

End-of-Year Assessment Report
Report Submitted by Thomas P. Benally, Program Coordinator
A.A. Elementary Education

Part I. Assessment for AY 2006-2007

Complete this section for each program (including general education goals) in the division and attach the Student Learning Assessment Plan and Results (SLAPR) form.

A. **Program: AA Elementary Education**

(Check what has been completed and add any pertinent comments)

- Assessment measure(s) administered
- Student responses evaluated
- Data entered and “crunched”
- Data and results entered on SLAPR form
- Results discussed and recommendations drafted for improvement to instruction, program, and/or assessment measure
- Recommendations entered on SLAPR form

B. Indicate the status of the Assessment Notebook for this program:

_____ Paper copy available: indicate general contents and years covered; e.g., SLAPR forms, data tables, program matrices, any forms or reports prior to fall 2005.

Available on division assessment website: indicate documents posted and years covered; e.g., SLAPR forms, data tables, program matrices, etc.

1. SLAPR
2. Data
3. Matrix
4. Course Alignment
5. Guide for Transferability
6. Assessment Cycle
7. Report for College Assessment Committee

C. Plans for Fall Assessment Workday: Indicate what needs to be done for assessment upon returning in the fall. Note anything that is important to remember, e.g., who has items such as student responses, tables of data, completed SLAPR forms, and what to do in the fall to close the loop on assessment of this program and what needs to be worked on for next years cycle.

- Fall '07, we will continue as in previous semesters to collect artifacts from our classes, here at Tsaille and Community Centers. We will rate them and give data to dineltsoii. We will

collect artifacts again for Spring '08. We will rate them and combine results with the Fall '07 artifacts.

- CDTE will review all courses, read for all outcomes on the matrix. We will then see how our matrix will turn out.
- 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.

Part II. Assessment projections for AY 2007-2008

1. List program(s) the division will be assessing for AY 07-08.
 AA Elementary Education
 AA Early Childhood Education

2. General Education: According to the timeline for general education assessment, the following goals are to be assessed for AY 07-08: oral communication and creativity (HUM) Navajo history/government (CDS); historical and current human diversity (SBS); physical wellness (MST). Other divisions, however, should check the attached schedule to verify that they have implemented assessment for the goals they are responsible for. If a division has not assessed a particular goal, it should plan to do so. Please indicate plans for GE assessment.

Part III. Evaluation of assessment within the division.

Please evaluate the work your division has done on assessment during this past year and note comments below.

Strengths (include any accomplishments, such as following up on recommendations from 05-06 assessment)

As you will see the SLAPR report on CDTE website, we made a big jump in the all areas of our outcomes from Fall '06 results. .

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. Changed some questions.
 - b. Janel added questions in Navajo.
 - c. Amelia collected assignments later in the semester for EDU 111 and modified the final to include a lesson plan as a part of the artifact for EDU 240.
 - d. Ben changed questions and focused more time on this assignment.
2. 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.
3. Observations and Recommendations:

- a. 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.
- b. 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.
- c. It was helpful to collect artifacts closer to the end of semester rather than the beginning.
- d. It was also helpful to ask questions to increase content of writing, grammar, and mechanics when students were drafting their papers throughout the semester.
- e. We continue to check ourselves and ask, As raters' do we interpret the responses accurately?
- f. 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.
- g. Complete reporting of Critical Thinking and Communication before EOS Spring 2007.
- h. 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.
- i. 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 (Tsailie, 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.

Areas for improvement

- We still need to further research and discuss the Critical Thinking area in all our courses.
- Modify Rater Worksheet. Each faculty as Rater will put all scores for each artifact in each box. This will save paper.

Part IV. Evaluation of the assessment workdays.

Please evaluate the assessment workdays — what was good and what needs improving — and note your comments below.

Good

- The review and discussion of the artifacts, results, matrix, etc.

Needs improving

None.

ATTACHMENTS:

Student Learning Assessment Plan and Results (SLAPR) form for each program and general education goal

Timeline for assessing outcomes for each program, including general education

Bá'ólta'í Adoodleelgi Bína'niltingo Bil Haz'á

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Assesment Overview of our Elementary Education Associate of Arts Program

Matrix for AY 2006 - 2007

Elementary Education Associate of Arts Program Matrix	EDU 111	EDU 238	EDU 290	EDU 292	EDU 240
Goal 1. Students will articulate what it means to be a teacher.					
1.1 Student will able to express her/his own philosophy of education.	Philosophy Stmt	Final	N	N	Final
1.2 Student knows what schools and education systems are.	N	Final	Materials Critique	Interview	N
1.3 Student has beginning skills and knowledge that are used in a learning environment.	Philosophy Stmt	Final	Materials Critique	Interview	N
1.4 Student can participate in rich professional, critical talk.	Philosophy Stmt	Final	N	N	N
Goal 2. Students will become educators of Navajo students.					
2.1 Student knows Navajo Nation schools and communities.	Philosophy Stmt	Final	N	Interview	Final
2.2 Student knows Navajo students and their families.	N	N	N	Interview	Final
2.3 Commits herself/himself to be an advocate for quality education.	Philosophy Stmt	Final	Materials Critique	Interview	Final



**CDTE A.A. in Elementary Education
Program Assessment Cycle of Student Learning
through Artifacts Collected in Courses**

<p><u>Relevant statements(s) from Din4 College's mission:</u> 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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p><u>Program mission</u> 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.</p> <p><u>Program goals addressed by this plan:</u></p> <p>1. Students will articulate what it means to be a teacher.</p> <p> 1.1 Students will be able to express her/his own philosophy of education.</p> <p> 1.2 Students know what schools and education systems are.</p> <p> 1.3 Students have beginning skills and knowledge that are used in a learning environment.</p> <p> 1.4 Students can participate in rich professional critical talk.</p> <p>2. Students will become educators of Navajo students.</p> <p> 2.1 Students know Navajo Nation schools and communities.</p> <p> 2.2 Students know Navajo children and their families.</p> <p> 2.3 Students advocate for quality education.</p>	Semester During...	Elementary Education
	Fall 2005	Collect artifacts of student learning and analyze process for EDU 111.
	Spring 2006	Review results, update matrix and assessment instrument. Add EDU 238 for Fall.
	Fall 2006	Add collection of artifacts from EDU 290 and EDU 292 for Spring. Artifacts of student learning are collected from 4 of the 5 EDU courses: <ul style="list-style-type: none"> ○ EDU 111 ○ EDU 238 ○ EDU 290 ○ EDU 292
	Spring 2007	Collect artifacts of student learning from all 5 EDU courses, Including data from Fall and Spring, analyze data at end of the semester, report findings, and make plans for the upcoming AY 2007-2008. Review results and update assessment process at end of semester. <ul style="list-style-type: none"> ○ EDU 111 ○ EDU 238 ○ EDU 240 ○ EDU 290 ○ EDU 292
	Fall 2007	Collect artifacts of student learning from all 5 EDU courses: <ul style="list-style-type: none"> ○ EDU 111 ○ EDU 238 ○ EDU 240 ○ EDU 290 ○ EDU 292
	Spring 2008	Collect artifacts from all 5 EDU courses, Including data from Fall and Spring, analyze data at end of the semester, report findings, and make plans for the upcoming AY 2008-2009.
	Fall 2008 – Spring 2009	Collect artifacts of student learning Fall and Spring semesters. Analyze results, report findings, and make plans for the upcoming academic year.
	Ongoing	Ongoing