Annual Co-Curricular Assessment Report
Return a completed copy to your Program Director and Supervisor

The information in this report 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)	Program Director: Reeverson Descheny Supervisor: Malcolm Bob Cameo, Mejia, Career Education Advisor
Student Affairs Domain	Student Engagement and Student Leadership (SEAL)
Domain Mission Statement	The Student Engagement and Leadership Unit provides intellectual, social, and co-curricular activities for students through inclusive interaction and leadership in diverse organizations and programs.
Program Name	Career Education Program
Target Population	Dine College Students: First- Time Freshman – Senior Students and Dine' College Alumni
Dine' College Strategic Goal	▪ **Accessibility:** Provide accessible and quality education and campus resources to current, former, and prospective students living within and beyond Diné Bikéyah. ✓ **Student Outcomes:** Expand our shared investment for student success by creating and promoting equitable services and campus resources to institutional departments. ▪ **Campus Health & Wellness:** Strengthen, reinforce, and increase student and employee engagement in health and wellness. ✓ **Co-curricular Activities:** 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.
Grant Goal (if applicable)	Title III: ▪ Initiative #2 Student Withdrawal Interventions: Activating Student Learning Pathways ▪ Objective #3 To implement student college and career pathways that support students to navigate their learning experience and use of technology Ascendium Goals Student Retention, Student Persistence, Student Completion
Annual Budget (if applicable)	Title III
Data Archive	All data collected for each activity will be archived into MS SharePoint Assessment Site.
Section 2a: Program Student Learning Outcomes (PSLO)	
What will students learn after participating in this program? Condition, audience, behavior, and degree of achievement.	
PSLO 1	Students will demonstrate increased self-awareness of their career interests by completing a career assessment.
Date to Begin Collecting Data	
Date to Finish Collecting Data	

PSLO 2	Students who participate in professional development workshops will demonstrate an increased knowledge in career readiness skills preparing for student internships.
Date to Begin Collecting Data	
Date to Finish Collecting Data	
PSLO 3	Student interns will develop professional and academic skills through participation in an internship, contributing to their continued progress toward their degree completion.
Date to Begin Collecting Data	
Date to Finish Collecting Data	

Section 2b: Intervention Alignment

Types of service intervention to ensure PSLO is achieved.

	Intervention Strategies	Connection to PSLO
Intervention # 1	STAR Method: Questioning during interviewing	
Intervention # 2	Hybrid Workshops	
Intervention # 3	Friday Career Exploration Tours	
Intervention # 4	Faculty Collaboration	

Section 3: Assessment Plan & Reporting

Describe the assessment procedures for all PSLOs and their resulting influence on curriculum and/or assessment processes.

	Complete During Planning			Complete After Data Collection (Reporting)	
PSLO #	What is the cycle of PSLO data collection & analysis?	What assessment method (direct or indirect form) was used to measure PSLO? Describe how it is used to measure learning.	Target for Success (how will you know if you've been successful?	Results (record data patterns and assessment findings. Did you meet your target for success?)	Create a plan for improvement. List actions that will help you accomplish your goal of increasing student success. Who might need to be involved? What resources might you need to be successful?

Sample	Continuous/ Every other year	Event feedback surveys and participating tracking. (Collect feedback from participants regarding their experiences, satisfaction, and perceived value of the activities. This will provide insights into emotional and cognitive engagement.	After attending events, 80% of students will report having met at least one new friend (strongly agree or agree on scale).	Average of all events: 73% of students strongly agree or agree that they met at least one new friend at an event. Participating tracking- average of 58 attendees per event. Highest attended event was Talking Circles and lowest attended was Ice Cream Social.	*Goal:* Increase the percentage of students who strongly agree or agree that they met at least one new friend at events (from 73% to at least 85%) and improve attendance at lower-performing events like Ice Cream Socials. *Action Plan:* ▪ *Analyze Existing Events:* Identify which event elements (activities, layout, facilitation) discouraged social interaction. ▪ *Engagement Strategies:* Introduce icebreakers, team-based activities, or conversation prompts at all events. ▪ *Peer-to-Peer Dialogues:* Expand on an "Event Buddy" initiative where students engage newcomers. This will lower social barriers and create welcoming spaces. ▪ *Reimagine Low-Attendance Activities:* Survey students for feedback on Ice Cream Socials; add a theme (music trivia, sundae story times, karaoke). ▪ *Student Involvement:* Promote events via student leaders, clubs, and innovative outreach to boost attendance. ▪ *Monitor Progress:* Use post-event surveys to track social outcome question and attendee numbers. This will measure the effectiveness of changes and adjust strategies.
PSLO# 1	Continuous/Every Fall (August) and Spring (January)	Collect feedback from participants regarding their rating of the overall experience Collect post surveys from participants regarding their	- By the end of the academic year 10% of students will participate in at least one career exploration event.	• 58% of students who participated in Career Exploration activities had not yet taken a P.I.C.S. assessment. • 63% of participating students reported that they knew what they wanted to do with their degree. • 39% of students indicated that they don't already had a resume.	• **Increase Access to Career Assessments:** With 58% of participating students not having taken a P.I.C.S. assessment, it is clear there is a strong need to integrate more career interest assessments into our program. We will explore offering P.I.C.S. more widely and consider adopting a digital

