

Academic Assessment Reporting Template

Annual Academic Assessment Reporting Template

Return a completed copy to your School Dean, Director of Assessment, and Assessment Database Administrator

The information in this reporting template is related to accreditation requirements set forth by the Higher Learning Commission.

Section 1: Contact and Program Information

| | |
|--|---|
| Name/s (Please include all persons completing this report) | Miranda Haskie, Professor, Christine Ami, Jeremiah Barber, Marius Begay, Suzanne Russ Patrick Blackwater, Dean of SBSS |
| Academic Year covered in this report | AY 2024- 2025 |
| School | School of Business and Social Science |
| Degree Program | Social & Behavioral Science |
| Degree Type | Associate of Arts |

Section 2: Assessment Plan

List all the program-level student learning outcomes (PSLOs). Assess a few PSLOs each year until you have assessed all within a 4-year cycle. You may collect data for each PSLO continuously and assess it on a timeline that works for your program.

| PSLO # | Program-Level Student Learning Outcome (PSLO) | Alignment to Institutional Learning Outcomes | Course(s) where data for assessing the PSLO is gathered | How often is/are the course(s) offered? | Type of assignment or activity used to assess the PSLO | Do you use a rubric to grade the assignment or activity? If you do not use a rubric, how do you gather information about student performance at the PSLO level? |
|--------|--|--|---|---|---|---|
| Sample | Students will achieve mastery in storytelling, as demonstrated by relaying a story told by an Elder to their class and discussing how it connects them to their community, land, and food. | Tradition | DSTR 355 | Every Spring semester | Oral storytelling and discussion. | VALUE rubric (attached) |
| 1. | Conduct critical inquiry and produce scholarly research. | Knowledge Skills Tradition Leadership | AY-Year 1 ANT 201 POS 181 PSY 213 PSY 250 SOC 275 AY-Year 2 HST 201 HST 256 | AY-Year 1 ANT 201-not offered POS 181 PSY 213-semester PSY 250 SOC 275-annually AY-Year 2 HST 201 HST 256 | AY-Year 1 ANT 201 POS 181 PSY 213-application PSY 250 SOC 275-reflection paper AY-Year 2 HST 201 | AACU VALUE rubric "Inquiry and Analysis Value Rubric" |

| | | | | | | |
|----|---|--|--|---|--|--|
| | | | PSY 241 SOC 230 AY Year 3 ANT 225 HST 202 HST 289 SOC 215 AY Year 4 HST 234 PSY 290 | PSY 241 SOC 230-annually AY Year 3 ANT 225 HST 202 HST 289 SOC 215-semester AY Year 4 HST 234 PSY 290 | HST 256 PSY 241 SOC 230-reflection paper AY Year 3 ANT 225 HST 202 HST 289 SOC 215-reflection paper AY Year 4 HST 234 PSY 290 | |
| 2. | Synthesize theoretical orientation across multiple disciplines. | Knowledge Skills Tradition Leadership | AY-Year 1 SOC 275 AY-Year 2 HST 201 NAS 250 PSY 260 SOC 230 SWO 242 AY Year 3 HST 202 NAS 200 PSY 202 AY Year 4 SOC 210 | AY-Year 1 SOC 275-annually AY-Year 2 HST 201 NAS 250 PSY 260 SOC 230-annually SWO 242 AY Year 3 HST 202 NAS 200 PSY 202 AY Year 4 SOC 210-annually | AY-Year 1 SOC 275-reflection paper AY-Year 2 HST 201 NAS 250 PSY 260 SOC 230-reflection paper SWO 242 AY Year 3 HST 202 NAS 200 PSY 202 AY Year 4 SOC 210-reflection paper | AACU VALUE rubric “Integrative Learning Value Rubric” |
| 3. | Display initiative in divergent thinking. | Knowledge Skills Tradition Leadership | AY-Year 1 ANT 201 HST 245 SOC 225 AY-Year 2 PSY 260 AY Year 3 PSY 291 AY Year 4 | AY-Year 1 ANT 201-annually HST 245-annually SOC 225-annually AY-Year 2 PSY 260 AY Year 3 PSY 291 AY Year 4 | AY-Year 1 ANT 201-prompt HST 245-research paper & reaction paper SOC 225-reflection paper AY-Year 2 PSY 260 | AACU VALUE rubric “Creative Thinking Value Rubric” |

