



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").

Last date this form was updated or edited	8/26/2014
Course Number (e.g., ENGL 101)	CARE 470
Course Name (e.g., English Composition I)	Tribal Agency Management and Administration
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)	Scott, J. (2006). <i>Sixteen tips in recruiting volunteers</i> . World Volunteer Web. Available at http://www.worldvolunteerweb.org/browse/volunteering-issues/senior-volunteers/doc/16-tips-in-recruiting.html
	Worth, M. J. (2013) <i>Nonprofit management: Principles and practice</i> (3 rd Ed.). Thousand Oaks, CA: SAGE.
	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)
Effectively communicate in diverse situations, from receiving to expressing information, both verbally and nonverbally. (1)	Lectures, readings, participation, dialogue, reflective writing, library research, small group PowerPoint presentation, conduct and analyze interview, self-assessment of outcome mastery.	Attendance, reflective writing, annotated bibliography, PowerPoint presentation, self-assessment of outcome mastery, interview analysis.
Use analytical and critical thinking skills to draw and interpret conclusions from multiple perspectives including Indigenous theory and methods. (2)	Lectures, readings, participation, dialogue, reflective writing, library research, small group PowerPoint presentation, conduct and analyze interview, self-assessment of outcome mastery.	Attendance, reflective writing, annotated bibliography, PowerPoint presentation, self-assessment of outcome mastery, interview analysis.
Meet the technological challenges of a modern world. (7)	Lectures, readings, participation, dialogue, reflective writing, library research, small group PowerPoint presentation, conduct and analyze interview, self-assessment of outcome mastery.	Attendance, reflective writing, annotated bibliography, PowerPoint presentation, self-assessment of outcome mastery, interview analysis.
Work cooperatively toward a common goal. (8)	Lectures, readings, participation, dialogue, reflective writing, library research, small group PowerPoint presentation, conduct and analyze interview, self-assessment of outcome mastery.	Attendance, reflective writing, annotated bibliography, PowerPoint presentation, self-assessment of outcome mastery, interview analysis.

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)
Direct an agency or program.	Lectures, readings, participation, dialogue, reflective writing, library research, small group PowerPoint presentation, conduct and analyze interview, self-assessment of outcome mastery.	Attendance, reflective writing, annotated bibliography, PowerPoint presentation, self-assessment of outcome mastery, interview analysis.
Manage both direct and indirect services and staff.	Lectures, readings, participation, dialogue, reflective writing, library research, small group PowerPoint presentation, conduct and analyze	Attendance, reflective writing, annotated bibliography, PowerPoint presentation, self-assessment of outcome mastery, interview analysis.

	interview, self-assessment of outcome mastery.	
Managing agency budgets and resources.	Lectures, readings, participation, dialogue, reflective writing, library research, small group PowerPoint presentation, conduct and analyze interview, self-assessment of outcome mastery.	Attendance, reflective writing, annotated bibliography, PowerPoint presentation, self-assessment of outcome mastery, interview analysis.
Recruit, manage, and retain volunteers.	Lectures, readings, participation, dialogue, reflective writing, library research, small group PowerPoint presentation, conduct and analyze interview, self-assessment of outcome mastery.	Attendance, reflective writing, annotated bibliography, PowerPoint presentation, self-assessment of outcome mastery, interview analysis.
Analyses of BIA vs. Indigenous Governance Models	Research, interviews, writing analysis	Research paper, presentation

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.