

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

Division: CDTE

Period of assessment: Academic Year 2006-2007

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.

Artifacts from all courses except EDU 240 were included in the Elementary Education Program assessment. Data completed for this form is aggregated. Detailed documentation is available through the CDTE Chair and Program Coordinator.

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Outcomes *(Attach Program Matrix)*	Program Assessment Measures & Criteria	Program Assessment Results/Data	Program Assessment Recommendations (Closing the Loop)
Goal 1. Students will articulate what it means to be a teacher.		<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>Assessment measures were set up to analyze if student successfully answered prompts. The following criteria were used:</p> <p>EF: Do students show effective engagement when expressing feelings related to the outcomes for Goal 1? (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>CT: Do students show effective engagement in different levels of critical thinking skills?</p> <p>CS: Do students show effective everyday communication skills? Do students show effective college-level communication skills? (The parameters for data analysis include <u>Organization & 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 use 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>EF: Program data shows that 72% of reviewer findings indicate students are successfully expressing their feelings</p> <p>CT: Program data shows that 42% of reviewer findings indicate students are successfully demonstrating critical thinking skills. A deeper analysis of the data indicate:</p> <ul style="list-style-type: none"> • 76% Knowledge • 60% Compreh/Understand • 47% Application • 31% Synthesis or • 21% Analysis • 17% Evaluative <p>CS: Program data shows that 65% of reviewer findings indicate students are successfully demonstrating communication skills. A deeper analysis of the data indicate:</p> <ul style="list-style-type: none"> • 57% Everyday Comm • 61% College-level Comm Style • 77% College-level grammar 	<p>EF: Program aggregated data at 72% 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. Even though we made an improvement in this area, we need to consider additional efforts after concerns regarding critical thinking are addressed.</p> <p>CT: Program aggregated critical thinking data at 42% indicates that while students are providing information regarding knowledge and understanding of the concepts in Goal 1, 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. Even though we made an improvement in this area, further study of this issue will be a part of the program assessment in the academic year FA06SP07. Based on analysis of FA06 data, we will make the following modifications for Spring 2007: Thomas - Compare the Spring 2006 and Fall 2006 results. Make changes in the artifacts collected in EDU 290 by ensuring each question is expressed in Navajo. Do fewer reviews and make the students go more in depth. Janel – EDU 238. Make questions in Navajo</p>

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			<p>and in English to support NNS students to critically answer each question.</p> <p>Add Goal 2.1 (know Navajo schools)</p> <p>Ben – EDU 292. Write some questions in Navajo to support NNSs. Reduce number of questions and go for more indepth for higher order critical thinking. Move interview toward the end of the course.</p> <p>Amelia – EDU 111. Collect artifact later in the semester after students have spent more time working on expressing their philosophy</p> <p>CS: Program aggregated communication skills data indicates that we are exceeding our initial milestone of 50% by 15% (65%). We need to continue efforts reflecting effective student output but concentrate our efforts first on understanding how students are showing learning through critical thinking.</p>
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Outcomes	Program Assessment Measures & Criteria	Program Assessment Results/Data	Program Assessment Recommendations (Closing the Loop)
Goal 2. Students will become educators of Navajo students.		<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>Assessment measures were set up to analyze if student products were successful in answering the following criteria:</p> <p>EF Do students show effective engagement when expressing feelings 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>CT: Do students show effective engagement in different levels of critical thinking skills?</p> <p>CS: Do students show effective everyday communication skills? Do students show effective college-level communication skills? (The parameters for data analysis include <u>Organization & 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 use 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>EF Program data shows that 68% of reviewer findings indicate students are successfully expressing their feelings in regards to goal 2.</p> <p>CT: Program data shows that 39% of reviewer findings indicate students are successfully demonstrating critical thinking skills in regards to Goal 2. A deeper analysis of the data indicate:</p> <ul style="list-style-type: none"> • 74% Knowledge • 63% Comprehend/Understand • 43% Application • 21% Analysis • 18% Synthesis • 17% Evaluative <p>CS: Program data shows that 63% of reviewer findings indicate students are successfully demonstrating communication skills in regards to goal 2. A deeper analysis of the data indicate:</p> <ul style="list-style-type: none"> • 56% Everyday Comm • 61% Coll Comm Style • 71% Coll grammar 	<p>EF: Program aggregated data for students' expression of feelings as they articulate knowledge of Navajo schools, communities and children and see themselves as advocates, 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. We need to continue to study this area but our first priority is to better understand the critical thinking element of our assessment of student learning.</p> <p>CT: Program aggregated data for critical thinking indicates that while students are providing information regarding knowledge and understanding of the concepts in Goal 2, 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 when the subject matter addresses Goal 2 outcomes. Even though we made an improvement in this area, further study of this issue will be a part of the program assessment in the academic year FA06SP07. Changes identified in Goal 1 will influence students' expression of outcomes identified in Goal 2. In addition,</p>

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			<p>EDU 238 artifacts reveal they address 2.1 outcomes so it will be added to the matrix. Also, EDU 292 artifacts reveal students express a commitment to advocate and it will be added to the matrix.</p> <p>CS: Program aggregated data for communication indicates that we are finding 63% successful articulation of Goal 2 outcomes. 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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Overall program assessment decisions

- Modify assessment instrument so calculations are made easier
- Merge synthesis and analysis as normally only one or the other is reflected in an artifact.
- Review communication skills criteria and modify
- Consider other ways to tap into program evaluation such as surveys