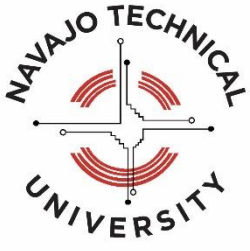
Student Learning Reports for 2017-18



Assessment Committee
Navajo Technical University
Crownpoint, New Mexico
Navajo Nation

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Foreword

This document offers student learning reports from the faculty of Navajo Technical University for academic year 2017-2018. It provides course assessments from fall, 2017; program assessments from spring, 2018; general education course assessments from both fall and spring semesters; other assessment reports submitted by faculty in both semesters; and program profiles of selected academic programs, including student learning data and program improvements, developed by department chairs (and several surrogates) in spring, 2018.

The year marked a transition at NTU: from the use of course- and program-level assessment templates that focus on pre- and post-testing, to the use of program profiles, multiple assessment measures, and online tools for tracking program improvements. Both halves of the document, for fall, 2017 and spring, 2018, are introduced by "scorecards" that indicate participation in assessment activities by individual faculty members. The document's production was overseen by NTU's assessment committee.

Recommendations for improving program design and student learning processes take up the last section of the report. They were drafted by a student learning consultant and reviewed and approved by the assessment committee.

Number of instructors who submitted at least one Course Assessment Report: 21 of 53 faculty members (39.6%)
Number & percentage of Course Assessment Reports meeting all six criteria: 22 of 29 reports (75.8%)

Fall 2017 Course Assessment Reports

ACG 201 Payroll Accounting • Christine Reidhead
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure?** Students will gain firsthand experience in calculating payroll, completing payroll taxes, and preparing reports.
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 was used to measure the knowledge of the student before completing the course and was used to measure the outcome. **Expected course outcomes?** The expected outcome will be measure at the end of the semester using the post-test.
3. **What are your pre-assessment outcomes?** A. Number of students for pre-assessment: 6 B. What is your expectation/benchmark? Average pre-assessment is 50%.
4. **What are your post-assessment outcomes?** A. Number of students for post-assessment: 3 B. Did your students meet your expectation/benchmark? 100% post assessment average
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?** More homework, classroom assignments, and tutoring will improve student learning.
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** More group activities.
Benchmark: 70% students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 17% Final: 100 % **Meets Expectation** Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% Final: 0% **Does not meet Expectation** Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 83% Final: 0%

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

ACG 213 Introduction to Fund Accounting • Christine Reidhead
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure?** Students will gain an understanding of fund accounting for nonprofits, governments, schools and charitable organizations.
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 was used to measure the knowledge of the student before completing the course and was used to measure the outcome. **Expected course outcomes?** The expected outcome will be measure at the end of the semester using the post-test.
3. **What are your pre-assessment outcomes?**
   A. Number of students for pre-assessment: 5
   B. What is your expectation/benchmark? 70% was the initial expectation. The students tested at 65%.
4. **What are your post-assessment outcomes?**
   A. Number of students for post-assessment: 2
   B. Did your students meet your expectation/benchmark? Yes, 100%
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?** More homework, classroom assignments, and tutoring will improve student learning.
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** More group activities.

Benchmark: 70% students will meet or exceed expectation.

Exceeds Expectation
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 20%
Final: 100%

Meets Expectation
Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0%
Final: 0%

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

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

ACG 220 Cost Accounting • Christine Reidhead
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure? Students** will learn to principles of Cost Accounting and apply cost concepts, cost behavior, and cost accounting techniques to manufacturing, merchandising, and service businesses.
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 was used to measure the knowledge of the student before completing the course and was used to measure the outcome. **Expected course outcomes? The** expected outcome will be measure at the end of the semester using the post-test.
3. **What are your pre-assessment outcomes?** A. Number of students for pre-assessment: 7 B. What is your expectation/benchmark? 20% was the initial benchmark for the pre-assessment
4. **What are your post-assessment outcomes?** A. Number of students for post-assessment: 5 B. Did your students meet your expectation/benchmark? Yes, they averaged 88% on their post-assessment.
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?** More homework, classroom assignments, and tutoring will improve student learning.
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** More group activities.
Benchmark: 70% students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **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.) **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.) **Results** Initial: 100% Final: 0%

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

ACG 225 Managerial Accounting • Christine Reidhead
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure?** Student will have a general understanding of cost accounting systems, financial accounting, and managerial accounting.
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 was used to measure the knowledge of the student before completing the course and was used to measure the outcomes. **Expected course outcomes? The** expected outcome will be measure at the end of the semester using the post-test.
3. **What are your pre-assessment outcomes?** A. Number of students for pre-assessment: 7 B. What is your expectation/benchmark? Overall score an average of 40%.
4. **What are your post-assessment outcomes?** A. Number of students for post-assessment: 5 B. Did your students meet your expectation/benchmark? 60% of the students met or exceeded expectations.
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?** More homework, classroom assignments, and tutoring will improve student learning.
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** More group activities.
Benchmark: 70% students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% Final: 60%
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% Final: 0%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 100 % Final: 40

Final Result: 60% Met or exceeded expectations
40% Did not meet expectations

BKG 101 Professional Baking Basics • Brian Tatsukawa
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure?**
2. **What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring expected course outcomes?** Rubrics will be the primary source of assessment of student progress. By using the rubrics the students have a written account of expectations and what amount of points each of those expectations will be awarded to them.
3. **What are your pre-assessment outcomes?** Sixty-seven percent of the students were below expectations. A. Number of students for pre-assessment: 6 B. What is your expectation/benchmark? 75%.
4. **What are your post-assessment outcomes?** A. Number of students for post-assessment: 6% B. Did your students meet your expectation/benchmark? 60% of the students met or exceeded expectations.
5. **Based on your post assessment outcomes, what changes will you make in teaching methodology, expected course outcomes, or anything else to improve student learning?**
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?**
Benchmark: __% students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 17% Final:
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 17% Final:
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 67% Final:

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

CHEME 117 Intro to Chemical Laboratory Equipment • Dr. Gholam Ehtesthami
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure**? To introduce students to different chemical/ engineering laboratory equipment and techniques. To teach students about how to use the lab equipment safely and effectively. To provide students with hands on lab equipment and learn how use them for different applications.
2. **What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring?** Pre-Test was used to measure the knowledge of the student before completing the course and was used to measure the outcome. **Expected course outcomes?** The expected outcome will be measure at the end of the semester using the posttest.
3. **What are your pre-assessment outcomes?** The result of the pre-assessment was bellowing the expected benchmark that is normal. All of topics in the course were pre-assessed (please see the result of the pretest and the graph). The overall outcome was about 50% that is below the expected benchmark but for pretest is very promising.
   A. Number of students for pre-assessment: 1
   B. What is your expectation/benchmark? 100% of student expected to complete at least 70% of the test at the end of the semester, after completing the course.
4. **What are your post-assessment outcomes? Will be measured after course completion at the end of semester.**
   A. Number of students for post-assessment: NA
   B. Did your students meet your expectation/benchmark? NA
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?** NA. Will not be able to decide until after the completion of the course.
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** NA

Benchmark: 100% students will meet or exceed expectation.

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

Meets Expectation
Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0%
Final:

Does not meet Expectation
Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: Pretest overall score was 40/66=45% (40 out of 66 questions in the pretest were correct)
Final:

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

CHM 110 Elements of Chemistry • Dr. Thiagarajan Soundappan
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure?** At the end of the semester students will be able to understand the basic concepts of chemistry
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, and post-test assessments.
3. **What are your pre-assessment outcomes?** A. Number of students for pre-assessment: 7. Overall Score is less than 30% B. What is your expectation/benchmark? 70% student will meet the expectations
4. **What are your post-assessment outcomes?** A. Number of students for post-assessment: 7 B. Did your students meet your expectation/benchmark? Yes! more than 70% student met the expectation
5. **Based on your post assessment outcomes, what changes will you make in teaching methodology, expected course outcomes, or anything else to improve student learning?** More homework; classroom assignments and tutoring will improve student learning.
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** More group activities next time.
Benchmark: 70% students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:
Meets Expectation Students are able to successfully complete 70-80% (inclusive) of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:

Final Result: 71.42% Met or exceeded expectations
28.58% Did not meet expectations

CKG 101 Professional Cooking I • Brian Tatsukawa
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure?**
2. **What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring expected course outcomes?** This semester I will be implementing a pre-test with certain sections of the textbook and then rubrics will be used to measure progress as part of the students post-test. By utilizing the pre-test it will help me to better tailor my lesson plans according to the pre-test results. The rubrics will help set the expectations and also give them a visual aid for the score they have the potential to receive.
3. **What are your pre-assessment outcomes?** Sixty-seven percent of the students were below expectations. A. Number of students for pre-assessment: 11 B. What is your expectation/benchmark? 75% or higher.
4. **What are your post-assessment outcomes?** A. Number of students for post-assessment: B. Did your students meet your expectation/benchmark?
5. **Based on your post assessment outcomes, what changes will you make in teaching methodology, expected course outcomes, or anything else to improve student learning?**
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?**
Benchmark: __% students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 9% Final:
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 91% Final:

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

CS 101 Programming • Frank Stomp
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure?** Critical thinking.
2. **What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring expected course outcomes?** I expected to do pre/post-tests but had forgotten to give the students the post-test.
3. **What are your pre-assessment outcomes?**
   A. Number of students for pre-assessment: 7
   B. What is your expectation/benchmark? 10%
4. **What are your post-assessment outcomes?**
   A. Number of students for post-assessment: 7
   B. Did your students meet your expectation/benchmark? No.
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 think there should be a lab associated with programming courses, since most student have a hard time, not only with problem solving but also with coding.
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** Problem solving seems to be hard for most, if not all, students. I noticed that some students need immediate help in getting to a solution. Even then it is hard for them to come up with a working program. I see that some students (not all) try to find a solution on a website. The same kind of problems must have been observed in other classes. I am not sure how this problem can be solved, but it might make sense to start a group of faculty member who discuss how to increase problem solving skills and critical thinking skills of our students.

Benchmark: 75% students will meet or exceed expectation.

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: 0
Final: 3

Does not meet Expectation
Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0
Final: 4

Final Result: 43% Met or exceeded expectations
57% Did not meet expectations

ELC 101 Electrical Level I • Virgil T. House
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure?** Electrical Level One
   A. Describe the apprenticeship/training process for electricians.
   B. Describe the various career path/opportunities one might follow in the electrical trade.
   C. The three various sectors of the electrical industry.
   D. All electricians must understand the fundamentals of electricity, the hazards associated with electrical shock, arc flash, and the practices that must be applied in order to work safely.
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-test for Electrical Level One
3. What are your pre-assessment outcomes? Class Average 31.67%
   A. Number of students for pre-assessment: 12
   B. What is your expectation/benchmark? 35% for Pre-test and 70% for Post-test
4. **What are your post-assessment outcomes?**
   A. Number of students for post-assessment: 10
   B. Did your students meet your expectation/benchmark? Only two students were above the benchmark, 76% and 88%.
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 have followed the lesson plans set up by the NCCER (National Center for Construction Education and Research). A review of the course objectives, content, and visual aids (including the power point presentation). The gathering of required equipment and materials for each of the 12 modules. I do try to cover a module per week, with one about three weeks. One week is not enough time to cover residential wiring, service entrance calculations, grounding, and branch circuitry, etc. There are 12 performance task modules used as knowledge-based modules. I encouraged the students to read their material and spend a minimum of 2 hours per credit hour outside of the classroom and complete their assigned homework at the end of each module.
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** The electrical trades program is not an easy program. The students need to have good reading, study skills, and work ethics while attending NTU. I have noticed the students read their books and complete their homework do exceptionally well on their exams and quizzes. At the end of each modules are assignments for review questions, trade terms, and supplemental exercises. I usually work on some of the problems on the board with different numbers, but the same equation. I have also noticed students like the multiple-choice question over filling in the blanks.

Benchmark: 70% students will meet or exceed expectation.

Exceeds Expectation
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0
Final: 1

Meets Expectation
Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0
Final: 1

Does not meet Expectation
Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 12
Final: 8

Final Result	16.7%	Met or exceeded expectations
	83.3%	Did not meet expectations

ELC 111 Commercial Wiring • Jmichael R. Crank
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure?** After completing this lesson the students will be able to describe and identify the features of an electrical plan, identify typical electrical symbols found on the plan, establish data for specific circuits and then sketch and draw the electrical plan for a commercial building by meeting the guidelines that must be met in the textbook – Modern Commercial Wiring (2017 7th ED.) – Commercial Drawing on page 45 lighting and power plans. Local/State/National Codes must be met.
2. **What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring expected course outcomes?** Rubrics, quizzes, and maybe homework. Using the criteria for the various areas of their text book found in each chapter, the students will be able to: determine where the service meter and distribution are located; identify where switches and plugs are located; establish the various types of fixtures used in the electrical schedule; justify their plan by explaining why fixtures are located where and the circuits used for them; dimension and label the drawing; and define the various terms used in the construction industry used to identify the various parts of the electrical plan.
3. **What are your pre-assessment outcomes?** All testing and results will be at the end of the semester.
   A. Number of students for pre-assessment: Started with 9 students.
   B. What is your expectation/benchmark? N/A
4. **What are your post-assessment outcomes?** 62.4 % which is a B Grade range
   A. Number of students for post-assessment: 6
   B. Did your students meet your expectation/benchmark? YES, I am VERY happy with the results.
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 want to spend more time on practical work-sheets and assign students to look for items and give a report on the outcome.
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** I really need to have the students work on the assessment during the whole semester. That way the student can concentrate better on their finals.

Benchmark: 50%-75% = B students will meet or exceed expectation.

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

Meets Expectation
Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: N/A
Final: N/A

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

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

ELC 113 Blueprint Reading • Jmichael R. Crank
Crownpoint Campus

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, Midterm & Final Exam.
3. **What are your pre-assessment outcomes?** Class Average of 41.4%
   A. Number of students for pre-assessment: 5
   B. What is your expectation/benchmark? 25% for Pre-Test and 70% for Post-Test
4. **What are your post-assessment outcomes?** Class Average of 71%
   A. Number of students for post-assessment: 5
   B. Did your students meet your expectation/benchmark? Yes, just barely
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 want to spend more time on practical worksheets and assign students to look for items and give a report on the outcome.
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** I really need to take the assessment sooner. That way the student can concentrate better on their finals.

Benchmark: 70% students will meet or exceed expectation.

Exceeds Expectation
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0%
Final: 40%

47	30
100	100

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

Does not meet Expectation
Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 100%
Final: 60%

40	20	40
60	40	53

Final Result: 40% Met or exceeded expectations
60% Did not meet expectations

ENG 098 (6A, B6 & 6D) Reading & Writing Skills • Andrew Escudero, Ph.D.
Chinle Campus

1. **What is/are the course goals (course objectives) you are going to measure?**
   A. Improve reading and writing skills by reviewing of grammar rules that govern correct syntax and sentence structure including accurate capitalization, punctuation, sentence structure and unified and cohesive paragraphs, which are essential for proper academic and professional writing mechanics.
   B. Develop reading and direction comprehension by reading exercises in the Grassroots text and introduce critical thinking skills through explanation and instruction on thorough analysis, synthesis, evaluation and application of information encountered through reading.
   C. Expand vocabulary through the introduction of new words and definitions in the Vocabulary Building text.
   D. Learn how to construct paragraph topic sentences and essay thesis statements, cohesive paragraphs with information that effectively supports topic sentences and thesis statements, essay organization and structure, and effective essay introductions and conclusions.
   E. Learn to conduct research for information that effectively supports thesis statements and essays in general, MLA and APA quotation formats, and necessary quotation analyses that explain how quoted information supports notions presented by the writer.
   F. Learn MLA and APA writing, and quotation and reference 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: measures vocabulary levels by offering students the opportunity to match 25 words that they will likely encounter during their academic and professional pursuits to their respective definitions, (25 pts). 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 300 points possible on the pre-assessment exam: 135 points total for 4 the sentence structure, grammar, punctuation and capitalization exercise sections and 65 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: 44. Pre-assessment test: 2 (4.5%) passed with a C, 17 (31%) passed with a D, and 25 (64.5%) 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 C 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?**
   A. Post-assessment test: Of the 40 students 3 (7%) passed with an A grade, 5 (13%) passed with a B grade, 14 (35%) passed with C grade, 8 (20%) passed with a D grade and 10 (25%) failed.
   B. Number of students for post-assessment: 40
   C. Did your students meet your expectation/benchmark? No, considering that (55%) passed with grades exceeding a D. Although the post-assessment benchmark was not achieved, the number of students who successfully completed a grade > 70% dramatically increased.
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 continually reassess my pedagogical methodology every semester as I observe student responses to it regardless of the assessment results and will do so again. It seems that students are experiencing time limitations in studying and completing homework. I must adjust lecturing time to allow students opportunities to complete homework in class, especially for night courses that meet once a week.

6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** I intend to reformat my assessment exam to more accurately correlate with the course material.
Benchmark: 65% students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% Final: 20%
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 4.5% Final: 35%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 64.5% Final: 45%

Final Result: 55% Met or exceeded expectations
45% Did not meet expectations

ENG 098 Reading & Writing Skills • Jane Wallen

The assessment is designed to test students' understanding of an abstract principle, and to show transfer of that principle from a solved problem to a new problem. The pre-test was given in early August at the beginning of the semester. I used a pair of riddles from Daniel Willingham's book, *Why Don't Students Like School?*

Students attempted to solve a riddle, and I then explained the solution. Next students were given a second riddle with the same structure as the first. Of the 16 students tested, 9 students (56 %) successfully transferred their understanding of the first solution to the second riddle.

I administered the post-test in late October after students had studied some of Aesop's fables. Students answered multiple choice questions which tested their ability to identify the unstated, abstract lesson(s) in the fables we'd been studying. Of the 18 students who took the test, 9 students passed (50%) with a grade of 70 % or better. Eight of the nine students who passed were the same students who had correctly answered the pre-test riddle.

These results reveal the connection between abstract thinking, the comprehension of deeper meaning beyond what is stated, and the ability to transfer understanding from a solved problem to a new one. I am using several techniques to help improve students' abstract thinking and comprehension:

When we study idioms, I ask for examples of the idioms, not definitions.

When we read Aesop's fables, we discuss modern-day examples of the truth of the story.

When students are guessing the answers to riddles, I provide them with analogous riddles and their solutions.

Students complete worksheets using numbers and shapes to learn analytical logic. Most short, written answers require a synthesis of the material studied.

