

NITSÁHÁKEES

NÁHAT'Á

'IINÁ

SIIH HASIN

**NAVAJO TECHNICAL UNIVERSITY**

E S T A B L I S H E D 1 9 7 9

Navajo Technical University

*Fall 2016 to Spring 2017*

Assessment Report on Student Learning

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## Navajo Technical University Mission Statement

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

## Assessment at NTU

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

**Íina:** '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

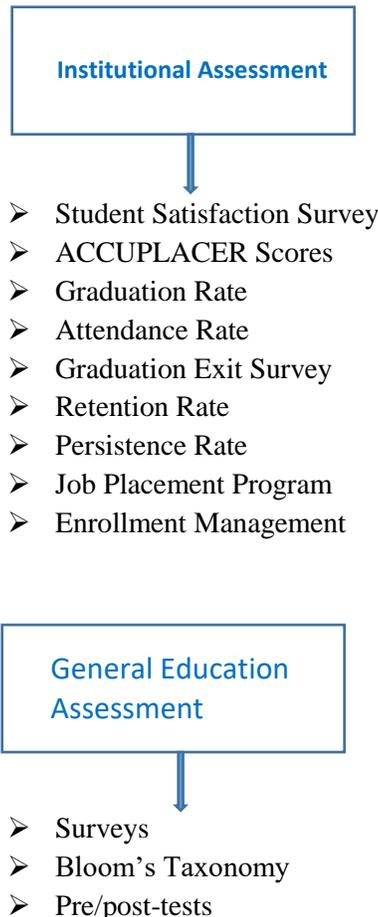
### Assessment Committee:

Assessment Committee. The Assessment Committee shall consist of the Dean of Undergraduate Studies, the Data Assessment Director, and the Department Chairs or the department delegated representative for two-year terms. The Assessment Committee shall have the following functions:

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

- b. Provide a cyclical source of reliable information from assessment for the improvement of student learning.
- c. Provide a well-planned systematic process of data collection.
- d. Provide systematic analyses of data for making institutional decisions about budgeting, strategic planning, faculty development, and program changes.
- e. Provide feedback that links the institutional outcomes to the University's mission statement.
- f. Collect and review data and make recommendations to the Data Assessment Director and Dean of Undergraduate Studies, concerning student learning and institutional effectiveness based on the course assessment plans presented by each faculty member at the end of the first month of each semester, the course outcome data and analyses report presented by each faculty member during the last week of each semester, the program assessment report submitted by each faculty member every semester, and the one-page program assessment report submitted by the program by the end of each spring semester.
- g. Oversee the preparation of the annual report that shall include the planning and data collection that begins during the fall semester and ends in the spring semester with the faculty's collection of student learning data.
- h. Meet Monthly

### Methods of Assessment at Navajo Technical University



- Rubric on essay
- Portfolios

### Program Assessment

- Internships
- Interviews/Ratings
- Advisory Committee Surveys
- Departmental Program Meetings
- Portfolios
- Projects-based and Experiential Learning
- Presentations
- Practicum
- Capstone Courses
- Program Standardized Tests
- Pre/post-tests
- Licensure Examinations

### Course Assessment

- Pre/post-tests
- Assignments
- Student/Instructor Feedback
- Quizzes
- Attendance
- Projects
- 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 Committee on Institutional Effectiveness (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.

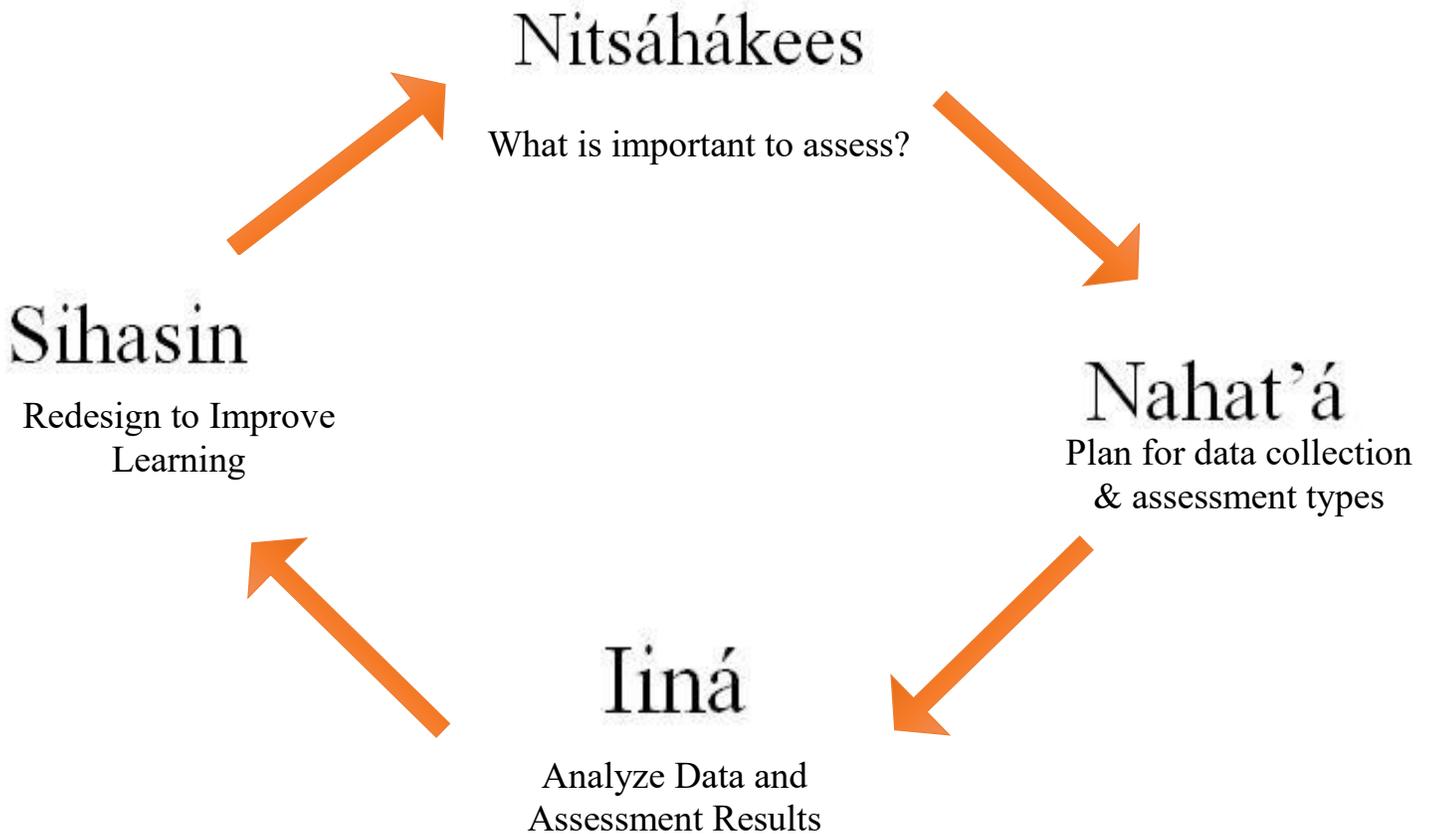
### **Navajo Technical University supports:**

- 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.

#### **Assessment 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 and conferences and meetings concerning assessment.

# 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, Nahatá, Iiná, Sihasin.*

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:

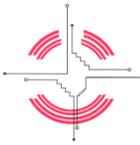
General Education is the foundation for all degree and certificate programs at Navajo Technical University providing students with knowledge, skills, attributes, and values needed to learn actively, communicate clearly, think critically, creatively, and reflectively, and to interact effectively in diverse 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

Semester	Gen Ed. Goal to be Measured
Fall 2015	<b>Gen Ed., Goal #1: Learn Actively.</b> Learning is a lifelong activity essential to personal growth and the ability to adapt to the challenges of an ever increasing complex and competitive world.
Spring 2016	<b>Gen Ed., Goal #2 Think critically, creatively, and reflectively.</b> Reason, creativity, and reflection are fundamental to problem solving and personal growth.
Fall 2016	<b>Gen Ed., Goal #3: Interact Effectively in Diverse Environments.</b> Success in a global society requires cultural understanding of self that is sufficient for interaction with other physical and social environments.
Spring 2017	<b>4. Gen Ed., Goal #4: Communicate clearly.</b> The ability and willingness to exchange ideas and information is essential to personal development, career success, and social responsibility.

# Fall 2016 Course Assessment Reports

## ENGLISH 098



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### Course Assessment

#### **Assessment Planning/Reporting Sheet**

**Course #: English 098 6B - Reading & Writing**

**Semester: Fall 2016**

**Campus: Chinle**

**Instructor: Andrew Escudero**

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. Improve reading, comprehension, and communication and critical thinking skills to thoroughly analyze texts to identify secondary meanings and subtopics, evaluate and prioritize ideas according to their significance, to recognize primary and secondary themes and subtopics, synthesize specific elements of opposing or different principles into new and unique concepts, and applying new principles to augment established ones.

B. Form and communicate arguments and ideas effectively in verbal and written forms within personal, academic and professional contexts or environments.

C. Develop and improve writing mechanics, capitalization use, grammar and punctuation.

D. Expand vocabulary.

E. Develop abilities to construct proper thesis statement, topic sentence and essay structures.

F. Learn MLA and APA writing styles and citation formats.

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

Pre-assessment test: The in-class pre-assessment exam:

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, 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

<p>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.</p>
<p>3. What are your pre-assessment outcomes?</p> <p>A. Number of students for pre-assessment: 9</p> <p>Pre-assessment test: 1(11%) passed with an A, 3 (33%) passed with a B, 1(11%) passed with a C, 4(45%) failed. Sections were not graded individually.</p> <p>B. What is your expectation/benchmark?</p> <p>I expect approximately <b>80%</b> of these students to develop the abilities to successfully pass this course with a C or above, successfully pass post-assessment test and become eligible to enroll into the English 105 or 110 courses.</p>
<p>4. What are your post-assessment outcomes? Of the 6 students 2 (33.5%) passed with an A grade, 2 (33.5%) passed with a B grade, 1(16.5%) passed with C passed with a grade, and 1 (16.5%) failed.</p> <p>A. Number of students for post-assessment: 6</p> <p>B. Did your students meet your expectation/benchmark?</p> <p>Yes, 5 of 6 students (83.5%) passed with grades exceeding a D grade.</p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b>expected course outcomes</b>, or anything else to improve student learning? I intend to alter my 098 pedagogical method to include more intense training in developing paragraph and sentence structures, formal paper structure, topic and thesis statements, quotation and citation methods, vocabulary and essay introductions, bodies and conclusions without the pressure of writing complete formal papers.</p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? I intend to reform my assessment exams so that each section to precisely measure each course goal in the strictest sense, so that each exam section can properly represent a particular goal.</p>

**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?)**

<p><b>Exceeds Expectation</b>          Use &gt; 80% of the appropriate procedure  <u>Results</u>          Initial: 34% exceeded expectations.          Final: 67% exceeded expectations.</p>
<p><b>Meets Expectation</b></p>

Use at least 70-80% of the appropriate procedure <b>Results</b> Initial: 11% met expectations. Final: 16.5% met expectations.
<b>Does not meet Expectation</b> Use < 70% of the appropriate procedure <b>Results</b> Initial: 33% did not meet expectations. Final: 16.5% did not meet expectations.

**Final Result: 83.5 % Met or exceeded expectations**

**16.5 % Did not meet expectations**

**Post Assessment Planning/Reporting Tables**

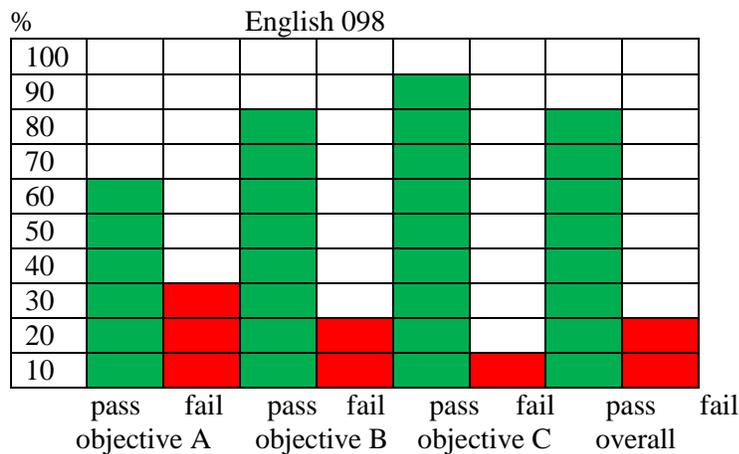
**Course #: English**

**Campus: Chinle**

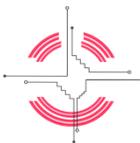
**Program: Humanities**

**Semester: Fall 2016**

**Instructor: Dr. Andrew Escudero**



**ENGLISH 105**



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Course Assessment

**Assessment Planning/Reporting Sheet**

**Course #: English 105 6B & C Technical Communication**

**Campus: Chinle**

**Semester: Fall 2016**

**Instructor: Andrew M. Escudero**

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. Develop the knowledge and comprehension of the technical language that they will need in standard job and business communications such as business memorandums, reports, letters, letters of application and résumés.

B. Develop the confidence in their abilities to give oral presentations and written communications in employment and business contexts.

C. Develop the ability to think critically within academic, employment and business contexts that will enable students to effectively understand, analyze, evaluate and propose solutions for technical issues and problems and communicate their ideas concisely.

D. To become familiar with the APA and MLA writing styles and citation formats.

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

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

A. Measures general knowledge of business letters, reports, memorandums, résumés and letters of interest/application.

B. Measures critical thinking abilities, the organization of ideas, writing mechanics, grammar usage, punctuation, capitalization, and sentence and paragraph structures within a business context. There are 200 points possible on the pre-assessment exam: 60 points for the first 3 general knowledge sections, 20 points for APA citation section, 60 points for the résumé section and 60 points for the letter of interest/application section.

3. What are your pre-assessment outcomes?

**A. Number of students for pre-assessment: 17**

1 (6%) passed with a C, 1 (6%) passed with a D and 15 (88%) failed. Individual sections were not graded.

**B. What is your expectation/benchmark? 60%**

I expect approximately **60%** of the students to gain the knowledge and develop the abilities to pass the post-assessment test, function effectively seek employment using their résumé and letters of application /interest to successfully and confidently seek employment, and develop the writing skills that will allow them to continue to English 110 or 111.

4. What are your post-assessment outcomes? 1(14%) passed with an A, 2(29%) passed with a B, 1(14%) passed with a C, 3(43%) failed. Individual sections were not graded.

A. Number of students for post-assessment: 7

B. Did your students meet your expectation/benchmark? No, 57% exceeded or met my 60% expectation/benchmark; however, the post-test percentage is very close to my expectation/ benchmark, a (3%) differential.

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 intend to increase in-class time for completion of text assignments and decrease the number of reports to allow time for students to rewrite the resumes, letters of interest, more critical thinking exercises and business memoranda, which I consider valuable learning devices.

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

assessment activities? The changes mentioned in section 5 will allow me to concentrate more on improving students' fundamental business writing, critical thinking process in the business context and job application skills and research.

**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 can successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)

**Results**

Initial: 0%

Final: 43%

**Meets Expectation**

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

**Results**

Initial: 6%

Final: 15%

**Does not meet Expectation**

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

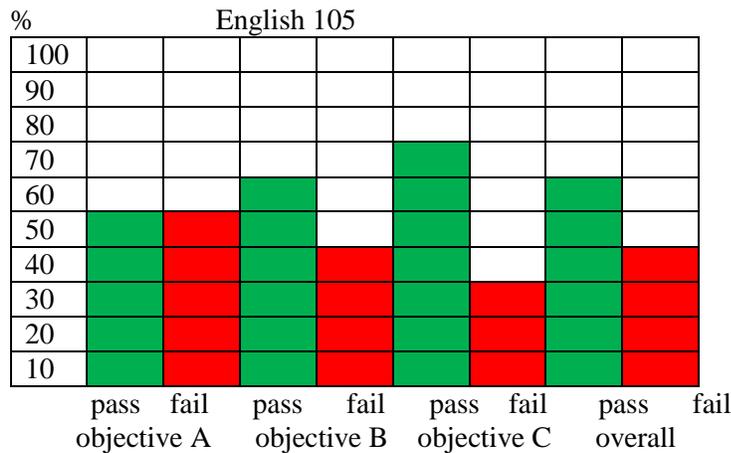
**Results**

Initial: 88%

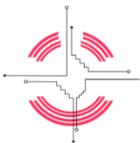
Final: 43%

**Final Result: 57% Met or exceeded expectations**

**43 % Did not meet expectations**



**ENGLISH 111**



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**Course Assessment**

**Assessment Planning/Reporting Sheet**

**Course #: English 111 6C Composition and Research**

**Semester: Fall 2016**

**Campus: Chinle**

**Instructor: Andrew M. Escudero**

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 program goals you are going to measure?
  - A. To know the basic structure and understanding of fundamental mechanics that comprise college essays and how to creatively expand this structure and these mechanics to present uniquely novel ideas, notions or expressions that may be applied with confidence.
  - B. To know and understand the importance of proofreading and editing in the revision process.
  - C. To know of a variety of thesis statements for various rhetorical modes of writing, to identify them in various modes of writing and how to creatively write essays within personal, business and academic contexts.
  - D. To develop the ability to write complete sentences in the active and passive voices, cohesive paragraphs and thought-provoking conclusions in essays that may reflect or present ideas, notions and principles within personal, business and academic contexts.
  - E. To critically analyze writings for secondary ideas and subtopics, evaluate texts to prioritize the notions that they have identified according to significance in the text, use deductive reasoning skills to synthesize ideas into new and unique forms, and apply them to their textual analyses of a variety of texts implemented in personal, business and academic contexts.
  - F. To know differences of argumentative, narrative, reflective and descriptive modes of writing, and how they relate to one another as modes that are essentially combined in all writings, and develop the ability to write argumentative, narrative, reflective, process, cause and effect, and compare, categorization and instructional essays.
  - G. To be introduced to and become familiar with literary critical analysis of fictional writing so that they may recognize the cultural, historical and creative elements that are significantly synthesized within the literary works that merge realities with imaginary possibilities into new, unique visions.
  - H. To know MLA, APA and Chicago essay writing and citation formats.

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-assessment test:** An in-class exam that measures students' knowledge of the passive and active voices (30 points), MLA and APA writing and citation formats (30 points), the narrative, reflective, compare and contrast, cause and effect, process and descriptive rhetorical writing modes (50 points), capitalization and punctuation (30 points) and critical thinking abilities, essay writing mechanics, grammar usage, punctuation, capitalization and, sentence structure and paragraph cohesiveness by writing a 3 paragraph essay (50 points) for a possible perfect score of 200 points.

3. What are your pre-assessment outcomes?

**A. Number of students for pre-assessment:** 13

3(23%) passed with a B, 2(15%) passed with as C, 1(7.5%) passed with a D and 9(45.5%) failed.

**B. What is your expectation/benchmark?** 70%

I expect approximately **70%** of the students to gain the knowledge and develop the abilities to pass the post-assessment test and continue on more advanced English and literature courses.

<p>4. What are your post-assessment outcomes?  <b>A. Number of students for post-assessment: 8</b>  3(37.8%) passed with an A, 1(12.2%) passed with a B, 4(50%) passed with a C. 0% failed.  A. Number of students for post-assessment: 15  B. Did your students meet your expectation/benchmark? Yes, 100% exceeded or met my expectations/benchmark.</p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b>expected course outcomes</b>, or anything else to improve student learning? I intend to increase in-class work time on text exercises and written assignments and decrease the number of non-textual assignments to acquire this time.</p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? As stated in section 5, I intend to increase in-class work time on text exercises and written assignments and decrease the number of non-textual assignments to acquire this time. I expect this strategy to improve students' knowledge retention.</p>

**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?)**

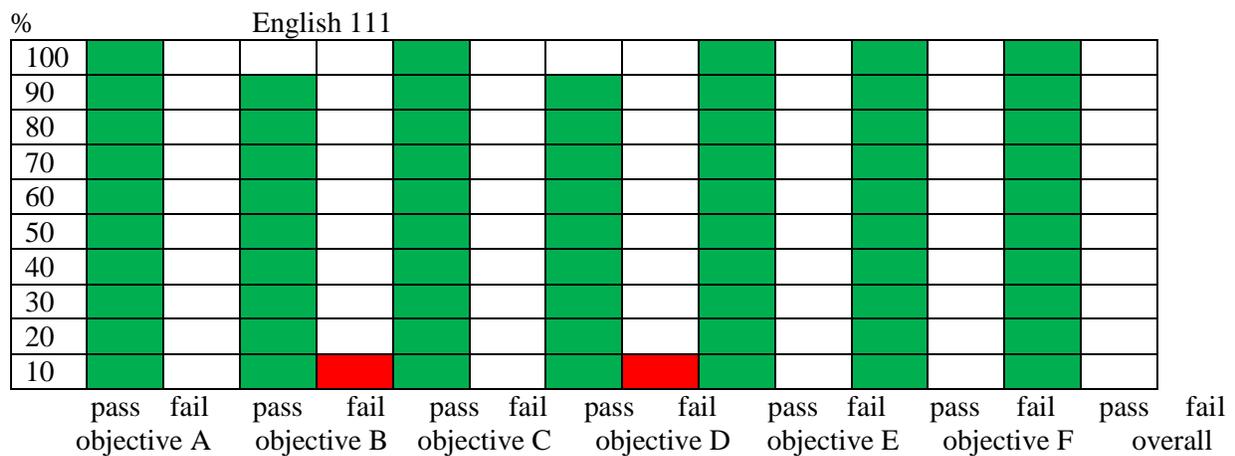
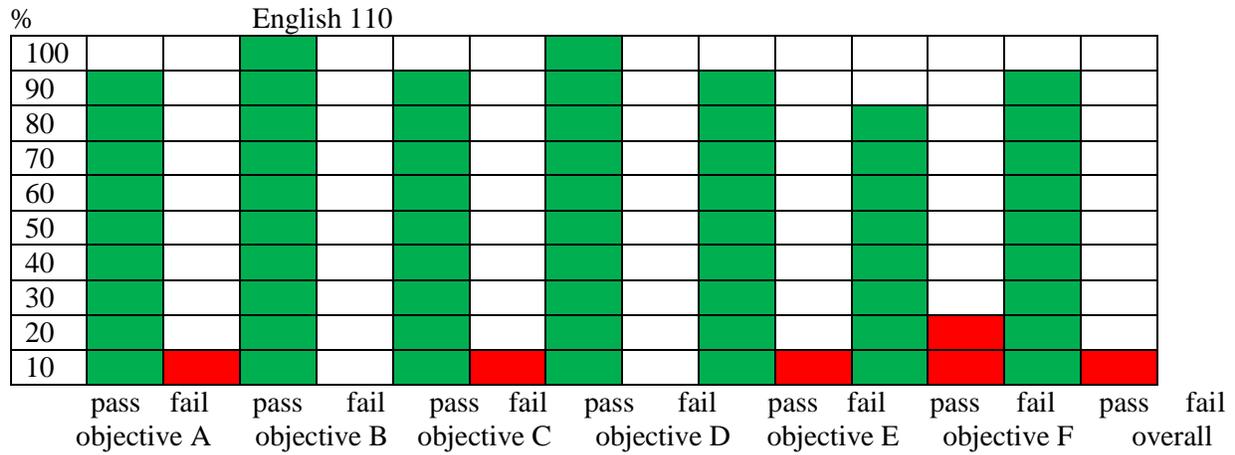
<p><b>Exceeds Expectation</b>  Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>  Initial: 38%  Final: 40%</p>
<p><b>Meets Expectation</b>  Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>  Initial: 7.5%  Final: 50%</p>
<p><b>Does not meet Expectation</b>  Students are able to successfully complete &lt; 70% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>  Initial: 45.5%  Final: 0%</p>

**Final Result: 100 % Met or exceeded expectations**

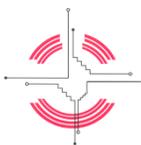
**0 % Did not meet expectations**

**Post Assessment Planning/Reporting Tables**  
**Course #: English**  
**Campus: Chinle**

**Program: Humanities**  
**Semester Fall 2016**  
**Instructor: Dr. Andrew Escudero**



**AUTOMOTIVE 102**



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## Course Assessment

### Assessment Planning/Reporting Sheet

Course #:Aut 102

Semester: Fall 2016

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. Learn to diagnose and repair brake system problems.
3. Learn to resurface discs and drums, both on and off the vehicle
4. 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? 3 of the students passed the pretest, but all were below the 70% threshold

A. Number of students for pre-assessment:   12  

B. What is your expectation/benchmark?

Minimum score of 70%. Normally all students fail the pretest.

4. What are your post-assessment outcomes? 8/14 students passed the post test

A. Number of students for post-assessment:   8  

B. Did your students meet your expectation/benchmark? Yes. All students passed with a grade higher than 70%

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 adjust classroom vs lab time to increase student's time in a hands-on environment.

6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? I plan to increase assessment of hands on learning so students have more practical knowledge.

**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**



<p>B. What is your expectation/benchmark? Minimum score of 70%. Normally all students fail the pretest.</p>
<p>4. What are your post-assessment outcomes? All students that were present to take the final passed with scores above the 70% threshold A. Number of students for post-assessment: <u>2</u> B. Did your students meet your expectation/benchmark? Yes</p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b>expected course outcomes</b>, or anything else to improve student learning? I will attempt to have more lab projects for students to achieve more experience.</p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? More lab time for students with additional hands on assessments.</p>

**Benchmark: 100 % students will meet or exceed expectation.**

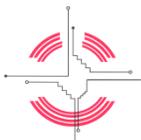
**(What percentage of the class do you expect to meet or exceed your expectation for the course?)**

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

**Final Result: 50 % Met or exceeded expectations**

**50 % Did not meet expectations**

**Electrical Trades 101**



Course Assessment

## Assessment Planning/Reporting Sheet

Course #: *ELC 101*Semester: *2016 Fall Semester*Campus: *Crownpoint, NM (Main Campus)*Instructor: *Virgil T. House*

<p>Answer questions 1- 3B for your Assessment Plan/proposal.  <b>Answer all questions for your Assessment Report.</b>  <b>Please attach your syllabus, pre/post-tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.</b></p>
<p>1. What is/are the course goals (course objectives) you are going to measure?</p> <ul style="list-style-type: none"> <li>• <i>Teach the students on using the correct methods of tool usage and how to take care of them.</i></li> <li>• <i>Understand the meaning of branch circuitry and calculations to find the loads. Using Ohm's Law and Watt's Law.</i></li> <li>• <i>Develop safety ethics and habits where safety is priority working with electricity.</i></li> </ul>
<p>2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring <b>expected course outcomes</b>?</p> <ul style="list-style-type: none"> <li>• <i>Pre/Post Benchmark Assessment: Focus on</i> <ul style="list-style-type: none"> <li>▪ <i>Terminology</i></li> <li>▪ <i>Theories</i></li> <li>▪ <i>Practical (Methodology)</i></li> </ul> </li> <li>• <i>Labs: Pass/Fail</i></li> <li>• <i>Midterm &amp; Final Exam</i></li> </ul>
<p>3. What are your pre-assessment outcomes? <i>Class Average is 35.57%</i>  A. Number of students for pre-assessment: <i>14</i>  B. What is your expectation/benchmark? <i>25% for Pre-test and 70% for Post-test</i></p>
<p>4. What are your post-assessment outcomes? <i>Class Average is 66.46%</i>  A. Number of students for post-assessment: <i>13</i>  B. Did your students meet your expectation/benchmark? <i>No, only half of them did.</i></p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b>expected course outcomes</b>, or anything else to improve student learning? <i>I plan to have students write a summary of the chapter assignment as part of their class participation grade. Have them look up related topics on the internet.</i></p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? <i>Working with them on the fundamentals, the basic theory, and more examples on the chalkboard. Keeping them focus on their school work.</i></p>

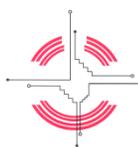
**Benchmark: 70 % students will meet or exceed expectation.**

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

<p><b>Exceeds Expectation</b> Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b>Results</b></p> <p>Initial: <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="text-align: center;">32</td></tr><tr><td style="text-align: center;">88</td></tr></table></p> <p>Final:</p>							32	88												
32																				
88																				
<p><b>Meets Expectation</b> Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b>Results</b></p> <p>Initial: <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="text-align: center;">32</td><td style="text-align: center;">44</td><td style="text-align: center;">20</td><td style="text-align: center;">36</td><td style="text-align: center;">48</td><td style="text-align: center;">60</td></tr><tr><td style="text-align: center;">72</td><td style="text-align: center;">72</td><td style="text-align: center;">74</td><td style="text-align: center;">74</td><td style="text-align: center;">78</td><td style="text-align: center;">80</td></tr></table></p> <p>Final:</p>							32	44	20	36	48	60	72	72	74	74	78	80		
32	44	20	36	48	60															
72	72	74	74	78	80															
<p><b>Does not meet Expectation</b> Students are able to successfully complete &lt; 70% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b>Results</b></p> <p>Initial: <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="text-align: center;">48</td><td style="text-align: center;">8</td><td style="text-align: center;">16</td><td style="text-align: center;">20</td><td style="text-align: center;">32</td><td style="text-align: center;">40</td><td style="text-align: center;">36</td></tr><tr><td style="text-align: center;">50</td><td style="text-align: center;">40</td><td style="text-align: center;">56</td><td style="text-align: center;">50</td><td style="text-align: center;">68</td><td></td><td></td></tr></table></p> <p>Final:</p>							48	8	16	20	32	40	36	50	40	56	50	68		
48	8	16	20	32	40	36														
50	40	56	50	68																

**Final Result:** 53 % Met or exceeded expectations  
50 % Did not meet expectations

**Electrical Trades 102**



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Course Assessment

**Assessment Planning/Reporting Sheet**  
**Course #:** *ELC 102* **Semester:** *2016 Fall Semester*  
**Campus:** *Crownpoint, NM (Main Campus)* **Instructor:** *Virgil T. House*

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.**

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

- *Teach the students on using the correct methods of tool usage and how to take care of them.*
- *Understand the meaning of branch circuitry and calculations to find the loads. Using Ohm's Law and Watt's Law.*

<ul style="list-style-type: none"> <li>• <i>Develop safety ethics and habits where safety is priority working with electricity.</i></li> </ul>
<p>2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring <b>expected course outcomes</b>?</p> <ul style="list-style-type: none"> <li>• <i>Labs: Pass/Fail</i></li> <li>• <i>Rubrics</i></li> <li>• <i>Midterm &amp; Final Exam</i></li> </ul>
<p>3. What are your pre-assessment outcomes? <i>No assessment done.</i></p> <p>A. Number of students for pre-assessment: <i>13</i></p> <p>B. What is your expectation/benchmark?</p>
<p>4. What are your post-assessment outcomes? <i>86%</i></p> <p>A. Number of students for post-assessment: <i>13</i></p> <p>B. Did your students meet your expectation/benchmark? <i>70% for Rubrics Test. (I had 11 of the 13 students, pass the rubrics branch circuit wiring lab assignment.)</i></p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b>expected course outcomes</b>, or anything else to improve student learning? <i>I need to give more schematic and wiring diagrams. No pre-test given!</i></p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? <i>Learning more of the different methods of electrical wiring. Just working with them and making it a little more challenging. Take them to field projects where they actually can see how houses are wired.</i></p>

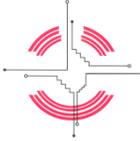
**Benchmark: 70 % students will meet or exceed expectation.**  
**(What percentage of the class do you expect to meet or exceed your expectation for the course?)**

<p><b>Exceeds Expectation</b>  Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b>Results</b>  Initial:</p> <table border="1"> <tr> <td><b>CB</b></td> <td><b>RB</b></td> <td><b>TG</b></td> <td><b>TW</b></td> <td><b>AB</b></td> <td><b>SB</b></td> <td><b>SB</b></td> <td><b>PC</b></td> <td><b>TD</b></td> <td><b>MJM</b></td> <td><b>LT</b></td> </tr> <tr> <td><b>84</b></td> <td><b>97</b></td> <td><b>97</b></td> <td><b>94</b></td> <td><b>97</b></td> <td><b>91</b></td> <td><b>100</b></td> <td><b>100</b></td> <td><b>91</b></td> <td><b>97</b></td> <td><b>97</b></td> </tr> </table> <p>Final:</p>	<b>CB</b>	<b>RB</b>	<b>TG</b>	<b>TW</b>	<b>AB</b>	<b>SB</b>	<b>SB</b>	<b>PC</b>	<b>TD</b>	<b>MJM</b>	<b>LT</b>	<b>84</b>	<b>97</b>	<b>97</b>	<b>94</b>	<b>97</b>	<b>91</b>	<b>100</b>	<b>100</b>	<b>91</b>	<b>97</b>	<b>97</b>
<b>CB</b>	<b>RB</b>	<b>TG</b>	<b>TW</b>	<b>AB</b>	<b>SB</b>	<b>SB</b>	<b>PC</b>	<b>TD</b>	<b>MJM</b>	<b>LT</b>												
<b>84</b>	<b>97</b>	<b>97</b>	<b>94</b>	<b>97</b>	<b>91</b>	<b>100</b>	<b>100</b>	<b>91</b>	<b>97</b>	<b>97</b>												
<p><b>Meets Expectation</b>  Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b>Results</b>  Initial:  Final:</p>																						
<p><b>Does not meet Expectation</b>  Students are able to successfully complete &lt; 70% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b>Results</b>  Initial:</p> <table border="1"> <tr> <td><b>TJM</b></td> <td><b>LS</b></td> </tr> <tr> <td><b>34</b></td> <td><b>34</b></td> </tr> </table> <p>Final:</p>	<b>TJM</b>	<b>LS</b>	<b>34</b>	<b>34</b>																		
<b>TJM</b>	<b>LS</b>																					
<b>34</b>	<b>34</b>																					

Final Result: **86 %** Met or exceeded expectations

**14 %** Did not meet expectations

### Electrical Trades 111



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### Course Assessment

#### Assessment Planning/Reporting Sheet

Course #: **ELC 111**

Semester: **2016 Fall Semester**

Campus: **Crownpoint, NM (Main Campus)**

Instructor: **Jmichael R. Crank**

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?

- **Teach the students on using the correct method of tool usage and how to take care of them.**
- **Understand the meaning of branch circuitry and calculations to find the loads. Using Ohm's Law and Watt's Law.**
- **Develop safety ethics and habits where safety is priority working with electricity.**

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

- **Pre/Post Benchmark Assessment: Focus on**
  - **Terminology**
  - **Theories and**
  - **Practical (Methodology)**
- **Labs / Pass or Fail**
- **Midterm & Final Exam**

3. What are your pre-assessment outcomes? **Class Average of 54%**

A. Number of students for pre-assessment: **15**

B. What is your expectation/benchmark? **50% for Pre-Test and 70% for Post-Test**

4. What are your post-assessment outcomes? **Class Average of 81%**

A. Number of students for post-assessment: **14**

B. Did your students meet your expectation/benchmark? **All accept one student.**

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? **Have students become familiar with computers working with "Ohm's Law" and "Watt's Law". Not only for the math but also to understand the meanings and the working relationships of Volt-Amperes, Current (Amperes), Resistance (Ohm's), Volts, Watt's, etc.**

6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? *Keep stressing the importance of test. The reason(s) why it is a method to see the results of how much is gained not only by the teacher but more importantly the students.*

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

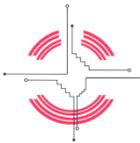
**(What percentage of the class do you expect to meet or exceed your expectation for the course?)**

<b>Exceeds Expectation</b>										
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)										
<b>Results</b>										
Initial / Final:										
67	87	40	69	53	50	60	50	60	33	43
80	100	80	100	80	80	90	90	80	80	80
<b>Meets Expectation</b>										
Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)										
<b>Results</b>										
Initial:										
	56	33								
Final:										
	70	70								
<b>Does not meet Expectation</b>										
Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.)										
<b>Results</b>										
Initial:										
	63									
Final:										
	60									

**Final Result: 92.8 % Met or exceeded expectations**

**7.2 % Did not meet expectations**

**Electrical Trades 112**



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**Course Assessment**

**Assessment Planning/Reporting Sheet**

**Course #: *ELC 112***

**Campus: *Crownpoint, NM (Main Campus)***

**Semester: *2016 Fall Semester***

**Instructor: *Jmichael R. Crank***

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?

- *Teach the students on using the correct method of tool usage and how to take care of them.*
- *Understand the meaning of branch circuitry and calculations to find the loads. Using Ohm's Law and Watt's Law.*
- *Develop safety ethics and habits where safety is priority working with electricity.*

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

- *Pre/Post Benchmark Assessment: Focus on*
  - *Terminology*
  - *Theories and*
  - *Practical (Methodology)*
- *Labs / Pass or Fail*

3. What are your pre-assessment outcomes? *Class Average of 47%*  
A. Number of students for pre-assessment: *15*  
B. What is your expectation/benchmark? *50% for Pre-Test and 70% for Post-Test*

4. What are your post-assessment outcomes? *Class Average of 94%*  
A. Number of students for post-assessment: *15*  
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? *Keep working with them and let them know I am here for them. I stay late in the night and sometimes on weekends; so they can come into the lab and work on their assignments that are due. Keeping the LAB open sure makes a big difference.*

6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? *Make the lab assignment fun for them and keep them focus on the theory of how Ohms Law, Watts Law works. Using the rubrics is much easier for 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?)**

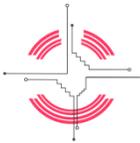
<b>Exceeds Expectation</b>															
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)															
<b>Results</b>															
Initial:	50	45	40	50	50	45	45	50	45	60	45	45	45	50	45
Final:	95	95	90	100	95	90	90	95	95	100	95	90	95	100	90
<b>Meets Expectation</b>															
Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)															
<b>Results</b>															
Initial:															

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

**Final Result:** 100 % Met or exceeded expectations

0 % Did not meet expectations

**Electrical Trades 113**



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Course Assessment

**Assessment Planning/Reporting Sheet**

**Course #:** *ELC 113-1*

**Semester:** *2016 Fall Semester*

**Campus:** *Crownpoint, NM (Main Campus)*

**Instructor:** *Jmichael R. Crank*

<p>Answer questions 1- 3B for your Assessment Plan/proposal.  <b>Answer all questions for your Assessment Report.</b>  <b>Please attach your syllabus, pre/post-tests, rubrics and graphs <u>in a separate file identified with your name and the semester/year.</u></b></p>
<p>1. What is/are the course goals (course objectives) you are going to measure?</p> <ul style="list-style-type: none"> <li>• <i>Student will learn how to read “Blueprints drawings” and apply them to their work.</i></li> <li>• <i>Understand the meaning of branch circuitry and calculations to find the loads. Using Ohm’s Law and Watt’s Law.</i></li> <li>• <i>Develop safety ethics and habits where safety is priority working with electricity.</i></li> </ul>
<p>2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring <b>PRE/POST-TESTS expected course outcomes?</b></p> <ul style="list-style-type: none"> <li>• <i>Pre/Post Benchmark Assessment: Focus on</i> <ul style="list-style-type: none"> <li>▪ <i>Terminology</i></li> <li>▪ <i>Theories and</i></li> <li>▪ <i>Practical (Methodology)</i></li> </ul> </li> </ul>
<p>3. What are your pre-assessment outcomes? <i>Class Average of 30%</i></p> <p>A. Number of students for pre-assessment: <i>16</i></p> <p>B. What is your expectation/benchmark? <i>25% for Pre-Test and 70% for Post-Test</i></p>
<p>4. What are your post-assessment outcomes? <i>Class Average of 30%</i></p> <p>A. Number of students for post-assessment: <i>16</i></p> <p>B. Did your students meet your expectation/benchmark? <i>Class Average of 70%, <u>but NO</u> as far as individual testing for the Post-test. 10 of 16 did not meet my 70%.</i></p>

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 really believe that my students did not take the assessment test seriously. I forgot to give them the assessment a week early and they took my assessment test on the day of the final test; they all wanted to just leave after the final test was given.*
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? *I am going to make sure they take my assessment test seriously and I will give them the test early this coming semester. My final test was a "B" average, therefore I know that know the material and was not taken seriously.*

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

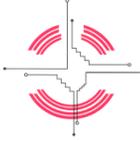
**(What percentage of the class do you expect to meet or exceed your expectation for the course?)**

<b>Exceeds Expectation</b>										
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)										
<b>Results</b>										
Initial:										
40	20	50	47							
100	93	87	100							
Final:										
<b>Meets Expectation</b>										
Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)										
<b>Results</b>										
Initial:										
20	20									
73	73									
Final:										
<b>Does not meet Expectation</b>										
Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.)										
<b>Results</b>										
Initial:										
40	47	20	20	53	20	20	13	20	33	
60	60	60	53	67	53	53	67	47	67	
Final:										

**Final Result: 37.5 % Met or exceeded expectations**

**62.5 % Did not meet expectations**

## MATHEMATICS 113



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### Course Assessment

#### Assessment Planning/Reporting Sheet

Course #: **Technical Math II (MTH 113-2)** Semester: **Fall 2016**

Campus: **CROWNPOINT**

Instructor: **Jose Ernie 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 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:

- 1.** Solve application problems using ratios, rates and proportions
- 2.** Apply basic definitions and relationship for geometric figures to solve application problems.
- 3.** Solve application problems involving fractions, powers and roots of a number.
- 4.** Apply the formula to convert temperature measures
- 5.** Graph and find the slope of a line.
- 6.** Find equation of a line given two points.

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: 17

B. What is your expectation/benchmark?  $\geq 70\%$  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: 14

B. Did your students meet your expectation/benchmark?

92% of the students achieved 70% or more in proficiency level.

8% 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 operations of fraction (unlike fractions, and mixed number), operations involving exponents and order of mathematical operations.

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 as shown in the post test results.

Repetition of basic concept involving operation of fractions and order operation 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:  $0/17 = 0\%$

Final:  $11/14 = 78\%$

**Meets Expectation**

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

**Results**

Initial: 0/17 = 0%

Final: 2/14 = 14%

**Does not meet Expectation**

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

**Results**

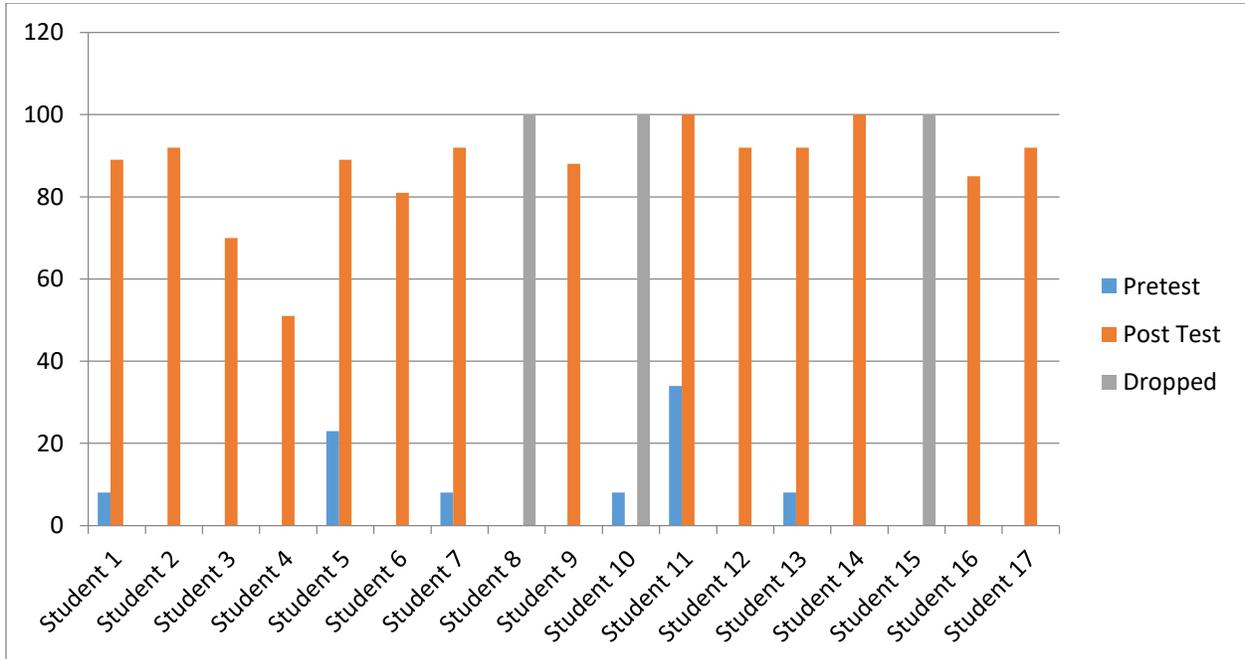
Initial: 17/17 = 100%

Final: 1/14 = 8%

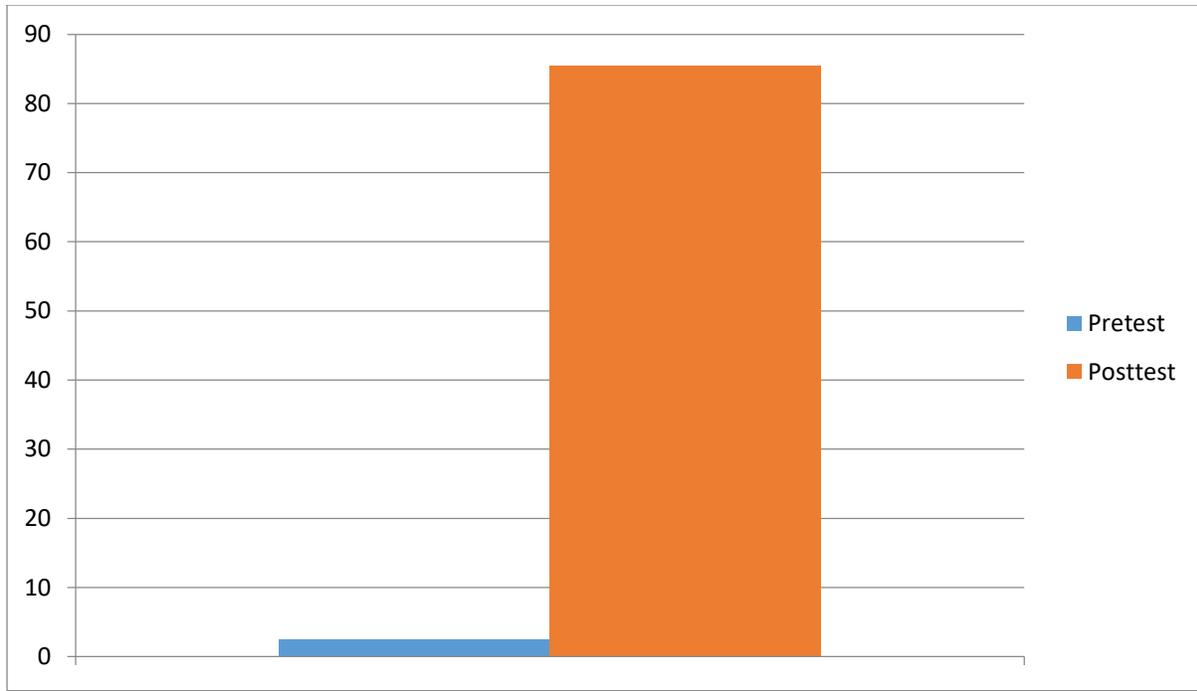
**Final Result: 92 % Met or exceeded expectations**

**8 % Did not meet expectations**

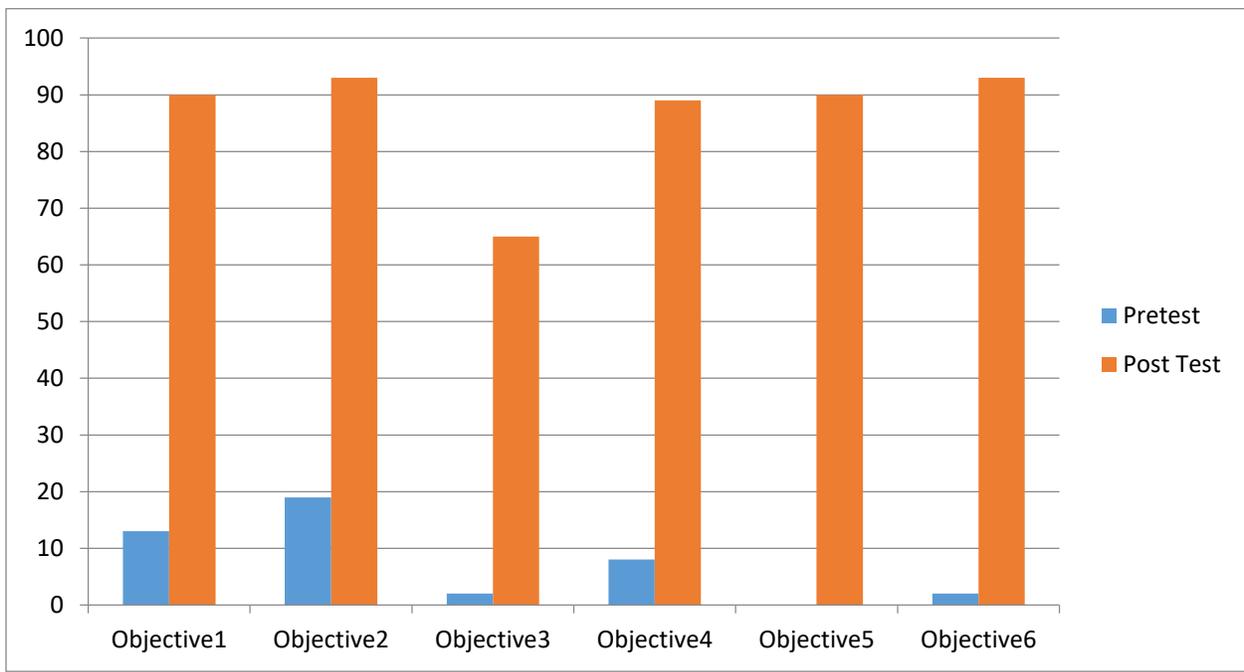
**Pretest Proficiency Level in Percent (Per Student)**



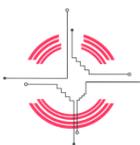
**Pretest Average Proficiency Results in Percent**



### Results by Objective



### MATH 120



Navajo Technical University

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Course Assessment

**Assessment Planning/Reporting Sheet**

**Course #: MTH-120-1 Intermediate Algebra**

**Campus: Crownpoint**

**Semester: Fall 2016**

**Instructor: Dr. Carlos Paez**

Answer questions 1- 3B for your Assessment Plan/proposal. <b>Answer all questions for your Assessment Report.</b> <b>Please attach your syllabus, pre/post-tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.</b>
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: <ul style="list-style-type: none"><li>• apply intermediate algebra computation rules</li><li>• define / describe intermediate algebra concepts, and</li><li>• solve problems involving intermediate algebra</li></ul>
2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring <b><u>expected course outcomes</u></b> ? I used pre/post-tests.
3. What are your pre-assessment outcomes? A. Number of students for pre-assessment: <u>  19  </u> B. What is your expectation/benchmark? $\geq 70\%$ 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>  19  </u> B. Did your students meet your expectation/benchmark? $73\%$ 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, <b><u>expected course outcomes</u></b> , 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.**

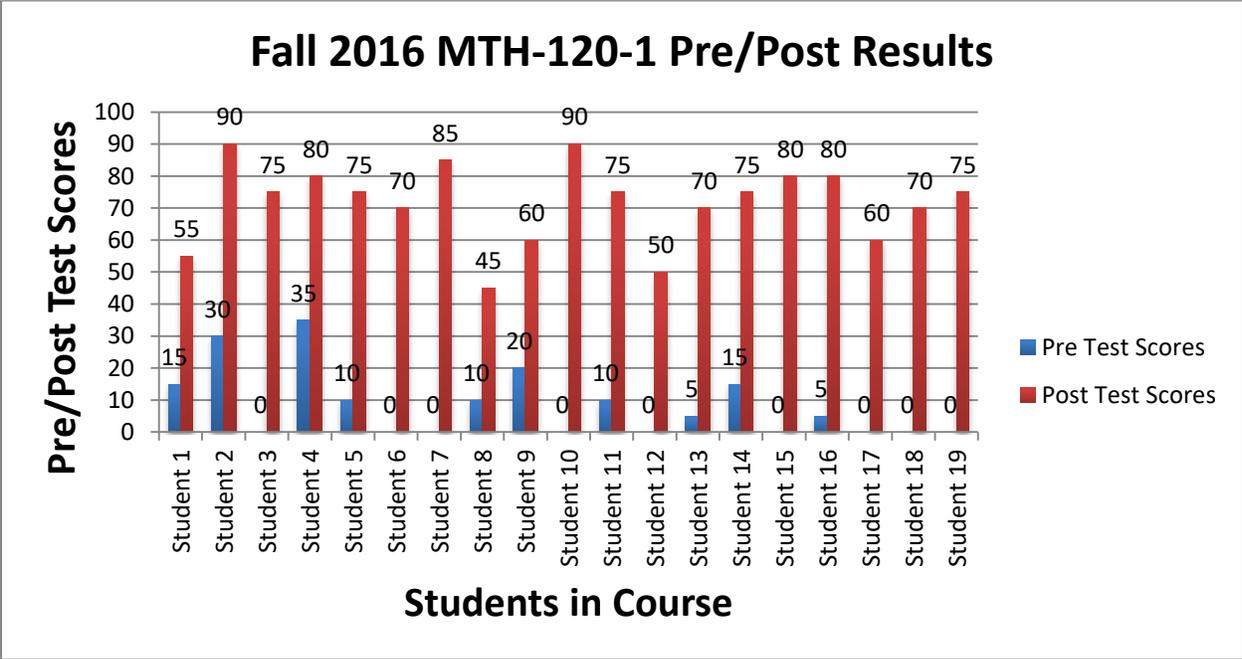
**(What percentage of the class do you expect to meet or exceed your expectation for the course?)**

<b>Exceeds Expectation</b> Students are able to successfully complete $> 80\%$ of the evaluation method (i.e., pre-test, survey, etc.) <b><u>Results</u></b> Initial: 0/19=0%
--

Final: 3/19=16%
<p><b>Meets Expectation</b>  Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b>Results</b>  Initial: 0/19=0%  Final: 11/19=58%</p>
<p><b>Does not meet Expectation</b>  Students are able to successfully complete &lt; 70% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b>Results</b>  Initial: 19/19=100%  Final: 5/19=26%</p>

**Final Result: 73 % Met or exceeded expectations**

**26 % Did not meet expectations**



**EARLY CHILDHOOD MULTICULTURAL EDUCATION 110**



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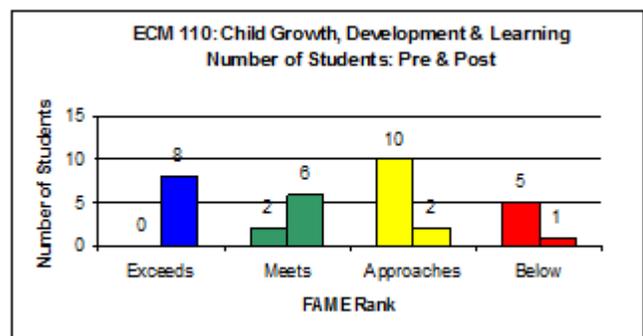
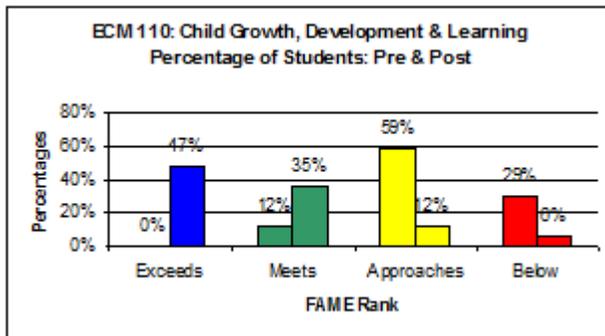
5. Have you made a change in teaching methodology, **expected course outcomes**, or anything else that might improve student learning?

