

Nitsáhákees *Nahátá* *Íina* *Siihasin*
NAVAJO TECHNICAL UNIVERSITY
ESTABLISHED 1979

2024-2027 Enrollment Management Plan

ENROLLMENT MANAGEMENT COMMITTEE

FREQUENCY OF REVIEW AND UPDATE: This plan will be reviewed annually by the Enrollment Management Committee for continued alignment with the goals and objectives established, and revised as necessary.

Navajo Technical University

Crownpoint | Chinle | Teec Nos Pos
Dual Credit | Kirtland | Online | Zuni

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Background

Navajo Technical University, like all tribal colleges and universities, grew out of a prayer in the 1960s that envisioned all tribes moving toward self-determination by expressing their sovereignty and establishing their own institutions of higher education. It was as a result of this movement that NTU began as the Navajo Skills Center in 1979 to meet the immediate needs of an unemployed population on the Navajo Nation. Students enrolled to learn the rudiments of a trade, graduated, and joined the workforce; however, it soon became clear that students wanted more. In 1985 the Board of Directors changed the Skills Center name to Crownpoint Institute of Technology and in November 2006, the Navajo Nation Council approved changing the name to Navajo Technical College. In 2013, NTC became Navajo Technical University - the first tribal university established on the Navajo Nation.

Today, NTU is one of the premier institutions of higher education in the nation, providing a unique balance between science and technology and culture and tradition. Much of what guides NTU's success is our mission and our identity rooted in the Diné Philosophy of Education.

The Enrollment Management Committee (EMC) was established to identify methods and strategies to constructively support marketing, retention, admission, and completion efforts at the university. The EMC developed the Enrollment Management Plan (EMP) as a working document which is designed to provide guidelines to increase enrollment, retain, and graduate students at NTU. This Enrollment Management Plan is part of NTU's on-going efforts to engage more fully in comprehensive long-range planning regarding areas critical to the university's mission. Individual site marketing, recruitment, and retention plans will be tailored to each site and support the EMP. The EMP will be reviewed and evaluated on the benchmarks established. The review will be conducted at the end of the semester.

EMP Vision Statement

The vision is to student increase enrollment and develop innovative solutions which support students' persistence toward graduation.

Guidelines

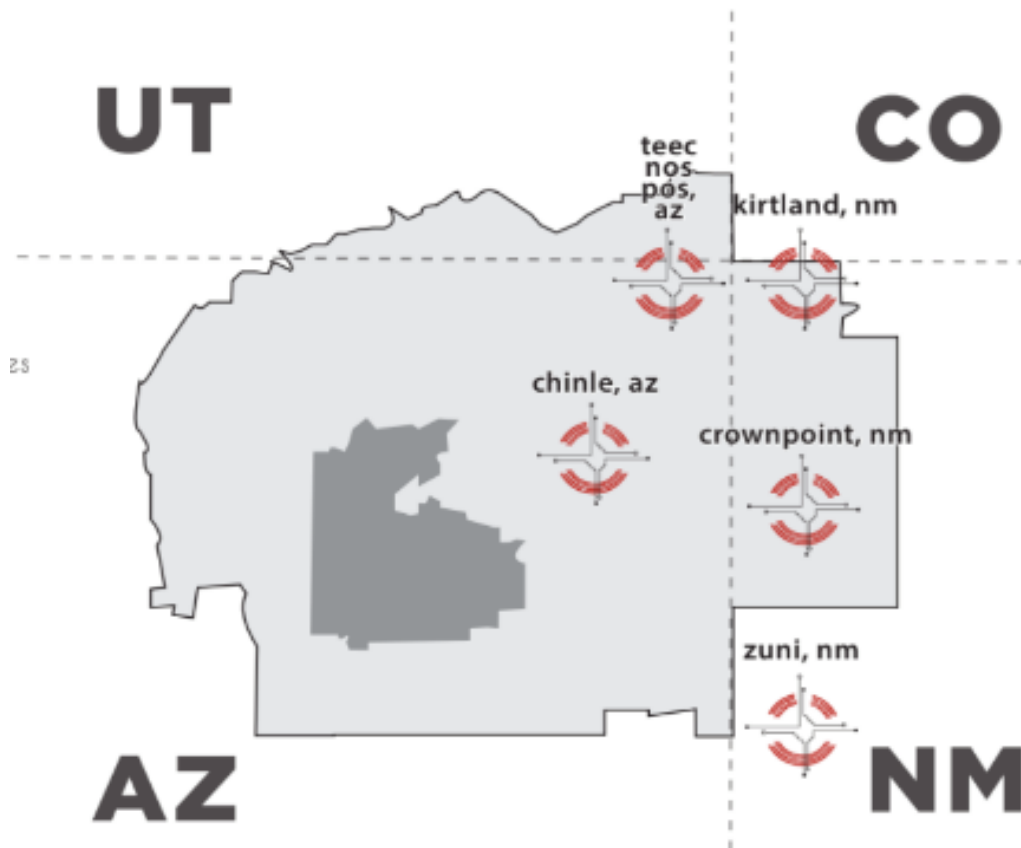
The EMC provides guidelines for enrollment planning, decision-making, and a framework to implement the Enrollment Management Plan. The guidelines focus on four principles of the Dine Philosophy of Education (that create the framework, which include benchmarks in each category of the guiding principles. As a part of the decision-making process, data are reviewed to identify factors that support the goals for each component. A recommendation for EMC members is listed in Appendix A.

Historical Profile

The status of becoming a university elevates all qualities and services that are responsive to the needs of the Navajo people. Founded as Navajo Skills Center in 1979, the institution developed vocational and technical programs to create opportunities for members of the Navajo Nation. Navajo Technical University continues to expand while staying dedicated to its origins by emphasizing Navajo culture and language into the curriculum and operations.

Campus and Institutional Sites

NTU's main campus is located in Crownpoint New Mexico, which provides a majority of key services and departments to the students. Smaller instructional sites are located in Chinle, Arizona; Teec Nos Pos, Arizona; Kirtland, New Mexico; and Zuni, New Mexico.



INSTITUTIONAL AND SITUATIONAL ASSESSMENT

Creating the Enrollment Management Plan required an understanding of the circumstances that have led to the strategies and tactics in the plan through a type of assessment that focused on the institutional strengths and challenges. The data provides insight of the trend in enrollment, persistence, retention, and graduation rates.

Enrollment Trend

In Spring Semester 2020, the COVID-19 pandemic shifted courses from being offered primarily face-to-face to either online or hybrid. The Fall 2020 face-to-face enrollment declined, while hybrid courses saw an increase of over 200 students. Online course enrollment remained steady given HLC accreditation required review and approval for all online programs during the pandemic and ended in late 2021. In Fall 2021, NTU began to reopen its campus and sites, as well as going back to providing face-to-face courses.

The highest enrollment was Fall 2019 semester with 1849 students and Spring semester with 1729 students. A deep drop in enrollment occurred the following academic year due to the impact of the pandemic – Fall semester had 1350 students and Spring 2021 had 1259 students. Figure 1 shows a plateau for academic years 2021-2022 and 2022-2023. Fall 2023 and Spring 2024 shows an increase in enrollment, but has not reached the enrollment before the pandemic.

