



# ANNUAL STUDENT LEARNING REPORT

NAVAJO TECHNICAL UNIVERSITY

*2024 - 2025*

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 the 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 Assessment Training:** We organized a series of workshops and training sessions aimed at strengthening faculty expertise in assessment practices. These sessions provided faculty with practical tools and advanced strategies to more effectively evaluate student learning outcomes. Most academic departments participated in these trainings, which contributed to a stronger, more consistent approach to assessment across the university.
- **Revised Assessment Templates** – The Program Assessment and General Education Assessment report templates were updated to reflect the latest expectations of the Higher Learning Commission (HLC). The revised templates emphasize the importance of continuous improvement, even when learning outcomes are achieved. These updates were reviewed and approved by both the Student Learning Committee and Faculty Congress in Spring 2025, ensuring alignment with institutional goals and accreditation standards.
- **Streamlined Reporting with Weave Education:** The Office initiated efforts to streamline and centralize assessment processes across the institution. After evaluating several platforms, steps were taken to move toward a unified, secure, and accessible assessment management system ([Weave Education](#)) that will improve data tracking, reporting, and analysis across all academic levels.
- **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 target completion rate of 95% for Student Learning Reports was not fully achieved; however, the final rate of 78% represents a significant improvement compared to previous years. Expanded faculty training and follow-up efforts contributed to this progress. To further close the gap and enhance accountability, additional strategies will be implemented in the upcoming academic year.
- **Dual Credit Assessment Framework:** The Office worked with the Director of Enrollment and the Dual Credit Coordinator, faculty, and high school partners to design an initial assessment framework for dual credit courses. This framework ensures alignment with NTU's academic standards and includes tools for tracking performance and collecting feedback. Continued implementation is planned in the coming year.
- **GenEd Assessment Framework and Course Profile Review:** A revised assessment framework for General Education was developed and approved by Faculty Congress in May 2025, marking a significant step toward improving GenEd assessment. Additionally, GenEd course profiles (including goals, philosophy, performance indicators, and measures) are still under review. These efforts will continue into the 2025–2026 academic year to support consistency and alignment across GenEd offerings.

### Plans for 2025-2026 academic year.

Based on faculty assessment reports and outcome data from the 2024–2025 academic year, the Office of Assessment & Accreditation has identified key areas where targeted support is needed. The following action steps will guide our work with programs in the coming year:

#### 1. **Revise Program Mission Statements and Learning Outcomes**

A review of the assessment reports showed that it is imperative for several programs to revise their mission statements to better align with the university's mission and the goals of Diné Philosophy of Education (DPE). In addition, some Student Learning Outcomes (SLOs) require updates to improve clarity, relevance, and alignment with program objectives. To support this effort, we will offer writing clinics, provide updated templates, and deliver targeted feedback to assist programs in refining their mission statements and learning outcomes.

#### 2. **Complete Five-Year Assessment Plans**

To support long-term planning and continuous improvement, all academic programs are expected to develop a five-year assessment plan outlining their schedule for evaluating student learning outcomes. While some programs have already submitted drafts, others have yet to complete this requirement. Updated templates and guidance will be provided to assist in the planning process. All programs are expected to finalize and submit their five-year assessment plans by Fall 2025.

3. **Update Curriculum Maps**

Many existing curriculum maps require updates to accurately reflect current student learning outcomes and ensure clear alignment between courses and program objectives. To support this effort, we will provide workshops and one-on-one guidance to help programs revise their maps and clearly demonstrate how courses contribute to the achievement of learning outcomes.

4. **Build Assessment Frameworks for Target Programs**

Programs including Geology, MS Electrical Engineering, MS Industrial Engineering, and others need structured assessment systems. We will work with faculty to create frameworks that include outcomes, measures, timelines, and reporting tools.

5. **Track Implementation of Prior Action Plans**

While most programs completed their 2023–2024 action items, some, especially at the graduate level, did not report updates. We will introduce a tracking system and follow up with these programs to document progress and provide support.

6. **Improve Report Clarity and Impact Reflection**

To strengthen reporting, we will offer training on writing clear, evidence-based reflections, highlighting specific impact on student learning. This action plan reflects our commitment to supporting faculty, improving student outcomes, and meeting institutional and accreditation expectations. Our focus will remain on collaboration, clarity, and continuous improvement.

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**

## TABLE OF CONTENTS

PROGRAM ASSESSMENT.....	1
Scorecards.....	1
Outcomes Assessment Summary.....	6
Status of Outcomes Assessed.....	7
Summary of Continuous Improvement.....	7
Actions Plan Based on Assessment Findings.....	11
Online programs.....	14
GENERAL EDUCATION ASSESSMENT.....	15
CO-CURRICULAR ASSESSMENT.....	18
Summary of Co-curricular Survey.....	19
What Went Well?.....	22
Areas for Improvement.....	23
Sample Students' Comments.....	24
DUAL-CREDIT ASSESSMENT.....	25

## PROGRAM ASSESSMENT

During the 2023–2024 academic year, faculty utilized Google Drive templates to organize program design, assessment plans, and student learning reports using two-page Google Docs templates. These tools supported the completion of the annual assessment cycle, with most programs documenting learning outcomes and feedback loops by Spring 2024. However, to streamline, strengthen, and systematize assessment processes across the institution, NTU transitioned from Google Docs to Weave Education’s online platform in Spring 2025. The adoption of Weave aimed to centralize all assessment-related data into one secure, accessible, and user-friendly hub, enhancing institutional capacity to measure quality at the course, program, and university levels. This shift supports more efficient workflows, improved data tracking, and easier alignment with accreditation standards, while offering faculty and administrators access to insightful analytics for continuous improvement. As of Spring 2025, most programs have uploaded their assessment report into Weave, received initial training, and begun using the system to complete assessment cycles and close feedback loops.

All academic programs, including both online and face-to-face modalities, and those offered at all other NTU’s instructional sites participated in the reporting process to ensure full representation in the assessment system. The status of completing the feedback loop for most certificate and degree programs is summarized by schools below.

## SCORECARDS

### School of Applied Technology Virgil House, Chair

Program	Instructors	Deg	Wv	Mis	SLO	Msr	Tar	Fnd	Imp	PR'd
Automotive Technology	Upshaw, Kollas	Cert/AAS	✓	✓	✓	✓	✓	✓	✓	✓
CDL (Chinle & Crownpoint)	Jumbo, Woody	Cert	✓	✓	✓	✓	✓	✓	✓	✓
Construction Technology	Bebo, Lee, Rezwana	Cert/AAS	✓	✓	✓	✓	✓	✓	✓	✓
Electrical Trades	House	Cert	✓	✓	✓	✓	✓	✓	✓	✓
Energy Systems	Lee	AAS	✓	✓	✓	✓	✓			
Welding Technology (Kirtland/Crownpoint)	Storer, Panigeo, Ramondo, Begay	Cert	✓	✓	✓	✓	✓	✓	✓	✓

✓ indicates program element is in place

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

**School of Arts & Humanities**  
**Dr. Peter Moore, Chair**

Program	Instructors	Deg	Wv	Mis	SLO	Msr	Tar	Fnd	Imp	PR'd
Counseling	Goodwin	AA	✓	✓	✓	✓	✓	✓	✓	✓
Creative Writing	Roastingear, Wheeler, Hult	BFA	✓	✓	✓	✓	✓	✓	✓	✓
EMCE	Tom, Dineyazhe-Hunter, Long	AS, BS	✓	✓	✓	✓				✓
General Studies	Connolly	AA	✓	✓	✓	✓	✓	✓	✓	✓
Law Advocate	Larson, Natay, Yazzie	AAS, BA	✓	✓	✓	✓	✓	✓	✓	✓
Diné Culture, Language, & Leadership	Nelson, Chicag, Tsosie	BA	✓	✓	✓	✓				✓

✓ indicates program element is in place

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**School of Business**  
**Dr. Christine Reidhead, Chair**

