

**HLC Focused Visit Report
November 2025**

INSTITUTION: Diné College; Tsailé, AZ

CHIEF EXECUTIVE OFFICER: Ms. Glennita Haskey (acting)

HLC STAFF LIAISON: Steph Brzuzy

VISIT DATE: Nov. 17-18, 2025

DATE SUBMITTED: Oct. 20, 2025

PEER REVIEWERS:

Chair: Neil Pagano (He/Him/His)
Provost for Accreditation and Assessment
Columbia College Chicago
Chicago, Illinois

Reviewer: Helen Zaikina-Montgomery (She/Her/Hers)
President
Leech Lake Tribal College
Cass Lake, Minnesota

Part A: Context and Nature of Visit (Areas of Focus):

1. **Purpose of the Visit:** A visit focused on assessment of student learning (Core Component 4.B):

CORE COMPONENT 4.B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Following Diné College's Comprehensive Evaluation Visit during the 2018-19 academic year – which also included a federal compliance review – HLC peer reviewers recommended a reaffirmation of accreditation, "with monitoring." A year-four, mid-cycle

review was scheduled for the 2022-23 academic year, and Diné College was instructed to submit a report documenting evidence of progress in the following core components of its assurance argument:

1. Effective planning to improve student retention and persistence and completion rates. The report should provide clear evidence of the following:
 - a. That the institution has established a system for the collection and analysis of data pertaining to student persistence, retention and graduation;
 - b. That the data is being employed to make improvements in the institution's instructional programs and student support services;
 - c. That the activities and initiatives enumerated in the Five-Year Action Plan have been enacted and that the Plan has undergone periodic review and, where appropriate, revision.
2. Learning Outcomes Assessment. The report should provide evidence of the following:
 - a. That the institution's learning outcomes assessment includes clearly stated learning outcomes at the institutional, program and course level;
 - b. That these outcomes are linked to well-defined assessment procedures;
 - c. That assessment data is being collected, reviewed and employed for the purposes of improvement on a systematic basis;
 - d. That the first round/cycle of academic program review has been started and that information deriving from the reviews is being evaluated systematically within the College.

The 2018 report also requested that Diné College, by its midpoint evaluation in 2023, submit an embedded report on assessment, addressing the following specific points:

1. Creation and monitoring of uniform, college-wide assessment processes;
2. Creation and refinement of student learning outcomes for the General Education programs, and evidence of year-after-year monitoring and review of the efficacy of all academic programs, especially in terms of student learning outcomes;
3. Identification of what Diné defines as co-curricular activities, analysis of the efficacy of assessment platforms for co-curricular activities, and publication of data outcomes for those co-curricular activities;
4. Analysis of progress made toward identifying individual at-risk student cohort groups, identification of established student success platforms designed to improve persistence and completion rates for the identified at-

risk cohorts, and publication of data outcomes related to efficacy of student success platforms in terms of improving student persistence, completion, and retention rates;

HLC reviewers visited Diné College in April 2023 to evaluate progress. In the May 2023 report of the review, the HLC found that “assessment processes have been developed to address concerns of the previous review. However ... these processes currently lack sufficient practical implementation to allow for meaningful use of assessment data to understand and improve student learning and the institution acknowledges assessment efforts continue to be in their infancy.”

In their report, peer reviewers found that Diné College met Core Component 4.B “with concerns” and requested a follow-up Focused Visit to occur not less than two years after receipt of the report. That visit has been scheduled for Nov. 17-18, 2025. Reviewers in 2023 directed Diné College to address the following concerns prior to the 2025 Focused Visit:

- a. [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;
- b. [Evidence of substantial involvement](#) of faculty in refinement and implementation of assessment processes;
- c. [Evidence of systematic acceptance and implementation](#) of faculty-approved assessment plans in each of the areas of institutional, general education, and program learning outcomes;
- d. DC must provide [evidence of analysis/discussion](#) of student learning outcome assessment data;
- e. 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;
- f. [Evidence of linkage](#) between assessment data and budgeting, where appropriate;
- g. [Ongoing professional development](#) in assessment for all faculty to develop the necessary tools to promote a culture of continuous improvement through assessment.

Diné College recognizes that the HLC has adopted revised criteria for accreditation, effective Sept. 1, 2025. The following report addresses Core Component 4.B from the 2020 criteria, as well as the specific concerns identified in the 2023 report.

2. **Organizational Context:** Diné College is a public, tribal, land-grant college, serving the Navajo Nation (a 27,000-square mile reservation spanning parts of Arizona, New Mexico, and Utah) and surrounding areas. Established in 1968 as Navajo Community College, the institution was renamed Diné College in 1997 to better represent its

function as a college specifically operated by the Diné people, for the Diné people. It is the first and oldest of all tribal colleges, and has been accredited by the Higher Learning Commission since 1976.

Diné College operates under the direction of an eight-member Board of Regents. Members are appointed by the Navajo Nation President and confirmed by the Navajo Nation Council's Health, Education, and Human Services Committee. The board includes the presidents of the college's faculty, staff, and student government organizations.

Mission Statement:

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.

Diné bina'nitin t'áá íiyisíí á siláago binahjǫ́, olta'í na'nitin náasjǫ́ yee ínááhwiidooł'áígíí yéego bidziilgo ádiilníít, áko Diné nilínígíí t'áá attso yá'át'éehgo bee bił nahaz'áa dooleet niidzin.

Vision Statement:

Our vision is to continuously improve our programs and services to make Diné College the exemplary higher education institution for the Diné People.

Nihi'ólta'gi, Diné Bidziilgo olta'gi na'nitin ał'ąą ádaat'éii olta'í bee nanitinígíí dóó t'áá ha'át'íí shíí bee bíká'aná'álwo'ígíí bidziilgo dóó bohónéedzą ągo ádiilníít niidzin. Díí binahjǫ́ Diné bi'ólta'gi óhoo'aah ts'ídá bohónéedzáanii bee bił haz'ą iljj dooleet.

Diné College's main campus is located in the remote area of Tsaile, Arizona, in the heart of the Navajo Nation, and about 45 miles north of the Nation's capital of Window Rock, Arizona. A branch campus operates in Shiprock, New Mexico, and external campuses are located in Crownpoint, New Mexico, and Tuba City and Window Rock, Arizona. Additionally, the college supports two microsites: Newcomb, New Mexico, and Aneth, Utah.

Diné College offers six certificates, 16 associate degrees, 19 bachelor's degrees, and one master's degree (a Master's of Science in biology). Academic programs are housed within four academic schools: Diné Studies and Education; Business and Social Science; Arts and Humanities; and Science, Technology, Engineering and Math. We also have a School of Transformation, which focuses on micro-credentials and workforce readiness programs. All academic programs – and, whenever possible, School of Transformation offerings – are firmly grounded in Diné language and culture. Diné College offers courses in five different modalities: face-to-face in the classroom, asynchronous online,

synchronous online, blended (face-to-face courses with a Zoom option for online students), and hybrid (some content is delivered online; other content requires face-to-face engagement). Because online teaching and learning are still relatively new at Diné College, we have not yet fully developed policies and standards to ensure the quality of our online courses. [This is addressed in more detail later in this report.](#)

Guided by our unique mission and vision statements, as well as continued commitments both to fiscal sustainability and to addressing deficits in workforce readiness across the Navajo Nation, we have adopted a five-year Strategic Design Roadmap and an Academic Master Plan that will propel us forward while also preparing us to adapt to new trends in higher education.

Adopted by our Board of Regents in 2022, our Strategic Design Roadmap identifies six guiding themes:

1. Quality Growth for the Navajo People
2. Accessibility
3. Campus Health and Wellness
4. Holistic Integration
5. Culture/Environment
6. Facilities

Completed in 2025, our Academic Master Plan spells out strategic growth in our academic programs for the next five years, including the launch of additional master's degrees. The plan also articulates institutional goals to guide us through 2030 – including the ambitious goal of achieving university status within five years. The institutional goals are:

1. Prioritize academic programs that lead to employment on or around the Navajo Nation;
2. Increase graduate rates by creating a student-centered culture across all areas of academics;
3. Strengthen the applied research agenda;
4. Enhance teaching and learning practices through strategic recruiting and professional development;
5. Implement an assessment process that yields regular, actionable data that informs all program changes, including development of new programs, sunseting of underperforming programs, and transitioning appropriate programs online;
6. Define "quality education" at Diné College and ensure that the quality of courses is consistent across locations and modalities. **View: Academic Master Plan**

Diné College's Office of Institutional Planning and Reporting data dashboard records an enrollment of 1,418 students for Fall 2025, down from a record high of 1,836 students in

Fall 2023. As of Fall 2025, the college has a total of 50 full-time faculty, 28 adjunct faculty, and 273 total employees.

3. Unique Aspects of the Visit:

A number of disruptive events occurred between the 2018 and 2023 HLC visits. The most obvious was the global COVID-19 pandemic, which forced Diné College to transition – almost overnight – into an online institution. With very little warning, we moved all courses and academic programs online and informed faculty and academic staff that they should plan to telework until the restrictions were lifted. One unintended consequence of the transition to telework was that faculty scattered, with many returning to homes in locations across the country (and even internationally). Although we transitioned all department, school, and institutional meetings to Zoom, faculty engagement suffered. Like most institutions of higher education, we entered an unprecedented period of minimal operations. We found ourselves in survival mode, prioritizing the continuation of student learning, by whatever means possible, over other operations. One of the casualties of the pandemic and the limited faculty engagement during this time was academic assessment. As we compile this report in 2025, we recognize that very little assessment occurred between 2018 and the start of the pandemic in the spring of 2020, and no meaningful assessment activities occurred between spring 2020 and fall 2022. Additionally, the college's director of assessment and accreditation resigned in spring of 2021 and the position was subsequently eliminated.

We could not find records indicating that faculty received any kind of comprehensive assessment training between 2018 and 2023. While we did have faculty standing committees tasked with program-level and General Education assessment, our records indicate that the standing committees, acting independent of a formal office or director of assessment, were largely unsuccessful. During the process of addressing findings from 2023, we encountered additional areas of concern – because all college operations are part of a complex, interconnected web. These include issues of Shared Governance and assessment of quality online teaching/learning.

Additional hardships – including a lack of permanent institutional leadership – occurred between the April 2023 HLC visit and today. The provost resigned at the end of June 2023, and the position was filled for about 15 months by an interim provost, who then was appointed as permanent provost in September 2024. In January 2025, our beloved president passed away, leaving a void that has been filled by acting presidents since then. In April 2025, an arson fire destroyed the Student Union Building, and shortly after that, the Navajo Nation president appointed four new members to our Board of Regents, completely changing our governing body.

Additionally, the Faculty Association in Fall 2024 issued a letter of no confidence in the concept of shared governance at Diné College and stopped convening, forfeiting the faculty voice in institutional discussions and decisions, and halting important faculty-

driven initiatives. All of these incidents negatively impacted our ability to conduct meaningful assessment of academic and co-curricular programs. **View: Shared Governance Task Force agendas, attendance sheets, consultant contract, policy document.**

Despite the many obstacles Diné College has faced during the last few years – including the “interim monitoring status” imposed by the HLC – we decided to approach our shortcomings with the future of our institution in mind. We started by hiring a new Director of Assessment and Curriculum, and re-establishing an Office of Assessment and Curriculum under the Office of the Provost. We contracted with an assessment consultant who conducted a comprehensive review of existing policies, handbooks, and documents, and then helped us revise our processes and retrain faculty and staff with an end goal of building capacity, not simply checking boxes and producing “evidence” to share with the HLC.

The following narrative and linked evidence show that we succeeded in re-establishing solid assessment processes, secured participation and support from the majority of faculty members, trained the institution on best assessment practices, and generated preliminary data about some of our academic and co-curricular programs that has already informed growth and change.

4. Interactions With Institutional Constituencies and Materials Reviewed (List the titles or positions, but not names, of individuals with whom the team interacted during the review and the principal documents, materials, and web pages reviewed).

Institutional Constituencies:

- Diné College Board of Regents
- President (acting)
- Provost
- Director of Assessment and Curriculum
- Vice President of Finance and Administration
- Vice President of Student Affairs
- Director of Human Resources
- Director of External Campuses
- Director of Institutional Planning and Reporting
- Dean of the School of Science, Technology, Engineering, and Math
- Dean of the School of Diné Studies and Education
- Dean of the School of Arts and Humanities
- Dean of the School of Business and Social Science
- Dean of the School of Transformation
- Director of Capital Projects

Principal Documents (attached as appendices):

- [Assessment of Assessment Report](#)
- [New Assessment Handbook](#)
- [End-of-year report](#)
- Co-Curricular Assessment [Process Map](#) and [Template](#)

Additional Materials Available to Review Team:

- Institutional Status Report
- Job description for Director of Assessment and Curriculum
- Job description for Assessment Database Specialist
- Contract, scope of work, and resume for Assessment Consultant
- Previous versions of assessment handbooks
- Old assessment reports
- Meeting agendas
- Sign-in sheets for faculty assessment days
- PowerPoint presentations for faculty training
- Standing committee meeting minutes
- Faculty surveys
- Canvas usage report
- Academic Master Plan
- General Education Assessment Handbook (draft)
- APR Handbook (draft)
- Faculty Shared Governance documents
- Completed program-level, Gen Ed, Co-Curricular, and Academic Program Review reports
- APR feedback from internal and external reviewers
- Internal SWOT analysis reviews
- Personnel, Policies, and Procedures Manual
- Academic Catalog
- Co-Curricular Assessment Handbook
- Email correspondence
- Faculty training certificates

Web Page: Documents and evidence are continuously being updated on the Office of Assessment and Curriculum's [website](#).

5. Areas of Focus:

1. 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.

To illustrate progress made during the last two years, it is necessary to provide some background. A close review of our Institutional Status Report reveals that we have struggled to complete meaningful assessment activities for more than two decades. Our November 2002 Comprehensive Evaluation prompted a Focused Visit for the 2004-05 academic year and a monitoring report addressing assessment of student outcomes. Likewise, after a 2008 evaluation, we were required to submit annual reports in 2010, 2011, and 2012, again showing evidence of academic assessment. After our 2015 mid-cycle review, the HLC put us on “interim monitoring” status, specifically because we had failed to show evidence of assessment of student learning or implemented an assessment process for General Education. And after our 2018 evaluation, as mentioned above, the HLC recommended a reaffirmation of accreditation, “with monitoring,” and required an embedded report demonstrating meaningful assessment. The 2023 mid-cycle review resulted in “interim monitoring” and yet another directive to conduct meaningful assessment. **View: Institutional Status Report**

As we prepare this report in 2025, we want to recognize the significant and historical challenges Diné College has faced in implementing assessment practices. But we also want to acknowledge that, for more than two decades, we have not taken seriously the charge to develop constructive, consistent, and sustainable assessment processes. This report and corresponding evidence represent a concerted effort not only to meet HLC expectations, but to change our understanding of and dedication to assessment – across the institution. Diné College embraces assessment as a way to become fully acquainted with our academic and co-curricular programs, and we are actively working to adopt a culture of continuous improvement. Although we still have work ahead of us – and, indeed, we believe that assessment processes require regular review, revision, training, and buy-in from stakeholders – we have focused our recent efforts on building capacity among employees. We have also developed processes that simplify the assessment workload while encouraging intentional, data-driven decision-making.

This directional shift followed the abrupt departure of the provost in June 2023, shortly after the HLC visit and subsequent report. The president then appointed an interim provost to temporarily oversee academics. The interim provost, who assumed the permanent position in September 2024, previously served as chair of the General Education Committee and helped write the 2023 embedded report. The president specifically tasked her with supervising academic and co-curricular assessment, and addressing the HLC’s findings before the 2025 focused visit. **View: Embedded Report**

The provost immediately identified an independent consultant¹ to review Diné College's current assessment processes and draft a revised assessment handbook and assessment templates. The provost also re-established the Office of Assessment and Curriculum, housed under the Provost's Office, and hired a director to oversee all assessment activities.² The consultant, who has more than 20 years of experience in assessment and accreditation, worked closely with the provost and assessment director to train them in best practices, while also reviewing and revising existing processes. The consultant reviewed our institutional assessment plans, including academic assessment, academic program reviews, and general education assessment. She also traveled to our campus and helped facilitate the Spring 2024 Assessment Days, during which she heard directly from faculty, administrators, and other stakeholders about the barriers to meaningful assessment. **View: Faculty surveys**

In her [Assessment of Assessment Report](#), completed in June 2024, the consultant found the following "big picture" [challenges](#):

- Gaps between "intended and implemented" program-level assessment and academic program reviews, including no clear connections between them;
- No clear assessment of published Institutional Learning Outcomes;
- A General Education assessment plan that included elements that are "obsolete or burdensome";
- Existing plans needed revision to encourage compliancy and sustainability;
- Little evidence that the college embraces a sustainable culture of assessment or how assessment supports student success.

