



# CO-CURRICULAR ASSESSMENT REPORT

## SECTION 1 CONTACT AND PROGRAM INFORMATION

Timeline of Report	Fall 2024-Summer 2025
Name(s) Include all persons completing this report	<ul style="list-style-type: none"> <li>▪ <b>Program Manager/Supervisor:</b> Thomas Bennett/Clarissa Bowman</li> <li>▪ Kristel White</li> </ul>
Dine' College Mission	<p>Rooted in Diné language and culture, our mission is to advance quality post-secondary student learning and development to ensure the well-being of the Diné People.</p> <p>Diné bina'nitin t'áá ñiyisíí á siláago binahjí', olta'í na'nitin náasjí' yee ínááhwiidool'áńgíí yéego bidziilgo ádiilníł, áko Diné nilínígíí t'áá atso yá'át'éehego bee bił nahaz'áa dooleel niidzin.</p>
Student Affairs Domain Mission	The departmental mission will be identified by the Director of the Department.
Dine' College Strategic Goal	<p><b>Accessibility:</b> Provide accessible and quality education and campus resources to current, former, and prospective students living within and beyond Diné Bikéyah.</p> <ul style="list-style-type: none"> <li>○ <b>Easing Access:</b> Ensure services to increase student participation and success by eliminating barriers and streamlining processes.</li> <li>○ <b>Dynamic Learning:</b> Provide equitable instruction and support to improve learning outcomes to ensure student success, whether face-to-face or online.</li> <li>○ <b>Student Outcomes:</b> Expand our shared investment for student success by creating and promoting equitable services and campus resources to institutional departments.</li> </ul> <p><b>Holistic Integration:</b> To integrate Diné Education model that offers a versatile curriculum, contemplative instruction, and dedicated assessment to provide solutions and facilitate efforts to deal with the challenges we face today.</p> <ul style="list-style-type: none"> <li>○ <b>Community of Practice:</b> Create a college community that comes together to share, guide, and review the College's academic progress, instruction and assessments for continuous improvement.</li> <li>○ <b>Mentoring Network:</b> Fabricate a stakeholder network to ensure Diné Education Philosophy is integrated into programs, curriculum, and administration by deploying mentors throughout the college to provide the expertise needed.</li> <li>○ <b>Data-Informed Decision Making:</b> Cultivate a data-informed culture to practice and analyze programs and facilities in order to create clarity and accountability.</li> </ul> <p><b>Quality Growth for Navajo People:</b> Serve student and community interests by implementing programs, projects, and initiatives through investments to ensure quality return for nation-building that are sustainable, diverse, equitable, and inclusive.</p>

	<ul style="list-style-type: none"> <li>○ <b>Language &amp; Culture:</b> Increase accessibility to Navajo language and culture for people living within and beyond Diné Bikéyah through innovative programming and strategies.</li> <li>○ <b>Research:</b> Support faculty, staff, and students as they redefine Tribal research, increase institutional research capacity, and advance the research agenda of the institution and Navajo Nation by respecting digital humanity and social justice.</li> <li>○ <b>Teaching and Learning:</b> Build Navajo Nation human capacity through undergraduate and graduate academic programs, as well as certificates, continuing education, and specialized training.</li> </ul> <p><b>Campus Health &amp; Wellness:</b> Strengthen, reinforce, and increase student and employee engagement in health and wellness.</p> <ul style="list-style-type: none"> <li>○ <b>Networking:</b> Build and expand partnerships to promote campus wellness and increase productivity and performance.</li> <li>○ <b>Co-curricular Activities:</b> Create a safe, holistic, healthy environment with resources to reduce risk and harm related to mental, physical, emotional, and spiritual health and safety through prevention and intervention.</li> <li>○ <b>Financial Health:</b> Strengthen financial health and ensure financial stability to support institutional growth.</li> </ul>
Grant Goal	<p><b>Title III:</b></p> <p><b>Student Enrollment Intervention- Boosting Student Access and Engagement:</b> To increase the use of technology services and tools to enhance students' college access and campus engagement.</p> <p><b>Student Withdrawal Intervention- Activating Student Learning Pathways:</b> To use technology platforms to expand student's degree planning and career and professional development.</p> <p><b>Student Debt Intervention- Promoting Student Awareness of College Affordability:</b> To develop, expand, and implement early financial literacy and money management education and awareness for students.</p> <p><b>Technology Transformation- Expanding Technology Services for Online Teaching Modes and Deliveries:</b> To expand technology services for online teaching deliveries.</p>
Program's Annual Budget	T3/CNSS
Target Population	Warrior Success Orientation is open to all currently enrolled Diné College students to academically prepare them for their success. When the student completes the Warrior Success Orientation program, the student will be able to demonstrate an understanding of campus resources, including academic advising, financial aid, and student support services, and effectively utilize these resources to enhance their academic success, along with understanding their responsibilities and rights through policies.

