



# ASSOCIATE OF ARTS IN BUSINESS ADMINISTRATION

ACADEMIC PROGRAM REVIEW 2025



# MEET OUR TEAM

- Patrick Blackwater, SBSS Dean
- Milton Bluehouse, Associate Professor, Tsaile
- James Denney, Instructor, Tsaile
- Gloria Price, Instructor, Shiprock
- Dr. Gregory I. Redhouse, Assistant Professor, Tsaile
- Rosalind Smith, Assistant Professor, Tsaile
- King Mike, Emeriti, Shiprock
- Juanita Fraley, Emeriti, Shiprock

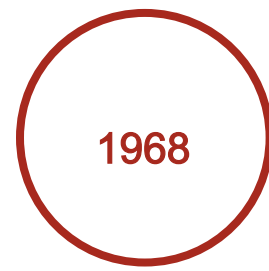
# AA Business Administration APR Overview

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  - c. Purpose of the Degree Program
- A. Self Study Summary
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  - a. Facilities
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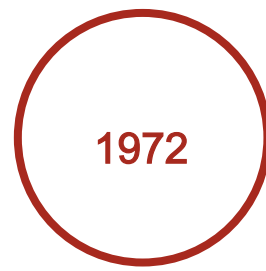
# History



1968

Navajo Community  
College

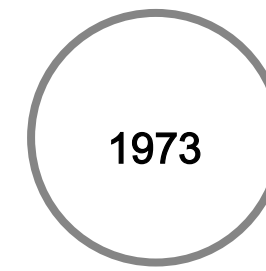
Rename to Diné College



1972

Diné College

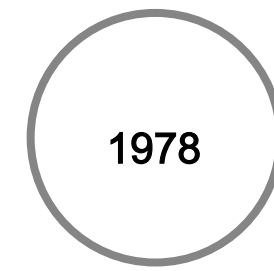
North Central Association  
of College



1973

Tsaile Campus

1974 Shiprock Campus



1978

AA Business  
Administration

Other: Vocational Studies



# History

Business, Applied Science, Economics & Technology (BASET)  
2018 Renamed to the School of Business

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				✓	✓





# MISSION & GOALS

## 01. Mission

Rooted in Diné language and culture, the mission is to advance quality post-secondary student learning and development in the area of Business Administration to ensure the well-being of the Diné People. To serve the college and the division mission, the AA Business Administration program's mission is to prepare students for further studies leading to undergraduate, graduate, and post-graduate degrees.

## 02. Goals

- 1) transfer to a four-year institution, and
- 2) enable students to apply business and organizational skills.



# Overview Data Summary

## Student Enrollment

Overview – Fall Only	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Undergraduate Headcount	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
Cohorts: The data shown here are cohorts by term.	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%

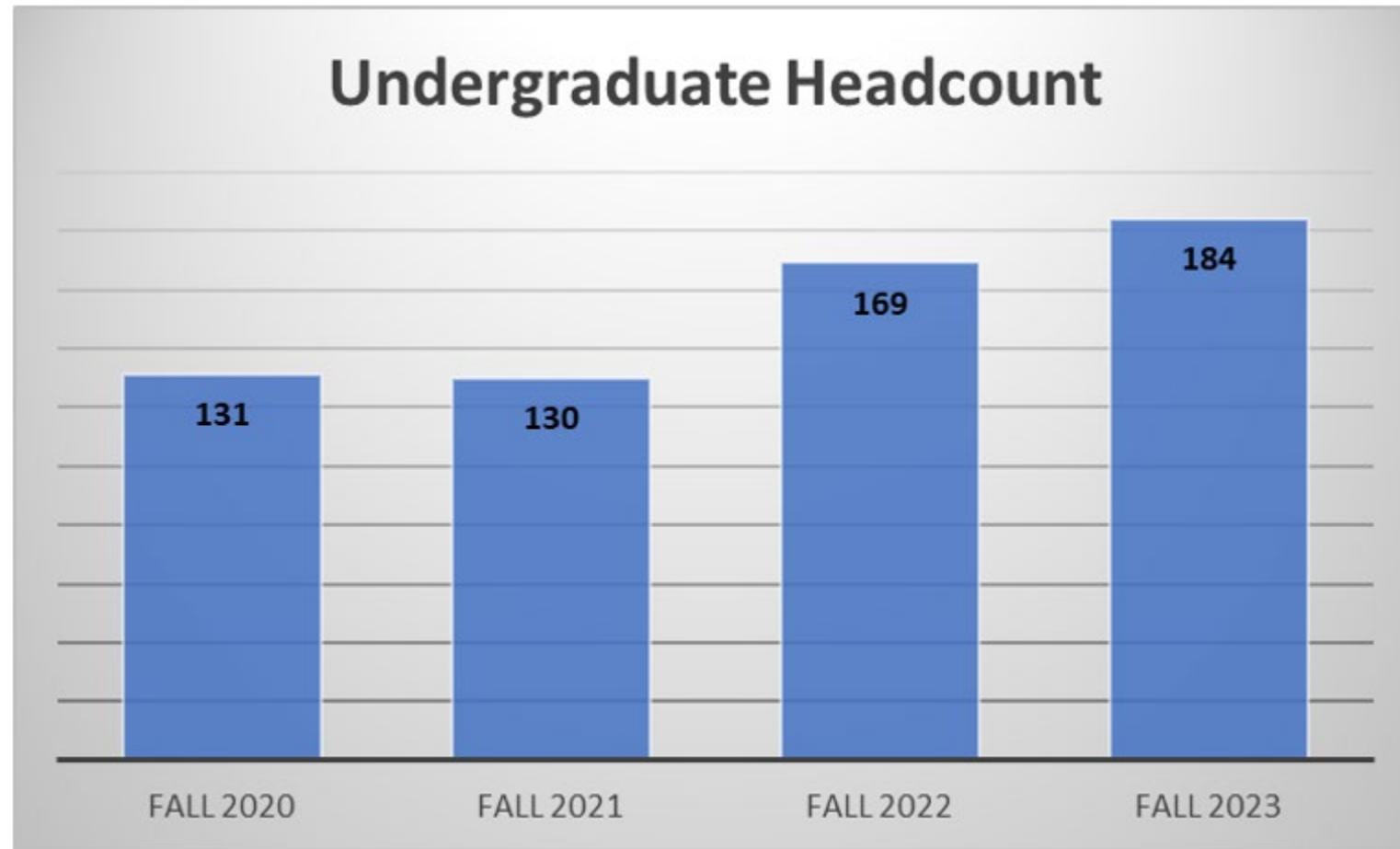
Undergraduates' Fall to Spring AA headcount shows an increase of 40% from FA 2020 to FA 2023.



