

PRC Summary Report for AY25

TABLE OF CONTENTS

| | |
|---|-----------|
| EXECUTIVE SUMMARY..... | 1 |
| RECOMMENDATIONS FROM PRIOR PROGRAM REVIEW CYCLES..... | 2 |
| PROGRAM REVIEW COMMITTEE..... | 4 |
| PRC ACCOMPLISHMENTS..... | 5 |
| PROGRAM REVIEW RESULTS..... | 6 |
| SELF-STUDY TEAM SELF-ASSESSMENTS..... | 7 |
| SUMMATIVE DATA ON PROGRAM STRENGTHS AND CHALLENGES..... | 7 |
| SELF-STUDY TEAM PRESENTATIONS AND PROGRAM-SPECIFIC FEEDBACK..... | 11 |
| SST SURVEY RESULTS..... | 21 |
| PROGRAM-SPECIFIC OPPORTUNITIES FOR IMPROVEMENT..... | 21 |
| UNIVERSITY-WIDE OPPORTUNITIES FOR IMPROVEMENT..... | 24 |
| IMPROVEMENTS FROM PRIOR YEAR..... | 28 |
| APPENDIX A: PROGRAM REVIEW SURVEY RESULTS..... | 29 |

LIST OF TABLES AND FIGURES

| | |
|---|----|
| Table 1: Aspects of Program Review Completed in AY25..... | 6 |
| Table 2: Program Review Self-Assessments..... | 7 |
| Figure 1: Strengths of programs along with the percentage of reports that align with each category..... | 9 |
| Figure 2: Challenges of programs along with the percentage of reports that align with each category..... | 11 |

EXECUTIVE SUMMARY

In the 2024-2025 academic year, eight certificate and degree programs at Navajo Technical University (NTU) successfully completed the Program Review (PR) process. Self-Study Teams (SSTs) conducted in-depth evaluations of their programs, presented findings to the Program Review Committee (PRC), and proposed action plans for improvement. The PRC synthesized the data and, on that basis, devised recommendations for individual programs, the process of Program Review, the PRC, and the University as a whole. Next steps include action planning by the Self-Study Teams and consideration of suggested University-wide process improvements by academic administration.

The review identified several recurring challenges across programs. Many struggle with outdated resources, including textbooks and equipment, making it challenging to align coursework with current industry standards. Inadequate facilities, limited classroom space, and infrastructure deficiencies have also hindered program effectiveness. Recruitment and retention of faculty remain persistent concerns, with salary limitations and housing shortages making it difficult to attract and retain qualified instructors. Enrollment fluctuations and student engagement issues, including absenteeism and inconsistent academic preparation, have impacted program outcomes. Additionally, financial barriers, such as the high costs of certification exams and limited funding for program expansion, continue to pose challenges for students and faculty.

At the institutional level, several university-wide opportunities for improvement were identified. One of the most pressing needs is the establishment of a writing center to support students, particularly those in graduate programs, in developing strong academic writing skills. Additionally, integrating cultural knowledge into STEM education is essential to align NTU's programs with Navajo perspectives and traditions. Student advisement also requires significant attention, as inconsistencies in advising practices and limited faculty access to Jenzabar have created challenges in tracking student progress. Budget transparency also remains a concern, with faculty and program leaders requesting timely access to detailed financial information from the Finance Department to facilitate better planning and decision-making. Lastly, a structured process for integrating Program Review findings into strategic planning and resource allocation is needed to ensure that review outcomes lead to meaningful institutional improvements.

Progress has been made in several areas based on the previous year's recommendations. Notable achievements include the acquisition of new software for Building Information Modeling, increased funding for the Engineering Technology program, and the integration of the Diné Philosophy of Education into course syllabi. However, challenges persist, particularly in faculty hiring, student advisement, and securing additional funding for academic programs. Addressing these gaps will require continued collaboration between faculty, administrators, and institutional support offices.

The AY25 Program Review process has identified critical areas for growth across NTU's academic programs and broader institutional operations. NTU can continue to align its programs with its mission and long-term strategic goals by addressing program-specific needs, strengthening student support structures, and refining administrative processes. Implementing these recommendations will not only enhance academic offerings but also improve student success, faculty engagement, and institutional effectiveness.

RECOMMENDATIONS FROM PRIOR PROGRAM REVIEW CYCLES

In previous PR cycles, the PRC developed high-priority recommendations based on analyses of individual academic programs and the PR process. The following recommendations remain to be addressed:

Address accountability issues on PR teams. In previous summary reports, the PRC discussed program review related accountability challenges that confront the University. In past cycles, there were full-time faculty members who should have participated in PR but did not show up at all for orientation, SST deliberations, or the PR hearings in February. Although each team under review participated in AY25, there still existed problems with attendance at the orientation, timely response to requests from the committee, division of work among team members, and meeting the committee's deadlines. *The committee recommends providing teams with an information packet at the beginning of the cycle; the packet should include a checklist of expectations and due dates, a sample report, and a sample presentation.*

Lead Person(s): Provost, Academic Deans, Program Review Chair, Department Chairs, & Program advisors

Improve Self-Study Team (SST) action planning. The need to clarify and assist with this assignment for each SST remains. In AY25, the PR Chair met individually with program teams at their request to offer guidance with action planning. *In future cycles, the PRC recommends providing written guidance to teams on how to formulate an action plan.*

Lead Person(s): Program Review Chair

Improve Career Services academic support. The University continues to have an opportunity to strengthen its capacity to provide program teams with data about program graduates. This could involve Career Services and the use of data from the National Student Clearinghouse (NSC). *The committee recommends that NTU build the capacity to access and use data from the NSC.*

Lead Person(s): Provost, Academic Deans, & Career Services

Revise department chair job descriptions. New evaluation systems for faculty were designed and approved by the Board of Regents and adopted in AY23. However, job descriptions and remuneration systems for department chairs remain to be addressed. The primary responsibility for assisting the Self Study Team (SST) in finishing their program review and continuing to oversee the execution of the action plan to enhance the program is part of the Chair's job description. The chair is responsible for overseeing the program budget, which should be in line with the university's overarching strategic plan and mission statement, which celebrates indigenous culture, including Zuni and Navajo.

Lead Person(s): Provost, Deans of Undergraduate and Graduate Studies, & Department Chairs.

Improve PR by connecting enrollment and retention data to cost data. Limited progress was made in AY22 and AY23 regarding this recommendation. In AY24, some budget information was made available to each SST, which was a significant improvement over previous Program Review cycles. This advancement continued in AY25, with budget data provided to SSTs ahead of their presentations. However, the timing proved insufficient for thorough analysis. *There remains a need to establish a program efficacy metric.*

Lead Person(s): Program Review Chair

Improve academic budgeting processes. NTU's Business Office continues to work on these improvements. Communication between the PRC and Business Office has improved in recent years with the participation of Business Office personnel in the PRC. *Still, recommendations regarding organizing academic cost centers, and using Appendix 2 of the Program Review Guide for identifying program-level cost centers remain.* Furthermore, aligning budget procedures with the university's strategic plan is essential for meeting strategic plan measure results. It is crucial to ensure that program budgets are structured to support the institution's overarching goals, fostering financial sustainability and academic excellence.

