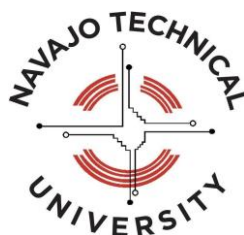


Student Learning Guide 2025-2026



**Navajo Technical University
Navajo Nation**

**Approved by Student Learning Committee: September 5, 2025
Approved by Faculty Congress: September 19, 2025**

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Purpose

The purpose of the **Student Learning Guide** is to promote optimal student learning and development at Navajo Technical University (NTU) through planning, assessment, and reporting processes based on Diné Philosophy of Education, accreditation criteria, and best practices. The guide is for NTU's faculty, staff, administrators, and students.

Indigenous Philosophies of Education

Diné Philosophy of Education is rooted in efforts at NTU to indigenize Western education and is the centerpiece of NTU's mission. The philosophy is based on Blessing Way and Protection Way teachings that constitute Navajo ways of knowing. Blessing Way teachings help individuals live a good life and stay on a pathway of harmony and balance. Protection Way teachings protect individuals against life's imperfections, evil, and corruption. They help one cope with hardships and difficulties.

Diné Philosophy of Education aims to weave together Blessing and Protection Way teachings in ways that complement all of life around us. Through these teachings, individuals internalize Sa'ah Naaghái Bik'eh Hózhóón (SNBH) – knowledge, balance, connectivity, and strength – glossed in Navajo as k'é.

Sa'ah Naaghái Bik'eh Hózhóón connects Blessing and Protection Way teachings to the four cardinal directions and a set of Life Principles:

- Nitsáhákees (intellect, imagination, critical thinking)
- Nahat'á (self-reliance, preparation, motivation)
- Iná (respect, humor, collaboration)
- Sih Hasin (wisdom, reflection, self-actualization)

The Life Principles undergird everything in this guide about the organization of student learning and development at NTU. Critical thinking, planning, implementation, and reflection are iterative steps for continuously improving what we do for and with students, inside and outside of NTU classrooms. These Life Principles provide the basis for academic program planning, implementation, assessment, and continuous improvement.

The interrelationship of teachings, directions, and Life Principles in the Diné Philosophy of Education, and connections to academic planning, assessment, and reporting, are depicted in **Figure 1** on the following page.

Similarly, at NTU's Zuni Campus, the A:shiwi Philosophy of Education offers essential elements for helping students develop indigenous and western understandings. Yam de bena: dap hay-doshna: akkya hon detsemak a:wannikwa da: hon de:tsemak a:ts'umme. *Our language and ceremonies allow our people to maintain strength and knowledge.*

A:shiwi core values of hon i:yyułashik'yanna:wa (respect), hon delank'oha:willa:wa (kindness and empathy), hon i:yyayumola:wa (honesty and trustworthiness), and hon kohol lewuna:wediyahnan, wan hon kela i:tsemanna (think critically) are central to attaining strength and knowledge. They help learners develop positive self-identity, respect, kindness, and critical thinking skills to achieve life goals successfully.

Assessment

Assessment is the process of establishing learning goals, providing learning opportunities, assessing student learning, and using results to implement improvements.¹ The process is ongoing. It follows the logic of the Life Principles of Diné Philosophy of Education: Nitsáhákees (critical thinking), Nahat'á (planning), Iiná (implementation), and Sih Hasin (reflection).

Every degree and certificate program at NTU should have a **Student Learning Plan** that operationalizes the Life Principles of NTU's Indigenous Philosophies of Education (see **Figure 1 and Appendix 1**). The plan's focus is program-level learning, as opposed to class-, course-, or institution-level. What do faculty want the students to know, be able to do, and value and believe by the time they graduate? This is the focus. The plan describes the program's mission, student learning outcomes, measures for gathering data on student learning, and relationship of out-comes, courses, and measures. These program elements, along with assessment data and notes pertaining to analysis and program improvements, are archived by the faculty using online tools.

A student learning plan articulates measures to be used by the faculty to determine levels of student achievement and program effectiveness in attaining the program's mission and goals. Ideally, the measures provide direct and indirect evidence of student learning and include a mix of quantitative and qualitative data. Individual program plans may be driven by specific requirements of specialized accreditation agencies.

Courses in a program are designed to promote the program's goals and student learning outcomes. Syllabi articulate these connections. In addition to providing logistical information about the course and instructor (e.g., course description, dates, location, contact information, readings, and course schedule), syllabi must describe class- and course-level assessments, as well as connections to program-level assessments.

At the end of each semester, and the end of the academic year in May, faculty complete an annual **Student Learning Report** that records student learning data, status of targets met or not

¹ For a full explanation, see Suskie, L. (2018). *Assessing Student Learning: A Common Sense Guide, Third Edition*, San Francisco, CA: Jossey-Bass



FIGURE 1: *Diné Philosophy of Education at Navajo Technical University*

met, and program improvements to be implemented in the future on the basis of that analysis (again, see **Appendix 1**).

Accreditation

Accreditation criteria stipulate that institutions evaluate the effectiveness of teaching and learning through processes that promote continuous improvement, reflect good practice, and include the substantial participation of faculty and other instructional staff members.² The guidelines herein are designed to help NTU faculty, staff, administrators, and students achieve these standards. Some academic programs must be responsive to specialized accreditation

² See Criterion Four, and especially Core Component 4B, in the HLC's "Revised Criteria for Accreditation." Retrieved on Sep 1 2021 from: <https://www.hlcommission.org/Policies/criteria-and-core-components.html>

criteria (e.g., ABET for engineering programs). NTU expects all certificate and degree programs to meet base- line criteria of the Higher Learning Commission, which provide a foundation for more specialized criteria of discipline-specific accreditation agencies.