# Overview Data Summary

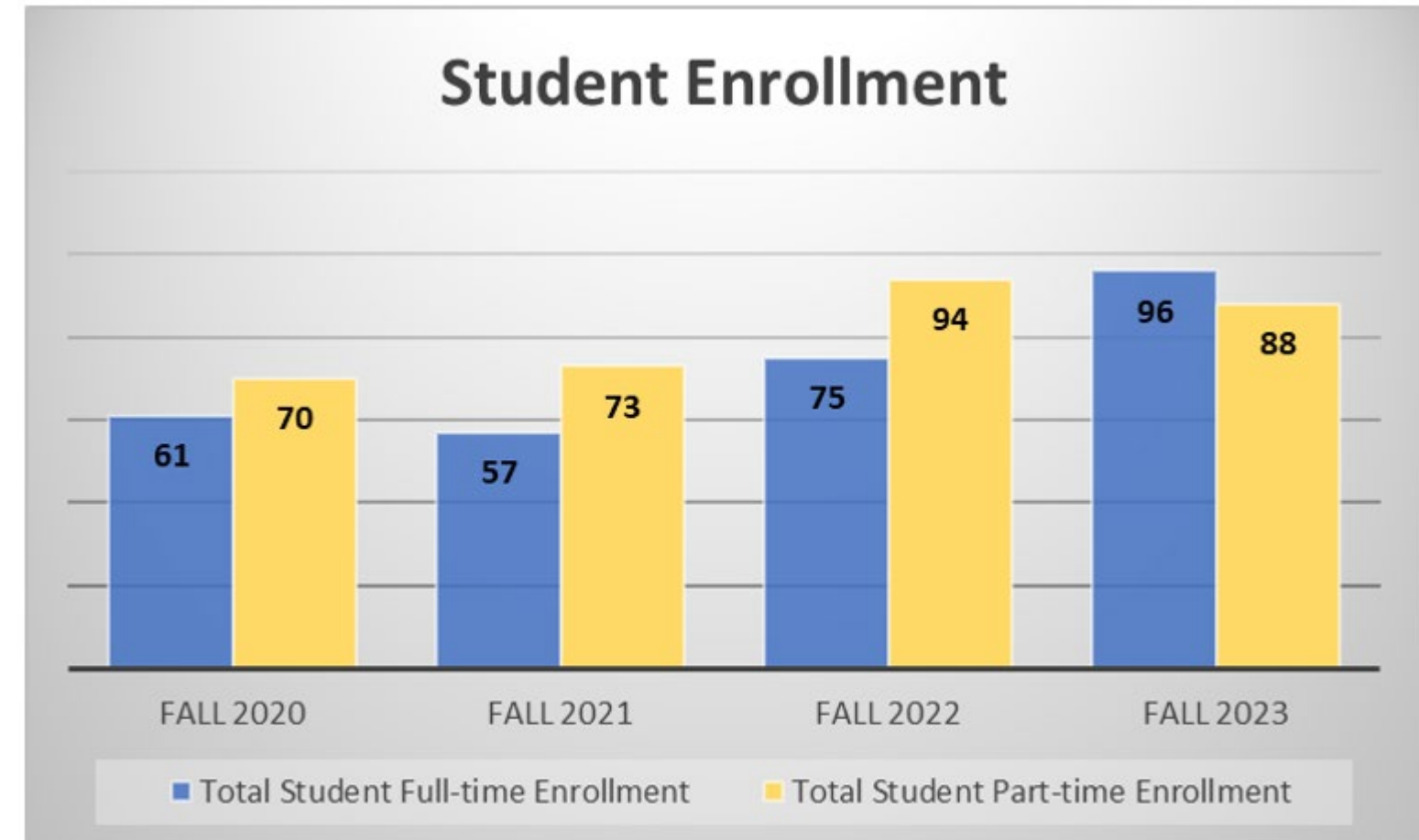


## Undergraduate Headcount



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

## Student Enrollment

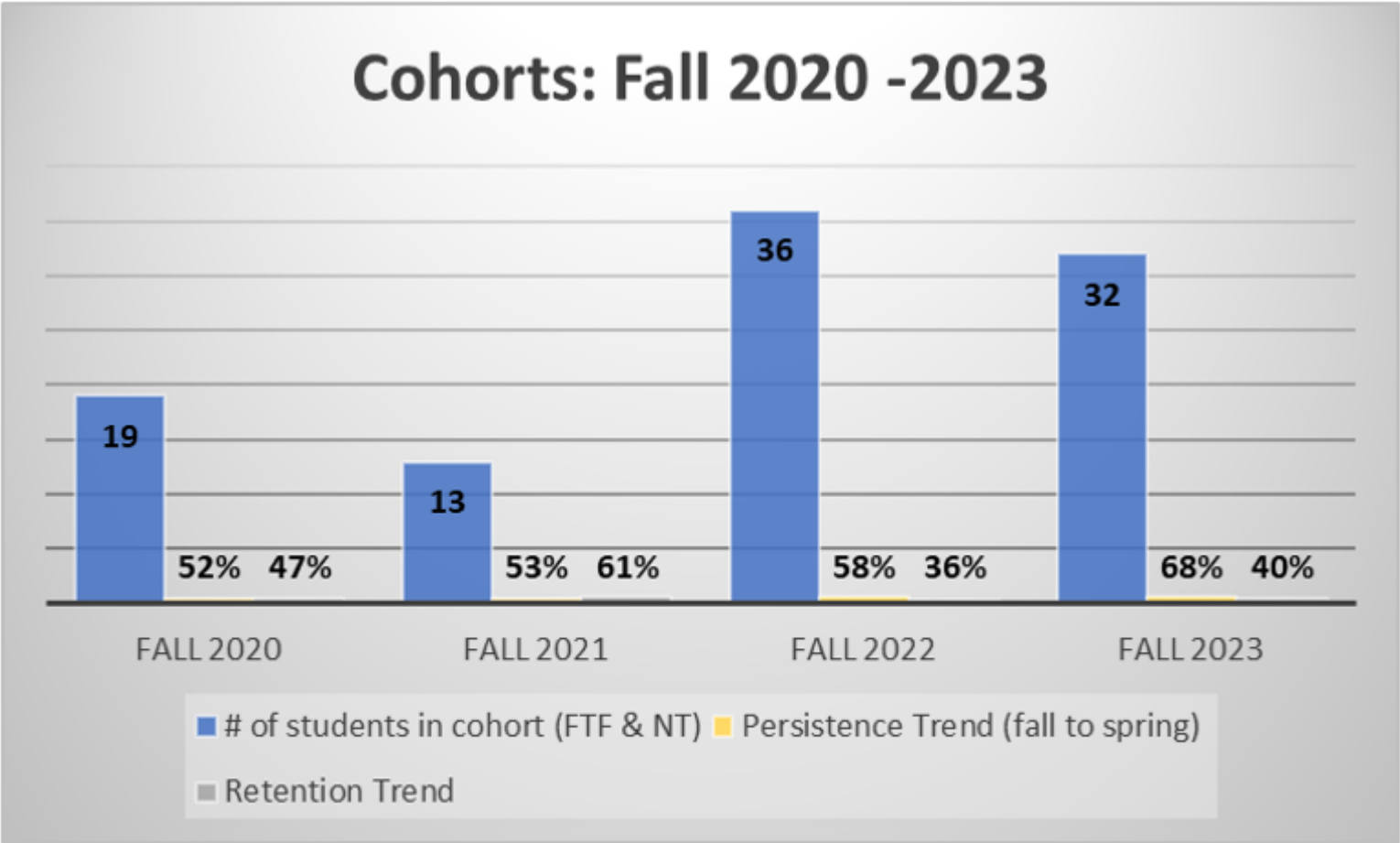
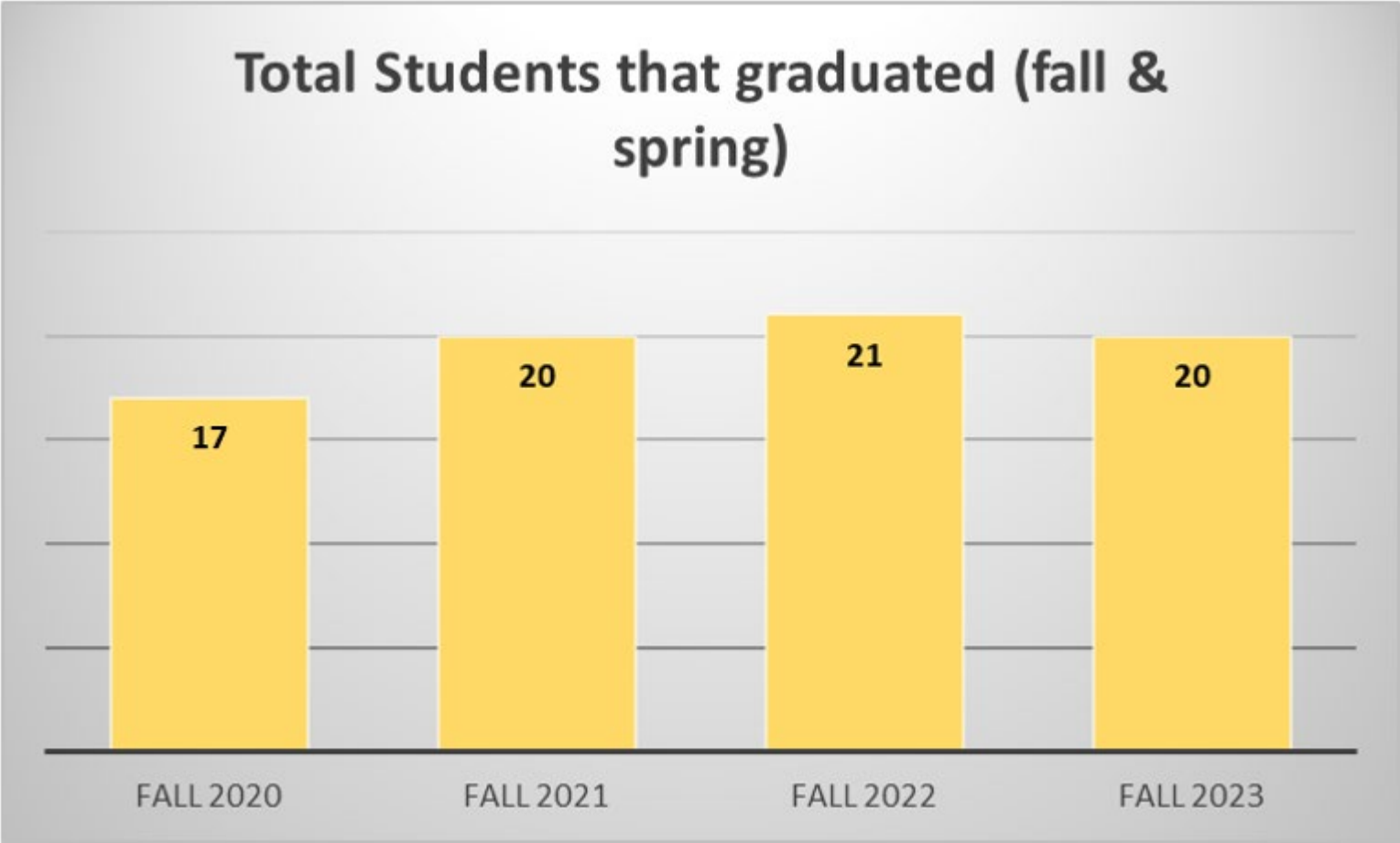


Full-Time and Part-Time Enrollment Fall to Spring





# Overview Data Summary



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.

# Self -Study Summary

## Changes since the last APR

APR review on March 21, 2017.

- Faculty Overloaded
- Coordination for recruitment and retention.
- Salary Rate: recommend implementing faculty ranking
- Job Placement Coordinator (track all alumni)

Due to the pandemic, the APR review scheduled for 2021 was canceled.

GCB renovated and equipped with an HVAC system.

New computers were supposed to be installed in the new computer labs.





# CURRICULUM

- Arizona General Education Curriculum (AGEC-B) for Business Administration.
  - Dine College - 39 - 45 credits
  - Arizona - 35 credits
  - New Mexico - 35 credits
- Difference in credits - Navajo Studies

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*



# CURRICULUM

Discrepancy:

MTH110 College Algebra

MTH191 Calculus I

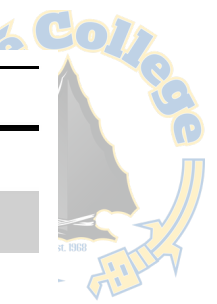
Resolve:

Update degree checklist

Communicate with others

Ensure students are taking MTH191

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>			
Students must choose two courses from:		Physical Science course both with labs from:	
Art History (ARH)		Physical Science: AGR, AST, CHM, ENV, GLG,	3
Communications (COM) 121	6	PHY, PHS	
English (ENG) 231, 233, 234, 238, 241, 297, 208		<u>Navajo Studies</u>	
Fine Arts (FA)		One Navajo Language Course Based on Place	
Humanities (HUM) Theater (THR) 101, 102		ment Test (NAV 101, 102, 201, 202, or 211)	
<u>Mathematics</u>		NIS 111: Foundations of Navajo	
Student must take appropriate course based		Culture and	
on major.		NIS 221: Navajo History to Present	9 - 10
MTH 110: College Algebra ( <i>Required</i> )	4	<b><i>Required Core Total</i></b>	<b>38-40</b>
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)			



# CURRICULUM



## Program Requirements:

- Arizona
- New Mexico

## Difference

- AZ = BUS270
- NM = COM121

Program Requirements			
<i>AZ Program Requirements Credits</i>		<i>NM Program Requirements Credits</i>	
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
<b>Program Credits:</b>		<b>Program Credits:</b>	
24		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.*

# CURRICULUM

Update

- Math
- Minimize course options
- Approve Curriculum Committee
- Catalog



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
<b>GENERAL EDUCATION CORE REQUIREMENTS</b>				<b>Arizona PROGRAM REQUIREMENTS:</b>			
<b>COMMUNICATIONS (6 hrs)</b>				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			
<b>HUMANITIES/FINE ARTS (6 hrs)</b> <i>Student must choose two courses with different prefixes</i> ARH 110; ARH 211; ARH 213; ARH 214; CW 208; ENG 231; ENG 232; ENG 234; ENG 236; ENG 238; ENG 241; FA 106; FA 107; FA 112; FA 120; FA 121; FA 131; FA 178; FA 181; FA 182; HUM 105; HUM 131; HUM 151; HUM 152; HUM 221; HUM 250; LIB 110; THR 101; THR 102				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>			
				<b>New Mexico PROGRAM REQUIREMENTS:</b>			
				ACC 200 Financial Accounting 3.0			
				ACC 201 Managerial Accounting 3.0			
				BUS 204 Business Law 3.0			
				BUS 265 Statistical Analysis for Business 3.0			
				CIS 111 Introduction to Computers 3.0			
				COM 121 Speech Communications 3.0			
				ECO 201 Principles of Microeconomics 3.0			
				MKT 240 Marketing 3.0			
				<i>Program Credits: (24 hrs)</i>			
<b>MATHEMATICS (3.0 or 4.0 hrs based on major)</b>				Please review the A.A. Business Administration degree checklist with an advisor for more information.			
MTH 110 College Algebra	4.0			* MTH 110 College Algebra is the required Math course to complete the A.A. in Business Administration degree program.			
<b>NAVAJO STUDIES (9-10 hrs)</b> <i>One NAV course, determined by placement</i> NAV 101, 102, 201, 202 or 211 3.0/4.0				* ECO 200 course MUST be completed under the General Education requirements for Social & Behavioral Sciences.			
NIS 111 Foundation of Navajo Culture	3.0						
NIS 221 Navajo History to Present	3.0						
<b>LABORATORY SCIENCE (8 hrs)</b> <i>Choose one Life Science with lab: BIO 100; BIO 160; BIO 181; BIO 182; one Physical Science with lab: CHM 130; CHM 151; ENV 101; GLG 101; PHS 110; PHY 101; PHY 110</i>							
BIO	4.0						
	4.0						
<b>SOCIAL &amp; BEHAVIORAL SCIENCES (6 hrs) 1 HST plus</b> <i>Choice of one: HST 101; 102; 135; 136; ANT 111; ANT 112; ANT 160; ANT 210; ANT 250; ECO 111; ECO 200; ECO 201; NAS 111; NAS 200; NAS 250; PCS 111; PCS 170; PSY 111; PSY 240; SOC 111; SOC 215; SOC 230; SSC 110</i>							
HST	3.0						
* ECO 200 Principles of Macroeconomics	3.0						
<i>Gen Ed Credits: (39-40 hrs)</i>							

# Internal, External, and Direct Pathways



01	Internal Pathway	<ul style="list-style-type: none"><li>• Transition to the BA Business Administration</li><li>• AA courses align with upper level</li><li>• All credits count</li></ul>
02	External Pathway	<ul style="list-style-type: none"><li>• Transfer to Arizona, New Mexico, or other</li><li>• Course articulate to AZ and NM</li><li>• Identified equivalent course transferable to AZ &amp; NM</li></ul>
03	Direct Career Pathway	<ul style="list-style-type: none"><li>• Entry-level jobs with NN and Enterprises</li><li>• Healthcare Facilities and School Districts</li><li>• Bordertown Businesses</li></ul>



# DINÉ IDENTITY & PROGRAM UNIQUENESS

General Education requirements:

Navajo Studies, 9 - 10 credits

- NAV 101, 102, 201, 202 or 211
- NIS 111 Foundation of Navajo Culture
- NIS 221 Navajo History to Present

Sa'ah Naaghai Bik'eh Hozhoon (SNBH)

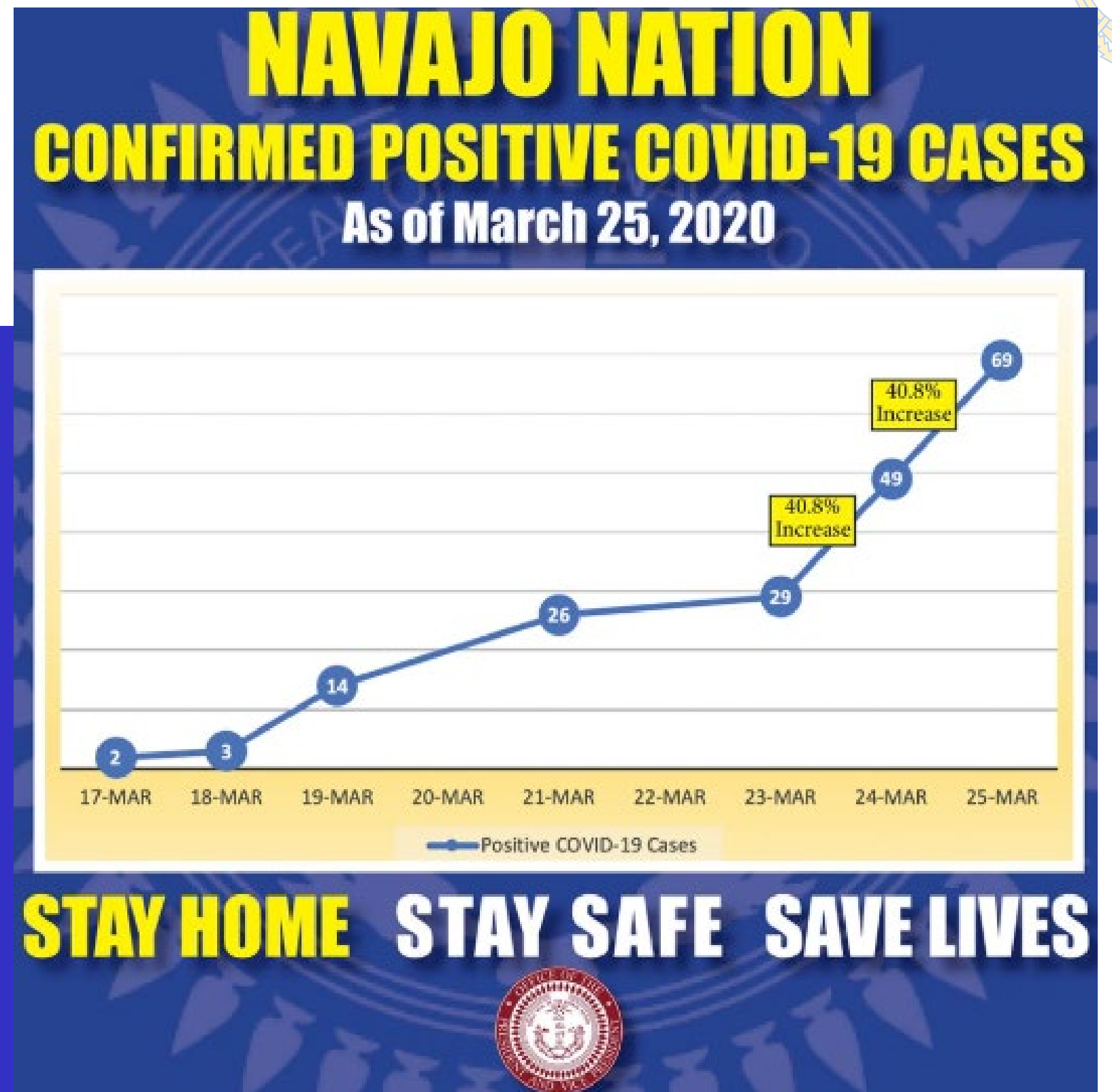
Four principles values

T'áá hó 'ájí t'éego

Four faculty members are Navajo speakers.



# March 2020 Spring Break





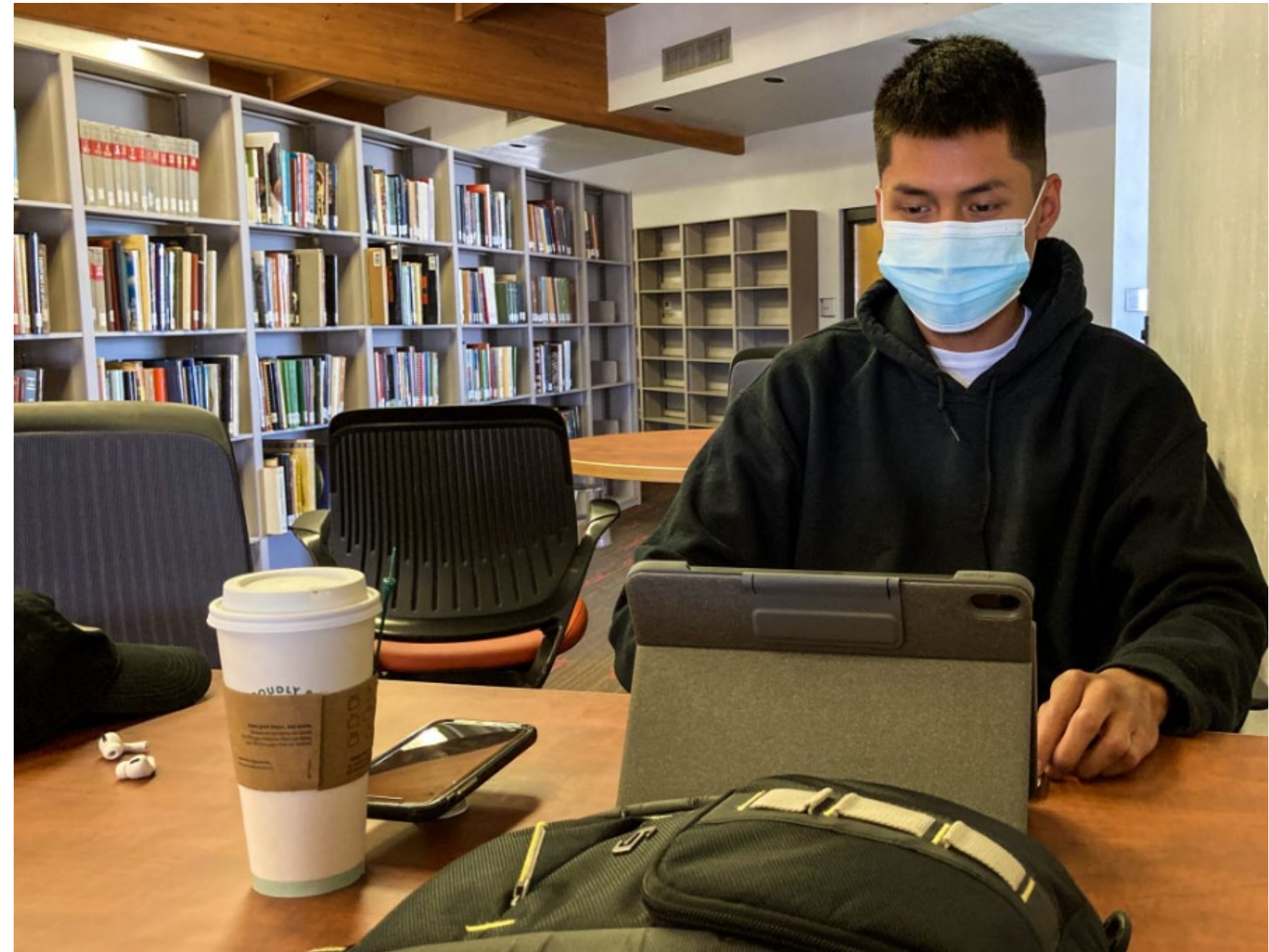
# INSTRUCTION METHODS

## Before March 2020 (pre -pandemic)

- Face-to-Face
- ITV

## April 2020 to Present

- Online learning (remote instruction)
  - Live video Classes using Zoom
  - Recorded lectures
  - Learning Management System
    - Blackboard to Canvas
- Hybrid/Blended Learning
- Asynchronous Learning
- Synchronous Learning
- Education Apps and Tools
- Printed Handouts
- Mobile Learning
- Project-based or Independent Learning
- Virtual Labs
- Communication Tools



Source: [Diné College \(Navajo Nation\) - COVID-19 in Indian Country](#)

# Online Teaching and Learning

- Taa ho aji t'eego
- Costs
  - equipment/furniture
  - internet
  - computer hardware
- After hours and weekend
- Students disappear
- Online Teaching Certification







# ASSESSMENT OF STUDENT LEARNING OUTCOMES

**PSLO 1:**

Demonstrate effective critical thinking skills by describing and analyzing financial statements.

**PSLO 2:**

Demonstrate relevant knowledge and skills from the business functional areas leading to effective problem-solving and decision-making by completing a marketing plan.

**PSLO 3:**

Demonstrate the ability to acquire information via a variety of channels for effective research, problem-solving, and resolutions by composing a paper examining macroeconomic issues of a country.

**Degree Program Assessment Report 2 (DPAR2)**

AY2015-2016	AY2019-2020
AY2016-2017	AY2020-2021
AY2017-2018	AY2022-2023
AY2018-2019	AY2023-2024

Source: DC Academic Assessment

**Course Student Learning Objectives**



# PROGRAM FACULTY



- Milton Bluehouse, Associate Professor, Tsaile
- James Denney, Instructor, Tsaile
- Gloria Price, Instructor, Shiprock
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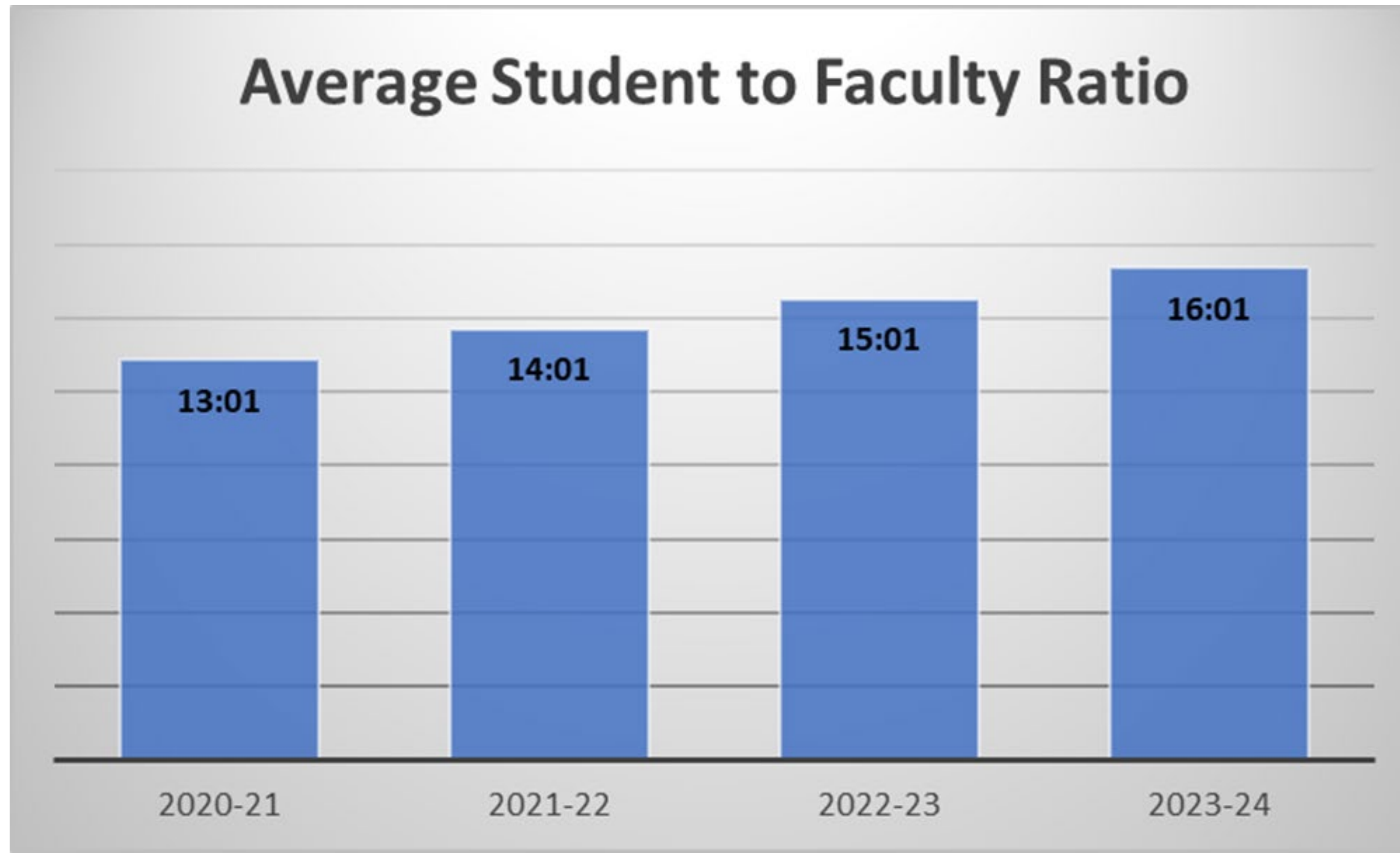
# PROGRAM FACULTY PROFILE

	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	<i>4 Ranked:</i> <ul style="list-style-type: none"><li>· 1 Associate Professor,</li><li>· 3 Assistant Professors</li></ul>	<i>4 Ranked:</i> <ul style="list-style-type: none"><li>· 2 Associate Professor,</li><li>· 2 Assistant Professors</li></ul>	<i>4 Ranked:</i> <ul style="list-style-type: none"><li>· 2 Associate Professor,</li><li>· 2 Assistant Professors</li></ul>	<i>4 Ranked:</i> <ul style="list-style-type: none"><li>· 2 Associate Professor,</li><li>· 2 Assistant Professors</li></ul>
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



# 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





# REFLECTION ON FACULTY MANAGEMENT, CONTRIBUTION & EVALUATION

- Teaching Loads
- Professional Development
- Research Opportunities
- Faculty Ranking and Promotion
- Salary & Benefits
- Faculty Governments and Committees
- Teaching Performance
- Adjunct Faculty Contribution
- Reflection



Source: DC Photos

## **E. STUDENT PROFILE**

Over the 4-academic year period  
2020-21 thru 2023-24

**The AA program serves students:**  
Who reside in all parts of Arizona  
and many other states.

A majority are female, 74%.  
And 99.08% are Native American (Navajo)

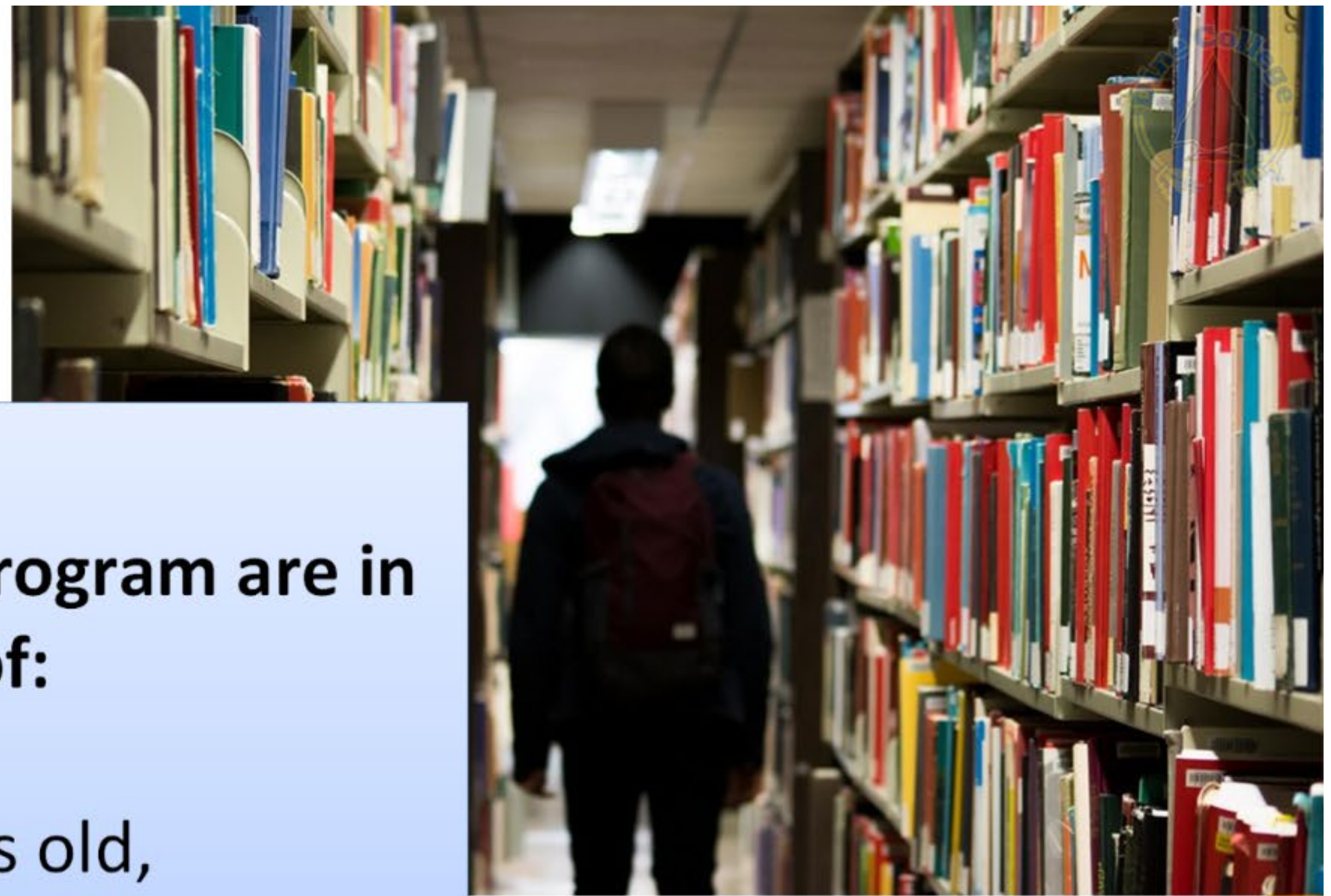




## **E. STUDENT PROFILE**

**Majority of students in AA Program are in  
Non-traditional age groups of:**

- 29% at 25 – 34 years old,
- 31% at 35 – 49 years old.

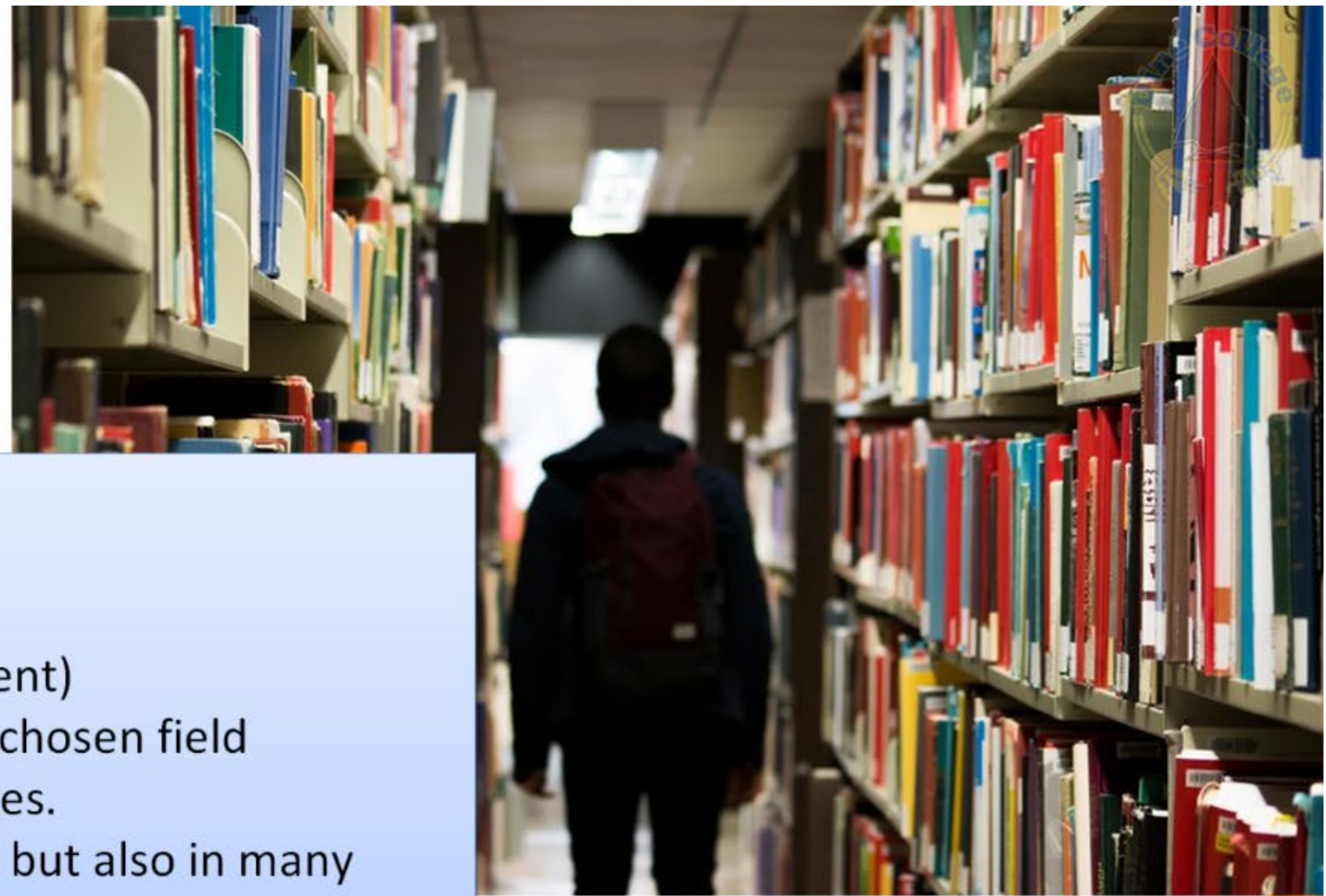




## E. STUDENT PROFILE

### The AA program serves students:

- \* just out of high school,
- \* some employed (past or present)
- \* preparing to advance in their chosen field
- \* transferring from other colleges.
- \* residing in all parts of Arizona but also in many other states.



## E. AA STUDENT PROFILE OVERVIEW



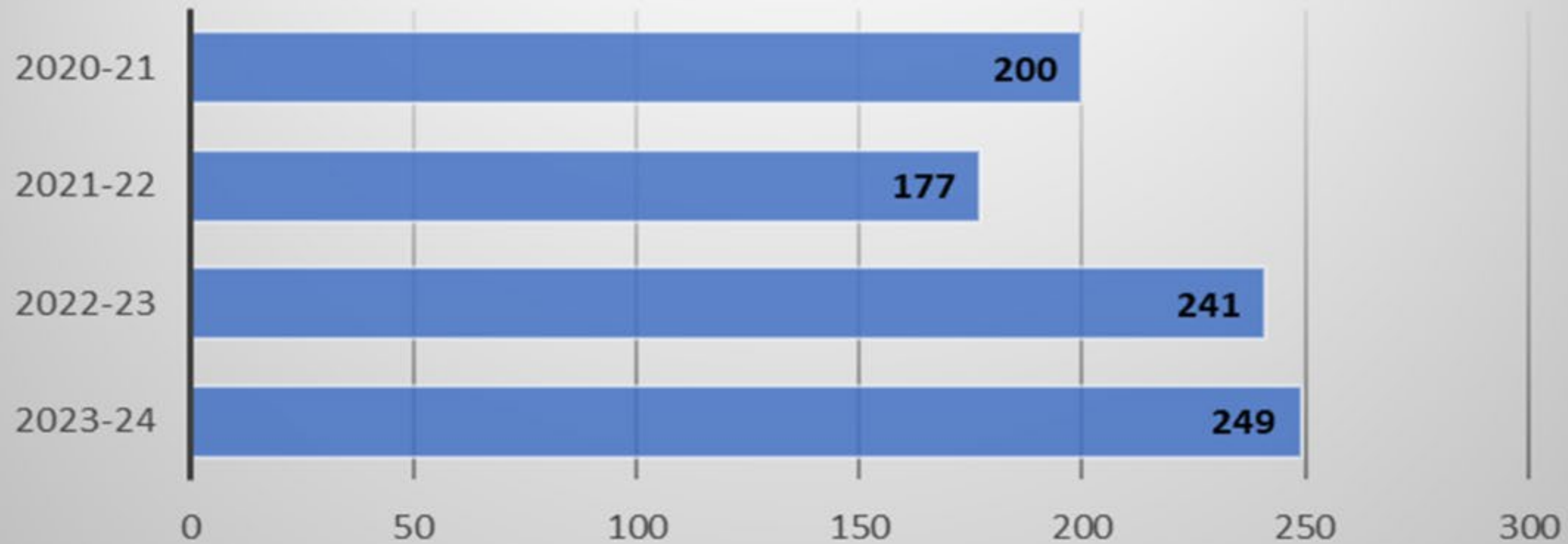
### E.1. Student Demographics Over a Four-Year Period.

Table 4: Overview of Student Profile, per academic year (Fall, Spring and Summer)

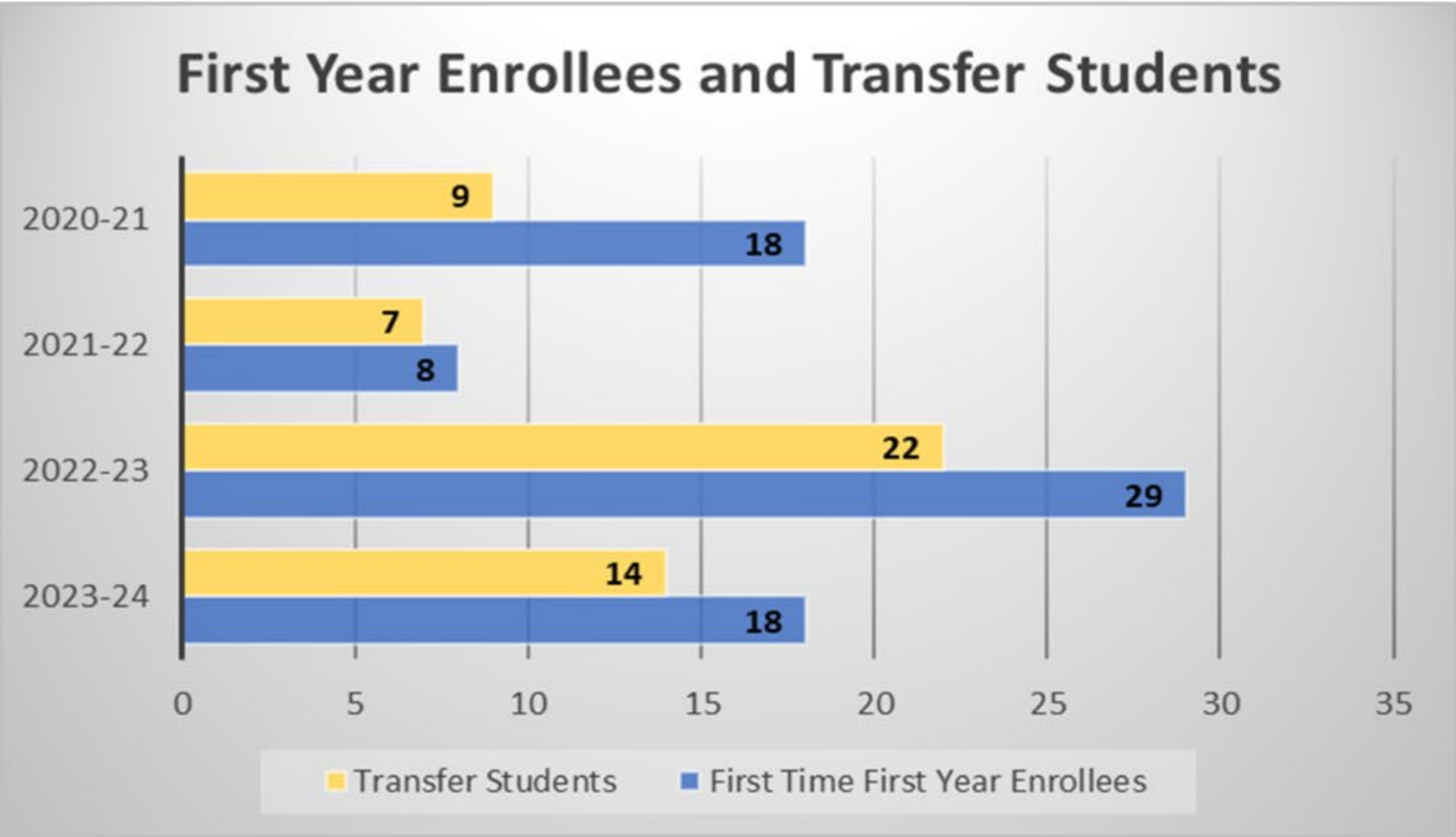
	2020-21	2021-22	2022-23	2023-24
<b>Full-Time &amp; Part-Time Students – unduplicated, includes fall, spring and summer terms</b>	200	177	241	249
<b>First Time First Year Enrollees</b>	18	8	29	18
<b>Transfer Students</b>	9	7	22	14
<b>Pell Grant Recipient – at least one term</b>	155	130	170	187
<b>Gender = F/M</b>	141/59	131/46	187/54	183/66
<b>Race/Ethnic = Native/Non-Native</b>	199/1	175/2	237/4	248/1
<b>Age Range:</b>				
<b>13-17</b>	1	1	0	1
<b>18-21</b>	23	24	45	54
<b>22-24</b>	24	28	30	23
<b>25-34</b>	69	53	63	64
<b>35-49</b>	64	55	71	80
<b>50 &amp; Older</b>	19	16	32	27



## Full-Time & Part-Time Students – unduplicated, includes fall, spring and summer terms



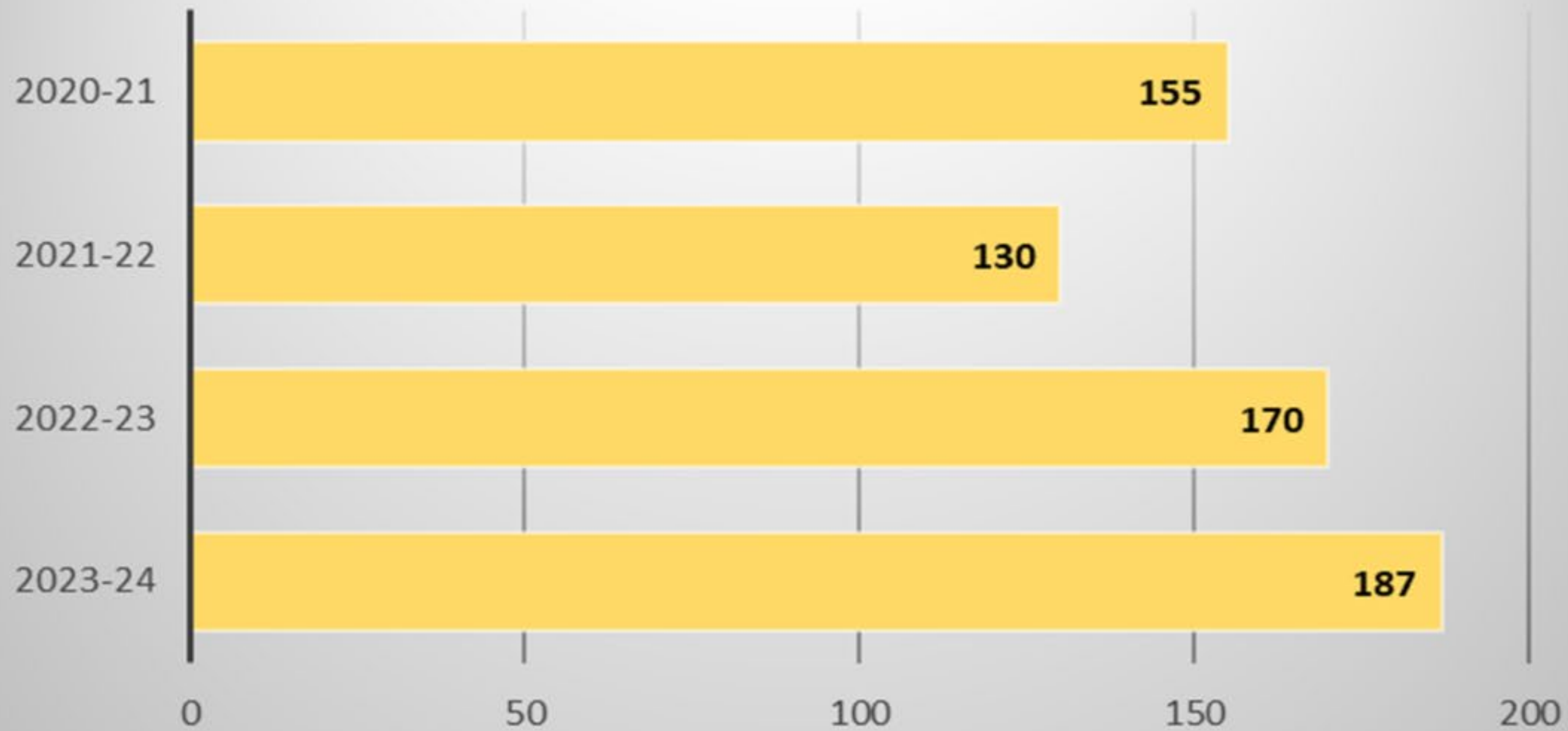
Unduplicated Full-Time and Part-Time Students - per Academic Year



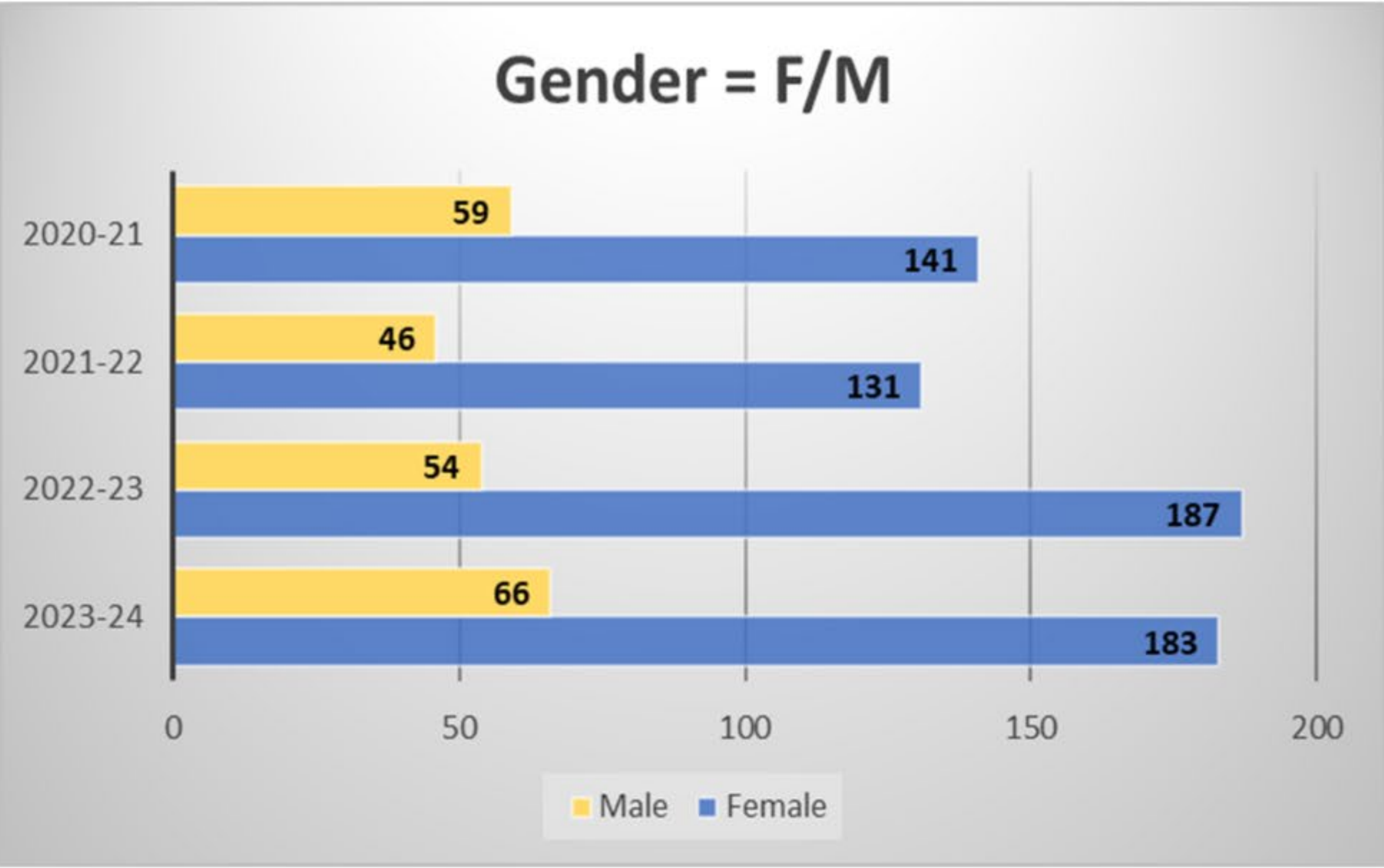
**First Year Enrollees Plus Transfer Students per Academic Year**

AY 22-23 large numbers possibly the result of free tuition.

## Pell Grant Recipient – at least one term

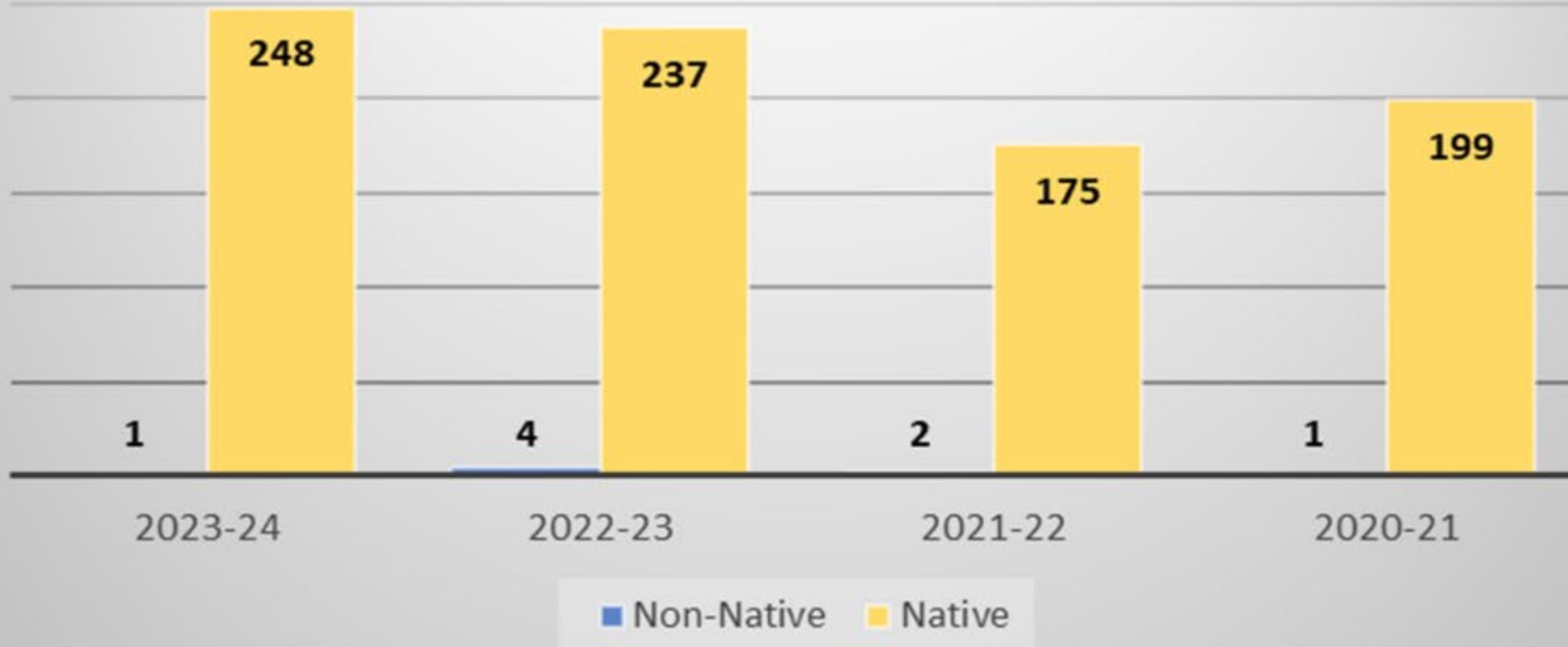


Pell Grant Recipients per Academic Year



**Gender: 74% Female vs 26% Male**

## Race/Ethnic = Native/Non-Native



**99.1% Native American vs 0.9% Non-Native Students**

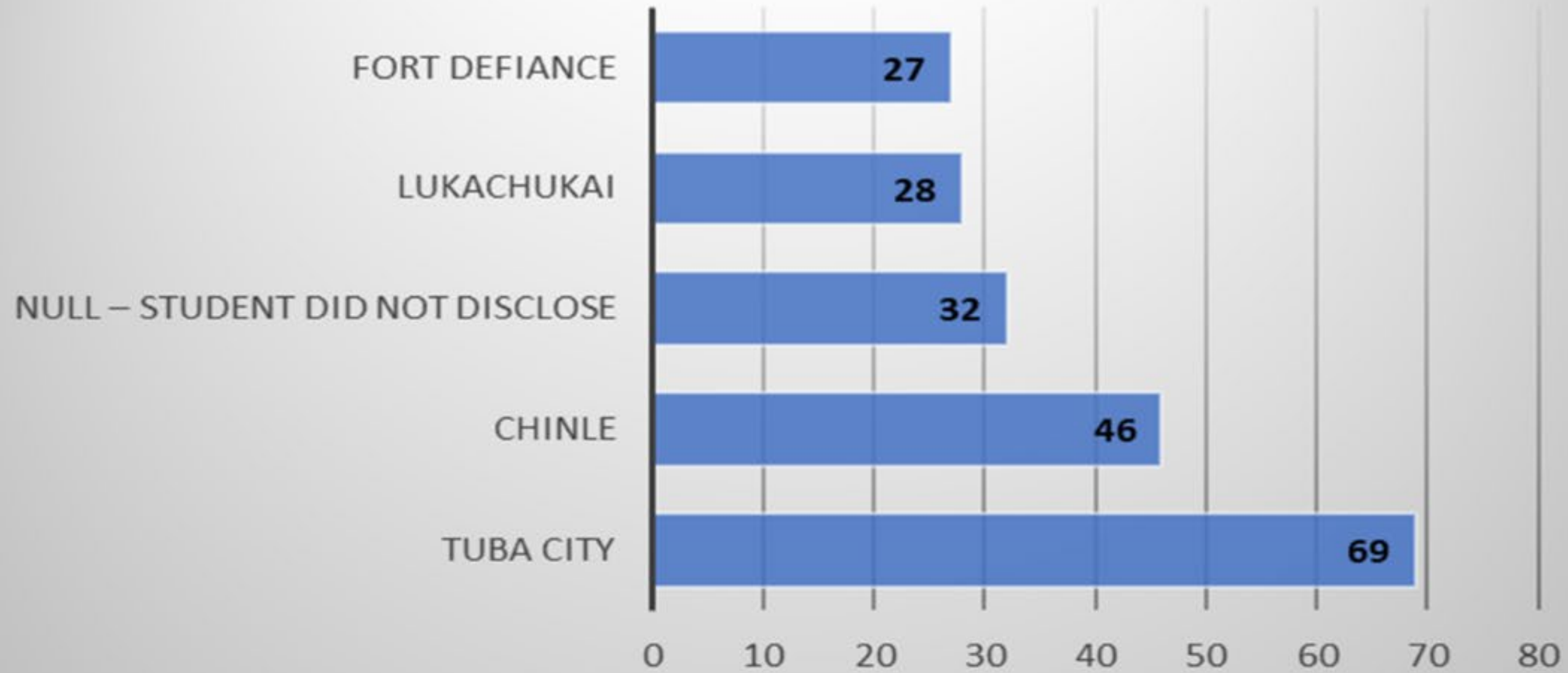


## E.2. Student by Chapter Affiliation – Top 5 over a 4-year period

**Table 5: Overview of Students, by Semester, by Chapter**

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

## Total # of students enrolled by Chapter



### Total Number of Students by Chapter

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

# F. STUDENT ENGAGEMENT & LEARNING OPPORTUNITIES



F.1. Community Engagement

F.2. High Impact Practices

F.3. Co-curricular

i. Library Services

ii. Student Success Services

F.4. Course Satisfaction

F.5. Graduation Survey

- COVID-19 Pandemic disrupted community interaction.
- Teaching load hinders time contribute to community activities.
- Faculty are teaching remote online



## F. 1. COMMUNITY ENGAGEMENT

- Since 2018, School of Business has not conducted any Community Engagement activities
- In 2018, Business, Applied Science, Economics and Technology (BASET) and the Social Science **were combined** into School of Business and Social Science (SBSS)
- COVID-19 Pandemic disrupted community interaction.
- Teaching load hinders time contributed to community activities.
- Faculty are teaching remote online.





## 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 College Composition I and ENG 102, College Composition 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.

# F3. CO-CURRICULAR

## i. Library Services



- The Diné College Libraries are located on the Tsaile, Shiprock (south campus), and Crownpoint sites.
- ·In addition to books, the library's homepage gives access to electronic databases and other resources.
- ·At the Tsaile campus, the Kinyaa'aanii Library houses the R.C. Gorman Collection,
  - a large movie and documentary selection
  - a large selection of Navajo and Native American books
- ·At the Shiprock campus, the Senator John Pinto Library houses the David Brugge Collection
- ·The library at the Crownpoint site houses the Mary Shepardson Collection

## **F.3. Co-curricular**

**ii. STUDENT SUCCESS SERVICES meets the needs of our students in the areas of:**

- Academic Advising,
- Transfer Assistance
- First Year Experience, and
- Retention

### **Student with Retention Issue:**

When faculty recognizes a possible retention issue:

1. Faculty emails the VP of Student Services with student ID number.
2. Student Services then:
3. Contacts the student for consultation
4. Analyzes the issue and then
5. Consults or routes the student to the appropriate department

## **F. 4. COURSE SATISFACTION**

- The student evaluation report stated the instructor's knowledge and fair grading practices were strong.
- Students also acknowledged a strong sense of online flexibility
- Areas of concern were also based on online courses.
  - Students recommended a synchronous (Zoom) approach to online courses
  - Students also acknowledged a need for real-world applications
    - Home budgets guiding purchase of a vehicle
  - Students also recommended industry collaborations and networking opportunities –
    - Such as a Business Incubator that helps guide an individual who wants to start their own business.





# F. 5. GRADUATION SURVEY

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.”

School of Business and Social Science
<p><b>Success Factors:</b></p> <ul style="list-style-type: none"><li>☑ Strong instructor knowledge and fair grading practices.</li><li>☑ Engaging real-world applications in business law, marketing, and psychology.</li><li>☑ Online flexibility was valued by students balancing work and school.</li></ul> <p><b>Areas of Concern &amp; Recommendations:</b></p> <ul style="list-style-type: none"><li>⚠ <b>Lack of Instructor Engagement in Online Courses</b><ul style="list-style-type: none"><li>• Some students felt disconnected from their instructors in online courses.</li><li>• <b>Recommendation:</b> Implement weekly Zoom check-ins or recorded lectures to enhance engagement.</li></ul></li><li>⚠ <b>Need for More Practical, Real-World Applications</b><ul style="list-style-type: none"><li>• Some students requested additional case studies, hands-on projects, and guest speakers.</li><li>• <b>Recommendation:</b> Increase applied learning through industry collaborations, simulations, and networking opportunities.</li></ul></li><li>⚠ <b>Coursework Load &amp; Deadline Management</b><ul style="list-style-type: none"><li>• Students found some assignments clustered too closely together.</li></ul></li></ul>
<ul style="list-style-type: none"><li>• <b>Recommendation:</b> Stagger deadlines to balance workload across multiple courses.</li></ul>

# PROGRAM RESOURCES - 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.



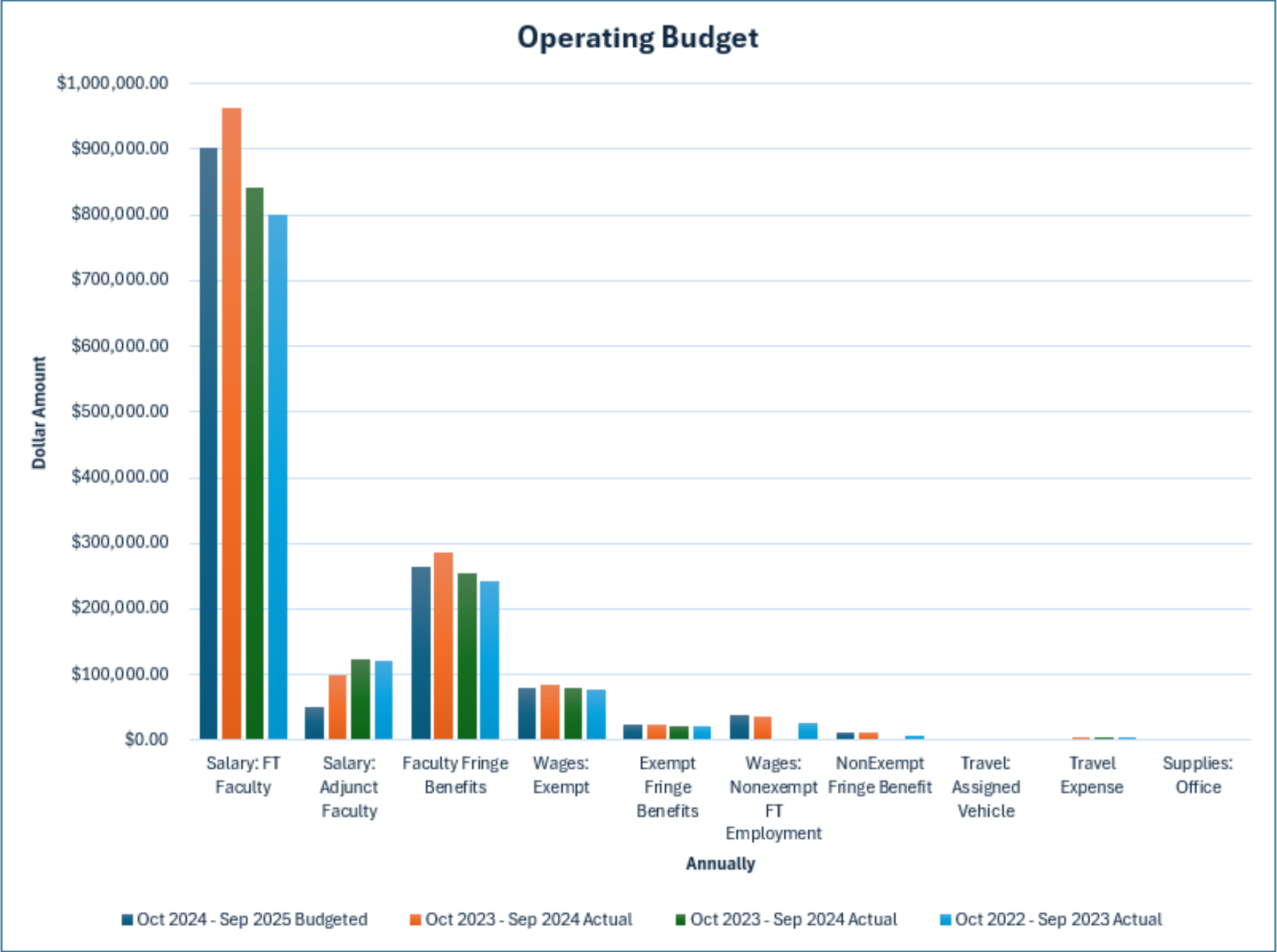
The Diné College's Tsaile facilities, used by the School of Business for the four-degree programs, include four classrooms (a regular classroom, two computer labs, and one ITV classroom (shared with other academic Schools), four faculty office spaces, and an office space for two administrative/clerical/college 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.





# PROGRAM RESOURCES - 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.





THANK  
YOU!

Questions?