ENG 105 (6A) Technical Communication • Andrew Escudero, Ph.D.
Chinle Campus

1. **What is/are the course goals (course objectives) you are going to measure?**
   A. Learn to how to write in the technical and concise writing style that is used for effective business communications such as memoranda, reports and letters.
   B. Learn to write personal résumé, business letter of interest/application for employment applications and business memoranda.
   C. Develop critical thinking skills and interpret various forms of data in business contexts through instruction on critical thinking through writing and selected exercises from the text.
   D. Learn how to cite references and quotations in APA and MLA formats.
   E. Learn how to distinguish the differences and roles of passive and active voice writing, and construct unified and coherent paragraphs, and topic sentences.
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 reports, memoranda, 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 250 points possible on the pre-assessment exam: 60 points for the first 3 general knowledge sections, 30 points for APA citation section, 50 points for general grammar, punctuation and capitalization, 65 points for the résumé section and 65 points for the letter of interest/application section.
3. **What are your pre-assessment outcomes?**
   A. Number of students for pre-assessment: 12. One (8%) passed with a D and 24 (92%) 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?**
   A. Number of students for post-assessment: 12. Three (25%) passed with a B, 5 (42%) passed with C and 4 (33%) passed with D.
   B. Did your students meet your expectation/benchmark? Yes, 67% exceeded or met expectations.
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 continually reassess my pedagogical methodology every semester as I observe student responses to it regardless of the assessment results and will do so again. Specifics have not yet been decided upon at this time.
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** Though post-assessment results have exceeded the benchmark, I will attempt to further correlate exam material with course material.

Benchmark: 60% of the students will meet or exceed expectation.

Exceeds Expectation
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0%
Final: 25%

Meets Expectation

Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% Final: 42%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 100% Final: 33%

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

ENG 110 Freshman Composition • Dr. Peter Moore
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure?**
2. **What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring expected course outcomes?** For course assessment I will use pre- and post-test of grammar skills, using as a pretest a sentence level grammar quiz given within the first 3 weeks of the semester's beginning, and within the last 2 weeks of the semester end.
3. **What are your pre-assessment outcomes? (Pre-test is for four sections).**
   A. Number of students for pre-assessment: 64 students; total correct score 5.7 of 10, or 57% on pre-test.
   B. What is your expectation/benchmark? I would like 70% of my students to achieve a 70% grade on the post tests.
4. **What are your post-assessment outcomes?** (Post-test is only for three sections because of scheduling.)
   A. Number of students for post-assessment: 27 students
   B. Did your students meet your expectation/benchmark? Yes, their average score was 7.4 out of 10.
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 continue to devote time to teaching grammar, and also to finding ways by which to explain how grammar and good writing work together to provide for clear communication.
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** This semester, because of a scheduling glitch, I have only 3 of 4 sections in the post test. Because of this, and because there were special needs students (who routinely do worse on the tests than non-special needs students) in the included sections, the scores are lower than they would otherwise be.

Benchmark: 70% students will meet or exceed expectation.

Exceeds Expectation
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)
(PLEASE NOTE that I averaged out results for four sections for the pre-test; and the average is below my desired outcome: 5.7 points out of 10, when I want at least 7 points out of 10.)
Results
Initial: SEE ABOVE under "Exceeds Expectation."
Final: 52 percent exceeded my expectations.

Meets Expectation
Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: SEE ABOVE NOTE under "Exceeds Expectation."
Final: 19 percent met my expectations.

Does not meet Expectation
Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: SEE ABOVE NOTE under "Exceeds Expectation."
Final: 30 percent did not meet my expectation

Final Result: 70% Met or exceeded expectations
30% Did not meet expectations

ENG 111 (6A & 6C) Composition and Research • Andrew Escudero, Ph.D.
Chinle Campus

1. **What is/are the program goals you are going to measure?**
   A. Learn a fundamental college essay structure and writing mechanics, and how to effectively convey specific ideas, notions or expressions on the topics presented.
   B. Learn importance of proofreading and editing in the essay revision process.
   C. Learn how to construct argumentative and explanatory thesis statements, introductions and conclusions, distinguish specific modes of writing such as argumentative, narrative, reflective, cause and effect, and compare and contrast essays.
   D. Learn to distinguish between active voice and passive voice writing, to write predominantly in the active voice and when to write in the passive voice, cohesive paragraphs and thought-provoking writing.
   E. Develop critical thought and reasoning skills in writing and reading through instruction and by reading and completing essay exercises assigned from the text.
   F. Learn how to use quotation support and formats, and MLA and APA in-text quotation and source reference 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: 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 (80 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 240 points.

3. **What are your pre-assessment outcomes?**
   A. Number of students for pre-assessment: 25. Two (8%) passed with a C, 7 (28%) passed with a D and 16 (68%) failed.
   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 and continue on more advanced English and literature courses.

4. What are your post-assessment outcomes?
   A. Number of students for pre-assessment:
   B. Number of students for post-assessment: 24
   C. Did your students meet your expectation/benchmark? No, 63% of the students exceeded or passed expectation: 2 (9%) passed with an A, 3 (12%) passed with a B, 10 (42%) passed with a C, 4 (15%) passed with a D and 6 (22%) failed.

5. **Based on your post assessment outcomes, what changes will you make in teaching methodology, expected course outcomes, or anything else to improve student learning?** I continually reassess my pedagogical methodology every semester as I observe student responses to it regardless of the assessment results and will do so again. It seems that students are experiencing time limitations in studying and completing homework. I must adjust lecturing time to allow students opportunities to complete homework in class, especially for night courses that meet once a week.

6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** I intend to reformat my assessment exam to more accurately correlate with the course material. Although my benchmark was not met, the percentage of students successfully exceeding and meeting expectations dramatically increased.

Benchmark: 65% students will meet or exceed expectation.

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

Results Initial: 0% Final: 21%
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 8% Final: 42%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 68% Final: 37%

Final Result: 63% Met or exceeded expectations
37% Did not meet expectations

ENGR 103 Introduction to Engineering • Harry S. Whiting II, PE
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure?** Student Outcome f. An understanding of professional and ethical responsibility Performance indicators: f.1 Knows code of ethics for the discipline and f.2 Able to evaluate the ethical dimensions of a problem in the discipline.
2. **What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring expected course outcomes?** Performance Indicator f.1 was measured using a homework in which there were 25 T/F questions and f.2 was measured from a situational (what would you do?) question on the midterm exam.
3. **What are your pre-assessment outcomes?**
   A. Number of students for pre-assessment:
   B. What is your expectation/benchmark?
4. **What are your post-assessment outcomes?**
   A. Number of students for post-assessment: 17
   B. Did your students meet your expectation/benchmark? Performance Indicator f.1 measured using homework with 25 T/F questions scored an overall 62.8% correct answer rate. 21.43% of students scored 80% correct or better on this (3 out of 14 students turning in this homework). Performance Indicator f.2 measured on a Midterm question which asked students what courses of action someone should pursue if in an ethically ambiguous situation. 70.59% of students scored at 80% or above of the correct courses of action (as defined by the Professor). Average correct score on this question was 85.29%.
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 use more 'hands on' activities in the future and possibly a pre-Midterm project.
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** I'm going to introduce more ethics questions in the Midterm to get more in-depth knowledge of the level of understanding of ethics.

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

Exceeds Expectation
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)
<u>Results</u>
Performance Indicator f.1: 21.43% scored 80% or above.
Performance Indicator f.2: 70.59% scored 80% or more.

Meets Expectation
Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)
<u>Results</u>
Performance Indicator f.1: 14.2% scored 70-80%.
Performance Indicator f.2: 70.59% scored 80% or more. No students scored in the 70 to 80% range.

Does not meet Expectation
Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.)
<u>Results</u>
Performance Indicator f.1: 64.29% scored below 70%.
Performance Indicator f.2: 29.42% scored below 70%.

ENV 350 Environmental Law • Steven Chischilly
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure?** Course content, please refer to questions on the documents.
2. **What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring expected course outcomes?** Pre and post-tests.
3. **What are your pre-assessment outcomes?** Largely very low scores. A. Number of students for pre-assessment: 8 B. What is your expectation/benchmark? 75%
4. **What are your post-assessment outcomes?** A. Number of students for post-assessment: 6 B. Did your students meet your expectation/benchmark? Yes, exceeded them
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?** Nothing.
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** I think it is adequate.
Benchmark: 75% students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 1 Final: All
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:

Final Result: 14.2% Met or exceeded expectations
85.8% Did not meet expectations

ENV 485 Environmental Regulation Enforcement • Dr. Bill Mader
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure?**
2. **What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring expected course outcomes?**
3. **What are your pre-assessment outcomes?** A. Number of students for pre-assessment: 8 students. Results: range 8-52%. Ave = 25%. B. What is your expectation/benchmark? 0%
4. **What are your post-assessment outcomes?** 8 students. Results: range 47-99. Ave = 81%. A. Number of students for post-assessment: B. Did your students meet your expectation/benchmark? 5 (63%) of 8 students met 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?** I will weigh homework completion higher in the overall grade to push students to better complete homework.
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** No changes other than homework above.
Benchmark: 80 % students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: see above. Final:
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: see above, 5 of 8 (or 63%) of students met the 80% benchmark. Final:
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 3 (37%) of 8 did not meet benchmark Final:

Final Result: 63% Met or exceeded expectations
37% Did not meet expectations

ERS 102 Photovoltaic Design and Theory • Raymomd Griego
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure**? Relate how the connecting of modules and batteries are manipulated; develop skills to document the efficiency of a photovoltaic system.
2. **What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring expected course outcomes?** Pre and Post tests
3. **What are your pre-assessment outcomes?** 71.42 percent of students scored at or below 60 percent; 28.57 percent scored above 64 percent. A. Number of students for pre-assessment: 7 B. What is your expectation/benchmark? I expected 20 percent of students to score above a 60 percent.
4. **What are your post-assessment outcomes?** A. Number of students for post-assessment: 3 B. Did your students meet your expectation/benchmark? No
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 see a need to provide students with additional handouts that can be used as lesson guides. I've requested from NTU a lab room so that I can better explain and teach the functions and operations of photovoltaic components.
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? I** may look at the possibility to offer two courses Photovoltaic I and Photovoltaic II; it's apparent that students need more time to process theory and design. Assuming we find a lab room. Please note, that this is the first year, since I have recorded an assessment document that students did not meet, met, or exceeded expectations. We did experience a high number of students dropping out of the course due to family issues.
Benchmark: 80% students will meet or exceed expectation.
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: 0% Final: 0%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% Final: 0%

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

HUM 170 History of Native Americans in Media • Elizabeth A. Roastingear, MFA
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure?** Write subjective responses to Native American films.
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-tests, rubrics
3. **What are your pre-assessment outcomes?** A. Number of students for pre-assessment: 36 B. What is your expectation/benchmark? 70%
4. **What are your post-assessment outcomes?** A. Number of students for post-assessment: 27 B. Did your students meet your expectation/benchmark?
5. **Based on your post assessment outcomes, what changes will you make in teaching methodology, expected course outcomes, or anything else to improve student learning?** The week before finals should be called Reading, Writing, Review and Revision Week at NTU. This will help students focus on what they still need to do to complete all the tasks required for the course. I have done this in the past and the results were great
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** I'm going to "flip" the course content and do the last assignments first and the first assignments last.
Benchmark: 70% students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 1 Final: 8
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 7 Final: 7
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 28 Final: 12

Final Result: 56% Met or exceeded expectations
44% Did not meet expectations

IE 235 Lean Production • Monsuru Ramoni, PhD
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure?** ABET Student Outcome (d): Ability to function on multi-disciplinary teams. Performance indicators: d.1 Recognizes participant roles in a team setting and fulfills appropriate roles to assure team success d.2 Integrates input from all team members and makes decisions in relation to objective criteria d.3 Improves communication among teammates and asks for feedback and uses suggestions
2. **What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring expected course outcomes?** Performance Indicators: d.1 was measured based on project on the lean implementation in Electrical Trades School d.2 was measured based on group reports submitted on the project d.3 was measured on oral presentation made by the group
3. **What are your pre-assessment outcomes?** A. Number of students for pre-assessment: No B. What is your expectation/benchmark?
4. **What are your post-assessment outcomes?** A. Number of students for post-assessment: 4 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 will introduce the project at the beginning of the semester, so that the class will have a good idea of the project as early as second week of the class
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** I will more faculty in evaluation of the student team and oral presentation as part of my assessment activities
Benchmark: 80% students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) Results Performance Indicator d.1: 75% scored 80% or above. Performance Indicator d.2: 75% scored 80% or more. Performance Indicator d.2: 75% scored 80% or more.
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) Results Performance Indicator d.1: 75% scored 80% or above. Performance Indicator d.2: 75% scored 80% or more. Performance Indicator d.2: 75% scored 80% or more.
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) Results Performance Indicator d.1: 75% scored 80% or above. Performance Indicator d.2: 75% scored 80% or more. Performance Indicator d.2: 75% scored 80% or more.

MTH 115 Intermediate Algebra • J. E. Vanguardia
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure**? At the end of the semester, the students would be able to: Solve word problems involving absolute value and linear equation; graph linear equations; multiply and factor polynomials; and use quadratic equations to solve word problems.
2. **What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring expected course outcomes?** Pre-Assessment and Post assessment. Refer to the Rubric attached. Refer to the questionnaires attached.
3. **What are your pre-assessment outcomes?** A. Number of students for pre-assessment: 18 B. What is your expectation/benchmark? ≥ 70 % of the students would be able to pass 70% or higher in the given test. At least 70 % proficiency level.
4. **What are your post-assessment outcomes?** A. Number of students for post-assessment: 17. B. Did your students meet your expectation/benchmark? Fifteen out of 17 achieved at least 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?** The teaching should utilize multimedia approach. Traditional approaches such as using the reference text is beneficial, in addition to, online support, software assistance, PowerPoint presentations and development of a project can be incorporated. Use of the concept communicated in the reference text can be a springboard of the project. The project should also focus to solve real world problems and should include at least 2 concepts. An example can be combination of geometry, measurement and factoring word problem solving
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** The Course Assessment and the syllabus itself was supported by the General Education Assessment in form of a project. (Please refer to Gen Ed Assessment) The concepts targeted in the Course Assessment were used as springboard in the project presentation. The Gen. Ed Assessment project method that jibes with the Course Assessment can be a positive reinforcement.
Benchmark: 70% students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0/18 = 0% Final: 11/17 = 65%
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0/18 = 0% Final: 4/17 = 24%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 18/18 = 100% Final: 2/17= 11%

Final Result: 89% Met or exceeded expectations
11% Did not meet expectations

MTH 120 Intermediate Algebra • Dr. Carlos Paez-Paez
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure?** At the end of the semester, the students would be able to: apply intermediate algebra computation rules; describe intermediate algebra concepts, and solve problems involving intermediate algebra.
2. **What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring expected course outcomes?** I use pre/post-tests.
3. **What are your pre-assessment outcomes?** A. Number of students for pre-assessment: 19 B. What is your expectation/benchmark? ≥ 70 % of the students would be able to pass 70% or higher oxwn the given test.
4. **What are your post-assessment outcomes?** A. Number of students for post-assessment: ___ B. Did your students meet your expectation/benchmark?
5. **Based on your post assessment outcomes, what changes will you make in teaching methodology, expected course outcomes, or anything else to improve student learning?**
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?**
Benchmark: 70% students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0/19 = 0% Final: n/a
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0/19 = 0% Final: n/a
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0/19 = 0% Final: n/a

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

NAV 211 Navajo History • Lupita Chicag
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure?** Students will learn and understand the Navajo historical perspectives regarding economics, social and political development from early European contact to the present time.
2. **What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring expected course outcomes?** I will utilize pre/post tests.
3. **What are your pre-assessment outcomes?** A. Number of students for pre-assessment: 25 B. What is your expectation/benchmark? 70
4. **What are your post-assessment outcomes?** A. Number of students for post-assessment: 18 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**? 89% of the students have "met" (28%) or "exceeded" (61%) expectations, whereas in the Pre-test – only 16% met or exceeded expectations. Whereas in data comparison, in the Pre-test conducted, 84% failed to meet the expectations and in the Post-test, only 11% failed to meet the expectation. Based on the post-test results, perhaps I will increase a little more formative assessments and decrease summative assessments.
Benchmark: 70% students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 4% Final: 61
Meets Expectation Students are able to successfully complete 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 12% Final: 28
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 84% Final: 11%

Final Result: 89% Met or exceeded expectations
11% Did not meet expectations

PAD 110 Public Finance Administration • Christine Reidhead
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure?** What is Public Finance Administration and how does finance, audits, and budgeting work within Public Administration
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 was used to measure the knowledge of the student before completing the course and was used to measure the outcome. Expected course outcomes? The expected outcome will be measure at the end of the semester using the post-test.
3. **What are your pre-assessment outcomes?** A. Number of students for pre-assessment: 1 B. What is your expectation/benchmark? Benchmark for the pre-assessment was 0%.
4. **What are your post-assessment outcomes?** A. Number of students for post-assessment: 1 B. Did your students meet your expectation/benchmark? Yes! Post-assessment was 100%
5. **Based on your post assessment outcomes, what changes will you make in teaching methodology, expected course outcomes, or anything else to improve student learning?** Continue working with the students and teaching with different methods to address a wide range of learning styles.
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** Continue working with the students to improve understanding and retention of the material presented.
Benchmark: 70% students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **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.) **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.) **Results** Initial: 100% Final: 0%

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

PAD 295 Topics in Public Administration • Christine Reidhead
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure?** Student will have a general understanding of the history and practice of public administration. Student will learn the basic concepts from the fields of public budgeting, human resources, and strategic management
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 was used to measure the knowledge of the student before completing the course and was used to measure the outcome. Expected course outcomes? The expected outcome will be measure at the end of the semester using the post-test.
3. What are your pre-assessment outcomes? A. Number of students for pre-assessment: 2 B. What is your expectation/benchmark? 70% expectation, and they both met that expectation.
4. **What are your post-assessment outcomes?** A. Number of students for post-assessment: 2 B. Did your students meet your expectation/benchmark? Yes! The students exceeded the expectation reaching an average of 90%.
5. **Based on your post assessment outcomes, what changes will you make in teaching methodology, expected course outcomes, or anything else to improve student learning?** Continue to use a variety of teaching methods. Empower students to understand the new learning concepts and applying them to real life experiences.
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** Continue to evolve with teaching methods. Rely on the variety of materials available to expand students' knowledge of the material
Benchmark: 70% students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 50 % Final: 100 %
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% Final: 0%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 50% Final: 0%

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

PHY 122 Calculus Based Physics II • Dr. Abraham Meles
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure?** At the end of the semester students will be able to analyze scientific data and graphs. Apply physical laws and theorems to hypothetical situations involving Electricity, Electric circuit, Magnetism and EM waves. Solve a hypothetical problem using an organized scientific method. Collaborate to complete group lab activities and assignments and presentations.
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 and post-test, class activities and recitations, home works (including online homework from WebAssign), and formal and informal assessments. Note: We used the research-based nationwide physics course outcome measurement tool called A Brief Electricity and Magnetism Assessment Chabay and Sherwood, 1. BEMA is a 31-question multiple-choice test, used as a measure of student understanding of Electricity and Magnetism.
3. **What are your pre-assessment outcomes?**
   A. Number of students for pre-assessment: 6
   B. What is your expectation/benchmark? More than 70% of the students would be able to score 70% or higher in the given test.
4. **What are your post-assessment outcomes?**
   A. Number of students for post-assessment: 6
   B. Did your students meet your expectation/benchmark? Yes 4/5 = 80% of the students scored 70% or higher.
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?** More group activities next time.
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** More group activities next time.