## SECTION 2 ASSESSMENT PLAN

<b>PROGRAM STUDENT LEARNING OUTCOME: 1</b>	<p><b><u>PSLO:</u> Students will understand their academic expectations and resources available to support their success.</b></p> <p><b><u>Outcome:</u> Prepare students for academic challenges and inform them about support services.</b></p>			
Budget	Presenter, Program Name	Title of Activity	How the PSLO will be measured and what's being measured?	Measurement Tool

T3	Kristel White, Warrior Success Student Orientation	Warrior Success Student Orientation	<p>Surveys and feedback forms + QR Codes- Qualitative</p> <p>Participation tracking through sign in sheets + QR code- Quantitative</p> <p>Assessments (Pre/Post) + QR Codes- Qualitative</p>	Microsoft Forms, digital and print flyers, infographics/brochures, presentation
T3, CNSS	Kristel White, Warrior Success Student Orientation plus internal departments (Financial Aid, Advising, Career Edu, etc)	Welcome Day with Meet and Greet	<p>Surveys and feedback forms + QR Codes- Qualitative</p> <p>Participation tracking through sign in sheets + QR code- Quantitative</p>	Microsoft Forms, digital and print flyers, infographics/brochures, presentation

**PROGRAM STUDENT LEARNING OUTCOME: 2**

**PSLO:** Students will develop skills in time management, goal setting, and self-advocacy by building their competence in student responsibilities and accountability.

**Outcome:** Prepare students for academic challenges and inform them about support services.

Budget	Presenter, Program Name	Title of Activity	How the PSLO will be measured and what's being measured?	Measurement Tool
T3	Kristel White, Warrior Success Student Orientation	Student Orientation Crash Courses	<p>Surveys and feedback forms + QR Codes- Qualitative</p> <p>Participation tracking through sign in sheets + QR code- Quantitative</p>	Microsoft Forms, digital and print flyers, infographics/brochures, presentation

T3	Kristel White, Warrior Success Student Orientation	Navigate the Diné College Website and My DC Portal	<p>Surveys and feedback forms + QR Codes- Qualitative</p> <p>Participation tracking through sign in sheets + QR code- Quantitative</p>	Microsoft Forms, digital and print flyers, infographics/brochures, presentation
T3	Kristel White, Warrior Success Student Orientation and Rebecca Bennett, Academic Advisor	Pathways to Success	<p>Surveys and feedback forms + QR Codes- Qualitative</p> <p>Participation tracking through sign in sheets + QR code- Quantitative</p>	Microsoft Forms, digital and print flyers, infographics/brochures, presentation
T3	Kristel White, Warrior Success Student Orientation and Rebecca Bennett, Academic Advisor	Get Organized	<p>Surveys and feedback forms + QR Codes- Qualitative</p> <p>Participation tracking through sign in sheets + QR code- Quantitative</p>	Microsoft Forms, digital and print flyers, infographics/brochures, presentation
T3	Kristel White, Warrior Success Student Orientation and Rebecca Bennett, Academic Advisor	Midterm Motivation and Finals Frenzy	<p>Surveys and feedback forms + QR Codes- Qualitative</p> <p>Participation tracking through sign in sheets + QR code- Quantitative</p>	

**PROGRAM STUDENT  
LEARNING OUTCOME: 3**

Budget	Presenter, Program Name	Title of Activity	How the PSLO will be measured and what's being measured?	Measurement Tool
--------	-------------------------	-------------------	--	------------------