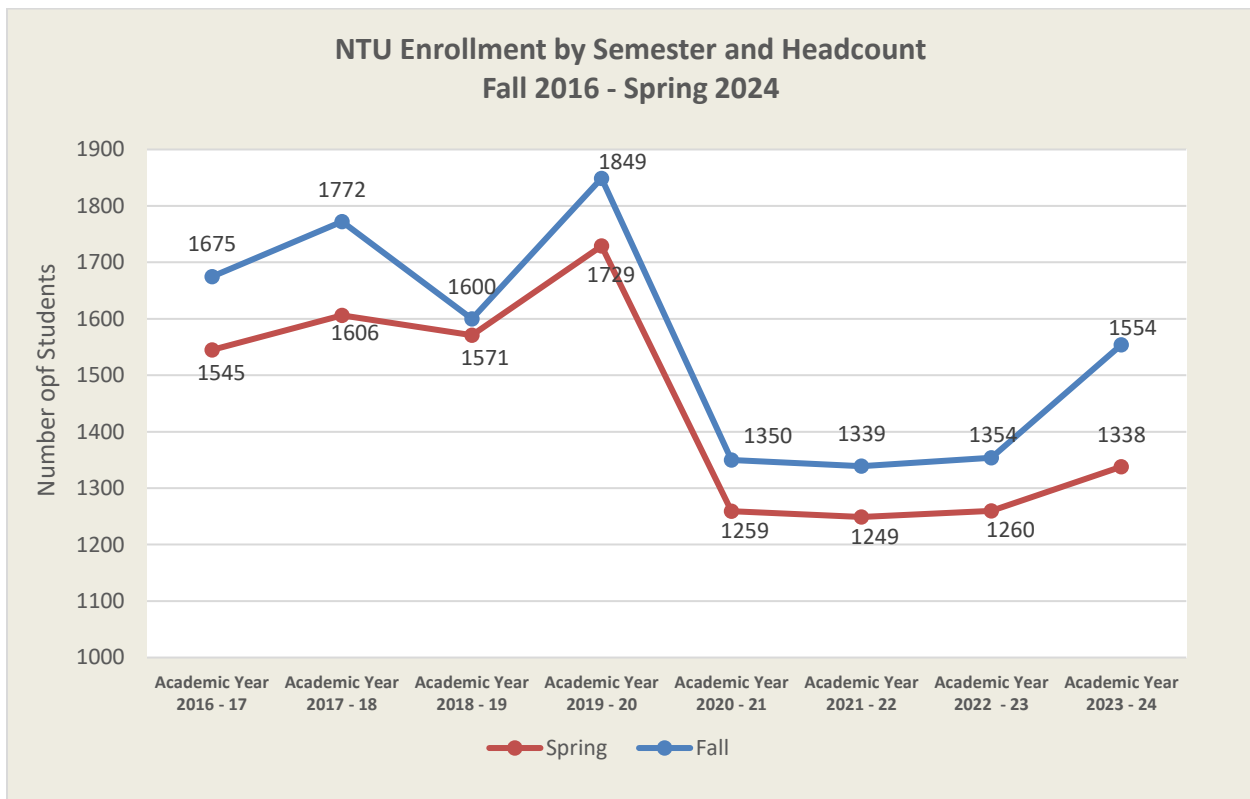


Figure 1. Enrollment trend from 2016 to 2023, Office of Institutional Data and Reporting, 2024.

Figure 2 provides a breakdown of the enrollment trend by sites. Enrollment for the Online programs began in Fall 2021 and has been increasing each semester.

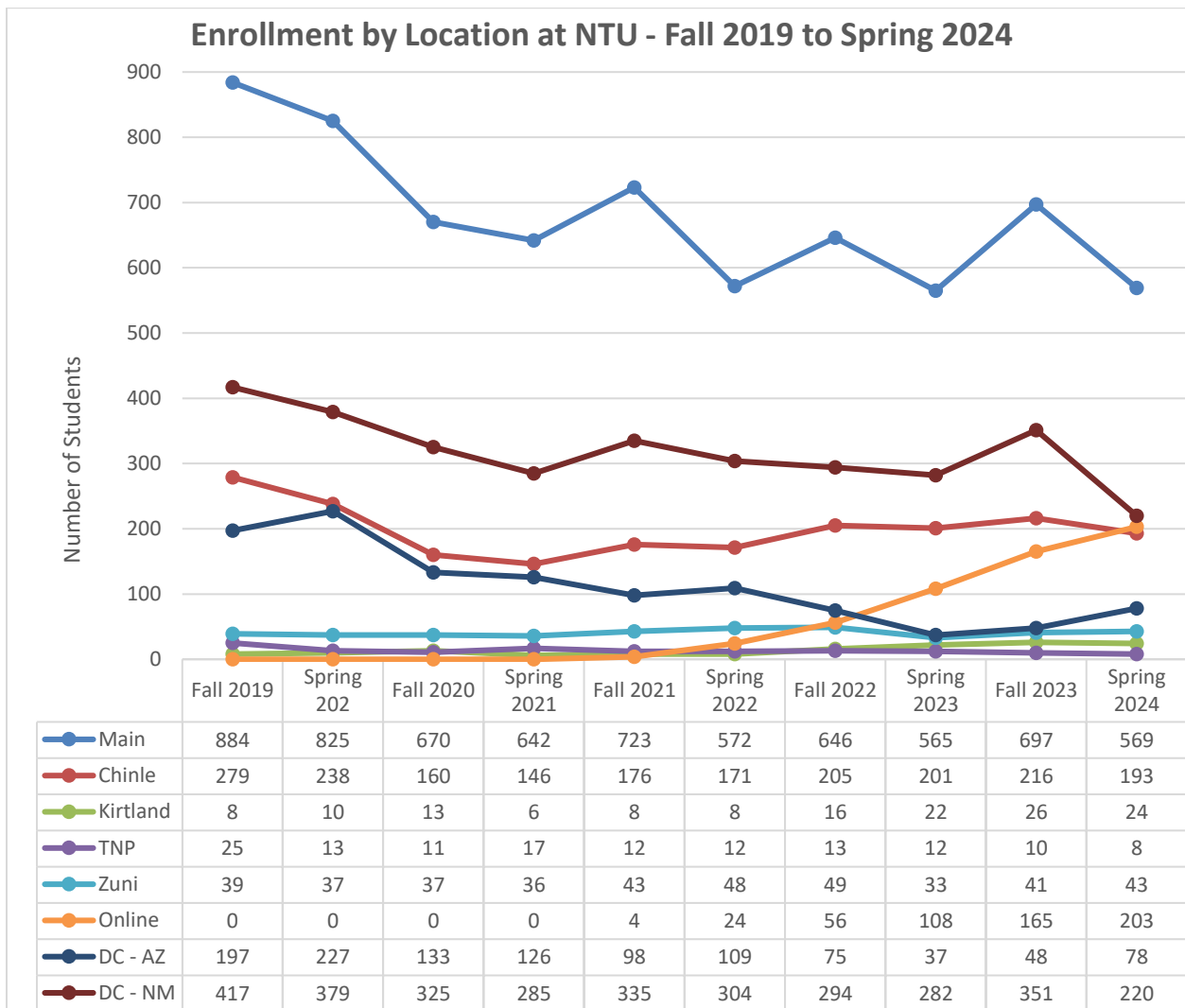


Figure 2. Enrollment trend by location from Fall 2019 to Fall 2023, Office of Institutional Data and Reporting, 2024.