Benchmark: 70% students will meet or exceed expectation.

Exceeds Expectation
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0/6 = 0%
Final: 2/6 = 33.3%

Meets Expectation
Students are able to successfully complete 70-80% (inclusive) of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 1/6 = 17 %
Final: 3/6 = 50%

Does not meet Expectation
Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 5/6 = 83%
Final: 1/6 = 16.7%

Final Result: 83.3% Met or exceeded expectations
16.7% Did not meet expectations

VET 130 Veterinary Medical Terminology • Stephanie Shirley, RVT
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure?** Demonstrate ability to understand word meanings by recognizing prefixes, suffixes, root words, and combining forms.
2. **What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring expected course outcomes?** Written exams, practical exams, clinical observation
3. **What are your pre-assessment outcomes**? Class average was 39.5% A. Number of students for pre-assessment: 4 B. What is your expectation/benchmark? 75%
4. **What are your post-assessment outcomes?** Class average was 74% A. Number of students for post-assessment: 4 B. Did your students meet your expectation/benchmark? 75%
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?** More in-class activities
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** More in-class activities
Benchmark: 75% students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 39.5% Final: 74%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:

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

VET 132 Veterinary Office Procedures • Stephanie Shirley, RVT
Crownpoint Campus

1. **What is/are the course goals (course objectives) you are going to measure**? Utilize traditional and electronic media and utilize appropriate veterinary medical terminology and abbreviations as part of facility management. Communicate in a professional manner in all formats – written, oral, nonverbal and electronic. Follow and uphold applicable laws and the veterinary technology profession's ethical codes to provide high quality care to patients. Demonstrate knowledge of economics in veterinary practice.
2. **What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring expected course outcomes?** Written exams, practical exams, clinical observation
3. **What are your pre-assessment outcomes?** Class average was 42.5% A. Number of students for pre-assessment: 4 B. What is your expectation/benchmark? 75%
4. **What are your post-assessment outcomes?** Class average was 86% A. Number of students for post-assessment: 4 B. Did your students meet your expectation/benchmark? 75%
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?** More class activities
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** More class activities.
Benchmark: 75% students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 42.5% Final: 86%
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: Final:

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

VET 136 Veterinary Nursing I • Lacey Begay, RVT
Crownpoint Campus

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

1. Demonstrate knowledge of animal behavior of common small animal species and apply knowledge to various clinical settings:
    - Differentiate between normal vs abnormal vs stereotypic behaviors in common species
    - Utilize behavioral knowledge to choose and implement proper restraint techniques
    - Understand human-animal bonding concepts
2. Demonstrate and perform patient assessment techniques in a variety of small animal species through the following:
    - Recognize common domestic animal species an breeds
    - Describe and use common animal identification methods
    - Use effective and appropriate restraint techniques for various animal species:
        - Properly restrain dogs and cats for procedures
        - Encage and remove small animals from cages
        - Apply dog muzzle safely
        - Apply Elizabethan collar
        - Use restraint pole and other restraint aids as a group
    - Obtain a thorough patient history
    - Obtain objective patient data:
        - Sex determination (dog, cat)
        - Temperature (dog, cat)
        - Pulse (dog, cat)
        - Respiration (dog, cat)
        - Auscultate heart/lungs (dog, cat)
        - Assess hydration status (dog, cat)
3. Understand and demonstrate husbandry techniques appropriate to various animal species through the following:
    - Grooming:
        - Therapeutic bathing, basic grooming, dipping of small animals
        - Trim nails (dog, cat)
        - Express canine anal sacs
        - Clean and medicate ears (dog, cat)
    - Perform microchip scanning and implantation
    - Environmental conditions: implement sanitation procedures for animal holding and housing areas
    - Use permanent identification methods
    - Understand breeding/reproduction techniques
    - Understand care of orphan animals
    - Understand nursing care of newborns
    - Implement appropriate husbandry techniques to enhance wellness to reduce risk of disease, illness, injury and stress

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

3. **What are your pre-assessment outcomes?** Pre-test
    A. Number of students for pre-assessment: 4
    B. What is your expectation/benchmark? 75%

4. **What are your post-assessment outcomes?** Post-test

A. Number of students for post-assessment: 4 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?** Use more videos to demonstrate animal behavior and restraint, increase hands on activities, improve the Pre and Post Tests, decrease the office management information.
6. **Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities?** Continue doing a Pre and Post Test add a Survey on the Essential Skills
Benchmark: 100% students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% Final: 50%
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% Final: 50%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 100% Final: 0%

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

Fall 2017 General Education Course Reports

CHM 120 General Chemistry • Dr. Thiagarajan Soundappan
Crownpoint Campus

1. GenEd goal measured. "Learn actively."

2. Which of your course objectives connects to the above measure for GenEd? Independent learning activities through Moodle.

3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for GenEd? Online assignment workout through Moodle.

4. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: 14
B. What is your expectation/benchmark? > 60% will answer and submit assignments online through Moodle.

5. What are your post-assessment outcomes?

A. Number of students for post-assessment: 14
B. Did your students meet the expectation/benchmark? Yes, 64% of the students read, and answered all the online assignments through Moodle.

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

- Some students had difficulties in submitting their assignment due to the complexity of the Moodle webpage
- Hands-on training sessions regarding Moodle will help them to working on their assignments remotely.

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

- More points to assignments will encourage students to complete their assignments.

Benchmark: 655% students will meet or exceed expectation.

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

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

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

Final Result	65%	Met or exceeded expectations
	35%	Did not meet expectations

ENG 098 6A, 6B, & 6D Reading and Writing Skills • Andrew Escudero, Ph.D.
Chinle Campus

1. GenEd goal measured. "Learn actively."

2. Which of your course objectives connect to the above measure for GenEd?

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.
B. Form and communicate arguments and ideas clearly and 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.

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

- Post-assessment test: Of the 40 students, 3 (7%) passed with an A grade, 5 (13%) passed with a B grade, 14 (35%) passed with C grade, 8 (20%) passed with a D grade and 10 (25%) failed.
- Number of students for post-assessment: 40
- Did your students meet your expectation/benchmark? No, considering that (55%) passed with grades exceeding a D. Although the post-assessment benchmark was not achieved, the number of students who successfully completed a grade > 70% dramatically increased.

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 continually reassess my pedagogical methodology every semester as I observe student responses to it regardless of the assessment results and will do so again. It seems that students are experiencing time limitations in studying and completing homework. I must adjust lecturing time to allow students opportunities to complete homework in class, especially for night courses that meet once a week.

6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? I intend to reformat my assessment exam to more accurately correlate with the course material.

Benchmark: 65% of the students will meet or exceed expectation.

Exceeds Expectation
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0%
Final: 20%

Meets Expectation
Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 4.5%
Final: 35%

Does not meet Expectation

Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 64.5%
Final: 45%

Final Result 55% Met or exceeded expectations
45% Did not meet expectations

ENG 105 Applied Technical Writing • Andrew Escudero, Ph.D.
Chinle Campus

1. GenEd goal measured. "Learn actively."

2. Which of your course objectives connect to the above measure for GenEd?

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 GenEd? 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: 12. One (8%) passed with a D and 24 (92%) 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.

5. What are your post-assessment outcomes?

A. Number of students for post-assessment: 12. Three (25%) passed with a B, 5 (42%) passed with a C and 4 (33%) passed with a D.
B. Did your students meet your expectation/benchmark? Yes, 67% exceeded or met expectations.

6. 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 continually reassess my pedagogical methodology every semester as I observe student responses to it regardless of the assessment results and will do so again. Specifics have not yet been decided upon at this time.

7. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? Though post-assessment results have exceeded the benchmark, I will attempt to further correlate exam material with course material.

Benchmark: 60% of the students will meet or exceed expectation.

Exceeds Expectation
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0%
Final: 25%

Meets Expectation
Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0%

Final: 42%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 100% Final: 33%

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

ENG 110 Freshman Composition • Dr. Peter Moore
Crownpoint Campus

1. GenEd goal measured. "Learn actively."

2. Which of your course objectives connect to the above measure for GenEd? "Learn the connection between careful, active reading and good writing."

3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for GenEd? I will use a survey tailored to measure students' sense of their learning. I will also look at the course assessment outcomes, which measure student abilities to judge grammar in sentences using a pretest and a post test.

4. What are your post-assessment outcomes?

- Number of students for pre-assessment: 41 students. One question has only 40 respondents.
- Did your students meet your expectation/benchmark? Yes. Please see the replies to questions 7 and 8 in Section 2 of the attached questionnaire, which ends this document.

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 continue to fine tune both reading and writing assignments. I will continue to emphasize, in both reading and writing assignments, the necessity of student engagement with their own learning; as well as their responsibility for this learning. Because we are assessing active learning, Section 3 of the attached questionnaire is also important. Note that there was a 69% increase in interest in reading by the semester's end; and a 71 percent increase in interest in writing by the semester's end. These figures suggest that students find the class at least somewhat transformative, as do the results of question 10 in Section 2, in which 8.7 of 10 students find that the class has helped them with other classes they are taking at NTU. Also note in the Course Assessment the degree to which students improve in sentence level grammar.

6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? I will work on even more focused explanations of the connection between reading, writing, thinking, and understanding; and the way that these all contribute to good outcomes in school and in any job that requires writing or reading as part of its duties.

Benchmark: 80% of the students will meet or exceed expectation.

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

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

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

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

ENG 111 6A & 6C Composition and Research • Andrew Escudero, Ph.D.
Chinle Campus

1. GenEd goal measured. "Learn actively."

2. Which of your course objectives connect to the above measure for GenEd?

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 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 GenEd? 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?

- Number of students for pre-assessment:
- Number of students for post-assessment: 24
- Did your students meet your expectation/benchmark? No, 63% of the students exceeded or passed expectation: 2 (9%) passed with an A, 3 (12%) passed with a B, 10 (42%) passed with a C, 4 (15%) passed with a D and 6 (22%) failed.

5. Based on your post assessment outcomes, what changes will you make in teaching methodology, expected course outcomes, or anything else to improve student learning? I continually reassess my pedagogical methodology every semester as I observe student responses to it regardless of the assessment results and will do so again. It seems that students are experiencing time limitations in studying and completing homework. I must adjust lecturing time to allow students opportunities to complete homework in class, especially for night courses that meet once a week.

6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? I intend to reformat my assessment exam to more accurately correlate with the course material. Although my benchmark was not met, the percentage of students successfully exceeding and meeting expectations dramatically increased.

Benchmark: 65% students will meet or exceed expectation.

Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% Final: 21%
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 8% Final: 42%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 68% Final: 32%

Final Result 63% Met or exceeded expectations
37% Did not meet expectations

HUM 170 History of Native Americans in Media • Elizabeth A. Roastingear, M.F.A.
Crownpoint Campus

1. GenEd goal measured. "Learn actively."
2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for GenEd? Pre/post-tests, rubrics.
3. What are your pre-assessment outcomes? A. Number of students for pre-assessment: 36 B. What is your expectation/benchmark? 70%
4. What are your post-assessment outcomes? A. Number of students for post-assessment: 27 B. Did your students meet your expectation/benchmark? Over half of the students met my expectations.
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 week before finals should be called Reading, Writing, Review and Revision Week at NTU. This will help students focus on what they still need to do to complete all the tasks required for the course. I have done this in the past and the results were great!
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your GenEd assessment activities? I'm going to "flip" the course content and do the last assignments first and the first assignments last.
Benchmark: 70% students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 1 Final: 8
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 4 Final: 7
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 31 Final: 12

Final Result	56%	Met or exceeded expectations
	44%	Did not meet expectations

MTH 098 • Tommy Thompson
Crownpoint Campus

1. GenEd goal measured. "Communicate clearly."

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

3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for GenEd? Administer Pre & Post Assessments, the learning-gains will reflect the attached rubric as it pertains the level of understanding, using the math computation rules.

4. What are your pre-assessment outcomes?

MTH 098-1	MTH 098-2	MTH 098-3	MTH 098-4	MTH 098-5
6.0%	8.0%	5.0%	5.0%	8.2%

A. Number of students for pre-assessment: 65
B. What is your expectation/benchmark? 70% of the students will have a learning-gain of 70% or higher.

5. What are your post-assessment outcomes?

MTH 098-1	MTH 098-2	MTH 098-3	MTH 098-4	MTH 098-5
88.6%	76.4%	66.7%	63.7%	69.0%

A. Number of students for post-assessment: 39
B. Did your students meet the expectation/benchmark? 64.1% of the group met the goal.

6. Based on your post assessment outcomes, what changes will you make in teaching methodology, expected course outcomes, or anything else to improve student learning? NTU should provide Sp. Need services.

Benchmark: 70% students will meet or exceed expectation.

Exceeds Expectation
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: none
Final: 18 students of 39

Meets Expectation
Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: none
Final: 7 students of 39

Does not meet Expectation
Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 100%
Final: 25 students of 39

Final Result 64.1% Met or exceeded expectations
35.9% Did not meet expectations
Eleven students were absent for the post-assessment

MTH 115-1 Introductory Algebra • Jose Ernie Vanguardia
Crownpoint Campus

1. GenEd goal measured. "Learn actively."

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

- Students will solve real-world application problems that measures basic and algebra skills such as application of linear equations.
- Students will use algebraic formulas to demonstrate skills in solving real-world problems.
- Students will apply techniques and strategies in solving basic and algebra computation skills involving factoring and quadratic equations

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

- Students can choose a basic algebra concept such as rational equations, graphs, inequalities and quadratic functions.
- Students must present and solve real-world application problems that measures basic and intermediate algebra skills. (Refer to #1)
- Students must present the output in class.
  - Concept: 8 pts
  - Presentation: 4
  - Creativity /display: 3 pts

4. What are your pre-assessment outcomes? Not yet done in class. Students are free to choose their topic that jibes with the basic intermediate algebra concepts. Presentation should be done in front of the class.

A. Number of students for pre-assessment: Whole class: 20 students
B. What is your expectation/benchmark? At least a student can score 11 points (70%)

5. What are your post-assessment outcomes?

A. Number of students for post-assessment: 18
B. Did your students meet your expectation/benchmark? At least 15 out of 18 students scored at least 11 points.

6. Based on your post assessment outcomes, what changes will you make in teaching methodology, expected course outcomes, or anything else to improve student learning? At least 13 out of 18 students scored 11 out of 15 points. (Refer to the rubric) Students presented the concept involving algebra correctly and did focus in real world problems and the applications of algebraic concepts; however, some of their presentations and discussions in solving real world problems needed to be improved. Some student presentation can be excellent as it includes illustrations and highlighted drawings. However, some presentations needed thorough analysis in identifying facts and gradually represented each fact to an algebraic variable.

7. Based on your conclusions from your post assessment outcomes, how are you going to improve your GenEd assessment activities? There should be at least three models of presentations to initiate the project. Students can team up with his peer or a group of three and present the project as a group. Each member of the group must share a task during presentation.

Benchmark: % students will meet or exceed expectation.

Exceeds Expectation
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0/20 = 0%
Final: 5/18 = 28%

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: 10/18 = 56%
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: 3/18 = 16%

Final Result	84%	Met or exceeded expectations
	16%	Did not meet expectations

MTH 213-1 Elementary Statistics • Sasha Han
Crownpoint Campus

1. GenEd goal measured. "Learn actively."
2. Which of your course objectives connects to the above measure for GenEd? Students will apply the statistics and use technologies to solve the real life problems.
3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for GenEd? Pre/post tests.
4. What are your pre-assessment outcomes? A. Number of students for pre-assessment: 12 B. What is your expectation/benchmark? 70% should pass the test.
5. What are your post-assessment outcomes? A. Number of students for post-assessment: 8 B. Did your students meet your expectation/benchmark? No. Three out of 8 (37.5%) scored 70% or higher.
6. Based on your post assessment outcomes, what changes will you make in teaching methodology, expected course outcomes, or anything else to improve student learning? Provide more examples. Assign more practice.
7. Based on your conclusions from your post assessment outcomes, how are you going to improve your GenEd assessment activities? Provide more instruction, provide step-by-step procedures.
Benchmark: 70% of the students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% Final: 25%
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% Final: 12.5%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 100% Final: 62.5%

Final Result 37.5% Met or exceeded expectations
62.5% Did not meet expectations

NAV 211 Navajo History • Lupita Chicag
Crownpoint Campus

1. GenEd goal measured. "Learn actively."
2. Which of your course objectives connects to the above measure for GenEd? SLO #3: At the conclusion of the course, the student will learn and have basic knowledge of the Indian Agents, Indian Agencies, and legal changes.
3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for GenEd? Pre/post test
4. What are your pre-assessment outcomes? A. Number of students for pre-assessment: 25 B. What is your expectation/benchmark? 70%
5. What are your post-assessment outcomes? A. Number of students for post-assessment: 18 B. Did your students meet the expectation/benchmark? Yes.
6. Based on your post assessment outcomes, what changes will you make in teaching methodology, expected course outcomes, or anything else to improve student learning? Based on my post assessment results, there was a large increase in learning, pre-test showed 84% failed to meet the expectations, and in the Post Assessment – 11% failed to meet the expectations. In the pre-test: 16% met the expectations; however, 84% failed to meet the expectations. As far as making changes based on the post assessment outcomes, I plan to increase Formative assessments which would include academic research, writing APA format, and special projects. I will decrease by summative assessments.
7. Based on your conclusions from your post assessment outcomes, how are you going to improve your GenEd assessment activities? Like I stated in #6, I plan to increase homework, cooperative learning, group activities, academic research, special projects with presentations. If students are to think critically, creatively and reflectively, they need to do special projects like developing children books, teaching materials, artwork which incorporates thinking creatively and intuitively.
Benchmark: 70% students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 4% Final: 61%
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 12% Final: 28%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 84% Final: 11%

Final Result	89%	Met or exceeded expectations
	11%	Did not meet expectations

PHY 122 Calculus Based Physics • Dr. Abraham Meles
Crownpoint Campus

1. GenEd goal measured. "Learn actively."

2. Which of your course objectives connects to the above measure for GenEd? Collaborate to complete group lab activities and assignments and presentation.

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

- Weekly project
- Demonstrations with students' engagement
- Lab Activities
- Group discussion and reflection
- Establish discussion forum so that students and the professor willingly comment, exchange idea about tasks

4. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: 6
B. What is your expectation/benchmark? > 70% of the students would be able to present regular weekly group mini-project on that week's topic and write lab reports.

5. What are your post-assessment outcomes?

A. Number of students for post-assessment: 6
B. Did your students meet the expectation/benchmark? Yes. 83.3% of the students were able to present regular weekly group mini-project on that week's topic and write lab reports.

6. Based on your post assessment outcomes, what changes will you make in teaching methodology, expected course outcomes, or anything else to improve student learning? More group activities next time.