Term	Definition	Other terms with similar meaning
Student learning	The cognitive internalization of information received from instructional services and retention as new knowledge that may be used to further academic and professional goals.	Education
Assessment	Establishing clear, measurable outcomes of student learning, ensuring that students have sufficient opportunities to achieve those outcomes, systematically gathering and interpreting evidence to determine how well student learning matches our expectations, and using the information to improve student learning.	Evaluation
Evaluation	Reviewing the results of data collection and then determining the value and ranking of those results.	Assessment
Mission	A short, memorable statement that expresses the purpose and uniqueness of the program.	Purpose statement
Outcomes	Statements that describe specifically what students are expected to be familiar with, be able to do, or value by the time they graduate.	Objectives, standards, goals, indicators
Curriculum map	A grid or map that lists all of the courses in a program cross-tabulated with the program's learning outcomes, and that indicates in which course each outcome is taught.	Outcomes grid, objectives grid
Measures	Assessment instruments, tools, or activities designed to ascertain levels of student learning achievement	Tool, instrument
Assessment map	A grid or map that lists all of the courses in a program cross-tabulated with the program's measures, and that indicates in which course each measure is assessed.	Assessment grid, measures grid
Analysis	Data-driven narrative that indicates program strengths and/or progress made plus logical steps for addressing outcomes partially met or not met.	Improvements, improvement plan, action plan

Language of Academic Planning and Assessment

Creating a common language about assessment, student learning, and student development is essential to academic planning and reporting. Here are definitions of important assessment terms (in addition to those discussed in Diné Philosophy of Education, above). A more complete list is spelled out in the Glossary (see **Appendix 2**).

Assessment Cycle

Consistent with the cyclical and ongoing nature of Diné Philosophy of Education, assessment and program improvement efforts are also cyclical and ongoing. Faculty members administer assessment instruments throughout the academic year. Utilizing web-based resources, they collect, archive, and analyze the data. The analyses culminate in the development of an Annual Student Learning Report, which is made available to all members of the University community. The timeline below summarizes the annual assessment cycle:

Activity	Person(s) responsible	Timeframe
1. Develop and refine program assessment plan(s).	Faculty	Fall semester
2. Gather and archive student learning data that follow program assessment plans.	Faculty and chairpersons	Each semester
3. Analyze student learning data.	Faculty and chairpersons	Spring semester
4. Implement program, curriculum, and assessment improvements as needed.	Faculty and chairpersons	Spring semester
5. Request additional funding based on feedback through assessment.	Chairpersons and Budget Committee	Spring semester
6. Review selected programs every five years (or as stipulated by the appropriate Dean).	Program Review Committee and Deans	Spring semester
7. Produce Student Learning Report for each certificate and degree program	Faculty and chairpersons	Last week of spring semester
8. Review Student Learning Reports; provide feedback (see Appendix 3).	SLC	Last week of spring semester
9. Produce Annual Student Learning Report for the academic year.	Student Learning Coordinator	June 1

General Education and Co-Curricular Planning and Reporting

Faculty initiated the revision of all NTU's GenEd courses in 2019-20. Courses were aligned to new requirements of the New Mexico Higher Education Department that emphasize skills and utilize rubrics. This project remains to be completed. In Fall, 2019 and Spring, 2020, different data collectors were piloted by Student Learning Committee members who taught GenEd courses. Despite Covid-19 disruptions, participation in data collection in Spring, 2020 was 100%. SLC members unanimously endorsed the data collection process that semester and will use it moving forward.

In 2020-21, GenEd assessment took place one goal/semester. Data summaries were compiled by the Office of Assessment. Design of improvements took place on an instructor-by-instructor basis.

In 2021-22, NTU sent a team of faculty and administrative reps to a GenEd assessment workshop sponsored by the Higher Learning Commission. The team participated in online workshops on best practices concerning GenEd program design, assessment, and ongoing improvement. In so doing the team established an AGenda for better GenEd coordination across standing academic committees, revising the GenEd program profile, and designing and implementing improved assessment steps (see **Appendix 3**).

In the 2024-2025 academic year, the General Education Committee approved a new set of GenEd assessment goals aligned with the Dine Philosophy of Education. These goals emphasize the integration of culturally relevant principles and holistic approaches to student learning, ensuring that assessment practices reflect both academic rigor and community values.

Co-Curricular Program Profile

Mission

Through its co-curricular program, NTU will honor Diné culture and language while providing value to the Diné community through research, community engagement, and service learning, allowing all community members to grow intellectually, culturally, and economically.

Outcomes: <i>Students should be able to...</i>	Direct measures
1. Implement research projects that explore issues in Diné communities.	Reflective essay or survey
2. Implement projects that promote community engagement.	Reflective essay or survey
3. Implement service-learning projects in Diné communities.	Reflective essay or survey
4. Demonstrate increased appreciation for Diné language and culture through out-of-class projects.	Reflective essay or survey

5. Demonstrate increased appreciation for environmental sustainability in Diné communities through out-of-class projects.	Reflective essay or survey
6. Implement out-of-class projects that promote economic development.	Reflective essay or survey

Indirect measures

- Enrollments
- University retention percentage
- University completion rate
- National Survey of Student Engagement
- Focus group interview

Additional details

- 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 an online instrument. Data are organized by the Student Learning Coordinator.
- The CCP is overseen and improved annually by NTU's Student Learning Committee.

