

Institutional Goals Fall 2021 Report

Communication 2.7131

Create Accurate Written Communication 2.531

Student uses correct spelling and grammar 2.491525

Student uses vocabulary and terminology appropriately 2.574074

Delivery Effective Verbal Communication 2.7836

Student's delivery is effective: volume, pronunciation 2.682353

Student's tone of presentation is appropriate 2.883721

Organize Ideas for Effective Communication 2.7306

Student uses logical structure 2.737069

Student's thesis idea is supported 2.724138

Use Visual Elements in Effective Communications 2.7179

Student's visual information is clear and connects with audience 2.631579

Student's visual information is relevant 2.745763

Critical Reasoning 2.473

Analyze Problems 2.4742

Find solutions to problems using quantitative skills 2.6

Infer conclusions using data and evidence from a variety of sources 2.492063

Use deductive reasoning to find logical solutions 2.375

Conceptualize Ideas 2.427

Develop a knowledge base through observation or study 2.320388

Formulate a question that guides their research or problem solving 2.573333

Evaluate Results 2.6047

Continuous improvement	2.7
Critically examine results	2.521739
Test Solutions	2.5192
Perform experiments to test a hypothesis	2.476190
Test a solution	2.7
Essential Skills	2.5848
Accountability	2.5848
Student maintains composure, even in difficult situations	3
Student takes initiative and follows through with application of learned content and skills	2.513158
Student takes responsibility for their academic progress and completes all projects on time	2.621849
Integrity	
Student demonstrates behaviors consistent with ethical reasoning and understanding	
Information Literacy	2.3214
Ethically and Accurately Use the Sources	
Student demonstrates understanding of the ethical and legal restrictions on the use of information	
Evaluates the Accuracy of the Information Found	2.3019
Student uses multiple sources to validate information accuracy	2.111111
Student uses sources based on facts	2.5
Locate the Appropriate Resources to Find Information	2.6667
Student utilizes library resources to locate information	
Student utilizes web effectively to locate information	2.666667

Communication

GOAL: Students effectively express ideas through written, verbal, and visual modes appropriate to the situation, purpose, and audience.

OBJECTIVES: <i>Students will be able to...</i>	OUTCOMES	RUBRIC			
		Does Not Meet Standard	Partially Meets Standard	Meets Standard	N/A
1. Organize Ideas for effective communication <i>(Example Evidence: reports, essays, prepared speeches, posters)</i>	1.1 Student uses a logical structure with introduction, conclusion, and transitions between ideas.	Student does not demonstrate skill in constructing a communication.	Student demonstrates some skill in communication construction but has not developed as expected.	Student demonstrates skill and has developed the ability to produce a well-organized, effective communication.	Rubric does not apply to this skill.
	1.2 Student's thesis idea is supported by additional statements.	Student does not demonstrate skill in supporting a thesis.	Student demonstrates some skill in supporting a thesis with additional statements.	Student demonstrates skill and has developed the expected ability to support a thesis idea with additional statements.	Rubric does not apply to this skill.
2. Create accurate written communication <i>(Example Evidence: reports, essays)</i>	2.1 Student uses correct spelling and grammar.	Student does not use correct spelling and grammar.	Student uses some correct spelling and grammar.	Student uses correct spelling and grammar.	Rubric does not apply to this skill.
	2.2 Student uses vocabulary and terminology appropriately.	Student does not use vocabulary and terminology appropriately.	Student uses some vocabulary and terminology appropriately.	Student uses vocabulary and terminology appropriately.	Rubric does not apply to this skill.
3. Deliver effective verbal communication <i>(Example Evidence: prepared speeches,</i>	3.1 Student's tone of presentation is appropriate for audience.	Student does not demonstrate understanding of appropriate tone to use for audience.	Student demonstrates some skill in using appropriate tone for audience.	Student demonstrates skill in using appropriate tone for audience.	Rubric does not apply to this skill.