| | | | | | | |
|----|--|--|--|--|--|--|
| | | | PSY 255 SOC 210 SOC 225 | PSY 255 SOC 210-annually SOC 225 | AY Year 3 PSY 291 AY Year 4 PSY 255 SOC 210-reflection paper SOC 225 | |
| 4. | Develop foundations and skills for lifelong learning. | Knowledge Skills Tradition Leadership | AY-Year 1 POS 181 PSY 213 PSY 250 SOC 225 SWO 270 AY-Year 2 POS 271 PSY 213 PSY 241 AY Year 3 PSY 202 PSY 291 SOC 215 AY Year 4 POS 271 PSY 255 SOC 225 | AY-Year 1 POS 181-annually PSY 213-annually PSY 250-annually SOC 225-annually SWO 270 AY-Year 2 POS 271 PSY 213 PSY 241 AY Year 3 PSY 202 PSY 291 SOC 215-semester AY Year 4 POS 271 PSY 255 SOC 225-annually | AY-Year 1 POS 181 PSY 213 PSY 250 SOC 225-reflection paper SWO 270 AY-Year 2 POS 271 PSY 213 PSY 241 AY Year 3 PSY 202 PSY 291 SOC 215-reflection paper AY Year 4 POS 271 PSY 255 SOC 225-reflection paper | AACU VALUE rubric "Foundations and Skills for Lifelong Learning Value Rubric" |

Section 3: Analyzing PSLO Data and Making Decisions

Describe the assessment procedures for all PSLOs and their resulting influence on curriculum, teaching, and/or assessment processes. *Programs continuously collect data for each PSLO but may choose to analyze them on a staggered cycle, e.g. every other year. If this is the case in your program, note when you plan to analyze PSLO data (e.g. every other year in AY 2026).*

| PSLO # | What is the cycle of PSLO data collection & analysis? | When student scores are averaged across each row of the rubric, what patterns emerged? | What did you learn from the data patterns? | What decisions or actions will the program take because of those findings? | How did your program follow up from assessment decisions or actions during the previous assessment reporting cycle? |
|---------------|---|--|--|---|--|
| <i>Sample</i> | <i>Continuous/ Every other year</i> | <i>Students demonstrated strong expertise across all four elements of the rubric, rated from 1 (novice) to 5 (expert): Dine culture (M=4.3); Self-reflection (M=4.7); Responsibility (M=4.5); and, Wellness (M=4.4).</i> | <i>Data patterns indicate students achieved strong expertise through this assignment.</i> | <i>Because of the strong data pattern, we will continue this assignment and assessment as they stand. We will watch for any data shifts in the future to ensure students continue their strong performance across all elements of the rubric.</i> | <i>Our old PSLO read, "Students will achieve mastery in storytelling." This confused students and faculty. So, we rewrote the PSLO to include "as demonstrated by....." This seemed to clarify the PSLO for students and faculty by identifying how student achievement of this outcome would be observed and measured. Data patterns seem to indicate this was a good decision on our part.</i> |
| 1. CA | Continuous every year | ANT 201 PSLO 3 Students able to pair back (apply full quotes and speak to specific history of ethnography, banking information (students memorized, recall and recite ANT 201 material | Concern about students using AI. Appreciate less degree program assessment and relegate GE assessment removing all NAS courses -111, 200, 250. Only NAS 123 (Archery) remains. | Rewrite writing prompt to assess application of divergent thinking to discipline of student major. Will add NAS 123 as assessment in degree program. | To avoid duplication of GE assessment, SBS faculty agreed to remove NAS courses (NAS 111, 200, 250) from degree program assessment. |
| 2. BB | Continuous every year | PSY 250 PSLO 1, 4 Average was 4.55, students are achieving goals as set up by course content. SWO 270-adjunct taught in AY24-25 PSLO 4 | Score of 4.55 Presented material in three different forms-reading, powerpoints, lecture on youtube. From three forms, students understood and applied course information provided. | Format seems to be working for students and stay engaged for the semester in online course. | Question has arisen whether online and face-to-face classes work and it has been determined that online PSY classes have greater attendance and are more flexible for working students. |

| | | | | | |
|----------|--------------------------|---|---|---|--|
| | | | | | |
| 3. BK | Continuous every year | <p>HST 245 PSLO 3 PSLO#3 (formerly PSLO#4) – Creative Thinking 1/4 scored 12 or above 25% (Ideal) 3/4 scored a 9 or above 75% (proficient) 4/4 scored 7 or above 100% (threshold)</p> <p>POS 181 PSLO 4 PSLO#4 (formerly PSLO#5) - Lifelong Learning 4/15 scored 12 or above 27% (Ideal) 8/15 scored a 9 or above 53% (proficient) 15/15 scored 7 or above 100% (threshold)</p> | No analysis provided HST 245 and POS 181 | | |
| 4. MH | Continuous every year | <p>SOC 275 PSLO 1 Students demonstrated lower end of rubric scale with milestone (score 2) and benchmark (score 1) on rubric-integrative learning</p> <p>SOC 275 PSLO 2 Students demonstrated higher end of rubric scale with milestone (score 3) and capstone (score 4) on rubric-integrative learning</p> | <p>SOC 275 PSLO 1 Data patterns indicate too narrowly focused in topic selection, students had limited points of view, difficulty with theoretical framework, organized evidence did not reveal important patterns, stated general conclusion and</p> | <p>SOC 275 PSLO 1 I will rewrite prompt to help students strive for a more creative focus, increase various points of view, present a theoretical framework, discuss important patterns revealed, focus their inquiry findings, and present limitations and implications.</p> | <p>SOC 275 PSLO 1 13.5 score with proficiency reached PSLO 1 Conduct critical inquiry and produce scholarly research and PSLO 3 Display initiative in divergent thinking Target scores now account for levels of threshold, proficiency and ideal.</p> <p>20 % of students will achieve a score of 18 or above to reach a level of ideal. 50 % of students will achieve a score of 14 or above to reach a level of proficiency.</p> |

