ANNUAL STUDENT LEARNING REPORT

NAVAJO TECHNICAL UNIVERSITY

2025 - 2026

Dear NTU community,

The 2025–2026 academic year marked another significant chapter in Navajo Technical University's ongoing commitment to academic excellence, student success, and institutional effectiveness. Guided by our mission, the Diné Philosophy of Education (DPE), and our dedication to continuous improvement, the Office of Assessment & Accreditation worked collaboratively with faculty, academic leadership, and institutional partners to strengthen assessment practices, improve curriculum alignment, and enhance the quality of educational experiences across the university.

This year was characterized by purposeful progress. Building upon previous assessment initiatives, the university focused on strengthening academic foundations, improving General Education alignment, enhancing faculty engagement in assessment, and ensuring that programs are positioned to meet evolving accreditation expectations. These efforts reflect a university-wide commitment to using evidence to improve teaching, learning, and student achievement.

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

- Faculty Workshops and Assessment Training: We organized a series of workshops and training sessions aimed at strengthening faculty expertise in assessment practices. These sessions provided faculty with practical tools and advanced strategies to more effectively evaluate student learning outcomes. Most academic departments participated in these trainings, which contributed to a stronger, more consistent approach to assessment across the university.
- Strengthening General Education Through Course Recertification: One of the most significant institutional accomplishments during the year was the successful recertification of twenty-nine (29) General Education courses. This extensive review process ensured that NTU's General Education curriculum remains aligned with state requirements, institutional learning goals, and the Diné Philosophy of Education.

  Faculty members worked diligently to review course content, learning outcomes, assessment measures, and alignment with statewide competencies. The recertification effort strengthened the integrity of the General Education curriculum while creating greater consistency in how student learning is assessed across disciplines. This initiative represents a major step toward ensuring that all General Education courses provide students with meaningful learning experiences that prepare them for academic success, career readiness, and lifelong learning.

- Reestablishment of the Student Learning Committee: A key accomplishment during the 2025–2026 academic year was the reestablishment of the Student Learning Committee as a standalone standing committee of Faculty Congress. For several years, the committee's functions had been combined with Department Chairs meetings, limiting its ability to focus on assessment and student learning initiatives. Separating the committee restores its original purpose and strengthens faculty leadership in assessment. The committee will play a central role in reviewing assessment practices, supporting student learning outcomes assessment, advancing General Education assessment, and promoting

continuous improvement across academic programs.

- Program-Level Assessment Improvements: Significant progress was made in strengthening assessment framework at the program level. Some academic programs undertook comprehensive reviews of their mission statements, student learning outcomes, curriculum maps, and long-term assessment plans to ensure alignment with institutional priorities and accreditation expectations. For example, The Business Administration Program completed a substantial revision of its: mission statement, student earning outcomes (SLOs), curriculum map, and five-year assessment plan. The Criminal Justice Program initiated a similar review process and is actively working to revise its mission statement, student learning outcomes, curriculum map, and assessment plan.

  The Office of Assessment & Accreditation continues to provide guidance and technical support to ensure successful completion of these revisions during the upcoming academic year. These efforts demonstrate an institutional commitment to ensuring that academic programs remain current, intentional, and responsive to the needs of students, employers, and the communities we serve.
- Curriculum Alignment and Statewide Course Adoption: NTU continued its efforts to align academic offerings with statewide course requirements established by the New Mexico Higher Education Department (NMHED). Through collaboration among faculty, academic leadership, and curriculum committees, several important curriculum actions were completed during the year. A notable achievement was the successful approval of MKTG 2110: Principles of Marketing and MGMT 2110: Principles of Management by NMHED. This approval ensures greater transferability, consistency, and alignment with statewide academic standards. Following this approval, the university also proceeded with the formal removal of MKTG 1220: Small Business Marketing and MATH 1130: Survey of Mathematics from its curriculum since these courses have not been taught in a long time. The Animal Science program is actively reviewing its curriculum to align and adopt NMHED course numbering. In addition, the Accounting program successfully completed the adoption of the standardized state accounting course numbers, ensuring full alignment with statewide academic requirements. These actions reflect NTU's commitment to maintaining an academically rigorous and contemporary curriculum that supports student mobility and transfer opportunities throughout New Mexico.

- Strengthening the Link Between Assessment and Resource Allocation: To strengthen the integration of assessment with institutional planning and resource allocation, the Office of Assessment & Accreditation worked with the Finance department to revise the annual budget request form to include a section requiring departments and programs to link budget requests directly to program assessment findings. The revised process promotes evidence-based decision-making and ensures that resource allocation supports continuous improvement in student learning and program quality. This initiative advances HLC Core Component 4.C by strengthening the connection between assessment results, budgeting, strategic planning, and institutional sustainability, while reinforcing the University's commitment to using assessment data to guide institutional priorities and improve overall effectiveness.

- Streamlined Reporting with Weave Education: We continued to use Weave Education as the institution's primary assessment platform to support streamlined reporting and centralized data management. For faculty who experienced challenges with the system, my office provided direct support and guidance to ensure effective use and consistent data submission across programs.
- Enriched Co-Curricular Activities: We expanded our range of co-curricular activities for students, providing more opportunities for engagement and development outside the traditional classroom setting. These activities have been instrumental in promoting holistic growth and enhancing the overall student experience. Our students and faculty have continued to excel in research and innovation, contributing valuable insights and advancements in various fields. We have strengthened our ties with the local community through virtual outreach programs, ensuring we remain a pillar of support and engagement.
- Thorough Program Reviews: Our institution undertook extensive program reviews to ensure our academic programs remain relevant and effective. These reviews involved critical evaluations of curriculum design, instructional quality, and student outcomes, leading to strategic improvements and innovations in our programs.
- Dual Credit Assessment Framework**:** The Office of Assessment & Accreditation continued the implementation of the Dual Credit Assessment Framework that was initiated in the previous academic year. In collaboration with the Director of Enrollment, faculty, and high school partners, the framework remains focused on ensuring that dual credit courses align with NTU's academic standards and student learning expectations. The framework includes tools for tracking student performance, gathering feedback, and monitoring course effectiveness. Assessment data will continue to be collected and analyzed to support continuous improvement of the dual credit program and strengthen student learning outcomes.

Plans for 2026-2027 academic year.

Based on faculty assessment reports and outcome data from the 2025–2026 academic year, the Office of Assessment & Accreditation has identified key areas where targeted support is needed. The following action steps will guide our work with programs in the coming year:

1. Complete Program Revision Efforts: Support programs that are still revising mission statements, student learning outcomes, curriculum maps, and five-year assessment plans.
2. Improve Data Utilization: Leverage assessment findings more effectively to guide curriculum development, resource allocation, and strategic planning efforts across the university.
3. Support NTU's 10-Year Accreditation Review Preparation (September 2027): Navajo Technical University is preparing for its upcoming 10-year accreditation review scheduled for September 2027. Targeted initiatives will be implemented to ensure institutional readiness and alignment with accreditation expectations. These initiatives include organizing campus-wide information and training sessions to increase awareness of accreditation requirements and timelines, revising and updating NTU's accreditation

webpage to ensure accurate and accessible documentation, and strengthening internal systems for evidence collection and reporting. Additional efforts will focus on improving coordination across academic and administrative units to ensure consistent preparation and timely submission of required materials.

The accomplishments of the 2025–2026 academic year demonstrate NTU's continued commitment to academic excellence, accountability, and student success. Through collaborative effort, thoughtful reflection, and a shared dedication to continuous improvement, the university has strengthened its assessment infrastructure and advanced its mission of providing high-quality, culturally grounded education.

As we move into the next academic year, we remain committed to fostering a culture where assessment serves not only as a measure of achievement but also as a catalyst for innovation, improvement, and student success. The Office of Assessment & Accreditation extends its sincere appreciation to faculty, staff, administrators, and students whose dedication and partnership made these accomplishments possible.

Together, we continue to build a stronger university and a brighter future for our students and communities.

Sincerely,

Prince Boahene
Student Learning Coordinator

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PROGRAM ASSESSMENT

During the 2025–2026 academic year, Navajo Technical University continued the institution-wide implementation of the Weave Education assessment management system to support academic program assessment, planning, and continuous improvement efforts. Building on the transition initiated in Spring 2025, Weave serves as the university's centralized platform for documenting program outcomes, assessment plans, results, and improvement actions.

The adoption of Weave has streamlined assessment processes by consolidating all assessment-related data into a secure, accessible, and user-friendly system. The platform supports more efficient workflows, improved tracking of assessment activities, stronger alignment with accreditation standards, and enhanced access to data analytics for faculty, program coordinators, and administrators. These capabilities strengthen the university's ability to evaluate and improve student learning at the course, program, and institutional levels.

NTU conducts program-level assessment through a course-embedded assessment model, in which student work completed in designated courses is used to evaluate the achievement of program student learning outcomes (PSLOs). Rather than creating separate assessment activities, faculty assess authentic student assignments, projects, exams, presentations, clinical experiences, or other course-embedded measures that are intentionally aligned with program learning outcomes. Academic programs documented assessment activities, report findings, and complete feedback loops. Faculty and staff participated in ongoing training and support sessions to further strengthen effective use of the platform and ensure consistency in assessment reporting across programs.

All academic programs, including those offered through online and face-to-face modalities and at all NTU instructional sites, participated in the assessment reporting process to ensure comprehensive representation within the institutional assessment system. The status of assessment reporting and feedback loop completion for certificate and degree programs is summarized by school below.