<i>presentations, debate, discussions, group meetings.)</i>	3.2 Student's delivery is effective: volume, pronunciation.	Student does not demonstrate skill in delivery with effective volume and pronunciation.	Student demonstrates some skill in delivery with effective volume and pronunciation.	Student demonstrates skill in delivery with effective volume and pronunciation.	Rubric does not apply to this skill.
4. Use visual elements in effective communication (Example Evidence: flyers, posters, artwork, graphs and diagrams)	4.1 Student's visual information is relevant.	Student does not use relevant visual information.	Student uses some relevant visual information.	Student uses relevant visual information.	Rubric does not apply to this skill.
	4.2 Student's visual information is clear and connects with audience intellectually or emotionally.	Student does not use clear visual elements that connect with the audience intellectually or emotionally.	Student uses some visual elements that are clear and connect with the audience intellectually or emotionally.	Student uses visual elements that are clear and connect with the audience intellectually or emotionally.	Rubric does not apply to this skill .
5. Listen actively to promote understanding (Example Evidence: discussions, debates, meetings.)	5.1 Student's productive dialogue results in a back-and-forth from speaker to receiver.	Student does not demonstrate the ability to have a productive dialogue back-and-forth from speaker to receiver.	Student demonstrates some ability to have a productive dialogue back-and-forth from speaker to receiver.	Student demonstrates the ability to have productive dialogue back-and-forth from speaker to receiver.	Rubric does not apply to this skill.

Last revised: July 20, 2021 BL

Critical Reasoning

GOAL: Students apply a rational approach to problem solving based on evidence and reasoning skills.

OBJECTIVES: <i>Students will be able to...</i>	OUTCOMES	RUBRIC			
		Does Not Meet Standard	Partially Meets Standard	Meets Standard	N/A
1. Conceptualize Ideas	1.1 Student formulates a question that guides their research or problem solving.	Student demonstrates little ability to generate their own questions or guide their own research.	Student can form questions, but they may be too open-ended or unstructured to lead to successful research or problem solving.	Student can frame a question or problem so that it leads to purposeful research or problem solving.	
	1.2 Student develops a knowledge base through observation or study.	Student demonstrates few, if any, effective study skills and needs substantial training in the tools of knowledge acquisition.	Student demonstrates some study skills but has difficulty organizing and retaining knowledge.	Student demonstrates effective study skills and the ability to absorb, organize and retain knowledge.	
2. Analyze Problems	2.1 Student infers conclusions using data and evidence from a variety of sources.	Student has difficulty drawing conclusions from available evidence or data.	Student can draw conclusions but tends to use faulty reasoning with logical inconsistencies.	Student can draw meaningful conclusions from observations and data using inductive reasoning skills.	
	2.2 Student uses deductive reasoning to find logical solutions.	Student exhibits little to no skill in deductive reasoning.	Student makes frequent errors in logic but demonstrates an understanding of logic.	Student can follow a sequence of logical rules to arrive at a solution.	
	2.3 Student finds solutions to problems using quantitative skills.	Student exhibits little to no mathematical literacy or ability to make calculations.	Student makes occasional calculation or mathematical errors but is developing an understanding.	Student can use calculations and/or mathematical reasoning to find solutions.	
3. Test Solutions	3.1 Student performs experiments to test a hypothesis.	Student has difficulty performing basic tasks of scientific experimentation.	Student requires significant assistance or correction in implementing an experimental test.	Student can apply the scientific method and empirical methods to test a hypothesis, utilizing the appropriate tools.	
	3.2 Student tests a solution.	Student is not able to plan or test a solution to a problem.	Student can develop a plan and implement it with assistance.	Student can independently plan and implement a solution and test its effectiveness.	

4. Evaluate Results	4.1 Student critically examines results.	Student is not able to judge results or draws the wrong conclusion from results.	Student attempts to critically examine results but sometimes draws the wrong conclusion.	Student can critically examine results and judge the success or failure of a solution.	
	4.2 Student continuously makes improvement.	Student is not able to find ways to improve.	Student sometimes uses results to find ways to improve.	Student can use results to determine ways to improve the solution or future results.	

