in achieving:

- successful pursuits in higher education
- successful careers
- life-long learning

Upon graduation with an Associate's Degree, a CCAC student will acquire a level of proficiency comparable with the first two years of a baccalaureate degree in the following General Education areas: Communication, Technological Competency, Information Literacy, Critical Thinking and Problem Solving, Quantitative and Scientific Reasoning, and Culture and Society.

### **COMMUNICATION**

- Employ written and oral communication skills in order to convey clear and organized information to target audiences for specific purposes

### **TECHNOLOGICAL COMPETENCY**

- Use digital technology and other discipline-specific technological tools in order to access and communicate information needed to complete tasks

### **INFORMATION LITERACY**

- Retrieve, analyze, synthesize, organize, and evaluate information through technological and traditional means

### **CRITICAL THINKING AND PROBLEM SOLVING**

- Identify problems, explore solutions, prioritize solutions, and revise priorities as a means for purposeful action

### **QUANTITATIVE AND SCIENTIFIC REASONING**

- Apply appropriate mathematical and/or scientific concepts and theories in order to interpret data and solve problems based on verifiable evidence

### **CULTURE AND SOCIETY**

- Describe and explain behaviors and beliefs, socio-historical influences, and aesthetic values of various populations within and outside of the United States

(Approved through Governance and the President on February 15, 2006)

## **Steps in Designing a General Education Assessment Process**

1. Establish Goals (Fall 2005- Spring 2006)
2. Conduct a General Education Assessment Audit (Spring 2006)
3. Select Pilot Goal (Information Literacy Fall 2006)
4. Identify Courses Measuring Information Literacy (Fall 2006)
5. Select Assessment Methodology (Fall 2006)
6. Establish Standards (Fall 2006)
7. Gather Assessment Data (Spring 2007)
8. Devise System for Use of Assessment Results (Spring 2007)
9. Devise System to Evaluate Assessment Model (Spring 2007)
10. Implement Appropriate Changes to Curriculum (Fall 2007)
11. Repeat Steps 4-10 for each Goal (Fall 2007- Spring 2009)
12. Finalize Course Distribution Requirements for General Education (2009)
13. Review and Revise General Education Goals Every Five (5) Years  
(First Revision 2014)