



OFFICE OF ASSESSMENT & CURRICULUM

END OF YEAR REPORT

2024 - 2025

Approved by:
Provost Council 8/6/2025
ASSC

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Provost

OVERVIEW

ASSESSMENT AT DINÉ COLLEGE

This report provides an overview of academic assessment activities at Diné College for the academic year 2024 - 2025. It summarizes progress on student learning outcomes for programs and general education, details assessment efforts, and presents ways to apply findings in order to improve instruction and curriculum.

Academic Assessment at Diné College is “a continuous cycle of self-evaluation and self-reflection” and its purpose is “to transform and enhance the quality of learning, instruction, curriculum, and institutional effectiveness (Diné College Assessment Handbook).” These statements effectively capture the college’s faculty, staff, and administration’s commitment to student success.

In previous years, the term “assessment” carried a negative connotation among faculty. This was evident in the lack of participation in annual assessment activities, faculty complaints of burnout, and an obvious need for additional training opportunities and clarification on assessment. Additionally, the assessment process was outdated and required more work than necessary from faculty. During Spring 2024 Assessment Days, faculty submitted feedback about their experiences in recent years; the Office of Assessment and Curriculum found the following themes:

BROAD THEMES - SPRING 2024

- Unclear understanding of the difference between course-level and program-level assessment
- Unclear understanding of the difference between general education assessment and program-level assessment
- Unclear process for submitting general education or program artifacts
- No designated program leads
- Lack of collaboration between faculty in the same discipline areas
- Lack of sharing assessment information from committees
- No facilitated assessment activities



HLC FINDINGS

CRITERION 4.B.

Assessment at Diné College has improved tremendously since to the recent findings from the Higher Learning Commission. In April 2023, Criterion 4.B was **MET WITH CONCERN.**

CRITERION 4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and co-curricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

HLC Findings (May 2023 report)

DC has created uniform, college-wide assessment processes, but acknowledges it is in the toddler stage in implementation of assessment process and there is little evidence to show that assessment processes currently lead to meaningful understanding and improvement of student learning.

The institution has created student learning outcomes for general education programs. Although, processes are in place for monitoring and review of the efficacy of all academic programs, not all programs participate in the program review process and the review process for student learning outcomes continues to show need for improvement.

DC has made progress in defining co-curricular activities. Although assessment is still in its infancy in this areas, two identified co-curricular units have completed a self-study, including assessment of student learning outcomes

The institution is commended for progress made in use of data to identify and intervene with at-risk cohorts as well as publication of data outcomes related to student success.

As a result of May 2023 report, the Higher Learning Commission will conduct a focused visit on November 17th and 18th 2025.

CLOSING THE LOOP

In response to the May 2023 report – and in preparation for the November 2025 Focused Visit – Diné College took the following steps:

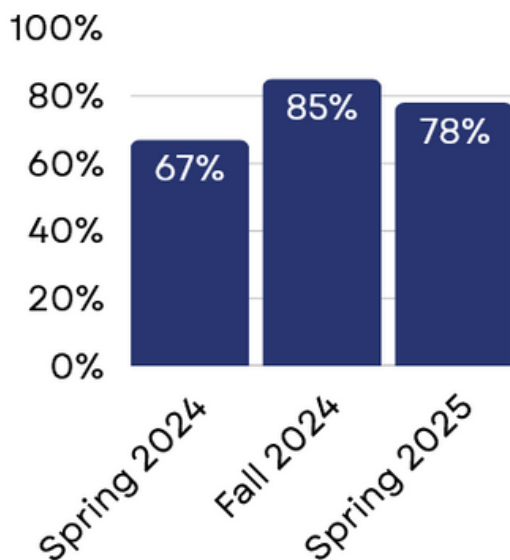
- Fall 2023: Hired an Assessment Consultant, Dr. Ashima Singh, who worked diligently to assess the institution's assessment process. Singh developed a new assessment report template and process that reduced faculty assessment workload and called for assessment of only one or two program outcomes per academic year.
- Spring 2024: Hired a full-time Director of Assessment and Curriculum (Mikayla Largo) and re-established the Office of Assessment and Curriculum (OAC), housed under the Provost's Office.
- May 2024: Hosted the first faculty assessment days after a six-year pause. Attendance was low.
- Summer 2024: The OAC worked to revise handbooks with the new processes for assessment and Academic Program Reviews.
- Fall 2024: OAC met one-on-one with academic programs, successfully getting 67% of programs on board with the new assessment report and process. During this time, programs worked to revise their program student learning outcomes (PSLOs), which had not been updated since programs were developed. In addition, a webpage was developed to begin storing evidence file for the HLC Focused Visit in November 2025.
- Spring 2025: faculty attendance at Assessment Days increased to 78%, and faculty completed a trial run of General Education assessment.
- Fall 2025: OAC will work toward a digital and efficient process of general education assessment, and revise handbooks and increase communication regarding assessment to the entire institution.



