



ANNUAL STUDENT LEARNING REPORT
NAVAJO TECHNICAL UNIVERSITY
2023-2024

Dear NTU community,

It has been an exceptional year for Navajo Technical University. Despite the unprecedented challenges experienced, the resilience and adaptability demonstrated by many faculty members during the assessment process have been truly inspiring.

Faculty members play a significant role in the assessment process, demonstrating a deep commitment to enhancing student learning and success. By carefully completing their annual student learning reports, faculty members provide invaluable insights into the effectiveness of our educational programs and initiatives. Their detailed analyses and reflections help identify areas for improvement and highlight best practices and innovative strategies that can be shared across the institution. This collaborative effort ensures that our academic programs remain rigorous, relevant, and responsive to the evolving needs of our students. The dedication of our faculty to this process underscores their unwavering support for our mission of continuous improvement and excellence in education.

I am pleased to highlight several significant accomplishments over the past year that underscore our commitment to student success:

- **Faculty Workshops and Training on Assessment:** We conducted workshops and training sessions for faculty members to enhance their assessment techniques and methodologies. These sessions equipped our educators with advanced skills to better evaluate and support student learning outcomes. Departmental training sessions were held for most of our departments in Crownpoint. Furthermore, the Chinle instructional site benefited from an expedient assessment training on best practices in program assessment, general education assessment, co-curricular assessment, and program review on May 9, 2024.
- **Streamlined Reporting with Google Drive:** To facilitate efficient and accessible reporting, we set up a comprehensive report template on Google Drive. This initiative allowed faculty members to easily upload, access, and share their annual student learning reports, fostering greater transparency and collaboration.
- **Enriched Co-Curricular Activities:** We expanded our range of co-curricular activities for students, providing more opportunities for engagement and development outside the traditional classroom setting. These activities have been instrumental in promoting holistic growth and enhancing the overall student experience. Our students and faculty have continued to excel in research and innovation, contributing valuable insights and advancements in various fields. We have strengthened our ties with the local community through virtual outreach programs, ensuring we remain a pillar of support and engagement.
- **Thorough Program Reviews:** Our institution undertook extensive program reviews to ensure our academic programs remain relevant and effective. These reviews involved critical evaluations of curriculum design, instructional quality, and student outcomes, leading to strategic improvements and innovations in our programs.

- **Increased Assessment Participation Rate:** The participation rate of faculty members in the assessment process has increased noticeably. This feat reflects a shared commitment to continuous improvement and academic excellence.

Plans for 2024-2025 academic year.

1. To respond to the changing expectations of the University's accreditor, the Higher Learning Commission (HLC), the Assessment Office will revise the report templates for program assessment and General Education assessment. The new template will be presented to the Student Learning Committee and Faculty Congress for approval. It will emphasize HLC's requirement that reports provide evidence of continuous improvement in student learning, even if the program meets its performance goals.
2. Starting in the 2024-2025 academic year, following approval from the GenEd Committee and Faculty Congress, all General Education (GenEd) courses will undergo a comprehensive assessment each semester - assessing all four learning goals. This change from the previous practice of assessing one goal per semester aims to ensure continuous improvement in our courses. By regularly monitoring and assessing every aspect of our GenEd curriculum, we can promptly identify areas for enhancement, provide timely feedback, and support data-driven decision-making, ultimately enhancing the overall learning experience for our students.
3. We want to achieve at least a 95% completion rate for Student Learning Reports in the 2024-2025 academic year. The Assessment Office will implement targeted strategies to ensure rigorous adherence to the feedback loop processes to reach this goal. This will involve enhanced training for faculty on the new Student Learning Report template, increased data collection and analysis support, and more frequent check-ins to monitor progress. By fostering a culture of continuous improvement and accountability and providing the necessary resources and guidance, the office is committed to exceeding the completion rate goal and demonstrating excellence in academic assessment.
4. We will organize an Assessment Workshop focused on the new program assessment template and the General Education (GenEd) assessment template to facilitate the transition to the new assessment schedule and ensure alignment with our continuous improvement goals. This workshop will provide comprehensive training on the updated assessment procedures and tools. Additionally, it will include a thorough review and revision of the GenEd course profiles, encompassing their philosophy, goals, outcomes, performance indicators, and measures. This initiative aims to standardize our assessment practices and ensure that all GenEd courses effectively contribute to our educational objectives and student success.
5. A plan to develop an assessment system for our dual credit program is proposed. This assessment will evaluate the alignment of dual credit courses with our academic standards and learning outcomes. The process will involve collaboration with high school partners,

faculty, and academic staff to gather feedback, analyze performance data, and implement necessary improvements. The goal is to maintain high standards and support the academic success of all dual credit students. The Assessment Office will work closely with the Dual Credit Coordinator to make this happen.

6. Streamline, strengthen, and systematize assessment to better measure quality across courses, programs, and institution at large. Find a secure, up-to-date, accessible, and insightful hub for managing NTU's assessment in one place.

As we reflect on the past year, it is evident that our collective efforts have fortified our institution's mission to foster an environment where students can thrive academically, personally, and professionally. The achievements documented in this report are a testament to the unwavering dedication of our entire academic community.

We look forward to building on these successes in the coming academic year and continuing to support and enhance our students' learning experiences. Thank you for your commitment and contributions to our shared goals.

Sincerely,

Prince Y. Boahene

Student Learning Coordinator

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PROGRAM ASSESSMENT

The faculty utilized Google Drive templates for program design and assessment during the academic year. Program designs and assessment plans were organized using two-page assessment plan templates in Google Docs. At the end of the annual assessment cycle, student learning reports were also organized using Google Docs in the Spring semester. The status of completing the feedback loop for most degree programs is summarized by schools below.

SCORECARDS

School of Applied Technology Virgil House, Chair

Program	Instructors	Deg	G dr	Mis	SLO	Msr	Tar	Fnd	Imp	PR'd
Auto Tech	Upshaw	AAS	✓	✓	✓	✓	✓	✓	✓	✓
CDL	Jumbo, Woody	Cert	✓	✓	✓	✓	✓	✓	✓	✓
Const Tech	Bebo	AAS	✓	✓	✓	✓	✓			
Const Tech	Bebo, Lee	Cert	✓	✓	✓	✓	✓	✓	✓	✓
Electrical Trades	House	Cert	✓	✓	✓	✓	✓	✓	✓	✓
Culinary	Witte	AAS/Cert	✓	✓	✓	✓	✓	✓	✓	✓
Energy Systems	Lee	AAS	✓	✓	✓	✓	✓	✓	✓	✓
Hotel & Restaurant	Tatsukama	BAS	✓	✓	✓	✓	✓	✓	✓	✓
Prof Baking	Cloud, Jones	AAS	✓	✓	✓	✓	✓			
Welding Tech (Crownpoint)	Storer	Cert	✓	✓	✓	✓	✓			
Welding Tech (Kirtland)	Gurule	Cert	✓	✓	✓	✓	✓	✓	✓	✓

✓ indicates program element is in place

G dr=program folder is set up in Google Drive Mis=Mission SLO=Student Learning Outcomes Msr=Measures Tar=Targets Fnd=Findings
Imp=Improvements. PR'd=Peer reviewed

School of Arts & Humanities
Dr. Dianna Dekelaita-Mullet, Chair

Program	Instructors	Deg	G dr	Mis	SLO	Msr	Tar	Fnd	Imp	PR'd
Counseling	Goodwin, Dekelaita-Mullet	AA	✓	✓	✓	✓	✓	✓	✓	✓
Creative Writing	Roastingear, Wheeler, Hult	BFA	✓	✓	✓	✓	✓	✓	✓	✓
EMCE	Tom, De Silva	AS, BS	✓	✓	✓	✓	✓	✓	✓	✓
General Studies	Bales, Connolly, Nelson	AA	✓	✓	✓	✓	✓	✓	✓	✓
Law Advocate	Larson, Natay, Yazzie	AAS, BA	✓	✓	✓	✓	✓	✓	✓	✓

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School of Business
Dr. Christine Reidhead, Chair

Program	Instructors	Deg	G dr	Mis	SLO	Msr	Tar	Fnd	Imp	PR'd
Accounting	Woody	AAS	✓	✓	✓	✓	✓			
Admin Office Specialist	Quink	AAS	✓	✓	✓	✓	✓	✓	✓	✓
Business Administration	Reidhead	BA	✓	✓	✓	✓	✓	✓	✓	✓
Public Administration	Capitan	BA	✓	✓	✓	✓	✓	✓	✓	✓

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School of Diné Studies
Dr. Siri Tuttle & Dr. Franklin Sage, Chairs

Program	Instructors	Deg	G dr	Mis	SLO	Msr	Tar	Fnd	Imp	PR'd
Diné Language, Culture, & Leadership	Nelson, Chicag, Tsosie	BA	✓	✓	✓	✓	✓	✓	✓	✓
Diné Language, Culture, & Leadership	Nelson, Sage, Tuttle	MA	✓	✓	✓	✓	✓			
Diné Language, Culture, & Leadership	Sage, Tuttle	Ph.D	✓	✓	✓	✓	✓	✓	✓	✓

✓ indicates program element is in place

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School of Engineering, Math, and Technology
Dr. Frank Stomp, Chair

Program	Instructors	Deg	G dr	Mis	SLO	Msr	Tar	Fnd	Imp	PR'd
Adv Manu Tech	Khan	BAS	✓	✓	✓	✓	✓			
Build Info Modeling	Vellingiri	AAS	✓	✓	✓	✓	✓	✓	✓	✓
Chemical Engr	Ehteshami	AAS	✓	✓	✓	✓	✓	✓	✓	✓
Computer Science	Stomp, Patil	AS/BS	✓	✓	✓	✓	✓	✓	✓	✓
Electrical Engr	Arumugam, Romine, Faruk	BS	✓	✓	✓	✓	✓	✓	✓	✓
Eng. Technician Cert	Ramoni, Dey	Cert	✓	✓	✓	✓	✓			
Engr Technology	Rahman	AAS	✓	✓	✓	✓	✓	✓	✓	✓
Env. Engineering	Francis, Johnson	BS	✓	✓	✓	✓	✓			
Industrial Engr	Ramoni, Dey	BS	✓	✓	✓	✓	✓	✓	✓	✓
Geographic Info Tech	Nkongolo	Cert/AAS	✓	✓	✓	✓	✓			
Information Tech	Trebian, Thomas, Schneider	BS	✓	✓	✓	✓	✓			
New Media	Louis	BAS	✓	✓	✓	✓	✓	✓	✓	✓
Mathematics	Han, Illafe, Lewis, Paez-Paez, Vanguardia, Fowler, Hussen, Lapahie	AS	✓	✓	✓	✓	✓	✓	✓	✓
Mechanical Engr	Khan	BS	✓	✓	✓	✓	✓	✓	✓	✓
Mgt Info Sys	Ijeoma	MS	✓	✓	✓	✓	✓	✓	✓	✓

✓ indicates program element is in place

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School of Science
Dr. Irene Ane Anyagwe, Chair

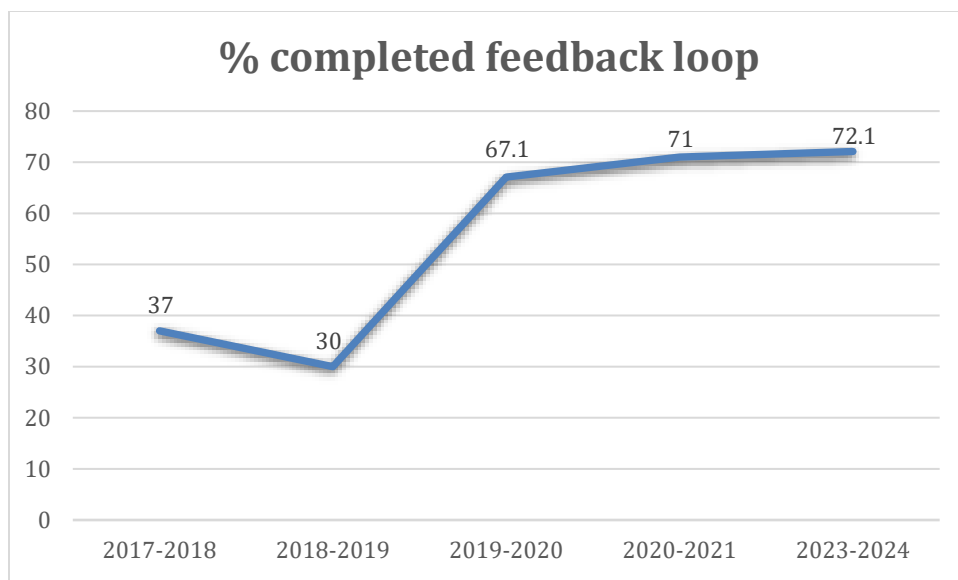
Program	Instructors	Deg	G dr	Mis	SLO	Msr	Tar	Fnd	Imp	PR'd
Biology	Anyangewe, Netongo	BS	✓	✓	✓	✓	✓	✓	✓	✓
Environmental Science & Natural Resources	Chischilly, RoyChowdhury	BS	✓	✓	✓	✓	✓			
Nursing Assistant	Pacheco	Cert	✓	✓	✓	✓	✓	✓	✓	✓
Veterinary Technology	Daye	AAS	✓	✓	✓	✓	✓			
Chemistry	Soundappan	BS	✓	✓	✓	✓	✓	✓	✓	✓

✓ indicates program element is in place

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Summary of Program Assessment Scorecards

Schools	# programs	# completed feedback loop	% completed feedback loop
Applied Technology	11	8	73%
Arts & Humanities	5	5	100%
Business	4	3	75%
Diné Studies	3	2	67%
Engineering, Math, & Technology	15	10	67%
Science	5	3	60%
Total	43	31	72.1%



The progression of the completion rate of the feedback loop from AY18 to AY24 reflects a significant and commendable trend of improvement. Starting at 37.0% in AY18, the rate experienced a dip to 30.0% in AY19, suggesting initial challenges in establishing a robust assessment process. However, this trend reverses in subsequent years, with AY20 showing a substantial increase to 67.7%, and AY21 further rising to 71%. This improvement indicates enhanced data collection methods, increased faculty engagement, and better implementation of feedback-driven changes. By AY24, the completion rate reached 72.1%, a modest yet positive uptick that underscores sustained efforts in refining NTU's assessment mechanisms.

The upward trajectory from 37.0% in AY18 to 72.1% in AY24 highlights the programs' ongoing commitment to continuous improvement through effective feedback utilization. The data suggests that programs have established more efficient and reliable processes for closing the feedback loop, reflecting a robust assessment system. Moving forward, maintaining and building on this positive trend will require continued focus on optimizing assessment methodologies, fostering a culture that values feedback, and ensuring consistent implementation of improvements. Achieving and sustaining high completion rates will reinforce programs' dedication to quality and excellence in education.

SUMMARY OF CONTINUOUS IMPROVEMENT

School of Applied Technology

Automotive Technology (AAS) - Vernon Upshaw

Outcomes

1. Demonstrate skills in suspension and steering repair.
2. Demonstrate skills in brake repair.
3. Demonstrate skills in electrical/electronic systems repair.
4. Demonstrate skills in engine performance.
5. Demonstrate skills in engine repair.
6. Demonstrate skills in heating and air conditioning systems repair.
7. Demonstrate skills in automatic transmission/transaxle repair.
8. Demonstrate skills in manual transmission repair.

Findings

- ❖ Partially met target for SLO 1, 2, 3, and 6

Improvements

- ❖ More focus on CDX online assignments

Commercial Driver's License (Cert) - Jerrison Jumbo & Collins Woody

Outcomes

1. Demonstrate general knowledge of vehicle management systems, dashboard, gauges and basic electricals.
2. Perform pre-trip vehicle inspection, pre-trip backing, and parallel parking skills.
3. Identify potential hazards in driver wellness.
4. Drive in traffic within city limits.
5. Translate Department of Transportation Regulations.
6. Obtain a Class A Commercial Driver's License

Findings

- ❖ Met targets for all outcomes.

Improvements

- ❖ Update training methods year to year.
- ❖ Need access to the DVD. Will order a copy.

Construction Technology (AAS) - Tom Bebo & Jones Lee

Outcomes

1. Demonstrate basic safety
2. Build floor systems
3. Build wall systems.
4. Build ceiling, joists, and roof frames.
5. Build a masonry wall.

Findings

- ❖ Partially met target for SLO 1
- ❖ Met target for SLOs 2-5

Improvements

- ❖ More face-to-face delivery
- ❖ Assessment: NCCER testing on Modules

Electrical Trades (Cert) - Virgil House

Outcomes

1. Retain understanding of trade terms and symbols.
2. Complete unit-based performance tasks.
3. Apply knowledge of math and electrical theory.
4. Complete a commercial wiring capstone project.
5. Write a professional resume.
6. Demonstrate safety.

Findings

- ❖ Met targets for all outcomes

Improvements

- ❖ Students need to learn more schematic drawings and relate to pictorial.
- ❖ More experiential learning opportunities for students to be able to relate classroom theories to fieldwork
- ❖ Working with more commercial related wiring agencies

Energy Systems (AAS) - Darrick Lee

Outcomes

1. Demonstrate and maintain a safe working environment according to OSHA 1910 General industry regulations & standards and OSHA 1926 construction industry regulations & standards

2. Demonstrate understanding of renewable and non-renewable energy sources, and how they relate to various applications.
3. Demonstrate understanding of wind and solar site assessment, design and installation.
4. Demonstrate Balance of Systems design and installation and troubleshooting
5. Write a project/research report.
6. Develop a presentation.

Findings

- ❖ Met target for SLOs 1-4

Improvements

- ❖ Better PV installation equipment
- ❖ Larger facilities for training center
- ❖ Provide better wind energy textbooks
- ❖ Work on retention

Hotel & Restaurant Management Administration (B.A.S) - Brian Tatsukama

Outcomes

1. Demonstrate familiarity with business theories and models
2. Write a report
3. Develop an oral presentation
4. Analyze financial data.
5. Develop a business plan.
6. Demonstrate professionalism.

Findings

- ❖ Met target for SLO 3

Improvements

- ❖ Make eBook accessible to students
- ❖ More team presentations

Welding Technology (Certificate) - Lorenzo Gurule (Kirtland)

Outcomes

1. Demonstrate safety
2. Demonstrate oxy-fuel cutting
3. Produce sound and discontinuity-free welds using the Shielded Metal Arc Welding (SMAW) process
4. Produce quality welds using the Gas Metal Arc Welding (GMAW) process
5. Produce discontinuity-free welds on pipe using SMAW

Findings

- ❖ Met targets for all SLOs

Improvements

- ❖ Get a larger facility to accommodate increased enrolment.

School of Arts and Humanities

Counseling (AA) - Nancy Goodwin & Dr. Dianna Dekelaita-Mullet

Outcomes

1. Analyze frameworks.
2. Assess clients
3. Develop intervention plans.
4. Role-play treatment situations
5. Demonstrate DPE values.

Findings

- ❖ Met target for SLO 1 and 2
- ❖ Partially met target for SLO 3 in Spring 2024 but met target in Fall 2023
- ❖ Partially met target for SLO 4
- ❖ Partially met target for SLO 5 in Fall 2023 but met target in Spring 2024

Improvements

- ❖ Build in opportunities for student feedback throughout the semester, and make changes as needed
- ❖ Require each student to participate, keep records of participation, and remind students to participate when participation falls off.
- ❖ Approach sensitive topics with sensitivity; proceed gradually, practice the skill multiple times, and provide detailed feedback and support

Creative Writing (BFA) - Aanor Louis, Anita Roastingear, Dr. Jennifer Wheeler, Gene Hult

Outcomes

1. Critically interpret Navajo, American Indian, and multicultural works
2. Compose creative works
3. Analyze professional and student works
4. Use digital media to communicate written, oral, and visual information
5. Produce a professional portfolio in a) creative writing and b) new media

Findings

- ❖ Partially met target for SLO 1
- ❖ Met targets for SLOs 2,3, and 5

Improvements

- ❖ More books will be made available through Audible if they are available
- ❖ ENGL 406 will be taught asynchronously in Fall 2024 on BlackBoard
- ❖ Get NTU Press to publish a book for ENGL 405 IS and ONL Student Anthology.

Early Childhood Multicultural Education (B.S.) Dr. Reynelle Lowsayatee, Dr. Suneetha De Silva, & Dr. Cheryl Tom

Outcomes

1. Demonstrate familiarity with principles of child development.
2. Implement classroom management plans
3. Implement lessons (daily and weekly).
4. Implement thematic instructional units.
5. Build family and community collaborations.
6. Integrate indigenous thinking, ways of knowing, and epistemologies into ECME programming

Findings

- ❖ Met targets for all SLOs

Improvement

- ❖ Work session to review all course syllabus, course descriptions, and include more culturally relevant concepts into the overall program.

General Studies (A.A.) - Julie Bales, and Brian Connolly & Sharon J. Nelson (Diné Studies)

Outcomes

1. Demonstrate effective communication strategies in both oral and written communication by writing a paper and presenting their paper orally in class.
2. Apply logic and reasoning to solve a problem.
3. Write a paper that identifies ways in which culture and history affect one's present and future, both locally and globally
4. Research critical issues confronting the individual and society, *e.g.* ethical decision-making, civic engagement, professional responsibility, and write a research paper summarizing their findings
5. Demonstrate knowledge of DPE values by crafting a presentation related to DPE.

Findings

- ❖ Met targets for SLOs 1-4

Improvements

- ❖ Curriculum needs revision by cultural experts to include only what is general information
- ❖ Adjust Waymaker assignments to reduce stress on students
- ❖ More student-centered learning where students take a much more active role in their learning
- ❖ Help students understand in a more detailed way how a literary work's historical period and culture of origin help dictate the structure and meaning of that work.
- ❖ Incorporate more use of technology and in-class demonstration for a couple of assignments from each class where submitted homework showed a weakness as far as grades and how to complete the work.

Law Advocate (A.A.S. & B.S) - Sid Larson, Lola Natay & Robert Yazzie

Outcomes

1. Demonstrate familiarity with Navajo Nation substantive law
2. Demonstrate familiarity with Fundamental Law of the Diné People
3. Analyze client needs
4. Write effective legal pleadings.
5. Make formal court arguments.
6. Demonstrate professionalism.

Findings

- ❖ Met target for SLOs 1-3
- ❖ Partially met target for SLO 5&6

Improvements

- ❖ Students need to be better prepared prior to enrolling in Trial Practice 212.
- ❖ Create stronger networking systems to provide co-curricular activities with surrounding legal communities

School of Business

Administrative Office Specialist (A.A.S.) - Philip Quink

Outcomes

1. Operate office technology.
2. Produce office documents
3. Design advanced document formatting
4. Accounting simulation for single proprietorship

5. Integrate theory and practice

Findings

- ❖ Partially met target for SLO 1
- ❖ Met target for SLOs 3, 4 and 5

Improvement

- ❖ Encourage students to do better on assignments

Business Administration (B.A.) – Dr. Christine Reidhead**Outcomes**

1. Demonstrate familiarity with business theories and models relevant to Navajo Nation and Zuni needs and context.
2. Write a report.
3. Develop an oral presentation.
4. Analyze financial data.
5. Develop a business plan
6. Lead a team.

Findings

- ❖ Met target on SLOs 1, 2, 3, 4, and 6
- ❖ Partially met target for SLO 5

Improvements

- ❖ More teamwork to develop final presentation

Public Administration (A.A.S.) - Douglas Capitan**Outcomes**

1. Become familiar with the social forces that affect the creation of public policies.
2. Participate in a policy analysis.
3. Develop an oral presentation.
4. Analyze, synthesize, think critically, solve problems, and make decisions
5. Write effectively.
6. Demonstrate professionalism (including ethics).

Findings

- ❖ Met target for SLOs 1, 4, and 5

Improvements

- ❖ Professional writing skills, memos and letters.

- ❖ Increase enrollment to provide a greater discussion in diversity as to cohort learning and support.
- ❖ Establish a network of public sector workers for experiential learning opportunities.

School of Diné Studies

Diné Culture, Language, and Leadership (B.A.) - Lupita Chicag, Sharon Nelson, Dr. David J. Tsosie.

Outcomes

1. Communicate in Navajo (ACTFL Speaking: Novice High) and in English (ACTFL Speaking: Advanced Low)
2. Develop and fully support thesis ideas
3. Publish non-academic texts for NTU audiences (children's stories, biographical profiles, interviews, oral histories, newsletters, jokes)
4. Apply understandings of one or more sub-areas of Navajo linguistics so as to address language learning challenges
5. Implement team-based language learning projects
6. Develop a B.A. thesis paper with program portfolio

Findings

- ❖ Met target for SLO 1

Improvements

- ❖ Formal speaking in public settings such as Chapter House, Senior Center and public meetings needs to be arranged for students to be able to build confidence.
- ❖ Students should be able to speak 100% Diné for a good 20-30 minutes without any English terms.
- ❖ Informal speaking engagements also need to be provided on NTU campuses where students have spaces to speak only Diné.

Diné Culture, Language, and Leadership (Ph.D.) - Dr. Siri Tuttle and Dr. Franklin Sage

Outcomes

1. Communicate effectively in Navajo (ACTFL Speaking: Advanced Mid) and in English (ACTFL Speaking: Advanced Mid)
2. Write and present effective academic papers
3. Publish effective non-academic texts for local, tribal, and national audiences
4. Evaluate important data to advance research about one or more areas of Navajo linguistics
5. Lead projects that address contemporary culture and language revitalization challenges
6. Apply various research methods to develop a doctoral dissertation in one or more sub-areas of Navajo linguistics

Findings

Met target for SLO 1

School of Engineering, Math, & Technology

Building Information Technology (A.A.S.) - Anusuya Vellingiri

Outcomes

1. Produce 2D drawings.
2. Create 3D models
3. Demonstrate knowledge of international building codes and standards
4. Develop project plans and budgets
5. Collaborate on teams

Findings

- ❖ Partially met target for SLO 1
- ❖ Met target for SLO 3

Improvements

- ❖ Students need some basic drafting practices to achieve the goal.
- ❖ Need more reference code books in the library so that students will refer to different codes and standards.

Chemical Engineering (A.A.S.) – Dr. Gholam R. Ehteshami

Outcomes

1. An ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve well-defined engineering problems appropriate to the discipline
2. An ability to design solutions for well-defined technical problems and assist with the engineering design of systems, components, or processes appropriate to the discipline
3. An ability to apply written, oral, and graphical communication in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature
4. An ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results
5. An ability to function effectively as a member of a technical team

Findings

Met targets for all SLOs

Improvements

- ❖ Implement the weights of the team-based projects grades and the request that students submit a more formal assessment of their contribution to the team projects
- ❖ Need a lab session and equipment to cover the hands-on activity, lab projects etc.
- ❖ Revise the syllabus for CHEM 117 so that it includes more problems.
- ❖ Offer tutoring on zoom.
- ❖ Give more application-based projects and opportunities to apply technical literature
- ❖ Give more assignments in designing solutions and promote active learning.

Computer Science (A.S. & B.S.) – Dr. Frank Stomp and Dr. Bhagya Patil

Outcomes

1. Write sequential program
2. Design solutions to computer-related problems
3. Develop a technical presentation

Findings

- ❖ Met targets for SLOs 1 and 3

Improvements

- ❖ Modify the existing credit hours system from 3 to 4 (CS 175).
- ❖ Students should be adequately prepared for class presentations. Some of them seem nervous during presentations.
- ❖ More internship opportunities for students
- ❖ Have students work on group projects to enhance experiential learning
- ❖ Students should be encouraged to study the class material outside the classroom more.

Electrical Engineering (B.S.) Dr. Sundaram Arumugam, Conrad Begay, Dr. Peter Romine and Dr. Faruk Hossain

Outcomes

1. An ability to identify, formulate, and **solve complex engineering problems** by applying principles of engineering, science, and mathematics
2. An ability to apply engineering **design** to **produce solutions** that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. An ability to **communicate effectively** with a range of audiences

4. An ability to recognize **ethical** and professional responsibilities in engineering situations and **make informed judgments**, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. An ability to **function effectively on a team** whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate **experimentation**, analyze, and interpret data, and use engineering judgment to draw conclusions.
7. An ability to **acquire** and **apply new knowledge** as needed, using appropriate learning strategies

Findings

- ❖ Met target for SLOs 1, 6 and 7

Improvements

- ❖ Concept identification
- ❖ Presentation skills
- ❖ Poster preparation
- ❖ ABET criteria fulfillment

Engineering Technology (A.A.S.) - Dr. Mahbuba Rahman, Dr. Arup Dey, and Dr. Monsuru Ramoni

Outcomes

1. Apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve well-defined engineering problems appropriate to the discipline (ABET SLO #1)
2. Design solutions for well-defined technical problems and assist with the engineering design of systems, components, or processes appropriate to the discipline (ABET SLO #2)
3. Apply written, oral, and graphical communication in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature (ABET SLO #3)
4. Conduct standard tests, measurements, and experiments and to analyze and interpret the results (ABET SLO #4)
5. Function effectively as a member of a technical team (ABET SLO #5)

Findings

- ❖ Met target for SLOs 1,2,3, and 5

Industrial Engineering (B.S.) – Dr. Monsuru Ramoni & Dr. Arup Dey

Outcomes

1. An ability to identify, formulate and **solve complex engineering problems** by applying principles of engineering, science and mathematics
2. An ability to **apply engineering design to produce solutions** that meet specified needs with consideration of public health, safety and welfare as well as global, cultural, social, environmental and economic factors
3. An ability to **communicate effectively** with a range of audiences
4. An ability to recognize ethical and professional responsibilities in engineering situations and **make informed judgments**, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
5. An ability to **function effectively on a team** whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives
6. An ability to develop and conduct appropriate experimentation, **analyze and interpret data** and use engineering judgment to draw conclusions
7. An ability to **acquire and apply new knowledge** as needed, using appropriate learning strategies

Findings

- ❖ Met target for SLO 1,3, and 5

Improvement

- ❖ Arrange seminars or workshops and incorporate content on engineering writing into basic engineering courses (e.g., Introduction to Engineering)
- ❖ Encourage students to arrange brainstorming sessions where they can discuss their ideas and receive feedback to fine-tune them. Additionally, arrange a weekly group meeting to discuss updates on their progress and teamwork, and encourage them to use various project management tools, such as Gantt charts and network diagrams, for project planning and progress monitoring.

New Media (B.S.) - Aanor Louis

Outcomes

1. Use digital media to communicate written, oral, and visual information.
2. Demonstrate strong familiarity and proficiency with professional software for video editing, audio production, and editing, basic animation, and web development
3. Demonstrate understanding and competency with the production pipeline
4. Solve industry-related problems in real-world projects and in collaboration with other students
5. Carry out applied learning activities focused on the production and post-production process for digital media productions
6. Produce a professional portfolio in new media

Findings

- ❖ Partially met target for SLO 1, 2
- ❖ Met target for SLO 3,4,5 and 6

Improvements

- ❖ Need better time management to create better films
- ❖ Improve critical thinking and engagement
- ❖ Purchase camera equipment, computers and software for students on the Zuni campus.

Mathematics (A.S.) - Shasha Han, Jose Vanguardia, Bruce Lewis, Dr. Carlos Paez-Paez, Dr. Henry Fowler, Dr. Abdulmtalb Hussen, Harrison Lapahie, Mohamed Illafe

Outcomes

1. Demonstrate knowledge of math foundations and context
2. Perform computations in higher mathematics
3. Formulate complete, concise, and correct mathematical proofs
4. Solve real world math related problems
5. Use technology to address mathematical idea

Findings

- ❖ Did not meet target for SLO 1
- ❖ Met target for SLO 2, 3, and 4
- ❖ Partially met target for SLO 5

Improvements

- ❖ Hire qualified math tutors.
- ❖ Provide more tutoring and practice examples.
- ❖ Do more recruitment activities.
- ❖ Encourage students to meet office hours

Mechanical Engineering, (B.S) - Dr. Tarique Khan

Outcomes

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. An ability to communicate effectively with a range of audience
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Findings

- ❖ Met target for SLO 2, 4, and 5

Improvements

- ❖ Consider incorporating more exercises or training focused on effective goal setting and project planning
- ❖ Increasing exposure to international engineering standards and practices.
- ❖ Incorporating more global design challenges that require students to research and design solutions for different cultural contexts.
- ❖ Engaging with diverse perspectives through guest lectures, partnerships, or collaborative projects with students from different parts of the world

Management Information Systems (M.S.) - Dr. Frances C. Ijeoma

Outcomes

1. Design policies and standards for business continuity and information assurance. (SLO #1)
2. Analyze the needs of a domain and determine how those needs can best be addressed with data, information, and content management solutions. (SLO #2)
3. Develop a plan to exploit new and emerging technologies for new purposes in an organization. (SLO #3)
4. Design and implement architecture for organizational data processing and system solutions using internal hardware resources and external service solutions. (SLO #4)
5. Apply professional management skills to the design and management of an effective organization. (SLO #5)

Findings

- ❖ Partially met targets for all SLOs

Improvements

- ❖ Internet access for students.
- ❖ Students are required to have a working laptop.
- ❖ All classes will be available on Blackboard Ultra.

School of Science

Biology (B.S.) – Dr. Irene Anyangwe & Dr. Palmer Netongo

Outcomes

1. Demonstrate familiarity with essential biology concepts.
2. Write a lab report.
3. Conduct a research project.
4. Produce a conference/workshop presentation
5. Demonstrate confidence and competence as a biological scientist

Findings

- ❖ Met target for SLOs 1,2, and 4

Improvements

- ❖ Create portfolios for lab reports
- ❖ Spell out prerequisites - BIO 1110 and BIO 1210 in the course catalog.

Nursing Assistant (Certificate) - Rachel Pacheco

Outcomes

1. Demonstrate familiarity with healthcare concepts
2. Perform nursing skills and technique
3. Demonstrate Professionalism

Findings

- ❖ Partially met targets for all SLOs

Improvements

- ❖ Provide tutoring early in the semester to some students.
- ❖ Attendance will be mandatory

GENERAL EDUCATION ASSESSMENT

In Fall 2023, assessments were conducted for Goal Three courses, which included Social and Behavioral Sciences and Humanities. The compliance rate for each department was as follows: Social and Behavioral Sciences = $\frac{5}{8}$, and Humanities = $\frac{4}{10}$, resulting in an overall compliance percentage of **50%**.

In Spring 2024, assessments were conducted for Goal Four courses, which included College Success, Creative & Fine Arts, and Wellness. The compliance rate for each department was as follows: College Success = $\frac{1}{2}$, Creative & Fine Arts = $\frac{1}{2}$, and Wellness = $\frac{0}{2}$. This resulted in an overall compliance percentage of **33%**.

See *Appendix A* for Fall 2023 summary report and *Appendix B* for Spring 2024 summary report.

Remarks

Despite sending multiple reminders, some instructors did not respond or submit their General Education (Gen Ed) reports. This lack of compliance is concerning, as the timely submission of these reports is crucial for maintaining the integrity of our educational assessments and ensuring continuous improvement in our curriculum.

To address this issue and improve the process moving forward, we recommend establishing a policy that outlines the consequences of non-compliance with report submissions, including administrative actions or impacts on instructors' evaluations. While other measures, such as structured reminder systems, support resources, feedback mechanisms, incentives for timely submissions, and transparency about the importance and use of these reports are already in place, the introduction of accountability policies may enhance compliance.

On a positive note, we commend instructors in other departments who have been exceptional in completing their Gen Ed reports promptly. Their diligence and commitment to maintaining our educational standards serve as exemplary models for all faculty members.

Instructors with questions or need further assistance are advised to check in with the Student Learning Coordinator. These measures aim to facilitate a more efficient and cooperative process, ensuring timely submissions of Gen Ed reports to continuously improve our academic programs and the overall success of our students.

CO-CURRICULAR ASSESSMENT.

The Higher Learning Commission (HLC) defines co-curricular as: Learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum. Examples: Study abroad, student-faculty research experiences, service learning, professional clubs or organization, athletics, honor societies, career services, etc. (Core Component 4.B, <https://www.hlcommission.org/Policies/core-component-4-b-what-does-hlc-mean-by-cocurricular.html>)

The mission of NTU's Co-Curricular program is to provide value to the Diné community through research, community engagement, service learning, and projects that foster cultural preservation, environmental sustainability, and economic development.

At NTU, co-curricular projects are organized by faculty members as course assignments for course credit, and by faculty sponsors in student organizations. Projects require at least five hours of out-of-class participation and are assessed through a reflective essay or survey.

Copies of students' reflective essays are submitted to the Student Learning Coordinator for program improvement analysis.

Students who complete an end-of-project survey do so using Google Form. Data is organized by the Student Learning Coordinator.

During the academic year, we received thirty-two (32) responses from students regarding their participation in co-curricular activities. These activities are integral to the holistic development of our students, providing them with opportunities to enhance their skills, engage with the community, and apply their academic learning in practical settings. We extend our heartfelt gratitude to the instructors who actively engaged their students in these co-curricular activities.

To ensure the continued success and expansion of our co-curricular programs, we encourage all instructors to incorporate co-curricular activities into their courses. By doing so, you help foster a dynamic and engaging learning environment that supports the overall growth and development of our students. For those who have not yet integrated co-curricular activities, we urge you to explore the various opportunities available and consider how these activities can complement your curriculum. Engaging students in such activities not only enhances their academic experience but also prepares them for future challenges and opportunities.

Figure 1: Project Type

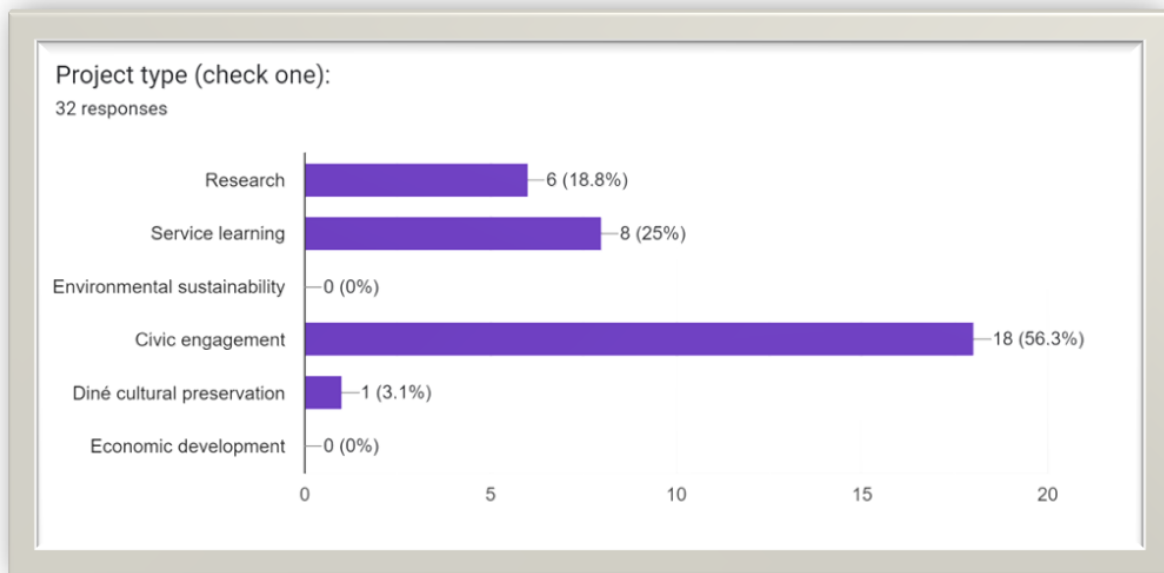


Figure 2: Improved understanding of community needs

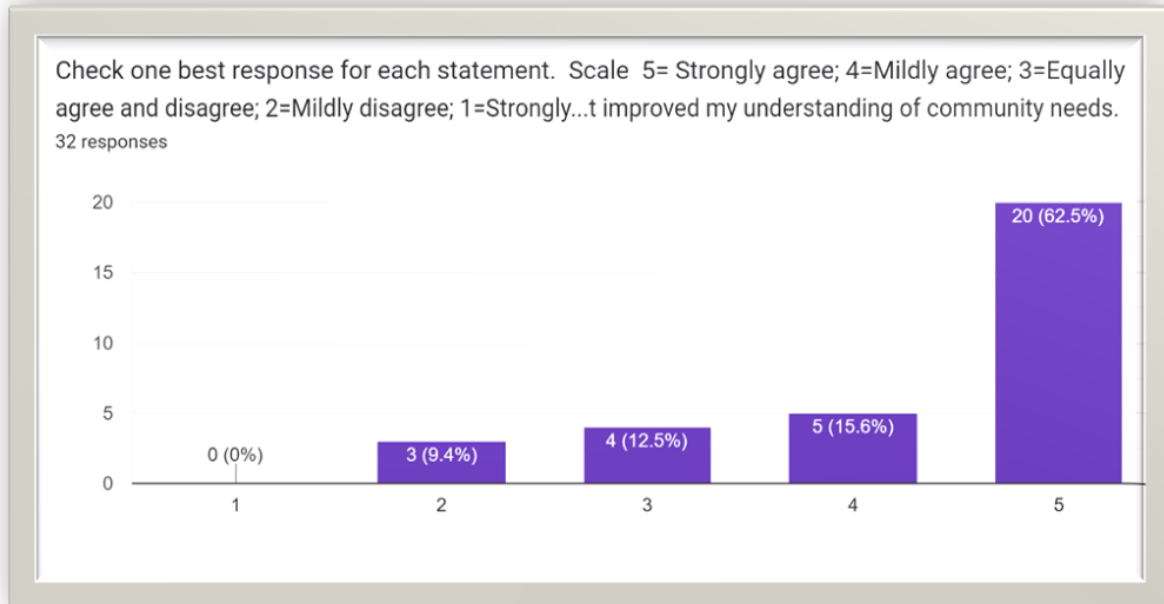


Figure 3: Improved ability to study and report findings

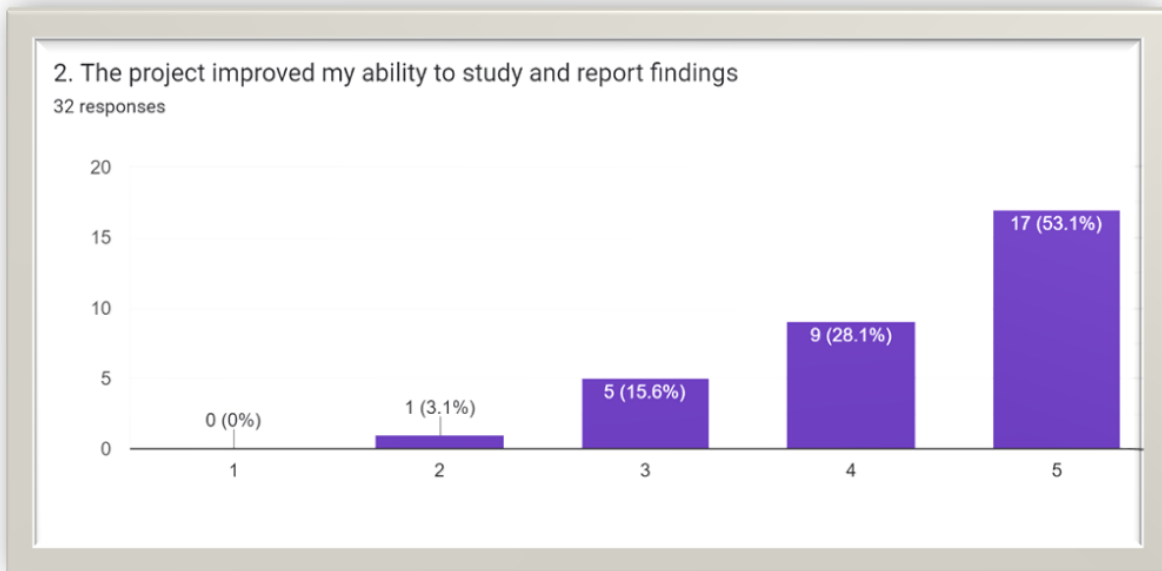


Figure 4: Increased empathy and respect for others

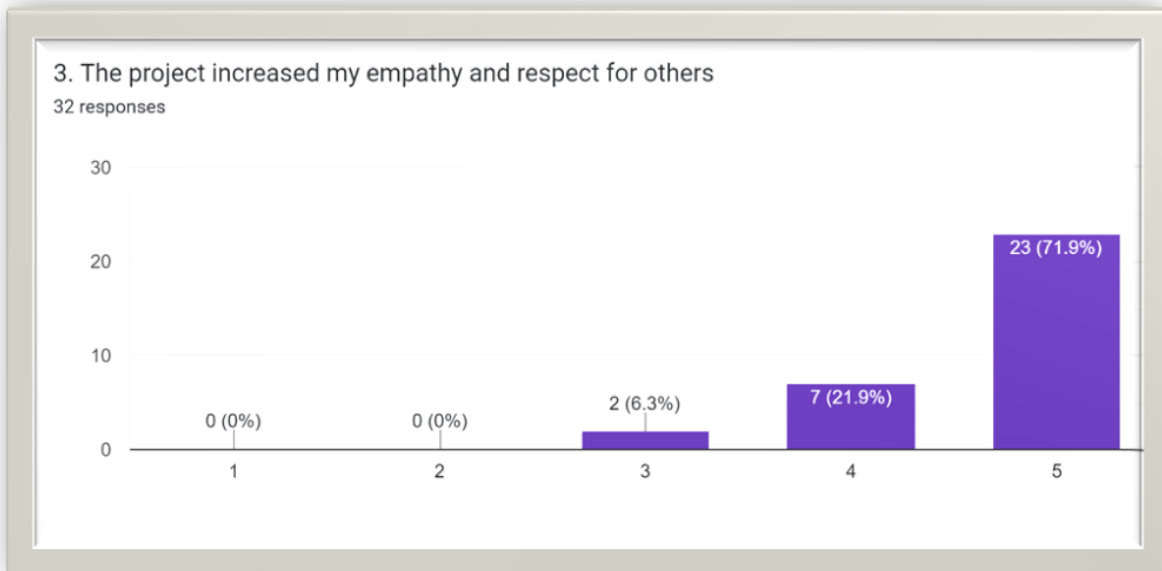


Figure 5: Advanced knowledge of how organizations operate

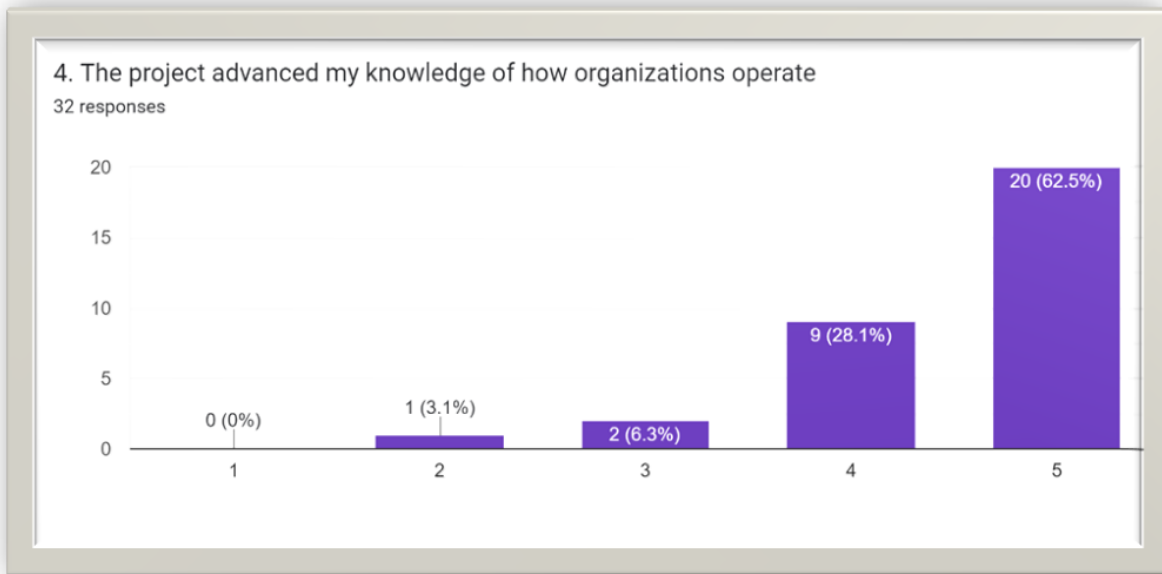


Figure 6: Improved teamwork skills

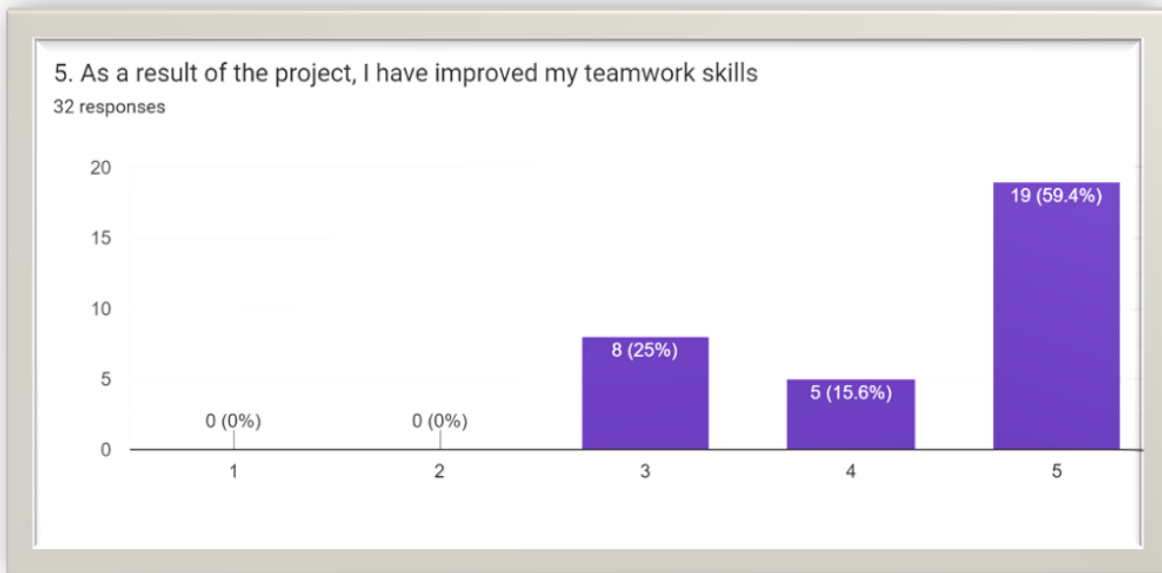
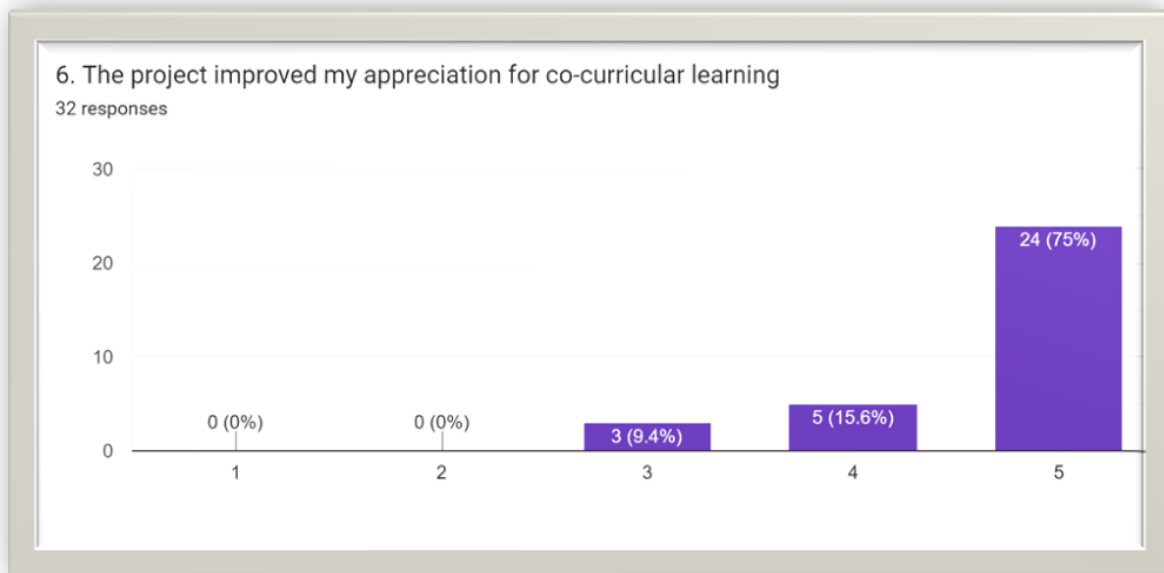


Figure 7: Appreciation for co-curricular learning



The assessment reflects a generally positive impact on participants across various co-curricular events. The research project demonstrated significant success in enhancing participants' understanding of community needs, reporting skills, empathy, respect for others, organizational knowledge, and teamwork skills.

Civic engagement projects showed similar success, with participants reporting unanimous improvement in key metrics, emphasizing the success of the project in cultivating a sense of community awareness, teamwork, and respect.

While the available data provides valuable insights, the absence of data for two other areas - Environmental Sustainability, and Economic Development highlights the importance of comprehensive data collection to fully evaluate and enhance the co-curricular initiatives in future semesters. Overall, the co-curricular assessment demonstrated a positive impact on students' learning experiences, with room for refinement and expansion in future assessments.

Sampled comments from students.

What went well with the co-curricular project?

- I was a participant in the business bowl along with three other students. We entered a business bowl competition, and this was our first time. I was excited and anxious to see what it was about, and it went well. I wanted to enter next year. This time we know what to expect and we will prepare for the next AIHEC conference.
- The AIBL conference was held in Las Vegas, NV at Caesar's Palace and it was great to meet everyone from last year. The networking went well with this project because I was able to ask about internships for the summer and I used my LinkedIn account to make more connections with leaders from around the country. We, also, entered the Chapter-of-the-Year competition and we had to do a presentation on our chapter throughout the previous year highlighting our community services, fundraisers, and integration with Native American culture, etc. We won 1st place in the tribal division, and it was successful.
- NTU teams to participate in the competition and getting NTU T-shirts for the exchanges.
- Finding an antibacterial effect against E. coli which was bear root.
- Getting new information out to the community on information they need to live healthy lifestyles. Finishing up the heavy metal project and working on a publication.
- Learning to troubleshoot.
- Installed only a few receptacles and switches but not all.
- What was said in class we did see and we seen some things that are not in the book. Like the tips and tricks to deal with a receptacle that is not flushed, and the cover plate is having problem setting.
- Excellent movie that teaches its viewers about issues and problems in the past that are still relevant today in Native American communities.
- I was able to learn some of the history of the Osage tribe in Oklahoma. Just like all tribes in the US, Osage are a strong people that endured hardships.
- It was a wonderful opportunity to build community, a sense of belonging among NTU students and faculty. It was also a chance to learn the truth about a tragic event that has been concealed by revisionism in the mainstream public school system.
- After reading the book, it was crazy and very emotional, but it was a good book. After reading it, I heard it was coming out in theaters and that got me excited. After I watched it, it was very good.

What can be improved with the co-curricular project?

- The timing and the announcement of the AIHEC conference is what I think should be improved with this co-curricular project. We were told at the last minute so I think it's best when this event will take place next year.

- The improvement will be in letting students/advisors be informed on A.I.H.E.C trips since it was during midterms. Have the advisors/instructors know how to answer students' questions on trips.
- The improvements are to have more time to participate in other conferences and be able to learn more from others.
- I think improving this co-curricular project would be to test more bacteria so we can widen our aspects and learn a lot more about that specific herb or herbs.
- Better pay because most students travel from home and the NTU campus. That can honestly get expensive. Many of the other aspects of the project are going well.
- More hands on as much as we possibly can.
- Transportation from school to venue.
- I would like some connections to Navajo culture! I'm not sure what was similar and what was different.
- I believed that maybe more review articles and a presentation on them

PROGRAM REVIEW

Program Review Scorecard for 2023-2024

Navajo Technical University

PROGRAM	Hist	Curric	Student Data	Prog Assess	Strength Chall	Faculty	Recog	Cost	Action Plan	Pres
	SST	SST	IR	SST	SST	HR	SST	Bus	SST	SST
Building Information Modeling	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chemical Engineering	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Construction Technology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Energy Systems	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Engineering Technology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Environmental Engineering	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Industrial Maintenance & Operations	✓	✓	✓	✓	✓	✓	✓	✓	✓	X
Management Info Systems	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mechanical Engineering	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

SST = Self Study Team
IR = Institutional Research
HR = Human Resources
BUS = Business Office

PROGRAM-SPECIFIC OPPORTUNITIES FOR IMPROVEMENT

Address technology and software needs in the Building Information Modeling program.

Improve enrollment and student preparedness in the Environmental Engineering program.

Improve enrollment in the Chemical Engineering program.

Provide funding and internship placements for Management Information Systems students.

Form an advisory board for the Mechanical Engineering program.

Expand the Engineering Technology budget to allow program improvements.

Provide an OSHA certification course and build a hands-on training center for the Energy Systems program.

Provide facilities and additional faculty for the Construction Technology program.

UNIVERSITY-WIDE OPPORTUNITIES FOR IMPROVEMENT

Cultural integration in science, math, and engineering programs.

Improve the hiring and evaluation processes for adjunct instructors.

Offer more program-specific funding for students.

Improve student advisement.

Promote the reporting of academic assessment data.

Implement a process for tracking job placement.

Detailed information from the Finance department about program budgets.

Implement a process for applying program review findings.

The complete Program Review report can be found [here](#).

APPENDIX A: FALL 2023 GENERAL EDUCATION REPORT

Goal 3: Interact Effectively in Diverse Environments

- 1) Please take a few moments to describe how your course reflects, engages, and/or aligns with the Diné Philosophy of Education. The questions below are designed to help facilitate this reflection.

Nitsáhákees: *thinking/thought/ideas*. What are the core knowledge, skills, and dispositions that my course ought to promote, and why?

Nahat'á: *planning*. What is the overall plan for the course, including outcomes, measures, and activities?

Íiná: *implementation*. What activities will I organize to implement the course's learning plan?

Siihasin: *assessment and reflection*. How did the students do? What did they learn? How can I improve the course moving forward?

Peter Moore: English 1410 - Introduction to Literature

My course includes my own reflection on student learning, and in turn asks students to reflect in a written assignment on how two poems reflect the specifics of their culture and time period. Through looking at the results of this particular written assignment, I will be able to improve my future planning for an improved course. The details of this assignment help me reflect on the course's content and success, using the DPE steps or concepts below.

I want students to understand how literary texts are embedded within cultural and historical frameworks. Students learn to reflect on literary works in a way that helps them acquire basic skills through planning out their reflective essays.

Dianna Delelaita-Mullet: PSYC1110 – Introduction to Psychology

My course includes bi-weekly reflective writing assignments that ask students to reflect (sih hasin) on how the course content relates to their personal lives. Additionally, there are two implementation (iina) projects that require students to apply course concepts to a real-world problem or situation. Throughout the course, the assignments and discussions all promote critical analysis (nitsahakees) by requiring students to analyze concepts and theories for signs of biases and limitations. Finally, the entire course schedule and sequencing evidence nahataa (planning).

Joseph Lamperez: ENGL 1410: Introduction to Literature

My course positions students to reflect on their learning process by writing reflections to accompany their formal assignments. In these short pieces, they consider what choices they made, what parts of the text they've chosen not to consider, and what questions their audience may have

about their claims. Throughout the course I also remind students of the broader learning objectives, which the various assignments articulate across the semester. Together, these assignments foster awareness of how literary texts communicate, and the diverse strategies students may use – interpretative, analytical, evaluative, reflective – in response to them.

Nancy Goodwin: PSYC 1110: Introduction to Psychology

This course covers the range from definition of psychology, aspects of the brain, learning, memory, conception to elder age and psychological disorders. During this course students view videos, PowerPoints and participate in in-class peer learning using visual aids.

Nancy Goodwin: PSYC 2120: Developmental Psychology

My course positions students to reflect on the lifespan development from conception to death. This is accomplished by weekly journals that tie back to the weekly chapters and several assignments that integrate the culture in which they subscribe to.

Lola Natay: CJUS 1110: Introduction to Criminal Justice

I promote DPE in this course through intentional planning, implementation and assessment. We focus on *Nitsahakees*: Introductory knowledge and exposure to the various areas of law including constitutional law, torts, criminal law, procedure and Navajo common law;

Nahat'a: An understanding of significant U. S. Supreme Court opinions and Navajo Nation Supreme Court opinions;

Íiná: Confidence to integrate this knowledge into their future professional careers.

Siihasin: An introduction to policies, social issues and cultural beliefs that influence the legal system and structure in both the American and Navajo courts; Recognition of the current issues and topics relating to the law.

Jennifer Wheeler: ENGL2560: Native American Literature

In my course, students begin with a general overview of selected groups of Native American people, including history, culture, language, demographics and so forth (*Nitsáhákees*). Students discuss what they know and what they learn through discussions, presentations, written essays, reading, and using online sources (*Nahat'á*). Students analyze what they learn and identify these same principles in the reading of various genres of Native American literature (*Íiná*). By the end of the semester, students demonstrate and reflect on what they've learned in respect to Native American people, histories, cultures, and literature (*Siihasin*).

Gene Hult: ENGL 1410: Introduction to Literature

I have the students follow *Nitsáhákees* (east) for argument practice and brainstorming in journals, *Nahat'a* (south) for planning and outlining each argumentative essay, *Íiná* (west) for using their

learned skills to complete each section's essay, and Sihasin (north) for reflection on relative success, assessment, and evolution for the next assignment or for future courses.

Michael Swick: HIST 1110: United States History I

In this course students are assigned readings from their textbook; in addition, they read Instructor's Notes and view associated videos. By doing this, students use the three different sources to develop their own responses to each module's assignment questions. Each module covers four topics or events in American history. Each topic or event is assigned one question. Students answer each question by writing responses.

Luyen Nguyen: ECON 1110: Survey of Economics

This course develops students' economics literacy and teaches students how economics relates to everyday life of individuals, business, and society in general. The course introduces the roles different levels of government play in influencing the economy. After the course students will be able to identify economic causes for various political and social problems at national and international levels and have a better understanding of everyday economics issues reported on media and public forums.

The course is integrated Diné Philosophy of Education by:

- Planning: I plan modules/ chapters/ objectives in 16 weeks with outcomes, activities, and measurements.
- Implementation: I design the course by modules which include detail outcomes, activities, and evaluations
- Assessment: Based on evaluation students through their activities & assignments I know how to help them improve and adjust my teaching method
- Thinking/ thoughts/ ideas: Besides remaining teaching to ensure the core knowledge, I encourage students to share their ideas about their life and community and apply the knowledge they gather in this course to analyze and find out what they need to do to improve their life and the community.

Robert Yazzie: BUSA 2420: Tribal Law

The course (Tribal Law) incorporates the Diné Philosophy of Education (DPE) for the students to learn and understand the significance of the four elements: Nitsáhákees, Nahát'á, Íina, and Siih Hasin. Students learn how these four elements connect with the four directions and the four sacred mountains. The Diné philosophical elements are essential to each student's self-identity, respect, and wisdom to achieve their career goals successfully. The students are encouraged to learn these four elements and with repetition it fosters application to daily life experiences. Through the lens of 4 Directions, the Diné Philosophy of Education (DPE) aids to a better understanding of Federal Indian Laws (i.e. trust responsibility, federal & state power, Indian Civil Rights Act (ICRA) and Indian Child Welfare Act (ICWA)).

Robert Yazzie: CJUS 1110: Introduction to Criminal Justice

The course (Introduction to Criminal Justice) incorporates the Diné Philosophy of Education (DPE) for the students to learn and understand the significance of the four elements: Nitsáhákees, Nahát'á, Íina, and Siih Hasin. Students also learn how these four elements connect with the four directions and the four sacred mountains. The Diné philosophical elements are essential to each student's self-identity, respect, and wisdom to achieve their career goals successfully. The students are encouraged to learn these four elements and with repetition it fosters application to daily life experiences. The learning of the 4 Directions assists students in understanding criminal justice (i.e. torts, criminal law, contracts, property law).

Sharon Nelson and David Tsosie: NAVA2210 Navajo Culture

This course integrates DPE in every lesson. An example, in the movement of the celestial movement of the Sun. The colors associated with each direction are from the movement of the sun. White is early twilight dawn, Turquoise is from the blue sky during the day, Yellow is from sunset and Black is associated with darkness after the sun goes down. In essence, the four colors associated with the DPE come from nature and the celestial movement.

- 2) Please describe the assignment that you've chosen to focus on. What did you ask students to do? Which SLOs (student learning outcomes) relevant to your discipline were you seeking to test for and produce?

Peter Moore: English 1410 - Introduction to Literature

The activity is a short paper that describes how, in two specific poems of the student's choosing, the specific culture and time period of that poet affects the poem's structure and contents. This paper measures the third SLO, or number 3, "how culture and history affect the present and future, both locally and globally." The poem and poet are an example of an artifact and a person who are each affected by culture and history. If these effects are true in the worlds of the poem and the poet, they are also true more generally. Student awareness of this within specific poems also helps them interact effectively in various environments, because they become more aware of their own environment, and how this affects them. Through this awareness they become more able to successfully negotiate the demands of the environments they find themselves in.

Dianna Delelaita-Mullet: PSYC1110 – Introduction to Psychology

My course includes several formative assessments, in the form of reflective writing or class discussions, that ask students to share their cultural perspectives on topics such as mental health treatment, stress management, learning, and diagnosis of psychological disorders.

Joseph Lamperez: ENGL 1410: Introduction to Literature

The close-reading workshop asks students to break down an interpretive argument into six steps: paraphrase, observation, historical contextualization, describing broader significance, synthesis, and reflection. In doing so, students explore the poem's connection to its historical frame while

developing interpretive strategies that express these connections to their readers with clarity and force. This assignment measures SLOs A & C.

Nancy Goodwin: PSYC 1110: Introduction to Psychology

Assignment: Topical Paper

With this capstone assignment, students are given the choice of 15 topics that were covered throughout the course. They are required to write a paper, using the topic of their choice, that illustrates the various dimensions of human development. The goal of the assignment is to educate the student on the topic of their choosing, demonstrating how it influences the important developmental areas and impacts our health. This is a research paper in which the student is required to have a minimum of three professional sources.

Nancy Goodwin: PSYC 2120: Developmental Psychology

Assignment 1:

Folk Wisdom and Pregnancy Perhaps no other period in human development generates as much fascination—and misinformation—as pregnancy and the delivery of a new baby. Folk wisdoms concerning pregnancy and birth are still passed along today. Some are based on fact and observation, while others derive from fears, or are no longer true for healthy mothers who receive good prenatal care. For this assignment, you will interview a mother, grandmother, or great-grandmother. The person you interview can be either a family member, or someone outside your family.

Part 1 (Interview):

Ask the following questions and take notes on the person's answers: 1. Think of a story or tale that you were told before or during your pregnancy that had to do with predicting or influencing the gender of your baby. What was that story or tale?

2. Think of folk wisdom or beliefs about influencing the physical appearance of a baby during pregnancy. Describe those wisdoms or beliefs.

3. Think of folk wisdom or beliefs about influencing the psychology of a baby during pregnancy. Describe those wisdoms or beliefs.

Part 2 (Reflection): Based on what you learned in Chapter 2, which of the wisdoms are accurate, helpful, or true? Which are not? Explain your answers. Please type your assignment (12-point font, double spacing) and limit your assignment to no more than 2 pages in length

This Assignment measures SLO's A and E

Lola Natay: CJUS 1110: Introduction to Criminal Justice

I didn't use the SLOs posted above under Social and Behavioral Sciences to assess my course. I completed this assessment using the SLOs we created for the Law Program.

- | |
|---|
| 1. Demonstrate familiarity with Navajo Nation substantive law. |
| 2. Demonstrate familiarity with Fundamental Law of the Diné People. |
| 3. Analyze client needs. |

4. Write effective legal pleadings.
5. Make formal court arguments.
6. Demonstrate professionalism.

In my CJUS class, the students assemble a PowerPoint presentation to showcase a particular area of Navajo common law and how it relates to fundamental law. The students must highlight a case from the Navajo Supreme Court as well as consult with family members or relatives to gain additional insight into how Navajo people used to solve their legal problems before there was a judicial system. Our focus was SLO 2. Demonstrate familiarity with Fundamental Law of the Diné People.

Jennifer Wheeler: ENGL2560: Native American Literature

In regards to SLO 3: Write a paper that identifies how culture and history affect the present and future, both locally and globally, students read a number of texts about the history, creation story, cultures and traditions of a specific group of Native American of their choice. Utilizing the NA group's oral stories and literary authors and writers, students demonstrate their awareness of the significance of Native American literature and stories. Students share their findings and reflection with their peers in a PowerPoint presentation.

Gene Hult: ENGL 1410: Introduction to Literature

Each essay assigned uses SLOs A and B, in that the student must develop a logical rhetorical argument that tackles a criterion of evaluation for a specific aspect of a literary text, write an outline that structures their essay around that argument, and then compose the essay itself. Some of the essays work with SLO C, if the student's persuasive claim considers cultural, historical, or political critical analysis in regards to the text.

Michael Swick: HIST 1110: United States History I

Module 6, question 4: How did President Jackson's policies of westward expansion and Indian Removal lead to the Trail of Tears to Oklahoma and the Seminole Wars in Florida?

Students read their textbook, read Lecture Notes, view associated videos to understand the plight of Native Americans in southeastern U.S. as they were forced from their lands to relocate to Oklahoma, Known as the Trail of Tears. Students were asked to consider Jackson's reasons for the removal and understand the Native American perspective of being forcibly relocated to unsettled lands in the west. Students were to understand that Native Tribes fought Jackson's removal policy in the SCOTUS and won the decision, which Jackson ignored, provoking some Seminole to go to war.

Luyen Nguyen: ECON 1110: Survey of Economics

There are many types of assignments in my course which cover the SLO including

- Questions and answers during lecture time

- Discussion
 - Applied assignments (students will apply what they learn in specific situations)
 - Quiz and test (questions cover the SLO)
- SLO Measured: A,B,C and a little for D

Robert Yazzie: BUSA 2420: Tribal Law

Students are expected to keep current on recent developments in the law and society, including reading at least one newspaper, law periodical, or Internet site per week. In doing so, students are encouraged to write a summary of what they learned from reading current affairs materials. There is a review of tribal, state, and federal relationship, tribal sovereignty/inherent tribal power, federal and state power over Indian affairs, Trust Responsibility, land status and reality, civil and criminal jurisdiction, and Indian treaties. The learning objectives and assessments assist the students' understanding of Federal Indian Law and Policy, the impact of various changes in U.S. policy, Indian Reorganization Act (IRA) and its method of case briefing. Assignments measure SLOs A, B, & D.

Robert Yazzie: CJUS 1110: Introduction to Criminal Justice

The students receive a general overview of tribal, state, and federal legal systems and learn how these laws affect the lives of Indian people. Throughout the course, students become familiar with commonly used legal terminology in civil and criminal proceedings. Critical thinking is explored through review and breakdown of the IRAC method (Issue, Rule, Analysis, and Conclusion) and the NNIS method (Nitsáhákees, Nahát'á, Íina, and Siih Hasin). Students are introduced to the origin of the Diné natural, traditional, customary, and common laws and learn the application of these laws to resolve disputes. Assignments measure SLOs A & B.

Sharon Nelson and David Tsosie: NAVA2210 Navajo Culture

At midterm and finals, Navajo culture students are expected to give an oral presentation of any topics discussed in class. This gauges SLO A for Humanities. The SLO is measured with an oral presentation rubric.

- 3) What improvements do you recommend be implemented moving forward, when next this class is taught again?

Peter Moore: English 1410: Introduction to Literature

I will focus on helping students understand in a more detailed way how a literary work's historical period and culture of origin help dictate the structure and meaning of that work. I discovered that students are not always very clear on historical periods, and I will help them understand this concept a little more clearly.

The DPE concepts help me to be aware in a practical way what is and is not working well; and I not only adjust my classes from semester to semester but adjust content and strategy within the semester depending on what my application of DPE concepts reveal.

Dianna Delelaita-Mullet: PSYC1110: Introduction to Psychology

For students who fall behind and fail to meet targets, more advising is needed. Additionally, I plan to build into the course more opportunities for students to give me their feedback. Currently, I have three “check-in” activities throughout the semester where students provide me with their feedback on what’s working and what’s not. There should be a few more opportunities to share, and these should be shifted toward the early weeks of the semester. I already over-assess, and that allows students to skip one or two assignments without sacrificing any learning, as they will pick up the missed topics in an alternative assignment. However, this does not help if a student is unwilling to attend and work. I had to drop two students before midterm for lack of participation in the course (no homework submitted, no weekly participation, no engagement with learning materials), and a remaining student did not follow through on promises to catch up. What to do about students who do not engage is an ongoing problem and needs discussion and collaboration among faculty to find a solution. When I bring this up to faculty, I am often met with denial, resistance, and the misperception that courses have to be hard in order for students to learn.

Joseph Lamperez: ENGL 1410: Introduction to Literature

Based on student performance this semester, I need to build in daily activities that encourage student response class by class. While students will be leading discussions of *Flight*, the novella by Sherman Alexie, other structured assignments that call on students to take a more active role in class discussion are needed. Absent this framework, the most confident students consistently step up while others remain hesitant to participate.

Nancy Goodwin: PSYC 1110: Introduction to Psychology

Reinforcing topical choices throughout the semester. This allows students to have a better understanding before beginning the final project.

Nancy Goodwin: PSYC 2120: Developmental Psychology

Adding one or two more Discussion Boards. There are three currently, but I think it would be helpful to add another one or two for student interaction with each other.

Lola Natay: CJUS 1110: Introduction to Criminal Justice

This course should not be taught at both campuses in the same semester. When the same course is offered by both campuses, it reduces the class numbers in both. I think I need to work closer with student academic advisors to make sure they properly inform the students about the requirements of a synchronous online class. Additionally, several students indicated they were not interested in this area of study but had to take this course because it was on their checklist. I think perhaps there might be other courses that would fulfill their checklist requirements.

Jennifer Wheeler: ENGL2560: Native American Literature

Students are expected to know how to write a research paper by the time they take this class, but some still lack basic skills in finding sources. I recommend that the NTU library provide short how-to videos, such as how to find a scholarly essay about Water Monster in the Navajo origin stories in the NTU library online catalog. Providing our students these additional steps would be very helpful, particularly in the Humanities.

Gene Hult: ENGL 1410: Introduction to Literature

This Spring 2024 semester, I've adjusted some of the works assigned for the students to read, shifting to find ones more aligned to their needs of representation and engagement. Given the students' lack of experience with written literature, I've allowed in-class discussions to center more around texts in other media such as songs, films, and TV shows where they have more breadth of knowledge, which is useful especially in comparative analysis. I've also cut down in-class readings of full stories as too demanding of consistent attention and shifted to shorter works and excerpts.

Michael Swick: HIST 1110: United States History I

Possible Improvements: Include more materials, personal experiences by Native Americans who lived through the Trail of Tears, more online class discussions on the topic, and possibly asking students to compare and contrast the Trail of Tears with the Navajo Long walk.

Luyen Nguyen: ECON 1110: Survey of Economics

I used to teach this course in Spring 2023 using the other textbook and do not require students working on the online Cengage platform. Students just need to come to class for lectures, read book chapters, and do assignments on Blackboard that I created. Almost all of them are successful.

In Fall 2023 I decided to change the textbook and combined Cengage platform system which requires students to spend more time self-studying and practice on that. I believe that students will

deeply understand the contents and can apply them in many situations provided by the publisher. However, it seems that most students were not ready to spend more time on self-study.

After two times teaching the course, I realize that students may prefer the textbook and requirements that I applied for in Spring 2023. If I teach the course, I will use the textbook and not combine it with the online Cengage platform. However, the most important thing to ensure the success of the course is the student's studying attitude and sometimes it is not easy to change.

Robert Yazzie: BUSA 2420: Tribal Law

Based on student performance this semester, the teaching method of repetitive and interactive learning helps students discuss highlights of Indian Policy, which prompts question and answer class sessions. Students conduct recap and assessment of previous class sessions to measure understanding and response to materials taught. The delivery of course material via Hybrid modality was successful and the students were responsive to learning. I would like to assess additional learning materials and expand online resources.

Robert Yazzie: CJUS 1110: Introduction to Criminal Justice

Based on student performance this semester, the teaching methods of the IRAC method and NNIS method will continue to be part of the Course Objectives. My teaching method of interactive engagement will encourage students to fully understand the importance of both methods (IRAC, NNIS) and their application to course objectives outlined in the syllabus. Students will be equipped to be more confident to recognize, understand, discuss, and analyze concepts. The purpose of the course objectives is to prepare students on how to take the Navajo Bar Exam, as well as, the application of law to issues and the expectation to demonstrate and analyze legal issues.

Sharon Nelson and David Tsosie: NAVA2210 Navajo Culture

Navajo culture is a very complex subject to teach. Everything is interrelated and interdependent. Students may think it is redundant and become disengaged. Lectures about the land, sacred spaces, natural elements and how one fits into the creation of Earth and Sky can be overwhelming, however, planning field trips to these spaces and sharing the information with them at those location(s) would really help the student associate stories with place. Other hands-on activities would also help students engage more.

4) Outcomes.

Course	Instructor(s)	Number of students	Met target	Partially met target	Did not meet target
ENGL 1410	Peter Moore	4	4		
PSYC 1110	Dianna Delelaita-Mullet	31	30		1
ENGL 1410	Joseph Lamperez	22	15	4	3
PSYC 1110	Nancy Goodwin	17	12	5	
PSYC 2120	Nancy Goodwin	23	16	7	
CJUS 1110	Lola Natay	3	1	2	
ENGL 2560	Jennifer Wheeler	14	12	1	1
ENGL 1410	Gene Hult	4	2	1	1
HIST 1110	Michael Swick	25	21	1	3
ECON 1110	Luyen Nguyen	5	1	4	
BUSA 2420	Robert Yazzie	5	5		
CJUS 1110	Robert Yazzie	7	7		
NAVA2210	Sharon Nelson & David Tsosie	19	15	1	3

Target:

Met the assignment's target (80% score or higher)

Partially met the assignment's target (60-79%)

Did not meet the assignment's target (0-59%)

APPENDIX B: SPRING 2024 GENERAL EDUCATION REPORT

Goal 4: Learn Actively

- 1) Please take a few moments to describe how your course reflects, engages, and/or aligns with the Diné Philosophy of Education. The questions below are designed to help facilitate this reflection.

Nitsáhákees: *thinking/thought/ideas*. What are the core knowledge, skills, and dispositions that my course ought to promote, and why?

Nahat'á: *planning*. What is the overall plan for the course, including outcomes, measures, and activities?

Íiná: *implementation*. What activities will I organize to implement the course's learning plan?

Siihasin: *assessment and reflection*. How did the students do? What did they learn? How can I improve the course moving forward?

Nancy Goodwin: SSC 100 - College Success

Nitsahakees (thinking)

Understand how to navigate and succeed in college – especially for those who are first-generation

Nahat'a (planning)

Cultivating a knowledge of navigating the first year of college by utilizing time management, note taking skills, test taking skills, etc.

Cultivating an ability to communicate – how to talk or to present to other classmates

Íiná (implementing)

Knowing when to ask for assistance as a college student – and who to ask, where to go such as Student Services, Tutoring Lab, Academic Advisor, etc.

Understanding of finances, identify culture and learning styles for college success

Siihasin (reflecting)

Understanding the resilience of succeeding as a college student utilizing both Western and Traditional ways of learning and how the two integrate.

Dianna Dekelaita-Mullet: SSC 100 - College Success

The course is divided into four equal units corresponding to the four elements of DPE. The course textbook is based on the premise that Native American students succeed when they begin their education with a positive self-concept and pride in their cultural background.

Unit 1: Nitsáhákees (Thinking)

In this unit, students think about topics related to Cultural Identity and Success, Understanding Motivation, and Academic and Career Choices and Decisions.

Unit 2: Nahatá (Planning)

In this unit, students make plans and formulate strategies related to Managing Time and Money; Improving Study Skills; Memory Strategies; Taking Notes, Writing, and Speaking; and Test Taking.

Unit 3: Iiná (Living)

This unit requires students to apply positive thinking strategies to their academic and personal life, well-being, and future life.

Unit 4: Sih Hasin (Assuring)

In the final unit of the course, students create a summary presentation documenting ten skills or strategies they learned in the course, with explanations of why they chose each strategy, and how they will apply it and improve their lives going forward.

Anita Roatingear: ENGL 2340 - Introduction to Creative Nonfiction

Creative Nonfiction is memoir. Students must think and remember a time and place in their lives they want to truthfully write about. They must plan to write about their topic. They must implement their plan by starting the writing process. Students are required to reflect on their writing in a classroom activity known as Creative Writing Workshop (CWW). Think it. Plan it. Implement it. Reflect it.

- 2) Please describe the assignment that you've chosen to focus on. What did you ask students to do? Which SLOs (student learning outcomes) relevant to your discipline were you seeking to test for and produce?

Dianna Dekelaita-Mullet: SSC 100 - College Success

Final Project (College Success: SLO D)

For your final project, please create a 12-slide presentation (please use Powerpoint or Google Slides) that describes the best 10 college success skills, strategies, or concepts that you found useful or helpful. Although this is a presentation assignment, only your instructor will see your presentation.

Please use this checklist to evaluate your work before you turn it in:

- The presentation includes a title slide with the presentation title, author, and date.
- The presentation includes a closing slide (for instance, "End of Presentation," or "Thank You").
- The presentation includes 10 slides, each describing a skill/strategy/concept that you found useful or helpful.
- Each of the 10 slides explains why the skill/strategy/concept was important to you (how it was useful/helpful?).
- The presentation is visually appealing and engaging.

- The presentation was created in Powerpoint or Google Slides.
- The project is worth 200 points, or 20% of your overall course grade. Please contact me if you need clarification or have questions about the project! Thank you.

Anita Roatingear: ENGL 2340 - Introduction to Creative Nonfiction

The students were required to participate in the classroom activity known as Creative Writing Workshop (CWW). Each student made copies of a drafted Creative Nonfiction (CNF) essay and the professor made packets for everyone in the class. Students and the professor read everyone else's CNF essay, made comments and brought their packets to the CWW. Each student read their work out loud and sat quietly while everyone in the class took turns commenting on the piece. Then the writer was allowed to speak about their own writing process and thanked fellow students and the professor for their feedback. This process was repeated until everyone read their piece to the class and everyone gave their creative feedback. The CNF essays were returned to the respective authors with their peers' and the professor's written comments.

The SLO measured: C) Analyze professional and student works and C) Discover and develop creative voice and style.

Myrna Mitchell: SSC 100 - College Success

Presentation Preparation: Each group prepares a detailed presentation of what they learned in the chapter, research findings, and solutions. This includes creating visual aids such as slides, posters, or prototypes.

- Presentation: - Groups present their findings and solutions to the class. This tests their ability to communicate effectively, both verbally and through their prepared materials.
- Q&A Session: After each presentation, there is a question-and-answer session where peers and instructors ask questions. This tests students' ability to think on their feet and defend their solutions.
- Reflection and Feedback: After all presentations, groups reflect on their performance and process. They receive feedback from peers and instructors on their critical thinking, communication, teamwork, and research skills.

3) What improvements do you recommend be implemented moving forward, when next this class is taught again?

Nancy Goodwin: SSC 100 - College Success

I believe that the system I have is working. Those who did not meet the target did not submit assignments even though I sent numerous reminders.

Following is what I have in placed throughout the course:

- 1) Weekly journals – these journals are tied back to the reading and I encourage them to be open and honest and reflect on what they have read. I do not count off for spelling or grammar.
- 2) Mid-term – the construct a letter from their future selves to their current self on what they have applied from this course that has enhanced either their personal or professional life – or both.

- 3) Their final is to choose three things covered throughout the semester that they feel has been most applicable to them. Many chose both the cultural aspects and incorporate them with the learning styles educational institutions set.
- 4) In addition, because several students do not have their books upon the start of class, I have the first five chapters of the book uploaded and add it to BB for them to use until they receive their book.

Dianna Dekelaita-Mullet: SSC 100 - College Success

The most significant problem with the SSC-100 course is that students take the course out of sequence. On all program checklists, the course is REQUIRED during the student's first semester at NTU. About half of the students in my section were within one semester of graduation. This is a serious concern, as the skills in this course are essential for a positive, successful college education. I discussed this problem with the Registrar and was told that NTU does not offer enough SSC-100 sections to accommodate all first-year students. My plan is to make sure that we offer sections to accommodate at least 200 students each semester.

I have been teaching the course for several semesters, and I feel that the curriculum is strong and needs no major revisions currently. Students enjoy the lessons, attend regularly, submit their work on time, and leave positive comments about the curriculum in their Evaluations of Teaching.

In terms of learning materials, there is room for improvement. Many of the assignments come directly from the textbook and need modification. I make incremental improvements in the learning materials each semester, based on student feedback.

Anita Roatingear: ENGL 2340 - Introduction to Creative Nonfiction

The course's name has changed to Creative Nonfiction Writing I. It is part of the updated curriculum for the BFA Creative Writing Program, which begins in Fall 2024. Its companion class is Creative Nonfiction Writing II. I will teach both classes online and asynchronously using one of the same textbooks and new syllabus created for the class during the program curriculum update, which took place during Fall 2023 and Spring 2024.

I plan to use an audible textbook for the online class. I am also going to create a CWW Rubric and add it to the syllabus.

The first CWW was held face to face and the second CWW was held on Zoom. Students enjoyed this part of the class immensely. They enjoyed hearing everyone's stories. It can be improved by holding three workshops instead of only two. Each CWW will be held using Zoom or Blackboard Ultra Collaborate.

Myrna Mitchell: SSC 100 - College Success

- Online Resources: Provide access to online tutorials and resources for self-paced learning on specific skills such as time management and research techniques.

- Formative Assessments: Incorporate more formative assessments such as quizzes, reflection journals (extend time on assignment), and progress reports to monitor ongoing development.
- Customized Modules: Offer elective modules that are to the specific needs and interests of student groups. By implementing these changes, the course on college success skills can become more engaging, relevant, and supportive, ultimately helping students to better prepare for their academic and professional futures.

4) Outcomes.

Course	Instructor(s)	Number of students	Met target	Partially met target	Did not meet target
SSC 100	Nancy Goodwin	25	4	1	
SSC 100	Dianna Delelaita-Mullet	25	24	1	
ENGL 2340	Anita Roastingear	10	7	2	1
SSC 100	Myrna Mitchell	30	25	3	2

Target:

Met the assignment's target (80% score or higher)

Partially met the assignment's target (60-79%)

Did not meet the assignment's target (0-59%)