- 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 course outcomes** 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**

Initial: 0 Students: 0%

Final: 8 Students: 47%

**Meets Expectation**

Use at least 70-80% of the appropriate procedure

**Results**

Initial: 2 Students: 12%

Final: 6 Students: 35%

**Does not meet Expectation**

Use < 70% of the appropriate procedure

**Results**

Initial: 15 Students: 88%

Final: 3 Students: 18%

**Final Result: (14 Students) 82% Met or exceeded expectations**

**(3 Students) 18% Did not meet expectations**

**EARLY CHILDHOOD MULTICULTURAL EDUCATION 116**



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**Course Assessment Reporting**

**Assessment Planning/Reporting Sheet**

**Course #: ECM 116: Family & Community Collaboration**

**Semester: Fall 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.**

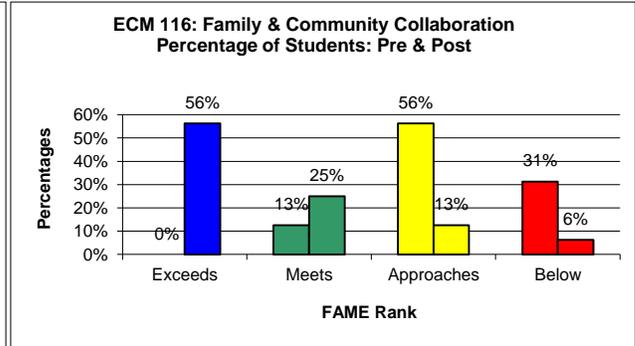
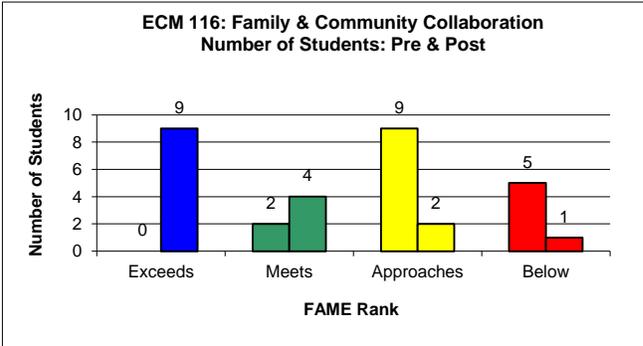
**Please attach your syllabus, pre/post-tests, rubrics and graphs in a separate file identified with your name and the semester/year.**

3. 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.



- 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**

Initial: 0 Students: 0%

Final: 9 Students: 56%

**Meets Expectation**

Use at least 70-80% of the appropriate procedure

**Results**

Initial: 2 Students: 13%

Final: 4 Students: 25%

**Does not meet Expectation**

Use < 70% of the appropriate procedure

**Results**

Initial: 14 Students: 88%

Final: 3 Students: 19%

**Final Result: (13 Students) 81% Met or exceeded expectations**

**(3 Students) 19% Did not meet expectations**

**EARLY CHILDHOOD MULTICULTURAL EDUCATION 125**



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**Course Assessment Reporting**

**Assessment Planning/Reporting Sheet**

**Course #: ECM 125: Intro to Literacy & Reading Development Semester: Fall 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.**

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 **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
- In class presentations

2. What are your outcomes? N=18

**E.** Pre-test: 2: Exceeds: 11%      5: Meets: 28%,      4: Approaches: 22%,      7: Below: 33%

**F.** Post-test: 8: Exceeds: 44%,      7: Meets: 39%,      2: Approaches: 11%,      1: Below: 6%

4. What is your expectation/benchmark? **80%**

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

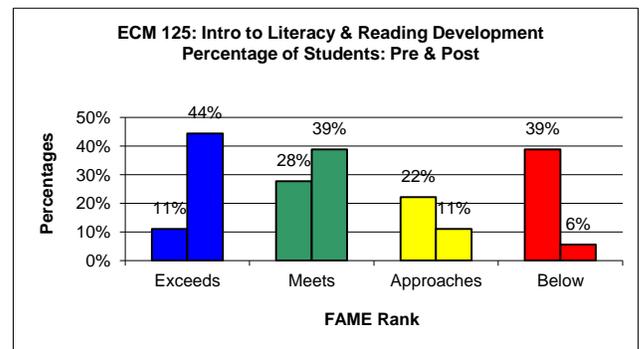
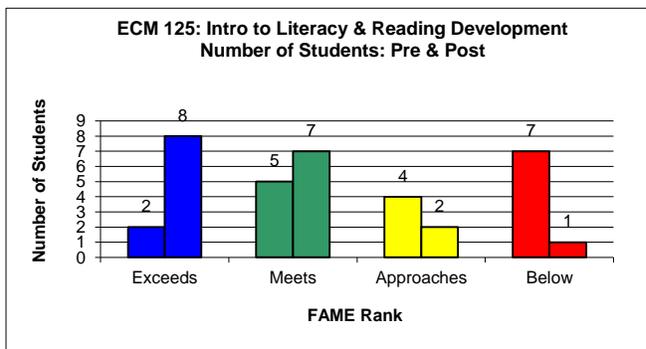
5. Have you made a change in teaching methodology, **expected course outcomes**, or anything else that might improve student learning?

- 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: Storytelling, Monolog & Puppet Show

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

Initial: 2 Students: 11%

Final: 8 Students: 44%

**Meets Expectation**

Use at least 70-80% of the appropriate procedure

<p><b><u>Results</u></b>  Initial: 5 Students: 28%  Final: 7 Students: 39%</p>
<p><b>Does not meet Expectation</b>  Use &lt; 70% of the appropriate procedure</p> <p><b><u>Results</u></b>  Initial: 11 Students: 61%  Final: 3 Students: 17%</p>

**Final Result: (15 Students) 83% Met or exceeded expectations**  
**(3 Students) 17% Did not meet expectations**

**EARLY CHILDHOOD MULTICULTURAL EDUCATION 210**



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**Course Assessment Reporting**

**Assessment Planning/Reporting Sheet**

**Course #: ECM 210: Guiding Young Children Semester: Fall 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.**

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 **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

3. What are your outcomes? **Pre: N=5, Post N=4**

A. Pre-test: 0: Exceeds: 0%	1: Meets: 20%,	2: Approaches: 40%,	2: Below: 40%
B. Post-test: 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** (See Page 2)

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

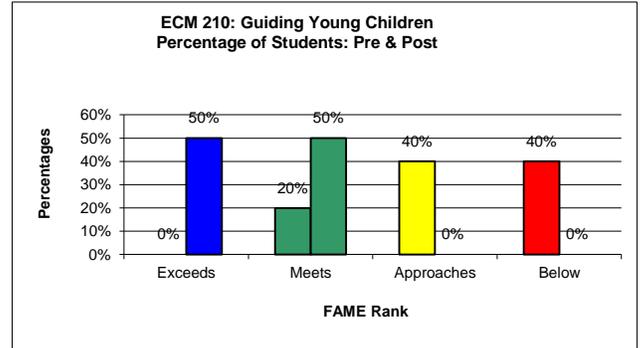
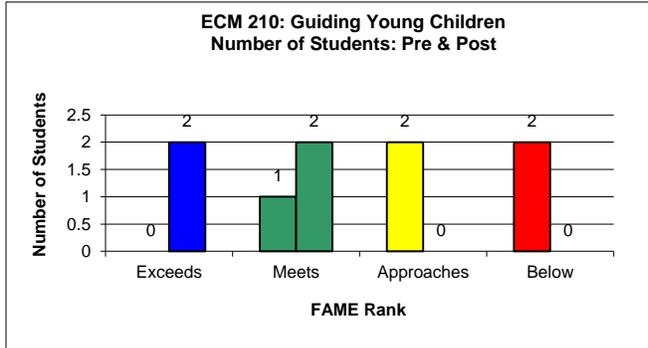
- Emphasis on key terminology to be learned for class and Universal Assessment (AEPA)
- Provided more actual classroom experiences examples and models
- Provided external resources besides the Text Book such as research and books by key theorist of education and psychology
- Examined actual classroom 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 course outcomes** 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**

Initial: 0 Students: 0%

Final: 2 Students: 50%

**Meets Expectation**

Use at least 70-80% of the appropriate procedure

**Results**

Initial: 1 Students: 20%

Final: 2 Students: 50%

**Does not meet Expectation**

Use < 70% of the appropriate procedure

**Results**

Initial: 4 Students: 80%

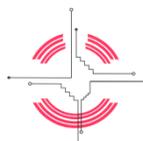
Final: 0 Students: 0%

**Final Result: (4 Students) 100% Met or exceeded expectations**

**(0 Students) 0% Did not meet expectations**

# Fall 2016 General Education Assessment Reports

## ENGLISH 098



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### General Education (Gen Ed.) Assessment

Assessment Planning/Reporting Sheet

Gen Ed. goal(s):

Course #: English 098 6B Reading and Writing

Semester: Fall 2016

Campus: Chinle

Instructor: Andrew M. Escudero

Semester	Gen Ed. Goal to be Measured
Fall 2015	<b>Gen Ed., Goal #1: Learn Actively.</b> Learning is a lifelong activity essential to personal growth and the ability to adapt to the challenges of an ever increasing complex and competitive world.
Spring 2016	<b>Gen Ed., Goal #2 Think critically, creatively, and reflectively.</b> Reason, creativity, and reflection are fundamental to problem solving and personal growth.
Fall 2016	<b>Gen Ed., Goal #3: Interact Effectively in Diverse Environments.</b> Success in a global society requires cultural understanding of self that is sufficient for interaction with other physical and social environments.
Spring 2017	<b>4. Gen Ed., Goal #4: Communicate clearly.</b> The ability and willingness to exchange ideas and information is essential to personal development, career success, and social responsibility

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 the ability to interact effectively in diverse environments For the Fall of 2016.

- 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.?

B. Form and communicate arguments and ideas effectively in verbal and written forms within personal, academic and professional contexts or environments.

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 assessment exams will measure students' abilities to think critically, creatively and reflectively, to learn actively, to interact effectively in diverse environments and to

communicate clearly.
<p>3. What are your pre-assessment outcomes?</p> <p>A. Number of students for pre-assessment: 9 Pre-assessment test: 1(11%) passed with an A, 3 (33%) passed with a B, 1(11%) passed with a C, 4(45%) failed. Sections were not graded individually.</p> <p>B. What is your expectation/benchmark? I expect approximately <b>80%</b> of these students to develop the abilities to successfully pass this course with a C or above, successfully pass post-assessment test and become eligible to enroll into the English 105 or 110 courses.</p>
<p>A. Number of students for post-assessment: 6</p> <p>B. Did your students meet your expectation/benchmark? Yes, 5 of 6 students (83.5%) passed with grades exceeding a D grade.</p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b>expected course outcomes</b>, or anything else to improve student learning? I intend to alter my 098 pedagogical method to include more intense training in developing paragraph and sentence structures, formal paper structure, topic and thesis statements, quotation and citation methods, vocabulary and essay introductions, bodies and conclusions without the pressure of writing complete formal papers.</p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities? The adjustments mentioned in section 5 will allow me to adequately concentrate more on the instruction of Gen. Ed. English and writing fundamentals, which will primarily focus on essential college essay writing.</p>

**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?)**

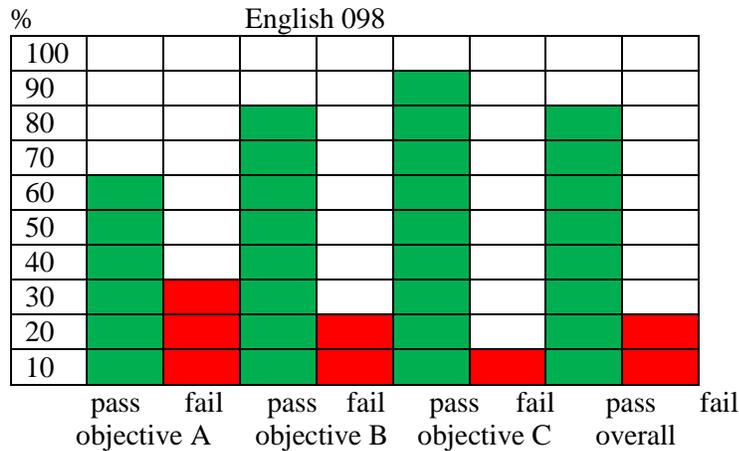
<p><b>Exceeds Expectation</b> Use &gt; 80% of the appropriate procedure <b>Results</b> Initial: 34% exceeded expectations. Final: 67% exceeded expectations.</p>
<p><b>Meets Expectation</b> Use at least 70-80% of the appropriate procedure <b>Results</b> Initial: 11% met expectations. Final: 16.5% met expectations.</p>
<p><b>Does not meet Expectation</b> Use &lt; 70% of the appropriate procedure <b>Results</b> Initial: 33% did not meet expectations. Final: 16.5% did not meet expectations.</p>

**Final Result: 83.5 % Met or exceeded expectations**

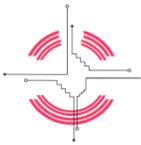
16.5 % Did not meet expectations

Post Assessment Planning/Reporting Tables  
 Course #: English  
 Campus: Chinle

Program: Humanities  
 Semester: Fall 2016  
 Instructor: Dr. Andrew Escudero



**ENGLISH 110**



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General Education (Gen Ed.) Assessment

Assessment Planning/Reporting Sheet  
 Course #: English 110 6C Freshman Composition  
 Campus: Chinle

Gen Ed. goal(s):  
 Semester: Fall 2016  
 Instructor: Andrew M. Escudero

Semester	Gen Ed. Goal to be Measured
Fall 2015	<b>Gen Ed., Goal #1: Learn Actively.</b> Learning is a lifelong activity essential to personal growth and the ability to adapt to the challenges of an ever increasing complex and competitive world.
Spring 2016	<b>Gen Ed., Goal #2 Think critically, creatively, and reflectively.</b> Reason, creativity, and reflection are fundamental to problem solving and personal growth.
Fall 2016	<b>Gen Ed., Goal #3: Interact Effectively in Diverse Environments.</b> Success in a global society requires cultural understanding of self

	that is sufficient for interaction with other physical and social environments.
Spring 2017	4. <b>Gen Ed., Goal #4: Communicate clearly.</b> The ability and willingness to exchange ideas and information is essential to personal development, career success, and social responsibility.

<p>Answer questions 1 – 3B for your Assessment Plan/proposal.  <b>Answer all questions for your Assessment Report.</b>  <b>Please attach your syllabus, pre/post-tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.</b></p>	
1. These are the Gen Ed Goals. We are assessing Learn Actively for Fall 2015.	<ul style="list-style-type: none"> <li>• Learn Actively (Fall 2015)</li> <li>• Think critically, creatively, and reflectively (Spring 2016)</li> <li>• Interact Effectively in Diverse Environments (Fall 2016)</li> <li>• Communicate Clearly (Spring 2017)</li> </ul>
2. Which of your course objectives connects to the above measure for Gen. Ed.?	<p><b>E.</b> To critically analyze writings for secondary ideas and subtopics, evaluate texts to prioritize the notions that they have identified according to significance in the text, use deductive reasoning skills to synthesize ideas into new and unique forms, and apply them to their textual analyses of a variety of texts and implemented in personal, business and academic contexts, which may reflect diverse environments.</p>
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.?	<p>Pre/post-assessment exam that measures their ability to distinguish various types of writings that may be implemented in personal, business and academic contexts.</p>
3. What are your pre-assessment outcomes? 3(20%) passed with a C, 3(20%) passed with a D and 9(60%) failed.	<p>A. Number of students for pre-assessment: 15  B. What is your expectation/benchmark? 70  I expect approximately <b>70%</b> of the students to gain the knowledge and develop the abilities to pass the post-assessment test and continue on to the English 111 or 112 course.</p>
4. What are your post-assessment outcomes? 2(16%) passed with an A, 9(69%) passed with a B, 1(7.5%) passed with a D and 1(7.5%) failed.	<p>A. Number of students for post-assessment: 13  B. Did your students meet your expectation/benchmark? Yes, (85%) exceeded or met my expectations/benchmark.</p>
5. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b>expected course outcomes</b> , or anything else to improve student learning?	<p>I intend to increase in-class work time on text exercises and written assignments and decrease the number of non-textual assignments to acquire this time.</p>
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?	<p>As stated in section 5, I intend to increase in-class work time on text exercises and written assignments and decrease the number of non-textual assignments to acquire this time. I expect this strategy to improve students' knowledge retention.</p>

**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?)

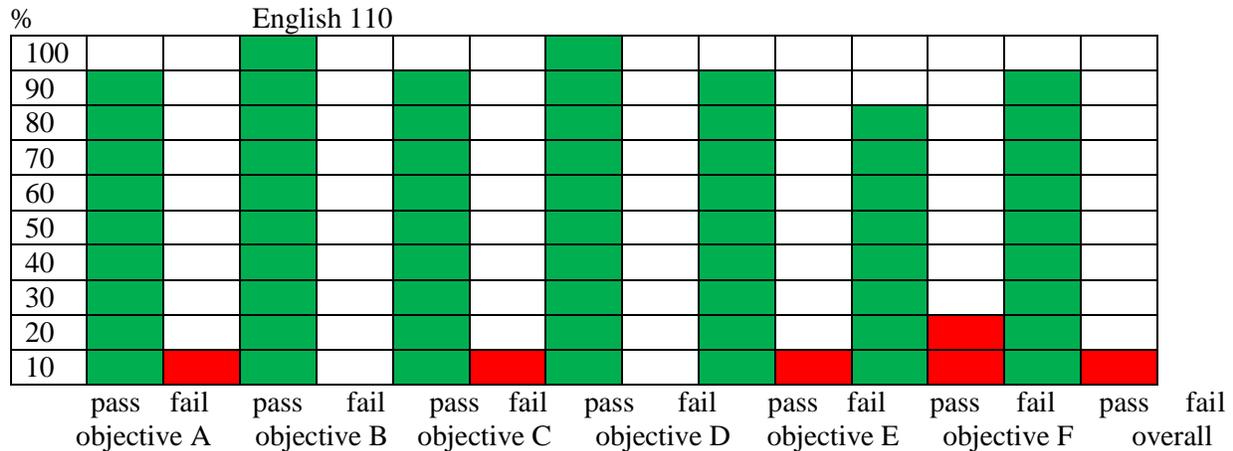
<p><b>Exceeds Expectation</b>                  Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>                  Initial: 0%                  Final: 85%</p>
<p><b>Meets Expectation</b>                  Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>                  Initial: 20%                  Final: 0%</p>
<p><b>Does not meet Expectation</b>                  Students are able to successfully complete &lt; 70% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>                  Initial: 80%                  Final: 15%</p>

**Final Result:** 85 % Met or exceeded expectations

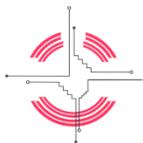
15 % Did not meet expectations

**Post Assessment Planning/Reporting Tables**  
**Course #: English**  
**Campus: Chinle**

**Program: Humanities**  
**Semester Fall 2016**  
**Instructor: Dr. Andrew Escudero**



## ENGLISH 111



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### General Education (Gen Ed.) Assessment

Assessment Planning/Reporting Sheet

Gen Ed. goal(s):

Course #: English 111 6C Composition and Research Semester: Fall 2016

Campus: Chinle

Instructor: Andrew M. Escudero

Semester	Gen Ed. Goal to be Measured
Fall 2015	<b>Gen Ed., Goal #1: Learn Actively.</b> Learning is a lifelong activity essential to personal growth and the ability to adapt to the challenges of an ever increasing complex and competitive world.
Spring 2016	<b>Gen Ed., Goal #2 Think critically, creatively, and reflectively.</b> Reason, creativity, and reflection are fundamental to problem solving and personal growth.
Fall 2016	<b>Gen Ed., Goal #3: Interact Effectively in Diverse Environments.</b> Success in a global society requires cultural understanding of self that is sufficient for interaction with other physical and social environments.
Spring 2017	<b>4. Gen Ed., Goal #4: Communicate clearly.</b> The ability and willingness to exchange ideas and information is essential to personal development, career success, and social responsibility.

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.?

**F.** To know differences of argumentative, narrative, reflective and descriptive modes of writing, and how

they relate to one another as modes that are essentially combined in all writings, and develop the ability to write argumentative, narrative, reflective, process, cause and effect, compare and contrast, categorization and instructional essays.

<p><b>G.</b> To be introduced to and become familiar with literary critical analysis of fictional writing so that they may recognize the cultural, historical and creative elements that are significantly synthesized within the literary works that merge realities with imaginary possibilities into new, unique visions.</p>
<p>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 assessment exam that measures students' ability to write and think in diverse modes that reflect diverse environments.</p>
<p>3. What are your pre-assessment outcomes?  A. Number of students for pre-assessment: 13  B. What is your expectation/benchmark? 70%  I expect approximately <b>70%</b> of the students to gain the knowledge and develop the abilities to pass the post-assessment test and continue on and successfully engage advanced English and literary courses.</p>
<p>4. What are your post-assessment outcomes?  <b>A. Number of students for post-assessment: 8</b>  3(37.8%) passed with an A, 1(12.2%) passed with a B, 4(50%) passed with a C. 0% failed.  A. Number of students for post-assessment: 15  B. Did your students meet your expectation/benchmark? Yes, 100% exceeded or met my expectations/benchmark.</p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b>expected course outcomes</b>, or anything else to improve student learning? I intend to increase in-class work time on text exercises and written assignments and decrease the number of non-textual assignments to acquire this time.</p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? As stated in section 5, I intend to increase in-class work time on text exercises and written assignments and decrease the number of non-textual assignments to acquire this time. I expect this strategy to improve students' knowledge retention.</p>

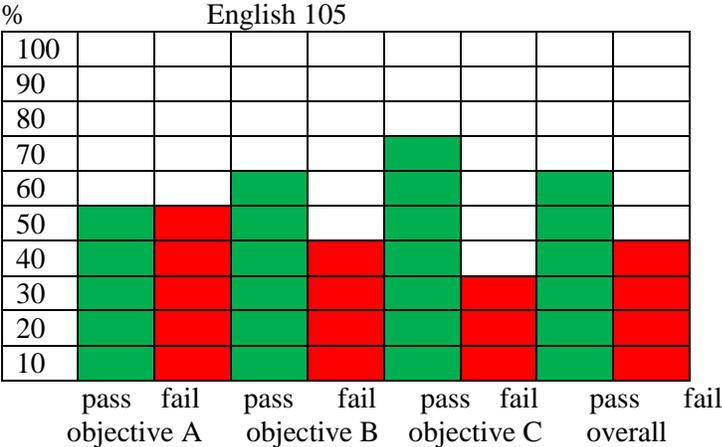
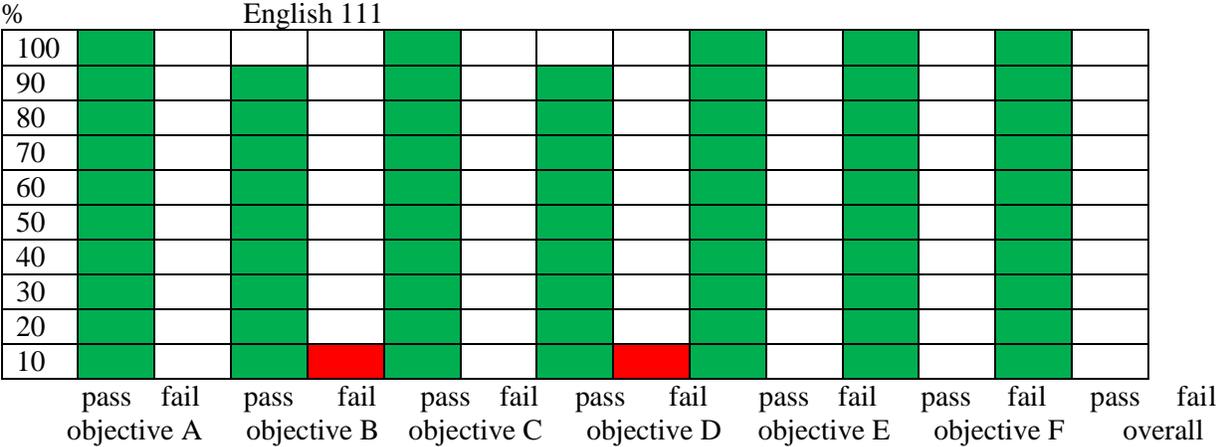
**Benchmark: 70 % students will meet or exceed expectation.**  
**(What percentage of the class do you expect to meet or exceed your expectation for the course?)**

<p><b>Exceeds Expectation</b>  Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.)  <b>Results</b>  Initial: 38%  Final: 40%</p>
<p><b>Meets Expectation</b>  Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)  <b>Results</b>  Initial: 7.5%  Final: 50%</p>
<p><b>Does not meet Expectation</b>  Students are able to successfully complete &lt; 70% of the evaluation method (i.e., pre-test, survey, etc.)  <b>Results</b></p>

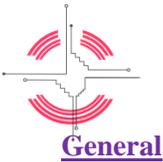
Initial: 45.5%
Final: 0%

**Final Result: 100 % Met or exceeded expectations**

**0 % Did not meet expectations**



**HUMANITIES 170**



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 87313-0849

Education (Gen Ed.) Assessment

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

Gen Ed. goal(s): #3  
 Semester: fall 2016  
 Professor: E.A. Roastingear, MFA

Semester	Gen Ed. Goal to be Measured
Fall 2015	<b>Gen Ed., Goal #1: Learn Actively.</b> Learning is a lifelong activity essential to personal growth and the ability to adapt to the challenges of an ever increasing complex and competitive world.
Spring 2016	<b>Gen Ed., Goal #2 Think critically, creatively, and reflectively.</b> Reason, creativity, and reflection are fundamental to problem solving and personal growth.
Fall 2016	<b>Gen Ed., Goal #3: Interact Effectively in Diverse Environments.</b> Success in a global society requires cultural understanding of self that is sufficient for interaction with other physical and social environments.
Spring 2017	<b>4. Gen Ed., Goal #4: Communicate clearly.</b> The ability and willingness to exchange ideas and information is essential to personal development, career success, and social responsibility.

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.? **Recognize and articulate the diversity of human experience across a range of historical periods and /or cultural perspectives.**

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.? **Surveys**

3. What are your pre-assessment outcomes?  
 A. Number of students for pre-assessment: 49  
 B. What is your expectation/benchmark? 70%

4. What are your post-assessment outcomes?  
 A. Number of students for post-assessment: 37  
 B. Did your students meet your expectation/benchmark? **8 Students scored 70% or higher.**

5. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning? **Require students to complete work in the classroom because they don't do well with homework or turning it in on time in MOODLE.**

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

Gen. Ed. assessment activities? Rearrange the assignments: Move the PowerPoint assignment to the beginning of the semester. Take a field trip to a Native American film/performance. Include creative writing as a form of acceptable response to film observation: poetry, flash fiction and flash nonfiction. Art may also be explored as an acceptable medium.

**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?)**

<b>Exceeds Expectation</b> Use > 80% of the appropriate procedure <b>Results</b> Initial: <b>6%</b> Final: <b>22%</b>
<b>Meets Expectation</b> Use at least 70-80% of the appropriate procedure <b>Results</b> Initial: <b>18%</b> Final: <b>22%</b>
<b>Does not meet Expectation</b> Use < 70% of the appropriate procedure <b>Results</b> Initial: <b>76%</b> Final: <b>56%</b>

**Initial Result: 24 % Met or exceeded expectations**

**76 % Did not meet expectations**

**Final Result: 44% % Met or exceeded expectations**

**56 % Did not meet expectations**

**HUM 170: History of Native Americans in Media Pre-Survey**  
**Professor Elizabeth Anita Roastingear, M.F.A.**

**Student Name** \_\_\_\_\_ **Course Section** \_\_\_\_\_

**Date** \_\_\_\_\_

**1. When was the American Indian Movement (A.I.M.) founded?**

- 1969
- 1980
- 1968
- 1989

**2. Who directed the film *Reel Injun*?**

Answer: \_\_\_\_\_

**3. According to the film *Incident at Oglala*, how many A.I.M. members were put on trial for the 1975 shootout?**

- Four
- None
- One
- Three

**4. How many F.B.I. agents were killed during the 1975 shootout at Oglala?**

- none
- two
- one
- three

**5. Broken Rainbow won an Oscar for Best Documentary.**

- True
- False

**6. What former A.I.M. member ran for POTUS? (President of the U.S.)**

- Dennis Banks
- Anna Mae Pictou-Aquash
- Vernon Bellecourt
- Russell Means

**7. What Hollywood actor refused an Oscar in protest of the treatment of Native Americans?**

Answer: \_\_\_\_\_

**8. Whom did the actor mentioned in question 8 ask to represent him at the Oscars?**

- Ramsey Clark
- Sasheen Littlefeather
- Janet Reno
- William Kuntzler

**9. Who wrote the book *Prison Writings: My Life is My Sundance*?**

- Vernon Bellecourt
- John Trudell
- Leonard Peltier
- Dennis Banks

**10. Leonard Peltier was a body guard within A.I.M.**

- True
- False

**11. Which two A.I.M. members were in *Thunderheart*?**

- Dennis Banks
- Russell Means
- Dennis Yazzie
- John Trudell

**12. Tony Hillerman was a famous mystery writer and authored books that featured Navajo Detectives Leaphorn and Chee. Who played Leaphorn in *A Thief of Time*?**

- Russell Means
- Dennis Banks
- Wes Studi
- Adam Beach

**13. Who, without the assistance of white missionaries or being literate in English, invented the Cherokee syllabary?**

- Sequoyah
- John Ridge
- Elias Boudinot
- Stand Watie

**14. Who was the editor of the Cherokee newspaper, "The Cherokee Phoenix"?**

- Major Ridge
- John Ross
- Stand Watie
- Elias Boudinot

**15. What is the name of the route that the Cherokee took to Oklahoma after being forcefully removed from their southeastern homes in 1838?**

- The Path of Destruction
- The Long March
- The Trail of Tears
- The Frozen Road

**16. The Navajos' sacred mountain of the west is polluted.**

- True
- False

**17. In 1861, soldiers rounded up the Navajo; the old and the young, the healthy and the infirm were marched to Fort Sumner. Many died or were shot during the journey. What was this journey called?**

- The Trail of Sorrow
- The Long Walk
- The Long Dying
- The Trail of Shame

**18. Who starred in the film *Older Than America*?**

- Bradley Cooper
- Wes Studi
- Adam Beach
- Georgina Lightning
- Tantoo Cardinal
- All of the above

**19. Who wrote the book, *The Awakening Heart: My continuing journey to love*?**

- Helen Hunt Jackson
- Betty J. Eadie
- Ned Beadle
- Dee Brown

**20. The Signature film of the Smithsonian's National Museum of the American Indian is currently *A Thousand Roads*.**

- True
- False

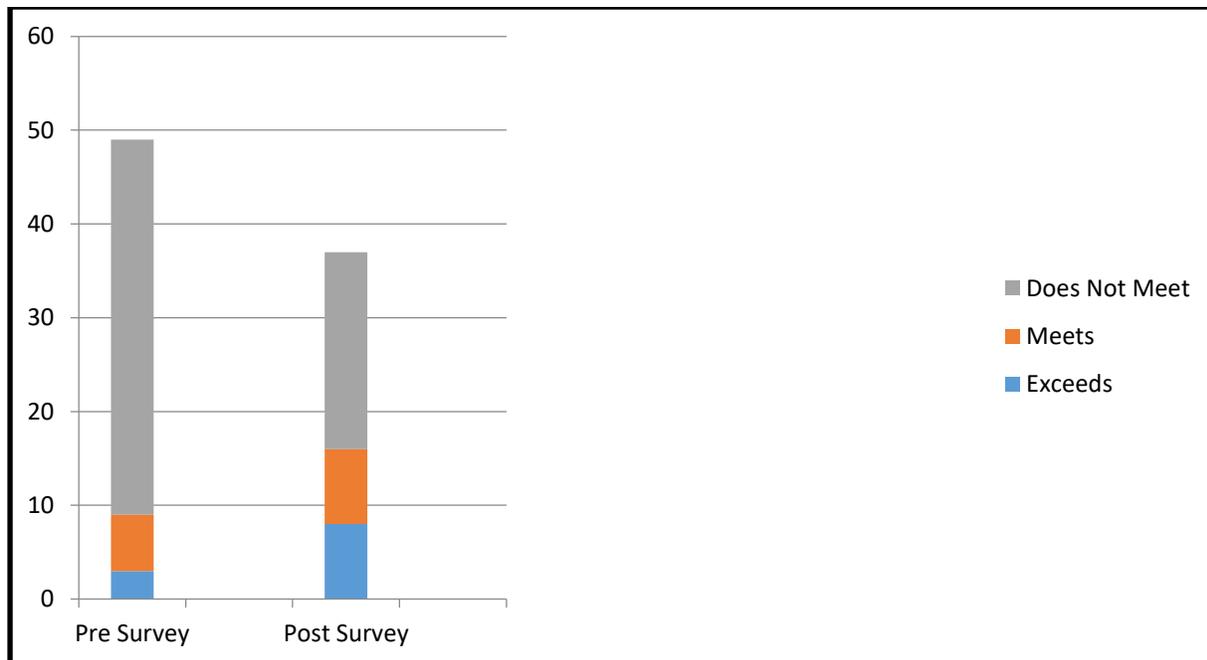
**Bonus: Each student will select a book on an American Indian topic and write a Book Review in the style of Tribal College Journal reviews. What book are you going to read this semester and who wrote it?**

---

**NOTE: In the past, surveys were email without several answers marked due to a computer glitch. Make sure you answer every question. Double check to make sure each question is answered.**

Adapted on August 18, 2013 from the Native American Quizzes Website  
[http://www.funtrivia.com/quizzes/history/us/history/native\\_american.html](http://www.funtrivia.com/quizzes/history/us/history/native_american.html)

[Revised 10 August 2016 by EAR](#)



#### Pre Survey

82% did not meet expectations

12% met expectations

6% exceeded expectations

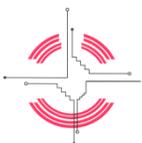
#### Post Survey

56% did not meet expectations

22% met expectations

22% exceeded expectations

### **ECONOMICS 111**



**Navajo Technical University**

<http://navajotech.edu>

General Education (Gen Ed.) Assessment

**Assessment Planning/Reporting Sheet**

**Gen Ed. goal(s): Interact Effectively in Diverse Environment**

**Course #: ECN 111- Introduction to Economics**

**Semester: Fall of 2016**

**Campus: Crownpoint, NM**

**Instructor: Ma. Ethel S. Ramirez**

Semester	Gen Ed. Goal to be Measured
Fall 2016	<b>Gen Ed., Goal #3: Interact Effectively in Diverse Environments</b>

<p>Answer questions 1 – 3B for your Assessment Plan/proposal.  <b>Answer all questions for your Assessment Report.</b>  <b>Please attach your syllabus, pre/post-tests, rubrics and graphs in a separate file identified with your name and the semester/year.</b></p>
<p>1. These are the Gen Ed Goals.</p> <ul style="list-style-type: none"> <li>Interact Effectively in Diverse Environments (Fall 2016)</li> </ul>
<p>2. Which of your course objectives connects to the above measure for Gen. Ed.?</p> <ul style="list-style-type: none"> <li>Student will learn basic economic principles that influence global trading and challenges relating to globalization.</li> <li>Student should be able to recognize and analyze the common economic issues which relate to individual markets and aggregate economy.</li> <li>Student will learn to appreciate and understand how individual decisions and actions as member of society, affect economy locally, nationally and internationally.</li> </ul>
<p>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.</p>
<p>3. What are your pre-assessment outcomes?</p> <p>A. Number of students for pre-assessment: <u>15</u> students out of 16.          Fifteen (15) students was present when the pre-assessment test administered on the first day of the class for ECN 111-Introduction to Economics. The pre-test consists of questions that are connected to the Three (3) said main goals that will be measured in order for the students to have better understanding of the course and inspire them to be more interactive in class especially when it comes to dealing with various economics issues, challenges of globalization, actions and decisions as individual member of society that affect our economy as a whole. There are five sets of questions for each main goal with a total of 15 questions all.</p> <p>B. What is your expectation/benchmark? 85%</p>
<p>4. What are your post-assessment outcomes?</p> <p>A. Number of students for post-assessment: _____</p> <p>B. Did your students meet your expectation/benchmark?</p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning?</p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your</p>

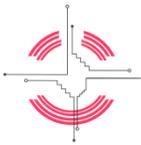
Gen. Ed. assessment activities?

**Benchmark: 85 % students will meet or exceed expectation.  
(What percentage of the class do you expect to meet or exceed your expectation for the course?)**

<p><b>Exceeds Expectation</b> Use &gt; 85% of the appropriate procedure</p> <p><b>Results</b> Initial: As per pre-assessment results the whole class only got a total of 10% average score percentage which is way below the expected bench mark of 85%. It only shows that all of the student needs a thorough understanding of this course Introduction to economics.</p> <p>Final:</p>
<p><b>Meets Expectation</b> Use at least 70-80% of the appropriate procedure</p> <p><b>Results</b> Initial: 0% Final:</p>
<p><b>Does not meet Expectation</b> Use &lt; 70% of the appropriate procedure</p> <p><b>Results</b> Initial: 100% Final:</p>

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

**ECONOMICS 111**



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87313-0849 5644

**General Education (Gen Ed.) Assessment**

**Assessment Planning/Reporting Sheet**

**Gen Ed. goal(s): Interact Effectively in Diverse Environment**

**Course #: ECN 111- Introduction to Economics  
Campus: Crownpoint, NM**

**Semester: Fall of 2016  
Instructor: Ma. Ethel S. Ramirez**

<b>Semester</b>	<b>Gen Ed. Goal to be Measured</b>
Fall 2016	<b>Gen Ed., Goal #3: Interact Effectively in Diverse Environments</b>

<p>Answer questions 1 – 3B for your Assessment Plan/proposal.  <b>Answer all questions for your Assessment Report.</b>  <b>Please attach your syllabus, pre/post-tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.</b></p>
<p>1. These are the Gen Ed Goals.</p> <ul style="list-style-type: none"> <li>• Interact Effectively in Diverse Environments (Fall 2016)</li> </ul>
<p>2. Which of your course objectives connects to the above measure for Gen. Ed.?</p> <ul style="list-style-type: none"> <li>• Student will learn basic economic principles that influence global trading and challenges relating to globalization.</li> <li>• Student should be able to recognize and analyze the common economic issues which relate to individual markets and aggregate economy.</li> <li>• Student will learn to appreciate and understand how individual decisions and actions as member of society, affect economy locally, nationally and internationally.</li> </ul>
<p>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 assessment test.</p>
<p>3. What are your pre-assessment outcomes?</p> <p>A. Number of students for pre-assessment: _15 students out of 16.  Fifteen (15) students was present when the pre-assessment test administered on the first day of the class for ECN 111-Introduction to Economics. The pre-test consists of questions that are tied to Three (3) individual main goals that will be measured for the students to have better understanding of the course and inspire them to be more interactive in class especially when it comes to dealing with various economics issues, challenges of globalization, actions and decisions as individual member of society that affect our economy as a whole. There are five sets of questions for each main goal with a total of 15 questions all.</p> <p>B. What is your expectation/benchmark? 70%</p>
<p>4. What are your post-assessment outcomes?</p> <p>A. Number of students for post-assessment: Out of 16 students in my class, 2 students' withdrawn, 3 were absent when the post assessment was administered and 11 students successfully have taken the post assessment test.</p> <p>B. Did your students meet your expectation/benchmark? Yes. All of the students took the post assessment test manage to meet the expected bench mark of 70%. Out of 11 students tested 8 were able to exceed expectation and got 87%-100% above the target.</p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning? Upon checking the result of the post assessment, I figured out most students who got 80% and below though they meet the expected outcome made mistakes mostly on analyzing problems dealing with various economics issues, its impact on nation's economy. This will be the part where I need to give emphasis next semester. Students needs more awareness and be engaged in analyzing current economic problems the country is facing and how would it affect them as a citizen of the nation.</p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities? By making the students actively involved deeper in class discussions and debate of solving local and national economic problems and make them realize that as an individual member of the society they can contribute a lot in helping community for the betterment of the society. Hence, we are living in the diverse world they need to learn to interact, adjust and adopt different cultures and beliefs to meet common goal of leaving peacefully while equally enjoying limited scarce resources which is the main</p>

reason of studying economics. Next semester students will be focusing more on economic issues and cases, watching news /videos, and study not only the economy of the United states but other countries as well for further and better understanding on economic theories, principles, policies and applications.

**Benchmark: 85 % 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 > 85% of the appropriate procedure

**Results**

Initial: As per pre-assessment results the whole class only got a total of 10% average score percentage which is way below the expected bench mark of 70%. It only shows that all of the student needs a thorough understanding of this course Introduction to economics.

Final: Out of 11 students who have taken the Post assessment test **8 students exceed expectations** based on the percentage score on the test and 3 students meet expectations. 3 students were absent when the post assessment administered.

Summary: 16 students enrolled in ECN 111-Introduction to Economics Fall 2016 semester.

14 students – successfully finished the course

2 students - withdraw

88 % (14 students out of 16) of the students successfully finished the Introductory course in Economics.

50% (8 students out of 16) exceed expectation

19 % (3 students out of 16) meet expectation

19% (3 students out of 16) did not take the test

12% (2 students out of 16) withdraw from class due to personal reason.

**Meets Expectation**

Use at least 70-80% of the appropriate procedure

**Results**

Initial: 0%

Final: 100% (8 students exceed expectation, **3 students meet expectation**= 11 students present when post assessment administered).

**Does not meet Expectation**

Use < 70% of the appropriate procedure

**Results**

Initial: 100%

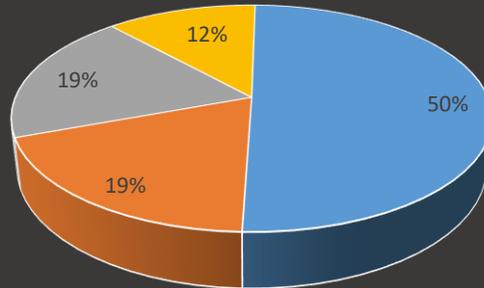
Final: 0% (based on 11 students who took the Post assessment test)

**Final Result: 100 % (11 students) Met or exceeded expectations**

**0 % (0 students) Did not meet expectations**

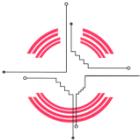


**ECN 111 Fall 2016 Student Percentage  
Based on 16 Students**



Exceed expectation  
  Meet expectation  
  did not take the test  
  withdraw

**MATHEMATICS 098**



**Navajo Technical University**

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**General Education (Gen Ed.) Assessment**

**Assessment Planning/Reporting Sheet**

**Course #: MTH 098-1 to -5**

**Campus: Crownpoint**

**Gen Ed. goal(s):**

**Semester: Fall 2016**

**Instructor: T. Thompson**

Semester	Gen Ed. Goal to be Measured
Fall 2015	<b>Gen Ed., Goal #1: Learn Actively.</b> Learning is a lifelong activity essential to personal growth and the ability to adapt to the challenges of an ever increasing complex and competitive world.
Spring 2016	<b>Gen Ed., Goal #2 Think critically, creatively, and reflectively.</b> Reason, creativity, and reflection are fundamental to problem solving and personal growth.
Fall 2016	<b>Gen Ed., Goal #3: Interact Effectively in Diverse Environments.</b> Success in a global society requires cultural understanding of self that is sufficient for interaction with other physical and social environments.

<b>Spring 2017</b>	<b>4. Gen Ed., Goal #4: Communicate clearly.</b> The ability and willingness to exchange ideas and information is essential to personal development, career success, and social responsibility.
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<p>Answer questions 1 – 3B for your Assessment Plan/proposal.  <b>Answer all questions for your Assessment Report.</b>  <b>Please attach your syllabus, pre/post-tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.</b></p>														
<p>1. These are the Gen Ed Goals.</p> <ul style="list-style-type: none"> <li>• Learn Actively (Fall 2015)</li> <li>• Think critically, creatively, and reflectively (Spring 2016)</li> <li>• Interact Effectively in Diverse Environments (Fall 2016)</li> <li>• Communicate Clearly (Spring 2017)</li> </ul>														
<p>2. Which of your course objectives connects to the above measure for Gen. Ed.? Students will demonstrate learning gains to reflect leaning actively. Students will learn to use the computation rules for whole numbers, fractions, decimals, percent, ratio, proportion, U.S. &amp; Metric measurements, and basic algebra.</p>														
<p>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.? Administer pre &amp; post assessment measures.</p>														
<p>3. What are your pre-assessment outcomes? The data are in percentages scored on the Assessment</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">MTH 098-1</th> <th style="text-align: left;">MTH 098-2</th> <th style="text-align: left;">MTH 098-3</th> <th style="text-align: left;">MTH 098-4</th> <th style="text-align: left;">MTH 098-5</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">10.3</td> <td style="text-align: left;">8.9</td> <td style="text-align: left;">10.5</td> <td style="text-align: left;">7.5</td> <td style="text-align: left;">3.6</td> </tr> </tbody> </table> <p>A. Number of students for pre-assessment: <u>77</u></p> <p>B. What is your expectation/benchmark? 70 % of the students will score over 70 % on the Post-Assessment</p>					MTH 098-1	MTH 098-2	MTH 098-3	MTH 098-4	MTH 098-5	10.3	8.9	10.5	7.5	3.6
MTH 098-1	MTH 098-2	MTH 098-3	MTH 098-4	MTH 098-5										
10.3	8.9	10.5	7.5	3.6										
<p>4. What are your post-assessment outcomes?</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">MTH 098-1</th> <th style="text-align: left;">MTH 098-2</th> <th style="text-align: left;">MTH -3</th> <th style="text-align: left;">MTH 098-4</th> <th style="text-align: left;">MTH 098-5</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">71.3</td> <td style="text-align: left;">70.0</td> <td style="text-align: left;">86.9</td> <td style="text-align: left;">63.1</td> <td style="text-align: left;">73.1</td> </tr> </tbody> </table> <p>A. Number of students for post-assessment: <u>58</u></p> <p>B. Did your students meet your expectation/benchmark? Yes, 70.7% of the students</p>					MTH 098-1	MTH 098-2	MTH -3	MTH 098-4	MTH 098-5	71.3	70.0	86.9	63.1	73.1
MTH 098-1	MTH 098-2	MTH -3	MTH 098-4	MTH 098-5										
71.3	70.0	86.9	63.1	73.1										
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning? None</p>														
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities? Continue with the present strategy</p>														

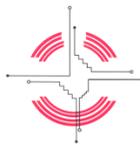
**Benchmark: 70 % students will meet or exceed expectation.**  
**(What percentage of the class do you expect to meet or exceed your expectation for the course?)**

<p><b>Exceeds Expectation</b> Use &gt; 80% of the appropriate procedure</p> <p><b>Results</b> Initial: 0 Final: 28 students of 58, or 48.3%</p>
<p><b>Meets Expectation</b> Use at least 70-80% of the appropriate procedure</p> <p><b>Results</b> Initial: 0 Final: 13 of 58 students, or 22.4%</p>
<p><b>Does not meet Expectation</b> Use &lt; 70% of the appropriate procedure</p> <p><b>Results</b> Initial: all 77 students Final: 17 students of 58, or 29.3%</p>

**Final Result:** 70.7% % **Met or exceeded expectations**  
**29.3%** \_\_\_ % **Did not meet expectations**

General Education Goals (Expected General Education Outcomes)

**MATHEMATICS 121**



**Navajo Technical University** <http://navajotech.edu>  
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87313-0849 5644

**General Education (Gen Ed.) Assessment**

**Assessment Planning/Reporting Sheet**  
**Course #: MTH-121-1**  
**Campus: Crownpoint**

**Gen Ed. goal(s):**  
**Semester: Fall 2016**  
**Instructor: Dr. Carlo Paez**

Semester	Gen Ed. Goal to be Measured
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Fall 2015	<b>Gen Ed., Goal #1: Learn Actively.</b> Learning is a lifelong activity essential to personal growth and the ability to adapt to the challenges of an ever increasing complex and competitive world.
Spring 2016	<b>Gen Ed., Goal #2 Think critically, creatively, and reflectively.</b> Reason, creativity, and reflection are fundamental to problem solving and personal growth.
Fall 2016	<b>Gen Ed., Goal #3: Interact Effectively in Diverse Environments.</b> Success in a global society requires cultural understanding of self that is sufficient for interaction with other physical and social environments.
Spring 2017	<b>4. Gen Ed., Goal #4: Communicate clearly.</b> The ability and willingness to exchange ideas and information is essential to personal development, career success, and social responsibility.

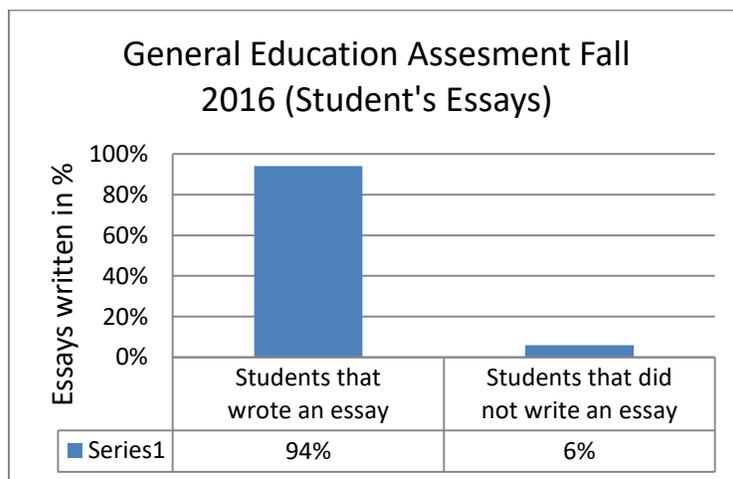
<p>Answer questions 1 – 3B for your Assessment Plan/proposal.  <b>Answer all questions for your Assessment Report.</b>  <b>Please attach your syllabus, pre/post-tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.</b></p>
<p>1. These are the Gen Ed Goals. We are assessing Interact Effectively in Diverse Environments for Fall 2016.</p> <ul style="list-style-type: none"> <li>• Learn Actively (Fall 2015)</li> <li>• Think critically, creatively, and reflectively (Spring 2016)</li> <li>• Interact Effectively in Diverse Environments (Fall 2016)</li> <li>• Communicate Clearly (Spring 2017)</li> </ul>
<p>2. Which of your course objectives connects to the above measure for Gen. Ed.? MTH-121-1 College Algebra</p>
<p>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</p>
<p>4. What are your pre-assessment outcomes?  A. Number of students for pre-assessment: <u>  17  </u>  B. What is your expectation/benchmark? <math>\geq 70\%</math> 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.</p>
<p>5. What are your post-assessment outcomes?  A. Number of students for post-assessment: <u>  17  </u>  B. Did your students meet your expectation/benchmark? Yes, 16/17 or 94% of the students were able to write an essay.</p>
<p>6. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning? I will give students more real-life problems.</p>
<p>7. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities? I will not change the assessment activities</p>

**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?)**

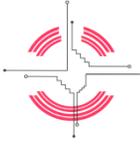
<p><b>Exceeds Expectation</b>            Use &gt; 80% of the appropriate procedure  <b>Results</b>            Initial: 0/17            Final: 16/17 students were able to write an essay describing what they have learned in the semester and possible applications in their real lives</p>
<p><b>Meets Expectation</b>            Use at least 70-80% of the appropriate procedure  <b>Results</b>            Initial: 0/17            Final: 0/17 were able to write an essay describing what they have learned in the semester and possible applications in their real lives</p>
<p><b>Does not meet Expectation</b>            Use &lt; 70% of the appropriate procedure  <b>Results</b>            Initial: N.A.            Final: 1/17 or 6% did not meet my expectation of writing an essay describing what they have learned in the semester and possible applications in their real lives</p>

**Final Result: 94 % Met or exceeded expectations**

**6 % Did not meet expectations**



## MATHEMATICS 163



**Navajo Technical University**

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### General Education (Gen Ed.) Assessment

**Assessment Planning/Reporting Sheet**  
**Course #: MTH 163-1**  
**Campus: Crownpoint**

**Gen Ed. goal(s):**  
**Semester: Fall, 2016**  
**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)

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

- MTH 163 – 1 (Calculus II)

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.? Presentation/Project

3. What are your pre-assessment outcomes?

0/7=0%

<p>A. Number of students for pre-assessment: <u>  7  </u></p> <p>B. What is your expectation/benchmark?</p> <ul style="list-style-type: none"> <li>• <math>\geq 70</math> % of the students would be able to do presentation in their field related to math.</li> </ul>
<p>4. What are your post-assessment outcomes? <math>6/7=86\%</math></p> <p>A. Number of students for post-assessment: <u>  7  </u></p> <p>B. Did your students meet your expectation/benchmark?</p> <p>Yes. The six students presented got 100% on the presentation.</p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning?</p> <p>Will try to provide more examples related to their fields.</p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities?</p> <p>If more students enrolled in the class, will pair them to discuss and present.</p>

**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?)**

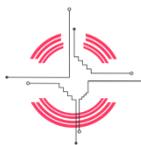
<p><b>Exceeds Expectation</b></p> <p>Use &gt; 80% of the appropriate procedure</p> <p><b><u>Results</u></b></p> <p>Initial: <math>0/7=0\%</math></p> <p>Final: <math>6/7=86</math></p>
<p><b>Meets Expectation</b></p> <p>Use at least 70-80% of the appropriate procedure</p> <p><b><u>Results</u></b></p> <p>Initial: <math>0/7=0\%</math></p>

Final: 0/7=0%
<b>Does not meet Expectation</b>
Use < 70% of the appropriate procedure
<b><u>Results</u></b>
Initial: 7/7=100%
Final: 1/7=14%

**Final Result: 86 % Met or exceeded expectations**

**14 % Did not meet expectation**

**ENGLISH**



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**General Education (Gen Ed.) Assessment**

**Assessment Planning/Reporting Sheet**

**Course #:**

**Campus:**

**Gen Ed. goal(s):**

**Semester:**

**Instructor:**

Semester	Gen Ed. Goal to be Measured
Fall 2015	<b>Gen Ed., Goal #1: Learn Actively.</b> Learning is a lifelong activity essential to personal growth and the ability to adapt to the challenges of an ever increasing complex and competitive world.
Spring 2016	<b>Gen Ed., Goal #2 Think critically, creatively, and reflectively.</b> Reason, creativity, and reflection are fundamental to problem solving and personal growth.
Fall 2016	<b>Gen Ed., Goal #3: Interact Effectively in Diverse Environments.</b> Success in a global society requires cultural understanding of self that is sufficient for interaction with other physical and social environments.
Spring 2017	<b>4. Gen Ed., Goal #4: Communicate clearly.</b> The ability and willingness to exchange ideas and information is essential to personal development, career success, and social responsibility.

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.?

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 will use a survey at the end of the semester in all my English 110 classes, in which I ask students about the following, which are related to interacting effectively in diverse environments:

1) a question about how well we connected the ideas of the Diné philosophy of education to the course content, and

2) a question about how well students now understand the reasons behind higher education's emphasis upon college level reading and writing skills.

**Final Result: 100 % Met or exceeded expectations**

**0 % Did not meet expectations**

ADDENDUM: In addition to the specific Gen Ed assessment noted above, I also did assessment in two different areas. I did an assessment on improvement in sentence level grammar, with a pre and post-test; and I also did an assessment survey or questionnaire using 7 additional questions, on students' own sense of their learning over the semester. The results are below.

Grammar quizzes:

Pre test: 57 students; 348 correct answers out of 570 possible; 6.1 of 10 average.

Post test: 30 students; 236 correct answers out of 300 possible; 7.9 of 10 average.

Questionnaire or survey:

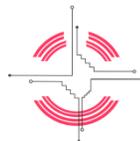
Please answer the following questions as accurately as you can, in order to help ensure that the English classes here at NTU are as useful as possible. Thank you!

Instructions: Assign a number between 1 and 10, with 1 being very weak, and 10 being very strong, for the following questions.

