

**Assurance Argument**

Dine' College –AZ

10 /2018



\*\*\*\*\*DRAFT #3\*\*\*\*\*

## Criterion 1. Mission

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

### Core Components

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

The mission of Diné College is to apply the concept of *Sa'ah Naaghai Bik'eh Hozhoon* to its educational mission to advance quality student learning. Din College operates with integrity, commitment, and desire to meet the Diné-centered mission. Diné College established as Navajo Community College in 1969; it was to take ownership and control of the education of Navajo students in a Diné-focused curriculum and pedagogy, but more importantly, in the Navajo context and place. *Sa'ah Naaghai Bik'eh Hozhoon* is the traditional Diné living system, which places life in harmony with the natural world and the universe, which is the main framework or cornstalk of the Diné people. The vision of the institution came from the elders, from the council, and from the Navajo people for the Navajo students. From this perspective, Diné College is charged to provide quality and culturally higher education programs and courses ground in:

- Diné-based principles of *Nitsahakees* (thinking), *Nahat'a* (planning), *Iina'* (living), and *Siihasin* (awareness).
- The study of Diné language, history, and culture in the Diné Studies includes the General Education program as a core component. The student learning outcomes show successful transfer to regional universities and employment to their selected fields.
- The preparation for further studies and employment in a multicultural and technological world.
- Fostering social responsibility, community service, and scholarly research that contribute to the social, economic, and cultural well-being of the Navajo Nation and eventually the communities in which they reside.

Today, many academic researchers accept the Diné People have a unique educational epistemology or Indigenous Way of Knowing in place, since time immemorial. Their fundamental systemic ontology and cosmology interweave in songs, prayers, ceremonies, and oral storytelling of the Diné Creation Spiritual Narrative, which frames the story of Diné College. In this challenging way, the story of Diné College comes from within the womb of Mother Earth and Father Sky. *Sa'2h Naagh17 Bik'eh H0zh00n* references theriomorphic and anthropomorphic deities, such as the sacred Four Direction Mountains, Darkness and Day, White Corn (male) and Yellow Corn (female), Corn Pollen Boy, Beetle Girl, White Shell Woman, Changing Woman, First Man and First Woman connote holiness. Air, Fire, Water, and Earth Pollen deities may appear like a tall tale or legend, but it references the progeny of The Navajo Philosophy, also known as, *Sa'2h Naagh17 Bik'eh H0zh00n*. To understand this, one has to shift their epistemology to account for the Natural, Traditional, Customary, and Man-made Laws, also known as the Dine' Fundamental Law that comprises of the *Planning Framework* with subset principles: Think, Plan, Life, and Hope processes.

As a result of this unique narrative, Diné College was established in 1968 as the first tribally-controlled community college in the United States, as a result of the (Charter). 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 by aligning and integrating indigenous knowledge with Western concepts.

The mission of Diné College is to advance quality post-secondary student learning and development to ensure the well-being of the Diné People. The importance of linguistic and cultural indigeneity is the salient principle behind *Sa'2h Naagh17 Bik'eh H0zh00n* concept. Diné College is unique because it anchors Western theories and concepts to Diné worldview; thereby, promoting indigenous sustainability as participants (students) become a part of the fabric of our pluralistic society and contributors to the human family.

Diné cultural history is rooted in the male-female dualism guided by the Protection Way (Naayée'jí) and Blessing Way (Hózh==jí) teachings of the Holy People. The **Cornstalk Model** associated with the root is very significant to the Diné people as the mission and vision of Diné College. Often, the four cardinal directions, colors, and sacred mountains parallel revered stones (white shell, turquoise, abalone, obsidian) and goods (hard and soft). The concept that all of life follows a masculine and feminine diurnal process with adherence to circadian behaviors as vibratory beings. For example, Protection Way teachings protect one against the imperfections of life, corruption, and evil by understanding life stage developments to be the teachers of life. They help an individual cope with life's hardships and problems. Blessing Way teachings help the individual fulfill a good life and stay on the path of harmony and balance. A balanced life is the state of h0zh=, bringing female and male teachings together and complementing all of life around us. The idea that each person is a sentient being and in homeostasis with the universal cosmic story of kinship. The balance between the male and female character in the Navajo world and the universe is another dimension of *Sa'2h Naagh17 Bik'eh H0zh00n* principle. The recognition of the four directions entails "*Beauty Before Me*" as a way to honor confidence in the student as they progress through *Sa'2h Naagh17 Bik'eh H0zh00n*; or their life journey.

- **Beauty Before Me.** Planning short- and long-term goals for the journey of life engrain a theme-based process that involves male and female parts, which refers as, Protection Way (Sa'ah Naaghai) and Blessing Way (Bik'eh Hozhoon) components to become a successful student. This goal-planning process includes stages: Think, Plan, Life, and Hope.
- **Beauty Behind Me.** Connecting home and self-identity through K'é [principles to guide all behavior, interactions and relationships between Diné people and all things in life]. This Kinship concept of Self-identity derives from the perspectives of *First Man* and *First Woman* in the progeny of the Dine' Spiritual Narrative of The Emergence. In Dine', this concept is understood as Whiteshell Language (Yoolgai Saad) + Abalone Language (Dichili Saad) and Turquoise Language (Dootlizhi Saad) + Obsidian/Black Jet (Baashzhini Saad), while the middle is called H20 or T'o Biyaazh/T'o 'Altxanaashchiin (Child Born of Water/Child Born of Moisture). As a result, this is why the Dine' introduce themselves by their clans first before they proceed. The original concept that all of life derived from the Diné Four Natural Elements (Air, Water, Light, and Earth Pollens).
- **Beauty Below Me.** Connecting with Mother Earth about Diné and Western knowledge is the concept that brings to light environmental responsibilities towards all of nature. The inner vessel of Mother Earth is alive and connected with the universal inner-body, known as Hayoolk'aal Bee Hooghan (House Made of Dawn). The direction below acknowledges the recognition of Earth as a living organism.

- **Beauty Above Me.** Connecting with Father Sky about Diné and Western intelligence is also being reverent and recognizing our ozone layer and beyond. The alignment of both world-thinking will ensure a responsible, environmentally green-thinker.
- **Beauty All Around Me.** Connecting with the environment and universe about Diné and Western philosophy. The understanding that Diné knowledge is understood from a subjective view, i.e.: Mother Earth is *Shima Nahasdzaan*, also recognized as *Earth, My Mother*; and Western expertise is considered, i.e.: Earth, Sun, Star, as separate resources, etc.
- **With Beauty, I Speak.** Integrating Diné and Western knowledge sources by aligning concepts as a tool for becoming a contributing member of society.

"Through these teachings, I am *Sa'2h Naagh17 Bik'eh H0zh00n*. I will have the knowledge, K'e, balance, and strength" to become a responsible member of society.

*Sa'2h Naagh17 Bik'eh H0zh00n* is central to Diné College. Based on the fundamental teachings of the Diné People, *Sa'2h Naagh17 Bik'eh H0zh00n* involves the four cardinal directions that reflect the four stages of the life cycle and serve as a means for internalizing knowledge, which became known as the Dine' Philosophy of Learning Paradigm (DPL). It is the process that students follow to problem-solve concepts at Diné College. This model is universal to many discipline or courses offered at Dine' College. The internalization process of knowledge becomes the core of one's life.

The Life Principles include:

- *Nits1h1kees* involves progressive critical thinking as the first step to problem-solving any issue. This initial step can involve brainstorming, journaling, freewriting, clustering/webbing to learn about any concept. For example, the students will use pre-writing techniques to gain more information about their active thinking skills.
- *Nahat'1* is planning to implement thinking skills to start the process of gathering data for later drafts to be rendered.
- *In1* is the implementation and culmination of the Think and Plan stages of the Planning Framework. Life is given to the writing process by way of multiple drafts and revisions.
- *Siihasin* or Hope is the Reflection and Assurance that all stages of the thinking, planning, life, and hope processes follows before publication.

*Sa'2h Naagh17 Bik'eh H0zh00n* guides Diné College's Mission, Vision, Principles, and Values.

#### **Sources:**

- 2013-06-22 Plng Framework\_BOR Res\_FINAL
- Planning Framework-check for updated resolution DC-JUN-2017-13

#### **1.A.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.**

Diné College's Mission statement was developed utilizing indigenous Diné principles described above and in our *Planning Framework: Nitsáhákees, Nahat'á, Iná, and Siihasin*. These principles derive from the unique Diné paradigm that asserts an understanding of the universe and

elements and processes therein, and outlines steps to achieving balanced and effective outcomes to any situation, plan, or issue.

As a Diné tribally controlled college, language, culture, and history are the centerpieces of the College mission and help the institution to maintain its balance between the Diné world and others. Maintaining this connection to Diné life, the vision, mission, and philosophy statements use Diné terms and concepts so that Diné individuals understand these concepts and bridge the gap in educational philosophies. These Diné terminologies represent ideas from old primordial songs, prayers, and ceremonies that are designed to help the Diné protect and maintain balance are the actual basis for Diné College.

In short, the College's four principles involve students, faculty, staff, administrators, and stakeholders in a cyclical process of thinking, planning, implementing, and reflecting. Translation from Diné to English does not express the depth and complexity of *Sa'2h Naagh17 Bik'eh H0zh00n* but it is understood by internal and external constituencies yet, an honest effort is made to allow understanding from others who do not understand the Diné system. The *Planning Framework* addresses the approach to mission using Diné Values:

**Strategic Planning using *Nitsáhákees, Nahat'á, Iiná, Sihasin*.** The application of *Nitsáhákees, Nahat'á, Iiná, and Sihasin* to strategic planning (longer term, institutional planning) is used to plan out steps leading to positive outcomes for the whole college over multiple years; this is a macro level of planning completed over a four-year cycle. Within this process, the college's mission, principles and strategic goals are formulated to guide the whole institution. The process supports faculty to use in the steps for planning for the academic school year. Students are familiar with the levels and apply it to their learning process.

By this process, in 2018 the Board of Regents initiated a review and revision of the College's Mission and tasked the HLC Planning Committee, whose members are appointed by the President, with carrying it forward. The HLC Planning Committee, in turn, worked with the Board of Regents to explore, draft and refine the Mission, and involved the Diné College community through **public hearings** (**doc 2, doc 3**) for feedback and input. Furthermore, the document revisited through the June 2018 Board Meeting. Prior, the Board of Regents adopted the Mission on June 22, 2013, established for the four-year cycle for which the College's Strategic Plan will be applied through 2021, although the entire *Planning Framework* is open to periodic revisiting and potential revision and improvement throughout the four-year plan. The College Mission, Vision, and Principles each appear articulated in Navajo first, then English. **The Mission and Vision read:**

**College mission.** Din4 bina'nitin 1yis77 1sillago binahj8', 0[ta'7 na'nitin nlasj8' yee 7n11hwiidoo[ ' 1[7g77 y4ego bidziilgo 1diiln77[, 1ko Din4 nil7n7g77 t'11 a[tso y1'1t'4ehgo bee bi[ nahaz'32 doolee[ niidzin. Rooted in Diné language and culture, our mission is to advance quality postsecondary student learning and development to ensure the well-being of the Diné People.

**College vision.** Nihi'0lta'gi, Din4 Bibidziilgo )lta'gi na'nitin a['22 ldaat'4ii 0[ta'7 bee nanitin7g77 d00 t'11 ha'1t'77 sh99 bee b7k1 an1'1lwo'7g77 bidziilgo d00 boh0n4edz32go

1diin77[ niidzin. D77 binahj8' Din4 bi'0lta'gi 0hoo'aah ts'7d1 boh0n4edz1anii bee bi[ haz'3 7l98 doolee[. Our vision is to improve continuously our programs and services to make Diné College the exemplary higher education institution for the Diné People.

**Sources:**

- 2013-03-28 PAC\_Listening\_Session\_Comments
- 2013-04-19 PAC\_Listening\_Session\_Dirs\_Mgrs
- 2013-04-25 PAC\_Listening\_Session\_Comments
- 2013-06-22 Plng Framework\_BOR Res\_FINAL
- 2018 Return of the Original Treaty of 1868
- UN Declaration on the Rights of Indigenous Peoples

**1.A.2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.**

**Academic Programs.** After the adoption of its new Mission, Vision, Principles, Values, and Strategic Plan, Diné College undertook a concerted effort to develop annual plans, at the entity or school/division level. This planning initiative, the most comprehensive and systematic the College has implemented since the last HLC Comprehensive Visit in 2015, aligns annual plans directly to Strategic Goals and the College Mission (described in the *Planning Framework*). Given the emphasis on Diné language and culture within the College's Mission, the College has worked to weave these core values into the General Education requirements and all course syllabi. There are also a wealth of the Diné language and culture courses offered and a degree program in Diné Studies. Furthermore, many of the courses align Dine concepts to Western concepts for student comprehension. Students are also taught using the Diné Pedagogy of Learning Paradigm (Think, Plan, Life, and Hope) to problem-solve concepts.

Current academic programs and student support services have been established to nurture quality student learning and positive human development while focusing on the rich Diné cultural heritage. Future educational programs established the same Mission-driven outcomes in mind. The Curriculum Committee charged with approving new courses and programs, has requirements that all proposals must meet specific standards of application of the College Principles of Sa'2h Naagh17 Bik'eh H0zh==n (explained above).

The mission statement of the Academics department is:

In harmony with the mission and vision of Diné College, the purpose of the Academics school/division is to:

- Provide quality post-secondary academic opportunities in the Navajo Nation.
- Engage in the process of continuous assessment and improvement.
- Ensure that the College Principles and Values form the basis of student learning outcomes in our academic programs.
- Provide quality instruction and educational support services for student success.

In [JM1] addition to an academic focus on Navajo language and culture, the College offers degree programs (General **Catalog** pp. ) that seek to promote the well-being of Navajo Nation by

addressing the Nation's needs in critical areas such as Education, Business Administration, Health Occupations, Social and Behavioral Sciences and Public Health

**Student Services.** Student Services, driven by the part of our Mission, addresses student development. Enhancing the intellect is crucial, but it is not enough by itself to “ensure the well-being of the Diné People.” The mission statement of the Student Services department is to:

. . . provide direct services to students which will enhance their overall educational experience through social, cultural, leadership, intellectual, athletic, and recreational programming and activities which will further enrich and aid them in their transition to other colleges, universities, and the world of work.

**Enrollment Profile.** Furthermore, the enrollment **profile** of Diné College is indicative of our commitment to and focus on ensuring the well-being of the Diné People, as 97% of our students are Diné. (still gathering evidence here)

**Sources:**

- 2014-09-29 DC Annual Perf Rpt\_WEAVEonline
- 2013-06-22 Plng Framework\_BOR Res\_FINAL
- 2014-09-11 CurricCmte Guidelines\_Procedures
- 2014-07-30 DC Genl Catalog 1415\_Revised FINAL
- 2014-10-10 AIHEC AIMS Historical AI Count
- Catalogs 2015-2016, 2016-2017, 2017-2019
- Strategic Planning Session (meeting notes, minutes, resolutions) \* Still gathering evidence

**1.A.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.)**

The College employs an instruction-first methodology to resource allocation, which demonstrates its commitment to the Mission, and the promotion and advancement of “post-secondary student learning and development.” Academic divisions classified in the College's General Fund budget within a grouping entitled, “Instruction” ensures that resources are used to support academic endeavors for current courses and programs and the development of new classes and programs.

Diné College's planning process is tied directly to its Mission, as described in the *Planning Framework*. Division and school objectives are prioritized based on their association to the College's Strategic Goals [CKD2] 2017-2021 and Objectives, which were developed based upon the College's Mission:

- 1. Diné Identity** - Advance the institution's Diné identity.
  - a. Increase use and application of language, history, and culture campus-wide.
  - b. Incorporate and strengthen Diné teachings in current and future programs.
  - c. Build cultural relevance into academic and student support programs.

- 2. Student Success** - Promote student success and development.
  - a. Increase cross-institutional dialogues to promote student success.
  - b. Expand student opportunities for career readiness.
  - c. Expand student opportunities for leadership development.
  
- 3. Financial Health** - Strengthen financial health & self-reliance.
  - a. Increase funding sources to support institutional growth.
  - b. Optimize the College's financial systems.
  - c. Streamline institutional compliance.
  
- 4. Institutional Transformation** - Promote effective communication and accountability.
  - a. Demonstrate institutional transparency in planning and initiatives.
  - b. Develop communication policies and guidelines for the institution.
  - c. Target professional development opportunities to increase performance.
  
- 5. Technology** - Expand effectiveness and efficiency using technology.
  - a. Enhance the internal technology infrastructure of the College community.
  - b. Advance IT policies to meet the evolving needs of the institution.
  - c. Improve information technology to enhance student learning experiences.
  
- 6. Nation Building** - Cultivate Diné Nation building.
  - a. Build congruent educational programs to meet the needs and aspirations of the Navajo Nation.
  - b. Assist Navajo Nation in becoming better positioned economically.
  - c. Align programs with sustainable employment opportunities for graduates.

**Sources:**

- 2013-06-22 Plng Framework\_BOR Res\_FINAL (Current June 2018 Board approval)
- 2013-2017 Strategic Planning Objectives
- Budget Planning Sessions (meetings notes, minutes, resolutions) \* Still Gathering Evidence

**1.B. The mission is articulated publicly.**

The College provides access to its Mission publicly through a variety of outlets, including web-based access, radio stations, social media, video clips, emails, and various physical documents distributed (i.e., newspaper, magazine, journals, research articles, billboards, publications, posters, banners, and brochures) with *Navajo Times*, *Gallup Independent*, and *The Farmington Times* to publicize College meetings, activities, events, ceremonies, registration, and job opportunities. Other venues are to post information in local chapter house locations throughout the Navajo Nation.

Both web-based and physical articulations of the Mission are kept current and point to the College's foundations in Diné culture, as well as the focus on positive student development. Throughout the College's public articulation of its Mission, the College makes it



clear that we exist to serve and nurture the positive development of Diné students to build a resilient Navajo Nation.

The mission statement has always been *Sa'2h Naagh17 Bik'eh H0zh00n*. The current meaning of *Sa'2h Naagh17 Bik'eh H0zh00n* has historical meaning and has been in place since 1999. The mission is continuously in use in all aspects of collegial work. The mission statement is on the Personnel Policy Manual, Faculty Handbook, Student Handbook, Distance Education Handbook, Budget-process Handbook, Housing Policies, Building and Grounds Handbook, Diné College Homepage, Division/School Academic Master Plans, Certificate, Associate, and Bachelor Degree Program brochures.

**Sources:**

- Mission Poster
- Website Updates
- Warrior Express
- DC Inserts to Navajo Times, etc.
- \*Still gathering evidence

**1.B.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.**

**The College articulates its Mission through the following public resources and documents:**

**College Website (<http://www.dinecollege.edu/about/about.php>).** The College's Mission Statement articulated on our website provides an ideal venue for sharing our Mission statement since the site is a primary marketing and public relations tool capable of reaching diverse geographic markets: local, regional, national, and international. The site contains the College's Vision and communicates strategies to implement the Mission including two-year transfer programs, Diné Studies and Language, Developmental Studies, Health Occupations, Social and Behavioral Studies, Business Administration Studies, research projects and consultant services, on-site outreach programs, and articulation with other institutions, and the Center for Diné Teacher Education.

**Radio Stations:**

Diné College has recently opened KXWR 92.1 FM Radio Station for its demographic population. Other radio stations also regularly announce activities, meetings, registration, graduation events to the public. The Navajo Nation radio station AM 660 KTNN, KGAK, etc. all promote college-related activities through their announcements.

**General [CKD3] Catalog.** The College Mission articulates in greater depth in the General Catalog which is available for distribution at all of our campuses and centers and is also available online on the College's website. The College's Vision, Values, and Principles support the core concepts expressed in the Mission statement and are elaborated on in our General Catalog.

**Annual Report.** The Mission contained in the College's Annual Report, which is reviewed by our Board of Regents as well as our chartering entity, the Navajo Nation Council. The Annual Report

broadly summarizes how the College has implemented its Mission through multi-campus development, scholarships, financial management, academic programs, faculty support, and student support services.

**Marketing Products.** The College's Mission regularly includes marketing materials such as tabloid inserts coordinated with the *Navajo Times*, three times a year in advance of enrollment periods. Other products that incorporate our Mission include posters distributed to campuses and centers for office use, as well as marketing posters, are displayed within Navajo Chapter houses. Furthermore, the Gallup Independent, and The Farmington Times market the college through its publishing.

**Tribal College Journal.**

**Student Handbook**

**Faculty Handbook.**

**Academic Master Plan.**

**Distance Education Handbook**

**Personnel Policy Manual**

**Sources:**

- 2014-07-30 DC Genl Catalog 1415\_Revised FINAL
- 2014-10-24 Annual Report 1314\_DRAFT
- 2014-12-12\_Warrior Express Tabloid FINAL
- Mission Poster
- Website Updates
- Warrior Express
- DC Inserts to Navajo Times, etc.
- Course Syllabi (all)
- \*still gathering evidence

**1.B.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.**

Adopted by the Board of Regents on June 22, 2013, and reviewed in June 2018, for implementation through 2018, Mission concepts are evident in the *Planning Framework* (see the Strategic Goals and Objectives in 1.A.3 above). The mission of Diné College is to apply the idea of *Sa'ah Naaghai Bik'eh Hozhoon* to its educational mission to advance quality student learning. Diné College operates with integrity, commitment, and desire to meet the Diné-centered mission through its instruction, scholarship, research, creative works, clinical service, public service, economic

development with religious or cultural purpose. *Sa'ah Naaghai Bik'eh Hozhoon* is the traditional Diné living system, which places life in harmony with the natural world and the universe, which is the main framework or cornstalk of the Diné people. The vision of the institution came from the elders, from the council, and from the Navajo people for the Navajo students. From this perspective, Diné College is charged to provide quality and culturally higher education programs and courses ground in:

- Diné-based principles of *Nitsahakees* (thinking), *Nahat'a* (planning), *Iina'* (living), and *Siihasin* (awareness).
- The study of Diné language, history, and culture in the Din Studies includes the General Education program as a core component. The student learning outcomes show successful transfer to regional universities and employment to their selected fields.
- The preparation for further studies and employment in a multicultural and technological world.
- Fostering social responsibility, community service, and scholarly research that contribute to the social, economic, and cultural well-being of the Navajo Nation and eventually the communities in which they reside.

Concepts such as Diné language and culture appear in the first set of strategic goals and objectives while advancing quality post-secondary student learning is described by the second, third and fourth sets. In addition to the formal declaration of Mission and the identification of strategic goals and objectives, the College actively works to promote the Diné aesthetic principles of *Nitsáhákees*, *Nahat'á*, *Iiná*, and *Siihasin* throughout its everyday interactions, which helps to sustain positive student development and the well-being of the Diné People.

**Instruction.**

**Scholarship.**

**Research.**

**Publication.**

**Clinical service.**

**Public service.**

**Economic development.**

**Religious or cultural purpose.**

**Sources:**

- 2013-06-22 Plng Framework\_BOR Res\_FINAL
- \*still gathering evidence
- Instruction-course syllabi
- Scholarship-brochures

- Research/Application of Research

**1.B.3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.**

The Planning Framework section on “Foundations” (quoted in the introduction to this criterion) speaks to the intended constituents of the College’s programs and services, the Diné People. This document also addresses the fundamental value of the programs provided, in that they are rooted in traditional Diné teachings, and provide for the overall development of well-being for our students, faculty, staff, and administrators. Ultimately, through Mission fulfillment and the continued exertion of Diné principles, our institution is building its capacity to serve the Diné people as a whole. The nature and scope of learning experiences and opportunities for development provided by the College emphasize through the College’s Principles and Values:

**College principles.** Nihina’nitin, S2’ah Naagh17 Bik’eh0zh00n bi[ had4t’4ego, d00 7nda Din4 yee iin1 77[’7n7gi 1t’4ego nahasdz1 1n bik1a’gi d00 y1di[hi[ biyaagi boh0n4edz1n7gi 1t’4ego yee hin1. D77 binahj8’ t’11 a[tsod66’ bik’ihwiin7t’98go bitah y1’1hoot’4ego yee iin1 77[’9. Our educational principles are based on Sa’2h Naagh17 Bik’eh H0zh==n, the Diné traditional living system, which places human life in harmony with the natural world and universe. The system provides for protection from the imperfections in life and the development of well-being.

The principles are four-fold:

**Nits1h1kees Critical thinking.** *Baa nits7dz7kees.* Apply the techniques of reasoning. Nitsáhákees nahaaldee[. Analyze alternative solutions through the use of the principles of logic and creativity.

**Nahat’1 Planning.** *Nahat’1 anits7kees bee ylti’ doo 77shj1n7 0ozin.* Develop and demonstrate communication skills. Nahat’1 nahaaldee[. Demonstrate systematic organization skills.

**&in1 Implementation.** *T’11 h0 1j7t4ego h0zh=-go ood11[.* Demonstrate self-direction based on personal values consistent with the moral standards of society. T’11 h0 1j7t4ego h0zh=-go oonish. Demonstrate quality, participation, work, and materials.

**Siinhasin Reflection and assurance.** *Siinasingo ood11[.* Demonstrate competency. Siinasin nahaaldee[. Demonstrate confidence.

**College values.** Our employees and students will adhere to the following benefits to achieve the mission and purposes of the College:

- *T’11 h0 1j7t4ego* Excellence and self-initiative in problem-solving, compassion, setting clear goals and establishing positive working relationships.
- *Ahi[ na’alnish* Cooperating and helping one another, keeping all employees well informed, using proper language for communication, respecting one another on equal terms, and honoring K’é.
- *I[ idl7* Respecting the cultural, racial, and gender diversity of the Diné People, maintaining safe, courteous, respectful, and positive learning environments, and valuing inclusiveness.

- *If 44h0zin* Understanding, thoughtfulness, competence, confidence, conscientiousness, and reflectivity for serving the needs of the Diné People.

**Sources:**

- 2013-06-22 Plng Framework\_BOR Res\_FINAL
- Dine Studies Syllabi
- K'e Rubric
- \*still gathering evidence

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

As a tribal institution, Diné College celebrates its Diné-driven Mission while maintaining a multicultural [CKD4] perspective of its diverse constituent base including students, faculty, staff, administrators, and community stakeholders. The College's Mission, Vision, Principles, and Values are all statements that promote student advancement and the enhancement of one's well-being. These statements are explained and amplified in our *Planning Framework*. In addition to our mostly Diné student population, some Native students from other tribes, as well as some international and other Non-Native students regularly attend Diné College. These students bring the first-hand experience of diversity to the College.

While Diné College student-body primarily consists of Diné students, there are a few international students; the learners are from diverse in gender, age, and enrollment status. Over a **five-year period**, male and female student enrollment remained proportional to each other, where female students represented **76% of the enrollment in Fall 2017 and 74%** in Spring 2018. There is also age diversity among the Din College student, and this pattern has been consistent since 2015. The only increase in any age group has been 18 and 19-year-old students (Figure 2.1) due to the revamping of the Dual Credit program. Recent efforts in recruiting at local high schools may have impacted the growth of new students in this age group. Overall, 46% of Fall 2007 student body is under age of 24, and older students continue to increase as well (Table 2.1).

Another facet of the diversity of learners is evident in the enrollment patterns across the college system. Community campus centers emerged out of the need for access to educational opportunities in local communities as seen in the needs assessment of each community and mandated by the Navajo Nation. Student headcount was 1,740 in Fall 2015 and peaked at 2,001 in Spring 2017. Si

With the funding of the American Indian Higher Education Consortium, the Tsaile campus opened a new child-care facility in October 2007, which helped address the lack of daycare facilities. The daycare center model was successful at other site schools because of the request for child-care services. There also have been improvements in classroom space, science labs, faculty offices, and technology.

**Sources:**

- 2013-06-22 Plng Framework\_BOR Res\_FINAL (June 2018)

- 2014-10-10 AIHEC AIMS Historical AI Count
- \*Still gathering evidence:
- Open Enrollment-International Student Highlight
- OIPR-Data on Demographics
- Student Handbook: Code of Conduct
- Personnel Policy Manual (June 2018)
- Veterans & Disability Services-brochures
- Student Clubs' Bylaws
- AIHEC

### **1.C.1. The institution addresses its role in a multicultural society.**

In particular, the College's multi-cultural identity emphasized in the concept of "*H idli*" which is to respect "the cultural, racial, and gender diversity of the Diné People, maintaining safe, courteous, respectful, and positive learning environments, and valuing inclusiveness." Through the application of *H idli* and other unique Diné principles adhered to the College, we can collectively carry forward our understanding of the relationship between our Mission and the diversity of society.