7. Based on your conclusions from your post assessment outcomes, how are you going to improve your GenEd assessment activities? Assign more group activities.

Benchmark: 70% students will meet or exceed expectation.

Exceeds Expectation
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0%
Final: 2/6 = 33.3%

Meets Expectation
Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 1/6 = 17%
Final: 3/6 = 50%

Does not meet Expectation
Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 5/6 = 83%
Final: 1/6 = 16.7%

Final Result 83.3% Met or exceeded expectations
16.7% Did not meet expectations

* Faculty who developed program profiles and alternative schemes for program design using online tools.
* Faculty who developed program profiles and alternative schemes for program design using online tools.

Number of programs for which faculty submitted a Program Assessment Report: 20 of 54 programs (37.0%)
Number & percentage of Program Assessment Reports meeting all nine “achieving” criteria: 18 (33.3%)

Spring 2018 Program Assessment Reports

Accounting • AAS • Tilda Harrison-Woody
Crownpoint Campus

1. What is your program mission statement? The mission of the Accounting program is committed to preparing students to be active and engaged citizens in the academic and professional communities by strengthening the students' technical and interpersonal skills, enhancing their understanding of professional responsibility, and improving their business skills necessary to implement in today's complex and ever changing business environment.

2. What are your program goals?

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

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

A. Graduates should be able to use accounting information to make informed decisions about the operating performance and financial position of a company.
B. Graduates should be able to demonstrate competency in preparing complex financial statements.
C. Graduates should be able to describe the fundamentals of accounting based on generally accepted accounting principles.
D. Graduates should be able to demonstrate competency in preparing personal income tax returns, payroll register and employee earnings record, and financial statements for business, company and for Governmental and Not-for-profit organization in accordance to Government Accounting Standard Board (GASB), Financial Accounting Standard Board (FASB), Federal Accounting Standard Advisory Board (FASAB) & Comprehensive Annual Financial Report (CAFR) standards.
E. Students should be able to show literacy in using different accounting and spreadsheet software.

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

A. Student Survey
B. Accounting Program Assessment Test

5. What are your pre-assessment outcomes?

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

6. What are your post-assessment outcomes?

A. Number of students for post-assessment: 3

B. Did your students meet your expectation/benchmark? No Test resulted in 60% comprehension.

7. Based on your post-assessment outcomes, what changes are you going to make in teaching methodology, program goals, or anything else to improve student learning? Continue to re-emphases GAAP, Payroll and Introduction to Fund Accounting concepts. Students are well comprehended in the accounting topics but seem to lag in payroll, and fund accounting.

8. How will the proposed changes continue to support your stated program goals? After the program assessment review I will include topics such as accounting policy making bodies, rules and regulations, payroll acts and coverages, and fund accounting concepts.

9. Based on the conclusions from your post-assessment outcomes, how are you going to improve your assessment activities? In reviewing the student assessments and surveys students displayed their knowledge in their program and rated between 8 to 10's in their satisfaction of their program. Although students rated their accounting program high, their knowledge throughout the years may have hindered their knowledge attainment. A student indicated they should have taken their general education courses first because of their memory of accounting information may have lapsed.

Benchmark: 80% students will meet or exceed expectation.

Exceeds Expectation

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

Results

Initial: %

Final: 3 students were above satisfied with their education in Accounting.

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: 60%

Final: 40ss%

Final Result: % Met or exceeded expectations

% Did not meet expectations

Auto Technology • Certificate • Steven Kollas
Crownpoint Campus

2. What is your program mission statement? The Automotive Technology Program's mission is to foster a high quality, student oriented, hands-on learning environment that produces entry-level automotive technicians.

2. What are your program goals? To apply and coordinate the 2013 National NATEF standardized instructional curriculum.

3. What is/are the program goal(s) that you are going to measure? To complete 85% of the NATEF Automotive Service Technician Task requirements.

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

5. What are your pre-assessment outcomes?

AUT-101	AUT-102	AUT103	AUT-104	AUT-113	AUT-114	AUT-212	AUT-215
42%	39%	37%	27%	24%	31%	29%	40%

A. Number of students for pre-assessment:

AUT-101	AUT-102	AUT103	AUT-104	AUT-113	AUT-114	AUT-212	AUT-215
11	7	14	4	10	15	13	16

B. What is your expectation/benchmark?

AUT-101	AUT-102	AUT103	AUT-104	AUT-113	AUT-114	AUT-212	AUT-215
30%	30%	30%	30%	30%	30%	30%	30%

6. What are your post-assessment outcomes?

AUT-101	AUT-102	AUT103	AUT-104	AUT-113	AUT-114	AUT-212	AUT-215
80%	66%	71%	0%	66%	71%	92%	77%

A. Number of students for post-assessment:

AUT-101	AUT-102	AUT103	AUT-104	AUT-113	AUT-114	AUT-212	AUT-215
5	3	14	0	10	15	13	9

B. Did your students meet your expectation/benchmark?

AUT-101	AUT-102	AUT103	AUT-104	AUT-113	AUT-114	AUT-212	AUT-215
80%	66%	71%	0%	66%	71%	92%	77%

7. Based on your post-assessment outcomes, what changes are you going to make in teaching methodology, program goals, or anything else to improve student learning? Better time management during class/labs will improve student learning. An additional instructor would greatly assist in this.

8. How will the proposed changes continue to support your stated program goals? More class material would be able to be covered and lab exercises would be able to be increased.

9. Based on the conclusions from your post-assessment outcomes, how are you going to improve your assessment activities? No changes.

Benchmark: 70% students will meet or exceed expectation.

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

Final: 25%
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% Final: 37.5%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% Final: 37.5%

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

Carpentry • Certificate • Tom Bebo
Crownpoint Campus

3. What is your program mission statement? The mission of the N.T.U. carpentry program is to provide training to prepare students for apprentice level employment in the residential or light-commercial building industry.

2. What are your program goals?

A. Be able to identify and solve problems related to carpentry operations
   i. Calculate the quantities of lumber and wood products using industry standard methods
   ii. Identify various types of building materials and their uses
   iii. Student will demonstrate the use of hand & power tools in a safe and appropriate manner.

B. Be able to construct the common elements of residential and commercial carpentry to building code standards
   i. Identify different types of framing systems
   ii. Student will lay out, assemble, erect, and brace exterior walls for a frame building.
   iii. Student will develop the use of a rafter framing square, speed square, and calculator in laying out a roof.

C. Be able to complete the planning and analysis that is required for construction projects
   i. Student will perform volume estimates for concrete quantity requirements.
   ii. Student will estimate the amount of material needed for a building construction.
   iii. Student will calculate the total rise, number and size of risers, and number of size and treads required for a stairway.

3. What is/are the program goal(s) that you are going to measure? Be able to identify and solve problems related to carpentry operations.

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

5. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: 28
B. What is your expectation/benchmark? 70%

6. What are your post-assessment outcomes?

A. Number of students for post-assessment: 28
B. Did your students meet your expectation/benchmark? Yes. 79% met the benchmark of 70%

7. Based on your post-assessment outcomes, what changes are you going to make in teaching methodology, program goals, or anything else to improve student learning? More effective lesson planning, more hands-on training projects, and reorganize shop.

8. How will the proposed changes continue to support your stated program goals? Students will have a more effective training program to enhance their carpentry skills.

9. Based on the conclusions from your post-assessment outcomes, how are you going to improve your assessment activities? I will continue to use the standardized NCCER Performance Profile Sheet. Test results are sent to the NCCER national registry to provide students a good chance of entering an apprenticeship program that recognizes NCCER training. The pre & post-test needs to include more construction math. Proficiency in construction math is vital to be a successful craftsperson in all construction trades.

Benchmark: 70% students will meet or exceed expectation.

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

Results
Initial: 0% exceeded the benchmark in the carpentry pre-test
Final: 58% exceeded the benchmark in the Carpentry post-test

Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% met the benchmark in the Carpentry pre-test Final: 21% met the benchmark in the Carpentry post-test
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 100% did not meet the benchmark in the Carpentry pre-test Final: 21% did not meet the benchmark in the Carpentry post-test

Final Result: 79% Met or exceeded expectations
21% Did not meet expectations

Commercial Driver License – New Mexico • Technical Certificate
Collins Woody • Crownpoint Campus

4. What is your program mission statement?
The NTU CDL program is in place to provide quality hands on training for students to obtain their class A commercial driver license. For students to achieve these skills the program is design to teach each student through class room studies, road and field course training. While students go through the training it will give them the knowledge and skills necessary to operate a commercial motor vehicle safely. The students will be able to utilize their license to maximize their earnings and enhance their quality of life while being a part of the trucking industry work force.

2. What are your program goals?
A. To obtain a class A commercial driver license
B. Train students on safe operation of a commercial motor vehicle
C. For students to pass their final exam on operation of a commercial motor vehicle and the road and course test at the end of the 8-week training.

3. What is/are the program goal(s) that you are going to measure? To focus on each students' needs while training. To measure the application of teaching students in class courses and the hands-on operation of the commercial vehicle.

4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals? How the class room lectures will help students while studying the cdl manual to obtain their cdl permit. How to break down the time equally between each type of field course training and on the road hands on driver training.

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

6. What are your post-assessment outcomes?
A. Number of students for post-assessment: 4
B. Did your students meet your expectation/benchmark? Yes

7. Based on your post-assessment outcomes, what changes are you going to make in teaching methodology, program goals, or anything else to improve student learning? To emphasize more on teaching the student to be more aware of driving in the city limits. Specific areas, avoid hitting curbs and driving in heavy traffic.

8. How will the proposed changes continue to support your stated program goals?
To ensure 100% of the students learn and comprehend the cdl manual containing state and federal highway regulations. And most important for students to pass the state examiner course and road test at the end of the 8-week training, to obtain their commercial driver license.

9. Based on the conclusions from your post-assessment outcomes, how are you going to improve your assessment activities? Continuous improvement in program activities. Studying the manual and course and road test.

Benchmark: 80% students will meet or exceed expectation.

Exceeds Expectation
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 80%
Final: 100%

Meets Expectation
Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 80%
Final: 100%

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

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

Chemical Engineering • AAS • Dr. Gholam Ehteshami
Crownpoint Campus

5. What is your program mission statement? The principle mission of the Associate of Applied Science in Chemical Engineering program is to prepare Graduate Chemical Technicians for enter into professional chemical engineering technician practice where they contribute within their community.

2. What are your program goals?

A. Will be able to obtain a career as a technician in local or national chemical/industrial field that requires understanding the basic analysis and design of chemical process, unit operations, equipment and systems.
B. Will be able to identify, formulate, and solve basic engineering, math, science and computer technology in chemical engineering.
C. Will act as a liable member of the Diné society through continuous professional, educational, ethical and economic development, and quality, life-long learning based on the Dine cultural principles.

For Associate Degree Programs, the ABET student outcomes (SO's) must include, but are not limited to, the following (a-i) learned capabilities:

A. An ability to apply the knowledge, techniques, skills, and modern tools of the discipline to narrowly defined engineering technology activities;
B. An ability to apply knowledge of mathematics, science, engineering, and technology to engineering technology problems that require limited application of principles but extensive practical knowledge;
C. An ability to conduct standard tests and measurements, and to conduct, analyzes, and interprets experiments;
D. An ability to function effectively as a member of a technical team;
E. An ability to identify, analyzes, and solves narrowly defined engineering technology problems;
F. An ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature;
G. An understanding of the need for and an ability to engage in self-directed continuing professional development;
H. An understanding of and a commitment to address professional and ethical responsibilities, including a respect for diversity; and
I. A commitment to quality, timeliness, and continuous improvement.

3. What is/are the program goal(s) that you are going to measure? Program goal number 3 is being measured directly because this goal is matched with CHEME 224. Course CHEME is also, match with students' outcomes d, f, g, h and i respectively (listed below) which can be measured indirectly using a rubric:

A. An ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature;
B. An understanding of the need for and an ability to engage in self-directed continuing professional development;
C. An understanding of and a commitment to address professional and ethical responsibilities, including a respect for diversity; and
D. A commitment to quality, timeliness, and continuous improvement.

4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals? Direct (pretest) and indirect methods (survey) were used to measure our programs goals #3.

5. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: 1____

B. What is your expectation/benchmark? 100% of students will meet or exceed expectation (Students are able to successfully complete 70-80% of the evaluation method).

6. What are your post-assessment outcomes?
A. Number of students for post-assessment: 1
B. Did your students meet your expectation/benchmark? Yes

7. Based on your post-assessment outcomes, what changes are you going to make in teaching methodology, program goals, or anything else to improve student learning? Even if the expectation was met, I believe that more quizzes, tests, and homework assignments will be useful.

8. How will the proposed changes continue to support your stated program goals? They were effective.

9. Based on the conclusions from your post-assessment outcomes, how are you going to improve your assessment activities? I periodically assess and adapt the activities to make sure they are effective. Then, I identify areas for improvement; in this case I would realize that the program goals are more efficient.

Benchmark: 80% students will meet or exceed expectation.

Exceeds Expectation
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0%
Final: 90%

Meets Expectation
Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0%
Final: 100%

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

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

Computer Science • Certificate • Frank Stomp
Crownpoint Campus

6. What is your program mission statement? The program is designed to prepare students for entry level job on Navajo Nation and students may continue to obtain and an associate degree or a baccalaureate degree.
2. What are your program goals? This program provides students with basic skills in computer science. It focuses on computational aspects in the area of computer science.
3. What is/are the program goal(s) that you are going to measure? Computer programming.
4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals? Students have been given programming assignments, and the programs are evaluated by functionality.
5. What are your pre-assessment outcomes? A. Number of students for pre-assessment: B. What is your expectation/benchmark? There was no pre/post assessment
6. What are your post-assessment outcomes? A. Number of students for post-assessment: B. Did your students meet your expectation/benchmark? NA
7. Based on your post-assessment outcomes, what changes are you going to make in teaching methodology, program goals, or anything else to improve student learning? I did not do pre/post-tests. Students could benefit from having more organized class time, where they have the opportunity and obligation to practice.
8. How will the proposed changes continue to support your stated program goals? The idea is to give them more practice.
9. Based on the conclusions from your post-assessment outcomes, how are you going to improve your assessment activities? In the last semester, I did go much slower through the material than the years before. Students generally need more time to practice. Often, this does not happen for most students outside the classroom. More time should be built into classes for students to practice. Extending the credit hours may be an option.
Benchmark: % students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: % Final: %
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: % Final: %
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: % Final: %

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

Culinary Arts • AAS • Brian Tatsukawa
Crownpoint Campus

7. What is your program mission statement? The A.A.S. Culinary Arts degree program is designed to provide graduates with the knowledge and skills necessary for employment in a number of food service industry settings.

2. What are your program goals?

A. Students will be able to excel in professional cooking and baking so they will understand the demands of product delivery and customer satisfaction.
B. Students will be able to produce and demonstrate the ability to design menus and meals that meet
C. USDA nutritional standards.
D. Students will have the capability to manage in specific areas that meet a variety of demands in the food service and hospitality industry such as food and beverage management, human resource management, and planning and management of both large and small-scale catering and banquet events.
E. Students will have strong interpersonal communication and operations skills so they relate to both back of the house and front of the house communication demands in a hospitality environment.
F. Students will be able to demonstrate their ability to meet tribal, state, and federal standards relating to food safety and sanitation and the serving of alcohol.

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

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

5. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: 10
B. What is your expectation/benchmark? 75% or higher

6. What are your post-assessment outcomes?

A. Number of students for post-assessment: 10
B. Did your students meet your expectation/benchmark? Yes

7. Based on your post-assessment outcomes, what changes are you going to make in teaching methodology, program goals, or anything else to improve student learning? By increasing differentiation with each student we will be able to challenge them on a personal basis versus as a group. At times blanket instruction makes it boring for the students that are more proficient.

8. How will the proposed changes continue to support your stated program goals? This will keep us in line with the ACFEF standards as well as creating a more marketable student to the workforce.

9. Based on the conclusions from your post-assessment outcomes, how are you going to improve your assessment activities? By initializing a pre-assessment to the lesson plan it will enable us to properly gauge student knowledge. By finishing the lesson plan with a post-assessment, we will be able to accurately measure the outcome of that lesson plan so that immediate adjustments can be made, i.e., extending the lesson plan and such.

Benchmark: 75% students will meet or exceed expectation.

Exceeds Expectation
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0%
Final: 90%

Meets Expectation

Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 10% Final: %
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 90% Final: 10%

Final Result: 90% Met or exceeded expectations
10% Did not meet expectations

Diné Studies • BA • Paul Platero
Crownpoint Campus

8.	**What is your program mission statement?** Produce graduates for employment as cultural teachers/instructors/professors, cultural interpreters, cultural social workers, health care workers, community service workers, community liaisons, health educators, various leadership roles and other relevant occupations.
2.	**What are your program goals?** A. Express competence in Navajo language skills: speaking, writing, comprehending, and reading. B. Recite their knowledge of Navajo culture. C. To know the art of preserving, perpetuating, and revitalizing the Navajo language.
3.	**What is/are the program goal(s) that you are going to measure?** Express competence in Navajo language skills: speaking, writing, comprehending, and reading.
4.	**What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals?** Class instructions, discussions, assigned reading, reports, practical student to student communications, practice textbook dialogues, etc.
5.	**What are your pre-assessment outcomes?** A. Number of students for pre-assessment: 9 B. What is your expectation/benchmark? 70%
6.	**What are your post-assessment outcomes?** A. Number of students for post-assessment: 9 B. Did your students meet your expectation/benchmark? Yes.
7.	**Based on your post-assessment outcomes, what changes are you going to make in teaching methodology, program goals, or anything else to improve student learning?** Increase emphasis on the four basic language skills: hearing, speaking, reading and writing with special attention to the oral and aural (speaking and hearing) aspect.
8.	**How will the proposed changes continue to support your stated program goals?** Students will think critically, creatively, and reflectively since these are important elements in developing their oral/aural language abilities.
9.	**Based on the conclusions from your post-assessment outcomes, how are you going to improve your assessment activities?** Concentrate more on familiar speaking environments, i.e., meeting people and carrying on simple Navajo conversation between known and unknown persons. Teach less intensive, technical language knowledge.
Benchmark: 70% students will meet or exceed expectation.	
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0%. Final: 45%	
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 11%. Final: 11%	
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 89%. Final: 44%	

Final Result: 56% Met or exceeded expectations
44% Did not meet expectations

Electrical Engineering • BS • K. Bhargava
Crownpoint Campus

9. What is your program mission statement? The mission of the Electrical 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 multi-disciplinary 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) that you are going to measure?

A. An ability to apply knowledge of mathematics, science, and engineering
B. An ability to identify, formulate, and solve engineering problems. In Capstone and Junior Research Project, emphasis was on measuring Student Outcome
C. 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? Assessment of Student Performance using ABET outcomes a and e. Measurement through a rubric for presentations.

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: 5
B. Did your students meet your expectation/benchmark?

