

General Education Program Profile

Navajo Technical University

PHILOSOPHY

General Education is the foundation for all degree and certificate programs at Navajo Technical University. It provides 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. NTU's General Education is to educate students with the Diné Philosophy of Education to be independent, critical thinkers, competent in their chosen professions by possessing a solid foundation in math, English, laboratory, social and behavioral sciences, communication, and information technology.

OUTCOMES AND MEASURES

Outcomes: Students should be able to...		Direct measures
GOAL 1: Communicate Clearly: <i>The ability and willingness to exchange ideas and information is essential to personal development, career, success, and social responsibility.</i>		
Diné Studies NAV 101, 110, 211, 221, 225, and 195/295		
DIN1	Implement a language learning plan	Cultural project rubric
DIN2	Produce a cultural exhibit	
DIN3	Conduct an elder interview	
DIN4	Analyze Navajo leaders and leadership strategies	
Communication ENG 105, 110, 111, 112, & 165; and COM 130 & 150		
COM1	Communicate in various genres and mediums	Communication rubric
COM2	Apply reading strategies	
COM3	Evaluate an argument	
GOAL 2: Think Critically, Creatively, and Reflectively: <i>Reason, creativity, and reflection are fundamental to problem solving and personal growth.</i>		
Mathematics MTH 113, 121, 123, 150, 161, 162, 163, & 213		
MTH1	Express quantitative information	Quantitative reasoning rubric
MTH2	Evaluate a quantitative argument	
MTH3	Interpret results to solve a problem	
Physical and Natural Sciences AST 110 & 112; BIO 110, 120, 122, 130, 131, & 224; CHM 110, 120, & 122; ENV 102 & 182; GEO 101 & 150; PHY 101, 111, 112, 121, & 122; and SCI 101 & 195/205		
SCI1	Formulate a research question	Critical thinking rubric
SCI2	Gather information about the research question	
SCI3	Evaluate data for credibility	
SCI4	Develop a conclusion	
GOAL #3: Interact Effectively in Diverse Environments: <i>Success in a global society requires cultural understanding of self that is sufficient for interaction with other physical and social environments.</i>		
Social and Behavioral Sciences ECN 111, 195/295; LAW 101, 106, & 195/295; NAV 221; PSY 105, 210, & 195/295; SOC 101, 195/295, & 210; and SSC 100 & 195/295		
SBS1	Evaluate personal and social justice issues	Personal & social responsibility rubric
SBS2	Develop strategies for creating just, sustainable systems	
SBS3	Compare ethical perspectives	
SBS4	Conduct a group project	
SBS5	Deduce factors that hinder or support solutions	

Humanities COM 130, 150, 210, & 195/295; ENG 150, 155, 160, 161, & 195/295; HST 210, 211, & 220, & 195/295; and HUM 160, 170, and 195/295		
HUM1	Articulate diversity of human experience	Humanities rubric
HUM2	Evaluate contemporary issues, expressions, & thoughts	
GOAL 4: Learn Actively: <i>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.</i>		
Creative and Fine Arts ART 110 & 195/295; ENG 195/295; and HUM 195/295		
CFA1	Acquire competencies	Creative expression rubric
CFA2	Take risks	
CFA3	Solve problems	
CFA4	Embrace contradictions	
CFA5	Innovate	
CFA6	Connect, synthesize, and transform	
Computer Technology CMP 101		
IDL1	Use common devices and applications	Information & digital literacy rubric
IDL2	Determine the extent of information needed	
IDL3	Access the needed information	
IDL4	Evaluate information and its sources critically	
IDL5	Use information effectively to accomplish a specific purpose	
Wellness PED 101, 120, & 130		
W1	Implement a wellness action plan	Wellness rubric
Lifelong Learning Co-curricular Activities		
LL1	Implement research projects	Co-curricular essay prompt and rubric (or survey)
LL2	Implement projects that promote community engagement	
LL3	Implement service service-learning projects	
LL4	Demonstrate appreciation for Diné culture	
LL5	Demonstrate appreciation for environmental sustainability	
LL6	Implement projects that promote economic development	

INDIRECT MEASURES

Enrollments
Retention rate
Graduation rate

STUDENT LEARNING DATA ANALYSIS AND PROGRAM IMPROVEMENTS

Data summaries of direct and indirect measures as outlined above will be compiled on an annual basis by the University's Offices of Assessment and Institutional Research. An annual summary that includes recommendations for program improvement will be prepared by the Assessment Committee and included in the University's Annual Student Learning Report. Curriculum revisions as needed will be designed by the General Education Committee and reviewed and approved by the Faculty Congress.

CO-CURRICULAR ESSAY PROMPT AND RUBRIC
Navajo Technical University

Student:

Activity:

Date:

How has your co-curricular project affected you? In an essay of at least 300 words, address each question in the left-hand column of the table below.

ESSAY QUESTIONS	SCALE			SUBTOTALS & COMMENTS
	Emerging (1)	Developing (2)	Proficient (3)	
<i>What did you learn during your project that relates to your course?</i>	Conveys ideas and facts that don't seem to be related.	Conveys ideas and facts from the course (and other courses, if applicable) but doesn't explicitly explain their relationship.	Skillfully conveys perspectives from the course (and other courses, if applicable).	
<i>What challenge did you help solve? How did you accomplish this?</i>	Explains some of these: the problem(s), his/her intervention, his/her process learned from the course (decisions, thinking, info literacy, reasoning), and the positive effects of that intervention.	Explains most of these: the problem(s), his/her intervention, his/her process learned from the course (decisions, thinking, info literacy, reasoning), and the positive effects of that intervention.	Skillfully explains the problem(s), his/her intervention, his/her process learned from the course (decisions, thinking, info literacy, reasoning), and the positive effects of that intervention.	
<i>How has your experience affected your thinking about the Diné nation, its challenges, and solutions to those challenges?</i>	Explains changes in thinking about some of these: the Diné nation, its problems, and the solutions to those problems as a result of the project experience (and other related experiences).	Explains changes in thinking about most of these: the Diné nation, its problems, and the solutions to those problems as a result of the project experience (and other related experiences).	Skillfully explains changes in thinking about the Diné nation, its problems, and the solutions to those problems as a result of the project experience (and other related experiences).	
<i>How has the experience affected your thinking about personal, academic, or career goals? How will you serve the Diné nation in the future?</i>	Explains some of these: personal, academic or career goals that were accomplished, how the student was changed, and what future service the student plans as a result of the project experience.	Explains most of these: personal, academic or career goals that were accomplished, how the student was changed, and what future service the student plans as a result of the project experience.	Skillfully explains what personal, academic or career goals were accomplished, how the student was changed, and what future service the student plans as a result of the project experience.	
TOTAL/COMMENTS				

COMMUNICATION RUBRIC

Adapted from NMHED Communication rubric • Navajo Technical University

Student:

Course:

Date:

OUTCOMES	SCALE			SUBTOTALS & COMMENTS
	Emerging (1 pts)	Developing (2 pts)	Proficient (3 pts)	
<i>Communicate in various genres and mediums</i>	Student communicates in various genres and mediums.	Student communicates in several genres and mediums, demonstrating awareness that different genres and mediums have different limitations and strengths	Student communicates effectively in several genres and mediums, demonstrates awareness of limitations and strengths of each, and evaluates the effectiveness of communication with regard to appropriateness to the rhetorical situation.	
<i>Apply reading strategies</i>	Student uses more than one for understanding and evaluating messages. Describes the central idea of a message.	Students use several strategies to understand and evaluate messages. They demonstrate awareness that different rhetorical situations may require different strategies.	Student uses wide range of strategies for understanding and evaluating messages. Also evaluates the effectiveness of strategies she/he uses for interpreting messages in different rhetorical situations.	
<i>Evaluate an argument</i>	Student understands that sources have varies validity and authority and that claims can be facts, opinions, inferences, and supported or unsupported.	Student evaluates a source's authority; distinguishes among facts, opinions, and inferences; and identifies claims that are supported or unsupported.	Student identifies and develops claims that are supported by evidence and reasoning; evaluates and integrates arguments of others into own written and spoken arguments	
TOTAL/COMMENTS				

Scale: 9 points = A; 8 = points = B; 7-6 points = C; 5-4 points = D; less than 4 points = F

CREATIVE EXPRESSION RUBRIC

Adapted from AACU Creative Thinking rubric • Navajo Technical University

Student:

Course:

Date:

OUTCOMES	SCALE			SUBTOTALS & COMMENTS
	Emerging (1 pts)	Developing (2 pts)	Proficient (3 pts)	
<i>Acquire competencies</i>	Student successfully reproduces an appropriate exemplar.	Student successfully adapts an appropriate exemplar to his/her own specifications.	Student creates an entirely new object, solution, or idea that is appropriate to the assignment.	
<i>Take risks</i>	Student stays strictly within the guidelines of the assignment.	Student considers new directions or approaches without going beyond the guidelines of the assignment.	Student incorporates new directions or approaches to the assignment in the final product.	
<i>Solve problems</i>	Only a single approach is considered and is used to solve the problem.	Student considers and rejects less acceptable approaches to solving problem.	Having selected from among alternatives, student develops a logical, consistent plan to solve the problem.	
<i>Embrace contradictions</i>	Student acknowledges alternate, divergent, or contradictory perspectives or ideas.	Student includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.	Student incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way.	
<i>Innovate</i>	Student reformulates a collection of available ideas.	Student experiments with creating a novel or unique idea, question, format, or product.	Student creates a novel or unique idea, question, format, or product.	
<i>Connect, synthesize, and transform</i>	Student recognizes existing connections among ideas or solutions.	Student connects ideas or solutions in novel ways.	Student synthesizes ideas or solutions into a coherent whole.	
TOTAL/COMMENTS				

Scale: 18-16 points = A; 15-13 points = B; 12-10 points = C; 9-7 points = D; less than 7 points = F

CRITICAL THINKING RUBRIC

Adapted from NMHED Critical Thinking rubric • Navajo Technical University

Student:

Course:

Date:

OUTCOMES	SCALE			SUBTOTALS & COMMENTS
	Emerging (1 pts)	Developing (2 pts)	Proficient (3 pts)	
<i>Formulate a research question</i>	Student states problem/question appropriate to the context.	Student states and defines an open ended problem/question appropriate to the context.	Student states, defines, and describes components of an open-ended problem/question appropriate to the context.	
<i>Gather information about the research question</i>	Student gathers evidence addressing the problem/question from a mix of sources.	Student gathers evidence addressing the problem/question from sources appropriate to the context while demonstrating some awareness of acquisition process, including personal assumptions.	Student is able to evaluate credibility and relevance of sources in addition to demonstrating an awareness of the evaluation process, including personal assumptions.	
<i>Evaluate data for credibility</i>	Student is able to describe appropriate sources.	Student is sometimes able to evaluate credibility and relevance of sources in addition to demonstrating some awareness of the evaluation process, including personal assumptions.	Student is able to evaluate credibility and relevance of sources in addition to demonstrating an awareness of the evaluation process, including personal assumptions.	
<i>Develop a conclusion</i>	Student can sometimes identify common logical flaws. Can sometimes describe weak and strong arguments.	Student can identify common logical flaws. Can sometimes differentiate weak and strong arguments. Can sometimes identify and employ evidence and reasoning to build an argument and reach probable conclusions/solutions based on evidence.	Student can identify common logical fallacies. Can differentiate weak and strong arguments. Can identify and employ evidence and reasoning to build an argument and reach probable conclusions/solutions based on evidence.	
TOTAL/COMMENTS				

Scale: 12-11 points = A; 10-9 points = B; 8-7 points = C; 6-5 points = D; less than 5 points = F

CULTURAL PROJECT RUBRIC
Diné Studies • Navajo Technical University

Student:

Course:

Date:

CRITERIA	SCALE			SUBTOTALS & COMMENTS
	Emerging (1)	Developing (2)	Proficient (3)	
<i>Cultural relevance</i>	Project is only topically relevant. Does not meet basic expectations for the assignment.	Project is sufficiently relevant. Meets basic expectations for the assignment.	Project is deeply relevant to Navajo language, literacy, culture, history, beliefs, expression, ways of knowing, and/or wellness.	
<i>Breadth</i>	Project demonstrates limited breath, addresses ideas that are limited and unconnected.	Project demonstrates sufficient breadth; embraces two or more elements of Diné Studies.	Project covers a number of interconnected ideas, issues, challenges, persons, communities, and/or events.	
<i>Depth</i>	Project demonstrates incomplete or superficial depth only.	Project demonstrates sufficient depth; probes sufficiently into elements of Diné Studies.	Project probes aspects of cultural knowledge and/or expression in depth, analyzing ideas, issues, and questions of critical importance to Navajo language, literacy, expression, ways of knowing, and wellness.	
<i>Quality</i>	Project has many distracting errors and/or inaccuracies.	Project has a number of errors and/or inaccuracies that are relatively minor and do not distract from overall quality.	Project is communicated and/or presented accurately and clearly, with no distracting errors in oral or written forms.	
TOTALS/COMMENTS				Reader's initials

Scale: 12-11 points = A; 10-9 points = B; 8-7 points = C; 6-5 points = D; less than 5 points = F

HUMANITIES RUBRIC

Adapted from AACU Critical Thinking rubric • Navajo Technical University

Student:

Course:

Date:

OUTCOMES	SCALE			SUBTOTALS & COMMENTS
	Emerging (1 pts)	Developing (2 pts)	Proficient (3 pts)	
<i>Articulate diversity of human experience</i>	Issue/problem to be considered critically is stated without clarification or description.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	
<i>Evaluate contemporary issues, expressions, and thoughts</i>	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	
TOTAL/COMMENTS				

Scale: 6 points = A; 5 points = B; 4 points = C; 3 points = D; less than 3 points = F

INFORMATION AND DIGITAL LITERACY RUBRIC

Adapted from AACU Information Literacy and NMHED Information and Digital Literacy rubrics • Navajo Technical University

Student:

Course:

Date:

OUTCOMES	SCALE			SUBTOTALS & COMMENTS
	Emerging (1 pts)	Developing (2 pts)	Proficient (3 pts)	
<i>Use common devices and applications</i>	Student knows current and common digital vocabulary; understands how to use common digital devices; troubleshoots basic problems associated with operating digital devices.	Student selects and uses appropriate applications to create and effectively communicate; uses common digital education and social communication platforms; uses current computational tools.	Student demonstrates fluency using common digital education and social communication platforms; designs effective digital media; demonstrates fluency in using current computational tools including identifying errors or misleading information.	
<i>Determine the extent of information needed</i>	Has difficulty defining the scope of a research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.	Defines the scope of a research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Defines the scope of a research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	
<i>Access the needed information</i>	Accesses information randomly, retrieves information that lacks relevance and quality.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	
<i>Evaluate information and its sources critically</i>	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a variety of information sources appropriate to scope and discipline of the research question. Selects sources using multiple criteria (relevance to the research question, currency, and authority).	
<i>Use information effectively to accomplish a specific purpose</i>	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	

<i>Use information technologies legally and ethically</i>	Student recognizes that information is produced by individuals and communities who may or may not be reliable and who may have a particular point of view; recognizes that new knowledge builds upon existing knowledge; gives credit through attribution; does not plagiarize.	Student uses established criteria to evaluate information, formats, and sources and to differentiate between reliable and convenient information; makes informed choices regarding online actions in awareness of issues related to privacy and the commodification of personal information; safeguards personal information of self and others.	Student evaluates types of authorities and integrates new perspectives and alternative authoritative voices; recognizes that citing preserves authority and gives credit through proper attribution; applies an appropriate citation style.	
TOTAL/COMMENTS				

Scale: 18-16 points = A; 15-13 points = B; 12-10 points = C; 9-7 points = D; less than 7 points = F

PERSONAL AND SOCIAL RESPONSIBILITY RUBRIC

Adapted from NMHED Personal and Social Responsibility rubric • Navajo Technical University

Student:

Course:

Date:

OUTCOMES	SCALE			SUBTOTALS & COMMENTS
	Emerging (1 pts)	Developing (2 pts)	Proficient (3 pts)	
<i>Evaluate personal and social justice issues</i>	Student describes a range of personal and social justice issues as they relate to specific contexts.	Student develops strategies for working with one's own and others' perspectives and ethnocentrism.	Student evaluates personal and social justice issues as they relate to specific contexts and compares and contrasts multiple solutions across social and cultural relationships.	
<i>Develop strategies for creating just, sustainable systems</i>	Student explains the impact our actions have on the sustainability of the natural and human worlds.	Student examines the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.	Student analyzes specific local or global issues and develops strategies for creating just, sustainable systems in the natural and human world.	
<i>Compare ethical perspectives</i>	Student recognizes a variety of ethical theories and place them in specific contexts.	Student describes ethical issues in specific contexts and explains the relationship between ethics and ethical systems and moral norms.	Student compares a range of ethical perspectives and proposes an ethical solution based on one or more of those perspectives.	
<i>Conduct a group project</i>	As a group member, student demonstrates shared ethical obligations and intercultural sensitivity.	Student demonstrates personal and mutual accountability and makes use of individual strengths in meeting group objectives.	Student effectively completes a group project, reflects on the impact and effectiveness of teamwork, and, based on that reflection, describes ways to improve future collaborative work.	
<i>Deduce factors that hinder or support solutions</i>	Student explains diverse positions on issues, values, or practices and presents own position on a specific problem related to one or more of the issues, values, or practices studied.	Student demonstrates the ability to participate in respectful civic dialogue that shares differing perspectives and recognizes that there are multiple valid responses to local and global issues.	Student critically inquires into and deduces from evidence the organizational, cultural, economic, or political factors that hinder or support solutions to local and global problems.	
TOTAL/COMMENTS				

Scale: 15-14 points = A; 13-12 points = B; 11-10 points = C; 9-8 points = D; less than 8 points = F

QUANTITATIVE REASONING RUBRIC
Adapted from NMHED Quantitative Reasoning rubric • Navajo Technical University

Student:

Course:

Date:

OUTCOMES	SCALE			SUBTOTALS & COMMENTS
	Emerging (1 pts)	Developing (2 pts)	Proficient (3 pts)	
<i>Express quantitative information</i>	Student explains the meaning of graphics, numbers, or algebraic symbols within a given context.	Emerging skill descriptions plus: Translates mathematical graphics and symbolism into written or oral language; translates written or oral language into mathematical symbols and graphics.	Developing skill descriptions plus: Integrates written and symbolic mathematical constructs in describing particular contexts.	
<i>Evaluate a quantitative argument</i>	Student summarizes quantitative arguments presented by others.	Emerging skill descriptions plus: Differentiates and describes the parts of a quantitative argument presented by others; compares the conclusions of a quantitative argument with conclusions from other reliable sources.	Developing skill descriptions plus: Uses appropriate techniques of mathematical proof or statistical analysis, evaluates each component of a quantitative argument for mathematical validity and demonstrates whether an overall quantitative argument is valid, invalid, or questionable.	
<i>Interpret results to solve a problem</i>	Student identifies, describes, and classifies quantitative information needed to address contextual problems.	Emerging skill descriptions plus: Identifies appropriate mathematical or statistical models to represent quantitative information in contextual problems; applies those models to generate numeric predictions.	Developing skill descriptions plus: Assesses the validity of numeric predictions and correct unreasonable findings; analyzes and interprets results; uses them in a quantitative argument to support a position or line of reasoning or solve a contextual problem.	
TOTAL/COMMENTS				

Scale: 9 points = A; 8 = points = B; 7-6 points = C; 5-4 points = D; less than 4 points = F

WELLNESS RUBRIC
Navajo Technical University

Student:

Course:

Date:

CRITERIA	SCALE			SUBTOTALS & COMMENTS
	Emerging (1)	Developing (2)	Proficient (3)	
<i>Content</i>	Plan includes a statement of what is to be done.	Plan includes a goal statement about Stress Management or Physical Activity and Fitness that is clear, specific, measurable, and attainable.	Plan includes a goal statement about Stress Management that is clear, specific, measurable, and attainable. Also included is the original or refined goal statement about Physical Activity and Fitness.	
<i>Timeliness</i>	Plan includes start and end dates.	Plan includes start date, end date, and at least the first check-in date.	Plan includes start and end dates as well as check-in dates and celebration dates. Details are included about dates and times for each step of the action plan.	
<i>Method</i>	Plan includes a vague outline of how it is to be carried out.	Plan includes some details about what is to be done and a few details about overcoming potential barriers.	Plan includes a step-by-step outline of what is to be done to work toward and achieve the dual goals of Stress Management and Physical Activity and Fitness. Possible barriers or obstacles are listed along with ways they might be overcome.	
<i>Specificity</i>	Plan includes a vague indication of where part of the action plan is to be carried out.	Plan includes scant details about where both strands of the action plan is being carried out.	Plan includes specific indication of exactly where each step of the dual goal action plan is to be carried out.	
TOTAL/COMMENTS				

Scale: 12-11 points = A; 10-9 points = B; 8-7 points = C; 6-5 points = D; less than 5 points = F