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

✓ indicates program element is in place

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**School of Culinary Arts, Hospitality, and Tourism**  
**Melvina Jones, Chair**

Program	Instructors	Deg	Wv	Mis	SLO	Msr	Tar	Fnd	Imp	PR'd
Hotel & Restaurant	Tatsukawa, Bales	BAS	✓	✓	✓	✓	✓			
Professional Baking	Jones, Begay	Cert/AAS	✓	✓	✓	✓	✓	✓	✓	✓

✓ indicates program element is in place

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

Program	Instructors	Deg	Wv	Mis	SLO	Msr	Tar	Fnd	Imp	PR'd
Adv Manu Tech	Khan	BAS	✓	✓	✓	✓	✓			
Build Info Modeling	Vellingiri	AAS	✓	✓	✓	✓	✓	✓	✓	✓
Computer Science	Stomp, Patil	AS/BS	✓	✓	✓	✓	✓	✓	✓	✓
Electrical Engr	Sundaram, Hossain, Romine	BS	✓	✓	✓	✓	✓	✓	✓	✓
Eng. Technician	Rahman	Cert	✓	✓	✓	✓	✓			
Engr Technology	Rahman	AAS	✓	✓	✓	✓	✓	✓	✓	✓
Env. Engineering	Johnson	BS	✓	✓	✓	✓	✓			
Industrial Engr	Elhoone, Biswas	BS	✓	✓	✓	✓	✓	✓	✓	✓
Information Tech	Trebian, Ali, Thomas, Singla	AS/BS	✓	✓	✓	✓	✓	✓	✓	✓
New Media	Louis	BAS	✓	✓	✓	✓	✓	✓	✓	✓
Mathematics	Han, Illafe, Lewis, Paez-Paez, Vanguardia, Fowler, Hussien, Lapahie	AS	✓	✓	✓	✓	✓	✓	✓	✓
Mechanical Engr	Singla, Mohammed	BS	✓	✓	✓	✓	✓	✓	✓	✓

✓ indicates program element is in place

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**School of Graduate Studies**  
**Dr. Sudip Sen, Chair**

Program	Instructors	Deg	Wv	Mis	SLO	Msr	Tar	Fnd	Imp	PR'd
Management Information System	Ijeoma	MS	✓	✓	✓	✓	✓	✓	✓	✓
Diné Language, Culture, & Leadership	Sage, Tuttle	MA	✓	✓	✓	✓	✓			
Diné Language, Culture, & Leadership	Sage, Tuttle	Ph.D.	✓	✓	✓	✓	✓	✓	✓	✓
Electrical Engineering	Romine	MS	✓							

✓ indicates program element is in place

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

**School of Science**  
**Dr. Irene Ane Anyagwe, Chair**

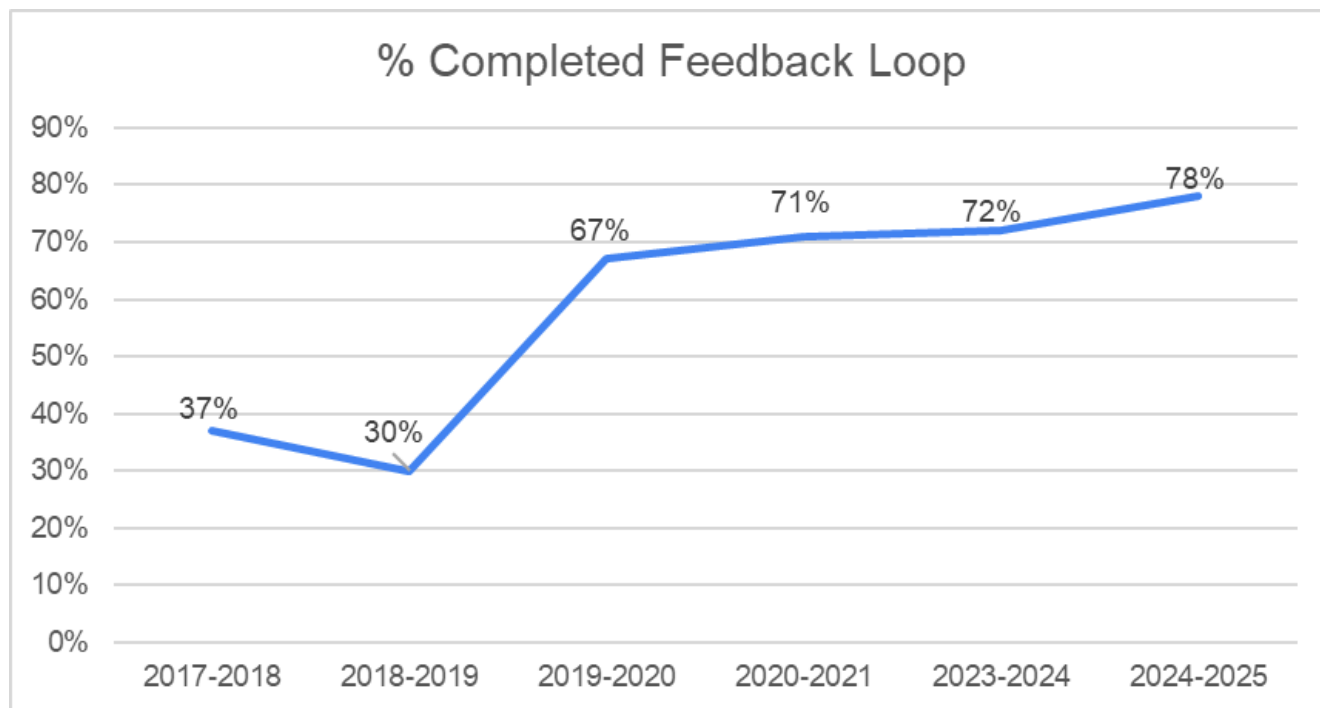
Program	Instructors	Deg	Wv	Mis	SLO	Msr	Tar	Fnd	Imp	PR'd
Biology	Anyangewe, Netongo	BS	✓	✓	✓	✓	✓	✓	✓	✓
Environmental Science & Natural Resources	Chischilly, Roychowdhury	BS	✓	✓	✓	✓	✓	✓	✓	✓
Nursing Assistant	Pacheco	Cert	✓	✓	✓	✓	✓			
Veterinary Technology	Daye	AAS	✓	✓	✓	✓	✓	✓	✓	✓
Chemistry	Soundappan	BS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

✓ indicates program element is in place

Wv=program folder is set up in Weave Mis=Mission SLO=Student Learning Outcomes Msr=Measures Tar=Targets Fnd=Findings Imp=Improvements.  
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**Summary of Program Assessment Scorecards**

Schools	# programs	# completed feedback loop	% completed feedback loop
Applied Technology	6	5	83%
Arts & Humanities	6	6	100%
Business	4	4	100%
Graduate Studies	4	2	50%
Engineering, Math, & Technology	12	9	75%
Science	6	4	67%
Culinary Arts, Hospitality, & Tourism	2	1	50%
<b>Total</b>	<b>40</b>	<b>31</b>	<b>78%</b>

