



Course Outcomes Form

Northwest Indian College

Follow the *Instructions for Completing the Course Outcomes Form*, which is available on the **NWIC Assessment Website** at <http://www.nwic.edu/assessment/course-outcomes>
 Please submit this form electronically to the chair of the Curriculum Committee

It is important to keep the following principles in mind when completing this form:

- Regardless of the mode of learning (i.e., face-to-face, Independent learning, ITV, online, etc.) or the location of a course, only one course outcomes form is to be created for each course.
- Regardless of the mode of learning or the location of a course, the **NWIC outcomes** and the **Course outcomes** must be the same for each course.
- The **Instructional activities** and the **Assessment/evaluation strategies** may differ depending on the mode of learning. Please indicate the **Instructional activities** and the **Assessment/evaluation strategies** that are different from the face-to-face class (e.g., “IL: Essay”).

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| Last date this form was updated or edited | 8/26/2014 |
| Course Number (e.g., ENGL 101) | CARE 450 |
| Course Name (e.g., English Composition I) | Planning and Evaluating Tribal Programs |
| List the names of all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person) | Susan Kincaid (consultant), Bernice Portervint, Krista Mahle, Shelley Macy, Ane Berrett, Gaylene Gobert, Harmony Blancher, Josephine Perronteau |
| List the main textbooks, readings or other resources used in this course (including title, year and publisher) | Grinnell, R. M., Jr., Gabor, P.A., & Unrau, Y.A. (2012). Program evaluation for social workers: Foundations of evidence-based programs (6 th Ed.). New York, NY: Oxford University Press. |
| | Kretzman, J. P., McKnight, J.L., & Dobrowski, S. (2005). Discovering community power: A guide to Mobilizing local assets and your organization’s capacity. Evanston, IL: Asset-Based Community Development Institute, School of Education and Social Policy, Northwestern University. Available at: http://www.sesp.northwestern.edu/images/kelloggabcd.pdf |
| | University of Wisconsin-Extension. (2002-2012). Program development and evaluation. Available at http://www.uwex.edu/ces/pdande/evaluation/evallogicmo del.html [Used in HUMS 450 and 460] |
| | American Psychological Association. (2013). <i>Publication manual of the American Psychological Association</i> (6 th Ed.). Author. |

- A. NWIC outcomes:** From the *List of NWIC Outcomes*, select the *most* important outcomes you *assess* in this course (at least one NWIC outcome must be chosen- **maximum of four**).

| NWIC outcome # (e.g., “Written communication: 2a. Write Standard English”) | Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity) | Assessment/Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays) |
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| Effectively communicate in diverse situations, from receiving to expressing information, both verbally and nonverbally. (1) | Lectures, readings, in-class exercises, participation, needs assessment, design program, budget, outcomes and evaluation plan, self-assessment of learning outcomes, peer review. | Attendance, needs assessment, design program, budget, outcomes and evaluation plan, self-assessment of learning outcomes. |
| Use analytical and critical thinking skills to draw and interpret conclusions from multiple perspectives including Indigenous theory and methods. (2) | Lectures, readings, in-class exercises, participation, needs assessment, design program, budget, outcomes and evaluation plan, self-assessment of learning outcomes, peer review. | Attendance, needs assessment, design program, budget, outcomes and evaluation plan, self-assessment of learning outcomes. |
| Meet the technological challenges of a modern world. (7) | Lectures, readings, in-class exercises, participation, needs assessment, design program, budget, outcomes and evaluation plan, self-assessment of learning outcomes, peer review. | Attendance, needs assessment, design program, budget, outcomes and evaluation plan, self-assessment of learning outcomes. |
| Work cooperatively toward a common goal. (8) | Lectures, readings, in-class exercises, participation, needs assessment, design program, budget, outcomes and evaluation plan, self-assessment of learning outcomes, peer review. | Attendance, needs assessment, design program, budget, outcomes and evaluation plan, self-assessment of learning outcomes. |

- B. Course outcomes:** In order of priority, list the *most* important other learning outcomes for this course that you *assess* (a maximum of 10). [NOTE: These outcomes are equal in importance.]

| Other course outcomes: Complete the sentence – As a result of this course, students will be able to... | Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity) | Assessment / Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays) |
|---|---|---|
| Design and evaluate programs appropriate to tribal settings. | Lectures, readings, in-class exercises, participation, needs assessment, design program, budget, outcomes and evaluation plan, self-assessment of learning outcomes, peer review. | Attendance, needs assessment, design program, budget, outcomes and evaluation plan, self-assessment of learning outcomes. |
| Develop and evaluate outcomes. | Lectures, readings, in-class exercises, participation, needs assessment, design program, budget, outcomes and evaluation plan, self-assessment of learning outcomes, peer review. | Attendance, needs assessment, design program, budget, outcomes and evaluation plan, self-assessment of learning outcomes. |
| Develop program budgets. | Lectures, readings, in-class exercises, participation, needs assessment, design program, | Attendance, needs assessment, design program, budget, outcomes and evaluation plan, self-assessment of |

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| | budget, outcomes and evaluation plan, self-assessment of learning outcomes, peer review. | learning outcomes. |
| Design and perform needs assessments and locate community resources (asset mapping). | Lectures, readings, in-class exercises, participation, needs assessment, design program, budget, outcomes and evaluation plan, self-assessment of learning outcomes, peer review. | Attendance, needs assessment, design program, budget, outcomes and evaluation plan, self-assessment of learning outcomes. |

C. List the NWIC outcomes and course outcomes from above on your syllabus.

D. Assess the NWIC outcomes and course outcomes, which are listed above, in your classes.