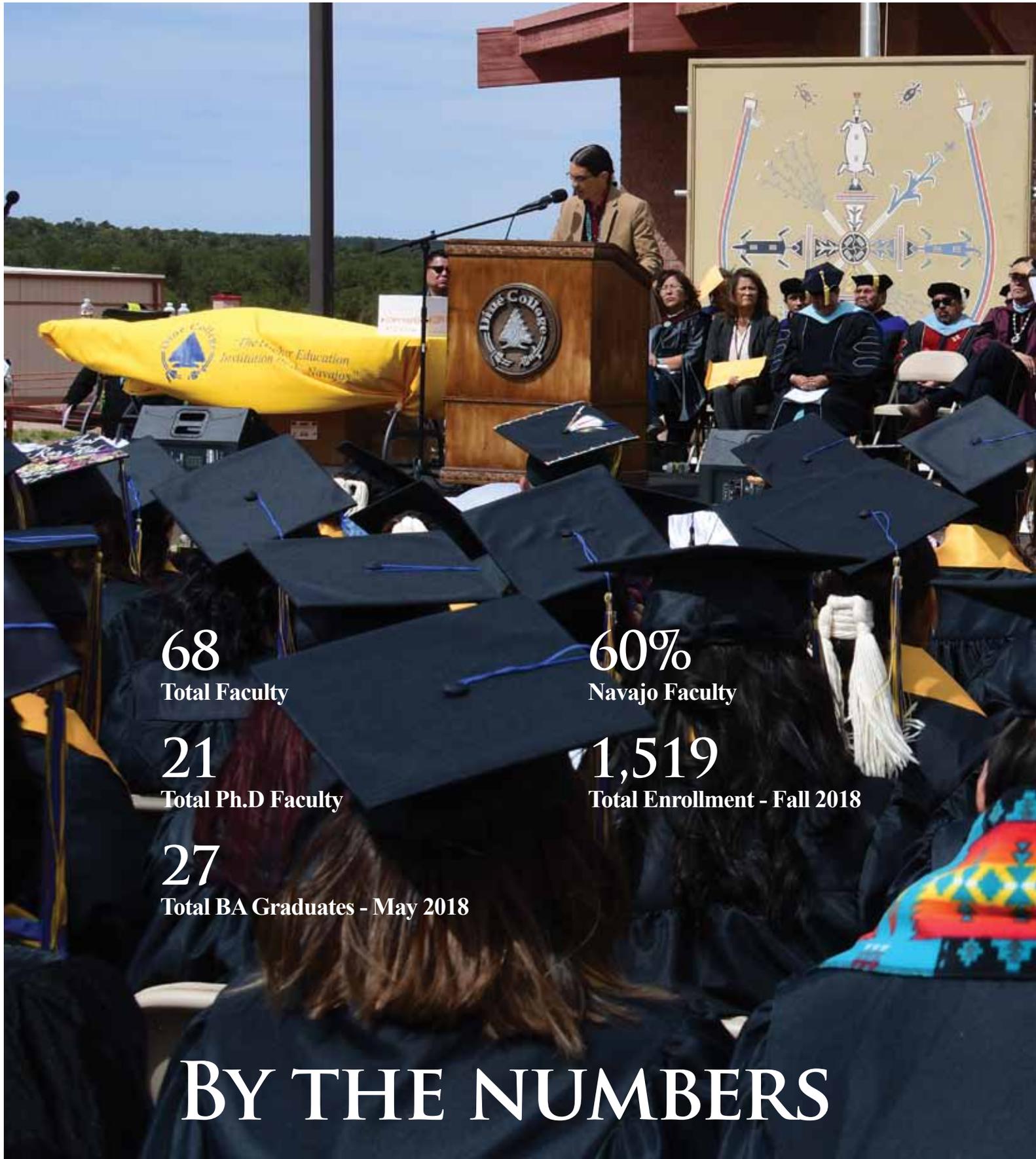


EMPOWERED INTO THE NEXT 50 YEARS

FY 2017-18 Annual Report



Diné College • Tsaile, AZ



68

Total Faculty

60%

Navajo Faculty

21

Total Ph.D Faculty

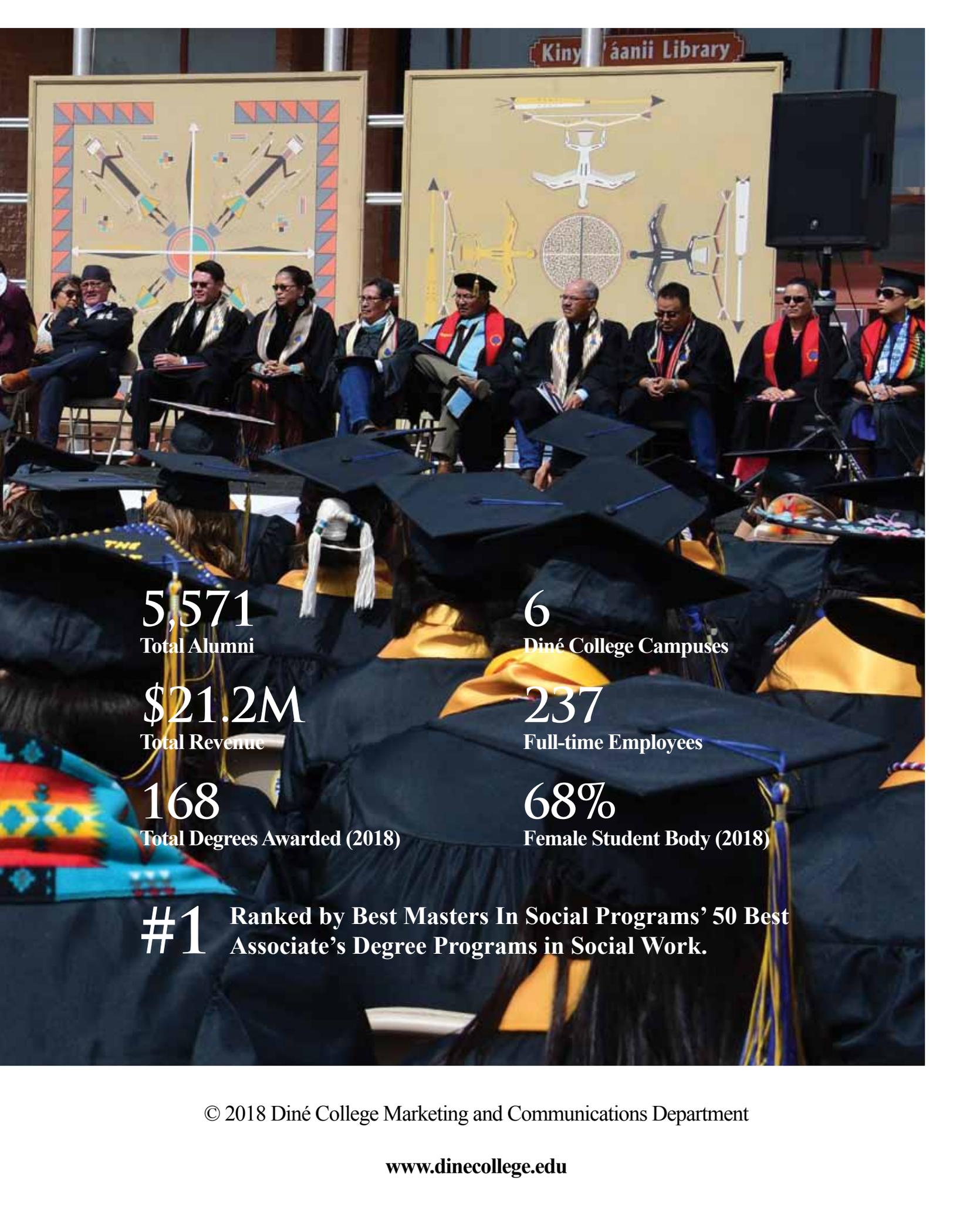
1,519

Total Enrollment - Fall 2018

27

Total BA Graduates - May 2018

BY THE NUMBERS



5,571

Total Alumni

6

Diné College Campuses

\$21.2M

Total Revenue

237

Full-time Employees

168

Total Degrees Awarded (2018)

68%

Female Student Body (2018)

#1

Ranked by Best Masters In Social Programs' 50 Best Associate's Degree Programs in Social Work.

LETTER FROM THE BOARD OF REGENTS

Fiscal year 2018 was a great year for Diné College. The numerous successes of the College were made possible by the efforts of faculty, staff and administrators — for this, we (the Board of Regents) send our thanks and appreciation.

The zero audit findings, the approval of a Navajo Language and Diné Studies track for a Bachelor's of Arts in Diné Studies, a 40 percent increase in grants awarded which exceeds \$1 million in additional revenue, a 5 percent increase in student enrollment, and a constant positive media presence, were made possible because of the alignment of goals, initiatives and various plans along with a College reorganization plan.

This year, the Board's focus is on structure and process. The most significant structural items were recommended updates to Title X, the establishment of standing committees of the Board and reporting discussions. The recommended charter updates professionalize the Board, while adding flexibility and resources, and require the Board to have a student success committee, and allow the faculty and staff associations to have a seat at the table for Board meetings.

The training of members of the Board of Regents, reviewing the personnel and procedures manual, presidential evaluation and the establishment of the Diné College Foundation, were the most significant items pertaining to progress, and aligning board members for the common interest of the college is key for continued stability and growth.

Fifty years ago, the College was established to help transform the Navajo Nation by providing students the opportunity to learn skills required for a changing economy, while staying close to home and maintaining their identities.

The mission of the College has not changed, but the expectations have continued to grow. With one out of 5 students attending college and 84 percent of the Navajo population not having a college degree, the mission of Diné College has never been more important to the people we serve.

Thank you,

Diné College Board of Regents

The Diné College 50th proclamation being signed.

(L-R) Board President **Greg Bigman**, Navajo Nation President **Russell Begaye**, Board Vice-President **Theresa Hatathlie**, **Felisha Adams** (2017-2018 ASDC President), and Diné College President **Charles Roessel**.

The Diné College Board of Regents is the college's guiding light. They help us establish a direction for the future and direct us in the process of establishing educational programs and institutional goals. They help us to strengthen our personal foundations for responsible learning and living consistent with Sa'ah Naagháí Bik'éh Hózhóón.





(L-R) Nelson S. BeGaye, Theresa Hatathlie, Greg Bigman, Felisha Adams (2017-18 ASDC President) Charles Roessel, Sharon Todacheenie, Johnson Dennison, Anderson Hoskie, and Dr. Tommy Lewis, Jr.

Greg Bigman
President
Northern Agency

Theresa Hatathlie
Vice-President
Western Agency

Dr. Tommy Lewis, Jr.
Secretary
Superintendent of
Diné Schools

Anderson Hoskie
Treasurer
Eastern Agency

Nelson S. BeGaye
Member
Health , Education
& Human Services

Johnson Dennison
Member
Central Agency

Sharon Todacheenie
Member
Fort Defiance Agency

Devon Begay
Associated Students of
Diné College 2018-19
Student Representative

BOARD OF REGENTS

LETTER FROM THE PRESIDENT

This year marked 50 years of Diné College being the higher education institution of the Navajo people.

I am sure the founders did not envision the challenges faced and overcome. We have grown from a two-year college into a four-year college. It is our goal to be a partner with the Navajo Nation in solving our problems, building our economy and providing a future for our Navajo people.

An annual report affords the opportunity to look at our accomplishments. I want to cite a few from our recent year, but also our 50 years: We were the first tribal college to become accredited in 1976 and Diné College recently completed its 10-year comprehensive review. In 1998, Diné College offered its first baccalaureate degree in teacher education and this year our Diné Studies program became our ninth baccalaureate degree offered. The Diné Policy Institute has been helping to inform Navajo leaders through its research for more than 10 years and this year Diné College is reestablishing its academic press to further inform and educate the public about issues and ideas facing the Navajo Nation.

The challenge for us today is how do we build new programs, expand the College and plan for the future when we do not know what that future holds. Education has always been the foundation for new innovations and that is where Diné College wants to be situated, at the junction of innovation and tradition. We may not know the future, but we can prepare our students to take it head-on with knowledge, courage, and an understanding of who they are.

Our new strategic goals have been aligned with solid purpose and we rely upon a firm, solid foundation that was set in stone almost 50 years ago. However, it is up to each of us to bring our own perspectives, experiences and commitment through our Diné values, traditions and teachings that will guide this College.

The 50th anniversary has provided an opportunity for Diné College to reflect and remember the contributions made and the trails blazed. But, none of that matters if we move away from our founding mission. Diné College is a testament to our Navajo heritage, beliefs and what makes our College the beacon of continual growth, humble existence, and endless hope. I look forward to being a part of this future, and I look forward to working with each of you as we lead Diné College into a new era of higher education excellence.

Ahxe'hee',

Charles Monty Roessel, Ed.D.
President



MISSION STATEMENT

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

STRATEGIC GOALS

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



**CLASS OF
2018**

“Before Diné College, I was a school bus driver in Utah for eight years and a single parent. Diné College was affordable, the instructors were very helpful and the class sizes were small. I was in my 40’s when I first got to Diné College in 2013 and on my first day, I almost walked out. Everybody was so much younger than I was but I made friends and stuck it out and now, I have my Bachelor’s in Elementary Education.”

Jacqueline was hired at Hunter’s Point Boarding School.

-Jacqueline Chief, B.A. Elementary Education

HIGHLIGHTS OF THE YEAR

October 2017

- Dr. Geraldine Garrity, named Provost: The first female to ever hold the position in the College's history.
- The Higher Learning Commission approves Bachelor of Fine Arts degree in Studio Art.
- The HLC approves Bachelor of Science degree in Public Health.
- The Student Success Center changes hours to start from 7 a.m. to 8 p.m., starting Oct. 2. The new schedule helps students seeking academic advising before and after hours.
- Joy Thompson, who served as an IT consultant in Houston, joined the College staff as the Director of Information Technology. Thompson previously worked for a company called Utegration out of Houston.

November 2017

- Franklin Sage, Ph.D. (pictured right), is hired as the Diné Policy Institute Director.



December 2017

- Diné College names James McKenzie Director of Navajo Language Institute.
- A new Bachelor of Science in Public Health degree program is introduced to students.
- Miranda Haskie, Ed.D., is appointed to organize the upcoming 50th anniversary speaker series — which turns out to be a hit with students, staff, and the general public.

January 2018

- 1,341 students enroll for the Spring 2018 semester.
- Diné College enters into agreement with the Chinle Unified School District for dual credit courses.
- The Board of Regents approves proposed legislation to be introduced to the U.S. Congress for the reauthorization of the Diné College Act.

February 2018

- Lawrence Isaac Jr., Ph.D., the first student body president of Diné College in 1969, returns as the new Dean of Diné Studies and Education.
- Board establishes the Diné College Foundation, Inc.

- George Joe (pictured right), is hired as the Director for Marketing, Communications, and Recruitment.



March 2018

- Upon the approval by New Mexico voters in November 2018, the Shiprock campus will receive \$5 million toward the construction of a proposed Shiprock Math and Science building at the South campus.
- Sharon Todacheenie, who will represent the Fort Defiance Agency, becomes the newest member of the BOR. She has been a K-8 Principal at Rough Rock Demonstration School and holds two master's degrees.
- Aaron Lee, a junior from Low Mountain, Ariz., and former U.S. Marine, is elected AIHEC Student Body President.
- The HLC listening session takes place March 26 to kick-off the upcoming comprehensive visits from the HLC.
- The Harvard-educated Manley Begay, Jr., Ph.D., a tenured indigenous studies professor at Northern Arizona University and a former Diné College undergraduate, is guest speaker for one of the 50th speaker series events.

April 2018

- A private Blessing Ceremony is held April 13th to commemorate the founding of Diné College.
- Students are awarded Academic Achievement Awards at the various campuses of Diné College.

May 2018

- 152 students graduate: 132 Associate degrees, 27 Bachelor's degrees, and 9 certificates.
- Faculty member Sara Kien, Ph.D. (pictured right), receives the Faculty Member of the Year award at the May 11 graduation ceremony.
- Alumni members are inducted via a special ceremony on May 11.



HIGHLIGHTS OF THE YEAR

- Diné College is chosen to participate in a Department of Homeland Security research study to improve prevention efforts connected to school shootings and other forms of mass violence.
- 200 employees honored and long time instructor Don Denetdeal retires.
- An \$8 million renovation and improvement project begins at the Ned Hatathli Cultural Center in Tsaile. When completed, the NHC building will be stabilized with refurbished offices and classrooms on the first floor and the replacement of the outer-colored window panels of the six-story building will take place. The NHC Building is the tallest edifice on the Navajo Nation.

June 2018

- College reports the highest summer enrollment (582) in eight years for 2018.
- Students who are part of Diné College's Summer Research Enhancement Program (SREP), conduct a presentation on public health community needs.
- Katrina Claw, Ph.D., and an alumna of Diné College's Summer Research Enhancement Program and now post-doctoral research fellow at the University of Washington in Seattle, speaks at the 50th anniversary speaker series.

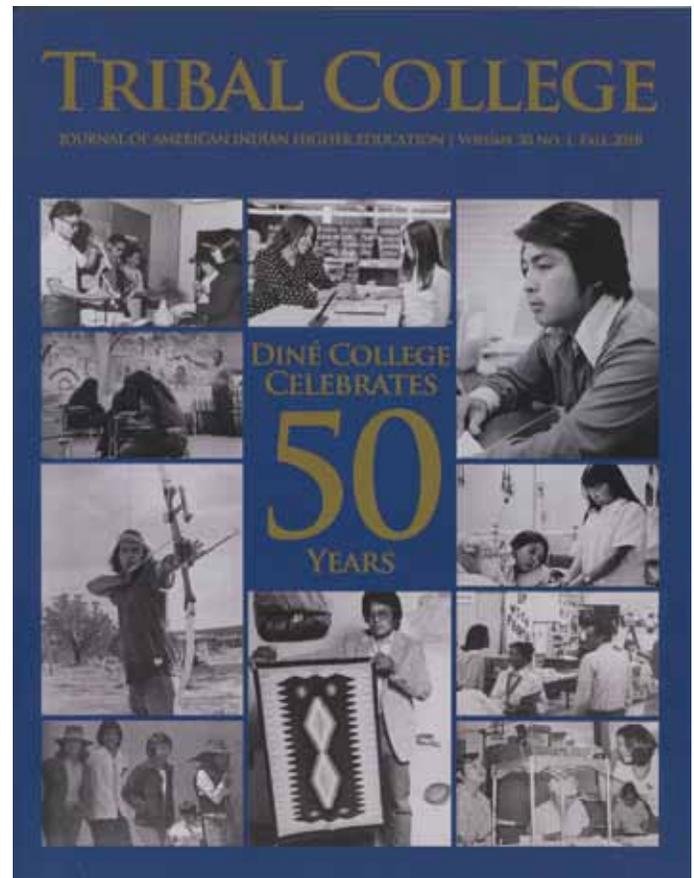
July 2018

- 24 area students take part in the second session of Diné College's Summer Bridge Program.

August 2018

- A Bachelor of Arts degree in Diné Studies is approved by the Higher Learning Commission.
- 1,519 students register for the fall 2018 semester; an increase of 3.6 percent from 2017.
- Diné College creates four news schools: School of Arts, Humanities and English; School of Science, Technology, Engineering & Mathematics (STEM); School of Diné Studies and Education; School of Business and Social Science.
- College hosts presidential forum at Tsaile.
- Six new faculty members, in a variety of disciplines, along with 10 new staff have been hired since the end of Spring semester 2018. One of the newly hired faculty members, Karla Britton, Ph.D., is a Harvard University grad and a former lecturer at Yale University.
- James Tutt, M.E.d, the former president of the Crownpoint Institute of Technology (now Navajo Technical University) joins the college staff.
- NMS of Anchorage, Alaska, is the newly contracted food provider. NMS has two nationally-acclaimed executive chefs who'll coordinate daily meals.

- Diné College is the focus of the Fall 2018 issue of Tribal College Journal (below). The publication features pictorials and lengthy exposés about Diné College over the years.



September 2018

- U.S. Environmental Protection Agency awards a \$429,000 grant to Diné College to study potential impacts of abandoned mines on livestock in the Cove area of northeastern Arizona.
- The first annual Diné College Scholarship Gala event nets \$140,000.
- Diné College unveils a commemorative Navajo blanket as part of the 50th anniversary recognition.
- The Navajo Language Immersion Institute receives \$364,000 from the Bureau of Indian Education to work with schools to build Navajo language programs.
- The Diné College Land Grant office receives \$220,000 from the United States Department of Agriculture for a project that will thin forests and study ways to keep Navajo Nation forests healthy.
- The BOR approves the fiscal 2018-2019 Unrestricted General Fund Operating Budget in the amount of \$22,826,452.

HIGHLIGHTS OF THE YEAR

FISCAL YEAR 2018 FINANCIAL HIGHLIGHTS

Net operating results were negative \$28 million in 2017. Operating revenue fluctuates year to year due to enrollment, which affects tuition, federal student aid, and auxiliary enterprises. Operating expenses rose by 13 percent resulting from mainly essential mission costs of instruction and student aid, other areas had slight increases as well. Nonoperating activities resulted in income of \$490,000, the income is lower than prior years although there were more scholarships awarded at \$7.4 million, but was offset by higher operating expenditures and lower spending of federal capital appropriations.

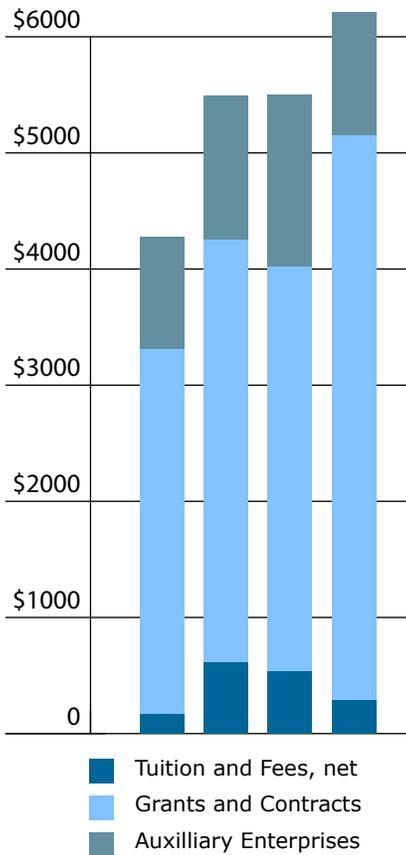
REVENUES	2014	2015	2016	2017
Tuition and Fees, Net	162,835	610,704	538,454	284,780
Grants and Contracts	3,145,167	3,644,478	3,481,025	4,868,507
Auxilliary Enterprises	967,858	1,234,630	1,479,185	1,055,703
Total Revenue	4,275,860	5,489,812	5,498,664	6,208,990
EXPENSES	2014	2015	2016	2017
Instruction	6,543,107	6,753,888	8,096,671	9,394,391
Research	175,908	450,446	815,621	799,237
Public Service	181,100	118,634	17,402	12,557
Student Aid	4,068,297	3,104,880	3,498,905	5,037,282
Academic Support	1,834,070	1,939,444	2,247,548	2,396,815
Student Service	1,703,130	1,556,305	1,758,104	1,541,703
Institutional Support	14,357,884	14,797,297	11,781,928	12,883,941
Auxilliary Enterprises	2,778,422	2,573,668	2,129,854	2,330,803
Total Expenses	31,641,918	31,294,562	30,346,033	34,396,729
Net Operating Results	(27,366,058)	(25,804,750)	(24,847,369)	(28,187,739)
NONOPERATING ACTIVITIES	2014	2015	2016	2017
Federal Appropriations	12,573,172	14,470,048	13,440,659	13,960,848
Navajo Nation Appropriations	4,200,000	4,200,000	4,200,000	4,200,000
Scholarships	6,608,696	5,833,808	5,564,243	7,483,707
Investment Income	577,149	(59,947)	438,756	495,627
Net Nonoperating Activities	23,959,017	24,443,909	23,643,658	26,140,182
Capital Appropriation, Grants & Gifts	8,419,814	7,521,945	2,958,269	2,538,479
Total Nonoperating Activities	32,378,831	31,965,854	26,601,927	28,678,661
TOTAL RESULTS	5,012,773	6,161,104	1,754,558	490,922

ACCOMPLISHMENTS

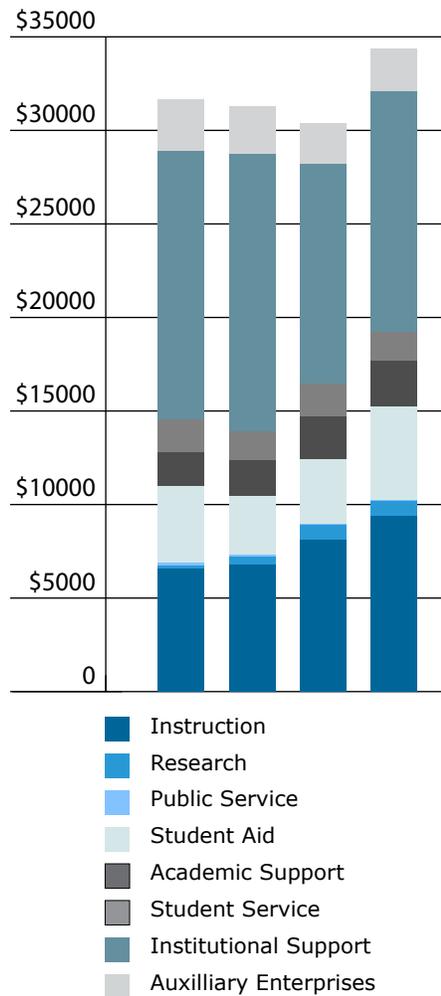
- Change in food service provider - NMS, Inc.
- Change in budget process, added new budget module, fully implemented.
- Tuba City improved Internet capacity by direct internet connection with NTUA.
- Diné College website redesigned.
- Online admission and registration.
- Mass text notification and broadcast – Alert Media.
- Emergency Blue Light Security System for Tsaille.
- Follett Online Bookstore and Online Merchandise Portal.
- Updated IT Policies & Procedures.
- Upgraded Call Manager and replaced phones for the College.
- REDW did a salary study, and the recommendations will go into effect in 2019.

FINANCIAL HIGHLIGHTS CON'T

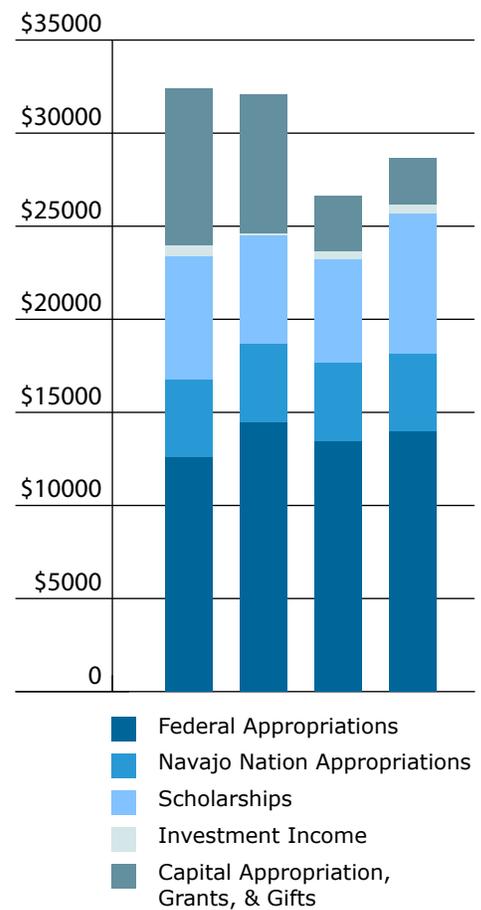
REVENUES
Millions of \$



EXPENSES
Millions of \$



NONOPERATING ACTIVITIES
Millions of \$



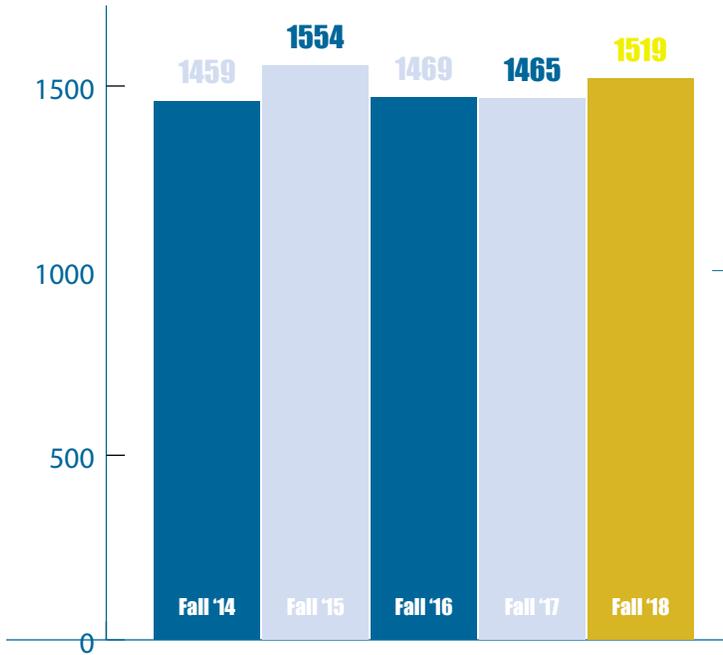
AUDITED FINANCIALS FOR 2017-2018

- The Regular Financial Audit and the Single Audit were done by KPMG.
- Audits were completed in June 2018 and approved and received by the Board of Regents on September 14, 2018 in Window Rock, AZ.
- Diné College got an unqualified opinion, or a "clean audit," which means free of any misrepresentations, and in accordance with U.S. generally accepted accounting principles.
- For 2016-2017 - Audit contained no findings, in prior year there were 7 findings.

WHAT DOES "NO FINDINGS" MEAN FOR THE COLLEGE?

- Effective audit helped the College achieve its goals and objectives by measuring overall performance and productivity.
- Protects the College from financial misstatements.
- Presents a reliable healthy picture of the College to the market.
- Means internal controls prevent and detect accounting irregularities.
- Strengthens the financial integrity of the College by reducing risks and costs of capital.

2014-18 STUDENT FALL ENROLLMENT



Across the board, nearly all 36 tribal colleges have seen a decline in enrollment the past few years, after going through a sharp increase for many years. In 2013, Diné College saw a sharp decline in enrollment like many tribal colleges, but in the past two years, enrollment has been going back up. In fall 2018, we had 1,519 students enrolled.

This past summer of 2018, the College saw a 12 percent increase from the summer of 2017. This was the highest enrollment since the summer of 2010. Then in the fall of 2018, enrollment was 1,519, which represented an increase of 3.6 percent from the previous year.

In response to enrollment trends, Diné College is making changes. Some of the changes include the scheduling of course offerings. Another change is making a better effort to accommodate students who need certain courses to graduate.

DINÉ COLLEGE PROVOST TALKS PROGRAMS



Dr. Geraldine Garrity, was named Provost in October 2018. Since Fall 2018, academics has transitioned from eight program divisions to four schools. The schools include the School of Arts, Humanities, and English, School of Science, Technology, Engineering and Mathematics (STEM), School of Business and Social Science and the School of Diné Studies and Education.

The Provost's office works closely with the School Deans, Dean of Academic Affairs, the Shiprock Branch Director and the Director of Assessment. Each School has one or two bachelor's degree programs. Academics now offers nine bachelor's degree programs.

The bachelor's degree programs include Elementary Education, Secondary Mathematics, Secondary Science, Psychology, Biology, Public Health, Business, Fine Arts and Diné Studies. Diné College completed the Higher Learning Commission comprehensive visit on Oct. 23, 2018.

STUDENT ENROLLMENT

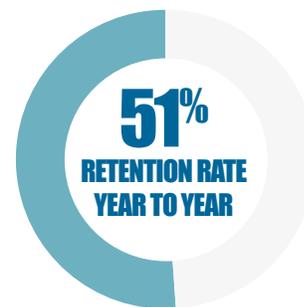
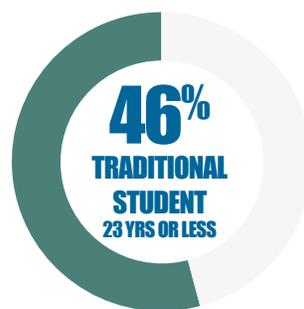
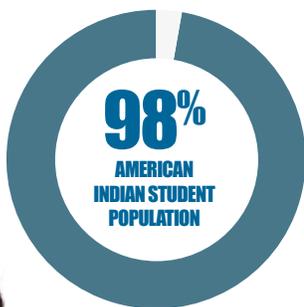
FALL 2018 DEMOGRAPHIC INFORMATION

The communities that generate at least 75 students or more a semester include: Chinle, Lukachukai, Shiprock, Tsaile, Tuba City, and Window Rock.

The average age of students attending Diné College is 25. The two largest student age groups that attend the College are in the 18-21 year old range with 34.7 percent on average and the 25-34 year old range with 25.0 percent of the average enrollment by semester. Over the past six fall semesters, freshman enrollment (regardless of high school or community of origin) has, on average, represented 9.4 percent of the first-time students enrolling to Diné College.

In Fall 2018, 34.7 percent of students are between the ages of 18-21 and 25-34; this constitutes 28.1 percent of the overall enrollment. Compared to the fall enrollment in 2012, the 18-21 year old age group has decreased 4 percent, while enrollment in the 25-34 year old group has increased by 3.2 percent. In Fall 2018, 68 percent female to 32 percent male students were enrolled.

50%
 HEARD ABOUT DINÉ COLLEGE THROUGH A FRIEND OR RELATIVE
 DATA COLLECTED FALL '18



CLASS OF 2018



"I will forever remember my experiences at Diné College, including the opportunities for internships on campus. The College was affordable at \$55 per credit hour and the fact that the courses were centered around Diné Culture was a big plus for me."

Shirleen works full-time at Navajo Head Start.
 A.A. in Elementary Education, 2015
 B.A. in Elementary Education, 2018

- Shirleen Tabaha

CLASS OF 2018

"I was very satisfied with the quality of instruction. The fact that 56% of the faculty at Diné College are Navajo, with 10 having doctoral degrees, it was a privilege for me, as a Diné woman, to be taught by our very own."

Rackell Werito, Chinle, Ariz., is now a teacher with Chinle Unified School District.
 A.A. in Elementary Education, 2016
 B.A. in Elementary Education, 2018

- Rackell Werito



SPOTLIGHT ON OUR ALUMNI

Diné College instituted the Alumni Relations Office in January 2018, through initial support from Title III Grant programs to cultivate Navajo Nation-wide institutional development. Preliminary efforts of the current Alumni Relations Office is the ongoing update of Diné College Alumni contact information for completion before the end of 2018. The Alumni Relations Office operates under the Office of External Affairs and Marketing, located at the Tsaile Campus.

The 50th Anniversary of Diné College provided an opportunity for Diné College Alumni to reflect on the development and growth of Diné College Alumni after half a century. The Alumni Relations Office is the first milestone set to launch a comprehensive program of Diné College Alumni engagements and outreach for events, activities, and projects throughout the year. 2018 Diné College graduates were the first inductees into the Diné College Alumni Tradition during the Diné College 2018 Graduation Commencement.



"Not only did Diné College strengthen my identity, but the faculty/adjunct faculty at Diné College-Crownpoint were invested in my education. My professors were able to sit down with me to work on my writing, on how to interpret my readings, and, most importantly, they encouraged me to challenge myself. The professors were adamant about not having their students do the minimum, but to think outside the box and apply our knowledge through their readings and lessons."

Davis Henderson, a native of Pueblo Pintado, N.M., Diné College - A.A. Elementary Education; University of New Mexico - B.A. Speech and Hearing; Central Michigan University - M.A. Speech-Language Pathology; Arizona State University - Ph.D. Speech and Hearing Sciences.

CHARLENE JACKSON - DINE COLLEGE GRADUATE NOW A PHOENIX-AREA ATTORNEY

Diné College alumna Charlene Jackson-Etnire is now a practicing attorney in the Phoenix area and serves as a Judge Pro-Tem for the Town of Gilbert Municipal Court and an Associate Judge for the Town of Paradise Valley. She is also a tribal appellate court judge for various tribes and served on the faculty of the National Tribal Judicial Center at the National Judicial College. She chose Diné College because her father was the President. She is the youngest child of former Diné College (formerly Navajo Community College) President Dean C. Jackson.



Charlene states, "Diné College allowed me the opportunity to take my core classes in a class setting that was smaller than it would have been at a larger college or university. This provided me the chance to have direct access and one on one communication with my professors."

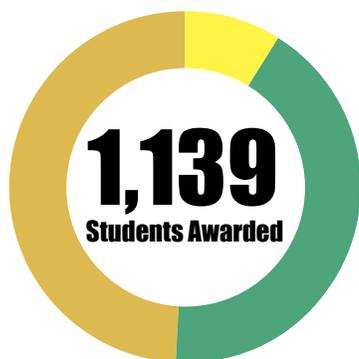
Winslow High School graduate Charlene Jackson-Etnire: 1989 - Diné College - A.A. in Liberal Arts, 1991 - University of Arizona - B.A. in Psychology, and in 1994 - James E. Rogers College of Law at the University of Arizona.

FINANCIAL AID INFORMATION

- In Fall 2017, 1,149 students were reported to have applied for financial aid and 950 of those were awarded a Pell Grant.
- In Spring 2017, 1,235 students were reported to have applied for financial aid and 858 were awarded a Pell Grant.
- Overall, in academic year 2017-2018 a total of 1243 students have received financial support from the federal Pell Grant and other external scholarships.
- The majority of the students receiving financial aid were attending the Tsaile, Tuba City, and Shiprock campuses.

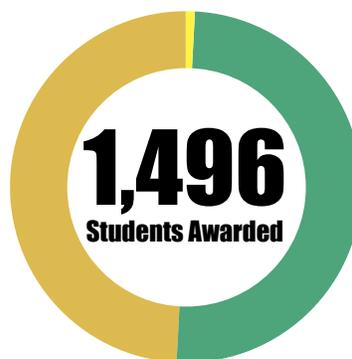
PELL GRANT AWARDS

SCHOLARSHIP AWARDS



Total Dollars Awarded
\$4,691,432

■	Fall 17	\$2,278,293
■	Spr. 18	\$1,969,064
■	SU. 18	\$444,075



Total Dollars Awarded
\$2,676,224

■	Fall 17	\$1,320,306
■	Spr. 18	\$1,339,549
■	SU. 18	\$16,369



ACADEMICS

COLLEGE CONSOLIDATES ACADEMIC PROGRAMS AND CREATES NEW SCHOOLS

Diné College officially created four new schools as of Fall 2017 and with the start of a new full semester this year, officials are lauding the move. The move consolidates eight academic programs and, in the process, puts into place four school deans.

The consolidation represents a historic change for Diné College, established in 1968 and the first tribally-controlled institution of higher learning in the U.S. — long associated with growth and expansion.

The schools are the School of Arts, Humanities and English, the School of Science, Technology, Engineering and Mathematics (STEM), the School of Diné Studies and Education and the School of Business and Social Science.

"This change allows each school to expand opportunities as a four-year institution would," Diné College Provost Geraldine Garrity, Ed.D., said. "This historic move supports Navajo Nation needs," Garrity said.

When Diné College implemented a bachelor's of science degree in public health last year, college officials anticipated growth, Mark Bauer, Ph.D., said. Bauer is a 20-year plus employee at Diné College who oversees research grants. The Public Health program has become one of the more popular science programs at Diné College.

"This is a program that stands to grow even more," Bauer said of public health. "I continue to hear nothing but good things about it."



STUDENT SERVICES

- New Student Success Buildings (Tsaile/Shiprock).
- Implementation of One-Stop-Shop approach to increase & promote student-oriented services.
- Data-driven and research-based practices.
- Implementation of a New Student Orientation program.
- Implementation of Specialty Services (i.e. Disability Services, 1st Year Freshmen Program, Student Success & Retention, Career/Transfer Services, etc).
- Building Student Family Housing Units at Tsaile Campus.
- Zero Tolerance Policies.
- Partnership/Network for Campus Safety.
- Student Tracking (grades, progress, degree checklist, course completions, etc).

FY 2017-2018 Initiatives

STUDENT ENROLLMENT MANAGEMENT:

- Online Registration
- Online Transcript Request
- Online Admission
- Maintained Registrar Website
- Centralized/streamlined student Records
- Implemented NetPartner Software
- Increased ISIR's Reports
- Systemized FWS Hiring Process

STUDENT ADVISING/RETENTION:

- Implemented Pop Up Advising
- Advising Handbook
- Planned/Delivered Summer Pre-College Program
- Increased student learning workshops
- Revamped New Student Orientation Curriculum
- Piloted Learning Communities

STUDENT CAREER ADVANCMENT:

- Developed Peer Mentor Handbook
- Hired/Trained Peer Mentors
- "Conversational" Workshops (Java & Jini)
- Emergency Aid Support for Students
- Increased Student Internship Opportunities
- Piloted High School Bridge Program

STUDENT LIFE & LEADERSHIP:

- Planned a Business Center at SFH
- Athletic Handbook
- Revisited R/R of Athletic Coaches
- Hosted Guest Lectures (w/Academics)
- Increased Student Advocacy Efforts
- Supported students leadership participation & opportunities



COLLEGE WELCOMES NEW FOOD SERVICES PROVIDER

A new dining alternative welcomed Diné College students and the surrounding community at the start of the 2018 school year. The Anchorage, Alaska-based NANA Management Services (NMS) now offers breakfast, lunch and dinner at the main campus after winning the food services contract earlier this year.

NMS Chefs Brad Harris, Arizona-born and raised, and Matt Little Dog developed menus that include indigenous foods to Navajo culture and planned creative dishes around mutton, blue corn and frybread. The two chefs are also striving to introduce fresh, locally sourced options and are working closely with the school to incorporate the Diné language into menus.

"As a company with Alaska Native roots and values, we recognize the importance of providing traditional, indigenous foods to our tribal clients," Harris said.

RESEARCH

U.S. EPA AWARDS \$429,000 TO DINÉ COLLEGE FOR ABANDONED URANIUM MINE STUDY

The U.S. Environmental Protection Agency announced Sept. 10 a \$429,467 study grant award to Diné College to study potential impacts of abandoned uranium mines on livestock in the Cove area of northeastern Arizona. Diné College will partner with Northern Arizona University and the University of New Mexico on study and risk assessments.

Students and professors from the three schools will assist EPA scientists with sampling for heavy metals and radionuclides in livestock, including cattle, horses and sheep. Since 2016, EPA has awarded Diné College \$809,481 for various studies related to radiological risk and ecological health, including a 2017 assessment of regional watersheds.

“Diné College is delighted to receive this grant. This culturally sensitive study will provide an informed risk analysis that can serve as a model in radiological risk and ecological health in areas impacted by uranium mining,” Perry H. Charley, Director and Senior Scientist at Diné College’s Shiprock-based Environmental Outreach and Research Institute said, “Diné students and staff will work with University partners and U.S. EPA scientists in conducting this important work.”

In total, EPA has reached enforcement agreements and settlements valued at \$1.7 billion to reduce the highest risks of radiation exposure to the Navajo people from abandoned uranium mines. As a result, funding is now available to assess and clean up 219 of the 523 abandoned uranium mines on and around the Navajo Nation. Cleanup of the abandoned uranium mines is a closely coordinated effort between EPA, the Navajo Nation and other federal agencies.

DINÉ COLLEGE PROFESSOR RESEARCHING ROOT OF EPILEPSY

A newly published journal paper by a Diné College math professor relates to improving the design of concentric ring electrodes — novel and non-invasive sensors that can be used for various kinds of electrophysiological measurement, i.e. recording electric signals from brain, heart, muscles, intestines, uterus, etc., for diagnostic purposes.

“We have shown that by optimizing the parameters of the electrode itself, including, in this particular case, the distances between the rings, that it is possible to improve the quality of obtaining signals to allow better diagnosis,” Oleksander Makeyev, Ph.D., a professor in the Department of Mathematics at Diné College, said.



This project is indirectly related to our other major project aiming to improve epilepsy diagnosis via faster and to more accurately detect seizures,” Makeyev said.

The seizure detection project is important to the Navajo Nation since, according to the National Institute of Neurological Disorders and Stroke, “the number of Native American patients seen for epilepsy per 1,000 persons indicates a high prevalence, more than double that for the United States as a whole.”

Makeyev’s research comes via a \$200,000 grant from the National Science Foundation. Another grant is in the works for a like related project to improving the design of a concentric ring electrode research project, Makeyev said.

DINÉ POLICY INSTITUTE

The Diné Policy Institute completed a Land Reform Report in March. In this report, the DPI studied Shonto through a longitudinal approach. The DPI looked at the social change of the community and the effects of the land tenure system of the Navajo Nation. The DPI offered policy recommendations based on data. The DPI presented to Council our findings.

The DPI partnered with Navajo Government Development for a study on chapter house participation. The DPI worked with NGD on the chapter house official perceptions of the local government. The DPI also helped conduct exit opinion polls for the Navajo Nation presidential primary forums. The DPI worked with Navajo Tourism to develop their data on tourism possibilities.

Later in 2018, the DPI released a report on chapter house restructuring and the informal economy of the Navajo Nation. The former being a study of the limitations and issues that occur in the chapter houses and what can be done to restructure, the latter being a study of the flea markets and local vendors, providing a look into the economic development of the informal economy.

LAND GRANT OFFICE - EXTENSION & OUTREACH

As a 1994 Land Grant institution, the Diné College Land Grant Office (LGO) provides educational opportunities to Navajo farmers, ranchers, students and youth through the delivery of extension education in the areas of livestock farming, ranching, and range management. In the 2018 fiscal year, the LGO provided hands-on educational opportunities to more than 3,000 Navajo stakeholders, and conducted outreach to some 25 percent of the 110 Navajo Nation Chapters.

2018 Highlights

Miss Navajo Nation Competition Butchering Contest

In partnership with the Navajo Cultural Arts Program, the LGO assisted with the hosting of the 2018 Miss Navajo Nation Butchering contest.

Youth Camps

For the past ten years, the LGO has held summer youth camps to educate elementary and high school students who have shown an interest in agricultural science. Students receive hands-on training on topics such as herd and health management and rangeland management through field labs, workshops and field activities. Students explore tangible ways of evaluating the health of a watershed through collecting basic ecological data at local streams and lakes, classifying plant vegetation, identifying sources of pollution and human impacts and observing wildlife habitat.



Farmers' Market

Every harvest season the LGO hosts a Farmers Market to provide fresh and healthy foods for the communities of Tsaille and Chinle, Ariz. The market provides an avenue for producers to increase their entrepreneurship skills.

Grant Funding Secured in 2018

USDA NIFA Tribal College Extension Grant – Ecological Restoration of Native Plant Communities in Forests Woodlands on the Navajo Nation

The long-term goal of the research project is to determine evidence of ecological restoration of native vegetation after implementing ecological restoration thinning prescriptions in dense piñon, juniper and ponderosa pine forest on the Navajo Nation.

LAND GRANT OFFICE CON'T

USDA Tribal College Extension Grant - Strengthening Sustainable Agriculture on the Navajo Nation Through Extension Education

Over the course of four years, the project aims to strengthen the Diné College Land Grant Office to deliver extension outreach initiatives to the Navajo Nation by developing agricultural hubs strategically placed across the Navajo Nation to support local agricultural production.

USDA NIFA Beginning Farmer and Rancher Grant – Developing the Next Generation Farmers and Food Security within the Navajo Nation Food Desert

The Diné College Land Grant Office serves as the lead institution in a collaborative effort amongst Diné College, Tsaile/Wheatfields Dineh Water Users and Tolani Lake Enterprises. This partnership will work to create the foundation that supports sustainable agricultural production on the Navajo Nation. The overarching goal of this project is to fill the educational gaps needed to develop a foundation for establishing a food system that sustainably supports the Navajo Nation by training at least 60 farmers in Navajo communities within two regional agricultural hubs.



The Diné College Land Grant Office serves as the lead institution in a collaborative effort amongst Diné College, Tsaile/Wheatfields Dineh Water Users and Tolani Lake Enterprises. This partnership will work to create the foundation that supports sustainable agricultural production on the Navajo Nation. The overarching goal of this project is to fill the educational gaps needed to develop a foundation for establishing a food system that sustainably supports the Navajo Nation by training at least 60 farmers in Navajo communities within two regional agricultural hubs.

USDA NIFA Tribal College Equity Grant – Integration of Science, Technology, Engineering, Arts, and Mathematics and Agricultural Science

Internal collaboration between the Diné College Land Grant Office, School of Diné Studies and Education, and School of Science, Technology, Engineering, and Math will allow Diné College as a whole to produce an 8-module curriculum that covers soil science, water quality, plant science, forestry, rangeland management, animal science, traditional food crops/wild-edible plants and air quality. Simultaneously, collaborators will move forward with establishing an inter-disciplinary agriculture program, to be offered by Fall 2019.

USDA Rural Development – Tsaile Campus Demonstration Farm

The Diné College Tsaile Campus Demonstration Farm houses a 13-barrel water harvesting system, three hoop houses, two chicken coops and is in the process of constructing a solar-passive greenhouse. The Rural Development Grant will allow expansion of the LGO to include a livestock handling facility. The facility will provide aspiring ranchers with the necessary training and education in essential farming and ranching activities such as the deworming of livestock, ultrasounds, castrations, vaccinations, branding, birthing and more. Training opportunities will help Navajo ranchers increase their knowledge of healthy, quality livestock production.



RESEARCH

PUBLIC HEALTH PROGRAM CONTINUES TO GROW

Diné College's Public Health program combines academics, research, community engagement and partnerships with the Navajo Nation, health care organizations and universities.

The Public Health program at the College has greatly expanded academic offerings that now range from a certificate and associate's degree program, to a bachelor's degree program with a bridge to a master's program at Northern Arizona University in Flagstaff. This expansion has been supported by the College's Title III funding, as well as a major grant (\$2.7 million spanning four years) from the National Institutes of Health that establishes a research center at the College that focuses on student research development and training.

Through this Navajo NARCH (Native American Research Center for Health) partnership, Diné College is the lead institution and partners with the Navajo Department of Health and NAU to create a pathway to public health and other health professions from high school to graduate school.

This year a summer program and dual credit program were developed and piloted with a local high school to start a cohort of students on their way to college level degrees. The B.S. degree program has 57 students, with an additional 40 students working on an associate's degree in public health. The funding also supports the continuation of the Summer Research Enhancement Program (SREP), initiated in 2000 and which allows up to 15 students annually to experience a funded internship in a given community.

The Public Health program at Diné College is rooted in Navajo culture (Diné Educational Philosophy), and connects students to their respective communities through the internships, as well as some additional funded programs for HIV/AIDS outreach and testing, cancer screening outreach, support for household and school gardening and associated nutrition outreach and work on positive norms for health behaviors in the College's student and surrounding communities.

Faculty members Mark Bauer, Ph.D., Kathryn Hartzell, M.A.T., and Carmella Kahn, DrPH, are also working with funding from the Colorado Clinical and Translational Sciences Institute to pilot a second, more advanced level of research internship, and three students made presentations at the annual Engaging Communities in Education and Research Conference this year.

Researchers from the Mayo Clinic partnered with Diné College faculty to secure funding from the National Cancer Institute to conduct a two-day workshop for tribal colleges and partnering institutions to develop approaches to training American Indian students in cancer research. The next step is to submit a proposal to fund efforts to implement the research training ideas that were generated.



Mark Bauer, Ph.D.
Faculty, Public Health

SCHOOL OF ARTS, HUMANITIES, AND ENGLISH

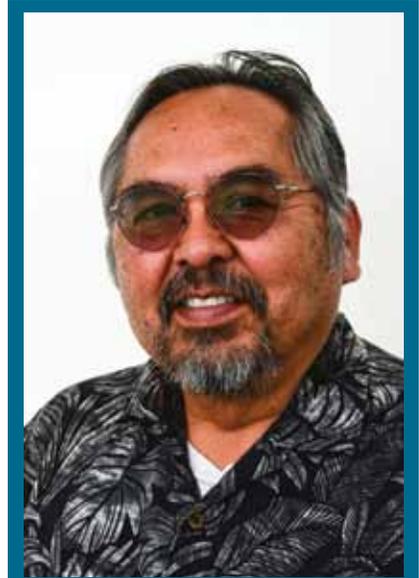
The Fine Arts program at Diné College offers a visual arts curriculum for students who expect to transfer to a four-year program. The curriculum promotes personal development in the arts. It includes studio art courses in Ceramics, Drawing, Commercial Art, Graphics, Painting, Photography, and Sculpture, as well as in Art History and Art Education. Interested students should consult the catalogs of four year institutions that offer Bachelor of Fine Arts programs and speak with Fine Arts advisors.

The Liberal Arts Program offers students a more intensive investigation of ideas and practices in the arts, humanities, and social sciences than is required in the general education program, with an emphasis on critical inquiry and creative expression. It is designed to prepare students to transfer to four-year programs of study in Liberal Arts or related degree programs in the arts, humanities and social sciences. The range of courses required in the Liberal Arts program is appropriate for all students seeking a Bachelor of Arts degree in these areas.

- The Bachelor of Fine Arts (BFA) program was approved and is accredited by the Higher Learning Commission in October 2017.
- The BFA is a four-year program designed for students who have a passion for and want to make the Fine Arts a career choice.
- The core ideal for the BFA program is the Diné Philosophy of Learning or Sa'ah Naaghai Bik'eh Hozhoon. The Diné Philosophy of Learning is embedded in the BFA curriculum. This is what makes our BFA unique from other institutions.
- We have an exemplary group of Art Faculty that teach for the BFA program. All three Art Faculty have extensive teaching and real art-world experience.
- The BFA has a **Restricted Fine Arts Endowment Scholarship** available to BFA majors.

Restricted Fine Arts Endowment:

The Diné College Fine Arts program has an arts endowment. The endowment is predominantly used for scholarships for BFA majors.



Paul Willeto, Ed.D
Dean of Arts, Humanities, and English

Willeto, Ed.D., carries 30-plus years of teaching experience at Diné College and has held several academic dean positions over the years. An accomplished artist with a graduate degree in fine arts from the University of Michigan, Willeto is a former Dean of Instruction and Dean of Faculty and Instruction at Diné College.





DEGREE PROGRAMS

Certificate
Digital Arts

Associate of Arts - A.A.
Liberal Arts

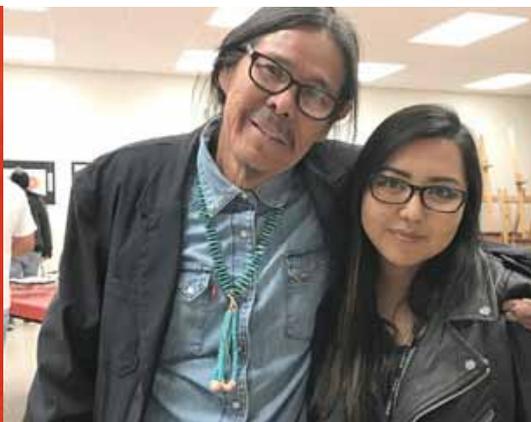
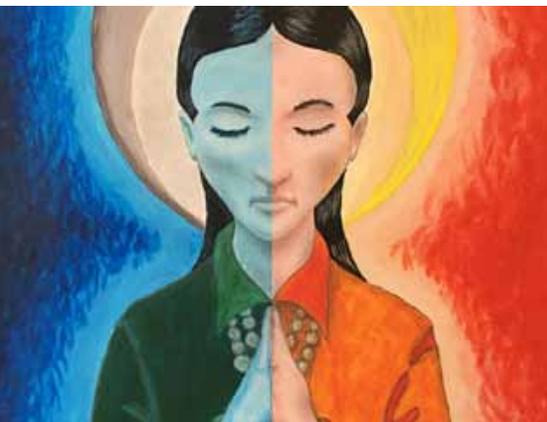
Bachelor of Fine Arts - B.A.
Fine Arts

Diné College Student Art Exhibition:

Each fall and spring semester, the Fine Arts Department, as part of an initiative to nurture student creativity for the public, hosts a student art exhibition, also known as the Art Walk, an event that showcases student works. The exhibition showcases the creative talents of students taking art classes. Students exhibit works of art in painting, drawing, photography, sculpture, and graphic design. The surrounding communities and college are invited to the annual student Art Walk. The Fine Arts Department invites judges to judge student works. Prizes, comprised of ribbons and monetary awards, are awarded to students in First Place, Second Place, Third Place and Honorable Mention. The students look forward to the Art Walk each semester.

Margaret Goeken Annex Gallery:

The Margaret Goeken Annex and Gallery are part of the Fine Arts Program. The Goeken Gallery is used to showcase student artwork on a regular basis. Since 2008, the gallery and three classrooms were available and dedicated to art courses.



SCHOOL OF
ARTS, HUMANITIES, AND ENGLISH

SCHOOL OF DINÉ STUDIES AND EDUCATION

The School of Diné Studies and Education is preparing future teachers continuously. Teaching includes Diné languages and cultures, enabling them to become respectful, effective teachers. The teachers will use Navajo teachings with all students. Their lessons will be based on Sá'ah Naaghái Bik'eh Hózhóón. They will develop their students according to Navajo teachings and traditions.

News

Endorsement Courses: The School of Diné Studies and Education has developed two sets of endorsement courses that are aligned to the requirements of the Arizona Department of Education. The courses promote culturally appropriate teaching and learning strategies for Navajo learners. They are designed for teachers, taught by teachers, with real-world applications in Navajo Nation schools. All courses will be offered at the Tsaile Campus.

Math Endorsement Courses for Fall 2018:

EPD 251: Geometry and Measurement in Grades K-8 (3 credits) (ADE: Geometry and Measurement).

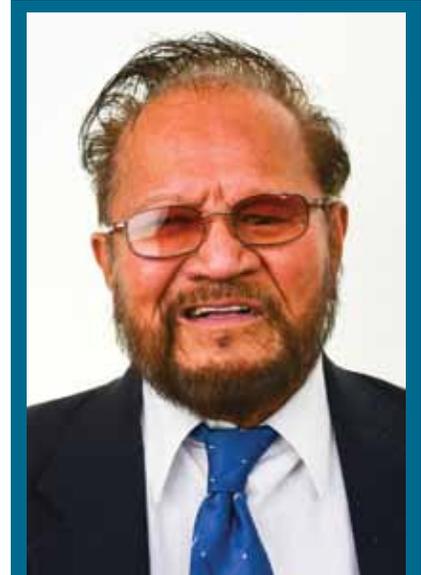
DEGREE PROGRAMS

Certificates
Navajo Cultural Arts
Navajo Nation Leadership

Associate of Arts - A.A.
Diné Studies
Early Childhood Education
Education

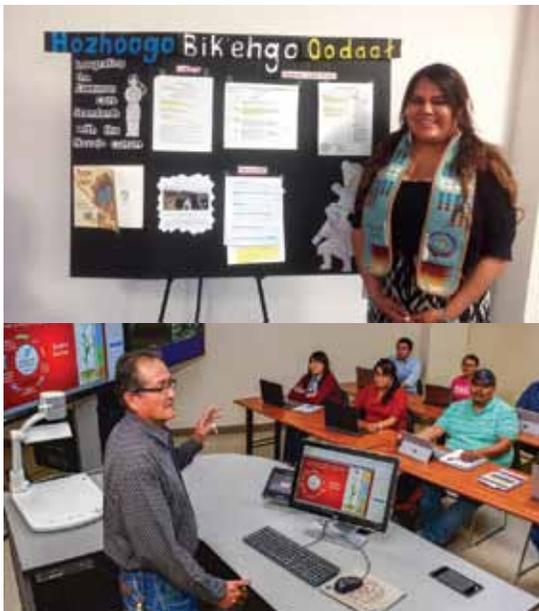
Bachelor of Arts - B.A.
Elementary Education

Bachelor of Science - B.S.
Secondary Education in Mathematics
Secondary Education in Science



Lawrence Isaac, Jr., Ph.D.
Dean of Diné Studies and Education

Isaac, Jr., Ph.D., is the Dean of Diné Studies and Education and a former U.S. Marine. Isaac, Jr., is a former Dean of Students at Navajo Technical College in Crownpoint, where he worked under Tutt. Isaac, Jr., was the first student body president at then Navajo Community College — named Diné College in 1997. Isaac, Jr., holds a doctoral degree from the University of Arizona and is one of the early graduates of Diné College. Isaac, Jr., assisted in the formation of Diné College's satellite campus in Kayenta, Ariz., in 1997 and was the Kayenta campus director for a short while.



SCHOOL OF SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH

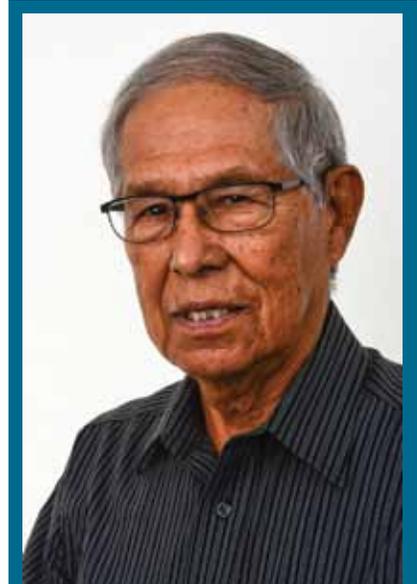
Diné College's Associate of Science Degree in Mathematics is designed to provide students with the opportunity to acquire skills and knowledge that include the ability to apply mathematical principles competently, think critically and creatively, understand abstract concepts, and use technology to ensure the well-being of the Diné people.

The Science and Physical Education Division at Diné College offers a BS in Biology degree and a BS in Secondary Education, Science (Biology) tract, degree. We also offer six Associate of Science degrees and four Certificates.

The Bachelor of Science in Biology degree is designed to promote enhanced knowledge and appreciation of life on Earth while also providing courses and training that will enable students to succeed in academics, develop career paths, pursue graduate studies, obtain employment and promotion in the workforce, and serve the Navajo Nation. The degree is a total of 122-128 credits, with a minimum of 46 hours in Biology including required courses in vertebrate and invertebrate zoology, ecology, cell biology, evolutionary biology, plant and animal taxonomy, and climate studies. In addition, students will develop broader skills with 27 hours in math, chemistry, and physics, and 42-44 hours of general education courses. Our own summer intern programs in public health and biology are also available to enhance student learning and build contacts with employers on the Navajo Nation.

The Bachelor of Science in Secondary Education, science track, taught jointly with the School for Diné Studies and Education, is a dual major of education and biology that prepares students to be certified to teach high school biology or other high school sciences, especially on the Reservation, where these teachers are in high demand.

Our six Associate of Science degrees (Biology, General Science, Health Occupation, Environmental Science, Agroecology, and Public Health) allow students to transfer to a four-year program or vocational training, while also providing adequate background for many areas of employment.



James Tutt, M.Ed.
Dean of Science, Technology,
Engineering, and Mathematics

Tutt, M.Ed., started in August of this year at Tsale, having previously worked as an administrator at Diné College's Shiprock campus from 1975 to 1988. He is the Dean of S.T.E.M., and the former president of Crownpoint Institute of Technology. Tutt, who is from Red Valley, Ariz., is a graduate of Fort Lewis College in Durango, Colo., and Western New Mexico University. "There are a lot of changes since I was last here," Tutt said. "Particularly with the aesthetics of the building."

DEGREE PROGRAMS

Certificates
 Computer Technology
 Geographic Information
 Systems - GIS
 Irrigation Technician
 Natural Resources
 Public Health

Associate of Sciences - A.S.
 Agroecology/Environmental
 Science
 Biology
 Environmental Science
 General Science
 Health Occupation
 Mathematics
 Physics
 Pre-Engineering
 Public Health

Bachelor of Science - B.S.
 Biology
 Public Health



The AS and BS in Biological Sciences promotes enhanced knowledge and appreciation of life and of living organisms on earth. Environmental Sciences prepares students for transferring to a Bachelor of Science degree program in Environmental Science, Environmental Management, Environmental Studies, or Science Education for grades 7 through 12. It can be modified for transferring to a B.S. program in other natural science disciplines. The program meets the requirements for Arizona's General Education Science requirements. The Public Health program is designed for health professionals as well as those wishing to pursue a health profession that emphasizes community and population health. It promotes Navajo concepts of health and wellness. The AS in Public Health is either a terminal degree or transfer program to colleges and universities that offer four-year programs in public health, health education, health promotion, or community health. The program offers two options: the Health Education (Socio-Cultural) Option and the Environmental Public Health Option.

Certificates in Irrigation Technology, Natural Resources, and Public Health further student's abilities and training for many job opportunities, and provide a foundation for additional education and employment options.

SCHOOL OF SCIENCE,
 TECHNOLOGY, ENGINEERING, AND MATH

SCHOOL OF BUSINESS AND SOCIAL SCIENCE

Associate of Arts (AA) degree in Social and Behavioral Sciences (SBS) Degree

The AA SBS promotes academic foundations for transferring to a university or four-year college. Students may also choose to continue their education at Diné College where they can pursue a Bachelor of Arts (BA) degree in Psychology.

Social Work (AA) Degree

The Social Work program offered through the SBS division improves skills, knowledge, and predispositions needed for becoming a technician or para-professional in a social welfare program. It enables the transferring to a university or a four-year college. Some courses are equivalent to a third year or fourth year college level course. Students who plan to transfer to a university or a four-year college should check with that institution when selecting Social Work courses. If students are interested in pursuing a graduate degree (a Master's degree or a Ph.D.) in Social Work, one option is to complete the Psychology BA program because a Psychology BA degree can serve as a foundation for pursuing graduate studies in Social Work.

Psychology BA Degree

The Psychology BA program offered through the SBS division includes instruction in Navajo psychology, counseling and clinical psychology, health psychology, psychology and law, social and cultural psychology, developmental psychology, as well as decolonization, resilience, and research in indigenous communities. This program also includes hands-on practical experience through internships, undergraduate research projects, or independent study. This degree program will enable students to pursue graduate studies, obtain employment and promotion in the workforce, and serve the Navajo Nation. For more information about the Psychology BA degree, click here for the Psychology BA Information and Orientation packet.

Business BA Degree

This Bachelor of Arts degree is a unique degree program designed to prepare students to take responsible positions in the management of economic growth in the more than 500 federally recognized Native American Tribes. The program will include instructions in business management, principles of accounting and financial management, human resources management, finance, basic economic principles and business law (Federal, State and Tribal) as applied to promoting the economic well-being of the tribal communities.

DEGREE PROGRAMS

Associate of Applied Science - A.A.S.
Business Management
Office Administration

Associate of Arts - A.A.
Business Administration
Computer Information Systems
Social and Behavioral Sciences
Social Work

Bachelor of Arts - B.A.
Business Administration
Diné Studies
Elementary Education
Psychology



Michael Lerma, Ph.D.

Dean of the School of Business and
Social Science

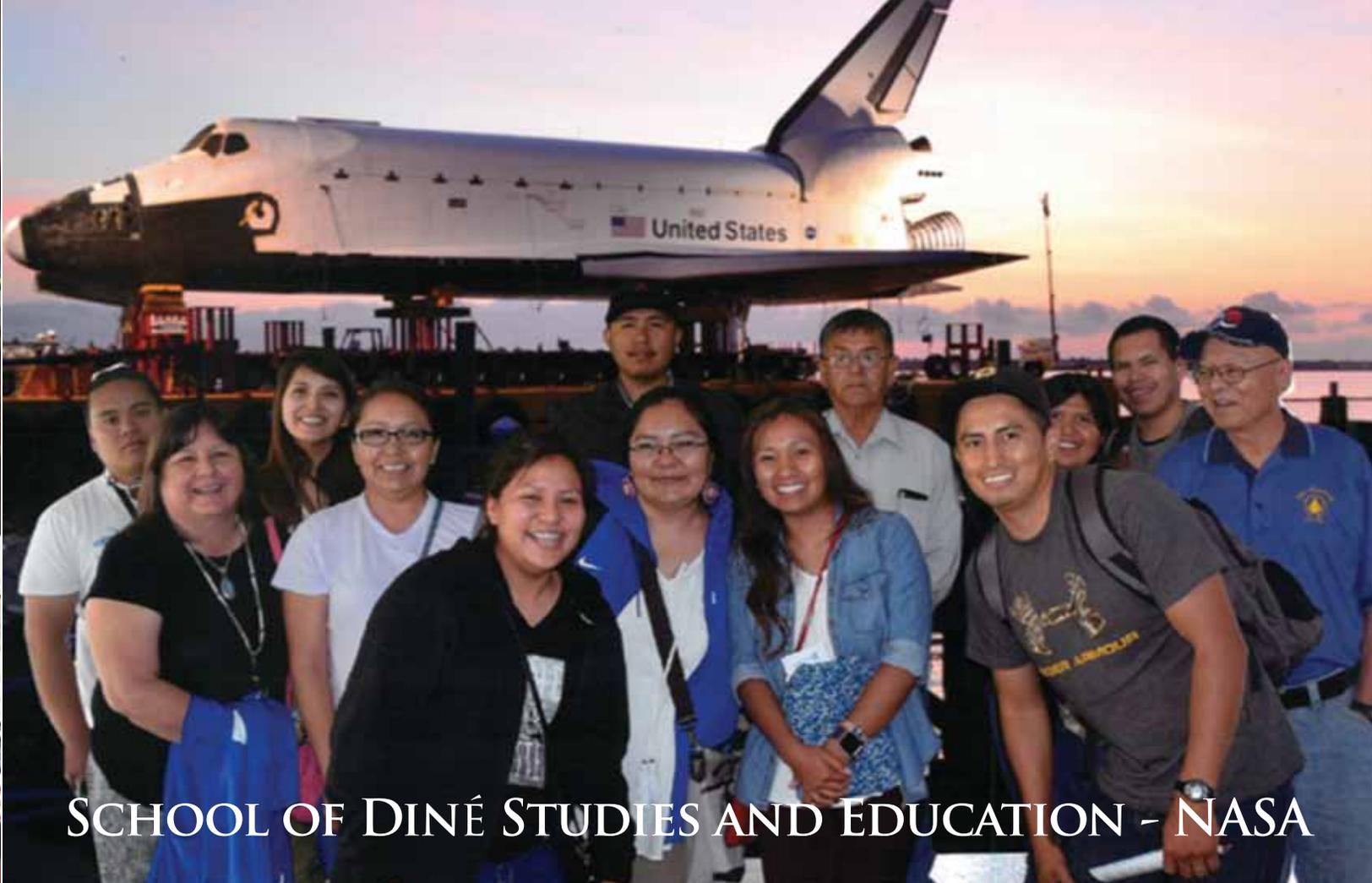
Lerma, Ph.D., is a native of Santa Maria, California, and started in Tsaile January 2018. Lerma is the Dean of Business and Social Science. He is of the P'urehpecha tribe and possesses undergraduate and graduate degrees from UCLA and the University of Arizona, respectively.



IMAGINATION



NED HATATHLI CENTER CONSTRUCTION



SCHOOL OF DINÉ STUDIES AND EDUCATION - NASA



CROSS COUNTRY 2018



KNOWLEDGE

RESIDENCE LIFE

The Residence Life Program is committed to providing a safe and healthy living environment that is supportive of a student’s academic pursuits while contributing to personal growth.

Title III Goals:

Establish Family Housing Living and Learning Community (LLC) with a focus on academic advisement, parenting workshops, child safety seminars, and peer service opportunities.

Goals:

Residence Life provides 6 workshops per semester from the following areas: Health & Wellness, Diversity, Awareness, Cultural, Life Skills, Social Events and other areas as needed, in collaboration with internal and external entities. Below are samples of workshops:

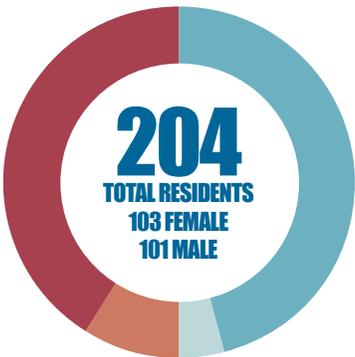
- Drug & Alcohol Awareness w/Capacity Builders
- Down to Front Stand (Bullying & Suicide) presented by the Student Resident Advisors to their peers.
- Tutoring Services w/The Learning Center, Learning Communities w/Retention Office, Group Study Sessions organized by the Student Resident Advisors during Study Hour, One on One tutoring w/Staff
- Financial Aid Workshop w/Financial Aid Office
- Nutrition and Wellness presented by Diné College Faculty Member
- Sexual Assault w/SACRED Program
- Safe Sex & HIV presented by Residence Life Staff
- Fire Safety Training w/NN Fire Department & San Juan Fire Department
- Domestic Violence w/Eve’s Place
- Navajo Wellness Model
- Goal Setting w/ IHS & Residence Life REACH Program
- Flat Earth Theory presented by Student Resident Advisor
- Test Taking Strategies w/ Retention Office
- Hiking Series
- Safety Planning Workshop w/IHS
- Community Service
- Stress Management w/ SOS Team
- First Aid Mental Health w/ Behavioral Health
- Suicide Prevention w/Behavioral Health
- Customer Service
- Time Management

Current Projects:

The Business Center will be located in the Student Family Housing area. This allows families to have access to services they may not always have, as they are parents with young children. The Business Center is set to open in October.

The Student Center, formerly Oak Hall, is currently in the final stages and estimated time to open is January 2019. The Student Center will provide students with multi-purpose rooms that can be used as study, tutoring, and meeting rooms, and can be used for social gatherings, a quiet place to study and extracurricular activities.

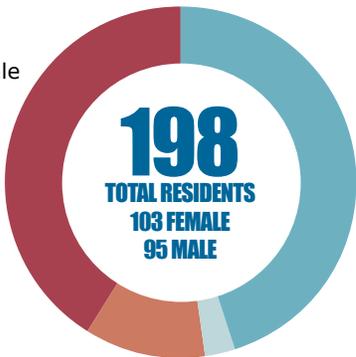
FALL 2017 RESIDENTS



- Residence Hall - Female
- Student Family Housing - Female
- Residence Hall - Male
- Family Housing - Male

F	M	T	
6	5	11	Transfer
0	2	3	International
65	63	128	Returning
32	31	63	New
103	101	205	

FALL 2018 RESIDENTS



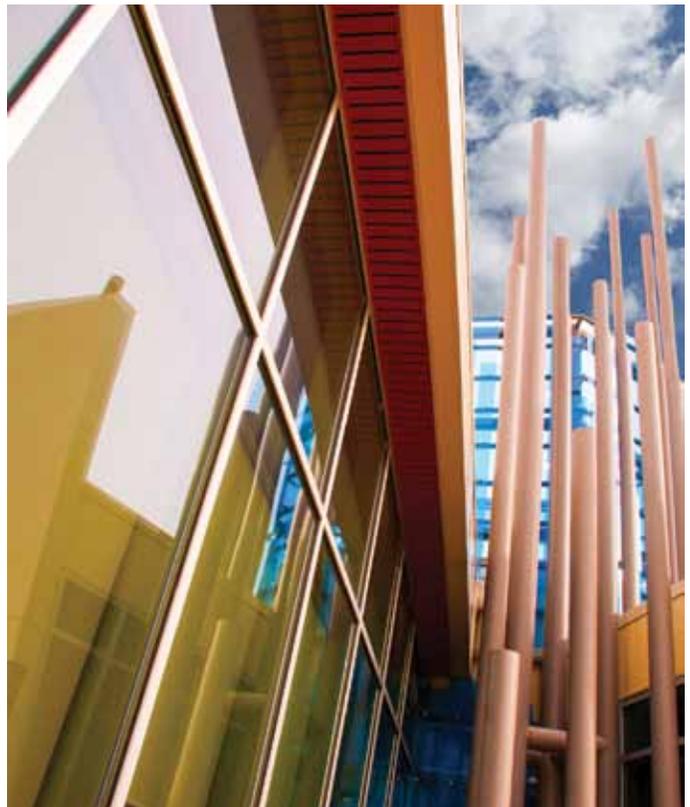
F	M	T	
7	7	14	Transfer
0	3	3	International
76	62	138	Returning
20	23	43	New
103	95	198	

FACILITY REPORT



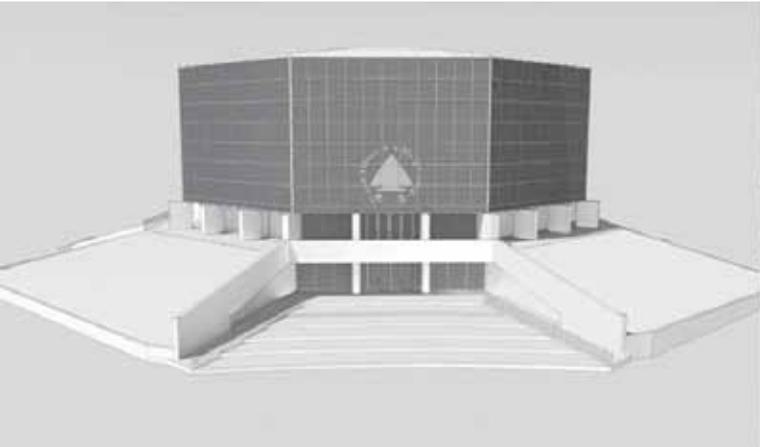
In October 2013, the College received a facilities assessment report from Architect firm, Dyrón Murphy Architects of Albuquerque. Included with the assessment report was a list of recommendations for each facility deficiency. The following is an update as per each facility and a summary of activities:

- There is a routine maintenance of buildings, inclusive of the removal and replacement of doors, cement, roof repairs, window replacements, improvements to American with Disabilities Act access from parking lots to building entrances.
- There are ongoing improvements to roof drainages and replacements on some buildings, recommendations to replace lighting systems, renovations to the office areas, consideration for ADA walkways, repainting of exterior, repairs to exterior skirtings and upgrades to fire monitoring systems.
- There are future plans to complete cooling systems, improve outdoor spaces with seatings, court yards and children's play areas, structural evaluation to determine suitability for future use buildings in the college's housing areas.
- There are provisions for IT system backbones, to upgrade classrooms to accommodate on-line learning programs, fixing broken outdated bleacher systems, improving ramp accessibility onto the basketball court, replacement of the



current HVAC system, improve outdoor spaces to include community courtyards, canopy and seating, improve outdoor spaces to include community courtyards, canopy and seating, replace/corrects elevator, replacement of boiler, and the replacement of carpeting.

FACILITIES CONSTRUCTION



- The \$8.3 million Title III funded NHC renovation project is 30 percent completed. The center footings have been completed and the lateral footing forms are under construction. The exterior window replacement is 25 percent completed. Arviso Construction of Thoreau, N.M., started the installation of the window trim to the south section of the NHC.
- Project Completion – the water line and sewer line projects to the three modular units in Tsaille have been completed. Estimated Cost - \$28,000.
- The three modular building electrical line connections to the College electrical grid has been completed up to the new 150 KVA transformer. The project’s 100 percent completion is pending on shipment of a stepdown transformer. Estimated Cost - \$108,000.
- The Projects Department successfully completed the RFQP scope for the third party inspector for the remaining construction phase of the NHC

renovation. The College procurement office will be soliciting bids for an inspector. Estimated Cost – \$75,000.

- The Projects Department arranged a meeting with Dyron Murphy Architects and the Executive Team on August 27, 2018, for a presentation on the Tsaille and Tuba City masterplans. The firm presented several data compilations that will help determine the facility needs of the College. Estimated Cost – \$128,000.
- The Projects Department submitted the scope of work for the Gorman Classrom Building Room 103 renovation to the Procurement Office for bid solicitations. The project is an effort to continue the standardization of each classroom in the GCB that started in 2015. Estimated Cost – \$150,000.
- The \$700,000 Severance Bond Project, the Fire and Safety Lane for the Shiprock South Campus was awarded to LAM Corp., and started with the development of the schematic and engineering



FACILITIES & OPERATIONS



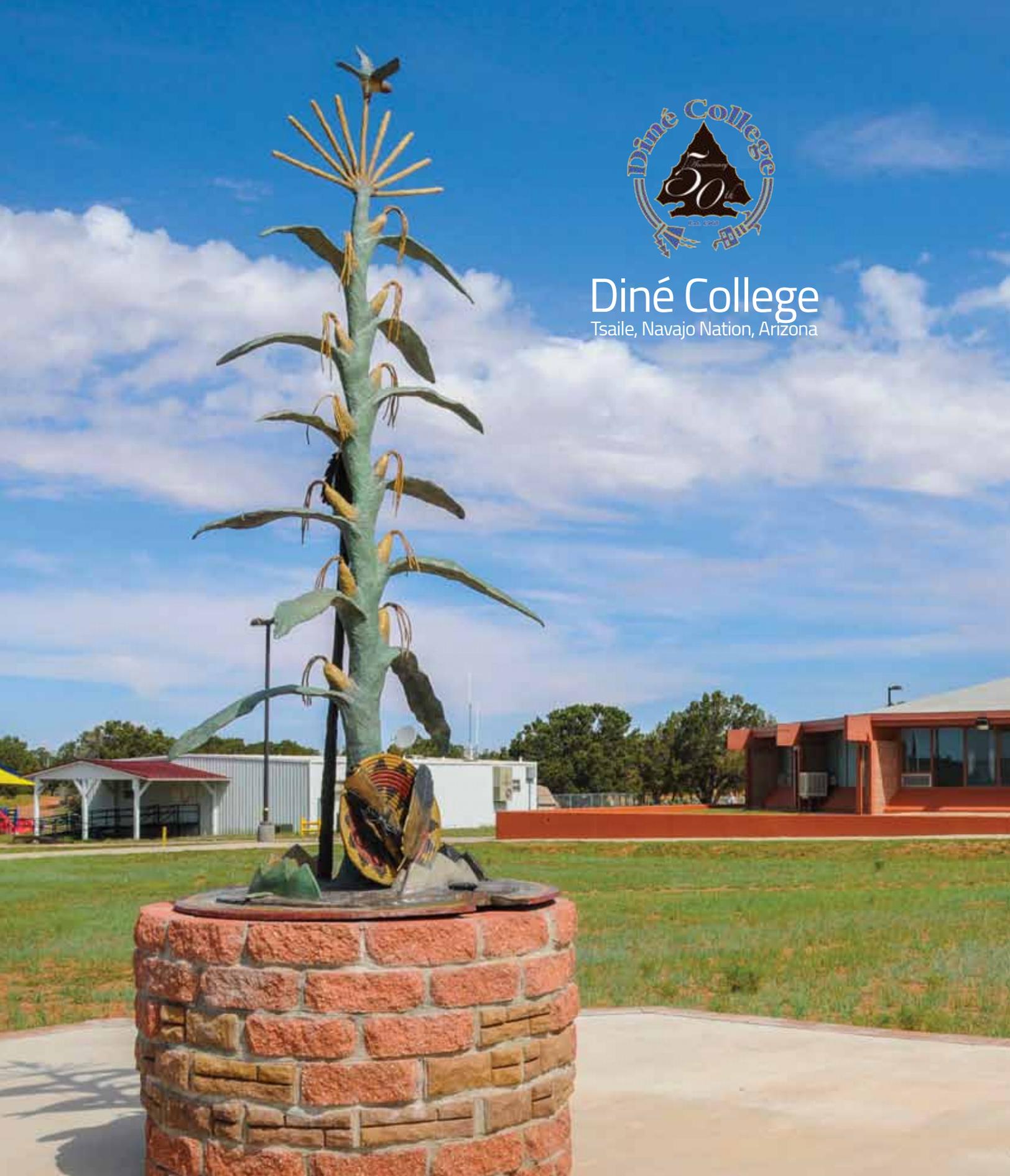
design. That will take approximately six months for the construction completion. Estimated Cost - \$700,000.

- The Projects Department completed the scope of work for the state of New Mexico's \$500,000 GO Bond for the North Campus parking lot project. The anticipated bid solicitation is Sept. 10, 2018. Estimated Cost - \$500,000.
- The Projects Department is working on the development of an RFQP for a proposed College Architect and Design Firm that will represent Diné College in the future planning and design of facilities. The firm will also assist the College in the value of engineering costs that are required for the Arizona Compact funding. The gathering of information for the RFQP that is specific and detailed for the needs of the College. Estimated Cost - \$250,000.
- The Projects Department completed the scope of work for the ADA ramps for the two Tsaille faculty modular office buildings and solicited contract bids with collaborative efforts by the procurement office. The contract was awarded to Four Seasons Construction. The project's beginning date is Sept. 10, 2018. Estimated Cost - \$28,000.
- The Projects Department will be working with the Business Procurement Office to begin the bid solicitation process for the Shiprock North Campus parking lot renovation. The project is funded by the state of New Mexico Capital Outlay Office. Larson Engineering, Inc., competed the architecture and engineering component for the project. Once the design and specifications for the project are received, notification will be made to the capital outlay committee and the bid process will begin. Estimated Cost - \$500,000.



2018 COMMENCEMENT





Diné College

Tsaile, Navajo Nation, Arizona