NITSÁHÁKEES NÁHAT'Á 'IINÁ SIIH HASIN

NAVAJO TECHNICAL UNIVERSITY

ESTABLISHED 1979

Navajo Technical University
Fall 2015 to Spring 2016
Assessment Report on Student Learning

Table of Contents

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, Ĩína, Siihasin.*

Assessment at NTU

Assessment at NTU is inspired by the Diné cultural principles: *Nitsáhákees, Nahátá, Ĩína, 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, Ĩína, Siihasin.*

Nitsáhákees: "thinking," envisioning goals and objectives.

Nahát'á: " 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 2015 to Spring 2016

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.

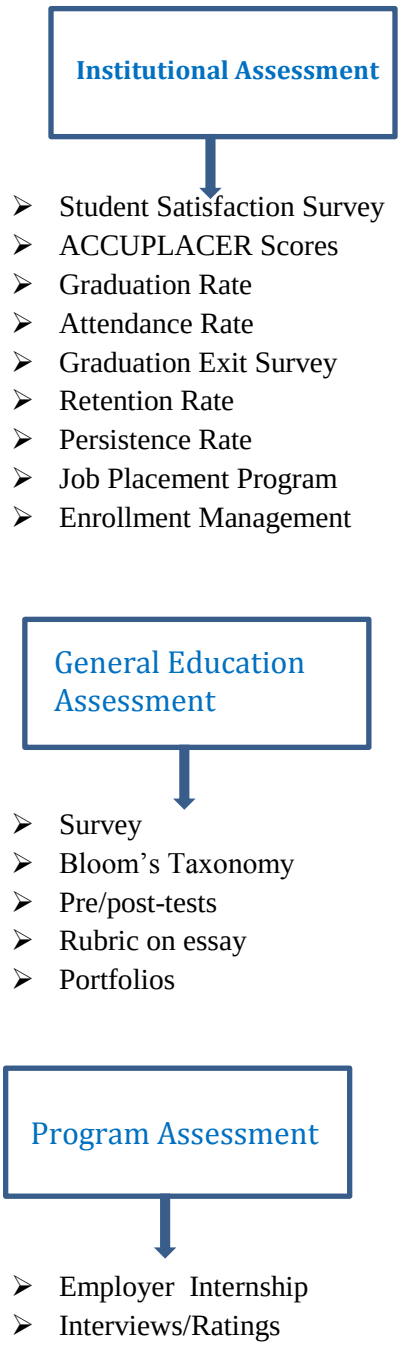
Assessment Committee Function:

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



- Advisory Committee Surveys
- Departmental Program Meetings
- Portfolios
- Projects-based and Experiential Learning
- Presentations
- Practicum
- Capstone
- Program Standardized Tests
- Pre/post-tests

- Grades
- 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.

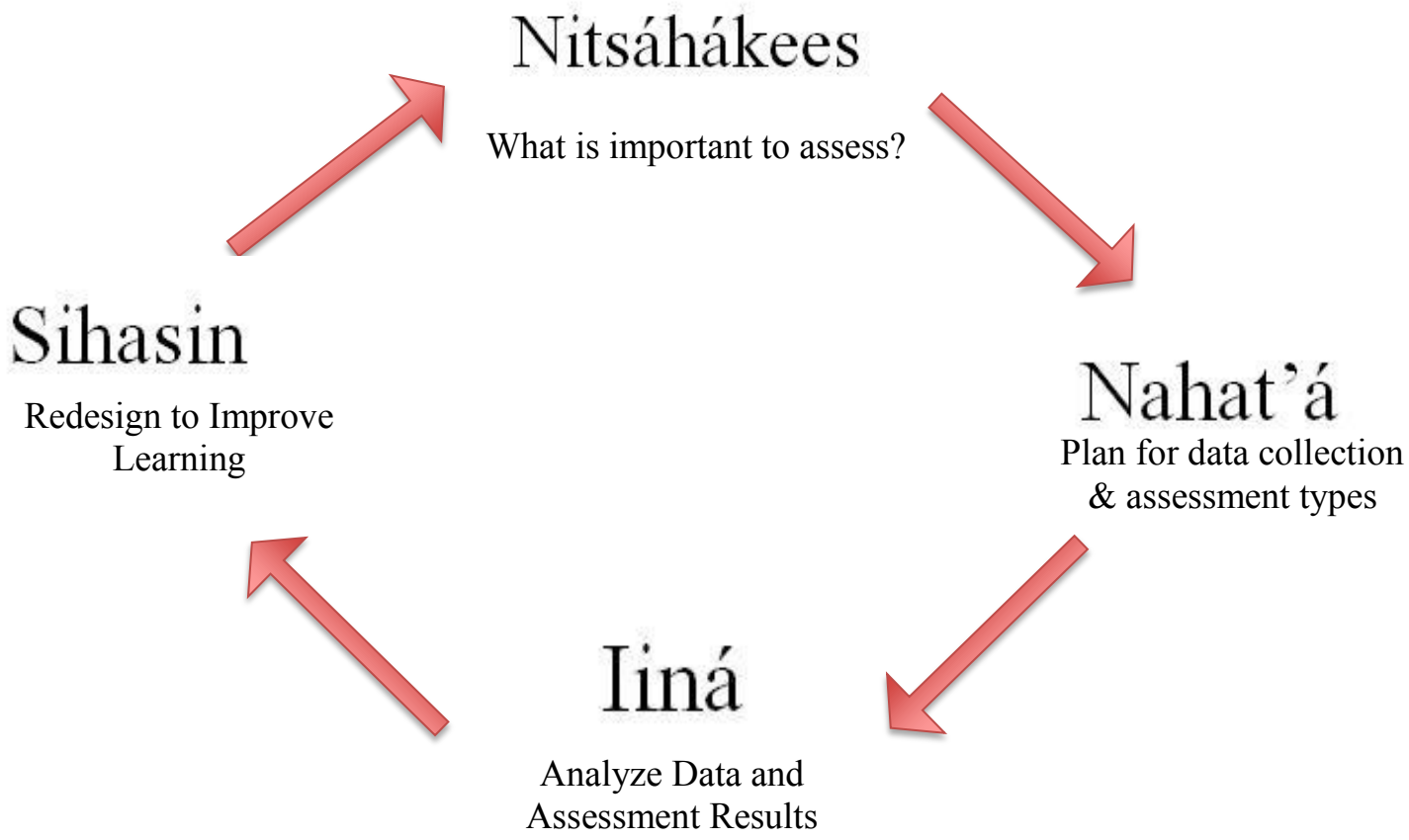
Navajo Technical University supports:

- 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

Diné Philosophy of Education



Navajo Technical University's mission is to provide university readiness programs, certificates, 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, Iína, Siihasin.***

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.

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 2015 – Spring 2017

Semester	Gen Ed. Goal to be Measured
Fall 2015	**Gen Ed., Goal #1: Learn Actively**
Spring 2016	**Gen Ed., Goal #2 Think critically, creatively, and reflectively**
Fall 2016	**Gen Ed., Goal #3: Interact Effectively in Diverse Environments**
Spring 2017	**Gen Ed., Goal #4: Communicate clearly**

SCHOOL OF ENGINEERING, MATHEMATICS, & TECHNOLOGY

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.

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.

Program Assessment

Assessment Planning/Reporting Sheet **Program: Mathematics**
Course #: **Semester: Fall, 2015**
Campus: Crownpoint **Instructor: Ms. S. HAN**

Answer questions 1 – 5B 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 your program mission statement? NTU's Mathematics program focuses on analysis of quantities, magnitudes, forms, and their relationships, using symbolic logic and language. It includes instruction in algebra, calculus, functional analysis, geometry, number theory, logic, topology and other mathematical

specifications. Mathematics is a versatile program that can be applied to almost any career. A student who studies mathematics will have the ability to think analytically, solve problems, and communicate precisely.

2. What are your program goals?
   At the end of the program, the students would be able to:
   - (1) Successfully transfer to bachelor's programs that require mathematical skills like engineering, math education, accounting, finance, marketing, and the like.
   - 2) Be able to make appropriate use of technology in the solution of a mathematical problem.
   - 3) Be able to communicate sound mathematical reasoning and solutions of mathematical problems in writing.
   - 4) Be able to communicate sound mathematical reasoning and solutions of mathematical problems through oral presentations.
   - 5) Be able to collaborate with peers to solve mathematical problems.
   - 6) Be able to use problem-solving techniques to formulate a mathematical model for and solve a complex problem.

3. What is/are the program goal(s) you are going to measure?
   - Successfully transfer to bachelor's programs that require mathematical skills like engineering, math education, accounting, finance, marketing, and the like.
   - Be able to make appropriate use of technology in the solution of a mathematical problem.

4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals?
   - I will use a survey and a 3-point rubric math worksheet to assess.

5. What are your pre-assessment outcomes?
A. Number of students for pre-assessment: ___3____
B. What is your expectation/benchmark? At least two out of three or 67% of students in the program would be able to successfully transfer to bachelor's degree.

6. What are your post-assessment outcomes?
A. Number of students for post-assessment: ___0____
B. Did your students meet your expectation/benchmark?
Not able to collect data.

7. Based on your post assessment outcomes, what changes will you make in teaching methodology, **program goals**, or anything else to improve student learning?
Not able to collect data.

8. How will your proposed changes continue to support your stated program goals?
Not able to collect data.

9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?
Not able to collect data.

Benchmark: __70____% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: Not able to collect data.

Final: Not able to collect data.
Meets Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Not able to collect data. Final: Not able to collect data.
Does not meet Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Not able to collect data. Final: Not able to collect data.

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

Program Assessment

Assessment Planning/Reporting Sheet **Program: Mathematics**
Course #: **Semester: Fall, 2015**
Campus: Crownpoint
Instructor: Mr. R. Nacorda

Answer questions 1 – 5B 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.**
5. What is your program mission statement? NTU's Mathematics program focuses on analysis of quantities, magnitudes, forms, and their relationships, using symbolic logic and language. It includes instruction in algebra, calculus, functional analysis, geometry, number theory, logic, topology and other mathematical specifications. Mathematics is a versatile program that can be applied to almost any career. A student who studies mathematics will have the ability to think analytically, solve problems, and communicate precisely.
6. What are your program goals? At the end of the program, the students would be able to: • successfully transfer to bachelor's programs that require mathematical skills like engineering, math education, accounting, finance, marketing, and the like. • demonstrate a thorough understanding of algebraic concepts. • understand calculus concepts. • demonstrate a thorough competence in geometric concepts. • demonstrate the use of mathematical concepts in solving problems • demonstrate the synthesis of mathematical concepts.
7. What is/are the program goal(s) you are going to measure? • successfully transfer to bachelor's programs that require mathematical skills like engineering, accounting, finance, marketing, and the like. • demonstrate the use of mathematical concepts in solving problems.
8. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs

goals? • I will use a survey form to determine the number of students who successfully transfer to bachelor's programs.
5. What are your pre-assessment outcomes? A. Number of students for pre-assessment: ___3____ B. What is your expectation/benchmark? At least two out of three or 67% of students in the program would be able to successfully transfer to bachelor's degree.
6. What are your post-assessment outcomes? A. Number of students for post-assessment: _____ B. Did your students meet your expectation/benchmark?
7. Based on your post assessment outcomes, what changes will you make in teaching methodology, **program goals**, or anything else to improve student learning?
8. How will your proposed changes continue to support your stated program goals?
9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?

Benchmark: _70____% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:
Meets Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:
Does not meet Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:

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

Course Assessment

Assessment Planning/Reporting Sheet
Course #: TRIGONOMETRY (MTH 123-1) **Semester: Spring, 2016**
Campus: CROWNPOINT **Instructor: MR. R. NACORDA**

Answer questions 1- 3B 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 course goals (course objectives) you are going to measure?
   At the end of the semester, the students would be able to:
   - solve problems involving trigonometric ratios; and
   - solve real-world problems using trigonometric functions.

2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring **expected course outcomes**? I use a three-point rubric for math problems.

3. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: ___21___

B. What is your expectation/benchmark? ≥ 70 % of the students would be able to pass 70% or higher in the given test.

4. What are your post-assessment outcomes?

A. Number of students for post-assessment: __20_____

B. Did your students meet your expectation/benchmark? Yes, 19/21 or 90% were able to meet my expectation.

5. Based on your post assessment outcomes, what changes will you make in teaching methodology, **expected course outcomes**, or anything else to improve student learning?

Based on the students outcome, my instruction is very effective, so I will not make any changes with regard to my strategy in teaching. However, I would like to update my use of calculator for next school year from TI84 to TI 89 because the later was mostly used by different colleges and universities.

6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? None at this moment because I found my strategy to be still very effective.

Benchmark: __70____% students will meet or exceed expectation.

(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation

Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)

Results

Initial: 0/21 = 0%

Final: 12/21 = 57% exceeds my expectations

Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0/21 = 0% Final: 19/21 = 90% meets my expectations
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 21/21 = 100% Final: 2/21 = 9.5% or around 10% did not meet my expectations.

Final Result: **90 % Met or exceeded expectations**

10 % Did not meet expectations

Navajo Technical University http://navajotech.edu
P.O. Box 849, Crownpoint, NM 87313-0849 Tel: (505) 786-4100 FAX: (505) 786-5644

Course Assessment

Assessment Planning/Reporting Sheet
Course #: MTH-120-2 Intermediate Algebra **Semester: Spring 2016**
Campus: Crownpoint **Instructor: Dr. Carlos Paez**

Answer questions 1- 3B 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 course goals (course objectives) you are going to measure? At the end of the semester, the students would be able to: • apply intermediate algebra computation rules • define / describe intermediate algebra concepts, and • solve problems involving intermediate algebra
2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring

expected course outcomes? I used pre/post-tests.
3. What are your pre-assessment outcomes? A. Number of students for pre-assessment: __21____ B. What is your expectation/benchmark? ≥ 70 % of the students would be able to pass 70% or higher in the given test.
4. What are your post-assessment outcomes? A. Number of students for post-assessment: ____21___ B. Did your students meet your expectation/benchmark? 43 % of the students passed 70% or higher in the given test.
5. Based on your post assessment outcomes, what changes will you make in teaching methodology, **expected course outcomes**, or anything else to improve student learning? ? I will incorporate more group activities in order to engage more the students. I will incorporate different teaching strategies such as gamification.
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? I will include more questions with application problems in order to challenge my students more for the next semester

Benchmark: ___70__% students will meet or exceed expectation.

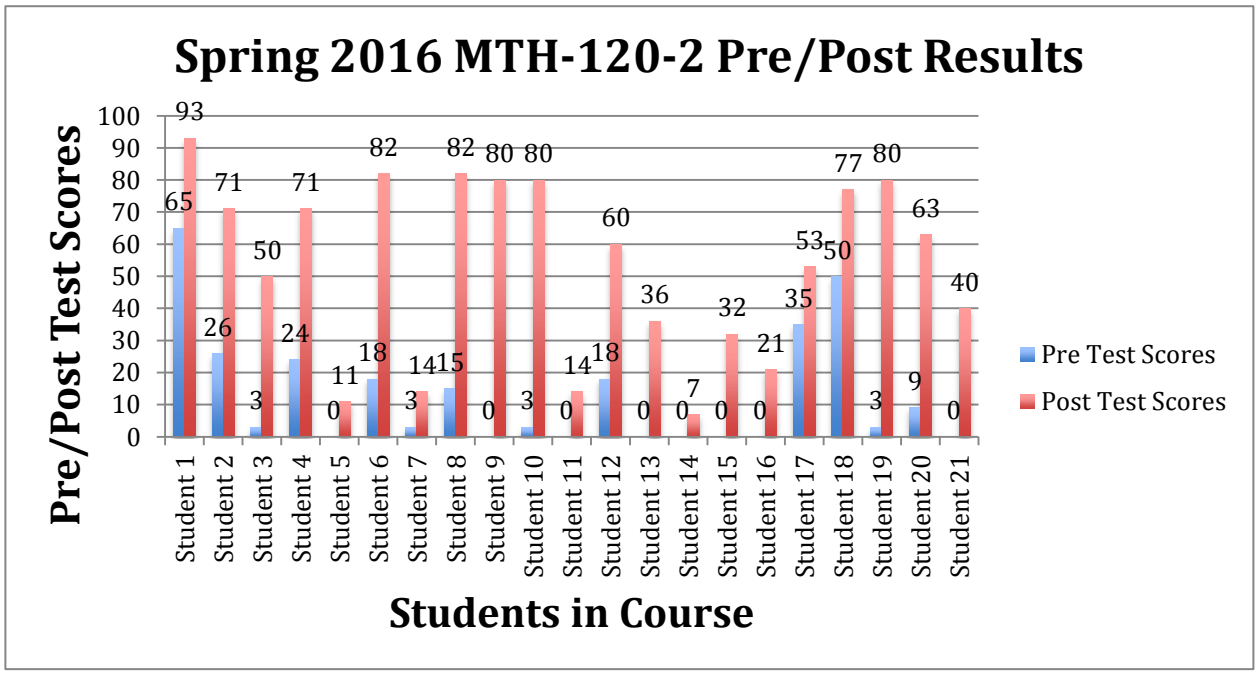
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0/21=0% Final: 6/21=29%

Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0/21=0% Final: 9/21=43%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 21/21=100% Final: 12/21=57%

Final Result: **43** **% Met or exceeded expectations**

57 **% Did not meet expectations**



General Education (Gen Ed.) Assessment

Assessment Planning/Reporting Sheet **Gen Ed. goal(s):**
Course #: **Semester:**
Campus: **Instructor:**

Semester	Gen Ed. Goal to be Measured
Fall 2015	**Gen Ed., Goal #1: Learn Actively**
Spring 2016	**Gen Ed., Goal #2 Think critically, creatively, and reflectively**
Fall 2016	**Gen Ed., Goal #3: Interact Effectively in Diverse Environments**
Spring 2017	**Gen Ed., Goal #4: Communicate clearly**

Answer questions 1 – 3B 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. These are the Gen Ed Goals. We are assessing Learn Actively for Fall 2015.

- Learn Actively (Fall 2015)
- Think critically, creatively, and reflectively (Spring 2016)
- Interact Effectively in Diverse Environments (Fall 2016)
- Communicate Clearly (Spring 2017)

2. Which of your course objectives connects to the above measure for Gen. Ed.? MTH-121-2 College Algebra

3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for Gen Ed.? Essays

4. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: __21____

B. What is your expectation/benchmark? ≥ 70 % of the College Algebra students would be able to write an essay describing what they have learned in the semester and possible applications in their real lives.

5. What are your post-assessment outcomes?

A. Number of students for post-assessment: ___21____

B. Did your students meet your expectation/benchmark? Yes, 19/21 or 90% of the students were able to write an essay.

6. Based on your post assessment outcomes, what changes will you make in teaching methodology, or

anything else to improve student learning? I will incorporate different teaching strategies such as gamification.
7. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities? ? I will give them more opportunity to work in groups

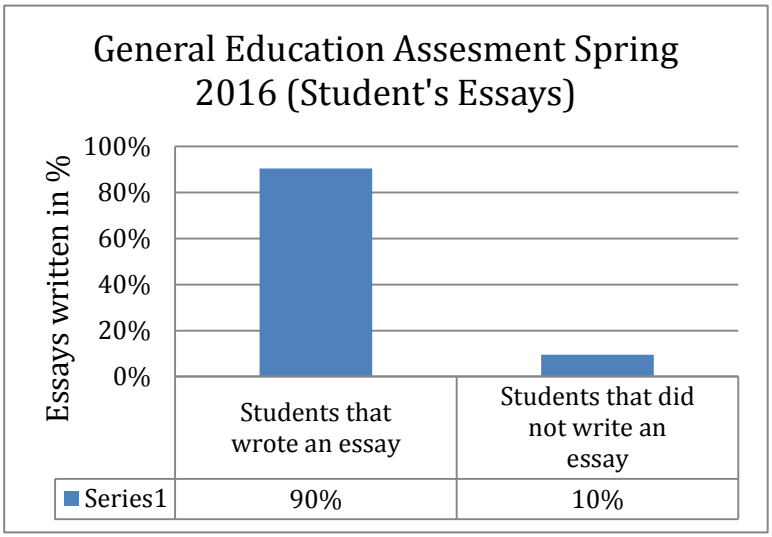
Benchmark: __70___% students will meet or exceed expectation.

(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: 0/21 Final: 19/21 were able to write an essay describing what they have learned in the semester and possible applications in their real lives
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: 0/21 Final: 19/21 were able to write an essay describing what they have learned in the semester and possible applications in their real lives
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: N.A. Final: 2/21 or 10% did not meet my expectation of writing an essay describing what they have learned in the semester and possible applications in their real lives

Final Result: **90 %** **Met or exceeded expectations**

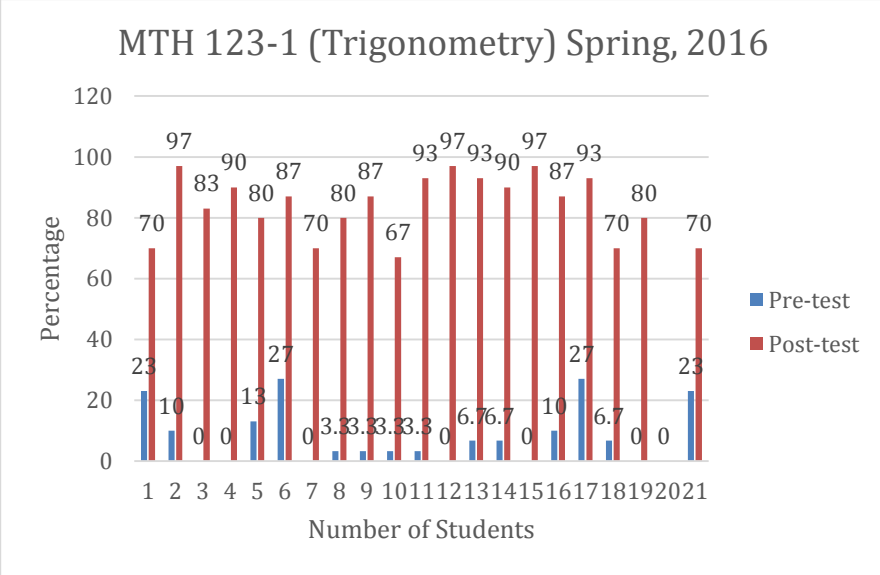
10 % **Did not meet expectations**



MTH 123
(Trigonometry)
Spring 2016

30 item test

Students	Pre-test	Post-test
1	23	70
2	10	97
3	0	83
4	0	90
5	13	80
6	27	87
7	0	70
8	3.3	80
9	3.3	87
10	3.3	67
11	3.3	93
12	0	97
13	6.7	93
14	6.7	90
15	0	97
16	10	87
17	27	93
18	6.7	70
19	0	80
20	0	
21	23	70
Mean/Ave:	**7.9**	**84.05**



Prepared by:

Mr. Roberto Nacorda
(Asst. Professor of Mathematics)

Program Assessment

Assessment Planning/Reporting Sheet **Program: Mathematics**
Course #: **Semester: Spring, 2016**
Campus: Crownpoint
Instructor: Mr. R. Nacorda

Answer questions 1 – 5B 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.

9. What is your program mission statement?
   NTU's Mathematics program focuses on analysis of quantities, magnitudes, forms, and their relationships, using symbolic logic and language. It includes instruction in algebra, calculus, functional analysis, geometry, number theory, logic, topology and other mathematical specifications. Mathematics is a versatile program that can be applied to almost any career. A student who studies mathematics will have the ability to think analytically, solve problems, and communicate precisely.

10. What are your program goals?
    At the end of the program, the students would be able to:
    - successfully transfer to bachelor's programs that require mathematical skills like engineering, math education, accounting, finance, marketing, and the like.
    - demonstrate a thorough understanding of algebraic concepts.
    - understand calculus concepts.
    - demonstrate a thorough competence in geometric concepts.
    - demonstrate the use of mathematical concepts in solving problems
    - demonstrate the synthesis of mathematical concepts.

11. What is/are the program goal(s) you are going to measure?
    - successfully transfer to bachelor's programs that require mathematical skills like engineering, accounting, finance, marketing, and the like.
    - demonstrate the use of mathematical concepts in solving problems.

12. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals?
    - I will use a survey form to determine the number of students who successfully transfer to bachelor's programs.

5. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: ___3____

B. What is your expectation/benchmark? At least two out of three or 67% of students in the program

would be able to successfully transfer to bachelor's degree.

6. What are your post-assessment outcomes?

A. Number of students for post-assessment: ____1___

B. Did your students meet your expectation/benchmark?

7. Based on your post assessment outcomes, what changes will you make in teaching methodology, **program goals**, or anything else to improve student learning? Recruitment process should be in place.

A. Mathematics Certificate

Students enrolled in certificate in Mathematics program are expected to finish after their first year or in two semesters, however, because mathematics certificate is composed of 38 credit hours, some of them exceeded their stay in the program for up to more than two semester. In order to help the students finish their Mathematics Certificate in time or in two semesters without compromising the quality of education as Math Certificate students, we change the number of credit hours from 38 to 32 by removing some of the general education courses but maintaining the mathematics courses that they need to take in order to achieve the Math Certificate program.

B. Associate of Science (A.S.) in Mathematics

Associate of Science in mathematics students, originally, are taking 71 credit hours that before they finish their program most of them run out of their Grant Money because they exceeded they two years or four semester of their stay in the program. The original program got 38 credits in general education requirements, 37 core mathematics courses, and 6 technical electives. In order to help the students, we made some changes by removing some or the general education courses and added more math courses and making it 23 credits of general education courses and 39 credits of core mathematics courses, i.e., a total of 62 credit hours. We also develop Math 118 Pre-algebra course (5 credits) as replacement course for MTH 115 and MTH 120, and MTH 131 College Algebra/Trigonometry (5 credits) course as an alternative for MTH 121 College Algebra and MTH 123 Trigonometry courses. In this way, students can now finish the two courses like MTH 115 and MTH 120 by just one semester by only taking MTH 118 Pre-Algebra course. The same way with MTH 131, instead of taking MTH 121 and MTH 131 in two semester, students can now take the combined course of MTH 131 College Algebra/Trigonometry (5 credits) in just one semester.

8. How will your proposed changes continue to support your stated program goals? We need to lower the number of credit hours for general education requirements and add more credit hours for mathematics.

9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? Make survey of how the students would improve with regard to the program.

Benchmark: __70____% students will meet or exceed expectation.

(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0 Final: 1/3 = 33%
Meets Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0 Final: 1/3 = 33%
Does not meet Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0 Final: 1/3 = 33%

Final Result: 33 % Met or exceeded expectations

67 % Did not meet expectations

General Education (Gen Ed.) Assessment

Assessment Planning/Reporting Sheet
Course #: MTH 123-1
Campus: Crownpoint

Gen Ed. goal(s):
Semester: Spring, 2016
Instructor: Mr. Roberto Nacorda

Semester	Gen Ed. Goal to be Measured

Fall 2015	**Gen Ed., Goal #1: Learn Actively**
Spring 2016	**Gen Ed., Goal #2 Think critically, creatively, and reflectively**
Fall 2016	**Gen Ed., Goal #3: Interact Effectively in Diverse Environments**
Spring 2017	**Gen Ed., Goal #4: Communicate clearly**

Answer questions 1 – 3B 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. These are the Gen Ed Goals. We are assessing Learn Actively for Fall 2015.

- Learn Actively (Fall 2015)
- Think critically, creatively, and reflectively (Spring 2016)
- Interact Effectively in Diverse Environments (Fall 2016)
- Communicate Clearly (Spring 2017)

2. Which of your course objectives connects to the above measure for Gen. Ed.?
    - MTH 123 – 1 (TRIGONOMETRY)

3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for Gen Ed.? PROJECT METHOD.

3. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: __21____

B. What is your expectation/benchmark?

- $\geq$ 70 % of the Trigonometry students would be able present a project related to their fields of studies.

4. What are your post-assessment outcomes?

A. Number of students for post-assessment: ___20____

B. Did your students meet your expectation/benchmark? Yes, 16/20 or 80% of the students meet my expectations.

5. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning? None at the moment. Project presentation was very useful for them because they were able to relate math in their respective fields of study.

6. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities? I will continue to impose the project method because they learned so much from it and it helps them overcome their stage freight.

Benchmark: _____% students will meet or exceed expectation.

(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: 0 Final: 16/20 or 80% exceeds the expectations
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: Final: 16/20 or 80% meets the expectations
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: Final: 4/20 or 20% did not meet my expectations.

Final Result: 80 % Met or exceeded expectations

20 % Did not meet expectation

General Education (Gen Ed.) Assessment

Assessment Planning/Reporting Sheet **Gen Ed. goal(s):**
Course #: MTH 118-1 **Semester: Spring, 2016**
Campus: Crownpoint **Instructor: Ms. S. Han**

Semester	Gen Ed. Goal to be Measured
~~Fall 2015~~	~~**Gen Ed., Goal #1: Learn Actively**~~
Spring 2016	**Gen Ed., Goal #2 Think critically, creatively, and reflectively**
Fall 2016	**Gen Ed., Goal #3: Interact Effectively in Diverse Environments**
Spring 2017	**Gen Ed., Goal #4: Communicate clearly**

Answer questions 1 – 3B 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. These are the Gen Ed Goals. We are assessing Think critically, creatively, and reflectively for Spring 2016.

- ~~Learn Actively (Fall 2015)~~
- Think critically, creatively, and reflectively (Spring 2016)
- Interact Effectively in Diverse Environments (Fall 2016)
- Communicate Clearly (Spring 2017)

3. Which of your course objectives connects to the above measure for Gen. Ed.?
    - MTH 118 – 1 (Pre-Algebra)

3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for Gen Ed.? Pre-test and Post-test.

4. What are your pre-assessment outcomes?
   The average score on pre-test is 1.125/30, which is equivalent to 3.75%.

A. Number of students for pre-assessment: __16____

B. What is your expectation/benchmark?

- ≥ 70 % of the students would be able to understand the concepts and solve the problems.

4. What are your post-assessment outcomes?

A. Number of students for post-assessment: ___13____

B. Did your students meet your expectation/benchmark?

No. The average score on post-test is 14.62/30, which is equivalent to 48.72%. Only 3/16 students meet the expectation.
5. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning? >Provide templates and problem-solving strategies. >Modify existing lesson plans or syllabus to focus more time on students' areas of weakness.
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities? Provide templates and problem-solving strategies. Test students on problem-solving methods and data analyses components. Having done item-analysis. Modify existing lesson plans or syllabus to focus more time on students' areas of weakness.

Benchmark: __70___% students will meet or exceed expectation.

(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: 0/16=0% Final: 0/13=0%
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: 0/16=0% Final: 3/13=23.08%

Does not meet Expectation

Use < 70% of the appropriate procedure

Results

Initial: 16/16=100%

Final: 10/13=76.92%

Final Result: **23.08 %** **Met or exceeded expectations**

76.92 % **Did not meet expectations**

Graph: Pre-Test /Post-Test **Program: Engineering, Math & Technology**

Course #: MTH-118-1 **Academic Year: Spring 2016**

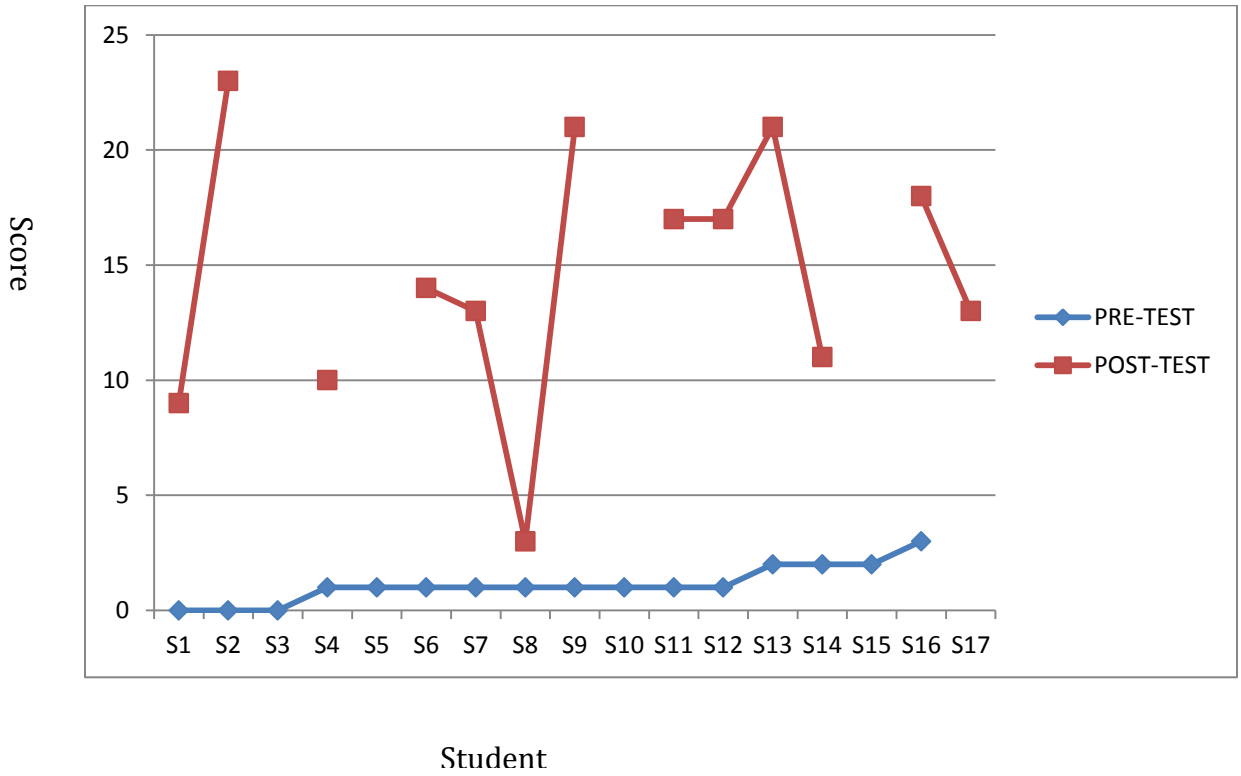
Math Instructor: S. Han

Number of students (Pre-test): 16

Number of students (Post-test): 13

Number of problems: 10

Total score: 30



Rubric: Problem solving **Program: Engineering, Math & Technology**

Course #: MTH-118-1 **Academic Year: Spring, 2016**

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.

Course Assessment

Assessment Planning/Reporting Sheet
Course #: Intermediate Algebra (MTH 115-2) **Semester: SPRING 2016**
Campus: CROWNPOINT **Instructor: MR. J. E. Vanguardia**

Answer questions 1- 3B 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.**
5. What is/are the course goals (course objectives) you are going to measure? At the end of the semester, the students would be able to:

1. Solve word problems involving absolute value and signed numbers
2. Solve word problems involving linear equation.
3. Graph linear equations
4. Multiply polynomials
5. Factor polynomials.
6. Use quadratic equation to solve word problems.

•

2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring **expected course outcomes**? Pretest and post-test, class presentations, class discussions and recitations, home works, and formal and informal assessments.

3. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: ___21___

B. What is your expectation/benchmark? ≥ 70 % of the students would be able to pass 70% or higher in the given test.

At least 7 out of 10 students will achieve at least 70 % proficiency level.

4. What are your post-assessment outcomes?

A. Number of students for post-assessment: ____18___

There were 2 students who were not able to take the Final Assessment and the Exam. The other student was dropped by the middle of the semester.

B. Did your students meet your expectation/benchmark?

89% of the students achieved 70% or more in proficiency level.

11% of the students did not meet the at least 70% targeted proficiency level.

5. Based on your post assessment outcomes, what changes will you make in teaching methodology, **expected course outcomes**, or anything else to improve student learning?

The teaching should focus on solving word problems. However, there must be constant practice of the basic concept such as simplifying algebraic expressions involving order of operations and absolute value.

6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?

There must be a constant practice of the concept applied in word problem solving. Students were confused in word problems as shown in the pre-test result. Constant practice in the classroom on solving word problems helped the student to establish confidence in solving word problems as shown in the post test results.

Repetition of basic concept involving absolute value in comparing distances or difference in temperatures word problems can be beneficial to the students.

Benchmark: __70____% students will meet or exceed expectation.

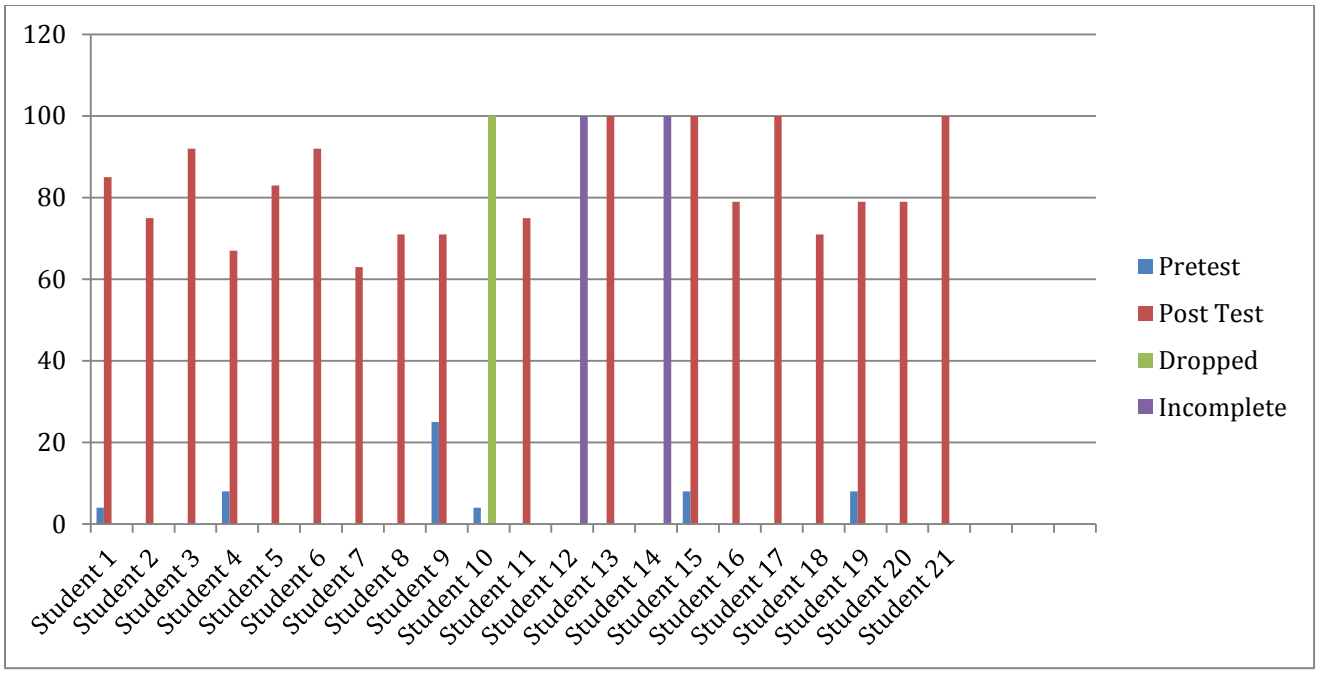
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0/21 = 0% Final: 7/18 = 39%
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0/21 = 0% Final: 16/18 = 89%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 21/21 = 100% Final: 2/18 = 11%

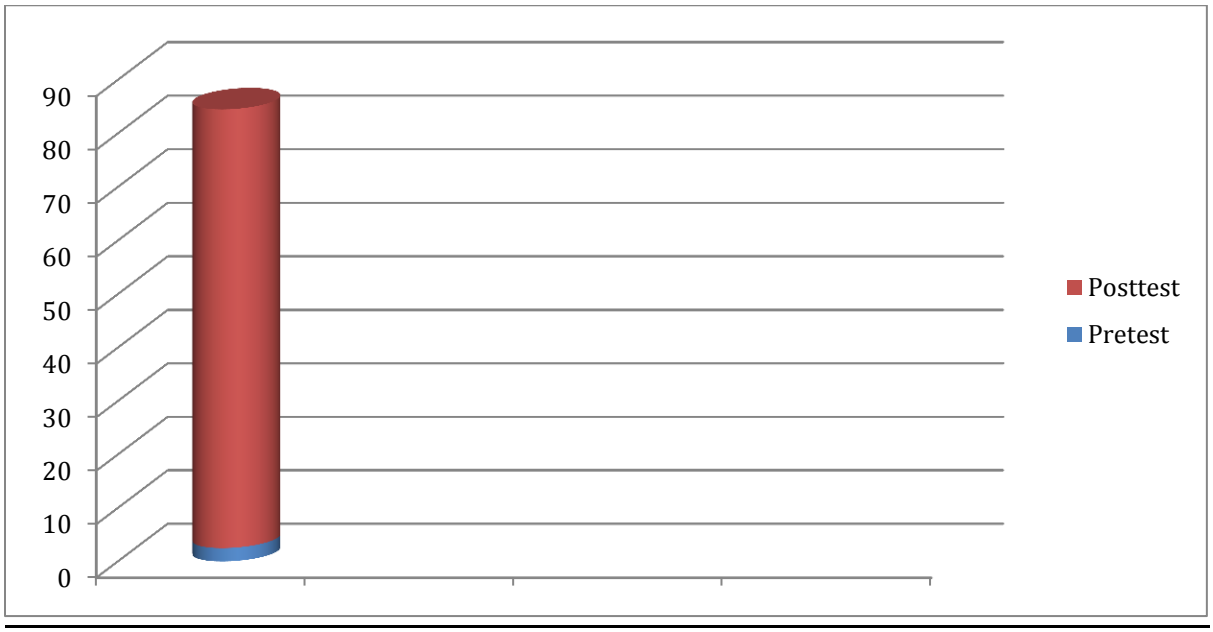
Final Result: __88__% Met or exceeded expectations

__11__% Did not meet expectations

Pretest and Posttest Proficiency Level in Percent Per Student



Pretest and Post-test Average Proficiency Results in Percent



General Education (Gen Ed.) Assessment

Assessment Planning/Reporting Sheet **Gen Ed. goal(s):**
Course #: **Semester: Fall 2015**
Campus: Crownpoint **Instructor: J. E. Vanguardia**

Semester	Gen Ed. Goal to be Measured
Fall 2015	**Gen Ed., Goal #1: Learn Actively**
Spring 2016	**Gen Ed., Goal #2 Think critically, creatively, and reflectively**
Fall 2016	**Gen Ed., Goal #3: Interact Effectively in Diverse Environments**
Spring 2017	**Gen Ed., Goal #4: Communicate clearly**

Answer questions 1 – 3B 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. These are the Gen Ed Goals. We are assessing Learn Actively for Fall 2015.