SCORECARDS

School of Applied Technology
Virgil House, Chair

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

✔ indicates program element is in place

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

School of Arts & Humanities
Sharon Nelson, Chair

Program	Instructors	Deg	Wv	Mis	SLO	Msr	Tar	Fnd	Acp	Imp	PR'd
Counseling	Goodwin	AA	✔	✔	✔	✔	✔	✔	✔	✔	✔
Creative Writing	Roastingear, Wheeler, & Hult	BFA	✔	✔	✔	✔	✔	✔	✔	✔	✔
*Criminal Justice	Arungwa	AA	✔								
ECME	Dineyazhe-Hunter, Long, Efaw, & Muskett-Miller	AS, BS	✔	✔	✔	✔	✔	✔	✔	✔	✔
*General Studies	Grady	AA	✔								
Law Advocate	Larson, Natay, & Yazzie	AAS, BA	✔	✔	✔	✔	✔	✔	✔	✔	✔
Diné Culture, Language, & Leadership	Nelson & Chicag	BA	✔	✔	✔	✔	✔	✔	✔	✔	✔

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* Exempted from this academic year's assessment cycle

School of Business
Christine Reidhead, Chair

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

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School of Science
Dr. Irene Ane Anyagwe, Chair

Program	Instructors	Deg	Wv	Mis	SLO	Msr	Tar	Fnd	Acp	Imp	PR'd
Animal Science	Alabi	BS	✔	✔	✔	✔	✔	✔	✔		✔
Biology	Anyangewe, Netongo, & Maloba	BS	✔	✔	✔	✔	✔	✔	✔	✔	✔
Environmental Science & Natural Resources	Chischilly & Regmi	BS	✔	✔	✔	✔	✔	✔	✔	✔	✔
Nursing Assistant	Pacheco	Cert	✔	✔	✔	✔	✔	✔	✔		✔
*Veterinary Technology	Bahe & Louis	AAS	✔								
Chemistry	Soundappan & Avtar	BS	✔	✔	✔	✔	✔	✔	✔	✔	✔
*Geology	Kumar Ray	AAS	✔								
Registered Nursing	Carpenter, Young, Garcia, & Thompson	AAS	✔	✔	✔	✔	✔	✔	✔	✔	✔

✔ indicates program element is in place

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School of Graduate Studies
Dr. Henry Fowler, Chair

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

✔ indicates program element is in place
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School of Culinary Arts, Hospitality, and Tourism
Melvina Jones, Chair

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

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School of Engineering, Math, and Technology
Dr. Mohammed Illafe and Shasha Han, Chairs

Program	Instructors	Deg	Wv	Mis	SLO	Msr	Tar	Fnd	Acp	Imp	PR'd
*Adv Manu Tech	Biswas	BAS	✔	✔	✔	✔	✔				
Building Inform. Modeling	Vellingiri	AAS	✔	✔	✔	✔	✔	✔	✔		✔
Computer Science	Patil	AS/BS	✔	✔	✔	✔	✔	✔	✔	✔	✔
Cybersecurity	Netongo	AAS	✔	✔	✔	✔	✔	✔	✔	✔	✔
Electrical Engr	Sundaram, Hossain, & Romine	BS	✔	✔	✔	✔	✔	✔	✔	✔	✔
Eng. Technician	Rahman	Cert	✔	✔	✔	✔	✔	✔	✔	✔	✔
Engr Technology	Rahman	AAS	✔	✔	✔	✔	✔	✔	✔	✔	✔
Env. Engineering	Kumar Ray	BS	✔	✔	✔	✔	✔	✔	✔		✔
Geog. Info Sys	Nkongolo	Cert/AAS	✔	✔	✔	✔	✔	✔	✔	✔	✔
Industrial Engr	Elhoone	BS	✔	✔	✔	✔	✔	✔	✔	✔	✔
Information Tech	Trebian, Ali, & Thomas	AS/BS	✔	✔	✔	✔	✔	✔		✔	✔
New Media	Louis	BAS	✔	✔	✔	✔	✔	✔	✔	✔	✔
Mathematics	Han, Illafe, Lewis, Paez-Paez, Vanguardia, Fowler, Hussen, & Lapahie	AS	✔	✔	✔	✔	✔	✔	✔	✔	✔
Mechanical Engr	Waled	BS	✔	✔	✔	✔	✔	✔	✔		✔

✔ indicates program element is in place

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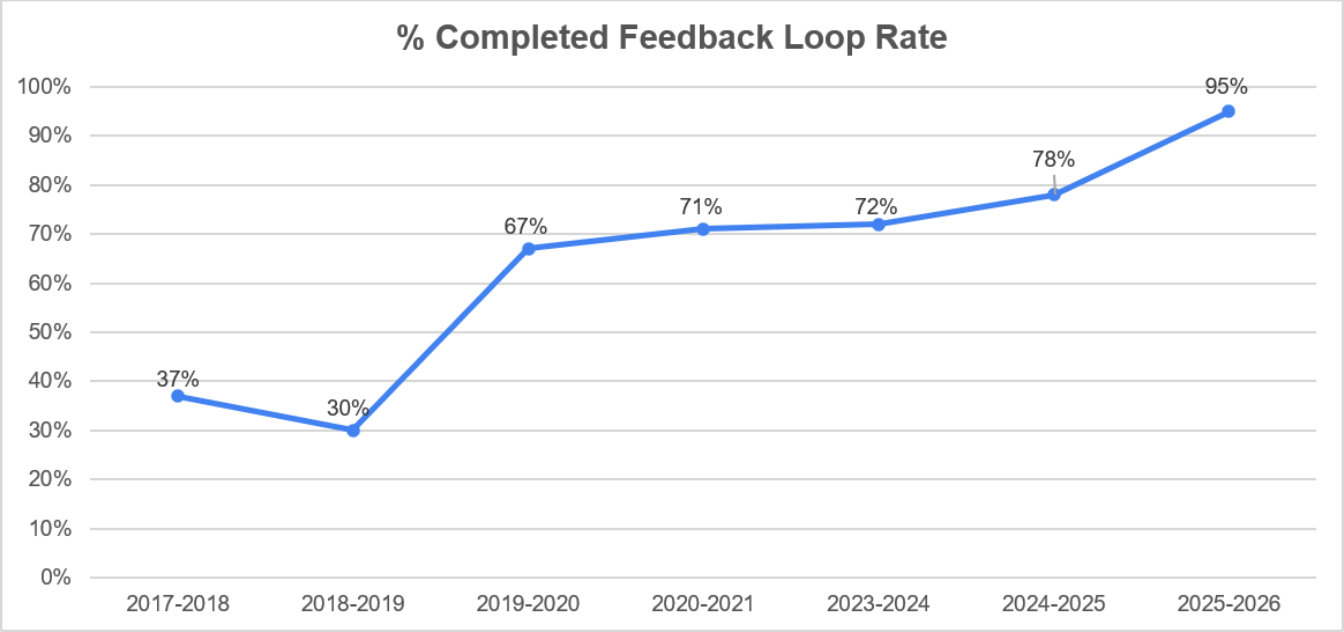
Summary of Program Assessment Scorecards

Schools	# programs	# completed feedback loop	% completed feedback loop
Applied Technology	6	4	67%
Arts & Humanities	5	5	100%
Business	4	4	100%
Graduate Studies & Research	4	4	100%
Engineering, Math, & Technology	13	13	100%
Science	6	6	100%
Culinary Arts, Hospitality, & Tourism	2	2	100%
Total	**40**	**38**	**95%**



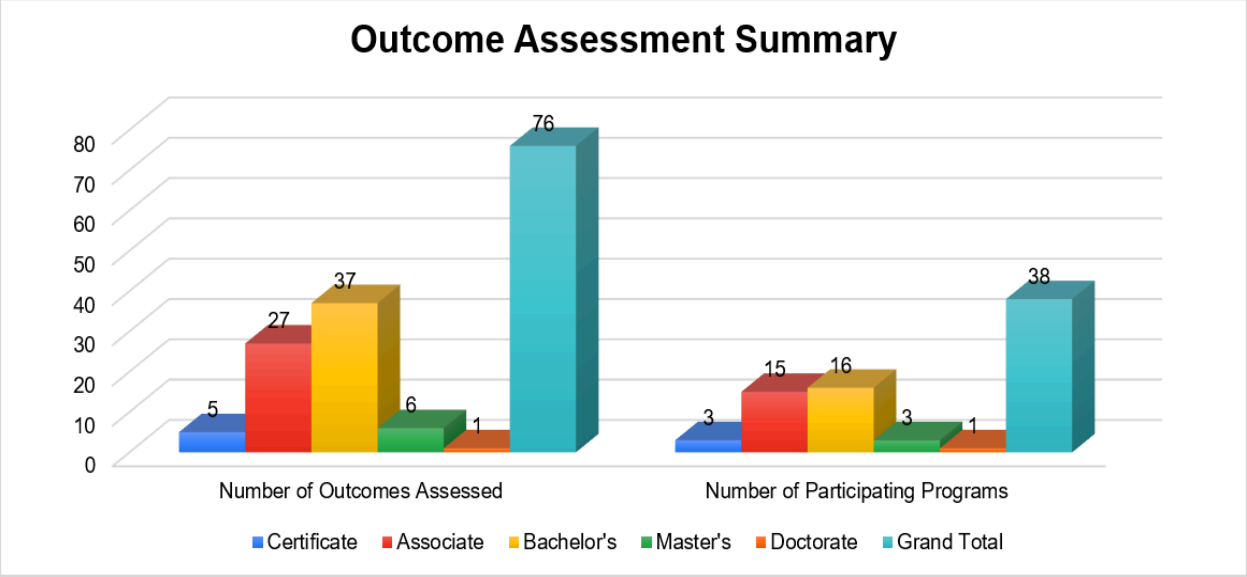
The progression of the completion rate of the feedback loop from AY 2017–2018 through AY 2025–2026 reflects a clear and sustained improvement in NTU's assessment processes. Beginning at 37.0% in AY17–18, the rate declined to 30.0% in AY18–19, suggesting early challenges in establishing a consistent and structured feedback system. However, the subsequent years demonstrate substantial and steady gains: AY19–20 increased sharply to 67.0%, followed by 71.0% in AY20–21, indicating stronger faculty engagement, improved data collection practices, and more effective use of assessment findings.