FACULTY ENGAGEMENT

"THIS WAS A PRACTICAL EXAMPLE OF AN EFFECTIVE PROFESSIONAL DEVELOPMENT OPPORTUNITY - IT WAS GREAT TO HEAR WHAT OTHER DEPARTMENTS ARE DOING." - FALL 2024 FACULTY FEEDBACK.

Assessment Days Faculty Attendance



Criterion 4.B, item 3, states that assessment activities must include "the substantial participation of faculty, instructional and other relevant staff members."

To address this, we tracked attendance all the Assessment Days activities in Spring 2024, Fall 2024, and Spring 2025.

While we have worked toward increasing faculty attendance and engagement, there is still a shortfall of accountability among faculty who do not attend assessment days, do not submit artifacts, and/or continue to question why we do assessment at all.

ASSESSMENT OF GENERAL EDUCATION



The general education curriculum was developed in alignment with the Arizona General Education Curriculum (AGEC), which identifies six Gen Ed areas: communication, humanities and fine art, social and behavioral sciences, mathematics, laboratory sciences, and Navajo studies. General education assessment at Diné College is conducted at the program-level rather than course-level and is a significant measurement of students' ability to demonstrate at the introductory level of:

1. Write clearly
2. Think critically
3. Speak effectively
4. Reason mathematically
5. Self-express creatively
6. Understand the Diné perspective

These abilities "promote social and personal responsibility, ethical reasoning, and civic knowledge and engagement to address local and global issues.". While delivering and assessing general education courses at Diné College, it is done so with the institution's educational principles of Sá'ah Naagháí Bik'eh Hózhóón.



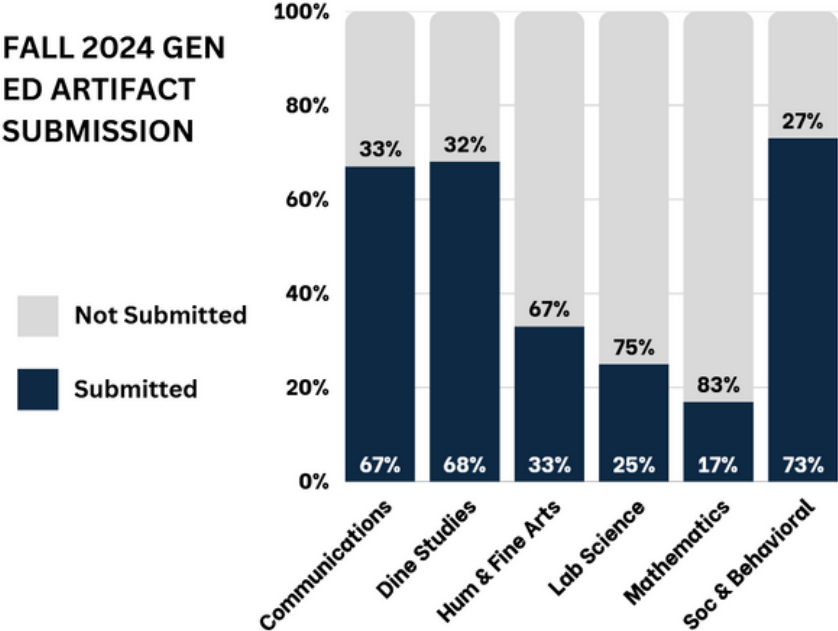
In recent history, there has been no meaningful assessment of General Education. In the May 2023 report, the HLC found that, "The institution has created student learning outcomes for general education programs. Although processes are in place for monitoring and review of the efficacy of all academic programs, not all programs participate in the program review process and the review process for student learning outcomes continues to show need for improvement."