In her assessment of the existing [program-level assessment process](#), the consultant found "[significant challenges at every step of the assessment plan](#)." Specifically, she found that:

- Not all programs were submitting assessment materials (four of 41 programs had never participated);
- Only four of the 37 programs that submitted assessment materials suggested improvements (less than 10 percent of programs were successfully completing an assessment cycle). However, suggested improvements were hard to find in the paperwork, they were not consistently related to assessment findings, and they were often copied and pasted from previous years;

¹ Job description, contract, and resumé of the consultant are available upon request.

² The previous assessment director left in September 2021 and the position was eliminated. The rationale at the time was that faculty standing committees could do assessment work without oversight. This quickly proved to be ineffective.

- Process was overly burdensome, leading faculty to disengage;
- A faculty committee was tasked with collecting and analyzing assessment materials, but the committee did not intervene or address non-submissions;
- Program Student Learning Outcomes were not always easy to measure, and they were often conflated with program goal statements. This led to programs getting caught in “revision cycles” instead of being able to detect the need for and implement improvements;
- Curriculum matrices were not structured to support effective assessment;
- Programs cited problems accessing meaningful data from the Office of Institutional Planning and Reporting (enrollment, persistence, graduation rates, etc.);
- Nearly half of the programs had not aligned their Student Learning Outcomes to the college’s pillars (or Institutional Learning Outcomes).

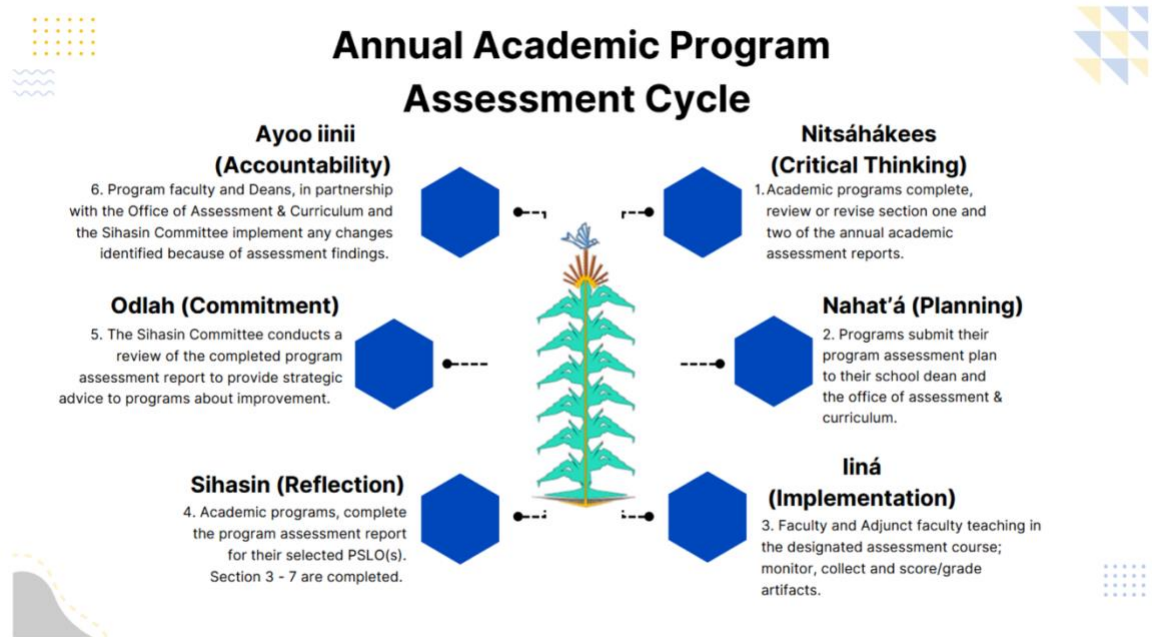
In her report, the consultant identified “[intended elements](#)” linking academic assessment to Academic Program Reviews. For example, “both are intended to engage key stakeholders in identifying, implementing, and monitoring program improvements to contribute to student and institutional development.” However, the consultant found challenges with the design of the assessment plan, its implementation, and the data yielded. Without meaningful program-level assessment, “it appears difficult for programs to conduct meaningful APRs.” The consultant found that both program-level assessment results and APRs were submitted regularly and deviated from the intended plans. Between 2017 and 2023, only seven programs completed APRs. She concluded that irregular completion of program-level assessment and APRs was telling: “[Non-compliance is a loud indicator of faculty misunderstanding and lack of buy-in to the entire assessment and improvement process at Diné College.](#)”

In her review of [General Education assessment](#), the consultant cited similar concerns – chief among them was the fact that a Gen Ed assessment plan, though created, had not yet been implemented. Indeed, we could not find evidence that meaningful Gen Ed assessment had ever occurred at Diné College.

In her Assessment of Assessment report, the consultant strongly recommended a [review and revision](#) of all assessment handbooks, templates, and timelines “with emphasis on creating clarity, reducing workload, eliminating redundancies, and creating efficiency.” We took this recommendation to heart, and dedicated the 2024-25 Academic Year to revising all assessment processes, designing new templates, and determining new timelines, all with an emphasis on creating a process that was clear, efficient, and sustainable.

Relying on the same consultant, we revised assessment processes, publishing a new [assessment handbook](#) – including revised and [simplified templates](#) – in September

2024. In the process of revising the handbook, the consultant and the director of assessment and curriculum identified the need to expand the existing [assessment cycle](#). Previously, the cycle included four steps, based on the Diné philosophy of education (Thinking, Planning, Implementation, and Reflection). The new cycle added two important steps to help the institution complete the process: Commitment and Accountability. It also clarified the roles and responsibilities of students, faculty, and administrators in the process.



Using the new handbook and templates, the Office of Assessment and Curriculum began scheduling training meetings with every program.³ During the Fall 2024 and Spring 2025 semesters, the OAC met with 28 of 43 programs – with some programs scheduling follow-up meetings. These targeted meetings proved to be the most effective way of training faculty and engaging them in assessment work. By the time we held Assessment Days in December 2024, some programs were able to complete the cycle, exhibiting a process that engaged faculty and staff and helped them understand what assessment is – and how meaningful assessment is tied to student success. **View: Assessment Days Agendas and PowerPoints**

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

³ A spreadsheet with a schedule of these meetings, including notes from the Office of Assessment and Curriculum, detailing program progress/challenges are available to HLC reviewers, upon request.

One of the first issues we addressed following the HLC's 2023 visit was reclassification of the Sihasin Committee⁴, a faculty standing committee tasked with overseeing all assessment activity at Diné College. As stated [above](#), we did not have an assessment office or a staff member assigned specifically to assessment for about three years. This occurred partially because faculty complained about administrative overreach and claimed assessment was within the faculty's domain. In lieu of an assessment office then, the previous provost assigned a faculty standing committee, Sihasin, to supervise all assessment activities, including submission and analysis of artifacts, and drafting an annual assessment report. However, based on the assessment reports submitted during the last few years, the faculty committee was not effective in addressing non-submissions or holding their peers accountable for completing assessment. Additionally, the Sihasin Committee reported every year that Gen Ed Assessment had not been addressed. **View: Previous years' assessment reports**

When the new provost took over in June 2023, she quickly determined that Diné College needed a supportive infrastructure to serve as a foundation for assessment activities. She re-established the Office of Assessment and Curriculum and hired a new director of assessment. This proved to be one of the most important decisions because it re-established the framework to implement assessment activities, hold faculty accountable for engaging in this work, and train the institution in sustainable assessment practices and adopting a culture of continuous improvement. The provost then reclassified the Sihasin Committee as an advisory board, giving the faculty serving on this committee authority to review and approve documents and processes coming from the Office of Assessment and Curriculum and recommend changes. This preserved the faculty voice in the process. One of the first items of business that went before the advisory board was adoption of the new Assessment Handbook. **View: Minutes from Sihasin Committee Meetings**

In May 2024, we hosted Assessment Days, a two-day, mandatory gathering of all faculty to review the previous semester's assessment materials, analyze data, and recommend improvements. Although Assessment Days has been on our academic calendar, at the end of both spring and fall semesters, the May 2024 Assessment Days activity marked the first time in more than six years that we convened the full faculty body to discuss assessment. We experienced some resistance from faculty anxious to leave campus for the summer, but we managed to get [67 percent](#) of faculty to attend. **View: Assessment Days agendas, attendance documents, and PowerPoints**

Our assessment consultant attended Assessment Days and helped mediate some difficult conversations among faculty. She also took notes that informed her June 2024 [Assessment of Assessment](#) report. During this meeting, the provost and the

⁴ In Navajo, Sihasin refers to the process of thinking critically and adapting to change.

college president reinforced the necessity of completing assessment activities across the institution – both to address the HLC’s concerns and to ensure that Diné College understands its programs and embraces a culture of accountability and of continuous reflection and improvement. The provost also reassured faculty that assessment is a “living” process, and that, while faculty complete course- and program-level assessment, the Office of Assessment and Curriculum would be conducting continuous assessment of assessment – a kind of “meta assessment” geared toward understanding and correcting challenges in our assessment processes. To this end, we asked faculty to complete a survey at the end of the May 2024 gathering. Faculty, gathering for in-person assessment activities for the first time in six years, submitted survey responses that were overwhelmingly negative. Faculty almost universally asserted that they did not understand the current assessment plan, they didn’t know how to use the existing templates, and that, without a centralized office or director of assessment at Diné College, the whole process lacked necessary structure. **View: Faculty surveys**

Continued discussions about the current assessment plan revealed that, for as long as most faculty could remember, they were tasked with collecting “artifacts” without first identifying Student Learning Outcomes or creating rubrics to measure the SLOs. For at least the last six years – and perhaps as long as two decades, according to our Institutional Status Report – faculty have arbitrarily collected student work and submitted it either to an assessment director or to the Sihasin Committee, but they did this without an understanding of measurable Student Learning Outcomes, and without any system of measuring student success. This resulted in a lot of confusion and frustration – and stacks of student work that were never analyzed or used to inform program improvements.

At the end of the May 2024 event, the provost made three promises to the faculty: to revise all assessment plans for clarity and sustainability; to provide internal, administration-level support for assessment through the Office of Assessment and Curriculum, and to offer professional development opportunities for individual faculty or groups of faculty members interested in learning more about assessment. **View: Email correspondence**

During the Fall 2024 semester, the Office of Assessment and Curriculum met with 28 of 43 programs and, using the revised assessment handbook and updated [assessment templates](#), trained faculty in small groups. These training sessions started from scratch, re-acquainting faculty with their programs’ goals, Student Learning Outcomes (if previously articulated), rubrics, ties to Institutional Learning Outcomes, etc. In small groups, faculty were able to learn the basics of assessment and get to know their programs more intimately. Once they had the tools to analyze data, outcomes, and student success, many faculty engaged in complete overhauls of their programs. **View: Updated assessment templates**

Attendance at Assessment Days in December 2024 increased to [85 percent](#) of faculty, and several programs were able to access usable assessment data to draw conclusions about student success and make recommendations to improve programs. Other programs used the time to begin working on the new templates, revise Student Learning Outcomes, create rubrics to measure student success, or start analyzing artifacts. By the May 2025 Assessment Days, [67 percent](#) of programs had actively engaged in the new assessment process, demonstrating that two-thirds of faculty and programs were actively involved in creating and implementing assessment practices. **View: Assessment Days Agendas and PowerPoints**

Among the successes from the 2024-25 assessment cycle, the following programs showed concrete recommendations for improvement:

BFA in Creative Writing:

- developed measurable SLOs that aligned with the three genres within the program;
- developed rubrics to measure the SLOs;
- identified courses from each genre to collect artifacts;
- completed its first-ever assessment cycle in May 2025.

View: Creative Writing assessment report

AA in Social and Behavioral Sciences:

- revised and reduced the number of SLOs from five to four;
- removed General Education courses from program assessment;
- completed assessment of data findings in May 2025.

View: Social and Behavioral Sciences assessment report

BA in Psychology:

- revised and reduced number of SLOs from five to four;
- completed assessment of data findings in May 2025.

View: Psychology assessment report

AA in Diné Studies:

- revised and reduced number of SLOs from nine to four;
- completed its first-ever assessment cycle in May 2025.

View: Diné Studies assessment report

Although most programs made progress during the 2024-25 assessment cycle, we experienced a decrease in engagement at the May 2025 Assessment Days, with [78](#)

[percent](#) of faculty in attendance. We will continue to explore ways to get faculty involved and incentivize assessment. **View: Attendance sheets**

Finally, for the first time in recent history, the Office of Assessment and Curriculum produced an [End-of-Year Report](#) that captured evidence of assessment activity, data collection, analysis, and recommended improvements. The report includes information about [program-level assessment](#), [Academic Program Reviews](#), [General Education assessment](#), and participation in [AZ Transfer](#), the state of Arizona's system to ensure that courses are transferable statewide. This is the first such report we have been able to find in Diné College archives, and we view this as an unprecedented success.

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

One oversight our assessment consultant identified during her review of all our assessment documents was a failure to tie any of our assessment processes to our Institutional Learning Outcomes. In fact, once we started asking stakeholders about our Institutional Learning Outcomes, we found that most people didn't know what they were – or that we even had them. We made concerted efforts to reintroduce the ILOs – and required faculty to tie their courses, programs, and Gen Ed Core assessment to them. Our Institutional Learning Outcomes, now listed in [Appendix E](#) of the Assessment Handbook, are: Tradition, Leadership, Knowledge, and Skills. As faculty worked through their new assessment templates, they were asked to align each Student Learning Outcome with Institutional Learning Outcomes. **View: Assessment reports**

As the Institutional Learning Outcomes are determined by the Board of Regents and senior administrators, we plan to request a review and possible revision of the ILOs to ensure they still align with our mission, vision, and updated strategic and academic plans.

As [stated previously](#) in this report, we relied heavily on faculty during the last few years to review, approve, and implement assessment practices developed by an external consultant and an assessment director. This marked a significant shift in how we approached assessment during the previous three years, which involved tasking faculty with developing and implementing assessment practices and then trying to hold their peers accountable for collecting and analyzing artifacts. Relying solely on faculty was a mistake because the average faculty member is not trained in best assessment practices. We found that a faculty standing committee was ill-equipped to help faculty peers develop measurable student learning outcomes, adopt appropriate rubrics, or analyze data.

A similar shift is occurring within our General Education assessment practices. The previous provost tasked a faculty standing committee – the Gen Ed Committee – with identifying courses for the Gen Ed Program Core, and to oversee assessment of the Gen Ed program. This did not happen, as revealed in our annual assessment reports (submitted by the Sihasin Committee) and in the 2023 HLC report. Although the Gen Ed Committee developed an assessment handbook in Fall 2022, no meaningful assessment took place. When the assessment office was re-established, it took on a more active role with Gen Ed assessment, included working with the committee to revise the handbook, approve it, and refine assessment processes to minimize faculty workload. Gen Ed assessment processes still need revision before they can be fully implemented, but a draft of the handbook exists. Again, we have concluded that *developing* assessment processes is best left to assessment experts, not faculty, and that faculty are better equipped to *approve* and *implement* processes drafted by those with experience in the field. **View: Gen Ed Assessment Handbook (draft); Gen Ed Core; Gen Ed Committee meeting minutes, April 19, 2024**

Under the guidance of the Office of Assessment and Curriculum, we piloted a Gen Ed assessment cycle during the 2024-25 academic year. Using direction from our assessment consultant, who also drafted templates for Gen Ed assessment, we revised and simplified the process. This began with a review of courses included in the Gen Ed Core, as well as an evaluation of the stated Student Learning Outcomes and alignment of SLOs to courses. By working with faculty, deans, and our Curriculum and Gen Ed committees, we are making two important revisions to our Gen Ed Core and our assessment framework: we are decreasing⁵ the number of courses in the core from 73 to 50 (a 25-percent reduction), and encouraging faculty to remove Gen Ed courses from program-level assessment plans. **View: Gen Ed Committee meeting minutes, Feb. 28, 2025; List of Gen Ed courses and affiliated SLOs; Gen Ed assessment templates**

In Fall 2024, the Office of Assessment and Curriculum began meeting with faculty teaching Gen Ed courses (in groups according to SLO) and helping them identify appropriate assignment prompts. The OAC also encouraged faculty to adopt or revise VALUE rubrics for their stated SLOs. **View: Approved Gen Ed rubrics**

These training meetings, which continued in earnest during Spring 2025, produced the measurement tools that informed our first-ever Gen Ed assessment cycle. Although we still need faculty buy-in from across our academic schools, we are able to show evidence that some Gen Ed SLOs were assessed, and we have preliminary data from which we can make firm recommendations for improvement. Additionally,

⁵ Besides cutting down on courses being assessed for both Gen Ed and academic programs, the rationale for reducing the course in the Gen Ed Core was to correct past practices (adding courses to the core simply to increase enrollment) and to focus General Education on courses that speak directly to the institution's mission.

we recognized groups of faculty (by Gen Ed SLO) with the highest artifact submission rates. In Fall 2024, [53 percent](#) of artifacts from all Gen Ed courses were submitted; faculty in the School of Business and Social Science had a submission rate of [73 percent](#). While this represents an increase in overall submission of Gen Ed artifacts, it also marks the first time in recent history that faculty used assignment prompts in their classes that were specifically designed to assess measurable Student Learning Outcomes. At the end of Assessment Days in May 2025, faculty teaching in five of the seven Gen Ed SLOs were able to collect artifacts, mine data about student learning, and essentially [“close the loop”](#) by either changing curriculum to address a deficit in student success or changing the assessment process to help faculty more accurately assess teaching and learning in their courses.

