



PRC Summary Report for AY22

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OVERVIEW

Nine certificate and degree programs were assigned Program Review (PR) in AY22. All nine were completed. One was held over from AY21; it was not initiated as scheduled in that cycle. Self-Study Teams summarized their reviews in presentations convened by the Program Review Committee (PRC) and offered next steps for program improvements. The PRC synthesized the data and, on that basis, devised recommendations for individual programs, the process of Program Review, the PRC, and the University as a whole. Next steps include action planning by the Self-Study Teams and consideration of suggested University-wide process improvements by academic administration.

RECOMMENDATIONS FROM PRIOR PROGRAM REVIEW CYCLES

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

Address accountability issues on PR teams. In the Summary Report for AY21, the PRC discussed PR-related accountability challenges that confront the University. One whole team did not participate in the previous PR cycle. In AY22, that team, as well as all other PR teams, did participate. Which is progress. That said, we still had FT faculty members, who should have participated in PR, not show up at all: for orientation, SST deliberations, or PR presentations in February. This is unacceptable.

Improve SST action planning. The opportunity to clarify and follow through with this assignment, for each SST, remains. No progress was made with it in AY22.

Improve Career Services academic support. The University continues to have an opportunity to strengthen the capacity to provide data to SST's about program graduates. This could involve Career Services and the use of data from the National Student Clearinghouse. With a new Career Services Coordinator, NTU should build the capacity to access and use data from the NSC.

Revise faculty and department chair job descriptions. New evaluation systems for faculty were designed and approved by the Board of Regents, which make expectations for participation

in PR and related activities explicit. They were not implemented in AY22. Job descriptions and remuneration systems for department chairs remain to be addressed. These advances represent important, strategic opportunities for improving the University as a whole.

Improve PR's by connecting enrollment and retention data to cost data. Limited progress was made in AY21 and AY22 regarding this recommendation. Some budget information was made available to each SST, which was a significant improvement over previous Program Review cycles. However, some of the data were not accurate. The opportunity to establish a program efficacy metric remains.

Improve academic budgeting processes. NTU's Business Office continues to work on these improvements. Communication between the PRC and Business Office has improved in recent years with the participation of Business Office personnel in the PRC. Still, recommendations regarding 1) organizing academic costs centers and 2) using Appendix 2 of the Program Review Guide for identifying program-level cost centers remain.

PROGRAM REVIEW COMMITTEE

Continuing PRC members from AY21 and earlier include the following:

- Sheena Begay (Institutional Research rep)
- Twilia Chavez (Business Office rep)
- Henry Fowler (faculty rep)
- Tilda Harrison-Woody (faculty rep)
- Daniel McLaughlin, co-chair (Student Learning rep)
- Brenda Tom (Human Resources rep)

New members in AY22 are as follows:

- Shawna Begay (Career Services rep)
- Franklin Elliott (faculty/Chinle rep)
- Sharon Nelson (faculty rep)
- Anita Roastingear (faculty rep)
- Tsosie Schneider (faculty/Chinle rep)
- Ragavanantham Shanmugam, co-chair (faculty rep)
- Chris Storer (faculty rep)

PRC ACCOMPLISHMENTS

The PRC updated the annual [Program Review Guide](#). It established 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

The University's Career Services Coordinator resigned, in October, 2021. The position was not filled until February, 2022. For this reason, Career Services data were absent from the AY22 reports.

PROGRAM	His	Cur	Stu dat	Job plt	Prg asm	Str/ chl	Fac	Rec	Cst	Act pln	Self asm	Prs
Accounting : T. Harrison-Woody	√	√	√	--	√	√	√	√	√	√	√	√
CDL-Heavy Equipment : J. Jumbo & C. Woody	√	√	√	--	√	√	√	√	√	√	√	√
Electrical Trades : V. House	√	√	√	--	√	√	√	√	√	√	√	√
Industrial Engr : M. Ramoni & H. Whiting	√	√	√	--	√	√	√	√	√	√	√	√
Info Technology : A. Louis, S. Ragavanantham, T. Schneider, Duwayne D. Thomas, & M. Trebian	√	√	√	--	√	√	√	√	√	√	√	√
New Media : A. Louis	√	√	√	--	√	√	√	√	√	√	√	√
Navajo Transcription : S. Nelson & S. Tuttle	√	√	√	--	√	√	√	√	√	√	√	√
Nursing : A. Claw, M. Kahn-John, & R. Pacheco	√	√	√	--	√	√	√	√	√	√	√	√
Public Administration : R. Rochester	√	√	√	--	√	√	√	√	√	√	√	√

TABLE 1: Aspects of Program Reviews Completed in AY22

The committee posted Program Review templates in Google Docs to facilitate authorship by multiple interests; maintained a PRC [website](#); and organized an Orientation for Self-Study Team (SST) members in Sep 2021. Orientation was attended by instructors from all nine teams that were assigned Program Reviews. One-on-one assistance took place for Program Reviewers who requested it in Fall 2021 and Spring 2022.

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 co-chairs 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 AY22, will establish baseline numbers for gauging progress in subsequent program review cycles. Preliminary data are available [here](#).

PROGRAM REVIEW RESULTS

- Nine Program Reviews were assigned in Spring 2021, following NTU's Program Review Cycle as spelled out in Appendix 2 of the Program Review Guide for 2021-22. Nine were completed.
- Three of four types of administrative data were completed, as explained above.
- All nine of the Program Review teams that authored reviews participated in Presentations via Zoom with follow-up Q&A sessions, in February 2022; several faculty members – on CDL-Heavy Equipment, Industrial Engineering, Information Technology, and Nursing teams – did not participate.
- A scorecard was produced for all nine reviews (see **Table 1** above). Checks (√) represent aspects of the Program Review that were completed; (--) represents missing data.

SELF-STUDY TEAM PRESENTATIONS AND PROGRAM-SPECIFIC FEEDBACK

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

Accounting: Tilda Harrison-Woody

Main Points

- Program has been in existence since 1986.
- Current FT faculty member has been at NTU since 2006.
- Program had been consolidated with Bookkeeping, which was eliminated one year ago following Program Review.
- Is in alignment with Diné Philosophy of Education in terms of assessment cycle and values.

Presentation

- No presentation slides were available.

Strengths

- Program is offered fully online.
- Strong adjuncts.
- Faculty sponsor a Business Club. In past year students participated in Leadership Conference and won first prize at a competition there.

Challenges

- Low enrollments and retention rates. Must increase marketing of online program.
- Opportunities exist to improve advisement and tutoring support.
- Must re-do co-curricular activities in light of Covid restrictions in recent years.

Q&A

- Tangible improvements embraced by program faculty are good examples for others to consider, including offering program online, using new textbooks, designing co-curricular activities, supporting a student club, and improving academic advising.

CDL-Heavy Equipment: Collins Woody

Main Points

- Program began in 2000. Collins Woody started teaching in the program in 2016.
- Program curriculum derives from MVD manual.
- Heavy Equipment Operator component began in 2021.
- Enrollment is capped at five.
- No GenEd courses are needed in CDL.
- Recently received new truck for CDL instruction.
- Creating a program advisory committee.

Presentation

- Delivered PowerPoint presentation.
- Not all FT program faculty were present.

Strengths

- Program is hands-on.
- Faculty have solid SLO's and measures.
- Graduation rate is near 100%; most graduates have earned CDL license (although hard data are lacking).
- Students move directly into the workforce.

Challenges

- Health/safety issues in classroom abound. Leaky roof, mold, no restroom; antiquated equipment and furniture.
- Program would benefit from shop facility.
- Needs administrative assistance to handle program inquiries.

Q&A

- University is aware of need for, and working on, new facility.
- CDL and HEO scheduling must be improved esp. in light of students' financial aid requirements.
- Additional instructor is needed at Crownpoint; possibly adjuncts at Chinle.

Electrical Trades: Virgil House

Main Points

- Program began in 2015.
- Has recently shifted focus from residential to commercial wiring.
- Program provides gateway to first-year electrician apprentice.

Presentation

- No presentation document was available.

Strengths

- Graduates are considered journeymen.
- Gearing students for the workplace.

Challenges

- Program needs more hands-on focus with better equipment.
- Students are academically underprepared, lack transportation, don't want to move off the reservation.
- Instructor typically carries heavy workloads, works long hours.

Q&A

- Program promotes co-curricular community-based projects, but these are difficult to organize without contractor licenses due to liability issues.
- Enrollment was healthy until Covid.

Industrial Engineering: Monsuru Ramoni & Harry Whiting

Main Points

- Program sustainability is fragile due to NTU's treatment of faculty.
- Is based on ABET outcomes and requirements.
- Is aligned seamlessly with NTU's mission for preparing students for 21st century careers opportunities.

Presentation

- No presentation document was available.

Strengths

- Program has two experienced FT faculty.
- Adequate facilities.
- Solid curriculum.
- Aggressive recruitment strategies.
- Program has been awarded numerous grants written and directed by the FT instructors.
- Uses NTU's radio station to offer Blues for Engineers for recruiting students.

Challenges

- Student enrollment and retention.
- Students change majors without completing proper paperwork for proper advisement resulting in lower retention and graduation rates.

Q&A

- Extended discussion took place about the need for a comprehensive strategy for replacing outdated computers for students' use. NTU has an important opportunity for a University-wide technology plan.
- There is no University-wide strategy for tracking program graduates. Where do they go? In terms of workforce? Further studies? There are opportunities to improve tracking in these regards.

Info Technology: Aanor Louis, Sumathi Ragavanantham, Tsosie Schneider, & Duwayne Thomas

Main Points

- Faculty are seeking ABET accreditation. Aligning PSLO's to ABET.
- Revamping check-sheet. Beefing up math courses based on ABET requirements.
- Changing course names to be relevant in today's IT world.
- Creating capstone course for hands-on experience.

Presentation

- Used Self-Study document as presentation.
- Not all FT program faculty were present.

Strengths

- Faculty have created KPI's and will gauge results once assessment data are collected.
- Potential for high enrollments.

Challenges

- Enrollments and retention have dropped.
- Administrative issues due to program being offered at different locations. Cooperation among FT program faculty is lacking.
- Course scheduling and assessment data collection represent opportunities for improvement.
- Faculty have large workloads.

Q&A

- University should create/appoint a program supervisor/coordinator.

New Media: Aanor Louis

Main Points

- Program began in 2012. Initially focused on broadcasting. Recast by the faculty toward filmmaking and audio.
- Has garnered support from outside agencies (New Mexico Film Office – \$40K; Gallup Water Supply Project – \$15K)

Presentation

- PowerPoint presentation was offered.

Strengths

- Unique in teaching technology and new media based on Navajo knowledge and contexts.
- Culturally relevant.
- Small classes, affordable tuition.
- Is a stepping stone to joy and passion

Challenges

- Poor department communication.
- Courses not offered according to student need
- No space for promotion; program needs a website to showcase short films.
- Ono online courses.
- Low enrollment and retention rates: students encounter roadblocks with course availability
- Lack of program promotion.
- Pandemic.

Q&A

- Program and its faculty promote the idea that "you are always among relatives."
- Must improve program communication among faculty and administrative stakeholders.
- Faculty have opportunity to promote outreach to agencies across the Navajo and A:shiwí Nations.
- Should consider development of online courses.

Navajo Transcription: Sharon Nelson & Siri Tuttle

Main Points

- Program was initiated in 2016 in response to request from the Navajo Nation. Had a cohort of ten students. Nine completed the program. Graduates were supposed to earn pay raises; that never happened.
- Was a one-time effort, has not been replicated since. Was not assessed.

Presentation

- No presentation document was available.

Strengths

- Program has great potential. There is demonstrable need for expert Navajo speakers, translators, and native language transcribers in legal, medical, and juridical fields across the Navajo Nation. Nothing equivalent. Could be an exemplar program.

Challenges

- Program has no FT faculty member who can offer courses and lead the program. Faculty in Diné Studies are spread too thin to pick up with it.
- To implement the program the University would need another major infusion of cash from the Navajo Nation (or some other funding source).
- Recommendation from the faculty is to eliminate the program.

Q&A

- The University has an important opportunity to establish a process for responding programmatically to the needs of the Navajo and A:shiwí Nations. At present there is no established process, entity, or person responsible for responding to such expressed needs.

Nursing: Angela Claw, Michelle Kahn-John, & Rachel Pacheco

Main Points

- Program begin in the mid-1980's at CIT.

Presentation

- No presentation document was available.

Strengths

- Experienced faculty with proven track record.
- Responsiveness to high need across the Navajo Nation.

- Has had strong enrollments up until Covid.

Challenges

- Lack of coordination across Crownpoint and Chinle campuses.
- Inconsistency and turnover.
- Heavy workload.
- Lack of faculty housing.
- Students are academically ill prepared.
- Internal communication within NTU and across departments is lacking.

Desired Improvements

- Nursing program coordinator.
- Improved student advisement.
- Communication plan for the Nursing program specifically and the University as a whole.
- Improved program facilities.

Q&A

- Top priority: a Nursing program coordinator
- Second priority: improved student advisement

Public Administration: Rick Rochester

Main Points

- Program began in 2013, spun off from secretarial science. Updated in 2016. Currently has interdisciplinary and pathways foci.
- Instructor has been at NTU for one year, took over in mid-semester following untimely passing of previous program instructor/advisor.
- Sequencing courses and improving advising so that students take appropriate courses.
- Revising core courses.
- Working with Navajo Nation governmental agencies to promote staff development.
- Building capacity to seek ASPA membership.
- Have recruited seven new students.

Presentation

- PowerPoint presentation was offered.

Strengths

- Experienced faculty member with terminal degree.
- NTU has only Public Administration Degree (PAD) undergraduate program in New Mexico.
- Outcomes, measures, and results are in place from previous assessment cycle. SLO's were met or partially.
- Program is now offered fully online.
- Instructor is tracking year-to-year student performance, setting up course files, using more relevant rubrics, including rubrics in syllabi, making course assignments more interactive, emphasizing ethics, using Blackboard to facilitate data gathering and analysis.
- Developing a Student Club.

Challenges

- Enrollment is down. University has opportunity to improve recruitment in PAD and all other areas.
- Must address lack of understanding of PAD in general.

Q&A

- Kudos for excellent presentation.
- PAD offers showcase for course and program-level improvements.

SST SURVEY RESULTS

After the AY22 PR hearings were held, SST members were surveyed about Program Review. What went well? What needs improvement? Responses were limited. Six of eighteen SST members completed the survey. Full results of the survey are available [here](#). One recommendation that the PRC endorsed is to move the PR hearings from mid-week to Friday, when participation from University-wide audiences would be easier to schedule.

PROGRAM-SPECIFIC OPPORTUNITIES FOR IMPROVEMENT

This section of the report summarizes priority recommendations from the nine PR hearings that took place on February 9-10, 2022.

Address health/safety issues in CDL classroom. Health/safety issues in the classroom abound. Leaky roof, mold, no restroom; antiquated equipment and furniture which is hazardous to all who enter the facility. Several faculty members – on CDL-Heavy Equipment, did not participate in the presentation and their perspectives are valuable to the program’s health and safety improvements. University is aware of need for, and working on, new facility.

Organize administrative assistance for departments and campus locations to respond to student inquiries. The University has opportunities to implement a coherent strategy for responding to students' inquiries about its programs. In AY22 PR reviews, members of Applied Technology SST's indicated that that department has requested this assistance in this area in the past; advertised for administrative assistance; but been unsuccessful in filling the position and addressing the need as whole. The larger challenge remains to respond in a timely and helpful manner to students' inquiries.

Eliminate the Navajo Transcription program. Recommendation from the faculty is to eliminate the program due to a lack of funding.

Showcase improvements made in selected programs. Improvements discussed in several Program Reviews – using rubrics for course and program assessment, including them in course syllabi, designing interactive course assignments, organizing co-curricular activities, offering courses in online, Blackboard modalities, striving to improve academic advisement – represent best practices that could, and should, serve as models for exemplary practice. Faculty designers of such efforts could be asked to present on their good efforts at future Convocations and Faculty Development sessions.

Promote the reporting of academic assessment data, and specifically, program improvements, in SST reports. An opportunity exists to simplify the PR template by eliminating, in the Program Assessment and Improvements section, "Learning outcomes, measures, and results," and focusing solely on "Program improvements based on assessment results."

Improve student academic advisement. The challenges are complicated; advisement issues are systemic. For instance, Jenzabar (the University's data management system) is not available to all faculty advisors; the JICS advising module is not fully functional; multiple departments and campus locations are involved; no one clear person or office oversees the entire picture. Challenges include: recommended sequences of courses are not available for all academic programs; some checklists are out of date; students take courses out of sequence (not following pre-requisites); faculty do not have access to current advisees; faculty do not follow a set schedule for meeting regularly with advisees.

Opportunities include: establishing a University-wide team across silos to design process improvements; researching best practices at comparable institutions; designing and implementing a comprehensive plan for moving forward.

UNIVERSITY-WIDE OPPORTUNITY FOR IMPROVEMENT

Implement a process for applying program review findings. The purpose of program review is to promote systematic review and evaluation of academic programs at Navajo Technical University. The ultimate aim is to improve those programs, reallocate resources as needed, right-size under-performing programs, close programs if necessary, and balance finite resources when considering support for existing versus new programs. The analyses are meant to strengthen student learning, faculty productivity, enrollments, retention, and graduation rates, all in the service of the University's mission and strategic goals.

The University has important opportunities to *implement program review*:

- Define a process for implementing program review recommendations that follow the logic of the Diné Philosophy of Education.
- Analyze program review findings.
- Consider how they might shape strategic and annual planning.
- Reallocate resources where they are most needed.
- Address imbalances of high costs and low performance.
- Address existing needs and opportunities prior to adding more programs.
- Implement a transparent process for designing new programs.