



Diné College

Academic Master Plan

2025-2030

August 18, 2025



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In particular, we would like to thank the following:

Dr. Charles Roessel — President (in memoriam)

Glennita Haskey — Acting President

Dr. Alysa Landry — Provost

Thomas Bennett — Acting Vice President of Student Affairs

Dr. Perphelia Fowler — Director of Human Resources

School of STEM

School of Business and Social Science

School of Diné Studies and Education

School of Arts and Humanities

Winifred Jumbo — Director of External Campuses

Velveena Davis — Director of the Office of Institutional Planning and Reporting



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Executive Summary

During the 2024/25 Academic Year, Diné College faced some profound challenges. These included the loss of our president in January and an arson fire in April that destroyed the Student Union Building on the Tsailé main campus. However, challenges often present opportunities, and we have emerged with added clarity about the purpose, mission, and identity of Diné College, along with plans for academic programming and ideas about how to revitalize our physical campuses. This Academic Master Plan, which should be viewed as a living, changing document, reflects both a return to our roots as the nation's first tribally controlled college and a reimagined future for students seeking an education in a rapidly changing world. Of particular importance is the synchronization of this plan with a Diné College Facilities Master Plan. Together, the two documents should inform academic and facilities planning for the next five years.

Diné College leadership, in conjunction with Dyrón Murphy Architects and Visions In Planning, Inc., were working to finalize this plan when a fire engulfed the Student Union Building in the early morning hours of April 14, 2025. The building was declared a total loss. As news of the fire spread on social media, we began seeing dozens of posts from former students, reminiscing about their time on campus – and especially the countless hours spent in the Student Union Building. The SUB, as we all affectionately called it, housed the “One-Stop Shop,” where students could apply for admission, seek financial aid, and register for classes. It also housed the Learning Center, the weight room, and the Office of Institutional Planning and Reporting. Perhaps most notably, the SUB served as a gathering space for students, offering a snack bar, pool tables, studying nooks, and trophy cases that displayed student trophies collected through the decades. Historically, the SUB also contained a bowling alley and an iconic space-age mural.

In recent years, however, the SUB had lost much of its former glory. The snack bar shut down during the COVID-19 pandemic and never reopened. While the pool tables were still accessible, large areas formerly used for student activities were overrun with storage. Even before the fire, the SUB was worn out, underutilized, and uninspiring. In the months after the pandemic officially ended, the majority of courses were still being taught online, and fewer students were choosing to attend courses offered on campus. This Academic Master Plan was born out of a collective desire to understand and meet our students' academic needs while still offering quality education and utilizing our existing facilities.

Still, it took a major fire to bring some of these issues into clarity. Firefighters were still on the scene that Monday morning when Diné College alumni began responding to social media posts. As they reminisced publicly about the SUB, alumni weren't sharing stories about courses or instructors. Instead, they posted about late-night studying, lounging on the chairs near the snack bar, or shooting pool to blow off school-related stress. It became very clear that the SUB had once been the hub for campus and community activity, and that rebuilding it could help reimagine and revitalize the main campus.

It is against the backdrop of rebuilding and re-energizing our mission, purpose, and campuses that we present this Academic Master Plan.

Dr. Alys Landry, Provost

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1. Introduction and Purpose

When Diné College first opened its doors in Fall 1968, it welcomed 301 students, marking the beginning of a new era in higher education for the Navajo Nation. Over the decades, the College has experienced remarkable growth and transformation. By Fall 2023, Diné College had expanded its academic offerings to include a wide variety of classes, programs, and credentials, serving the diverse educational needs of its community. As of the 2024/25 academic year, enrollment had reached 3,842 students, a testament to the institution's evolution into a comprehensive center of higher learning. This growth reflects Diné College's ongoing commitment to providing accessible, high-quality education and supporting the personal and professional development of students across the Navajo Nation.



For more than 50 years, Diné College has not only expanded its academic offerings but has also adapted to the changing needs of the Navajo Nation. What began as a small two-year college serving the local community has transformed into an institution that now provides bachelor's and master's degree programs, broadening opportunities for students and supporting the Nation's long-term development goals.

Despite this significant growth, Diné College has remained steadfast in its mission to provide accessible higher education throughout the Navajo Nation. The College continues to serve as a catalyst for social equity, economic development, and personal enrichment, empowering individuals and strengthening communities across its service area.

As Diné College looks to the future through its Academic Master Plan, it is essential to reflect on its foundational mission while also considering the evolving landscape of work, technology, and society. Anticipating future workforce needs and understanding demographic and economic trends within the Diné College service area will be critical for shaping programs and services at all campus locations. By remaining responsive to these changes, Diné College can continue to fulfill its role as a leader in education and a vital resource for the Navajo Nation for generations to come.

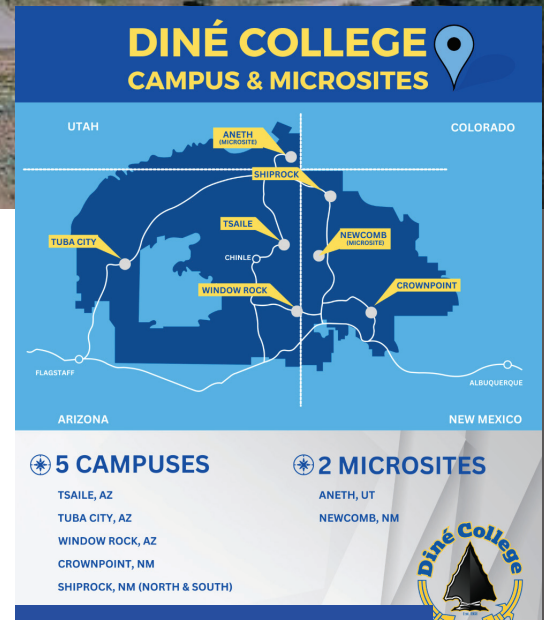
Specifically, the Diné College Academic Master Plan for 2025–2030 is intended to:

- Provide a dynamic and long-term planning document to guide the expansion of instructional programs and student services across the College service area in line with the institution's overall mission, vision, values, and strategic plan.
- Project the impact of demographic trends and regional labor market needs.
- Delineate strategies needed to help Diné College implement the Academic Master Plan.
- Drive Diné College's accomplishment of equitable outcomes for student enrollment, persistence, and completion/transition to transfer and/or employment.
- Promote partnerships with Arizona and New Mexico PK-12 districts, universities, business/industry, and governmental/community agencies.
- Inform additional college planning processes for program improvement, resources, technology, facilities, and services.

As with most planning documents, the Academic Master Plan must be regularly monitored, reviewed, and updated to ensure that its proposals and recommendations continue to align with the evolving needs and best interests of both Diné College and the greater Navajo community. Ongoing assessment and periodic revisions will help the College remain responsive to changes in educational trends, workforce demands, and community priorities, ensuring that the plan remains a relevant and effective guide for institutional growth and development.

The creation of this Academic Master Plan represents a collaborative effort involving the dedication and expertise of numerous faculty, staff, administrators and students from across the College. Their collective input and commitment have been instrumental in shaping a comprehensive vision for the future of Diné College, one that honors its mission and supports the continued advancement of the Navajo Nation.

2. Diné College Today



2.1 ACCREDITATION & GOVERNANCE

Accreditation¹ (2025 Update)

Diné College is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools, ensuring that its academic programs meet rigorous standards of quality and integrity. The college is also a member of several professional organizations, including the Rocky Mountain, Arizona, New Mexico, Pacific, and American Associations of Collegiate Registrars and Admissions Officers; the American Indian Higher Education Consortium; and the Association of American Junior and Community Colleges.

In October 2018, the Higher Learning Commission reaffirmed Diné College's accreditation for an additional ten years. The college completed its HLC Mid-Cycle review during the 2022 academic year and is preparing for its next Standard Pathway Re-accreditation visit, scheduled for 2028–2029.

Governance²

Diné College is chartered and an established non-profit educational institution wholly owned by the Navajo Nation and has the authority to act as a "distinct and semi-independent agency to the Navajo Nation Council." The College is governed by an eight-member Board of Regents, appointed by the Government Services Committee of the Navajo Nation Council to a term of six years each; Glennita Haskey is currently the Acting President of the College.