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

A. Introduce more number of quizzes in class
B. Encourage group studies
C. Promote the use of PBL.

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

A. Capstone will have fewer projects with larger team sizes.
B. Students will be graded on individual milestones.
C. Professors will review milestones and deadlines for relevance.
D. All students will be required to make oral presentations on milestones.
E. Add small section on ethics in Capstone to refresh memory of the students.
F. Revise ethics test.

G. Sufficient funds will be dedicated at the beginning of Capstone for each project.
H. Ensure paperwork is submitted to Business Office early in the project for purchases.
I. Use team-building exercises to build cohesive groups.
J. Require individual team members to keep track of their contributions.

9. Based on the 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.

Benchmark: 80% students will meet or exceed expectation.

Exceeds Expectation
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0/5 = 0%
Final: 0/5 = 0%

Meets Expectation
Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0/5 = 0%
Final: 1/5 = 20%

Does not meet Expectation
Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 5/5 = 100%
Final: 4/5 = 80%

Final Result: 20% Met or exceeded expectations
80% Did not meet expectations

Electrical Trades • Certificate • Jmichael Crank & Virgil House
Crownpoint Campus

10. What is your program mission statement? To educate our students and provide them with the skills needed to meet high standards of excellence in Residential and Commercial wiring. To teach and pass along the knowledge gained through our hands-on training and expertise of employment.

2. What are your program goals?

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

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

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?

ELC-101	ELC-102	ELC-111	ELC-112	ELC-113
33%	38%	56%	52%	45%

A. Number of students for pre-assessment:

ELC-101	ELC-102	ELC-111	ELE-112	ELC-113
14	15	8	7	13

B. What is your expectation/benchmark?

ELC-101	ELC-102	ELC-111	ELE-112	ELC-113
30%	30%	40%	40%	40%

6. What are your post-assessment outcomes?

ELC-101	ELC-102	ELC-111	ELC-112	ELC-113
87%	95%	70%	85%	64%

A. Number of students for post-assessment:

ELC-101	ELC-102	ELC-111	ELE-112	ELC-113
14	15	7	5	13

B. Did your students meet your expectation/benchmark?

ELC-101	ELC-102	ELC-111	ELE-112	ELC-113
Yes	Yes	Yes	Yes	No

7. Based on your post-assessment outcomes, what changes are you going to 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 the 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 the 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: % students will meet or exceed expectation.

Exceeds Expectation

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

Results

Initial: %

ELC-101	ELC-102	ELC-112
87%	95%	85%

Final: 3/5 = 60%

Meets Expectation

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

Results

Initial: %

ELC-111
70%

Final: 1/5 = 20%

Does not meet Expectation

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

Results

Initial: %

ELC-113
64%

Final: 1/5 = 20%

Final Result: 80% Met or exceeded expectations
20% Did not meet expectations

Energy Systems • AAS • Raymond Griego
Crownpoint Campus

11. 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.

12. 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) that 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 problem.

5. What are your pre-assessment outcomes? 78 percent of the students scored below 56%; 22 percent of the students scored 73 and 79%.

A. Number of students for pre-assessment: 7
B. What is your expectation/benchmark? I expected 80 percent of students to have a passing grade of 70 percent and above.

6. What are your post-assessment outcomes? 100% of the students scored above 70%.

A. Number of students for post-assessment: 7
B. Did your students meet your expectation/benchmark? YES!

7. Based on your post-assessment outcomes, what changes are you going to make in teaching methodology, program goals, or anything else to improve student learning? I need a lab room to better demonstrate lab projects and its applications.

8. How will the proposed changes continue to support your stated program goals? I've requested a lab-room for the energy systems program on numerous occasions (currently on this program assessment report). I get no response for lab space. I do not except any support for program goals.

9. Based on the conclusions from your post-assessment outcomes, how are you going to improve your assessment activities? Again, I feel that students can learn and retain the theory behind lab assignments if we had room to adequately display equipment and trainers.
Benchmark: 80% students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **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.) **Results** Initial: 0% Final: 100%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% Final: 100%

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

Environmental Science • BS • Drs. Bill Mader & Steve Chischilly
Crownpoint Campus

13. What is your program mission statement?

2. What are your program goals?

A. An ability to apply knowledge of mathematics, science, and environmental science management.
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 environmental problems.
F. An understanding of professional and ethical responsibility.
G. An ability to communicate effectively – written and orally.
H. The broader education necessary to understand the impact of environmental 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 global issues.
K. An ability to use the techniques, skills, and modern scientific tools necessary for environmental practice.

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

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

5. What are your pre-assessment outcomes?

6. What are your post-assessment outcomes?

- Two graduates in Master's Program at U. of Georgia
- Four students recently traveled to U. of Georgia in April at their request and expense to examine possible grad school options.
- Ten plus students will have graduated with B.S in Environmental Science in May of 2018; 4 prior graduates acquired professional jobs (does not include the 2 graduates at U. of G.)
- One undergraduate accepted into Cornell University visitation program (Mar. 2018) for potential future master's program
- For the first time, 2 undergrads were offered international internships; one in France and another in Costa Rica.
- Many other students placed in internship programs.
- GIT program moved to Science Department to support future degrees.
- Dr. Jason Post is rapidly building a relationship for our students with UCLA.
- Multiple online courses in Radiation and Health and Safety now offered.

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

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

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

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

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

Geographical Information Technology • AAS • Dr. Jason Post
Crownpoint Campus

14. What is your program mission statement? The mission of the GIT program is to prepare students for a career in GIS as a leader, critical thinker, responsible citizen, and global problem solver. Graduates of the GIT program will have the core technical competencies to succeed in the modern GIS world, and will possess the personal competencies to allow them to emerge as leaders in their fields and communities. The GIT program goes above minimum technical skills to prepare students as critical thinkers and problem solvers, capable of solving complex environmental, social, and economic issues in their respective commits. Graduates will be able to think spatially and apply GIS with a "thinking outside the box" approach. The GIT program emphasizes the use of GIS as a tool of empowerment to better the Navajo Nation. GIT students develop practical skills and a functional knowledge of industry competencies through hands on experiences in classroom, lab, and field environments. Additionally, the program prepares students for either a career in GIS, or to continue their education at the undergraduate or graduate level.

2. What are your program goals?

A. Teaching students how to think spatially and think critically about spatial problems.
B. Teaching students core technical skills in GIS, and remote sensing.
C. Teaching students innovative methods in spatial analysis.
D. Developing critical thinking skills.
E. Developing leadership traits
F. Developing a sense of empowerment and civic responsibility.
G. Successful job placement within a GIS related career or successful matriculation to an advanced degree program.

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

A. Teaching students how to think spatially and think critically about spatial problems.
B. Mastery of core technical skills and competency in GIS, and remote sensing.
C. Teaching students innovative methods in spatial analysis.

4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals? The methods used to measure these goals include pre-assessment, midterm evaluation, and final examination (practical and written). Further, I have developed an after-action review form where students can anonymously review and evaluate lectures, assignments, projects, and exams. This provides the program with an ongoing system of evaluation. To assess career placement goals within the program, an alumni and current student tracking system has been created and implemented to be able to evaluate program success after students leave NTU as best as possible.

5. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: 31
B. What is your expectation/benchmark? I have no initial expectation for introductory students (GIT 110). I also have no expectation for other students as the previous instructor did not teach in a traditional lecture format. Since I am new and taking over the program, I have no expectations for prior GIT students.

For introductory students (GIT) not one student was able to describe a spatial pattern in a choropleth map. Only two out of twelve students were able to show the location of Crownpoint, NM on a county map of New Mexico. While half of introductory GIT students have taken geography courses in their prior education, the pre-assessments suggest that students entering the program lack basic spatial reasoning skills and geography skills. Perhaps a prerequisite Geography course should be required such as GIT 105.

6. What are your post-assessment outcomes?

A. Number of students for post-assessment: 31

B. Did your students meet your expectation/benchmark? Most (87%) did. The only reasons students did not meet my expectations were poor attendance/performance, poor time management, or failure to submit assignments or exams.

Students who lacked a proper foundation in computers or geographic theory still mastered the material and met my benchmark if they applied themselves. One student in particular, lacked basic computer knowledge and contemplated dropping the course. This student achieved the highest grade in GIT 110. The failure of students in this program to meet or exceed expectations was due solely to the students lack of motivation, willingness to learn, or performance.

7. **Based on your post-assessment outcomes, what changes are you going to make in teaching methodology, program goals, or anything else to improve student learning?** In order to improve student learning, I will assign more field based, hands on assignments to help motivate reluctant students. Additionally, I now have a baseline from which I can design my future classes. Lastly, I will explore pre-requisites such as computer science classes so that students feel more confident in my class.

8. **How will the proposed changes continue to support your stated program goals?** They will make students feel more comfortable learning the material. Additionally, this will lower the learning curve for many students.

9. **Based on the conclusions from your post-assessment outcomes, how are you going to improve your assessment activities?** I will improve my assessment activities by redefining goals as specific, measurable tasks. I will relate questions on exams to each task or standard. Lastly, I will establish rubrics for student projects. I will make sure students know expected learning outcomes and mention it throughout the semester, not just in the syllabus.

Benchmark: 75% students will meet or exceed expectation.

Exceeds Expectation
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0
Final: 10

Meets Expectation
Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0
Final: 17

Does not meet Expectation
Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 31
Final: 4

Final Result: 87% Met or exceeded expectations
13% Did not meet expectations

Industrial Engineering • BS • Harry Whiting II, PE
Crownpoint Campus

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

2. What are your program goals?

L. An ability to apply knowledge of mathematics, science, and engineering.
M. An ability to design and conduct experiments, as well as to analyze and interpret data.
N. 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.
O. An ability to function on multi-disciplinary teams.
P. An ability to identify, formulate, and solve engineering problems.
Q. An understanding of professional and ethical responsibility.
R. An ability to communicate effectively.
S. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
T. A recognition of the need for, and an ability to engage in life-long learning.
U. A knowledge of contemporary issues.
V. k. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

3. What is/are the program goal(s) that you are going to measure? A, E, and K.

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

5. What are your pre-assessment outcomes?

A. Students expressed that more work on examples and problems in class would be useful.
B. More training on identifying and working through problems.
C. More hands-on learning.
D. Better video for virtual presence students.
E. More time on ethics.

6. What are your post-assessment outcomes?

7. Based on your post-assessment outcomes, what changes are you going to make in teaching methodology, program goals, or anything else to improve student learning? Some changes suggested by students were in the works already. List of changes follows:

A. More training on how to break down problems and identify elements of information and what to solve for.
B. Better video for Virtual Presence classes.
C. More time will be spent on ethics in Introduction to Engineering class.
D. More hands-on learning sessions including hands-on using computer programs in all classes.
E. Goals will be changing next year to match ABET Student Learning Outcomes.

8. How will the proposed changes continue to support your stated program goals? Goals will be changing next year to match ABET Student Learning Outcomes.

9. Based on the conclusions from your post-assessment outcomes, how are you going to improve your assessment activities? Use a consistent survey in all classes since current information is not derived from the same questions.

Benchmark: % students will meet or exceed expectation.

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

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

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

Law Advocate • AAS • Joe Hibbard
Crownpoint Campus

15. What is your program mission statement? The mission of the Law Advocate program within the Navajo Technical University is to provide students with a broad introduction, in depth knowledge, and practical skills needed to enable the students to take and pass the Navajo Nation Bar exam or pursue other careers in the legal field.

2. What are your program goals?

A. Graduates should be able to understand and interpret Navajo Law.
B. Graduates should be able to understand and interpret State and Federal laws.
C. Graduates should be able to apply ethical rules related to the legal profession.
D. Graduates should be able to demonstrate the use of specialized legal terminology.
E. Graduates should be able to prepare legal documents in their specialized format.
F. Graduates should be able to illustrate law office management procedures.
G. Graduates should be able to pass the Navajo Nation Bar Exam.

3. What is/are the program goal(s) that you are going to measure?
The Law Advocate program will measure goals C, D, E, and G above.

4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals? Writing samples, oral examination, quizzes, tests, and inventories, open-ended self-reports and individual interviews dealing with current students' perception of their own learning.

5. What are your pre-assessment outcomes? It is anticipated that prior to the instruction that less than 25% of the students would meet expectations in regards to identified goals. In particular in regards to being able to understand and interpret Navajo law, it is anticipated that only 20% of the students would be able to meet expectations; in regards to using legal terminology that only 20% of the students would be able to properly use legal terminology verbally and less than that in written communication, in regards to being able to prepare legal documents it is anticipated that virtually none of the students will be able to meet that expectation prior to instruction, and in regard to passing the Navajo bar, it is anticipated that of the students who will take the exam in August, that 60% (3 of 5) would pass. The August, 2018 Bar Exam has an approximate (date has not been set) June 15th registration deadline. At least 5students have verbally committed to taking the exam in August. Past experience shows that those verbal commitments do not always result in the student actually taking the test.

6. What are your post-assessment outcomes? We attempted to measure the same goals

A. Number of students for post-assessment: Approximately 25 on the Crownpoint campus.
B. Did your students meet your expectation/benchmark? (See Page 2). In general, the students did not meet our expectations.

7. Based on your post-assessment outcomes, what changes are you going to make in teaching methodology, program goals, or anything else to improve student learning? Plans are to work more closely with the students as we move forward – for example to assign work and assignments earlier in the semester, and then review and monitor that work earlier in the semester. In addition, we will explore the creation/imposition of mandatory study groups for the students.

8. How will the proposed changes continue to support your stated program goals? The students need to be challenged more if they are going to pass the Bar Exam – the course work needs to be made more difficult – more challenging. The students need to improve their self-confidence. By working on a more direct – smaller group – instruction method, with more direct and earlier feedback, the students should improve their skill and confidence which will allow them to take and pass the Bar Exam.

9. Based on the conclusions from your post-assessment outcomes, how are you going to improve your assessment activities? We are going to attempt to more comprehensively utilize the pre- and post-test method of assessment.

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

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

It is very difficult to give exact percentages in regards to meeting expectations. All of this is measured across several different courses trying to look at the program as a whole. In general most of the students who make some degree of effort improve their knowledge and understanding, their use of vocabulary, and their writing skills.

The one student who took the Navajo Nation bar exam in March, 2018, August, 2015, did not pass. She self-reported that she missed a passing score by 10 points on an 800-point test; she appealed her grading, and the appeal was denied. The student reported that when she reviewed her test answers she realized that she had not answered one part of one question. She plans to take the test again in August, 2018.

Mathematics • AS • Dr. Carlos Paez-Paez & Shasha Han
Crownpoint Campus

16. 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, and courses for science, technology, engineering and mathematics, courses for the undergraduate students and mathematics majors at the certificate, associate, 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? At the end of the program, the students would be able to:
A. Demonstrate strong knowledge of mathematics content and context;
B. Apply mathematics knowledge in real-life problem solving;
C. Use technology and software to solve mathematics problems;
D. Provide a pathway for transfer to STEM (Science, Technology, Engineering, and Mathematics) majors at four-year institutions.

3. What is/are the program goal(s) that you are going to measure?
A. Demonstrate strong knowledge of mathematics content and context;
B. Apply mathematics knowledge in real-life problem solving.

4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals? I used student-created portfolio for goal a) and pre/post-test for goal b)

5. What are your pre-assessment outcomes?
A. Number of students for pre-assessment: 16
B. What is your expectation/benchmark? ≥ 70 % of the students would be able to pass 70% or higher in the given assessment.

6. What are your post-assessment outcomes?
A. Number of students for post-assessment: 34
B. Did your students meet your expectation/benchmark? No, just 65% of the students pass with 70% or higher in the given assessment.

7. Based on your post-assessment outcomes, what changes are you going to make in teaching methodology, program goals, or anything else to improve student learning? I will incorporate collaborative learning in the teaching methodology.

8. How will the proposed changes continue to support your stated program goals? I will meet with the Mathematics Department to discuss about the challenges we are facing in the Mathematics Program and I will proposed to incorporate collaborative learning in our teaching methodology.

9. Based on the conclusions from your post-assessment outcomes, how are you going to improve your assessment activities? I will include direct and indirect assessment tools on the next semester.

Benchmark: 70% students will meet or exceed expectation.

Exceeds Expectation
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0/16 = 0%
Final: 7/34 = 21%

Meets Expectation
Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0/16 = 0%
Final: 15/34 = 44%

Does not meet Expectation
Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 16/16 = 100%
Final: 12/34 = 35%

Final Result: 65% Met or exceeded expectations
35% Did not meet expectations

Professional Baking • AAS • Brian Tatsukawa
Crownpoint Campus

17. What is your program mission statement? The A.A.S. Professional Baking degree program is designed to provide graduates with the knowledge and skills necessary for employment in a number of food service industry settings.

2. What are your program goals?

A. Apply the techniques and skills needed to produce quality-baked goods in the modern pastry and bake shops.
B. Analyze the functions of ingredients used in producing baked goods and pastries.
C. Produce and evaluate a variety of baked goods, including but not limited to cakes, pies, breads, and confections.
D. Produce and evaluate a variety of international and classical plated desserts.
E. Utilize fundamental techniques to creatively modify standard recipes and develop new recipes.

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

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

5. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: 6
B. What is your expectation/benchmark? 75% will meet the standards.

6. What are your post-assessment outcomes?

A. Number of students for post-assessment: 4
B. Did your students meet your expectation/benchmark? 100%

7. Based on your post-assessment outcomes, what changes are you going to make in teaching methodology, program goals, or anything else to improve student learning? The first thing I will do is to redesign the pre-assessment test that the students take. I will align it with the ACFEF standards and goals. This will help me to develop a pattern and rhythm for myself and the students. I will then take each of the students' strengths and create a specialized task for them on their finals.

8. How will the proposed changes continue to support your stated program goals? This will keep us in line with the ACFEF standards as well as creating a more marketable student to the workforce.

9. Based on the conclusions from your post-assessment outcomes, how are you going to improve your assessment activities? This was my first time teaching a class formally and I picked up in the middle of the year. The first thing I would like to do is a basic cooking test to see how the students measure ingredients and then execute the recipe. This will give me the knowledge I need to adjust my lesson plans.

Benchmark: 75% students will meet or exceed expectation.

Exceeds Expectation
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 17%
Final: 100%

Meets Expectation
Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 17%
Final: %

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

Initial: 67% Final: %

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

Spring 2018 General Education Course Reports

ENG 098 Reading and Writing Skills • Jane Wallen
Crownpoint Campus

18. GenEd goal measured. "Learn critically and creatively."

2. Which of your course objectives connects to the above measure for GenEd? Engage in problem-solving exercises. (I want students to become active participants in the thinking process by getting in the habit of guessing when they are unsure of an answer.)

3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for GenEd? During most class sessions, students receive a written copy of a riddle. They follow along as the instructor reads the riddle to the class. The instructor asks questions which guide students' thinking about the solution, such as identifying hints. Students then write their solution(s) to the riddle in their notebooks. The instructor checks to ensure that each student has written at least one guess, and then the various solutions are discussed.

4. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: Class size varies from 17 to 5 students per class.
B. What is your expectation/benchmark? 80% of the students will write down a guess without being given more clues or hints.

5. What are your post-assessment outcomes?

A. Number of students for post-assessment: Same variation in class size as in the pre-assessment. (From 17 to 5 students per class.)
B. Did your students meet your expectation/benchmark? No, students did not meet my expectations. As the semester progressed, students seemed less willing to guess without additional clues, hints, or prodding. Sometimes as few as 20% would write down a guess.

6. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning? I will no longer give the riddle and its solution in the same class session. Instead of teaching students to guess, I seemed to be teaching them that they didn't have to do any thinking to receive an answer. Next semester I will ask students to write their solutions in a homework assignment, and I will grade them on completing it.

7. Based on your conclusions from your post assessment outcomes, how are you going to improve your GenEd assessment activities? By assigning the solution of riddles as homework rather than a class activity, I will obtain more accurate data by which to assess willingness to guess.

Benchmark: 80% students will meet or exceed expectation.

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

Meets Expectation
Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 80%
Final: 30%

Does not meet Expectation
Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 20%
Final: 70%

Final Result: 30% Met or exceeded expectations
70% Did not meet expectations

ENG 110 Freshman Composition • Dr. Peter Moore
Crownpoint Campus

1. **GenEd goal measured.** "Learn actively."
2. **Which of your course objectives connects to the above measure for GenEd?** Numbers 1, 3 and 6. My assessment is based on the idea that both reading and writing skills are directly related to thinking critically, creatively, and with reflection, which are the goals to be assessed. Furthermore, knowledge of grammar helps students think critically, and helps them reflect upon their own writing in a focused way.
3. **What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for GenEd?** Please see Appendix 1 for an overview of methods; and see Appendices 2 and 3, both attached at the end of this document. I measured critical thinking skills related to writing and reading in two ways: first, by assigning a questionnaire (Appendix 2) or self-assessment at the end of the semester on students' sense of whether their reading and writing skills have changed; and second (Appendix 3), by using a series of 10 sentence level grammar quizzes (each with 10 points) over the span of the semester as a whole. I then compare the first test results with the final test results to see if there is any improvement.
4. **What are your pre-assessment outcomes?** Please see the attached Appendix 2 that sums up the results of the questionnaire. The "at the beginning of the semester" questions sum up the results from the beginning of the semester. See also the attached Appendix 3 for grammar quiz assessment results.
   A. Number of students for pre-assessment: There were 13 students total for the questionnaire, which was given in week 16. For the grammar quizzes, there were 16 at the semester's beginning; at the end of the semester there were 13 students; and the first quiz was in week 2; the last in week 16.
   B. What is your expectation/benchmark? I hoped to have all of the students report a significant improvement in their reading and writing skills when they compare their skills at the beginning of the semester to their sense of these same skills at the end of the semester, and this happened. I also hope that 80% of the students will have achieve a 7 out of 10 in the sentence level grammar quiz post-tests. For results of this part of my assessment, please see the attached Appendix 3.
5. **What are your post-assessment outcomes?** Please see the attached questionnaire, Appendix 2, with its figures, along with Appendix 3 for grammar quiz results; I have attached both.
   A. Number of students for post-assessment: 13 students.
   B. Did your students meet your expectation/benchmark? Yes, see results in Appendices 2 and 3.

Appendix 1: I will use a survey at the semester end to determine the sense that my English 110-4 students have of their improvement or lack of improvement in their skills in reading well and writing well. This survey will ask them to rate their skills at the semester's beginning, and then to rate these same skills at the semester's end.

Along with this survey, I will (as I do every semester) keep track of student performance on a series of sentence level grammar tests. I give ten of these quizzes over the course of the semester; and I particularly compare the performance on the test given in the first or second week, and the final one given in or around the next to last week of the semester. These tests are, as far as I can make them, very similar in their difficulty. This comparison allows me to see results at the beginning and the end of the semester, in order to see if there has been significant improvement.

Sentence level grammar is not a glamorous skill; but it is related to critical thinking and the ability to reflect. If a student cannot find grammatical errors, that student has probably not developed all of her or his critical thinking skills and is also lacking in her or his ability to reflect on what's been read.

So, this pre and post grammar test (see Appendix 3) reflects on the General Education assessment goals.

In fact, one of the problems I have with the general education assessment goals as stated is that they break up into seemingly discrete unit elements of thought that are by their nature interconnected, and that really should be looked at in a much more holistic way.

Sentence level grammar is not a glamorous skill; but it is related to critical thinking and the ability to reflect. If a student cannot find grammatical errors, that student has probably not developed all of her or his critical thinking skills and is also lacking in her or his ability to reflect on what's been read. So, this pre and post grammar test (see Appendix 3) reflects on the General Education assessment goals. In fact, one of the problems I have with the general education assessment goals as stated is that they break up into seemingly discrete unit elements of thought that are by their nature interconnected, and that really should be looked at in a much more holistic way.

Appendix 2: Sample questionnaire with results

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

SECTION 1: On a scale of 1 (very low) to 10 (very high), please rate yourself using the following questions. Please be as accurate as possible.

1. At the beginning of the semester, I judge that my academic/ school related reading skills were at this level: 78 (6 average)
2. At the end of the semester, I judge that my academic/ school related reading skills are at this level: 113 (8.7 average)
3. At the beginning of the semester, I judge that my academic/ school related writing skills were at this level: 66 (5.1 average)
4. At the end of the semester, my academic/ school related writing skills are at this level: 102 (7.8 average)
5. At the beginning of this class, my verbal communication skills (both writing and speaking) overall were at this level: 70 (5.4 average)
6. At the end of the semester, my verbal communication skills (both writing and speaking) overall are at this level: 101 (7.8 average)

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: 125 (9.6 average)
8. English 110 helped my writing skills improve: 124 (9.5 average)
9. English 110 helped my general verbal communication skills improve: 111 (8.5 average)
10. English 110 has helped me improve in my other classes at NTU: 123 (9.5 average)

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

11. My interest in reading before taking this class was at this level: 70 (5.4 average)
12. My interest in reading after taking this class is at this level: 114 (8.8 average)
13. My interest in writing before taking this class was at this level: 71 (5.5 average)
14. My interest in writing after taking this class was at this level: 112 (8.6 average)

Appendix 3: Additional information: sentence level grammar quiz results:

Pretest, week 2: 16 students; 160 points possible; 106 points actual; average score 6.6;
Post-test, week 16: 13 students; 130 points possible; 106 points actual; average score 8.3
This represents an average improvement per student of 1.7 points over the course of the semester. More importantly, note that the results indicate that the lowest performing students improve the most. 12 of 13 students earned a 7 out of 10 or above on the final sentence level grammar quiz. 3 of these 12 earned a 7 of 10; 9 of 12 earned a score of 8 out of 10 or above. NOTE: the lowest score at the semester's end was 6 out of 10, as compared to 2 out of 10 as the lowest score at the semester's beginning.
Below: results of the grammar quiz component of my assessment in percentage form, with beginning of the semester results at the top; end of semester results at the bottom.
Below: the same results in grid format

Exceeds Expectation: pre-test, beginning of semester, grammar quiz. Results: On grammar quiz: 44 percent exceeded expectations at the beginning of the semester.

Meets Expectation: pre-test, beginning of semester, grammar quiz. Results: On grammar quiz: 19 percent met expectations at the beginning of the semester.
Does not meet Expectation: pre-test, beginning of semester, grammar quiz. Results: On grammar quiz: 56 percent did not meet expectations at the beginning of the semester.
Exceeds Expectation: post-test, end of semester, grammar quiz. Results: On grammar quiz: 69 percent exceeded expectations by semester's end.
Exceeds Expectation: post-test, end of semester, grammar quiz. Results: On grammar quiz: 69 percent exceeded expectations by semester's end.
Does not meet Expectation: post-test, end of semester, grammar quiz. Results: On grammar quiz: 8 percent did not meet expectations by semester's end.

MTH 098 Technical Mathematics I • Tommy Thompson
Crownpoint Campus

19. GenEd goal measured. "Learn actively."

2. Which of your course objectives connects to the above measure for GenEd? Spring 2018.

3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for GenEd? Pre- and post-assessments results will be used to measure the students' learning outcomes, derived from team-group learning in classroom and outside.

4. What are your pre-assessment outcomes?

MTH 098-1	MTH 098-2	MTH 098-3	MTH 098-4	MTH 098-5
8.2%	5.0%	4.7%	9.5%	6.3%

A. Number of students for pre-assessment: 51
B. What is your expectation/benchmark? 70% of the students will have learning outcomes of 70% or higher.

5. What are your post-assessment outcomes?

MTH 098-1	MTH 098-2	MTH 098-3	MTH 098-4	MTH 098-5
64.5%	80.0%	77.0%	72.5%	60.0%

A. Number of students for post-assessment: 5 (7 students were absent)
B. Did your students meet your expectation/benchmark? No, 56% of the students met the goal.

6. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning? Encourage students to maintaining regular class attendance, and to submit all class assignments on time.

7. Based on your conclusions from your post assessment outcomes, how are you going to improve your GenEd assessment activities? Encourage students to attend all classes, and to submit all class assignments.

Benchmark: 56% students will meet or exceed expectation.

Exceeds Expectation
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0%
Final: 56%

Meets Expectation
Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0%
Final: 20%

Does not meet Expectation
Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 100%
Final: 44%

Final Result: 56% Met or exceeded expectations
44% Did not meet expectations

MTH 118 Pre-Algebra • Jose Vanguardia
Crownpoint Campus

20. GenEd goal measured. "Think critically, creatively, and reflectively."

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

- Students will solve/simplify rational expressions (intermediate algebraic expressions) and equations.
- Students will demonstrate skills in solving the unknown of a rational equations and systems of equations.
- Students will apply techniques and strategies in solving basic and intermediate algebra computation skills.

3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for GenEd? Method Used: Project method/Reporting.

- Strategies:
  - Students can choose a basic intermediate algebra concept such as rational equations, graphs, inequalities and quadratic functions.
  - Students must present and solve real-world application problems that measures basic and intermediate algebra chosen. (Refer to #1)
  - Students must present the output in class.
- Concept: 8 pts
- Presentation: 4 pts
- Creativity /display: 3 pts

4. What are your pre-assessment outcomes? Not yet done in class. Students are free to choose their topic that jibe with the basic intermediate algebra concepts. Presentation should be done in front of the class before the finals.

A. Number of students for pre-assessment: 14
B. What is your expectation/benchmark? At least a student can score 11 points (70%) based on the rubric for individual scores. At least 10 out of 14 students will score 11 points

5. What are your post-assessment outcomes?

A. Number of students for post-assessment: 10
B. Did your students meet your expectation/benchmark? 9 out of 10 (90%) of students made their presentation in class scored at least 11 points (70%) using the rubric stated above. 1 student did not score at least 11 points.

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

A. Encourage group participation and group work such that students will establish ownership of their learning;
B. Productive struggle in word problem solving will encourage critical learning.
C. Mastery of basic algebra concepts such as rules of exponents, basic factoring of polynomials, and understanding graphs of lines such as slopes and trends prepares students to the next math level (College Algebra).

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

Benchmark: 70% students will meet or exceed expectation.

Exceeds Expectation

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

Results

Initial: 0%
Final: 50%

Meets Expectation

Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% Final: 40%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 100% Final10%

Final Result: 90% Met or exceeded expectations
10% Did not meet expectations

MTH 121 College Algebra • Dr. Carlos Paez-Paez
Crownpoint Campus

21. GenEd goal measured. "Think critically, creatively, and reflectively."
2. Which of your course objectives connects to the above measure for GenEd? At the end of the semester, the students will be able to: A. Students will demonstrate strong understanding of advanced algebra computation rules B. Students will solve real-world application problems that measures advanced algebra skills. C. Students will solve problems involving advanced 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 GenEd? Student-created portfolio.
4. What are your pre-assessment outcomes? A. Number of students for pre-assessment: 0 B. What is your expectation/benchmark? ≥ 70% of the students will be able to create a portfolio with a passing grade.
5. What are your post-assessment outcomes? A. Number of students for post-assessment: 16 B. Did your students meet your expectation/benchmark? No, just 56% of the students were able to create the portfolio with a passing grade
6. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning? I will incorporate collaborative learning in my teaching methodology.
7. Based on your conclusions from your post assessment outcomes, how are you going to improve your GenEd assessment activities? I will use direct and indirect assessment next semester.
Benchmark: 70% students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0/16 = 0% Final: 4/16 = 25%
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0/16 = 0% Final: 5/16 = 31%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 16/16% = 100% Final: 7/16 = 44%

Final Result: 56% Met or exceeded expectations
44% Did not meet expectations

NAV 102-03 Introduction to Navajo Language –
Non-Speakers (Reading/Writing) • Paul Platero
Crownpoint Campus

22. GenEd goal measured. "Think critically, creatively, and reflectively."

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

- Students are expected to research, write, and submit original research on a topic of his/her choice. The paper will be written in Navajo.
- Students will give an oral presentation of the research.
- Students will also perform a musical selection from the CD to be given to students. An outside observer will be present for the presentations.

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

4. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: 9
B. What is your expectation/benchmark? 70%

5. What are your post-assessment outcomes?

A. Number of students for post-assessment: 9
B. Did your students meet your expectation/benchmark? Yes.

6. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning? Concentrate more on familiar speaking environments, i.e., meeting people and carrying on simple Navajo conversation between known and unknown persons. Teach less intensive, technical language knowledge.

7. Based on your conclusions from your post assessment outcomes, how are you going to improve your GenEd assessment activities? Add summative assessments, for example, some methods of summative assessment aim to summarize overall learning at the completion of the course. Examples are: Questionnaires, Surveys, Interviews, Observations, Testing, Projects (a culminating project that synthesizes knowledge).

Benchmark: 70% students will meet or exceed expectation.

Exceeds Expectation
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0%
Final: 45%

Meets Expectation
Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 11%
Final: 11%

Does not meet Expectation
Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 89 %
Final: 44%

Final Result: 56% Met or exceeded expectations
44% Did not meet expectations

NAV 211 Navajo History • Lupita Chicag
Crownpoint Campus

23. GenEd goal measured. "Learn actively."
2. Which of your course objectives connects to the above measure for GenEd? Through class lectures, discussions, activities, assignments, readings, and research the student will learn, appreciate and understand his or her Navajo History.
3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for GenEd?
4. What are your pre-assessment outcomes? Through class lectures, discussions, activities, assignments, readings, and research the student will learn, appreciate and understand his or her Navajo History. Considering the results of the Pre-Test data, I conclude that 100% of the students in Navajo History class do not know anything about their ancestor's history. A. Number of students for pre-assessment: 17 B. What is your expectation/benchmark? 70%
5. What are your post-assessment outcomes? A. Number of students for post-assessment: 17 B. Did your students meet your expectation/benchmark? Yes.
6. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning? Methodology will stay constant. Program goals will also remain constant. Assessment will be mega-cognitive, whereby the student will self-study and become aware of what strategies helps them learn actively. They will learn to understand the concepts and criteria for improving their work and study.
7. Based on your conclusions from your post assessment outcomes, how are you going to improve your GenEd assessment activities? Considering the results of the pre-test data, I found that 100% of the students in Navajo History class do not know anything about their ancestor's history. Post-test data shows 100% met or exceeded the benchmark. I will vary the assessment instruments constantly.
Benchmark: 70% students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% Final: 71%
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 0% Final: 29%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 100% Final: 0%

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

PHY 122 Calculus-based Physics • Dr. Abraham Meles
Crownpoint Campus

24. GenEd goal measured. "Think critically, creatively, and reflectively."

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

- Collaborate to complete group lab activities and assignments and presentations (students hypothesize and reflect critically on the process)

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

- Weekly project (observe students how critically they reflect on that week's topics).
- Demonstrations with students' engagement.
- Lab Activities (Interview students on how students think critically to reach to a conclusion).
- Group discussion and reflection each other's work (observe them).
- Establish discussion forum so that students and the professor willingly comment, exchange idea about tasks (observe them).

4. What are your pre-assessment outcomes? All Students chose to work on problems by themselves and had problem in reflecting on the process.

A. Number of students for pre-assessment: 3
B. What is your expectation/benchmark? ≥ 70% of the students would be able to present regular weekly group mini-project on that week's topic and write lab reports.

5. What are your post-assessment outcomes?

A. Number of students for post-assessment: 3
B. Did your students meet your expectation/benchmark? Yes.

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

- Instead of letting students to think critically on that lesson/lab problems right there in class/lab, it could be a good idea to give them more time. It can be addressed by giving students a Pre-Lecture/Pre-Lab activity a day before the task.
- Give students more time to reflect and be creative and how to better solve a problem next time (try to do that next day).

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

- Prepare Pre-Lecture/Pre-Lab materials days before the activities

Benchmark: 70% students will meet or exceed expectation.

Exceeds Expectation
Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0%; Final: 33%

Meets Expectation
Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 0%; Final: 66%

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

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

Spring 2018 Course Assessment Reports

ECM 316 Family, Language, and Culture • Dr. Juanita Becenti
Crownpoint Campus

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

- Using Common Core Standards students will demonstrate knowledge of many functions that language serves in the cognitive, social, and emotional aspects of development.
- Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors.
- Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices.
- Articulate understanding of the complexity and dynamics of family systems.
- Develop partnerships with family members to promote early literacy in the home.
- Demonstrate knowledge of second language acquisition and bilingualism including the diversity of home language environments.
- Facilitate family involvement so that families are engaged with curriculum planning assessing of children's learning, and planning for children's transitions to new programs.
- Demonstrate the use of reflective practice.

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

- Writing rubrics
- Group discussions
- Course evaluations
- Ask students to reflect on their learning rather than demonstrate it.
- Use tangible, visible, self-explanatory evidence of exactly what students have and haven't learned.
- Rubrics for evaluating
- Essays/Research
- Exam questions
- Projects
- Performances/presentations
- Portfolios of students' work

3. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: 7
B. What is your expectation/benchmark? 80%

4. What are your post-assessment outcomes?

A. Number of students for post-assessment: 7
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?

- Capture students' perceptions of their learning and the educational environment that supports learning.
- Provide signs that students are probably learning, but the evidence of exactly what they are learning is less clear.

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

- Make Assessments useful for *Students*.
- Follow Assessments *with* Corrective Instruction.

Benchmark: 80% students will meet or exceed expectation.

