



Federal Compliance Filing by Institutions

Effective September 1, 2018 – August 31, 2019

This document outlines the information institutions should provide as part of their comprehensive evaluation. Institutions should answer the questions below and provide supporting documentation where necessary. A list of required and optional appendixes is provided at the end of the document. Please keep answers brief and succinct, and only provide information in the appendixes that is specifically requested.

The institution should refer to the [Federal Compliance Overview](#) in completing this form. The overview document identifies applicable HLC policies and provides an explanation of each requirement.

Note that some federal requirements are related to the Criteria for Accreditation or Assumed Practices. This document identifies those related Criteria and Assumed Practices so that the institution may cross-reference any material it prepares to address them. The document also provides cross-references to the Code of Federal Regulations; while these cross-references will provide context for HLC's requirements, it is important that institutions write to HLC's requirements and not to the federal regulations cited.

Submission Instructions

This form and all appendixes should be uploaded as a single PDF file in the Forms section of the Assurance System no later than the institution's lock date, unless otherwise noted. The PDF file should include section headings and bookmarks, with titles, for navigation.

Institution name: **Diné College**

Main contact in the financial aid office: **Mr. Formon Thompson, Financial Aid Director**

Number of staff members in the financial aid office: **6. There are four staff at the Tsaile Campus including a Director, a Financial Aid Officer, a Financial Aid Coordinator, and a Data Management Technician, plus two Financial Aid Coordinators at the Shiprock Campus.**

Identify when the last U.S. Department of Education training for the staff of the financial aid office occurred: **Four Financial Aid staff attended the New Mexico Association of Financial Aid Administrators (NMAFAA) Annual Conference in Farmington, NM on April 25-27, 2018.**

Assignment of Credits, Program Length and Tuition

1. Complete the [Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours](#). Submit the worksheet and the attachments listed in it as **Appendix A**.
2. What is the length in semester or quarter hours or other applicable units of each of the institution's degree programs? Institutions offering programs at a single degree level may be able to identify a specific number of semester or quarter hours to which all their programs conform; institutions with programs at different degree levels may need to expand their answer, and if so should include a list in Part A, Section 1 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours* (Appendix A).

Fall and spring semesters at DC include 15 weeks of lecture and contact time, plus one week specifically concentrating on final examinations. Therefore, the College accounts 16 weeks per semester.

The summer sessions at DC are a combination of a 10 weeks sessions (counted as a full semester) and two five weeks sessions (counted as Summer Session I and Summer Session II). The 10 weeks summer session is in concurrent with the beginning dates of the summer session I. (*Reference: Academic Calendar, 2017-2019 General Catalog, DC, page 01*).

The above mentioned semester hours for the fall, spring, and summer are relevant for all degree programs (ie. Certificate, Associate of Arts, Associate of Science, Associate of Applied Science, Bachelor of Arts, and Bachelor of Science).

3. Are there any differences in tuition for specific programs?

Yes

No

If so, please identify the programs and explain the rationale for the difference in tuition.

The cost of tuition for students enrolled in a Certificate, Associate, and Baccalaureate degrees at DC is \$55 per credit hour or up to \$660 per semester for full-time students (with 12 credit hours or more). DC does not have a difference in cost of tuition for the degree programs it offers. (*Reference: Diné College General Catalog 2017-19, page 17*).

For more information see Federal Requirements 34 CFR §602.16(a)(1)(viii), 34 CFR §602.24(f), 34 CFR §600.2, and 34 CFR §668.8(k) and (l).

Related HLC Requirements: Core Component 3.A. and Assumed Practice B.1.

Institutional Records of Student Complaints

4. What is the institution's process for handling student complaints?

Step 1: Student completes a Complaint form. Forms are available at the Student Success Center.

Step 2: Student submits a completed Student Complaint Form to the Office of the Vice President of Student Affairs.

- a. Main campus students will submit the complaint form at the Student Success Center at Tsaille Campus.
- b. Shiprock Branch Campus students will submit the complaint form to the Dean of Student Success at the Shiprock Student Success Center.
- c. Community Campus students will submit the complaint form to the Community Campus Center Managers.

Step 3: The Vice President of Student Affairs, a Counselor, and a Campus Designee (ie. Dean of Student Success at Shiprock Campus and Center Manager at Community Campuses) will review and assess the student complaint to determine the level of complaint, individuals/parties involved, and the need for intervention. The Student Code of Conduct is used and referenced to assess the severity of the complaint, and to assess the violation of conduct and behavior. Based on the assessment, the complaint is sent to the appropriate authorities within three days of filing.

- a. If the complaint is a Student-to-Student matter, Student Affairs will handle the case. The Vice President of Student Affairs assesses the severity of the complaint utilizing the Student Code of Conduct to assess students' violation of conduct, behavior, and actions.
- b. If the complaint is a Student-to-Faculty matter, the Provost will handle the case. The Provost assesses the severity of the complaint utilizing a combination of the course syllabus, College General Catalog, evidence of student's course assignments and projects, and grading metrics. In addition, the Provost will evaluate any findings of evidence relating to classroom management and/or grading violations.
- c. If the complaint is a Student-to-Staff matter, Human Resources will handle the case. The Human Resources Director assesses the severity of the complaint utilizing the Personnel Policies and Procedures Manual and evaluates any means of violation of staff conduct and/or behavior.

Step 4: The Designee Authority (Counselor at Tsaille Campus, Provost, and/or Human Resources) will complete the necessary interviews to investigate the matter. Within five working days, the Designee Authority will provide a follow up on the status of the complaint with the student.

Step 5: Within 10-15 working days from the date of complaint, a written report of the actions, findings, and outcomes is communicated with the complainant. Records of interventions, support, and findings are documented in Part 2 of the Student Complaint Form.

Step 6: All final decisions and interventions will be filed on record with the Vice President of Student Affairs.

5. Provide the institution's complaint policy and procedure and the web address where the public can find this information. Enter this information in the space below or attach as **Appendix B**.

Appendix B includes:

- 1) Student Complaint Process, A Power Point Presentation, Fall 2017 Convocation, August 13, 2017;
- 2) DC Student Complaint Form

- 3) Student Complaint Process Maps (w/specified timelines and point of contacts)
 - Student-to-Student Complaint Process
 - Student-to-Faculty Complaint Process
 - Student-to-Staff Complaint Process
- 4) Dine College Achieving the Dream Year 4 Summary Report (2016-2017), Item #1-Systemize Student Complaint Process.

6. Provide an aggregated report of the number and type of complaints received since the last comprehensive evaluation by HLC and explain their resolutions. Attach as **Appendix C**.

7. How does the institution integrate what it has learned from the complaint process into improvements in services or in teaching and learning?

The Vice President of Student Affairs and the Provost from Academic Affairs review and utilize the information to improve services for students, changing practices of service and teaching deliveries, and revising student and academic related policies. In addition, the Vice President of Student Affairs also includes a summary of complaint trends and solutions achieved in the department's monthly report to the Board of Regents. Beginning Fall 2018, the Provost has begun discussions with the recently hired Deans of Schools to ensure improvement of classroom teaching.

Some examples of student support services improvement initiatives within the Student Affairs domain include:

- a) **SERVICES:** Student Affairs established an early alert and campus wellness/prevention program (ie. SACRED-Sexual Assault Campus Resistance Education at DC Program) to address the recurring social and behavioral incidents.
- b) **POLICIES:** Student Affairs began revisiting and revising the Student Code of Conduct. The Student Outreach Services team took the lead in revising and updating the Student Code of Conduct in December 2017.

For more information see Federal Requirement 34 CFR §602.16(a)(1)(ix).

Related HLC Requirements: Core Component 2.A and Assumed Practice A.3, A.4.

Publication of Transfer Policies

8. Where are the institution's transfer policies published?

Diné College's Transfer Policies are explained in the 2017-2019 College Catalog (pages 23, 43, and 46-48) and on the College's website.

Provide copies of the published transfer policies (such as those included in the institution's catalog, on the website or in other appropriate publications) as **Appendix D**.

9. How does the institution disclose articulation agreements, at both the institutional level and the program level, to current and prospective students? (Ensure that the disclosures clearly identify whether the institution 1) accepts credits from the other institution(s) through the articulation agreement; 2) sends credits to the other institution(s) through the articulation agreement; 3) both offers and accepts credits with the institution(s) in the articulation agreement; and 4) what specific credits articulate through the agreement [e.g., general education only; pre-professional nursing courses only; etc.]

Diné College works with state articulation task forces under the New Mexico General Education Common Core and the Arizona General Education Curriculum to ensure transfer of the College's General Education program, which are found at az.transfer.org and at www.hed.state.nm.us/institutions/general-ed-core-course-transfer-curriculum.aspx.

These general education transfer guides are also in the 2017-2019 Diné College Catalog, pages 46-48.

Provide a list of articulation agreements as **Appendix E** and the web address where the public can access this list. Note that you do not need to provide the full articulation agreements, only the list of agreements that you make public.

10. What is the process implemented by the institution to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions?

The transfer process is explained in both the DC 2017-2019 Catalog (page 43), and the College's website under the "Academics" tab. The procedure is carried out by the Records and Admissions Office. Academic Advisors and Faculty Advisors also support students transferring to/from four year institutions. (Reference: *Diné College, 2017-2019 General Catalog, page 14-15*).

Provide evidence (e.g., charts, data, etc.) that institutional decisions regarding transfer of academic credit align with the policy. Provide this information in the space below or attach as **Appendix F**.

The 2017-2019 General Catalog at DC specifies that students who are transferring from another institution are required to request the release of an official transcript from their transferring institution for DC's Registrar Office for review and evaluate of any potential transfer credits.

The evaluation are done by the Records and Admissions Office. Approved transfer credits becomes a permanent part of the student's transcript at DC. (Reference: *Diné College, 2017-2019 General Catalog, page 13*).

Within two weeks of completion of Records and Admission Office's review of student's transfer credits, a copy of the Credit Evaluation Form is sent to the student for his/her records.

For more information see Federal Requirement 34 CFR §668.43(a)(11).

Related HLC Requirements: Core Component 2.A and Assumed Practice A.5.D.

Practices for Verification of Student Identity

11. Does the institution have students enrolled in distance or correspondence courses, as defined in federal definitions?

Yes

No

12. How does the institution verify the identity of students enrolled in these courses?

Institution Admission Requirements (*Diné College 2017-2019 General Catalog, pg. 12*) must be met before a student is assigned an identification number by the Admission's Office. Once a student is fully admitted to the college, he/she is then referred to the Information Technology (IT) department to create an email account and gain access to Warrior Web, which has a link to Blackboard (a virtual learning portal). To access Warrior Web, a student must create a personal username and password and answer three challenge questions. If a student forgets his/her password and/or username, he/she can answer one or more challenge question(s) to retrieve, change or reset their password. These elements are used to verify a student's identity.

Thereafter, anytime a student logs into their online courses, these unique identifiers must be used to access the virtual learning portal and/or their college email (*Reference: College IT Policy: page 3-5, 16*).

http://warriorweb.dinecollege.edu/ICS/Campus_Life/Computing_Technology/IT_for_New_Students/.

13. Are there any additional costs (e.g., fees associated with test proctoring) charged directly to the student because of this method?

Yes

No

14. What are these additional costs?

There are no additional cost for students who are enrolled in Distance Education courses at DC.

15. How are the additional costs disclosed to students prior to enrollment in a distance or correspondence course?

Not Applicable.

Provide copies of the disclosures and the web address where the public can access such information as **Appendix G**.

16. How does the method of verification make reasonable efforts to protect student privacy?

#1: FERPA ORIENTATION REQUIREMENTS: Every employee must complete a FERPA orientation at the beginning of their employment with the College. New students and parents/families are required to attend a new student or parent orientation, which covers the FERPA law.

#2: ADMISSION REQUIRMENTS: When students apply for admissions to DC, they are required to disclose their legal name, Social Security Number, mailing address, date of birth, and provide official high school and/or college transcripts to verify students' identity. Such information is then stored in the Jenzabar Admissions Module, a secured student database.

#3: STUDENT IDENTIFICATION: Only registered students are assigned a unique DC identification number. Such information can only be utilized by the student to access college computers, courses, and personal files associated with their college education. Misuse of student's identification can lead to disciplinary actions in compliance with the Student Code of Conduct. (Reference: IT Policy, pg. 12-16).

#4: STUDENT ADVISING: Each student is reminded that their student identification number is only used for academic purposes. If a student invites a family member or a friend into an advising session, the student must provide consent by completing a Consent form. The form is housed in a shared drive, accessible by all advisors.

For more information see Federal Requirement 34 CFR §602.17(g).

Related HLC Requirement: Core Component 2.A.

Title IV Program Responsibilities

This requirement has several components the institution must address. The institution staff compiling this information should work with the financial aid office and the chief financial officer or comptroller. For more information see Federal Requirement 34 CFR §602.16(a)(1)(x).

17. General Program Responsibilities

- a. What is the current status of the institution's Title IV program (e.g., recertified on date x, provisionally certified on date x, etc.)?

DC's Title IV Program was re-approved with full certification on March 27, 2018 by the U.S. Department of Education, Student Federal Aid Office.

- b. When was the institution's most recent Title IV program review?

The last time DC underwent a Title IV Program Review was 2008.

- c. Has the institution been audited or inspected by the Office of the Inspector General of the U.S. Department of Education since the last comprehensive evaluation by HLC?

Yes

No

- d. Attach the most recent Title IV program review, or other inspection or audit reports since the last comprehensive evaluation by HLC, as **Appendix H**.

- e. List any limitation, suspension or termination actions imposed on the institution by the U.S. Department of Education (hereafter referred to as “the Department”) since the last comprehensive evaluation by HLC and the reason for such actions.

There have been no limitations, suspensions, or termination actions imposed on DC by the U.S. Department of Education since the last High Learning Commission Comprehensive Evaluation, which was completed in March 2015.

- f. List any fines, letters of credit or heightened monitoring imposed on the institution by the Department since the last comprehensive evaluation by HLC and the reason for such actions.

DC has no fines, letters of credit, or heightened monitoring imposed by the U.S. Department of Education since the last Higher Learning Commission Comprehensive Evaluation, which was completed in March 2015.

- g. What response and corrective actions has the institution taken in regard to these Department actions?

Not Applicable – DC has no current actions (as specified in items 17.e and 17.f above).

- h. What are the consequences of these challenges for the institution’s short- and long-term financial health?

Not Applicable – DC has no current challenges that impact its short and long term financial health.

- i. What are the findings from the OMB Circular A-133 portion of the institution’s three most recent audited financial statements, which identifies material weaknesses in the processing of financial aid?

Fiscal Year 2015

Finding #2015-021: DISBURSEMENTS & REPORTING – Significant Deficiency in Internal Control. A student’s origination was never submitted from the College’s internal student database system (PowerFaid) into the federal IT system, Common and Origination Disbursement (COD) system. However, the student had funding deposited into their student account. The cause of this identified material weakness was that the College’s student database system (PowerFaid) were not configured entirely and accurately to ensure that the eligible students are accepted by the COD system prior to Jenzar EX disbursing the funds.

Finding #2015-022: REPORTING – Material Noncompliance and Material Weakness in Internal Control. Twenty-five students’ Pell Grant disbursement were tested to ensure timely submission of disbursement records between the College’s internal student database system and the federal IT COD systems. Ten of the 25 students were found not to be reported in a timely manner to the Department of Education’s COD system. The cause was that the College did not have appropriately designed controls to prevent, detect, or correct late disbursement reporting to COD.

Finding #2015-023: ELIGIBILITY – Noncompliance and Significant Deficiency in Internal Control. The College was not in compliance with the student financial aid eligibility requirements. \$8,618 in costs were questioned. The student financial aid department did not perform a thorough review of the students’ files to ensure that each student was admitted to a

degree program before the release of Pell Grant funds. Additionally, the student financial aid department did not perform a thorough review of the students' files to ensure they were compliant with the Satisfactory Academic Progress (SAP) guidelines set by the college before disbursing Pell Grant funds to the student.

Finding #2015-024: ENROLLMENT REPORTING – Material Noncompliance and Material Weakness in Internal Control. Of the 40 students selected for testing, the following problems were identified: 1) four students had incorrect data reported as the effective date of an enrollment status change, 2) one student had a status reported after the 75-day requirement, and the effective date of enrollment status change was inaccurate, 3) ten of the students were not reported to the National Student Loan Data System (NSLDS) within the 75-day requirement, 4) five of the students did not have their enrollment status reported to NSLDS, and 5) one of the students did not have a report made to the Clearinghouse or subsequently NSLDS since 2012. In all, 24 of the 40 students tested contained some form of non-compliance. The cause of the findings was that DC was unaware of the NSLDS reporting timeline and processes, and did not have procedures in place to comply with the requirements.

Fiscal Year 2016:

Finding #2016-012: ENROLLMENT REPORTING – Material Noncompliance and Material Weakness in Internal Control. In 2016, of the 45 students tested, the following problems were identified: 1) one student had no data in the National Student Clearinghouse (NSC) system, 2) two students had incorrect data transmitted to NSC and NSLDS, 3) three students were missing registration/withdrawal documentation, and 4) eighteen students were not reported to NSLDS within the 45-day requirement. In all, 24 of the 45 students tested contained some form of noncompliance.

Fiscal year 2017:

DC did not have any reportable Student Financial Aid findings for FY17.

j. In which of the following Title IV federal financial aid programs does the institution participate? Select all that apply:

- Pell Grant
- Federal Family Education Loan
- Federal Direct Stafford Loan
- Direct PLUS Loan
- Federal Supplemental Educational Opportunity Grant
- Federal Work Study
- Perkins Loans
- Academic Competitiveness Grant

Provide all correspondence with the Department and other documents that explain the above responses as **Appendix I**.

For more information see Federal Requirement 34 CFR §668.16.

18. Financial Responsibility Requirements

- a. What were the outcomes of the three most recent Department reviews of the institution's composite ratios and financial audits?

DC's Total Composite Financial Indicator Scores for the last three fiscal years are:

- 1) FY 2015 = 6.51
- 2) FY 2016 = 8.65
- 3) FY 2017 = 9.17.

- b. Have there been any fines, penalties, letters of credit or other requirements imposed by the Department as a result of these reviews?

DC has no fines, penalties, letters of credit or other requirements imposed by the Department of Education.

Note: HLC also annually analyzes each institution's financial ratios to determine whether there might be financial concerns. The peer review team checks with the institution and the HLC staff to determine whether HLC or the Department has previously raised concerns about the institution's finances based on these ratios.

- c. What actions has the institution taken or does it plan to take in response to any concerns raised by HLC or the Department? (*Related HLC Requirements: Core Components 5.A, 2.B; Assumed Practice D.1.*)

Not Applicable.

Provide all correspondence with the Department and other documents that explain the above actions as **Appendix J**.

For more information see Federal Requirements 34 CFR 668.15, 34 CFR 668.23, 34 CFR 668.171, 34 CFR 668.173, and 34 CFR 668.174.

Related HLC Requirements: Criterion 5, Core Components A (resources) and B (administrative capacity).

19. Default Rates. The institution should take steps to avoid excessive loan default rates. *Institutions and teams should use the three-year default rate to complete this section.*

- a. What are the student loan default rates as provided by the Department for the three years leading up to the visit? (Institutions with evaluations after September must include the most recent cohort default rate in the Federal Compliance Filing or ensure that the most recent rate is provided to the team on-site if the rate was not available when the Federal Compliance Filing was submitted.)

Year 1: Not Applicable - DC does not offer student loans.

Year 2: Not Applicable - DC does not offer student loans.

Year 3: Not Applicable - DC does not offer student loans.

- b. If the institution's default rates are higher than those of its peer institutions, if the institution's rates are rising, or if the rates have exceeded Departmental thresholds or triggered a Department review, what actions has the institution taken in response?

Not Applicable – DC does not offer student loans.

Provide any correspondence with the Department related to default rates and any default rate management plan required by the Department as **Appendix K**.

- c. Does the institution participate in private loan programs or any loan services that it provides to students directly or that a related corporation provides to its students?

Yes

No

If yes, provide a list of companies that provide loan services to the institution's students and explain the relationship of these companies to the institution.

Not Applicable – DC does not offer student loans and/or participates in any private loan programs or any loan services.

Provide samples of the loan agreements and disclosure information as **Appendix L**.

For more information see Federal Requirements 34 CFR §668.201, §668.204, and §668.217.

Related HLC Requirements: HLC Criterion 2, Core Component A (integrity); Criterion 5, Core Components A (resources) and B (administrative capacity); Assumed Practices D.1–5.

20. Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures. Title IV responsibilities include the legal obligation to disclose information to students and to the public about campus crime, athletic participation and financial aid.

- a. What administrator or office on campus is responsible for ensuring that these disclosures are regularly compiled and published and that the data are accurate?

The Office of Institutional Planning and Reporting (OIPR) compiles and produces the Campus Crime Statistic Reports. Such reports are completed in partnership with the College's Security Office, covering segments of a three year period. The latest report was produced in the Fiscal Year 2016 (includes FY 2014-2016).

OIPR assists the Athletic Department in publishing and maintaining the College's Annual Equity in Athletics Report. DC's most current Athletic Equity Report was produced in 2017. The annual report includes information regarding the athletic program background, athletic statistic report, news releases, and scholarship reports.

References:

https://www.dinecollege.edu/current_students/campus-safety-statistics/

<https://www.dinecollege.edu/docs2017%20Athletic%20Equity%20Report.pdf>

Student Consumer Information:

https://www.dinecollege.edu/about_dc/the-higher-education-opportunity-act/

- b. Has the institution been the subject of any federal investigation related to any of the required disclosures listed in question 20?

Yes

No

- c. Does the institution have any findings from the Department regarding these disclosures?

Yes

No

Explain any findings related to any of the required disclosures listed in question 20 and corrective action plans the institution may have put together to remedy the findings.

Not Applicable – DC does not have any findings from the U.S. Department of Education regarding the Campus Crime, Athletic Participation, and Financial Aid disclosures.

- d. Provide copies of the information disclosed to students and provide the web address where this information is made available to the public as **Appendix M**.

For more information see Federal Requirements 34 CFR §668.40, 668.41, 668.42, 668.43, 668.44, 668.46, and 668.49.

21. Student Right to Know/Equity in Athletics. Title IV responsibilities require that institutions provide to students and the public graduation/completion rates for the student body by gender, ethnicity, receipt of Pell grants and other data as well as information about the process for withdrawing as a student, cost of attendance, policies on refund and return of Title IV financial aid, current academic programs and faculty, names of applicable accrediting agencies, description of facilities for disabled students, and the institution's policy on enrollment in study abroad. In addition, certain institutions need to

disclose their transfer-out rate. Also, institutions with athletic programs are required to disclose athletic participation rates and financial support data.

- a. What administrator or office on campus is responsible for ensuring that these disclosures are regularly compiled and published and that the data are accurate?

OIPR addresses and structures compliance reporting on behalf of the institution per federal, state, tribal, and accreditation regulations. Therefore, OIPR assists the Office of the Registrar, the Academic Departments, and Financial Aid Office to produce and maintain student graduation, completion, and transfer rates. OIPR has the capabilities to disaggregate the student data by gender, ethnicity, and student enrollment status by academic divisions and degree programs.

DC has a Catalog Committee that is responsible for ensuring that Student Right to Know information relevant to withdrawal processes, cost of attendance, Title IV Financial Aid policies, descriptions of academic programs and names of faculty, and accrediting agencies are described in the College's General Catalog.

OIPR also assists the Athletic Programs to produce an annual Athletic Equity Report. Such reports contain and disclose the athletic participation rates and financial support for athletes.

- b. Has the institution been the subject of any federal investigation related to any of the required disclosures listed in question 21?

Yes

No

- c. Does the institution have any findings from the Department regarding these disclosures?

Yes

No

- d. Explain any findings related to any of the required disclosures listed in question 21 and corrective action plans the institution may have put together to remedy the findings.

Not Applicable – DC does not have any findings relating to the required Student Right to Know and Equity in Athletic disclosures.

- e. Attach copies of the information disclosed to students and provide the web address where this information is made available to the public as **Appendix N**.

For more information see Federal Requirements 34 CFR §668.41, 668.45, 668.48, and 668.8.

Related HLC Requirement: Assumed Practice A.6.

22. Satisfactory Academic Progress and Attendance Policies. The institution is required to have a Satisfactory Academic Progress policy and an attendance policy as part of the Title IV program.

a. Are these policies readily available to students?

Yes

No

b. Do they satisfy state or federal requirements?

Yes

No

c. Does the institution have any findings from the Department regarding these disclosures?

Yes

No

Explain any findings related to any of the required disclosures listed in question 22 and corrective actions that may have been required by the Department related to these findings.

Not Applicable – DC does not have any findings related to the Satisfactory Academic Progress policy and Student Attendance policy required as part of the Title IV Program.

d. Attach copies of the information disclosed to students and provide the web address where this information is made available to the public as **Appendix O**.

e. Are the policies being appropriately applied by the institution in individual student situations?

Note: HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies provide information to students about attendance at the institution.

Yes

No

For more information see Federal Requirement 34 CFR §668.34.

Related HLC Requirements: Criterion 3, Core Component A; Assumed Practice A.5.

23. Contractual Relationships. List any contracts related to academic programs with third-party entities not accredited by a federally recognized accrediting agency. Attach as **Appendix P**. Include the name of the provider, the name of the relevant academic program, what the provider does, the dates when the relationship starts and ends, and the date it was approved by HLC if required.

(The institution should have previously disclosed to HLC all existing contracts and received approval for those contracts as required by HLC policy. Institutions can see the list of HLC-approved contractual arrangements on its Institutional Status and Requirements (ISR) Report. HLC's substantive change policy requires that the

institution notify HLC of any new contracts for up to 25 percent of an academic program, that the institution obtain prior HLC approval before initiating any contract for 25 to 50 percent of a program, and that HLC approve contracts for more than 50 percent of a program only in exceptional circumstances under strict scrutiny.)

For more information see Federal Requirements 34 CFR §668.5 and 602.22(a)(2)(vii).

Related HLC Requirements: Assumed Practices A.10–11.

24. Consortial Relationships. List any consortial relationships with other entities accredited by a federally recognized accrediting agency. Attach as **Appendix Q**. Include the name of the provider, the name of the relevant academic program, what the provider does, the dates when the relationship starts and ends, and the date it was approved by HLC if required.

(The institution should have previously disclosed to HLC all existing consortiums and received approval for those consortial arrangements as required by HLC policy. Institutions can see the list of HLC-approved consortial arrangements on its Institutional Status and Requirements (ISR) Report. HLC’s substantive change policy requires that the institution notify HLC of any new consortiums for up to 25 percent of an academic program, that the institution obtain prior HLC approval before initiating any consortiums for 25 to 50 percent of a program, and that HLC approve consortiums for more than 50 percent of a program only in exceptional circumstances under strict scrutiny.)

For more information see Federal Requirement 34 CFR §668.5.

Related HLC Requirements: Assumed Practices A.10–11.

Required Information for Students and the Public

25. Provide course catalogs and student handbooks. Attach as **Appendix R**.

26. Which sections of the institution’s website include required disclosure information? Provide the webpage name and link for each.

Student Consumer Information: https://www.dinecollege.edu/about_dc/the-higher-education-opportunity-act/

HLC Accreditation: https://www.dinecollege.edu/about_dc/accreditation/

HLC Higher Learning Commission: <http://www.hlcommission.org/>

Office of Institutional Reporting (OIPR) for Student retention and graduation rate:
https://www.dinecollege.edu/about_dc/institutional-planning-and-reporting/

27. What policies and processes does the institution have in place to ensure required information for current and prospective students about institutional programs, fees, policies and related required

information is accurate, timely and appropriate? Attach copies of these policies and procedures as **Appendix S**.

DC has an active Committee who is assigned to maintain updates of institutional programs, fees, policies, and related information for current and prospective students. The 2017-2019 General Catalog, pages 12-20, includes information relevant to Admission Policies and Procedures, Academic Advising, Student Orientation, Tuition and Fees, Refund Policies, Attendance Cost, Residential Life Program, etc. (Reference: DC, 2017-19 General Catalog).

For more information see Federal Requirement 34 CFR §602.16(a)(1)(vii).

Related HLC Requirements: Core Component 2.A, 2.B; Assumed Practice A.5.

Advertising and Recruitment Materials and Other Public Information

28. Do the institution's advertisements and recruiting materials provide accurate, timely and appropriately detailed information to current and prospective students, and is information about the institution's accreditation status with HLC and other accrediting agencies clear and accurate? If the institution has been placed on a sanction or its programmatic accreditation has been withdrawn, do the disclosures accurately explain this information?

Yes

No

Provide copies of these advertising and recruiting materials as **Appendix T**.

29. Which sections of the institution's website include advertising and recruiting information? Provide the webpage name and link for each.

Web link for DC's Marketing and Communications:

https://www.dinecollege.edu/about_dc/marketing-and-communications/

Web link for DC's Recruitment:

<https://www.dinecollege.edu/recruitment/>

30. What policies and processes does the institution have in place to ensure advertising and recruiting information to current and prospective students about its programs, locations and policies is accurate, timely and appropriate? Provide copies of these policies and procedures as **Appendix U**.

Appendix U: DC Marketing and Recruitment Plan (Draft Copy).

31. What webpage displays the Mark of Affiliation on the institution's website? Provide a link.

The webpage that displays the Mark of Affiliation for DC's website can be found at:

https://www.dinecollege.edu/about_dc/accreditation/

For more information see Federal Requirements 34 CFR §602.16(a)(1)(vii) and 602.23(d).

Related HLC Requirements: Core Component 2.B; Assumed Practices A.5, A.7.

Review of Student Outcome Data

Institutions in their program review and institutional improvement processes are required to consider student outcome or performance data on the full range of their offerings where such data are available. Data can be at the institutional or the program level. Student achievement data typically include retention rates, graduation rates, licensure exam pass rates, employment rates, acceptance to further study or other similar information.

32. How does the institution gather or receive information about student outcomes from academic programs across the institution?

OIPR and the Office of Assessment collaborates on continuously exchanging academic program student outcome following the 2016-2019 Program Review schedule outlined in the Academic Program Review – Guidelines and Criteria. During these reviews, OIPR provides historical student outcome data trends following a set criteria data that is outline and provided to leadership and faculty. These data outlines include information such as enrollment by cohort, retention, graduation, etc.

Assessment data is produced by Academic Programs and housed in the College's shared drive located on the institution's server. Each semester, faculty complete annual assessment days and review assessment reports that include analysis and detailed actions.

33. List the types of student outcome data available to the institution. Provide this information in the space below or attach as **Appendix V**.

Academic Program Review reports – produced by faculties under each Academic Programs/Schools

Data Dashboard, outlined by the Common Data Set – produced by OIPR;
<http://hooghan.dinecollege.edu:6700/idashboards/?guestuser=quest>

Warrior Web Data Repository – produced by OIPR

Academic Assessment Reports – produced by Academic Affairs

34. Explain how information about student outcomes informs planning, academic program review, assessment of student learning, consideration of institutional effectiveness, and other topics.

DC uses Strategic Planning Online (SPOL) system to collect all department goals and objectives. The overall progress of the institution's annual goals and objectives are published on the DC Warrior Data Dashboard at: <http://hooghan.dinecollege.edu:6700/idashboards/?guestuser=quest>.

Under the Achieving the Dream (ATD) organization, DC developed annual goals to address areas of student retention and graduation concerns, as well as enrollment and course scheduling (*Reference: DC Student Retention Plan, August 15, 2016*).

Lastly, the Navajo Nation annual goals also allows the institution to develop and study student cohorts to measure improvements (*Reference: Diné College, Navajo Nation Quarterly Reports, Fiscal Year 2017-2018*).

35. The federal government is increasingly concerned that institutions and accreditors are taking into account federal metrics in the review of student outcome data. These metrics are best found in the [College Scorecard](#). Explain how information from the Scorecard is incorporated in the institution's review of its student outcome data. Please note the loan repayment rate identified on the Scorecard and explain how the institution uses this metric in its review of its own data.

The College Scorecard is often referenced and the data is shared on the DC Warrior Data Board regarding institutional cost and graduation rate. The data is compiled and presented to the Board of Regents (for example, the Retention and Graduation Rate for Institutional Compliance Reporting).

For more information see Federal Requirement 34 CFR 602.16(a)(1)(i).

Related HLC Requirements: Core Components 4.A–C; Assumed Practice C.6, C.7.

Publication of Student Outcome Data

Student outcome data should be made available to the public through the institution's website—for instance, linked to from the institution's home page, included within the top three levels of the website or easily found through a search of related terms on the website—and should be clearly labeled as such. Any technical terms in the data should be defined, and any necessary information on the method used to compile the data should be included. Data may be provided at the institutional or department level or both, but the institution must disclose student outcome data that address the broad variety of its programs.

36. Are student outcome data published on the institution's website following the specifications above?

Yes

No

37. How does the institution ensure that the publication of these data accurately reflects the range of programs at the institution?

The Office of Institutional Compliance uses freeze data. The freeze data includes Course Census dates and data extracted from the student information system.

38. Provide a link to the webpage(s) that contains the student outcome data.

- 1) https://www.dinecollege.edu/about_dc/institutional-planning-and-reporting/
- 2) <http://hooghan.dinecollege.edu:6700/idashboards/?guestuser=guest>

Related HLC Requirement: Assumed Practice A.6.

Standing With State and Other Accrediting Agencies

39. List any relationships the institution has with a specialized, professional or institutional accreditor or with any governing or coordinating bodies in states in which the institution has a presence. Note whether the institution or any of its programs is on a sanction, is provisionally approved or has lost status with any state agency or accrediting body.

DC does not have association with other accrediting agencies.

Provide the most recent comprehensive evaluation report and action letter from each institutional or specialized accrediting agency as well as any interim monitoring prepared for that agency. Attach as **Appendix W**.

40. Explain how the institution makes its standing with state agencies and accrediting bodies available to students. Provide samples of those disclosures as **Appendix X** and indicate the web address where students and the public can find these disclosures.

Not Applicable - DC does not have association with other accrediting agencies.

For more information see Federal Requirements 34 CFR §602.28, 34 CFR 668.41, and 668.43.

Related HLC Requirements: Core Component 2.B; Assumed Practices A.7, C.4.

Public Notification of Opportunity to Comment

The institution is responsible for publishing a notice about the visit to its constituents no later than two months before the peer review team's on-site visit and instructing constituents that they can send comments to HLC. Local newspapers, institutional websites and alumni magazines are appropriate choices of media in which to solicit public comments. Notices of the opportunity to comment should reach all constituencies but should not unduly burden the institution. Notices of the visit should be published following the format prescribed in the [Procedure on Third-Party Comments](#).

Notices should include:

- The purpose and dates of the visit.
- The institution's accreditation status with HLC.
- An invitation to send written, signed comments directly to HLC.
- Contact information for HLC.

Notices should specify that comments must be sent to HLC no later than four weeks before the start of the visit. The comments are compiled by HLC staff members and sent to the evaluation team and the

institution three weeks prior to the visit. As third-party comments are an important part of the comprehensive evaluation, HLC also reviews and forwards comments received after the deadline has passed and during the visit.

In cases where comments are of a sensitive nature, HLC ensures that the commenter is aware that comments are typically forwarded to the institution and the evaluation team with identifying information intact. In some cases, HLC may redact the identifying information of the commenter or summarize the comment.

41. Submit a list of constituencies that have received the notice of opportunity to comment. (These groups may include students, parents, alumni, taxpayers, donors, community groups and local businesses.)

Refer to Appendix Y

42. What media did the institution use to solicit comments?

- 1) Survey
- 2) Facebook
- 3) Listening Sessions (Face-to-Face, and ITV)
- 4) Navajo Times Newspaper (Populations: General Public)

43. Attach a copy of the notices as **Appendix Y**.

Competency-Based Programs, Including Direct Assessment Programs, and Faculty-Student Engagement

Note: The definition of competency-based and direct assessment programs (as taken from 34 CFR §668.10) can be found on [HLC's website](#).

44. Does the institution offer any direct assessment programs, as defined in 34 CFR §668.10?

- Yes
 No

Note: HLC policy and federal regulations require that direct assessment programs be reviewed and approved by the accrediting agency before they are initiated. Contact your HLC staff liaison if the institution offers direct assessment programs that have not been approved by HLC.

45. Does the institution offer any competency-based programs?

- Yes

No

46. Provide a list of direct assessment or competency-based programs offered by the institution.

Not Applicable

47. How does the institution ensure that faculty in these programs regularly engage with students?
Please respond to the following questions:

a. Do the faculty members initiate communication on some regular basis with the students in the course(s)? If yes, provide examples of how and when this occurs in each program.

Not Applicable

b. Do the students have a responsibility to initiate communication with the faculty members on some regular basis that is at least equivalent to contact in a traditional classroom? If yes, provide examples of how and when this occurs.

Not Applicable

c. Describe the manner in which faculty respond to questions from students about the academic content of the program. Describe the interaction between faculty and students about demonstrating competencies in the program material.

Not Applicable

d. Demonstrate that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, written and oral communication abilities, etc., in the context of the course(s) in question with appropriate guidance by faculty.

Not Applicable

e. Demonstrate that in the tasks mastered to assure competency, faculty and students interact about core ideas, important theories, current knowledge, etc., in the context of the course(s) in question with appropriate guidance by faculty.

Not Applicable

List of Appendixes

Please read each section of this document carefully for instructions on the information and material to be included in these appendixes. Appendixes displayed in italics are optional; the institution may provide the required information either by entering it into this form or by attaching it as an appendix.

Assignment of Credits, Program Length and Tuition

Appendix A..... [Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours](#)

Institutional Records of Student Complaints

Appendix B..... *Institutional complaint policy and procedure, and web address*

Appendix C Complaints received since last comprehensive evaluation and their resolutions

Publication of Transfer Policies

Appendix D Published transfer policies

Appendix E..... List of articulation agreements, and web address

Appendix F..... *Evidence that decisions regarding transfer align with disclosed policy*

Practices for Verification of Student Identity

Appendix G Disclosures of additional costs related to verification, and web address

Title IV Program Responsibilities

Appendix H Most recent program review or other inspection or audit reports since last comprehensive evaluation

Appendix I Correspondence with the Department and other documents explaining the institution's general program responsibilities

Appendix J Correspondence with the Department and other documents explaining the institution's actions in response to concerns regarding its financial responsibility requirements

Appendix K..... Correspondence with the Department related to default rates and any required default rate management plan

Appendix L Samples of loan agreements and disclosure information

Appendix M Disclosures to students about campus crime information, athletic participation and financial aid, and web address

Appendix N Disclosures to students required by student right to know/equity in athletics responsibilities, and web address

Appendix O Disclosures to students about satisfactory academic progress and attendance policies, and web address

Appendix P..... List of contractual relationships

Appendix Q List of consortial relationships

Required Information for Students and the Public

Appendix R Course catalogs and student handbooks

Appendix S..... Policies and procedures to ensure required information is accurate, timely and appropriate

Advertising and Recruitment Materials and Other Public Information

Appendix T Advertising and recruiting materials

Appendix U Policies and procedures to ensure advertising and recruiting information is accurate, timely and appropriate

Review of Student Outcome Data

Appendix V..... Types of student outcome data available to the institution

Standing With State and Other Accrediting Agencies

Appendix W..... Comprehensive evaluation reports and action letters from and interim monitoring prepared for institutional and specialized accrediting agencies

Appendix X..... Sample disclosures of institution’s standing with state agencies and accrediting bodies, and web address

Public Notification of Opportunity to Comment

Appendix Y..... Notices of opportunity to comment