

Assurance Argument

Navajo Technical University

9/22/2017

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission.
(This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1.A.1: The mission statement ([Undergraduate Catalog 2016-2018](#) p. iv) was first drafted after a series of meetings with different stakeholder groups: Students, Faculty, Administrators, and Community. It was drafted originally by members of the [Committee on Institutional Effectiveness \(CIE\)](#). Approval occurred by [Board Resolution on June 12, 2012](#). Later the Mission Statement was made part of the charter of NTU by the Navajo Legislature and signed into Navajo law by the President of the Navajo Nation.

1.A.2: NTU provides university readiness programs. The largest is the [dual credit program](#) in place with 23 high schools serving an average of 300 students every semester in New Mexico and [Arizona](#) combined. These efforts are designed to prepare students for University coursework. There is also an extensive range of courses to help students build college-level skills along with an active (STEAM) Science, Technology, Engineering, Arts, and Math Lab on campus.

The University currently offers: 23 certificate programs, 2 Associate of Science programs, 15 Associate of Applied Science programs, 5 Bachelor of Science programs, 3 Bachelor of Applied Science programs, 1 Bachelor of Arts program, 1 Bachelor of Fine Arts program, and 1 Master's Degree program. These programs fulfill the call in the Mission to "*provide university readiness programs, certificates, associate, baccalaureate, and graduate degrees.*"

The University is committed to a high quality, student-oriented, hands-on-learning environment based on the Diné cultural principles: Nitsáhákees (Thinking), Nahátá (Planning), Íina (Life), Siihasin (Reflection). Faculty are encouraged to develop high quality/student-oriented, hands-on-learning environment in their classrooms.

- Automotive Technology students work on fixing automobiles

- Advanced Manufacturing Technology students learn how to use robotics by working with robots, and the use of the newest printer, a 3D Systems ProJet 3600. The new printer allows NTU to create even more accurate and finer detailed parts for their programs and internship work.
- Early Childhood students get experience working with young children in classrooms in practicums and student teaching.
- Pre-Nursing student gain experience in the nursing field to a wide range of internships, externships, and experiences in the classroom for certification.
- The *Diné cultural principles* are embedded in the culture of the university, ranging from cultural events put on by the Navajo Culture, Language, and Leadership professors. Students' assessment is put together with thinking, implementing, evaluating, and rethinking as part of the circle of institutional growth.

The above programs have a range of courses where students receive oriented hands-on learning, participate in community engagement activities, and in-service learning opportunities as part of their work. A number of faculty and staff are engaged in research projects at any one point in time. An example is research into [Dimensional Accuracy of Additive Polymers in Objet 30Prime](#). A [Student Research Day \(SRD\)](#) is also held every year where [research projects](#) and [posters](#) are presented. Many of the SRD projects are related to environmental/cultural preservation that are important to Navajo Nation communities. This is a sample of projects that support NTU's mission statement, "*students, faculty, and staff will provide value to the Diné community through research, community engagement, service learning, and activities designed to foster cultural and environmental preservation and sustainable economic development.*"

1.A.3: NTU is realigning its extensive planning activities with budgeting priorities. Planning activities focus on group sessions and planning meetings with major stakeholders following the *Diné cultural principles: Nitsáhákees, Nahátá, Ína, Siihasin.*

NTU has year-round [budget module training](#) to help staff ensure accurate information. As an example, the business office staff are inputting budgetary information into the university's [financial system](#) which aligns with academic programs, student support services, auxiliaries and departments to support NTU's mission.

The Budget Committee considers strategic planning efforts in examining and putting together the annual budgets.

Sources

- 1 - TT1 Budgeting - 4 days - 2017 (002)
- 2016-2018 Undergraduate Catalog
- 3. Mission Statement
- Abstracts_Student Research Day Competition_9-11-2017
- Budget Module Handout (1)
- CIE - 2016 (1)
- Culinary2017

- DualCredit ArizonaAnnual Report 2016-17
- Experiment Plan_Objct-dimensional
- NTU Dual Credit Report 0517
- NTU_CenterForDigTech_Packet
- Research Day Flyers
- StudentResearchDay
- Trades_2017 Capstone Projects Report_5-19-2017

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1: The mission, statements of purpose, vision, values, goals, plans, and [institutional priorities](#) of NTU are available in many public documents such as the [Undergraduate Catalog 2016-2018](#) and the [Annual Reports](#) to the Board, public, and appropriate Navajo Nation Committees.

NTU's Strategic Priorities:

Academic Excellence- NTU commits to [academic excellence](#) and is engaged in an ongoing process of meeting its mission by employing a comprehensive system of teaching, research, service, leadership, and educational support based on the Diné Philosophy of Education.

Being Well - NTU is dedicated to wellness for the whole person, allowing students, faculty and staff to grow intellectually, emotionally, spiritually, culturally, socially and physically in an environment that supports healthy eating and exercise, as well as effective communication and interactions that build morale and teamwork in the institution.

Safety and Security - NTU accomplishes its mission through the delivery of a comprehensive and integrated safety and security program, in partnership with the Navajo community that we serve, enabling a vital quality of life, safety, and security of our students, staff and faculty.

Infrastructure and Operations - NTU aims to establish, support and maintain the capital and technical infrastructure of its campus, while managing resources responsibly, efficiently, and with accountability, operating and maintaining our buildings, grounds, and utilities in a clean, safe, and responsible manner.

Institutional Development - NTU develops understanding and support among the various constituencies of the university in order to secure the resources required to fulfill its educational mission, through a rigorous fund development, stewardship, and alumni and public relations program.

1.B.2: The [mission statement](#) addresses instruction, scholarship and research, creative works, public and clinical service, economic development, and cultural purposes. The mission statement is posted on our NTU website, classrooms, offices, and on many of the NTU documents.

The vision and philosophy statements in the catalog and in other documents supplement and enhance the Mission Statement. These statements also provide guidance as to the institution's emphasis on various aspects of its mission.

1.B.3: The [Vision statement](#) (iv) for NTU clearly identifies the intended constituents for the university. It says, "The vision of Navajo Technical University is to educate Navajo individuals. . ." The Mission Statement broadens this definition: "Students, faculty, and staff will provide value to the Diné [Navajo] community . . ." Therefore, NTU's primary mission addresses Navajo heritage and the Navajo community.

Sources

- 2016-2018 Undergraduate Catalog
- 3. Mission Statement
- Academic Excellence_Accomplishments_Strategic Plan_12-14-2016(2)
- MissionStatement
- NTU_2016Annual ReportDV
- strategicPlan2015_2020

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1: As a tribal university chartered by the Navajo Nation, NTU's primary mission is to serve the Navajo people and by its very existence provides strength to the multicultural society of the United States. The university maintains an open admissions policy that allows people of all races, genders, and abilities to attend. "Navajo Technical University does not discriminate based on race, color, religion, national origin, sex, gender, age or disability" ([Undergraduate Catalog 2016-2018](#), p. iv). The university employs professors from different parts of the world who bring different cultural perspectives and pedagogical approaches to instruction.

1.C.2: As stated above NTU accepts all students without regard to race, color, religion, national origin, sex, gender, age or disability. Its General Education requirements also reflect its commitment to having students explore human diversity within the context of its Navajo constituency. The General Education philosophy is summarized as follows:

"provides students with knowledge, skills, attributes, and values needed to learn actively, communicate clearly, think critically, creatively, and reflectively, and to interact effectively in diverse environments. NTU's general education is to educate students within the Diné Philosophy of Education to be independent, critical thinkers, competent in their chosen professions by possessing a solid foundation in math, English, laboratory, social and behavioral sciences, communication, and information technology". ([Undergraduate Catalog 2016-2018](#), p. 39)

Courses like Interpersonal Communication or Global Cinema, for instance, teach students to interact with the broader world. The institution's curricula teaches students to be independent and critical thinkers, whether in mathematics, sciences, or the humanities. Both the Diné Philosophy of Education and NTU's diversity efforts help to [serve the Navajo people](#).

The School of Graduate Studies & Research and the School of Diné & Law Studies are currently exploring the field of Global Indigenous academy, which will eventually become a part of the teaching paradigm in the two departments. The Dean of Graduate Studies is actively participating in the annual "Institute for Curriculum & Campus Internationalization" at Indiana University-Bloomington. The Dean of Graduate Studies is in constant communication with educational organizations toward global learning for the institution.

General Education curriculum is supplemented by activities that relate the campus environment to the worldwide environment. The deep involvement of the campus in the World Indigenous Nation's Higher Education Consortium (WINHEC), which held its annual conference at NTU in 2014, is an example of these activities. Students are placed in internships throughout the United States, where they are exposed to real world hands-on experiences such as National Aeronautics and Space Administration (NASA), United States of Department of Agriculture ([USDA](#)), National Science Foundation (NSF), United States Forest Service, US Army, [the Juilliard School-Heartbeat Project](#), and so forth.

Students are involved in competitions with other colleges and universities on a number of different levels. These competitions include [SKILLSUSA](#), where NTU students compete nationally after winning state competitions, and the [American Indian Higher Education Consortium \(AIHEC\) conference](#), competitors from tribal college and universities from all over the United States compete in categories like the Knowledge Bowl and creative writing. Two student athletes also compete in the Indigenous World Games every year representing the United States. Each of these opportunities shows the university's commitment to involving students in interactions that build an understanding of human diversity in various settings.

Sources

- 2016-2018 Undergraduate Catalog
- 2016-2018 Undergraduate Catalog (page number 39)
- AIHEC
- Juilliard School of Music_Heartbeat Project Press Release -- 080817
- NM SKILLS STATE MEDALIST LIST 2017_4-11-2017
- VET Community Outreach_5-23-2017

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1: NTU is an educational institution that serves the public. Some examples are below.

- NTU [Veterinary Teaching Hospital](#) located in Crownpoint, NM serves the veterinary needs of livestock and domestic pet owners, provides vet services to rodeos throughout the Navajo Nation, does research designed to improve cattle, horse, sheep, and other animals for health and production, and works extensively with public schools that serve significant numbers of [Navajo students](#).
- NTU has worked with the Navajo Nation to prepare proposals for funding through competitions like the [Promise Zone](#) while addressing social and economic needs throughout the Navajo Nation.
- NTU's dual credit program works extensively with 23 high schools to improve secondary education in New Mexico and Arizona.
- The trade faculty assist in [renovating local homes](#) for U.S. military veterans and community elders.
- The accounting students provide free income tax services for hundreds of Navajo ranchers, farmers, veterans, and low-income families every year.
- The School of Diné Studies annually sponsors the "Technical Weaving for Elderly Women" during the month of August.
- Children from the Crownpoint community participated in "the [Juilliard School of Music Teaching Math](#)" project in July 2016. This event is planned again for August 2017.
- The summer workshops for the Navajo Language Academy takes place on campus every June.
- The University hosted the Navajo Nation Youth and Elder Conference in the summer of 2016 and is an ongoing collaborative effort with the Navajo Nation.
- The Early Childhood Program partners with Navajo Nation Head-start to certify teachers.
- In collaboration with Arizona State University, NTU Renewable Energy students built solar panels to generate energy for elderly community members in Leupp, Arizona. The same students built a solar messaging board on campus.
- The [Advanced Manufacturing Fabrication Lab](#) technicians provide demonstrations to [K-12 students](#) and to local schools on 3-D printer capabilities.

- The NTU Innovation Center collaborated with local organizers in hosting Change Labs workshops for small businesses and entrepreneurs.
- NTU Environmental Science and Natural Resources program conducted an [Environmental Assessment](#) for a heavy equipment yard for a local chapter south of Gallup as required under the National Environmental Policy Act of 1969.

In addition, the University reaches out, holding focus groups and asking for input about various programs such as the Industrial Engineering or Culinary Arts programs from professionals in the fields. NTU worked with the Navajo Division of Public Safety to establish the [Law Enforcement program](#) to fulfill a public need for an educated police officer. A request from the Navajo Nation Supreme Court established the Tribal Court's Transcription/Language Translation Certificate Program. A new program has been launched in partnership with the Palo Alto University to do basic research suicide prevention. This research will benefit NTU's Counseling certificate program and will result in the building of a curriculum designed to train specialists in suicide prevention and drug and alcohol treatment..

1.D.2: NTU is a non-profit tribal chartered organization that does not generate financial returns for investors, a parent organization, or any external interest. The University is an entity of the Navajo Tribe with two satellite instructional sites. As the primary focus is providing certificate and degree programs to Navajo students, NTU is supported primarily from various grants, tuition, and fees.

Clearly the University spends the vast majority of its income on education. Even its research, economic development, and community services activities involve [student participation](#), which strengthens the student's ability to develop skills and knowledge that lead to meaningful careers and jobs.

Navajo Technical University's primary mission is to provide the best quality education for all students. NTU's operations are primarily focused on supporting the educational aspect of the University. NTU's students are the stakeholders. NTU is a non-profit institution and holds to that standard by not increasing tuition and making quality education accessible for all Navajo and Native students throughout the Navajo Nation, as well as, the entire United States as it has an open-door policy.

