



ACADEMIC PROGRAM REVIEW

Associate of Arts in Business Administration



School of Business (formerly BASET)

March 27, 2025

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ACADEMIC PROGRAM REVIEW

A. Executive Summary

This report contains the annual program review (APR) self-study for the Associates of Arts in Business Administration (AABA) covering four (4) years, including 2020, 2021, 2022, and 2023, the COVID-19 pandemic timeframe. The AABA is one of four (4) business academic programs within the School of Business at Diné College.

The APR for the AABA thoroughly assesses the program's quality and effectiveness. The APR guides curriculum improvements, strategic planning, and accreditation, ensuring continuous improvement and long-term student success by aligning with the educational standards set by the Higher Learning Commission (HLC). The APR also facilitates looking forward to contributing to implementing the institutional long-term strategic goals. Hence, the results of the APR will be instrumental in guiding curriculum enhancements, strategic institutional planning, and maintaining strong accreditation documentation.

The APR self-study provides an overview that consists of nine components, excluding the executive summary, AABA program history, self-study, degree program overview, faculty profile, student profile, student engagement and learning, resources, review, results of the previous APR (2017), and external reviewers feedback and report. The nine components are sub-categories, including the program mission, goals, purpose, alignment with institutional mission, goals, educational philosophy, student and community demand, enrollment data, graduation rate, retention trend, completion time, and faculty profiles.

History

In 1968, the Navajo Nation Tribal Council established Navajo Community College (NCC), the first tribally controlled and accredited college in the United States operated by the Navajo Nation. NCC was later renamed Dine College. In March 1972, Diné College achieved candidacy status with the North Central Association of Colleges and Schools (NCA). Classes began at the new Tsaile Campus in October 1973, and in January 1974, the College began offering courses at its branch campus in Shiprock, New Mexico.

The AABA was created in August 1978. One of the primary reasons the college was established is to award degrees to Navajo students so that they could contribute to the economic and social development of the Navajo boundaries. The first programs offered at Diné College included Auto Mechanics, Welding, and Secretarial Science, all housed in one division that would later become the Business, Applied Science, Economics & Technology (BASET) Division. The following table shows the evolution of the degree programs housed under the BASET Division:

Business Academic Programs	1970 - 1980	1990	2000	2015-16	2024-25
Certificate, Auto Mechanics,	✓	✓	✓		
Certificate, Business Management	✓	✓	✓		
Certificate, Welding	✓	✓	✓		
Associate of Applied Science, Auto Mechanics	✓	✓	✓		
Associate of Applied Science, Business Management	✓	✓	✓	✓	✓
Associate of Applied Science, Secretarial Science	✓	✓	✓		
Associates of Applied Science, Welding	✓	✓	✓		
Associates of Arts, Business Administration	✓	✓	✓	✓	✓
Associates of Arts, Computer Information Systems				✓	
Associates of Applied Science, Office Administration				✓	✓
Bachelor of Arts in Business Administration				✓	✓

In 2018, Diné College reorganized to establish four schools. It integrated the Business, Applied Science, Economics & Technology (BASET) Division into the School of Business, which now operates within the broader School of Business and Social Science. This reorganization was implemented to enhance program coherence, streamline administrative support, and encourage interdisciplinary collaboration to improve and strengthen our services for the students and the Navajo Nation.

In March 2020, during spring break, students did not physically return to school due to the COVID-19 Pandemic. As a result, the entire institution, the Navajo Nation, and the world went on a lockdown to prevent the spread of the infectious disease, COVID-19. Overnight, online learning was accelerated. Faculty work tirelessly to migrate the courses to an online synchronous and asynchronous modality. The transition proved to be challenging; however, in a matter of two weeks, the majority of courses were completely converted to online courses. The pandemic caused a global paradigm shift in student teaching and learning.

Dine College improved its technology by implementing various services to maintain enrollment. For example, the College purchased loaner laptops and portal WIFI gadgets for students on a semester basis. Plexi-glass-type structures were installed in the face-to-face classrooms for social distancing. Hybrid or blended classes were implemented. Zoom meetings became the norm for classroom, faculty, staff, and board meetings. Several business faculty members obtained online teaching certification offered by Quality Matters and Blackboard training to keep up with technological advancements.

Program Mission/Goals

The AABA program's mission states, "Rooted in Diné language and culture, our mission is to advance quality post-secondary student learning and development to ensure the well-being of the Diné People," which aligns with Dine College's overarching mission. At the beginning of each semester several faculty share with students the "Sa'ah Naagháíí Bik'eh Hózhóón" (SNBH) and the educational philosophy, Nitsáhákees (Thinking), Nahat'á (Planning), Iiná (Living) and Sihasin (Assuring).

The two program goals also tie into the institution's strategic plan: 1) transfer to a four-year institution, and 2) enable students to apply business and organizational skills. These program goals were updated with the Office of Assessment to ensure alignment with the institutional goals.

In addition, to achieve the program and institutional goals, three program student learning objectives (PSLO) were developed that state: 1) demonstrate practical critical thinking skills by describing and analyzing financial statements, 2) demonstrate relevant knowledge and skills from business functional areas, leading to effective problem-solving and decision-making by completing a marketing plan, and 3) demonstrate the ability to acquire information from a variety of channels for

effective research, problem-solving, and resolutions by composing a paper examining the macroeconomic issues of a country.

Furthermore, the course student learning outcomes (CSLO) for each course within the program align with the PSLO. The CSLO identifies specific activities (projects, presentations, papers, quizzes, exams, etc.) to perform and achieve. These activities are then collected and stored as artifacts and used as evidence to support the achievement of course and program students' learning outcomes, eventually leading up to the attainment of the institutional goals.

Purpose of Degree Program

The purpose of the A.A. degree in Business Administration is threefold:

1. To prepare students for transfer to a four-year degree program in Business or one of the related subfields,
2. To enable students to apply business and organizational skills in their personal and professional lives and
3. To enable students to relate business ideas and concepts to challenges facing the Navajo Nation.

The program also addresses Navajo Nation workforce demands and career opportunities, standardizing education, enabling career advancement, meeting the Higher Learning Commission's accreditation and educational standards, gaining technological knowledge, and lifelong learning for the Navajo students and others.

Dine College is in the best position and has firsthand knowledge of the needs of the Navajo Nation government, economy, and society, thereby capitalizing on the creation of the AABA.

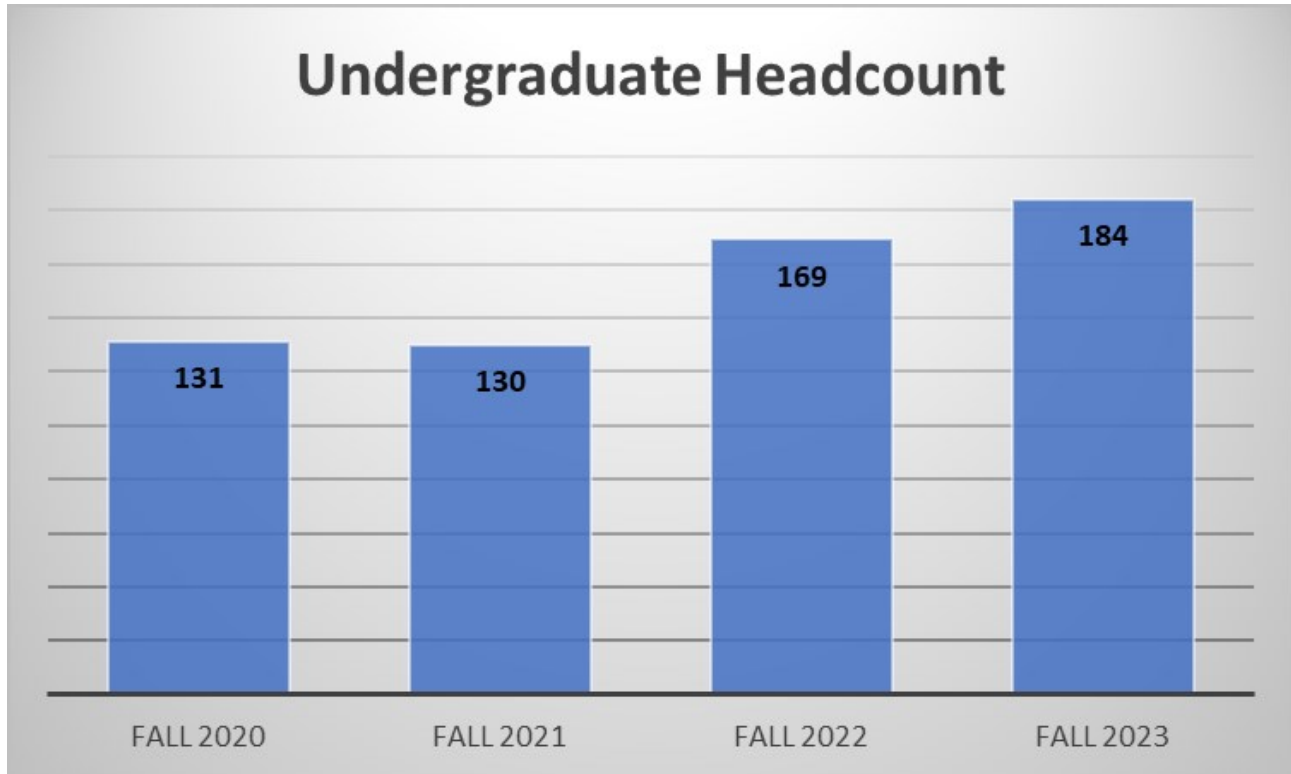
Student Enrollment

Herein is an overview of the AABA program's full-time and part-time enrollment, number of degrees awarded, graduation rate, retention rate, and time-to-completion rate over the last four academic years provided by the Office Institutional Program Reporting (OIPR) office.

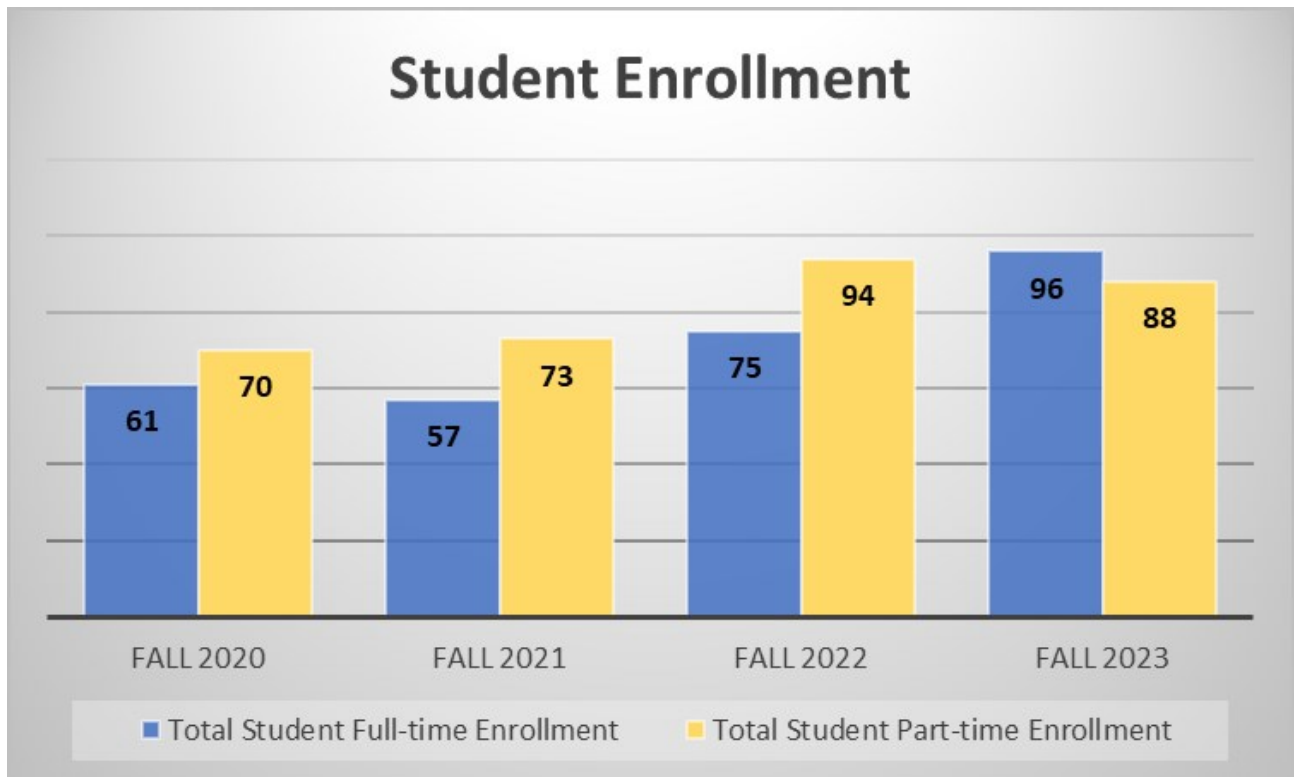
Table 1: Overview Data Summary

Fall Only	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Undergraduate Headcount – Fall	131	130	169	184
Total Student Full-time Enrollment	61	57	75	96
Total Student Part-time Enrollment	70	73	94	88
Total Students that graduated (fall & spring)	17	20	21	20
Full-Time Faculty Headcount				
Adjunct Faculty				
Graduation Rate 6 yr from 2018 Cohort (All Programs)	7%			

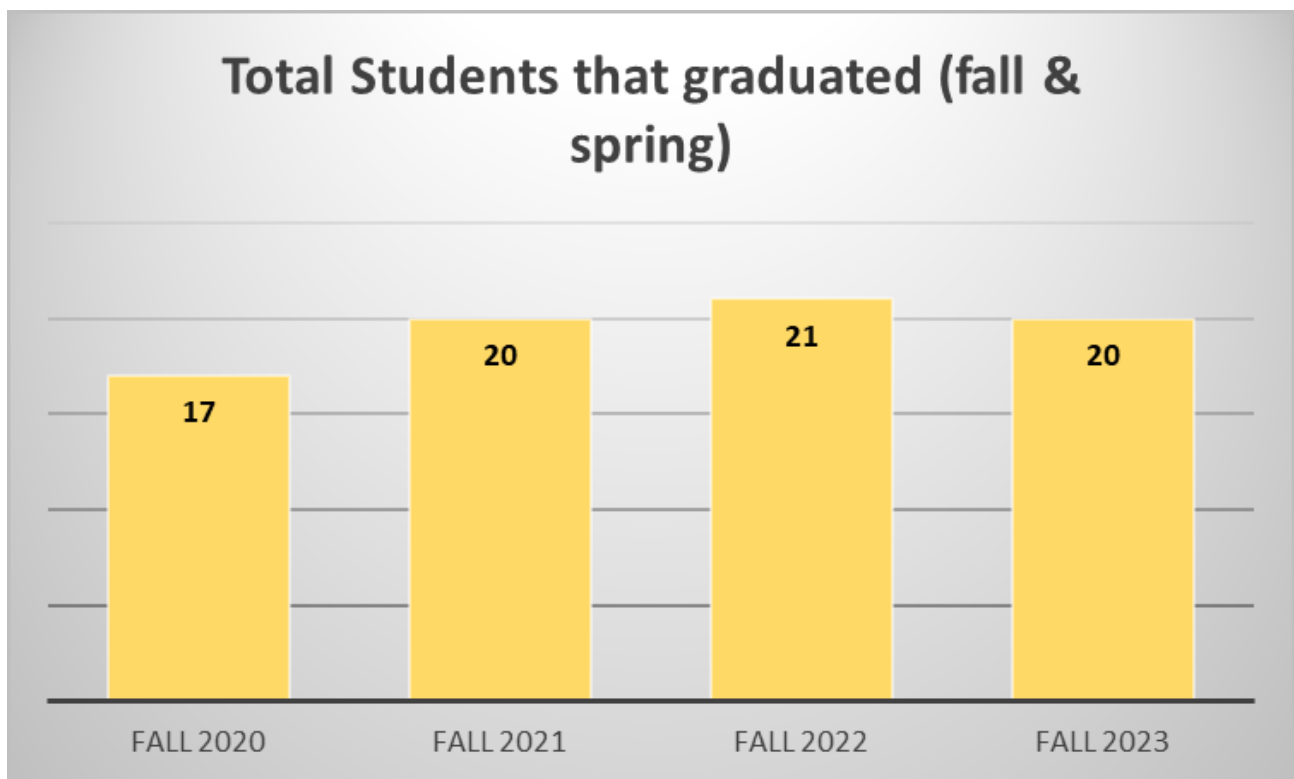
	Fall 2020	Fall 2021	Fall 2022	Fall 2023
# of students in cohort (FTF & NT)	19	13	36	32
Persistence Trend (fall to spring)	52%	53%	58%	68%
Retention Trend	47%	61%	36%	40%



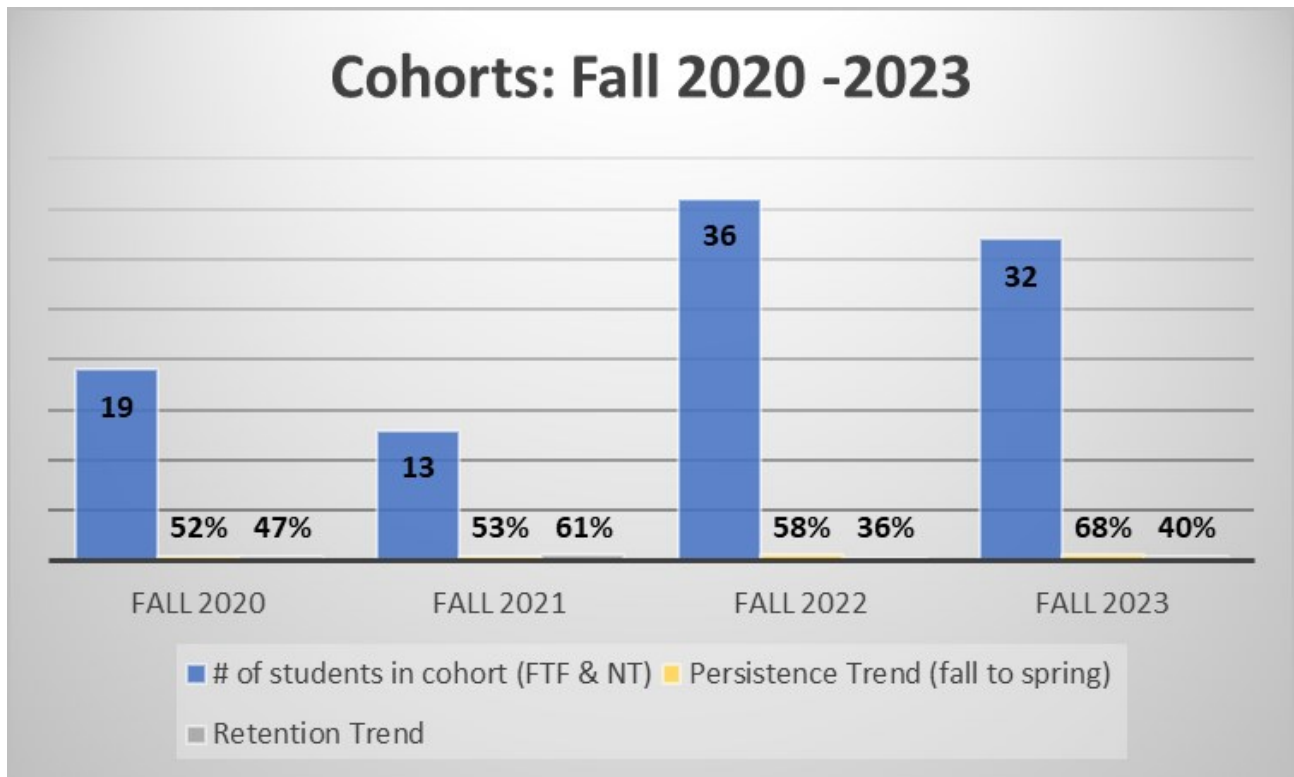
Undergraduates' Fall to Spring AA headcount shows an increase of 40% from FA 2020 to FA 2023.



Full-Time and Part-Time Enrollment Fall to Spring



Graduates per Academic Year



Student persistence for the second semester was good within each academic year of the AA program. Retention rates fluctuated but remained decent throughout the pandemic and increased as the pandemic ended.

B. Self-Study Summary

The APR self-study covers four consecutive years, including 2020, 2021, 2022, and 2023, the COVID-19 Pandemic timeframe. The first and last APR review was conducted on March 21, 2017. The area of concern identified from the external review noted:

- Faculty Overloaded: recommendation to implement a BA culture.
- Coordination for recruitment and retention.
- Salary Rate: recommend implementing faculty ranking
- Job Placement Coordinator (track all alumni): an employee was hired, and the position was later eliminated.

Due to the pandemic, the APR review scheduled for 2021 was canceled. The physical classrooms in the General Classroom Building (GCB) at the Tsale campus, where several courses are held, were completely renovated and equipped with an HVAC system. New computers were supposed to be installed in the new computer labs.

The individuals below contributed to the preparation of the APR.

- Patrick Blackwater, SBSS Dean
- Milton Bluehouse, Associate Professor, Tsale
- James Denney, Instructor, Tsale
- Gloria Price, Instructor, Shiprock
- Dr. Gregory I. Redhouse, Assistant Professor, Tsale
- Rosalind Smith, Assistant Professor, Tsale
- Velveena Davis, Executive Director, OIPR
- Brandon Nelson, Senior Data Analyst, OIPR
- Dr. Perphelia Fowler, Human Resource Director, Tsale

- King Mike, Emeriti, Shiprock
- Juanita Fraley, Emeriti, Shiprock

Site Visit:

- Christine Reidhead, Business Chair, Navajo Technical University, External Reviewer
- Dr. Alysia Laundry, Provost, Dine College
- Mikaya Largo, Director Assessment, Dine College
- Glennita Haskey, VP Student Affairs, Dine College
- Bo Lewis, VP Finance & Administration, Acting President, Dine College
- Velveena Davis, Executive Director, OIPR, Dine College
- Winifred Jumbo, VP External Affairs, Dine College

C. Degree Program Overview

The AABA overview includes the curriculum, Diné Identity and Program Uniqueness, instruction delivery methods (modality and locations), program faculty, and aspects of student learning.

The A.A. in Business Administration provides students with a solid foundation in business principles, preparing them for seamless transfer to the Bachelor of Arts in Business Administration program within Dine College, a four-year institution or immediate workforce entry. The program aligns with Diné College's mission by incorporating Navajo culture and values into its curriculum while ensuring students gain practical business knowledge, skills, and business acumen for an entry-level position within the Navajo Nation Tribal government or its enterprises.

The AABA degree is for students who wish to transfer to a four-year degree program of study at any college or university. A minimum of sixty-four credit hours may be earned in an academic program of study designed to meet general education and program degree requirements. The A.A. in Business Administration is designed to provide a solid foundation for the transfer student pursuing a Bachelor's degree in Business Administration or subfields such as accounting, economics, finance, management, and marketing. Dan McLaughlin, a former employee, helped create and start the program.

C.1. Curriculum

Arizona has three (3) options for the Arizona General Education Curriculum (AGEC), each requiring a 35-semester credit block that must be completed at any Arizona community college. The AGEC options have different requirements for different majors. For example, AGEC-A is for liberal arts majors, and it focuses on the lower-level liberal arts for social science, fine arts, and humanities, while AGEC-B is for business administration majors and is specifically for the lower-division general education for business administration. AGEC-S is for math and science majors and is for the lower division general education studies in science and math. The AABA is required to comply with AGEC-B. Successful completion with a C or better and a GPA of 2.0 guarantees admission to any college or university within Arizona for residents. AGEC-B guarantees the lower division general education transfer to any Arizona public university for majors that articulate within the AGEC.

Each AGEC also has different math and science requirements. Regarding the AABA, AGEC-B requires a minimum of brief calculus, including intensive writing and critical inquiry (IW/CI), ethical/race/gender awareness (ERG), and historical awareness (HA). Dine College general education courses meet these components and may require additional courses to comply with the AGEC-B requirements. For more information, see <http://az.transfer.org>.

AGEC-B Requirement for Business Administration Majors

Subject Area	# of Courses	# of Semester Credits
Freshman Composition	2	6
Mathematics*	1	4
Arts and Humanities	2-3	6-9
Social and Behavioral Science**	2-3	6-9
Physical and Biological Science	2	8
Computer Information Systems: Introduction to CIS	1	3
Navajo Studies***	2	6
Total Semester Hours:		39-45

* *Mathematics requirements: MTH 191.*

***History courses are included under social and behavioral sciences.*

*** *Navajo Studies, two courses from the following three options: (1) NAV 101 or 211; (2) NIS 111; (3) NIS 221.*

Source: DC Course Catalog

The Associate of Arts in Business Administration consists of two subgroups: General Education Core Requirements and Program Requirements.

The Associate of Arts (A.A.) degree is for students who wish to transfer to a four-year program of study at a college or university. A minimum of sixty-four (64) credit hours may be earned in an academic program of study designed to meet general education and program requirements. The AABA program provides a solid foundation for the transfer student pursuing a bachelor's degree in business administration or business education.

Associate of Arts, Business Administration Program

General Education Program Requirements

General Education Core Requirements

<u>Communications</u>	<u>Credits</u>	<u>Laboratory Science</u>	<u>Credits</u>
ENG 101: College Composition I	6	Students must choose one Life	3
ENG 102: College Composition II		Science: BIO and one	
<u>Humanities and Fine Arts</u>		Physical Science course both with labs from:	
<i>Students must choose two courses from:</i>		Physical Science: AGR, AST, CHM, ENV, GLG,	3
Art History (ARH)		PHY, PHS	
Communications (COM) 121	6	<u>Navajo Studies</u>	
English (ENG) 231, 233, 234, 238, 241, 297, 208		One Navajo Language Course Based on Place	
Fine Arts (FA)		ment Test (NAV 101, 102, 201, 202, or 211)	
Humanities (HUM) Theater (THR) 101, 102		NIS 111: Foundations of Navajo	
<u>Mathematics</u>		Culture and	
Student must take appropriate course based		NIS 221: Navajo History to Present	9 - 10
on major.		Required Core Total	38-40
MTH 110: College Algebra (<i>Required</i>)	4		
MTH 106: Survey on College			
Mathematics - The Art of Math			
<u>Social and Behavioral Science</u>			
Students must choose one History (HST) 101,			
102, 135, 136 course and one other course from:			
Anthropology (ANT)	8		
Sociology (SOC)			
Social Work (SWO)			
Social Science (SSC)			
Political Science (POS)			
Economics (ECO) (<i>ECO 200 Required</i>)			
Psychology (PSY)			

Program Requirements

<u>AZ Program Requirements Credits</u>	<u>Credits</u>	<u>NM Program Requirements Credits</u>	<u>Credits</u>
ACC 200 Financial Accounting	3	ACC 200 Financial Accounting	3
ACC 201 Managerial Accounting	3	ACC 201 Managerial Accounting	3
BUS 204 Business Law	3	BUS 204 Business Law	3
BUS 265 Statistical Analysis for Business	3	BUS 265 Statistical Analysis for Business	3
BUS 270 Quantitative Methods in Business	3	COM 121 Speech Communications	3
CIS 111 Introduction to Computers	3	CIS 111 Introduction to Computers	3
ECO 201 Principles of Microeconomics	3	ECO 201 Principles of Microeconomics	3
MKT 240 Marketing	3	MKT 240 Marketing	3
Program Credits:	24	Program Credits:	24

Source: DC Course Catalog

*MTH 110 College Algebra is the required math course to complete the A.A. in Business Administration degree program. *ECO 200 Principles of Macroeconomics is required to complete the A.A. Business Administration degree program. The ECO 200 course must be completed under the General Education requirements for Social & Behavioral Sciences.

