

2018 Annual Report

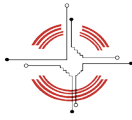
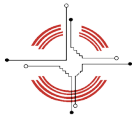


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(l-r): Delores Greyeyes, Carolyn Morris, Gloria Grant, Roselyn John, Tom Platero, and Roland Begay

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HIGHER LEARNING COMMISSION



Veterinary Technology



The Standard of Excellence for Chefs

Commercial Baking, Culinary Arts



Electrical Engineering, Industrial Engineering



Carpentry, Construction Technology, Electrical Trades and Welding



WELCOME TO NAVAJO TECHNICAL UNIVERSITY

A BRIEF HISTORY OF THE NAVAJO NATION'S PREMIER HIGHER EDUCATION INSTITUTION

Navajo Technical University began as the Navajo Skills Center in 1979 under the Economic Labor and Manpower of the Navajo Nation. The Center was developed out of the need to confront high unemployment rates, while creating a learning facility for Navajo people to gain experience for employment. The Skills Center was able to offer certificates of completion for certain skill requirements, but unlike other educational institutions, it was not permanently funded. The Center operated under the Bureau of Indian Affairs, and was required to have obtained accreditation to receive funding. At the time, the only accreditation the center had was the Adult Basic Education program, which it obtained under the Tribally Controlled Vocational Education Act.

Without funding, crucial infrastructure needed to operate a learning facility was not in place. Maintenance and operation support was outsourced under the Comprehensive Employment & Training Act (CETA) and facilities were difficult to maintain. Flooding was a constant problem and the Center's Administration Building was demolished due to health and safety concerns. Eventually, the Skills Center was able to access funds made available after tribal nations began collaborating on adjusting sanctions that delineated Tribal Colleges and Universities (TCU). Funds were identified under the Tribally Controlled University Assistance Act, and Title III funds were made available by then Navajo Community College President Thomas Atcity and the American Indian Higher Education Consortium.

The 1980s saw a global shift in technology and Skills Center leadership turned its focus on progress. Efforts were made to begin transitioning the Skills Center from a vocational center to college status, and in 1985, the Navajo Skills Center became the Crownpoint Institute of Technology. Three years later, Jim Tutt was hired as CIT president, setting course for CIT to become a 1994 Land Grant institution. The status would open a pathway for new programs and research at the institution as well as secure permanent funding – funding that NTU and other TCUs still receive today.

Progress came quick, and in 2005, CIT changed its name to Navajo Technical College after gaining accreditation with the Higher Learning Commission. The accreditation allowed NTC to offer accredited academic programs, and it allowed NTC to expand its services to other regions. In 2009, NTU opened its Chinle instructional site, and in 2012, an instructional site in Teec Nos Pos, AZ followed. The accreditation also allowed NTC to pursue advanced degrees, which it leveraged in 2013 to become a university. The same year, the HLC approved a Master of Arts degree in Diné Culture, Language & Leadership. In 2019, NTU opened two additional instructional sites in Kirtland, NM and Zuni, NM.

Today, NTU offers 23 certificates, 20 associate degrees, 11 baccalaureate degrees, and the Navajo Nation's only graduate degree. NTU is the only tribal college and university to hold accreditation with the American Culinary Federation, the American Veterinarian Medical Association, and ABET. NTU is regarded as one the premier higher education institutions in the southwest and it has a reputation as an emerging tech hub. This recognition comes on the shoulders of those who came before us, and we pay tribute to their legacy as we proceed into our 40th year of operation.



ADVANCING OUR ACCREDITATION

On Feb. 20, 2018, the Higher Learning Commission (HLC) reaffirmed NTU’s accreditation status until 2027-2028 academic year. Preparation for the self-study and other documents required before a site visit from an HLC accreditor panel is always a major challenge for all universities and colleges in the United States. The celebration that follows accreditation reaffirmation notice from the HLC involves the whole campus, including instructional sites.

All U.S. institutions of higher learning are required to go through an interim review part way through the ten-year cycle and then do a full review at the end of the cycle. NTU was also found deficient in two areas requiring interim monitoring and is required to provide reports.

In one area the team found “that there was no Title IX coordination for NTU available on campus. In addition, there was no policy or procedure for anti-discrimination on disability provisions.” The President appointed a coordinator for Title IX shortly after receiving formal notice from HLC, and the required work in conjunction with Board of Regent oversight is in process.

The second finding concerned faculty engagement. “The faculty workload at NTU is beyond reasonably achievable for student or faculty success. In addition, there appears to be a lack of sufficient faculty governance in decision-making at NTU which is related to faculty workload. Faculty workload clearly exceeds customary practices.

“The interim report should address improvement for these two important aspects regarding faculty engagement. It should also include attention to faculty compensation, opportunities for faculty development, insufficient faculty housing, and difficulties in transit to campus because of the remote location.”

“These issues are important because they directly impact the ability of NTU to attract and retain qualified faculty in order to grow their programs in the future.”



NTU was recognized as one of the best colleges in New Mexico according to BestColleges.com, a leading provider of higher education research and college planning resources. The ranking highlights accredited, not-for-profit institutions who have developed affordable, accessible, and quality academic programs for students seeking to advance their knowledge, skills, and career in their respective fields of study. BestColleges.com’s ranking uses a methodology grounded in statistical data compiled from Integrated Postsecondary Education Data System and College Navigator, both of which are hosted by the National Center for Education Statistics. The aim is to objectively assess relative quality based on academic outcomes, affordability, and the breadth and depth of online learning opportunities.

“These issues are important because they directly impact the ability of NTU to attract and retain qualified faculty in order to grow their programs in the future.”



The President's Cabinet poses for a photo with a HLC visiting team for a proposed Bachelor of Arts degree in Business Administration.

Work has also been undertaken with the faculty concerning this finding, although there is a lot of work still to be done. The HLC team that visited NTU concluded that the university “provides a valuable source of education for the Navajo community. It embraces diversity and multicultural values. The mission is clearly embodied in the campus community. NTU has a dedicated staff and faculty.” Since the last Higher Learning Commission review, NTU has developed additional programs, and continues to improve. NTU has improved its assessment and program review areas, and embraces the tenets of providing quality education. It has fiscally sound management of its finances, and has the resources to expand its offerings.”



NTU held a celebration for its ABET accreditation on December 5, 2018. Dr. Stanley Atcitty (pictured), chair of Engineering Advisory Board gave welcome remarks at the event.

ENGINEERING PROGRAMS EARN NATIONAL ATTENTION WITH ABET HONOR

One of the most significant accomplishments of 2019 was when NTU achieved accreditation awarded by the Accreditation Board for Engineering and Technology, Inc. (ABET) for NTU's electrical and industrial engineering programs. This accomplishment is as significant a milestone as the full accreditation of the first NTU baccalaureate degrees. It is another step in the ascension of NTU, a Navajo chartered university serving the Navajo people, into the ranks of high quality U.S. universities.

ABET is a non-profit, international accreditor of college and university engineering programs. As with all rigorous accreditation programs, ABE requires an intense peer reviewed process that evaluates curriculum, faculty credentials, and facilities (among other factors). NTU is the first of the tribal college and universities to achieve ABET accreditation for students graduating from its engineering programs.

ABET is a milestone because of the international prestige attached to universities that can offer approved engineering degrees to its students. It also helps to continue to validate the academic rigor of tribal colleges and universities nationwide.



Past engineering graduates were awarded ABET accreditation in retrospect.

1. EASTERN NEW MEXICO UNIVERSITY

In-state Tuition
\$3,065

Out-of-state Tuition
\$3,065

2. NEW MEXICO STATE UNIVERSITY

In-state Tuition
\$4,812

Out-of-state Tuition
\$17,972

3. NAVAJO TECHNICAL UNIVERSITY

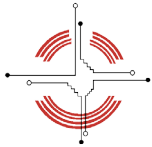
In-state Tuition
\$2,760

Out-of-state Tuition
\$2,760

4. UNIVERSITY OF NEW MEXICO

In-state Tuition
\$5,646

Out-of-state Tuition
\$19,464



EXPANDING HIGHER EDUCATION OPPORTUNITIES

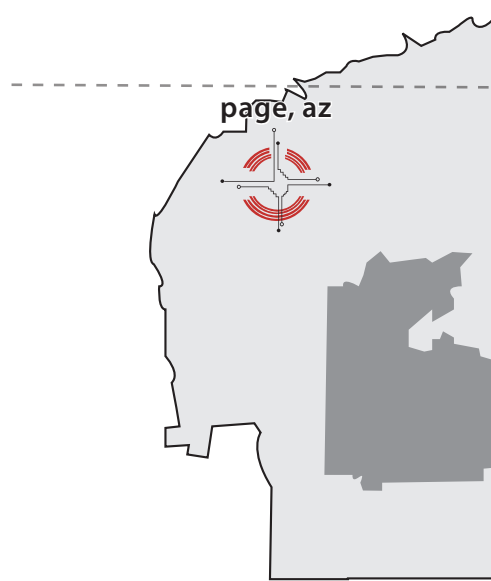
NTU's successes have positioned it to expand higher education opportunities to communities throughout the Four Corners region. In 2018, NTU was approved to operate instructional sites in Kirtland and Zuni, NM. It also began work to open a course location site in Page, AZ in collaboration with other regional colleges and universities called the Northern Arizona College Connection.

PAGE COURSE LOCATION SITE, Page, AZ

NTU administration also started work on getting an instructional site approved in Page, AZ. The Page site is a partnership between four colleges and universities: NTU, Diné College, Coconino Community College, and Northern Arizona University. Called Northern Arizona College Connection (NAZCC) the initiative is intended to help address re-careering, economic development and workforce training needs. The vision for the initiative is to provide collaborative, affordable, and accessible higher education opportunities for the residents of Northern Coconino County.

The economic challenges in the Page area increased exponentially when coalmine and power plant industries began shutting down operations. Each of the partners is accepting areas of responsibility for developing certificate and degree programs. NTU will be concentrating, at least originally, on Culinary Arts, Marine Technology, and Business. NTU's Board of Regents signed an MOU with the partners in the Northern Arizona Consortium for Higher Education (NACHE) on January 17, 2018.

UT



AZ

BOND WILSON TECHNICAL CENTER, Kirtland, NM

The Bond Wilson Technical Center (BWTC) is a partnership between NTU, Central Consolidated School District, and Kirtland area private and tribal sector businesses. The University sees BWTC as an educational model that can be developed in partnership with other school districts throughout the Navajo Nation in the future. The unique and powerful development of BWTC includes multiple meetings with industry and community leaders in order to create programs that meet the regional workforce needs. These industry leaders continue to collaborate with BWTC and NTU to build sustainable programs and courses that contribute to the entrepreneurial and economic structure. The HLC approved the BWTC as a NTU instructional site this year.



BWTC offers university programs, but it also serves as an early college high school for dual credit students.

The partnership's Mission, as described in the MOU signed by the Central Consolidated School District Board and the NTU Board of Regents, describes what the partners hope to achieve with this development:

“The mission of the partnership is to create an innovative approach to education that creates at the Bond Wilson Technical Center: a) An effective K-14 education system for students primarily interested in securing employment in technical or vocational fields, b) a system of education dedicated to working with private and tribal businesses, government, and non-profit agencies in order to better prepare students for finding employment in a competitive workplace environment, c) an approach to education that emphasizes experiential, capstone experiences, internship, externship, community service, and/or work educational modalities, d) a system of education designed to increase retention and graduation rates for both high school and enrolled university students, and e) increased employment for the Navajo people.”

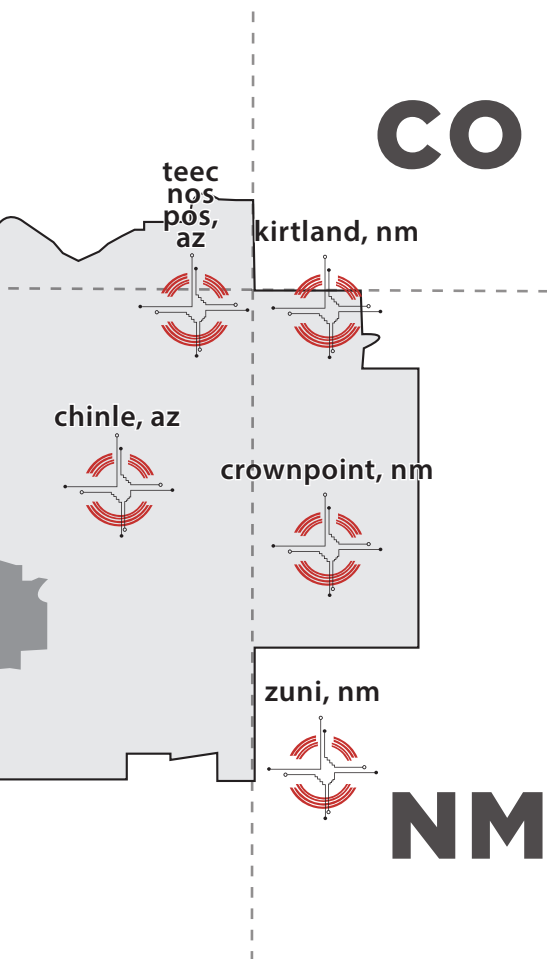
NTU's highly successful dual credit program, combined with NTU programs like Culinary Arts and Technology, are in the process of developing the K-14 education model as well as launching new university courses at BWTC.

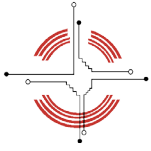
PUEBLO OF ZUNI, Zuni, NM

The Zuni Tribal Council in New Mexico requested that NTU replace the University of New Mexico in Gallup as a partner institution of higher learning at the Zuni campus. The Information Technology staff at NTU had earlier made it possible for the Zuni campus to receive high bandwidth Internet connectivity, and the programs at NTU had impressed educational leaders in Zuni.

The long-term goal in Zuni is for the tribe to develop their own Pueblo tribal college. There has been a long history within the tribal college movement of one tribal college to help with the development of sister tribal colleges in their geographic region. By achieving HLC approval NTU became part of that tradition.

Called the A:shiwi College & Career Readiness Center (ACCRC), it was granted approval for accreditation sponsorship and as an instructional site by the Navajo Technical University (NTU) Board of Trustees and the Zuni Tribal Council. This sponsorship will enable ACCRC to continue on its path to seek Higher Learning Commission accreditation as an independent tribal college, and a member of the American Indian Higher Education Consortium (AIHEC).

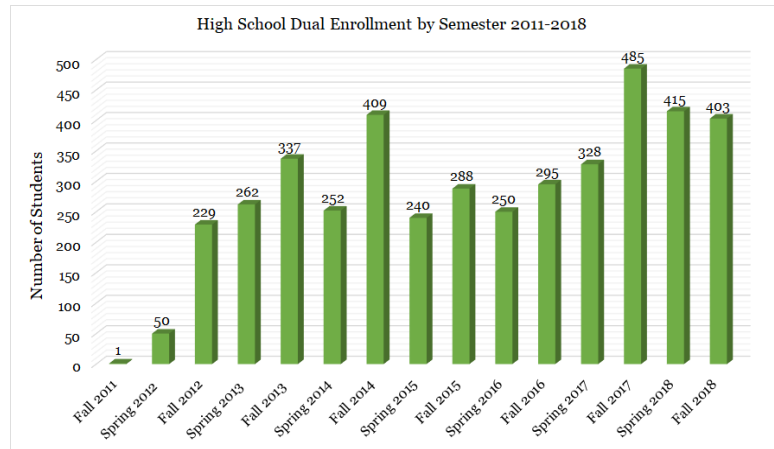




PROVIDING PATHWAYS TO EXCELLENCE

DUAL CREDIT

After delivering a total of 35 dual credit courses across New Mexico and Arizona in 2017, Navajo Technical University's spring 2018 dual credit enrollment increased with 416 high school students enrolled at NTU for the spring semester. The increase came as a result of expanded course offerings, but also as a result of extending dual credit partnerships with high schools in Arizona.



Participation in NTU's dual credit programs has exponentially increased since it forged agreements with Arizona high schools.

President Elmer Guy made the following point: "As an institution of higher education that serves our communities, it's important that we make an attempt to positively impact student learning at all levels of education. Dual credit is an effective strategy in doing so because it introduces students to the rigor of college coursework at an early age, but it also gets them on the right foot by entering college with credit. In the long haul, it benefits them."

NTU's dual credit program has been in operation since 2011 and has grown over the years. At first the program was supported by partnerships with the Central Consolidated School District and Arizona Public Services in developing an Industrial Maintenance and Operations certificate program that would offer pathways to employment at power plants with the Four Corners region. Crownpoint High School was also an early school district partner.

Since that time NTU's program has expanded course offerings and taken advantage of grants like the American Indian Higher Education Consortium's College Bound Grant, which provided Math courses to students at Fort Wingate High School. Funds were also used through the program to purchase textbooks for Intermediate and College Algebra courses, as well as online math diagnostic software that assists in student learning. The support proved effective as 98 out of the 99 students participating completed the course with a passing grade.



Students from Crownpoint High School earned college credit for an Introduction to Psychology course. The course provided credit toward NTU's certificate program in Counseling.



NTU graduate Lorencita Billiman, CSC, instructs Wingate High School students during a summer dual credit program. Billiman is the lead Culinary Arts and Baking instructor at the Bond Wilson Technical Center.



PAIRING TRADES WITH ACADEMICS

One of the most unusual aspects to NTU is its dual emphasis on technical/vocational certificate and degree programs and academic programs. The university has long felt that the educational division between these types of careers is artificial and that a pairing of them in an institution of higher education is a synergistic way of looking at the contemporary world.

A good example of the synergism occurred during the summer session when students from Many Farms High School participated in NTU's Summer Dual Credit program designed and built a 7.2KW Solar System from scratch in 16 days under the mentoring of NTU technical and academic faculty. During the student's first 12 days students learned a variety of skills from 3D CAD/Solid Modeling, 3D Printing, designing, planning, and elementary welding. During the project's last 4 days students worked on manufacturing and installation.

The system the students designed, built, and installed produces 208Volt 3-phase at 20Amps and feeds directly into the high school power system. The project included a total of 24 solar panels. If the project had been bid out, it would have cost about \$72,000. The program was funded by the National Science Pathways and US Department of Transportation Workforce research grants.

Latoyia Largo from the Chinle site coordinated the program. Mr. Harry Whiting, Dr. Peter Romine, Dr. Ramoni Monsuru, and Mr. Christopher Storer delivered the instruction. Christine Reidhead helped get the program started. Programs like this help in recruiting potential students, but they also encourage students to continue with their education and let them know that becoming an engineer or a welder is possible.

MEASURING THE IMPACT OF EXPERIENTIAL EDUCATION

The story in numbers.

7.2 7.2 KW SOLAR SYSTEM

=

**208 Volt
3-phase
at 20** AMPS

=

\$72,000

COMMUNITY-BASED PROJECT

Experiential Education

=

Dual Credit

=

Community Benefit



The HLC's approval for a Bachelor of Arts degree in Business Administration offers a pathway from NTU's other business programs in Accounting, Public Administration, and Bookkeeping.



The Business Administration degree will have a unique element of entrepreneurship to its curriculum. Students are encouraged to work in collaboration with NTU's Innovation Center in Churchrock, NM.



Students participate in a class project in an Introduction to Psychology course as part of NTU's Counseling program. NTU was approved to offer an Associate of Arts degree in Counseling in 2018.

RECENTLY APPROVED PROGRAMS BY THE HLC

In October, Navajo Technical University officials announced the approval of a Bachelor of Arts degree in business administration by the Higher Learning Commission. The approval positions the university to provide pathways into gainful employment opportunities in the field of business for students.

“This new bachelor’s degree was much needed for our current students who are pursuing their associate’s degree in areas of our school of business,” explained Christine Reidhead, who helped architect the new degree and provides instruction in NTU’s public administration and accounting programs. “This is the foundation to also develop a bachelor’s degree for accounting. With about 170 students enrolled in all areas of our department, this will definitely interest them to obtain a bachelor’s degree.”

The unemployment rate on the Navajo nation is approximately 23%, nearly double the nationwide rate. The largest employing sectors on the Navajo Nation are educational services, health care, and social assistance, which are sectors Reidhead believes the new degree will be able to immediately support by training students in administrative skills. The program also seeks to fill in a demand within the state and federal government sectors, as well as at the tribal level with positions at the 110 chapter houses throughout the Navajo Nation.

In addition, the university hopes to increase Navajo-owned businesses on the Navajo nation by supporting and preparing entrepreneurial students. Entrepreneurship will be a unique element to the new degree, and will encourage collaboration with the Navajo Tech Innovation Center. The Innovation Center is a state certified incubator, which would allow students access to resources at incubators throughout the state of New Mexico.

NTU was also approved to offer an Associate of Arts degree in Counseling in 2018. The two-year program offers a choice of concentration in either Substance Abuse Counseling or Crisis Management and Suicide Prevention. Students who complete either the Certificate or AA degree will be prepared to work in entry level positions, or to continue their studies toward a baccalaureate degree in Psychology or Counseling.

NEW PROGRAMS ON THE HORIZON

NTU is always looked at ways to improve its offerings to either provide more options for students or help the Navajo Nation develop culturally, socially, or economically. Degrees that NTU is working on to submit to the HLC currently are below. Some of these, such as the Animal Science degree, which is part of NTU's long-term plans to use the land grant status with the U.S. Department of Agriculture to develop a fully functioning School of Agriculture in order to support Navajo ranchers, farmers, and rural communities, will be submitted as soon as the Board of Regents believe they are ready to submit. Some of these efforts have been in process for years. Others are in the beginning stages of the work necessary to get them HLC ready.

- PhD in Navajo Culture & Language
- Bachelor of Science in Animal Science
- A pre-med component to the current Biology bachelor of science degree
- Bachelor of Applied Science in Culinary Arts & Hospitality Management
- Bachelor of Arts in Law Advocacy
- Bachelor of Science in Mechanical Engineering
- Master of Science in Management Information Systems
- Associate of Arts in Criminal Justice
- Associate of Applied Science in Plumbing

NTU recently hired of director of the School of Nursing. The director is working to revive the Registered Nursing program and is expecting to complete the initial phase of that work early in 2019.



IMPROVING ASSESSMENT PROCESSES

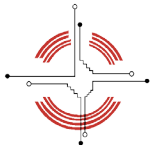
Another focus of the year, as in previous years, has been assessment. NTU is getting better and better at assessment processes, but still has work to do. Work completed this year included the following:

- The Assessment Guide was revised for 2018-2019. The Faculty Congress approved the revised guide in October. It establishes “program” a key unit in the analysis for academic program planning and improvement. It also outlines roles and responsibilities for faculty, administrators, students, and academic support staff.
- An ambitious training effort on assessment and the new assessment guide was also implemented. A training course for NTU faculty, SL 101, Training Course for Academic Program Designer, was developed and offered for the first time. The course presented an organized, step-by-step approach to planning and meaningful assessment. The emphasis is on learning outcomes, curriculum design, measures, learning targets, and online tools for data management. Fourteen instructors started the course, but only eleven earned course completion certificates. The Academic Program Chairs also met on a regular basis throughout the year on improving assessment within their departments.
- Also completed during the year was a revised program review process and template. The Faculty Congress approved a revised “Program Review Guide” in October. New online templates were then developed. Then data-pre-fill workshops for representatives from the Business Office, Human Resources, Institutional Research, and Career Service were held.



Creative Writing instructor Chelsea Bunn gives a presentation in NTU's SL 101 course. The course emphasizes learning outcomes, curriculum design measures, learning targets, and online tools for data management.

NTU conducts program reviews of up to seven programs a year to see if those certificates or degrees are up-to-date and still viable. The faculty works with the Program Review Committee to conduct these reviews.