### SECTION 3: DATA ANALYSIS

PSLO #	Fall Semester What did you learn from the data patterns?	What decisions or actions will the program take because of those findings for the spring semester?	Spring Semester What did you learn from the data patterns?	What decisions or actions will the program take because of those findings for the new fiscal year?
1.	<b>Participation Trends:</b> Student orientation for the Fall semester compared to the previous Fall semester had a slight increase in participants.	Continue strategic outreach before the Fall and Spring semesters to sustain high attendance and collaborate with admissions, advisors, and external Diné College sites through a referral-based system.	<b>Participation Trends:</b> Student orientation for the Spring semester compared to the previous fall and spring semesters had a slight increase in participants. Overall,	Continue the strategic outreach before each semester and continue to build partnerships with all departments within Diné College. Review trends annually to align orientation programming with student accessibility and retention goals to develop a hybrid model to enhance student participation.
2.	<b>Assessment Takeaways:</b> Measuring how students evaluate their confidence levels in their technological competencies using My DC Portal and all student-accessible apps through a pre- and post-assessment, where they rate themselves from 1 (low confidence) to 5 (high confidence). Through the pre-assessment, most students rate themselves low in areas that are new or unfamiliar to them. By the end of the orientation session and hands-on learning, where students gain control over their own accounts to navigate through the apps, ask questions, and learn about each app's functionality, the post-assessment identifies measurable improvements.	The challenges associated with student technological competencies can be outside of our (student support) control, where they lack reliable internet access or digital devices, which could impact their academic success.	<b>Assessment Takeaways:</b> Measuring how students evaluate their confidence levels in their technological competencies using My DC Portal and all student-accessible apps through a pre- and post-assessment, where they rate themselves from 1 (low confidence) to 5 (high confidence). Through the pre-assessment, most students rate themselves low in areas that are new or unfamiliar to them. By the end of the orientation session and hands-on learning, where students gain control over their own accounts to navigate through the apps, ask questions, and learn about each app's functionality, the post-assessment identifies measurable improvements.	Besides the digital divide and challenges students face, we can offer support by eliminating some of the barriers of the campus culture of regular business hours, by increasing support after hours (evenings or weekends). We also need to strengthen efforts within marketing information to students to inform, educate, and guide them that these services benefit their academic success.

3.	<b>Collaborative Efforts and Effective Student Program Planning:</b> These event initiatives, through a series, include- Get Organized, Pathways to Success, Midterms Motivation, Finals Frenzy, etc., have identified an increase in participation each academic year between SY 22/23 to SY 24/25. Utilizing the sign-in sheets to determine the involvement has shown that students value the strategies shared and the sense of belonging.	Each year saw an increased engagement, a broader variety of events, and deeper partnerships (e.g., Warrior Parent Program, Career Education, Student Orientation, Advising). These efforts likely contributed to increased retention and smoother student guidance to success within college.	<b>Collaborative Efforts and Effective Student Program Planning:</b> These event initiatives, through a series, include- Get Organized, Pathways to Success, Midterms Motivation, Finals Frenzy, etc., have identified an increase in participation each academic year between SY 22/23 to SY 24/25. Utilizing the sign-in sheets to identify the participation has shown that students value the strategies shared and the sense of belonging.	Continue to identify and refine workshops based on the trends within higher education and the everyday challenges students face.
----	--	---	---	--