- Learn Actively (Fall 2015)
- Think critically, creatively, and reflectively (Spring 2016)
- Interact Effectively in Diverse Environments (Fall 2016)
- Communicate Clearly (Spring 2017)

6. Which of your course objectives connects to the above measure for Gen. Ed.?
    - MTH 98 – 7 (Technical Math l)

3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for Gen Ed.?

PROJECT METHOD.(Calendar of Equations)

1. Student creates a Calendar of Equation. The month to be used is the birth month of the student.

2. The student may use construction paper or any media that encourage creativity.

4. The date in the calendar is the solution of the equation.

5. The student attaches a detailed solution of the equation.

6. For dates 1-7,the student uses one-step equation; dates 8-14, two-step equations; dates 15- 21, equation involving parentheses; dates 22-31,equation with variable on both sides

7. What are your pre-assessment outcomes?

Students cannot solve the value of the unknown of the equations. They need assistance in simplifying math expressions involving signed numbers.

A. Number of students for pre-assessment: __15____

B. What is your expectation/benchmark?

- ≥ 70 % of the Technical Math 1 students would be able to present a project showing a detailed solution.

Benchmark: __70___% students will meet or exceed expectation.

(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: 0/12 = 0% Final: 16/18 = 88%
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: 0/12 = 0% Final: 10/12 = 83%
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: 15/15 = 100% Final: 2/12 = 17%

Final Result: __83__ % Met or exceeded expectations

__17__ % Did not meet expectations

General Education (Gen Ed.) Assessment

Assessment Planning/Reporting Sheet **Gen Ed. goal(s):**
Course #: **Semester:**
Campus: **Instructor:**

Semester	Gen Ed. Goal to be Measured
Fall 2015	**Gen Ed., Goal #1: Learn Actively**
Spring 2016	**Gen Ed., Goal #2 Think critically, creatively, and reflectively**

Fall 2016	**Gen Ed., Goal #3: Interact Effectively in Diverse Environments**
Spring 2017	**Gen Ed., Goal #4: Communicate clearly**

Answer questions 1 – 3B 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. These are the Gen Ed Goals. We are assessing Learn Actively for Fall 2015.
   - Learn Actively (Fall 2015)
   - Think critically, creatively, and reflectively (Spring 2016)
   - Interact Effectively in Diverse Environments (Fall 2016)
   - Communicate Clearly (Spring 2017)

8. Which of your course objectives connects to the above measure for Gen. Ed.?
   - MTH 123 – 1 (TRIGONOMETRY)

3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for Gen Ed.? PROJECT METHOD.

3. What are your pre-assessment outcomes?
A. Number of students for pre-assessment: __28____
B. What is your expectation/benchmark?
   - ≥ 70 % of the Trigonometry students would be able present a project related to their fields of studies.

4. What are your post-assessment outcomes?
A. Number of students for post-assessment: ___26____
B. Did your students meet your expectation/benchmark?
Yes, 20/26 or 77% of the students were able to present a project related to their fields of studies.

5. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning?
I have nothing to change in my teaching methodology at this time since the outcome is really high. However, I am planning to change the calculator we are using next semester from TI-84 to TI-89 just to coup up with the trend among other colleges and universities.

6. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities?
Majority of my students overcame their stage freight during their project presentation, therefore, I will continue to push this project method as part of my Gen. Ed. Assessment. In addition, in order to totally eliminate stage freight among shy students, I will give them more opportunity to work with other students by working as a group.

Benchmark: <u>__70___</u>% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation
Use > 80% of the appropriate procedure. The project presentation.
<u>Results</u>
Initial: 0/28
Final: 21/28 or 75% were able to present their math project that is related to their fields of studies.

Meets Expectation Use at least 70-80% of the appropriate procedure. The project presentation. **Results** Initial: 0/28 Final: 21/28 or 75% were able to present their math project that is related to their fields of studies.
Does not meet Expectation Use < 70% of the appropriate procedure. The project presentation. **Results** Initial: N. A. Final: 7/28 or 25% did not meet my expectations of presenting their math project that is related to their fields of studies.

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

General Education (Gen Ed.) Assessment

Assessment Planning/Reporting Sheet **Gen Ed. goal(s):**
Course #: MTH 115-2 **Semester: Fall, 2015**
Campus: Crownpoint **Instructor: Ms. S. Han**

Semester	Gen Ed. Goal to be Measured
Fall 2015	**Gen Ed., Goal #1: Learn Actively**
Spring 2016	**Gen Ed., Goal #2 Think critically, creatively, and reflectively**
Fall 2016	**Gen Ed., Goal #3: Interact Effectively in Diverse Environments**
Spring 2017	**Gen Ed., Goal #4: Communicate clearly**

Answer questions 1 – 3B 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. These are the Gen Ed Goals. We are assessing Learn Actively for Fall 2015. • Learn Actively (Fall 2015) • Think critically, creatively, and reflectively (Spring 2016) • Interact Effectively in Diverse Environments (Fall 2016) • Communicate Clearly (Spring 2017)
9. Which of your course objectives connects to the above measure for Gen. Ed.? • MTH 115 – 2 (Intro to Algebra)
3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for Gen Ed.? PROJECT/PRESENTATION METHOD.
3. What are your pre-assessment outcomes? A. Number of students for pre-assessment: __17____ B. What is your expectation/benchmark? • ≥ 70 % of the students would be able present a project related to their fields of studies.
4. What are your post-assessment outcomes? A. Number of students for post-assessment: __12_____ B. Did your students meet your expectation/benchmark?

No. 65% (11 out 17) of the students meet the expectation.
5. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning? I am going to give more application problems related to their field.
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities? I am going to give students more opportunities to practice the presentation, and give more examples of how to make a project.

Benchmark: __70___% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: 0/17=0% Final: 10/17=59%
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: 0/17=0% Final: 1/17=6%
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: 17/17=100% Final: 6/17= 35%

Final Result: __65__ % Met or exceeded expectations
__35__ % Did not meet expectation

General Education (Gen Ed.) Assessment

Assessment Planning/Reporting Sheet **Gen Ed. goal(s):**
Course #: **Semester: Fall 2015**
Campus: Crownpoint **Instructor: J. E. Vanguardia**

Semester	Gen Ed. Goal to be Measured
Fall 2015	**Gen Ed., Goal #1: Learn Actively**
Spring 2016	**Gen Ed., Goal #2 Think critically, creatively, and reflectively**
Fall 2016	**Gen Ed., Goal #3: Interact Effectively in Diverse Environments**
Spring 2017	**Gen Ed., Goal #4: Communicate clearly**

Answer questions 1 – 3B 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. These are the Gen Ed Goals. We are assessing Learn Actively for Fall 2015.
   - Learn Actively (Fall 2015)
   - Think critically, creatively, and reflectively (Spring 2016)
   - Interact Effectively in Diverse Environments (Fall 2016)
   - Communicate Clearly (Spring 2017)

10. Which of your course objectives connects to the above measure for Gen. Ed.?
    - MTH 98 – 7 (Technical Math l)

3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for Gen Ed.?
PROJECT METHOD.(Calendar of Equations)

11. What are your pre-assessment outcomes?
    Students cannot solve the value of the unknown of the equations. They need assistance in simplifying math expressions involving signed numbers.

A. Number of students for pre-assessment: __23____
B. What is your expectation/benchmark?
   - ≥ 70 % of the Technical Math 1 students would be able to present a project related to their fields of studies.

4. What are your post-assessment outcomes?
A. Number of students for post-assessment: ___18____
B. Did your students meet your expectation/benchmark?
All of the students created their own equations. These includes one-step, two-step, involving parentheses, and with variables on both sides equations. Students created their own equations. The value of the unknown is the date of the calendar. 88% of the students learn to solve linear equations. 2 out of the 18 students do need assistance in solving and creating their own equations. Letting students to create their own equations, and solve for the unknown develop their confidence in simplifying signed numbers and undoing the operations involved.

5. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning?
There should be more practice of undoing math operations involving integers and fractions. This reinforces the students in solving equations.

6. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities?
Math concept and procedures in solving equations must be discussed in the classroom. Giving more examples and practice can be beneficial to the students. Giving time to the students to practice the concept independently develop their confidence in solving math problems. In doing their output as project, students must be encouraged to show their creativity in their finished work.

Benchmark: __70___% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: 0/23 = 0% Final: 16/18 = 88%
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: 0/23 = 0% Final: 16/18 = 88%
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: 23/23 = 100% Final: 2/ 18 = 12 %

Final Result: **88 %** **Met or exceeded expectations**
12 % **Did not meet expectations**

General Education (Gen Ed.) Assessment

Assessment Planning/Reporting Sheet **Gen Ed. goal(s): #1**
Course #:MTH 098-1,-2,-3-4 & -5 **Semester: Fall 2015**
Campus: Crownpoint **Instructor: Tommy Thompson**

Semester	Gen Ed. Goal to be Measured
Fall 2015	**Gen Ed., Goal #1: Learn Actively**
Spring 2016	**Gen Ed., Goal #2 Think critically, creatively, and reflectively**
Fall 2016	**Gen Ed., Goal #3: Interact Effectively in Diverse Environments**
Spring 2017	**Gen Ed., Goal #4: Communicate clearly**

Answer questions 1 – 3B 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. These are the Gen Ed Goals. We are assessing Learn Actively for Fall 2015. • Learn Actively (Fall 2015) • Think critically, creatively, and reflectively (Spring 2016) • Interact Effectively in Diverse Environments (Fall 2016) • Communicate Clearly (Spring 2017)
2. Which of your course objectives connects to the above measure for Gen. Ed.? **Learn Actively**
3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for Gen Ed.? **Pre-and Post-Assessment results**
3. What are your pre-assessment outcomes? **Pre-Assessments Results are as following:** **MTH 098-1 MTH 098-2 MTH 098-3 MTH 098-4 MTH 098-5**

2.5%	**2.5%**	**6.4%**	**6.4%**	**10.8%**

A. Number of students for pre-assessment: ___86___
B. What is your expectation/benchmark? **70 percent of the students will score 70% or better in the Post-Assessment**

4. What are your post-assessment outcomes?

MTH 098-1	MTH 098-2	MTH 098-3	MTH 098-4	MTH 098-5
61.1%	**63.9%**	**76.9%**	**76.1%**	**68.4%**

A. Number of students for post-assessment: __71_____
B. Did your students meet your expectation/benchmark? **Learning gains:**

MTH 098-1	MTH 098-2	MTH 098-3	MTH -09-4	MTH 098-5
58.6%	**61.4%**	**70.5%**	**69.7%**	**57.6%**

5. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning? **None, all of the results are very typical for the last 6 years.**

6. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities? **Provide more bilingual instructions for older students**.

Benchmark: __70____% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation
Use > 80% of the appropriate procedure
Results

Initial: MTH 098-1	MTH 098-2	MTH 098-3	MTH 098-4	MTH 098-5
0.0%	0.0%	0.0%	0.0%	0.0%
Final: 28.6%	42.9%	46.2%	57.1%	38.5%

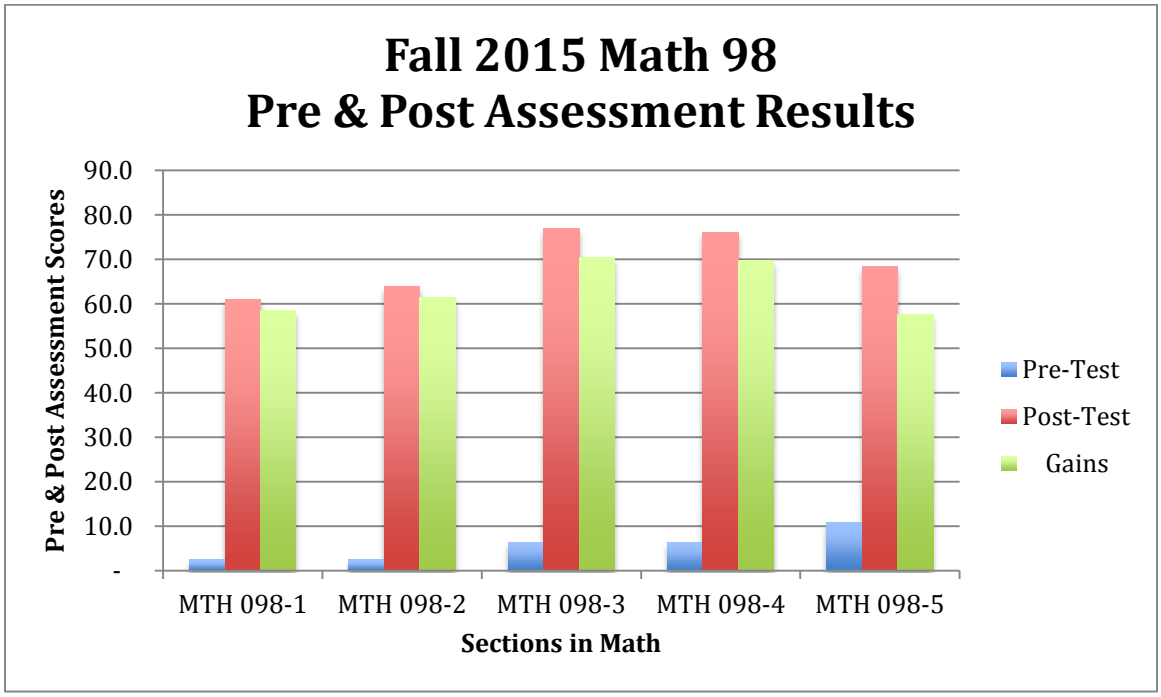
Meets Expectation
Use at least 70-80% of the appropriate procedure
Results

Initial MTH 098-1	MTH 098-2	MTH 098-3	MTH 098-4	MTH 098-5
0.0%	0.0%	0.0%	0.0%	0.0%
Final: 28.6%	14.3%	46.2%	14.3%	53.8%

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

Initial: MTH 098-1	MTH 098-2	MTH 098-3	MTH 098-4	MTH 098-5
100%	100%	100%	100%	100%
Final: 42.8%	42.8%	7.6%	28.6%	7.7%

Final Result: 69.0% % Met or exceeded expectations
31.0% % Did not meet expectations



Course Assessment

Assessment Planning/Reporting Sheet
Course #: INTERMEDIATE ALGEBRA (MTH 120-2) Semester: FALL, 2015
Campus: CROWNPOINT Instructor: DR. CARLOS PAEZ

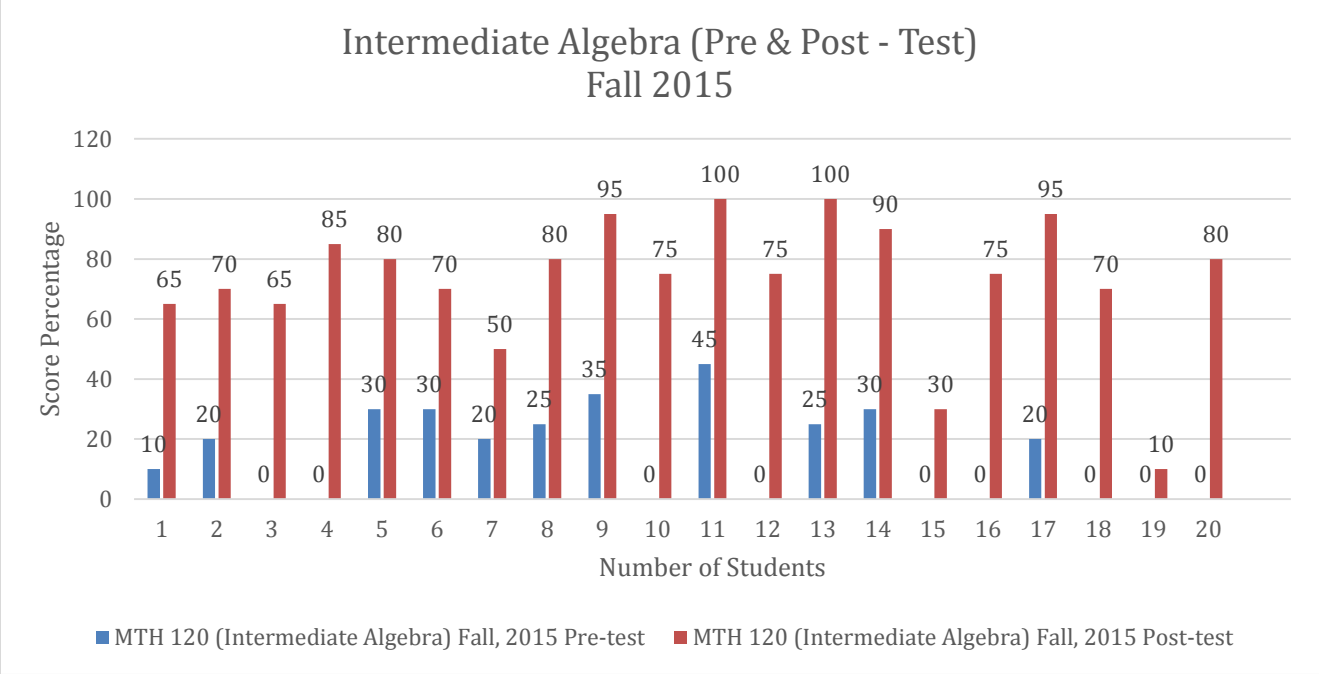
Answer questions 1- 3B for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post-tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.**
• What is/are the course goals (course objectives) you are going to measure? At the end of the semester, the students would be able to: • apply intermediate algebra computation rules • define / describe intermediate algebra concepts, and • solve problems involving intermediate algebra
2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring **<u>expected course outcomes</u>**? I use pre/post-tests.
3. What are your pre-assessment outcomes? A. Number of students for pre-assessment: ___20___ B. What is your expectation/benchmark? ≥ 70 % of the students would be able to pass 70% or higher in the given test.
4. What are your post-assessment outcomes? A. Number of students for post-assessment: ___20____ B. Did your students meet your expectation/benchmark? Yes, 15/20 or 75% got a passing grade of 70% or higher in their post-assessment
5. Based on your post assessment outcomes, what changes will you make in teaching methodology, **<u>expected course outcomes</u>**, or anything else to improve student learning? I will incorporate more group activities in order to engage more the students
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your

assessment activities? I will include more questions with application problems in order to challenge my students more for the next semester

Benchmark: _70____% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0/20 = 0% Final: 6/20 or 30% of students exceeded my expectation.
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0/20 = 0% Final: 9/20 or 45% of my students were able to meet my expectation
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 20/20 = 100% Final: 5/20 or 25% did not meet my expectation

Final Result: __75__% Met or exceeded expectations
__25__% Did not meet expectations



Course Assessment

Assessment Planning/Reporting Sheet
Course #: Intermediate Algebra (MTH 115-4) **Semester: FALL, 2015**
Campus: CROWNPOINT **Instructor: MR. J. E. Vanguardia**

Answer questions 1- 3B 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.

12. What is/are the course goals (course objectives) you are going to measure?
At the end of the semester, the students would be able to:

7. Solve word problems involving absolute value and signed numbers
8. Solve word problems involving linear equation.
9. Graph linear equations
10. Multiply polynomials
11. Factor polynomials.
12. Use quadratic equation to solve word problems.

•

2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring **<u>expected course outcomes</u>**? Pretest and pos- test, class presentations, class discussions and recitations, home works, and formal and informal assessments.

3. What are your pre-assessment outcomes?
A. Number of students for pre-assessment: ___23___
B. What is your expectation/benchmark? ≥ 70 % of the students would be able to pass 70% or higher in the given test.
At least 7 out of 10 students will achieve at least 70 % proficiency level.

4. What are your post-assessment outcomes?

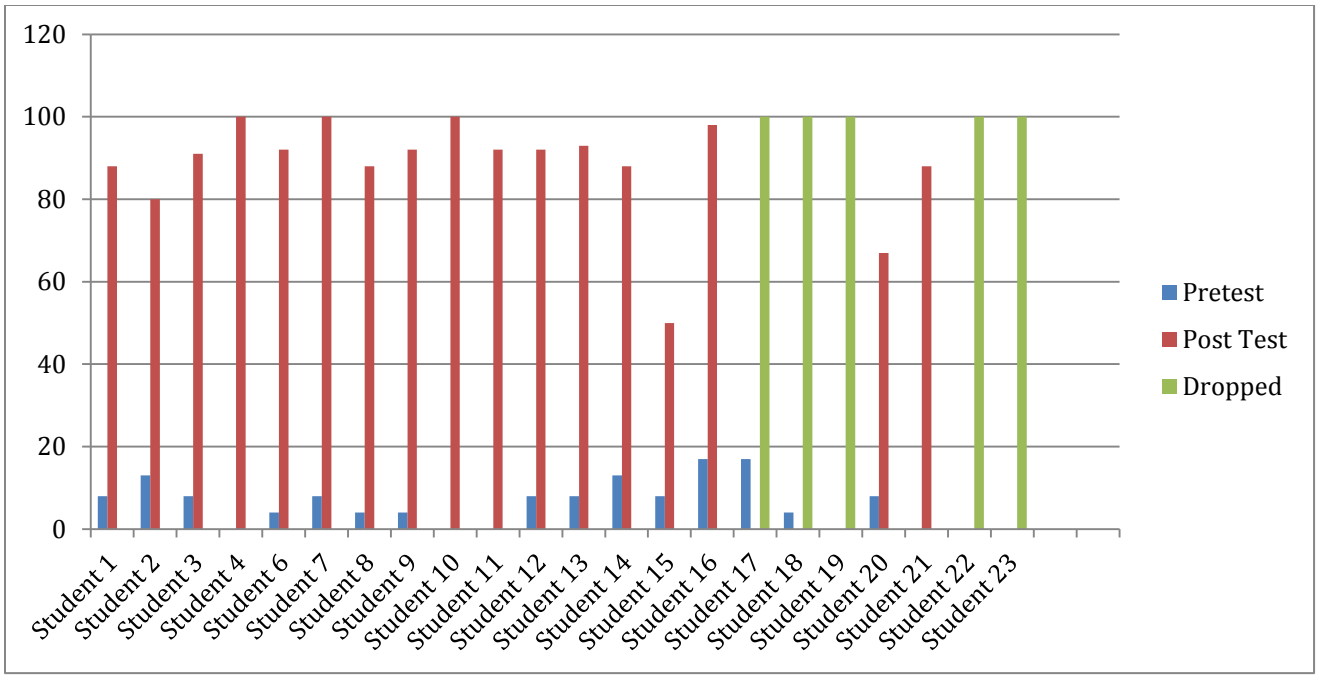
A. Number of students for post-assessment: ___18____ B. Did your students meet your expectation/benchmark? 88% of the students achieved 70% or more in proficiency level. 12% of the students did not meet the at least 70% targeted proficiency level.
5. Based on your post assessment outcomes, what changes will you make in teaching methodology, **expected course outcomes**, or anything else to improve student learning? The teaching should focus on solving word problems. However, there must be constant practice of the basic concept such as simplifying algebraic expressions involving order of operations and absolute value.
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? There must be a constant practice of the concept applied in word problem solving. Students were confused in word problems as shown in the pre-test result. Constant practice in the classroom on solving word problems helped the student to establish confidence in solving word problems as shown in the post test results. Repetition of basic concept involving absolute value in comparing distances or difference in temperatures word problems can be beneficial to the students.

Benchmark: __70____% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0/23 = 0% Final: 16/18 = 88%
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0/23 = 0% Final: 16/18 = 88%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 28/28 = 100% Final: 2/18 = 12%

Final Result: __88__% Met or exceeded expectations
__12__% Did not meet expectations

Pretest Proficiency Level in Percent (Per Student



Course Assessment

Assessment Planning/Reporting Sheet
Course #: TRIGONOMETRY (MTH 123-1) **Semester: FALL, 2015**
Campus: CROWNPOINT **Instructor: MR. R. NACORDA**

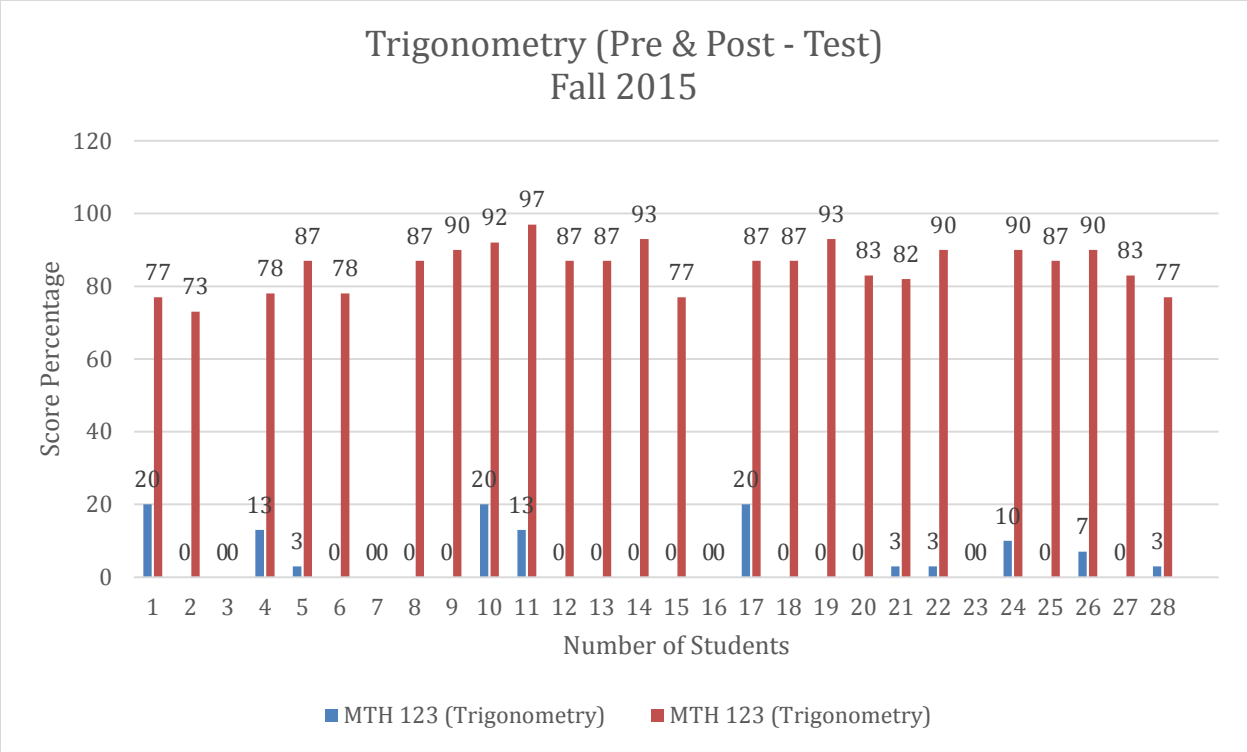
Answer questions 1- 3B for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.**
13. What is/are the course goals (course objectives) you are going to measure? At the end of the semester, the students would be able to: • solve problems involving trigonometric ratios; and • solve real-world problems using trigonometric functions.
2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring **<u>expected course outcomes</u>**? I use a three-point rubric for math problems.
3. What are your pre-assessment outcomes? A. Number of students for pre-assessment: <u>28</u> B. What is your expectation/benchmark? ≥ 70 % of the students would be able to pass 70% or higher in the given test.
4. What are your post-assessment outcomes? A. Number of students for post-assessment: <u>24</u> B. Did your students meet your expectation/benchmark? Yes, 24/28 or 86% got a passing grade of 70% or higher in their post-assessment.
5. Based on your post assessment outcomes, what changes will you make in teaching methodology, **<u>expected course outcomes</u>**, or anything else to improve student learning? I have nothing to change in my teaching methodology at this time since the outcome is really high. However, I am planning to change the calculator we are using next semester from TI-84 to TI-89 just to

coup up with the trend among other colleges and universities.
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? Since students in my class got a higher percentage of passing based on my assessment, I am going to improve the assessment materials and put more HOTS (Higher Ordered Thinking Skills) questions in my test in order to challenge my students more for the next semester.

Benchmark: _70____% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (Post-test) **Results** Initial: 0/28 = 0% Final: 18/28 or 64% of the students exceeded my expectation.
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (Post-test) **Results** Initial: 0/28 = 0% Final: 24/28 or 86% of my students were able to meet my expectation.
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (Post-test) **Results** Initial: 28/28 = 100% Final: 4/28 or 14% did not meet my expectation.

Final Result: _86__% Met or exceeded expectations
_14_% Did not meet expectations



Engineering

Industrial Engineering Program Mission Statement

The mission of the Industrial Engineering Program at Navajo Technical University is to provide the best possible education, research, services, and resources to prepare students for careers in industry, research or academia and to achieve success in life.

Six-Year Program-Level Assessment Plan for Industrial Engineering and Electrical Engineering

Program Outcomes	2015	2016	2017	2018	2019	2020
(a) An ability to apply knowledge of mathematics, science, and engineering			x			x
(a) An ability to design and conduct experiments as well as to analyze and interpret data			x			x
(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			x			x
(d) An ability to function on multidisciplinary teams	x			x		
(e) An ability to identify, formulate, and solve engineering problems	x			x		
(f) An understanding of professional and ethical responsibility	x			x		
(g) An ability to communicate effectively	x			x		
(h) The broader education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context		x			x	
(i) A recognition of the need for, and an ability to engage in life-long learning		x			x	
(j) A knowledge of contemporary issues		x			x	
(k) An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice		x			x	

Assessment Planning/Reporting Sheet		**Program:**	**IE, EE, IT, IM**
Course #: ENGR-103		**Semester:**	**Fall 2015**
Campus: Crownpoint		**Instructor:**	**Harry S. Whiting II, PE**

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

1. Program Mission Statement

The mission of the Industrial Engineering Program at Navajo Technical College is to provide the best possible education, research, services, and resources to prepare students for careers in industry, research or academia and to achieve success in life.

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

1) **An ability to apply knowledge of mathematics, science and engineering**
2) **An ability to function on multidisciplinary teams**
3) **An ability to communicate effectively (oral & written)**

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

Students will be measured on performance in quizzes and tests of crucial concepts and ability to solve problems relevant to the subject. Measurement will depend on ability to identify correct procedure for solving the problem, ability to apply the formulas necessary for the procedure and correct solution of problems.

Active Learning will be measured by student participation and enthusiasm in doing in-class and final projects.

An end of semester survey will be given as to the method used for this class and the student impressions of how well it worked.

4. What are your outcomes?

Survey results:
A copy of the survey used is attached separately to this instrument.

Question 1: Why did you take this class? All students indicated that this course was necessary for their program of study. Those programs broke down to two students in Digital Manufacturing, eight students in Electrical Engineering, five students of Industrial Engineering, one student in Industrial Maintenance & Operations and one student who indicated BS Degree only. Three students gave additional reasons for wishing to take the class.

Question 2: What did you find challenging in this class? Eleven students indicated that Math Concepts were challenging with eight indicating that the Project was challenging. Two students each pointed to Mr. Whiting's teaching and Science Concepts being a problem. Five students listed another reason not on the survey: Teamwork, Syllabus confusion, Needing more project time, Attendance problems and the PowerPoint presentation.

Question 3: What did you find easy or enjoyable in this class? Gratifyingly eleven students found my teaching enjoyable and a further ten students enjoyed the project portion of the class. Science concepts and Math Concepts got six student votes and seven student votes respectively. Three students gave reasons in the 'Other' category: PowerPoint presentation, Oral presentation for the project and a willingness on my part to provide feedback on any question.

Question 4: What would you do to improve this class? Twelve students suggested more time on hands-on projects are needed and seven that more time is needed for Math/Science/Engineering concepts. Five students made specific suggestions about Projects (More Smaller projects, smaller groups with an intro to using CREO and individual reports), that application of math was difficult, Syllabus with assignments and use of alternative solving methods.

Question 5: There were many different grading opportunities in class, which did you not hate the most? Results for this question were not tabulated because of the obvious grammar error in the question. Results will be inferred from Question 6 answers.

Question 6: There were many different grading opportunities in class, which did you like the most? Quizzes were surprisingly the most popular grading opportunity with six students showing that preference; followed by five students pointing to the project as their favorite. Four students each voted for Homework or the Midterm Test.

Question 7: Please add any comment that you think would make this a better course. Seven students felt that more time should have been spent in explicating concepts from math to ethics more deeply. Five students felt more time on the Project would have been better with another seven wanting more projects and two who wished for more time on teamwork.

Commentary: Our Project Coordinator, Mr. Harold 'Scott' Halliday and I had already identified that starting the project earlier and giving students more time and access to facilities is needed for future classes. The next time that this class is taught I would like to implement the 'flipped' classroom concept. That is to say the lecture would be available online for students to see it before class and time in the classroom would be spent on clearing up questions and working on problems to improve understanding. Additionally I would like to have several small one day projects such as we tested during the previous time this course was offered.

5. What is your expectation/benchmark? **>70% able to identify and utilize correct procedures**
   Did your students meet your expectation/benchmark?

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

I changed textbooks for this semester to one which matches my concept of how we should approach this subject (Introduction to Engineering). In addition to the usual of covering at a shallow level some of the disciplines of engineering and going over simple calculations in physics, this book also explores how to study and prepare for classes.

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

While the last Intro to Engineering class had great success with only one student who completed the course with an unsatisfactory grade (D), we did have many students who simply stopped attending during the semester. The reasons for this are a matter of speculation, but I'm trying to make the

class in general more fast moving, while at the same time concentrating on many fundamentals that first year students need to know. I'm planning a survey at the end of semester to get the impressions of the students as to how well this has worked.

This course had many fewer students who abandoned the course (two) and one student who never showed up for class at any time.

Final Result: **83 %** **Met or exceeded expectations**
17 % **Did not meet expectations**

Program Assessment

Assessment Planning/Reporting Sheet **Program: Industrial Engineering**
Course #: IE-343 **Semester: Fall 2015**
Campus: Crownpoint
Instructor: Casmir I. Agbaraji

Answer questions 1 - 5B 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 your program mission statement?**

The mission of the Industrial Engineering Program at Navajo Technical University is to provide the best possible education, research, services, and resources to prepare students for careers in industry, research or academia and to achieve success in life.

2. What are your program goals?

1. An ability to apply knowledge of mathematics, science, and engineering.
2. An ability to design and conduct experiments as well as to analyze and interpret data.
3. 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.
4. An ability to function on multidisciplinary teams.
5. An ability to identify, formulate, and solve engineering problems.
6. An understanding of professional and ethical responsibility.
7. An ability to communicate effectively.
8. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
9. A recognition of the need for and an ability to engage in life-long learning.
10. A knowledge of contemporary issues.
11. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

3**. What is/are the program goal(s) you are going to measure?**

I. An ability to identify, formulate, and solve engineering problems.
II. Strong ability to function on multidisciplinary teams.

4**. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals?**

A direct measure was be used to assess students' learning.

5. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: Four B. What is your expectation/benchmark? 70% will meet expectation.
6. What are your post-assessment outcomes? A. Number of students for post-assessment: Four B. Did your students meet your expectation/benchmark? **Yes**
7. Based on your post assessment outcomes, what changes will you make in teaching methodology, **program goals**, or anything else to improve student learning? Flipped classroom concept/pedagogy will be introduced so that will review the course materials before class and in-class time will be devoted to exercises, projects, and discussions.
8. **How will your proposed changes continue to support your stated program goals?** Flipped class room pedagogy will help students study the materials ahead of time and improve on the program goals.
9. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** Requires team update from the team every week, and will assign team by myself instead of letting students choose their own friends. The students need to get away from their comfort zones to be successful**.**

Students were asked to choose their own topics that are related to design and manufacturing for a class project. They had to apply Diné Philosophy of Education (DPE), i.e. **think critically, decide, implement, and reflect**. The topics the students chosen by the students were: design Theo Jansen inspired bike and jack. The students had to consult with me for approval of their project topics. Student will be asked to evaluate contributions of their team members to the project.

The students were assessed on their ability to identify, formulate, and solve engineering problems based on the criteria listed below.

#	Criteria	Points	Pre-test				Post-test			
			RD	EL	JL	DY	RD	EL	JL	DY
1	Content	50 points	35	35	10	10	40	40	50	50
2	Organization	15 points	10	10	7	7	12	12	10	10
3	Drawings	10 points	7	7	0	0	8	8	6	6
4	Clarity of Slides	10 points	7	7	0	0	8	8	6	6
5	Eye Contact	5 points	3	3	4	4	2	2	4	4
6	Communication	5 points	4	4	4	4	2	2	4	4
7	References	5 points	0	0	0	0	0	0	4	4
	Total		**66**	**66**	**25**	**25**	**72**	**72**	**84**	**84**

Project Team Work

Ability to work in teams by the students was evaluated.

1. Individual role in project (one page maximum).
2. Group evaluation of individuals role (one page maximum).
3. Progress reports and meetings.

Benchmark: 70% students will meet or exceed expectation.

(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% Final: 50%
Meets Expectation Students are able to successfully complete > 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% Final: 100%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 100% Final: 0%

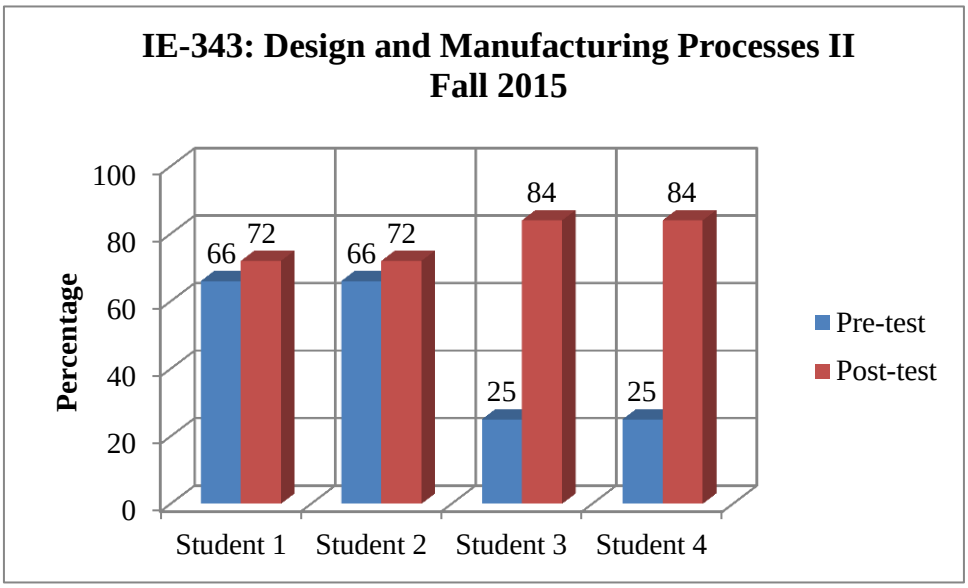
Final Result: **100% Met expectations**

50% Exceeded expectations

0 % Did not meet expectations

Pre-test Percentage	Students	Pots-test Percentage
66	Student 1	72
66	Student 2	72
25	Student 3	84
25	Student 4	84

Students' performance is presented in the figure below.



Information Technology

General Education (Gen Ed.) Assessment

Assessment Planning/Reporting Sheet **Gen Ed. goal(s): Learn Actively**
Course #: IT 105 **Semester: Fall 2015**
Campus: Crownpoint **Instructor: F. Stomp**

Semester	Gen Ed. Goal to be Measured
Fall 2015	**Gen Ed., Goal #1: Learn Actively**
Spring 2016	**Gen Ed., Goal #2 Think critically, creatively, and reflectively**
Fall 2016	**Gen Ed., Goal #3: Interact Effectively in Diverse Environments**
Spring 2017	**Gen Ed., Goal #4: Communicate clearly**

Answer questions 1 – 3B 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. These are the Gen Ed Goals. We are assessing Learn Actively for Fall 2015. • Learn Actively (Fall 2015) • Think critically, creatively, and reflectively (Spring 2016) • Interact Effectively in Diverse Environments (Fall 2016)

• Communicate Clearly (Spring 2017)
2. Which of your course objectives connects to the above measure for Gen. Ed.? Students will have an understanding of writing simple programs
3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for Gen Ed.? Pre-post
3. What are your pre-assessment outcomes? The goal of the pre-test was to see if students could combine simple concepts to write a program. Of all the 18 students, 10 found a much more general version in the textbook which they copied without understanding. Of the 8 other students, who tried to solve the problem on their own, no one came even close to a solution. A. Number of students for pre-assessment: ___18___ B. What is your expectation/benchmark? 80% of the students would be able to write a simple program.
4. What are your post-assessment outcomes? A. Number of students for post-assessment: ___17____ B. Did your students meet your expectation/benchmark? No
5. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning? Students need to become familiar with problem solving. It is a pity to see that 10 students copied, 2 students had identical work, and that 1 student was able to do the work on his own. Some other course, prior to programming, focusing on problem solving should be introduced
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities? There should be a general course for science, engineering, and IT students which focuses on independent learning.

