

Diné College - AZ

HLC ID 1729

STANDARD PATHWAY: Reaffirmation Review

Visit Date: 10/22/2018

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Context and Nature of Review

Visit Date

10/22/2018

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

- Shiprock, NM
- Federal Compliance 2018

Institutional Context

The purpose of the October 22-23, 2018 HLC Site Visit was to conduct a Standard Pathway 10-year Comprehensive Evaluation of Diné College. The Comprehensive Evaluation includes a Federal Compliance Review, a Visit to the branch campus in Shiprock, New Mexico, and two embedded reports.

History

Diné is the first tribal college in the United States. It is a non-profit, postsecondary educational institution that was chartered in 1968 by the Navajo Nation Council for the purpose of providing educational opportunities to the Navajo people and others in areas important to the economic and social development of the Navajo Nation. The full authority and control of Diné, and responsibility for accomplishment of its purposes is delegated to a Board of Regents.

In 1997, the College's name was changed from Navajo Community College to Diné College. The College achieved candidacy in 1972, and initial accreditation in 1976. In 2018, Diné celebrated its 50th Anniversary of providing quality education to the Navajo Nation and surrounding community. Currently, Diné is accredited to offer 8 Certificates, 20 Associate Degrees, and 9 Baccalaureate Degrees. The College offers a limited number of courses through distance education (i.e., ITV and the Blackboard LMS) to and from four additional site locations. A branch

campus is located in Shiprock, New Mexico, three additional sites are located in Arizona, and one additional site is located in New Mexico.

Unique Aspects and Embedded Reports

There were no unique aspects to the Comprehensive Evaluation. However, during the 2015 review the HLC Site Visit Team requested embedded reports during be conducted during the 2018 Standard Pathway Comprehensive Evaluation as follows:

1. Effective planning to improve student retention and persistence and completion rates. The report should provide clear evidence of the following: (1) That the institution has established a system for the collection and analysis of data pertaining to student persistence, retention and graduation; (2) That the data is being employed to make improvements in the institution's instructional programs and student support services; (3) That the activities and initiatives enumerated in the Five-Year Action Plan have been enacted and that the Plan has undergone periodic review and, where appropriate, revision.
2. Learning Outcomes Assessment. The report should provide evidence of the following: (1) That the institution's learning outcomes assessment includes clearly stated learning outcomes at the institutional, program and course level; (2) That these outcomes are linked to well defined assessment procedures; (3) That assessment data are being collected, reviewed and employed for the purposes of improvement on a systematic basis; and (4) That the first round/cycle of academic program review has been started and that information deriving from the reviews is being evaluated systematically within the College.
3. Embedded monitoring is to be addressed by the institution in the applicable core components of its Assurance Argument. The review team is to ascertain whether the institution has satisfactorily addressed the monitoring issue(s) and will document its findings in the conclusion section of the team report.

As noted, this 10-year Comprehensive Evaluation also includes a multi-campus visit to the Shiprock Branch Campus in New Mexico and a Federal Compliance Review.

Interactions with Constituencies

The HLC Site Visit Team met with the following individuals and committees:

- Board of Regents (4)
- President and Chief Executive Officer
- Provost and Chief Academic Officer
- Executive Team
- Vice President of Finance
- Vice President of Student Affairs
- Vice President of External Affairs
- Vice President of Student Success
- Chief Financial Officer
- Academic Deans (4)
- Academic Standards Committee (5)
- Advertising Data Specialist
- Alumni Relations
- Assistant to the VP of Student Affairs
- Association Officers (3)
- Bookstore Staff (2)

- Chair, Academic Standards Committee
- Computer Tech (2)
- Communications Manager – Shiprock
- Construction Projects Director
- Counselors (2)
- Controller
- Custodians (2)
- Dean of Academic Affairs
- Diné Policy Institute (2)
- Director of Assessment
- Director of Career Advancement
- Director of Diné Policy Institute
- Director of Enrollment
- Director of Human Relations
- Director of Marketing
- Director of Office of Institutional Planning and Reporting
- Dual Credit Coordinator
- Distance Education Committee (4)
- Faculty (12)
- Faculty Association Officers (3)
- Faculty Association Secretary
- Faculty Association President
- Financial Aid Staff (2)
- First Year Experience Coordinator
- Human Resource Director
- Human Resource Staff (1)
- Institutional Planning and Reporting
- IRB Committee (3)
- IT Director
- IT Operation Manager
- Library Staff (3)
- Maintenance Director
- Marketing and Communications (2)
- Office of External Affairs
- Office of Institutional Effectiveness
- Radio Marketing
- Records and Admission (2)
- Recruitment Staff (2)
- Registrar
- Retention and Advising
- Sexual Assault Campus Resistance Education, Research Coordinator
- Shiprock Branch Campus Director
- SLC Chair
- Staff (9)
- Strategic Planning Committee
- Student Affairs
- Student Learning Committee
- Student Life and Leadership
- Student Outreach Services / Counselor
- Student Recruiting

- Students (12)
- Transfer and Career Specialist

Additional Documents

In addition to the materials provided as evidence for Diné College's Assurance Argument, the Team also reviewed the following documents:

- AIHEC AIMS Data Report 2017
- AIHEC Student Conference Report 2018
- Artifacts - Program Assessment Documents (8)
- Artifacts - Class Assessment (4)
- Board Orientation Packet
- Degree Student Learning Assessment Schedule 2017-2021
- Diné College Orientation Packet
- General Catalog 2017-2019
- Levels of Assessment Schedule 2017-2021
- Minutes: Committee, Board of Regents, Student Organizations – most recent three months for each
- Policy: Credit Hours Outside Study Time – Fall 2018
- Syllabi Fall 18 (25)
- Syllabi Fall 18 – General Education Classes (6)
- Syllabi Template Fall 2018

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Evidence

Diné's Mission Statement is clearly articulated and easy to understand. It was most recently revised in 2012 through an inclusive, college-wide process that was spearheaded by the Planning and Accreditation Committee and included faculty, staff, students, administrators, and community members and ultimately adopted by the Board of Regents in 2013. Administrators and the Board annually review and use the Mission Statement to align academic offerings, student support services, planning, budgeting, marketing, and curriculum or program changes.

As stated on the college website and in hard copy documents, the mission statement reads as follows:

Rooted in Diné language and culture, our mission is to advance quality post-secondary student learning and development to ensure the well-being of the Diné People.

The deep roots of this Mission Statement and preservation of the Navajo history, culture, and language are displayed on Diné's website, in learning objectives reviewed for several classes, in seminar and conference presentations, in continuing education classes, and in Navajo cultural and language classes. Part of the training for new employees includes an orientation and understanding of the Mission Statement as well as ongoing on-site meetings that focus on Navajo cultural and language events. Staff, faculty, and students frequently converse in the Navajo language and actively participate in Navajo ceremonies and training events sponsored onsite. This is understandable in that approximately 98% of Diné's student population is Native American.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Evidence

Diné College was established in 1968 as the first tribally-controlled community college in the United States. In creating an institution of higher education, the Navajo Nation sought to encourage Navajo youth to become contributing members of the Navajo Nation and the world society. As evidenced, Diné actively fulfills its Mission Statement by offering 9 bachelor degrees, 20 associate degrees, and 8 certificates gauged to promote the well-being of the Diné People.

Diné's Mission Statement, Purpose, Vision, College Principles, College Values, and Strategic Goals (2017-2021) are readily available on the college website, in the Diné College General Catalog 2017-2019, in the 2017 Annual Report, in policy and procedure handbooks, and available through other hard copy publications. The Mission Statement is included in recruitment and marketing materials readily available on Diné's website and in hard copy format. Similarly, Diné prominently displays the Mission Statement and Core Values at various locations throughout the main campus and additional site locations.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Evidence

The educational philosophy of Diné College not only serves to preserve traditional Diné language, history, and culture, but also serves to prepare students for employment in a multi-cultural and globally competitive world. In addition, the concept of respect is deeply rooted in the values of Diné concept of "*Il idli*." This Diné philosophy and culture includes and supports diversity of all people.

The 2016 AIMS AKIS Tribal Colleges report reveals Diné College not only supports members of the Navajo Tribe, but also supports tribal members from eight (8) different Native American tribes located on or near the Navajo Reservation. Even within the Navajo Tribe there is diversity in that there are four different clans that are geographically diverse and scattered across 23,000 square miles that span two states. In addition, IPEDS data reveals Diné serves a 1.7% population of non-native students.

Furthermore, the college catalog includes a statement of nondiscrimination and a policy for equal opportunity in employment and enrollment. Diné also is a member of organizations such as the American Indian Higher Education Consortium (AIHEC) and the American Indian Science and Engineering Society (AISES), both of which are national in scope and serve to enhance leadership and diversity. For example, AIHEC's website confirms that the organization "serves students from well more than 230 federally recognized Indian tribes." As a member of AIHEC, Diné students and employees are able to attend the annual conferences, meet members of other tribes, and showcase the Diné philosophy, culture, and tradition during presentations and poster exhibits.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Evidence

Diné's Mission Statement is to provide an educational platform that preserves the Diné culture, philosophy, language, and way of life. Conversations with Diné employees and a review of Board of Regents and Diné committee minutes confirm Diné's commitment to achieving its Mission Statement and to creating an appropriate synergy within the political and social structures of the Navajo Nation. During onsite meetings, Diné's President and the Board of Regents provided examples of the College's deep connection to the Navajo people and commitment to the Diné way of life. In addition, conversations with faculty and staff during onsite meetings further evidenced the College actively creates community and business partnerships that serve to preserve the Diné philosophy, culture, language, and way of life.

The Assurance Report included demographic data from a 2006 Environmental Scan based, in part, on the 2000 census. This data provides valuable insight related to the needs of the many Navajo Chapters served. Although this data is twelve years old, it provides a solid foundation for understanding of the many challenges that face the Navajo Nation. Once the 2020 census is completed, Diné will be positioned to conduct longitudinal analysis of that demographic data set.

Diné provided evidence of close working relationships with local high schools by regular school visits and offering dual credit classes that bridge the gap between high school and college. Similarly, Diné closely collaborates with elementary, middle, and high schools to better facilitate learning at all levels of the educational spectrum. For example, the Navajo School Superintendent regularly discusses the needs of the 31 BIA operated reservation schools and is a member of Diné College's Board of Regents. These and other such partnerships have resulted in year-after-year growth of Diné's Bachelor of Arts in Elementary Education program.

Similarly, Diné's Policy Institute is actively engaged with the community. For example, the Institute assists in the GED program and frequently offers continuing education opportunities dedicated to helping tribal organizations and improving conditions for the Navajo Nation. The College provided evidence of the Institute's community commitment and engagement through links to reports that

included understanding the Navajo culture, the informal economy, health initiatives, and political actions that affect the Diné way of life. In addition, publicly distributed posters at Shiprock and the main campus relating to the "food sovereignty" further evidenced active community involvement by the Policy."

Diné actively solicits guidance and direction from various college advisory groups. Because the Navajo Reservation is a tribal community, tribal members are close, often related, and see each other on a daily basis. The close community ties further serve to generate greater understanding and commitment to Diné principles, philosophy, culture, and way of life.

The College does not generate fiscal income for other organizations as evidenced in the Diné fiscal audit. Additionally, the President provided evidence of significant support from the Tribe in the form of a potential allocation of \$30M in funds from the Navajo Tribe for creation of an educational endowment. In addition, the Shiprock branch campus is actively involved in passage of a GEO Bond initiative that would fund a new math and science building.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Evidence

Diné's Assurance Report, documents, and information gleaned from the HLC Team Site Visit sufficiently evidence Diné's Mission Statement is publicly disseminated on the College website and is published in the college catalog, faculty handbooks, and other hard copy documents. Sufficient evidence exists to conclude the Mission Statement, Vision, Principles, Values, and goals are broadly understood within the institution and serves to guide marketing, planning, class offerings and operations that evidence diversity and commitment to the public good. Accordingly, the Site Visit Team concludes Diné College has a strong grasp on its Mission, Vision, Principles, and Values.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Evidence

Conversations with Diné staff, faculty and employees as well as Diné's Assurance Argument evidence achievement of Diné's Mission Statement and commitment to providing quality education that serves to preserve traditional Diné philosophy, culture, and values. These conversations and documents further evidence Diné policies, procedures, and platforms serve to ensure integrity and ethical behavior on behalf of students and Diné employees. Numerous documents such as the college catalog, faculty handbook, and student handbook also evidence Diné's commitment to integrity and ethical behavior.

Other policies, such as the Personnel Policies and Procedures Manual, the Student Conduct Code and, and Title 10 of the Navajo Nation Code, demonstrate the establishment, publication, and dissemination of ethical and fair policies and procedures. For example, Diné employees and Board Members are required to attend ethics training each year. Faculty are required to include statements addressing plagiarism, copyright and ADA guidelines in course syllabi. In addition, site visit meetings with students and the HLC student survey further confirm that no issues were raised regarding fair and ethical treatment of employees, students, or community members during the HLC comprehensive visit.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Evidence

Diné clearly and completely presents itself to students and the public. For example, Diné displays Student Consumer Information such as financial aid, fees, tuition, cost of attendance, and a net price calculator on its website and in the College catalog. The College website and catalog also contain program requirements, class descriptions, enrollment information, faculty and staff listings, and accreditation listings. In addition, Diné displays educational credentials for faculty and staff on the college website and in the college catalog. Similarly, the accrediting relationship with HLC is prominently displayed on the bottom of Diné's homepage, several other website pages, and in the college catalog.

Requirements for admission to the College are clearly stated in both the catalog and on the college website. As a tribal college, the admission requirements require copies of an official Certificate of Indian Blood or enrollment card, official high school transcript, and transcripts from accredited colleges previously attended.

The college website and catalog reveal Diné is chartered as a nonprofit educational institution under Title X, Chapter 19 of the Navajo Nation Code. Furthermore, a review of Board meeting minutes reveals an actively engaged Board of Regents that provides oversight and direction for Diné College.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Evidence

An eight-member Board of Regents provides guidance and oversight for Diné College. Five of the Board Members are appointed on staggered, six-year terms and represent the Central, Eastern, Fort Defiance, Western, and Northern regions of the 23,000 square mile Navajo Reservation. The additional three members are representatives from the Navajo Nation Department of Diné, the Student Body President, and the Health, Education, and Human Services Committee of the Navajo Nation Council (HEHSC)

Under Title X, Chapter 19 of the Navajo Nation Code, Diné must provide quarterly and annual reports to the Board of Regents and the HEHSC. These reports were included in the Assurance Argument.

The Board of Regents meets monthly to discuss the affairs of the College. To promote transparency, the Board publishes Board membership, contact information, agendas, and meeting minutes on Diné's website. A review of Board minutes evidence active involvement on behalf of the Board in regards to oversight of Diné's policies, procedures, financial activities, and achievement of Diné's Mission Statement. The documents also reveal Diné administrators, faculty, and committees regularly report to the Board when requested and on scheduled monthly meetings. The Board approves any revisions to the mission statement, strategic plan, and budget documents as are submitted by Diné. Similarly, Board bylaws describe the nature and various roles of individual Board members and set forth the selection and term of each member. Combined, these policies and procedures serve to assure the integrity and autonomy of Diné's Board. Furthermore, diversity and rotation of Board members serve to assure integrity and autonomy of individual Board Members.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Evidence

Site visit conversations with faculty and staff verify Diné College is committed to freedom of expression and pursuit of truth in teaching and learning. This commitment to freedom of expression and pursuit in teaching and learning is further confirmed in the Faculty Handbook and employee orientation training materials. Likewise, the Personnel Policies and Procedure Manual guide academic freedom in three areas - off campus, inside the classroom, and on the job. Similarly, the Student Code of Conduct reinforces academic freedom in respect to freedom of speech, freedom of expression, peaceful assembly, and discrimination.

Furthermore, Diné provides student and faculty access to commons areas and conference rooms for discussion(s) of complex and controversial issues for members of the community, faculty, and students. Diné also participates in the American Indian Higher Education Consortium (AIHEC) and other such organizations that promote diversity of ideas and freedom of expression. Conversations with faculty and students along with the student surveys reveal no issues regarding freedom of expression.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Evidence

Diné's policies and procedures address responsible acquisition, discovery and application of knowledge. The Institutional Review Board (IRB) policy and procedures for all external grants require pre-training sessions in regards to ethical considerations for research involving human subjects regardless of whether the grant involves human research. Even though Diné reports no past or present animal research, the College is in the process of submitting a uniform policy to establish an Animal Care and Use Committee (IACUC) to the Board of Regents for review and approval. In addition, existing IRB policies specifically address review of student research.

The Grants Policies apply to funded research as well as other funded programs, and specify procedures to ensure integrity in handling funds, avoid conflicts of interest, and provide appropriate oversight. These policies state requirements for proposals to be submitted under Diné auspices and delineate the process for college approval of grant proposals before they are submitted to prospective grant providers. They commit the College and its personnel to compliance with laws and regulations in the areas of Institutional Review Board, Institutional Animal Care and Use Committee, effort reporting, scientific misconduct, export controls, and conflict of interest. The Grants Policies cover conditions for faculty release time and "training for College grant proposers and managers in the most professional techniques in order to establish the best projects/programs possible."

Diné provides student guidance in the ethical use of information resources in their core English Composition courses and in courses across the curriculum that include research. The library staff provides guidance in research ethics online, when working with students individually, and in workshops on library research. Use of correct research citation format is a learning outcome for Freshman English. The Information Technology department presents a session in student orientation to guide students in observing copyright laws when using internet information. Diné's institutes such as the Summer Internship Research Program, Environmental Institute, and Diné's Policy Institute offer students opportunities to learn about appropriate use of information resources and research ethics by participating in research projects with the guidance of faculty.

Diné publishes its academic integrity policy on its website, in the college catalog, in Student Handbooks, in the Student Code of Conduct, and on course syllabi. The Student Code of Conduct lists

penalties for violations of academic integrity. On-campus conversations with faculty reveal minor violations of academic integrity, unintentional plagiarism for example, are handled by instructors at the course level.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Evidence

Site conversations with Diné employees at the main campus and the Shiprock branch campus, the Assurance Report, and examination of documents support the Team's judgment that the institution acts with integrity and its conduct is ethical and responsible.

Diné also provides training to employees and students, including training related to sexual harassment, plagiarism, and the Americans with Act, that serves to ensure employees and students act with integrity and ethical conduct. In addition, Diné has an established reporting system in place to report any related infractions of ethical conduct.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Evidence

A review of degree descriptions in the college catalog and program handbooks confirm Diné College offers degree programs appropriate to higher education. These offerings include 9 bachelor degrees, 20 associate degrees, and 8 certificate programs. A review of the college catalog, Assurance Argument, and syllabi reveal the degree designations, program lengths, requirements, and course titles are suitable for the levels and purposes of the degree and certificate programs.

Diné is implementing processes to monitor the currency and level of rigor of its programs through its student learning outcomes assessment and academic program review. Diné also participates in statewide articulation agreements for the states of Arizona and New Mexico and maintains articulation agreements with Arizona State University, Northern Arizona University, University of Arizona, Western New Mexico University, and Northland Pioneer College. In addition, the education and business programs maintain active advisory groups and other Diné programs are in the process of forming such external groups.

A review of program learning outcomes at both the associate and bachelor degree levels reveals appropriate differences in terms of rigor for learning objectives, degree goals, and assessment of learning outcomes. Site visit conversations with faculty and administrators further confirmed a methodical process of review related to program level learning outcomes for any new associate or bachelor degree. Faculty and administrators also review consistency and adherence to Diné's Mission Statement when establishing college and program learning objectives. Similarly, a review of course syllabi further evidences faculty concern for rigor and appropriate expectations for students at the associate and bachelor degree levels.

A review of Course Learning Outcomes (CLOs) and conversations with academic deans reveal that some CLOs for General Education Classes have not yet been created. Although Diné is in the process of reviewing all Program and Course Learning Objectives, the Site Visit Team highly encourages the next HLC review to closely examine Program and Course Learning Outcomes to ensure completion and publication on the Diné shared drive. In addition, Diné is rapidly expanding its bachelor degree offerings. As such, the Site Visit Team highly encourages the next HLC review team to carefully examine the differences in expectations and assessment that separate Diné's associate and bachelor degree programs.

Diné's policy requires equivalent quality of education, regardless of whether the class is in-person, blended, or online. In addition, Diné monitors consistency in its course and program offerings through its Distance Learning Committee, instructor support, syllabus templates, oversight, and ongoing training programs. Diné also provides support for distance education through periodic learning management system technical training, ongoing assistance for distance education faculty, basic training opportunities for site-based instructional designers, and IT support. Furthermore, Diné provides Quality Matters training to employees and requires prospective distance education instructors to attend or provide evidence of training prior to being listed to teach a distance education course.

The Dual Credit Policies and Procedures Manual state the College is responsible for "Ensuring that dual credit courses are of the same academic standard and meet the same student learning outcomes as the courses offered on campus or at other applicable colleges and universities." Examination of faculty credentials showed that instructors teaching dual credit courses are appropriately qualified.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Rating

Met

Evidence

The general education requirements at Diné College are appropriate to its mission of providing post-secondary learning that ensures the well-being of the Diné People. The general education requirements not only prepare students for Diné bachelor, associate, and certificate programs, but also prepare students for transfer to four-year academic degree programs outside of Diné. This is evidenced by Arizona and New Mexico transfer articulation agreements that ensure transfer of Diné's general education credits and other college credit to those states.

The General Education Committee is responsible for the oversight of the general education program at Diné. This oversight includes maintaining and reviewing general education learning objectives and monitoring assessment processes for general education classes. For example, general education assessment, as well as other college and program assessment analysis, takes place during a designated day in the fall, a designated day in the spring, and three dedicated assessment workdays.

Diné has a General Education Assessment Plan that divides general education into seven core areas: (1) Communication, (3) Humanities & Fine Arts, (3) Mathematics, (4) Social & Behavioral Science, (5) Laboratory Science, (6) Physical & Health Education and (7) Navajo Studies. Four of the seven core areas have learning outcomes with some form of assessment as evidenced by a review of Diné's portal and meetings with the Director of Assessment, Student Learning Committee, deans, and faculty. For example, the English composition courses require a final research paper rated using a common rubric and the Math 110 courses require a common final exam. The 2017-18 General

Education Assessment Plan revealed assessment through written assignments for Navajo Studies, but did not provide the actual results.

Additionally, the Director of Assessment and the Provost agree that assessment is an area that merits improvement. In particular, Diné needs to create learning outcomes for all general education classes and continue to assess appropriate General Education Learning Outcomes in relationship to course assessment from the seven core areas. As such, the Site Visit Team encourages future HLC Teams to closely review and monitor college, program, and course learning outcomes and assessment processes.

According to campus documents and the College website, Diné's educational principle is one that places human life in harmony with the natural world and universe. Diné accomplishes this mission through general education and program coursework. In addition, Diné accomplishes this mission through with participation in the American Indian Higher Education Consortium (AIHEC), sports competitions, and student organizations that provide opportunities for students to learn about human and cultural diversity. The summer research enhancement program, internships, art displays, photography forums, and the AKIS AIMS data reports provide evidence that faculty, staff, and students are contributing to scholarship, creative work, and the discovery of knowledge that meets the Mission Statement of Diné College.

Interim Monitoring (if applicable)

None.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Evidence

Diné enjoys a stable faculty for delivery of courses. More than half of the full-time faculty have been working at Diné in excess of five years. This is impressive given the remote location of the College. Diné also enjoys a 16:1 student-to-faculty ratio that affords individual student attention when necessary.

Diné's process for review of faculty qualifications includes defined job descriptions, transcript evaluations, and annual faculty evaluations for faculty with less than five years of service. Faculty are expected to participate directly in program development, actively solicit grants, and assist in the strategic planning process.

Diné is in compliance with HLC's credentialing guidelines. A review of faculty files reveal Diné complies with HLC's "tested experience" guidelines for faculty teaching language or tribal culture classes. Additionally, adjunct faculty and faculty teaching Dual Credit classes are held to the same HLC credentialing criteria as full-time faculty. The College also provided evidence that Dual Credit faculty are adequately prepared for class and utilize standardized course syllabi.

As noted, faculty are evaluated annually at Diné College. Formal evaluation by the College Dean, as well as Diné's peer evaluation process, serves to ensure that faculty are qualified and provide quality education to Diné students. The faculty evaluation process includes student surveys, classroom observation, and review of annual accomplishments. In addition, Diné's "Workload Form" allows the

Dean to track faculty assignments, external grants, and community service activities.

Diné allocates \$10K for faculty development (i.e., professional conferences). This allocation may be low considering Diné has 68 full-time faculty and is located 3 1/2 hours from the closest airport. However, the list of conferences attended by Diné employees reveals more than the \$10K allotted was spent on faculty development in 2017. This is due in part because additional faculty and staff development money came from a Title III grant and additional funding sources.

Diné provides educational assistance for all employees. Currently, 25% of staff employees possess associate degrees, 19% possess bachelor degrees, and 9% possess master degrees. Diné also provides job training for staff employees that might want to be cross-trained in another department.

The Chair of the Faculty Association commented on change, noting that Diné is going through “a time of transition.” The restructuring of the administrative team in the past year has raised normal concerns among the faculty and staff. Both groups articulated transitional concerns that ranged from seeking to better understand the growing assessment system to changes in personnel that have created some confusion on the paperwork related to professional development. It was encouraging that the Faculty Association Chair reported that faculty were not leaving the college due to the changes or low salaries, but stayed with Diné because they are very dedicated to the Diné culture and way of life. At the site visit Faculty Association meeting and meetings with faculty on the main campus and Shiprock branch campus, both groups mentioned a need for greater transparency and communications while recognizing that distance and technology remain challenges due to the 23,000 square miles covered by the Navajo Reservation. As such, the Site Visit Team encourages further HLC reviews to examine College restructuring, communications platforms, and use of telecommunications to improve transparency, management, and communication structures.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Evidence

Diné offers a variety of student services designed to meet the needs of its student population. Some such services include tutoring, retention services, counseling, residence life and student activities, veterans' services, and disability support services. Some notable examples of support services specifically adapted to the Diné student population include services for student families, including family housing and childcare. In addition, conversations with students, staff, and faculty on campus provided numerous examples of distinctively adapted student activities and support services such as a Hand Game Social, Halloween Trunk or Treat, and a series of events on healthy relations are grounded in the Navajo culture and traditions.

Diné uses Accuplacer placement testing to direct students into courses for which they are adequately prepared. Furthermore, Diné evidences innovation in developmental course offerings by offering a pre-college summer program for entering students, a fast-track developmental reading and writing program, and Carnegie Math Pathways curriculum. As a component of the fast-track reading and writing courses, students retake the Accuplacer test at midterm and are considered to have completed the course if they place into the college-level course. Conversations with students and faculty confirm they are extremely satisfied with this system of teaching and placement.

Diné's student advising processes have been continuously refined over the past six years. This is reflected in the Advising Handbook and Advising Trends and Practices documents with updates as recent as May 2018. Advisers are available at all site locations, and specialized advisers are available for students with special needs or situations. In conversations on campus, student services staff members stated that they hope to continue to improve advising through better communication with program faculty advisers and expanded implementation of the Jenzabar advising module.

Diné's infrastructure and resources support effective teaching and learning. In addition to classrooms, offices, labs, and student housing, the college has a library at each of three additional site locations, a museum, and ceremonial hogans. The College maintains technological infrastructure capable of supporting distance learning and faculty, staff, and student needs. Conversations with facilities staff emphasized the importance they place on maintaining environments conducive to learning and that major infra-structure projects are prioritized according to the college's goals for student learning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Evidence

Diné enriches its educational environment by offering events and activities that enhance student and community understanding of the Navajo culture, philosophy, language, and tradition. Some examples of enriched educational offerings include the Diné Language immersion camps, sweat lodges, the Diné shoe game, and traditional Navajo games for community members and students. Diné also offers traditional Navajo food festivals, Diné language nights, and cultural events for anyone who might desire to participate.

Diné offers a wide array of student organizations as exemplified by Animal Care Club, Azee' Bee Nahagha of Diné College (religious), the Green Club, the American Indians Science and Engineering Society, the American Indian Business Leaders, the Gay Straight Alliance (emphasizing HIV/AIDS prevention), an organization for professional students, and the student government. Diné also supports athletic offerings such as cross country, archery, and rodeo that are tied to the cultural roots of the Diné people. Similarly, committee and student organization minutes reveal that advisory councils actively provide support and guidance that serves to promote and enrich diversity of offerings at Diné College.

Diné also provides internships with the Diné Policy Institute (DPI), the Land Grant Office (LGO), and the SREP ten-week reservation program. These and other such internships provide hands-on, immersive learning opportunities that serve to bridge academics with real world life experiences and future job opportunities. For example, the DPI focuses on issues that impact the Navajo and regularly partners in community service projects and actively supports Diné Policy Institute Research Projects and Reports. Similarly, the LGO internship focuses on generating an understanding of governmental agencies, non-governmental organizations, and community partnerships by offering outreach services in the areas of youth development, health and wellness, agriculture and natural resource management. Many such internships are funded by the NSF-TCUP grant.

Furthermore, Diné partners with local schools and higher learning academic institutions by participating in seminars and conferences that emphasize Native American culture, language, and other tribally-related topics and offers hands-on educational learning opportunities for students, local farmers, ranchers, and youth camps. Similarly, Diné offers intercultural interactions with other Native

American tribes through programs such as the Exploring Transfer Program (hosted by Vassar College in Poughkeepsie, NY). Finally, Diné partners with local radio stations, the Farmington Times, the Navajo Times, and the Gallup Independent to publicize college meetings, activities, events, ceremonies, and other cultural and intercultural activities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Evidence

The Assurance Argument and college-provided documents evidence Diné's ongoing commitment to high quality education, wherever and however its offerings are delivered. For example, Diné:

- Offers education at the associate, bachelor, and certificate levels,
- Maintains and regularly reviews transfer articulation agreements with the states of Arizona and New Mexico,
- Regularly updates program learning goals for certificate and degree programs,
- Actively supports athletic competitions and student organizations, and
- Faculty, the General Education Committee, and the Curriculum Committee actively oversee academic rigor and program reviews.

A site visit to the Shiprock branch campus and review of class offerings further evidence Diné College strives for uniformity and quality in achieving class learning objectives, regardless of site location or format (in-person, blended, or online) of the course. Likewise, the Student Success Center and dual advising model was created to advise and guide students to appropriate student support services.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Evidence

Diné College demonstrates responsibility for the quality of its educational programs through its comprehensive Academic Program Review Guideline and Criteria. Key faculty, division chairs, and the Provost approved the guide in 2016 and revised it in 2017. Ultimately, the Office of Assessment and Curriculum provides oversight for the academic program review process that currently is on a rotating, four-year cycle. The Academic Program Review Evaluation Team (a team that includes the Office of the Provost of Academic Affairs, Office of the Vice President of Student Affairs, Office of External Affairs, the Office of Vice President of Finance, an External Reviewer and the Office of Institutional Planning and Reporting) conduct academic program reviews. When doing so, the Academic Review Evaluation Team utilizes a uniform review worksheet that utilizes a criterion rating

scale of yes, no, or N/A for overall review of the program. In addition to the worksheet evaluation, an external reviewer provides a summary evaluation of any areas of concern. Once the Academic Review Evaluation Team completes the review process, the Review Evaluation Team develops an action plan that sets forth goals, tasks to be completed, responsibility for completion of assigned tasks, measurement benchmarks, and costs necessary to address any areas of concern. The program reviews, assessment evaluation, and action plans become part of the final program review document that is stored on Diné's shared drive.

The Records and Admissions office is responsible for oversight of transcription of transfer credit in accordance with the Articulation Transfer Guide and Policy. The registrar reviews and approves transfer of college credit upon receipt of an official transcript in accordance with the College catalog, page 43 of the College Bulletin, and policies published on the College website under Academic Policies. At this time, Diné does not provide credits for experiential learning or prior learning.

Diné provides a standard syllabus template that outlines expected student learning outcomes. A review of 32 plus syllabi indicated that, for the most part, faculty are following the template. In addition, faculty determine prerequisites for course offerings and present any changes to the Curriculum Committee for review during the approval process. Although Diné's records management system (Jenzabar) does not allow students to enroll in coursework unless they have met the proper prerequisites, faculty have authority to override the prerequisite requirements if justified.

The Office of Assessment provided a preliminary guide for program level assessment to the team during the site visit. The process requires all programs to review prior assessment, sets forth plans for assessment for the year, implements assessment measures, collects and preserves artifacts (evidence documents), and then requires completion of the Degree Program Assess Report Part 1 (DPAR1). Then, program reviews are scheduled on a staggered, four-year review cycle that requires completion of a Degree Program Assessment Report Part 2 (DPAR2). The DPAR2 is rated by the Student Learning Committee using a rating rubric of (4) commendable, (3) proficient, (2) developing, and (1) underdeveloped, along with relevant comments. The results are shared with the college dean where the program originated and stored on Diné's shared drive. The dean is responsible for overseeing any recommended changes to the program. Currently, only three programs have completed the full review process and the remaining programs are scheduled to complete the process in the next three years.

Hiring of Faculty at Diné College follow the Personnel Policies and Procedures Manual and the Policy Conditions of Employment. As part of these policies, Diné has published standards for hiring, retention, and promotion of faculty. In addition, Diné has published standards for Diné Scholars. A review of faculty files revealed Diné is following the HLC credentialing guidelines.

The College website and catalog lists several student learning resources such as counseling, library services, learning centers, career services, disability support services, the retention office, transfer services, a writing lab, and a museum. For high school students, Diné offers Dual Credit courses in accordance with its Dual Credit Guidebook, policies, and procedures. A review of syllabi used by instructors who teach dual credit courses reveal use of the college-approved course syllabi and textbooks, thereby promoting uniformity and understanding of course learning objectives. Currently, Diné does not have any specialized accreditation, but is looking toward seeking Arizona state approval for its bachelor's in education program.

Through the Office of Institutional Effectiveness, Diné uses surveys to evaluate the success of their graduates. Survey data included in the evidence file for 2013-14, 2014-15, 2015-16, and 2016-17 indicated that the majority (over 50%) of the students were "satisfied" to "very satisfied" with their classes and quality of instruction. The fact that Diné participates in the National Clearing House

further demonstrates an institutional understanding of the ongoing need to evaluate, track, and connect with Diné alumni.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met With Concerns

Evidence

Diné joined the HLC Assessment Academy in 2017 and will complete the Academy in 2020. As a result of membership in the Academy, Diné has made considerable progress in terms of establishing institutional, college, and program goals for student learning. This is evidenced by a review of the College's Assurance Argument and artifacts (assessment documents) stored on the shared drive as well as interviews with the Provost, the Director of Assessment, deans, faculty and staff.

Similarly, Diné has made progress in terms of assessment of student learning goals. College deans, faculty, and the Student Learning Assessment Committee (SLC) confirm that the colleges have developed student learning goals for academic programs and are in the initial phases of the college-wide assessment processes. However, program level assessment takes place on a staggered, four-year rotation review cycle, and not all academic programs have had time to be assessed.

Although the learning outcomes have been defined for most General Education classes, the process is not yet complete. Learning outcomes have not been defined by all academic colleges for all General Education program class offerings. In fact, the academic deans have not come to a consensus as to how the General Education learning outcomes are uniformly evaluated for all academic colleges. As such, the Site Visit Team encourages Diné to accelerate completion of learning outcomes for the General Education program, come to a college-wide consensus on General Education assessment, and close the loop on the General Education assessment process as soon as possible.

Conversations with faculty reveal that: (1) they are passionate about assessment, (2) they are actively involved in design of program and course student learning outcomes, and (3) they actively review and evaluate assessment outcomes. Similarly, a review of the shared drive evidences: (1) assessment procedures, (2) an assessment matrix, (3) retention of artifacts (assessment documents), and (3) active assessment of program learning outcomes. But, as noted, program assessment is scheduled on a four-year rotation, and Diné still has work to do in terms of analyzing data outcomes and refining program student learning outcomes.

Again, Diné is making progress in terms of implementing an effective assessment system. This is evidenced by Diné's embedded report included with Assurance Argument. The embedded report coupled with a review of artifacts housed on the shared drive and conversations with deans and faculty reveal Diné College collects a great deal of data related to student learning. However, longitudinal data assessment and outcomes is shallow as Diné became dissatisfied with WEAVE online and implemented a new data tracking system (Jenzabar). Consequently, Diné only has one year of reliable data. As such, Diné does not have sufficient longitudinal data to accurately predict whether student learning outcomes are being achieved or whether the College is improving student persistence and completion.

However, standardized assessment platforms and reports are in place. Faculty from the various campus locations meet once during the fall semester, once during the spring semester, and an additional three consecutive days to focus on assessment (i.e., five dedicated days). During these dedicated assessment days, faculty, staff, and administrators focus on student learning outcomes, review assessment outcomes, and changes that are merited in terms of the assessment process or student learning outcomes. Conversations with the SLC Committee and a review of the shared portal confirm that each academic program produces a Degree Program Assessment Report (DPAR) each year that is evaluated by the SLC committee. However, a review of the Assurance Report and conversations with the SLC committee and faculty indicate that coordination of efforts, evaluation of assessment outcomes, and use of those outcomes to improve student learning outcomes and student persistence and completion rates merits improvement.

For the most part, course and program level assessment processes are in place; however, assessment of institutional learning goals and co-curricular activities remain elusive. Again, Diné just completed the first year of a four-year HLC Assessment Academy and has an a little over two years remaining in the Academy to refine assessment processes and analyze data outcomes. As such, Diné has not had sufficient time to accumulate year-after-year data outcomes for data analysis to be predictive. However, Diné employees are passionate about data collection and data analysis and are excited about becoming a data-driven institution.

Essentially, Diné needs to close the loop in the assessment process by unifying the assessment process, especially among the four colleges, and implement college-wide publication of assessment processes and assessment outcomes. Fortunately, Diné has hired a Director of Assessment that is capable of coordinating and unifying assessment processes through centralization of student learning assessment activities (i.e., the Office of Academic Assessment).

This transformation is further evidenced by development of an Office of Institutional Planning and Reporting that centralizes data collection and data analysis in an ongoing manner and published data outcomes on Diné's shared drive for review by deans, administrators, key Diné faculty, the Board of Directors, and HLC. Although the shared drive promotes transparency and understanding of assessment, the HLC Site Visit Team encourages the Office of Institutional Planning and Reporting to regularly publish executive summaries that memorialize assessment highlights, progress, and assessment success stories.

By way of example, faculty at the main campus and additional site locations are passionate about being involved in the assessment process, but may not take time to view data stored on the shared drive. In addition, faculty conversations revealed active engagement and understanding of the assessment processes as they described, in detail, their assessment work to date and the challenges confronted when assessing learning outcomes in terms of "rigor" differentiation for associate and bachelor degree programs. This is a strong success story that needs to be communicated college wide.

Similar to the “rigor” success story, Diné has made progress in terms of different levels of expected student learning outcomes. This is evidenced by a review of Diné’s Embedded Report that explains, “Student learning is comprised of four pillars: Tradition, Skills, Knowledge, and Leadership.” These pillars set the foundation for institutional, college, degree, and class learning outcomes. In addition, the four pillars are restated in the “Outline Summary” that describes the institutional-wide processes for creating the College Wide Student Learning Outcomes (CSLO). Furthermore, conversations with faculty and college deans evidenced an understanding of Diné’s college-wide assessment planning and review processes as they described the CSLOs in relationship to Diné’s five-day assessment process, assessment artifacts stored on the shared drive, and membership in the HLC Assurance Academy. Diné faculty also reiterated the importance of the college and department learning outcomes in terms of the overall assessment process. In addition, the Assessment Director walked Team Members through a matrix review and explained assessment of program learning outcomes and a scheduled rotation of program and course reviews for the next three years. Once assessed, the assessment artifacts, college and program learning outcomes, and course syllabi are uploaded to Diné’s Intranet shared drive for viewing by key employees.

As noted, Diné’s Assurance Argument provided evidence of a detailed plan for assessing General Education learning outcomes. Conversations with the Director of Assessment and academic deans revealed General Education Learning Outcomes (GELO) for all degree programs have *not* been established; however, completion of the General Education Learning Outcomes is scheduled on a four-year rotation and work is in progress. The Director of Assessment, deans, and administrative team further recognized that creation and updating the student learning outcomes is a dynamic and ongoing challenge.

Onsite faculty meetings further evidenced significant time and effort has been dedicated to creation and refinement of program and department level outcomes. For example, a review of Diné’s standardized syllabi and approximately 25 fall 2018 syllabi (such as the Navajo as Second Language and the English 085 Communications Workshop II syllabi) further evidence student learning outcomes that support the Diné Education Paradigm College Student Learning Outcomes.

Diné also provided evidence of program level assessment through its Degree-Level Program Assessment (DPAR) processes. Conversations with deans and faculty evidence a clear understanding of the DPAR1 and DPAR2 assessment processes as set forth by the Diné Assessment Office. Essentially, DPAR1 is a template provided and tailored for each academic degree program offered at Diné that provides feedback related to the stated Program Student Learning Outcomes, the assessment matrix, general assessment Information, assessment measures/tools, and assessment methods narrative. The DPAR2 is a universal template for all academic degree programs that serves as documentation on assessment plans for the academic year and any improvements made on the assessments based on notes from the previous year.

As noted, the DPAR1 and DPAR2 evidence active involvement by deans and faculty in the assessment process. In fact, five days (one in the fall, one in the spring, and three other days) are dedicated in the faculty calendar to the assessment process. Site visit meetings with faculty reveal they are actively involved in creating assessment statements and adjusting syllabi on assessment activities. Additionally, the Office of Institutional Planning and Reporting provides regular reports related to faculty evaluations and student persistence and completion data to deans and the faculty.

The five days dedicated to assessment further evidence Diné’s attempts to understand student learning. The Student Learning Achievement Rubrics provides feedback to the departments and faculty as to whether their assessments align with the institutional objectives. For example, a review of the Health Occupation Program revealed program alignment with the Program Student Learning

Outcomes as evidenced by creation of an Assessment Matrix, General Assessment Information, Assessment Measure Tools, and a Narrative. Furthermore, conversations with college Deans and review Diné's Data Portal (i.e., the shared drive) reveal Diné will complete assessment of all academic programs within the next three years; however, some programs have not yet progressed through the DPAR assessment process.

The matrix for Diné's assessment process is housed on the shared drive (i.e., portal). Similarly, the program assessment schedule is housed on the shared drive and reveals learning outcomes for curricular offerings are assessed on a 4-year rotating cycle. The artifacts (assessment documents) are also housed on the shared portal and reveal the assessment process is well established, is being conducted, and equally important provides a means to determine whether the assessment platform is "correct." In particular, review of the artifacts revealed an assessment review where the reviewing group concluded that a particular assessment was not appropriate and requested the assessment be modified or dropped. Again, this evidences the fact that Diné is becoming a data-driven institution.

However, the Provost, Assessment Director, and deans are aware that co-curricular program assessment needs improvement. First, they recognize they need to identify the co-curricular programs that best align and benefit institutional and academic learning outcomes. Second, they realize the need to collect data and publish the data outcomes on a college-wide basis. Third, Diné provided evidence that the Office of Institutional Planning and Reporting conducts surveys related to co-curricular activities; however, Diné has not had time or year-after-year data necessary to use data outcomes to determine the depth and degree to which the co-curricular activities are improving student persistence, completion, and retention. As such, the HLC Site Visit Team encourages Diné to detail future progress related to:

1. Uniform assessment processes college-wide,
2. Specific General Education Learning Outcomes (evidencing that all General Education programs have Program Student Learning Outcomes (PSLOs) that have been reviewed and assessed utilizing the DPAR process during that time,
3. A thorough update on what constitutes co-curricular activities, an analysis of co-curricular assessment platforms, and a summary of co-curricular outcomes, and
4. Progress made in terms of identifying at-risk student cohort groups and progress made in terms of assessing student success platforms created to improve student persistence, completion, and retention rates for those at-risk cohort groups.

Interim Monitoring (if applicable)

During the first two years as a member of HLC's Assessment Academy, Diné made considerable progress in terms of assessment of student learning. However, Diné has not had time to accumulate year-after-year data that affords meaningful and beneficial analysis in many areas of assessment.

On the other hand, Diné will be required to submit twice annual reports to the HLC Assessment Academy for the next two years and will complete an Assessment Academy Round-table in Chicago prior to expiration of Academy membership. During that time, Diné will be able to collect year-after-year data that affords longitudinal data analysis sufficient to complete the analysis cycle of assessment review.

As such, the HLC Site Visit Team is not requesting an embedded report to be completed *until* Diné's

four-year Standard Pathway review scheduled for October 2022. In the embedded report, the Team requests detailed progress and analysis of assessment related to:

1. Creation and monitoring of uniform, college-wide assessment processes.
2. Creation and refinement of student learning outcomes for the General Education programs, and evidence of year-after-year monitoring and review of the efficacy of all academic programs, especially in terms of student learning outcomes.
3. Identification of what Diné defines as co-curricular activities, analysis of the efficacy of assessment platforms for co-curricular activities, and publication of data outcomes for those co-curricular activities.
4. Analysis of progress made towards identifying individual at-risk student cohort groups, identification of established student success platforms designed to improve persistence and completion rates for the identified at-risk cohorts, and publication of data outcomes related to efficacy of student success platforms in terms of improving student persistence, completion, and retention rates.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Evidence

Diné submitted an embedded report that addressed commitment to educational improvement as required by a 2016 HLC Staff Analysis of Institutional Report. In an effort to address concerns expressed in the 2016 report, Diné established the following: College-Wide Student Learning Outcomes (spring 2017), General Education Student Learning Outcomes (spring 2017 to fall 2018), General Education Assessment Plan (implemented in the fall 2017), and Degree Program Assessment Inventory (created in summer 2017). In addition, the Board of Regents reviews rubrics for program assessment and receives quarterly assessment report updates. This evidences a developed infrastructure for data collection, analysis, and the capability for sharing of data reports with faculty, staff, administration, and the Board of Regents.

As noted earlier, Diné created Academic Program Review Guidelines and Criterion and is in process of academic program reviews. Diné Studies, Business Administration, Early Childhood Education, Mathematics are on track with the four-year program rotation. Similarly, a review of artifacts reveals Computer Information Systems and Biology have completed the full cycle of the Program Review. These artifacts are stored on Diné's shared drive and include the review documents, a program report evaluation, and recommended action plans for improvement.

Diné is similar to other academic institutions in that many students lack college readiness and arrive with deficiencies in basic skills. As a partial remedy, Diné implemented a Student Success Initiative funded by a U.S. Department of Education "Strengthen Institutions" Title III grant. The stated goals of the grant are to assist students in the transition to college and to increase academic success. To accomplish these goals, Diné has hired professional advisers and career specialists in an effort to

engage and support student success. Some sample targeted programs for the initiative include Dual Credit program, the Summer Institute, First-Year Learning, and Student Outreach.

Diné is also part of Achieving the Dream and receives assistance from a Leadership and Data Coach. In addition, Diné has developed common data sets, recurring annual deliverables, and a reporting directory as part of the College commitment to student success. These ongoing efforts will also help Diné in terms of data collection, analysis, and college-wide publication of data outcomes.

Diné provided AKIS AMIS reports for 2015 through 2018 that addressed Cohort Retention, First-Time Entering Students, and Dual Enrollment. In addition, the IPEDS data provided data comparing similarly situated tribal colleges for categories such as student demographics, graduation rates, salary rates after graduation, faculty demographics, and financial information related to the colleges. Similarly, a review of completed program reviews further evidenced Diné's documentation related to enrollment, retention, and persistence rates for individual programs.

Diné's website and catalog provide information in regards to policies that relate to student satisfactory progress. These include academic probation, academic recognition, academic standing, academic status change, and academic suspension. As noted, Diné completes IPEDS reports, other required federal and state reports, and AIHEC AIMS data reports. As defined on AIHEC's web site, AIMS is a "landmark data collection initiative launched in 2004 with generous funding from the Lumina Foundation for Education that serves to showcase data reports for differing tribal colleges. Similarly, the AIHEC AIMS initiative defines measures for Tribal College and University (TCU) successes that are relevant to the colleges and their communities. The AIMS data collection instrument, AIMS Key Indicator System (AKIS), was developed based on input from AIHEC, TCUs, accrediting organizations, American Indian College Fund, Bureau of Indian Affairs, and others. AKIS incorporates unique measures of success that are not included in traditional higher education reporting requirements." As such, the AIHEC AIMS report is a good way to gauge data comparisons among tribal colleges.

Although Diné is still in the infancy stages of implementation and collection of their new data process, specific retention, persistence, and completion goals would be helpful in determining the effectiveness of the system. Additional documents that might be beneficial in determining student success could include community, alumni, and graduate employer surveys. These and other such documents would allow Diné to present its student success efforts to the Board of Regents, Administration, faculty, staff, students, and the community as a whole, thereby facilitating enhanced communications and assisting with Diné's decision making processes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Evidence

Diné is to be commended for recent progress made as a member of HLC's Assessment Academy in terms of data collection and data analysis. In that Diné joined the Assessment Academy in 2016, the College has not had sufficient time to perform year-after-year data analysis or review year-after-year data outcomes. As such, Diné has not been able to identify data outcome patterns that are predictive in terms of identifying at-risk student cohort groups who might benefit from tailor-made student success platforms.

Diné has not had time to assess all academic programs, including the General Education Program. Subscribing to a staggered, four-year program review rotation schedule established in 2016, the College has not completed the academic program review process. Similarly, some classes in the General Education Program are yet to establish student learning objectives. As a result, Diné has not created an academic umbrella that ties the academic colleges together in terms student learning objectives for the General Education Program or assessment of that academic program. But the good news is that Diné's membership in the Assessment Academy will not expire until 2020 and a lot can be accomplished in that period of time.

Diné also needs to close the assessment loop in terms of (1) identifying at-risk student cohorts and (2) creating tailor-made student success platforms for those specific at-risk student cohorts, and (3) reviewing year-after-year assessment data to determine whether the implemented student success platforms are improving student persistence, completion, and retention rates. Diné has benefited from membership in the HLC Assessment Academy and is encouraged to continue this work once membership in the Academy expires.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Evidence

Diné subscribes to a bottom-up, zero-based budgeting model in accordance with budget policies, procedures, instructions, and workbooks. Budget managers for departments and organizations initiate the budget process with modification and approval by college deans, respective Vice Presidents, the Vice President of Financial Affairs, and the President. The President submits the master budget for the College to the Board of Regents for review, modification, and approval based upon projected revenues from enrollment and appropriations from the federal government, the Navajo Nation, the state of Arizona, and the state of New Mexico.

Diné provided evidence that they have the resources sufficient to support current operations. Diné's most recent external financial audits performed by KPMG, LLP for the past three years were unqualified. KPMG noted in the most recent external financial audit that Diné enjoys a positive fiscal position with income outstripping expenditures by over \$400K. In addition, Diné's Total Composite Financial Indicator (CFI) Score for the last three years was as follows: 9.17 (FY 2017), 8.65 (FY 2016), and 6.51 (FY 2015). The FY 2015 Three-Year Draft Cohort Default Rate for student loans is 0.00. The audit also reflects income surpluses necessary to administer all programs across the institution for the past three years.

The audit reports indicate that funding is dependent on federal appropriations and the ongoing support of the Navajo Nation. Although the audit report identifies this as an institutional risk, it also recognizes that the federal government and Navajo funding sources are historically stable. Since the federal obligation is constitutionally established through the Commerce Clause and the Navajo Nation treaty, it is unlikely that federal support for Diné College will diminish. In like manner, the Navajo Nation shows commitment to Diné as is evidenced by the regular (quarterly) reporting process described in the Assurance Argument.

Diné's faculty ratio is 16:1. The College also provided evidence that there are reasonable support staff for all its activities. The Shiprock branch campus site visit further revealed Diné College provides adequate support to its satellite campuses.

The technology infrastructure at Diné is impressive. The College is working to assure delivery of courses in multiple modalities including classroom video conferencing, online courses and face-to-face courses. During the site visit the HLC Team Chair met with the IT committee and visited both the Shiprock and Tsale campuses. Diné is addressing bandwidth issues, and wiring for new infrastructure was occurring during the site visit. Students noted that they were beginning to utilize desktop based programs that allow them to take ITV courses from home. However, faculty and students voiced concern that internet access is not available to many homes across and there are numerous dead spots where cell phones will not work. This was a concern for Faculty who reported seeing a growing use of on-line textbooks, which places some students in remote locations at disadvantage

There is no funding flowing to a superordinate entity. Diné is a chartered organization which does not fund a larger oversight entity.

The Personnel Policy and Procedures Manual outlines how faculty and staff can be reimbursed for attending courses and how they can move up career ladders. The manual also outlines opportunities through Job Sharing practices. During future HLC reviews, it would be appropriate to review how the developing assessment and strategic planning processes are integrated into Human resources, IT funding, student support services, learning resources, and physical plant improvements.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Evidence

Based on the Diné's charter, organizational chart, and faculty handbook, the College has designed necessary organizational structures for effective leadership and collaborative processes. This is evidenced in that the governing board includes three *ex officio* members, the Chairman of the Navajo Nation Education Committee, the Navajo Nation Superintendent of Schools, Diné's Student Body President, and five appointed members (one representing each of the five agencies of the Navajo Nation). A faculty representative attends the monthly board meetings, and Diné's President and college divisions or other offices regularly make in-person and hard copy reports to the Board. In addition, the financial policies and annual audits illustrate active involvement of the Board's related to policies, procedures, and fiscal oversight. Furthermore, the Board must approve all new policies and procedures before they are implemented.

Internal constituencies may interact directly with the Board at monthly meetings or at scheduled listening sessions or through the college's committee and association structures. Students, staff, and faculty participate in committees organized by functions (such as Academic Standards, General Education, Student Learning and Assessment, Housing, and Student Life) and associations are organized by representational groups. Diné's Faculty Association, Staff Association, and Associated Students of Diné facilitate involvement of administration, faculty, staff, and students when creating academic requirements, policy, or processes. Work of committees or associations leading to policy changes, strategic planning, or decision-making processes is presented to the Leadership Council.

As stated in the Faculty Handbook, "Governance is shared through the Leadership Council," a group that makes recommendations to the College's Administrative Team about strategic and operational decisions. This Council includes faculty and staff representatives, administrators, and student representatives. Site conversations with faculty, students, and staff evidence active participation in committees, organizations, associations that further evidence shared-governance. This was also evidenced by a review of Leadership Council, association, and various committee meeting minutes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Evidence

Diné's President makes all decisions regarding day-to-day operations while the Board of Regents approve the budget, expenses over \$65K, program offerings, and any government or tribal agreements. As noted in 1.A.1, the planning process and creation of the strategic plan was all-inclusive. In addition, a meeting with the strategic planning committee indicated the budgeting process flows from bottom up. This process allows departments that have specific or changing needs to address that in their budgeting processes and request additional funds. For example, a department may request additional faculty during the budgeting process, if justified. Similarly, the Institutional Planning and Budget Council reviews all budget requests and determines, in accordance with a zero-based budget model, whether cuts are necessary; however, it is at the discretion of the department to determine what should be cut.

The newly formed Institutional Planning and Budget (IPB) Council spearheads planning and budgeting efforts at Diné. The Strategic Plan is current as evidenced by the 2017-2021 Strategic Planning and Budget Guidebook. A review of Board, IPB, and various committee minutes reveal strategic planning goals and objectives were established through an integrated strategic planning framework that included the governing board, administration, faculty, staff, students, and the tribal community.

As noted, Diné subscribes to a zero-based budget model that serves to align resources with strategic plan goals and integrate resources with planning, marketing, and budgeting processes. For example, the budgeting model permits an opportunity for the Diné Language Institute and Diné's teacher education program to advocate budget alternatives if merited, thereby affording flexibility to fit the unique needs and uncertain economic conditions related to such offerings. The Finance and Accounting department and Department of Human Resources provides oversight, expense monitoring, and quarterly tracking to insure spending is in accordance with the Board of Regents

fiscally approved budget.

The Chief Financial Officer, Controller, Vice Presidents, Deans and key faculty have real time access to a shared drive portal to view budgets and actively monitor accuracy and alignment of expenses. Diné's "flexible" zero-based budget process requires justification of budget lines and allows modification budget allocations if economic conditions change or unexpected major expenses occur.

Ultimately, the Board approves the strategic plan and provides oversight in regards to alignment of resources while monitoring performance indicators, return on investment, and internal controls with new programs and academic initiatives. In addition, the Board includes performance indicators and desired academic standards within the president's contract and the college's strategic goals, thereby fostering a culture of accountability, growth and collaboration.

Interim Monitoring (if applicable)

None.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Evidence

Diné College initiated their 2017-2021 Strategic Plan in May 2017. As such, Diné's strategic plan is current and reflects plans to improve institutional effectiveness, capabilities, and sustainability.

Diné's Office of Institutional Planning and Reporting implemented a centralized, online software to track progress toward achievement of goals contained in the Strategic Plan. In addition, the FY-18 Annual Performance Report aligned departments with objectives listed within the strategic plan as well as itemized expenditures spent to meet each objective.

The centralized, online software affords access through Diné's shared drive for administrators, faculty, key staff, and board members to view information related to:

- Student success,
- Retention and completion,
- Documentation related to achievement of goals and objectives,
- Attainment of measurable outcomes for identified functional areas,
- Student learning and academic program assessment,
- Assessment artifacts (i.e. assessment documents),
- Documentation and surveys regarding satisfaction with facilities, libraries, technology, human resources, security, and other services,
- Budget expenditures, and
- Documentation and surveys related to counseling, tutoring, dining, residence life, student recreation, student activities, IT, parking, etc.

In addition, the shared drive affords review of key performance such as:

- Student demographic information including age, gender, marital status, ethnicity, and dependents,
- Enrollment, persistence, completion, retention, and graduation rates by academic college and each site location,
- Majors, degrees granted, enrollment trends, academic placement via Accuplacer, academic passing rates, and adult education program success rates,
- Course evaluations summarized by instructor, college and overall college comparisons, and
- Multi-campus evaluation of academic offerings, types of course delivery, on-campus resources,

campus crime stats, and institutional projects.

Onsite conversations with administrators, faculty, and staff evidence key employees are actively involved in the budget process and budget managers, deans, and key staff monitor operational and financial performance on a monthly, if not daily, basis. Budget managers can view departmental financial performance, which allows for improved decision making. Major decisions on project funding are recommended by appropriate committees and approved by the administrative team.

Similarly, conversations with the Board of Regents evidence active review and oversight by the Board. In addition, the Board reviews financial reports at monthly Board meetings.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Evidence

Diné's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. Diné receives funding from federal, state, and Navajo Nation appropriations. Probable passage of a GEO bond initiative to finance a new math and science building in Shiprock and solicitation of \$30M to fund to improve infrastructures at the main campus evidence community support and hard work on the part of Diné employees to secure additional sources of revenue.

Diné aligns resources and planning processes to its Mission Statement through zero-based budgeting and an integrated planning process. In addition, publication of budgets and expenses on Diné's shared drive coupled with monthly review by designated Budget Managers serves to create transparency, accountability, and understanding of the planning and budgeting processes.

Facilities are modern and technology is state-of-the-art. ITV and Blackboard online classes are offered, thereby enabling a buffet of class offerings in extremely remote areas of the 23,000 square mile Navajo Reservation. As such, facilities, technology, and distance learning platforms are adequate for the educational purposes of the institution.

Board of Regents' bylaws and conversations with the Board of Regents evidence autonomy and understanding of its policy-making role and fiduciary responsibilities. The President enjoys oversight over day-to-day operations, and Diné employees are actively engaged in achieving Diné's Mission Statement.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	

Review Summary

Interim Report(s) Required

Due Date

10/17/2022

Report Focus

Diné College has made considerable progress in terms of assessment of student learning during the first two years of the HLC Assessment Academy. However, Diné has not had time to accumulate year-after-year data that affords meaningful and beneficial analysis in many areas of assessment. During the next two years in the Assessment Academy, Diné will have time to collect and analyze such data. In addition, Diné is scheduled to provide twice annual reports to the HLC Assessment Academy for the next two years and will complete an Assessment Academy Round-table in Chicago prior to expiration of Academy membership. As such, the HLC Site Visit Team is not requesting an embedded report to be completed until Diné's four-year Standard Pathway review scheduled for October 2022. In the embedded report, the Team requests detailed progress and analysis of assessment related to:

1. Creation and monitoring of uniform, college-wide assessment processes.
2. Creation and refinement of student learning outcomes for the General Education programs, and evidence of year-after-year monitoring and review of the efficacy of all academic programs, especially in terms of student learning outcomes.
3. Identification of what Diné defines as co-curricular activities, analysis of the efficacy of assessment platforms for co-curricular activities, and publication of data outcomes for those co-curricular activities.
4. Analysis of progress made towards identifying individual at-risk student cohort groups, identification of established student success platforms designed to improve persistence and completion rates for the identified at-risk cohorts, and publication of data outcomes related to efficacy of student success platforms in terms of improving student persistence, completion, and retention rates.

Since the embedded report is to be completed during Year 4 of the Standard Pathway review, the HLC Site Visit Team recommends that the institution be limited to Standard Pathway.

Conclusion

Diné is to be commended for providing quality education in accordance with its Mission Statement that reads as follows:

Rooted in Diné language and culture, our mission is to advance quality post-secondary student learning and development to ensure the well-being of the Diné People.

During the visit, the HLC Site Visit Team found the employees to be passionate and actively engaged in achieving Diné's Mission Statement. Similarly, the Board of Regents is actively involved in oversight and guidance in achieving this Mission Statement, but not overbearing. In addition, the President enjoys autonomy Diné employees, facilities, and day-to-day decision making processes. This passion, engagement, and commitment to achieve Diné's Mission Statement is deeply embedded in the Diné way of life and serves to promote cooperation and interdependence among Board Members, the President, executive staff, faculty, students, and the community. In

essence, this synergistic cohesiveness serves to promote a unique style of shared governance that is deeply rooted in Diné's Mission Statement, Values, Goals, and Principles.

Shared governance also encourages employees to participate in Diné's planning and budgeting processes. Although employees are passionate about being a part of the Diné culture and the community, they did express concerns about low salaries. However, a review of the latest financial audit reveals Diné is financially equipped to adequately operate facilities, staff employees, and improve academic offerings for upcoming years.

Visits to the Shiprock branch campus revealed similar financial capabilities. Shiprock enjoys two campus locations that are extremely modern, offer a broad array of class offerings, and enjoy state-of-the-art technology. In addition, Shiprock employees were passionate about working there and optimistic about passage of a bond initiative that would fund creation of a new math and science building.

Review of Embedded Reports Requested by HLC during the 2015 Review:

HLC requested this Standard Pathway Comprehensive Evaluation to include embedded reports on:

(A) Effective planning to improve student retention and persistence and completion rates. The report should provide clear evidence of the following: 1) That the institution has established a system for the collection and analysis of data pertaining to student persistence, retention and graduation; 2) That the data is being employed to make improvements in the institution's instructional programs and student support services; 3) That the activities and initiatives enumerated in the Five-Year Action Plan have been enacted and that the Plan has undergone periodic review and, where appropriate, revision.

B.) Learning Outcomes Assessment. The report should provide evidence of the following: 1) That the institution's learning outcomes assessment includes clearly stated learning outcomes at the institutional, program and course level; 2) That these outcomes are linked to well defined assessment procedures; 3) That assessment data are being collected, reviewed and employed for the purposes of improvement on a systematic basis; and 4) That the first round/cycle of academic program review has been started and that information deriving from the reviews is being evaluated systematically within the College.

Effective planning to improve student retention, persistence and completion rates.

As noted in Criterion 4, Diné has made considerable progress as a member of the HLC Assessment Academy in terms of assessment and is rapidly becoming a data-driven institution. Faculty and staff voiced sentiments that "assessment of persistence and completion rates are new programs that afford ample opportunities for improvement." Similarly, faculty and staff are engaged and passionate about the benefits of becoming a data-driven institution.

Diné has only been in the Assessment Academy since 2016 and has not had time to develop year-after-year data outcomes or data patterns that are reliable in terms of predictability and ability to improve student persistence and completion rates. But, Diné has created the policies, procedures, and platforms to accomplish these end goals. Similarly, Diné employees are aware of how persistence and completion data improves student success and are committed to improving student persistence and completion process. For example, the Director of Assessment, Provost, deans, and key faculty are actively engaged in data collection, data analysis. In addition, Diné employees have access to the shared drive that store documents related to student persistence, completion, retention, and graduation rates. These student success rates were also published on the IPEDS report, the AIHEC AIMS data reports, in memorandums to Diné employees, and in Board meeting minutes.

Furthermore, data outcomes are employed to improve instructional programs and student support services. For example, conversations with deans and faculty revealed Diné realigned the general education learning outcomes to better support students and improve persistence and completion rates. Diné implemented an improved dual advising

program, student and faculty mentors, and tutoring systems designed to assist at-risk students. In addition, the student support services distribute quantitative and qualitative data surveys that are beneficial in terms of tracking and determining efficacy of student services provided to improve student persistence and completion rates.

Diné recently updated its Five-Year Action Plan and Goals with publication of its 2017-2021 Strategic Plan. This plan lists specific goals designed to promote student success, increase cross-institutional dialogues to promote student success, and expand student opportunities for career readiness. However, many of the goals are tied to the 21 and 45-day count (i.e., student retention), the Jenzabar registrar system, financial aid modules, Accuplacer placement (remedial courses), and National Student Clearinghouse information.

Diné's next step is to create specific goals for each college and student support service that address improvement of student persistence and completion rates in each assigned area. By doing so, Diné will be creating a university-wide culture dedicated to improvement of student persistence and completion rates.

Diné is aware that the College must identify student at-risk cohorts and take steps to implement student success platforms. Furthermore, Diné is doing this to a limited degree by designing improved advising and math support programs, establishing its summer instituted, and enhancing dual credit offerings. However, Diné recognizes the need to engage in more precise assessment of student persistence and completion rates, especially at specific at-risk student cohort groups. Diné also recognizes the need to use data outcomes to identify more at-risk groups (such as single moms, commuter students, or sophomores with low GPAs) that might be in need of tailor-made success platforms designed to improve their student persistence and completion rates.

Similarly, Diné has made adequate progress in terms of policies, procedures, and platforms necessary to support and improve student persistence and completion rates. However, Diné has only been in the Assessment Academy since 2016. Therefore, Diné's next steps are to identify what data is predictive in terms of persistence and completion, create a "data warehouse" of predictive P&C data, accumulate year-after-year data outcomes, use those data outcomes to identify specific at-risk student cohort groups that might benefit from tailor-made student success platforms, and track overall efficacy of the student success platforms.

Of course, this process takes time to implement. Diné cannot manufacture three-years of data outcomes overnight. However, accomplishment of such goals should be achievable within the next two years while under the guidance of the HLC Assessment Academy.

Learning Outcomes Assessment

As noted in 4.B., Diné has established learning outcomes assessment policies, procedures, and platforms at the institutional, program and course level. However, program assessment is conducted on a staggered, four-year schedule. As such, not all programs have been assessed. But, the programs are to be assessed within the next two years.

Similarly, the Provost and academic deans recognize program learning outcomes have not been established for all classes in the General Education Program. However, Diné is actively addressing this issue. Furthermore, the policies, procedures, and platforms are in place to accommodate establishment of such learning outcomes.

Conversations with deans and faculty coupled with review of artifacts (i.e., assessment documents) stored on the shared drive reveal the assessment processes are well defined, and Diné reviews the assessment outcomes to refine college and program learning objectives. This was evidenced in that assessment data are being collected, reviewed and employed at regular intervals, there are five days dedicated for all employees to focus on assessment of learning objectives, and Diné is in the initial stages of using assessment data outcomes to improve college, program, and class learning objectives. This was also evidenced by the fact that the first round/cycle of academic program review has been completed and those assessment documents are stored on the shared drive for faculty, staff, and administrators

to review and evaluate systematically within the College.

Again, Diné is to be complemented for the progress made since their last HLC site visit. The institution offers a broad array of academic offerings in geographically remote areas that otherwise would not have access to college-level education.

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Sanctions Recommendation

No Sanction

Pathways Recommendation

Limited to Standard



Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

The team reviews each item identified in the *Federal Compliance Filing by Institutions (FCFI)* and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the Assurance Review or Comprehensive Quality Review.

This worksheet is to be completed by the peer review team or a Federal Compliance reviewer in relation to the federal requirements. The team should refer to the *Federal Compliance Overview* for information about applicable HLC policies and explanations of each requirement.

Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation.

The worksheet becomes an appendix in the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the Assurance Review or Comprehensive Quality Review.

Institution under review: Diné College, Tsaile, Arizona

Please indicate who completed this worksheet:

- Evaluation team
- Federal Compliance reviewer

To be completed by the Evaluation Team Chair if a Federal Compliance reviewer conducted this part of the evaluation:

Name: Dr. Michael R Wilds

- I confirm that the Evaluation Team reviewed the findings provided in this worksheet.

Assignment of Credits, Program Length and Tuition

(See FCFI Questions 1–3 and Appendix A)

1. Complete the [Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours](#). Submit the completed worksheet with this form.
 - Identify the institution's principal degree levels and the number of credit hours for degrees at each level (see the institution's Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
 - Associate's degrees = 60 hours
 - Bachelor's degrees = 120 hours
 - Master's or other degrees beyond the bachelor's = At least 30 hours beyond the bachelor's degree
 - Note that 1 quarter hour = 0.67 semester hour.
 - Any exceptions to this requirement must be explained and justified.
 - Review any differences in tuition reported for different programs and the rationale provided for such differences.
2. Check the response that reflects the evaluation team or Federal Compliance reviewer's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Examination of the degree program requirements in the college's academic catalog showed that all programs met or exceeded the HLC requirements as listed above. The college does not have differing tuition rates for its degree programs.

Additional monitoring, if any:

None.

Institutional Records of Student Complaints

(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to by systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
 - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
 - Determine whether the institution has a process to review and resolve complaints in a timely manner.
 - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
 - Advise the institution of any improvements that might be appropriate.
 - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution’s compliance with the Criteria for Accreditation or Assumed Practices.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The Institutional FCR did give a procedure to be followed, but nothing is included in the student handbook, and a search of the website for “complaint” yielded only a 3-line paragraph notifying students that they have the right to submit complaints in writing, and listing three locations where forms are available. A PowerPoint outlining the process was included, but it is unclear as to whom it was presented, and how often. The Institutional FCR listed 10 complaints constituting the complaint log, but the “resolution” column usually listed only the administration person to whom the matter was referred, with no real resolution given

It is highly recommended that the college publish the process on its web site so that it is readily available to students and the public. It is also recommended that the college list the final true outcome of each complaint in its complaint log, rather than just listing a referral to a member of the administration.

Team Leader Comments: While onsite, I verified the College has an adequate system of recording complaints (as reflected in more detail in the Team Report). In that Diné College is small and culturally tied to tribal traditions, the President and Director of Human Resources were aware of and carefully monitor any student or employee complaints. However, the

Human Resources and the Provost agree that Diné need to maintain a centralized worksheet that records, tracks, and records final resolution of any formal student and/or employee complaints.

Additional monitoring, if any:

None.

Publication of Transfer Policies

(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.
 - Review the institution's transfer policies.
 - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
 - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
 - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.
 - Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.

- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The college publishes its transfer policy on its website and in its catalog. While it has no articulation agreements, the College aligns its general education curriculum with those of the Arizona and New Mexico state systems such that transfer of credit in either direction is facilitated.

Additional monitoring, if any:

None.

Practices for Verification of Student Identity

(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.
 - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.
 - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Once a student is granted admission to the college's online systems, the student creates a personal username, password, and security challenge questions. Students misusing their own system access information or that of others are subject to disciplinary action. Students, their

parents, and college employees receive a FERPA orientation which includes information and cautions about keeping one's academic information private.

Additional monitoring, if any:

None.

Title IV Program Responsibilities

(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.
 - The team should verify that the following requirements are met:
 - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities.
 - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)
 - **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.
 - **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.
 - **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)

- **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.
 - **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC’s website for more information.)
 - **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC’s website for more information.)
- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
 - Determine whether the Department has raised any issues related to the institution’s compliance or whether the institution’s auditor has raised any issues in the A-133 about the institution’s compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.
 - If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.
 - If issues have been raised concerning the institution’s compliance, decide whether these issues relate to the institution’s ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Components 2.A and 2.B*).
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

The institution meets HLC’s requirements.

- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

While there were a few Title IV issues for FYs 2015 and 2016, the College appears to have corrected the problems involved; there were no issues cited for FY 2017. The loan default rate requirement is not applicable, since the college does not provide access to loans. The CFI scores for the last 3 years were included in the institution's report: 6.51, 8.65, and 9.17, the most recent being near the top of the range.

Several years of crime statistics and security reports are easily available on the college's web site.

The hyperlink to the Athletic Equity 2017 report included in the institutions FCR was inoperable; however, a website search did locate a student right-to-know page, which had a link to the 2015 report. It is recommended that the institution update the link from that page to the most current report. The satisfactory academic progress policy is published in the catalog and online.

The college's policy on attendance is given in the catalog and on its web site under academic policies. It does not list any contractual or consortial relationships.

Additional monitoring, if any:

None.

Required Information for Students and the Public
(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.

- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Academic policies, programs, fees, and many policies are easily located on the college's website, and are also included in the college catalog. The student handbook contains policies relevant to student life.

Additional monitoring, if any:

None.

Advertising and Recruitment Materials and Other Public Information

(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.
 - Review the institution's disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC's web address.
 - Review the institution's disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
 - Review the institution's catalog, brochures, recruiting materials, website and information provided by the institution's advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.
 - Verify that the institution correctly displays the Mark of Affiliation on its website.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

It appears that the template for the college's web pages includes the HLC Seal, since it appears on just about every page. Location information is easily located on the web site, including lists of contacts, facilities descriptions, maps, and courses offered. The web site and Catalog offer accurate and appropriate information to current and prospective students; Several years' worth of recruiting materials showed that the information in the materials matched official college offerings and costs.

Additional monitoring, if any:

None.

Review of Student Outcome Data

(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
 - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.
 - Review the institution's explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Publication of student outcome data is available via a dashboard on the college website that is easily accessible from the "About" page. The dashboard also tracks progress toward goals. The formatting of the dashboard entries and window size can make viewing some entries difficult, and the meaning of the graphed data is sometimes difficult to interpret. The College has developed and is pursuing annual goals to address some retention and graduation concerns.

Additional monitoring, if any:

None.

Publication of Student Outcome Data

(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
 - Verify that student outcome data are made available to the public on the institution’s website—for instance, linked to from the institution’s home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.
 - Determine whether the publication of these data accurately reflects the range of programs at the institution.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The data dashboard is available to the public on the website and is easily accessible from the “About” page.

Additional monitoring, if any:

None.

Standing With State and Other Accrediting Agencies

(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

Note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.
 - Verify that the institution's standing with state agencies and accrediting bodies is appropriately disclosed to students.
 - Determine whether this information provides any indication about the institution's capacity to meet HLC's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

There are no other accrediting agencies in addition to the HLC. The College operates in both Arizona and New Mexico with additional site locations in each. No information was available regarding the college's relationship to state governing bodies, though it was noted in the transfer of credit section of the college's report that it works with state task forces to ensure transfer credit for its general education courses.

Additional monitoring, if any:

None.

Public Notification of Opportunity to Comment (FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

Note: If the team has determined that any issues raised by third-party comments relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the assurance section of the team report.

- Review information about the public disclosure of the upcoming visit, including copies of the institution's notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
 - Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Appropriate evidence of published invitation to comment was provided in the institution's report. In addition, the college conducted listening sessions in order to receive feedback directly from the public.

Additional monitoring, if any:

None.

Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement

(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)

- Review the list of direct assessment or competency-based programs offered by the institution.
 - Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.
 - Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students' mastery of tasks to assure competency.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Diné College does not have any competency-based programs.

Additional monitoring, if any:

None.

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

In addition to the materials provided in the institutional reports, the FCR reviewer examined 16 representative course syllabi selected from the current semester offerings, including same courses offered at different locations, by different instructors, seated versus online, and also including general education and major-specific courses. The FCR reviewer also examined the Diné College website.

The HLC Site Visit Team reviewed these documents, additional syllabi, and all documents included with Diné's Assurance Argument.



Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours

Institution Under Review: Diné College, Tsaile, Arizona

Review the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

Part 1. Institutional Calendar, Term Length and Type of Credit

Instructions

Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

Responses

A. Answer the Following Question

1. Are the institution's calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

The college uses a standard 16-week semester, with two half-semester blocks for accelerated 8-week courses. Summer sessions are 5 or 10 weeks long.

B. Recommend HLC Follow-Up, If Appropriate

Is any HLC follow-up required related to the institution's calendar and term length practices?

Yes No

Rationale:

Identify the type of HLC monitoring required and the due date:

Part 2. Policy and Practices on Assignment of Credit Hours

Instructions

Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team's review should be reflected in its responses below.

- 1. Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.
- 2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).**
 - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
 - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
 - Teams should be sure to scan across disciplines, delivery mode and types of academic activities.
 - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.
- 3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a**

short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.

4. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
 - For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.
 - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
 - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
 - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.
6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, consider the following questions:
 - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
 - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
 - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?
 - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

- If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
 - Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.
 - If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
 - If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team

ACC 350 Sec 10

MGT 440 Sec 16

ENG 085 (2 sections)

ENG 101 (3 sections)

HST 101 (4 sections)

MTh 110 (2 sections)

NAV 101 (3 sections)

Syllabi for multiple sections were selected for different professors, different site locations, locations, differing term lengths, or in-person, ITV or online.

B. Answer the Following Questions

1. Institutional Policies on Credit Hours

- a. Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes No

Comments:

Although the institutional worksheet claimed that the college has a policy for awarding credit, no policy was attached as Supplement A2. The college website included a definition of a credit hour as "Diné College operates on a 16 weeks, two-semester system, with summer sessions. All credits earned are expressed in semester hours. A completed semester hour represents a total of 15 contact hours per semester." In the 2014-2015 college catalog, the policy was expressed as "800 minutes per credit per semester." The current catalog does not include the policy.

Subsequently, the HLC Site Visit Team and FCR reviewer received an updated policy that adequately addresses expectations for out-of-class time, as well as for distance, hybrid, blended, and compressed-time courses.

Examination of 16 course syllabi selected by reviewer showed that expectations for student engagement time with learning materials were appropriate for award of college credit for the number of credit hours per course.

The college is strongly encouraged to publish the updated policy on the website and in the catalog.

- b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

Yes No

Comments:

- c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

Yes No

Comments:

d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

2. Application of Policies

a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

The sixteen course syllabi selected by reviewer were appropriate and reflective of the institution's updated policy for award of credit.

b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes No

Comments:

Almost all syllabi expressed expected learning outcomes. The college is encouraged to ensure that all syllabi include appropriate learning outcomes.

c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes No

Comments:

d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the

learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

Yes No

Comments:

In several cases, syllabi for distance or compressed formats were identical in terms of learning outcomes, assignments, and other expectations when compared to seated versions. All were reasonable such that the allocation of credit is justified.

e. Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

C. Recommend HLC Follow-up, If Appropriate

Review the responses provided in this worksheet. If the team has responded "no" to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any HLC follow-up required related to the institution's credit hour policies and practices?

Yes No

Rationale:

Identify the type of HLC monitoring required and the due date:

D. Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

Yes No

Identify the findings:

Rationale:

Part 3. Clock Hours

Instructions

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes No

If the answer is “Yes,” complete the “Worksheet on Clock Hours.”

Note: This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

1. Does the institution's credit-to-clock-hour formula match the federal formula?

Yes No

Comments:

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

3. Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

Yes No

Comments:

4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution's credit-to-clock-hour conversion?

Yes No

C. Recommend HLC Follow-up, If Appropriate

Is any HLC follow-up required related to the institution's clock hour policies and practices?

Yes No

Rationale:

Identify the type of HLC monitoring required and the due date:

None.



Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should email a copy of all Multi-campus Reviewer Forms to HLC at finalreports@hlcommission.org. The Multi-campus Report from the institution and the reviewer forms become part of the institution's permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team's deliberations.

For each review category, provide 2–3 evidence statements that make clear the team's findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

Report Template

Name of Institution: Diné College

Name and Address of Branch Campus: Shiprock Branch Campus, PO Box 580; 1228 Yucca Drive, Shiprock, NM, 87420

Date and Duration of Visit: 10/19/18, 12:00-5:00 p.m.

Reviewer: Michael R Wilds

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

The main campus for Diné College is located in Tsaile (Tsééhíí), Arizona. Diné's only branch campus is located at Shiprock, New Mexico. Diné has three additional site locations in Arizona (Window Rock, Chinle, and Tuba City) and an additional site location in New Mexico (Crownpoint). The main sources of revenue for all campus locations come from the Bureau of Indian Affairs, the Navajo Nation, the states of Arizona and New Mexico, grants, foundations, and private donations.

The Shiprock Branch Campus is located in the northwest corner of the state of New Mexico and is about a two-hour drive from the main campus *unless* the mountain pass is closed due to ice or snow. Approximately 150 students are enrolled at Shiprock.

Shiprock enjoys two locations with the North Campus located approximately five miles from the South Campus. Tours of both locations revealed exceptionally modern facilities with adequate computers, Internet access, ITV accommodations, whiteboards, and access to child care facilities. In addition, Shiprock employees are very optimistic about passage an upcoming bond initiative that will fund a new math and science building on the South Campus.

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Shiprock's Branch Director oversees day-to-day activities and works closely with the Diné's Executive Cabinet, Academic Affairs, Student Affairs and other university committees. Faculty

and staff at Shiprock are overseen by the Branch Manager on a daily basis, but are directly supervised by administrators from the main campus in Tsaile, Arizona. This is in accordance with Diné's recent attempts to centralize operations that occurred in FY 2017-18. As such, the main campus controls budgeting and planning in regards to operational and personnel expenses for the Shiprock locations. Because this transition is still taking place, there are many procedural, reporting, and communications reporting challenges that must be ironed out. For example, some employees voiced concern about losing control over the budgeting process and voiced even greater concern about where their lost monies were being spent. Understandably, Diné will need to develop more protocols designed to improve transparency and understanding of the newly adopted budgeting and reporting processes.

Shiprock facilities are quite modern and new construction was in progress during the site visit. Plans are in place for expansion of both campus locations. Furthermore, conversations with Provost Garrity evidence adequate budget allocations for future development of campus facilities. These measures, combined with Diné's land grant status of 300 acres in Shiprock, evidence a strong commitment to serving one of the stronger economic and employment areas of the Navajo Nation located in Shiprock, New Mexico.

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Shiprock enjoys two campus locations, a North and South campus, on a land grant of 300 acres. The facilities are very modern and are supported with adequate technology, staff, and faculty necessary to serve the Shiprock area. Interviews with the Shiprock Campus Director, deans, faculty, staff and students confirm the facilities, technology and equipment are sufficient to accommodate current educational program offerings and student populations. Parking is adequate and ADA requirements are met.

Conversations with students also verified faculty members are easily accessible. An open meeting further evidences Shiprock's commitment to meet Diné's Mission Statement by interacting with local employers and community groups in an attempt to meet the academic needs of the community. Creation of advisory boards and coordination of numerous community activities on both the North and South campus locations further evidence connectivity and understanding of the academic educational needs of the Shiprock community.

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Due to efforts to centralize operations in order to maximize financial return, Shiprock’s Human Resources are located at the main campus with oversight provided by Shiprock’s Branch Director. In addition, human resources representatives from the main campus regularly visit Shiprock and provide additional person-to-person communication services via e-mail, conference calls, and individual telephone calls. Shiprock employees voiced no concern about centralization of human resources responsibilities stating that, for the most part, the transition was transparent and there is no issue with communications to and from the main campus.

Screening committees, deans, human relations personnel, and the Provost check job applicants for completed employment applications, transcripts, and proper academic credentials for faculty and staff teaching at the Shiprock Branch campus. This is the same procedure that is in place for hiring new faculty members for the main campus. Similarly, the recruiting, marketing, and hiring processes for faculty and staff are the same for Shiprock faculty as other campus locations including the main campus.

Conversations with students confirm the faculty-to-student ratio at Shiprock for general education classes is 25-30 and less than 10 for higher division classes. The student-to-faculty ratio for Shiprock is approximately 16:1.

5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.

The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

A tour of the Shiprock North and South campus locations confirm modern facilities that provide the same student services that are offered on the main campus. In addition, the main campus provides support to Shiprock students through regular visits, e-mail, telephone contact, and virtual contact as needed.

Students enjoy access to computers, science labs, tech services, mentoring, tutoring, and other student services and organizations just the same as students located on the main campus. Onsite meetings with students confirmed that Shiprock's "one stop" registration-advising-tutoring facilities are efficient and provide adequate student services. Similarly, the Shiprock Campus Learning Center provides tutoring services with professional tutors in Math and Writing.

Shiprock's financial aid, Information Technology, Grants, Title III, GED, Student Success, and the Diné Studies and Learning Center offices are readily available to Shiprock students. In addition, Shiprock also offers a robust GED program that serves as a potential feeder for additional Diné College programs.

The 20,000 square foot library facilities are state-of-the-art (having opened in 2011) and offer a broad array of hardcopy books, online materials, computers, and study rooms. Bookstore hours were posted and the library offers, on reserve, class textbooks for students who might not be able to afford such. The gymnasium, auditorium, and conference rooms are also available for student and community use.

6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Shiprock offers the same degree programs that are offered on the main campus (via face-to-face, ITV, and online class offerings). Conversations with the Shiprock Campus Director, the Learning Center Director, the System Network Administrator, library staff, deans, faculty, and staff

evidence positive and engaged employees who agree that partnerships with community and business leaders are solid. The student-to-faculty ratio for Shiprock is approximately 16:1.

Conversations with Provost Garrity and a review of Diné's Strategic Plan includes plans to grow the student population at Shiprock through aggressive marketing, recruiting, enrollment management, and facilities development. As noted, employees are very optimistic about passage of an upcoming bond initiative that will fund a new math and science building.

A brief search of the internet revealed active marketing and advertising of the Shiprock campus to the local community. For example, the internet search revealed articles and advertising materials in local newspapers, magazines, and websites such as the Farmington Daily Times, the Navajo Times, and on the San Juan Citizens Alliance website.

Shiprock also provided evidence of regular community and public access to the gymnasium, library, computer, and meeting rooms. Some examples include non-credit seminars that are open to the public and address alcohol abuse, sexual assault abuse, public health, wellness, gardening, and other such community-sensitive topics.

Although newly hired, the Shiprock Campus Director is actively engaged in community organizations. These activities, coupled with online distribution of the Diné College catalog, spring schedule, and other local advertising evidence effective communications related to academic program offerings, classes, and associated costs to the Shiprock community.

7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Programs that address assessment, persistence, completion, and other measures of academic success are the same as those in place for the main campus. This is understandable in that many of the class offerings are offered via ITV and Blackboard LMS (both to and from the Shiprock location). As such, academic and class learning objectives are the same as those on the main campus. In addition, program evaluation metrics are the same as those in place for the main campus.

It should also be noted that Diné has also completed its second year of membership in the HLC Assessment Academy. Accordingly, Shiprock provides twice annually progress reports that address data collection, data analysis, and publication of data outcomes. As a branch campus, Shiprock's assessment processes are integral components of the Academy reports. These and other such reports are more thoroughly addressed in Criterion 4 of the Team Report.

8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

As noted, Shiprock employees are actively engaged in achieving Diné's Mission Statement. This is further evidenced in that Diné evaluates Shiprock and other additional locations with monthly, quarterly, and annual financial and performance reports. Those reports are available to designated Shiprock employees on the Diné portal. In addition, the planning processes for Shiprock are included in and an integral part of the planning processes for the main campus.

Similarly, Shiprock is supported by the same Faculty Handbook and Personnel Policies and Procedures Manual as are utilized on the main campus. Equally important, Shiprock employees and students shared stories that, without exception, were directly linked to Diné's Mission Statement. This was evident regardless whether the success stories were student success, community involvement, or academic offerings.

Shiprock offers common areas and conference rooms for student and community issues on a regular basis. In addition, Shiprock provides a conference room and a large auditorium for movies and discussion of controversial community topics. Student ambassadors confirmed during the campus tours that the small class sizes readily afford individual student attention and facilitates free speech.

Institutional Status and Requirements Worksheet

INSTITUTION and STATE: Diné College, AZ

TYPE OF REVIEW: Standard Pathway Comprehensive Evaluation

DESCRIPTION OF REVIEW: Will include embedded reports on:

A.) Effective planning to improve student retention and persistence and completion rates. The report should provide clear evidence of the following: 1) That the institution has established a system for the collection and analysis of data pertaining to student persistence, retention and graduation; 2) That the data is being employed to make improvements in the institution’s instructional programs and student support services; 3) That the activities and initiatives enumerated in the Five-Year Action Plan have been enacted and that the Plan has undergone periodic review and, where appropriate, revision.

B.) Learning Outcomes Assessment. The report should provide evidence of the following: 1) That the institution’s learning outcomes assessment includes clearly stated learning outcomes at the institutional, program and course level; 2) That these outcomes are linked to well defined assessment procedures; 3) That assessment data are being collected, reviewed and employed for the purposes of improvement on a systematic basis; and 4) That the first round/cycle of academic program review has been started and that information deriving from the reviews is being evaluated systematically within the College.

Embedded monitoring is to be addressed by the institution in the applicable core components of its Assurance Argument. The review team is to ascertain whether the institution has satisfactorily addressed the monitoring issue(s) and will document its findings in the conclusion section of the team report.

A multi-campus visit will occur in conjunction with the comprehensive evaluation to Shiprock Campus, PO Box 580; 1228 Yucca Drive, Shiprock, NM, 87420.

Comprehensive evaluation includes a Federal Compliance reviewer: Dr. Donald Johns.

DATES OF REVIEW: 10/22/2018 - 10/23/2018

No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Tribal

Institutional Status and Requirements Worksheet

Recommended Change:

Degrees Awarded: Associates, Bachelors

Recommended Change: no change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2008 - 2009

Year of Next Reaffirmation of Accreditation: 2018 - 2019

Recommended Change: 2028-2029

Accreditation Stipulations

General:

Upper division offerings are limited to 36 upper division hours in Diné culture and Navajo language to provide for the certification of Navajo language teachers in New Mexico and Arizona. The Bachelor's degree is limited to Elementary Education, Secondary Education with tracks in math and science, Business Administration, Biology, and Psychology

Recommended Change: no change

Additional Location:

Prior HLC approval required.

Recommended Change: no change

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: no change

Accreditation Events

Accreditation Pathway Standard Pathway

Recommended Change: no change

Upcoming Events

Monitoring

Institutional Status and Requirements Worksheet

Upcoming Events

None

Recommended Change: Embedded Report on assessment of student learning in 2022 mid-cycle review.

Institutional Data

Educational Programs		Recommended Change:
Undergraduate		
Certificate	8	_____
Associate Degrees	20	_____
Baccalaureate Degrees	9	_____
Graduate		
Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

Extended Operations

Branch Campuses

Shiprock Campus, PO Box 580; 1228 Yucca Drive, Shiprock, NM, 87420

Recommended Change: no change

Additional Locations

Chinle Site, Highway 191, Hospital Road, Chinle, AZ, 86503 - Active

Crownpoint Site, PO Box 57; Jct Hwy 371 & Route 9, Crownpoint, NM, 87313 - Active

Tuba City Site, PO Box 1716, 600 Edgewater Drive, Tuba City, AZ, 85045 - Active

Window Rock Site, PO Box 1924, Tribal Hill Drive, Window Rock, AZ, 86515 - Active

Recommended Change: no change

Correspondence Education

None

Recommended Change: no change

Distance Delivery

24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, AA Liberal Arts

Institutional Status and Requirements Worksheet

51.2201 - Public Health, General, Associate, AS Public Health

Contractual Arrangements

None

Recommended Change: no change

Consortial Arrangements

None

Recommended Change: no change
