

Minutes taken by Janel.

All faculty present.

1. Reviewed results report from Fall semester (FA 06). Verified if changes were made based on recommendations or other changes were made.
 - a. Thomas modified number of questions to help students get more in depth.
 - b. Janel added questions in Navajo.
 - c. Amelia collected assignment later in the semester.
 - d. Ben changed questions and focused more time on this assignment.
2. Reports from each faculty on data collection:

Course	Information on Artifacts for Data Collection
EDU 111	(Phil Stmt) Only two completed assignments available. None were collected from Crownpoint so more work needs to be done with the instructor.
EDU 238	(Final) Five available from Tsaille and Window Rock
EDU 240	(Final) Five available from Crownpoint
EDU 290	(Materials Critique) Five available from Chinle.
EDU 292	(Interview) Five available from Shiprock, Tsaille, and Crownpoint. Number of assignments dropped so they could concentrate more on the interview.

3. Modify Rater Worksheet. Each faculty as Rater will put all scores for each artifact in each box. This will save paper.
4. Everyone given artifacts to assess from each of the courses. Day 1 concluded with completion of all artifacts assessed. We will begin on Tuesday morning with analysis of results and recommendations.
5. Completed analysis.
6. Observations and Recommendations:
 - We are clearer about the questions we are asking. Are we teaching to the test? Yes, we could be. This is okay if we're the ones writing the test because they are our goals and outcomes.
 - Are we asking the question in a way students have an opportunity to show their knowledge and skills? This question was asked particularly about the higher levels of critical thinking.
 - It was helpful to collect artifacts at end of semester rather than the beginning
 - It was also helpful to ask questions to increase content of writing, grammar, and mechanics when students were drafting their papers throughout the semester.
 - We continue to check ourselves and ask, As raters' do we interpret the responses accurately?
 - We will look at the percentages more specifically rather than having one at 50% for everything. With data now available from Fall 2006 and Spring 2007, suspend the 50% as a goal to meet and set up new goals based upon our ratings for feelings, critical thinking, and communication.
 - Complete reporting of Critical Thinking and Communication before EOS Spring 2007

- There is another way to check in on how we are determining goals and outcomes with our ratings. For the next assessment of artifacts , review all courses, read for all outcomes and see what happens to the matrix.
- Based on our courses (Ben for EDU 292, Amelia for EDU 111, etc.) each of us will collect 2 artifacts from each course offered in the Fall 2007 (Tsaile, Shiprock, or a community center) and complete the Rater Worksheets. We will give them to Thomas, Program Coordinator. He will retain them and they'll be included in the EOS Spring 2008 review.
- See below for Plans for each Faculty for AY2007-2008:

Course	Plans
EDU 111	Focus on more higher level critical thinking at evaluation
EDU 238	Continue as is.
EDU 240	Continue as is.
EDU 290	Review and change some of the questions.
EDU 292	Consider dropping 2.3. Revisit this in December 2007. Review some of the interview questions.