Lead Person(s): Chief Financial Officer

Support fully online delivery of courses in programs approved by HLC for online instruction. Programs approved for fully online course delivery, such as Business Administration, are expected to deliver courses in both online and face-to-face formats. That creates a heavy teaching workload that is often solved by hiring adjuncts. For online students who are required to attend a face-to-face class, it can create a burden of time and money spent traveling long distances to school. *For fully-online programs, the PRC recommends offering hybrid courses via Zoom or Blackboard Collaborate instead of face-to-face courses.*

Lead Person(s): Provost, Academic Deans, Director of Online Learning & Academic Technologies, Department Chairs, & Program advisors

Implement a process for applying program review findings. The purpose of Program Review is to promote the systematic review and evaluation of academic programs at NTU. The ultimate aim is to improve those programs, distribute resources as needed, modify or close under-performing programs, and balance resources when considering support for new or existing programs. The analyses are intended to strengthen student learning, faculty productivity, and enrollment and graduation rates in the service of the University's mission and strategic goals. The University has important opportunities to improve Program Review:

- Define a process for implementing Program Review recommendations
- Analyze program review findings
- Consider how those findings could shape strategic and annual planning
- Reallocate resources where they are most needed
- Address imbalances of high costs and low performance
- Address existing needs and opportunities before adding new programs
- Implement a transparent process for designing new programs.

Lead Person(s): Vice President of Operations, Provost, Academic Deans, Department Chairs, & Program advisors

PROGRAM REVIEW COMMITTEE

PRC members for AY25 include the following:

- Jennifer Wheeler (Faculty)
- Sheena Begay (Institutional Research)
- Henry Fowler (Faculty)
- Tilda Harrison-Woody (Faculty)
- Sharon Nelson (Faculty)
- Anita Roastingear (Faculty)
- Chris Storer (Faculty)
- Brenda Tom (Human Resources)
- Anusuya Vellingiri (Faculty)
- Shawna Begay (Career Services)
- Lorencita Billiman (Faculty)
- Mariem Tall (Finance)
- Prince Boahene (Chair/Student Learning Coordinator)

PRC ACCOMPLISHMENTS

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

- Student Data: by Institutional Research
- Faculty: by Human Resources
- Costs: by Finance Office
- Job placement: by Career Services

The University's Career Services office previously had limited data on job placement for the programs under review, which resulted in the absence of Career Services data from the AY24 reports. However, significant progress was made this year, as Career Services was able to provide job placement data for **five out of the eight** programs under review. Additionally, some programs had independently tracked their students' job placements and contributed valuable data. This improvement marks a step forward in strengthening our understanding of post-graduation outcomes, though continued efforts are needed to ensure comprehensive job placement tracking across all programs.

The committee posted Program Review templates on Google Drive to facilitate authorship by multiple interests, maintained a PRC [website](#), and held an Orientation session for Self-Study Team (SST) members on October 4, 2024. Orientation was attended by instructors from six of the eight teams that were assigned Program Reviews. One-on-one assistance took place in Fall 2024 and Spring 2025 for Program Reviewers who requested help.

In previous summary reports, the PRC recognized that it had opportunities to improve committee members' attendance and participation in team functions. Toward this end, the PRC chair kept track of members' attendance at regular committee meetings and participation in high profile events, such as Orientation in fall semester and presentations in spring semester. Those data, when completed for AY25, will establish baseline numbers for gauging progress in subsequent program review cycles. Preliminary data are available [here](#).

In AY22, AY23, and AY24, the PRC awarded certificates and a small cash award to the top three program teams. The AY24 committee established a scoring rubric and continued with the awards in AY25.

As part of ongoing efforts to enhance and streamline the program review process, starting in the 2025-2026 academic year, all program review self-study reports will be hosted on the Weave Education platform instead of Google Drive. This transition will provide a more secure and centralized hub for storing data, improving accessibility, and ensuring a more efficient and organized review process for the institution.

PROGRAM REVIEW RESULTS

- Eight Program Reviews were assigned in Fall 2024, following NTU's Program Review Cycle as spelled out in Appendix 2 of the Program Review Guide for 2024-2025. All were completed (see the *Program Review Results* section for more information).
- Four types of administrative data were completed, as explained below.
- In February 2025, eight Program Review teams participated in presentations and follow-up Q&A sessions via Zoom. All faculty members associated with the eight programs were actively involved in the presentations.

A scorecard was collected for all eight reviews (see Table 1 below). Checkmarks represent aspects of the Program Review that were completed, and X represents missing data.

TABLE 1: *Aspects of Program Reviews Completed in AY25*

Program Review Scorecard for 2024-2025

Navajo Technical University

| PROGRAM | Hist | Curric | Student Data | Job Plac | Prog Assess | Strength Chall | Faculty | Recog | Cost | Action Plan | Pres |
|---|------|--------|--------------|----------|-------------|----------------|---------|-------|------|-------------|------|
| | SST | SST | IR | CS | SST | SST | HR | SST | Bus | SST | SST |
| Administrative Office Assistant | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Automotive Technology | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Computer Science | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Dine Culture, Language & Leadership | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Early Childhood & Multicultural Education | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| General Studies | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | ✓ |
| Professional Baking | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Veterinary Technology | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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

SELF-STUDY TEAM SELF-ASSESSMENTS

| Self-Study Team | Self-Assessment* |
|--|------------------|
| Administrative Office Assistant (Cert/AAS) - Philip Quink | 2.56 |
| Automotive Technology (Cert/AAS) - Vernon Upshaw & Steve Kollas | 1.78 |
| Computer Science (AS & BS) - Dr. Frank Stomp & Dr. Bhagya Patil | 2.44 |
| Dine Culture, Language & Leadership (BA, MA, & Ph.D) - Dr. Siri Tuttle, Dr. Frank Sage, Sharon Nelson, & Lupita Chicag | 2.89 |
| Early Childhood & Multicultural Education (AS/BS) - Dr. Cheryl Tom, Kelly DineYazhe Hunter, & Charlton Long | 2.00 |
| General Studies (AA) - Brian Connolly | 2.72 |
| Professional Baking (Cert/AAS) - Melvina Jones & Sheila Begay | 1.67 |
| Veterinary Technology (AAS) - Dr. Germaine Daye | 2.33 |
| <i>SELF-ASSESSMENT AVERAGE</i> | 2.30 |

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

TABLE 2: Program Review Self-Assessments

In addition to producing Program Review reports, each Self-Study Team was tasked with conducting a self-assessment which included a report rubric asking team members to rate their report in terms of 1) Curriculum, 2) Program Assessments and Improvements, 3) Strengths and Challenges, 4) and Action Plan. The final averages are posted in Table 2 above.

SUMMATIVE DATA ON PROGRAM STRENGTHS AND CHALLENGES

The PRC extracted and categorized strengths of the programs' changes that demonstrated strong support for institutional improvement. Here are **seven** broad themes that capture the strengths of the programs under review, along with the percentage of reports that align with each category:

1. Strong Faculty and Instructional Support (24%) - [Strategic plan goal 3.1]

- Faculty expertise, interdisciplinary backgrounds, and commitment to student success.
- Examples: Automotive Technology (ASE-certified instructors), Diné Culture, Language & Leadership (scholars frequently invited to present), Computer Science (faculty with mathematics and engineering expertise).

2. High Job Placement and Career Readiness (20%) - [Strategic plan goal 3.2]

- Programs that prepare students for professional certifications, licensure, and workforce success.
- Examples: Administrative Office Assistant (graduates employed at NTU), Automotive Technology (ASE certification and structured pathways), Veterinary Technology (VTNE licensure).