1.D.3: The external constituencies and communities of interest NTU tries to respond to include:

- The President provides a yearly report to Navajo Nation Council committees. He and other staff work extensively with a broad range of Navajo Nation divisions and departments throughout the year on different projects and to meet specific needs.
- Discussions with tribal entities are held to address the Navajo Nation's economic development needs. A project like the NTU Innovation Center, in joint efforts with the Navajo Nation, were undertaken to help meet long-term goals and opportunities. Some of the priorities undertaken are based upon NTU's understanding of tribal goals:

- o Economic Development is the Tribe's number one priority. The NTU Innovation Center and the Center for Digital Technologies are examples of economic development efforts, and will be relied on heavily for creating new growth.
- o Increasing skills, knowledge, and attributes among tribal members that can lead to long-term employment. All of the programs in the [School of Engineering](#), Math and Technology are examples of the efforts to help fulfill this goal. Science, Technology, Engineering, and Math (STEM) programs help fulfill both this goal and the economic development goal.
- o The Board of Regents approved the Center for the Environment to address cleanup of Abandoned Uranium mines on and near the Navajo Reservation. Students obtain Hazardous Materials Handling certification upon completion.
- o Development of discipline courses of study that can, over time, help develop both a research and educational capacity that can either reduce or resolve the endemic health problems in the Navajo Nation and eventually lead to the establishment of a Navajo Pre- Medical School. The Pre-Nursing program, the development of a Certificate in Counseling and the development of a Bachelor of Science degree in Biology are examples of the efforts to help fulfill this goal.
- o The baccalaureate and master degree programs in [Navajo Culture, Language, and Leadership](#) and the development of the [Navajo Poet Laureate](#) appointment program are examples of efforts to meet the goals of preserving the Diné Language and Culture.
- o Reduce Crime and improve Navajo jurisprudence -The Law Advocate associate degree program and the effort to partner with the Navajo Division of Public Safety on a [Certificate in Law Enforcement](#) is located in Chinle, AZ are examples of efforts made to date to address the needs of public safety.
- o Continue to work toward achieving educational equivalence with Arizona, New Mexico, and Utah, ensuring that Navajo serving schools are equal, or superior, to educational attainment of the aforementioned states. Examples include the baccalaureate degree program in Early Childhood which provide student teaching experience for Navajo Nation [Head Start](#). Another is NTU's [dual credit program](#) that works with high schools in New Mexico and Arizona in serving significant populations of Navajo children to provide college credits to high school juniors and seniors.
- o Improve the infrastructure throughout the Navajo Nation. NTU's academic programs in Construction, Welding, Building Information Modeling, Energy Systems, and Electrical Engineering are all examples of efforts being made to meet this goal.
- o Improve Leadership and Public Accountability throughout the Navajo Nation. Students are trained to become leaders through the Diné Culture, Language and Leadership program.

Collaborations occurred between NTU and the Office of the Navajo Nation President to submit a [Promise Zone](#) application to the Department of Agriculture. Discussions with the Office of the Navajo Nation President, Navajo Nation council members, and other key constituency leaders of

divisions and agencies were held on numerous occasions. Key stakeholders identified in these collaborations included:

- Local ChapterHouses (Community centers) were integral in the establishment of instructional sites at Teec Nos Pos and Chinle. Continued discussions are in process to secure additional sites.
- Federal agencies like NASA, NSF, and the U.S. Department of Agriculture, have aided in the development of labs, programs, and the land grant programs.
- Ranchers, farmers, and animal owners have benefited from a broad variety of [outreach programs](#), including workshops, camps, research projects, seminars, different kinds of clinics, and services hosted by the NTU Veterinary Teaching Hospital.
- Schools with significant numbers of Navajo high school students. An example is the extensive dual credit program offered in New Mexico and Arizona.
- Navajo-based organizations. An example of NTU engaging Navajo-based organizations is when a Geographical Information Technology (GIT) student conducted a mapping project that tracked where weavers are coming from who sell their textiles at the [Navajo Rug Auction](#) that the [Navajo Weavers Association of Crownpoint \(NWAC\)](#) facilitates. Also, NTU's New Media students are detailing the Auction's history and its impact on the local community and have developed many films for Indian Health Service in New Mexico and Arizona.
- Industries and businesses that are working with the NTU Innovation Center, Navajo Division of Economic Development, and the [Center for Digital Technology](#).
- Public focus group sessions were held to allow community members to provide input on the development of four year degree programs in Biology and Business.

Sources

- DualCredit Check List
- Head Start MOA_NN Head Start_9-1-2015
- Juilliard School of Music_Heartbeat Project Press Release -- 080817
- Master Thesis 2016 Fall Semester -- Perry James -- 022416
- Navajo Technical University Mail - HLC Criterion 1 Internships
- Navajo Technical University Mail - NTU hosting Diné [Thinking] Space event to serve as community knowledge sharing forum
- NTU_AdvanceManufacturingOutreach
- NTU_CenterForDigTech_Packet
- NTU_EnvironmentalScienceChapter
- NTU_LawEnforcement
- NTU_TradeFacultyHomes
- Rug Auction_Daniel_5-19-2017
- Sandoval-Intern-Press-Release
- Third Round Rural-Tribal Promise Zones02-22-16 Application MAX Survey (1)
- VET Community Outreach_5-23-2017
- Veterinary-Technician
- vetTechCurriculumOutline

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

NTU is a mission driven institution of higher learning that serves the Navajo Nation and its people. The majority of its funding is spent on educational or educational support activities. As a result of its mission focus it is the largest TCU in the United States, although it has struggled in recent years to maintain the size of its enrollment. It operates one campus in Crownpoint, NM and two instructional sites, one in Chinle, AZ and one in Teec Nos Pos, AZ. All of these sites were developed in partnership with local chapterhouses. In all NTU offers 23 certificate, 17 associate degree, 10 baccalaureate degree, and 1 graduate programs. Most programs are developed as a result of interactions with the Navajo Nation or area businesses or other stakeholder groups. NTU also does significant outreach through dual credit and other programs that touch large areas of concern within Navajo communities.

NTU finance department is working to improve the overall budget process and align it with the Strategic Plan. Overall NTU clearly is a viable University that continues to develop new programs and work at improving current operations to better serve the Navajo people.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

2.A: Navajo Technical University operates with integrity in all aspects of its organization. The policies and procedures for its staff, faculty, administration, board and students reflect ethical and responsible conduct, and are published in various manuals and official documents.

Financial Integrity

NTU submits its financial operations to an external auditor every year. It also attempts to respond to any audit exceptions found. In the 2010 HLC comprehensive evaluation, the team found deficiencies with NTU's financial operations ([Final Report 2010 Navajo Technical CollegeTaylor](#)).

Since then, there has been substantial progress in financial operations. HLC no longer requires a focus report on finance, and recent audits have been considerably better than they were before the last visit. The university has received unqualified audits during the last few years. As noted in the 2016 audit, several accomplishments were made:

- Fifth Year in a row of Unmodified Audit Opinion, continuing significant improvement in fiscal management and responsibility.
- Phase I of Chinle Classroom and Lab has begun August 2017.
- The University continued to remain free of long-term debt during the period.

Academic Integrity

NTU has statements and policies regarding academic integrity. Among those is a policy provided to students on [page 14](#) of the student catalog:

Academic Integrity The integrity of an academic program rests on the principle that the grades awarded to students reflect only their own individual effort and achievement. Students are required to perform the work specified by the instructor and are responsible for the content of

work submitted such as papers, reports, and examinations. The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited. A student reported for plagiarism or cheating will be referred to the Dean of Instruction and will be subject to disciplinary action, including possible expulsion from NTU. Plagiarism According to the fifth edition of the MLA Handbook for Writers of Research Papers, "to use another person's ideas or expressions in your writing without acknowledging the source is to plagiarize. A writer who fails to give appropriate acknowledgment when repeating another's wording or particularly apt term, paraphrasing another's argument, or presenting another's line of thinking is guilty of plagiarism."

The [faculty handbook](#) addresses several aspects of academic integrity, including faculty rights and responsibilities, academic freedom, etc. The [employee handbook](#) contains other aspects, including employee general conduct and ethics. Each faculty member and employee are provided copies of the appropriate handbooks upon employment. Copies are also available online on the university's website. Various aspects of integrity, such as sexual harassment, are featured in mandatory training sessions every academic year. In the handbooks are clear adjudication procedures for all faculty and employees, including a rigorous application of verbal and written warnings and an effort to help the employee to change questionable practices.

There is evidence that trust within the university, one of the key components of academic integrity, needs to be improved. A consultant for NTU was asked to interview faculty at the Crownpoint, Chinle, and Teec Nos Pos locations by the President because of the number of complaints that were reaching his desk. He found an unacceptably high degree of mistrust, especially at the Chinle Instructional site, although it was institution wide. This led to changes in operating and academic management personnel.

NTU clearly needs to do more to improve Chinle operations and employee morale in particular. Discussions with individuals at that instructional site show a high degree of frustration. Some of that could be improved with a better teaching environment once the new campus in Chinle is erected. However, it needs more collaboration between individuals at instructional sites, including administrators, faculty, staff, and other personnel..

There is also evidence that shows that NTU has for a long time, emphasized collaboration. The faculty has been consulted on the Academic Plan that has been developed. Minutes from the faculty consultation in Crownpoint illustrate the coordination. A [summary of focus groups held with students](#) illustrates one of the key ways students have been consulted over the years. Brainstorming sessions are also a common occurrence with different stakeholder groups at the Crownpoint campus and the two instructional sites. The Faculty Council and President also appoint a number of committees, including the Committee on Institutional Effectiveness, which encourages collaborative decision-making.

Decision-making at either the Board of Regents or Administrative level is done within the formal procedures followed by the Navajo Nation and the directions of NTU's charter or Board approved policies. Personnel decisions made at NTU are subject to review by the appeal committee of tribal government. The Board of Regents operates within its By-Laws. The only auxiliary unit of NTU is the Innovation Center, which operates out of a facility built for business

incubation in Church Rock, NM. It is subject to the same policies that guarantee fairness at the Crownpoint campus and Chinle and Teec Nos Pos instructional sites. The Navajo Tribe has also conducted separate audits of NTU's operations, providing another layer of checks and balances mechanisms to ensure ethical operations.

Sources

- 2016-2018 Undergraduate Catalog
- 2016-2018 Undergraduate Catalog (page number 14)
- Audit Report_NTU 2016 Audit Report
- Final Report 2010 Navajo Technical CollegeTaylor
- NTU Academic Integrity
- ntuEmployeeHandbook
- ntuFacultyHandbook

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Navajo Technical University provides clear and accurate information to students and the public regarding programs offered, requirements, cost, accreditation, personnel and Board of Regents. Information is provided through various publications, literature, and the NTU website. Navajo Technical University consistently describes itself as a tribal university chartered by the Navajo Nation and as a Tribal College in the Carnegie classification.

The [NTU catalog](#) is the primary resource for information regarding programs, requirements, course descriptions, tuition and fees, accreditation, and other information. The [Student Handbook](#) provides information on student code of conduct, student rights, responsibilities, policies, and disciplinary processes for NTU students. Information on federal protection and rights for students concerning the American Disability Act, sexual harassment and FERPA are clearly defined for the student.

NTU has an [Enrollment Management Committee](#) that reviews on a regular basis, [published documents](#) in an effort to ensure accuracy and integrity in its publicly distributed literature. This works well in regard to representations of programs, requirements for students, and accreditation relationships. The catalog, student handbook, and promotional literature are vetted and are accurate in regard to programs and requirements to earn a certificate or degree. All policy and publications, such as the catalog, are reviewed by the administration and approved by the Board of Regents.

The website has the catalog, [student handbook](#), [student residential handbook](#), and other publications available online for students and the general public. Other documents demonstrating the thoroughness of material available include: The [strategic plan](#), the [organizational chart](#), [emergency response information](#), [Faculty e-learning policies](#), [Student e-learning policies](#) with [acknowledgement form](#) and [internship policies](#). All faculty and staff credentials are listed on pages 115-118 of the [undergraduate catalog](#) with the exception of adjunct instructors. Adjuncts are hired on an as-needed basis. Qualifications are also listed in the "Contact" link on the webpage. A link to the Cost of Attendance calculator is also on the website. The Mark of Affiliation acknowledging the university's accreditation is on the main page of the website. The website is maintained internally by the NTU Webmaster to update and keep current information available. The URL for the website is www.navajotech.edu.

The website includes a section available to the public that contains [several yearly reports on NTU's assessment efforts](#). These reports contain useful data about the various academic programs and the demographics of students at the university, allowing those who are interested

enough to review results from NTU's efforts to improve learning outcomes. [Institutional research data](#) is also available online at NTU's website, www.navajotech.edu. Important findings and other data are disseminated within various committees and also by the Communications Director to faculty, staff and students via email and NTU's Facebook page.

The University also maintains several social media sites to help present information to the community. NTU's Facebook page provides up-to-date information and announcements and has over 5,000 followers with a reach up to 10,000 people each week.

Sources

- 2016-2018 Undergraduate Catalog
- 2016-2018 Undergraduate Catalog (page number 38)
- facultyE-LearningPolicy
- NTU_E-Learning_StudentAcknowledgement
- NTU_EMCMinutes15
- NTU_InsightfulGuide (1)
- ntu_organizationalChart
- ntuAnnualAssessmentReport_Fall2015_Spring2016
- ntuAnnualDataAssessmentReport
- ntuEmergencyResponsePlan
- ntuInternshipPolicy
- ntuResidentialHandbook
- ntuStudentHandbook
- strategicPlan2015_2020
- studentOnlinePolicy

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2.C: The Navajo Technical University is chartered by the [Navajo Nation Council](#), which approves the By-Laws of the Board of Regents. Within the By-Laws is are the procedures for nomination, selection, and approval of the Regents, as well as duties and responsibilities. Their authority exists solely within the parameters of the Board's meeting as a whole; no Board member may independently represent the Board of Regents, or make unilateral decisions. Meetings are held on a regular basis and attended by the President and Cabinet, as well as open for public comments. The NTU President is delegated to conduct daily operations of the university and maintains communication with the Board of Regents on matters of concern.

2.C.1: A review of four months' work by the Board for 2016 as reflected in its resolutions identified a wide range of business that was conducted. This includes: the approval of six grant awards resulting from the work of faculty and staff; one sub-agreement with a local hospital to develop a curriculum/certificate program of interest to the hospital; one agreement to partner with Little Sisters of the Poor; one grant modification; four professional services contracts to do a variety of tasks for NTU; one sub-contract with a partnering university; two approvals of policy amendments requested by the staff; one approval for a new degree to be submitted to HLC; one approval of the budget; three intergovernmental agreements; one facilities use agreement; one academic agreement; one purchasing agreement; one approval of employment contracts put forward by the administration; one waiver of tuition and fees for students studying during the summer session; and a request for modifying the university's charter from the Navajo Nation so that in certain defined instances NTU could offer a limited waiver of sovereign immunity.