Benchmark: _____% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: 0% Final:5%
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: 0 Final: 5%
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: 100% Final: 90%

Final Result: __10__% Met or exceeded expectations

__90__ % Did not meet expectations

Course Assessment

Assessment Planning/Reporting Sheet
Course #:IT-340-1 **Semester: Fall 2016**
Campus: Crownpoint **Instructor: V.J. Vohnout**

Answer questions 1- 3B 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 course goals (course objectives) you are going to measure? 1. Introduce students how to use CAD models for structural analysis 2. Introduce students how to use CAD models for thermal analysis 3. Introduce students to creating reports of analysis
2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring **<u>expected course outcomes</u>**? NA
3. What are your pre-assessment outcomes? A. Number of students for pre-assessment: __6 ___ B. What is your expectation/benchmark? 70%
4. What are your post-assessment outcomes? 100% A. Number of students for post-assessment: ___6____ B. Did your students meet your expectation/benchmark? yes
5. Based on your post assessment outcomes, what changes will you make in teaching methodology, **<u>expected course outcomes</u>**, or anything else to improve student learning? Pre-post tests
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? **More quizzes and exams**

Benchmark: __70____% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **<u>Results</u>** Initial: NA Final: 33%
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **<u>Results</u>** Initial: NA Final: 100%

Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: NA Final: 0%

Final Result: 100 % Met or exceeded expectations
__0___% Did not meet expectations

Course Assessment

Assessment Planning/Reporting Sheet
Course #:IT-295-1 **Semester: Fall 2016**
Campus: Crownpoint **Instructor: V.J. Vohnout**

Answer questions 1- 3B 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 course goals (course objectives) you are going to measure? 1. Enhance students' 3D modeling skills 2. Introduce students to Rapid Prototyping Technology 3. Introduce students to laser scanning technology 4. Introduce students to the process of utilizing 3D computer models for Prototyping 5. Introduce students to the process of utilization of scanned data
2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring **expected course outcomes**? NA
3. What are your pre-assessment outcomes? A. Number of students for pre-assessment: __6 ___ B. What is your expectation/benchmark? 70%
4. What are your post-assessment outcomes? 100% A. Number of students for post-assessment: ___5____ B. Did your students meet your expectation/benchmark? yes
5. Based on your post assessment outcomes, what changes will you make in teaching methodology, **expected course outcomes**, or anything else to improve student learning? Pre-post test
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? **More quizzes and exams**

Benchmark: __70____% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation

Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: NA Final: 80%
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: NA Final: 100%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: NA Final: 0%

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

New Media

Program Goals for New Media	2015	2016	2017	2018
1. Work competently in a variety of digital media environments.	X			
2. Conceptualize, implement and evaluate substantial, meaningful and purposeful projects using digital media techniques.	X			
3. Evaluate ethical and legal considerations in working with digital media.		X		
4. Use written, oral and visual communication skills to communicate information and ideas about new media.		X		
5. Critique studio practice in relation to contemporary innovations in technology and art.			X	
6. Examine and participate in virtual environments.			X	
7. Describe the techno-cultural discourse surrounding new-media technologies and practice.				X
8. Work in collaborative environments.				X
9. Develop self-directed projects that synthesize creative, technical, and critical approaches.				X

Program Assessment

Assessment Planning/Reporting Sheet **Program:**
Course #: **Semester:**
Campus:
Instructor:

Answer questions 1 – 5B 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 your program mission statement?
The mission of the New Media B.A.S. IT Program is to prepare students for the highly innovative, creative and technical world of digital media. Students will become effective in digital sound design, digital video production and post-production, 2D and 3D animation, visual graphic arts, and web design. Students will also be introduced to the history, principles and theories of film, visual arts, media criticism, ethics, and sensory perception. Students will receive a hands-on approach to learning and will be challenged to apply their artistic creativity in the production of digital media.

2. What are your program goals?
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.

3. What is/are the program goal(s) you are going to measure?
- Work competently in a variety of digital media environments.
- Work in collaborative environments.
- Develop self-directed projects that synthesize creative, technical, and critical approaches.

4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals?
Direct Method(s)
A. Midpoint Review. The New Media Program will randomly sample from New Media students who are at the midpoint (approximately, 3rd school year, 4-6 semester) of the program. These students will present a 1) Portfolio of their work to the New Media program and IT Department representatives. Selected students will also complete the attached 2) New Media Program Survey. Students will also respond to an 3) Oral Examination. The emphasis of this review will be the aforementioned program goals (see Box 3). See the attached oral examination and rubric for evaluating the portfolio and oral examination.
B. Employer Survey. Where applicable, the New Media Program will administer a survey to employers to measure an intern's/graduate's performance with respect to the program goal measures (see Box 3). See the attached Employer Intern Evaluation Form. The attached rubric will be used for evaluating employer responses.

Indirect Method(s)

A. In collaboration with NTU's Institutional Research office, the New Media Program will analyze data on a) program course grades and b) Instructor/Course Evaluations to evaluate instruction, course effectiveness/relevance, and program curriculum with respect to the program goal measures (see Box 3).
B. Internship Survey. Where applicable, the New Media Program will administer the attached New Media Program Survey to student interns/recent employed graduates to measure the program's performance in preparing the student with respect to the program goal measures (see Box 3). See the attached Survey for New Media form. The attached rubric will be used to evaluate student responses.

5. What are your pre-assessment outcomes? N/A
A. Number of students for pre-assessment: _____
B. What is your expectation/benchmark?

6. What are your program assessment outcomes?

Program Goal Measure #1: Work competently in a variety of digital media environments

Based on the New Media Program Survey (see attachment),

1. The New Media course of study is relevant to skills needed in the workplace. Students described the Digital Video I and II courses as "intriguing" and important "basics" to know. "All…media classes were beneficial," according to one student.
2. The New Media course of study provides relevant introductory coursework across a variety of creative disciplines, including sound design, digital video production, animation, graphic design. Students expressed varying interests from screenwriting, directing, to musicianship and film producing. (Note: a screenwriting course is offered by the Humanities Department and is part of the Creative Writing BFA course of study, a four-year degree co-authored and co-sponsored by the New Media program).
3. Students like classes that helped them learn about themselves. New Media courses like Digital Ethics and Media Criticism – critical thinking and analysis courses – help students think about media and learn about themselves.
4. Based on the survey, average student responses "Agreed" that the NTU New Media program prepared them well for a career in New Media. One student felt that the course curriculum prepared them well for their internship and for skills needed in the workplace.
5. Based on the survey, students rated the NTU program at 7.875 (10 being the highest) in terms of their satisfaction with instructors, coursework, student/teacher interaction, scheduling and other related services and resources.

Program Goal Measure #2: Work in collaborative environments

Based on the New Media Program Survey (see attachment),

1. Students found it difficult "getting people [i.e., students, faculty, etc.] together" for producing media projects. Students recommended the following to improve in this area:
    a. Greater student/faculty involvement in projects for hands-on experience.
    b. Increased interactivity between New Media students for project-based assignments.
    c. More on campus school-sponsored projects that involve New Media students collaborating with programs, the NTU Marketing Department, school clubs, etc.

Program Goal Measure #3: Develop self-directed projects that synthesize creative, technical, and critical approaches.

1. Based on a review of the New Media Degree Checklist, the following capstone/senior project courses are required for graduation: 1) Interactive Project, 2) Sound Design Project and 3) Senior Project A and B. These courses fulfill the aims of Program Goal Measure #3 by providing students with the opportunity to synthesize creative, technical and critical approaches by involving faculty, staff, and students in a multidisciplinary approach to a video, sound, and IT interactive project. The Senior Project A and B is a two semester capstone course that requires the student to "pitch" a self-directed project to the IT/New Media Department and Program. Student projects must involved faculty, staff and students from other departments.

7. Based on your post assessment outcomes, what changes will you make in teaching methodology, **program goals**, or anything else to improve student learning?

Changes in Teaching Methodology

- Beginning Spring 2016, the instructor will include more projects-based assignments in Digital Video II and Drawing and Visual Culture, allowing for more interaction between students within and without the class.
- Require students to "pitch" project ideas to class. Class will select best project idea for semester. Instructor will focus instruction on knowledge and skills needed to complete project.
- Instructor will encourage past students to volunteer, participate, present, provide tutorials, network, and lead select portions of class and/or project.
- Instructor will invite guest lecturers – professionals, other instructors – to present to students on relevant knowledge or skills.
- On a case by case basis, the Instructor will allow students credit to complete school-sponsored New Media projects as part of the projects requirement.

Changes in Program Goals

- Program Goals #1 and #8 can be combined to succinctly state: *Work competently and collaboratively in a variety of digital media environments.*

Other Changes/Recommendations for Program Improvement

- Formalize requirements for New Media capstone courses by collaborating with all concerned Department heads, emphasizing student projects that include collaboration amongst peers, instructors, community, etc. Syllabi for these course will state the project requirement.
- Provide and explore other liberal arts elective coursework (e.g., Film History, Directing, Introduction to Art History, Film Genres, Philosophy, Sociology, etc.) that helps students appreciate, understand and develop critical approaches. Develop syllabi for these courses, seek Department approval, include in updated graduation checklist. Allow New Media students, as part of an elective requirement, to take Creative Writing/New Media courses.

8. How will your proposed changes continue to support your stated program goals?

- The proposed Changes in Teaching Methodology seek to strengthen students' competence to work collaboratively and self-direct projects, applying creativity, technical skill and aesthetic judgment, by increasing opportunities for self-directed project development, collaboration, and application of skills across a variety of media environments.
- The proposed Changes in Program goals better states the program's goal of competence and collaboration in various digital media environments.
- The proposed Changes/Recommendations for Program Improvement seek to ensure student capstone projects involve a multi-disciplinary approach in answer to program goals: working competently in a variety of digital media environments, working collaboratively, and self-directing projects, synthesizing creative, technical and critical approaches.
- By adding other liberal arts coursework, the program will provide additional opportunities to appreciate, understand and develop critical approaches.

9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?

Other Changes/Recommendations for Program Improvement

- Increase collaboration with NTU's Institutional Research office to generate data collection and analysis of New Media program and students, especially statistical analysis of year-end course evaluations and survey development and administration.
- Work with alumni office to stay in contact with New Media interns and graduates.
- Work with employers of New Media interns on completing intern evaluation forms.

Benchmark: _____% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:
Meets Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:
Does not meet Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:

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

Course Assessment

Assessment Planning/Reporting Sheet
Course #: Drawing and Visual Culture IT 115-1 Semester: Spring 2016
Campus: Crownpoint, NM Instructor: Hondo Louis

Answer questions 1- 3B 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 course goals (course objectives) you are going to measure? • Develop familiarity with the canon of visual work. • Develop a level of proficiency writing subjective and objective critique.
2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring

expected course outcomes?

A. Pre/Post Test on proficiency with Adobe Illustrator

A Pre/Post Self-Evaluating Survey on proficiency with Adobe Illustrator and Adobe Photoshop.

3. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: __5____

B. What is your expectation/benchmark? a) 80% of the class will score "Competent/Proficient" or "Exemplary" proficiency with Adobe Illustrator (see attached rubric), and b) 80% of the class will average 8.0 or better on the self-evaluation survey of proficiency for Adobe Illustrator and Adobe Photoshop.

4. What are your post-assessment outcomes?

A. Number of students for post-assessment: ___5____

B. Did your students meet your expectation/benchmark? Yes. A) 100% of the class scored "Competent/Proficient" or "Exemplary" with Adobe Illustrator. No. B) Only 60% of the class averaged 8.0 or better on the self-evaluation survey of proficiency with AI and AP.

5. Based on your post assessment outcomes, what changes will you make in teaching methodology,

expected course outcomes, or anything else to improve student learning?

- Instructor needs to shift emphasis to Adobe Photoshop assignments and projects after midterm.

6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?

- A pre/post quiz can be developed to assess proficiency with software.

Pre/Post Test

Benchmark: __80____% students will meet or exceed expectation.

(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation

Students score 18-20 points, or "Exemplary" based on the attached Rubric of Software Proficiency.

Results

Initial: 0% of the class scored "Exemplary" based on the attached Rubric of Software Proficiency.

Final: 40% of the class scored "Exemplary" based on the attached Rubric of Software Proficiency.

Meets Expectation Students score 16-17 points, or "Competent/Proficient" based on the attached Rubric of Software Proficiency. **Results** Initial: 40% of the class scored "Competent/Proficient" based on the attached Rubric of Software Proficiency. Final: 60% of the class scored "Competent/Proficient" based on the attached Rubric of Software Proficiency.
Does not meet Expectation Students score <16, or "Developing/Partially Proficient" or "Unacceptable/Incomplete" based on the attached Rubric of Software Proficiency. Initial: 60% of the class scored "Developing/Partially Proficient" or "Unacceptable/Incomplete" based on the attached Rubric of Software Proficiency. Final: 0% of the class scored "Developing/Partially Proficient" or "Unacceptable/Incomplete"

Final Result: 100 % Met or exceeded expectations

0 % Did not meet expectations

Pre/Post Survey

Benchmark: 80 % students will meet or exceed expectation.

(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students scored 9.0 or higher on the self-evaluation survey based on the scale of 1 to 10 (10 being highest). **Results** Initial: 0% of the class scored 9.0 or higher on the self-evaluation survey based on the scale of 1 to 10 (10 being highest). Final: 20% of the class averaged 9.0 or higher on the self-evaluation survey.
Meets Expectation Students scored 8.0 to 8.9 on the self-evaluation survey based on the scale of 1 to 10 (10 being highest).

Results

Initial: 0% of the class scored 8.0 to 8.9 on the self-evaluation survey based on the scale of 1 to 10 (10 being highest).

Final: 40% of the class averaged between 8.0 and 8.0 on the self-evaluation survey.

Does not meet Expectation

Students scored < 8.0 on the self-evaluation survey based on the scale of 1 to 10 (10 being highest).

Results

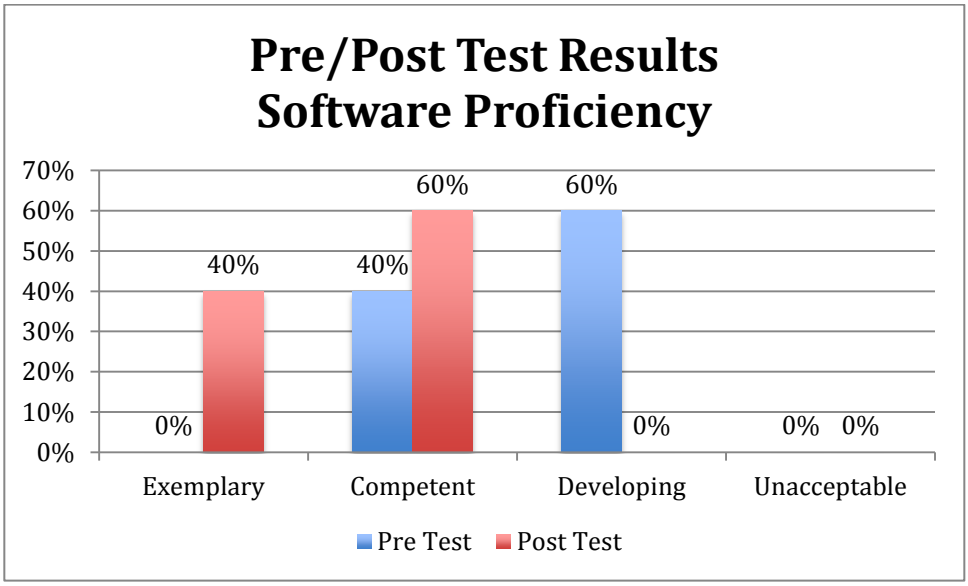
Initial: 100% of the class averaged 2.9 on the survey. 100% of the class scored < 8.0 on the self-evaluation survey based on the scale of 1 to 10 (10 being highest).

Final: 40% of the class averaged 7.5 and 6.5 on the self-evaluation survey.

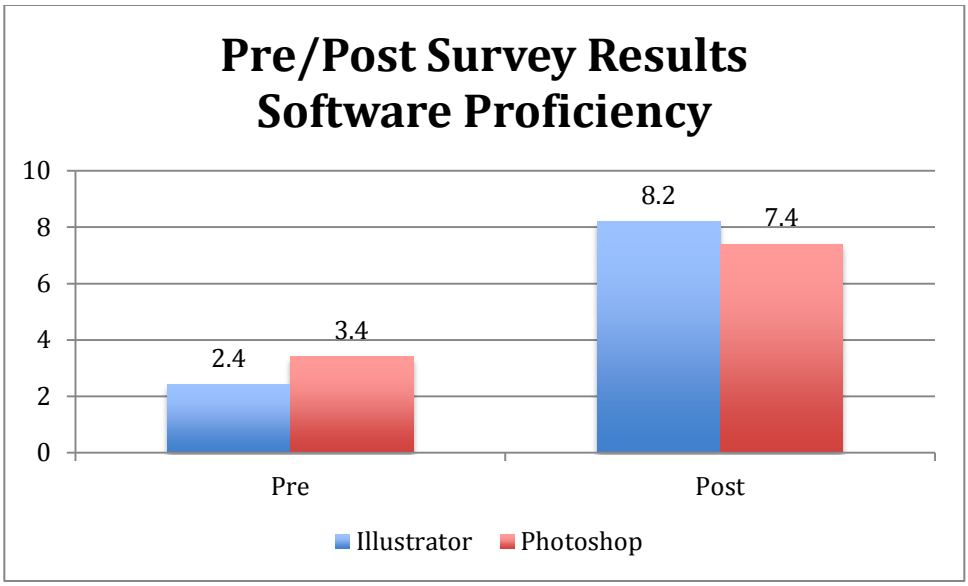
Final Result: **60 %** **Met or exceeded expectations**

40 % **Did not meet expectations**

Pre/Post Test Results



Pre/Post Survey Results



Assessment Planning/Reporting Sheet
Course #:
Campus:

Gen Ed. goal(s):
Semester: Spring 2016
Instructor: Hondo Louis

Semester	**Gen Ed. Goal to be Measured**
Fall 2015	**Gen Ed., Goal #1: Learn Actively**
Spring 2016	**Gen Ed., Goal #2 Think critically, creatively, and reflectively**
Fall 2016	**Gen Ed., Goal #3: Interact Effectively in Diverse Environments**
Spring 2017	**Gen Ed., Goal #4: Communicate clearly**

Answer questions 1 – 3B 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. These are the Gen Ed Goals.

- Learn Actively (Fall 2015)
- Think critically, creatively, and reflectively (Spring 2016)
- Interact Effectively in Diverse Environments (Fall 2016)
- Communicate Clearly (Spring 2017)

2. Which of your course objectives connects to the above measure for Gen. Ed.?

- Develop a level of proficiency writing subjective and objective critique.

3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for Gen Ed.?

Rubric on student's demonstrated ability to think critically, creatively, and reflectively.

4. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: __5____

B. What is your expectation/benchmark? 80% of the class will score 35 or more points, or "Proficient" or "Advanced" based on the rubric of a student's ability to think critically, creatively, and reflectively.

5. What are your post-assessment outcomes?

A. Number of students for post-assessment: ___5____

B. Did your students meet your expectation/benchmark? No. 40% of the class scored "Proficient" or "Advanced" based on the rubric of a student's ability to think critically, creatively, and reflectively.

6. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning?

Students can be assigned to present in groups using Meggs' History of Graphic Design.

7. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities?

Instructor can assess critical thinking through an oral examination.

Benchmark: __80____% students will meet or exceed expectation.

(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation

Students score 45+ points or "Advanced" based on the rubric of a student's ability to think critically, creatively, and reflectively.

Results

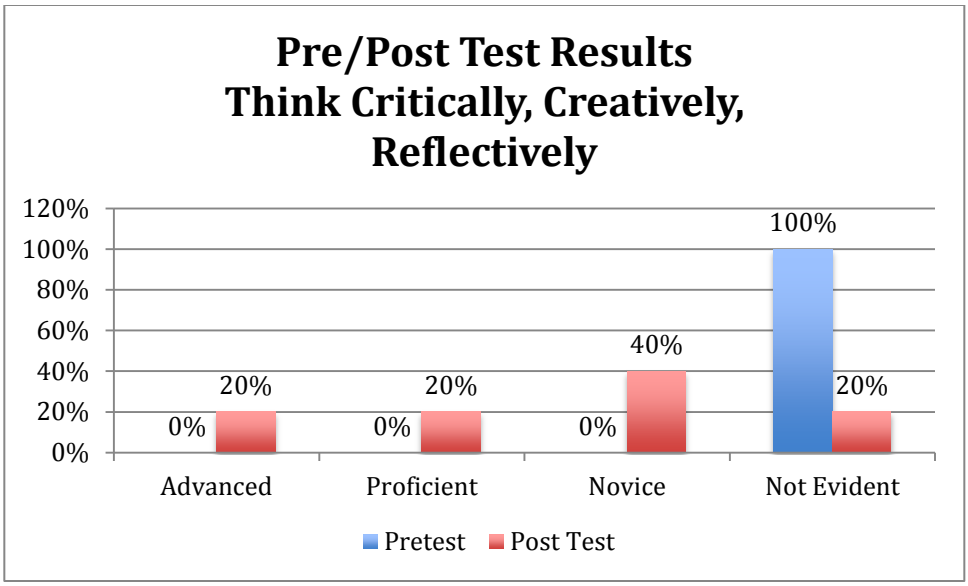
Initial: 0 % of the class scored 45+ points, or "Advanced" based on the rubric of a student's ability to think critically, creatively, and reflectively.

Final: 20% of the class scored “Advanced.”
Meets Expectation Students score 35-44 points or “Proficient” based on the rubric of a student’s ability to think critically, creatively, and reflectively. **Results** Initial: 0 % of the class scored 35-44 points, or “Proficient” based on the rubric of a student’s ability to think critically, creatively, and reflectively. Final: 20% of the class scored “Proficient.”
Does not meet Expectation Students score <35 points or “Novice” or “Not evident” based on the rubric of a student’s ability to think critically, creatively, and reflectively. **Results** Initial: 100 % of the class score < 35 points or “Novice” or “Not evident” based on the rubric of a student’s ability to think critically, creatively, and reflectively. Final: 60% of the class scored “Novice” or “Not evident.”

Final Result: 40 % Met or exceeded expectations

60 % Did not meet expectations

Pre/Post Test Results



Rubric on student's ability to think critically, creatively, and reflectively				
Criteria	**Advanced**	**Proficient**	**Novice**	**Not Evident**
Demonstrate an ability to form aesthetic judgments about creative works of art Score:____/10	Demonstrates an ability to form and clearly articulate judgments about creative works of art. Judgments are insightful, innovative and historical. (9-10 points)	Demonstrates a moderate ability to form and articulate judgments about creative works of art. Judgments are adequate, routine, disconnected. (7-8.9 Points)	Demonstrates a limited ability to form and articulate judgments about creative works of art. Judgments are superficial and simplistic. (5-6.9 Points)	Demonstrates an inability to independently form or articulate judgments without assistance and support. (0-4.9 points)
Demonstrate an understanding of the role of art in the human experience. Score:____/10	Demonstrates an ability to fully understand and clearly articulate the relationship between art, the culture that created it, and its relevance to the larger human experience. (9-10 points)	Demonstrates a moderate understanding of and ability to articulate the relationship between art, culture and the large human experience. (7-8.9 Points)	Demonstrates a limited understanding of and ability to articulate the relationship between art, culture and the large human experience. (5-6.9 Points)	Does not demonstrate an understanding of the role of art in the human experience. (0-4.9 points)
Demonstrate an ability to	Demonstrates a high level of	Demonstrates a moderate level of	Demonstrates a limited	Does not demonstrate an

understand and use relevant terminology appropriate to the discipline. Score:____/10	understanding through correct usage of a full range of terminology appropriate to the discipline. (9-10 points)	understanding through the generally correct usage of terminology appropriate to the discipline. May use a limited number of terms. (7-8.9 Points)	understanding of the terminology appropriate to the discipline. Use of terms may be simplistic or incorrect. (5-6.9 Points)	understanding of or ability to use terminology appropriate to the discipline. (0-4.9 points)
Demonstrate an ability to express an appreciation of a work of art through consideration of the Creative Process Score:____/10	Demonstrates an ability to clearly articulate a full appreciation of a work of art through consideration of the creative process. Judgment includes a sophisticated and novel engagement and understanding of the creative process. (9-10 points)	Demonstrates an ability to articulate and moderately appreciate and understand a work of art through consideration of the creative process. Judgment includes a rudimentary engagement and understanding of the creative process. (7-8.9 Points)	Demonstrates a limited ability to articulate an appreciation and understanding of a work of art through consideration of the creative process. Judgment includes a simplistic and superficial engagement with the creative process. (5-6.9 Points)	Does not demonstrate an appreciation or understanding of the arts and/or an engagement with the creative process. (0-4.9 points)
Demonstrate an ability to evaluate artistic Originality and Inventiveness Score:____/10	Demonstrates an ability to evaluate and clearly articulate artistic originality and inventiveness. Judgments point to unique problem solving techniques, generation of new ideas and combinations (hybridity), source of ideas (provenance and derivative works). (9-10 points)	Demonstrates a moderate ability to evaluate and clearly articulate artistic originality and inventiveness. Judgments point out problem solving techniques, some new connections, and some sources of ideas. (7-8.9 Points)	Demonstrates a limited ability to evaluate and clearly articulate artistic originality and inventiveness. Judgments point to simplistic and superficial connections, source of ideas, problem-solving techniques. (5-6.9 Points)	Does not demonstrate an ability to articulate artistic originality and inventiveness. (0-4.9 points)

Computer Aided Drafting

Course Assessment

Assessment Planning/Reporting Sheet
Course #: DFT 112-1 Architectural Drafting **Semester: Fall 2015**
Campus: NTU main campus **Instructor: Elisha Wortham**

Answer questions 1- 3B for your Assessment Plan/proposal.
Answer all questions for your Assessment Report.
Please attach your syllabus, pre/post-test(s), rubrics and graphs in a separate file identified with your name and the semester/year.

1. What is/are the course goals (course objectives) you are going to measure?

Each class session covers assigned readings, lectures and hands-on approach in educating software and equipment training. Creating models from assigned architectural project utilizing Revit and AutoCAD software. Students are encourage to explore additional software to strengthen their presentations.

Measuring student understanding of listing and application of all disciplines by presenting final presentation/portfolio.

2. What is/are the method(s) (i.e., pre/post-test(s), rubrics, and surveys) you will use for measuring **expected course outcomes**?

Administered volunteer questioner as a method of measuring student course interests and understanding of architectural terminologies and standards.
Example of provided questions:
Assessment Pretest

1. Define architectural drafting.
2. What scale(s) are utilized in architectural drafting?
3. Define Universal Design.
4. Define Accessible Design.
5. Define Sustainable Design.
6. Define Residential Design.
7. Define Commercial Design.
8. What type of employment are you able to obtain with architectural drafting knowledge/skills?

3. What are your pre-assessment outcomes? All students achieved 18%-56%.
A. Number of students for pre-assessment: Four students completed the pre-assessment questioner.
B. What is your expectation/benchmark? The expected benchmark for a successful assessment completion is at 80%.

4. What are your post-assessment outcomes? All students achieved 62%-100%
A. Number of students for post-assessment: Two students completed the pre-assessment questioner.
B. Did your students meet your expectation/benchmark? One student was able to meet the 80% successful completion.

5. Based on your post assessment outcomes, what changes will you make in teaching methodology, **expected course outcomes**, or anything else to improve student learning?

Areas to explore improving student educational progress are requiring weekly lab hours. Reassuring students to schedule and complete weekly drafting hours, reading and strengthening other academic endeavors. Providing group projects enabling students to support each other in progressing towards a

successful course completion.
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? Utilizing the assessment as a standard for students to accomplish. Developing a core and applying it throughout the semester. Each semester is always flexible in terms of student's capabilities. The assessment questions would maintain, however the study practices may be strengthen, if needed.

Benchmark: _50_ % students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final: One student successfully completed 100% of the assessment test.
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Four students successfully completed 8%-56% of the assessment test. Final: One student successfully completed 62% of the assessment test.

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

SCHOOL OF ARTS & HUMANITIES

Creative Writing

Program Assessment

Assessment Planning/Reporting Sheet **Program:** Creative Writing and New Media
Course #: ENG 155 **Semester:** Fall 2015
Campus: Crownpoint
Instructor: Irvin Morris

Answer questions 1 - 5B 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 your program mission statement? It is the mission of the Creative Writing and New Media BFA Program to develop skilled writers who are also technologically savvy in order to foster the continuance of the narrative legacy of the Navajo people, to expand its reach into the digital realm, and to advance full participation in the global digital revolution.
2. What are your program goals? 1) To develop skilled writers who are technologically savvy; 2) To foster the continuance of the narrative legacy of the Navajo People; 3) to expand the reach of the narrative legacy of the Navajo People into the digital realm; and 4) to advance the full participation of the Navajo People in the global digital revolution.
3. What is/are the program goal(s) you are going to measure? Program Goal #2: "To foster the continuance of the narrative legacy of the Navajo People." This will be accomplished by having students write creatively about the world they live in, be it through poetry, non-fiction, fiction, or playwriting.
4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals? Students will produce a portfolio of creative work including non-fiction, fiction, poetry, and playwriting. For the Fall 2015 semester, I will assess student work in fiction using a rubric. Students also participate in workshops where they present their work and receive written and verbal feedback from their peers as well as the instructor. The student is then expected to incorporate that feedback into their revision(s), which are required. (Note: The General Education Program Assessment Goal #1, "Learning Actively," is also addressed in this assessment cycle through the use of workshops as described above.)
5. What are your pre-assessment outcomes? Students submit writing samples that are evaluated using a rubric. Of the 12 samples submitted, 6 (or 50%) of the samples scored 30 points or more. **A. Number of students for pre-assessment:** 12 **B. What is your expectation/benchmark?** 70% of students will score 30 or higher on their portfolios using the same rubric at the end of the semester.
6. What are your post-assessment outcomes? 11 samples were submitted and evaluated and of those, 10 (or about 90%) scored 30 points or more. **A. Number of students for post-assessment:** 12 **B. Did your students meet your expectation/benchmark?** Yes. In fact, they exceeded the 70% benchmark.
7. **Based on your post assessment outcomes, what changes will you make in teaching methodology, program goals, or anything else to improve student learning?** I will include more reading(s)/samples earlier in the course, facilitate more discussions, present more lectures, and incorporate more workshops as well. The challenge always is to find newer and better writing samples. The intent is to introduce as many models of good writing as possible and to give students the opportunity to discuss what they see in these pieces, with the aim of having them consider new techniques and possibilities in their own work.
8. How will your proposed changes continue to support your stated program goals?

The changes will help produce better-read, skilled writers that are able to produce successful pieces of writing in the genre of their choice.
9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? For the time being, I will continue to use workshops and end-of-the-semester portfolios to assess students learning, as they seem to work well. However, I am open to learning about and trying new methods of assessment. I am planning to attend the AWP (Association of Writing Programs) Conference in March, where I will be on the lookout for new ideas.

Benchmark: 70 % students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to score 30 points or more on a short story using a rubric. **Results** Initial: Final:
Meets Expectation Students are able to score from 20 to 30 points on a short story using a rubric. **Results** Initial: Final:
Does not meet Expectation Students score 20 points or less on a short story using a rubric. **Results** Initial: 50% scored Final: 90+% scored 30 points or higher.

Final Result: 11 students met or exceeded expectations (____%)
1 student did not meet expectations (____%)

General Education

General Education (Gen Ed.) Assessment

Assessment Planning/Reporting Sheet **Gen Ed. goal(s): Learn Actively**
Course #: Eng. 098 **Semester: Fall, 2015**
Campus: Crownpoint **Instructor: Jane D. Wallen**

Semester	Gen Ed. Goal to be Measured
Fall 2015	**Gen Ed., Goal #1: Learn Actively**
Spring 2016	**Gen Ed., Goal #2 Think critically, creatively, and reflectively**
Fall 2016	**Gen Ed., Goal #3: Interact Effectively in Diverse Environments**

Spring 2017	**Gen Ed., Goal #4: Communicate clearly**

Answer questions 1 – 3B 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. These are the Gen Ed Goals. We are assessing Learn Actively for Fall 2015.
   - Learn Actively (Fall 2015)
   - Think critically, creatively, and reflectively (Spring 2016)
   - Interact Effectively in Diverse Environments (Fall 2016)
   - Communicate Clearly (Spring 2017)

2. Which of your course objectives connects to the above measure for Gen. Ed.?
The course objective that I assessed was the writing skill of stating the topic in a complete sentence written as the introductory sentence.

3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for Gen Ed.?
I used short written answers to a question on a survey administered during October midterms and on the final exam which students took in December of 2015.

3. What are your pre-assessment outcomes?
A. Number of students for pre-assessment: 70 students responded to the survey administered in October.
What is your expectation/benchmark? 70% of students satisfied the rubrics for a topic sentence on the pre-assessment. My benchmark for the post-assessment is that 75 % of students tested will use a complete sentence in stating the topic in their introductory sentence.

4. What are your post-assessment outcomes?
A. Number of students for post-assessment: 77 students were rated on the post-assessment.
Did your students meet your expectation/benchmark? 78 % of students tested satisfied the rubrics for writing a complete topic sentence.

5. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning? I demonstrated topic sentence construction on the board but provided only limited practice of the skill. Next semester I will give students more practice through the use of worksheets, and will use the rubric for topic sentences when grading all short, written answers.

6. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities? I waited until the midterm to assess a skill that I had been teaching since the beginning of the semester. I will begin Gen. Ed. assessment activities earlier in the spring of 2016 in order to more accurately gage improvement.

Benchmark: 75% of students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

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: 70% of students met expectations Final: 78% of students met expectations
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: Final:

Final Result: 78% Met or exceeded expectations
22% Did not meet expectations

General Education (Gen Ed.) Assessment

Assessment Planning/Reporting Sheet **Gen Ed. goal(s): Learn Actively**
Course #: Interpersonal Comm. COM 150-01 and 02 **Semester: Fall 2015**
Campus: Crownpoint **Instructor: Julie Bales**

Semester	Gen Ed. Goal to be Measured
Fall 2015	**Gen Ed., Goal #1: Learn Actively**
Spring 2016	**Gen Ed., Goal #2 Think critically, creatively, and reflectively**
Fall 2016	**Gen Ed., Goal #3: Interact Effectively in Diverse Environments**
Spring 2017	**Gen Ed., Goal #4: Communicate clearly**

Answer questions 1 – 3B 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. These are the Gen Ed Goals. • Learn Actively (Fall 2015) • Think critically, creatively, and reflectively (Spring 2016) • Interact Effectively in Diverse Environments (Fall 2016) • Communicate Clearly (Spring 2017)
2. Which of your course objectives connects to the above measure for Gen. Ed.? Objective 1 on my COM 150 syllabus as well as Outcome A and course policy "Participation" all meet the General Ed goal of learn actively.
3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for Gen Ed.? Students did an in-class group project using materials they were required to bring to class to construct a communication model that included all the elements of the process based upon the lecture and example provided in the text. Students were not allowed to make up the assignment as it was done in class so attendance/participation was necessary in order to earn the grade.
3. What are your pre-assessment outcomes? A. Number of students for pre-assessment: 53 students are enrolled in sections 01 and 02 combined B. What is your expectation/benchmark? 80% will participate in the activity

4. What are your post-assessment outcomes? A. Number of students for post-assessment: 49 actually participated B. Did your students meet your expectation/benchmark? Yes. Only 7% did not participate
5. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning? Even though 93% of the students participated in the activity and created the communication model assigned, they clearly did not understand all of the elements of the process as every group in both classes was missing at least one element of the model, Since the same element was NOT consistently left out, I will be spending more time and providing more examples of the entire communication process model and the specific elements included.
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities? I will try to employ a visual component that we can use in class to cover the communication model as the examples in the text were clearly not enough to help students understand the communication process model which underlies the entire course. In order to incorporate the visual aspect, I need projection equipment or a smart board. I currently have no screen, projector, or available laptop to utilize in my classroom. The best I can do is powerpoint which is not particularly interactive although it would be the ideal type of technology to use.

Benchmark: __80____% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: Final: 93% of the students participated
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: 7 of the students did not participate

Final Result: 93 % Met or exceeded expectations
7 % Did not meet expectations

Course Assessment

Assessment Planning/Reporting Sheet
Course #: English 110 **Semester: Fall 2015**

Campus: Crownpoint **Instructor: Dr. Peter Moore**

Answer questions 1- 3B 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 course goals (course objectives) you are going to measure? ANSWER: I'm going to measure the ability to read actively and well, using student knowledge of sentence level grammar as the measuring device. Without the ability to spot the difference between complete sentences and ungrammatical sentences, students cannot actually read at a college level and likewise cannot write at the appropriate level.
2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring **<u>expected course outcomes</u>**? ANSWER: I will use pre and post tests. There will be a grammar exam early in the semester (before September 11, 2015) and a second one in the last few weeks of the semester.
3. What are your pre-assessment outcomes? A. Number of students for pre-assessment: 35 students; average score 6.23 out of 10 on the sentence level grammar quiz. B. What is your expectation/benchmark? I would like 7.5 as the average of all students taking the test.
4. What are your post-assessment outcomes? A. Number of students for post-assessment: 28 students B. Did your students meet your expectation/benchmark? Yes. The average score was 8.21 out of 10. This is significantly better than the desired benchmark, which was 7.5 out of 10.
5. Based on your post assessment outcomes, what changes will you make in teaching methodology, **<u>expected course outcomes</u>**, or any thing else to improve student learning? Answer: I will continue to give the sentence level grammar quizzes, and will continue to fine tune grammar instruction as part of improving my students' ability to learn. Please read the attached paragraph, which I've named "Assessment addendum Fall 2015"
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? I will continue to test student abilities during the semester on a regular basis (about every two weeks). This has a twofold effect: first, it allows me to track student learning; and second, it allows me to

Benchmark: <u>__81.5___</u>% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

ANSWER: I hoped for 75% to meet or exceed; actual number was 81.5 % meeting or exceeding.

Exceeds Expectation

Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 25.7% meet or exceed the expectations. Final: 81.5% meet or exceed expectations.
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 25.7% meet or exceed expectations. Final:81.5 % meet or exceed expectations.
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 74.3% do not meet expectations. Final: 28.5% did not meet expectations.

Final Result: **81.5 % Met or exceeded expectations**
28.5 % Did not meet expectations

Assessment addendum Fall 2015
At the very end of the semester, I asked students to write about their experience in the class. In this exercise, many students mentioned how helpful they found the regular testing of sentence level grammar. I had not specifically asked students about this part of the course; but the fact that so many students mentioned it at the end of the semester as a valuable part of their learning experience (and also as a valuable part of their feeling a sense of mastery of their subject matter) indicates that the regular testing (again, about every two weeks, in addition to the pre and post test for assessment) is valuable for the students, and not just for me or for the assessment specialists on the NTU campus.

General Education (Gen Ed.) Assessment

Assessment Planning/Reporting Sheet **Gen Ed. goal(s):**
Course #: **Semester: Fall 2015**
Campus: Crownpoint **Instructor: Anita Roastingear**

Semester	Gen Ed. Goal to be Measured
Fall 2015	**Gen Ed., Goal #1: Learn Actively**
Spring 2016	**Gen Ed., Goal #2 Think critically, creatively, and reflectively**
Fall 2016	**Gen Ed., Goal #3: Interact Effectively in Diverse Environments**
Spring 2017	**Gen Ed., Goal #4: Communicate clearly**

Answer questions 1 – 3B 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. These are the Gen Ed Goals. We are assessing Learn Actively for Fall 2015. • Learn Actively (Fall 2015)

- Think critically, creatively, and reflectively (Spring 2016)
- Interact Effectively in Diverse Environments (Fall 2016)
- Communicate Clearly (Spring 2017)

2. Which of your course objectives connects to the above measure for Gen. Ed.? **Compare art forms, modes of thought and expression, and processes across a range of historical periods and /or structures (such as political, geographic, economic, social, cultural religious, and intellectual).**

3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for Gen Ed.? **Pre/Post-tests and Rubrics**

4. What are your pre-assessment outcomes?
A. Number of students for pre-assessment: ___**43**___
B. What is your expectation/benchmark? **80%**

5. What are your post-assessment outcomes?
A. Number of students for post-assessment: __**39**_____
B. Did your students meet your expectation/benchmark? **80%**

6. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning? **Instead of two textbooks, the ENG 111 course will use only one textbook for spring 2016 semester. The course will be an Online course with a self-paced emphasis. All homework will be uploaded to the eThink/MOODLE Learning Management System (LMS). All assignments will be posted in the LMS; attendance will be taken using the LMS. NTU Email will also be heavily utilized as a means of open communication with students.**

7. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities? **A student teacher ratio will be strictly enforced for the ENG 111 course. These courses will be taught as Online courses and these take much more time to prepare and present. Students without MOODLE experience or training will be encouraged to take face to face courses.**

Benchmark: __80___% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation
Use > 80% of the appropriate procedure
Results
Initial: **0%**
Final:**27%**

Meets Expectation
Use at least 70-80% of the appropriate procedure
Results
Initial: **37%**
Final:**31%**

Does not meet Expectation
Use < 70% of the appropriate procedure
Results
Initial: **63%**
Final:**42%**

Final Result: **58 %** **Met or exceeded expectations**
42 % **Did not meet expectations**

Assessment Planning/Reporting Sheet
Course #: English 098 6-B&D
Campus: Chinle

Program: General Education-Humanities
Semester: Fall 2015
Instructor: Andrew M. Escudero, Ph.D.

