Navajo Technical University Annual Assessment Report on Student Learning

Fall 2014 - Spring 2015

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Navajo Technical University Mission Statement

Navajo Technical University's mission is to provide college readiness programs, certificate, associate, baccalaureate, and graduate degrees. Students, faculty and staff will provide value to the Diné community through research, community engagement, service learning, and activities designed to foster cultural and environmental preservation and sustainable economic development. The University is committed to a high quality, student-oriented, hands-on-learning environment based on the Diné cultural principles: *Nitsáhákees, Nahátá, Íína, Siihasin.*

Assessment at NTU

Assessment at NTU is inspired by the Diné cultural principles: *Nitsáhákees, Nahátá, Íína, Siihasin*. NTU's mission and its corresponding vision of Diné philosophy and goals drive assessment activities.

The purpose of our assessment process is to continuously improve student learning.

The ever-widening scope of assessment encompasses every aspect of students' experiences embracing culture, courses, programs, committees, academic and student service programs, and co-curricular offerings. In a carefully planned and controlled cycle the goal of assessment is to improve the quality of student learning.

In addition, NTU assessment is a dynamic component in strategic planning. The Assessment committee, the Dean of Instruction, and the Committee on Institutional Effectiveness (CIE) are equally accountable to the president and the Board of Regents of NTU for reporting and publishing yearly the summative results of assessment activities.

Mission statement for Assessment at NTU

Our mission is to create a culture of continuous improvement of student learning throughout the campus using effective and relevant assessment of the values, skills, attributes, and knowledge offered through an NTU education. The process will be guided by the Diné cultural principles: *Nitsáhákees, Nahátá, Íína, Siihasin.*

Nitsáhákees: "thinking," envisioning goals and objectives.

Nahátá: " planning," taking an idea and bringing it into existence, writing down program goals and learning objectives.

Ĩína: 'implementation, living," How do you implement assessment; what are the methods you use for measuring; what are your outcomes and how do they relate to program goals and learning objectives.

Siihasin: "reflection," how are the conclusions from outcomes to become an improvement in the context of the process of assessing and the original thinking process (nitsáhákees) and how does it move from there to new thinking and process development.

Assessment Plan Summary Fall 2012 and Spring 2013

During the 2013-2014 academic year, the Dean of Instruction, the Assessment committee, and the CIE worked together to produce the NTU Assessment Report. The Assessment committee schedule was to meet monthly beginning in Fall 2014. Earlier in the Spring semester of 2012 the Data Assessment Director presented a Gen Ed assessment plan. This plan was accepted as a temporary, working document until the Assessment committee drafted a more comprehensive faculty-driven planning and reporting process. In addition revisions were made to the Gen Ed Learning requirements as part of the assessment process.

Assessment implementation: By the end of the first month of each semester faculty present course assessment plans filling out 2 or three of the four or five columns on a standardized report form (course ID, learning goals to be measured, measurement goals, and measurement tools, data from pre-testing). During the last week of the semester, faculty report their outcome data and analyses filling out 4 or 5 columns (learning outcomes, analysis of outcomes, and action/recommendations). We are in the process of change from a five column template to a four column template so in the Academic year Fall 2013/Spring 2014 the faculty will be reporting on either four or five column templates.

Gen Ed Assessment: We are currently in the process of implementing a four-year Gen Ed Assessment Plan. The Gen Ed learning requirements are in the process of being revised as a result of our assessment process.

Program Assessment and Program Review: Program assessment occurs every semester; instructors measure at least one course outcome related to their program goals. By the end of Spring 2013 twelve programs were reviewed; all programs will be reviewed on a five-year cycle

Institutional Assessment is an on-going process overseen by the Data Assessment Director and the Dean of Instruction.

The assessment process at NTU is cyclical. It begins in the Fall semester with planning and data collection. At the end of the Spring semester faculty collect student learning data. Over the summer it is organized and analyzed into an annual report along with data from other institutional sources. The annual report will be presented to the president of NTU and the Board of Regents and posted on the NTU webpage at the beginning of October each Fall semester.

The feedback collected through outcome analysis is essential support for NTU strategic planning. Careful planning leads to resource allocation, and feedback and analyses are used to direct allocations, which drive institutional effectiveness and assessment. The data collected and analyzed by the institutional process of assessment is integral to the university's continual improvement.

Minutes or narratives are kept of Assessment and FA committee meetings. There are four FA meetings every semester in which assessment processes are discussed and feedback/analysis are presented, and Gen Ed issues are discussed. The Assessment Committee meets monthly.

Assessment Committee:

The Assessment Committee is a standing committee of the Faculty Assembly (FA). It is comprised of faculty members chosen by the Faculty Executive Committee (FEC) and includes ad-hoc members from the administration. The chair is always a faculty member elected by the Assessment Committee members; the chair and committee members serve two-year terms. The FA president is responsible for overseeing all FA standing committees.

Assessment Committee Function:

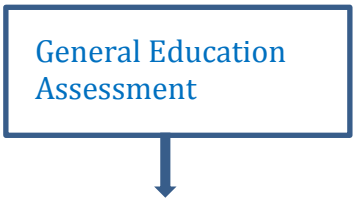
Collect data, review, report, and make recommendations concerning student learning and institutional effectiveness.

Assessment Committee Scope:

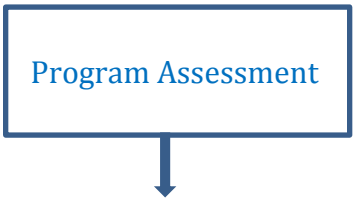
Oversee all institutional data collection and recommend new data collection methods to measure institutional effectiveness, particularly in the realm of student learning.

Methods of Assessment at Navajo Technical University

- Student Satisfaction Survey
- ACCUPLACER Scores
- Graduation Rate
- Attendance Rate
- Graduation Exit Survey
- Retention Rate
- Persistence Rate
- Job Placement Program
- Enrollment Management



- Survey
- Bloom's Taxonomy
- Pre/post-tests
- Rubric on essay
- Portfolios



- Employer Internship
- Interviews/Ratings
- Advisory Committee Surveys
- Departmental Program Meetings
- Portfolios
- Projects-based and Experiential Learning

- Presentations
- Practicum
- Capstone
- Program Standardized Tests
- Pre/post-tests

- Assignments
- Student/Instructor Feedback
- Quizzes
- Attendance
- Projects
- Exams
- Course Evaluations
- Portfolio (Artifacts)

Goals of NTU Assessment:

- Provide a cyclical source of reliable information from assessment for the improvement of student learning.
- Provide a well-planned systematic process of data collection.
- Provide systematic analyses of data for making institutional decisions about budgeting, strategic planning, faculty development, and program changes.
- Provide feedback that links the institutional outcomes to the mission statement.
- Improve student learning.
- Improve the effectiveness and relevance of General Education coursework.
- Assist Institutional review and Curriculum planning.

Principal Indicators for Assessment

A. General Education assessment
   a. General Education Outcomes Assessment Plan
   b. General Education course-based assessment reports and analysis
B. Program Assessment

a. Course-based program assessment reports and analysis

Navajo Technical University provides resources and support for the assessment process through:

- Regular faculty meetings and faculty development activities;
- Faculty development resources that assist individuals, departments, and programs working to develop or improve assessment activities;
- Meetings, workshops and individual trainers that offer assistance with assessment;
- The CIE, Instructional Support and Student Services offices that enhance effective decision making and fosters accountability by integrating the planning and budgeting process with the results from assessment.

Navajo Technical University supports:

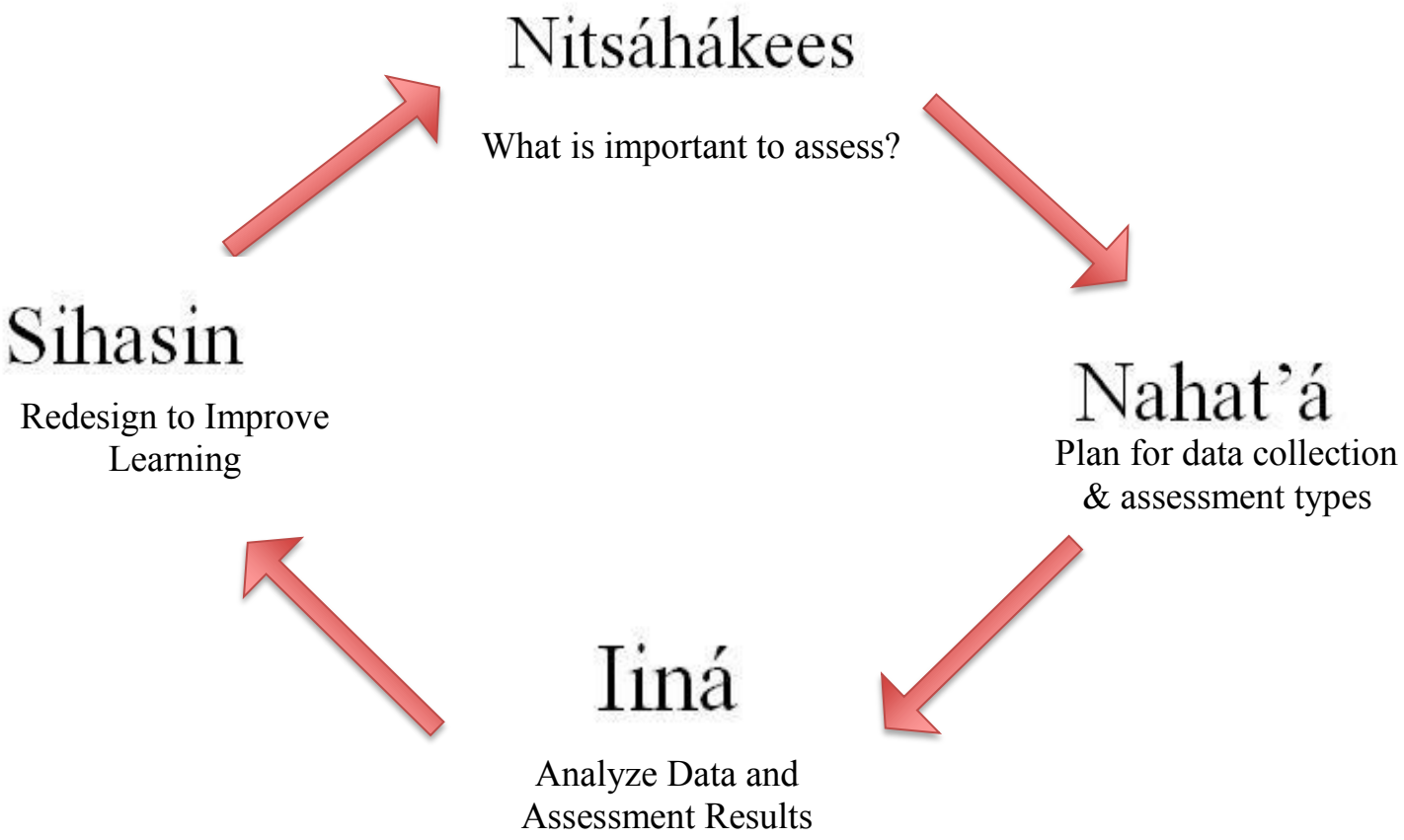
- Regular assessment workshops and planning meetings for faculty
- Consultation for strategic planning and assessment
- Maintenance of data that is analyzed, summarized, and published annually and made available to NTU employees, the Board of Regents, and all stakeholders.

2013-2014 Activities

- Two faculty meetings at the beginning and end of semesters were held to discuss assessment
- $25K budget for assessment process
- Faculty attend various workshops, conferences and NM State meetings concerning assessment
- Successful HLC Focused Visit

Institutional Assessment

Diné Philosophy of Education



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The following data representations illustrate the enrollment at NTU during the 2014-2015 academic school year. The enrollment at NTU has increased annually since its inception in 1979. Enrollment in the dual high school credit program at NTU has also increased annually. NTU consists of multiple instructional sites with

a main campus in Crownpoint, NM, and sites in both Chinle and Teec Nos Pos, Arizona.

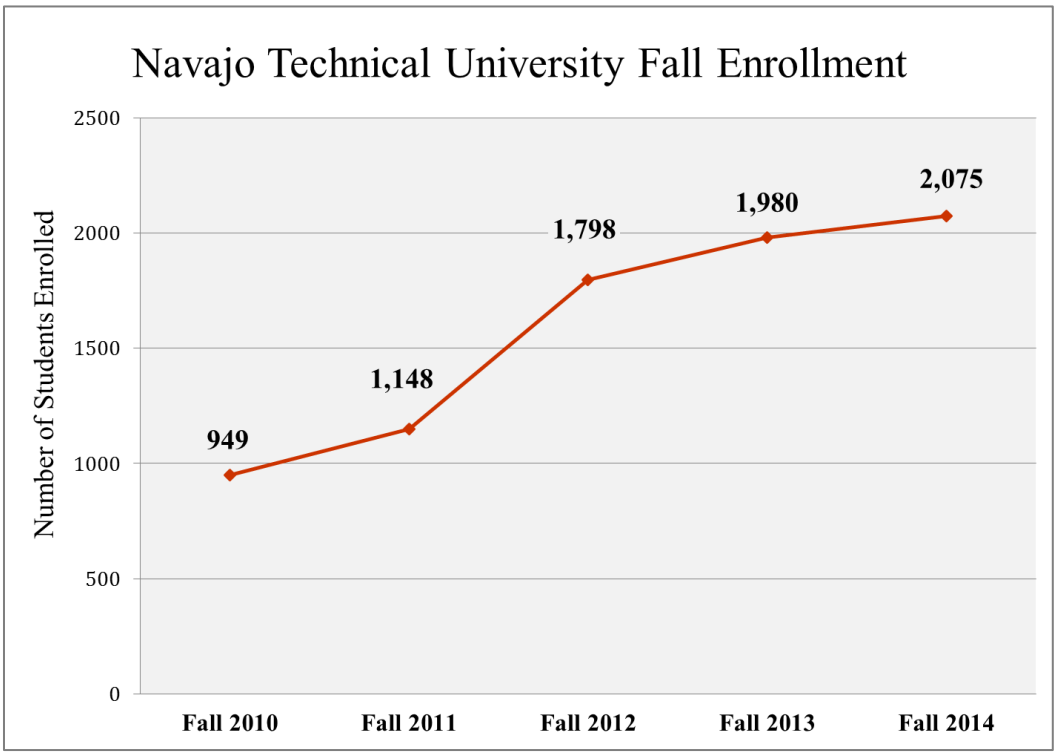


Figure 1. Navajo Technical University school enrollment trend for the fall semesters. The number of enrolled students represent total fall headcounts recorded during the fall census day.

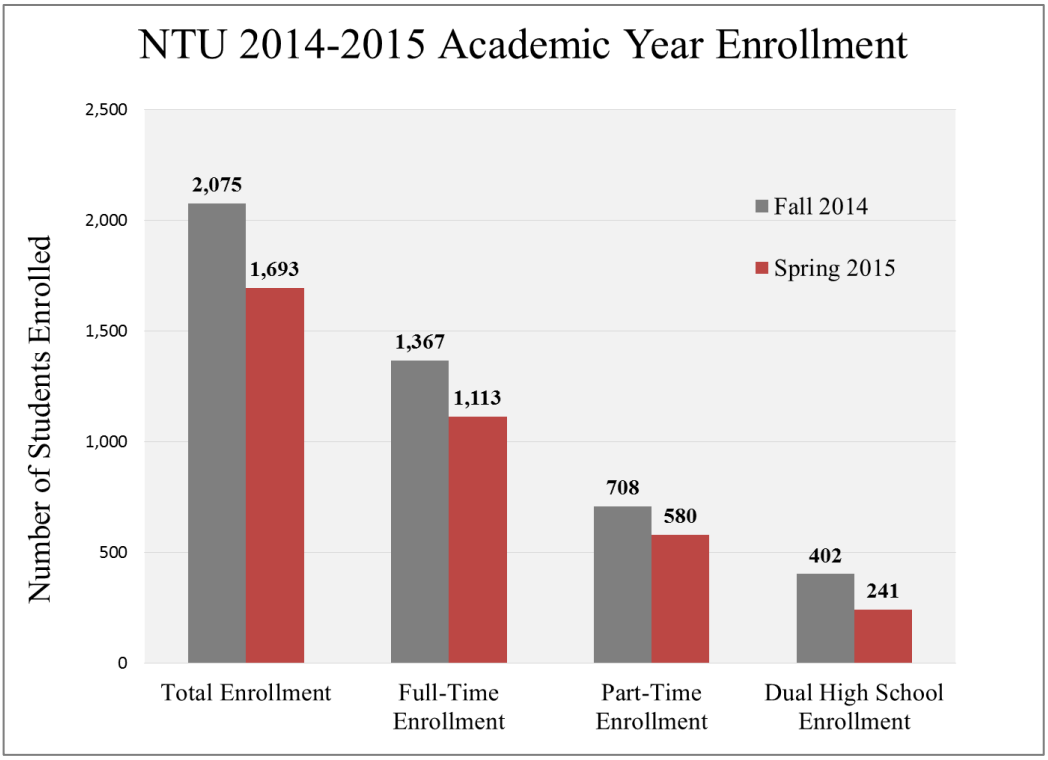


Figure 2. Navajo Technical University 2014-2015 academic year enrollment for the fall 2014 and spring 2015 semesters. The number of enrolled students represent total headcounts.

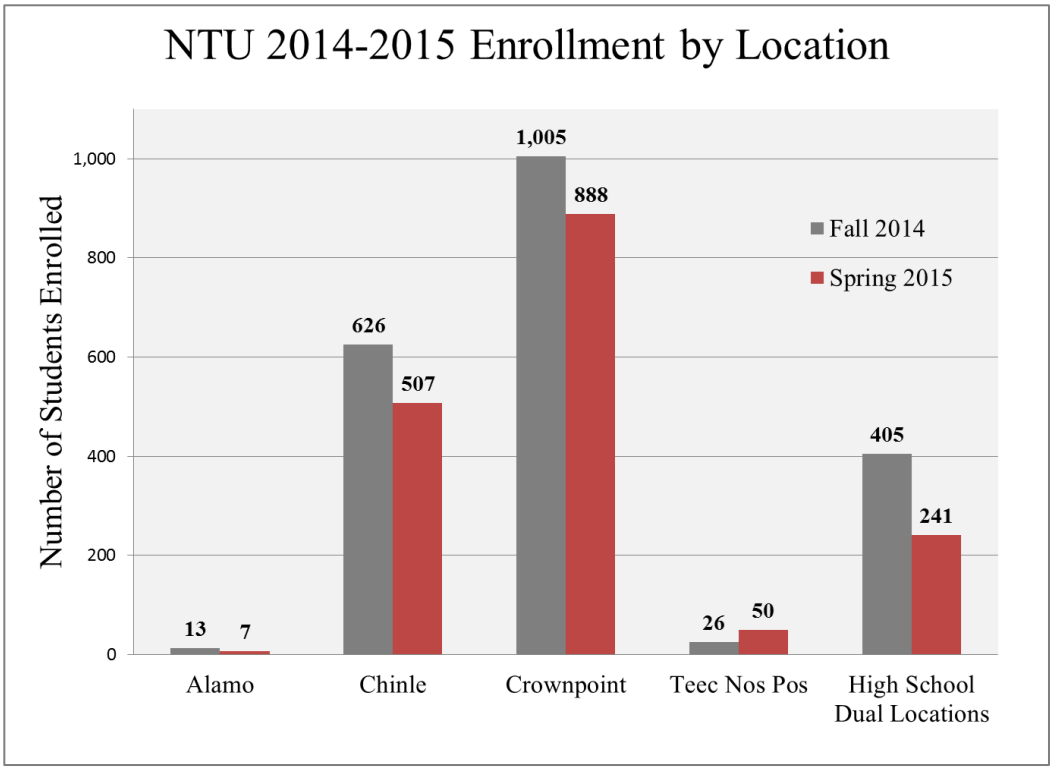


Figure 3. Navajo Technical University 2014-2015 academic year enrollment by site locations for the fall 2014 and spring 2015 semesters. The number of enrolled students represent total headcounts.

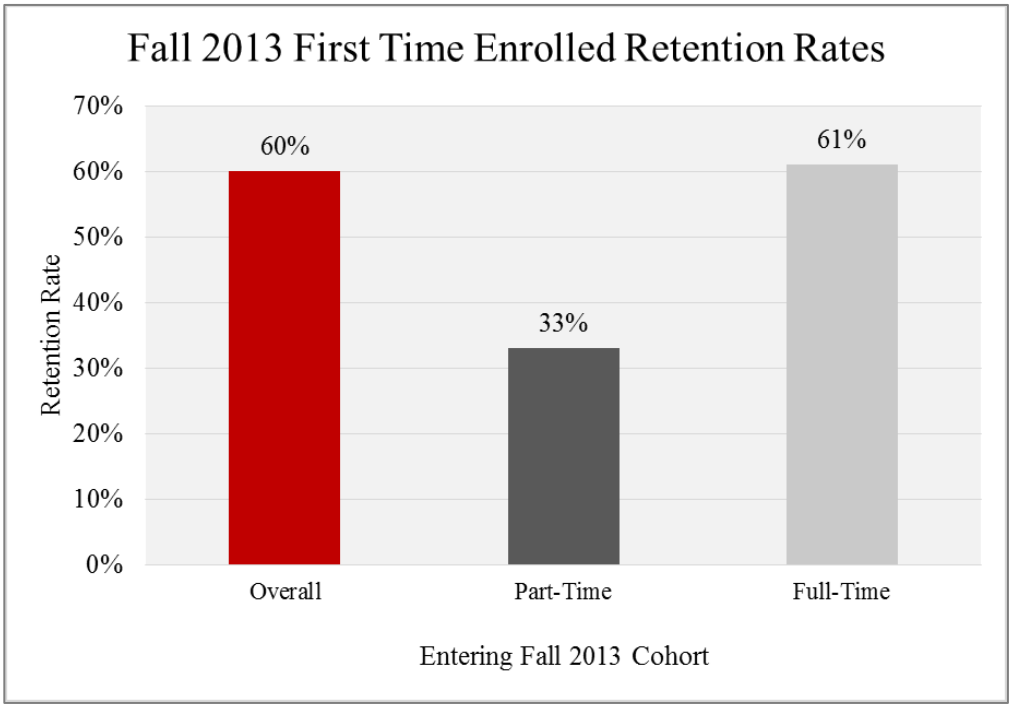


Figure 4. Retention rate for fall 2013 first time enrolled students who returned fall 2014. Retention is defined as first time enrolled students' continued enrollment at NTU for the fall semesters of a student's first and second year.