3. Cultural and Community Integration (16%) - [Strategic plan goal 1.6]

- Programs emphasizing cultural preservation, language sustainability, and community engagement.
- Examples: Diné Culture, Language & Leadership (intergenerational dialogue, language preservation), Veterinary Technology (community veterinary services for the Navajo Nation), Automotive Technology (traditional values integrated).

4. Hands-on Learning and Practical Experience (14%) - [Strategic plan goal 3]

- Real-world applications, lab experiences, and internships that enhance skill development.
- Examples: Professional Baking (collaborative student projects, competition awards), Veterinary Technology (Veterinary Teaching Hospital access), Automotive Technology (structured hands-on training).

5. Flexible and Accessible Education (12%) - [Strategic plan goal 4]

- Programs that offer online courses, multiple degree pathways, and personalized instruction.
- Examples: General Studies (flexibility for undecided students), Computer Science (one-on-one instruction), Early Childhood Education (multiple learning sites, online options).

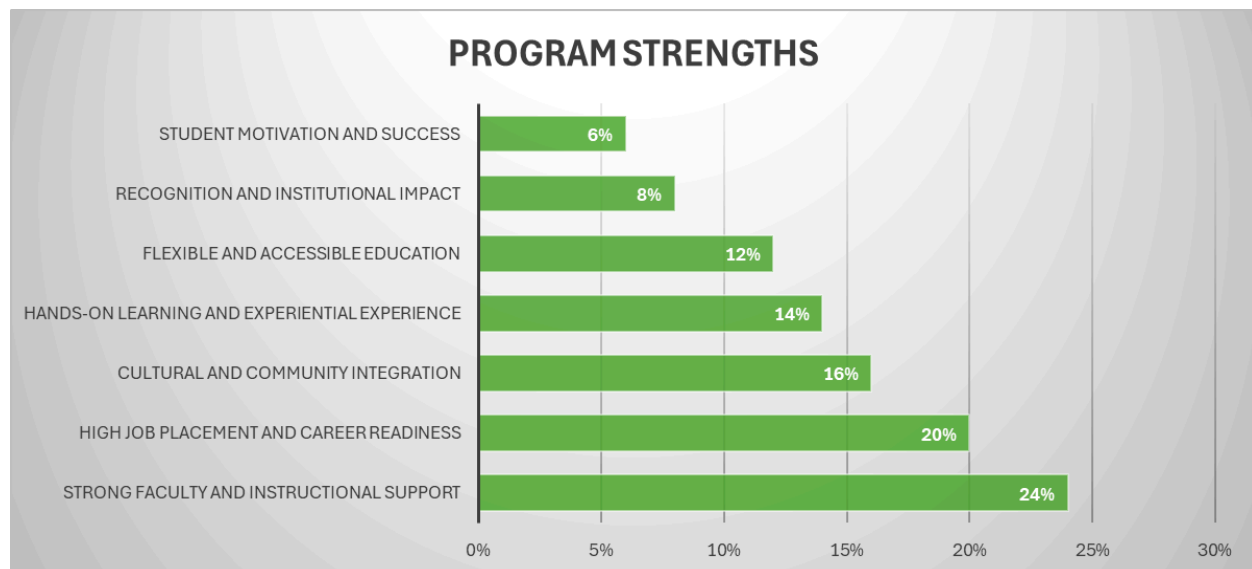
6. Recognition and Institutional Impact (8%) - [Strategic plan goal 1.6 & 3]

- Programs that have received national recognition, accreditation, or media attention.
- Examples: Diné Culture, Language & Leadership (featured by CNN, invited to present at conferences), Veterinary Technology (one of only four accredited programs in NM), Professional Baking (national competition participation).

7. Student Motivation and Success (6%) - [Strategic plan goal 3]

- Programs that attract highly motivated students, support their academic growth, and help them succeed.
- Examples: Computer Science (attracts high-achieving students), Veterinary Technology (dedicated students committed to completing the program), Early Childhood Education (steady enrollments).

Figure 1: Strengths of programs along with the percentage of reports that align with each category



Furthermore, the PRC extracted and categorized challenges that programs are facing. Here are **eight** broad themes that capture the challenges of the programs under review, along with the percentage of reports that align with each category:

1. Faculty Shortages and Heavy Workloads (20%)

- Many programs struggle with limited faculty, high teaching loads, and challenges in recruiting and retaining qualified instructors.
- Examples: Veterinary Technology (vacant instructor positions, faculty retention issues), Early Childhood Education (difficulty hiring full-time faculty), Diné Culture & Language (faculty managing research and teaching loads).

2. Limited Resources and Budget Constraints (15%)

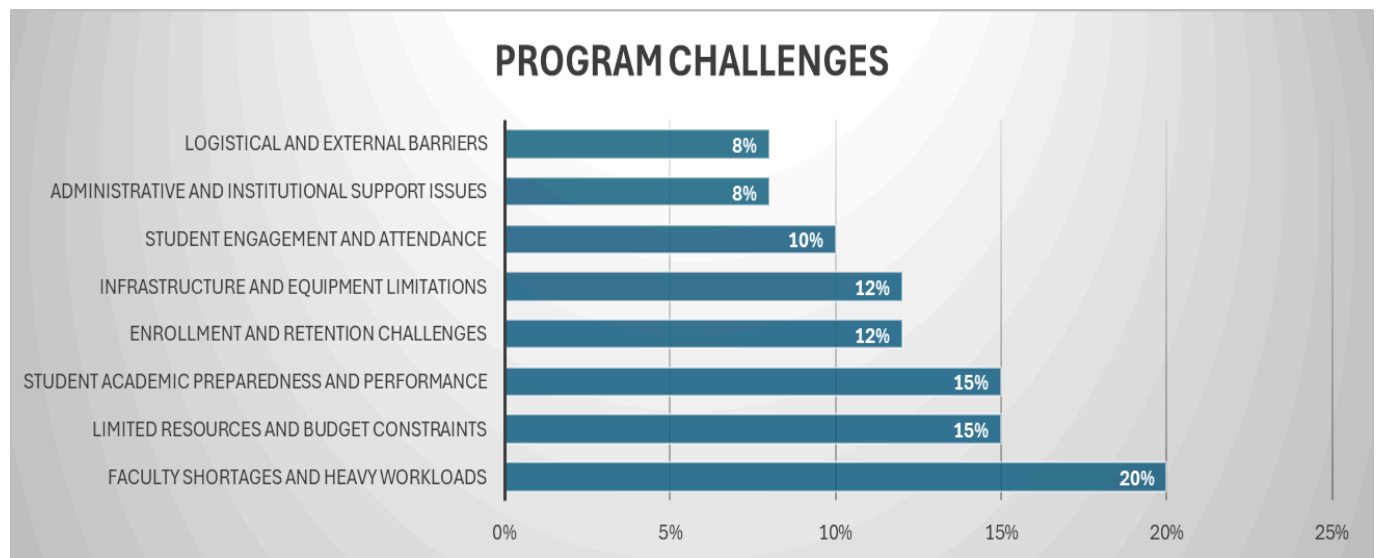
- Programs face financial limitations, lack of dedicated spaces, and insufficient funding for professional development or expansion.
- Examples: Diné Culture, Language & Leadership (lack of a dedicated library and lecture hall), Early Childhood Education (soft funding ending in 2025), Automotive Technology (funding needed for updated tools and lifts).