1. I rate my reading comprehension at the beginning of this semester as deserving the following number: 4.8.
2. I rate my reading comprehension at the end of this semester as deserving the following number: 8.3.
3. I rate my understanding of the connection between active reading skills and good writing at the beginning of this semester as deserving the following number: 3.7.
4. I rate my understanding of the connection between active reading skills and good writing at the end of this semester as deserving the following number: 8.4.
5. Overall, I rate my combined reading and writing skills for college level work at the beginning of this semester as deserving the following number: 4.5.
6. Overall, I rate my combined reading and writing skills for college level work at the end of this semester as deserving the following number: 8.1.
7. What I have learned in this class this semester has helped me with my other college courses: (1 means strongly disagree; 10 means very much agree): 9.0

# Fall 2016 Program Assessment Reports

## HUMANITIES 170



Navajo Technical University

<http://navajotech.edu>

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87313-0849

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5644

### Program Assessment

Assessment Planning/Reporting Sheet  
Media

Program: BFA Creative Writing & New

Course #: HUM 170

Semester: Fall 2016

Campus: Crownpoint

Professor: Elizabeth Anita Roastingear, MFA

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 Fine Arts degree program in Creative Writing and New Media that is offered by Navajo Technical University will provide the knowledge and skills needed to secure gainful employment in a digital environment, to publish and market creative works online, or simply to function a full participant in this new digital age.**

2. What are your program goals? Graduates of the Creative Writing and New Media Program will:

**1. Understand craft terms and concepts and be able to articulate how these aspects of craft contribute to well-crafted and compelling works of literary merit.**

**2. Be able to manipulate craft elements in writing and revising a story, essay, poem, or script.**

**3. Have knowledge of significant currents in contemporary fiction poetry, prose or script writing (film).**

**4. Be able to trace the development of the current literary landscape and contextualize one's work within it.**

**5. Be able to employ a writing process that recursively progresses through drafting, peer and instructor feedback, reflection, revising and editing.**

**6. Produce a manuscript of marketable quality, and then create a digital media product froth the finished manuscript.**

**7. Be able to conceptualize, implement, and evaluate substantial, meaningful, and purposeful projects using digital media techniques.**

**8. Be able to work competently and collaboratively in a variety of digital media environments.**

3. What is/are the program goal(s) you are going to measure? **#8**

4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals? **Pre-test, Post-test and a Final Reflective Essay on time spent in the course**

5. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: 49

B. What is your expectation/benchmark? **70%**

6. What are your post-assessment outcomes?

A. Number of students for post-assessment: 37

B. Did your students meet your expectation/benchmark? **Not all of them had the chance to meet my expectations due to the totality of their circumstances.**

7. Based on your post assessment outcomes, what changes will you make in teaching methodology, *program goals*, or anything else to improve student learning? **Less film observation and more reading, field work and journaling, more creative forms of expression other than subjective written responses. Students will collaborate on group PowerPoint presentations, Skits and Storytelling.**
8. How will your proposed changes continue to support your stated program goals? **Students will begin to relate to their fellow students and refer to them as relatives, as family members and teammates. This will give them the security and confidence they need to succeed in the course.**
9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? **There needs to be a true leader of the Bachelor of Fine Arts in Creative Writing and new media. The Program needs people who are willing to lead and who believe the program is viable to the University. There was great hope for this program when it first began and now the moral is so low, even the “Director” wants to dump it and run. What does the lack of leadership tell our students? There are 8 students in the cohort of the BFA CW & NM. There are 11 students who are strictly New Media (according to the data presented on Dec. 1, 2016 at the Assessment Workshop). These programs are not dying, but they are suffering from a lack of leadership. I’m going to improve by leading my students on true writing adventures; the kind with true emotional impact, the kind that brings their compassion to the front of their brains and stokes the human knowledge which will awaken their indigenous genetic memory. This is the ink well from which their stories will rise (See Reflective Essay Assignment and Student essay samples).**

**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?)**

<p><b>Exceeds Expectation</b>  Students are able to successfully complete &gt; 70% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>  Initial: 6%  Final: 22%</p>
<p><b>Meets Expectation</b>  Students are able to successfully complete &gt; 70% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>  Initial: 18%  Final: 22%</p>
<p><b>Does not meet Expectation</b>  Students are able to successfully complete &gt; 70% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>  Initial: 76%  Final: 56%</p>

**Final Result:** 44 % Met or exceeded expectations

56 % Did not meet expectations

### **Six-Year Program-Level Assessment Plan for Four-Year Programs**

**Name of Program:** Bachelor of Fine Arts Creative Writing and New Media

**List of courses where the Program Goals (Expected Program Outcomes) will be measured**

**HUM 170: The History of Native Americans/American Indians in Media**

**The History of Native Americans (American Indians) in Media**

**3 Credits**

**HUM 170-01 & 170-02 ONLINE**

**Fall 2016**

**Caps: 20/20**

**Professor: Elizabeth Anita Roastingear, M.F.A**

**E-mail:**

**aroastingear@navajotech.edu**

**Office Phone: 505-786-4131**

**Office Hours TR: 9:30 AM-**

**12:30 PM**

**Class Location: MOD 14 & ONLINE**

**Class Meeting Times: Section 1, MW from 2:30 PM to 3:50 PM; Section 2, ONLINE with attendance taken every Tuesday and Thursday before 11:55 PM in MOODLE.**

**Textbooks: *Native American Testimony* edited by Peter Nabokov**

**Lab Fee: NONE**

#### **Mission Statement**

Navajo Technical University 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, Íina, Siihasin.*

**Course Description:** This course is designed to allow students to examine the careers and lives of Native Americans with a focus on the history of Native Americans in Media. Media is a word which encompasses a broad range of topics. Students will explore issues through film, the spoken word, the written word and live performance which may be relevant to the historical significance of how Native Americans are viewed. This includes contemporary fiction/non-fiction writings, filmmaking and acting, theater performances, musical and spoken word recordings, and radio and television broadcasting with an emphasis on Native Language Revitalization. In addition, the course will attempt to broaden the student's

ability to analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics and diverse points of view, while exploring the voices of North American Indigenous Peoples. This course may be taken to fulfill the General Education Humanities requirement.

**Course Objectives:**

By the end of this course, students will be able to do the following:

Observe a rigorous writing process which includes multiple revisions that result in a portfolio of the students’ best writing

1. Utilize college level reading assignments at the Freshman level to stimulate participation in class discussion
2. Write subjective responses to films
3. Write a review on a pertinent book related to an American Indian topic
4. Create an original movie poster, a PSA, a protest sign or a poster from a book adaptation for a PowerPoint Presentation
5. Study two (2) hours on your own for every hour you spend in the classroom

COURSE OUTCOMES	COURSE MEASUREMENTS
Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, & film.	<ul style="list-style-type: none"> <li>✓ <b>Pre/Post Tests*</b></li> <li>✓ <b>Journals</b></li> </ul>
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).	<ul style="list-style-type: none"> <li>✓ <b>E-Portfolios</b></li> <li>✓ <b>Essays/Responses</b></li> </ul>
Recognize and articulate the diversity of human experience across a range of historical periods and /or cultural perspectives.	<ul style="list-style-type: none"> <li>✓ <b>Videos</b></li> <li>✓ <b>Presentations: PowerPoint</b></li> </ul>
Draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.	<ul style="list-style-type: none"> <li>✓ <b>Final Exams/Reflection Essay</b></li> <li>✓ <b>Log of On-Line Discussions (M.O.O.D.L.E.)</b></li> </ul>
Students will attend class regularly, do assigned reading, take part in classroom discussions, and participate in M.O.O.D.L.E. activities which include uploading film responses, book reviews and Electronic Portfolios.	<ul style="list-style-type: none"> <li>✓ <b>Graphic Productions (charts, posters, Diagrams, timelines, PowerPoints, etc.)</b></li> </ul>

From the NM HED Area V: Humanities and Fine Arts Competencies 2016

**Grading Policy**

Each student must do his or her own homework and case studies. Discussion among students on homework and cases is encouraged for clarification of assignments, technical details of using software, and structuring major steps of solutions - especially on the course's website. Students must do their own work on the homework and exam. Cheating and Plagiarism are strictly forbidden. Cheating includes but is not limited to: plagiarism, submission of work that is not the student's own, submission or use of falsified data, unauthorized access to exam or assignment, use of unauthorized material during an exam, supplying or communicating unauthorized information for an assignment or exam

Attend class regularly and punctually, and turn in your work **on time**. **Deadlines will be clearly communicated and posted for your information.**

**Grading Plan:**

Attend class regularly and punctually, and turn in your work **on time**. **Late papers are unacceptable AND make-up exams will NOT be given unless prior arrangements have been approved by the instructor.**

Film Responses	20%
Book Review #1&2	20%
Final Exam	25%
PowerPoint	5%
Quizzes/Surveys	2%
Class Participation	3%
E-Portfolio	25%

**A = 100 - 90, B = 89 - 80, C = 79 - 70, D = 69 - 60, F < 60**

**Grading Values:**

- Attendance and Participation: Class discussion
  - Non-classroom activities Journaling (TBD)
- Mid Term: Book Review #1 Student's Book Choice
  - Final Essay Exam: Course Reflection Five paragraph format
  - Oral Traditions using PowerPoint Film, Protest, PSA or Book Adaptation Poster
- Finals: E-Portfolios: Eight (8) Subjective Response Papers in MLA Style Format and each student will select a book on an American Indian topic and write Book Review #1 in the style of Tribal College Journal (TCJ) reviews and Book Review #2 for *Native American Testimony* in the style of the TCJ
- Pre and Post Course Surveys

**Course Assignments:** ALL Film Responses must be typed using 12-point Times New Roman font, be 500 words long, and be Double Spaced with one (1) inch margins. You may respond **subjectively** to the film. This means your response is based on your opinions, personal experiences or feelings rather than on facts or evidence (Objectively). All assignments will be visible online in the NTU Learning Management System known as M.O.O.D.L.E. All assignments must be uploaded to M.O.O.D.L.E. No late emailed work will be accepted (See Weekly Overview for due dates).

**Course Policies:**

- Attend class regularly and **punctually**
- Complete ALL reading assignments before class
- Participate actively in class discussions
- Turn off your cell phones before entering the classroom
- Save your batteries—shut down ALL music devices prior to start of class
- Turn in your homework **on time** (see **Grading Plan** above)

- Assignments must be uploaded to M.O.O.D.L.E; Late emailed assignments lose points

**A Note on Grading:** Students are expected to attend and participate in all class activities- as listed above. Points will be given to students who actively participate in class activities including field trips, laboratories, and ask questions of guest speakers and other presenters. This course is designed to allow all students to succeed and it is within the abilities of ALL students to earn an A for the course if they do the assignments and take advantage of the opportunities offered. It is, therefore, entirely up to each student to determine what grade they would like to earn and then take the necessary steps to achieve their desired final grade. Ample time will be offered to complete the assignments and it is within the abilities of ALL students to keep an A for the course if they attend class, do their work and hand in assignments on time. No Incompletes will be given. Please, take advantage of all tutoring opportunities. All documents will be written according to the Modern Language Association format which can be found in your writing handbooks and text books. All documents will be double spaced, typed in Times New Roman, 12 point font and all margins should measure one inch. You must make revisions to your documents and upload your work to the NTU Learning Management System known as M.O.O.D.L.E.

#### **Cell Phone and Headphone Usage** (Face to Face course)

Please turn cell phones off or place them on silence or vibrate mode **BEFORE** coming to class. Also, answer cell phones **OUTSIDE OF CLASS** (not in the classroom). Exercising cell phone use courtesy is appreciated by both the instructor and classmates. Headphones are to be removed before coming to class (Online exempt).

#### **Attendance Policy**

Students are expected to regularly attend all classes for which they are registered. Students are expected to regularly **check in on Tuesday and Thursday** for that week's ONLINE class for which they are registered. A percentage of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of his/her responsibility to complete all course work by the required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the academic counselor for investigation and potential intervention. Instructors may drop students from the class after 3 unexcused absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable. **Instructors may drop students from the class after three (3) absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.**

#### **Studies Outside of Class**

**For every credit hour spent in class, a student is expected to spend two hours outside of class studying the course materials.**

#### **Academic Integrity**

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the college community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor.

### **Diné Philosophy of Education (DPE)**

The Diné Philosophy of Education is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes and so forth: Nitsáhákees, Nahát'á, Íina and Siih Hasin which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully. One approach to mastery of this course is to consider each assignment as progression through the four seasons of the year. In addition, please think about the Diné Philosophy of Education as it is expressed through these words: *nitsáhákees*—(east) **Think clearly – Learn to think for yourself – Do your own work:** Think about the information as you read the assigned material, think about what you'll need to do to put the information into practice on a written assignment—like the **Fall season**, the reading assignments are designed to plant seeds of information that will mature as you further practice what you've read; *nahat'a*—(south) **Plan your life –Learn to plan and prepare for yourself – Be on time and prepared for class:** Create a plan to help you accomplish the task assigned, plan how the assignment should be completed as we go over the information from readings in class and do examples on the board, plan what you'll need and how long it might take to do the assigned work—like the **summer season**, your understanding of the information grows toward completion; *íiná*—(west) **Implement what you have learned into everyday life – Use common sense and show respect for others at all times:** Do the work required to learn and practice your new skills, put into practice what you've read and what we've discussed by doing your homework assignments in a timely manner—like the **autumn season**, you now harvest the information by completing assignments that demonstrate your full understanding and store the knowledge you've gained for use in future assignments; *siihasin*—(north) **Self-discipline – don't be lazy; develop a positive attitude – Work Hard:** Evaluate your skills by reading the comments on completed work so that you understand what you did correctly and what you need to work harder at mastering, consider how to use what you've already learned in future assignments, envision how your new skills can be used to achieve desired results—like the **winter season**, it's time to reflect on the knowledge you've gained so that you can use it in conjunction with new seeds of knowledge you will gain in the next assignment.

### **Students with Disabilities**

The Navajo Technical University and the General Science program are committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student who feels he/she may need an accommodation based on the impact of disability, or needs special accommodations should inform the instructor privately of such so that accommodations arrangement can be made. Students who need an accommodation should also contact the Special Needs Counselor at 505-786-4138.

### **Fall Weekly Overview for HUM 170**

ALL Film Responses must be typed using 12-point Times New Roman font, be 500 words long, and be Double Spaced with one (1) inch margins. You may respond **subjectively** to the film. This means your response is based on your opinions, personal experiences or feelings rather than on facts or evidence (Objectively).

<b><u>Week One: Holiday August 15, 2016, Navajo Code Talker Day AND Last Day to Drop and Add, 19 August 2016</u></b>	
<b>15 August - 21 August</b>	
<b><u>Assignment: Email Your Instructor/Journaling (TBD)</u></b>	
Introduce yourselves! Let me know a little about your lives, your goals and what brings you to NTU.	
Due date	Sunday, 28 August 2016, 11:55 PM

<b>Week Two: All homework must be uploaded to MOODLE</b>
<b>22 August - 28 August</b>
• <b>Assignment: <u>Response to Reel Injun</u></b>
Due date Sunday, 28 August 2016, 11:55 PM
<b>Week Three:</b>
<b>29 August - 4 September</b>
• <b>Assignment: <u>Response to A Thousand Roads</u></b>
Due date Sunday, 11 September 2016, 11:55 PM
<b>Week Four: Holiday September 5, 2016, Labor Day</b>
<b>5 September - 11 September</b>
• <b>Assignment: <u>Response to Atanarjuat The Fast Runner</u></b>
Due date Sunday, 18 September 2016, 11:55 PM
<b>Week Five:</b>
<b>12 September - 18 September</b>
• <b>Assignment: <u>Response to Dreamkeeper</u></b>
Due date Sunday, 25 September 2016, 11:55 PM
<b>Week Six:</b>
<b>19 September - 25 September</b>
• <b>Assignment: <u>Response to Thunder Heart</u></b>
Due date Sunday, 2 October 2016, 11:55 PM
<b>Week Seven: Fall Graduation Petition Due, 30 September 2016</b>
<b>26 September - 2 October</b>
• <b>Assignment: <u>Response to Trudell</u></b>
Due date Sunday, 9 October 2016, 11:55 PM
<b>Week Eight: Mid Term</b>
<b>3 October - 9 October</b>
<b>Assignment: <u>Book Review</u></b>
Due date Tuesday, 4 October 2016, 11:55 PM
<b>Week Nine:</b>
<b>10 October - 16 October</b>
• <b>Assignment: <u>Response to Incident at Oglala</u></b>
Due date Sunday, 23 October 2016, 11:55 PM
<b>Week Ten: Last Day to withdraw with a W, 20 October 2016</b>
<b>17 October - 23 October</b>
• <b>Assignment: <u>Response to Broken Rainbow</u></b>
Due date Sunday, 30 October 2016, 11:55 PM
<b>Week Eleven:</b>
<b>24 October - 30 October</b>
• <b>Assignment: <u>Response to The Snow Bowl Effect</u></b>
Due date Sunday, 6 November 2016, 11:55 PM

<b>Week Twelve:</b>		
<b>31 October - 6 November</b>		
<ul style="list-style-type: none"> <li>• <b>Assignment:</b> <u>Response to <i>Four Stories About Water</i></u></li> </ul>		
Due date Sunday, 13 November 2016, 11:55 PM		
<b>Week Thirteen: Holiday, Veteran's Day, November 11, 2016</b>		
<b>7 November - 13 November</b>		
<ul style="list-style-type: none"> <li>• <b>Assignment:</b> <u>Response to <i>Older Than America</i></u></li> </ul>		
Due date Sunday, 20 November 2016, 11:55 PM		
<b>Week Fourteen:</b>		
<b>14 November - 20 November</b>		
<ul style="list-style-type: none"> <li>• <b>Assignment:</b> <u>PowerPoint Poster Presentation (PPPP)</u></li> </ul>		
Due date Monday, 5 December 2016, 11:55 PM		
<b>Week Fifteen: FALL BREAK! Thanksgiving and Navajo Family Day</b>		
<b>21 November - 27 November</b>		
<b>No classes this week!</b>		
<b>Week Sixteen:</b>		
<b>28 November - 4 December</b>		
<ul style="list-style-type: none"> <li>• <b>Assignment:</b> <u>Electronic Portfolio contains 8 revised film responses and 2 book reviews</u></li> </ul>		
Due date Sunday, 4 December 2016, 11:55 PM		
<ul style="list-style-type: none"> <li>• <b>Assignment:</b> <u>Extra Credit TBD</u></li> </ul>		
Due date	Sunday, 4 December 2016, 11:55 PM	
<b>Week Seventeen: Finals Week Fall 2016</b>		
<b>5 December - 9 December</b>		
<ul style="list-style-type: none"> <li>• <b>Assignment:</b> <u>The Final Reflective Essay using the Five Paragraph MLA style format</u></li> </ul>		
Due date Monday, 5 December 2016, 11:55 PM		
<b>Grades are due to the Registrar 8 December 2016</b>		
<b>Fall Graduation is Friday, 9 December 2016</b>		

**HUM 170: History of Native Americans in Media Pre-Survey**  
**Professor Elizabeth Anita Roastingear, M.F.A.**

Student Name \_\_\_\_\_ Course Section \_\_\_\_\_  
Date \_\_\_\_\_

**1. When was the American Indian Movement (A.I.M.) founded?**

- 1969
- 1980
- 1968
- 1989

**2. Who directed the film *Reel Injun*?**

Answer: \_\_\_\_\_

**3. According to the film *Incident at Oglala*, how many A.I.M. members were put on trial for the 1975 shootout?**

- Four
- None
- One
- Three

**4. How many F.B.I. agents were killed during the 1975 shootout at Oglala?**

- none
- two
- one
- three

**5. Broken Rainbow won an Oscar for Best Documentary.**

- True
- False

**6. What former A.I.M. member ran for POTUS? (President of the U.S.)**

- Dennis Banks
- Anna Mae Pictou-Aquash
- Vernon Bellecourt

- Russell Means

**7. What Hollywood actor refused an Oscar in protest of the treatment of Native Americans?**

Answer: \_\_\_\_\_

**8. Whom did the actor mentioned in question 8 ask to represent him at the Oscars?**

- Ramsey Clark
- Sasheen Littlefeather
- Janet Reno
- William Kuntzler

**9. Who wrote the book *Prison Writings: My Life is My Sundance*?**

- Vernon Bellecourt
- John Trudell
- Leonard Peltier
- Dennis Banks

**10. Leonard Peltier was a body guard within A.I.M.**

- True
- False

**11. Which two A.I.M. members were in *Thunderheart*?**

- Dennis Banks
- Russell Means
- Dennis Yazzie
- John Trudell

**12. Tony Hillerman was a famous mystery writer and authored books that featured Navajo Detectives Leaphorn and Chee. Who played Leaphorn in *A Thief of Time*?**

- Russell Means
- Dennis Banks
- Wes Studi
- Adam Beach

**13. Who, without the assistance of white missionaries or being literate in English, invented the Cherokee syllabary?**

- Sequoyah
- John Ridge
- Elias Boudinot
- Stand Watie

**14. Who was the editor of the Cherokee newspaper, "The Cherokee Phoenix"?**

- Major Ridge
- John Ross
- Stand Watie
- Elias Boudinot

**15. What is the name of the route that the Cherokee took to Oklahoma after being forcefully removed from their southeastern homes in 1838?**

- The Path of Destruction
- The Long March
- The Trail of Tears
- The Frozen Road

**16. The Navajos' sacred mountain of the west is polluted.**

- True
- False

**17. In 1861, soldiers rounded up the Navajo; the old and the young, the healthy and the infirm were marched to Fort Sumner. Many died or were shot during the journey. What was this journey called?**

- The Trail of Sorrow
- The Long Walk
- The Long Dying
- The Trail of Shame

**18. Who starred in the film *Older Than America*?**

- Bradley Cooper
- Wes Studi
- Adam Beach
- Georgina Lightning

- Tantoo Cardinal
- All of the above

**19. Who wrote the book, *The Awakening Heart: My continuing journey to love*?**

- Helen Hunt Jackson
- Betty J. Eadie
- Ned Beadle
- Dee Brown

**20. The Signature film of the Smithsonian's National Museum of the American Indian is currently *A Thousand Roads*.**

- True
- False

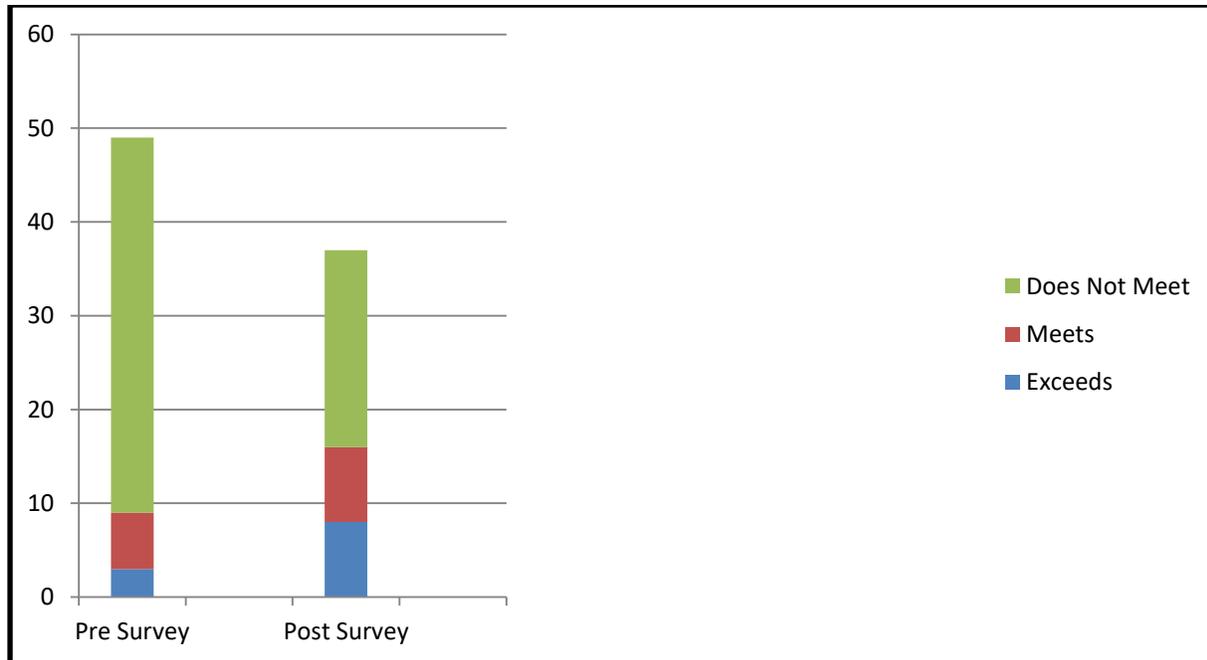
***Bonus:* Each student will select a book on an American Indian topic and write a Book Review in the style of Tribal College Journal reviews. What book are you going to read this semester and who wrote it?**

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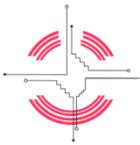
**NOTE: In the past, surveys were email without several answers marked due to a computer glitch. Make sure you answer every question. Double check to make sure each question is answered.**

Adapted on August 18, 2013 from the Native American Quizzes Website  
[http://www.funtrivia.com/quizzes/history/us/history/native\\_american.html](http://www.funtrivia.com/quizzes/history/us/history/native_american.html)

[Revised 10 August 2016 by EAR](#)



## NEW MEDIA



**Navajo Technical University**

<http://navajotech.edu>

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FAX: (505) 786-  
5644

### Program Assessment

**Assessment Planning/Reporting Sheet**

**Course #:**

**Campus:**

**Instructor:**

**Program:**

**Semester:**

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,

<p>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.</p>
<p>2. What are your program goals?</p> <ol style="list-style-type: none"> <li>1. Work competently in a variety of digital media environments.</li> <li>2. Conceptualize, implement and evaluate substantial, meaningful and purposeful projects using digital media techniques.</li> <li>3. Evaluate ethical and legal considerations in working with digital media.</li> <li>4. Use written, oral and visual communication skills to communicate information and ideas about new media.</li> <li>5. Critique studio practice in relation to contemporary innovations in technology and art.</li> <li>6. Examine and participate in virtual environments.</li> <li>7. Describe the techno-cultural discourse surrounding new-media technologies and practice.</li> <li>8. Work in collaborative environments.</li> <li>9. Develop self-directed projects that synthesize creative, technical, and critical approaches.</li> </ol>
<p>3. What is/are the program goal(s) you are going to measure?</p> <ul style="list-style-type: none"> <li>• Evaluate ethical and legal considerations in working with digital media (Goal 3).</li> <li>• Use written, oral and visual communication skills to communicate information and ideas about new media (Goal 4).</li> </ul>
<p>4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals?</p> <p><b>Direct Method(s)</b></p> <p>A. Midpoint Review. The New Media Program will randomly sample from New Media students who are at the midpoint (approximately, 3<sup>rd</sup> school year, 4-6 semester) of the program. These students will complete the attached New Media Program Survey.</p> <p>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.</p> <p><b>Indirect Method(s)</b></p> <p>A. 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.</p>
<p>5. What are your pre-assessment outcomes? N/A</p> <p>A. Number of students for pre-assessment: ____N/A____</p> <p>B. What is your expectation/benchmark? N/A</p>
<p>6. What are your program assessment outcomes?</p> <ul style="list-style-type: none"> <li>• <b>Program Goal Measure #1: Evaluate ethical and legal considerations in working with digital media (Goal 3).</b></li> </ul> <p>Based on the New Media Program Survey completed by New Media students in their 3<sup>rd</sup> and 4<sup>th</sup> year in the program (see attachment):</p>

1. Students either “Strongly Agreed” or “Agreed” with the statement that the New Media program prepared them to “evaluate ethical and legal considerations in working with digital media.” One student did not answer the question. More students “Agreed” than “Strongly Agreed” with the statement. (See New Media Program Survey Results).

Based on the Employer Internship Assessment Form, completed by internship employer:

1. As a measure of Goal #3, students were rated “Commendable” (rated 4 out of 5) in “Asking pertinent, purposeful questions” during their internship.
  2. As a measure of Goal #3, students were rated “Commendable” (rated 4 out of 5) in “Articulating their position in a rational manner.”
- **Program Goal Measure #2: Use written, oral and visual communication skills to communicate information and ideas about new media (Goal 4).**

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

1. Students “Strongly Agreed” or “Agreed” with the statement that the New Media program prepared them to “use written, oral and visual communication skills to communicate information and ideas about new media.” More students “Strongly Agree” than “Agreed” with the statement. (See New Media Program Survey Results).

Based on the Employer Internship Assessment Form, completed by internship employer:

1. As a measure of Goal #4, students were rated “Commendable” (rated 4 out of 5) in “Using written, oral and visual aids to effectively communicate.”
2. As a measure of Goal #4, students were rated “Fair” (rated 3 out of 5) in “Demonstrating a high level of fluency about the media industry.”
3. As a measure of Goal #4, students were rated “Fair” (rated 3 out of 5) in “Their knowledge of the industry is instructive, instrumental, and relevant.”

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**

Based on the New Media Program Survey results, students enjoyed production coursework, collaborative projects, internship industry experience, or project-based coursework/assignments:

- a. Instructors of Digital Ethics (IT 160) and Media Criticism (IT 275) will include at least one or more case studies on ethical and legal considerations in media, collaborating with the Law Advocacy program and/or media outlets and professionals on legal/ethical issues. Students will frame the issue(s), discuss the advantages and disadvantages of legal options, discuss strategies, and discuss the ethics of each option.
- b. Instructors will develop a rubric to evaluate student’s capacity to “use written, oral and visual communication skills to communicate information and ideas about new media” during portfolio presentations, project ‘pitches’, project progress reports, and final project presentations. Students, for example, should be able to proficiently, accurately and fluently apply and elaborate upon industry terms, lexicon, and concepts.
- c. Instructors will present feedback from employers on student skills, knowledge, and performance. Instructor will engage student interns and potential interns in relevant

ethical/legal considerations of their internship. Data Visualization Instructor (IT 335) will discuss creative, accurate, effective ways to present industry data with potential student interns.

### **Changes in Program Goals**

Based on the New Media Program Survey results, Goals 3 and 4 are relevant to and key objectives of the program and will not be modified or changed at this time.

### **Other Changes/Recommendations for Program Improvement**

Based on the New Media Program Survey results, students recommended the following program improvements:

- a. More 3D scanning projects in collaboration with Advanced Manufacturing program.
- b. More latitude to individualize graduation checklists.
- c. Reduction or complete removal of IT Programming and Coding coursework, which is seen as irrelevant and unused in the field of New Media. Coursework of this nature effects growth of the New Media program. Programming and coding ‘languages’ never used or applied in New Media endeavors.
- d. More Sound Design coursework such as Music Theory and Composition. More access to music software programs.
- e. Funding of an NTU film and sound recording studio.
- f. Increase of Technical Assistance/tutoring/mentoring in with difficult IT courses. Instructor(s) make lecture, assignments, etc. frustrating and difficult.
- g. More ‘creative writing’ classes and/or opportunities in assignments.
- h. More opportunities for collaborative projects, internships, industry experience.

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

- a. The proposed Changes in Teaching Methodology seek to strengthen students’ competence to evaluate ethical and legal considerations in working with digital media, by employing case studies in an experiential learning exercise, collaborating with the NTU Law Advocacy Program, and local media outlets in the evaluation and discussion of legal and ethical issues in media.
- b. The proposed Changes/Recommendations for Program Improvement seek to improve the program overall with emphasis in project-based coursework, expansion of coursework, re-evaluation of programming and coding coursework, collaborative projects with Advanced Manufacturing, increased TA and mentoring, more opportunities for creative challenges.

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

- New Media Program Survey will include written response questions to goal measures in question.

Other Changes/Recommendations for Assessment Activity Improvement:

- Administer Internship Survey to student interns.
- Increase Employer Internship Survey response rate.

- Discuss program assessment as Department at beginning of next semester.
- Use program assessment in strategic planning 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**

**FINAL EMPLOYER INTERNSHIP ASSESSMENT FORM**

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Location:** \_\_\_\_\_

\_\_\_\_\_

- 1 Unsatisfactory (Never demonstrates this ability/does not meet expectations)
- 2 Uncomplimentary (Seldom demonstrates this ability/rarely meets expectations)
- 3 Fair (Sometimes demonstrates this ability/meets expectations)
- 4 Commendable (Usually demonstrates this ability/sometimes exceeds expectations)
- 5 Exceptional (Always demonstrates this ability/consistently exceeds expectations)

If any criteria are not applicable to this internship experience, please leave the response blank.

**A. Ability to evaluate ethical dilemmas, decisions.**

- 1. Asks pertinent and purposeful questions 1 2 3 4 5
- 2. Articulates his/her position in a reasoned, rational manner 1 2 3 4 5

Comments:


**B. Demonstrates knowledge of general legal concepts and practices related to media**

- 1. Demonstrates a general understanding of legal concepts and practices 1 2 3 4 5
- 2. Articulates a fundamental understanding of intellectual property concepts 1 2 3 4 5
- 3. Demonstrates understanding of copyright, Fair Use, infringement, etc. 1 2 3 4 5

Comments:


**C. Ability to communicate using written, oral and visual aids.**

- 1. Uses written, oral and visual aids to effectively communicate 1 2 3 4 5
- 2. Uses the above media in a convincing manner 1 2 3 4 5
- 3. Develops effective, clear visual aids 1 2 3 4 5

Comments:


**D. Ability to communicate fluently about media concepts, technology, R&D, history, etc.**

- 1. Demonstrates high level of fluency about the media industry 1 2 3 4 5
- 2. Their knowledge of the industry is instructive, instrumental, and relevant 1 2 3 4 5
- 3. Demonstrates a keen understanding of the industry's past and future trends 1 2 3 4 5

Comments:




Title/Position:

\_\_\_\_\_

\_\_\_\_\_ Telephone: \_\_\_\_\_

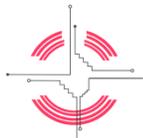
**NTU NEW MEDIA PROGRAM RUBRIC – FALL 2016 PROGRAM ASSESSMENT**

	<b>Mastered</b>	<b>Exceeded</b>	<b>Attained</b>	<b>Approaching Attainment</b>	<b>Unattained</b>
	<b>90%</b>	<b>80%</b>	<b>70%</b>	<b>&gt;60%</b>	<b>&lt;60%</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Student can evaluate ethical and legal considerations in working with digital media.</b>	<b>Student demonstrates a fluent understanding of ethical theories, professional conduct, and familiarity with applicable general legal concepts and practices related to digital media. Student deftly articulates his/her evaluation of a case in a debate, under questioning, and presents a reasoned, rational argument for his/her position, citing applicable legal precedent as needed.</b>	<b>Student demonstrates an exceptional understanding of ethical theories, professional conduct, and some familiarity with applicable general legal concepts and practices related to digital media. Student's evaluation of a case is limited only by a clear presentation during debate, under questioning, and for the most part presents a reasoned, rational argument for his/her position, perhaps citing applicable legal precedent as needed.</b>	<b>Student demonstrates a basic understanding of ethical theories, professional conduct, and limited familiarity with applicable general legal concepts and practices related to digital media. Student struggles somewhat to articulate his/her evaluation of a case in a debate, under questioning, and finds it difficult to present a reasoned, rational argument for his/her position, citing almost no applicable legal precedent.</b>	<b>Student demonstrates a cursory understanding of ethical theories, professional conduct, and almost no familiarity with applicable general legal concepts and practices related to digital media. Student struggles greatly to articulate his/her evaluation of a case in a debate, under questioning, and struggles greatly to present a reasoned, rational argument for his/her position, citing no applicable legal precedent.</b>	<b>Student demonstrates little to no understanding of ethical theories, professional conduct, and complete unfamiliarity with applicable general legal concepts and practices related to digital media. Student cannot articulate his/her evaluation of a case in a debate, under questioning, and there is little in his/her presentation that represents a reasoned, rational argument. There is no citing of applicable any legal precedent.</b>
<b>Student can use written, oral and visual communication skills to</b>	<b>Student demonstrates a high level of fluency with new media</b>	<b>Student demonstrates an exceptional, above-average</b>	<b>Student demonstrates a basic, intermediate's level of</b>	<b>Student demonstrates a cursory, beginner's level of</b>	<b>Student demonstrates almost little to no level of fluency with</b>

<p>communicate information and ideas about new media.</p>	<p>concepts, state of the industry, terminology, technology, emerging research and development, historical precedent and timeline. The student lucidly articulates, writes, and develops needed visual aids to communicate his/her ideas about new media in a cogent, clear, convincing manner.</p>	<p>level of fluency with new media concepts, state of the industry, terminology, technology, emerging research and development, historical precedent and timeline. The student can generally articulate, write, and develop needed visual aids that for the most part is effective in communicating their ideas about new media in a cogent, clear, convincing manner.</p>	<p>fluency with new media concepts, state of the industry, terminology, technology, emerging research and development, historical precedent and timeline. The student is able to articulate, write, and develop needed visual aids but with difficulty, and limited by a full and complete understanding of the industry. The student struggles somewhat to communicate his/her ideas about new media in a cogent, clear, convincing manner.</p>	<p>fluency with new media concepts, state of the industry, terminology, technology, emerging research and development, historical precedent and timeline. The student struggles greatly to articulate, write, and develop any, if at all, needed visual aids. The student finds it difficult to communicate his/her most challenging ideas about new media in a cogent, clear, convincing manner.</p>	<p>new media concepts, state of the industry, terminology, technology, emerging research and development, historical precedent and timeline. The student struggles to articulate, write, and develops needed visual aids to communicate anything relevant, meaningful, and germane about new media. The student's oral, written or visual presentation, if at all apparent, is lacking cogency, clarity, and is not all convincing.</p>
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Please mail, email, or fax this assessment form to:  
ATTENTION: HONDO LOUIS, ASST. PROFESSOR of NEW MEDIA  
New Media Program, Navajo Technical University  
P.O. Box 849, Crownpoint, NM 87313  
505-786-4150, FAX 505-786-4178

**ELECTRICAL TRADES**



Navajo Technical University

<http://navajotech.edu>

Program Assessment

**Assessment Planning/Reporting Sheet**

**Program: Electrical Trades**

**Course #: ELC 101, ELC 102, ELC 111, ELC 112, & ELC 113**

**Semester: 2016 FALL Semester**

**Campus: Crownpoint, NM (Main)**

**Instructor: Jmichael R. Crank / 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? (As recommended by Assessment Committee)

**Identification of 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?

- *1. Teach the students on using the correct method of tool usage and how to take care of them.*
- *2. Understand the meaning of branch circuitry and calculations to find the loads. Using Ohm’s Law and Watt’s Law.*
- *3. Develop safety ethics and habits where safety is priority working with electricity.*

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

- *1. Teach the students on using the correct method of tool usage and how to take care of them.*
- *2. Understand the meaning of branch circuitry and calculations to find the loads. Using Ohm’s Law and Watt’s Law.*
- *3. Develop safety ethics and habits where safety is priority working with electricity.*

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?

<i>ELC-101</i>	<i>ELC-102</i>	<i>ELC-111</i>	<i>ELE-112</i>	<i>ELC-113</i>
<i>36%</i>	<i>N/A</i>	<i>54%</i>	<i>47%</i>	<i>30%</i>

A. Number of students for pre-assessment:

<i>ELC-101</i>	<i>ELC-102</i>	<i>ELC-111</i>	<i>ELE-112</i>	<i>ELC-113</i>
<i>14</i>	<i>13</i>	<i>15</i>	<i>15</i>	<i>16</i>

B. What is your expectation/benchmark?

<i>ELC-101</i>	<i>ELC-102</i>	<i>ELC-111</i>	<i>ELE-112</i>	<i>ELC-113</i>
<i>25%</i>	<i>N/A</i>	<i>50%</i>	<i>50%</i>	<i>50%</i>

6. What are your post-assessment outcomes?

<i>ELC-101</i>	<i>ELC-102</i>	<i>ELC-111</i>	<i>ELE-112</i>	<i>ELC-113</i>
<i>66%</i>	<i>86%</i>	<i>81%</i>	<i>94%</i>	<i>70%</i>

A. Number of students for post-assessment:

	<i>ELC-101</i>	<i>ELC-102</i>	<i>ELC-111</i>	<i>ELE-112</i>	<i>ELC-113</i>
	<i>13</i>	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>
B. Did your students meet your expectation/benchmark?					
	<i>ELC-101</i>	<i>ELC-102</i>	<i>ELC-111</i>	<i>ELE-112</i>	<i>ELC-113</i>
	<i>70%</i>	<i>70%</i>	<i>70%</i>	<i>70%</i>	<i>70%</i>
7. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b>Program goals</b> , or anything else to improve student learning? <i>From observing the pre/post-test results, scores were low for the pre-test and higher for the post-test. We do use Power Point and the Internet, You tube: topics related to electricity. The basic fundamentals of electricity, Ohm's Law, Power Law, the Series, Parallel, and the Series/Parallel combination circuit, the Arc Fault and Ground Fault Circuit Interrupter. By using visual aids, it helps with perceiving the information. The students coming into the Electrical Trades Program, have no idea on the amount of reading and homework required, but they sure want to learn how to wire. What we have noticed is if they do not read their book, test scores are usually low. If we give them a review on terminology and sections to look at, scores are better. They certainly do exceptionally well on multiple choice test questions and struggle with complete your answer or fill in the blanks. Despite giving all the information, we notice all information isn't retained. We just need to continue working with them to help them with their educational endeavors.</i>					
8. How will your proposed changes continue to support your stated program goals? <i>Our students are in their first year of the program, we want to get them ready for the work force. A step toward an electrical apprenticeship program, where they can get more schooling and on the job learning experience, and one day take an Journeyman's Electrical License Exam.</i>					
9. Based on your conclusions from your post assessment outcomes, how are you going to improve your Assessment activities? <i>Stress the importance of test. The reason(s) why it is a method to see the results of how much is gained not only by the teacher but more importantly the students.</i>					

**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?)**

<b>Exceeds Expectation</b>			
Courses that were able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)			
<b>Results</b>			
Initial:	<i>ELC-102</i>	<i>ELC-111</i>	<i>ELE-112</i>
Final:	<i>86%</i>	<i>81%</i>	<i>94%</i>
<b>Meets Expectation</b>			
Course that were able to successfully complete 70-79% of the evaluation method (i.e., pre-test, survey, etc.)			
<b>Results</b>			
Initial:	<i>ELC-113</i>		
Final:	<i>70%</i>		
<b>Does not meet Expectation</b>			

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

**Results**

Initial:

**ELC-101**

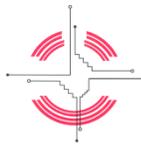
Final:

**66%**

**Final Result: 80 % Met or exceeded expectations**

**20 % Did not meet expectations**

**PUBLIC ADMINISTRATION 101**



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**Program Assessment**

**Assessment Planning/Reporting Sheet**

**Program: Public Administration**

**Campus: Crownpoint**

**Semester: Fall 2016**

**Course: PAD 101 Introduction to Public Administration**

**Instructor: MaEthel S. Ramirez**

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 Navajo Technical University Public Administration program will prepare students for diverse roles in public sector including administrative, management and leadership positions in any federal, state and local government agencies and non-profit organization, to teach students professional ethics, public service values and intellectual discipline necessary to enter Government agencies especially in Navajo Nation governmental offices with a strong commitment to help for the continuous improvement and transformation of its governance and social institution.

2. What are your program goals?

Accounting Program goals are as follows:

- a. Understand the underlying principles and discipline of Public administration; its theories and concepts.
- b. To integrate politics, administration, management, theory and practice of ancient civilization's to today's diverse world of public administration.
- c. To gain knowledge of legal procedures in public sectors, its managerial ethics, budgeting processes, civil service and the functions and duties of numerous government agencies.

<ul style="list-style-type: none"> <li>d. Demonstrate the ability to work with and/or lead a diverse team toward goal accomplishment.</li> <li>e. Understand the importance of attracting, developing, and retaining a high-quality workforce.</li> <li>f. Improve decision-making skills, communicate effectively, both orally and in written form.</li> </ul>
<p>3. What is/are the program goal(s) you are going to measure?</p> <p>Public Administration program goals that are included in measuring success rate of the program are as follows:</p> <ul style="list-style-type: none"> <li>a. Understand the underlying principles and discipline of Public administration; its theories and concepts.</li> <li>b. To integrate politics, administration, management, theory and practice of ancient civilization's to today's diverse world of public administration.</li> <li>c. To gain knowledge of legal procedures in public sectors, its managerial ethics, budgeting processes, civil service and the functions and duties of numerous government agencies.</li> </ul>
<p>4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals?</p> <p>In order to measure the program goals, I will be using Pre &amp; Post assessment test. Pre-test will be given on the first class session of Fall 2016 semester and the Post assessment will be administer a week before the end of the semester. Aside from the assessment test a faculty, student and internship survey will also be administer for Public Administration graduating students and students who are on the third semester of the program.</p>
<p>5. What are your pre-assessment outcomes?</p> <p>Pre-assessment for the course PAD 101 Introduction to Public Administration was administer last August 22, 2016 with 15 questions tied with program Goals 1,2 &amp; 3, in which 5 questions for every goal. All 5 students who took the Pre-assessment test scored 0.</p> <p>A. Number of students for pre-assessment: _5 students</p> <p>B. What is your expectation/benchmark? _20% ___</p>
<p>6. What are your post-assessment outcomes?</p> <p>The post assessment test had good results. All of the five students were able to take the test and all of them meet the expected benchmark. Student Survey was also administered but the turnout was not as good as expected for only 8 students out of 32 enrolled participated in the survey. Faculty survey was handed out also and 2 faculty members join the survey. First part of the Program student's survey</p>

pertains on how well NTU Public Administration program prepared students with Strongly Agree (SA) being the highest and the results were most students A-agree to the course contents of the program. The 2<sup>nd</sup> part were more on satisfaction ratings of instructor's delivering the courses, interaction, scheduling, and other related services and resources and the average result is 8 on a scale of 1 to 10. Third part of the survey was merely questions about student's choices, plans for the future, strength and weaknesses of the program and internship (if any) while enrolled in the program. (Please refer to Public Administration Program Student Survey Summary for detailed report-Attachment 1).

A. Number of students for post-assessment: 5

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?

Upon reviewing the results of the post assessment test. I found out those students mistakes were mostly on the part of civil service, functions and duties of numerous government agencies which fall on Goal number 3. Though all of the students meet/exceed expectations as per post assessment result I will still make some changes in my teaching method to improve student learning outcome. Students need to be more familiar on the US government branches, departments, its purpose and functions. I will make them engage in more research, encourage class reporting and presentation for better knowledge and understanding.

8. How will your proposed changes continue to support your stated program goals? I feel that students are weak in goal#3 even though they meet the expected outcome. Therefore, the changes in this part will surely help improve the results for students will be doing more research work, reading, class presentation and discussion.

9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? By combining direct and indirect method of measuring my program assessment. Direct method will be measured through the pre/post assessment test and added oral presentation rubrics. Indirect method using the Public Administration Faculty & Student Survey which will be administered before the end of each 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.)

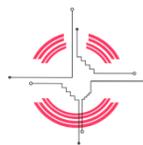
**Results**

<p>Initial: 0% Exceeds Expectations</p> <p>Final: 100% Exceed expectations</p>
<p><b>Meets Expectation</b></p> <p>Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b><u>Results</u></b></p> <p>Initial: 0% meet expectations</p> <p>Final: 100 %</p>
<p><b>Does not meet Expectation</b></p> <p>Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b><u>Results</u></b></p> <p>Initial: 100% did not meet expectation</p> <p>Final: 0% did not meet expectation</p>

**Final Result:** 100 % Met or exceeded expectations (*Post-assessment data*)

0 % Did not meet expectations (*Post-assessment data*)

**PUBLIC ADMINISTRATION 210**



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**Program Assessment**

**Assessment Planning/Reporting Sheet**

**Program: Public Sector Management**

**Campus: Crownpoint**

**Semester: Fall 2016**

**Course: PAD 210 Public Sector Management**

**Instructor: Joseph Chapa**

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.**

<p>6. What is your program mission statement?</p> <p>The Navajo Technical University Public Sector Management will prepare students for diverse roles in public sector including administrative, management and leadership positions in any federal, state and local government agencies and non-profit organization, to teach students professional ethics, public service values and intellectual discipline necessary to enter Government agencies especially in Navajo Nation governmental offices with a strong commitment to help for the continuous improvement and transformation of its governance and social institution.</p>
<p>7. What are your program goals?</p> <p>Accounting Program goals are as follows:</p> <ol style="list-style-type: none"> <li>a. Understand the underlying principles and discipline of Public administration; its theories and concepts.</li> <li>b. To integrate politics, administration, management, theory and practice of ancient civilizations to today's diverse world of public administration.</li> <li>c. To gain knowledge of legal procedures in public sectors, its managerial ethics, budgeting processes, civil service and the functions and duties of numerous government agencies.</li> <li>d. Demonstrate the ability to work with and/or lead a diverse team toward goal accomplishment.</li> <li>e. Understand the importance of attracting, developing, and retaining a high-quality workforce.</li> <li>f. Improve decision-making skills, communicate effectively, both orally and in written form.</li> </ol>
<p>8. What is/are the program goal(s) you are going to measure?</p> <p>Public Sector Management program goals that are included in measuring success rate of the program are as follows:</p> <ol style="list-style-type: none"> <li>a. Understand the underlying principles and discipline of Public Sector administration; its theories and concepts.</li> <li>b. To integrate politics, administration, management, theory and practice of ancient civilization's to today's diverse world of public administration.</li> <li>c. To gain knowledge of legal procedures in public sectors, its managerial ethics, budgeting processes, civil service and the functions and duties of numerous government agencies.</li> </ol>
<p>9. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals?</p> <p>In order to measure the program goals, I will be using Pre &amp; Post assessment test. Pre-test will be given on the first-class session of Fall 2016 semester and the Post assessment will be administer a week before the end of the semester. Aside from the assessment test a faculty, student and internship survey will also be administer for Public Administration graduating students and students who are on the third semester of the program.</p>

<p>10. What are your pre-assessment outcomes?</p> <p>Pre-assessment for the course PAD 210 Public Sector Management was administer last August 22, 2016 with 10 questions which will address and meet program Goals 1,2 &amp; 3. All 5 students who took the Pre-assessment test scored 1.</p> <p>A. Number of students for pre-assessment: <u>5</u> students</p> <p>B. What is your expectation/benchmark? <u>20%</u> ___</p>
<p>6. What are your post-assessment outcomes? TBD</p> <p>A. Number of students for post-assessment: <u>5</u></p> <p>B. Did your students meet your expectation/benchmark? ___yes___</p>
<p>7. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b>program goals</b>, or anything else to improve student learning? <i>TBD</i></p> <p>More homework</p>
<p>8. How will your proposed changes continue to support your stated program goals?</p> <p>More involvement by students</p>
<p>10. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?</p> <p>Be personally more involved with student assessment.</p>

**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?)**

<p><b>Exceeds Expectation</b></p> <p>Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b><u>Results</u></b></p> <p>Initial: 0% Exceeds Expectations</p> <p>Final: 5</p>
<p><b>Meets Expectation</b></p> <p>Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.)</p>

<p><b><u>Results</u></b></p> <p>Initial: 0% meet expectations</p> <p>Final: 5</p>
<p><b>Does not meet Expectation</b></p> <p>Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b><u>Results</u></b></p> <p>Initial: 100% does not meet expectation</p> <p>Final: 0</p>

**Final Result:** 100 % Met or exceeded expectations (*Post-assessment data*)  
0 % Did not meet expectations (*Post-assessment data*)

**EARLY CHILDHOOD MULTICULTURAL EDUCATION**



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**Program Assessment Reporting**

**Assessment Planning/Reporting Sheet**      **Program:** AS: Early Childhood Multicultural Education  
**Courses #:** ECM 110, 116, 125, 210      **Semester:** Fall 2016  
**Campus:** Chinle Instructional Site      **Instructor:** Franklin J. Elliott

<p>Answer questions 1 - 3A for your Assessment Plan/proposal.  <b>Answer all questions for your Assessment Report.</b>  <b>Please attach your syllabus, pre/post-tests, rubrics and graphs <u>in a separate file identified with your name and the semester/year.</u></b></p>
<p>4. What is/are the program goals you are going to measure?</p> <p>a. Create and evaluate an early childhood program that uses the philosophical and social foundations of early care and education.</p>

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

**B. Post-test:**

ECM 110: 8: Exceeds: 47% Below: 6%	6: Meets: 35%	2: Approaches: 12%	1: Below: 6%
ECM 116: 9: Exceeds: 56% Below: 6%	4: Meets: 25%	2: Approaches: 13%	1: Below: 6%
ECM 125: 8: Exceeds: 44% Below: 6%	7: Meets: 39%	2: Approaches: 11%	1:
ECM 210: 2: Exceeds: 50% Below: 0%	2: Meets: 50%	0: Approaches: 0%	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?

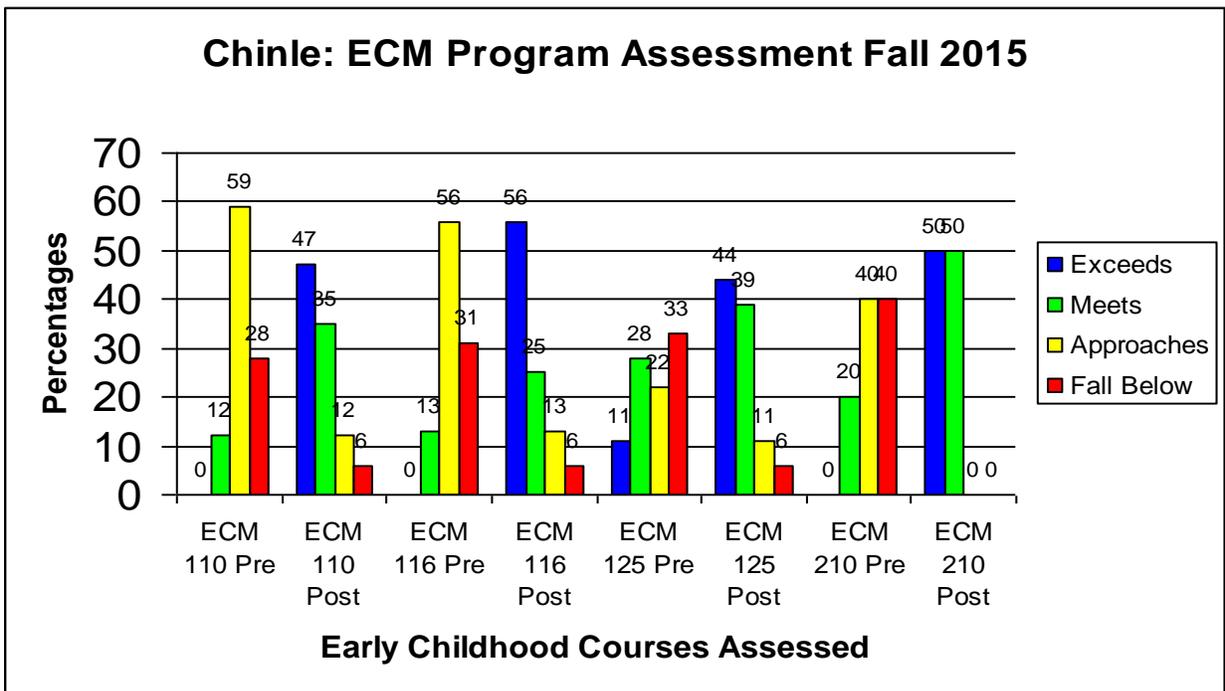
- Emphasis on key terminology to be learned for class and Universal Assessment (AEPA)
- Provided more actual classroom experiences examples and models
- Provided external resources besides the Text Book such as research and books by key theorist of education and psychology
- Examined actual classroom 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.**

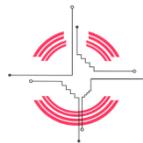


<b>Exceeds Expectation</b>				
Use > 80% of the appropriate procedure				
<b>Results</b>	<b>ECM 110</b>	<b>ECM 116</b>	<b>ECM 125</b>	<b>ECM 210</b>
Initial:	0%	0%	11%	0%
Final:	47%	56%	44%	50%
<b>Meets Expectation</b>				

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

**Final Result:**

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



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**Program Assessment**

**Assessment Planning/Reporting Sheet**

**Course #: IE 343**

**Campus: Crownpoint**

**Faculty: Casmir Agbaraji**

**Program: Industrial Engineering**

**Semester: Fall 2016**

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?

- (a) An ability to apply knowledge of mathematics, science, and engineering.
- (b) An ability to design and conduct experiments as well as to analyze and interpret data.
- (c) An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
- (d) An ability to function on multidisciplinary teams.