For example, during Fall 2024, faculty teaching freshman composition courses (ENG 101 and ENG 102) identified a prompt to be assigned in each section, adopted a rubric that measured the SLO (Write Clearly), and collected and scored artifacts. This group successfully completed its first assessment cycle during the May 2025 Assessment Days, and found that [most students met expectations for ENG 101](#), but that students scored significantly lower in ENG 102. The Office of Assessment and Curriculum is meeting with English faculty this fall to identify curriculum changes that will help more students succeed in ENG 102.

Faculty teaching Gen Ed courses in social and behavioral science measuring the SLO “Think Critically,” were not able to analyze data because they discovered assignment prompts in some of the courses did not align with the rubric. [This group](#) used Assessment Days to revise the assessment plan to identify a final research paper from each course to use as the artifact.

Faculty measuring three other SLOs in Gen Ed were able to do some assessment activities by May 2025. We successfully reviewed artifacts for the SLOs “Speak Effectively,” “Express Creatively,” and articulate “Diné Wellness.” The only groups that did not complete at least a partial Gen Ed assessment cycle were faculty in the School of Science, Technology, Engineering and Math. STEM faculty are tasked with measuring “Think Critically” in the lab science courses and “Reason Mathematically” in the math courses, although the math faculty and Gen Ed Committee are discussing whether to use the online learning platform ALEKS to help assess student learning in Gen Ed courses. We will continue to work faculty in the lab sciences and math during the 2025-26 academic year to help them close the loop. **View: Assessment Days attendance documents; Gen Ed Committee meeting minutes, April 25, 2025**

During the summer of 2025, the Office of Assessment and Curriculum launched a digitized Gen Ed artifact submission portal. This further simplifies the process of collecting and submitting student assignments in the Gen Ed Core courses. By the December 2025 Assessment Days, we hope to use the digital files to measure Gen Ed

SLOs and make data-backed decisions to inform improvements to our Gen Ed program. **View: Gen Ed artifact submission portal**

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

As [stated above](#) in this report, several programs were able to mine data from assessment materials and participate in robust discussions about the data. We view this as a success in itself, but also evidence of a changing culture surrounding assessment data.

For example, our BFA in Creative Writing launched in Fall 2022, but faculty had never revisited the program's mission statement or Student Learning Outcomes, and they had never completed an assessment cycle. Faculty teaching in this program actually could not be in the same room without having serious – and sometimes explosive – disagreements. The Office of Assessment and Curriculum convened the faculty for an in-person work session during Fall 2024 and facilitated a discussion about learning outcomes and how to determine whether students were succeeding in the program. This discussion resulted in four new or revised Student Learning Outcomes, a list of courses that would assess the SLOs, and a rubric to measure the lower-level courses. **View: Completed assessment report for Creative Writing**

Faculty also agreed to work together on a rubric to assess upper-level courses in the program. This discussion helped clarify for faculty the goals of their program. In a short period of time, they learned how to write measurable SLOs and determine in concrete language what skills and knowledge students should gain before graduating with a BFA in Creative Writing from Diné College. During the May 2025 Assessment Days, Creative Writing faculty used a rubric to assessment a sample of student artifacts, and found that students were scoring above average across all elements of the rubric. A discussion about the data prompted the faculty to “hold students accountable to specifics of the prompts” and “watch for any data shifts in the future to ensure students continue their performance across all elements of the rubric.”

View: Completed assessment report for Creative Writing

Another example of using analyzing and discussing student data came when faculty in the BA in Psychology program used the May 2025 Assessment Days to look at student learning data and the assessment process itself. Specifically, psychology faculty found that students were overperforming in the field work course (PSY 400), as all students were earning full credit. The faculty decided to increase the number of site visits during the course to more closely evaluate students and offer constructive feedback. Students in PSY 497 were dropped out of the class at alarming rates, so faculty used this data to recommend that a survey is conducted when students enroll in the course to assess their ability to complete it. **View:**

Completed assessment report for Psychology

Faculty teaching in the AA in Social and Behavioral Science and the AAS in Office Administration also completed an assessment cycle and used data to recommend changes to their programs. **View: Completed assessment reports for AA in Social and Behavioral Science and AAS in Office Administration.**

5. 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.

As [stated above](#), our assessment consultant found that Academic Program Reviews were not being conducted regularly, data was not being used to inform improvements, and program-level assessment data was not linked to Academic Program Reviews. Our consultant worked closely with our Director of Assessment and Curriculum to overhaul the Academic Program Review handbook, including the timeline and templates. Previously, APRs were scheduled on a four-year cycle, and site visits took place year-round. We revised the timeline to keep APRs on a four-year cycle, but schedule the site visits during the spring semester only. This allows our assessment director to conduct an orientation session in October for all programs doing site visits during the spring semester, and then host regular check-ins with faculty to ensure they are on target. The Office of Assessment and Curriculum revised the template for the self-study and created a standard PowerPoint template to be used during site visits. The office also digitized the form used by internal and external reviewers during the site visit, and is assisting programs with requests for data from the internal Office of Institutional Planning and Reporting, which simplifies all of the processes for faculty and allows them to focus time and energy on analysis and discussion. Final action plans are due the October after site visits occur. **View: APR Handbook (draft); PowerPoint template; digitized evaluation form**

Ten APRs were scheduled for Spring 2025; [seven of those](#) completed at least part of the process, and five completed the entire process (minus the action plan, which is due at the end of October). Two of the APRs were incomplete because faculty did not submit self-studies, but did host site visits. We are working with those programs to complete the self-studies because those inform the action plans. Although a fifty-percent completion rate is not necessarily something to celebrate, we are slowly changing the culture of assessment, and we recognize that getting faculty buy-in can be a lengthy process. We also recognize that, sometimes, partial or no data can inform program development. For example, the BA in Diné Studies program was on the list for an Academic Program Review this fall (along with the AA in Diné Studies). The faculty did not conduct a self-study of the BA program because, in the seven years since the program was launched – with two tracks (Navajo language and Diné Studies) – no student has ever been accepted into it. This lack of data led to a preliminary discussion about why a program so central to the Diné College mission is not functioning. The provost took this information to the executives at Diné College

and, ultimately, to the Board of Regents, so that the entire institution can participate in decisions about this program moving forward.

Programs that completed self-study reports and site visits have already used data to inform changes. For example, biology faculty presented three programs during a single, all-day site visit: the AS in Biology, BS in Biology, and MS in biology programs. Even before reviewers' written comments were collected, two areas of growth were identified: faculty were not adequately incorporating Diné perspectives into their courses, despite having stated that explicitly during development of the MS program; and reviewers raised questions about whether an AS is still needed in a discipline that supports an MS. Faculty agreed to address these issues in their final action plan.

Programs that completed their self-studies and site visits are now working on action plans. **View: self-study reports; site visit agendas, PowerPoint presentations; attendance documents; internal/external evaluation sheets**

In the spirit of always assessing our own processes, the Office of Assessment and Curriculum hosted SWOT analysis meetings after each APR site visit to encourage open conversation about programs and the APR process among faculty, administration, and reviewers. These meetings yielded data not only about programs, but about how Diné College conducts its various assessment activities. This allows programs to recommend improvement; it also creates an environment of accountability and transparency as we continue to improve our assessment processes. **View: SWOT analyses**

Diné College has never completed meaningful assessment cycles of its co-curricular activities. During the last two years, we adopted the HLC's definition of co-curricular activities: "learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum," created a co-curricular assessment handbook, [process map](#), and [templates](#), and completed an assessment cycle for a handful of co-curricular programs. Initially, our Director of Assessment and Curriculum worked closely with her counterpart in Student Affairs, a program analyst. Together, they developed a co-curricular handbook and processes that mirrored those in Academics – and they attended off-campus training sessions to teach co-curricular program managers how to do assessment. **View: Co-curricular assessment handbook, templates, PowerPoint presentations for off-campus training sessions**

Although the program analyst has since left the college, various co-curricular program managers have used the process to gather and analyze data, and use data to inform program improvements. Co-curricular programs link their assessment processes and outcomes to the college's strategic goals and, for grant-funded programs, to goals determined by the funder or scope of work. Each program then

completed an assessment report based on data measuring Student Learning Outcomes. **View: Strategic Goals**

For example, the Athletics program used pre- and post-activity surveys to gauge students' understanding of nutrition, preventative health measure, exercise equipment, and muscle groups. It used sign-in sheets to track attendance and data collection such as surveys and graduation rates to inform changes to co-curricular activities. Other co-curricular programs that completed an assessment cycle this year include the Mental Health program, which used surveys, pre- and post-tests, and discussion groups to assess student learning; the Learning Center, which used test scores and student evaluations to close the loop; Student Orientation, which used attendance tracking and feedback forms; and Career Education, which reviewed student responses to questions about career goals. Each of these programs used the data collected to inform changes to their programs in the coming years. Much like we did in Academics, the co-curricular reporting [template](#) includes a space for managers to create an action plan. **View: Co-curricular assessment reports**

We view the assessment reports from our co-curricular programs as significant progress. These reports represent the first time in recent history Diné College has had a published assessment process specifically geared toward co-curricular programs. The programs that closed the loop have demonstrated an ability to determine Student Learning Outcomes, gather data, and measure student success – then analyze the data to inform change.

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

Several of the co-curricular programs were able to link assessment data directly to budgeting. For example, the Mental Health program included its expenses alongside program details in the assessment report, creating a tangible link to specific activities and the program's budget. As many of our Student Affairs programs are grant-funded, being able to link spending to outcomes is essential. **View: Mental Health assessment report**

As we embarked on our first-ever co-curricular assessment cycle during Fall 2024, we identified the annual American Indian Higher Education Consortium (AIHEC) student conference as low-hanging fruit for assessment. Every year, we budget around \$85,000 from the general operating fund to cover travel, meals, training, and materials for this conference. This seemed like an easy co-curricular program to assess – and to tie directly into the \$85,000 budget. However, even after we identified Student Learning Outcomes and generated a survey to gather student responses, we were unable to close the loop in any meaningful way. As we approach the 2026 AIHEC student conference, we will revise our assessment process, start gathering data earlier, and measure student learning outcomes – while tying data to the budget. **View: Program budgets**

Our revised Academic Program Review process also links program budgets to assessment data. Previously, programs have faced challenges accessing data about spending. Our new process includes templates to help programs request necessary data about enrollment, salaries, equipment, and other budget lines – all in an effort to understand how programs spend funds. This is particularly important as we review some of our lower-performing academic programs. One such discussion was about our Navajo Cultural Arts Program. Previously funded exclusively through a private grant, this program – curriculum surrounding traditional Navajo art forms like moccasin-making, silversmithing, and sash belt weaving – recently transitioned into the School of Arts and Humanities, and its budget comes from the institution’s General Fund. Because materials are expensive, and because student enrollment in these courses has been historically low, we need to be able to link assessment data to the budget as we make decisions about how to sustain this essential program in the future. **View: APR Handbook (draft)**

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

If there’s anything we learned over the last two years, it’s the importance of normalizing ongoing professional development in the areas of assessment and curriculum. The “interim monitoring” status imposed on us in May 2023 served as a wakeup call. Among other things, it prompted the provost to conduct a close read of our Institutional Status Report, which revealed that we have struggled with meaningful assessment for half the lifetime of our institution. This is no longer acceptable, and we have taken steps to address this by making pre- and post-semester assessment activities mandatory and by offering optional trainings year-round.

Faculty are required to attend Convocation at the beginning of the fall semester, and Institutional Updates at the beginning of the spring semester. Both of these institution-wide meetings include sessions on assessment, as we are working to introduce assessment as a tool that influences every aspect of the college. Faculty are also required to attend the two-day Assessment Days event at the end of every semester. This event is designed to help faculty analyze and discuss data collected during the previous semester. To track faculty engagement in official assessment events, and to measure understanding of assessment and compliance with our processes, we encourage faculty to take a survey at the end of each Assessment Days event. Feedback in Spring 2024 – before we revised the assessment handbook, process, and templates – reveals that most faculty did not understand what was expected of them. The Fall 2024 survey was designed to quiz faculty on assessment terms, our new process, and important dates. We especially appreciate the faculty who took the time to include comments or concerns about assessment or formal

assessment activities, as we will use those to improve our own processes moving forward. **View: Convocation, Institutional Updates, and Assessment Days agendas; attendance documents; PowerPoints; faculty surveys**

Student Affairs has also started hosting its version of Assessment Days, during which staff can review co-curricular assessment data and use that data to inform program changes. We are slowly normalizing end-of-semester assessment activities across the college, with Academic Affairs and Student Affairs conducting parallel assessment and analysis sessions in fall and spring, and then documenting their use of data to inform program improvements. **View: Co-curricular Assessment Days agendas**

Our Office of Assessment and Curriculum has hosted “info sessions” to train individual faculty members or groups of faculty member on the basics of assessment. Additionally, the OAC is available upon request to host formal training sessions or provide one-on-one troubleshooting. This has proved to be especially helpful for faculty with no experience in assessment, or those needing extra help with digital forms. Our OAC has also extended these training sessions to academic staff and Student Affairs, as we have streamlined processes for implementation across the college. **View: Info Session PowerPoint**

Our Instructional Designer, who oversees our Learning Management System, has created video tutorials to teach faculty how to link assessment rubrics to assignments on Canvas. He is also available for one-on-one sessions with faculty, or upon request to attend school or program meetings. Both the instructional designer and the assessment director are accessible, approachable, and knowledgeable.

View: Video tutorials; training schedules

Finally, we want to include a note on online learning, as we are working on a system to assess the quality of our online courses. Diné College adopted Canvas as its Learning Management System in 2023, and it officially launched Canvas in Fall 2024. The impetus behind this decision was Canvas’ capabilities to link assessment to courses and compile data digitally, taking much of the busywork out of assessment. The goal was – and still is – to use Canvas to collect artifacts, link artifacts to rubrics, score artifacts, and tally data. To this end, the Provost’s Office has required all faculty to use Canvas for minimal operations (syllabus, announcements, grading, and assessment. Prior to the transition to Canvas, the Provost’s Office also required all faculty to attend training sessions with a Canvas representative and our instructional designer. Attendance/participation records from the Canvas training sessions are available upon request. The Provost’s Office enforces a policy making it mandatory that any full-time faculty member teaching online in any modality complete the Quality Matters online teaching certificate. The Provost’s Office covered the cost of this training, and allowed faculty one full academic year to complete the seven required Quality Matters modules for the certificate. **View: Canvas training attendance documents; Quality Matters certificates**

Despite these measures, faculty are still falling behind expectations for online teaching. A 2025 report generated by our instructional designer reveals the need for additional professional development if we want the quality of our online courses to mirror that of our in-person courses. As we move toward a more rigorous system of assessing courses across modalities, we will need to offer even more help for faculty to ensure teaching and learning meet our standards of quality. **View: Canvas Usage Report**

Appendices

- a. [Assessment of Assessment Report](#)
- b. [New Assessment Handbook](#)
- c. [End-of-year report](#)
- d. Co-Curricular Assessment [Process Map](#) and [Template](#)

Assessment of Assessment

June 2024

Diné College

Authored by: Ashima Singh, PhD



This page was intentionally left blank.

Table of Contents

Table of Contents.....	i
Executive Summary.....	1
Glossary of Abbreviations	2
What Led to This Report.....	3
Accreditation Findings	3
Staffing Changes in Academic Affairs	3
A Consultant to Help with Institutional Capacity	4
What This Report Is About	4
Assessment of Institutional Academic Assessment	5
Institutional Assessment Plan	5
Review of Submitted DPARs 1 & 2	5
Recommendations for Improvement.....	7
Assessment of Academic Assessment and Program Review	10
Academic Program Review.....	10
Intended Elements of DPARs and APR	10
Actual Implementation of DPARs and APR	11
DC’s Implicit Hypothesis for Assessment and Program Review.....	12
Actual Implementation of Implicit Hypothesis for Assessment	12
Recommendations for Improvement.....	12
Assessment of The General Education Assessment Plan	14
Recommendations for Improvement.....	14
Future Directions	17
References	18
Appendix A: Inventory of Submitted DPARs and APRs	19

Executive Summary

In April 2023, the Higher Learning Commission, the accrediting body for Diné College, gave the college a “Met with Concern” designation regarding its assessment of student learning. Shortly after this, two critical administrative positions responsible for managing and overseeing assessment were vacated. With its next accreditation visit on the horizon in 2025, the college is working to address the concern and improve its assessment of student learning. It has filled the key positions that had been left vacant and contracted with a consultant to review its assessment processes and provide recommendations for improvement. This report provides a review and related recommendations in the following categories:

- Assessment of institutional academic assessment,
- Assessment of academic assessment and program review, and,
- Assessment of General Education assessment.