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: 14% Final: 98%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 84% Final: 0%

Final Result: 98% Met or exceeded expectations
0% Did not meet expectations

ECM 318 Teaching and Learning: Science and Mathematics in a Child's World
Dr. Juanita Becenti • Crownpoint Campus

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

- Using Common Core Standards students will demonstrate understanding and skill in the constructions of solids, measurements of their volumes and surface areas, drawing their projections, and making plans for their construction; defining relevant variables and writing formulas describing their relationships in problem-solving activities; and using measurement tools and appropriate techniques for recording data and displaying results.
- Demonstrate understanding and apply the fundamental concepts in the subject matter of science including physical, life, and earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry process scientists use in discovery of new knowledge to build a base for scientific inquiry.
- Establish a classroom environment of respect for cultural diversity and gender equity in which all children develop skills in communicating, discussing, and displaying mathematical ideas.
- Demonstrate the ability to integrate a variety of technologies into planned science activities.
- Demonstrate ability to analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and professional standards.
- Demonstrate understanding of the principles of teaching and learning processes that underline math and science concepts and can translate these into meaningful learning activities focusing in inquiry, authenticity, and collaboration.
- Implement a variety of teaching strategies to assist children to use multiple resources including primary (e.g., documents, artifacts/regalia, direct observation, human resources, personal background) and secondary (e.g., books, newspapers, internet) as part of the inquiry/research process.
- Demonstrate the ability to integrate a variety of technologies into planned science activities.
- Demonstrate the use of reflective practice.

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

- Writing rubrics
- Group discussions
- Course evaluations
- Ask students to reflect on their learning rather than demonstrate it.
- Use tangible, visible, self-explanatory evidence of exactly what students have and haven't learned.
- Rubrics for evaluating
- Essays/Research
- Exam questions
- Projects
- Performances/presentations
- Portfolios of students' work

3. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: 8
B. What is your expectation/benchmark? 80%

4. What are your post-assessment outcomes?

A. Number of students for post-assessment: 7
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?

- Capture students' perceptions of their learning and the educational environment that supports learning.
- Provide signs that students are probably learning, but the evidence of exactly what they are learning is less clear.

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

- Make Assessments useful for *Students*.
- Follow Assessments *with* Corrective Instruction.

Benchmark: 80% students will meet or exceed expectation.

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: 14%
Final: 98%

Does not meet Expectation
Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.)
Results
Initial: 84%
Final: 0%

Final Result: 98% Met or exceeded expectations
0% Did not meet expectations

ECM 438 Teaching and Learning: Social Studies, Fine Arts, and Movement
Dr. Juanita Becenti • Crownpoint Campus

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

- Using Common Core State Standards students will demonstrate understanding of the principles of teaching and learning processes that underline social studies concepts and can translate these into meaningful learning activities focusing in inquiry, authenticity, and collaboration.
- Demonstrate understanding that social studies encompass history, geography, anthropology, archaeology, economics, political science, psychology, sociology, and the interdisciplinary relationship of all facets of social studies.
- Demonstrate understanding that the definition of social studies requires that children be socially aware of and are active participants in local, state, national, and global issues; and the children recognize and respect diverse local and global perspectives concerning cultures other than their own.
- Implement a variety of teaching strategies to assist children to use multiple resources including primary (e.g., documents, artifacts/regalia, direct observation, human resources, personal background) and secondary (e.g., books, newspapers, internet) as part of the inquiry/research process.
- Demonstrate the ability to plan for and engage children in the presentation of social studies knowledge using a variety of sig systems including writing, charts, graphs, maps, art, music, drama, dance, and technology.
- Demonstrate the use of reflective practice.

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

- Writing rubrics
- Group discussions
- Course evaluations
- Ask students to reflect on their learning rather than demonstrate it.
- Use tangible, visible, self-explanatory evidence of exactly what students have and haven't learned.
- Rubrics for evaluating
- Essays/Research
- Exam questions
- Projects
- Performances/presentations
- Portfolios of students' work

3. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: 8
B. What is your expectation/benchmark? 80%

4. What are your post-assessment outcomes?

A. Number of students for post-assessment: 8
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?

- Capture students' perceptions of their learning and the educational environment that supports learning.
- Provide signs that students are probably learning, but the evidence of exactly what they are learning is less clear.

6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? • Make Assessments useful for *Students*. • Follow Assessments *with* Corrective Instruction.
Benchmark: % students will meet or exceed expectation.
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: 13% Final: 91%
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 91% Final: 13%

Final Result: 91% Met or exceeded expectations
13% Did not meet expectations

EE 303 Probability and Random Signals • K. Bhargava
Crownpoint Campus

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:

A. Students will understand the concepts of Continuous and Discrete Random Variables
B. Students will demonstrate skills in solving the problems related to Expectation, Variance, Standard Deviation and Skewness.
C. Students will apply techniques and strategies in solving problems based on various distributions (Poisson, Bernoulli, Exponential, Binomial and Gaussian).

2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring expected course outcomes? Assessment of student performance based on ABET Student Outcomes A and E.

A. An ability to apply knowledge of mathematics, science, and engineering
Performance Indicators
a.1 Chooses a mathematical model of a system or process appropriate for required accuracy
a.2 Applies mathematical principles to achieve analytical or numerical solution to model equations
a.3 Examines approaches to solving an engineering problem in order to choose the more effective approach

E. An ability to identify, formulate, and solve engineering problems
Performance Indicators
e.1 Problem statement shows understanding of the problem
e.2 Solution procedure and methods are defined
e.3 Problem solution is appropriate and within reasonable constraints

Assessment: Questions are asked based on performance indicators of ABET student outcomes a and e

Rubrics used for scoring the student outcomes

Score 0

A. The response demonstrates a minimal understanding and analysis of a problem.
B. Partial application of a strategy in the context of the problem is indicated.
C. Explanation and the justification of appropriate concepts and formulas used to solve a problem is partially developed, logically flawed, or missing.

Score 1

A. The response demonstrates a complete understanding and analysis of a problem.
B. Application of a reasonable strategy in the context of the problem is indicated.
C. Explanation and the justification of appropriate concepts and formulas used to solve a problem is clear and logical.

3. What are your pre-assessment outcomes?

4. What are your post-assessment outcomes?

A. Number of students for post-assessment: 5
B. Did your students meet your expectation/benchmark? No.

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

A. Introduce more Quizzes
B. Revise the exam syllabus before the exam week
C. Encourage Group Studies

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

A. Earlier introduction of projects in the course B. Promote the use of PBL (Project Based Learning Approach) C. Real world projects will be sought for the class projects
Benchmark: % students will meet or exceed expectation.
Exceeds Expectation Students are able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: % Final: %
Meets Expectation Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: % Final: %
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: % Final: %

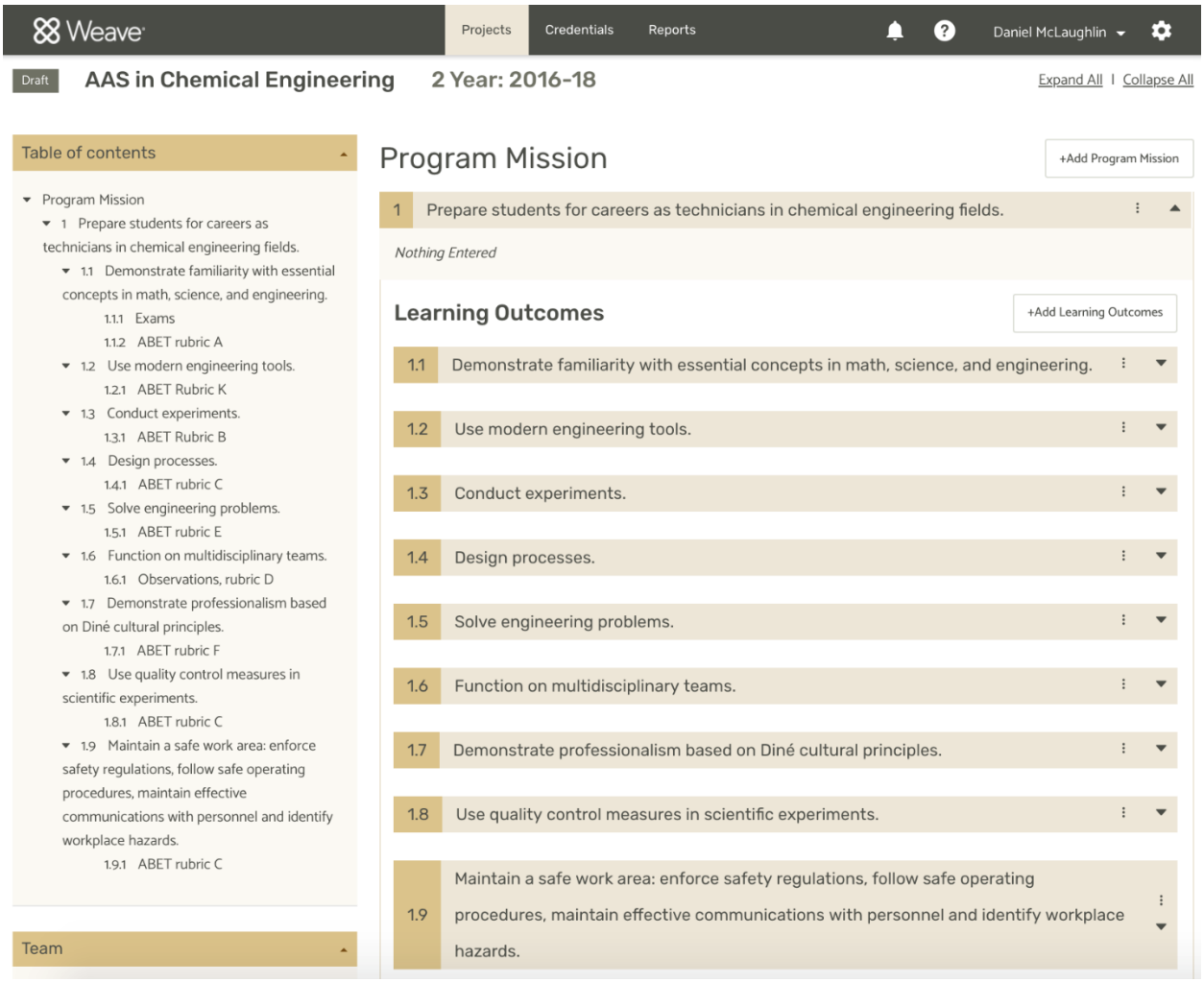
Final Result: % Met or exceeded expectations
% Did not meet expectations

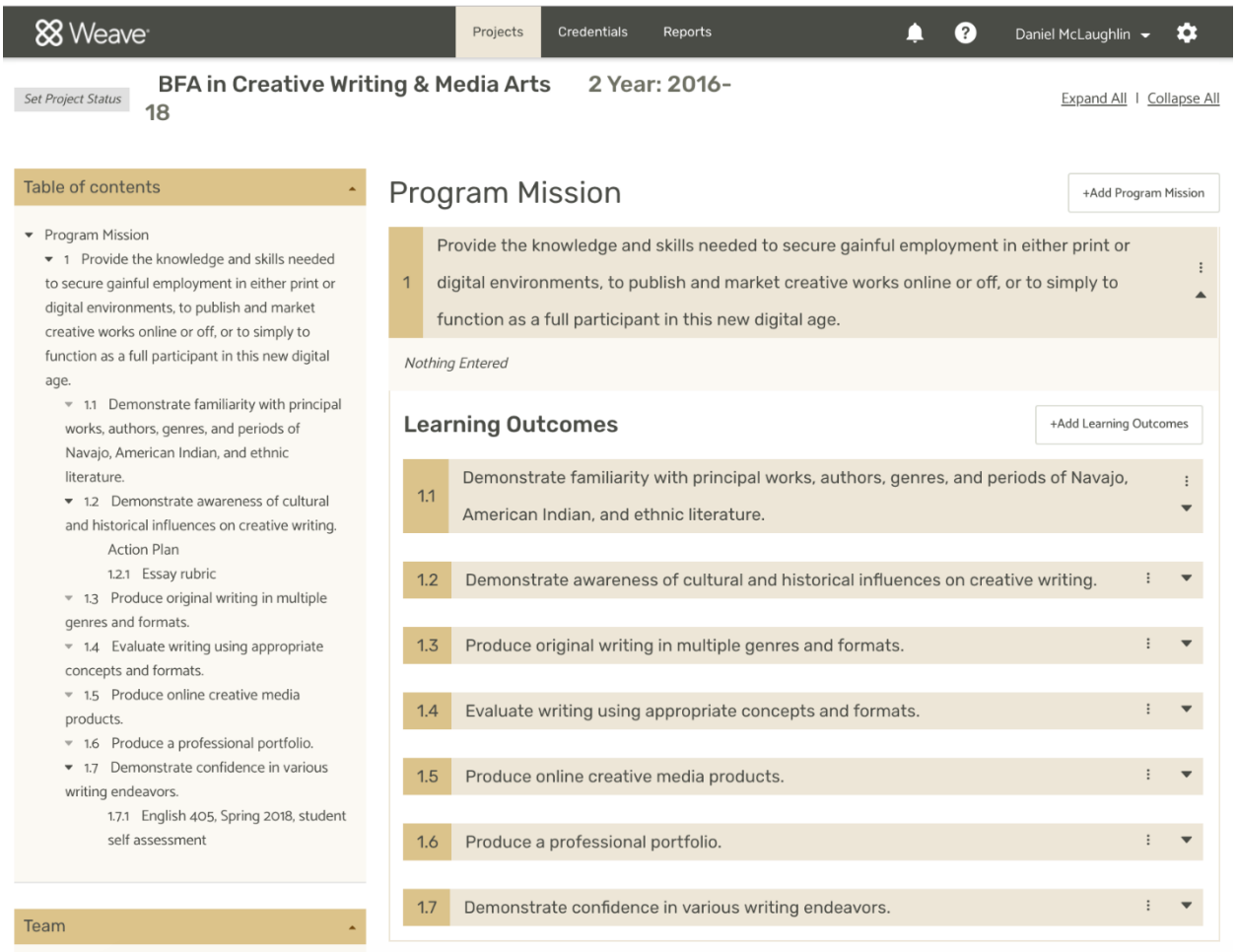
IT 275 Media Criticism • Hondo Louis
Crownpoint Campus

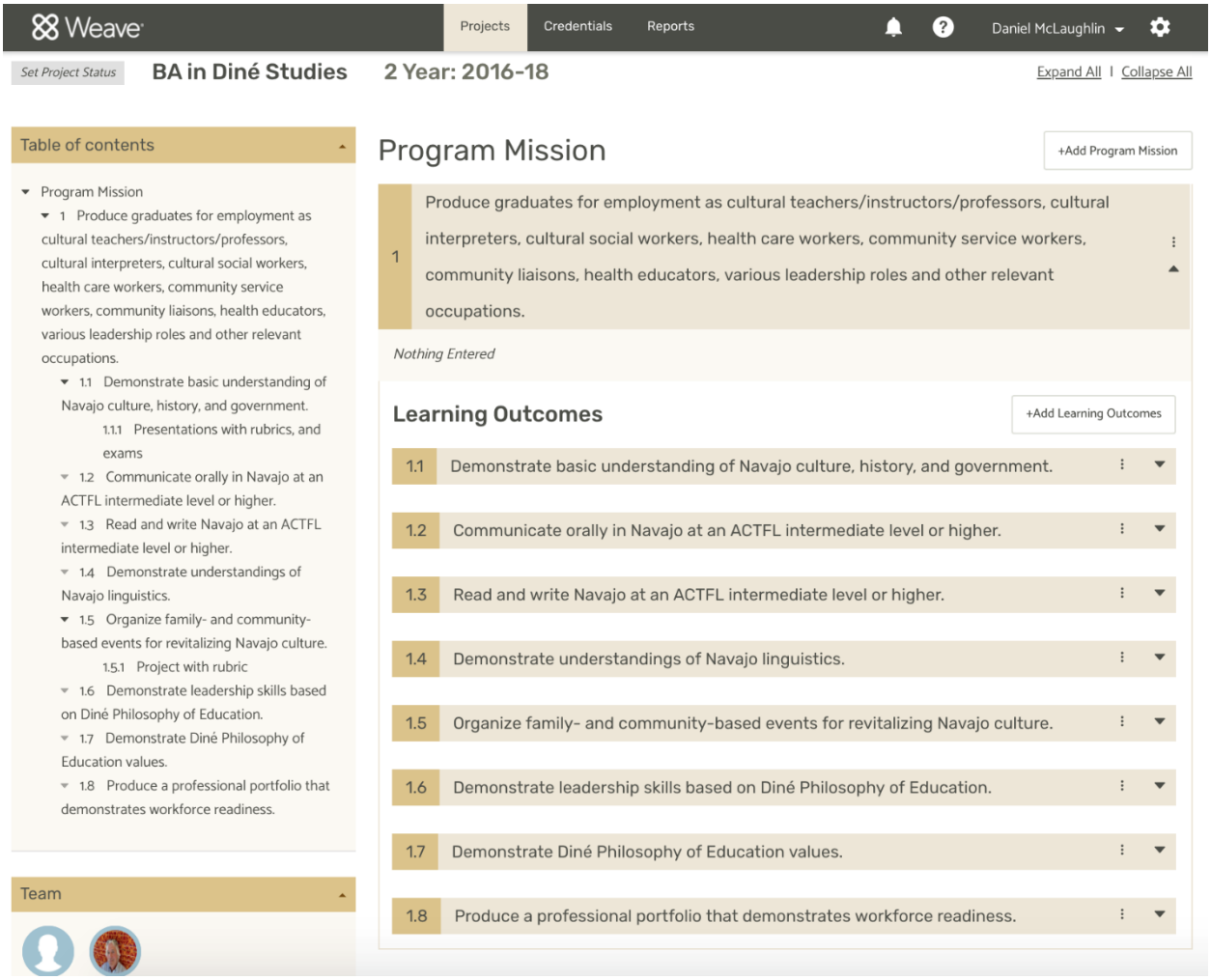
1. What is/are the course goals (course objectives) you are going to measure? IT 275 Media Criticism.
2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring expected course outcomes? Pre/post-tests, surveys.
3. What are your pre-assessment outcomes? A. Number of students for pre-assessment: 7 B. What is your expectation/benchmark? 50% of students will score at least 70% or higher on Pre/Post Test.
4. What are your post-assessment outcomes? A. Number of students for post-assessment: ___6____ B. Did your students meet your expectation/benchmark? No. One (1) student out of 6 met the expectation.
5. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning? Instructor will implement a workbook with definitions, discussion questions, samples of past student work and worksheets in addition to course audio lectures, slide presentations, and in-class discussion.
6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? Instructor will implement a Presentation Rubric.
Benchmark: 50% students will meet or exceed expectation.
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: 1 student met expectations. Final: 1 student met expectations.
Does not meet Expectation Students are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.) **Results** Initial: 6 students did not meet expectations. Final: 5 students did not meet expectations.