(e) An ability to identify, formulate, and solve engineering problems.
(f) An understanding of professional and ethical responsibility.
(g) An ability to communicate effectively.
(h) The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
(i) A recognition of the need for and an ability to engage in life-long learning
(j) A knowledge of contemporary issues.
(k) An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
3. What is/are the program goal(s) you are going to measure? <b>A strong ability to apply knowledge of mathematics, science, and engineering.</b>
4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals? <b>A direct measure was used to assess students' learning.</b>
5. What are your pre-assessment outcomes? A. Number of students for pre-assessment: <u>  3  </u> B. What is your expectation/benchmark?
6. What are your post-assessment outcomes? A. Number of students for post-assessment: <u>  3  </u> B. Did your students meet your expectation/benchmark? <b>No</b>
7. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b>program goals</b> , or anything else to improve student learning? <b>Emphasis will be placed on students to have strong understanding of the prerequisites and lifelong learning.</b>
8. How will your proposed changes continue to support your stated program goals? <b>A strong understanding of the prerequisite courses will help students do better in subsequent courses.</b>
9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? <b>Emphasis will be placed on strong understanding of the prerequisites and lifelong learning.</b>

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

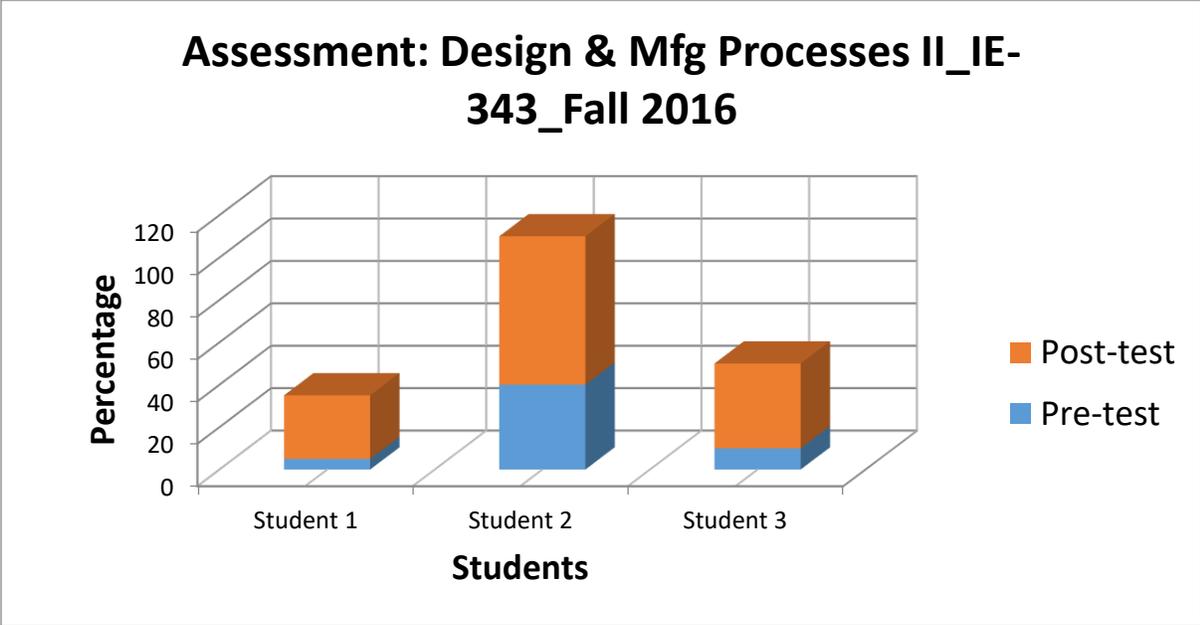
**(What percentage of the class do you expect to meet or exceed your expectation for the course?)**

<p><b>Exceeds Expectation</b> Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.) <b>Results</b> Initial: 0%</p>
--

Final: 0%
<p><b>Meets Expectation</b>  Students are able to successfully complete <math>\geq 70\%</math> of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b>Results</b>  Initial: 0%  Final: 33.33%</p>
<p><b>Does not meet Expectation</b>  Students are able to successfully complete <math>&lt; 70\%</math> of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b>Results</b>  Initial: 0%  Final: 66.67%</p>

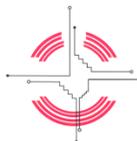
**Final Result:** 33.33% Met or exceeded expectations  
66.67% Did not meet expectations

Students' performance is presented in the figure below.



# SPRING 2017 Course Assessment Reports

## ENGLISH 098



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### Course Assessment

#### Assessment Planning/Reporting Sheet

Course #: English 098

Semester: Spring 2017

Campus: Chinle

Instructor: Andrew Escudero, Ph.D.

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. Improve reading, comprehension, and communication and critical thinking skills to thoroughly analyze texts to identify secondary meanings and subtopics, evaluate and prioritize ideas according to their significance, to recognize primary and secondary themes and subtopics, synthesize specific elements of opposing or different principles into new and unique concepts, and applying new principles to augment established ones.

B. Form and communicate arguments and ideas effectively in verbal and written forms within personal, academic and professional contexts or environments.

C. Develop and improve writing mechanics, capitalization use, grammar and punctuation.

D. Expand vocabulary.

E. Develop abilities to construct proper thesis statement, topic sentence and essay structures.

F. Learn MLA and APA writing styles and citation formats.

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

Pre-assessment test: The in-class pre-assessment exam:

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, 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.

3. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: 24

Pre-assessment test: (0%) passed with an A, (0%) passed with a B, 6 (29%) passed with a C, 13 (54%) passed with a D, 5 (17%) failed. Sections were not graded individually.

B. What is your expectation/benchmark?

I expect **approximately 65%** of these students to develop the abilities to successfully pass this course with a or above, successfully pass post-assessment test and become eligible to enroll into the English 105 or 110 courses.

4. What are your post-assessment outcomes?

Of the 16 students 0 passed with an A grade, 3 (18%) passed with a B grade, 9 (57%) passed with C grade, 4 (25%) passed with a D grade and 0 failed.

A. Number of students for post-assessment: 16

B. Did your students meet your expectation/benchmark?

Yes, (75%) passed with grades exceeding a D grade.

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 am going to continue my previous assertion and possibly adjust for more in class writing exercises.

6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? I intend to reform exams in strict accordance with state university course articulations.

**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: 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: 29%

Final: 75%

**Does not meet Expectation**

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

**Results**

Initial: 71%

Final: 25%

**Final Result: 75 % Met or exceeded expectations**

**25 % Did not meet expectations**

Navajo Technical University: Course Assessment Reporting Sheet					
	Pre No	%	Post No	%	
Exceeds:	0	0%	3	19%	Course Number: <b>English 098</b>
Meets:	6	25%	9	56%	Instructor Name: <b>Andrew M. Escudero</b>
Did Not Meet	18	75%	4	25%	Term: <b>Spring 2017</b>
Total Enrolled:	24	100%	16	100%	

### Pre-Assessment Score

Category	Count
Exceeds	0
Meets	6
Did Not Meet	18
Total Enrolled	24

### Pre-Assessment Percentage

Category	Percentage
Exceeds	0%
Meets	25%
Did Not Meet	75%
Total Enrolled	100%

### Post-Assessment Score

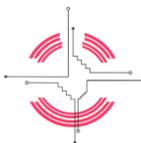
Category	Count
Exceeds	3
Meets	9
Did Not Meet	4
Total Enrolled	16

### Post-Assessment Percentage

Category	Percentage
Exceeds	19%
Meets	56%
Did Not Meet	25%
Total Enrolled	100%

Revised: 1/20/2017

## ENGLISH 105



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### Course Assessment

#### Assessment Planning/Reporting Sheet

Course #: English 105

Campus: Chinle

Semester: Spring 2017

Instructor: Andrew Escudero, Ph.D.

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.**

<p>1. What is/are the course goals (course objectives) you are going to measure?</p> <p>A. Develop the knowledge and comprehension of the technical language that they will need in standard job and business communications such as business memorandums, reports, letters, letters of application and résumés.</p> <p>B. Develop the confidence in their abilities to give oral presentations and written communications in employment and business contexts.</p> <p>C. Develop the ability to think critically within academic, employment and business contexts that will enable students to effectively understand, analyze, evaluate and propose solutions for technical issues and problems and communicate their ideas concisely.</p> <p>D. To become familiar with the APA and MLA writing styles and citation formats.</p>
<p>2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring <b><u>expected course outcomes</u></b>?</p> <p>Pre-test: An in-class pre-assessment exam that:</p> <p>A. Measures general knowledge of business letters, reports, memorandums, résumés and letters of interest/application.</p> <p>B. Measures critical thinking abilities, the organization of ideas, writing mechanics, grammar usage, punctuation, capitalization, and sentence and paragraph structures within a business context. There are 200 points possible on the pre-assessment exam: 60 points for the first 3 general knowledge sections, 20 points for APA citation section, 60 points for the résumé section and 60 points for the letter of interest/application section.</p>
<p>3. What are your pre-assessment outcomes?</p> <p>A. Number of students for pre-assessment: 19 2 (15%) passed with a C, 1 (5%) passed with a D and 16 (80%) failed. Individual sections were not graded.</p> <p>B. What is your expectation/benchmark? <u>65%</u> I expect approximately 60% of the students to gain the knowledge and develop the abilities to pass the post-assessment test, function effectively seek employment using their résumé and letters of application /interest to successfully and confidently seek employment, and develop the writing skills that will allow them to continue to English 110 or 111.</p>
<p>4. What are your post-assessment outcomes?</p> <p>Of the 9 students 1 (11%) passed with an A grade, 1 (11%) passed with a B grade, 4 (45%) passed with C grade, 0 passed with a D grade and 3 (33%) failed.</p> <p>A. Number of students for post-assessment: 9</p> <p>B. Did your students meet your expectation/benchmark? Yes, (67%) passed with grades exceeding a D grade.</p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b><u>expected course outcomes</u></b>, or anything else to improve student learning? None at this time.</p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? I intend to reform exams in strict accordance with state university course articulations.</p>

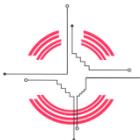
**Benchmark: 65 % students will meet or exceed expectation.**  
**(What percentage of the class do you expect to meet or exceed your expectation for the course?)**

<p><b>Exceeds Expectation</b> Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b>Results</b> Initial: 0% Final: 11%</p>
<p><b>Meets Expectation</b> Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b>Results</b> Initial: 15% Final: 56%</p>
<p><b>Does not meet Expectation</b> Students are able to successfully complete &lt; 70% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b>Results</b> Initial: 80% Final: 34%</p>

**Final Result:** 67 % Met or exceeded expectations

33 % Did not meet expectations

## ENGLISH 111



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### Course Assessment

#### Assessment Planning/Reporting Sheet

**Course #: English 111 Composition and Research Semester: Spring 2017**

**Campus: Chinle**

**Instructor: Andrew M. Escudero, Ph.D.**

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?

**B.** To know the basic structure and understanding of fundamental mechanics that comprise college essays and how to creatively expand this structure and these mechanics to present uniquely novel ideas, notions or expressions that may be applied with confidence.

**B.** To know and understand the importance of proofreading and editing in the revision process.

C. To know of a variety of thesis statements for various rhetorical modes of writing, to identify them in various modes of writing and how to creatively write essays within personal, business and academic contexts.

D. To develop the ability to write complete sentences in the active and passive voices, cohesive paragraphs and thought-provoking conclusions in essays that clearly and effectively communicate ideas, notions and principles within personal, business and academic contexts.

E. To critically analyze writings for secondary ideas and subtopics, evaluate texts to prioritize the notions that they have identified according to significance in the text, use deductive reasoning skills to synthesize ideas into new and unique forms, and apply them to their textual analyses of a variety of texts implemented in personal, business and academic contexts.

F. To know differences of argumentative, narrative, reflective and descriptive modes of writing, and how they relate to one another as modes that are essentially combined in all writings, and develop the ability to write argumentative, narrative, reflective, process, cause and effect, compare and contrast, categorization and instructional essays.

G. To be introduced to and become familiar with literary critical analysis of fictional writing so that they may recognize the cultural, historical and creative elements that are significantly synthesized within the literary works that merge realities with imaginary possibilities into new, unique visions.

H. To know MLA, APA and Chicago essay writing and citation formats.

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-assessment test: An in-class exam that measures students' knowledge of the passive and active voices (30 points), MLA and APA writing and citation formats (30 points), the narrative, reflective, compare and contrast, cause and effect, process and descriptive rhetorical writing modes (50 points), capitalization and punctuation (30 points) and critical thinking abilities, essay writing mechanics, grammar usage, punctuation, capitalization and, sentence structure and paragraph cohesiveness by writing a 3-paragraph essay (50 points) for a possible perfect score of 200 points.

3. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: 10

1 (10%) passed with a B, 4 (40%) passed with a D and 5 (50%) failed.

B. What is your expectation/benchmark? 70%

I expect approximately 70% of the students to gain the knowledge and develop the abilities to pass the post-assessment test and continue more advanced English and literature courses.

4. What are your post-assessment outcomes?

Of the 7 students 1 (14%) passed with an A grade, 4 (58%) passed with a B grade, 1 (14%) passed with C grade, 0 passed with a D grade and 1 (14%) failed.

A. Number of students for post-assessment: 7

B. Did your students meet your expectation/benchmark?

Yes, (72%) passed with grades exceeding a D grade.

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 intend to allot more time in class for writing assignments.

6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? I intend to reform exams in strict accordance with state university course articulations.

**Benchmark: 65 % 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 can successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)

**Results**

Initial: 0%

Final: 14%

**Meets Expectation**

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

**Results**

Initial: 15%

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: 80%

Final: 14%

**Final Result: 72 % Met or exceeded expectations**

**28 % Did not meet expectations**

Navajo Technical University: Course Assessment Reporting Sheet								
	Pre No	%	Post No	%	Course Number:	English 111		
Exceeds:	0	0%	5	71%	Instructor Name:	Andrew M. Escudero		
Meets:	5	50%	1	14%	Term:	Spring 2017		
Did Not Meet	5	50%	1	14%				
Total Enrolled:	10	100%	7	100%				

### Pre-Assessment Score

Category	Count
Exceeds	0
Meets	5
Did Not Meet	5
Total Enrolled	10

### Pre-Assessment Percentage

Category	Percentage
Exceeds	0%
Meets	50%
Did Not Meet	50%
Total Enrolled	100%

### Post-Assessment Score

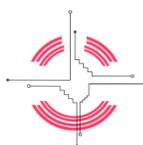
Category	Count
Exceeds	5
Meets	1
Did Not Meet	1
Total Enrolled	7

### Post-Assessment Percentage

Category	Percentage
Exceeds	71%
Meets	14%
Did Not Meet	14%
Total Enrolled	100%

Revised: 1/20/2017

## ENVIRONMENTAL SCIENCE



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### Course Assessment

**Assessment Planning/Reporting Sheet**

**Course #: Env. 182-1, Envir. Sci. II**

**Campus: Crownpoint**

**Semester: Spring, 2017**

**Instructor: Dr. Mader**

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?

1. Overview of ecology and human impacts and needs.
2. Potential solutions to conflicts.
3. Overview of case studies, issues.
4. Practicality of implementing change and protection of ecosystem resources.

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

1. Pre and Post-test exams. (primarily this, using methods below)
2. Course exams
3. Quizzes.
4. Written reports.
5. Student presentations.

3. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: 5

B. What is your expectation/benchmark? Students will obtain a 70% score on the post test.

5 students took the pre-tests. **After some students dropped the class or had emergencies, only 2 students ended up taking the Pre and Post-tests. Pre-test scores: 12 and 37.5%; Post test scores were 76 and 90.5 for an average increase of 58.5%.**

4. What are your post-assessment outcomes? See Above.

A. Number of students for post-assessment: 2

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?

I do not expect to make major changes and will continue to emphasize case studies and current time issues.

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

Based on the data at hand, assessment activities are working. I see no need for change.

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?)

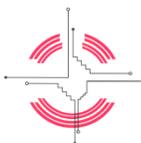
**Exceeds Expectation**

<p>Students are able to successfully obtain a 70% score or better on post-test.</p> <p><b>Results</b>  Initial: See Above  Final:</p>
<p><b>Meets Expectation</b>  Students are able to successfully obtain a 70% score or better on post-test.</p> <p><b>Results</b>  Initial: See Above  Final:</p>
<p><b>Does not meet Expectation</b>  Students are able to successfully complete &lt; 70% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b>Results</b>  Initial: See Above  Final:</p>

**Final Result: 2 of 2 students meet or exceeded expectations**

**0 Did not meet expectations**

**ENVIRONMENTAL SCIENCE 425**



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**Course Assessment**

**Assessment Planning/Reporting Sheet**

**Course #: Env. 425-1, Advanced Environmental Law**

**Campus: Crownpoint**

**Semester: Spring, 2017**

**Instructor: Dr. Mader**

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?

- 5. Overview of environmental laws.
- 6. Environmental laws and the EPA.
- 7. Environmental laws, case studies, issues.

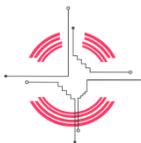
<p>8. Practicality of implementing environmental laws and inducing change and protection of natural resources.</p>
<p>2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring <b><u>expected course outcomes</u></b>?</p> <p>6. Pre and Post-test exams.  7. Course exams  8. Quizzes.  9. Written reports.  10. Student presentations.</p>
<p>3. What are your pre-assessment outcomes?  A. Number of students for pre-assessment: 5  B. What is your expectation/benchmark?</p> <p><b>5 students took the pre-tests. Pre and Post test scores in % are as follows:  Pre: 5,4, 12, 13 23, 30; Post scores: 80, 79, 82, 41, 38. Average improvement = 47%.</b></p>
<p>4. What are your post-assessment outcomes? See Above.  A. Number of students for post-assessment: 5  B. Did your students meet your expectation/benchmark? Benchmark is 70% achievement on post-test. 3 students achieved this.</p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b><u>expected course outcomes</u></b>, or anything else to improve student learning?</p> <p>I do not expect to make major changes and will continue to emphasize case studies and current time issues. It is also apparent that some students, because they are burned out at the end of the semester and realize that post tests have nothing to do with their grades, do not fully answer questions even when they know the answer.</p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?</p> <p>Based on the data at hand, assessment activities are working. I see no need for change.</p>

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?)

<p><b>Exceeds Expectation</b>          Students are able to successfully complete greater than 70% of the post test.  <u>Results</u>          Initial: See Above          Final:</p>
<p><b>Meets Expectation</b>          Students are able to successfully achieve a 70% score on the post test.          Initial: See Above          Final:</p>
<p><b>Does not meet Expectation</b>          Students are able to successfully complete &lt; 70% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>          Initial: See Above          Final:</p>

**Final Result: 3 of 5 students met or exceeded the 70% posttest goal.**

**ACCOUNTING 211**



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 87313-0849

Course Assessment

**Assessment Planning/Reporting Sheet**

**Course #: ACG 211-Accounting Software Application**

**Semester: Spring 2017**

**Campus: Crownpoint**

**Instructor: Ma. Ethel Ramirez**

<p>Answer questions 1- 3B for your Assessment Plan/proposal.  <b>Answer all questions for your Assessment Report.</b>  <b>Please attach your syllabus, pre/post-tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.</b></p>
<p>1. What is/are the course goals (course objectives) you are going to measure?</p> <p>After successfully completing this course:</p> <p>a. Student will learn or review fundamental accounting concepts and principles through the use of accounting software and analysis of business events.</p>

<p>b. Students should be able to view financial statements from accountant user perspective, for they will learn how to use the software, understand and interpret financial statement.</p> <p>c. Students will learn to investigate the underlying source documents that generate most financial accounting information, such as purchase order, sales invoice, and so on and they will experience this process thru entering business transactions.</p> <p>d. Students will learn to explore some managerial aspects of accounting by performing financial analysis and comparisons, like budget are created and compared to actual operating results and receivables and payables are aged for the purpose of analyzing cash management and cash flow projections.</p>
<p>2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring <b>expected course outcomes</b>? Rubrics, Pre and Post Assessment Test</p> <p>I will use Rubric to assess student proficiency in Using QuickBooks Accounting Software. Rubrics will be provided also for all cases and comprehensive problem in every chapter and It will be summarize in a separate excel spreadsheet format that is breakdown into four (4) student learning Outcomes namely; File creation, transactions, financial statements &amp; supplemental report. Each Rubric assign 100 points for these four student learning outcomes based on various detailed requirements of each case. A class performance using SLO chart will also be provided to graphically depict each student class performance in achieving course learning outcomes.</p>
<p>3. What are your pre-assessment outcomes?</p> <p>A. Number of students for pre-assessment: <u>7</u> students_____</p> <p>B. What is your expectation/benchmark? 80%</p> <p>Pre-assessment results shows that all of the 7 students who took the pre-assessment test scored 0 and rubrics results shows they don't have any knowledge and experience in using accounting software. All of them have a basic knowledge in general accounting but doesn't know how to apply it with the use of software. Seven students scored zero on the pre-assessment test. After the pre-assessment test, students were asked to install the QuickBooks accounting software for me to be able to gauge their knowledge. All of them failed to execute commands asked as per Rubrics requirements in terms of executing financial reports, creating new files, analyzing transactions, and navigation.</p> <p>Below was the Pre-assessment result:  7 students scored 0% in the pre-assessment test  7 students got 0% out of 100% for four Rubric categories (file, transactions, statement, reports)</p>
<p>4. What are your post-assessment outcomes?</p> <p>A. Number of students for post-assessment: <u>5</u> students_____</p> <p>B. Did your students meet your expectation/benchmark? Yes &amp; No. 4 students Meet and exceed expectations, 3 did not meet expectation.</p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b>expected course outcomes</b>, or anything else to improve student learning? Based on my observation most students are having a hard time on payroll portion execution and application of the Software. I will pay attention on this topic next time and make sure that students will not encounter problem and software trouble again. Students are stacked in this part due to bugs, fixes and software error. They have limited time to finished each class activity and cases. It hinders them to go and continue on the next case if they encounter bugs on the software.</p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?</p>

I will be using the same method pre and post assessment test and rubrics. But, I will shorten and lessen the number of cases, assign for each student so they'll be able to finish case analysis on time without revising or changing the rubrics criterion. All of the students know how to analyze financial statements, I just need to enhance their knowledge and teach them more on investigating and making financial projections that's needed for managerial decisions.

**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: Pre-test = 7 students scored 0 in the pre-assessment written test and 0 also for their hands-on using rubrics to measure knowledge in QuickBooks accounting software.

Final: Post-test = 2 students exceed expectations.

**Meets Expectation**

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

**Results**

Initial: Pre-test = 0% met expectation

Final: Post Test= 2 students meet expectation

**Does not meet Expectation**

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

**Results**

Initial: Pre-test = 100% did not meet expectation

Final: Post Test = 3 students did not meet expectations.

The three (3) students who did not meet the expectation in this course are students who were mostly absent in class, lacking in assignments, quizzes and failed in the post assessment testing written and hands-on. According to post assessment results their poor performance were in analyzing transactions and navigation section. If the students are absent, they will miss a lot of class activities like practice cases, navigation, execution of the commands, application of accounting methods and familiarity of the system itself. So, I'm not surprise if they failed in the testing. This course really requires more practice and exposure so that user can have better or deeper understanding on how the accounting software system works.

**Final Result:**

**Pre-test 0 % Met or exceeded expectations**

**100 % Did not meet expectations**

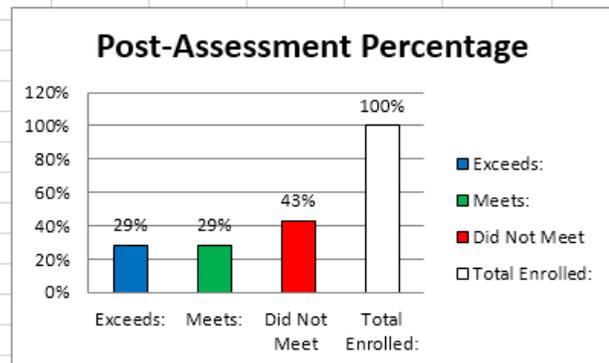
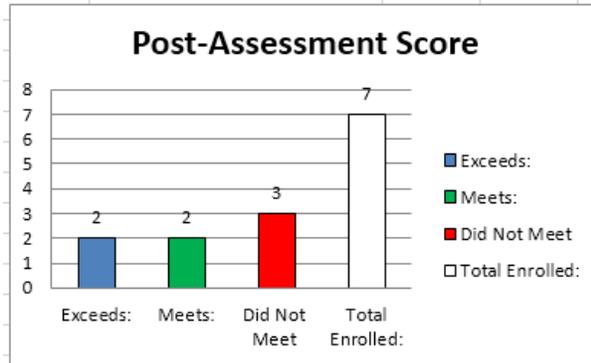
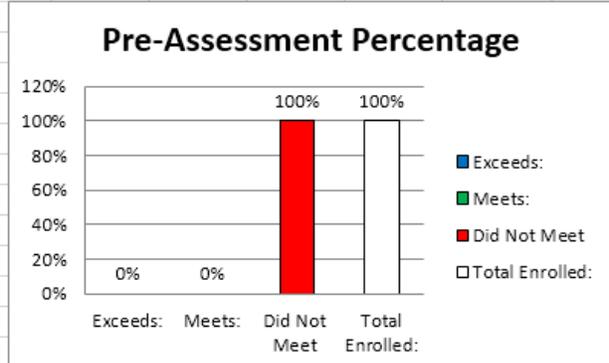
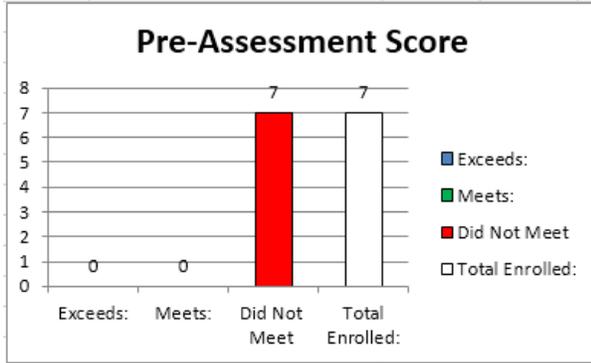
**Post-test 57 % Met or exceeded expectations**

**43 % Did not meet expectations**

Navajo Technical University: Course Assessment Reporting Sheet

	Pre No	%	Post No	%
Exceeds:	0	0%	2	29%
Meets:	0	0%	2	29%
Did Not Meet	7	100%	3	43%
Total Enrolled:	7	100%	7	100%

Course Number: **ACG 211 Acctg. Software App.**  
 Instructor Name: **Ma. Ethel Ramirez**  
 Term: **Spring 2017**



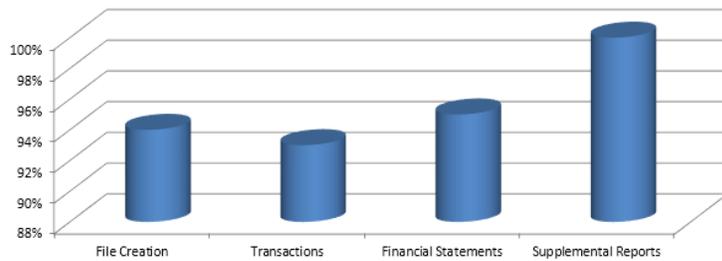
Revised: 5/15/2017

**FOR REFERENCE ONLY (CLASS PERFORMANCE OF STUDENTS WHO MEET AND EXCEED EXPECTATIONS)**

Ch 6,7,8 C- 2 Ocean View Flowers

SLO #	Cassandra John	Student:	C6		C7		C8		Navigation		Fin. Analysis		Class Total	Weight	Weighted Total
			Pts.	%	Pts.	%	Pts.	%	Pts.	%	Pts.	%			
		Requirements:	Possible												
1	<b>File Creation</b>	25	25	100%	21	84%	22	88%	25	100%	23	92%	94%	25	23.5
	Chart of accounts	5	5		4		5		5		5				
	Customers/Vendors	5	5		5		4		5		4				
	Items	5	5		5		5		5		5				
	Employees (payroll)	5	5		3		3		5		4				
	Company information/Preferences	5	5		4		5		5		5				
2	<b>Transactions</b>														
	Invoice, deposit	25	25	100%	23	92%	24	96%	21	84%	24	96%	93%	25	23.25
3	<b>Financial Statements</b>														
	C/V/I listing, Fin. Statements	25	25	100%	22	88%	22	88%	25	100%	23	92%	95%	25	23.75
4	<b>Supplemental Reports</b>	25	25	100%	25	100%	25	100%	25	100%	25	100%	100%	25	25
	Customer Contact List	5	5		5		5		5		5				
	Vendor Contact List	5	5		5		5		5		5				
	Employee Contact List	5	5		5		5		5		5				
	Item Listing	5	5		5		5		5		5				
	Trial Balance	5	5		5		5		5		5				
	<b>Total</b>	100	100	100%	91	91%	93	93%	96	96%	95	95%	96%		95.5

**Class Performance by SLO**

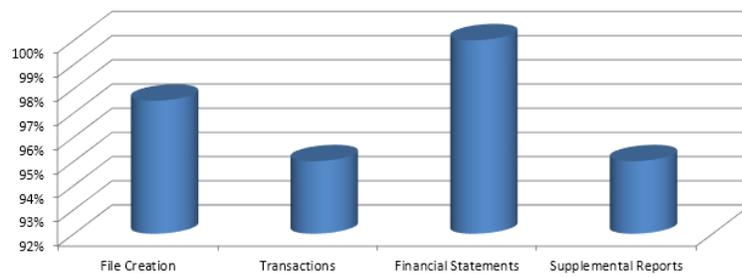


File Creation	94%
Transactions	93%
Financial Statements	95%
Supplemental Reports	100%

Ch 7,8,9 Case 1 Forever Young

SLO #	Kari April Gibson	Student:	Case 7		Case 8		Case 9		Nav.		Fin. Analysis		Class Total	Weight	Weighted Total
			Pts.	%	Pts.	%	Pts.	%	Pts.	%	Pts.	%			
2	<b>Transactions</b>	70	66	94%	67	96%	64	91%	66	94%	67	96%	95%	70	66.5
1	Supplies adjustment	10	10		9		10		10		10				
2	Accrue interest exp.	10	9		9		8		10		10				
3	Prepaid adjustment	10	10		10		10		8		10				
4	Reclassify unearned revenue	10	10		9		9		9		10				
5	Depreciation adjustment	10	9		10		10		9		10				
6	Reversing entries	10	9		10		9		10		8				
7	Bank reconciliation	10	9		10		8		10		9				
3	<b>Financial Statements</b>	10	10	100%	10	100%	9	90%	10	100%	10	100%	100%	10	10
	Balance Sheet	5	5		5		4		5		5				
	Income Statement	5	5		5		5		5		5				
4	<b>Supplemental Reports</b>	10	9	90%	9	90%	10	100%	10	100%	10	100%	95%	10	9.5
	Bank reconciliation report	5	4		5		5		5		5				
	Journal entries	5	5		4		5		5		5				
	<b>Total</b>	<b>100</b>	<b>95</b>	<b>95%</b>	<b>96</b>	<b>96%</b>	<b>93</b>	<b>93%</b>	<b>96</b>	<b>96%</b>	<b>96</b>	<b>96%</b>	<b>96%</b>		<b>95.75</b>

Class Performance by SLO

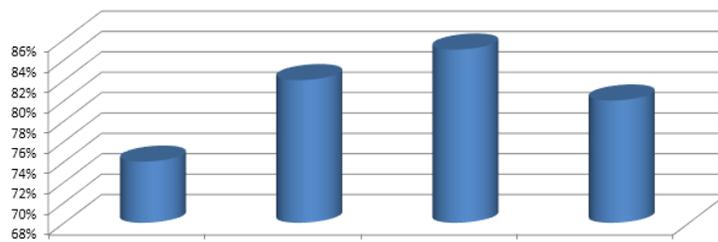


File Creation	98%
Transactions	95%
Financial Statements	100%
Supplemental Reports	95%

Ch 8,9,10 C- 2 Ocean View Flowers

SLO #	Jaynie Vicente	Student:	C8		C9		C10		Navigation		Fin. Analysis		Class Total	Weight	Weighted Total
			Pts.	%	Pts.	%	Pts.	%	Pts.	%	Pts.	%			
	Requirements:	Possible													
1	<b>File Creation</b>	25	21	84%	20	80%	22	88%	15	60%	18	72%	74%	25	18.5
	Chart of accounts	5	5		4		5		3		4				
	Customers/Vendors	5	4		4		4		3		3				
	Items	5	4		5		5		3		4				
	Employees (payroll)	5	3		3		4		3		3				
	Company information/Preferences	5	5		4		4		3		4				
2	<b>Transactions</b>														
	bank reconciliation, Purchase	25	21	84%	23	92%	22	88%	20	80%	18	72%	82%	25	20.50
3	<b>Financial Statements</b>														
	C/V/I listing, Fin. Statements	25	19	76%	22	88%	20	80%	22	88%	22	88%	85%	25	21.25
4	<b>Supplemental Reports</b>	25	21	84%	21	84%	21	84%	19	76%	19	76%	80%	25	20
	Customer Contact List	5	4		5		4		3		4				
	Vendor Contact List	5	5		5		4		4		4				
	Employee Contact List	5	5		4		5		4		4				
	Item Listing	5	4		4		4		4		4				
	Trial Balance	5	3		3		4		4		3				
	<b>Total</b>	100	82	82%	86	86%	85	85%	76	76%	77	77%	80%		80.25

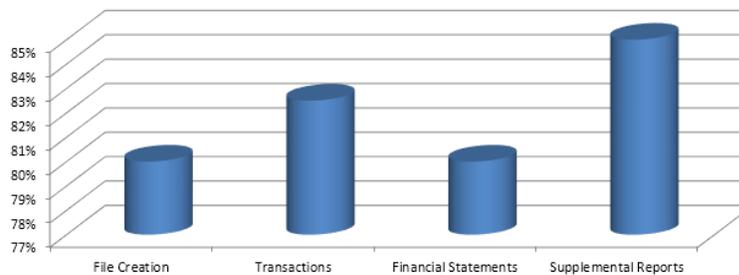
Class Performance by SLO



Ch 7,8,9 Case 3 Aloha Properties

SLO #	Lorraine Etitty	Student:	Case 7		Case 8		Case 9		Nav.		Fin. Analysis		Class Total	Weight	Weighted Total
			Pts.	%	Pts.	%	Pts.	%	Pts.	%	Pts.	%			
	Requirements:	Possible													
1	<b>File Creation</b>	10	8	80%	9	90%	8	80%	8	80%	7	70%	80%	10	8
	Vendor, Customer, Item	10	8		9		8		10		7				
2	<b>Transactions</b>	70	58	83%	55	79%	56	80%	58	83%	60	86%	83%	70	57.75
1	Supplies adjustment	10	8		8		10		8		8				
2	Accrue interest exp.	10	8		7		9		8		8				
3	Prepaid adjustment	10	8		7		7		8		10				
4	Reclassify unearned revenue	10	8		9		7		9		10				
5	Depreciation adjustment	10	7		7		8		9		8				
6	Reversing entries	10	9		9		8		8		8				
7	Bank reconciliation	10	10		8		7		8		8				
3	<b>Financial Statements</b>	10	8	80%	10	100%	9	90%	8	80%	6	60%	80%	10	8
	Balance Sheet	5	4		5		5		4		3				
	Income Statement	5	4		5		4		4		3				
4	<b>Supplemental Reports</b>	10	8	80%	8	80%	8	80%	8	80%	10	100%	85%	10	8.5
	Bank reconciliation report	5	4		4		4		4		5				
	Journal entries	5	4		4		4		4		5				
	<b>Total</b>	100	82	82%	82	82%	81	81%	82	82%	83	83%	82%		82.25

Class Performance by SLO



**EARLY CHILDHOOD MULTICULTURAL EDUCATION 110**



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**Course Assessment Reporting**

**Assessment Planning/Reporting Sheet**

**Course #:** ECM 110: Child Growth Development & Learning (HDS) **Semester:** Spring 2017

**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.**

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 **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

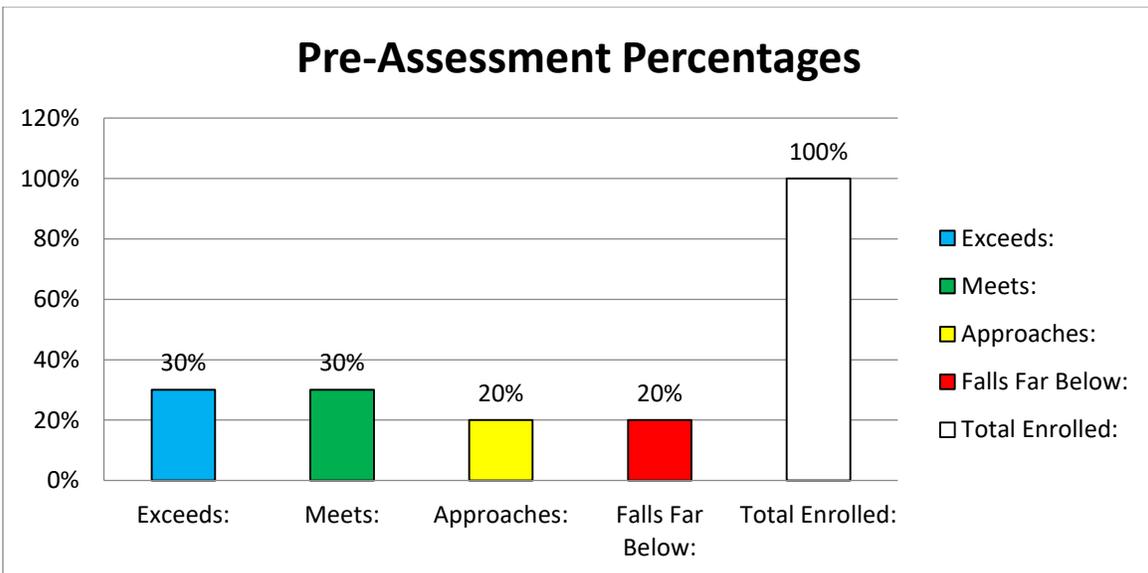
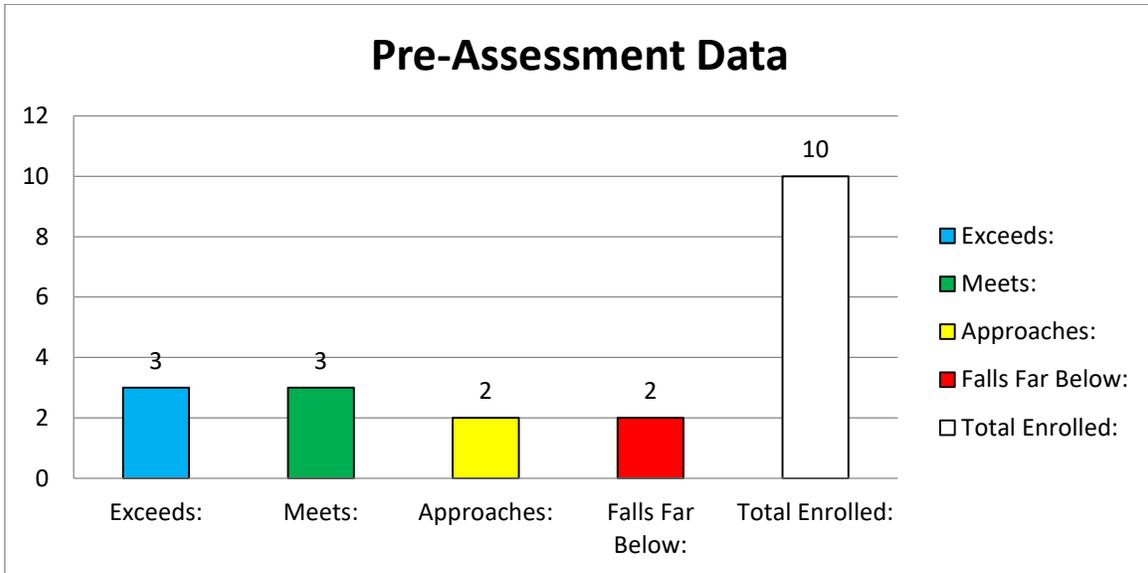
3. What are your outcomes?



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

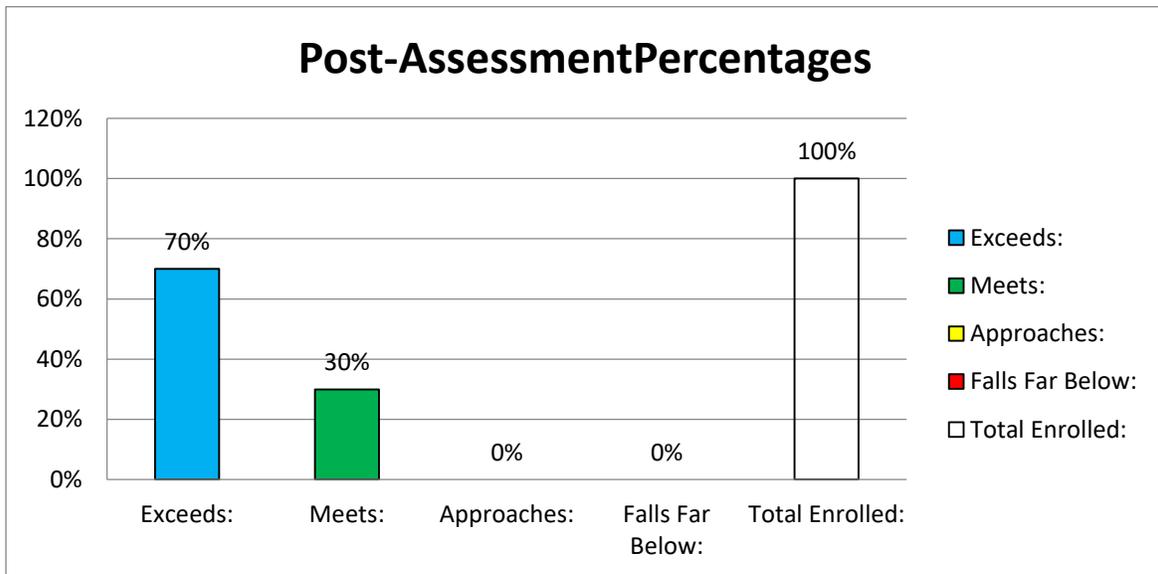
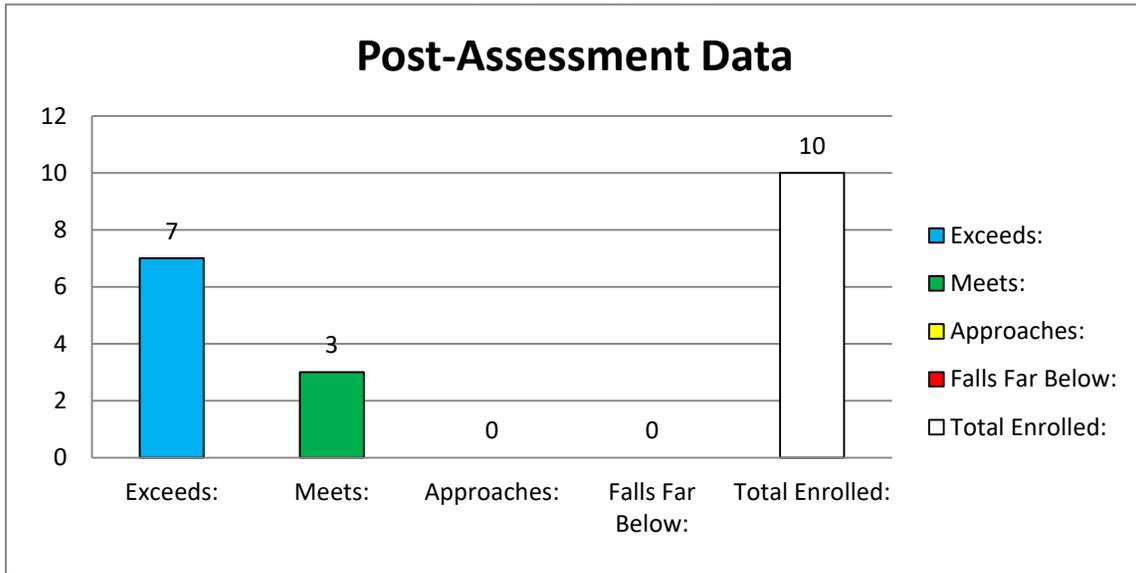
**0 ( Students) 0% Did not meet expectations**

**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



**EARLY CHILDHOOD MULTICULTURAL EDUCATION 116**



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**Course Assessment Reporting**

## Assessment Planning/Reporting Sheet

Course #: ECM 116: Family & Community Collaboration

Semester: Spring 2017

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.**

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 **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

3. What are your outcomes?

A. Pre-test: 0: Exceeds: 0% 1: Meets: 16%,                    3: Approaches: 50%,    2: Below: 33%

B. Post-test: 2: Exceeds: 33%, 4: Meets: 66%,                    1: Approaches: 0%,    4: Below: 00%

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: 0 Students: 0%

Final: 2 Students: 33%

**Meets Expectation**

Use at least 70-80% of the appropriate procedure

**Results**

Initial: 1 Students: 16%

Final: 4 Students: 60%

**Does not meet Expectation**

Use < 70% of the appropriate procedure

**Results**

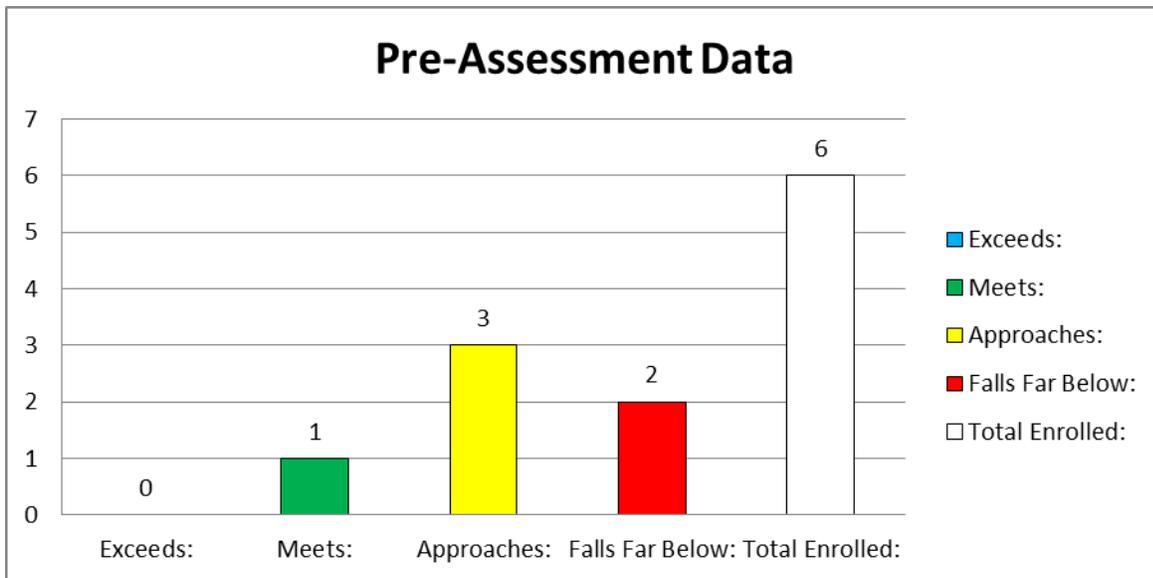
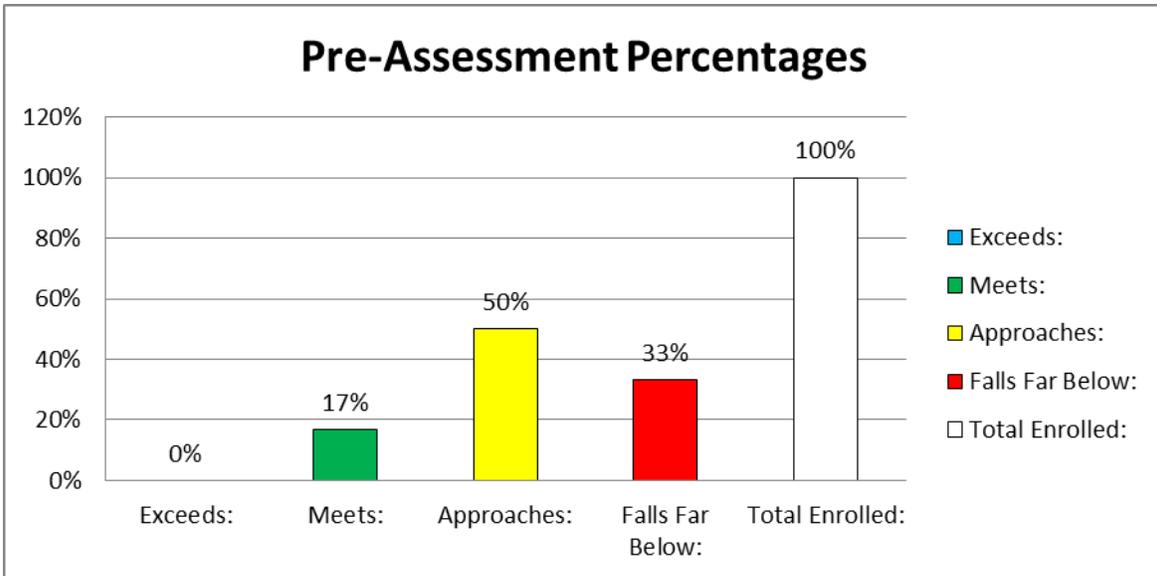
Initial: 2 Students: 33%

Final: 0 Students: 00%

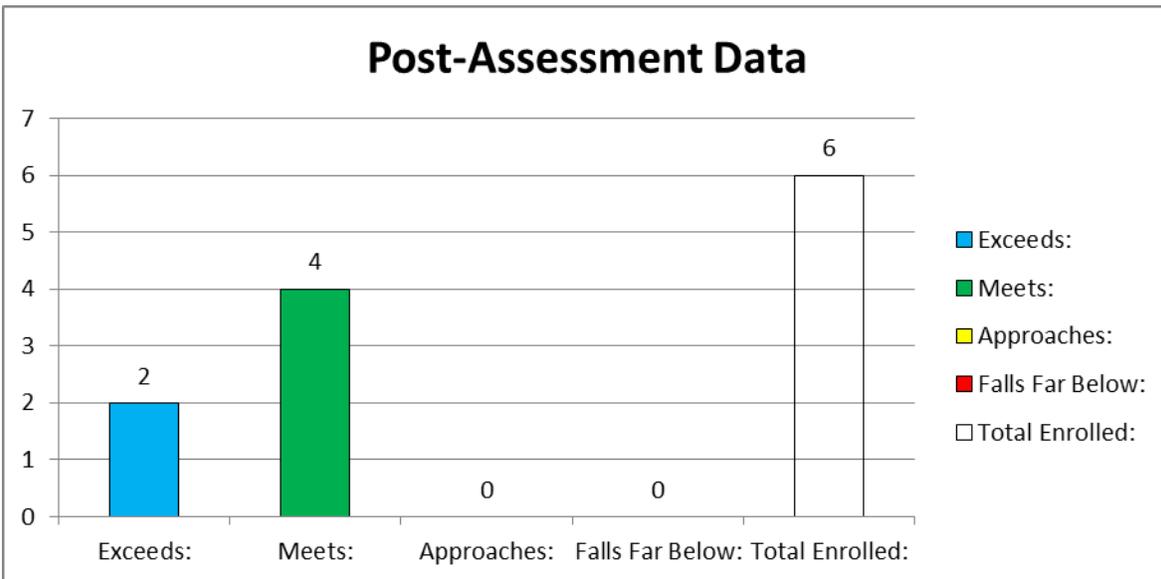
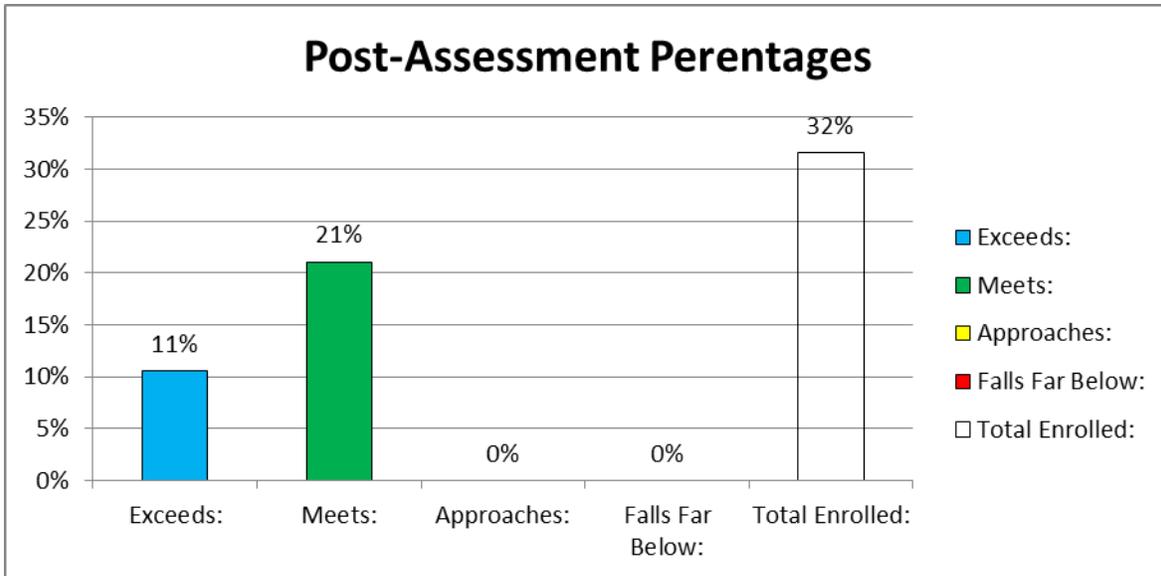
**Final Result: 6 ( Students) 100% Met or exceeded expectations**

**0 ( Students) 22% Did not meet expectations**

**Chinle Instructional Site  
ECM 116: Family & Community Collaboration  
Mr. Franklin J. Elliott**



**Chinle Instructional Site**  
**ECM 116: Family & Community Collaboration**  
**Mr. Franklin J. Elliott**



**EARLY CHILDHOOD MULTICULTURAL EDUCATION 235**



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**Course Assessment Reporting**

## Assessment Planning/Reporting Sheet

Course #: ECM 235: Assessment of Children & Evaluation

Semester: Spring 2017

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.**

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 **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

3. What are your outcomes?

A. Pre-test: 0: Exceeds: 0% 7: Meets: 50%,            3: Approaches: 21%,    4: Below: 29%

B. Post-test: 9: Exceeds: 64%, 4: Meets: 28%,        1: Approaches: 7%,        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 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: 0 Students: 0%

Final: 9 Students: 64%

**Meets Expectation**

Use at least 70-80% of the appropriate procedure

**Results**

Initial: 7 Students: 50%

Final: 4 Students: 29%

**Does not meet Expectation**

Use < 70% of the appropriate procedure

**Results**

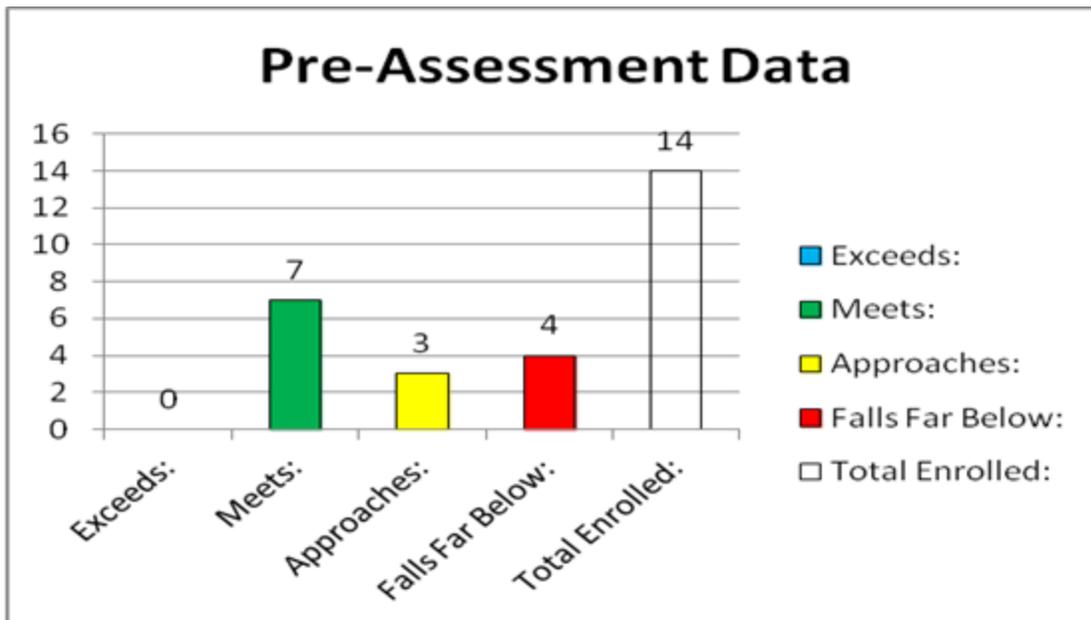
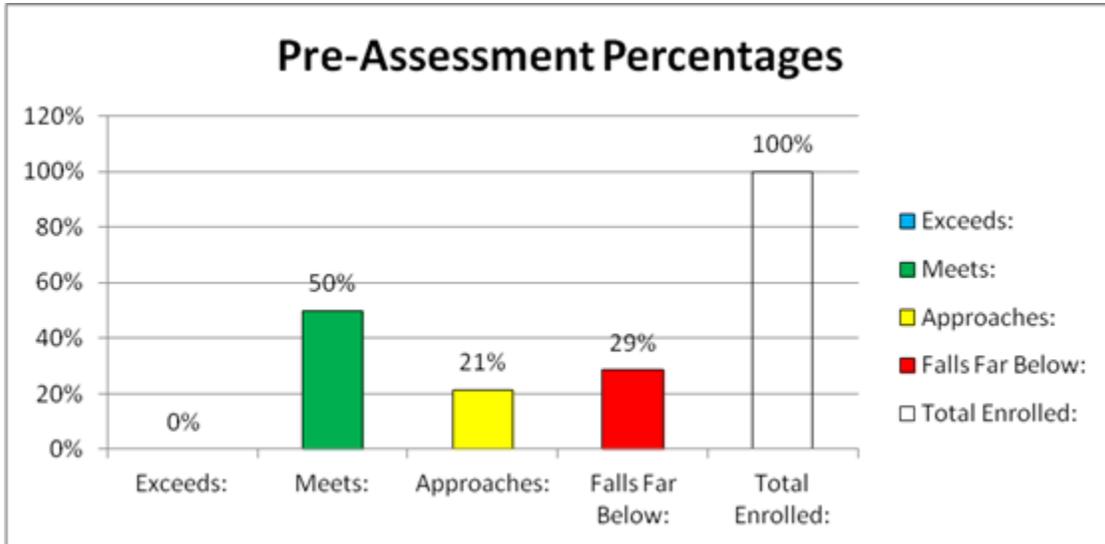
Initial: 7 Students: 50%

