

Academic Sii Hasin Committee End-Of-Year DRAFT Report, AY 2022-23

Below is a summary of events and progress that was made for the ASHC for the academic year.

Annual Degree Program Assessment Reports

ASHC Representatives and School Deans have been informed about missing DPAR1s and DPAR2s. Please see Table 3.

DPAR1 scoring with rubric by School Assessment representatives was done in the final meeting. Feedback to program reps and Deans will be provided. Table 1.

Table 1: Summary of tasks completed by ASHC in 2022-23 AY

Tasks	Status
Submit (DPAR2) FORM (Assessment Plans)	Partially COMPLETED
ASHC Feedback for DPAR2	By various reps
DPAR1 Submission to ASHC	During 22-23 AY
ASHC Feedback for DPAR1	Spring 2023

Note: This report is a DRAFT because we are waiting for all the DPAR1's to be turned in over summer

Kendra Begay was hired as an Assessment Administrative Assistant to Provost Garrity in November, 2022 to upload artifacts and DPARs and keep an inventory. Dr. Garrity has her store the artifacts on a separate drive on her computer. No access for the A share drive yet.

This spring the HLC visited and determined that in Core Component 4B, the college assessment program continues to need more work (see report section, below). In ASHC discussion, it was concluded that the committee will work more closely with Faculty Association, Provost Garrity and Deans, to improve college assessment.

Fall and Spring Intercampus Days

Intercampus Day consists of presentations and oversight by ASHC representatives to their Schools in the afternoons of the first week back on contract. Four days are used (T-F), one day for each school. Reps reported that the meetings went well both semesters this academic year, and we plan on doing the same intercampus day routine next year. See Table 2.

Table 2. Summary of Tasks for the Intercampus Day, 2022-23

Tasks	Status
Intercampus Day Fall 2022 Agenda & logistics	COMPLETED

Inter-campus Day Spring 2023 Agenda & Logistics	COMPLETED
ASHC Shared Information on Assessment with Deans and faculty	COMPLETED

Other noteworthy events.

Carrie Kaye Tsosie-Jim was hired as a consultant to help with the duties that the former Director of Assessment did. She met with the ASHC in Fall to provide feedback and answer questions about assessment. Her contract ended December 31.

Watermarks is a software program that the College has purchased to house assessment information. The Provost, Dr. Geraldine Garrity, advised the ASHC to become familiar with Watermarks and design Blackboard assessments to automatically be uploaded to Watermarks. ASHC was supposed to get training on this but it did not occur, for the second year in a row, and will now wait again until next year.

ASHC voted Don to be Chair again next academic year. Brie was voted as the Secretary. Thursday 1-2 PM every 4 weeks is new meeting time.

ASHC Recommendation:

The Committee recommends that, because of the low turnout of DPAR2 and DPAR1 reports this year, that it should be considered that our assessment program may be too complex, because faculty are not doing it. We also recommend that the DPAR1 occur every year instead of every 3 years, with a due date in August from the previous academic year. And we recommend that the Office of Assessment be put back in place, with a Director and enough staff to work with School Deans and academic program leads, so that all the assessments are done every year. We recommend that the new Director consider revamping the Institutional Assessment Plan (course, program, institution, and co-curricular assessment). We recommend that the assessment tutorials be viewed by all faculty, and viewing can be tracked to make sure everyone watches them. Deans should make sure program leads and faculty understand and participate in assessment.

2022-2023 End of Year ASHC Report, was approved on May 25, 2023: Votes: Yes: Bruce, Rosalind, Shazia, Barsine, Brie, Avery, Don; No: 0; Abstain: 0; Absent: Gabriella.

Table 3: This table shows which academic programs had their 2022-23 DPAR2's turned in, and also the required 3-year DPAR1 report. DPAR2 is due each year for all programs, DPAR1 is due in 3-year cycles.

DPAR1 Inventory- *due every 3 years*

Program	Fall 2022	Completed by	
AS Biology	AY 2019-2022	Don Robinson	On Webpage
B.S. Biology	Completed	Don Robinson	On webpage
B.A. Elementary Ed.			
A.A.S. Bus. Mangmt.			
	Due Spring 2023		
B.A. Bus. Admin.	Completed 22-23	Patrick Blackwater	5/25
BA Ed. (Mult.)			
BS Agriculute.			
AA Dine Studies			
AS Agroecology			
AS Mathematics			
AS Physics			
CRT Com. Info. System.			
AA Soc. Beh. Science	Completed	Christine Ami	

DPAR 2 Inventory- *due every year in August*

Program	AY22-23		
CRT- NN Leadership	FA SP 22/23	OJ	On webpage
CRT-Public Health	FA22-SP23	Mark B.	On webpage
CRT- Med Assistant	22-23	Shazia	On webpage
AAS Bus. Management	FA 22- completed	James Denney	On webpage
AAS Off. Admin	22-23	Gloria	On webpage
AA Bus. Admin.	Fall Ay 22-23	Juanita	On webpage
AA Dine Studies			
AA Early Childhood Ed			
AA Education			
AA Social Work			
AA Soc. & Beh. Sci.			
AS Agroecology			
AS. Biology	Completed	Don Robinson	On webpage
AS Environ. Science			
AS General Science			
AS Health Occ.	Completed	Shazia	On webpage

AS Mathematics	Completed	Paul. P	On webpage
AS Public Health	Completed	Mark B.	On webpage
AS Physics			
AS Pre-Eng.			
BS Biology	Completed	Don Robinson	On webpage
BS Public Health	Completed	Mark B.	On webpage
BS 2 nd Ed. Math & Sci	Completed	Don Robinson	On webpage
BS Agriculture			
BS. Biomedical Science	Completed	Shazia	On webpage
BFA- Creative Writing			
Graphic Arts	Completed	Matthew B.	Emailed
Painting			
Photography			
Rug Weaving			
Silversmithing			
BA Bus. Admin			
BA Education			
BA Elementary Ed.			
BA Dine Studies	Completed	Oj	On webpage
BA psychology			
MS Biology	Completed	Don Robinson	On webpage

4.B - Core Component 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 cocurricular 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.

Rating

Met With Concerns

Rationale

Since the last HLC Comprehensive Visit, Diné College has made progress in developing processes for assessment of student learning. In 2021, DC completed their HLC Assessment Academy project to develop an assessment handbook. Included in the assessment handbook is a chart that demonstrates how the mission flows to student learning and into four institutional learning outcomes. From there the chart flows to academic and non-academic assessment, and then to measurable learning outcomes. According to the assessment handbook the assessment process allows for data driven decisions and states it is here where student achievement is documented, and institutional goals and mission of the College are fulfilled. However, it is not clear how this occurs in practice. During the site visit, faculty and staff had difficulty identifying any changes in practice of assessment since the last HLC review.

DC has an established assessment cycle schedule, process, and timeline for degree programs. The college has a shared drive where assessment artifacts can be uploaded. DC has four institutional learning outcomes as well as six general education student learning outcomes. The learning outcomes can be found in the Gen Ed Assessment Handbook that was approved on January 27, 2023. The handbook includes a process for annually reviewing general education courses, led by the General Education Committee. For the general education courses, Artifact Identification Cards were provided as evidence, but not all of these included student work and several submissions were dated, suggesting assessment of general education is not yet routinely implemented. As stated in the "HLC Embedded Report April 2023", no data collection or data analysis has been done at the college for general education outcomes.

Based on review of the Assurance Argument, in addition to the institutional level and general education learning outcomes, there are also degree-program student learning outcomes and courselevel student learning outcomes. The program assessment system involves two processes, the Degree Program Assessment Part 1 (DPAR1), completed every three years, and the Degree Program Assessment Part 2 (DPAR2), completed annually. Both processes use established templates.

According to the Assurance Argument, the DPAR1 is reviewed by the assessment committee who

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determines if the assessments were conducted appropriately and comprehensively. The Siihasin (Assessment) Committee provides feedback to the program using a feedback rubric. The college provided three examples of the DPAR1 review, but only one evidence piece included the feedback rubric and all three were dated. More recent evidence pieces were provided in the addendum, but limited use of data was noted. Evidence provided for the DPAR2 was also limited but did include assessment data that incorporated some analysis. While several examples of the DPA1 and DPAR2 were provided, none of the submissions included how data are used for course or program improvement.

DC also noted that two co-curricular reviews, the dual credit program and the library, have been completed, and self-studies were submitted into the addendum. These self-studies included learning outcomes, indicating DC has started to implement assessment of co-curricular activities.

DC recognizes that assessment is an ongoing project and has worked to make it more systematic. However, the college also recognizes that data collection and analysis of data are still a challenge. To meet this challenge, DC recently hired an Assessment Database Specialist to lead in planning and carrying out the College-Wide Student Learning Assessments data collection and has invested in assessment software. According to conversations during the site visit, the institution also plans to reestablish a Director of Assessment position to support faculty and staff in their assessment efforts.

Conversations with senior administration affirmed commitment to assessment of student learning, with this now being an explicit expectation in faculty contracts. Faculty committees (General Education and Siihasin) are active and provide leadership for assessment activities. All full-time faculty are provided time to work on their assessments during Intercampus Week when no classes are in session during this time, as well as three full days at the end of each semester. During this time faculty are expected to meet to analyze student learning data and to design program improvement. However, during the site visit, several faculty members mentioned that closing the loop is still a challenge and cited workload as one of the reasons for not completing assessment work. Another

reason voiced by the faculty was the lack of feedback on what needed to be done, as well as frustration with the assessment process. Based on conversations with faculty, it appears they have had little input into design of the current assessment process. When pressed for how data were used, some faculty stated that textbooks were changed due to student feedback, or if students were not doing well, then the class was reorganized or a support class was added. However, it appeared that faculty were not using specific student learning outcome data to inform these changes.

As part of the Year Four Review, Diné College was required to submit a monitoring report on assessment. Based on review of the Assurance Argument, requested evidence in the addendum, and conversations with faculty and staff during the site visit, DC has made progress towards meeting these requirements. However, there continues to be need for improvement in assessment practices.

Specifically:

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

2. 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.

3. DC has made progress in defining co-curricular activities. Although assessment is still in its

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infancy in this area, two identified co-curricular units have completed a self-study, including assessment of student learning outcomes.

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

Interim Monitoring (if applicable)

The site visit team acknowledges Diné College has made progress in addressing requirements of the embedded report on assessment. However, much of this progress is still at a conceptual level and there has been less progress in actually implementing meaningful assessment practices. Therefore, the site visit team requests a focus visit to occur not less than two years from the time of receipt of the final team report to show progress in the following areas:

Clarification and refinement of the current assessment processes to ensure faculty and staff

understand the processes sufficiently to engage in meaningful assessment of student learning outcomes.

Evidence of substantial involvement of faculty in refinement and implementation of assessment processes.

Evidence of systematic acceptance and implementation of faculty-approved assessment plans in each of the areas of institutional, general education, and program learning outcomes.

DC must provide evidence of analysis/discussion of student learning outcome assessment data.

DC must also provide evidence of use of student learning outcome data to inform changes in each of the areas of academic programs, general education, and co-curricular units.

Evidence of linkage between assessment data and budgeting, where appropriate.

Ongoing professional development in assessment for all faculty to develop the necessary tools to promote a culture of continuous improvement through assessment.