After a brief gap in reporting, AY23–24 recorded a continued upward trajectory at 72.0%, followed by a notable increase to 78.0% in AY24–25. The most recent data for AY25–26 shows further improvement, reaching 95.0%, the highest completion rate to date. This sustained upward trend, particularly the growth from 30.0% in AY18–19 to 95.0% in AY25–26 signals a strengthening institutional culture of continuous improvement, increased accountability, and more consistent closing of the assessment loop.

Overall, the data suggests that recent enhancements in assessment infrastructure, including the adoption of more streamlined digital systems such as Weave Education, alongside ongoing faculty development and institutional support, have contributed to improved completion rates. Maintaining this momentum will require continued investment in faculty training, consistent reporting practices, and periodic refinement of assessment tools to ensure alignment with institutional effectiveness goals and accreditation expectations.

OUTCOMES ASSESSMENT SUMMARY

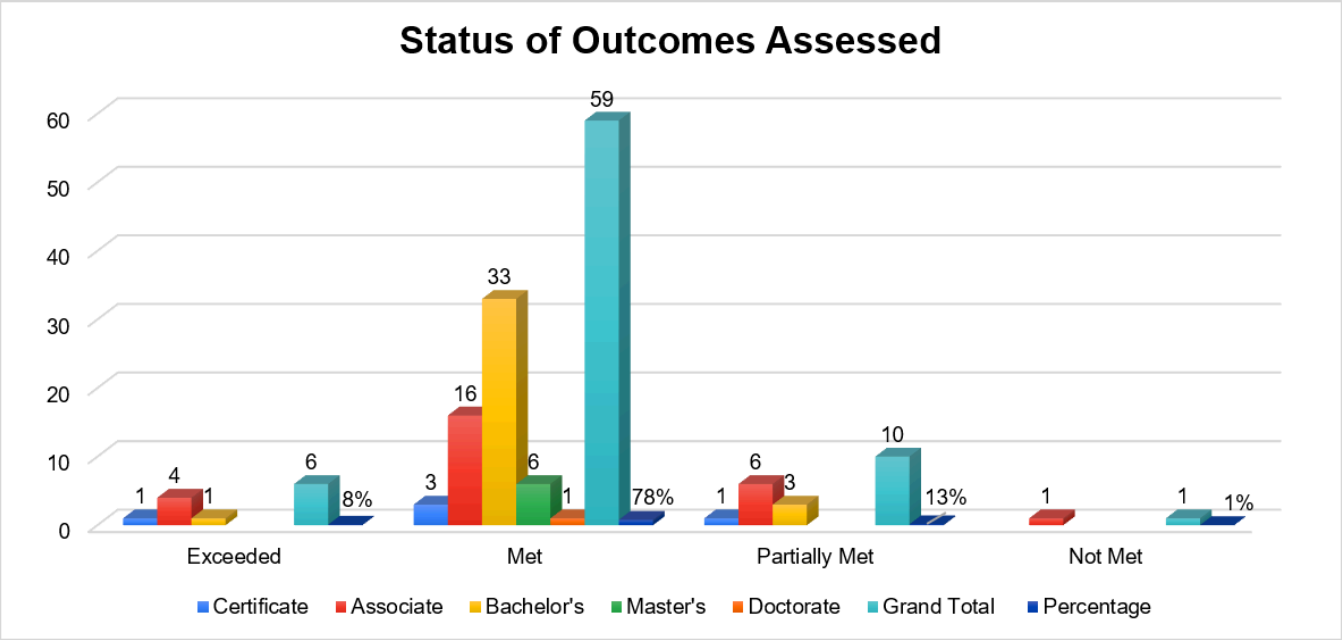
Figure 1: Outcome Assessment Summary



The Outcome Assessment Summary chart highlights NTU's institutional commitment to tracking student learning outcomes across all credential levels. Overall, 38 programs evaluated a total of 76 outcomes, showcasing high participation across the university. Leading the initiatives were Bachelor's degree programs with 37 assessed outcomes, followed by Associate programs with 27, Master's programs with 6, Certificate programs with 5, and the doctorate program with 1. Converse This extensive engagement, particularly among baccalaureate offerings, demonstrates a deeply rooted culture of assessment within NTU's four-year programs.

Regarding program participation, Bachelor's programs demonstrated the highest level of engagement with 16 programs involved. Associate programs followed with 14, while Certificate and Master's programs tied with 3 programs each. This distribution indicates that NTU's assessment frameworks are robust at foundational and applied educational levels. Although doctoral participation is currently absent, these results establish a baseline for future support and outreach aimed at scaling assessment across every level. Moving forward, expanding engagement in outcome assessment among graduate and certificate programs will strengthen institutional effectiveness and provide a more comprehensive overview of student success.

Figure 2: Status of Outcomes Assessed



An evaluation of outcome statuses across different academic levels demonstrates a strong overall performance, with most milestones successfully achieved. Specifically, 78% of the total assessments *met* expectations, while 8% *exceeded* them, indicating that the majority of programs are effectively realizing their educational goals. Nonetheless, because only 10% of outcomes are performing above expectations, there remains a clear opportunity for programs to strive toward higher achievement levels.

Conversely, 13% of the outcomes were *partially met*, and 1% were *not met*, underscoring the necessity for focused interventions in those specific domains. Notably, the single unmet outcome occurred at the associate degree level, which points to a potential need for enhanced student support or adjusted teaching methodologies. To sustain and elevate institutional success, it is vital to provide ongoing oversight and assistance to programs falling short while implementing methods to elevate more outcomes into the highest tier.

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

Overview of Implementation Status

Data across all academic tiers reflects a robust dedication to executing recommendations from the previous year. The following breakdown illustrates the specific progress made by various degree levels in taking substantive steps toward continuous improvement:

- **Doctoral program**: Had a 100% completion rate.
- **Master's programs**: Had a 100% completion rate.
- **Bachelor's programs**: Demonstrated strong follow-through with 77% of actions finalized, while 23% remained unreported, indicating a necessity for more rigorous documentation.

- **Associate programs**: Exhibited high accountability, completing 67% of proposed actions with 33% not reported, indicating a necessity for more rigorous documentation.
- **Certificate programs**: Recorded a 67% completion rate, with 33% of status updates missing, highlighting a significant opportunity to improve record-keeping.

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

1. **Enhanced Learning**

Many programs reported improvements that directly enhanced student learning through curriculum redesign, expanded academic support, experiential learning, and instructional innovation.

Several faculty redesigned assignments to better support student learning. One program reported that *"the program attempted to improve student learning by expanding assessment opportunities and breaking one large project into smaller, connected assignments."* As a result, *"the revised approach improved student learning by creating a better balance between assignment workload, timely feedback, and meaningful assessment."* Faculty noted that the scaffolded assignments helped students strengthen their research, writing, and analytical skills throughout the semester.

Mathematics faculty expanded academic support through personalized learning pathways, peer-led study groups, interactive workshops, AI-based tutoring tools, and adaptive quizzes. These instructional improvements *"yielded stronger engagement and increased student confidence in solving real-world mathematical problems."* Additional technology-based learning activities, digital modeling exercises, and applied computational tools also improved students' analytical reasoning and confidence in applying mathematical concepts.

Experiential learning was another significant area of improvement. In chemistry, faculty reported that *"students successfully learned and demonstrated the organic synthesis process through the aspirin synthesis experiment."* The laboratory experience enabled students to apply theoretical concepts in an authentic setting while strengthening laboratory techniques and reinforcing classroom instruction.

Programs also enhanced learning through increased hands-on activities and field experiences. One report stated, *"We provided more hands-on lab activities where appropriate and took students on field trips,"* concluding that *"hands-on activities are always effective in attracting student attention."* These experiential opportunities strengthened students' ability to connect classroom learning with real-world applications.

Curriculum improvements also supported student learning and professional preparation. One program reported that *"major revisions were made to the AA checklist and a BA program was created to better*

align coursework with Navajo Nation Bar Exam subject areas." These revisions strengthened foundational knowledge while improving preparation for professional licensure and law school.

In addition, one business-related program successfully integrated culturally grounded AI instruction into the curriculum. Faculty reported that *"the curriculum shift toward AI-informed instruction has effectively bridged the gap between traditional wisdom and modern innovation,"* resulting in students demonstrating *"a unique capacity for 'Relational Accountability' in business."*

2. **Improved Student Experience and Engagement**

Assessment findings also resulted in measurable improvements in student engagement, classroom participation, and experiential learning.

One program strengthened student engagement by incorporating current events into classroom discussions. Faculty reported that *"the program worked to strengthen student engagement by using current events to connect textbook concepts to practical public administration issues."* This instructional approach encouraged students to relate theoretical concepts to contemporary issues while fostering respectful and constructive dialogue.

Faculty observed clear improvements in classroom participation over time. As reported, *"the improvement efforts have led to stronger scholarly discussion and greater student engagement during class."* While students were initially hesitant to participate, *"by the second year, students were more willing to share perspectives, ask questions, and engage in classroom dialogue."*

Assessment findings also demonstrated increased civic engagement. One report noted that *"student engagement in volunteering and community participation has also increased,"* with students applying course concepts to community service activities and demonstrating greater initiative beyond the classroom. Hands-on laboratory activities and educational field trips also contributed to improved student engagement by increasing student interest and participation during instruction.

3. **Better Teaching and Assessment Practices**

Several programs used prior assessment findings to strengthen teaching practices and improve the quality of assessment.