| | | learning experience. | | Resume building was identified as the top professional development need, based on responses to Question 11. Questions 4 and 12 highlighted students' strong goal orientation: In the NAASGO assessment, 33% of the 121 students selected "meeting goals" as their primary reason for choosing a career. Many students responded to Question 4 by sharing specific, real-life goals they had set for themselves. We received an overall satisfaction rating of 4.83, reflecting strong positive feedback from students. | career assessment tool to streamline access and engagement.

Enhance Goal-Setting Enrichment: Data from Questions 4 and 12, along with the 33% of students in the NAASGO assessment who chose "meeting goals" as their primary career driver, show that our students are highly goal-oriented and aspirational. Many were able to articulate real-life goals, which presents an opportunity to incorporate structured goal-setting workshops to help students refine and pursue their academic and professional objectives. **Develop an Advanced Resume-Building Workshop:** While 61% of students reported already having a resume, the remaining 39% do not, and resume building was the top professional development need (Q11). To better serve both groups, we will develop a more advanced and tiered resume-building workshop, one track for beginners and another for those ready to refine and elevate their existing resumes. |

					• **Maintain High Student Satisfaction While Evolving the Program:** Our overall satisfaction rating of 4.83 indicates that students value the program. As we make these enhancements, we will maintain the elements students appreciate while introducing new, targeted support based on their expressed needs. • **Increased Program Awareness:** Encouragingly, 66% of students now report knowing about the Career Education Program, a significant increase from last year's 22% awareness level**.** This growth reflects successful outreach and engagement efforts. Going forward, we'll continue building awareness through intentional marketing, peer engagement, and faculty partnerships.
PSLO# 2	Continuous/Every Fall and Spring Semesters	Collect feedback from participants regarding their rating of the overall experience Collect post surveys from participants regarding their	Students attending Career Education professional development workshops will give a rating of 4 or better.	• 60% of students who participated in our Career Development workshop did not have a resume prior to attending. • 75% of student participants were unfamiliar with what a professional summary is on a resume. • 40% of students did not know what a KSA (Knowledge, Skills,	▪ **Revise Assessment Tools to Focus on Learning Outcomes:** We will shift our assessments to measure what students learn and gain through the program rather than focusing primarily on what they don't already know. This includes adding reflective prompts such as "What is a life skill you learned from this internship?"

		learning experience.		• and Abilities) is or how to incorporate it into a resume. • 45% of students had no prior interview experience before engaging in our Career Development program. • The overall student satisfaction rating was 4.8 out of 5, indicating a strong positive response to the workshop experience. • 100% (6 out of 6) of students who used the Career Education Program resume template successfully edited their resumes to meet the Career Expectation Rubric.100% (6 out of 6) of students who used the Career Education Program resume template successfully edited their resumes to meet the Career Expectation Rubric.	or "Will this internship help you get a job in the future?" to better assess growth, skill development, and career readiness. ■ **Strengthen Foundational Resume Support:** With 60% of students entering the program without a resume, it's essential to continue offering strong foundational resume workshops. These sessions will ensure students have a clear starting point for professional development. ■ **Clarify and Teach Key Resume Concepts:** Since 75% of students were unfamiliar with professional summaries and 40% didn't understand KSAs, we will enhance instruction around these resume components. We'll ensure students not only recognize these terms but can also apply them effectively to improve their documents and career materials. ■ **Integrate Interview Readiness Training:** With 45% of participants lacking prior interview experience, we will introduce mock interviews, peer feedback, and coaching sessions to prepare students for real-world interview settings and boost their communication confidence.

