

End-of-Semester Assessment Activity Report

Part I. Assessment for AY 2005-2006

Division CDTE

Degree Program: AA Elementary Ed

(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 Assessment Plan and Report form (please attach form)
- Results discussed and recommendations drafted for improvement to instruction, program, and/or assessment measure
- Recommendations entered on Assessment Plan and Report form (please attach form)

Note anything that is important to remember, e.g., who has such items as student responses, tables of data, completed assessment plan and report forms, and what to do in the fall to close the loop on assessment of this program. - See the following pages.

Part II. Assessment projections for AY 2006-2007

1. List degree program(s) will you be assessing for AY 06-07.
AA Elementary Ed
AA Early Childhood
2. General Education Assessment: According to the timeline for general education assessment the following goals are to be assessed for AY 06-07: Creativity (HUM and CDS) and Navajo culture (CDS). Other divisions, however, should discuss assessing a general education goal that applies to their discipline and/or reassessing a goal. (See attached schedule, which should be updated.) Please indicate plans for GE assessment.

CDTE is assessing a program major and does not offer and GE courses for assessment.
This item does not apply.

Part III. Evaluation of the assessment workdays.

Please take a few minutes to discuss the good and not-so good aspects of the two assessment workdays and note them below.

Good

- Review artifacts and connections to program assessments
- Intense time for discussion
- Clarity ambiguities in assessment tools
- See where changes might occur when program assessment covers all courses (feedback loop)

Not so Good

- Nothing to report.

End-of-Semester Assessment Activity Report

CDTE Assessment Meeting was held in Room 508.

May 16, 2006

9:00 am

All faculty attended: Janel, Amelia, Afton, Ben, and Thomas

Questions raised about the procedures we should take for doing assessment:

- How many yeses for our AA program will we allow to ensure we are gathering enough artifacts to assess our program? Should it be 2? 3?
 - Answer was, “2-4.”
- Should individual faculty be allowed to change artifacts during the year if they are not satisfied with the one they identified in the year-end meeting?
 - Answer was, “no.” Each faculty will have to stay committed to an artifact until the next faculty assessment meeting (or the one today).
- What steps will be taken today now that we have artifacts from most of the courses?
 - First, faculty attempt to assess artifacts using the rubrics we designed previously.
 - Second, Score artifacts and discuss results including suggestions to keep or change the artifacts provided. This is the feedback (loop) to help improve program assessment.
- Who will assess the artifacts?
 - All faculty will assess artifacts and then the results will be recorded.
- Will we do assessment every year? Should we collect artifacts every semester?
 - Collect all artifacts for all courses (Fall & Spring) Instructors will select a certain percentage of artifacts from their classes to copy for program assessment.
- When should we have faculty assessment meetings?
 - At beginning of semester, review artifacts to be collected and remind faculty. During semester work on assessment plan and at end of semester, review artifacts and suggest changes for the next academic year. The next complete formal evaluation of the whole program including all courses (last one is Special Education) will be May 2007.
- Who will keep track of all assessment documents (artifacts reviewed, results of analysis, matrice changes over the years, etc. and make sure things are done?
 - Whoever is the program coordinator will keep all of the information organized. For AA Elementary Education, Thomas P. Benally is the temporary program coordinator.
- Which program do we need to work on next for assessment?
 - We will be working on ECE in Fall 2006.

The Assessment Process taken at the meeting

The matrix was drawn on the board and each faculty provided their artifacts for review. The faculty responsible for the course answered questions and heard feedback from everyone else. The matrix was changed based on the discussion that followed.

Recommendations by Course for Program Assessment:

EDU 111 recommendations

1. works for all the goals
2. Keep the artifact
3. Be identified as a beginning essay

EDU 238 recommendations

1. Problem inferring philosophy of education.
2. Beginning skills easy to address
3. Professional talk easier to address
4. Commitment to quality more difficult –had to guess
5. Photocopy before grading
6. Should not select just a few sections of an artifact, we (faculty) should read the entire artifact ourselves to decide whether it addresses our objectives.

EDU 290 recommendations

1. Review set of objectives for the artifacts
2. Restate questions using Bloom’s as a guide so that higher level critical thinking questions are asked from analysis level on up through evaluation level. Avoid “yes” and “no” response
3. All more space on a page for each answer
4. Ask in Navajo first, then in English

EDU 292 recommendations

1. Redo questions, add introduction
2. include student reflections

Comments on the artifact itself

3. Does it address objectives?
4. Does not show student’s feelings, writing, etc.
5. Grammar: the student writing is there
6. Should another artifact be considered?

Recommendations for Program (Feedback Loop)

1. Give the packet of artifacts to faculty ahead of time before EOS meeting
2. Decide at the time of course in semester
3. EDU 111, keep with the essay
4. EDU 292, keep artifact (interview) and modify to include introduction and reflection, summary –no new artifacts
5. EDU 290 keep artifact, modify questions, add Navajo questions
6. EDU 238, keep final questions, drop book artifacts, modify questions

Program questions

1. Should there be more than one artifact per course? **It was decided, “No” at this time.**
2. Should the faculty who teach the course be allowed to do program assessment on the artifact? **Yes**

New Matrix with number of artifacts identified by goals.

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.	Essay	Final	N	N	Poster
1.2 Student knows what schools and education systems are.	N	Final	Y	Interview	N

1.3 Student has beginning skills and knowledge that are used in a learning environment.	Essay	Final	Free-Writing	Interview	N
1.4 Student can participate in rich professional, critical talk.	Essay	Final	N	N	N
Goal 2. Students will become educators of Navajo students.					
2.1 Student knows Navajo Nation schools and communities.	Essay	N	N	Interview	Poster
2.2 Student knows Navajo students and their families.	N	N	N	Interview	Poster
2.3 Commits herself/himself to be an advocate for quality education.	Essay	N	Free-Writing	N	Poster

The end of notes: Thomas P. Benally