



PRC Summary Report for AY21

Overview

Eight degree programs were assigned Program Review in AY21. Six Program Reviews were completed. Self-Study Teams for each of the six programs summarized their reviews in presentations convened by the Program Review Committee (PRC), and offered next steps for program improvements. The PRC synthesized all of the data and on that basis devised process improvements for Program Review, the PRC, and the University as a whole. Next steps include action planning by the Self-Study Teams and consideration of suggested University-wide process improvements by academic administration.

Program Review Committee

Continuing PRC members from AY20 and earlier included the following:

- Sheena Begay (Institutional Research rep)
- Henry Fowler (faculty rep)
- Kelly Hunter (faculty rep)
- Daniel McLaughlin (Student Learning rep)
- Abraham Meles (faculty rep)
- Thiago Soundappan (faculty rep and PRC chair)
- Brenda Tom (Human Resources rep)
- Andrea Wilson (Career Services rep)

New members in AY21 included:

- Twilia Chavez (Business Office rep)
- Tilda Harrison-Woody (faculty rep)
- Shawn Piechowski (faculty rep)
- Sylvia Tyler (Business Office rep)
- Anusuya Vellingiri (faculty rep)

PRC Accomplishments

The PRC updated the annual [Program Review Guide](#). It established an updated five-year cycle of Program Reviews. The committee used the same Program Review template established in AY18 and revised and updated in AY19 and AY20. Administrative data were prefilled as follows:

- Student Data: by Institutional Research
- Job Placement: by Career Service
- Faculty: by Human Resources
- Costs: by Business Office

The committee posted Program Review templates in Google Docs to facilitate authorship by multiple interests; maintained a PRC [website](#); and organized an Orientation for Self-Study Team (SST) members in Sep 2020. Orientation was attended by instructors from six of the eight teams that were assigned Program Reviews. One-on-one assistance took place for Program Reviewers who requested it in Fall 2020 and Spring 2021.

Program Review Results

- Eight Program Reviews were assigned in Fall 2020, following NTU's Program Review Cycle as spelled out in Appendix 2 of the Program Review Guide for 2020-21. Six were completed; Information Technology (Sumathi Ragavanantham, Duwayne Thomas, and Mark Trebian) and Textile & Weaving (Sharon Nelson) were not completed.
- All of the administrative data were completed, including Cost data from the Business Office (which were missing in previous Program Review cycles).
- All six of Program Review teams that authored reviews participated in Presentations via Zoom with follow-up Q&A sessions, in February 2021.
- A scorecard was produced for all eight reviews (see Table 1 below). Checks (√) represent aspects of the Program Review that were completed; (--) means not submitted.

PROGRAM	His	Cur	Stu dat	Job plt	Prg asm	Str/ chl	Fac	Rec	Cst	Act pln	Self asm	Prs
Biology : Irene An- yangwe & Palmer Netongo	√	√	√	√	√	√	√	√	√	√	√	√
Bookkeeping : Tilda Harrison-Woody	√	√	√	√	√	√	√	√	√	√	√	√
Counseling : Dianna Dekelaita-Mullet & Nancy Goodwin	√	√	√	√	√	√	√	√	√	√	√	√
Creative Writing & New Media : Chelsea Bunn, Aanor Louis, Anita Roastingear, & Jennifer Wheeler	√	√	√	√	√	√	√	√	√	√	√	√
Electrical Engineer- ing : Kamel Al- boaouh, Sundaram Arumugam, & Peter Romine	√	√	√	√	√	√	√	√	√	√	√	√
Information Technol- ogy: Sumathi Raga- vanantham, Duwayne Thomas, & Mark Trebian	--	--	√	√	--	--	√	--	√	--	--	--
Textile & Weaving: Sharon Nelson	--	--	√	√	--	--	√	--	√	--	--	--
Welding : Chris Storer	√	√	√	√	√	√	√	√	√	√	√	√

TABLE 1: Aspects of Program Reviews Completed in AY21

Program Review Narratives and Self-Study Team Self-Assessments

Program Review Narrative	Self-Assessment*
Biology : Irene Anyangwe & Palmer Netongo	3.00
Bookkeeping : Tilda Harrison-Woody	2.11
Counseling : Dianna Dekelaita-Mullet & Nancy Goodwin	2.88
Creative Writing & New Media : Chelsea Bunn, Aanor Louis, Anita Roastingear, & Jennifer Wheeler	3.00
Electrical Engineering : Kamel Alboaouh, Sundaram Arumugam, & Peter Romine	1.42
Welding : Chris Storer	2.77
SELF-ASSESSMENT AVERAGE (including those who completed it)	2.53

* Scale: 1=emerging, 2=developing, 3=proficient

TABLE 2: Program Review Narratives and Self-Assessments (click on links for details)

Self-Study Team Presentations and Program-Specific Feedback

The following notes come from PRC meeting minutes of Feb 19 2021:

Biology: Irene Anyangwe & Palmer Netongo

Program started in 2017.

Alignment with the NTU mission is compelling; program aims to provide Pre-Med pathway.

Enrollments are growing. Thirty declared majors.

Graduates are starting to make way through the program. First graduate is at Harvard.

Faculty have not produced assessment results or improvements based on results.

Challenges: overloaded faculty, limited coordination from Crownpoint to Chinle.

Opportunities: develop Pre-Med track; establish a long-term plan; identify a Pre-Med advisor; link to state articulation groups.

Needs: one more faculty line, one lab tech.

Bookkeeping: Tilda Harrison-Woody

Program has been in existence since 1986.

Alignment with NTU mission is compelling; program aims to provide immediate employment.

Enrollments are decreasing; eleven declared majors.

Graduates are hired at NTU and other tribal enterprises.

Faculty have struggled with assessment; have not produced results or improvements based on results.

Opportunities: reach out to tribal organizations (e.g., chapters); become more relevant; eliminate Certificate program and incorporate into AA in Accounting.

Counseling: Dianna Dekelaita-Mullet & Nancy Goodwin

Program began in 2016.

Alignment with NTU mission is compelling; program aims to prepare counselors.

Program has two concentrations: substance abuse and crisis intervention.

Prepping graduates to pursue either of two licenses so that they may practice: sLSAAA or LADAC.

Faculty are working on a program handbook for students.

Enrollments are steady from year-to-year. Currently 57 declared majors.

Faculty have produced compelling assessment results and implemented program improvements based on those results.

Challenges: secure internships with licensed professionals; coordinate practicums with counselors at NTU.

Opportunities: establish an advisory group with representatives from stakeholder agencies and sites; expand to other NTU sites (Bond Wilson and Zuni, in particular); develop a program handbook for majors; establish supervised internship; explore external funding opportunities – work with Tomacita Grey to do this.

Creative Writing & New Media: Chelsea Bunn, Aanor Louis, Anita Roastingear, & Jennifer Wheeler

Was approved by the HLC in 2012; launched in 2014. Curriculum underwent revisions in 2018.

Program combines writing with new media.

Alignment to NTU mission is in terms of arts, technology, and employment.

Enrollments have been consistently low.

Faculty have produced compelling assessment results and implemented program improvements based on those results.

Challenges: increase enrollments and program visibility; establish scholarships.

Opportunities: connect to feeder high schools; offer writers' workshops in Navajo and English; clarify career pathways; coordinate student recruitment with NTU's Marketing Department; establish an advisory board with reps from stakeholder programs and organizations; establish a student magazine; organize an NTU Press.

Electrical Engineering: Kamel Alboaouh, Sundaram Arumugam, & Peter Romine

Program was initiated in 2015. Attained ABET accreditation in 2018. Will go up for reaccreditation in 2023.

Is in compelling alignment with NTU mission in terms of STEM and Engineering advancement.

Prepares grads for Fundamental Engineering license (NCEES).

Enrollments are decreasing in previous three years prior to Covid. Current declared majors: 24.

Faculty have not produced assessment results or improvements based on results. Previous plan has recently been revised; faculty are working to coordinate academic assessment with other ABET accredited programs.

Challenges: improve student advisement; clean up data in Jenzabar; improve student readiness in terms of basic academic skills.

Opportunities: establish Summer Skills Boot Camps for Engineering majors.

Welding: Chris Storer

Program was approved by the HLC in 2015. One FT faculty member has taught program since 2017.

Is in compelling alignment with NTU mission in terms of establishing immediate pathways to regional employment and good wages.

Infrastructure and occupational safety are improving.

Enrollments are very good and increasing steadily. Program is now offered at Crownpoint and Bond Wilson.

There are two FT instructors although only one participated in program review and PR presentation.

There is a significant opportunity to coordinate program design, implementation, and improvement across the two sites.

Faculty have not produced assessment results by means of NTU assessment templates, strategies, and reports; anecdotal data were described in terms of enrollments, graduation rates, job placements, and AWS certifications.

Challenges: improve classroom safety, comfort, and learning tools and technologies; provide tools for virtual learning so as to remain competitive with program competitors; provide sufficient budgetary support for better welding equipment.

Opportunities for Improvement

1. Implement Self-Study Team action plans: *should be assigned to each Self-Study Team. Person responsible: Undergraduate Dean.*

- The PRC must establish and communicate a timeline for Program Review follow-up. Action plans developed by Self-Study Teams must be implemented in Fall 2021. SST's should report out on action plan implementation (utilizing a scorecard summary) at the Department Chairs meeting in Dec 2021.
- Each action plan should be responsive to opportunities for improvement identified in the Program Review process. To facilitate action planning the PRC must produce and distribute to SST's an action plan template. Chairs should also be responsible for action plan implementation. The PRC will produce a summary report of SST presentations for review by the President's Cabinet and Board of Regents.
- Opportunities to connect action planning and annual planning to the University's strategic plan and budgeting should be designed and implemented by academic administration.