MTH 110 College Algebra (4) Prerequisite: Placement test or minimum grade of 'C' in MTH 100 or instructor's permission. Covers functions and their graphs, including linear, quadratic, polynomial,

rational, exponential, and logarithmic functions. Also covers the algebraic concepts necessary for the study of these functions. Four lecture hours per week.

ACC 200 Financial Accounting (3) Prerequisite: Minimum grade of 'C' in ACC 100. This course covers the theory and practice of accounting in services and merchandising firms. It emphasizes the accounting cycle, periodic reporting, receivables, payables, inventories, and accounting systems. One-hour laboratory is required.

ACC 201 Managerial Accounting (3) Prerequisite: Minimum grade of 'C' in ACC 200. This course is a continuation of ACC 200 with an emphasis on manufacturing firms and managerial approaches for decision-making. One-hour laboratory is required.

BUS 204 Business Law (3) This course introduces law and the legal process as they relate to business transactions such as contracts, sales, commercial paper, and secured transactions. It also includes discussions of business ethics.

BUS 265 Statistical Analysis for Business (3) Prerequisites: Minimum grade of 'C' in MTH 110. Methods of statistical description. Applies probability theory and statistical inference in business. One-hour laboratory is required.

BUS 270 Quantitative Methods in Business (3) Prerequisites: MTH 110, BUS 265, ACC 201. Business applications of quantitative optimization methods in operations management decisions. One-hour laboratory is required.

COM 121 Speech Communication (3) Prerequisite: ENG 101. A study of principles, cultural dimensions, and techniques of public speaking. Students prepare and present speeches.

CIS 111 Introduction to Computers (3) This course introduces business information systems and the uses of business application software with an emphasis on database and spreadsheet packages. One-hour laboratory is required.

ECO 200 Principles of Macroeconomics (3) Prerequisite: MTH 100; ENG 101, or concurrent enrollment. This course is an introduction to the macro-analysis of the capitalist system. Topics include national income accounting, aggregate demand and supply, inflation, unemployment, and monetary and fiscal policies. Topics relate to the productive capacity of the Navajo economy, international economics, and current economic issues. This course emphasizes the general education special requirements of intensive writing/critical thinking (IW/CI).

ECO 201 Principles of Microeconomics (3) Prerequisite: MTH 100, ENG 101 or concurrent enrollment. This course is an introduction to micro-analysis of the capitalist system. Topics include utility theory and consumer choice, the theory of the firm, costs and producer choice, supply, demand and price determination, perfect and imperfect markets, business regulations, markets for resources, and the determination of wage rates. This course emphasizes the general education special requirements of intensive writing/critical thinking (IW/CI).

MKT 240 Marketing (3) Prerequisites: ACC 100, ECO 201. Prerequisite: ENG 101 for Fine Art Majors only. This course introduces students to basic marketing concepts and practices. Topics include the impact of external forces on marketing decisions, especially marketing on the Internet, marketing strategies, marketing aspects of business ethics and social responsibilities, and global marketing.

The A.A. in Business Administration provides a solid foundation for the transfer student pursuing a bachelor in business administration or business education. Our general education and program requirements are articulated in Arizona and New Mexico. This means our A.A. degree in Business Administration to transfer has no wiggle room or elective courses except in the general education section. In terms of the program requirements, the curriculum is the same as that of 90% of community colleges in Arizona and New Mexico. The remaining 10% is due to a course difference, such as Marketing or Quantitative Methods in Business. Still, for the most part, the degree requirements for our A.A. in Business Administration is similar to the A.A. degree programs offered by other Arizona and New Mexico community colleges.

The most significant difference or issue in course requirements between Diné College and other higher educational institutions in the neighboring states is the nine additional credit hours in Diné College's general education requirement in Navajo Studies. Diné College's general education requirements are similar to those of other colleges and universities except for the three additional courses required in Navajo Studies, i.e., Navajo language, Navajo history, and Navajo culture. New Mexico's common general education requirement is 37 credits, while Arizona's is 35. The most significant difference between New Mexico and Arizona is the general education math requirement for a business degree. New Mexico requires college algebra, while Arizona requires calculus. Comparatively, Diné College's general education requirement is 41 credit hours, and college algebra meets the general education requirement. This is a two-course difference.

The AABA program is organized into two groups: (1) general education core requirements and (2) program requirements. As stated in the general catalog, the general education program consists of 40-43 credit hours organized into seven academic areas as follows:

Courses	Diné College	New Mexico	Arizona
Communications	6	9	6
Humanities and Fine Arts	6	6 - 9	6 - 9
Mathematics	3 - 4	3	3
Social and Behavioral Science	6	6 - 9	6 - 9
Laboratory Science	8	8	8
Physical and Health Education	2 - 3	0	0
Navajo Studies	9	0	0
Computer Information System	0	0	3
Total Gen Ed Requirement	40 - 43 credits	35 credits	35 credits

As previously mentioned, there is a two-course difference between Diné College and other neighboring state higher education institutions because of our Navajo Studies 9-10 credit hours and Physical Education and Health Education 2-3 credit hour requirement. Dine College is aware of the two-course difference in the general education core requirements and opted to keep the 9-10 credit hours in Navajo Studies because of its status as a tribally controlled college. It should also be stated that these courses are the most popular at Diné College as much of the culture and language is *not* being taught at the family level for various reasons. However, as neighboring colleges and universities start moving toward a 120 credit hours B.A. degree programs, more pressure will likely cause the community colleges to decrease their A.A. degree programs to 60 credit hours. Diné College has a 64-credit minimum requirement (general education and program requirement combined) for all A.A. degree programs.

2025 - 2026 Checklist Associate of Arts Degree							
Business Administration (63 - 64 credits)				STUDENT: ID #:			
				ADVISOR:			
Course No & Title	Credit	Transfer	Grade	Course No & Title	Credit	Transfer	Grade
GENERAL EDUCATION CORE REQUIREMENTS				Arizona PROGRAM REQUIREMENTS:			
COMMUNICATIONS (6 hrs)				ACC 200 Financial Accounting 3.0			
ENG 101 College Composition I	3.0			ACC 201 Managerial Accounting 3.0			
ENG 102 College Composition II	3.0			BUS 204 Business Law 3.0			
HUMANITIES/FINE ARTS (6 hrs) <i>Student must choose two courses with different prefixes</i> <i>ARH 110; ARH 211; ARH 213; ARH 214; CW 208; ENG 231; ENG 232;</i> <i>ENG 234; ENG 236; ENG 238; ENG 241; FA 106; FA 107; FA 112; FA</i> <i>FA 120; FA 121; FA 131; FA 178; FA 181; FA 182; HUM 105; HUM 131;</i> <i>HUM 151; HUM 152; HUM 221; HUM 250; LIB 110; THR 101; THR 102</i>				BUS 265 Statistical Analysis for Business 3.0			
				BUS 270 Quantitative Methods in Business 3.0			
				CIS 111 Introduction to Computers 3.0			
				ECO 201 Principles of Microeconomics 3.0			
				MKT 240 Marketing 3.0			
				<i>Program Credits: (24 hrs)</i>			
NEW MEXICO PROGRAM REQUIREMENTS:				NEW MEXICO PROGRAM REQUIREMENTS:			
				ACC 200 Financial Accounting 3.0			
				ACC 201 Managerial Accounting 3.0			
MATHEMATICS (3.0 or 4.0 hrs based on major)				BUS 204 Business Law 3.0			
MTH 110 College Algebra	4.0			BUS 265 Statistical Analysis for Business 3.0			
				CIS 111 Introduction to Computers 3.0			
NAVAJO STUDIES (9-10 hrs)				COM 121 Speech Communications 3.0			
<i>One NAV course, determined by placement</i>				ECO 201 Principles of Microeconomics 3.0			
NAV 101, 102, 201, 202 or 211	3.0/4.0			MKT 240 Marketing 3.0			
NIS 111 Foundation of Navajo Culture	3.0			<i>Program Credits: (24 hrs)</i>			
NIS 221 Navajo History to Present	3.0			Please review the A.A. Business Administration degree checklist with an advisor for more information. * MTH 110 College Algebra is the required Math course to complete the A.A. in Business Administration degree program. * ECO 200 course MUST be completed under the General Education requirements for Social & Behavioral Sciences.			
LABORATORY SCIENCE (8 hrs)							
<i>Choose one Life Science with lab: BIO 100; BIO 160; BIO 181; BIO</i> <i>one Physical Science with lab: CHM 130; CHM 151; ENV 101; GLG</i> <i>PHS 110; PHY 101; PHY 110</i>							
BIO	4.0						
	4.0						
SOCIAL & BEHAVIORAL SCIENCES (6 hrs) 1 HST plus <i>Choice of one: HST 101; 102; 135; 136;</i> <i>ANT 111; ANT 112; ANT 160; ANT 210; ANT 250; ECO 111; ECO 200;</i> <i>ECO 201; NAS 111; NAS 200; NAS 250; PDS 111; PDS 170; PSY 11;</i> <i>PSY 240; SOC 111; SOC 215; SOC 230; SSC 110</i>				Please review the A.A. Business Administration degree checklist with an advisor for more information. * MTH 110 College Algebra is the required Math course to complete the A.A. in Business Administration degree program. * ECO 200 course MUST be completed under the General Education requirements for Social & Behavioral Sciences.			
HST	3.0						
* ECO 200 Principles of Macroeconomics	3.0						
<i>Gen Ed Credits: (33-40 hrs)</i>							
Advisor Signature: _____ Date Signed: _____							
MUST pass all above courses with "C" grade or better				DRAFT : FEB 3, 25			

AABA Internal, External, and Direct Pathways

The AABA provides students pathways to transfer internally, externally, and directly into a career.

Internal transfer pathways allow students to transition into the Bachelor of Arts in Business Administration (BABA) Program. The AABA program courses are streamlined coursework aligned with upper-level business courses, ensuring all credits count toward the BABA program or other academic programs.

External transfer pathways allow transfers to Arizona, New Mexico, or other colleges and universities. Articulation agreements are established with Arizona State University, the University of Arizona, and Northern Arizona University, including the University of New Mexico, New Mexico State University, and Western New Mexico University. Dine College partners with Arizona and New Mexico and has identified equivalent courses transferable to their institutions. Before the COVID-19 pandemic, students traveled to connect with partner business schools.

Direct Career Pathways provides workforce opportunities for students seeking immediate employment with the Navajo Nation and its enterprises or outside employment. The School of Business partners with local and tribal businesses for internship opportunities, allowing students to apply the knowledge and skills gained from the AA in Business Administration program and transition into entry-level positions.

These pathways allow students to continue their education or obtain an entry-level position in the tribal government, casinos, healthcare, higher education institutions (Dine College or NTU), and other tribal enterprises, including entrepreneurship.

C.2. Diné Identity and Program Uniqueness

The AABA incorporates Dine language into the general education curriculum. Four of the five School of Business faculty members teach courses in the Navajo language as needed. The following statement in the Business course syllabus is related to Sà'ah Naaghái Bik'eh Hózhóón (SNBH). This Diné traditional living system places human life in harmony with the natural world and universe:

“All courses integrate the Diné holistic teaching following the pedagogical paradigm; Nitsáhákees, Nahat'á, Iiná, and Sihasin, which are processes found in all aspects of nature. Students will understand themselves through the teaching of Naayéé'ee'ehgo Na'nitin (Protection Way Teachings) and Hózhóójik'ehgo Na'nitin (Blessing Way Teachings). This philosophy provides principles both for protection from the imperfections in life and for developing the student's well-being”. (King Mike 2016)

The four-fold principles of the Diné traditional living system **Nitsáhákees**, Thinking; **Nahat'á**, Planning; **Iiná**, Implementation; and, **Sihasin**, Reflection and assurance can be applied to every aspect of life including business development. When followed in order and repeatedly, they are the foundation steps used by everyone, in every state, and in every country to start and maintain a successful business. (James Denney 2025)

The AABA incorporates history and culture into its general education and program courses. As part of the general education requirements, students are required to complete 9 to 10 credits in Navajo Language proficiency. Navajo and Indian Studies courses are required of all students enrolled in ALL degree programs. Navajo culture, history, and language are areas in which courses are taught in Navajo and English. Courses are offered in two tracks of Navajo language ability: speaker and non-speaker. Students must complete the following courses to meet the Navajo and Indian Studies General Education Course Requirements: • One Navajo Language course, based on placement test (NAV 101, 102, 201, 202, or 211) • NIS 111: Foundations of Navajo Culture • NIS 221: Navajo History to Present

In both ECO 200: Principles of Macroeconomics and ECO 201: Principles of Microeconomics, lectures are structured in a manner that allows for Navajo Nation experiences and understanding; this includes historical and cultural information to help clarify the economic resources harnessed by Navajo people; economic trends and adaptations practiced by Navajo people; and how economics can be articulated from Navajo cultural narratives. For example, when speaking about Global Poverty, students are not only provided diverse perspectives from around the world upon the meanings and issues of poverty but also how students can be informed about poverty from the Navajo world-view and based upon Navajo Creation Oral Tradition that explains how and why the Navajo Twin Warriors spared “Poverty” from extinction.

Prior to the pandemic, the accounting courses shared the SNBH and the four-fold principles with the students at the beginning of the semester. A cornstalk with the four-fold principles was also posted for students. Students were instructed to apply the four-fold principles to approach their assignments: thinking, planning, implementing, and reflecting.

C.3. Instruction Method

Before the pandemic, the AABA degree program was offered in its entirety, including the general education courses, at five of the six Diné College sites. The Chinle site was the only site where the program was not offered, and students had to drive to the Tsaile Campus to take the courses. The courses *not* offered at the Chinle Center are the program requirements, including two accounting courses, two Economics courses, Business Law, and Marketing. The A.A. in Business Administration degree program is not an interdisciplinary degree. While most courses offered at the Tsaile and Shiprock campuses are face-to-face, most degree program courses offered to the other sites were taught through ITV or online by the Shiprock or Tsaile faculty members.

During the pandemic, the instructional delivery methods went from face-to-face and ITV to blended or hybrid using Zoom or face-to-face, synchronous, and asynchronous for both full-time and adjunct faculty. At the onset of the COVID-19 pandemic and to present, most AABA courses, except a few general education courses, transitioned to online teaching and learning using Blackboard and Canvas learning management systems. Just as the courses went online, students also invested in internet connectivity within their homes or gained access to outside WIFI at various public places, such as campuses and centers, Navajo Nation Chapters, NTUA, and other areas. Students checked into hotels to access the internet and social distancing from family members. Dine College's IT department offered loaner laptops and portable WIFI gadgets.

Due to social distancing requirements, the majority of business faculty moved away to return to their homes throughout the country. Faculty have made technological investments (computers, laptops, printers, papers, office supplies, furniture, internet, etc.) at their homes to meet the demand for online teaching. Likewise, students have also invested in technology to access their courses anytime without leaving home or work. Due to the many full-time students, students access their courses after work, nights, and weekends. They can stay home and save time and money while attending school online anywhere globally. A couple of attempts were made for students to return face-to-face; however, the attempts were futile.

Two of the five business faculty members are certified to teach online, and three are in progress. Quality Matters consists of seven courses spread across an academic semester and/or year.

C.4. Student Learning

The student learning goals for the A.A. in Business Administration degree program are as follows:

1. Students will communicate effectively.
2. Graduates will have relevant knowledge and skills from the business functional areas (Accounting, Computers, Economics, Law, Marketing, Quantitative Methods in Business, and Statistical Analysis for Business) that will lead to effective problem-solving and decision-making.

3. Graduates will demonstrate their ability to acquire information via various channels for effective research, problem-solving, and decision-making. Assessment of the student learning objectives are done in three classes; ECO200 Principles of Macroeconomics, ECO 201 Principles of Microeconomics and ACC 201 Managerial Accounting.

For Goal #1 – Write Effectively, ECO201 Principles of Microeconomics was used. The class requires a four-page minimum (*not* including the cover page and works cited page) using the APA format on any subject from an economics perspective. The assignment is assessed using the college's general education written communications rubric (see Appendix 2) from a sample of the collected papers. The goal of the assessment is to have 70% of the papers assessed to meet the general education's written communications rubric with a score of 70% or higher. In the period from academic years 2013-14, 2014- 2015, and 2015-2016 an average of 74% of all papers collected were assessed and in those three academic years, the student learning objective was *never* met.

Writing is a problem for our business students, and the division has taken more concrete steps to improve student writing in the last three academic years. The Division is in the process of implementing a writing curriculum across the business degree programs. Also, technical feedback on their writing needs to be improved and given. It has been determined that detailed instruction on the paper requirements and a rough outline is helpful to the students. Finally, shorter writing assignments have been added in the class to get the students to write.

For Goal #2—Relevant Knowledge, ACC201 was used. The class requires a three-year Financial Statement Analysis of an existing corporation. The analysis, while derived from accounting data, must include a comparison to other companies in the industry and a determination of why the company is successful. Based on the scoring rubric (see Appendix 3), the target for the assignment is that 70% of the students will achieve a 70% level of proficiency.

At present, this assignment is being assessed only in the ITV classes originating from Shiprock. In the academic years 2013-14, 2014-15, and 2015-16, an average of 78% of the assignments were completed in the classes. Of the 78%, approximately 60% completed the assignment successfully while 40% did not, so the target has *not* been met.

The students perform satisfactorily on the analysis (critical thinking, acquisition, and analysis of the data), which is a positive outcome in the assessments. However, the students have problems organizing and presenting the data in a useful and organized format, which can be addressed with a more detailed outline and requirements statement for the assignments. In addition, the scoring rubric has been expanded to reflect what should be included in the report.

For Goal #3, Demonstrate the ability to acquire information via a variety of channels for effective business research, problem solving, and decision making. The ECO 200 Principles of Macroeconomics class is being used with two different research projects. The Tsaile students do an industry analysis, while the ITV students do a Navajo Reservation market research project.

In the academic years 2013-14 and 2014-15, the target goal of 70% successfully completing the assignments based on the appropriate rubrics (see Appendix 4) was not met. In the 2015-16 academic year, the target goal was met in the Tsaile class, while it was *not* met in the ITV class.

The instructions for the Tsaile class research project were very clear and detailed. The students were told to use the instructions as an outline for the paper and fill in the blanks. The results were uniform documents presenting required information; the only differences were in the interpretation and presentation of the data.

Overall, while our students need significant assistance in organizing their papers and reports, once given, they appear to be able to write sufficiently and well enough to complete their research projects and papers successfully. The question of how and who should be teaching our students writing organization and whether we are doing too much for the students with detailed outlines (Appendix 5, 6, and 7) has yet to be addressed. If faculty are detailed in their instruction for the writing/research assignments, the students are *more* apt to complete them. As previously stated, the BASET Division has moved toward clearer assignment instructions, review and response for assignments, and moving toward writing across the BASET curriculum to allow more students to practice their writing abilities.

D. Program Faculty Profile

This section of the review analyzes the program's faculty and provides an overview of faculty characteristics over four years.

Milton Bluehouse, Jr., Associate Professor

J.D., University of Wisconsin, Madison, Federal Indian Law, Constitutional Law, Business Law

B.A., University of Arizona. Political Science, History

James Denney, Instructor

M.B.A. University of Guam, Business Administration

B.B.A. University of Guam, Finance and Economics

Juanita Fraley, Associate Professor, Emerita

M.B.A., Gonzaga University, Business Administration

B.A., University of Northern Colorado, Business Teacher Education

B.S. University of Northern Colorado, Office Administration

King Mike, Instructor, Emeriti

M.B.A., University of Southern California, Business Administration

B.A., Fort Lewis College, Business Administration

Gloria Price, Instructor

M.V.E., Northern Arizona University, Vocational Education

B.S., Northern Arizona University, Vocational Education B.A., Northern Arizona University, Business Administration

Gregory I. Redhouse, Assistant Professor

Ph.D., University of Arizona, American Indian Studies

M.S., University of Houston, Victoria, Economic Development & Entrepreneurship

M.A., University of Arizona, Higher Education

M.A., University of Arizona, American Indian Studies

B.A., University of Arizona, Political Science

Rosalind Smith, Assistant Professor

MAcc, University of Phoenix, Accountancy

B.S., Southern Utah University, Accountancy

A.S., College of Eastern Utah, Business Administration

D.1. Faculty Profile over a four-year period.

Table 2: Overview of Program Faculty

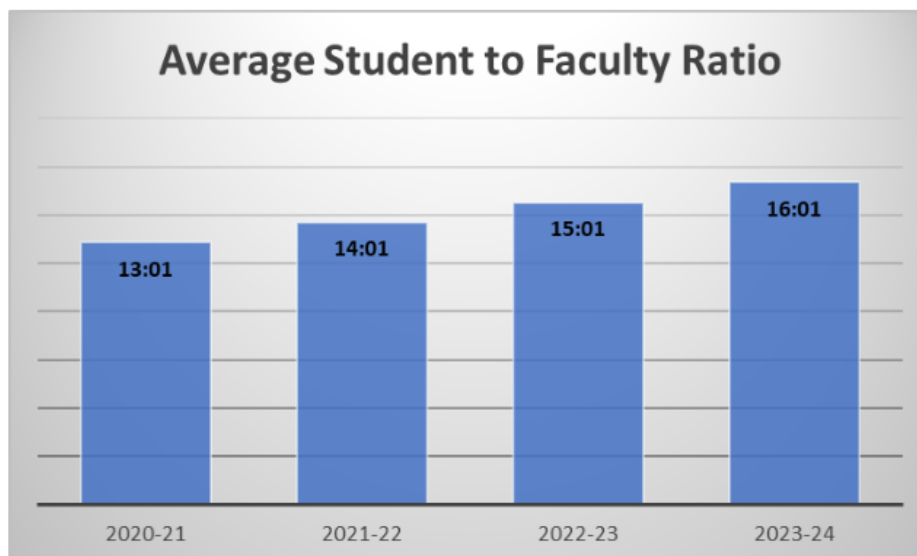
	2020-21	2021-22	2022-23	2023-24
Total Program Faculty/Instructors	6	6	6	6
Full-Time Faculty	6	6	6	6
Education (PhD, MA, BA)	1 PhD, 5 MBA	1 PhD, 1 JD, 4 MBA	1 PhD, 1 JD, 4 MBA	1 PhD, 1 JD 4 MBA
Rank	4 ranked: 1 Associate Professor, 3 Assistant Professors	4 ranked: 2 Associate Professor, 2 Assistant Professors	4 ranked: 2 Associate Professor, 2 Assistant Professors	4 ranked: 2 Associate Professor, 2 Assistant Professors
Adjunct Faculty	3	3	3	4
Education (PhD, MA, BA)	3 MBAs	3 MBAs	3 MBAs	4 MBAs
Rank	0	0	0	0
Gender (Female/Male)	2/4	2/5	2/5	3/4
Race/Ethnic (Native/Non-Native)	4/2	4/2	4/2	4/2
Salary Range	\$48,000-\$65,000	\$48,000-\$65,000	\$52,000-\$65,000	\$52,000-\$65,000

D.2. Student/Faculty Ratio over a four-year period.

This section of the review shows the student to faculty ratio over a four-year period.

Table 3: Overview of Student to Faculty Ratio

	2020-21	2021-22	2022-23	2023-24
Average Student to Faculty Ratio	13:1	14:1	15:1	16:1



Student-to-Faculty Ratio per Academic Year

AA Students to Faculty increased from AY21 to AY24 by 23%.

D.3. Average Class Size over a four-year period.

This section of the review shows the average class size and lab size if applicable, over a four-year period.

D.4. Full-time Faculty Management

SBSS faculty are supported and mentored mainly through teaching, professional development and recently, faculty research.

Teaching loads: faculty workload has always been a concern for all faculty, especially as more bachelor programs were created and in terms of balancing teaching workload and research agendas. Faculty are to teach 30 credit hours per academic year, but can subsidize workload with committee chair positions and service project plans that benefit programs or the schools. Benefits include overload and service agreement compensation.

Professional development: faculty are allowed professional development opportunities at their own discretion but must benefit the school and its programs. The college has also implemented an online credentialing certification for faculty to teach asynchronously, Quality Matters (QM). Faculty are required to complete the QM training, in order to teach online and blended courses. The human resources department also gives free mandatory training for all faculty and staff.

Research opportunities: recently, the late Dr. Charles M. Roessel, former DC President, implemented a new research initiative, Na'alkaah Bee Honít'i: Research, Innovation and Practice department, to bring research funding and opportunities to all DC schools and programs. These initiatives offer faculty the opportunity to contribute to the Navajo Nation, their programs, and their students. Through the Na'alkaah Bee Honít'i: Research, Innovation and Practice office, resources, training, guidance and support are given to faculty and staff who want additional support through funding, grants, and infrastructure.

Faculty ranking and promotion: the faculty ranking and promotion committee also allows faculty to be ranked based on their credentials, years of teaching experience, research and community service. Faculty salary is adjusted based on ranking and the approval of the school dean and the Department of Human Resources.

Salary and benefits: through a salary study done in 2021, the college was able to adjust faculty pay to be aligned with colleges and universities with the similar enrollment, isolated demographics and student needs. The college also provides fringe benefits for full time faculty, like health/dental/vision insurance, a retirement plan and employee time off.

Faculty governance and committees: faculty are entitled to participate and manage the DC Faculty Association, an organization that represents the well-being, rights, employment and resources for the best interest of faculty members. Faculty can also volunteer or be assigned roles and responsibilities associated with committee work, task forces, or working teams.

Teaching performance: each academic year, faculty are evaluated by the school dean, who in turn makes recommendations for salary adjustments and contract renewal. The evaluation of faculty is also based on the following:

- Student evaluations: Feedback from students is gathered and available for faculty based on their course/classroom/online portal effectiveness, learning experience, and course content.

- Classroom evaluations and online portal review: The dean is responsible for directly observing teaching practices and classroom resources/material, including online portals and blended classroom observations.

D.5. Part-time Faculty Contribution and Evaluation

Adjunct faculty contribute to the business program by supplementing the teaching load for full-time faculty and also contributing expertise and different perspectives to the business curriculum. Adjunct faculty also allow for flexibility and diversity based on their professional experience and can be cost-effective. Some of our current adjunct faculty are the school's alumni. This opportunity gives the former students some diversified work experience and allows them to "give back" to the program.

Currently, adjunct faculty are not evaluated as full-time faculty but are expected to meet the same criteria. The next step is to evaluate all SBSS adjunct faculty based on the current faculty evaluation standards or create a separate evaluation.

D.6. Reflection

The business faculty and all the SBSS faculty are entitled to academic/intellectual freedom to teach based on their experience and what they believe students need to comprehend, for employment and to pursue graduate degrees. Curriculum, methodologies and resources are not forced on faculty. Teaching becomes a responsibility for faculty, to create a learning environment that reflects the business faculty's expectations and impacts on Navajo Nation communities.

On the other hand, as the cost of living rises, so does the need to compensate business faculty equitably to ensure job security and to motivate them for student success. This includes reducing workload to accommodate research and a work-life balance.

E. Students Profile

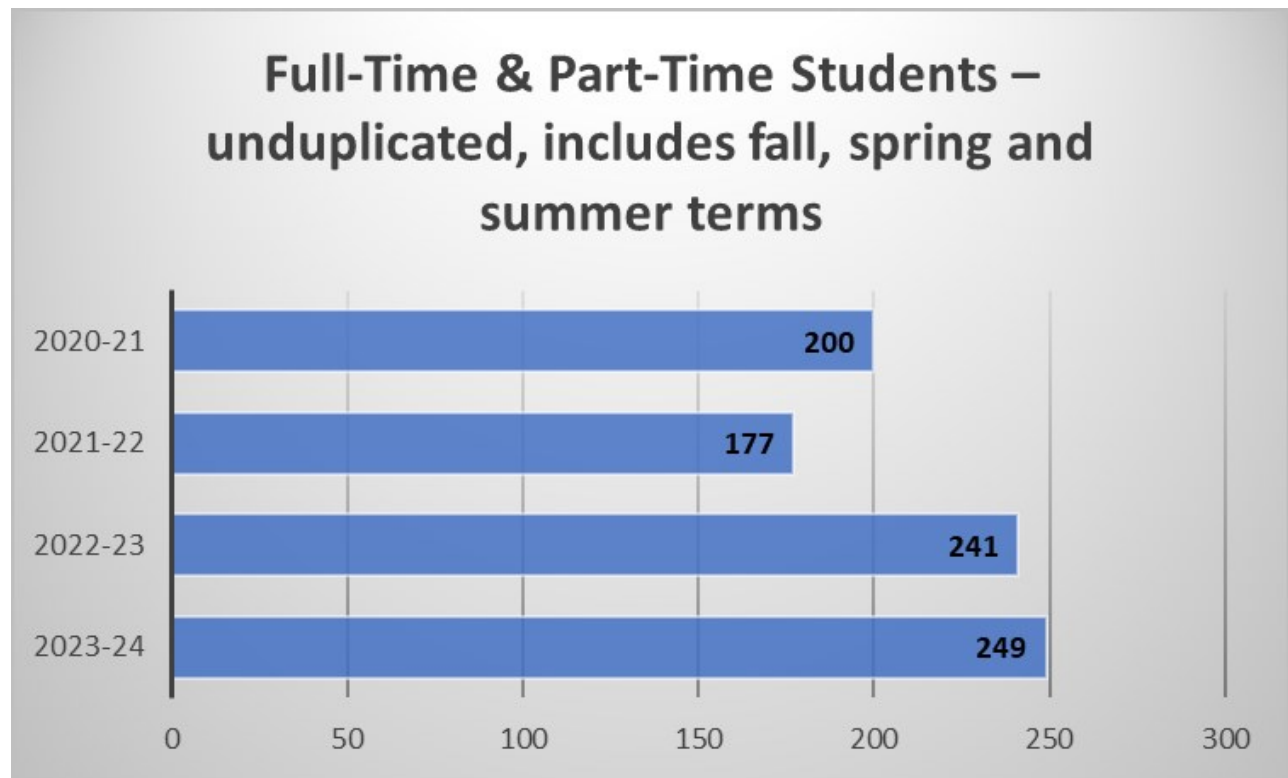
The AA program serves students just out of high school, those employed (past or present) preparing to advance in their degree program and chosen field, and transferring students from other colleges. Students reside in all parts of Arizona and many other states. The updated data reveals that the primary range of business students are non-traditional students within the age range of 25-29, a majority of whom are female and a majority of whom are Native American (Navajo).

E.1. Student demographics over four-year period.

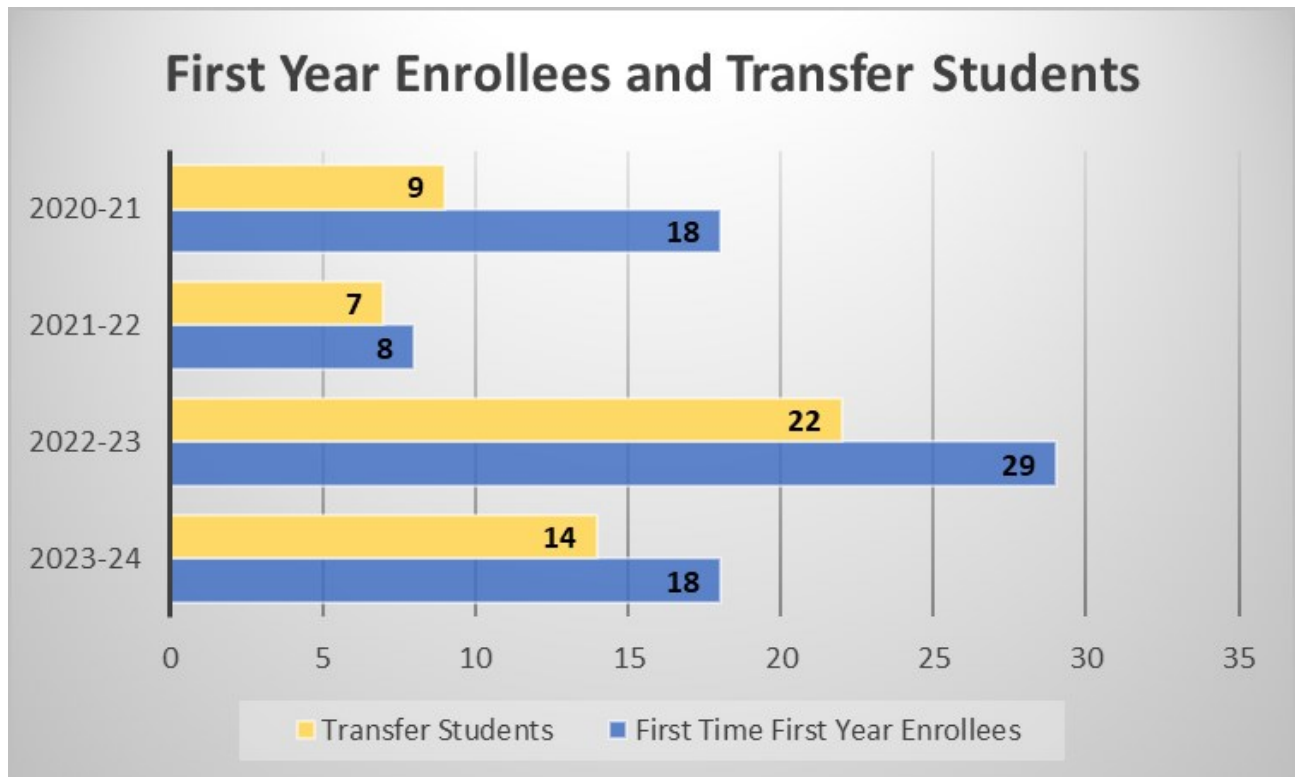
This section of the report presents enrollment trends, retention, graduation rates, number of graduates, and alumni outcomes. The Division does *not* keep such data, and we rely on the Office of Institutional Planning and Reporting (OIPR) to provide such data. However, issues with the technology did *not* allow OIPR to process our data request completely, and therefore what is presented below is the only data available at this time

	2020-21	2021-22	2022-23	2023-24
Full-Time & Part-Time Students – unduplicated, includes fall, spring and summer terms	200	177	241	249
First Time First Year Enrollees	18	8	29	18
Transfer Students	9	7	22	14

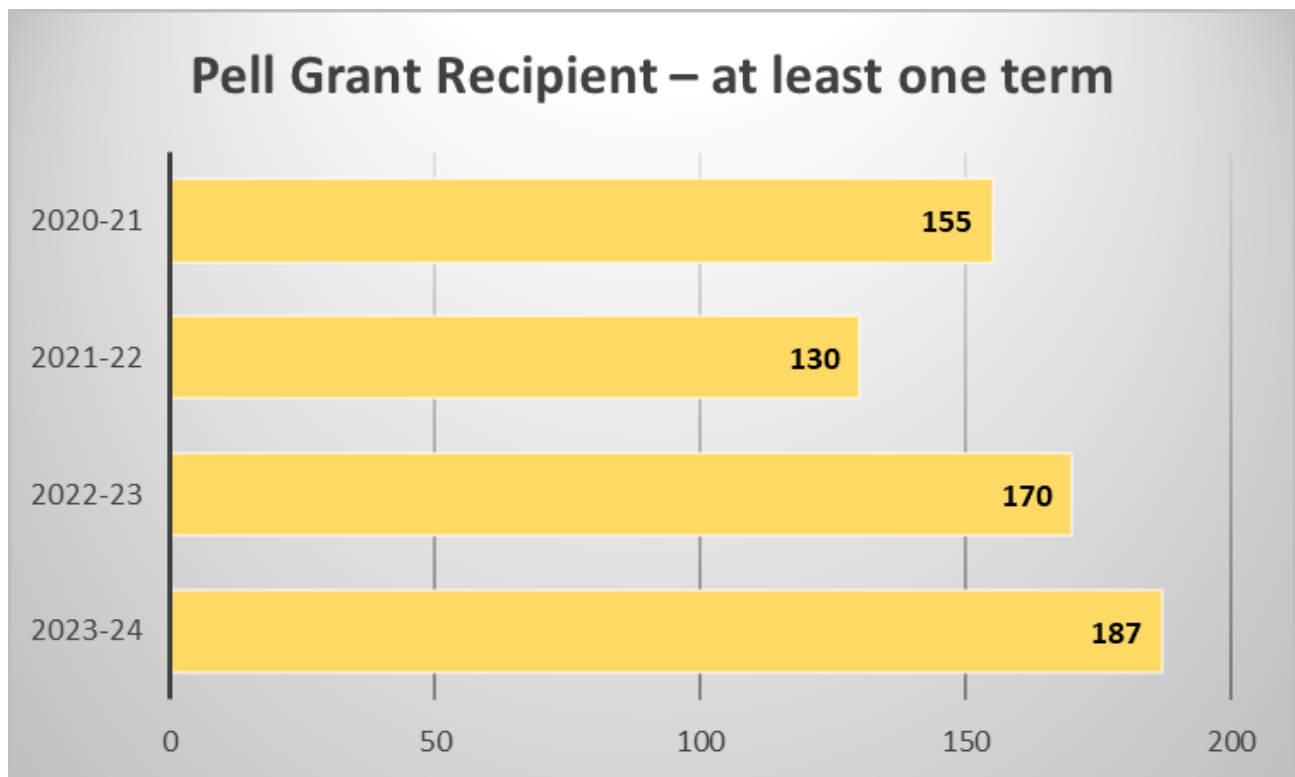
Pell Grant Recipient – at least one term	155	130	170	187
Gender = F/M	141/59	131/46	187/54	183/66
Race/Ethnic = Native/Non-Native	199/1	175/2	237/4	248/1
Age Range:				
13-17	1	1	0	1
18-21	23	24	45	54
22-24	24	28	30	23
25-34	69	53	63	64
35-49	64	55	71	80
50 & Older	19	16	32	27



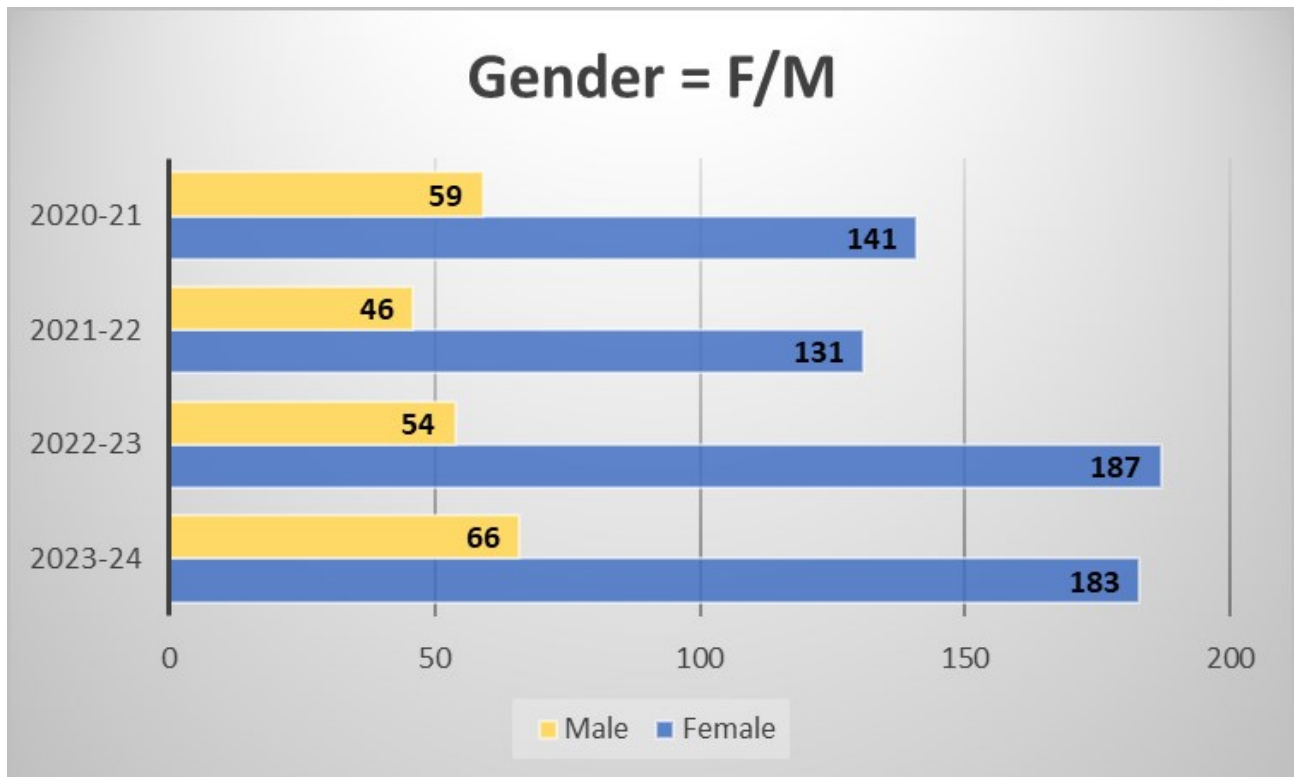
Unduplicated Full-Time and Part-Time Students - per Academic Year



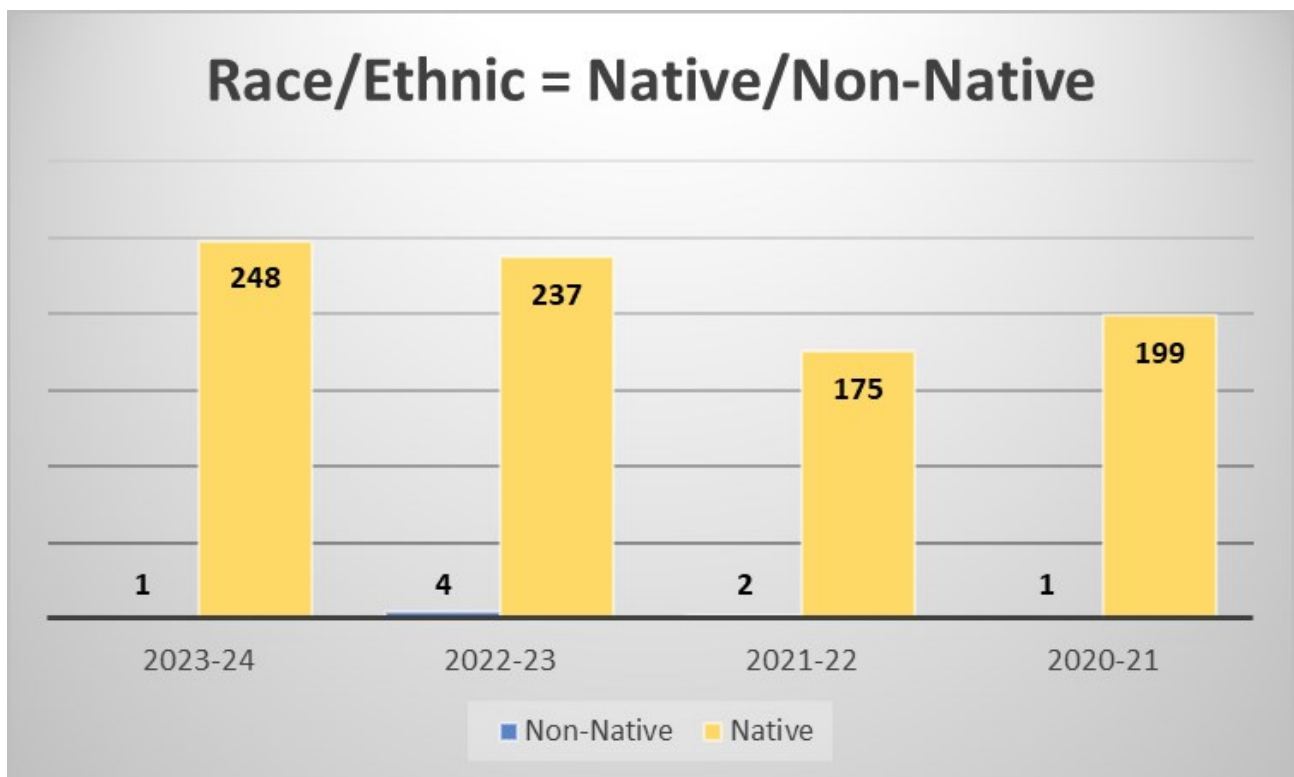
First Year Enrollees Plus Transfer Students per Academic Year



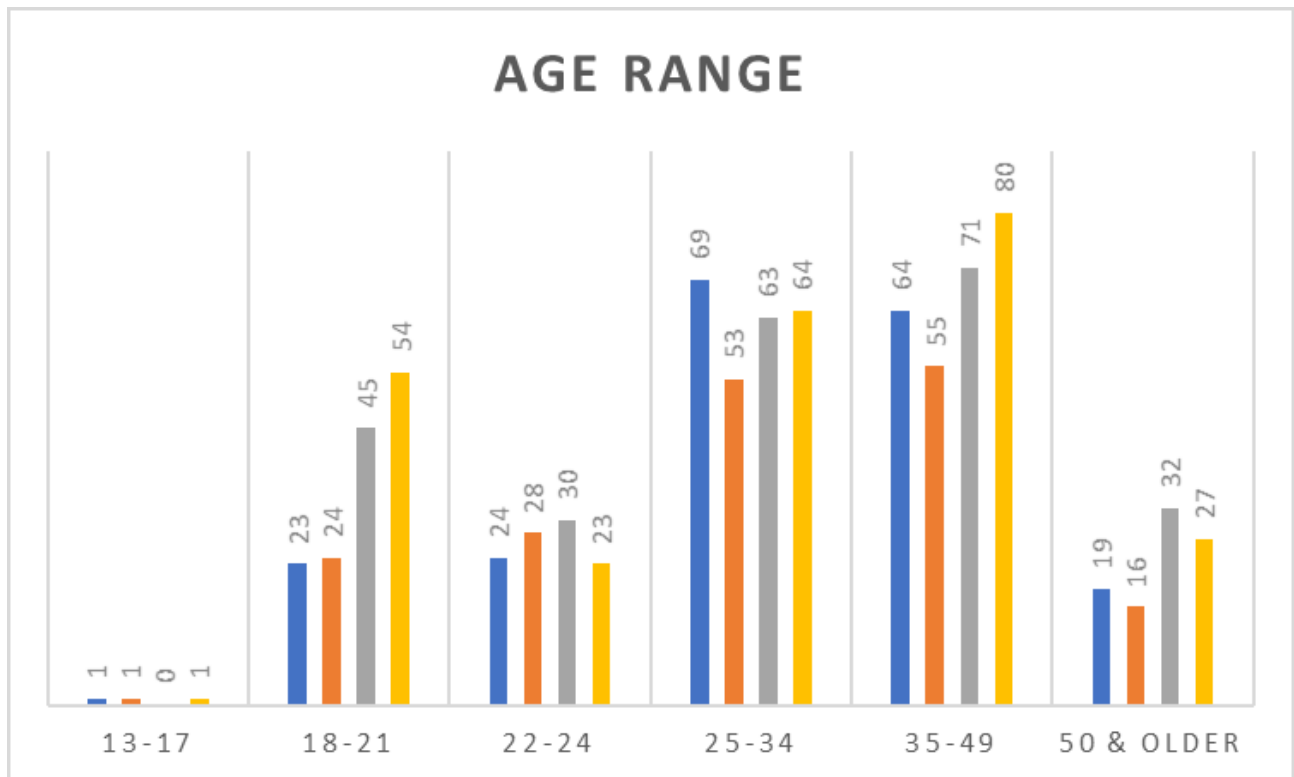
Pell Grant Recipients per Academic Year



Pell Grant Recipients per Academic Year



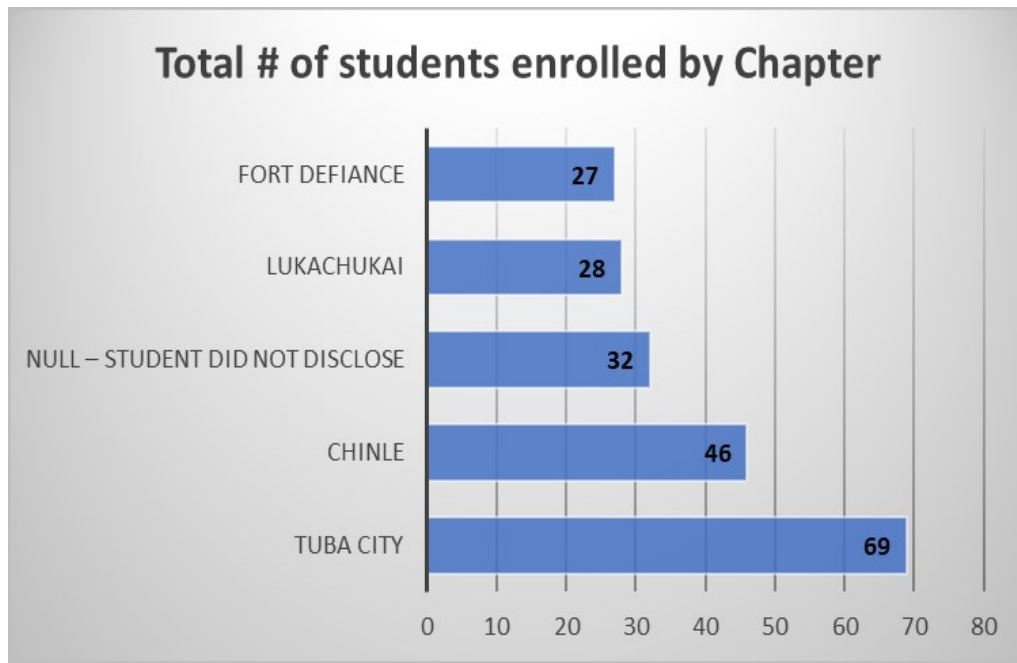
Native American vs Non-Native Students



Number of Students Grouped by Age

E.2. Student by Chapter affiliation – Top 5 over a 4-year period

Chapter	Total # of students enrolled
Tuba City	69
Chinle	46
Null – student did not disclose	32
Lukachukai	28
Fort Defiance	27



Total Number of Students by Chapter

Tuba City has Attracted the Largest Number, 34%, of Students in the AA Program.

Successful Completion refers to those enrollments that completed a course and earned a letter grade of A, B, C, or D grade that is reflected on an official transcript. Unsuccessful completion refers to those enrollments who completed a course and received a letter grade on a transcript of either letter F grade, an Incomplete, In Progress, or Withdrew.

F. Student Engagement and Learning Opportunities

F.1. Community Engagement

Since 2018, the School of Business has not conducted any Community Engagement activities because of reorganization, COVID-19, faculty turnover, college Dean turnover, and decreased SBSS budget. In 2018, these divisions were combined: Business, Applied Science, Economics and Technology (BASET), and Social Science into the School of Business and Social Science (SBSS). Department reorganization resulted in the loss of department chair positions and administrative assistants for the 2018 Dean and Faculty turnover.

Before 2018, we made the following contributions to the community. However, we have not been able to engage with our students or take them on field trips since COVID and budget cuts. Provided below is a summary of contributions made by the business faculty before 2018:

- Took a team of five students to Rapid City, SD, to compete in the annual Business Bowl held at the AIHEC student convention.
- Arranged and traveled with four seniors and three juniors to attend the Trial Economic Outlook Conference at CAIED, NAU. The conference occurs during the Fall and Spring semesters of each academic year.
- Advised students at the beginning of the semester and throughout the semester (Fall and Spring Semesters), including the BASET Division as a whole (Shiprock and Tsailé Students). Assist students with their Graduation Checklist and Course Sequence throughout the semester (Fall and Spring Students). Assist students in filling out their Graduation petitions, letters of recommendation, etc.
- The Business Incubator for Diné College project with four BASET B.A. degree program seniors has produced a Business Plan, Brochure, and Grant Application reference manual of all forms and certificates required by businesses in the Navajo Nation. Most importantly, it gives credit to the

Regional Business Development Office (RBDO) for being able to start up a business in weeks and *not* years.

- A faculty member served as the principal investigator and ‘Supervisor’ of a team of four BASET senior interns and was assigned to design a Business Incubator for Diné College. The business plan explains how this could benefit the Navajo entrepreneurs, Diné College, the students, and, ultimately, the Navajo Nation’s economy.
- Students in the Technical and Grant Writing class studied the concepts of Business Incubators as a foundation to search for grants. The class and instructor had a very informative visit to the San Juan College (SJC) Enterprise Center (SJC is very stressful and effective with their Business Incubator) at the Farmington campus.
- Advised students at the beginning and throughout the semester (Fall and Spring Semesters), including the BASET Division (Shiprock and Tsaiile students). Assisted students with their graduation checklists and course sequence throughout the semesters (Fall and Spring students). Assisted students in filling out their graduation petitions, letters of admission, letters of recommendation, etc.
- Traveling from Shiprock Campus to Tsaiile Campus every Monday, Tuesday, and Wednesday for Chairperson’s Meetings and to deliver 300 and 400-level courses.
- Attended the New Mexico Fall Articulation Meeting in Albuquerque, New Mexico.
- Attended the Arizona Fall Articulation Meeting in Flagstaff, Arizona.
- Attend the Annual Navajo Nation Economic Development Summit.
- Developed and presented a Small Business Development Seminar for the Navajo Division of Economic Development.
- Financial Consultant voluntarily for Diné Bi Iina, grassroots 501 (c).
- Member of Tsaiile Land Use Planning Committee and assisted in developing the Tsaiile-Wheatfields Land Use Plan.
- Prepared a Business Plan to develop an eating establishment at the Chapter House for the Shiprock Chapter.

Due to the teaching load required by the School of Business faculty, it is difficult to create enough time to contribute to the community. Most faculty contributions happen in the classroom or relate to our academic responsibilities.

F.2. High Impact Practices

The first two semester courses are designed to help students transition into college. This is accomplished by frequently writing, drafting, revising, and collaborative learning projects. Undergraduate Research projects are assigned in Navajo history and culture classes (General Education courses). In addition, they do research in ENG 101 and 102, College Composition I and II. Research papers are required in ECO 200, Principles of Macroeconomics, ECO 201, Principles of Microeconomics, and MKT 240, Marketing.

Interaction with faculty and peers is encouraged by:

1. Assigning group activities and projects.
2. Reflective and integrative learning course activities that relate subject matter back to family and community life; and,
3. Frequent constructive feedback by the instructors.

F.3. Co-curricular

i. Library Services

Diné College provides instructional services to six campuses on the reservation sites. Four in Arizona (Tsaiile, Chinle, Tuba City, and Window Rock); plus, two in New Mexico (Shiprock and Crownpoint). Three sites have libraries, Tsaiile, Shiprock and Crownpoint, with the main library being in Tsaiile.

The Diné College's Tsaiile facilities that the School of Business uses for their six-degree programs include four classrooms (of which two are used as computer labs and one is used as an ITV classroom (shared with other academic divisions), three faculty office spaces, and an office space for two administrative/clerical/college work-study and staff/employees. All classrooms have their projection device used by faculty for Zoom sessions.

Computer Labs: One computer lab has nineteen desktop computers and two printers for students' use, including a desktop computer and projector for faculty use. The other computer lab houses eighteen desktop computers and two printers, including a desktop computer with a projector for faculty use. The computer labs are specifically for BASET students' use but are used by other students when classes are *not* in session.

ITV Classroom: the ITV classroom houses a Polycom System, which has three TV monitors showing up to five receiving sites, with tables and chairs for 22 students, a visual presenter for projecting books and written material, and a switchable to project images from the instructor's computer with internet, printer, telephone and three switchable video cameras. Each site has the same ITV capability, meaning that classes can originate from any of the six sites and be received by any or all of the six sites.

The Diné College library system is on the Tsaiile, Shiprock, and Crownpoint sites. Collectively, the College has about 124,000 volumes. Most Business resources are available at all campuses and centers via the DC Website. When the program began, the College invested in a collection of approximately 500 electronic books.

In addition, the College provides students with access to several electronics with access to periodical literature, most of it in full text, including Business Source Complete and

EconLit with full text. The College carefully collects books about the Business degree programs. One issue concerning the BASET Tsaiile classrooms and computer labs is the need for renovation. While the College is updating the computers in the labs, the labs and classrooms themselves need to be renovated. Students complain essentially about the temperature in the school, too cold or too hot, and the condition of the classrooms themselves, as well as the classroom furniture. The College has renovated some classrooms in the Tsaiile Gorman Classroom Building, but the BASET classrooms have not been included.

The Diné College library system is on the Tsaiile, Shiprock (south campus), and Crownpoint sites. Library access and services are provided to students, faculty, staff, and the local community. In addition to books, the library's homepage gives access to electronic databases and other resources.

Special collections are available in the campus libraries. At the Tsaiile campus, the Kinyaa'aanii Library houses the R.C. Gorman Collection, a large movie and documentary selection, an extensive juvenile literature section, and a large selection of Navajo and Native American books in the Moses-Donner Indian Collection. At the Shiprock campus, the Senator John Pinto Library houses the David Brugge Collection of books, journals, and archaeological studies. The library at the Crownpoint site houses the Mary Shepardson Collection, a must-see for Navajo researchers.

Each campus library also houses Indian Collections, a non-circulating collection of research materials relating to Dine and Indigenous studies. These include the Moses-Donner Indian Materials, David M. Brugge Collection (in development) and books and materials relating to Native American studies.

The Library’s Homepage provides access to a wide range of electronic resources used in database research, services to faculty and students, and descriptions of the special collections housed in each campus library.

ii. Student Success Services

The holistic approach (as defined below) of Student Success Services (aka: Student Services and Student Affairs) more than meets the “needs of the program” in the areas of Academic Advising, Retention, Transfer Assistance, and First Year Experience. They also open communications (and/or become the mediator) between students and numerous other offices within the college who are essential in maintaining student retention. These can include offices of the Registrar, Financial Aid, Recruitment, Learning Center, Athletics, Residential Life, Student Wellness, Career Education and Advancement, and Student Mental Health. The number of these services are greatly increased when faculty and staff understand that they do not need to identify a student’s problem – they just need to promptly refer that student to the Student Services Center.

F.4. Course Satisfaction

OIPR provides both quantitative and qualitative reports of students' feedback, covering course content, instruction quality, and overall learning experience, aggregated by school. Therefore, the results for the School of Business are incorporated into the School of Business and Social Science (SBSS).

According to the Course Evaluation Report for 2024, OIPR collected and reported 1,069 of 6,062 (17.63%) course evaluations. The report identified four areas: the course content and structure, instruction and delivery, areas of improvement, and student feedback highlights.

School of Business and Social Science

Success Factors:

- ☒ Strong instructor knowledge and fair grading practices.
- ☒ Engaging real-world applications in business law, marketing, and psychology.
- ☒ Online flexibility was valued by students balancing work and school.

Areas of Concern & Recommendations:

Lack of Instructor Engagement in Online Courses

- Some students felt disconnected from their instructors in online courses.
- **Recommendation:** Implement weekly Zoom check-ins or recorded lectures to enhance engagement.

Need for More Practical, Real-World Applications

- Some students requested additional case studies, hands-on projects, and guest speakers.
- **Recommendation:** Increase applied learning through industry collaborations, simulations, and networking opportunities.

Coursework Load & Deadline Management

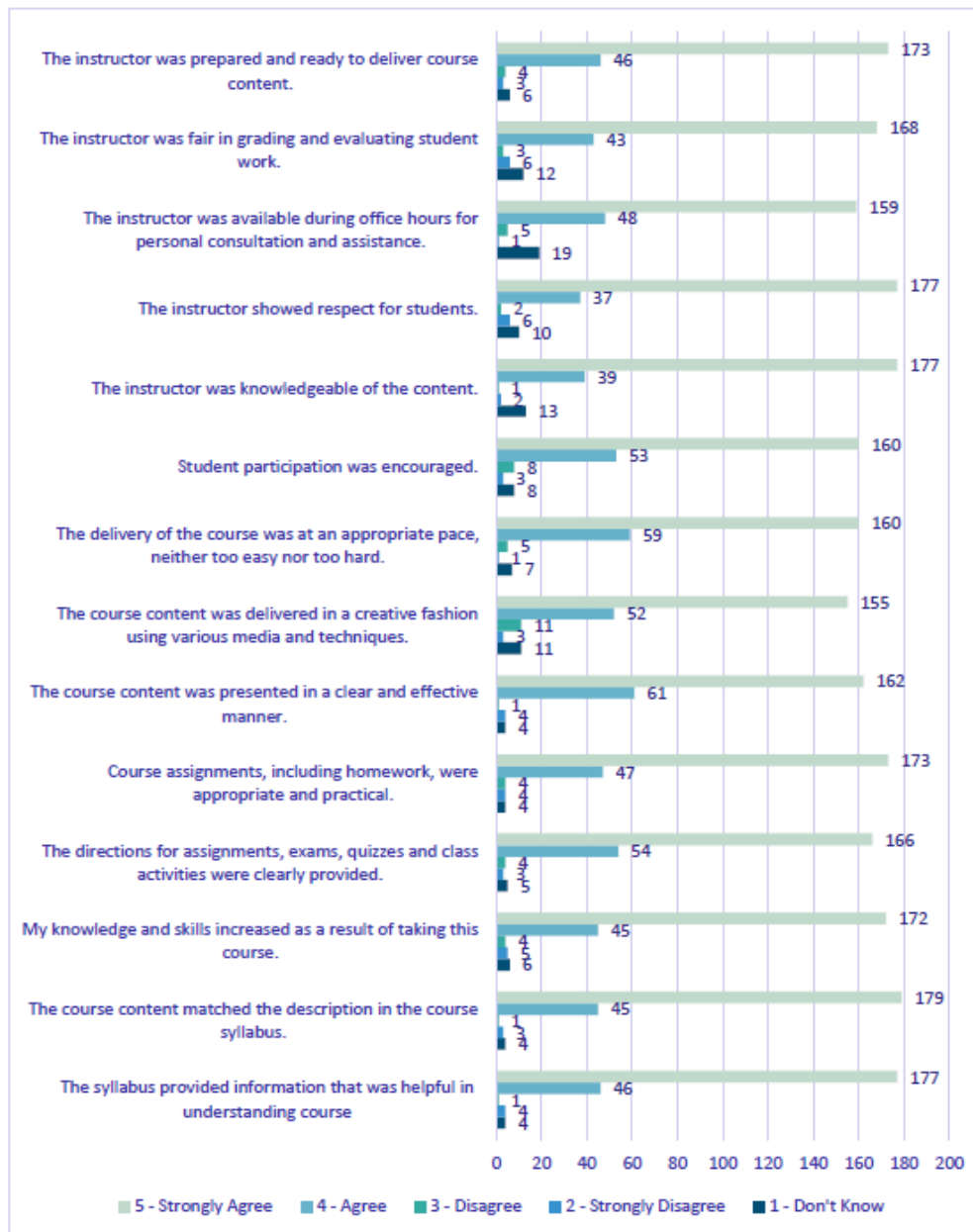
- Students found some assignments clustered too closely together.

- **Recommendation:** Stagger deadlines to balance workload across multiple courses.

Source: Course Evaluation Report for 2024, p.3-4

As reported by OIPR, “Overall, the report indicates high level of student satisfaction with the quality of education at Diné College. While most students rated their courses and instructors positively, opportunities exist to enhance engagement, communication, and instructional delivery. These findings can guide future curriculum and faculty development initiatives.”

Fall 2024 Course Evaluation – School of Business and Social Science



G. Resources

G.1. Facilities

Diné College provides instructional services to seven sites on the Navajo reservation: three in Arizona (Tsaile, Tuba City, and Window Rock), two in New Mexico (Shiprock and Crownpoint), and two microsites (Aneth, UT, and Newcomb, NM). Previously, all sites had at least one regular classroom and one ITV classroom. Three sites have libraries: Tsaile, Shiprock, and Crownpoint, with the main library housed in Tsaile.

The Diné College's Tsaile facilities, used by the School of Business for the four-degree programs, include four classrooms (a regular classroom, two computer labs, and one ITV classroom (shared with other academic Schools), four faculty office spaces, and an office space for two administrative/clerical/college work-study and staff/employees. All classrooms except the ITV classroom, which has its projection method, have a projector connected to an instructor's computer for faculty presentation usage.

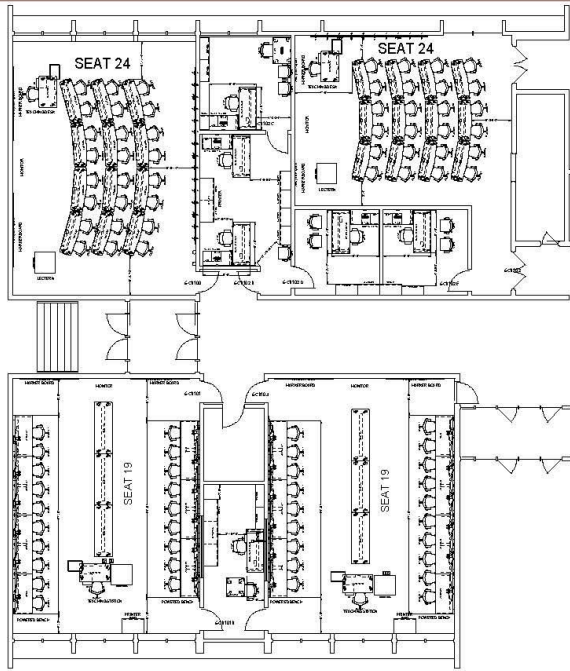
Gorman Classroom Building— Previous BASET Division Classrooms/Offices

Previous Computer Labs: One computer lab has nineteen desktop computers and a printer for students' use, including a desktop computer and projector for faculty use. The other computer lab houses eighteen desktop computers and one printer, including a desktop computer with a projector for faculty use. The computer labs are specifically for School of Business student usage but are used by students from other Schools when classes are *not* in session.

Classroom and Lab Issues: The primary issue concerning the Tsaile School of Business' offices, classrooms, and computer labs is that they need renovation. The electrical system for the offices and GCB 101 is running at an overload status. Adding one more computer or printer to either location *blows* the circuit. While the College is updating the computers in the labs, the labs and classrooms themselves need to be renovated. Students complained essentially about the classroom temperature, whether it is too cold or too hot, and the condition of the classrooms themselves, as well as the 'well-used' classroom furniture in GCB 100 and 102.

On a positive note, all business classrooms, GCB 101, 101, and GCB 103, are currently being renovated, including the replacement of furniture, technology hardware, technology infrastructure, and the HVAC system.

NOTE: ALL OFFICE DESKS ARE HEIGHT ADJUSTABLE. EACH DESK TO HAVE A DESK TOP POWER MODULE AND A LAMP.



Scale: 1/16" = 1'



"I APPROVE THIS DESIGN"

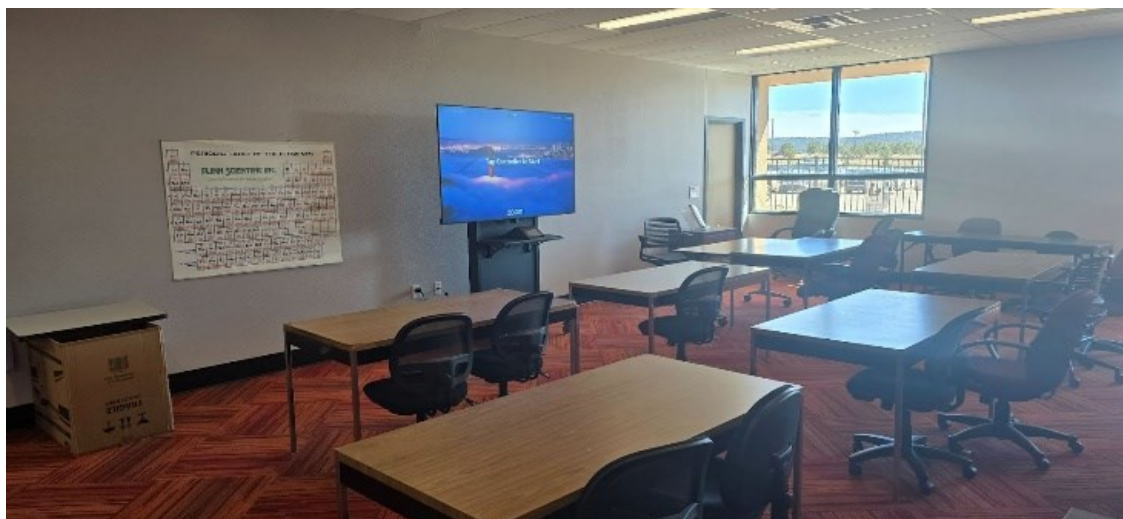
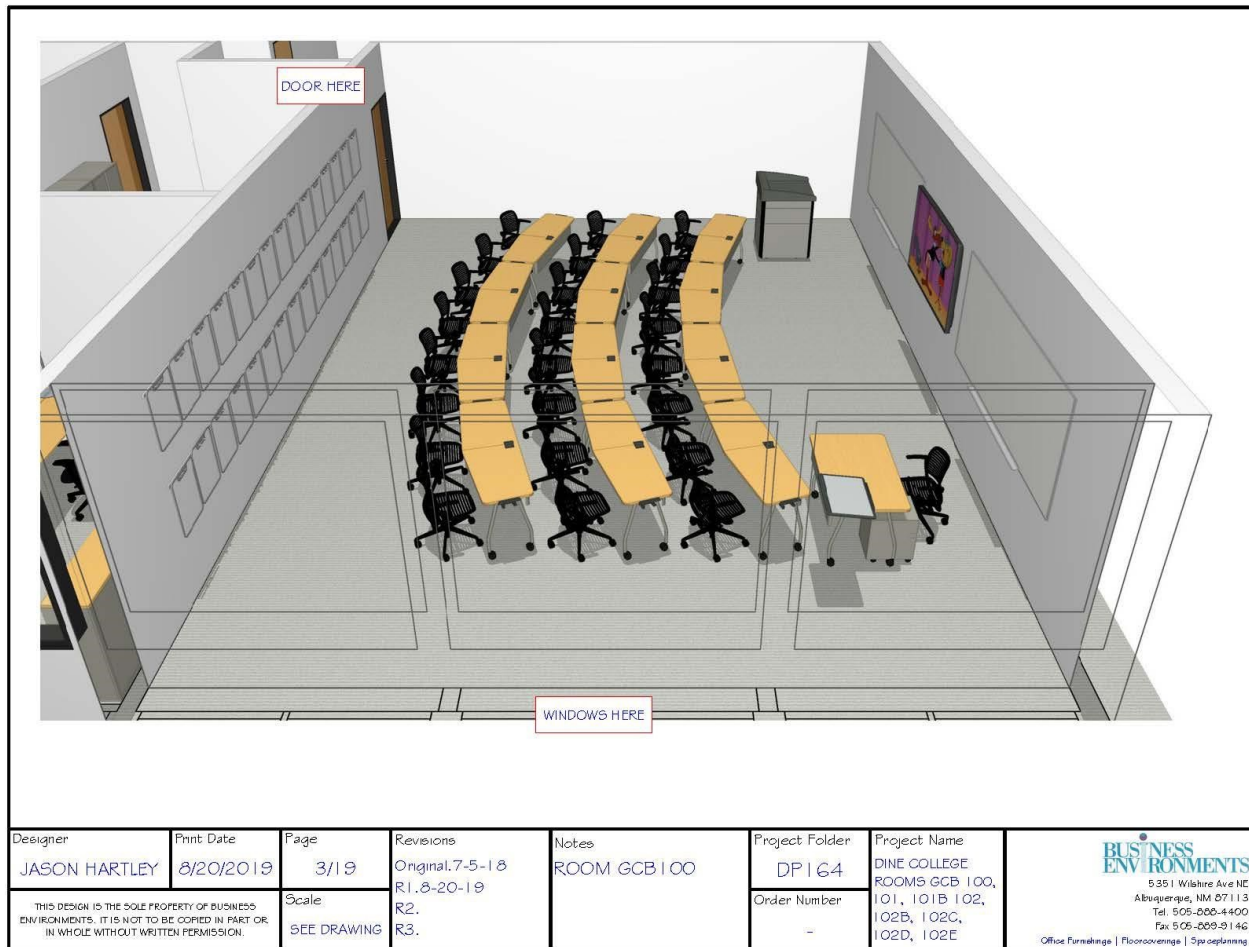
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ORGANIZATION _____

DATE _____

Designer JASON HARTLEY	Print Date 8/20/2019	Page 1/19	Revisions Original, 7-5-18 R1, 8-20-19 R2. R3.	Notes OVERALL DRAWING FOR DESIGN APPROVAL	Project Folder DP164	Project Name DINE COLLEGE ROOMS GCB 100, 101, 101B 102, 102B, 102C, 102D, 102E	 5351 Wilshire Ave NE Albuquerque, NM 87113 Tel: 505-808-4400 Fax: 505-809-9146 <small>Office Furnishings Floorcoverings Spaceplanning</small>
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Library: The Diné College library system is on the Tsaile, Shiprock, and Crownpoint sites. Collectively, the College has about 124,000 volumes. Most School of Business resources are available via the DC Website at all campuses and centers. When the degree program began, the College invested in a collection of approximately 500 electronic books. The library also provides training on research, APA writing protocol, and numerous databases for business-related publications, research resources, case studies, and academic articles. The BUS485, Policy Development and Analysis course solely uses case studies and articles from the DC database.

In addition, the College provides students with access to several electronic, periodical literature, most of it in full text, including Business Source Complete and EconLit with full text. The College carefully collects books about the Business degree programs (Denney, 2018).

G.2. Operating Budget

With the creation of the School of Business and Social Science in 2018, the previously separate program budgets were combined into one integrated budget. Neither program is allocated a specific financial provision; therefore, all degree programs within the school must share the same budget.

SBSS Line Item Description: 01A-1912-5***	Oct 2024 - Sep 2025 Budget	Change	Oct 2023 - Sep 2024 Budget	Oct 2023 - Sep 2024 Actual	Oct 2022 - Sep 2023 Actual
Salary: FT Faculty	\$901,837.00	6%	\$961,784.00	\$842,529.75	\$800,434.92
Salary: Adjunct Faculty	\$50,000.00	49%	\$98,000.00	\$123,860.11	\$122,230.21
Faculty Fringe Benefits	\$264,639.00	8%	\$286,698.00	\$255,035.37	\$242,668.10
Wages: Exempt	\$80,000.00	6%	\$85,000.00	\$78,761.69	\$76,211.33
Wages: Exempt Temp Employment	\$0.00	0%	\$0.00	\$0.00	\$0.00
Exempt Fringe Benefits	\$23,032.00	6%	\$24,472.00	\$22,675.60	\$21,941.23
Wages: Nonexempt FT Employment	\$37,440.00	1%	\$37,237.00	\$1,576.50	\$25,743.23
NonExempt Fringe Benefit	\$10,779.00	1%	\$10,721.00	\$453.87	\$7,411.46
Wages: Students	\$0.00	0%	\$0.00	\$0.00	\$0.00
Travel: Assigned Vehicle	\$350.00	17%	\$300.00	\$336.54	\$263.52
Travel Participant	\$0.00	0%	\$0.00	\$0.00	\$0.00
Travel Expense	\$1,500.00	62%	\$3,900.00	\$5,237.60	\$4,252.18
Supplies: Instructional	\$0.00	100%	\$500.00	\$0.00	\$0.00
Supplies: Office	\$500.00	233%	\$150.00	\$374.80	\$0.00
Supplies: Operating	\$0.00	100%	\$250.00	\$0.00	\$0.00
Supplies: Postage/Freight	\$0.00	100%	\$50.00	\$0.00	\$0.00
Supplies: Printing/Binding	\$100.00	93%	\$1,500.00	\$54.99	\$0.00
Supplies: Dues/Subscription	\$350.00	0%	\$350.00	\$246.00	\$323.50
Rental: Equipment	\$0.00	0%	\$0.00	\$0.00	\$0.00
R & M: Vehicles	\$0.00	0%	\$0.00	\$0.00	\$0.00

R & M: Other	\$0.00	0%	\$0.00	\$0.00	\$0.00
Contract: Consultants	\$0.00	100%	\$2,000.00	\$0.00	\$0.00
Contract: Consultant Expense	\$0.00	100%	\$1,000.00	\$0.00	\$0.00
Stipends	\$0.00	0%	\$0.00	\$0.00	\$0.00
Contract: Honorarium	\$0.00	100%	\$300.00	\$0.00	\$0.00
Vacancy Advertisement	\$0.00	0%	\$0.00	\$0.00	\$0.00
Food Service	\$1,500.00	0%	\$1,500.00	\$0.00	\$0.00
Training: Seminar Fees	\$0.00	0%	\$0.00	\$524.00	\$230.00
Advertising/Promotion	\$0.00	100%	\$1,500.00	\$0.00	\$0.00
Oth Exp: Awards, Gifts	\$3,500.00	67%	\$2,100.00	\$3,039.48	\$1,655.00

In the past APRs, Mr. Levi Esquerra, 2017 NAU External Evaluator, stated concerns about faculty salary. DC ultimately approved a faculty ranking system that aids in a formal process of ranking full-time faculty and adjusting their contract salary based on their ranking salary range. Within the past year, 42% of the SBSS budget was spent on business faculty salary, including fringe benefits: \$439,026.65, operating costs cannot be determined based on the combined budget of business and social sciences, and there have been no co-curricular expenses since the COVID-19 pandemic. Co-curricular activities were a cost share between clubs/organizations and the SBSS.

A. Review

Since the integration of the business and social and behavioral science programs, programs and faculty were not allowed to meet as programs/departments. We, as the business program, were told, if we meet as programs/departments, we would be, “written up.”

Now that these directives no longer exist and the COVID-19 pandemic is over, the business program faculty have to reconnect and reconvene to not only assess the programs but to assess courses, program/course modality, faculty and curricula. This includes making improvements for our students, eliminating the “AA culture/mindset,” contributing to the upcoming DC Academic Master Plan and moving beyond a “compliance” mindset. This includes aligning our business program goals to the college’s strategic goals to ensure budgets, programs, and compensations are aligned to the college’s mission, vision and purpose: student success.

The business academic program review has also enlightened the faculty in how important program data is to making decisions, improving curricula, sunseting potential programs/courses and simultaneously expanding into new areas of business courses for the tribal communities, including demographically where programs should expand into different DC cites and campuses. We also have to reconnect with our students, in terms of assessing student needs and incorporating co-curricular activities back into the business programs, like internships, revitalizing the American Indigenous Business Leaders student organization, the business advisor council and more hands-on Navajo Nation partnerships that lead to employment and mentorships.

B. Results of the Site Visit

C. External Evaluator Feedback

The purpose of the A.A. degree in Business Administration is threefold:

1. To prepare students for transfer to a four-year degree program in Business or one of the related subfields
2. To enable students to apply business and organizational skills in their personal and professional life, and
3. To enable students to relate business ideas and concepts to challenges facing the Navajo Nation.

Is the BASET Division accomplishing its program purpose for the A.A. in Business Administration? The data says we have the resources to accomplish our goals, but our assessment says that we are not accomplishing them with many of our students. However, the Division is taking positive steps to use our assessments to achieve our goals better and improve the program for the benefit of our students.

After the APR site visit, the Division will summarize comments and conclusions from this review and turn them into an action plan. The plan will cover at least the next three academic years and address weaknesses, concerns, and strengths of the degree program derived from this review. We will develop specific steps to address them.

H. Review

Provide a brief reflection of all areas of criteria and indicate areas of improvement.

I. Results of the Site Visit

Attach/include the Site Visit Day Agenda and the APR Evaluation Team Documents.

J. External Reviewer – Feedback and Response

Provide details of the external reviewer's feedback. Please summarize the suggestions and recommendations put forth by the External Reviewer.

References

Business, Applied Science, Economics, and Technology (BASET). (2017, April 12). *Academic Program Review, Diné College, Bachelor of Arts Business Administration*.

Denney, J. (2024). *Academic Program Review, Diné College, Bachelor of Arts, Business Administration*.

Mike, K. (2017). *Academic Program Review, Diné College, Bachelor of Arts, Business Administration*.

Office of Institutional Planning and Reporting (OIPR) (2024). *Course Evaluation Report, 2024. Diné College*.

Redhouse, G. (2024). *Academic Program Review, Diné College, Bachelor of Arts, Business Administration*.

Smith, R. (2024). *Academic Program Review, Diné College, Bachelor of Arts, Business Administration*.

***I and J are NOT part of the self-study, but included in the APR Final Report.