| | | | | | |
|--|--|--|---|--|---|
| | | | <p>presented limited implications.</p> <p>SOC 275 PSLO 2 Data patterns indicate most made connections to experience, majority made connections to discipline, made transfer to problem resolution, demonstrated awareness of purpose and audience in assignment completion, and only one student made reference to future self.</p> | <p>SOC 275 PSLO 2 I will rewrite prompt and add one question to assignment that asks students to self-assess on learning and application to own life</p> | <p>SOC 275 PSLO 2 14.666 score with ideal reached</p> <p>PSLO 2 Synthesize theoretical orientation across multiple disciplines, and PSLO 4 Develop foundations and skills for lifelong learning Target scores now account for levels of threshold, proficiency and ideal.</p> <p>20 % of students will achieve a score of 12 or above to reach a level of ideal. 50 % of students will achieve a score of 9 or above to reach a level of proficiency. 80 % of students will achieve a score of 7 or above to reach a level of threshold.</p> |
| 5. SR | | <p>PSY 213 PSLO 1 Course is moving smoothly due to previous assessment adjustments. Class participation positively impacts assessment outcome.</p> | <p>The course has been adjusted and tweaked so many times that most of the bugs have been worked out. As long as students pay attention in class and actually do the practice, they can and will develop the needed critical thinking skills.</p> | <p>Continue incentivizing on-time work, and work to maintain a zone of proximal development in which students discover their own capacity for success throughout the semester.</p> | <p>PSY 213 PSLO 1 84% of students achieved <i>a score of 19 or above to reach a level of proficiency.</i></p> <p>PSLO 1 Conduct critical inquiry and produce scholarly research and PSLO 3 Display initiative in divergent thinking Target scores now account for levels of threshold, proficiency and ideal.</p> <p>20 % of students will achieve a score of 18 or above to reach a level of ideal. 50 % of students will achieve a score of 14 or above to reach a level of proficiency.</p> |
| Section 4: Valuable Assessment-Related Activities Related to Academic Program Review | | | | | |

| | |
|--|---|
| <p>1. Please describe assessment work your program conducted that was not directly related to assessing PSLOs. This may include things like curriculum mapping, revising an assessment measure, revising PSLOs, incorporating assessment discussions into program meetings, inter-rater reliability studies, rubric norming, market analysis, exploring joint-degree programs, introducing community-service options into the curriculum, etc.</p> | <p>In December 2024, SBS faculty agreed to reduce PSLOs from 5 to 4 PSLOs. The PSLO #1 on written communication was eliminated since it is assessed in ENG courses. PSLO#1-conduct critical inquiry and produces scholarly research, PSLO#2-Synthesize theoretical orientation across multiple disciplines, PSLO#3-Display initiative in divergent thinking, and PSLO#4-develop foundations and skills for lifelong learning.</p> <p>In May 2025, revised PSLO's were implemented. Faculty able to demonstrate meeting GE objectives as a division through interdisciplinary dialogue. Reducing the number of SBS courses assessed in the degree program since some courses are now evaluated in GE only.</p> <p>To have GE dialogue with assessment, change GE rubric so comparable and bring rubrics from both GE and degree program assessment. Recommend look at "area" (for example-evidence) evaluation in rubrics as opposed to overall score.</p> <p>AI concerns and student submission of AI produced student work. Non-existent references in some student work, none of references were good. Faculty of year, Jeremiah Barber states "Don't let cybernetics win." Can't possibly allow students to submit work with AI. Recommend better software to detect AI.</p> |
| <p>2. Please describe how the program used insights gained from assessment to integrate non-academic services into student learning. This may include things like inviting the Library, Writing Center, or other co-curricular and student services to conduct workshops in courses; referring students to the Wellness Center; or establishing student internship programs in a non-academic settings.</p> | <p>Faculty do invite Librarians to support student learning. Faculty refer students to the Learning center for writing support. Students utilize the wellness center to reduce stress and promote health.</p> <p>Co-curricular? ANT-Create an end-of-semester Botanical Fitness trail presentation and listen to recorded podcasts while walking.</p> <p>PSY students participate in indigenous panel at Duquesne University in Pittsburg</p> <p>HST fieldtrips to Heard Museum, history tour Woodroof Butte Hopi sacred site and Apache boarding school and students wrote essay on information obtained</p> <p>Internship? Wrote letters of support for admission to Vassar Student Transfer program</p> |
| <p>3. Please describe how the program used insights gained from assessment to partner with other academic programs, including those at other universities. This may include things like articulation agreements, reverse transfers, joint degrees, collaborations with faculty in other departments to study an issue of interest, organizing professional development activities, collaborating for program development, etc.</p> | <p>Faculty continue to articulate social science courses in Arizona and attend annual articulation meetings. Faculty continue to articulate social science courses New Mexico.</p> <p>Wrote letters of support for admission to Vassar Student Transfer program</p> <p>NAS minor, graduates from all degrees except NIS and BUS and recruit</p> <p>PSY students participate in indigenous panel at Duquesne University in Pittsburg</p> |
| <p>4. Notable program accomplishments, e.g. grants, faculty publications,</p> | <p>Dr. Christine Ami, Native American Studies faculty, Botanical trail https://www.christineami.com/dighadilyeed-fitness-and-botanical-trail.html</p> |