					▪ **Build on Positive Student Feedback:** An overall satisfaction score of 4.8 out of 5 shows that students are responding positively to the current program. We will retain the engaging elements they appreciate while integrating new components that address skills gaps and enhance learning. ▪ **Expand Use of Structured Resume Templates:** All students (6 out of 6) who used the Career Education Program resume template successfully revised their resumes to meet the Career Expectation Rubric. This shows that guided tools and structured formats are highly effective. We plan to make these templates a core resource in future sessions to support consistent quality and success.
PSLO#3	Continuous/Every Fall and Spring Semesters	Collect feedback from participants regarding their rating of the overall experience Collect pre and post surveys from	Intern at least 12 students for each semester, including summer session. Retention/Completion: All 12 students will return the following semester or graduate from Dine' College.	• 70% of students reported having participated in some form of work or volunteer experience prior to joining the program. • 100% of students expressed a desire to gain more work experience through this internship, with the goal of	▪ The results of this assessment have highlighted valuable insights that will help us refine and improve the delivery of our internship and career readiness program. Moving forward, we will implement the following changes: ▪ **Shift Focus to Student Learning Outcomes:**

		participants regarding their learning experience.		kickstarting their careers after college. • One student noted: "I believe having work experience prior to graduation would help me become more open around people and communicate effectively." • 40% of students indicated discomfort with public speaking, highlighting an area for targeted skill development. • **Fall Semester Internship Completion:** 100% of the students who started the fall semester internship (12 students) completed the program. • **Spring Semester Registration:** 100% of the fall interns (12 students) registered to continue for the spring semester. • **Program Satisfaction:** The program received an overall satisfaction rating of 4.5 out of 5, indicating strong positive feedback with opportunities for further improvement.	While it's helpful to understand what students know coming into the program, this assessment has shown the need to place greater emphasis on what students are learning during the program. We will revise our evaluations to include reflection prompts such as: ▪ "What is a life skill you learned from this internship?" ▪ "How has this internship prepared you for future employment?" ▪ These prompts will help us measure growth, confidence, and readiness—core indicators of student success. ▪ **Enhance Real-World Preparation:** With 100% of students expressing a desire to gain more work experience to help them launch their careers, we will continue to prioritize hands-on learning and mentorship. We'll also introduce structured opportunities for students to reflect on how their internship experience connects to their long-term goals. ▪ **Address Public Speaking as a Developmental Priority:**

					Since 40% of students reported discomfort with public speaking, we will incorporate communication-focused workshops and peer presentation opportunities to help students build confidence in professional settings. ▪ **Reinforce the Value of Work-Based Learning:** The fact that 70% of students had prior work or volunteer experience is encouraging. We'll build on this foundation by helping students connect past experiences to career goals, emphasizing transferable skills and resume-building strategies. ▪ **Use Satisfaction Feedback to Improve Engagement:** With an overall satisfaction rating of 4.5 out of 5, we recognize that students value the program. However, we will use this feedback to identify specific areas for enhancement, such as clearer goal-setting, more personalized coaching, and integrated skill assessments.

| PSLO#4 | Continuous/ Every Summer Session | | | • 44% of students who participated in student placement workshops do not yet know what population or field they want to work in after college, indicating a need for more targeted career exploration and advising.

• 45% of students who engaged with our team do not have a professional portfolio, highlighting an opportunity to integrate portfolio-building sessions into our career readiness offerings.

• 4 out of 12 students who participated in career placement activities expressed interest in entering the teaching field, suggesting a potential focus area for tailored support and employer partnerships.

• The program received an overall student satisfaction rating of 4.8 out of 5, reflecting a strong positive experience among participants. | ▪ **• Clarify Focus on Student Learning Outcomes:**
▪ Now that I understand the difference between program needs and student learning outcomes, I will use assessments more intentionally to measure what students are actually learning and achieving, rather than just what they lack at entry.
▪
▪ **• Use Data to Inform Program Adjustments:**
▪ Findings such as 44% of students being unsure of their career path and 45% lacking a professional portfolio show where we need to focus our efforts. This data will help us prioritize the development of specific skills and competencies.
▪
▪ **• Incorporate Learning Outcome-Based Questions:**
▪ We will introduce follow-up prompts like:
▪
▪ "What skill did you gain from this experience?"
▪
▪ "How has this workshop helped you move closer to your career goals?"
▪ These will help us better measure growth, skill development, and career readiness. |

					▪
					▪ **• Develop Targeted Skill-Building Sessions:**
					▪ Based on the gaps identified, we will integrate sessions focused on:
					▪
					▪ Career exploration and decision-making
					▪
					▪ Portfolio development
					▪
					▪ Resume writing and interview skills
					▪
					▪ Public speaking and confidence building
					▪
					▪ **• Use Assessment as a Continuous Improvement Tool:**
					▪ Going forward, assessment will serve as a feedback loop, helping us refine our programming to ensure students are progressing and leaving with the tools they need to succeed post-graduation.