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. Program Mission Statement

The Department of Arts and Humanities is committed to the University's mission by providing quality college courses for remediation, general education, and liberal studies as a foundation for all students. These support all certificate, undergraduate and graduate programs. Our mission is to instill knowledge, skills and values that will enable students to emerge as successful and responsible citizens.

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

A. Develop and improve reading, comprehension and critical thinking skills to support arguments,
constructing thesis statements and supporting main ideas and their supporting details.

B. Develop and improve writing mechanics, capitalization, grammar and punctuation usage, proper
sentence formation and cohesive paragraphs.

C. Expanding vocabulary.

D. Learn MLA and APA writing and citation formats.

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

Pre-assessment test: An in-class pre-assessment exam that:

A. measures vocabulary levels by offering students the opportunity to match 40 words that they will likely encounter during their academic and professional pursuits to their definitions,

B. measures fundamental critical thinking abilities, the organization of ideas, writing mechanics, grammar usage, punctuation, capitalization, and sentence and paragraph structures with grammatical, punctuation, capitalization exercises and a written 2 to 3 paragraph essay. There are 200 points possible on the pre-assessment exam: 40 points for vocabulary and definition section, 100 points total for 4 the sentence structure, grammar, punctuation and capitalization exercise sections and 60 points for a 2-3 paragraph essay that that demonstrates proper writing mechanics, abilities to write cohesive paragraphs and critical thinking.

Post-test: An in-class pre-assessment exam that:

A. measures vocabulary levels by offering students the opportunity to match 40 words that they will likely encounter during their academic and professional pursuits to their definitions,

B. measures fundamental critical thinking abilities, the organization of ideas, writing mechanics, grammar usage, punctuation, capitalization, and sentence and paragraph structures with grammatical, punctuation, capitalization exercises and a written 2 to 3 paragraph essay. There are 200 points possible on the pre-assessment exam: 40 points for vocabulary and definition section, 100 points total for 4 the sentence structure, grammar, punctuation and capitalization exercise sections and 60 points for a 2-3 paragraph essay that that demonstrates proper writing

mechanics, abilities to write cohesive paragraphs and critical thinking.

4. What are your outcomes?

A. Pre-test: Of the 31 students 2 (6.5%) passed with a C grade, 6 (19.2%) passed with a D grade and 23 (75.3%) failed the exam. Sections were not graded individually.

B. Post-test: Of the 25 students 3 (12%) passed with an A grade, 8 (32%) passed with a B grade, 1(4%) passed with C passed with a grade, 9 (36%) passed with a D grade and 4 (16%) failed.

5. What is your expectation/benchmark?

I expect approximately **60%** of the students to gain the knowledge and develop the abilities to pass The post-assessment test and continue to the English 105 or 110 courses.

Did your students meet your expectation/benchmark? No, 48% exceeded or met my expectations.

6. Have you made a change in teaching methodology, program goals, course objectives, or anything else that might improve student learning? I continually adjust my teaching methodologies and strategies to effectively instruct first year students and enhance their skills and knowledge in proper collegiate writing and critically analyze all forms of discourse.

7. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective/program goal you measured? I must incorporate methodologies and strategies to contend with remedial levels of writing and reading skills those that I apply for collegiate levels of writing and reading.

8. Interpretation and representation of data.

This data indicates that many students, who completely lack or have insufficient collegiate level reading and writing skills, are unprepared for and overwhelmed by the material and the responsibility that they encounter in this course.

Benchmark: _60% of the students will meet or exceed expectations.

Exceeds Expectation
Use > 80% of the appropriate procedure
Results
Initial: 0% exceeded expectations.
Final: 44% exceeded expectations.

Meets Expectation
Use at least 70-80% of the appropriate procedure
Results
Initial: 6.5% met expectations.
Final: 4% met expectations.

Does not meet Expectation
Use < 70% of the appropriate procedure
Results
Initial: 93.5% did not meet expectations.
Final: 52% did not meet expectations.

Final Result: 48 % Met or exceeded expectations

52 % Did not meet expectations

Assessment Planning/Reporting Sheet Program: English/Humanities
Course #: ENG 105 6A and 6B Semester: Fall, 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 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 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?

ENG1056A	Writing	Reading
Burbank,Shane123519	57	65
Dempsey, Monica112448	50	30
Hott,Weston121659	60	75
Nelson,Tasheena123467	75	70
Tsosie,Jarvis122837	75	45
Tsosie,Nichelle119141	59	40
Yazzie,Kammi121876	59	50
Yazzie,Roxanna111689	75	45

ENG1056B		
Guy,Dusty122963	59	55
Harvey,Delphina123550	75	85
Hott,Beulah123817	70	45
Lynch,Ramonia121771	59	55
Nez,Taralyn123018	65	50
Yazzie,Charmiane114089	65	70
Yazzie,Matthew117348	59	60
Woody, Kaylene112162	50	45
	1012	885
	59.5	55

ENG 105 A. Pre-test: Writing Class Average: 59.5 / Reading Class Average: 55

4. What is your expectation/benchmark? 65% in both reading and writing fluency, a course objective
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: __65____% students will meet or exceed expectation.

Results Initial: ENG 105 A. Pre-test: Writing Class Average: 59.5 / Reading Class Average: 55
Meets Expectation Use at least 65% of the appropriate procedure Results Initial:
Does not meet Expectation Use < 65% of the appropriate procedure Results Initial:

Final Result for 105: ___% Met or exceeded expectations
___% Did not meet expectations

SCHOOL OF NURSING

Program Assessment

Assessment Planning/Reporting Sheet **Program: Pre-Nursing**
Course #: NRS 101/102 **Semester: Fall/2015**
Campus: Chinle
Instructor: Harriett John, RN

Answer questions 1 - 5B 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 your program mission statement?** Our mission is to provide quality instructions to prepare student to provide technically skilled nursing care in a wide variety of new and emerging health care settings.
2. **What are your program goals?** The goals of the Navajo Technical University Nursing Assistant Program: is to prepare and enable our students to enter and succeed in the health and human services field with advanced employable skills; and to successfully apply for and pass the Arizona State Board of Nursing Assistant Exam. And to maintain a minimum of 80% to pass the Arizona Board of Nursing Assistant Exam to maintain our credential to keep our Nursing Program operating.
3. **What is/are the program goal(s) you are going to measure?** All students will demonstrate safe, competent basic nursing care to patients/residents within the scope of practice of the nursing assistant.

Course measurements: Hands-on nursing procedures demonstration/student return demonstration, written tests at the end of each unit, comprehensive exam at the end of the course with 76% accuracy; for knowledge and skills evaluation, off-site clinical internship at a local long- term care facility.

4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals? Methods will be the use of Pre/post test, unit test, workbook completion, nursing skills check-off list and a comprehensive final exam; for knowledge and skills evaluation, off-site clinical internship at a local long- term care facility.

5. What are your pre-assessment outcomes? Out of 8 taking the pre-test, class average was 77%, lowest score 60% and highest score 82

A. Number of students for pre-assessment: ___8____

B. What is your expectation/benchmark? Benchmark at 76% as passing rate; 6 student were below 76% passing rate, while 2 students scored over 76%. I expected 50% to pass the 76% benchmark.

6. What are your post-assessment outcomes? Out of 7 taking the post-test, class average was 79%, lowest score 60% and highest score 82%.

A. Number of students for post-assessment: ____7___

B. Did your students meet your expectation/benchmark? Students met expectation, 5 students scored over the 76% benchmark, while 2 scored under 76% benchmark. Whole class average was 79%

7. Based on your post assessment outcomes, what changes will you make in teaching methodology, <u>program goals</u>, or anything else to improve student learning? I believe some changes in the teaching methodology could improve student learning, ie more group learning projects, more hands on instructions, power point procedure demonstrations, use of Moodle for projects.

8. How will your proposed changes continue to support your stated program goals? Change in teaching methodology will assure students' competencies in the basic nursing care.

9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? Continue pre/post assessment test, integrate lectures and skills lab at each class session right from the beginning of the school year.

Benchmark: _75% students will meet or exceed expectation.

(What percentage of the class do you expect to meet or exceed your expectation for the course?) I expected 80% to meet or exceed expectation, 71% of the class met or exceeded my expectation.

Exceeds Expectation

Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)

<u>Results</u>

Initial: 6 student were below 76% passing rate, while 2 students scored over 76%. I expected 50% to pas the 76% benchmark. 25% met or pass 76% rate.

Final: 5 students scored over the 76% benchmark, while 2 scored under 76% benchmark. 71% of the cla passed 76% pass rate.

Meets Expectation

Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **<u>Results</u>**

Initial: 25% of the class met or passed 76% pass rate.

Final: 71% of the class met or passed 76% pass rate.

Does not meet Expectation
Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results**
Initial: Expectations was 50%
Final: Expectation was 80%

Final Result: 71 % Met or exceeded expectations
29 % Did not meet expectations

Program Assessment

Assessment Planning/Reporting Sheet **Program: Pre-Nursing**
Course #: **Semester: Fall 2015**
Campus: Crownpoint **Instructor: Rachel Pacheco**

Answer questions 1 – 5B 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 your program mission statement?

The NTU Pre-Nursing Program's mission is to prepare students with the knowledge, skills and professionalism that will contribute to the successful completion of state certification (certified nursing assistant) who will provide quality basic nursing care.
(newly written, not been approved by colleagues, etc.)

2. What are your program goals?

Must maintain 76% or higher for all unit tests & final exam
Must Pass Final Skills Exam (Pass or Fail)

3. What is/are the program goal(s) you are going to measure?

Students will demonstrate safe, competent basic nursing care to patients/residents within the scope of practice of the nursing assistant
Prepare students for successful completion of state certification exam for nursing assistants

4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals? Pre/Post-tests, Skills demonstration, State certification

5. What are your pre-assessment outcomes?
A. Number of students for pre-assessment: __20____
B. What is your expectation/benchmark? Establish baseline

6. What are your post-assessment outcomes?
A. Number of students for post-assessment: __20_____
B. Did your students meet your expectation/benchmark? No

7. Based on your post assessment outcomes, what changes will you make in teaching methodology, **program goals**, or anything else to improve student learning? Offer pre-post-test, skills exams, modify the curriculum if nec. to meet program goals.

8. How will your proposed changes continue to support your stated program goals? Continue offering

Pre-Nursing certification with employment upon completion.
9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? Maintain NMDOH certification (expired 12/10/15); renewal pending. Continue to follow federal mandate & guidelines for the Pre-Nursing program, via NMDOH

Benchmark: __100___% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 100% Final: 100%
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 100% Final: 100%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% Final: 0%

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

SCHOOL OF BUSINESS & EDUCATION

Early Childhood

Program Assessment Reporting

Assessment Planning/Reporting Sheet **Program:** AS: Early Childhood Multicultural Education

Courses #: ECM 110, 116, 125, 210 **Semester:** Fall 2105

Campus: Chinle Instructional Site **Instructor:** Franklin J. Elliott

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?

    a. Create and evaluate an early childhood program that uses the philosophical and social foundations of early care and education.

    b. Demonstrate knowledge of varying program models, curriculum and learning environments that meet the individual needs of all young children, including those with diverse abilities.

    c. Demonstrate understanding of the early childhood profession in Native communities, its multiple historical philosophical, and social foundations, and how these foundations influence current Native thought and practice.

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

- Pre / Post Benchmark Assessments: Focus: Terminology, Theories, and Methodology
- Reading Reflections
- Mid-Term & Final Exam
- Signature Assignment

3. What are your outcomes?

A. Pre-test:

ECM 110: 0: Exceeds: 0%	2: Meets: 12%	10: Approaches: 59%	5: Below: 29%
ECM 116: 0: Exceeds: 0%	2: Meets: 13%	9: Approaches: 56%	5: Below: 31%
ECM 125 2: Exceeds: 11%	5: Meets: 28%	4: Approaches: 22%	7: Below: 33%
ECM 210: 0: Exceeds: 0%	1: Meets: 20%	2: Approaches: 40%	2: Below: 40%

B. Post-test:

ECM 110: 8: Exceeds: 47%	6: Meets: 35%	2: Approaches: 12%	1: Below: 6%
ECM 116: 9: Exceeds: 56%	4: Meets: 25%	2: Approaches: 13%	1: Below: 6%
ECM 125: 8: Exceeds: 44	7: Meets: 39%	2: Approaches: 11%	1:

Below: 6%
ECM 210: 2: Exceeds: 50 2: Meets: 50% 0: Approaches: 0% 0: Below: 0%

4. What is your expectation/benchmark? **80%**
Did your students meet your expectation/benchmark? **Yes with all four courses** (See Page 2)

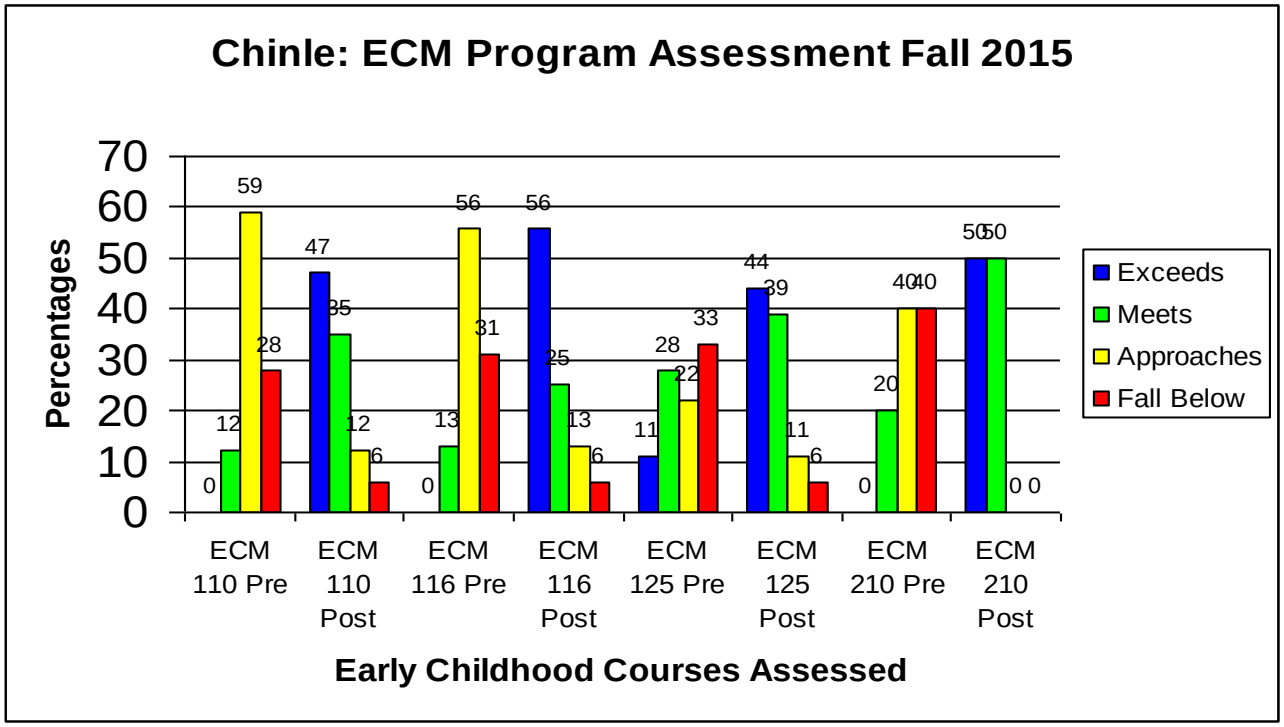
5. Have you made a change in teaching methodology, **program goals**, or anything else that might improve student learning?

- Emphasis on key terminology to be learned for class and Universal Assessment (AEPA)
- Provided more actual classroom experiences examples and models
- Provided external resources besides the Text Book such as research and books by key theorist of education and psychology
- Examined actual classroom methodologies and best practices for teaching
- Breaking up chapter lessons into teachable units for better comprehension
- In class student discussions & presentations

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

- I would like to implement more focus on Terminology, Theories, and Methodologies and activities into the instruction for teacher preparation
- Start using more research based lesson and activity development to meet Early Childhood learning Goals and Standards expected by the state and NAEYC.

Benchmark: _80% students will meet or exceed expectation.



Exceeds Expectation				
Use > 80% of the appropriate procedure				
Results	**ECM 110**	**ECM 116**	**ECM 125**	**ECM 210**
Initial:	0%	0%	11%	0%
Final:	47%	56%	44%	50%
Meets Expectation				
Use at least 70-80% of the appropriate procedure				
Results	**ECM 110**	**ECM 116**	**ECM 125**	**ECM 210**
Initial:	12%	13%	28%	20%
Final:	35%	25%	39%	50%
Does not meet Expectation				
Use < 70% of the appropriate procedure				
Results	**ECM 110**	**ECM 116**	**ECM 125**	**ECM 210**
Initial:	88%	88%	61%	80%
Final:	18%	19%	17%	0%

Final Result:

Results	**ECM 110**	**ECM 116**	**ECM 125**	**ECM 210**
Met/Exceed:	82%	81%	83%	100%
Not Met:	18%	19%	17%	0%

Program Assessment

Assessment Planning/Reporting Sheet
Course #: ECM 310 (Head Start Teachers)
Campus: Crownpoint (Main)
Instructor: R. Gishey

Program: Early Childhood Mult. Ed. (ECME)
Semester: Fall 2015

Answer questions 1 - 5B 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 your program mission statement? "Our children will learn more because you learned more." Navajo Technical University is dedicated to prepare Early Childhood Professionals in a culturally and linguistically diverse environment at a baccalaureate level. Students work intensely and progressively to prepare for their State Early Childhood Teacher Licensure from birth to 8 years old. This program provides a unique opportunity to assist present or future teachers of young children to use child development knowledge within the childcare, preschool and primary schools. This includes practical field experience, which will enhance their professional practice and gain competence in working with infants through 8 years old and their families. Students complete 16 full weeks of student teaching at an approved site during their final semester. We look forward to you to join us to bring about change in the community in order to improve the lives and education of our children.
2. What are your program goals? A. Create and evaluate an early childhood program that uses the philosophical and social foundations of early care and education. B. Demonstrate knowledge of basic principles of administration, organization, and operation of early childhood programs, including supervision of staff, volunteers, etc. C. Demonstrate knowledge of varying program models, curriculum and learning environments that meet the individual needs of all young children, including those with diverse abilities. D. Demonstrate understanding of the early childhood profession in Native communities, its multiple historical philosophical, and social foundations, and how these foundations influence current Native thought and practice. E. Understand Navajo cultural epistemology and paradigm, and how it works with Nitsahakees, Nahat'a, Iina, Sihasin and with Sa'ah Naahgaii Bi'keh Hozho.
3. What is/are the program goal(s) you are going to measure? Demonstrate understanding of early childhood profession in Native communities, its multiple historical philosophical, and social foundations, and how these foundations influence current Native thought and practice.
4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals? Research Paper
5. What are your pre-assessment outcomes? **A. Number of students for pre-assessment:** ___9____ **B. What is your expectation/benchmark?** I don't expect them all to excel or do very well on the pretest since this is their first research class and is a bachelors level course. Unfortunately, a majority of the students have yet to take their lower division courses.
6. What are your post-assessment outcomes? **A. Number of students for post-assessment:** _____ **B. Did your students meet your expectation/benchmark?**
7. Based on your post assessment outcomes, what changes will you make in teaching methodology, program goals, or anything else to improve student learning?

8. How will your proposed changes continue to support your stated program goals?
9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?

Benchmark: _____% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:
Meets Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:
Does not meet Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:

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

Accounting

Program Assessment

Assessment Planning/Reporting Sheet **Program: Accounting**
Campus: Crownpoint **Semester: Fall 2015**
Instructor: MaEthel S. Ramirez/Tilda Woody

Answer questions 1 – 5B 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 your program mission statement? *The mission of the Accounting program is committed to prepare students to be active and engage citizens in the academic and professional communities by strengthening the students' technical and interpersonal skills, enhancing their understanding of Accounting professional responsibility, and improving their business skills necessary to implement in today's complex and ever changing business environment.*
2. What are your program goals? Accounting Program goals are as follows:

a. *Graduates should be able to use accounting information to make informed decisions about the operating performance and financial position of a company.*
b. *Graduates should be able to demonstrate competency in preparing complex financial statements.*
c. *Graduates should be able to describe all aspects of generally accepted accounting principles (GAAP).*
d. *Graduates should be able to demonstrate competency in preparing personal income tax returns, payroll register and employee earnings record, and financial statements for business, company and for Governmental and Not-for-profit organization in accordance to Government Accounting Standard Board (GASB), Financial Accounting Standard Board (FASB), Federal Accounting Standard Advisory Board (FASAB) & Comprehensive Annual Financial Report (CAFR) standards.*
e. *Graduates should be able to identify personal financial issues of individuals.*
f. *Students should be able to demonstrate an understanding of the monetary and banking issues that are pervasive in all aspects of financial services.*
g. *Students should be able to describe personal financial and investment concepts that enable them to provide customers with advice on investments, insurance, and estate planning.*
h. *Students should be able to show literacy in using different accounting and spreadsheet software.*

3. What is/are the program goal(s) you are going to measure?
Accounting program goals that are included in measuring success rate of the program are as follows:
   a. *Accounting students understanding and application of the (GAAP) Generally Accepted Accounting Principles.*
   b. *Graduates abilities to demonstrate competency in financial report and statements for business, company and governmental and not-for-profit organizations, income tax, payroll register and employees earnings records.*
   c. *Graduates must know how to identify various laws of federal, state and local government that affect employers/employees in payroll operations, income tax, record keeping requirements, recognize various personnel records and forms and federal mandated tax forms.*
   d. *Accounting graduates must possessed high computing skills and knowledgeable on different federal, state and local deductions like FICA, SECA, FIT, FUTA, SUTA, 401K and other major federal returns that has big impact on payroll accounting process.*
   e. *Accounting graduates must know how to analyze and journalize the entries to record payroll and payroll taxes, income taxes and other financial transactions in business, governmental and not for profit organizations, and post to various general ledger accounts that are used to accumulate information from different accounting transactions/entries.*
   f. *Accounting graduates literacy in using different accounting software's and spreadsheet formulation.*

4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals?
In order to measure the program goals, we will be using Comprehensive examinations that will be given before the end of the semester or before accounting graduating students submit her/his application for graduation, Team/Group presentation, Internship experience/On the job training, Surveys and questionnaire given to alumni in order the see the job or employment placement success rate of the program and graphical presentation comparison between admission and graduation rate of students enrolled in Accounting programs.

5. What are your pre-assessment outcomes? A. Number of students for pre-assessment: ___17 (Payroll Accounting)/ 15 (Income Tax)___ B. What is your expectation/benchmark? ____70%___
6. What are your post-assessment outcomes? A. Number of students for post-assessment: _13 (Payroll Accounting)/14 (Income Tax)_____ B. Did your students meet your expectation/benchmark? _____Yes__
7. Based on your post assessment outcomes, what changes will you make in teaching methodology, **program goals**, or anything else to improve student learning*?* *Our Program goals is to standardize the General Education curriculum for all business courses so students can have options of continuing their studies or getting higher degree of education in the business field here in NTU regardless of what business certificate programs he/she finished in a shorter period of time. We are also in the process of changing some old curriculum still offered in our program and modify it with what is needed in the new millennium to prepare students become employable in the near future for they will only take courses that will boost their knowledge and skills needed in their field of interest.*
8. How will your proposed changes continue to support your stated program goals? *Improving and revising our program curriculum will help students to be more engage and active in academic and professional learning activities. It will also strengthen their technical and applications skills for they will become more familiar and literate in using different accounting software's for a diverse and complex accounting environment.*
9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? *Our post assessment outcome rate was successful but we are planning of adding more pre/post assessment activities by means of survey to be administer before the end of the semester to students. It will help us abreast also with the student needs to make their stay in our program more enjoyable and fun while learning in their field. It will encourage also students to become more interested in finishing their program.*

Benchmark: __80___% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% Exceeds Expectations Final: 88% exceeds Expectations
Meets Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% meet expectations Final: 88% meet expectations (Completed the course successfully)
Does not meet Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial*:* 100% does not meet expectation Final: 12% does not meet expectation

Final Result: __88___% Met or exceeded expectations *(Post-assessment data)*

__12__% Did not meet expectations ***(Post-assessment data)***

Out of 32 students enrolled in Accounting program (15 students for Income Tax and 17 for Payroll Accounting) 4 students dropped (1 for Income tax and 3 for Payroll Acctg.) and 28 students successfully completed the said courses in our program.

Administrative Office Specialist

Program Assessment

Assessment Planning/Reporting Sheet **Program: Adm. Office Specialist**
Course #: **Semester: Fall 2015**
Campus: Crownpoint
Instructor: Ms. Joann Becenti & Phillip Quink

Answer questions 1 - 5B 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 your program mission statement? The mission is to prepare students to earn a certificate and/or associates degree in order to achieve a high level of competence in the business community after graduation.
2. What are your program goals? Goals for our program are: a. Begin collaboration with other programs so that AOS students who want to specialize in a particular professional area are able to transition smoothly into that area. b. Teach the most recent developments in software as they apply to our program. c. Emphasize heavily the importance of communication skills and their relevance to all areas of business.
3. What is/are the program goal(s) you are going to measure? Emphasize heavily the importance of communication skills and their relevance to all areas of business.
4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals? Both
5. What are your pre-assessment outcomes? A. Number of students for pre-assessment: 96 B. What is your expectation/benchmark? 70%
6. What are your post-assessment outcomes? 93% which is 90 students passed A. Number of students for post-assessment: 90, 6 students withdrew or quit B. Did your students meet your expectation/benchmark? Yes
7. Based on your post assessment outcomes, what changes will you make in teaching methodology, **<u>program goals</u>**, or anything else to improve student learning? Continue to stress professionalism, attendance, attitudes, work ethic and accuracy in production in general.
8. How will your proposed changes continue to support your stated program goals? Businesses strive and are successful when the items mentioned in #7 above, are done. We will continue to be professional and stress this with the students.
9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? We will continue to demonstrate & show by example to our students on the items mentioned in #7 above.

Benchmark: 70% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)
70% or higher.

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:
Meets Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:
Does not meet Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:

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

Navajo Technical University http://navajotech.edu
P.O. Box 849, Crownpoint, NM 87313-0849 Tel: (505) 786-4100 FAX: (505) 786-5644

Course Assessment Reporting

Assessment Planning/Reporting Sheet

Course #: ECM 235: Assessment of Children & Evaluation **Semester:** Spring 2016

Campus: Chinle Instructional Site **Instructor:** Mr. Franklin J. Elliott

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.**
2. What is/are the program goals you are going to measure? a. Create and evaluate an early childhood program that uses the philosophical and social foundations of early care and education. b. Demonstrate knowledge of varying program models, curriculum and learning environments that meet the individual needs of all young children, including those with diverse abilities.

c. Demonstrate understanding of the early childhood profession in Native communities, its multiple historical philosophical, and social foundations, and how these foundations influence current Native thought and practice.

3. What is/are the method(s) you will use for measuring **expected course outcomes** pre/post-test, rubric, and survey?

- Pre / Post Benchmark Assessments: Focus: Terminology, Theories, and Methodology
- Reading Reflections
- Mid-Term & Final Exam
- Signature Assignment

4. What are your outcomes?

A. Pre-test: 3: Exceeds: 17% 2: Meets: 11%, 10: Approaches: 56%, 3: Below: 17%

B. Post-test: 14: Exceeds: 58%, 6: Meets: 25%, 2: Approaches: 8%, 2: Below: 8%

4. What is your expectation/benchmark? **80%**
Did your students meet your expectation/benchmark? (See Page 2)

Yes

5. Have you made a change in teaching methodology, **expected course outcomes**, or anything else that might improve student learning?

The course was focused more on academic and content terminology, instructional methodologies, and research connection to provided research base instruction. In class discussions and presentation were done to promote higher order thinking and meeting the common core instructional requirements.

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

The course Signature Assignment with criteria and rubric were set to provide evidence of student learning and academic progress through the development of an Assessment Procedures Manual. The manual consist of: Universal Assessment, Benchmark Assessment, Progress Monitors, and Diagnostic Assessments formats and procedures. The manual also contains information on Arizona MERIT, Early Learning Standards, and classroom observation protocols.

Benchmark: __80_% students will meet or exceed expectation.

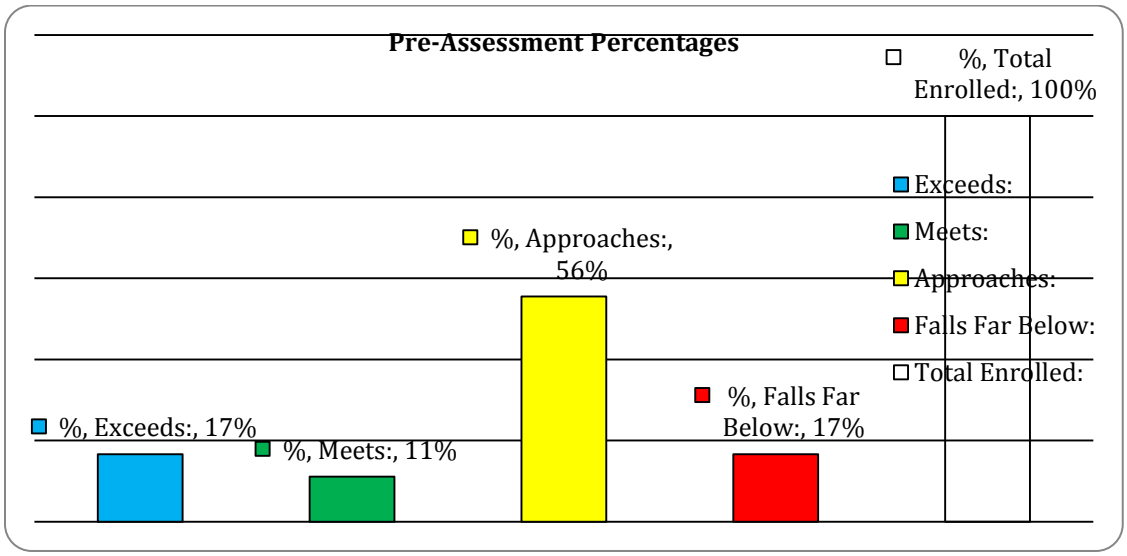
Exceeds Expectation
Use > 80% of the appropriate procedure
Results

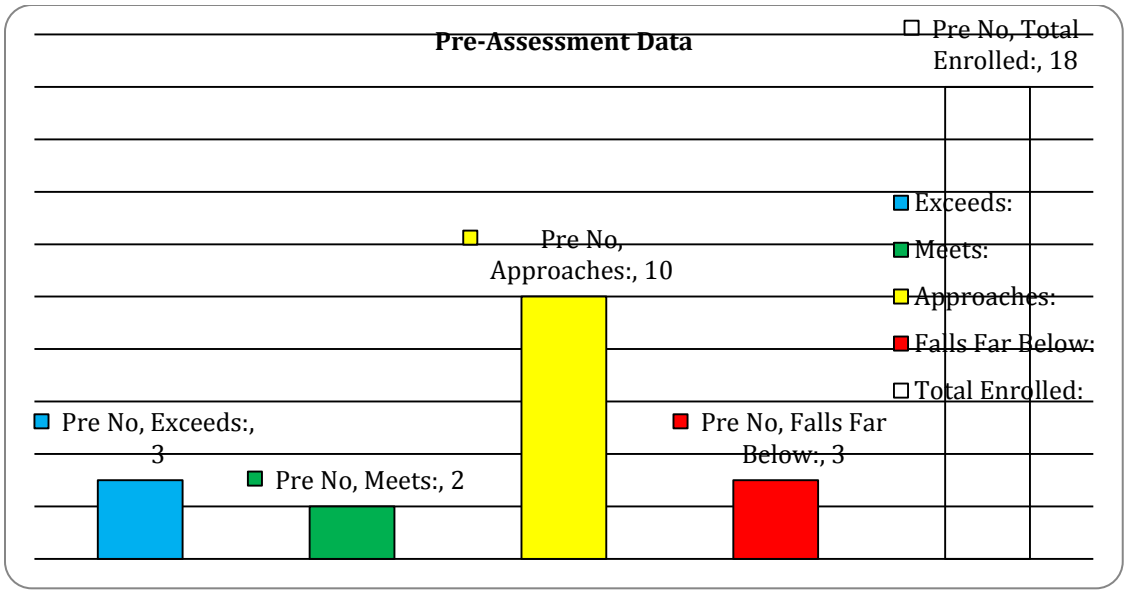
Initial: 3 Students: 17% Final: 14 Students: 58%
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: 2 Students: 11% Final: 6 Students: 25%
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: 13 Students: 72% Final: 4 Students: 16%

Final Result: **(20 Students) 83% Met or exceeded expectations**

(4 Students) 16% Did not meet expectations

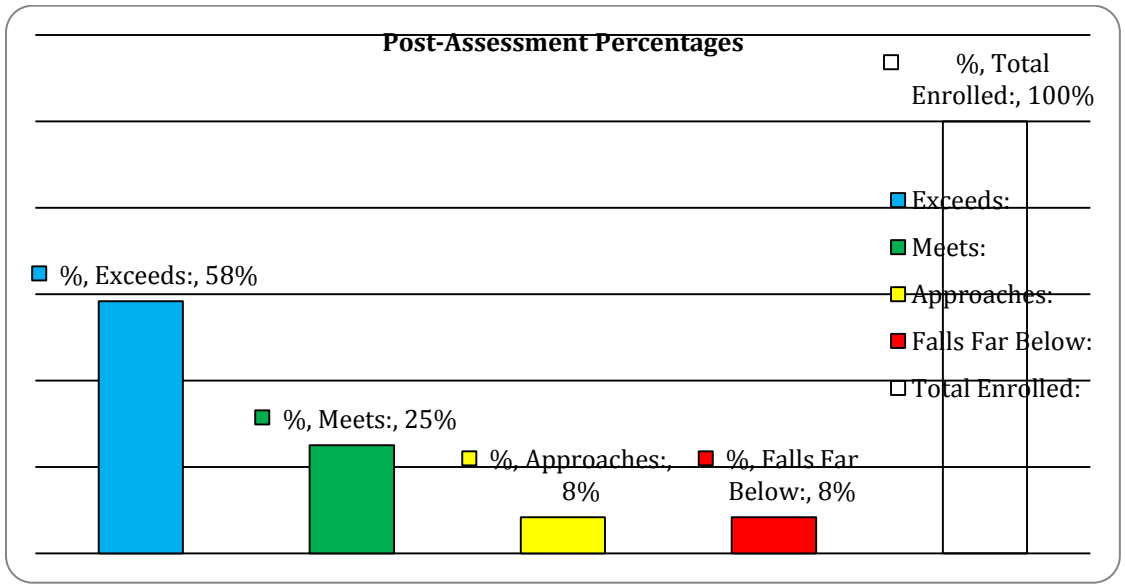
Chinle Instructional Site
Spring 2016: ECM 235: Assessment of Children & Evaluation
Mr. Franklin J. Elliott

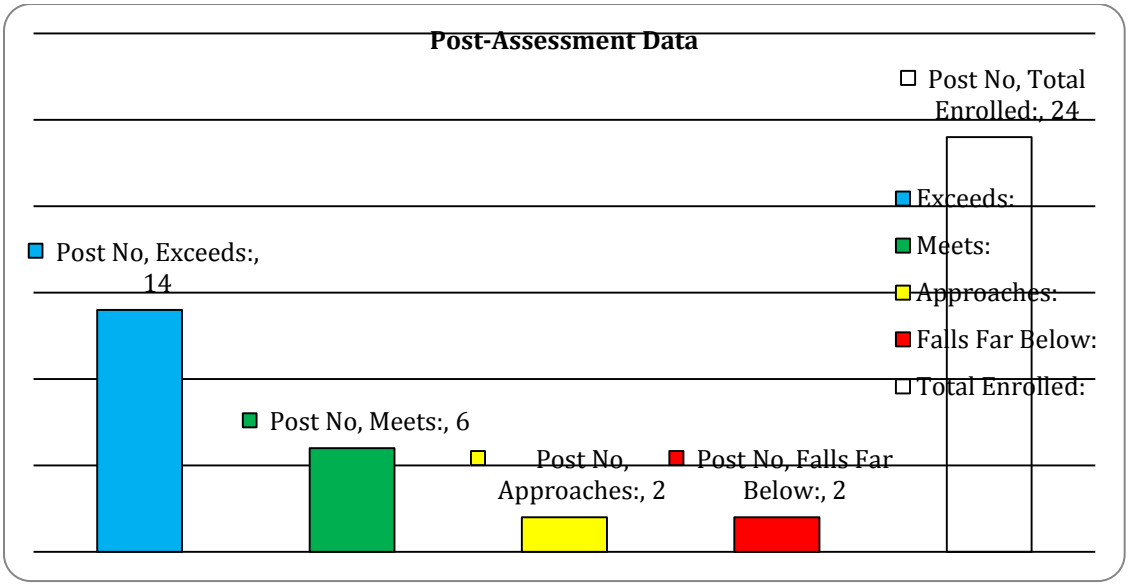




Chinle Instructional Site

Spring 2016: ECM 235: Assessment of Children & Evaluation
Mr. Franklin J. Elliott





Course Assessment Reporting

Assessment Planning/Reporting Sheet

Course #: ECM 110: Child Growth Development & Learning (HDS) **Semester:** Spring 2016

Campus: Chinle Instructional Site **Instructor:** Mr. Franklin J. Elliott

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.**
5. What is/are the program goals you are going to measure? a. Create and evaluate an early childhood program that uses the philosophical and social foundations of early care and education. b. Demonstrate knowledge of varying program models, curriculum and learning environments that meet the individual needs of all young children, including those with diverse abilities. c. Demonstrate understanding of the early childhood profession in Native communities, its multiple historical philosophical, and social foundations, and how these foundations influence current Native thought and practice.
6. What is/are the method(s) you will use for measuring **expected course outcomes** pre/post-test, rubric, and survey? ▪ Pre / Post Benchmark Assessments: Focus: Terminology, Theories, and Methodology

- Reading Reflections
- Mid-Term & Final Exam
- Signature Assignment

7. What are your outcomes?

C. Pre-test: 3: Exceeds:30% 3: Meets: 30%, 2: Approaches: 20%, 2: Below: 20%

D. Post-test:8: Exceeds:42 %, 7: Meets: 70%, 3: Approaches: 30%, 0: Below: 0%

4. What is your expectation/benchmark? **80%**
Did your students meet your expectation/benchmark? (See Page 2)

Yes

5. Have you made a change in teaching methodology, **expected course outcomes**, or anything else that might improve student learning?

The course was focused more on academic and content terminology, instructional methodologies, and research connection to provided research base instruction. In class discussions and presentation were done to promote higher order thinking and meeting the common core instructional requirements.

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

The course Signature Assignment with criteria and rubric were set to provide evidence of student learning and academic progress and follow the Knowledge Area Model of Action Research to develop the Signature Assignment.

Benchmark: __80_% students will meet or exceed expectation.