| | |
|--|---|
| program proposals, etc. | <p>Ami, Christine. (2025). "Between the Loom and the Laptop: A Diné Sabbatical" <i>Tribal College Journal</i>. Summer. https://tribalcollegejournal.org/between-the-loom-and-the-laptop-a-tribal-college-faculty-sabbatical/</p> <p>Marius Begay, History faculty promoted to Assistant Professor, nearly completed Quality Matters online teaching certificate</p> <p>Dr. Bruce Bradway, Psychology faculty, Completed Quality Matters online teaching certificate</p> <p>Dr. Miranda Haskie, Sociology faculty, Publications:</p> <p>The Future of Navajo Education, volume 2 (2024).December.</p> <p>"Adoone'e: Mobile App Preserving Navajo Language and Culture Through Technology" Co-authored with Albert L. Haskie. In Mink, Barbara and Haskie, Miranda J., eds. <u>The Future of Navajo Education, Volume 2</u> (2024) Fielding University Press. December.</p> <p>"In Memorium—Dr. Charles "Monty" Roessel" Tribal College Journal, Summer 2025.</p> <p>Dr. Brian King, History faculty</p> <p>Dr. Greg Redhouse, Native American Studies faculty</p> <p>Dr. Suzanne Russ, Psychology faculty</p> |
| Section 5: Communicating and Maintaining PSLOs | |
| 1. When were PSLOs last reviewed by all program faculty? | December 17, 2024 |
| 2. When and how are PSLOs made available to students (include URL, if available)? | Some faculty inform students and integrate rubric into NAS courses, BB-PSY publish all rubrics in syllabi |
| 3. How does the program ensure that PSLOs are linked to course-level learning objectives? How are the linkages communicated to students? | <p>Faculty regularly review assignments and rewrite to maximize student potential in meeting PSLOs. Some graded assignments include PSLO rubric and rubric score shared with students and communicated to them.</p> <p>In NAS courses, rubrics become the standard.</p> <p>In SOC course objectives, Haskie includes examining sociological theory and reflect upon personal experience from sociological perspective to assist with PSLO1 and exploring issues in transfer and examine stratifying forces of socioeconomic status upon individuals and families for PSLO 2.</p> |
| Section 6: Assessment Materials | |
| Select all relevant assessment-related items the program has developed. Please share those documents so we may archive them for you. | |
| <ul style="list-style-type: none"> ○ Curriculum Map-included ○ Student or Program Handbook ○ A program-level conflict-resolution policy for students ○ Direct measures e.g. rubrics, internship supervision evaluation forms, etc. -rubrics in degree program and course level rubrics ○ Indirect measures e.g. surveys, student feedback forms, etc.-A.A. SBS degree graduate survey ○ Products from assessment meetings or retreats, e.g. revised assessment plans, documents, measures, or handbooks, etc.-Program Assessment report submitted in December 2024 and May 2025. ○ Other (please specify): _____ | |
| Section 7: Assessment Support | |

| | |
|--|---|
| 1. What resource needs have your assessment efforts revealed? | Select all that apply: <ul style="list-style-type: none"> ○ Facilities ○ Human Capital ○ IT/Software-AI detector ○ Professional Development ○ Other (please specify): _____ |
| 2. Please explain your selections in the previous question. AI detector | |
| 3. Please describe your program/unit assessment challenges and how the Office of Assessment can support you. | Revisit whether to resume current degree program assessment format, agenda. All faculty need to be in attendance to compile program assessment report. |

Thank you for completing this report.