

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)	Jeremiah Barber, Suzanne Russ & Bruce Bradway
Academic Year covered in this report	AY 2024- 2025
School	School of Social and Behavioral Sciences
Degree Type	BA
Degree Program	Psychology

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.	Student will demonstrate an awareness of diversity and ethical standards within the study and practice of psychology.		PSY241 – Abnormal Psychology	Every Spring	Short Paper with articles similar to case study	Rubric
2.	Student will apply psychological principles by way of experiential observation and field work.		PSY499 – Fieldwork	As needed	Fieldwork Experience	Evaluation by site supervisor and final eval from instructor
3.	Students will utilize scientific reasoning to design and critique		NIS496 PSY497 PSY498	As needed	Final Paper	Rubric for Research and Critical Thinking

	research plans related to psychological phenomena.					
--	--	--	--	--	--	--

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.	Every Spring	No data collected, not taught this past fall.	No collection of data.	No collection of data.	Student will demonstrate an awareness of diversity and ethical standards within the study and practice of psychology.
2.	As needed	100 percent for PSY499-For Final Paper 100 Percent for PSY499-Final Supervisory visit- Clear feedback collected at the end for student feedback.	Students will utilize scientific reasoning to design and critique research plans related to psychological phenomena.	Based on the full percentage, the concern has been that the numbers may not fully reflect the content being absorbed within the fieldwork experience. With this note, it has been noted that those who do well within the supervisorial feedback, minimal input was applied by the site supervisor. Therefore the shift is to evaluate 2x within the	Student will apply psychological principles by way of experiential observation and field work.

				semester to alter changes and make improvements.	
3.	As needed	4.5 (Expert) for Psy 497 for the one student that completed the course of a 5 person enrolled course. The four is conjectured to have withdrawn from the course as it is a thesis driven course.	<i>Data patterns indicate students achieved strong expertise through this assignment.</i>	Action needed would be to conduct a survey prior to progressing onward in the course to ensure their ability to complete the thesis project.	Students will utilize scientific reasoning to design and critique research plans related to psychological phenomena.
4.					

Section 4: Valuable Assessment-Related Activities Related to Academic Program Review

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.	Revising of PSLO was implemented to align with current Psychology program assessment protocols. PSY-499 is a field work feature that focuses on community based involvement allowing for greater awareness of student collaboration.
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.	Student services intermeshed with PSY499 allowing for internship opportunities and also creating ties with local organizations for partnerships through the use of MOU's.
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.	<ul style="list-style-type: none"> • Collaboration is made with other faculty, primarily, the native American studies faculty and program within the NIS 496 program. • Collaboration has also been made within department thus expanding the psychology program through the efforts of Dr. Russ regarding addictions studies.
4. Notable program accomplishments, e.g. grants, faculty publications, program proposals, etc.	Program proposal of the Addictions Studies program by the faculty, Dr. Suzanne Russ and her efforts of bridging new knowledge into a certification program.

Section 5: Communicating and Maintaining PSLOs

1. When were PSLOs last reviewed by all program faculty?	2/24/25
2. When and how are PSLOs made available to students (include URL, if available)?	They area made available within the college's website.

<p>3. How does the program ensure that PSLOs are linked to course-level learning objectives? How are the linkages communicated to students?</p>	<p>Based on discussion and the need of the Navajo Community in line with the SNBH paradigm. Moreover, the courses also take into account surveys that are periodically collected by students as a means of what courses are within the interest of student's insights.</p>
<p align="center">Section 6: Assessment Materials</p>	
<p>Select all relevant assessment-related items the program has developed. Please share those documents so we may archive them for you.</p>	
<ul style="list-style-type: none"> <input type="radio"/> Curriculum Map <input type="radio"/> Student or Program Handbook <input type="radio"/> A program-level conflict-resolution policy for students <input checked="" type="radio"/> Direct measures e.g. rubrics, internship supervision evaluation forms, etc. <input type="radio"/> Indirect measures e.g. surveys, student feedback forms, etc. <input type="radio"/> Products from assessment meetings or retreats, e.g. revised assessment plans, documents, measures, or handbooks, etc. <input type="radio"/> Other (please specify): _____ 	
<p align="center">Section 7: Assessment Support</p>	
<p>1. What resource needs have your assessment efforts revealed?</p> <p>2. The current need at the moment is to ensure that faculty are hired in a timely manner to allow for greater teaching insights to be implemented, as current, an esteemed faculty will be transitioning into retirement. This then creates an avenue and also a shift in terms of data collection as the current faculty does provide educational teaching services for the PSY 497 coursework.</p>	<p>Select all that apply:</p> <ul style="list-style-type: none"> <input type="radio"/> Facilities <input checked="" type="radio"/> Human Capital <input type="radio"/> IT/Software <input type="radio"/> Professional Development <input type="radio"/> Other (please specify): _____
<p>3. Please explain your selections in the previous question.</p>	<p>This was explained in the previous notation.</p>
<p>4. Please describe your program/unit assessment challenges and how the Office of Assessment can support you.</p>	<p>Currently, there are no challenges impeding progress; all processes are functioning as needed within the time noted.</p>

Thank you for completing this report.

Academic Assessment Reporting Template Review Rubric

Academic Assessment Reporting Review Rubric					
<i>This is intended as a tool to help assess the status of program assessment efforts as reported in the Annual Assessment Report Template. We hope this tool will serve as a springboard for discussion that will contribute to meaningful assessment in your program.</i>					
	The program:	Yes	Somewhat	No	Comments
1.	Developed clear and measurable program student learning outcomes (PSLOs).	X			
2.	Aligned PSLOs to ILOs.	X			
3.	Identified course(s) in which data for assessing each PSLO is gathered.	X			
4.	Described the frequency of course offerings in which assessment data are gathered.	X			
5.	Clearly identified the assignment or activity used to assess each PSLO.	X			
6.	Indicated how each assignment or activity was graded or rated.	X			
7.	Identified the cycle of each PSLO data collection and analysis.	X			
8.	Described the data patterns or findings from assessment data analysis for each PSLO analyzed.	X			
9.	Shared what the program learned from the data patterns for each PSLO analyzed.	X			
10.	Described decisions or actions it will take because of the findings for each PSLO analyzed.	X			
11.	Shared how it followed up from assessment decisions or actions during the previous assessment reporting cycle.				New implementation.
12.	Described assessment activities that were not directly related to assessing PSLOs.	X			
13.	Described how it used insights gained from assessment to integrate non-academic services into student learning.	X			
14.	Described how it used insights gained from assessment to partner with other academic programs.	X			
15.	Shared notable program accomplishments.	X			
16.	Reported a date or timeline of review of PSLOs by program faculty.	X			
17.	Identified when and how it makes PSLOs available to students.	X			
18.	Described how it links course-level learning objectives to PSLOs.	X			
19.	Described how it shares with students connections between course-level objectives and PSLOs.	X			
20.	Has developed assessment-related items such as a curriculum map, program handbook, a conflict-resolution policy, direct and/or indirect measures, etc..	X			
21.	Made clear connections between assessment efforts and its resource needs.	X			
22.	Overall, the program appears to have implemented a clear assessment process that is sustainable and meaningful to the program.	X			

General Comments:

Had a blast. 5/14/25-Jbarber