In response to the HLC findings, the Provost appointed the director of assessment and curriculum to the Gen Ed Committee, a faculty standing committee that met every other Friday. The OAC director also began meeting individually with the schools in January 2025 to provide professional development about Gen Ed and program-level assessment. Faculty expressed they needed clarification between the two types of assessment and their learning outcomes.

GENERAL EDUCATION

ARTIFACT SUBMISSION & ASSESSMENT OF STUDENT LEARNING OUTCOMES

In Spring 2025, OAC called upon the Gen Ed faculty with the support of the school deans to submit fall 2024 artifacts. In response, 53% of all fall 2024 artifacts were collected. The top three categories with significant submission rates were Social and Behavioral Sciences, Navajo Studies, and Communications.



USE OF ASSESSMENT RESULTS

A trial run of Gen Ed assessment was conducted at the Spring 2025 Assessment Days, and it yielded the results below. The results are scores from individual rubrics for each category's Program Student Learning Outcome (PSLO).

Taking a closer look at Social and Behavioral Sciences, a majority of students scored below the 2.99 threshold to pass. Faculty determined that the reason for low scores stemmed from the fact that artifacts collected included a variety of reflection papers, discussion posts, and research papers, while the rubric had been developed to score a final research paper. During the next academic year, faculty will uniformly assess a final research paper from their courses.

Gen Ed PSLO	3+	2.00-2.99	1.00-1.99	0.00-0.99
Write Clearly ENG 101	59	32	9	0
Write Clearly ENG 102	36	50	14	0
Dine Wellness	41	37	22	0
Speak Effectively	17	41.5	41.5	0
Express Creatively	42	50	0	8
Think Critically (SBSS)	26	43	30	2
Think Critically (STEM)				
Reason Mathematically				

GENERAL EDUCATION

THE REVISED ASSESSMENT PROCESS FOR 2025-2026







RECOMMENDATIONS TO FACULTY

- Ensure the identified artifact is aligned with the gen ed rubric
- Same courses taught by different faculty should follow the same assessment prompt.
- Revise gen ed rubric utilizing and 0-4 scoring scale.
- Only submit artifacts from students that have passed with a C or higher.

OAC NEXT STEPS

- Digitalize artifact collection, storage, gen ed rubrics and artifact card.
- Train faculty to create an assessment assignment in Canvas.
- Train faculty to upload student artifacts and submit the gen ed artifact form.

GENERAL EDUCATION ASSESSMENT PROCESS

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
					
CANVAS	Artifact Form	Artifact Collection	Random Artifacts	Assessment Days	Analyze and Improve
Assignment for general education created in CANVAS. Submission by student or instructor is anonymous.	Artifact submission is complete, the instructor fills out the gen ed artifact digital form. OAC receives the completed form.	OAC exports the assessment assignment from CANVAS. OAC files the artifacts using a numbering system.	Once all artifacts are collected, OAC identifies 30 random artifacts and creates a digital folder	At Assessment Days, faculty receive the digital zip folder and complete the digital assessment form (scoring rubric).	Results are received right away and plans for improvement are conducted. The General Education Assessment Report is completed.

GENERAL EDUCATION

COLLABORATION WITH AZTRANSFER - AGECE

Diné College collaborates with AZTransfer, an organization born out of legislation passed in 1996, to "support transfer student success" by ensuring that Arizona's students have access to "efficient, seamless, and simple ways to transfer."

Diné College initially joined the AZTransfer initiative as Navajo Community College to ensure our students earned credits will transfer to any of the three major universities in Arizona: Northern Arizona University, Arizona State University and University of Arizona. However, in the last decade, Diné College has grown tremendously in terms of new academic programs and now offers baccalaureate degrees and one master degree. Therefore, Diné College is not only equipped to transfer students out after completing the general education requirements, but students are able to transfer into Diné College without a substantial loss of credits.

The Arizona General Education Curriculum (AGEC) is currently implementing a redesign of three AGECE pathways into one consolidated AGECE pathway. The redesign provides a guide in which our institution can develop general education curriculum that best fits our student population. Since we are a tribal institution, Diné language and history must be an institutional requirement.



