Development of the Co-Curricular Assessment Cycle:

This cycle aligns with Sa'ah Naagháí Bik'eh Hózhóón Diné educational principles that are adorned/guided by the prayers and songs of the six sacred mountains. Each step develops critical thinking, planning, implementation, reflection, commitment, and accountability. It provides a structured process for staff to create programs that support student learning.

Step-by-Step Co-Curricular Assessment Process

Co-Curricular programs are responsible for completing an annual assessment covering activities from August to May. This step-by-step process ensures consistent assessment of student learning and helps program supervisors and directors monitor effectiveness and make yearly improvements. Co-curricular assessment report, data collection and assessment materials will be stored and archived on Microsoft 365 SharePoint.

1. **In June, staff create/revise their co-curricular program assessment plan for the upcoming year.**
   - Week 1 of June: Staff will attend Assessment Orientation to review the co-curricular assessment cycle. This will help staff begin revising their reports.
   - <u>Complete Section 1</u>
     - ☐ Mission Statement for Student Affairs Domain
     - ☐ Select Dine' College Strategic Goal(s) the program aims to achieve.
     - ☐ Determine if the program is funded by a grant and identify the specific goals that must be achieved under that funding.
     - ☐ Review the program's annual budget to ensure resources are allocated effectively to support the mission and goals.
     - ☐ Identify the population the program intends to serve to ensure the goals and budget align with their needs.
     - ☐ Indicate centralized location to store and archive data and assessment materials.

   - <u>Complete Section 2a and 2b</u>: Revise or create new program student learning outcomes (PSLOs); adding or removing necessary PSLOs and/or intervention strategies.
     - ☐ Review the Program Needs Assessment results to identify and assess gaps between the program's current PSLO(s).
     - ☐ Review and take into consideration feedback provided on the program evaluation (completed co-curricular assessment rubric).
     - ☐ Review Dine' College Data Reflection Report and student demographics (this report is provided from OIPR).

- Intervention Alignment: Identify and select specific types of service interventions (workshops, advising, peer mentoring, learning communities etc.) that will be implemented to support and achieve the intended PSLO(s).

2. **In July, staff will submit their co-curricular assessment report for review and approval.**

   - Week 2 of July: Staff will attend part 2 of the Assessment Orientation to learn various methods for creating assessment material and tools to measure student learning for the new report.
   - After developing or revising PSLO(s) the team will schedule a meeting with their supervisor to review and finalize section 1-2 of the co-curricular assessment report (see Appendix F).
   - The Supervisor will submit the final report to the Program Director.
   - Program Director will review and submit approved program assessment report to the Student Affairs Program Analyst and Vice President of Student Affairs. This review should be completed at least two weeks before the fall semester begins each year.
   - The Vice President of Student Affairs and Student Affairs Program Analyst conducts a preliminary review of completed co-curricular assessment report using a review rubric (see Appendix G). Feedback is then provided to programs on the clarity with which they completed their program assessment report. This is intentional to cultivate a supportive environment for assessment and encourage staff.

3. **Conduct program implementation and data collection from August through May.**
   - Staff will engage with students, deliver program activities.
   - Collect qualitative and/or quantitative data for the fall and spring semesters.
   - Staff will track progress through monthly reports to document how PSLO(s) are monitored.
   - Co-Curricular Assessment Professional Development: Staff will have an opportunity to attend assessment workshops each month to develop skills to interpret data effectively and make informed decisions that strengthen a program.

4. **At the end of each semester, programs will review data and report trends to guide decisions and program improvements.**
   - Fall Co-Curricular Assessment Day: Mid-year data analysis for program-related decisions.
   - Spring Co-Curricular Assessment Day: Programs will complete sections 3-6 on co-curricular assessment report for their selected PSLO(s).
   - Co-Curricular Assessment Report Due Date: The final report must be submitted by 5:00 p.m. on the last Monday of May. Reports will be uploaded to the MS SharePoint

Assessment Site for evaluation. If a report is not submitted, the Internal Evaluators for the Co-Curricular Committee and TRIO Committee will mark the program as incomplete.

- Summer Co-Curricular Assessment: Refer to the Freshman Institute Report for further information, including specific assessment methods and detailed findings. Student Affair domains will collaborate as a team to assess first-time freshman student learning outcomes as part of a summer project.

5. **Improvement Plan:** The last week on May, Internal Evaluators for Co-Curricular Committee (IECC) and TRIO Committee will use a co-curricular assessment rubric to evaluate the program and provide strategic recommendations for program improvement.
6. **Program Improvement:** In June, the Director and Supervisor will oversee implementing program improvements based on the committee's evaluation of the co-curricular assessment rubric. They will also develop a plan to monitor the effectiveness of these changes.