This understanding expressed in the Mission of the General Education program (found on p. XX of the General **Catalog**):

Diné College is committed to providing students with the opportunity to acquire skills and knowledge that include the ability to write clearly, read critically, speak persuasively, use mathematics competently, think critically and creatively, understand abstract concepts and use technology. At Diné College we believe that Diné history, language, culture and philosophy, art, music, literature, and contemporary issues are necessary to understand and tell "the story of the Diné people." The purpose of Diné College's General Education curriculum is to enable students to pursue their academic and professional aspirations with experiences that consider diverse worldviews, philosophies, culture, and contemporary experience.

There are also two student learning outcomes of the General Education curriculum that are devoted explicitly to diversity:

Goal 1: Students will acquire an awareness of the variety of human culture and experience.

SLO: Students will demonstrate the awareness, understanding, and skills necessary to live and work in a diverse world.

Goal 2: Students will formulate a Diné worldview while recognizing divergent socioeconomic, multicultural and global perspectives in a community and global context.

SLO: Students will examine their perspective from their Navajo traditions into a broader worldview of customs and behavior.

Diné College is located in six communities throughout the Navajo Nation with a focus on nation-building through education. Integral to that education is rooting our students in their own culture – they should live in the Diné worldview and be able to function within the Western culture successfully. This quote from "**Distinctive and Committed**: Tribal Colleges and Universities and

Higher Learning Commission Accreditation – Considerations for HLC Peer Reviewers” can put this in context:

The American Indian spirit is so connected to the tribe and to the land that they could not survive any other way. As they face these issues together, they will also find strength together. Their greatest strength comes through education. In a tribal community, the knowledge of one quickly becomes the knowledge of many. On this scale, education becomes exponentially powerful. It can reverse generations of health and social problems. It can create jobs. It can revitalize a language. It is clear that even though students at TCUs pursue vastly different subjects, they unanimously shared the same hope for a better life, a better home and a better future for their tribe.

This notion of shared academic enlightenment echoes in the Diné Education Philosophy which aptly summarizes the type of environment that our College seeks to maintain for our students:

Diné College directs and guides by the tenets of the Diné Philosophy of Learning. These tenets embrace the values and concepts of traditional Navajo knowledge that leads the Institution to foster an environment of harmony and beauty so that learning, growth, and development can take place.

#### **Sources:**

- 2014-07-30 DC Genl Catalog 1415\_Revised FINAL
- 2013-07-11 HLC TCU-Final
- \*still gathering evidence
- Open Enrollment-International Student Highlight
- OIPR-Data on Demographics
- Student Handbook: Code of Conduct
- Personnel Policy Manual (June 2018)
- Veterans & Disability Services-brochures
- Student Clubs’ Bylaws
- AIHEC

#### **1.C.2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.**

Diné College was chartered by the Navajo Nation to serve as the “higher education institution of the Navajo.” The College serves a predominantly Diné student body, based on relative geographic isolation, and purpose for maintaining the Diné language and culture, while also preparing Diné students to be leaders in many sectors of the Navajo Nation. The College promotes and supports diversity among its constituents through student clubs, student services activities and other campus events.

**Student Support Services.** Diné College Student Support Services provides programs and services that support students’ diversity experiences through various student groups, including **veteran’s services**, women’s interest groups, and services for students with **disabilities**. Also, given its significant number of student-parents, Diné College has maintained family housing and programming and more recently has undertaken construction of new family student residential units.

**Student Clubs.** The College encourages student attention to human diversity through participation in clubs with various academic, social, cultural, religious and environmental foci. These clubs range from American Indian Science and Engineering Society to Gay-Straight Alliance to Azee' Bee Nahaghá (Native American Church), as well as others. Additionally, all students at the College are members of the Associated Students of Diné College, the institution's student government.

Academic Initiatives That Promote Diversity: Since 2013, Diné College has participated, along with other indigenous serving colleges and universities, in an **International Indigenous Education Course** and Professional Development seminar. Also, students attend a cultural **exchange course (doc 2)** with North Hampton Community College in Bethlehem, PA. Finally, each year, Diné College students exchange and compete with students from more than 30 other tribal colleges and universities at the **American Indian Higher Education Consortium Student Conference**.

**Sources:**

- 2014-09-11 Veterans\_Services\_Brochure
- 2014-09-11 Disability\_Services\_Brochure
- 2014-08-06 DC.Student.Clubs
- 2014-08-08 EDU 488 Indig Well Being Ed
- 2014-11-28 CJNE\_Article Intl Indig Ed Course
- 2014-10-09 Northampton Exchange Host Ltr
- 2014-10-09 Northampton Exchange Schedule
- 2014-01-15 AIHEC\_Recruitment\_Flier\_2014
- \*still gathering evidence
- Open Enrollment-International Student Highlight
- OIPR-Data on Demographics
- Student Handbook: Code of Conduct
- Personnel Policy Manual (June 2018)
- Veterans & Disability Services-brochures
- Student Clubs' Bylaws
- AIHEC

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

From the College's inception over 50 years ago, we have made a good faith attempt to demonstrate our commitment to the greater Navajo Nation. A crucial part of our mission is "to ensure the well-being of the Navajo Nation." As a result, we have 19 Associate, 8 Bachelor, and 1 Master Degree Programs initiated for the public good. There are also certificate programs that continue to grow within each school/divisions

**1.D.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.**



Complementing our role of serving the Navajo Nation, the College is developing its capacity to conduct internal and external scans (doc 2) that would help our institution better understand how to serve the Navajo Nation community through program creation. The College's two bachelor's programs, in Business Administration and Education, were developed in response to needs identified by the Navajo Nation. Furthermore, the additional six bachelor degree programs created due to student needs. Other programs like the Land Grant, TCUP, STEM-related Programs gear toward preparing Diné students from many different institutions with skills integral to the success of the Navajo Nation in years to come.

Diné College has also made strides in serving high school-aged students in the development of dual credit programs that are now available to schools in New Mexico and Arizona. Adult education is another area in which the College has demonstrated a commitment to serve the needs of its community, and GED programs administer in three of our campus/center locations. High school students can get an early start by earning college credits while still attending high school. Courses offered through Diné College vary from Navajo Language to Mathematics to Freshman English.

The dual credit courses taught on Diné College campus or a high school campus. The high school courses aligned with the Diné College curricula. Dual credit students earn college credit immediately upon successful course completion.

Also, departments such as the Diné Policy Institute, and the Land Grant Office each partner with Navajo Nation communities to provide programs, services, and technical assistance in areas such as policy analysis, research, government reform, community development, environmental awareness, and agriculture and range management. An excellent example of this is the recent report from the Diné Policy Institute on food sovereignty.

The College also submits reports on specific goals to the Navajo Nation, which include quarterly outputs that are meant to culminate in significant outcomes for the Navajo Nation – results that are capable of supporting the greater Diné public. The goals for this year are:

- **Academic Accreditation.** Reaffirm Higher Learning Commission accreditation under their Standard Pathways accreditation model.
- **New BA Degree Implementation.** Review, assess, and modify as needed the Business BA program implemented in AY14-15.
- **Online Registration Implementation.** Fully implement an online registration system for all students throughout the multi-site system.
- **Community Outreach.** Procure the equipment for the Diné College radio station, operationalize the radio station, and assess the operations and program schedule.
- **Degree and Program Review.** Conduct environmental scan, including career demand analysis of course offering, across the College's multi-site system.

#### Sources:

- 2006-09-01 DC Tomorrow's Enrollment
- 2013-08-23 DC Multi-Campus Assessment
- 2014-09-26 SREP Update\_Newsletter 2014
- 2014-10-24 Food Sovereignty Report\_FINAL
- 2014-08-12 Approved NN \$4.2 M Budget

- \*still gathering evidence
- DC Mission
- DC Charter
- Title 10
- NN Higher Education Act (Meeting Minutes)
- DPI Research & Partnerships
- Land Grant community outreach/partnerships

**1.D.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.**

Diné College does not have private or public investors and has no other parent organization than the Navajo Nation, itself, as defined in the College’s charter. Our institutional performance is Mission-driven and academically focused, and thus educational responsibilities take primacy over any others.

**Sources: \*still gathering evidence**

- OIPR Research (Economic) Return of Investment Report
- Hiring of Alumni (Alumni Relations Specialist)
- Museum Open to Public (Sign In Sheet)
- Listing of Visitors
- Tallsalt Investment Company (BOR Reports)
- Land Grant-local partnerships

**1.D.3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.**

The College engages with external constituencies and communities of interest and responds to their needs in the following ways.

**Local chapter involvement.** College staff from each of our campuses and most of our centers attend local government entity (chapter) meetings periodically to share information about the College’s programs and events, and to help students make successful transitions to college.

**Dual Credit.** Diné College is also responding to the needs of Navajo serving schools in the realm of dual credit and has developed 25 of these programs with schools in New Mexico and Arizona.

**Diné Policy Institute.** The mission of Diné Policy Institute is to “articulate, analyze, and apply the Diné Bi Beehaz’aannii (Diné Fundamental Law) to issues impacting the Navajo people by educating, collaborating and serving as a resource for policy and research.” Diné Policy Institute partners with Navajo Nation government, as is evidenced in its work with the Navajo Nation Council during **its historic restructuring** in 2010-2011. Diné Policy Institute also partners regularly with Diné communities, as in its landmark Diné Food Sovereignty Initiative, a multi-year project

aimed at empowering the Diné people in all aspects related to food systems for Navajo Nation, and which culminated in a comprehensive **report** in April 2014.

**Land Grant Office.** As a 1994 Land Grant Institution, Diné College partners with Navajo Nation governmental agencies, non-governmental agencies, communities, and individuals. Land Grant Office provides community outreach services in the areas of youth development, health and wellness, agriculture and natural resource management.

Annually, the Land Grant Office staff provides outreach services to various schools in the form of presentations on agriculture, equine science, school gardens, and culturally relevant topics. Each year Land Grant Office provides hands-on educational opportunities to more than 1,500 farmers and ranchers, in addition to providing environmental and agricultural youth camps for students from across the Navajo Nation. Further, Land Grant Office has offered informational presentations to more than 25% of the 110 Navajo Nation chapters (local governmental units).

**Advisory groups.** The departments of our two Bachelor's degree programs (The Center for Diné Teacher Education and the Business) have Advisory Councils whose purpose is to guide, provide feedback, serve as advocates, and facilitate resource acquisition for the two programs. Membership includes program graduates and individuals from educational institutions, advocacy groups, regional businesses and industry, tribal and state agencies, community and tribal leaders, and elders.

**Nation Building.** In serving the academic needs of the Navajo Nation, the College demonstrates its commitment to the well-being of the Diné People, a vital component of the College's Mission. In advancing quality post-secondary student learning and development, the College promotes the public right irrespective of cultural identity. The Mission of the College supports the best use of its resources to provide "for protection from the imperfections in life and the development of well-being." In serving the entire Navajo Nation, the College makes use of its resources to respond to the needs of Diné communities through these and other programs.

**Outreach.** The college regularly engages its external constituencies and communities of interest through visits to high schools (both for recruiting and dual credit purposes), hosting community events on campus, entering floats in local parades, and providing information booths at various venues. The College's Day Care Centers in Tsaile and Shiprock are open to the public.

**Sources:**

- 2004-07-18 MOU\_Navajo\_Nation\_CHR\_Prog
- 2014-10-24 Food Sovereignty Report\_FINAL
- \*still gathering evidence
- MOU/MOA's with other Education Institutions (updated 2018)
- Northern Arizona Consortium for Higher Education
- NN Food Sovereignty-Land Grand, DPI

**Criterion 1: SUMMARY**

The Mission of Diné College was developed from traditional Diné cultural principles and with extensive consultation. It has full acceptance within the institution, and it is well-understood outside it. The Mission guides our planning, assessment, and budgeting activities, thus driving all aspects of the institution. Diné College is, by its very Mission, committed to “ensuring the well-being of the Diné people.

## **Criterion 2. Integrity: Ethical and Responsible Conduct**

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

### **Core Components**

**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.**

Diné College (DC) operates holistically under the mission, vision, and values of the institution. The DC Board of Regents By-Laws allow the board to manage decisively with a foundation of integrity. These By-Laws have provided the institution with the framework to function with compliance, shared governance, and transparency. DC follows the Board of Regents' guidance to ensure there is an institution-wide system of policies and procedures that are aligned directly to all DC Campuses and Centers.

### **Diné College Values:**

#### **1. T'áá hó ájitéego (positive working relationships) to ensure Financial Integrity**

Diné College operates and abides by the financial policies and procedures of federal, state (Arizona and New Mexico), and Navajo Nation laws, compliance, and regulations that govern (or relate to) higher education and its operations.

#### **DC Financial Systems, Budgeting, Auditing, and Reporting:**

The Finance and Administration Office details all financial reports, including audits, financial statements, and all internal/external budgets, directly to the President and the Board of Regents. To ensure against undue influence, external auditors, KPMG International, provide the evaluation of accounting processes, audit controls, and risk management. The audit reports allow DC to resolve all activities needing correction or within violation of reporting standards. DC documents and tracks all auditing violations and/or concerns directly with cost centers to uphold compliance. This also allows for continuous development, accountability, and the establishment of best practices. Base on the 2017 auditing report from KPMG ([2\\_A\\_2017\\_%20Dine%20College%20FY%202017%20Financial%20Statements.pdf](#)), the college maintains the standards of United States generally accepted accounting principles and has increased overall revenue, specifically total assets, total liabilities, and total operating revenues. With strong financial and political support from the Federal and Navajo Nation governments, economic outlook for DC will remain stable.

The financial reporting system is also reliant on the Financial Aid Office, the Department of Human Resources, Institutional Grants, and the four Academic Schools. Within each domain, there

are detailed reporting processes to each financial structure, extending to each of the DC Campuses and Centers. Student billing information is also reviewed and processed to ensure all student information is updated and on file.

The Office of Finance and Administration works directly with the Financial Aid Office and Registrar's Office to ensure students are billed correctly and allowed to apply for financial aid. All tuition (<https://www.dinecollege.edu/admissions/tuition/>) and related fees (<https://www.dinecollege.edu/admissions/fees/>) are documented on the DC webpage and the DC Course Catalog ([2\\_A\\_2017\\_2019\\_GenCatalog.pdf](#)). Tuition is calculated with a Student Activity Fee, Technology Fee, and any related auxiliary fees. Total student charges are calculated and reflected within the Student Needs Assessment for financial aid. All DC students, excluding dual credit students, must comply with the DC Financial Aid Policies And Procedures Manual ([2\\_A\\_2015\\_2016\\_DC\\_FinAid\\_PP\\_REVISION.pdf](#)) in order to receive Pell Grant funding or some form of financial assistance, including scholarships and/or student employment. DC does not participate in Federal Student Loans; accordingly, the Board of Regents ensures tuition is affordable so students do not incur loan debt.

The Office of Institutional Planning and Reporting (OIPR) manages the guidelines and implementation of strategic planning with all financial cost centers through Strategic Planning Online (SPOL). In preparation for each fiscal budgeting year, administrators and cost center managers are responsible for the submission of specific budgets associated with their domain. Aligned with the 2017-21 DC Strategic Goals ([2\\_A\\_2017-21\\_Strategic\\_Planning%20\\_Goals.pdf](#)), each cost center must assess and plan for each financial fiscal year. Budget outlays and reports are submitted within a quarterly basis to ensure cost centers are accomplishing set goals and maintaining budgetary responsibilities. Each cost center manager works directly with the DC Finance and Administration to monitor budget reports and expenditures. The OIPR provides strategic planning training and offers a guidebook ([2\\_A\\_2017\\_StratPlan\\_BudgetGdebook.pdf](#)) as an additional reference.

## **2. Ahil na'alnish (respecting one another on equal terms) to ensure Academic Integrity**

DC serves as the first academic institution of higher education on the Navajo Nation. To guarantee Academic Integrity ensues, DC has established and approved internal and external policies, procedures, guideline, and agreements.

### **Faculty Handbook**

Academic purposes, roles, and responsibilities are guided by a cooperative process between the faculty, administration, and the Board of Regents. In 2014, the DC Faculty Handbook ([2\\_A\\_2014\\_11\\_18\\_FacultyHandbook\\_Final.pdf](#)) was approved and summarizes the requirements and accountabilities of academic faculty, courses, and programs. It instills academic freedom and accountability of curriculum to faculty, for all associate's and bachelor's degrees, within their specific discipline. The Faculty Handbook allows for shared governance and operational efficiency between faculty, administration, and the Board of Regents. It outlines the general procedures for assessment, classroom conduct, academic policies, and employee rights. The Faculty Handbook also serves as an orientation for new faculty and gives an overview of expectations and responsibilities.

## **Dual Credit, Distance Education, and Online Courses**

The initial Dual Credit Policies and Procedures (2\_A\_2016-17%20Dual%20Credit%20Policies.pdf, 2016-17) were finalized and approved by the DC Board of Regents in 2016. The policies and procedures are reviewed and approved each academic year to meet the requirements of the Higher Learning Commission, Diné College, the Arizona Department of Education, and the New Mexico Department of Higher Education. The DC Dual Credit Policies and Procedures are standardized to ensure equitable protocol was followed since each state has set criteria for dual credit within the secondary education systems. This also includes the requirements and reporting processes for state high schools and Bureau of Indian Education high schools (2\_A\_2017\_2018\_Official\_Dual\_Credit\_Policies\_Procedures%20(1).pdf, 2017-18). These updated and revised Dual Credit Policies and Procedures were also approved with the DC Dual Credit Guidebook (2\_A\_2017\_08\_10\_Dual\_Credit\_Guidebook.pdf). The guidebook was created to ensure internal and external stakeholders understood and followed the processes set forth by DC and partnering institutions.

In 2018, the Distance Education Policies and Procedures were approved by the faculty association and the DC Board of Regents. The policies outline the purpose and guideline for distance education courses and delivery. The policies and procedures comprises guidelines for technology based instruction, assessment, and infrastructure. The policies also outline faculty development and training so curriculum is equivalent to classroom instruction. Finally, the policies also summarize the personnel, administrative, IT, and faculty responsibilities for delivery of distance education curriculum. All distance education courses and delivery must meet the same standards as classroom instruction, including faculty credentialing, instruction of course, and all evaluations. (2\_A\_2016distance%20education%20policies%20manual.pdf)

## **Student Code of Conduct**

The DC Student Code of Conduct (2\_A\_2008\_scc.pdf) was approved by the Board of Regents in 2008. DC students are also held accountable for academic integrity. The Code of Conduct outlines student rights and responsibilities, academic processes, and possible consequences. The Code of Conduct configures the collaborative academic relationship between students, Student Affairs, and academics. The booklet is given to first time freshmen at orientation and easily accessible within the DC Website ([https://www.dinecollege.edu/current\\_students/student-code-of-conduct/](https://www.dinecollege.edu/current_students/student-code-of-conduct/)). It is important that faculty also use and reference the Student Code of Conduct as Academic Dishonesty, academic warnings/probation, or advising, are also faculty responsibilities.

## **Technology Policies and Procedures**

Technology is an essential component of instructional and Academic Integrity. DC has developed and approved Technology Policies and Procedures (2\_A\_%202018\_Technology\_Policy\_Final\_Draft%20062018.pdf) to safeguard the usage of technology for academic purposes. The policies and procedures are based on an academic and DC operational priority scales, including network access, hardware/software installation, and security rights. The policies summarize acceptable usage for student, personnel, and third-party access to guarantee DC allocates technology equitably and appropriately. The policies also address network system use for computers, laptops, tablets, smartphones, and other electronic devices. The policies set the foundation for information security and the current DC technology infrastructure and data management systems to ultimately be used for academic priorities.

### **3. Hí idlí (maintaining safe, courteous, respectful, and positive learning environments) to ensure Personnel Integrity**

The Department of Human Resources controls the employment, contractual classification, and management systems between personnel and the institution, abiding strictly by the DC Personnel Policies and Procedures Manual (PPPM) ([2\\_A\\_2015\\_01\\_05\\_PersonnelPP\\_Manual.pdf](#)). DC employees four levels of employees: administration, faculty, staff, and student employees. The PPPM sets a presidency of just and ethical practices for the Department of Human Resources, to guarantee compliance for federal, state (Arizona and New Mexico), and Navajo Nation employee laws and regulations, specifically with employee relations, professional development, compensation and health benefits.

#### **Faculty Ranking and Pay Scale**

The faculty and the DC Board of Regents approved the Faculty Ranking Handbook ([2\\_A\\_2018\\_Dine.College.Faculty.Ranking.FINAL.v.5.7.18\\_V2.pdf](#)) in 2018. The handbook ensures DC has a faculty ranking system as it transitions to university status. This is also essential in order to support recruiting and retaining quality, experienced faculty and supports equitable pay scales based on credentials and experience. The handbook also defines faculty ranking guidelines and requirements, eligibility, and committee responsibilities.

#### **Performance Evaluation**

Each year, supervisors and Academic Deans are responsible for evaluating their direct reports through and Employee/Faculty evaluation protocol. Supervisors must provide a written, thorough evaluation with valid reasoning for replies. It is advised supervisors review evaluation with employees for improvement purposes and to answer any questions the employee may have. Annual evaluations of personnel are a supervisor's responsibility and can impact an employee's ability to receive a pay raise or pay scale advancement. Annual evaluations for faculty are required and a duty of the Dean of the school. These evaluations also may reflect a faculty contract and pay scale advancement. Faculty are also assessed by a peer reviewer from a member of their division ([2\\_A\\_2015\\_01\\_05\\_PersonnelPP\\_Manual.pdf](#)).

#### **Employee Training**

Once employees are hired by DC, they are secure the rights and processes outlined within the PPPM. The Department of Human Resources coordinates, tracks, and documents, all training hosted by their office, including:

- New Employee Orientation;
- Navajo Preference in Employment Act Training;
- Customer Service;
- Cultural Awareness;
- Diné Leadership Training;
- First Aid/CPR/AED Training;
- Email Etiquette;
- Workplace Civility Training
- FERPA/ Anti-Harassment, and
- Principal Financial Group.

This documentation is also housed within the human resources office and used to determine pay raises and higher classification ([2\\_A\\_2018\\_06\\_07\\_Trainings%202016%20to%202017.pdf](#)).

The Department of Human Resources has hosted the following training but has since transitioned responsibilities of the training to the Campus Security and Emergency Response (CSER) Committee:

- Active Shooter Threat/Workplace Violence Training; and
- Rape Aggression Defense (RAD) Basic Physical Defense for Women Program.

The responsibility of housing this documentation (**CITE**) has also transitioned to the CSER Committee and is shared with the Department of Human Resources.

### **Hiring Process and Recruitment**

DC abides by all federal, state, and Navajo Nation employment laws and regulations set by the federal and Navajo Nation governments. The Department of Human Resources manages the processes to recruiting, interviewing, completing background checks, and hiring new employees.

**EVIDENCE NEEDED**

### **4. *Il ééhózin (understanding, competence, and reflectivity for serving the needs of the Diné) to ensure Auxiliary Functional Integrity***

DC must ensure supplementary services, resources, and activities are accessible to all students.

### **Housing and Dining**

Students needing residential housing must first apply and sign a contract with the DC Residence Life Office. The application ensures students are within good standing institutionally and have updated all necessary documents. Students and Residence Life staff are held accountable for abiding by the Residential Life Handbook ([2\\_A\\_2015\\_ResidenceLifeHndbook.pdf](#)). In 2015, DC completed the Family Dormitories, to accommodate students with children. These students and their families also must abide by the same Residence Life Handbook and housing plans. Each dorm building is supervised by a Residential Advisors, who has earned their position through exceptional grade point averages and student guidance experience. All student dormitories are owned and operated by the College, in collaboration with Aramark food services.

Aramark is contracted by DC to provide food and dining services. Aramark serves year around meal plans with exception to student and faculty break, when they use this time to inventory, clean, and plan for upcoming semesters. Food and dining services are open to students, faculty, staff, and the public, at a set rate. Students living in the dorm must also sign and agree to a meal plan (**Cite**).

### **Bookstore, Follet Books, and Library Database**

The DC Bookstore stocks a limited supply of hardcopy textbooks and course supplemental materials. Most of the textbooks in the bookstore are for Diné Studies courses that create their own resources and course material. Most textbooks are purchased or rented through Follet Books (<https://www.bkstr.com/dinecollegestore/home/en>). DC has a (**CHECK**) year contract with Follet Books to safeguard against lost revenue from overstocked textbooks, as a result of students buying or renting textbooks online. Currently, textbook adoptions are done through Follet books so



students have access to textbooks that can be mailed directly to their homes or downloaded to their computers.

The DC Library also has an New Mexico community college agreement to share library databases and resources through the New Mexico Library Consortium (<http://library.dinecollege.edu/dcl-dbs-subject.htm>). This partnership allows student a broader range of academic and research based information. The New Mexico Library Consortium shares the following databases with DC students, faculty, and staff:

- Academic Search Complete;
- Gale Power Search;
- Expanded Academic ASAP;
- Gale Virtual Reference Library;
- Chilton Automotive Library Online;
- Business and Company Resource Center;
- Computers and Applied Sciences Complete;
- Education Research Complete;
- EBSCO eBook Collection;
- History Reference Center;
- Literary Reference Center;
- Opposing Viewpoints;
- Points of View;
- Environment Complete; and
- CINAHL Plus with Full text

## **Athletics**

DC sponsors an intercollegiate athletic program that consists of Archery, Rodeo, and Cross Country. The College adheres to all compliance, policies, and reporting associated with student athletics, including the Equity in Athletics Disclosure Act (EADA) and the Higher Education Opportunity Act (Public Law 110-315). Each student athlete is responsible for obeying the DC Athletic Handbook ([2\\_A\\_AthleticHandbook\\_Final.pdf](#)), Student Code of Conduct ([2\\_A\\_2008\\_scc.pdf](#)), and maintaining a Grade Point Average of 2.0. DC is also responsible for reporting the Athletic program's finances and related data to the EADA to confirm DC, as a sponsored Title IV, federal student financial assistance athletic program, is ensuring gender equity in its athletic program. All student athlete information, including athletic scholarships, staffing, and finances are reported per academic year by October 15<sup>th</sup> ([2\\_A\\_2017\\_AthleticEquityReport.pdf](#)). The report is also publicized on the DC Website, ([UPDATE ON WEBSITE](#)).

## **Campus Safety**

DC has established the Campus Security and Emergency Response (CSER) committee that manages safety compliance matters of all its Campuses and Centers. The committee is compiled of members from Campus Security, Campus and Center Managers, staff, and faculty. In concurrence with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998, the United States Department of Education, and the Campus Security Act of 1998, DC discloses its campus crime statistics on the DC website

([https://www.dinecollege.edu/current\\_students/campus-safety-statistics/](https://www.dinecollege.edu/current_students/campus-safety-statistics/)) and to the United States Department of Education([http://hooghan.dinecollege.edu/campus-safety/docs/Annual%20Security%20Report%20\(2016-2017\).pdf](http://hooghan.dinecollege.edu/campus-safety/docs/Annual%20Security%20Report%20(2016-2017).pdf) ). The report is compiled and submitted by the Office of Institutional Planning and Reporting. Furthermore, the Campus and Center Managers, in collaboration with their local police departments, compile the crime statistics within their communities for reporting and transparency purposes.

The committee is divided into three sub-committees: 1.) Policies and Procedures, 2.) Training, and 3.) Communications. The Policies and Procedures sub-committee develops the plan, mapping, and system for each campus or center emergency response plan. The Training sub-committee develops year around training based on the needs of the campus or center, including Active Shooter and Rape Aggression Defense, for students, personnel, and community members. The communication sub-committee is responsible for ensuring information and notices are sent out to the campuses and center in a timely manner.