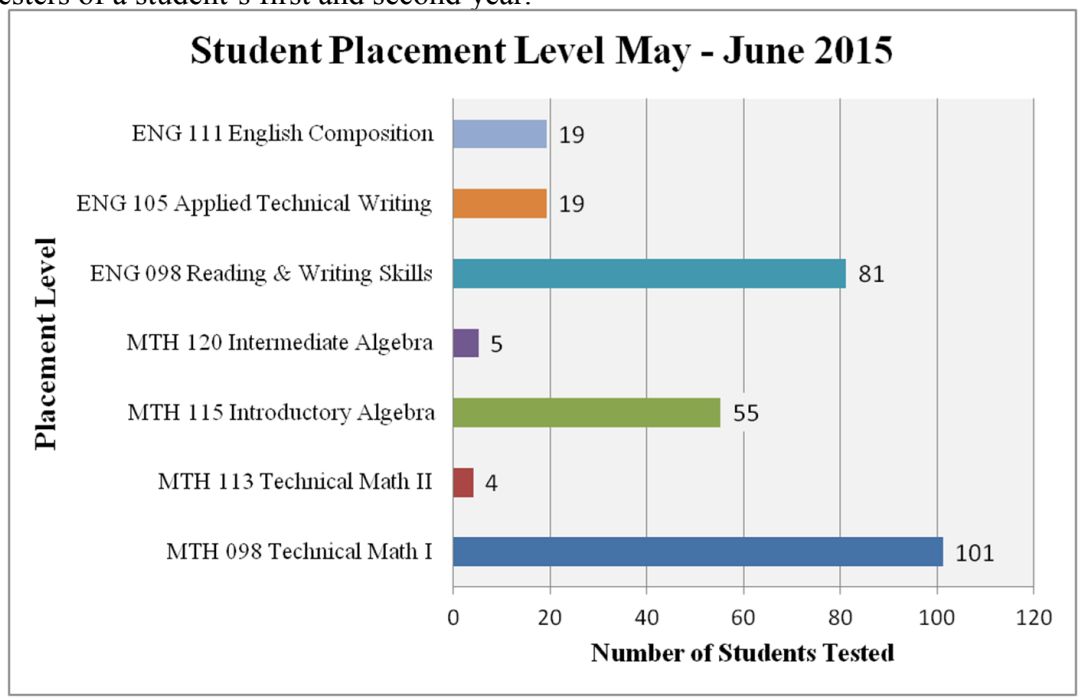
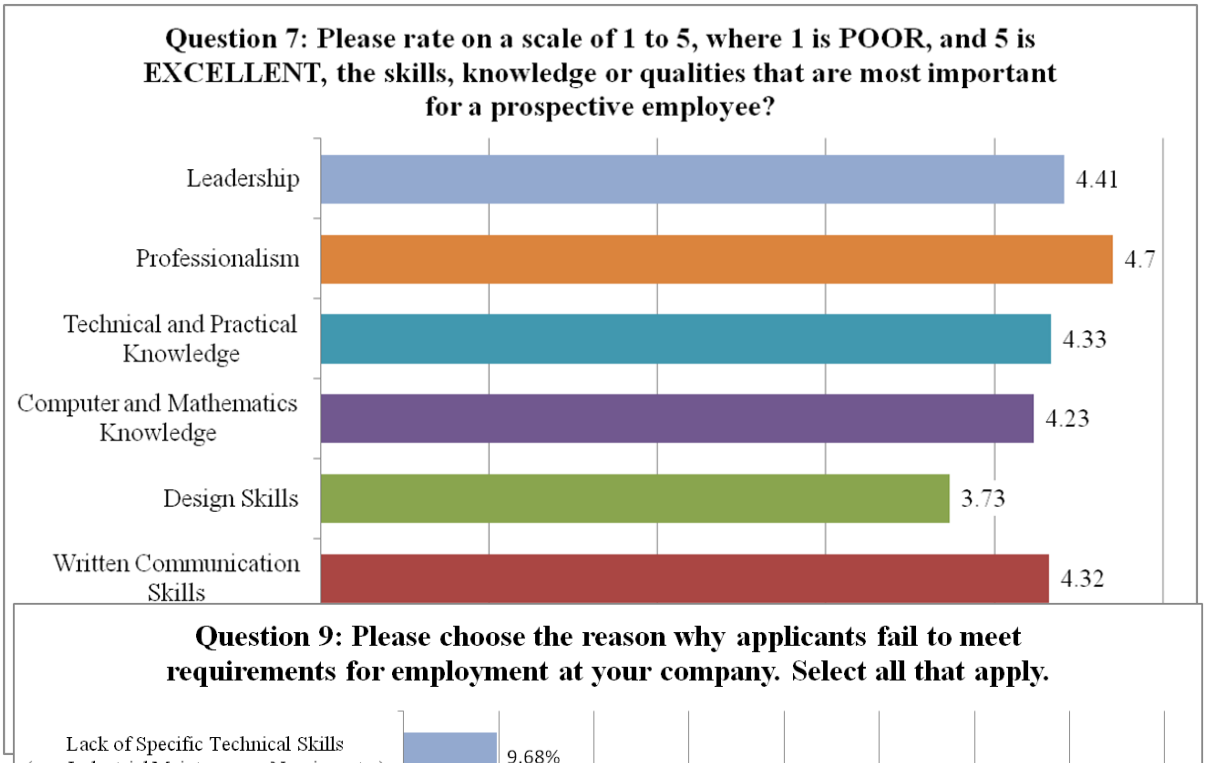
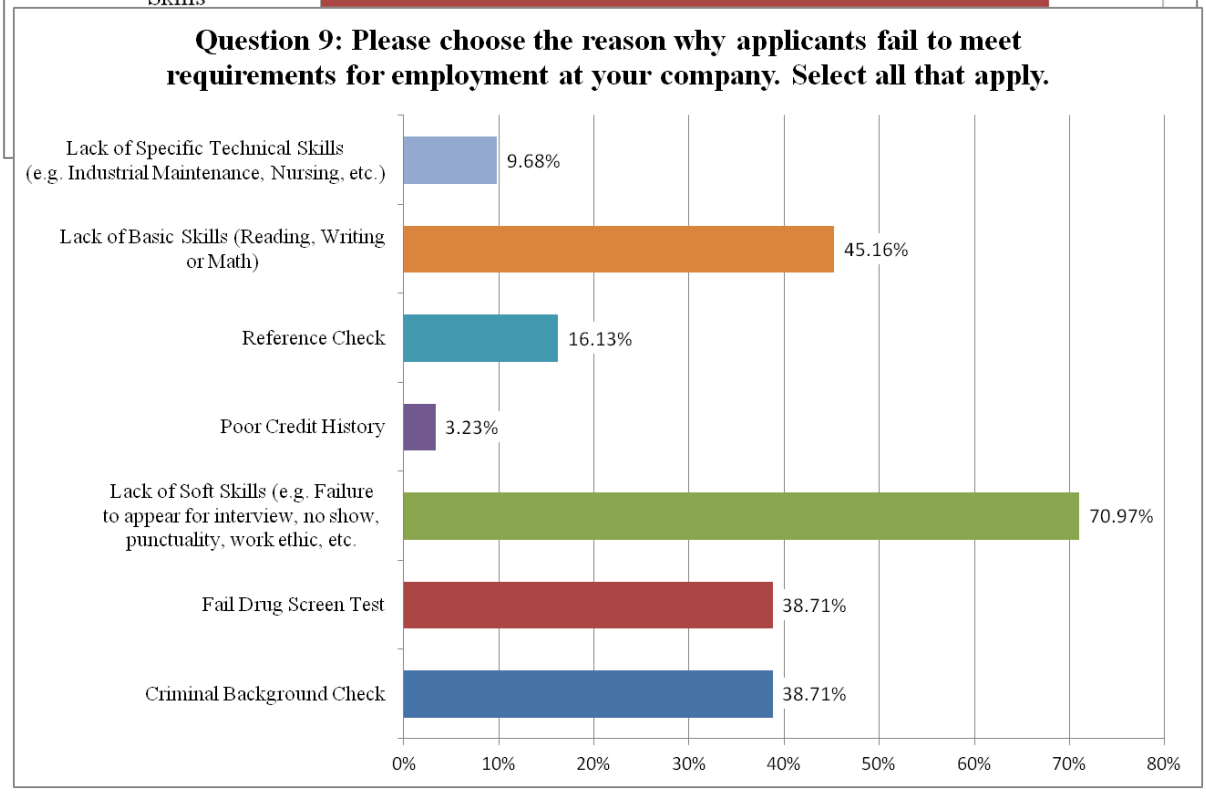


Figure 5. Placement results in math, reading, and writing for students tested during May and June 2015 as part of the NTU enrollment process.

The following graphs depict survey results from 79 potential NTU graduate employers located on and near the Navajo reservation. The surveys were

conducted to illuminate the knowledge, skills, and educational attainment level that various employers seek when hiring new potential employees. Among the 79 potential employers surveyed were Tsehootsooi Medical Center, the City of Gallup, Window Rock Quality Inn restaurant, Navajo Agricultural Products Industry (NAPI), and O'Reilly Auto Parts.



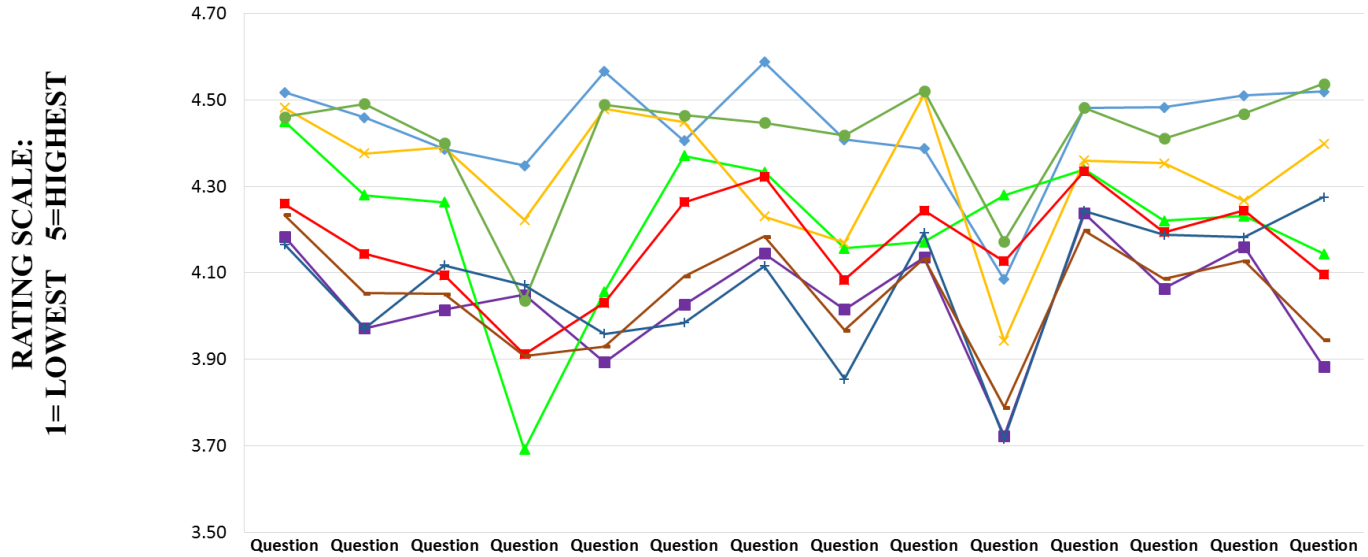


Course evaluations were completed and complied for the fall 2014 semester. The following questions were included in the course evaluation surveys. 1,953 individual student surveys were collected and 340 courses were evaluated. Below is an aggregated graph of ratings for questions 1 through 14 from the course evaluation.

Course Evaluation Questions

1	How successful was the course?
2	Were you satisfied with the overall structure of the course?
3	Were the goals and objectives of the course achieved according to your instructor's syllabus?
4	Was the use of educational technology (computers, PowerPoints, film, internet, overhead projectors, etc.) utilized in this course to organize and facilitate learning?
5	How would you rate the different approaches to learning (hands on, group projects, individual development, computer based instructions, laboratory, etc.) utilized in this course?
6	Did the course allow opportunities for students to use their own personal experiences to increase learning?
7	Were a variety of activities (discussion, presentations, practical work, reading and writing assignments, etc.) utilized to promote learning?
8	Was the course taught in ways to accommodate the differences in students' learning style?
9	Were the study materials appropriate for the course taken?
10	The course integrated the use of Dine Philosophy of Education principles, methods, and/or applications.
11	In this course, I have learned to think critically.
12	In this course, I have improved my ability to communicate clearly.
13	This course has encouraged me to recognize the interrelationships between different concepts.
14	This course has encouraged me to work as a productive team member.

FALL 2014 COURSE EVALUATION AGGREGATES BY PROGRAMS



	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	Question 9	Question 10	Question 11	Question 12	Question 13	Question 14
School of Sciences	4.52	4.46	4.39	4.35	4.57	4.41	4.59	4.41	4.39	4.08	4.48	4.48	4.51	4.52
School of Engineering, Math & Technology	4.18	3.97	4.01	4.05	3.89	4.03	4.15	4.02	4.14	3.72	4.24	4.06	4.16	3.88
School of Dine Studies, Education & Leadership	4.45	4.28	4.26	3.69	4.06	4.37	4.33	4.16	4.17	4.28	4.34	4.22	4.23	4.14
School of Culinary Arts, Hospitality & Business	4.48	4.38	4.39	4.22	4.48	4.45	4.23	4.17	4.51	3.94	4.36	4.35	4.27	4.40
School of Arts and Humanities	4.26	4.14	4.10	3.91	4.03	4.26	4.32	4.08	4.24	4.13	4.34	4.19	4.24	4.10
School of Applied Sciences	4.46	4.49	4.40	4.04	4.49	4.46	4.45	4.42	4.52	4.17	4.48	4.41	4.47	4.54
School of Nursing	4.17	3.97	4.12	4.07	3.96	3.98	4.12	3.85	4.19	3.72	4.24	4.19	4.18	4.28
General Education Classes	4.23	4.05	4.05	3.91	3.93	4.09	4.18	3.97	4.13	3.79	4.20	4.09	4.13	3.95

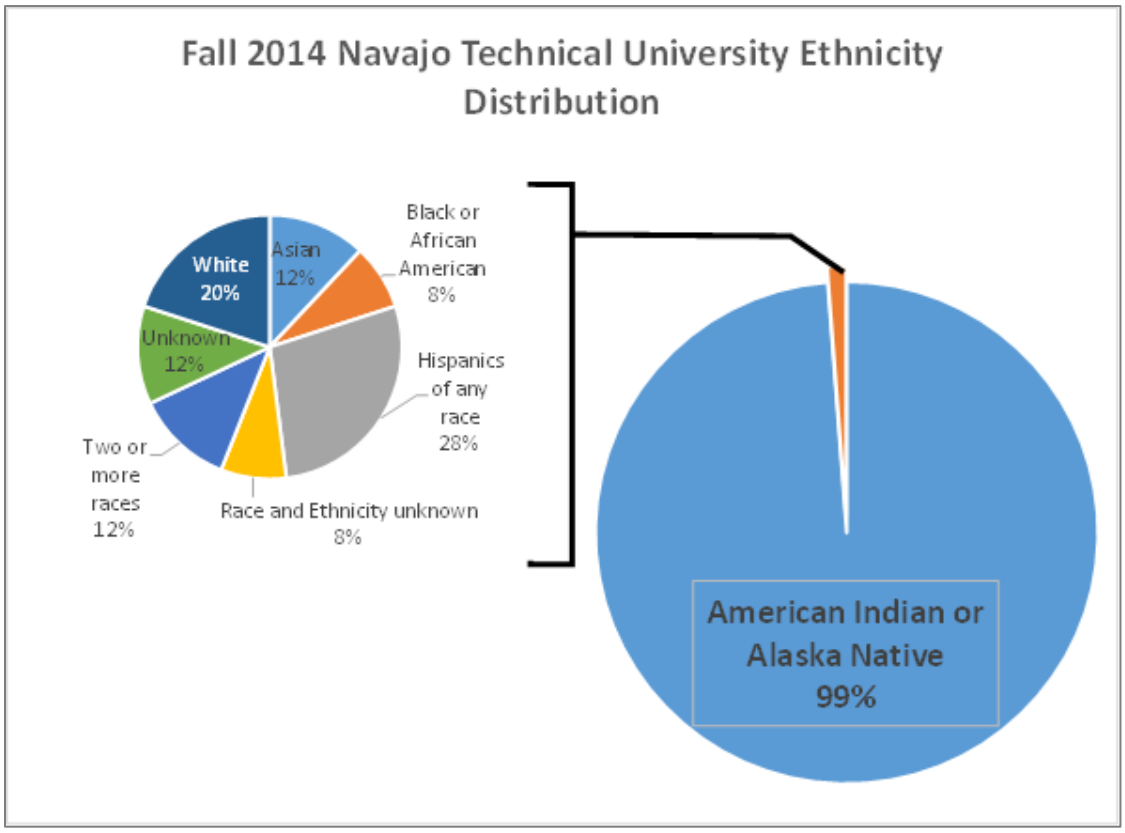


Figure 6. Navajo Technical University fall 2014 student ethnicity distribution.

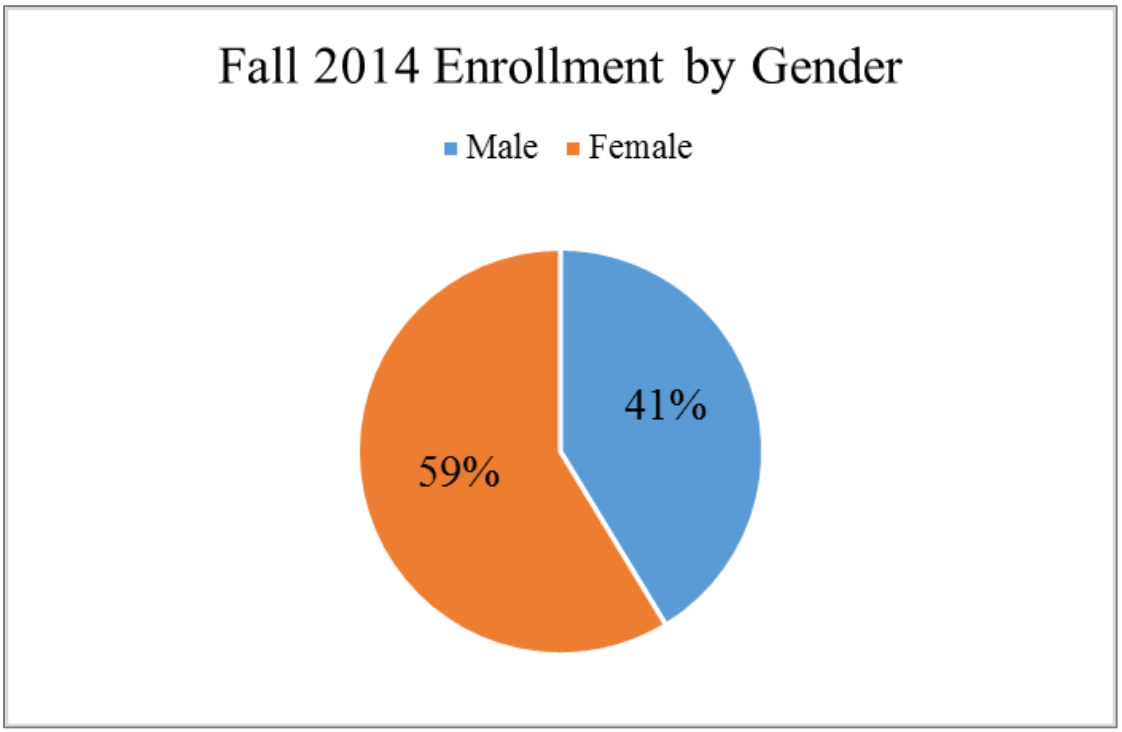


Figure 7. Navajo Technical University fall 2014 student gender distribution.

General Education

Philosophy:

General Education is the foundation for all degree and certificate programs at Navajo Technical University providing students with knowledge, skills, attributes, and values needed to learn actively, communicate clearly, think critically, creatively, and reflectively, and to interact effectively in diverse environments. The purpose of higher education at Navajo Technical University is to educate students within the Diné Philosophy of Education to be independent, critical thinkers, competent in their chosen professions by processing a solid foundation in math, English, laboratory, social and behavioral sciences, communication, and information technology.

General Education Assessment Plan

The plan is color coordinated: Blue (Fall 2012, Spring 2013); Red (Fall 2013 and Spring 2014); Green (Fall 2014 and Spring 2015); and Pink (Fall 2015 and Spring 2016).

Fall 2012 – Spring 2016

	Certificate	Associate of Applied Science	Bachelor of Applied Science	Bachelor of Science
Gen Ed 1: Learn Actively. Assessment tools: Survey or records analysis. Implementation: Fall 2012 and Spring 2013	Students will take personal responsibility for learning: regular attendance, and doing assigned work. Registrar, DAD	Students will take personal responsibility for learning: regular attendance, and doing assigned work. Registrar, DAD	Students will take personal responsibility for learning: regular attendance, and doing assigned work. Registrar, DAD	Students will take personal responsibility for learning: regular attendance, and doing assigned work. Registrar, DAD

Assessment tools: Survey or records analysis. Implementation: Fall 2013 and Spring 2014	Students will develop strategies to reach personal and academic goals: detailed plan and meetings with program advisor. All Programs, Coordinator records/DAD	Students will develop strategies to reach personal and academic goals: detailed plan and meetings with program advisor All Programs, Coordinator records/DAD	Students will develop strategies to reach personal and academic goals: detailed plan and meetings with program advisor. All Programs, Coordinator records/DAD	Students will develop strategies to reach personal and academic goals: detailed plan and meetings with program advisor. All Programs, Coordinator records/DAD
Assessment tools: Survey or records analysis. Implementation: Fall 2015 and Spring 2016	Students will obtain knowledge and skills from the Diné Philosophy of learning Administered to all graduating students. Registrar/DAD	Students will obtain knowledge and skills from the Diné Philosophy of learning Administered to all graduating students. Registrar/DAD	Students will obtain knowledge and skills from the Diné Philosophy of learning Administered to all graduating students. Registrar/DAD	Students will obtain knowledge and skills from the Diné Philosophy of learning Administered to all graduating students. Registrar/DAD
Assessment tools: Survey or records analysis. Implementation: Fall 2014 and Spring 2015	Students will demonstrate a flexible, interdisciplinary approach to learning and knowledge. Administered to all graduating students. Registrar/DAD	Students will demonstrate a flexible, interdisciplinary approach to learning and knowledge. Administered to all graduating students. Registrar/DAD	Students will demonstrate a flexible, interdisciplinary approach to learning and knowledge. Administered to all graduating students. Registrar/DAD	Students will demonstrate a flexible, interdisciplinary approach to learning and knowledge. Administered to all graduating students. Registrar/DAD
Gen Ed: 2 Think critically, creatively, and reflectively.	Students will demonstrate the ability to make reasoned choices by acquiring,	Students will demonstrate the ability to make reasoned choices by acquiring,	Students will demonstrate the ability to make reasoned choices by acquiring, analyzing,	Students will demonstrate the ability to make reasoned choices by acquiring, analyzing,

Assessment tools: (ACCU?) Rubric on Essay or Portfolio. Implementation: Fall 2012 and Spring 2013	analyzing, and synthesizing qualitative and quantitative information. ENG 105 or 110	analyzing, and synthesizing qualitative and quantitative information. ENG 110 and ENG 111 or 112	and synthesizing qualitative and quantitative information. ENG 110 and ENG 111 or 112	and synthesizing qualitative and quantitative information. ENG 110 and ENG 111 or 112
Assessment tools: Survey, pre/post testing, rubric on essay or portfolio. Implementation: Fall 2013 and Spring 2014	Students will demonstrate the ability to examine attitudes, values, opinions, and/or assumptions and reflect on their implications and consequences by successfully meeting required course expectations: Diné Studies, Humanities or social and Behavioral Sciences	Students will demonstrate the ability to examine attitudes, values, opinions, and/or assumptions and reflect on their implications and consequences by successfully meeting required course expectations: Diné Studies, Humanities or social and Behavioral Sciences	Students will demonstrate the ability to examine attitudes, values, opinions, and/or assumptions and reflect on their implications and consequences by successfully meeting required course expectations: Diné Studies, Humanities or social and Behavioral Sciences	Students will demonstrate the ability to examine attitudes, values, opinions, and/or assumptions and reflect on their implications and consequences by successfully meeting required course expectations: Diné Studies, Humanities or social and Behavioral Sciences
Assessment tools: Survey, pre/post testing, rubric on essay or portfolio. Implementation: Fall 2014 and Spring 2015		Students will demonstrate a developed appreciation of aesthetics, creativity, and ideas: one class from the Humanities or English electives	Students will demonstrate a developed appreciation of aesthetics, creativity, and ideas: one class from the Humanities or English electives	Students will demonstrate a developed appreciation of aesthetics, creativity, and ideas: one class from the Humanities or English electives
Assessment tools: Survey, pre/post testing, rubric on essay, portfolio, or records analysis-course syllabi review for DPE	Students will demonstrate the ability to apply/incorporate the Diné Philosophy of Education (DPE):	Students will demonstrate the ability to apply/incorporate the Diné Philosophy of Education (DPE): Diné Studies	Students will demonstrate the ability to apply/incorporate the Diné Philosophy of Education (DPE): Diné Studies courses.	Students will demonstrate the ability to apply/incorporate the Diné Philosophy of Education (DPE): Diné Studies

statements. Implementation: Fall 2015 and Spring 2016	Diné Studies courses. Instructors will document in their syllabi how the elements of DPE are incorporated into their classes All classes: administered by DPE Faculty	courses. Instructors will document in their syllabi how the elements of DPE are incorporated into their classes All classes: administered by DPE Faculty	Instructors will document in their syllabi how the elements of DPE are incorporated into their classes All classes: administered by DPE Faculty	courses. Instructors will document in their syllabi how the elements of DPE are incorporated into their classes All classes: administered by DPE Faculty
Gen Ed 3: Interact Effectively in Diverse Environments. Assessment tool: Survey, or rubric on presentation, speech, essay. Implementation: Fall 2013 and Spring 2014		Students will demonstrate their development at effective interpersonal communication through knowledge of diverse ideas, values and cultures Humanities, English /Communication electives, Diné studies and/or the Behavioral/Social sciences.	Students will demonstrate their development at effective interpersonal communication through knowledge of diverse ideas, values and cultures Humanities, English /Communication electives, Diné studies and/or the Behavioral/Social sciences.	Students will demonstrate their development at effective interpersonal communication through knowledge of diverse ideas, values and cultures Humanities, English /Communication electives, Diné studies and/or the Behavioral/Social sciences.
Assessment Tool: Survey, rubric on writing assignment, pre/post testing, and portfolio Implementation: Fall 2012 and Spring 2013	Students will demonstrate an understanding of technology: CMP 100	Students will demonstrate an understanding of technology and the principles of the natural/physical and behavioral sciences. BIO 110, CHEM 110, PHY 101	Students will demonstrate an understanding of technology and the principles of the natural/physical and behavioral sciences. BIO 110, CHEM 110, PHY 101	Students will demonstrate an understanding of technology and the principles of the natural/physical and behavioral sciences. BIO 110, CHEM 110, PHY 101

Gen Ed 4: Communicate clearly. Assessment Tool: (AACU ?) Rubric on writing assignment, or portfolio Implementation: Fall 2012 and Spring 2013	Students will be able to read, write, and speak effectively. ENG 105 and 110			
*** This section of the Gen Ed Learning requirements (MTH) needs to be revisited Assessment tools: Pre/post testing, rubric. Implementation: Fall 2012 and Spring 2013	Students will demonstrate the ability to use symbolic forms such as mathematics. MTH 113 or higher	Students will demonstrate the ability to use symbolic forms such as mathematics. MTH 121 or higher	Students will demonstrate the ability to use symbolic forms such as mathematics. MTH 121 or higher	Students will demonstrate the ability to use symbolic forms such as mathematics. MTH 121 or higher
Assessment tools: Survey, pre/post testing, rubric on essay or portfolio. Implementation: Fall 2012 and Spring 2013	Students will demonstrate the ability to use technology to enrich communication CMP 100 or higher	Students will demonstrate the ability to use technology to enrich communication CMP 101 or higher	Students will demonstrate the ability to use technology to enrich communication CMP 101 or higher	Students will demonstrate the ability to use technology to enrich communication CMP 101 or higher

General Education Assessment Reports

Spring 2015

General Education Learning Outcomes

1. Learn Actively
2. Think critically, creatively, and reflectively
3. Interact Effectively in Diverse Environments
4. Communicate clearly

HUMANITIES

Assessment Planning/Reporting Sheet **Program:** **English/Humanities**
Course #: ENG 105 Sections 6A & 6B (20 students tested) **Semester:** **Spring, 2015**
Campus: Chinle **Instructor:** **Marlon L. Fick**

Answer questions 1 – 3A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.**
1. What is/are the program goals you are going to measure? . Students will understand how to communicate directions clearly, write grammatically, and read with greater comprehension.
2. What is/are the method(s) you will use for measuring program goal(s), pre/post-test, rubric, survey? Pre/post tests measuring A) Writing level and B) Reading Comprehension
3. What are your outcomes? A. Pre-test: Writing Class Average: 62.5 / Reading Class Average: 54.7 B. Post-test: Writing Class Average: 76.5/Reading Class Average: 70.9
4. What is your expectation/benchmark? 70% in both reading and writing Did your students meet your expectation/benchmark? (See Page 2)
5. Have you made a change in teaching methodology, program goals, course objectives, or anything else that might improve student learning? Yes, the classes are now more collaborative and I make use of pairing. Also, I assist each student with their particular reading and writing needs on an individual basis instead of assigning all students the same exercises. The activities are different according to the student's particular challenges.
6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective/program goal you measured? The outcomes show that we have reached our benchmark. I believe we achieved this

through increased readings and more individualized attention—writing/reading students do not all have the same writing or reading problems, so I design the courses to most effectively reach each student within the context of the curriculum. We will continue to seek improvement through individualized attention to each student.
7. Do you need any additional budgeting? Yes, it would be beneficial to the college to hire more and qualified tutors and to implement CAL (computer assisted learning). It would also be beneficial to all English classes to include graduated reading levels. Most of our students are below college reading and writing levels.

Benchmark: __70____% students will meet or exceed expectation.

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: Writing Average: 62.5 / Reading Average 54.7 Highest Score Reading: 80/ Lowest: 25 Highest Score Writing: 80 / Lowest: 10 Final: Writing Average: 76.9/ Reading Average 70.9 Highest Score Reading: 85/Lowest: 45
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: Writing was at 62.5% and Reading was at 54.7 % Final: Writing was at 76.9% and Reading was at 70.9 %
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: 0% met expectations Final: 100% met expectations

Final Result: __100__% Met or exceeded expectations
__0__% Did not meet expectations

Comments: At the Pre-test, 20 students were tested. At the Post-Test, 16 were tested. The above statistics do not measure students who failed to attend class or who dropped out or were administratively dropped due to poor attendance. It is a natural tendency for those students who stay in the course and do the work for them to succeed.

Assessment Planning/Reporting Sheet
Course #: HUM 170
Campus: Crownpoint,

Program: BFA in Creative Writing & New Media
Semester: Spring 2015
Instructor: Elizabeth A. Roastingear, M.A.

Answer questions 1 – 3A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post-tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.**
1. What is/are the program goals you are going to measure? ***Students will explore issues relevant to contemporary Native Americans as portrayed in documentaries, Internet clips, and books.*** **HUM 170 is a General Education requirement for the Bachelor of Fine Arts in Creative Writing and New Media. My goal is for students to learn the importance of how our ancestors paved the way for Tribal Colleges and Universities (TCUs) through their activism and educational endeavors. Without the American Indian Movement's (A.I.M.) revitalization efforts concerning language and culture, TCUs would not exist. Students need to know this aspect of their history.**
2. What is/are the method(s) you will use for measuring program goal(s), pre/post-test, rubric, survey? **A survey (pre-test) will be given to determine what the students know at the beginning of the course and the same survey will be given at the end of the course to measure what they have learned.**
3. What are your outcomes? A. Pre-test: 8 out of 49 Students met expectation or **16%** B. Post-test:
4. What is your expectation/benchmark? 70% to 75% out of 100% on the 20 Question PreTest/Survey Did your students meet your expectation/benchmark? (See Page 2)
5. Have you made a change in teaching methodology, program goals, course objectives, or anything else that might improve student learning?
6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective/program goal you measured?
7. Do you need any additional budgeting?

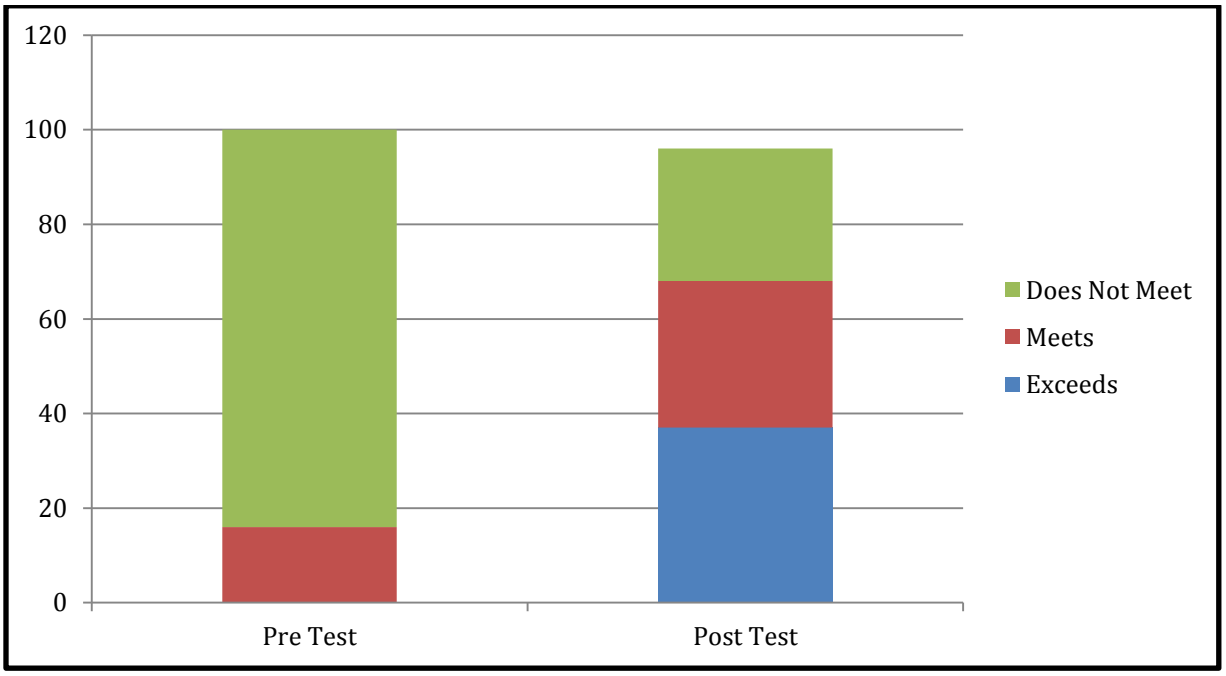
Benchmark: __75___% students will meet or exceed expectation.

Exceeds Expectation Use > 80% of the appropriate procedure **<u>Results</u>** Initial: 0 Final: 37%

Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: 16% Final: 31%
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: 84% Final: 28%

Final Result: 68 % Met or exceeded expectations
28 % Did not meet expectations

The Benchmark was unmet by 7%; however, 12 students did not complete the post test survey due to absenteeism or withdrawal.



Assessment Planning/Reporting Sheet **Program: Humanities**
Course #: U.S. History to 1877-210 HST 210 **Semester: Spring**
Campus: NTU Crownpoint **Instructor: Mr. Swick, M.A, B.A., B.S.**

Answer questions 1 – 3A for your Assessment Plan/proposal.
Answer all questions for your Assessment Report.
Please attach your syllabus, pre/post-tests, rubrics and graphs in a separate file identified with your

name and the semester/year.

1. What is/are the program goals you are going to measure? Students are expected to identify and describe major figures and events from the beginning of the American experience to 1877. Students will recognize important developments and trends that shaped American society to 1877, and demonstrate an understanding of American history through tests, writing and other assignments.

2. What is/are the method(s) you will use for measuring program goal(s), pre/post-test, rubric, survey? Midterm test, regular assignments (essays), and research paper.

3. What are your outcomes?
A. Be able to compare American developments around the world.
B. Gather information for a research paper, identify important individuals that have shaped American history and society.
C. To garner the ability to utilize maps, graphs, and tables for a greater understanding of American historical content.
D. Understand from a human point of view the difficulties minorities have faced from the beginning of the U.S. to 1877.

4. What is your expectation/benchmark?
A. Discovery and Settlement of the New World----10pts.
B. The Colonial Era----------10pts.
C. Establishment and Growth of the Republic------10pts.
D. Midterm Exam----------30pts.
E. The Jackson Era to the Civil War----------10pts.
F. The Civil War and Reconstruction----------10pts.
G. Research paper----------20pts.

5. Have you made a change in teaching methodology, program goals, course objectives, or anything else that might improve student learning? Yes, I have included other types of assessments such as selected response and open ended responses.

6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective/program goal you measured? Student learning outcomes should describe student's ability to synthesize many skills using higher level thinking skills to produce something that asks them to apply what they have learned, example; a research paper.
Objectives should be clearly stated, students need clear understanding what the objectives are. Assessments should reflect cognitive, affective and psychomotor domains, (Blooms Taxonomy). Students must clearly understand what the questions are asking, and how to approach each question to answer. Prior to the assessment, the learning process should include; knowledge, comprehension, application, analysis, and synthesis.
Types of assessments that can be used are; selected response, dialogue/oral response, essays and open ended responses, and investigations. T ensure student success all types of assessments should be used.

7. Do you need any additional budgeting? Not at this time.

Benchmark: __90____% students will meet or exceed expectation.

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: 20% Final: 100%
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: 20% Final: 100%
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: 60% Final: 0%

Assessment Planning/Reporting Sheet
Course #: 211-1
Campus: NTU, Crownpoint

Program: American Hist. 1877 To Present
Semester: Spring, 2015
Instructor: Mr. Mike Swick, MA, BA, BS

Answer questions 1 – 3A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post-tests, rubrics and graphs in a separate file identified with your name and the semester/year.**
1. What is/are the program goals you are going to measure? Students should be able to identify and describe major figures and movements from the period under study. Recognize important developments and trends that shaped American society From 1877, and demonstrate an understanding of American history through tests, writing and other assignments.
2. What is/are the method(s) you will use for measuring program goal(s), pre/post-test, rubric, survey? Midterm test, assignments (essays), and research paper.
3. What are your outcomes? A. Be able to compare American developments around the world. B. Gather information for a research paper, identify important individuals that have shaped American history and society. C. To garner the ability to utilize maps, graphs and tables for a greater understanding of American historical content.

D. Understand from a human point of view the difficulties minorities have faced since 1877.
4. What is your expectation/benchmark? 90% A. Reconstruction/Westward Expansion/Progressive Movement---10pts. B. Midterm exam----------30pts. C. Great Depression/Native Americans----------10pts. D. WW I/WW II----------10pts. E. Cold War----------10pts. F. Research paper----------30pts.
5. Have you made a change in teaching methodology, program goals, course objectives, or anything else that might improve student learning? Have used different types of assessments; selected response and open ended responses, and essay questions.
6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective/program goal you measured? Student learning outcomes should describe student's ability to synthesize many skills using higher level thinking skills, and to produce something that asks them to apply what they have learned. Objectives should be clearly stated, students must clearly understand what the objectives are. Assessments should reflect cognitive, affective and psychomotor domains. Students must clearly understand what the questions are asking, and how to approach to answer. Prior to the assessment the learning process should include; knowledge, comprehension, application, analysis, and synthesis. Types of assessments are selected response, dialogue/oral response, essays and open ended responses, and investigations. To ensure student understanding and success all types of assessments can be used.
7. Do you need any additional budgeting? Not at this time.

Benchmark: __90___% students will meet or exceed expectation.

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: 8% Final: 100%
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: 2% Final: 100%
Does not meet Expectation Use < 70% of the appropriate procedure

Results
Initial: 78%
Final: 0%

Final Result: 100 % Met or exceeded expectations, (students that completed both pre-test and post-test)

0 % Did not meet expectations.

Average: 96.62%

Assessment Planning/Reporting Sheet **Program: History**
Course #: History of the Southwest-220 **Semester: Spring, 2015**
Campus: NTU, Crownpoint **Instructor: Mr. Mike Swick, MA, BA, BS**

Answer questions 1 – 3A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post-tests, rubrics and graphs in a separate file identified with your name and the semester/year.**
1. What is/are the program goals you are going to measure? Students will be able to identify and describe major figures and movements in southwestern US history, and demonstrate an understanding of American history through tests, writing and other assignments.
2. What is/are the method(s) you will use for measuring program goal(s), pre/post-test, rubric, survey? Midterm exam, assignments (essays), and research paper. Assignments and assessments will be assigned points, total points 100.
3. What are your outcomes? A. An introduction to the use of both library and internet resources. B. To gather information for a research paper, identify important individuals that have shaped American Southwestern history and society. C. To garner the ability to utilize maps, documentary images, graphs and tables for a greater understanding of American historical content. D. Understand from a human point of view the difficulties minorities have faced from the American acquisition of the Southwest.
4. What is your expectation/benchmark? A. Indians of the Southwest----------10pts. B. The Civil war in the Southwest----------10pts. C. The Santa Fe Ring and the Tucson Ring----- -10pts. D Midterm exam----------30pts. E. The Ranchers/Outlaws----------10pts. F. From Forest Reserves to Taylor Grazing act, and the Miners-10pts.----------10pts.

G. Research paper----------20pts.
5. Have you made a change in teaching methodology, program goals, course objectives, or anything else that might improve student learning? Will utilized essay, open ended questions, selected responses, and research paper.
6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective/program goal you measured? Student learning outcomes should describe student's ability to synthesize many skills using higher level thinking skills, and to produce something that asks them to apply what they have learned.
7. Do you need any additional budgeting? Not at this time.

Benchmark: __90____% students will meet or exceed expectation.

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: 20% Final: 100%
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: 0% Final: 100%
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: 80% Final: 0%

Final Result: __100__% Met or exceeded expectations, (students that completed both pre-test and post-test)

__0__% Did not meet expectations

Average: 96%

MATH

Mathematics Program Goals

Students who graduate from Mathematics Program will have the following outcomes:

1) Demonstrate a thorough understanding of algebraic concepts
2) Understand calculus concepts.
3) Demonstrate a thorough competence in geometric concepts.
4) Demonstrate the use of mathematical concepts in solving problems
5) Demonstrate the synthesis of mathematical concepts.

For Education

6) Demonstrate knowledge about teaching strategies.
7) Show knowledge about different kinds of assessment.
8) Show mastery of the higher-level math.
9) Demonstrate mastery in communication and transfer of learning.

Assessment Planning/Reporting Sheet
Course #:MTH 098-1,2,3,4,5
Campus: Crownpoint

Program: Developmental Math
Semester: Spring 2015
Instructor: Tommy Thompson

Answer questions 1 – 3A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.**
1. What is/are the program goals you are going to measure? ***<u>The overall</u>*** **learning gains on the following math subject areas items 1 through 12.** 1. Whole Numbers computation skills 2. Fraction computation skills 3. Decimal computation skills 4. Percent application 5. Ratio application 6. Proportion application 7. U.S. Measurement 8. Metric Measurement 9. Signed Number computation skills 10. Order of Operations 11. Combining Like Terms 12. Solving Equations 13. Geometry: Lines and Angles (if semester time allows) 14. Geometry: Perimeter and area of enclosed figures (if semester time allows)
2. What is/are the method(s) you will use for measuring program goal(s), pre/post-test, rubric, survey? **The average score of Pre-Assessment will be deducted from the average score of Post-Assessment. The resulting data is intended to show how well**

the students have demonstrated mathematical basic skills concept in solving math problems.

3. What are your outcomes?

A. Pre-test: MTH 098-1 6.9 % MTH 098-2 10.0 % MTH 098-3 9.1 %
MTH 098-4 17.9 % MTH 098-5 11.7 %

B. Post-test: MTH 098-1 MTH 098-2 MTH 098-3
MTH 098-4 MTH 098-5

Learning Gains: MTH 098-1 MTH 098-2 MTH 098-3
MTH 098-4 MTH 098-5

4. What is your expectation/benchmark? 70 percent of the students will pass the Remedial Math course with a letter grade of "C" or better.

Did your students meet your expectation/benchmark? (See Page 2)

5. Have you made a change in teaching methodology, program goals, course objectives, or anything else that might improve student learning? No, this course is enrolled with typical students, those that need to improve their basic math skills to qualify for college entry mathematics course.

6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective/program goal you measured?
The bilingual instruction with concept approach to learning is most effective for student learning.

7. Do you need any additional budgeting? No

Benchmark__70___% students will meet or exceed expectation.