Roles and Responsibilities in Co-Curricular Assessment

Co-Curricular Assessment is an institution-wide endeavor that involves students, student affairs staff, administrators, and staff stakeholders. The role of each and the timeline for their contributions is detailed in the table below.

Who	When	What
Students	Ongoing	▪ Participate in co-curricular programs that are designed to support and enhance their college learning and academic success.
Program Director	Ongoing	▪ To champion meaningful co-curricular assessment in their department. ▪ Approve co-curricular assessment reports and submit them to the Student Affairs Program Analyst. ▪ Review program resource needs as stated in completed program assessment report (section 7) for planning and decision-making. ▪ Review assessment improvement recommendations and implement changes to program. ▪ Oversee implementation of assessment plans. ▪ Communicate essential assessment deadlines to the Program Supervisors. ▪ Ensure staff are ready to complete their co-curricular assessment reports on Co-Curricular Assessment Days. ▪ Invite the Student Affairs Program Analyst, the Office of Vice President and the Office of Assessment and

Who	When	What
		Curriculum to share assessment-related information at program meetings.
Program Supervisor	Ongoing	▪ Complete section 1 of the co-curricular assessment report ▪ Define Student Affairs Domain Mission Statement ▪ Define Grant Goals ▪ Provide the program's annual budget ▪ Supervisor will review and finalize section 1-2 of the co-curricular assessment report and submit to the Program Director. ▪ Monitor PSLO(s) and program effectiveness using monthly reports. ▪ Provide guidance on interpreting data and adjusting program delivery based on assessment results. ▪ Review program resource needs as stated in completed program assessment report (section 7) for planning and decision-making.
Program Staff	Ongoing	▪ Define and review Program Student Learning Outcomes (PSLO's) ▪ Identify activities for collecting assessment data related to PSLOs. ▪ Collect and analyze data responses. ▪ Connect and provide learning opportunities with students. ▪ Use assessment findings to plan program changes. ▪ Determine impact of previous programmatic changes on student learning and experiences. ▪ Prepare the co-curricular assessment report and submit to supervisor. ▪ Invite the Student Affairs Program Analyst Office and the Office of Assessment & Curriculum to work with them as needed.

Who	When	What
Student Affairs Program Analyst	Ongoing	▪ Oversee co-curricular assessment and collaborate with academic assessment. ▪ Create and revise assessment processes, timelines, and reporting templates. ▪ Facilitate professional development workshops/events for co-curricular assessment ▪ Extract program assessment data from Microsoft SharePoint. ▪ Track program assessment report submissions and relay messages to Program Directors. ▪ Produce end-of-cycle reports, including recommendations for assessment improvements for staff.
The Vice President of Student Affairs	Ongoing	▪ Utilize assessment information for planning, budgeting, fundraising, and overall institutional development. ▪ Communicate assessment activities to external stakeholders such as the Board of Regents and the Higher Learning Commission. ▪ Provide feedback on completed co-curricular assessment reports and make recommendations for improvement (See Appendix G).
The Office of Assessment and Curriculum	Ongoing	▪ Utilize assessment information to make recommendations for institutional improvement.
Internal Evaluators for Co-Curricular Committee & TRIO Committee	End of Academic Year	▪ Provide strategic advice regarding assessment plans, templates, documents and reports. ▪ Communicate assessment office's long-term goals and strategies to staff and other committees. ▪ Provide feedback on completed co-curricular assessment reports and make recommendations for improvement (See Appendix G).

Definitions in Co-Curricular Assessment

- **Co-Curricular:** Learning activities, programs and experiences that reinforce the Din4 learning principles of Sa'2h Naagh17 Bik'eh H0zh00n and complement the academic curriculum. They are not graded, do not provide academic credit, and often occur outside class hours.

- **Co-Curricular Assessment Report (CCAR)** is a document that evaluates a program's effectiveness, outlining its mission, purpose and key contributors.
- **Student Affair Domain (SA):** Departments at Dine' College that offer co-curricular programs to support student learning. The current domains include: Student Enrollment and Student Access (SESA), Student Retention and Student Success (SRSS), Student Engagement and Student Leadership (SEAL), Shiprock Student Affairs and Dine' College Microsites.
- **Mission Statement** guides decision-making and helps communicate the organization's direction to stakeholders, employees, and the public.
- **Sa'2h Naagh17 Bik'eh H0zh00n (SNBH) Principles** are used as a framework to create programs and educate students. The principles are as follows: Critical Thinking, Planning, Implementation, Reflection, Commitment and Accountability.
- **Fiscal Year (FY)** is a 12-month period used for budgeting and program reporting. The CCAR's fiscal year runs from August to July.
- **Program Needs Assessment** is used to identify the needs of a program. The data provides insights for planning, resource allocation and decision-making to improve effectiveness and address unmet needs or gaps.
- **Program Student Learning Outcomes (PSLO)** is a statement that specify what students will know, be able to do or be able to demonstrate when they have participated in a program.
- **Measurement Methods** are tools used to collect and evaluate data to see if goals have been met. They can include; surveys, tests, observations, interviews, etc.
- **Indirect Measurement Methods** collect information about how students feel about their learning experiences. These methods focus on students' reflections regarding their learning experience.
    - **Examples:** surveys and questionnaires assessing satisfaction or learning, focus groups, interviews, evaluations and feedback.
- **Direct Measurement Methods** require student to actively demonstrate learning through performance such as; exams, quizzes, research papers, essays, portfolios, etc.
- **Data** is information collected and analyzed to provide a program insight, support decision-making and conclusions.
- **Data Storage** is the process of saving information in systems for easy access and future use.

