

PRC Summary Report for AY26

TABLE OF CONTENTS

EXECUTIVE SUMMARY.....	1
RECOMMENDATIONS FROM PRIOR PROGRAM REVIEW CYCLES.....	2
PROGRAM REVIEW COMMITTEE.....	3
PRC ACCOMPLISHMENTS.....	3
PROGRAM REVIEW RESULTS.....	4
SELF-STUDY TEAM SELF-ASSESSMENTS.....	5
SUMMATIVE DATA ON PROGRAM STRENGTHS AND CHALLENGES.....	6
SELF-STUDY TEAM PRESENTATIONS AND PROGRAM-SPECIFIC FEEDBACK.....	9
SST SURVEY RESULTS.....	15
PROGRAM-SPECIFIC OPPORTUNITIES FOR IMPROVEMENT.....	15
UNIVERSITY-WIDE OPPORTUNITIES FOR IMPROVEMENT.....	18
IMPROVEMENTS FROM PRIOR YEAR.....	21
APPENDIX A: PROGRAM REVIEW SURVEY RESULTS.....	26

LIST OF TABLES AND FIGURES

Table 1: Aspects of Program Review Completed in AY26.....	5
Table 2: Program Review Self-Assessments.....	5
Figure 1: Strengths of programs along with the percentage of reports that align with each category.....	7
Figure 2: Challenges of programs along with the percentage of reports that align with each category.....	9

EXECUTIVE SUMMARY

During the 2025–2026 academic year, the Program Review Committee (PRC) conducted a comprehensive review of academic programs in accordance with Navajo Technical University’s five-year Program Review cycle. Although seven programs were initially scheduled for review, the Creative Writing (BFA) and New Media (BFA) programs were exempted from this cycle due to their recent separation in Fall 2025 and the absence of sufficient longitudinal data. As a result, five programs successfully completed the Program Review process. Each Self-Study Team (SST) engaged in a thorough examination of curriculum, assessment practices, strengths, challenges, and action planning, and presented their findings to the PRC for discussion and feedback.

Overall, program self-assessments indicate steady institutional progress. The average SST self-assessment score was 2.90, placing programs collectively within the developing to proficient range. This suggests that while many core elements of program quality and assessment are in place, continued refinement and institutional support are needed to achieve consistently high levels of effectiveness across all programs. Programs demonstrated strong alignment with NTU’s mission, particularly in serving the educational, workforce, and cultural needs of the Navajo Nation and surrounding communities

The most prominent strengths identified centered on workforce readiness and career preparation (25%), hands-on and experiential learning (22%), and mission-driven, culturally responsive education (20%). Programs demonstrated clear alignment with industry standards, licensure requirements, and community priorities, while providing students with meaningful applied learning experiences through research, internships, laboratories, and shop-based instruction. Small class sizes and close faculty mentorship further contributed to positive student engagement, confidence, and persistence.

At the same time, the review revealed several recurring challenges that extend beyond individual programs and reflect broader institutional realities. Foremost among these were limitations related to facilities, infrastructure, and equipment (28%), which affected instructional quality, safety, and program expansion. Faculty shortages and heavy workloads (25%) were also prevalent, as many programs rely on a small number of faculty to manage teaching, advising, assessment, service, and, in some cases, externally funded research. Enrollment, retention, and student preparedness, particularly in rigorous STEM programs, emerged as ongoing concerns, compounded by inconsistent access to tutoring, advising, and reliable internet connectivity. Administrative and operational constraints, including procurement delays and data inconsistencies, further impacted program efficiency and planning.

The PRC recognizes that many of these challenges are characteristic of rural and tribal-serving institutions and do not reflect deficiencies in program design, faculty commitment, or instructional quality. Rather, they underscore the need for targeted institutional support, strategic

investment, and continued collaboration among academic programs, administrative offices, and university leadership. Encouragingly, the committee also noted meaningful progress in response to prior review recommendations, including improvements in facilities, faculty hiring, curriculum alignment, student advisement, and the integration of Diné Philosophy of Education across programs.

RECOMMENDATIONS FROM PRIOR PROGRAM REVIEW CYCLES

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

Address accountability issues on PR teams. In earlier summary reports, the PRC noted persistent accountability challenges, including instances where full-time faculty who were expected to participate in program review did not attend orientations, SST deliberations, or PR hearings. During the current cycle, four out of the five programs scheduled for review attended the orientation, and all programs participated in the PR hearings held in February. While this reflects improvement in overall engagement, challenges remain related to timely responses to committee requests, equitable division of responsibilities among team members, and meeting established deadlines. *The committee recommends providing teams with an information packet at the beginning of the cycle; the packet should include a checklist of expectations and due dates, a sample report, and a sample presentation. There remains a need to establish a program efficacy metric.*

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

Improve Self-Study Team (SST) action planning. The need to clarify and assist with this assignment for each SST remains. In AY26, the PR Chair met individually with program teams at their request to offer guidance with action planning. *In future cycles, the PRC recommends providing written guidance to teams on how to formulate an action plan.*

Lead Person(s): Program Review Chair

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

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

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

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

PROGRAM REVIEW COMMITTEE

PRC members for AY26 include the following:

- Jennifer Wheeler (Faculty)
- Sheena Begay (Institutional Research)
- Henry Fowler (Faculty)
- Tilda Harrison-Woody (Faculty)
- Sharon Nelson (Faculty)
- Anita Roastingear (Faculty)
- Chris Storer (Faculty)
- Brenda Tom (Human Resources)
- Anusuya Vellingiri (Faculty)
- Shawna Begay (Career Services)
- Sam Arungwa (Faculty)
- Sylvia Tyler (Finance)
- Tabatha Efaw (Faculty)
- Prince Boahene (Chair/Student Learning Coordinator)

PRC ACCOMPLISHMENTS

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

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

The University's Career Services office previously had limited program-level job placement data, which affected reporting in earlier PR cycles. Although significant progress was made last

year in expanding job placement tracking, during this year's PR cycle we did not receive program-specific job placement data for the programs under review. Career Services was only able to provide institutional-level or aggregate job placement data. As a result, program-level post-graduation outcomes could not be fully documented, highlighting the need for continued efforts to strengthen and sustain comprehensive job placement tracking across all programs.