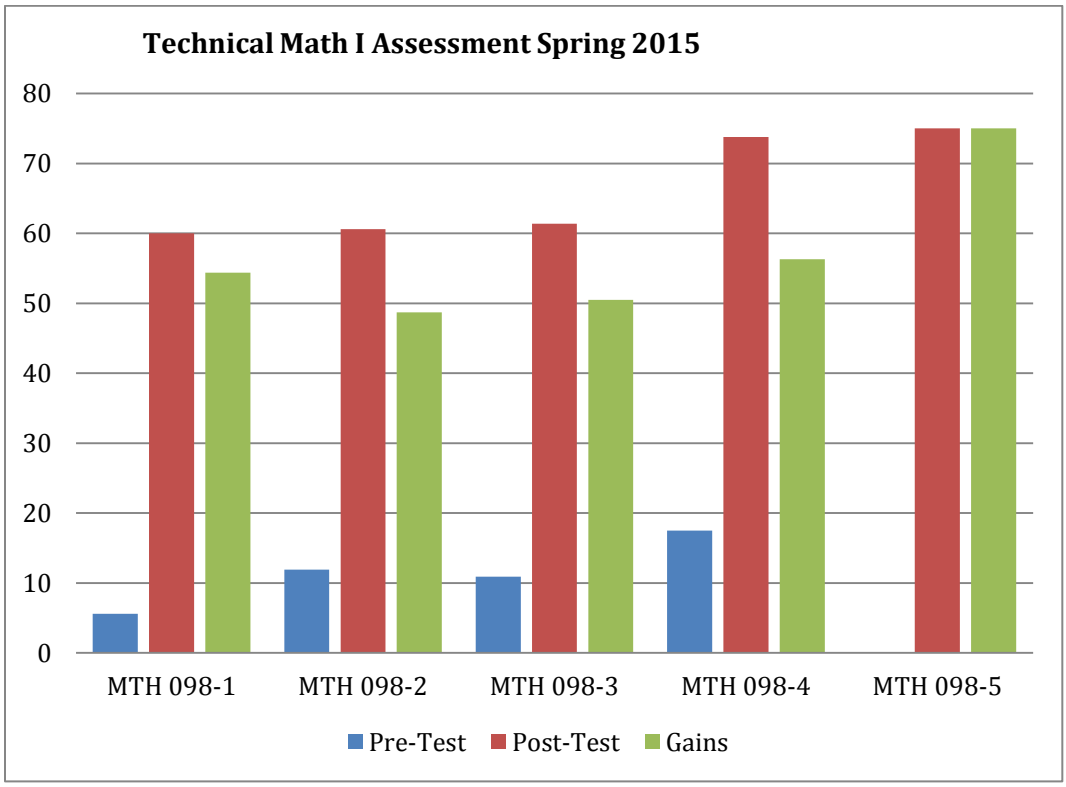
Exceeds Expectation
Use > 70% of the appropriate procedure
Results
Initial: none
Final:

Meets Expectation
Use at least 70-80% of the appropriate procedure
Results
Initial: none
Final:

Does not meet Expectation
Use < 70% of the appropriate procedure
Results
Initial: all

Final:

Final Result: ___% Met or exceeded expectations



Health Sciences Program

Program Goals for Health Sciences Program

A. Students can demonstrate basic knowledge of the primary natural sciences of chemistry, biology and physics and appreciate their interrelationship.
B. Students can demonstrate knowledge of basic information and tools required to connect the many biological events to themes that pervade all of biology.
C. Students can demonstrate current knowledge and new developments that underlie biological concepts, explain how basic chemistry is enlivened by new concepts that connect this to cell structure, genetics, evolution, and other areas of biology.
D. Students recognize various disorders, understand them within the context of basic sciences and clinical specialties, appreciate their history, their feedback regulatory mechanisms, explain the molecular processes underpinning them, and identify the relationship between their therapeutics and defects.
E. Students exhibit skills to interweave scientific concepts of local diseases like diabetes, with culturally congruent intervention programs.
F. Students exhibit research and healthcare capabilities based on essential hands-on learning opportunities for thorough understanding of biology experimentation or rehabilitations, and application of concepts needed for problems solving.
G. Students identify, explore and analyze ethical issues involving future difficult life and medical situations by evaluating and deciding on conflicting views bordering on relevant ethical issues.
H. Students communicate and present verbal, visual, written ideas and information clearly and accurately, in a way that represents competence and professionalism in health care field.
I. Students possess the skills to be successful in the MCAT or DAT test by obtaining the absolute maximum score possible.
J. Students exhibit the aptitude to access training, jobs and programs that foster growth in clinical health care experience

NURSING

Assessment Planning/Reporting Sheet **Program: Nursing**
Course #: RNS 202 **Semester: Spring 2015**
Campus: Crownpoint **Instructor: Sabrina Ezzell**

Answer questions 1 – 3A for your Assessment Plan/proposal.
Answer all questions for your Assessment Report.
Please attach your syllabus, pre/post tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.

1. What is/are the program goals you are going to measure?

- Analyze and develop communication strategies for use with the adult patient experiencing complex needs.
- Interpret evidence-based guidelines and evaluate the use of technology in clinical practice.
- Collaborate with other members of the health care team.
- Correlate safe nursing care with identified patient safety risk factors.
- Utilize the nursing process to provide evidence-based, patient-centered and culturally appropriate care for adult patients with acute and chronic illness.

What is the program mission?
The mission of the NTU Nursing Department is to provide Native American nursing students with the education required for entry-level registered nursing practice in rural and tribal communities.

2. What is/are the method(s) you will use for measuring program goal(s), pre/post-test, rubric, survey? An ATI standardized test will be given at the end of the semester.

3. What are your outcomes?
75% of students achieved a Level II on the standardized test, 25% of students achieved a Level I.

4. What is your expectation/benchmark? 100% of students will achieve a Level II or higher on the ATI RN Medical Surgical Proctored Exam. Did your students meet your expectation/benchmark? No, 75% achieved a Level II, 25% achieved a Level I

5. Have you made a change in teaching methodology, program goals, course objectives, or anything else that might improve student learning? No changes were made this semester.

6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective/program goal you measured? I will increase the number of focused review hours in ATI prior to the taking proctored exam.

7. Do you need any additional budgeting? No.

Benchmark: <u>___100__</u>% students will meet or exceed expectation.

Exceeds Expectation
Use > 80% of the appropriate procedure
<u>Results</u>
Initial:

Final:
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: Final:
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: Final:

Final Result: 75 % Met or exceeded expectations
25 % Did not meet expectations

Assessment Planning/Reporting Sheet **Program: Registered Nursing**
Course #: RNS 110 **Semester: Spring 2015**
Campus: Crownpoint **Instructor: Shawnadine Becenti**

Answer questions 1 – 3A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post tests, rubrics and graphs in a separate file identified with your name and the semester/year.**
1. What is/are the program goals you are going to measure? • Recognize patient safety risk factors that could impact safe nursing care. • Utilize the nursing process to provide evidence-based, patient-centered and culturally appropriate care for adult patients.
2. What is/are the method(s) you will use for measuring program goal(s), pre/post-test, rubric, survey? Pre-Test/ Post-Test
3. What are your outcomes? A. Pre-test: 100% of students did not meet 76% bench mark, Average= 48% (n=3) *B. Post-test: 100% of students did not meet 76% bench mark, Average= 58% (n=3)*
4. What is your expectation/benchmark? 100% of students will achieve a 76% or higher on post-test Did your students meet your expectation/benchmark? No they did not
5. Have you made a change in teaching methodology, program goals, course objectives, or any thing else that might improve student learning? My plan is to incorporate a more student directed learning strategy and use more media forms of delivery methods such as videos and interactive games and question banks. I

would like to try to deviate from lecture and powerpoints to keep the classroom environment interesting and fun.
6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective/program goal you measured? I may want to use a standardized test when using a pre-test/post-test or attach a grade or points to the test so students will take it more seriously. This test was not a grade or part of any assignment, it was only for assessment purposes. This class is only 1/3 of the whole Med-Surg component of nursing, at the end of three semesters, students take an ATI standardized exam to measure their competencies for taking the NCLEX exam in the area of Med-Surg.
7. Do you need any additional budgeting? No.

Benchmark: __76___% students will meet or exceed expectation.

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: Final:
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: Final:
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: 100% of students did not meet 76% benchmark Final: 100% of the students did not meet the 76% benchmark

Final Result: ___% Met or exceeded expectations
100 % Did not meet expectations

Assessment Planning/Reporting Sheet **Program: Nursing**
Course #: NRS 101-1 **Semester: Spring 2015**
Campus: Crownpoint **Instructor: Rachel Pacheco**

Answer questions 1 – 3A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post tests, rubrics and graphs in a separate file identified with your**

name and the semester/year.
1. What is/are the program goals you are going to measure? Students will functions as a member of the health care team within the health care facility and/or in the community.
2. What is/are the method(s) you will use for measuring program goal(s), pre/post-test, rubric, survey? Pre/Post Tests
3. What are your outcomes? A. Pre-test: n: 24 Average: 54% Median: 56% B. Post-test: n: 22 Average: 76% Median: 76% Mode: 81%
4. What is your expectation/benchmark? >76% Demonstrate safe, competent basic nursing care within the scope of practice of the nursing assistant Did your students meet your expectation/benchmark? (See Page 2) 86% (19 out of 22 students) met the >76%
5. Have you made a change in teaching methodology, program goals, course objectives, or any thing else that might improve student learning? Have not changed the textbook used for 2 semesters; teaching methodology has remained the same with the same instructor.
6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective/program goal you measured? Continue to follow federal mandate & guidelines for the Pre-Nursing program, via NMDOH a& AZ Board of Nursing
7. Do you need any additional budgeting? Unsure of current budget situation (responsibility of supervisor)

Benchmark: _>80%____% students will meet or exceed expectation.

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: Final:
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: Final:
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: Final:

Final Result: ___% Met or exceeded expectations
____% Did not meet expectations

INFORMATION TECHNOLOGY

Upon successful completion of New Media program, graduates should have the following attributes:

1. Work competently in a variety of digital media environments.
2. Conceptualize, implement and evaluate substantial, meaningful and purposeful projects using digital media techniques.
3. Evaluate ethical and legal considerations in working with digital media.
4. Use written, oral and visual communication skills to communicate information and ideas about new media.
5. Critique studio practice in relation to contemporary innovations in technology and art.
6. Examine and participate in virtual environments.
7. Describe the techno-cultural discourse surrounding new-media technologies and practice.
8. Work in collaborative environments.
9. Develop self-directed projects that synthesize creative, technical, and critical approaches.

Assessment Planning/Reporting Sheet | **Program: New Media**
Course #: Motion Graphics IT 215 | **Semester: SP15**
Campus: Crownpoint | **Instructor: Hondo Louis**

Answer questions 1 – 4A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.**
Learning Outcomes to be measured
1. What is/are your learning objective(s) from your syllabus from this course for your students? 1. Develop competency with digital animation software. 2. Develop competency building credit sequences and lower thirds.
2. How do these objectives relate to your program goal(s)? The above learning goals relate to the following program goals (1, 2 and 9) for the New Media B.A.S.: **10. Work competently in a variety of digital media environments.** **11. Conceptualize, implement and evaluate substantial, meaningful and purposeful projects using digital media techniques.** 12. Evaluate ethical and legal considerations in working with digital media. 13. Use written, oral and visual communication skills to communicate information and ideas about new media. 14. Critique studio practice in relation to contemporary innovations in technology and art. 15. Examine and participate in virtual environments. 16. Describe the techno-cultural discourse surrounding new-media technologies and practice. 17. Work in collaborative environments. **18. Develop self-directed projects that synthesize creative, technical, and critical approaches.**
Assessment Procedure
3. What is/are the methods you use for measuring? • Pre/Post Survey on knowledge/skills to demonstrate functions using software programs.

- The General Education objective will be measured at the end of the course using the attached rubric. Using the rubric, students will analyze, evaluate and judge a media 'text' based on aesthetics, use of relevant terminology, consideration of the creative process, and originality and inventiveness.

Assessment Results/Data

4. What are your outcomes?
A. Pre-Survey: On a scale of 1 to 10 (not at all skilled to highly skilled), students averaged 2.26 on their ability to perform motion graphic functions using Adobe Premiere.
On a scale of 1 to 10 (not at all skilled to highly skilled), students averaged 1.23 on their ability to perform motion graphic functions using Adobe After Effects.
B. Post-Survey: On a scale of 1 to 10 (not at all skilled to highly skilled), students averaged 8.37 on their ability to perform motion graphic functions using Adobe Premiere.
On a scale of 1 to 10 (not at all skilled to highly skilled), students averaged 7.26 on their ability to perform motion graphic functions using Adobe After Effects.
C. General Education:
Using the attached rubric, the instructor evaluated students' ability to demonstrate a developed appreciation of aesthetics, creativity, and ideas. The rubric evaluates a student's ability to form aesthetic judgments, use relevant terminology, consider the creative process, and evaluate originality and inventiveness. Students analyzed, evaluated and judged the final projects in the class, critiquing projects. The instructor then evaluated their findings. Using the rubric, 20% of the class demonstrated an "Advanced" appreciation of aesthetics, creativity, and ideas; and 60% of the class demonstrated a "Proficient" appreciation; and 20% a "Novice" appreciation.

5. What is your expectation/benchmark?
Did your students meet your expectation/benchmark? (See results below.)

How will the result be used to make improvements?

6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective you measured?
- A vocabulary list of key terms and concepts will reviewed quarterly.
- Quizzes will be based on key terms and concepts.

7. Have you made a change in teaching methodology, program goals, and students' learning objectives?
- With respect to teaching methodology, instructor will require students to create a personal "manual" of basic AfterEffects and Adobe Premiere tasks/functions/operations.
- Each week, students will present a "tip" or "shortcut" or "cool effect" to the class to encourage self-learning and research.

8. Do you need any additional budgeting?

Benchmark: __80____% students will meet or exceed expectation.

Exceeds Expectation
Rate their ability to perform > 80% of motion graphics functions on Pre/Post Survey
Results
Initial:
Final:
- In rating their ability, 80% students averaged 8.26 on a scale of 1 to 10, or 83% in their ability to perform motion graphics functions using Adobe Premiere, and thus "exceeded expectations."

- In rating their ability, 40% of students average 87% and "exceeded" expectations" in their ability to perform motion graphics functions using Adobe After Effects.

Meets Expectation
Rate their ability to perform > 70% of motion graphics functions on Pre/Post Survey
Results
Initial:
Final:

- In rating their ability, 40% of students averaged 74% and "met expections" in their ability to perform motion graphics functions using Adobe After Effects.

Does not meet Expectation
Rate their ability to perform < 70% of motion graphics functions on Pre/Post Survey
Results
Initial:

- In rating their ability, 100% of students averaged 2.26 on a scale of 1 to 10, or 23% in their ability to perform motion graphics functions using Adobe Premiere.
- In rating their ability, 100% of students averaged 1.23 on a scale of 1 to 10, or 12% in their ability to perform motion graphics functions using Adobe After Effects.

Final:

- In rating their ability, 20% of students averaged 42% and "did not meet expectations" in their ability to perform motion graphics functions using Adobe Premiere.
- In rating their ability, 20% of students averaged 38% and "did not meet expectations" in their ability to perform motion graphics functions using Adobe Premiere.

Final Result: **80 % Met or exceeded expectations using Adobe Premiere**
80 % Met or exceeded expectations using Adobe After Effects

20 % Did not meet expectations using Adobe Premiere
20 % Did not meet expectations using Adobe After Effects

Assessment Planning/Reporting Sheet
Course #: Media Criticism IT 275-1
Campus: Crownpoint

Program: New Media
Semester: SP15
Instructor: Hondo Louis

Answer questions 1 – 4A for your Assessment Plan/proposal.
Answer all questions for your Assessment Report.
Please attach your syllabus, pre/post tests, rubrics and graphs in a separate file identified with your name and the semester/year.

Learning Outcomes to be measured

1. What is/are your learning objective(s) from your syllabus from this course for your students?
3. Introduce students to critical theory.
4. Develop familiarity with the canon of critical theory.
5. Develop a level of proficiency applying critical theory in writing to media 'texts'.

2. How do these objectives relate to your program goal(s)? The above learning goals relate to the following program goals (4, 5, 7 and 9) for the New Media B.A.S.:

19. Work competently in a variety of digital media environments.
20. Conceptualize, implement and evaluate substantial, meaningful and purposeful projects using digital media techniques.
21. Evaluate ethical and legal considerations in working with digital media.
22. **Use written, oral and visual communication skills to communicate information and ideas about new media.**
23. **Critique studio practice in relation to contemporary innovations in technology and art.**
24. Examine and participate in virtual environments.
25. **Describe the techno-cultural discourse surrounding new-media technologies and practice.**
26. Work in collaborative environments.
27. **Develop self-directed projects that synthesize creative, technical, and critical approaches.**

Assessment Procedure

3. What is/are the methods you use for measuring?
   - Pre/Post Test and Pre/Post Survey.
   - The General Education objective will be measured at the end of the course using the attached rubric. Using the rubric, students will analyze, evaluate and judge a media 'text' based on aesthetics, use of relevant terminology, consideration of the creative process, and originality and inventiveness.

Assessment Results/Data

4. What are your outcomes?

A. Pre-test: Students averaged 23.37% on the Pre Test.

Pre-Survey: On a scale of 1-5, measuring a student's ability to confidently explain and elaborate on media criticism theories and media industries, students averaged 2.08, or "Strongly Disagree" in their ability to explain and elaborate on theories.

On a scale of 1-10 (not at all knowledgeable to very knowledgeable), students averaged 1.82 or "Not at all knowledgeable about media criticism theories and media industries.

B. Post-test: On average, students scored 30.53% on the Post Test, a learning gain of about 7 percent.

Post – Survey: On a scale of 1-5, measuring a student's ability to confidently explain and elaborate on media criticism theories and media industries, students averaged 3.97, or "Agree" in their ability to explain and elaborate on theories.

On a scale of 1-10 (not all knowledgeable to very knowledgeable), students averaged 7.8 or "knowledgeable" about media criticism theories and media industries.

C. General Education:

Using the attached rubric, the instructor evaluated students' ability to demonstrate a developed appreciation of aesthetics, creativity, and ideas. The rubric evaluates a students's ability to form aesthetic judgments, use relevant terminology, consider the creative process, and evaluate originality and inventiveness. Students analyzed, evaluated and judged a media 'text' of their choice, presenting their findings to the class. Using the rubric, 20% of the class demonstrated an "Advanced" appreciation of aesthetics, creativity and ideas; 40% demonstrated a "Proficient" appreciation; and 40% a "Novice" appreciation.

5. What is your expectation/benchmark? (See benchmark below.)
Did your students meet your expectation/benchmark? (See results below.)

How will the result be used to make improvements?

6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective you measured?

1. Instructor will review and improve the Pre/Post test assessment instrument with words and phrases explicitly and directly from textbook and lecture. This helps explain the students' self-reported ability to confidently explain and elaborate on other theories and the media industry; as well as their above average knowledge of the course content. (See survey results below). In other words, parts of the Pre/Post Test did not accurately reflect course content.
7. Have you made a change in teaching methodology, program goals, and students' learning objectives? 1. Students are challenged with remembering and defining difficult but key critical theories. Instructor will create a vocabulary list and create quizzes and presentations testing students' ability to correctly apply key terms and concepts. 2. Instructor will no longer offer this class as an Independent Study course. Class lecture, discussion, and presentations are crucial to understanding academic, and sometimes esoteric, terms and concepts. 3. Instructor will model a research paper, a presentation, and analysis.
8. Do you need any additional budgeting? 1. A budget of $500.00 to purchase key texts in the media criticism cannon.

Benchmark: __50____% students will meet or exceed expectation.

Exceeds Expectation **Correctly complete > 80% of the Pre/Post Test** **Results** Initial: Final:
Meets Expectation **Correctly complete > 70% of the Pre/Post Test** **Results** Initial: Final:
Does not meet Expectation **Correctly complete < 70% of the Pre/Post Test** **Results** Initial: 23.37% average. Final: 30.53% average. While there was a 7% overall learning gain, no students achieved higher than 53.00% on the assessment Post Test, resulting in no students meeting expectations.

Final Result: __0__% Met or exceeded expectations
__100__% Did not meet expectations

ENVIRONMENTAL SCIENCE

Assessment Planning/Reporting Sheet
Course #: Env. 485, Environmental Regulations & Enforcement
Campus: Crownpoint

Program: Envir. Science
Semester: Spring 2015
Instructor:Dr. William Mader

Answer questions 1 – 4A for your Assessment Plan/proposal.
Answer all questions for your Assessment Report.
Please attach your syllabus, pre/post tests (*included here*), rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year. *(Small sample sizes do not support graphs*).

Learning Outcomes to be measured
Nitsáhákees: "Thinking" envisioning goals and objectives.

1. What is/are your learning objective(s) from your syllabus from this course for your students?

1. Know where to find and evaluate Navajo Nation Environmental Protection agency laws and regulations.
2. Understand distinctions between Navajo Nation Acts and laws.
3. Relate to case studies and need for critical thinking.
4. Understand the biological basis for why we need laws and the conflict associated with them.

2. How do these objectives relate to your program goal(s)?

1. Detailed understanding of environmental laws as they pertain to the Navajo nation.
2. Practical understanding of solutions and repercussions and the role of the Navajo Nation EPA.
3. How to apply critical thinking in environmental law and potential biases.

Assessment Procedure
Nahátá: "Planning," taking an idea and bringing it into existence.

3. What is/are the methods you use for measuring?
Learning objectives. (pre/post-test, rubric, survey)?

1. Pre and Post test exams.
2. Course exams.
3. Quizzes.
4. Student presentations.
5. Term paper research.
6. Hands on lab – reviewing laws and regulations on the internet.
7. Student presentations.

Assessment Results/Data
Iína: "Implementation, living"

4. What are your outcomes?

A. Pre-test: Results: (3 students, 1 missed pre-test) - 5%, 0%, 15%
B. Post-test: Results: - 93%, 72%, 73%

Overall there was an average 73% increase (improvement) from pre to post tests.

4. What is your expectation/benchmark?
   70% attainment on post exam. There was 100% attainment per above numbers.

How will the result be used to make improvements?
Siihasin: "Reflection," looking forward and backward.
Improvements will be made by; (1) repeatedly emphasizing material

5. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective you measured?

Conclusions might be indicative of changes that can be fine-tuned in course. It is also possible that some students simply have bad study habits.

6. Have you made a change in teaching methodology, program goals, and students' learning objectives?

   Yes. Although the Pre and Post test results for *students in this class* were good I feel changes can be made to make the course more effective. For example, homework was sometimes late and the quality of report writing was low. As a result of this, I expect to make the following changes.

   1. Grade report presentations on a broader structure and make it very specific. Go over this with examples prior to report being given.
   2. Another Extra credit (over and above the one allowed) will be given to students with perfect attendance. Perfect attendance is an indicator of effort.
   3. Stress to students that homework must be turned in at the beginning of class. Students in this semester's class often came to class and then delayed lectures because they would print homework when they arrived. This is unacceptable.
   4. More pre-requisites should be required for first semester students including writing and math. Students are taking upper division science classes and are unprepared for them.

8. Do you need any additional budgeting? Currently ok but I suggest streamlining the PR process so supplies can be ordered quickly.

Benchmark: __70___% students will meet or exceed expectation.

Exceeds Expectation
Use 70% of the appropriate procedure
Results
Initial: All (100%) 3 students exceeded the 70% benchmark.
Final:

Meets Expectation
Use at least 70% of the appropriate procedure

Results Initial: All (100%) students met the 70% goal. Final:
Does not meet Expectation Use 70% of the appropriate procedure **Results** Initial: See above. Final:

Final Result: 100 % Met or exceeded expectations
0 % Did not meet expectations

Assessment Planning/Reporting Sheet
Course #: Natural Resource Man. #365
Campus: Crownpoint

Program: Envir. Science
Semester: Spring 2015
Instructor: Dr.William Mader

Answer questions 1 – 4A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post tests *(test scores included here)*, rubrics and graphs in a separate file identified with your name and the semester/year. *(Small sample sizes do not support graphs)*.**
Learning Outcomes to be measured **Nitsáhákees:** "Thinking" envisioning goals and objectives.
1. What is/are your learning objective(s) from your syllabus from this course for your students? Course Objectives: 1. Understand the basis of Natural Resource management and what drives it. 2. Recognize the complexity of resource management, crises facing us, and the potential actions that will reduce impacts. 3. Exercise critical thinking in the analysis of resource issues.
2. How do these objectives relate to your program goal(s)? 7. Broad understanding of Natural Resource issues world-wide. 8. Practical understanding of solutions and repercussions. 9. How to apply critical thinking in Natural Resource solutions.
Assessment Procedure **Nahátá:** "Planning," taking an idea and bringing it into existence.
3. What is/are the methods you use for measuring? Learning objectives. (pre/post-test, rubric, survey)? 8. Pre and Post test exams. 9. Course exams.

10. Quizzes.
11. Student presentations.
12. Term paper research.
13. Hands on lab.

Assessment Results/Data
Iína: "Implementation, living"

4. What are your outcomes?
A. Pre-test: - 3 students in class. Scores: 26%, 35%, 47%
B. Post-test: Scores: 68%, 90%, 76%

10. What is your expectation/benchmark?
70% attainment on post exam.
2 of 3 students attained a 70% or above score on the Post-test. Overall there was a 42% increase (improvement) from pre to post tests.

How will the result be used to make improvements?
Siihasin

11. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective you measured?
Conclusions might be indicative of changes that can be fine-tuned in course. It is also possible that some students simply have bad study habits, do not apply themselves and should not have taken the course in the first place. Teaching standards will not be relaxed and grade inflation will not be allowed.

12. Have you made a change in teaching methodology, program goals, and students' learning objectives?
Yes. The Pre and Post test results for *students in this class* as compared to prior classes indicate to me that that students in the current class often did not apply themselves. Homework was often late, some missed quizzes and the quality of report writing was low and included plagiarism. As a result of this, I expect to make few changes. Nevertheless, I think the following changes will be beneficial.
5. Grade report presentations on a broader structure and make it very specific. Go over this with examples prior to report being given.
6. Another Extra credit (over and above the one allowed) will be given to students with perfect attendance. Perfect attendance is an indicator of effort.
7. Stress to students that homework must be turned in at the beginning of class. Students in this semesters class often came to class and then delayed lectures because they would print homework when they arrived. This is unacceptable.
8. More pre-requisites should be required for first semester students including writing and math. Students are taking upper division science classes and are unprepared for them.

8.

Benchmark: __70___% students will meet or exceed expectation.

Exceeds Expectation Use > 70% of the appropriate procedure **Results See Pre and post test scores also, as well as comments above.** Initial: Final: 2 (67%) of 3 students met or exceeded benchmark expectations.
Meets Expectation **Results 67% met 70% expectation.** Initial: Final:
Does not meet Expectation: 1 student (33%) of 3 did not meet the 70% expectation. **Results See Pre and post test scores and comments above.** Initial: Final: 2 (67%) of 3 students met or exceeded benchmark expectations. Initial: Final:

Final Result: 67% Met or exceeded expectations
33% Did not meet expectations

ENGINEERING

Engineering Program Goals

(a) An ability to apply knowledge of mathematics, science, and engineering.
(b) An ability to design and conduct experiments as well as to analyze and interpret data.
(c) An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
(d) An ability to function on multidisciplinary teams.
(e) An ability to identify, formulate, and solve engineering problems.
(f) An understanding of professional and ethical responsibility.
(g) An ability to communicate effectively.
(h) The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
(i) A recognition of the need for and an ability to engage in life-long learning
(j) A knowledge of contemporary issues.
(k) An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Assessment Planning/Reporting Sheet
Course #: ENGR-234
Campus: Crownpoint

Program: Industrial Engineering
Semester: Spring 2015
Instructor: Harry S. Whiting II, PE

Answer questions 1 – 3A for your Assessment Plan/proposal.
Answer all questions for your Assessment Report.
Please attach your syllabus, pre/post tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.

1. What is/are the program goals you are going to measure?

Goal #3 Prepare students for licensure as a Registered Professional Engineer with knowledge more than sufficient to pass the FE/EIT test before or at the time of graduation and the PE test after their apprenticeship

Goal #5 Prepare students with theoretical understanding of tools and methods used in engineering to analyze problems and implement solutions encountered in the course of engineering practice

2. What is/are the method(s) you will use for measuring program goal(s), pre/post-test, rubric, survey?

Pre-test/Post-test was originally planned, but Post-Test was not administered.
Course outcomes were measured against performance in the project and Final Exam instead to check student learning of these outcomes.

3. What are your outcomes?

A. Pre-test: **Concept Inventory: 19.38 % Math Concepts: 37%**
B. Post-test: **Non-administered**
C. Outcomes:

a. **The student will be able to collect data and to use tools to create analysis of data based on data gathered or provided.**
b. **Students will be able to use data and tabular information to create confidence intervals, tolerance intervals and prediction intervals.**
c. **Students will be able to use hypothesis testing to compare data sets.**
d. **Students will be able to use Excel to manipulate and analyze statistical data.**
e. **Students will be able to use regression to create models useful to predicting outcomes.**

4. What is your expectation/benchmark? **Concept Inventory 70% Math Concepts 60%**
Did your students meet your expectation/benchmark? (See Page 2)

No post-test administered.

5. Have you made a change in teaching methodology, program goals, course objectives, or anything else that might improve student learning?

Using Assessment in the past has persuaded me to use the first class to explain the most important concept of the class (Probability in this case). I first tried the 'big idea' in Engineering Statistics and have since have used the concept for all classes that I teach here. For this class I explain the concept of Probability using dice, cards and going through how we calculate probability for the lottery. Unfortunately we are very pressed for time in this class. In the five times I've taught this class at NTU I've never been able to cover all the concepts listed in the description. This class has absorbed the material better than any other class I've taught at NTU, but at the expense of going more slowly. Partly this is because this is the largest Statistics class since I've started here and partly because the students are not as well prepared as I would like.

6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective/program goal you measured?
I use the assessment data to see what areas probably need more time or a different method of teaching. Some concepts I skip as they are covered in the more advanced courses that use statistics.

7. Do you need any additional budgeting?
Yes, for a teaching assistant. Students would benefit from having homework and quizzes returned in a timelier manner, but since I've been teaching six classes and acting as Department Chair this semester grading has not been performed as quickly as I have wished. Formerly we had few enough engineering students that this wasn't a problem, but now the industrial engineering program classes becoming larger and with the teaching load it is hard to keep up.

Benchmark: __70___% students will meet or exceed expectation.

Exceeds Expectation
Use > 80% of the appropriate procedure
Results
Outcome a: About 53% used 80% of the appropriate procedure to analyze data for their

project and 70% of students collected data in the manner directed.

Outcomes b & c: Approximately 38% of students used > 80% of the appropriate procedure for solving problems on the Final Exam.

Outcome d: Minimally met as one class was devoted to teaching students how to use Excel to do statistical analysis. However, there ended up being a time crunch because of the larger class size (13) than usual so that I was unable to shift students to turning in homework done exclusively on Excel because no second Excel class could be held.

Outcome e: Not met because were not able to get to teaching Chapter 6 which has both Regression and ANOVA. However, these methods must be covered in Design of Experiments class for Industrial Engineering.

Meets Expectation
Use at least 70-80% of the appropriate procedure
Results
Outcome a: About 7% of students collected data in the manner directed and 30% used 70-80% of the appropriate procedure for solving problems for their project.

Outcomes b & c: Approximately 54% of students used 70-80% of the appropriate procedure for solving problems on the Final Exam.

Does not meet Expectation
Use < 70% of the appropriate procedure
Results
Outcome a: About 38% of students did not collect data in the manner directed and 38% used <70% of the appropriate procedure for solving problems for their project.

Outcomes b & c: Approximately 8% of students used <70% of the appropriate procedure for solving problems on the Final Exam.

None of my students have acquired a deep understanding, which is what I expected from my experience in teaching statistics at both undergraduate and graduate levels. My experience seems to show that students won't acquire real understanding until they've had a chance to work sufficiently with statistics for research or in industrial settings. (This is in common with many courses where true mastery isn't available until real life problems are solved.) However, I do feel that Program Goals #3 & #5 were met as students mostly did learn to use statistics sufficient to analyze problems that they will see professionally and have sufficient knowledge to pass the EIT & PE exams.

Final Result: 92 % Met or exceeded expectations
8 % Did not meet expectations

Assessment Planning/Reporting Sheet | **Program: Industrial Engineering**
Course #: Design & Manufacturing Processes I, IE-223 | **Semester: Spring 2015**
Campus: Crownpoint | **Instructor: Casmir I. Agbaraji**

Table 1: Assessment Plan Template

Answer questions 1 - 3A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post-tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.**
1. **Mission Statement:** The mission of Industrial Engineering at Navajo Technical University is to provide the best possible education, research, services, and resources to help students achieve baccalaureate and graduate degrees in Industrial Engineering, and to prepare students for careers in industry and academia.
2. **What is/are the program goals you are going to measure?** See Table 2 below.
3. **What is/are the method(s) you will use for measuring program goal(s), pre/post-test, rubric, survey?** Survey was be used for pre-test and post-test.
4. **What are your outcomes?** A. Pre-test: Goals 6, 7, 9, and 11 met expectation while Goals 1, 2, 3, 4, 5, 8, and 10 did not meet expectation. B. Post-test:
5. What is your expectation/benchmark? **<u>70%</u> of students will meet or exceed expectation.** Did your students meet your expectation/benchmark? (See Page 2)
6. **Have you made a change in teaching methodology, program goals, course objectives, or anything else that might improve student learning?**
7. **How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective/program goal you measured**?
8. **Interpretation and representation of data**?

1 - Much less than acceptable, significantly does not meet criteria.

2 - Less than acceptable, generally does not meet criteria.

3 - Acceptable. OK, meets the criteria relative to quality.

4 - More than acceptable, general exceeds criteria relative to quality.

5 - Much more than acceptable, significantly above criteria.

Rate your answer to each question below on a scale of 1 to 5, with 1 being the lowest and 5 the highest.

Table 2: Pre-test: Students' Ratings based on a Scale of 1 to 5.

Benchmark: 70% of students will meet or exceed expectation.

Table 3: Rubric

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: 0% Final: 0%
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: Goals 6, 7, 9, and 11 met expectation. Final: Goals 2, 3, 5, 6, 7, 8, 9, and 11 met expectations.
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: Goals 1, 2, 3, 4, 5, 8, and 10 did not meet expectation. Final: Goals 1, 4, and 10 did not meet expectations.

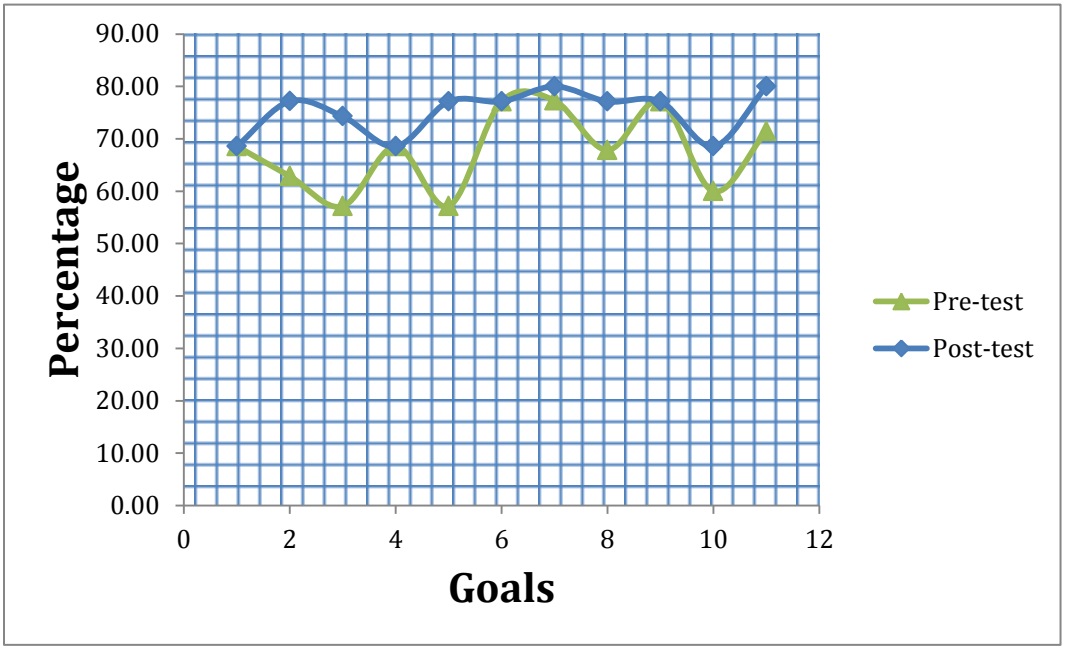
Initial Result **36.36 % met or exceeded expectations**
63.64 % did not meet expectations

Pre-test

Program Goals	Sh	Ry	De	Gr	Wi		Jo	Jar	Total	%
1. Prior to taking this class my ability to apply knowledge of mathematics, science, and engineering is:	3	4	4	3	3		4	3	25	68.57
2. Before taking this class my ability to design and conduct experiments as well as to analyze and interpret data is:	3	3	4	3	3		3	3	22	62.86
3. Before taking this class my ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability is:	2	4	3	3	3		3	2	20	57.14
4. Before taking this class my ability to function on multidisciplinary teams is:	3	4	3	4	3		3	4	24	68.57
5. Before taking this class my ability to identify, formulate, and solve engineering problems is:	2	4	2	3	3		3	3	20	57.14
6. Before taking this class my understanding of professional and ethical responsibility is:	3	5	4	4	3		3	5	27	77.14
7. Prior to taking this class my ability to communicate effectively is:	4	4	3	4	3		4	4	26	77.29
8. Before taking this class my broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context is:	3	3	4	3	3		3	3	22	62.86
9. Before taking this class my recognition of the need for and an ability to engage in life-long learning is:	4	4	4	4	3		4	4	27	77.14
10. Prior to taking this class my knowledge of contemporary issues is:	2	4	3	3	3		4	2	21	60.0
11. Before taking this class my ability to use the techniques, skills, and modern engineering tools is:	3	4	3	4	3		4	4	25	71.43
Total										

Final Result: **72.73 % met or exceeded expectations**

27.27 % did not meet expectations


90.00
80.00
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50.00
40.00
30.00
20.00
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Percentage
0
2
4
6
8
10
12
Goals
Pre-test
Post-test

Program Goals	Sh	Ry	De	Gr	Wi		Jon	Jar	Total	%
1. After to taking this class my ability to apply knowledge of mathematics, science, and engineering is:	3	3	5	3	3		4	3	24	68.57
2. After taking this class my ability to design and conduct experiments as well as to analyze and interpret data is:	4	3	5	3	4		3	5	27	77.14
3. After taking this class my ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability is:	3	3	4	3	4		4	5	26	74.29
4. After taking this class my ability to function on multidisciplinary teams is:	4	3	4	3	3		4	3	24	68.57
5. After taking this class my ability to identify, formulate, and solve engineering problems is:	3	3	5	4	4		4	4	27	77.14
6. After taking this class my understanding of professional and ethical responsibility is:	4	3	5	4	4		4	3	27	77.14
7. After to taking this class my ability to communicate effectively is:	5	3	4	4	4		4	4	28	80.00
8. After taking this class my broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context is:	4	3	5	3	4		4	4	27	77.14
9. After taking this class my recognition of the need for and an ability to engage in life-long learning is:	4	3	5	4	4		3	4	27	77.14
10. After to taking this class my knowledge of contemporary issues is:	4	3	4	3	4		3	3	24	68.57
11. After taking this class my ability to use the techniques, skills, and modern engineering tools is:	4	3	5	4	4		3	5	28	80.00
Total										

ENERGY SYSTEMS

Assessment Planning/Reporting Sheet
Course #: ERS 102-01 Photovoltaic Theory/Design
Campus: Crownpoint

Program: Energy Systems
Semester: Spring 2015
Instructor: Raymond Griego

Answer questions 1 – 4A for your Assessment Plan/proposal.
Answer all questions for your Assessment Report.
Please attach your syllabus, pre/post tests, rubrics and graphs in a separate file identified with your name and the semester/year.

Learning Outcomes to be measured
Nitsáhákees: "Thinking" envisioning goals and objectives.

1. What is/are your learning objective(s) from your syllabus from this course for your students? Students will learn how to conduct a Solar Site Analysis; Students will demonstrate why module orientation will effect conductor sizing and related components

2. How do these objectives relate to your program goal(s)? Prepare students to understand the importance of safe and reliable renewable installations; understand how to interpret code requirements; ensure safeguards that prevent hazards that may arise from the use of electricity

Assessment Procedure
Nahátá: "Planning," taking an idea and bringing it into existence.

3. What is/are the methods you use for measuring?
Learning objectives. (pre/post-test, rubric, survey)?
Pre/Post-Tests

Assessment Results/Data
Iína: "Implementation, living"

4. What are your outcomes?
A. Pre-test: All student scored below 28 percent
B. Post-test: 85 percent of students scored above 80 percent

5. What is your expectation/benchmark? 80 %
Did your students meet your expectation/benchmark? (See Page 2)
Yes!

How will the result be used to make improvements?
Siihasin: "Reflection," looking forward and backward.
We need to work on attendance policies; all students should be required to attend the first of class.

6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective you measured? I'm working with the Dean, admission's office to implement prerequisites into the energy systems program.

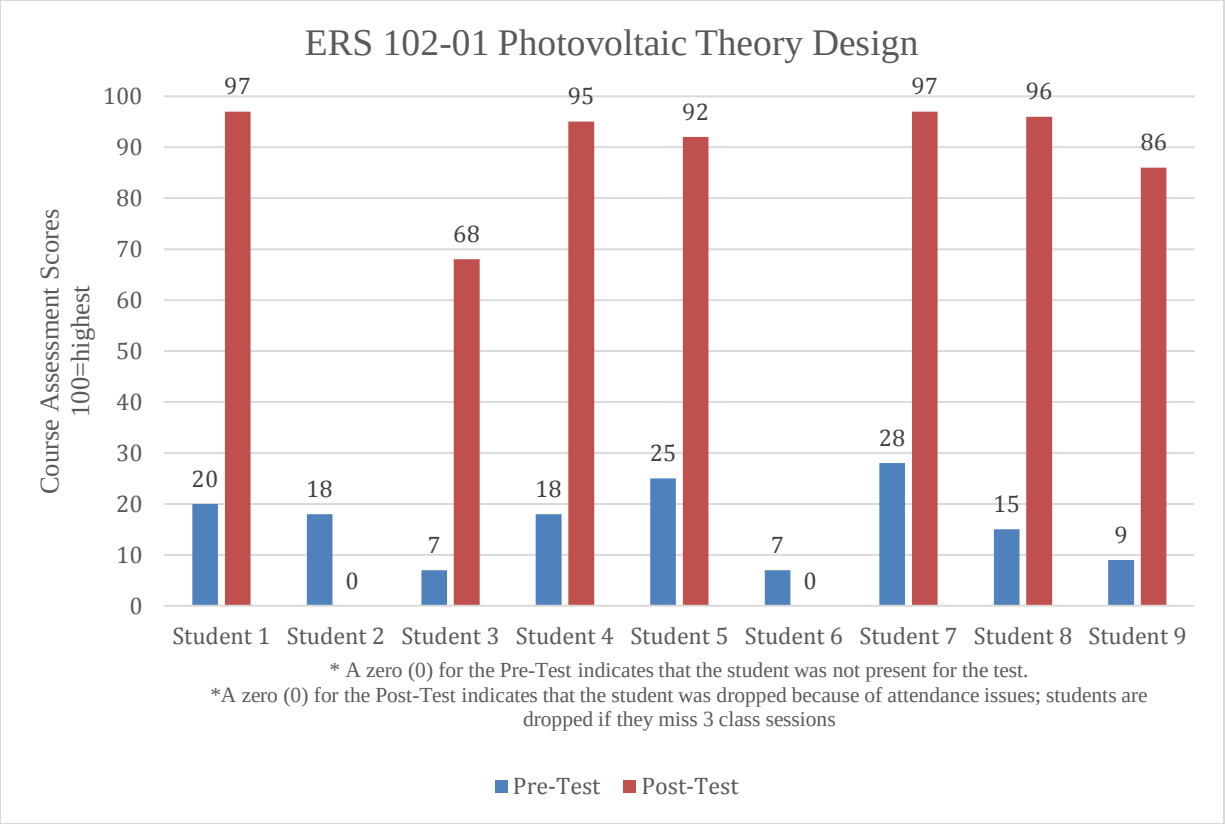
7. Have you made a change in teaching methodology, program goals, and students' learning objectives? My program goal is to try and convince the administration that we have an attendance problem.

8. Do you need any additional budgeting? Yes, a budget request was submitted to the business office.

Benchmark: _80_% students will meet or exceed expectation.

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: 0 percent Final: 85 percent
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: 0 percent Final: 85 percent
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: 0 percent Final: 85 percent

Final Result: _85_% Met or exceeded expectations
_15_% Did not meet expectations



Assessment Planning/Reporting Sheet
Course #: ERS 104 Electrical Math
Campus: Crownpoint

Program: Energy Systems
Semester: Spring 2015
Instructor: Raymond Griego

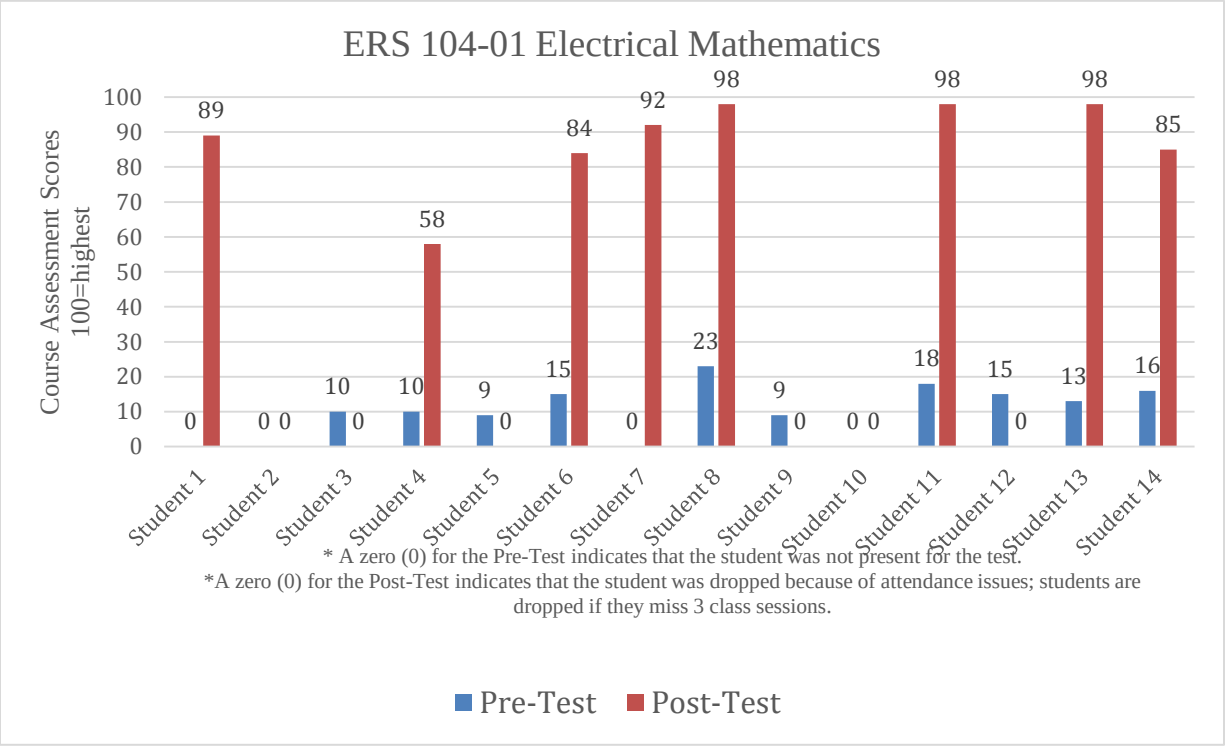
Answer questions 1 – 4A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.**
Learning Outcomes to be measured **Nitsáhákees:** "Thinking" envisioning goals and objectives.
1. What is/are your learning objective(s) from your syllabus from this course for your students? Students will understand the mathematical relationships between voltage, current and resistance.
2. How do these objectives relate to your program goal(s)? Students will know how to correctly calculate energy related components and loads.
Assessment Procedure **Nahátá:** "Planning," taking an idea and bringing it into existence.
3. What is/are the methods you use for measuring? Learning objectives. (pre/post-test, rubric, survey)?

Pre/Post Tests
Assessment Results/Data **Iína:** "Implementation, living" **Please see Energy Systems Data Spring-15 Attachment**
4. What are your outcomes? A. Pre-Test: 100 percent of the students scored below 23 percent B. Post-Test: 88 percent of the students scored above 80 percent
5. What is your expectation/benchmark? That 80 percent of the students would understand course concepts at the end of the school year. Did your students meet your expectation/benchmark? (See Page 2) Yes!
How will the result be used to make improvements? **Siihasin:** "Reflection," looking forward and backward. Attendance is a huge factor when administering Pre-tests and Post-Tests
6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective you measured? I will have to continue to ask the Dean that all students should be ready and attend the first of the class or course session.
7. Have you made a change in teaching methodology, program goals, and students' learning objectives? No! The current administration will not enforce a strict attendance policy. Or, entrance exam to confirm that the student is ready to undertake coursework.
8. Do you need any additional budgeting? Yes, I need funding to establish a laboratory/shop area.

Benchmark: 80 % students will meet or exceed expectation.

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: 0% Final: 88%
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: 0% Final: 88%
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: 0% Final: 88%

Final Result: **88 %** **Met or exceeded expectations**
11 % **Did not meet expectations**



EARLY CHILDHOOD

Assessment Planning/Reporting Sheet
Course #: ECM 110
Campus: Crownpoint

Program: Early Childhood
Semester: Spring 2015
Instructor: Della A Begay

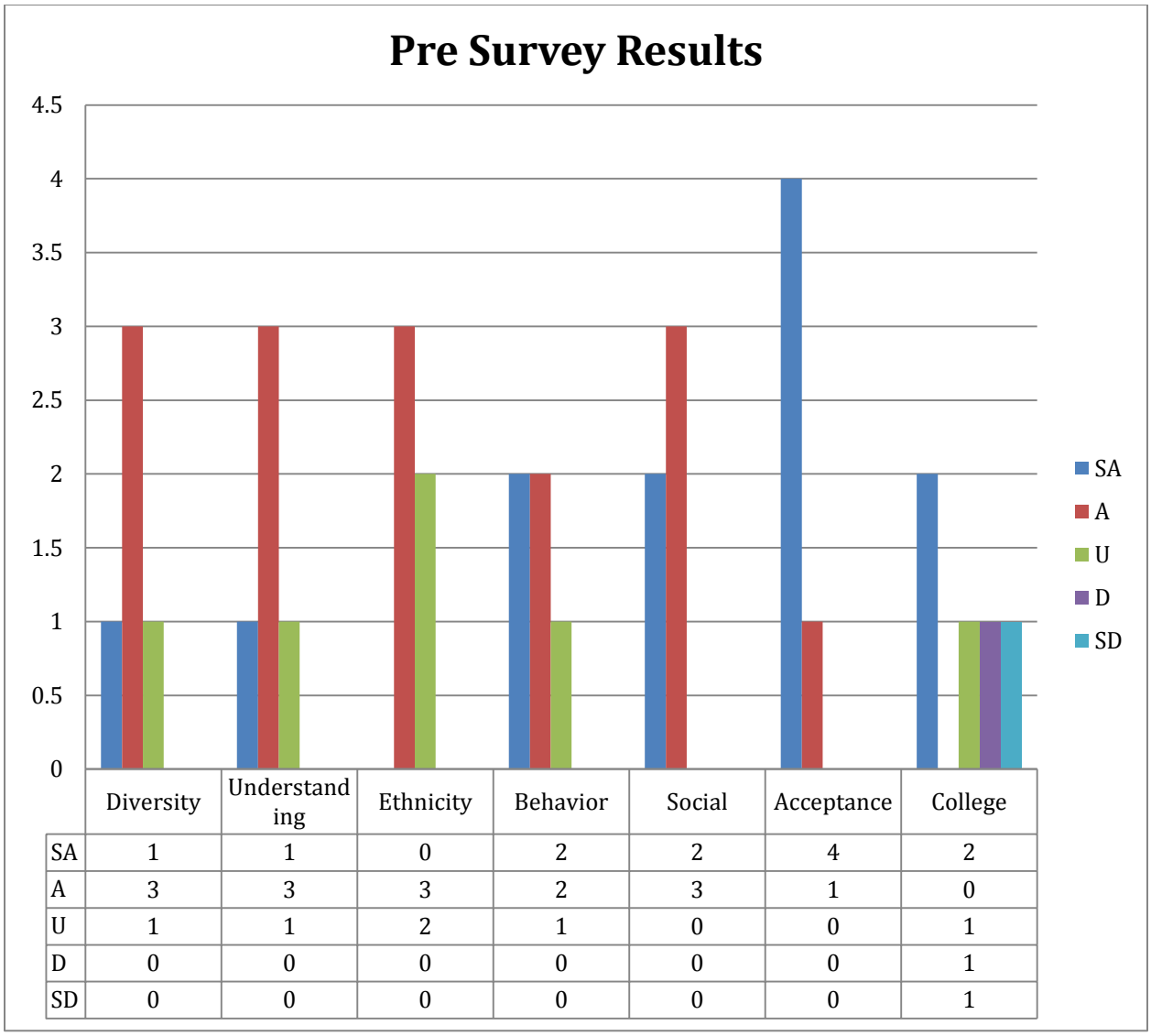
Answer questions 1 – 3A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.**
1. What is/are the program goals you are going to measure? **Students will be able to value Culturally and Linguistically appropriate practices.**
2. What is/are the method(s) you will use for measuring program goal(s), pre/post-test, rubric, survey**? Pre-Survey and Post Survey with seven (7) statements. Students marked 1 for strongly agree, 2 for agree, 3 for undecided, 4 disagree and 5 for strongly disagree with the statement on cultural diversity.**
3. What are your outcomes? A. Pre-test: **With the Pre-Survey Results, Students 4 out of 5 students strongly agreed in accepting cultural diversity in learning and behavior among their peers. With these results, I felt like students only considered their peers/classmates to value cultural and linguistic diversity**. B. **Post-test: After learning and experiencing more about the value of cultural and linguistic diversity in the classroom, the Post Test Results indicated their focus and in the classrooms and learning environments**. **Results also indicate that students learned different culture vary in their behavior which is critical to comprehend as an Educator.**
4. What is your expectation/benchmark? **50% would agree to understand and value Cultural and Linguistic Diversity in a classroom setting.** Did your students meet your expectation/benchmark? (See Page 2)
5. Have you made a change in teaching methodology, program goals, course objectives, or any thing else that might improve student learning? **I did not make any changes since 50% of Early Childhood students have experiences, awareness and understanding of Cultural Diversity. Add more questions to the survey and combine with concept questions to assess the class as well as the program.**
6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective/program goal you measured? **I would add or**

refine my survey questions and devised a test to meet learning objectives to assess another Early Childhood course.
7. Do you need any additional budgeting? **Definitely NEED budget for computers, multimedia, resource books especially now we have the Bachelor of Science Program. Early Childhood students are so limited to computers to do projects, research for their oral presentations. Videos for classroom to enhance learning such a describing a theory or concepts in a case study and multimedia connects students' learning with events that are culturally and linguistically relevant.**

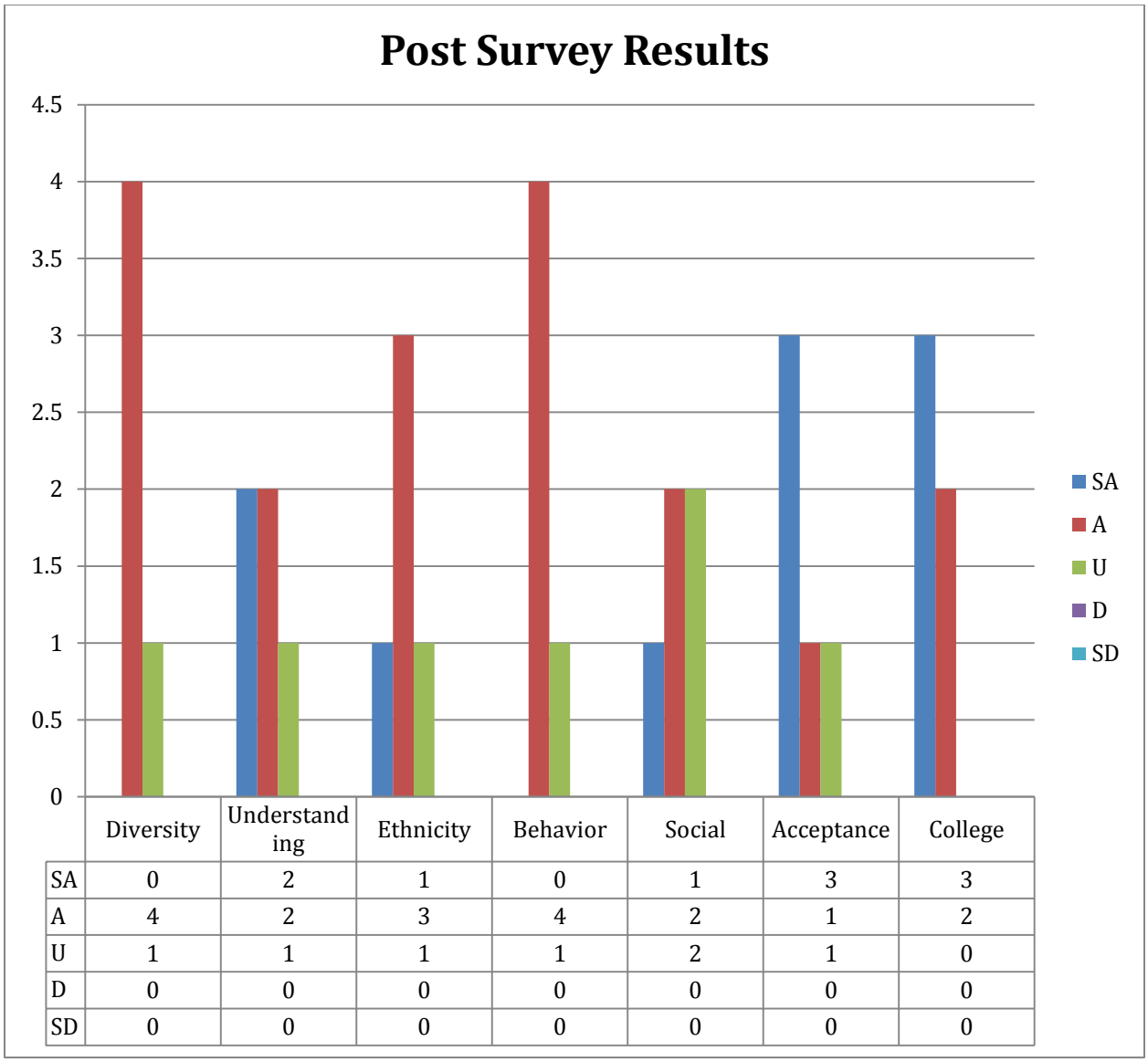
Benchmark: __50___% students will meet or exceed expectation.

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: **5 out of 7 questions exceeded the 50% expectation in the Pre Survey Results where students strongly agreed or valued cultural diversity; however, it was more in learning behavior amongst their peers. 4 out of 7 questions exceeded the 50% expectation where students agree in understanding, basic knowledge and social interactions with different culture. This is an indication of valuing cultural and linguistic diversity.** Final: **5 out of 7 questions exceeded the 50% expectation in the Post Survey Results**
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: **Pre Survey results indicated positive responses on 4 out of 7 questions. This indicates the students' value their experiences and understanding on cultural diversity**. Final: **Post Survey results indicated college should focus competencies, language and behavior plus indicated limited knowledge of background of other ethnic group**
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: **No one strongly disagreed in on the questionnaire on cultural diversity which indicates students are inclined to understand and experience plus an indication of valuing culture and language.** Final: **A very small percentage strongly disagreed on the questionaires where college should not focus on language or behaviors and this indicate limited exposure to culture/linguistic diversity nor value diversity. Perhaps, these students**

Final Result: __80__% Met or exceeded expectations
__20__% Did not meet expectations



	Diversity	Understanding	Ethnicity	Behavior	Social	Acceptance	College
SA	1	1	0	2	2	4	2
A	3	3	3	2	3	1	0
U	1	1	2	1	0	0	1
D	0	0	0	0	0	0	1
SD	0	0	0	0	0	0	1



	Diversity	Understanding	Ethnicity	Behavior	Social	Acceptance	College
SA	0	2	1	0	1	3	3
A	4	2	3	4	2	1	2
U	1	1	1	1	2	1	0
D	0	0	0	0	0	0	0
SD	0	0	0	0	0	0	0

DINE STUDIES

School of Diné Studies, Education & Leadership's Program Goals

1. To produce graduates for employment as school teachers, cultural teachers, instructors, professors, cultural interpreters, cultural social workers, health care workers, community service workers and so forth.

2. For graduates to teach at Elementary Schools, Day Care Centers, and teach Diné culture and/or language to their kin, in their communities, at educational institutions, places of employment or at various gathering of Diné people.

3. To assist in increasing educational level of Navajo people and help in the Refinement of Diné leadership through the use of traditional cultural knowledge, its philosophy and language for emerging Diné leaders.

Assessment Planning/Reporting Sheet
Course #: NAV 110
Campus: Crownpoint

Program: Dine, Language & Culture
Semester: Spring 2015
Instructor: Bonnie Yazzie

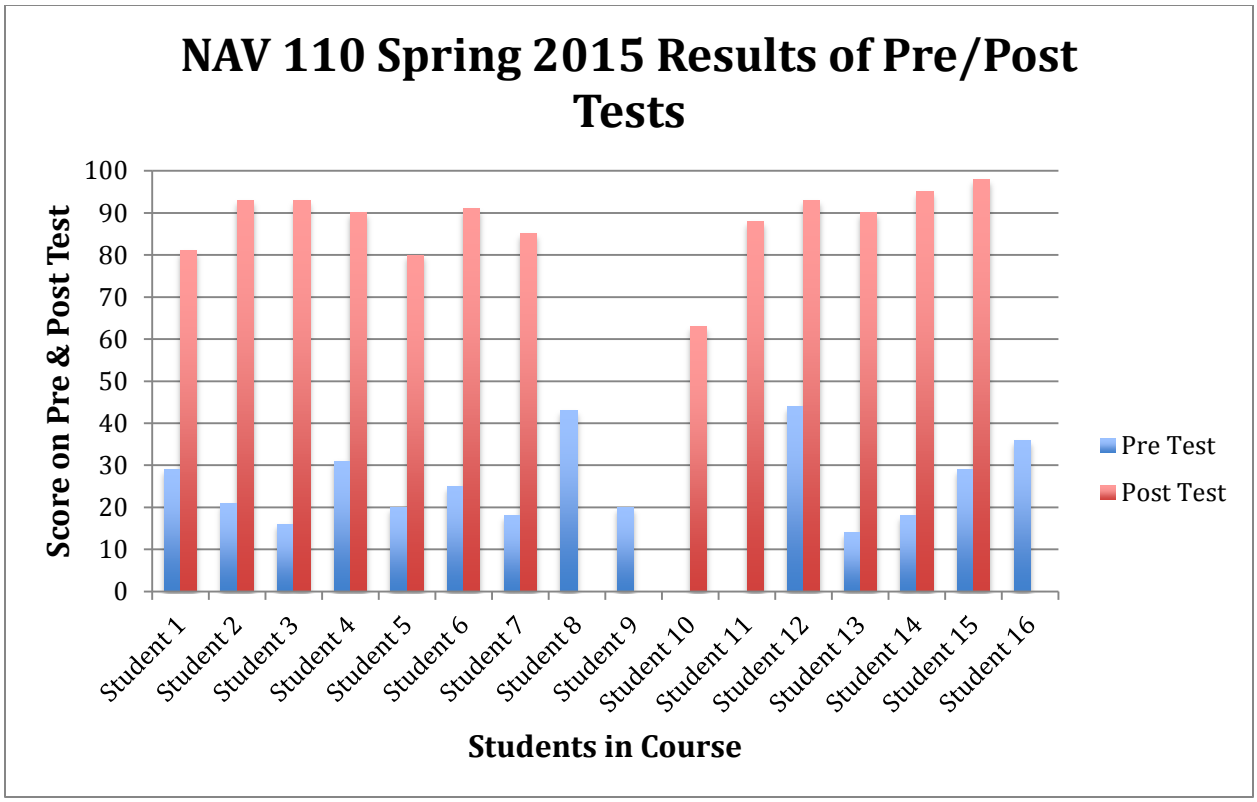
Answer questions 1 – 3A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.**
1. What is/are the program goals you are going to measure? *(Learning outcomes from workshop)*
2. What is/are the method(s) you will use for measuring program goal(s), pre/post-test, rubric, survey? I used Pre & Post Test to assess the program goal(s) written above.
3. What are your outcomes? A. Pre-test: B. Post-test:
4. What is your expectation/benchmark? 70% benchmark Did your students meet your expectation/benchmark? When I administered the Pre-Test the students did not meet the benchmark. I had ___ students enrolled in both classes. ___ Withdrew from the course, ____ students added the course late. So there were some students that did not complete the Pre Test or the Post Test. The overall average Post Test scores did meet the benchmark with a 71%.
5. Have you made a change in teaching methodology, program goals, course objectives, or any thing else that might improve student learning?

6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective/program goal you measured?
7. Do you need any additional budgeting?

Benchmark: _70_ % students will meet or exceed expectation.

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: 0% scored above 80% Final:69% scored above 80% (11 student out of 16 students scored above 80)
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: 0% scored in the 70-80% range Final: 6% scored in the 70-80% range (1 student out of 16 students scored in 70-80)
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: 100% scored below the 70% benchmark Final: 25% scored below 70% benchmark (4 student out of 16 students scored below 70) 3 of the 4 students did not take the Post-Test because they withdrew.

Final Result: _75_ % Met or exceeded expectations
_25_ % Did not meet expectations


NAV 110 Spring 2015 Results of Pre/Post Tests
Score on Pre & Post Test
100
90
80
70
60
50
40
30
20
10
0
Student 1
Student 2
Student 3
Student 4
Student 5
Student 6
Student 7
Student 8
Student 9
Student 10
Student 11
Student 12
Student 13
Student 14
Student 15
Student 16
Students in Course
Pre Test
Post Test

Applied Technology

Program Goals for an Automotive Technology at Navajo Tech

The proposed A.A.S. in Automotive Technology would concentrate on the outcomes required in order for the Navajo Technical University's Automotive Technician program is going to become NATEF accredited. These expected outcomes are:

1. In all eight categories (listed above) required by NATEF Accreditation, students will be able to demonstrate on Lab Job Sheets that they are capable of completing 85 % of the tasks required.
2. All students will complete test preparation for the National Institute for Automotive Service Excellence (ASE) exams, passing the practice tests with a high enough score to signify that they are prepared to become ASE certified. .
3. Students will demonstrate that they understand an ASE certified technician's responsibility to nature and the environment regarding shop waste disposal.
4. Students will demonstrate they have a basic understanding of Work Order Intake and Delivery processes.
5. Students will be able to describe how transportation is a huge global industry with a variety of employment opportunities.

Assessment Planning/Reporting Sheet
Course #:CRP 114
Campus: Teec Nos Pos site

Program: Advanced wood working
Semester: Spring 2015
Instructor: Ambrose Benally

Answer questions 1 – 3A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.**
1. Shop safety, students will demonstrate proper safety with tools and equipment.
2. Reading standard measuring tape, will demonstrate measuring methods by applying it hand on project and a written pre test.
3. What are your outcomes? A. Pre-test: 3 student took the test 2 passed 1 fail B. Post-test: The 3 students that took the finals passed with a 70% are better.
4. What is your expectation/benchmark? 70% Did your students meet your expectation/benchmark? (See Page 2)
5. Have you made a change in teaching methodology, program goals, course objectives, or any thing else that might improve student learning? The changes I made for this course, one on one hands on demonstration, and telling my students that one day they might

decide to build thing to sell and use it as a source of income.
6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective/program goal you measured? More of hands on personal projects.
7. Do you need any additional budgeting? We do need additional budgeting so we can have the right hand tool, stationary machines etc. for our wood working class.

Benchmark: __100___% students will meet or exceed expectation.