One program improved its assessment process by implementing *"a more detailed grading rubric"* that provided *"clearer expectations and more consistent assessment of student work."* The faculty also introduced *"specific indicators... along with individualized written feedback on each submission,"* allowing instructors to provide more meaningful and personalized feedback than in previous years.

Assessment findings also helped faculty identify instructional challenges related to student use of AI technologies. Although the revised rubric improved the consistency of assessment, instructors found that *"some students were using AI improperly by submitting inaccurate or fabricated legal information ('hallucinations') rather than using AI as a supportive learning tool."* This finding informed faculty

understanding of how instructional practices and assessment methods must continue evolving alongside emerging technologies.

4. **Others**

Other instructional improvements included the increased use of educational technology. One report highlighted the *"use of technology and an overhead projector as well as up to date management techniques,"* while mathematics faculty expanded the use of technology-based learning activities and computational tools to improve both instruction and student learning.

This year's analysis shows clear evidence of a growing culture of continuous improvement, particularly in associate and bachelor's programs. Faculty have not only implemented past recommendations but are also seeing tangible outcomes in student learning and engagement.
To maintain and expand this progress, the following are recommended:

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

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

ACTION PLANS BASED ON ASSESSMENT FINDINGS

An encouraging 96% of all programs across certificate, associate, bachelor's, master's, and doctoral levels submitted action plans based on their outcome assessment results. This reflects a strong culture of reflection and continuous improvement among faculty.

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

1. **Curriculum/Content**

Many programs proposed revising curriculum content and learning experiences to better prepare students for academic success and professional practice. Several action plans focused on increasing opportunities for students to apply concepts through authentic learning experiences and strengthening disciplinary knowledge.

One program plans to improve students' writing and disciplinary vocabulary by increasing writing-intensive activities. Faculty indicated that they will implement *"more writing assignments where the students are encouraged to use the new terminology they are learning in the classroom and incorporate these into the essays and research papers."* The program also intends to strengthen critical

thinking by *"openly discussing the subject matter, whether it be a reading assignment or a video we watch in class,"* allowing students to examine environmental and social issues from multiple perspectives.

Another program proposed strengthening applied learning by incorporating *"Case-based learning: provide students with real-world scenarios involving MNCs to practice synthesizing global market data with strategic decision-making."* The program also plans to integrate *"Ethical Checkpoints"* through semester-long reflection prompts to ensure students consider *"profitability against the Diné Philosophy of Education of social responsibility."*

Furthermore, another program outlined curriculum enhancements centered on authentic problem-solving. Faculty reported that they will *"incorporate more application-based activities, case studies, and modeling tasks into weekly lessons to increase students' familiarity with authentic problem contexts."* Similarly, technology integration will become a larger component of mathematics instruction through graphing software, spreadsheets, online mathematical platforms, and data-analysis tools that will enable students to model problems, analyze data, and communicate mathematical reasoning more effectively.

Additional curriculum revisions include increasing opportunities for experiential learning. One faculty member noted that *"students need to spend more time applying what they learn in the textbooks - visual hands-on learning,"* while another proposed expanding extracurricular activities to strengthen students' ability to apply theoretical concepts in authentic settings by having *"students complete more extracurricular activities as a way of applying these complex notions in real life."*

2. Instruction

The majority of action plans focused on strengthening instructional practices to improve student learning and engagement. Faculty proposed increasing direct instruction, enhancing classroom discussions, providing more timely feedback, and expanding the use of instructional technology.

Several instructors identified the need for more individualized instruction outside the classroom. One faculty member stated, *"My action is to create a video on how to use Visio, send online resources on how to use Visio, and also conduct a Zoom meeting and walk the student through how to use Visio software."* Another instructor proposed to *"conduct more monthly/bi-weekly Zoom calls to explain the course content better."*

Another program faculty emphasized continuous instructional support throughout major projects. Planned strategies include *"Iterative strategy development: Offer ongoing feedback on project milestones"* so students can refine their work before the final presentation, while *"collaborative monitoring"* will help ensure equal participation during group projects.

Faculty teaching accelerated courses also emphasized continuous instructional guidance. Planned actions include *"Offer ongoing guidance and daily feedback in this accelerated course," "Provide sample template for slide presentation," "Offer individualized feedback to students that are struggling,"* and *"Track daily student progress... and provide timely interventions."* These efforts will culminate in faculty reviewing instructional effectiveness through *"Reflection and Adjustment"* to improve future student outcomes.

Another faculty plan to continue integrating current events into instruction because *"current tribal and federal government affairs increased student interest in public administration and provided timely examples that connected directly to textbook content."* The program faculty plans to continue using local and national issues while facilitating discussions that encourage students to *"analyze multiple viewpoints, remain open to learning, and examine public administration and management issues with greater curiosity and professionalism."*

Several programs also proposed increasing technology-enhanced instruction. One faculty member indicated plans to *"incorporate AI models that simplify these concepts with proper examples"* to improve student understanding of complex material.

3. Assessment

Many action plans focused on strengthening assessment processes by improving alignment, increasing formative assessment opportunities, and using assessment results more intentionally to guide instruction.

One program proposed significant improvements to assessment design by planning to *"align the program SLOs to the key assessments," "introduce artifacts to students early in the semester,"* and *"articulate standards/outcomes to students."* Faculty also indicated plans to participate in *"more professional development training to broaden their understanding of NAEYC's standards and how they align with the SLOs."*

Several faculty emphasized the importance of continuous monitoring and feedback. Business instructors plan to *"monitor daily student progress"* through multiple drafts and provide *"timely interventions to ensure all students stay on track."* Mathematics faculty similarly reported that they will *"meet regularly to review assessment data, identify common areas of difficulty, and adjust instruction accordingly."* They also plan to *"review assessment results to identify areas for improvement and refine instructional strategies."* These action plans demonstrate a growing emphasis on using formative assessment throughout the semester rather than relying solely on end-of-course evaluation.

4. Academic Support

Programs also proposed expanding academic support services to address barriers to student success both inside and outside the classroom.

Several action plans focused on strengthening tutoring and supplemental instruction. Mathematics faculty plan to *"expand peer-led study groups and structured tutoring sessions"* while integrating *"adaptive learning tools to deliver individualized feedback and practice opportunities outside of class."*

Technology support was another common strategy. Faculty proposed creating instructional videos, providing online learning resources, conducting individualized Zoom support sessions, and developing supplementary materials including *"templates, scripts, and talking points"* to improve student success.

Other programs emphasized institutional support services. One faculty member proposed to *"collaborate with the university's library to provide resources/books to students."* Another indicated that *"to address attendance issues, students will be referred to the Skyhawk for Success Center."*

Faculty also recognized the importance of reinforcing professional expectations by planning to

"reinforce expectations regarding attendance, participation, punctuality, and professional conduct."

5. Learning Outcomes

Several action plans explicitly focused on improving achievement of student learning outcomes by strengthening the connection between instruction, assessment, and expected competencies.

The mathematics program proposed coordinated strategies to improve students' ability to solve real-world problems by integrating application-based instruction, expanded academic support, adaptive learning technologies, and regular faculty review of assessment data. These coordinated efforts *"aim to improve students' conceptual understanding, analytical reasoning, and confidence in applying mathematical methods to real-world scenarios."*

Similarly, faculty hope to improve students' technological competency by integrating graphing software, spreadsheets, online mathematical platforms, and data-analysis tools throughout instruction so that students can *"model problems, analyze data, visualize results, and communicate mathematical reasoning effectively."* Other programs strengthened learning outcomes by improving alignment between program learning outcomes, assessment artifacts, instructional strategies, and professional standards.

6. Other

Several action plans addressed broader programmatic or institutional concerns. One program proposed changing the course delivery format by stating, *"The class will no longer be taught online,"* reflecting concerns identified through assessment findings.

Another instructor emphasized student readiness as a major factor affecting academic performance. The report concluded that *"student readiness and advising might improve the course,"* noting that while instruction, curriculum, and assessment were adequate, attendance and personal responsibility remained significant barriers for some students. Although previous advising interventions were unsuccessful for one student, the instructor observed that *"the rest of the students embraced the student readiness skills and did well."* This finding highlights the need for continued collaboration between academic programs and student support services to strengthen student preparedness for college-level expectations.

ONLINE PROGRAMS

Several fully online programs actively participated in the 2025–2026 assessment cycle, demonstrating a strong commitment to continuous improvement and student learning outcomes in virtual learning environments. These programs include: Management Information Systems (M.S.), Accounting (A.A.S.), Public Administration (A.A.S.), Mathematics (A.S.), Business Administration (B.A.), Counseling (A.A.), Law Advocacy (B.A.), Dine Culture, Language, & Leadership (Ph.D.), Early Childhood and Multicultural Education (A.S./B.S.), Information Technology (B.A.S.), Electrical Engineering (M.S.) and Creative Writing (B.F.A.) [refer to the scorecards above].
These online programs submitted comprehensive assessment reports alongside their face-to-face counterparts, ensuring that modes of delivery did not hinder reflective evaluation and data-driven improvement. Please refer to the scorecards provided above (page 1-4) for individual program details and outcomes.