The committee posted Program Review templates on Weave platform to facilitate authorship by multiple interests, maintained a PRC [website](#), and held an Orientation session for Self-Study Team (SST) members on October 3, 2025. Orientation was attended by instructors from four of the five teams that were assigned Program Reviews. One-on-one assistance took place in Fall 2025 and Spring 2026 for Program Reviewers who requested help.

In previous summary reports, the PRC recognized that it had opportunities to improve committee members' attendance and participation in team functions. Toward this end, the PRC chair kept track of members' attendance at regular committee meetings and participation in high profile events, such as Orientation in fall semester and presentations in spring semester. Those data, when completed for AY26, will establish baseline numbers for gauging progress in subsequent program review cycles. Preliminary data are available [here](#). One committee member resigned from the PRC due to lack of attendance, and another committee member requested to be excused from all PRC meetings for the Spring 2026 semester.

In AY22, AY23, AY24, and AY25, the PRC awarded certificates and a small cash award to the top three program teams. The AY25 committee established a scoring rubric and continued with the awards in AY26.

PROGRAM REVIEW RESULTS

- Five Program Reviews were assigned in Fall 2025, following NTU's Program Review Cycle as spelled out in Appendix 2 of the Program Review Guide for 2025-2026. All were completed (see the *Program Review Results* section for more information).
- Four types of administrative data were completed, as explained below.
- In February 2026, five Program Review teams participated in presentations and follow-up Q&A sessions via Zoom. Most faculty members associated with the five programs were actively involved in the presentations.

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

Program Review Scorecard for 2025-2026

Navajo Technical University

PROGRAM	Hist	Curric	Student Data	Job Plac	Prog Assess	Strength Chall	Faculty	Recog	Cost	Action Plan	Pres
	SST	SST	IR	CS	SST	SST	HR	SST	Bus	SST	SST
Biology	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓
Counseling	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓
Electrical Engineering	✓	✓	✓	X	✓	✓	✓	X	✓	✓	✓
Information Technology	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓
Welding	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓

TABLE 1: *Aspects of Program Reviews Completed in AY26*

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

SELF-STUDY TEAM SELF-ASSESSMENTS

Self-Study Team	Self-Assessment*
Biology (BS) - Dr. Irene Ane-Anyangwe, Dr. Palmer Netongo, & Franklin Maloba	3.00
Counseling (Cert/AA) - Nancy Goodwin & Dr. Daniel Wong	2.78
Electrical Engineering (BS/MS) - Dr. Sundaram Arumugam, Dr. Peter Romine & Dr. Md Faruk Hossain	2.78
Information Technology (Cert/AS/BS) - Dr. Mohammad Ali, Duwayne Thomas, Mark Trebian, & Sonia Singla	3.00
Welding (Cert) - Christopher Storer, Ramondo Begay, & Adriano Begay	2.72
<i>SELF-ASSESSMENT AVERAGE</i>	2.90

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

TABLE 2: *Program Review Self-Assessments*

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

The average SST self-assessment score was 2.90, placing programs collectively within the developing to proficient range. This suggests that while many core elements of program quality

and assessment are in place, continued refinement and institutional support are needed to achieve consistently high levels of effectiveness across all programs.

SUMMATIVE DATA ON PROGRAM STRENGTHS AND CHALLENGES

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

1. Workforce readiness and career preparation (25%) [Strategic plan goal 3.2]

Many programs demonstrate a strong emphasis on preparing students for immediate employment, licensure, and career advancement through applied curricula and industry-aligned training.

Examples:

Biology (research training leading to graduate study and federal agencies), Counseling (LSAA/LADAC licensure preparation), Welding (high job placement rates), Information Technology (rapid workforce development), and Electrical Engineering (ABET-aligned professional preparation).

2. Hands-on, experiential learning opportunities (22%) [Strategic plan goal 3]

Programs consistently emphasize experiential learning through labs, undergraduate research, internships, capstone projects, and shop-based instruction.

Examples:

Biology (undergraduate research and community-based capstone projects), Counseling (internships and professional seminars), Electrical Engineering (applied labs and design coursework), and Welding (intensive shop-based training).

3. Mission-driven and culturally responsive education (20%) [Strategic plan goal 3]

Programs are intentionally aligned with the mission of serving the Navajo Nation and Indigenous communities, integrating cultural perspectives and addressing local and regional needs.

Examples:

Biology (traditional ecological knowledge integration), Counseling (focus on substance abuse, crisis counseling, and intergenerational trauma), and Electrical Engineering (Indigenous worldview and community-based engineering solutions).

4. Small class sizes and high-impact faculty mentorship (18%) [Strategic plan 3]

Low student-to-faculty ratios enable personalized instruction, close mentorship, and strong academic and professional support for students.

Examples:

Biology (individualized advising and research mentorship), Counseling (one-on-one student engagement even in online delivery), and Welding (guided instruction contributing to increased student confidence).

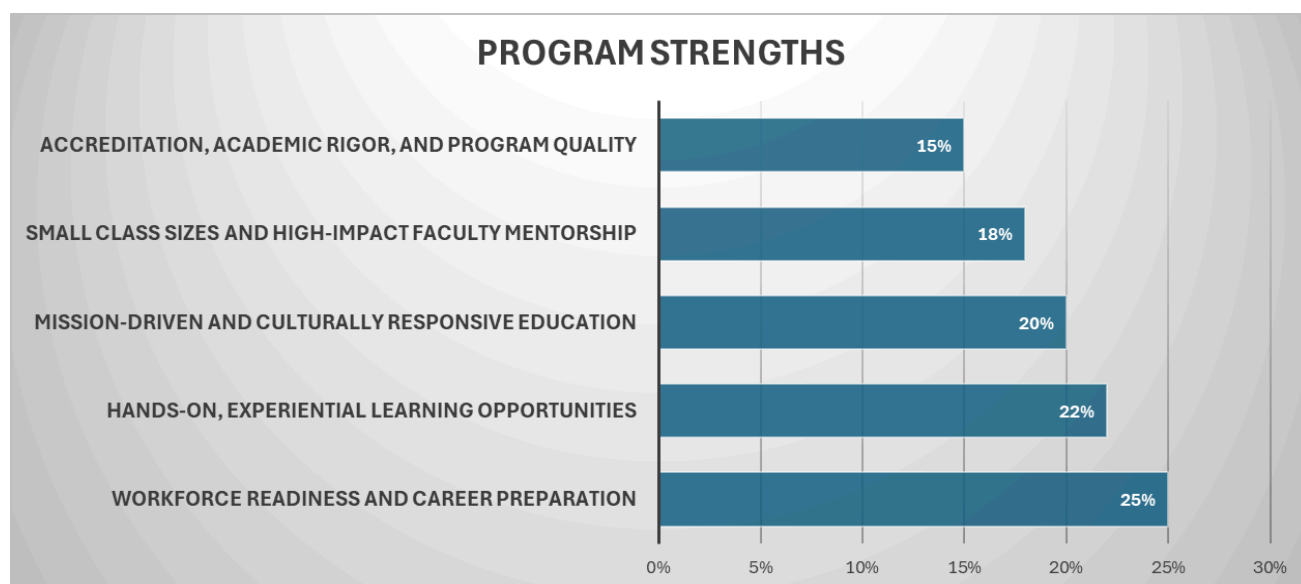
5. **Accreditation, academic rigor, and program quality (15%) [Strategic plan goal 3]**

Several programs demonstrate strong academic quality through accreditation, licensure alignment, and adherence to national disciplinary standards.

Examples:

Electrical Engineering and IT (ABET accreditation), Counseling (alignment with state licensing requirements), and Biology (competitive research and graduate outcomes).

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



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

1. **Facilities, infrastructure, and equipment limitations (28%)**

Programs face significant challenges related to inadequate or outdated facilities, limited instructional space, and insufficient or aging equipment.

Examples:

Biology (inadequate wet lab and lack of specialized research facilities), Welding (limited

workshop space, outdated equipment, power and heating issues), IT (need for labs across campuses), and Engineering (need for updated laboratory equipment).

2. Faculty shortages and heavy workloads (25%)

Many programs report limited faculty capacity, high teaching and service loads, reliance on adjuncts, and challenges with recruitment, retention, or compensation.

Examples:

Biology (heavy teaching, mentoring, and research expectations), Counseling (need for additional full-time faculty), IT (insufficient adjunct faculty), Engineering (limited faculty capacity), and Welding (faculty transition and onboarding challenges).

3. Enrollment, retention, and student preparedness challenges (22%)

Programs experience difficulties with recruitment, student retention, academic preparedness, and accurate enrollment tracking.

Examples:

Electrical Engineering (math and science preparedness, prerequisite progression), Biology (need for developmental education), Counseling (enrollment reporting discrepancies), and Welding (evening-only scheduling limiting access in the Kirtland site)

4. Technology and internet access barriers (15%)

Limited or inconsistent internet access affects course delivery, online learning, research activities, and student engagement.

Examples:

Counseling and Electrical Engineering, MS (online engagement challenges), Welding (unreliable internet in shop areas), and Biology (rural connectivity constraints).

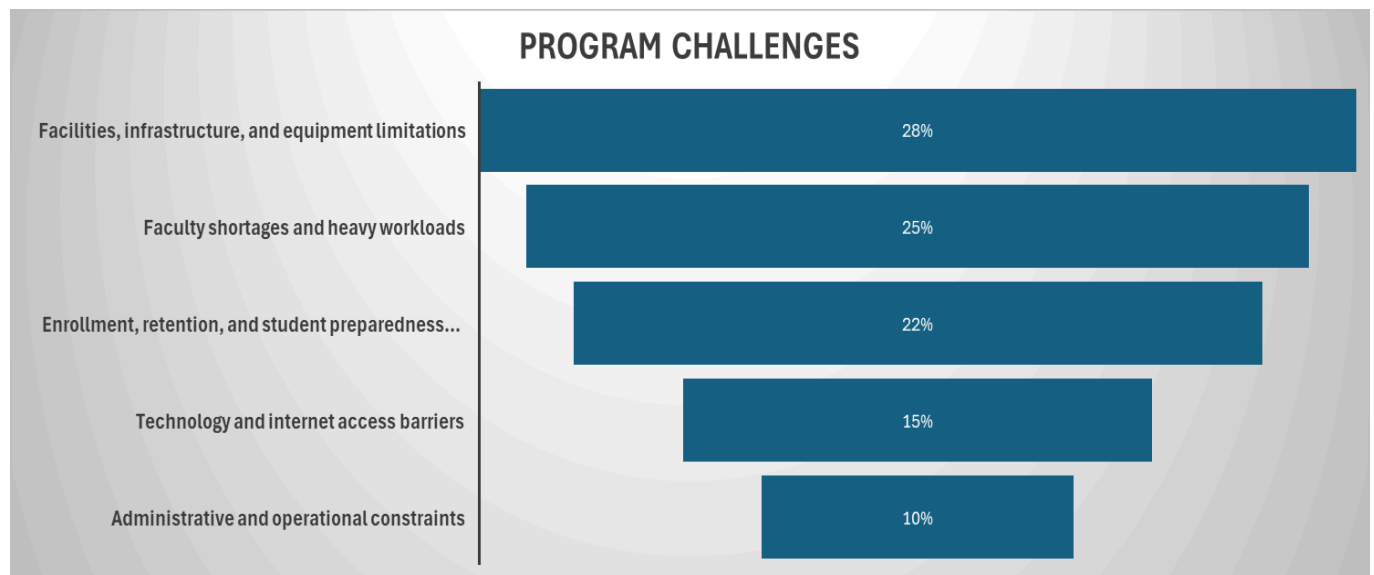
5. Administrative and operational constraints (10%)

Programs encounter procedural and administrative barriers that affect efficiency and instructional delivery.

Examples:

Welding (delays in purchase requisitions and procurement restrictions at the Crownpoint site, facility sharing and purchasing limitations at the Kirtland site) and Counseling (adjunct assignment practices and data inconsistencies).

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



SELF-STUDY TEAM PRESENTATIONS AND PROGRAM-SPECIFIC FEEDBACK

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

Biology: Dr. Irene Anyangwe, Franklin Maloba, & Dr. Palmer Netongo

Main Points

- The program started in 2016.
- The program's goal is to prepare students for careers in healthcare, environmental science, and natural resource management while integrating Navajo cultural perspectives and Traditional Ecological Knowledge (TEK).
- First graduate in 2020 advanced to Harvard University
- Cohort graduations began in 2022 alongside NTU's institutional HLC accreditation.
- Serves as a cornerstone of NTU's STEM ecosystem
- The advisors have specific direct measures for Program Assessment and have been collecting/reporting assessment data on schedule.

Presentation

- Delivered a PowerPoint presentation.

Strengths

- Integrates Traditional Ecological Knowledge (TEK) and Navajo perspectives in science education
- Students participate in NIH, NSF-TCUP, USDA/NIFA, and community-based research projects.
- Modern labs support molecular biology, immunology, sequencing, and environmental analysis.
- Hands-on research addresses local issues like uranium remediation, water quality, and ethnobotany.
- Students present at national conferences; faculty provide personalized guidance and holistic support.

Program Achievements

- Alumni are competitively accepted into top-tier Ph.D. programs, professional schools, and federal agencies (e.g., Harvard, ASU, NSF, USDA), demonstrating the program's effectiveness in preparing students for advanced careers.

Challenges

- Fewer upper-division electives; rural location impacts internet, supplies, and travel; wet lab space is inadequate for research and teaching.
- No animal facility or BSL-2/3 lab limits pathogen and public health research.
- Additional support needed to prepare students for rigorous STEM coursework; limited scale and specialization options.
- Faculty stretched across instruction, mentorship, grant writing, and research with limited compensation

Counseling: Nancy Goodwin & Dr. Daniel Wong**Main Points**

- The Certificate program was established in 2016 to prepare students for entry level jobs in behavioral health within the NN Department of Behavioral Services (DBHS)
- The Associate Degrees were first offered in 2018 as an extension of the Certificate program. The addition of these two AA's allow NTU students to transfer more easily into a four-year degree and also to enable them to receive license as a LAADAC professional
- Both degrees were created at the request of Rehoboth McKinley Hospital and Navajo Nation DHBS. The initial program(s) were funded by a Substance Abuse and Mental Health Services Administration (SAMHSA) grant.

- All programs were created in order to help mitigate substance abuse, its social and health consequences and teenage suicide clusters in the Navajo Nation and border communities
- The advisors have specific direct measures for Program Assessment and have been collecting/reporting assessment data on schedule. Most learning outcomes have been successfully met.

Presentation

- Delivered a PowerPoint presentation

Strengths

- Addresses growing demand for SA & Crisis Counseling paraprofessionals in the Navajo Nation.
- Prepares students for LSAA or LADAC exams and progression to a bachelor's degree in Counseling
- Small class sizes allow extended one-on-one support and mentorship
- Only program of its kind in the Eastern Navajo Nation
- Dedicated Internship Advisor and annual program seminar addressing client-focused skills (e.g., Motivational Interviewing, Generational Trauma).

Program Achievements

- High enrollment
- Outstanding Program Assessment Recognition (Fall 2024)

Challenges

- Increased enrollment requires additional full-time faculty.
- Limited qualified site supervisors and need to evaluate current/future sites.
- Ensure all students across sites can access courses without duplication.
- Reliable internet needed for classes and assignments.
- Support smooth transition from the program to bachelor's degree pathways.

Electrical Engineering (Undergraduate): Dr. Peter Romine, Dr. Sundaram Arumugam & Dr. Md Faruk Hossain

Main Points

- The Electrical Engineering program was first implemented in the Spring of 2012 with the title "Electronics and Computer Engineering (ECE)".
- The first NTU Electrical Engineering graduate completed his degree requirements in May 2016.
- Balanced preparation in theory and application
- Training in industry-standard tools and technologies
- Development of scholarly, leadership, and entrepreneurial skills
- The advisors have specific direct measures for Program Assessment and have been collecting/reporting assessment data on schedule.

Presentation

- Presented from their self-study report.

Strengths

- Ensures academic rigor, national recognition, and PE licensure eligibility.
- Low, uniform tuition reduces financial barriers.
- Prepares engineers to serve Navajo Nation and Native communities.
- ABET-aligned curriculum, small classes, close faculty mentorship.
- Partnerships with energy systems and electrical trades programs; adequate faculty for student needs.

Challenges

- Limited awareness of engineering careers, geographic/transportation challenges, and gaps in math and science preparation
- Rigorous curriculum, heavy course loads, limited tutoring/advising, and external responsibilities impact persistence
- Difficulty progressing through foundational courses; high STEM competency requirements for ABET standards
- Integrating Navajo perspectives while maintaining rigorous engineering standards.

Electrical Engineering (Graduate): Dr. Peter Romine, Dr. Sundaram Arumugam & Dr. Md Faruk Hossain**Main Points**

- The program was first implemented in the Fall of 2023 with the title “M.S in Electrical Engineering”.
- The first NTU Electrical Engineering graduate completed his degree requirements in Fall 2025 with 33 Credits.
- Provides comprehensive understanding of electrical engineering principles and practices.
- Integrates Indigenous perspectives and ways of knowing into the curriculum.
- Fosters appreciation for the relationship between technology, environment, community, and culture.
- Prepares students to apply advanced engineering skills in culturally relevant and community-focused contexts

Presentation

- Presented from their self-study report.

Strengths

- Combines rigorous engineering coursework with Indigenous knowledge and cultural perspectives.
- Covers power systems, control systems, and sustainable/renewable energy with practical community applications.
- Fully online format supports working professionals and students with personal commitments.
- Structured online resources and accessible guidance enhance learning outcomes.
- Builds problem-solving, critical thinking, and leadership skills applicable to engineering careers.

Challenges

- Limited faculty capacity, research funding, and access to advanced labs.
- Maintaining engagement, hands-on experience, and academic rigor in a virtual format.
- Attracting diverse graduate students amid national competition.
- Integrating Indigenous knowledge with rapidly evolving technical content

Information Technology: Mark Trebian, Dr. Mohammed Reza Ali, Duwayne Thomas, & Sonia Singla

Main Points

- The Bachelor of Applied Science in Information Technology (B.A.S.I.T) began in spring 2011.
- It was the first four-year program launched at Navajo Technical University (NTU).
- **IT Certificate:** Build foundational skills in information systems, troubleshooting, problem-solving, and communication; prepares for continuation to an A.A.S. degree.
- **A.A.S. in IT:** Prepare students for immediate employment in IT support roles such as helpdesk, system support, and data analysis.
- **B.A.S. in IT:** Equip students with advanced skills in programming, networking, digital media, and high-performance computing for careers in IT, programming, and cloud computing
- The advisors have specific direct measures for Program Assessment at the Bachelor's level and have been collecting/reporting assessment data on schedule.

Presentation

- Delivered a PowerPoint presentation.

Strengths

- Strong student interest and enrollment.

- Prepares students quickly without heavy or expensive equipment.
- Graduates enter sought-after IT careers.
- Ensures rigorous academic standards and quality.
- More students compared to other similar technology programs

Program Achievements

- Alumni are employed in local schools, hospitals, and Navajo Nation IT roles.
- Graduates apply knowledge and skills gained at NTU to perform effectively in the workforce.

Challenges

- Certificate and Associate-level learning outcomes need review and modernization.
- Additional adjunct faculty required to offer more courses.
- IT laboratories needed on all campuses to support hands-on learning

Welding: Christopher Storer, Adriano Begay, & Ramondo Begay

Main Points

- Follows AWS standards, OSHA safety, and industry best practices.
- Moves students from foundational to advanced competencies.
- Assesses technique, equipment use, and adherence to safety protocols.
- Tracks AWS and other industry credential pass rates.
- Instructors use rubrics to ensure uniform evaluation of weld quality and safety practices.
- The advisors have specific direct measures for Program Assessment and have been collecting/reporting assessment data on schedule.

Presentation

- Delivered a PowerPoint presentation.

Strengths

- Consistently attracts and graduates strong cohorts each semester.
- Prepares students effectively for welding industry employment.
- Students gain increasing skills and self-assurance throughout the program.

Program Achievements

- Students praised for skill, work ethic, and professionalism.
- Curriculum and hands-on training produce highly capable welding professionals.
- Strong reputation reinforces program effectiveness and industry alignment.

Challenges

- Need to modernize tools and machines to reflect current industry technologies.
- High enrollment strains facility capacity, impacting safety and learning.
- Unreliable connectivity, electrical power, and heating affect instruction.

- Slow processing of purchase requisitions limits access to essential supplies and equipment.
- Shared facilities at Kirkland site and faculty transition challenges affect course delivery and scheduling flexibility

SST SURVEY RESULTS

Following the AY26 hearings, Self-Study Team (SST) members were surveyed to gather feedback on the Program Review process. Survey questions focused on identifying strengths of the process as well as areas for improvement. Of the 15 AY26 SST members, 11 completed the survey.

Overall feedback was highly positive. In the additional comments section, respondents were asked, *“Is there anything you would like to change to future Self-Studies or Program Review presentations?”* All respondents indicated that no changes were needed, with one respondent describing the process as “great as is.” The detailed survey results are provided in **Appendix A**.

While these results suggest strong satisfaction with the current Program Review process, the limited number of responses and the absence of critical feedback may reflect response bias or sample size limitations rather than the absence of opportunities for improvement. To strengthen future feedback and support continuous improvement of the Program Review process itself, the institution may consider incorporating a targeted open-ended question in future survey cycles, such as: *“What is one structural improvement you would recommend for the Program Review process?”* Including a prompt designed to elicit constructive critique will help ensure that future survey results provide actionable insights while maintaining the strengths of the existing process.

PROGRAM-SPECIFIC OPPORTUNITIES FOR IMPROVEMENT

1. **Expand state-of-the-art facilities and support strategic growth to host graduate programs in Biology [Strategic plan goals 2.1 & 3].**

One of the most significant challenges identified in this year’s Program Review for the Biology program is the lack of an animal research facility and a BSL-2/3 containment laboratory for pathogen and public health research. These limitations significantly restrict the scope, depth, and competitiveness of biological research that can be conducted at NTU and constrain the program’s ability to expand into graduate-level offerings.

To address this challenge, administrative support is needed to invest in and develop state-of-the-art research infrastructure, including appropriate animal facilities and BSL-2/3 laboratory space. Such investments would enable advanced research in pathogen biology and public health, enhance faculty research productivity, attract external funding, and position NTU

to host and sustain graduate programs in Biology. Expanding these facilities aligns with institutional goals related to academic excellence, research growth, and the development of programs that serve regional and community health needs.

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

2. Improve faculty support and develop a Bachelor's program in Counseling [Strategic plan goal 3].

The Counseling program faces several challenges, including limited funding, insufficient full-time faculty to meet the demands of a growing program, and continued student transfers to other institutions after completing the Associate's degree due to the absence of a Bachelor's program.

To address these challenges, the program would benefit from hiring additional adjunct faculty to support instructional capacity and maintain course quality as enrollment grows. Additionally, expanding the program to include a Bachelor's degree in Counseling would provide students with a complete academic pathway, reduce transfers, and strengthen retention. This strategic expansion aligns with NTU's goals for program growth, student success, and workforce development in the counseling field.

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

3. Strengthen student preparedness and improve facilities in the Electrical Engineering undergraduate program [Strategic plan goal 2.1 & 3]

The Bachelor of Science Electrical Engineering program's most pressing challenges are limited student preparedness in math and science, which affects their ability to succeed in rigorous STEM coursework, and insufficient laboratory facilities to support hands-on learning and research. The program review committee recommends that the program can implement bridge or preparatory programs to strengthen foundational STEM skills before students enter the major and invest in updated laboratory infrastructure to provide practical, experiential learning that aligns with ABET standards.

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

4. Recruit faculty and provide additional resources for the MS in Electrical Engineering program [Strategic plan goal 2.1 & 3]

The online Master of Science in Electrical Engineering program faces two significant challenges that require additional resources: limited full-time faculty capacity, which affects instructional load, course offerings, and research activity; and insufficient advanced laboratory infrastructure, including remote-access labs, specialized simulation software, and modern computing resources essential for graduate-level engineering education. The program review committee recommends addressing these challenges through targeted faculty expansion and investment in technology and lab resources would enhance program quality, support student success, and ensure long-term sustainability.

Lead Person(s): Vice President of Operations, Director of Support Services, Dean of Undergraduate Studies, Director of Human Resources, & Program advisors

5. Recruit adjunct faculty and expand laboratory resources for the Information Technology program [Strategic plan goal 2.1 & 3]

The Information Technology program faces two significant challenges. First, there is a shortage of faculty for versatile courses, including Hardware Engineering, Software Engineering, and Mobile App Development, which limits the program's ability to offer a full range of courses and meet student demand. Second, the program lacks dedicated IT laboratories across all campuses, restricting students' access to hands-on learning and practical experiences essential for developing technical skills.

The program review committee recommends hiring at least a couple of adjunct faculty to expand course offerings and ensure continuity in versatile IT courses. Additionally, establishing fully equipped IT laboratories on each campus is essential to provide students with practical, experiential learning opportunities that align with industry standards and enhance overall program quality

Lead Person(s): Vice President of Operations, Director of Support Services, Dean of Undergraduate Studies, Director of Human Resources, & Program advisors

6. Upgrade facilities and equipment for the Welding Program [Strategic plan goal 2.1 & 3]

The Welding program at NTU has consistently high enrollment and strong graduation rates, reflecting sustained student interest and program success. However, the program faces two significant challenges. First, modernization of shop equipment is needed, as some tools and machinery used for practical exercises are outdated and limit the quality of hands-on training. Second, limited workshop space constrains student learning; the current facility is not large

enough to safely and comfortably accommodate the number of students participating in practical exercises. At the Kirkland site, the program shares a shop with another school district, and students from Teec Nos Pos must travel long hours to access the facility, further complicating instructional delivery.

To support continued success and growth, the committee recommends investing in modern tools and equipment to enhance practical training, expanding or upgrading workshop space to safely accommodate all students, and exploring options to improve access for students at remote sites, such as establishing additional lab space or satellite workshops closer to students' communities.

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

UNIVERSITY-WIDE OPPORTUNITIES FOR IMPROVEMENT

1. Hire a dedicated university grant writer [Strategic plan goals 1.1 & 3]

While the Office of Sponsored Projects currently disseminates grant opportunities with faculty, the Program Review Committee recommends hiring a dedicated grant writer to augment these efforts. This position would provide hands-on support for identifying funding opportunities, preparing proposals, and managing grant administration, reducing faculty workload and increasing the likelihood of successful grant acquisition.

The recommendation is reinforced by observations from programs managing substantial grants particularly within Engineering and Science, where grants are critical for program sustainability. Currently, only the Principal Investigator (PI) fully understands the grant scope, objectives and value, and there is limited capacity building across departments. Steps to ensure clarity, such as defining objectives, structuring the use of student data to calculate impact, and documenting program value, are often absent. Although sustainability plans are frequently referenced, consistent institutional systems to operationalize those plans are lacking.

A dedicated grant writer would help:

- Translate grant objectives into structured, actionable plans
- Build faculty capacity in grant management and reporting
- Ensure student data and program metrics are integrated to demonstrate grant value
- Strengthen institutional systems to support program sustainability and long-term success

This role would not only improve grant competitiveness but also promote transparency, accountability, and capacity building across departments.

Lead Person(s): Provost, Academic Deans, Director of Human Resources, & Faculty

2. Provide faculty support for publications [Strategic plan goal 3]

Allocate resources to cover journal submission and open-access publication fees, enabling faculty to disseminate research more effectively. Faculty from programs with active grant portfolios highlighted in their reports that limited financial support for publications restricts research visibility and professional recognition. Supporting publication efforts will enhance faculty visibility, strengthen NTU's academic reputation, and incentivize continued research productivity.

Lead Person(s): Provost, Academic Deans, & faculty

3. Strengthen faculty support and incentives [Strategic plan goal 3]

It was evident from the program review reports that NTU faculty experience high teaching and service loads, encompassing classroom instruction, student mentorship, grant writing, and research supervision. While these responsibilities foster strong faculty-student engagement, they also constrain faculty availability for individualized research mentoring. Furthermore, faculty research efforts are frequently inadequately compensated, as salary structures are benchmarked to NTU contracts that are lower than peer institutions. This limited direct incentive for securing external funding can reduce faculty motivation to pursue grants and may impede overall research productivity.

Based on these findings, the program review committee recommends that NTU consider implementing a scaled compensation model that provides additional incentives for faculty commitments beyond teaching, including service loads, mentorship, and grant activity. That is, create evidence-based recognition programs for faculty who secure external funding or bring grants to the university, ensuring appropriate compensation or incentives.

Lead Person(s): Provost, Academic Deans, Director of Human Resources, & Faculty

4. Enhance integration and inclusion of adjunct faculty [Strategic Plan Goal 3]

The Program Review Committee recommends implementing structured strategies to more fully integrate adjunct faculty into the university's academic and governance processes. Currently, adjuncts are often treated as temporary or peripheral staff, with limited participation in faculty convocations, faculty congress, luncheons, awards, and other community-building events. This lack of inclusion reduces their connection to institutional culture and limits opportunities for shared governance.

To address this, the university should:

- Invite adjunct faculty to participate in committee meetings, faculty congress sessions, and institutional review processes;
- Include adjuncts in professional development, faculty recognition, and mentoring programs;

- Communicate clear expectations and pathways for adjunct engagement in curriculum development, assessment, and program planning.

Increased inclusion would foster a more cohesive faculty community, strengthen instructional quality, and promote shared accountability for student success and institutional advancement. By treating adjuncts as integral members of the faculty, NTU can leverage their expertise while enhancing collaboration, institutional knowledge, and continuity across programs.

5. ABET SLOs and Cultural Alignment [Strategic Plan Goal 3]

The review reports indicate that several programs are ABET-accredited and therefore use the standard ABET Student Learning Outcomes (SLOs). Committee members noted that while these outcomes ensure national disciplinary rigor, it is not always clear how they integrate or reflect NTU's cultural mission, including Diné values and community priorities.

To strengthen alignment between professional standards and institutional identity, the university may consider incorporating culturally grounded applications within ABET SLO assessment practices. For example, ABET outcomes related to ethical and professional responsibility could be contextualized through engineering case studies involving decision-making within Navajo Nation communities, emphasizing collective responsibility, respect for community consultation, and long-term impacts on people and land. Similarly, ABET outcomes addressing sustainability and environmental considerations could be aligned with Diné concepts of land stewardship and balance, reinforcing the relationship between technical solutions and cultural responsibility (see ABET outcomes 2 and 4).

Embedding culturally relevant contexts within ABET-aligned coursework and assessment does not alter the required outcomes but rather enhances their meaning and applicability for NTU students. Such an approach allows programs to meet accreditation requirements while affirming NTU's commitment to culturally responsive education and community-centered problem-solving.

While all recommendations identified in this review are significant, the Program Review Committee has identified several institution-level priorities as most urgent for near-term action. The highest priority is the hiring of a dedicated university grant writer, given its direct impact on faculty workload, external funding success, institutional sustainability, research infrastructure, and alignment with NTU's strategic goal 1.1. Closely aligned with this need is strengthening faculty support and incentive structures, particularly addressing workload equity and compensation for research and grant-related activities, which is essential for faculty retention, productivity, and long-term institutional effectiveness. In addition, providing targeted financial support for faculty publication costs represents a relatively low-cost, high-impact strategy to enhance NTU's academic visibility and research culture. While enhancement of adjunct faculty integration and continued ABET cultural alignment efforts remain important, these initiatives are

better positioned as longer-term priorities that can be advanced in parallel as institutional capacity and resources expand.

IMPROVEMENTS MADE BASED ON PRIOR YEAR'S (2024-2025) REPORT.

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

Program-specific opportunities for improvement

1. **Provide up-to-date textbooks in the Administrative Office Assistant program - [Strategic plan goal 3].**

Actions Taken: The Administrative Office Assistant program will continue using its current textbooks while faculty actively review and identify updated or supplemental textbooks and online resources to ensure alignment with evolving industry standards. As part of this effort, accounting textbooks used within the program have already been revised and updated to reflect current accounting practices and methods. Faculty will continue to assess instructional materials to support student skill development, career readiness, and relevance to modern office and business environments.

2. **Provide facilities for the Automotive Technology program - [Strategic plan goal 2.1 & 3].**

Actions Taken: To address facility-related challenges in the Automotive Technology program, a contractor has been hired to upgrade the HVAC units in the trades building. This improvement will enhance heating and cooling in classrooms, offices, and labs, creating a more suitable learning and working environment for students and faculty. The HVAC upgrade represents an initial step toward addressing infrastructure needs that support program quality, student learning, and alignment with industry expectations.

3. **Improve enrollment and faculty loads in the Computer Science program - [Strategic plan goal 3].**

Actions Taken: The Computer Science program enrolled four new students over the past two academic years; however, student retention continues to be a challenge. Outreach efforts have included hands-on campus demonstrations and limited engagement with high schools, with the expectation that these activities may positively impact enrollment beginning in Fall 2026.

Faculty members maintain regular communication with current students to support persistence and engagement. Responsibilities related to recruitment strategies, housing availability, and the creation of additional full-time faculty positions remain at the administrative level. To help

address faculty workload concerns, funding is currently available to hire adjunct instructors to teach courses in the Computer Science program, providing some instructional support while longer-term solutions are considered.

4. Provide additional faculty in the Diné Culture, Language, and Leadership graduate studies program - [Strategic plan goal 3].

Actions Taken: To address faculty capacity and support continued program growth, two additional faculty members were hired to meet instructional needs in the Diné Culture, Language, and Leadership graduate studies program. This increase in faculty staffing strengthens the program's ability to deliver required coursework to both master's and PhD students and supports the sustainability and quality of the program as enrollment and credit demands continue to grow.

5. Address faculty recruitment issues in the Early Childhood and Multicultural Education program - [Strategic plan goal 3].

Actions Taken: To help address faculty recruitment and staffing challenges in the Early Childhood and Multicultural Education (ECME) program, one additional full-time faculty member was hired in Fall 2025. This hire strengthens instructional capacity and supports the program's ability to meet student demand while longer-term recruitment and retention strategies continue to be explored

6. Recruit additional adjunct faculty and expand the General Studies program - [Strategic plan goal 3].

Actions Taken: The expansion of the General Studies program, including the proposed Bachelor of Arts (B.A.) in General Studies, remains pending Board support, funding availability, and Higher Learning Commission (HLC) approval. In the interim, efforts are focused on maintaining and strengthening the Associate of Arts (A.A.) in General Studies through alignment with General Education assessment requirements and Diné Philosophy of Education (DPE) core principles. Ongoing attention is also given to staffing needs to ensure course coverage and instructional quality as enrollment demand continues

7. Improve enrollment in the Professional Baking program - [Strategic plan goal 3].

Actions Taken: To address enrollment challenges, the Professional Baking program implemented multiple recruitment and engagement strategies. Recruitment efforts included outreach to local schools, participation in NTU Career Fairs, and hands-on baking demonstrations at Chapter Houses and the Gallup Children's Library to engage prospective students and the broader community. Student achievements were also regularly highlighted on social media to increase program visibility and interest.

Recruitment activities continued through Winter Break and into Spring 2026 to sustain momentum and expand outreach. In addition, attendance and participation were consistently monitored using MyNTU and daily sign-in records, supporting proactive efforts to address absenteeism and tardiness and to keep students on track for academic success

8. Address faculty recruitment and retention challenges in the Veterinary Technology program - [Strategic plan goal 3].

Actions Taken: To address faculty staffing challenges, a Veterinarian and a Veterinary Technician were hired in Fall 2025 to strengthen instructional capacity in the Veterinary Technology program. In addition, funding is available to support the hiring of part-time instructors as needed. These actions represent important steps toward improving faculty coverage and supporting program stability, while broader recruitment, retention, and student support strategies continue to be explored

University-wide improvements

9. Establish a university writing center - [Strategic plan goal 3]

Actions Taken: To support student success and strengthen academic writing across all programs, the university has purchased a steel building to house the NTU Writing Center. The building is scheduled for delivery in February 2026. This development represents a significant step toward providing centralized writing support through tutoring, workshops, and academic resources, with the goal of improving student writing skills while reducing the instructional burden on faculty.

10. Improve course/program sequencing - [Strategic plan goal 3].

Actions Taken: To address ongoing concerns related to course and program sequencing, a memo outlining these issues was sent to the Curriculum Committee, and the Student Learning Coordinator formally presented the matter to the Committee for review and action. In addition, the Student Learning Coordinator conducted departmental presentations to further clarify sequencing expectations and provide guidance to academic programs. As a result of these efforts, several programs have already improved their course sequencing and revised their degree checklists to better reflect logical, pedagogically sound progression. These improvements support more accurate advising, timely degree completion, and enhanced student learning outcomes.

11. Develop a non-instructional units assessment framework - [Strategic plan goal 1-4]

Actions Taken: A proposal to develop and implement a comprehensive assessment framework for non-instructional units was submitted to the Dean of Undergraduate Studies and the Provost. The Dean advised prioritizing academic assessment at this time while work on the non-instructional units assessment framework continues to be developed. This phased approach

allows the institution to maintain focus on academic priorities while laying the groundwork for future systematic evaluation of administrative and support units in alignment with institutional mission and strategic goals.

12. Improve access to detailed information from the Finance department about program budgets - [Strategic plan goal 1.2].

Actions Taken: During this review cycle, the Finance Department provided timely and more detailed budget information, improving access for program review and planning purposes. This enhancement supported the Program Review Committee and self-study teams by allowing earlier review of budget data and better-informed discussions related to funding sources and resource allocation. Continued adherence to clear timelines and transparent communication will further strengthen the program review process and institutional planning.

13. Implement a process for applying program review findings - [Strategic plan goal 3].

Actions Taken: The Program Review Guide was updated to include a clear process and chain of command for addressing recommendations, ensuring that findings are systematically reviewed and considered in institutional planning and resource allocation. Program review findings can now be used to support budget requests. In addition, the current budget request forms have been updated to include dedicated sections for assessment and program review, allowing programs to explicitly tie funding requests to assessment results and program review findings. This alignment strengthens evidence-based decision-making and reinforces the role of program review in continuous improvement.

14. Improve student advisement.

Actions Taken: To strengthen student advisement services across the University, a first-year academic advisor has been hired. This brings the total number of academic advisors to five, with three advisors located at the main campus and two advisors serving students at the Chinle site. This improvement enhances advising capacity, supports early student engagement, and contributes to improved retention and academic success.

15. Track job placement.

Action taken: Based on limited data available, the overall job placement rates for 2022-2023, 2023-2024, and 2024-2025 are 31.11%, 30.94%, and 24.36%, respectively. The job placement rates by programs will be calculated in due course.

Job Placement Rate Per Academic Year																		
		Total Graduates	-	Cont. Ed.	+	Not Seeking Employ.	=	Available for Employ.	Grads Employed	/	Available for Employ.	=	#	100%	Placement Rate Per Semester	+	/	Academic Year JPR %
FA2022	ALL	53	-	26	+	12	=	39	13	/	39	=	0.3333	100	33.33	62.22	2	31.11
SP2023	ALL	103	-	41	+	28	=	90	26	/	90	=	0.2889	100	28.89			
FA2023	ALL	87	-	38	+	5	=	54	21	/	54	=	0.3889	100	38.89	61.89	2	30.94
SP2024	ALL	141	-	64	+	23	=	100	23	/	100	=	0.2300	100	23.00			
FA2024	ALL	101	-	43	+	33	=	91	20	/	91	=	0.2198	100	21.98	48.72	2	24.36
SP2025	ALL	121	-	58	+	23	=	86	23	/	86	=	0.2674	100	26.74			
FA2025	ALL	141	-	73	+	41	=	109	37	/	109	=	0.3394	100	33.94		2	
SP2026	ALL		-		+		=	0		/	0	=		100				
FA2026	ALL		-		+		=	0		/	0	=		100				
SP2027	ALL		-		+		=	0		/	0	=		100				
FA2027	ALL		-		+		=	0		/	0	=		100			2	
SP2028	ALL		-		+		=	0		/	0	=		100				

Job placement rates are calculated using institutional graduate follow-up data and reflect the proportion of graduates who secured employment among those available for employment. For reporting purposes, *available for employment* is defined as total graduates minus those who continued their education and those not seeking employment. The job placement rate is then calculated by dividing the number of graduates employed by the number of graduates available for employment.

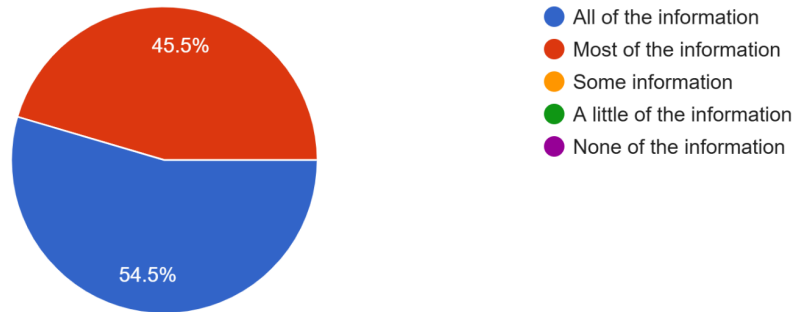
The observed decline in job placement rates may be influenced by multiple factors, including changes in graduate availability for employment, labor market conditions, and improvements in data verification and reporting consistency.

The institution will strengthen graduate follow-up processes and pursue improved data integration to support program-specific job placement reporting in future assessment cycles. Establishing consistent program-level placement data will allow for more targeted analysis, improved workforce alignment, and stronger evidence of institutional effectiveness.

APPENDIX A: Program Review Survey Results

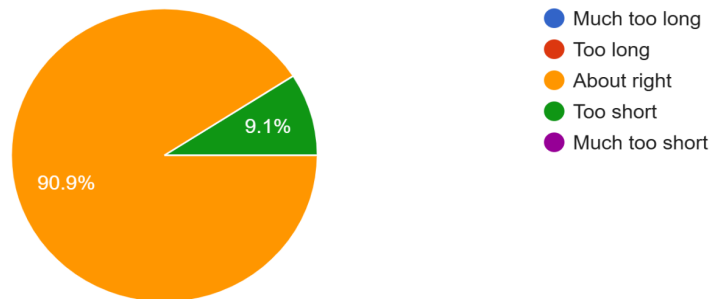
Prior to your Program Review presentation, how much of the information that you needed did you get?

11 responses

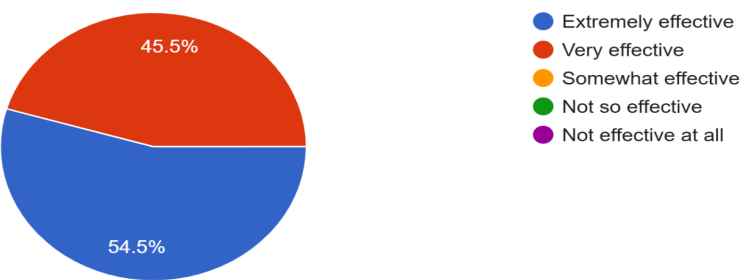


Was the presentation event too long, too short, or about right?

11 responses



Did your Self-Study report reflect your program effectively?
11 responses



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