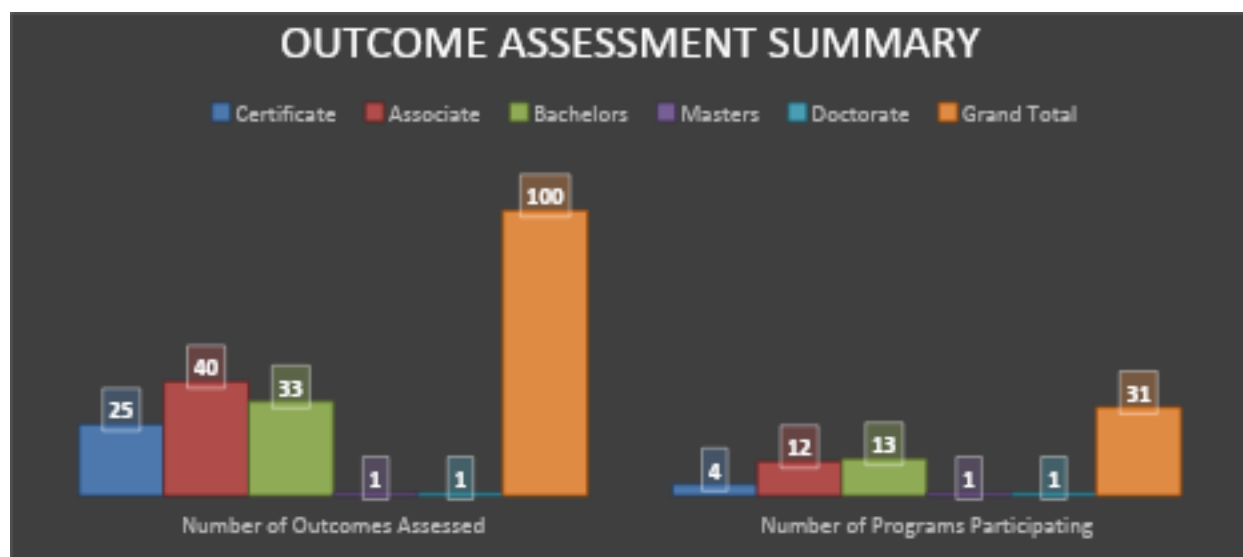


The progression of the completion rate of the feedback loop from academic year (AY) 2017–2018 to AY 2024–2025 reflects a clear and commendable trend of improvement in NTU’s assessment processes. Beginning at 37.0% in AY17–18, the rate dipped to 30.0% in AY18–19, indicating initial challenges in developing a consistent and structured feedback system. However, substantial gains were seen in the following years: AY19–20 marked a significant leap to 67.0%, followed by 71.0% in AY20–21, demonstrating improved data collection, increased faculty involvement, and more effective use of assessment outcomes. After a brief gap in reporting, AY23–24 showed a continued upward trend with a completion rate of 72.0%.

Most notably, AY24–25 reached the highest recorded completion rate at 78.0%, further affirming that NTU’s shift to Weave Education’s online assessment system has strengthened institutional efforts to close the loop. This steady growth from 30.0% in AY18–19 to 76.0% in AY24–25 signals a robust culture of continuous improvement, data-informed decision-making, and a deepening commitment to academic quality. Sustaining and surpassing this momentum will require ongoing faculty engagement, training, and support, as well as periodic evaluation of assessment tools and strategies to ensure alignment with institutional goals and accreditation standards.

## OUTCOMES ASSESSMENT SUMMARY

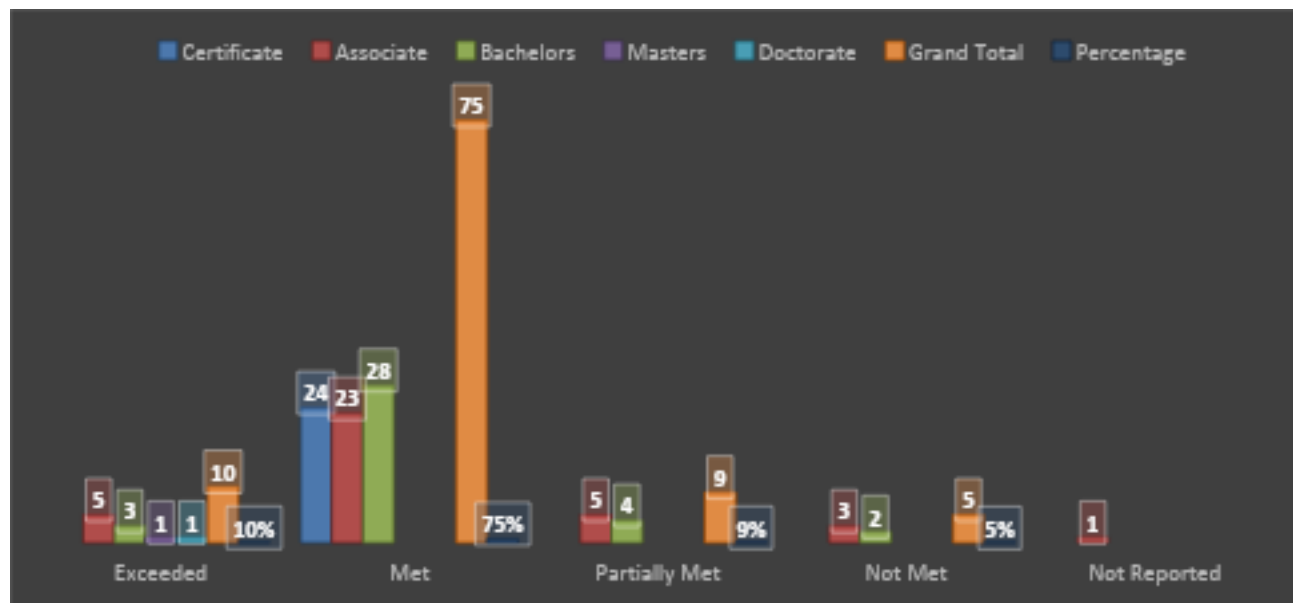
**Figure 1: Outcome Assessment Summary**



The Outcome Assessment Summary chart reflects NTU’s institutional commitment to evaluating student learning outcomes across academic credential levels. A total of **100 outcomes** were assessed by **31 programs**, indicating strong overall participation. Associate degree programs led with **40 outcomes assessed**, followed by Bachelor's (33) and Certificate programs (25). Graduate-level contributions were minimal, with **1 outcome assessed each** by Master’s and Doctorate programs. This widespread activity, especially among Certificate and Associate programs, signals a deeply embedded culture of assessment in NTU’s two-year and technical education offerings.

In terms of participation, **Associate programs** had the highest engagement with **13 programs**, followed by **Certificate** (12), and Bachelor's (3). The Master’s and Doctorate levels had one participating program each. This breakdown suggests that NTU’s assessment efforts are particularly strong at the foundational and applied levels of education. While participation among graduate and some bachelor’s programs is currently limited, the data provides a baseline for targeted support and outreach to expand assessment practices across all levels. Moving forward, increasing engagement in outcome assessment from bachelor's and graduate programs will enhance NTU’s institutional effectiveness and support a more comprehensive understanding of student achievement.

**Figure 2: Status of Outcomes Assessed**



The data presented on the status of outcomes across various academic levels indicates a strong performance, with the majority of outcomes being "*met*". Specifically, out of the total assessments, **75%** of the outcomes were *met*, while **10%** *exceeded* expectations. This suggests that most programs are effectively achieving their stated learning goals. However, only a small portion of outcomes (**10%**) are performing above expectations, indicating an area of opportunity for programs to aim for higher achievement levels.

On the other hand, **9%** of outcomes were *partially met*, and **5%** were *not met*, highlighting a need for targeted improvements in those areas. The associate and bachelor's degree programs account for the majority of outcomes that were not met or partially met, suggesting these programs may benefit from additional support or revised instructional strategies. Encouragingly, no outcomes were reported as missing from most programs, though one Associate-level outcome was *not reported*. Continued monitoring and support for programs falling short, combined with strategies to raise more outcomes into the *exceeded* category, will be key to sustaining and enhancing institutional effectiveness.

### SUMMARY OF CONTINUOUS IMPROVEMENT (BASED ON IMPLEMENTATION OF PRIOR YEARS ACTION PLANS)

#### **Overview of Implementation Status**

Across all academic levels, the data shows a strong commitment to implementing prior year recommendations. Implementation status indicates that most programs have taken concrete steps toward improvement:

- **Certificate programs** reported a 75% completion rate, with an additional 5% *in progress*, and only 10% not reported.
- **Associate programs** showed the highest level of follow-through, with 84% of actions completed

and only 4% in progress.