The Dual Credit student enrollment for Fall 2023 has slightly increased in comparison to the Fall 2022 enrollment. The highest enrollment of the general student population for the Fall semester and Spring semester was in Academic Year 2017 - 2018 with 1287 and 1190 students enrolled respectively. The highest enrollment of dual credit high school population was academic year 2019 – 20 with 614 and 605 students. (Figure 3)

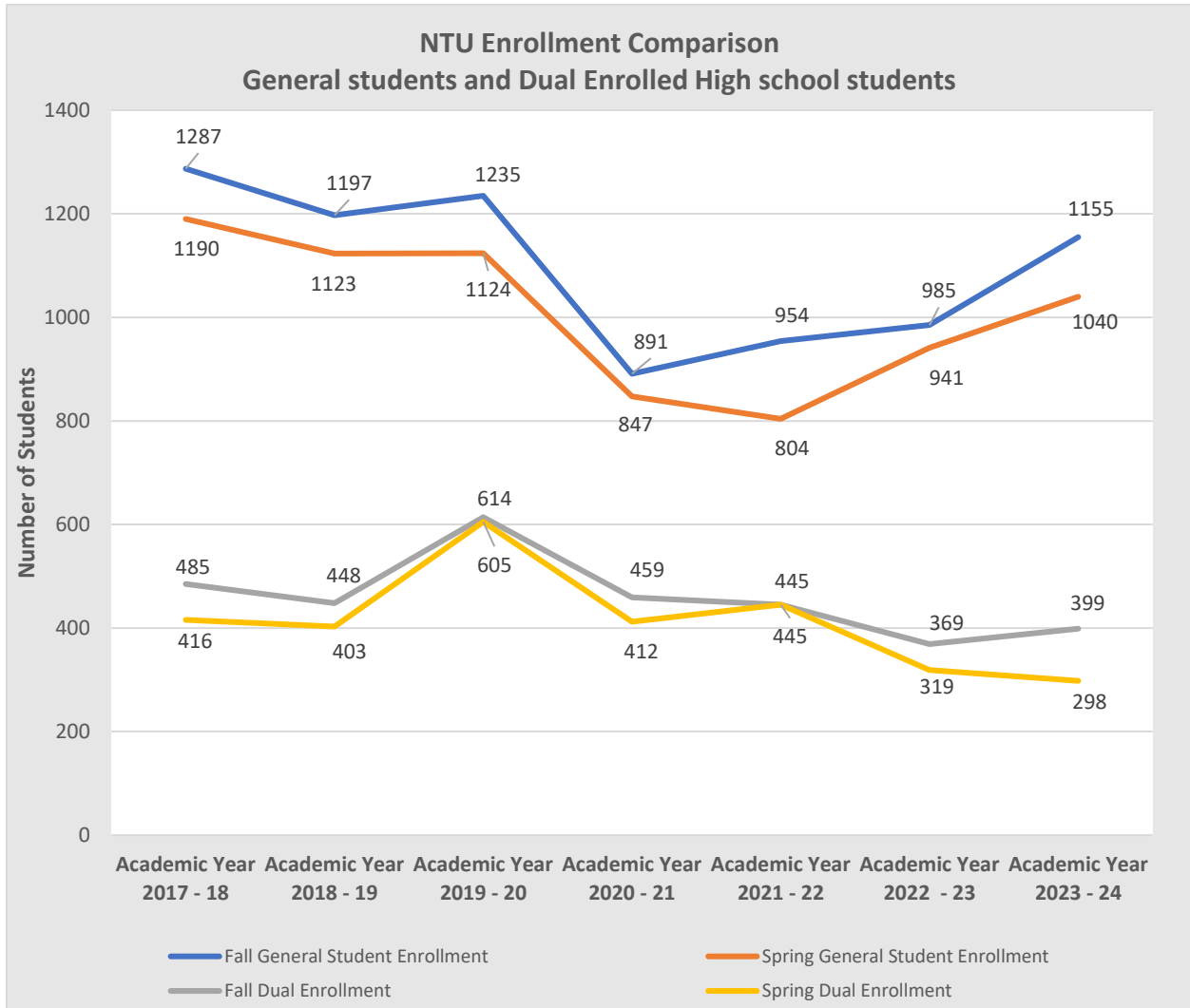


Figure 3. Enrollment by General Students and Dual Enrolled High School Students, Office of Institutional Data and Reporting, 2024.

Full Time Equivalency (FTE) is the preferred method of reporting enrollment for funding purposes. The FTE enrollment is calculated by dividing the total semester student credit hours by 15 for undergraduates and 12 for graduates. Dual Credit students are excluded from this formula. Figure 4 shows the comparison of headcount versus FTE. Spring 2020 semester had the highest FTE numbers at 1278 and declined to 823 for the Spring 2024 to 823. Although the headcount is reported high, the FTE shows a lower count.

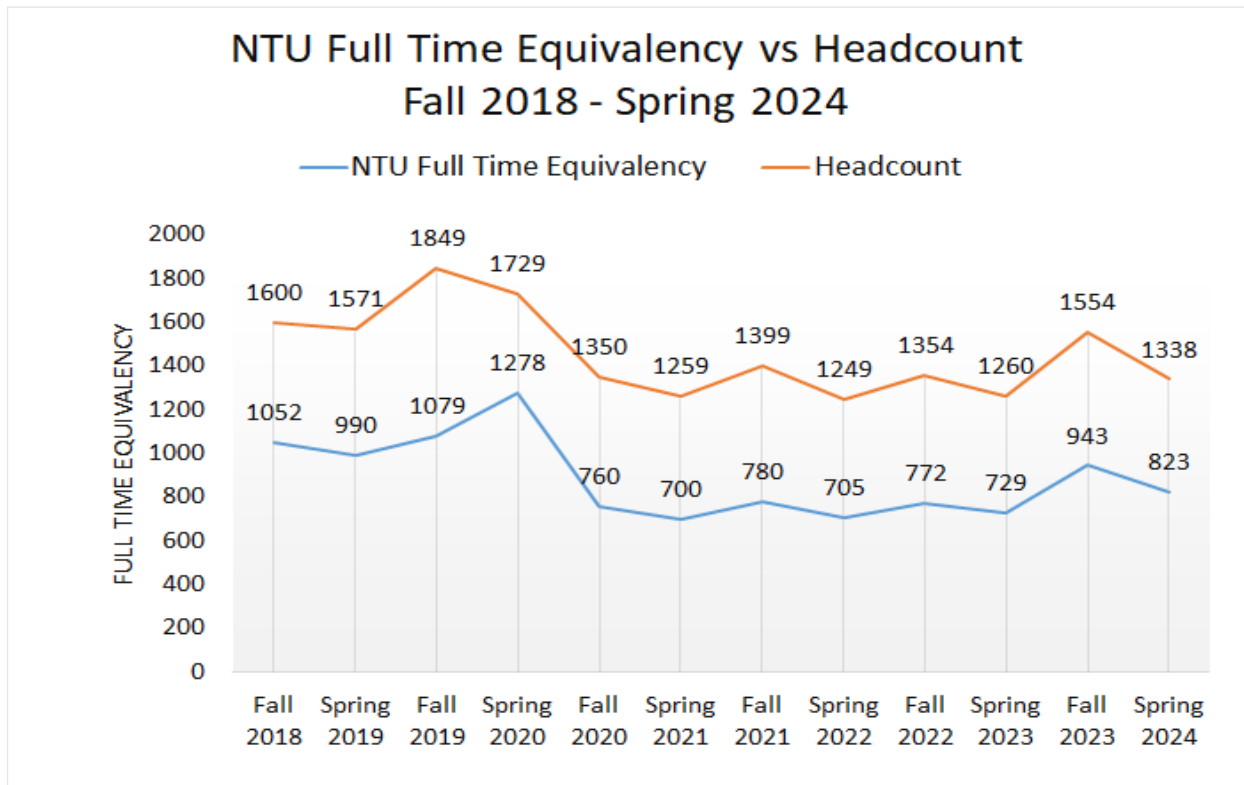


Figure 4. Full Time Equivalency (FTE) vs Headcount comparison. Office of Institutional Data and Reporting, 2024.

Retention Rate

Figure 5 illustrates the Fall-to-Fall retention rate of first-time, full-time, and degree seeking students at NTU according to IPEDS (Integrated Postsecondary Education Data System) definition. The Retention rate is calculated by dividing the number of fall cohort students who returned in one year divided by the fall cohort of first-time-in-college, full-time, and degree seeking students. The graph depicted a four-year decline in the total retention rate of first-time students at NTU from 56% to 40% and began to increase to 59% for Fall 2022. A breakdown of retention rates for the overall student enrollment is not available. A more in-depth analysis of data for each site and program would identify what retention strategies were beneficial in supporting student retention, as well as identifying which areas need to have more improvement.

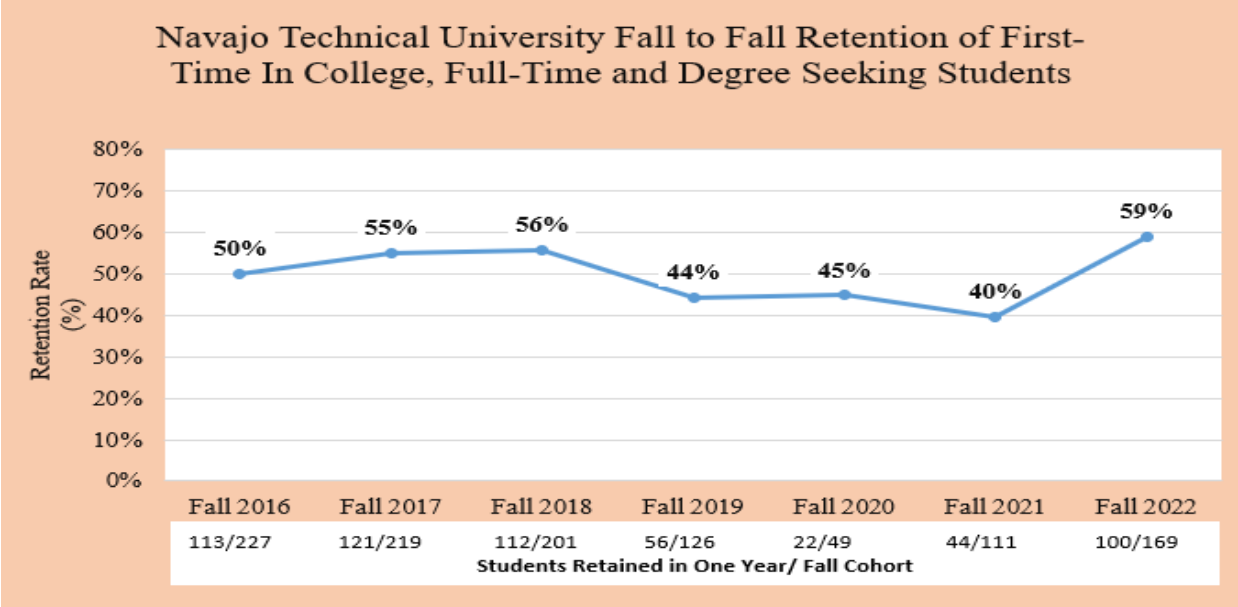


Figure 5. NTU Retention Rate of first-time students at NTU, Fall 2016 to Fall 2022. Office of Institutional Data and Reporting, 2024.

Persistence Rate

Figure 6 illustrates the staggering of the persistence rate from from Fall 2016 to Fall 2021. The persistence rate, defined by IPEDS, is calculated by dividing the number of fall cohort students who returned in the spring semester divided by the previous fall cohort of first-time-in-college, full-time, and degree seeking students. Fall 2022 shows an increase to 79%. A breakdown of persistence rates for the overall student enrollment and by NTU locations is not available. A more in-depth analysis of data for each site and program would identify what supported student persistence, as well as identifying which areas need to be improved.

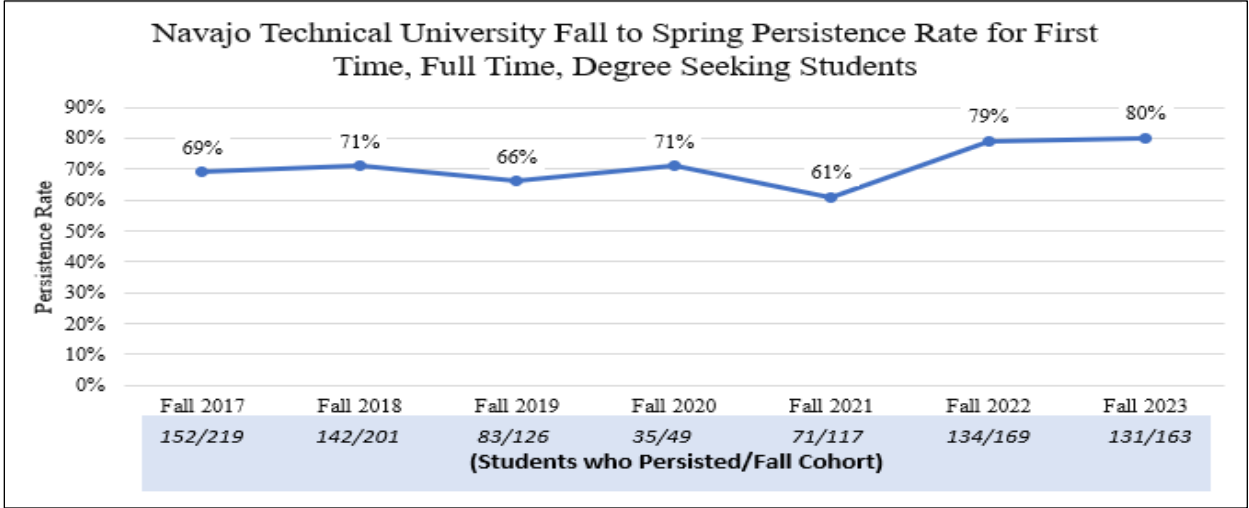


Figure 6. Fall to Spring Persistence Rate Trend 2017 to 2023. Office of Institutional Data and Reporting, 2024.

Graduation Rate

The graduation rate, according to IPEDS, is calculated by dividing the number of students who were conferred a degree/certificate within 150% divided by the fall cohort of first-time-in-college, full-time, and degree seeking students.

The graduation rate for NTU peaked at 16% for academic year 2019, which consisted of the 2013 enrollment cohort who completed within the 150% allotted time. The graduation rate then decreased to 9% (2014 cohort) and continued to decrease to 7% for 2021 (2015 cohort). It was until Fall 2023 (2017 cohort) that the graduation rate began to gradually increase to 20%, as shown in Figure 7. A breakdown and comparison of completion for the overall students who were conferred certificates and degrees by programs and by NTU locations is not available. A more in-depth analysis of data for each site and program would identify what supported students to complete to graduate in their program, as well as identifying which areas need to be improved.

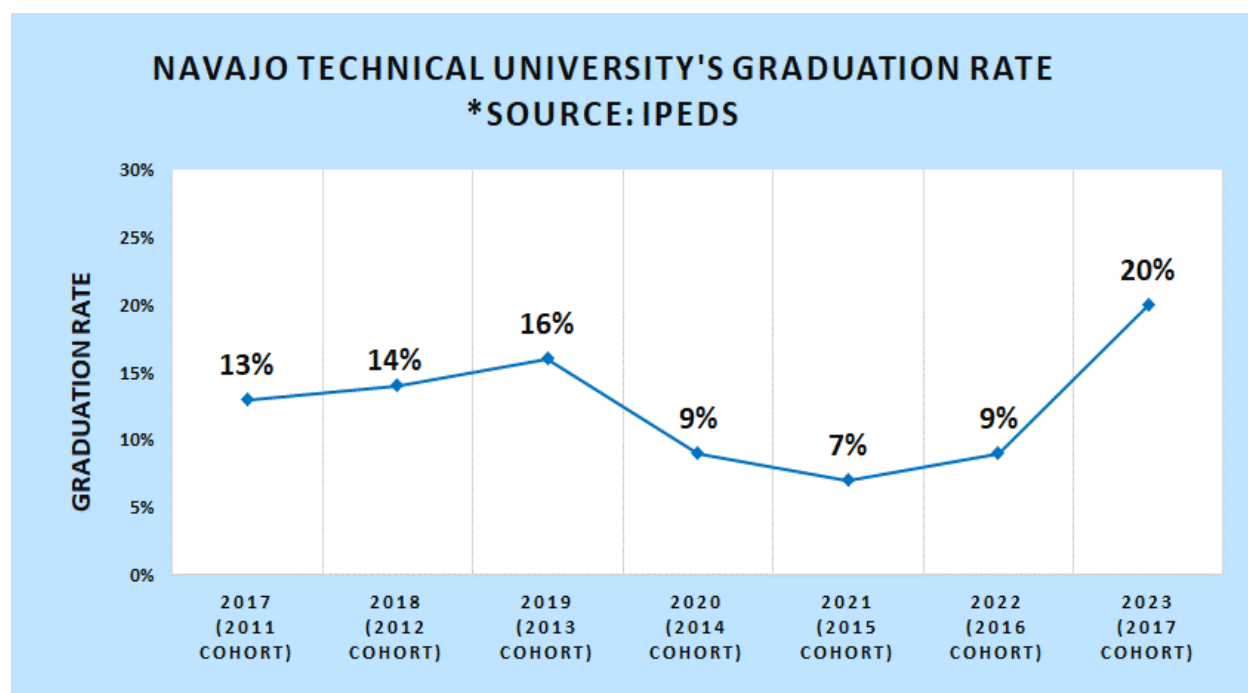


Figure 7. NTU Graduation Rate Trend 2018 to 2022. IPEDS, 2023.

The number of conferred degrees declined for Fall 2020 graduation, which would be the 2015 cohort (Figure 8). The number of conferred degrees has slowly been increasing. A more in-depth study of what programs are completing on time and which degree level needs to be analyzed to identify which programs are advancing versus programs that are not. An analysis of what did and did not support students to complete their program of study would provide information of the success and challenges that students encounter.

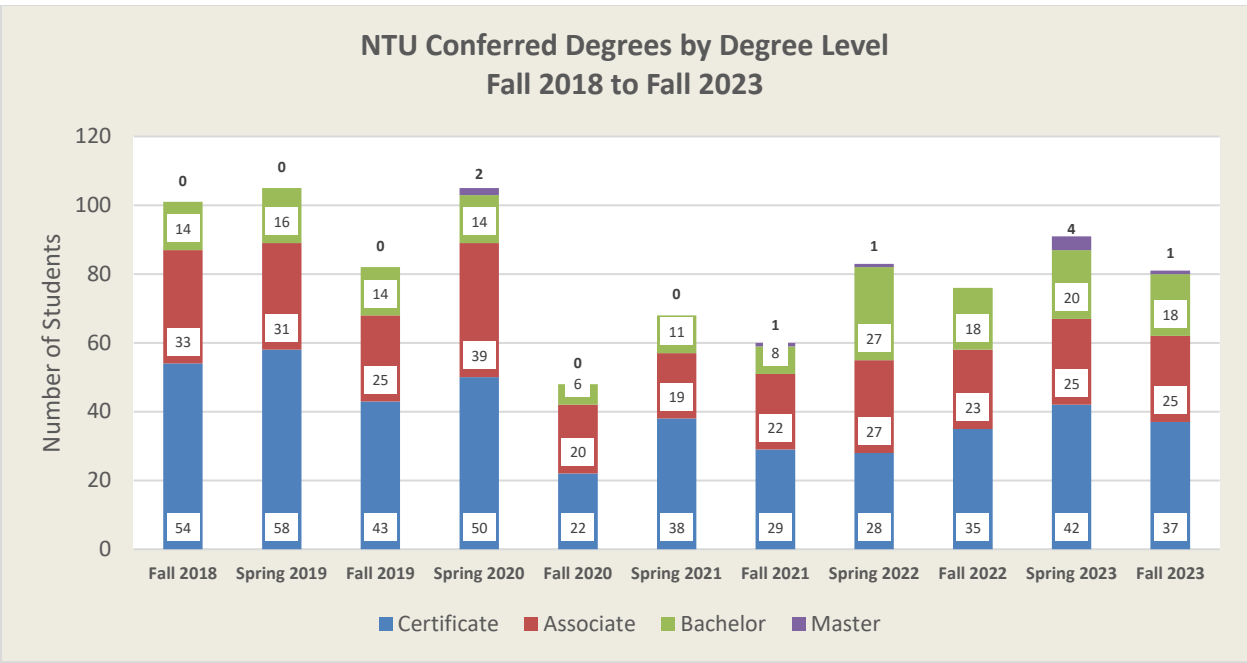


Figure 8. NTU Conferred Degrees and Certificates, Fall 2018 to Fall 2023. Office of Institutional Data and Reporting, 2024.

Top Five Majors

The Early Childhood program has been the highest enrollment for five academic years. The Business Administration program became the second top major for four consecutive academic years. The Pre-Nursing/Nursing Assistant/CNA program remained within the top five majors for four of the five academic years. (Table 1).

Table 1.
Top five majors for the past five academic years

2019 - 2020	2020 – 2021	2021 - 2022	2022 - 2023	2023 - 2024
ECME	ECME	ECME	ECME	ECME
Pre-Nursing	Business Admin.	Business Admin.	Business Admin.	Business Admin.
Administrative Office Spec.	Administrative Office Spec.	Nursing Assistant	Nursing Assistant	Nursing/CNA
Business Admin.	Information Technology	Administrative Office Spec.	General Studies	Welding
Welding	Pre-Nursing	Construction Technology	Welding	General Studies

Student Satisfaction Inventory

The Student Satisfactory Inventory (SSI) was administered for the academic years 2019, 2021, and 2023 by Ruffalo Noel-Levitz. All three questions answered by the participating students show slight increases in the scale.

The following charts and appendix B compare the results of various surveys using the Likert scale of 1 = worst and 7 = best.

Questions	2019 SSI	2021 SSI	2023 SSI
So far, how has your college experience met your expectations?	4.62	4.80	5.01
Scale = 1 is worst and 7 is much better than I expected			
Rate your overall satisfaction with your experience here thus far?	4.92	5.18	5.37
Scale = 1 is not satisfied and 7 is very satisfied			
Are in all, if you had to do over again, would you enroll here?	5.33	5.53	5.63
Scale = 1 is definitely not and 7 is definitely yes			

The survey's findings show that NTU has been working to improve the services it provides to students in each of the nine components (items) it covered. According to this chart, student satisfaction has improved the most for the Campus Life component and the least for Safety and Security.

SSI 2019 Scale	SSI 2021 Scale	SSI 2023 Scale	Component
4.98	5.36	5.54	Campus services
5.02	5.42	5.58	Instructional effectiveness
4.82	5.38	5.52	Campus climate
4.91	5.37	5.53	Academic advising effectiveness
4.89	5.46	5.51	Registration Effectiveness
4.62	5.14	5.31	Student Centeredness
4.71	5.26	5.43	Recruitment and financial aid effectiveness
4.47	5.47	5.67	Safety and security
4.46	4.99	5.08	Campus life

The lowest value on the scale is 1.0, and the highest value is 7.0. With an average score of 4.76 in 2019, 5.32 in 2021, and 5.46 in 2023 of which there has been a general improvement of 11% from 2019 to 2021, and a 2.5% improvement from 2021 to 2023. The EMP will offer solutions to NTU's need to work toward 6.0 scores for each of the components. The strengths and challenges are identified in Appendix B.

Resource Constraints

The Chinle Instructional Site is in the planning stage of becoming a campus and has access to enrollment services, financial aid, a bookstore, and advisement/counseling services off-site. It is suggested that Enrollment Services, comprising the bookstore and student resource departments be housed on-site to simplify access for students.

The Kirtland Instructional Site is located near Farmington NM and is currently housed at the Bond Wilson Technical Center, an early college high school with the Central

Consolidated School District. This site needs to increase enrollment because it only provides a small number of courses. The Teec Nos Pos site is located near the four-corners area in Arizona, within the chapter house compound. Due to the community's proximity to mountains, access to high-quality internet services and other technologies has been difficult. Enrollment has been low for many years and access to direct student resources is limited. Zuni Instructional Site is located in the pueblo of Zuni and is in development toward becoming a TCU separate from NTU. Enrollment has been slowly increasing at this site.

The main campus located in Crownpoint NM is a residential campus, therefore guidance and access to student resources are more prevalent. Staff from the main campus and the Chinle site reach out to other sites, however consistency is not always stable. The Jenzabar module for advisement needs to be activated, and training for advisors and students needs to follow. Two full-time employees manage recruitment, with help from faculty and staff volunteers. Student recruiters are employed on a part-time base or on a temporary base when funds are available. The department of marketing and communications has started assisting with advertising. An organized approach that involves coordination and collaboration with all the sites is necessary to cover the 110 Navajo Nation chapter communities, 74 mid- and high schools, and recruitment possibilities both on and off the reservation.

NTU has an agreement with 32 high schools to offer college courses to high school students through the Dual Credit program. The enrollment of high school students is increasing but the matriculation of dual credit students after graduating from high school is low. NTU could increase its dual credit enrollment by creating pipelines to programs and adding more early college prep courses with a focus on keeping the students at the university after graduation.

Competition

Diné College (DC) and NTU are higher education institutions under the umbrella of the Navajo Nation. Diné College's main campus is in Tsaile, Arizona, not far from Chinle. Additional centers and microsites are located in Newcomb, New Mexico and Montezuma Creek, Utah, including a branch campus at Shiprock and a center at Crownpoint. Recruitment of students who reside on or near and attend high school on the Navajo Nation occasionally become competitive because both institutions promote higher education and access for all Diné people. Transfers between the two institutions are common among students.

Competitive state institutions in New Mexico are San Juan College (Farmington) and branch campuses - University of New Mexico (Gallup) and New Mexico State University (Grants). On the Arizona side, Northern Arizona University (Flagstaff) and Northland Pioneer College (Holbrook). On the Utah side, Utah State University (Blanding Campus). Other TCUs are Southwestern Institute Polytechnic Institute (Albuquerque, NM) and Institute American Indian Arts (Santa Fe, NM). All of these schools seek out and accept Navajo Nation residents as students. The majority of the institutions provide programs similar to those that NTU does.

Institutional Strengths

Leadership – The planning and sustainability of the institution are significantly influenced by NTU leadership. As people of largely Diné descent, the university president, provost, vice president of operations, and the majority of administrators are familiar with the community's needs as well as its culture and history.

Accreditation – Since 2005, NTU has been recognized and accredited by the Higher Learning Commission. The National Culinary Federation, the American Veterinary Medical Association, and the Accreditation Board for Engineering and Technology have also granted NTU accreditation (Industrial Engineering and Electrical Engineering programs).

Programs offered – NTU offers 20 certificates, 25 associate degrees, 19 bachelor degrees, three master degrees, and one Doctor of Philosophy (Ph.D.) degree.

Locations – Sites are located within or close to the communities where students reside.

Cost – Affordable tuition.

Culture – The Diné culture is highlighted throughout the university's purpose, vision, and philosophy statements. The Zuni philosophy is also recognized and respected. The four concepts that make up the Diné Philosophy of Education serve as the foundation for all area of Diné life, including work, home, family, education, community, and the environment. This is the framework for this plan.

Opportunities – NTU offers internships, financial aid, scholarships, athletic programs, student support services.

ENROLLMENT MANAGEMENT PLAN FRAMEWORK

Taken together, the data provided suggests NTU address the following:

1. Identifying programs with low enrollment trends and develop marketing/recruiting strategies and support resources.
2. Identifying and break-down of challenges and strengths at each site, what strategies would be best conducive to increasing student enrollment, retention, persistence, and completion.
3. Examining the retention and persistence data for each program and site.
4. Student Engagement and being responsive to student needs.
5. Completing on time impacting graduation rates.
6. Career placement and alumni office.
7. Establishing a brand and marketing plan with recruitment strategies.

Vincent Tinto (2012), a well-known scholar and researcher on college persistence and retention, held the opinion that every student enters college with a unique set of academic, familial, skill, and personality attributes. The degree to which a student integrates depends on how these characteristics interact with the collegiate environment.

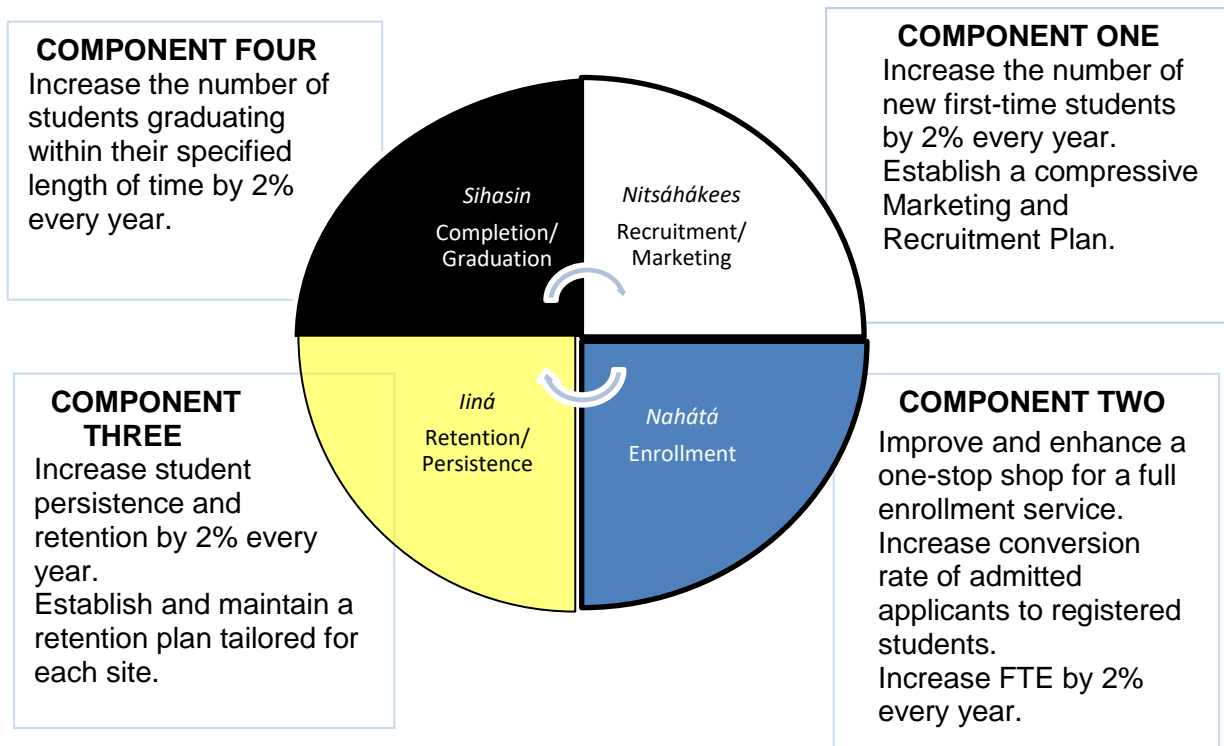
Therefore, students who are able to move around the campus with ease are more likely to succeed in earning their degree. Researchers like Astin (1993), Andrade (2014), and Schmidtke (2016) agree that integration and students' college engagement have an impact on their academic success. In the most recent podcast, "Building Incoming Students Sense of Belonging," Nearpeer founder Dustin Manocha (Krusemark, 2022) provides a good definition of "belonging":

It means students being able to find their people...people who get you, who accept you, who help you thrive, who make you feel comfortable, and who make you feel like you're a part of something. It's really an emotional experience as emotional beings that is really the heart of sense of belonging.

Native scholar Oxedine (Oxendine, Taub, & Cain, 2020) believes that it is important that the institution as a whole creates and maintains an environment that is conducive to the students we serve through our interactions and acknowledgment of who they are). Therefore, the EMP is a combination of persistence and retention models integrated into the Diné Philosophy of Education principles: Nitsáhákees (Thinking), Nahat'á (Planning), liná (Living), and Sihasin (Reflecting).

Three strategies comprise the enrollment management strategy: The first strategy is to boost enrollment and aid in the expansion at all locations, including traditional, transfer, online, and dual credit. The second strategy is to institutionalize student success so that those who are enrolled in the university today are helped to achieve their objectives. The third strategy is to prioritize student retention, persistence, development, and graduation.

The Enrollment Management Plan is structured around the following DPE principles:



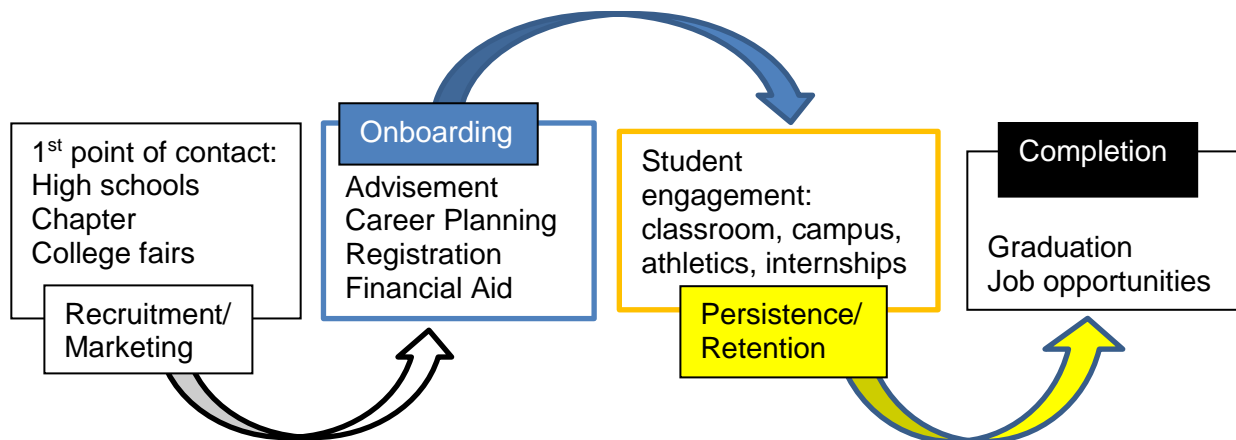
Overarching Enrollment Management Goals:

The EMP includes student recruitment, enrollment, persistence, retention, completion, and graduation. The following are projections for student success and enrollment: Increase new student enrollment by two percent (2%) every year:

- Increase enrollment of new first-time students by two percent (2%) every year.
- Increase fall-to-fall retention by two percent (2%) every year.
- Increase fall-to-spring and spring-to-fall persistence rate by two percent (2%) every year.
- Increase the graduation rate by two percent per (2%) every year.
- Increase completion rate by two percent (2%) every year.

Dual Credit Program - NTU will maintain dual credit agreements with high schools in Arizona, New Mexico, and begin with Utah, to serve as a feeder program to existing NTU academic programs. Pathways or pipelines will be established to provide opportunities for dual credit students to get a jumpstart in a major provided at NTU.

The EMP focuses on the four major phases of the student enrollment lifecycle:



Performance Assessment

The Enrollment Management Committee and the Champions as identified in each of the four components will monitor the goals, objectives, and activities for each component of the Plan.

- The Champions will provide quarterly assessment of the EMP and report it to the Enrollment Management Committee.
- The Champions will identify and make necessary adjustments to processes and practices before the next academic year begins.
- Annual assessment will be conducted by the Champions and Enrollment Management Committee to assess the progress toward accomplishing the overarching enrollment management goals, and make necessary changes to accomplish these goals.

Process for each Component

Component One- *Nitsáhákees* (thinking): Recruitment/Marketing

Coverage: Starts from the first point of contact to the point of acceptance at NTU.

Champions: Communications Department, Deans/Directors, Faculty, Alumni, Dual Credit Coordinators, and Recruiters.

Goals	Target Population	Strategies
<ul style="list-style-type: none"> • Increase First-Time In College student enrollment by 2% every fall semester. • Increase the percentage of degree-seeking students who are not FTIC but are full-time by 2% every fall semester. • Increase FTE by 100 students every fall semester and 75 students for every spring semester. • Establish a comprehensive Marketing and Recruitment Plan (Appendix C) • Increase dual credit enrollment by 2% every fall semester. • Identify and track trend of enrollment. 	<p>First-Time in College students</p> <p>Traditional, Non-Traditional, Transfer, Online and High School students.</p>	<p><u>Year One:</u></p> <ul style="list-style-type: none"> • Develop a comprehensive institutional marketing and recruitment plan. • Develop a parent/family Informational resources and web page. • Establish form to track and measure <i>inquiries to admission</i>. • Recruit recent high school graduates who did not enroll in a college. • Improve support resources for online and dual credit learners <p><u>Year Two:</u></p> <ul style="list-style-type: none"> • Increase recruitment of student athletes to participate in intercollegiate sports. • Engage alumni in recruiting. • Organize a four-week summer bridge program for incoming freshmen students. • Offer Summer Gen Ed courses for dual credit students. <p><u>On-Going:</u></p> <ul style="list-style-type: none"> • Increase outreach to high schools, local communities, and online students. • Strengthen and expand recruitment strategies geared toward programs identified with low enrollment • Increase Dual Credit partnership agreements with high school districts and establish pathways for high school students. • Advertise and provide signage in high traffic areas. • Financial Aid workshops at local high schools and Financial Aid Completion Night Events for students and parents; develop a web-based tutorial. • Open house/Information night for returning adults; other special events focused on returning adults.

Component Two - *Nahátá* (planning): Onboarding

Coverage: Continues into the point of acceptance at NTU. Advising, career planning, admission, registration, and financial aid in the pursuit of student achievement are all parts of onboarding.

Champions: Communications Department, Advisors, Career Services, Enrollment Director, Registrar, Admission Officer, Financial Aid Manager, and Dual Credit Coordinators.

Goals	Target Population	Strategies
<ul style="list-style-type: none"> • Improve and enhance a one-stop shop for a full enrollment service. • Increase conversion rate of inquiry to admitted applicants to registered students • Increase the # of students who register for the following semester prior to the conclusion of a semester via multi-prong outreaches. 	<p>Newly admitted students</p> <p>All NTU student – both FT and PT, who completed less than 15 college level credits</p> <p>Stop-Outs with less than 15 college level credits</p> <p>Transfer students with 15 or less college level credits</p>	<p><u>Year One:</u></p> <ul style="list-style-type: none"> • Define and clarify the Admission/Registration process according to types of admission status – new, transfer, continuing, online, graduate, and dual credit. • Implement the Advisement Module in Jenzabar and provide training to Advisors. • Create ‘How To Videos” on access to resources such as bookstore, establishing an email address, internet services, LMS, financial aid, etc. • Develop an “operational” check list for an onboarding process and a process for handing over a cohort of students to the Retention Team. <p><u>Year Two:</u></p> <ul style="list-style-type: none"> • Create more academic advisor positions at the main campus and Chinle site. • Include athletic coaches in the advisement process for students who participate in the intercollegiate sports program. • Create a Transfer Advisor for students who transfer into NTU. • Implement a matriculation plan for dual credit students in collaboration with school districts. • Provide Advisement Module training to faculty. <p><u>On-Going:</u></p> <ul style="list-style-type: none"> • Ensure consistency of admission and registration procedures at all sites. • Inform all students of services available to ensure smooth transition into NTU. • Increase completion of financial aid application two weeks before the first day of classes. • Department chairs and program coordinators provide <i>Welcome</i> communication to new students in their program(s). • Offer interactive Career Night (or workshops) for newly admitted students to ensure they have chosen the program that would support their career goals. • Create and provide an enhanced onboarding orientation.