Exceeds Expectation
Use > 80% of the appropriate procedure
Results
Initial: 3 Students: 30%
Final: 7 Students: 70%

Meets Expectation
Use at least 70-80% of the appropriate procedure
Results
Initial: 3 Students: 30%
Final: 3 Students: 30%

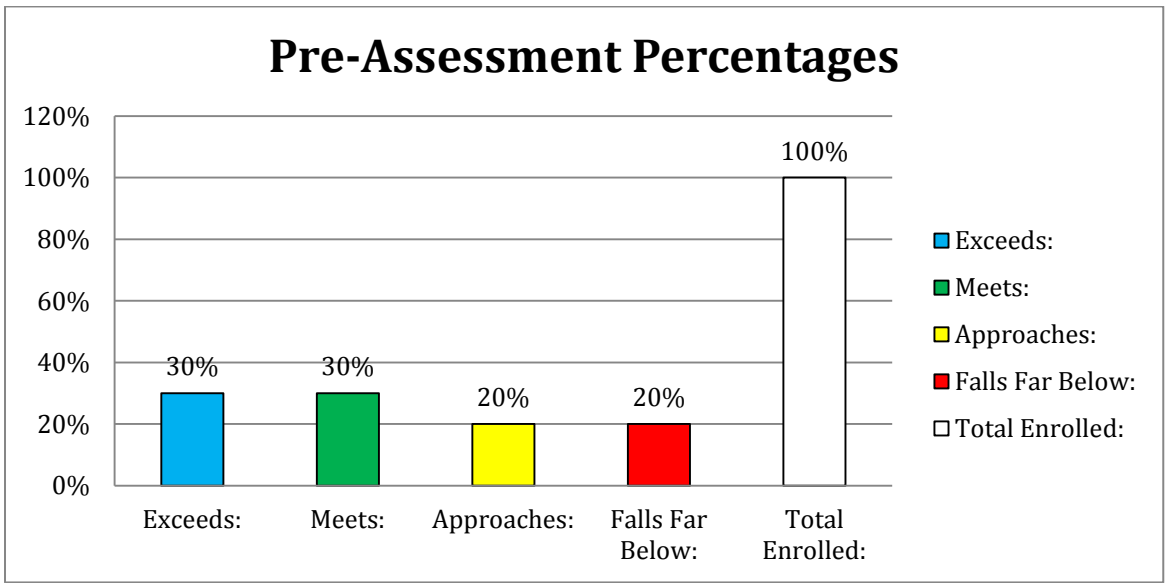
Does not meet Expectation
Use < 70% of the appropriate procedure

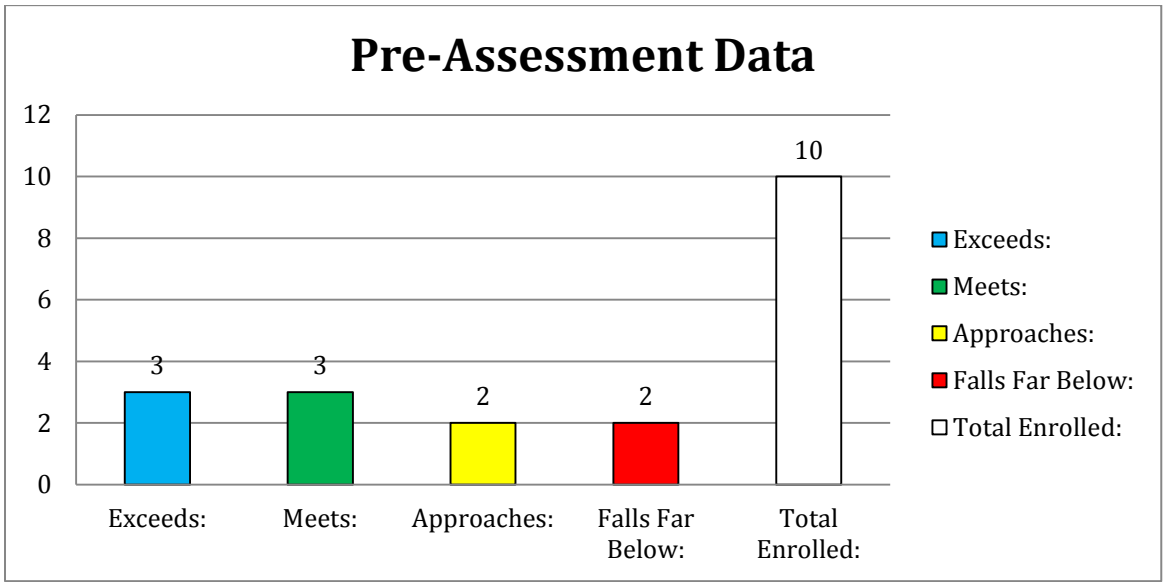
Results
Initial: 4 Students: 40%
Final: 0 Students: 0%

Final Result: 10 (Students) 100% Met or exceeded expectations

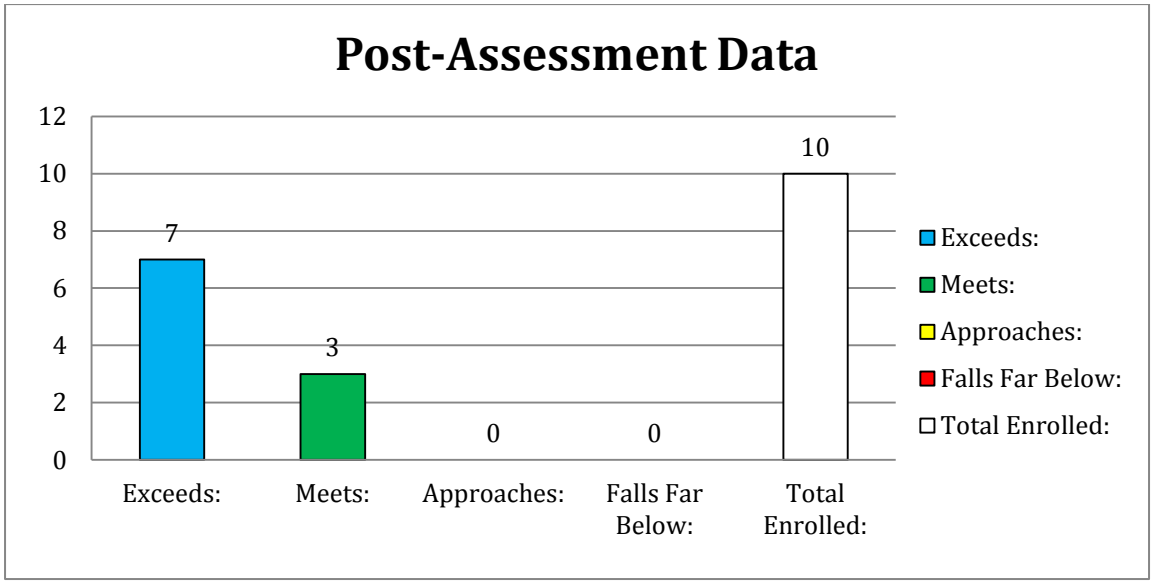
0 (Students) 0% Did not meet expectations

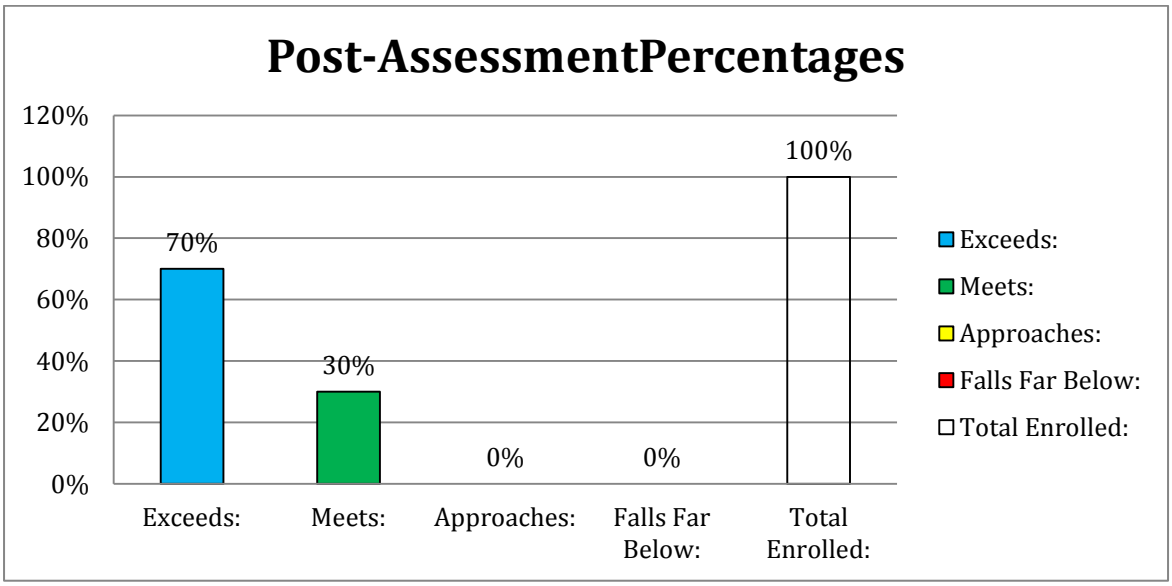
Chinle Instructional Site
ECM 110: Child Growth Development & Learning
Mr. Franklin J. Elliott





Chinle Instructional Site
ECM 110: Child Growth Development & Learning
Mr. Franklin J. Elliott





Course Assessment Reporting

Assessment Planning/Reporting Sheet

Course #: ECM 112: Health, Safety, & Nutrition **Semester:** Spring 2016

Campus: Chinle Instructional Site **Instructor:** Mr. Franklin J. Elliott

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.

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

    a. Create and evaluate an early childhood program that uses the philosophical and social foundations of early care and education.

    b. Demonstrate knowledge of varying program models, curriculum and learning environments that meet the individual needs of all young children, including those with diverse abilities.

    c. Demonstrate understanding of the early childhood profession in Native communities, its multiple historical philosophical, and social foundations, and how these foundations influence current Native thought and practice.

9. What is/are the method(s) you will use for measuring **expected course outcomes** pre/post-test, rubric, and survey?

- Pre / Post Benchmark Assessments: Focus: Terminology, Theories, and Methodology
- Reading Reflections
- Mid-Term & Final Exam
- Signature Assignment

10. What are your outcomes?

E. Pre-test: 3: Exceeds: 16% 7: Meets: 37%, 6: Approaches: 32%, 3: Below: 16%

F. Post-test:_: Exceeds: %, 8: Meets: 42%, 7: Approaches: 37%, 4: Below: 22%

4. What is your expectation/benchmark? **80%**
Did your students meet your expectation/benchmark? (See Page 2)

Yes

5. Have you made a change in teaching methodology, **expected course outcomes**, or anything else that might improve student learning? The course was focused more on academic and content terminology, instructional methodologies, and research connection to provided research base instruction. In class discussions and presentation were done to promote higher order thinking and meeting the common core instructional requirements.
6. How are the conclusions from learning outcomes going to improve/change your process of assessing and/or the **expected course outcomes** you measured? The course Signature Assignment with criteria and rubric were set to provide evidence of student learning and academic progress and set up their Procedures Manual to develop the Signature Assignment.

Benchmark: __80_ % students will meet or exceed expectation.

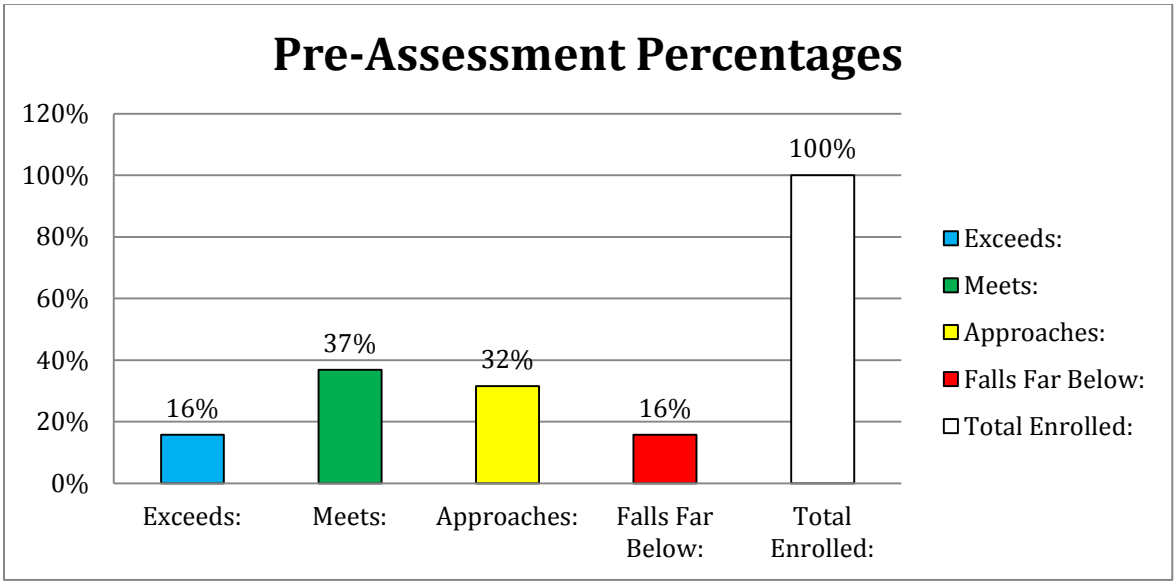
Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: 3 Students: 16% Final: 8 Students: 42%
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: 7 Students: 37% Final: 7 Students: 37%
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: 9 Students: 47% Final: 4 Students: 22%

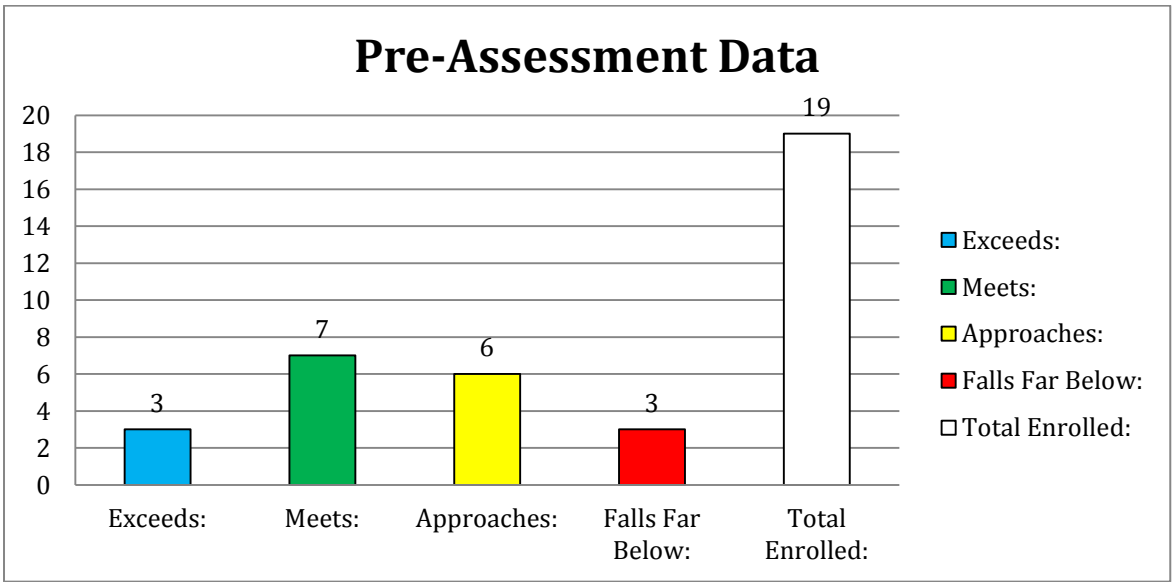
Final Result: 15 (Students) 80% Met or exceeded expectations

4 (Students) 22% Did not meet expectations

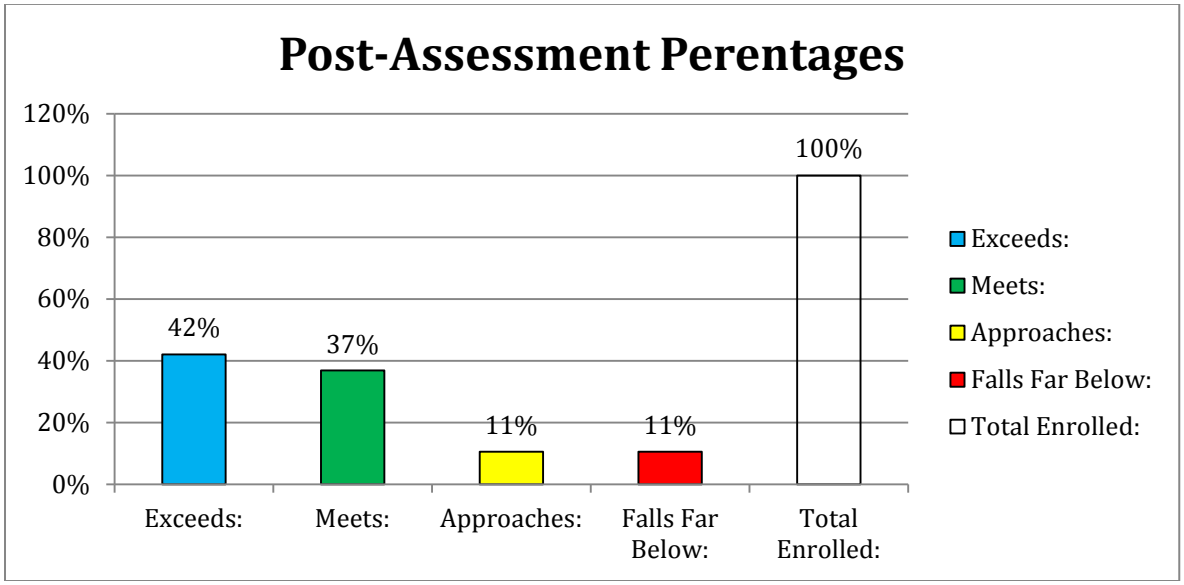
Chinle Instructional Site

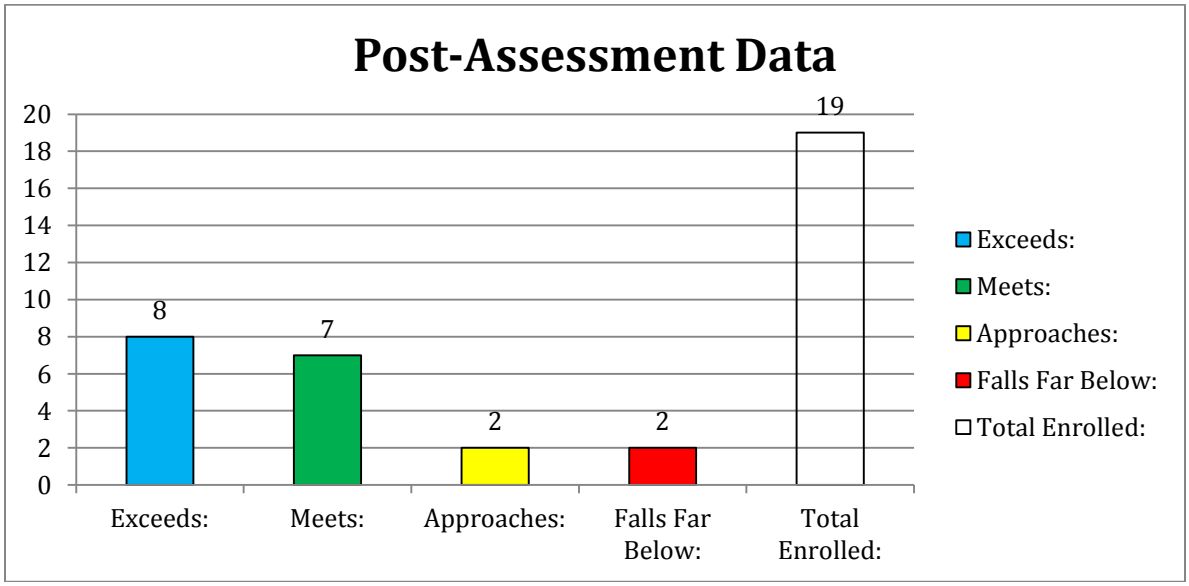
ECM 112: Health, Safety, & Nutrition
Mr. Franklin J. Elliott





Chinle Instructional Site
ECM 112: Health, Safety, & Nutrition
Mr. Franklin J. Elliott





Course Assessment Reporting

Assessment Planning/Reporting Sheet

Course #: ECM 210: Guiding Young Children (HDS) **Semester:** Spring 2016

Campus: Chinle Instructional Site **Instructor:** Mr. Franklin J. Elliott

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.

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

    a. Create and evaluate an early childhood program that uses the philosophical and social foundations of early care and education.

    b. Demonstrate knowledge of varying program models, curriculum and learning environments that meet the individual needs of all young children, including those with diverse abilities.

    c. Demonstrate understanding of the early childhood profession in Native communities, its multiple historical philosophical, and social foundations, and how these foundations influence current Native thought and practice.

12. What is/are the method(s) you will use for measuring **expected course outcomes** pre/post-test, rubric, and survey?

- Pre / Post Benchmark Assessments: Focus: Terminology, Theories, and Methodology
- Reading Reflections
- Mid-Term & Final Exam
- Signature Assignment

13. What are your outcomes?

G. Pre-test: 1: Exceeds: 8% 3: Meets: 25%, 5: Approaches: 42%, 3: Below: 25%

H. Post-test:7: Exceeds: 58%, 5: Meets: 58%, 0: Approaches: 0%, 0: Below: 0%

4. What is your expectation/benchmark? **75%**
Did your students meet your expectation/benchmark? (See Page 2)

Yes

5. Have you made a change in teaching methodology, **expected course outcomes**, or anything else that might improve student learning?

The course was focused more on academic and content terminology, instructional methodologies, and research connection to provided research base instruction. In class discussions and presentation were done to promote higher order thinking and meeting the common core instructional requirements.
6. How are the conclusions from learning outcomes going to improve/change your process of assessing and/or the **expected course outcomes** you measured? The course Signature Assignment with criteria and rubric were set to provide evidence of student learning and academic progress and follow the Knowledge Area Model of Action Research to develop the Signature Assignment.

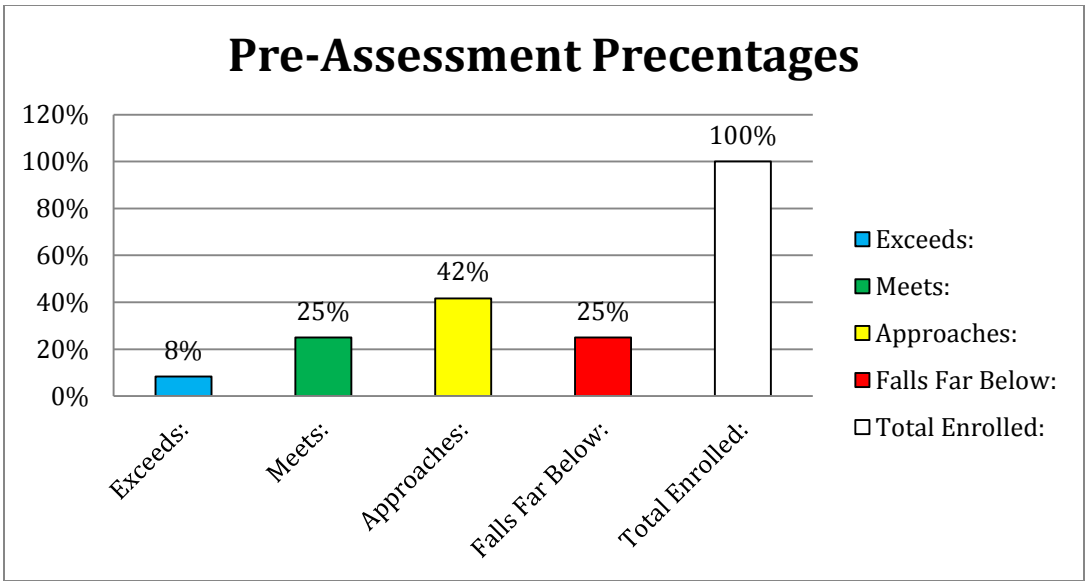
Benchmark: _80_% students will meet or exceed expectation.

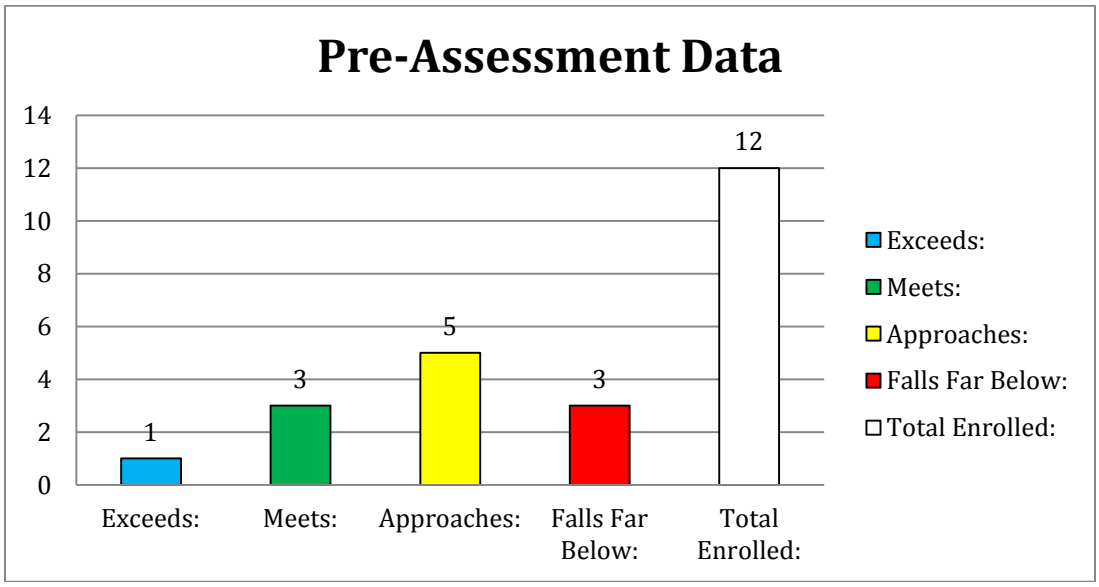
Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: 1 Students: 8% Final: 7 Students: 58%
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: 3 Students: 25% Final: 5 Students: 42%
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: 8 Students: 67% Final: 0 Students: 0%

Final Result: 12 (Students) 100% Met or exceeded expectations

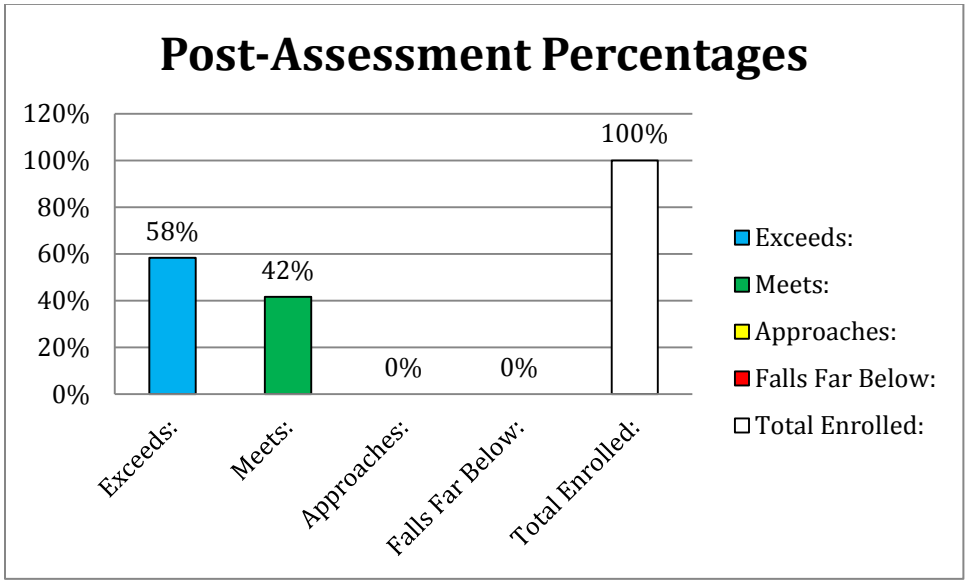
0 (Students) 0% Did not meet expectations

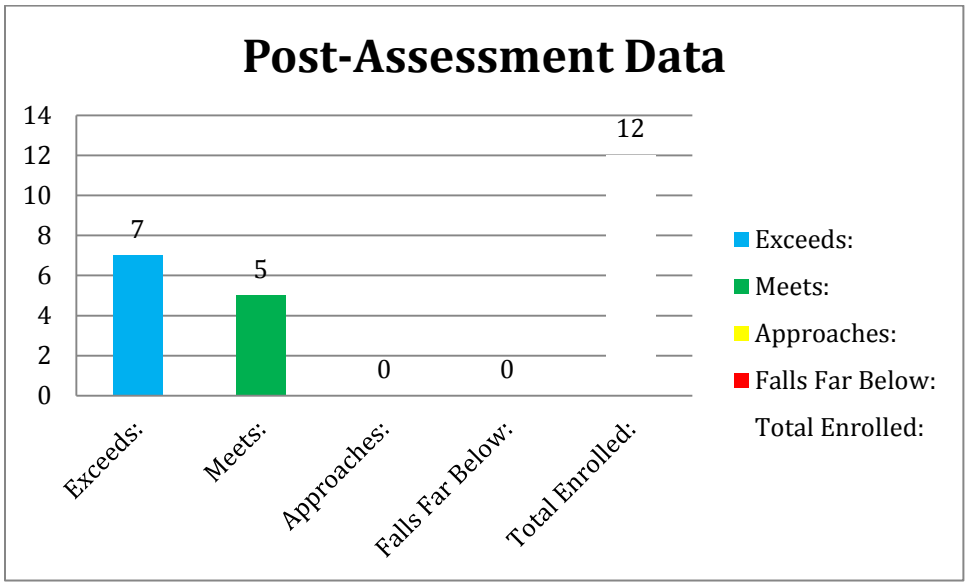
Chinle Instructional Site
ECM 210: Guiding Young Children
Mr. Franklin J. Elliott


Pre-Assessment Precentages
120%
100%
80%
60%
40%
20%
0%
8%
25%
42%
25%
100%
Exceeds:
Meets:
Approaches:
Falls Far Below:
Total Enrolled:
Exceeds:
Meets:
Approaches:
Falls Far Below:
Total Enrolled:


Pre-Assessment Data
14
12
10
8
6
4
2
0
1
3
5
3
12
Exceeds:
Meets:
Approaches:
Falls Far Below:
Total Enrolled:
Exceeds:
Meets:
Approaches:
Falls Far Below:
Total Enrolled:

Chinle Instructional Site
ECM 210: Guiding Young Children
Mr. Franklin J. Elliott





Course Assessment Reporting

Assessment Planning/Reporting Sheet

Course #: ECM 220: Curriculum Development & Implementation I **Semester:** Spring 2016

Campus: Chinle Instructional Site **Instructor:** Mr. Franklin J. Elliott

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.

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

    a. Create and evaluate an early childhood program that uses the philosophical and social foundations of early care and education.

    b. Demonstrate knowledge of varying program models, curriculum and learning environments that meet the individual needs of all young children, including those with diverse abilities.

    c. Demonstrate understanding of the early childhood profession in Native communities, its multiple historical philosophical, and social foundations, and how these foundations influence current Native thought and practice.

15. What is/are the method(s) you will use for measuring **expected course outcomes** pre/post-test, rubric, and survey?

- Pre / Post Benchmark Assessments: Focus: Terminology, Theories, and Methodology
- Reading Reflections
- Mid-Term & Final Exam
- Signature Assignment

16. What are your outcomes?

I. Pre-test: 2: Exceeds: 17 3: Meets: 25%, 4: Approaches: 33%, 3: Below: 25%

J. Post-test: 6: Exceeds: 50%, 5: Meets: 42%, 1: Approaches: 8%, 0: Below: 0%

4. What is your expectation/benchmark? **80%**
Did your students meet your expectation/benchmark? (See Page 2)

Yes

5. Have you made a change in teaching methodology, **expected course outcomes**, or anything else that

might improve student learning?

The course was focused more on academic and content terminology, instructional methodologies, and research connection to provided research base instruction. In class discussions and presentation were done to promote higher order thinking and meeting the common core instructional requirements.

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

The course Signature Assignment with criteria and rubric were set to provide evidence of student learning and academic progress. The developed Signature Assignment consists of the development of a curriculum handbook and student developed lesson Plans following the SIOP Model and Arizona GOLD Standards.

Benchmark: __80_ % students will meet or exceed expectation.

Exceeds Expectation
Use > 80% of the appropriate procedure
Results
Initial: 2 Students: 17%
Final: 6 Students: 50%

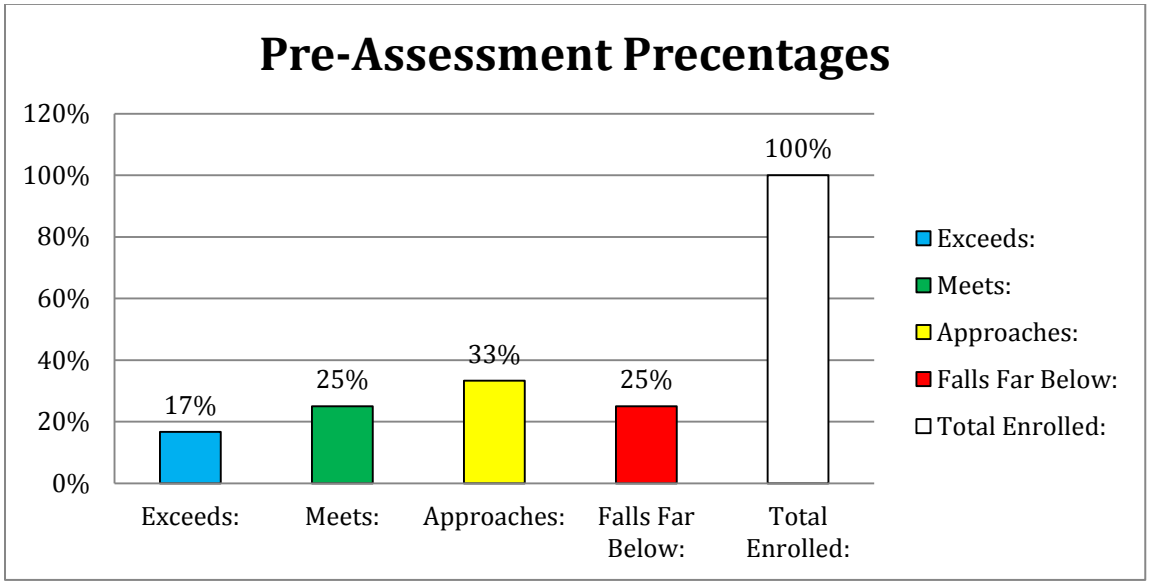
Meets Expectation
Use at least 70-80% of the appropriate procedure
Results
Initial: 3 Students: 25%
Final: 5 Students: 42%

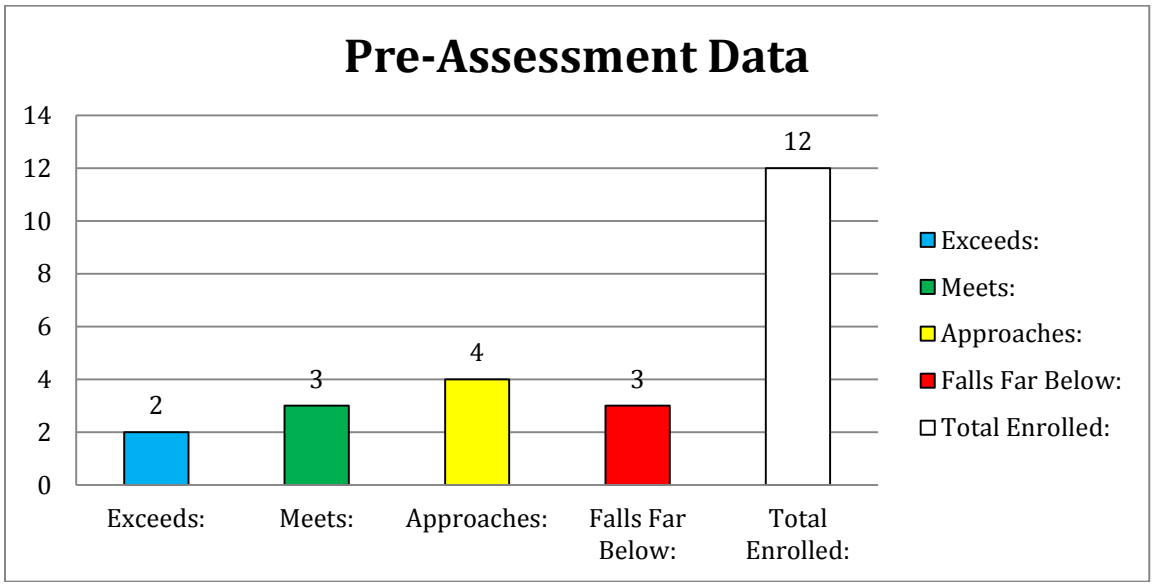
Does not meet Expectation
Use < 70% of the appropriate procedure
Results
Initial: 7 Students: 58%
Final: 1 Students: 8%

Final Result: 11 (Students) 92% Met or exceeded expectations

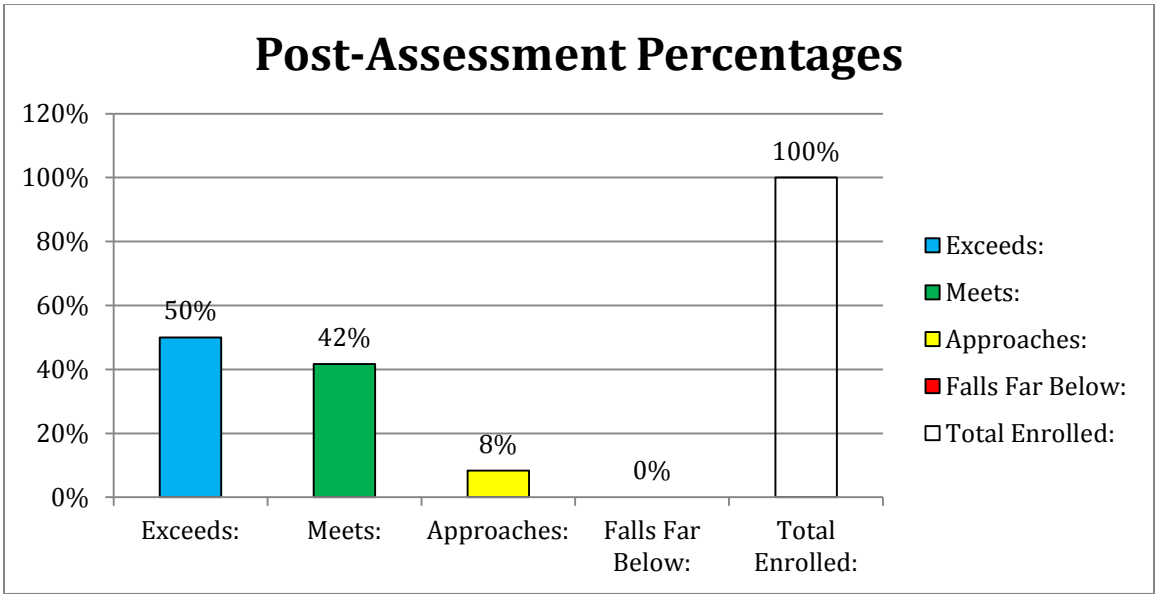
1 (Students) 8% Did not meet expectations

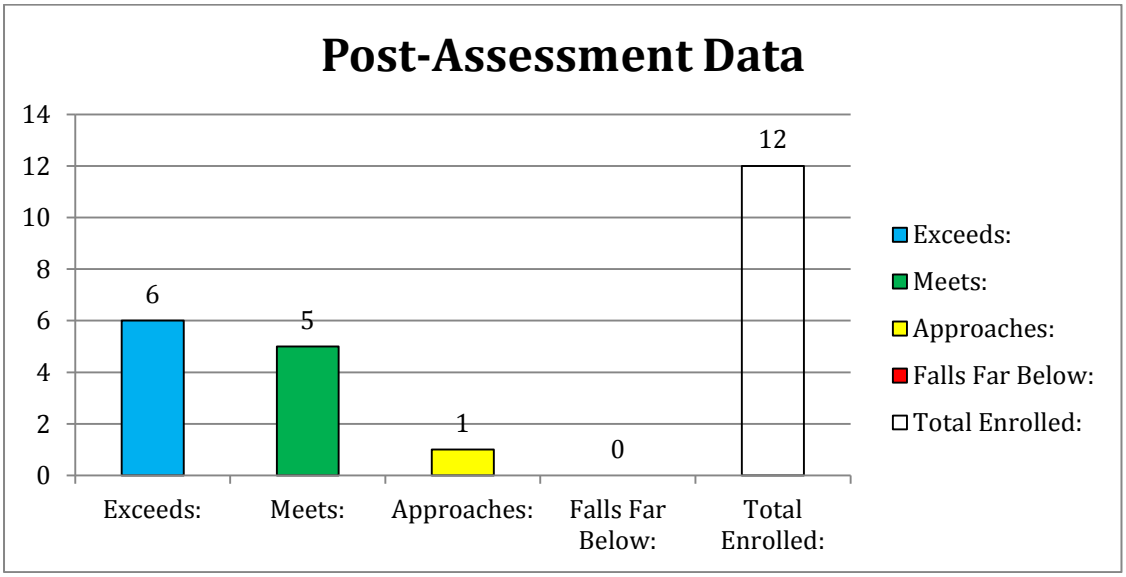
Chinle Instructional Site
Spring 2016: ECM 220: Curriculum Development & Implementation I
Mr. Franklin J. Elliott





Chinle Instructional Site
Spring 2016: ECM 220: Curriculum Development & Implementation I
Mr. Franklin J. Elliott





Course Assessment Reporting

Assessment Planning/Reporting Sheet

Course #: ECM 245: Professionalism **Semester:** Spring 2016

Campus: Chinle Instructional Site **Instructor:** Mr. Franklin J. Elliott

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.

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

    a. Create and evaluate an early childhood program that uses the philosophical and social foundations of early care and education.

    b. Demonstrate knowledge of varying program models, curriculum and learning environments that meet the individual needs of all young children, including those with diverse abilities.

    c. Demonstrate understanding of the early childhood profession in Native communities, its multiple historical philosophical, and social foundations, and how these foundations influence current Native thought and practice.

18. What is/are the method(s) you will use for measuring **expected course outcomes** pre/post-test, rubric, and survey?

- Pre / Post Benchmark Assessments: Focus: Terminology, Theories, and Methodology
- Reading Reflections
- Mid-Term & Final Exam
- Signature Assignment

19. What are your outcomes?

K. Pre-test: 2: Exceeds: 10% 3: Meets: 14%, 11: Approaches: 52%, 4: Below: 19%

L. Post-test 9: Exceeds: 45%, 6: Meets: 30%, 3: Approaches: 15%, 2: Below: 10%

4. What is your expectation/benchmark? **75%**
Did your students meet your expectation/benchmark? (See Page 2)

Yes

5. Have you made a change in teaching methodology, **expected course outcomes**, or anything else that might improve student learning?

The course was focused more on academic and content terminology, instructional methodologies, and research connection to provided research base instruction. In class discussions and presentation were done to promote higher order thinking and meeting the common core instructional requirements.
6. How are the conclusions from learning outcomes going to improve/change your process of assessing and/or the **expected course outcomes** you measured? The course Signature Assignment with criteria and rubric were set to provide evidence of student learning and academic progress in the development of a Professional Philosophy Statement so that they can add to their Professional – Personal Portfolios for Professional Development and Job Placement.