- **Bachelor's programs** followed closely with 82% completed, and 5% in progress.
- **Master's programs** achieved a 70% completion rate, though 30% of actions were not reported, suggesting a need for improved documentation.
- **Doctoral programs** reported no updates, with 100% marked as *not reported*, indicating that implementation processes are still in the developmental stage or require closer follow-up.

The Office of Assessment & Accreditation extracted and categorized examples of action plans that demonstrated effective use of assessment data to support improvement. Four category codes, shown below, were used to organize the reported action plans: Enhanced learning, improved student experience and engagement, better teaching and assessment practices, with an "Other" category for miscellaneous impacts and areas still in development.

### 1. Enhanced Learning

This was the primary area of reported impact for certificate programs (**59%**), showing that curriculum and instructional adjustments led to better academic outcomes. Bachelor's and associate programs also contributed, though at lower levels (15% and 20%, respectively).

A certificate program instructor illustrated this connection between cultural tradition and academic learning by sharing:

*"Traditional Navajo ceremonies require thought, planning, Implementation and reflection. The course has tested and practiced digital logic to apply and use in a strategic planning session used by ancestors to successfully procure a ceremonial event. Students have made the connection of utilizing program planning to a real-world practice."*

Another instructor reflected on improved student performance over time, stating:

*"Improvement has been achieved in this student learning outcome. In Spring 2024, the average score for the third performance indicator was 77%. This year, in Spring 2025, the average score for the same performance indicator is 79%. This better result may have been derived because of the actions taken this year. Moreover, like in Spring 2024 semester, in Spring 2025, students have met the target for the first two performance indicators."*

A faculty member discussed how aligning course activities with learning outcomes early in the semester contributed to overall improvement:

*"We introduce the skills related to the SLO-2 assessment early in the semester. That assignment was an anecdotal record report based on an observation of nonverbal behavior. This introductory assignment showed students how to write a report based on an analysis, what information to include, what to leave out, and how to write a brief summary. Overall, this objective contributes to the broader goals of a general studies degree by fostering essential skills—critical thinking, communication, and the practical application of knowledge—that students will use throughout their academic journey and in their future careers."*

Another instructor highlighted the broader community impact of the assessment-driven changes:

*“There has been an improvement in students’ performance. We had food diaries that reflected the students’ energy needs. Students had become conscious of what they eat. They took the knowledge back to their chapter houses and educated others.”*

These reflections show that when assessment is meaningfully integrated into instruction, it can directly enhance student learning while fostering personal growth, cultural relevance, and community engagement.

## **2. Improved Student Experience and Engagement**

This category represented the most significant area of impact for associate (48%) and bachelor’s (55%) programs, and all master’s-level programs (100%) reported improvements in this area. Action plans focused on enhancing the student experience through initiatives such as improved faculty advising, more interactive and engaging class formats, and early alert systems designed to support struggling students.

One bachelor’s-level faculty member reflected on the positive impact of a newly introduced discussion format:

*“The feedback we received from students after introducing structured discussion forums was overwhelmingly positive. They felt heard, engaged, and more connected to the course material.”*

Another instructor noted a noticeable shift in student motivation and engagement:

*“Students generally were more motivated than last year and spent more time studying the material. I also gave them time in class to work on problems.”*

A faculty member also described how their program addressed institutional barriers to better support student learning:

*“In the prior year, the program recognized ongoing challenges in collaborating with institutional structures, such as slow administrative processes and limited interdepartmental support. As a result, we made a concerted effort to work around these barriers in order to accomplish our programmatic goals and maintain a productive learning environment for our students.”*

These examples underscore how thoughtful adjustments to teaching practices, student support structures, and internal collaboration can significantly enhance the overall learning experience and foster deeper student engagement.

## **3. Better Teaching and Assessment Practices**

Although this category accounted for a smaller percentage of reported impacts – particularly at the associate (8%) and certificate (5%) levels reflect important internal improvements in teaching and assessment quality. Faculty made strides by revising rubrics, implementing new assessment strategies, and participating in instructional development workshops.

A faculty member shared how training led to more consistent and effective use of rubrics:

*“After attending the assessment refresher training, I began using rubrics more consistently. The clarity it brought to both students and myself was a game changer.”*

Another instructor described how targeted student support initiatives enhanced learning outcomes:

*“I introduced additional office hours and small group tutoring sessions focused on key challenging areas such as applied problem-solving and conceptual reasoning. Developed supplemental resources (e.g., step-by-step guides, video tutorials) to help students revisit difficult concepts outside of class and this proved very helpful.”*

These examples highlight how faculty commitment to refining instructional and assessment practices can lead to clearer expectations, stronger student support, and improved learning outcomes across programs.

#### **4. Other Impacts and Areas Still in Development**

Faculty across programs continue to prioritize professional growth and infrastructure improvements to enhance student learning experiences.

A faculty member noted their ongoing commitment to professional development:

*“At the faculty level, continued professional development has remained a priority. I have actively sought opportunities to expand my knowledge in both the academic and industry-specific aspects of media production and design. This includes participating in professional workshops, engaging with emerging trends in creative technologies, and sourcing high-quality, culturally relevant, and engaging course materials.”*

In the trades area, resource limitations have prompted faculty and students to take initiative.

*“For all the years that I have been here, several attempts were made to improve our building for the trade program, but nothing has happened. As a welding instructor, the students and I decided to build our own welding shop outside to get started. We are still waiting for a storage containers for the welding program. One for the Lab and maybe one for storage also.”*

Facilities improvements have also positively impacted student experience in other programs.

*“The Baking Program has been improved by acquiring new equipment from tables, mixers, to new reach-in freezers, to accommodate the number of students we have enrolled. I have observed the students are more relaxed and confident at their own station because their Mise en Place would be on point. Rather than feeling crowded, sharing a space area with another student. Along with having new equipment they do not have to wait on one another.”*

This year’s analysis shows clear evidence of a growing culture of continuous improvement, particularly in associate and bachelor’s programs. Faculty have not only implemented past recommendations but are also seeing tangible outcomes in student learning and engagement.

To maintain and expand this progress, the following are recommended:

- Support master's and doctoral programs in documenting actions taken and assessing impact.
- Provide training to simplify the process of tracking and reporting implementation efforts.
- Encourage more programs to evaluate the impact of their actions and link those changes directly to student outcomes.

Our goal is for faculty to view assessment not as a checklist, but as an ongoing conversation about how we can better support our students, serve our communities, and grow as educators.

## **ACTION PLANS BASED ON ASSESSMENT FINDINGS**

An encouraging 94% to 100% of all programs across certificate, associate, bachelor's, master's, and doctoral levels submitted action plans based on their outcome assessment results. This reflects a strong culture of reflection and continuous improvement among faculty. Both the master's and doctoral programs reported a 100% action plan completion rate, while certificate and associate programs closely followed with 94% and 95%, respectively. The bachelor's programs demonstrated a 96% rate, indicating consistent institutional engagement in documenting improvement strategies.

The Office of Assessment & Accreditation extracted and categorized examples of action plans that demonstrated effective use of assessment data to support improvement. Six category codes, shown below, were used to organize the reported action plans: Curriculum/Content, Instruction, Assessment, Academic Support, and Learning Outcomes, with an "Other" category for miscellaneous suggestions.

### **1. Curriculum and Content**

Curriculum-related recommendations were the most frequently cited across all levels, especially in associate programs (42%) and bachelor's programs (35%). This shows that faculty are actively reviewing course relevance, alignment with outcomes, and content sequencing.

*A faculty member emphasized the importance of cultural relevance and accessibility:*

*"We need to revise the module structure to make content more culturally relevant and accessible to our students. This includes integrating more local examples and hands-on assignments."*

*Another faculty member highlighted the value of extended learning opportunities through course design:*

*"In future offerings, consider building in more structured time for project development or offering an extended capstone component where students can focus on producing more substantial media work. This would allow students to build on their strengths while addressing current limitations."*

### **2. Instruction**

Instructional strategies were also a prominent focus, particularly in associate (45%) and certificate programs (43%). Faculty are working to enhance classroom delivery methods, integrate more active learning strategies, and respond to diverse student learning styles.

An associate-level faculty member shared plans to increase student engagement through a more interactive format:

*“I plan to adopt a flipped classroom model next semester to give students more in-class time for discussions and peer feedback, which aligns better with how our students engage.”*

Another faculty member emphasized the importance of contextualizing instruction to make it more meaningful and career-relevant:

*“In future classes, I will put more emphasis on clinical report writing and the skills that contribute to it (research, observation, synthesis, formatting) and do better at explaining why report writing is so important in service professions, by drawing connections to students’ interests, goals, and backgrounds.”*

In more technical programs, faculty identified specific instructional strategies to address areas where students struggled:

*“To enhance student achievement of SLO1, instruction should prioritize strengthening students’ ability to interpret and define complex engineering problems (PI 1a) and to clearly communicate their reasoning and conceptual understanding (PI 1d), which were identified as areas of lower performance. This can be achieved through the integration of open-ended problems, reflective questioning, and peer-review activities that encourage deeper analysis and expression. In future classes, I should spend more time on proofs.”*

In a more general reflection, a faculty member recognized the need to adjust pacing to support student comprehension:

*“Also, I should not go as quickly through the material as I have done this time.”*

These reflections underscore a collective commitment to continuous improvement in teaching practices and a responsiveness to students’ evolving needs.

### **3. Assessment Practices**

Assessment improvements were more concentrated at the bachelor’s (7%) and associate levels (5%), with the doctoral program reporting a 100% focus on this area indicating a sharp awareness of the need for better-aligned and more consistent evaluation methods at the highest level of study.

A faculty member from the doctoral program reflected on the need to reconsider current assessment tools:

*“The instruments used to assess Goal #1 need to be re-evaluated. If it is too cumbersome to apply formal testing to new students in the PhD program, culturally appropriate evaluative instruments should be developed that will help distinguish between students who come to the program fully proficient in both languages, and those that need remediation to build their skills in either language.”*

Others focused on incorporating ongoing assessment techniques to better support learning throughout the term:

*“Formative assessments will be used throughout the semester to monitor understanding and provide targeted feedback before summative evaluations.”*

A faculty member emphasized the importance of transparency in assessment by making expectations clear to students from the outset:

*“Provide students with the checklist (rubric) of learning objectives with the SLO so they will know what is expected out of them.”*

#### **4. Academic Support**

Academic support services were another key recommendation, especially at the master’s (100%) and certificate (20%) levels. These include requests for enhanced tutoring, writing center access, and stronger advising structures.

A program instructor emphasized the need for better physical infrastructure to support student learning:

*“The Chinle site still needs to improve on a facility for the students to work in and get better equipment for the students to be more interested and motivated to learn.”*

Others identified specific ways to address access and technology challenges:

*“To address access issues with the online coding application, we will provide extended lab hours and share technical requirements early in the course.”*

Additionally, faculty highlighted the value of increased interaction and support through virtual platforms:

*“Conduct more monthly/bi-weekly Zoom calls to explain the course content better”*

#### **5. Learning Outcomes**

Although less frequently reported, learning outcomes as a specific area of focus appeared in the bachelor’s program (3%), reflecting an ongoing process of refining and clarifying the outcomes themselves.

A faculty member shared this perspective on the need for clearer goals:

*“The current outcomes are too broad; we’re working to rewrite them into more measurable and discipline-specific goals.”*

#### **6. Other Recommendations**

A smaller portion of recommendations (3% certificate, 1% associate, 10% bachelor’s) fell into the “Other” category. These included improvements in communication across departments, scheduling adjustments, and faculty development needs.

A faculty member recommended targeted support for adjunct instructors:

*“We recommend dedicated professional development for adjunct faculty to ensure consistency in course delivery across sections.”*

Another faculty member reflected on the need to strengthen classroom management and student accountability:

*“Same as last semester, I need to be more strict about attendance and encourage them to be more serious about school. Students that did meet the target can assist or be mentors for others.”*

Additionally, some faculty identified a need to explicitly teach students professional communication skills early in the term:

*“Many of the students are not familiar with how to be in a public setting when they need to complete a talk. I need to start this early in the semester and state this explicitly in the syllabi”*

These recommendations illustrate ongoing efforts to improve both instructional consistency and student preparedness across programs.

## ONLINE PROGRAMS

Several fully online programs actively participated in the 2024–2025 assessment cycle, demonstrating a strong commitment to continuous improvement and student learning outcomes in virtual learning environments. These programs include: Management Information Systems (MIS), Accounting (AAS), General Studies (AA), Public Administration (AAS), Mathematics (AS), Business Administration (BA), Counseling (AA), Law Advocacy (BA), Dine Culture, Language, & Leadership (Ph. D), Early Childhood and Multicultural Education (AS/BS), Information Technology (BAS), and Creative Writing (BFA) [refer to the scorecards above].

These online programs submitted comprehensive assessment reports alongside their face-to-face counterparts, ensuring that modes of delivery did not hinder reflective evaluation and data-driven improvement. Please refer to the scorecards provided above (page 1-4) for individual program details and outcomes.

## GENERAL EDUCATION ASSESSMENT

In Fall 2024, assessments were conducted for Goal One courses, which included Diné/A:shiwi Studies, English Oral Communication, and English Written Communication. The compliance rate for each department was as follows: Diné/A:shiwi Studies = **3/13**, English Oral Communication = **1/4**, and English Written Communication = **6/13**, resulting in an overall compliance percentage of **33%**.

In Spring 2025, assessments were conducted for Goal Two courses, which included Mathematics and Physical & Natural Sciences. The compliance rate for each department was as follows: Mathematics = **10/18** and Physical & Natural Sciences = **13/20**. This resulted in an overall compliance percentage of **61%**. These reports were submitted by both full-time and adjunct faculty, reflecting a shared responsibility for assessment across instructional roles.

**Table 1: Summary Statistics**

Number of SLOs	Number of Students	Target met	Target partially met	Did not meet target
34	314	218 (69.4%)	68 (21.7%)	28 (8.9%)

The General Education assessment summary shows that out of 34 Student Learning Outcomes (SLOs) assessed across 253 students, the majority of students (178) or 70.4% met the expected learning targets, indicating strong overall achievement. An additional 52 students (20.6%) partially met the targets, suggesting some progress but with room for improvement. Only 23 students (9%) did not meet the targets, which is a relatively small proportion. This distribution reflects generally positive outcomes, though attention should be given to areas where students only partially met or did not meet expectations to support further learning gains.

The Office of Assessment & Accreditation extracted and categorized examples of action plans that demonstrated effective use of assessment data to support improvement. Six category codes, shown below, were used to organize the reported action plans: Enhanced learning, improved student experience and engagement, better teaching and assessment practices, with an additional "Other" category for miscellaneous impacts and areas still in development

### **1. Enhanced Learning**

Faculty focused on improving student achievement by integrating hands-on learning, culturally relevant projects, and applied assessments. Students demonstrated increased understanding of course content through real-world applications, such as community-based research or scientific experimentation. These efforts reinforced critical thinking, communication, and practical problem-solving.

*As one instructor shared, students responded enthusiastically: "Many students showed strong interest and curiosity during lab sessions, particularly when they were allowed to measure density, test acid-base reactions, and observe real chemical changes."*

Similarly, another instructor highlighted the value of connecting classroom content to local issues: *"Students expressed appreciation for the opportunity to engage with real-world, community-centered issues, which enhanced their ability to connect classroom learning to meaningful, place-based scientific inquiry."*

## **2. Improved Student Experience & Engagement**

Instructors implemented strategies to foster greater motivation and ownership of learning. This included one-on-one conferences, personalized feedback, and early interventions for struggling students. Faculty also reflected on the need to clarify expectations and address factors such as course modality confusion or external challenges like technology access.

An instructor reflected on this need for clearer communication: *"Students are capable of succeeding, but the course needs to clarify the conditions in which students are expected to succeed."*

Another instructor pointed out confusion around scheduling and suggested a helpful solution: *"Several students indicated that when we have class meetings, their course is scheduled as asynchronous... A visual representation explaining what online classes involve could really help."*

## **3. Better Teaching & Assessment Practices**

Instructional and assessment strategies were refined to provide clearer expectations and better feedback. Faculty used structured rubrics, introduced scaffolded assignments, and added reflective activities. These efforts were aimed at reinforcing academic rigor while making course expectations more transparent.

An instructor described an assessment activity designed to provide clear criteria: *"One key activity required students to calculate theoretical yields, limiting reagents, and percent yields... scored using a structured rubric."*

Looking ahead, another instructor shared plans to further support student learning: *"Changes for next semester: include more scaffolding on interpreting word problems and add a short weekly reflection assignment to reinforce concept connections."*

## **4. Academic Support & Resources**

Several instructors highlighted the importance of additional academic support systems and infrastructure. Requests ranged from increased access to technology and transportation assistance to funding for student-led research and updated lab equipment. These resources were seen as essential to leveling the playing field and improving participation.

An instructor expressed frustration over unmet resource needs: *"We requested computers for students, as well as access to reliable Internet at their homes... It did not happen."*

Another underscored the critical role of lab materials in student engagement: *"Laboratory equipment and learning materials are essential... to encourage broader student participation in research activities."*

## 5. Advanced Professional Development

Faculty committed to improving their own teaching through professional development and reflection. They incorporated culturally responsive teaching frameworks, updated online course design, and integrated new tools to enhance instruction.

*An instructor described a new practice aimed at boosting student support early in the term: "I will add academic literacy in the first 1-2 weeks and require students to visit my office hours at least once."*

*Another highlighted their use of established frameworks and multimedia tools: "I utilize the Quality Matters framework for online instruction and have created instructional videos to enhance the learning experience."*

## 6. Other Impacts / Areas Still in Development

Some instructors reported partial implementation of improvement plans or noted external barriers that limited success. In a few cases, improvements were underway but not yet measurable. These reflections offer valuable insight into areas that require institutional or structural support.

*An instructor noted: "Improvement efforts are still in progress."*

*Another shared a more critical perspective on administrative follow-through:*

*An instructor noted: "I saw none, no improvement in administrative follow-up on previously requested support services."*

## 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 3.C., 4.B, <https://www.hlcommission.org/glossary/> )

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 twenty six (26) 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.

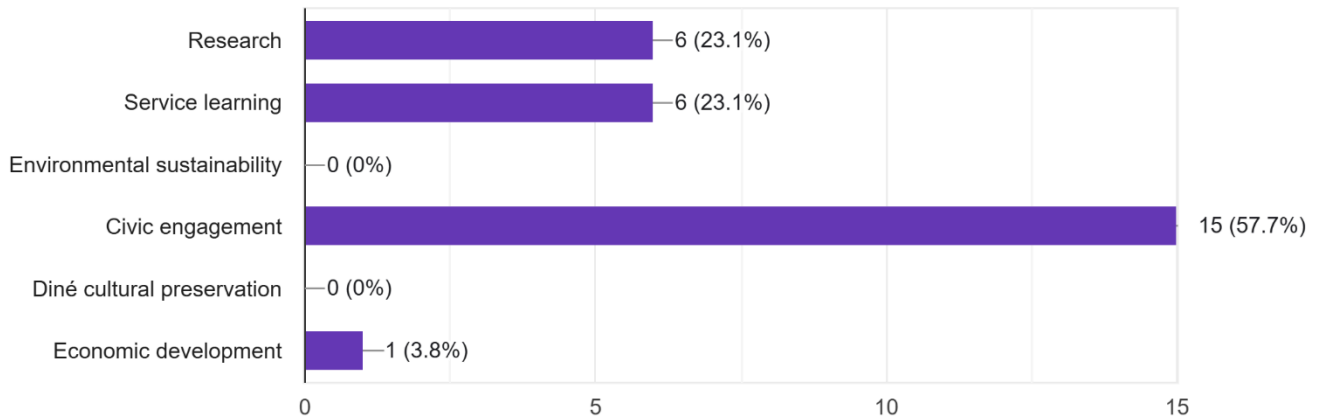
To ensure the continued success and expansion of our co-curricular programs, we encourage all instructors to incorporate co-curricular activities into their courses. By doing so, you help foster a dynamic and engaging learning environment that supports the overall growth and development of our students. 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.

## SUMMARY OF CO-CURRICULAR SURVEY

**Figure 3: Project Type**

Project type (check one):

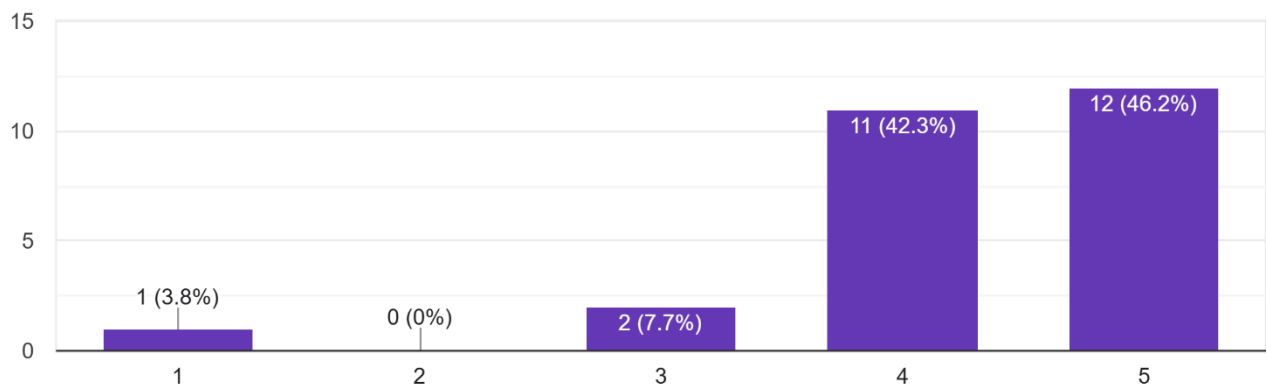
26 responses



**Figure 4: Improved understanding of community needs**

Check one best response for each statement. Scale 5= Strongly agree; 4=Mildly agree; 3=Equally agree and disagree; 2=Mildly disagree; 1=Strongly...t improved my understanding of community needs.

