



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 | April 28, 2015 |
| Course Number (e.g., ENGL 101) | ENGL 100 |
| Course Name (e.g., English Composition I) | Foundations of Composition |
| List the names of all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person) | Kathy Stuart-Stevenson, Rebecca Saxton |
| List the main textbooks, readings or other resources used in this course (including title, year and publisher) | An Indigenous Peoples' History of the United States Roxanne Dunbar-Ortiz |
| | Behind the Trail of Broken Treaties Vine Deloria Jr. |
| | Indians of the Pacific Northwest Vine Deloria Jr. |
| | Custer Died for Your Sins: An Indian Manifesto Vine Deloria Jr. |
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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) |
|---|---|---|
| Native Leadership-To acquire a quality education: 1a. Effectively communicate in diverse situations, from receiving to expressing information, both verbally and non-verbally | Group work, grammar/punctuation/spelling review, lecture, organizing writing practice, writing as a “process” activities, close reading, research | Peer review/editing, note-taking and vocabulary log, completed templates/drafts/essays |

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) |
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| Use academic voice to write papers using Standard English | Lecture, group work, peer review and editing | Essays/Final Project |
| Read a range of types of material, with an emphasis on informational and historical texts and understand that close and critical reading/analysis allows writers to understand how and why texts create meaning. | Lecture, group work | Highlighting and annotating, discussion of main ideas, essays |
| Student articulates a thesis, uses transitions, and states a conclusion and organizes ideas in academic style | Lecture, in-class activities (templates and drafting), group work, opportunity to continue to revise on-time assignments and do further research | Essays/Final Project |
| When confronted with a recognizable problem or issue from a certain discipline, student can articulate what a reasonable solution might be and describe a process for reaching that solution | Lecture, research, Indigenous Service Learning project | Final Project/Process paper |
| Student organizes and identifies premises and conclusions in their own thinking, conducts inquiry/formulates questions, and makes claims based on external evidence (something | Lecture, group work, critical thinking activities, research, library visit | Essays, Final Project/Process paper |

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| beyond the student's own memories) | | |
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- 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.**