



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. May 5, 2015 **strategies** that are different from the face-to-face class (e.g., "IL: Essay").

Last date this form was updated or edited	May 28, 2015
Course Number (e.g., ENGL 101)	ARTD 165
Course Name (e.g., English Composition I)	Quilting
List the names of all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Josephine Perronteau, , Jackie Swain (quilting faculty at Salish Kootenei College)
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	No text required for course
	Quilt design provided by instructor Designs from Diane's Native American Star Quilts (used by permission of owner) http://www.nativeamericanstarquilts.net
	Sample pattern books provided by instructor

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)
demonstrate knowledge of what it means to be a people	In-class discussions about the role of quilts and giving	Discussion with students about what they know about the quilt and what they will do with it *giving, etc.)

B. Course outcomes: In order of priority, list the most important other learning outcomes for this course that you assess (a maximum of 10).

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)
choose appropriate fabrics for their own quilt, including choosing appropriate designs.	Field trip and in-class discussion	Student presents and discusses materials chosen
coordinate fabric colors and designs for their own quilt.	Field trip and in-class discussion	Student presents and discusses materials chosen
cut straight lines.	In-class demonstrations and discussion	Assessment of quality of quilt constructed by student
sew straight seams, including using appropriate pressing techniques.	In-class demonstrations and discussion	Assessment of quality of quilt constructed by student
make accurate 45- and 90-degree angle cuts.	In-class demonstrations and discussion	Assessment of quality of quilt constructed by student

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.