Last Revised: 7/20/21 by BL

DRAFT

Diversity and Inclusion

GOAL: Students will be able to recognize, promote, utilize, and educate one another regarding the unique qualities and shared humanity of all people and culture.

OBJECTIVES: <i>Students will be able to:</i>	OUTCOMES	RUBRIC			
		Does Not Meet Standard	Partially Meets Standard	Meets Standard	N/A
1. Articulate the value of diversity and inclusion in society	1.1 Student demonstrates an openness to new perspectives.	Student does not demonstrate ability to evaluate and synthesize new perspectives or ideas.	Student understands external perspectives or ideas but does not integrate into their work or ideas nor explain why they did not.	Student understands new ideas, modifies existing ideas based on new input; student demonstrates overall growth.	
	1.2 Student describes various elements inherent to one's own culture and to other cultures: history, values, politics, communication styles, economy, beliefs, practices, etc.	Student does not describe, nor demonstrate an understanding of the listed elements.	Student describes, in part, the listed elements.	Student describes and demonstrates an understanding of the listed elements.	
2. Recognize the diversity and unity of humanity	2.1 Student describes common elements shared by all cultures.	Student is not able to identify or explain common cultural elements.	Student identifies few common cultural elements.	Student can identify or explain, in detail, many common cultural elements.	
	2.2 Student describes the differences that make cultures unique.	Student is not able to identify or explain unique cultural elements.	Student identifies or explains few unique cultural elements.	Student can identify or explain, in detail, unique cultural elements.	
3. Evaluate the interdependencies and conflicts of diverse communities	3.1 Student describes how different cultures have contributed to society today.	Student does not describe an understanding of cultural contributions to society.	Student describes, in part, cultural contributions to society.	Student describes, in detail, cultural contributions to society, including multiple cultures.	
	3.2 Student describes how historical cultural conflicts influence society today.	Student does not describe the historical conflicts influencing society today.	Students describes, in part, historical cultural conflicts influencing society today.	Students describes, in detail, historical cultural conflicts influencing society today.	
	3.3 Student explains power structures from the standpoint	Students demonstrates no understanding of	Student demonstrates a limited understanding	Student demonstrates a detailed	

	of cultural inheritance.	cultural inheritance and power structures.	of either cultural inheritance or power structures influenced by such.	understanding of cultural inheritance and its impact on power structures.	
4. Apply core values in decision making	4.1 Student interacts respectfully and appropriately by applying ethical core values.	Student does not interact with others in an ethical or appropriate manner.	Student interacts with others appropriately but does not act ethically.	Student interacts with others appropriately and respectfully while fully applying personal ethics.	
	4.2 Student demonstrates reflection upon one's own personal perspective and biases.	Student demonstrates no reflection on their own actions, perspectives, or biases. Student acts exclusively based on biases.	Student may demonstrate a reflection on their own actions and perspectives but shows no understanding of their own biases.	Student demonstrates a deep understanding of their own actions, how their perspectives were formed, and what implicit biases they hold.	
	4.3 Student works inclusively to consider other perspectives to make progress toward common goals.	Student works only independently.	Student works with others toward a common goal but does not fully consider other students' perspectives.	Student seeks input from others with different perspectives and experiences during work toward a common goal.	

Last revised: July 20, 2021 BL

Essential Skills

GOAL: Students will demonstrate qualities and skills necessary for continuing education, employment, and community involvement.