#### Sources:

- 2\_A\_2\_2017\_2021\_StratPlanWrkSession.pdf
- 2\_A\_2008\_scc.pdf
- 2\_A\_2014\_11\_18\_FacultyHandbook\_Final.pdf
- 2\_A\_2015\_01\_05\_PersonnelPP\_Manual.pdf
- 2\_A\_2015\_ResidenceLifeHndbook.pdf
- 2\_A\_2016\_17\_Annual%20Security%20Report.pdf
- 2\_A\_2016-17%20Dual%20Credit%20Policies.pdf
- 2\_A\_2016distance%20edication%20policies%20manual.pdf
- 2\_A\_2017\_08\_10\_Dual\_Credit\_Guidebook.pdf
- 2\_A\_2017\_2018\_Official\_Dual\_Credit\_Policies\_Procedures%20(1).pdf
- 2\_A\_2017\_2019\_GenCatalog.pdf
- 2\_A\_2017\_AthleticEquityReport.pdf
- 2\_A\_2017\_StratPlan\_BudgetGdebook.pdf
- 2\_A\_2018\_06\_07\_Trainings%202016%20to%202017.pdf
- 2\_A\_2018\_Dine.College.Faculty.Ranking.FINAL.v.5.7.18\_V2.pdf
- 2\_A\_AthleticHandbook\_Final.pdf
- 2\_A\_%202018\_Technology\_Policy\_Final\_Draft%20062018.pdf
- 2\_A\_2017-21\_Strategic\_Planning%20\_Goals.pdf
- 2\_A\_2017\_%20Dine%20College%20FY%202017%20Financial%20Statements.pdf
- 2\_A\_2015\_2016\_DC\_FinAid\_PP\_REVISION.pdf
- <https://www.dinecollege.edu/admissions/tuition/>
- <https://www.dinecollege.edu/admissions/fees/>
- <https://www.bkstr.com/dinecollegestore/home/en>
- <http://library.dinecollege.edu/dcl-dbs-subject.htm>
- [https://www.dinecollege.edu/current\\_students/student-code-of-conduct/](https://www.dinecollege.edu/current_students/student-code-of-conduct/)
- [https://www.dinecollege.edu/current\\_students/campus-safety-statistics/](https://www.dinecollege.edu/current_students/campus-safety-statistics/)
- [http://hooghan.dinecollege.edu/campus-safety/docs/Annual%20Security%20Report%20\(2016-2017\).pdf](http://hooghan.dinecollege.edu/campus-safety/docs/Annual%20Security%20Report%20(2016-2017).pdf)

**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.**

**Programs and Requirements**

All program, degree, course, and graduation requirements are found in the DC Course Catalog (2\_B\_2017\_2019\_GenCatalog.pdf). The course catalog is edited and updated every academic year. Since Academic Year 2008-09 (LINK <https://www.dinecollege.edu/admissions/course-catalog/>), the course catalogs have been available online; subsequently, the amount of hardcopy versions of the catalog have declined.

Students, faculty, and staff, utilize the catalog as a manual to the academic schedule, course information, administration/faculty credentials, tuition rates/fees, and degree requirements. Dual Credit and Transfer information is available with specific requirements.

Potential students and parents/guardians can also find this same information in the DC website (<https://www.dinecollege.edu/admissions/admissions/>). Students can search for enrollment requirements, degree and course information, financial aid, and information about the campuses and centers.

**Faculty and Staff**

An electronic directory is created by the Department of Human Resources and lists faculty and staff based on the organizational chart. The listing reflects specific domain and contact information (<<<). Faculty names, with credentials, are also listed in the course catalog, according to their academic discipline. Faculty are also listed within the website, based on their affiliated schools (<https://www.dinecollege.edu/academics/academics/>). Faculty contact information, like email, office phone is listed but it is at the discretion of the faculty member to update their photograph and biography.

**Costs to students**

Tuition (<https://www.dinecollege.edu/admissions/tuition/>), other student fees (<https://www.dinecollege.edu/admissions/fees/>), and financial aid information (<https://www.dinecollege.edu/admissions/financial-aid/>) are listed on the DC webpage and within the course catalog (2\_B\_2017\_2019\_GenCatalog.pdf). The Financial Aid Office is also a gives information to potential students, current students, and parents, regarding federal and college requirements, eligibility, and scholarships. Information and deadlines are also email and posted on the website to remind students of upcoming dates, cost to of attendance, and work study opportunities.

After students have submitted all necessary documents, students will receive notification of award status. Students can also get voucher until necessary disbursement are awarded to pay for textbooks and supplies. Tuition, fees, and other expenses are paid to college through direct payment, scholarships, Pell Grant, or other financial aid resources.

**Control**

With the implementation of the 2017-21 Strategic Goals, a tracking, accountability schedule, and reporting process have also been executed. The Office of Institutional Planning and Reporting in partnership with the Finance Office are responsible for the management of all budget and goals accomplishments. Each cost center that is given a fiscal budget is responsible for the development and implementation of their strategic goals based on their specific set goals and budgetary responsibilities. All fiscal year budget and goals are housed with the Office of Institutional Planning and Reporting. Each quarter, reports outlining completion of goals are described and assessed. Each budget manager has access to their budgets through the DC website ([https://warriorweb.dinecollege.edu/ICS/Faculty\\_Staff/Budget-Manager/](https://warriorweb.dinecollege.edu/ICS/Faculty_Staff/Budget-Manager/)) and information on how to the strategic planning process through a guidebook ([2\\_B\\_2017\\_StratPlan\\_BudgetGdebook.pdf](https://warriorweb.dinecollege.edu/ICS/Faculty_Staff/Budget-Manager/2_B_2017_StratPlan_BudgetGdebook.pdf)).

### **Accreditation Relationships**

DC currently does not have any accreditation relationships.

#### **Source:**

- 2\_B\_2017\_2019\_GenCatalog.pdf
- 2\_B\_2017\_StratPlan\_BudgetGdebook.pdf
- <https://www.dinecollege.edu/admissions/course-catalog/>
- <https://www.dinecollege.edu/admissions/admissions/>
- <https://www.dinecollege.edu/academics/academics/>
- <https://www.dinecollege.edu/admissions/tuition/>
- <https://www.dinecollege.edu/admissions/fees/>
- <https://www.dinecollege.edu/admissions/financial-aid/>
- [https://warriorweb.dinecollege.edu/ICS/Faculty\\_Staff/Budget-Manager/](https://warriorweb.dinecollege.edu/ICS/Faculty_Staff/Budget-Manager/)

### **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.**

DC is chartered as a \_\_\_\_\_ under the Navajo Nation (Cite). There are seven appointed Board of Regents members: five members represent each agency within the Navajo Nation: Central, Eastern, Fort Defiance, Western, and Northern. In addition, one member represents the Navajo Nation Department of Diné Education and the student body President representing the Associated Students of Diné College. Each of the agency representatives is appointed by the Navajo Nation President to guarantee equity through diverse representation.

#### **2.C.1. The governing board's deliberations reflect priorities to preserve and enhance the institution.**

DC, formerly Navajo Community College (NCC), was founded on the principles of Diné Culture and Language. The College is currently acknowledging its first 50 years of existence, now it must plan for the next 50 years. Seven new bachelor's programs have been developed and approved, to improve the longevity of students completing their degrees at DC, rather than transferring to other colleges and universities. Including A Bachelors of Arts in Diné Studies that will enhance Diné language, culture, history, and promote self-identity. With each new semester, the Diné Educational Philosophy of SNBH is incorporated into each syllabus

(2\_C\_1\_2018\_Spr\_SampleCrseSyllabus.pdf) presenting a fundamental conservation of the NCC values.

Ethics Training (2\_C\_2\_2017\_01\_18\_WrkSession\_Retreat.pdf) has become a component of work sessions to guarantee the Board understands their roles, responsibilities, and internal/external associations. The training consists of Navajo Nation laws as it relates to culture, Policies and Procedures, Conflict of Interest, Finance Management, and Title IV Compliance (Cite). The training also includes the development of financial policies, investment and fiduciary responsibilities, and the legal obligations of the Board of Regents (2\_C\_2\_2017\_01\_19\_WrkSession\_Retreat.pdf).

**NEW Funding - to support new infrastructure and renovate existing infrastructure to house new technology equipment and classroom space.**

**New and revised Policies and Procedures -**

Enhancement – The College is currently acknowledging its first 50 years of existence, now it must plan for the next 50 years. 6 new bachelor’s programs have been developed and approved, to improve the longevity of students completing their degrees at DC, rather than transferring to other colleges and universities. Funding to support new infrastructure and renovate existing infrastructure to house new technology equipment and classroom space. **ADD MORE**

**SPECIFICS AND FINISH**

**2.C.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.**

The DC Board of Regents must incorporate external constituencies as part of their Membership By-Laws, Section VI. There are eight appointed Board of Regents members: five members represent each agency within the Navajo Nation: Central, Eastern, Fort Defiance, Western, and Northern. In addition, three individual members represents the Navajo Nation Department of Diné Education, the Health, Education and Human Services Committee, and the student body President representing the Associated Students of Diné College. Each of the representatives are appointed by the Navajo Nation President to guarantee equity and interests are considered with each Board of Regents scheduled monthly meeting (2\_C\_2\_2017\_10\_BOR\_Mtg\_PlannerApproval.pdf) and planning sessions (2\_C\_2\_STR%20PLANNING%20CYCLE.pdf). Although the Board of Regents consists of majority external constituencies, the overall Board members represent diverse perspectives that positively impact internal and external constituencies decision-making deliberations.

The DC Board of Regents must also incorporate internal constituencies as part of their bylaws. The board must support and foster the DC student body, staff, administration, and the President. The board requires monthly reports from each DC department and domain, consisting of data relevant accomplishments, challenges, and future endeavors. The bylaws require and allow the President of DC to develop and plan for academic, student affairs, finances, internal/external communication, and community relations through all Campuses and Centers (2\_C\_2012\_HEHSCAU\_BOR\_ResolAlbertHale.pdf, 4).

**2.C.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.**

Within Section VIII: Duties of the Board Officers; additional duties, subcommittees, of the Board By-Laws, there are policies referencing conflict of interest, violation of Federal, Navajo Nation and College polices, and inappropriate relations with students and staff of DC (2\_C\_2012\_HEHSCAU\_BOR\_ResolAlbertHale.pdf, 3). These regulations protect the Board and the College against undue influence.

DC PPPM (2\_C\_3\_2015\_01\_05\_PersonnelPP\_Manual.pdf) also addresses the issue of Conflict of Interest and clarifies the relationship and roles employees with internal and external stakeholders. It also prohibits employees' misuse of influence, benefits, and confidential information. These policies are also dictated by the Health, Education and Human Services Committee and are also referenced in the Board By-Laws, Section V: Purpose (2\_C\_2012\_HEHSCAU\_BOR\_ResolAlbertHale.pdf, 2).

**2.C.4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.**

The DC By-Laws of the Board of Regents, Section IV, Mission Statement, is aligned directly with the DC educational philosophy with academic precedence. Also, within the By-Laws, Section IX, President of Diné College, the Board empowers the President, to be accountable for all academic affairs, this includes but not limited to the development and elimination of academic programs (2\_C\_2012\_HEHSCAU\_BOR\_ResolAlbertHale.pdf, 4).

Aligned with academics, the Student Affairs department is responsible for properly enrolling, advising, registering, providing financial aid, and graduation petitions. These processes, protocols, and criteria are managed by the Student Affairs department and ensure students receive academic support (2\_C\_2012\_HEHSCAU\_BOR\_ResolAlbertHale.pdf, 4).

The Faculty Association is empowered by the Board of Regents to create and approve academic policies and procedures that address the needs and concerns of the faculty, students, administration, and the institution. The encouraged plan for the sustainability of their domain with liability to their governing bodies.

The Board of Regents is mutually supportive of strategic planning by faculty for improved management and budgetary controls. The Strategic planning process will further allow faculty to define their own strategic directions and goals for their newly created schools. These processes allow faculty create equitable curriculum, expectations for students, and ensure the mission of the College is being followed.

**Sources:**

- 2\_C\_2012\_HEHSCAU\_BOR\_ResolAlbertHale.pdf
- 2\_C\_2017\_Annual\_Report.pdf
- 2\_C\_1\_2018\_Spr\_SampleCrseSyllabus.pdf

- 2\_C\_2\_2017\_01\_18\_WrkSession\_Retreat.pdf
- 2\_C\_2\_2017\_01\_19\_WrkSession\_Retreat.pdf
- 2\_C\_2\_2017\_10\_BOR\_Mtg\_PlannerApproval.pdf
- 2\_C\_2\_STR%20PLANNING%20CYCLE.pdf
- 2\_C\_3\_2015\_01\_05\_PersonnelPP\_Manual.pdf

Strategic Planning for the Board of Regents is mutually supportive of faculty management control. **FINISH**

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

The faculty recognize the significance of academic freedom and acknowledges the integral obligations of teaching at Diné College and abiding by its unique educational philosophy. Faculty are allowed the freedom to create their own course syllabus, while confirming it possesses the educational philosophy, course curriculum, requirements, and has been approved by the appropriate School Dean. By signing the Faculty Contract, faculty are also expected to maintain the “highest professional standards and duties and responsibilities set forth” by the Faculty Handbook (2\_D\_2014\_11\_18\_FacultyHandbook\_Final.pdf) and the PPPM (2\_D\_2015\_01\_05\_PersonnelPP\_Manual.pdf). The PPPM and the Faculty Handbook outline the grievance procedures and for all personnel issues.

The newly approved DC Student Code of Conduct Handbook was revised to support student educational goals within new learning environments. Primarily to support and clearly guide students through the complaint procedure and to ensure students receive due process. All student complaints are processed and kept as records within the Students Affairs Office. The Student Affairs Office oversees student complaints to ensure there is validity and/or severity in the complaint and an unbiased evaluation of the situation is evident. With enhanced student technology access and control, the handbook also addresses issues associated with technology accountability and abuse (2\_D\_2008\_scc.pdf).

The new Technology Policies and Procedures (2\_D\_%202018\_Technology\_Policy\_Final\_Draft%20062018.pdf) guarantee information and resources are readily available for students, mainly for academic purposes. All student should have access to technology resources and equipment for their educational research and inquiry.

Within the By-Laws set forth by the Associated Students of Diné College (ASDC), students may create their own DC recognized club based on the need or awareness of the student organization. The club or organization must meet all the requirements set by ASCD and DC to ensure fair, legal, and anti-discriminatory policies are upheld (Cite).

The PPPM also sets a presidency for nondiscrimination (2\_D\_2015\_01\_05\_PersonnelPP\_Manual.pdf, 000000) for all personnel within the DC work place. This policy establishes a fundamental value for nondiscrimination on Campuses or Centers and allows for proper procedures for complaints or harassment-based discrimination (2\_D\_2015\_01\_05\_PersonnelPP\_Manual.pdf, 000000).

**Sources:**

- 2\_D\_%202018\_Technology\_Policy\_Final\_Draft%20062018.pdf
- 2\_D\_2014\_11\_18\_FacultyHandbook\_Final.pdf
- 2\_D\_2015\_01\_05\_PersonnelPP\_Manual.pdf
- 2\_D\_2008\_scc.pdf

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

Diné College (DC) recognizes practical utilization of information is integral to tribal colleges and universities and their students. The unique application of knowledge is evident in DC’s strategic goals, curriculum, policies and procedures, and within professional working relationships. The College’s policies and procedures are evidence of “*responsible acquisition, discovery, and application of knowledge*” within DC’s academic endeavors and daily operations.

**2.E.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.**

The Institutional Grants Office (IGO) ensures all research and academic grants that are processed and meet the requirements of the DC Grants Policies (2\_E\_2015\_IGO\_BORResol\_ApprvdGrantsPolicies.pdf) are aligned directly with the mission and philosophy of the institution. Further, the IGO also requires all grants to be academic based (or support academic initiatives) and effect students directly. All grants must also include a plan to sustain the project or program within the College, even after the grant ends. All documents must first be processed and approved through the IGO to ensure integrity is satisfied based on the academic standards (2\_E\_2014-10-01%20IGO\_Grant%20Proposal%20Approval%20Form%20Instructions\_FINAL.pdf).

In 2017, DC re-established the Institutional Review Board, including Policies for Research with Human Subjects (2\_E\_2017\_IGO\_BORResol\_IRBPolicies\_Apprvd.pdf). The committee consists of faculty, administration, and a community member who review research involving human subjects within the Navajo Nation. The committee ensures research is performed with ethical standards and aligned with the DC mission and philosophy, 1.) the well-being of human subjects is protected, 2.) human subjects are not harmed because of the research, 3.) the research does not outweigh the well-being of human subject, 4.) the researchers are qualified to do research, and 5.) finances will not conflict with the research results. The policies were established to protect the human subject(s), Diné College, Navajo Nation, faculty, and students.

Financially, research and academic grants are monitored and restricted to the Grants Coordinator. The position monitors and manages the assets from the grant stipulations and funders. In 2017, an indirect cost rate, at 33% was approved and implemented for research and academic grants (2\_E\_2018\_IGO\_ProposedIntIndirectCostsPrdrs.pdf). The indirect cost funding is at the discretion of the President of the college.

The Summer Internship Research Program (SREP) was developed to sustain Native American concentration in public health research. Students are encouraged to explore and create research based initiatives within their home communities. Students then participate in a 10-week introductory research based training program within a chosen public health field. These projects



can become research initiatives for Diné College, the Navajo Nation, and/or potential graduate programs for students ([https://www.dinecollege.edu/about\\_dc/summer-research-enhancement-program-srep/](https://www.dinecollege.edu/about_dc/summer-research-enhancement-program-srep/)).

### **2.E.2. Students are offered guidance in the ethical use of information resources.**

The Student Affairs Office has been vital in the support and guidance of student learning resources.

**Professional and Peer Math and Writing Tutors** – Certified and trained math and writing tutors assist students at all Campuses and Centers to ensure equitable services are provided to all students (CITE).

**Peer Mentor and Internship Programs** (link [https://www.dinecollege.edu/current\\_students/peer-mentor/](https://www.dinecollege.edu/current_students/peer-mentor/)) – The Peer Mentor Program allows student to serve as role models and support systems for new and transfer students (2\_E\_2017\_2018\_PeerMentorHndbk%20(1).pdf). They use their experience at DC to help other students navigate through student expectations and life. The Internship Program gives students practical work experience at diverse work sites on campus (CITE).

**Academic Advising, Retention, and Counseling Services** (<https://www.dinecollege.edu/admissions/student-services/>) – Advising is essential to all academic, student life, and career decisions. Advisors are trained to properly and legally give student guidance for required courses, transfer, and career opportunities. This effects student retention and how students can work with faculty to ensure students are able to maintain course, personal and work responsibilities. Counseling is also offered to students needing career, personal, and disability counseling services.

**Student Code of Conduct Handbook** (2\_E\_2008\_scc.pdf) - The handbook is utilized as a resource to director students through academic processes and empower students to address student concerns.

The Library has offers student guidance in proper citations and database usage for research. The workshops give direction and assistance to students on how to cite sources correctly, understand and avoid plagiarism, and to navigate through DC and other college databases to incorporate resource material (Cite).

The Information Technology Department (ITD) offers students assistance for all computer based amenities. Students are helped through the initial set up of student accounts and with added resources, such as anti-virus software, Blackboard tutorials, and Campus and Center wide IT services. The IT Policies and Procedures also clarify the roles and relationship between IT Services, technology infrastructure limitations, and student accountability.

### **2.E.3. The institution has and enforces policies on academic honesty and integrity.**

DC creates policies and procedures to guarantee institutional and academic honesty, transparency, legal and compliant rules and processes are established. The Faculty Handbook allows faculty to discourse plagiarism, academic Dishonesty, and faculty expectations within their syllabi. Students and faculty are held to same academic standard and responsibility based on the Faculty Handbook and the Student Handbook. All concerns and processes regarding Academic Dishonestly are

outlined in the Student Handbook and processed under the domain of the Provost Office. Student appeals and rights are outlined in the Student Code of Conduct Handbook (2\_E\_2008\_scc.pdf).

#### **Sources:**

- 2\_E\_2008\_scc.pdf
- 2\_E\_2014-10-01%20IGO\_Grant%20Proposal%20Approval%20Form%20Instructions\_FINAL.pdf
- 2\_E\_2015\_IGO\_BORResol\_ApprvdGrantsPolicies.pdf
- 2\_E\_2017\_2018\_PeerMentorHndbk%20(1).pdf
- 2\_E\_2017\_IGO\_BORResol\_IRBPolicies\_Apprvd.pdf
- 2\_E\_2017\_IGO\_IRB\_PrcdrsManual.pdf
- 2\_E\_2017\_ProjectSuccStudentInternship.pdf
- 2\_E\_2018\_IGO\_ProposedIntIndirectCostsPrcdrs.pdf
- [https://www.dinecollege.edu/about\\_dc/summer-research-enhancement-program-srep/](https://www.dinecollege.edu/about_dc/summer-research-enhancement-program-srep/)
- [https://www.dinecollege.edu/current\\_students/peer-mentor/](https://www.dinecollege.edu/current_students/peer-mentor/)
- <https://www.dinecollege.edu/admissions/student-services/>

#### **Criterion 2 – Summary**

##### **Criterion 2: Summary of Strengths and Challenges**

##### **Strengths**

Diné College’s mission and values are Navajo culture and language oriented; therefore, this ensures integrity and ethics are fundamental to student learning, faculty instruction and curriculum, and reflect in the professional culture of the institution.

The newly approved Student Code of Conduct, the Faculty Ranking Handbook, and the Dual Credit Policies and Procedures also reflect ethical and transparent internal guidelines that benefit internal and external stakeholders. These new policies and procedures represent a student, staff, and faculty focus on enhancing management and proficiency.

The DC Board of Regents By-Laws are integral to the fair and inclusive decision-making processes of the institution. The Board is comprised of a diverse group of qualified professionals that ensure the mission and values are upheld and managed properly.

##### **Challenges**

Diné College, like many emerging markets, is in the development era of creating quality institutional policies and procedures. As a result, the institution is addressing the need to transform into university status with academic integrity, infrastructure, quality faculty, funding, and relevant policies and procedures.

#### **Criterion 3. Teaching and Learning: Quality, Resources, and Support**

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

## Core Components

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

Diné College offers nineteen associate's degrees that could lead to employment to further education. Eight Certificate programs are available that address specific needs of employers on the Navajo Nation. All of the programs are designed to support the mission of the College, to "ensure the well-being of the Diné People."

The Bachelor's degree programs are:

- Bachelor of Arts, Business Administration
- Bachelor of Arts, Elementary Education
- Bachelor of Arts, Psychology
- Bachelor of Science, Biology
- Bachelor of Science, Secondary Education-Mathematics
- Bachelor of Science, Secondary Education-Science
- Bachelor, Fine Arts

#### 3.A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

The College has both internal and external processes to assure the relevance of our programs as well as the suitability of our student performance outcomes.

Internal Processes. The internal processes include course and program Assessment and Academic Program Review. Every faculty member is required to participate in the course and program assessment. A faculty standing committee, Student Learning and Assessment, under the direction of an Assessment coordinator meets monthly to coordinate the assessment activities of each department. The assessment process ensures that each program will be reviewed for effectiveness and relevance by the Divisions.

An established timeline for Academic Program Review ensures that all programs are regularly evaluated. In addition to evaluation of current courses and programs another faculty standing committee, the Curriculum Committee, any new course or program when it is first proposed. This assures the need, relevance and appropriate curriculum has been addressed in the planning.

External Processes. More importantly, however, are the external processes of articulation that enable Dine College courses to transfer to other institutions of higher education, both in Arizona and New Mexico. An explanation of how articulation works at the level of the individual student is given in our General Catalog (pp. 38-40). **CANT FIND THIS** Formal Articulation Agreements are in place for both Arizona and New Mexico. Faculty members from various disciplines are members of their specific articulation task force and attend yearly meetings to keep current on the educational trends in Arizona. The New Mexico articulation program is less well developed but Dine College is participating in all efforts towards common numbering and course articulation.

The Bachelor's degree programs have Advisory Groups or are in the process of forming them. the Center for Diné Teacher Education has one for its BA in Elementary Education, and

the Business, Applied Science, Engineering, and Technology Division has an advisory group for its BA in Business Administration with an emphasis in Tribal Management and Economic Development. These groups assist the Divisions with the applicability of their courses.

### **3.A.2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.**

A description and outline of learning goals of each Certificate, Associate's degree, and Bachelor's degree are listed in the General Catalog (pp. 55-74) and further detailed in the course descriptions in the pages following. The Degree Checklists (doc 2, doc 3, doc 4, doc 5) list the coursework required for each degree and certificate.

**Certificates and Associate's Degrees.** The major differentiation between a Certificate and an Associate's degree at our institution is the latter's General Education requirements listed on pp. 44-46 of the General Catalog. The purpose of certificate programs is training in a specific area designed for immediate employment, without the background of required in General Education classes.

An Associate's degree includes course specific classes and a General Education curriculum that has been articulated in Arizona and New Mexico for transfer into a Bachelor's degree program. Courses for certificates are generally not articulated.

**Bachelor's Degrees.** The Bachelor's degrees have rigorous admissions requirements (General Catalog pp. 65-74). Detailed learning goals are communicated in the Assessment program and are regularly evaluated and reviewed for appropriate rigor in that process.

Pursuit of state accreditation is in the process for the Bachelor's degree in elementary education (see 4.A.5 for more detail). Specialized accreditation for the other Bachelor's degree, in tribal management, is in that division's long-range plans.

The teacher education and business faculty have aligned their learning outcomes to those required by the Interstate Teacher Assessment and Support Consortium (InTASC) and the Association to Advance Collegiate Schools of Business (AACSB), respectively. Efforts such as these noted above are in the planning stage for the newer Bachelor degree programs.

**Dine College offers a variety of majors, culminating in certificate, associates, or bachelor degrees.** The institution differentiates the learning goals and outcomes for each of the 33+ degrees it offers. Faculty who teach a course in a specified program have oversight over the learning goals and outcomes of said program and are accountable for the assessments of the degree program. Faculty utilize Bloom's Taxonomy in establishing goals and outcomes for the various programs it offers appropriate to the degree level.

**Certificates.** The outcomes and goals for the certificate programs intend to prepare students for immediate employment after completion with focused knowledge and skill in a specified content area (DC Catalog 2017-2019, pg 50). Students are expected to demonstrate broad communication, and critical thinking abilities for the certificate programs.

**Endorsement.** The programs titled, “Endorsement Programs,” are for students who already completed a bachelors level degree, preferably in an education program, and with a current teaching license. The goals and outcomes for these programs are differentiated from all other programs because they rely on mastery levels of written and oral communication ability, content knowledge, and problem-solving skills. The goals and outcomes of these programs focus on preparing licensed teachers to teach in indigenous classrooms, such as Navajo Nations schools (DC Catalog 2017-2019, pg 54).

**Associate of Applied Sciences.** The goals and outcomes for the Associate of Applied Sciences (AAS) programs are prepare students for employment following graduation, similar to the certificate programs (DC Catalog 2017-19, pg. 55). However, the AAS programs require the completion of the General Education requirements and 12-15 more course credits in the program major. Students in the AAS programs are expected to demonstrate more advance communication, critical thinking, and content knowledge compared to the certificate. The AAS program generally do not contain goals or outcomes required to transfer to a four-year institution.

**Associate of Arts & Sciences.** The goals and outcomes for both the Associate of Arts and Associate of Science programs are focused on preparing students to obtain entry-level positions that require 2-year programs or transfer to a four-year college or university (DC Catalog 2017-19, pg.61). The goals and outcomes in these two year programs are focused on abilities to effectively communicate both written and orally, recite various theories or practices, recognize appropriate resources, and demonstrate more content knowledge in the chosen field; as is needed to continue in a 4-year degree program.

**Bachelor of Arts & Sciences.** The goals and outcomes for the Bachelors level programs at DC is intended to prepare students for employment in managerial or supervisory positions after graduation. These goals and outcomes broadly include the mastery in written and oral communication skills, apply theories and practice to real world problems, conduct appropriate academic research, and demonstrate advance content knowledge within the field.

**General Education.** Differentiation of learning is most notable in the General Education program. The goals and outcomes of the General Education (Gen Ed) program is the same regardless if a student declares a 2-year or 4-year degree program. The differentiation exists in the level of learning demonstrate when assessments are conducted. For example, the Navajo Core of the Gen Ed program is the same for associates and bachelors degrees, but students in 2-year programs are expected to express “K’e relationships” through their immediate clans, community, and environment. Students in a 4-year program are expected to express “K’e relationships” through their immediate family, community, surrounding environment, globally and divinely. This framework provides opportunities for both 2-year and 4-year program majors to take the same courses.