The redesign is forcing us to assess our current general education courses. Areas that we consider when looking at our current list of general education courses include:

- Does the course align with the foundational development of learning outcomes?
- Does the course align with new AGECE criteria?
- When was the course last offered and do we have faculty credentialed to teach the course?
- How does the course prepare students for degree program requirements?

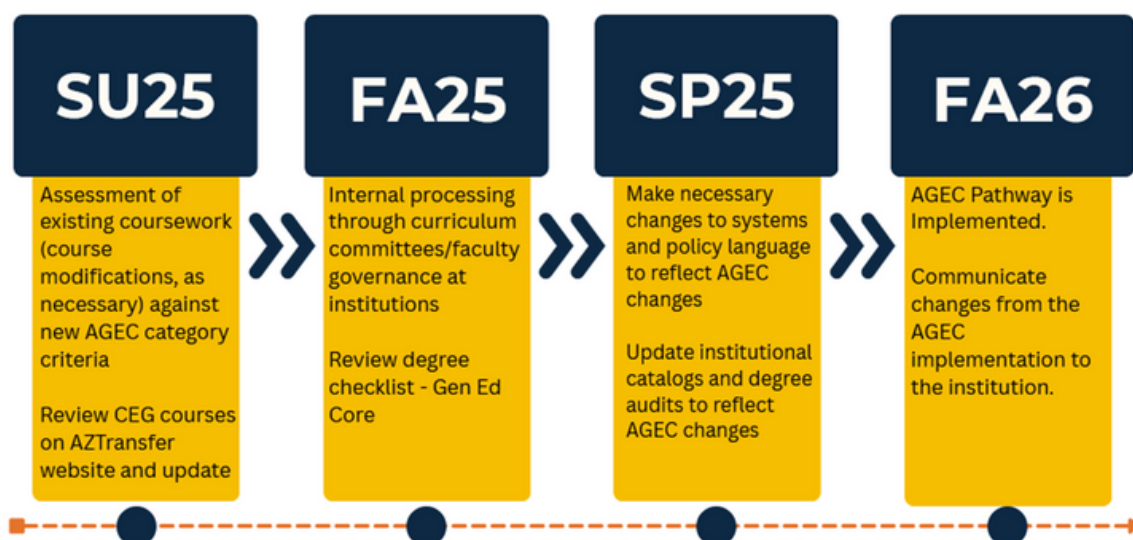
GENERAL EDUCATION

AGEC REDESIGN AND TIMELINE TO IMPLEMENTATION

The Office of Assessment and Curriculum developed an AGECE Taskforce to begin the strategic planning and implementation of the redesigned AGECE. This process includes working closely with faculty who teach general education courses, school deans, student affairs and the general education committee.

Current AGECE Pathways	AGECE Redesign by Fall 2026
<p>The mathematics and science requirements differ among the three forms of AGECE.</p> <p>AGECE-A requires a minimum of college mathematics or college algebra. (35-47 Credits)</p> <p>AGECE-B requires a minimum of brief calculus. (39-45 Credits)</p> <p>AGECE-S requires a minimum of calculus and a minimum of university chemistry, physics, or biology. (42-50 Credits)</p>	<p>Categories and Credit Ranges (total of 32 to 35 credits)</p> <ol style="list-style-type: none">1. Written and Oral Communication (6-10 credits; the first 6 must be composition/technical writing, and the remaining 3-4 credits can be in communication studies or languages)2. Arts & Humanities (6-9 credits)3. Quantitative Reasoning (3-4 credits)4. Natural Sciences (4-8 credits)5. Social & Behavioral Sciences (6-9 credits)6. Institutions in the Americas (3 credits)

AGECE Timeline for Implementation

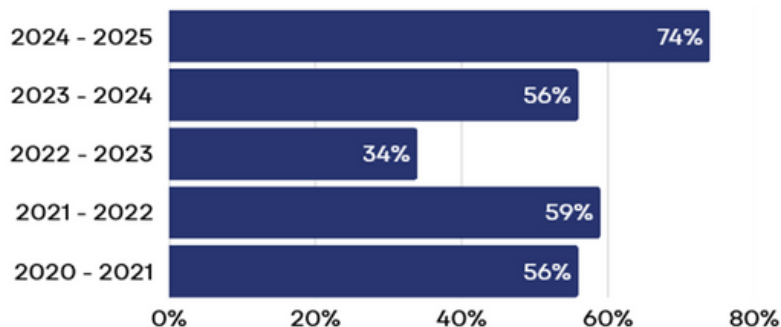


ARTICULATION TASK FORCES (ATF)