		<p>(i.e., special needs students).</p> <ul style="list-style-type: none"> • Provide immediate referral of students who are at-risk (i.e. attendance, classroom participation, etc.) to Counselors through use of Skyhawk for Success portal. • Provide more comprehensive financial literacy workshops prior to disbursement. • Provide prompt services for students referred to Skyhawk for Success so as Counselors can meet and establish Academic Plans with the student(s).
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Component Four – *Sihasin* (reflection): Completion/Graduation

Coverage: Starts from first semester to program completion.

Ensuring student completion and graduation is the last component of enrollment management.

Champions: Enrollment Services Staff, Student Services Staff, Faculty, Deans/Directors, Provost, Vice-President of Operations, IT Director, Marketing & Communications Director, Finance Director, Director of Institutional Data & Reporting, and University President.

Goal	Target Population	Strategies
<ul style="list-style-type: none"> • Increase graduation rate by 2% every year. • Increase the percentage of first-time, full-time students within the 150% of time-to-completion. 	<p>All students enrolled in a certificate and/or degree program.</p>	<p><u>Year One:</u></p> <ul style="list-style-type: none"> • Establish method to track progress of completion of identified cohorts. • Faculty/Program Advisors to provide more proactive advisement. • Develop and integrate career preparation opportunities to include co-op, internships, civic engagement, and other activities that build the skills necessary to secure gainful employment in a globally competitive marketplace. <p><u>Year Two:</u></p> <ul style="list-style-type: none"> • Establish centralized location for students to research for jobs and submit applications. • Establish an Alumni Office. • Establish directory of alumni. <p><u>On-Going:</u></p> <ul style="list-style-type: none"> • Ensure students are in the correct career path. • Review and analyze Graduate Exit Surveys for information on graduate’s success in securing employment within their career choice.

Appendix A: Proposed Membership for Enrollment Management

- Enrollment Director
- Dean of Student Services
- First Year Experience Career & Academic Advisor
- Two Full-Time Faculty (Academic Excellence Committee members)
- Marketing Director
- Four Instructional Site Directors
- Director of E-Learning
- Recruiter
- Dual Credit Coordinator
- Director of Institutional Data & Reporting
- Registrar
- Financial Aid Manager
- Career Services Coordinator

Appendix B: Student Satisfaction Inventory Ruffalo Noel-Levitz

Student Satisfaction Inventory Comparison 2019 to 2023

The Student Satisfaction Inventory (SSI) was conducted by Ruffalo Noel-Levitz for the years 2019, 2021, and 2023 to students who voluntarily took the survey. Definitions of strengths and challenges according to Ruffalo Noel-Levitz are:

Strengths are items with high importance and high satisfaction. These are specifically identified as items above the mid-point in importance (top half) and the upper quartile (25 percent) of the satisfaction scores.

Challenges are items with high importance and low satisfaction or a large performance gap. These are specifically identified as items above the mid-point in importance (top half) and in the lower quartile (25 percent) of the satisfaction scores or items above the mid-point in importance (top half) and in the top quartile (25 percent) of the performance gap scores.

The Student Satisfaction Inventory (SSI) comparison for years 2019, 2021, and 2023 are summarized strengths and challenges as follows:

Academic Advising Effectiveness

Strengths

1. My academic advisor is knowledgeable about requirements in my major. (2019, 2021, 2023 SSI)
2. My academic advisor is available when I need help (2021 SSI)

Challenges - None

Campus Climate

Strengths

1. There is a strong commitment to diversity on this campus. (2019, 2021 SSI)
2. Tuition paid is a worthwhile investment. (2019, 2021, 2023 SSI)
3. The campus is safe and secure for all students. (2021, 2023 SSI)

Challenges

1. On the whole, the campus is well-maintained. (2019 SSI) [Improved 2021 SSI](#)

Campus Life

Strengths - None

Challenges

1. Living conditions in the residence halls are comfortable. (2021 SSI) [Improved 2023 SSI](#)

Campus Services

Strengths

1. Library resources and services are adequate. (2019, 2023 SSI)
2. Computer labs are adequate and accessible. (2019 SSI)
3. Tutoring services are readily available. (2019 SSI)
4. This campus provides online access to services I need. (2019, 2021, 2023 SSI)

Challenges - None

Instructional Effectiveness

Strengths

1. The content of the courses within my major is valuable. (2019, 2021, 2023 SSI)
2. The quality of instruction I receive in most of my classes is excellent. (2019, 2021, 2023 SSI)
3. Faculty use a variety of technology and media in the classroom (2019, 2021, 2023 SSI)

Challenges

1. Faculty provide timely feedback about my academic progress. (2023 SSI)
2. Faculty are fair and unbiased in their treatment of individual students. (2023 SSI)

Recruitment and Financial Aid Effectiveness

Strengths - None

Challenges

1. This institution helps me identify resources to finance my education. (2023 SSI)

Registration Effectiveness

Strengths

1. I am able to take care of college-related business at times that are convenient for me. (2019, 2021, 2023 SSI)

Challenges - None

Safety and Security

Strengths - None

Challenges

1. The amount of student parking space on campus is adequate. (2021 SSI)
[Improved 2023 SSI](#)

Student Centeredness

Strengths - None

Challenges

1. The campus staff are caring and helpful. (2023 SSI)

Appendix C: Recruitment Long-Term Plan

The long-term plan for recruitment timeline provides a schedule of times and places of recruitment activities currently being applied by the recruiter and supporting staff on a normal basis. The recruitment campaigns are to be identified to accurately input the collected data. Quarterly updates of the data will be implemented to determine preparations and planning for the short-term recruitment activities.

Ongoing efforts and collaborations with high schools and organizations within a designated area are to be defined by the EMC. For example, if the Navajo Nation is the area selected, the recruitment efforts will begin with one agency and the schools that lie within that area. This will help us to move strategically to each location and measure the resources being used as well. Long Term Recruitment is consistently ongoing. The environmental scan from the Marketing/Recruitment Plan should give the committee a general idea of how it will adapt.

Objectives /Timeline	J	F	M	A	M	J	J	A	S	O	N	D
Provide recruitment and admission materials to faculty and staff who are involved with the recruitment of students in their programs. Provide training to Faculty, Students, and Administrators on Recruitment Information.												
Ensure all programs and departments are involved with recruitment events.												
Update and notify deans and directors of upcoming recruitment events.												
Conduct Dual Credit Workshops for Counselors, Principals, Adjunct, and Administrative Officials												
Provide classroom presentations, and host NTU info tables during lunchtime & at special events (such as sporting events) at high schools. After each event, follow up and reach out to student, counselor, or high school coordinator.												
Monthly campus tours of individuals, groups, and schools (tours to increase as semester approaches) <ul style="list-style-type: none"> • Chapter Houses – Refer to Chapter • School Districts <ul style="list-style-type: none"> ➤ High schools ➤ Mid schools • Attend School Career/College Fairs 												

<p>Special Recruiting Events throughout the academic year:</p> <ul style="list-style-type: none"> • Informational Sessions • Employment Expo – Career Services • Research Days • Tribal Fairs • AIHEC • AISES • High School Skills 															
<p>Fall and Spring: Class visits/tours – prospective students are offered the opportunity to visit a class in session and talk with faculty member(s).</p>															
<p>Athletic Sign Up Day –Athletic staff visit high schools to meet and interview applicants. Qualified applicants receive an early guarantee of admissions “on the spot” prior to notification of acceptance.</p>															
<p>Video Webinars – Provide videos and webinars of opportunities to showcase NTU programs with contact information and real-time online chats.</p>															
<p>Peer Recruitment – Create and showcase success stories “Students Share their Success Story”. Students and alumni engage and share their story/accomplishments at campus events and High Schools.</p>															
<p>Conduct evening or weekend recruiting events to prospective students...make it fun!</p>															

Appendix D: References

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