Student Learning Committee

Program, GenEd, and Co-Curricular design, planning, assessment, reports, and professional development are overseen by the Student Learning Committee. The SLC is a standing committee of the Faculty Congress.

In addition to overseeing all aspects of academic assessment, the SLC provides feedback to program-specific teams of faculty about the quality of their Student Learning Reports that are finalized at the end of the annual assessment cycle, in May, after graduation and before the end of the contract period. Members of the SLC utilize a SLR Peer Review Rubric to organize the feedback (see **Appendix 4**). SLC Goals for 2025-2026 are as follows:

General Education

- Implement and evaluate a revised assessment plan for the program. (For a complete analysis of steps involved in this process see **Appendix 3**).
- Revise the current GenEd goals and assessment framework to align with the New Mexico Higher Education Department's standards
- Revise/Complete the General Education Program Profile
- Recertify some GenEd courses to ensure alignment with state standards

Program Assessment

- Produce SLR's for 100% our certificate and academic program offerings.
- Produce peer reviews of all completed SLR's (in May, 2026) based on the process piloted

in May, 2021.

- Coordinate and facilitate department-level workshops focused on effective assessment strategies, including aligning student learning outcomes with assignments, using rubrics, and closing the loop through action planning. In addition, targeted training and support will be provided to faculty who encounter challenges using the Weave assessment platform, ensuring all faculty are equipped to document and analyze assessment data accurately and consistently.
- Build on the established assessment framework by providing additional training for Dual Credit faculty and coordinators, expanding data collection efforts to improve the depth and accuracy of evaluation, and revising the existing assessment report to include a section that tracks follow-up on action plans from prior assessments. This will support a continuous improvement cycle and ensure that assessment results inform decision-making at both the programmatic and institutional levels.

Co-Curricular Activities

- Develop, implement, and assess an updated assessment plan for the activities.
- Encourage faculty members to engage students in more co-curricular activities and report findings.
- Track outcomes for continuous improvement based on last year's findings.

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. AY25 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.

Program Review

The Provost, Deans, and Program Review Committee conduct a thorough self-study of each academic program every five years using the **Program Review Process**. The review focuses on the following:

- Curriculum
- Student data
- Program assessment and improvements
- Strengths and challenges
- Faculty
- Recognition
- Cost
- Action plan

For detailed information consult the latest Program Review Guide, published on the Academics section of NTU's website.

Roles and Responsibilities

Students. Assessment information that demonstrates student learning starts with students. Basic responsibilities of students are to participate in both direct assessment activities (tests, projects with rubrics, portfolios, etc.) and indirect assessment activities (surveys, focus groups, etc.). Other roles that students can assume include:

- Provide feedback on assessment activities.
- Facilitate assessment activities by acting as assessors themselves. (Critiquing class projects and presentations of others students, group work evaluation, conducting campus surveys, etc.)
- Participate in departmental analyses of assessment data and deliberations about program improvements.

Full-time and Part-time Faculty. FT and PT faculty participation in academic planning and reporting should be substantial in all phases of the assessment cycle. Responsibilities include:

- Design and implement program assessment.
- Collaborate with other faculty on the development and implementation of program assessment, as approved by department chairpersons.
- Implement instructional strategies and course and program revisions that promote continuous improvement of student learning.

Adjunct Faculty. Adjunct faculty participation in academic planning and reporting is valuable and recommended. To the extent that they are able to participate in departmental assessment activities, adjunct instructors should be invited to do so. They are expected to participate in all program assessment activities that are spelled out in master syllabi that they are given to teach.

Responsibilities include:

- Implement course-embedded assessments are spelled out in model syllabi.
- Provide assessment data to department chairpersons at the end of each semester as appropriate.

Department Chairpersons. Chairpersons should be knowledgeable about academic planning and reporting and passionate about continuous program improvement. Responsibilities include:

- Ensure that all FT departmental faculty are involved in assessment.
- Explain assessment protocols to all PT faculty.
- Ensure that assessment plans and reports are submitted as requested.
- Provide opportunities for departmental discussion about assessment plans and progress.
- Facilitate the implementation of faculty recommendations resulting from assessment of student learning.

Student Learning Committee. The SLC is a standing committee of the Faculty Congress. Its responsibilities include:

- Monitor the assessment of student learning in academic programs, including General Education and Co-Curricular programs.
- Serve as consultant-evaluators to the academic departments on the development and implementation of program assessment plans.
- Develop and communicate to the college community annual goals on assessment that are consistent with the Student Learning Guide.
- Develop plans for assessment workdays.
- Provide feedback annually to faculty and departments on program assessment efforts.
- Review and revise as needed the Student Learning Guide.

Student Learning Coordinator. The Student Learning Coordinator serves as point person for all academic assessment activities. Responsibilities include:

- Chair SLC meetings. Set agendas and write up meeting minutes.
- Maintain the Student Learning web page.
- Manage the University's assessment budget.
- Facilitate the review of program assessment plans.
- Identify faculty development priorities.
- Work with the Provost and Deans to plan intercampus meetings, end-of-year assessment workdays, and faculty development activities.
- Assist in the preparation and implementation of budgets in support of the Student Learning Guide.
- Coordinate the production of an annual Student Learning Report. Present the report to the Faculty Assembly, President's Cabinet, and Board of Regents.