- **Data Archive** is the process of saving inactive data for long-term preservation and future reference.
- **CCAR Evaluation Rubric** is a tool that assess a program based on specific criteria, outlining key areas and levels of performance for fair co-curricular program evaluation.
- **TRIO Committee:** Representatives from Academics, Student Affairs and the Office of Institutional Planning and Reporting.
- **Internal Evaluators for Co-Curricular Committee (IECC):** Representatives from each Student Affair Domain (SESA, SRSS, SEAL, Shiprock Student Affairs, Microsites).

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Co-Curricular Assessment Cycle

1) June: Define Program Student Learning Outcome(s)

- Create/revise program assessment plan for the upcoming year.
- Complete Section 1-2 of the Co-Curricular Assessment Report

2) July: Approval of Assessment Plan

- Programs submit assessment report to supervisors, who review and forward to the director for final approval.
- Director submits approved program assessment plan to the Student Affairs Program Analyst and Vice President of Student Affairs.

3) August-April: Programming & Data Collection

- Connect with Target Population
- Provide Learning Opportunities
- Collect Quantitative Data and/or Qualitative Data
- Monitor PLSO(s) using a Monthly Report

4) May: Data Reporting Results

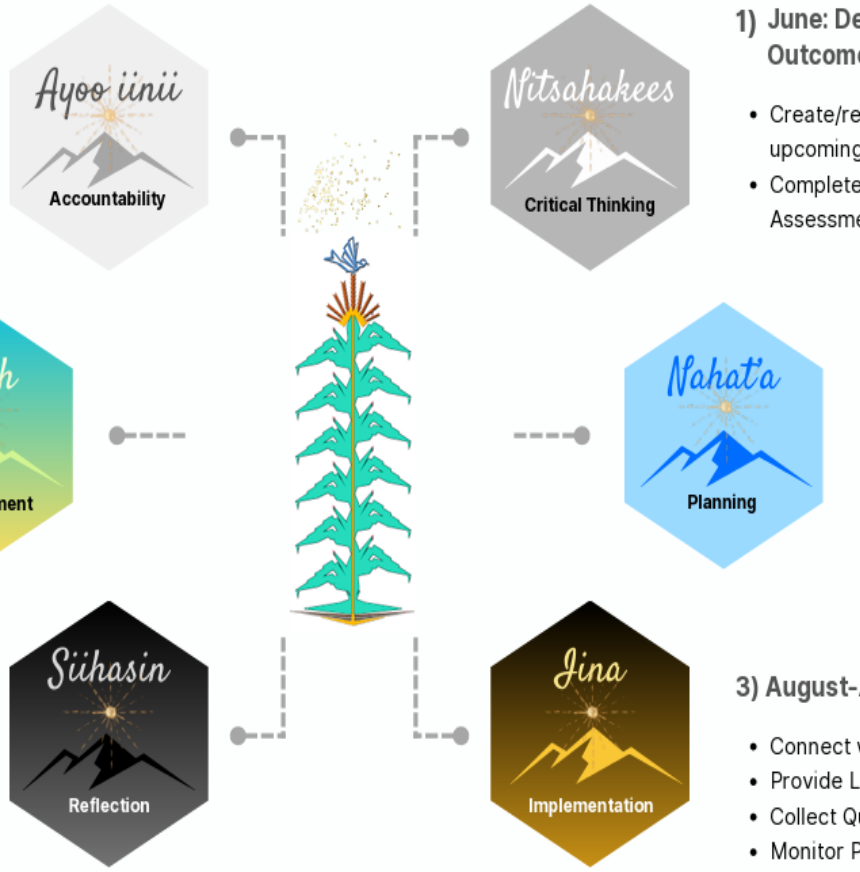
Fall and Spring Co-Curricular Assessment Days
Complete Co-Curricular Assessment Report (sections 3-6)

5) May: Improvement Plan

Internal Evaluators for Co-Curricular Committee & TRIO Committee will evaluate the program using a co-curricular assessment rubric.

6) June: Program Improvement

Directors and Supervisors will oversee implementing program improvements based on the committee's evaluation of the co-curricular assessment rubric.