OBJECTIVES: <i>Students will be able to:</i>	OUTCOMES	RUBRIC			
		Does Not Meet Standard	Partially Meets Standard	Meets Standard	N/
1. Accountability Student will hold self accountable for their actions, thoughts, and ideas	1.1 Student takes responsibility for their academic progress and completes all projects on time.	Student takes very little responsibility for their academic progress and doesn't complete most tasks and projects on time.	Student takes some responsibility for their academic progress and completes some tasks and projects on time.	Student takes responsibility for their academic progress and completes most tasks and projects on time.	
	1.2 Student takes initiative and follows through with application of learned content and skills.	Student demonstrates very little initiative and has difficulty following through with application of learned content and skills.	Student demonstrates some initiative and follows through with application of learned content and skills.	Student demonstrates initiative and follows through with application of learned content and skills.	
	1.3 Student maintains composure, even in difficult situations.	Student maintains composure but not in difficult situations.	Student attempts to maintain composure, even in difficult situations.	Student maintains composure, even in difficult situations.	
2. Integrity- Student will exhibit integrity, doing the right thing in an ethical (fair) way	2.1 Student demonstrates behaviors consistent with ethical reasoning and understanding.	Student does not demonstrate behaviors consistent with ethical reasoning and understanding.	At times, student demonstrates behaviors consistent with ethical reasoning and understanding.	Student demonstrates behaviors consistent with ethical reasoning and understanding.	
	2.2 Student consistently abides by JWCC code of conduct.	Student does not consistently abide by JWCC code of conduct.	Student sometimes abides by JWCC code of conduct.	Student consistently abides by JWCC code of conduct.	
3. Teamwork- Student will demonstrate an ability to work effectively with others	3.1 Student frequently asks questions and seeks clarifications.	Student does not ask questions or seek clarification.	Student sometimes asks questions and seeks clarification.	Student frequently asks questions and seeks clarification.	
	3.2 Student consistently uses appropriate strategies and solutions in dealing with conflicts/differences.	Student does not use appropriate strategies and solutions in dealing with conflicts/differences.	Student sometimes uses appropriate strategies and solutions in dealing with conflicts/differences.	Student consistently uses appropriate strategies and solutions in dealing with conflicts/differences.	

DRAFT

Information Literacy

GOAL: Students will demonstrate ability to recognize when information is needed and have the ability to locate, evaluate and effectively use the information.

OBJECTIVES: <i>Students will be able to:</i>	OUTCOMES	RUBRIC			
		Does Not Meet Standard	Partially Meets Standard	Meets Standard	N/A
1. Locate the appropriate resources to find information.	1.1 Student utilizes web effectively to locate information.	Student is unable to utilize web effectively to locate information.	Student sometimes demonstrates ability to utilize web effectively to locate information.	Student demonstrates ability to utilize web effectively to locate information.	
	1.2 Student utilizes library resources to locate information.	Student is unable to utilize library resources to locate information.	Student sometimes demonstrates ability to utilize library resources to locate information.	Student demonstrates ability to utilize library resources to locate information.	
2. Evaluates the accuracy of the information found	2.1 Student uses multiple sources to validate information accuracy.	Student is unable to use multiple sources to validate information accuracy.	Student sometimes uses multiple sources to validate information accuracy.	Student uses multiple sources to validate information accuracy.	
	2.2 Student uses sources based on facts.	Student does not use sources based on facts.	Student sometimes uses sources based on facts.	Student uses sources based on facts.	
3. Ethically and accurately use the sources	3.1 Student demonstrates understanding of the ethical and legal restrictions on the use of information.	Student does not demonstrate understanding of the ethical and legal restrictions on the use of information.	Student sometimes demonstrates understanding of the ethical and legal restrictions on the use of information.	Student demonstrates understanding of the ethical and legal restrictions on the use of information.	

Last revised: 7/18/2021 DS

CTE Course Mapping Worksheet

Select your course.

Select one or two institutional objectives.

You will align your course to all of the outcomes for these objectives.

Map course goals to institutional outcomes

IG Outcome	Program Goal	Course Goal(s)

Select Artifacts

IG Outcome	Artifact(s)

Add IG to Canvas and Rubric to Assignment(s)

How to videos here:

<https://web.microsoftstream.com/channel/eb05f2ff-d3ae-4c37-8730-9870ffeafce5>

GECC Course Mapping Worksheet

Select your course.

Select one or two institutional objectives.

You will align your course to all of the outcomes for these objectives.

Map course goals to institutional outcomes

IG Outcome	Program Goal	Course Goal(s)

Select Artifacts

IG Outcome	Artifact(s)

Add IG to Canvas and Rubric to Assignment(s)

How to videos here:

<https://web.microsoftstream.com/channel/eb05f2ff-d3ae-4c37-8730-9870ffeafce5>