**Education LBHC Program learning outcome report (2023-24)**

**I. General information**

| **Degree or certificate name** | Associate of Arts in Education  |
| --- | --- |
| **Degree option names** | Elementary Education  |
| **Date report submitted** | May 17, 2024 |
| **Program faculty who contributed to this report** | Raphelle He Does It Real BirdSharon S. Peregoy |
| **Program learning outcome** (refer to your program learning outcomes curriculum map and plan for the PLO to be formally assessed this year) | PLO 2: Speak and write on education related matters of Native American and the Crow Indian Community. |
| **Course that formally assesses this program learning outcome at its highest level** (see program learning outcome curriculum map and plan) | Ed 237 |
| **Number of students assessed for this program learning outcome** | 20 |
| **Semester students were assessed** (e.g., fall 2023) | Summer 2023 |

**II. Assessment of indicators for the program learning outcome** (add more rows if necessary)

| **Break down your program learning outcome into indicators** (maybe taken from rubric): Students should be able to…  | List the most significant **teaching and learning activities** used by faculty to facilitate the learning of each PLO indicator in their class(es) | List the **graded assignment(s) that formally assesses** each indicator at its highest level | **Results of assessment:** For each indicator, record the % or # of students who performed below, at, or above expected levels (or enter whatever information makes sense to you) | **Overall, how well did the students perform on each indicator?** (insert an “X” before the appropriate statement) |
| --- | --- | --- | --- | --- |
| Demonstrate familiarity of a wide variety of children’s literature | Utilize LBHC library & archives and other libraries in area and online databases for research. | Written Review of 10 K-8 fiction & non-fiction books using an annotated bibliography | Below expected levels: 3At expected levels: 4Above expected levels: 10 | Below expected levelsAt expected levels XAbove expected levels |
| Demonstrate the elements of indigenous oral storytelling & folk traditions that preceded print. | Use internet and other electronic resources to obtain archived or restricted elder & folklore, interviews audio & video to compare and contrast. | Storytelling presentation to class | Below expected levels: 3At expected levels: 4Above expected levels: 10  | Below expected levelsAt expected levels XAbove expected levels |
| Exhibit basic skills of literary review & the standard terminology in analyzing children & young adult literature.  |  Presentation and discussion of literary review process for the various categories in non-fiction and fiction  | Written Review of 10 K-8 fiction & non-fiction books using an annotated bibliography | Below expected levels: 3At expected levels: 4Above expected levels: 10  | Below expected levelsAt expected levels XAbove expected levels |
| Reflect upon oral traditions & literature’s place in the human & school experience. | Interviews with Elders and other community members  | Presentation of book & lesson integrating Crow Culture and language into Core curriculum | Below expected levels: 3At expected levels: 4Above expected levels: 10  | Below expected levelsAt expected levels XAbove expected levels |
| Demonstrate an understanding of the evolution of children’s literature as a distinct literary category. | Power point & video presentations and article discussions | Written Review of 10 K-8 fiction & non-fiction books using an annotated bibliography | Below expected levels: 3At expected levels: 4Above expected levels: 10  | Below expected levelsAt expected levels XAbove expected levels |

**III. Overall assessment of this program learning outcome** (please be thorough in all responses)

| **Overall, how well did the students perform on this PLO?** (insert an “X” before the appropriate statement) | Below expected levelsAt expected levels XAbove expected levels |
| --- | --- |
| **Analyze assessment of PLO indicator results in section II:** What does the information in section II suggest to you about the performance expectations, the teaching strategies, and student learning?  | 10 out of 20 students performed above expected level.4 out of 20 students performed at expected level.3 out of 20 students performed below expected level.3 out of 20 students withdrew from class.Students who attended on a regular basis, participated in activities and got their assignments in on-time excelled.Discussions, coop groups, interviews with elders, and storytellers kept students engaged. |
| **Next steps:** Plans for reinforcing effective teaching and learning strategies and for improving student learning (clearly identify what will be done, by whom, by when, and how you will assess the impact of the changes) | Need more literary resources at the LBHC library. Will collaborate with librarian and archive staff. Ed staffIdentify and develop the American Indian and Crow individuals knowledgeable in storytelling, Native literature, and Native/Crow culture and language. Ed StaffWork on developing a community storytelling time for students and family next academic year. |
| **Projected semester of implementing “next steps”** | Spring 2025 |
| **Results of “next steps” implementation on student learning – this section is to be completed the following year** (describe how the implementation of the above “next steps” impacted student learning in the program)  |  |
| **Date “results of ‘next steps’ implementation” section above submitted** |  |
| **Suggestions** for improving this report or process (if any) |  |