¹ <http://www.Dinécollege.edu/accreditation/accreditation.php>

² <http://www.Dinécollege.edu/regents/docs/Established%20Charter15.pdf>

Source: Diné College <http://www.Dinécollege.edu/CampusLocations>

2.2 MISSION & VISION OF DINÉ COLLEGE³

Mission

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.

Diné bina'nitin t'áá íiyisíí á siláago binahjí', ólta'í na'nitin náasjí' yee ínááhwiidool'álgíí yéego bidziilgo ádiilníít, áko Diné nilínígíí t'áá altso yá'át'éehgo bee bił nahaz'áa dooleet niidzin.

Vision

To improve continuously our programs and services to make Diné College the exemplary higher education institution for the Diné People.

Nihí'ólta'gi, Diné Bidziilgo ólta'gi na'nitin al'aqá ádaat'éii ólta'í bee nanitinígíí dóó t'áá ha'át'íí shíí bee biká'aná'álwo'ígíí bidziilgo dóó bohónéedzq ago ádiilníít niidzin. Díí binahjí' Diné bi'ólta'gi ohoo'aah ts'ídá bohónéedzáanii bee bił haz'q ilíi dooleet.

2.3 CORE PRINCIPALS & VALUES OF DINÉ COLLEGE

Educational Philosophy

Sa'ah Naaghai Bik'eh Hozhoo

The educational philosophy of Diné College “Sa'ah Naaghai Bik'eh Hozhoo”, the Diné traditional living system, places Dine' life in harmony with the natural world and the universe. This unique educational philosophy and mission is grounded in Navajo cultural traditions. The philosophy provides principles both for protection from the imperfections in life and for the development of well-being.

The Diné Educational Philosophy, developed by Navajo cultural specialists, represents the essence of the Navajo outlook on life. The core of this philosophy is expressed in concepts and values associated with natural processes identified with the four cardinal directions, including such processes as the daily cycle of day and night and the annual cycle of the seasons. Diné College fulfills its mission by using the Sa'ah Naaghái Bik'eh Hozhoo principle as a framework to educate its students:

- Nitsáhákees (Thinking), Nahat'á (Planning), liná (Living) and Sihasin (Assuring)
- Studying Diné language, history, and culture
- Preparing for further studies and employment in a multi-cultural and technological world
- Fostering social responsibility, community service and scholarly research that contribute to the social, economic, and cultural well being of the Navajo Nation.

This philosophy guides all aspects of Diné College's educational planning activities, as well as priority setting and implementation of research projects.



Values

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

- T'áá hó ájit'éego - Excellence and self-initiative in problem-solving, compassion, setting clear goals, and establishing positive working relationships.
- Ahil na'anish - Cooperating and helping one another, keeping all employees well informed, using proper language for communication, respecting one another on equal terms, and honoring K'é.
- Il idlí - Respecting the cultural, racial, and gender diversity of the Diné People, maintaining safe, courteous, respectful, and positive learning environments, and valuing inclusiveness.
- Il ééhózin - Understanding, thoughtfulness, competence, confidence, conscientiousness, and reflectivity for serving the needs of the Diné People.

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2.4 DINÉ COLLEGE STRATEGIC GOALS

The six strategic areas of focus for planning adopted by the Board of Regents are the basis for long-range academic planning and therefore are central in the Diné College integrated planning model. The integrated planning model is a map of how the components in the planning processes link to one another in a cycle of evaluation, development of goals and objectives, resource allocations, plan implementation, and re-evaluation. It is through the regular sequence of these planning practices that the College can assess institutional effectiveness and use those assessments to continually improve its services to students.



Areas of Focus:

These areas of focus will be supported through the implementation of the College's 2022 -2026 Strategic Plan, that was adopted by the Board of Regents in the Spring of 2022 and includes:

1. **Quality Growth for Navajo People:** Serve student and community interests by implementing programs, projects, and initiatives through investments to ensure quality return for nation-building that are sustainable, diverse, equitable, and inclusive
 - Language & Culture: Increase accessibility to Navajo language and culture for people living within and beyond Diné Bikéyah through innovative programming and strategies.
 - Research: Support faculty, staff, and students as they redefine Tribal research, increase institutional research capacity, and advance the research agenda of the institution and Navajo Nation by respecting digital humanity and social justice.
 - Teaching and Learning: Build Navajo Nation human capacity through undergraduate and graduate academic programs, as well as certificates, continuing education, and specialized training.
2. **Accessibility:** Provide accessible and quality education and campus resources to current, former, and prospective students living within and beyond Diné Bikéyah.
 - Easing Access: Ensure services to increase student participation and success by eliminating barriers and streamlining processes.
 - Dynamic Learning: Provide equitable instruction and support to improve learning outcomes to ensure student success, whether face-to-face or online.
 - Student Outcomes: Expand our shared investment for student success by creating and promoting equitable services and campus resources to institutional departments.
3. **Campus Health & Wellness:** Strengthen, reinforce, and increase student and employee engagement in health and wellness.
 - Networking: Build and expand partnerships to promote campus wellness and increase productivity and performance.
 - Co-curricular Activities: Create a safe, holistic, healthy environment with resources to reduce risk and harm related to mental, physical, emotional, and spiritual health and safety through prevention and intervention.
 - Financial Health: Strengthen financial health and ensure financial stability to support institutional growth.
4. **Holistic Integration:** To integrate Diné Education model that offers a versatile curriculum, contemplative instruction, and dedicated assessment to provide solutions and facilitate efforts to deal with the challenges we face today.
 - Community of Practice: Create a college community that comes together to share, guide, and review the College's academic progress, instruction and assessments for continuous improvement.
 - Mentoring Network: Fabricate a stakeholder network to ensure Diné Education Philosophy is integrated into programs, curriculum, and administration by deploying mentors throughout the college to provide the expertise needed.
 - Data-Informed Decision Making: Cultivate a data-informed culture to practice and analyze programs and facilities in order to create clarity and accountability.
5. **Culture and Environment:** Building K'é (Kinship) through the fundamental Diné principles of Ahil' idlį (Respect), Baa

nitsáhákees (Reflect), K'éhwiindzin (Relationally), and Aná'álwo' (Reciprocity) to uphold accountability.

- Integrate K'é: Cultivate a cohesive, engaging, and supportive student-centered work and learning organization through K'é.
- Lifelong Learning: Advocate lifelong learning to improve institution's organizational structure culturally, technologically, socially, and professionally.
- Global Community: Strengthen and expand partnerships through global networking that create opportunities for the well-being of our communities.

6. Facilities: Provide infrastructure, facilities, and support staff that meet our expansion utilizing Diné cultural standards and values, fostering energy efficiency and sustainability.

- Facility Planning: Enhance campus community experience with academic planning to expand and create educational facilities and innovative learning spaces for the institution in serving the Navajo Nation and beyond.
- Sustainability through Renewables: Reduce environmental impact and implement renewable energy policies to develop and support the evolving needs of the campus community and ensuring business continuity.
- Maintain Current Facilities: Provide responsive, and timely maintenance services aligned with campus operational needs to include emergency preparedness.

Additionally, careful consideration within this Academic Master Plan must also be given to:

- Value and Support of Faculty and Staff: Value and commit to fostering an inclusive, diverse, and professional environment where employees are encouraged to pursue and reach their potential.
- Economic and Community Development: Pursue opportunities and partnerships that enhance college programs, promote a vibrant economy on the Navajo Nation, and benefit the local communities in which each campus is located.
- Fiscal and Physical Resources: Enhance the College's fiscal and physical resources with strategic and transparent stewardship.

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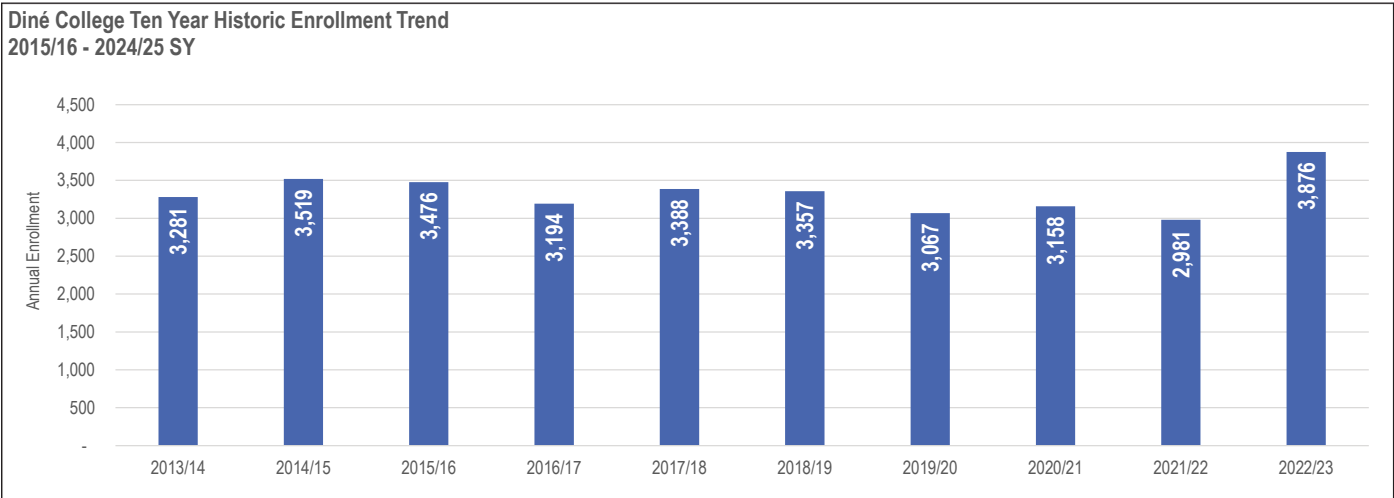
2.5 Diné College Student Profile

Diné College primarily serves a predominantly Navajo student population across the 26,000 square miles of the Navajo Nation, which extends into Arizona, New Mexico, and Utah. The college offers general and specialty education courses that provide students with a high-quality learning experience. Students can earn various certificates, as well as Associate and Bachelor’s degrees in fields that are crucial for the economic, political, environmental, and social development of the Navajo Nation.

Student Enrollment Trends

Diné College has its main campus in Tsaile, Arizona, and a branch campus in Shiprock, New Mexico. The college also operates three satellite campuses in Tuba City and Window Rock, Arizona, and Crownpoint, New Mexico. Additionally, there are two micro-sites in Newcomb, New Mexico, and Aneth, Utah. Enrollment at these micro-sites is not tracked separately and is included in the overall enrollment totals..

Over the past decade, total annual enrollment across all campuses has ranged from 2,981 to 4,127 students, with the 2023/24 academic year recording the highest enrollment in ten years. As of the 2024/25 academic year, enrollment for the fall and spring semesters is 68% lower than the previous year. Diné College currently follows a 16-week, two-semester system, with summer sessions also available for students, as shown in the chart below.



Source: Diné College - Institutional Planning & Reporting

Since the 2015/16 academic year, overall enrollment has increased by approximately 10.5%. However, there were four years in the past ten during which enrollment declined: in the 2016/17 academic year (-8.1%), the 2018/19 academic year (-0.9%), the 2019/20 academic year (-8.6%), and again in the 2021/22 academic year (-5.6%).

In the 2022/23 academic year, total enrollment experienced a significant increase of 30% compared to the previous year, followed by an additional rise of 6.3% by the end of the 2023/24 academic year. However, enrollment declined in the 2024/25 academic year, with the Fall semester showing a decrease of 6.9% compared to the previous year, and the Spring semester reflecting a similar decline of 6.7%. Additionally, the summer 2024/25 semester is also anticipated to drop by 6.7%.

While the College did experience an impact on enrollment during the COVID-19 pandemic, declines were already evident at the start of the Fall 2019 semester, before any closures, and continued into the Spring 2020 semester prior to any school shutdowns.

Enrollment declines resulting from the COVID-19 pandemic were evident in the summer of 2020, with a drop of 34.8% compared to the summer of 2019, when the college started transitioning to online classes. However, as “in-person” learning restrictions were implemented due to COVID-19, enrollment in the 2020/21 academic year increased by 3.0%, primarily because most classes were offered online. The most significant increase in enrollment occurred in the summer of 2021.

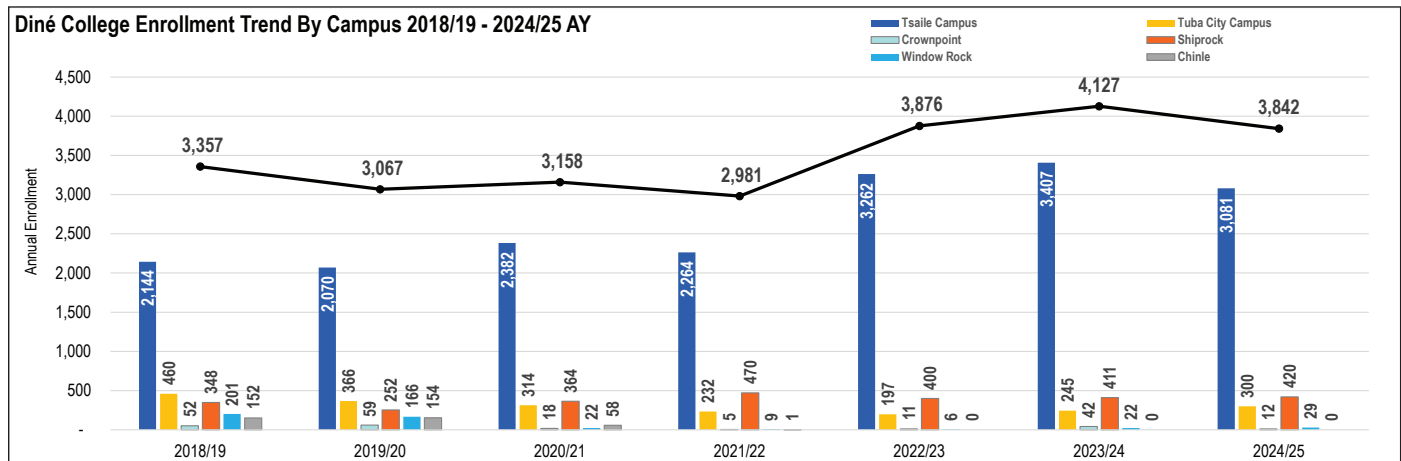
Over the past seven years, Diné College has revamped its Dual Credit program for high school students in both Arizona and New Mexico. The college has made substantial progress in increasing enrollment for those interested in dual and concurrent enrollment.

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Most of the courses for this program were offered starting in the 2022/23 academic year and have continued to be available in the 2024/25 academic year.

Diné College closed its Ganado and Kayenta campuses at the end of the 2013-2014 academic year, and the Chinle campus was shut down at the end of the 2021-2022 academic year. Recently, however, Diné College has opened two new “micro-sites” in Newcomb, NM, and Aneth, UT, to better serve Diné students in those areas. The College is also considering the addition of up to three more micro-sites in the future, which may include locations in Dilkon, AZ, Phoenix, AZ, and Albuquerque, NM.

Micro-sites typically feature a small administrative office and one to three classrooms. Over the past seven years, Diné College has focused on improving its remaining campus locations by adding new academic programs, renovating existing facilities, and constructing new buildings to accommodate future growth and changing program demands.



Source: Diné College - Institutional Planning & Reporting. Please note that the Summer 2024/25 semester is projected to have 630 students and has been included in the 2025 academic year for comparison purposes.

As of the 2024/25 academic year, the main campus in Tsale has experienced a 43.7% increase in enrollment over the past seven years, reaching a total of 3,842 students. This figure includes a projected 630 students for the Summer 2024/25 semester, significantly higher than the 2,144 students enrolled during the 2018/19 academic year.

The Shiprock campus has also seen an enrollment increase of 20.7% during this same period. However, the other three Diné College campuses have all faced significant declines in enrollment since the 2018/19 academic year. Specifically, Tuba City has seen a decline of 34.8%, Crownpoint has experienced a decrease of 76.9%, and Window Rock has suffered the most, with an 85.6% drop in enrollment.

Full-Time Vs Part-Time Enrollment

In order to qualify for full-time enrollment status, students must be enrolled in twelve (12) to sixteen (16) credit hours per semester and must complete 24 credits in an academic year. Students who wish to enroll for additional credit hours (17-21 credits) in the fall and spring, must be approved by the assigned advisor and the appropriate school dean. Students who are enrolled in nine (9) to eleven (11) credit hours per semester are considered three-quarter time students and must complete 18 credit hours in an academic year. All students who enroll in six (6) to eight (8) credit hours are considered. Half-time students and must complete 12 credit hours in an academic year. Students that are enrolled in five or less credit hours per semester are considered part-time.

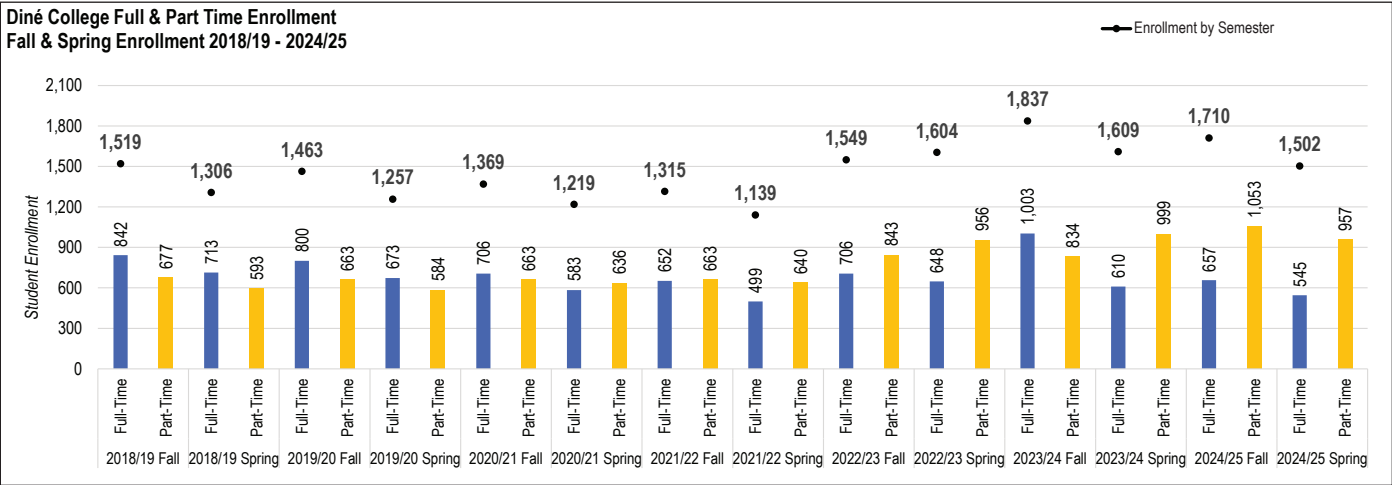
Historically, full-time enrollment (9 credit hours or more) vs part-time enrollment (8 credit hours or less) per semester has typically averaged between 55-62% for full-time enrollment and 38-45% for part-time enrollment at nearly all campus locations until the Spring 2021 Semester when part-time enrollment began to account for more than 50% of the enrollment at all campus locations. The timing of the increase in the number of part-time students may be partially attributed to the continued COVID-19 shut downs that began in the summer of 2020 combined with the significant increase in the number of online courses available beginning in the Fall of 2020.

In the spring of 2021, part-time enrollment accounted for 52% of the College's total enrollment. At the Tsale campus, there was an even distribution, with 50% of students enrolled full-time and 50% part-time. By fall 2021, total enrollment stabilized to a 50/50

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split between full-time and part-time students, and the Tsaille campus increased its full-time enrollment to 52%. As of fall 2024, full-time enrollment at the Tsaille campus declined to 41%, and it dropped even further to 39% for the spring 2025 semester. Full-time enrollment at the college’s other campus since 2021 has also followed a similar pattern with more students enrolled part-time.

Full-time enrollment decreased significantly across all campus locations for three consecutive semesters, ranging between 40% and 46% from Spring 2022 to Spring 2023. In Fall 2023, full-time enrollment returned to its historical average of 55%, but then dropped to 38% in Spring 2024. The percentage of full-time enrollment remained at 38% in Fall 2024 and fell to 36% in Spring 2025. This decline in full-time enrollment may be attributed to the increase in the number of online classes available to students, both synchronous and asynchronous, as the number of in-person (face-to-face) class offerings at each campus has decreased since the pandemic.



Source: Diné College - Institutional Planning & Reporting

First-time/ Freshman Enrollment

Diné College tracks both full-time and part-time enrollment, as well as the enrollment of incoming freshman students based on their status as first-time students. This tracking helps the college identify students who may need additional academic support, tutoring, or advisement. Students with fewer than 32 credit hours are classified as freshmen but are not counted as “first-time” students each semester.

The chart below, which is based on the past seven years of enrollment data, shows that historically, full-time freshman enrollment has averaged between 57.4% and 65.8% of all “first-time” freshman enrollment. However, this percentage has steadily declined over the past four years and, as of the 2024/25 Academic Year, now accounts for only 41.3% of the overall college enrollment.



Diné College Freshman/ First-Time Enrollment 2018/19 -2024/25							
Fall Semester	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Full-Time Freshman	292	254	179	159	261	214	90
Part-Time Freshman	154	132	133	104	180	145	128
Total First Time Enrollment	446	386	312	263	441	359	218
% Ratio Full Time to Part Time Freshman/ First-Time Enrollment	65.5%	65.8%	57.4%	60.5%	59.2%	59.6%	41.3%
% of Overall Enrollment	15.8%	14.2%	12.1%	10.7%	14.0%	10.4%	6.8%

**A freshman student is an individual who has never attended college prior to enrolling at Dine College.

Source: Diné College - Institutional Planning & Reporting

Dual Credit Programs

Diné College offers high school students the opportunity to earn college credits while still attending high school. The dual credit courses are currently taught online or in person through the Tsaille Diné College campus or may be offered at the students’ high school campus - depending on the individual high school arrangements. This allows a high school student to receive both high

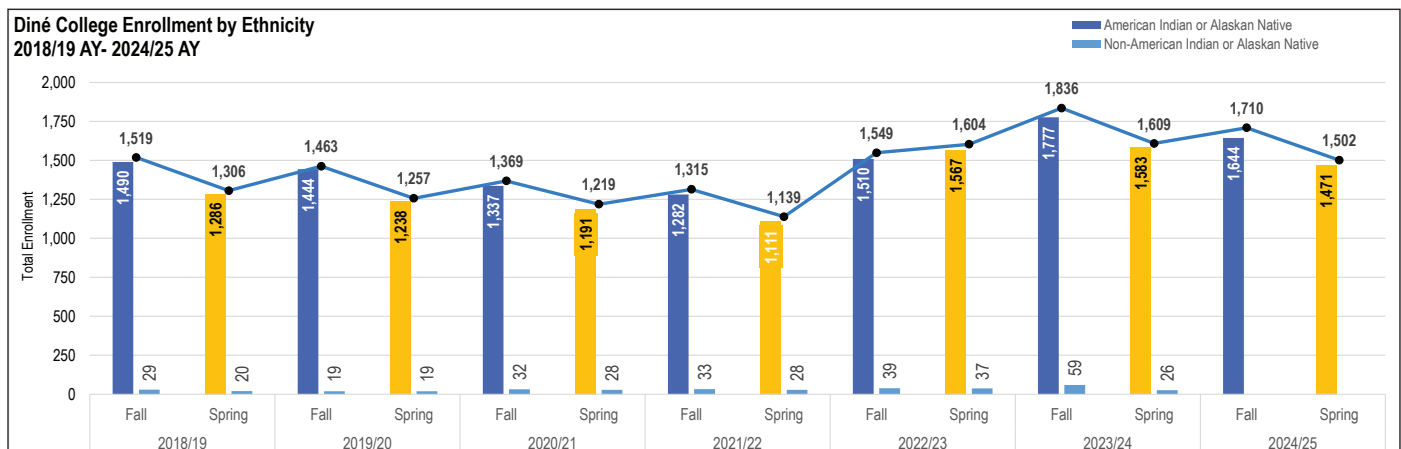
school and college credit. The courses offered meet the state public education requirements for high school graduation in both Arizona and New Mexico, and credits earned at Diné College are transferable to all Arizona and New Mexico public colleges and university's based on current transfer agreements. Over the past several years the College has worked to increase the number of course available for dual and concurrent enrollment and as of the 2024/25 Academic Year there were approximately 250 high school students taking advantage of the these programs each semester.

Enrollment Based on Student Origin, Ethnicity and Gender

Diné College, was the first college established by Native Americans for Native Americans in 1969. It is overseen by the Navajo Nation Health, Education and Human Services Committee of the Najvajo Nation Council. While enrollment is open to all students who wish to attend Diné College with its location in the heart of the Navajo Nation, the college primarily serves students from communities across the Navajo Nation. The communities that generate at least 75 students or more a semester include: Chinle, Lukachukai, Many Farms, Pinon, Shiprock, Tsaile, Tuba City and Ft. Defiance/Window Rock area. Other communities that have contributed significantly to the enrollment at Diné College include: Ganado, and Kayenta.

Enrollment by Ethnicity

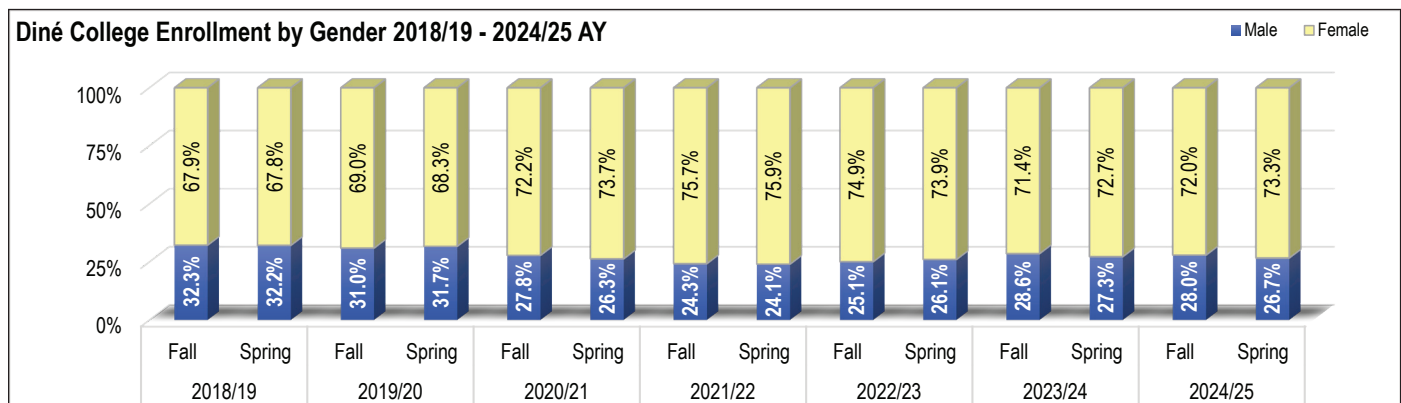
Nearly 97.5% of Diné College's students in Fall 2024 were Native American/Alaskan Native with= nearly 99% coming from the from the Navajo Nation. The remaining student body (Non-Native American/Alaskan Native) made up the remaining 2.5% of the Fall 2024 enrollment. While enrollment is open to all prospective students, enrollment patterns based on ethnicity have historically ranged between 97 - 99% Native American/Alaskan Native.



Source: Diné College - Institutional Planning & Reporting

Enrollment by Gender

For more than ten years, Diné College has seen higher attendance among women than men, with an average distribution of 70.7% female students and 29.4% male students. As of the Spring 2025 semester, the gender profile of the student body is 73.3% female and 26.7% male. This trend has become common in higher education nationwide over the past two decades and significantly impacts the programs of study and course offerings available.



Source: Diné College - Institutional Planning & Reporting

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The average age of Diné College students is 25, indicating the institution's appeal to both traditional high school graduates and older adult learners. Over the past seven years, first-time freshman enrollment has typically represented 12.0% of all new students at Diné College, regardless of their high school or community of origin.

In Fall 2024, approximately 55.3% of the college's total enrollment came from two specific age groups: 46.6% were students aged 18–21, and 24.2% were in the 25–34 age range. Additionally, the 35–49 age group accounted for another 19.9% of the enrollment. As of the Spring 2025 semester, the demographics shifted slightly, with 25.8% of students falling within the 18–21 age group and 24.2% in the 25–34 age bracket.

Diné College Student Enrollment by Age	2018/19			2019/20			2020/21			2021/22			2022/23			2023/24			2024/25		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
13-17 Years	44	51	19	68	36	3	58	29	7	38	21	10	124	109	18	215	170	37	273	189	No Enrollment as of March 2025
18-21 Years	485	426	164	534	432	82	409	329	118	352	276	95	391	378	164	452	395	135	383	387	
22-24 Years	220	168	72	189	182	40	197	190	79	198	167	61	191	200	92	216	184	83	186	160	
25-34 Years	428	374	147	386	332	118	378	352	182	383	345	178	428	452	220	444	431	201	414	363	
35-49 Years	254	212	93	219	203	77	259	249	143	272	258	144	313	344	171	377	313	170	340	297	
50+ Years	88	75	37	67	72	27	68	70	41	72	72	39	102	121	58	132	116	56	114	106	
Enrollment per Semester	1,519	1,306	532	1,463	1,257	347	1,369	1,219	570	1,315	1,139	527	1,549	1,604	723	1,836	1,609	682	1,710	1,502	0
Total Enrollment Per Year	3,357			3,067			3,158			2,981			3,876			4,127			3,212		

Graduation

Quality in higher education should be defined in terms of student outcomes, particularly in relation to learning outcomes. The value of degrees and credentials both for individuals and for society as a whole, ultimately depends on the skills and knowledge they represent. Diné College's ability to provide students with opportunities to learn through a comprehensive range of programs, supportive learning environments, and the certificates and degrees offered should reflect what higher education can provide to all students who seek it.¹ The College offers a variety of degrees, courses, and curricula for students who wish to enhance their education, work toward certification, or complete their degree.

Diné College currently offers six Certificate Programs, sixteen Associate of Arts and Applied Science Degrees, eighteen Bachelor of Arts and Science Degrees, two Education Endorsements, and one Master of Science Degree. The College is in various stages of the approval process and implementation for three additional Bachelor of Arts and Science Degrees and seven new Master Degree programs over the next five years.

Over the past decade, graduation rates showed an upward trend between the 2015/16 and 2016/17 school years before declining for four consecutive years. The graduation rate for the 2020/21 academic year was particularly low due to COVID-19, resulting in only 116 graduates. However, during the Fall 2021 and Spring 2022 semesters, graduation numbers increased by nearly 75% as more courses were made available online, allowing students to complete their degrees while COVID-19 restrictions were still in place.

In the 2022/23 academic year, graduation rates decreased by 19.2%, dropping from 203 in the 2021/22 academic year to 164 in the 2022/23 school year. By the end of the 2023/24 academic year, graduation rates rebounded by 22.6%, reaching 209 graduates. As of the Fall 2024 semester, there have been 138 graduates so far.

Diné College has been working to improve graduation rates by providing a variety of academic support services for students. The college's graduation rate is low, a challenge that many small colleges nationwide are also facing. Various national barriers can affect student graduation rates, including:

- *Nontraditional students are the new majority*
- *Part-time students rarely graduate*
- *Graduation rates are especially low for minority students, as well as students who are older or poorer than the typical student*
- *Students are wasting time earning excess credits and taking too much time to earn a degree*
- *Too many students need remediation and too few succeed when they get it²*

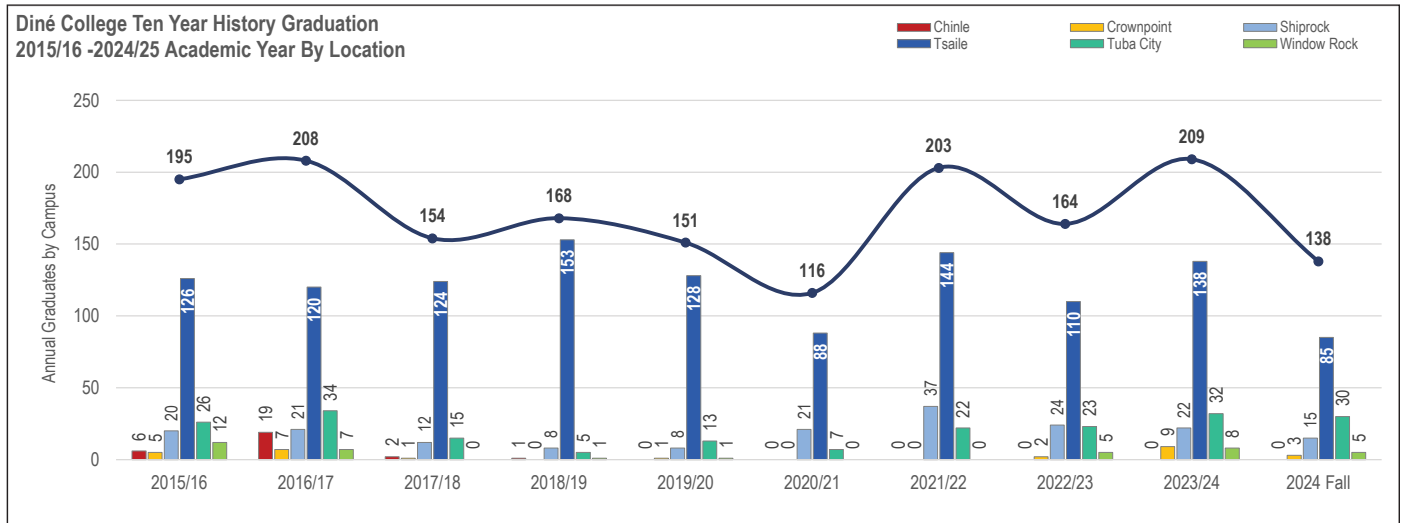
A key factor in improving graduation rates at Diné College is the commitment to implementing its Academic Master Plan for 2025-2030. This plan includes the introduction of new tools and processes across all academic schools to promote student success.

¹ A Stronger Nation Through Higher Education: How and Why Americans Must Achieve a "Big Goal" for College Attainment. A Special Report, (Indianapolis, IN: Lumina Foundation for Education, 2009)

² Complete College America. Time Is The Enemy. September 2011

2025 -2030 Diné College Academic Master Plan

Below is a chart showing the ten-year history of graduation rates at Diné College, both overall and by campus location:



Source: Diné College - Institutional Planning & Reporting

Projected Ten Year Enrollment

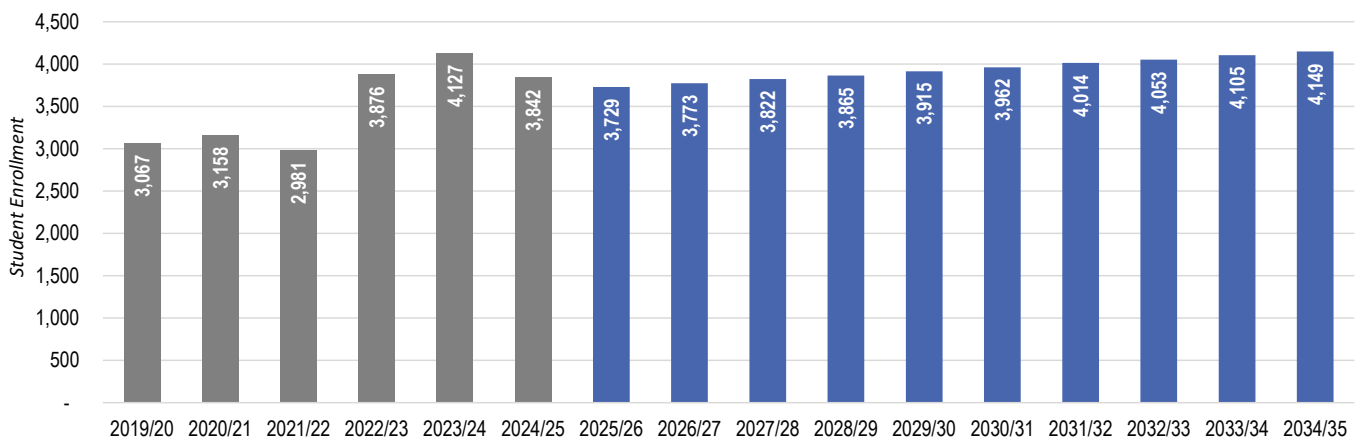
Diné College's goal is to increase in-person and online enrollment options for students over the next ten years. This initiative includes the implementation of new online degree programs, aiming to raise the school's enrollment close to 4,200 students including online enrollment by Fall 2034 while also encouraging full-time attendance across the institution. However, it is important to note that not all degree program coursework can be offered online. Some classes may be culturally sensitive or require on-site laboratory or art studio time for completion. While the college currently offers a variety of online courses, it will take time to identify and develop specific degree programs suitable for the online learning environment.

To achieve the goal of enrolling 4,452 students annually over the next 10 years, a dedicated recruitment effort will be necessary, not only from the college itself but also from each of the four schools within the college and should focus on enrolling more full-time students. The chart below illustrates the overall projected enrollment for all Diné College locations. To meet the 4,149 student enrollment goal over the next ten years, growth must occur at an average annual rate of 1.5%. As birth rates continue to decrease the higher rate may be difficult to achieve as lower birth rates will impact incoming freshman enrollment over the next ten years.

The projected enrollment goal encompasses both on-site and online enrollment combined for the college. As the demand for online classes and degree programs increases, the college will need to adapt its enrollment goals to meet academic program needs. This may involve ensuring that adequate instructional support spaces are available, which could take the form of physical classrooms or virtual classrooms requiring only a large office with technological support.

Diné College: All Campus Locations

Ten Year Projected Enrollment w/ 1.1% Avg Annual Growth Rate



2025 -2030 Diné College Academic Master Plan

Impact of “Online” Enrollment

The COVID-19 pandemic profoundly affected colleges and universities across the nation, and Diné College was no exception. Like many institutions, Diné College was compelled to cancel in-person classes and transition to nearly 100% online instruction. This abrupt shift threatened to transform nearly every aspect of college life, from admissions and enrollment processes to extracurricular activities and collegiate athletics.

During the summer of 2020, enrollment numbers were lower than usual, but this period provided the college with valuable time to prepare for a safe reopening in Fall 2020. By that semester, approximately 96.3% of all classes were offered online, ensuring that students could continue their education while adhering to public health guidelines. Throughout the remainder of the 2020/21 academic year, when COVID-19 restrictions were at their strictest, nearly 97% of all courses at Diné College remained online.

By Fall 2021, although some restrictions were still in place, the proportion of online courses decreased to 90%. At the same time, the number of hybrid courses those combining online and in-person instruction—increased by 6.1%, and in-person course offerings rose to 2.5%. As restrictions began to ease in Spring 2022, the number of online courses dropped slightly by 1.7% to 88.3%, hybrid course offerings decreased to 3.4%, while in-person course offerings increased to 8.3%.

At the start of the 2022/23 academic year, with COVID-19 restrictions lifted, the number of online course offerings for Fall 2022 decreased slightly to 85.8%. However, the actual number of online courses offered increased by 9.3% compared to Fall 2021, as overall enrollment grew by 14.7%. The number of hybrid course offerings remained steady at around 3.1%, while number in-person course enrollment was at 6.6%, and dual credit enrollment accounted for 4.1% of students.

In Fall 2023, as schools nationwide fully reopened, online instruction at Diné College remained prevalent at 81%, while in-person courses increased to 12.2%. It was not until Spring 2024 that in-person course offerings saw a significant jump to 30.4%, with online instruction options decreasing to 50.5% and the number of hybrid/blended learning courses rising to 5.3% of all offerings.

By Fall 2024, the number of online course offerings remained high at 55.0%, while in-person courses increased to 27.2%. In the Spring 2025 semester, in-person course offerings further increased to 36.9%, online instruction course decreased to 51.8%, and hybrid/blended learning courses accounted for 3.5% of all course offerings.

The chart below illustrates the transition and evolving balance between in-person and online instruction at Diné College over the past seven years, highlighting the institution’s adaptability and commitment to meeting students’ needs throughout the pandemic and beyond.

Diné College Course Attendance Type 2018 Fall - 2025 Spring					COVID-19 Restrictions Very Limited In Person Instruction		COVID-19 Restrictions	COVID-19 Limited Re-Opening	Post COVID-19 No Restrictions					
	2018/19 Fall	2018/19 Spring	2019/20 Fall	2019/20 Spring	2020/21 Fall	2020/21 Spring	2021/22 Fall	2021/22 Spring	2022/23 Fall	2022/23 Spring	2023/24 Fall	2023/24 Spring	2024/25 Fall	2024/25 Spring
In Person Instruction (Face to Face)	2,681	2,442	2,501	2,042	62	58	94	266	284	449	609	1,398	1,478	1,736
Hybrid Instruction/ Blended	155	148	172	98	53	0	230	107	135	9	0	244	537	165
Online Instruction (Asynchronous/Synchronous)	1,081	953	1,192	1,064	3,921	3,575	3,386	2,814	3,702	3,705	4,030	2,320	2,985	2,440
Dual Credit	37	20	39	69	34	36	49	0	176	152	335	390	426	367
Flex	0	0	0	0	0	0	0	0	16	0	0	244	0	0
ITV	689	414	523	479	0	0	2	0	0	0	0	0	0	0
Total # of Courses by Semester	4,643	3,977	4,427	3,752	4,070	3,669	3,761	3,187	4,313	4,315	4,974	4,596	5,426	4,708

* Asynchronous online learning allows students to view instructional materials each week at any time they choose
Source: Diné College - Institutional Planning & Reporting

Diné College recognizes the increasing significance of online education and the opportunities it presents for students to earn certificates and degrees by completing a substantial portion of their coursework remotely. In response to this growing demand, the College is developing a comprehensive strategic plan for online learning as part of the ongoing update to its Academic Master Plan. This initiative will be tailored for each academic school and is intended to help the College achieve its long-term enrollment goals by expanding access and flexibility for a broader range of students.

The strategic plan will provide clear guidance on which courses and programs are best suited for online delivery, ensuring that the selection process aligns with both student needs and institutional priorities. It will also outline the necessary support systems

for faculty and students engaged in online learning, including training, certification, and resource requirements. Diné College is committed to maintaining high standards for distance education, ensuring that the quality of online instruction matches that of traditional face-to-face classes. This includes establishing and enforcing rigorous requirements for faculty qualifications, student engagement, and the provision of academic resources.

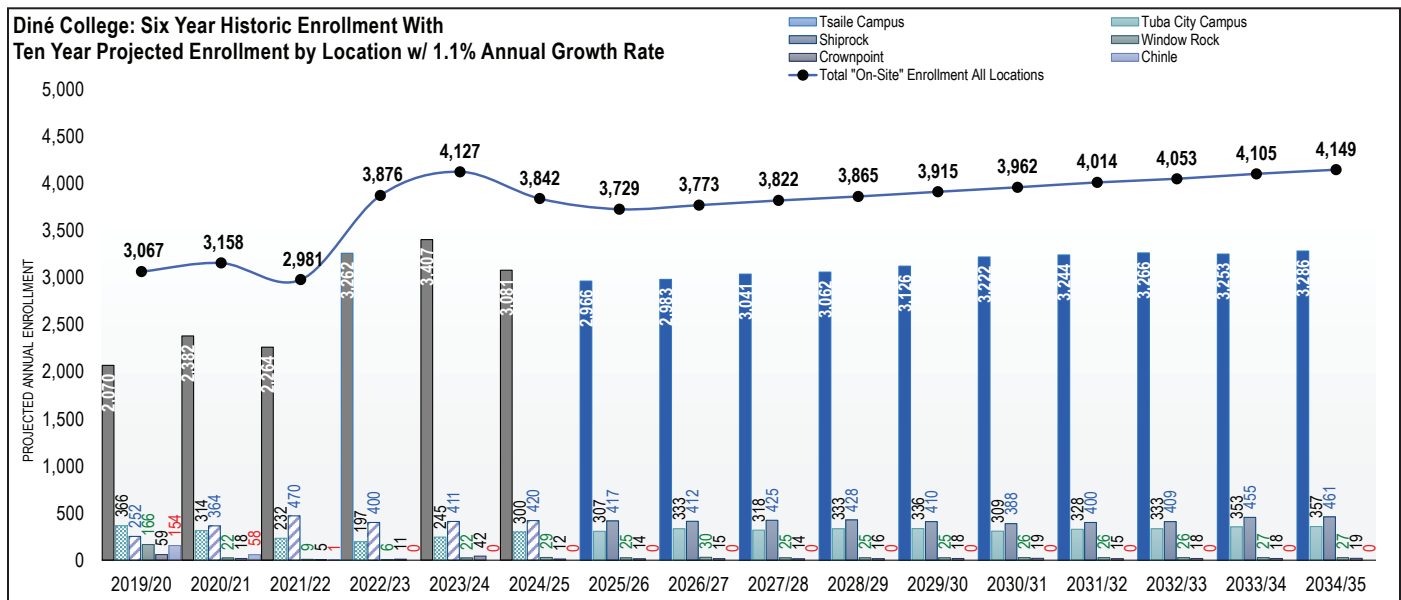
Online instruction is a vital strategy for increasing access to education, particularly for students who require flexible scheduling due to work or family commitments. This approach also enables the College to reach new student populations, including adult learners and those living in remote areas, thereby expanding its impact across the Navajo Nation and beyond.

As Diné College prepares to introduce additional online degree programs in the future, it will conduct a thorough review of the support services currently available to students enrolled in online courses. This evaluation will identify which services are effective and highlight areas in need of improvement, ensuring that all students—regardless of whether they attend classes online or at one of the College's physical campuses in Tsaile, Tuba City, Crownpoint, Shiprock, or Window Rock—receive comparable levels of support. By continuously refining its online education offerings and support systems, Diné College aims to provide a high-quality, accessible, and equitable educational experience for all learners.

Projected Ten Year Enrollment by Campus

In-person attendance plays a critical role in determining the facility needs at each Diné College campus and should be carefully analyzed in conjunction with current and planned degree programs. To accurately assess the projected impact of enrollment at each campus, we calculated the average enrollment for all semesters over the past six years (2019/20 to 2024/25). This historical data provided the percentage of student attendance at each campus, which was then used to allocate the overall ten-year projected enrollment by location.

The projected enrollments required to meet the College's future targets are illustrated in the chart below. For the purposes of this report, our analysis focused primarily on the Tsaile and Tuba City campuses, evaluating their current facility capacities in relation to anticipated enrollment growth and program expansion. However, to achieve the College's ambitious goal of reaching approximately 4,149 students which includes online enrollment over the next decade or by 8%, it is recommended that a comprehensive assessment be conducted for all campuses. This will help determine whether existing facilities can accommodate both increased enrollment and evolving educational program needs, or if additional investments in infrastructure will be necessary.



Tsaile, as the main and largest campus, typically accounts for 80.2% of the College's total student enrollment, including the majority of dual enrollment students. With the introduction of new and enhanced degree programs, the Tsaile campus is targeting an annual enrollment of 3,286 students including online enrollment over the next ten years, which would be an increase of 6.7%. It is important to

2025 -2030 Diné College Academic Master Plan

note that this figure includes a significant number of online students, whose participation will have minimal impact on the physical campus facilities.

The Shiprock Campus has emerged as the second-largest campus, representing 10.9% of the College's total enrollment. Recent major renovations at the Shiprock South Campus including the addition of a new science building and outdoor learning and gathering spaces, which opened in Fall 2023 are expected to boost both student enrollment and retention. Projections indicate that enrollment at Shiprock could increase by 9.6% over the next decade as more programs are expanded at this campus, which may require additional facility improvements or expansion to support this growth.

The Tuba City campus, once the second-highest in enrollment, has experienced a significant decline since Fall 2020 and now comprises approximately 7.8% of the College's total enrollment. Depending on the final mix of academic programs established at Tuba City, enrollment could increase by as much as 18.9% over the next ten years. To accommodate this potential growth, the campus will need additional classrooms, support facilities, and housing for both students and staff.

The Window Rock Campus also has seen a significant drop in enrollment since Fall 2020, currently accounting for just 0.8% of the College's total enrollment. Ongoing discussions with Navajo Nation leadership include the possibility of launching a law program at Window Rock; however, the current site may not be suitable for expansion, and a new location could be required; if enrollment grows significantly and programs are expanded. Similarly, the Crownpoint Campus has experienced a decline and now represents only 0.3% of overall enrollment. Both Window Rock and Crownpoint campuses should be thoroughly evaluated to determine the educational programs they should offer and to identify any future facility needs necessary to meet or exceed enrollment goals.

By closely monitoring enrollment trends and aligning facility planning with academic program development, Diné College can ensure that each campus is equipped to support student success and institutional growth well into the future.

