

**Program Assessment Plan and Results**  
**Analysis of AY 05-06 and Plan for AY 06-07**

Division: CDTE

Period of assessment: Academic Year 2005-2006

Program: Elementary Education

Person(s) responsible for implementation of assessment plan: Thomas P. Benally, Coordinator of AA Elem Ed Pgm

Relevant statements(s) from Diné College's mission:

The Diné College Mission and Center for Diné Teacher Education Elementary Education Associate of Arts Program are interwoven. All of the major concepts are addressed directly.

Diné College is a public institution of higher education chartered by the Navajo Nation. The mission of Diné College is to apply the Sa'ah Naaghái Bik'eh Hózhóón principles to advance quality student learning:

- through Nitsáhákees (Thinking), Nahatá (Planning), Iiná (Living) and Sihasin (Assurance)
- in study of the Diné language, history and culture
- in preparation for further studies and employment in a multi-cultural and technological world in fostering social responsibility, community service and scholarly research that contribute to the social, economic and cultural well being of the Navajo Nation

Program mission

The mission of the Associate of Arts in Elementary Education program is to advise and prepare students for careers as educators utilizing Sa'ah Naaghái Bik'eh Hozhoon. Our Program Goals further show how the program supports both missions.

Program goals addressed by this plan:

1. Students will articulate what it means to be a teacher.
  - 1.1 Students will be able to express her/his own philosophy of education.
  - 1.2 Students know what schools and education systems are.
  - 1.3 Students have beginning skills and knowledge that are used in a learning environment.
  - 1.4 Students can participate in rich professional critical talk.
2. Students will become educators of Navajo students.
  - 2.1 Students know Navajo Nation schools and communities.
  - 2.2 Students know Navajo children and their families.
  - 2.3 Students advocate for quality education.

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Outcomes *(Attach Program Matrix)*	Program Assessment Measures & Criteria	Program Assessment Results/Data	Program Assessment Recommendations (Closing the Loop)
<b>Goal 1. Students will articulate what it means to be a teacher.</b>		<i>We are currently setting a milestone at 50% of reviewer findings. Anything below 50% will be further addressed in Program Assessment Recommendations</i>	
<p>1.1 Students express a philosophy of Education</p> <p>1.2 Students know what schools and education systems are.</p> <p>1.3 Students show beginning skills and knowledge that are used in a learning environment.</p> <p>1.4 Students have skills to participate in rich, professional, critical talk</p>	<p><b>Assessment measures</b> were set up to analyze if student successfully answered prompts. The following criteria were used:</p> <p><b>EF:</b> Do students show effective engagement when <b>expressing feelings</b> related to the objectives of each outcome? (How opinions, judgments, or decisions have been formed and why; how to be resourceful, to gain information when questions arise tomorrow, the next day, or further in the future; and, a passion, curiosity, enthusiasm, or strong feelings for the topic to show how they care.)</p> <p><b>CT:</b> Do students show effective engagement in different levels of <b>critical thinking skills</b>?</p> <p><b>CS:</b> Do students show effective <b>everyday communication skills</b>? Do students show effective <b>college-level communication skills</b>? (The parameters for data analysis include <u>Organization &amp; Support of Ideas</u>: use relevant examples, descriptions/definitions, and/or explanations(details, facts, reasons, examples and descriptions)? Contextualize his/her opinion with examples, descriptions to clarify his/her ideas? Are the examples, descriptions/definitions, and/or explanations helpful to the reader to understand the student's POV? personal experiences used to support or lend better understanding of viewpoint? Ideas expressed linked together (unified) throughout? <u>Style</u>: Are metaphors, symbolism, sensory detail, and/or idioms used to show the subtleties of language and power of imagery? Is there a redundant use of particular words/ideas? Are there precise word choices? <u>Grammar</u>: Accurate capitalization? standard grammar and usage (e.g., subject-verb agreement, pronoun agreement and consistency of verb tense)?accurate spelling? Accurate us of punctuation (e.g., comma, ellipsis, apostrophe, semicolon, colon)? use of persuasive word choices and sentence structure (e.g., connotation, strong verbs, repetition and parallelism)?)</p>	<p><b>EF:</b> Program data shows that 67% of reviewer findings indicate students are successfully <b>expressing their feelings</b></p> <p><b>CT:</b> Program data shows that 28% of reviewer findings indicate students are successfully demonstrating <b>critical thinking skills</b>. A deeper analysis of the data indicate:</p> <ul style="list-style-type: none"> <li>• 58% Knowledge</li> <li>• 51% Comprehend/Understand</li> <li>• 35% Application</li> <li>• 16% Synthesis or</li> <li>• 15% Analysis</li> <li>• 9% Evaluative</li> </ul> <p><b>CS:</b> Program data shows that 48% of reviewer findings indicate students are successfully demonstrating <b>communication skills</b>. A deeper analysis of the data indicate:</p> <ul style="list-style-type: none"> <li>• 38% Everyday Comm</li> <li>• 48% College-level Comm Style</li> <li>• 61% College-level grammar</li> </ul>	<p><b>EF:</b> Program aggregated data indicates we are appropriately using assessment prompts to elicit student responses and that their responses indicate they have the <b>skills to successfully express their feelings</b> regarding what it means to be a teacher. Therefore, we need to continue efforts reflecting effective student output if we seek to increase our threshold in this area.</p> <p><b>CT:</b> Program aggregated <b>critical thinking</b> data indicates that while students are providing information regarding knowledge and understanding of the concepts in this goal, through inadequate assessment prompts or emphasis in instruction, students are not indicating an adequate degree of skills in applying their learning, synthesis or analysis of their learning or evaluation skills. Further study of this issue will be a part of the program assessment in the academic year FA06SP07.</p> <p><b>CS:</b> Program aggregated <b>communication skills</b> data indicates that we are meeting our initial milestone of 50%. Therefore, we need to continue efforts reflecting effective student output if</p>