Annual Program 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)	Supervisor: Malcolm Bob Staff: Stephanne Jim, Student Affairs Program Analyst
Student Affairs Domain	Vice President of Student Affairs
Domain Mission Statement	Student Affairs provides end-of-year evidence showing how it created and promoted learning environments that encouraged students to explore and gain new knowledge.
Program Name	Co-Curricular Assessment Program
Target Population	Student Affairs Staff within SESA, SRSS, SEAL, External Campuses and Microsites
Dine' College Strategic Goal: 2022-2027	Holistic Integration: to integrate Dine' 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. ▪ Community of Practice: Create a college community that comes together to share, guide, and review the College's academic progress, instruction, and assessments for continuous improvement. ▪ Mentoring Network: Fabricate a stakeholder network to ensure Dine' Education Philosophy is integrated into programs, curriculum, and administration by deploying mentors throughout the college to provide the expertise needed. ▪ Data-Informed Decision Making: Cultivate a data-informed culture to practice and analyze programs and facilities in order to create clarity and accountability.
Grant Goal (if applicable)	Title III: Diné College will implement effective protocols and practices to improve Persistence, Retention, Attrition, and Completion rates.
Annual Budget (if applicable)	Title III Grant
Data Archive	All data collected for each activity will be archived into MS SharePoint Assessment Site.
Section 2a: Program Learning Outcomes (PSLO)	
What will staff learn after participating in this program? Condition, audience, behavior, and degree of achievement.	
PSLO 1	Staff will develop an understanding of the co-curricular assessment cycle by developing assessment materials that align with and support their annual co-curricular assessment report.
Date to Begin Collecting Data	June 2025
Date to Finish Collecting Data	May 2026
Section 2b: Intervention Alignment	
Types of service intervention to ensure PSLO is achieved.	

	Intervention Strategies	Connection to PSLO
Intervention # 1	Sa'ah Naaghai Bikeh Hozhoon Prayer Day	PSLO 1
Intervention # 2	Co-Curricular Assessment Workshops	PSLO 1
Intervention # 3	Networking Series	PSLO 1
Intervention # 4	Co-Curricular Assessment Days	PSLO 1

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?
1.	Continuous/ Every Year	▪ On **Prayer Days** conduct a Student Needs Assessment: Gather overall student needs to for Student Affairs Programs. ▪ On **Prayer Days** create a pre-assessment to measure participants understanding of the following: ○ Fall: Dine' College History, Vision, Mission, Principals and Values. ○ Spring: Leadership skills rooted in the college mission (SNBH). ▪ Create a quiz for **professional development series** ▪ **Co-Curricular Assessment Days:** ○ Fall: Self-reflection survey to gather staff feedback on what they learned about co-curricular assessment	▪ Increase the number of staff who participate in data analysis by at least 3% by May of 2026. ▪ Increase the number of staff who submit a co-curricular assessment report by at least 3% by May of 2026. ▪ By May of 2026, at least 50% of Student Affairs staff will be more confident using assessment tools and understanding data, based on feedback from professional	▪ Prayer Day Results: ▪ Workshop Quiz Results: ▪ Fall and Spring Co-Curricular Assessment Day Results: ▪ Networking and Sharing Assessment Results: ▪ Networking with Student Affair domains to create a plan of action for the Summer Freshman Institute results: ▪ Networking: Satisfaction Results from internal/external networks upon their request:	<u>Goal</u>: Increase collaboration between Student Affairs and Academic Affairs to support student learning and success. <u>Action Plan:</u> ▪ Analyze Existing Events: ▪ Engagement Strategies: ▪ Peer-to-Peer Dialogues: ▪ Reimagine Low-Attendance Activities: ▪ Student Involvement: ▪ Monitor Progress:

		○ Spring: Summative assessment to measure participants understanding of the co-curricular assessment cycle and their ability to implement assessment strategies within their program development. ▪ **Networking Series:** ○ Surveys to measure the experience in sharing assessment plan with internal and external networks. ○ Survey to measure the experience in working with all Student Affairs domains. ○ General survey to measure satisfaction upon networks requesting information on co-curricular assessment. ▪ **Student Survey:** Develop a monthly Student Services Survey to gather feedback on ○ Student Affairs customer service ○ Awareness of PSLO for programs so students understand expectations and responsibilities	development sessions and surveys about the assessment resources they used.		

Section 4: Overall Reflection	
How did your **program follow up** from assessment decisions or actions during the previous assessment reporting cycle?	This is the first year implementing the program in the co-curricular assessment cycle, so there are no follow-up actions from a previous cycle. The 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 Vice President of Student Affairs?	
2. When and how are PSLOs made available to staff (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: ▪ Facilities ▪ Human Capital ▪ IT/Software ▪ Professional Development ▪ 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

Appendix G: Co-Curricular Program 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: