



Academic Program Review

PROGRAM NAME HERE

School Name Here



Table of Contents

A. Executive Summary	3
History	
Program Mission/Goals	
Purpose of Degree Program	
Student Enrollment	
Table 1: Overview Data Summary	
B. Self-Study Summary	
C. Degree Program Overview	
C.1. Curriculum	
C.2. Diné Identity and Program Uniqueness	
C.3. Instruction Method	
C.4. Student Learning	
D. Program Faculty Profile	
D.1. Faculty Profile over a four-year period.	
D.2. Student/Faculty Ratio over a four-year period.....	
D.4. Full-time Faculty Management	
D.5. Part-time Faculty Contribution and Evaluation	
D.6. Reflection	
E. Student Profile	
E.1. Student demographics over four-year period.	
E.2. Student by Chapter affiliation – Top Chapter affiliation over a 4-year period	
F. Student Engagement and Learning Opportunities	26
F.1. Community Engagement	
F.2. High Impact Practices	
F.3. Co-curricular	
F.4. Course Satisfaction	
G. Resources	
G.1. Facilities	
G.2. Operating Budget	
H. Review	37
I. Results of the Site Visit	
J. External Reviewer – Feedback and Response.....	

A. Executive Summary

The executive summary provides a high-level overview of the program: history, mission, goals, alignment to the institution, student and community demand, and a data summary of student enrollment, faculty, graduation rate, retention trend and time to completion.

- Please provide a brief description on the history of the degree program including when it was first created, who were the key parties involved in its creation, and why it was initially introduced to Diné College.
- Briefly describe the programs mission/goals and how it aligns with the institutions mission, the institutions strategic goals and educational philosophy.
- Please provide a brief description on the purpose of the degree program such as meeting the needs of the community, the Navajo Nation, or the student demands for the program.
- Provide an overview of the programs full-time and part-time enrollment, number of degrees awarded, full-time faculty, adjunct faculty, graduation rate, retention rate, and time to completion rate over the last four academic years.

Remove the self-study prompts before submitting the draft.

Table 1: Overview Data Summary – Office of Assessment & Curriculum provides this data that is retrieved from OIPR

Overview	2021-22	2022-23	2023-24	2024-25
Undergraduate Headcount (FT&PT – unduplicated, includes fall, spring and summer terms)	13	10	14	5
Total Students that graduated (fall & spring)	2	1	3	0
Cohorts: The data shown here are cohorts by term.	2021-22	2022-23	2023-24	2024-25
# of students in cohort (FTF & NT)				
Persistence Trend (fall to spring)				
Retention Trend				
Graduation Trend				
Following a Cohort of students from 2018 over the course of six years, ALL programs at the institution have a 7% chance of students declaring a major and graduating with the major.				

B. Self-Study Summary

Short description of what academic years the review covers, names of individuals contributing to the APR. Indicate when the last time this program was reviewed and what has changed since the last APR.

C. Degree Program Overview

In the Degree Program Description of the Self-Study Report, Schools will provide information pertaining to the degree program curriculum, Diné Identity and Program Uniqueness, instruction delivery methods (modality and locations), program faculty and aspects of student learning.

C.1. Curriculum

- Please provide a comprehensive description of the curricula for the degree program including a list of required courses, general education courses, and electives, as well as an analysis of course progression and academic rigor. Include how and where the courses are offered, and a review of course prefixes, course prerequisites, course descriptions and credit hours as listed in the catalog.
- Include the programs pathways to transfer internally/externally or directly into a career.

C.2. Diné Identity and Program Uniqueness

- Provide a summary of how the Diné language is incorporated within the program curriculum.

- Provide a summary of how Diné history and culture are infused within content of the program curriculum.

C.3. Instruction Method

- Schools should describe the instructional delivery methods used and whether the program is an interdisciplinary program. If so, then identify which other Schools are included. In addition, it should be noted whether this degree program, in its entirety can be completed online or at an external campus.
- Analysis of modality and student success. Schools should evaluate modalities and location of their courses and entire program. How many faculty are credentialed to teach online courses.

C.4. Student Learning

- Please provide a brief summary of your program's student learning outcomes, assessment methods used to measure PSLOs and reason for selecting courses and artifacts. Include your program assessment report.

D. Program Faculty Profile

This section of the review analyzes the programs faculty and provides an overview of faculty characteristics over a four-year period.

D.1. Faculty Profile over a four-year period.

Table 2: Overview of Program Faculty – School Deans provide data

	2020-21	2021-22	2022-23	2023-24
Total Program Faculty/Instructors				
Full-Time Faculty				
Education (PhD, MA, BA)				
Rank				
Adjunct Faculty				
Education (PhD, MA, BA)				
Rank				
Gender (Female/Male)				
Race/Ethnic (Native/Non-Native)				
Salary Range				

D.2. Average Student/Faculty Ratio over a four-year period.

This section of the review shows the student to faculty ratio over a four-year period.

Table 3: Overview of Student to Faculty Ratio – Office of Assessment & Curriculum provides this data

	2021-22	2022-23	2023-24		2024-25
Average Student to Faculty Ratio					

D.4. Full-time Faculty Management

- Describe full-time faculty support for college programs. How are full-time faculty mentored and supported? How is teaching performance of full-time faculty reviewed and how does the School respond to problems that are identified?

D.5. Part-time Faculty Contribution and Evaluation

- How do the part-time faculty members contribute (may also include non-teaching) to the

program? How are the part-time faculty evaluated?

D.6. Reflection

- Overall, after reviewing various aspects of the faculty, what are the key findings? What are the strengths and opportunities to improve this area?

E. Student Profile

This section of the review analyzes students of the program.

E.1. Student demographics over four-year period.

Table 4: Overview of Student Profile - Office of Assessment & Curriculum provides this data that is retrieved from OIPR

	2021-22	2022-23	2023-24	2024-25
Undergraduate Headcount (FT&PT – unduplicated, includes fall, spring and summer terms)				
First Time First Year Enrollees/Non-FTE				
Pell Grant Recipient – at least one term				
Gender = F/M				
Race/Ethnic = Native/Non-Native				
Age Range:				
18-21				
22-24				
25-34				
35-49				
50 or older				

E.2. Student by Chapter affiliation – Top 5 over a 4-year period

Table 5: Overview of Student by Chapter – Office of Assessment & Curriculum provides this data that is retrieved from OIPR

Chapter	Total # of students enrolled

F. Student Engagement and Learning Opportunities

F.1. Community Engagement

- Are there any community engagement activities between high schools, business communities, and community organizations with the department? How does the College support such community engagement activities for the students in this program?

F.2. High Impact Practices

- Identify the high impact practices that are incorporated into this program and its courses. High Impact practices refer to teaching and learning practices that have been shown to be beneficial for college students for student engagement and retention. High Impact practices

may include experiences such as First Year Seminars, Writing Intensive Courses, Undergraduate Research, e-portfolios, Emphasis on Diversity/Global Learning, Service Learning, Community-Based Learning, Internships, Capstone Courses and Projects.

F.3. Co-curricular

i. Library Services

- How well does the Library meet the needs of the program? Describe the adequacy of the Library's holdings (e.g. databases, journals, books, and audiovisual materials). How do the collaborative information literacy instruction and reference/research assistance programs support the program being reviewed?

ii. Student Success Services

- How well does student success services meet the needs of the program?

F.4. Course Satisfaction - OIPR provides this data

- How satisfied are students with courses being offered? Provide summarized course evaluations. How has the department responded to issues raised to course satisfaction concerns via quantitative and qualitative assessments?

F.5. Graduation Survey

- Summarize student responses in regards to career readiness, program satisfaction, services received and preparedness for transfer to another four-year institution.

G. Resources

G.1. Facilities

- Please describe the facilities that are used or associated with the degree program including but not limited to: number of classrooms, science labs, office space, faculty office space, and digital databases for academic use, computer labs, conference rooms, and other equipment. Please also indicate whether the School financially and physically maintains these specific resources.

G.2. Operating Budget – School Deans provide data

- Provide a summary of the costs associated with the degree program. Indicate whether the cost to fund this program has increased over the years.
- This is not a financial audit, so in-depth descriptions of financial expenditures is not required. For example, indicate on average how much is spent annually on total faculty salaries, or operating costs, or co-curricular activities. DO NOT PROVIDE A DETAILED EXPENDITURE LIST.

H. Review

Provide a brief reflection of all areas of criteria and indicate areas of improvement.

I. Results of the Site Visit

Attach/include the Site Visit Day Agenda and the APR Evaluation Team Documents.

J. External Reviewer – Feedback and Response

Provide details of the external reviewer's feedback. Please summarize the suggestions and recommendations put forth by the External Reviewer.

***I and J are NOT part of the self-study, but included in the APR Final Report.