3. Student Academic Preparedness and Performance (15%)

- Some students struggle with foundational skills, particularly in writing, research, and meeting academic expectations.
- Examples: Diné Culture Graduate Studies (students entering without strong academic writing skills), Early Childhood Education (students struggling with policies and course requirements), Veterinary Technology (VTNE preparation difficulties).

4. **Enrollment and Retention Challenges (12%)**
 - Low enrollment and student retention issues impact program sustainability.
 - Examples: Professional Baking (low student enrollment), Computer Science (difficulty recruiting students), Veterinary Technology (post-COVID enrollment decline).
5. **Infrastructure and Equipment Limitations (12%)**
 - Programs require updated or additional equipment, classroom space, and technology infrastructure.
 - Examples: Automotive Technology (equipment upkeep issues, electrical problems), Veterinary Technology (limited classroom and shop space), Early Childhood Education (internet access inconsistencies).
6. **Student Engagement and Attendance (10%)**
 - Many programs report challenges with absenteeism, unresponsiveness, and balancing academic responsibilities.
 - Examples: Professional Baking (attendance and tardiness issues), Early Childhood Education (students unresponsive until grades are impacted), General Studies (students struggling with balancing academics and family responsibilities).
7. **Administrative and Institutional Support Issues (8%)**
 - Some programs feel overshadowed by other disciplines or lack institutional backing for expansion and recognition.
 - Examples: Diné Culture & Language (minimal leadership support compared to STEM programs), Early Childhood Education (culturally grounded licensure needing institutional commitment), Veterinary Technology (administrative burden on program director).
8. **Logistical and External Barriers (8%)**
 - External factors such as housing, transportation, and financial burdens impact student and faculty success.
 - Examples: Veterinary Technology (VTNE exam fees creating financial barriers), Computer Science (students lost due to housing unavailability), General Studies (transportation issues affecting student persistence).

Figure 2: Challenges of programs along with the percentage of reports that align with each category



SELF-STUDY TEAM PRESENTATIONS AND PROGRAM-SPECIFIC FEEDBACK

The following notes come from PRC members' reflections on Self-Study Teams' presentations:

Administrative Office Assistant: Philip Quink

Main Points

- Mr. Quink has been teaching in the program since 1993.
- The program's goal is to prepare Navajo and other students with a quality technical and vocational education, associate degree, or community education in higher education.
- The program has many of its graduates successfully secured and retained employment at NTU.
- The advisor has specific direct measures for Program Assessment and has been collecting/reporting assessment data on schedule.

Presentation

- Delivered a PowerPoint presentation.

Strengths

- Extensive Core Requirements
- Numerous General Education Requirements
- Up-to-date Equipment and Furnishings

Program Achievements

- High job placement rate (57%)

Challenges

- Finding up-to-date textbooks and workbooks to keep up with Business Requirements.

Automotive Technology: Vernon Upshaw and Steven Kollas**Main Points**

- The program began in 2015, following approval from the Higher Learning Commission.
- The program is working on obtaining accreditation from the National Automotive Technicians Education Foundation (NATEF)
- The program's goal is to provide flexible knowledge in rural architecture, management, technical skills, sustainable products, estimation, and laser scanning for the Navajo Nation.
- The program provides hands-on training and classroom teaching.
- The advisors have specific direct measures for Program Assessment and have been collecting/reporting assessment data on schedule. Most learning outcomes have been successfully met.
- The program incorporates traditional values, language, and cultural awareness in the classroom and the shop.

Presentation

- The team presented from their self-study report.

Strengths

- Certified Instruction among programs ASE master certified instructors
- We can provide a structured automotive program with the ability to take and pass ASE certification
- ASE Certified Automotive Materials (books, workbooks, and assessment)
- Online assessment and in-person assessment
- Up-to-date equipment.

Program Achievements

- High job placement rate (50%)

Challenges

- Upkeep of essential equipment, including lifts, lift certification, and tire machine maintenance.
- Electrical issues with breakers and wiring.
- Need for updated equipment, such as alignment lifts and tool inventory replenishment.
- Challenges in coordination with IT, registration, advisors, maintenance, janitorial, groundskeeping, and building maintenance.
- Limited instructional staff (only two instructors).

- Insufficient classroom and shop space, requiring an additional classroom and expanded shop area.
- Space constraints create difficulties in classroom and shop learning for students and instructors.

Computer Science: Dr. Frank Sage and Dr. Bhagya Patil

Main Points

- The AS and BS programs began in 2019 and 2022 respectively.
- The program's goal is to prepare students for entry-level jobs in computer science, helping to build a stronger and self-sufficient Navajo Nation.
- The program provides hands-on training and classroom teaching.
- The advisor has specific direct measures for Program Assessment and has been collecting/reporting assessment data on schedule.

Presentation

- Delivered a PowerPoint presentation.

Strengths

- Small/one-on-one instruction.
- Attracts motivated and high-achieving students.
- The faculty includes two members - one with a mathematics background and another with an engineering background.
- Provides multiple perspectives in the field of computing, enhancing student learning.

Program Achievement

- It is the first of such programs to be offered at a Tribal Colleges and Universities (TCU).

Challenges

The goal was to recruit four students per year, but several obstacles exist:

- Difficulty in receiving responses from high school officials
- A potential Computer Science student referred by Brenda Yazzie (NTU Recruiter) has not responded to outreach efforts
- Loss of at least one student due to lack of available housing

Diné Culture, Language, & Leadership (Undergraduate): Sharon Nelson and Lupita Chicag

Main Points

- The program began in 2012.
- The program's goal is to produce graduates for employment as cultural teachers/instructors/professors, cultural interpreters, cultural social workers, health care workers, community service workers, community liaisons, health educators, various leadership roles, and other relevant occupations.
- The program consists of a variety of practical hands-on projects along with formal classroom instruction, which produces a well-rounded individual able to perform the duties required for entering Diné cultural-related occupations.
- Students in the baccalaureate degree programs are required to complete a minimum of 30 credit hours in the upper division courses, i.e., 300 and 400 level courses before they can graduate.
- The advisors have specific direct measures for Program Assessment and have been collecting/reporting assessment data on schedule.

Presentation

- Delivered a PowerPoint presentation.

Strengths

- Builds confidence and self-assurance as a Diné.
- Enhances self-esteem and belief in abilities through mastery experiences.
- Encourages students to educate their families and communities on Diné history, government, and culture.
- Facilitates intergenerational dialogue, bridging communication between youth and elders.
- Preserves, maintains and sustains Diné culture and language.
- Despite a changing world, Diné culture and language remain constant.
- Courses serve as a pathway to self-discovery and identity.
- Faculty are scholars, cultured, and highly knowledgeable in their subjects
- Frequently invited to present at schools, organizations, and media outlets
- CNN invited one faculty member to speak on Diné-related topics.
- Another faculty member was invited to a college in Washington to share the program.
- High demand for Diné Studies courses, often reaching full capacity during early registration.
- Strong student interest in pursuing the BA program in Diné Studies.

Program Achievements

- Highlighted in press releases and social media for language preservation initiatives.

- Recognized for contributions to Diné linguistic and cultural education
- Collaborations with Indigenous communities for language and knowledge exchange.
- Participation in national and regional conferences showcasing Diné language projects.

Challenges

- Limited resources, including faculty, budget, professional development, a dedicated library, and a lecture hall.
- Diné Studies is overshadowed by STEM, despite being the institution's foundation, with minimal support from leadership.
- Lack of specialized Diné research materials, such as periodicals and books focused on Diné Studies.
- Insufficient writing proficiency, with students struggling in rhetorical theories, grammar, persuasive writing, and research methods.
- Need for stronger institutional backing beyond rhetoric from the Navajo Nation government, Boards of Education, and administration.

Diné Culture, Language, & Leadership (Graduate Studies): Dr. Frank Sage and Dr. Siri Tuttle

Main Points

- The MA and Ph.D. programs began in 2013 and 2023 respectively.
- The doctorate program addresses language maintenance, social research, and scientific collaboration through multiple disciplines, including linguistics, social sciences, and education.
- Equips students with quantitative and qualitative research skills to lead studies that support social programs and indigenous knowledge preservation.
- Trains students to engage as equal partners in interdisciplinary and scientific research, ensuring Diné perspectives are integral to academic and applied studies.
- The program consists of a variety of practical hands-on projects along with formal classroom instruction, which produces a well-rounded individual able to perform the duties required for entering Diné cultural-related occupations.
- The advisors have specific direct measures for Program Assessment and have been collecting/reporting assessment data on schedule.

Presentation

- Delivered a PowerPoint presentation.

Strengths

- Students' cultural and linguistic backgrounds enhance their academic writing, critical thinking, and application of the Diné Philosophy of Education (DPE).

- Faculty support student research through various methodologies, providing valuable resources for students, the community, and other institutions.
- As the first Ph.D. program at a Tribal University, it has the potential to establish a truly Diné-centered education system for future leaders.
- Integrates traditional Diné lifeways with European-American academic foundations, allowing ongoing adjustments to align with Diné needs and values.
- Experienced and creative educators are committed to delivering this unique program to highly motivated students despite heavy teaching loads.

Program Achievements

- Highlighted in press releases and social media for language preservation initiatives
- Faculty have been actively publishing research while managing heavy teaching loads, demonstrating their commitment to academic excellence.

Challenges

- Many students enter the MA program without strong academic writing skills, requiring additional instruction that slows progress and increases faculty workload.
- While Zoom helps students who face travel challenges, in-person instruction remains valuable, and better solutions for commuting students are needed.
- Thesis A and B are treated like class credits, creating unrealistic graduation timelines; instructor inconsistencies can lead to confusion.
- Factors such as full-time work, research plan changes, advisor transitions, and data collection challenges frequently delay student graduation.
- Despite the increasing number of credits required for MA and Ph.D students, no additional faculty have been hired since 2022, placing a heavy burden on existing faculty.
- While advertised as 100% online, only half of the courses are distance-delivered, creating a discrepancy that needs to be addressed for accuracy and student expectations.

Early Childhood and Multicultural Education: Dr. Cheryl Tom, Kelly Dineyazhe-Hunter, and Charlton Long

Main Points

- The AS and BS programs began in 2005 and 2014, respectively.
- The program provides a unique opportunity to assist present or future teachers of young children in using child development knowledge within the childcare, preschool and primary school.

- The advisors have specific direct measures for Program Assessment and have been collecting/reporting assessment data on schedule.

Presentation

- Delivered a PowerPoint presentation.

Strengths

- Updated student transcripts and checklists help students stay informed about required courses and semester outlines, ensuring clarity and focus.
- The Early Childhood Department has been working collaboratively to address student concerns, including advising, course scheduling, and degree checklist tracking.
- The Early Childhood Department has seen consistent positive enrollments at Navajo Technical University for the past three years.
- The Early Childhood Multicultural Education (ECME) program has maintained a steady flow of students completing both Associate and Bachelor's degrees.
- The ECME program's location on the Navajo Nation is a significant strength, offering valuable context and support for students.
- ECME courses are available at all learning sites, with options like Zoom or Blackboard Collaborate for remote students.
- The program works closely with A:shiwi College and Career Readiness Center, and adjunct faculty are actively engaged in department meetings and curriculum planning.

Program Achievements

- Partnered with surrounding communities through cultural events like the Navajo Shoe Game.
- Higher enrollments for the past three years
- Faculty have been actively publishing research, attending conferences, and securing grants, all while managing heavy teaching loads, demonstrating their commitment to academic excellence.

Challenges

- Struggling to hire two full-time faculty for the Crownpoint site due to housing and salary issues at the main and Chinle campuses.
- Recruiting faculty who meet TCU needs as the program shifts to a culturally grounded licensure.
- Students at different sites are supported through online accommodations.
- Inconsistent internet access limits the quality of online instruction and communication.

- Communication issues due to students being bilingual with English as a second language.
- Students struggle with following ECME policies and course requirements due to past inconsistencies.
- Students are often absent or unresponsive until grades or funding are at risk.
- Managing both face-to-face and online courses confuses students and faculty.
- Impact of post-COVID course delivery changes on student learning outcomes.
- Program relies on soft funding, which ends in 2025.
- ECME students face delays in receiving textbooks.
- Some students need more skills to navigate Blackboard.
- Students request extra credit without documentation of hardship and set their deadlines.

General Studies: Brian Connolly

Main Points

- The program began in 2005.
- The Associate of Arts degree in General Studies provides a flexible program focused on general education courses.
- Provides insight into a variety of academic pathways for students who are undecided about a major.
- Offers practical introductions to general education classes at the college level.
- Students may transfer most credits to a bachelor's degree program at NTU or other colleges or universities.
- The advisor has specific direct measures for Program Assessment and has been collecting/reporting assessment data on schedule.

Presentation

- Delivered a PowerPoint presentation.

Strengths

- It provides students with an introduction to various fields of study without requiring long-term commitment to one profession.
- The program serves as a valuable starting point for undecided or inexperienced students finding their footing in college.
- It allows for flexibility, with students either transferring to a four-year program or continuing at NTU after gaining confidence.
- One of the largest associate degree programs at NTU, offering online options approved by HLC early in the pandemic.
- Attracts students who have difficulty commuting to NTU's main or other instructional sites.

Program Achievement

- Higher enrollment

Challenges

- Financial issues and transportation barriers were consistently cited as the most significant challenges for students enrolling in and completing degrees at NTU.
- The GSAA online degree program was developed to address transportation challenges, especially during the Covid era. However, balancing family responsibilities with academic demands is a common struggle for most students.

Professional Baking: Melvina Jones and Sheila Begay**Main Points**

- The program began in Fall 2011.
- In December 2014, the program received its first accreditation from the American Culinary Federation, the leading Culinary and Baking Education Accreditation organization in the country.
- The advisors have specific direct measures for Program Assessment.

Presentation

- Delivered a PowerPoint presentation.

Strengths

- Students work collaboratively to get tasks accomplished.

Program Achievement

- SkillsUSA Professional Baking student received a Gold Medal in the State-level Baking Competition, leading to a National competition in Atlanta, GA.
- Faculty participated in the Annual Chocolate Fantasy competition at the Natural History Museum in Albuquerque, NM, winning 1st, 2nd, and 3rd places for sculptures and bonbons.
- NTU hosted SkillFest for recruitment from local schools, featuring a Cupcake Decoration challenge with student participation.

Challenges

- Low student enrollment.
- Absentee and tardiness among some enrolled students.

Veterinary Technology: Dr. Germaine Daye**Main Points**

- The program began in 1983.
- In March 2017, the program achieved initial accreditation through the American Veterinary Medical Association (AVMA).

- NTU's Vet Tech program is one of 4 accredited programs in New Mexico and one of 218 across the U.S.
- It is the only veterinary technology program at a tribal college
- The advisor has specific direct measures for Program Assessment.

Presentation

- Delivered a PowerPoint presentation.

Strengths

- Graduates who pass the VTNE are eligible for licensure through state veterinary medical boards, leading to higher salaries, job opportunities, and specialization certifications.
- Majority of students admitted to the program are dedicated, committed, and motivated to complete the program.
- The official admission process screens for committed and motivated students, promoting higher VTNE pass rates.
- Students have access to the Veterinary Teaching Hospital for small and large animal patients.
- Instruction includes large animal handling, restraint, and clinical procedures.
- Community veterinary service work across the Navajo Nation and surrounding communities provides real-life veterinary experience.
- Partnerships with other land-grant institutions (CSU, NMSU) for community veterinary work.
- Grant-funded student internships with USDA Animal and Plant Health Inspection Service programs (Wildlife Services, Veterinary Services, and Animal Care), preparing students for federal careers.
- AVMA recognizes the large animal area as a program strength, which few programs have.

Program Achievement

- NTU is the only tribal college currently offering an accredited Veterinary Technology program.
- The program's advisor has been able to secure multiple grant awards.

Challenges

- Students struggle with adequate preparation for the VTNE.
- VTNE non-refundable fee (\$365) and state board exam fees (\$225) create financial barriers for students.
- AVMA requires a 50% pass rate for first-time VTNE test takers over three years.
- Low enrollment post-Covid, with strict admission requirements: GPA 3.0, no D's/F's in Gen. Eds, volunteer experience, immunization records, letters of recommendation, etc.
- Faculty recruitment challenges with vacant veterinarian and veterinary technician instructor positions.

- Faculty retention issues due to housing, commute, salary, and high cost of living.
- Veterinary Teaching Hospital Director holds multiple roles, including faculty, program advisor, director, and grant overseer, leading to a heavy workload.

SST SURVEY RESULTS

After the AY25 hearings were held, self-study team members were surveyed about Program Review. They were asked questions such as, *What went well? What needs improvement?* Responses were limited; 10 of the 16 AY25 self-study team members completed the survey. In the Additional Comments section, one respondent suggested that NTU provide job placement data early for a thorough assessment. One respondent expressed concern that academic-related items were missing from the self-study report. Finally, suggestions were made to improve the data provided by the Finance Office; the respondents indicated the need for more communication and transparency from the Finance Office. The results of the survey are presented in Appendix A.

PROGRAM-SPECIFIC OPPORTUNITIES FOR IMPROVEMENT

Provide up-to-date textbooks in the Administrative Office Assistant program - [Strategic plan goal 3]. Due to outdated textbooks, the Administrative Office Assistant program faces challenges in keeping up with business requirements. As industry standards and technology evolve, students need access to materials that reflect modern office practices, software, and professional expectations. The lack of updated resources limits students' ability to develop relevant skills, which may impact their career readiness. To address this issue, the committee recommends (1) having faculty work closely with the university's bookstore to obtain up-to-date textbooks that align with industry changes and (2) exploring digital and open-access materials to supplement learning and reduce costs.

[Lead Person\(s\): Program advisor](#)

Provide facilities for the Automotive Technology program - [Strategic plan goal 2.1 & 3]. The Automotive Technology program has consistently high enrollment (currently, 32 declared majors). However, the program lacks adequate facilities to serve the needs of its students. The program struggles with outdated infrastructure, as the Crownpoint campus lacks heating and cooling in classrooms, offices, and labs, has insufficient workspace and storage, and requires modernized equipment to meet industry standards/accreditation. Additionally, there are difficulties in forming an advisory board due to the lack of a local automotive industry in Crownpoint. An advisory board of industry experts will help address several needs in the program, including curriculum relevance, mentoring, community relations, career placement, and marketing/recruitment.

To address these issues, the committee recommends (1) expanding outreach efforts to Gallup and surrounding areas to recruit industry professionals for the advisory board, (2) upgrading or replacing the heating and cooling systems at the Crownpoint site, (3) improving and modernizing equipment and infrastructure to align with certification standards, and (4) developing a five-year facilities plan to prioritize essential upgrades and secure funding through institutional support and external grants.

Lead Person(s): Vice President of Operations, Dean of Undergraduate Studies, & Program advisors

Improve enrollment and faculty loads in the Computer Science program - [Strategic plan goal 3]. Industry professionals prefer candidates with a bachelor's degree, prompting the Computer Science program to retire its A.S. program by Fall 2026. However, the program faces challenges in meeting its recruitment goal of four students per year due to difficulties in receiving responses from high school officials, lack of engagement from prospective students, and housing shortages that have led to student losses. Additionally, faculty members struggle to conduct meaningful research due to heavy teaching loads and other responsibilities. To address these issues, the committee recommends (1) strengthening outreach efforts by establishing direct communication channels with high school officials, (2) enhancing student engagement through personalized follow-ups and mentorship opportunities, (3) improving housing availability to support student retention, and (4) hiring an additional faculty member to support research initiatives.

Lead Person(s): Dean of Undergraduate Studies & Program advisors

Address the lack of resources and services in the Diné Culture, Language, and Leadership undergraduate program - [Strategic plan goal 2.1 & 3]. The Diné Culture, Leadership, and Language Undergraduate Studies program faces significant challenges due to lack of dedicated resources and services. The absence of a unique Diné Studies library, which would house textbooks, videos, periodicals, and research materials related explicitly to Diné people and culture, severely limits the ability to provide students with the necessary academic support. Additionally, the program struggles with insufficient faculty, budget constraints, and limited opportunities for professional development. These deficiencies hinder the program's ability to offer its students a comprehensive and enriching educational experience.

The committee recommends (1) collaborating with the university administration to secure funding for the creation of a Diné Studies library, (2) expanding the budget to hire additional faculty members and provide professional development opportunities, and (3) prioritizing the construction or renovation of the lecture hall to accommodate the growing needs of the program.

Lead Person(s): Vice President of Operations, Provost, Dean of Undergraduate Studies, & Program advisors

Provide additional faculty in the Diné Culture, Language, and Leadership graduate studies program - [Strategic plan goal 3]. The program faces two major challenges that hinder its growth and success. First, there are inadequate faculty to meet the increasing demands of the program. As the number of credits required for delivery to Master's and PhD students grows each year, no additional faculty has been hired since Dr. Sage joined the program in 2022. This lack of faculty support impedes the program's ability to serve its growing student population adequately. Second, there is a structural inconsistency regarding the program's delivery format. Despite publicity claiming that the program is 100% online, only half of the classes are delivered through distance learning. This discrepancy stems from various factors, including the necessity for students to visit campus for administrative purposes, the in-person use of library resources, and a desire for faculty and students to meet in person for classes, whether part-time or full-time. This inconsistency between the advertised and actual delivery format must be addressed to prevent misleading expectations.

Lead Person(s): Provost, Dean of Graduate Studies, Director of Human Resources, & Program advisors

Address faculty recruitment issues in the Early Childhood and Multicultural Education program - [Strategic plan goal 3]. The Early Childhood department faces significant challenges in hiring full-time faculty members for the Crownpoint site due to a lack of available housing and competitive salaries. These obstacles have made it challenging to attract and retain qualified faculty, which impacts the program's ability to meet growing demands. To address this issue, the committee recommends that the program advisors work closely with Human Resources to develop targeted strategies for faculty recruitment, including offering competitive salaries. Additionally, exploring remote teaching options or offering housing stipends could further enhance recruitment efforts.

Lead Person(s): Dean of Undergraduate Studies, Director of Human Resources, & Program advisors

Recruit additional adjunct faculty and expand the General Studies program - [Strategic plan goal 3]. Increased enrollment has led to a corresponding need to expand the General Studies/General Education course offerings, creating a demand for more adjunct instructors to cover courses in some disciplines. To address this issue, additional adjunct faculty are needed to meet the growing course demand while maintaining course quality and student engagement.

Additionally, based on the program's consistent high enrollment numbers, the committee supports the proposed expansion of the General Studies A.A. degree into a Bachelor of Arts (B.A.) in General Studies. The steady student interest in the program demonstrates a clear and ongoing demand for flexible, interdisciplinary academic pathways.

Expanding to a B.A. would provide students with the opportunity to build upon the broad two-year foundation of the A.A. degree while selecting a focused area of interest in their third and fourth years. This model, already successful at institutions such as UNM and NMSU, would align well with NTU's unique identity as a Tribal College and University particularly if grounded in the Diné Philosophy of Education (DPE).

Lead Person(s): Dean of Undergraduate Studies, Director of Human Resources, & Program advisors

Improve enrollment in the Professional Baking program - [Strategic plan goal 3]. An ongoing challenge has been low enrollment, although recent improvement has occurred over the past few semesters. There are eight declared majors. The committee recommends increased recruitment activities and establishing a pipeline with high schools to attract more students into the program. In addition, absenteeism and tardiness among some enrolled students continue to impact the program's effectiveness. The committee recommends implementing more proactive measures, such as regular attendance tracking and student engagement initiatives, to reduce absenteeism and tardiness, ensuring students stay on track for success.

Lead Person(s): Dean of Student Services, Campus Recruiter, & Program advisors

Address faculty recruitment and retention challenges in the Veterinary Technology program - [Strategic plan goal 3]. The Veterinary Program faces significant challenges in faculty recruitment and retention. There are currently vacancies for one veterinarian and two registered veterinary technician instructors. However, faculty retention is hindered by factors such as the lack of affordable local housing, long commutes, the remoteness of the location, and lower salaries compared to private practice. Additionally, students struggle to pay the high costs of certification exams, including the Veterinary Technician National Exam (VTNE) and state licensing fees, which are non-refundable and expensive. The committee recommends (1) working with Human Resources to improve faculty recruitment (hire 1 Veterinarian and 2 Veterinary Technician Instructors) efforts by offering competitive salaries and housing incentives, (2) establishing a fund or providing financial assistance to support students' exam fees, and (3) enhancing outreach and support systems to retain faculty and students in the program.

Lead Person(s): Dean of Undergraduate Studies, Director of Human Resources, & Program advisors

UNIVERSITY-WIDE OPPORTUNITIES FOR IMPROVEMENT

Establish a university writing center - [Strategic plan goal 3]. A university-wide writing center is essential to support student success across all programs. Many departments have expressed concerns about students' writing skills, particularly in the graduate programs, where

students often arrive without sufficient academic writing experience. Faculty spend significant time teaching writing instead of focusing on research development, subject matter tutoring, and advanced coursework, which slows student progress and increases faculty workload. To address this issue, the university should establish a writing center that offers tutoring, workshops, and resources to help students strengthen their writing skills, improving overall academic performance and easing faculty burdens.

Lead Person(s): Vice President of Operations, Provost, & Academic Deans

Improve course/program sequencing - [Strategic plan goal 3]. The Program Review Committee has identified ongoing issues with course and program sequencing as reflected in current degree checklists. These inconsistencies are contributing to students being advised incorrectly, often resulting in them taking courses out of the intended sequence. This misalignment can delay student progress and negatively affect learning outcomes. In particular, general education courses are often taken late in a student's academic journey, when they should ideally be completed early in the program. This foundation is crucial before students advance into program-specific coursework.

We recommend that the Curriculum Committee work with academic programs to enforce appropriate course sequencing. Programs should revise their degree checklists to reflect a logical and pedagogically sound course progression. General education courses should be front-loaded in the degree plan to ensure students are adequately prepared for upper-division coursework. These revisions will support better advising, timely degree completion, and overall student success.

Lead Person(s): Curriculum Committee, Department Chairs, & Program advisors

Develop a non-instructional units assessment framework - [Strategic plan goal 1-4] Develop and implement a comprehensive assessment framework for non-instructional units to ensure systematic evaluation of services, operations, and outcomes. This framework should align with the institution's mission and strategic goals, promote continuous improvement, and support evidence-based decision-making across all administrative and support areas.

Cultural integration in science, math, and engineering programs - [Strategic plan goal 1.6 & 3]. Navajos have been using science for all aspects of life for countless generations. STEM education infused with Navajo culture and language recognizes and integrates the intellectual strengths of Navajo students within their academic learning experience. Integrating cultural knowledge into the STEM curriculum based upon Navajo experiences, i.e., oral history, stories from elders, and cultural understanding of the universe validates the students' culture while providing a connection and foundation for the Western scientific process. An approach that reflects a holistic learning process that involves exploration and experimentation will help Navajo students develop their self-identity as scientists without sacrificing their cultural identity.

Furthermore, incorporate Zuni Education Philosophy and begin working with the Zuni campus to create a philosophy that is part of NTU's action plan, including the course syllabus and professional development for faculty and staff.

Lead Person(s): Provost, Academic Deans, Department Chairs, & Program advisors

Offer more program-specific funding for students - [Strategic plan goal 1.4 & 3]. Scholarships are effective in recruiting students and maintaining enrollment. The PRC suggests that programs seek external funding for scholarships and also include scholarship funding in their annual budget requests.

Lead Person(s): Provost, Academic Deans, Department Chairs, & Program advisors

Improve student advisement - [Strategic plan goal 1.5 & 3]. While there have been improvements in student advisement, some challenges persist. Some faculty advisors still lack access to Jenzabar, limiting their ability to track student progress effectively. Additionally, inconsistencies remain in advisory practices, with some advisors not following program checklists or degree plans. In some cases, program faculty recommend that students complete General Education requirements before enrolling in core program courses. To address these issues, the university should continue working toward a coordinated, university-wide advising system. Establishing a dedicated team across campuses and programs to refine advising processes, update checklists, and ensure alignment with best practices will help enhance student support and degree completion.

In addition, students enrolled in asynchronous classes should complete a survey to assess whether online courses meet their needs. The survey should evaluate key criteria, including access to a laptop computer, a reliable internet connection, self-motivation, and the ability to work independently to complete an online course successfully.

Lead Person(s): Provost, Dean of Student Services, Department Chairs, Academic Advisors & Program advisors

Promote the reporting of academic assessment data - [Strategic plan goal 3.1]. There has been improvement in the reporting of academic assessment data, with more programs incorporating their assessment results into their self-study reports and presentations. However, the review process revealed some gaps in program assessment, with some programs missing up to two years of data. To strengthen assessment practices, the PRC will continue to provide a presentation template to guide programs and will refine the self-study template to emphasize program improvements resulting from assessment.

Additionally, the binary outcome for Program Reviews - where programs either "pass" or "fail" based on their assessment data - has been implemented and will remain in place. Programs that

fail due to missing assessment data must revise, resubmit, and present again the following year to ensure accountability and continuous improvement.

Lead Person(s): Academic Deans, Department Chairs, Assessment Coordinator, Program Review Chair, & Program advisors

Implement a process for tracking job placement - [Strategic plan goal 3.2]. It is imperative to explore practical solutions for addressing the current gap in job placement tracking (*NTU's strategic goal 3*). One suggestion is to implement a centralized tracking system managed by the Career Services office. This system could serve as a repository for all program-specific job placement data, streamlining information collection and analysis. Alternatively, the Program Review Committee may require each program to track its job placements.

Lead Person(s): Provost, Career Services, Department Chairs, & Program advisors

Improve access to detailed information from the Finance department about program budgets - [Strategic plan goal 1.2]. Getting comprehensive information about program budgets from the Finance department is a challenge. The Program Review Committee receives overall budget data from the Finance department for each program; however, we need to know how much of the budget comes from the General Fund and how much comes from external sources (*NTU's strategic goal 1.2*). Additionally, the Finance office provided budget reports at the last minute, leaving self-study teams with limited time for review and feedback. To address these issues, the Finance department should establish a structured timeline for sharing budget data well in advance of program reviews and adhere to the committee's deadlines. If delays occur, the Finance department should communicate the reasons promptly to ensure transparency and allow programs to adjust accordingly.

Lead Person: Chief Financial Officer

Implement a process for applying program review findings - [Strategic plan goal 3]. The purpose of Program Review is to promote the systematic review and evaluation of academic programs at NTU. The ultimate aim is to improve those programs, distribute resources as needed, modify or close under-performing programs, and balance resources when considering support for new or existing programs. The analyses are intended to strengthen student learning, faculty productivity, and enrollment and graduation rates in the service of the University's mission and strategic goals. The University has important opportunities to improve Program Review:

- Define a process for implementing Program Review recommendations
- Analyze program review findings
- Consider how those findings could shape strategic and annual planning
- Reallocate resources where they are most needed

- Address imbalances of high costs and low performance
- Address existing needs and opportunities before adding new programs
- Implement a transparent process for designing new programs.

Lead Person(s): Vice President of Operations, Provost, Academic Deans, Program Review Committee, Department Chairs, & Program advisors

IMPROVEMENTS MADE BASED ON PRIOR YEAR'S (2023-2024) REPORT.

These improvements demonstrate progress in response to last year's report, while ongoing challenges highlight areas requiring continued effort.

Program-specific opportunities for improvement

- 1. Technology and Software Needs in the Building Information Modeling program - [Strategic plan goal 2.1 & 3]**
 - Improvement: A license for Faro Scene software was purchased.
 - Next Steps: The program must coordinate with IT each semester to maintain the software license. Work is being done to establish dedicated server storage for data access.
- 2. Facilities and Faculty for the Construction Technology program - [Strategic plan goal 2.1]**
 - Improvement: The design for the trades building is complete.
 - Challenges: There has been no update on hiring an additional faculty member, and students still need to travel to Crownpoint for required courses. Current facilities remain inadequate.
- 3. Engineering Technology program Budget - [Strategic plan goal 1.2]**
 - Improvement: The program secured a budget of \$19,500 for 2024-25.
- 4. Advisory Board for the Mechanical Engineering program - [Strategic plan goal 3]**
 - Improvement: An advisory board for all engineering programs, including representatives with a mechanical engineering background, is in place.
- 5. Enrollment in the Environmental and Chemical Engineering programs - [Strategic plan goal 3]**
 - Improvement: High school outreach efforts are ongoing to recruit students.

University-wide improvements

1. Integration of Diné Philosophy of Education (DPE) - [Strategic plan goal 1.6 & 3]

- Improvement: DPE is incorporated into all syllabi, and some faculty promote cultural research. A new course, *Principles of Indigenous Engineering (ENGR 501)*, has been introduced in master's programs.
- Next steps: Incorporate Zuni Education Philosophy and begin working with the Zuni campus to create a philosophy that is part of NTU's action plan, including the course syllabus and professional development for faculty and staff.

2. Program-Specific Student Funding - [Strategic plan goal 1.4 & 3]

- Improvement: STEM faculty have actively applied for funding. Other departments need to strengthen their grant proposal efforts.

3. Student Advisement - [Strategic plan goal 3]

- Improvement: Interviews for two new advisors (First-Year Experience and Academic Advisor) are in progress.
- Next Steps: Advising trees, online registration, and Jenzabar's scheduling system will be completed by February 2025.

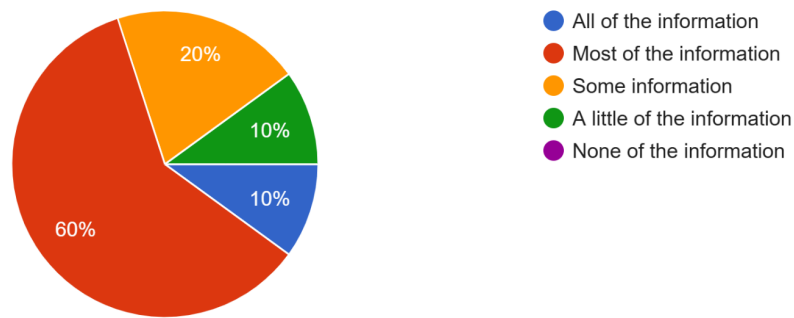
4. Hiring and Evaluation of Adjunct Faculty - [Strategic plan goal 3]

- Improvement: Rebecca Vicenti now oversees adjunct faculty hiring. Department Chairs will evaluate adjuncts for continued employment.

APPENDIX A: Program Review Survey Results

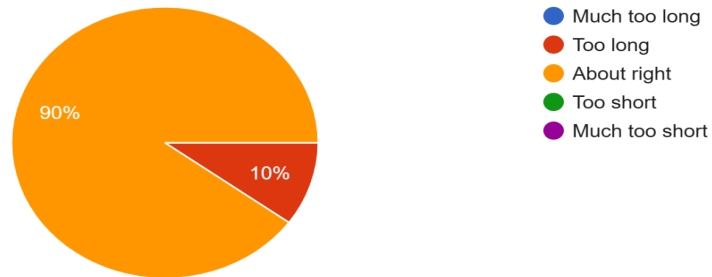
Prior to your Program Review presentation, how much of the information that you needed did you get?

10 responses



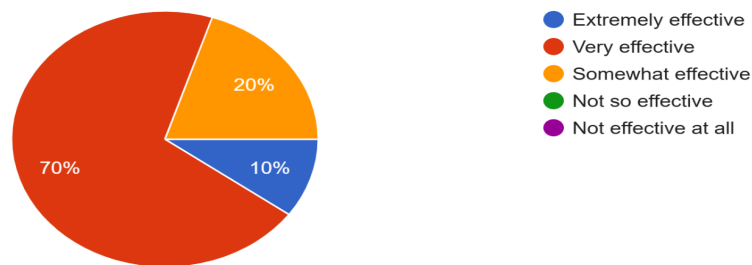
Was the presentation event too long, too short, or about right?

10 responses



Did your Self-Study report reflect your program effectively?

10 responses



Which areas of the Self-Study report were the most and least helpful for helping you improve your program?