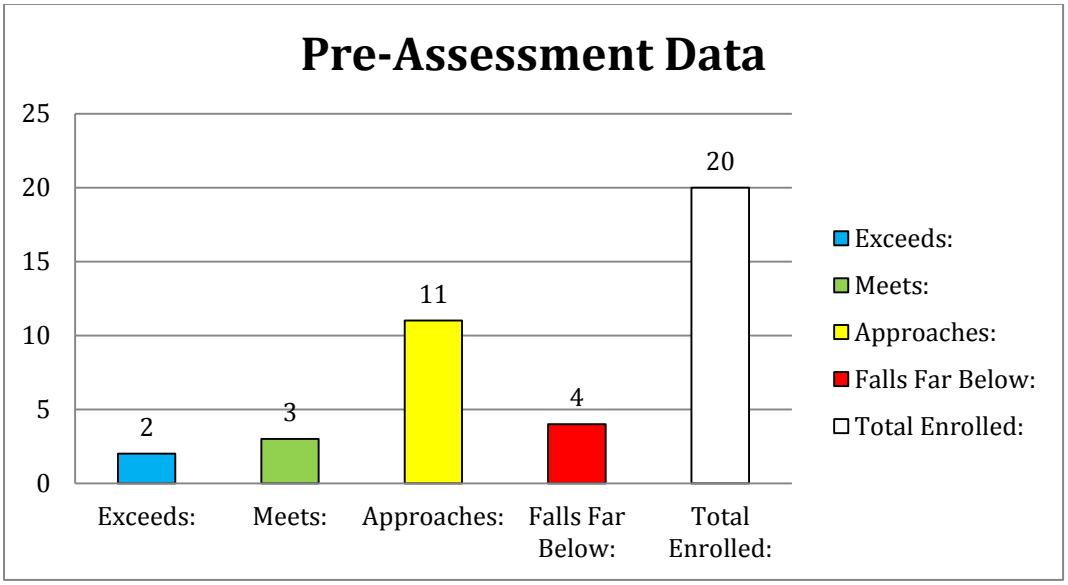
Benchmark: __75_ % students will meet or exceed expectation.

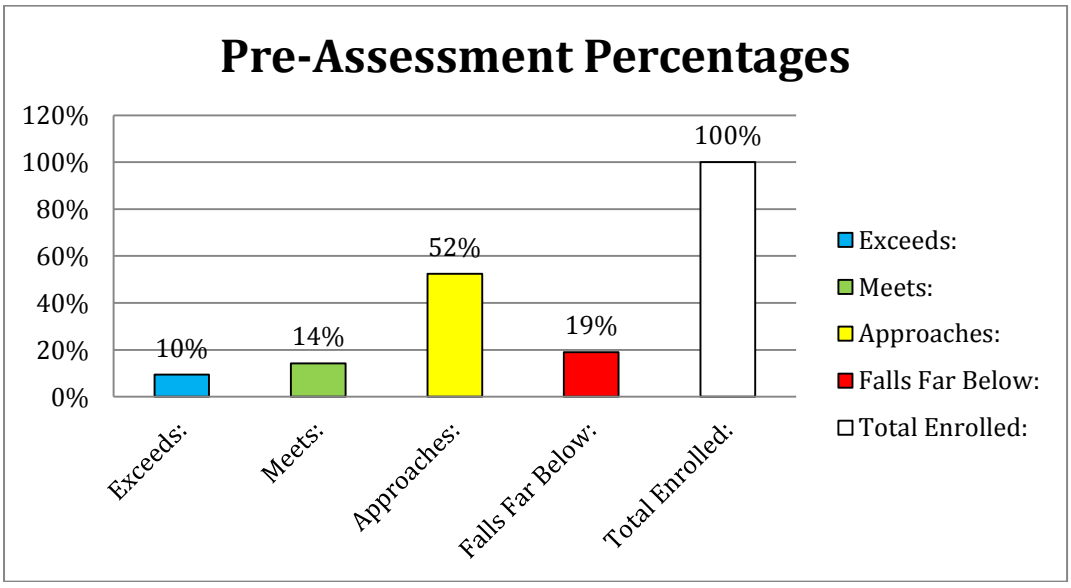
Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: 2 Students: 10% Final: 9 Students: 45%
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: 3 Students: 14% Final: 6 Students: 30%
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: 15 Students: 75% Final: 5 Students: 25%

Final Result: 15 (Students) 75% Met or exceeded expectations

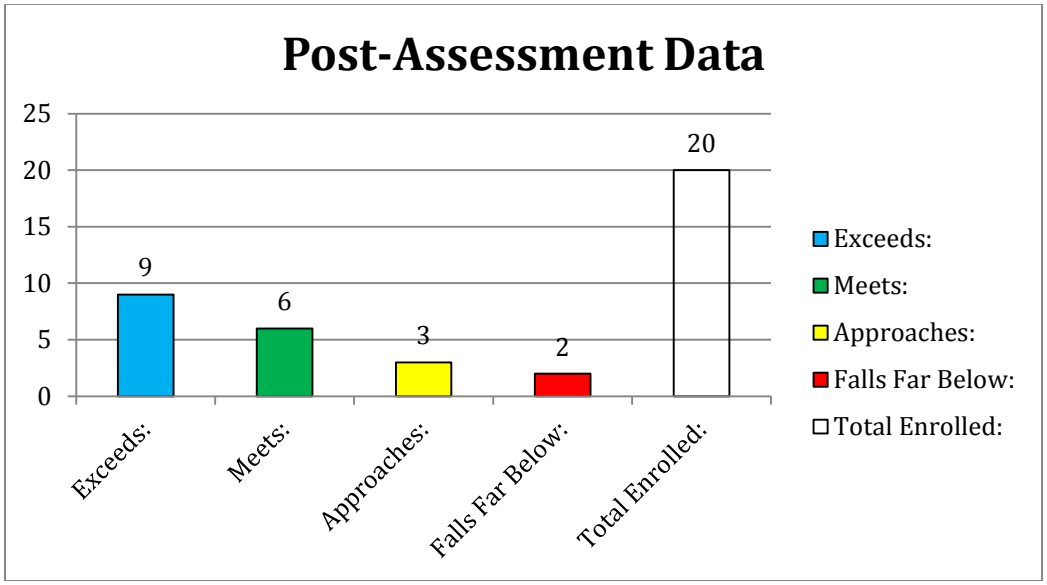
5 (Students) 25% Did not meet expectations

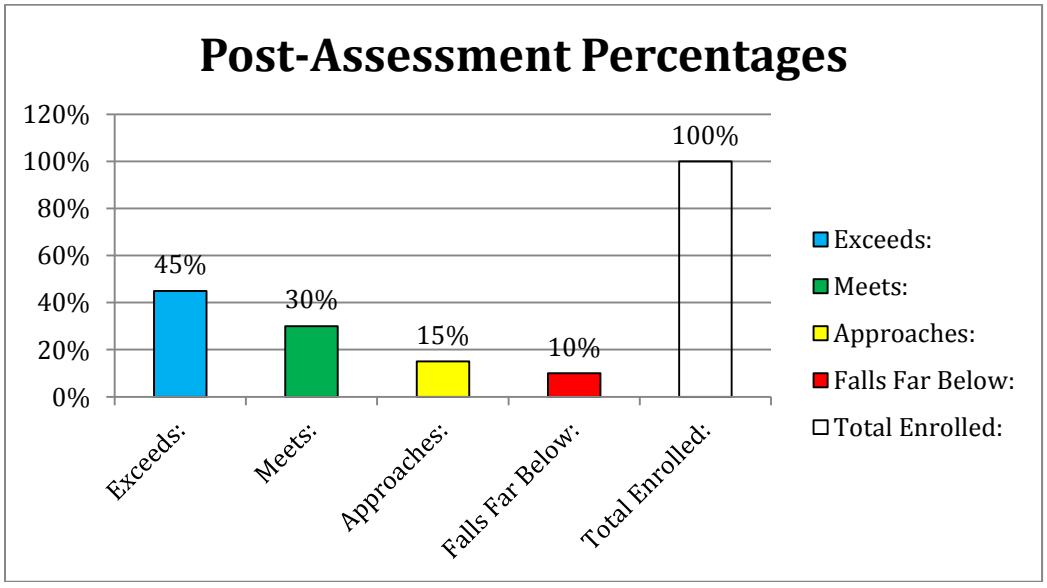
Chinle Instructional Site
Spring 2016: ECM 245: Professionalism
Mr. Franklin J. Elliott





Chinle Instructional Site
Spring 2016: ECM 245: Professionalism
Mr. Franklin J. Elliott





SCHOOL OF SCIENCE

Environmental Science

Mission Statement

Navajo Technical College mission is to provide college readiness programs, certificates, 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 College is committed to a high quality, student-oriented, hands-on-learning environment based on the Diné cultural principles: *Nitsáhákees, Nahátá, Íína, Siihasin.*

Assessment Planning/Reporting Sheet **Program: Envir. Science**
Course #: Environmental Science 1, 102-1 **Semester: Fall 2015**
Campus: Crownpoint **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 <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? 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)? 1. Broad understanding of Natural Resource issues world-wide. 2. Practical understanding of solutions and repercussions. 3. 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)? 1. Pre and Post test exams. 2. Course exams. 3. Quizzes. 4. Student presentations. 5. Term paper research. 6. Hands on lab.
Assessment Results/Data **Íína:** "Implementation, living"
4. What are your outcomes?

A. Pre-test: -
B. Post-test: Scores:

2 students took pre and post exams

Pre	Post	Improvement
15	71	56%
12.50%	35%	22.5
Average improvement		39%

4. What is your expectation/benchmark?
   70% attainment on post exam.

How will the result be used to make improvements?
Siihasin

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

Same as prior semester.

6. Have you made a change in teaching methodology, program goals, and students' learning objectives?
7. No changes. Results are great.

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

Used same template.

8. Do you need any additional budgeting? Maybe

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:

Meets Expectation

Results Initial: Final:
Does not meet Expectation: ___ student of ___ did not meet the 70% expectation. **Results See Pre and post test scores and comments above.** Initial: Final: Initial: Final:

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

Assessment Planning/Reporting Sheet **Program: Envir. Science**
Course #: Natural Resource Man. #365 **Semester: Fall 2015**
Campus: Crownpoint **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: 4. Understand the basis of Natural Resource management and what drives it. 5. Recognize the complexity of resource management, crises facing us, and the potential actions that will reduce impacts. 6. Exercise critical thinking in the analysis of resource issues.
2. How do these objectives relate to your program goal(s)? 8. Broad understanding of Natural Resource issues world-wide. 9. Practical understanding of solutions and repercussions. 10. 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)? 7. Pre and Post test exams. 8. Course exams. 9. Quizzes.

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

Assessment Results/Data
Iína: "Implementation, living"

4. What are your outcomes?
A. Pre-test: -
B. Post-test: Scores:

4 students took pre and post exams

Pre	Post	Improvement
5%	69%	64%
23%	97%	74%
52%	95%	43%
21%	83%	62%
Average improvement		61%

5. What is your expectation/benchmark?
70% attainment on post exam.

How will the result be used to make improvements?
Siihasin

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

Same as before

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

No. Plans worked great.

8. Do you need any additional budgeting?

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:
Meets Expectation **Results** Initial: Final:
Does not meet Expectation: See above. **Results See Pre and post test scores and comments above.** Initial: Final:

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

Program Assessment

Assessment Planning/Reporting Sheet **Program: Environmental Science and Natural Resources Program**

Course #: ALL **Semester: Fall 2015**

Campus: Crownpoint **Instructor: Chischilly**

Answer questions 1 – 5B 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 your program mission statement? *MISSION STATEMENT OF THE ENVIRONMENTAL SCIENCE AND NATURAL RESOURCES PROGRAM* *The Environmental Science and Natural Resources Program will provide students with opportunities to seek a certificatem, AAS degree or Baccalaureate degree in the arena of Environmental Science with an emphasis in Natural Resources by offering quality, transferable courses. The certificate or degree will be used in obtaining entry level employment or to fulfill courses needed for successful transfer to four-year programs at accredited universities and colleges. They will gain knowledge and skills covering basic environmental science and associated natural laws, data collection, statistical analysis, graphical methodologies or data, and hypothesis testing and summary. The students will gain an insight for all forms of life, need for protection and conservation of natural resources, and an understanding of how many of these concepts and ideas are already present in Diné culture.*
What are your program goals? *Goals:* 1. *Encourage and actively support students to pursue and continue their educational endeavors in science, using stipends, scholarships, internships, and field research as motivation.* 2. *Incorporate service learning projects in selected courses to give students exposure to serving their respective communities while seeking to solve identified environmental issues.*

3. *Seek and explore opportunities in research and internships so that the student gains experience and knowledge to be successful in their transition to a four-year school or employment.*
4. *Invite and encourage Navajo guest speakers to come to NTC to present talks, lectures, and field trips regarding Dińe Philosophy of Education perspectives regarding the natural world and the associated flora and fauna found within these ecosystems.*

2. What is/are the program goal(s) you are going to measure?
We plan to use a pre-test and a post-test to measure students with questions that they should be able to answer by the end of the semester. These questions are taken from the national environmental science pre-course and post-course examination website on the internet. We also will measure this by examining how many students take part in the summer internship and where and with whom they intern. It is expected that all students that major in this degree field will have a summer internship since this is a requirement for the bachelor degree. Also, service learning projects are also encouraged and presentations of this research will be conducted during the annual NTU Science Research Day which is held in April each year.

3. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals?
Goals will be measured directly, from a product that they produce, usually a poster from their summer internship or a poster with a presentation from their service learning project.

5. What are your pre-assessment outcomes?
A. Number of students for pre-assessment: *__24 (Environmental Science I with Laboratory)_*
B. What is your expectation/benchmark? *70%*

6. What are your post-assessment outcomes? 45% passed the post-test
A. Number of students for post-assessment: *_17_*
B. Did your students meet your expectation/benchmark? Yes.

7. Based on your post assessment outcomes, what changes will you make in teaching methodology, **program goals**, or anything else to improve student learning? *It seems that there is an assumption that since the students are not making the outcome goals that is in some way the fault of the professor. I think much of this can be improved from the students studying more and coming to class on time and prepared for the lecture and note taking. Not only is there the potential of decreasing our standards, but not all students that come and enroll in these classes are ready for the level of instruction offered in this program, some will fail due to inability to comprehend the material, poor educational background, not knowing how to study or not willing to study for the course.*

8. How will your proposed changes continue to support your stated program goals?
There are no proposed changes, perhaps simply tell the students that they need to study more and that if they need help learning to study to go to the STEM lab where they can get tutoring and study skills.

9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities*? I am going to keep them the same, the students in the past have done well on these same pre- and post- tests. I think some students are attracted to Environmental Science thinking it is going to be easier than Biology or Chemistry, when in fact it is not easier.*

Benchmark: __60_ % students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 25% Final: 72%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:

Final Result: __72_ % Met or exceeded expectations
__28_ % Did not meet expectations

Veterinary Technology

Veterinary Technology Mission Statement

The mission of the Veterinary Technology degree program is to provide students with the academic, professional "hands-on" knowledge, and skills required to master the American Veterinary Medical Association's Veterinary Technology Student Essential and Recommended Skills List which will prepare students as entry-level veterinary technicians, to successfully pass the VTNE (Veterinary Technician National Exam), and to perform as effective veterinary health care team members. Students will exhibit conduct that reflects practice standards that are professional, ethical, and legal. Graduates of this program will recognize career opportunities in traditional and non-traditional settings such as private veterinary practice, biomedical research, academia, food safety, government agencies, zoos, and other related-health fields.

Veterinary Technology Program Goals

- 75% of students will successfully pass (with a 70% score) the Veterinary Technician Exam (VTNE) within the first two attempts at the completion of the veterinary technology program.
- Students will accomplish 100% of *the Veterinary Technology Student Essential Skills List* pertaining to the courses by the end of each semester.
- All students will understand ethical and legal standards of the veterinary profession.
- All students will successfully pass the veterinary practice standards with a 75% score or higher.

Program Assessment

Assessment Planning/Reporting Sheet **Program: Veterinary Technology**
Course #: **Semester: Fall 2015**
Campus: Crownpoint
Instructor: Dr. Germaine Daye, Dr. Zoey Benally, Ms. Sandy Wilson

Answer questions 1 – 5B 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 your program mission statement?

The mission of the Veterinary Technology degree program is to provide students with the academic, professional "hands-on" knowledge, and skills required to master the American Veterinary Medical Association's Veterinary Technology Student Essential Skills List which will prepare students as entry-level veterinary technicians, to successfully pass the VTNE (Veterinary Technician National Exam), and to perform as effective veterinary health care team members. Students will exhibit conduct that reflects practice standards that are professional, ethical, and legal. Graduates of this program will recognize career opportunities in traditional and non-traditional settings such as private veterinary practice, biomedical research, academia, food safety, government agencies, zoos, and other related-health fields.

2. What are your program goals?

- 75% of students will successfully pass (with a 70% score) the Veterinary Technician Exam (VTNE) within the first two attempts at the completion of the veterinary technology program.
- Students will accomplish 100% of the Veterinary Technology Student Essential Skills List pertaining to the courses by the end of each semester.
- All students will understand ethical and legal standards of the veterinary profession.
- All students will successfully pass the veterinary practice standards with a 75% score or higher.

3. What is/are the program goal(s) you are going to measure?

- Students will accomplish 100% of the Veterinary Technology Student Essential Skills List pertaining to the courses by the end of each semester.
- All students will understand ethical and legal standards of the veterinary profession.
- All students will successfully pass the veterinary practice standards with a 75% score or higher.

4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals?
Both direct and indirect methods will be used to measure our program goals.

5. What are your pre-assessment outcomes?
A. Number of students for pre-assessment: ___5____
B. What is your expectation/benchmark? 75%, 100%

6. What are your post-assessment outcomes?
A. Number of students for post-assessment: ___5____
B. Did your students meet your expectation/benchmark?

Final program assessment results for the current cohort of students will not be available until these students complete the program or are close to completion. Students will sit for their VTNE upon graduation from the program. Students will not understand all of the ethical and legal standards of the veterinary profession in one semester therefore is a moot point to test at this time. The same applies to surveying students for veterinary practice standards.

7. Based on your post assessment outcomes, what changes will you make in teaching methodology, **<u>program goals</u>**, or anything else to improve student learning? N/A at this time.

8. How will your proposed changes continue to support your stated program goals? N/A at this time.

9. Based on your conclusions from your post assessment outcomes, how are you going to improve your

assessment activities? N/A at this time.

Benchmark: _____% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: N/A Final: N/A
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: N/A Final: N/A
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: N/A Final: N/A

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

Course Assessment

Assessment Planning/Reporting Sheet
Course #: VET 146 Nursing II **Semester: Spring 2016**
Campus: Crownpoint **Instructor: Sandra Wilson, RVT**

Answer questions 1- 3B 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 course goals (course objectives) you are going to measure? Demonstrate and perform diagnostic specimen collection for analysis (e.g., urine, blood, feces, specimens for cytology) for various small animal species through the following: Perform venipuncture: Cephalic (dog, cat) Jugular (dog, cat)

Saphenous (dog)
Medial femoral (dog, cat)
" Collect urine sample
Catheterize male and female dogs in a group
Catheterize female cat in a group
Catheterize male cat in a group
Collect voided urine sample (small animal)
Perform cystocentesis (small animal) in a group
Prepare diagnostic specimens for shipment
Demonstrate therapeutic techniques appropriate to various small animal species through the following:
Administer parenteral medications:
Subcutaneous (dog, cat)
Intramuscular (dog, cat)
Intradermal (dog)
Intravenous (dog, cat)
" Administer enteral medications:
Gastric intubation (small animal) in a group
Hand pilling (dog, cat)
Gastric lavage (dog) in a group
Nasogastric intubation (small animal) in a group
" Administer topical medication (including eye meds)
" Perform ocular diagnostic tests (including tonometry, fluorescein staining, and Schirmer tear test)
" Administer enemas in a group
" Collect / evaluate skin scrapings
Fluid therapy:
Administer subcutaneous fluids
Place intravenous catheters (cephalic, saphenous) (jugular in a group)
Maintain and care for catheters
Determine / maintain fluid infusion rate
Monitor patient hydration status
Develop familiarity with fluid delivery systems
" Apply and remove bandages and splints
" Removes casts in a group
" Develop understanding of wound management and abscess care
" Perform physical therapy:
Hydrotherapy
Post-operative
Orthopedic
Neurological, in a group
Explain care of recumbent patient

2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring **expected course outcomes**?

Pre- and post-test

3. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: **__5____**

B. What is your expectation/benchmark? **75%**

4. What are your post-assessment outcomes?

A. Number of students for post-assessment: ___5____

B. Did your students meet your expectation/benchmark? yes

5. Based on your post assessment outcomes, what changes will you make in teaching methodology,

expected course outcomes, or anything else to improve student learning?

- Adding a video on types of learning styles, tips on studying for exams.
- More of a case study materials, to enhance their critical thinking
- Quizzes to give them power to read their chapter before class.
- Continued using 8th edition Clinical Textbook for Veterinary Technicians
- Adding the Vet 090 Intro To Veterinary Technology course starting Fall 2016

6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?

- To give out weekly updates on their performance, feedbacks
- To encourage them to read and be prepared for their classes
- Continued using 8th edition Clinical Textbook for Veterinary Technicians

Benchmark: __75____% students will meet or exceed expectation.

(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation

Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)

Results

Initial:

Final:

Meets Expectation

Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)
Results

Initial: 5

Final:5

Does not meet Expectation

Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.)
Results

Initial:

Final:

Final Result: __100__ % Met or exceeded expectations

__0__ % Did not meet expectations

3. What are your pre-assessment outcomes? A. Number of students for pre-assessment: 5 B. What is your expectation/benchmark? 75% or better
4. What are your post-assessment outcomes? A. Number of students for post-assessment: 5 B. Did your students meet your expectation/benchmark? 2/5 met benchmark for pre/post assessment tool
5. Based on your post assessment outcomes, what changes will you make in teaching methodology, **expected course outcomes**, or anything else to improve student learning? Continue to teach students to study and memorize. Implement reading and study sessions in the evening. Veterinary Technology curriculum was revised during 2014-15 academic year and new textbooks were recommended to achieve American Veterinary Medicine Association (AVMA) accreditation. Curriculum is rigorous however will continue to make improvements in courses to attain student success.
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? Continue to have pre / post-test assessment questions organized by learning objectives to facilitate grading and assessment data processing. Continue to create pre/post-tests consisting of multiple choice questions to facilitate grading and data processing.

Benchmark: __100___% students will meet or exceed expectation.

(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation

Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0 Final: 1
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0 Final: 1
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 5 Final: 3

Final Result: **40 %** **Met or exceeded expectations**

60 % **Did not meet expectations**

Course Assessment

Assessment Planning/Reporting Sheet

Course #: VET148 Animal Nutrition Semester: Spring 2016

Campus: **Crownpoint** **Instructor: Twyla Z. Benally, DVM, MPH**

Answer questions 1- 3B 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.**
What is/are the course goals (course objectives) you are going to measure? ✓ Demonstrate nutrition techniques appropriate to various animal species through the following: ✓ Understand life stage energy and nutrient requirements of well animals (dog, cat, horse, cow)

- ✓ Identify common grains and forages
- ✓ Understand key nutritional factors in disease conditions (be familiar with therapeutic foods)
- ✓ Understand current developments in nutritional supplements and additives, including benefits and potential toxicities
- ✓ Understand and identify substances that when ingested result in toxicity (identify common poisonous plants, and be familiar with substances organic or inorganic that cause toxicity)
- ✓ Develop and communicate hospital nutrition protocols
- ✓ Understand appropriate dietary components for various life stages and therapeutic regimens (e.g., therapeutic foods) in order to promote optimal health, enhanced recover, and manage chronic disease conditions.
- ✓ Explain nutritional recommendations to clients and reinforce owner compliance

2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring

expected course outcomes?

- ✓ Pre and Post Tests

3. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: 5

B. What is your expectation/benchmark? 75% or better

4. What are your post-assessment outcomes?

A. Number of students for post-assessment: 5

B. Did your students meet your expectation/benchmark?

5. Based on your post assessment outcomes, what changes will you make in teaching methodology,

expected course outcomes, or anything else to improve student learning?

Continue to teach students to study and memorize. Implement reading and study sessions in the evening.

Veterinary Technology curriculum was revised during the 2014-2015 academic year and new textbooks were recommended to achieve American Veterinary Medicine Association (AVMA) accreditation. Revised curriculum is rigorous however will continue to work toward attaining student success.

6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?

Continue to have pre / post-test assessment questions organized by learning objectives to facilitate grading and assessment data processing. Continue to create pre/post-tests consisting of multiple choice questions to facilitate grading and data processing.

Benchmark: __100___% students will meet or exceed expectation.

(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0 Final: 3
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0 Final: 1
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 5 Final: 1

Final Result: __80__% Met or exceeded expectations

__20__% Did not meet expectations

General Education

Assessment Planning/Reporting Sheet **Program: Biology and Environmental Science**
Course #: Bio 120 , Env 102 and Env 112 **Semester: Fall 2015**
Campus: Chinle **Instructor: Dr. Dante M. Reazo**

1. **What is your program mission statement?**

The Science Department is committed to experiential learning through rigorous laboratory exercises, field experiences, and the opportunity to participate in biological research, internships, and cooperative education programs. Students are afforded the opportunity to develop writing and presentation skills appropriate to function as a biologist while building a foundation in basic biological education in support to the realization of the four elements of the Dine Philosophy of Education.

2. What are your program goals?

BIOLOGY PROGRAM GOALS

Upon completion of Biology course, students are expected to possess:

1. broad-based knowledge of the biological sciences, emphasizing cellular and molecular biology, genetics, organismal biology, ecology, evolution and population biology
2. written and oral communication skills appropriate for presentation of biological information and development of a coherent scientific argument
3. laboratory and analytical skills required for professional growth in employment and/or advanced graduate study, and
4. The scientific literacy necessary to make informed judgments concerning issues of personal and public policy.

ENVIRONMENTAL SCIENCE PROGRAM GOALS

Consistent with the university's mission, the Environmental Science Program at NTU recognizes the global changes and responses for attaining a more sustainable environment. The Program also seeks to create a learning environment in which our students can better understand these changes and be given a greater voice in planning for conservation through an interdisciplinary environmental science curriculum that is designed to enhance scientific inquiry and to strengthen scientific competence.

Through these efforts, the Program aims at preparing students for graduate studies in STEM disciplines, and provides opportunities for careers in environmental sciences, environmental health, public health, and medical schools.

3. **What is/are the program goal(s) you are going to measure?**

Biology:

1. Identify the basic structures and functions that allow organisms to obtain and use energy (Includes: unicellular, multicellular, animal, and plant)
2. Identify the basic structures and functions that allow organisms to exchange

(Includes: unicellular, multicellular, animal, and plant)

3. Identify the basic structures and functions behind the transport of essential materials in an organism.
4. Identify the basic structures and explain the functions that allow an organism to pass on genetic information for the survival of the species.

Environmental Science:

1. Recognize major concepts in environmental sciences and demonstrate in-depth understanding of the environment.
2. Develop analytical skills, critical thinking, and demonstrate problem-solving skills using scientific techniques.
3. Explain the concepts of sustainable agriculture, and alternative agriculture practices to apply and use it sustainably, including what approaches are to be taken for sustainable pest control.
4. Explain the water cycle; discuss the issues and solutions pertaining to a water shortage; the different types of water pollution, and how pollution can be reduced through legislating water pollution control.

4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals?

For Biology: Short and Long Exams, Laboratory Experiments, Field Exercises, Research, Presentations

For Environmental Science: Short and Long Exams, Laboratory Experiments, Field Assessments (Ecology and Biodiversity), Research, Presentations

5. What are your pre-assessment outcomes?

A. Number of students for pre-assessment:
Biology 120-6 - 15
Environmental Science 102 - 13
Environmental Science 112 - 5

B. What is your expectation/benchmark? **75%**

6. What are your post-assessment outcomes?

A. Number of students for post-assessment:
Biology 120-6 - 13
Environmental Science 102 - 11
Environmental Science 112 - 3

B. Did your students meet your expectation/benchmark?
Yes, and the data are provided in a separate sheet as an attachment

7. Based on your post assessment outcomes, what changes will you make in teaching methodology, program goals, or anything else to improve student learning?

Some of the changes that will be done to reinforce student learning will include hands-on activities and guided research and presentations.

8. How will your proposed changes continue to support your stated program goals?
These will be done in a timely fashion, and will be supported with instructional tools and technology that are available in the campus, including the self-designed lab materials.

9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? The activities will be assessed using the appropriate rubrics and standards to determine how far each student could go from where he/she started.

PRE-ASSESSMENT RESULTS FOR BIOLOGY 120, ENVIRONMENTAL SCIENCE 1 AND ENVIRONMENTAL SCIENCE 2

PRE-ASSESSMENT STUDENT SCORES FOR BIOLOGY 120-6

Student ID Number	Scores-Pre-Assessment **Expected Total Score = 70**	Scores-Pre-Assessment **Expected Total Score = 70**
121808	30	52
116349	27	WE
120940	30	51
122879	33	64
123827	20	48
119086	34	57
120306	39	63
117124	15	42
116228	18	38
120129	27	58
120125	29	52
115813	37	WE
118435	31	61
119696	21	44
123481	38	65
AVERAGE	29.0 **(41.43%)**	53.5 **(76.43%)**

PRE-ASSESSMENT STUDENT SCORES FOR ENV 102-6

Student ID Number	Scores-Pre-Assessment **Expected Total Score-= 50**	Scores-Pre-Assessment **Expected Total Score-= 50**
112428	26	42
120870	25	WE
116098	19	WE
123009	29	43
121752	33	46
121841	26	41
123467	25	42
120062	25	45
122164	27	39
116957	24	36
123518	23	37
123838	21	44
115892	18	33
AVERAGE	25.0 **(50.00%)**	41.0 **(82.00%)**

PRE-ASSESSMENT STUDENT SCORES FOR ENV 112-6

Student ID Number	Scores-Pre-Assessment **Expected Total Score= 60**	Scores-Pre-Assessment **Expected Total Score= 60**
118718	29	46
123010	31	48
120129	21	52
120018	39	---
122192	26	---
AVERAGE	29.2 **(49.00%)**	49.0 **(81.7%)**

Assessment Question # 2
*What is/are the method(s) you will use for measuring **expected course outcomes** pre/post-test, rubric, and survey?*

Methods and rubrics that will be used to measure expected outcomes	
Exams, Quizzes	40%
Book Review, Presentation	10%
Lab Reports	15%
Homework, Assignments	20%
Attendance, Participation	15%
Total	100%

Course Assessment

Assessment Planning/Reporting Sheet
Course #: CHM 122 **Semester: Fall 2015**
Campus:Crownpoint **Instructor: Jocelyn Lucero**

Answer questions 1- 3B 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 course goals (course objectives) you are going to measure?
   To use scientific method in carrying out experiments
   To understand the basic of chemical bonding
   To recognize/identify hybridization is
   To comprehend/explain the valence bond and molecular orbital theory
   To have knowledge of the principles of thermodynamics
   To understand chemical kinetics and equilibrium
   To balance and know oxidation-reduction reactions
   To discuss acids and bases

2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring **expected course outcomes**? Pre-survey and post-survey assessment on course objectives

3. What are your pre-assessment outcomes? The students' responses to pre-survey and post-survey course objectives analysis
A. Number of students for pre-assessment: 4
B. What is your expectation/benchmark? Students will be able to achieve proficiency level

4. What are your post-assessment outcomes?
A. Number of students for post-assessment: 4
B. Did your students meet your expectation/benchmark? Students have met the expectation based on the result obtained

5. Based on your post assessment outcomes, what changes will you make in teaching methodology, **expected course outcomes**, or anything else to improve student learning?
To adopt technological tools for learning. This will result into active learning as opposed by traditional learning where students are fully dependent on the instructor as giver of information. There must be variation in terms of teaching methodology.

6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?
To apply different methods of learning in order for students to engage highly in the activities thereby resulting to improved assessment for students' learning.

Benchmark: 70 % students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial:

Final: ⩾ 70%
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final: ⩾ 70%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: ⩽ 70% Final: ⩾ 70%

Final Result: 70 % Met or exceeded expectations
____ % Did not meet expectations

Program Goals for Biology Program

1. Students can demonstrate basic knowledge of the primary natural sciences of chemistry, biology and physics and appreciate their interrelationship.
2. Students can demonstrate knowledge of basic information and tools required to connect the many biological events to themes that pervade all of biology.
3. 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.
4. 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.
5. Students exhibit skills to interweave scientific concepts of local diseases like diabetes, with culturally congruent intervention programs.
6. 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.
7. 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.
8. 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.
9. Students exhibit the aptitude to access training, jobs and programs that foster growth in clinical health care experience.

Programs Goals for Principles of Biology

a. An ability to recognize and list the chemical elements and macromolecules that occur in living organisms, their activities and functions.

b. An ability to describe how information carried within certain molecules is organized into units for self-reproduction and for other biological activities.
c. The ability to identify changes, and damage of faulty arrangements of these molecular units on disease, evolution, and diversity of organisms.

Table 1: Assessment plan

Assessment Planning/Reporting Sheet **Program: Principles of Biology**

Course #: BIO-120 **Academic Year: Fall, 2015**

Campus: Crownpoint **Instructor: Godwin Ifere**

Learning Outcomes to be measured	**Assessment procedure Process/Instrument Rubric attached**	**Assessment Results/Data**	**How will the result be used to make improvements**
Evaluate statements and demonstrate a deeper understanding of biology and the process of science.	Knowledge of scientific method to be measured by class test, quizzes and laboratory exercises.	At the beginning of the semester only 10% demonstrated deeper knowledge of biology and the process of science.	Will present material in the format of student-centered problem-solving teams.
Identify the significance of nonliving biomolecules in animating the activities and functions of various life forms.	Essays, oral presentations, and observations of students' performances at tasks, quizzes, homework and exams.	Most students lack knowledge of how nonlife animate lifeforms and functions.	Continue to emphasize that emergent properties are incidental to complex molecular organizations.
Relate the role of humans in the	Video clips and field trips	At the beginning of the semester 12% of the students could	

ecosystem. Demonstrate critical thinking and analytical skills	to observe human activities on the ecosystem to be used. Use information provided for problem-solving, and creative expression in different situations.	identify human effects on the ecosystem. Only 4% of the students can think critically and analytically *ab initio*	Continue to identify and emphasize human activities in the ecosystem. Oral, hands-on and written questions will emphasize the ability to draw reasonable conclusions and information found in various conditions.

Name_____ NTC-ID#_____

Pre-Assessment – Principles of Biology

Fall, 2015.

BIO 120-1

Principles of Biology. Dr. G.O.Ifere

November 20, 2015

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

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 , generally exceeds criteria relative to quality
5. Much more than acceptable, significantly above criteria.

Circle one number for each rating

1. Prior to taking this class my knowledge of themes connecting the concept of biology is 1 2 3 4 5

2. Prior to taking this class my knowledge of the chemical context of life is 1 2 3 4 5

3. Before taking this class, my knowledge of the abundance of water and sustenance of life on earth is 1 2 3 4 5
4. Before taking this class, my understanding that carbon is the backbone of life is 1 2 3 4 5
5. Before taking this class, my knowledge of the molecules vital to life is 1 2 3 4 5
6. Prior to taking this class, my knowledge of the fundamental units of life is. 1 2 3 4 5
7. Before taking this class, my knowledge of how matter and energy flow during life's processes is: 1 2 3 4 5
8. Before taking this class, my ability to relate molecular interactions to organismal behavior is: 1 2 3 4 5
9. Before taking this class, my ability to correlate human activities to the nature of the ecosystem is: 1 2 3 4 5
10. Before taking this class, my ability to understand the basis of inheritance is: 1 2 3 4 5

Name_____ NTC-ID#_____

Post-Assessment – Principles of Biology

Fall, 2015.

BIO 120-1

Elements of Biology. Dr. G.O.Ifere

November, 2015

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

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 , generally exceeds criteria relative to quality
5. Much more than acceptable, significantly above criteria.

Circle one number for each rating

1. After taking this class my knowledge of the themes that connect the concept of biology is 1 2 3 4 5
2. After taking this class my knowledge of the chemical context of life is 1 2 3 4 5
3. After taking this class, my knowledge of the abundance of water and sustenance of life on earth is 1 2 3 4 5
4. After taking this class, my understanding of carbon as the backbone of life is 1 2 3 4 5
5. After taking this class, my knowledge of the molecules vital to life is 1 2 3 4 5
6. After to taking this class, my knowledge of the fundamental units of life is. 1 2 3 4 5
7. After taking this class, my knowledge of how matter and energy flow during life's processes is: 1 2 3 4 5
8. After taking this class, my ability to relate molecular interactions to organismal behavior is: 1 2 3 4 5
9. After taking this class, my ability to correlate human activities to the nature of the ecosystem is: 1 2 3 4 5
10. After taking this class, my ability to understand the basis of inheritance is: 1 2 3 4 5

Table-4: Rubric

Assessment Rubric
Course #: BIO 120
Campus: Crownpoint

Program: Principles of Biology
Academic Year: November, 2015
Instructor: Godwin Ifere

Program Competency	Exceeds Expectation (3)	Meets expectation (3)	Does not meet expectation (4)

Program Competencies Principles of Biology Goals 1 to 10	Use >80 % of the appropriate procedure	Use at least 70-80 % of the appropriate procedure	Use <70 % of the appropriate procedure
Methods Pre- and Post-surveys were conducted	**Results** Initial: Final: > 80 % **(Goals 3, 7, and 9) exceeds expectation.**	**Results** Initial: Final: > 70 % **(Goals 2,6 and 8) met expectation**	**Results** Initial: < 70% Final: < 70% (**Goals 1, 4, 5, and 10) do not meet expectation**.

During the course of studying "the principles of biology", surveys were conducted to enable the assessment of the students' knowledge of the course content. Such knowledge was ranked at the beginning and end of the semester on a scale of 1 to 5, with 1 being the lowest and 5 being the highest. At the beginning of the semester, none of the program goals met students' expectations as observed in the pre-test results shown in Table-2. However, during a post-survey conducted at the end of the semester goals 2, 6 and 8 met expectations as shown in Table 3. Interestingly, the post-survey also revealed that goals 3, 7 and 9 exceeded expectation suggesting the topics have been made clear. It is surprising that goals 1, 4, 5, and 10 (all-encompassing the application of students' knowledge of organic chemistry, and critical thinking) did not meet expectation. This suggests that student's sufficient background knowledge of organic chemistry is needed by students taking this course, and also students need to understand biology's principal themes. Altogether, there was a gain in learning for all the goals listed in the course, "principles of Biology", and even the gains in goals 1, 4, 5 and 10 which fell short of expectations were very significant. It may have been difficult for the students to demonstrate critical thinking and analytical skills since they have little or no background knowledge of scientific concepts, coupled with the enormous amount of these concepts expected to be mastered within the time frame. This distraction in the teaching of basic chemistry concepts must have contributed to insufficient treatment of genetics and its role in inheritance. Recommendations have been made for students with insufficient background in elementary chemistry and other sciences to take an integrated science course before taking core courses. This will improve the set objectives for this course.