RESEARCH PROGRAMS AT NTU

One of the most important aspects of any university is the research that students and faculty undertake. Cutting-edge research often leads to important breakthroughs in science, technology, health, or social services that not only help confirm the university's importance to society, but also creates the infrastructure for economic development. There are a lot of projects underway at NTU, but a highlight of a couple of those follows:



HARVARD UNIVERSITY PARTNERSHIP

Dr. David Wetiz, Dr. Bob Graham, and Dr. Kathryn Hollar of Harvard University (HU) visited NTU in September 2018 to launch the Vision for Excellence at NTU. The Research and Education in STEM (VENTURES) Project is a NSF-supported partnership between NTU and HU to provide research and educational opportunities in materials science that address environmental and health concerns of the Navajo Nation. The broad goals of this partnership are to:

- 1) increase the number of Native Americans earning undergraduate degrees in Science, Technology, Engineering, and Math (STEM) fields,
- 2) increase the research infrastructure at NTU so that students and faculty can perform research within their own community,
- 3) increase the number of Native Americans entering and completing graduate programs in materials science and related fields, and
- 4) include Native American perspectives and methods of inquiry in materials science research.



NAU CLIMATE CHANGE RESEARCH

In June 2018, NTU moved forward in a climate change research initiative with Northern Arizona University (NAU). The initiative will focus on the growth of pinion pines. NTU's Environmental Science and Natural Resources program is spearheading the collaboration with NAU. Environmental Science students will monitor the growth of planted trees and compare measurements with data being collected at NAU's campus in Flagstaff, AZ.

The initiative also includes a weather station that tracks temperature, precipitation, and wind direction. Data collected is being shared with NTU's information technology department, who is sharing the data on NTU's website and the university radio station 107.3 KCZY FM.



THE HEARTBEAT PROJECT

Smithsonian Magazine is currently working on an article about the Heartbeat Project, which is a partnership between NTU's Diné Studies Department and the famous violinist, Ariel Horowitz. The Heartbeat Project (*pictured to the left*) provides music and math education for Navajo (Diné) K-12 students living on the Reservation. Our annual summer workshop combines the fundamentals of music and math while cultivating a safe space for our students to thrive and gain confidence in themselves. The project strives to create an atmosphere of cultural exchange in which we acknowledge the impact of American colonialism on indigenous peoples and respectfully engage with Diné music, cultures and customs.

LATTICE STRUCTURE & DIGITAL TECHNOLOGY RESEARCH TESTS NTU'S AM CAPABILITIES

Students in the Center for Digital Technologies are examining various lattice structure design in an effort to create stronger and lighter parts. NTU designed a lattice structure inspired by Navajo Rug design and created some 3D printed cells. NTU students then created 10x10x2 sandwich coupons as well as a 50x5x2 sandwich beam test specimen in Ti6Al4V. These specimens will be tested using a compression test procedure for the coupons and a 3-point beam test procedure.

NTU printed in Ti6Al4V material property and characterization test samples and performed Charpy tests, tensile tests, fatigue tests and pin-on-disk wear tests to better understand the properties of the printed materials. Samples were also cut and microscopy samples were created to examine the various microstructures and examine any visible pores present. NTU also had some CT x-ray scans performed on some of the samples to examine the internal structure for integrity as well as examine porosity.

In addition to this work, NTU also collaborates with the University of Nebraska Lincoln on direct energy deposition research to create viable "recipes" for the application of stellite 21 wear coating on an Inconel 718 substrate. NTU will be conducting some of the materials characterization preparation and analysis of the samples examining the microstructure and material bonding.



FACULTY RESEARCH APPROVED FOR TWO YEARS

NTU was awarded under the USDA's Tribal College Research Grant Program for a project titled, "Fabrication and Education of Multi-Purpose Nano Electrochemical Sensor to Detect Endocrine Disruptors (Bisphenol Compounds) and Glucose in Navajo Nation." The project will be funded for \$220,000 for 24 months, and will be overseen by Dr. Thiagarajan Soundappan (*pictured above left*), associate professor of Chemistry.

Dr. Soundappan, had a busy summer after he and student Robinson Tom (*pictured above right*) travelled to Adelphi, Maryland researching Electrochemical and 3D Printing Studies of Aqueous Gel Electrolytes for Lithium ion Batteries. Lithium ion batteries are non-aqueous based, so their research focused on developing aqueous based lithium ion batteries (gel type batteries). This is hot topic in the electrochemical energy storage sector, and may end with possible publications, patents and help us to write research proposals to secure funding from the DOE and other agencies. NTU's research capabilities will expand in 2019 with the opening of the Wet Labs.



STAYING ON THE CUTTING EDGE OF TECHNOLOGY

CENTER FOR ADVANCED MANUFACTURING

NTU was awarded a \$3.5 million grant from the National Science Foundation to establish the NTU Center for Advanced Manufacturing. The funding ensures a solid foundation for the Center's future, whose focus will include enhancing education, fostering research, and stimulating economic development.

Halliday expects the Center will appeal to visiting researchers, which he hopes to leverage into increasing NTU's academic partners. Several universities have already made a commitment to collaborate with NTU, including: University of Nebraska's Mechanical and Materials Engineering department; the University of Utah's Multiscale Mechanics & Materials Laboratory; the Colorado School of Mines; and Montana Technological University. The Center has also collaborated with the University of New Mexico's Indigenous Design and Planning Institute through NTU's building information modeling program.

NTU's new Center's emphasis will be on 3D modeling and simulation, polymer and metal additive manufacturing, and advanced manufacturing post processing techniques, but it will also focus on materials testing and characterization, and metrology, or the science of measurement. NTU was awarded a \$1 million grant by the U.S. Department of Commerce with matching funds of \$1.5 million from the Navajo Nation to build a metrology and materials testing center within the Center, which Halliday plans to make a certifiable lab to assist in student learning.



Industrial Engineering majors Adriane Tenequer (left) and Lisa Willis (right) interned at Boeing Corporation's Metal AM Technologies.

The Navajo Nation's Division of Economic Development's commitment of \$1.5 million toward the Center hopes to generate 500 high-tech, high wage jobs in partnership with industries like Boeing Corporation's Metal AM Technologies in El Segundo, CA and other other partners.

NTU is also looking to bring in opportunities with companies such as Sigma Labs, LLC in Santa Fe, NM, Optomec, LLC in Albuquerque, NM, and V&M Global Solutions, LLC in Ojo Caliente, NM. The more collaborations, the more work opportunities NTU will be able to provide its graduates.

NTU HOSTS INAUGURAL NAVAJO NATION MAKER NATION

NTU created a buzz among fairgoers with its inaugural Maker Faire at the Navajo Nation Fair in Window Rock, AZ. The Maker Nation Faire intended to showcase the various creations of NTU's programs of study,

"Our goal was to not only highlight all the unique things going on with our programs at NTU, but to also let the public know that in many cases their interests align with what we're doing," explained Daniel Vandever, communications director at NTU. "Often times, the thought of higher education can be intimidating to people, but if they can see with their own eyes what we're doing and how it correlates to their interests, then they become a lot less hesitant."

A maker faire celebrates creativity and entrepreneurship by displaying various projects or innovations while promoting the art of creating through craft skills, engineering, art, and technology among a wide array interests. NTU's Maker Nation Faire featured a mechanical bull wired by electrical engineers, a compost soil demonstration for gardening by NTU's land grant program, and a trades program photo booth, where fairgoers could dress up as a student in one of NTU's trades programs. 3D printers were also on display by the Ke'yah Advanced Rural Manufacturing Alliance (KARMA) and a live demonstration was given on moccasin making and weaving.

Other features included a health screening by NTU's pre nursing program, a cut display by NTU's welding and carpentry programs, a homemade photovoltaic stand by the electrical engineering program, and presentation boards by NTU's veterinary technician program. NTU's IT program also helped connect the Maker Nation Faire tent with Internet, which allowed for NTU's radio station, 107.3 KCZY, to host a remote broadcast, and for KARMA's 3D printers to run a demonstration.

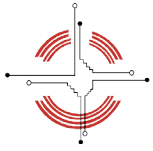


YOUTH CAMP PROMOTES 3D PRINTING, INCLUDES COMPETITION

The Key'ah Advanced Rural Manufacturing Alliance (KARMA) hosted their second annual 3D printing summer camp for Thoreau, Crownpoint, and Rehoboth middle school and high school students in hopes of cultivating youth innovation through 3D printing technology. The camps intends to introduce 3D printing technology to the next generation of innovators and to encourage young students to think about different careers paths in the industry of advance manufacturing. The introduction process included learning 3D modeling software and engaging in hands-on learning so students could familiarize themselves with the machines and technology.

Once the camp is over, the students then take the technology back to their schools where they work on a year-long project that has them design and create a 3D toy for Navajo Head Start (*pictured right*).





GROWING OUR INFRASTRUCTURE

This year has also seen a considerable amount of success in moving forward the campus development plans in both Crownpoint and Chinle. In Chinle a 6,000 square ft., six-classroom building was completed in the fall, although some utilities work still needs to be done before the end of the year. Infrastructure development was also underway. The foundation for a 20,000 square ft. academic building had been put in, beginning the construction of a 20,000 square ft. academic building. The first classroom building should be open for classes during the spring semester of the 2018-2019 school year. The larger classroom building is scheduled for completion during the summer of 2020.

The significance of this work is that the new buildings position the Chinle Instructional Site to become a full branch campus. A full campus, based upon the HLC definition, has all of the following attributes: It is permanent in nature. It offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, and is geographically apart and independent of the main campus of the institution. By becoming a full branch campus rather than an instructional site, NTU will be able to launch new programs at Chinle that will allow the campus to pursue a mission separate from that of the Crownpoint campus. This ability is currently limited and has not allowed Chinle to fulfill its potential.



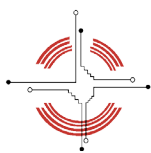
NTU's Chinle instructional site will see a 6,000 sq. ft. building (left) and a 20,000 sq. ft. building (above) go up in the next two years. The instructional building will open in spring 2019.



NTU ONLINE COURSE DELIVERY RECOGNIZED

NTU's E Learning program continued to make strides toward establishing itself as a premier online course delivery provider. NTU was named the 4th best online college in New Mexico, earning its spot due to its exceptional quality, academic excellence, and devotion to non-traditional learning. The program has retained members to the National Council for State Authorization Reciprocity Agreements, which allows NTU to deliver its online courses anywhere in the nation without having to get state-by-state approval to deliver our online courses.

We have many challenges and obstacles, but it's the challenges that help us improve and make our environment better. The chart shows how the pass rate for online courses is improving. Our goal is to reach 80 percent pass rate by ensuring the online students have all the support and resources they need to be successful online learners.



STUDENTS EXCELLING



SKILLSUSA STUDENT CONFERENCE

Construction Technology major Darian Edsitty of Nashitti, NM was awarded the Fine Homebuilding #KeepCraftAlive and SkillsUSA Scholarship Award! This scholarship was designed to encourage certification or college/postsecondary study in construction related industries and enable you to pursue your passion in keeping craftsmanship alive for future generations. Darian was recognized at the National Skills and Leadership Conference in Kentucky in June at a special scholarship reception. He also competed in the Plumbing competition after he took gold at the state competition in April. Fifteen NTU students earned a gold medal at the state competition, five earned a silver medal, and three took bronze. NTU did not medal at the national competition, but student Lorena Geisbrecht was elected as a national SkillsUSA officer.

AMERICAN HIGHER EDUCATION CONSORTIUM

NTU competed against 36 other TCU's at the AIHEC student conference in Bismarck, ND. NTU students received recognition in 10 categories. The most decorated of the NTU students was Keanu Jones of Grand Falls, AZ., who placed third in the men's archery individual category (1st as a team), while also winning a writing contest and the film festival. Jones's animation talents also played a role in NTU's One Act Play, which took first out of five plays. Computer Science major Tex Etsitty took first place for a hypothetical entrepreneurial website he designed that featured an IT company that specialized in computer security. Etsitty was also recognized in the AIHEC Art Competition. For the first time in five years NTU placed in the AIHEC business bowl. The business bowl required students to buzz in to answer questions in the categories of marketing, management, accounting, personal finance, and economics. NTU also placed third in volleyball competition, while Advanced Manufacturing major Lennie Reynolds placed third for his Science Oral presentation, "Precision Measurement and Quality Control of Ultra-small Dimension Products Using Laser Light."



RODEO TEAM FINDING ITS RHYTHM

The NTU rodeo team found stability under coach Nicole Pino and placed three cowboys in the top ten standings of the National Intercollegiate Rodeo Association's Grand Canyon Region's year end rankings. Steer Wrestler Jared Pino nearly missed the finals rodeo as a top five finisher, while ropers Jay Becenti and Shawn Murphy rounded up the top ten in their respective divisions.

Pino currently sits in fifth place for the 2018-2019 season, while Jay Becenti is in third as a header. Header Nolan Burnside (13th) and heeler Kyra Capitan (13th) are also positioned for a strong finish in 2019.



NTU ARCHER SHOTS HIS WAY TO ALL AMERICAN

In the spring, the NTU Archery team traveled to Clinton, MS for the 2018 U.S. Intercollegiate Archery Championship (Outdoor Nationals) hosted by Mississippi College. NTU earned two Silver medals and New Media major Keanu Jones was named an All-American.

The Basic Bow Men's team of Seth Dennison, Maverick Ruballos and Keanu Jones fell short in the Gold medal match (0-6) against #2 University of Pikeville (KY). Although Jones also come up short in the championship round, he bested C. Hall of Blue Mountain College and T. Cahall of Hockings College to finish second.

NTU's current team is operating under coach Martin Perry.



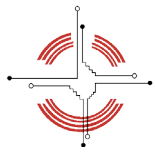
ENVIRONMENTAL SCIENCE MAJOR BECOMES NTU'S FIRST CROSS COUNTRY ALL AMERICAN

Environmental Science and Natural Resources major Clifford Andersen finished 12th at the United States Collegiate Athletic Association's national cross country meet, earning second team All American accolades. Andersen's stellar race contributed to an 11th place finish for the Skyhawks, the highest in team history.

"They trained hard," stated first year cross country coach Leonard Lee of Shiprock, NM. "The whole point was to have confidence, believe in themselves, and to cross the finish line. They're coachable, which is what I like. That's every coach's dream."

The training implemented by Coach Lee paid off for the Skyhawks team, who had each of their runners' place in the top 100. Lee saw a growth in the team as the season progressed, and running sprints and hills became easy. Coach Lee's encouragement helped with the mental aspect of running, especially for Andersen. Although he missed the initial meet of the season at Diné College, Andersen made a steady improvement with each week beginning with the Tom Strandt Memorial at Fort Lewis College. He finished 27th overall at the race with a time of 32:00:00 before finishing 11th at the Embry-Riddle Meet in Prescott, AZ with a time of 31:24.00. Things really started to turn for Andersen in October when he won NTU's home invitational, and then he placed 27th at the Redhawk Classic Invite in Mesa, AZ with a time of 30:24.3.

"The most important thing I learned in this whole process is to believe in myself more," explained Andersen, who earned his Bachelor of Science degree in December. "[This race] represents all the hard work I put in during the season. If you put in hard work, it will show, and that's what coach was trying to teach us."



COMMUNITY CENTERED APPROACH TO EDUCATION

GARDENING PROJECT

NTU’s land grant program offered free gardening workshops in the summer, fall, and winter seasons for community members in order to increase the knowledge base about healthy and culturally appropriate food produced through ecologically sound methods. Participation was free and open to NTU’s campus community and the general public.

“Our focus for the gardening workshops is to answer questions and equip our participants to grow whatever and however they want. Our aim is to meet participants where they are and support their efforts,” said Hallie Casey, horticulture specialist for NTU’s land grant program. “Often times, this means working with folks to restore their family’s land or provide healthier food options for their family. We are thrilled to be able to support individuals passionate about nourishing their land and bodies.”

Workshop topics covered included:

- Composting
- Rainwater Harvesting
- Trees
- Harvesting
- Seed Saving
- Make a Pea Trellis
- Indoor Plants
- Plant Propagation
- Cool Weather Crops (Cooking Demo)
- Tree Care Maintenance



Student Leighton Garcia of Many Farms, AZ harvests jalapenos during a harvesting workshop at NTU.



Horticulturalist Hallie Casey explains the best way to harvest green beans during a gardening workshop lecture.



Juanita Yazzie two steps with NTU employee Daniel Vandever during “Elders on Campus” day. The local Elders Center shadowed students, ate lunch with NTU Child Care, and were interviewed on NTU’s radio station.



Tutors and mentors from NTU’s Student Success Center helped host STEM Day on campus with NM MESA, Inc. NM MESA is a pre college program that prepares students for careers in math, engineering, science, or related fields.



NTU’s Land Grant program gave birth to over ten lambs in the spring. The lambs are the start to a flock that NTU hopes can supplement the university’s Ram Lease program. The Ram Lease program is intended to improve regional herd health.



SOLAR PANEL WORKSHOP

In April, NTU hosted a solar panel workshop that sought to introduce the local community to the basics of electricity in regard to voltage, current, and power. NTU Electrical Engineering major Darrick Lee explained how to wire a simple solar energy circuit as well as the safety concern involved with working with electricity. NTU's Energy Systems program that worked with community members in wiring their own solar energy circuit that they were allowed to take home.

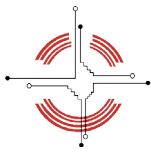
NTU's Energy Systems program recently became a member of the Center for Renewable Energy Advanced Technical Education (CREATE). Member schools of CREATE include institutions like Central Carolina Community College, Madison Area Technical College, and Shoreline Community College. Each help provide support to NTU's program in order to increase intellectual merit and access to resources.



Chapter house officials from the Eastern Agency were invited to NTU's main campus in Crownpoint to tour programs, brainstorm collaborations, and discuss shared resources. The tours were arranged to bridge community relations.

Attention has been made to engage alumni. An annual Alumni Series has been developed with former students Dwight Carlston and Malanie Begay participated after earning their master degrees from the University of Georgia.

NTU's Safeguarding Natural Heritage Youth Camp returned over the summer to introduce kids to Veterinary Sciences, Environmental Sciences, Plant Sciences, Animal Sciences, Natural Resources, Wildlife Biology, and Agriculture.



PROJECT SUCCESS: REFOCUSING OUR EFFORTS

NTU is facing a number of challenges that have impacted enrollment and student learning outcomes. Some long-term programs are in place to address these cases, but more work needs to be done to move beyond the barriers they represent. NTU has joined Achieving the Dream to help with this effort.

ACHIEVING THE DREAM

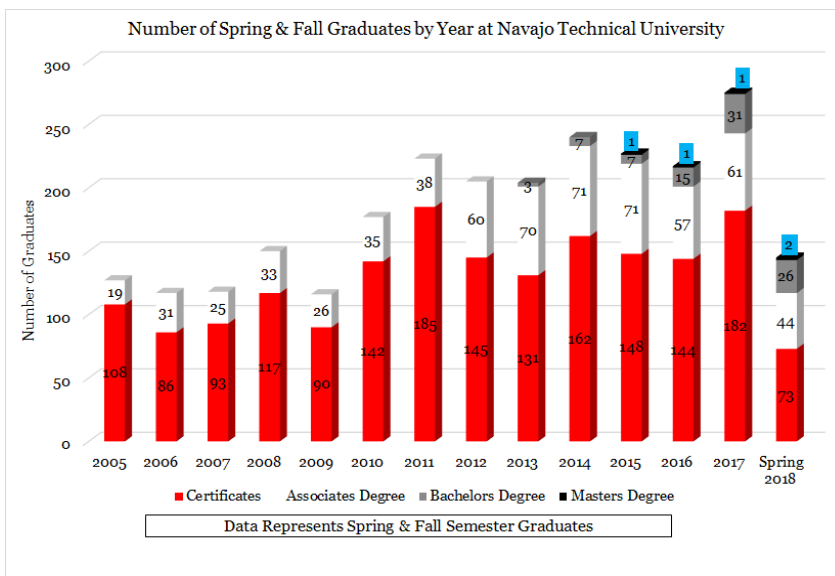
Over the past few years, data trends revealed that more students were stopping out of college, and less students were graduating on time. To address this problem, NTU joined Achieving the Dream (ATD), a network of more than 220 colleges in 39 states dedicated to improving student success. As a Network Institution, NTU has begun to implement, align, and scale cutting edge reforms, while working with ATD coaches to build institutional capacity, and connect with peers to foster learning and share information.

“The strength of local and regional economies, our ability to rebuild the middle class, and the possibility that a new generation will achieve their goals depends on community colleges,” said Dr. Karen A. Stout, president and CEO of Achieving the Dream. “Colleges that join the ATD Network show an exceptional commitment to becoming the kind of institution that will lead the nation into the future.”

ATD offers a capacity-building framework and companion self-assessment that allow colleges to pinpoint strengths and areas for improvement across seven institutional capacities in areas such as leadership and vision, teaching and learning, and data and technology. With the capacity framework as a guide, ATD’s approach integrates and aligns existing college success efforts and offers valuable support in preparing for accreditation, fostering conversation about goals, and making bold, holistic institution-wide changes because initiatives that don’t reach most of a college’s student body have not shown strong results.

ATD Network colleges report data using metrics that answer critical questions about who attends college, who succeeds in and after college and how college is financed. To advance goals of social mobility and equity, the metrics provide information on how low income and other underserved students fare. These metrics are categorized into performance metrics, efficiency metrics and equity metrics at points during the student experience from access through post-college outcomes.

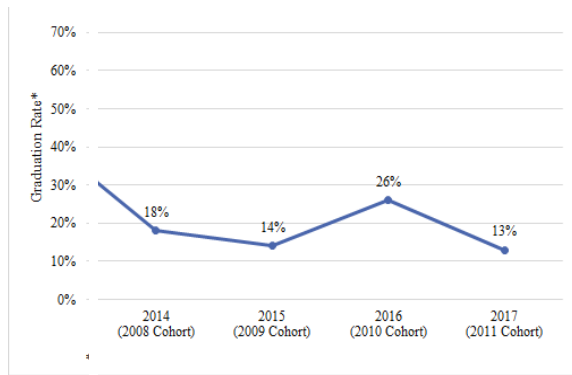
The next several pages detail efforts associated with Achieving the Dream and how NTU is attempting to address issues it is facing in regards to persistence, retention, and graduation rates.



Since 2015, NTU has doubled the amount of students graduating with a baccalaureate degree each year. Fall numbers have yet to be confirmed, but twenty six students earned a baccalaureate degree in spring 2018.

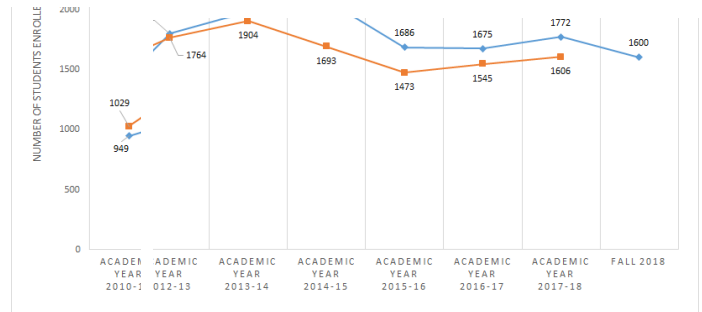
ADDRESSING AN ALARMING CONCERN INVOLVING GRADUATION AND RETENTION RATES

Navajo Technical University's Graduation Rate



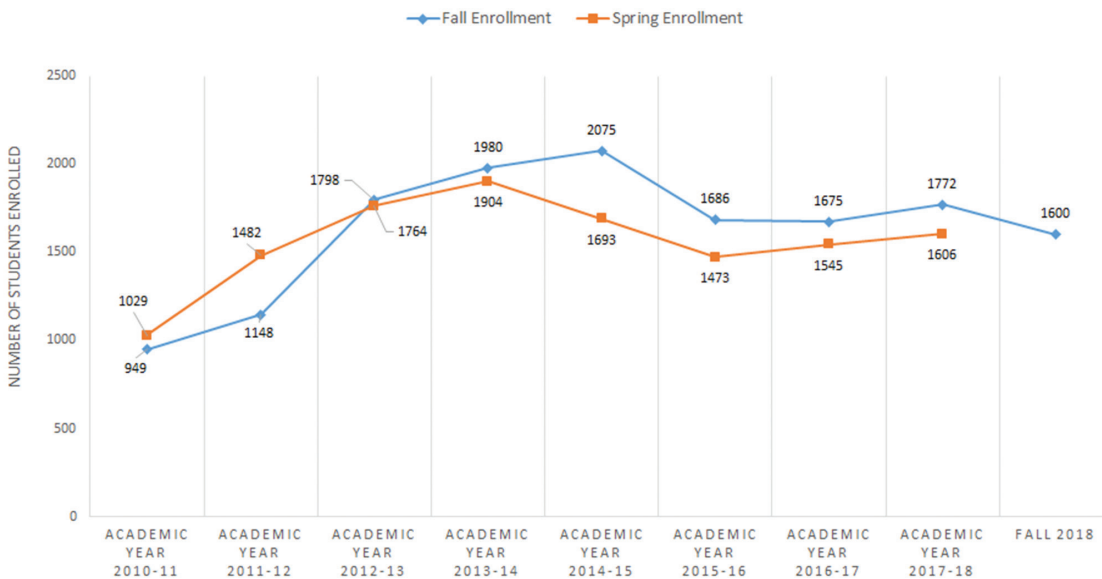
NTU's graduation rate has been on a downward trend since it made a transition into university status. The graduation rate is calculated at 150%.

Retention of First-Time, Degree-Seeking Students at Navajo Technical University 2013-2017



While NTU's graduation rate has been in decline, retention rates have stabilized. Initiatives like Achieving the Dream have helped.

NAVAJO TECHNICAL UNIVERSITY ENROLLMENT TREND



NTU's retention rate has had a negative impact on NTU's enrollment over the last four years, which has caused a downward trend. While enrollment did stagnate for the last three years, there was a drastic decrease in enrollment in fall 2018. University officials investigated into the matter and found that the university was experiencing problems with onboarding and advising, and many students were experiencing financial hardships that prevented them from attending class.



REVISIONS OF GENERAL EDUCATION

A number of years have passed since NTU revised its approach to General Education. Changes in the New Mexico higher education core course transfer curriculum and the common course numbering system has led to updates in the General Education curriculum. Work completed this year includes:

- A new program design that prioritizes application levels of understanding and incorporates skills rubrics mandated by the New Mexico Higher Education Department and establishes common syllabi for GenEd courses.
- Completion of a Math Department proto-type proposal for MTH 121, College Algebra, so that course includes new skills emphases based on the new General Education design.
- Information workflows have been streamlined for gathering student learning data and summarizing that information for analysis by faculty.
- The presentation to the faculty of the rollout of the new General Education design by the members of the General Education at Spring Convocation 2019 has been organized.

“MAKING IT TO THE FINISH LINE” PROGRAMS

Serving at an open enrollment institution can be difficult. According to the National Center for Education Statistics, the graduation rate for 4-year post secondary institutions with an open admissions policy is 32 percent, while those seeking a two-year degree have a graduation rate of 24 percent. To better assist students, NTU developed several programs designed to help students graduate within 150% (1.5 years for a certificate, 3 years for an associate degree, and 6 years for a baccalaureate).

NTU’s “Making it to the Finish Line” programs embrace a broad spectrum of strategies that include developmental education redesign with our Math Quantway program, retention and support services with our Emergency Aid program, and workforce development and career pathways with our Paid Internship program. Programs have also been developed to help students who experience unexpected financial and programs that utilize software to improve student financial literacy.

Emergency Aid

- The Emergency Aid program assists students at risk of dropping out of college due to unexpected financial emergencies.
- To be eligible, students must be enrolled full time, have a student email account, provide documentation of the financial emergency, such as an invoice/quote or a bill.
- Eligible students may be awarded up to \$1,000 based on need.

ELIGIBLE EXPENSES

- Child Care
- Food/Meals
- Gas
- Housing/Rent
- Medical/Dental Expenses
- Personal Automobile Expenses
- Public Transportation
- Utilities

INELIGIBLE EXPENSES

- Books
- Entertainment Expenses
- Fees
- Tobacco/Alcohol
- Tuition
- Other Non-Emergency Type of Expenses

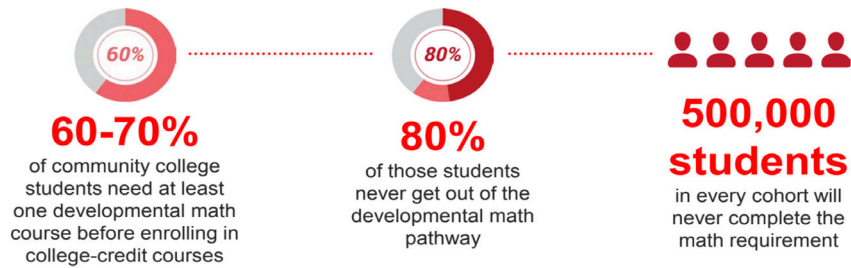


SPRING/SUMMER 2018	Emergency Aid Awards	Students who Received Emergency Aid Awards	Average Emergency Aid Award	Capacity Building Funds Spent	Retention Rate
YOUR COLLEGE	\$5,637	19	\$297	\$2,429	89%*
ALL PROJECT SUCCESS COLLEGES (40)	\$318,183	713	\$466	\$122,079	85%

FALL 2017 YOUR COLLEGE	\$11,300	19	\$595	\$5,869	89%
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Math Quantway

- A learning pathway for developmental math as an alternative to the traditional remedial algebra sequence. It is intended to develop quantitatively literate students.
- Instead of taking MTH 98 and MTH 113, both courses are combined into a MTH 114 course.



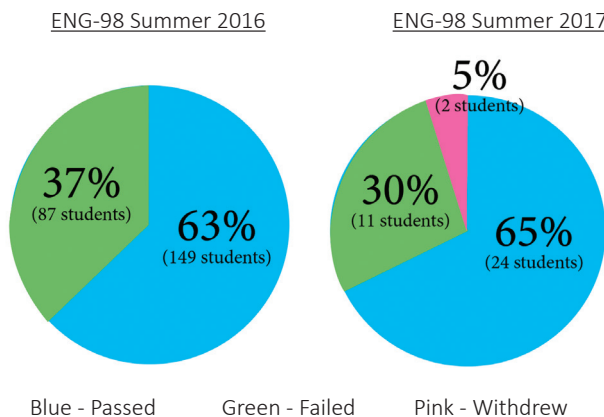
“Statway and Quantway: Transforming Mathematics Teaching and Learning with Drastic Results.” - Carnegie Foundation



The key element to all of NTU’s “Making it to the Finish Line” programs is student support services. Resources like NTU’s Nitsáhákees Beeʼanoséét Student Success Center are essential to keeping the programs running. If students are being asked to take on a full-time course load, they must be provided educational support to help with their increased workload. If students pursue a paid internship, they must be provided proper career guidance in order to obtain a valuable experience. Student support services are critical to each program.

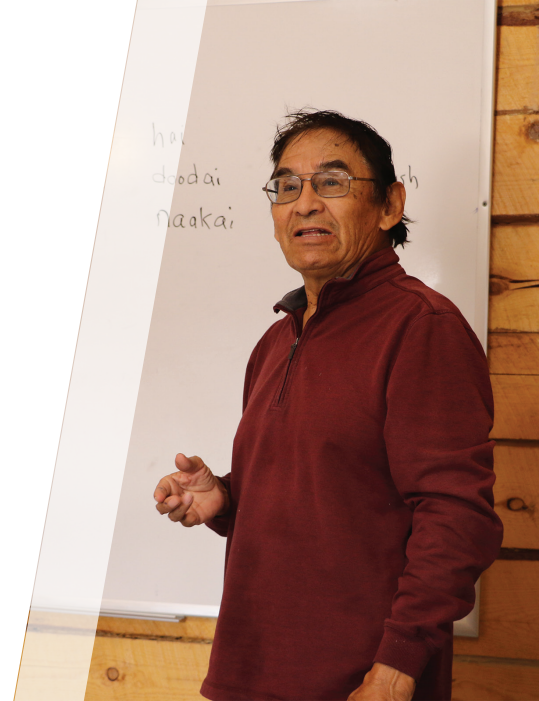
Summer Tuition Waiver Program

- Tuition waiver for students who enroll and complete ENG-98, MTH-98, and/or IS-90 in the summer semester



“15-to-Finish”

- National data shows that students who take a course load of 15 credits or more often times have more academic success while finishing a degree on time.
- Finishing a degree faster means more students will complete their education at a lower cost and will be less likely to leave school with student debt.
- NTU has announced a full time flat rate fee of \$855. The impact is as follows:
 - **1-11 credit hours** = charged the same \$71.25 per credit hour
Example 1: Student registered for 11 credit hours = $\$71.25 \times 11 = \783.75 (Based on credit hours).
 - **12-15 credit hours** = \$855 flat rate (*potential to save \$213.75*)
 - **16+ credit hours** = charged at \$71.25 times the number of additional hours.
Example 2: Student Registered for 18 credit hours will be charged = $\$855 + \$213.75 (3 \times \$71.25) = \$1,068.75$ (*potential to save \$213.75*).



Paid Internship

- Aids in students’ successful trajectory, while providing students with meaningful work experience.
- Internships are directly related to the students’ major and/or career goals.
- Students must be at least halfway through their degree checklist and maintain a GPA of 3.0 or above. The program takes into account students’ unique circumstances if eligibility requirements are not strictly met. Students can only participate in the paid internship for two semesters



SPRING/SUMMER 2018	Number of Internships	Average Hours per Internship	Average Hourly Wage	Wages Paid	Transportation Paid	Capacity Building Funds Spent	Registered for Next Semester or Graduated
YOUR COLLEGE	23	120	\$9.91	\$27,274	\$0	\$5,508	100%
ALL PROJECT SUCCESS COLLEGES (37)	476	128	\$11.06	\$678,462	\$8,687	\$265,783	83%

Note: The data in this table reflects 36 of the 37 participating colleges.

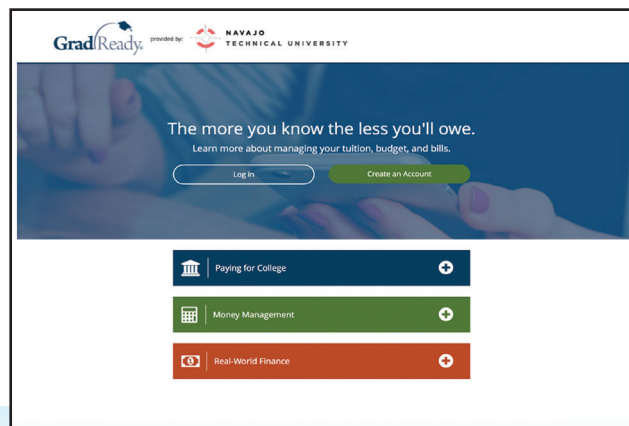


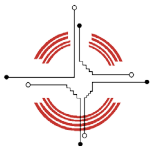
Student Payback Plan

- An opportunity for students that owe between \$300-\$10,000 to work off their debt
- Students work with a department on campus
- An incentive is offered after successful completion of hours
- students are required to go through a training.
- 86 students are enrolled, 16 completed the plan and no longer have a bill.

Grad Ready

- An online tool to help students learn about money management and budgeting.
- Students receive personalized, behavior-changing money management education that helps curb delinquency and default





FINANCIALS STATUS OF THE UNIVERSITY

		Navajo Technical University Financial Overview Annual Report - 2018			
		Unaudited 2018	Audited 2017	2016	2015
STATEMENT OF REVENUES, EXPENSES & CHANGES IN NET POSITION					
###					
Revenues					
Tuition & Fees (Less Scholarship Allowance)	\$	250,000	(155,446)	\$ 550	\$ 1,096,576
Other Operating Revenues		3,015,231	2,961,655	2,765,699	2,645,281
Grants & Contracts		26,130,949	25,525,113	30,088,528	27,561,863
Interest Income		27,301	281	2,903	3,719
Total Revenues	\$	<u>29,423,481</u>	<u>28,331,603</u>	<u>\$ 32,857,680</u>	<u>\$ 31,307,439</u>
Operating Expenses		<u>29,344,477</u>	<u>26,758,453</u>	<u>26,685,744</u>	<u>28,080,954</u>
Change in Net Assets	\$	<u>79,004</u>	<u>1,573,150</u>	<u>\$ 6,171,936</u>	<u>\$ 3,226,485</u>
BALANCE SHEET					
Current Assets					
Cash	\$	7,294,421	7,804,828	\$ 5,825,498	\$ 4,345,170
Grant Receivable		3,126,531	4,662,283	5,914,345	3,422,356
Other Current Assets		2,618,026	2,642,105	3,031,290	3,333,008
Total Current Assets	\$	<u>13,038,978</u>	<u>15,109,216</u>	<u>\$ 14,771,133</u>	<u>\$ 11,100,534</u>
Noncurrent Assets					
Restricted Cash		6,347,722	4,588,736	4,588,456	4,585,552
Capital Assets, Net		25,047,986	25,076,879	25,857,737	21,339,885
Total Noncurrent Assets	\$	<u>31,395,708</u>	<u>29,665,615</u>	<u>\$ 30,446,193</u>	<u>\$ 25,925,437</u>
Total Assets	\$	<u>44,434,686</u>	<u>44,774,831</u>	<u>\$ 45,217,326</u>	<u>\$ 37,025,971</u>
Liabilities & Net Assets					
Accounts Payable	\$	475,000	730,077	\$ 1,333,358	\$ 1,361,703
Deferred Revenue		1,874,698	3,750,928	4,726,304	2,324,714
Other Current Liabilities		1,250,000	1,267,934	1,704,922	1,087,357
Total Liabilities	\$	<u>3,599,698</u>	<u>5,748,939</u>	<u>\$ 7,764,584</u>	<u>\$ 4,773,774</u>
Net Assets					
Invested in Capital Assets	\$	25,047,986	25,076,880	\$ 25,857,737	\$ 21,339,885
Restricted for Endowment		6,347,722	4,588,736	4,585,552	4,583,914
Unrestricted		9,439,280	9,360,276	7,009,453	6,328,398
Total Net Assets	\$	<u>40,834,988</u>	<u>39,025,892</u>	<u>\$ 37,452,742</u>	<u>\$ 32,252,197</u>
Total Liabilities & Net Assets	\$	<u>44,434,686</u>	<u>44,774,831</u>	<u>\$ 45,217,326</u>	<u>\$ 37,025,971</u>
Days Cash on Hand		99	118	87	62



TEAMING UP TO FUND STUDENTS

NTU held a special ceremony for Department Manager of the Office of Scholarship & Financial Assistance Rose Graham after she helped with an agreement that would commit \$2,500 per semester to fund up to 100 full-time enrolled scholars pursuing a bachelor degree in any of NTU's eleven bachelor degree programs.

The agreement also provides \$2,500 per semester to fund up to 30 full-time students in the certificate programs in Law Enforcement and Legal Assistant, and the associate degree program in Law Advocate. An additional \$5,000 will be provided to fund up to 10 full-time graduate students seeking a Master of Arts in Diné Culture, Language, and Leadership.