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: Final:
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: Final: the three students that took the hand written finals along with there personal project meet the expectation of 80% are better.
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: 2 passed with a 70% or better 1 fail Final:

Final Result: 100 % Met or exceeded expectations
___% Did not meet expectations

Assessment Planning/Reporting Sheet **Program:Carpentry**
Course #: CRP 117 **Semester:Spring 2015**
Campus: Teec Nos Pos site **Instructor:Ambrose Benally**

Answer questions 1 – 3A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post tests, rubrics and graphs in a separate file identified with your name and the semester/year.**
1. have the knowledge and the initiative to work on a given project. Form a solid base and

the fundamentals in construction safety, math, print reading.
2. hands on safety demonstration ,draw a blue print using ¼”=1” scale
3. What are your outcomes? A. Pre-test:2 passed 1 fail B. Post-test:
4. What is your expectation/benchmark? 70% Did your students meet your expectation/benchmark? (See Page 2)
5. Have you made a change in teaching methodology, program goals, course objectives, or any thing else that might improve student learning? The method I change is working one on one with students and showing them with a hands on demonstration. some students rather see what they are reading about.
6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective/program goal you measured? More of hands on demonstrations
7. Do you need any additional budgeting? I do need additional budget to get material so we could do more of hands on projects.

Benchmark: _100____% students will meet or exceed expectation.

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: 1 passed with 80% or better Final:
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: Final: The three students that took this class (craft skills) meet the expectation of 80% are more for the finals exam.
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: 2 passed 70% or better 1 fail Final:

Final Result: 100 % Met or exceeded expectations
___% Did not meet expectations

Course #: ELC 11-1 **Semester: Spring 2015**
Campus: NTU Main Campus **Instructor: Virgil T. House**

Answer questions 1 – 3A for your Assessment Plan/proposal.
Answer all questions for your Assessment Report.
Please attach your syllabus, pre/post tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.

1. What is/are the program goals you are going to measure? Prepare the students to know and understand, how we use Ohm's Law, in the Electrical field. The assessment test was given on calculating the area of a residential dwelling, for the general lighting load, how many 15 amp or 20 amp circuit breakers can supply the general lighting load.

2. What is/are the method(s) you will use for measuring program goal(s), pre/post-test, rubric, and survey? The use of a pre/post test method. Students will have to understand the importance of the math, how it is applied for calculations: basic math, algebra, geometry, and trigonometry.

3. What are your outcomes?
A. Pre-test: The class average was 57% out of 100%.
B. Post-test: The class average was 74% out of 100%.

4. What is your expectation/benchmark? The class would pass with a score of 70% or better.
Did your students meet your expectation/benchmark? (See Page 2) Yes.

5. Have you made a change in teaching methodology, program goals, course objectives, or any thing else that might improve student learning? The use of power point as a visual aid helped the students retain information, and reviewing the course objectives. Having to do more hands-on training or field work, would help them understand what takes place in the real world. Ex: I have taken a few students to wire up a house, assigned them a task, pulling romex wire and terminating the wires, and all have stated, " This is different from working in the lab. We need more hands-on experience." I would run my students as if it were a real job.

6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective/program goal you measured? There is progress in enhancing their learning and most students have indicated they have learned a lot. My goals for the program, are to teach Residential Wiring one semester, and Commercial Wiring the following semester. Have the students ready for the Electrical Certificate, continue to enhance their learning, possibly an apprenticeship program, and one day they may be capable of taking and passing the State Journeyman's Licensing Exam.

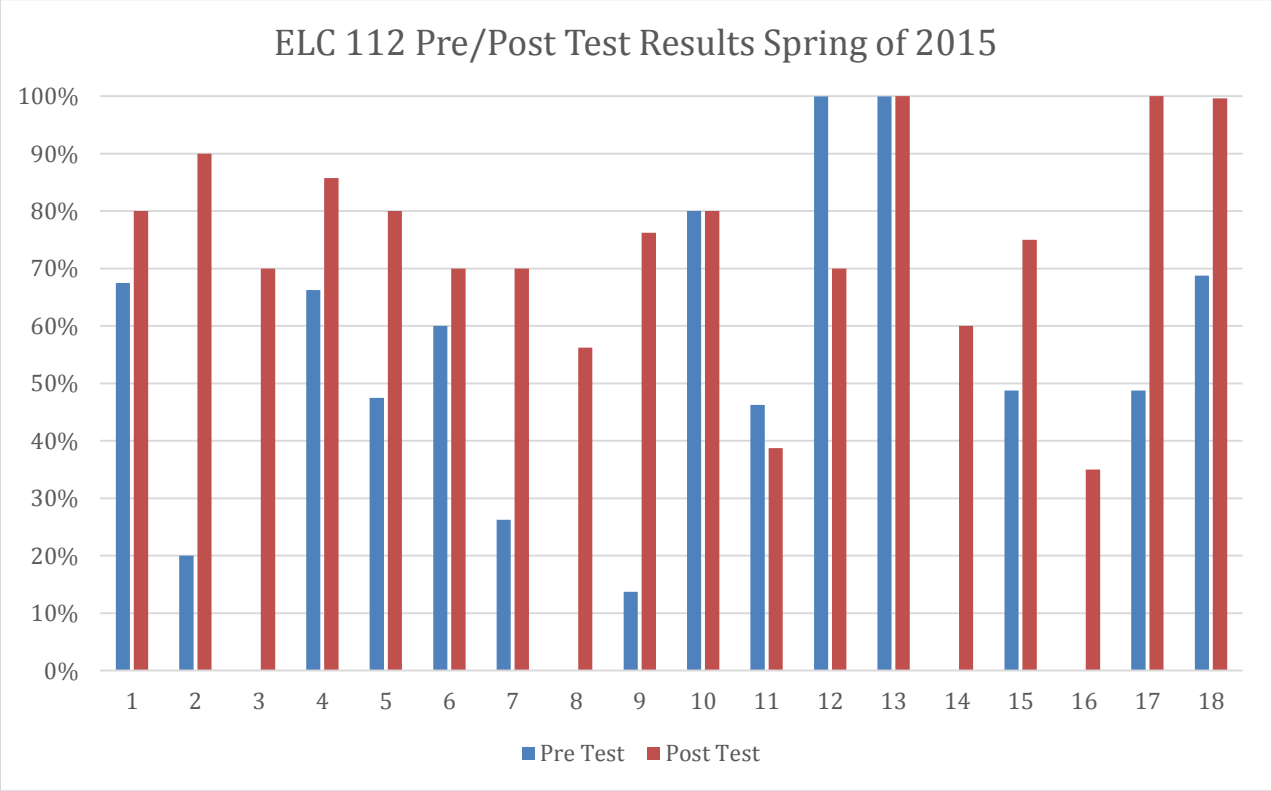
7. Do you need any additional budgeting? Yes, to purchase some electrical equipment.

Benchmark: <u>_70____</u>% students will meet or exceed expectation.

Exceeds Expectation

Use > 80% of the appropriate procedure **Results** Initial: 21% Final: 39%
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: 7% Final: 33%
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: 57% Final: 27%

Final Result: 72 % Met or exceeded expectations
27 % Did not meet expectations



Fall 2014

HUMANITIES

Assessment Planning/Reporting Sheet **Program: Gen Ed**
Course #: ENG 98 **Semester: Fall 2014**
Campus: Crownpoint **Instructor: Jane Wallen**

Answer questions 1 – 4A for your Assessment Plan/proposal.
Answer all questions for your Assessment Report.
Please attach your syllabus, pre/post tests, rubrics and graphs in a separate file identified with your name and the semester/year.

Learning Outcomes to be measured
Nitsáhákees: "Thinking" envisioning goals and objectives.

1. What is/are your learning objective(s) from your syllabus from this course for your students?

ENG 98 Course Objective #1: "[W]rite well-developed, fluent, and correct prose."
Course Outcome E: "80% of students will improve their knowledge of grammar, usage, and mechanics."

Gen Ed Learning Requirements addressed:
Gen Ed #4: Communicate clearly: Students will be able to read, write, and speak effectively.
Gen Ed #2: Think critically, creatively, and reflectively: Students will demonstrate the ability to make reasoned choices by acquiring, analyzing, and synthesizing qualitative and quantitative information.

2. How do these objectives relate to your program goal(s)?

Department Goal #2: "To write clearly, correctly, and concisely in several different modes, such as, but not limited to exposition, description, narration, persuasion and problem solution."

Assessment Procedure
Nahátá: "Planning," taking an idea and bringing it into existence.

3. What is/are the methods you use for measuring?
Learning objectives. (pre/post-test, rubric, survey)?

Pre test: ENG 98-4: 18 students 78% class avg.; range from 20% to 100%
ENG 98-5: 16 students, 65% class avg.; range from 20%-100%
Post Test:

4. What are your outcomes? A. Pre Test: B. Post Test:
5. What is your expectation/benchmark? "80% of students will improve their knowledge…" Did your students meet your expectation/benchmark? (See Page 2)
How will the result be used to make improvements? **Siih hasin:** "Reflection," looking forward and backward.
6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective you measured?
7.Have you made a change in teaching methodology, program goals, and students' learning objectives?
8. Do you need any additional budgeting?

Benchmark/Expectation: <u>80%</u> students will meet or exceed expectation.

Exceeds Expectation
Use > 80% of the appropriate procedure
<u>Results</u>
Initial:
Final:

Meets Expectation
Use at least 70-80% of the appropriate procedure
<u>Results</u>
Initial:
Final:

Does not meet Expectation
Use < 70% of the appropriate procedure
<u>Results</u>
Initial:
Final:

Assessment Planning/Reporting Sheet **Program: Gen. Ed.**
Course(s): ENG 105, COM 150, & HUM 160 **Academic Year: Fall 2014**
Campus: Crownpoint **Instructor: J. Bales**

Learning Outcomes to be measured **Nitsáhákees:** "thinking" envisioning goals and objectives. What is/are your learning objective(s) for your students. How do these objectives relate to your program goals.	**Assessment Procedure** **Process/ Instrument** **Rubric attached** **Nahátá:** "planning," taking an idea and bringing it into existence, What is/are the methods you use for measuring learning objectives. (pre/post test, rubric, survey)?	**Assessment Results/** **Data** **Iína:** "implementation, living" What are your outcomes?	**How will the result be used to make improvements** **Siihasin:** "reflection," looking forward and backward. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective you measured? Have you made a change in teaching methodology, program goals, student learning objectives? Do you need any additional budgeting?
Program Competency 1: NTU General Ed Competency # : Students will demonstrate a developed appreciation of aesthetics, creativity, and ideas. ENG-105 Syllabus Objectives & Outcomes: 75% of students who complete ENG-105 will develop & submit an acceptable, properly designed resume based upon use of rubric.. HUM-160 Syllabus Objectives & Outcomes: 70% of students who complete HUM - 160 will submit acceptable responses to movies from around the world that are shown throughout the course based upon rubric.	Resume rubric (attached) ENG 105 Foreign Movie Response Rubric (attached) HUM 160 Self-concept rubric (attached) COM 150		

COM-150 Syllabus Objectives & Outcomes: 75% of students who complete COM-150 will create and explain a "Self-Concept Collage" (instructions/guidelines for collage attached). **Program Competency 2:** NTU General Ed Competency #4.4 : Students will demonstrate the ability to use technology to enrich communication. ENG-105 Syllabus Objectives & Outcomes: 75% of students who complete ENG-105 will develop & submit an acceptable computer-scannable resume based upon use of rubric (to determine acceptability).	Scannable resume rubric (attached)		
Program Competency 1: NTU General Ed Requirement # 3.2 : Students will demonstrate the ability to examine attitudes, values, opinions, and/or assumptions and reflect on their implications and consequences by successfully meeting required course expectations: HUM-160 Syllabus Objectives & Outcomes: 70% of students who complete HUM - 160 will submit acceptable responses to movies from around the world that are shown throughout the course based upon rubric (to determine acceptability).	Foreign Movie Response Rubric (attached)		

Assessment Planning/Reporting Sheet **Program: Gen. Ed.**
Course(s): ENG 105, ENG 110, & ENG 111, ENG 112 **Academic Year: Fall 2014**
Campus: Chinle **Instructor: Dr. M.Fick**

	GOALS	OUTCOMES Or Measurements	ASSESSMENT TOOLS	CLASS AVERAGES ON PRE-TEST

ENG 105 Technical Communication	Improve communication and English fluency	Students will reflect mastery of the writing process, and write grammatically correct sentences and coherent, unified paragraphs.	Traditional Measure: College Entrance Exam in three parts: A) Critical Thinking and Writing B) Reading Comprehension, C) Grammar Journals Practical Writings Quizzes Attendance	48.9 % on Pre-test Journal writings and practical writings assessed weekly
ENG 110 English Composition (two sections)	A. Students will understand the Writing Process. B. Students will gain knowledge about the Writing Process by reading sophisticated material and critically thinking and writing about what they have read.	Students will complete writings in various modes with grammatical accuracy and fluency. They will be able to comprehend college-level readings and think critically about what they read and write.	Traditional Measure: College Entrance Exam in three parts: A) Critical Thinking and Writing B) Reading Comprehension, C) Grammar Journals Essays Quizzes Attendance	65% Journal writings and essays assessed weekly
ENG 111 English Composition II	Students will employ critical thinking and analysis skills. Students will gain knowledge about the Writing Process by reading sophisticated	Students will write summaries and essays using the assigned readings and enhance their vocabulary and research skills by keeping a	Traditional Measure: College Entrance Exam in three parts: A) Critical Thinking and Writing B) Reading Comprehension,	65% class average on the pre-test Journal

	material and critically thinking and writing about what they have read.	Research and Reading Journal. Students will learn the proper formats, writing strategies and organization techniques by writing a variety college level papers.	C) Grammar Journals Essays Quizzes Attendance	writings and essays assessed weekly
ENG 112 Technical Research and Writing	Students will learn to effectively support their communication. Students will learn to think, plan, draft, and revise their communication to achieve optimum communication.	Students will reflect mastery of the writing process, and write grammatically correct sentences and coherent, unified paragraphs.	Traditional Measure: College Entrance Exam in three parts: A) Critical Thinking and Writing B) Reading Comprehension, C) Grammar Journals Essays Quizzes	71% on Pre-test. Journal writings and essays assessed weekly

Assessment Planning/Reporting Sheet **Program: Gen Ed**
Course #: ENG 98 **Semester: Fall 2014**
Campus: Crownpoint **Instructor: Alex Tallant**

Answer questions 1 – 4A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.**
Learning Outcomes to be measured **Nitsáhákees:** "Thinking" envisioning goals and objectives.
1. What is/are your learning objective(s) from your syllabus from this course for your students?

ENG 98 Course Objective #1: "[W]rite well-developed, fluent, and correct prose."
Course Outcome E: "80% of students will improve their knowledge of grammar, usage, and mechanics."

Gen Ed Learning Requirements addressed:
Gen Ed #4: Communicate clearly: Students will be able to read, write, and speak effectively.
Gen Ed #2: Think critically, creatively, and reflectively: Students will demonstrate the ability to make reasoned choices by acquiring, analyzing, and synthesizing qualitative and quantitative information.

2. How do these objectives relate to your program goal(s)?

Department Goal #2: "To write clearly, correctly, and concisely in several different modes, such as, but not limited to exposition, description, narration, persuasion and problem solution."

Assessment Procedure
Nahátá: "Planning," taking an idea and bringing it into existence.

3. What is/are the methods you use for measuring?
Learning objectives. (pre/post-test, rubric, survey)?

Pre test: ENG 98-8:22 students; class avg. 68.18%; High score 100%, Low Score 0%.
ENG 98-9: 24 students; class avg. 55.83%; High score 100%, Low Score 20%.
Post Test:

Assessment Results/Data
Iína: "Implementation, living"

4. What are your outcomes?
A. Pre Test:
B. Post Test:

5. What is your expectation/benchmark?
"80% of students will improve their knowledge…"
Did your students meet your expectation/benchmark? (See Page 2)

How will the result be used to make improvements?
Siihasin: "Reflection," looking forward and backward.

6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective you measured?

7.Have you made a change in teaching methodology, program goals, and students' learning objectives?

8. Do you need any additional budgeting?

Benchmark/Expectation: 80% students will meet or exceed expectation.

Exceeds Expectation
Use > 80% of the appropriate procedure
Results
Initial:
Final:

Meets Expectation
Use at least 70-80% of the appropriate procedure
Results
Initial:
Final:

Does not meet Expectation
Use < 70% of the appropriate procedure
Results
Initial:
Final:

Assessment Planning/Reporting Sheet **Program: General Education**
Course: English 110 **Semester Fall 2014**
Campus: Crownpoint **Instructor: Dr. Peter Moore**

Answer questions 1 – 4A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post tests, rubrics and graphs in a separate file identified with your name and the semester/year.**
Learning Outcomes to be measured **Nitsáhákees:** "Thinking" envisioning goals and objectives.
1. What is/are your learning objective(s) from your syllabus from this course for your students? That students be able to write grammatically correct sentences, and combine these sentences into clear, cohesive paragraphs.
2. How do these objectives relate to your program goal(s)? They are an essential part of communicating clearly with others.
Assessment Procedure **Nahátá:** "Planning," taking an idea and bringing it into existence.
3. What is/are the methods you use for measuring? Learning objectives. (pre/post-test, rubric, survey)? For grammar: pre and post test. For paragraphs, a survey.
Assessment Results/Data **Iína:** "Implementation, living"

4. What are your outcomes? A. Pre-test: 6.04 is the average score across my English 110 classes. B. Post-test:
5. What is your expectation/benchmark? I hope that by the end of the semester, 75% of the students will reach a 70% on a sentence level grammar quiz. I hope that a similar percentage express improved understanding of paragraphs. Did your students meet your expectation/benchmark? (See Page 2) Not applicable yet.
How will the result be used to make improvements? **Siihasin:** "Reflection," looking forward and backward.
6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective you measured? I will have to fill this out after the semester is over.
7. Have you made a change in teaching methodology, program goals, and students' learning objectives? In previous semesters, using a similar sentence level grammar quizzes, I have made changes to teaching strategies and content as related to sentence level grammar.
8. Do you need any additional budgeting? The smartboard is very helpful; and some kind of cloud storage (instead of thumb drives) would also be helpful.

Benchmark: __70____% students will meet or exceed expectation.

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: 28% exceed expectation. Final:
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: 16% meet expectation. Final:
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: 56% do not meet the expectation. Final:

Final Result: ___% Met or exceeded expectations
___% Did not meet expectations

Program: Bachelor of Fine Arts in Creative Writing and New Media
Course #: HUM 170 **Semester: FA 2014**
Campus: Crownpoint **Instructor: E.A. Roastingear, M.A.**

Answer questions 1 – 4A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/posttests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.**
Learning Outcomes to be measured **Nitsáhákees:** "Thinking" envisioning goals and objectives.
1. What is/are your learning objective(s) from your syllabus from this course for your students? **Students will gain knowledge about how to interpret creative works by various well known Native American and non-native filmmakers and writers.**
2. How do these objectives relate to your program goal(s)? **HUM 170, *The History of Native Americans in Media* is a core course in the Bachelor of Fine Arts in Creative Writing and New Media Study Plan. The objective is directly related to the program goal since students will be writing creative documents that will be transferred to stage and film.**
Assessment Procedure **Nahátá:** "Planning," taking an idea and bringing it into existence.
3. What is/are the methods you use for measuring? Learning objectives. (Pre/posttest, rubric, survey)? **A Pretest is given at the beginning of the semester, the same test given at end of semester.**
Assessment Results/Data **Iína:** "Implementation, living" **Students use their eyes and ears to view films about Native Americans.**
4. What are your outcomes? A. Pre-test: **Class Avg. 40%; 0% Met Expectations; 100% Did Not Meet Expectations** B. Post-test:
5. What is your expectation/benchmark? **80% of Students will score at least 70% on the Pretest.** Did your students meet your expectation/benchmark? (See Page 2) **No**
How will the result be used to make improvements? **Siihasin:** "Reflection," looking forward and backward.
6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective you measured?
7. Have you made a change in teaching methodology, program goals, and students' learning

objectives?
8. Do you need any additional budgeting?

Benchmark: _____% students will meet or exceed expectation.

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: Final:
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: Final:
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: Final:

Final Result: ___% Met or exceeded expectations
___% Did not meet expectations

Assessment Planning/Reporting Sheet **Program: English**
Course #: HUM 170 History of Native Americans in Media **Semester: Fall 2014**
Campus: Crownpoint **Instructor: Hondo Louis**

Answer questions 1 – 4A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post tests, rubrics and graphs in a separate file identified with your name and the semester/year.**
Learning Outcomes to be measured **Nitsáhákees:** "Thinking" envisioning goals and objectives.
1. What is/are your learning objective(s) from your syllabus from this course for your students? • **Students will gain knowledge about how to interpret creative works by various well known Native American and non-native filmmakers.** General Education Measurement • **Students will demonstrate a developed appreciation of aesthetics, creativity and ideas.**
2. How do these objectives relate to your program goal(s)?

The above learning objective(s) relates to the following program goal(s) for Creative Writing/New Media: • **Students will explore issues through film, the spoken word, the written word and live performance which may be relevant to the historical significance of how Native Americans are viewed.**
Assessment Procedure **Nahátá:** "Planning," taking an idea and bringing it into existence.
3. What is/are the methods you use for measuring? • **Pre/Post Test and Survey.** • **The General Education objective will be measured at the end of the course using a rubric. Based on the rubric, students will analyze, evaluate and judge a marketing case study based on aesthetics, use of relevant terminology, consideration of the creative process, and originality and inventiveness.**
Assessment Results/Data **Iína:** "Implementation, living"
4. What are your outcomes? • **Pre Test: Students averaged 8.2% on the Pre Test, a knowledge of key concepts and terms for interpreting and critiquing creative works.** • **Overall, students averaged < 70% on the Initial Survey, indicating that students "Did not meet the expectations" of the course.**
5. What is your expectation/benchmark? • **Post Test: 80% or more of the class will correctly complete > 80% of the Post Test.** • **Post Survey: 80% or more of the class will "Agree" or "Strongly Agree" that they are confident in explaining and applying a sampling of marketing models, practices and concepts.** Did your students meet your expectation/benchmark? In the Pre-Test and Survey, students did not meet the expectations of the course.
How will the result be used to make improvements? **Siihasin:** "Reflection," looking forward and backward.
6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective you measured?
7. Have you made a change in teaching methodology, program goals, and students' learning objectives?
8. Do you need any additional budgeting?

Benchmark: _80____% students will meet or exceed expectation.