## SECTION 4: VALUABLE ASSESSMENT-RELATED ACTIVITIES FOR PROGRAM REVIEW

Questions	Feedback
<p>Describe <b>assessment work</b> your program conducted that was not directly related to assessing PSLOs.</p> <p>This may include things like curriculum mapping, revising an assessment measure, revising PSLOs, incorporating assessment discussions into program meetings, rubric norming, market analysis, introducing community-service options into the curriculum, etc.</p>	<p>During the 2024-2025 academic year, program engagement within several related activities supported continuous improvement and alignment with institutional goals, even though they were not directly tied to formal PSLOs. These activities enhanced the quality, consistency, and impact of our services. Activities that were not directly linked to PSLOs focused on broader goals such as student engagement, emotional wellness, or general student support. These are still valuable efforts, but are not tied to academic competencies or outcomes. For the academic year, there were 23 student programs where there was a high percentage (87%) of events aligned with PSLOs, which reflects the intentional design of student success programs to support academic preparedness, skills-building, and progression toward graduation. However, 13% of non-PSLO-aligned activities still play a critical role in supporting student engagement, emotional wellness, and community connection, consistent with the Diné College philosophy of holistic education.</p>
<p>Describe how the program used insights gained from assessment to <b>integrate</b> academic services into student learning.</p> <p>Examples include faculty-led workshops, cross-disciplinary learning opportunities, collaborative projects with other academic departments and linking academic learning with non-academic student development.</p>	<p>Utilizing the assessments and student feedback surveys, identified gaps and priorities where event data was routinely analyzed to determine where the student experienced the most significant academic challenges. For example, the pre- and post-orientation assessments, surveys, and attendance tracking revealed that students consistently requested additional support in time management, advising navigation, and course planning. The evaluation also identified and highlighted a gap in student understanding of digital platforms like Canvas, ConexED, email, and self-registration tools. These insights guided the development of academic readiness-focused interventions integrated directly into student engagement efforts. From here, the program intentionally redesigned or enhanced several services to create more academically integrated learning experiences, which include Crash Course, Get Organized, Pathways to Success, and Midterm &amp; Finals Support. By embedding academic services directly into co-curricular and orientation programming, it increased access to essential academic tools. It encouraged proactive student behaviors, which also fostered collaborative efforts within student affairs to create a more cohesive learning environment.</p>

Describe how the program used assessment insights to **collaborate** with academic programs.

Examples include an early alert system, studies on key issues of student learning, professional development activities, and program development partnerships, etc.

Notable **program** accomplishments, e.g. grants, staff publications, program proposals, etc.

The intentional collaboration efforts with academic departments identified valuable insights and student challenges. The orientation survey responses indicated that students lacked confidence in navigating course platforms and understanding faculty expectations. Also, mid-semester event data revealed drops in attendance and engagement coinciding with peak exam periods, which created a clear case for integrating academic voices and perspectives into student-facing programs, which led to workshops focusing on academic continuity and fostering the students' needs.

- **Warrior 360 Crash Courses**

Developed and piloted the *Warrior 360* series, providing one-on-one support and skill-building workshops on topics like time management, technology navigation, and goal setting—based on assessment of student readiness gaps. A student can choose to attend any part of the semester, where each appointment is tailored to the student's needs.

- **"Get Organized" and "Pathways to Success" Series Expansion**

These workshops are a 4-part themed series targeting beginning to mid-semester to completion of the semester, focusing on planning, stress management, and academic follow-through—based on data showing time management and motivation as top student challenges.

- **Student Success Appointment System Integration**

Aligned event outreach and orientation scheduling with ConexED tools, streamlining appointment access, reminder systems, and data collection for reporting and continuous improvement.

- **Development of Outcome-Aligned Event Tracking**

Continuing to track how events aligned with CCA outcomes—providing key insights for strategic planning and assessment reporting.

## SECTION 5: ASSESSMENT MATERIALS

Highlight all relevant assessment-related items the program has developed. Please store those documents on Microsoft Share Point Co-Curricular Program Assessment Site.

- o Curriculum Map
- o Student or Program Handbook
- o A program-level conflict-resolution policy for students
- o Direct measures e.g. rubrics, internship supervision evaluation forms, etc.
- o Indirect measures e.g. surveys, student feedback forms, etc.
- o Products from assessment meetings or retreats, e.g. revised assessment plans, documents, measures, or handbooks, etc.
- o Other (please specify): \_\_\_\_\_

## SECTION 6: ASSESSMENT SUPPORT

Questions

Feedback

<p>What resource needs have your assessment efforts revealed?</p>	<p>Select all that apply:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilities</li> <li><input type="checkbox"/> Human Capital</li> <li><input type="checkbox"/> IT/Software</li> <li><input type="checkbox"/> Professional Development</li> <li><input type="checkbox"/> <b>Other (please specify): _____</b></li> </ul>
<p>Please explain your selection in the previous question.</p>	
<p>Please describe your program assessment challenges and how the Office of the Vice President and the Office of Assessment can support you.</p>	

Thank you for completing this report.  
 Report will be stored and archived on Microsoft SharePoint Co-Curricular Program Assessment Site