

# Diné College - AZ

HLC ID 1729

STANDARD PATHWAY: Standard Pathway Year 4 Comprehensive Evaluation

Review Date: 4/3/2023

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## Context and Nature of Review

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### Review Date

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4/3/2023

### Review Type:

Standard Pathway Year 4 Comprehensive Evaluation

### Scope of Review

- Assurance Review
- On-site Visit
- Multi-campus Review

## Institutional Context

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Diné College is a public tribal land-grant college, serving the Navajo Nation. The college was established in 1968 as as Navajo Community College and was later renamed Diné College. The college has been accredited by the Higher Learning Commission since 1976.

Diné College offers programs at the certificate, associate, and bachelor levels and has recently added its first graduate program. Education is firmly grounded in Diné language and culture. The college has campuses in Arizona and New Mexico and primarily serves students from the Navajo Nation across the states of Arizona, New Mexico, and Utah.

### Unique Aspects

The Navajo Nation has experienced severe impact of the pandemic. Covid-19 protocols were still in place at Diné College at the time of the site visit, including mask mandate and temperature checks for entry to campus. As a result, several faculty and staff attended meetings via teleconference.

### Embedded Report

During the 2018 Comprehensive Review, the HLC site visit team requested an embedded report to be included during the 2023 Standard Pathway Year 4 Comprehensive Evaluation showing detailed progress and analysis of assessment related to:

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

at-risk cohorts, and publication of data outcomes related to efficacy of student success platforms in terms of improving student persistence, completion, and retention rates.

## Interactions with Constituencies

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### Opening Prayer Meeting

#### President and Cabinet

- President
- Provost
- Vice President of Finance and Administration
- Vice President of Student Affairs

#### Open Forum Criterion One and Criterion Two

- 24 in person attendees
- 37 remote attendees

#### Area of Focus: Budget

- Vice President of Finance and Administration
- Controller
- Two Budget Managers

#### Area of Focus: Program Approval/Program Review

- 16 in person attendees
- 7 remote attendees

#### Board of Regents

- Chair, Board of Regents
- Member, Board of Regents
- Student Regent
- President, Faculty Association (non-voting member)
- President, Staff Association (non-voting member)

#### Open Forum: Criterion Three and Criterion Four

- 21 in person attendees
- 9 remote attendees

#### Open Forum: Criterion Five

- 21 in person attendees
- 28 remote attendees

#### Area of Focus: Student Success

- No attendance count due to power outage

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Campus Tour with Student Leadership

Individual Meeting: President

Open Forum: Faculty

- 10 in person attendees
- 14 remote attendees

Area of Focus: Assessment of Student Learning

- 29 attendees

Area of Focus: Strategic Planning and Use of Data

- 32 attendees

Exit Meeting and Student Demonstration of Hand Games and Singing

## **Additional Documents**

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*There are no additional documents reviewed.*

## 1 - Mission

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

### 1.A - Core Component 1.A

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The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

### Rating

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Met

### Rationale

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Diné College's mission is rooted in the educational philosophy of "Sa'ah Naaghai Bik'eh Hozhoo", the Diné traditional living system, and places Diné life in harmony with the natural world and the universe. This unique educational philosophy is grounded in Navajo cultural traditions and results in a formal mission to advance quality post-secondary student learning and development to ensure the well-being of the Diné People.

The philosophy and mission were first adopted in 1968, upon the founding of the college and reaffirmed in 2017 as part of the college's planning framework. It is generally understood that the mission had significant buy-in from the founders of the college and the Navajo Nation and that buy-in has remained throughout the history of the institution. One common thread through all of the visiting team meetings was a true understanding and embracing of the mission by faculty, staff, and students. It was mentioned multiple times that the mission is integrated into all of DC's courses through the syllabus and as a part of the curriculum.

The philosophy and mission of DC are current and reference the institution's emphasis on the Diné tradition through instruction, scholarship, research, public service, economic development, and cultural purpose.

Mission-related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, public service, economic development, and cultural purpose.

During site visit team interviews, the team learned that there is a general understanding and acceptance that the philosophy driving the mission was the key to the success of the college during the COVID-19 Pandemic. Coming out of the the pandemic, college has recently launched new health care programs, the creation of which was informed by the community service component in the mission.

Diné College's philosophy and mission identify the nature and scope of the offerings the institution provides. Through its mission, DC offers master's degrees, bachelor's degrees, and associate's degrees, with several concentrations to students to meet a wide variety of training demands. These programs are designed to challenge students to explore, understand, and acquire the skills necessary for success in life.

The college has recently launched the 2022-2027 Strategic Design Report that was informed by the gathering of input from students, faculty, staff, and community members by hosting a number of town hall meetings on the Navajo reservation, border towns, and at the national level. The college's Board of Regents approved the plan in October of 2022. This plan is not only consistent with the mission of the college but informed by it as well.

Diné College's academic offerings, services, and enrollment are consistent with the philosophy and mission of the college's commitment to and focus on ensuring the well-being of the Diné people.

The philosophy and mission are clearly articulated to the public through the college's website and printed materials that are displayed throughout the campus. The institution's mission is articulated publicly and operationalized throughout the institution.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

### Rating

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Met

### Rationale

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Diné College demonstrates that its educational role is to serve the needs of the Navajo Nation, the states of Arizona, New Mexico, and Utah that are part of the Navajo reservation, through its portfolio of degrees and credentials. DC also has a number of centers and branch campus that serve a broader public good, including its locations in Tsatile, Window Rock, Tuba City (Arizona), Aneth (Utah), as well as Shiprock, Newcomb, and Crownpoint (New Mexico).

These locations serve to not only provide curricula that lead to degrees, but the delivery of dual credit to Arizona and New Mexico students, that leads to college credit immediately upon completion. Adult education is also a role that DC plays in completion programs, such as the GED completion program in partnership with San Juan College at their Shiprock, New Mexico campus. Through these actions, DC demonstrates that its educational role is to serve the public and their mission globally, not solely the institution. The institution's philosophy that drives the mission demonstrates significant commitment to the public good.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 1.C - Core Component 1.C

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The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

### Rating

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Met

### Rationale

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The select mission of Diné College represents a deep commitment to diversity, inclusion, social justice, and civic engagement. Educational opportunity at all levels of the institution is committed to a vision of diversity that is broadly inclusive, warmly welcoming, and equitable in its treatment of all members of the campus community. DC provides opportunities for civic engagement in a diverse, multicultural society, and globally connected world, as appropriate within its mission and for the constituencies it serves. This is formalized in the Diné-driven mission that extensively informs the operations and policies that govern students, faculty, staff, and administrators as prescribed by the Board of Regents. The college's philosophy that informs the mission also promotes student advancement and the enhancement of well-being. DC prepares students for citizenship through both academic and non-academic activities. Their philosophy is infused through the curriculum as all students are required to take one Navajo Language course, the Foundations of Navajo Culture course, and the Navajo History to Present course, which echoes the overall mission of the institution. These courses are grounded in historical and philosophical bases of Navajo people while reinforcing the Diné education philosophy paradigm.

Diné College promotes curricular or co-curricular activities that prepare students for informed citizenship and workplace success in partnership with academic curricula and activities designed to educate the whole student. Through the institutional philosophy and mission, DC is preparing each student as a life-long learner, an engaged professional, and a citizen, with a focus on individual well-being. This is achieved through student clubs and organizations, internships, public service projects through the Navajo Nation, as well as intramural and intercollegiate athletics.

As the "*higher education institution of the Navajo*," the institution's processes and activities demonstrate inclusive and equitable treatment of diverse, predominantly Navajo student population, and students from other ethnic backgrounds. The college does this through a number of direct policies, processes, and activities in student support services, student clubs and activities, human resources, counseling services, and student advisement.

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It is evident by both the assurance argument and the observations of the visiting team that Diné College provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.S - Criterion 1 - Summary

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

### Rationale

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Based on review of the Assurance Argument and conversations during the site visit, the site visit team concludes Diné College remains in compliance with Criterion One.

The philosophy and mission were first adopted in 1968 upon the founding of the college and reaffirmed in 2017 as part of the college's planning framework. It is generally understood that the mission had significant buy-in from the founders of the college and the Navajo Nation and that buy-in has remained throughout the history of the institution. One common thread of all the visiting team meetings was a true understanding and embracing of the mission by faculty, staff, and students. It was mentioned multiple times that the mission is integrated into all of DC's courses through the syllabus and the curriculum.

The mission is rooted in the educational philosophy of "Sa'ah Naaghai Bik'eh Hozhoo", the Diné traditional living system, which places Dine' life in harmony with the natural world and the universe. This unique educational philosophy is grounded in Navajo cultural traditions and results in a formal mission to advance quality post-secondary student learning and development to ensure the well-being of the Diné People.

Through the mission, DC demonstrates that its educational role is to serve the needs of the Navajo Nation, the states of Arizona, New Mexico and Utah that are part of the Navajo reservation, through its portfolio of degrees and credentials.

The mission represents a deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels the institution is committed to a vision of diversity that is broadly inclusive, warmly welcoming, and equitable in its treatment of all members of the campus community.

## 2 - Integrity: Ethical and Responsible Conduct

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

### 2.A - Core Component 2.A

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The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

### Rating

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Met

### Rationale

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The mission statement for Diné College is long-standing and deeply rooted in the language and culture of the Navajo People. Although no evidence was provided regarding adoption of the current mission, the Assurance Argument did note that any change to the mission would require Board of Regents' approval.

Commitment to integrity in operations is grounded in DC values and operationalized through an array of formal policies and procedures. These policies are clearly articulated in general resources such as the College Catalog, Student Code of Conduct, and the Personnel Policies, and Procedures Manual. In addition, information pertaining to specific areas of operation are outlined in more specialized manuals such as the Information Technologies Policies Manual, the Distance Education Policies Manual, the Dual Credit Program Guidebook, and the Financial Aid Policies and Procedures Manual. Several of these policies are publicly available on the college website.

A review of scheduled zoom meetings and attendance data for Human Resources training indicates professional development in a range of topics pertaining to fair and ethical behavior, such as Personnel Policies Manual training, Title IX Complaint Process, Impact of Microaggressions, and multiple trainings relevant to cultural awareness. The Campus Security and Emergency Response Committee manages safety compliance and provides training to ensure effective operations even in times of crisis.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

### Rating

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Met

### Rationale

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Diné College relies primarily on the institutional website to provide important information to students and the public, along with the Course Catalog available online. The information provided is comprehensive and the website is well-organized and very easy to navigate. The "About Us" tab includes a brief summary of the college, information related to governance structure in the form of a link to an organization chart and a link to the Board of Regents, and accreditation relationship with the Higher Learning Commission. The home page also prominently displays notification of the current HLC site visit.

The "Admissions" tab includes information about applying to the college, cost, student right to know act, course catalog, and course schedule. The course catalog covers policies and procedures typically found in such a document.

Program-specific details, as well as general academic requirements, can be found under the "Academics" tab. This is organized by links to each of the four schools: the School of Arts and Humanities; the School of Diné Studies and Education; the School of Science, Technology, Engineering and Math; and the School of Business and Social Science. Each school has a "Meet our Faculty" link, with faculty contact information, academic credentials, and bio.

While information is easily accessed, occasionally some of the information on the website is dated or contradictory. For example, the HLC mark of accreditation is prominently displayed, but the college refers to the Higher Learning Commission of the North Central Association, a term that is dated since the North Central Association of Colleges and Schools was dissolved in 2014. In addition, the Bachelor of Fine Arts Handbook 2021-2023 available on the website, states the degree distance education application to HLC is pending, 2022, and a small number of listed fees are inconsistent with the fees listed under the "Admissions" tab. While these are isolated incidents, the college is encouraged to revisit procedures for updating the website to ensure all information presented to the public remains current.

According to the Assurance Argument, claims related to an enriched educational experience are

directly related to the mission of the institution and are rooted in the culture and language of the Diné people. While no evidence to support this claim is explicitly provided in Criterion Two of the Assurance Argument, a review of other criteria indicates a wealth of activities to promote experience with culture and language. In addition, information on the website is firmly rooted in the context of the college mission and numerous examples of enriched educational experience embody the essence of Diné culture. Based on conversations across multiple meetings, as well as observations during the site visit, the institution excels at integrating its mission into the student experience in academic, co-curricular, and extra-curricular activities.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.C - Core Component 2.C

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The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

### Rating

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Met

### Rationale

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The Board of Regents consist of eight members, including a Member of the Health, Education and Human Services Committee, the Navajo Nation Superintendent of Schools, and the President of the Associated Students of Diné College. The Bylaws, most recently amended May 2020, outline the purpose, duties, and operations of the Board. According to the Bylaws, the Navajo Nation Council delegates full authority and control over Diné College to the Board of Regents.

According to the Assurance Argument narrative, regents receive training in ethics, including Nation law as it relates to culture, Policies and Procedures, Conflict of Interest, Finance Management, and Title IV Compliance. Regents also receive training in the development of financial policies, investment, fiduciary responsibilities, and the legal obligations of the Board. During the site visit, regents confirmed annual training opportunities and noted mentoring occurs with new board members. Regents also noted use of external resources for specific aspects of their work, such as engaging with the Association of Community College Trustees and the Association of Governing Boards of Universities and Colleges to design the president evaluation process. Together, these activities ensure the regents are trained to effectively carry out its duties.

Based on a review of material available on the college website, work of the Board of Regents is facilitated through the use of standing committees, including: the Finance, Audit, and Investment Committee; the Governance Committee; the Academic and Student Success Committee; and the Fundraising Committee. According to the Assurance Argument, work to preserve and enhance the institution is primarily accomplished through planning oversight functions. During the site visit, regents also described student success as a key consideration of their work. An examination of meeting minutes available on the college website indicates the Board receives both written and oral presentations from the Office of the President and other cabinet-level offices to ensure regents are

informed and able to consider the relevant interests of a broad range of internal constituents. In addition, the student regent is a voting member and both the Faculty Association President and Staff Association President serve as non-voting members. During the site visit, Regents gave examples of considering the interests of external constituents, such as attention to industry needs for the Navajo Nation when considering new programs. In addition, the revised Diné College Charter found on the website explicitly formalizes the role of the board in terms of interactions with the Navajo Nation Council, United States Congress, federal, state, and private entities to further the mission of the college.

Bylaws of the Board of Regents explicitly address conflict of interest and violation of federal, Navajo Nation, and college policies, and inappropriate relations with students and college staff. Failure to adhere to these bylaws may result in recommendation for removal from office by a majority vote.

The bylaws also explicitly delegate day-to-day management of the institution to the President and provide a detailed listing of responsibilities of the President. A review of board meeting minutes on the college website confirms the role of the President. In addition, conversations with the board during the site visit affirmed Regents' support for the role of the President.

A review of the college's organizational structure suggests effective infrastructure to support operations. According to the Assurance Argument, the Faculty Association is empowered by the Board of Regents to develop and approve academic policies and procedures. This is not explicitly addressed in the Bylaws of the Board. However, a review of faculty standing committees and conversations with faculty during the site visit confirm faculty involvement in academic matters.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.D - Core Component 2.D

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

### Rating

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Met

### Rationale

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Diné College formalizes commitment to freedom of expression and the pursuit of truth in teaching and learning in its policy on Academic Freedom, addressed in the Personnel Policies and Procedures Manual. This policy was adopted in 2019 and is applicable to all employees. The policy describes academic freedom within the context of the institution's mission and specifically references off-campus activities, classroom activities, and other work-related issues. The policy also explicitly references student entitlement to freedom of inquiry. Student right to freedom of expression is also guaranteed in the Student Code of Conduct.

Although no supporting evidence was provided in the Assurance System, the Assurance Argument did list several relevant examples of freedom of expression, ranging from reports produced by the Diné Policy Institute to regular student opinion surveys. There were no comments in the HLC Student Survey indicating dissatisfaction with freedom of expression. Comments from faculty and staff during the site visit support commitment to freedom of expression, most notably rooted in Diné philosophy.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

### Rating

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Met

### Rationale

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The Assurance Argument notes increasing commitment to research activity and rigor to support emerging undergraduate programs. This commitment is evidenced in extensive grants policies and procedures, which cover the range of topics typically expected for effective grant oversight. Based on conversations during the site visit, and confirmed by a review of the website, Diné College has an Office of Research to provide oversight. This office appears to be well-staffed with a Vice Provost for Research, Director of Sponsored Projects, Pre-Award Coordinator, Post-Award Coordinator, and Administrative Assistant.

In addition, the college has an established Institutional Review Board and an accompanying manual outlines procedures for research with human subjects. According to the manual, researchers are required to complete training within the past three years. As noted in the Assurance Argument, this manual is currently being revised. According to the Assurance Argument, information regarding the Institutional Review Board is available on the DC portal for faculty and staff. However, no information regarding research with human subjects could be found on the website. Particularly as the institution increases its emphasis on research, there needs to be publicly available information regarding the Institutional Review Board and research with human subjects.

Students are provided written information about plagiarism in the Course Catalog and syllabi. The Student Code of Conduct outlines policy and procedures on academic honesty and integrity. Some specific programs have additional support for research and scholarly practice, such as the Summer Internship Research Program to sustain the concentration in public health research.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.S - Criterion 2 - Summary

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

### Rationale

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Based on review of the Assurance Argument, the institutional website, and conversations during the site visit, the site visit team concludes Diné College remains in compliance with Criterion Two.

Diné College takes its obligation to act with integrity seriously. This commitment is identified in key institutional documents. There are explicit, easily accessible policies in place, with accompanying training where appropriate. In addition, the institution presents itself to the public in a complete manner. The institution is commended for an easily navigable website. While no evidence of systematic inaccuracies were found, the website does contain isolated incidents of outdated information and the institution is encouraged to review procedures for updating material to make sure all information on the website is current. The institution needs to ensure all reference to HLC is current and does not include mention of North Central Association.

The Board of Trustees engages in training and receives a wealth of information in order to be knowledgeable in carrying out its duties. Bylaws explicitly delegate day-to-day operations of the institution to the president and it is clear that regents understand their role as members of the board.

The institution promotes responsible acquisition, discovery, and application of knowledge and has increased infrastructure to support effective oversight. The primary deficit is that there is no easily located public information about the Institutional Review Board to assure there is compliance and responsiveness to external as well as internal stakeholders. Particularly as the importance of research continues to evolve at DC, the institution needs to improve ease of locating pertinent information regarding the Institutional Review Board on its website.

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

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

### 3.A - Core Component 3.A

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The rigor of the institution's academic offerings is appropriate to higher education.

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

### Rating

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Met

### Rationale

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Diné College offers six certificate, eleven associate, eleven bachelors' and one masters' degree programs as stated in the Assurance Argument. The college website (under Academics) details program of study for each offering. Bachelor's and master's degree programs have a published program handbook that details the requirements and other relevant information for the program.

During interviews with faculty and staff, the site visit team was informed that DC participates in the Arizona and New Mexico articulation task forces to ensure courses are transferable to participating universities. Team members were informed there is often a delay in accepting transfer credits, however.

During the site visit, the faculty mentioned that the rigor of courses and programs are managed through internal processes like academic program reviews and program assessment. Some faculty also noted that the 'student retention' in a course is used as a benchmark for rigor.

DC's main campus is in Tsailé, AZ and a branch campus in Shiprock, NM. Both these campuses are degree-granting locations as evidenced during the team visit to the main campus and Shiprock campus.

DC offers synchronous and asynchronous modalities to all students taking courses including dual credit students. Currently in spring 2023, there are 135 dual credit students. During the Covid-19 pandemic, DC implemented Zoom delivery for online instruction. During the site visit, faculty, the academic technologist, and the instructional designer expressed that the course delivery in face-to-

face, hybrid, and online modalities maintain the same rigor and quality. Also, based on feedback from the team member who visited the Shiprock campus, it was ascertained that DC maintains quality education at all locations. Even though the students reportedly prefer face-to-face instruction, the students end up registering for online or hybrid courses. Faculty expressed their frustration in the lack of attendance and motivation for students. Some faculty also expressed frustration regarding faculty working remotely compared to local faculty who are expected to be on campus post pandemic. Based on conversations, this could be because of the need for more formal policy around remote work and the site visit team was informed this is currently under development.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

### 3.B - Core Component 3.B

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The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

#### Rating

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Met

#### Rationale

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Diné College has established six general education outcomes, as stated in the general education assessment handbook which was approved on January 27, 2023. To preserve Navajo culture and language, DC has also established a "Navajo" core of nine to ten credit hours which are required for associate or bachelor's degree to promote students' commitment to their Nation.

As stated in the Course Catalog, a 35-credit 'block' can be completed at any Arizona community college under Arizona General Education Curriculum. This block transfers to any community college or university in Arizona without losing any credit hours. A similar structure is in place to transfer general education credit hours to colleges and universities in New Mexico.

During an interview with the Registrar, the Registrar mentioned that they are currently working on a 40-credit hour general education block for students transferring in to DC.

As stated in the Assurance Argument, Diné College has established two goals for recognizing human diversity and exposure to multi-cultural views. However, this information is not available either in the Course Catalog or in the General Education Assessment Handbook. Also during site visit interviews, faculty and staff were not aware of these goals. DC is encouraged to make sure information regarding general education outcomes is made publicly available to students, faculty, and staff.

DC is actively engaged in research activities. The science and public health faculty reported they are

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managing multiple NSF and NIH grants worth millions of dollars. However, information about specific research projects was not provided in the Assurance Argument.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

### 3.C - Core Component 3.C

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

#### Rating

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Met

#### Rationale

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As stated in the mission of Diné College, DC strives to diversify the composition of its faculty and staff. As stated in the Assurance Argument, 54% of the full-time faculty are Native Americans. DC follows the Navajo Preference in employment. Also, the college provides cultural trainings and offer a Diné Education Philosophy course every semester. According to the Chief Practitioner who teaches the course, 18 employees are currently enrolled in the course.

Based on conversations during the site visit, dual credit faculty are treated as 'dual credit adjunct faculty' and DC is currently creating standard pathways for dual credit students. Also, the syllabi for dual credit courses are standardized.

The College Catalog lists the faculty qualifications and areas they teach. As evidenced, all faculty listed at least have a masters' degree and many have terminal degrees. Many faculty are also getting certified in 'Quality Matters' to enhance the quality of online teaching. A review of faculty files indicates the college follows the hiring guidelines for faculty per HLC requirements.

New programs are approved by the college using a "new program request process," as evidenced in the files submitted through addendum. Faculty were able to explain the process in detail during the site visit.

To promote teaching excellence and to retain faculty, DC offers faculty ranking and teaching load restrictions. However, based on the conversations with the cabinet and faculty, there seems to be a discrepancy between what the faculty shared during the interviews and what was reported in the Assurance Argument. This was primarily focused on reductions in faculty load for additional assignments as well as the number of courses required to equal credit load. Faculty reported low enrollment courses are counted as .6 of a course, plus there is no overload. The site visit team encourages DC to examine the policy of teaching load, especially as they continue to transition to a four-year institution with additional out-of-classroom duties, to ensure quality is not compromised by high teaching loads.

DC has an established a policy in the Personnel Policies and Procedures Manual that provides guidelines for faculty evaluations. The college has established a "comprehensive faculty performance evaluation report" template that a school dean must complete as part of the evaluation, as evidenced in the evaluation form submitted in the addendum for a faculty in spring 2023. Students also complete student course evaluations, however no evidence was provided.

The college uses Title III Part F funding for faculty to participate in professional development. During the meeting with faculty, faculty expressed that the management actively supports faculty on professional development.

According to the Personnel Policies and Procedures Manual, faculty are required to have at least five office hours per week for student inquiry. This is also indicated on the course syllabi template.

In the HLC Student Opinion Survey, students indicated access to faculty, but comments from the students also have indicated lack of faculty response in a timely manner. However, faculty disagreed with this and informed the site visit team that they informally contact their students even using text messages and work closely with the students. Due to poor internet connectivity, sometimes the response time has been delayed. Based on conversations during the visit, there is an Academic Standards Committee to resolve student issues.

An Academic Technologist and Instructional Designer train the students and the faculty in Blackboard and other various systems at the college. Some of the newer faculty did mention lack of training in Jenzabaar specifically. DC is encouraged to ensure adequate on-boarding of new faculty in this area.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

### 3.D - Core Component 3.D

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The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

#### Rating

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Met

#### Rationale

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As stated on the college website and as observed during the site visit, Diné College provides support services to their students. These include, for example, new student orientation, advising, and student housing.

DC is a member of Achieving the Dream. The college has implemented a fast-track program for developmental education in math through Project Success. However, during the site visit, one of the faculty members expressed lack of integration of the new design in the developmental math program. Also, the faculty expressed a poor rate of completion (34% in the last 5 years, per a comment from a faculty member) in developmental math. DC has also established a Summer Institute for incoming high school students who have tested into developmental education. Based on the conversation with faculty, 18-19 students enrolled in math and Diné Studies in summer 2022.

The Course Catalog provides information regarding placement policies, including Navajo Language Placement. Also, the college has established cut-off scores for placement in math, reading, and writing. During the site visit, faculty expressed concerns regarding the placement and expressed that "almost 50% of the students are wrongly placed." Faculty also informed the team that the college is working on a 'new placement' process for English and math.

DC utilizes an "Advisement" process for advising students. The college has established an academic advising handbook (DRAFT) in 2017, which has not been updated based on response to additional evidence. During the site visit, some faculty expressed frustration with lack of access to student records.

During the site visit, faculty stated that DC has three biology laboratories which are fully equipped. Currently, there is a delay in the renovation of the laboratories and the college is expected to complete the project by next year. Also noted in conversations during the site visit, the college has

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three libraries with a total volume of 150,000 materials and also has access to electronic databases. The team were privileged to visit the college museum at “The Ned Hatathali” center on the 4th floor and a mural display in the basement of the center. The museum is open to the public.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

### **3.S - Criterion 3 - Summary**

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

#### **Rationale**

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Based on review of the Assurance Argument and institutional website, additional evidence provided, and conversations during the site visit, the site visit team concludes that Diné College remains in compliance with Criterion Three.

Diné College has the resources, qualified faculty, and support staff to deliver quality higher education that is appropriate to the culture of the Navajo Nation, irrespective of the modality of teaching. The college has plans to add new programs in the near future. However, the college needs to promote awareness of its general education outcomes.

## 4 - Teaching and Learning: Evaluation and Improvement

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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

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The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

### Rating

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Met

### Rationale

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Diné College has established a regular review of programs, as evidenced by the Academic Program Review timeline and completed Academic Program Reviews provided from 2017- 2021. The purpose of the review is to highlight program strengths and opportunities using the program review process, which includes an external review component. While well-defined guidelines have been developed to gather data, it is not clear how the data and external reviewer feedback are used to improve programs. During the site visit, some faculty reported they found the process cumbersome, and some commented it provided little value to their programs. In addition, based on evidence provided in the Assurance Argument, it appears not all programs have completed their review as scheduled. DC is encouraged to examine their program review process, with particular attention to ensuring all programs complete their review as scheduled and to maximize findings to improve academic programs.

According to the Assurance Argument, Records and Admission uses the Arizona transfer portal to evaluate transcripts and accept credits from other Arizona institutions. The college does not accept or evaluate prior learning or experiential learning. Conversations during the site visit noted the process of approving transfer credit is sometimes lengthy. However, the Registrar indicated that DC will be hiring an assistant to help expedite the process.

DC has a comprehensive Articulation Transfer Credit Guide and Policy that was updated on January 27, 2023. The guide includes information on Course Equivalency, Shared Unique Numbering (SUN) System to identify some of the transferable lower-division courses commonly offered, degree pathways, and roles and responsibilities of Articulation Task Forces. The 2022-2023 Course Catalog includes sections on transfer credits.

Faculty use a standard syllabus template and set any prerequisites in accordance with the curriculum committee requirements. Access to learning resources include the library and online databases. Distance learning students use the Blackboard learning platform and have access to courses at any time. The Course Catalog also provides students with information on learning resources. DC has an IT staff member who on-boards both faculty and students on the use of the Blackboard platform. The faculty qualification review is conducted by the Provost, along with the school deans following HLC guidelines as outlined in the Personnel Policies and Procedures Manual. In addition, a comprehensive Dual Credit Handbook clearly outlines faculty qualifications for high school teachers that states faculty members teaching dual credit courses should hold the same minimal qualifications as required by the institution of its own respective faculty, as well as complying with the Navajo Preference in Employment Act ("NPEA") and applicable laws. Potential adjunct faculty participate in a DC Dual Credit Program orientation prior to being offered a course. Finally, the DC Division Chair reviews course syllabi prepared by adjunct faculty every semester. In discussions with faculty during the site visit, it was found that dual credit faculty use a developed course syllabus and meet with a mentor during the semester. Together, these actions indicate commitment to the quality of educational offerings, including dual credit courses.

DC has not sought specialized accreditation for any of its programs.

While DC has an Office of Development and Alumni Relations, it is not currently staffed, according to the Assurance Argument. DC uses the National Student Clearinghouse to track graduates and, according to the Assurance Argument, plans to use this information for future academic goals. In addition, students who participated in the Summer Research Enhancement Program and who took PUH 290 were tracked. While some data were provided on students who took PUH 290, the dates were from 2000 – 2015. This course was selected as public health is one of the largest enrolled programs.

The Office of Institution Planning and Reporting gathers data from graduates using a Graduation Exit Survey and reports the results on DC's dashboard. Results from the Spring 2021 Graduation Exit Survey demonstrated satisfaction with courses and course delivery, dissatisfaction was found with academic advising, with 14.28% (n=28) and 21.74% (n=23) felt somewhat unprepared and very unprepared to transfer to a four-year college or university. Results from the Fall 2021 survey also demonstrated satisfaction with courses, and also found that 39.13% (n=69) disagreed or strongly disagreed that advisement has helped graduates to complete a university transfer process plan. There was no evidence provided on how DC plans to address perceived challenges with advising other than to state that improvements are ongoing in areas of concern, and DC understands the need to incorporate systematic data gathering strategies that target graduates. DC is encouraged to explore and develop plans on advising that will help to serve its current students.

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### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.B - Core Component 4.B

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The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

### Rating

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Met With Concerns

### Rationale

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Since the last HLC Comprehensive Visit, Diné College has made progress in developing processes for assessment of student learning. In 2021, DC completed their HLC Assessment Academy project to develop an assessment handbook. Included in the assessment handbook is a chart that demonstrates how the mission flows to student learning and into four institutional learning outcomes. From there the chart flows to academic and non-academic assessment, and then to measurable learning outcomes. According to the assessment handbook the assessment process allows for data-driven decisions and states it is here where student achievement is documented, and institutional goals and mission of the College are fulfilled. However, it is not clear how this occurs in practice. During the site visit, faculty and staff had difficulty identifying any changes in practice of assessment since the last HLC review.

DC has an established assessment cycle schedule, process, and timeline for degree programs. The college has a shared drive where assessment artifacts can be uploaded. DC has four institutional learning outcomes as well as six general education student learning outcomes. The learning outcomes can be found in the Gen Ed Assessment Handbook that was approved on January 27, 2023. The handbook includes a process for annually reviewing general education courses, led by the General Education Committee. For the general education courses, Artifact Identification Cards were provided as evidence, but not all of these included student work and several submissions were dated, suggesting assessment of general education is not yet routinely implemented. As stated in the "HLC Embedded Report April 2023", no data collection or data analysis has been done at the college for general education outcomes.

Based on review of the Assurance Argument, in addition to the institutional level and general education learning outcomes, there are also degree-program student learning outcomes and course-level student learning outcomes. The program assessment system involves two processes, the Degree Program Assessment Part 1 (DPAR1), completed every three years, and the Degree Program Assessment Part 2 (DPAR2), completed annually. Both processes use established templates. According to the Assurance Argument, the DPAR1 is reviewed by the assessment committee who

determines if the assessments were conducted appropriately and comprehensively. The Siihasin (Assessment) Committee provides feedback to the program using a feedback rubric. The college provided three examples of the DPAR1 review, but only one evidence piece included the feedback rubric and all three were dated. More recent evidence pieces were provided in the addendum, but limited use of data was noted. Evidence provided for the DPAR2 was also limited but did include assessment data that incorporated some analysis. While several examples of the DPA1 and DPAR2 were provided, none of the submissions included how data are used for course or program improvement.

DC also noted that two co-curricular reviews, the dual credit program and the library, have been completed, and self-studies were submitted into the addendum. These self-studies included learning outcomes, indicating DC has started to implement assessment of co-curricular activities.

DC recognizes that assessment is an ongoing project and has worked to make it more systematic. However, the college also recognizes that data collection and analysis of data are still a challenge. To meet this challenge, DC recently hired an Assessment Database Specialist to lead in planning and carrying out the College-Wide Student Learning Assessments data collection and has invested in assessment software. According to conversations during the site visit, the institution also plans to re-establish a Director of Assessment position to support faculty and staff in their assessment efforts.

Conversations with senior administration affirmed commitment to assessment of student learning, with this now being an explicit expectation in faculty contracts. Faculty committees (General Education and Siihasin) are active and provide leadership for assessment activities. All full-time faculty are provided time to work on their assessments during Intercampus Week when no classes are in session during this time, as well as three full days at the end of each semester. During this time faculty are expected to meet to analyze student learning data and to design program improvement. However, during the site visit, several faculty members mentioned that closing the loop is still a challenge and cited workload as one of the reasons for not completing assessment work. Another reason voiced by the faculty was the lack of feedback on what needed to be done, as well as frustration with the assessment process. Based on conversations with faculty, it appears they have had little input into design of the current assessment process. When pressed for how data were used, some faculty stated that textbooks were changed due to student feedback, or if students were not doing well, then the class was reorganized or a support class was added. However, it appeared that faculty were not using specific student learning outcome data to inform these changes.

As part of the Year Four Review, Diné College was required to submit a monitoring report on assessment. Based on review of the Assurance Argument, requested evidence in the addendum, and conversations with faculty and staff during the site visit, DC has made progress towards meeting these requirements. However, there continues to be need for improvement in assessment practices. Specifically:

1. DC has created uniform, college-wide assessment processes, but acknowledges it is in the “toddler stage” in implementation of assessment processes and there is little evidence to show that assessment processes currently lead to meaningful understanding and improvement of student learning.
2. The institution has created student learning outcomes for general education programs. Although, processes are in place for monitoring and review of the efficacy of all academic programs, not all programs participate in the program review process and the review process for student learning outcomes continues to show need for improvement.
3. DC has made progress in defining co-curricular activities. Although assessment is still in its

infancy in this area, two identified co-curricular units have completed a self-study, including assessment of student learning outcomes.

4. The institution is commended for progress made in use of data to identify and intervene with at-risk student cohorts as well as publication of data outcomes related to student success.

### **Interim Monitoring (if applicable)**

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The site visit team acknowledges Diné College has made progress in addressing requirements of the embedded report on assessment. However, much of this progress is still at a conceptual level and there has been less progress in actually implementing meaningful assessment practices. Therefore, the site visit team requests a focus visit to occur not less than two years from the time of receipt of the final team report to show progress in the following areas:

- Clarification and refinement of the current assessment processes to ensure faculty and staff understand the processes sufficiently to engage in meaningful assessment of student learning outcomes.
- Evidence of substantial involvement of faculty in refinement and implementation of assessment processes.
- Evidence of systematic acceptance and implementation of faculty-approved assessment plans in each of the areas of institutional, general education, and program learning outcomes.
- DC must provide evidence of analysis/discussion of student learning outcome assessment data.
- DC must also provide evidence of use of student learning outcome data to inform changes in each of the areas of academic programs, general education, and co-curricular units.
- Evidence of linkage between assessment data and budgeting, where appropriate.
- Ongoing professional development in assessment for all faculty to develop the necessary tools to promote a culture of continuous improvement through assessment.

## 4.C - Core Component 4.C

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

### Rating

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Met

### Rationale

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According to the Assurance Argument, Diné College has established four goals, with objectives, and action steps, to address student retention and completion that align to the mission, student population, and the educational offerings. The objectives and action steps appear clear and attainable.

While limited evidence was provided in the Assurance Argument, conversations during the site visit indicated the institution extensively analyzes information on student success by various demographic characteristics. For example, conversations indicated a two-day Data Summit was held in 2022 where it was found that females tended to take longer to complete than males, however they did persist and completed their program. As a result of findings and discussions, a Resilience Rate was developed to help support tribal students who do persist and complete but may not meet IPEDS definition of completion. A further example was provided of analysis of incomplete grades in various programs. It was discovered that faculty did not understand the incomplete policy and were giving incompletes to students who were missing assignments but would have otherwise earned a "C" grade. However, these incompletes reverted to failing grades if the student did not complete any further work. After faculty development and a revision to the faculty handbook to outline the incomplete policy, incompletes decreased from 400-500/semester to 94 incompletes/semester.

According to the Assurance Argument, DC participated in Achieving the Dream to enhance teaching and learning. The resultant action plan includes tracking key performance indicators (2016-2021) such as persistence, retention, attrition, and completion rate. DC refers to these as PRAC data sets. In addition, each program tracks its retention, persistence, and completion data, as seen in the Annual Program Review. The faculty also track student retention in their courses. DC provides midterm

grades to students to ensure that at-risk students are provided intervention services such as mentoring, tutoring, or related services.

The Office of Institutional Planning and Reporting recently began automatically tracking the PRAC rates and publishing them on a dashboard. According to the Assurance Argument, the office recognizes the need to increase data usage, sharing of data, and transparency and the dashboard is one strategy being used to address this need. DC also provides the Integrated Post-secondary Education Data System (IPEDS), the American Indian Higher Education Consortium (AIHEC), and the American Indian Measures of Success (AIMS) data sets on the institutional website.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.S - Criterion 4 - Summary

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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.

### Rationale

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Based on review of the Assurance Argument and institutional website, additional evidence provided, and conversations during the site visit, the site visit team concludes that Diné College remains in compliance with Criterion Four. However, 4.B is determined to be Met with Concerns.

DC has several processes in place to ensure the quality of its educational offerings, including dual credit offerings. These include an established program review process, with an external reviewer component. Currently, it appears that greater emphasis is placed on completion of self-studies rather than use of program review findings to inform changes. The institution is encouraged to find ways to maximize use of the program review process to actually make improvements in educational offerings and to promote participation by all academic programs.

Since the last HLC review, DC has made progress in completing their Assessment Academy project of generating an assessment handbook and has developed processes for assessment of student learning. However, these processes have not yet been fully implemented to allow for meaningful use of assessment data to promote a culture of continuous improvement through assessment. The institution has made progress toward meeting the requirements of the embedded monitoring report on assessment, but there continues to be a need for further work in this area.

Finally, the college has defined goals for student success and engages in extensive data collection and analysis of student success. This is an area where DC has shown effective use of data to inform initiatives aimed at improving retention, completion, and other indicators of student success.

## 5 - Institutional Effectiveness, Resources and Planning

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

### 5.A - Core Component 5.A

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Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

### Rating

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Met

### Rationale

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Diné College upholds the principle of shared governance by engaging stakeholders in its planning processes. This is evidenced by the recently updated 2022-2027 Strategic Plan, which included representatives of the various campus constituencies as well as community members. Town Halls were held both on and off the Navajo Nation, including the Phoenix, Albuquerque, and Washington, D.C. area.

The Board of Regents regularly reviews the budget and makes adjustments based on enrollment, changes in funding, and unexpected expenses. This was supported with a review of the Board minutes and onsite discussions with administration and Board members. Further evidence that DC uses data in decision-making was found in the annual budget process. While not linked in the Assurance Argument, evidence was provided in the addendum and confirmed during the on-site meetings.

While DC is a component unit of the Navajo Nation, the institution is a separate legal entity and operates as such. The institution has independence in its day-to-day operations and is overseen by a separate Board that approves the annual operating budgets.

The college operates on a Federal Fiscal Year (October 1- September 30) which creates some challenges on budgeting for the Academic Year (August – May).

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### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

### Rating

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Met

### Rationale

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One of the college's on-going challenges has been staff turnover. Typical of a small institution in a rural area, keeping qualified, competent employees in all areas has been difficult. The Human Resources Director position has been vacant for over two years. Several new faculty commented during the Faculty Forum, that the on-boarding process was poor, as well as support from the HR office.

An on-site review of faculty HR files indicated that all faculty meet HLC guidelines. In reviewing the staffing list provided by the institution and reviewing faculty personnel files, staff are appropriately qualified and trained. Diné College has recognized the need to improve the credentials of staff and faculty. As they transition to a four-year master's granting institution, a number of faculty are in doctoral programs, as well as other professional development opportunities for all employees.

DC has an adequate IT infrastructure linked to all its locations. As in many rural areas, connectivity and band width has been challenging. During on-site meetings, employees commented that DC is working with other tribal, state, and federal entities to improve broad-band access across the Navajo Nation.

The college provided evidence supporting attention to facilities, equipment, and technology with its Facilities Master Plan. While not linked in the Assurance Argument, the Plan was provided when requested on-site. During site visit meetings, there was a regional power failure in the surrounding community that lasted for approximately six hours. DC had sufficient battery back-ups and emergency lighting to continue the meeting, the Zoom participants never dropped, and team members were able to complete the on-site sessions.

In general, the college's mission and goals appear realistic in light of the institution's organization, resources, and opportunities. DC has a budgeting process. The process begins with a "call for budgets" that is reviewed by deans and directors and submitted to the Vice Presidents. The President

and cabinet review requests, adjusting them as necessary to meet institutional priorities. This "final" budget is then presented to the Board of Regents for approval. A financial report is provided to the Board. This was confirmed in a review of Board minutes, on the DC website, and in discussion with Board members onsite.

The Financial Statements with the Independent Auditor's Report provide a comprehensive look at DC's financial position. As a component unit of the Navajo Nation, the audit is combined with the Navajo Nation's audit. Evidence supports that the institutions' fiscal allocations ensure that its educational purposes are achieved. Auxiliary services, including student housing, food service, athletics, etc., have adequate financial support. As shown in a review of the budget allocations and annual audit reports, close to 80 percent of DC's expenditures are related to direct Instruction and Academic Support, Student Services/Activities, and Institutional Support.

DC continues to capitalize on Covid-19 relief funding. The institutional funds were allocated based on program needs and this was confirmed onsite during discussion with the President and cabinet as well as during the meeting with the VP of Business Services and Business Office staff. Conversations also confirmed that some long-standing academic equipment needs were able to be met with this funding and that the institution has been able to make some long-needed infrastructure upgrades.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

### Rating

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Met

### Rationale

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While the Assurance Argument doesn't provide evidence, additional evidence requested and provided in the addendum, and during the site visit with on-site discussions, the team confirmed that the institution allocates resources in alignment with the mission. The offsite facility visited appeared to be maintained at a similar standard to the main campus. The Vice President for Finance confirmed that there is budget equity among all locations. The strategic planning process provides a system that engages stakeholders at all levels. This was confirmed onsite in meetings with all constituencies.

The institution aligns and allocates resources within a structured system considering its mission and values. In reviewing the budget submission process with stakeholders onsite, they confirmed that the budget process was a top-down approach. Faculty make requests to their Dean and from there it is vetted by the President's cabinet before being presented to the Board of Regents for approval. DC may want to be more specific in identifying budget allocations related to student learning outcomes. Again, while not linked as evidence, on-site discussions explained how this was occurring.

With the wrap-up of the 2016-2021 plan, the college completed the 2022-2027 plan and rolled it out in October 2022. Enrollment data, along with financial and human resources data, retention and completion data, and trends in higher education were used in the draft plan development as well as IPEDS data related to demographics, completion, and cost of attendance. Student feedback data and external and internal constituent survey data were utilized in the planning process and influenced many of the goals and strategies for the college. In January 2022, the Board approved the 2022-2027 Strategic Plan.

On-site discussion with the President's cabinet led to the discovery of a Facility Master Plan. While

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not linked as evidence, the plan is well put together and aligns with DC's vision and mission. Current facility updates are in sync with the plan including upgrades and renovations to laboratory facilities on the main campus.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.S - Criterion 5 - Summary

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

### Rationale

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While the Assurance Argument lacked linked evidence and required additional evidence to be submitted in the addendum, on-site meetings and review of the college website provided sufficient support to show Diné College remains in compliance with Criterion Five.

DC upholds the principle of shared governance by engaging stakeholders in the strategic planning process. This process is comprehensive and uses multiple surveys and Town Halls with the various campus and other constituencies, including Phoenix, Albuquerque, and Washington, D.C.

DC has qualified and trained operations staff as indicated by establishment of hiring guidelines, staff development policies, and related human resource goals.

While the institution's resources and structures are sufficient to fulfill its mission, DC should continue to improve documentation to show that the budget process and the Academic and Master Plans have transparent connections to demonstrate support of student learning. Such linkages of quantifiable resource allocations to student learning outcomes can be key in improving the quality of educational offerings and responding to future challenges and opportunities.

## Review Dashboard

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

## Review Summary

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### Focused Visit(s)

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#### Due Date

12/1/2025

#### Visit Focus

The site visit team acknowledges Diné College has made progress in addressing requirements of the embedded report on assessment. However, much of this progress is still at a conceptual level and there has been less progress in actually implementing meaningful assessment practices. Therefore, the site visit team requests a focus visit to occur not less than two years from the time of receipt of the final team report to show progress in the following areas:

- Clarification and refinement of the current assessment processes to ensure faculty and staff understand the processes sufficiently to engage in meaningful assessment of student learning outcomes.
- Evidence of substantial involvement of faculty in refinement and implementation of assessment processes.
- Evidence of systematic acceptance and implementation of faculty-approved assessment plans in each of the areas of institutional, general education, and program learning outcomes.
- DC must provide evidence of analysis/discussion of student learning outcome assessment data.
- DC must also provide evidence of use of student learning outcome data to inform changes in each of the areas of academic programs, general education, and co-curricular units.
- Evidence of linkage between assessment data and budgeting, where appropriate.
- Ongoing professional development in assessment for all faculty to develop the necessary tools to promote a culture of continuous improvement through assessment.

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## Conclusion

Based on review of the Assurance Argument, additional evidence provided in the Addendum, and interactions with constituents during the site visit, the site visit team confirms Diné College remains in compliance with all criteria for accreditation. Furthermore, the institution shows evidence of commitment to continuous improvement in several areas, with changes evident since the 2018 Comprehensive Evaluation. These changes range from strengthening of online course delivery during the pandemic, improvements in oversight of grants and research functions, addition of a master's level degree program, to development of a comprehensive strategic plan for the next five years, developed through a highly inclusive process.

Diné College is especially commended for exceptional commitment to mission-based education. The Diné philosophy and values clearly permeate all aspects of both the educational experience provided to students and of the operations of the college. DC exemplifies the concept of mission-driven education.

While the Assurance Argument provided useful information, the site visit team relied more extensively than is typical on additional requests for evidence and conversations during the site visit to make its determinations about compliance with the criteria. While the assistance of staff while the site visit team was on campus was invaluable, in future, the institution needs to more fully document compliance with the criteria for accreditation in the Assurance Argument narrative and support any claims with current evidence. Greater involvement of campus in preparation of

the Argument may be beneficial in this regard.

HLC requested this Standard Pathway Midpoint Evaluation to include an embedded report on assessment. Specifically, the report was required to provide detailed progress and analysis of assessment related to:

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

The site visit team acknowledges progress in these areas and assessment processes have been developed to address concerns of the previous review. However, as outlined in 4.B of this team report, these processes currently lack sufficient practical implementation to allow for meaningful use of assessment data to understand and improve student learning and the institution acknowledges assessment efforts continue to be in their infancy. Therefore, the site visit team recommends a follow-up focus visit to monitor continued improvement in assessment of student learning.

## Overall Recommendations

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### Criteria For Accreditation

Met With Concerns

### Sanctions Recommendation

No Sanction

### Pathways Recommendation

Not Applicable to This Review

# INTERNAL



## Institutional Status and Requirements (ISR) Worksheet

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### Review Details

**Institution:** Diné College, Arizona

**Type of Review:** Standard Pathway - Mid-Cycle Review

**Description:** Year 4 Comprehensive Evaluation.

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

**Review Dates:** 04/03/2023 - 04/04/2023

☐ No Change in Institutional Status and Requirements

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### Accreditation Status

**Status:** Accredited

☒ No Change

☐ Recommended Change:

**Degrees Awarded:** Associates, Bachelors, Masters

☒ No Change

☐ Recommended Change:

### Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2018 - 2019

Year of Next Reaffirmation of Accreditation: 2028 - 2029

☒ No Change

☐ Recommended Change:

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### Accreditation Stipulations

**General:**

The institution is approved at the following level(s) Associate's, Bachelor's and Master's

The institution is not approved at the following program level(s): Specialist, Doctoral

☒ No Change

☐ Recommended Change:

### **Additional Locations:**

Prior HLC approval required.

☒ No Change

☐ Recommended Change:

### **Distance and Correspondence Courses and Programs:**

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

☒ No Change

☐ Recommended Change:

### **Competency-Based Education:**

☒ No Change

☐ Recommended Change:

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## **Accreditation Events**

**Pathway for Reaffirmation of Accreditation:** Standard Pathway

☒ No Change

☐ Recommended Change:

### **Upcoming Reviews:**

Comprehensive Evaluation Visit - 2028 - 2029

Federal Compliance Review - 2028 - 2029

☒ No Change

☐ Recommended Change:

Upcoming Branch Campus or Additional Location Reviews:

No Upcoming Reviews

- ✓ No Change
- ☐ Recommended Change:

Monitoring

Upcoming Monitoring Reviews:

No Upcoming Reviews

- ☐ No Change
- ✓ Recommended Change: Focused Visit on assessment of student learning 12/1/2025.

Institutional Data

Academic Programs Offered:

| Undergraduate Programs |    |                                                                                |
|------------------------|----|--------------------------------------------------------------------------------|
| Associate Degrees:     | 16 | <div>✓ No Change</div> <div><input type="checkbox"/> Recommended Change:</div> |
| Baccalaureate Degrees: | 14 | <div>✓ No Change</div> <div><input type="checkbox"/> Recommended Change:</div> |
| Graduate Programs      |    |                                                                                |
| Master's Degrees:      | 1  | <div>✓ No Change</div> <div><input type="checkbox"/> Recommended Change:</div> |
| Specialist Degrees:    | 0  | <div>✓ No Change</div> <div><input type="checkbox"/> Recommended Change:</div> |
| Doctoral Degrees:      | 0  | <div>✓ No Change</div> <div><input type="checkbox"/> Recommended Change:</div> |
| Certificate Programs   |    |                                                                                |

|               |   |                                                                                               |
|---------------|---|-----------------------------------------------------------------------------------------------|
| Certificates: | 6 | <input checked="" type="checkbox"/> No Change<br><input type="checkbox"/> Recommended Change: |
|---------------|---|-----------------------------------------------------------------------------------------------|

**Contractual Arrangements:**

No Contractual Arrangements

☒ No Change

☐ Recommended Change:

**Off-Campus Activities****Branch Campuses:**

Shiprock Campus, PO Box 580; 1228 Yucca Drive, Shiprock, New Mexico 87420 UNITED STATES

☒ No Change

☐ Recommended Change:

**Additional Locations:**

Chinle Site, Highway 191, Tseyi Shopping Center, Chinle, Arizona 86503 UNITED STATES

Tuba City Site, PO Box 1716, 600 Edgewater Drive, Tuba City, Arizona 85045 UNITED STATES

Window Rock Site, PO Box 1924, Tribal Hill Drive, Window Rock, Arizona 86515 UNITED STATES

Crownpoint Site, PO Box 57; Jct Hwy 371 & Route 9, Crownpoint, New Mexico 87313 UNITED STATES

☒ No Change

☐ Recommended Change:



## Multi-Campus Reviewer Form

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

After the visit, the team chair should submit all Multi-campus Reviewer Forms as PDFs at [hlcommission.org/upload](https://hlcommission.org/upload). Select "Final Reports" from the list of submission options to ensure the institution's materials are delivered to the correct HLC staff member. (Note: The submission webpage can be accessed through the Assurance System by clicking the Submit Final Form button on the Forms tab.) The Multi-campus Report from the institution and the reviewer forms become part of the institution's permanent file and are shared as appropriate with future evaluation teams.

### Instructions

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

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

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

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

## Report Template

Name of Institution: Diné College

Name and Address of Branch Campus: Shiprock Branch - North Campus 1228 Yucca Street, P.O. Box 580, Shiprock, NM 87420, South Campus HWY 64 and N570, Shiprock, NM 87420

Date and Duration of Visit: April 3, 2023

Reviewer: Thomas W. Newsom

### 1. Campus Overview

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

Diné College provides an additional location at its Shiprock, New Mexico campus as an opportunity to expand the reach of its mission that is rooted in the educational philosophy of “Sa’ah Naaghai Bik’eh Hozhoo”, the Diné traditional living system, places Diné life in harmony with the natural world and the universe. This unique educational philosophy is grounded in Navajo cultural traditions and results in a formal mission to advance quality post-secondary student learning and development to ensure the well-being of the Diné People. There is some local autonomy at the Shiprock campus that partners with resources and forms of support from the main campus in Tsailé, Arizona. This is demonstrated in the campus’ ability to leverage resources from the Arizona location, while establishing a location in New Mexico that is recognized by the New Mexico Higher Education Department and legislature through financial and policy/process support. In 2020, DC signed a MOA with Central Consolidated School District to offer the BA Multicultural Education Degree at the Shiprock campus.

### 2. History, Planning, and Oversight

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

#### Judgment of reviewer (check one):

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

#### Evidentiary Statements:

Diné College plans for growth and maintenance of the additional location through budget processes that involve master planning for capital improvements and deferred maintenance. Local Site Directors at each of the additional locations who know their respective needs have oversight and are in regular communication with resources on the main campus in order to receive operational support. Academic Affairs leadership comes from the main campus to the site director, and hiring processes for faculty and staff are consistent with the main campus operations. Currently, the campus has seven full-time faculty

and four adjunct faculty members at Shiprock campus, with a plan to increase faculty as enrollment increases. All faculty are supervised by school deans who are housed at the main Campus. Like faculty supervision, budgets are centralized through cost centers in the overall institutional budget.

### 3. Facilities and Technology

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

#### Judgment of reviewer (check one):

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

#### Evidentiary Statements:

Diné College has been very successful in its inclusion in the New Mexico GO Bond initiative over the last few years. This initiative has provided the college with funding for a library/learning center facility as well as a new science/allied health building on the new Shiprock campus. The campus is equipped with more than adequate technology to meet the needs of students, faculty and staff in order to successfully meet educational offerings for the present as well as planned future growth.

### 4. Human Resources

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

#### Judgment of reviewer (check one):

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

#### Evidentiary Statements:

While Shiprock is a branch campus, it does not operate in isolation. Faculty and staff, as well as students benefit from the resources of the main campus, and a campus director serves as the primary liaison to the campus in Tsailé. Faculty and staff are vetted in the same way that they are at the main campus and credentials of faculty and staff are consistent college-wide. With many of the classes at Shiprock, like at Tsailé, being offered remotely, there is very good synchronization in the supporting employees across all campuses.

## 5. Student and Faculty Resources and Support

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

### Judgment of reviewer (check one):

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

### Evidentiary Statements:

Diné College students at the Shiprock campus have more than adequate access to academic resources, both human and electronic. The campus has a robust student affairs facility that supports student needs from enrollment to graduation in order to ensure student success. Resources of faculty and staff are appropriate, not only to meet the college needs, but community needs as well. The college also has a future vision for growth at the campus to further support student success.

## 6. Educational Programs and Instructional Oversight

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

### Judgment of reviewer (check one):

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

### Evidentiary Statements:

Educational program and instructional oversight are relatively seamless between the branch campus in Shiprock and the main campus in Tsailé. Campus operations are overseen by a qualified campus director, who is also a member of the faculty. The campus also has adequate enrollment and advising services, as well as tutoring and library resources with properly qualified personnel overseeing these functions. Consistency of expectations and assessment is overseen by the main campus in Tsailé.

## 7. Evaluation and Assessment

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

### Judgment of reviewer (check one):

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

### Evidentiary Statements:

Assessment is driven by the main campus, but with an understanding of the unique needs of the Shiprock students. Programs appears to be developed and implemented based on local need as well as resources of support. The campus, now in two separate locations, in Shiprock is in the process of evaluating the feasibility of each location in order to better serve students and the community.

## 8. Continuous Improvement

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

### Judgment of reviewer (check one):

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

### Evidentiary Statements:

With the direction, oversight, policies and processes in sync with the main campus in Tsale, the Shiprock campus demonstrates a continued dedication to the philosophy and mission of Diné College. Planning and evaluation at Shiprock continue to be driven by the needs of the local community as new programming and infrastructure have been supported by local state bonds. The two locations consist of an older and a new campus. Growth at the newer location is planned, so that aging infrastructure at the older location does not get in the way of continues improvement in outcomes for students that the Shiprock campus serves.