Another critical piece of AZTransfer includes faculty participation in Articulation Task Force Meetings. Faculty representatives are assigned to a one or more of the 43 academic disciplines that meet each fall to evaluate course transferability and discuss curricular alignment among Arizona colleges and universities. In the past four academic years, our faculty attendance was the lowest among Arizona colleges and universities, but this past academic year we boosted our attendance to 74%. AZTransfer awarded Diné College the Institutional Improvement Award in June 2025.

Faculty attending these meetings is beneficial not only for alignment with general education courses but also evaluating 200- and 300-level courses within their assigned disciplines and ensuring courses are transferable. Faculty should report to our office, school deans and the curriculum committee of any changes needed to course prefixes, descriptions, credit hours and needed updates to the course equivalency guide (CEG).

**Articulation Task Force (ATF)
Attendance**



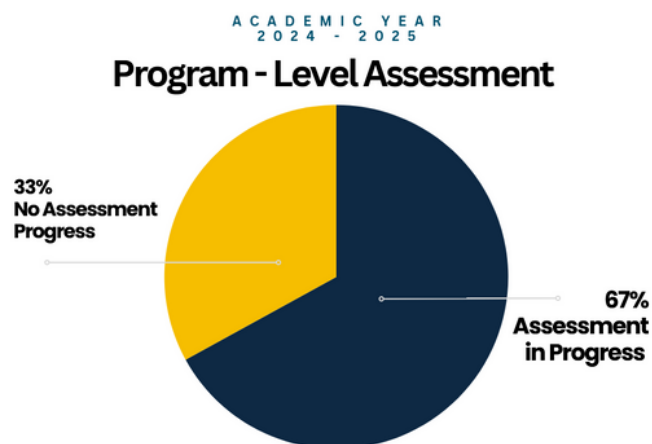
RECOMMENDATIONS & NEXT STEPS

The Office of Assessment & Curriculum will review the current list of faculty assigned to ATF task forces. It will confirm with school deans that the faculty will continue to serve, and end the list as needed. Multiple faculty members can serve on a single task force as long as one faculty is the identified ATF lead. Next, OAC will meet with all faculty that are part of the ATF to ensure they are prepared for the upcoming ATF season (fall meetings). Our goal is to increase faculty attendance and participation during Fall 2025. This will also assist the institution with organizing the courses listed on the AZTransfer Course Equivalency Guide.

PROGRAM ASSESSMENT

CLOSING THE LOOP

The Office of Assessment and Curriculum met with 67% of the programs to establish assessments plan for the academic year 2024-2025. The remaining 33% of the programs need a designated program lead to revise their assessment plans for the upcoming academic year. To meet the goal of reducing workload for faculty as well as providing training on assessment, several meetings took place throughout the fall 2024 semester to train faculty on the revised assessment process and reporting templates. It also became evident that faculty need support to revise or develop measurable program student learning outcomes, and to identify appropriate artifacts and measurement tools. Many programs completed an overhaul on their programs.



"THIS ASSESSMENT PROVIDES ME WITH VALUABLE INSIGHTS TO ANALYZE AND ASSIST OTHER STUDENTS. I AM GRATEFUL TO BE PART OF SUCH A REMARKABLE EDUCATIONAL REALM OF INDIGENOUS SCHOLARS AND PROFESSORS WHO ARE ACTIVELY SHAPING AND IMPROVING THE PATH FOR FUTURE GENERATIONS.." -
FACULTY FEEDBACK FROM FALL 2024 ASSESSMENT DAYS

Examples of Program Improvement Fall 2024 & Spring 2025

Program	Program Improvements
Bachelors of Fine Arts in Creative Writing	<ul style="list-style-type: none">Developed PSLO's that aligned with three genres of their program: Non-fiction, Fiction and Poetry.Developed a creative writing rubric.Identified a course from each genre to collect artifacts from.Completed their first assessment of their data findings at Spring 2025 assessment days.
Associate of Arts in Social & Behavioral Sciences	<ul style="list-style-type: none">Revised and reduced number of PSLOs from five to fourRemoved general education courses from program assessmentCompleted assessment of their data findings at Spring 2025 assessment days.
Bachelor of Arts in Psychology	<ul style="list-style-type: none">Revised and reduced number of PSLOs from five to fourCompleted assessment of their data findings at Spring 2025 assessment days.
Associate of Arts in Dine Studies	<ul style="list-style-type: none">Revised and reduced number of PSLOs from nine to four.Completed their first assessment of their data findings at Spring 2025 assessment days.