Table 2- Pretest: Students' Ratings Based on a scale of 1 to 5

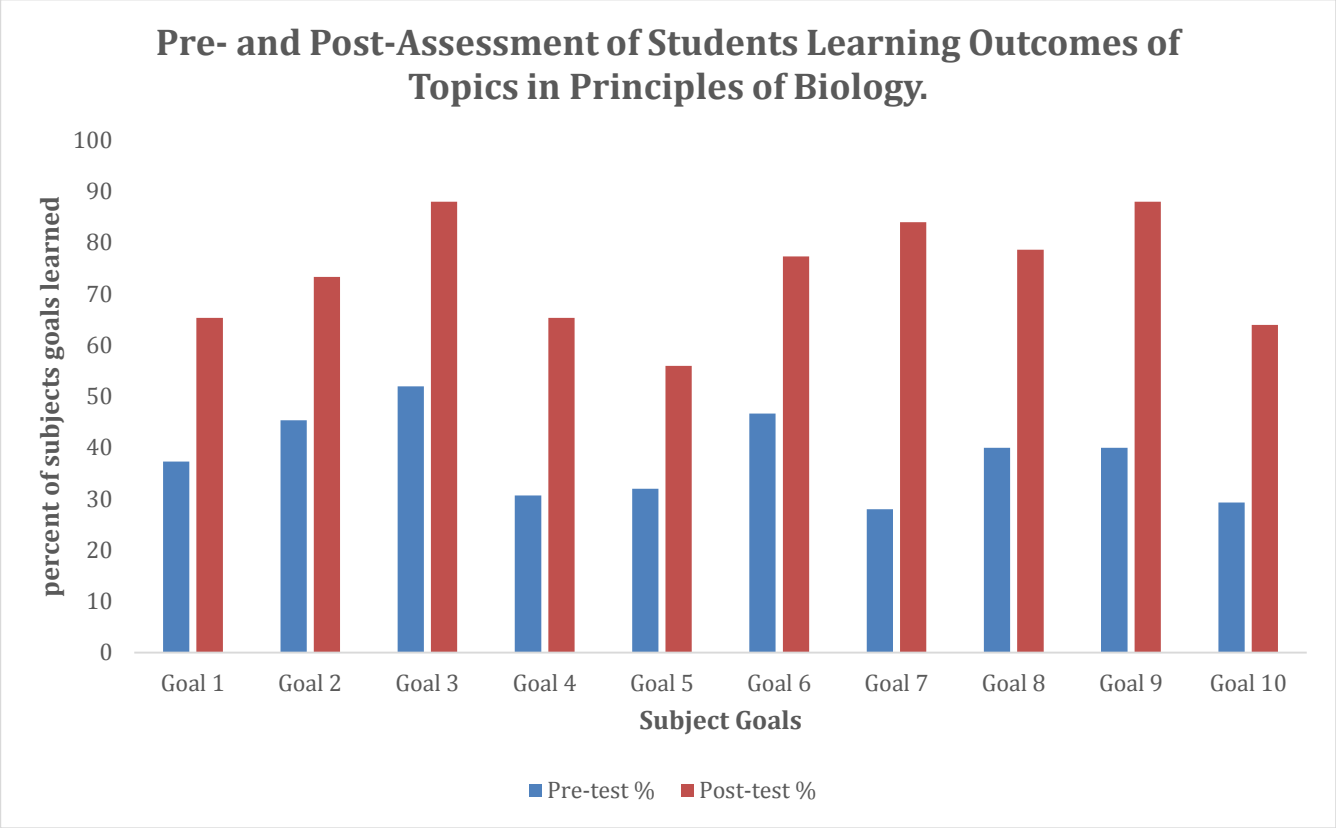
	Student number (SN#)																
Subject Goals	**#1**	**#2**	**#3**	**#4**	**#5**	**#6**	**#7**	**#8**	**#9**	**#10**	**#11**	**#12**	**#13**	**#14**	**#15**	**Total**	**%**
1. Prior to taking this class my knowledge of themes connecting the concept of biology is	1	2	1	2	2	3	2	2	2	2	2	1	2	3	1	28	37.33
2. Prior to taking this class my knowledge of the chemical context of life is	2	2	4	4	3	2	2	1	2	2	3	2	2	1	2	34	45.33
3. Before taking this class, my knowledge of the abundance of water and sustenance of life on earth is	3	4	3	4	4	4	2	2	1	2	2	4	2	3	2	39	52.00
4. Before taking this class, my understanding of carbon as the backbone of life is	2	1	2	1	2	1	1	2	1	2	1	2	1	2	2	23	30.67
5. Prior to taking this class, my knowledge of the molecules vital to life is	2	2	1	2	2	2	2	2	1	2	1	1	1	1	2	24	32.00
6. Prior to taking this class, my knowledge of the fundamental units of life is.	2	2	3	1	4	1	1	1	3	3	3	2	3	4	2	35	46.67
7. Before taking this class, my knowledge of how matter and energy flow during life's processes is:	1	2	2	3	3	3	2	1	1	2	2	1	2	2	1	21	28.00

8. Before taking this class, my ability to relate molecular interactions to organismal behavior is:	2	1	2	2	4	2	2	2	2	4	2	1	1	1	2	30	40.00
9. Before taking this class, my ability to correlate human activities to the nature of the ecosystem is:	2	3	2	1	3	1	2	3	2	1	2	1	3	2	2	30	40.00
10. Before taking this class, my ability to understand the basis of inheritance is:	1	2	1	2	1	2	2	2	2	1	1	1	2	1	1	22	29.33

Table 3- Post-test: Students' Ratings Based on a scale of 1 to 5

	Student number																
Program Goals	**#1**	**#2**	**#3**	**#4**	**#5**	**#6**	**#7**	**#8**	**#9**	**#10**	**#11**	**#12**	**#13**	**#14**	**#15**	**Total**	**%**
1. After taking this class my knowledge of themes connecting the concept of biology is	3	4	3	3	3	4	3	4	3	4	3	3	3	3	3	49	65.33
2.: After taking this class my knowledge of the chemical context of life is	4	3	3	2	5	5	3	4	4	2	5	5	2	5	3	55	73.33
3. After taking this class, my knowledge of the abundance of water and	4	5	5	4	5	4	4	5	4	4	5	4	3	5	5	66	88.00

sustenance of life on earth is																	
4. After taking this class, my understanding of carbon as the backbone of life is	4	4	2	5	4	4	3	2	1	4	5	3	2	2	4	49	65.33
5. After to taking this class, my knowledge of the molecules vital to life is	5	4	3	2	5	4	2	3	3	4	5	4	4	4	4	42	56.00
6. After to taking this class, my knowledge of the fundamental units of life is.	4	4	4	4	4	3	4	5	4	3	2	3	4	5	5	58	77.33
7. After taking this class, my knowledge of how matter and energy flow during life's processes is:	3	3	4	5	4	5	3	5	5	5	3	3	5	5	5	63	84.00
8. After taking this class, my ability to relate molecular interactions to organismal behavior is:	5	3	4	5	4	4	4	3	4	3	4	5	4	5	5	59	78.67
9. After taking this class, my ability to correlate human activities to the nature of the ecosystem is:	4	4	4	5	4	5	4	5	3	3	5	5	5	5	5	66	88.00
10. After taking this class, my ability to understand the basis of inheritance is:	4	5	5	4	2	5	5	3	2	4	2	2	2	1	2	48	64.00



Course Assessment

Assessment Planning/Reporting Sheet
Course #: BIO 110- Elements of Biology
Campus: Crownpoint

Semester: Spring, 2016
Instructor: Godwin Ifere, PhD.

Answer questions 1- 3B 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 course goals (course objectives) you are going to measure? **<u>Course Objectives</u>** a. Explain the biological principles that are essential to life b. Recall the interactions that occur at the molecular level to determine and modify gross organismal behavior c. Identify the role of humans as organisms on earth relative to the ecosystem d. Acquire critical and analytical thinking skills.

2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring

expected course outcomes?

Course outcome Measurements

a. Measure knowledge of biological principles, & knowledge of scientific methods by: class tests, quizzes, laboratory exercises, oral presentations, essays, homework, and exams.

3. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: ___13___

B. What is your expectation/benchmark?

The benchmark is a score greater than 80 %

4. What are your post-assessment outcomes?

A. Number of students for post-assessment: ____13___

B. Did your students meet your expectation/benchmark?

Yes, the students met expectations in three of the set goals (see table 4).

5. Based on your post assessment outcomes, what changes will you make in teaching methodology,

expected course outcomes, or anything else to improve student learning?

How to improve student learning

a. Prior knowledge of science would be tested based on standardized exam before enrolment of students in college level science courses.
b. Introduce and put emphasis on the teaching of basic, but essential learning tools at the beginning of the course.

6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?

Improvement of assessment activities

1. I will assess prior knowledge, recall and understanding
2. I will assess skills in problem solving
3. I will assess skills in application and performance

Benchmark: __60___% students will meet or exceed expectation.

(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 80 Final: 80
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 80 Final:80
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0 Final: 0

Final Result: 30 % Met or exceeded expectations

70 % Did not meet expectations

Name_____ NTU-ID#_____

Pre-Assessment – Elements of Biology

Spring, 2016.

BIO 110-1

Elements of Biology. Dr. G.O. Ifere

January 25th, 2016.

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

6. Much less than acceptable, significantly does not meet criteria
7. Less than acceptable, generally does not meet criteria
8. Acceptable. Ok, meets the criteria relative to quality
9. More than acceptable , generally exceeds criteria relative to quality
10. Much more than acceptable, significantly above criteria.

Circle one number for each rating

11. Prior to taking this class my ability to understand biology has been hindered by its terminology. 1 2 3 4 5

12. Prior to taking this class my belief is that biology is difficult. 1 2 3 4 5

13. Before taking this class, my ability to judge scientific claims encountered as a citizen is: 1 2 3 4 5

14. Before taking this class, my ability to relate matter to things we all know is. 1 2 3 4 5

15. Before taking this class, my belief is that important ideas of biology are complex. 1 2 3 4 5

16. Prior to taking this class, my belief is that biology entails memorization of a list of items. 1 2 3 4 5

17. Before taking this class, my knowledge of biological principles is: 1 2 3 4 5

18. Before taking this class, my ability to relate molecular interactions to organismal behavior is: 1 2 3 4 5

19. Before taking this class, my ability to correlate human activities to the nature of the ecosystem is: 1 2 3 4 5

20. Before taking this class, my ability to use fundamental principles of biology to analyze issues is: 1 2 3 4 5

Name_____ NTC-ID#_____

Post-Assessment – Elements of Biology

Spring, 2016.

BIO 110-1

Elements of Biology. Dr. G.O.Ifere

May 7th, 2016.

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

6. Much less than acceptable, significantly does not meet criteria
7. Less than acceptable, generally does not meet criteria
8. Acceptable. Ok, meets the criteria relative to quality
9. More than acceptable , generally exceeds criteria relative to quality
10. Much more than acceptable, significantly above criteria.

Circle one number for each rating

1. After taking this class my ability to understand biology has been hindered by its terminology. 1 2 3 4 5

2. After taking this class my belief that in biology is difficult: 1 2 3 4 5

3. After taking this class, my ability to judge scientific claims encountered as a citizen is: 1 2 3 4 5

4. After taking this class, my ability to relate matter to things we all know is. 1 2 3 4 5

5. After taking this class, my belief that important ideas of biology are not complex is: 1 2 3 4 5

6. After taking this class, my belief that biology is not about memorizing a list of items is: 1 2 3 4 5

7. After taking this class, my knowledge of biological principles is: 1 2 3 4 5

8. After taking this class, my ability to relate molecular interactions to organismal behavior is: 1 2 3 4 5

9. After taking this class, my ability to correlate human activities to the nature of the ecosystem is: 1 2 3 4 5

10. After taking this class, my ability to use fundamental principles of biology to analyze issues is: 1 2 3 4 5

Table-3: Rubric

Assessment Rubric **Program: Elements of Biology**
Course #: BIO 110 **Academic Year: Spring, 2016**
Campus: Crownpoint **Instructor: Dr. Godwin Ifere**

Program Competency	**Exceeds Expectation (0)**	**Meets expectation (0)**	**Does not meet expectation (0)**
Program Competencies Elements of Biology Goals 1 to 10	Use >80 % of the appropriate procedure	Use at least 70-80 % of the appropriate procedure	Use <70 % of the appropriate procedure
Methods Pre- -surveys was conducted	**Results** Initial: < 65% Final: Not Yet Measured **All the Goals did not exceed Expectation.**	**Results** Initial: < 65% Final: Not yet Measured **No Goal met Expectation**	**Results** Initial: < 65% Final: Not yet Measured No **Goal met expectation**.

During the beginning of the study of the course, "elements of biology", surveys were conducted to enable a prior assessment of the students' knowledge of the course's subject matter. Student's knowledge of the subject matter was ranked at the beginning of the semester on a scale of 1 to 5, with 1 being the lowest and 5 being the highest. Analysis of the data obtained from this pre-test survey shows that at the beginning of the semester, none of the program goals satisfied our expectation of students' knowledge of the subject matter as observed inTable-1 and Figure1. Goal 6 is the least to meet expectation, suggesting that enough laboratory exercises should be conducted to emphasis the practicality of biology, so as to demystify the erroneous belief that biology is all about memorization of facts. It is equally astonishing that goals 4, 8, and 10 (all-encompassing critical thinking) did not meet expectation at this moment. This suggests that students are inadequately prepared for science courses and thus teaching must lay much emphasis on biological applications. The gains in learning, if any would be ascertained following Post-test survey. It may be difficult to demonstrate critical thinking and analytical skills based on little background knowledge of scientific concepts, and the enormous amount of these concepts to be learned within the time frame. This necessitates the presentation of a preliminary science course prior to taking college level biology.

Table 1- Pretest: Students' Ratings Based on a Scale of 1 to 5

	Student number (SN#)														
Program Goals	**#1**	**#2**	**#3**	**#4**	**#5**	**#6**	**#7**	**#8**	**#9**	**#10**	**#11**	**#12**	**#13**	**Total**	**%**
1. Prior to taking this class my ability to understand biology based on its terminology is:	3	2	3	2	3	4	4	3	2	3	3	4	3	39	60.00
2. Prior to taking this class my belief is that biology is difficult.	3	2	3	2	4	3	3	2	2	3	2	3	5	37	56.92
3. Before taking this class, my ability to judge scientific claims encountered as a citizen is:	3	2	3	2	4	3	3	2	2	3	3	2	3	35	53.85
4. Before taking this class, my ability to relate matter to things we all know is.	2	1	2	3	3	4	4	5	3	3	4	3	4	41	63.08
5. Before taking this class, my belief that important ideas of biology are complex is.	2	1	2	3	4	2	4	5	3	3	3	3	5	40	61.54

6. Prior to taking this class, my belief that biology entails memorization of a list of items is.	3	1	3	4	4	4	4	5	3	3	4	2	3	28	43.08
7. Before taking this class, my knowledge of biological principles is:	2	2	3	4	3	4	3	2	3	3	3	2	3	33	50.77
8. Before taking this class, my ability to relate molecular interactions to organismal behavior is:	3	1	3	3	2	3	3	3	2	3	2	2	3	33	50.77
9. Before taking this class, my ability to correlate human activities to the nature of the ecosystem is:	3	2	2	3	2	4	3	5	3	3	4	2	2	38	58.46
10. Before taking this class, my ability to use fundamental principles of biology to analyze issues is:	3	1	2	3	2	4	3	4	3	3	4	2	1	35	53.85

Table-4: Rubric

Assessment Rubric
Course #: BIO 110
Campus: Crownpoint

Program: Elements of Biology
Academic Year: Spring, 2016
Instructor: Dr. Godwin Ifere

Program Competency	**Exceeds Expectation (0)**	**Meets expectation (0)**	**Does not meet expectation (0)**
Program Competencies Elements of Biology Goals 1 to 10	Use >80 % of the appropriate procedure	Use at least 70-80 % of the appropriate procedure	Use <70 % of the appropriate procedure
Methods Pre- and post- -surveys were conducted	**Results** Initial: < 65%	**Results** Initial: < 65%	**Results** Initial: < 65%

	Final: > 81 % **3 Goals exceeded Expectation.**	Final: > 81 **3 Goals met Expectation**	Final: > 81% 3 **Goals met expectation**.

During the beginning of the study of the course, "elements of biology", surveys were conducted to enable a prior assessment of the students' knowledge of the course's subject matter. Student's knowledge of the subject matter was ranked at the beginning of the semester on a scale of 1 to 5, with 1 being the lowest and 5 being the highest. Analysis of the data obtained from this pre-test survey shows that at the beginning of the semester, none of the program goals satisfied our expectation of students' knowledge of the subject matter as observed inTable-1 and Figure1. Goal 6 is the least to meet expectation, suggesting that enough laboratory exercises should be conducted to emphasis the practicality of biology, so as to demystify the erroneous belief that biology is all about memorization of facts. It is equally astonishing that goals 4, 8, and 10 (all-encompassing critical thinking) did not meet expectation at this moment. This suggests that students are inadequately prepared for science courses and thus teaching must lay much emphasis on biological applications. There was a tremendous improvement in all the programs as almost ¾ of them met expectations. Of these, 3 of them exceeded expectation. Specifically the complexity of biology was demystified as goal 6 scored 80 %, and many students no longer thought that biology entails memorization of facts as shown by the 81.53 % score in goal 6. Also, many students were able to relate the ecosystem to human activities as exemplified by a score of 80 % in goal 9.

The changes in score of most of the goals indicate serious gains in learning, after Post-test survey. It may be difficult to demonstrate critical thinking and analytical skills based on little background knowledge of scientific concepts, and the enormous amount of these concepts to be learned within the time frame. This necessitates the presentation of a preliminary science course (**IS 090 – Integrated Science**) prior to taking college level biology. Since, this pre-science course is ongoing, it would at the end help us identify the grey areas militating against good performance by the students.

Table 2- Post-test: Students' Ratings Based on a Scale of 1 to 5

	Student number (SN#)														
Program Goals	**#1**	**#2**	**#3**	**#4**	**#5**	**#6**	**#7**	**#8**	**#9**	**#10**	**SN #11**	**#12**	**#13**	**Total**	**%**
1. After taking this class my ability to understand biology based on its terminology is:	3	4	3	4	3	4	4	3	2	4	3	4	4	45	69.23
2. After taking this class my belief is that biology is	3	4	4	4	4	3	5	2	2	5	5	3	5	49	75.38

difficult.															
3. After taking this class, my ability to judge scientific claims encountered as a citizen is:	4	4	4	2	4	3	3	3	4	3	3	3	3	43	66.15
4. After taking this class, my ability to relate matter to things we all know is.	4	3	2	3	5	4	5	5	3	5	5	3	4	51	78.46
6. After taking this class, my belief that important ideas of biology are complex is.	3	3	4	3	4	3	4	5	5	5	3	5	5	52	80.00
6. After taking this class, my belief that biology entails memorization of a list of items is.	5	3	3	4	4	5	4	5	3	5	4	4	4	53	81.53
7. After taking this class, my knowledge of biological principles is:	3	4	5	4	3	4	3	3	4	3	4	4	5	49	75.38
8. After taking this class, my ability to relate molecular interactions to organismal behavior is:	4	4	3	3	4	3	4	4	5	3	4	4	3	48	73.84
9. After taking this class, my ability to correlate human activities to the nature of the ecosystem is:	3	3	5	3	5	4	3	5	3	4	4	5	5	52	80.00
10. After taking this class, my ability to use fundamental principles of biology to analyze issues is:	3	3	4	3	5	4	3	4	3	5	4	4	3	48	73.84

School Of Diné Studies & Law 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.

Diné Studies

Program Assessment

Assessment Planning/Reporting Sheet **Program: School of Diné & Law Studies**
Course# BA degrees graduates in Diné Studies **Semester: 2015 Fall Semester**
Campus: Crownpoint (main campus)
Instructor: Dr. Wesley Thomas, Professor/Chair

Answer questions 1 – 5B 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 your program mission statement? The Bachelor of Arts (B.A.) degree in Diné Culture, Language and Leadership is design to retain, revitalize, and continue the Diné language and culture.
2. What are your program goals? The goals, in part, are: a) To produce graduates for employment as cultural teachers, instructors, professors, cultural interpreters, cultural social workers, health care workers, community services workers, and other community-based or tribal-based employment, b) For graduates to teach Diné culture and/or language to their kin, in their communities, at educational facilities, places of employment or at various gathering of Diné people, c) To assist in the refinement of Diné leadership through the use of traditional cultural knowledge, its philosophy, language and traditional cultural knowledge for emerging Diné leaders,
3. What is the program goal you are going to measure? a) To produce graduates for employment as cultural teachers, instructors, professors, cultural interpreters, cultural social workers, health care workers, community services workers, and other community-based or

tribal-based employment.

4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals?

a) exit interviews (at Graduation, May 2016), and
b) rubrics

5. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: __05 graduates_____

B. What is your expectation/benchmark?
a) All five of the graduates will secure full-time employment as language and/or cultural instructors at k-12 educational institutions.

6. What are your post-assessment outcomes? None of the five students I anticipated filing for graduation applied. So, none (zero) applied for graduation. Only one, thus far, is on track to graduate during May 2016. Also, one graduate student is definitely scheduled to graduate in May 2016. A separate assessment plan will be deviced for him and the School of Graduate Studies & Research.

A. Number of students for post-assessment: ___0 (zero)____

B. Did your students meet your expectation/benchmark? There are 0 students to meet any expectation or benchmark.

7. Based on your post assessment outcomes, what changes will you make in teaching methodology, **program goals**, or anything else to improve student learning? The program assessment is in the process of streamlining to make sure that there is an annual program assessment in the School of Diné & Law Studies. Also, the same in the School of Graduate Studies & Research. They will have a separate assessment, aside from the School of Diné & Law Studies.

8. How will your proposed changes continue to support your stated program goals? Two years after the School of Diné & Law Studies started, it is now much easier to establish how and what to conduct assessments on. This is the same with the Graduate program. There changes to be made to to the Diné Studies BA degree as the NM Department of Higher Education is proposing to change our total credit hours from 136 to a new total of 120 credit hours. This needs to be dealt with through NTU's Curriculum Committee and other proposed changes which are all for improvement and a much better flow toward graduation.

9. Based on your conclusions from your post assessment outcomes, how are you going to improve your Assessment activities? The upcoming 2016 Spring semester will be spent by the Department in streamlining and bench markings course changes, sequencing courses for the BA degree in Diné Studies, reduction in course load, re-phrasing course description and combining some of the courses together to more effective in learning.

Benchmark: __0___% students will meet or exceed expectation.

(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0 Final: 0
Meets Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0 Final: 0
Does not meet Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0 Final: 0

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

General Education (Gen Ed.) Assessment

Assessment Planning/Reporting Sheet **Gen Ed. goal(s):**
Course #: NAV 211 **Semester: Fall 2015**
Campus: Crownpoint **Instructor: Lupita Chicag**

Semester	Gen Ed. Goal to be Measured
Fall 2015	**Gen Ed., Goal #1: Learn Actively**
Spring 2016	**Gen Ed., Goal #2 Think critically, creatively, and reflectively**
Fall 2016	**Gen Ed., Goal #3: Interact Effectively in Diverse Environments**
Spring 2017	**Gen Ed., Goal #4: Communicate clearly**

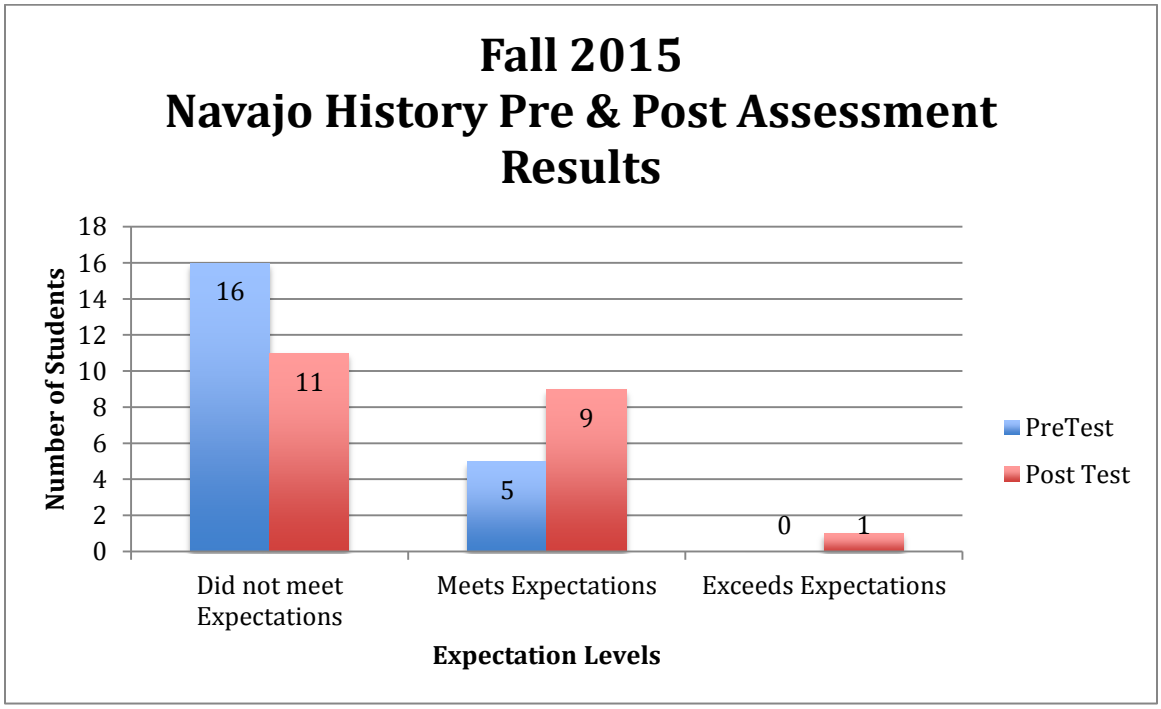
Answer questions 1 - 3B for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post-tests, rubrics and graphs in a separate file identified with your name and the semester/year.**
1. These are the Gen Ed Goals. We are assessing Learn Actively for Fall 2015. • Learn Actively (Fall 2015) • Think critically, creatively, and reflectively (Spring 2016) • Interact Effectively in Diverse Environments (Fall 2016) • Communicate Clearly (Spring 2017)
2. Which of your course objectives connects to the above measure for Gen. Ed.? (1) The student will gain knowledge on the Navajo History starting with the period of the first European , Spanish, and other Native American tribes contact.

3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for Gen Ed.? Pre/post test/assessment
3. What are your pre-assessment outcomes? A. Number of students for pre-assessment: __45____ B. What is your expectation/benchmark? 80
4. What are your post-assessment outcomes? A. Number of students for post-assessment: ___41____ B. Did your students meet your expectation/benchmark? Yes
5. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning? The teaching methodology will remain constant since there is a learning gain of 9.7% and there are increases in learning outcome.
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities? I will continue to have students take a personal responsibility for their learning by performing the following activities: taking notes during lectures, oral presentations over subject matters, making posters, developing PowerPoint presentations and presenting them to their classmates, working in groups or a team of two, use of graphic organizers to portray their learning of various topics, computer research, and writing of essays.

Benchmark: 80% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: 0 Final: 5%
Meets Expectation Use at least 70-80% of the appropriate procedure **Results** Initial: 11% Final: 29%
Does not meet Expectation Use < 70% of the appropriate procedure **Results** Initial: 89% Final: 66%

Final Result: 34% % Met or exceeded expectations
66% Did not meet expectations



Course Assessment

Assessment Planning/Reporting Sheet
Course #: Foundations of Navajo Culture NAV 110-1 **Semester: FALL 215**
Campus: Crownpoint, NM **Instructor: Bonnie Yazzie**

Answer questions 1- 3B 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 course goals (course objectives) you are going to measure? The primary goal is to develop the student's ability to acquire a simple & broader knowledge of the Foundations of Navajo Culture teachings, philosophy and Dine' Cultural principles of Nitsahakees, Nahat, Iina and Siihasin along with Sa'ahNaaghai Bik'ehHozhoon teachings.
2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring **<u>expected course outcomes</u>**? Summary papers, Journals, Class room discussions, Quiz, Midterm exam, Final exam and hands-on activities.
3. What are your pre-assessment outcomes? 30/100 A. Number of students for pre-assessment: _20_____ B. What is your expectation/benchmark?
4. What are your post-assessment outcomes? 70/100 A. Number of students for post-assessment: _18_____ B. Did your students meet your expectation/benchmark?

5. Based on your post assessment outcomes, what changes will you make in teaching methodology, **expected course outcomes**, or anything else to improve student learning? Include more visual and varied related traditional teachings using videos & presentations. More class discussions and written assignments like response or summary papers to gauge their understanding of the subject being studied.
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? Pre-test and post-test, class presentations using rubric and written summary papers.

Benchmark: __50____% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 20 Final: 13
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 20 Final: 13
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 20 Final: 7

Final Result: __65__% Met or exceeded expectations
__35__% Did not meet expectations

Law Advocate

Program Assessment

Assessment Planning/Reporting Sheet **Program: Law Advocate**
Course #: **Semester: Fall, 2015**
Campus: Crownpoint

Instructor: Hibbard

Answer questions 1 – 5B 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 your program mission statement?
The mission of the Law Advocate program within the Navajo Technical University is to provide students with a broad introduction, in depth knowledge, and practical skills needed to enable the students to take and pass the Navajo Nation Bar Exam or pursue other careers in the legal field.

2. What are your program goals?

<u>Law Advocate Program Goals</u>
Upon completion of Law Advocate program at Navajo Tech, graduates should have the following expected outcomes**:**

1. Graduates should be able to understand and interpret Navajo Law.
2. Graduates should be able to understand and interpret State and Federal laws.
3. Graduates should be able to apply ethical rules related to the legal profession.
4. Graduates should be able to demonstrate the use of specialized legal terminology.
5. Graduates should be able to prepare legal documents in their specialized format.
6. Graduates should be able to illustrate law office management procedures.
7. Graduates should be able to pass the Navajo Nation Bar Exam.

3. What is/are the program goal(s) you are going to measure?
<u>Law Advocate Program Goals</u>

Upon completion of Law Advocate program at Navajo Tech, graduates should have the following expected outcomes**:**

8. Graduates should be able to understand and interpret Navajo Law.
9. Graduates should be able to demonstrate the use of specialized legal terminology.
10. Graduates should be able to prepare legal documents in their specialized format.
11. Graduates should be able to pass the Navajo Nation Bar Exam.

4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals?

Writing samples;
Oral examination;
Locally designed quizzes, test and inventories;
Open-ended self-reports and Individual interviews dealing with current students perception of their own learning;

5. What are your pre-assessment outcomes?

It is anticipated that prior to the instruction that less than 25% of the students would meet expectations in regards to identified goals. In particular in regards to being able to understand and interpret Navajo law, it is anticipated that only 20% of the students would be able to meet expectations; in regards to using legal terminology that only 20% of the students would be able to properly use legal terminology verbally and less than that in written communication, in regards to being able to prepare legal documents it is anticipated that virtually none of the students will be able to meet that expectation prior to instruction, and in regard to passing the Navajo bar, it is anticipated that of the 3 students who took the bar exam in

August, that all 3 would pass. A. Number of students for pre-assessment: There are approximately 25 students at the Crownpoint campus who have self-declared Law Advocate as their major. It is unknown how many students have self-declared Law Advocate as their major at the Chinle campus. B. What is your expectation/benchmark?
6. What are your post-assessment outcomes? We attempted to measure the same goals A. Number of students for post-assessment: Approximately 25 on the Crownpoint campus. B. Did your students meet your expectation/benchmark? (See Page 2) In general the students did not meet our expectations.
7. What changes (if any) have you made in your teaching methodology, **program goals**, or anything else that might improve student learning? Plans are to work more closely with the students as we move forward – for example to assign work and assignments earlier in the semester, and then review and monitor that work earlier in the semester.
8. Based on your conclusions from your measured learning outcomes how are you going to improve your process of assessing? We are going to attempt to more comprehensively utilize the pre- and post-test method of assessment.
9. How do your conclusions support your Program goals?

Benchmark: _____% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:
Meets Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:
Does not meet Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:

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

It is very difficult to give exact percentages in regards to meeting expectations. All of this is measured across several different courses trying to look at the program as a whole. In general most of the students who make some degree of effort improve their knowledge and understanding, their use of vocabulary, and their writing skills.
Of the 3 students to who took the Navajo Nation bar exam in August, 2015, none passed. One student missed by about 2% (her score was 20 points below passing on an 800 point test). A second student missed by about 4%. The third student did not make her results known. At least 2 of the 3 plan to take the test again in March, 2016. It is not unusual for an individual to take the test more than once.

SCHOOL OF 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.

Program Assessment

Assessment Planning/Reporting Sheet **Program: Automotive Technology**
Course #: AUT 103 **Semester: Spring 2016**
Campus: Crownpoint
Instructor: Jeff Davis

Answer questions 1 – 5B 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 your program mission statement? The Automotive Technology is committed to a high quality, student-oriented, hands-on learning environment based on the Diné cultural principles: ***Nitsáhákees, Nahátá, Iína, Siihasin.***

2. What are your program goals? To apply and coordinate National 2013 ASE/NATEF standardized instructional curriculum.

3. What is/are the program goal(s) you are going to measure? 85 % of the Automotive Service Technician Task Requirements.

4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals?

Both

5. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: ___57____

B. What is your expectation/benchmark? All students will be exposed to National ASE/NATEF Tasks for each of our classes.

6. What are your post-assessment outcomes?

A. Number of students for post-assessment: ____55___

B. Did your students meet your expectation/benchmark? All students were exposed to about 80 percent of the required Tasks in each class. We did not meet our benchmark because some of the work required for the hands on activities was not to be found in our small vehicle inventory or our live customer repair activities.

7. Based on your post assessment outcomes, what changes will you make in teaching methodology,

program goals, or anything else to improve student learning? **We are going to find more modern vehicles to finish more job tasks required for our accreditation endeavor. Automotive Technology curriculum was revised and working on implementing online tools to achieve National Automotive Technicians Education Foundation (NATEF) accreditation.**

8. How will your proposed changes continue to support your stated program goals? We will be in compliance of accreditation standard of at least 85% task completion for each of our Automotive classes.

9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? For our accreditation endeavors we are going to improve our assessment data collection with our new software. We are working with the IT department to incorporate these beautiful changes for this coming semester.

Benchmark: ___80__% students will meet or exceed expectation.

(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:
Meets Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 100 % Final: 80 %
Does not meet Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 100 % Final: 100 %

Final Result: __80__% Met or exceeded expectations

__20__% Did not meet expectations

Course Assessment

Assessment Planning/Reporting Sheet
Course #: AUT 103 **Semester:**
Campus: Crownpoint **Instructor: Jeff Davis**

Answer questions 1- 3B 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 course goals (course objectives) you are going to measure?

   a. Describe the basic principles of electricity and the units of voltage resistance and current flow. (pp 1180–1183)
   b. Describe common electrical terms and their application. (pp 1180–1191)
   c. Describe common semiconductors, how they work, and their use. (pp 1183–1184)
   d. Identify the difference between AC and DC. (pp 1185–1187)
   e. Identify common sources and effects of electricity. (pp 1191–1192)
   f. Undertake basic Ohm's law calculations. (pp 1195–1198)
   g. Describe series and parallel circuits. (pp 1198–1201)
   h. Describe electrical and electronic components and their application. (pp 1201–1211)
   i. Describe the characteristics of wires, cables, harnesses, and shielding, and explain their correct application. (pp 1211–1214)
   j. Explain basic networking and multiplexing as it applies to vehicles. (p 1215)

2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring **expected course outcomes**? ASE Pre Test and Post Test.

3. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: 15_____

B. What is your expectation/benchmark? So far, everybody fails this examination.

4. What are your post-assessment outcomes?

A. Number of students for post-assessment: __14_____

B. Did your students meet your expectation/benchmark? Yes, everybody at least passed with a 70 % to pass the examination, like National standards.

5. Based on your post assessment outcomes, what changes will you make in teaching methodology, **expected course outcomes**, or anything else to improve student learning? We are always making

improvements within our instructional platform with new innovation in technology and more visual aids.
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? We are incorporating a computer based data collection system to detail the activity of each and every student, and make accommodation to individual students if required.

Benchmark: __100___% students will meet or exceed expectation.

(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0 Final: 0
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 100 % Final: 93 %
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:

Final Result: 93___% Met or exceeded expectations

__7__% Did not meet expectations

Construction Technology

Assessment Planning/Reporting Sheet **Program: Construction Technology**
Course #:CTR 114 Concrete and Masonry **Semester:Fall 2015**
Campus: Crownpoint **Instructor: Ronaldo M. Ramirez**

Answer questions 1 – 3B 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 course goals (Course objective(s) you are going to measure Learning objective for CTR 114 Concrete and Masonry are as follows: *1. Teach students the essential tools and skills needed in the construction industry.* *2. Concrete and Masonry students must learn the basic ingredients and design of a concrete mix its ratio, quality of materials that affects the strength of concrete.* *3. Students must have gainful knowledge on proper procedure in calculations of Concrete and masonry materials, reinforce, place and test strength and cure concrete to maintain its quality.* *4. Students should be able to understand construction terminologies, best practices, techniques and materials used in concrete and masonry in order to build a long lasting high quality concrete and masonry structure.* *5. They must be equipped with skills needed on proper handling of power tools and equipment and introduce them in the latest technologies used in construction for them to have greater advantage in the job market.* *6. Students must be able to practice health and safety in the workplace and welfare standards as directed by local, state and federal agencies.* *7. Trained students with skills necessary to secure and maintain gainful employment, adopt professionalism, sense of self-worth and pride, workmanship and responsibility built-in their future jobs.*
Assessment Procedure Nahátá: "Planning," taking an idea and bringing it into existence.
2. What is/are the method(s) (i.e.,pre/post-test, rubrics, and surveys) you will use for measuring <u>expected course outcomes</u>? *The methodology that will be applied in measuring the knowledge and skills needed in this*

course are pre/post-assessment test, exam, assignments, hands-on activity ,exercises, projects (individual/group) and PPE implementation at all times in the shop maintain zero accident record. 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"
3. What are your pre-assessment outcomes? *A.* Number of students for pre-assessment: *15 Concrete and Masonry students* B. What is your expectation/benchmark? *70%* PRE-ASSESSMENT: *Pre-assessment test was given to my 15 students of Concrete and Masonry on the first day of the class. The pre-assessment test was composed of 15 questions that will measures student's level and knowledge on different areas of concrete and masonry and basic knowledge on ingredients and design of a concrete mix its ratio and quality of materials that affects the strength of concrete. The results of the pre-assessment test show that most of my students have a little knowledge on different tools especially on proper handling of power tools and hand tools. It also displays their little know-how on materials and right mixture, proper computation on ratio and proportion on application of concrete. Therefore out of 15 students who took the pre-assessment test, only 3 students have level 3 skills and knowledge in these said course of study, 4 students have low scale, and 8 students really needs improvement and further technical know-how on proper handling of tools, need more assistance and hands-on training on different aspects of concrete and masonry.*
4. What are your post-assessment outcomes? A. Number of students for post-assessment. _____ B. Did your students meet your expectation/benchmark? POST ASSESSMENT:
How will the result be used to make improvements? Siihasin: "Reflection," looking forward and backward.
5. Based on your post assessment outcomes, what changes will you make in teaching methodology, expected course outcomes, or anything else to improve student learning?
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?

Benchmark: ___70__% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete >80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: *As per pre-assessment result 20% of the students exceed the expectation.* Final:
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: *20% meets the expectation as per pre-assessment result data.*

Final:
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 8*0% of the students did not meet expectation.* Final:

Final Result:
Pre-assessment: 20 % Met or exceeded expectations
80 % Did not meet expectations
Post-assessment: _____% Met or exceeded expectations
___% Did not meet expectations

Course Assessment

Assessment Planning/Reporting Sheet
Course #:CTR 117 Introductory Craft Skills **Semester FALL 2015**
Campus Teec Nos Pos site. **Instructor: Ambrose Benally**

Answer questions 1- 3B 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 course goals (course objectives) you are going to measure? Basic fundamental of being a carpenter. safe handling of stationary and power tools.
2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring **expected course outcomes**? Written exam., safe handling of power tools, 3,4,5 lay out method.
3. What are your pre-assessment outcomes? A. Number of students for pre-assessment: ____4__ B. What is your expectation/benchmark? 70%
4. What are your post-assessment outcomes? A. Number of students for post-assessment: __4_____ B. Did your students meet your expectation/benchmark? All four students that took the written exam. With a 70% or better.
5. Based on your post assessment outcomes, what changes will you make in teaching methodology, **expected course outcomes**, or anything else to improve student learning? Lot of the students do not comprehend just reading about carpentry ,so more hands on personal project and group project to learn to work as a team.
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? Hands on demonstration,

Benchmark: ___70%__% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final: All 4 students past the written test with a 70% or better and hands on demonstration on handling and operating power tools,
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:

Final Result: _100__% Met or exceeded expectations
____% Did not meet expectations

Carpentry

Program Assessment

Assessment Planning/Reporting Sheet **Program: *Carpentry***
Course #: **Semester: *Fall 2015***
Campus: *Crownpoint*
Instructor: *Tom Bebo, Carpentry Instructor*

Answer questions 1 – 5B 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 your program mission statement? *The mission of the N.T.U. carpentry program is to provide training to prepare students for apprentice level employment in the residential or light-commercial building industry.*
2. What are your program goals? Establish construction safety responsibilities *Provide experience with hands-on projects* *Deliver effective construction industry math skills*
3. What is/are the program goal(s) you are going to measure?

Establish construction safety responsibilities *Provide experience with hands-on projects* *Deliver effective construction industry math skills*
4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals? *Standardized NCCER Performance Profile Sheet (Direct), and a* *Pre & post test in basic measurements(Direct).*
5. What are your pre-assessment outcomes? 7 out 17 failed the Pre-test in basic measurements . No pre-test for NCCER Performance Profile Sheet A. Number of students for pre-assessment: 17 tested for basic measurement skills B. What is your expectation/benchmark? 75% will meet or exceed expectation.
6. What are your post-assessment outcomes? My expectation benchmark was narrowly met. I need to strategize to achieve a more effective training –more hands-on training projects and effective lesson plans and syllabi. A. Number of students for post-assessment: 14 students for Basic Measurement; 10 students for NCCER Performance Profile B. Did your students meet your expectation/benchmark? Yes
7. Based on your post assessment outcomes, what changes will you make in teaching methodology, program goals, or anything else to improve student learning? More effective lesson planning, more hands-on training projects, and replace broken carpentry equipment.
8. How will your proposed changes continue to support your stated program goals? Students will have a more effective training program to enhance their carpentry skills.
9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? I will continue to use the standardized NCCER Performance Profile Sheet. Test results are sent to the NCCER national registry to provide students a good chance of entering an apprenticeship program that recognizes NCCER training. The pre & post test needs to include more consruction math. Proficiency in construction math is vital to be a successful craftsperson in all construction trades.

Benchmark: _75____% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) Results Initial: 59% exceeded the benchmark expectation in Basic Measurement pre-test; No pre-test for NCCER Performance Profile Sheet. Final: 76% exceeded the benchmark expectation in Basic Measurement post test; 73% exceeded the benchmark expectation in NCCER Performance Profile Sheet.
Meets Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)

Results Initial: 70% met the benchmark expectation in Basic Measurement pre-test; No pre-test for NCCER Performance Profile Sheet. Final: 76% met the benchmark expectation in Basic Measurement post-test; 73% met the benchmark expectation in NCCER Performance Profile Sheet.
Does not meet Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) Results Initial: 29% did not meet the benchmark expectation in Basic Measurement pre-test; No pre-test for NCCER Performance Profile Sheet. Final: 17% did not meet the benchmark expectation in Basic Measurement post-test; 26% did not meet the benchmark expectation in NCCER Performance Profile Sheet.