Exceeds Expectation Correctly complete > 80% of the Pre/Post Test **Results** Initial: Final:
Meets Expectation Correctly Complete 70-80% of the Pre/Post Test **Results**

Initial: Final:
Does not meet Expectation Correctly complete < 70% of the Pre/Post Test **Results** • **Pre Test: Students averaged 8.2 % on the Pre Test and did not meet expectations.** • **Initial Survey: Goals 1-4 did not meet expectations.** Final:

Final Result: ___% Met or exceeded expectations
___% Did not meet expectations

MATH

Assessment Planning/Reporting Sheet
Course #: MTH 123-1 (Trigonometry)
Campus: MAIN (CROWNPOINT)

Program: Mathematics
Semester: Fall, 2014
Instructor: Mr. R. Nacorda

Answer questions 1 – 4A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.**
Learning Outcomes to be measured **Nitsáhákees:** "Thinking" envisioning goals and objectives.
1. What is/are your learning objective(s) from your syllabus from this course for your students? At the end of the semester, students would be able to solve problems involving trigonomertric ratios and solve real-world problems using trigonometric functions.
2. How do these objectives relate to your program goal(s)? These objectives have connections with our program goals because they are to (a)demonstrate the use of mathematical concepts in solving problems and (b)show mastery of the higher-level math.
Assessment Procedure **Nahátá:** "Planning," taking an idea and bringing it into existence.
3. What is/are the methods you use for measuring? Learning objectives. (pre/post-test, rubric, survey)? I use pre/post-test and a project presentation where students would be able to apply their knowledge in the subject area.
Assessment Results/Data **Iína:** "Implementation, living"
4. What are your outcomes? A. Pre-test: No one got a passing score of 70% or higher from the given pre-test. B. Post-test:
5. What is your expectation/benchmark? Did your students meet your expectation/benchmark? (See Page 2) I want 70% or higher of the total population of this class to get a passing grade and get 70% or higher in the post test by the end of the semester.
How will the result be used to make improvements? **Siihasin:** "Reflection," looking forward and backward.
6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective you measured? I will tell you at the end of the semester.
7. Have you made a change in teaching methodology, program goals, and students' learning

objectives? No changes at the moment.
8. Do you need any additional budgeting? I cannot tell at this time.

Benchmark: At least 70 % of the students in this course will meet or exceed expectation.

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: None Final:
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: None Final:
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: All Final:

Final Result: ___% Met or exceeded expectations
___% Did not meet expectations

Assessment Planning Sheet **Program: Engineering, Math & Tech**
Course #: MTH 121-01 **Academic Year: Fall 2014**
Campus: Crownpoint **Instructor: Shasha Han**

Learning Outcomes to be measured **Nitsáhákees:** "thinking" envisioning goals and objectives. What is/are your learning objective(s) for your students? How do these objectives relate to your program	**Assessment Procedure Process/ Instrument Rubric attached** **Nahátá:** "planning," taking an idea and bringing it into existence. What is/are the methods you use for measuring learning objectives. (Pre/posttest, rubric,	**Assessment Results/ Data** **Iína:** "implementation, living" What are your outcomes?	**How will the result be used to make improvements** **Siihasin:** "reflection," looking forward and backward. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective you measured? Have you made a change in

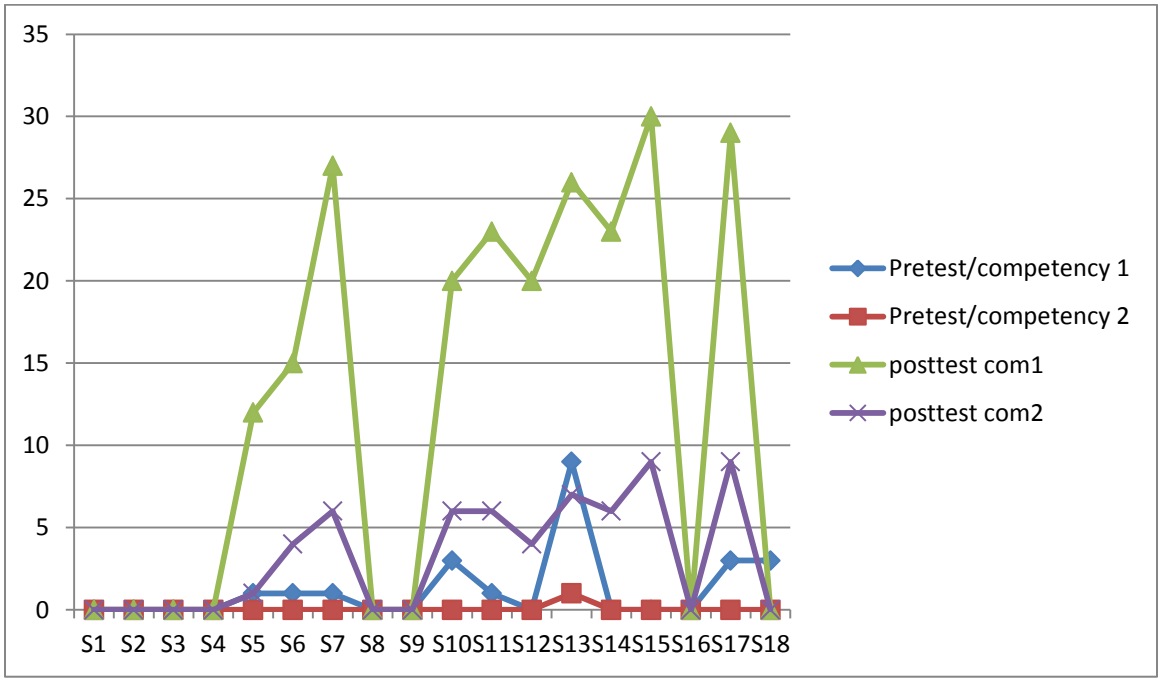
goals?	survey)?		teaching methodology, program goals, and student learning objectives? Do you need any additional budgeting?
Program Competency 1: Students will apply techniques and strategies in solving advanced algebra computation.	**MTH-121-01** *Pre-test and post-test were conducted at the beginning/end of the semester, respectively. The questions are direct problem solving and each problem requires 3 points scale rubric. Test-Retest reliability approach is used. *Formative Assessments: Homework and Daily Class Practice.	**Initial Result**: Pre-test: 100% of the students did not meet expectation, i.e., scored less than 70% in the pretest. **Class average for initial test score: 4.07**% **Final Result**: Post-test: **Class average for post-test score**: 75%	Provide templates and problem-solving strategies. Test students on problem-solving methods and data analyses components. Having done item-analysis. Instructors will modify existing lesson plans or syllabus to focus more time on students' areas of weakness.
Program Competency 2: Students will solve real-world application problems that measures advanced algebra skills.	**MTH-121-01** *Summative Assessments: Chapter Quizzes, Midterm Exam, and Final Exam. *Project Presentation.	**Initial Result**: 100% of the students did not meet expectation. i.e., scored less than 70% in the pretest. **Class average for initial test score: 0.19**% **Final Result**: **Class average score**: 64.44%	Provide templates and problem-solving strategies. Test students on problem-solving methods and data analyses components. Having done item-analysis. Instructors will modify existing lesson plans or syllabus to focus more time on students' areas of weakness.

Graph: Pre/Post Test **Program: Engineering, Math & Technology**
Course #: MTH-121-01 **Academic Year: Fall 2014**

Math Instructor: S. Han

Pre-Test
Number of students: 18
Number of problems: 10
Competency 1 total score: 30
Competency 2 total score: 9

Post-Test
Number of students: 10
Number of problems: 10
Competency 1 total score: 30
Competency 2 total score: 9



Math Instructor: S. Han

Points	**Description**
3 points	➢ Shows you completely understand the math task. ➢ You have the correct answer, OR the computation is accurate. ➢ You showed all work, and the explanation is crystal clear. ➢ The reader does not have to guess what you did and why you did it.
2 points	➢ Shows you understand most of the math task. ➢ You have the correct answer, OR there is a minor computational error. ➢ You have the explanation, but it's not clear. (It might not show all of the work.) ➢ The reader has to guess what you did and why.

1 point	➢ Shows you understand only a small part of the math task. ➢ You did not get the correct answer, OR you got the right answer but there is no computation/explanation at all. ➢ Your explanation is not clear. ➢ The reader has little clue what you did and why.
0 point	➢ Shows you did not understand the math. ➢ Your answer is wrong. ➢ You have no computation/explanation. ➢ The reader has no clue as to what you did and why.

Program Competency	**Exceeds Expectation (3)**	**Meets Expectation (2)**	**Does not meet Expectation (1)**
<u>Program Competency 1</u> Students will apply techniques and strategies in solving advanced algebra computation.	Use > 80% of the appropriate procedure	Use at least 70-80% of the appropriate procedure	Use < 70% of the appropriate procedure
<u>Methods</u> *Pre-test/Post-test *Formative Assessments(Assignments)	**<u>Results</u>** Initial: 0% Final: 40%	**<u>Results</u>** Initial: 0% Final: 20%	**<u>Results</u>** Initial: 100% Final: 40%
<u>Program Competency 2</u> Students will solve real-world application problems that measures advanced algebra skills.	Use > 80% of the appropriate procedure	Use at least 70-80% of the appropriate procedure	Use < 70% of the appropriate procedure
<u>Methods</u> *Summative Assessments(Quizzes, Mid-term, Final) *Project Presentation	**<u>Results</u>** Initial: 0% Final: 20%	**<u>Results</u>** Initial: 0% Final: 50%	**<u>Results</u>** Initial: 100% Final: 30%

APPLIED TECHNOLOGY

Assessment Planning/Reporting Sheet **Program: CDL**
Course #: CDL-100 **Academic Year: Fall 2014**
Campus: Crownpoint Instructor: Michael Heredia

Learning Outcomes to be measured **Nitsáhákees:** "thinking," goals and objectives.	**Assessment Procedure** **Process/ Instrument** **Rubric attached** **Nahátá:** "planning," taking an idea and bringing it into existence, writing down program goals and learning objectives.	**Assessment Results** **Ìína:** 'implementation, living," How do you implement assessment; what are the methods you use for measuring; what are your outcomes and how do they relate to program goals and learning objectives.	**How will the result be used to make improvements** **Siihasin:** "reflection," how are the conclusions from outcomes to become an improvement in the context of the process of assessing and the original thinking process (nitsáhákees) and how does it move from there to new thinking and process development.
Objective is to Obtain Class "A" permit Therein a Permit License. **Fallowing safe work and driving practice hands on driving final objective driving test with a third party NM state examiner.**	**Student/driver are required obtain a passing score of 80%or better. Student may re-test if score is below 80%.Testing questions are discussed Instructor assists with additional Computer based practice testing.**	**90% of the student /drivers obtain Class "A" CDL license.** **Drivers utilizing license are currently driving interstate and/or with regional companies.** **Instructor maintains copies of DMV test results discussing outcomes.**	**Adjustments are made in accordance to changes in Federal Motor Carrie's Safety administrations changes in standards.** **Continue to engage the student related to DMV testing procedures. Encourage student/driver to be proactive in the examination process.** **Extending the session a week allows student/ driver to be proficient in final testing to obtain license and working skills.**

Assessment Planning/Reporting Sheet **Program: Electrical Trades**
Course #: ELC 101-1, ELC 101-2, ELC 111-1 **Academic Year: Fall 2014**
Campus: Crownpoint **Instructor: Virgil House**

Answer questions 1 – 4A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.**
Learning Outcomes to be measured **Nitsáhákees:** "Thinking" envisioning goals and objectives.
1. What is/are your learning objective(s) from your syllabus from this course for your students? Prepare the students to understand the basic theory of Electricity and how it is important we use Ohm's Law, in the Electrical field.
2. How do these objectives relate to your program goal(s)? Students will have to understand the importance of the math for calculations, Basic math, Algebra, Geometry, and Trigonometry.
Assessment Procedure **Nahátá:** "Planning," taking an idea and bringing it into existence.
3. What is/are the methods you use for measuring? Learning objectives. (pre/post-test, rubric, survey)? A pre-test was given, What is their knowledge of Ohm's Law, and Identifying each color conductor, and it's purpose for Residential Wiring.
Assessment Results/Data **Iína:** "Implementation, living"
4. What are your outcomes? A. Pre-test: The ELC 111-1 had better knowledge of Ohm's Law. ELC 101-1 and 102-1, had no clue, what Ohm's Law represented. B. Post-test: At the end of the semester, I will give the same questions.
5. What is your expectation/benchmark? Did your students meet your expectation/benchmark? (See Page 2)
How will the result be used to make improvements? **Siihasin:** "Reflection," looking forward and backward.
6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective you measured? Yes, they will certainly know because we will not only learn of it in class but apply it for calculations.
7. Have you made a change in teaching methodology, program goals, and students' learning objectives? My goals are to teach Residential Wiring one semester, and Commercial Wiring the following semester. Have the students ready for the Electrical Certification, lay a foundation, to strive forward in the electrical field, possibly an apprenticeship program,

and one day they can take the State Journeyman's Licensing Exam.
8. Do you need any additional budgeting? Yes, to purchase materials for a metal stud framing wall, a commercial type setting.

Benchmark: At least 100 % of the students in this course will meet or exceed expectation.

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: 25% Final:100%
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: 4% Final: 0%
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: 71% Final: 0%

Final Result: 100 % Met or exceeded expectations
___ % Did not meet expectations

Assessment Planning/Reporting Sheet **Program:Carpentry**
Course #:CRP 101 **Semester:Fall semester 2014**
Campus:Teec Nos Pos site **Instructor:Ambrose Benally**

Answer questions 1 – 4A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post tests, rubrics and graphs in a separate file identified with your name and the semester/year.**
Learning Outcomes to be measured **Nitsáhákees:** "Thinking" envisioning goals and objectives. When students are done with these courses, they well know the basic fundamental of being a carpenter.
1. What is/are your learning objective(s) from your syllabus from this course for your students? Measurements, safe handling of hand tools, the right way of using stationary tools Select and build personal project or work on group project.
2. How do these objectives relate to your program goal(s)? common sense, taking care of tools, team work and having respect for one self.

Assessment Procedure **Nahátá:** "Planning," taking an idea and bringing it into existence.
3. What is/are the methods you use for measuring? 3,4,5 lay out methods, handling of power tools and operating stationary tools, written safety test.
Assessment Results/Data **Iína:** "Implementation, living"
4. What are your outcomes? A. Pre-test:all the students in the carpentry program took the test , 1 fail and the other 4 pass with a 70% or better B. Post-test:
5. What is your expectation/benchmark? Did your students meet your expectation/benchmark? (See Page 2)
How will the result be used to make improvements? **Siihasin:** "Reflection," looking forward and backward.
6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective you measured?
7. Have you made a change in teaching methodology, program goals, and students' learning objectives?
8. Do you need any additional budgeting?

Benchmark: _70_____% students will meet or exceed expectation.

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: Final:
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: 3 students passed with 70% or better on the pretest. Final:
Does not meet Expectation Use < 70% of the appropriate procedure **Results**

Initial: 1 student did not meet the expectation with a score of 60% on written safety test and measurements. Final:

Final Result: ___% Met or exceeded expectations
___% Did not meet expectations

Assessment Planning/Reporting Sheet **Program: Construction Technology**
Course #: CTR-102 Intro. To Construction Tech **Semester: Fall 2014**
Campus: Crownpoint **Instructor: Ronaldo M. Ramirez**

Answer questions 1 – 4A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.**
Learning Outcomes to be measured **Nitsáhákees:** "Thinking" envisioning goals and objectives.
1. What is/are your learning objective(s) from your syllabus from this course for your students? Learning objective for CTR-102 (Intro. To Construction Technology) Course for Construction Technology Students are: • *To provide student(s) with the skill necessary to secure and maintain gainful employment;* • To ingrain a standard of professionalism in each student allowing them a greater advantage in the marketplace; • To motivate students to utilize thinking skills; • To train students in the latest technologies as we advance into the next century; and • To install a sense of self-worth and pride of workmanship in each student.
Assessment Procedure **Nahátá:** "Planning," taking an idea and bringing it into existence.
3. What is/are the methods you use for measuring? Learning objectives. (pre/post-test, rubric, survey)? By giving students a pre/post-assessment test, exam, assignments, hands-on, exercises, projects (individual and group) and PPE implementation at all times in the shop to maintain zero accidents. These methods will measure the student's mastery of the knowledge, techniques, skills and modern tools of their discipline.
Assessment Results/Data **Iína:** "Implementation, living"
4. What are your outcomes? A. Pre-test: In pre-assessment test students are ask about the best instruments use in checking elevation, for what base foundation system footings provide, rate of their personal

experience in constructions industry like using different power and hand tools and differentiate floor, wall and ceiling framing the very important aspects in residential constructions.
Out of 13 students only 2 students have no experience and knowledge at all in using any construction hand and power tools. Mostly are beginners and needs more training in proper handling and operation and usage of different constructions equipments, tools and materials. 1 student is in intermediate level due to his exposure of 8 years in construction industry. All of them need deeper understanding in leveling, measurement, estimating and framing which will be tackle before the end of fall semester.
(See attached file: Pre-assessment Test Summary.)

B. Post-test:

5. What is your expectation/benchmark?
Did your students meet your expectation/benchmark?
I expected that 80% of the students have no knowledge, experience and skills for they are new in this particular field. My expectation shows in the result of the pre-assessment test. Therefore further discussions, trainings and continuous hands-on activity will be pushed through to improve the result before they finish the course. (See Page 2)

How will the result be used to make improvements?
Siihasin: "Reflection," looking forward and backward.

6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective you measured?
The pre-assessment test outcomes will be my basis on area where I need to spend more attention on individual students for them to be knowledgeable, competent and equip with skills needed for employment at the end of the course.

7. Have you made a change in teaching methodology, program goals, and students' learning objectives?
No, I did not change anything with my program goals and objectives for I believe the current one is effective enough for students to learn. My teaching strategy which is 40% classroom teaching and 60% hands-on activity is still the best method and higher percentage of retention.

8. Do you need any additional budgeting?
Yes, for the purchase of new construction technology equipment, tools and materials.

Benchmark: ____100__ % students will meet or exceed expectation.

Exceeds Expectation
Use > 80% of the appropriate procedure
Results
Initial: As per pre-assessment result 10% of the students exceed the expectation. This student has 8 years of working experience in construction industry and just need further knowledge and proper trainings.

Final:
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: 20% meet the expectation. As per pre-assessment result some students have little knowledge with tools and equipment use in construction but don't have hands-on experience and others have experience but needs proper training on handling and mostly are beginners and no idea in construction field. I'm expecting that 90% of my students have no knowledge, skills and experience in this area at the beginning of this course. Final:
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: 70% of the students did not meet expectation which is anticipated for most of them are beginners in this course. Final:

Final Result: 20% and 10 % Met or exceeded expectations
70 % Did not meet expectations

ENERGY SYSTEMS

Assessment Planning/Reporting Sheet
Course #: ERS 104 Electrical Math
Campus: Crownpoint

Program: Energy Systems
Semester: Fall 2014
Instructor: Raymond Griego

Answer questions 1 – 4A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.**
Learning Outcomes to be measured **Nitsáhákees:** "Thinking" envisioning goals and objectives.
1. What is/are your learning objective(s) from your syllabus from this course for your students? Students will understand the mathematical relationships between voltage, current and resistance.
2. How do these objectives relate to your program goal(s)? Students will know how to correctly calculate energy needs and loads.
Assessment Procedure **Nahátá:** "Planning," taking an idea and bringing it into existence.
3. What is/are the methods you use for measuring? Learning objectives. (pre/post-test, rubric, survey)? Pre/Post Tests
Assessment Results/Data **Iína:** "Implementation, living"
4. What are your outcomes? A. Pre-test: 100 percent of the students did not meet outcomes B. Post-test:
5. What is your expectation/benchmark? Did your students meet your expectation/benchmark? (See Page 2)
How will the result be used to make improvements? **Siihasin:** "Reflection," looking forward and backward.
6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective you measured?
7. Have you made a change in teaching methodology, program goals, and students' learning objectives?
8. Do you need any additional budgeting?

Benchmark: _____% students will meet or exceed expectation.

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: Final:
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: Final:
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: Final:

Final Result: ___% Met or exceeded expectations
___% Did not meet expectations

Assessment Planning/Reporting Sheet **Program: Energy Systems**
Course #: ERS 102-01 Photovoltaic Theory/Design **Semester: Fall 2014**
Campus: Crownpoint **Instructor: Raymond Griego**

Answer questions 1 – 4A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post tests, rubrics and graphs in a separate file identified with your name and the semester/year.**
Learning Outcomes to be measured **Nitsáhákees:** "Thinking" envisioning goals and objectives.
1. What is/are your learning objective(s) from your syllabus from this course for your students? Students will learn how to conduct a Solar Site Analysis; Students will demonstrate why module orientation will effect conductor sizing and related components
2. How do these objectives relate to your program goal(s)? Prepare students to understand the importance of safe and reliable renewable installations; understand how to interpret code requirements; ensure safeguards that prevent hazards that may arise from the use of electricity
Assessment Procedure

Nahátá: "Planning," taking an idea and bringing it into existence.
3. What is/are the methods you use for measuring? Learning objectives. (pre/post-test, rubric, survey)? Pre/Post-Tests
Assessment Results/Data **Iína:** "Implementation, living"
4. What are your outcomes? A. Pre-test: 100 percent of students failed the Pre-Test B. Post-test:
5. What is your expectation/benchmark? Did your students meet your expectation/benchmark? (See Page 2)
How will the result be used to make improvements? **Siihasin:** "Reflection," looking forward and backward.
6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective you measured?
7. Have you made a change in teaching methodology, program goals, and students' learning objectives?
8. Do you need any additional budgeting?

Benchmark: _____% students will meet or exceed expectation.

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: Final:
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: Final:
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: Final:

Final Result: ___% Met or exceeded expectations
___% Did not meet expectations

ENGINEERING

Assessment Planning/Reporting Sheet **Program: ECE**
Course #: ECE 123-1 MATLAB Programming **Semester: FALL 2014**
Campus: Crownpoint **Instructor: Peter Romine**

Answer questions 1 – 4A for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.**
Learning Outcomes to be measured **Nitsáhákees:** "Thinking" envisioning goals and objectives.
1. What is/are your learning objective(s) from your syllabus from this course for your students? 1. Perform Basic mathematical operations. 2. Create matrices. 3. Create Matlab script file (M-files) 4. Perform Array operations. 5. Create 2-D and 3-D graphs. 6. Manipulate functions.
2. How do these objectives relate to your program goal(s)?
Assessment Procedure **Nahátá:** "Planning," taking an idea and bringing it into existence.
3. What is/are the methods you use for measuring? Learning objectives. (pre/post-test, rubric, survey)? • Objective 1 was measured with a pre-test and will be followed-up with a post-test at finals. • Objectives 1-6 will be measured directly using test questions and a project.
Assessment Results/Data **Iína:** "Implementation, living"
4. What are your outcomes? A. Pre-test: B. Post-test:
5. What is your expectation/benchmark? Did your students meet your expectation/benchmark? (See Page 2)
How will the result be used to make improvements? **Siihasin:** "Reflection," looking forward and backward.
6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective you measured?
7. Have you made a change in teaching methodology, program goals, and students' learning objectives?
8. Do you need any additional budgeting?

Benchmark: __80___% students will meet or exceed expectation.

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: Final:
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: Final:
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: Final:

Final Result: ___% Met or exceeded expectations
___% Did not meet expectations