Assessment of institutional academic assessment. Submitted and unsubmitted academic program assessment reports indicate the institutional assessment plan may need to be revised to encourage compliance and sustainability.

Assessment of academic assessment and program review. The gaps between the intended and implemented academic assessment and program review, and the intended and actual hypotheses for assessment are opportunities for improvement. Along with the institutional academic assessment plan, the academic program review plan may also need revisions to support greater compliance and sustainability. Drawing clear connections between the two while highlighting how they support budgeting and resource needs can create transparency and buy-in from stakeholders.

Assessment of General Education assessment. The General Education Handbook, revised in the Spring of 2024, prescribes an assessment plan that mimics a double-blind drug trial. With the ongoing implementation of the college learning management system, Canvas, several components of this plan will rapidly become obsolete or burdensome. Revising the plan in light of Canvas’ capacities to be efficient and reduce faculty workload can increase compliance and sustainability.

Future Directions. The suggested revisions above and detailed further in this report can increase faculty understanding of assessment, help them draw connections between assessment and resource needs, contribute to a sustainable culture of assessment, and support student success.

Glossary of Abbreviations

Abbreviation	Complete Term
1. ADS	Assessment Data Specialist
2. AGECE	Arizona General Education Curriculum
3. APR	Academic Program Review
4. CSLO	Course Level Student Learning Outcomes
5. DAC	Director of Assessment and Curriculum
6. DC	Diné College
7. DPAR	Degree Program Assessment Report
8. Gen Ed	General Education
9. HLC	Higher Learning Commission
10. IP	Interim Provost
11. PSLO	Program Student Learning Outcomes
12. SC	Sih Hasin Committee

What Led to This Report

Accreditation Findings

Diné College (DC) is accredited by the Higher Learning Commission (HLC). During the recent accreditation review in 2023, the site review team found the college wanting on HLC Criteria for Accreditation 4.B which requires the college to demonstrate that it “engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students” (HLC policy, 2023; p. 14). DC was rated “Met with Concern” on this criterion and asked to demonstrate progress and analysis of assessment related to:

1. A uniform, college-wide assessment process.
2. Creating Program and General Education (Gen Ed) Student Learning Outcomes (PSLOs) and conducting ongoing assessment of student learning.
3. Identifying and assessing co-curricular activities and publishing data outcomes.
4. Establishing student success strategies, identifying at-risk students, improving their persistence and completion rates, and publishing data outcomes.

Staffing Changes in Academic Affairs

Within the institutional hierarchy, the Provost’s Office, which houses the assessment team (director of assessment and curriculum, and assessment data specialist) is responsible for addressing and rectifying areas of concern identified by the HLC. However, within the last five years, these critical leadership positions experienced turnover. The faculty wanted ownership of academic assessment and asked to dissolve the assessment director position during the 2020-21 academic year. Then, in June 2023, the provost left DC.

An Interim Provost (IP) assumed leadership for Academic Affairs in June 2023. The faculty realized an institutional need to have a person in charge of assessment and requested reinstating the director position. In response to the faculty request and to build institutional capacity for assessment, the IP retooled and advertised the position of Director of Assessment and Curriculum (DAC) and filled the role in March 2024. The DAC joined the existing Assessment Data Specialist (ADS).

Both the DAC and ADS have extensive experience with DC and higher education. Both are members of the Navajo Nation, have held positions of increasing responsibility within higher education, and are proud DC graduates. Both bring extensive data analytic expertise and, as members of the DC and Navajo communities, insiders’ understanding of institutional and community cultures.

A Consultant to Help with Institutional Capacity

With the next HLC site visit on the horizon in Fall 2025 and time lost to staffing changes, the IP identified a need for an extra set of temporary hands to build institutional capacity for assessment. To support the Provost's Office in addressing HLC concerns 1 and 2, she invited the author of this report, an external consultant, to review and share insights and recommendations on the college's assessment and program review plans, processes, and outcomes.

What This Report Is About

The consultant reviewed DC assessment documents including the Diné College Institutional Assessment Plan, submitted Degree Program Assessment Reports (DPAR), Academic Program Review (APR) Guidelines & Criteria, and the Gen Ed Handbook. The review entailed harvesting information from those documents to determine DC's implicit hypothesis of assessment, implementation fidelity to intended assessment processes, assessment strengths and challenges, and any other lessons that could be learned. In collaboration with the IP and assessment team, the consultant organized the review, findings, and recommendations along the following categories:

- Assessment of institutional academic assessment,
- Assessment of academic assessment and program review, and,
- Assessment of Gen Ed assessment.

This report contains the consultant's findings for each category and related recommendations. These findings are offered from the perspective of an external stakeholder, the same as that of a future HLC site reviewer. The recommendations herein are intended to help DC strengthen its existing assessment infrastructure in preparation for its next HLC self-study.

Assessment of Institutional Academic Assessment

Institutional Assessment Plan

DC stakeholders authored, vetted, and approved the *Institutional Assessment Plan* (DC, 2020). It defines assessment at DC as a “continuous cycle of self-evaluation and self-reflection” (p. 2) to improve student learning outcomes to determine how well DC fulfills its mission and strategic goals. The plan consists of measuring and assessing Institutional Learning Outcomes (also known as the Four Pillars), PSLO, Course Level Student Learning Outcomes (CSLO), Gen Ed Outcomes, and Co-Curricular Learning Outcomes.

The plan identifies CSLOs as course-embedded mechanisms for providing formative and summative feedback to students. Programs complete a DPAR1 every three years and a DPAR2 annually, with the former presenting a summary and analysis of data submitted in the latter. The DPAR2 includes a requirement for submitting student artifacts that are archived by the Provost’s Office. Academic program assessment is thus prescribed as an evaluation of all courses over three years. The Sih Hasin Committee (SC) uses a rubric to rate and provide feedback to programs on submitted DPAR1’s.

The plan includes a template for Co-Curricular program assessment reporting as well as a rubric for providing feedback on completed templates. Assessment of Gen Ed is not detailed in the plan.

Review of Submitted DPARs 1 & 2

Submissions. Four of 41 academic programs have never submitted a DPAR1 or DPAR2 (see Appendix A) and submissions across time and programs are inconsistent. It was difficult to get an annual submission count of either DPAR because faculty used a variety of dating conventions to fill the date field, ranging from entering the academic year of the data they were reporting (e.g. 2021-2022) to entering the semester during which the report was submitted (e.g. Fall 2021).

The ADS tracks whether and when a program submitted a DPAR, which yields a count of reports submitted during a specific period and indicates program compliance with DPAR submission guidelines. The ADS records do not solve the lack of consistency in dating conventions across DPARs.

Email reminders from the ADS are DC’s only mechanism for ensuring submissions. The SC provides feedback on submitted DPARs, but the committee does not appear to intervene and address non-submissions.

PSLOs and Program Goals. All programs that submitted a DPAR indicated PSLOs were in place. The PSLO statements, however, were not always easy to measure. Furthermore, PSLO statements were conflated with program goal statements. These two foundational concerns have reverberating implications for tracking student learning and program development, making it difficult to do either effectively or to detect the need for and implement improvements. This led to programs caught in a cycle of revising either their PSLOs or rubrics for better measurement. Without clear, measurable PSLOs and coherent assessment plans, programs may find it difficult to escape the cycle of revisions.

Curriculum Matrices. Like PSLOs, all programs that submitted a DPAR also shared a curriculum matrix to support their assessment efforts. And, like PSLOs, the curriculum matrices were not structured to support effective assessment of student learning. The Institutional Assessment Plan directs programs to assess every course over a few years to conduct program-level assessments of student learning. This guidance is likely to make assessment feel burdensome and alienate faculty from conducting meaningful assessment of student learning.

Data collection and analysis. It may be predictable from the concerns with curriculum matrices, that programs reported that cycles of collecting and analyzing PSLO data were burdensome or did not follow them. Programs reported wanting data from the Office of Institutional Research about their programs, such as enrollments, persistence, graduation rates, etc. and did not receive them when requested. They indicated that getting assessment data from adjunct faculty is difficult due to the various hurdles associated with a transient and temporary workforce, e.g. adjuncts not responding to emails when off-contract. This is particularly disruptive to assessment in programs and courses with low enrollments because it lends to a scarcity of data. These data concerns detract from meaningful assessment of student learning.

PSLO alignment to DC Pillars. 24 out of 41 programs have aligned their PSLOs to DC Pillars. The remaining either have not ($n = 1$) or the mapping is unclear ($n = 14$). One program, Secondary Education (Math and Science), reported PSLOs and alignment for both Education and Science. The mapping of Science PSLOs to the Pillars was clear while the same for Education PSLOs was not. Thus, the overall number of programs that reported alignment ($n = 38$) is greater than the total number of DPARs ($n = 37$) included in this report. This makes it difficult to determine how well DC fulfills its mission and strategic goals, as the Institutional Assessment Plan intends.

Online instruction. The COVID-19 pandemic forced DC, along with other institutions across the country, to implement online learning within a matter of weeks. This caused

disruptions in teaching, learning, and assessment and has yet to fully recover, programs reported in their DPARs. This may be an issue for DC to consider with regulatory agencies (such as HLC) in mind that require faculty to be appropriately trained in delivering programs online or need to approve online delivery of programs through appropriate channels.

Closing the loop. The DPAR templates ask programs to report on improvements based on their assessment findings. Four out of the 37 programs that submitted a DPAR suggested improvements. The improvements, however, were difficult to locate in the DPAR template, not consistently related to assessment findings, and often copied and pasted from year to year. This contributes to the pattern indicated above of assessment processes that do not yield meaningful information about student learning or how programs further the mission of the college.

Feedback on DPAR1. The SC uses a rubric to provide feedback to programs on completed DPAR1. Thus, programs get feedback on their assessment processes and reporting every three years. The rubric contains information that could be interpreted as contradictory to the institutional assessment plan. For example, the plan recommends assessing every course while Area 2 in the rubric rates “Commendable” those programs that identify targeted assessment within the program. Faculty may find this conflicting information confusing and hard to follow and feedback from the SC lagged or outdated and thus difficult to implement in a timely manner.

Recommendations for Improvement

The review of submitted DPARs 1&2 reveals numerous challenges in following the intended institutional academic assessment plan. This includes low submission rates, difficult-to-measure PSLOs that are not aligned to DC Pillars, curriculum matrices that do not support effective program assessment, challenges with data collection and analysis, suggestions for improvement that are not implemented, lack of accountability for non-submissions, and feedback on DPAR1 that either conflicts with the institutional assessment plan or is delayed.

These significant challenges at every step of the assessment plan suggest the plan itself may need to be revised so it can be implemented as intended. For the plan to be sustainable, DC needs a supporting infrastructure the foundation for which is a DAC who is now on staff.

In revising the Institutional Assessment Plan to be meaningful, effective, and sustainable, consider the following:

1. **The Institutional Assessment Plan.** Revise the institutional assessment plan and remove all redundancies, simplify information so it is easy to follow, and resolve conflicting directions. Consider consolidating DPAR1 and 2 into one reporting template, providing an opportunity for programs to connect assessment to resource needs, and structuring it such that it contributes to meaningful assessment at the program level and can be consolidated at the school or institutional levels to determine how academic programs contribute to DC's strategic goals.
2. **Submissions.** Track DPAR submissions longitudinally by the program to ensure that all programs have the support they need to conduct meaningful assessments and successfully submit reports on time.
3. **PSLOs and Program Goals.** Review each unit's PSLOs and program goals and work with them to ensure that the two are separate, measurable, and can meaningfully contribute to programmatic self-reflection and improvement.
4. **Curriculum Matrices.** Review each program's curriculum matrix to ensure it supports an effective curriculum and assessment plan. Rather than assessing every course, guide programs in selecting key courses for assessing one or more PSLO to make assessment sustainable. Consider including only those courses that are taught by full-time program faculty, at least until DC's new learning management system, Canvas, has been fully implemented across all programs.
5. **Data collection and analysis.** With revised PSLOs and curriculum matrices, concerns with data collection should naturally subside. The President of DC indicated that the Office of Institutional Research is working to create data dashboards to democratize data access for program faculty. The DAC has significant data expertise that can contribute to creating dashboards that give faculty the information they need to monitor their programs.
6. **PSLO alignment to DC Pillars.** PSLOs may be aligned to DC Pillars during the revision of curriculum matrices. This will facilitate assessment of the Pillars, which currently is not feasible due to the absence of necessary infrastructure. If the alignment between PSLOs and Pillars is implemented within Canvas, it will ease the burden of data collection and analysis to determine student achievement of the Pillars.
7. **Online instruction.** To bring online instruction into compliance with regulatory agencies like the HLC, support faculty in acquiring the necessary training, and ensure programs have the appropriate approvals for online delivery.
8. **Closing the loop.** In revising assessment processes and DPAR templates consider providing an opportunity for programs to report on the outcome of previously implemented changes. This will allow programs to have a longitudinal perspective on assessment and program development. Furthermore, it will contribute to the APR

and allow programs to highlight any changes – and their effectiveness – in the improvement of student learning and program development.

9. **Feedback on DPARs.** Consider providing DPAR feedback annually, so programs have a chance to implement suggested changes and monitor their impact. In revising the assessment plan, the SLC feedback rubric can also be modified to speed up SLC's review process.
10. **The Assessment Committee.** The recommendations above require an institutional point-person in charge of overseeing their implementation and follow-up while coordinating necessary details with faculty. Given their existing faculty duties, neither the SC nor its chairperson is positioned to occupy that role. Thus, consider restructuring the SC, reviewing and revising the committee's charge and bylaws, and positioning the DAC as its chair or co-chair. The DAC may co-chair with either the IP or the current SC chair. Such an arrangement can help ensure optimum institution-wide coordination in the vast undertakings suggested above.

Assessment of Academic Assessment and Program Review

Academic Program Review

The *Academic Program Review Guidelines & Criteria* (DC, 2021) describes a comprehensive APR undertaken by each degree-granting program every four years, although stakeholders in private conversations indicated they thought the APR occurred anywhere from three to five years. The APR process is a program-level self-study that engages faculty in examining holistic program health including the strengths and weaknesses of program curriculum, pedagogy, faculty scholarly and service activity, student learning outcomes, resource needs, and strategic areas for development.

The APR is intended to be relevant to and address the DC Strategic Plan and HLC Criteria for Accreditation. It is driven by program faculty and involves evaluation by an external reviewer and stakeholders across the institution, including non-academic units. The program self-study and review culminate in reviewers' feedback on the program, a minimum 3-year action plan to address areas of concern, and follow-through by the Deans to ensure implementation and monitoring of the action plan.

Intended Elements of DPARs and APR

DPARs and APR share connections and commonalities that are evident when tabulated based on shared elements of their intended implementation (see Table 1). Both are intended to engage key stakeholders in identifying, implementing, and monitoring program improvements, to contribute to student and institutional development.

Table 1. Intended Elements of DPARs and APR

Report	Intended Schedule	Report Focus	Unit of Analysis	Key Stakeholders	Overseen by	Closing the loop
DPAR 2	Annual	PSLOs/ Student Learning	Degree program: Certificate, Assoc, BA, MA/MS, or Minor	Program Faculty	Sih Hasin Committee	Programs identify areas of improvement and implement changes. Report the outcome of changes in the next reporting cycle.
DPAR 1	3 YR aggregate summary of DPAR 2	PSLOs/ Student Learning	Degree program: Certificate, Assoc, BA, MA/MS, or Minor	Program Faculty	Sih Hasin Committee	SC evaluates DPAR 1 and provides suggestions for improvement. All else is the same as DPAR2.

Report	Intended Schedule	Report Focus	Unit of Analysis	Key Stakeholders	Overseen by	Closing the loop
APR	Every 3-5 years	Overall Program Health	Degree program: Certificate, Assoc, BA, MA/MS, or Minor	Program Faculty, Evaluation Team, External Reviewer, and Board of Regents.	Deans	Evaluation Team members identify areas of improvement. Program faculty devise an Action Plan to include areas of improvement and associated resource / fiscal implications.

Actual Implementation of DPARs and APR

The previous section of this report, Assessment of Institutional Academic Assessment, surfaced challenges with the design of the assessment plan, its implementation, and the data it yields. The concerns have reverberating effects on the APR. The APR is a retrospective 5-year review of program data, including those related to PSLOs. In the absence of meaningful PSLO assessment, it appears difficult for programs to conduct meaningful APR. Submitted DPAR and APR data indicate both are submitted irregularly and deviate from the intended plan for each (see Table 2). APR data could not be aggregated because, between 2017 – 2023, only seven programs submitted an APR.