**Ensuring Accountability.** Ensuring that all departments and faculty members continue to improve each distinct program is an important facet of DC. The differentiation of goals and outcomes are carried out at the institution in several ways. First, the faculty review and report on

their degree goals and outcomes during each Academic Program Review self-study to determine their academic vigor, realistic expectation, appropriate learning level, and relevance to the field. Second, any newly proposed degree program must adhere to the Student Learning Committees New Degree Programs Criteria, which contains a component that requires departments to clearly define the differentiation of learning. Third, the Curriculum Committee thoroughly reviews each new course or program to ensure appropriate academic rigor and expectation before they are added to any degree program or course offering. Finally, the Office of Academic Assessment reviews any documentation provided by academic departments and offers suggestions and guidance to ensure differentiation of goals and outcomes.

**3.A.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 consortia arrangements, or any other modality).**

Consistency in quality and outcomes is expected of all our faculty and their courses across modalities of delivery.

Locations. Diné College has two campuses and four centers located throughout the Navajo Nation. The two campuses – the main one in Tsaile, Arizona, and the other in Shiprock, New Mexico – are degree granting and have a full-range of full-time faculty. In addition, the largest center, in Tuba City, Arizona, also has a sufficient number of full-time faculty that most of the General Education curriculum can be offered there. Adjunct faculty are employed at all campuses and centers, but their numbers are comparatively lower than at many other institutions.

Synchronous Delivery. Given the large distances between the campuses and centers Interactive Television (ITV) delivery is a major method of delivery of the courses. ITV has been used since the late 1990's. Systematic evaluation of the ITV delivery has challenges and gaps and it still being improved.

Asynchronous Delivery.

Beginning Fall 2016 the Higher Learning Commission approved distance education delivery of both individual courses and entire programs. The Distance Education Manual, approved 2018, provides the framework for successful delivery of distance learning courses and programs. A Distance Education Committee includes one voting member from each division and it will meet every other week during the regular school year to facilitate the distance education efforts. Academic divisions understand the most suitable methods for delivery of courses and programs and the division will determine the pedagogical appropriateness of a course or programs for distance delivery. Distance education course offerings are approved by the instructor and the School Dean. It is the duty of the Dean to provide oversight of the Distance courses and programs to ensure quality and appropriateness

Training requirements for full-time faculty are outlined on [page 9, Distance Education Manual](#). A faculty must provide evidence of training before the distance course is scheduled. A long-term license from Quality Matters, a national advocacy group for quality online teaching and learning,

has been purchased and a training program by that organization for twenty full-time faculties was provided in fall 2014 semester.

A long-term license for the Blackboard Learning Management System was purchased in fall 2014. Staff members of the Instructional Technology Department provide technical help for instructors and students. ■

Assuring the readiness of students to take online courses effectively is a concern that is addressed in the Distance Education manual. Further effort is needed to ensure that there is a consistent, institution wide method for preparing the students.

Presently there are two advertised, but unfilled positions to further support and enhance distance delivery. The Instructional Design position would assist faculty in designing quality courses. A Distance Education Coordinator shall facilitate the development, refinement and delivery of a distance education program.

Lack of access to connectivity in most homes on the Navajo Nation. Remains a significant barrier for many.

We have no contractual or consortia arrangements.

Each program has clearly stated outcomes that are the same no matter the form of delivery. At this time, there is not a certificate or degree program offered completely online. All teachers are credentialed the same: full-time, adjunct, and dual credit.

Dual Credit. One of the major objectives in offering Dual Credit courses is stated in the draft Dual Credit Policies and Procedures manual:

To promote continued and expanding access to affordable, quality education in the DC community and service area by utilizing distance education technologies to remove barriers imposed by geography, time, responsibilities or disability. To investigate non-traditional modes of instructional delivery available to students, and to implement such where best practices dictate and College mission, goals and budget allow.

Consistency. All programs, regardless of location or delivery, are evaluated by the developed Assessment procedures and Academic Program Review (see also next section). Each course is subject to evaluation by both School Deans and students.

### **Sources:**

- 2013-10-01 MOU DC and AZ BOR and NAU
- 2014-01-08 Academic Program Review
- 2014-01-08 Academic Program Review • 2014-04-17 Institutional Assessment Plan
- 2014-04-17 Institutional Assessment Plan • 2014-04-17 Institutional Assessment Plan
- 2014-07-28 Grad\_Checklists\_2014-2015\_AA
- 2014-07-28 Grad\_Checklists\_2014-2015\_AAS
- 2014-07-28 Grad\_Checklists\_2014-2015\_AS
- 2014-07-28 Grad\_Checklists\_2014-2015\_BA

**Modes of Delivery.** Dine College (DC) offers courses utilizing several modes of delivery to its various location sites. Courses are offered at two campuses and four centers; using Interactive Television, face-to-face traditional lecture style format, and online learning through Blackboard.

**Locations.** Content, quality, and outcomes are consistent across all courses offered, regardless of how and where it's delivered. DC delivers courses at six locations across the Navajo Nation. The main campus is located in Tsaile, Arizona, one branch campus in Shiprock, New Mexico, and the remaining centers in Crownpoint, New Mexico and Tuba City, Window Rock, and Chinle, Arizona. Quality of courses contributing to either degree or Gen Ed programs are overseen by academic department chairs or deans and are the same across all locations.

Academic chairs or deans conduct campus and center visits from main campus on a regular basis to review teaching in the classroom and meet with faculty members to address any areas of concern related to offering a consistent curriculum (Deans & Chairs Trip Reports).

**Interactive Television (ITV).** DC has been utilizing ITV since the late 1990's. Despite various challenges, ITV remains to be the most cost efficient and reliable way in which to offer course instruction to other locations from main campus. Typically, an instructor will teach a course in face-to-face format at main campus, and that same course is televised and transmitted to other location sites where students sit in a campus classroom, receiving instructions by viewing a television screen in real time (Fall 2018 Course Schedule).

**Blackboard.** DC also offers course instruction through the Blackboard online platform.

**Quality Assurance.** While the goals and outcomes of all courses and degrees are the same despite location site or delivery, the institution's current assessment process allows departments to analyze assessment results by location site or mode of delivery. A description of the assessment process can be found in Core Component 4.C.4 of this Assurance Argument.

### **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.**

Diné College is committed to the free exercise of intellectual inquiry that is essential to post-secondary education. The General Education program along with the degree programs are aimed at equipping the students with the tools necessary for the acquisition and application of knowledge. Instructors 'guide the students in working with these tools as they broaden their own learning horizons and also as they prepare for lifelong learning.

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.

### **3.B.1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.**

Alignment to College mission.

The College Mission states the following: “Rooted in Dine language and culture, our mission is to advance quality post-secondary student learning and development to ensure the well-being of the Dine People”. Faculty representatives from each academic School are members of the General Education Committee which oversees the General Education program and ensures that outcomes and measures align to the College's mission. The General Education Committee is responsible for overseeing and facilitating the implementation of the general education program at the College, including review and approval of general education courses, and articulation with Arizona and New Mexico. (Assessment Plan)

General Education's fidelity to the College's unique identity is demonstrated by the program's Navajo and Indian Studies requirements. Students must complete 9 or 10 credit hours in Navajo culture, history, and language. Navajo Language courses are offered in two tracks for the speaker and non-speaker. A Navajo Language Proficiency Test has been developed and is being implemented to place students in the appropriate courses.

Educational Offerings. Many students aspire to transfer to a four-year institution and to ensure this occurs seamlessly the General Education courses are articulated in both Arizona and New Mexico (General Catalog pp. 37, 39-40). Descriptions of courses can be found on pp. 57 – 87 of the General Catalog.

Degree Levels. Dine College awards 19 Associate's degrees. With the realization that most of the Dine College students aspire to transfer, the General Education program of 37-40 credits is designed to meet most of the requirements needed at the Bachelor's level. As is usual at most institutions of higher education, the General Education requirements vary a little bit depending on the program. All of the details are given in the General Catalog on pp. 36-38).

Since the last comprehensive evaluation, the DC General Education program continues to be aligned with the institutional mission. The General Education program mission is found in the

DC Catalog (2017-19, pg. 44), available on the publicly viewable website. In addition, the DC General Education program ensures it is appropriate and on par with New Mexico and Arizona Gen Ed requirements. These requirements that formulate the DC Gen Ed core (2017-19, pg 45) are communicated to current and prospective students in the DC General Catalog (2017-19, pg 44-48).

**3.B.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.**

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.

Purpose. The General Education program at Diné College is guided by the Mission of the College. The General Education program mission is (General Catalog p. 36):

Diné College is committed to providing students with the opportunity to acquire skills and knowledge that include the ability to write clearly, read critically, speak effectively, use mathematics competently, think critically and creatively, understand abstract concepts and use technology. At Diné College it is believed that Diné history, language, culture and philosophy, art, music, literature, and contemporary issues are necessary to understand and tell “the story of the Diné people.” The purpose of Diné College’s General Education curriculum is to enable students to pursue their academic and professional aspirations with experiences that consider diverse world-views, philosophies, cultures, and contemporary experience.

Content and Learning Outcomes. After completing the General Education course requirements the student will have acquired the knowledge base and skill set for a successful life and an awareness of the diversity of human culture and experience. The student will utilize their knowledge of Navajo traditions to develop a perspective of the divergent socioeconomic and multicultural values in a community and global view.

The General Education curriculum will provide the student the skills and desire to create art and other forms of self-expression. The student will also have acquired the competence to communicate effectively in English and Navajo and to solve problems using critical thinking and reasoning. In support of the Dine Cultural legacy the student will understand the importance of and skills to be self-directed, contribute to social responsibilities, promote k’é, and practice T’áá Hó Ájít’é.

Philosophy. Our General Education Program is inspired and informed by the Diné traditional living system embodied in the College’s Mission, Vision, Principles, and Values statements (General Catalog, p. 8). As explained in our Planning Framework: Sa’2h Naagh17 Bik’eh H0zh00n is central to Diné College. Based on the fundamental teachings of the Diné People, Sa’2h

Naagh17 Bik'eh H0zh00n involves the four cardinal directions that reflect the four stages of the life cycle and serve as a means for internalizing knowledge. The internalization process of knowledge becomes the core of one's life. The Life Principles include: Nits1h1kees (Critical thinking), Nahat'1 (Planning), Iin1 (Implementation), and Siihasin (Reflection and Assurance). This is a life journey for living in harmony and balance with all parts of one's life and environment.

**Broad Knowledge and Concepts.** The General Education program is designed to impart the skills and knowledge needed to become a college-educated Diné in the contemporary world. It serves both the Western and the Diné idea of what it means to be an educated human being. The General Education mission statement states: "At Diné College it is believed that Diné history, language, culture and philosophy, art, music, literature, and contemporary issues are necessary to understand and tell 'the story of the Diné people.'"

**Assessment.** In 2012, under the leadership of a new President and spurred by the Higher Learning Commission, a General Education Task Force was created which defined the General Education mission and outcomes. This task force became a standing committee of the faculty in 2013-14.

Assessment of the General Education program has been a challenge but progress is being made under the direction of the General Education Committee and director of the Student Learning and Assessment program. The commitment of the institution to this effort is reaffirmed in their support of the committee and director. The General Education program is now assessed as a separate program in the College's assessment processes. The General Education Committee worked closely with the Student Learning Assessment Committee to come up with these procedures for assessing the General Education curriculum. The extent and cycle of general education course and program assessment is an ongoing development at Diné College, and it is monitored by the HLC.

**Purpose.** The college states the purpose of the General Education program in its Catalog (pg. 44):

*Diné College is committed to providing students with the opportunity to acquire skills and knowledge that include the ability to write clearly, read critically, speak effectively, use mathematics competently, think critically and creatively, understand abstract concepts, and use technology. At Diné College we believe that Diné history, language, culture and philosophy, art, music, literature, and contemporary issues are necessary to understand and tell "the story of the Diné people." The purpose of Diné College's General Education curriculum is to enable students to pursue their academic and professional aspirations with experiences that consider diverse world views, philosophies, culture and contemporary experiences.*

**Content & Learning Outcomes.** In the past, the General Education program contained seventeen individual stated learning outcomes (Institutional Assessment Plan). Since becoming a member of the Higher Learning Commission Assessment Academy, the institution learned that it's them stated outcomes were too broad, unmeasurable, unclearly stated, and far too many. As a result, both the Office of Academic Assessment (OAA) and the General Education Committee

collaborated to review, prioritize, modify, and restate learning outcomes for the Gen Ed program. After various meetings and discussion, it was determined that students were not informed of the then Gen Ed Matrix (Institutional Assessment Plan Matrix) or the outcomes expected of them. Therefore, the Gen Ed Committee and the OAA used the DC Catalog as a guide to understand how students choose courses from the Gen Ed program.

Currently, students pursuing a 2-year or 4-year degree must complete 40-43 credits in the General Education program. The program consists of seven core areas: Communication, Humanities/Fine Arts, Mathematics, Social and Behavioral Sciences, Laboratory Science, Physical/Health Education, and Navajo Studies. In the previous matrix in 2013-14, with the seventeen individual outcomes, the outcomes were mapped to classes that did not coincide with the learning assessments. For example, economics courses in the General Education program were assessing written communication, when it actually fell under the “diversity” outcomes; this occurred across other courses in the curriculum. This phenomenon resulted in an inability to use assessment result data to improve the General Education program.

Therefore, the OAA and the General Education Committee approached the institutional faculty and asked them to consider how their courses contribute to the Gen Ed program as it related to one of the seven core areas found in the DC Catalog. The faculty were reoriented to understand that, regardless of which individual courses students choose to complete the required Gen Ed program, they should be demonstrating the same outcome. The faculty were then urged to discuss and prioritize what exactly the students in the Gen Ed program should be able to do; they were informed that statements such as “communicate effectively” would no longer suffice based on information provided at various HLC conferences and meetings. This new endeavor was challenging because it required faculty across various departments to finally come to a consensus on what students should be able to do.

The newly stated General Education student learning outcomes, while still grounded in the original framework in 2013-14, are now prioritized, measureable, and can be easily communicated to students. The stated outcomes are now found in the new General Education Assessment Plan (pg.10).

**Philosophy.** The General Education program continues to adhere to the framework and philosophy inspired by the Dine Way of living embodied in the institutional Mission, Vision, Guiding Principles and Values found in the DC Catalog. The program is grounded in Sa’ah Naaghai Bik’eh Hozhoon (SNBH) as defined in the College Principles section of the DC Catalog 2017-19 (pg. 9). SNBH comprises of Nitsahakees (Critical Thinking), Nahat’a (Appropriate, well research planning), Iina (timely implementation and completion), and Siihasin (reflection and self review). This framework is particularly important and relevant to the General Education program because it directly connects to other aspects of Navajo language and culture such as the sacred four cardinal directions.

**Broad Knowledge & Concepts.** YOU CAN PROBABLY USE WHAT WAS USED LAST TIME HERE. THEN ADD... The General Education program imparts broad knowledge that

every two or four-year program major should possess. Students acquire introductory college-level abilities in written and oral communication in both English and Navajo, mathematical or scientific problem-solving skills, broad knowledge of world cultures or human behaviors. These broad concepts from the Gen Ed program are then applied and further built upon in the program-level courses.

**Assessment.** Dine College conducts assessments of the General Education learning outcomes on a continuous basis. The General Education Assessment Plan was introduced and implemented in Fall 2017 (attached gen Ed minutes). This new plan focused on a systematic set of instructions to help guide academic departments establish or maintain measurable learning outcomes in one of the seven Gen Ed core areas. This differed from the previously cited Institutional Assessment Plan because this new plan outlined required deliverables and with accompanying deadlines, instead of being a document only stating roles and responsibilities of various stakeholders. Assessing the Gen Ed program, while maintaining the indigenously minded planning framework used previously, this new approach addressed several areas of cited concern.

In the past, while faculty knew they were responsible for participating in program level assessments, there was no differentiation between degree-program and Gen Ed program assessments. This created a phenomenon where many faculty assumed they were one in the same and as a result, courses were assessed that were not part of the Gen Ed program and they were called degree-program assessment, or vice versa. In addition, academic departments were assessing courses in the Gen Ed program in their own way, generating numerous outcomes across the institution, resulting in a patch-work field of results. For example, the previously stated Gen Ed Outcome, “Students will write effectively,” (IAP 2014, pg. 11) was open to interpretation, and faculty assessed the outcome in their own way with no collaboration across the program. While some assessment results emerged from this system of Gen Ed assessment, the results were disjointed that no real improvement could be implemented at a program-level using assessment results.

The new Gen Ed Assessment Plan serves as a blueprint to the cycle of annual Gen Ed assessment. This blueprint allows the Gen Ed Committee or the OAA to renew deadlines or steps, each annual year, while maintaining the core plan. Generally, this assessment plan is as follows each academic year:

1. Fall Term : From August to October, academic departments meet on their own to discuss any modifications or improvement to the assessment prompts and implementation from the previous year. The Office of Academic Assessment (OAA) calculates the number of artifacts needed for the academic year for each Gen Ed Core area and from what campus location (Gen Ed Plan, pg. 5). An example for the 2017-18 Academic Year is provided (Gen Ed Plan, pg. 7).
2. Fall Intercampus Day: The OAA provides the artifact collection target from each location site to academic departments on this day. Using this information, the departments are required to submit a drafted plan on the assessment prompt,

- assessment measure/rubric, and an outline of deliverables by faculty for each campus location by the end of Intercampus Day.
3. Fall Term: From October to December, academic departments meet on their own to conduct any calibrations needed in preparation to begin scoring, collect artifacts to meet the target, and upload the student artifacts into the institutional shared drives for later use, using the Artifacts ID Card.
  4. Spring Term: From January to March, academic departments are expected to meet on their own time periodically to review artifacts, score and submit scores to the OAA using the raw evidence found in the institutional shared drives.
  5. Spring Intercampus Day: This in-service day provides one last opportunity for academic departments to finalize artifact scoring. At the end of this day, departments are required to submit scores to the OAA.
  6. Spring Term: From March to May, any student artifacts that reflect learning from the Spring Term are collected and submitted again into the institutional shared drives for future scoring.
  7. Spring Term: From March to June, the OAA compiles the scores and creates a presentation for Gen Ed program stakeholders. Discussion on the results take place at various presentation meetings and ideas for improving the program are drafted so they can be reviewed during the fall of the next academic year.

This practice allows the institution to save evidence of student learning as a snapshot in time on a biannual basis. Collecting and submitting student artifacts to their Gen Ed representative at the end of each term simplifies the process for academic departments. Having a written guide to assessing the Gen Ed program has been beneficial because it combats the challenge of “what does DC need *me* to do” despite any changes in leadership or faculty. For example, if one faculty who was instructing a course in one core now teaches a course in a different core, the academic deans can inform them of the Gen Ed Outcome they are now contributing to, the assessment prompts used in that core, and the artifact target they will now need to meet.

Possessing student artifacts over several terms provides the opportunity to analyze student learning over time and make improvements because of that data. This Gen Ed Assessment is intended to be modified every year to address any upcoming events, while still maintaining the assessment cycle of 1)*Nitsahakees*: creating the assessment plan, 2)*Iina*: implementing plans, 3)*Nahat'a*: collecting/submitted artifacts, scoring, and 4)*Siihasin*: begin improving; as is indicated in the original framework in the IAP.

**3.B.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.**

Students must collect, analyze, and communicate information in Science and Math classes that are required in all degree programs. Specific learning outcomes ask students to use logic to solve problems, utilize appropriate information resources, solve mathematical problems and apply mathematical analysis to analyze data.

Faculty organized the outcomes into a program [matrix](#) for the General Education program that specifies courses in which the outcomes are taught. The matrix also lists communication outcomes that include: reading, writing, and speaking English effectively, and also valuing the beauty of the Navajo language. These skills are taught in English 101 and 102 classes as well as in our Navajo Language courses.

Modes of inquiry proper to each discipline are taught in the introductory courses. The General Education curriculum (General [Catalog pp. 36-38](#)) requires courses in the humanities, social sciences, sciences, and Navajo Studies. All students are introduced to basic methodologies proper to each of these disciplines.

Not all students are required to take a course in the Arts, but there are still two student learning outcomes in this area that are given in the General Education matrix. These are to create art and explore ways of self-expression. Fine Arts, Art History, and Creative Writing classes fill this need.

The College strives to ensure that the General Education program is responsive to changing social, cultural, and technological environments. One indication of this responsiveness comes from faculty initiatives, in 2014-15, originating from the Center for Diné Studies, to revise the General Education requirement for Navajo Studies.

Having analyzed student learning data in Navajo language since 2012, and taking stock of widespread and quickening language shift across the Navajo Nation, from Navajo to English, Navajo language faculty designed a conversational oral proficiency assessment, gathered data from some three hundred Navajo language learners, and deduced the need for redesigning the General Education program's current "Navajo Speaker" and "Non-Navajo Speaker" tracks.

Faculty designed, and will pilot, in spring 2015, a policy for placing students more accurately in appropriately leveled courses, and add new Navajo as Second Language courses to the "Non-Navajo Speaker" track. The pilot project will be assessed in spring, 2015, revised as needed, and made permanent in 2015-16.

### **3.B.4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.**

Our Mission is to prepare the students to become active, educated, and contributing citizens of the Navajo Nation. The world in which the students live and work is predominantly Diné. The Western culture has had a huge impact, of course, and technology has opened many doors to the world beyond the reservation. However, rooting the students in their own culture is the primary purpose.

The General Education Program has instructional goals that promote cultural diversity. The College expects its programs to engage students with exposure to other cultures. Student learning outcomes that specifically address this need can be found in the [General Education](#) program ([page ???](#)):

Goal 1: Students will acquire an awareness of the diversity of human culture and experience.

SLO: Students will demonstrate the awareness, understanding, and skills necessary to live and work in a diverse world.

Goal 2: Students will formulate a Diné worldview while recognizing divergent socioeconomic, multicultural and global perspectives in a community and global context.

SLO: Students will examine their perspective from their own Navajo traditions into a larger worldview of customs and behavior[JF9]

### **3.B.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.**

Scholarship. The College has a number of ongoing research projects considering the size and degree level of the institution. In school of STEM have many long-standing and well-developed research opportunities. One example is the [Summer Research Enhancement Program](#) in cooperation with the Center for American Indian Health Disparities. Another is the research opportunities offered through the NSF-TCUP program. More detail in section 3E of this report.

With the development of the new Bachelor degrees new research opportunities will also be available.

Creative Work. Opportunities for creative work of students is also extensive. One example is this faculty [report](#) indicating participation from students in the annual spring conference of the American Indian Higher Education Consortium (AIHEC; for more information, see 3.E.1) At the end of every semester a [College Art Walk](#) is sponsored by the Art department to showcase the work of the students from that semester. Students participating in this event are judged on the quality of their art work and appropriate recognition is given.

The Diné Policy Institute has an [internship](#) program where students engage in research projects aimed at the improvement of living conditions for the Diné people. A notable example of this was the recent report on [food sovereignty](#). These examples will give a taste of the research and creative work of our students.

#### **Sources:**

- 2013-06-22 Plng Framework\_BOR Res\_FINAL
- 2014-05-01 GE\_Matrix
- 2014-05-01 General Education Program
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- 2014-07-30 DC Genl Catalog 1415\_Revised FINAL
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- 2014-07-30 DC Genl Catalog 1415\_Revised FINAL (page number 39)
- 2014-09-11 Fac\_Wkld\_AIHEC\_Art Sbmsn\_KW
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- 2014-09-25 DPI\_Internship\_Bochure
- 2014-09-26 SREP Update for DC Nwsltr 2014
- 2014-10-15 Artwalk\_Flyer
- 2014-10-24 Food Sovereignty Report\_FINAL

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

Diné College has a well-qualified and vibrant faculty who are committed to making a difference on the Navajo Nation. The student services staff is enthusiastic and eager for professional development. All are driven toward student success and quality educational programming. The Achieving the Dream initiative was adopted by the college and with their advice academic and student service sections of the college are working more closely together.

Diné College faculty are qualified and credentialed at the appropriate teaching level as required for compliance purposes. Faculty ranking is proactive in the recognition of a faculty's professional expertise and disciplines and a faculty recognized for their efforts will contribute to effective student teaching and learning.

#### **3.C.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.**

Sufficiency and Continuity. Diné College has adequate faculty capacity to meet classroom loads to ensure effective student load responsibilities with a faculty-to-student ratio of 1:10. This is a sufficient numbers and with a total of 67 full-time [faculty](#), up from 63 in 2014-15. The faculty are generally stable with a very low turn-over and this is important for the quality of education and the opportunities to build a strong program.

Roles. The academic and service roles for faculty are outlined in the Faculty Handbook specifically delineated in the faculty [job description template](#). General faculty roles and responsibilities. All faculty could be required to teach courses ranging from developmental to higher levels of study with flexible Times, days, and mode of delivery. The classes may include distance education delivery such as Interactive TV or online classes.

Faculty are also required to actively participate in assessment of courses and programs. Academic advising and mentoring are an expectations as is service on standing committees, or advising student organizations or serving on a disappearing task force.

Curriculum. The [Curriculum Committee](#) is charged with oversight of the curriculum and any changes therein. It is a standing committee of the faculty. The mission statement is:

In harmony with the College's mission and philosophy and representing the faculty of Diné College, the Curriculum Committee makes recommendations on all matters concerning new courses and programs as well as course and program modification and other matters pertaining to the appropriateness and quality of the curriculum taught by Diné College faculty.

All of the full-time faculty are actively involved in oversight of the College curriculum. The Curriculum Committee consists of representatives from each School. Representatives report to academic Schools regularly about proposed changes. Changes in the General Education program are coordinated by the General Education Committee. New courses and programs are vetted by the Curriculum Committee, the School Deans, and then the provost. Proposals for new degree programs follow the same protocol for review and approval and must be approved by the Board of Regents.

Credentialing. All full- and part-time faculty members are credentialed by appropriate School Deans following a review process that is coordinated by Human Resources (see section 3.C.2 below for details).

Assessment. The faculty standing committee, Student Learning Assessment Committee, is charged with the assessment of student learning. The committee has a representative from each School. From the [overview](#) statement. Diné College believes that the essential reason for developing and carrying out assessment activities is the improvement of teaching and student learning. Thus, the primary responsibility for the assessment and improvement of student learning belongs to the faculty. The institution has strengthened its commitment to assessment with the creation of an assessment director in 2015.

At the end of the spring semester there are three Assessment days, as well as an Intercampus Day in the middle of each semester. It is during this time all full-time faculty from all campuses and centers gather to process assessment data that was gathered by the faculty during the school year. Participation in mid-semester Inter-Campus Days and Assessment Days at the end of the academic year has been a tradition at the College since the late 1990's. The faculty attendance on these days exhibits an understanding of the significance and importance of assessment.

### **3.C.2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortia programs.**

Following Higher Learning Commission guidelines, instructors are required to have earned at least one degree higher than the level at which they teach (e.g., Master's for teaching Bachelor's level courses; Bachelor's for teaching Associate's level courses), and at least 24 credits at that level in higher education coursework that is appropriate to the courses to be taught. The School Deans, provost, and Human Resources director conduct faculty credentialing. The detailed listing from the College's [Personnel Policies and Procedures Manual](#) ([Section 400.12](#)). Dine College is in a unique position of credentialing instructors in Dine Studies. For those without higher degrees, there is a tested experience process outlined in the College's Personnel Policies and Procedures Manual ([Section 400.12](#)) for credentialing.

### **3.C.3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.**

Faculty are [evaluated](#) yearly by the respective School Dean and a [peer evaluation](#) is performed annually. Each semester faculty are required to [report](#) workload, which includes a listing of classes taught, office hours offered, committee service, and any other scholarly or professional activity.

Students' [evaluations](#) of instruction are gathered at the end of each semester. Summaries of the evaluations for each course are given to the instructor and the School Dean. An online course evaluation data gathering tool was introduced in spring, 2014. Data return rates plummeted from 90-100% with the paper-based evaluation to a 20-30% response rate from students with online evaluation. The recent data from the Office of Institutional Planning and Reporting continue to show a 20-28% course response rate for online student course evaluation data gathering process. The School Deans and provost recognized a significant opportunity to improve efforts in using technology efficiently for gathering students' evaluations of courses.

### **3.C.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.**

On an annual basis, the provost allocates [funds](#) for professional development. Faculty may apply as desired or as determined by the School Dean. Individual instructors complete the College's faculty development [application](#) and submit a travel authorization request, as appropriate. These documents are reviewed and approved by the School Deans, whose approval and authorization decisions are final. Every department has a line item in their budget to support faculty subscriptions to professional journals. All faculty also take advantage of opportunities to attend or present at a variety of educational conferences.

### **3.C.5. Instructors are accessible for student inquiry.**

According the [Faculty Handbook](#) ([Section 400.14](#)), instructors are required to be physically present at least five office hours per week for office hours. The location of their office, their office hours, phone number, and email address are required on every [syllabus](#). All faculty report their office hours at the end of each semester.

### **3.C.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.**

Tutoring. Student tutors are available at Tsale, Shiprock, Tuba City, and Window Rock. They are hired under Federal Work-Study guidelines. Student tutors are required to demonstrate a cumulative grade point average of 2.5 or better and must have completed the course with At least C in the subject they will tutor. Student tutors must not have a history of violating the student code of conduct. As of this writing, there is one part-time professional Math tutor in Shiprock. Financial aid advisors, retention specialists and disability counselors are also available at all College locations.

Academic Advising. Academic advising is required from all faculty (see a sample [job description](#)), in the past few years Title III funding has supported Baccalaureate Coordinator in the Student Services department. A study of the effectiveness of this method has prompted the Student Services to reassign academic advising to the faculty with the idea that the faculty have a better understanding of the requirements for any program.

Co-Curricular. The Student Services continues to operate a Summer Institute, supervised by appropriately [trained](#) staff, which is a two-week pre-college experience for at-risk students. Students attend classes in Mathematics and English so they can re-take the placement exams. They also spend time preparing to make the transition into collegiate life, mustering a sense of group cohesion, and just becoming excited to be studying at Diné College.

### **Sources:**

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- 2010-11-09 Fac\_Perf\_Evaluation\_Template
- 2013-03-31 Faculty\_Devel\_Form
- 2013-07-15 Summer\_Institute\_Trng\_Schd
- 2014-03-15 SP Advising Info\_Sesssion\_Flyer
- 2014-04-01 DC\_Adv\_Info\_Sesn\_Spring 2014
- 2014-04-10 Fac\_Job Description
- 2014-04-10 Fac\_Job Description
- 2014-06-04 Trng\_Adv Retn\_Conf Agenda
- 2014-08 Faculty Workload Report Form
- 2014-08-08 Acd\_Upd\_Info\_Sesn Agenda
- 2014-09-01 Ovrvw Asmnt of Stdt Lrng DRAFT
- 2014-09-09 Fac Profl Dev Sum 2012-2014
- 2014-09-09 Fac\_Credentials\_Data\_Report
- 2014-09-09 Fac\_Employment\_App
- 2014-09-11 Acd\_Fac\_Development\_Budget
- 2014-09-11 Curriculum Cmte Glms\_Pcdrs
- 2014-09-17 Sample\_Master\_Syllabi
- 2014-09-19 Title III\_Profl\_Dev\_Exsp 12-14
- 2014-09-23 Student\_Eval
- 2014-09-23 Student\_Eval
- 2014-09-26 Fac\_Journal\_Subscriptions
- 2014-10-22 Fac\_Stdt\_Ratio\_Report\_Final
- 2014-10-29 Faculty by degree
- 2014-12-05 Faculty\_Handbook
- 2014-12-05 Faculty\_Handbook
- 2014-12-05 Faculty\_Handbook (page number 53)
- 2015-01-05 Prsnl\_Pol\_Prdcrs\_Mnl\_Res2
- 2015-01-05 Prsnl\_Pol\_Prdcrs\_Mnl\_Res2 (page number 61)

### **3.D. The institution provides support for student learning and effective teaching.**

Even though the institution is small with two campuses and four centers spread around the Navajo Nation, the college provides all the support for student learning and effective teaching. The two campuses and one center have fully equipped science laboratories to effectively deliver Biology and Chemistry classes. Both campuses and one center have a library. The number of computers may vary but all campuses and centers have computers with wireless access available for student use. Diné College provides Student Services, academic advising, and developmental education at all locations. There are Learning Centers at both campuses and at the largest center, Tuba City.

### **3.D.1. The institution provides student support services suited to the needs of its student populations.**

Diné College is able to offer a full-range of student services, which has expanded with Title III funding. These include Retention Services, Counseling Services, Veterans' Services, Disability Services, Transfer Services, Career Services, a Residence Life program, and other student programming. All of these services have a designated coordinator. Student Services professionals are required to have a Bachelor's degree. The [mission](#) of the Student Services department is to:

. . . provide direct services to students which will enhance their overall educational experience through social, cultural, leadership, intellectual, athletic, and recreational programming, and activities which will further enrich and aid them in their transition to other colleges, universities, and the world of work.

**Retention Services.** Retention Services targets at-risk students taking at least one developmental course. All students on academic probation are automatically referred to Retention Services, in addition students can elect to make use of services offered by this office, or they can be [referred](#) by faculty. More information can be found in the Retention Services [brochure](#). Their progress is [monitored](#) and a monthly [report](#) is requested from the teachers of the student at risk. Retention Services regularly offers [workshops](#) on academic skills.

**Counseling Services.** Counseling Services offers the full-range of services found at any counseling office at an institution of higher education, including both individual and group counseling. Students can elect to make use of these services and [referrals](#) from faculty and staff are welcome. Monthly [reports](#) from this office are regularly generated which show the large number of students served.

**Veterans' Services.** American Indians enlist in the military in much greater percentages than any other population in the country. Therefore, the Veterans' Services office is an important part of the student services [offerings](#). Because of the benefits from what has become known as "The New GI Bill," many of the students who are veterans need assistance in [applying](#) to the Federal Veteran's Administration. This office also [refers](#) students to the VA when other benefits, such as health care, are needed. The number of students served by this office can be found in this [report](#).

**Disability Support Services.** Students self-select to make use of the [Disability Support Services](#). Once a student's disability has been properly [documented](#), the needed [accommodations](#) are identified and the appropriate faculty and staff are [notified](#). The identified students have a difficult

time understanding the difference between the disability services they were offered in high school and those offered to adults. The differences are carefully explained to further ensure that students take advantage of these services. Improvements are needed at all campuses and centers to make them more accessible to persons with mobility issues and this is a priority identified in our Capital Investment and Improvement Plan.

Transfer Services. Nationally, studies have shown that such transfer students from two-year colleges have a poor graduation rate at the baccalaureate level. However, studies have also shown that Native students, in particular, who spend the first two years of their education at their own tribal college have a much higher graduation rate than those who begin at a four-year institution. The Transfer Services office, therefore, is of vital importance to our students. The Transfer Services [brochure](#) gives an overview of their programs. Transfer tours to various four-year institutions in Arizona and New Mexico are offered once a semester.

Career Services. Career Services offers both one-on-one career counseling as well as a number of programs and events. The full-range of offerings is outlined in this [report](#). This office also oversees internships and service learning.

Residence Life. Diné College provides nine residential halls for students at the main campus in Tsaile. Residence halls are proposed for the Shiprock campus. The need for family housing was paramount and Diné College opened 15 new units of family housing on the Tsaile campus.

Student Activities. The Student Activities department provides a variety of activities both for fun and to complement the curriculum. Their year-end [reports](#) for AY15-17 shows a number of stress-busting events around mid-term exams and finals; and traditional Navajo shoe games in the winter.

**3.D.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.**

Diné College has a process for directing entering students into courses and programs for which they are adequately prepared. The collaboration with Achieving the Dream (see 4.C), has supported Diné College in an effort to rethink the Developmental Education programs in Mathematics, Writing, and Reading by implementing a fast track program through Project Success.

The English department launched a fast track remedial reading/writing courses Fall 2018. Mathematics continues to explore other developmental math courses. Diné College is participating in the Carnegie Math Pathways program and is began the Quantway curriculum Fall 2018. The self-paced math classroom at the Shiprock campus is fully established using the MathXL program. Over 90% of the entering students take at least one developmental course.

The college uses the Accuplacer testing service for placing students into appropriate courses (General [Catalog](#), p. 13). The institution has developed a set of [cut-off scores and plans to incorporate the national ACT scores as part of placement](#). The [Learning Center](#) supervises placement testing and offers tutoring for students in a number of subject areas. Mathematics

tutoring is the most requested and the proofreading service for papers is also heavily used. The Learning Center monthly [reports](#) provide insight into testing and tutorial services offered by the College.

For the last five years the college has successfully provided a Summer Institute for new students who have tested into a developmental course and a Pre-college program for incoming high school students. The new students attend classes in Mathematics and English, while also preparing to make the transition into collegiate life, developing a sense of group cohesion, and a sense of being a part of Diné College. The data indicates significant improvement, especially with developmental reading and writing courses, and an increase in student confidence.

### **3.D.3. The institution provides academic advising suited to its programs and the needs of its students.**

Academic Advising services are explained in our General [Catalog](#) (p. 13). The Academic Advising Team in Student Services provides a range of [services](#) that help students to plan and live their academic journey at Diné College. Academic Advising at Diné College is a collaborative effort between advisors, and faculty to help students make well-informed decisions.

Diné College syllabus for academic advising spells out the responsibilities of the advisor and the student. It also includes a calendar of activities that students should follow to make the most of the advising relationship. Advisors follow a [handbook](#) in dealing with students and advisement [process](#) ([doc 2](#), [doc 3](#)) documents outline the steps involved.

The Academic Advising Team assists with first year transitions, selection of majors and courses, monitoring of academic progress and degree checklists. Time management and goal setting, transfer planning, service learning and other topics are addressed by the Team. The advising process follows steps designed to ensure that students are placed in the appropriate courses, and that they are able to meet with specialized advisors for their unique situations such as first time students, veterans, transfer students, students with disabilities, and degree specific advising.

### **3.D.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).**

The College strives to provide the infrastructure needed to meet the needs of its students and instructors. Over the last two years, the College has taken a systematic approach to better understanding existing facilities and developed a plan to prioritize infrastructure improvement. A [Facilities Assessment Report](#) conducted in 2018 shows the Space Utilization Analysis for college facilities at both campuses and all centers ([pp. 68, 99, 117, and 128](#)). In 2014 the College completed a detailed [Capital Improvement and Investment Plan](#), which uses a specific methodology for prioritization of projects to improve the College's infrastructure over the next several years.

Technological Infrastructure. A full discussion of the College's technological infrastructure can be found in section 5.A.1.

Libraries. Diné College has three libraries: one at the main campus in Tsaille, another at the campus in Shiprock, and a small library at the center in Crownpoint, New Mexico. There are over 110,000 volumes in these combined sites, making it the largest academic library between Flagstaff and Albuquerque. A full-range of electronic databases, many of them in full-text, are available to all students and faculty at all locations. The main library facilitates providing resource material for students at the centers upon request. This information is available at the website: [www.library.dinecollege.edu](http://www.library.dinecollege.edu)

Museum. The Ned Hatathali Museum re-opened on November 20, 2013. It has completely renovated space, new exhibits, and a collection that is properly cataloged and conserved. It has also been the site of many special exhibits. The Ruth and Bob Roessel Archive building houses the artifact collection and preserves valuable cultural artifacts.

### **3.D.5. The institution provides to students guidance in the effective use of research and information resources.**

Guidance in the proper use of research and information resources is provided to all students in every class [syllabus](#). Proper research methods are taught in many introductory courses, especially in English and the Sciences and faculty are encouraged to make use of the services of a librarian to teach [Information Literacy](#) in their classes. The Diné College Libraries subscribe to the Information Literacy documents adopted by the Association of College and Research Libraries, who define it:

Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.

#### **Sources:**

- 2012-03-06 Academic Advising Syllabus
- 2012-03-27 Adv\_Process\_Tsaile
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- 2012-10-29 Student\_Services\_BOR Report
- 2013-04-01 Accuplacer\_Test Score\_Info
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- 2014-07-02 Academic\_Advising\_Shared\_Model
- 2014-07-02 Year End Stdt Activity Rpt



- 2014-07-07 Adv\_Cncl\_Strg\_Cmte\_Action-plan
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- 2014-07-30 DC Genl Catalog 1415\_Revised FINAL (page number 15)
- 2014-07-30 DC Genl Catalog 1415\_Revised FINAL (page number 15)
- 2014-08-02 Lrng Ctr Mgrs Rpt\_Data
- 2014-08-13 Academic Advising Services Brochure
- 2014-08-25 CIIP\_FINAL
- 2014-09-01 2014\_Summer\_Institute\_BOR\_Rpt
- 2014-09-10 Career\_Svcs\_Rpt\_Full
- 2014-09-11 Cnslg\_Svcs\_Monthly\_Rpts\_1314
- 2014-09-11 Cnslg\_Svcs\_Referral\_Process
- 2014-09-11 Dblty\_Svcs\_Doc\_Stdtd\_Condition
- 2014-09-11 Disability\_Services\_Brochure
- 2014-09-11 Dsblty\_Svcs\_Accmdn\_Slctn\_Resp
- 2014-09-11 Dsblty\_Svcs\_Diff\_HS\_Svcs
- 2014-09-11 Dsblty\_Svcs\_Inst\_Notif\_Frm
- 2014-09-11 Educational Benefits Veterans
- 2014-09-11 Retention\_Services\_Brochure
- 2014-09-11 Retn\_Svcs\_Aca\_Prog\_Mntrg\_Form
- 2014-09-11 Retn\_Svcs\_At\_Risk\_Referral\_Form
- 2014-09-11 Retn\_Svcs\_Monthly\_Rpt\_2012-2014
- 2014-09-11 Retn\_Wkshp\_Data 5.2013-7.2014
- 2014-09-11 Veterans\_Services\_Application
- 2014-09-11 Vtrns\_Svcs\_Rpt\_Spr12Fall14
- 2014-09-11 Vtrns\_Svcs\_VA\_Contact\_Info
- 2014-09-15 Learning\_Center\_Brochure\_pg.2
- 2014-09-17 Sample\_Master\_Syllabi
- 2014-09-19 Transfer\_Services\_Brochure
- 2014-10-05\_Info Literacy at Diné College
- 2014-10-06 Residence\_Life\_Brochure

### **3.E. The institution fulfills the claims it makes for an enriched educational environment.**

The institution fulfills the claims it makes for an enriched educational environment. The College's co-curricular programs and the added benefits our student receive by virtue of our Mission are all rooted in the culture and language of the Diné people.

#### **3.E.1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.**

Diné College has a number of student [clubs](#); Animal Care Club, Azee' Bee Nahagha of Dine College (formerly Native American Church), Green Club, Associated Students of Dine College (student government), American Indians Science & Engineering Society, and American Indian Business Leaders (AIBL). These are the clubs that have existed for a number of years. Many clubs are more transient such as the Gay/ Straight Alliance and the Professional Students Club. The Gay Straight Alliance is active in HIV/AIDS prevention. The HIV program provides

awareness to DC students through various events at several campuses. They also conduct rapid HIV tests, along with counseling and referrals related to HIV services.

There are also many opportunities for students to develop their knowledge of their own culture and language outside of the classroom. Among these are: Diné Language Immersion Camp, Diné shoe game, Male and female Sweat lodges and Diné Language Night activities for the whole family.

Also informed by the Mission, students at Diné College participate in opportunities that help to build a depth of knowledge and experience with Diné culture and issues of importance to the Navajo Nation. This is attained through internships with the [Diné Policy Institute](#) and the Land Grant Office. Mentored by Diné researchers, extension agents, and instructors at the College, students gain experience with projects related to food sovereignty, government reform, natural resources, range management, and youth leadership development and acquire an appreciation of their impact on Navajo culture and well-being.

Students are also given the opportunity to participate in a number of exchanges that entail intercultural interactions with other Native peoples, as well peoples beyond the Native circles. For a number of years, Diné College students have attend an “[Exploring Transfer Program](#),” (doc 2) hosted by Vassar College in Poughkeepsie, NY, in which they participate with other potential transfer students from around the country in courses and extra-curricular experiences. Another group of students participate in an intercultural experience with students from [North Hampton Community College](#) in Bethlehem, PA, in which students from North Hampton come to Diné College before they host our students **Are we still doing this???**

There are a number of internship opportunities available to students who wish to stay on the reservation. The most notable and longest established is the SREP (Summer Research Enhancement Program). This 10 week summer program is open to students majoring in a variety of health, biology and social science programs at Diné College and the Arizona and New Mexico Universities. The student projects at their practicum sites are in a variety of areas, including diabetes outreach and prevention among adults as well as youth, cancer prevention among youth, HIV/AIDS prevention through social media, Prior to their five week practicum, students had complete a three-week research methods course. During the final week extra visiting faculty from other universities come to the Dine College campus to assist students in data analysis and design of research presentations.

NSF-TCUP grant also funds summer internships for students. The internship contains place-based content and Diné cultural knowledge integrated with science discipline knowledge. Local and regional reservation environment and technological issues are the focus for study, internship research and intervention. Interdisciplinary problem-based and sustainability-focused inquiry study and research integrate current and proposed STEM disciplines.

The Bachelor of Arts program in Psychology and the Business and Social Sciences also offer internship and student research opportunities.

The College is a member of the American Indian Higher Education Consortium (AIHEC) and every spring a student conference is held at a different location near a tribal college. There are a

number of [competitions](#) that the students engage in and preparation for this event is a year-long process. Some of these competitions have the intent of co-curricular learning in American Indian culture, history, and/or art. Dine College students regularly place well in these competitions.

Competitions include: Knowledge Bowl, a Jeopardy style game with questions coming from a list of books on Native American culture or history, Science Bowl, Art competition, Hand games, a traditional Native pastime, Web page design, poetry and One-Act play productions.

The College has three [athletic](#) teams: cross country, archery, and rodeo. All of these sports have cultural ties to the Diné people. There are also a number of intramural sports programs and the American Indian Higher Education Consortium (AIHEC) basketball tournament.

**3.E.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.**

The primary goal for a Dine College education is “to ensure the well-being of the Diné People.” This is accomplished through the teachings of the traditional way of life of the Diné People (General [Catalog pp. 36-37](#)):

Sa’2h Naagh17 Bik’eh H0zh00n is central to Diné College. Based on the fundamental teachings of the Diné People, Sa’2h Naagh17 Bik’eh H0zh00n involves the four cardinal directions that reflect the four stages of the life cycle and serve as a means for internalizing knowledge. The internalization process of knowledge becomes the core of one’s life. We believe that rooting our students in their own language and culture is the best way for us to achieve that goal. In the curriculum we achieve it through [General Education](#) requirements in Diné language, culture, and history. We also achieve this goal outside the curriculum by many of the activities outlined in 3.E.1 above.

**Sources**

- 2012 Vassar.Exploring.Transfer.Program
- 2012-01-15 2012 AIHEC Stdt Prtcptnt App
- 2013-04-01 2013\_AIHEC\_Board\_Report\_Summary
- 2013-06-22 Plng Framework\_BOR Res\_FINAL
- 2014-05-31 Athl\_Dept\_Board\_Rpt\_YEAR\_END
- 2014-06-01 Vassar\_Itinerary\_2014
- 2014-07-30 DC Genl Catalog 1415\_Revised FINAL
- 2014-07-30 DC Genl Catalog 1415\_Revised FINAL (page number 38)
- 2014-08-06 DC.Student.Clubs
- 2014-09-25 DPI\_Internship\_Bochure
- 2014-10-09 Northampton Exchange Host Ltr

**Criterion 3: SUMMARY**

## **Criterion 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.**

### **Core Components**

#### **4.A. The institution demonstrates responsibility for the quality of its educational programs.**

As Diné College completed its 50th year of providing classes, including the 42 years of HLC accreditation we are committed to continuous improvement as our goal. The quality of our academic programs is assured through our assessment program, which has continued to be in place with the Student Learning Committee, General Education Committee and Curriculum that are faculty driven and through a cycle of academic program review. We evaluate the quality of credits that we allow to be transferred into our programs. All of our programs adhere to rigorous standards, including our dual credit program, and we offer all of the academic support services necessary to ensure the success of our students.

##### **4.A.1. The institution maintains a practice of regular program reviews.**

Diné College takes responsibility for the quality of its educational programs by maintaining the practices of regular comprehensive program reviews of its degree programs. Prior to 2016, some form of program reviews were conducted at the institution that intended to highlight the program strengths and weaknesses based on the previously established program review process. The 2015 Reaffirmation Review indicated that program reviews were conducted on a four-year cycle. The cycle included the submission of a self-study that answered questions program strengths and weaknesses, opportunities for improvement, and related enrollment, retention and graduation rates. A template was provided on WEAVE Online to answer these questions. While this was a good start, problems arose from the process.

Requiring program reviews on degrees every four years proved to be problematic for departments that had multiple degrees to complete self-studies. The template provided on WEAVE Online was not comprehensive to understanding the status of degree programs, and did not connect data results to any plans for improvement. What resulted from the previous process were ultimately only generalized PowerPoint presentations. This was not the academic departments' fault. No written guide existed to help departments in completing a comprehensive program review of degree programs, in a timely manner. Therefore, the Academic Program Review Guidelines & Criteria, also known as the "APR Handbook," was written by the Office of Academic Assessment and introduced in spring 2017. This new document outlined the new process for program reviews by:

1. Providing an explanation of the three major areas that required completion: The Self-Study, the Site-Visit, and the Action Plan (APR Handbook 2016, pg 6-10.).
2. Providing the official criteria to be addressed in the self-studies (APR Handbook 2016, pg. 13).
3. A new staggered schedule of deadlines associated with the active programs. (APR Handbook 2016, pg. 21-23).

4. The addition of a qualified (APR External Evaluator Nomination Form) external reviewer to provide unbiased feedback on facets of the criteria (APR Handbook 2016 pg. 11-12).
5. The APR Evaluation Member Worksheet, to be completed by the review team to determine if the degree has met the criterion (APR Handbook 2016, pg. 28).

This APR handbook was provided in the required HLC Interim Progress Report, 2016 and as a result, the Staff Action response was to include 1) the results of the first round of program reviews in and Embedded report.

Program review is carried out according to the Academic Program Review Procedures document. These procedures were developed by researching other program review processes at other tribal colleges and other institutions of higher education. We strive to review every program on a four-year cycle. This document contains the following:

**Definition.** Academic program review is a process of regular, systematic review and evaluation of all academic programs offered at Diné College.

**Purpose.** The process of academic program review (APR) is designed to examine, assess, and strengthen programs, facilitate program improvement where appropriate, and assist in achieving the best use of College resources.

**Four-year schedule.** Each academic program is reviewed on a four-year cycle. The review schedule is initiated in consultation with Department Chairs and the Academic Dean. Under exceptional circumstances and with the approval of the Academic Dean, a review may be extended or postponed. When possible, the schedule is coordinated with other review(s) and accreditation obligations.

**Process.** The APR process includes five major steps: 1) initial planning, 2) self-study, 3) internal review, 4) analysis of findings, and 5) the report to the College's Board of Regents.

*Initial Planning.* The academic program review process will be initiated each academic year by the Dean and Academic Vice President, which later was renamed Provost. In the spring semester that precedes the academic program review year, appropriate chairs will be notified as to the programs under their purview scheduled for review. Early in the fall semester, chairs, and faculty will be required to participate in an orientation workshop to launch the academic program review process. This workshop will serve as an introduction to the academic program review process and its purposes, and it will provide guidelines for successful completion.

*Self-Study.* An effective self-study assesses a program's past and present performance and outlines a realistic course for the program's future. Areas to be covered by the self-study are reflected in the Special Reporting Template in WEAVE Online. They include:

- What are the program's enrollments, retention, and graduation rates for the past three years?
- Discuss the program's strengths, distinctiveness, and challenges.
- What opportunities exist to extend existing strengths?
- What are the plans for overcoming the challenges?

- Describe improvements that can only be addressed through additional resources.

*Internal Review Hearing.* This will be conducted by the Academic Chairs and scheduled and convened in spring semester by the Academic Dean. A written report will be presented to the Academic Chairs at a hearing that is open to the College community.

*Analysis of findings.* The Academic Chairs will produce a summary report that comments on the following:

- Recruitment and retention of faculty, staff, and students.
- Graduation rates.
- Programs and student quality.
- Student learning assessment.
- Teaching and academic outreach efforts of the faculty.
- Fiscal and physical resources.
- Academic and administrative organization.
- Inter- or cross-disciplinary cooperation with other units.

These suggestions are not exhaustive. The Internal Review Report is encouraged to be responsive to other issues that come to the fore in the course of the review. It is expected that the review committee will make specific recommendations for improvement of the quality of the program, as well as identify those aspects of the program(s) that are exemplary. It is due to the Academic Vice President within four weeks of the Internal Review Hearing.

*Report to the Board of Regents.* [We have not yet implemented this part of the process.]

In AY 2011-12, we conducted a pilot program review for our BA in Elementary Education. We had a Focused Visit from Higher Learning Commission in the spring of 2012 and our Teacher Education program was one of the foci, including its assessment. We did a pilot program **review** in response which included the following elements:

- Enrollment, retention, and graduation rates.
- Strengths, distinctiveness, and challenges.
- Opportunities to extend existing strengths.
- Plans for overcoming the challenges.

Due to administrative turnover, no programs were reviewed in AY 2012-13.

In AY 2013-14, we reviewed our AA degree in **Computer Information Systems**, our AS degree in Science, and our AS degree in **Public Health**. No summary reports were produced, but there are some **notes** from the Division Chairs meeting where the findings from these reviews were presented.

In the current academic year, we are reviewing our AA in Liberal Arts, our AA in Social and Behavioral Sciences, and our AS in Health Occupations. These are among the most popular offerings at Diné College. After the faculty in the division conducts its self-study, the findings are

presented to a meeting of the Division Chairs. A final analysis is then prepared based upon the findings and available data, some of which we are just beginning to collect (e.g., graduation and retention rates for various programs). This process will be strengthened through recent concerted efforts to improve data collection College-wide.

AY 2014-15 was be the first year that we are taking Academic Program Review through the entire process to the assessment stage as outlined in 4.A.1 above. We began with an orientation for affected Division chairs and key faculty. Some of the areas for improvement include:

- Producing an Academic Program Review summary report that incorporates information from the reviews of all programs in that year.
- Informing budgeting with recommendations from that report.
- Adding some sort of “fiscal efficacy” metric to the process.
- Making informed choices about strengthening, maintaining, reducing, and eliminating different program offerings.

AY 2016-2017 for the Associate of Arts in Diné Studies; Early Childhood Education; Business Administration, Associate of Science in Mathematics and Bachelor of Arts in Business Administration completed their APR during the Spring 2017 semester. The following fall 2017 semester three additional programs completed their APR, defer to page 21, of the APR Guidebook. The Diné Studies APR, thoroughly shows the steps followed in accordance with the APR and includes a three-year action plan (pg. 55-57). The example APRs is evident the College has made tremendous strides towards our practice of regular program reviews. In the Business Administration APR example, it shows the recommendation as seen by the External Reviewer (pg. )

### Sources

- 2017-10 Academic Program Review Guidelines & Criteria
- Meeting Minutes – NEEDED
- APR\_CDS
- APR\_AA.BusAdmin

#### **4.A.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.**

DC Records and Admission is responsible for evaluating transcripts and credit is accepted from our institution according to our Articulation Transfer Guide and Policy. The policy for the transfer of credit from other institutions of higher learning which delineates the process for evaluating and accepting transfer credits. Transfer students are defined as having previously attended another University or Community College and have earned college credit, but have not yet earned a degree. In order for any classes at another college or university to be approved for credit at DC, existing transcripts must be evaluated to determine if they will meet the college transfer requirement. The student must have an official transcript sent to DC for evaluation from each college attended where credit is sought; formal transfer credit evaluations will not take place until official transcripts are received. Courses that have an earned grade of “C” or higher grade in coursework that is college-

level (not developmental) may transfer. All coursework for transfer consideration must have been completed within the last XX years. A maximum of XX credits from accredited institutions will be accepted. DC may accept course credits from colleges and schools accredited by any of the following:

- Middle States Association of Colleges and Secondary Schools
- New England Association of Colleges and Schools, Inc.
- North Central Association of Colleges and Schools
- Northwest Association of Secondary and Higher Schools
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

In addition to the policy credit is accepted from other institutions according to our Articulation Transfer Guide and Policy. Diné College is a part of articulation agreements in both Arizona and New Mexico and our faculty from all Divisions are actively involved in related task forces. In the AZ Transfer Representative we have a representative from our Faculty. Both states maintain articulation websites:

<http://www.aztransfer.com/>

<http://www.hed.state.nm.us/institutions/general-ed-core-course-transfer-curriculum.aspx>

#### **Sources**

- Articulation Transfer Guide and Policy
- <https://www.dinecollege.edu/docs/Transfer%20of%20Credit%20Policies-page.pdf>
- [AZ Transfer Representative](#)

#### **4.A.3. The institution has policies that assure the quality of the credit it accepts in transfer.**

The quality of credit we accept in transfer is assured in our Articulation Transfer Guide and Policy and policies regarding transfer credit are outlined in the College Catalog 2017-2019. The Academic Standards Committee is a standing committee of the faculty and adjudicates in unclear matters of transfer credits and transcripts.

#### **Sources**

- The Articulation Transfer Guide and Policy
- College Catalog 2017-2019

#### **4.A.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 credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.**

The expectations for student learning outcomes are outlined in course syllabi as seen in the example for HUM 151. As part of our reassurance each syllabi follows in accordance with the Syllabus Template of the College, a syllabi inventory was done. Faculty control and review of



courses and prerequisites is in place by the Curriculum Committee, a standing committee of the faculty. Faculty set prerequisites when course descriptions are approved and have at times adjusted these during curriculum reviews. Discussion and determination of prerequisites for courses is rooted in faculty's understanding of curriculum scaffolding and the need to satisfy outside accreditation/licensure expectations.

The Jenzabar software used by the College checks for prerequisites, and if prerequisites are not yet met, enrollment in a course is not allowed unless overwritten by the Advisors.

Maintaining expectations for student learning and rigor of courses with faculty's understanding of commonly accepted expectations of courses and programs in postsecondary education. The Faculty Handbook provides credit hour definition and the course syllabus includes discussion of coursework rigor. Academic rigor is assured and evaluated through our 2015 Institutional Assessment Plan, as are the student learning outcomes which is led by the faculty standing entity the Student Learning Committee. The committee considers program and course rigor and makes recommendations to the faculty to better understand various learning modalities.

Regarding access to learning resources, library access that allow students broad access to learning resources on campus, and the availability of library catalog and databases online allow students unlimited access to learning resources. For distance education and ITV students, each student has access to courses with the learning management system Blackboard. Blackboard allows students to have access to courses at any time, and each class has built-in hyperlinks to materials specific to the respective subject matter.

Further access to learning resources is demonstrated by the College's Student Success Center which located at the DC Centers that provide professional tutoring services and peer tutoring services. See breakdown:

### **1) STUDENT SUCCESS**

- Learning Centers (at TS, TC, WR, CRPT, and SR)
  - o Professional Tutoring Services
  - o Peer Tutoring Services
- Student Counseling/Disability Services (TS, SR, TC)
- NM Adult Education Program (SR)

### **2) ENROLLMENT MANAGEMENT**

- Registrar (TS, SR)
- Admissions (TS)
- Financial Aid (TS, SR)

### **3) STUDENT ADVISING/RETENTION**

- Academic Advising (all campuses)
- Student Retention (TS/SR)
- 1<sup>st</sup> Year Freshmen Program (TS)
- 2<sup>nd</sup> Year Program (TS)

- Veteran's Services (TS, SR, CPT)

#### **4) STUDENT CAREER ADVANCEMENT**

- Student Internship (TS/SR)
- SACRED (Sexual Assault Prevention) Program
- Student Transfer Program
- Student Outreach Services
- Peer Mentorship Program

#### **5) STUDENT LIFE AND LEADERSHIP**

- Residential Life Program (TS)
- Student Family Housing (TS)
- Student Athletic Programs (TS)
  - o Rodeo
  - o Archery
  - o Cross Country
- ASDC - Student Government
- Student Activities (TS/SR)

Assessing faculty qualifications for teaching in any program is directly handled by the Provost, in consultation with School Deans and commonly accepted best practices and guidelines for faculty qualifications as defined by the Higher Learning Commission. The Faculty Handbook addresses faculty qualifications. Specifics are given in the College's Personnel and Procedures Manual, section 400.12:

- To maintain compliance with the Higher Learning Commission's guidance on qualified faculty, the credentialing process will be codified in the personnel policies, and will use credentials based on degrees, coursework, and tested experience.
- The College will maintain qualification standards to reflect the scholarship and rigor consistent with regional Colleges and universities.
- The College-wide criteria are designed to be responsive to changes in disciplines, transferability of courses and degrees, and the employment market. The minimum qualification standards are set by the College and the specific discipline may implement additional standards that are consistent with College standards.

Diné College Dual Credit courses provide high school students an affordable opportunity to experience college-level courses and the likelihood of students creating a postsecondary pathway, while reducing student/family expenses and time in attaining degrees. The College developed dual credit policies and procedures and a guidebook to maintain a quality program for the stakeholders and partners, which were Diné College Board of Regents approved. So far, we have agreements with 4 schools within the Arizona and New Mexico states.

According to the Dual Credit Guidebook and Policies and Procedures, each of the faculty are required to submit an adjunct faculty application through the College's Department of Human Resources and Dean of Schools, depending on which of the subject area the adjunct faculty will

be teaching. For instance, if the adjunct faculty will be teaching the course MTH 110 College Algebra, the application will be forwarded to the Dean of School of Science, Technology, Engineering and Math for proper credentialing to adhere to the Higher Learning Commission. College courses offered by DC are listed in the current DC Catalog. Upon thorough review, if the adjunct faculty is approved to teach the course the faculty will undergo adjunct faculty training and the adjunct faculty will collaborate with the Dean of School to create a Course Schedule Request (CSR). The adjunct faculty teaching the dual credit course will abide by the approved College syllabus. The dual credit program ensures a signature from the adjunct faculty and dual credit student to follow the curriculum standard of the College. Textbooks will align with the College syllabus, as well. Adjunct faculties are subject to Faculty Evaluations conducted by the Dean of School. Also, student evaluations are conducted to ensure quality instruction. The partnering high schools are required to abide by the College's academic calendar to ensure deadlines are met in a timely manner.

### **Sources**

- Dual Enrollment Policies & Procedures\_2017&2018
- Dual Enrollment Guidebook
- Faculty Handbook
- HUM 151 Course Syllabi Example
- Syllabi Inventory ENG
- Personnel and Procedures
- Syllabus Template

#### **4.A.5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.**

We currently do not have any programs under specialized accreditation. However, the Center for Diné Teacher Education continues to pursue Arizona Department of Education accreditation for our BA in Elementary Education licensure program.

#### **4.A.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).**

In December 2017 DC established the key position of an Alumni Relations Specialist as a means to maintain and seek contact with graduates. The purpose of the position is to track the number of graduates going on to advanced studies. The individual is also responsible for a wide range of activities to engage and involve our college alumni in meaningful ways. The position was filled in spring 2018, much work needs to be done to evaluate the continued success of our graduates. Plans include managing existing alumni relations programming by fostering collaborative relationships to help to illuminate the alumni network and provide professional developmental opportunities for current students.

With DC's participation in the National Student Clearinghouse (NSC), it enables us to track our graduates. The College utilizes the NSC as a third party representative to report student enrollment to the Federal National Student Loan Data System (NSLDS) every 30 days and degree completions at the end of each term. In return the College is able to utilize their Student Tracking services to identify New Incoming students (First Time Freshmen or New Transfer) through prior attendance record identification or by tracking Graduates after they have completed their degree at Diné College. In the Summer Research Enhancement Program (cite) tracked the students who took the PUH 290 course. The data provided was used to determine the impact of the students' participation in the program to track the student's enrollment status, transfers to other programs/institutions and degree completion. DC's current degree programs and certificates are using the NSC data as a means to track the status of their current and past students. The information from NSC will be used a tool and reference for future academic goals.

The Office of Institutional Planning and Reporting (OIPR) gathers information from graduates and we have doing so for years. Prominent among our information gathering instruments are our **Graduation Surveys**. Beginning in 2014 the Office of Institutional Effectiveness later renamed to OIPR produced a report on the findings. In addition to the usual demographic information, the survey asked about satisfaction with various programs and services. At the end of AY2013-14, 87% of our graduates were either satisfied or very satisfied with their classes, 51% were either satisfied or very satisfied with their ITV classes, 51% were either satisfied or very satisfied with their online classes, and 95% were either satisfied or very satisfied with the quality of instruction.

For the AY2014-15, the survey results showed some differences, 55% were either satisfied or very satisfied with their ITV classes, 60% were either satisfied or very satisfied with their online classes, and 55% were either satisfied or very satisfied with the quality of instruction. For the AY2015-16, the survey results showed some differences, 86% were either satisfied or very satisfied with their ITV classes and 89% were either satisfied or very satisfied with their online classes. For the AY2016-17, the survey results showed some differences, 86% were either satisfied or very satisfied with their ITV classes and 95% were either satisfied or very satisfied with their online classes.

Based on the survey results changes have been made in regards to advising to address the needs of the students as reflect in the Advising Trend. Changes continue to be made to address the need of improving advising.

Some departments, such as the Center for Diné Teacher Education and Student Services, have gathered and used information about graduates to successfully inform improvements. The Center for Diné Teacher Education conducts focus group interviews with all their seniors and every three years they survey their graduates. However, as an institution we need to be more systematic and intentional in how we gather information about our graduates and how we use that information.

### **Sources:**

- 2014 Graduation Survey
- 2015 Graduation Survey

- 2016 Graduation Survey
- 2017 Graduation Survey
- Alumni Relations Specialist Job Description –
- National Student Clearing House Data
- Advising Trend

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

The College began assessing student learning about ten years ago and updated its assessment plan. Student learning outcomes assessment continues to be an important part of the institution and has updated its Institutional Assessment Plan 2014, revised in 2015. The institutional assessment plan is tied directly to the College principle of Siihasin, reflection and assurance toward improved outcomes, in the last few years we have begun to use this information for the purposes of continuous improvement. Our methodologies reflect best practices and virtually all of the faculty are involved in the process. Diné College has a comprehensive academic assessment program dedicated to the evaluation and continuous improvement of teaching and students learning. The purposes of the program are to 1) specify measurable student learning outcomes in accordance with the college mission; 2) assess student learning in terms of the outcomes; 3) analyze the data; 4) and use the results, informed by other data as necessary, as a basis for improving student learning and modifying teaching and programs for students. The Student Learning Committee is a standing committee of the faculty and new membership has enabled us to take a fresh look at how we do assessment. We have submitted annual progress reports to HLC since 2008 and have shown improvement. We have a consistent process for assessing both courses and programs. The next step is assessment at the Division and College level. From our [Overview of Assessment](#):

*Diné College believes that the essential reason for developing and carrying out assessment activities is the improvement of teaching and student learning. Thus, the primary responsibility for the assessment and improvement of student learning belongs to the faculty. The purpose of the institutional assessment plan is to provide a framework for assessing student learning, by:*

- *Identifying principles for implementing assessment;*
- *Identifying structures for implementing assessment and using assessment results and recommendations to improve student learning in accordance with the College Mission, and Vision, Principles, and Values;*
- *Outlining processes for developing and implementing continuous assessment and improvements of student learning.*

#### **Sources**

- Institutional Assessment Plan 2014

#### **4.B.1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.**

Diné College's assessment efforts, like its course-level and program level outcomes facilitate student learning. To help faculty and staff focus and sustain their assessment efforts, SLC has

established a data collection, analysis, implementation of recommendations, and evaluation of results. Student learning assessment and program/curricula improvement are ongoing processes that cycle annually with responsibilities to be met by multiple DC stakeholders. SLC helps faculty review, compile and distribute the assessment findings. Faculty analyze the data and make recommendations for improvement for student learning at DC. Student learning assessment informs data-driven decisions for curriculum, instruction and program changes and acquisition of additional resources to support student learning.

The college has college-wide student learning outcomes (CSLOs), degree-program student learning outcomes (PSLOs) for all active programs offered, general education student learning outcomes and course-level learning outcomes (CSLOs) across the entire institution. PSLO's, course CSLO's, and Gen Ed are established and assessed collectively by faculty in each academic department. The academic school Dean/Chair ensures that assessment activities are completed for course-level, degree-program level, general education, and college-wide level learning. Student learning outcomes begin at the course-level and aggregate up through the program-level outcomes, General Education or degree-program outcomes, culminating into the institutional College-Wide Learning outcomes.

### ***Institutional-Level***

**College-Wide Student Learning Outcomes (CSLOs).** This portion directly addresses the required embedded report requirement from the 2016 Interim Progress Report for institutional level outcomes.

Members from the HLC 2015 Site -Visit noted the need for the institution to establish as set of institutional-level student learning outcomes. Based on the feedback the Office of Academic Assessment at the Student Learning Committee (SLC) initiated work in Spring 2016 to collect input from stakeholders and draft the institutional level outcomes. At the end of the 2015-16 academic year, the Office of Academic Assessment distributed an outline summary (College-WideSLO\_Summary\_May31\_2016) of events that showed the ongoing progress toward establishing CSLO's to stakeholders such as the SLC, the General Education Committee, Academic Deans/Chairs, and was included in the 2016 HLC Interim Progress Report.

Stakeholders utilized several more opportunities to contribute suggestions and insight into the CLSOs during the 2016-17 year before the OAA organized the data in the form of word clouds and provided the information in a formal presentation to the SLC on January 13, 2017. After the presentation, the SLC committee created the themes and statements for the institutional-level outcomes.

At the institutional-level Dine College has focused learning in four key areas, known as the "Four Pillars," *Tradition, Knowledge, Skills, and Leadership*. These CSLOs encompass the entire undergraduate experience, regardless of program type or major a student declares. At the end of the 2016-17 academic year, the SLC submitted the End-of-Year Report (page 1) with the stated outcomes.

1. *TRADITION - Incorporate Navajo ways of life and thinking as a successful global citizen.*
2. *LEADERSHIP -Lead with integrity, confidence, compassion, vision and resilience.*

3. *KNOWLEDGE- Display a level of proficiency in their declared field(s) of study and general education that enables them to successfully pursue professional careers or advanced studies and engage in lifelong learning.*
4. *SKILLS-Engage in critical thinking and problem solving skills to make informed decisions.*

*Demonstrate written and oral communication skills*

### ***Program-Level***

**General Education Student Learning Outcomes (GenEdSLOs).** A detailed explanation on the goals, learning outcomes, and assessment processes for the General Education Program are in Core Component 3.B.2.

**Degree-Program Student Learning Outcomes (PSLOs).** Each active four-year, two-year, and certificate program offered by Dine College has accompanying stated learning outcomes of the program. Prior to fall 2015, faculty prioritized aligning degree program goals to the college mission and strategic plan. Since then, academic departments have focused their efforts to 1) clarify and differentiate the learning outcomes among all the degree or certificate programs it offers, and 2) directly improve degree programs using meaningful assessment data.

The OAA wrote in the 2016 HLC Interim Progress Report (pg. 7-8, 19-21) the modifications made to the annual assessments of degree programs at Dine College. The Staff Action response to the Progress Report was to 1) provide evidence of program level outcomes and 2) outcomes are link to well defined assessment procedures of the Embedded Report address this required portion.

### ***Course-Level***

**Course Level Student Learning Outcomes.** Each course offered at Dine College has the course objectives and learning outcomes stated on each syllabus. It is at the discretion of individual faculty members to conduct and complete course-level assessments. Faculty engaged in both direct and indirect assessments of student learning at this level. For direct assessment, faculty choose from a plethora of tools to assess learning in the course such as quizzes, exams, writing assignments with accompanying rubrics, or capstone projects or presentations in the course. For indirect assessment, faculty utilize end-of-course evaluations to determine student opinions and other avenues to improve the course. Academic Deans/Chairs work with individual faculty members to review course level outcomes, assessment results, and ongoing improvement

### **Sources:**

- 2016 HLC Interim Report
- Embedded Report 2018

### **4.B.2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.**

Each year every academic program outlines each program's mission/purpose, goals, student learning outcomes, measures, targets, findings, and action plans which can be found on *Warrior Web*. Faculty have an Intercampus Day during the middle of both fall and spring semesters to work on assessment, as well as three Assessment Days at the end of the academic year. A rubric

guides the Student Learning Committee to gauge the success of each Division's assessment efforts. Collecting and analyzing these data over the course of several years has enabled us to begin to close the feedback loops in the process.

We assess all our curricular programs as clearly defined in 4.B.1, but do not, at present, claim any learning outcomes for co-curricular activities. This is an area where we have an opportunity for improvement and are working towards that implementation with joint collaboration of Academics and Student Affairs Divisions.

### **Sources**

- SLC Rubric

### **4.B.3. The institution uses the information gained from assessment to improve student learning.**

Prior to 2016, appropriate program-level assessments proved challenging. Currently, the Student Learning Committee (previously known as the Student Learning Achievement Committee) serves as the leader in planning and carrying out assessments of CSLO's. Data-gathering approaches and methods vary according to the assessment plan and process. As part of the both the full-time and part-time faculty it is stated in their [contract] they must complete any and all required student learning assessment.

### **4.B.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.**

DC has a protocol for the implementation and developments of any new programs or courses. The course and program developments or modifications are faculty driven in collaboration with the Student Learning Committee, General Education Committee and Curriculum Committee. The DC Faculty serves on one of 4?? Committees throughout the year.

**Brief History.** In the past, conducting meaningful student learning assessment was challenging in many facets of the college. One of those challenges was using WEAVE Online. Prior to 2015, the college implemented the WEAVE Online system as a means to improve assessment processes on campus. Unfortunately, confusion arose around the differences between strategic planning, departmental goals, program goals, and program learning outcomes, and general education outcomes. This confusion led to a lack of knowledge in differentiating course, degree, general education, institutional, multi-location, and instructional delivery assessments. For example, the department of science had the same outcomes for each of their degree programs, with no differentiation between any of the degrees. In addition, several departments were conducting course-level assessments only, while others were conducting general education assessments in place of degree program assessments or vice-versa. Many faculty also cited the poor user interface of WEAVE Online and the ongoing need to provide account access hindered any kind of improvement.



Another challenge was the requirement to conduct comprehensive assessments on all course-level, degree program-level, and general education level outcomes. During the 2015-16 academic year, there were over 110 individual outcomes across the three areas that departments were required to assess each annual year. This older process placed tremendous amount of workload on departments, especially those that had oversight on 5-6 degree programs; resulting in assessments and reporting being rushed at the end of the year.

### ***Improvements***

**Office of Academic Assessment (OAA).** Dine College reflects good practice in assessing learning by creating the Office of Academic Assessment. Prior to 2015, the college sporadically had a Director of Assessment to guide assessment activities, but in November of that same year, the Office of Academic Assessment was established, along with a new director, and a new set of goals focused on addressing the numerous areas of concern related to assessment at all levels of the college. This new office outlined a five-year strategic plan to help the institution ultimately improve student learning using assessment results. The OAA help guide the Student Learning Committee implemented professional development informational session at each bi-annual Intercampus Day. The OAA also met individually with academic Deans/Chairs to provide information appropriate assessment practices.

In addition, the OAA created the Degree Program Inventory. This inventory helps in ensuring accountability of degree-program level assessments at the institution. For degree programs, academic departments are now required to have 1) clearly stated program student learning outcomes, 2) Program Assessment Matrix that illustrates where learning is Introduced, Reinforced, and Assessed, and 3) a drafted assessment plan.

**College Shared Drive.** During the 2016-17 academic year, the faculty chairs voted to eliminate the use of WEAVE Online for academic assessment purposes in order to focus on improving student learning, and not simply entering data into an online repository. In its place, the college decided to utilize its shared network drives as a repository for assessment artifacts, assessment reports, and other assessment related documentation for all of its assessment levels including, but not limited to CSLO's, PSLO's, Gen Ed SLO's, and course-level learning outcomes.

**Annual Assessment Cycle.** Starting in summer 2016, the OAA and the SLC worked collaboratively to create a timeline and process in which assessments of degree programs would be completed in a more comprehensive way; a more simplistic process. Assessment contributors and stakeholders were reoriented to understand assessment reporting in two different ways: the assessment activities and the assessment results. The assessment activities were those aspects departments engaged in throughout the year including, drafting assessment plans, improving student learning or curriculums, collecting student artifacts or evidence, and assessments; all to be reported in departmental end-of-year assessment reporting. The assessment results on the other hand, are the formal reports documenting the assessments of all stated degree program-learning outcomes, a review of the assessment results, and plans moving forward on improving the program based on the data.

This new process directly addressed the challenge of completing comprehensive assessments by extending deadlines to over a six academic years. Instead of providing outcomes, data, results and plans for improvement for the 33+ active programs each academic year, the new process

required completion of 5-6 programs at the end of each year. The DPAR1 Schedule 2017-2021, provides a timeline for each month in an academic year for programs to either submit artifacts to the shared drive, begin assessment analysis, or submit a comprehensive assessment report.

The process did not deviate from the foundational planning framework established in the 2014 Institutional Assessment Plan (pg. 7-8), *Nitshakees, Nahat'a, Iina, and Sihasin*. Departments were still required to have appropriate stated outcomes, draft assessment plans, implement assessments, and make improvements based on the results.

With the elimination of WEAVE Online, templates emerged with the new process including the DPAR1 template, DPAR2 template, and the DPAR Schedule.

#### *Degree Program Assessments Report\_Part 1 (DPAR1)*

The DPAR1 is a template provided and tailored for each academic degree program offered at Dine College. The template requests information about :

1. Contact Information: A list of names for those providing the assessment information.
2. Stated PSLO: the established learning outcomes for the degree. Assessment Information: A list of program required or elective courses that were assessed, a fill in the blank to indicate which academic term artifacts were collected in, a check box to ensure that courses or artifacts used reflect Gen Ed or program students. Assessment Means: A list of potential assessment tools or measures used to assess the specified PSLO. Assessment Means Narrative: A description of the method used and its implementation. This portion provides detailed information on the Assessment Means. Assessment Results: Departments are required to fill in the blank with the student learning targets and the actual results based on the assessment. A check box is provided to indicate if the target was met or unmet. Assessment Challenges: This section allows departments the opportunity to cite any areas of concern related to assessing the specified PSLO. Including this section allows the OAA, the academic department leaders, and the SLC to provide any guidance or assistance in the future.

The SLC provide feedback on submitted DPAR1's at the end of each annual assessment cycle. The SLC are charged with determining if assessments were conducted appropriately and comprehensively and offer suggestions to improving the assessments conducted; not the curriculum or course content. The SLC use the SLC Feedback Rubric to provide feedback to departments on improving the assessments. The SLC review five key areas of assessment reports 1) the Stated Program Student Learning Outcome, 2) Assessment matrix, 3) General Assessment Information, 4) Assessment Measures/tools, and 5) Assessment Methods Narrative. DPAR1's are scored using a "1"(Underdeveloped) to "4"(Commendable) scale to determine effective meaningful assessment processes of degree programs.

#### *Degree Program Assessment Report\_Part 2 (DPAR2)*

The DPAR2 is a universal template for all academic degree programs offered at Dine College. This template serves as documentation on assessment plans for the academic year and any improvements made on the assessments based on notes from the previous year. In Fall 2017, a set of instructions were created to accompany the DPAR2 template. The template requests information about:

1. **Program Information:** Information on the program type, name, and academic year of the assessment.
2. **Contact Information:** A list of names of those providing the assessment information.
3. **General Assessment Information:** A review and verification of PSLOs or information about any changes to the stated PSLOs.
4. **Assessment Plan—Methods Narrative:** A detailed explanation on the PSLOs the department will assess for the annual cycle with an accompanying assessment matrix. In addition, departments provide a goal for the number of artifacts they will collect this annual cycle using the Assessment Sample Size Table. Finally, information pertaining to the types of assessment departments will use is, and a list of deliverables, persons responsible, and deadlines are required.

The DPAR2 reflects good practice because it allows academic departments to reflect and improve on previous assessment techniques, verifies that key stakeholders approve of the stated PSLOs, a drafted plan is in place with accompanying deadlines and deliverables. These documents are used by the OAA, the SLC, and the Office of the Provost to ensure accountability and timely completion of assessments throughout the annual cycle.

#### *Degree Student Learning Assessment Schedule*

Since Spring 2017, Dine College has shifted from completing assessments from 33+ programs, to a staggered schedule in the Degree Student Learning Assessment Schedule 2017-2021. This schedule outlines the activities required during each year until May 2021. During each biannual Intercampus Day, academic departments are required to complete and submit their DPAR2, “Assessment Plans.” At the end of each academic semester, groups of programs are required to submit the DPAR1, “Comprehensive” reports. Those programs that are not required to submit DPAR1’s must submit artifacts from their program assessments into the shared drive. This schedule reflects good practice because it creates a process where academic departments are engaging in assessment practices throughout the year instead of leaving it all until the end of the cycle.

**HLC Assessment Academy.** In 2016, the college committed to participating in the HLC Assessment Academy. The academy provided the college the opportunity to improve on existing processes, create measurable SLO’s for all levels of assessment, and create an institution plan to conduct assessments that would ultimately improve student learning. The initial HLC Academy Team included the OAA Director, the SLC Chair, one Gen Ed Committee Chair, and two faculty members. The team attended its first Academy event in summer 2017, attending introductory workshops on effective assessment, and working in teams to draft an academy project. The project was to create an institutional wide handbook on how curricular and co-curricular programs complete learning assessments at every level of the institution.

In addition, access to the resources provided by the academy resource website allowed the OAA and the SLC to create the SLC Criteria for New Degree Programs. This new criteria now requires academic departments seeking approval of new programs to submit a clearly define set of PSLO’s, an assessment matrix, and an assessment plan before obtaining the SLC’s and OAA’s support.

#### **Sources:**

- DPAR Schedule

- DPAR Template
- DPAR Completion Form
- HLC Roundtable Notes
- OAA\_5\_yr\_Plan

**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.**

In keeping with our College mission, vision and goals Diné College seeks to create the premier undergraduate experience that is characterized by the pillars of the Core Curriculum, Engaged Learning, and a commitment to the holistic development of students. In support of that goal DC demonstrates a commitment to student success and educational improvement.

**4.C.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.**

The College is committed to continuous Reports generated by the Registrar and Office of Institutional Reporting and Planning (OIPR) provide comparative data for the college to see retention and completion rates and provide historical data on which the college’s retention, persistence and completion goals are based.

The Strategic Goals outlines Student Success as a goal for the college using the data provided. Objective 2 of the plan specifically addresses the areas of retention and completion. The college mission and purpose sets plans commensurate with the educational offerings and clientele of the college.

Regarding retention and completion and in accordance with the federal law, the college has established policies on “satisfactory progress.” The Student Handbook and Academic Catalog articulate these policies as well as the college website.

**4.C.2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.**

DC continues to strive to use data to make meaningful changes in the persistence and completion rates of our students. However, our Title III reports for 2014 to 2017 show our progression in data collection and management. **(add more)**. DC’s commitment to student retention and completion will continue with a strong focus into the future as seen in the Retention Plan.

The OIPR has made tremendous strides in the improvement of collection and analysis of data. A Common Data Set has been solidified, which includes plans to collect retention, persistence, and completion rates. A calendar of Recurring Annual Deliverables has been established to guide the work of the Office and keep it on track. They have also put together a Reporting Directory for Institutional Compliance that will track our reporting efforts to federal, state, and tribal authorities (such as IPEDS).

In 2014, OIRP formally known as the Office of Institutional Effectiveness (OIE) recognized the need for Diné College to increase the usage of data sharing and transparency by promoting a culture of evidence. With the growing demands of the institution's stakeholders requesting for the utility and sharing of data -- from the students and community population to the Board of Regents and the accrediting agents, OIE aims to meet this demand by "telling the story" of the college through the use of technology and visual aid. Our goal in 2015 is to increase data communication within and outside the college community by providing a 24/7 access of common inquired data at the hands of the requesters. There is also an a data dashboard product called iDashboard this has enabled data to be easily displayed and disseminated to college community at large, for example, those engaged in Academic Program Review.

OIE attempted to explore the different ways that data could be communicated to the college by using technology as an advantage to draw a better understanding of what Diné College's data is showing us. Today, the growing trend and hot topic within higher education is to communicate data through the use and accessibility of data dashboards. Thus, OIE moved to explore a data dashboard tool that could be integrated and suable to the culture and resource of Diné College, depicting an overall performance of the institution's progress, success rate, and challenges. As we move ahead we will need to keep a watchful eye on the quality of data that we collect and not just the quantity.

#### Sources:

- Common Data Set
- Recurring Annual Deliverables
- Reporting Directory for Institutional Compliance
- IDash Board Report
- Title III 2014-2017 Reports
- Retention Plan – NEEDED

#### **4.C.3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.**

DC regularly collects data on retention, persistence, and graduation rates and reports those to the Integrated Post-secondary Education Data System (IPEDS) and the American Indian Higher Education Consortium (AIHEC) American Indian Measures of Success (AIMS) data management systems. DC administration reviews and analyzes the data as they are reported and used to make streamline efforts to develop their strategic goals.

**4.C.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.)**

OIPR was established in 2014 to address and structure compliance reporting on behalf of the institution per federal, tribal, state, and accreditation regulations. A variety of procedures are used to collect and analyze data to report accurate data as govern by regulated deadlines throughout the academic year. OIPR has helped the College achieve the vital processes and methodologies for collecting and analyzing information on student retention, persistence, and completion. With the establishment of the office it has strengthened the educational improvement processes within the College.

To achieve its mission, OIPR has established the following strategic goals:

Promote transparency and accountability; Improve data collection and analysis systems.

- To standardize data entry efforts campus wide and increase data reliability.
- To expand data availability by automating data cleaning, accuracy, and training of data extraction/reporting.
- To establish a student tracking model with the use of JenEX system and InfoMaker for student intervention needs.
- To hire a department Administrative /Research Assistant as a support staff within OIPR.
- OIPR appointed as PI to oversee the Achieving the Dream membership and efforts to increase data awareness at Dine College.

#### **Criterion 4. Summary**

Diné College engages in continuous improvement for its educational programs, support systems and learning environment. Under the leadership of and collaboration between Academic Affairs and Student Affairs we are working to build a seamless process of student learning outcomes assessment, program review, and retention efforts to offer our students a strong educational foundation. The college has made investments in technological infrastructure to collect and analyze retention, persistence and completion data and then to use that data to develop effective strategies to improve results. These new initiatives have facilitated increased conversations and cooperation across different administrative units and between faculty and staff all toward strengthening our fulfillment of our mission's hallmarks--a student-centered approach and a commitment to encouraging lifelong learning

#### **Criterion 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.**

The institution makes every effort to allocate its resources to support educational programs in accordance with its mission, vision, guiding principles, and educational philosophy. This is apparent in the institutional strategic planning, goals, assessment, resource allocation and utilization in fiscal matters, human resources, physical and technological infrastructure. The

institution's priority and commitment is to provide quality education and improving educational opportunities to enhance the quality of life for its students and community.

## **Core Components**

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

The institution has a well-defined mission that is clearly expressed in its strategic planning which allocate resources, structures, and processes to improve educational programs and to prepare for future challenges and opportunities. The institution's strategic planning and budgeting is the driving force behind accomplishing its goals and objectives that encompass the mission and the "Sa'ah Naaghái Bik'eh Hozhoo" (SNBH) guiding principles: Nitsáhákees (Thinking), Nahat'á (Planning), Iiná (Living - implementation) and Sihasin (Assuring - reflection) -- for planning, budgeting, assessment, and accreditation. Through collaboration and contribution of its internal constituencies, the institution focuses on improving its quality of educational programs through academic assessment, allocation and utilization of financial resources, human resources, physical and technological infrastructure to plan for the future. The institution understands maintaining mutual relationships with external constituencies are important as they provide political and/or financial support to achieve its mission to provide educational opportunities.

The institution's resource base consists of fiscal resources, human resources, physical and technological infrastructure to support its current educational programs and has an established strategic plan aligned with the mission and SNBH to maintain and strengthen their quality in the future. In May 2017, consistent with the 2013-2017 Strategic Planning framework concurred by HLC, the institution adopted and implemented the 2017 Nitsáhákees, Nahat'á, Iiná, and Sihasin (NNIS) Strategic Planning and Budget covering five span, 2017-2021. The five-year strategic planning cycle is comprised of timelines to achieve attainable goals and budget processes using SNBH guiding principles throughout the development and implementation of its strategic plan.

SNBH guiding principles --"Diné traditional living system"-- is the educational philosophy and mission of the institution rooted in the Navajo cultural tradition. Each of the four-guiding principles represent a cyclical process of time tied to the mission, strategic goals and objectives with associated activities to be carried-out each year to maintain and strengthen the quality of the educational programs. For example, in years one through four, 2013 to 2016, the activities associated with the Iiná (Living - implementation) guiding principle were accomplished. In the fifth and final year, 2017, the activities associated with Nitsáhákees (Thinking), Nahat'á (Planning), and Sihasin (Assuring - reflection) guiding principles were accomplished. In 2017, the five-year close-out incorporated a SWOT analysis through a collection of evidence and artifacts that were analyzed to the measure outcomes to ensure HLC criteria were met.

Based on the results of the SWOT analysis, the development and implementation of a new five-year strategic planning cycle for 2017 to 2021 was initiated following the same NNIS Strategic Planning model to ensure the institution's resources support current educational programs to sustain and strengthen their quality in the future.

**5.A.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.**

**Fiscal Resource.** The institution’s strategic planning goal and objective three addresses the “Financial Health” of the institution to, “Strengthen financial health and self-reliance through: a) Increase funding sources to support institutional growth, b) Optimize the College’s financial systems, and, c) Streamline institutional compliance”. With this initiative, the institution is committed to maintaining its financial health to support educational programs to its multi-sites.

On an annual from 2014 to 2017, KPMG, an independent CPA firm, performed financial statements audit. The auditor expressed an unqualified opinion on the financial statements for 2017, 2016, 2015, and 2014. The institution’s financial position reported in its financial statements for the years ended 2017, 2016, 2015, 2014 and 2013 are \$81.7 million, \$81.2 million, \$79.5 million, \$73.3 million, and \$68.3 million, respectively. The net position indicated a slight increase in 2017 and 2016 of 1% and 2%, respectively and an increase in 2015 and 2014 of 8% and 7%, respectively. The annual net position demonstrated the institution’s financial health is stable year-over-year and demonstrates the institution is able to support operations at its multi-sites.

**Revenues.** The institution’s primary sources of financial support are from Federal and Navajo Nation appropriations. The annual federal appropriations is provided by the federal government under the Navajo Community College Act which is subject to fluctuate year-to-year. Federal appropriations increased by \$520,189 (4%) and decreased by \$1,029,389 (7%) for 2017 and 2016, respectively (pg. 8). The Navajo Nation appropriation is provided by the Navajo Nation under the *Navajo Higher Education Act in 2004* which funds the institution for twenty years that began in 2006. Navajo Nation appropriations remained at \$4.2 million for 2016 and 2017. It is important to note that any significant decreases in funding sources could hinder the institution’s operation.

The institution’s operating revenues consist of tuition and fees, grants and contracts, and auxiliary enterprises. Total operating revenues reported for 2017, 2016, 2015, 2014, and 2013 are \$6.2 million, \$5.5 million, \$5.5 million, \$4.3 million, and \$5.0 million, respectively. The institution’s nonoperating revenues comprise of federal appropriations, Navajo Nation appropriations, scholarships, and investment income. Nonoperating revenues reported in 2017, 2016, 2015, 2014, and 2013 are \$26.1 million, \$23.6 million, \$24.4 million, \$23.9 million, and \$25.1 million, respectively. In addition to operating and nonoperating revenues, the institution receives capital appropriations, grants, and gifts. The capital appropriation is from the State of Arizona Compact funding (based on tax collections on the Navajo Nation) in the amount of \$1.75 million. Total capital appropriations, grants, and gifts reported for 2017, 2016, 2015, 2014, and 2013 are \$2.5 million, \$2.9 million, \$7.5 million, \$8.4 million and \$3.7 million, respectively.

The institution incurred operating expenses for instruction, research, public service, student aid, academic support, student services, institutional support and auxiliary enterprises. Total



operating expenses reported for 2017, 2016, 2015, 2014, and 2013 are \$34.4 million, \$30.3 million, \$31.3 million, \$31.6 million, and \$31.8 million, respectively. Total operating expenses increased in 2017 due to increase in wages and fringe benefits expenses and scholarship awards and marginally decreased from 2016, 2015, 2014, and 2013. In addition to operating expenses, the institution incurred non-operating expenses for capital asset debt interest expense in the amount of \$24,370 and \$30,880 for 2017 and 2016, respectively.

**Human Resources.** The institution has adequate human resources to support its operations at its multi-sites located throughout the Navajo Nation. The human resources strategic goals are in alignment with the institution's mission, vision, SNBH guiding principles, and educational philosophy. The percentage distribution of human resources by site demonstrates the institution's commitment to providing operational support at its multi-sites. The institution's organizational structure supports the Office of the President, Office of the Provost, Office of External Affairs, Office of VP of Finance & Accounting, and Office of VP of Student Affairs. The overall human resource support is approximately 70% staff and administrators, 20% faculty, and 10% adjunct faculty college-wide. Tsale campus human resource consist of approximately 73% staff and administrators, 22% faculty, and 5% adjunct faculty. Shiprock Campus human resource consist of approximately 75% staff and administrators, 21% faculty, and 4% adjunct faculty. Chinle Center human resource consist of approximately 56% staff and administrators and 44% adjunct faculty. Tuba City Center human resource consist of approximately 46% staff and administrators, 17% faculty, and 37% adjunct faculty. Window Rock Center human resource consist of approximately 60% staff and administrators and 40% adjunct faculty. Crownpoint Center human resource consist of approximately 57% staff and administrators and 43% adjunct faculty. The 2017 - 2018 Employee Vacancy Listing reported that approximately 66% vacancies have been filled and 34% unfilled.

According to the 2016 IPEDS report, in 2015, the institution's full-time equivalent staff, by occupational category ranked higher in the comparison group for postsecondary teachers and staff, instructional support, management, business and financial operations, computer, engineering, and science, community service, legal, arts, media, and other. All academic and instructor average salaries reported was higher than the comparison group median. The institution continues to advertise employment to hire qualified staff despite the remoteness of the institution.

**Physical Infrastructure.** The institution has adequate physical infrastructure to support operations and educational programs. The main campus, branch campus, and four centers are strategically located throughout the Navajo Nation in Arizona and New Mexico, to provide educational programs for the Navajo people. The main campus is approximately 1,200 acres located at Tsale, AZ, a branch campus at Shiprock, NM is approximately 300 acres, and one center at Crownpoint, NM, and the other three centers located in Arizona at Tuba City, Window Rock, and Chinle ([https://www.dinecollege.edu/about\\_dc/locations/](https://www.dinecollege.edu/about_dc/locations/)).

The main campus in Tsale, is designed in conformity with "shabik'ego", sunwise, which is symbolic of the Navajo hogan. Each building is erected in a unique order representing a depiction of the Navajo belief in sequence of the four directions. The campus buildings are for

administration, academic instruction, residential dormitories, cafeteria, gymnasium, and library. Located adjacent to the main campus are the faculty housing, Land Grant office and farm, and rodeo arena. The Shiprock branch campus is designed similar to the main campus; however, it is a smaller version of the main campus excluding the cafeteria and dormitories. Each center provides for academic instruction, student support, financial aid, and office spaces for a campus manager and staff.

In 2013, with the assistance of an architectural firm, the institution developed and implemented a facilities assessment plan to address on-going capital improvements and investments at the multi-sites to improve and support program delivery. In addition, the five-year Capital Improvement and Investment Plan (CIIP) was developed and the CIIP committee was established. In 2014, the student housing construction increased construction in progress by \$6.6 million. From 2014 to 2016, the institution relied on capital appropriations and contracts, including Arizona Compact to fund the student housing construction and the student union building renovation. In 2017, the general classroom building renovation and faculty housing improvements were funded by capital appropriations and contracts, and Arizona Compact funding. The institution maintains an assessment of course scheduling by semester, courses, enrollment, and location to identify the academic support and demand for classroom usage at multi-sites. The Shiprock branch campus Architecture and Engineering for the math and science center was completed. In 2018, the institution's five-year facilities assessment reported 19% of its projects were completed, 20% of its projects are in-progress and 61% have not been started at the main campus at Tsale.

The institution continues to make progress despite having limited capital funding and employee turnover for capital projects in recent years. In April 2017, the institution hired a project manager who is currently at the helm of the CIIP Committee and working diligently to implement and complete projects according to the CIIP. The project manager continues to work with the architect firm, hired in 2013, to update the CIIP. The institution plans to seek new capital funding to support and expand the institution's educational programs for present and future students.

**Technology Infrastructure.** The institution's technology infrastructure is adequate to support its operations at its multi-sites and require on-going improvements to keep abreast of technological advancements. The main campus at Tsale serves as the hub of the IT infrastructure where the Network Operating Center (NOC) is housed. The NOC deploys connectivity through underground fiber optic onsite and through microwave to the branch campus at Shiprock. In 2015, the institution began improvements with the aging technology infrastructure built in 2008. The connectivity between the multi-sites were inadequate to meet the needs of educational programs. In response, in 2015, with the assistance of an external consultant, a five-year Information Technology Roadmap was developed and implemented (2016 President's Guidance, pg. 7). A new internet provider was acquired to install data recovery with regular backup and increase the bandwidth to multi-sites to improve educational program delivery.

In 2017, the institution continued with technology improvements and investment as part of strategic goal 5 to expand its technology through: a) enhancing the internal IT infrastructure of

the College community; b) advance IT to meet evolving needs of the institution, and c) improve information technology to enhance student learning experiences. In addition, technology infrastructure investment was included in the five-year CIIP to cover 2016, 2017, 2018, 2019, and 2020. Throughout the five years, the NOC server room is scheduled to be upgraded including the IT closet at its multi-sites; hardware replacement for NOC; update the voice and data network; upgrade the Cisco Tandberg System and Cisco identity services engine to increase capacity and connectivity to enhance program delivery at multi-sites. The total estimated cost is \$2 million for 2016 to 2020. The institution plans to use Arizona Compact funding and other resources to fund the project. According to the institution's project management department, the projects scheduled in 2016 and 2017 are 100% complete which is 26% of the overall 5-year total. In 2018, 2019, and 2020 the project completion is 50%, 18%, and 6%, respectively.

The E-learning environment is delivered through instructional television (ITV) interfaced with a poly-com system, whiteboard, and flat-screen TV housed at the main campus in Tsale and branch campus at Shiprock and both systems beam out to the four centers (Tuba City, Chinle, Window Rock, and Crownpoint). Online courses use an integrated system accessible via the worldwide web and hybrid courses integrated with the learning management system Blackboard and face-to-face. Face-to-face instruction uses projectors interfaced with laptops and desktop computers and copy/scan printers located strategically throughout the multi-sites .

The institution utilizes an enterprise resource planning system designed for higher education to manage known as Jenzabar for its finance and accounting, student data and information related to financial aid, recruitment, registration, enrollment, and academic records. To stay abreast of the complex and changing technology, the institution's technology infrastructure requires continuous improvements to meet the demand for e-learning program delivery throughout the entire institution. The institution plans to actively seek capital funding to fund future technology infrastructure to enhance educational program delivery through ITV, online, and face-to-face instruction at its multi-sites.

#### **Sources:**

- 1\_A\_1\_2013\_06\_22\_PlanFrmwrk\_BOR\_Resol.pfd
- 5\_A\_1\_2017\_DC\_FinancialStatements.pdf.pdf
- 5\_A\_1\_EmplCategComparison\_SiteCollWide.pdf
- 5\_A\_1\_2017\_10\_EmployeeVacancyList.pdf
- 5\_A\_1\_2018\_03\_01\_CIIP\_MtgMins.pdf
- 5\_A\_1\_2018\_02\_14\_CIIP\_Mtg\_ct.pdf
- 5\_A\_1\_2018\_06\_14\_CIIP\_WrkbkReconcil\_FINAL.pdf
- 5\_A\_1\_2018\_06\_07\_CrseSched\_Comparisons.pdf
- 5\_A\_1 FacilityAssessment.pdf 6/6/2018 17:32 5.A.1
- 5\_A\_1\_2016\_DC\_FinancialStatements.pdf
- 5\_A\_1\_2015\_DC\_FinancialStatements.pdf
- 5\_A\_1\_2014\_DC\_FinancialStatements.pdf

- 5\_A\_1\_2016\_IPEDS\_Rprt\_DineCollege.pdf
- 5\_A\_1\_2015\_IPEDS\_Rprt\_DineCollege.pdf
- 5\_A\_1\_2014\_IPEDS\_Rprt\_DineCollege.pdf
- SWOT Analysis

**5.A.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.**

**Resource Allocation Process.** The institution’s resource allocation process is structured to maintain the integrity of its educational purposes reflected in its strategic planning model. Strategic planning and budget is based on the institution’s mission, vision, guiding principles, and educational philosophy as foundational guiding elements for educational planning, setting priorities, and implementing research projects. During the fall of 2012, as recommended by the HLC, the institution adopted and implemented a five-year cycle strategic planning model and framework to comply with HLC’s requirement. The strategic planning model and budget encompasses a holistic approach which integrates all aspects of the institution through a concerted efforts of the governing board, presidential cabinet members, mid-level managers, and staff and faculty at its multi-sites. The institution does not distribute revenues to a superordinate entity.

In April 2017, the Institutional Planning and Budget Council (IPB) was created as an oversight to ascertain the adequacy of strategic planning, budget, and accreditation planning (three primary focuses) to meet students and community needs as stated in the Strategic Planning and Budget Guide. The IPB Council members consist of an executive leadership team member, staff association president, faculty association president, and one center director. The IPB Council integrated a baseline budget model suitable for the institution which aligns the institution’s mission and strategic goals to develop its general fund budget.

The operating budget revenue projection in fiscal year 2017 consisted of 59% BIE, 18% Navajo Nation, 8% Tuition and Fees, 9% Auxiliary, 1% Land Grant, and 4% Other Income (Investment, dual credit, etc.). In fiscal year 2018, and 62% BIE, 19% Navajo Nation, 8% Tuition and Fees, 9% Auxiliary, 0% Land Grant, and 2% Other Income (investment, dual credit, etc.). The 4% difference in revenue projection between FY2017 and FY2018 is due to decrease in Tuition and Fees, Auxiliary, Land Grant and Other Income. The decrease in revenue projection spurred the institution to adopt the baseline budget model which incorporates a baseline and conservative budget allocation approach.

**Sources:**

- 5\_A\_2\_2018\_BudgetForecast\_GenFund.pdf
- 5\_A\_2\_2018\_05\_31\_SWOT\_AnalyPlanUnit\_FINAL.pdf
- 5\_A\_2\_2017\_Budget\_Timeline.pdf

- 5\_A\_2\_2017\_BudgetInstruct\_Attchmnt.pdf

**5.A.3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.**

**Institutional Goals.** The institution’s strategic planning model and budget guides established attainable realistic goals in alignment with the mission and educational philosophy for educational planning, setting priorities, and implementing research projects. The institutional goals were established in a collaborative effort of internal constituencies consisting of the governing board, administration, faculty, staff, and students.

In May 2017, in a concerted effort of all of the institution’s internal constituencies, the 2017-2021 Strategic Goals and Objectives were developed and established in alignment with the mission and SNBH guiding principles. The institution set six strategic goals, Diné Identity, Student Success, Financial Health, Institutional Transformation, Technology, and Nation Building, with corresponding objectives that amplify the mission which are clearly articulated and integrated into all the planning units, fiscal and human resources, students, academics, facilities, and technology.

1. Diné Identity strategic goal is to advance the institution’s Diné Identity through: a) Increase use and application of language, history and culture campus-wide, b) Incorporate and strengthen Diné teachings in current and future programs, and c) Build cultural relevance into academic and student support programs.
2. Student Success strategic goal is to promote student success and development through: a) Increase cross-institutional dialogues to promote student success, b) Expand student opportunities for career readiness, and, c) Expand student opportunities for leadership development.
3. Financial Health strategic goal is to strengthen financial health & self-reliance through: a) Increase funding sources to support institutional growth, b) Optimize the College’s financial systems, and, c) Streamline institutional compliance.
4. Institutional Transformation strategic goal is to promote effective communication and accountability through: a) Demonstrate institutional transparency in planning and initiatives, b) Develop communication policies and guidelines for the institution, and, c) Target professional development opportunities to increase performance.
5. Technology strategic goal is to expand effectiveness and efficiency using technology through: a) Enhancing the internal technology infrastructure of the College community, b) Advance IT policies to meet the evolving needs of the institution, and, c) Improve information technology to enhance student learning experiences
6. Nation Building strategic goal is to cultivate Diné Nation building through: a) Build congruent educational programs to meet the needs and aspirations of the Navajo Nation, b) Assist Navajo Nation in becoming better positioned economically, and, c) Align programs with sustainable employment opportunities for graduates.

**5.A.4. The institution’s staff in all areas are appropriately qualified and trained.**

**Qualified Staff.** The institution employs qualified staff in accordance with the personnel manual and provides continuous training to support its operations at its multi-sites. The human resources Personnel Policy and Procedures Manual (PPPM) addresses employment, conditions of employment, time-off, benefits, training and development, conduct and discipline staff. The recruitment and hiring process include vacancy announcements support with an approved position description, background checks, and an analysis of faculty credentials. Position vacancies are supported with an approved position description prior to the vacancy announcements. Incoming applications are reviewed and examined to ensure applicants are qualified and possess the appropriate credentials before moving forward for an interview. In April 2018, the institution updated its faculty credentials to ensure all faculty meet the institution's credentialing requirement and those presented by HLC. The Faculty Credentialing Roster reported 29 possess a Doctorate degree, 40 possess a Master's degree, 3 possess a Bachelor's degree, and one Medicine Man Association.

The human resource approach incorporates SNBH principles to effectively manage employees so they are prepared to assist students to excel academically and handle situations they encounter in their personal lives. The institution incorporated employee training and development (PPPM Section 800, pg. 88), which includes tuition reimbursement, tuition waiver, educational leave, career development and performance improvement, staff and faculty performance reviews in an effort to cultivate and strengthen its staffing to provide quality educational programs.

The human resource department is continuously expanding its trainings to motivate, retain, and ensure employees are successful within the workplace at its multi-sites. In 2017 and 2018, the HR Department provided trainings related to New Employee Orientation, Navajo Preference in Employment Training, Principal Financial Group, Customer Service, Culture Awareness, Defensive Driving, FERPA/Anti-Harassment, Dine Leadership, Active Shooter Threat – Workplace Violence Training, Rape Aggression Defense – Basic Physical Defense for Women Program, First Aid/CPR/AED, Email Etiquette, and Workplace Civility throughout each year.

The institution is committed to training and career development for its employees. The institution is consistently creating new staff training and development in accordance with its mission, vision, SNBH guiding principles and educational philosophy.

**Sources:**

- 5\_A\_4\_2018\_FacultyCredentialRoster.pdf
- 5\_A\_4\_2016\_2017\_Trainings.pdf
- 5\_A\_4\_2015\_01\_05\_PersonnelPP\_Manual.pdf

**5.A.5. The institution has a well-developed process in place for budgeting and for monitoring expense.**

**Budgeting Process.** The institution adopted and implemented the baseline budget model which incorporated the SNBH guiding principles into the 2017 and 2018 budget process. The baseline budget model required budget managers to attend budget planning and orientation. Budget

managers prepared their program budget in alignment with the annual plans which requires a review of strategic goals and objectives, including an analysis of prior years' actual expenses to avoid overruns and frequent transfers. The budget model permits budget managers an opportunity to present budget alternatives using zero growth projections and a conservative percentage increase to address unmet program needs. The percentage increase requires a thorough review and deliberation during the program budget hearings.

FY2017 and 2018 planning and budgeting timeline separated the departments into two units with each group subject to a specified begin and end date to accommodate the availability of both units. The academic units begin on May 1st and end on September 30th and support units budget timeline beginning May 16th and ending on September 30th. The academic units begin early May as most faculty are unavailable during the summer months. The support unit's timeline include summer months. Regardless of the begin date, both units are subject to the same end date of September 30th.

Budget hearings are held for budget managers from both units to present and deliberate their program budgets, including allocation adjustments. At the completion of the budget hearings, a comprehensive review is conducted by the Annual Planning and Executive team. As needed, final adjustments are made and Finance prepares the general fund budget. At a scheduled budget work session, the Board of Regents (BOR) review and adopt the general fund budget. The comprehensive fiscal year budget is adopted by the BOR and implemented on October 1st. Budget managers and chairs input their annual plans and implement the approved general fund budget on October 1<sup>st</sup>, which is the first day of the new fiscal year.

**Monitoring expenses.** Budget processes include operating expense monitoring and tracking by Finance and Accounting department and Human Resources department to ensure the College is in compliance with the BOR approved budget for the fiscal year. Finance and Accounting Department is responsible for gathering prior year's budget data and related modifications, including uploading the approved budget into the accounting system. The department is also responsible for generating monthly and quarterly operating budget reports to monitor expenses including distribution of reports to the budget managers. As needed, budget managers are informed of their budget to actual expenses, including overruns and transfers.

Human Resources compiles, maintains, and monitors personnel salaries, wages, and benefits related expense data and is responsible to provide reports containing a list of positions and salaries for the current and anticipated positions, excluding internal transfers. All personnel related budget matters are handled by the HR department.

Finance and Accounting, and HR collaborate with the Office of Institutional Planning and Reporting (OIPR) to ensure budget goals and objectives are met. OIPR is responsible for determining if budget objectives are aligned with specific institutional strategic goals and upload approved strategic goals and objectives.

**Sources:**

- 5\_A\_5\_2018\_DC\_FinancPP\_Draft.pdf

- 5\_A\_5\_2016\_JenzabarEX\_BdgtModQckQuide.pdf
- 5\_A\_5\_JenzabarEX\_BdgtModuleInfo.pdf
- 5\_A\_5\_2018\_01\_31\_DC\_FinanPP\_Draft.pdf
- 2017 Strategic Planning and Budgeting Guide

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

The Health, Education, and Human Services Committee, the Board of Regents, and administration work in a concerted efforts to promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

**Governance and Administrative Structures.** The Navajo Nation (NN) Health, Education, and Human Services Committee (HEHSC), a standing committee of the Navajo Tribe, is the oversight body for the institution (NN Code Article 2). HEHSC serves as the “oversight Committee of the Navajo Nation Board of Education, and colleges within the Navajo Nation”, which includes the institution. As requested, the institution attends HEHSC meetings to provide educational initiatives and other relevant information. HEHSC and the institution have a mutual reciprocity to promote effective leadership and support to fulfill the institution’s mission.

The NN Council chartered and created the institution as a nonprofit educational institution to provide educational opportunities to the Navajo People and others in areas important to the economic and social development of the NN (CJY-37-05, NNC, Title 10, § 2001). The NN Council delegated authority and control over the governance of the institution to the BOR consisting of eight members (five Navajo tribal members representing each of the five agencies of the Navajo Nation, including the Education Committee Chairperson or designee, NN Superintendent of School, and the Dine College student body president). The BOR adopted bylaws in alignment with the institution’s SNBH guiding principles to conduct meetings and procedures for business transactions. Confirmation and removal of the five appointed members is at the discretion of the Government Services Committee. The five members serve staggered terms for six years whereas, the three officers serve while in office. The Regent Officers include the President, Vice-President, Secretary, Treasurer, and members, including a staff administrative assistant. BOR is the communication link between HEHSC and the institution’s administration. BOR reports and is responsible to the NN Council and HEHSC on the institution’s progress to fulfilling its mission and providing quality educational programs to the Navajo students and others.

The BOR and administration collaborate to promote effective leadership for planning and decision-making to ensure the institution’s operation is in accordance with the mission, vision, SNBH guiding principles, and educational philosophy to maintain integrity, accountability, and transparency. The governing board is charged with the oversight of institution’s operation and



the administration has the responsibility of managing operations with the highest ethical standards to fulfill the mission.

In January 2017, BOR hired a new President for the institution. In September 2017, the BOR approved and adopted the amended organizational restructure to improve the overall management for strategic realignment and redefining of key positions to better meet the needs of current and future higher education challenges and opportunities (BOR DC-SEP-2272-17). The administrative restructuring consisted of the President, three Vice-President Offices (Finance & Administration, Student Affairs, and External Affairs) and a Provost. The President collaborates and relies on the four executive team members to effectively manage all aspects of the institution at the main campus, branch campus, and the four centers located throughout the Navajo Nation. The President reports to the BOR and is responsible for effective leadership and management of the entire operation including activities.

**Faculty Representatives.** Each academic year, the faculty elect faculty association officers (President, Vice-President, and Secretary) to advocate and represent the faculty at the meetings held by the Leadership Counsel, Administration, BOR, and the College community. The Faculty Association President serves as liaison and communicates concerns and opinions on behalf of the faculty at the BOR scheduled meetings. In December 2014, the faculty association in collaboration with the President, Academic Chairs, and BOR adopted the faculty handbook which promoted shared governance (Faculty Handbook, §100.02) through the Leadership Council. The Leadership Council consist of faculty, staff and student representatives, and administrators. Strategic and operational recommendations are presented by the Leadership Counsel to the administration for consideration and decision-making. Results of the recommendations are reported back to the members by the Leadership Counsel.

**5.B.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.**

**Policies and Procedures.** The BOR are cognizant of their legal and fiduciary responsibilities to ensure the institution's financial and academic affairs are maintained with integrity, transparency and accountability, and policies and procedures are established in alignment with the institution's mission. The BOR stay abreast of the institution's operation at its multi-sites through the administrators and key employees' monthly oral and written reports. Monthly BOR meetings are held throughout the year including special meetings and work sessions intermittently to stay abreast of the institution's policies and procedures. In collaboration with administration, the BOR adopted policies and procedures for Strategic Planning and Budgeting Guide, Investment Policies, Personnel Policies and Procedures Manual, five-year Capital Improvement and Investment Plan, and Student Advisement Handbook.

**Financial Oversight.** During the monthly BOR meetings, the Vice-President of Finance provides monthly financial reports including the revenues and expenses, comparison of budget to actual by cost centers, and other fiscal matters. In January 2018 BOR meeting minutes, the draft financial policies and procedures manual was in review by a consultant, Sloan and Company.

The draft financial policies and procedures covers procurement, accounts payable, asset capitalization, facility usage, travel, payroll, cashiers & student billing, investments, vehicle handbook, and forms. The presentation and adoption of the financial policies and procedures is forthcoming.

Annual financial statements are presented by KPMG Audit Firm to inform the Board of Regents of the audit results including recommendations for corrective action plan, if any. From 2015 to 2017, the institution received an “unqualified” audit opinion.

**Academic Oversight.** The BOR provides academic oversight to make certain that academic programs are developed and implemented in alignment with the institution’s mission, vision, guiding principles, and educational philosophy. The BOR reviews and examines new academic programs to ensure Dine language and culture are incorporated and suits the needs of the students including the Navajo Nation communities. Since 2014, the BOR approved seven bachelorettes programs in Business Administration; Elementary Education; Psychology, Biology; Secondary Education-Mathematics; Secondary Education-Science, and Fine Arts. The BOR ensures that academic programs are designed and aligned with the institution’s mission to support the needs of the Navajo Nation communities.

**Sources:**

- 5\_B\_1\_2017\_Resume\_TheresaHatathlie.pdf
- 5\_B\_1\_2015\_ResumeResolut\_JohnDennison.pdf
- 5\_B\_1\_2014\_ResumeResolu\_TommyLewis.pdf
- 5\_B\_1\_2017\_ResumeResolu\_SharonToadech.pdf
- 5\_B\_1\_2015\_ResumeResolut\_NelsonBegaye.pdf
- 5\_B\_1\_2015\_ResumeResolut\_GregBigman.pdf
- 5\_B\_1\_2017\_Resume\_DrRoessel\_CV.pdf

**5.B.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.**

**Knowledge and Governing Board.** The institution implement policies and procedures to involve its internal constituencies consisting of Board of Regents, administration, faculty, staff, and students in the institution’s governance. The institution’s strategic planning framework incorporate the mission, vision, guiding principles and educational philosophy to manage and develop a structure suitable to the institution to accomplish positive outcome for its internal constituencies.

The institution’s charter (Section 2001, pg. 39) provides for the institution’s governance including structure of the Board of Regents officers and support personnel, faculty representative to serve as a liaison and disseminate concerns and opinions for the faculty, board action, bylaws to conduct meetings and establish procedures for business transactions, committees, roles and responsibilities, etc. Listening sessions are conducted to communicate and engage internal

constituencies and to solicit input and feedback from the institution's internal community. Board of Regents monthly meeting are open to engage and encourage participation.

**Council and Committees.** The Institutional Planning and Budget Council serve as an oversight for strategic planning and budget process, and accreditation to improve educational programs for students and communities. Faculty standing committees are Curriculum committee, Distance Education committee, Student Learning Committee, General Education committee, and Academic Standards committee. Each committee developed and implement by-laws, operating statements, and handbooks in alignment with the institutional goals, mission, vision, guiding principles and educational philosophy. In addition, the Associated Students of Dine College (ASDC) committee, a student body committee, President serves as a member of the BOR to represent the students.

**Shared governance.** The charter and faculty handbook requires a faculty representative to serve as a liaison on behalf of the faculty to communicate faculty concerns and opinions, including participation in Board of Regents' meetings, to improve collaboration between faculty, administration, and Board of Regents.

**Sources:**

- 5\_B\_2\_2018\_StratPlan\_BudgetCalendar.
- 5\_B\_2\_2014\_11\_18\_FacultyHandbk\_FINAL.pdf

**5.B.3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.**

**Structures for Contribution and Collaborative Effort.** The institution employs an all-inclusive and open contribution and collaboration approach that includes administration, staff, faculty, and students to develop and set academic requirements, policies, and processes. The institution's leadership understand the importance of establishing and implementing effective structures for contribution and collaboration for its internal constituencies to achieve its mission, strategic goals and objectives. Administration sets the tone to encourage and involve staff, faculty, and students to develop and implement policies and procedures for academics programs, institutional assessment plan, accreditation, faculty handbook, personnel, capital and facilities assessment, investment plan, finance and accounting, budget processes, strategic planning, student handbook, technology, etc. The administration conducts regular executive meetings for planning, reviewing and setting policies and procedures by engaging faculty, staff, and students to support a dialog and establish contribution and collaboration.

**Faculty.** The faculty association (FA) comprise of the institution's faculty is responsible for the development and reviewing of policies related to faculty, study challenges of the institution, and the assessment of educational programs. The FA president conducts regular faculty associated meetings for planning, addressing concerns, and discussing action items and acts as liaison and is the voice for the FA at the regular BOR meetings. The FA is responsible for the achievement of the strategic goal "Institutional Transformation" and carrying-out the associated objectives to

promote communication and accountability, develop communication policies and guidelines for the institution. The FA is the communication bridge between internal constituencies - BOR, administration, students, and institution's community. Faculty are required to serve on one of five standing committees: academic standards, curriculum, distance education, general education, and student learning. Faculty also serve on other committees institution-wide such as catalog committee, graduation committee, American Indian Higher Education Consortium, and others. Intercampus days and Convocations are conducted by the Student Learning Committee to engage administration, faculty, staff, and students for the continued efforts of academic assessment.

**Staff.** The staff association (SA) comprise of staff NEED MORE INFO

**Students.** As stated in the Charter, "President of the Dine College Student Body who shall be full official member" (DC Charter, pg. 40). The Associated Students of Dine College (ASDC) is the student body government. Each academic year, a new ASDC President is elected by the student body to serve on the BOR to present student concerns and opinions at the regular BOR meetings. Within the student body, a wide range of student clubs and organizations (ref. 3.E.1 for list) exist with a variety of interests including academic, cultural, personal, recreational, and advocacy. Students are encouraged to participate and be involved to experience diversity, culture, enhance their college experience, build leadership skills, including networking. Generally, the clubs conduct regular meetings for planning and addressing various issues which eventually may be presented to ASDC, if needed. ASDC is responsible to report or inform the BOR or administration.

**Sources:**

- 5\_B\_3\_2018\_04\_24\_CurrCommittMtgMins.pdf
- 5\_B\_3\_2017\_08\_29\_CurrCommittMtgMins.pdf
- 5\_B\_3\_2017\_FallConvoAgenda\_FINAL.pdf
- 5\_B\_3\_2017\_StratPlan\_BudgetGdebook.pdf
- 5\_B\_3\_2018\_02\_12\_ChairsMtgNotes.pdf

**5.C. The institution engages in systematic and integrated planning.**

**Institutional Planning.** As recommended by HLC, for FY13-17, the institution developed and engaged in a systematic and integrated strategic planning framework as a pilot model and fully implemented in the summer of 2013. Hence, the 2013-2017 Strategic Planning and Budget guide was established and adopted as a roadmap each year to set goals and objectives including allocating resources efficiently and effectively to improve the quality of educational programs for the community and successful achievement of the accreditation process and criteria. To

successfully accomplish the institutional planning, eight foundational characteristics of the institution were established.

The implementation of the FY13-17 planning framework was perpetuated into the 2017 Strategic Planning and Budget which incorporate the Collaborative Planning Process (CPP) to organize, compile data and engagement, understanding institutional issues, vision activities, setting goals and core theme as recommended by HLC's Standard Pathway. In April 2017, Institutional Planning and Budget Council (IPB) replaced the former Planning and Accreditation Committee. IPB Council was established as an oversight to organize and integrate strategic goals relate with the mission, vision, SNBH guiding principles, and educational philosophy in concerted effort with the internal constituencies. The institution's organizational structure was divided into four groups (governing board, presidential cabinet, mid-level managers, and staff and faculty) to successfully accomplish strategic planning and goals.

To set the stage for the 2017-2021 strategic planning cycle, listening sessions were spearheaded and held by Office of Institutional Planning and Reporting (OIPR) on April 24-26, 2107 at the Tsaille campus to gather input from the internal constituencies for the 2017-2021 Strategic Goals and Objectives. On April 21, 2017, online surveys were provided to gather input from those located at the branch campus in Shiprock and the four centers, Tuba, Window Rock, Chinle, and Crownpoint. The results of the listening sessions and surveys were reviewed, discussed, and integrated into the strategic planning goals and objectives.

**Sources:**

- 5\_C\_2013\_2017\_DC\_StratPlanExecSummary.pdf
- 5\_C\_2017\_2021\_5yrSWOT\_StratPlanGoal\_WrkSess.pdf
- 5\_C\_2018\_05\_31\_StratPlan\_ByPlanUnit\_Final.pdf

**5.C.1. The institution allocates its resources in alignment with its mission and priorities.**

**Alignment of Resource Allocation.** The institution allocates its resources in alignment with the mission, SNBH, and goals and objectives according to its Strategic Planning and Budgeting processes. Annually, the institution develops and implements an operating budget, comprised of the general fund, which aligns its resources with the mission and strategic goals and objectives, including department goals. The operating budget utilizes the baseline budget model with a cost center allocation approach to implement and achieve its strategic goals and objectives. The baseline budget model is systematic and an integrated approach the institution has used in prior years, which has proven to be an efficient and effective resource-allocation method.

At the onset of the annual budget preparation process, the mission, strategic goals and objectives are communicated to each budget manager who manage an assigned cost center(s) associated with their respective department. Budget managers are instructed to integrate the mission, SNBH, and strategic goals and objectives into their respective department budget and planning. Each budget manager is given a six page budget workbook (in Excel) to prepare their respective department budget. The budget workbook sheets includes an Executive Summary, Annual Plans,

and Budget Summary for Personnel and Base-Other Expenses, Budget Line Item Justification, Staff Wages, and Five-Year Historical Trends. The executive summary provides a summary of the current fiscal year's accomplishments associated with the budget and corresponding goals and objectives. It is within the Annual Plan worksheet that the budget manager identifies how the upcoming fiscal year allocation aligns with the mission, goals and objectives of the institution.

Budget hearings are held and presented to the administration for review and examined to ensure the operating budget is developed in alignment with the mission, SNBH, and strategic goals and objectives. The institution's administration is responsible for the final review and presentation of the fiscal year operating budget to the BOR. Upon approval and adoption by the BOR, the administration implements and monitors the operating budget to ensure the activities of the operating budget transforms the strategic objectives into action consequently achieving the strategic goals and mission of the institution.

**Sources:**

- 5\_C\_1\_2018\_01\_30\_SB1238\_FactSheet.pdf
- 5\_C\_1\_2018\_SB1238\_CoverSheet.pdf

**5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.**

**Integrated Processes.** The institution's processes are integrated for assessment of student learning, evaluation of operations, planning and budgeting. IPB Council in collaboration with the BOR, Executive Team, Faculty, Student Services, Finance & Accounting, Operations, and OIPR ensure processes are integrated and implemented in accordance with the strategic planning goals and objectives.

**Planning and budgeting.** The institution's planning involves five key planning processes: academic program review, assessment, annual planning, strategic planning, and budgeting. Both planning and budget processes are integrated to carry-out the strategic goals and objectives stated in the 2017 Strategic Planning and Budget guide.

**Assessment of Student Learning.** In 2015, the institution went through a rigorous process to develop and implement the college-wide student learning outcome. The assessment for college-wide student learning outcomes (CSLO) integrated the SNBH guiding principles and four pillars of student learning outcomes, "Tradition, Knowledge, Skills, and Leadership" that focus on students' college experience. The CSLO is composed of two major components of assessment, Curricular and Co-Curricular. Curricular assessment include degree program level outcomes and course level outcomes and Co-curricular assessment include events and activities related to students. The process and results of the three levels are analyzed to determine the impact on the strategic planning and budget and ultimately the mission. In addition to the CLSO, annual program reviews are conducted in groups of five programs (rotating order) which are evaluated

at the conclusion of every academic year. The Office of Academic Assessment and Curriculum is responsible to spearhead the assessment process with the assistance of the Student Learning Committee (SLC).

**Facilities Assessment.** In 2013, the institution developed, with the assistance of an external architect firm, and implemented a facilities assessment plan and CIIP to promote safety and improve student learning environments at its multi-sites. The facilities assessment and CIIP processes include planning, prioritizing, bidding, acquisition of materials and/or equipment, obtaining a contractor if a major project, implementation/installation, and completion of projects. Both plans, facilities assessment and CIIP, require an annual inventory, update of the project status, and reported to determine its impact on the strategic planning and budget.

**Sources:**

- 3\_A\_2\_2017\_01\_13\_CSLO\_PresentatSLACMtg.pdf
- 3\_A\_2\_CSLO\_PILLARS\_WordCloud
- 3\_A\_2\_2016\_05\_31\_CollWideSLO\_Summary.pdf
- Facilities Assessment
- 2017 Strategic Planning and Budgeting

**5.C.3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.**

**Comprehensive Planning Process.** The institution's planning process encompasses the entire institution and considers the perspectives of its internal and external constituencies. The institution understands the importance of considering the perspectives of its constituencies to achieve its mission, strategic goals and objectives.

**Internal constituents.** The institution engages its internal constituencies, BOR, administration, faculty, staff, and students, in its planning process to develop and establish policies and procedures, structures, resource allocation, facilities, academic programs, assessment, and annual planning. During the development and planning of important institutional initiatives and affairs, the institution conducts listening sessions, online surveys, meetings, and e-communication to engage and gather input from internal constituencies which are discussed and evaluated for decision-making and incorporated into the planning process to achieve its mission, goals and objectives. Prior to final decision-making, the institution ensures to gather the perspective of its internal constitutions through the OIPR.

**Federal External constituents.** The external constituencies of the institution consist of Federal, State, and Tribal governments, including enterprises and organizations. The institution relies on external political and financial support of external constituencies to achieve its mission and carry-out its educational philosophy. The Bureau of Indian Education under the federal

government provides annual appropriation in accordance with the Tribally Controlled College or University Assistance Act of 1978 or the Navajo Community College Assistance Act of 1978. The institution complies with the laws, regulations, and guidance by incorporating planning processes to maintain its eligibility for funding.

**State.** The State of Arizona, based on tax collections on the Navajo Nation, provides annual Arizona Compact funding with spending mandates that the institution is required to comply with and, as a result, expenditures and reporting requirement are incorporated into the institution's planning process. The institution reports to the Arizona Higher Education Department which requires data collection that are included into the planning processes. Department the New Mexico Dual Credit Program under the State of New Mexico Higher Education Department provides funding with spending provisions which the institution incorporates into its planning processes.

**Tribal.** Similarly, the Health, Education, and Human Services Committee under the Navajo Nation tribal government supports and provides annual funding in accordance with the Navajo Higher Education Act and subjects the institution to comply with its laws, regulations and guidance which are incorporated into the planning process institution-wide. The local Navajo Nation Tribal Chapters' input and support are considered in the planning process dealing with land usage and other important matters locally. The institution also has connection with the local tribal enterprises including Navajo Tribal Utility Authority, Navajo Arts and Crafts, and the regional Indian Health Services.

**Organizations.** The organizations affiliated with the institution are American Indian Higher Education Consortium (AIHEC), Achieving the Dream, American Indian College Fund, Northern Arizona University, University of New Mexico, and Northern Arizona College Connection Higher Education Consortium (consist of Coconino Community College, Navajo Technical University, NAU and Diné College). Certain aspects of these external organizations' requirements and guidance impact the institution's mission and educational philosophy; as a result, they are incorporated into the institution's planning processes.

**Sources:**

- 1\_B\_2\_2014\_Feb\_ChinleUSD\_DualCred\_Resol
- 5\_A\_1\_2017\_DC\_FinancialStatements
- 5\_D\_2\_2016\_08\_22\_ReportDirectInstitCompliance
- Check MOUs and MOAs

**5.C.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.**



The institution's strategic planning reflects a sound understanding of its current capacity to meet the demands of its educational programs and possible fluctuations in its sources of revenue, such as enrollment, economy, and state support.

**Current capacity.** The facilities assessment plan, CIIP, course scheduling, and enrollment data were key in determining the availability of teaching and learning environments at its multi-sites. The institution has undertaken major renovation and construction projects to increase its current capacity. In September 2017, the institution completed the GCB renovation, faculty classrooms and Architecture & Engineering (A&E) for Shiprock Math and Science Center (doc \_\_, pg. 7). The CIIP considers and prioritize capital improvements and investments across the multi-sites in an effort to meet the needs of educational programs.

**Revenue Source Fluctuations.** On an annual basis, the institution generates revenue projections consisting of Bureau of Indian Education (BIE) federal appropriations, Navajo Nation appropriation, Student Tuition and Fees, Auxiliary, and other revenues. The federal appropriation amount is determined by Indian Student Count based on and credit hours, student headcount, annual appropriation, and number of tribal colleges funded by academic year. By May of each year, the institution is informed of the amount of the federal appropriation.

The institution's operating budget is based on a fiscal year instead of academic year; therefore, the federal appropriation revenue projection is estimated in the fourth quarter of the fiscal year. The Navajo Nation appropriation is consistent at \$4.2 million until 2025. Tuition and fees is based on estimated enrollment and consist of tuition cost for all degree and certificate programs including technology, activity, and other student fees (General Catalog, pg. 17). Auxiliary is estimated based bookstore sales, residence life dorm rental, cafeteria meal sales, and other sales. Other revenues is based on estimated interest income, rentals, and unrestricted gifts. In 2017, the institution used the baseline budget methodology which incorporate a zero-growth and conservative percentage increase approach.

The institution is keenly cognizant of possible fluctuations in its sources of economy since the institution is dependent on the federal government and the Navajo Nation government politically and financially. The financial support from both governments has been stable in the long-term. The institution also receives Arizona Compact funding, based on tax collections on the Navajo Nation, for capital improvements and investments from the State of Arizona. The institution understands that a significant decrease in any of these funding sources would require reevaluation of priorities and possibly a reduction in operations.

The 2017-2021 Strategic planning goal 3 address the "Financial Health" of the institution to "Strengthen financial health and self-reliance through: a) Increase funding sources to support institutional growth, b) Optimize the College's financial systems, and, c) Streamline institutional compliance." With this initiative, the institution is committed to maintaining its financial health to support educational programs at the multi-sites.

**Sources:**

- 1\_A\_2\_2017\_2019\_GenCatalog.pdf

- 1\_A\_2\_2017\_2021\_Strategic\_Goals
- 5\_A\_2 FY2018 Budget Forecast General Fund
- 5\_C\_4\_2017\_2018\_ApprovedNN\_Budget

### **5.C.5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.**

**Emerging Factors.** The institution’s planning anticipates emerging threats and opportunities in local demographics that impact enrollment and technology; however, could improve anticipating and planning for global opportunities. Technology and enrollment are considered in the institution’s strategic goals and SWOT analysis. In 2017, at the conclusion of the fifth year of the strategic planning cycle, the institution performed a close-out including a SWOT analysis of all planning units by applying the SNBH four-fold guiding principles. The closing process is a time of Nitsáhákees (Thinking), Nahat’á (Planning), and Sihasin (Assuring - reflection) to close-out the five-year planning cycle and begin a new five-year strategic planning cycle. The SWOT analysis consist of collecting evidence and artifacts to measure outcomes and ensure HLC criterions are met.

**Technology.** Based on the SWOT analysis, the institution identified threats—challenges—and opportunities associated with strategic planning goal 5 that addresses technology. The planning for technology is to expand effectiveness and efficiency using technology to support the IT department, academic affairs, and finance through enhancing internal technology infrastructure, improving IT policies, and use IT to enhance student learning experiences. The challenges associated with technology that the institution identified are inadequate bandwidth capacity, storage limitation, improper implementation of online textbook order, lack of training, remoteness, and poor data quality. Professional development, increase bandwidth offered by other providers, update distance education manual, hire a Distance Education Coordinator, online registration and enrollment, social media website, develop a marketing plan, and working closely with the software system provider as opportunities the institution identified and aspires to achieve in its strategic planning. The institution understands the benefits of having cutting-edge technology is integral for providing quality educational programs at the multi-sites.

**Enrollment.** The institution’s enrollment trend for 2014-2017 reported by IPEDS is 99% Native American or Alaska Natives per year and approximately 66% to 68% of enrollment are women per year. The majority of the student population reside locally and within neighboring communities that span the Navajo Nation. International students and other race/ethnicity represents 1% of the student population. According to the 2017 Annual Report provided by OIPR, the enrollment for AY1617, AY1516, AY1415, and AY1314 are 3,216, 3,422, 3,519, and 3,280, respectively, resulting in total enrollment of 13,437 students over four-years. The total enrollment by site for the four academic years for Chinle, Crownpoint, Shiprock, Tuba City, Tsaile, and Window Rock, are 7%, 4%, 13%, 15%, 55%, and 6%, respectively. The four-year trend for graduation with total confirmed degrees—bachelor and associate—conferred by site for

2017, 2016, 2015, and 2014 are 154, 173, 172, and 184, respectively. The total graduation by site over the four years are Chinle, Crownpoint, Shiprock, Tuba City, Tsaile, and Window Rock, are 3%, 2%, 9%, 11%, 70%, and 4%, respectively.

**Globalization.** The institution offers online courses and ITV courses that have the capacity to be transmitted globally. This is an opportunity the institution could further explore to promote its brand and expand its market through online education and ITV courses.

**Sources:**

- 5\_C\_5\_2017\_2021\_TS\_SecuritySWOT.pdf
- 5\_C\_5\_2018\_05\_31\_SWOTAnalysis\_FINAL.pdf
- 5\_C\_5\_2017\_04\_18\_AY1721\_5yrSWOT\_StratPlanGoalsWkSess.pdf

**5.D. The institution works systematically to improve its performance.**

**Improvement Performance.** The institution continuously works systematically to improve its performance by developing and implementing the five-year strategic planning model concurred by HLC. Through the integration of SNBH guiding principles, Nitsáhákees (Thinking), Nahat'á (Planning), Iiná (Living and implementation), and Sihasin (Assuring and reflection), the institution is able to systematically approach the implementation and achievement of its mission and strategic goals and objectives to enhance its educational opportunities for students and community.

On April 04, 2017, the Institutional Planning and Budget (IPB) Council was established as an oversight to ascertain the adequacy of strategic planning, budget, and accreditation to steer and oversee the planning and budgeting, including identifying areas of improvement to support and strengthen its operation and educational opportunities at the multi-sites. OIPR is instrumental in providing data-driven analysis and outcomes that support the strategic goals and objectives that demonstrate the institution's systematic approach to improve all aspects of its operation. On a regular basis, administration update the BOR of the institution's progress in all aspects of the institution's financial, academic, and operation matters.

Waiting for OIPR to provide Annual Performance Report

**5.D.1. The institution develops and documents evidence of performance in its operations.**

**Evidence of Performance.** The institution develops and documents evidence of performance in its operations through the OIPR. OIPR is responsible for data collection and reporting to the federal government, State of Arizona and New Mexico, and the Navajo Nation government, including external organizations and internal constituencies. The institution's departments and schools work collaborative to provide appropriate data and information to OIPR in a timely manner for reporting to the appropriate external and internal constituencies. Through the development and implementation of specific policies and procedures, responsible departments and schools document and compile evidence that support institutional performance. In addition, the institution relies on the enterprise resource planning system to capture data and information

that are translated and articulated to usable quantitative and/or qualitative formats to document the institution's performance and progress in achieving its strategic goals and objectives.

Annually, the institution generates reports documenting operational performance, such as annual report, strategic planning update and progress, financial statements, human resources employee performance, CIIP updates, facilities assessment updates, academic program reviews, and compliance reports. The reports are collected and maintained by administration, OIPR, academics, and departments. In addition, the reports are presented and shared with the BOR, administration, faculty, staff, and students, including appropriate external constituencies. The institution understands the importance of data and information collection, analysis, reporting, and retention--storage--to use as evidence to support and demonstrate operational performance.

**Waiting for OIPR to provide Annual Performance Report.**

**Sources:**

- 5\_D\_1\_2017\_2018\_Srat.Plan\_Presentation.pptx
- 2016 and 2017 Annual Reports
- HR Employee Performance Report
- Institutional Compliance Reporting
- Financial Statements
- Academic Program Reviews

**5.D.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.**

**Institutional Effectiveness.** The institution is learning from operational experience and improving institutional effectiveness, capabilities, and sustainability in all aspects of its operation. In 2015, noncompliance with HLC requirements prompted the institution to understand that strategic planning is an essential tool to effectively and efficiently organize and support educational programs.

The institution made improvements to support student learning by developing and implementing assessment for college-wide student learning outcomes, program student learning outcomes, and course student learning outcomes. In addition, key employees of the institution attend the HLC assessment academy to improve the annual program review (APR) to comply with HLC accreditation requirements, including aligning the APR with the strategic goals and objectives. In 2015, the institution established the Office of Academic Assessment and Curriculum to facilitate and coordinate student learning assessment and annual program reviews in collaboration with the Student Learning Committee consisting of faculty. The institution is learning from experience to improve student learning.

In 2017, the institution closed the final year of the strategic planning cycle 2013-2017 that required an overview of the institution's performance by evaluating the strategic planning framework and goals outcome as recommended by HLC. All units of the institution participated in a survey and submitted a close-out report before beginning a new five-year cycle. Survey results were communicated in the Strategic Planning Implementation and Execution Survey (S.P.I.E.S). In addition, the institution conducted a SWOT analysis by planning unit which identified opportunities and areas of improvements to strengthen its educational programs. The planning framework was revised as needed, developed, and implemented the 2017 Strategic Planning and Budgeting guidelines for the new five-year cycle 2017-2021.

Since the HLC focus visit in 2015, the institution learned from its operational experience and made significant improvements by incorporating a strategic planning framework and budgeting model. Through strategic planning, the institution implemented attainable strategic goals including objectives that aligned with the mission, Sa'ah Naaghái Bik'eh Hozhoon, and educational philosophy improving educational opportunities for the Navajo people.

**Sources:**

- 5\_D\_2\_2016\_08\_22\_ReportDirectInstitCompliance.pdf
- Academic Program Review
- Student Learning Outcome Assessment