2. Reorganize existing programs: *should be considered by the President's Cabinet. Person responsible: Provost.*

- Several recommendations from SST presentations could be implemented immediately by academic administration, namely 1) establish a Pre-Med track in the Biology BS program and 2) eliminate the Bookkeeping Certificate program by consolidating it into the Accounting AA degree.
- SST's with low enrollments – Creative Writing and New Media and Electrical Engineering – should include explicit recruitment strategies in their action plans.
- Finally, in this category of opportunities for process improvement, academic administration is advised to explore possibilities for reorganizing organizational planning and Institutional Research so as better to support Program Review.

3. Improve the Program Review process: *should be considered by the PRC. Persons responsible: Graduate and Undergraduate Deans.*

- The PRC must continue to produce an annual update to the Program Review Guide. The PRC should continue to provide a comprehensive orientation for SST's as well as an annual plan for the PRC with orientation and analysis from the previous year. The plan should include an annual calendar. The PRC must communicate with next year's SST's in the prior Spring semester about the assignment. Program Review orientation should take place at Fall Convocation. So should support for Departmental Chairs (this could be wrapped into comprehensive one-week training proposed in the past by means of a Chairs Academy prior to the beginning of a new academic year).
- Responsibility for faculty participation in Program Review should be spelled out in revised job expectations. The PRC could have open and closed Program Review meetings. Current SST members should be encouraged to attend open meetings of the PRC. Policy improvements must be incorporated into other policy documents such as the Faculty

Handbook and Instructor Evaluation. Consideration for faculty and staff participating in Program Review should factor into faculty and staff workload.

4. **Improve Program Review compliance:** *should be considered by the PRC. Persons responsible: Graduate and Undergraduate Deans.*
 - SST's that did not participate in Program Review in AY21 will be scheduled for Program Review in AY22. Every effort will be made to ensure for the teams' readiness and compliance.
 - The PRC should survey non-compliant SST's and Departmental Chairs. Why didn't several SST's participate in Program Review in AY21?
 - Administration must ensure that Program Review teams participate in orientation. Greater support can be provided to SST's as they engage in Program Review. The PRC can check-in regularly to offer guidance and assistance.

5. **Improve the PRC:** *should be considered by the PRC. Person responsible: Graduate and Undergraduate Deans.*
 - PRC members' attendance and participation must improve.
 - Workload consideration should be considered for the PRC chairperson.
 - The PRC chairperson should arrange for wide distribution of meeting minutes so as to provide for greater accountability and follow-up.

6. **Improve Career Services academic support processes:** *should be considered by the President's Cabinet. Person responsible: Dean of Student Services.*
 - The University has an opportunity to strengthen the capacity to provide data to SST's on program graduates. This could involve Career Services and the use of data from the National Student Clearinghouse. NTU should build the capacity to access and use data from the NSC.

AY20 Priority Recommendations, Revisited

One year ago, in May 2020, members of the Program Review Committee sent to academic administration four priority recommendations. Each was partially implemented in AY21. There are opportunities for further development in each instance, as explained below.

1. **Implement comprehensive professional development for helping faculty teach online. Ensure that the University is optimally prepared to provide quality teaching and learning experiences in face of Covid-19 disruption.**
 - In Spring 2021, the University purchased a license for Blackboard Ultra and is establishing a comprehensive plan for faculty and staff development in Spring 2021 and Fall 2021. Explicit follow-up is needed to ensure that this goal is put in place, evaluated, and improved over time. *Persons responsible: Graduate and Undergraduate Deans.*

2. Revise faculty and department chair job descriptions and evaluation processes so that they include participation in academic assessment and Program Reviews. Revise faculty workload policies. Incentivize faculty workload regarding Program Review assignments as well as committee membership in general.

- A proposal to update the Department Chair job description was developed by Chairs and proposed to academic administration, in Spring 2020. The proposal was reviewed and approved by the Department Chairs and by the Faculty Congress. No action has been taken.
- A proposal to revise faculty expectations and the instructor evaluation processes is in progress and will be presented to academic administration later in Spring 2021. There is an opportunity to revise faculty workload and to clarify expectations regarding committee assignments, including the PRC.
- Faculty performance and evaluation should be tied to promotion. As things stand, the connection between instructor evaluation and ranking and promotion is tenuous at best. *Person responsible: Provost.*

3. Improve Program Reviews by connecting enrollments/retention data to costs data by means of a program efficacy metric (e.g., total program revenues divided by total program costs). Use this metric to adjust academic program support and/or inform decisions to phase out chronically underperforming programs, as appropriate.

- Limited progress was made in AY21 regarding this recommendation. Some budget information was made available to each SST, which was a significant improvement over previous Program Review cycles. However, some of the data were not accurate. The opportunity to establish a program efficacy metric remains. *Person responsible: Finance Director.*

4. Improve academic budgeting processes. Organize academic cost centers according to programs outlined in Appendix 2 of Program Review Guide. Establish annual costs information for each academic offering. Provide updated budget information on regular bases.

- NTU's Business Office is working on these improvements. One area of improvement in AY21 concerned the Business Office's participation in the PRC. Two new members of the PRC are Business Office employees. Communication between the PRC and Business Office improved markedly as a result. Still, recommendations regarding 1) organizing academic costs centers and 2) using Appendix 2 of the Program Review Guide as a means to identify program-level costs centers remain. *Person responsible: Finance Director.*