This section covers one quarter of a fiscal year's actions, but demonstrates deliberations that reflect priorities to preserve and enhance the institution. In this list are efforts to increase/solidify funding, work with a local hospital to meet a need for trained employees in a field that addresses Navajo community concerns, efforts to improve operations, efforts to

strengthen policies, efforts to enhance the curriculum, and one effort to work with a major provider of services to poor, rural Navajo to help them increase their effectiveness in serving the community: ...[Agenda-May 7, 2016](#), [Agenda-May 13, 2016](#), [Agenda-July 22, 2016](#), [Agenda-August 9, 2016](#), [Agenda-September 13, 2016](#). There is also a review of the university's budget and its priorities in this list. A review of more Board agendas and minutes expands the evidence that the Board listens to different constituencies in its efforts to set priorities for NTU that they believe will preserve and enhance the institution.

2.C.2: These same agendas, as well as a broader review of Board meeting minutes, reveals the importance placed upon reviewing and considering the reasonable and relevant interests of internal and external constituencies. Tribal and community needs are often a matter for discussion by the Board in considering degree proposals. Student Senate President sitting on the Board represents student needs.

The Board of Regents' operate within their By-Laws. The board chairperson collaborates with the university president to finalize all agenda items. The Board, during their regular meetings, is then able to discuss and make recommendations to the president. The board also approves contracts and policies within their authority.

There are a number of instances in the board meeting minutes ([Minutes May 7, 2016](#), [Minutes May 13, 2016](#), [Minutes July 22, 2016](#)) over the years demonstrates that the Board does review and consider internal and external constituencies during its decision-making deliberations.

2.C.3: There is evidence that the Board solicits advice from a number of stakeholder groups; however, there is also evidence that the Board is independent in its decision-making even from the Navajo Nation. There have been a number of times the Board has approached the Navajo Nation President and Council for modifications to the university's charter. A recent example was the effort to get the Tribe to provide the university with a [limited waiver of sovereign immunity](#). This is important to the University because of some of the challenges it encountered getting projects approved such as an agreement with the local electric services provider to implement net metering for NTU's Alternative Energy program. Still, this was difficult for the Nation since the battle to establish sovereign immunity was difficult, and the Council was always reluctant to even grant a limited waiver. Fortunately, the Council eventually approved the [resolution](#).

The effort to establish an [Institutional Review Board at NTU](#) also demonstrates the Board's independence. The Council limited NTU's IRB to student projects at either the undergraduate or graduate level, but gave a partial approval to what the Board requested. As a university NTU encourages research in a number of different fields. The Tribe's IRB can take over a year to approve a request. This is simply unworkable in an academic setting; therefore, the Board, even knowing that the Nation's IRB and some councilmen would oppose their request, went ahead anyway. The Board has, time after time, demonstrated its independence when it was in the best interests of the institution.

2.C.4: The Board of Regents delegates the NTU president day-to-day operations. The Board of Regents conducts annual performance review of the President. The president works in

collaboration with the Cabinet to administer daily activities and academic priorities through an ongoing process.

The Vice President and Academic Deans oversee academic matters. A Curriculum Committee is structured to provide oversight of any course and program changes. Individual faculty members often suggest new degrees and start the process of getting the degree to HLC review by doing an environmental scan to determine if there is such a need for a program that supports the mission of the university. The President, responding to the Council or a major Navajo need, also initiates some work in collaboration with the academic department. An example is the recent work on a degree to be offered in partnership with the Navajo Division of Public Safety in which the faculty participated in the development and vetting of the degree and its curriculum.

Sources

- 21. Human Research Protection Plan Resolution
- Agenda-August 9, 2016 (1)
- Agenda-July 22, 2016 (1)
- Agenda-May 13, 2016 (1)
- Agenda-May 7, 2016 (1)
- Agenda-September 13, 2016 (1)
- Limited Waiver-Signed
- NABIMA-12-17NavajoNationAppointment
- VII. A. Minutes - July 22, 2016
- VII. A. Minutes May 13, 2016
- VII. A. Minutes May 7, 2016

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

2.D: In the Student Handbook, under “Student Rights and Responsibilities,” NTU’s policies about freedom of inquiry and rights to expression are stated:

Rights to Freedom of Inquiry: The Higher Learning Commission recognizes the central importance of freedom of inquiry for students in an accredited institution of higher learning. A commitment to freedom of expression and a support for research and creative work is necessary for NTU to effectively partner with other colleges and universities in developing joint programs and working arrangements in a variety of academic, vocational and community education areas.

Rights to Expression: Students can freely examine and exchange diverse ideas in an orderly manner inside and outside of the classroom.

Student clubs often are in control of their own presentations, and creative expression is encouraged through the development of films, stories, poetry, and scientific posters and presentations. Students are allowed to freely express themselves in speech and other competitions, where they are allowed by the University.

Students can pursue truth through work with the Innovation Center at Church Rock, and through unique events like the [Student Research Day \(SRD\)](#). Programs like NTU’s baccalaureate degrees in Environmental Science and Electrical Engineering often times have a heavy presence in events like this and routinely explore the marvels of contemporary technology in the Center for Digital Technology. As an institution of higher learning that emphasizes experiential learning, searching for the truth is central to what learning is about at the campus and instructional sites. That search often spreads into the community, where programs like NTU’s Veterinary Technology engage locals in research and inquiry.

Diné Studies also encourages the exploration of truth and knowledge through a Navajo lens to all of the students at the university. This helps students explore their place in the universe and in a contemporary world. This is especially true through application of the concepts of the mission: “The University is committed to a high quality, student-oriented, hands-on learning environment based on the Diné cultural principles: Nitsáhákees, Nahátá, Íina, Siihasin,” and its emphasis upon thinking, collecting evidence, reflecting, examining, rethinking, and change based upon the processes of the Diné Philosophy of Education. All students are required to take at least one Diné Studies course to obtain their certificate or degree.

Sources

- StudentResearchDay

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E.1: The integrity of an academic program rests on the principle that the grades awarded to students reflect only their own individual efforts and achievement. Students are required to perform the work specified by the instructor and are responsible for the content of work submitted such as papers, reports, and examinations. The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited. A student reported for plagiarism or cheating will be referred to the Dean of Undergraduate Studies and will be subject to disciplinary action, including possible expulsion from NTU.

The university established an Institutional Review Board known as the [Committee on Institution Research \(CIR\)](#). According to the procedures for research "All research involving human subjects conducted by students are to be supervised by a faculty member and be reviewed and approved by the Committee on Institution Research prior to initiation. Projects are initially reviewed regardless of the source of funding, and regardless of its federal status as an exempt, an expedited, or a full review project. Investigators may not solicit subject participation or begin data collection until they have received written approval from the CIR."

2.E.2: Students are offered guidance in the ethical use of information resources through orientations and workshops held throughout the semester. The NTU catalog and Student Handbook also provide information on Academic Integrity that address ethical use such as plagiarism. The NTU website also houses this information electronically. The course syllabi also make reference to Academic Integrity.

There have been policies concerning using ethical use of information for a considerable amount of time. The Student Handbook, page 17, contains the following statements about academic integrity and plagiarism:

Academic Integrity The integrity of an academic program rests on the principle that the grades awarded to students reflect only their own individual efforts and achievement. Students are required to perform the work specified by the instructor and are responsible for the content of work submitted such as papers, reports, and examinations. The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism

and is prohibited. A student reported for plagiarism or cheating will be referred to the Dean of Undergraduate Studies and will be subject to disciplinary action, including possible expulsion from NTU.

2.E.3: The [NTU Catalog](#) and [Student Handbook](#) provides information on academic honesty and integrity, which includes the student's responsibility to do their own work without plagiarizing. The academic writing assignments that require the use of outside sources generally are not intended to teach students to assemble a collection of ideas and quotes, but rather to synthesize the ideas they find elsewhere to construct new knowledge for themselves. Different disciplines use different documentation methods; therefore, students should consult instructors about the correct use of the appropriate documentation style. Additional resources and guidance in the correct use of sources can be obtained from the English faculty at NTU.

“A Policy on Ethical Use of Information Technology Resources” is also in place. One of the technology instructors on the Chinle campus indicates that he introduces students to that policy during his classes. The IT department in Crownpoint also indicates that several efforts are made to ensure ethical use of information. This ranges from measures taken with online courses to ensure that the student enrolled in a class is the one responding during discussions or tests to filters that only allow those using the campus networks to access social media sites when they are in their dorms.

A new “**Media and Public Relations**” policy has been drafted and is under review. This is part of the effort to give guidance to all parts of NTU, including its student body, about the ethical use of information resources. This policy, when finalized, will be used in New Media classes to help students making movies and videos ensure that their work complies with ethical standards.

NTU has recognized, as a result of doing the self-study, that its efforts to teach about the ethical use of information is not as systemic as it should be. The Dean of Undergraduate Studies, therefore, has begun the work of planning a workshop during in-services designed to get faculty to address the issue more forcefully in their classes.

NTU has a process outlined in the [Student Handbook](#) regarding students who are found to have plagiarized or conducted any unethical matters and are disciplined accordingly. It will also be used to guide NTU’s Communications Department so it engages in ethically responsible behavior when communicating with internal and external stakeholders

Sources

- 2016-2018 Undergraduate Catalog
- ntuStudentHandbook
- Welcome NTU Researchers CIR

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

NTU has demonstrated a serious effort to practice ethical and responsible conduct. In some areas, such as data collection, assessment, and financial operations, improvements have been made. It also has in place a comprehensive set of policies that helps guide ethical and responsible conduct.

Financial operations have improved dramatically since the last comprehensive HLC visit. Continuous improvements in the financial services department are being made in regards to policies and procedures. The support of the Board of Regents has allowed NTU to accomplish many of its developments, solidifying it as a Tribal College and University (TCU) leader. The relationship between the President and the Board has also been strengthened.

Improvements have also been made in presenting the University to the public with the staffing of a Communications Department. Improvements such as publication of various documents to the NTU website, constant contact with the regional media, and the collection and dissemination of accurate data have enhanced the institution's visibility and credibility.

Overall, NTU has strengthened its approaches to ethical and responsible conduct, helping to improve its standing with the Navajo Nation and the Navajo people since the last HLC visit.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1: As stated in the [NTU undergraduate catalog](#), [graduate catalog](#) and the [student E-Learning policies](#), the courses and programs are current and appropriate to the degree level. NTU faculty review and revise the curriculum when appropriate, especially after undergoing a [program review cycle](#). Credit hour allocation for certificate, associate, baccalaureate, and graduate degree programs are clearly defined in the NTU [undergraduate catalog](#), [graduate catalog](#) and the student E-Learning policy. To maintain credibility of its programs, NTU has a transfer articulation agreement with the New Mexico Higher Education Department as explained in the [New Mexico common core articulation agreement](#), and as an example, [General Education Competencies-All Areas](#), [Area I: Communication](#), [Area II: Mathematics](#), [Area III: Laboratory Science](#), [Area IV: Social/Behavioral Sciences](#), [Area V: Humanities and Fine Arts](#).

3.A.2: The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

The [NTU Assessment Guide](#) provides procedures for direct and indirect measures of student learning. Faculty are required to measure one to three program goals in the spring semester and one to three course outcomes in the fall semester. The [program assessment matrix](#) displays when and who is responsible for measuring the program goals.

NTU integrates the [Diné Philosophy of Education \(DPE\)](#) into students learning outcomes. The DPE is aligned with the four cardinal directions and encompasses the Navajo way of life and

Navajo values. Nitsáhákees is thinking, Nahat'á is planning, Iiná is living and Siih Hasin is hope or reflection. NTU's assessment, teaching, and learning are based on the DPE.

3.A.3: The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

NTU ensures that program quality and learning goals are consistent across all modes of delivery and at all locations. The University uses a standardized [syllabus template](#) on main campus, instructional sites, online delivery method, and dual credit locations. NTU's syllabi for each course contains the same course outcomes and learning goals, and the same textbook is used for the same course, which are taught by multiple instructors.

NTU was approved by HLC to offer distance education courses on [February 8–9, 2016](#). The [E-Learning department diligently](#) works toward establishing requirements to meet the Higher Learning Commission (HLC) Distance Education guidelines, Council of Regional Accrediting Commission (C-RAC), and the National Council for State Authorization Reciprocity Agreements (NC-SARA). NTU was approved membership of SARA on [May 26, 2017](#), this allows NTU to deliver fully online courses anywhere without having to get state-by-state approval to deliver our online courses. This will save us a lot of time and money. Becoming members of SARA will help with HLC and as we move forward in offering fully online programs. Another fact is NTU is the first Tribal College and University to join SARA.

The [Online Education Committee \(OEC\)](#) was formed and many of the departments and faculty are participating. The [OEC](#) is a part of the development, design, and implementation of many of the student support services online. NTU is partnering with [SUN ONLINE and WICHE-ICE](#). SUN PATH is a consortium of New Mexico public colleges sharing quality online courses to ensure that students have access to a variety of courses, certificates, and degree programs. WICHE ICE is a robust administrative tool designed to support collaboration among institutions offering online courses. Both Sun Online and ICE are dedicated to excellence in online learning and professional development for faculty who teach online and both are committed to increasing access to quality online education for students across New Mexico. Becoming a partner with SUN ONLINE will help us with affordable training using Quality Matters (QM).

Sources

- 2016-2018 Undergraduate Catalog
- Approval_NTU Expedited Distance and Correspondence Action Letter 2-12-16 (1) (1)
- Catalog - Graduate 2017-2018_Final_9-8-2017
- General Ed Core Course Transfer Curriculum
- HED Gen Ed Competencies-All Areas
- HED_Area_I_12-05-2012_
- HED_Area_II_12-05-2012_

- HED_Area_III_12-05-2012_
- HED_Area_IV_12-05-2012_
- HED_Area_V_12-05-2012_
- NTU Assessment Guide_Fall 2017_8-25-2017
- NTU_SARA_Application041717 (1)
- NTU-DPE
- NTU-E-Learning08-28-17
- ntuProgramReviewGuide
- OnlineEducationAgenda_1.27.17_Approved
- OnlineEducationCommitteeMinutes-1.27.17Approved
- Program Goals_NTU_9-5-2017
- Skill UP Network -Signed
- studentOnlinePolicy
- Syllabus-Template_NTU_1-10-2017

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3.B.1: NTU's [general education program](#) aligns with the University's mission which is "to provide college readiness programs, certificates, associate, baccalaureate, and graduate degrees. Students, faculty, and staff will provide value to the Diné community through research, community engagement, service learning, and activities designed to foster cultural and environmental preservation and sustainable economic development. The University is committed to a high quality, student-oriented, hands-on learning environment based on the Diné cultural principles: Nitsáhákees, Nahátá, Íina, Siihasin".