Section 4: Overall Reflection	
How did your **program follow up** from assessment decisions or actions during the previous assessment reporting cycle?	This is our first year participating in the co-curricular assessment cycle, so there are no follow-up actions from a previous cycle. Our focus has been on establishing PSLOs and developing assessment materials to guide future improvements.

Reflection on Results: What did you learn about students this year? What did you learn about the services you provide year? What outcomes are students performing outstanding on? What outcomes are students struggling with? What can be done to improve outcomes in the future?	
Describe how the program used insights gained from assessment to integrate **academic services** into student learning. Examples include faculty-led workshops, cross-disciplinary learning opportunities, collaborative projects with other academic departments and linking academic learning with co-curricular student development.	
Describe how the program used assessment insights to collaborate with **other co-curricular programs**. Examples include an early alert system, studies on key issues of student learning, professional development activities, and program development partnerships in co-curricular initiatives, etc.	
Notable program accomplishments, e.g. grants, staff publications, program proposals, etc.	

Section 5: Communicating and Maintaining PSLOs	
1. When were PSLOs last reviewed by the Program Director?	
2. When and how are PSLOs made available to students (include URL, if available)?	
3. Who are your stakeholders? What data does each stakeholder need to know? What findings should be emphasized for each stakeholder? How will you share data with each stakeholder?	

Section 6: 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.

- Student or Program Handbook
- Program Overview (curriculum map)
- Program Schedules
- Lesson plans for activities
- Measurement Methods and Survey Templates
- Products from Student Affairs Professional Development
- Brochures, website, social media, etc.
- Other (please specify):

Section 7: Assessment Support	

1. What resource needs have your assessment efforts revealed?	Highlight all that apply:
	     o Facilities
	     o Human Capital
	     o IT/Software
	     o Professional Development
	     o Other (please specify): _____

2. Please explain your selections in the previous question.	
3. Please describe your program/unit assessment challenges and how the Office of Assessment can support you.	

Thank you for completing this report.

Report will all data collection will be stored and archived on Microsoft SharePoint Co-Curricular Program Assessment Site

Co-Curricular Assessment Reporting Review Rubric

	Co-Curricular Assessment Reporting Review Rubric				
	This rubric is designed to evaluate the status of your program's co-curricular assessment efforts, as outlined in the annual co-curricular assessment report. Our goal is for this evaluation to contribute to discussions that drive meaningful program improvement and development.				
	The program:	**Yes**	**Somewhat**	**No**	**Comments**
1.	Developed clear and measurable program student learning outcomes (PSLOs).				
2.	Student Affairs domain mission statement links clearly to the Dine' College mission statement.				
3.	Aligned PSLOs to Program Goals: Dine' College Strategic Goals and Grant Goals (if applicable).				
4.	Data collected represents the targeted population.				
5.	Identified intervention used to assess each PLSO.				
6.	Indicated how PLSOs were measured (graded or rated).				
7.	Identified the cycle of each PSLO data collection and analysis.				
8.	Described the data patterns or findings from assessment data analysis for each PSLO analyzed.				
9.	Described decisions or actions it will take because of the findings for each PSLO analyzed.				
10.	Shared how it followed up from assessment decisions or actions during the previous assessment reporting cycle.				
11.	Shared what the program learned from the overall data patterns analyzed.				
12.	Explained how the program used assessment insights to enhance student learning by integrating academics and collaborating with the academic programs.				
13.	Explained how the program used assessment insights to collaborate with other co-curricular programs.				
14.	Shared notable program accomplishments.				
15.	Reported a date or timeline of review of PSLOs by program director.				
16.	Identified when and how it makes PSLOs available to students.				
17.	Has developed assessment-related items such as a curriculum map, program handbook, a conflict-resolution policy, direct and/or indirect measures, etc..				
18.	Made clear connections between assessment efforts and its resource needs.				

19.	Overall, the program appears to have implemented a clear assessment process that is sustainable and meaningful to the program.				

General Comments: