



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	April 23, 2015
Course Number (e.g., ENGL 101)	ARTD 161
Course Name (e.g., English Composition I)	Flute Making
List the names of all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Peter Ali, Rebecca Saxton
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	There is no text for this course. Resource material – PBS video on a local flute-making family http://video.pbs.org/video/1392237354 Guest presenters – Paul Wagner

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 discussion, video and guest presenter	In-class discussion following presentations, assessment of connection between outcome and flute-making presented in the student paper
exhibit a sense of place	In-class discussion, video and guest presenter	In-class discussion following presentations, assessment of connection between outcome and flute-making presented in the student paper

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)
construct a traditional Native American flute	Demonstrations, videos, presentations in class, construction of flute in class with guidance	Presentation of finished flute and testing of flute
play songs on the flute they construct	Discussion and presentation by instructor and guests, Student research, In-class practice	Student end-of-quarter presentation
describe how the flute produces sound	In-class discussion, presentations, and demonstrations	In-class discussion and flute demonstratin and description buy student at end of quarter
describe the role of the flute in a specific Native American culture	In class discussion, video, guest presentation	assessment of content in student paper
discuss the contributions of current Native American flutists	In class discussion, video, guest presentation	assessment of content in student paper

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.