



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">▪ Program Manager/Supervisors: Clarissa Bowman, Shiprock Center▪ Lambert Martin, Shiprock
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 îyisíí á siláago binahjį', ołta'í na'nitin náasjį' yee ínááhwiidool'áłígíí yéego bidziilgo ádiilníł, áko Diné nilínígíí t'áá ałtso yá'át'éehgo bee bił nahaz'áa dooleeł niidzin.</p>
Student Affairs Domain Mission	To promote & support student engagement through advising, coaching, and advocacy by including diversity, equity and inclusion leading to student retention and student success.
Dine' College Strategic Goal	Culture & Environment: Cultivate a cohesive, engaging, supportive, and student-centered organization.
Grant Goal	S/A Goal: Strengthen student diversity & leadership (support, promote DEI network, resources, and services). Title III: Activating student learning pathways.
Program's Annual Budget	AZ Remedial Education & Title III Grant.
Target Population	

SECTION 2 ASSESSMENT PLAN

PROGRAM STUDENT LEARNING OUTCOME: 1	Students will be able to improve their grades by building study habits and gaining a better understanding of course material, after attending three tutoring sessions and two workshops.
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Budget	Presenter, Program Name	Title of Activity	How the PSLO will be measured and what's being measured?	Measurement Tool
0.00	Shannel G	APA & MLA workshops (Fall 2024)	Workshop evaluations	Airtable and sign-n sheets
0.00	Shinaya B	Tips for Creating Math Notes (Fall 2024)	Workshop evaluations	Airtable and sign-in sheets
0.00	Shannel G	Annotated Bibliography Workshop (Fall 2024)	Workshop evaluation.	Airtable

PROGRAM STUDENT LEARNING OUTCOME: 2	Students will become proficient in using technology and applying information to their career goals after completing Canvas learning modules and attending workshops on specialized equipment.
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Budget	Presenter, Program Name	Title of Activity	How the PSLO will be measured and what's being measured?	Measurement Tool
0.00	Shinaya B	Overview on the Student Concept Narrative Workshop (Fall 2024)	Workshop Evaluation	Airtable

PROGRAM STUDENT LEARNING OUTCOME: 3	Students will improve their grades by working on assignments in study groups and participating in interdisciplinary projects with faculty and staff.
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Budget	Presenter, Program name	Title of Activity	How the PSLO will be measured and what's being measured?	Measurement Tool
0.00	Shiprock Learning Center, Career Education	Career Education Resume Writing (Spring 2025)	Self-Assessment	Airtable sign-in sheets and surveys
0.00	Math Mentor Circle (Amanda Hubbard) and Shiprock Learning Center	ALEKS Placement Testing Days. (Fall 2024 & Spring 2025)	ALEKS placement scores	ALEKS
0.00	Shannel G	Brief APA + MLA Overview Organize, Focus, + Develop Paper Topics (Spring 2025)	Workshop Evaluation	Airtable

0.00	Shinaya B	Brief ALEX Overview + Study Session (Spring 2025)	Workshop Evaluation	Airtable
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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?
Sample	Participation Trends: 80% of the students who participated in these activities were Junior Students.	Was your targeted population met and if not, how can this be improved?	Participation Growth: 90% of the students who participated in these activities were Junior Students. Attendance increased by 10% compared to fall semester.	Will this PSLO change for next year? If yes, explain the reason.
1.	Student attendance is low, and there appears to be more interest in math classes. The workshops are dependent on tutors available.	Based on the data provided, more workshops aiming towards ALEKS preparation. Tutors in writing and math were new and still familiarizing themselves with the process of assisting students.	From Fall semester, the number of workshops in math have more attendance than those of writing. The math and writing tutors have been diligent and more focused on student needs,	Focusing on more workshops eared towards students using the ALEKS format.
2.				
3.				

SECTION 4: VALUABLE ASSESSMENT-RELATED ACTIVITIES FOR PROGRAM REVIEW

Questions	Feedback
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, rubric norming, market analysis, introducing community-service options into the curriculum, etc.	<i>Based on the data, a revision of the current goals need to be altered to meet the needs of the students. The assessment process was fairly new and goals will need to be modified and altered to match the outcomes associated with the Learning Center.</i>

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 non-academic student development.	Based on the data provided, certain alterations to hours available to students at the Learning Center, and the types of workshops that students need, especially in math. With the incorporation of ALEKS in the curriculum, a number of students have been migrating to the workshops that focus on the ALEKS learning platform.
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.	Using prevalent data, the Learning Center was able to distinguish the areas of student needs when conducting workshops in math and writing. In the math area, most of the student body increased in the areas relating to the ALEKS learning platform. During the beginning of the spring 25 semester, the math tutor collaborated with the math instructor based on the data showing an increase in attendance in workshop attended.
Notable program accomplishments, e.g. grants, staff publications, program proposals, etc.	No programs, grants, or publications were initiated during this time.

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.

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

SECTION 6: ASSESSMENT SUPPORT

Questions	Feedback
What resource needs have your assessment efforts revealed?	Select all that apply: <ul style="list-style-type: none"> <input type="checkbox"/> Facilities <input type="checkbox"/> Human Capital

	<ul style="list-style-type: none"> <input type="radio"/> IT/Software <input checked="" type="radio"/> Professional Development <input type="radio"/> Other (please specify): _____
Please explain your selection in the previous question.	Based on the assessment developed, the inclusion of the faculty and access to the material covered in classes so that tutoring could echo the material in workshops helped tremendously. Faculty involvement is a need and ultimately will become a part of the process when hosting workshops for students seeking assistance in courses like math and writing. Tutors also require training and professional development in skills that would benefit them and eventually lead them to acquire certification in the CRLA process.
Please describe your program assessment challenges and how the Office of the Vice President and the Office of Assessment can support you.	<p>The Assessment process requires multiple data interpretations and implementations. Professional development in data analysis would help tremendously. Also, training on the tools necessary to create and develop a clean and productive visual presentation for assessment demonstrations.</p> <p>Guidance in developing future assessments from the team involved in developing the assessments would benefit all sites, by reinforcing the design and parameters necessary for a professional packet from each department. Dine College is unique in that there are many sites involved in the entire process, which could lead to a lot of data not aligning with the overall goals stated in the assessment portfolio. Condensing the portfolios into one unit could reduce the amount of confusion between the different sites. Coordinating the meetings necessary to organize the data and complete a coherent package for a unified assessment plan with each Learning Center proved difficult due to the number of staff present and working with students.</p> <p>The main factor is training in data analysis, and the tools staff and faculty could use together to form a more cohesive report.</p>

Thank you for completing this report.

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