Table 2. Actual Elements of DPARs and APR

Report	Actual Schedule	Report Focus	Unit of Analysis	Key Stakeholders	Overseen by	Closing the loop
DPAR 2	Irregular	Program Goals and/or PSLOs	Inconsistent or unclear	Program Faculty	Assessment Committee (SLC)	No accountability for unsubmitted reports. Because data are flattened, programs are unable to identify areas for improvement. Caught in cycles of revising PSLOs and rubrics. Program improvements are cut and pasted from year to year, and there is no report on the effectiveness of changes made in the previous cycle.
DPAR 1	Irregular	Program Goals and/or PSLOs	Inconsistent or unclear	Program Faculty	Assessment Committee (SLC)	SLC evaluates submitted DPAR1. All else is the same as DPAR 2.
APR	Appears Irregular	Program Goals and/or PSLOs	Appears to be Degree program: Certificate,	Program Faculty, Evaluation Team,	Deans	Because Program Goals and PSLOs are conflated with each other, it may be difficult to prioritize and

Report	Actual Schedule	Report Focus	Unit of Analysis	Key Stakeholders	Overseen by	Closing the loop
			Assoc, BA, MA/MS, or Minor	External Reviewer, and Board of Regents.		close the loop on areas for improvement.

DC's Implicit Hypothesis for Assessment and Program Review

The APR directly links program health and resource allocations to student achievement of learning outcomes, as examined in DPAR 1 & 2. This linkage implies an assumption in the DC assessment plan and APR process which, expressed in an If... then... format, could be articulated as IF students regularly and successfully achieve intended learning outcomes (PSLO) THEN an academic program has adequate resources and is healthy (as measured through Program Goals). Within this elegant, implied framework, regular monitoring of PSLOs through DPARs can provide early indicators of program health or resource needs rather than waiting five years for an APR.

Actual Implementation of Implicit Hypothesis for Assessment

Although the implicit hypothesis seems straightforward when articulated in an if...then statement, the direct connections between DPARs and APRs appear to get lost. This may be due to a variety of reasons. Because programs conflate PSLOs with Program Goals it may not be easy to distinguish between achievement of student learning and program health or draw meaningful connections between the two. A DPAR process that does not connect PSLOs to resource needs, combined with a staggered 5-year APR cycle provides ample opportunities for information to get lost, become fragmented, or get separated from assessment findings. This may contribute to stakeholders not understanding the relationship between DPARs and APR.

Recommendations for Improvement

The gaps between intended and implemented DPARs, APR, and intended and actual hypothesis for assessment point to opportunities for improvement in DC's ongoing work to self-reflect and improve.

The irregular submissions of DPARs and APRs are telling. Non-compliance is a loud indicator of faculty misunderstanding and lack of buy-in to the entire assessment and improvement process at DC. To reinvigorate interest, consider the following in the order expressed.

1. Review and revise the assessment and program review handbooks, reporting templates, and timelines with emphasis on creating clarity, reducing workload,

eliminating redundancies, and creating efficiency. Specify and clarify the separate reporting timelines for DPARs and APRs.

2. In the revised handbooks, make explicit the currently implicit hypothesis for assessment.
3. Distinguish the purpose of APRs as separate from DPARs. Conduct workshops on writing program goals that are separate from student learning outcomes.
4. Explicitly connect DPAR, APR, and budgetary or resource needs for all stakeholders, including faculty and administrators.
5. Actively engage faculty in the handbook review and revisions, while making explicit why revisions are necessary. This will start to create the necessary transparency and buy-in.
6. Build capacity for assessment by conducting targeted training for deans, so they can effectively champion assessment in their schools.
7. Build capacity for assessment amongst faculty by having one-on-one listening meetings with each program. Although programs may share similar hurdles, the expression and impact of those hurdles are likely unique in each program. Individualized meetings create safe spaces for conversations to help expose and remedy those barriers.
8. Create dashboards to enable faculty to view their program data including enrollment, retention, graduation rates, and other elements necessary for APR.
9. Celebrate assessment wins by highlighting faculty and program achievements on the DC website or an assessment newsletter.
10. Monitor the impact of any institutional changes that are implemented to determine their effectiveness and modify as needed.

Assessment of The General Education Assessment Plan

The Gen Ed Handbook (DC, 2024) defines a Gen Ed mission statement and assessment plan. The handbook describes the Gen Ed curriculum as a “bridge to the broader world that is built upon a foundation of Diné history, language, and culture... [consisting] of the student’s ability to write clearly, think critically, speak effectively, reason mathematically, and creative self-expression that promotes social and personal responsibility, ethical reasoning, and civic knowledge and engagement to address local and global issues” (p. 3). A Gen Ed committee is assigned the responsibility for overseeing and implementing the Gen Ed program.

The Gen Ed core curriculum consists of coursework in five areas at the freshman and sophomore levels. Assessment is described as focused at the course level, only on artifacts of students who passed the course, and on an assignment that occurs towards the end of the course. The assessment process is structured similarly to a drug or medical trial with a double-blind randomized sampling of artifacts. Artifacts of students who passed the course are archived by the ADS, stripped of any identifying information, and assigned a number. A random sample of artifacts is drawn from this archive for program assessment. Faculty in each area of Gen Ed use an Association of American Colleges and Universities VALUE rubric (2009), or an adapted version thereof, to rate student work on each criterion (or, row). Row-level scores are added to get a total and then averaged by the number of rows in the rubric to gain an overall rubric score. The average cutoff scores are used to determine whether a Gen Ed area receives further evaluation. All Gen Ed areas in which 80% of the passing artifacts score a 3.0 or better do not receive further scrutiny. An area with 60-79% artifacts with a 3.0 score is monitored for remediation if scores do not exceed 80% the following year. Areas where 60% or fewer artifacts score 3.0 receive immediate intervention.

Recommendations for Improvement

The Gen Ed assessment plan has yet to be implemented because it was authored in Spring 2024. As it currently stands, parts of the Gen Ed plan – e.g. random sampling – are well-suited for courses with very high enrollments of 500 or above. However, because DC is a small institution, assessment of student learning is not suited for experimental or quasi-experimental research design. Rather, social science methods for smaller sample sizes are better suited for Gen Ed assessment. Thus, the following suggestions are offered for faculty and administrators’ consideration before implementing the current intended plan. All suggestions are offered to yield data that might contribute to meaningful Gen Ed assessment at DC.

1. **Bridge or Stepping Stones.** The Gen Ed curriculum is referenced in the handbook as a program, yet its assessment is structured around courses and Gen Ed areas. The handbook describes the curriculum as a “bridge,” which paints a picture of Gen Ed as a singular cohesive program. Yet, in intended delivery and assessment, the term “stepping stones” serves as a better descriptor. This model leaves students with the responsibility of interpreting the role of each stone in the transition from their education at DC to their future professional journey. The image of a bridge, on the other hand, brings to mind an architect, intentional planning, and a crew that builds the structure. This singular structure demonstrates to students how the various parts of the Gen Ed curriculum (Diné Perspective, Writing Clearly, Thinking Critically, Speaking Effectively, Reasoning Mathematically, and Self-Expressing Clearly) comprehensively contribute to their future professional success. As such, the faculty are responsible for demonstrating comprehensive coherence to students. If DC intends Gen Ed to be a bridge, the ideal assessment plan ought to reflect that. It currently does not.

DC stakeholders report that the college is currently aligning its Gen Ed curriculum with the Arizona General Education Curriculum (AGEC). AGEC is an articulation agreement among Arizona public community colleges and universities for a common Gen Ed core structure, allowing students to transfer across institutions without loss of credit provided they achieve a minimum GPA. Students complete one of three AGEC blocks based on their choice of major within the Liberal Arts, Business, or Science and Math.

DC’s Gen Ed curriculum alignment with AGEC might be a natural pivoting point for its assessment plan to follow suit. Each AGEC block is structured around a core of courses to include First Year Composition, Arts and Humanities, Social and Behavioral Sciences, and Physical and Biological Sciences. The Gen Ed assessment plan could be centered around this core with courses specific to each block forming a separate branch. This assessment structure will allow DC to gain a comprehensive understanding of its Gen Ed curriculum and delivery.

2. **Archiving student work.** With DC’s implementation of Canvas well underway, student artifacts will be automatically archived within the technology, making this step rapidly obsolete. Indeed, pulling artifacts out of Canvas to be archived elsewhere might become burdensome. If there is no mandate by HLC or another regulatory agency to archive student work, this step may be eliminated.
3. **Passing work only.** Including only passing student work in assessment will only yield information about what is working for those students who pass. Yet,

assessment is intended to discover information holistically – who is helped, who is not helped, what elements are effective, etc. By eliminating the work of students who do not pass the course, faculty lose the opportunity to learn how the program may be contributing to student failure. This unwittingly places the burden of improvement on students, without giving them any information about what they need to change to pass a course. That responsibility ideally belongs to faculty who use assessment data to learn how they can help students succeed. Additionally, assessing passing work only compromises DC's efforts to address the fourth HLC concern to identify students at risk and improve their retention and graduation rates.

4. **Random Sampling.** Canvas, after implementation, will allow faculty to view all students' performance on an assignment for each criterion on the rubric used to assess it. This will eliminate the need for random sampling. This comprehensive criterion-level view that includes both passing and failing students will provide faculty with greater insight into what curricular, pedagogical, measurement, or other improvements might support student success.
5. **Overall rubric score.** An overall rubric score will collapse the finer-grained row-level information that rubrics are intended to yield. Canvas can support a comprehensive faculty review of row-level information to determine how small shifts in a course might improve student learning. This is preferable to reviewing overall rubric scores which dissolve information about which changes might contribute to improvement.
6. **Canvas and the assessment plan.** In light of how Canvas can ease the burden of Gen Ed assessment, it may be worthwhile to revise the plan with Canvas' capacities in mind. A revised plan that leans on what Canvas can do could reduce faculty workload, allowing them to focus on making meaning of assessment data rather than generating it.

Future Directions

DC has a strong commitment to self-reflection and improvement of its assessment processes and outcomes. This is reflected in its hiring key staff and administrators as well as contracting with a consultant to increase assessment capacity. Furthermore, DC is actively implementing Canvas, a learning management system that has tools to ease the burden of program assessment. This report and the suggestion herein are offered with these resources in mind.

The suggested revisions of all academic assessment and program review plans may seem daunting at first but are offered to reduce faculty workload related to program assessment. Canvas can ease the workload related to collecting, archiving, and rating assessment artifacts, leaving faculty to make meaning of data, identify areas for improvement, and create solutions to improve student outcomes.

The assessment expertise the IP, DAC, ADS, and the consultant offer can increase faculty understanding of assessment, help them draw connections between assessment and resource needs, contribute to a sustainable culture of assessment, and support student success.

References

- Association of American Colleges and Universities. (2009). *Valid Assessment of Learning in Undergraduate Education (VALUE)*. Author. <https://www.aacu.org/initiatives/value>
- Diné College. (2020). *Institutional Assessment Plan*. <https://www.dinecollege.edu/academics/academic-assessment/#aa-methods>
- Ibid. (2021). *Academic Program Review Guidelines & Criteria*. <https://www.dinecollege.edu/academics/academic-assessment/#aa-methods>
- Ibid. (2024). *General Education Handbook*. <https://www.dinecollege.edu/academics/academic-assessment/#aa-methods>
- Higher Learning Commission. (2018). *Diné College Final Report, 4.B – Core Component 4.B*. Higher Learning Commission Diné College Site Visit, Tsale, AZ.
- Ibid. (2023). *Policy Book: November 2023*. https://download.hlcommission.org/policy/HLCPolicyBook_POL.pdf

Appendix A: Inventory of Submitted DPARs and APRs

Program	DPAR 1 / DPAR 2	Program Goals & PSLOs	Curriculum Matrix	Mapping to Principles & Values	Cycle of Collecting and Analyzing PSLO Data	Recommendations for Improvement
Certificates						
1. <u>Cert. Computer Technology</u>	No/2021-22 No/2023-24 2021 APR [^]	4 PSLOs	Yes	No	21 & 23: Assess all PSLOs each year via Final Exams. Gather data continuously, assess when n=12/course.	2021-22: Set a threshold of n=15/course. 2023-24: Lowered threshold to n=12/course for assessment.
2. <u>Cert. Geographic Information System</u>	No DPAR 2021 APR [^]	-	-	-	-	Program not being offered. Retool program as a minor.
3. <u>Cert. Navajo Nation Leadership</u>	No/2019-20 2020-21/No No/2022-23	9 PSLOs	2019: Only SLO2 in CM 2020: Only SLO2 in CM 2022: Only SLO2 in CM	Unclear	2019: SLO2 2020: SLO2	2019-20: Difficulty with getting assessment data from adjunct faculty. 2020-21: Due to low enrollments, several planned courses were not taught. Program relies on adjuncts, due to few dedicated program faculty. Due to low course enrollments, use virtual platforms to enhance services and student recruitment. 2022-23: Low enrollments inhibited data collection. A Faculty Lead will manage tasks and schedules for collecting artifacts from all instructors.
4. <u>Cert. Public Health</u>	No/2021-22 No/2022-23 No/2023-24	4 PSLOs	Yes	Yes	2022: Assess all b/c of grant. 2023: Periodic, based on courses in which SLO is	2021-22: Assessment plan changed due to student enrollment in PUH 290/297. PUH 220 added to curriculum.

Program	DPAR 1 / DPAR 2	Program Goals & PSLOs	Curriculum Matrix	Mapping to Principles & Values	Cycle of Collecting and Analyzing PSLO Data	Recommendations for Improvement
5. Cert. Navajo Cultural Arts	2018-19/No	2 PSLOs	Yes	Unclear	2018-19: End of each semester. mastered. Threshold of n=25 for assessing data.	2022-23: Same as 2021. 2023-24: SLO4 artifact revised from exit survey to graduate survey due to student progression through program.
6. Cert. Medical Assistant	No/2020-21 No/2021-22 No/2022-23	4 PSLOs	Yes	Yes	2020-21: SLO1&3; n = 25 Unclear when SLO2&4 are analyzed.	2020-21: Program started. First cohort (n=10). 2021-22: Continue plan. 8/10 in First Cohort passed national certification exam; 2/10 will retake. 2022-23: Continue plan. 10/10 passed cert exam within 1 st or 2 nd attempt. Collecting data for program accreditation.
Minor Programs						
7. Native American Studies	2021-22/No Fall 2023/No	5 PGs 1 PSLOs	Yes	Unclear	Systematic, periodic assessment for each core course. 4-yr cycle for courses in collaborating schools.	2021-22: AACU VALUE rubric edited to include Tribal Critical. Thinking Stages. Plan to reassess baseline for NAS classes, based on data collected. Start data collection in non-NAS courses after assessment stabilized within NAS. 2023: Data collection difficult in non-NAS courses. Create an Minor Exit Survey for completion prior to graduation.

Program	DPAR 1 / DPAR 2	Program Goals & PSLOs	Curriculum Matrix	Mapping to Principles & Values	Cycle of Collecting and Analyzing PSLO Data	Recommendations for Improvement
Associate of Applied Science						
8. <u>AAS, Business Management</u>	2019-20/No No/F2022	3 PSLOs	Yes	Unclear	Yes	2019-20: Course delivery revised. 2022: Pre- and post-tests in business and personal finance. Special assignments in Navajo Nation business and personal finance.
9. <u>AAS, Office Administration</u>	No/2022-23 No/2023-24	2 PSLOs	Yes	Unclear	Yes	2022-23: Students not submitting pre- and post-tests in keyboarding. Tech issues with Cengage, thus reverting to Zoom and Blackboard for retrieval of student work. 2023-24: Revise timing of pre-test to collect better data.
Associate of Arts						
10. <u>AA, Business Administration</u>	2019-20/No No/F2022	3 PSLOs	Yes	Unclear	Yes	2019-20: Change course delivery modality. F2022: Pre- and post-tests in business and personal finance. Special assignments in Navajo Nation business and personal finance.
11. <u>AA, Diné Studies</u>	2018-21/No 2020-21/ 2020-21 2023-24/ 2023-24	1 PG 2 PSLOs	Yes	Yes	Yes	2018-21: Small n, validation not possible, revised assessment schedule. 2020-21: Hard to get program data from OIPR, faculty, and adjuncts. Low enrollments – want to do random sampling. 2023-24: Hard to collect artifacts from all faculty. Low enrollments. Inconsistent assessment.

Program	DPAR 1 / DPAR 2	Program Goals & PSLOs	Curriculum Matrix	Mapping to Principles & Values	Cycle of Collecting and Analyzing PSLO Data	Recommendations for Improvement
12. <u>AA. Early Childhood Education</u>	2012-17 <i>APR</i> ^ No/2019-20 No/F2020	7 PSLOs	Yes	Yes	Yes	2019-20: Revised program assessment matrix. F2020: Revise course descriptions to meet AZ DOE cert reqs.
13. <u>AA. Education</u>	No/F2016 No/F2017 No/F2018 No/2019-20 No/F2020	5 PSLOs	Yes	Unclear	Yes	F2016: Assign faculty lead for assessment. F2017: Ascertain student learning styles. F2018: No program changes. 2019-20: Revised assessment assignment and reassigned PSLO. F2020: None.
14. <u>AA. Social Work</u>	2018 <i>APR</i> ^ No/F2019 2020-21/No	2 PGs 5 PSLOs	Yes	Yes	Yes	F2019: Create program matrix, rubrics, and PSLOs. C19 disruptions in enrollments and assignments completion. 2020-21: C19 disruptions in enrollments and assignments completion.
15. <u>AA. Social & Behavioral Science</u>	No/2019-20 2020-21/ 2020-21 No/2021-22 2023-24 /2023-24	5 PSLOs	Yes	Unclear	Yes	2019-20: None applicable. 2020-21: Several for each PSLO, including rubric norming, curricular adjustments, remedial instruction, and grading adjustments. 2021-22: Revise program assessment cycle from 4 yr to align with institutional 3 yr cycle. 2023-24: Several for each PSLO, including improving communication with students, restructuring assignments, tech training for students, revised assignment guidelines.
Associate of Science						

Program	DPAR 1 / DPAR 2	Program Goals & PSLOs	Curriculum Matrix	Mapping to Principles & Values	Cycle of Collecting and Analyzing PSLO Data	Recommendations for Improvement
16. <u>AS, Agroecology</u>	2015-16/No No/F2019	5 PSLOs	Yes	Yes	Yes	2015-16: Reset target because of data issues. 2019: New instructors. Need to identify improvements.
17. <u>AS, Biology</u>	2019-21/ 2019 2019-22/No No/2020-21 No/2021-22 No/2023-24	3 PGs 5 PSLOs	Yes	Unclear	Yes	2019-21: Revise assessment measure. 2020-21: Measure all PSLOs each semester. 2021-22: Same as 2020-21. 2023-24: Same as 2020-21.
18. <u>AS, Environmental Science</u>	2016-17/No 2017-18/No No/F2019 No/2022-23	6 PSLOs	Yes	Yes	Yes	2016-17: Rewrite PSLOs to differentiate learning. 2019: Add Env Sci course. New instructors. 2022-23: Rewrite PSLOs to broaden focus beyond Bio.
19. <u>AS, General Science</u>	2016-17/No No/2018-19 No/2019-20	5 PSLOs	Yes	Yes	Unclear	2016-17: None. 2018-19: None. 2019-20: All assessments done in all areas: bio, phy, and chem.
20. <u>AS, Health Occupations</u>	No/2019-20 2018-21/No No/2021-22 No/2022-23	4 PSLOs	Yes	Yes	Yes	2019-20: Change assessment prompt. 2018-21: Wrote PSLO. Revised measures. 2021-22: None. 2022-23: None.
21. <u>AS, Mathematics</u>	No/2018-19 No/2019-20 No/2022-23	4 PSLOs	Yes	Unclear	Yes	2018-19: None. 2019-20: None. 2022-23: Identified 6 program assessment improvements.
22. <u>AS, Public Health</u>	No/F2016 No/2019-20 No/2020-21	4 PSLOs	Yes	Yes	Yes	2016: Yes, see the DPAR. Plus, developing core competencies for a Bachelor's degree in indigenous public health.

Program	DPAR 1 / DPAR 2	Program Goals & PSLOs	Curriculum Matrix	Mapping to Principles & Values	Cycle of Collecting and Analyzing PSLO Data	Recommendations for Improvement
	2021-22/ 2021-22 No/2023-24					2019-20: Changed PSLO assessment cycle due to program modifications. 2021-22: Tech issues noted and plans to rectify with IT outlined. Unable to collect artifacts due to C19, plan to rectify. 2021-22: Removed a PSLO. 2023-24: None made.
23. <u>AS, Physics</u>	2019-20/ 2019-20 No/2021-22 2023-24/ 2023-24	3 PSLOs	Yes	Unclear	Yes	2019-20: None. 2021-22: None. 2023-24: None.
24. <u>AS, Pre- Engineering</u>	No/2018-19 No/2019-20 No/2021-22	3 PSLOs	Yes	Unclear	Every PSLO assessed	2018-19: None. PSLOs focus on program requirement courses. 2019-20: Same as 2018-19. 2021-22: Same as 2018-19.
Bachelor of Science						
25. <u>BS, Biology</u>	2019-20/ 2019-20 2019-2022 No/2020-21 No/2021-22 No/2022-23 No/2023-24	4 PPLOs	Yes	Yes	Unclear	2019-20: Faculty left mid-year without submitting assessment data. PPLOs listed on the Office of Assessment Bio page are different from those listed in the DPAR. Need to be corrected. 2019-22: Epigenetics is culturally sensitive topic and difficult to navigate due to students' lack of background knowledge. Final papers required multiple drafts and back-forth with students. 2020-21: Faculty want all PSLOs measured each semester. 2021-22: Same as 2020-21.

Program	DPAR 1 / DPAR 2	Program Goals & PSLOs	Curriculum Matrix	Mapping to Principles & Values	Cycle of Collecting and Analyzing PSLO Data	Recommendations for Improvement
26. <u>BS. Public Health</u>	No/2019-20 2020-21 /2020-21 No/2021-22 No/2022-23 No/2023-24	5 PSLOs	Yes	Yes	All PSLOs are assessed each year.	2019-20: Needs assessment for rubrics for several upper level courses. Indirect measures to capture mentor and employer perspectives. 2020-21: Same as 2019-20 2021-22: Added artifacts collected to improve SLO measurement. 2022-23: Added SLO5 2023-24: PPSLOs revised.
27. <u>BS. Secondary Education (Math & Science)</u>	No/2019-20 No/2021-22 No/2022-23 2018 APP^	8 PSLOs	Yes for: EDU and SCI	EDU: Unclear SCI: Yes	Unclear	2019-20: Identify...students within program to indicate proficiency levels. 2021-22: Faculty want to assess all PSLOs each semester. 2022-23: Same as 2022-23.
28. <u>BS. Agriculture (General Agriculture, Plant Science & Animal Science)</u>	No/2022-23	5 PSLOs	Yes	Yes	Unclear	2021-22, the reported year of data, was the first implementation of assessment. No adjustments suggested.
29. <u>BS. Biomedical Science</u>	No/2021-22 No/2022-23	4 PSLOs	Yes	Yes	Unclear – Perhaps annual	2021-22: New program. No improvements needed. 2022-23: Same as 2021-22.
Bachelor of Fine Arts						
30. <u>BFA. Creative Writing</u>	None	4 PSLOs	Yes	Yes	Unclear	None reported.
31. <u>BFA. Graphic Arts</u>	F2023/2022-23 2023 APP^	5 PSLOs	Yes	Yes	Unclear	2022-23: Revise assessment for SLO 4&5.
32. <u>BFA. Painting</u>	No/F2021	4 PSLOs	Yes	Yes	Unclear	None reported

Program	DPAR 1 / DPAR 2	Program Goals & PSLOs	Curriculum Matrix	Mapping to Principles & Values	Cycle of Collecting and Analyzing PSLO Data	Recommendations for Improvement
33. <u>BFA.</u> <u>Photography</u>	No/F2020 No/F2021 2023 APP [^]	5 PSLOs	Yes	Yes		2020: Review and revise assessment matrix to align with curricular revisions. 2021: Creating new rubrics and curriculum map.
34. <u>BFA.</u> <u>Rug</u> <u>Weaving</u>						
35. <u>BFA.</u> <u>Silversmithing</u>						
Bachelor of Arts						
36. <u>BA.</u> <u>Business</u> <u>Administration</u>	No/2019-20 No/2021-22 No/2023-24	3 PSLOs	Yes	Unclear	Yes	2019-20: Align lower-level Courses (100-200) with upper division business courses to improve BA Program. Revise the mission, purpose and goals to align with this new focus. Produce an incubator plan that promotes/develops business plans (PSLO 4). 2021-22: Based on the Spring 2021 degree program assessment report, the School of Business assessed two senior level courses for three academic years. With this new assessment cycle, more artifacts could be archived for review. 2023-24: Same as 2021-22
37. <u>BA.</u> <u>Education</u> <u>(Multicultural)</u>	None	9 PSLOs	Yes	Yes	Unclear	None reported.
38. <u>BA.</u> <u>Elementary</u> <u>Education</u>	F2018 No/2018-19 2019-20/ F2020	8 PSLOs	Yes	Yes	Unclear	F2018: No improvements planned to overall assessment plan or tools, but each faculty may revise within their courses.

Program	DPAR 1 / DPAR 2	Program Goals & PSLOs	Curriculum Matrix	Mapping to Principles & Values	Cycle of Collecting and Analyzing PSLO Data	Recommendations for Improvement
39. BA. Diné Studies	No/2019-20 No/2022-23 No/2023-24	6 – 9 PSLOs	Yes	Yes	All classes are assessed.	2019-20: Developed assessment prompts and rubrics. 2023-24: Small Ns in courses and assessments are a hurdle to meaningful analysis.
40. BA. Psychology	2018-19/ 2018-19 No/2019-20 No/2020-21 No/2021-22 No/2022-23	5 PGs 5 PSLOs	Yes	Yes	4-year cycle	None reported in previous years. 2022-23: Revised assessment schedule to 5 year cycle. Assessment plan revised to assess a scheduled class and one in which difficulties arose.
Master of Science						
41. Master of Science in Biology	No/2022-23 No/2023-24	4 PGs 8 PSLOs	Yes Nothing mapped to BIO 501	Yes	No	2022-23: Faculty want all PSLOS measured* each semester. 2023-24: Changed to systematic, periodic measurement for each course.

Programs NO LONGER OFFERED

AS. General Science
AA. Computer
Information System
AA. Liberal Arts
Cert. Digital Arts
Cert. Irrigation Tech
Cert. Natural
Resources

^ Although APR submissions are noted in this table, their content is not.

*It is unclear what “measurement” means within the program context.

Diné College Assessment Handbook

Rev: September 2024

Office of Assessment & Curriculum

Approved by:

The Sihasin Committee	12/19/2024
Provost Council	1/22/2025
Executive Team	2/12/2025
Academic & Student Success Committee	
Board of Regents	



Dine College

Who we are

Diné College is the first tribally controlled and accredited collegiate institution in the United States. Established in 1968 as Navajo Community College, it was later renamed Diné College. The Navajo Nation sought to create an institution of higher education that encouraged Navajo youth to become contributing members of the Navajo Nation and the world.

Mission

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.

Vision

Our vision is to improve continuously our programs and services to make Diné College the exemplary higher education institution for the Diné People.

Special Thanks to Ashima Singh

Table of Contents

Table of Contents	i
Glossary of Assessment Terms	1
Introduction	2
The Purpose of Assessment at Diné College	2
2024 Revisions to the Assessment Process at Diné College	2
College Stakeholders and Programs Affected by the Revisions	3
Diné College Philosophy of Assessment	4
Annual Academic Program Assessment Cycle	4-5
Who Does What and When in Academic Assessment	6-8
Program Assessment in Canvas	9
References	10
Appendix A: Academic Assessment Reporting Template	11-14
Appendix B: Academic Assessment Reporting Template Review Rubric	15
Appendix C: Suggested Elements of an OIPR Program Profile	16
Appendix D: Suggested Elements of an OIPR School Annual Budget Snapshot	17
Appendix E: Four Pillars of Institutional Learning Outcomes	17-18
Institutional Learning Outcomes	18

Glossary of assessment terms

DC – Diné College

HLC – Higher Learning Commission

ILO – Institutional Learning Outcomes

OAC – Office of Assessment and Curriculum

OIPR – Office of Institutional Planning and Reporting

PSLO – Program Student Learning Outcomes

Introduction

The Purpose of Assessment at Diné College

The 2020 edition of the Diné College Assessment Handbook defined assessment as “a continuous cycle of self-evaluation and self-reflection” and its purpose “to transform and enhance the quality of learning, instruction, curriculum, and institutional effectiveness.” These statements about what assessment is and aims to achieve effectively capture the college’s faculty, staff, and administrators’ commitment to student success.

2024 Revisions to the Assessment Process at Diné College

In April 2023, the Higher Learning Commission (HLC), the accrediting body for Diné College, gave it a “Met with Concern” designation regarding its assessment of student learning. The college was asked to demonstrate the following:

- 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.
- Evidence of analysis/discussion of student learning outcome assessment data.
- 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 (HLC, 2023).

Conversations with faculty during the college’s Assessment Days in May 2024 revealed that, despite having an assessment handbook, most faculty were unclear about their role in assessment. A follow-up review by an external consultant (Singh, 2024) of Diné College’s fidelity to assessment processes described in the previous handbook (Diné College, 2020) indicated that faculty inconsistently submitted prescribed program assessment reports. A vast majority of submitted reports demonstrated faculty’s emerging understanding of assessment and its

various elements ranging from program student learning outcomes (PSLOs) to curriculum matrices and using findings to make improvements (colloquially known as “closing the loop”). However, most programs and their faculty need support in developing their understanding of assessment processes and related utility in program improvement.

Consequently, the Office of the Provost determined a revised assessment plan – and handbook – were necessary to prioritize **reduced** faculty workload while making assessment easier to understand, systematic, and meaningful. Diné College’s commitment to faculty teaching and student learning led to this revised assessment plan and handbook.

College Stakeholders and Programs Affected by the Revisions

The revisions in the assessment plan and handbook impact the following people and units:

- Faculty who teach in academic and General Education programs.
- All academic degree-granting programs.
- The General Education program.
- Staff and administrators engaged in serving students, either directly or indirectly.
- Staff and administrators engaged in co-curricular activities.
- Students who benefit from the work of DC faculty, staff, and administrators.

Diné College Educational Philosophy and Assessment

Nihina'nitin, Sa'ah Naaghái Bik'eh Hózhóón bit hadít'éego, dóó índa Diné yee iiná íí'ínígi át'éego nahasdzaán bikáa'gi dóó yádihit biyaagi bohóneédzánígi át'éego yee hiná. Díí binahjį' t'áa altsodéé' bik'í hwiinít'įį'go bitah yá'áhoot'éehgo yee iiná íí'įį dooleet.

Our educational principles are based on Sa'ah Naaghái Bik'eh Hózhóón, the Diné traditional living system, which places human life in harmony with the natural world and universe. The system provides for protection from the imperfections in life and for the development of well-being. The principles are four-fold:

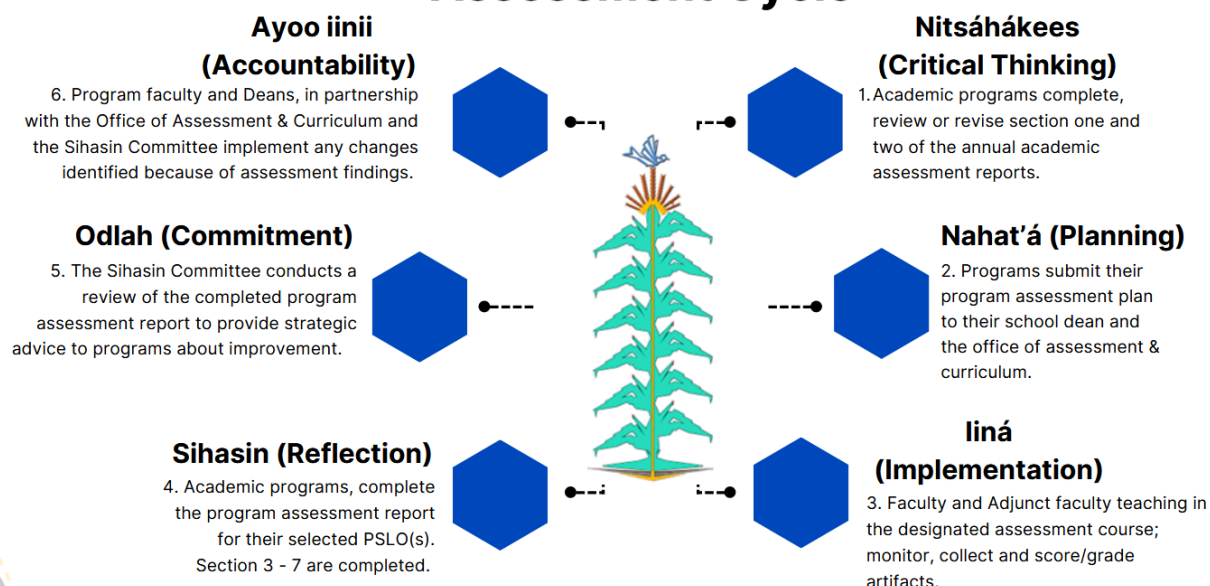
- Nitsáhákees. Thinking. Baa nitsídžíkees. Apply the techniques of reasoning. Analyze alternative solutions through the use of the principles of logic and creativity.
- Nahat'á. Planning. Nahat'á anitsíkees bee yáti' dóó íishjání óolzin. Develop and demonstrate communication skills. Nahat'á nahaaldeet. Demonstrate systematic organization skills.
- liná. Implementation. T'áa hó ájít'éego hózhóogo oodáá. Demonstrate self-direction based on personal values consistent with the moral standards of society. T'áa hó ájít'éego hózhóogo oonish. Demonstrate quality, participation, work, and materials.
- Siihasin. Reflection and assurance. Siihasingo oodáá. Demonstrate competency. Siihasin nahaaldeet. Demonstrate confidence.

The Office of Assessment and Curriculum, in partnership with Student Affairs, added Oodlah (Commitment) and Ayoo iinii (Accountability) to the academic and co-curricular assessment cycle to “close the loop”.

Annual Academic Program Assessment Cycle

Dine College's revised six-step annual assessment cycle is streamlined to help academic programs conduct meaningful assessment of student learning regularly and sustainably. It will also help the Office of Assessment and Curriculum track of the health of the assessment process itself and make necessary changes on an annual basis.

Annual Academic Program Assessment Cycle



1. ***Nitsáhákees (Critical Thinking)***: During year one of the four-year cycle, academic programs complete, review or revise section one and two of the annual academic assessment reports (see Appendix A), which includes the program's student learning outcomes (PSLO), alignment to institutional learning outcomes ((ILOs) see Appendix E), designated assessment course(s) and artifact(s) for assessment. Faculty are required to assess at least one PSLO every year and continuously gather data for all PSLOs in which the courses are taught.
2. ***Nahat'á (Planning)***: During year one of the four-year cycle, program faculty submit their program assessment plan (section one and two), to their school Dean. Deans will review the assessment plan and approve prior to submitting to the Office of Assessment and Curriculum. This step promotes on-going communication about program assessment among faculty, school deans and the Office of Assessment and Curriculum.
3. ***liná (Implementation)***: Every academic year, program faculty teaching the designated courses for assessment actively monitor, collect and score/grade the assessment assignment, "artifact". The program lead is responsible for ensuring all sections of a designated assessment course collect and score/grade the "artifact" in Canvas. Adjunct faculty are expected to participate.
4. ***Sihasin (Reflection)***: During fall/spring assessment days, academic programs reflect on their assessment data and complete sections 3 to 7 of their program assessment report.
 - a. ***Section 3***: Analyzing PSLO Data and Making Decisions
 - b. ***Section 4***: Valuable Assessment-Related Activities Related to Academic Program Review
 - c. ***Section 5***: Communicating and Maintaining PSLOs
 - d. ***Section 6***: Assessment Materials
 - e. ***Section 7***: Assessment Support
5. ***Oodlah (Commitment)***: The Sihasin Committee conducts a review of the completed program assessment reports to provide strategic advice to programs about improvement. The committee utilizes the program assessment report review rubric (See Appendix B).
6. ***Ayoo iinii (Accountability)***: Program faculty and Deans, in partnership with the Office of Assessment & Curriculum and the Sihasin Committee, implement any changes identified.

Roles and Responsibilities in Academic Assessment

Academic assessment is an institution-wide endeavor that involves students, faculty, 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	• Complete the designated assessments as assigned.
Faculty in Academic Programs and General Education	Ongoing	• Define and review Program Student Learning Outcomes (PSLOs) • Identify courses and assignments for collecting assessment data related to PSLOs. • Score assignments to collect and analyze assessment data. • Invite the Office of Assessment & Curriculum to work with them as needed. • Utilize Canvas to collect assessment data through designated assignments • Apply standard rubrics in Canvas for assessment scoring • Ensure all course sections use consistent Canvas assessment tools
Faculty in Academic Programs and General Education	Assessment Days	• Use assessment findings to plan program changes. • Determine impact of previous programmatic changes on student learning and experiences. • Prepare the program assessment report and submit to the School Dean.
Office of Institutional Planning and Reporting	By April 30 th of each year	• Provide each program with a profile from the last four academic years (see Appendix C). • Provide each School Dean with their School's Annual Budget Snapshot (see Appendix D).
Deans	Assessment Days	• Review program resource needs as stated in completed program assessment report and the School's Fiscal Snapshot (provided by OIPR; see Appendix D) for planning and decision-making. • Review assessment improvement recommendations and implement changes to curriculum. • Approve program assessment reports and submit them to the Office of Assessment and Curriculum.
Deans	Ongoing	• Champion meaningful assessment in their school. • Oversee implementation of assessment plans. • Communicate essential assessment deadlines to their faculty. • Ensure faculty are ready to complete their program assessment reports on Assessment Days.

Who	When	What
		• Invite the Office of Assessment and Curriculum to share assessment-related information at School meetings.
Sihasin Committee	Ongoing	• Provide strategic advice regarding assessment plans, templates, documents and reports. • Communicate assessment office's long-term goals and strategies to faculty and other committees. • Provide feedback on completed program assessment reports and make recommendations for improvement (See Appendix B).
Office of the Provost	Ongoing	• Champion ongoing meaningful assessment in academic programs. • Coordinate workshops and professional development opportunities for faculty through the Office of Assessment and Curriculum. • Communicate assessment activities to external stakeholders such as the Board of Regents and the Higher Learning Commission.
Office of Assessment and Curriculum	Ongoing	• Oversee academic assessment and collaborate with co-curricular assessment. • Create and revise assessment processes, timelines, and reporting templates. • Facilitate workshops and professional development for faculty.
Office of Assessment and Curriculum	End of Academic Year	• Extract program assessment data from the colleges learning management system, Canvas. • Track program assessment report submissions and relay messages to School Deans. • Produce end-of-cycle reports, including recommendations for assessment improvements.
President	Ongoing	• Utilize assessment information for planning, budgeting, fund-raising, and overall institutional development.
Board of Regents	Annually	• Utilize assessment information to make recommendations for institutional improvement.

Program Assessment in Canvas

Canvas serves as the central platform for collecting and organizing assessment data at Diné College. This standardized approach ensures consistent data collection across all course sections and simplifies the assessment process. The typical workflow for a program assessment in Canvas includes selecting designated assessment courses, identifying an assessment assignment, attaching a rubric/scoring method and curating a collection of artifacts. Once scoring of the artifacts is complete, the Office of Assessment & Curriculum generates reports and shares data with programs. Programs use the data to complete assessment report.

References

- Association of American Colleges and Universities. (2009). *Valid Assessment of Learning in Undergraduate Education (VALUE)*. Author. <https://www.aacu.org/initiatives/value>
- Diné College. (2020). *Institutional Assessment Plan*. <https://www.dinecollege.edu/academics/academic-assessment/#aa-methods>
- Ibid. (2021). *Academic Program Review Guidelines & Criteria*. <https://www.dinecollege.edu/academics/academic-assessment/#aa-methods>
- Higher Learning Commission. (2023). *Diné College Final Report, 4.B – Core Component 4.B*. Higher Learning Commission Diné College Site Visit, Tsale, AZ.

Appendix A: Academic Assessment Reporting Template

Annual Academic Assessment Reporting Template						
Return a completed copy to your School Dean, Director of Assessment, and Assessment Database Administrator						
The information in this reporting template 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)	<pull-down menu/select one >					
Academic Year covered in this report	<pull-down menu/select one >					
School	<pull-down menu/select one >					
Degree Program	<pull-down menu/select one >					
Degree Type	<pull-down menu/select one >					
Section 2: Assessment Plan						
List <u>all</u> the program-level student learning outcomes (PSLOs). Assess a few PSLOs each year until you have assessed all within a 4-year cycle. You may collect data for each PSLO continuously and assess it on a timeline that works for your program.						
PSLO #	Program-Level Student Learning Outcome (PSLO)	Alignment to Institutional Learning Outcomes	Course(s) where data for assessing the PSLO is gathered	How often is/are the course(s) offered?	Type of assignment or activity used to assess the PSLO	Do you use a rubric to grade the assignment or activity? If you do not use a rubric, how do you gather information about student performance at the PSLO level?
Sample	Students will achieve mastery in storytelling, as demonstrated by relaying a story told by an Elder to their class and discussing how it connects them to their community, land, and food.	Tradition	DSTR 355	Every Spring semester	Oral storytelling and discussion.	VALUE rubric (attached)

1.						
2.						
3.						

Section 3: Analyzing PSLO Data and Making Decisions

Describe the assessment procedures for all PSLOs and their resulting influence on curriculum, teaching, and/or assessment processes. *Programs continuously collect data for each PSLO but may choose to analyze them on a staggered cycle, e.g. every other year. If this is the case in your program, note when you plan to analyze PSLO data (e.g. every other year in AY 2026).*

	What is the cycle of PSLO data collection & analysis?	When student scores are averaged across each row of the rubric, what patterns emerged?	What did you learn from the data patterns?	What decisions or actions will the program take because of those findings?	How did your program follow up from assessment decisions or actions during the previous assessment reporting cycle?
Sample	Continuous/ Every other year	Students demonstrated strong expertise across all four elements of the rubric, rated from 1 (novice) to 5 (expert): Dine culture (M=4.3); Self-reflection (M=4.7); Responsibility (M=4.5); and, Wellness (M=4.4).	Data patterns indicate students achieved strong expertise through this assignment.	Because of the strong data pattern, we will continue this assignment and assessment as they stand. We will watch for any data shifts in the future to ensure students continue their strong performance across all elements of the rubric.	Our old PSLO read, "Students will achieve mastery in storytelling." This confused students and faculty. So, we rewrote the PSLO to include "as demonstrated by...." This seemed to clarify the PSLO for students and faculty by identifying how student achievement of this outcome would be observed and measured. Data patterns seem to indicate this was a good decision on our part.
1.					

2.				
3.				

Section 4: Valuable Assessment-Related Activities Related to Academic Program Review

1.	Please 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, inter-rater reliability studies, rubric norming, market analysis, exploring joint-degree programs, introducing community-service options into the curriculum, etc.	
2.	Please describe how the program used insights gained from assessment to integrate non-academic services into student learning. This may include things like inviting the Library, Writing Center, or other co-curricular and student services to conduct workshops in courses; referring students to the Wellness Center; or establishing student internship programs in a non-academic setting.	
3.	Please describe how the program used insights gained from assessment to partner with other academic programs, including those at other universities. This may include things like articulation agreements, reverse transfers, joint degrees, collaborations with faculty in other departments to study an issue of interest, organizing professional development activities, collaborating for program development, etc.	
4.	Notable program accomplishments, e.g. grants, faculty publications, program proposals, etc.	

Section 5: Communicating and Maintaining PSLOs

1.	When were PSLOs last reviewed by all program faculty?	
2.	When and how are PSLOs made available to students (include URL, if available)?	
3.	How does the program ensure that PSLOs are linked to course-level learning objectives? How are the linkages communicated to students?	

Section 6: Assessment Materials

Select all relevant assessment-related items the program has developed. Please share those documents so we may archive them for you.

- ☐ 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 7: Assessment Support

1. What resource needs have your assessment efforts revealed?	Select 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.

Appendix B: Academic Assessment Reporting Template Review Rubric

Academic Assessment Reporting Review Rubric					
<i>This is intended as a tool to help assess the status of program assessment efforts as reported in the Annual Assessment Report Template. We hope this tool will serve as a springboard for discussion that will contribute to meaningful assessment in your program.</i>					
	The program:	Yes	Somewhat	No	Comments
1.	Developed clear and measurable program student learning outcomes (PSLOs).				
2.	Aligned PSLOs to ILOs.				
3.	Identified course(s) in which data for assessing each PSLO is gathered.				
4.	Described the frequency of course offerings in which assessment data are gathered.				
5.	Clearly identified the assignment or activity used to assess each PSLO.				
6.	Indicated how each assignment or activity was 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.	Shared what the program learned from the data patterns for each PSLO analyzed.				
10.	Described decisions or actions it will take because of the findings for each PSLO analyzed.				
11.	Shared how it followed up from assessment decisions or actions during the previous assessment reporting cycle.				
12.	Described assessment activities that were not directly related to assessing PSLOs.				
13.	Described how it used insights gained from assessment to integrate non-academic services into student learning.				
14.	Described how it used insights gained from assessment to partner with other academic programs.				
15.	Shared notable program accomplishments.				
16.	Reported a date or timeline of review of PSLOs by program faculty.				
17.	Identified when and how it makes PSLOs available to students.				
18.	Described how it links course-level learning objectives to PSLOs.				
19.	Described how it shares with students connections between course-level objectives and PSLOs.				
20.	Has developed assessment-related items such as a curriculum map, program handbook, a conflict-resolution policy, direct and/or indirect measures, etc..				
21.	Made clear connections between assessment efforts and its resource needs.				
22.	Overall, the program appears to have implemented a clear assessment process that is sustainable and meaningful to the program.				

General Comments:

Appendix C: Suggested Elements of an OIPR Program Profile

1. Student Fall enrollment trends (reported in aggregate numbers) for the current and previous 4 years broken down by:
 - a. Reported gender
 - b. Reported race/ethnic identity
 - c. Pell-grant recipient – to include work-study
 - d. First-year first-time enrollees and transfer students
 - e. Full-time and Part-time
 - f. Chapter
2. Retention trends: First Year
 - a. Reported gender
 - b. Reported race/ethnic identity
 - c. Pell-grant recipient – to include work-study
 - d. First-year first-time enrollees and transfer students
 - e. Full-time and Part-time
3. Retention trends: Four Years
 - a. Reported gender
 - b. Reported race/ethnic identity
 - c. Pell-grant recipient – to include work-study
 - d. First-year first-time enrollees and transfer students
 - e. Full-time and Part-time
4. Graduation rates (broken down by the same demographics as above)
 - a. 4-year
 - b. 6-year
5. Time to graduation (reported in aggregate numbers) for the previous 6 years (broken down by the same demographics as above).
6. Graduate school – Data to be retrieved by National Clearing House.

Appendix D: Elements of School Annual Budget Snapshot from Human Resources & Finance

1. Total Faculty: Tenured/Tenure-track Full-time Faculty, Non-T/TT Full-time Instructional Faculty, and other Adjunct faculty
 - a. Reported gender
 - b. Reported race/ethnic identity
 - c. Education background
 - d. Rank
2. Total Staff: Full-time and Part-time by
 - a. Reported gender
 - b. Reported race/ethnic identity
 - c. Education background
 - d. Rank
3. Job placement – Dine College employees for Faculty & Students. Population from OIPR to DHR
4. Research and course load
5. Total allocated budget for the Fiscal Year
6. Payroll, min-max salary
7. Core Expenditures
8. Other Expenditures
9. Funding generated

Appendix E: Four Pillars of Institutional Learning Outcomes

1. Tradition – Incorporate Navajo Ways of Life and thinking as successful global citizens.
2. Leadership – Lead with integrity, confidence, compassion, vision and resilience.
3. Knowledge – Display a level of proficiency in their declared field(s) of study and general education; which enables them to successfully pursue professional careers or advance studies and engage in lifelong learning.

4. Skills – Engage in critical thinking and problem-solving skills to make informed decisions. Demonstrate written and oral communication skills.