Students in the certificate programs are required to complete at least twelve (12) credit hours of general education courses, associate degree-seeking students are required to complete at least twenty-three (23) credit hours of general education courses, and baccalaureate degree-seeking students are required to complete at least thirty-six (36) credit hours of general education courses before graduation. All students in the certificate, associate and baccalaureate degree programs are required to complete at least [three \(3\) credit hours of Navajo/Diné Studies](#) as explained in the undergraduate catalog and general education requirements.

3.B.2: [General education requirements](#) at NTU is the foundation for all degree and certificate programs by providing students with knowledge, skills, attributes, and values needed to learn actively; communicate clearly; think critically, creatively, and reflectively; and to interact effectively in diverse environments. NTU's general education requirements for certificate students involves completion of twelve (12) credits of general education courses, associate

degree seeking-students complete twenty-four (24) credits of general education courses, and baccalaureate degree seeking-students are required to complete thirty-six (36) credits of general education courses. NTU aligns its general education learning outcomes with [New Mexico Common core articulation agreement](#).

3.B.3: Students are expected to engage in experiential learning through research, writing reports and presenting capstones and class projects. Based on [internship policy](#), students are expected to write reports and make presentations to earn grades for internship courses. Additionally, students take courses in communication as a part of general education requirements.

3.B.4: According to NTU's admission policy and undergraduate catalog, it maintains an open admissions policy and the University does not discriminate on the basis of race, color, religion, national origin, sex, gender, age or disability. NTU recognizes the importance of human and cultural diversity as can be seen in the general education goals, i.e.,

- Learn actively,
- Communicate clearly,
- Think critically, creatively, and effectively,
- Interact effectively in diverse environments.

3.B.5: In alignment with the University's mission, faculty and students participate in scholarship research and creative activities. The following scholarships are available to qualified NTU students: American Indian College Fund (AICF); Boeing scholarship; college scholarships for women; Nihi dáá nidíí dáál (honors) scholarship; Public Service of New Mexico (PNM) scholarship; scholarships for minority students; Tom Davis scholarship; Cobell Scholarship; and scholarships from the American Indian Graduate Center. National Science Foundation (NSF), National Aeronautics and Space Administration (NASA), U.S. Department of Agriculture (USDA), Department of Energy (DOE), Department of Defense (DOD), and Environmental Protection Agency (EPA) fund NTU faculty and students' research. Additionally, the University provides seed grants to encourage new faculty to work on research projects with students.

The NTU faculty organizes and promote NTU students to participate in American Indian Higher Education Consortium (AIHEC) academic competitions as well as in SkillsUSA competitions, both at the state and national level. NTU students are also encouraged to do research through capstone courses and projects. Some NTU students participate in the New Mexico State and national maker faire. NTU research day competition is organized every spring semester where students showcase capstones and class projects for the current academic year. Furthermore, NTU faculty and students collaborate with other institutions for research projects.

Sources

- 2016-2018 Undergraduate Catalog
- 2016-2018 Undergraduate Catalog (page number 40)
- 2016-2018 Undergraduate Catalog (page number 41)
- General Education Spreadsheet

- HED Gen Ed Competencies-All Areas
- ntuInternshipPolicy

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1: NTU has sixty-two (62) [qualified full-time faculty](#) and number of adjunct faculty varies from semester to semester. NTU's faculty develops and revises curriculum, which is presented to the Curriculum Committee for approval. The Curriculum Committee submits approved curriculum to the Dean of Undergraduate programs, Vice President, President, and Board of Regents for final approval. The faculty set up expectations of students' performance, establishes academic credentials for instructional staff, and helps assess students' learning.

The [Curriculum Committee](#) consist of five members of the Faculty Assembly, appointed by the Dean of Undergraduate Studies for two-year terms. The Curriculum Committee has the following functions:

- a. Review and revise, if necessary, proposed curriculum submitted by a school, department or program for general education compliance, and make recommendations regarding the proposed curriculum to the school, department or program for eventual submission to and approval by the Faculty Assembly, Dean of Undergraduate Studies, Vice President, NTU President and Board of Regents.
- b. Aid in the development of new courses or program to meet the needs or demands of the University.

- c. Aid in the design or revision of curriculum or course credits to facilitate the integration or transferability of course credits to other institutions.
- d. Aid in the revision of existing curriculum to facilitate compliance with updated environmental scans.

The curriculum approval process is summarized by the flowchart attached, [Curriculum Process](#). The Dean of Undergraduate Studies will send a memorandum to the faculty informing them of the new or revised curriculum. The new or revised curriculum will be sent to the Higher Learning Commission (HLC) for approval and then to the Department of Education (DOE) for federal funding approval.

Assessment is essential to student learning through academic programs by measuring and implementing continuous improvements. The Assessment Committee provides support to establish learning outcomes by measures, observing, and documenting the results of the outcomes, findings, improvements, and plans.

The [Assessment Committee](#) consist of the Dean of Undergraduate Studies, the Data Assessment Director, and the Department Chairs or the department delegated representative for two-year terms. The Assessment Committee has the following functions:

- a. Oversee all undergraduate course and program data collection and recommend new data collection methods to measure institutional effectiveness, particularly in the realm of student learning.
- b. Provide a cyclical source of reliable information from assessment for the improvement of student learning.
- c. Provide a well-planned systematic process of data collection.
- d. Provide systematic analyses of data for making institutional decisions about budgeting, strategic planning, faculty development, and program changes.
- e. Provide feedback that links the institutional outcomes to the University's mission statement.
- f. Collect and review data and make recommendations to the Data Assessment Director and Dean of Undergraduate Studies concerning: (1) student learning and institutional effectiveness based on the course assessment plans presented by each faculty member at the end of the first month of each semester; (2) the course outcome data and analyses report presented by each faculty member during - 10 - the last week of each semester; (3) the program assessment report submitted by each faculty member every semester; and (4) the one-page program assessment report submitted by the program by the end of each spring semester.
- g. Oversee the preparation of the annual report that shall include the planning and data collection that begins during the fall semester and ends in the spring semester with the faculty's collection

of student learning data. The report shall be submitted to the NTU President and Board of Regents at the beginning of October each year.

h. Meet Monthly

The focus is to ensure NTU's Strategic Priority on Academic Excellence. NTU commits to [academic excellence](#) and is engaged in an ongoing process of meeting its mission by employing a comprehensive system of teaching, research, service, leadership, and educational support based on the [Diné Philosophy of Education](#).

3.C.2: NTU ensures that all faculty members it hires are appropriately qualified and uses same criteria for faculty ranking for full-time faculty, adjunct faculty, dual credit faculty, contractual, and consortial faculty. Any faculty member who does not meet the minimum criteria established in the criteria for [faculty ranking](#) and [faculty handbook](#) will not be hired by NTU.

3.C.3: [Faculty are evaluated](#) by their supervisors prior to April 30th of each academic year according to established institutional policies, procedures, and standards in the employee handbook. Faculty are assessed based on the following criteria:

- Excellence
- Integrity and professionalism
- Diversity within the academic community
- Creativity and initiative
- Teaching effectiveness
- Academic freedom
- Access and student success
- Planning

3.C.4: Faculty members submit their [professional development plan \(PDP\)](#) during the annual evaluation that takes place before April 30th of every academic year. The faculty's supervisors approve the PDP, is then submitted to the Human Resources department for final approval. The approved PDP is kept in the faculty's files for implementation and record purposes. NTU makes funding available to each faculty for PDP and training.

The faculty have access and are members to online learning resources. NTU is an institutional member of the Online Learning Consortium (OLC). OLC is an organization devoted to improving the quality of online learning. As members of the consortium, NTU faculty have access to a wide variety of resources. NTU has access to Quality Matters (QM) tools and resources included with our subscription. NTU is requiring the faculty teaching online courses complete QM's courses called "Designing Your Online Course" and "Applying the QM Rubric". NTU are also members of WCET .WCET is the leader in practice, policy, & advocacy of technology-enhanced learning in higher education. All faculty are automatically assign to Moodle 101 - Course Creation v3.3 and Moodle 201 - Course Management v3.3. If faculty teach fully online, they are required to complete each course in Moodle.

3.C.5: NTU's instructors required be available for office hours. Faculty must post office hours on their doors to maintain communication with their students and the [syllabus template](#) has provisions for office location, faculty e-mail address, faculty phone number, and time for office hours. Students can also arrange to meet with the faculty at their own convenience. Faculty are also accessible to students during campus events and students can meet with faculty with a formal appointment. Faculty are required to be accessible to students for a minimum of five hours per week for student advisement (i.e., e-mail, phone, or face-to-face accessibility to address students' needs).

3.C.6: [A list of staff](#) qualifications shows that NTU only employs staff that are appropriately qualified and suited for tutoring, financial advisement, academic advisement, admission, and registration. NTU has fund available for each staff member for [PDP and training](#). To be competitive with other higher institutions of learning in the region, NTU conducted a salary study in 2016 and this helped to determine how much to pay each employee. [Regular fulltime employee](#) may have tuition fees waived for up to (4) four credit hours per semester which encourages professional development.

Sources

- Curriculum Process
- 2_pdpGuide
- 5_performanceReviewFormFacultyInstructors
- 8_staffTuitionWaiverAuthorization
- Academic Excellence_Accomplishments_Strategic Plan_12-14-2016(2)
- Approved by NTU Board_Faculty Handbook_6-23-2015
- Faculty Constitution_Approved by the Board_5-15-2015
- Faculty Ranking_NTU_9-8-2017
- List of NTU Staff_9-9-2017
- List_NTU Faculty by Dept_9-9-2017
- ntu_organizationalChart
- NTU-DPE
- ntuEmployeeHandbook
- ntuFacultyHandbook
- ntuFacultyHandbook (page number 7)
- ntuFacultyHandbook (page number 9)
- pdpPlanFacultyAndGeneralStaff
- Syllabus-Template_NTU_1-10-2017

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

3.D.1: The Science, Technology, Engineering, Arts and Mathematics (STEAM) Lab provides quality student services through tutoring, mentoring and study skills development to promote graduation and improve retention of Navajo Technical University students. The main objective of the STEAM Lab Program is to assist in the independent learning and thinking of Navajo students to attain a higher level of education. The STEAM Lab provides general tutoring and mentoring for continual NTU student success in English & STEM-related courses. It actively recruits future STEAM majors through first-year student outreach and community service initiatives.

To better serve the NTU students, the STEAM Lab has irregular operation hours. It is open on Sunday from 12:00 p.m. to 9:00 p.m., Monday-Thursday from 7:00 a.m. to 9:00 p.m., and Friday from 8:00 a.m. to 5:00 p.m. With approximately twelve tutors at 20 hours per week, the STEAM Lab is open 60 hours a week with 3-4 tutors per hour. Aside from tutoring, the STEAM lab facilities are also equipped with 14 computers, 1 scanner, 1 copier and 6 study tables. All STEAM lab student employees participate in an orientation and participate in a 2-day Tutor Training Program. The training program allows the students to advance their knowledge about the proper etiquette and expectations of their position as a tutor and peer role model.

Students enrolled in an online course have access to [NetTutor](#). NetTutor offers online tutoring services in all subject areas and provides 24/7 support.

Additionally, NTU has increased access to support services such as library services, students emergency aid assistance, transportation, housing, cafeteria, career fairs, career counseling, advisement, child care, and so forth. These services are available at the main campus in

Crownpoint, New Mexico with limited services at the two instructional sites in Arizona. Faculty refer students who have problems with academic performance, attendance, childcare, family, finance, health, personal, and transportation to the counselors by completing an early alert referral form. The counselors schedule appointment with the students to resolve the issues.

NTU also provides a number of counseling and advising services to assist students at risk, NTU has a Disability Accommodations Specialist, who works with special needs students, and a Substance Abuse Prevention Specialist who also provides traditional counseling. A First-Year Student Advisor is also available who focuses on first-year students and prepping them for graduation. An Academic Counselor has a clientele comprised of students who are on Academic Probation or are returning while on Academic Suspension. The Career and Internship Advisor collaborates with the faculty who conduct internships within their programs and also assists students who are interning during the semester, as well as advice students, who are non-majors by assessing their career attributes that will help them identify a major. The Job Placement Coordinator arranges with internal and external resources to identify employment for students and also partners with entities to provide sites for internship. The Job Placement Coordinator also is in the process of establishing an Alumni Association for NTU.

3.D.2: NTU has a step-by-step process for directing entering students to review their program of interest and selection of courses. Students undecided on their major are referred to the career advisor for a career assessment profile. Transfer students must provide an official transcript to the registrar for an evaluation to determine appropriate course needs. Based on their selected major, the students are provided a program checklist. All new incoming students are required to take a placement test.

NTU administers a placement test by using the software Accuplacer to determine entering English and Mathematics courses that are suited for the students. NTU offers remedial English (Reading and Writing Skills: ENG-098), Mathematics (Technical Mathematics I: MTH-098), and Science (Integrated Science: IS-090) for students who tested into remedial courses. For courses that have prerequisites, the students must take the prerequisites before they can be allowed to take the main courses.

Once enrolled, students meet with their academic advisors or academic counselor on a consistent basis and receive focused guidance. A program checklist is provided to each incoming student to help guide him or her throughout the progress of his or her program.

3.D.3: Faculty Program advisors, Academic Advisors, and Academic counselor are available to students for advisement. NTU has a Disability Accommodations Specialist, who provides services to students need of appropriate accommodations to support educational needs (i.e., special needs students). If there are concerns with students' academic performance, attendance, childcare, family, finance, health, personal, transportation, and so forth, the faculty complete an early alert referral form and sends the student to the counselors. The counselors schedule appointments with the students that are referred to them and the counselors pursue a number of ways to resolve the students' problems.

Transfer students meet with the Registrar to go through the students' degree checklists and transcripts. They also determine the courses the students need to graduate and include the courses to graduate.

3.D.4: NTU built a new library on campus that serves students, and it has an extensive collection of materials through online databases. Online databases include EbscoHost, Credo reference, FirstSearch from Online Computer Library Center (OCLC), AccessScience, Gale Products, WorldCat from OCLC, and Newsbank. All the electronic holdings are compiled through one search platform called Ebsco Discovery Service (EDS). Through the EDS search students and faculty have +1200 periodical titles and eBooks. The Chinle and Teec Nos Pos instructional sites have access the Library resources online; however, they do not have their own physical library. Faculty, staff, and students can request books and materials they need, and the library has the resources to purchase or borrow those materials through an interlibrary loan.

Computer labs exist throughout the campus and at NTU's two instructional sites. Broadband connectivity is available to all dormitory students so that they can use the University's significant online resources. Wireless Internet is also available throughout the campus. The University is in the process of expanding its Biology and Chemistry labs on the main campus in Crownpoint and construction of each lab will begin Fall 2017. In addition, a plan is under way to start construction of a two-story classroom building at the Chinle instructional site, which will house eight classrooms, one Biology lab, one Chemistry lab, and a library. A Master Plan is in place in order to realize and guide this initiative..

The following program specific equipment is provided to help support teaching and learning:

- New Media lab has twelve 27-inch iMac with dual screens, sound lab, a 54-inch plasma television, high definition cameras, software for video and sound editing and production and enough computational capacity to do full rendering for movies.
- Chemistry lab equipment includes: Tri -Carb Scintillation analyzer, atomic absorption spectrophotometer, gas chromatography, and scanning electron microscope (SEM).
- Environmental Science and Natural Resources program has dendrochronology lab, radon detector device and other field and laboratory equipment.
- Electrical Trades program has equipment and supplies to teach students how to do commercial and residential wiring.
- Energy Systems has its lab and equipment, including oscilloscope, electrical kits to teach electrical theory, and a variety of equipment to teach solar and wind energy.

The Nursing program has clinical practice site agreements with Chinle Nursing Home, Indian health Service (IHS), Little Sisters of the Poor, New Mexico Behavioral Health, Rehoboth McKinley Christian Health Care Services (RMCHCS) to help with clinical practice, In addition, the Nursing program has a simulator (SimMan®) to enable students practice patient care in the Nursing lab. Veterinary Technology program also is well equipped with machines that help in student learning such as: anesthesia machines, autoclaves, bathing equipment, blood pressure monitors, cardiac monitors, dehorning, stethoscopes, etc.

Classroom facilities are equipped with computer workstations, projectors, smart boards, and white boards. The NTU Fab lab houses the Advanced Manufacturing program and Industrial Engineering lab and is equipped with 3D printers, a computer numerical control machine (CNC), a grinding machine, a hardness tester, laser scans, robots, and a tensile tester.

The University has an E-Learning lab, which is equipped with online and long-distance capabilities. E-Learning lab has document cameras, Blue Jeans network, Polycom, and Skype capabilities.

3.D.5: NTU's library provides training to students on how to access library resources during student orientation. Additionally, the librarian schedules appointments to make presentations to different class sessions to teach students about NTU's databases. The English teachers teach about American Psychological Association (APA) and Modern Language Association (MLA) citation styles in classes that address research papers. Instructors in accounting also teach a section on integrity in business, covering the integrity issues people with jobs in bookkeeping and accounting.

NTU faculty serve as mentors and guide students for class capstone courses and projects. Capstone courses are used for program assessment to determine if students are meeting the required program goals. Faculty evaluate students' capstones course by using rubrics. During NTU research day competition, students are required to include the names of their faculty mentors on their posters. In accordance with NTU's mission, NTU's students work as interns and research to gain research experience through research funded by Department of Defense (DoD), Department of Energy (DOE), Environmental Protection Agency (EPA), National Aeronautics and Space Administration (NASA), National Science Foundation (NSF), and United States Department of Agriculture (USDA).

Sources

- Job Placement_9-11-2017
- Navajo Technical University Flyer
- vetTechCurriculumOutline

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1: As part of co-curricular activities, NTU students participate in SkillsUSA competitions at both state and national levels. During SkillsUSA NTU students participate in the following competitions: culinary arts, career pathways, masonry, nursing, and robotics. Additionally, NTU students participate in American Indian Higher Education Consortium (AIHEC) students conference which is held every spring semester. The competitions that NTU students participate during AHIEC students' conference are 3D modeling, business bowl, film festival, knowledge bowl, poetry slam, programming, science bowl, science oral, science poster presentation, and webpage design. Furthermore, Engineering students participate in Maker Faire at both state and national levels.

For extracurricular activities, NTU's Student Senate has a list of chartered student clubs each detailed with goals and information, which is posted on the University website. The chartered clubs with the Student Senate include:

- NTU Women's Basketball Club
- Engineering Club
- 12 Shot Archery Club
- Faith Alive Bible Club
- NTU National Honor Society
- NTU Men's Basketball Club
- AISES/SACNAS Club
- NTU Business Club
- Institute of Electrical and Electronics Engineers Club
- The NTU Pre-Vet Club
- Na' Niitin Club
- Residential Club
- SkillsUSA

3.E.2: NTU students are encouraged to research through capstone courses and projects. Some NTU students participate in the New Mexico State and National maker Faire. Another way NTU motivates student to do research is by organizing NTU research day competition, which is held every spring semester and students showcase capstones and class projects for the current

academic year. A five-member selection is appointed to select first, second, and third place for awards. The students are evaluated based on intellectual merit, broader impact, organization, clarity, communication, and reference citation. School of Applied Technology students build, renovate, and wire houses for community members in the Navajo Nation.

Sources

There are no sources.

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

NTU uses various quantitative and qualitative data to understand how well NTU is serving students, faculty, staff, and other stakeholders. Enrollment data helps NTU understand the student population, student demographics and other indicators that help identify the students we serve. Qualitative data such as graduate exit surveys, [course evaluations](#), the [Noel Levitz Survey](#) of students, and focus groups are used to understand organizational needs. The data helps NTU identify the resources and supports that are needed.

Although graduation and retention rates are not as high as institutions with selective admission requirements, NTU is close to the national average for institutions with open admission policies. In comparison to other Tribal Colleges and Universities, NTU's graduation and retention rates are moderately higher. Also, when [compared to the success rates](#) of institutions serving substantial numbers of American Indian students, NTU does well with regards to graduation rates and the average annual cost of attending.

One of the most challenging aspects is to attract and hold highly qualified faculty. Efforts have been made in the past, and are currently ongoing, to create new faculty-affordable housing, but this is always difficult on the Navajo Nation.

Overall, visitors are often amazed by what is available on NTU's Crownpoint campus in particular. The facilities meet the current needs for the number of students, faculty and staff it serves. The dual-credit program is designed to try to help schools serving significant numbers of Navajo students achieve greater success rates at the high school level so NTU can improve in such areas as class attendance and basic skills level in the future. Work ongoing at the Chinle Instructional Site and will strengthen that site's teaching and learning and support services as time goes forward.

NTU believes that what it has achieved is significant. It also understands that continued improvement needs to be made in all areas of teaching, learning, and student services in order to address all students at each of our sites.

Sources

- Navajo Technical University - SSI - 04-2017
- Navajo Technical University Spring 2017 Instructor Course Evaluation Results

- NTUComparison

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4.A.1: [Program review guide](#) provides a plan of how programs at NTU are reviewed at least once every three years to determine program viability. Several program viability indicators ensure that program outcomes are aligned with current job market trends and are utilized to determine the success of educational programs at NTU. Indicators include: enrollment trends, completion rates, program costs and revenue information. As an example, an outside consultant firm called Strategic Engagement completed the [2016-17 Program Review](#).

Maintaining a system of regular program reviews is an important component of the Higher Learning Commission (HLC) requirements for accreditation. NTU continues to build and improve a program that has a viability framework. The framework will help to ensure that each program's goals and expected outcomes are reviewed and revised when necessary to meet the needs and expectations of all stakeholders.

4.A.2: NTU [evaluates](#) and [accepts certain credits earned](#) at regionally accredited institutions of higher learning, however it only evaluates official incoming transcripts. Also, only credits, not grades are accepted in transfer. Transfer credit(s) that are granted are shown on the students' academic transcripts.

4.A.3: As stated in the [Admission Policy](#) and [Undergraduate Catalog](#), transfer credit is awarded only for college level coursework in which the student received a grade of "C" or higher. Transferable college course credit must have been taken within ten (10) years prior to admission to NTU. For transferable nursing programs courses, prospective students must have taken the courses within eight (8) years prior to admission.

4.A.4: For courses that have [prerequisites](#), the students must take the prerequisites before they can be allowed to take the main courses. NTU administers a placement test to both dual credit students and university students by using Accuplacer to determine entering English and Mathematics courses that are suited for the students. NTU offers remedial courses in English (Reading and Writing Skills: ENG-098), Mathematics (Technical Mathematics I: MTH-098), and Science (Integrated Science: IS-090). To ensure the same learning outcomes, NTU uses the same syllabi and textbooks for the same courses offered at the main campus, instructional sites, and dual credit high schools.

NTU ensures that all faculty members it hires are appropriately qualified and uses the same criteria for faculty ranking for full-time, adjunct, dual credit, contractual, and consortia faculty.

Each dual credit faculty is required to complete the same faculty application and process as on-campus faculty, as well as, use the same syllabus and learning outcomes as NTU courses. All dual credit faculty members are required to complete the same pre and post assessment requirements. Dual credit faculty must have the appropriate credentials, and they are required to participate in a yearly faculty orientation.

4.A.5: Several specialized accrediting agencies accredit individual programs at NTU. For example, the [Culinary Arts degree program](#) maintains accreditation with the [American Culinary Federation](#). Accreditation by the American Culinary Federation Education Foundation Accrediting Commission ensures that the NTU Culinary Arts program is meeting the curricular standards and competencies established for faculty and students. Comparatively, other programs at NTU also maintain specialized accreditation for its programs.

Additionally, NTU has also achieved national accreditation through the [American Veterinary Medical Association \(AVMA\) with its Veterinary Technician program](#); and it is seeking accreditation from Accreditation Board for Engineering and Technology (ABET) for Electrical and Industrial Engineering. The ABET visit is scheduled for November 1-3, 2017. Graduates of NTU's Early Childhood Multicultural Education program receive state teaching certification with an option to obtain National teaching certification.

4.A.6: NTU's Job Placement program focuses on developing student's career materials, providing students with mock interviews, helping students contact potential employers,

establishing partnerships with local businesses, and developing a comprehensive Job Placement program.

Students who utilize the Job Placement program are required to fill out a personal data questionnaire to assess their abilities and background. After understanding their abilities, students develop career skills (résumé development, writing a letter of interest, completing a mock interview, finding internship opportunities, conducting a job search, soliciting letters of recommendation, and getting training in professional etiquette) while also focusing on becoming critically conscious.

The Job Placement program collects data on NTU's job placement rates. Students are encouraged to participate in [program internship](#) as required by program of study. Per NTU internship policies, each student completes a self-evaluation and is evaluated by their site supervisor at the end of internship. Students are expected to conduct research, write reports and make presentations for capstones and class projects.

Sources

- 2016-2018 Undergraduate Catalog
- 2016-2018 Undergraduate Catalog (page number 4)
- 2016-2018 Undergraduate Catalog (page number 71)
- Annual Assessment Report _NTU F16 and S17
- Internship%2FSummer Research Opportunities - Spring 2017
- NTU - GIT program review Fall 2016
- NTU_PR52_CulinaryStudentsACF
- NTU_PR56_ACFbaking
- NTU_PR99_VetTechAccreditation
- ntuProgramReviewGuide
- ntuProgramReviewGuide (page number 2)
- Procedures Manual for Admission- 2017 08-18 revised gkc
- Procedures Manual for Admission- 2017 08-18 revised gkc (page number 17)
- Program Review_NTU_9-5-2017

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B.1: NTU has developed an assessment guide to address the student learning outcomes and goals. The components of student learning outcomes measures what students should know and be able to implement at the conclusion of the program. The outcomes are specific, measurable, attainable, relevant and time-bound. Within each program, evidence of student learning is collected and evaluated to improve learning objectives.

Based on the level of assessment ([program](#), [course](#), or [general education](#)) faculty members submit an assessment plan for each program to the Assessment Committee. The [assessment plan](#) outlines programs goals, course objectives, methodology, and outcomes. The outcomes are then measured to monitor the progress of achieving programmatic goals.

4.B.2: Within the [assessment framework](#), student-learning outcomes are measured at the discretion of the program or course. Each program or faculty member sets goals and related objectives that can be measured directly or indirectly. Summative assessments are used at the end of the semester to measure the achievement of student learning while formative assessment is an on-going process. The student-learning outcomes monitor the progress of achieving long-term [programmatic goals](#).

Student learning outcomes are program specific and therefore reflect the curriculum of the program. The [assessment process](#) supports the learning process. As the curriculum evolves, the learning outcomes also change so that learning outcomes are both relevant and rigorous. [Annual assessment report](#) shows how faculty members are encouraged to analyze their assessment outcomes to make curricular and pedagogical changes to support and improve student learning.

4.B.3: Programs and individual faculty members are required to submit assessment plans and actual assessment results. They are asked to answer the question, "Based on your post-assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning?"

For example, José Vanguardia, a Mathematics professor, found that students were confused in word problems as shown in the pre-test result. Constant practice in the classroom on solving word problems helped the student to establish confidence as shown in the [post-test results](#).

Concurrently, assessment workshops are being held throughout the year to train faculty on data collection, interpretation, and presentation. These workshops are ongoing for the entire academic year and the workshops are specific to the faculty at NTU.

4.B.4: NTU utilizes standard assessment templates ([program](#), [course](#), or [general education](#)) examined by faculty. The assessment plans outline goals, objectives, and assessment methodologies/tools, pre- and post- assessment outcomes, conclusions, and suggested actions to improve student learning. The measured outcomes are used to make curricular changes and to improve student learning. A majority of faculty members participate in submitting assessment plans and final assessment results.

NTU continues to make progress in assessing student learning. NTU plans to implement the Weave Online assessment and planning management system. This system will increase engagement among faculty and instructional staff members, as well as, effectively create transparency in assessment processes and results. NTU will continue to improve on the assessment process as the results clearly pinpoint needed areas of improvement.

NTU is using Weave Online to track and report on continuous quality improvement processes for the campus in support of HLC requirements. It is used to capture expected outcomes, established criteria for success, assessment of performance, to view results, and record action plans for improvement. NTU purchase four modules:

1. Assessment — Program, Course, General Education, and Operational Services
2. Accreditation — capture HLC Core standards, other Accreditation such as ABET, and Strategic Priorities
3. Program Review — captures Program Reviews
4. Credentials — ensures that all our faculty and staff credentials are documented and meet the proper requirements

Sources

- Annual Assessment Report _NTU F16 and S17
- Annual Assessment Report _NTU F16 and S17 (page number 31)
- Assessment Cycle
- Course Assessment Reporting Template_8-8-2017
- Gen Ed. Assessment Reporting Template_8-8-2017
- NTU Assessment Guide_Fall 2017_8-25-2017
- Program Assessment Reporting Template_8-8-2017
- Program Goals_NTU_9-5-2017
- Program Goals_NTU_9-5-2017 (page number 3)

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1: NTU has appointed an [Enrollment Management Committee](#) that oversees and manages the university's enrollment trends. The primary component of the committee focuses on improving and increasing retention, persistence and [completion rates as follows](#):

- Increase new student enrollment by five percent (5%) every two years.
- Increase fall-to-fall retention by five percent (5%) every two years.
- Increase fall-to-spring retention (persistence rate) by five percent (5%) every two years.
- Increase graduation rate by five percent per (5%) every two years.
- Increase completion rate by five percent (5%) every two years.

NTU is participating in the Project Success program through Great Lakes to improve student outcomes, i.e., graduation, completion, and retention rates. Some students will be funded for emergency aid and paid internship services in the amount of 534,000 through fall 2019. Also, GradReady software for financial literacy service will be provided to NTU students.

4.C.2: Completion, persistence, and retention data are gathered periodically and reported to various agencies and shared with faculty members through assessment workshops. The workshops are intended to facilitate data awareness and opportunities to start conversations about improving these rates.

The student retention rate is approximately 50%. The graduation rate for the 2006 cohort was 26% which is nearly double last year's reported rate of 14%. NTU has begun collecting completion rates of its programs.

4.C.3: Data continues to be collected and shared with room for improvement and assessment efforts according to data findings. However, changes require documentation and need to illuminate the continuous nature of ongoing assessment.

The [Enrollment Management Committee](#) and [Academic Excellence Committee](#) help in gathering data and monitor enrollment, retention, graduation rates and brainstorm strategies to increase these rates. One strategy is communicating the data across the institution to make all stakeholders aware of the data on student performance by means of workshops and presentations. After desegregating data, the Enrollment Management Committee identifies the factors that contribute to NTU's retention, persistence and completion rates.

NTU is a part of the Project Success Initiative which focuses on student retention and completion. NTU plans to improve these rates with resources such as Emergency Aid, Paid Internship, research on increasing completions rates (15 to Finish), Financial Literacy Training, Time Management topics, Grad Ready, etc.

4.C.4: NTU uses various quantitative and qualitative data to understand how well NTU is serving students, faculty, staff, and other stakeholders. Enrollment data helps NTU understand the student population, student demographics and other indicators that help identify the students we serve. Qualitative data such as [graduate exit surveys](#), [course evaluations](#), the [Noel Levitz Survey of students](#), and focus groups are used to understand organizational needs. The data helps NTU identify the resources and supports that are needed.

The processes and methodologies for collecting and analyzing information reflect appropriate data collection and reporting practices. Because data collection is a detailed responsibility, the data assessment office at NTU ensures that best practices in data collection are employed. The purpose for the data collection is defined and used to guide the collection of data, definitions and formulas used to report data are explicit and precise, and data is reported mostly as aggregates so that individuals are not personally identifiable. Most importantly, the data gathered must be usable by the data office as well as other sectors of the University. The University uses data from [focus group](#) and [student exit survey](#) to make informed decisions.

Sources

- Academic Excellence_Accomplishments_Strategic Plan_12-14-2016(2)
- Approved by NTU Board_AMP_1-28-2017
- Enrollment Management_NTU_9-8-2017
- Navajo Technical University - SSI - 04-2017
- Navajo Technical University Spring 2017 Instructor Course Evaluation Results
- NTU_AdminBiologyDegreeFGreport
- Program Completions Data for Academic Year 2015-16 (3)
- Spring 2017 Graduate Exit Survey Results

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

NTU keeps working to improve teaching and learning, and evaluation. The graduation rates are comparable to other accredited institutions of higher learning serving significant numbers of Navajo students in the region, and are often better.

Both assessment and evaluation processes are in place to help to improve NTU's overall performance. All faculty members participate in the academic assessment processes.

Institutional evaluation and reporting processes are required by federal, tribal, private foundation, and state sources that provide a majority of the university's funding.

NTU is using Weave Online to track and report on continuous quality improvement processes for the campus in support of HLC requirements. It is used to capture expected outcomes, established criteria for success, assessment of performance, to view results, and record action plans for improvement. NTU purchase four modules in the WEAVE software:

1. Assessment — Program, Course, General Education, and Operational Services
2. Accreditation — capture HLC Core standards, other Accreditation such as ABET, and Strategic Priorities
3. Program Review — captures Program Reviews
4. Credentials — ensures that all our faculty and staff credentials are documented and meet the proper requirements

Qualitative data such as graduate exit surveys, [course evaluations](#), the [Noel Levitz Survey](#) of students, and focus groups are used to understand organizational needs. The data helps NTU identify the resources and supports that are needed.

Sources

- Navajo Technical University - SSI - 04-2017
- Navajo Technical University Spring 2017 Instructor Course Evaluation Results

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A.1: At its 1979 inception as the Navajo Skill Center, the school attempted to meet the immediate needs of an unemployed population. In 1985 the Board of Directors changed the Skill Center's name to Crownpoint Institute of Technology (CIT). By Executive Mandate in 1994, CIT was designated a Land Grant college, which has led to rapid expansion of the school's facilities and services as well as to its increasing influence in the academic community. In November 2006, the Navajo Nation Council approved changing the name to Navajo Technical College, and in August of 2013, NTC obtained University status.

NTU is a technical-vocational tribal university. The University offers a broad selection of certificates and degree programs, each designed to prepare students for entry into careers and further education.

Navajo Tech's main campus offers courses in Applied Computer Technology, Carpentry, Diné Studies, Early Childhood Education, Mathematics, English, Information Technology, Environmental Science, Industrial Engineering, Electrical Engineering, New Media, and much more! NTU has an open enrollment policy.

The Chinle Instructional Site is located in Chinle, Arizona near Canyon De Chelly. The site offers certificates and associate programs and holds classes at Chinle High School. Library and research services at the Chinle instructional site are primarily supported by electronic means, (Point to Point Internet connectivity between Chinle and the NTU main campus at Crownpoint). The programs at the Chinle Instructional Site are designed to serve students from the rural communities surrounding Chinle, Arizona and to provide a non-residential opportunity to attend higher education near home. This is an important development in establishing healthy community relations.

In 2011, Navajo Technical University extended its educational offerings to the community of Teec Nos Pos, Arizona to serve the Four Corners region. NTU's Four Corners regional instructional site offers courses in Applied Computer Technology, Carpentry, Diné Studies, Early Childhood Education, Mathematics and English.

In conjunction with its campus offerings, NTU operates a substantial dual-credit program with high schools serving primarily Navajo students in an effort to help improve the performance of students entering higher education.

The University also operates the Innovation Center, which is certified by the State of New Mexico Economic Development Department as a certified business incubator (<http://innovate.navajotech.edu/>). The Innovation Center is committed to collaborating business and culture to develop opportunities that benefit the Navajo Nation, the State of New Mexico and greater Southwest Region. It is located in Church Rock, NM, and is in partnership with the Navajo Nation's economic development division.

Facilities Crownpoint, Chinle Site, Teec Nos Pos

Crownpoint - The facilities are growing extensively. A significant number of classroom space has been added and a Wellness Center was constructed in 2014 that includes a full-size basketball court with a lower and upper level seating arrangement. The Center has classrooms, an exercise room, training room, offices, and a weight room.

A new library was built that consists of two floors; one floor has stacks for books and the second floor has 25 computers used for research, web-base software for conducting online research and internet connection. On the second floor, there is a large and small study area for private conference, meetings, and classes as well as a collaboration space.

The Student Union building (SUB) was built adjacent to the Wellness Center in Fall 2016. It has two floors, office space, three large classrooms, a STEAM lab, and student gaming/snack shop. The building includes a state of the art security system and fire protection. Each classroom has instructional technology resources that includes video, smart boards and mimio boards. Plans are in progress to build the wet lab (lab for biology and chemistry).

The Fabrication lab was constructed in 2013. The lab is 5,500 square feet and has several 3-D printing machines, a CNC Machining Center, a combination mill/lathe machine, CMM (Coordinate Measurement Machine), two portable CMMs, laser scanners, a structured white light

scanner, a Rockwell hardness tester, Instron Tensile/Compression tester, and Portable Profilometer/roughness tester. A metrology and materials testing building is in the process of being constructed funded by the Navajo Nation that will allow NTU to create a Certified Metrology and Material Testing lab along with space provided for a metal 3D metal printing machine. The building will be a 6,000 square foot building to house the new Instron 5982 tensile/compression and 8801 dynamic testing machines as well as new donated OPG Multisensor CMM from Los Alamos National Laboratory.

Chinle - The facilities are steadily growing with funding from the State of Arizona. On August 2, 2017, NTU had a ground-breaking ceremony on a 35-acre campus. NTU is constructing two classroom buildings which will be operational in Fall 2018.

Teec Nos Pos - NTU has an agreement with the local Teec Nos Pos chapter to use two community modular units and one hogan. One unit houses offices and classrooms. The hogan is used for classes and serves as a computer lab. NTU is currently searching other alternative locations to recruit more students, additional campus space, and better internet connectivity.

Human Infrastructure

Navajo Technical University Employee Handbook provides the framework for [staff](#) and [faculty](#) regarding University guidelines, policies, and procedures. The employee handbook covers all areas from requirements, including maintaining compliance with applicable laws, Navajo preference in employment act, and the assurance the University will not discriminate against any applicant or employee. The Human Resources Department conducts employee background checks for all new hires. Navajo Technical University employs 191 full time employees, 50 part-time employees.

All instructors teaching General education classes have at least a master's degree and the graduate courses are taught primarily by those with doctorate degrees. Other positions require specialized knowledge and we have had several turnovers within the last couple years, including the Academic Counselors, Veterinarian Technicians, and Animal Science Coordinator. The extended vacancy has been with the Nursing program.

Information Technology

At its Crownpoint Campus the university utilizes a 10Gbit internal LAN Backbone. Combined with its LAN, NTU owns and operates a 1.4 Gbit aggregate Broadband WAN connection. The infrastructure allows the University to access internal and cloud based IT services sufficiently. NTU has also increased Wi-Fi capabilities across campus, including the residence halls, by increasing the distribution of Wi-Fi access points.

NTU has made numerous upgrades to the performance of its Learning Management System (LMS) used by staff, faculty, and students. Since 2013 the Learning Management System (MOODLE) has received both hardware and software upgrades by migrating over to a cloud based (eThink) hosting provider with 24/7 support. This option allows the University to ensure that the LMS is attainable inside and outside the Enterprise IT infrastructure.

Chinle connectivity: Currently, Chinle campus is operating on a DS3 (45 Mbits) point-to-point licensed Microwave system supported by the Local Carrier’s fiber optic backbone. Recently a Layer 2 (L2) point-to-point connection was established between NTU’s Crownpoint and Chinle sites. The infrastructure serves NTU’s ability to offer classroom telepresence capabilities at both locations. Because of Chinle’s current physical structural and electrical challenges, computer resources are limited. As an example, computer labs are at capacity with 30 computers. The construction of the two new buildings should alleviate that problem.

During this same period, NTU has invested heavily in network architecture, ensuring improved network performance and security.

Currently, NTU IT operates a 10 plus Gbit Sonicwall UTM (firewall), which allows the University to improve security and minimize the impact of erroneous software and affiliated malware at each of its campuses. Moreover, NTU IT is implementing a series of three Palo Alto next-generation UTM firewalls to offer high availability and resiliency to combat the ever-changing cyber security threat. Additionally, the introduction of new storage architecture that addresses desktop, local mass storage and cloud backup storage allows the University more flexibility in acquiring, processing and recovering proprietary campus data for users.

In 2011, NTU migrated its web presence with the deployment of a new web content management system (CMS) hosted in the cloud that allows for a more unified look and feel, while improving the ease of administration. All affiliated searches and forms have also been properly secured and assessed with this implementation.

Jenzabar, NTU’s Enterprise Resource Platform integrated database financial, student services, personnel, and registration system is now hosted in the Cloud. NTU end users are on a dedicated network link outside the academic network. This has allowed NTU Chinle’s access response time to be doubled. Although Cloud services are functioning sufficiently there are some challenges with the vendor supported cloud-based resources. As an example, the connection to the vendor supported cloud-based service requires a remote desktop connection, i.e., the service the vendor provides is essentially not an intuitive system built on WEB 2.0 functionality.

5.A.2: When examining expenses, instruction and academic support services remain a fiscal priority at over 56% of FY 16 operating expenses. When other expenses related to student services and student financial support is included, the percentage rises to just above 81%. For the current fiscal year, the following percentages and dollar amounts represent budgeting aligned with operation of the educational enterprise:

Operating Expenses:	FY16 (Audited)	
Instruction	\$8,501,428	48%
Academic Support	\$1,426,806	8%
Student Services	\$1,947,593	11%

Student Financial Aid	\$2,480,467	14%
Auxiliary Enterprises	\$3,401,230	19%

5.A.3: NTU's strategic plan was developed to guide decision making from 2015 through 2020. The plan is structured along five priorities (Academic Excellence, Being Well, Safety and Security, Infrastructure and Operations, and Institutional Development) toward the vision of becoming a premier public tribal university. Within the academic schools, departments, and programs aligning goals and objectives with the University's mission. This ensures the alignment of priorities as it relates to the allocation of resources linked with the University strategic plan. The strategic planning process includes implementation plans for each priority, as well as, an assessment plan and annual progress report for each priority. The President forwards the [Master Plans](#) to the University Cabinet and the Board of Regents for final approval.

As noted in 5.A.1, NTU considers the availability of appropriate resources, both in terms of faculty, faculty credentials, as well as, support services as crucial for students in new degree programs. Oversight by internal committees, starting at the departmental, school, and institutional level leads to approval (see processes noted in 2.C.2, 3.A.2, 4.A.4, and 5.B.3) by the Board of Regents before moving to external approvals by programmatic accreditors or the HLC.

5.A.4: NTU staff and faculty meet the qualifications that would be expected of their position description.

NTU has a strong record of supporting employee growth and development. The Employee Handbook *Section 12.2 Professional Growth*, reads as follows:

Navajo Technical University is strongly committed to a campus environment in which all members of the university community are encouraged to pursue opportunities for learning and professional growth and to draw on the university's own intellectual resources as well as external sources in seeking those opportunities. Such an environment is fundamental to employee morale and retention and to the character of a premier educational institution. While responsibility lies with the employee to seek appropriate learning activities, it is essential for this to occur within a supportive institutional climate. The leadership of the university places particular importance on the role of supervisors in enabling employees to achieve their educational goals and expects those in supervisory positions to support and encourage the participation of employees in learning activities as fully as possible within the framework of an effective workplace. Employees are encouraged to seek the assistance of their supervisors and other university employees as they formulate a career development plan.

5.A.5: Budgeting Process: The Chief Financial Officer is responsible for managing the budgeting process along with the Budget Committee of the University. Development of the budget is the responsibility of the department head and respective staff members. The proposed [department budgets](#) are presented to the Budget Committee. The Budget Committee presents a final budget recommendation to the University President. The Board of Regents also provides additional budgetary oversight through the review and approval of the tuition and fee recommendations. A major budget initiative is aligned with the strategic priority whenever possible.

Budget Monitoring: The Chief Financial Officer and other finance department personnel (Contract/Grants Management Accountant & Senior Accountant) review the monthly budget reports. [Budgets](#) are reviewed on a fund and expense level. Any and all discrepancies are researched to determine the validity of transactions. Principal Investigators (PI's) are also included in the review of transactions. As a way of continuous improvement, in June 2017, the Business Office has implemented the Jenzabar budget module for budget monitoring.

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

.5.B.1: A six (6) member Board of Regents governs Navajo Technical University. Five (5) members are appointed from each of the five (5) agencies of the Navajo Nation which consist of Eastern Agency, Fort Defiance Agency, Chinle Agency, Western Agency and Northern Agency. The Student Senate President who is elected by the student body serves as the sixth member of the Board by virtue of his/her election.

The Board of Regents (BOR) meets monthly and receives reports from the President and other administrators about university operations. The Chief Financial Officer (CFO) prepares a monthly and quarterly budget report that is shared with the BOR and President's Cabinet. The governing BOR meets its legal and fiduciary responsibilities as in the following ways:

- Participation and approval of the strategic plan
- Review of the Annual Report given by the President
- Review of all budgets
- Review of requests for new curricula
- Oversight of the University's grant activity
- Oversight of the University's internal control structure
- Review of the Internal Audit functions
- Selection and retention of independent auditors
- Review of the annual audit plan
- Oversight of the University's financial reporting
- Review and approval University's policies and procedures

5.B.2: The Board of Regents recently revised the university's charter to include giving the Student Senate full voting authority.

In addition to the powers granted to the faculty, there are many committees that enhance co-governance. One of the most powerful is the Curriculum Committee, which reviews proposals for new programs and other changes in curriculum, and the Assessment Committee, which works with the Dean of Undergraduate Studies and Dean of Graduate Studies on all aspects of accreditation.

Another important committee is the Budget Committee, which includes administrators, faculty, and staff. Since this committee is integrally involved in putting together the annual budget, and reacts to input from all Department Chairs as well as administrators, it has considerable influence on how NTU operates. This is an improvement over the last time HLC reviewed an NTU self-study.

The [Committee on Institutional Effectiveness \(CIE\)](#) oversees the [Strategic Plan initiatives](#) and the HLC accreditation. The CIE is responsible for communicating and disseminating information related to the Strategic Plan to help the institution become more effective. Recently, the CIE has also been charged with overseeing the Academic Program reviews. The Academic Excellence Committee (AEC) which oversees priority 1 of the Strategic Plan, developed the Academic Master Plan. The Board of Regents (BOR) approved the Academic Master Plan in January 2017. The [Enrollment Management Committee](#) (EMC) was also developed to oversee student enrollment. The EMC monitors student enrollment, retention, graduation, completion rates, persistence, and develops strategies to address related issues on these performance measures.

NTU's [organization chart](#) is attached.

5.B.3: Administration, Faculty, Staff and Students are involved in policy development. An example is the process used to develop the [Academic Plan](#) and the [Faculty Handbook](#). Developing both of these documents involved information from strategic planning meetings that resulted in a document drafted by appropriate administrators, e.g., Dean of Undergraduate Studies, Dean of Graduate Studies, Vice President and HR Director. The draft was then shared and involved the faculty for their recommendations, as well as staff and other administrators. Input was collected, and changes were incorporated, and then, finally, the document was submitted to the Board of Regents for review. In the future, NTU strides to promote inclusion and collaboration to encourage input.

The [Academic Excellence Committee](#) involves faculty more deeply in academic policy setting. This is in addition to the Curriculum Committee that play a key role in reviewing curriculum proposals from faculty and departments.

A student member of the Board of Regents help review all policies. Students also participate in focus groups, making suggestions that are reviewed by the President's Council and the administrators.

Faculty Senate/Governance

The Faculty Assembly is empowered to do the followin

- To act as a coordinating body to establish mutually satisfactory academic goals and standards among the various schools and departments.
 - To be consulted as either a whole body or in appropriate committees on all policies, proposals, and problems of concern, including such matters as the creation of new schools, new departments, and new campuses or instructional sites.
 - To consider and recommendation on any faculty concern that include:
- o Formulation of institutional long-range plans, goals and strategies.
 - o Curriculum development and outcomes assessments.
 - o Academic standards and policies regarding admission, graduation, and scholastic performance.
 - To development and use instructional technology for instruction.
 - Administer faculty academic freedom grievance procedures.
 - Organize NTU's instructional services.
 - Assist with student advisement and retention.
 - Participate in negotiations of faculty salaries, fringe benefits and leave.
 - Give administrative support of NTU's instructional mission.
 - Develop faculty handbook and regulations.
 - Develop faculty professional development.
 - To provide communication between the University Administration and University faculty.
 - To collaborate with the University Administration in the development of recommendations, affecting the academic welfare of the University, to the NTU President for submission to the NTU Board of Regents for approval.

(Section III, Constitution of Faculty Assembly of NTU).

Navajo Technical University is organized into the following eight schools:

1. School of Engineering, Math and Technology
2. School of Science
3. School of Nursing
4. School of Applied Technology
5. School of Business and Education
6. School of Arts and Humanities
7. School of Diné Studies and Law Studies

8. School of Graduate Studies and Research

Each School has a qualified Chair for each Undergraduate School and Chair for the Graduate Studies.

The Faculty Assembly elects a chair for each school and is approved by the NTU President. The Chair is involved in setting academic policies, processes through effective and collaborative efforts.

Student Governance

The NTU Student Senate President is a [voting member of the Board of Regents](#) during his/her one-year term tenure. In planning for the university, students were deeply involved, voting to go forward with the university and helping with establishing the types of programs that were first put forward to HLC.

The [NTU Student Senate](#) is the only duly elected body recognized by the Navajo Technical University to represent the students. The purposes of the Student Senate are:

1. To promote a democratic process of student governance.
2. To uphold student education and student rights regarding their NTU education.
3. To charter clubs and organizations and to guide their operational activities on campus.
4. To regulate the extracurricular activities and fundraising functions of the various clubs and organizations on campus and instructional sites.
5. To create, in student body, faculty, staff, and community, a sense of unity and mutual understanding of student governance and purpose.
6. To improve and reinforce morale at the University.

Examples of Student Senate Meeting include [Student Senate Minutes 030116](#) and [Student Senate Minutes 032216](#).

Faculty, Administration, Staff and Student Senate Partnerships

NTU's faculty, administration, staff, students and governance structures promote effective leadership and support collaborative processes that enable the university to fulfill its mission. The University is governed by a Board of Regents that is appointed by the Navajo Nation President. Each board member serves a four-year term, except the student representative who serves a one-year term. NTU also has a strong set of policies and procedures that are reviewed, updated, and audited regularly, with oversight from the Board of Regents, the University's independent accountants, and various Federal and State regulating bodies. The President's cabinet, Faculty Senate, Student Government, and Chairs are among several other organizational bodies that provide the ability for administration, faculty, staff, and students to set academic requirements, policy, and processes through effective structures for collaborative effort and contribution; these bodies have reported a stronger level of collaboration with the university administration over time.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1. The process for aligning resources with the University mission and priorities has been a continuing, but slow journey for NTU. In 2014, when the President created his "Cabinet," consisting of the Deans and Directors. The goal of the Cabinet was to organize NTU's priorities to guide all decision-making and resource allocation. Each Cabinet member would be responsible for a set of priorities and the communication/focus on those priorities in the department that Cabinet member is responsible for. Each year since 2014 has shown some improvement in this alignment. The following description of the Cabinet was developed in 2014:

President's Cabinet: Role is to create and maintain a core of credibility, accountability, efficiency, and ethical and moral leadership to demonstrate to the rest of the staff and the community.

1. Support the President's vision
2. Collaborate to address Legislative priorities
3. Manage Board of Regents relations
4. Guide strategic plan and priorities
5. Review Budgets at quarterly meetings
6. Generates quarterly reports of accomplishments and challenges

The Cabinet commits to meeting every 2 weeks on Tuesdays to fulfill this scope of work.

The typical strategic planning process at NTU uses this format:

1. Strategic Priority listening sessions were organized and conducted by Strategic Engagement LLC to get input from staff, faculty, students, administration, Board of Regents

2. A meeting with all Faculty, with a chance to discuss the priorities first among themselves, then with NTU Administrators
3. The university organizes an annual retreat to review the institution's achievements and to plan for the upcoming year.
4. NTU President convenes with Cabinet members to discuss employee and student needs.
5. A meeting with all Staff, to discuss the priorities first among themselves, then with NTU Administrators
6. Listening Sessions with students at all three instructional sites
7. NTU President convenes his Cabinet to discuss the content acquired through the listening sessions and develops next steps
8. Updated priority list is developed
9. The Board of Regents approves the updated priorities for implementation

Navajo Technical University's planning and budget process align with the strategic plan of the Institution. These plans, along with budget updates (forecasts) from the Chief Financial Officer (CFO), in consultation with the President and the President's Cabinet, provide the campus with a clear picture of the financial allocations for the coming fiscal year. Requests for new funding are evaluated at the next highest level of the organization and are based on their alignment with the priorities, implementation plans and timeline of the University strategic plan. Requests are funneled through the appropriate department (see organizational chart) and discussed in the President's Cabinet meetings and the Budget Committee meetings.

5.C.2. NTU connects student learning, evaluation of operations, planning, and budgeting through the Assessment Process Cycle.

The Four Steps of the Assessment Cycle

The purpose of an Assessment Plan and process at NTU is to provide for continued assessment at all levels such as, the assessment of General Education, Courses, Programs and Instructional. Each outcome is geared toward improving student learning. Assessment is part of the Higher Learning Commission (HLC) criteria for accreditation (Core Components 4.b). Assessment of Student Learning (ASL) is one of the priorities referenced in NTU strategic plan – "[Academic Excellence](#) component".

The Diné Philosophy of Education is aligned with the four cardinal directions and encompasses the Navajo way of life and Navajo values. *Nitsáhákees* is thinking, *Nahat'a* is planning, *Iiná* is living and *Siihasin* is hope or reflection. NTU's assessment, teaching, and learning are aligned with the Diné Philosophy of Education as shown in [Figure 1](#).

Step 1: *Nitsa'ha'kees* –Thinking– What is important? Clearly define and identify learning outcomes and goals.

Step 2: *Nahat'a'* – Planning - Plan for data collection & select appropriate assessment measures and assess the learning outcomes. It is important to determine how the data will be collected and who will be responsible for data collection. Results are always reported in aggregated format to protect confidentiality of students assessed.

Step 3: ***liná*** – Living – Analyze Data and Assessment Results. It is important to analyze and report the results of the assessments in a meaningful way. The Assessment will help define workshops and trainings to assist in analyzing the results of the outcomes assessed.

Step 4: ***Siihasin*** – Hope & Reflection – Redesign to Improve Learning. Improve or adjust programs following the results of the learning outcomes assessed. This is a vital step of the assessment process. The results of assessments need to be shared widely to faculty in the department in order to get feedback on implementing improvements of the course or programs.

Each academic program, including General Studies, identifies student-learning outcomes that are measured in course-embedded and non-course activities, along with progress made toward the achievement of the identified outcomes. The Director of Assessment receives evaluation reports from each department and shares the results with the President's Cabinet for planning and budgeting purposes.

At the end of each semester, the Assessment Department administers a survey to evaluate courses and proactively shares the responses with the faculty teaching the course and with the department chair and Dean of Undergraduate Studies. Another end of the semester climate survey is offered to help with the evaluation. A graduate exit survey is administered and given to all graduating students. An example is the spring 2017 exit survey and the instructor [course evaluation](#) results. This survey addressed each of the student support services offered and addresses student needs. Based on the results, courses were added, course content was enhanced and a student assessment data and analysis program was purchased and developed. This example demonstrates the universities attention to processes that connect student assessment and program standards, evaluation of operations, planning, and budgeting.

In addition to ensuring NTU is providing the best services and implementing continuous improvement, a [Ruffalo Noel Levitz satisfaction survey](#) was disseminated to all students in spring 2017. This layered method helped increase the confidence in the data NTU was receiving.

The Budgetary process is handled in collaboration with the Budget committee and the Finance department. Allocations of resources are subject to approval by the Budget committee while aligned with the University's overall Strategic Plan. The Budget committee reviews all requests for funding from various academic and operational departments to ensure their goals are in alignment with the University's Mission and Strategic plan before presenting to the President for final approval.

Instructor and [course evaluations](#) are conducted every fall and spring semesters. The platform used to administer the evaluations is Courseval, an online tool designed to collect student survey responses. The results are shared with each participating faculty member at the end of each semester. Also, faculty were given a presentation on Courseval and the overall aggregate results at a faculty orientation meeting. Approximately \$7,000.00 was allocated for the purchase of Courseval. Courseval was purchased to allow instantaneous results, reducing the time for instructors to receive feedback. Previously, the evaluation process was conducted manually, delaying feedback and requiring more people to administer and analyze the evaluation results.

Another tool to help with processes for assessment of student learning, evaluation of operations, planning, and budgeting is the purchase of an online Assessment tool called WEAVE online. WEAVE online was purchased to store important information such as assessment data, policies, strategic plan updates and evidence, and so on. The tool allows a central storage of information and allows access to faculty and staff.

5.C.3: NTU has an ongoing comprehensive strategic planning cycle, where all stakeholders are involved in the process of updating the Strategic Priorities and continuing to set precedent for an inclusive planning process. The institutional strategic plan is on a five-year cycle, with plans to update it in the next couple years. This chart shows that inclusive cycle.

Date	Planning Focus	Planning Activity
Spring 2017	CIE guides progress on implementing 2020 Strategic Plan 2020 Strategic Plan shared with Community	CIE compiles progress report in WEAVE Higher Education Summit
Fall 2017	Accomplishments per Strategic Priority compiled (Cabinet) Begin exploring emerging priorities	Cabinet Meeting in December to compile accomplishments Listening sessions with Students, Staff, Faculty
Spring 2018	CIE guides progress on implementing 2020 Strategic Plan	CIE compiles progress report
Fall 2018	Accomplishments per Strategic Priority compiled (Cabinet) Begin exploring emerging priorities	Cabinet Meeting in December to compile accomplishments Listening sessions with Students, Staff, Faculty
Spring 2019	CIE guides progress on implementing 2020 Strategic Plan	CIE compiles progress report Draft emerging priorities are compiled Cabinet retreat
Fall 2019	DRAFT 2025 Strategic Plan completed BOR Work Session with Draft Plan (?)	Draft plan can be shared at BOR Annual Meeting
Spring 2020	Board of Regents approves 2020-2025 Strategic Plan	
Fall 2020	2025 Strategic Plan introduced to community, students, staff, faculty	

5. C.4. President Elmer Guy is committed to be responsive to fluctuations that affect the University, and directs all his Cabinet to be equally responsive. One example is how he addressed the national trend of declining enrollments. He requested enrollment monitoring reports and the [Enrollment Management Committee](#) was formed to address enrollment issues.

Plans were put in motion to create revenue-generating initiatives within the University's operations and connected to the University. Examples of these include the NTU Innovation Center, <http://www.navajotech.edu/contact/staff/innovation-center> and the Advanced Manufacturing initiative <http://digitaltech.navajotech.edu/>.

In anticipation of possible funding fluctuations, Navajo Technical University President Dr. Elmer Guy works diligently with the American Indian Higher Education Consortium. His continuous outreach to work with Senators, Representatives, and Tribal Council members ensures the viability of steady funding from Federal and Tribal governments.

Arizona legislature provides \$875,000 annually to NTU from transaction-privileged tax for capital outlay. The Navajo Nation also provides \$3.5 million per year and recently increased it to \$4.2 million, starting in FY 2019. Additionally, NTU leverages some of these funds to obtain New Mexico Capital Outlay funds. Navajo Technical University is constantly on the search for various funding to support the growth and viability of its various programs and research.

5.C.4: NTU has, for years, attempted to anticipate emerging factors, especially in technology. The best proof of that is to look at what the university has accomplished. Projects like the Center for Digital Technologies and the Internet to the Hogan effort are both visionary efforts that have put a small university ahead of many larger universities in terms of technological development. The fact is that NTU is continually improving its technology and visionary projects on a regular basis. This does not mean that improvements cannot be made, but the university is proud of its efforts in this area.

The Center for Digital Technologies started when NTU developed an interest in high performance computing through its involvement with the National Supercomputing (SC) Alliance and the SC conferences. At first the idea was to try to get to the cutting edge of technology by developing synergies between Computer Aided Design (CAD) and higher performance computing. Evidence of the early effort exists in the computer lab in the Technology building, which contains multi-core machines that could, if the power could be provided, exist as a major university supercomputer. These computers are used to help train students on advanced technology applications based upon a highly innovative curriculum.

As the University worked on developing the Center, the focus changed to “foster knowledge and skills in manufacturing which include advanced manufacturing processes, metrology, and material science.” Metrology, laser scanning, robotics, and a wide variety of maker technology are available in the lab. These are some of the most advanced technologies available in the world today. NTU is also working with the Navajo Tribe to develop an economic development strategy that will create related businesses in the Navajo Nation to provide at-home jobs for Navajo students graduating from the engineering and other programs that use the Center. Even freshmen get to learn how to operate machines that only graduate students get to work with in

other labs around the country. This is a lab designed with a thorough consciousness of how globalization is changing economies around the world.

The [Internet to the Hogan](#) program grew out of a challenge facing the Navajo Nation and NTU. Much of Eastern Navajo where NTU is located is riddled with important archaeological sites and different land status ownership. This means that laying cable is either prohibitive expensive or not possible at all. To offset this challenge NTU developed a world-class wireless Internet infrastructure to bring two redundant aggregate OC3 licensed broadband connections to the campus. In coordination with its owned broadband infrastructure NTU established to get fiber to the campus through a partnership with, Frontier Communications and the Navajo Tribal Utility Authority Wireless, both, which are local telecommunication carriers. Essentially the developed aggregate broadband throughput to support the project now sits at 2GBPS. Moreover, the wireless infrastructure built a decade ago is now the heart of an effort by the Navajo Nation to bring public safety digital/analog communications to the dark areas of the Nation and Internet connectivity to the rest of Eastern Navajo. Over the years this project, because of its visionary quality, has received national publicity.

A planning session held right after the 2016/17 academic year characterizes the effort by the university to remain cognizant of emerging factors. Based upon research by administrators into the employment crisis being brought about by the integration of robotics with artificial intelligence and a range of sensing, communication, and other technologies, the decision was made to gather the university community together to discuss how the university could best prepare itself and the Navajo Nation, which has struggled inter-generationally with poverty, to confront the crisis through curriculum responses and budgeting. The campus in its individual departments and collectively is often trying to see into the future to see how it can take advantage of threatening trends to erode the poverty that has faced the Nation for so long.

The President, who is serving on several national boards and is heavily involved with Congress, is a key part of this process. He often finds out about trends and then brings his awareness back to campus and then leads the way in getting the Board, faculty, staff, and students in activities that address those trends.

The University is also always concerned with the demographics of its student base and is always trying to find ways to respond to those demographics. The Student Service's Department is usually the lead department in these efforts, although evaluation efforts through focus groups and surveys are also important. Again, improvements are necessary, but the efforts to respond to such trends are relatively constant.

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1: As a public institution dedicated to the public good of the Navajo people and the states in which it operates in support of its mission, Navajo Technical University utilizes evidence that is the basis for improvement. This includes statewide and institutional metrics in the annual reports of academic and administrative units, as well as nationalized data sets from IPEDS and the Voluntary System for Accountability.

- [Strategic Program indicators](#) and [Strategic Aggregated Comparison Indicators](#) (see 4.C.1.) allow Navajo Technical to gauge its performance based on outcomes from regional and national peer groups. Attention is paid to retention and graduate rates. Rates are compared over the five-year reporting period and beyond, including four- and six-year graduation rates.
- Data Assessment Department prepares various [data sets for programs](#) undergoing review in Navajo Technical University's Program Review process.
- IPEDS annualized data report track Navajo Technical University's [enrollment](#), [graduation](#), [human resources](#), [finance/cost](#), [financial aid](#), and [retention rates/outcome measures](#).
- [AIMS/AKIS](#) is an extensive report prepared every year in partnership with the American Indian Higher Education Consortium. Based upon research into the data that best represents tribal college and university metrics, the data is used to compare NTU's performance with the performance in other tribal colleges and universities through the Nation.
- The Annual Data Report focuses on highlighting the academic year's student performance.
- Improvements in technology infrastructure, inventories and services are described in 5.A.1. Highlights of the last several years are reported in 5.D.2.

All of these reports are disseminated to administrators, the Board, and/or faculty to help with the effort to continuously improve operations.

5.D.2: Over the past 10 years Navajo Technical University has made numerous positive strides toward building a positive financial future for the institution. NTU has since implemented a newly adopted [Fiscal Management policy](#) that continues to evolve with the inclusion of new federal rules and regulations so that we can remain in compliance.

Navajo Technical University has now implemented the use of Jenzabar as its primary financial system. Ongoing training continues for all staff members to excel in the proper and maximum usage of this system. Reports from Jenzabar are constantly evolving to produce accurate information, as well as, contributing to the accuracy of yearly audit reports.

The Business Office continues to strive toward identifying issues and works to resolve them with the participation of all staff members to ensure accuracy.

The Business Office, under the guidance of the Chief Financial Officer (CFO), also continues to develop monthly and quarterly reports for the University Board of Regents (BOR). These reports are reviewed and shared with the BOR, as well as, the President's Cabinet. These reports convey all the revenues and expenses incurred for that quarter with possible discussions or concerns about certain transactions.

As part of its responsibilities, the Board provides:

- Oversight of the University's grant activity;
- Oversight of the University's internal control structure;
- Review of the Internal Audit functions;
- Selection and retention of independent auditors;
- Review of the annual audit plan; and
- Oversight of the University's financial reporting.

The institution also undergoes an annual independent audit. The auditing firm makes a public report of its findings to the BOR and the report is maintained on the University web pages.

The Dean of Undergraduate Studies provides on-going conversions with faculty by actively participating in faculty meetings, faculty orientation each semester, and attends regularly meetings with the department chairs and internal department supervisors to discuss NTU's institutional effectiveness, capabilities, and sustainability. All academic programs and departments create an annual academic budget, which allows each program the ability to plan accordingly and determine program budgets that align with strategic academic priorities in conjunction with the Dean of Undergraduate Studies. The Dean of Undergraduate Studies then shares the budgets with the University Vice President. Once the Vice President reviews, the budgets are sent to the Budget Committee for review and endorsement. The President of the University provides final approval.

The Graduate Studies Dean provides direct supervision in the operation of the School of Graduate Studies and Research. Operations includes day-to-day tasks of the School, oversees the academic research entities, supervision of all Graduate Faculty members, ensure the School meets national, state, accreditors, and tribal requirements, and their guidelines in providing a quality higher education to the students enrolled in the School. The Graduate Dean works under the supervision of the Vice President.

Non-academic departments create budgets in much the same way. They plan accordingly and develop department budgets to meet key priorities that align with the strategic mission in conjunction with their specific department head.

Each program coordinator is required to provide an Assessment plan using our internal assessment template. At the beginning of each semester, the Data Assessment Director and Assessment Committee provide guidance, support, documentation, and NTU data reports such as enrollment trends, retention rates, and assessment reports. The Assessment Committee works to ensure all programs provide a report on student learning outcomes and improvements. The Assessment Committee reviews and endorses all the program goals for all programs offered. The feedback is shared with each program chair and faculty. Other evidence that NTU references to improve operations focuses on the experiences of the Financial Department as well as operations of the Board of Regents.

Sources

- 2016-2017 Institutional Data Points
- Financial Management Policies - FINAL BOR 08.01.15 FINAL 07.27.15
- IPEDS_Fall_Enrollment_Data (1)
- IPEDS_Finance_Data
- IPEDS_Graduation_Rates_Data (3)
- IPEDS_Human_Resources_Data (1)
- IPEDS_Outcome_Measures_Data (1)
- IPEDS_Student_Financial_Aid_Data(1) (1)
- Navajo Technical University AIHEC AIMS 2016
- Strategic Indicators NTU- Aggregate Comparison
- Strategic Indicators Program Data

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

NTU clearly has the physical, fiscal, and professional resources to support its current educational programs. It is also planning future programs that it will also be able to support.

In Crownpoint the campus has added nearly 60,000 square feet of space, investing approximately \$20 million dollars, in recent years. New buildings are planned, but funding for new dorms is still only partially secured. If the Crownpoint enrollment is to grow, new dorms will have to be added.

NTU is funded out of four major sources: Bureau of Indian Education funds for Tribal Technical Universities, Carl Perkins funding from the Department of Education, Navajo Nation appropriations, and tuition and fees. Different funding sources from various federal agencies such as the National Science Foundation and Title III, Department of Education, supplement its core funding sources. The budget for AY 2016 was \$30,893,541. Since there were carryovers from last year, especially in the Carl Perkins funding, NTU's income streams are sufficient for supporting both its current programming as well as future growth.

Policy development at NTU is also mature. The Board of Regents is stable and has a strong understanding of the University's budget and operations as well as its policy structure.

The University also invites significant collaboration on academic developments as well as in the development and implementation of policy. This has been enabled by years of strategic planning, assessment, and evaluation efforts that have involved all stakeholders in NTU's operations.

Sources

There are no sources.