Final: 0 Students: 0%

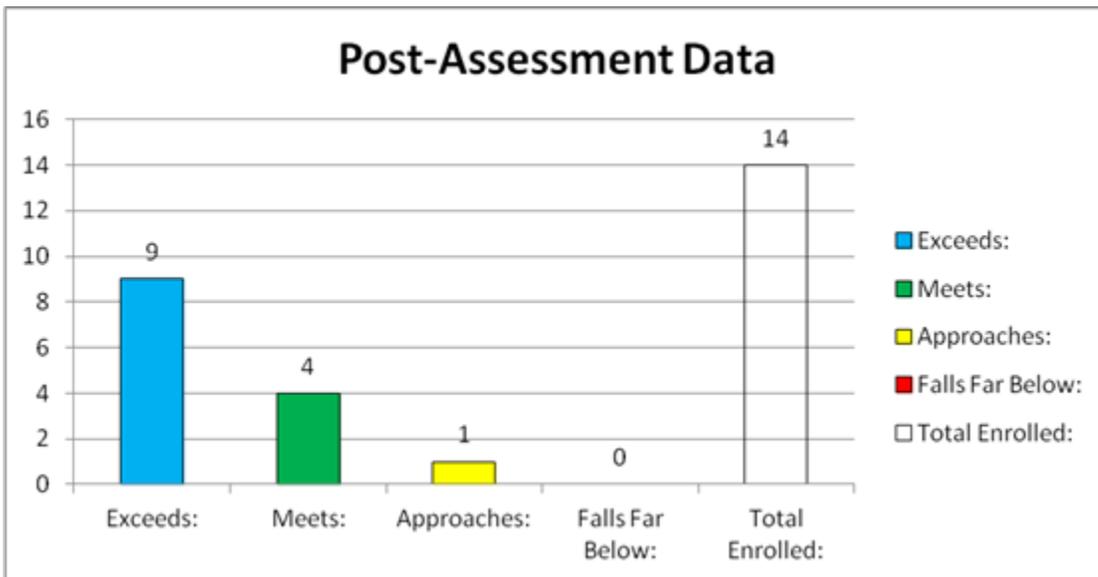
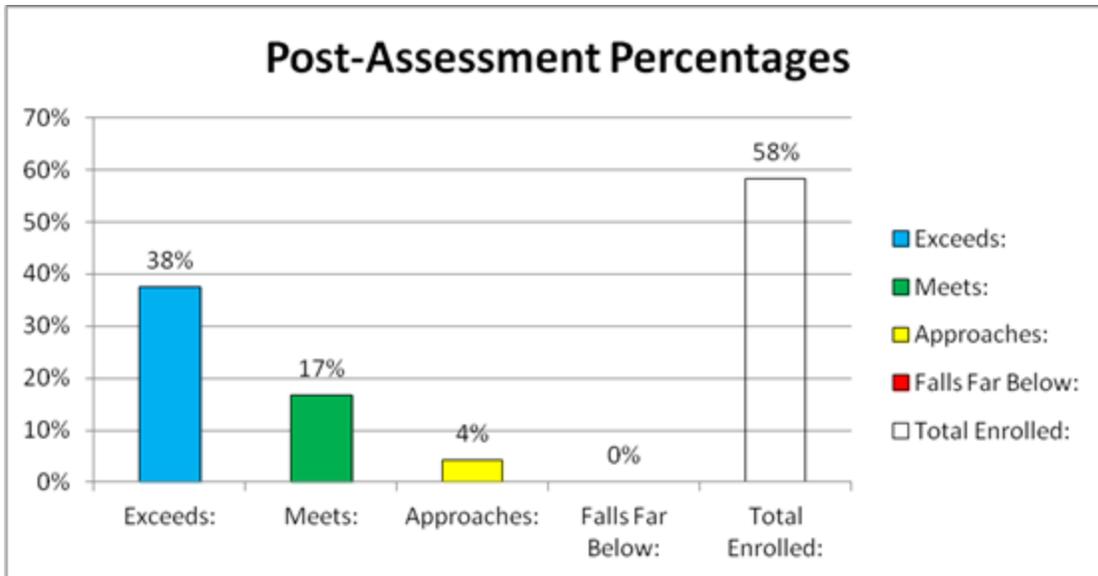
**Final Result: (13 Students) 93% Met or exceeded expectations**

**(1 Students) 7% Did not meet expectations**

Chinle Instructional Site  
Spring 2017: ECM 235: Assessment of Children & Evaluation  
Mr. Franklin J. Elliott



Chinle Instructional Site  
Spring 2017: ECM 235: Assessment of Children & Evaluation  
Mr. Franklin J. Elliott



## ENGLISH



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### Course Assessment Reporting

**Assessment Planning/Reporting Sheet**

Course #: Eng 110: 6A & 6D

Semester: Spring 2017

Campus: Chinle Instructional Site

Instructor :Fick \_\_\_\_\_

<p>Answer questions 1- 3A for your Assessment Plan/proposal.</p> <p><b>Answer all questions for your Assessment Report.</b>  <b>Please attach your syllabus, pre/post-tests, rubrics and graphs <u>in a separate file identified with your name and the semester/year.</u></b></p>
<p>5. What is/are the program goals you are going to measure?</p> <p>a. Course Outcomes, part C: “Students will gain knowledge about the Writing Process by reading sophisticated material and critically thinking and writing about what they have read.</p>
<p>2. What is/are the method(s) you will use for measuring <b>expected course outcomes</b> pre/post-test, rubric, and survey? Method: Essay writing responses to readings by Frederick Douglas and Ben Franklin.</p>
<p>3. What are your outcomes? <i>(enter the number of students and percentages)</i></p> <p>N= <u>26</u></p> <p>C. Pre-test: First Submission of essay Exceed: _____: <u>69%</u> Meet: _____: <u>31%</u> Did Not Meet: _____: _____%</p> <p>D. Post-test: Third re-write Exceed: _____: <u>90%</u> Meet: _____: <u>90</u>_____% Did Not Meet: <u>10</u>: _____%</p>
<p>4. What is your expectation/benchmark?  <i>(Yes or No: please explain what your data tells you might be the issue or problem)</i>          Did your students meet your expectation/benchmark?          Yes, 90% met passing grades (of 70%) by their second or third draft of their essay.</p>
<p>5. Have you made a change in teaching methodology, <b>expected course outcomes</b>, or anything else that might improve student learning? <i>(based on your in class progress monitors, document what changes did you make to your instructions)</i> Yes, I have increased their reading loads and tied assignments to readings, while individualizing the assignments or by relating them to Navajo issues.</p>
<p>6. How are the conclusions from learning outcomes going to improve/change your process of assessing and/or the <b>expected course outcomes</b> you measured?          Use of reading to help writing will be a permanent feature of my teaching.</p>

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

<p><b>Exceeds Expectation</b>          Use &gt; 80% of the appropriate procedure</p> <p style="text-align: center;"><b>Pre</b> <span style="margin-left: 150px;"><b>Post</b></span></p>
---

<b>Results</b>		
Initial:	69: _____%	_____ : 90%
Final:	_____ : _____%	_____ : 90%
<b>Meets Expectation</b>		
Use at least 70-80% of the appropriate procedure		
	<b>Pre</b>	<b>Post</b>
<b>Results</b>		
Initial:	69: _____%	_____ : 90%
Final:	_____ : _____%	_____ : _____%
<b>Does not meet Expectation</b>		
Use < 70% of the appropriate procedure		
	<b>Pre</b>	<b>Post</b>
<b>Results</b>		
Initial:	10: _____%	_____ : 10%
Final:	90: _____%	_____ : 90%

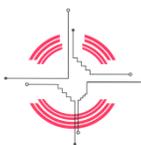
**Final Result: No: \_\_\_\_\_ : 90% Met or exceeded expectations**

**No: \_\_\_\_\_ : 10% Did not meet expectations**

Insert Data Chart here

(This professor has not been trained in the creation of charts. However, a nationally established rubric was used to assess the students' writings. See second attachment.)

## BIOLOGY 110



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### Course Assessment

#### Assessment Planning/Reporting Sheet

**Course #: BIO 110 (Elements of Biology)**

**Semester: Spring, 2017**

**Campus: CROWNPOINT**

**Faculty: 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 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?

*After successfully completing this course, students should be able to:*

<p>6. <i>Explain the biological principles that are essential to life.</i></p> <p>7. <i>Recall some of the interactions that occur at the molecular level to determine and modify gross organismal behavior.</i></p> <p>8. <i>Identify the role of humans as organisms on earth relative to the ecosystem.</i></p> <p>9. <i>Acquire critical and analytical thinking skills.</i></p>
<p>2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring <b>expected course outcomes</b>?  <i>Knowledge of scientific methods will be measured by class test and quizzes, and by laboratory exercises. Also, knowledge of life's kingdoms and hierarchical complexities will be evaluated by quizzes, essays, oral presentations, homework and exams.</i></p>
<p>3. What are your pre-assessment outcomes?  A. Number of students for pre-assessment: <u>22</u>  B. What is your expectation/benchmark?  <i>≥ 70 % of the students are expected to attain a pass grade of 70 % or higher in the given assessment test. This presupposes that 7 out 10 students will achieve proficiency in the course.</i></p>
<p>4. What are your post-assessment outcomes?  A. Number of students for post-assessment: <u>16</u>  B. Did your students meet your expectation/benchmark?  <i>Yes. 75 % of the students attained a pass mark of 70 % or more than the set proficiency level.</i></p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b>expected course outcomes</b>, or anything else to improve student learning?  <i>The curriculum would be revised to take cognizance of many students with special needs, especially those with little or no high school background in science, or those who are continuing their education after a hiatus between high school and the continuation of their university studies. Accordingly, I intend to introduce a requirement of a high school level equivalent or preliminary course (IS 090-Integrated Science) as prerequisite for enrolling in any of our college level Biology courses.</i></p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?  <i>Teaching students who possess the fundamental knowledge of science, especially elementary chemistry would enhance appreciation of basic scientific concepts, like atoms, molecules, compounds, macromolecules, cells, tissues, organs, organisms, populations, and organismal functions. The importance of this hierarchical organization would be emphasized to enable appreciation of structure and function in life processes.</i></p>

**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?)**

<p><b>Exceeds Expectation</b>  Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.)</p>
--

**Results**

Initial: 0/22 = 0 %

Final: 5/16 = 31 %

**Meets Expectation**

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

**Results**

Initial: 0/22 = 0%

Final: 7/16 = 44%

**Does not meet Expectation**

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

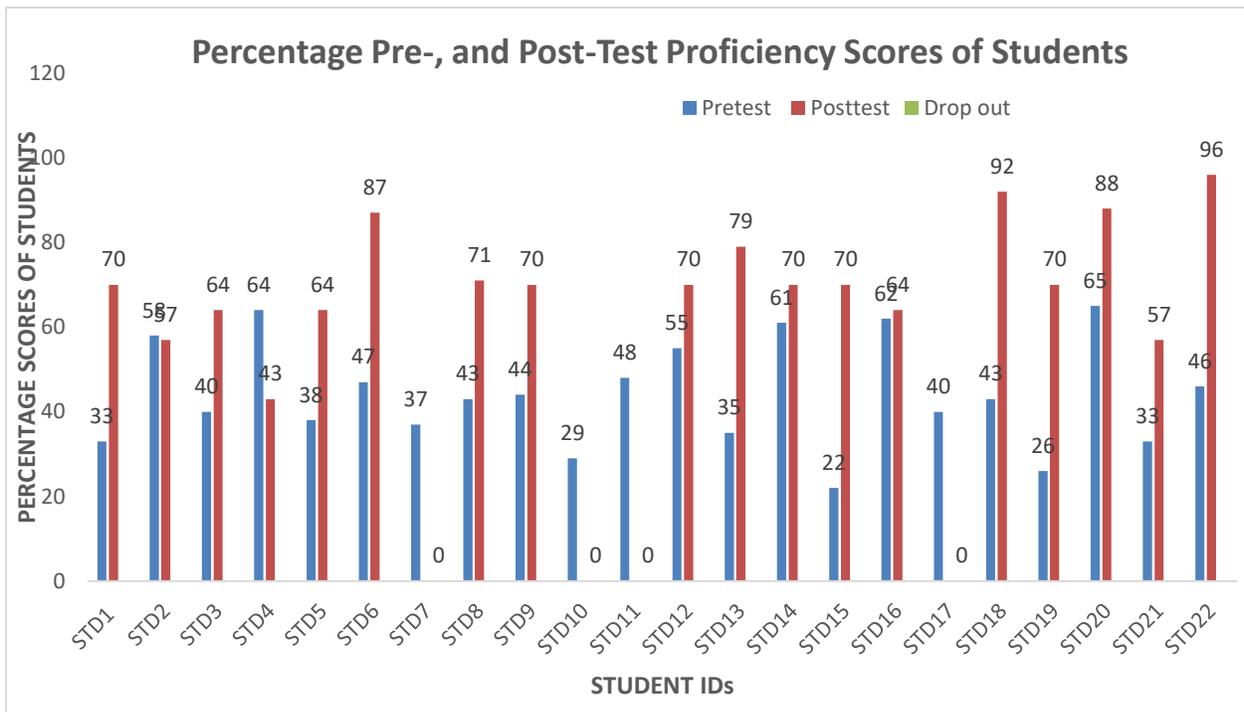
**Results**

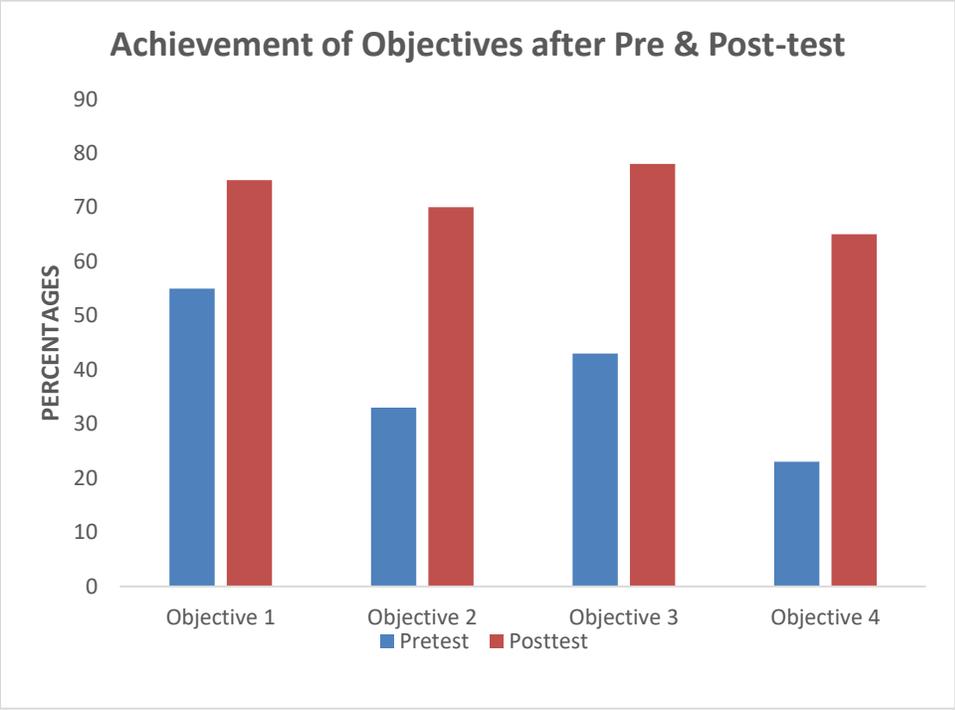
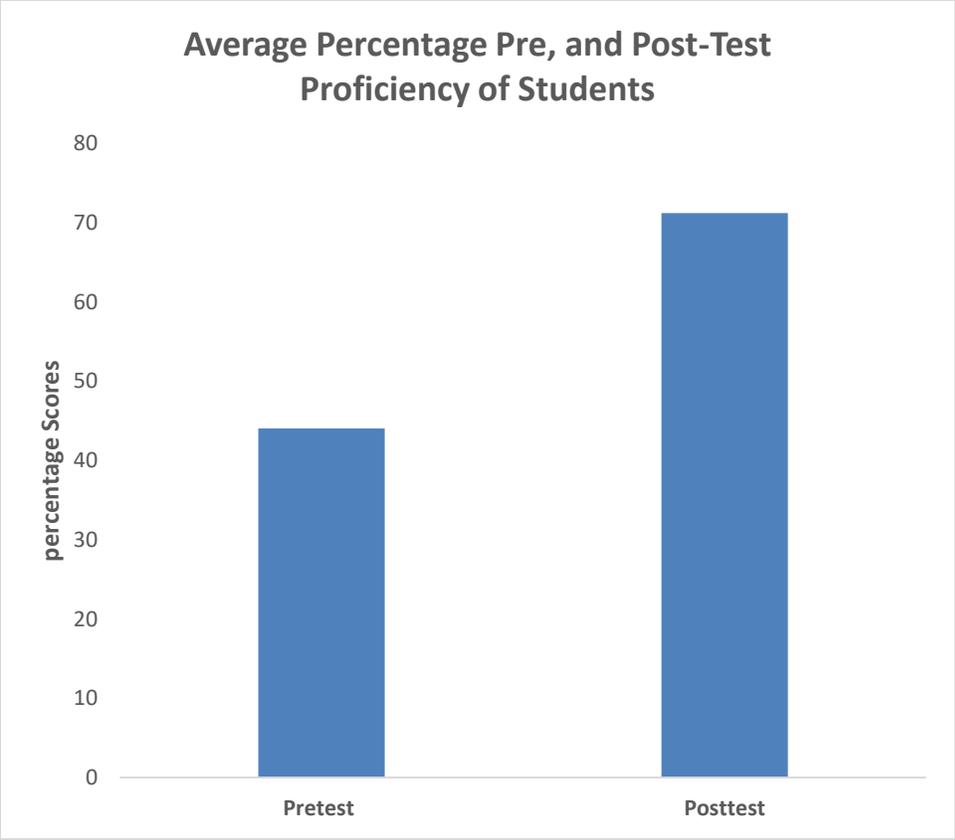
Initial: 22/22 = 100 %

Final: 4/16 = 25%

**Final Result: 75 % Met or exceeded expectations**

**25 % Did not meet expectations**





**NURSING 101**



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**Course Assessment Reporting**

**Assessment Planning/Reporting Sheet**

**Course #: NRS : 101**

**Semester: Spring 2017**

**Campus: Chinle Instructional Site**

**Instructor: Harriett N. John, RN**

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.**

- 6. What is/are the program goals you are going to measure?
  - a. Students will gain the basic knowledge and skills to pass the Arizona state exam to become certified to pursue a career as a competent Nursing Assistant

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

Pre/post test, unit tests with 76% accuracy, demonstration/return demonstration using a skills check-off list, 90% accuracy in skills exam, 76% in comprehensive written exam.

4. What are your outcomes? (*enter the number of students and percentages*)

N= 16

E. Pre-test: Exceed: 4: 25% Meet: 1: 6% Did Not Meet: 11: 69%

F. Post-test: Exceed: \_\_\_\_\_: \_\_\_\_\_% Meet: \_\_\_\_\_: \_\_\_\_\_% Did Not Meet: \_\_\_\_\_: \_\_\_\_\_%

4. What is your expectation/benchmark?  
(*Yes or No: please explain what your data tells you might be the issue or problem*)  
Did your students meet your expectation/benchmark?

70% benchmark, expect 75% to pass, expectations not met

5. Have you made a change in teaching methodology, **expected course outcomes**, or anything else that might improve student learning? (*based on your in class progress monitors, document what changes did you make to your instructions*)

Instituted the students do concept mapping on each chapter covered and 1 minute paper written by students at the end of the week.

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

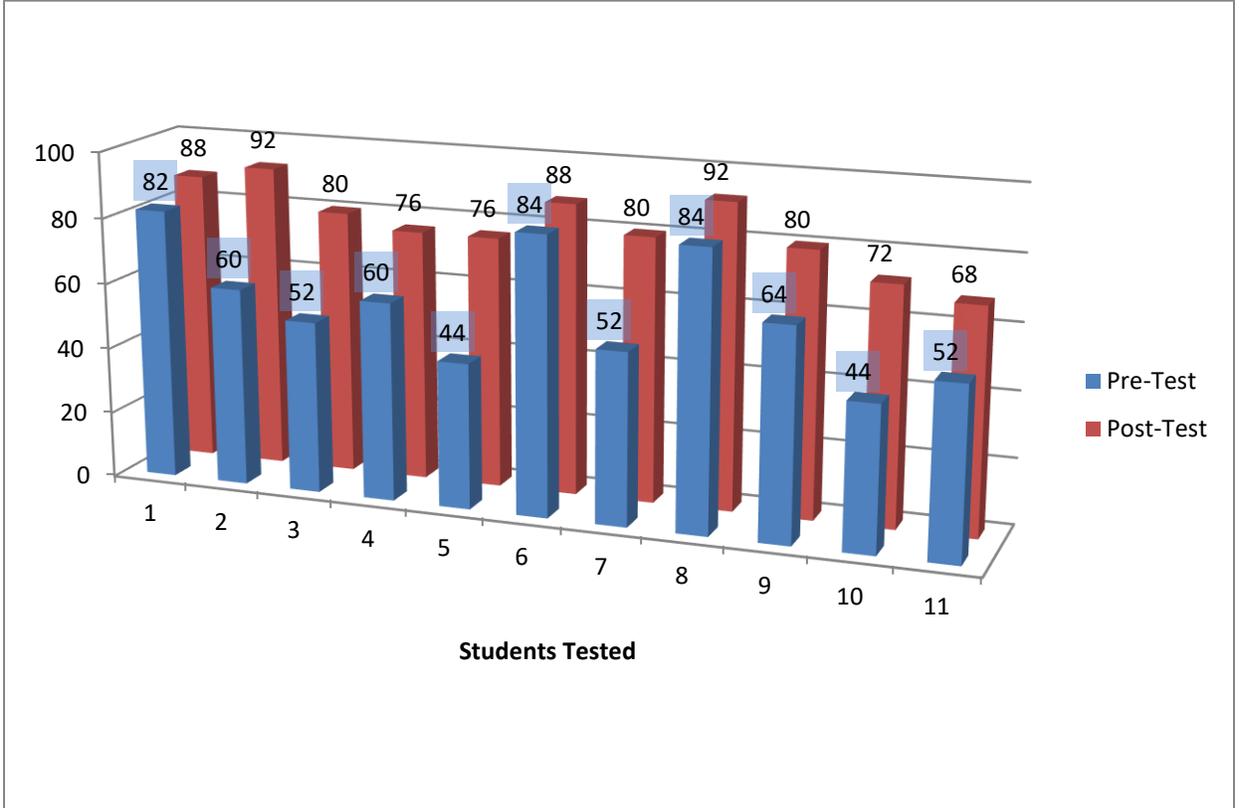
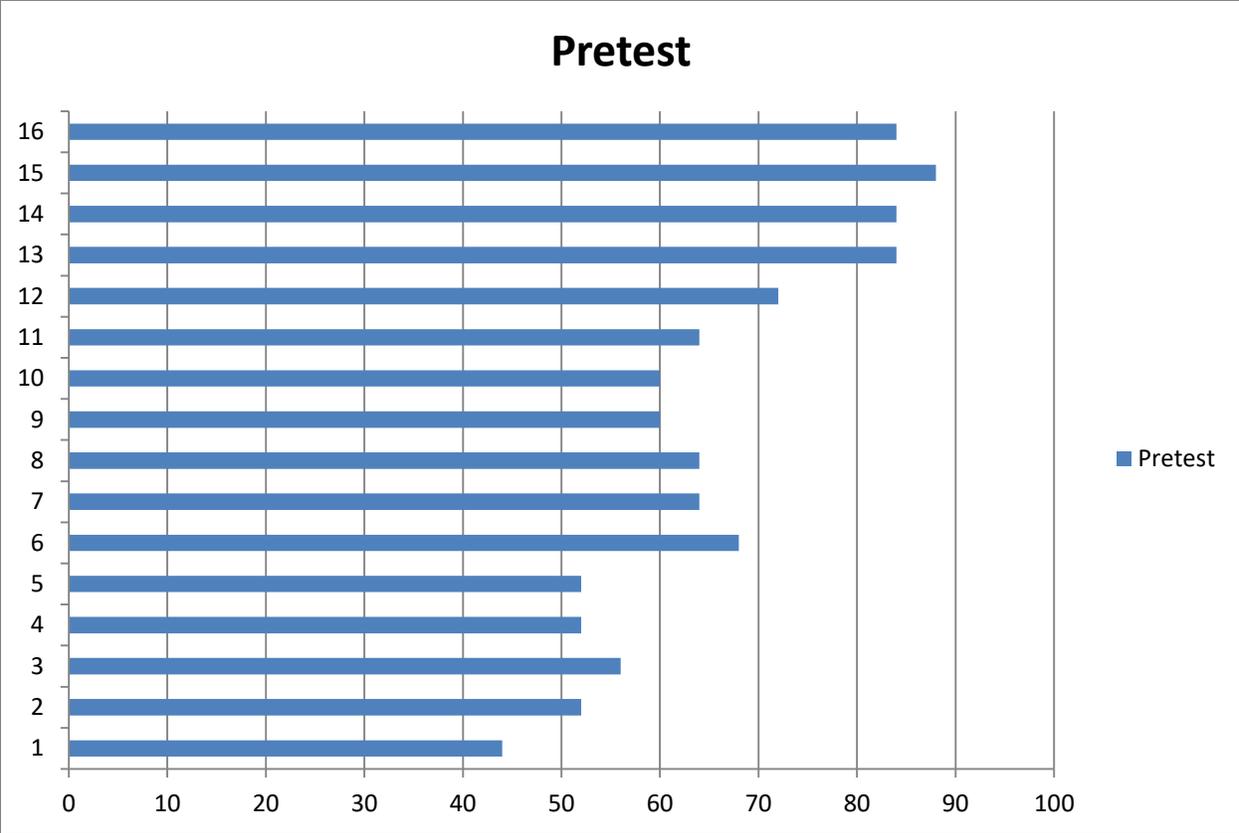
Concept mapping helps students organize and structure their thoughts to understand concepts we're studying. A 1 minute paper written by students for feedback of information not understood from the class session; this help the student's understanding of the main concept during a class session. These tools are to help the instructor craft changes in presentation for the next class session.

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

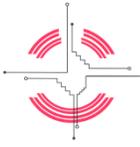
<b>Exceeds Expectation</b>		
Use > 80% of the appropriate procedure		
	<b>Pre</b>	<b>Post</b>
<b><u>Results</u></b>		
Initial:	4: 25% _____: _____%	
Final:	_____ : _____%	_____ : _____%
<b>Meets Expectation</b>		
Use at least 70-80% of the appropriate procedure		
	<b>Pre</b>	<b>Post</b>
<b><u>Results</u></b>		
Initial:	1: 6% _____: _____%	
Final:	_____ : _____%	_____ : _____%
<b>Does not meet Expectation</b>		
Use < 70% of the appropriate procedure		
	<b>Pre</b>	<b>Post</b>
<b><u>Results</u></b>		
Initial:	11: 69% _____: _____%	
Final:	_____ : _____%	_____ : _____%

**Final Result: No : % Met or exceeded expectations**

**No:: % Did not meet expectations**



## ELECTRICAL TRADES 101



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### Course Assessment

#### Assessment Planning/Reporting Sheet

Course #: *ELC 101-1*

Semester: *2017 Spring Semester*

Campus: *Crownpoint, NM (Main Campus)*

Instructor: *Jmichael R. Crank*

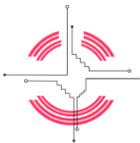
<p>Answer questions 1- 3B for your Assessment Plan/proposal. <b>Answer all questions for your Assessment Report.</b> <b>Please attach your syllabus, pre/post-tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.</b></p>
<p>3. What is/are the course goals (course objectives) you are going to measure?</p> <ul style="list-style-type: none"><li>• <i>Students will have an understanding of math that is used for electrical installations (such as basic math, algebra, geometry, and trigonometry.)</i></li></ul>
<p>2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring <b>expected course outcomes</b>?</p> <ul style="list-style-type: none"><li>• <i>Pre/Post Benchmark Assessment: Focus on</i><ul style="list-style-type: none"><li>▪ <i>Terminology</i></li><li>▪ <i>Theories</i></li><li>▪ <i>Practical (Methodology)</i></li></ul></li><li>• <i>Labs: Pass/Fail</i></li><li>• <i>Midterm &amp; Final Exam</i></li></ul>
<p>3. What are your pre-assessment outcomes? <i>Class Average is 49%</i></p> <p>A. Number of students for pre-assessment: <i>13</i></p> <p>B. What is your expectation/benchmark? <i>30% for Pre-test and 70% for Post-test</i></p>
<p>4. What are your post-assessment outcomes? <i>Class Average is 96%</i></p> <p>A. Number of students for post-assessment: <i>11</i></p> <p>B. Did your students meet your expectation/benchmark? <i>Yes 100% of them</i></p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b>expected course outcomes</b>, or anything else to improve student learning? <i>Have students become familiar with computers working with "Ohm's Law" and "Watt's Law". Not only for the math but also to understand the meanings and the working relationships of Volt-Amperes, Current (Amperes), Resistance (Ohm's), Volts, Watt's, etc.</i></p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? <i>Keep stressing the importance of test. The reason(s) why it is a method to see the results of how much is gained not only by the teacher but more importantly the students.</i></p>

**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?)**

<b>Exceeds Expectation</b> Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)										
<b>Results</b>										
Initial:										
27	47	80	20	60	93	47	60	67	20	33
100	93	100	93	93	100	100	80	100	93	100
Final:										
<b>Meets Expectation</b> Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)										
<b>Results</b>										
Initial:										
Final:										
<b>Does not meet Expectation</b> Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.)										
<b>Results</b>										
Initial:										
Final:										

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

**ELECTRICAL TRADES 102**



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**Course Assessment**

**Assessment Planning/Reporting Sheet**

**Course #: *ELC 102-1*** **Semester: *2017 Spring Semester***  
**Campus: *Crownpoint, NM (Main Campus)*** **Instructor: *Jmichael R. Crank***

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.**

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

***1. Students will have an understanding of math that is used for electrical***

<p><i>installations (such as basic math, algebra, geometry, and trigonometry.)</i></p> <p><i>2. Implementing conduit bending and how trigonometry is used in bending conduit.</i></p> <p><i>3. Student will learn how to read “Blueprints drawings” and apply them to their work.</i></p>
<p>2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring <b>expected course outcomes</b>?</p> <ul style="list-style-type: none"> <li>• <i>Pre/Post Benchmark Assessment: Focus on</i> <ul style="list-style-type: none"> <li>▪ <i>Terminology</i></li> <li>▪ <i>Theories</i></li> <li>▪ <i>Practical (Methodology)</i></li> </ul> </li> <li>• <i>Labs: Pass/Fail</i></li> <li>• <i>Midterm &amp; Final Exam</i></li> </ul>
<p>3. What are your pre-assessment outcomes? <i>Class Average is 20%</i></p> <p>A. Number of students for pre-assessment: <i>6</i></p> <p>B. What is your expectation/benchmark? <i>30% for Pre-test and 70% for Post-test</i></p>
<p>4. What are your post-assessment outcomes? <i>Class Average is 86%</i></p> <p>A. Number of students for post-assessment: <i>6</i></p> <p>B. Did your students meet your expectation/benchmark? <i>Yes 100% of them</i></p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b>expected course outcomes</b>, or anything else to improve student learning? <i>Keep working with them and let them know I am here for them. I stay late in the night and sometimes on weekends; so they can come into the lab and work on their assignments that are due. Keeping the LAB open sure makes a big difference.</i></p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? <i>Make the lab assignment fun for them and keep them focus on the theory of how Ohms Law, Watts Law works. Using the rubrics is much easier for the students.</i></p>

**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?)**

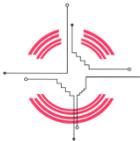
<p><b>Exceeds Expectation</b>  Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b>Results</b>  Initial:</p> <table border="1"> <tr> <td><b>8</b></td> <td><b>67</b></td> <td><b>17</b></td> <td><b>8</b></td> </tr> <tr> <td><b>85</b></td> <td><b>95</b></td> <td><b>93</b></td> <td><b>95</b></td> </tr> </table> <p>Final:</p>				<b>8</b>	<b>67</b>	<b>17</b>	<b>8</b>	<b>85</b>	<b>95</b>	<b>93</b>	<b>95</b>
<b>8</b>	<b>67</b>	<b>17</b>	<b>8</b>								
<b>85</b>	<b>95</b>	<b>93</b>	<b>95</b>								
<p><b>Meets Expectation</b>  Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b>Results</b>  Initial:</p> <table border="1"> <tr> <td><b>17</b></td> <td><b>0</b></td> </tr> </table>				<b>17</b>	<b>0</b>						
<b>17</b>	<b>0</b>										

70	78
Final:	
<b>Does not meet Expectation</b>	
Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.)	
<b><u>Results</u></b>	
Initial:	
Final:	

**Final Result:** 100% Met or exceeded expectations

. 0 % Did not meet expectations

### ELECTRICAL TRADES 102



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#### Course Assessment

#### Assessment Planning/Reporting Sheet

**Course #:** *ELC 102-2*

**Semester:** *2017 Spring Semester*

**Campus:** *Crownpoint, NM (Main Campus)*

**Instructor:** *Jmichael R. Crank*

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.**

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

1. *Students will have an understanding of math that is used for electrical installations (such as basic math, algebra, geometry, and trigonometry.)*
2. *Implementing conduit bending and how trigonometry is used in bending conduit.*
3. *Student will learn how to read "Blueprints drawings" and apply them to their work.*

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

- *Pre/Post Benchmark Assessment: Focus on*
  - *Terminology*
  - *Theories*
  - *Practical (Methodology)*
- *Labs: Pass/Fail*
- *Midterm & Final Exam*

3. What are your pre-assessment outcomes? *Class Average is 25%*

A. Number of students for pre-assessment: *4*

B. What is your expectation/benchmark? *30% for Pre-test and 70% for Post-test*

4. What are your post-assessment outcomes? *Class Average is 87%*

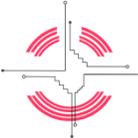
A. Number of students for post-assessment: <b>3</b>
B. Did your students meet your expectation/benchmark? <i>Yes 100% of them</i>
5. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b>expected course outcomes</b> , or anything else to improve student learning? <i>Keep working with them and let them know I am here for them. I stay late in the night and sometimes on weekends; so they can come into the lab and work on their assignments that are due. Keeping the LAB open sure makes a big difference.</i>
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? <i>Make the lab assignment fun for them and keep them focus on the theory of how Ohms Law, Watts Law works. Using the rubrics is much easier for the students.</i>

**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?)**

<p><b>Exceeds Expectation</b>  Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b>Results</b>  Initial:</p> <table border="1"> <tr> <td>17</td> <td>33</td> <td>33</td> </tr> <tr> <td>80</td> <td>88</td> <td>93</td> </tr> </table> <p>Final:</p>	17	33	33	80	88	93
17	33	33				
80	88	93				
<p><b>Meets Expectation</b>  Students are able to successfully complete 70-79% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b>Results</b>  Initial:</p> <p>Final:</p>						
<p><b>Does not meet Expectation</b>  Students are able to successfully complete &lt; 69% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b>Results</b>  Initial:</p> <p>Final:</p>						

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

**ELECTRICAL TRADES 111**



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Course Assessment

**Assessment Planning/Reporting Sheet**

**Course #: ELC 111-1**

**Semester: Spring 2017**

**Campus: Main**

**Faculty: Virgil T. House**

<p>Answer questions 1- 3B for your Assessment Plan/proposal. <b>Answer all questions for your Assessment Report.</b> <b>Please attach your syllabus, pre/post-tests, rubrics and graphs <u>in a separate file identified with your name and the semester/year.</u></b></p>
<p>1. What is/are the course goals (course objectives) you are going to measure? Commercial Wiring: I will continue with electrical theory fundamentals, series, parallel, and combination circuits, safety, wiring methods, understanding the transformer, single and three phase wiring, the delta and wye configurations, and service load calculations and service installation.</p>
<p>2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring <b><u>expected course outcomes</u></b>? Pre/post-tests of Commercial Wiring.</p>
<p>3. What are your pre-assessment outcomes? Class average 51.04% A. Number of students for pre-assessment: <u>  8  </u> B. What is your expectation/benchmark? 40% for Pre-test and 70% for Post-Test</p>
<p>4. What are your post-assessment outcomes? Class average 75% A. Number of students for post-assessment: <u>  8  </u> B. Did your students meet your expectation/benchmark? Yes! An increase of 23.96%.</p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b><u>expected course outcomes</u></b>, or anything else to improve student learning? Since this has been the first time, the electrical program is teaching the commercial wiring, I have found out it was challenging for each student. They have informed me, it was much harder to learn than residential wiring. The electrical concept and theory are still quite the same. It required more studying, calculations, and use of the National Electrical Code book. I certainly like how the book is structured for instruction and guidance that can be implemented day-day practices of commercial wiring.</p> <p>As for the basic circuitry of electrical circuits, series, parallel, and the complex (series-parallel), more diagrams on the board, and learning how to simplify a complex circuit to a simplified series circuit.</p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? I believe I am on the right path for our students in learning of commercial wiring and residential wiring. The only difference is the raceway, installation of conduits and fittings, the 3 phases, 120/208 volts Wye system for low voltages, and 277/480 volts Wye system for high voltages. In residential wiring it is single phase, 120/240-volt system. Some of the material I covered were for a 3<sup>rd</sup> year apprentice. My students are getting electrically educated.</p>

**Benchmark: 70% \_\_\_\_\_% students will meet or exceed expectation.**

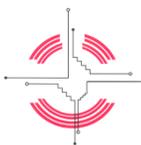
**(What percentage of the class do you expect to meet or exceed your expectation for the course?)**

<b>Exceeds Expectation</b>
----------------------------

<p>Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b>Results</b> Initial: 0 Final: 2</p>
<p><b>Meets Expectation</b> Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b>Results</b> Initial: 0 Final: 5</p>
<p><b>Does not meet Expectation</b> Students are able to successfully complete &lt; 70% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b>Results</b> Initial: 8 Final: 2</p>

**Final Result:**    75 %    **Met or exceeded expectations**    **6/8 students**  
                          25 %    **Did not meet expectations**                **2/8 students**

**ELECTRICAL TRADES 112**



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Course Assessment

**Assessment Planning/Reporting Sheet**

**Course #: ELC 112-1**

**Semester: Spring 2017**

**Campus: Main**

**Faculty: Virgil T. House**

<p>Answer questions 1- 3B for your Assessment Plan/proposal.  <b>Answer all questions for your Assessment Report.</b>  <b>Please attach your syllabus, pre/post-tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.</b></p>
<p>1. What is/are the course goals (course objectives) you are going to measure?</p> <ul style="list-style-type: none"> <li>• Student will continue to learn branch circuit wiring for both commercial and residential wiring.</li> <li>• Conduit bending with a hand bender, mechanical bender, and electric hydraulic bender.</li> <li>• Understanding the use of trigonometry to make the bends.</li> </ul>
<p>2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring <b><u>expected course outcomes</u></b>?</p> <ul style="list-style-type: none"> <li>• Pre/Post Test on Branch circuitry, wiring diagrams.</li> <li>• Conduit bending: stub 90*, Offsets, 3 bends and 4 bend saddles, and kicks.</li> <li>• Rubrics will be used on conduit bending.</li> </ul>

3. What are your pre-assessment outcomes? Class average 46.96%

A. Number of students for pre-assessment: 7

B. What is your expectation/benchmark? 40% for Pre-test and 70% for Post Test

4. What are your post-assessment outcomes? Class average 69.03%

A. Number of students for post-assessment: 6

B. Did your students meet your expectation/benchmark? 3 of 6 did meet the expectation, and the other three were below.

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? My students were asked to design their own wiring with given devices, a schematic wiring diagram. Two of my super smart student(s) could not actually design their own wiring. Sending them home with different wiring diagrams may help the better understand wiring diagrams. I have always stated, "You could be book smart but dumb as a door knob out in the field!" Having to do book work and actually doing hands-on work are two different things. One student did very well with the hands-on, schematic diagrams, and conduit bending. He understood measurements and angles, without hesitation he completed the assignment, in class he always asks questions in class and a go get it done type of mentality.

Conduit bending takes practice! You have to understand the bender before you learn how start bending conduit, the offset angles, the deductions, the multipliers, the shrink of a bend, and the markings on the bender. A conduit bender is only as good as its operator! This is where Trigonometry is used for calculation.

On Friday, we do not have classes. I think I could have a Conduit Bending 101, for the students wanting to learn how to bend conduit because the same principles apply when using a mechanical or electric hydraulic bender. I have had students who came through this program wishing they had more practice using the hydraulic bender because the jobs they are on use one much bigger called the Smart bender.

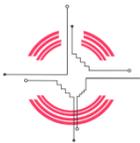
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your Assessment activities? Give more drawings and coach them on conduit bending, bending the different types of conduits.

**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?)**

<p><b>Exceeds Expectation</b>          Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>          Initial: 0          Final: 1</p>
<p><b>Meets Expectation</b>          Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>          Initial: 0          Final: 2</p>
<p><b>Does not meet Expectation</b>          Students are able to successfully complete &lt; 70% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>          Initial: 7          Final: 3</p>

**Final Result: 50 % Met or exceeded expectations    3/6 students**  
**50 % Did not meet expectations        3/6 students**

**ELECTRICAL TRADES 113**



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 87313-0849

Course Assessment

**Assessment Planning/Reporting Sheet**

**Course #: ELC 113-1**

**Semester: Spring 2017**

**Campus: Main**

**Faculty: Virgil T. House**

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?
  - Student will learn how to read a “blueprint drawing” and apply it to their work.
  - Understand symbology, switches, receptacles, and luminaries.
  - Electrical branch circuitry and load calculations, using both ohm’s law and power law.

<p>2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring <b>expected course outcomes</b>?</p> <ul style="list-style-type: none"> <li>• Pre/Post Benchmark Assessment: Focus</li> <li>• Terminology</li> <li>• Theories</li> <li>• Practical (Methodology)</li> </ul>
<p>3. What are your pre-assessment outcomes? Class average 47.33%</p> <p>A. Number of students for pre-assessment: <u>  9  </u></p> <p>B. What is your expectation/benchmark? 40% for Pre-Test and 70% for Post-Test</p>
<p>4. What are your post-assessment outcomes? 67.6%</p> <p>A. Number of students for post-assessment: <u>  10  </u></p> <p>B. Did your students meet your expectation/benchmark? 5 out of 10</p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b>expected course outcomes</b>, or anything else to improve student learning? I don't plan to make any changes because the book is set up from learning of drawings, projections, common views, construction drawings, to actual blue print reading. It covers basic math functions and how it can be translated to the construction job site, the use of a measuring tape in terms of <math>\frac{1}{4}'' = 1'</math>, etc. The different drawings an electrician would need to know of site plans, floor plans, architectural plans, elevations, details, specifications, schedules and symbols.</p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your Assessment activities? I would like to show more drawings to show to the students, a complete set of drawings. Have them draw out a dream home, schematic drawings, and calculate the service (amps, service entrance wire, and grounding).</p>

**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?)**

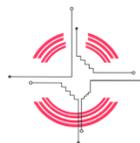
<p><b>Exceeds Expectation</b>  Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>  Initial: 0  Final: 2</p>
<p><b>Meets Expectation</b>  Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>  Initial: 0  Final: 4</p>
<p><b>Does not meet Expectation</b>  Students are able to successfully complete &lt; 70% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>  Initial: 9</p>

Final: 4

**Final Result: 60 % Met or exceeded expectations (6/10 students)**

**40 % Did not meet expectations (4/10 students)**

**MATHEMATICS 098**



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Course Assessment

**Assessment Planning/Reporting Sheet**

**Course #: MTH 098-1, -2, -3, -4**

**Campus: Crownpoint**

**Semester: Spring 2017**

**Instructor: T. Thompson**

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? The Learning Gains for learning to use the computation rules for whole numbers, fractions, decimals, ratios, proportion, U.S. measurement, metric system, and pre-algebra.

2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring Administer pre & post assessments covering the above task to be measured.  
**expected course outcomes**? All students will have a learning gain of 70 percent or higher.

3. What are your pre-assessment outcomes?  
MTH 098-1    MTH 098-2    MTH 098-3    MTH 098-4  
8.2%            3.6%            1.3%            11.7%

A. Number of students for pre-assessment: 36

B. What is your expectation/benchmark?  
All students will have a leaning gain of 70 percent or higher

4. What are your post-assessment outcomes?  
MTH 098-1    MTH 098-2    MTH 098-3    MTH 098-4  
64.5%            82.5%            54.3%            70.0%

A. Number of students for post-assessment: 20    Eleven students were absent.

B. Did your students meet your expectation/benchmark? Two groups met the 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? The “special needs” students need a more direct concrete services. A highly experienced SPED professional instructor can assists these “special needs” students.

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

assessment activities? Hire a SPED teacher.

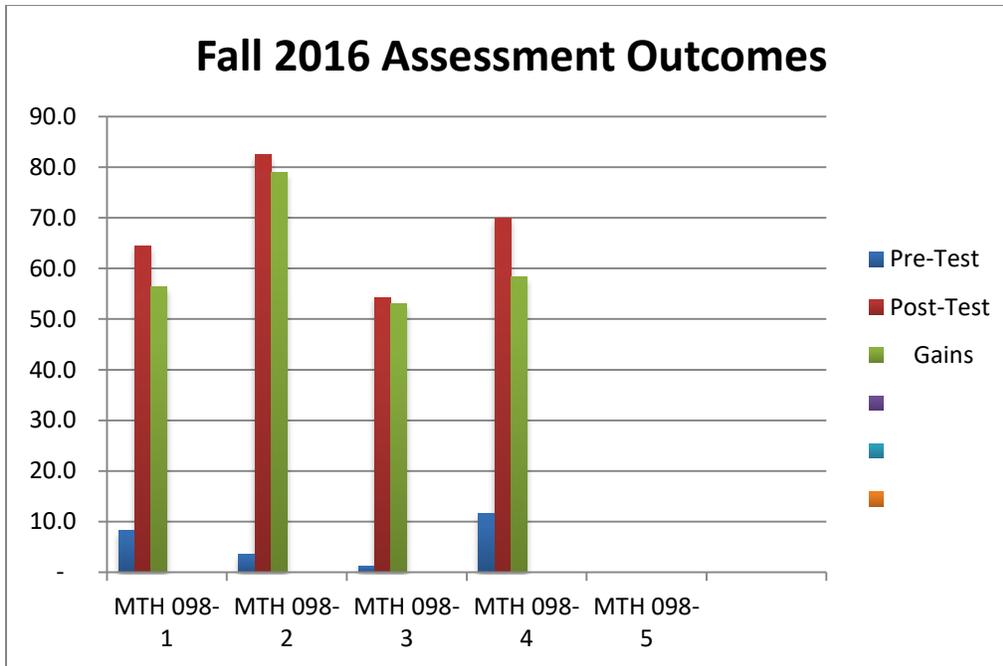
**Benchmark: 70 % students will meet or exceed expectation.**  
**(What percentage of the class do you expect to meet or exceed your expectation for the course?)**  
50.0%

<p><b>Exceeds Expectation</b> Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.) <b>Results</b> Initial: for each group, none Final: 20%</p>
<p><b>Meets Expectation</b> Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) <b>Results</b> Initial: for each group, none Final: 30%</p>
<p><b>Does not meet Expectation</b> Students are able to successfully complete &lt; 70% of the evaluation method (i.e., pre-test, survey, etc.) <b>Results</b> Initial: 100% Final: 50%</p>

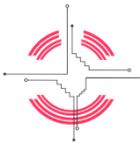
**Final Result: 50 % Met or exceeded expectations**

**50 % Did not meet expectations**

Eleven student did not take the Post-Assessment, they were absent.



## MATHEMATICS 115



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### Course Assessment

**Assessment Planning/Reporting Sheet**

**Course #: Intermediate Algebra (MTH 115)**

**Semester: SPRING, 2017**

**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 in a separate file identified with your name and the semester/year.**

4. 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

<p><b>10.</b> Multiply polynomials</p> <p><b>11.</b> Factor polynomials.</p> <p><b>12.</b> Use quadratic equation to solve word problems.</p> <p>•</p>
<p>2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring <b>expected course outcomes</b>? Pretest and post-test, class presentations, class discussions and recitations, home works, and formal and informal assessments.</p>
<p>3. What are your pre-assessment outcomes?</p> <p>A. Number of students for pre-assessment: <u>23</u></p> <p>B. What is your expectation/benchmark? <math>\geq 70\%</math> of the students would be able to pass 70% or higher in the given test.</p> <p>At least 7 out of 10 students will achieve at least 70 % proficiency level.</p>
<p>4. What are your post-assessment outcomes?</p> <p>A. Number of students for post-assessment: <u>20</u></p> <p>B. Did your students meet your expectation/benchmark?</p> <p>85% of the students achieved 70% or more in proficiency level.</p> <p>15% of the students did not meet the at least 70% targeted proficiency level.</p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b>expected course outcomes</b>, or anything else to improve student learning?</p> <p>There must be constant practice of the basic concept such as operations of fraction (unlike fractions, and mixed number), operations involving exponents and order of mathematical operations. Though students showed proficiency in solving equations/inequalities post assessment, it showed that this was the least learned skill. The teaching was focused on algebra such as operations involved and factoring; wherein the students made a good grasped of the concept. Constant practice and solving inequalities and equations can be beneficial.</p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?</p> <p>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 as shown in the post test results.</p>

Repetition of basic concept involving operation of fractions and order operation 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: 13/20 = 65%

**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: 4/20 = 20%

**Does not meet Expectation**

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

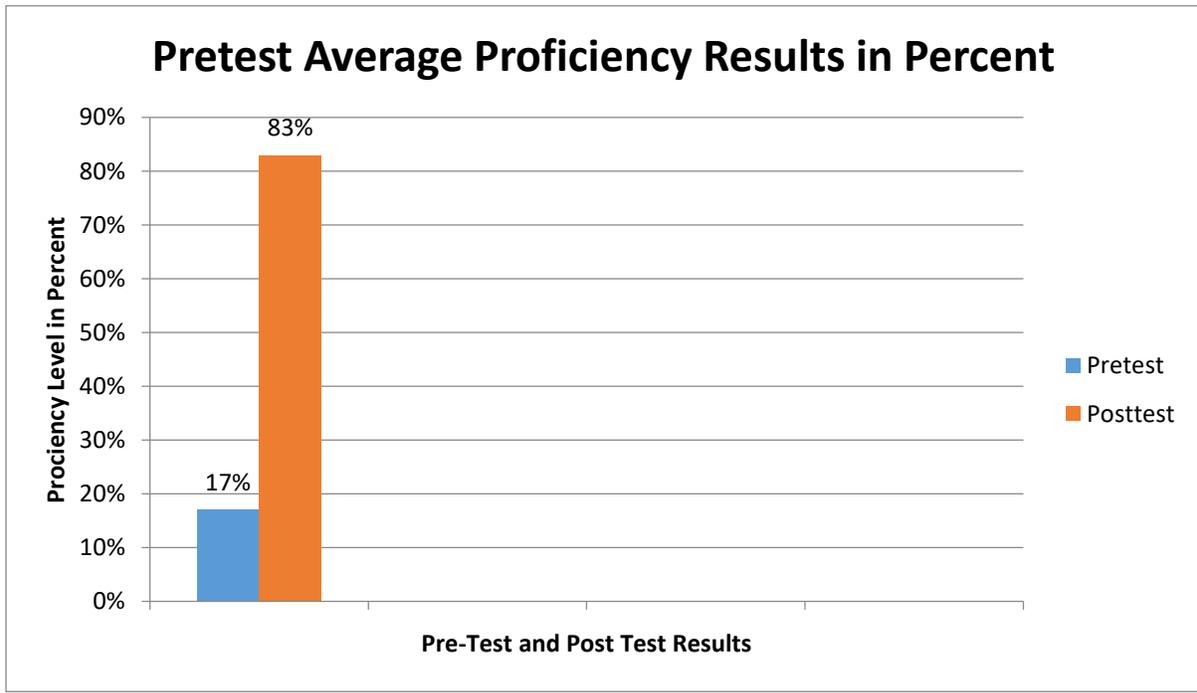
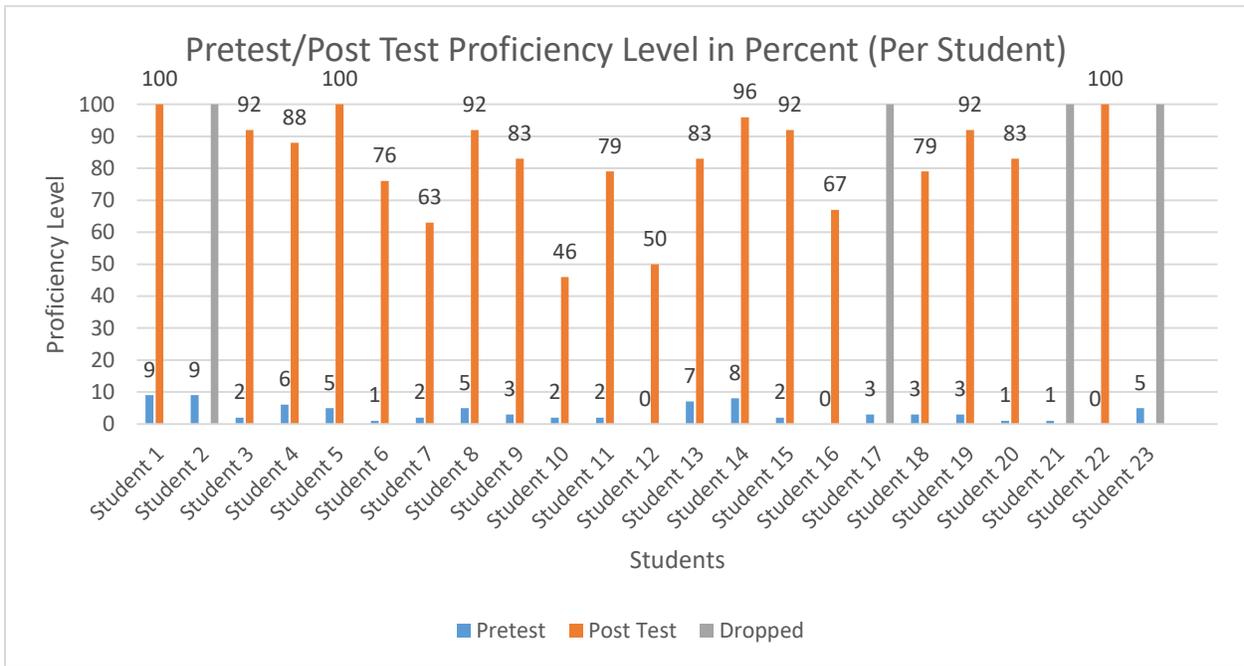
**Results**

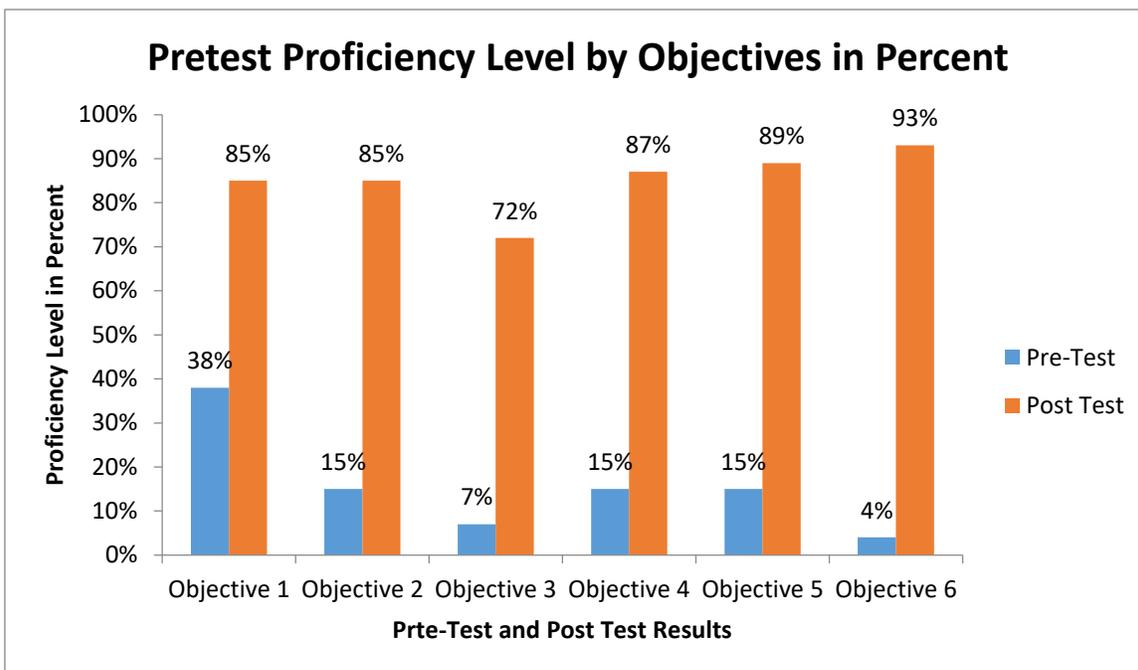
Initial: 23/23 = 100%

Final: 3/20 = 15%

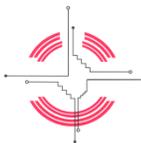
**Final Result: 85 % Met or exceeded expectations**

**15% Did not meet expectations**





## MATHEMATICS 120



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### Course Assessment

#### Assessment Planning/Reporting Sheet

**Course #: INTERMEDIATE ALGEBRA (MTH 120-1)**

**Semester: SPRING 2017**

**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.**

- 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

<ul style="list-style-type: none"> <li>• define / describe intermediate algebra concepts, and</li> <li>• solve problems involving intermediate algebra</li> </ul>
2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring <b>expected course outcomes</b> ? I use pre/post-tests.
3. What are your pre-assessment outcomes? A. Number of students for pre-assessment: <u>  20  </u> B. What is your expectation/benchmark? $\geq 70\%$ 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>  20  </u> B. Did your students meet your expectation/benchmark? Yes, 16/20 or 80% 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, <b>expected course outcomes</b> , 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?)**

<p><b>Exceeds Expectation</b></p> <p>Students are able to successfully complete <math>&gt; 80\%</math> of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b><u>Results</u></b></p> <p>Initial: <math>0/20 = 0\%</math></p>
---

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: 10/20 or 50% 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.)

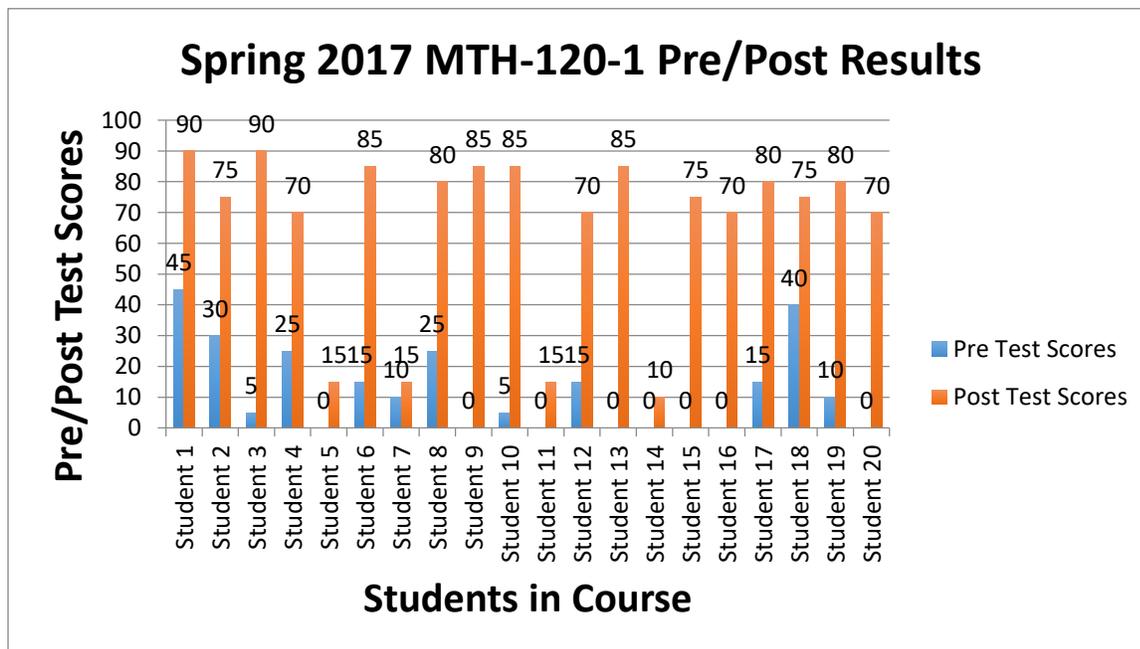
**Results**

Initial: 20/20 = 100%

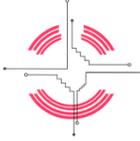
Final: 4/20 or 20% did not meet my expectation

Final Result: 80 % Met or exceeded expectations

20 % Did not meet expectations



## CONSTRUCTION TECHNOLOGY



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### Course Assessment

#### **Assessment Planning/Reporting Sheet**

**Course #: CT 100-1 Residential Construction and Carpentry**

**Semester: Spring 2017**

**Campus: Crownpoint**

**Instructor: Ronaldo 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 in a separate file identified with your name and the semester/year.**

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

After successfully completing this course the following objective are expected to meet:

- To provide student(s) with the skill necessary to secure and maintain gainful employment;
- To ingrain a standard of professionalism in each student allowing them a greater advantage in the marketplace;
- To motivate students to utilize thinking skills;
- To train students in the latest technologies as we advance into the next century; and
- To install a sense of self-worth and pride of workmanship in each student.

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

The Pre-assessment written test was administered to measure student knowledge on theories and practice of residential construction and carpentry. Also, Rubrics will be used to gauge the student Hands-on performance, experience and readiness in using hand/power tools. Criteria of rubrics in a separate excel spreadsheet includes executions of class projects on wall framing, floor foundation, roofing, correct measurement, practice on construction safety standard and naming and uses of different types of hand/power tools use in construction industry

3. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: 8 students and 2 students absent.

B. What is your expectation/benchmark? 80%

A pre-assessment written test result shows that 8 of the students who took the pre-assessment test scored 7, 10, 11, 12, 13 & 14 correct answers out of 20 items. On the other hand, Rubrics shows that all students don't have enough experience, knowledge and proper training in handling on hand/power tools, awareness on construction safety and measurement techniques in construction technology. All of the students failed in the written and hands-on pre-assessment test.

Below is the Pre-assessment result:

<p>N= <u>8</u></p> <p>G. Pre-test:            Exceed: <u>0</u>: <u>0%</u>   Meet: <u>0</u>: <u>0%</u>   Did Not Meet: <u>8</u>: <u>100%</u></p>
<p>4. What are your post-assessment outcomes?  Post assessment showed that all the students meet and exceeds the expected outcome.  A. Number of students for post-assessment: <u>8</u></p> <p>Below is the Post-assessment result:</p> <p>N = <u>8</u></p> <p>H. Post-test:            Exceed: <u>4</u>: <u>50%</u>            Meet: <u>4</u>: <u>50%</u>   Did Not Meet: <u>0</u>: <u>0%</u></p> <p>B. Did your students meet your expectation/benchmark? Yes</p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b><u>expected course outcomes</u></b>, or anything else to improve student learning? None</p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your Assessment activities? I will change and revised my course goals/objective to make it more attainable and measurable.</p>

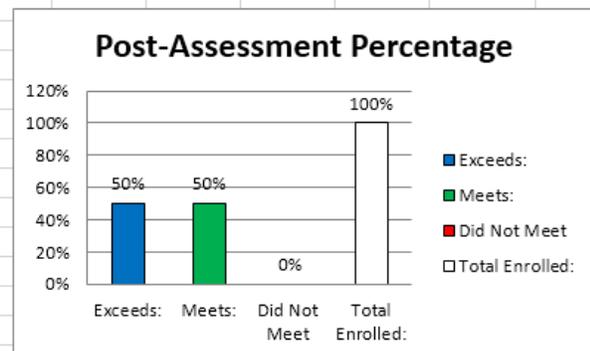
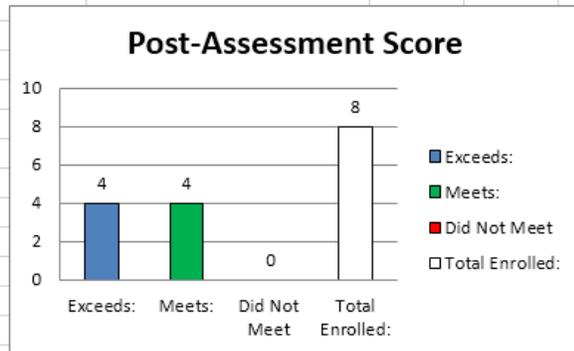
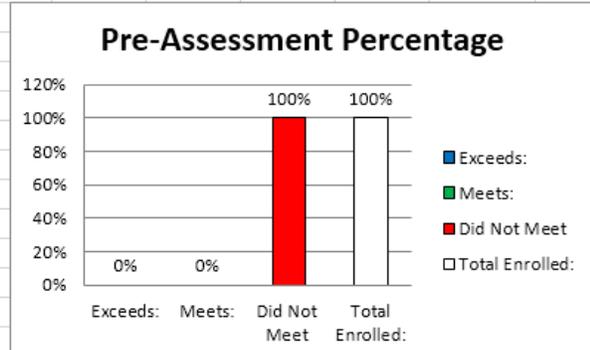
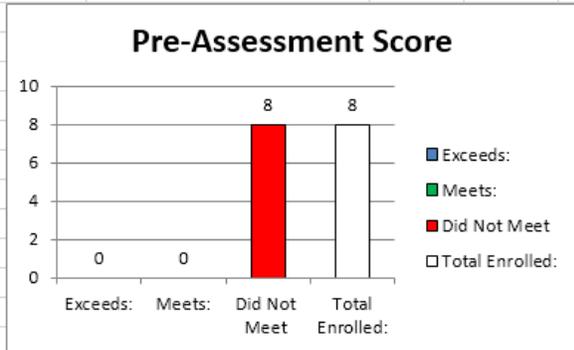
**Benchmark: 80 % students will meet or exceed expectation.**  
**(What percentage of the class do you expect to meet or exceed your expectation for the course?)**

<p><b>Exceeds Expectation</b>  Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.)</p>		
<p><b><u>Results</u></b>  Initial: Pre-test = 7 students scored from 10 to 14 in the pre-assessment written test and 1 student scores 7 and base on their hands-on all of them didn't meet my expectation. Using rubrics, I measured their knowledge and skills level in hand/power tools.</p>		
<p>Final:</p>		
	<b>Pre</b>	<b>Post</b>
<p><b><u>Results</u></b></p>		
Initial: Pre-assessment test	<u>0</u> : <u>0%</u>	<u>4</u> : <u>50</u> %
Final: Written & hands-on	<u>0</u> : <u>0%</u>	<u>4</u> : <u>50</u> %
<p>Final(Post)</p>		



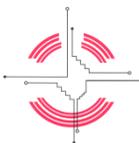
Navajo Technical University: Course Assessment Reporting Sheet

	Pre No	%	Post No	%	
Exceeds:	0	0%	4	50%	Course Number: CT 100 - Res. Const. & Carpentry
Meets:	0	0%	4	50%	Instructor Name: Ronaldo Ramirez
Did Not Meet	8	100%	0	0%	Term: Spring 2017
Total Enrolled:	8	100%	8	100%	



## SPRING 2017 General Education Assessment Reports

### ENGLISH 098



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### General Education (Gen Ed.) Assessment

Assessment Planning/Reporting Sheet  
Course #: English 098  
Campus: Chinle

Gen Ed. goal(s):  
Semester: Spring 2017  
Instructor: Andrew Escudero, Ph.D.

Semester	Gen Ed. Goal to be Measured
Fall 2015	<b>Gen Ed., Goal #1: Learn Actively.</b> Learning is a lifelong activity essential to personal growth and the ability to adapt to the challenges of an ever increasing complex and competitive world.
Spring 2016	<b>Gen Ed., Goal #2 Think critically, creatively, and reflectively.</b> Reason, creativity, and reflection are fundamental to problem solving and personal growth.
Fall 2016	<b>Gen Ed., Goal #3: Interact Effectively in Diverse Environments.</b> Success in a global society requires cultural understanding of self that is sufficient for interaction with other physical and social environments.
Spring 2017	4. <b>Gen Ed., Goal #4: Communicate clearly.</b> The ability and willingness to exchange ideas and information is essential to personal development, career success, and social responsibility.

<p>Answer questions 1 – 3B for your Assessment Plan/proposal.  <b>Answer all questions for your Assessment Report.</b>  <b>Please attach your syllabus, pre/post-tests, rubrics and graphs in a separate file identified with your name and the semester/year.</b></p>
<p>1. These are the Gen Ed Goals. We are assessing the “communicate clearly” as the goal to be measured for spring of 2017.</p> <ul style="list-style-type: none"> <li>• Learn Actively (Fall 2015)</li> <li>• Think critically, creatively, and reflectively (Spring 2016)</li> <li>• Interact Effectively in Diverse Environments (Fall 2016)</li> <li>• Communicate Clearly (Spring 2017)</li> </ul>
<p>2. Which of your course objectives connects to the above measure for Gen. Ed.?</p> <p>A. Improve reading, comprehension, and communication and critical thinking skills to thoroughly analyze texts to identify secondary meanings and subtopics, evaluate and prioritize ideas according to their significance, to recognize primary and secondary themes and subtopics, synthesize specific elements of opposing or different principles into new and unique concepts, and applying new principles to augment established principles and concepts.</p> <p><b>B. Form and communicate arguments and ideas clearly and effectively in verbal and written forms within personal, academic and professional contexts or environments.</b></p> <p>C. Develop and improve writing mechanics, capitalization use, grammar and punctuation.</p> <p>D. Expand vocabulary.</p> <p>E. Develop abilities to construct proper thesis statement, topic sentence and essay structures.</p> <p>F. Learn MLA and APA writing styles and citation formats.</p>
<p>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.?</p> <p>Pre/post assessment exams that consist of a number exercises that measure students’ abilities to think critically, creatively and reflectively, to actively and clearly communicate their ideas, concepts and principles and those</p>

<p>others that they encounter in their studies, and engage and interact such ideas, concepts and principles effectively in diverse environments are administered.</p>
<p>3. What are your pre-assessment outcomes?  A. Number of students for pre-assessment: <u>24</u>  Pre-assessment test: 6 (29%) passed with a C, 13 (54%) passed with a D and 5 (17%) failed.  Sections were not graded individually.  B. What is your expectation/benchmark?  I expect approximately <b>65%</b> of these students to develop the abilities to successfully pass this course with a C or above, successfully pass post-assessment test and become eligible to enroll into the English 105 or 110 courses.</p>
<p>4. What are your post-assessment outcomes?  Of the 16 students 0 passed with an A grade, 3 (18%) passed with a B grade, 9 (57%) passed with C grade, 4 (25%) passed with a D grade and 0 failed.  A. Number of students for post-assessment: 16  B. Did your students meet your expectation/benchmark?  Yes, (75%) passed with grades exceeding a D grade.</p>
<p>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 continue my previous assertion and possibly adjust for more in class writing exercises.</p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? I intend to reform exams in strict accordance with state university course articulations.</p>

**Benchmark: 65 % students will meet or exceed expectation.**  
**(What percentage of the class do you expect to meet or exceed your expectation for the course?)**

<p><b>Exceeds Expectation</b>  Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>  Initial: 0%  Final: 0%</p>
<p><b>Meets Expectation</b>  Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>  Initial: 29%  Final: 75%</p>
<p><b>Does not meet Expectation</b></p>

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

**Results**

Initial: 71%

Final: 25%

**Final Result:** 75 % **Met or exceeded expectations**

25 % **Did not meet expectations**

**ENGLISH 098**

Spring, 2017 General Education Assessment for English 098

Jane D. Wallen, Instructor

**Abstract:** As an aspect of communicating clearly in writing, the use of topic sentences was taught throughout the semester. Directions for the final exam asked students to begin their answers by changing the question into a statement. The use of this method of formulating topic sentences was measured on five questions. The correctness of the answer itself was irrelevant to the use of a topic sentence. Out of 43 respondents, seven students (16% of the respondents) used a topic sentence when answering all five exam questions.

**Method:** After handing out the exam, the instructor read the directions out loud. (These were printed in bold letters at the top of the exam paper.) “Begin your answers by changing the question into a statement.” Students were informed that they would be given credit for answering in this manner. If a student arrived late, the instructions were repeated as the student was handed the exam paper.

**Procedure:** Students had multiple opportunities throughout the semester to practice this method of composing a topic sentence. To ensure that they weren’t confused about the use of the word “statement,” instructions sometimes were just to “Use the words in the question to start your answer.” Examples of this formula always followed my instructions. Students were to answer homework questions, riddle guesses and opinion paragraphs using a topic sentence. They were taught to write a fairy tale by using topic sentences throughout the story.

**Results:** A total of 43 students took the exam.

Seven students (16%) answered all five questions using a topic sentence.

Six students (14%) answered four of five questions using a topic sentence.

Seven students (16%) answered three questions using a topic sentence.

Six students (14%) answered two questions using a topic sentence.

Ten students (23%) answered one question using a topic sentence.

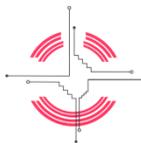
Seven students (16%) did not use a topic sentence when answering questions.

**Conclusion:** I would have considered my method of teaching the use of topic sentences successful if 80% of the respondents used a topic sentence when answering at least four of the five questions.

However only 30% of respondents met this criteria. Therefore, I do not consider my strategies for teaching this concept to have been adequate.

**Recommendations:** Next semester I will reinforce the use of topic sentences in graded assignments. Previously, points were subtracted from only one written assignment when the student did not employ topic sentences. I will now include the use of topic sentences in every rubric.

## ENGLISH 105



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### General Education (Gen Ed.) Assessment

**Assessment Planning/Reporting Sheet**

**Course #: English 105**

**Campus: Chinle**

**Gen Ed. goal(s):**

**Semester: Spring 2017**

**Instructor: Andrew Escudero, Ph.D.**

Semester	Gen Ed. Goal to be Measured
Fall 2015	<b>Gen Ed., Goal #1: Learn Actively.</b> Learning is a lifelong activity essential to personal growth and the ability to adapt to the challenges of an ever increasing complex and competitive world.
Spring 2016	<b>Gen Ed., Goal #2 Think critically, creatively, and reflectively.</b> Reason, creativity, and reflection are fundamental to problem solving and personal growth.
Fall 2016	<b>Gen Ed., Goal #3: Interact Effectively in Diverse Environments.</b> Success in a global society requires cultural understanding of self that is sufficient for interaction with other physical and social environments.
Spring 2017	<b>4. Gen Ed., Goal #4: Communicate clearly.</b> The ability and willingness to exchange ideas and information is essential to personal development, career success, and social responsibility

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 the “communicate clearly” as the goal to be measured for spring of 2017.

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

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

A. Develop the knowledge and comprehension of the technical language that they will need in standard job and

business communications such as business memorandums, reports, letters, letters of application and résumés.

**B. Develop the confidence in their abilities to give oral presentations and written communications in employment and business contexts.**

C. Develop the ability to think critically within academic, employment and business contexts that will enable students to effectively understand, analyze, evaluate and propose solutions for technical issues and problems and communicate their ideas concisely.

D. To become familiar with the APA and MLA writing styles and citation formats.

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 assessment exams that consist of a number exercises that measure students' abilities to think critically, creatively and reflectively, to actively and clearly communicate their ideas, concepts and principles and those others that they encounter in their studies, and engage and interact such ideas, concepts and principles effectively in diverse environments are administered.

4. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: 19

B. What is your expectation/benchmark?

2 (15%) passed with a C, 1 (5%) passed with a D and 16 (80%) failed. Individual sections were not graded.

B. What is your expectation/benchmark? 65%

I expect approximately 65% of the students to gain the knowledge and develop the abilities to pass the post-assessment test, function effectively seek employment using their résumé and letters of application /interest to successfully and confidently seek employment, and develop the writing skills that will allow them to continue to English 110 or 111.

4. What are your post-assessment outcomes?

Of the 9 students 1 (11%) passed with an A grade, 1 (11%) passed with a B grade, 4 (45%) passed with C grade, 0 passed with a D grade and 3 (33%) failed.

A. Number of students for post-assessment: 9

B. Did your students meet your expectation/benchmark?

Yes, (67%) passed with grades exceeding a D grade.

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? None at this time.

6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? I intend to reform exams in strict accordance with state university course articulations.

**Benchmark: 65 % 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: 11%

**Meets Expectation**

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

**Results**

Initial: 15%

Final: 56%

**Does not meet Expectation**

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

**Results**

Initial: 80%

Final: 34%

**Final Result:**    67 %    **Met or exceeded expectations**

33 %    **Did not meet expectations**

Navajo Technical University: Course Assessment Reporting Sheet								
	Pre No	%	Post No	%	Course Number:	English 105		
Exceeds:	0	0%	2	22%	Instructor Name:	Andrew M. Escudero, Ph.D.		
Meets:	2	11%	4	44%	Term:	Spring 2017		
Did Not Meet	17	89%	3	33%				
Total Enrolled:	19	100%	9	100%				

### Pre-Assessment Score

Category	Count
Exceeds	0
Meets	2
Did Not Meet	17
Total Enrolled	19

### Pre-Assessment Percentage

Category	Percentage
Exceeds	0%
Meets	11%
Did Not Meet	89%
Total Enrolled	100%

### Post-Assessment Score

Category	Count
Exceeds	2
Meets	4
Did Not Meet	3
Total Enrolled	9

### Post-Assessment Percentage

Category	Percentage
Exceeds	22%
Meets	44%
Did Not Meet	33%
Total Enrolled	100%

Revised: 1/20/2017

## ENGLISH 110

Dr. Peter Moore: Assessment report for the Spring 2017 semester

This report includes 3 parts: part 1, on grammar improvement; part 2, based on a questionnaire on improvements in reading, writing, and communication; and part 3, a reflection on the assessment as a whole.

### PART 1: GRAMMAR IMPROVEMENT: based on pre and post test results

The grammar scores below represent pre-test and post test results, in week 2 and week 15 of the semester, on a quiz that asks students to be able to identify whether a given "sentence" is grammatically correct, or whether it is instead a comma splice, a fragment, or a run on. Note that these results include those for all four sections of English 110, First year composition.

### GRAMMAR IMPROVEMENT: DATA & RESULTS (grammar quizzes)

\*\*\*\*\*Pretest results

110-1 first sentence level grammar quiz: 15 students; 101 points total.

110-2 first sentence level grammar quiz: 14 students; 93 points total.

110-3 first sentence level grammar quiz: 20 students; 126 points total.

110-4 first sentence level grammar quiz: 9 students; 56 points total.

\*\*\*\*\* Post test results

110-1 final sentence level grammar quiz: 8 students; 70 points total.

110-2 final sentence level grammar quiz: 11 students; 91 points total.

110-3 final sentence level grammar quiz: 12 students; 98 points total.

110-4 final sentence level grammar quiz: 12 students; 91 points total.

\*\*\*\*\* Results as percentage improvements

110-1: 6.73 average at beginning; 8.75 at end; 30% improvement.

110-2: 6.64 average at beginning; 8.27 at end; 25% improvement.

110-3: 6.3 average at beginning; 8.17 at end; 30% improvement.

110-4: 6.22 average at beginning; 7.58 at end; 22% improvement.

Conclusion to part 1: students improve in their grammar (and hence in their ability to communicate clearly, especially in writing) over the course of the semester.

Part 2: results of a questionnaire given to students on improvements in reading, writing, and communication.

QUESTIONNAIRE DATA & RESULTS for self-reported skills in writing, reading, and overall communication, beginning and end of semester.

Please answer the following questions. Your responses will help me, as well as future NTU students. Thank you, Peter Moore

**SECTION 1:** On a scale of 1 (very low) to 10 (exceptionally high), please rate yourself on the following: (44 student responses; I've given the average of all these 44 responses below.)

1. At the beginning of the semester, I judge that my academic/ school related reading skills were at this level: 5.07

2. At the end of the semester, I judge that my academic/ school related reading skills are at this level: 8.45 (a 66% improvement)

3. At the beginning of the semester, I judge that my academic/ school related writing skills were at this level: 4.55

4. At the end of the semester, my academic/ school related writing skills are at this level: 7.84 (a 72% improvement)

5. At the beginning of this class, my verbal communication skills (both writing and speaking) overall were at this level: 4.66

6. At the end of the semester, my verbal communication skills (both writing and speaking) overall are at this level: 7.14 (a 53% improvement)

**SECTION 2:** On a scale of 1 (completely disagree) to 10 (completely agree), please read and respond to the following questions:

7. English 110 helped my reading skills improve. 9.84
8. English 110 helped my writing skills improve. 9.3
9. English 110 helped my general verbal communication skills improve. 8.52
10. English 110 has helped me improve in my other classes at NTU. 9.32

**SECTION 3:** On a scale of 1 (no interest) to 10 (lots of interest), please read and respond to the following questions:

11. My interest in reading before taking this class was at this level: 4.86
12. My interest in reading after taking this class is at this level: 8.70
13. My interest in writing before taking this class was at this level: 4.64
14. My interest in writing after taking this class was at this level: 8.32

Conclusion to part 2: students have a very clear, and perhaps somewhat exaggerated, sense of their own improvements in reading, writing, and general communication skills. They also believe strongly that the class has improved their performance in other NTU courses.

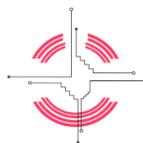
#### Part 3: General conclusions from the data and results recounted above

The results indicate that, in terms of both objective measurement (sentence level grammar quizzes, given over the course of the semester) and in terms of students' self-evaluation, which I derive from a questionnaire given towards the end of the semester, students have improved in their communication skills, and by significant percentages.

I'd like to note that grammar is an essential component of written communication. It exists both as an element of language related to logical and clear thought, and as a tool that both allows writers to be understood by their readers, and for writers to ensure that they themselves are clear on what they are expressing. It is because of both these factors that I give students instruction in grammar, and regularly quiz them on it. An interesting result of this is that students are actually enthusiastic about the grammar part of English 110: they routinely tell me how much they like grammar, and also ask for more instruction, which I have followed as much as our limited time allows.

In addition, general writing skills, which extend beyond grammar (though they are in part dependent upon it) need to be measured. I do this both through student self-evaluation, and through my own sense of improvements over the course of a semester in student writing. I find agreement between the students' self-evaluated sense of improvement and my own sense of their improvement, which is reflected in grades. I do note that in my opinion, students are perhaps too optimistic about the degree to which their skills have improved, and are also inclined to give themselves inflated numbers on their end of semester skills. I see far too many self-reported skill levels of 10; in actual practice in writing, I see none of these. Despite this, my own sense, and their self-reported sense converge: students are able to communicate more clearly after a semester of English 110.

## ENGLISH 110



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### General Education (Gen Ed.) Assessment

**Assessment Planning/Reporting Sheet**

**Gen Ed. goal(s): Communicate Clearly**

**Course #: English 110 6A and 6D**

**Semester: Spring, 2017**

**Campus: Chinle**

**Faculty: Fick**

Semester	Gen Ed. Goal to be Measured
Spring 2015	<b>Gen Ed., Goal #1: Learn Actively.</b> Learning is a lifelong activity essential to personal growth and the ability to adapt to the challenges of an ever increasing complex and competitive world.
Spring 2016	<b>Gen Ed., Goal #2 Think critically, creatively, and reflectively.</b> Reason, creativity, and reflection are fundamental to problem solving and personal growth.
Fall 2016	<b>Gen Ed., Goal #3: Interact Effectively in Diverse Environments.</b> Success in a global society requires cultural understanding of self that is sufficient for interaction with other physical and social environments.
Spring 2017	<b>4. Gen Ed., Goal #4: Communicate clearly.</b> The ability and willingness to exchange ideas and information is essential to personal development, career success, and social responsibility.

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.**

These are the Gen Ed Goals.

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

1. Which of your course objectives connects to the above measure for Gen. Ed.? Communicate Clearly

2. 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 Assessments of Oral Communication Skills via Student Oral Presentations (presented before and after essay writing on same theme)

3. What are your pre-assessment outcomes?

A. Number of students for pre-assessment:   24  

B. What is your expectation/benchmark? 80% will score in the 70% percentile.

4. What are your post-assessment outcomes?

A. Number of students for post-assessment:   24  

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? Students performed better both orally and in writing by the end of the course. I would not wish to change this.

6. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities? We can all improve by sharing our most successful assignments with each other (as a faculty).

**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?)**

<p><b>Exceeds Expectation</b>          Use &gt; 80% of the appropriate procedure  <u>Results</u>          Initial: 60%          Final: 85%</p>
<p><b>Meets Expectation</b>          Use at least 70-80% of the appropriate procedure  <u>Results</u>          Initial: 60%          Final: 85%</p>
<p><b>Does not meet Expectation</b>          Use &lt; 70% of the appropriate procedure  <u>Results</u>          Initial: 40%          Final: 15%</p>

**Final Result: 85 % Met or exceeded expectations**

**15 % Did not meet expectations**

Here is the Rubric Used for Assessing Oral Performance:

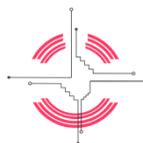
Oral Presentation No. \_\_\_\_\_ Student \_\_\_\_\_ Class \_\_\_\_\_

	Score Sheet					
Sequential and/or orderly	5	6	7	8	9	10
Clarity of spoken English	5	6	7	8	9	10

Projection/Volume/Modulation	5	6	7	8	9	10
Never gives us the back...	5	6	7	8	9	10
Audience appropriate terminology	5	6	7	8	9	10
Body Language is professional	5	6	7	8	9	10
Writing mechanics (White Board)	5	6	7	8	9	10
Visual contact established	5	6	7	8	9	10
Audience participation	5	6	7	8	9	10
Pauses	5	6	7	8	9	10

Total \_\_\_\_\_

### ENGLISH 111



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#### General Education (Gen Ed.) Assessment

**Assessment Planning/Reporting Sheet**

**Course #: English 111**

**Campus: Chinle**

**Gen Ed. goal(s):**

**Semester: Spring 2017**

**Instructor: Andrew M. Escudero Ph.D.**

Semester	Gen Ed. Goal to be Measured
Fall 2015	<b>Gen Ed., Goal #1: Learn Actively.</b> Learning is a lifelong activity essential to personal growth and the ability to adapt to the challenges of an ever increasing complex and competitive world.
Spring 2016	<b>Gen Ed., Goal #2 Think critically, creatively, and reflectively.</b> Reason, creativity, and reflection are fundamental to problem solving and personal growth.
Fall 2016	<b>Gen Ed., Goal #3: Interact Effectively in Diverse Environments.</b> Success in a global society requires cultural understanding of self that is sufficient for interaction with other physical and social environments.
Spring 2017	<b>4. Gen Ed., Goal #4: Communicate clearly.</b> The ability and willingness to exchange ideas and information is essential to personal development, career success, and social responsibility.

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.?

**C.** To know the basic structure and understanding of fundamental mechanics that comprise college

essays and how to creatively expand this structure and these mechanics to present uniquely novel ideas, notions or expressions that may be applied with confidence.

**B.** To know and understand the importance of proofreading and editing in the revision process.

**C.** To know of a variety of thesis statements for various rhetorical modes of writing, to identify them in a various mode of writing and how to creatively write essays within personal, business and academic contexts.

**D. To develop the ability to write complete sentences in the active and passive voices, cohesive paragraphs and thought-provoking conclusions in essays that clearly and effectively communicate ideas, notions and principles within personal, business and academic contexts.**

**E.** To critically analyze writings for secondary ideas and subtopics, evaluate texts to prioritize the notions that they have identified according to significance in the text, use deductive reasoning skills to synthesize ideas into new and unique forms, and apply them to their textual analyses of a variety of texts implemented in personal, business and academic contexts.

**F.** To know differences of argumentative, narrative, reflective and descriptive modes of writing, and how they relate to one another as modes that are essentially combined in all writings, and develop the ability to write argumentative, narrative, reflective, process, cause and effect, compare and contrast, categorization and instructional essays.

**G.** To be introduced to and become familiar with literary critical analysis of fictional writing so that they may recognize the cultural, historical and creative elements that are significantly synthesized within the literary works that merge realities with imaginary possibilities into new, unique visions.

**H.** To know MLA, APA and Chicago essay writing and citation formats.

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 assessment exams that consist of a number exercises that measure students' abilities to think critically, creatively and reflectively, to actively and clearly communicate their ideas, concepts and principles and those others that they encounter in their studies, and engage and interact such ideas, concepts and principles effectively in business contexts are administered.

4. What are your post-assessment outcomes?

<p>Of the 7 students 1 (14%) passed with an A grade, 4 (58%) passed with a B grade, 1 (14%) passed with C grade, 0 passed with a D grade and 1 (14%) failed.</p> <p>A. Number of students for post-assessment: 7</p> <p>B. Did your students meet your expectation/benchmark? Yes, (72%) passed with grades exceeding a D grade.</p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b>expected course outcomes</b>, or anything else to improve student learning? I intend to allot more time in class for writing assignments.</p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? I intend to reform exams in strict accordance with state university course articulations.</p>

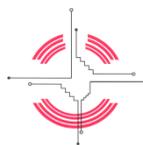
**Benchmark: 65 % students will meet or exceed expectation.**  
**(What percentage of the class do you expect to meet or exceed your expectation for the course?)**

<p><b>Exceeds Expectation</b>  Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>  Initial: 0%  Final: 14%</p>
<p><b>Meets Expectation</b>  Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>  Initial: 15%  Final: 72%</p>
<p><b>Does not meet Expectation</b>  Students are able to successfully complete &lt; 70% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>  Initial: 80%  Final: 14%</p>

**Final Result: 72 % Met or exceeded expectations**

**28 % Did not meet expectations**

### ENGLISH 111



**General**

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Education (Gen Ed.) Assessment

Assessment Planning/Reporting Sheet

Course #: ENG 111

Campus: Crownpoint, NM

Faculty: Elizabeth A. Roastingear, MFA

Gen Ed. goal(s): Communicate Clearly

Semester: Spring 2017

Semester	Gen Ed. Goal to be Measured
Spring 2015	<b>Gen Ed., Goal #1: Learn Actively.</b> Learning is a lifelong activity essential to personal growth and the ability to adapt to the challenges of an ever increasing complex and competitive world.
Spring 2016	<b>Gen Ed., Goal #2 Think critically, creatively, and reflectively.</b> Reason, creativity, and reflection are fundamental to problem solving and personal growth.
Fall 2016	<b>Gen Ed., Goal #3: Interact Effectively in Diverse Environments.</b> Success in a global society requires cultural understanding of self that is sufficient for interaction with other physical and social environments.
Spring 2017	4. <b>Gen Ed., Goal #4: Communicate clearly.</b> The ability and willingness to exchange ideas and information is essential to personal development, career success, and social responsibility.

<p>Answer questions 1 - 3B for your Assessment Plan/proposal.  <b>Answer all questions for your Assessment Report.</b>  <b>Please attach your syllabus, pre/post-tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.</b></p>
<p>These are the Gen Ed Goals.</p> <ul style="list-style-type: none"> <li>• Learn Actively (<b>Spring 2015</b>)</li> <li>• Think critically, creatively, and reflectively (<b>Spring 2016</b>)</li> <li>• Interact Effectively in Diverse Environments (<b>Fall 2017</b>)</li> <li>• Communicate Clearly (<b>Spring 2017</b>)</li> </ul>
<p>1. Which of your course objectives connects to the above measure for Gen. Ed.? <b>SLO #1</b> Analyze communication through reading and writing skills.</p>
<p>2. 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.? <b>Pre/Post Tests and a Rubric</b></p>
<p>3. What are your pre-assessment outcomes?  A. Number of students for pre-assessment: <u>  10  </u>  B. What is your expectation/benchmark? <b>70% out of 100% pretest grade.</b></p>
<p>4. What are your post-assessment outcomes?  A. Number of students for post-assessment: <u>  8  </u>  B. Did your students meet your expectation/benchmark?  <b>Four students exceeded my expectations and four did not meet my expectations.</b></p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning? <b>Students must demonstrate the ability to comprehend how to compose a MLA documented research paper by the end of the semester or they will be given an Incomplete on the grade sheet. When students fail to follow instructions in the classroom, it will carry over into the work place. I plan to keep repeating over and over and over the importance of following instructions, revising and rewriting to make sure students comprehend how to create a college level MLA documented research paper by any and all</b></p>

academic means possible. By the time students enter ENG 111, Composition and Research at NTU, they should understand the concept of compiling a works cited page and how to use in-text citations. Footnotes should also be introduced in ENG 110.

6. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities? **Add more resources to MOODLE, invite presenters to the classroom to discuss research; use a textbook called *The Keys for Writers, 8<sup>th</sup> Edition*, and continue to encourage student research for topics the students are invested in, such as their career choice, and academic passions.**

**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: **10%**

Final: **50%**

**Meets Expectation**

Use at least 70-80% of the appropriate procedure

**Results**

Initial: **30%**

Final: **0%**

**Does not meet Expectation**

Use < 70% of the appropriate procedure

**Results**

Initial: **60%**

Final: **50%**

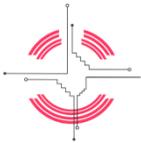
**Final Result: 50 % Met or exceeded expectations**

**50 % Did not meet expectations**

General Education Goals (Expected General Education Outcomes)

General Education Goals (Expected General Education Outcomes)	Courses	Performance Level: Competence or Mastery	Name of Faculty
1. <b>Gen Ed., Goal #1: Learn Actively.</b> Learning is a lifelong activity essential to personal growth and the ability to adapt to the challenges of an ever increasing complex and competitive world.			
2. <b>Gen Ed., Goal #2 Think critically, creatively, and reflectively.</b> Reason, creativity, and reflection are fundamental to problem solving and personal growth.			
3. <b>Gen Ed., Goal #3: Interact Effectively in Diverse Environments.</b> Success in a global society requires cultural understanding of self that is sufficient for interaction with other physical and social environments.			
4. <b>Gen Ed, Goal #4: Communicate clearly.</b> The ability and willingness to exchange ideas and information is essential to personal development, career success, and social responsibility.	ENG 111		Roastingear

**ECONOMICS 111**



**Navajo Technical University**

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General Education (Gen Ed.) Assessment

Assessment Planning/Reporting Sheet

**Gen Ed. goal(s): Communicate Clearly**

Course #: ECN 111-Intro. to Public Administration

**Semester: Spring 2017**

Campus: Crownpoint

Faculty: Ma. Ethel S. Ramirez

Semester	Gen Ed. Goal to be Measured
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Spring 2015	<b>Gen Ed., Goal #1: Learn Actively.</b> Learning is a lifelong activity essential to personal growth and the ability to adapt to the challenges of an ever increasing complex and competitive world.
Spring 2016	<b>Gen Ed., Goal #2 Think critically, creatively, and reflectively.</b> Reason, creativity, and reflection are fundamental to problem solving and personal growth.
Fall 2016	<b>Gen Ed., Goal #3: Interact Effectively in Diverse Environments.</b> Success in a global society requires cultural understanding of self that is sufficient for interaction with other physical and social environments.
Spring 2017	<b>4. Gen Ed., Goal #4: Communicate clearly.</b> The ability and willingness to exchange ideas and information is essential to personal development, career success, and social responsibility.

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.**

These are the Gen Ed Goals.

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

1. Which of your course objectives connects to the above measure for Gen. Ed.?  
f. Student will learn the economic theories and be able to explain the behavior of buyers and sellers in the market and figure out how we can use our scarce resources in the best possible way.  
g. Students should be able to explain the role of government in influencing buyer and seller behavior in the market and how Government failure occur when intervention fails to improve or worsen economic outcomes.

2. 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.?

3. What are your pre-assessment outcomes?  
A. Number of students for pre-assessment: 23 students  
B. What is your expectation/benchmark? 80%

4. What are your post-assessment outcomes?  
A. Number of students for post-assessment: 18  
B. Did your students meet your expectation/benchmark? Only 13 students meet expectation/benchmark.  
6 students exceed expectations  
7 students meet expectations  
5 students did not meet expectations  
5 students withdrawn and did not take the post assessment test.

5. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning?  
I will encourage students to participate in class discussion and debates on important economic policies and issues the country is facing to develop their self-confidence, exchange ideas, be engage and have knowledge on current and important economics events.

6. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities?  
By giving more case analysis, reaction paper, oral and written test and class presentation.

**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: 6 students exceeded expectations (26%)

**Meets Expectation**

Use at least 70-80% of the appropriate procedure

**Results**

Initial: 0%

Final: 7 students meet expectations (30%)

**Does not meet Expectation**

Use < 70% of the appropriate procedure

**Results**

Initial: 100%

Final: 10 students did not meet expectations (44%) = 5 students did not meet expectation, 5 students withdrawn

**Final Result: 56 % Met or exceeded expectations**

**44 % Did not meet expectation**

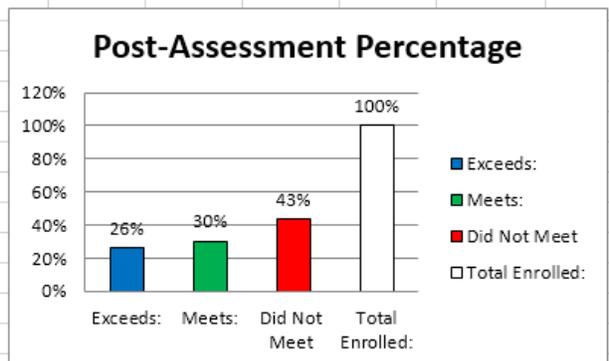
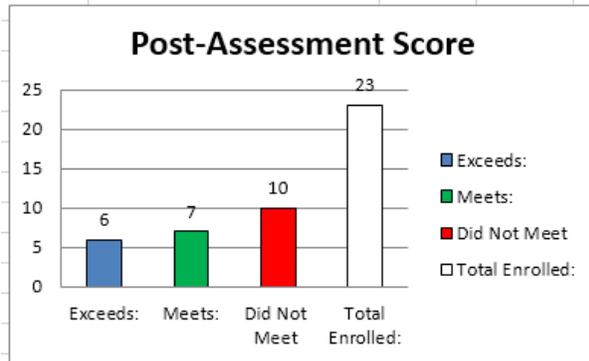
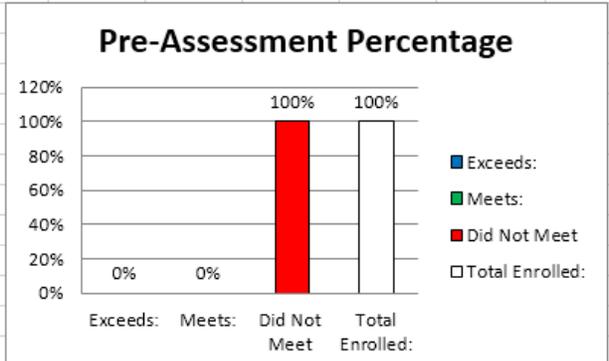
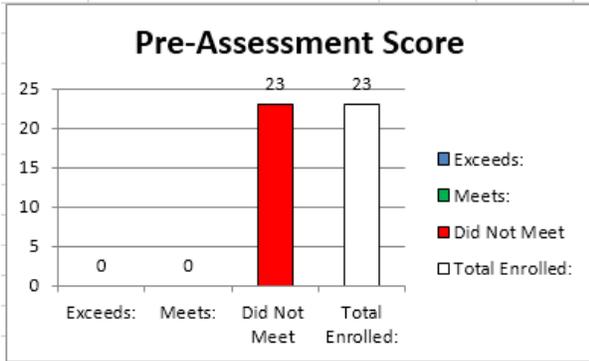
**Attachment: Gen Education Goals, Pre and Post Assessment graph.**

General Education Goals (Expected General Education Outcomes)

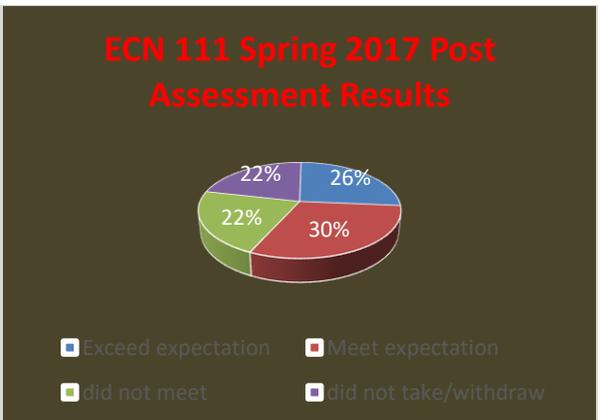
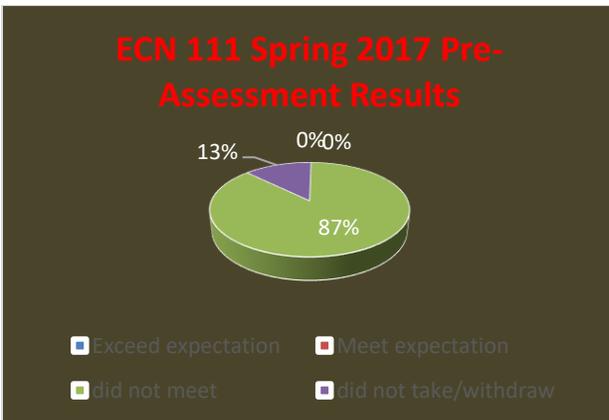
General Education Goals (Expected General Education Outcomes)	Courses ECN 111-Introduction to Economics	Performance Level: Competence or Mastery	Name of Faculty: Ma. Ethel Ramirez
<p>1. <b>Gen Ed., Goal #1: Learn Actively.</b> Learning is a lifelong activity essential to personal growth and the ability to adapt to the challenges of an ever increasing complex and competitive world.</p>	<p>Student will learn to outline the implications of various economic policies on individual and on the economy and demonstrate competence in using diagrams and graph to explain economic principles, policies and its applications.</p>		
<p>2. <b>Gen Ed., Goal #2 Think critically, creatively, and reflectively.</b> Reason, creativity, and reflection are fundamental to problem solving and personal growth.</p>	<p>Student should be able to recognize and analyze the common economic issues which relate to individual markets and the aggregate economy.</p>		
<p>3. <b>Gen Ed., Goal #3: Interact Effectively in Diverse Environments.</b> Success in a global society requires cultural understanding of self that is sufficient for interaction with other physical and social environment</p>	<p>Students will learn basic economic principles that influence global trading and challenges relating to globalization. Students will learn to appreciate and understand how individual decisions and actions, as a member of society, affect economy locally, nationally and internationally.</p>		
<p>4. <b>Gen Ed, Goal #4: Communicate clearly.</b> The ability and willingness to exchange ideas and information is essential to personal development, career success, and social responsibility.</p>	<p>Student will learn the economic theories and be able to explain the behavior of buyers and sellers in the market and figure out how we can use our scarce resources in the best possible way. Students should be able to explain the role of government in influencing buyer and seller behavior in the market and how Government failure occur when intervention fails to improve or actually worsen economic outcomes.</p>		

Navajo Technical University: Gen. Education Course Assessment Reporting Sheet

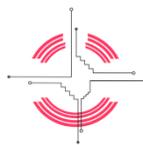
	Pre No	%	Post No	%	
Exceeds:	0	0%	6	26%	Course Number: <b>ECN 111- Intro. To Economics</b>
Meets:	0	0%	7	30%	Instructor Name: <b>Ma. Ethel Ramirez</b>
Did Not Meet	23	100%	10	43%	Term: <b>Spring 2017</b>
Total Enrolled:	23	100%	23	100%	



6 students = Exceed expectation  
 7 students = Meet expectation  
 5 students = did not meet expectations  
 5 students = did not take the test and withdrawn  
 Revised: 5/15/2017



## BIOLOGY 110



Navajo Technical University

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### General Education (Gen Ed.) Assessment

Assessment Planning/Reporting Sheet  
Course #: BIO 110-1  
Campus: Crownpoint

Gen Ed. goal(s):  
Semester: Spring/2017  
Instructor: Godwin Ifere

Semester	Gen Ed. Goal to be Measured
Fall 2015	<b>Gen Ed., Goal #1: Learn Actively.</b> Learning is a lifelong activity essential to personal growth and the ability to adapt to the challenges of an ever increasing complex and competitive world.
Spring 2016	<b>Gen Ed., Goal #2 Think critically, creatively, and reflectively.</b> Reason, creativity, and reflection are fundamental to problem solving and personal growth.
Fall 2016	<b>Gen Ed., Goal #3: Interact Effectively in Diverse Environments.</b> Success in a global society requires cultural understanding of self that is sufficient for interaction with other physical and social environments.
Spring 2017	<b>4. Gen Ed, Goal #4: Communicate clearly.</b> The ability and willingness to exchange ideas and information is essential to personal development, career success, and social responsibility.

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.?**

10. Explain the biological principles that are essential to life.

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.?**

- a. Grasp of the usefulness of biological molecules in determining the properties of life will be determined by essays, oral presentation, and observations of student's performance at tasks, quizzes, homework and exams.

4. **What are your pre-assessment outcomes?**

a. Applying scientific methods to evaluate claims and to make informed biological decisions that impact life.

A. Number of students for pre-assessment:   22

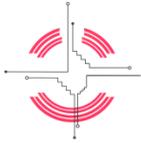
B. What is your expectation/benchmark? 70%
<b>5. What are your post-assessment outcomes?</b> A. Number of students for post-assessment: 16_____ B. Did your students meet your expectation/benchmark? <b>Yes.</b>
6. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning? Ensure students have a prerequisite for Biology by taking integrated science courses.
7. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities? Students would be required to keep track of their performance in every evaluation for them to know when their performance is below expectation.

**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?)**

<b>Exceeds Expectation</b> Use > 80% of the appropriate procedure <u>Results</u> Initial: 0/22 = 0% Final: 5/16 = 31%
<b>Meets Expectation</b> Use at least 70-80% of the appropriate procedure <u>Results</u> Initial: 0/22 = 0 % Final: 7/16 = 44%
<b>Does not meet Expectation</b> Use < 70% of the appropriate procedure <u>Results</u> Initial: 22/22 = 0% Final: 4/16 = 25 %

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

**MATHEMATICS 098**



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**General Education (Gen Ed.) Assessment**

**Assessment Planning/Reporting Sheet**  
**Course #: Math 098 (Technical Math I)**  
**Campus: Crownpoint**

**Gen Ed. goal(s):**  
**Semester: Spring 2017**  
**Instructor: J. E. Vanguardia**

Semester	Gen Ed. Goal to be Measured
Fall 2015	<b>Gen Ed., Goal #1: Learn Actively.</b> Learning is a lifelong activity essential to personal growth and the ability to adapt to the challenges of an ever increasing complex and competitive world.
Spring 2016	<b>Gen Ed., Goal #2 Think critically, creatively, and reflectively.</b> Reason, creativity, and reflection are fundamental to problem solving and personal growth.
Fall 2016	<b>Gen Ed., Goal #3: Interact Effectively in Diverse Environments.</b> Success in a global society requires cultural understanding of self that is sufficient for interaction with other physical and social environments.
Spring 2017	<b>4. Gen Ed, Goal #4: Communicate clearly.</b> The ability and willingness to exchange ideas and information is essential to personal development, career success, and social responsibility.

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 98 (Technical Math I)

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. Students will present in front of the class how he/she obtained the solution of the equations assigned by the instructor. (Students achieving the Grade of C will be assigned to solve 2<sup>nd</sup> week equations; the Grade of B, 3<sup>rd</sup> week equations; and the Grade of A, 4<sup>th</sup> week equations)

<p>4. What are your pre-assessment outcomes? Students cannot create their own equations that the date in the calendar is the solution of the equations.</p> <p>A. Number of students for pre-assessment: <u>  11  </u></p> <p>B. What is your expectation/benchmark?</p> <ul style="list-style-type: none"> <li>• <math>\geq 70\%</math> of the Technical Math 1 students would be able to present a project showing a detailed solution.</li> </ul>
<p>4. What are your post-assessment outcomes?</p> <p>A. Number of students for post-assessment: <u>  7  </u></p> <p>B. Did your students meet your expectation/benchmark?</p> <p>One of the students who needs accommodations (Special Ed), needs assistance to present and solve his equations on the board. The rest of the students presented and solved the equations on the board.</p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning?</p> <p>Students with special needs in the classroom should be motivated and must be given reinforcement. They should be encouraged to solve their equations in front of the class to develop self-confidence. Consider the problem/equations which they can tackle to present in class as springboard success in class. Celebrate each presentation as a victory for each of student.</p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities?</p> <p>The students should not only have the confidence to present their equations and obtain the solution. They should be able to translate the skill in solving word problem and present a detailed solution in class.</p>

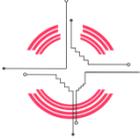
**Benchmark:   70   % students will meet or exceed expectation.**  
**(What percentage of the class do you expect to meet or exceed your expectation for the course?)**

<p><b>Exceeds Expectation</b> Use &gt; 80% of the appropriate procedure</p> <p><b>Results</b> Initial: 0/11 = 0% Final: 2/7 = 29%</p>
<p><b>Meets Expectation</b> Use at least 70-80% of the appropriate procedure</p> <p><b>Results</b> Initial: 0/12 = 0% Final: 4/7 = 57%</p>
<p><b>Does not meet Expectation</b> Use &lt; 70% of the appropriate procedure</p>

**Results**

Initial: 0/11 = 100%

Final: 1/7 = 14%

Final Result: 86 % Met or exceeded expectations14 % Did not meet expectations**MATHEMATICS 121****Navajo Technical University**<http://navajotech.edu>P.O. Box 849, Crownpoint, NM  
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5644General Education (Gen Ed.) Assessment**Assessment Planning/Reporting Sheet****Course #: MTH-121-2****Campus: Crownpoint****Gen Ed. goal(s):****Semester: Spring 2017****Instructor: Dr. Carlos Paez**

Semester	Gen Ed. Goal to be Measured
Fall 2015	<b>Gen Ed., Goal #1: Learn Actively.</b> Learning is a lifelong activity essential to personal growth and the ability to adapt to the challenges of an ever increasing complex and competitive world.
Spring 2016	<b>Gen Ed., Goal #2 Think critically, creatively, and reflectively.</b> Reason, creativity, and reflection are fundamental to problem solving and personal growth.
Fall 2016	<b>Gen Ed., Goal #3: Interact Effectively in Diverse Environments.</b> Success in a global society requires cultural understanding of self that is sufficient for interaction with other physical and social environments.
Spring 2017	<b>4. Gen Ed, Goal #4: Communicate clearly.</b> The ability and willingness to exchange ideas and information is essential to personal development, career success, and social responsibility.

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 Spring 2017.

- Communicate Clearly (Spring 2017)

5. 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.

3. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: 18

B. What is your expectation/benchmark?

- $\geq 70\%$  of the College Algebra 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: 18

B. Did your students meet your expectation/benchmark?

Yes, 15/18 or 83% of the students could write an essay describing applications of their new knowledge

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

I will give them more opportunity to work with other students by working as a group.

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

I have nothing to change in my teaching methodology now since the outcome is really high.

**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: 0/28*

*Final: 15/18 or 83% were able to write an essay describing possible applications of their new knowledge*

**Meets Expectation**

Use at least 70-80% of the appropriate procedure

**Results**

Initial: 0/28

Final: 0/20 or 0% were able to write an essay describing possible applications of their new knowledge

**Does not meet Expectation**

Use < 70% of the appropriate procedure

**Results**

Initial: N.A.

Final: 3/18 or 17% did not meet my expectations of writing an essay

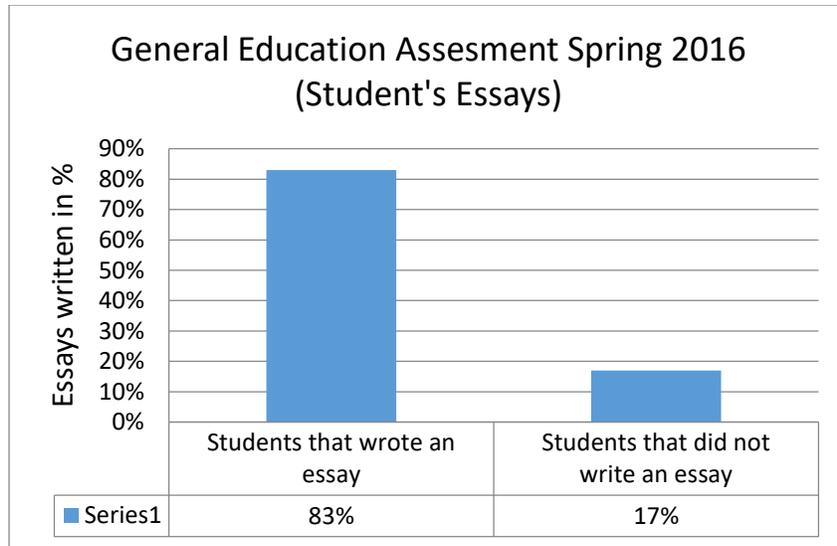
**Final Result: 83 % Met or exceeded expectations**

**17 % Did not meet expectation**

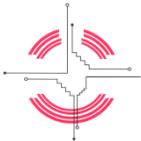
**General Education Assessment:**

**15 out of 18 83% Wrote an essay**

**3 out of 18 17% Did not write an essay**



**MATHEMATICS 310**



**Navajo Technical University**

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**General Education (Gen Ed.) Assessment**

**Assessment Planning/Reporting Sheet**

**Gen Ed. goal(s): #4**

**Course #: MTH 310**

**Semester: Spring 2017**

**Campus: Crownpoint**

**Faculty: Shasha Han**

Semester	Gen Ed. Goal to be Measured
Spring 2015	<b>Gen Ed., Goal #1: Learn Actively.</b> Learning is a lifelong activity essential to personal growth and the ability to adapt to the challenges of an ever increasing complex and competitive world.
Spring 2016	<b>Gen Ed., Goal #2 Think critically, creatively, and reflectively.</b> Reason, creativity, and reflection are fundamental to problem solving and personal growth.
Fall 2016	<b>Gen Ed., Goal #3: Interact Effectively in Diverse Environments.</b> Success in a global society requires cultural understanding of self that is sufficient for interaction with other physical and social environments.
Spring 2017	<b>4. Gen Ed., Goal #4: Communicate clearly.</b> The ability and willingness to exchange ideas and information is essential to personal development, career success, and social responsibility.

<p>Answer questions 1 - 3B for your Assessment Plan/proposal.  <b>Answer all questions for your Assessment Report.</b>  <b>Please attach your syllabus, pre/post-tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.</b></p>
<p>These are the Gen Ed Goals.</p> <ul style="list-style-type: none"> <li>• Learn Actively (Spring 2015)</li> <li>• Think critically, creatively, and reflectively (Spring 2016)</li> <li>• Interact Effectively in Diverse Environments (Fall 2016)</li> <li>• Communicate Clearly (Spring 2017)</li> </ul>
<p>1. Which of your course objectives connects to the above measure for Gen. Ed.?  Students will be able to apply the knowledge in the class to related real life problems.</p>
<p>2. 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</p>
<p>3. What are your pre-assessment outcomes?  A. Number of students for pre-assessment: <u>  8  </u>  B. What is your expectation/benchmark?  70% or more will do a presentation of how math used in their field.</p>
<p>4. What are your post-assessment outcomes?  A. Number of students for post-assessment: <u>  7  </u>  B. Did your students meet your expectation/benchmark?  Yes, 6 out 7 (85.71%) students did the presentation of how math used in their field.</p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning?  I will show more examples, give students more time to practice.</p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities?  I will provide more related application problems; give students more opportunities to present themselves.</p>

**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?)**

<p><b>Exceeds Expectation</b> Use &gt; 80% of the appropriate procedure <b>Results</b> Initial: 0% Final: 85.71%</p>
<p><b>Meets Expectation</b> Use at least 70-80% of the appropriate procedure <b>Results</b> Initial: 0% Final: 0%</p>
<p><b>Does not meet Expectation</b> Use &lt; 70% of the appropriate procedure <b>Results</b> Initial: 100% Final: 14.29%</p>

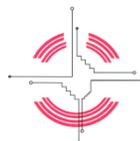
**Final Result: 85.71 % Met or exceeded expectations**

**14.29 % Did not meet expectations**

General Education Goals (Expected General Education Outcomes)	Courses	Performance Level: Competence or Mastery	Name of Faculty
<p>1. <b>Gen Ed., Goal #1: Learn Actively.</b> Learning is a lifelong activity essential to personal growth and the ability to adapt to the challenges of an ever increasing complex and competitive world.</p>			
<p>2. <b>Gen Ed., Goal #2 Think critically, creatively, and reflectively.</b> Reason, creativity, and reflection are fundamental to problem solving and personal growth.</p>			
<p>3. <b>Gen Ed., Goal #3: Interact Effectively in Diverse Environments.</b> Success in a global society requires cultural understanding of self that is sufficient for interaction with other physical and social environments.</p>			
<p>4. <b>Gen Ed., Goal #4: Communicate clearly.</b> The ability and willingness to exchange ideas and information is essential to personal development, career success, and social responsibility.</p>	<p>MTH 310 Differential Equations</p>		<p><b>Shasha Han</b></p>

# SPRING 2017 Program Assessment Reports

## HUMANITIES 170



Navajo Technical University

<http://navajotech.edu>

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5644

### Program Assessment

Assessment Planning/Reporting Sheet

Program: BFA Creative Writing/New Media

Course #: HUM 170

Semester: Spring 2017

Campus: Crownpoint, NM

Faculty: Elizabeth A. Roastingear, MFA

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 Fine Arts degree program in Creative Writing and New Media that is offered by Navajo Technical University will provide the knowledge and skills needed to secure gainful employment in a digital environment, to publish and market creative works online, or simply to function a full participant in this new digital age.**

2. What are your program goals?

1. Understand craft terms and concepts and can articulate how these aspects of craft contribute to well-crafted and compelling works of literary merit.
2. Be able to manipulate craft elements in writing and revising a story, essay, poem, or script.
3. Have knowledge of significant currents in contemporary fiction poetry, prose or script writing (film).
4. Be able to trace the development of the current literary landscape and contextualize one's work within it.
5. Be able to employ a writing process that recursively progresses through drafting, peer and instructor feedback, reflection, revising and editing.
6. Produce a manuscript of marketable quality, and then create a digital media product from the finished manuscript.
7. Be able to conceptualize, implement, and evaluate substantial, meaningful, and purposeful projects using digital media techniques.
8. Be able to work competently and collaboratively in a variety of digital media environments.

3. What is/are the program goal(s) you are going to measure? **#5**

4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals? **Pre-test, Post-test and a Final Reflective Essay on time spent in the course as it pertains to forgiveness.**

5. What are your pre-assessment outcomes?

- A. Number of students for pre-assessment: 32
- B. What is your expectation/benchmark? **70% Correct**

6. What are your post-assessment outcomes?

- A. Number of students for post-assessment: 33
- 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? **According to HLC, the BFA program goals need revision. The majority of the School of Arts and Humanities faculty teach courses listed on the BFA in Creative Writing and New Media program of study, yet we do not seem to function as a team when it comes to assisting students enrolled in this major course of study. At one time, there was a BFA Program Director, but this person seems to have fallen by the wayside and the BFA lacks leadership. I recommend Dr. Marlon Fick as the new Director of the BFA Program for the NTU Crownpoint campus. Also, social media used to be a large part of this media course. Facebook must be permitted in Mod 14 so that students may have access to current social media events as they pertain to American Indians.**

8. How will your proposed changes continue to support your stated program goals? **Change is our constant companion. We must continue to revise and recruit if we truly intend to pull this program from the ashes of apathy. Our students deserve our 100% attention to the grooming of their craft.**

9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? **HUM 170 students are not primarily BFA students. They can also take the course for the BASIT degree, the General Studies degree and for General Education credits. This course serves a large population of NTU 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?)**

<p><b>Exceeds Expectation</b> Students are able to successfully complete &gt; 70% of the evaluation method (i.e., pre-test, survey, etc.) <b>Results</b> Initial: <b>0%</b> Final: <b><u>55%</u></b></p>
<p><b>Meets Expectation</b> Students are able to successfully complete &gt; 70% of the evaluation method (i.e., pre-test, survey, etc.) <b>Results</b> Initial: <b>9%</b> Final: <b><u>18%</u></b></p>
<p><b>Does not meet Expectation</b> Students are able to successfully complete &gt; 70% of the evaluation method (i.e., pre-test, survey, etc.) <b>Results</b> Initial: <b>91%</b> Final: <b><u>27%</u></b></p>

**Final Result: 73% Met or exceeded expectations**

**27 % Did not meet expectations**

## ENVIRONMENTAL SCIENCE 464

Assessment Goal measured for Environmental Science 4 years degree program

May 3, 2017

Dr. Mader

-----

Goal to be measured: *An ability to apply knowledge of mathematics, science and environmental science management.*

Course that best measures above goal: *Capstone Env 464-1 (taught by Dr. Mader). This course is taken in the 4<sup>th</sup> year of study.*

Course Objective: This is a 400-level course that summarizes and measures the following skills:

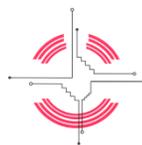
- Critical Thinking
- Analytics
- Critical scientific writing
- Scientific interpretation
- Scientific oral presentation using Power Point, hand-outs (bullet point summaries of key findings) and a relevant scientific video.

✓ Capstone paper comprises 85% of grade.

✓ Scientific presentation comprises 15% of grade

Course Description: Paper will be at least 18 pages double spaced, not including literature cited. It will include the following major sections: abstract, introduction, methods-materials, results & discussion, summary, and literature cited. The literature cited section must include at least 25 citations from scientific journals. The student is required to spend time in the library searching for relevant scientific papers. Student receives significant “one on one time” with Dr. Mader reviewing drafts to improve them.

## PUBLIC ADMINISTRATION 295



**Navajo Technical University**

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### Program Assessment

**Assessment Planning/Reporting Sheet**  
**Course # PAD 295 Topics in Public Administration,**  
**PAD 110 Public Finance Administration, PAD 101**

**Program: Public Administration**  
**Campus: Crownpoint**  
**Semester: Spring 2017**

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.**

11. What is your program mission statement?

The Navajo Technical University Public Administration program will prepare students for diverse roles in public sector including administrative, management and leadership positions in any federal, state and local government agencies and non-profit organization, to teach students professional ethics, public service values and intellectual discipline necessary to enter Government agencies especially in Navajo Nation governmental offices with a strong commitment to help for the continuous improvement and transformation of its governance and social institution.

12. What are your program goals?

Accounting Program goals are as follows:

- a. Examine the underlying principles and discipline of Public administration; its theories and concepts.
- b. Compare politics, administration, management, theory and practice of ancient civilization's to today's diverse world of public administration.
- c. Evaluate legal procedures of public sectors, its managerial ethics, budgeting processes, civil service and the functions and duties of numerous government agencies.
- d. Demonstrate the ability to work with and/or lead a diverse team toward goal accomplishment.
- e. Describe the importance of attracting, developing, and retaining a high-quality workforce.
- f. Practice effective decision-making and communication skills, both in oral and written form.

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

Public Administration program goals that are included in measuring success rate of the program are as follows:

- a. Evaluate legal procedures of public sectors, its managerial ethics, budgeting processes, civil service and the functions and duties of numerous government agencies.
- b. Demonstrate the ability to work with and/or lead a diverse team toward goal accomplishment.
- c. Describe the importance of attracting, developing, and retaining a high-quality workforce.

<p>d. Practice effective decision-making and communication skills, both in oral and written form.</p>
<p>14. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals?</p> <p>In order to measure the effectiveness of the program goals the following activities need to be materialized:</p> <ul style="list-style-type: none"> <li>➤ Pre Assessment test will be administer on the first week of instruction and Post Assessment test before the end of the spring 2017 semester.</li> <li>➤ Program Student survey - will be given to all public Administration students before the end of Spring 2017</li> <li>➤ Group research and oral presentation will be conducted on the examination week.</li> </ul>
<p>5. What are your pre-assessment outcomes?</p> <p>A. Number of students for pre-assessment: <u>  9  </u></p> <p>B. What is your expectation/benchmark? <u>  80%  </u></p>
<p>6. What are your post-assessment outcomes?</p> <p>A. Number of students for post-assessment: <u>  8  </u></p> <p>One is absent when the student survey and post assessment was conducted.</p> <p>B. Did your students meet your expectation/benchmark? <u>  Yes  </u></p> <p>All the students in Public Administration who responded to the survey are contented with the courses education, training and skills being offered. The proof was the successful research and oral presentation last May 10, 2017 which was the application of what they've learned in the program.</p>
<p>7. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b><u>program goals</u></b>, or anything else to improve student learning?</p> <p>Based on the result of the Program Assessment review I need to change the goals of the Public Administration program, make it specific and measurable. So, I made changes on the goals and integrate it to Pre and post assessment test, student program survey, group research and oral presentation. With these, I believe that all goals are now are more specific, attainable and measurable.</p>
<p>8. How will your proposed changes continue to support your stated program goals?</p> <p>The changes in Program goals will help in the continuous improvement and development of public administration program to cater the needs of the students.</p>

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

Our pre and post assessment outcome rate was successful based on the numbers of students enrolled in introductory and higher core courses.

Almost all of the student participated in the survey as well.

All of the graduating students successfully presented and defended their research in front the selected panel of judges.

I do think that my method of measuring the effectiveness of Public Administration program is enough for now. The result of the survey will help me address the needs of students and It will also encourage them to become engage and more interested in finishing their degree for they've seen their importance and their voice matters because of the program student 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 are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)

**Results**

Initial: 0% Exceeds Expectations

Final: 3 students exceeded 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: 5 students meet expectations (Completed the course successfully 5 plus 3= 8 students)

**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: one (1) student out of 9 students did not meet expectation

**Final Result: 89 % Met or exceeded expectations (*Post-assessment data*)**

**11 % Did not meet expectations (*Post-assessment data*)**

*Out of nine (9) students who were enrolled in the same courses (PAD 101, PAD 110, PAD 295) in Public Administration program only one (1) did not meet the expected outcome. 3 students exceed expectations and 5 students meet expectations.*

***Attachment:***

***A. Student survey results (PAD 101, PAD 110, PAD 295 students)***

***B. Research and oral presentation Rubrics summary (PAD 295)***

***C. Pre and Post assessment results (PAD 101, 110)***

***A. Student survey results (PAD 101, PAD 110, PAD 295 students = 9 students respondents)***

**Public Administration Program  
Student Survey**

Name: Student Survey Summary

Using the following scale, please indicate how well the NTU Public Administration Program has prepared you:

**SA** = Strongly Agree; **A** = Agree; **N** = Neutral; **D** = Disagree; **SD** = Strongly Disagree

	SA	A	N	D	SD
1. Evaluate legal procedures of public sectors, its managerial ethics, budgeting processes, civil service and the functions and duties of numerous government agencies.	5	4			
2. Demonstrate the ability to work with and/or lead a diverse team toward goal accomplishment.	4	5			
3. Describe the importance of attracting, developing, and retaining a high quality workforce.	6	3			
4. Practice effective decision-making and communication skills, both in oral and written form	8	1			

On a scale of 1 to 10 (**10 being the highest score**), please rate your satisfaction with the program's instructors, courses, student/teacher interaction, scheduling, and other related services and resources.

	1	2	3	4	5	6	7	8	9	10
1. How do you rate the instruction that you received in your Public Administration courses?										9
2. How do you feel the program prepared you for a career in Public Administration and/or other related field?										9
3. How would you rate the student/faculty interaction in the Public Administration program?								1	7	1
4. How effective was the advising from your Public Administration advisor(s)?										10
5. How did the course scheduling meet your time restraints?									2	7
6. How would you rate the overall Public Administration classroom environment?								4	4	1
7. How would you rate the overall Public Administration training that you received?									1	8
8. Do you feel that coursework in the Public Administration program has given you an appreciation for work within the field?									8	1

The questions below pertain to your choices, plans for the future, strengths and weaknesses of the program, and about your internships (if any) while enrolled in the Public Administration program at NTU.

1. Why did you choose NTU for your Public Administration degree?

Helps me with my career choices

Mrs Ramirez-excellent teacher.

It has good opportunity.

I choose NTU because of the reviews I read and heard.

2. If you were to start over, would you choose the same major? Please explain why or why not.

Yes, because it prepares me for my job.

Go directly into bachelors program.

Yes Public Administration will benefit my goal choices.

Yes. I would no doubt

3. What are your plans for the future?

Take a bachelor's degree.  
I plan to return to my home and serve.  
Continue with bachelor's degree.  
Work in the Navajo Nation.

4. Are there areas in which you still feel weak or would have liked more emphasis?

No.

5. What courses were the most beneficial to you? How or why?

Public Finance Administration, for I was able to understand the fiscal year for government offices.  
I've learned a lot in Revenue and Public Policy.  
Revenue administration, budgeting, public policy.  
Cash management/ Investment management.

6. If you had an internship experience, was it valuable to you? Please be specific.

Yes, definitely. It's will be my training ground.  
Yes. It will prepare me for ac actual job.  
On-the job training will be my application of what I learned in class.

7. What were your most positive experiences in the program?

Able to work with a group.  
Working among my peers.  
Having a very supportive Instructor and advisor.

8. What were your least positive experiences in the program?

No specific classroom for Public Administration Program.  
None.

9. In what ways can the Public Administration program improve?

It has improve compared from previous curriculum.  
Night and on-line classes.  
Offer an on line class.  
I hope NTU will offer Bachelor in Public Administration so it will be closer to home.

On a scale of 1 to 10 (10 being the highest score), how would you rate NTU's Public Administration Program?

1	2	3	4	5	6	7	8	9	10
							4	2	3

If you rated the program below a score of 7, please provide an explanation for your score below:

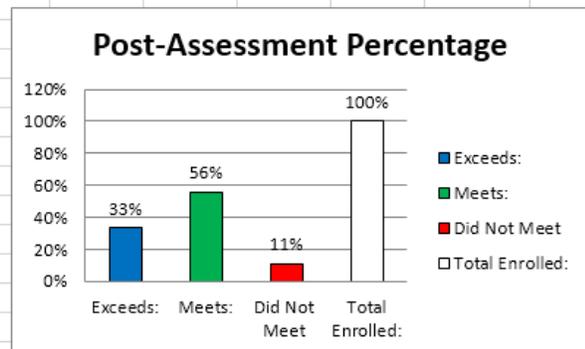
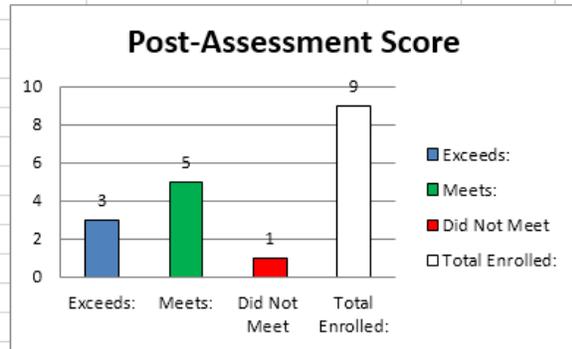
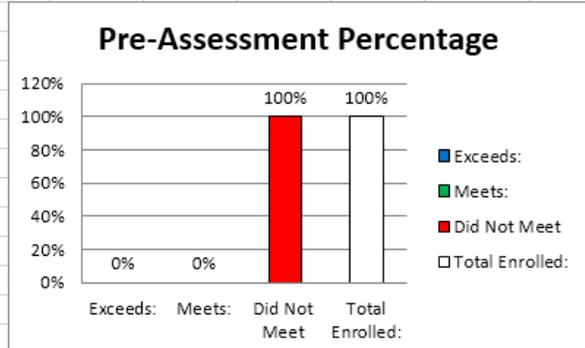
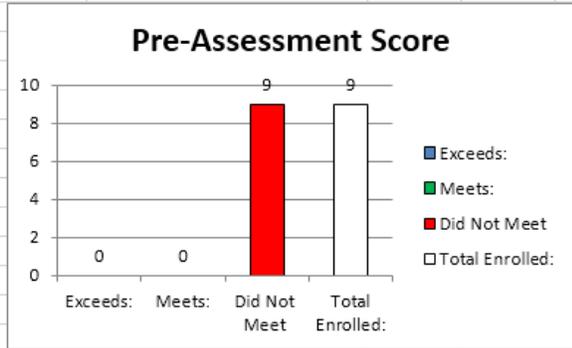
*B. Research and oral presentation Rubrics summary (PAD 295)*

Public Administration Research Project & Oral Presentation Rubrics					
"LEADERSHIP CHARACTERISTICS AND EFFICIENCY OF LOCAL ADMINISTRATIVE ORGANIZATION WITHIN THE NAVAJO NATION"- Research Title					
Name: <u>Judging Panel overall rubrics for research and oral presentati</u> Group#: <u>5 students</u>					
SUMMARY/OVERALL RESULTS					
CONTENT (25%)	Lowest			Highest	
	1	2	3	4	5
1. Oral presentation content aligns with the project topic.				2	3
2. Content of paper is thoroughly addressed and main issues of project are well covered				1	4
3. Multiple discipline of Public Administration are considered.				2	3
4. Accurate knowledge of the topic is demonstrated.				1	4
5. Presentation reflects adequate research.				2	3
6. Research results are well integrated into the talk.				1	4
7. All resources are correctly cited.			1	1	3
8. The main issues are organized in coherent manner.				2	3
9. The speakers' case is solid or their story is convincing.				1	4
DELIVERY (20%)	1	2	3	4	5
1. Student speak with a clear, strong voice.			1	1	3
2. Speakers maintain good eye contact with audience.		1	1	1	2
3. Speakers gesture naturally showing confidence.			1	1	3
4. Speakers are dressed appropriately.				1	4
5. Speakers use correct pronunciation.			1		4
ORGANIZATION (15%)	1	2	3	4	5
1. Material and visual aids in presentation are arranged and presented logically with the main points following a coherent pattern.				1	4
2. There is a definite beginning and concise ending.				1	4
3. Transitions between topics and speakers are smooth.				2	3
VISUAL AIDS (20%)	1	2	3	4	5
1. Visual Aids holds the audience attention				2	3
2. Visuals are big enough to read and easy to interpret.				2	3
3. Visual are complete with correct citations, captions and x & y axes labeled.			1	1	3
4. Visuals are well integrated into presentation.				2	3
BALANCE OF SPEAKING (10%)	1	2	3	4	5
1. Speaking duties are shared equally by all team members.					5
2. Talk is given equally among five team members on project research important part.				1	4
FIELDING QUESTIONS (10%)	1	2	3	4	5
1. All team members are willing to address the topic of the questions and show knowledge in areas related to their chosen part.				1	4
2. Students appear eager to answer questions.			1		4
3. Questions are answered correctly.				1	4
GENERAL COMMENTS					
Keep up the good work at presenting and it will come naturally. Research paper need editing and more citations.					
Reduce some sentences in some slides and use bullet point. Survey questionnaire and interview was organized.					
Good Job. Keep practicing so you become more comfortable. Your research excel, I can see its paying off.					
Clear mission and goal of the research paper					

**C. Pre and Post assessment results (PAD 101, 110)**

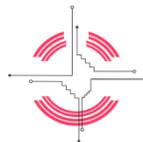
**Navajo Technical University: Public Administration Program Assessment Reporting Sheet**

	Pre No	%	Post No	%	
Exceeds:	0	0%	3	33%	Course Numbers: PAD 101, PAD 110 (Average)
Meets:	0	0%	5	56%	Instructor Name: Ma. Ethel Ramirez
Did Not Meet	9	100%	1	11%	Term: Spring 2017
Total Enrolled:	9	100%	9	100%	



Revised: 5/15/2017

**ENGLISH 155**



**Navajo Technical University**

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**Program Assessment**

**Assessment Planning/Reporting Sheet**

**Program: BFA**

**Course #: ENG 155 Intro to Creative Writing**

**Semester: Spring 2017**

**Campus: Chinle**

**Faculty: Fick**

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 Fine Arts degree program in Creative Writing and New Media that is offered by Navajo Technical University will provide the knowledge and skills needed to secure gainful employment in a digital environment, to publish and market creative works online, or simply to function as a full participant in this new digital age.

The Bachelor of Fine Arts Degree in Creative Writing and New Media develops skilled writers who are technologically savvy, to foster the continuance of the narrative legacy of the Navajo people and expand its reach into the digital realm, and to advance participation in the international digital revolution. The transition to digitization is everywhere affecting education, business, and the arts. The digitization of the publishing industry and the ever-increasing scope and influence of New Media, is creating unprecedented opportunities for writers, artists, and entrepreneurs worldwide, including the Navajo Nation.

The unique hybrid nature of the program, which builds upon a core Creative Writing program with additional coursework in New Media studies, offers a unique opportunity for students to go beyond the scope of the traditional Creative Writing program—which typically culminate with the production of a hard-copy manuscript—and produce a visual or digital product. The Navajo Nation is producing more and more writers, filmmakers, web-based designers and new media artists, clearly demonstrating a growing interest in these fields.

4. One of the points we are measuring this semester is whether or not students are learning to think critically in the context of being able to write an effective plot, develop characters, and employ dialogue.

5. What are your pre-assessment outcomes? Students enter English 155 with little to no knowledge of

A. Number of students for pre-assessment: 8

B. What is your expectation/benchmark? Students will succeed in learning objective No. 4 (2017).

6. What are your post-assessment outcomes? Students will have successfully collaborated in the writing of an extended one-act play. They have done so. The play is attached.

A. Number of students for post-assessment: 8 (1 of the 8 did not contribute to the collaborative writing assignment.

B. Did your students meet your expectation/benchmark? 7 of 8 succeeded.

7. Based on your post assessment outcomes, what changes will you make in teaching methodology, **program goals**, or anything else to improve student learning? Due to the overall success of having students collaboratively write a drama, I will continue to keep this assignment as part of the 155 curriculum.

8. How will your proposed changes continue to support your stated program goals? Keeping this unit will insure continued success in meeting objective number 4 of our BFA program.

9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? Based on these results, we might improve by sharing our successful assignments with the other creative writing members of the faculty.

**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.)

<p><b><u>Results</u></b>  Initial: Students had no knowledge of plot development, character, or dialogue...  Final: 7 out of 8 students gained a thorough knowledge of the above</p>
<p><b>Meets Expectation</b>  Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.)  <b><u>Results</u></b>  Initial: 0% or N/A  Final: 87.5%</p>
<p><b>Does not meet Expectation</b>  Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.)  <b><u>Results</u></b>  Initial: N/A  Final: 87%</p>

**Final Result: 87.5 % Met or exceeded expectations**  
**21.5 % Did not meet expectations (i.e., one student)**

Student's One Act Play (Collaboration by Seven of the Students).

Assignment: Students are given a one paragraph scenario. In this case, a Casino Developer wishes to buy land in Navajo Nation, which results in a rift among the family members who own the land in common. Create a character for yourself and interact with other characters to create a one-act play.

The Play:

*The Thompson Family live by an old abandoned Uranium Mine located in the Lukachukai Mountains.*

*The family live in a 2-room cabin made for sleeping area in one room and the other room is combined to serve as the kitchen and sitting room. The kitchen has a simple square table with four chairs and a cooking stove which is used for heating and cooking. There is a dish cabinet to the back of the room.*

*James is lying on his favorite sheepskin by the stove with his leg over the other and passed out from his day's adventure.*

*Donna and Asdzabah are sitting at the table talking about the proposed casino being built close or near the abandoned Uranium mine located on their family land.*

*Talking with Asdzaabah: Donna is looking down into her half empty cup of tea that she has been swirling around for the pass half hour. She has been thinking a lot lately about the conversation that she had with the casino developer. He promised and offered more than she thought he would. The only thing that was keeping her from signing the agreement was her brother and sister's reason for not signing and how their parents always told them to take care of the place, the land and in return how it will take care and provide for you in the future.*

D-- "I talked with Mr. Houzie and he informed me that we would all be benefiting from having the casino built on our land. I think that when we do sign the contract over we will not need for anything more, we will always have money to get what we want, and we don't have to ask for help or apply for any type of assistance." *Donna looks out the window and thinks about how her parents had to struggle to raise the three of them as they were growing up.*

A—"I think that we shouldn't sell. We need to think about our children future and how we'll profit from it. To me it's like we're selling to the Maii' (the trickster). We'll get nothing back in return, yes, you might get money from them using our land, but money can't buy back what we're going to lose."

D—"You say children, but they are all out of the house. They are living their own lives. I know that they need money too. What Mr. Houzer also mentioned was that our grandchildren would be able to go to college and get a better education that we all didn't get."

A—"But the abandoned Uranium mine took precious resources from us already, along with medicinal herbs that we use to cure sickness and for certain ceremonies. My children are actually rooting for the casino to be built but they also know that they will be giving up precious land that was owned for many decades by our ancestors."

D—"Ancestors, they have been gone for many years, how is any of that any good when we can profit from what we are offered. I am thinking about our family's future. We don't really own the land anyways, we only have the right here because our great-grandparent's parents have lived here for many years. The

government has the right to take away the land whenever they want. We need to take this offer before another family nearby takes it.”

*Asdzaa gets up to refill her cup of coffee and puts more wood in the stove and sits back down with sadness in her eyes.*

A—“Even though you say that we don’t own the land, we are part of Mother Earth, where are you coming from? Our forefathers sacrificed for this land. We were forced from our home land and marched to Ft Sumner (Awheldei) a lot of our people died during the march. Does that mean anything to you?”

*James lies awake for the pass half hour listening to his sister’s conversations and interrupts. His thoughts on the Casino are that when he is drunk, he is for the Casino because he wants to go there to drink and hang out with his friends. But when he is sober, he talks about what his father taught him about the land. He becomes the good person that he really is. The only disability is that he drinks to forget that he is unemployed and that he has no family of his own.*

J—*Still under the influence of liquor and slurring his words.* “Yes! I want the casino built, so I can win lots of money and drink play the machines anytime I want to.” *He turns on his side and starts snoring again indicating that he is passed out again.*

*The sisters get up to go to sleep.*

## **Scene II**

*Two days later. The casino developer, Mr Fritz and his associate, Mr. Houzie make a quick stop at Totsoh Trading Post located at the foot of the Lukachukai Mountain. Donna went to the local Trading post to purchase some block salt for the sheep and she runs into Mr. Fritz and Mr. Houzie.*

F—“So we meet again Donna.” *He extends his hand for a firm handshake.*

H—“It’s good to see you again Donna.” *All along think I got this one under the palms of my hand.*

D—"Aoo' Ya'at'eeh Hello." *Donna shakes hand with both men then gets the salt block into the back of the old truck.*

F—"Soo Donna you have a magnificent land, I see."

D—"That's why my sister is against giving up the land."

F—"Getting down to business here, we want to know if you're still willing to give up some land to us for the Casino." *Fritz thinks that his good look and charm will persuade Donna more towards signing the contract.*

D—"I've been talking with my family, but they want more time to think about it. Did you make any other offers to our neighbors? It has to take all three of us to make it happen, it's hard to talk with my sister because she is against it, and my brother is always drunk."

H—Time waits for no man. We need an answer now.

F—"No, we want the land here because it's more beautiful than any other place, and you're the best choice. Our first choice. We are expecting this place to attract more people, and tourists. We know that we'll make a lot of money in this development."

H— We're offering ten million dollars for 500 acres of your beautiful land that you have here. On top of that, we can also take care of your brother James' debt to us.

F—so you need more time? We can make an appointment and maybe we can all get together over lunch with your brother and sister.

D—Yes

F—We'll leave a message with the store manager about the time and date of when we will be around again. Be on time. We have other important business to take care of.

*Fritz and Housie leave and Donna gets back in the truck to get the salt block to the sheep.*

### **Scene III**

*Grandma and Asdzaabah are talking in her Hogan that evening.*

A—Grandma, back in 1940, how did the bilaglanas take our land to make the uranium mine?

G—Just the same way the casino developers are lying to the people now. They offered a lot of money, sheep and materialist things. They lied and bribed our people.

A—How much money was offered to the people?

G—A lot, I dunno. They told me that they were going to give me a lotta money every month for the rest of my life, but I haven't seen or received any yet. They said they were gonna build me a house with electricity and running water. I still live in the Hogan. They took all the money and made themselves rich.

A—I understand now why the people took the offer, but now that the land is degraded and the minerals are gone. Mother Earth has not had time to heal yet and replenish what was lost due to mining. We have to all stand together and make a stand against the tricksters and be the smarter people to save our land.

G--Those white people talk with two tongues. Do not believe either one sh7yazhi, my child.

A—Who was the lawyer that talked for you during that time shim, my mom.

G—“Ohh.. her name was lawyer Branham. She really knew what she was talking about. She knows how the maiis are.

*Grandma turns and starts weaving again. Asdzaabah walks out the Hogan and starts dinner for the family.*

#### **Scene IV**

Early the next morning before Asdzaabah gets up to start her day, she lies listening to her sister in the kitchen starting breakfast and brother James building the fire, she decides to pray to the Spirit Guide, (the Hawk),

A—Ya'at'eeh Abini shi diyiin...I pray to you with a heavy heart and a confused mind so that you may be able to guide me in the right direction. I am against the building of the casino because our Mother Earth is

already and is still suffering from the poison of the Uranium mining that destroyed our sacred plants and minerals. What can I do to keep me sane and strong against these developers who are out to destroy a part of our land again?

S—Asdzaabah, to receive the great comfort for your heavy heart, Meditate and fast for four holy days at the highest peak and you shall receive great comfort.

*Asdzaabah feels the comfort of what the Spirit Guide said and starts the day with a lighter heart.*

### **Scene V**

*Five days later after Asdaabaah consulted the Spirit, she talks to Donna and James while having dinner.*

A- I feel that the more I am against signing the contract for the casino development, I am the target of Mr. Fritz and Mr. Houzie. I am afraid that one day they will just come unannounced and do whatever they want to do with me and grandmother.

D- You are just saying that so James and I will not sign the contract. They are not like that. All they are trying to do is help our people by bringing in jobs.

J- I have to agree with Donna. I have been trying to get a job since I was fired from my last job. I am doing everything I can to be good, but it's my friends that come and say let's go and have some fun.

A- I know you two means well by thinking about your future and your children's future through getting money from the developers and having job security. Think about other things among them degrading our land again and them not giving you what they are proposing.

### **Scene VI**

*Lucinda Branham is a Navajo women who fluently speaks in her Din4 and in the English language. She is married to a white doctor with two children. They reside in Farmington NM. She works for a law firm in Farmington. As a little girl, she attended grade school in Lukachukai. Her father is from Lukachukai. She grew up in there until she went off to school to become a lawyer.*

*Asdzaabah calls Mrs. Branham after her mother tells about how she helped the people of Lukachukai. They arrange a meeting the next day at Grandma Thompson's house. Mrs. Branham arrives at the residence the next day in her car. She looks around the place and walks up to the home of Grandma Thompson and knocks on the door. From inside she hears a women's voice.*

A—Come in.

A—Oh ya'at'teéh Mrs. Branham. How are you doing?

L—Hello. I am doing fine. I always enjoy coming out here to visit family and very much like the drive over the mountain.

A—Come in and have a seat. Would you like some coffee?

L—Thank you. Sure I'd like a cup of coffee.

A—This is my sister Donna.

D—Hello.

*Donna gets up and shakes Mrs. Branham hand*

L—Hello, nice to meet you Donna.

A—And this is my brother James.

J—Aoo, ya'at'teéh

*James get up and also shakes Mrs. Branham hand as he looks at Mrs. Branham from head to toe. Mrs. Branham is dressed nicely in suit jacket with a shirt and high heels. Asdzaabah notices her brother and she clears her throat*

A—James.

*Donna giggles at her brother as she signals him with her eyes to sit down.*

A-- I got a hold of you because my mother told us how you helped her and the people here in Lukachukai about stopping the uranium mining.

L--OK. (Laughs) How is your mother doing? What else did your mother say about me?

A—She's doing fine. She's still weaving, but she does not like the casino being built in Lukachukai.

L—Yeah, me too.

A--my sister Donna, and my brother James need to hear your thoughts on this casino. I do not want the casino built but these two are unsure to sell or to forget the whole thing.

L—Well, first of all, I am from here so I do not want a casino built in my father's back yard too. Who approach you saying they want to build a casino in Lukachukai?

D—Two men named Mr. Fritz and Mr. Houzie.

L—The developers from Farmington?

D—Yes.

L—Oh no. Did you do some research on the two men? Do you even know who they are?

A—NO. They just both came one day saying that this place is a beautiful land, and wondered if they could buy it to build a casino there.

L—What was there offer?

A—Ten million and to clear all of James' debt.

L—I see. So James already knows the gentlemen?

J—Yeah, I meant them at the casino in Farmington, and they have been giving me loans.

L—How much do you owe them?

J—Eight thousand dollars.

D—Oh my-gosh, James! Really? What were you thinking? Diigis!

J—I don't know. I just want to drink to get over my hangovers, and I like to play the slot machines to try to hit the jack pot. I think might've said something about the land to them.

D—You are crazy, James. I can't believe you did this to yourself.

L—You are not going to like what I am going to say about Mr. Fritz and Mr. Houzie.

A—That's why we arranged this meeting to let us know who they are and if we should sell.

L—The two men are drug lords and they kill people that owe them money.

A—What! Oh my-gosh! No. James! Did you hear that? What did you do? Why would you borrow money from them?

D—That's ridiculous.

J—What the hell. You are lying. She's lying, these lawyers think they are all big shots.

A—James, don't say that. She is just trying to help us. To try and help you so they won't come after you and hurt you.

D—James, go sit down and listen to what she's got to say.

J—Ugh...yaadiila, DAMN.....

L—There were shootings in Farmington, and as far as Albuquerque, and Phoenix. Some of the shootings are still under investigation. There are leads to both men but no evidence and witnesses. So some of the cases are on hold.

A- What do you mean they are drug lords?

L—They bring their drugs by trunk load from different states and even from Mexico into Farmington, and they sell it to people.

D—What kind of drugs?

L—Cocaine, marijuana, and they make their own meth.

A—Why aren't they caught yet?

L—Mr. Fritz was caught smuggling in marijuana on I-40 near Albuquerque, but he made bail so he got out.

A—I didn't know that. What is mom going to say when she finds out about who these men are?

D—So what do we do?

A—What do we do isss? We're not selling the land, and we have to protect James right now. He's in deep trouble.

L—I would not sell either.

J—Why not?

L—Because I am from here and I will fight for the land. You all have memories here of your childhood. I have memories too. Think about what is going to happen if the casino is built here.

A—What do you mean?

L—If the two men build their casino here think about the violence that will happen here; the drugs that the men will bring to our children, to our relatives, and the whole community will have access to it because it's right there.

A—And our land is going to be gone forever. Where will I go? This is the only place I call home.

L—Yes, this land is very scared. We can't give it up.

D—But I have financial problems.

A—We all have financial problems. I do too. But I do not want to sell our land.

J—I don't want to hear anymore. I'm getting a headache listening to you ladies yap. I'll be back later. *He walks away.*

D—We still need to think about it more. Mom needs to know who these two men are, and what they are going to do if we sell the land. Mom needs to know what James got himself into as well and that they might come after James.

A—Thank you Mrs. Branham for coming out to see us and talk with us.

L—You're welcome. I like to come out here to visit my father's land. I hope what information I brought you guys will make you reconsider the man's offer.

D—Yeah, thank you Mrs. Branham. We have a lot to talk and think about.

L—Oh please, You can call me Lucinda.

A—Ok. Thank you again, Lucinda.

## **Scene VII**

*Enter Fritz and Houzie:*

F- Well, what shall we do with the Thompson Family in Lukachukai on the land purchase if they disagree with our offer?

H-Just let me take care of them in my own way.

F- Meaning?

H- I have to meet with some people and I'll get back with you when my plan is confirmed.

*Fritz still puzzled and lit his pipe, left houzie conversing with someone on the phone. Fritz was still wondering how to convince Asdzaabah to come to an agreement on the land purchase. Fritz goes back to his partner Houzie's home. He paced back and forth in the living room, with his pipe in his hands.*

F- MAN!! We need to come to terms with Adzaabah. She is one difficult lady to deal with, but she better think twice for her brother James, who still owes us almost \$10,000.00.

H- Sounds like we need to put some sense into her or scare her.

F- Well, Well, you need to send her a message through Donna before it's too late.

H- Let me take care of all the negotiations with the Family again.

F-Time is very crucial at this time. We can't be going back over there all time. Somehow we need to put some goddamn sense into Asdzaabah's head, she makes everything difficult for us to build the Casino.

h- Don't you worry, things will be in place for us to develop our casino. *Staring outside his window with his hand under his chin.*

*Fritz face is twisted with a worried look.*

H- My plan was to visit the family again. Maybe Asdzaabah has changed her mind.

F- Do something or scare her out of her skin, she's making me furious. I feel like torturing her or messing up her face.

H- Maybe, we should do something to finish her, instead of sending her messages. We need to get to her drunken brother, James, if we see him in town again.

F-Time is coming to an end and we need to do some damage to the Thompson Family. Start with James to repay us in full or we'll get to his Sister and Grandmother, who are standing in our way.

H-Yeah! But what kind of damage can we do to the Thompsons? The best way we can is to take James out of the picture first. So that we can get to the sisters and granny. What do you think Fritz?

F-We need to contact James somehow, and tell him to meet us at the Casino in Farmington.

H-When do you think we should meet with him?

F-The sooner the better. We need to resolve the issue about the money he owes me, since his sister Aszhaabah won't work with us.

H- What do you think about Friday night? Around midnight at Casino?

F- We need to get a hold of James as soon as possible.

*Houzie got his cellphone to call James. Finally, after five minutes, James answers his cellphone. Houzie explained to him about renegotiating his debt.*

H- I talked with James. I told him to meet us Friday night at Northern Edge. He wants another loan to gamble. He wants us to buy him a drink too. This should do the job.

F- Great!!! Finally. Did you contact the hand who does the dirty work for us?

H- Yeah, I sure did. But we have a problem with him to too. He is not willing to work with us.

F-Are we to do the dirty work ourselves?

H-Yes. We'll take care of James Thompson ourselves.

F-Friday Night?

H-Yup. Friday night.

F-Fine. We got some planning to do.

H-Damn right. Let's get this done as soon as possible.

F- The family better think twice and agree to sell the land to us.

*Houzie and Fritz prayed for Friday to come faster but in the mean time they continued with their business as developers. They were still thinking about how to get rid of James. Fritz went onto his office, while Houzie did what he did best. The waiting game has started.*

### **Scene VIII**

*When James is in his state of mind he will speak with a deep loud voice I may have no job and am a drunk, I say no Casino on our precious land shimansani once said, "gambling will lead you the wrong way and will take you where you will forget your family ad will be poor. I believe and will listen to my grandparents how they see the future we don't need that kind of life near our beloved home. The*

*bilagannas are not going to give us money they will become rich from us and our land. There will also be violence amongst our people that is not good especially here. I may not have a job but I will listen to my Dine people they see the future.*

*James thinks to himself. I know I owe money to the developer Frits. Every time I come across him he asks me when I will start paying them back or he tries to bribe me to have my family sign the contract so the construction can start to build the casino on our land. I will not speak for how my families feels about building a casino on our land. I speak for myself.*

*As the lawyer comes across James at a nearby grocery store he starts a conversation*

L- "Good afternoon James how is it going?"

J – Ya'a'teeh!

L – Today is a good day nice and warm soo how's the family?

J – My families are doing fine! I came to socialize with my people here at the store and check my mail.

L – Well! Well! Sounds good so how's going with the land and the casino.

J – We all have our own opinions about the casino I listen to my sister Asdzaa bah who is very traditional she will stand for what she believes and I hear her pray to the early dawn and before she goes to bed that whatever decision we make we will stick with it. We will always remember what we are taught from our grandparents how these bilagannas will do anything to take our land away.

L – Oh I see! I hope you all come up with the solution soon! Good luck!!

J- Good bye. Yeah right, Casino.

James walks away with a grin on his face.

## **Scene IX**

*James has never told anyone or mentioned anything to his girlfriend about Fritz seeing her.*

*James heard that his girlfriend was seen with Fritz, he had kissed her and even given her an embraced hug at the gas station, of all people the sister, Asdzaabah seen them together. She later confronts her brother James about the incident at home.*

A – My dear brother, Hastin Fritz was kissing your girlfriend at the gas station this afternoon, do you know anything about it?

J – What? Are you sure that was her?

A – AOO! It was her!!

J – Just leave her alone I didn't see it. People like to make up stories about other people and like to gossip.

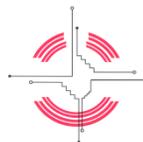
A – Anyways you will see it for yourself. She is cheating on you!

James stormed out of the house and slammed the door and headed down the road walking very fast towards the dirt road. Deep down inside he knew he had lost his girlfriend and there was nothing he could say or do about it. James left broken hearted to the local bootlegger to get a drink, so he can forget his Sally.

### **Scene X**

(Here, each student writes an alternate ending to the play.)

## MATH 410



Navajo Technical University

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### Program Assessment

Assessment Planning/Reporting Sheet

Program: Math

Course #: MTH 410-1

Semester: Spring, 2017

Campus: Crownpoint

Faculty: Shasha 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?

The Mathematics Department of Navajo Technical University has a mission to provide all students strong foundations of mathematics that will help them succeed in their preparatory education, general education core courses for engineering and science, courses for the graduate students and mathematics majors at the certificate, associate, and baccalaureate level. We will also help develop students not only to become logical learners but also great communicators of mathematical knowledge.

2. What are your program goals?

- 1) Be able to teach students in different majors the basic concepts and skills of mathematics, and to provide mathematical background for all students that are appropriate for their needs.
- 2) Be able to teach advanced mathematical concepts and analytical skills to stimulate curiosity and develop maturity by becoming clear, precise and well-organized in solving mathematical problems.
- 3) Be able to make appropriate use of technology in the solution of a mathematical problem.
- 4) Be able to communicate sound mathematical reasoning and solutions of mathematical problems through oral presentations.
- 5) Be able to use different techniques in solving real-world problems that can be expressed in mathematical notation.

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

- 3) Be able to make appropriate use of technology in the solution of a mathematical problem.
- 4) Be able to communicate sound mathematical reasoning and solutions of mathematical problems through oral presentations.

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

5. What are your pre-assessment outcomes?

A. Number of students for pre-assessment:   5  

B. What is your expectation/benchmark? 70% or more will meet the expectation.

6. What are your post-assessment outcomes?

A. Number of students for post-assessment:   5  

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?

Will provide more examples; more time on using technology and presentation.

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

Communicate with other field instructor like Engineering for more information of math related. Revise the math curriculum to meet students' needs related to their field.

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

Spending more time on using different technologies on solving math problems, and get more applied problems related to their field.

**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.)

**(Goal 1)Results**

Initial: 0%

Final:100%

**(Goal 2)Results**

Initial: 0%

Final:100%

**Meets Expectation**

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

**(Goal 1)Results**

Initial: 0%

Final: 0%

**(Goal 2)Results**

Initial: 0%

Final: 0%

**Does not meet Expectation**

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

**(Goal 1)Results**

Initial: 100%

Final: 0%

**(Goal 2)Results**

Initial: 100%

Final: 0%

**Final Result: 100 % Met or exceeded expectations**

**0 % Did not meet expectations**

## PRE-NURSING

### Program Assessment

Assessment Planning/Reporting Sheet  
Course #: 101/102 Nursing Assistant  
Campus: Chinle, AZ  
Instructor: Harriett N. John, RN

Program: Pre-Nursing  
Semester: Spring /2017

<p>Answer questions 1 – 5B for your Assessment Plan/proposal. <b>Answer all questions for your Assessment Report.</b> <b>Please attach your syllabus, pre/post-tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.</b></p>
<p><b>1. What is your program mission statement?</b> The Nursing Program’s mission statement is to provide the basic understanding, knowledge and skills to pursue a career as a competent Nursing Assistant.</p>
<p><b>2. What are your program goals?</b> Our goal is to for each nursing students to pass the Arizona State Board exam successfully to secure employment or continue further nursing studies.</p>
<p><b>3. What is/are the program goal(s) you are going to measure?</b> Reading comprehension utilizing pop quizzes before class, use Pre/Post-test for evaluation; completion of workbooks, pass competency test with accuracy of 76% or above; demonstration/return demonstration of nursing skills utilizing a skills check-off list. After successfully demonstrating safe performance, students go to a clinical site at the local long-term care facility and uses the skills learned in the classroom theory and lab.</p>
<p><b>4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals?</b> Review Arizona State Board reports of the first-time pass rate, keeping the pass rate at 80% or better. Practice and review with students prior to their state exam to ensure their success passing their state exam.</p>
<p><b>5. What are your pre-assessment outcomes?</b> Out of 11 taking the pre-test, class average was 62%, lowest score 44% and highest score 84%. 3 students scored in the 80+ range, 0 students scored in the 70+ range, 3 students scored in the 60+ range, 3 students scored 50+ range, 2 scored in the 40+ range. <b>A. Number of students for pre-assessment: <u>11</u></b> <b>B. What is your expectation/benchmark? Benchmark at 76% as passing rate;</b> I expected 50% to pass the 76% benchmark. 8 students were below 76% passing rate, while 3 students scored 76% or over.</p>
<p><b>6. What are your post-assessment outcomes? 11 students taking the post test, lowest score was 72%, highest score 92%.</b> <b>A. Number of students for post-assessment: <u>11</u></b> <b>B. Did your students meet your expectation/benchmark? Benchmark at 76% as passing rate,</b> only 2 students were below 76% passing rate. Expectation met.</p>
<p><b>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?</b> With this success rate, no changes will be made.</p>
<p><b>8. How will your proposed changes continue to support your stated program goals?</b> Provide the students a state board approved testing site on campus; encourage to take advantage of the test site.</p>

**9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** No changes, maintain teaching methodology.

**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**

3 Students successfully complete > 76% of the evaluation method pre-test.

**Results**

Initial: 3 students scored >76% of the pre-test, 8 students scored below 76% benchmark.

Final: 82 of students scored >76% benchmark.

**Meets Expectation**

2 Students are able to successfully complete > 76% of the evaluation method pre-test.

**Results**

Initial: 3 students scored > 76%; I expected 50% to pass the 76% benchmark.

Final: 82% of students scored >76% benchmark.

**Does not meet Expectation**

Students are able to successfully complete > 76% of the evaluation method (i.e., pre-test, survey, etc.)

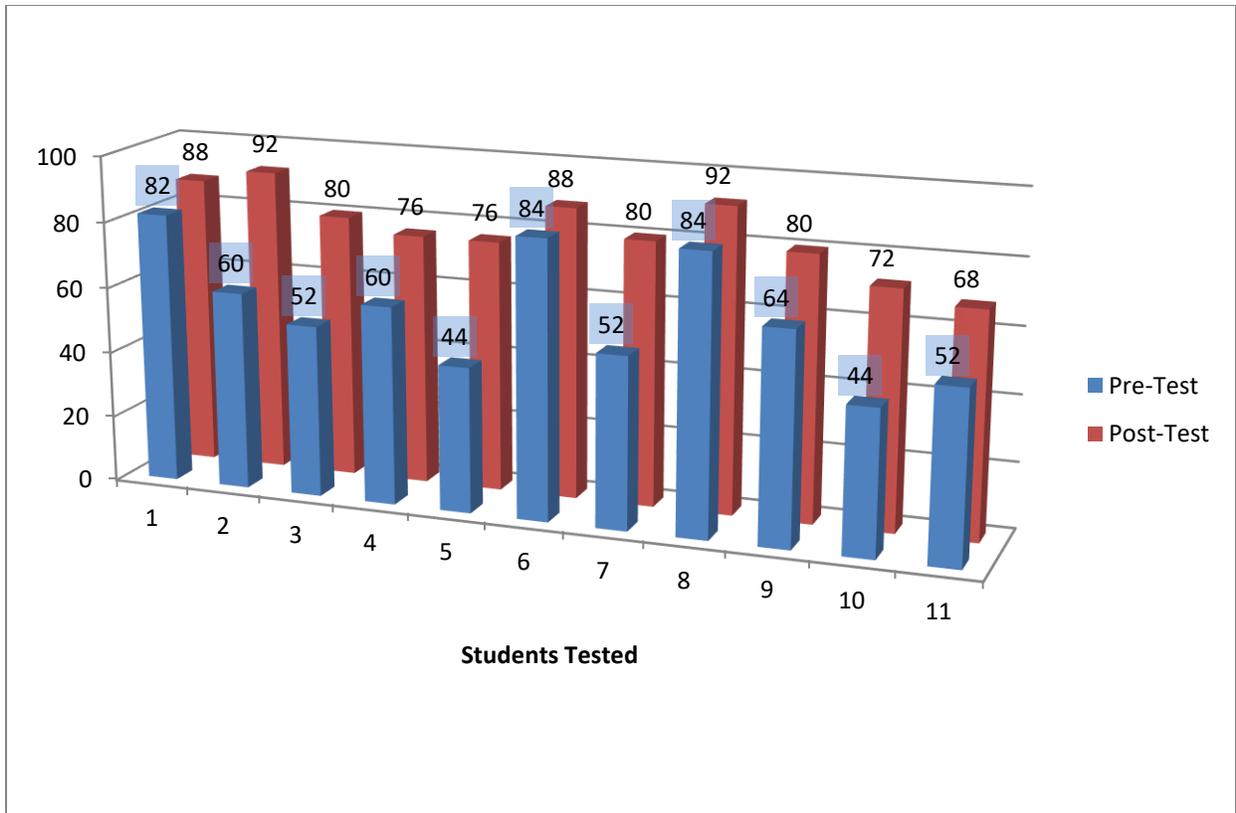
**Results**

Initial: 8 students scored < 76%; I expected 50% to pass the 76% benchmark.

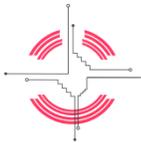
Final: 82% of students scored >76% benchmark.

**Final Result: 82 % Met or exceeded expectations**

**18 % Did not meet expectations**



**ENGINEERING**



**Navajo Technical University**

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**Program Assessment**

**Assessment Planning/Reporting Sheet**  
**Course #: ENGR-313, IE-473, IE-494**  
**Campus: Crownpoint**  
**Instructor: Harry S. Whiting II, PE**

**Program: Industrial Engineering**  
**Semester: Spring 2017**

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?

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

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

**In this assessment three courses taught in Industrial Engineering are assessed through the Project Presentations and the emphasis is on measuring Student Outcome (g) an ability to communicate effectively.**

4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals?  
**Measurement through a rubric for presentations which is included at the end of this form.**

5. What are your pre-assessment outcomes?

- A. Number of students for pre-assessment: \_\_\_\_\_
- B. What is your expectation/benchmark?

**80% of students achieve Satisfactory or Exemplary rating.**

6. What are your post-assessment outcomes?

- A. Number of students for post-assessment: 11
- B. Did your students meet your expectation/benchmark?

**Introduction: 5 of 11 students achieved Satisfactory or Superior performance.**

**Analysis: 7 of 11 students achieved Satisfactory or Superior performance.**

**Organization: 9 of 11 students achieved Satisfactory or Superior performance.**

**Content: students 9 of 11 achieved Satisfactory or Superior performance.**

**Project Requirements: 8 of 11 students achieved Satisfactory or Superior performance.**

**Supporting material: 6 of 11 students achieved Satisfactory or Superior performance.**

**Presentation style: 5 of 11 students achieved Satisfactory or Superior performance.**

**Vocal/Language: 9 of 11 students achieved Satisfactory or Superior performance.**

**Presentation metrics: 8 of 11 students achieved Satisfactory or Superior performance.**

**Students exceeded expectations for Organization, Content and Vocal/Language (above 80%).**

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

**Fall of 2017 will be the first time to offer ENGR-123 which will concentrate on components of the computer and communication using computers. Much emphasis will be put on correct modes of expression for communication issues.**

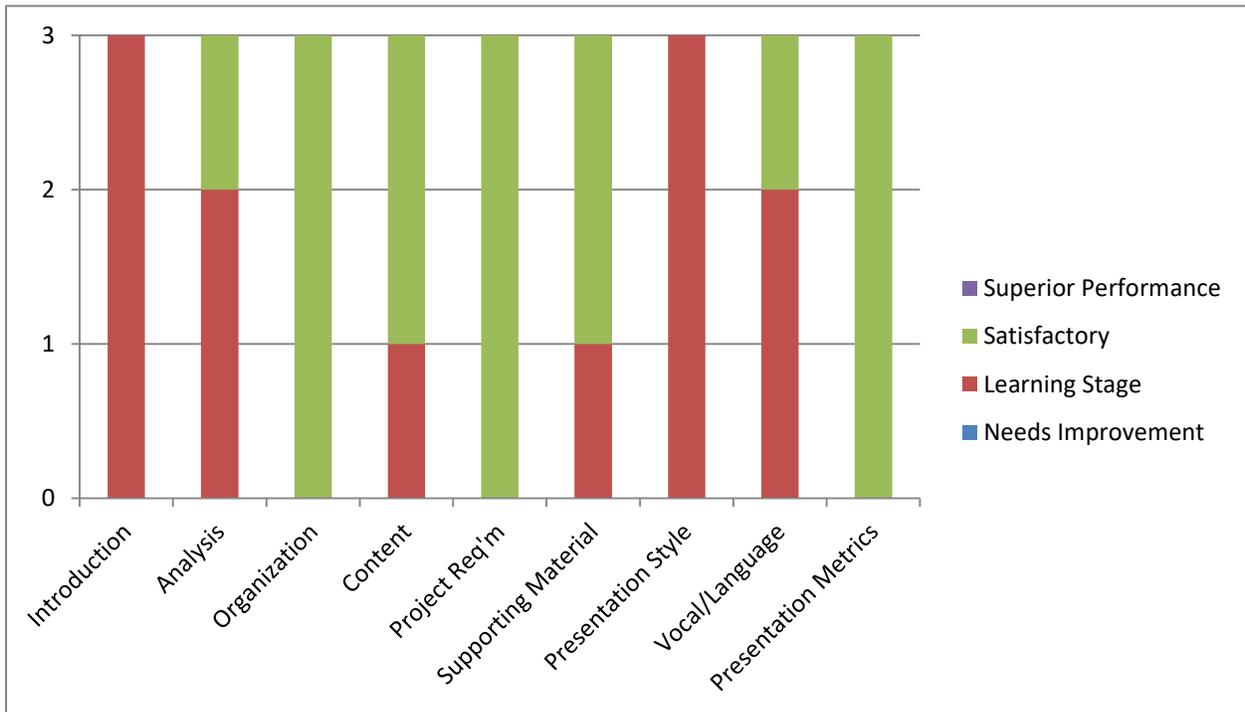
8. How will your proposed changes continue to support your stated program goals?

**Communication is extremely important in the STEM field. There are several classes that teach skills of communication for the Industrial Engineering program as a primary learning experience. These classes are ENGR-123 Computer Skills for Engineers, ENGR-130 Engineering Graphics & ENGR-230 Advanced Engineering Graphics. One thing that was identified in the Spring IE-424 Capstone class was a weak ability to communicate properly through engineering drawings by the students. In future classes will insist that we have greater communication through engineering drawings in projects. We are also expecting better skills with other types of communication through students studying ENGR-123 which will make sure that students are familiar with the Microsoft Office suite of programs for communication (WORD, EXCEL and POWERPOINT).**

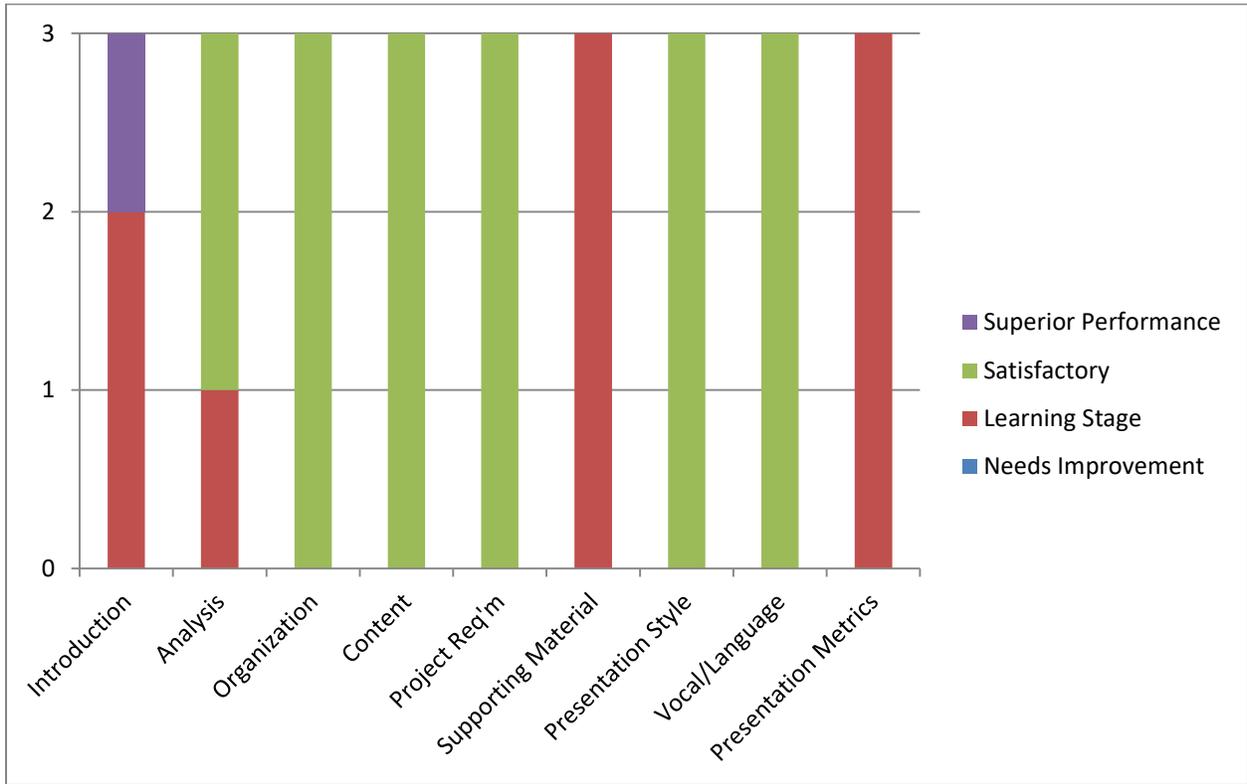
9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?

**Future assessment will be through rubrics which use Performance Indicators for our a-k Student Outcomes. These rubrics are currently being developed and are expected to be ready in time for the Fall 2017 semester assessment.**

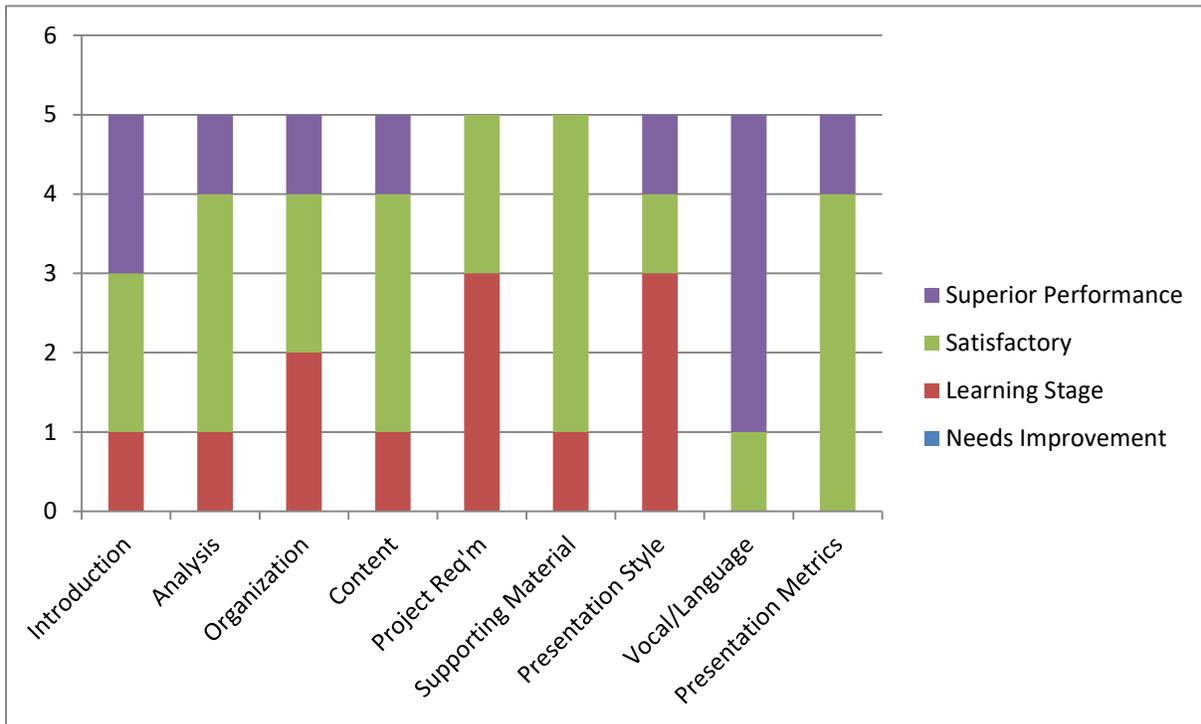
**ENGR-313 Engineering Economy Presentation Student Achievement Graph**



### IE-473 Inventory Control & Production Planning Presentation Student Achievement Graph



**IE-494 System Simulation Student Achievement Graph**



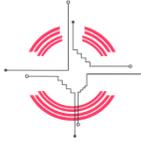
**Project & Presentation Rubric Spring 2017**

	<b>Needs Improvement</b>	<b>Learning Stage</b>	<b>Satisfactory</b>	<b>Superior Performance</b>
<b>Introduction</b>	Introduction does nothing to explain problem or thesis	Introduction gives some insight into problem or project	Explains problem/project although may not give all relevant information.	Explains problem and narrows to specifics of project. Thesis is clearly stated.
<b>Analysis</b>	Minimal analysis or analysis is absent	Analysis is not to the point or misses the point	Analysis is almost complete with some recommendations for improvement	Analysis points to deficiencies with recommendations for improvement
<b>Organization</b>	Presentation poorly organized with many points left unclarified on project	Presentation is incompletely organized and some points need clarification	Presentation is organized, but some points of the problem, analysis and solutions need clarification	Presentation is well organized and presented clearly so that auditors understand the

				<b>problem, analysis and solutions</b>
<b>Content</b>	<b>Content is unclear as to purpose and doesn't aid understanding of problem or solution</b>	<b>Content is poorly organized and may be confusing</b>	<b>Content is relevant to understanding of problem, analysis and solution, but contains extraneous elements or unstated assumptions</b>	<b>All content is relevant to understanding of problem, analysis and solution</b>
<b>Project Requirements</b>	<b>Met some project requirements</b>	<b>Met half of project requirements</b>	<b>Met most project requirements</b>	<b>Met all requirements and added useful information or analysis</b>
<b>Supporting Material</b>	<b>No supporting material</b>	<b>Some supporting material is presented, but doesn't aid in understanding</b>	<b>Supporting material partially clarifies problem statement, analysis or solution</b>	<b>Supporting material helps to clarify problem statement, analysis or solution</b>
<b>Presentation Style</b>	<b>Presenter reads from slides or does not speak clearly</b>	<b>Presenter is able to speak to presentation with occasional references to slides to remember points</b>	<b>Presenter speaks to audience and has obviously rehearsed presentation</b>	<b>Presenter speaks directly to audience and tells a story through presentation that bears on project</b>
<b>Vocal/ Language</b>	<b>Presenter can't be understood/ language inappropriate</b>	<b>Presenter can be heard at least minimally and language is mostly appropriate to audience</b>	<b>Presenter can be heard and language is appropriate to audience</b>	<b>Presenter can be easily heard and understood with language completely appropriate to presentation and audience</b>
<b>Presentation Metrics</b>	<b>Many different fonts and font sizes, poor contrast, too many words on slides, pictures do not aid understanding</b>	<b>Presentation has mostly consistent fonts and sizes, may have too many words for clarity on slides, contrast and pictures may not help in understanding.</b>	<b>Presentation mostly has consistent size and fonts for titles and text, always in same position with good contrast and font size for reading with pictures relevant</b>	<b>Presentation has consistent size and fonts for titles and text, always in same position with good contrast and font size for reading with pictures relevant</b>

			<b>that aid understanding</b>	<b>that aid understanding</b>
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**INDUSTRIAL/ELECTRICAL ENGINEERING**



**Navajo Technical University**

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**Program Assessment**

**Assessment Planning/Reporting Sheet Program: Industrial Engineering/ Electrical Engineering**

**Course #: IE-424/EE-423**

**Semester: Spring 2017**

**Campus: Crownpoint**

**Instructor: Whiting/Romine**

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?

**Industrial Engineering:** 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.

**Electrical Engineering: Known but to dog**

2. What are your program goals?

**Industrial Engineering:**

**(a) an ability to apply knowledge of mathematics, science, and engineering**

**(b) an ability to design and conduct experiments, as well as to analyze and interpret data**

**(c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability**

**(d) an ability to function on multidisciplinary teams**

**(e) an ability to identify, formulate, and solve engineering problems**

**(f) an understanding of professional and ethical responsibility**

(g) an ability to communicate effectively

(h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context

(i) a recognition of the need for, and an ability to engage in life-long learning

(j) a knowledge of contemporary issues

(k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

**Electrical Engineering:**

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

**We have attempted to measure all a-k Student Outcomes.**

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

**Through the presentation of results by the students, the final report and posters created for this project.**

5. What are your pre-assessment outcomes?

A. Number of students for pre-assessment:   6  

B. What is your expectation/benchmark?

**Satisfactory or better rating in 80% of outcomes**

6. What are your post-assessment outcomes?

A. Number of students for post-assessment:   6  

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?

**This Capstone was the first to combine students from both IE and EE and has caused us to rethink many aspects of our Capstone Class and procedures for not only Capstone, but changes that will need to be incorporated throughout both programs.**

**Electrical Engineering has already instituted a curriculum change to extend Capstone to a two semester course. In conjunction with this change, Industrial Engineering will continue to have Project Management class during Fall (first EE Capstone Class), but certain students either in Project Management class or who have already taken it who will be joining Capstone in the Spring semester will be crafting the Project Management Plan for the Capstone and working with the Electrical Engineering students.**

**Performance Indicators for grading the a through k Student Outcomes will be incorporated into rubrics for evaluating the presentation and reports which will govern the assessment of the success of the Capstone class in the future.**

**CAD drawing will be required in Class Projects for design classes wherever possible in the future.**

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

**Capstone should be a culminating experience for all students which incorporates the theories, methods and ideas from many courses. While we are cutting down the number of student outcomes measured in all other courses, Capstone is seen as a method of measuring overall program effectiveness. We have drawn conclusions from this Capstone which affect the way we will do Program Assessment in the future, but also how we will revise other courses to achieve our program goals.**

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

**Performance Indicators for grading the a through k Student Outcomes will be incorporated into rubrics for evaluating the presentation and reports which will govern the assessment of the Capstone class in the future.**

**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: **2 Students exceeded expectations in completing the Capstone project (2 IE).**

**Meets Expectation**

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

**Results**

Initial:

Final: **Ten of fourteen areas were identified by reviewers as mostly satisfactory or superior performance within the presentation of results.**

**Does not meet Expectation**

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

**Results**

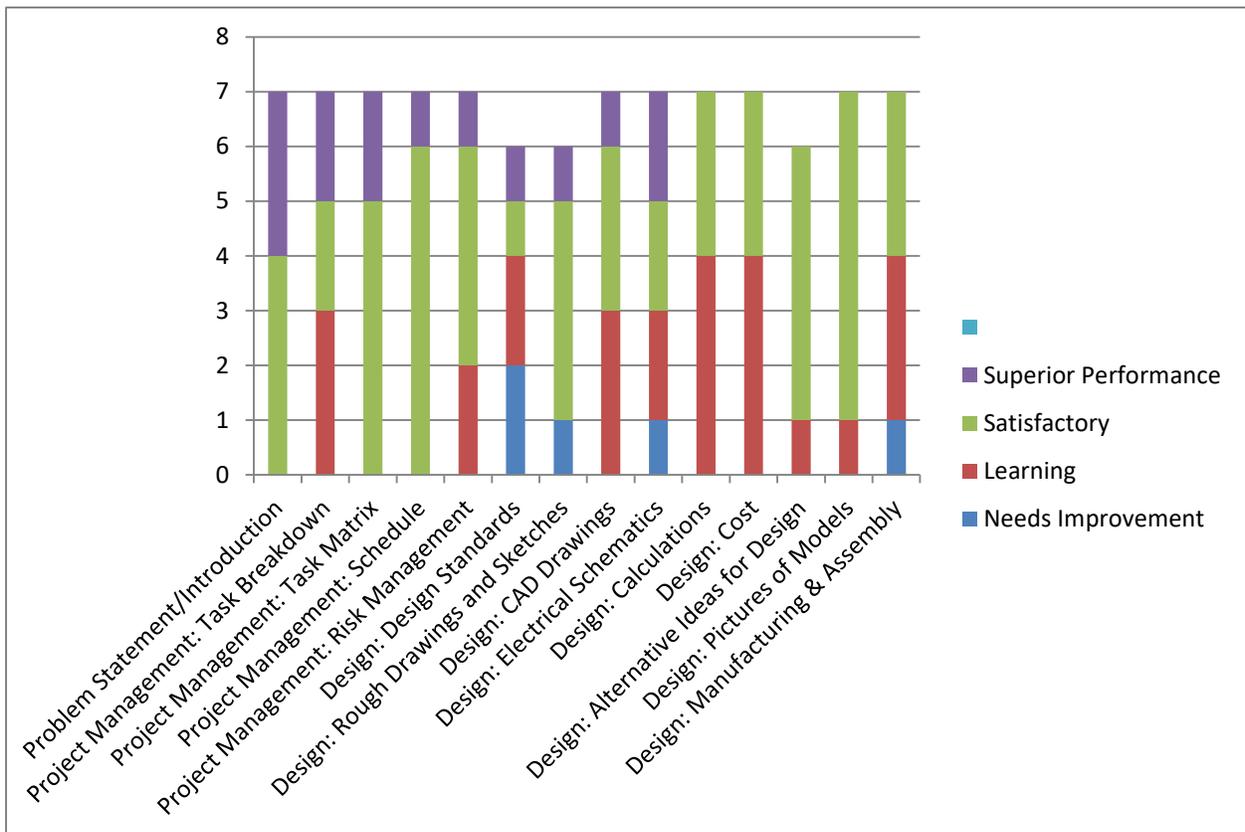
Initial:

Final: **Students did not exhibit sufficient knowledge or application in four areas identified by Reviewers in the presentation: Design Standards, Design Calculations, Design Cost and Manufacturability and Assembly.**

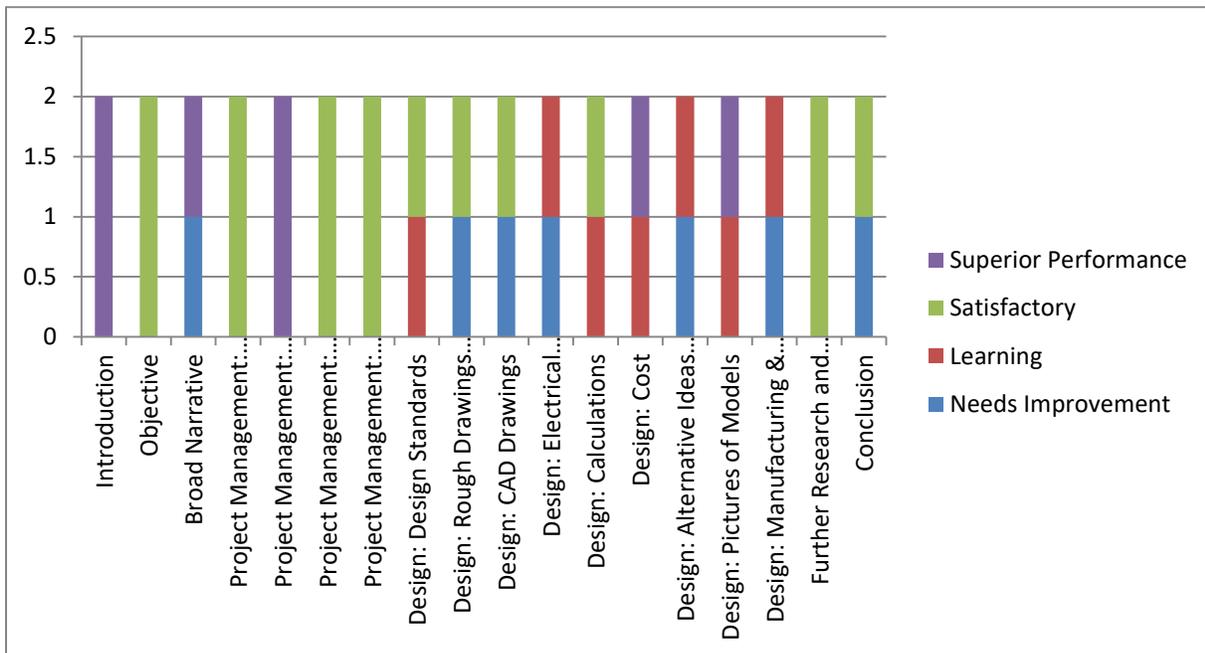
**Final Result: 100 % Met or exceeded expectations**

\_\_\_% Did not meet expectations

Presentation as rated by seven reviewers within Rubric as given.



**Report as rated by two Reviewers within given Rubric.**



**CAPSTONE PRESENTATION EVALUATION RUBRIC**

	<b>Needs Improvement</b>	<b>Learning</b>	<b>Satisfactory</b>	<b>Superior Performance</b>
Problem Statement/Introduction	Introduction/ Problem Statement does not enlighten audience as to purpose of project.	Introduction states problem while leaving some question as to solution proposed.	Introduction states problem and answers most questions as to solution proposed.	Problem is explained completely and introduction is well developed.
Project Management: Task Breakdown	Tasks are only broken down to a very few tasks that are not well thought out.	Tasks are broken down, but still contain obvious subtasks that should have been further developed.	Tasks are broken down to very small and specialized tasks.	Tasks are broken down to very small and specialized tasks. Network Node Analysis has been done.
Project Management: Task Matrix	Tasks have no one designated as leaders or workers on the task.	Tasks have designated workers on the task.	All tasks have a leader assigned.	All tasks have a leader assigned and others who are helping on the task are designated.

Project Management: Schedule	Schedule is confusing and does not clearly designate when tasks should be started or finished.	Schedule is confusing and attempts to designate when tasks should be started or finished.	Schedule is completely clear as to when tasks should start and finish. It has a Gantt Chart of the ideal start and end of the tasks in the project.	Schedule is completely clear as to when tasks should start and finish. It has been updated to reflect real completion of tasks and has a Gantt Chart of the ideal and real states of the project.
Project Management: Risk Management	Risk Management is barely addressed or not addressed in the project.	Risks are identified to an extent that some ordinary risks to the project are known.	Risks are identified to an extent that most ordinary risks to the project are designated with most of probability, severity, mitigation and contingency plans outlined.	Risks are clearly identified to an extent that all ordinary and some extraordinary risks to the project are designated with probability, severity, mitigation and contingency plans outlined.
Design: Design Standards	Design Standards are not used or used incorrectly in project.	Design Standards have been used but not to the extent needed.	Design Standards have been used and identified appropriately in the project.	Design Standards have been extensively used in the project so that all aspects of design are covered.
Design: Rough Drawings and Sketches	Rough drawings and sketches are extremely crude or absent.	Rough drawings and sketches show some evidence of student thinking.	Rough drawings or sketches show thinking of students for possible designs.	Rough drawings or sketches show thinking of students for possible designs and alternatives that might have been considered.
Design: CAD Drawings	CAD Drawings do not reflect final form of project.	CAD Drawings are not complete but show the direction of the project.	CAD Drawings are complete and reflect the project as presented.	CAD Drawings are complete and include Assembly Drawings and Exploded Drawings where clarification is needed.

Design: Electrical Schematics	Crude Sketches of schematics only.	Schematics have been created, but have no evidence that analysis or complete assembly has been done.	Electrical schematics sufficient to at least partially analyze circuits, complete assembly and test electrical, heat transfer and control of units.	Complete electrical schematics sufficient to analyze circuits, complete assembly and test electrical, heat transfer and control of units.
Design: Calculations	No or scant evidence that calculations appropriate to the project have been done.	Some calculations appropriate to the project have been done and presented.	Most calculations appropriate to the project have been done and presented.	All calculations appropriate to the project have been done and are well presented to the evaluators.
Design: Cost	Some cost calculations have been done.	Cost calculations are more complete, but do not sufficiently show evidence that all relevant costs are included.	Cost calculations have been done that include materials and labor costs.	All cost calculations have been done including materials and labor costs. Students outline the methods used that are usual in business and industry.
Design: Alternative Ideas for Design	No evidence of alternative ideas considered.	Some alternatives are presented, but poor or no explanation of why the final decisions were made.	Students present alternative ideas considered and partially explain why they chose the methods, materials, etc. that were finally used.	Students present alternative ideas considered and completely explain why they chose the methods, materials, etc. that were finally used.
Design: Pictures of Models	Pictures are poorly done and do not aid understanding of concepts or show features of the design project.	Pictures aid in understanding of the design concepts but poorly.	Pictures are useful to understanding some design concepts and features of the project.	Pictures are useful to complete understanding design concepts and features of the project that might not be clarified by other means.

Design: Manufacturing & Assembly	No aspect of design for manufacturing or assembly is included in project presentation.	Some drawings or instructions for manufacture and assembly are shown.	Almost complete set of drawings and/or instructions are included.	Complete set of drawings and instructions are included which would allow manufacture of a unit.
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### CAPSTONE REPORT EVALUATION RUBRIC

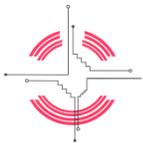
	<b>Needs Improvement</b>	<b>Learning</b>	<b>Satisfactory</b>	<b>Superior Performance</b>
Introduction	Introduction does not give background for the project.	Introduction gives background poorly.	Introduction gives good explanation of background for project.	Introduction is well developed and background for project is explained completely.
Objective	Does not enlighten evaluators as to purpose of project.	Enlightens evaluators as to purpose of project poorly.	Objective states problem and answers most questions as to solution proposed.	Problem is explained completely and proposed solution is fully developed.
Broad Narrative	Narrative explains poorly how project was done.	Narrative explains how project was done.	Narrative explains how project was undertaken and how interdisciplinary work was accomplished.	Narrative explains completely how project was undertaken and how interdisciplinary work was accomplished.
Project Management: Task Breakdown	Tasks are only broken down to a very few tasks that are not well thought out.	Tasks are broken down, but still contain obvious subtasks that should have been further developed.	Tasks are broken down to very small and specialized tasks.	Tasks are broken down to very small and specialized tasks. Network Node Analysis has been done.
Project Management: Task Matrix	Tasks have no one designated as leaders or workers on the task.	Tasks have designated workers on the task.	All tasks have a leader assigned.	All tasks have a leader assigned and others who are helping on the task are designated.
Project Management: Schedule	Schedule is confusing and does not clearly designate when tasks should be	Schedule is confusing and attempts to designate when tasks should be	Schedule is completely clear as to when tasks should start and	Schedule is completely clear as to when tasks should start and finish. It has been

	started or finished.	started or finished.	finish. It has a Gantt Chart of the ideal start and end of the tasks in the project.	updated to reflect real completion of tasks and has a Gantt Chart of the ideal and real states of the project.
Project Management: Risk Management	Risk Management is barely addressed or not addressed in the project.	Risks are identified to an extent that some ordinary risks to the project are known.	Risks are identified to an extent that most ordinary risks to the project are designated with most of probability, severity, mitigation and contingency plans outlined.	Risks are clearly identified to an extent that all ordinary and some extraordinary risks to the project are designated with probability, severity, mitigation and contingency plans outlined.
Design: Design Standards	Design Standards are not used or used incorrectly in project.	Design Standards have been used but not to the extent needed.	Design Standards have been used and identified appropriately in the project.	Design Standards have been extensively used in the project so that all aspects of design are covered.
Design: Rough Drawings and Sketches	Rough drawings and sketches are extremely crude or absent.	Rough drawings and sketches show some evidence of student thinking.	Rough drawings or sketches show thinking of students for possible designs.	Rough drawings or sketches show thinking of students for possible designs and alternatives that might have been considered.
Design: CAD Drawings	CAD Drawings do not reflect final form of project.	CAD Drawings are not complete but show the direction of the project.	CAD Drawings are complete and reflect the project as presented.	CAD Drawings are complete and include Assembly Drawings and Exploded Drawings where clarification is needed.
Design: Electrical Schematics	No schematics or crude sketches of schematics only.	Schematics have been created, but have no evidence that analysis or complete	Electrical schematics sufficient to at least partially analyze circuits, complete	Complete electrical schematics sufficient to analyze circuits, complete assembly and test electrical,

		assembly has been done.	assembly and test electrical, heat transfer and control of units.	heat transfer and control of units.
Design: Calculations	No or scant evidence that calculations appropriate to the project have been done.	Some calculations appropriate to the project have been done and presented.	Most calculations appropriate to the project have been done and presented.	All calculations appropriate to the project have been done and are well presented to the evaluators.
Design: Cost	Some cost calculations have been done.	Cost calculations are more complete, but do not sufficiently show evidence that all relevant costs are included.	Cost calculations have been done that include materials and labor costs.	All cost calculations have been done including materials and labor costs. Students outline the methods used that are usual in business and industry.
Design: Alternative Ideas for Design	No evidence of alternative ideas considered.	Some alternatives are presented, but poor or no explanation of why the final decisions were made.	Students present alternative ideas considered and partially explain why they chose the methods, materials, etc. that were finally used.	Students present alternative ideas considered and completely explain why they chose the methods, materials, etc. that were finally used.
Design: Pictures of Models	Pictures are poorly done and do not aid understanding of concepts or show features of the design project.	Pictures aid in understanding of the design concepts but poorly.	Pictures are useful to understanding some design concepts and features of the project.	Pictures are useful to complete understanding design concepts and features of the project that might not be clarified by other means.
Design: Manufacturing & Assembly	No aspect of design for manufacturing or assembly is included in project report.	Some drawings or instructions for manufacture and assembly are shown.	Almost complete set of drawings and/or instructions are included.	Complete set of drawings and instructions are included which would allow manufacture of a unit.

Further Research and Development	Little or no mention of further research and development.	Few objectives to further research and development activities are mentioned.	Further research and development objectives and activities are mentioned and listed.	Further research and development section contains specific measurable objectives that could be tested or developed.
Conclusion	Conclusion does not speak to milestones and conclusions reached during project.	Conclusion takes evaluators through the project restating few of the milestones and conclusions reached during the project	Conclusion takes evaluators through the project restating most of the important milestones and conclusions reached during the project.	Conclusion takes evaluators through the project restating all important milestones and conclusions reached during the project.

### ENERGY SYSTEMS 104



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### Program Assessment

**Assessment Planning/Reporting Sheet**

**Program: Energy Systems**

**Course #: ERS 104 Electrical Math**

**Semester: Spring 2017**

**Campus: Crownpoint**

**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 in a separate file identified with your name and the semester/year.**

1. What is your program mission statement? 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.

While students study the transformation of energy they will have an opportunity to explore components of science, mathematics, technology and engineering. The earth's rotation, the seasons of fall, winter, spring and summer are major factors on how to determine the amount of energy from the sun. Once students learn the science they can begin to collect/examine data, (energy from the sun) and how it can mathematically equate to our regional setting, (latitude, the correct angle tilt of photovoltaic arrays); and the technology to design, operate, and maintain equipment to maximize energy output that can result from engineering theories.

2. What are your program goals? Ensure the relevance and importance of energy and how it impacts the environment; demonstrate the understanding of solar radiation; Prepare students to meet the challenges of becoming involved in promoting and understanding the science of renewable energy, especially, at a time of increased fuel prices and global warming. Demonstrate an understanding of how electricity is produced by a photovoltaic cell; Demonstrate and understand the importance of safe and reliable renewable energy installations; identify/interpret the correct code requirements; ensure safeguards that prevent hazards that may arise from the use of electricity; Correctly calculate energy needs and loads for renewable systems. Demonstrate an understanding of how a typical photovoltaic system works; Offer opportunities in the areas of job placement and internships; 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? Correctly calculate energy needs and loads for renewable systems
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 problems.
5. What are your pre-assessment outcomes? 91.6 percent of the students scored below a 36%; 8.3 percent scored 67% A. Number of students for pre-assessment: 13 B. What is your expectation/benchmark? I expect 80 percent of students to have a passing grade of 70 percent and above.
6. What are your post-assessment outcomes? 79.92 percent of the students scored above 70%; 15.38 percent scored below 70% A. Number of students for post-assessment: 13 B. Did your students meet your expectation/benchmark? Yes they did!
7. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b>program goals</b> , or anything else to improve student learning? Allow additional class time to solve math problems, use lab models to encourage learning.
8. How will your proposed changes continue to support your stated program goals? Most students have poor study skills and habits; allowing additional class time may motivate students to study on their own.
9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? Early in the spring semester I modified the mission statement and program goals. Perhaps the changes will have a positive effect in the assessment.

**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?)**

<p><b>Exceeds Expectation</b> Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.) <b>Results</b> Initial: 0%</p>
--

Program Goals (Expected Program Outcomes)	Courses	Performance Level: Competence or Mastery	Name of Faculty
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	ERS 102 Photovoltaic Theory ERS 106 Wind and Power ERS 104 Electrical Mathematics	80 percent	Ray Griego  Ray Griego Ray Griego
Final: 76.92			
<b>Meets Expectation</b> Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) <b>Results</b> Initial: 0% Final: 79.92%			
<b>Does not meet Expectation</b> Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) <b>Results</b> Initial: 0% Final: 23.07%			

**Final Result:** 79.92 % Met or exceeded expectations

23.07 % Did not meet expectations

     expectations

STUDENT	PRE-TEST SCORES	POST-TEST SCORES	REPEATING COURSE	DROPPED WITHDREW	DID NOT TAKE	DID NOT TAKE
A	30	70				
B	35	89				
C	23	94				
D	67	94				
E	26	55				
F	20	98				
G	29	82				

H	33	100				
I	22	86				
J	31	95				
K	27	98				
L	22	68				
N	31	95				
M						
P						

<b>Program Goals (Expected Program Outcomes) for Energy Systems</b>	<b>2015</b>	<b>2016</b>		<b>2017</b>
1. Ensure the relevance and importance of energy and how it impacts the environment		x		
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		x		
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		x		x
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	x			x
5. Offer opportunities in the areas of job placement and internships	x			x
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.	x			x

Electrical Mathematics  
ERS 104-01  
Spring Semester 2017  
Pre-Test

Instructions: Please answer question/s to the best of your ability. This is pre-test and will used to determine your degree of knowledge or skills. This exercise will not be graded. But will go on your file to monitor your progress or achievements. Soon you will be required and learn how to use the computer aided tutorial entitled, Basic Circuit Challenge. You will also learn how to build electrical DC circuits.

- Batteries are \_\_\_\_\_ voltage sources.  
Chemical                      Photo-electric                      Piezoelectric                      Thermoelectric
- The voltage of a circuit in an electrical circuit can be calculated by \_\_\_\_\_  
Adding the current to the resistance                      Dividing the resistance by the current

Dividing the resistance by the resistance    Multiplying the current by the resistance

3. Electrons flow out of a series DC circuit from the \_\_\_\_\_  
Positive terminal of voltage sources                      Negative terminal of voltage sources

4. The speed at which electrical forces moves through conductors is:  
At the speed of light                      A few inches per second

5. Negative and positive poles \_\_\_\_\_ one another  
Repel                      Attract

6. The unit of measure for electrical resistance is:  
Ohms                      Amperes                      Voltage                      Coulombs

7. The resistance in a series circuit is increased. How is the current changed?  
Increased                      Decreased

8. Most of the world's electricity is produced by \_\_\_\_\_ voltage sources.  
Chemical                      Photoelectric                      Piezoelectric                      Electromagnetic

9. The opposition to current flow in electrical circuits is known as \_\_\_\_\_  
Current                      Voltage                      Resistance

10. Negative poles \_\_\_\_\_ one another  
Repel                      Attract

11. The mathematical relationship between voltage, current, and resistance is known as:  
The law of charges                      The law of current                      Ohm's Law                      Coulomb's Law

12. The voltage sources that use electrolytes are \_\_\_\_\_ voltage sources  
Electromagnetic                      Chemical                      Piezoelectric                      Photoelectric

13. Sources that produce voltage as a result of bending crystals are known as \_\_\_\_\_ voltage sources  
Thermoelectric    Photoelectric                      Chemical                      Piezoelectric

14. The resistance in a series circuit is decreased. Will the current \_\_\_\_\_  
Increase                      Decrease

15. The motion of electrons is known as electrical \_\_\_\_\_  
Current    Voltage    Resistance                      Insulator

16. The unit of measure for electrical current is:  
Volts                      Amperes                      Ohms                      Coulombs

17. The voltage in a series circuit is increased. Will the current:  
Decrease                      Increase

18. The speed at which electrons move through conductors is:  
At the speed of light                      A few inches per second

19. The unit of measure for electrical pressure is:

Amperes          Ohms          Volts          Coulombs

20. Positives poles will: Attract Repel

21. Sources that produce voltages directly from heat are known as \_\_\_\_\_

Voltage sources

Photoelectric          Piezoelectric          Chemical          Thermoelectric

22. The voltage in a series circuit is decreased. Will the current:

Increase          Decreased

23. The electrical pressure that causes electrons to move is known as:

Current          Resistance          Voltage

24. Sources that produce voltage from light are \_\_\_\_\_ voltage sources:

Chemical          Piezoelectric          Thermoelectric Photoelectric

25. Machines that produce electrical voltage by electromagnetic means are known as:

Thermoelectric Chemical          Generators          Photoelectric

26. What is the hot resistance of an arc lamp if it draws 15 amps from a 30-volt line?

27. An electric enameling kiln draws 9 amps from a 117 volt line. Find the resistance of the coil.

28. How much current is drawn from a 12-volt battery when operating an automobile horn of 8 ohms?

29. What current would flow in a 0.3 ohm short circuit of a 6-volt automobile ignition system?

30. Find the resistance of an electric iron if it draws 4.8 a from a 120-volt line.

31. Find the resistance of an automotive starting motor if it draws 90 amps from its 12-volt battery.

32. What is the resistance of a telephone receiver if there is a voltage drop of 24 volts across it when the current is 20 mili amps?

33. Find the current draw by a 52 ohm toaster from a 117-volt line.

34. The resistance of the field coils of a short motor is 60 ohms. What is the field current when the voltage across the coils is 220 volt?

35. The large copper leads on switchboards are called bus-bars. What is the resistance of a bus-bar carrying 400 amps if the voltage across its ends is 0.6 volts?

36. In a telephone circuit, the receiver, and the line coil are connected in series. The receiver resistance is 2.2 ohms; the transmitter resistance is 6.2 ohms; the line coil resistance is 1.2 ohms. If the current in the resistance is 0.5 amps, what is the total voltage of the circuit?

37. Three resistors are in series:  $E(1) = 31.2$  volts,  $E(2) = 48$  volts,  $I(2) = 1.2$  amps and  $R(3) = 44$  ohms. Find the Total Voltage, Current, and Resistance

38. Three resistors are in series,  $I(1) = 0.5$  amps,  $R(1) = 2$  ohms,  $R(2) = 3$  ohms, and  $E(3) = 3.5$  volts. Find the total voltage.

39. Three resistors are connected in series.  $R(1)$  has a resistance of 40 ohms. The second resistor causes a 6-volt drop, and the third resistor has a resistance of 120 ohms. Find the total voltage across the circuit if the series current is 0.3 amps.

**Resistor Color Codes**

**INSTRUCTIONS**

This activity will present you with 20 color code problems. The problems will be presented in random order. Correct resistor values are scored at 4 points. Correct tolerance values are counted at 1 point each. Type your solution in the blocks provided. Click the "**Grade Answers**" button when you are ready to have an answer graded. The word "**Right**" will appear beside each correct answer. The solution to the problem will be displayed if your answer is incorrect. Click the "**Next Problem**" when you are ready to continue.

The "Show Color Names" must be used if you have only a 16 color video display system. This option can also be used if you have difficulty discriminating colors on your monitor.

This activity requires that all answers be numeric quantities, therefore, 2.2K ohms must be entered as 2200 ohms.

**Resistor value?**  
 Ohms

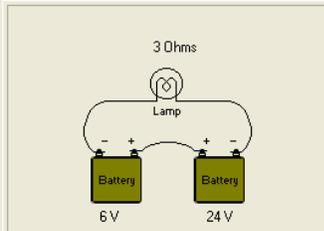
**Tolerance percentage?**  
 Percent

The resistor band colors are yellow, violet, yellow and silver.

Wed, 15-Oct-2008 10:23:17 Time on task: 00:00:16

Problem number 1 of 20.

**SERIES VOLTAGE SOURCES Aiding and Opposing Voltage Sources**



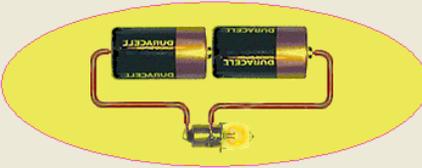
3 Ohms  
Lamp

6V      24V

Battery      Battery

What is the lamp voltage?

Volts



Problem 1 of 20  
Number correct = 0  
Current score is :

**INSTRUCTIONS**

This activity will present you with 20 circuits with aiding and opposing sources. **Caution!** Read each item carefully. Some items request the lamp voltage. Other items request the lamp current. The problems will be presented in random order. The battery voltages will be randomly selected. Type your solution in the block provided. Click the "Grade" button when you are ready to have an answer graded. The word "Correct" will appear in the upper right corner of the page if your solution is correct. **The solution to the problem will be displayed if your answer is incorrect.** Click the "Continue" when you are ready for the next problem.

Wed. 15-Oct-2008 10:26:01      Time on task: 00:00:11     

**Navajo Technical University**

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Electrical Mathematics  
**3-hour credit**  
**ERS 104-01**  
**Spring Semester 2017**

**Instructor:** Raymond Griego

**Office:** Mod-3

**Office Hours:** Monday and Wednesday 10:00-11:30

**Class Location:** Mod-3

**Class Meeting Times:** T-TH 8:00-9:20

**E-mail:** [rgriego@navajotech.edu](mailto:rgriego@navajotech.edu)

**Office Phone:** 505 786 4308

**Required Materials:****Textbook:** Computer aided software, electronic sets provided. Text book not required.**Prerequisites:** MTH 113**Tools:** Paper for note taking, calculator**Lab Fee:** \$100.00**Mission Statement**

Navajo Technical University's 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 University is committed to a high quality, student-oriented, hands-on-learning environment based on the Diné cultural principles: *Nitsáhákees, Nahátá, Íina, Siihasin*.

**Course Description:** Electricity and electronics involve an invisible motion of electrons within electrical circuits. Computer aided models and integrated mathematics will enable students to conceptualize events taking place in circuits. Practical math formulas used in the electrical field will be studied. Areas of study will include unity of measurements, solving of Ohm's Law, voltage drop, and solutions to electrical math problems. Basic electronics will be introduced; Terminology and the use of resistors, diodes, transistors, and capacitors will be studied. Hands-on electrical/electronic projects will enhance student learning.

**Course Objectives**

1. Complete computer aided math questions
2. Understand series and parallel circuits
3. Basic Theory of Electronics
4. Interpret Schematics
5. Translate Schematic Details into Practical Applications
6. Understand terminology as it relates to math and electricity
7. Complete electronic labs

<b>COURSE OUTCOMES</b>	<b>COURSE MEASUREMENTS</b>
Understand series and parallel circuits	Complete computer aided math tutorial
Interpret and design schematics	Demonstrate and explain functions hands-on and written exams
Understand theory of electronics	Complete computer aided theory tutorial
Complete computer aided theory tutorial	Complete electronic labs
Develop skills to wire DC circuits	Lab applications, hands-on exams

Develop skills to design AC circuits	Lab applications, exams or homework
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Week	Date	Chapters	Assignment	Quiz
1		Electric Ideas	Write a 2-page math paper	
2		Electrical Components	Homework/Lab	TBA
3		Powers of Ten	Homework/Lab	TBA
4		Resistor Color Codes	Homework/Lab	TBA
5		Ohm's Law I	Homework/Lab	TBA
6		Ohm's Law II	Homework/Lab	TBA
7		Electrical Power I	Homework/Lab	TBA
8		Mid-Term		
9		Series Voltage Sources	Homework/Lab	TBA
10		Series I	Homework/Lab	TBA
11		Series II	Homework/Lab	TBA
12		Parallel I	Homework/Lab	TBA
13		Parallel II	Homework/Lab	TBA
14		Series Parallel I	Homework/Lab	TBA
15		Series Parallel II	Homework/Lab	TBA
16		<b>Finals</b>		

### Grading Plan:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

0-59 = F

### Grading Policy

Each student must do his or her own homework and case studies. Discussion among students on homework and cases is encouraged for clarification of assignments, technical details of using software, and structuring major steps of solutions - especially on the course's Web site. Students must do their own work on the homework and exam. Cheating and Plagiarism are strictly forbidden. Cheating includes but is not limited to: plagiarism, submission of work that is not the student's own, submission or use of falsified data,

unauthorized access to exam or assignment, use of unauthorized material during an exam, supplying or communicating unauthorized information for an assignment or exam.

### **Participation**

Students are expected to attend and participate in all class activities- as listed above, as it is 5% of the grade. Points will be given to students who actively participate in class activities including field trips, laboratories, and ask questions of guest speakers and other presenters.

Cell phone and head phone use

Please turn cell phones off or place them on silence or vibrate mode **BEFORE** coming to class. Also, answer cell phones **OUTSIDE OF CLASS** (not in the classroom). Exercising cell phone use courtesy is appreciated by both the instructor and classmates. Headphones are to be removed before coming to class.

### **Attendance Policy**

Students are expected to regularly attend all classes for which they are registered. A percentage of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of his/her responsibility to complete all course work by the required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention. Instructors may drop students from the class after three (3) absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.

### **Study Time Outside of Class for Face-to-Face Courses**

For every credit hour spent in a class, a student is expected to spend two hours (2) outside of class studying the course materials.

### **Study Time for Hybrid or Blended Courses**

For a hybrid or blended course of one (1) credit hour, a student is expected to spend three (3) hours per week studying the course materials.

### **Study Time for Online Courses**

For an online course of one (1) credit hour, a student is expected to spend four hours (4) per week studying the course materials.

### **Academic Integrity**

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor.

### **Diné Philosophy of Education**

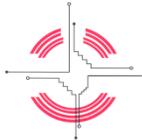
The Diné Philosophy of Education (DPE) is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its

affiliation with the four directions, four sacred mountains, the four set of thought processes and so forth: Nitsáhákees, Nahát'á, Íina and Siih Hasin which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

### Students with Disabilities

The Navajo Technical University and the Trades Department are committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student who feels he/she may need an accommodation based on the impact of disability, or needs special accommodations should inform the instructor privately of such so that accommodations arrangement can be made. Students who need an accommodation should also contact the Special Needs Counselor at 505-786-4138.

## CONSTRUCTION TECHNOLOGY



**Navajo Technical University**

<http://navajotech.edu>

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### Program Assessment

**Assessment Planning/Reporting Sheet**

**Program: Construction Technology**

**Course #: Certificate in Construction Technology**

**Semester: Spring 2017**

**Campus: Crownpoint, NM**

**Instructor: Ronaldo Ramirez**

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 Construction Technology Program at Navajo Technical University is to provide students with quality learning opportunities, gain knowledge, practice skills, and develop the abilities needed in residential and commercial construction adhering to industry standards and safety guidelines.*

2. What are your program goals?

- a) *Articulate effective and appropriate communication skills when interacting with trade associates, design associates, vendors and customers.*
- b) *Participate in decision-making and problem-solving skills in community and workplace.*
- c) *Implement the use of efficient and safe construction skills and techniques on construction projects.*
- d) *Demonstrate the use of different construction technology power and hand tools and equipment professionally.*
- e) *Utilize computer technology to automate, organize, store and present information used in construction activities and career advancement.*

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

- a) *Articulate effective and appropriate communication skills when interacting with trade associates, design associates, vendors and customers.*
- b) *Demonstrate the use of different construction technology power and hand tools and equipment professionally.*
- c) *Utilize computer technology to automate, organize, store and present information used in construction activities and career advancement.*

4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals? <i>Construction Technology Program Assessment Test</i>
5. What are your pre-assessment outcomes? A. Number of students for pre-assessment: <u>  8  </u> B. What is your expectation/benchmark? 80%
6. What are your post-assessment outcomes? A. Number of students for post-assessment: <u>  8  </u> B. Did your students meet your expectation/benchmark? Yes.
7. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b>program goals</b> , or anything else to improve student learning? I revised the program goals based on the recommendation of the program assessment committee to make it attainable and measurable.
8. How will your proposed changes continue to support your stated program goals? The specific changes in program goals will meet the criteria for assessment purposes making it easier to measure the program performance.
9. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? Changing the program goals and objectives.

**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?)**

<p><b>Exceeds Expectation</b>  Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>  Initial: 4 : 50%  Final: 4 : 50%</p>
<p><b>Meets Expectation</b>  Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>  Initial: 4 : 50%  Final: 4 : 50%</p>
<p><b>Does not meet Expectation</b>  Students are able to successfully complete &gt; 80% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>  Initial: 8 students: 100%  Final: Score 0 : 100% did not meet.</p>

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

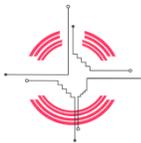
## Two-Year Program-Level Assessment Plan for One-year Programs

**Name of Program:**

### Assessment Plan for Certificate in Construction Technology:

Program Goals (Expected Program Outcomes)	Fall 2016	Spring 2017
1. Articulate effective and appropriate communication skills when interacting with trade associates, design associates, vendors and customers.		x
2. Participate in decision-making and problem-solving skills in community and workplace.	x	
3. Implement the use of efficient and safe construction skills and techniques on construction projects.	x	
4. Demonstrate the use of different construction technology power and hand tools and equipment professionally.		x
5. Utilize computer technology to automate, organize, store and present information used in construction activities and career advancement.		x

## ELECTRICAL TRADES



**Navajo Technical University**

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### Program Assessment

**Assessment Planning/Reporting Sheet**

**Course #: ELC 101, ELC 102, ELC 111, ELC 112, & ELC 113**

**Campus: Crownpoint, NM (Main)**

**Instructor: Jmichael R. Crank / Virgil T. House**

**Program: Electrical Trades**

**Semester: 2017 Spring Semester**

<p>Answer questions 1 – 5B for your Assessment Plan/proposal.  <b>Answer all questions for your Assessment Report.</b>  <b>Please attach your syllabus, pre/post-tests, rubrics and graphs <u>in a separate file</u> identified with your name and the semester/year.</b></p>
<p>5. What is your program mission statement? (As recommended by Assessment Committee)</p> <p><b>Identification of program mission, statement, and goals</b></p> <p><i>“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.”</i></p>
<p>6. What are your program goals?</p> <ul style="list-style-type: none"> <li>• <i>1. Students will have an understanding of math that is used for electrical installations (such as basic math, algebra, geometry, and trigonometry.)</i></li> <li>• <i>2. Implementing conduit bending and how trigonometry is used in bending conduit.</i></li> <li>• <i>3. Student will learn how to read “Blueprints drawings” and apply them to their</i></li> </ul>

*work.*

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

- 1. *Students will have an understanding of math that is used for electrical installations (such as basic math, algebra, geometry, and trigonometry.)*
- 2. *Implementing conduit bending and how trigonometry is used in bending conduit.*
- 3. *Student will learn how to read “Blueprints drawings” and apply them to their work.*

8. 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?

<i>ELC-101-1</i>	<i>ELC-101Teec</i>	<i>ELC-102-1</i>	<i>ELC-102-2</i>	<i>ELC-111</i>	<i>ELC-112</i>	<i>ELC-113</i>
<i>50%</i>		<i>20%</i>	<i>25%</i>	<i>51%</i>	<i>47%</i>	<i>47%</i>

A. Number of students for pre-assessment:

<i>ELC-101-1</i>	<i>ELC-101Teec</i>	<i>ELC-102-1</i>	<i>ELC-102-2</i>	<i>ELC-111</i>	<i>ELE-112</i>	<i>ELC-113</i>
<i>13</i>		<i>6</i>	<i>4</i>	<i>8</i>	<i>8</i>	<i>10</i>

B. What is your expectation/benchmark?

<i>ELC-101-1</i>	<i>ELC-101Teec</i>	<i>ELC-102-1</i>	<i>ELC-102-2</i>	<i>ELC-111</i>	<i>ELE-112</i>	<i>ELC-113</i>
<i>30%</i>		<i>30%</i>	<i>30%</i>	<i>40%</i>	<i>40%</i>	<i>40%</i>

6. What are your post-assessment outcomes?

<i>ELC-101-1</i>	<i>ELC-101Teec</i>	<i>ELC-102-1</i>	<i>ELC-102-2</i>	<i>ELC-111</i>	<i>ELC-112</i>	<i>ELC-113</i>
<i>96%</i>		<i>77%</i>	<i>77%</i>	<i>75%</i>	<i>69%</i>	<i>68%</i>

A. Number of students for post-assessment:

<i>ELC-101-1</i>	<i>ELC-101Teec</i>	<i>ELC-102-1</i>	<i>ELC-102-2</i>	<i>ELC-111</i>	<i>ELE-112</i>	<i>ELC-113</i>
<i>11</i>		<i>6</i>	<i>3</i>	<i>8</i>	<i>8</i>	<i>10</i>

B. Did your students meet your expectation/benchmark?

<i>ELC-101-1</i>	<i>ELC-101Teec</i>	<i>ELC-102-1</i>	<i>ELC-102-2</i>	<i>ELC-111</i>	<i>ELE-112</i>	<i>ELC-113</i>
<i>Yes</i>		<i>Yes</i>	<i>Yes</i>	<i>75%</i>	<i>40%</i>	<i>60%</i>

7. Based on your post assessment outcomes, what changes will you make in teaching methodology, **Program goals**, or anything else to improve student learning? *From observing the pre/post-test results, scores were low for the pre-test and higher for the post-test. We do use Power Point and the Internet, You tube: topics related to electricity. The basic fundamentals of electricity, Ohm’s Law, Power Law, the Series, Parallel, and the Series/Parallel combination circuit, the Arc Fault and Ground Fault Circuit Interrupter. By using visual aids, it helps with perceiving the information. The students coming into the Electrical Trades Program have no idea on the amount of reading and homework required, but they sure want to learn how to wire. What we have noticed is if they do not read their book, test scores are usually low. If we give them a review on terminology and sections to look at, scores are better. They certainly do exceptionally well on multiple choice test questions and struggle with complete your answer or fill in the blanks. Despite giving all the information, we notice*

*all information isn't retained. We just need to continue working with them to help them with their educational endeavors.*

8. How will your proposed changes continue to support your stated program goals? *Our students are in their first year of the program, we want to get them ready for the work force. A step toward an electrical apprenticeship program, where they can get more schooling and on the job learning experience, and one day take a Journeyman's Electrical License Exam*

9. Based on your conclusions from your post assessment outcomes, how are you going to improve your Assessment activities? *Stress the importance of test. The reason(s) why it is a method to see the results of how much is gained not only by the teacher but more importantly 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**

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

**Results**

Initial:

<i>ELC-101-1</i>
<i>96%</i>

Final:

**Meets Expectation**

Course that were able to successfully complete 70-79% of the evaluation method (i.e., pre-test, survey, etc.)

**Results**

Initial:

<i>ELC-102-1</i>	<i>ELC-102-2</i>	<i>ELC-111</i>
<i>77%</i>	<i>77%</i>	<i>75%</i>

Final:

**Does not meet Expectation**

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

**Results**

Initial:

<i>ELC-112</i>	<i>ELC-113</i>
<i>69%</i>	<i>68%</i>

Final:

**Final Result:** 68% **Met or exceeded expectations**

32% **Did not meet expectations**