Four Pillars				
Institutional Learning Outcomes (ILOs)				
(Experience over the course of the entire college experience)				
Knowledge	Skills	Tradition	Leadership	
Natural & Physical Sciences	Critical thinking	Navajo Culture	Collaboration	
Mathematics	Analytical Reasoning	Responsibility	Teamwork	
Humanities	Reading Comprehension	Civic Engagement	Confidence	
Social & Behavioral Science	Oral Communication Skills	Navajo Language	Global Perspectives	
Fine Arts & Media	Written Comm. Skills	Inclusiveness	Capacity for Cont. Learning	
Professionalism	Creative Thinking	Life Long Wellness	Maturity	
Diverse Global Cultures	Ethical Reasoning	Self-Reflection	Civic Engagement	
Communicate Effectively	Professional Conduct	Navajo History	Social Responsibility	
Technology Literacy	Research Skills		Integration of Learning	
	Interpersonal Skills		Adaptability	
	Planning/Organization		Application of Knowledge	
	Quantitative Reasoning			

KNOWLEDGE	SKILLS	TRADITION	LEADERSHIP
• STEAM • Fine Arts & Humanities • Tech Literacy	• Communication • Research • Reading • Knowledge Application	• Navajo Way of Life • Dine Educational Paradigm • Responsibility	• Maturity • Adaptability • Confidence • Creativity • Inclusiveness



OFFICE OF ASSESSMENT & CURRICULUM

END OF YEAR REPORT

2024 - 2025

Approved by:
Provost Council 8/6/2025
ASSC

PREPARED BY:
MIKAYLA LARGO

Director of Assessment & Curriculum

APPROVED BY:
DR. ALYSA LANDRY

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

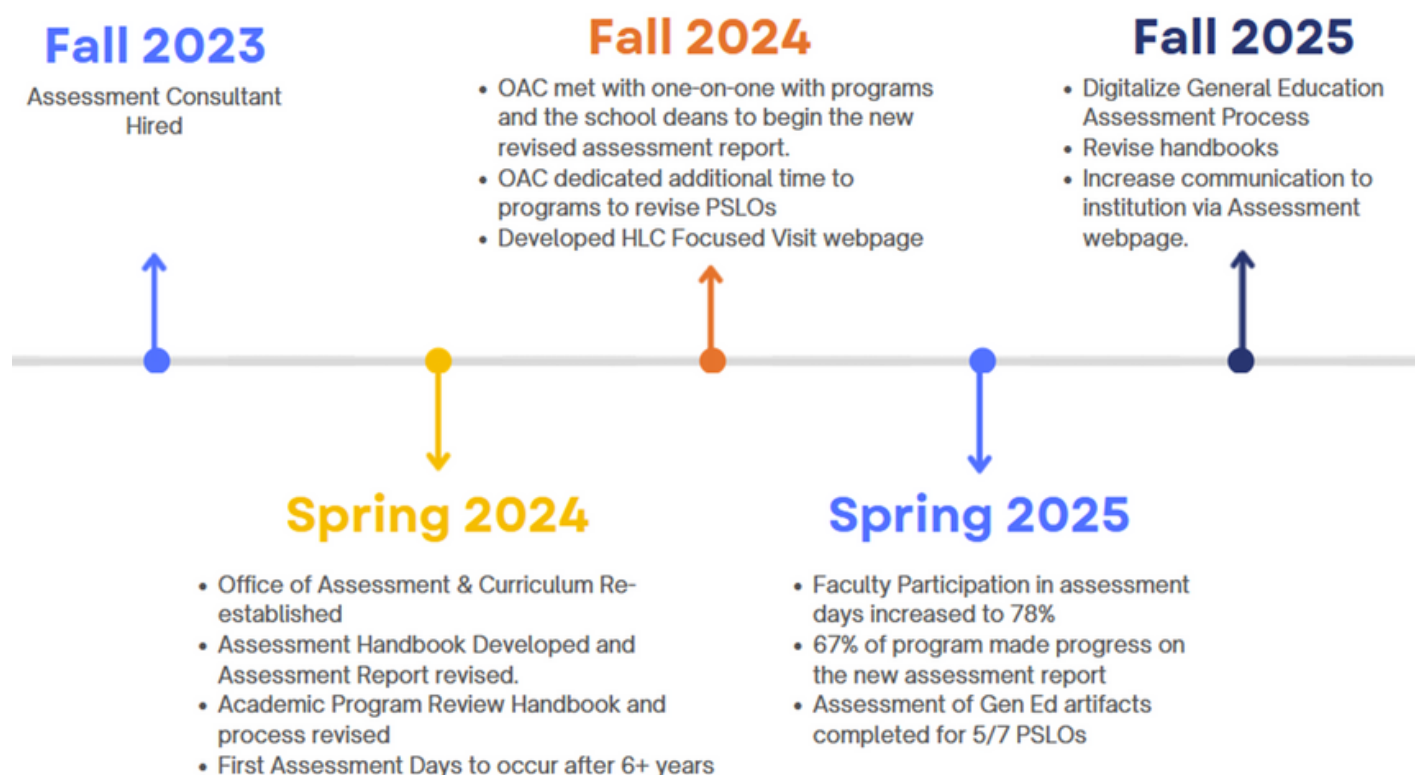
The institution is commended for progress made in use of data to identify and intervene with at-risk cohorts as well as publication of data outcomes related to student success.

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:

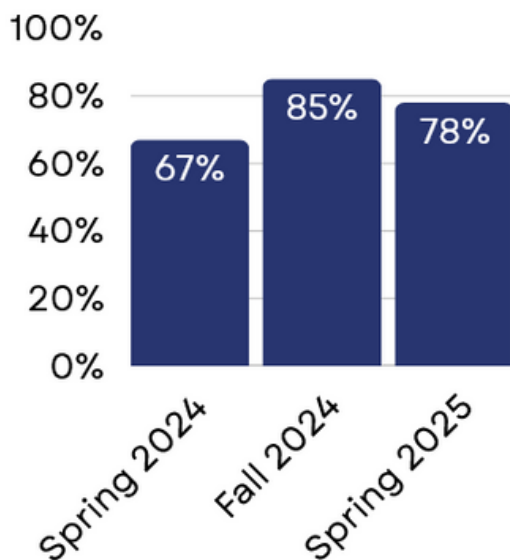
- Fall 2023: Hired an Assessment Consultant, Dr. Ashima Singh, who worked diligently to assess the institution's assessment process. Singh developed a new assessment report template and process that reduced faculty assessment workload and called for assessment of only one or two program outcomes per 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.



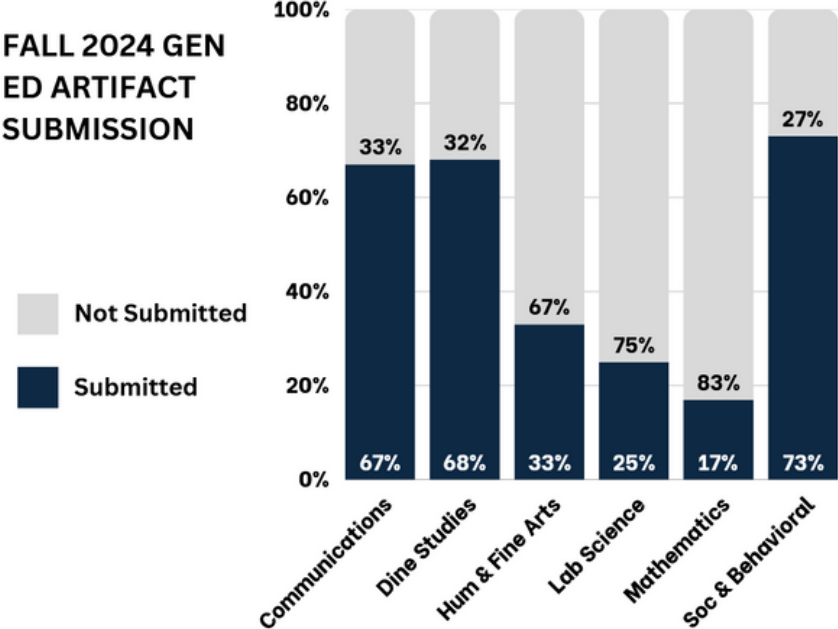
In recent history, there has been no meaningful assessment of General Education. In the May 2023 report, the HLC found that, "The institution has created student learning outcomes for general education programs. Although processes are in place for monitoring and review of the efficacy of all academic 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

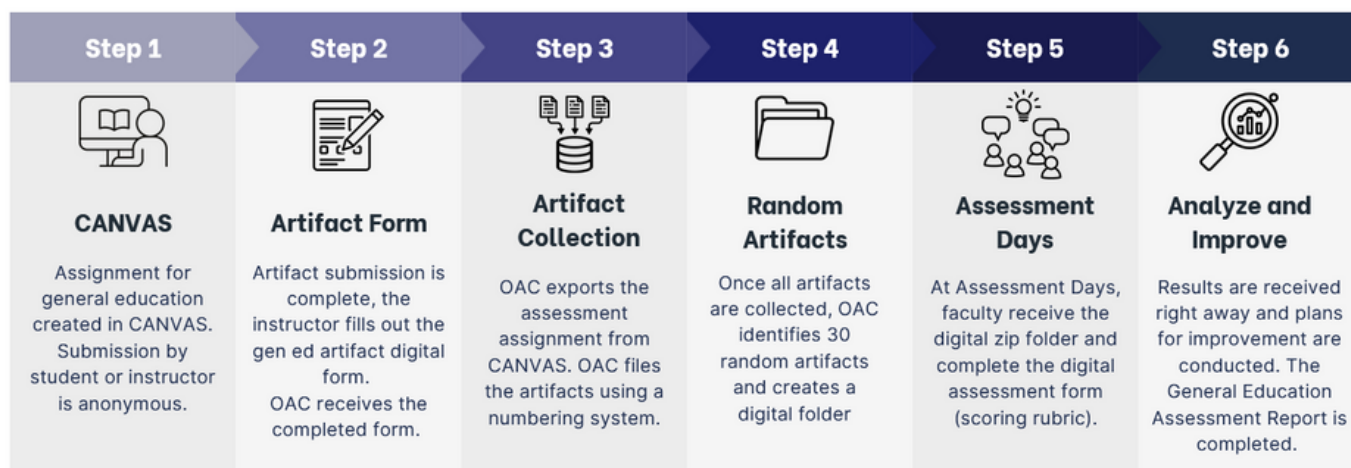
RECOMMENDATIONS TO FACULTY

- 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



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
The mathematics and science requirements differ among the three forms of AGECE. AGECE-A requires a minimum of college mathematics or college algebra. (35-47 Credits) AGECE-B requires a minimum of brief calculus. (39-45 Credits) AGECE-S requires a minimum of calculus and a minimum of university chemistry, physics, or biology. (42-50 Credits)	Categories and Credit Ranges (total of 32 to 35 credits) 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

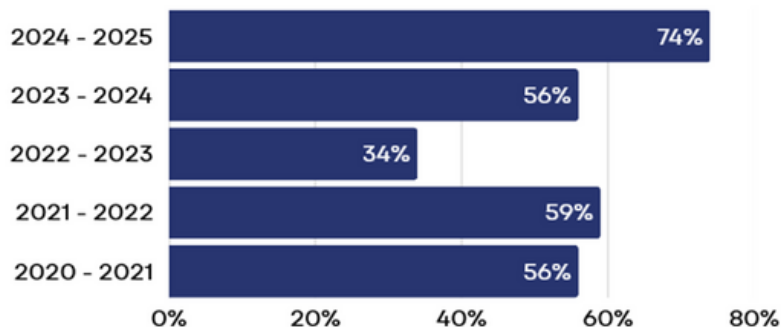


ARTICULATION TASK FORCES (ATF)

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**



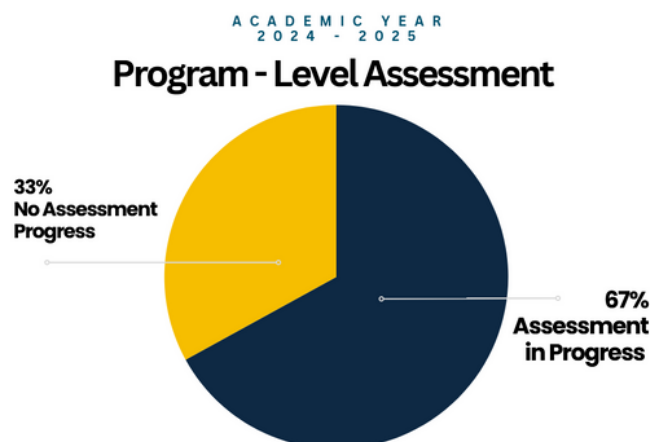
RECOMMENDATIONS & NEXT STEPS

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	- 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	- Revised and reduced number of PSLOs from five to four - Removed general education courses from program assessment - Completed assessment of their data findings at Spring 2025 assessment days.
Bachelor of Arts in Psychology	- Revised and reduced number of PSLOs from five to four - Completed assessment of their data findings at Spring 2025 assessment days.
Associate of Arts in Dine Studies	- 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.
-

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



ALYSA LANDRY
PROVOST



MIKAYLA LARGO
DIRECTOR OF ASSESSMENT
& CURRICULUM



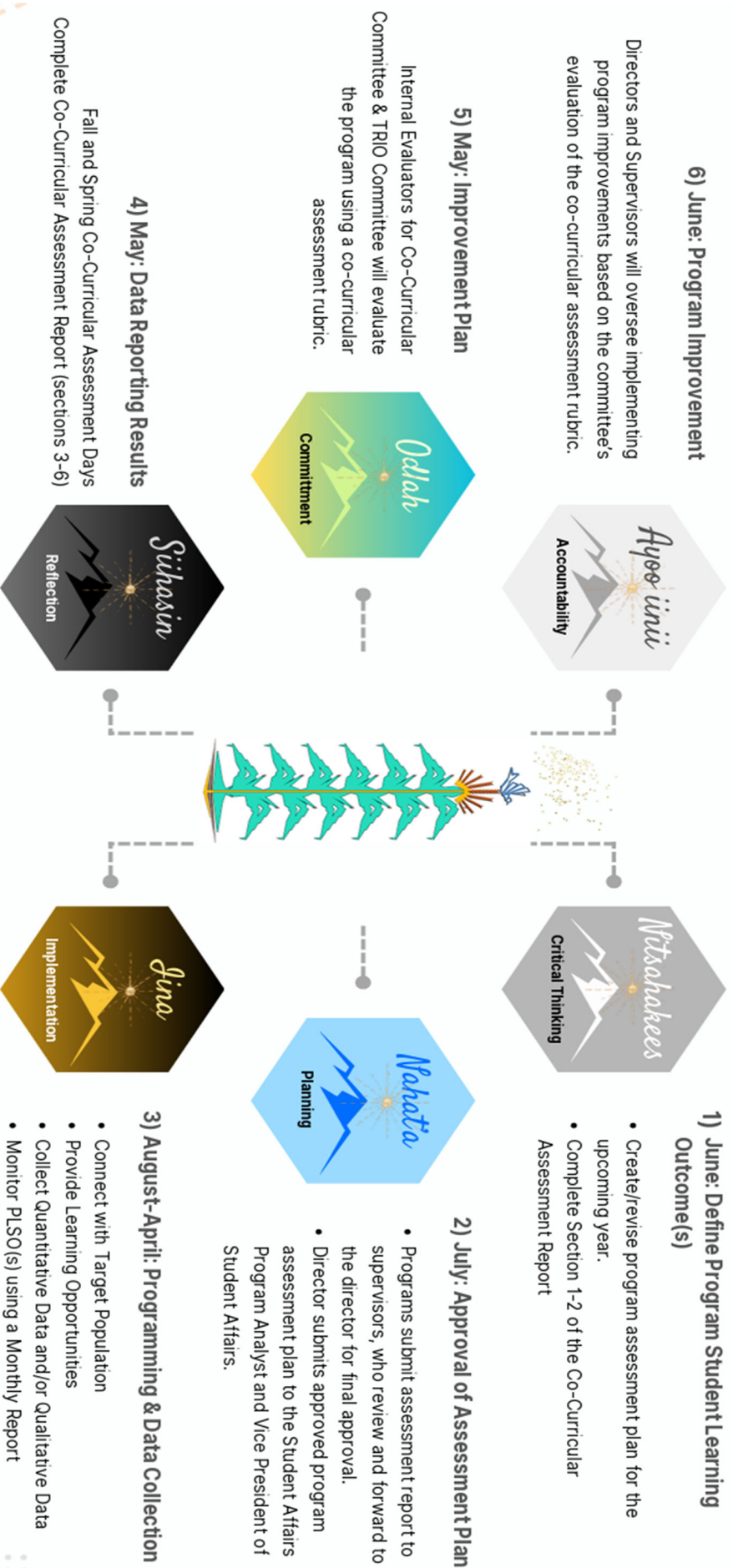
KENDRA BEGAY
DATA SPECIALIST

GOT ANY QUESTIONS?

E-mail The Office of Assessment & Curriculum at
kendrabegay@dinecollege.edu
mnetsitty@dinecollege.edu



Co-Curricular Assessment Cycle



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.

Name/s (Please include all persons completing this

Supervisor:
Staff:

report)

Student Affairs Domain

Domain Mission Statement

Program Name

Target Population

Dine' College Strategic Goal:

2022-2027

Grant Goal (if applicable)

Annual Budget (if applicable)

Data Archive

Section 2a: Program Learning Outcomes (PSLO)

What will staff learn after participating in this program? Condition, audience, behavior, and degree of achievement.

PSLO 1

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

PSLO 1

Intervention # 2

PSLO 1

Intervention # 3

PSLO 1

Intervention # 4

PSLO 1

Section 3: Assessment Plan & Reporting

Complete During Planning

Complete After Data Collection (Reporting)

	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.					
Section 4: Overall Reflection					
How did your program follow up from assessment decisions or actions during the previous assessment reporting cycle?					
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 PLOs	
1. When were PLOs last reviewed by the Vice President of Student Affairs?	
2. When and how are PLOs 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

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 PSLO.				
6. Indicated how PSLOs 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.				
1. Shared how it followed up from assessment decisions or actions during the previous assessment reporting cycle.				
1. Shared what the program learned from the overall data patterns analyzed.				
1. Explained how the program used assessment insights to enhance student learning by integrating academics and collaborating with the academic programs.				
1. Explained how the program used assessment insights to collaborate with other co-curricular programs.				
1. Shared notable program accomplishments.				
1. Reported a date or timeline of review of PSLOs by program director.				
1. Identified when and how it makes PSLOs available to students.				
1. Has developed assessment-related items such as a curriculum map, program handbook, a conflict-resolution policy, direct and/or indirect measures, etc..				
1. Made clear connections between assessment efforts and its resource needs.				
1. Overall, the program appears to have implemented a clear assessment process that is sustainable and meaningful to the program.				

General Comments: