

Assurance Argument Diné College - AZ

10/1/2018

1 - Mission

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

1.A - Core Component 1.A

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

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

Argument

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

Diné College's (DC) [mission](#) has been the guiding statement behind the institution's decision making since its development. The mission statement is a living, active, guiding statement for all departments and programs at the multi-sites. The institution is a direct reflection of the mission statement, evident in the programs offered, budgeting priorities, campus demographics, as well as the main [campus geography and architectural layout](#). The mission statement appears in many places on the campus and in DC documents.

Diné College's Mission document, the [Planning Framework](#), explains the unique nature of the College's foundation as an educational institution:

The Diné People have had an education system in place since the beginning of time. That system is woven in songs, prayers, ceremonies, and oral storytelling of the Diné Creation Story, which frames the story of Diné College. In this way, the story of Diné College comes from the womb of Mother Earth, Father Sky, sacred mountains, darkness and day, white and yellow corn, Corn Pollen Boy, Beetle Girl, Changing Woman, First Man and Woman, fire, water, and air.

Diné College was established in 1968 as the first tribally-controlled community college in the United States. In creating an institution of higher education, the Navajo Nation sought to encourage Navajo youth to become

contributing members of the Navajo Nation and the world society. The mission of Diné College is to advance quality post-secondary student learning and development to ensure the wellbeing of the Diné People.

Diné cultural history is rooted in the male-female dualism guided by the Protection Way and Blessing Way of teaching. These teachings frame the mission and core educational models of the College. Protection Way teachings protect one against the imperfections of life, corruption, and evil. 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 hózhó, bringing female and male teachings together and complementing all of life around us. These teachings give us the Diné Life Standards for walking in beauty and harmony with the world order:

- Beauty Before Me. Planning short- and long-term goals for the journey of life.*
- 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].*
- Beauty Below Me. Connecting with Mother Earth in relation to Diné and Western knowledge.*
- Beauty Above Me. Connecting with Father Sky in relation to Diné and Western knowledge.*
- Beauty All Around Me. Connecting with the environment and universe in relation to Diné and Western knowledge.*
- With Beauty I Speak. Integrating Diné and Western knowledge sources.*

"Through these teachings, I am Sa'ah Naaghái Bik'eh Hózhóón. I will have knowledge, K'é, balance, and strength."

Sa'ah Naaghái Bik'eh Hózhóón is central to Diné College. Based on the fundamental teachings of the Diné People, Sa'ah Naaghái Bik'eh Hózhóón 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:

- Nitsáhákees (Critical thinking)*
- Nahat'á (Planning)*
- Iiná (Implementation), and*
- Sihasin (Reflection and Assurance)*

Sa'ah Naagháí Bik'éh Hózhóón guides Diné College's Mission, Vision, Principles, and Values.

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.

DC's mission statement was developed utilizing indigenous Diné principles described above and in our [Planning Framework](#): *Nitsáhákees, Nahat'á, Iiná, and Siihasin*. These principles are derived from the unique Diné paradigm that asserts an understanding of the universe, elements and processes therein, and outlines steps to achieving balanced and effective outcomes to any situation, plan, or issue. These principles were given to the Diné by the Holy People (Diyin Diné'e), during time immemorial. Elders teach contemporary Diné that the principles were used to traverse various calamities and are the basis for all ceremonial life then and now. One of the most clearly evident examples of this process is exhibited in the main campus building layout. The Ned Hataalii Center is in the east to promote new thinking. The Gorman Building is located in the south to demonstrate scientific planning. The Dorms are located in the west to indicate life lived. The gym and cafeteria are located in the North to signify regeneration (reflection).

In short, the College's four principles involve students, faculty, staff, administrators, and stakeholders in a cyclical process of thinking, planning, implementing, and reflecting. The college previously mandated Diné Educational Philosophy courses for all employees. There are currently plans to begin offering these courses again or order to teach employees how Diné philosophy works and applies to teaching students. The Planning Framework addresses the approach to the mission using Diné Values:

Strategic Planning using Nitsáhákees, Nahat'á, Iiná, Siihasin. The application of Nitsáhákees, Nahat'á, Iiná, and Siihasin 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.

In accordance with this process, in 2012 the Board of Regents (BOR) initiated a review and revision of the College's mission, and tasked the Planning and Accreditation Committee (PAC), whose members are appointed by the President, with carrying it forward. PAC, in turn, worked with the BOR to

explore, draft and refine the mission, and involved the DC community through [public hearings](#) ([doc 2](#), [doc 3](#)) for feedback and input. The mission was adopted by the Board of Regents on June 22, 2013 and had been established for the four-year cycle and applied through 2018 and thereafter. The Planning Framework is open to periodic revisiting and potential revisions and improvements. The DC mission, vision, and principles each appear articulated in Navajo first, then English.

The Mission and Vision read:

College mission. Diné bina'nitin áyisíí ásiláago binahjí', ólta'í na'nitin náasjí' yee ínááhwiidooł' áłígíí yéego bidziilgo ádiilníł, áko Diné nilínígíí t'áá ałtso yá'át'éehgo bee bił nahaz'ąą dooleeł 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. Nihí'ólta'gi, Diné Bibidziilgo Ólta'gi na'nitin ał'ąą ádaat'éii ólta'í bee nanitinígíí dóo t'áá ha'át'íí shíł bee bıká aná'álwo'ígíí bidziilgo dóo bohónéedząągo ádiiníł niidzin. Díí binahjí' Diné bi'ólta'gi óhoo'aah ts'ídá bohónéedzánii bee bił haz'á íłjı dooleeł. Our vision is to improve continuously our programs and services to make Diné College the exemplary higher education institution for the Diné People.

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

T'áá hó ájít'éego. Excellence and self-initiative in problem-solving, compassion, setting clear goals, and establishing positive working relationships.

Ahıł na'anish. 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.

İł Ídlı. Respecting the cultural, racial, and gender diversity of the Diné People, maintaining safe, courteous, respectful, and positive learning environments, and valuing inclusiveness.

İł Ééhózin. Understanding, thoughtfulness, competence, confidence, conscientiousness, and reflectivity for serving the needs of the Diné People.

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

The mission statement of DC serves as a reliable compass for the ongoing navigation and implementation of its purpose as expressed through its various activities and priorities, including its academic programs, student support services, and enrollment profile.

[Academic Programs](#). To accomplish the DC mission-oriented goal in support of student life, the College offers a variety of academic programs. The College prepares students for both careers and transfer by offering [8 Certificates, 19 Associate and 8 Bachelor degrees](#) to serve its uniquely diverse student body through higher education and to facilitate preservation of its rich cultural traditions. 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 is also a wealth of the Diné language and cultural courses offered and a degree program in Associates of Arts in Diné Studies and a newly approved [Bachelor of Arts in Diné Studies and Navajo Language](#). In addition, many of the courses align both Diné and Western concepts for student learning. Furthermore, students are taught using the Diné Pedagogy of Learning Paradigm (Think, Plan, Life, and Hope) to resolve work and life barriers.

Current academic programs and student support services are established to nurture quality student learning and positive human development while focusing on the Diné cultural heritage through the mission statement. The academic programs and student support services are comprehensive to support the College mission. Future educational programs ensure the same mission-driven outcomes are kept in mind. The [Curriculum Committee](#) is charged with approving new courses and programs, and has requirements that all proposals must meet specific standards of application of the College Principles of SNBH (explained above).

The mission statement of the Academics department is:

In harmony with the mission and vision of Diné College, the purpose of the Academic schools are 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.*

[Student Services](#). Student Services, driven by 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.

DC's enrollment profile shows that its mission is being fulfilled. The profile for Annual Year 2017-2018 ([IDashboard](#)):

- 97% of students are Native American or Alaska Natives.

- 3,388 Enrollment Count Overall
- 582 Semester Head Count
- Student range in age from 15 to 50 and older
- 170 Male students and 412 Female students
- 48% are at the main Tsaile Campus

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.)

DC's mission is part of the fabric of the institution. Faculty and staff keep it centrally in mind as they deliver courses to support and meet student needs. The College employs an instruction-first methodology to resource allocation, which demonstrates its commitment to the mission, promotion, and advancement of "*post-secondary student learning and development.*" Academic schools (formerly divisions) classified in the College's General Fund budget within a grouping entitled, "*Instruction*" ensures that resources are used to support academic endeavors for courses and programs.

DC's planning process is tied directly to its mission, as described in the [Planning Framework](#). Department and school objectives are prioritized based on their association to the College's [Strategic Goals 2017-2021](#) and

Objectives, which were developed based upon the College's Mission:

1. *Diné Identity - Advance the institution's Diné identity.*
2. *Student Success - Promote student success and development.*
3. *Financial Health - Strengthen financial health & self-reliance.*
4. *Institutional Transformation - Promote effective communication and accountability.*
5. *Technology - Expand effectiveness and efficiency using technology.*
6. *Nation Building - Cultivate Diné Nation building.*

Sources

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1.B - Core Component 1.B

The mission is articulated publicly.

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

Argument

1B. The mission is articulated publicly.

The College provides access to its mission publicly through a variety of outlets, including the [catalog](#), [web-based access](#), radio stations, [social media](#), video clips, emails, and various physical print media dissemination. [Newspapers](#), magazines, journals, research articles, billboards, publications, posters, banners, and [brochures](#) are routinely printed with [Navajo Times](#), [Gallup Independent](#), and [The Farmington Times](#) to publicize College meetings, activities, events, ceremonies, registration, and job opportunities. Information is also posted all 110 chapter house locations throughout the Navajo Nation (NN).

The mission statement has always been *Sa'ah Naaghái Bik'eh Hózhóón* which has historical meaning and has been in place since 1968 at the college. *Sa'ah Naaghái Bik'eh Hózhóón* has been in place since before the Emergence and the planting of the sacred mountains demarcating the traditional homeland as understood in Diné Creation. 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.

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 comprehensive response is listed in the previous answer. The empirical evidence of the [Mission Statement](#) Dissemination is as follows.

[College Catalog](#) and [Online Catalog](#). The various handbooks of the college also articulate the mission clearly (Student Handbook, [Faculty Handbook](#), and [Personnel Policy Manual](#)).

Social Media: [Facebook](https://www.facebook.com/DineCollege/) <https://www.facebook.com/DineCollege/>
[College Website](http://www.dinecollege.edu/about/about.php) (<http://www.dinecollege.edu/about/about.php>).

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.

Board of Regents Annual Reports. Reviewed by the BOR as well as the chartering entity the Navajo Nation Council. Mission implemented through multi-sites development, scholarships, financial management, academic programs, faculty support, and student support services.

Marketing Products. Dissemination through venues listed in the previous answer.

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.

The mission statement is manifested in the focus of the College to provide excellent education and services. The most prominent documents containing the mission are the academic catalogs. The College mission concepts are evident in the *Planning Framework* (see the Strategic Goals and Objectives in 1.A.3 above). The mission of DC is to apply the idea of *SNBH* in its educational mission to advance quality student learning. DC operates with integrity, commitment, and a desire to meet the Diné-centered mission through its instruction, scholarship, research, creative works, public service, and economic development with a cultural purpose. *SNBH* 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, NN council and Navajo people for the students. From this perspective, Diné College is responsible for providing quality and culturally founded higher education programs and courses:

- *Diné-based principles of Nitsahakees (thinking), Nahat'a (planning), Iinǎ́(living), and Sihasin(awareness).*
- *The study of Diné language, history, and culture in the Diné Studies including the General Education program as a core component. The student learning outcomes show successful transfer to regional universities and employment within student chosen fields.*
- *The preparation for further studies and employment in a multicultural and technological world.*

- *Fostering social responsibility, community service, and scholarly research that contributes to the social, economic, and cultural well-being of the Navajo Nation and eventually the communities in which graduates reside.*

Diné language and culture concepts appear in the Strategic Planning Goal #1, Diné Identity. In addition, the College actively works to promote the Diné aesthetic principles of *SNBH* throughout its everyday interactions, which helps to sustain positive student development and the well-being of the Diné People.

Research/Application of Research

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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.

As referenced in the sections above, the academic catalogs describe clearly both the mission of DC and its intended constituents. To accomplish the mission, DC functions as a Tribally Controlled institution of higher education, offering Bachelor's degrees and Associate's degrees with several concentrations to students, while providing certificate programs to meet a wide

variety of training demands. These programs are designed to challenge students to explore, understand, and acquire the skills necessary for employment and/or transfer.

The foundation of the [Planning Framework](#) speaks to internal constituents of the College's programs and services, the Diné, and addresses the fundamental values of the programs. The nature and scope of learning experiences and opportunities for development provided by the College emphasize through the College's Principles and Values stated in 1.A.1.

Sources

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1.C - Core Component 1.C

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

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

Argument

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

As a tribal institution, the College, plays a special role in serving diverse society. The institution is a diverse institution, serving the Native American communities and serving the larger society as a whole. The College values the Diné-driven mission while maintaining a multicultural perspective of its diverse population, including students, faculty, staff, administrators, and BOR. 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](#).

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

The College Mission, Vision, Principles and Values statements make it clear that students need preparation to participate in communities both within and outside the Navajo Nation. In particular, the College's multi-cultural identity emphasized in the concept of "*Il 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 *Il idli* and other unique Diné principles, DC collectively carries forward the understanding of the relationship between the mission and the diversity of society.

DC functions well and succeeds in a multicultural society and successfully collaborates with other institutions of higher education to benefit the students as evident through our MOUs ([NAU](#), [UA](#)).

As a member of the [American Indian Higher Education Consortium \(AIHEC\)](#) and the [American Indian College Fund \(AICF\)](#), DC collaborates with other Tribal Colleges and Universities (TCUs) to increase awareness about the tribal colleges and the needs of Native students.

Furthermore, DC is directed and guided by the tenets of the Diné Philosophy of Learning. These tenets embrace the values and concepts of traditional Navajo knowledge that foster an environment of harmony and beauty, for learning, growth, and development.

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.

A diverse student body, supported by a multitude of stakeholders, and a wide range of ideas are the most critical elements of DC serving as the “*higher education institution of the Navajo.*” The College serves a predominantly Navajo student body, based on relative geographic isolation. The purpose of DC is to maintain the Navajo language and culture, while preparing students to be leaders in many sectors of the Navajo Nation and beyond.

Student Support Services. DC Student Support Services provides programs and services that support students' diverse experiences through various student groups, including [veteran's services](#), women's interest groups, and services as recommended by the [American with Disabilities Act \(ADA\)](#). Given its significant number of students with families, DC provides family housing and daycare services.

Student Clubs. DC 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 ([AISES](#)), Gay-Straight Alliance, [Azee' Bee Nahaghá](#) (formerly Native American Church), as well as [others](#). Additionally, all students at the College are members of the Associated Students of Diné College ([ASDC](#)), which is the institution's student government body.

Sources

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1.D - Core Component 1.D

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

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

Argument

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

From the College's inception 50 years ago, it has made in good faith attempt to demonstrate its commitment to the greater NN. A crucial part of the mission is "*to ensure the well-being of the Navajo Nation.*"

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.

Many actions and decision have been made through the years at DC that serve the public and reflect its public obligation. Navajo philosophy, simplistically understood within Sa'ah Naaghai Bihé Hozhoon, contains the notion of K'é. This idea can be loosely translated as clan based relations. If the earth is our mother, than we owe a huge obligation to her nurturing as human beings regardless of our ethnic origin. Our obligation, then, is to teach all of the children of mother earth to care for her in a good way that displays reverence. This is our obligation to the public good.

Complementing its role of serving the Navajo Nation, DC conducted an [environmental scan \(doc 2\)](#) that guides the institution to further academic program developments. DC's two bachelor's programs, in Business Administration and Education, were developed in response to the needs of the Navajo Nation. Furthermore, the additional six bachelor degree programs were developed based on student needs. The programs offered at DC serve the Navajo Nation and the students seeking employment both on and off the reservation.

DC also made strides in serving high school students in the development of dual credit programs that are now available to schools in New Mexico and Arizona. The dual credit courses are taught at DC or a high school campuses. The high school courses align with the DC curricula and students earn college credit immediately upon successful course completion.

Adult education is another area in which DC has demonstrated a commitment to serve the needs of its adult community, and GED programs administered at three of its multi-sites. Courses offered through DC vary from Navajo Language, Mathematics and Freshman English.

Also, DC's Diné Policy Institute and 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. DC also submits [quarterly reports](#) to the NN with specific outcomes related to its goals on supporting the greater Diné public.

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.

DC does not have private or public investors and has no other parent organization than the NN, 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.

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.

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

Local chapter involvement. DC staff from multi-sites attend Navajo Nation Chapter meetings ([110 Navajo Nation Chapters](#)) to inform the local community members of DC's educational plans as needed.

Dual Credit. DC collaborates with local high schools within New Mexico and Arizona to recruit and enroll dual credit students.

Diné Policy Institute. The mission of Diné Policy Institute (DPI) 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.*” DPI partnered with the Navajo Nation government to assist with the [historical restructuring](#) in 2010-2011. DPI also partners regularly with Diné communities. For example, the [Diné Food Sovereignty Initiative](#), a multi-year project aimed at empowering the Diné people in all aspects related to food systems for Navajo Nation. Globally, DPI authored and published an article on the impact of the most talented Navajo citizens being drawn away to locations outside of the Sacred Mountains. This research, groundbreaking in its scope, called for an end to Navajo Brain Drain. Other examples are in the [abstract](#) of Diné Policy Institute Research Projects and Reports.

Land Grant Office. As a 1994 Land Grant Institution, DC partnered with Navajo Nation governmental agencies, non-governmental agencies, communities, and individuals. Land Grant Office (LGO) provides community outreach services in the areas of youth development, health and wellness, agriculture and natural resource management.

Annually, the LGO staff provides outreach services to various schools in the form of presentations on agriculture, equine science, school gardens, and culturally relevant topics. Each year, LGO provides hands-on educational opportunities to more than 1,500 farmers and ranchers. In addition, LGO's provides environmental and agricultural youth camps for students from across the Navajo Nation. Furthermore, LGO has offered informational presentations to more than 25% of the 110 Navajo Nation chapters.

Advisory groups. The Advisory Councils, for the Schools of Center for Diné Teacher Education and the Business, provide guidance, feedback, serve as advocates, and facilitate resource acquisition for the Bachelor of Arts in Business Administration and Bachelor of Arts in Elementary Education. Membership consists of program graduates, 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, DC demonstrates its commitment to the well-being of the Navajo People, as stated in the mission. DC promotes the public right irrespective of cultural identity. The mission of the College supports the value of its resources in providing quality education. In 2018, DC hosted the fourth presidential forum providing a venue for the Navajo citizens to make an informed decision on their future leaders.

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.

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1.S - Criterion 1 - Summary

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

Summary

SUMMARY

The mission of Diné College was developed from traditional Diné cultural principles and with extensive consultation with elders and medicine people. 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. DC committed to "*ensuring the well-being of the Diné people,*" in accordance with its mission.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Argument

2A. 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.

DC operates with integrity across all employee positions and through the guidance and policies of the BOR. Policies and procedures are founded on the integrity of the College, in regards to addressing conflict of interest and explicit policies for different constituent groups. DC also functions holistically under the mission, vision, and values of the institution. The BOR bylaws allow the board to manage decisively on the basis of integrity. These bylaws have provided the institution with the framework to function with compliance of the NN, shared governance, and transparency. DC follows the BOR's guidance to ensure there is an institution-wide system of policies and procedures that are aligned directly to multi-sites.

[Ethics Training](#) has become a component of work sessions to ensure the BOR 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. The training also includes the development of financial policies, investment, fiduciary responsibilities, and the legal obligations of the BOR.

[Diné College Values](#) are as follows: T'áá hó ájít'éego, Ahił na'anish, Ił Ídlí, and Ił Ééhozin. This might be understood in English as, "If it is to be, it is up to me" These values are incorporated into the following areas:

Financial Integrity. Diné College operates and abides by the financial policies and procedures of federal, state (Arizona and New Mexico), and Navajo Nation laws. DC is compliant with all relevant laws and regulations that govern (or relate to) higher education and its operations.

The Finance and Accounting Department details all financial reports, including audits, financial statements, and all internal budgets, directly to the President and the BOR. 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 to meet reporting standards. DC documents and tracks all audit concerns addressing discrepancies as needed. This also allows for continuous development, accountability, and the establishment of best practices. Based on the [2017 audit report from KPMG](#), the College maintains United States standards of generally accepted accounting principles. With financial and political support from the Federal and Navajo Nation governments, the economic outlook for DC is 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 specific to each financial structure, extending to each of the DC multi-sites. Student billing information is also reviewed and processed to ensure all student information is updated and on file.

The Finance and Accounting Department 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](#) and [related fees](#) are documented on the [DC webpage](#) and the [Course Catalog](#). 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](#) 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 BOR 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 [2017-2021 DC Strategic Goals](#) 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 Budget Coordinator to monitor budget reports and expenditures. The OIPR provides strategic planning training and offers a [guidebook](#) as an additional reference.

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

Academic purposes, roles, and responsibilities are guided by a cooperative process between the faculty, administration, and the BOR. In 2014, the [DC Faculty Handbook](#) was approved and summarizes the requirements and accountability of 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 BOR. 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.

The initial [Dual Credit Policies and Procedures](#) were finalized and approved by the DC BOR Regents in 2016. The policies and procedures are reviewed and approved each academic year to meet the requirements of the Higher Learning Commission, DC, the Arizona Department of Education, and the New Mexico Department of Higher Education. The DC Dual Credit Policies and Procedures are standardized to ensure following an equitable protocol because 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. These updated and revised Dual Credit Policies and Procedures were also approved with the [DC Dual Credit Guidebook](#). 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 BOR. The policies outline the purpose and guideline for distance education courses and delivery. The policies and procedures comprise guidelines for technology based instruction, assessment, and infrastructure. The policies also outline faculty development and training for curriculum to be 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.

The DC [Student Code of Conduct](#) was approved by the BOR in 2008. DC students are 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](#). It is important that faculty use and reference the Student Code of Conduct when encountering academic dishonesty in classes and during advising.

Technology is an essential component of instructional and Academic Integrity. DC has developed and approved [Technology Policies and Procedures](#) to safeguard the usage of technology for academic purposes. 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, DC technology infrastructure and data management systems to ultimately be used for academic priorities.

Personnel Integrity. In order to maintain personnel integrity, the DC Department of Human Resources (DHR) manages the employment, contractual classification, and organization systems for employees. DC employs four levels of employees: administration, faculty, staff, and student

employees. Personnel Policies and Procedures Manual ([PPPM](#)) sets policy of ethical rules and practices for the DHR. DHR ensures compliance with federal, state (Arizona and New Mexico), and Navajo Nation employee laws and regulations, specifically with employee relations, professional development, compensation and benefits.

The faculty and the DC BOR approved the [Faculty Ranking Handbook](#) in 2018. The handbook ensures DC has a faculty ranking system in due course of the pursuit of university status. This is essential in order to recruit and retain quality, experienced faculty. DC supports equitable pay scales based on education, credentials and experience. The handbook defines faculty ranking guidelines and requirements, eligibility, and committee responsibilities.

Each year, supervisors and Academic Deans are responsible for evaluating staff and faculty in accordance with the [PPPM](#) protocol. Supervisors must provide a written, thorough evaluation with valid reasoning. Supervisors are required to go over evaluations with the respective employees for improvement purposes and to answer any questions. 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 School Dean. These evaluations can impact a faculty contract and pay scale advancement. Faculty are assessed by a peer reviewer from a member of their school, formerly known as divisions.

Upon hire, a DC employee is empowered with all the rights, responsibilities, and processes outlined within the PPPM. DHR coordinates, tracks, and documents, all trainings hosted by their office on a [monthly and annual schedule](#), 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.

[Training](#) is continuously offered based on federal compliance, need, and request from employees. Training [documentation](#) is housed within DHR and used, in part, to determine pay raises and higher classification.

DHR 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
- Rape Aggression Defense (RAD) Basic Physical Defense for Women Program

DC abides by all federal, state, and Navajo Nation employment laws and regulations set by the federal and Navajo Nation governments. DHR manages the processes for recruiting, interviewing, completing background checks, and hiring new employees. Based on the job description, processes have been established to recruit and advertise for DC employment internally, Navajo Nation wide, as well as nationally. The recruitment and hiring process is coordinated and maintained by the newly established [Recruitment and Retention Coordinator](#), who is responsible for ensuring applicants, hiring committees, and the College are obeying by the hiring protocol set forth by DC.

Auxiliary Functional Integrity. DC ensures supplementary services, resources, and activities are accessible to all students.

Students are encouraged to apply and sign a contract with the DC Residence Life Office to obtain student housing. The application ensures students are in good standing institutionally and have updated all necessary documents. Students and Residence Life staff are held accountable for abiding by the [Residential Life Handbook](#). In 2015, DC completed erecting and opening Family Housing, to accommodate students with children. These students and their families must abide by the same Residence Life Handbook. Each dorm building is supervised by a Residential Advisor, who has earned their position by earning an exceptional grade point average and demonstrating student guidance experience. All student dormitories are owned and operated by the College, in collaboration with the food service provider.

The DC Bookstore stocks a limited supply of hard copy textbooks and course supplemental materials. Most of the textbooks in the bookstore are for Diné Studies courses. These texts were created by DC faculty and staff over the years since there is no other way to furnish resources and course material on our unique philosophy. In 2017, DC established a contract with [Follet Books](#) to safeguard against lost revenue from overstocked textbooks. As a result, students can now buy or rent 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 has a New Mexico community college agreement to share library databases and resources through the New Mexico Library Consortium. This partnership allows students 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.

DC sponsors an intercollegiate athletic program that consists of Archery, Rodeo, and Cross Country. The College adheres to all 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](#), [Student Code of Conduct](#), and maintaining a Grade Point Average of 2.0. DC is responsible for reporting the Athletic program's finances and related data to the EADA to ensure gender equity in its athletic programs. All student athlete information, including athletic scholarships, staffing, and finances are [reported](#) per academic year. The report is accessible through the [DC Website](#).

DC's CSER committee manages safety compliance matters of all the multi-sites. The committee is compiled of members from Campus Security, Campus and Center Managers, staff, and faculty. DC discloses its [campus crime statistics](#) on the [DC website](#) in compliance 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. The report is compiled and submitted by OIPR. Furthermore, multi-sites directors and managers, in

collaboration with their local police departments, compile the crime statistics within their communities for reporting and transparency purposes.

CSER 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 multi-site emergency response plan. The Training sub-committee develops year-round [training](#) based on the needs of the students, personnel, and community members. The Communication sub-committee ensures appropriate information and notices are disseminated to the multi-sites.

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2.B - Core Component 2.B

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

Argument

2B. 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](#). The course catalog is edited and updated every academic year. Since Academic Year [2008-2009](#), the course catalogs have been available online; subsequently, the amount of hard copy 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](#). Students can search for enrollment requirements, degree and course information, financial aid, and information about the multi-sites.

Faculty and Staff. An electronic directory is created by DHR and lists faculty and staff based on the DC organizational chart. The listing reflects specific domain and contact information and is circulated to DC staff and faculty by DHR. Faculty names, with credentials, are listed in the course catalog, according to their academic discipline. Faculty are listed within the website, based on their [affiliated schools](#). Faculty contact information, emails, and office phone are listed but it is at the discretion of the faculty member to update their photograph and biography.

Costs to students. [Tuition](#) other [student fees](#) and [financial aid information](#) are listed on the DC webpage and within the [course catalog](#). The Financial Aid Office provides information to prospective students, current students, and parents, regarding federal and college requirements, eligibility, and scholarships. Information and deadlines are emailed 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 may receive an advanced voucher until necessary disbursement are awarded to pay for textbooks and supplies. Tuition, fees, and other expenses are paid to DC through direct payment, scholarships, Pell Grant, or other financial aid resources.

Control. DC is chartered as a nonprofit educational institution under the Navajo Nation, Title X, Navajo Nation Code, and Chapter 19. The Navajo Nation allows DC the self-sufficiency to

manage and develop programs that improve the quality of life for its students and for the citizens within the Navajo Nation.

With the implementation of the 2017-2021 Strategic Planning Goals, a tracking, accountability schedule, and reporting process have been executed. OIPR in partnership with the Finance and Accounting Department are responsible for the management of all budget and goal 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 budgets and goals are housed with OIPR. Each quarter, reports outlining completion of goals are described and assessed. Each budget manager has access to their budgets through the [DC website](#) and information on how to the strategic planning process through a [guidebook](#).

Accreditation Relationships. DC currently does not have any accreditation relationships. DC is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools and is clearly cited on the [DC website](#).

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2.C - Core Component 2.C

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

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

Argument

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.

Under the Navajo Nation, Title X, Navajo Nation Code, Chapter 19, DC must [report quarterly](#) and provide an [annual report](#) to the [Health, Education, and Human Services Committee of the Navajo Nation Council \(HEHSC\)](#).

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

BOR is autonomous in deliberations and actions and listens to all constituents, but confines its directives to the College President. BOR and the College President have been working on updating the College Charter to reflect current organizational needs and structures. BOR approved its [draft \(part 2\)](#) of the new charter and is now vetting it through the Navajo Nation legislative process.

The 2017-2021 DC Strategic Planning Goal #1, Diné identity, establish a foundation of values to ensure the preservation of language and culture within academia. With each new semester, the Diné Educational Philosophy of SNBH is incorporated into each [syllabus](#) presenting a fundamental conservation of the DC values.

Preserving the College. Examples of BOR's priority to preserve the College can be seen in its many fiduciary oversight functions:

- Approval of the annual operating budgets by BOR: [2014-2017](#)
- Expenditures equal or greater than \$65,000 requires BOR approval.

- All competitive bids must be in compliance with the [Procurement Policy](#).
- Approval of a master custody agreement for the endowment funds, in accordance with the [Investment Policy](#).
- Investment Committee membership are established in accordance with Investment Policy.

Enhancing the College. Examples of BOR's priority to enhance the College can be seen in its planning oversight functions:

- Approval of the Mission, Vision, Principles, and Values.
- Approval of the [Strategic Goals and Objective](#).
- Insistence on the connection between planning and budgeting.
- Approval of any Bachelor and Associate degree programs.
- Approval of all construction and renovations exceeding \$65,000.
- Other capital expenditures.
- Arizona State Bill (SB) 1238

The Board's agendas and minutes ([doc 2](#), [doc 3](#), [doc 4](#)) can be found on the [College website](#) and contain many instances of these oversight functions.

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.

BOR supports and fosters internal constituents, such as the DC student body, staff, administration, and the President. BOR 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 to the multi-sites.

BOR incorporates external constituencies as part of their Membership bylaws, Section VI. There are eight appointed BOR 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, HEHSC, and the student body President representing the Associated Students of DC. Each of the representatives are appointed by the Navajo Nation President to guarantee equity and interests are considered with [BOR](#) scheduled [monthly meeting](#) and [planning sessions](#). Although the BOR consists of majority external constituencies, the overall Board members represent diverse perspectives that positively impact internal and external constituencies' [decision-making](#) deliberations.

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 [bylaws](#), there are policies referencing conflict of interest, violation of Federal, Navajo Nation and College polices, and inappropriate relations with students and staff of DC. These regulations protect the Board and the College against undue influence.

[DC PPPM](#) addresses the Conflict of Interest and clarifies the relationship and roles employees have with internal and external stakeholders. It also prohibits employees' misuse of influence, benefits, and confidential information. These policies are also dictated by HEHSC and are also referenced in the Board bylaws, [Section V: Purpose](#).

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.

BOR Bylaws, [Section IV](#), Mission Statement, is aligned directly with the DC educational philosophy with academic precedence. The Bylaws, [Section IX](#), BOR empowers the President, to be accountable for all operations, including academics, planning, and fiscal matters.

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.

The Faculty Association is empowered by BOR to develop and approve academic policies and procedures that address the needs and concerns of the faculty, students, administration, and the College.

BOR 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 the schools. These processes allow faculty to develop equitable curriculum, expectations for students, and ensure the mission of the College is being followed.

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2.D - Core Component 2.D

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

Argument

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

Academic freedom is covered in the current Faculty Handbook ([Section 200.04](#)):

*Academic freedom at the College provides for freedom of expression within the context of the College's **Sa'ah Naagháí Bik'eh Hózhóǫ́n** mission. Academic freedom of voice and expression is defined in accordance with the beliefs and mores of the community which the College serves. Freedom of inquiry and freedom to dissent are consistent with the values of Diné society and with the intellectual vigor of Diné College.*

The College's Personnel Policies and Procedures Manual ([Section 200.04](#)) provides even more detail by distinguishing between off-campus activities, classroom inquiry, and work-related issues. All of these policies place academic freedom within the context of the College Mission and Values, which are traditional Diné cultural values.

While the major emphasis for our faculty is to teach, many faculty are routinely engaged in research publications. As we transition into a 4 year university, we expect research to grow and this will make academic freedom guarantees all the more necessary. DPI produces reports frequently and academic freedom is important to that department as their research is often political in nature.

Freedom of expression is essential for learning as well as for teaching and our students are given opportunities.

- The President of the ASDC is a voting member of the Board of Regents and takes part in their discussions.
- Students are free to request the use of College facilities for gatherings of various kinds.
- Students are able to participate in clubs and organize new ones.
- Students are regularly surveyed for their opinions.
- The College has open forums where students, as well as others, can voice their opinions.

Sources

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2.E - Core Component 2.E

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

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

Argument

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

DC recognizes practical utilization of information is integral to TCUs 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 being guided by the "*responsible acquisition, discovery, and application of knowledge*", within DC's baccalaureate programs. DC has recently implemented a faculty ranking system. This ranking process is meant to further encourage innovative and new thinking in research by supporting the development of new research projects in the form of books, articles, and grants. DC strongly believes our best and brightest students deserve new theories and practices in their subject matter. This is only attainable if we grant faculty the freedom to carry out new and innovative research. This new level of research rigor is also necessary for our emerging Bachelor's degree programs.

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](#) 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.

In 2017, DC re-established the Institutional Review Board, including Policies for Research with Human Subjects. 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 and [manual](#) 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. 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.

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

Students are given guidance on the ethical use of source materials as stated in the [College Catalog](#), and in the [syllabus](#) of every course. Most faculty provide guidance, especially when their course calls for a research paper. Particular emphasis is placed on this matter in the English 101 and 102 courses, where students are taught how to write a research paper.

The Library 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.

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 relationships.

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 and integrity. The Faculty Handbook allows faculty to discourage plagiarism, academic dishonesty, and faculty expectations within their syllabi. Students and faculty are held to the same academic standard and responsibility based on the Faculty Handbook and the Student Handbook. All concerns and processes regarding Academic Dishonesty are outlined in the Student Handbook and processed under the domain of the Office of the Provost. Student appeals and rights are outlined in the [Student Code of Conduct Handbook](#).

Sources

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2.S - Criterion 2 - Summary

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

Summary

Diné College's Mission, Vision, SNBH Principles and Educational Philosophy are based on the ethical principles of Navajo culture and language; therefore, this ensures integrity and ethics are fundamental to student learning. This ensures faculty instruction and curriculum reflect the professional culture of the College.

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

The DC BOR Bylaws are integral to the fair and inclusive decision-making processes of the College. BOR is comprised of a diverse group of qualified professionals that ensure the mission and values are upheld and managed properly.

Sources

There are no sources.

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

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

3.A - Core Component 3.A

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

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

Argument

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

DC offers twenty [associate's degrees](#) leading to employment or further education. [Eight](#) certificate programs are available addressing specific needs of employers on the NN and provides pathways into associate degree programs. All of the programs are designed to support the mission of the College which reads, "*Rooted in Diné language and culture, our mission is advance quality post-secondary student learning and development to ensure the well-being of the Diné People.*" The academic programs and certificates are appropriate and common in higher education and most importantly, consistent with the College's Mission.

DC offers nine bachelor's degree programs. The following programs developed and incorporated student handbooks providing guidance for the Bachelor's degree programs:

- [Bachelor of Arts, Business Administration](#)
- [Bachelor of Arts, Elementary Education](#)
- [Bachelor of Science, Public Health](#)
- [Bachelor, Fine Arts](#)

Student handbooks are being drafted for the following Bachelor degree programs:

- Bachelor of Science, Biology
- Bachelor of Science, Secondary Education-Mathematics
- Bachelor of Science, Secondary Education-Science
- Bachelor of Arts, Psychology
- Bachelor of Diné Studies

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

DC's curriculum is managed by the faculty. The institution's curriculum is designed by educated faculty members; individuals who are skilled educators. Students earning degrees complete a specific course of study outlined by each degree program. Students must complete a core set of GenEd courses as part of every degree program. 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. DC participates in the Arizona and New Mexico articulation taskforce to ensure that students' degree programs are transferable to participating universities. The performance and rigor level is monitored through college policies and processes including academic program review and assessment report.

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 and Curriculum Director meets monthly to coordinate the assessment activities of each school. The assessment process ensures that each program will be reviewed for effectiveness and relevance by the schools.

An established timeline for [Academic Program Review](#) ensures that all programs are regularly evaluated. In addition, any new course or program is evaluated by the Curriculum Committee. This assures the need, relevance and appropriate curriculum has been addressed in the planning.

External Processes. The external processes of articulation enables DC courses to transfer to other institutions of higher. Formal Articulation Agreements are in place for 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 in development; however, DC 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, see attached [agenda](#), [notes](#) and [bylaws](#). The School of Business has an advisory group for its BA in Business Administration with an emphasis in Tribal Management and Economic Development. The groups assist the Schools 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.

DC is only recently emerging to build some 4 year degree programs. As such, DC has yet to have a need to differentiate between differing learning goals spanning beyond the undergraduate degree. While our ambitions include post BA and post graduate learning, for now we will only address undergraduate and certificate learning goals.

DC offers a variety of majors, offering certificate, associates, and bachelor degrees. The institution differentiates the learning goals and outcomes for each of the academic programs it offers. Faculty who teach a course in a specified program have oversight on the learning goals and outcomes of said program and are accountable for the assessments of the degree programs.

Faculty utilize Bloom's Taxonomy in establishing goals and outcomes for the various programs it offers appropriate to the degree-level.

A description and outline of learning goals of each Certificate, Associate's degree, and Bachelor's degree are listed in the [General Catalog](#) 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. The Certificates credits range from 12-30, depending on the certificate program. The outcomes and goals for the certificate programs prepare students with employment skills intended for entry into the work force. Certificates are focused on knowledge and skills in a specified content area. Students are expected to demonstrate broad communication, and critical thinking abilities for the certificate programs.

Endorsement. "*Endorsement Programs*," are for students who have completed a bachelor's level degree, preferably in an education program, and currently hold a valid teaching license. The goals and outcomes of these programs focus on preparing licensed teachers to teach in indigenous community classrooms, such as Navajo Nations schools [Catalog](#). The endorsement is provided for DC Alumni of Teacher Education program who plan to teach in Early Childhood Endorsements for K-3rd students in AZ and NM. In addition, students who plan to teach Middle School Mathematics are required to have the Math Endorsement to teach K-8th grade levels. DC offers the following Endorsement Program subject areas:

- [Early Childhood Endorsement](#)
- [Middle School Math - Elementary Mathematics Endorsement](#)

Associate of Applied Sciences. Associate of Science Degree credits range from 60-76, depending on the academic program. The [goals and outcomes](#) for the Associate of Applied Sciences (AAS) programs prepare students for employment following graduation, similar to the certificate programs [Catalog](#). However, the AAS programs require the completion of the GenEd requirements and 12-15 more course credits in the program major. Students in the AAS programs are expected to demonstrate advanced communication, advanced critical thinking, and advanced content knowledge. The AAS program generally does not contain goals or outcomes required to transfer to a four-year institution. This is an "applied" science degree.

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 [Catalog](#). The goals and outcomes in these two year programs are focused on abilities to effectively communicate in writing and verbally, recitation and application of various theories or practices specific to the major area of study, recognition of appropriate resources, and demonstrated knowledge in more than one content knowledge area in the chosen field; as is needed to continue in a 4-year degree program

Bachelor of Arts & Sciences. For the Bachelor Degrees the credits range from 120-132, depending on the academic program. 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 mastery in written and verbal communication skills, application of theories and practices to real world problems, conduct appropriate academic research, and demonstration of advanced content knowledge within the field of study.

Education. Differentiation of learning is most notable in the GenEd program. The goals and outcomes of the [GenEd](#) program is the same regardless of student completion of a 2-year or 4-year degree program. The differentiation exists in the level of learning demonstrated when assessments are conducted. For example, the Navajo Core of the Gen Ed program is the same for associates and bachelor's degrees, but students in 2-year programs are expected to express "*K'é relationships*" through their immediate clans, community, and environment. Students in a 4-year program are expected to express "*K'é 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. The related associate and bachelor degrees share the same outcome statements, but the student performance on the [SLC rubric](#) for measuring attainment presumes a higher performance for the bachelor's degree student.

In General: Students are expected to enter DC with their broad educational goals and ambitions in mind. Some students will find it advantageous to gain a broad set of skills, find employment, and live a long wisdom filled life consistent with a certificate. (This last goal is consistent with SNBH and the college mission). Some students will decide they require an advanced skill set in writing, speaking and application of theory and practice within their major field of study. This advanced knowledge applies to students wishing to earn an associate degree. For example, the [Certificate in Public Health](#) will lead into the [Associate of Science in Public Health](#) and Bachelor of Science in Public Health. The curriculum demands more expertise as students endeavor to transfer to a university or enroll in a DC bachelor program. At the 4 year level, students must demonstrate a mastery of written and verbal communication as well as application of theory and practice to real life problems.

Ensuring Accountability. Ensuring that all departments and faculty members continue improving 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 ascertain levels of academic rigor, expectations, learning levels of difficulty, and relevance to the field.

Newly proposed degree programs must adhere to the Student Learning Committee's New Degree Programs Criteria: Requiring departments to clearly define the differentiation of learning outcomes. The Curriculum Committee thoroughly reviews each new course or program to ensure appropriate academic rigor and expectations before they are added to a degree program. Finally, the OAC reviews documentation provided by academic schools and offers suggestions and guidance to convey the differences of 100-200 level courses, certificate level, 300-400 level courses.

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 consortial arrangements, or any other modality).

DC provides course offerings in a variety of delivery modes and ensures that all learning goals and outcomes are consistent regardless of location or delivery format. Here is an example of a typical learning outcome statement located in a psychology research methods course:

COURSE OUTCOMES: This course is designed to meet the needs of students from various majors including the social and behavioral sciences, health occupations and public health, education and business. Course content has been developed to integrate Diné holistic teaching in accordance within an andragogic (adult learning) paradigm: *Nitsáhákees* (Thinking), *Nahat'á* (Planning), *Iiná* (Living) and *Sii Hasin* (Assuring), which are processes found in all aspects of nature. Students will understand the self through the teachings of Naayée'eeek'ehgo Na'nitin (*protection-way teachings*) and Hózhoojík'ehgo Na'nitin (*blessing-way teachings*).

Faculty teaching online and face-to-face provide the same information, services, and have the same academic standards for classes. Students taking classes in person, online and at dual enrollment locations must follow DC policies outlined in the College Catalog. Academic Deans conduct campus and center visits on a regular basis to review teaching in the classroom.

Locations. DC has one main campus, a branch campus and four centers located throughout the Navajo Nation. The main campus is located in Tsaile, Arizona, and the branch campus in Shiprock, New Mexico. These are degree granting sites with a full-range of full-time faculty. In addition, the largest center, in Tuba City, Arizona, also has a necessary number of full-time faculty where most of the GenEd curriculum are offered. Adjunct faculty are employed at multi-sites, but their numbers are comparatively lower than at many other institutions.

Modes of Delivery. DC offers courses utilizing several modes of delivery to its multi-sites. Courses are offered using Interactive Television, face-to-face traditional lecture style format, online learning through Blackboard and hybrid courses incorporating more than one of the previously listed modes.

Synchronous Delivery: [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 the main campus. Typically, an instructor will teach a course in face-to-face format at one of the campus locations, and that same course is simultaneously televised and transmitted to multi-sites where students sit in a classroom, receiving instructions by viewing a television screen in real time ([Fall 2018 Course Schedule](#)).

Asynchronous Delivery. Beginning fall 2016 the HLC 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 school and meets biweekly during the regular school year to facilitate the distance education efforts. Academic schools determine the pedagogical appropriateness of courses 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 education courses to ensure quality and appropriateness.

Training requirements for full-time faculty are outlined in the [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 students to be successful in online courses.

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](#). Each course is subject to evaluation by both School Deans and students.

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.

Sources

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3.B - Core Component 3.B

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

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

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.

DC is committed to the free exercise of intellectual inquiry that is essential to post-secondary education. The GenEd 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 as they prepare for lifelong learning. GenEd sets the groundwork for all students earning associate and baccalaureate degrees at DC. Students earning degrees in every program at DC are required to meet the GenEd core competencies.

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 all academic Schools are members of the [General Education Committee](#) overseeing the [General Education](#) program ensuring that outcomes and measures align to the College's mission. The GenEd Committee is responsible for overseeing and facilitating the implementation of the GenEd program at the College, including review and approval of GenEd courses, and articulation with Arizona and New Mexico.

General Education's commitment to the College's unique identity is demonstrated by the Navajo and Indian Studies program requirements. Students are required to complete 9 to 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 Placement Test](#) was established in 2016 to ensure students begin to take the appropriate courses.

Educational Offerings. Students who choose to aspire to transfer to a University are able to four-year institution and to ensure this occurs DC participates in the Arizona Transfer and New Mexico Articulation taskforce to ensure that the GenEd courses are articulated in both states Arizona and New Mexico, as stated in the [General Catalog](#). The State of Arizona has approved DC's Arizona GenEd Curriculum (AGEC) to ensure a smooth transfer to Arizona colleges and universities. Students who complete an AGEC can transfer DC GenEd courses as a block. There are three AGEC options in the mathematics and science requirements for different degrees. The blocks will transfer without loss of credits between any Arizona public community college and university in the programs designated by AGEC. AGEC-A for liberal arts (social science, fine arts, humanities) is a 35 semester-credit. AGEC-B for business administration is a 35 semester-credit, lower-division GenEd curriculum block that fulfills the lower-division GenEd requirements of business majors. AGEC-S for science and mathematics is a 35 semester credit, lower-division GenEd curriculum block that fulfills the lower-division GenEd requirements of majors with more stringent mathematics and mathematics-based science courses. Completion of all AGEC courses with a grade of 'C' or better and a cumulative GPA of 2.0 guarantees admission to any college or university in the State of Arizona, if you are a resident. A further description can be found in the [General Catalog](#). The State of New Mexico accepted DC's GenEd program with the addition of a Speech Communication course. Students indicating an interest in transferring to a New Mexico college or university are advised early to include Speech in the plan of study. New Mexico does not distinguish among different target content areas for GenEd transfer. New Mexico recently modified their approach to general education, and DC faculty is very recently taking on the process of adapting the GenEd requirements.

Degree Levels. DC awards 20 Associate's degrees. With the realization that most students aspire to transfer, the GenEd 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 GenEd requirements vary depending on the program. All of the details are given in the [General Catalog](#). Since the last comprehensive evaluation, the DC GenEd program continues to be aligned with the institutional mission. The GenEd program mission is found in the [DC Catalog](#), available on the public website. In addition, the DC GenEd 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. (Undergraduate General Education Requirements)

The GenEd Program is inspired and informed by the Diné traditional living system embodied in the College's Mission, Vision, SNBH Principles, and Values statements ([General Catalog, p. 9](#)).

Purpose. The college states the purpose of the GenEd 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.

DC GenEd framework imparts broad knowledge and intellectual concepts on students developing positive skills and attitudes. GenEd courses are created by any academic department and reviewed and approved by the Curriculum Committee ensuring an alignment with a broader pursuit of life long knowledge attainment.

Content & Learning Outcomes. The Office of Assessment and Curriculum (OAC) and [GenEd Committee](#) collaborates to review, prioritize, modify, and reiterate learning outcomes for the Gen Ed program. Students pursuing a 2-year or 4-year degree must complete 40-43 credits in the GenEd 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. The [outcomes](#) are found in the GenEd Assessment Plan.

Broad Knowledge & Concepts. The GenEd 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, and broad knowledge of world cultures or human behaviors. These broad concepts from the GenEd program are then applied and further built upon in the program-level courses.

Assessment. DC conducts assessments of the GenEd learning outcomes on a continuous basis. The [General Education Assessment Plan](#) was introduced and implemented in fall 2017 ([doc 1](#), [doc 2](#), and [doc 3](#)). The plan focused on a systematic set of instructions to help guide academic programs to establish or maintain measurable learning outcomes in the GenEd core areas. The [Gen Ed Assessment Plan](#) serves as a blueprint to the cycle of annual GenEd assessment. This blueprint allows the GenEd Committee or the OAC 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, August to October, academic schools independently meet to discuss any modifications or improvements to the assessment prompts and implementation from the previous year. OAC calculates the number of artifacts needed for the academic year for each Gen Ed Core area and from multi-sites ([Gen Ed Plan, pg. 5](#)). An example for the 2017-18 Academic Year is provided ([Gen Ed Plan, pg. 11](#)).
2. [Fall Intercampus Day](#): The OAC provides the artifact collections targeted from the multi-sites to academic schools. Using this information, the schools are required to submit a drafted plan on the assessment prompts, assessment measure/rubrics, and an outline of deliverables.
3. Fall Term, October to December, academic schools independently meet to carry out necessary calibrations as needed in preparation to begin scoring, collecting artifacts to meet the target, and uploading the student artifacts into the institutional shared drives for later use, using the [Artifacts ID Card](#).
4. Spring Term, January to March, academic schools are expected to meet on their own time periodically to review artifacts, score and submit scores to the OAC using the raw evidence found in the institutional shared drives.
5. [Spring Intercampus Day](#): This in-service day provides one last opportunity for academic schools to finalize artifact scoring. At the end of this day, departments are required to submit scores to the OAC.
6. Spring Term, 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, March to June, the OAC compiles the scores and creates a presentation for GenEd 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 DC to save evidence of student learning as a snapshot in time on a biannual basis. Collecting and submitting student artifacts at the end of each term simplifies the process for academic schools. 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.

Possessing student artifacts over several terms provides the opportunity to analyze student learning over time and make improvements. This Gen Ed Assessment is intended to be modified every year to address any upcoming events, while maintaining the assessment cycle of 1) *Nitsahakees*: creating the assessment plan, 2) *Nahat'a*: collecting/submitting artifacts, scoring, 3) *Iina*: implementing plans, and 4) *Sii Hasin*: 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.

The degree programs in math and science courses collect, analyze, and communicate information in these classes. 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. A typical science lab will require the implementation of an experiment, collection of data, and analysis of the data either quantitatively or qualitatively. The logic of the scientific method is always incorporated in every laboratory experiment including those that essentially confirm concepts learned in the lectures.

Communication outcomes include: reading, writing, and speaking English effectively, and valuing the beauty of the Navajo language. These skills are taught in [English 101](#) and [102 classes](#) including Navajo Language courses. The GenEd 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. Modes of inquiry proper to each discipline are taught in the introductory courses required as the GenEd curriculum.

The students are given many opportunities for creative expression. It is a GenEd requirement that every student take two classes in the Humanities and Fine Arts. These classes include opportunities to create art such as drawing or painting, creative writing, or theater. The College strives to ensure that the GenEd program is responsive to changing social, cultural, and technological environments.

A faculty initiative, in 2014-15, originating from the Center for Diné Studies, was implemented to revise the GenEd requirement for Navajo Studies. The Navajo Language faculty have analyzed student learning data in Navajo language since 2012, and took stock of a widespread language shift from Navajo to English. The Navajo faculty designed a conversational oral proficiency assessment, gathered data from at least three hundred Navajo language learners, and deduced the need for redesigning the GenEd program's current “Navajo Speaker” and “Non-Navajo Speaker” tracks. The Faculty designed, and piloted 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 Bachelor of Arts in Fine Arts [capstone course](#) provides a culminating experiential experience involving a substantive project that demonstrate a synthesis of learning to include a broad comprehensive knowledge of the fine art discipline and methodologies. For the [Bachelor of Arts in Elementary Education](#) capstone course pre-service teachers reflect upon their experiences in [student teaching](#) and review their commitment to a career in Elementary/Secondary Education.

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

The DC mission is to prepare the students to become active, educated, and contributing citizens of the Navajo Nation and the world. The world in which the students live and work is predominantly Diné. The Western culture has a significant impact and technology has opened many doors to the world beyond the reservation. However, rooting the students in their own culture is the primary purpose. Diné cultural ways are also seen as a contribution to global concerns.

The GenEd 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 diversity can be found in the [GenEd](#) program.

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.

Students are required to complete 6 credits (two classes) in the Social & Behavioral sciences as part of their [GenEd](#) requirements. Options include courses on History, Anthropology, Psychology and Sociology. These classes are important for bringing awareness, insight, and an understanding of the human and cultural diversity of the world. Research projects and presentations in individual classes also provide opportunities to explore ideas beyond the textbook and to broaden a student's view of their world. For instance the entire Climate Change class is taught from a Native perspective. The current ideas and views of Climate Change are examined in the light of traditional ecological knowledge.

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. DC has a number of ongoing research projects considering the size and degree level of the institution. The School of Science, Technology, Engineering and Mathematics (STEM) has many long-standing and well-developed research opportunities. One example is the

[SREP](#), 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*). The students also have many opportunities to participate in research programs at other institutions such as the long-standing affiliation with Northern Arizona University (NAU) and their REU and NARCH programs. The two programs based at DC, SREP and TCUP contribute directly to the understanding and improvement of the life for the Navajo People. The student internships with SREP investigate methods of addressing the health concerns of diabetes, asthma, and cancer. The TCUP internships focus on environmental conditions and hazards, such as impacts of uranium mining and the Gold King Mine spill, that directly impact those who live on the reservation.

Creative Work. An example of opportunities for creative work is the faculty [report](#) indicating participation by the students in the annual spring conference of the AIHEC (*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 artwork and appropriate recognition is given. Photography students are encouraged to enter their work in the College Photography Forum and their work has been published. DC has a close affiliation with the Tribal College Journal and this offers the students or faculty an opportunity to publish creative work such as short stories or poetry and to contribute as book reviewers.

DPI has an [internship](#) program where students engage in [research projects](#) aimed at the improvement of living conditions for the Diné people. LGO also provides many internship opportunities for the students and faculty to explore areas in agriculture, ranching and food production. Community outreach is the primary goal of LGO and their research projects contribute to the depth of knowledge in these areas that is then shared with the local producers.

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3.C - Core Component 3.C

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

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

Argument

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

DC is unique because the faculty are committed to making a difference for the students. The remote, rural and sometimes very challenging locations of the multi-sites test the resolve of the faculty. Yet, many of them stay because of their commitment to the students.

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 the oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

DC has full-time and adjunct faculty. Full-time faculty provide expertise, instructional services, and leadership for the college's academic programs by teaching students in assigned courses, and reviewing all course offerings in their respective schools (both on-site and distance learning). Faculty members are responsible for the development and oversight of curriculum, establishing expectations for student performance, and providing assessment for student learning, both through the evaluation of traditional coursework and through course and program assessment. DC has the faculty capacity to meet classroom loads to ensure effective student load

responsibilities with a faculty-to-student ratio as illustrated in the Table below using the [IPEDS](#) data from 2017-2013. This is sufficient numbers with a total of 67 full-time [faculty](#) and average student headcount of 1,400 students. 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. Of the listed faculty, approximately 30 have taught at DC for 1 to 5 years, 20 have been here for 5-15 years, and 17 have been teaching for more than 15 years.

There are currently 68 faculty. All faculty are “instructors” but this is going to change as we introduce ranking. Of the 68 faculty, 25 are adjunct. This gives us a faculty to adjunct ratio of 2.72:1. The table also discloses the number of staff at each campus, site, and center. Based on these statistics, we have a faculty to student ratio of 1:16.

2017	2016	2015	2014	2013
16:1	12:1	12:1	15:1	14:1

Roles. The academic and service roles for faculty are outlined in the Faculty Handbook specifically delineated in the faculty [job description template](#). All faculty teach courses ranging from developmental to higher levels of study with flexible times, days, and modes 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 expectation as is service on standing committees, or advising student organizations or serving on a disappearing task force. Standing committees include Academic Standards, Curriculum, GenEd, Distance Learning, IRB Committee and SLC.

Curriculum. The [Curriculum Committee](#) is charged with oversight of the curriculum and any changes therein. It is a standing committee of 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 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 GenEd program are coordinated by the GenEd Committee. New courses and programs are vetted by the Curriculum Committee, the School Deans, and then the Provost. Proposals for new programs follow the same protocol for review and approval and must be approved by the BOR.

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

Assessment. The faculty standing committee, SLC, is charged with the assessment of student learning. The committee has a representative from each School. DC 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. Since that time there have been two assessment directors and under their guidance the college is actively collecting empirical assessment information. DC is using this information to improve teaching and learning.

3.C.2 All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

The School Deans, Provost, and Human Resources work together to ensure all faculty members have the appropriate credentials before they are hired to work at DC. Faculty are appropriately credentialed and possess academic degrees relevant to the field which they are teaching. Adjunct faculty are hired with the same credentialed expectations as full-time faculty. Faculty teaching dual credit courses follow the same hiring process as all adjunct faculty and have the same expectations as all adjunct faculty. The College's Personnel Policies and Procedures Manual ([Section 400.12, p. 59](#)) spells this out in detail:

Faculty Credentials

1. *Faculty Credential for Baccalaureate Degree Programs: A Doctoral degree earned with a minimum of 24 credit hours of upper division and graduate credit in the discipline to be taught.*
2. *Regular Teaching Credentials for Academic and Occupational Fields: A Master's degree or higher degree with a minimum of 24 semester hours of upper division and/or graduate credit in the discipline to be taught.*
3. *Regular Teaching Credentials by Exception for Academic and Occupational Fields: A Master's degree or higher degree with less than 24 semester hours of upper division and/or graduate credit in the discipline to be taught and specialized training in the discipline to be taught.*
4. *Regular Teaching Credentials for Occupational Fields only: A Bachelor's degree with a minimum of 3 years of directly-related occupational experience in the field to be taught.*
5. *Regular Teaching Credentials for Occupational Fields only: An Associate's degree with a minimum of 64 semester credit hours and a minimum of 5 years of directly-related occupational experience in the field to be taught.*

For those without higher degrees, there is a tested experience process outlined in the College's Personnel Policies and Procedures Manual ([Section 400.12, p 60](#)) for credentialing. This process is used to credential faculty in our Center for Diné Studies, where cultural knowledge holders have not necessarily attained a higher degree.

The minimum standards for Special Diné Scholars Credentials Using Tested Experience include:

1. *Traditional Practitioner through rigorous testing, validation and verification.*
2. *Special Certification.*
3. *Specialized clinical experience*

4. *Expertise through wide critical and public recognition.*

In many cases, the College has gone beyond the minimum expectations and required advanced degrees to enrich the student's educational experience.

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

DC faculty are evaluated on a regular basis according to the current faculty evaluation policy outlined in the Faculty Handbook and according to the processes appropriate to their respective program and teaching responsibilities. Faculty are [evaluated](#) 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. Evaluations and reports are housed with the appropriate School. Evaluations are also housed with the Office of the Provost and Human Resources. One of the main forms of evaluation for faculty members is through the use of student course evaluations. As is standard practice across all institutions of higher education, course evaluation forms are electronically made available to students. The ability and performance as a faculty, sensitivity and availability in meeting students' needs, support of institutional goals and purposes, and ability and performance as a scholar are all elements of the evaluation. Student course evaluations are analyzed and discussed with each faculty member and are intended to benefit students, the faculty member, and the college by promoting improved instruction, scholarship, and mentoring. This feedback also provides a forum for identification of and discussion about any challenges or difficulties that impede quality service to students. The recent data from the OIPR continue to show a 20-28% course response rate for 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. The use of technology is efficient and it ensures that faculty will see their student evaluations in a timely manner. While the DC response rate is on par with typically observed rates at many institutions of higher education, DC still strives to improve the response rate. Some Schools have opted to return to the paper evaluations in an effort to improve response rates but there has been limited responses.

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.

The Provost annually allocates funds for professional development. For AY 2016-2017 Faculty Development spent \$10,013.21 – for faculty members to attend National and International Conference. Faculty are free to determine what conference will expand their skills. Faculty may apply for professional development 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. Every school has a line item in their budget to support faculty subscriptions to professional journals. As DC builds and sustains more 4 year degrees, it also works harder to encourage faculty participation in academic conferences through the ranking process.

Among the authorized uses for professional development are:

1. *Improvement of teaching*
2. *Maintenance of current academic and technical knowledge and skills*
3. *Retraining to meet changing institutional or disciplinary needs*
4. *Development of innovations in instructional and administrative techniques and program effectiveness*
5. *Computer and technological proficiency programs.*
6. *Presenting a paper at a conference (representing the college)*

In addition, the College has been fortunate to have some Title III funds available for faculty to attend conferences and workshops on developmental education and student success. Each school subscribes to a number of professional journals. Below is a non-comprehensive list of conferences attended by faculty in the last two years are:

- National Indian Education Association
- National Council of Teachers of English
- National Communication Association
- Native American and Indigenous Studies Association Annual Meeting
- American Indian College Fund Writing Retreat
- National Institute for the Study of Transfer Students
- A System-Wide Approach to Advising for Retention
- National Association for Developmental Education
- New Mexico Higher Education Assessment and Retention
- Achieving the Dream Annual Conference
- Navajo Education Summit
- Diné Studies Association Annual Meeting
- Health Literacy Annual Research Conference
- First American Land-Grant Consortium Annual Conference

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

DC full-time faculty are required to establish and maintain open [office hours](#). Office hours are listed on [syllabi](#) and posted on each faculty member's office door or in some other obvious location so that they are readily available to students. Faculty are required to have at least five office hours per week ([Section 400.12, p. 59](#)). It is common practice for faculty, in those rare times when they are not available during office hours, to post a notice to students and to find alternative times of availability. For online faculty, office hours are held using video conference technology, the most reliable form of responding to student inquiry is through other forms of electronic communication (email, texting, and phone calls). The posting of personal DC email addresses and phone numbers in syllabi on the course home page helps to ensure accessibility.

Students engage with faculty members in their departments through advising sessions that occur formally at the beginning and end of each semester. Faculty members assist students with academic and career goals as they navigate through their degree programs. Overall, the College's small community allows students to engage with faculty in a number of informal and formal ways. Students are encouraged to drop by faculty offices at times beyond regular office hours. Faculty communicate regularly with

students both formally and informally via email, texts, and Blackboard. Courses with a laboratory provide a unique opportunity to connect informally with students through the laboratory time.

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.

DC prides itself on having a strong, skilled, and experienced staff devoted to the institution's mission to support student success. Staff in all of the student services areas communicate and work together on a continual basis to ensure students' needs are being met.

Each staff member in the various support services is appropriately qualified, trained, and supported in their professional development. The [managers and directors](#) at DC hold at minimum a Bachelor's degree. See below for examples in several of the various areas of student support: **Tutoring.** Student tutoring is funded under the Federal Work-Study program and are available at Tsaile, Shiprock, Tuba City, and Window Rock. 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.

Financial Aid Advising. Financial aid advisors are at the multi-sites. They must hold at least a Bachelor's degree. Financial aid advisors, retention specialists and disability counselors are also available at the multi-sites, which aids students in various ways, such as setting academic goals, finding academic resources, coordinating course work with professors, and establishing time management strategies.

Academic Advising. Academic advising is offered in collaboration with faculty and student services. The Registrar oversees the plans for academic advising by faculty members for each student and sends pertinent notes to advisors each semester in preparation for academic advising.

Co-Curricular. Co-curricular activities are sponsored by student services. The Student Services operates a Summer Institute, supervised by appropriately trained staff, which is a two-week pre-college experience for at-risk students.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

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

The DC Student Services Office is responsible for making a pleasant transition to college life for students and facilitates a wide variety of support services to meet various student needs. The Tsaille campus, Shiprock branch campus and one center have fully equipped science laboratories to effectively deliver Biology and Chemistry classes and a library. The number of computers may vary but the multi-sites have computers with wireless access available for student use. DC provides Student Services, academic advising, and developmental education at all locations. Non-traditional students also make up an important portion of the DC student body. It is culturally appropriate for young people to marry and have children before age 30. DC works hard to ensure that these young family oriented students have the same opportunities as their non-married colleagues. DC operates family student housing and dorms for young families so that the parents can gain the skills need to feed their families and establish themselves within or beyond the Navajo Nation.

As previously mentioned, DC incorporates effective teaching in a number of ways including provisions for professional development training, conference attendance, and invitations to guest speakers to address faculty wants and needs. We, additionally, monitor pedagogical approaches via student and peer course evaluations, oversight on syllabus and book assignments, as well as fostering a general environment for faculty collaboration.

DC is recognizing the need to provide support for innovation in teaching. Toward this end, DC has introduced faculty ranking and teaching load reductions meant to incentivize original faculty research. As stated elsewhere, DC has some of the most innovative faculty in the world. However, DC faculty have historically lacked the capability to truly carry out their research passions due to heavy teaching loads. Our transition to a 4 year institution requires a DC

commitment to research and innovation by reducing teaching loads and honoring research success to be included in promotion decisions.

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

DC offers 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.

The Student Services Department assists students on campus, both new and returning, as they settle into campus life each year:

[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. Additionally, students can elect to make use of services offered by Retention Services, or they may be referred by faculty. Their progress is [monitored](#) via faculty generated monthly [reports](#). Retention Services regularly offers workshops on academic skills.

[Counseling Services.](#) Counseling Services offers a 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.](#) 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.

[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.](#) Studies indicate 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. This finding is more interesting when considered alongside the fact that transfer students from two-year colleges have a poor graduation rate at the baccalaureate level. The Transfer Services office, therefore, is of vital importance to our

students. Transfer tours to various four-year institutions in Arizona and New Mexico are offered at least once per semester.

Career Services. Career Services offers both one-on-one career counseling as well as a number of programs and events. This office also oversees internships and service learning.

Residence Life. DC 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 DC 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 DC curriculum. The 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. These activities are in addition to the Azee' Bee Nahagha prayer services offered to bolster success prior to midterms and final examinations.

One Stop Shop. The One-Stop consist of Enrollment Services programs that include admissions, student records, billing and payments, Registration and Financial Aid are conveniently located in a single location and next door is the Learning Center where each new student can take their placement exam.

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.

DC 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 DC 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 faculty launched a fast track remedial reading/writing courses fall 2018. DC is participating in the Carnegie Math Pathways program and implemented the Quantway curriculum in fall 2018. Carnegie Math addresses the potential student need to take additional remedial math courses. The self-paced math classroom at the Shiprock branch campus is fully established using the MathXL program. Over 90% of the entering students take at least one developmental course.

DC uses the ACCUPLACER testing service for placing students into appropriate courses. 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. 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 DC. 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.

DC firmly believes that retention and encouraging student persistence has a strong tie to academic advising. Academic Advising services are explained in our General Catalog. The Academic Advising Team in Student Services provides a range of [services](#) guiding students to plan (Nahat'a) and live (Iina) their academic journey at DC. Academic Advising at the College is a collaborative effort between advisors and faculty to help students make well-informed decisions. Academic advising has undergone several changes to address [advising trends](#) in the last couple of years.

The DC advising handbook covers the responsibilities of the advisor and the student. It also includes a calendar of activities students should follow to make the most of the advising relationship. Advisors follow the [handbook](#) in dealing with students and advisement [process](#) document outline the steps involved.

The Academic Advising Team assists with first year transitions, selection of majors and courses, and monitoring of academic progress and degree checklists. Time management and goal setting, transfer planning, service learning and other topics are addressed by the Academic Advising 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).

DC offers a valuable array of learning resources and support for instructors and students, for both campus and distant learners. The College continues to make adjustments to better 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. In 2014 the College completed a detailed [Capital Improvement and Investment Plan](#), to systematically prioritize projects to improve the College's infrastructure over the next several years.

Science Labs: DC has four science labs: the biology lab, microbiology, chemistry lab, physics and geology labs which all contain equipment and other materials as needed for the class.

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

Libraries. DC has three libraries: one at the main campus in Tsale, another at the branch campus in Shiprock, and a small library at the center in Crownpoint, New Mexico. There are over 110,000 volumes in these combined sites. A full-range of electronic databases, many of them in full-text, are available to all students and faculty at multi-sites. The main library provides resource materials for students at the centers upon request. Library patrons may look online for the books they need from their offices or residences utilizing the college's online library catalog. This information is available at the website: www.library.dinecollege.edu.

Museum. The Ned Hatathali Museum re-opened on November 20, 2013, and supports the college curriculum, mission and vision. 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 open to the college and community members, free of charge. The Ruth and Bob Roessel Archive building houses the artifact collection and preserves valuable cultural artifacts.

Ceremonial Hogan: DC has a traditional ceremonial Hogan for teaching and ceremonial purposes. The Hogan is regularly utilized to teach lessons generally tied to SNBH. A Hogan is a microcosm of the universe and the Navajo traditional homeland. The eastern wall is linked to Sinsajini or the Eastern sacred mountain. The southern wall is inspired by Tzoodzil or the southern sacred mountain. The western wall comes from Dook'oo'osliid or the western sacred mountain. The northern wall is tied to Dibe Nitsaa or the northern sacred mountain. The door to the Hogan comes from Dzil Na Odilii and the Chimney from Ch'oo'ili. These mountains can be located via google maps. Traditional knowledge holders are capable of reciting or singing Dzil Biyin or mountain songs mentioning all of these mountains and their associated traits. These mountain songs are the true source of SNBH and the DC mission statement. "*Foundations of Navajo Culture*" authored by Faculty member and Medicine Man Wilson Aronilth has more information.

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

All new students on campus at DC are required to participate in orientation that introduces them to the library and the various research and information resources that are available. The institution provides to students guidance in the effective use of research and information resources. In addition, guidance in the proper use of research and information resources is provided to all students in class [syllabi](#). 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 DC Libraries subscribe to the Information Literacy documents adopted by the Association of College and Research Libraries.

Sources

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- Advising Trend
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3.E - Core Component 3.E

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

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

Argument

3E. 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.

DC offers a variety of co-curricular events and activities for students which are integrated into many departmental curricula to enhance the DC student's experience and enrich their understanding of culture, language, and tradition. 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.

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 multi-sites and conduct rapid HIV tests, including counseling and referrals.

DC provides opportunities for students 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 [DPI](#) and LGO. 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 given the opportunity to participate in a number of exchanges that entail intercultural interactions with other Native tribes. For a number of years, students have attended an "[Exploring Transfer Program](#)," 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.

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, the 10 week summer program is open to students majoring in a variety of health, biology and social science programs. 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, and HIV/AIDS prevention through social media. Prior to a five week practicum, students complete a three-week research methods course. During the final week, visiting faculty from other universities come to the 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 College is a member of AIHEC and every spring a student conference is held at a TCU. There are a number of academic competitions that the students engage in. Some of these competitions have the intent of co-curricular learning in American Indian culture, history, and/or art. DC students perform well at the AIHEC competitions such as, Knowledge Bowl, a Jeopardy style game, Science Bowl, Art competition, Hand games, a traditional Native pastime, Web page design, poetry and One-Act play productions, etc.

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 basketball tournaments.

3.E.2 The institution demonstrates any claims it makes about contributions to the students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Each of the above mentioned co-curricular activities that are sponsored, promoted, and in some cases required of students, contributes to the accomplishment and fulfillment of the well-rounded educational objectives and ultimate mission of DC. The wide participation of students in each of these experiences stands as a testimony to the fulfillment of the means to the intended outcomes. To ensure participation in the required experiences of practicums, internships, and accountability and encouragement is provided by faculty members, supervisors and advisors. The primary goal for a DC 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.

For the Fine Arts program a former student, got published in [The Best of College Photography](#) magazine in 2017. The Best of College Photography pick college students majoring in photography. Another former Fine Art student's photography will be published in The Best of College Photography in 2018. The photo is entitled "[Neon Lights](#)" and is in the student publication of Tribal College Journal.

The DC IRB officially launched on Oct 1, 2017, since that time, IRB reviewed [22 proposals](#). Students were the point of contact on 18 of those proposals, so these projects directly benefit the students and therefore the college. Students are obtaining research experience needed to

successfully gain admittance into graduate degree programs. For the remaining 4 of the proposals, three of the projects involved students who assisted in data collection, 2 of the projects were associated with grant funding awarded to faculty at the college, and 1 is associated with evaluating the effectiveness of SREP.

Sources

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3.S - Criterion 3 - Summary

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

Summary

DC's degree programs meet the rigorous standards for Bachelor degrees, Associate degrees and certificates for direct employment and transfer. The programs help fulfill the mission of the College to provide higher education programs that are culturally appropriate and relevant for the Navajo people. Participation by faculty and administrators in AZTransfer meetings ensures that DC's course content meets the standards for public community colleges and universities in Arizona. DC has consistently engaged highly qualified faculty including those teaching in the high school dual enrollment courses. DC has been able to hire and retain qualified staff in key positions to maintain stability. Students' academic success is at the core of the mission to "*ensure the well-being of the Diné people.*" DC has improved its strategic planning and evaluation. Academic and student support units are clearly tied into the College's strategic plan and long-term initiatives. As an ATD member, DC has strengthened student support services and programs, in particular.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Argument

4A. The Institution demonstrates responsibility for the quality of its educational programs.

As DC completed its 50th year of providing classes, including the [42 years of HLC accreditation](#), DC is committed to continuously improve educational programs. DC offers quality educational programs and the quality of our academic programs is assured through our assessment program, which has continued to be in place with SLC ([doc 1](#), [doc 2](#), [doc 3](#) – meeting mins), GenEd Committee ([doc 1](#), [doc 2](#), [doc 3](#) – meeting mins) and Curriculum that are faculty driven and through a cycle of academic program review. DC has an experienced Registrar who evaluates the quality of credits acceptable for transfer into DC programs. All programs adhere to rigorous standards, including dual credit program and offer all of the academic support services necessary to ensure the success of the students.

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

DC takes responsibility for the quality of its educational programs by maintaining the practices of regular comprehensive academic program reviews. DC programs are current with published information available in the College Catalog and in the course registration system, Jenzabar. All programs also include clear academic maps or pathways that list required courses to take each semester to complete a degree program ([reference of Program Review Report](#)).

Prior to 2016, DC utilized various professionally acceptable practices of program review. DC revised these practices to better fit the institution and provide more useful feedback. These reviews were conducted at the institution intending to highlight the program strengths and weaknesses based on the previously established program review process.

AY 2014-15 was the first year the College piloted the Academic Program Reviews as outlined in the [Academic Program Review Guidelines & Criteria](#), also known as the “APR Handbook,” Division chairs and key faculty collaborated to review all academic programs and identified the following areas for improvement:

- *Producing an Academic Program Review summary report incorporating information from the reviews of all programs in that year.*
- *Utilizing the APR to better inform budgeting decisions.*
- *Including “fiscal efficacy” metrics in the review process.*
- *Making informed choices about strengthening, maintaining, reducing, and eliminating different program offerings.*

The APR Handbook defines DC’s efforts for the improvement of program reviews which was introduced in Spring 2017. The APR Handbook outlines the processes 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 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 [HLC Embedded Report](#) will serve as a follow up to the ongoing student learning assessments at DC; focusing on: *1) that the institution's learning outcomes assessments includes clearly stated learning outcomes at the institutional level, program, and course level, 2) that these outcomes are linked to well defined assessment procedures, 3) that assessment data are being collected, reviewed, and employed for the purposes of improvement on a systematic basis, and 4) that the first round/cycle of academic program review has been started and that information deriving from the reviews is being evaluated systematically within the institution.*

Program review is carried out according to the APR Procedures. The program review is a process of timely, systematic review and evaluation of all academic programs offered at DC. The process of an APR is designed to examine, assess, and strengthen programs, facilitate program improvement where appropriate, and assist in achieving the best use of College resources. Each academic program is reviewed on a four-year cycle. 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.*

Starting in the AY 2017-18 the College undertook the sequenced reviews of its associate's degrees and bachelor's degree, following the guidance of the APR.

The following list identifies academic program reviews conducted and the reports on those reviews for Spring 2017:

- AA. [Diné Studies](#)
- AA. [Early Childhood Education](#)
- AA. [Business Administration](#)
- AS. Mathematics
- BA. [Business Administration](#)

The following Fall 2017 semester three additional programs completed their APRs:

- AA. Computer Information Science
- AS. Biology
- BS. [Biology](#)

The following list identifies academic program reviews conducted and the reports on those reviews for Spring 2018:

- AAS. Business Management

- AS. Physics
- BA. Elementary Education
- BS. Secondary Education (Science & Math)

In the Diné Studies program, it was discovered that the strengthening of the program should include partnerships with local high schools in order for the programs to grow and maintain enrollment stability. In addition, the Diné Studies review revealed the opportunity to strengthen the program courses and provide clear examples of how instruction (learning and teaching) occurs in the courses that addresses the innovative approaches and methods based on Diné pedagogical practice. Furthermore, the Diné Studies academic program review thoroughly shows the steps followed in accordance with the APR Handbook and includes a [three-year action plan](#). This process involves an extensive self-study of existing practices in conjunction with a self-assessment identifying strengths, weaknesses, and recommendations for improvements. The program review guidelines require that each program/department describe or assess its: mission and objectives, demographics of students (including first destinations of graduates), role in the college's GenEd curriculum, high-impact practices, comparison to peer institutions, curricular revisions, resources (physical, instructional, technological), faculty, and financial status. The review is supplemented by the on-site assessment of an external reviewer who is selected by the department under review.

For example, the Business Administration APR discovered that the Business program should implement and plan for revising the mission statement and reassessing the need for certain classes and programs across the curriculum. The program includes a written recommendation by the [External Reviewer](#). A final analysis was then prepared based upon the findings and available data, some of which are currently being collected (e.g., graduation and retention rates for various Business programs). The APR reporting process will be strengthened through recent concerted efforts to improve data collection College-wide.

The example APRs are evidence the College has made tremendous strides towards its practice of regular program reviews. Over the span of four years, the College continues to make efforts to ensure the quality and rigor of academic programs. By no means does the College claim to have mastered the concept, however, DC will continue to make assessment improvements.

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 determines the credits to accept from institutions according to the [Articulation Transfer Guide and Policy](#). This is the DC policy for the transfer of credit from other institutions of higher learning. The DC policy delineates the process for evaluating and accepting transfer credits. 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. In general, DC may accept up to 40 credit hours of course work in which the student has earned grade of “C” or higher in coursework that is college-level (not developmental).

The College currently does not accept or evaluate prior learning or experiential learning. DC is part of articulation agreements in both Arizona and New Mexico. Faculty from all schools are actively involved in related task forces. Both states maintain articulation websites:

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

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

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

The quality of credit accepted in transfer is assured in the [Articulation Transfer Guide and Policy](#) and policies regarding transfer credit are outlined in the [College Catalog 2017-2019](#). DC verifies the quality and rigor of credit transfers in advance of formalizing the transfer agreements. In the unlikely event that a transfer represents a less than clear potential outcome, the Academic Standards Committee, a standing committee of the faculty, adjudicates transfer credit and transcript requests on a case by case basis.

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 dual 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](#). DC ensures syllabi are prepared in accordance with the [standard syllabus template](#) to maintain, among other things, course learning outcome consistency. A [syllabi inventory](#) confirms course syllabus consistency in accordance with the template. The [syllabi inventory](#) included a broad overview of basic information, course descriptions and rationale, course specific policies, course requirements, evaluation and grading, and DC academic policies. Faculty has the ultimate decision on courses and prerequisites in accordance with the Curriculum Committee requirements. Faculty set prerequisites when course descriptions are approved and has discretion to make adjustments during curriculum reviews. Discussion and determination of prerequisites for courses is rooted in faculty’s understanding of curriculum scaffolding and guidance from external 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 faculty.

Faculty understand the commonly accepted expectations of courses and programs in post-secondary education and maintain these expectations in student learning and course rigor. The Faculty Handbook provides credit hour definition and the course syllabus includes discussion of

coursework rigor. Academic rigor is assured and evaluated through the [2015 Institutional Assessment Plan](#) and revised as needed. Student learning outcomes are also evaluated through the faculty standing committee SLC. 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 Blackboard learning management system. 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.

Access to Learning Resources. Learning support services are provided by the College directly and are outlined in the General Catalog, such as *Libraries, Learning Centers, Career Services, Counseling Services, Disability Support Services, Museum, Retention Office and Transfer Services*.

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 HLC. 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.*

DC 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 DC BOR approved dual credit policies, procedures and a guidebook to maintain a quality program for the stakeholders and partners. Currently there are four dual credit agreements 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 DHR and Dean of Schools. 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. Whether on campus or through dual credit, faculty qualifications are the same and regularly monitored by the School Deans and DHR.

College courses offered by DC are listed in the DC Catalog. The dual credit courses offered are: NAV 101 Navajo as a Second Language II; NAV 102 Navajo as a Second Language II; ENG 101 Freshman English I; ENG 102 Freshman English II and MTH 110 College Algebra. In the event a high school faculty is teaching the dual credit course, they are appropriately credentialed through a review. Upon thorough review, if the adjunct faculty is approved to teach the course the faculty will undergo adjunct faculty training and will collaborate with the appropriate School Dean to create a Course Schedule Request ([CSR](#)). The adjunct faculty teaching the dual credit course will abide by the approved [College syllabus](#). The DC dual credit practices ensures adjunct faculty and dual credit students follow the curriculum standard of the College. Textbooks will align with the College syllabus. The appropriate School Dean evaluates adjunct faculty teaching practices. In addition, 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.

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

DC currently does not have any programs under specialized accreditation and has not pursued specialized accreditation for any of its programs.

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).

Currently, the College does not have any information on alumni. 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. DC expects the Alumni Relations Specialist to be 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 illuminate the alumni network and provide professional developmental opportunities for current students.

DC's participates in the [National Student Clearinghouse](#) (NSC) to tracks 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 DC.

In the SREP, students were tracked who took the PUH 290 course. From this [overview table](#), 187 students participated over the 16 years that were tracked, 112 of them (60%) received a degree. Mindful that many students earned multiple degrees over the years, the total number of degrees earned by the group was 188. Bachelor degrees were the most popular, at 64, 8 students earned master degrees, and 3 completed medical degrees (MDs). The future of at least 13 students is not known and some student data was not captured because all institutions do not participate in the Clearinghouse. Some institutions solely report attendance and choose not to report earned degrees. The data provided was used to determine the impact of the students' participation in the program, to track the student 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 to reference future academic goals. SREP recruits students who are at the sophomore level or higher and interested in an experience promoting healthy Native communities through evidence-based approaches including health promotion program evaluation and research. Most students major in public health or the health profession generally. The goal of the program is to engage students in an academically challenging research internship in the health profession within their own communities, enhancing their connection and identity with community and culture. This experience should strengthen their resolve to complete their degrees and find ways to apply that learning to the issues in their communities. The students take a course in research methods ([PUH 290](#)) followed by a research practicum course ([PUH 297](#)). NSC data assists DC in tracking the retention of these students.

OIPR has been gathering graduate data for a number of years. Prominent among information gathering instruments are the [Graduation Surveys](#). Beginning in 2014, the Office of Institutional Effectiveness, renamed to OIPR, produced a report on the findings. In addition to the standard demographic information, the survey asked about satisfaction with various programs and services.

For the [AY13-14](#), of the 186 survey participants, 87 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 [AY14-15](#), of the 195 survey participants, the survey results showed some differences. Fifty-five 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 [AY15-16](#), of the 140 survey participants, 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 [AY16-17](#), of the 118 survey participants, 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, improvements have been made for advising to address student needs. Continuous improvements are ongoing in advising. However, the College understands the need to incorporate a systematic data gathering strategy targeting graduates.

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4.B - Core Component 4.B

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

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

Argument

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

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. DC 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.*

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.

DC's assessment efforts, like its course-level and program level outcomes, facilitate student learning. Overtly stated goals for student learning are found in the college's academic catalogs, reiterated in the Faculty Handbook, [Warrior Web](#), and included in all [course syllabus](#). To help faculty and staff focus and sustain their assessment efforts, SLC has established a systematic method for data collection protocols, data 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 per service expectations, 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.

DC continues to invest in hiring additional staff thereby increasing the capacity for academic assessment. In 2015, DC hired an Assessment Director primarily responsible for coordinating assessment activities across all departments, for leadership of the SLC, and for supporting analysis of assessment outcomes. Below are the different levels of student learning assessment:

College-Wide Student Learning Outcomes (CSLOs) – Institutional Level. This portion directly addresses the required [embedded report](#) from the [2016 Interim Progress Report](#) for institutional level outcomes. At the end of the AY2015-16, the Office of Academic Assessment distributed an [outline summary](#).

Stakeholders utilized several opportunities to contribute suggestions and insight into the CSLOs during

AY16-17 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](#).

At the institutional-level, DC 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 student declared major. At the end of the AY2016-17, 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.*

General Education Student Learning Outcomes (GenEdSLOs). The GenEdSLOs includes the components of *Knowledge for Life; Diversity; Creativity; Communication; Critical Thinking, and Diné Cultural Legacy*. The [GenEd Matrix](#) provides learning outcomes in each of the [seven components](#):

- *Communications*: Students will write essay that provide evidence of critical thinking and appropriate use of research techniques.

- *Humanities & Fine Arts*: **Student-learning outcome to be determined.**

- *Mathematics*: The Mathematics General Ed. Core assesses a set of core competencies, found on [table 7](#).

- *Social & Behavioral Sciences*: Students will demonstrate Critical Thinking – at the end of the course students should be able to conduct critical inquiry.

- *Laboratory Science*: **Student-learning outcome to be determined.**

- *Physical & Health Education*: **Student-learning outcome to be determined.**

- *Navajo Studies*: The Navajo Studies GenEd Core assesses the expression of K'e.

Example of completed GenEdSLOs:

- Communication – [ENG 101](#)
- Humanities Fine Arts – [ARH 110](#) and [HUM 151](#)
- Mathematics – [MTH 110](#)
- Lab Science – [GLG 102](#) and [PHY 101](#)
- Navajo Studies – [NIS 111](#)

Degree-Program Student Learning Outcomes (PSLOs). Each active four-year, two-year, and certificate program offered by DC has accompanying stated learning outcomes of the program. In the [2016 HLC Interim Progress Report](#) modifications were made to the annual assessments of degree programs at DC.

Example of completed PSLOs:

· [AS. Agroecology](#)

· [BA. Fine Arts](#)

Course Level Student Learning Outcomes. All DC course syllabi are required to contain objectives and learning outcomes. Faculty engaged in both direct and indirect assessments of student learning. 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 utilized end-of-course evaluations to better understand the student perspective on how to improve the course. In Spring 2019, School Deans will begin working with individual faculty members to review course level outcomes, assessment results, and ongoing improvement.

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

Each year, all academic programs outline their 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, including three Assessment Days at the end of the academic year. A [rubric](#) guides the SLC to gauge the success of each School's assessment efforts. DC continues to improve collecting and analyzing academic assessment thereby achieving its stated learning outcomes.

DC assesses all curricular programs as clearly defined in 4.B.1. At present time DC does not claim any learning outcomes for co-curricular activities. The College recognizes this opportunity for improving and working towards the implementation of joint collaborations between Academics and Student Affairs. DC is working towards ensuring the CSLO's will contribute to the co-curricular assessment.

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

Assessment is an ongoing project at the DC multi-sites. Prior to 2016, appropriate program-level assessments proved challenging and were not conducted systematically. Since 2016, DC has worked to make assessment more systematic. This is the DC recognition that assessment is an essential part of understanding what changes need to occur to improve student learning. Faculty are required to complete assessment per their [contract](#) and staff are committed to assessment and initiating necessary changes to continue improving student learning. Toward this end, prior to 2016, assessment data collection has been a challenge. That said, DC is currently tasking the SLC to serve as the leader in planning and carrying out assessments of CSLO's, and data collection. Overall, DC has made strides to improve assessment and student learning.

The Degree Assessment Report on the Associate of Science in [Math](#) and [Physics](#) is one example of the institution using information gained from assessment, which was later renamed to Degree Program Assessment Report as seen in the [Associate of Science for Math](#). The faculty attended a [retreat](#) that included the overview of the degree assessment. OAC, in collaboration with the SLC, continue to make efforts to improve student learning. The College continues to implement assessment-driven decisions; however, the endeavor is in its infancy stage.

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.

Present situation. The College has 68 full-time faculty in the four schools, DC offers 33 certificate and degree programs. All faculty participate in assessing their respective certificate and degree offerings.

As previously stated, the DC [academic calendar](#) provides InterCampus Days, in which there are no classes, dedicated to academic assessment and three full days at the end of the academic year, following graduation in May. Faculty meet to gather and analyze student learning data, and design program improvements for the next planning, teaching, learning, and assessment cycle. DC faculty contracts provides full salary for five days annually dedicated to assessment; faculty contracts require full participation in these assessment activities. Frequently, adjunct faculty participate on a department-by-department basis in InterCampus Day and end-of-the-year Assessment Days activities. All full-time faculty are involved in assessment at the course and School level. Assessment is discussed in all-faculty retreats/in-services and school meetings.

Office of Assessment and Curriculum (OAC). DC reflects good practice in assessing learning as evident by the creation of the Office of Assessment and Curriculum in 2018. Prior to 2015, the Director of Assessment position experienced high turnover hindering good assessment practices. In November 2015, OAC was established, along with the creation of the OAC director position. The OAC set new goals focused on addressing the numerous areas of concern related to assessment at all levels of the college. The founding director outlined a [five-year strategic plan](#) to help DC improve student learning using assessment results.

In addition, the [Degree Program Inventory](#) helps ensure accountability of degree-program level assessments. For degree programs, academic schools 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. DC elected to utilize a shared network drive (O:\) in 2015 as a repository for assessment artifacts, assessment reports, and other assessment related documentation for all of its assessment levels, including CSLO's, PSLO's, Gen Ed SLO's, and course-level learning outcomes.

Annual Assessment Cycle. Starting in summer 2016, the OAC and the SLC worked collaboratively to create a timeline and process in which assessments of degree programs would be completed in a more comprehensive and simplified process. Assessment contributors and

stakeholders were reoriented to understand assessment reporting in two different ways: 1. assessment activities and 2. assessment results. The assessment activities are those aspects departments should engage in throughout the year, including drafting assessment plans, improving student learning or curricula, collecting student artifacts or evidence, and assessments; all to be reported in departmental end-of-year assessment reporting. The assessment results are 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 collected empirical data.

This process directly addressed the challenge of completing comprehensive assessments by extending deadlines to over six academic years, 2017-21. The process required providing outcomes, data, results and plans for improvement for the 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 was consistent with the foundational planning framework established in the 2014 Institutional Assessment Plan, SNBH Principles. Programs were still required to have appropriate stated outcomes, draft assessment plans, implement assessments, and make improvements based on the results.

Degree Program Assessments Report Part 1 (DPAR1). The DPAR1 is a [template](#) provided and tailored for each academic degree program offered at DC. The SLC provides 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 offering suggestions to improving the assessments conducted; (excluding 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.

Examples of DPAR1

- [AAS. Office Management](#)
- [Certificate in Navajo Cultural Arts \(Artifacts\)](#)
- [AS. Environmental Science](#)

Degree Program Assessment Report Part 2 (DPAR2)

The DPAR2 is a universal template for all academic degree programs offered at DC. 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 was created to accompany the [DPAR2 template](#).

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

Examples of DPAR2

- [AS. Health Occupation Report](#)
- [SLC AS. Health Occupation Feedback Rubric](#)

Degree Student Learning Assessment Schedule. Since Spring 2017, DC has shifted from completing assessments from the 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 schools 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 creating a process where academic school are engaging in assessment practices throughout the year.

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 SLOs for all levels of assessment, and create an institution plan to conduct assessments that would ultimately improve student learning.

The assessment process is significantly driven by the faculty. The primary agents in course and program design are the faculty, and discussion of assessment of student learning happens in departmental, school, and faculty meetings. Additionally, working with the OAC requires the use of appropriate, commonly-practiced approaches to assessing student learning. Evidence of this can be seen in the [DPAR1 and DPAR2](#).

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4.C - Core Component 4.C

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

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

Argument

4C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

In accordance with the College mission, vision, and goals, DC 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.

DC's commitment to student retention and completion are stated in the [Retention Plan](#), which includes the four goals:

*1) **Goal 1:** Student Affairs and Academic Affairs will create a common student success vision.*

***Objective:** To develop and achieve shared goals between academics and student services to improve student teaching, learning, and outcomes.*

Action Steps:

- *To define roles of faculty and student services for advising, tutoring, and counseling*
- *To move from delivering traditional classroom teaching to innovative teaching*
- *To achieve consistency of program policies for students placed on academic probation and suspension statuses.*

2) Goal 2: *Student Affairs and Academic Affairs will participate in systematic inquiries with the support and assistance of the Office of Institutional Planning and Reporting.*

Objective: *To collect meaningful student data to compare and benchmark student support services and to provide early warning systems on issues affecting students and their social and learning environments.*

Action Steps:

- *To increase staffing in the Office of Institutional Planning and Reporting to collect, monitor, and report student data*
- *To develop and identify intervention strategies to address issues affecting students' academic performances and progress*
- *To implement an early alert system to address students' academic probation and suspension*

3) Goal 3: *Diné College will promote and engage in cross-divisional dialogue about student success.*

Objective: *To develop and implement a comprehensive plan of action that promotes and nurtures cross-functional relationships and conversations between faculty and student services staff.*

Action Steps:

- *To address low student progress and success rates*
- *To gain a deeper understanding of benchmark data to determine students' academic deficiencies*
- *To address students' basic skill deficiencies*
- *To identify support resources for students lacking college readiness.*

4) Goal 4: *Student Affairs and Academic Affairs will activate and promote informed perspectives about student success.*

Objective: *To analyze and use student data to employ necessary changes in programs and practices to achieve satisfactory student performances.*

Action Steps:

- To address the high number of students placed into remedial courses
- To explore and implement course modularization, course redesign, and supplemental instructions.

Since the 2015 HLC visit, one of the four goals became a part of the institutional strategic goal. The goal reads, “*Increase cross-institutional dialogues to promote student success*”. Currently, the academic and student affairs team are working collectively by reviewing, exploring and identifying a student advising model more suitable for DC student needs.

The college retention, persistence and graduation rate measures are identified as follows:

- the 21 and 45 day count (student retention);
- Accu-placer placement test (remedial courses);
- the Jenzabar registrar and financial aid modules (identify at-risk students)
- National Student Clearinghouse (persistence)

The outcomes:

- Provide consistent services to all centers (i.e. academic probation and suspension hearing, advising and tutoring);
- Provide student success coordinators to meet with at-risk students and implement an early alert system by monitoring student mid-term grades, two weeks check-up and send email alert to students at mid-term;
- Participate in the Achieving the Dream and Project Success initiatives. These projects provide social and financial needs;
- Close the gap between student affairs, academic, OIPR and reporting through trio meetings; and
- Review of policies (i.e. Student Code of Conduct).

In 2014, OIPR, formerly known as the Office of Institutional Effectiveness (OIE), recognized the need for DC to increase the usage of data sharing and transparency by promoting a culture of evidence. With the growing demands of the College’s stakeholders requesting for the utility and sharing of data -- from the students and community population to BOR and the accrediting agents, OIPR aimed to meet this demand by “*telling the story*” of the College through the use of technology and visual aids. OIPR’s goal in 2015 was to increase data communication within and outside the college community by providing 24/7 access of commonly requested data. DC

implemented usage of the [iDashboard](#) data interface facilitating data display and dissemination college-wide. This has proven especially useful for the multitude of DC assessment initiatives such as in [Academic Program Review](#).

OIPR has made tremendous strides in the improvement of collection and analysis of data. A [Common Data Set](#) has been solidified. DC is implementing plans to collect retention, persistence, and completion rates. A calendar of [Recurring Annual Deliverables](#) has been established to guide the tracking of the office. OIPR has put together a [Reporting Directory](#) for Institutional Compliance that will track the reporting efforts to federal, state, and tribal authorities.

OIPR assists in areas across all parts of the college. In an effort to address remedial education and its impact on the budget and academic planning, the president's office requested a report on the cost of remedial education. A bill was drafted and introduced to the Arizona State legislature seeking \$1.5 million to offset the cost. Ultimately, the bill (SB-1368) did not get signed by the governor but it did make it through two committees before stalling at the appropriations committee. The focus of the effort was to show how many students come from Arizona state public schools unprepared for college. DC wanted to show how many students are effected and how many dollars we use to "prepare" these students for college because of the failure of Arizona public schools. This data was subsequently shared with the NN Council and now is a part of a larger discussion about how DC can better collaborate with area public high schools. Additionally, one portion of the bill was to create an on-site remedial summer education program providing students the opportunity to take courses in the summer so, if successful, they can go straight to college courses in the fall. DC began to implement this practice independent of the Arizona State legislature.

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 students. According to the Title III reports for [2014](#), [2015](#), [2016](#) and [2017](#) there is a progression in data collection and management. DC is committed to systematic reporting by the Registrar and OIPR which includes comparative data for retention, completion rates and historical data. The trends of the gradation, transfer-out, retention and persistency rate for the cohorts of 2015-18, ([Figure 4.C.2.1.a](#)).

The student retention for first time entering students are tracked by the average cumulative grade point average, credits earned and their overall retention, ([Figure 4.C.2.2.a](#)).

The dual enrollment program student retention, ([Figure 4.C.2.3.a](#)).

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

Regarding retention and completion, in accordance with federal law, the College established policies on “satisfactory progress”, as stated in the Student Handbook and Academic Catalog.

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.

For example, the Bachelor of Arts in Business Administration program used a cohort-based model as a means of measuring retention, ([Figure 4.C.3.1.a](#)).

A total of 78 students have been admitted into the B.A. Business Administration and 22 have since withdrawn from the program for various reasons. In addition, each school program tracks their retention, persistence and completion data as seen in the [APR](#), from 4.A.1. The faculty also track their student retention as displayed in the Social and Behavioral Science courses, ([Figure 4.C.3.2.a](#))

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.)

DC continues to make attempts to follow good practice in the process of gathering retention, persistence, and completion data and in its analysis, using data to analyze how it defines and develops figures for retention, persistence, and completion, as defined in the [Retention and Graduation Rates for Institutional Compliance Reporting](#).

OIPR addresses and structures compliance reporting on behalf of the College per federal, tribal, state, and accreditation regulations. Various procedures are used to report collected and analyzed data. OIPR has helped the College carry out the vital processes and methodologies for collecting and analyzing information on student retention, persistence, and completion as reported in the [2017 Annual Report](#). The establishment of OIPR has strengthened the educational improvement processes within the College.

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4.S - Criterion 4 - Summary

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

Summary

DC engages in continuous improvement for its educational programs, support systems and learning environment. Under the leadership and collaboration of Academic Affairs and Student Affairs, DC is working to build a seamless process of student learning outcomes assessment, program review, and retention, persistence, and completion 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 using 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 the fulfillment of DC's mission hallmarks--a student-centered approach and a commitment to encouraging lifelong learning.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Argument

5A. 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 Siihasin (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 Siihasin (NNIS) Strategic Planning and Budget covering a five year 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 Siihasin (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. DC's strategic planning goal #3 and related objectives 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*” ([2017 Strategic Planning and Budget](#)). With this initiative, the institution is committed to maintaining its financial health to support educational programs to its multi-sites.

DC's [composite financial index](#) (CFI) has increased year-over-year indicating the financial health of the College is improving. DC's CFI for 2017, 2016, 2015, and 2014 are 9.17, 8.65, 6.51, and 7.3, respectively ([Figure 5.A.1.1A](#)). The institution applies the accrual basis of accounting and financial reporting is based on fund accounting. The institution has not experienced a deficit in the last ten years ([DC Fund Accounting](#)).

On an annual basis from 2014 to 2017, KPMG, an independent CPA firm, carried out DC financial audits. The auditor expressed an unqualified opinion on the financial statements for 2014-2017. DC's financial position reported in its financial statements for the years ending in 2017, 2016, 2015, 2014 and 2013 are \$81.7 million, \$81.2 million, \$79.5 million, \$73.3 million, and \$68.3 million, respectively ([Figure 5.A.1.1A](#)). 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 demonstrates the institution's financial health as stable year-over-year sustaining operations at the multi-sites.

Revenues. The institution's main sources of financial support are from Federal and Navajo Nation (NN) 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 ([Figure 5.A.1.1A](#)). The NN appropriation is provided by the NN under the *Navajo Higher Education Act of 2004*, which, beginning in 2006, funds the institution for twenty years. NN appropriations remained at \$4.2 million for 2016 and 2017. In 2018-2019, the NN appropriation increased by \$500,000, totaling \$4.7 million ([DC Fund Accounting](#)). It is important to note a sizeable decrease in these appropriations could hinder the institution's operation.

DC'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 ([Figure 5.A.1.2](#)). The institution's non-operating revenues comprise of federal appropriations, NN appropriations, scholarships, and investment income. Non-operating 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 ([Figure 5.A.1.3](#)).

In addition to operating and non-operating 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 NN) 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 ([Figure 5.A.1.4](#)).

Expenses. 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 ([Figure 5.A.1.5](#)). 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. The institution incurred operating expenses for instruction, research, public service, student aid, academic support, student services, institutional support and auxiliary enterprises ([Figure 5.A.1.6](#)).

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. DC has adequate human resources to support its operations at its multi-sites located throughout the NN. 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. DC's organizational structure supports the Office of the President, Office of the Provost, Office of External Affairs, Office of VP of Finance & Administration, and Office of VP of Student Affairs. DC operates as a typical institution of higher learning relying on staff, faculty (including adjunct faculty), and administrators. The overall human resource support is approximately 70% staff and administrator, 20% faculty, and 10% adjunct faculty college-wide ([Figure 5.A.1.7](#)). The distribution of employees for Tsaile campus is approximately 73% staff and administrators, 22% faculty, and 5% adjunct faculty. The Shiprock Campus distribution is approximately 75% staff and administrators, 21% faculty, and 4% adjunct faculty. The Chinle Center distribution consists of approximately 56% staff and administrators and 44% adjunct faculty. The Tuba City Center human resource distribution consists of approximately 46% staff and administrators, 17% faculty, and 37% adjunct faculty. The Window Rock Center distribution consists of approximately 60% staff and administrators and 40% adjunct faculty. Crownpoint

Center is approximately distributed as follows: 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. DC continues to advertise employment to hire qualified staff despite the remoteness of the multi-sites.

Physical Infrastructure. DC has adequate physical infrastructure to support operations and educational programs. The main campus, branch campus, and four centers are strategically located throughout the NN in Arizona and New Mexico. The main campus is approximately 1,200 acres located at Tsaile, 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. ([Figure 5.A.1.8](#))

The main campus in Tsaile, is designed in conformity with "*shabik'ego*", sun wise, 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. A [map](#) of the campus makes this geographic arrangement more evident. Navajo philosophy instructs human people (since all living plants and animals are considered "people") to live their lives according to Nitsáhákees (Thinking), Nahat'á (Planning), and Siihasin (Assuring - reflection). Elders and knowledge holders generally understand that this process was gifted to the human people (people with 5 fingers) through an observation of a typical day. At the dawn is a light or spark. This is the dawn of a new idea. DC placed the Ned Hatahli Building on the east end of the campus to signify thinking. To the south is the science and archive buildings as well as maintenance. This is meant to signify planning. To the west are houses and dorms to signify living. To the north is the cafeteria, student advising, the gymnasium and the bookstore to signify regeneration and reflection. The campus buildings are for administration, academic instruction, residential dormitories, cafeteria, gymnasium, and library. Located adjacent to the main campus are the faculty housing, LGO 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, DC developed and implemented a facilities assessment plan to address on-going facilities improvements and investments at four sites-- Tsaile, Shiprock, Tuba City, and Window Rock--to improve and support program delivery. The facilities at the four sites were evaluated based on physical attributes, space utilization, building code requirements, accessibility requirements, and contemporary higher educational needs ([CIIP 2014-2019, pg. 7](#)). A total of 187 projects were prioritized and categorized into one of the following criteria: 28 projects involved life and safety, 28 projects were comprehensively tied to all campuses, center, and sites, 14 involved investigative needs, 21 related to American with Disabilities Act (ADA) compliance, 36 involved maintenance, 10 impacted the building system, 10 involved utilities and 40 projects were miscellaneous tied to the college ([CIIP, Attachment C, Figure 5.A.1.9](#)).

In 2018, DC's five-year facilities assessment was updated and reported a total of 120 facilities projects at the main campus in Tsale. Of the 120 projects, 23 projects were completed, 24 projects are in-progress and 73 projects not started ([Facilities Assessment 2018, pg. 2](#)). The 23 projects completed comprise of two life safety projects that cleared passage ways and replaced the fire alarm system in the Child Care building. The two ADA projects included renovation of restrooms in the General Classroom Building (GCB) and renovation of restrooms in the Ned Hatahli Center (NHC) building to comply with ADA. The 11 maintenance projects included routine maintenance of the gymnasium, dorms, silversmith workshop, library, ceremonial hogans, modular housing, and child care facilities. The three comprehensive projects included relocation of the weight room, renovation of the Student Union Building (SUB) and, demolition and replacement of the Post Office modular unit. The five miscellaneous projects included removal and redesign of fuel storage tanks to comply with fire code(s), enforcement of housing policy, clearing emergency exit corridors, building storage shelves, and removal of obsolete equipment and addition of storage connex at the maintenance yard.

In 2014, a five-year Capital Improvement and Investment Plan (CIIP) was developed based on the 2013 facilities assessment. The 187 facilities assessment projects were reviewed and construction related projects were extracted which created the CIIP to avoid interruption of student learning due to continuous construction zones across the multi-sites during an academic year. Accordingly, the CIIP Sub-Committee was established ([CIIP Operating Statement, pg. 1](#)). The CIIP relies on capital funding sources from Arizona Compact Funding, US Department of Education – Title III, USDA, New Mexico Capital Outlay, and Other funding sources ([CIIP Reconciliation Schedule](#)). The top 30 projects were selected for CIIP ([Figure 5.A.1.10](#)).

In 2014, the student housing construction increased construction in progress by \$6.6 million. From 2014 to 2016, DC relied on capital appropriations and contracts, including Arizona Compact to fund the student housing construction and the student union building renovation. In 2017, the GCB renovation and faculty housing improvements were funded by capital appropriations and contracts, and Arizona Compact funding. DC 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 were completed. DC continues to make progress despite having limited capital funding and higher than average 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 architectural firm, hired in 2013, to update the CIIP. DC plans to seek new capital funding to support and expand educational programs for present and future students.

Technology Infrastructure. DC'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 Tsale campus serves as the hub of the IT infrastructure where the Network Operating Center (NOC) is housed. The NOC deploys connectivity through underground fiber optic lines onsite and through microwave to the branch campus. 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.

According to DC's IT timeline, from 2015 to 2017, despite high turnover (three IT Directors in two years) the institution conducted five IT assessments, as part of planning and budgeting:

1. February 2015 IT Capabilities and Potentials
2. March 2015 Technology Roadmap
3. November 2015 Dine College Jenzabar Assessment
4. November 2016 Planning Services – Network Needs
5. November 2017 IT Director's Assessment

The [IT assessments](#) identified 33 improvements resulting in 54 projects which were scheduled covering five-years, 2015 to 2019. Of the 54 project, 8 were abandoned, 31 were completed, 12 are in progress, 2 have not started, and 1 is ongoing.

In 2015, the institution established a partnership with New Mexico Highland University (NMHU) through a USDA grant award and acquired and installed polycom equipment to expand distance learning across the two institutions between New Mexico and Arizona ([Performance Progress Report, pg. 1](#)). The objective is to provide educational opportunities for under-represented Hispanic and Native American students in rural areas, cultural preservation and growth, and improve social mobility, personal welfare, and economic prosperity. Through the partnership and expansion of distance learning connectivity, the institution delivered General Education courses to 1,424 students in AY16-17 and 1,386 students in AY17-18 at multi-sites. DC, in collaboration with NMHU, plan to offer courses that correspond to NMHU Media Arts and Technology programs to improve educational opportunities for students.

The e-learning environment is delivered through ITV interfaced with a polycom system, whiteboard, and flat-screen TV housed at the Tsaile campus and branch campus, both systems beam out to the four centers. 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.

In 2017, DC 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 to 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 academic program delivery. 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 projects.

DC utilizes Jenzabar, an enterprise resource planning system, designed for higher education to manage 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, DC's technology infrastructure requires continuous improvements to meet the demand for e-learning program delivery throughout the entire college. DC 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.

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 subordinate entity.

Resource Allocation Process. DC's resource allocation process is structured to maintain the integrity of its educational purposes reflected in its strategic planning model. Strategic planning and budgeting 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, the institution adopted and implemented a five-year, 2013-2017, cycle strategic planning model and framework. The strategic planning model and budget encompasses a holistic approach integrating all aspects of the College through a concerted effort of the governing board, presidential cabinet members, mid-level managers, as well as staff and faculty at the multi-sites.

In April 2017, the Institutional Planning and Budget (IPB) Council was created to oversee the sufficiency of strategic planning, budgeting, 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.

All disbursements are made directly to the institution and the institution does not distribute revenues to any subordinate entity. All revenues are expended for the purpose of providing and supporting educational programs at DC.

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. DC'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 goals were established in a collaborative effort of internal constituencies consisting of the governing board, administration, faculty, staff, and students.

In May 2017, in collaboration with all internal constituencies, the 2017-2021 Strategic Goals and Objectives were developed and established in alignment with the mission and SNBH guiding principles. The College set six strategic goals, *Diné Identity, Student Success, Financial Health, Institutional Transformation, Technology, and Nation Building*, with corresponding objectives that amplify the overtly articulated mission that is integrated into all the planning units, fiscal and human resources, students, academics, facilities, and technology.

Each School within the College developed their own annual plans based on the strategic goals and resources were allocated accordingly. The accomplishments of the strategic goals are tracked quarterly by the OIPR displayed on the [College website](#).

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

Qualified Staff. DC employs qualified staff in accordance with the personnel manual and provides continuous training to support its operations at its multi-sites. The human resources [PPPM](#) addresses employment, conditions of employment, time-off, benefits, training and development, conduct and staff discipline. The recruitment and hiring process includes vacancy announcements supported with an approved position description, position candidate background

checks, and an analysis of position candidate credentials. Position vacancies are supplemented 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.

According to the staff education level by site data ([Figure 5.A.4.1](#)): 95 employees have a high school diploma plus some college credits, 53 employees have an associate's degree, 43 employees have a bachelor's degree, 19 employees have master's degree, and, 0 employees have a doctoral degree. DC values staff experience as well as formal western educational attainment. For several positions, extensive experience related to the position were considered in lieu of education requirements i.e. bachelor degree.

Human resource management, via the Division of Human Resources or DHR, is approached incorporating 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. DC incorporates employee training and development ([PPPM Section 800](#)), which includes tuition reimbursement, tuition waiver, educational leave, career development and performance improvement, as well as staff and faculty performance reviews in an effort to cultivate and strengthen its staffing to support the delivery of educational programs.

DHR is continuously expanding its trainings to motivate, retain, and ensure employees are successful within the workplace at its multi-sites. In 2017 and 2018, DHR provided employee 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.

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

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

General Fund Operating Budget. In September of every year, BOR approves and adopts a general fund operating budget for the upcoming fiscal year, which begins October 1 through September 30. The general fund operating budget for fiscal year 2015, 2016, 2017, and 2018 are \$22.4 million, \$23.4 million, \$23.0 million, and \$22.1 million, respectively ([BOR Resolutions, doc 1, doc 2](#)).

Navajo Nation Budget. In addition to the general fund operating budget, BOR approves and adopts a budget for \$4.2 million for the NN appropriation ([BOR Resolutions NN, doc 1, doc 2](#)). On a quarterly basis, DC submits an expenditure report to the NN for reimbursement of allowable costs.

The operating budget revenue projection in fiscal year 2017 consisted of 59% BIE, 18% NN , 8% Tuition and Fees, 9% Auxiliary, 1% Land Grant, and 4% Other Income ([Figure 5.A.5.1](#)). In

fiscal year 2018, and 62% BIE, 19% NN , 8% Tuition and Fees, 9% Auxiliary, 0% Land Grant, and 2% Other Income.

Budgeting Process. In 2017, DC adopted and implemented the baseline budget approach which incorporated the SNBH guiding principles ([2017 Strategic Planning and Budget, pg 29](#)) and in 2018, adopted the zero base budget methodology ([2018 Strategic Planning and Budget, pg. 27](#)). The budget process is from May to September. 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 requiring a review of strategic goals and objectives, including an analysis of prior years' actual expenses to avoid overruns and excessive transfers. The baseline 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.

Budget hearings are held for budget managers to present and deliberate on program budgets, including allocation adjustments. At the completion of the budget hearings, a comprehensive review is conducted by the Annual Planning and Executive team and BOR. The comprehensive fiscal year budget is adopted by the BOR and implemented on October 1st. Budget managers input their annual plans and implement the approved general fund budget every new fiscal year or October 1st.

Monitoring expenses. Budget processes include operating expense monitoring and quarterly tracking by Finance and Accounting (F&A) department and DHR to ensure the College is in compliance with the BOR approved budget for a given fiscal year. F&A Department is responsible for gathering the prior year's budget data and related modifications, including uploading the approved budget into the accounting system. F&A 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.

DHR compiles, maintains, and monitors personnel salaries, wages, and benefits related expense data and is responsible for providing 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 DHR.

F&A and DHR collaborate with 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 disseminating approved strategic goals and objectives.

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5.B - Core Component 5.B

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

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

Argument

5B. 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 effort to promote effective leadership and support collaborative processes that enable DC to fulfill its mission.

Governance and Administrative Structures. The HEHSC, a standing committee of the NN Council, 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 DC. As requested, DC attends HEHSC meetings to provide educational initiatives and other relevant information. HEHSC and DC have a mutual reciprocity to promote effective leadership and support to fulfill DC's mission.

The NN Council [chartered](#) and created DC 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. The NN Council delegated authority and control over the governance of the institution to the BOR consisting of eight members as stated in 2.C.2. The BOR adopted bylaws in alignment with the College's SNBH guiding principles to conduct meetings and procedures for business transactions. Appointments are made by the President. 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 College's operation is in accordance with the mission, vision,

SNBH guiding principles, and educational philosophy to maintain integrity, accountability, and transparency. BOR is charged with the oversight of the 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 new DC President Dr. Charles "Monty" Roessel. 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](#)). Upon the hiring of a new president in January 2017, a review of the organization was done by the new president. The three areas reviewed included: organization structure effectiveness, financial effectiveness and accountability. Based on this review, the following changes were recommended to the board of regents:

1. The consolidation of eight (8) divisions into four (4) schools ([Figure 5.B.1](#)). This was done to create a structure that could grow as Diné College continued its path towards a 4 year institution.
2. The organization structure was too bureaucratic and top heavy.
3. The division leadership lacked the support and structure to grow new programs and lead faculty. Some divisions did not have chairs because no faculty wanted to oversee their own colleagues.
4. There was no focus on engaging with community and stakeholders.
5. The budget was not aligned to the strategic goals of the college.

The findings of the analysis was shared with the board over many months. Rather than wait, DC implemented the new structure and aligned the budget to the strategic goals in the Fall of 2017. The start of a new 5 year cycle of strategic goals made the perfect opportunity to reorganize with a new budget. The new structure accomplished the following objectives:

1. Creating four (4) schools with a Dean to manage and grow new programs decentralized accountability and professionalized leadership.
2. A Vice President and corresponding department was eliminated affording the Provost to work directly with the four Deans.
3. Deans now control the school budgets to better target initiatives and negotiate salaries.
4. External affairs was expanded to provide greater interaction with stakeholders and community.
5. The budget was aligned to the new strategic goals. A system of tracking goal progress to expenditures was formulated to create a cost per goal.

The administrative restructuring consists of the President, three Vice-President Offices (Finance & Administration, Student Affairs, and External Affairs) and a Provost ([Figure 5.B.1](#)). The President collaborates and relies on the four executive team members to effectively manage all aspects of the College. The President reports to the BOR and is responsible for effective leadership and management of the entire operation.

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 a 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 promote shared governance ([Faculty Handbook, §100.02](#)) through the Leadership Council. The Leadership Counsel 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 for 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 College’s financial and academic affairs are maintained with integrity, transparency and accountability, and policies and procedures are established in alignment with the DC 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. In collaboration with administration, the BOR adopted policies and procedures for Strategic Planning and Budgeting, 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 and Administration provides monthly financial reports including the revenues and expenses, comparison of budget to actual expenditures by cost centers, and other fiscal matters. In the [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 cover 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 BOR of the audit results including recommendations for corrective action plans, if any. From 2015 to 2017, the College 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 College’s mission, vision, guiding principles, and educational philosophy. The BOR reviews and examines new academic programs to ensure Diné language and culture are incorporated and suits the needs of the students including the NN communities. Since 2014, the BOR approved eight bachelor degree programs, refer to 3.A. The BOR ensures that the College is making progress in providing quality academic programs.

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. DC implements policies and procedures to involve its internal constituencies consisting of BOR, administration, faculty, staff, and students in the institution’s governance. The College’s strategic planning framework incorporates the mission,

vision, guiding principles and educational philosophy to manage and develop a structure suitable to the institution to accomplish a positive outcome for its internal constituencies.

DC's charter ([Section 2001, pg. 38](#)) provides for the institution's governance including a structure for the BOR and support personnel, faculty representation to serve as a liaison and a process to disseminate concerns and opinions for the faculty, board actions, bylaws to conduct meetings and established 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 College's internal community. BOR [monthly meetings](#), held at multi-sites, are open to engage and encourage participation from the public under the public comments section of the [agenda](#).

Council and Committees. IPB Council serves as an oversight for strategic planning and budget process, and accreditation to improve educational programs for students and communities. Faculty standing committees participate and contribute in the development and implementation of bylaws, operating statements, and handbooks in alignment with the institutional goals, mission, vision, guiding principles and educational philosophy. In addition, the Associated Students of Diné College President serves as a member of the BOR to represent the students, as stated in the charter.

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 BOR meetings, to improve collaboration between faculty, administration, and the board.

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. DC 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 procedures. DC's leadership understands 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) 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 association meetings for planning, addressing concerns, and discussing action items while acting as a 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 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 six standing committees: academic standards, institutional review board (irb), curriculum, distance education, general education, and student learning. Faculty also serve on other committees college-wide such as catalog committee, graduation committee, AIHEC and others. Intercampus days and Convocations are conducted by SLC to engage administration, faculty, staff, and students for the continued efforts of academic assessment.

Staff. The [staff association](#) is comprised of the College's staff responsible to serve as a liaison on behalf of the staff to express concerns and issues pertaining to educational and social well-being of employees, before the administration and the BOR. The staff association is engaged in recommendations to improve policies, budgeting, health and safety, and to promote employee training and participation in staff hiring. The staff association is the communication link between the administration, faculty, staff, and students. Staff association members attend standing committee meetings to represent the staff. The staff association understands its role to contribute and collaborate with faculty and administration to promote and improve educational programs.

Students. As stated in the Charter, "*President of the Dine College Student Body who shall be full official member*" of the BOR. 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.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Argument

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

Institutional Planning. In FY13-17, the College developed and engaged in a systematic and integrated strategic planning framework as a pilot model. Institutional Planning was fully implemented in the summer of 2013. The 2013-2017 Strategic Planning and Budget guide was established and adopted as a roadmap for each year to set goals and objectives, including allocating resources, to improve the quality of educational programs for the community and successful achievement of the accreditation. To successfully accomplish the institutional planning, [eight foundational](#) characteristics of the institution were established.

The implementation of the FY13-17 planning framework supported the 2017 Strategic Planning and Budget process. This process incorporated the Collaborative Planning Process (CPP) to organize, compile data, and generally engage with and understand institutional issues, vision activities, set goals and solidify core themes as recommended by [HLC's Standard Pathway](#). In April 2017, IPB Council replaced the former Planning and Accreditation Committee and had their first meeting ([IPB Council Agenda, 4/5/2017](#)). IPB Council was established as an oversight body to organize and integrate strategic goals in alignment with the mission, vision, SNBH guiding principles, and educational philosophy in collaboration with the internal constituencies. The College'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 development of the 2017-2021 strategic planning goals and objectives, listening sessions and a survey were conducted at the Tsailé campus to gather input from internal constituencies. On [April 21, 2017](#), an online survey provided input from the multi-sites. On [April 24-25, 2017](#), the President, VP of Student Affairs, VP of Finance, Director of Human Resources, and Dean of Outreach held listening sessions to gather comments and suggestions for six goals corresponding to the teachings of the six sacred mountains of the Navajo. The six goals—*Diné Identity, Student Success, Financial Health, Institutional Transformation, Technology, and Nation Building*—were presented. The staff within Student Affairs, multi-site Centers, and all

other support units, including students, had an opportunity to discuss strengths and improvements of the College, and shared creative ideas for each goal that were solution-based and student-focused.

Academic divisions were encouraged to participate and contribute to setting the new strategic goals and objectives. On April 27, 2017, a listening session was held for academic affairs to gather their input on the goals. On [May 4, 2017](#), the Business, Applied Science, Economics, and Technology (BASET) Division submitted their suggestions for strategic planning goals and objectives ([BASET's Feedback, pg. 3](#)).

On [May 1, 2017](#) the results of the listening sessions and survey were reviewed and discussed by , the executive team. The following recommendations were integrated into the 2017-2021 strategic goals and objectives:

- *Generate institutional transparency in planning and initiatives into 4.A.*
- *Translate the bold Navajo themes into all strategic goals (1-6).*
- *Build cultural relevance into academic and student support programs. 1. C.*
- *Incorporate and strengthen Diné teachings in current and future programs into 1.B.*
- *Expand student opportunities for leadership development and career readiness into 2.C.*
- *Enhance the internal technology infrastructure of the college community into 5.A.*
- *Streamline institutional compliance into 4.D.*
- *Changed "enhance" to "Optimize" in 3.B.*

On the same day, the institution's internal constituencies had an opportunity to review and comment on the draft strategic goals and objectives. On May 15, 2017, the proposed strategic goals and objectives were revised. On [June 15, 2017](#), the IPB Council developed and executed the transition plan. The IPB Council conducted a [SWOT](#) analysis and finalized the strategic goals and objectives ([Leadership, pg. 7](#)). In addition, the 2017-2021 Strategic Planning and Budget Guidebook was developed and implemented in AY17-18. Accordingly, all institutional units conducted a 2017 close-out of the last five-year planning cycle, 2013-2017, and generated and implemented the AY17-18 strategic goals, action plans, and the 5-year strategic goal-related cost.

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

Alignment of Resource Allocation. DC allocates its resources in alignment with the mission, SNBH, goals and objectives according to its Strategic Planning and Budget. Annually, the College 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 used in an integrated approach.

At the onset of the annual budget preparation process, the mission, strategic goals and objectives are communicated to each budget manager, who manages an assigned cost center(s) associated with their respective department. Budget managers are instructed to integrate the mission, SNBH, 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

statement of the current fiscal year's accomplishments associated with the budget and corresponding goals and objectives. It is within the Annual Plan worksheet, 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 examination to ensure the operating budget is developed in alignment with the mission, SNBH, and strategic goals and objectives. The Executive Team reviews the final budget and presents it to the BOR for approval. 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 DC.

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

Integrated Processes. DC processes are integrated for assessment of student learning, evaluation of operations, planning and budgeting. The IPB Council, in collaboration with the BOR, Executive Team, Faculty, Student Affairs, F&A, Operations, and OIPR ensure processes are integrated and implemented in accordance with the strategic planning goals and objectives. DC's operational effectiveness determinations take place and are linked through annual review processes that culminate in budget allocations.

Planning and budgeting. DC's planning involves five key forecasting processes: *academic program review, assessment, annual planning, strategic planning, and budgeting*. Both planning and budgeting processes are integrated to carry-out the strategic goals and objectives stated in the [2017 Strategic Planning and Budget guide](#).

Assessment of Student Learning. From the OAC, the [APR](#) process includes a three-year action plan. The three-year action plan aligns specifically to the strategic planning goals and objectives including the budget. For example, if a recommendation is made to hire additional faculty within a program, the recommendation is brought to the attention of the School Dean, to consider in the next fiscal year's budget.

Facilities Assessment. In 2013, the institution developed, with the assistance of an external architectural 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 includes planning, prioritizing, bidding, acquisition of materials and/or equipment, obtaining a contractor (if it is a major project), implementation/installation, and completion of projects. Both plans require an annual inventory and project updates to analyze the impact on strategic planning and budget.

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. DC's planning process encompasses the entire institution and considers the perspectives of its internal and external constituencies. The College understands the importance of considering the perspectives of its constituencies to achieve its mission, strategic goals and objectives, and improving educational opportunities.

Internal constituents. DC 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, DC's

OIPR conducts listening sessions, online surveys, meetings, and e-communication to engage and gather input from internal constituencies. The information gathered are reviewed, discussed and evaluated for decision-making and incorporated into the planning process.

Federal External constituents. The external constituencies of DC consist of Federal, State, and Tribal governments, including enterprises and organizations. The College relies on external political and financial support of external constituencies to achieve its mission and carry-out its educational philosophy. BIE, under the federal government, provides annual appropriations 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 funding eligibility.

State. The State of Arizona, based on tax collections on the NN, provides annual Arizona Compact funding with spending mandates that the institution is required to comply with and, as a result, expenditures and reporting requirements are incorporated into DC's planning process. DC reports to the Arizona Higher Education Department which requires data collection that are included in the planning processes. The department of 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.

Tribal. Similarly, HEHSC supports and provides annual funding in accordance with the Navajo Higher Education Act and subjects the College to comply with its laws, regulations and guidance which are incorporated into the planning process. The local NN Tribal Chapters' input and support are considered in the planning process dealing with land usage and other important matters. The College 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 College are AIHEC, ATD, AICF, Northern Arizona University, University of New Mexico, and Northern Arizona College Connection Higher Education Consortium (consisting of Coconino Community College, Navajo Technical University, NAU and DC). Certain aspects of these external organizations' requirements and guidance impact the College's mission and educational philosophy; as a result, they are incorporated into the institution's planning processes.

Certain aspects of these external organizations' requirements and guidance impact the College's mission and educational philosophy; as a result, they are incorporated into DC's planning processes:

- In 2016, DC and NAU established a partnership to maximize educational resources and expertise to increase educational opportunities within the NN; DC and NMHU established a partnership to acquire ITV equipment using USDA grant; and, AIHEC awarded funding to DC for a Behavioral Health Research Project ([2016 Annual Report, pg. 27-28](#)).

- In 2017, DC established the Student Internship Program through the Title III grant to provide students opportunities to gain work experience and established the Peer Mentor Program to promote students' academic success; through the NN American Research Centers for Health (NARCH) Partnership award, DC is engaged in research programs around the NN in collaboration with Navajo Department of Health and other universities; and, began work alongside US EPA to conduct an impact study of the abandoned uranium mines in northeastern Arizona. ([2017 Annual Report, pg.18-25](#)).

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.

DC's strategic planning reflects a sound understanding of its current capacity to meet the demands of its educational programs.

Current capacity. The facilities assessment plan, CIIP, course scheduling, and enrollment data are key in determining the availability of teaching and learning environments at its multi-sites. The College has undertaken major renovation and construction projects to increase its current capacity. In September 2017, DC completed the GCB renovation, classrooms and Architecture & Engineering (A&E) for [Shiprock Math and Science Center](#). The CIIP considers and prioritizes 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, DC generates revenue projections consisting of federal appropriations, NN appropriation, Student Tuition and Fees, Auxiliary, and other revenues. The federal appropriation amount is determined by Indian Student Count based on 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.

DC'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 [NN appropriation](#) amounted to \$4.2 million per year and increased by \$500,000 in 2018. Tuition and fees are calculated considering an enrollment estimation and consists of tuition cost for all degrees and certificate programs including technology, activity, and other student fees ([General Catalog, pg. 17](#)). Auxiliary is estimated based on bookstore sales, room and board, cafeteria meal sales, and other sales. Other revenues are based on estimated interest income, rentals, and unrestricted gifts. In 2017, DC used the baseline budget methodology which incorporate a zero-growth and conservative percentage increase approach for resource allocation.

DC is keenly cognizant of possible fluctuations in its sources of revenue since DC is dependent on the federal government and the NN 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 NN, for capital improvements and investments from the State of Arizona. DC 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 College, with this initiative, DC is committed to maintaining its financial health to support operation and educational programs.

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

Emerging Factors. DC's planning anticipates emerging threats and opportunities in local demographics that impact enrollment and technology; however, forecasting could be improved to take advantage of emerging international opportunities. Technology and enrollment are considered in the College's strategic goals and [SWOT analysis](#), see section 5.D.2. In 2017, at the conclusion of the fifth year of the strategic planning cycle, the College performed a close-out including a SWOT analysis of all planning units by applying the SNBH principles. The closing process is a time of Nitsáhákees (Thinking), Nahat'á (Planning), and Siihasin (Assuring - reflection) to close-out the five-year planning cycle and begin a new five-year strategic planning cycle. The SWOT analysis consists of collecting evidence and artifacts to measure outcomes.

Technology. Based on the SWOT analysis, DC 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 using IT to enhance student learning experiences. DC identified the following technological challenges: 1. inadequate bandwidth capacity, 2. storage limitations, 3. improper implementation of online textbook orders, 3. lack of training, and 4. geographic remoteness. DC has identified the following opportunities: professional development, increased bandwidth offered by other providers, a distance education manual update, hiring a Distance Education Coordinator, online registration and enrollment, a well maintained social media website, developing a marketing plan, and working closely with the software system provider. DC understands the benefits of having cutting-edge technology as integral for providing quality educational programs at the multi-sites.

Enrollment. The College'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. The majority of the student population reside locally and within neighboring communities that span the NN. International students and other race/ethnicity represents 1% of the student population. According to the [2017 Annual Report \(pg. 10\)](#) provided by OIPR, the duplicated enrollment for AY13-14, AY14-15, AY15-16, and AY16-17 are 3,280, 3,519, 3,422, and 3,216, 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 926, 573, 1,728, 1,970, 7,370, and 870, respectively. The four-year trend for graduation with total confirmed degrees—bachelor and associate—conferred by site for 2014, 2015, 2016, and 2017 are 184, 172, 173, and 154, respectively. The total graduation by site over the four years for Chinle, Crownpoint, Shiprock, Tuba City, Tsaile, and Window Rock, are 23, 13, 64, 77, 479, and 27, respectively, a total of 683 graduates.

Demographics. Shiprock, Chinle, Lukachukai, Tsaile, Tuba City, and Fort Defiance are surrounding communities with more than 75 students enrolled at DC. Ganado, Many Farms, and Pinon are other communities that contribute to DC's enrollment ([DCCMP, pg 2](#)). DC serves both traditional and non-traditional students. The average age of DC a student is 25 years old, 34.7% of students are 18-21 years old, and 25% of students are 25-34 years old.

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.

Additionally, DC is exploring the creation of a business incubator. The Dean of Business and Social Science, hired on April 2, 2018, is coordinating with key business faculty to 1. identify a source of external revenue, 2. create a virtual incubator as a key initial step, 3. explore the viability of a physical incubator, 4. create a program in local development, and 5. reach out to other developing economies for technocratic information exchange.

Although in the very early stages of creation, this initiative will likely borrow from the example created by Regis University in collaboration with the Posner Center in Denver. President Roessel remains optimistic that DC can be the hub for the proliferation of socially responsible and conscious entrepreneurs. Other potential partners may include the Native American Business Incubator Network and Indige-hub. The Dean of Business and Social Science believes that economic development cannot occur until the community at large, and DC in particular, begins to foster an emerging economy by empowering DC students to be active contributors to the Navajo Nation and the Navajo economy.

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Argument

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

Improvement Performance. DC works systematically to improve its performance using the five-year strategic planning model. Through the integration of SNBH guiding principles, DC is able to systematically approach the implementation and achievement of its mission and strategic goals and objectives to enhance its educational opportunities.

On April 04, 2017, IPB Council was established as an oversight to ascertain the adequacy of strategic planning, budget, and accreditation. IPB Council identifies 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 DC's financial, academic, and operational progress. Based on the results, DC develops plans to address weaknesses and threats to improve all aspects of its operation.

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

Evidence of Performance. In June of 2017, DC developed and documented evidence of performance in its operations through the OIPR utilizing the Strategic Planning Online software (SPOL) for internal data housing and tracking (Strategic Planning and Accreditation Module). OIPR is responsible for data collection and reporting to the federal government, State of Arizona and New Mexico, and the NN government, including external organizations and internal constituencies. DC's departments and schools work collaboratively to provide appropriate data and information to OIPR in a timely manner for reporting to the appropriate stakeholders. Through the development and implementation of specific policies and procedures, responsible departments and schools document and compile evidence in support of institutional performance. In addition, DC relies on the enterprise resource planning system to capture data and information that are translated and articulated to usable quantitative and qualitative formats to document DC's performance and progress in achieving its strategic goals and objectives.

Annually, DC generates reports documenting operational performance, such as [annual report](#), [strategic planning](#) update and progress using SPOL, financial statements, [investment policy](#), 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. DC understands the importance of data and information collection, analysis, reporting, and retention--storage--to use as evidence to support and demonstrate operational performance.

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. DC 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.

DC made improvements to support student learning by developing and implementing academic assessment. In addition, key employees of the institution attended the HLC assessment academy to improve the APR, 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 SLC.

Libraries. DC operates two library facilities, one at the main campus in Tsaile and the other is located at the Shiprock branch campus. Annually, DC compiles and reports library services to [IPEDS](#). The total library collection (physical and digital) increased in 2014, 2015, 2016, and 2017 in the amount of 118,619, 129,683, 142,345, and 143,756, respectively. The total circulations (physical and digital) increased in 2014, 2015, 2016, and 2017 in the amount of 26,632, 27,309, 64,197, and 63,773, respectively ([Figure 5.D.2.1](#)).

The total library expenses slightly increased in 2014 to 2015 in the amount of \$758,706 to \$779,561, and remained constant at \$779,561 in 2015, 2016, and 2017 ([Figure 5.D.2.2](#)). The interlibrary services for 2014, 2015, 2016, and 2017 are 24, 32, 27, and 33. Both library facilities are not entirely electronic and do not provide virtual reference services.

In 2017, DC closed the final year of the strategic planning cycle 2013-2017 that required an overview of DC's performance by evaluating the strategic planning framework and goals outcome utilizing SPOL spearheaded by OIPR. 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.

Strengths:

- First recognized Tribal College among the 500+ Native American tribes in the United States.
- Rooted in Navajo culture, tradition, and language that is amplified in its educational programs and representative of its human capital and student enrollment.
- A member of AIHEC which demonstrates its involvement, contribution, and support to its students.

- Receives Title III-Part F grant under the US Department of Education, to improve and support student services at the main campus and expanded student services to the branch campus, including hiring of additional staff in Student Services Division.
- A member of ATD which provides guidance to enhance and expand “*services for students academically, socially, financially, and institutional capacity,*” including improvement to data collection and reporting in the OIPR.
- Established new student programs, including Summer Institute, Dual Credit, Peer Mentors, and Peer/Professional Tutoring, etc. to promote college readiness, transition and expectation in College, and student leadership and engagement.
- Financial position is stable and has political and financial support from federal appropriations, NN appropriations, and other grants (NSF, USDA, STEM, Title III Part A and F, etc).
- Vibrant Marketing and Recruiting Team that contribute to recruitment and promotion of the College using various communication channels (social media, website, KXWR radio station, newsletters, etc) with the support of OIPR’s student demographic data.
- Technology infrastructure supports its network system between its multi-sites, enterprise software is operational, several IT assessments have been completed, Polycom system is integrated with NMHU, and Blackboard learning management system supports academic instruction.
- Faculty have diverse backgrounds that benefit the development and implementation of new academic programs suitable to the needs of the NN to promote Nation building.
- DC acquired the SPOL software to improve and strengthen strategic planning, budgeting, and accreditation.
- DC has the capacity to handle an increased enrollment at the main campus in [Tsaile](#).
- Added two bachelor degree programs in Fine Arts and Psychology.

Opportunities:

- Develop and increase academic programs in various studies.
- Improve curriculum and co-curriculum assessment processes and evidence collection and storage.
- Encourage employee participation in cultural awareness activities.
- Increase student internships through the Project Success Program for students to gain experience in their degree of study.
- Continue working with ATD for Academics to promote effective student teaching and learning including academic leadership.
- Employ standing operating procedures in all aspects of the College.
- Student Affairs plans to research best-practices for scaling student leadership opportunities.
- Establishment of a Foundation to serve as a support to generate supplemental funding; establishing a partnership with colleges and corporations to seek funding; and, employ a grant writer to pursue federal grants.
- Improve public communication using social media to increase awareness of College events, activities, and news, including continuous update to the College website to attract potential students.
- Enhance professional development related to IT capabilities assessment; increase bandwidth; expand online classes and improve the use of LMS and ITV.

- Fully utilize DPI research and information.
- Capitalize on relationship with the NN government.

DC learned from its operational experience in 2013 through 2017 and made significant improvements by incorporating strategic planning and budgeting with the use of SPOL. Through strategic planning SWOT, DC implemented attainable strategic goals including objectives that aligned with the mission, SNBH, and educational philosophy improving educational opportunities for the Navajo people.

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5.S - Criterion 5 - Summary

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

Summary

DC has a well-defined mission that is clearly expressed in its strategic planning which allocates resources, structures, and processes to improve educational programs and to prepare for future challenges and opportunities. DC's strategic planning and budgeting is the driving force behind accomplishing its goals and objectives that encompasses the mission and SNBH for planning, budgeting, assessment, and accreditation. Through collaboration and contribution of its internal constituencies, DC 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. DC understands maintaining mutual relationships with external constituencies are important as they provide political and/or financial support to achieve its mission to provide quality educational programs.

Sources

There are no sources.