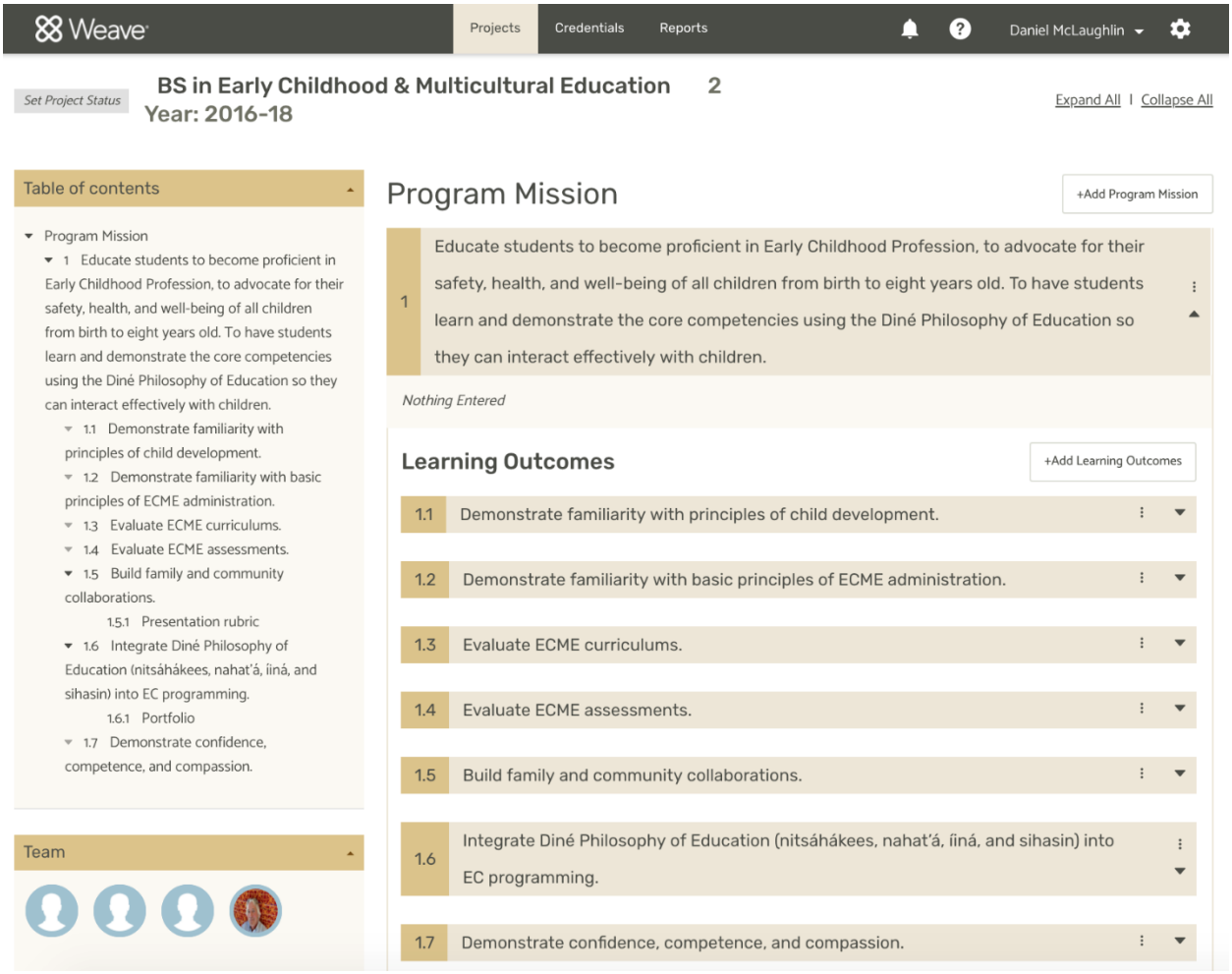
Final Result: 14% Met or exceeded expectations
86% Did not meet expectations

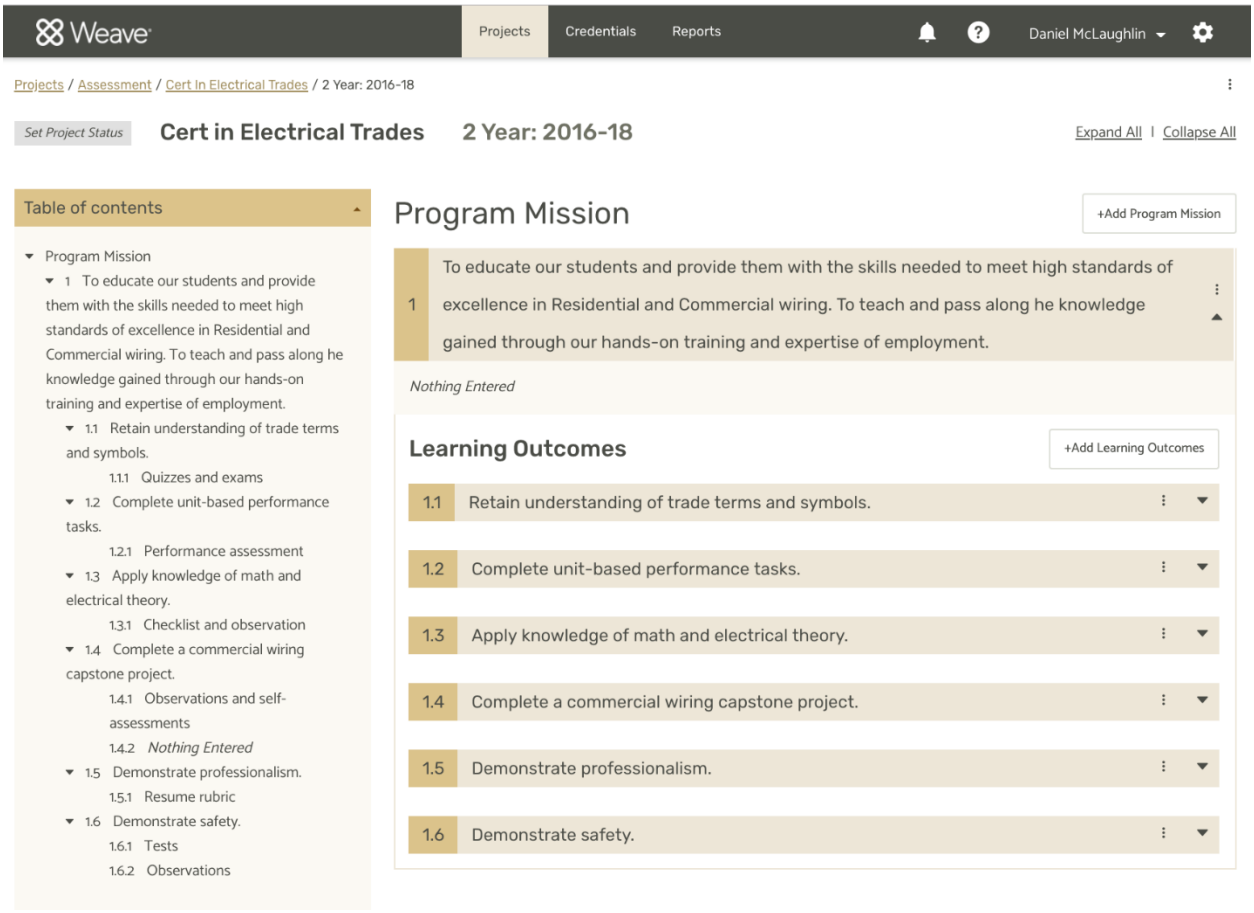
Selected program profiles developed by department chairperson using online assessment tools


Weave
Projects
Credentials
Reports
Daniel McLaughlin
Draft
AAS in Chemical Engineering
2 Year: 2016-18
Expand All | Collapse All
Table of contents
Program Mission
1 Prepare students for careers as technicians in chemical engineering fields.
1.1 Demonstrate familiarity with essential concepts in math, science, and engineering.
1.1.1 Exams
1.1.2 ABET rubric A
1.2 Use modern engineering tools.
1.2.1 ABET Rubric K
1.3 Conduct experiments.
1.3.1 ABET Rubric B
1.4 Design processes.
1.4.1 ABET rubric C
1.5 Solve engineering problems.
1.5.1 ABET rubric E
1.6 Function on multidisciplinary teams.
1.6.1 Observations, rubric D
1.7 Demonstrate professionalism based on Diné cultural principles.
1.7.1 ABET rubric F
1.8 Use quality control measures in scientific experiments.
1.8.1 ABET rubric C
1.9 Maintain a safe work area: enforce safety regulations, follow safe operating procedures, maintain effective communications with personnel and identify workplace hazards.
1.9.1 ABET rubric C
Team
Program Mission
+Add Program Mission
1 Prepare students for careers as technicians in chemical engineering fields.
Nothing Entered
Learning Outcomes
+Add Learning Outcomes
1.1 Demonstrate familiarity with essential concepts in math, science, and engineering.
1.2 Use modern engineering tools.
1.3 Conduct experiments.
1.4 Design processes.
1.5 Solve engineering problems.
1.6 Function on multidisciplinary teams.
1.7 Demonstrate professionalism based on Diné cultural principles.
1.8 Use quality control measures in scientific experiments.
1.9 Maintain a safe work area: enforce safety regulations, follow safe operating procedures, maintain effective communications with personnel and identify workplace hazards.


Weave
Projects
Credentials
Reports
Daniel McLaughlin
Set Project Status
BFA in Creative Writing & Media Arts
2 Year: 2016-18
Expand All | Collapse All
Table of contents
Program Mission
1 Provide the knowledge and skills needed to secure gainful employment in either print or digital environments, to publish and market creative works online or off, or to simply to function as a full participant in this new digital age.
1.1 Demonstrate familiarity with principal works, authors, genres, and periods of Navajo, American Indian, and ethnic literature.
1.2 Demonstrate awareness of cultural and historical influences on creative writing.
Action Plan
1.2.1 Essay rubric
1.3 Produce original writing in multiple genres and formats.
1.4 Evaluate writing using appropriate concepts and formats.
1.5 Produce online creative media products.
1.6 Produce a professional portfolio.
1.7 Demonstrate confidence in various writing endeavors.
1.7.1 English 405, Spring 2018, student self assessment
Team
Program Mission
+Add Program Mission
1 Provide the knowledge and skills needed to secure gainful employment in either print or digital environments, to publish and market creative works online or off, or to simply to function as a full participant in this new digital age.
Nothing Entered
Learning Outcomes
+Add Learning Outcomes
1.1 Demonstrate familiarity with principal works, authors, genres, and periods of Navajo, American Indian, and ethnic literature.
1.2 Demonstrate awareness of cultural and historical influences on creative writing.
1.3 Produce original writing in multiple genres and formats.
1.4 Evaluate writing using appropriate concepts and formats.
1.5 Produce online creative media products.
1.6 Produce a professional portfolio.
1.7 Demonstrate confidence in various writing endeavors.


Weave
Projects
Credentials
Reports
Daniel McLaughlin
Set Project Status
BA in Diné Studies
2 Year: 2016-18
Expand All | Collapse All
Table of contents
Program Mission
1 Produce graduates for employment as cultural teachers/instructors/professors, cultural interpreters, cultural social workers, health care workers, community service workers, community liaisons, health educators, various leadership roles and other relevant occupations.
1.1 Demonstrate basic understanding of Navajo culture, history, and government.
1.1.1 Presentations with rubrics, and exams
1.2 Communicate orally in Navajo at an ACTFL intermediate level or higher.
1.3 Read and write Navajo at an ACTFL intermediate level or higher.
1.4 Demonstrate understandings of Navajo linguistics.
1.5 Organize family- and community-based events for revitalizing Navajo culture.
1.5.1 Project with rubric
1.6 Demonstrate leadership skills based on Diné Philosophy of Education.
1.7 Demonstrate Diné Philosophy of Education values.
1.8 Produce a professional portfolio that demonstrates workforce readiness.
Team
Program Mission
+Add Program Mission
1
Produce graduates for employment as cultural teachers/instructors/professors, cultural interpreters, cultural social workers, health care workers, community service workers, community liaisons, health educators, various leadership roles and other relevant occupations.
Nothing Entered
Learning Outcomes
+Add Learning Outcomes
1.1 Demonstrate basic understanding of Navajo culture, history, and government.
1.2 Communicate orally in Navajo at an ACTFL intermediate level or higher.
1.3 Read and write Navajo at an ACTFL intermediate level or higher.
1.4 Demonstrate understandings of Navajo linguistics.
1.5 Organize family- and community-based events for revitalizing Navajo culture.
1.6 Demonstrate leadership skills based on Diné Philosophy of Education.
1.7 Demonstrate Diné Philosophy of Education values.
1.8 Produce a professional portfolio that demonstrates workforce readiness.


Weave
Projects
Credentials
Reports
Daniel McLaughlin
Set Project Status
BS in Early Childhood & Multicultural Education 2
Year: 2016-18
Expand All | Collapse All
Table of contents
Program Mission
1 Educate students to become proficient in Early Childhood Profession, to advocate for their safety, health, and well-being of all children from birth to eight years old. To have students learn and demonstrate the core competencies using the Diné Philosophy of Education so they can interact effectively with children.
1.1 Demonstrate familiarity with principles of child development.
1.2 Demonstrate familiarity with basic principles of ECME administration.
1.3 Evaluate ECME curriculums.
1.4 Evaluate ECME assessments.
1.5 Build family and community collaborations.
1.5.1 Presentation rubric
1.6 Integrate Diné Philosophy of Education (nitsáhákees, nahat'á, íiná, and sihasin) into EC programming.
1.6.1 Portfolio
1.7 Demonstrate confidence, competence, and compassion.
Team
Program Mission
+Add Program Mission
1 Educate students to become proficient in Early Childhood Profession, to advocate for their safety, health, and well-being of all children from birth to eight years old. To have students learn and demonstrate the core competencies using the Diné Philosophy of Education so they can interact effectively with children.
Nothing Entered
Learning Outcomes
+Add Learning Outcomes
1.1 Demonstrate familiarity with principles of child development.
1.2 Demonstrate familiarity with basic principles of ECME administration.
1.3 Evaluate ECME curriculums.
1.4 Evaluate ECME assessments.
1.5 Build family and community collaborations.
1.6 Integrate Diné Philosophy of Education (nitsáhákees, nahat'á, íiná, and sihasin) into EC programming.
1.7 Demonstrate confidence, competence, and compassion.


Weave
Projects
Credentials
Reports
Daniel McLaughlin
Projects / Assessment / Cert In Electrical Trades / 2 Year: 2016-18
Set Project Status
Cert in Electrical Trades
2 Year: 2016-18
Expand All | Collapse All
Table of contents
Program Mission
1 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 he knowledge gained through our hands-on training and expertise of employment.
1.1 Retain understanding of trade terms and symbols.
1.1.1 Quizzes and exams
1.2 Complete unit-based performance tasks.
1.2.1 Performance assessment
1.3 Apply knowledge of math and electrical theory.
1.3.1 Checklist and observation
1.4 Complete a commercial wiring capstone project.
1.4.1 Observations and self-assessments
1.4.2 Nothing Entered
1.5 Demonstrate professionalism.
1.5.1 Resume rubric
1.6 Demonstrate safety.
1.6.1 Tests
1.6.2 Observations
Program Mission
+Add Program Mission
1 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 he knowledge gained through our hands-on training and expertise of employment.
Nothing Entered
Learning Outcomes
+Add Learning Outcomes
1.1 Retain understanding of trade terms and symbols.
1.2 Complete unit-based performance tasks.
1.3 Apply knowledge of math and electrical theory.
1.4 Complete a commercial wiring capstone project.
1.5 Demonstrate professionalism.
1.6 Demonstrate safety.

Recommendations for improving student learning and assessment

Reviewed and approved by NTU's Assessment Committee
Wed May 15 2018

1. **Admin/coordination**
   A. Hire someone to coordinate all activities related to assessment. Not an assessment coordinator per se. Perhaps a Student Learning Coordinator. Responsibilities can include assessment, academic-focused accreditation matters, program design, and academic professional development.
   B. Have the academic chairs continue to sit on the assessment committee. Include one or several reps from student services. Enlarge the committee's scope to include i) academic assessment, ii) academic program review, iii) general education assessment, iv) co-curricular assessment, and v) academic professional development.
   C. Stipulate a stipend and/or release time for service on the assessment committee.
   D. Rename the committee: from "assessment," perhaps, to Student Learning and Achievement (SLAC) or some other moniker focused on student learning (and not the "a" word).

2. **Process/policies**
   A. Revise the Assessment Guide. Clarify HLC expectation that all faculty be "substantially involved in good assessment practices" (criterion 4B4).
   B. Focus on program assessment (not course assessment). Establish a rubric for guiding and evaluating all aspects of program design and annual program assessment reporting.
   C. Establish in the revised Guide processes for GenEd and co-curricular program assessment. (Consider consolidation of the two programs.)
   D. Establish connections, also in the Guide, from annual program assessment to academic program review. Develop a section for academic program review as appropriate. The section should include all information needed to inform a thoughtful and transparent process for program review.
   E. Revise CAR, GER, PAR, and program review templates. Align them to built-in parameters of Weave online tools. (There are big opportunities for improving GenEd and co-curricular assessment in this context.)
   F. Establish an annual academic/student learning calendar, with at least two days identified at beginning of each semester for departmental meetings on program design and assessment.
   G. Ensure that the annual student learning calendar is in synch with other major planning and evaluation processes: academic program review, annual administrative unit planning and evaluation, strategic planning, and budgeting. It is particularly important that assessment reporting be in synch with budgeting, and especially, with requests for supplement program support.
   H. Consider having one whole Friday in mid-semester, for fall and spring, dedicated entirely to department and program-level work sessions on assessment (not administrivia).

I. In the academic/assessment calendar, identify the week after graduation for the production of program-level, summative, annual assessment reports by faculty for each certificate and degree program.
J. Ensure that the SLAC review each program assessment report using the appropriate rubric (discussed above) and provide feedback to program assessors/faculty on their annual assessment reports. Ensure that the faculty receive the feedback reports on a timely basis so that they can incorporate feedback starting in the next academic planning and assessment cycle.

3. Incentives/rewards/awards

A. Establish a template for a summative, all-inclusive annual student learning report with relevant scorecard that indicates compliance (or lack thereof) and the program assessment rubric (discussed above). The summative student learning report will be presented to the faculty assembly at convocation at the beginning of the next academic year. It ought to include program assessment reports; program review analyses; institutional data on enrollments, retention, completion rates, student and employee satisfaction; and finally, opportunities for program and institutional improvements.
B. Establish a bonus incentive for departments that complete the assessment loop in all academic programs: e.g., $10,000 for one or another line in the departmental budget.
C. Develop an annual award for outstanding student learning and development service, presented at graduation along with Faculty of the Year award.

4. Expectations

A. Make clear contractual obligations and consequences for non-compliance.

5. Professional development

A. Establish a Teaching and Learning Center (a classroom space for holding individual and small group work sessions; this could be office space for the Student Learning Coordinator).
B. Offer walk-in assistance to faculty and program designers every Friday.
C. Survey faculty to establish training priorities and opportunities for peer-presentations.
D. Hold lunch-time speaker series on teaching and learning every other Thursday.
E. Send SLAC team (2-3 annually) to NMHEAR conference in ABQ in late Feb. Have team members rotate and be responsible for leading one or several lunchtime speaker presentations after the conference that highlight best practices presented at the conference.