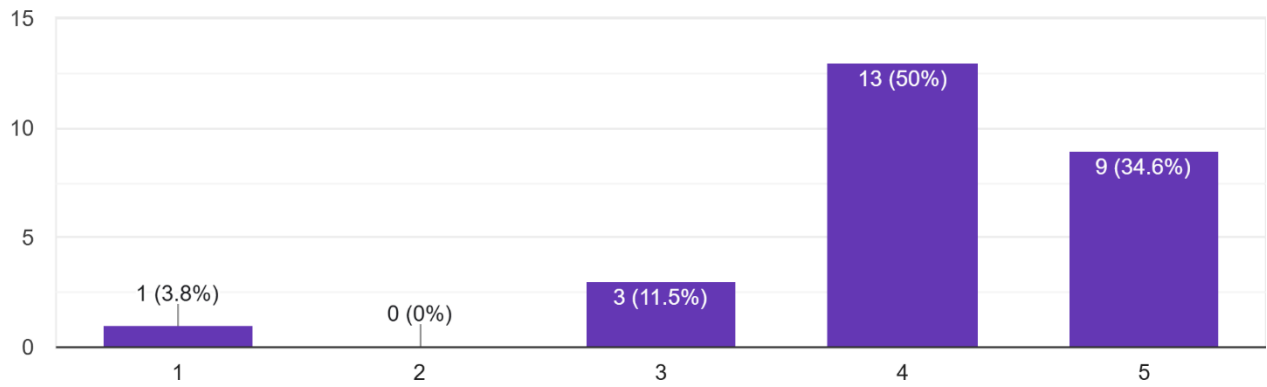
26 responses



**Figure 5: Improved ability to study and report findings**

2. The project improved my ability to study and report findings

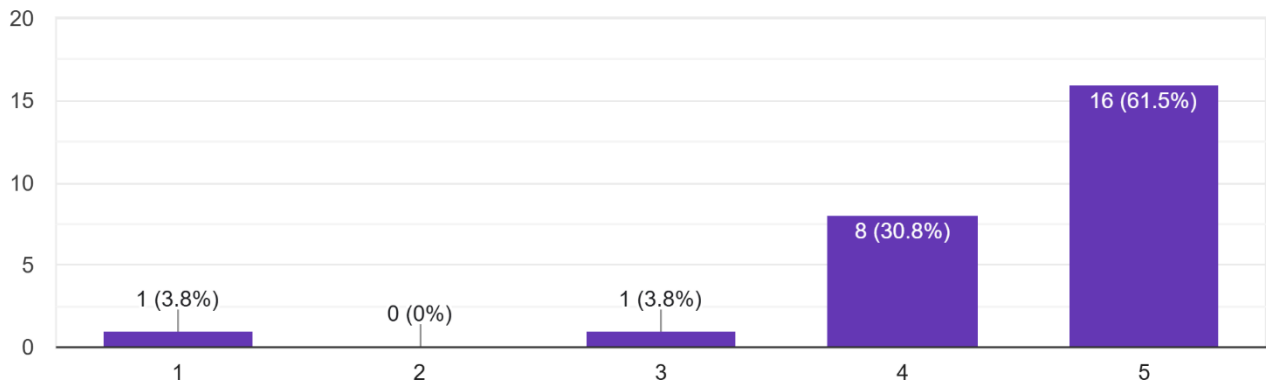
26 responses



**Figure 6: Increased empathy and respect for others**

3. The project increased my empathy and respect for others

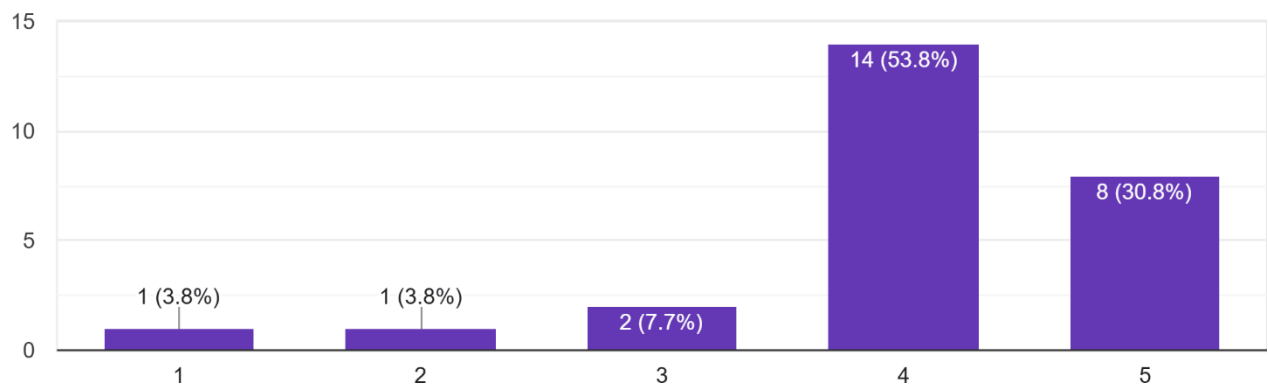
26 responses



**Figure 7: Advanced knowledge of how organizations operate**

4. The project advanced my knowledge of how organizations operate

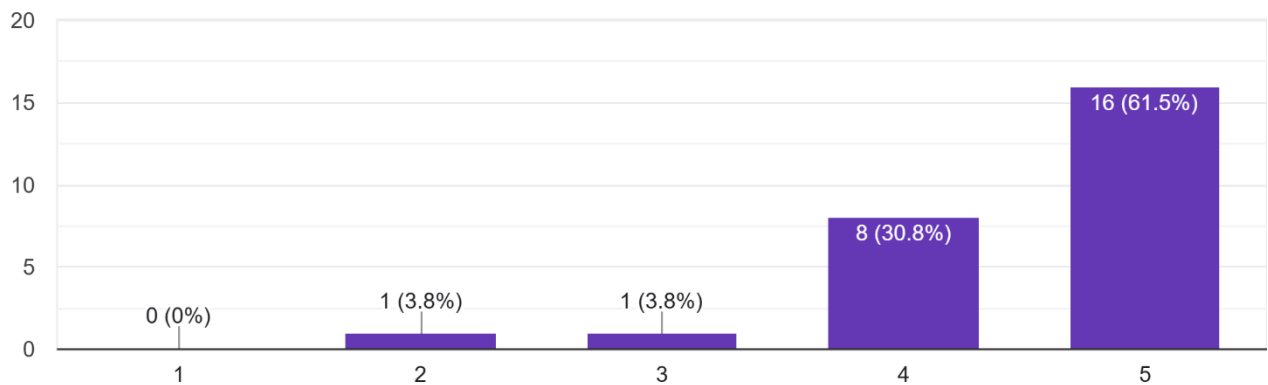
26 responses



**Figure 8: Improved teamwork skills**

5. As a result of the project, I have improved my teamwork skills

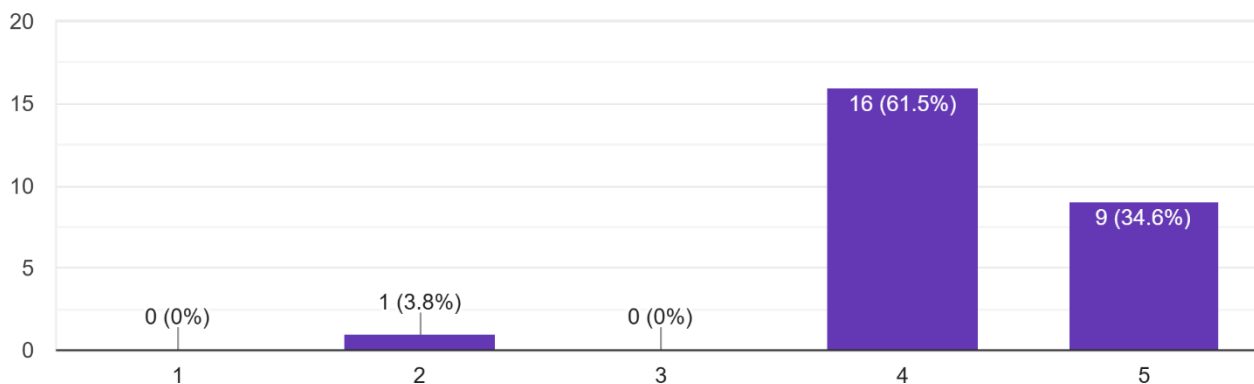
26 responses



**Figure 9: Appreciation for co-curricular learning**

6. The project improved my appreciation for co-curricular learning

26 responses



The recent cycle of co-curricular activities has provided meaningful learning opportunities, practical experiences, and personal growth for our students. Students reported significant benefits from participating in hands-on projects, learning motivational interviewing techniques, applying class concepts in real-world settings, and developing empathy, listening, and collaboration skills. However, several areas for improvement have also been identified, especially concerning resources, structure, and internship opportunities.

### What Went Well

**1. Collaborative Learning:**

Students valued teamwork and peer support, particularly in navigating challenging tasks and unfamiliar fieldwork.

**2. Skill Application & Growth:**

Learners gained first-hand experience in communication, motivational interviewing (MI), and technical or career-specific skills (e.g., accounting, electrical work). The MI seminar helped students internalize the principles of partnership, empathy, and reflective listening.

**3. Cultural and Social Awareness:**

Students reflected deeply on the systemic challenges faced by Indigenous communities, especially in areas such as adoption systems, and expressed a desire to effect change in a respectful, informed manner.

**4. Client Engagement & Empathy Development:**

Through service-based projects and seminars, students enhanced their ability to listen, communicate, and engage with clients authentically and respectfully.

## **Areas for Improvement**

### **1. Resource Allocation & Support:**

Students highlighted a lack of materials or tools necessary to complete certain projects, particularly in trade-based service projects. Providing students with access to basic supplies or a structured mechanism (such as a monitored departmental fund or credit account) would significantly enhance project effectiveness and student learning.

### **2. More Hands-On Learning Opportunities:**

While the co-curricular activities were impactful, students expressed a desire for more projects that closely simulate real-world scenarios. Expanding field-based projects across different disciplines (not only trades) will increase engagement and deepen applied learning.

### **3. Internship Expansion:**

Limited internship availability was cited as a barrier to further professional development. Strengthening partnerships with local organizations and creating more structured internship pathways across programs will better prepare students for future careers. Coordinate with the Career Services Office to identify gaps and create new internship opportunities aligned with students' interests and academic tracks.

### **4. Extended Seminar Time:**

Students enjoyed the seminar structure and interactive elements but requested additional time for in-depth learning and reflection. Future sessions could be expanded or structured as a series to allow more continuity and practice.

## Sampled comments from students.

### What went well with the co-curricular project?

- Working as a group and relying on one another when things get difficult.
- Learning how to engage with your client through proper listening skills by being sincere and empathic. Showing you care and allowing the person to talk.
- That there are indigenous people who have been lost to the adoption system that these children are not federally recognized and get lost in the adoption system. make change talk does not sustain talk try to get people out of their current situation not by fixing it but by helping them interpret it differently
- The co-curricular project was a success. We have been out on multiple projects. We get as far as we can with the amount of daylight or supplies on hand. But so far, we have completed nearly a dozen, and we continue to complete the one's we are currently engaged with. Project and more knowledge gain went well and of course another happy customer.
- We were able to implement what we learned in class in the field and actually gain some hands-on experience.
- I learned the basic overall view of Motivational Interviewing and the core values it implies to help clients with Partnership, Acceptance, Compassion, and Empathy. I think I have these qualities within me to use as a strong source for my career in really like this technique I think it's very beneficial in helping others even communicating effectively with others as humans.
- One of the most important things I learned is how to recognize when I am over speaking as a listener. I know this does take time in a professional setting, but this seminar helped me see that early on with some of the exercises.
- That empathy is the STRONGEST indicator of successful therapy. I knew it was important, but I was not aware of how much research support there is!
- The most important thing that I took away from the seminar is OARS. Open questions, affirmations, reflective listening, and summarizing.
- It was an opportunity to learn using my accounting skills with an open-minded.

### What can be improved with the co-curricular project?

- The program has no supplies for the ones we are trying to help. It would be great if we can have the ability to have or get missing pieces for our customers and have them repay towards the school. We just want to get the project's done and pass inspection and have another Navajo live a great life. Like if the electrical trades had its own credit card. We can help so much more, and my guess students will come because we make the time and effort to try to help.

- More projects with hands on learning would be helpful as learning in class is a lot different than doing the actual work in the field.
- Better and more Internship availability in the organization.
- The seminar would have been better if we had more time, the games were fun. The introduction was great also.

## **DUAL-CREDIT ASSESSMENT**

In Spring 2025, the Office of Assessment and Accreditation formally launched a structured assessment process for dual credit courses at Navajo Technical University. Dual credit instructors were introduced to a new reporting template and provided guidance to document student learning outcomes in alignment with the institution’s broader assessment goals. This semester’s reports serve as a foundational baseline for evaluating teaching effectiveness and student achievement across the program. The process is designed not only to meet Higher Learning Commission (HLC) requirements but also to support a culture of continuous improvement. Moving forward, this dual credit assessment process will be continued and refined in the 2025–2026 academic year to ensure consistency, accountability, and the ongoing enhancement of student learning. A summary of the report is presented below.

**Table 2:**

Number of SLOs	Number of Students	Target met	Target partially met	Did not meet target
7	142	98 (69%)	25 (17.6%)	19 (13.4%)

Table 2 shows that out of 142 students assessed across seven Student Learning Outcomes (SLOs), 69% met the target, 17.6% partially met it, and 13.4% did not meet the target. This indicates that a strong majority of students are achieving the expected learning outcomes, reflecting effective teaching and curriculum alignment. However, with nearly one-third of students falling short of fully meeting the target, there is a clear opportunity to strengthen instructional support, provide targeted interventions, and enhance learning strategies to help more students reach full proficiency.

The following themes also emerged from the reports.

### **1. Integration of the Diné Philosophy of Education (DPE) - 100% of reports (7/7)**

All instructors meaningfully integrated DPE into their course design and instruction using the four principles: Nitsáhákees (Thinking), Nahat’á (Planning), Íiná (Implementation), and Siihasin (Reflection).

*An instructor described how students used digital tools in a culturally reflective way: “Students used Adobe After Effects to tell stories, then reflected on their creative process and cultural connections.”*

Another highlighted the impact of cultural immersion: *“Cultural immersion activities and oral storytelling promoted personal growth and community connection.”*

These examples demonstrate a strong and consistent application of DPE principles throughout the curriculum, from STEM to humanities.

## **2. Use of Authentic, Project-Based Assessment - 86% of reports (6/7)**

Most courses included **project-based learning activities** (e.g., marketing plans, presentations, timelines, digital storytelling, and trial reenactments) to assess student learning outcomes.

An instructor described students creating marketing plans that tackled real economic issues:

*“Students created marketing plans to address an economic problem, integrating multiple concepts into one culminating product.”*

Another instructor noted how geology students connected classroom learning with fieldwork:

*“Geology students gave presentations on research topics and used field trips to reinforce applied knowledge.”*

## **3. Clear Measurement and Rubric-Based Evaluation - 86% of reports (6/7)**

Nearly all instructors used **rubrics** or **specific criteria** to evaluate student work, providing qualitative and quantitative results.

An instructor detailed how presentations were scored:

*“Student oral presentations were rated on cultural understanding, language use, and presentation skills using a 5-point rubric.”*

Similarly, quantitative results showed strong student performance, as another instructor shared:

*“Average project score across students was 88%, measured across five performance areas.”*

This shows a strong commitment to structured, consistent evaluation of learning.

## **4. Evidence of Learning and Student Growth - 100% of reports (7/7)**

All instructors provided **quantitative or qualitative data** showing that students **met or exceeded learning expectations**. This included metrics like average scores, percent meeting proficiency, and examples of improved confidence or application of knowledge.

Example Data Points	Source
<b>85% overall average in Navajo storytelling and cultural presentation</b>	NAVA 1120
<b>63% of students met the 80% target in English; 81% met or partially met</b>	ENGL 1120
<b>88% average score on motion graphics projects</b>	IT 215

## 5. Identified Areas for Course Improvement - 100% of reports (7/7)

Each instructor made specific recommendations for future improvements, including:

- Scaffolding complex assignments
- Adding technology-based presentation tools
- Increasing opportunities for peer review
- Building in more check-ins and checkpoints for large projects
- Offering refresher units to build foundational skills

One instructor recommended:

*“Provide pre-assessments on grammar to better prepare students for professional communication.”*

Another focused on scaffolding storytelling skills early in the term:

*“Introduce storyboarding earlier to scaffold student storytelling and confidence*