PROGRAM ASSESSMENT

WHERE WE CAN IMPROVE AND NEXT STEPS

Several programs were able to collect data from their fall 2024 courses and analyze their findings; these are stated in their Annual Assessment Reports. A majority of programs are still in the process of revising their program student learning outcomes and identifying measurements for those PSLOs. Thirty-three percent of Diné College's academic programs have not completed any work toward the assessment process. Therefore, we have no data on the following 14 programs:

- Associate of Arts in Early Childhood Education
- Associate of Arts in Education
- Associate of Arts Social Work
- Associate of Science in Mathematics
- Associate of Science in Physics
- Bachelor of Arts in Navajo Nation Law
- Bachelor of Fine Arts: Graphic Design
- Bachelor of Fine Arts: Navajo Silversmithing
- Bachelor of Fine Arts: Navajo Weaving
- Bachelor of Science in Agricultural Science
- Bachelor of Science in Secondary Education (Math)
- Bachelor of Science in Secondary Education (Science)
- Certificate in Navajo Cultural Arts
- Minor in Navajo Cultural Arts

NEXT STEPS

OAC will work towards the following goals this upcoming academic year:

- Work with the school deans to identify program leads for the 14 programs above.
 - Assist with assessment planning (revise PSLOs, course selection and identify artifacts).
 - Begin collecting assessment data.
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ACADEMIC PROGRAM REVIEW

REVISING THE PROCESS

Until recently, Diné College scheduled Academic Program Reviews throughout the academic year. Previous self-study reports and action plans can be found in the assessment archive. However, APR's abruptly halted during the Covid-19 pandemic and only four programs completed their scheduled APR's since then.

In Fall 2024, OAC updated the APR timeline and process, which will be added to the revised APR Handbook. The APR process updates include: APR site visits conducted in the Spring semester only, utilizing Fall semester to prepare the self-study report, analyze data, and prepare a site visit presentation.

OFFICE OF ASSESSMENT & CURRICULUM - OFFICE OF PROVOST

ACADEMIC PROGRAM REVIEW PROCESS



ACADEMIC PROGRAM REVIEW

CLOSING THE LOOP

Ten Academic Program Review Site Visits were scheduled for Spring 2025, but only 7 were conducted (70%). The following programs did not complete their scheduled APR site visit or self-study report: Bachelor of Arts in Diné Studies, Associate of Arts in Early Childhood Education, and Bachelor of Science in Biomedical Sciences. The APR site visits for 2 of the programs will be postponed to early fall 2025. The Bachelor of Arts in Diné Studies is not yet rescheduled.



Academic Program Review & Status

Program	Date	APR Status
Associate of Arts in Business Administration	3/27/2025	Completed Self-Study Report and Site Visit
Bachelor of Arts in Business Administration	3/27/2025	Completed Self-Study Report and Site Visit
Associate of Arts in Diné Studies	4/4/2025	No Self-Study Report, Completed Site Visit
Bachelors of Arts in Diné Studies	4/4/2025	No Self-Study Report, Site Visit not completed
Bachelor of Fine Arts in Creative Writing	5/2/2025	No Self-Study Report, Completed Site Visit
Associate of Science in Biology	5/16/2025	Completed Self-Study Report and Site Visit
Bachelor of Science in Biology	5/16/2025	Completed Self-Study Report and Site Visit
Master of Science in Biology	5/16/2025	Completed Self-Study Report and Site Visit
Associate of Arts in Early Childhood Education	5/30/2025	Postponed, not rescheduled
Bachelor of Science in Biomedical Sciences	8/15/2025	Postponed to early fall

MEET THE TEAM



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