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			we seek to increase our threshold in this area.
<b>Outcomes*(Attach Program Matrix)*</b>	<b>Program Assessment Measures &amp; Criteria</b>	<b>Program Assessment Results/Data</b>	<b>Program Assessment Recommendations (Closing the Loop)</b>
<b>Goal 2. Students will become educators of Navajo students.</b>		<i>We are currently setting a milestone at 50% of reviewer findings. Anything below 50% will be further addressed in Program Assessment Recommendations</i>	
<p>2.1 Students know Navajo Nation Schools and communities.</p> <p>2.2 Students know Navajo students and their families.</p> <p>2.3 Students commit her/self/himself to be an advocate for quality education.</p>	<p><b>Assessment measures</b> were set up to analyze if student products were successful in answering the following criteria:</p> <p><b>EF</b> Do students show effective engagement when <b>expressing feelings</b> related to the objectives of each outcome? (How opinions, judgments, or decisions have been formed and why; how to be resourceful, to gain information when questions arise tomorrow, the next day, or further in the future; and, a passion, curiosity, enthusiasm, or strong feelings for the topic to show how they care.)</p> <p><b>CT:</b> Do students show effective engagement in different levels of <b>critical thinking skills</b>?</p> <p><b>CS:</b> Do students show effective <b>everyday communication skills</b>? Do students show effective <b>college-level communication skills</b>? (The parameters for data analysis include <u>Organization &amp; Support of Ideas</u>: use relevant examples, descriptions/definitions, and/or explanations(details, facts, reasons, examples and descriptions)? Contextualize his/her opinion with examples, descriptions to clarify his/her ideas? Are the examples, descriptions/definitions, and/or explanations helpful to the reader to understand the student's POV? personal experiences used to support or lend better understanding of viewpoint? Ideas expressed linked together (unified) throughout? <u>Style</u>: Are metaphors, symbolism, sensory detail, and/or idioms used to show the subtleties of language and power of imagery? Is there a redundant use of particular words/ideas? Are there precise word choices? <u>Grammar</u>: Accurate capitalization? standard grammar and usage (e.g., subject-verb agreement, pronoun agreement and consistency of verb tense)?accurate spelling? Accurate us of punctuation (e.g., comma, ellipsis, apostrophe, semicolon, colon)? of persuasive word choices and sentence structure (e.g., connotation, strong verbs, repetition and parallelism)?)</p>	<p><b>EF</b> Program data shows that 59% of reviewer findings indicate students are successfully <b>expressing their feelings</b> in regards to goal 2.</p> <p><b>CT:</b> Program data shows that 24% of reviewer findings indicate students are successfully demonstrating <b>critical thinking skills</b> in regards to Goal 2. A deeper analysis of the data indicate:</p> <ul style="list-style-type: none"> <li>• 50% Knowledge</li> <li>• 44% Comprehen/Understand</li> <li>• 24% Application</li> <li>• 12% Analysis</li> <li>• 11% Synthesis</li> <li>• 6% Evaluative</li> </ul> <p><b>CS:</b> Program data shows that 46% of reviewer findings indicate students are successfully demonstrating <b>communication skills</b> in regards to goal 2. A deeper analysis of the data indicate:</p> <ul style="list-style-type: none"> <li>• 34% Everyday Comm</li> <li>• 39% Coll Comm Style</li> <li>• 64% Coll grammar</li> </ul>	<p><b>EF:</b> Program aggregated data for <b>students' expression of feelings</b> indicates we are appropriately using assessment prompts to elicit student responses and that their responses indicate they have the skills to successfully express their feelings regarding what it means to be a teacher. Therefore, we need to continue efforts reflecting effective student output if we seek to increase our threshold in this area.</p> <p><b>CT:</b> Program aggregated data for <b>critical thinking</b> indicates that while students are providing information regarding knowledge and understanding of the concepts in this goal, through inadequate assessment prompts or emphasis in instruction, students are not indicating an adequate degree of skills in applying their learning, synthesis or analysis of their learning or evaluation skills. Further study of this issue will be a part of the program assessment in the academic year FA06SP07.</p> <p><b>CS:</b> Program aggregated data for <b>communication</b> indicates that we are meeting our initial milestone of 50%. Therefore, we need to continue efforts reflecting effective student output if we seek to increase our threshold in this area.</p>

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