Office of Institutional Research. In addition to the responsibilities outlined above, personnel in the Office of Institutional Research are key in gathering and making available data on institutional effectiveness, assisting departments and warehousing assessment information. Responsibilities include:

- Coordinate institution-wide work-flows so as to maintain accurate and up-to-date information on student enrollment, retention, and graduation rates.
- Gather student, faculty, and staff survey and focus group data so as to gauge institutional effectiveness.
- Gather employer satisfaction data as they pertain to graduates.
- Assist departments in designing academic assessment plans and in warehousing assessment data.
- Assist in the production of an annual student learning report.

Deans. The Deans of Undergraduate Studies and of Graduate Studies are responsible for the coordination and implementation of assessment activities among the departments that they supervise. Responsibilities include:

- Support and verify assessment at the department level.
- Facilitate opportunities for departments to meet together to work on assessment.
- Coordinate periodic review of academic programs that includes results from assessment of student learning.

Provost. As chief academic officer, the Provost is responsible for administrative oversight, coordination, and implementation of assessment throughout the University. Responsibilities include:

- Support and verify assessment at all levels.
- Demonstrate institutional commitment to assessment of student learning and the use of its results by department faculty, chairs, and deans.
- Coordinate professional development activities that support academic planning, reporting, and student learning assessment.
- Submit reports on the assessment of the New Mexico Core Competencies.
- Ensure that adequate funds are budgeted for university-wide assessment activities.

President. The University President should be knowledgeable about academic planning, reporting, and assessment. She or he has ultimate responsibility to promote academic planning, reporting, and assessment of student learning among all University stakeholders. Responsibilities include:

- Ensure implementation of recommendations to improve student learning and development.
- Ensure that necessary resources are available for faculty to conduct assessment and implement recommendations based on assessment results.

The General Education Committee

The General Education Committee shall be a university-wide, standing committee charged with providing leadership for the overall direction and support of the general education curriculum. The General Education Committee shall consist of faculty representation from each school, appointed annually by the Dean of Undergraduate Studies, as well as the Registrar, and the Student Learning Coordinator.

The General Education Committee shall have the following functions.

- Provide oversight of Navajo Technical University's general education program, which includes working with faculty, staff, and students to ensure that NTU offers a comprehensive, accessible, and dynamic general education curriculum that is aligned with institutional learning outcomes.
- Oversee assessment and evaluation of general education goals and student learning outcomes.
- Provide recommendations for budgeting and strategic planning based on assessment results.
- Manage information, processes, and requirements for proposing courses for the general education program; conduct regular review of criteria and update application materials, as needed.
- Review curriculum proposals for the general education program according to the established criteria.
- Provide assistance and consult with the Registrar on matters pertaining to general education curriculum and transfer articulation.
- Participate in the New Mexico Curriculum and Articulation Committee meetings.

Program and General Education Assessment Award

Rationale for the Award: In our continuous commitment to improve the Program and General Education Assessment procedures, and to honor the exceptional contributions of faculty members, there shall be a Program and General Education Assessment Award. This award seeks to commend and incentivize faculty members who have exhibited excellence in program and general education assessments. By acknowledging their efforts, we hope to encourage continuous improvement and innovation in this crucial aspect of our academic endeavors.

Draft Procedure for Awards:

There will be distinct awards for both Program Assessment and General Education Assessment, each with its own set of recognitions. However, for each award category, there will be three awardees selected, ensuring a total of six individuals acknowledged for their outstanding contributions to program assessment and general education assessment.

Review and Evaluation:

The Student Learning Committee (SLC) will thoroughly evaluate all nominations, using the established rubric (see appendix 5 & 6). During this assessment, the SLC will consider various factors, including the impact of the faculty member's contributions, their level of innovation, and their dedication to improving both program and general education assessment.

Awardee Selection:

The SLC will convene immediately following the Spring semester to select the awardees based on the approved procedure and rubric. Three individuals will be selected for recognition, with the following awards:

First place: **\$100** along with a certificate

Second place: **\$75** along with a certificate

Third place: **\$50** along with a certificate

Note: For programs with two or more advisors, separate cash prizes and certificates will be made available to each advisor.

Budget to use for funding:

University's assessment budget

Appendix 1: Annual Student Learning Outcomes Report

Student Learning Report 2025-2026

FACULTY TEAM MEMBERS

XXXX

SCHOOL

XXX

DEPARTMENT

XXX

MISSION, OUTCOMES, AND MEASURES

Nitsáhákees dóó Nahat'á

Mission

XXXX

Student Learning Outcomes

Measures

1.	
2.	
3.	
4.	
5.	

Section 1: Assessment Plan

- A. Attach the assessment plan or outcomes and measures map that was in effect in the year covered by this report.

PROGRAM-LEVEL ASSESSMENT PLAN

XXXX

- B. Please complete your curriculum map

OUTCOMES AND MEASURES MAP Nitsáhákees dóó Nahat'á

Courses	SLO #1	SLO #2	SLO #3	SLO #4	SLO #5

Key

I = Introduced, R = reinforced, and A = assessed

Section 2: Report on Student Learning Outcomes Assessed for the Academic Year: Methods, Findings, and Improvements Made or Planned in Response to Results.

Instructions: For each student learning outcome assessed this academic year, copy and respond to the following set of questions.

Semester:

Course:

A. Student Learning Outcome Assessed: *(copy SLO above and paste here).*

B. Methods/Measures Used to Assess Achievement of this Learning Outcome *(Note: If multiple measures were used to assess this outcome, please copy and answer these questions for each.)*

- What types of student work were evaluated?

- What dimensions of the student work were measured to assess student achievement of this learning outcome? How was the work scored, graded, rated, or analyzed and by whom? Attach rubrics or other rating instruments used.

- Performance Target for Assessment Results – What percentage of students assessed should achieve the outcome, or what other benchmark did the program use to define success?

C. Results from This Assessment with Analysis and Interpretation (Íiná dóó Siihasin)

- How many students were assessed and how many achieved the intended outcome?

students:

met target:

- Summarize the results from the analysis of data collected. Include tables and graphs for quantitative data if feasible and descriptions of qualitative findings.

- What relative strengths and weaknesses in student performance were identified through this assessment? To what do you attribute those results?

D. Actions Taken or Planned to Improve, Enhance, or Sustain Student Success in Achieving This Learning Outcome: If performance target was not met, identify improvements initiated. If the performance target was met or exceeded, describe efforts the program has made to further enhance or sustain student success related to this outcome.

[Report on additional student learning outcomes by copying this set of questions in Section 2 above and responding.]

Section 3: Follow-up on Prior Year Improvements Reported and Action Plans

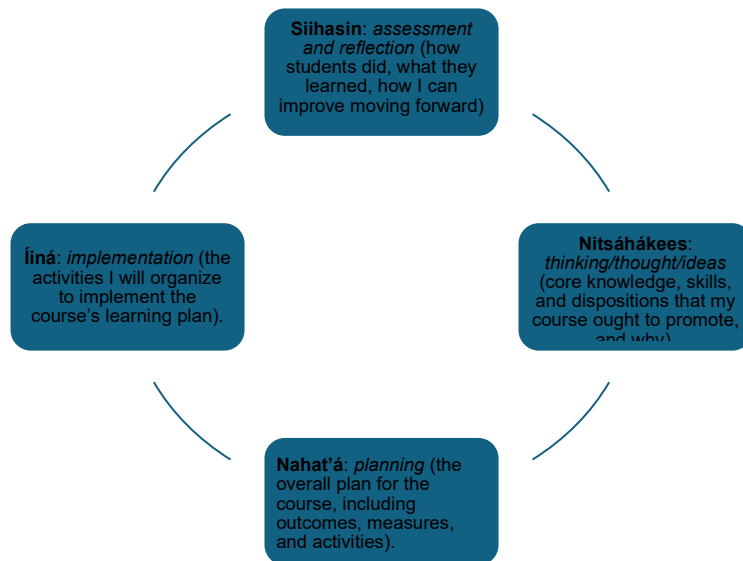
Review your prior year assessment reports and provide updates on improvements the program reported that it had initiated and/or actions the faculty decided to take based on assessment results in those years.

- What did the program attempt to improve or enhance and what actions did the faculty decide to take?

- What have you observed to date about the effectiveness of those improvement efforts?

Section 4

- A. Consider the following components of the Diné Philosophy of Education. In a few sentences, please describe how your program integrates the DPE.**



B. Highlight any accomplishments

--

Appendix 2

Glossary

Analysis

Data-driven narrative that indicates program strengths and/or progress made plus logical steps for addressing outcomes partially met or not met.

Assessment

Establishing clear, measurable outcomes of student learning, ensuring that students have sufficient opportunities to achieve those outcomes, systematically gathering and interpreting evidence to determine how well student learning matches our expectations, and using the information to improve student learning.

Assessment map

A grid or map that lists all of the courses in a program cross-tabulated with the program's measures and that indicates in which course each measure is assessed.

Benchmark

A standard or point of reference against which student performance may be compared or assessed.

Capstone

A final project or activity that provides an opportunity for students to demonstrate the learning outcomes that they have achieved, usually, in a program. Examples include projects, research papers, internships, portfolios, performances, or even capstone courses.

Classroom assessment techniques (CAT's)

CAT's provide quick, informative feedback on student learning. The most well-known of these is the "minute paper," in which a teacher asks students to write down the most important, or most unclear, aspect about what they learned.

Co-curricular learning and development

Activities, programs, and learning experiences that complement, in some way, what students learn in the classroom, that is, experiences that are connected to or mirror the academic curriculum. Co-curricular activities are typically, but not always, defined by their separation from academic courses.

Course-embedded measure

An assessment measure in a specific course whose data are analyzed for program assessment purposes.

Curriculum map

A grid or map that lists all of the courses in a program cross-tabulated with the program's learning outcomes, and that indicates in which course each outcome is taught.

Direct measure

Provides tangible and compelling information about what students have learned and not learned. Examples include tests, standardized exams, licensure or certification exams, essays, projects, performances, internships, and portfolios.

Evaluation

Processes for reviewing the results of data collection and then determining the value and ranking of those results.

Formative assessment

Assessment that provides feedback for improving student learning and instruction rather than ranking or accountability.

Indirect measure

Asks students to reflect on their learning rather than demonstrate it. Techniques include surveys, exit interviews, alumni surveys, employer surveys, and focus groups.

Mission

A short, memorable statement that expresses the purpose and uniqueness of a program.

Outcomes

Statements that describe specifically what students are expected to be familiar with, be able to do, or value by the time they graduate.

Portfolio

A systematic collection of students' learning artifacts that offer direct and indirect evidence of learning, development, and achievements over time.

Reliability

The extent to which an assessment yields consistent results with similar populations in similar assessment circumstances over time.

Rubric

A scoring guide used to assess student performance according to specific criteria.

Student learning

The cognitive internalization of information received from instructional services and retention as new knowledge that may be used to further academic and professional goals.

Summative assessment

An assessment at the end of an instructional unit that gives information on students' learning as measured against some standard or benchmark.

Validity

The extent to which an assessment measures what it is designed to measure.

Appendix 3: AGenda for NTU's GenEd Program

Table 1: Action Steps			
#	Action Steps	Per(s) resp	Timeframe
AY 2021-22			
1	Draft revised operating statements for GenEd Committee, Student Learning Committee, Curriculum Committee, and Provost's Team: establish clear coordination regarding GEP oversight.	Provost	Dec 15 2021
2	Draft revised Student Data Analysis and Program Improvements sections of Student Learning Guide and GEP Profile (describing an annual feedback loop) so that they follow the Sequence in Table 2 below.	SLC	Dec 15 2021
3	Review and revise GEP Profile: philosophy, goals, outcomes, performance indicators, & measures.	GEC	Dec 15 2021
4	Present GEP and Committee revisions to Faculty; finalize; adopt; update Faculty Handbook and other policy docs as needed.	GEC	Spring 2022 Convo*
5	Design & Pilot Goal One: select courses and sections across sites and delivery methods; determine who will do the assessing.	SLC	Spring 2022**
6	Convene GEP team to develop NMHED certification proposals (at least 20).	Provost	Sum 2022
7	Review and revise AGenda as needed.	Provost	Sum 2022
AY 2022-23			
1	Revise & Train Goal One.	SLC	Fall 2022
2	Design & Pilot project Goal Two.	SLC	Fall 2022
3	Assess Goal One.	SLC	Spring 2023
4	Revise & Train Goal Two.	SLC	Spring 2023
5	Design & Pilot Goal Three.	SLC	Spring 2023
6	Convene GEP team to develop remaining NMHED certification proposals (at least 20 more)	Provost	Sum 2023
7	Review and revise AGenda as needed.	Provost	Sum 2023
AY 2023-24			
1	Assess Goal Two.	SLC	Fall 2023
2	Revise & Train Goal Three.	SLC	Fall 2023
3	Design & Pilot project Goal Four.	SLC	Fall 2023
4	Assess Goal Three.	SLC	Spring 2024

5	Revise & Train Goal Four.	SLC	Spring 2024
6	Design & Pilot Goal One.	SLC	Spring 2024
7	Convene GEP team to develop remaining NMHED certification proposals.	Provost	Sum 2024
8	Review and revise AGenda as needed.	Provost	Sum 2024
	AY 2024-25		
1	Assess Goal One	SLC	Fall 2024
2	Revise & Train Goal Two	SLC	Fall 2024
3	Assess Goal Two	SLC	Spring 2025
4	Revise & Train Goal Three	SLC	Spring 2025
5	Assess Goal Three	SLC	Fall 2025
6	Revise & Train Goal Four	SLC	Fall 2025
7	Assess Goal Four	SLC	Spring 2026
	AY 2025-26		
1	Revise & Train Goal One	SLC	Spring 2026
2	Assess Goal One	SLC	Fall 2026
3	Revise & Train Goal Two	SLC	Fall 2026
4	Assess Goal Two	SLC	Spring 2027
5	Revise & Train Goal Three	SLC	Spring 2027
6	Assess Goal Three	SLC	Fall 2027

* Identify at least one full day for GEP assessment at each Fall Convocation.

** Identify at least one full day for GEP assessment at the end of each academic year.

Table 2: Assessment Sequence				
	Goal One	Goal Two	Goal Three	Goal Four
Fall 2021	Design AGenda			
Spring 2022	Design & Pilot			
Fall 2022	Revise & Train	Design & Pilot		
Spring 2023	Assess	Revise & Train	Design & Pilot	
Fall 2023		Assess	Revise & Train	Design & Pilot
Spring 2024	Design & Pilot		Assess	Revise & Train
Fall 2024	Assess	Revise & Train		
Spring 2025		Assess	Revise & Train	
Fall 2025			Assess	Revise & Train
Spring 2026	Revise & Train			Assess
Fall 2026	Assess	Revise & Train		
Spring 2027		Assess	Revise & Train	
Fall 2027			Assess	

Table 3: Assessment Cycle			
Semester	DPE	Domains of Knowledge/Gen Education Learning Goals to be measured	Department
Fall 2026	Nitsáhákees	Goal #1: Think creatively, and reflect on the learning process East/White/Dawn: “Nitsáhákees bee hooghan”	Creative and Fine Arts; Diné language and studies; Wellness
Spring 2027	Nahat’á	Goal #2: Plan effectively, think critically, and communicate clearly South/Blue/Daytime: “Nahat’á bee hooghan”	English Oral & Written Communication; Humanities
Fall 2025	Iná	Goal #3: Collaborate effectively in diverse environments West/Yellow/Evening: “Iná bee hooghan”	College Success; Social and Behavioral Sciences

Spring 2026	Sih hasin	Goal #4: Analyze and synthesize information North/Black/Night: “Sih hasin bee hooghan”	Math; Physical & Natural Sciences
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Appendix 4: Student Learning Report Peer Review Rubric

PURPOSE: Promote continuous improvement and recognize excellent instructional work in the spirit of Diné Philosophy of Education's values and commitments.

PROGRAM:

REVIEWERS:

DATE:

	Emerging (1)	Developing (2)	Proficient (3)
Mission	Mission is present but is a description of the program, not a statement of purpose.	Mission is somewhat aligned to the department and/or University missions.	Mission expresses the purpose of the program and is compellingly aligned to the University mission: "NTU honors Diné culture and language, while educating for the future."
	Points and specific comments:		
Outcomes	SLO's are stated but unclear; include fuzzy terminology; are less than 3 or more than 6 in number.	SLO's include some but not all of the attributes of "proficient."	SLO's include concrete, observable action verbs; are rigorous and realistic; do not include compound statements; and are 3 to 6 in number (except when aligned to discipline-specific accreditation req's, e.g., ABET).
	Points and specific comments:		
Measures and targets	Measures exist but alignment to the SLO's is unclear; they are incomplete and/or vague in addressing; targets are vague or missing.	Measures and targets include some but not all of the attributes of "proficient."	Measures promise direct, compelling evidence of student learning; they align clearly and appropriately to and address each of the SLO's; targets are appropriate.
	Points and specific comments:		
Findings and statuses	Findings are initiated but incomplete; the overall sense of progress attained is hard to ascertain; status of targets met is incomplete.	Findings and statuses include some but not all of the attributes of "proficient."	Findings show extent to which each SLO was met, partially met, or not met; status of each target is provided.
	Points and specific comments:		
Improvements	Analysis indicates some but not all program strengths and/or progress made; steps for addressing outcomes partially met or not met are in complete.	Analysis indicates progress made regarding most (but not all) SLO's; at least several program improvements are indicated for outcomes partially met or not met. The narrative is reasonably clear but leaves some aspects un-addressed.	Analysis indicates program strengths, areas for improvement, and specific steps needed for improvements; narrative is clear and of sufficient length to be compellingly self-explanatory.
	Points and specific comments:		

TOTAL POINTS & OVERALL COMMENTS:

Total score: 15-13 = proficient; 12-10 = developing; 9-6 = emerging; 5 or less = needs improvement

Appendix 5: Program Assessment Award Criteria

<i>Criterion</i>	<i>Outstanding (3 points)</i>	<i>Proficient (2 points)</i>	<i>Developing (1 point)</i>
Timeline: Assessment completed on time			
Communication: Program advisor(s) respond to requests from the Student Learning Committee			
Data Use: Assessment findings are used to make meaningful, useful decisions for program improvement			
Action Plan: Describes clearly and completely the next steps and plans for the next academic year			
Organization: Clear writing style free of errors			
Completeness: All sections of the assessment report are complete, and include findings from all advisors across all NTU sites			
<i>SUBTOTALS</i>			
<i>TOTAL SCORE</i>			

Appendix 6: General Education Assessment Award Criteria

<i>Criterion</i>	<i>Outstanding (3 points)</i>	<i>Proficient (2 points)</i>	<i>Developing (1 point)</i>
Timeline: Assessment completed on time			
Communication: Program advisor(s) respond to requests from the Student Learning Committee			
Data Use: Assessment findings are used to make meaningful, useful decisions for program improvement			
Action Plan: Describes clearly and completely the next steps and plans for the next academic year			
Organization: Clear writing style free of errors			
Completeness: All sections of the assessment report are complete			
<i>SUBTOTALS</i>			
<i>TOTAL SCORE</i>			

Appendix 7: General Education Report Template

GenEd Assessment Report Template

Goal X: XXX

Student Learning Outcomes for XXX:

- A) SLO 1
- B) SLO 2
- C) SLO 3
- D) SLO 4

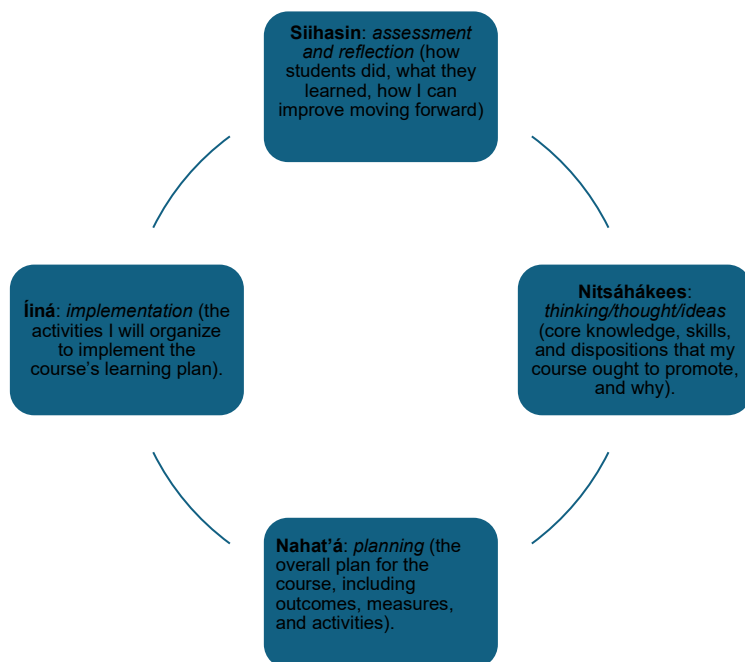
Name:

Department:

Course taught:

Section:

- 1) Consider the following components of the Diné Philosophy of Education. In a few sentences, please describe how your course integrates the DPE.



- 2) In a few sentences, please describe an activity that tests for one of the Student Learning Outcomes listed above. Examples might include a specific assignment, in-class activities, lectures, a student presentation, etc. What SLO was measured?

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3) Outcomes

Number of students in course:				
Number of students who met the assignment's target (80% score or higher):				
Number of students who partially met the assignment's target (60-79%):				
Number of students who did not meet the assignment's target (0%-59%):				
Course goals (check one):	Met:	Partially Met:	Did not meet:	

- 4) Summarize the results from the analysis of data collected. Include tables and graphs for quantitative data if feasible and descriptions of qualitative findings.

- 5) Based on these outcomes, what changes might improve your course the next time you teach it?

Types of improvements (elaborate as needed):

- instruction (teaching methods)
- delivery (online, in person)
- student readiness
- curriculum (syllabus, outcomes, activities)
- learning materials (readings and online resources)
- assessments (exams, projects, rubrics)
- advising (scheduling, prerequisites)

6) Follow-up on Prior Year Improvements Reported and Action Plans

Review your prior year assessment reports and provide updates on improvements the program reported that it had initiated and/or actions the faculty decided to take based on assessment results in those years.

- What did the program attempt to improve or enhance and what actions did the faculty decide to take?

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- What have you observed to date about the effectiveness of those improvement efforts?

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Appendix 8: Co-Curricular Assessment Essay Prompt & Rubric

How has your co-curricular project changed you? In an essay of at least 300 words, address each of the questions in the left-hand column of the table below.

Essay questions	Evaluative Criteria				
	4	3	2	1	0
What did you learn during your project that relates to your course?	Skillfully conveys perspectives from the course (and other courses, if applicable).	Adequately conveys perspectives from the course (and other courses, if applicable).	Conveys ideas and facts from the course (and other courses, if applicable) but doesn't explicitly explain their relationship.	Conveys ideas and facts that don't seem to be related.	Does not meet level 1 performance.
What challenge did you help solve? How did you accomplish this?	Skillfully explains the problem(s), his/her intervention, his/her process learned from the course (decisions, thinking, info literacy, reasoning), and the positive effects of that intervention.	Adequately explains the problem(s), his/her intervention, his/her process learned from the course (decisions, thinking, info literacy, reasoning), and the positive effects of that intervention.	Explains most of these: the problem(s), his/her intervention, his/her process learned from the course (decisions, thinking, info literacy, reasoning), and the positive effects of that intervention.	Explains some of these: the problem(s), his/her intervention, his/her process learned from the course (decisions, thinking, info literacy, reasoning), and the positive effects of that intervention.	Does not meet level 1 performance.
How has your experience affected your thinking about the Diné nation, its challenges, and solutions to those challenges?	Skillfully explains changes in thinking about the Diné nation, its problems, and the solutions to those problems as a result of the project experience (and other related experiences).	Adequately explains changes in thinking about the Diné nation, its problems, and the solutions to those problems as a result of the project experience (and other related experiences).	Explains changes in thinking about most of these: the Diné nation, its problems, and the solutions to those problems as a result of the project experience (and other related experiences).	Explains changes in thinking about some of these: the Diné nation, its problems, and the solutions to those problems as a result of the project experience (and other related experiences).	Does not meet level 1 performance.
How has the experience affected your thinking about personal, academic, or career goals? How will you serve the Diné nation in the future?	Skillfully explains what personal, academic or career goals were accomplished, how the student was changed, and what future service the student plans as a result of the project experience.	Adequately explains what personal, academic or career goals were accomplished, how the student was changed, and what future service the student plans as a result of the project experience.	Explains most of these: personal, academic or career goals that were accomplished, how the student was changed, and what future service the student plans as a result of the project experience.	Explains some of these: personal, academic or career goals that were accomplished, how the student was changed, and what future service the student plans as a result of the project experience.	Does not meet level 1 performance.

Appendix 9: Co-Curricular Assessment Survey

Course & instructor _____

Date _____

Project type (check one):

☐ Research ☐ Service learning ☐ Environmental sustainability
☐ Civic engagement ☐ Diné cultural preservation ☐ Economic development

Brief description of project: _____

Scale

5= Strongly agree; 4=Mildly agree; 3=Equally agree and disagree;
2=Mildly disagree; 1=Strongly disagree

Circle one best response
for each statement

- | | | | | | |
|---|---|---|---|---|---|
| 1. The project improved my understanding of community needs. | 5 | 4 | 3 | 2 | 1 |
| 0. The project improved my ability to study and report findings. | 5 | 4 | 3 | 2 | 1 |
| 0. The project increased my empathy and respect for others. | 5 | 4 | 3 | 2 | 1 |
| 0. The project advanced my knowledge of how organizations operate. | 5 | 4 | 3 | 2 | 1 |
| 0. As a result of the project, I have improved my teamwork skills. | 5 | 4 | 3 | 2 | 1 |
| 0. The project improved my appreciation for co-curricular learning. | 5 | 4 | 3 | 2 | 1 |

What went well with the co-curricular project?

What can be improved with the co-curricular project (use the other side)?

Other comments?