GENERAL EDUCATION ASSESSMENT

In Fall 2025, assessments were conducted for Goal Three courses, which included Social & Behavioral Sciences and Humanities. The compliance rate for each department was as follows: Social & Behavioral Sciences = **5/11,** and Humanities = **2/9**, resulting in an overall compliance percentage of ***35%*****.**
In Spring 2026, assessments were conducted for Goal Four courses, which included College Success Skills, Wellness, and Creative & Fine Arts. The compliance rate for each department was as follows: College Success Skills/Intro to Computers = **4/15**, Wellness = **2/2** and Creative & Fine Arts = **2/5**. This resulted in an overall compliance percentage of ***37%*****.** These reports were submitted by both full-time and adjunct faculty, reflecting a shared responsibility for assessment across instructional roles**.**

Table 1: Summary Statistics

Number of SLOs	Number of Students	Target met	Target partially met	Did not meet target
15	135	88 (65.4%)	16 (13.0%)	29 (21.6 %)

The General Education assessment summary shows that 15 Student Learning Outcomes (SLOs) were assessed across 135 students. Of these, 88 students (65.4%) met the expected learning targets, indicating that a majority of students successfully demonstrated the desired knowledge and skills associated with the assessed outcomes. An additional 16 students (13.0%) partially met the targets, suggesting that while some learning objectives were achieved, further development is needed to attain full proficiency. Meanwhile, 29 students (21.6%) did not meet the established targets, highlighting specific areas where additional instructional support, curricular adjustments, or targeted interventions may be beneficial.

Overall, the results reflect generally positive student performance, with nearly two-thirds of students meeting the expected standards. At the same time, the proportion of students who partially met or did not meet the targets underscores the importance of continued assessment-driven improvements to strengthen student learning and achievement across General Education outcomes.

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

1. Enhanced Learning
Faculty focused on improving student achievement by integrating hands-on learning, culturally relevant projects, and applied assessments. Students demonstrated increased understanding of course content

through real-world applications, such as community-based research or scientific experimentation. These efforts reinforced critical thinking, communication, and practical problem-solving.
Similarly, another instructor highlighted the value of connecting classroom content to local issues: "*Students worked collaboratively in groups to identify a contemporary social justice issue, analyze its root causes using sociological theories, and propose culturally responsive and sustainable solutions grounded in course concepts.*"
Another instructor shared:
"*To date, the instructional changes appear to have positively impacted student success, with five out of six students meeting or exceeding course expectations. Students showed increased engagement when given opportunities to connect learning to current events and select topics aligned with their interests. This flexibility contributed to stronger interaction, deeper understanding, and more meaningful connections between course content and real-world issues, including Indian law contexts*"

2. Improve Student Experience & Engagement
Student readiness emerged as a central factor influencing engagement and overall performance. Some instructors noted that success in the course depends not only on instructional design but also on students' ability to transition into college-level expectations, including responsibility, consistency, and independent learning.

As one reflection emphasized, "*freshmen students are not ready for college courses which requires individual responsibility, commitment, and independent living."*
Faculty observed that while instructional materials, assessments, and support structures were in place, student participation remained inconsistent when readiness skills were lacking.
One instructor noted, "*the instruction, curriculum, learning materials, and assessments are in place, except the student is absent," highlighting that engagement challenges often occur outside of course design"*.

Despite targeted interventions such as individual meetings and referrals to academic advising, some challenges persisted. As reflected, "*I talked with the student several times… he says he likes to sleep. Referral to the Academic Counselor did not help either*." However, these cases contrasted with the majority of students who demonstrated strong engagement when readiness expectations were clear and consistently reinforced.

In response, instructors emphasized the importance of early and continuous framing of expectations, particularly through culturally grounded approaches such as the Diné Philosophy of Education. One key reflection stated, "*it is very important for each student to understand the Diné Philosophy of Education and know how to apply it to their academic studies and everyday life*."

3. Better Teaching & Assessment Practices
Instructional and assessment strategies were refined to provide clearer expectations and better feedback. Faculty used structured rubrics, introduced scaffolded assignments, and added reflective activities. These efforts were aimed at reinforcing academic rigor while making course expectations more transparent.
Looking ahead, another instructor shared plans to further support student learning: "*Offer flexible, alternative windows for completing major practical exams (like the Midterm), allowing students who run into severe attendance issues a pathway to submit make-up work and preserve their overall standing*"

Assessment practices should be strengthened to ensure alignment with learning outcomes while promoting authentic demonstration of knowledge. A key focus is reviewing exams and assignments to better measure higher-order thinking and reduce the potential for AI-assisted responses or academic dishonesty. This includes rethinking traditional exam structures and incorporating more applied, reflective, and scenario-based assessments that require students to demonstrate understanding in context.

As one instructor emphasized, "*students can complete assignments, but we must ensure the assessment truly reflects what they understand and can apply*." This reinforces the need for continuous refinement of rubrics and assessment design to balance academic integrity with meaningful learning outcomes.

4. Academic Support & Resources

Faculty emphasized that strengthened academic support systems and institutional resources are critical for improving student engagement, retention, and success. Beyond instructional delivery, students benefit from timely outreach, coordinated advising, and access to adequate learning infrastructure such as technology, transportation support, and updated laboratory materials. These supports are especially important in ensuring equitable participation and reducing barriers to completion

An instructor expressed need to coordinate with academic service: "*Coordinate closer with academic advisors during Week 2 to provide immediate outreach and support if a student misses multiple consecutive laboratory blocks early on"*

Another underscored the importance of providing clearer instructional support and more accessible learning resources to enhance student engagement and successful completion of assignments : *"While I sent several reminders in beginning in Week #13 Module, I believe that I might create a Zoom Meeting time to discuss the Assignment and ask for questions. Although I did send several messages via BB about the Assignment and asking them to let me know if they have any questions. I think I will also incorporate into the Week #13 modules are examples for them to utilize. This should help with their questions as well."*

5. Other Impacts / Areas Still in Development

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

Remarks

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

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

On a positive note, we commend instructors in other departments who have been exceptional in completing their Gen Ed reports promptly. Their diligence and commitment to maintaining our educational standards serve as exemplary models for all faculty members. Instructors with questions or need further assistance are advised to check in with the Student Learning Coordinator. These measures aim to facilitate a more efficient and cooperative process, ensuring timely submissions of Gen Ed reports to continuously improve our academic programs and the overall success of our students.

CO-CURRICULAR ASSESSMENT

The Higher Learning Commission (HLC) defines co-curricular as: Learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum. Examples: Study abroad, student-faculty research experiences, service learning, professional clubs or organization, athletics, honor societies, career services, etc. (Core Component 3.C., 4.B, https://www.hlcommission.org/glossary/)

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

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

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

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

During the academic year, we received forty two (42) responses from students regarding their participation in co-curricular activities. These activities are integral to the holistic development of our students, providing them with opportunities to enhance their skills, engage with the community, and apply their academic learning in practical settings. We extend our heartfelt gratitude to the instructors who actively engaged their students in these co-curricular activities.

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

SUMMARY OF CO-CURRICULAR SURVEY

Figure 3: Project Type

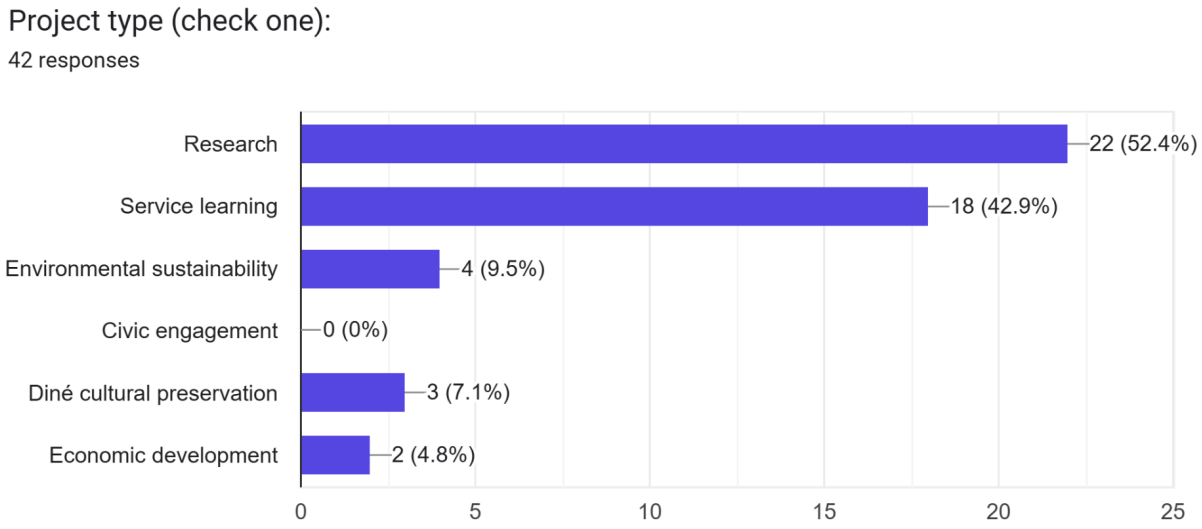


Figure 4: Improved understanding of community needs

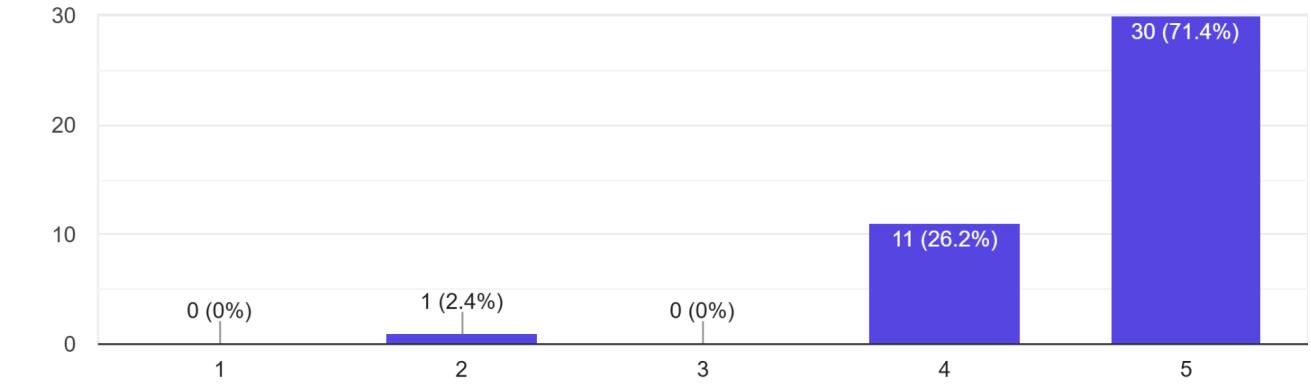


Figure 5: Improved ability to study and report findings

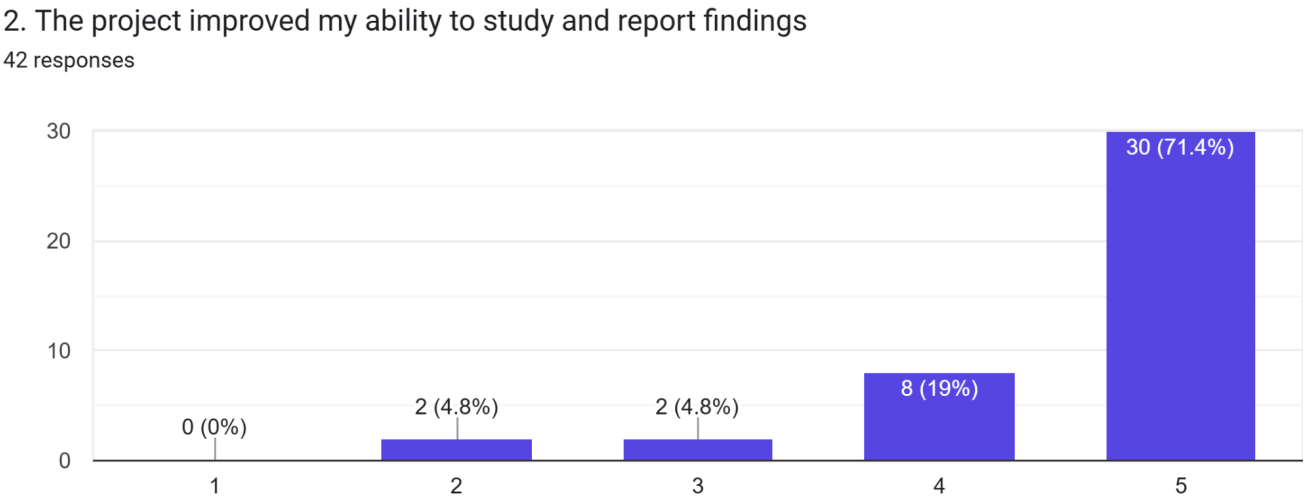


Figure 6: Increased empathy and respect for others

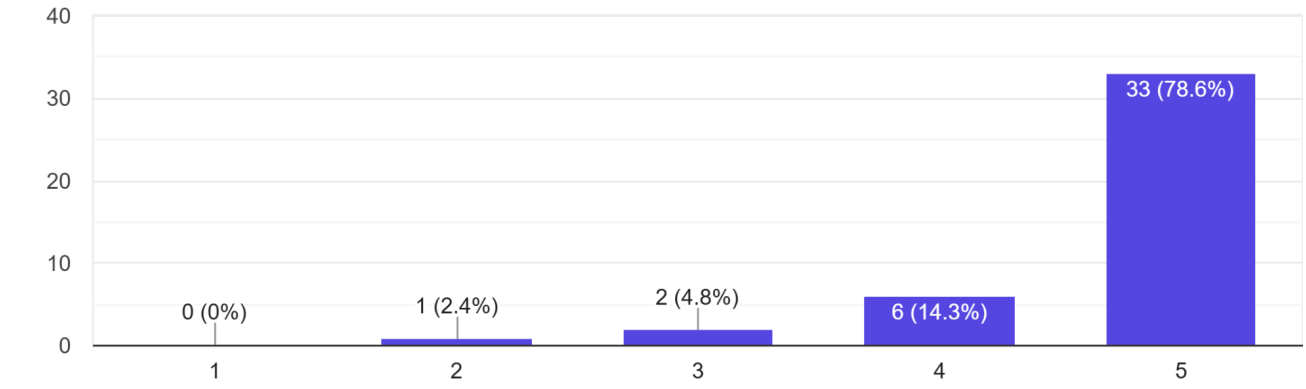


Figure 7: Advanced knowledge of how organizations operate

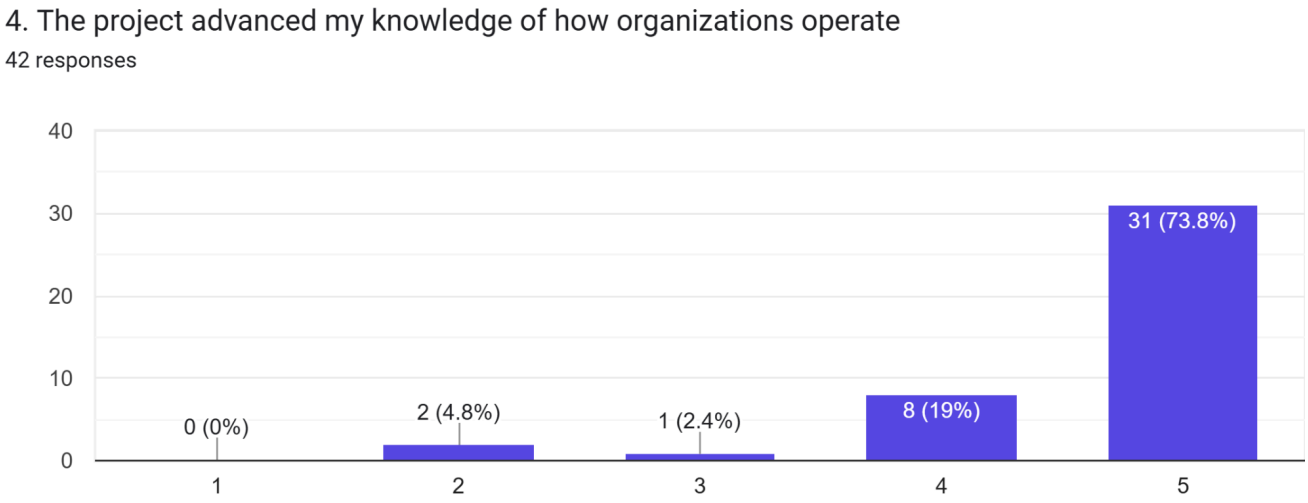


Figure 8: Improved teamwork skills

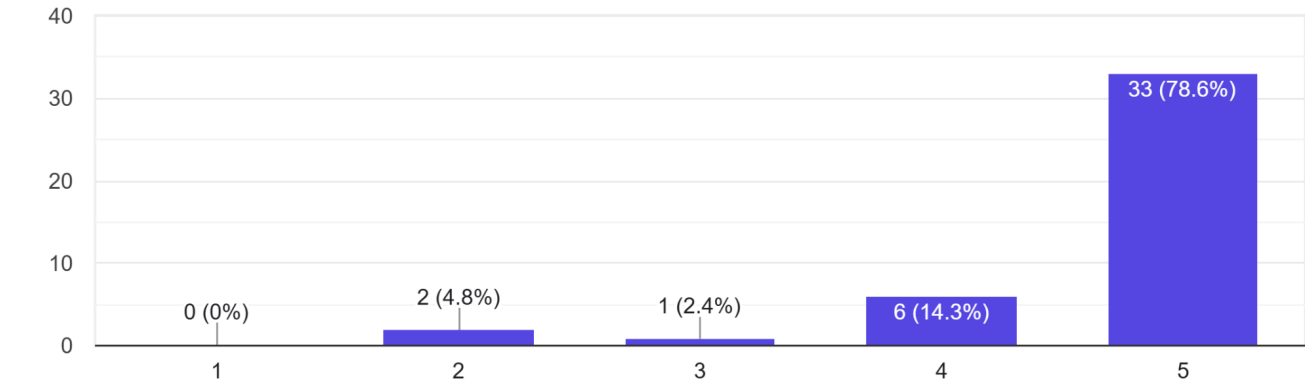
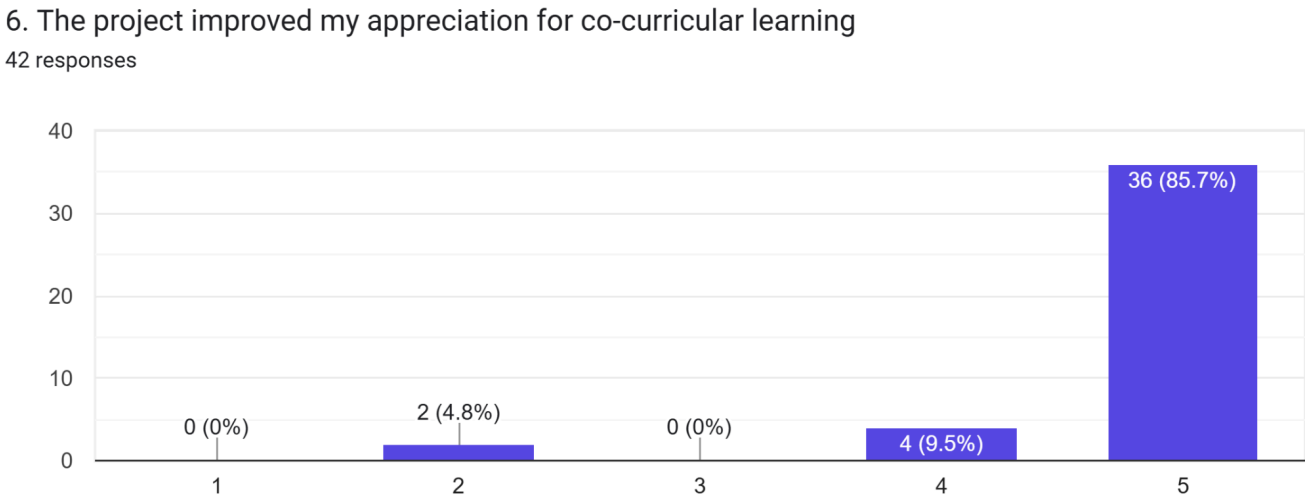


Figure 9: Appreciation for co-curricular learning



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

What Went Well

1. **Learning and Research Outcomes:** Multiple respondents emphasized that everything went well, with specific praise for learning new perspectives on trauma, understanding what it means to be trauma-informed, and gaining in-depth knowledge about cell cycles, bacteria in water, and the history of activists like Leonard Peltier. The research aspect was effective, including research on 3D-printed test samples with embedded sensors for structural health monitoring.
2. **Practical Application and Skills Development:** Positive outcomes included hands-on learning, doing lab experiments, assisting on projects for a better understanding of course material, and the improvement of teamwork and collaboration through study groups.
3. **Community and Professional Engagement:** Respondents valued the opportunity to present projects in front of tribal leaders, noting the audience understood the project and wished to see improvements in the community. One respondent gained professional experience by serving on a conference planning committee, coordinating logistics, and exploring HR career resources.
4. **Support and Resources:** Respondents appreciated the communication with the Professor, who was always available to help and responded quickly to emails. The facility offered good use of resources, including extra items and practice time.

Areas for Improvement

1. **Increase Hands-On Learning and Resources:** Multiple participants requested more hands-on activities, a more hands-on approach for practical learning and retaining information, and a longer time period. Specific requests included conducting more experiments, more in-depth lab classrooms and teachings, acquiring a large-format 3D printer for oversized specimens as well as utilizing advanced tools like AI, ML, and JupyterHub.
2. **Enhance Organization and Communication:** Improvements suggested included clearer planning and organization such as improving task clarity for supervisors, and improving the connection with external organizations to better support student participation in professional events, potentially through better information, funding, or discounted registration.
3. **Project-Specific Research:** Suggestions included sampling more water wells and collecting two types of samples from different areas, conducting more research on the causes and "why" behind the research topic, and creating a questionnaire for Chinle community members about their community.
4. **Virtual and In-Person Participation:** Recommendations were made to have more in-person participants and, for virtual components, to improve the ability for screen sharing and seeing the instructor.
5. **Positive Feedback/No Changes Needed:** Several respondents expressed satisfaction, stating the project was great, everything flows, instructions were clear and easy to follow, and they had no concerns, no criticism, or felt no improvements were needed, suggesting the project should "keep as is."

Sampled comments from students.

- I'm content that we had the opportunity to present in front of tribal leaders.
- Everything about the course is very informative with class work and then lab work. Also assisting Mr. House on projects gives me a better understanding of what I'm learning.
- One thing that went well with my co-curricular project was the opportunity to learn how professional conferences are organized by serving on the planning committee and observing HR professionals. I successfully worked with the planning committee and other volunteers to coordinate registration, prepare materials, and support conference logistics. I also explored SHRM resources and information about HR careers, which helped me better understand the HR field and possible future opportunities for myself.
- One thing that could be improved with the co-curricular project is building a stronger connection between the school and SHRM New Mexico so that more students are able to attend future conferences. If the school partnered more closely with SHRM, students could receive better information, support, and possibly funding or discounted registration, which would make it easier for them to participate and benefit from these professional events.
- Thank you for recognizing some boarding school trauma, because it nearly pertains to all modern Native Americans. I know now that I can't change the past, but I can IMMUNIZE myself against negative effects in the present through empathy and compassion. I should learn to regulate rather than educate. Thank you everyone involved in making it a very educational seminar.
- I enjoyed this seminar and I would readily attend another.
- The co-curricular project was informational for me about how we learn something new everyday and this was one of the things I learned.

DUAL-CREDIT ASSESSMENT

Building on the successful launch of the dual-credit assessment process in Spring 2025, the Office of Assessment and Accreditation continued the initiative in Spring 2026 to further strengthen assessment practices across dual-credit offerings at Navajo Technical University. Dual-credit instructors continued to use the standardized reporting template to document student learning outcomes and provide evidence of student achievement in alignment with institutional assessment goals.

The second year of implementation allowed the University to establish greater consistency in assessment reporting, monitor trends in student performance, and identify opportunities for instructional improvement across participating high schools and courses. Faculty were encouraged to reflect on assessment findings, implement improvement strategies, and document actions taken to enhance student learning outcomes.

The continuation of this process demonstrates NTU’s commitment to maintaining high academic

standards within its dual-credit program while supporting compliance with Higher Learning Commission (HLC) expectations. As the assessment framework matures, the University will continue refining reporting processes, expanding faculty engagement, and utilizing assessment results to inform decision-making and continuous improvement efforts. A summary of the Spring 2026 assessment results is presented below. A summary of the report is presented below.

Table 2:

Number of SLOs	Number of Students	Target met	Target partially met	Did not meet target
9	128	82 (64.1%)	37 (28.9%)	9 (7%)

Table 2 shows that 128 students were assessed across eight Student Learning Outcomes (SLOs). Of those assessed, 82 students (64.1%) met the target, demonstrating that a majority of students successfully achieved the expected learning outcomes. Additionally, 37 students (28.9%) partially met the target, indicating that many students are making progress toward proficiency but may require additional support or instructional reinforcement to fully meet expectations. Only 9 students (7%) did not meet the target, representing a relatively small proportion of the assessed population.

Overall, these results reflect positive student performance within the dual-credit program, with more than nine out of every ten students either meeting or partially meeting the established learning targets. The findings suggest that the curriculum and instructional practices are generally effective in supporting student learning. At the same time, the percentage of students who partially met the targets highlights opportunities for continuous improvement through targeted interventions, enhanced learning resources, and ongoing collaboration between NTU faculty and dual-credit partners to further strengthen student achievement.

The compliance rate for dual-credit assessment reporting was **9 out of 38 instructors**, resulting in an overall compliance rate of **24%**. While the submitted reports provided valuable baseline data on student learning outcomes and instructional effectiveness, the low compliance rate indicates that the majority of dual-credit instructors did not submit their assessment reports during the reporting cycle. As a result, the available data may not fully represent student achievement across all dual-credit courses and limits the University's ability to conduct comprehensive program-level analysis.

Several factors may have contributed to the low submission rate, including the relative newness of the assessment process, varying levels of familiarity with assessment expectations, competing instructional responsibilities since most of the instructors are high school instructors as well, and limited awareness of reporting deadlines. Since Spring 2025 marked the formal implementation of dual-credit assessment reporting, some instructors may still be adapting to the new requirements and procedures.

To improve compliance in future assessment cycles, the Office of Assessment and Accreditation will

implement several strategies. These include providing targeted training and orientation sessions for dual-credit instructors, distributing assessment timelines and reminders throughout the semester, offering one-on-one support for completing assessment reports, and strengthening communication with dual-credit coordinators and partnering high schools. Additionally, the Office will explore integrating assessment reporting expectations into instructor onboarding and performance review processes to reinforce accountability. These efforts are intended to increase participation, improve the quality of assessment data collected, and support a stronger culture of evidence-based decision-making and continuous improvement within the dual-credit program.

The following themes also emerged from the reports.

1. Integration of the Diné Philosophy of Education (DPE) - 100% of reports (9/9)

All instructors demonstrated meaningful alignment with the four pillars of DPE — Nitsáhákees, Nahat'á, Íiná, and Siihasin — across disciplines, from math to marketing to Navajo Government.

One instructor emphasized culturally grounded motion design and storytelling:

"*Students use Adobe After Effects to build their projects, turning their plans into animations that tell a story or share a message. Finally, they review their work, think about what went well, and decide how they can improve for future projects.*"

Another highlighted holistic integration of learning stages:

"*The Diné Philosophy of Education is evident… in the selection of the novel… Students were asked to consider universal topics like war, family, and art.*"

This reflects a consistent pattern of DPE being used not as an add-on, but as a core instructional framework.

2. Use of Authentic, Project-Based Assessment - 86% of reports (7/9)

Courses heavily relied on applied, career-relevant tasks that mirror real-world expectations in communication, business, and analytical thinking.

For example, in marketing:

"*Students create a promotional strategy for a mock business… identifying target customers and explaining promotional methods.*"

In office communication:

"*Students had to compose a persuasive email to McDonald's franchise owners arguing for a single-line system by applying the full writing process.*"

These examples show a clear shift toward performance-based learning that connects academic skills to workplace contexts

3. Growing Attention to Writing, Communication, and Critical Thinking Skills - 86% of reports

(7/9)

Across disciplines, instructors emphasized writing, reasoning, and analytical communication as key student learning outcomes — even in non-English courses.

One instructor noted the importance of rhetorical development:

"*Students will be prepared for upper level English courses… writing for a variety of purposes and audiences*."

Another emphasized persuasion and professional communication:

"*Students successfully applied all stages of the writing process… demonstrating clear thesis statements, logical organization, and professional business conventions*."

Even in mathematics and technical fields, reasoning and explanation were emphasized as core competencies.

4. Evidence of Learning and Student Growth - 100% of reports (9/9)

Student performance data shows a majority of students meeting or partially meeting expectations, but outcomes vary significantly across disciplines.

As summarized in the report:

- 63.4% met the target
- 29.3% partially met
- 7.3% did not meet

However, disparities were notable between courses—for example:

- 100% target attainment in one NAVA 2230 section
- 25% in another NAVA 2230 section

5. Identified Areas for Course Improvement - 100% of reports (9/9)

A strong theme across reports is the use of data-informed reflection to improve instruction through scaffolding, formative assessment, and structured support.

One instructor noted a shift toward applied learning and modeling:

"*Increase the use of real-world applications throughout each unit so students can connect abstract algebraic concepts to practical contexts*."

Another emphasized structured support and revision cycles:

"*I will incorporate peer review sessions… and formative feedback at multiple checkpoints throughout the writing process.*"

Others highlighted the need for scaffolding tools:

"*Students would benefit from structured historical analysis tools such as graphic organizers, timelines,*

and guided reading supports."

This reflects a shared commitment to strengthening student success through more intentional instructional design.

Conclusion

Review of the dual credit assessment reports indicates a need for improved consistency and alignment with state-approved curricular standards. Several instructors are not consistently using the officially approved course descriptions and student learning outcomes (SLOs), which raises concerns about comparability and compliance across sections. In addition, there is evidence of outdated course identifiers being used in instruction and reporting. It is recommended that all faculty and dual credit partners be required to adopt the current course numbers, approved descriptions, and SLOs in all instructional materials and assessment documentation to ensure alignment, maintain academic integrity, and support accurate program-level reporting.

HLC Core Component 4.C: Linking Assessment Results to Institutional Planning and Sustainability

Assessment findings continue to inform institutional planning by identifying priorities for curriculum improvement, instructional enhancement, student support services, technology integration, and resource allocation. Across academic programs, faculty used assessment results to justify requests for additional instructional resources, expanded tutoring and academic support, increased use of educational technology, curriculum revisions, professional development, and improvements to course delivery. Several programs also identified opportunities to strengthen student success through advising, library resources, and referrals to student support services.

These action plans demonstrate that assessment results are not only used to improve student learning but also contribute to broader institutional decision-making related to resource needs, program development, student success initiatives, and continuous quality improvement. Collectively, these efforts support institutional effectiveness by ensuring that assessment evidence informs planning and promotes the long-term sustainability of academic programs.

Examples highlighted throughout this report illustrate how assessment findings are linked to planning and improvement across multiple academic disciplines. For additional examples and detailed descriptions of planned actions, please refer to the *Action Plans* section of this report (see page 11). However, some excerpts are:

Linking Assessment Results to Resource Allocation: Several programs identified resource needs directly from assessment findings. For example, one faculty member proposed to *"collaborate with the university's library to provide resources/books to students,"* recognizing that additional learning resources would better support student achievement

Linking Assessment Results to Enrollment and Student Success: Although relatively few reports

explicitly discussed enrollment forecasting, several action plans focused on improving student persistence, engagement, and academic readiness, all of which contribute to enrollment stability and retention. Programs proposed referring students with attendance concerns to the Skyhawk for Success Center, reinforcing expectations regarding attendance and professionalism, increasing faculty mentoring through regular Zoom meetings, and expanding tutoring and academic support services.

As the institution continues to mature its assessment processes, the Office of Assessment & Accreditation will work collaboratively with Academic Affairs, Enrollment Management, Student Affairs, Finance, and institutional leadership to further strengthen the connection between assessment results, budgeting decisions, enrollment planning, strategic initiatives, and institutional effectiveness. Expanding these connections will ensure that assessment evidence not only improves student learning but also informs sustainable institutional decision-making in support of the University's mission and strategic priorities.

Course Evaluations

SmartEvals Course Evaluation Pilot (Spring and Summer 2026 Semesters)

The SmartEvals course evaluation pilot conducted during the Spring 2026 and Summer 2026 semesters demonstrated strong student satisfaction across both face-to-face and online/hybrid courses. The overall institutional average of **4.6 out of 5.0** indicates that students had a highly positive perception of their learning experiences, instructor effectiveness, course organization, and learning environment. These results provide confidence that the revised course evaluation instrument is producing meaningful feedback while aligning with institutional priorities and accreditation expectations.

For online and hybrid courses, the overall average score was **4.5**, reflecting consistently positive student experiences across all major areas of instruction and student support. Students rated instructors particularly highly for treating them with respect (4.7), clearly explaining course expectations in the syllabus (4.7), effectively presenting course material (4.7), encouraging participation (4.7), and providing accessible course materials on Blackboard (4.7). These results suggest that faculty have successfully adapted their online teaching practices to foster student engagement and maintain high instructional quality.

The lowest-rated item was **"I was informed about how to file a complaint,"** which received an average score of **4.3**. Although this score remains positive, it identified an important opportunity for institutional improvement. During the Spring 2026 pilot, this item averaged **3.9**, indicating that many students were not sufficiently aware of the University's complaint process. In response, we increased faculty awareness and revised the standardized syllabus template to include a dedicated section explaining the online student complaint process. These interventions resulted in the average increasing to **4.3** following the **Summer 2026 pilot**, demonstrating that relatively simple communication improvements can significantly enhance students' awareness of available institutional resources.

Another area with comparatively lower, though still favorable, ratings was students' awareness of **disability-related accommodation and accessibility support** (4.4). This finding suggests that the University should continue to emphasize accessibility resources in course syllabi, orientation materials, Blackboard course shells, and faculty communications to ensure that all students understand how to obtain appropriate support services.

In summary, the pilot findings indicate that the revised course evaluation instrument is functioning effectively and providing actionable feedback for continuous improvement. The improvements observed between the Spring and Summer pilots demonstrate that the institution can respond quickly and effectively to student feedback. Based on these successful pilot outcomes, the University is **well-positioned to fully implement SmartEvals beginning in Fall 2026**. The pilot has validated both the survey instrument and the associated administrative processes, providing confidence that SmartEvals will serve as an effective institutional tool for enhancing teaching, learning, and the overall student experience.

Summative Data

All course modalities

Questions	Modality	NTU Average
I was treated with respect in this course.	Face-to-face/Online/Hybrid	4.7
The course syllabus clearly explained course goals, requirements, and expectations, especially on academic honesty and plagiarism.	Face-to-face/Online/Hybrid	4.7
Course assignments and learning activities supported my understanding of course content.	Face-to-face/Online/Hybrid	4.6
Understood how to access academic & technical support service	Face-to-face/Online/Hybrid	4.6
Class time was used effectively to support my learning	Face-to-face	4.7
Course materials were accessible and usable with my available technology	Online/Hybrid	4.7
The physical classroom environment supported my learning	Face-to-face	4.6
I was informed about how to request disability-related accommodation/accessibility support	Online/Hybrid	4.4
Instructional technology used in the classroom functioned effectively	Face-to-face	4.6
BlackBoard was easy to navigate and supported my learning	Online/Hybrid	4.7
Informed about how to file a complaint	Face-to-face/Online/Hybrid	4.3
The course contributed positively to my overall learning and academic development	Face-to-face/Online/Hybrid	4.6
I had access to the necessary hardware, software, and internet connection to complete course requirements	Online/Hybrid	4.6
The instructor presented course material clearly and effectively.	Face-to-face/Online/Hybrid	4.7
The instructor encouraged participation, questions, and expression of ideas.	Face-to-face/Online/Hybrid	4.7
The instructor provided timely and meaningful feedback on assignments, discussions, or assessments that supported my learning.	Face-to-face/Online/Hybrid	4.6
The instructor integrated the use of the Diné Philosophy of Education principles, methods, and/or applications.	Face-to-face/Online/Hybrid	4.5
The instructor was accommodating to different learning styles, abilities, and special needs.	Face-to-face/Online/Hybrid	4.5
I had sufficient opportunities to ask questions and receive immediate clarification during class.	Face-to-face	4.7
The instructor initiated regular communication to guide my learning throughout the course.	Online/Hybrid	4.5
The instructor met the class on time and typically held the class for the entire period, except when sick or attending previously announced professional meetings.	Face-to-face	4.7

The classroom environment encouraged respectful dialogue and peer collaboration.	Face-to-face	4.7
I had opportunities to ask questions and receive timely responses from the instructor.	Online/Hybrid	4.5
The instructor's teaching methods were effective.	Face-to-face/Online/Hybrid	4.6
Total average score		4.6

Online/Hybrid Courses

Questions	Modality	NTU Average
I was treated with respect in this course.	Face-to-face/Online/Hybrid	4.7
The course syllabus clearly explained course goals, requirements, and expectations, especially on academic honesty and plagiarism.	Face-to-face/Online/Hybrid	4.7
Course assignments and learning activities supported my understanding of course content.	Face-to-face/Online/Hybrid	4.6
Understood how to access academic & technical support service	Face-to-face/Online/Hybrid	4.6
Course materials were accessible and usable with my available technology	Online/Hybrid	4.7
I was informed about how to request disability-related accommodation/accessibility support	Online/Hybrid	4.4
BlackBoard was easy to navigate and supported my learning	Online/Hybrid	4.7
Informed about how to file complaint	Face-to-face/Online/Hybrid	4.3
The course contributed positively to my overall learning and academic development	Face-to-face/Online/Hybrid	4.6
I had access to the necessary hardware, software, and internet connection to complete course requirements	Online/Hybrid	4.6
The instructor presented course material clearly and effectively.	Face-to-face/Online/Hybrid	4.7
The instructor encouraged participation, questions, and expression of ideas.	Face-to-face/Online/Hybrid	4.7
The instructor provided timely and meaningful feedback on assignments, discussions, or assessments that supported my learning.	Face-to-face/Online/Hybrid	4.6
The instructor integrated the use of the Diné Philosophy of Education principles, methods, and/or applications.	Face-to-face/Online/Hybrid	4.5
The instructor was accommodating to different learning styles, abilities, and special needs.	Face-to-face/Online/Hybrid	4.5

The instructor initiated regular communication to guide my learning throughout the course.	Online/Hybrid	4.5
The classroom environment encouraged respectful dialogue and peer collaboration.	Face-to-face	4.7
I had opportunities to ask questions and receive timely responses from the instructor.	Online/Hybrid	4.5
The instructor's teaching methods were effective.	Face-to-face/Online/Hybrid	4.6
Total average score		4.5