Final Result: 76 %-Basic Measurement 73% - NCCER Performance Profile Sheet Met or exceeded expectations

17 % - Basic Measurement; 26% - NCCER Performance Profile Sheet Did not meet expectations

Assessment Planning/Reporting Sheet **Program: Carpentry Program**
Course #:CRP 101- Introductory Residential Const. **Semester: Fall/2015**
Campus: Chinle Instructional site **Instructor: Jones Lee**

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 use a competency based standardized course to study for development of skills that meet the NCCER Contren learning series standards.
3. What are your outcomes? A. Pre-test: Out of 11 students, 6 pass with a 80% or better, 5 didn't pass B. Post-test: Out of 10 students remaining, 7 pass with an 80% or better.
4. What is your expectation/benchmark? Did your students meet your expectation/benchmark? (See Page 2) My expectation was to have all students exceed the expectation.
5. Have you made a change in teaching methodology, program goals, course objectives, or anything else that might improve student learning? The only change I would make in the future would be access other courses in carpentry.
6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective/program goal you measured? Like I mention before access other courses in the NCCER program.
7. Do you need any additional budgeting? Yes, we do. In order for the site to continue with NCCER program we need additional budget for a new

trade building that meets the NCCER standards and be in compliance.

Benchmark: __80% students will meet or exceed expectation.

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: Only 6 students met the expectations. Final: 7 students pass with an 80% or better.
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: 5 students didn't meet the expectations. Final: 3 students didn't meet the expectations.

Final Result: 70 % Met or exceeded expectations
30 % Did not meet expectations

Assessment Planning/Reporting Sheet **Program: Carpentry Program**
Course #:CTR 117- Introductory Craft Skills **Semester: Fall/2015**
Campus: Chinle Instructional site **Instructor: Jones Lee**

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 use a competency based standardized course to study for development of skills that meet the NCCER Contren learning series standards.
3. What are your outcomes? A. Pre-test: Out of 12 students, 3 pass with a 80% or better, 9 didn't pass B. Post-test: Out of 11 students remaining, 5 pass with an 80% or better, 6 students didn't pass.
4. What is your expectation/benchmark? Did your students meet your expectation/benchmark? (See Page 2) My expectation was to have all students exceed the expectation.
5. Have you made a change in teaching methodology, program goals, course objectives, or anything else that might improve student learning? The only change I would make in the future would be access other

courses in carpentry.
6. How are the conclusions from outcomes going to improve/change your process of assessing and/or the learning objective/program goal you measured? Like I mention before access other courses in the NCCER program.
7. Do you need any additional budgeting? Yes, we do. In order for the site to continue with NCCER program we need additional budget for a new trade building that meets the NCCER standards and be in compliance.

Benchmark: __80% students will meet or exceed expectation.

Exceeds Expectation Use > 80% of the appropriate procedure **Results** Initial: Only 3 out of 12 students met the expectations. Final: 5 0ut of 11 students met the expectations.
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: 9 students didn't meet the expectation beginning of the Fall semester. Final: 6 out of 11 did not meet the expectations.

Final Result: __40_% Met or exceeded expectations
__60_% Did not meet expectations

Electrical Trades

Program Assessment

Assessment Planning/Reporting Sheet **Program: Electrical Trades**
Course #: ELC 101-1, ELC 101-2 **Semester: Fall 2015**
Campus: NTU Main Campus **Instructor: Virgil T. House**

Answer questions 1 – 5B 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 your program mission statement? To educate our students and provide them with the skills needed to meet high standards of excellence in Residential and Commercial Wiring. To teach and pass along the knowledge gained through our hands-on training and expertise of employment.

2. What are your program goals?

Safety in the work place.

Student will identify electrical hazards and how to avoid them or minimize them in the work place.
Student will explain the purpose of OSHA and how it promotes safety on the job.
Student will recognize safe work practices in the construction environment.

Provide a hands-on training in electrical installations.

Student will develop the ability to install luminaire outlets, switches, receptacles, breakers, load centers, and electrical service box.
Student will develop a proficiency in installing new wiring, repairing, and troubleshooting electrical circuits.

Recognizing the importance of using your math skills in the electrical trade.

Student will need to use basic math, algebra, geometry, and trigonometry, in computing calculations.
Student will calculate the area of a dwelling unit for square footages, general lighting, the number of circuit breakers needed, and service calculations.
Students will use trigonometry to bend conduit offsets, saddles, and stub 90*.

3. What is/are the program goal(s) you are going to measure?

A pre-test on computing load calculations for general lighting for general lighting circuits. A hands-on electrical wiring test will be administered, for rubric results.

4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals? Comprehensive and hands-on in the lab.

5. What are your pre-assessment outcomes?
A. Number of students for pre-assessment: __14_____
B. What is your expectation/benchmark? 50%

6. What are your post-assessment outcomes?
A. Number of students for post-assessment: ___14____
B. Did your students meet your expectation/benchmark? No, only a few.

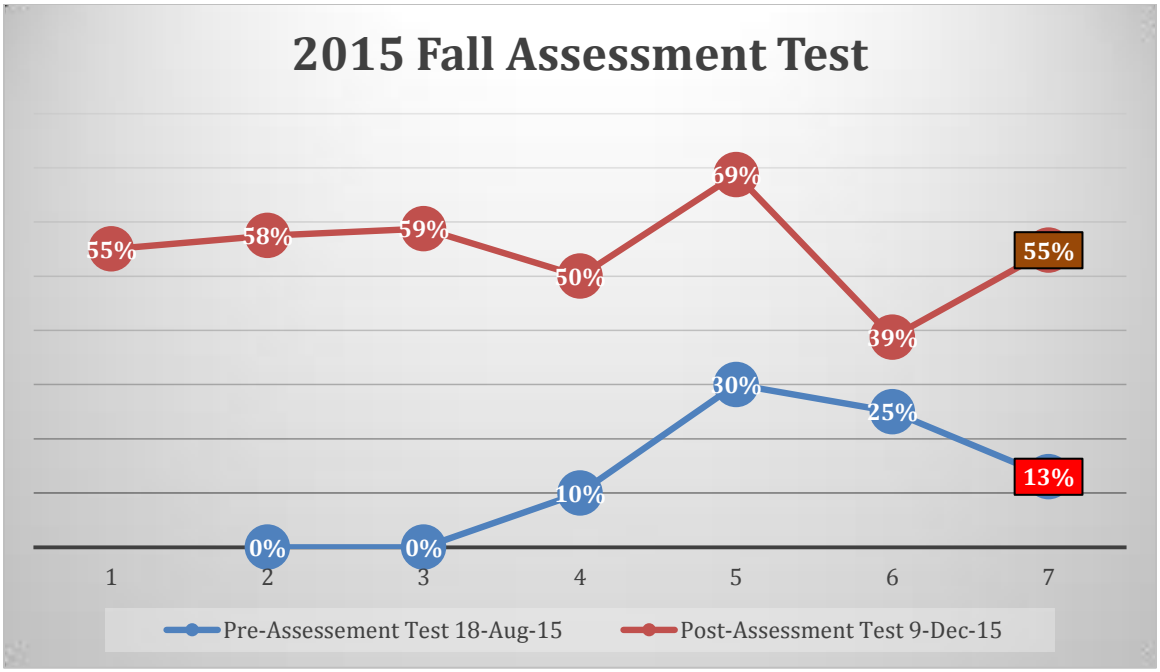
7. Based on your post assessment outcomes, what changes will you make in teaching methodology, **program goals**, or anything else to improve student learning? Many of the students were clueless as to what kind of curriculum was required for the Electrical Trades Program, the terminology used, and the amount of reading in the course book and NEC Code book. It is a very challenging course. I try to make it as simple as possible for them to comprehend, Power Point, videos of electrical wiring, practice more calculations using Ohm's Law. The changes would be my teaching methodology, based on the post assessment results, the students were not able to comprehend the concepts. I would recommend group work and applying hands-on experience in the field to help improve student learning in the Electrical Trades.

8. How will your proposed changes continue to support your stated program goals? The students will need to read their books and do their homework. Give more examples on electrical theory using Ohm's Law.
9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? My current assessment involves a lot of calculations. I would change the assessment that reflects what is being taught in this course, because calculations is mostly used in ELC 111-1, not in ELC 101-1.

Benchmark: _50____% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 50% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0 = 0% Final: 9/14 = 64%
Meets Expectation Students are able to successfully complete 40-50% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0 = 0% Final: 1/14 = 7%
Does not meet Expectation Students are able to successfully complete < 40% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 14/14 = 100% Final: 4/14 = 28.5%

Final Result: _71__% Met or exceeded expectations
_28.5%___% Did not meet expectations



Program Assessment

Assessment Planning/Reporting Sheet **Program: Electrical Trades**
Course #: ELC 111-1 **Semester: 2015 Fall Semester**
Campus: Crownpoint, NM (Main)
Instructor: Jmichael R. Crank

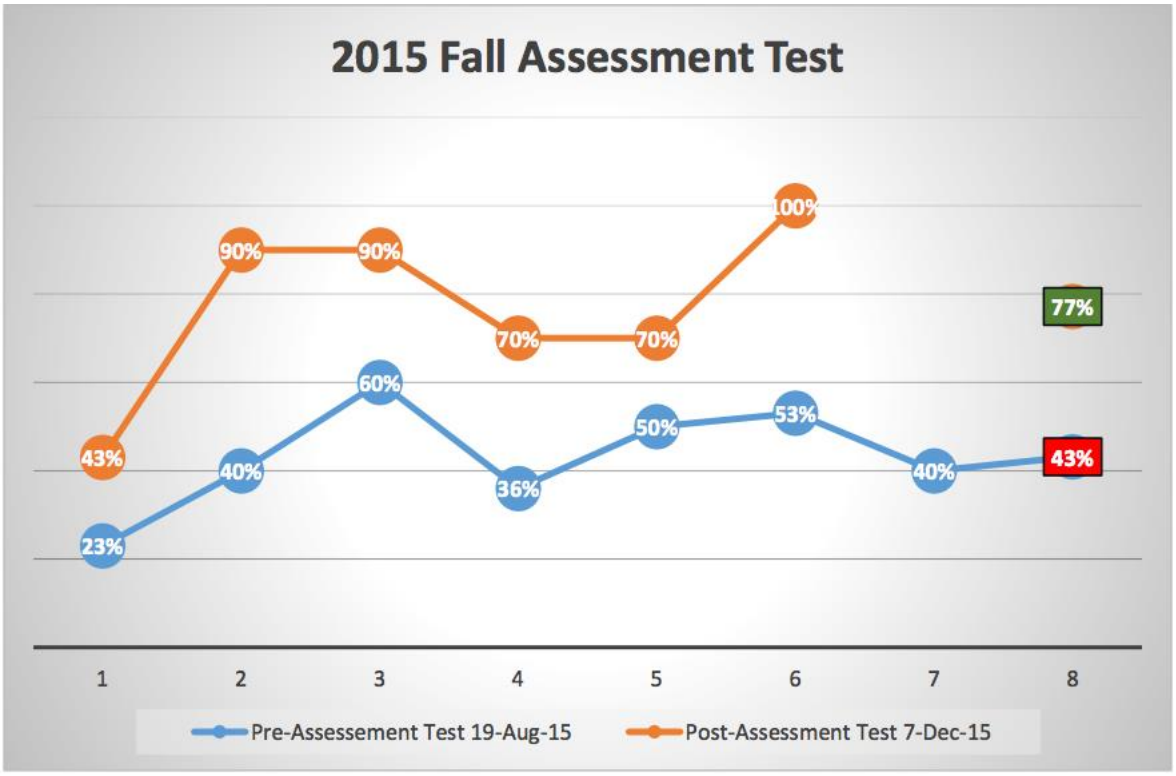
Answer questions 1 – 5B for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post-tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.**
1. What is your program mission statement? **(As recommended by Assessment Committee Identical program mission, statement, and goals)** *"To educate our students and provide them with the skills needed to meet high standards of excellence in Residential and Commercial wiring. To teach and pass along the knowledge gained through our hands-on training and expertise of employment."*
2. What are your program goals? • ***Safety in the work place.*** • ***Provide a hands-on training in electrical installation.*** • ***Recognize the importance of using your math skills in the electrical trade.***
3. What is/are the program goal(s) you are going to measure? ***Students will use basic trigonometry to bend conduits offsets and saddles***
4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals? ***Direct***
5. What are your pre-assessment outcomes? ***Average of 43% (most of the students failed the test.)*** A. Number of students for pre-assessment: **<u>7 .</u>** B. What is your expectation/benchmark? ***<u>50% for the pretest. Three students had 50% or better.</u>***
6. What are your post-assessment outcomes? ***Average of 77% (most of the students Passed the test.)*** A. Number of students for post-assessment: **<u>6 .</u>**

B. Did your students meet your expectation/benchmark? ***YES, I did.***
7. Based on your post assessment outcomes, what changes will you make in teaching methodology, **Program goals**, or anything else to improve student learning? • ***I need to concentrate more on commercial type setting in my teaching; so the students can identify the material used in commercial electrical installations.*** • ***I will concentrate more on Ohm's Law and I believe the math part of the program is not being covered adequately.*** • ***Homework is a big part of the problem; the challenge is getting the students to start turning in homework.***
8. How will your proposed changes continue to support your stated program goals? • ***I need to go over the material list (electrical fittings, wiring types, etc. (for Residential, Commercial and Industrial)) and identify as many as possible and explain what they do.*** • ***Assign series and parallel circuit dealing with Ohm's Law, Watt's Law, and Transformers.*** • ***Homework; I typed the questions from the textbook enabling the student to just fill-in the blanks. Perhaps provide hints on where to find the answer (such as the page number in the text.)***
9. Based on your conclusions from your post assessment outcomes, how are you going to improve your Assessment activities? • ***The assessment test needs to be given a week before the finals; I was giving the assessment test on the same day of the final and most students DID NOT take the test seriously.***

Benchmark: 70% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: ***0%*** Final: ***42.8%***
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: ***0%*** Final: ***28.5%***
Does not meet Expectation Students are unable to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: ***100%*** Final: ***28.5%***

Final Result: 71.4% Met or exceeded expectations
28.5% Did not meet expectations



Automotive Technology

Program Assessment

Assessment Planning/Reporting Sheet **Program: Automotive Technology**
Course #: AUT 102 **Semester: Fall Semester**
Campus: Crownpoint
Instructor: Jeff Davis

Answer questions 1 – 5B 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 your program mission statement? **Mission** Navajo Technical University Automotive Technology's mission is to provide university readiness Automotive program certificates, associate degree. 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, Iína, Siihasin.***
2. What are your program goals? To Teach a Nationally Industry recognized Theory and Hands On Automotive Program thru National Automotive Technician's Education Foundation (NATEF) recognized program structure.
3. What is/are the program goal(s) you are going to measure? 2013 NATEF Program Standards
4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals?

By 2013 NATEF Program Standards, using Theory and Hand On Activities to meet the Nationally recognized standards using the Task List for each of the 8 Disciplines of ASE Automotive Master Automotive Technician Certification.

1. Engine Repair
2. Automatic Transmission/Transaxle
3. Manual Drive Train and Axles
4. Suspension and Steering
5. Brakes
6. Electrical/Electronic Systems
7. Heating and Air Conditioning
8. Engine Performance

The NATEF Task list was developed by Automotive Service Excellence, to give the Automotive Student Technician the ability to meet expectations for an Entry Level Position in the Automotive Transportation Industry. At this current time the NTU Automotive Program is revamping its total Curriculum and Structure to meet Nationally recognized structure for accreditation this coming 2016.

5. What are your pre-assessment outcomes? Normally every student fails the ASE Test.
A. Number of students for pre-assessment: __20_____
B. What is your expectation/benchmark? We really don't have a bench mark for the students at the beginning. Most students will do miserable at the beginning of the program pre-assessment examination, but once they complete each class in the Automotive program they can evaluate themselves and truthfully fill out the NTU course evaluation at the end of each semester. We can see the major improvements and strides of our Automotive Technology Students. A 70% score is required for the passing of the Actual ASE Certification Test. These are the test they are preparing for to take on their own, to pass the only certifications recognized by the Automotive Industry here in the United States of America.

6. What are your post-assessment outcomes?
A. Number of students for post-assessment: _____
B. Did your students meet your expectation/benchmark?

7. Based on your post assessment outcomes, what changes will you make in teaching methodology, **program goals**, or anything else to improve student learning? More hands on activities supported by Theory. Computer based activities to enhance comprehension and learning.

1. How will your proposed changes continue to support your stated program goals?
We will meet National industry recognized standards.

2. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?
Weekly computer tracking of activities with our new CDX tracking program.

Benchmark: ___70__% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial:
Final:

Meets Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:
Does not meet Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 100 failure rate Final: 50 % of students passed the same test with at least a 70 %.

Final Result: **50 % Met or exceeded expectations**
50 % Did not meet expectations

Course Assessment

Assessment Planning/Reporting Sheet
Course #: AUT 102 Brake Systems **Semester: Fall 2015**
Campus: Crownpoint **Instructor: Jeff Davis**

Answer questions 1- 3B 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 course goals (course objectives) you are going to measure? 3. Learn to Utilize Mitchel On Demand Shop Service Manual & Management System 4. Be able to identify Brake System internal and external Electrical Parts 5. Work with special Brake System electrical tools and measure equipment 6. Explore Shop Safety and the daily operation of an Automotive Repair Facility 7. Explore Brake System Mechanical and Hydraulic Systems 8. Learn to measure Brake System mechanical and electrical factory specifications
2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring **expected course outcomes**? NATEF, National Automotive Technician's Education Foundation Curriculum and Live Hands on Task list Completion (Live Automotive System Work). National Industry standardized Instruction including Theory and Hands On application. Actual ASE Style Testing for each discipline. Test are designed to test for Theory and Hands on ability.
3. What are your pre-assessment outcomes? Every single student failed the Brake System Pretest A. Number of students for pre-assessment: ___20___ B. What is your expectation/benchmark? At least a C- (70 Percent) on all, but traditionally all the students will all fail the ASE Brakes Pretest.
4. What are your post-assessment outcomes?

A. Number of students for post-assessment: ____20___ B. Did your students meet your expectation/benchmark? Yes, 70% is the National expectation and all the students in the Fall 2015 Brakes class made it.
5. Based on your post assessment outcomes, what changes will you make in teaching methodology, **expected course outcomes**, or any thing else to improve student learning? The Automotive Technology Program is going to improve our scores and Hand on activities with the incorporation of the CDX curriculum. The students will be able to take practice test online and activities designed to build confidence and skills using computer based course assessment. Our assessment will be more intense by weekly monitoring. A very large amount of our students cannot read and the program will read to them. The students like that feature of the online system.
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? We need major improvement to meet the ASE Accreditation standards. This coming break will be the time to build our syllabus and incorporate all our test in the Navajo Technical Universities website. The system that we purchased is also based on Moodle.

Benchmark: __100____% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 100% failure rate Final: 50 % of students 70 % pass rate

Final Result: __50__% Met or exceeded expectations
__50___% Did not meet expectations

Course Assessment

Assessment Planning/Reporting Sheet
Course #:Aut 104-101 **Semester: Fall 2015**
Campus: Main **Instructor: S Kollas**

Answer questions 1- 3B 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 course goals (course objectives) you are going to measure? 1. Learn to utilize Mitchell on Demand online. 2. Be able to identify Steering/Suspension internal and external parts. 3. Be able to use vehicle hoists. 4. Work with steering and Suspension special tools. 5. Learn shop safety and how a shop operates. 6. Learn steering and suspension electrical and electronics systems. 7. Learn to measure mechanical and electrical suspension and steering components. 8. Learn to work in a team environment. 9. Learn to find and use all resources available.
2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring **expected course outcomes**? NATEF(National Automotive Technician Education Foundation) Curriculum and Hands on Task list completion(live hands on automotive system work). National Industry standardized instruction, including Theory and Hands on application.
3. What are your pre-assessment outcomes? 5 students passed the test with a D. All others failed. A. Number of students for pre-assessment: ____19__ B. What is your expectation/benchmark? Minimum score of 70%. Normally all students fail the pretest.
4. What are your post-assessment outcomes? 17 of 19 students took the final exam. 5 students scored less than the 70% benchmark A. Number of students for post-assessment: ___17____ B. Did your students meet your expectation/benchmark? 18 of 19 students passed the course. 15 students surpassed the benchmark of 70%. 4 students passed with a score of greater than 60%. 1 student failed
5. Based on your post assessment outcomes, what changes will you make in teaching methodology, **expected course outcomes**, or anything else to improve student learning? Adjustments to course work will include more "hands on" work to incorporate the NATEF requirements.
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? Assessments will be of a more practical nature, with less emphasis on bookwork.

Benchmark: ___100__% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% Final:79%
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 29%

Final:71%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 100% Final:79%

Final Result: **79 %** **Met or exceeded expectations**
21 % **Did not meet expectations**

Culinary Arts

Program Assessment

Assessment Planning/Reporting Sheet **Program: Culinary Arts**
Course #: CKG 111-1 **Semester: Fall 2015**
Campus: Crownpoint
Instructor: Brian Tatsukawa

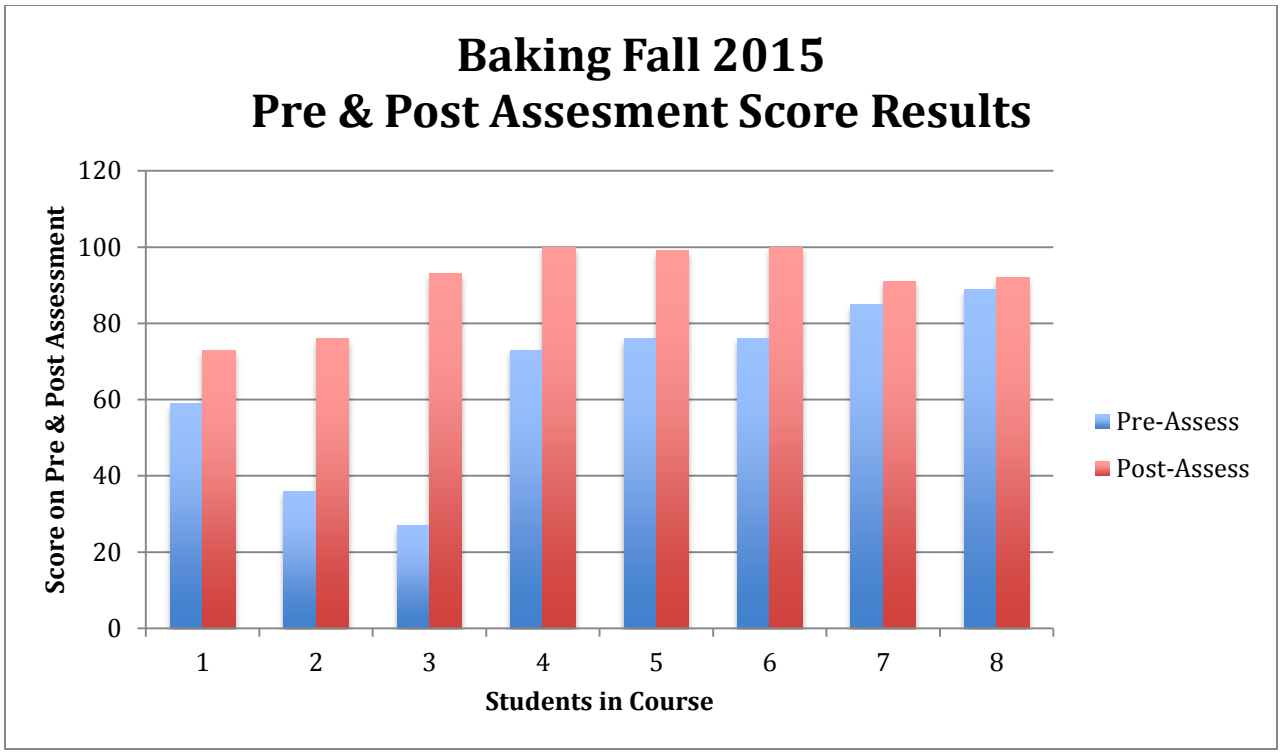
Answer questions 1 – 5B for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post tests, rubrics and graphs in a separate file identified with your name and the semester/year.**
1. What is your program mission statement? The A.A.S. Professional Baking degree program is designed to provide graduates with the knowledge and skills necessary for employment in a number of food service industry settings.
2. What are your program goals? A. Apply the techniques and skills needed to produce quality-baked goods in the modern pastry and bake shops. B. Analyze the functions of ingredients used in producing baked goods and pastries. C. Produce and evaluate a variety of baked goods, including but not limited to cakes, pies, breads, and confections. D. Produce and evaluate a variety of international and classical plated desserts. E. Utilize fundamental techniques to creatively modify standard recipes and develop new recipes.
3. What is/are the program goal(s) you are going to measure? A & E
4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals? A & D both direct
5. What are your pre-assessment outcomes? A. Number of students for pre-assessment: ___8____ B. What is your expectation/benchmark? 80%
6. What are your post-assessment outcomes? A. Number of students for post-assessment: ___8____ B. Did your students meet your expectation/benchmark? Yes
7. Based on your post assessment outcomes, what changes will you make in teaching methodology, **program goals**, or anything else to improve student learning? Since there was a marginal gain from the pre-assessment to post-assessment, there will be an adjustment on both the difficulty of recipes used as well as raising the expectations of the class.

8. How will your proposed changes continue to support your stated program goals? This will keep us in line with the ACFEF standards as well as creating a more marketable student to the workforce.
9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? We will incorporate pre-assessments throughout the semester to measure student knowledge going into the lesson and then administer more post-assessment to gage the comprehension of that lesson. This will allow us to immediately make corrections according to the students needs.

Benchmark: __75___% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 25% Final: 75%
Meets Expectation Students are able to successfully complete > 75% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 25% Final: 12.5%
Does not meet Expectation Students are able to successfully complete > 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 50% Final: 12.5%

Final Result: __87.5__ % Met or exceeded expectations
____% Did not meet expectations



Program Assessment

Assessment Planning/Reporting Sheet **Program: Culinary Arts**
Course #: CKG 111-1 **Semester: Fall 2015**
Campus: Crownpoint
Instructor: Brian Tatsukawa

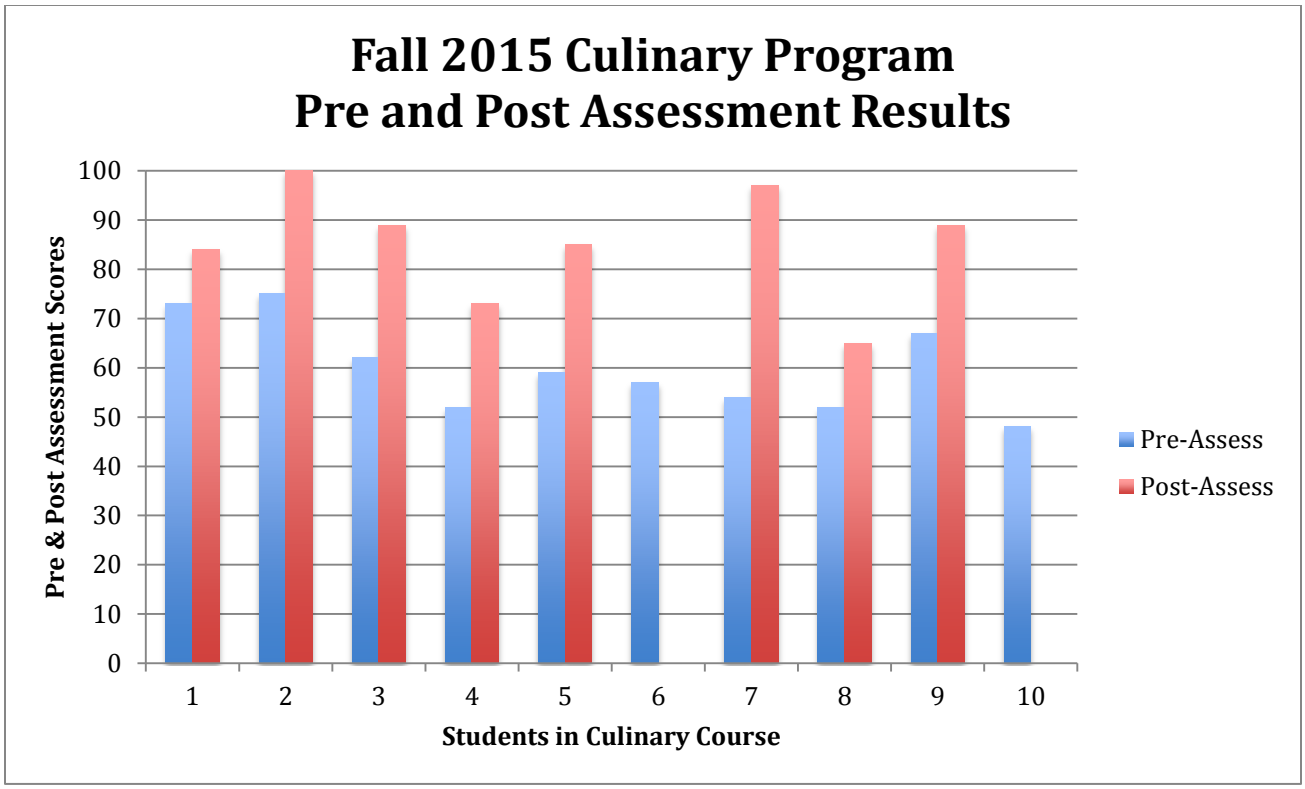
Answer questions 1 – 5B for your Assessment Plan/proposal. **Answer all questions for your Assessment Report.** **Please attach your syllabus, pre/post tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.**
1. What is your program mission statement? The A.A.S. Culinary Arts degree program is designed to provide graduates with the knowledge and skills necessary for employment in a number of food service industry settings.
2. What are your program goals? A. Students will be able to excel in professional cooking and baking so they will understand the demands of product delivery and customer satisfaction. B. Students will be able to produce and demonstrate the ability to design menus and meals that meet USDA nutritional standards. C. Students will have the capability to manage in specific areas that meet a variety of demands in the food service and hospitality industry such as food and beverage management, human resource management, and planning and management of both large and small scale catering and banquet events. D. Students will have strong interpersonal communication and operations skills so they relate to both back of the house and front of the house communication demands in a hospitality environment. E. Students will be able to demonstrate their ability to meet tribal, state, and federal standards relating to food safety and sanitation and the serving of alcohol.
3. What is/are the program goal(s) you are going to measure? B & E
4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals?

Mystery Basket & Restaurant Day both direct
5. What are your pre-assessment outcomes? A. Number of students for pre-assessment: ___10____ B. What is your expectation/benchmark? 80% or above
6. What are your post-assessment outcomes? A. Number of students for post-assessment: ___8____ B. Did your students meet your expectation/benchmark? 87.5% Met the benchmark
7. Based on your post assessment outcomes, what changes will you make in teaching methodology, **program goals**, or anything else to improve student learning? More detailed lesson plans that will include a pre-assessment to measure their initial knowledge of the subject matter prior to beginning the lesson plan.
8. How will your proposed changes continue to support your stated program goals? By initializing a pre-assessment to the lesson plan it will enable us to properly gauge student knowledge. By finishing the lesson plan with a post-assessment, we will be able to accurately measure the outcome of that lesson plan so that immediate adjustments can be made, i.e., extending the lesson plan and such.
9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? We will institute more assessments for more in depth lesson plans that require multiple days to complete.

Benchmark: __80%____% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% Final: 75%
Meets Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 12.5% Final:
Does not meet Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 90% Final: 12.5% 2 Withdraws after semester

Final Result: __87.5__% Met or exceeded expectations
__12.5__% Did not meet expectations



Energy Systems

Program Assessment

Assessment Planning/Reporting Sheet
Course #:
Campus: Crownpoint

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

Answer questions 1 – 5B 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 your program mission statement? The Energy Systems Program will enable and provide emphasis on the study to harness the earth's energy. To achieve this task student will learn skills to employ the transformation of the earth's energy, students will study renewable energy topics and energy related applications and installations. While students study the transformation of energy they will have an opportunity to explore components of science, mathematics, technology and engineering. The design and construction of photovoltaic, wind, and solar systems will enable students to supplement their existing energy needs at home, community and the Navajo Nation.
2. What are your program goals? 1. Ensure the relevance and importance of energy and how it impacts the environment 2. Prepare the student to meet the challenges of becoming involved in promoting renewable energy, especially, at a time of increased fuel prices and global warming 3. Understand the importance of safe and reliable renewable energy installations; understand how to

interpret code requirements; ensure safeguards that prevent hazards that may arise from the use of electricity 4. Correctly calculate energy needs and loads for renewable systems. Integrate wind turbines, photovoltaic or a combination of a hybrid wind and photovoltaic into buildings. 5. Offer opportunities in the areas of job placement and internships 6. Implement practical renewable energy installations throughout the campus. Installation shall have the capabilities to produce electrical energy. Safe, reliable, and visible systems will require students to incorporate science, mathematics, technology, engineering that integrates into the design, construction or fabrication of installations.
3. What is/are the program goal(s) you are going to measure? 4. Correctly calculate energy needs and loads for renewable systems. Integrate wind turbines, photovoltaic or a combination of a hybrid wind and photovoltaic into buildings.
4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals? Both, the direct approach is the pre and post-tests; the indirect approach may result in my observation while checking students work and as they solve a math or a series of problems.
5. What are your pre-assessment outcomes? 100 percent of students scored below 72 percent; 2 students scored 72% and 70%; the remaining average score was 40%; 4 students are returning to retake course. A. Number of students for pre-assessment: __12_____ B. What is your expectation/benchmark? That 80 percent of students would not score higher than 70%
6. What are your post-assessment outcomes? The scores Highest to Lowest 94, 85, 78, 76, 74, 54; four students dropped the course; two students were absent to take the post test. A. Number of students for post-assessment: __6_____ B. Did your students meet your expectation/benchmark? Yes! My benchmark is that 80 percent of students would gain knowledge and understand course concepts/objectives at the end of the school year.
7. Based on your post assessment outcomes, what changes will you make in teaching methodology, **program goals**, or anything else to improve student learning? Aside from attendance and prerequisites issues, I will increase the time in the classroom so that students can work on math related problems; encourage students to work in groups or teams.
8. How will your proposed changes continue to support your stated program goals? The prerequisites for energy systems will be enforced next semester, spring semester 2016.
9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? I can only hope that students will attend classes. Absenteeism is a problem!

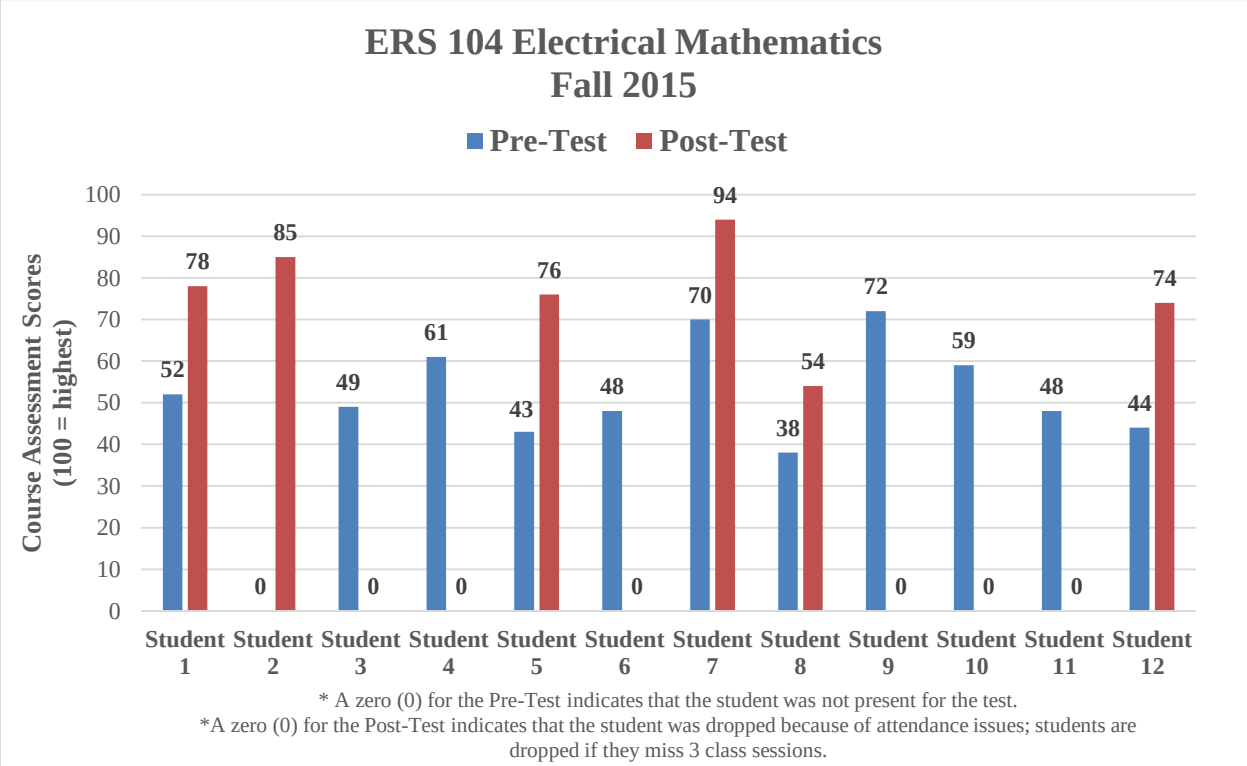
Benchmark: _80_____% students will meet or exceed expectation.
(What percentage of the class do you expect to meet or exceed your expectation for the course?)

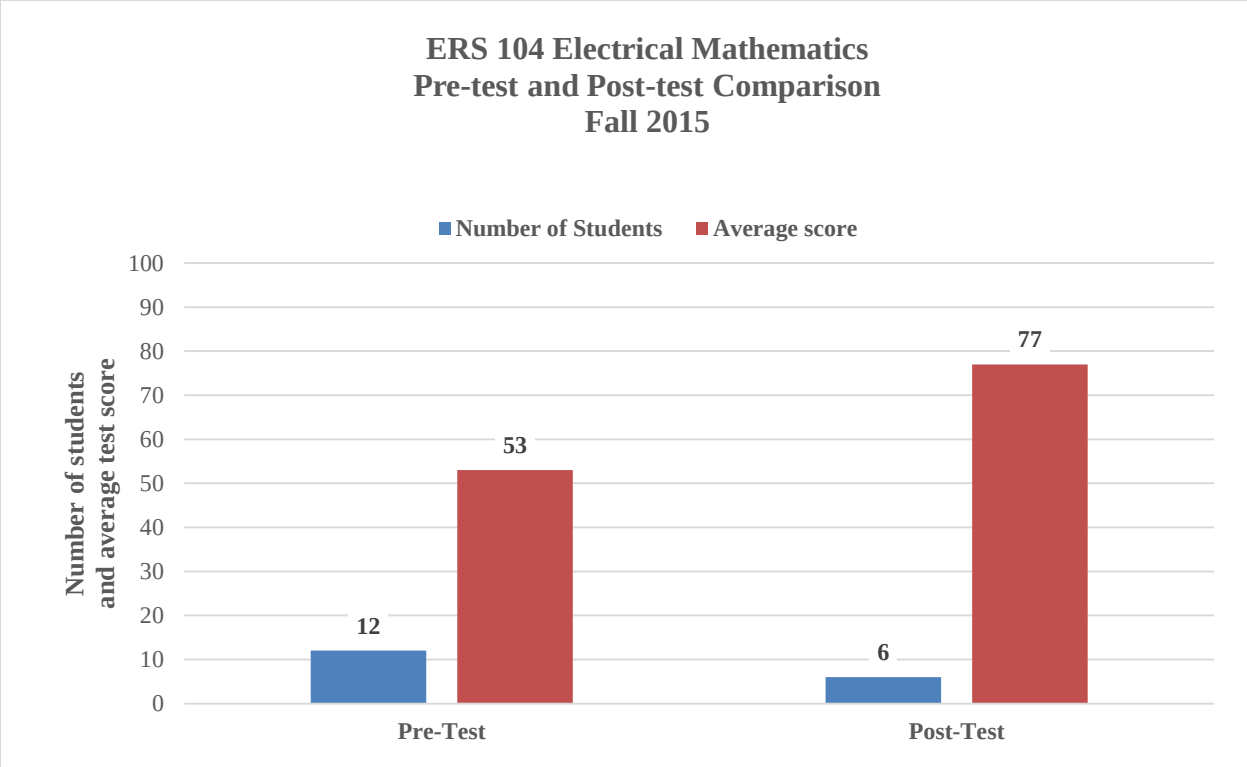
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% Final: 25%
Meets Expectation Students are able to successfully complete > 70-80% of the evaluation method (i.e., pre-test, survey, etc.)

Results
Initial: 16.6%
Final: 37.5%

Does not meet Expectation
Students are able to successfully complete > 70% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 83.3%
Final: 37.5%

Final Result: **62.5 %** **Met or exceeded expectations**
37.5 % **Did not meet expectations**




ERS 104 Electrical Mathematics
Pre-test and Post-test Comparison
Fall 2015
Number of Students
Average score
Number of students and average test score
100
90
80
70
60
50
40
30
20
10
0
12
53
6
77
Pre-Test
Post-Test