3. Academic Colleges & Programs of Study

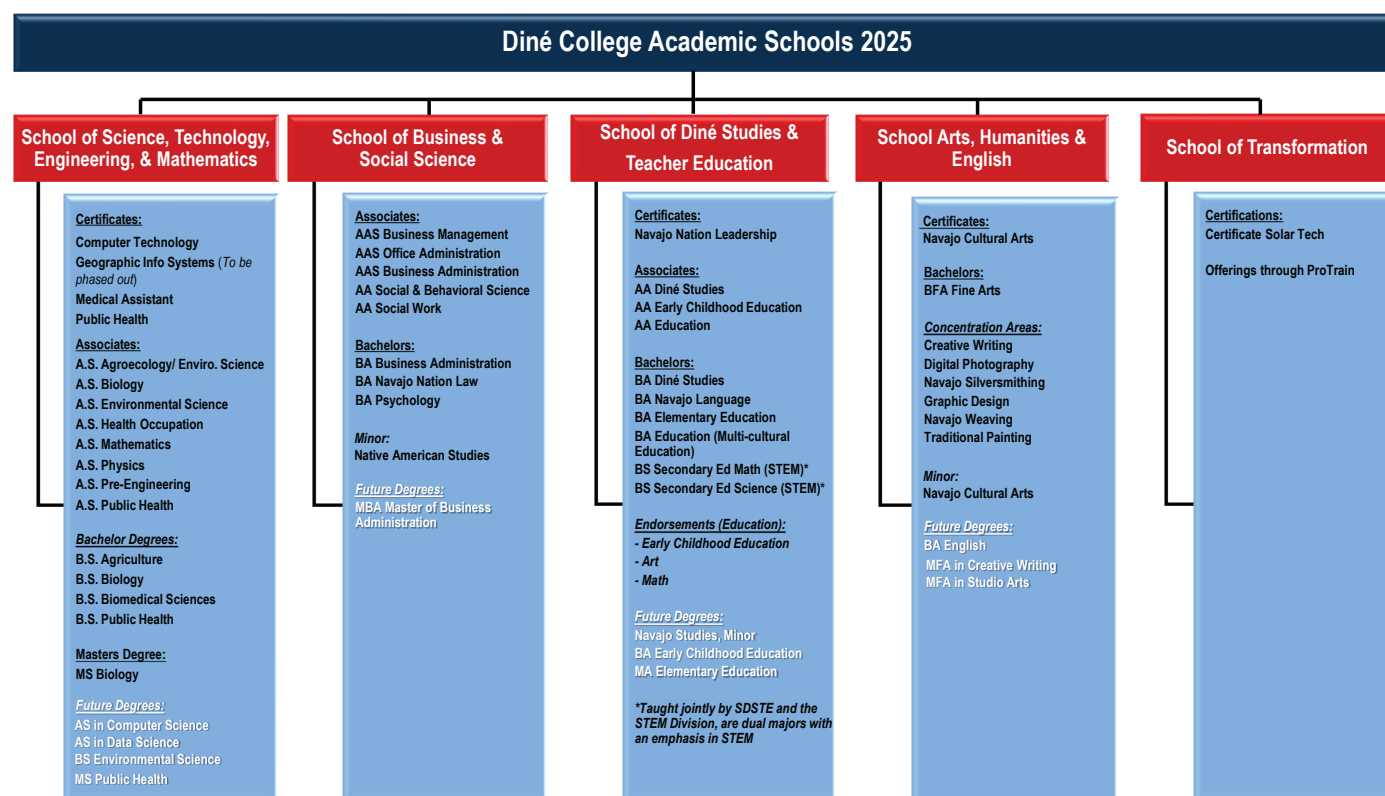


3.1 Current Academic Schools & Programs

Diné College's institutional philosophy places a strong emphasis on lifelong learning, which has led to the expansion of both credit and noncredit program offerings. The college is proud to serve as a leading provider of postsecondary education for Diné students, supporting them in starting or completing certificate and degree programs. By addressing the diverse educational needs of the Diné people throughout the Navajo Nation, Diné College fulfills multiple roles within the community. This commitment enables the college to serve a wide range of learners, from high school students participating in dual credit programs to individuals seeking personal enrichment through both online and in-person classes. Diné College remains steadfast in its mission to be a pivotal academic and community resource, acting as a catalyst for educational advancement within the Navajo Nation.

As part of the 2025–2030 Academic Master Plan, Diné College is focused on strengthening its position as a four-year institution of higher education. This initiative includes the expansion and introduction of associate's, bachelor's and master's degree programs within the college's four academic schools. The School of Transformation will concentrate on adding new certification programs to further enhance operational effectiveness across all program areas.

Each academic school will continue to be led by a full-time Dean, who is responsible for the overall administration of the school's programs. Department Chairs for each program area will focus on curriculum development, student affairs, academic support, faculty management, scheduling, and other program-specific needs. Comprehensive information about each Academic School, their Programs of Study, and the range of certificate and degree offerings including upcoming new degree programs can be found in the chart at the top of the next page. The rollout of these new degree programs will take place over the next several years, further expanding opportunities for students and supporting the college's long-term goals.



Currently, Diné College offers six certificate programs, sixteen associate degrees in the arts, sciences, and applied sciences, three endorsements in education, two minors, nineteen bachelor's degrees in the arts and sciences, and one Master of Science degree. The college is at various stages of the approval process and implementation for three additional Bachelor of Arts or Science degrees and seven new Master of Arts degree programs over the next five years.

3.2 Certificate and Degree Programs

A central objective of Diné College's 2025–2030 Academic Master Plan is to achieve university status by the year 2030. To support this goal, the college is strengthening its procedures for Academic Program Reviews, which are required to occur every three years as part of a thorough evaluation process. These reviews are designed to assess the quality, sustainability, and effectiveness of the degree programs offered within each academic school. By regularly evaluating and improving its academic offerings, Diné College aims to ensure that its programs meet high standards and are well-positioned to support the institution's transition to university status.

School of Business Administration & Social Science

The School of Business Administration & Social Science provides a diverse range of academic programs, encompassing two Associate of Applied Science degrees, two Associate of Arts degrees, and Bachelor of Arts degrees in Business Administration and Psychology. Over the next five years, the school aims to introduce Master's degree in Business Administration (MBA) and update existing bachelor's degree programs, including the bachelor's of arts in psychology.

The business degree offerings are tailored to equip students for roles in economic growth management within Native American Tribes and the private sector. The curriculum encompasses comprehensive instruction in business management, accounting, financial management, human resources management, finance, economics, and business law.

The social sciences degree program provides courses tailored for students with an interest in social and behavioral science disciplines including Anthropology, History, Political Science, Psychology, Sociology, and Social Work. These courses also facilitate the practical application of social and behavioral science principles in everyday life.

School of Business & Social Science

Associates:
AAS Business Management
AAS Office Administration
AAS Business Administration
AA Social & Behavioral Science
AA Social Work

Bachelors:
BA Business Administration
BA Navajo Nation Law
BA Psychology

Future Degrees:
MBA Master of Business Administration

School of Diné Studies & Education

The School of Diné Studies & Education offers a comprehensive range of academic programs, including two certificate programs, three Associate of Arts degrees, and three Bachelor of Arts degrees. These programs cover areas such as Diné Studies, Navajo Language, and Elementary Education with options for Early Childhood Education and Math Endorsements. Additionally, the school offers two Bachelor of Science degrees in Secondary Math and Science. Looking ahead, the School plans to introduce a minor in Diné Studies, a new Bachelor of Arts degree in Early Childhood Education, as well as one new Master's degrees in Elementary Education over the next five years.

The Diné Studies program is dedicated to imparting the core principles and tenets of Diné knowledge and language. It includes a certificate in Navajo Nation Leadership, which equips students with the foundational skills and understanding needed to effectively serve the Navajo public. The Navajo Cultural Arts Certificate program preserves and passes on traditional methods and practices from Navajo master artisans and “knowledge holders,” nurturing a new generation of cultural artists. The program also offers both Associate of Arts and Bachelor of Arts degrees in Diné Studies, featuring two distinct tracks: the Navajo Language Track, which emphasizes language immersion and revitalization, and the Diné Studies Track, which focuses on applying Diné knowledge to contemporary issues within Diné society.

The Teacher Education program provides a continuum of degree options, from early childhood to secondary education, including endorsement programs for practicing teachers. The curriculum is designed to integrate Diné language and culture, preparing future educators to support students' academic growth and cultural identities in both English and Navajo. Instruction is grounded in Sá'ah Naaghái Bik'eh Hózhóón and incorporates traditional Navajo teachings.

The Bachelor of Science in Secondary Education offers specialized tracks in Mathematics and Science. These programs feature an innovative curriculum that blends advanced coursework in mathematics or science with standard secondary teacher preparation, ensuring that graduates are well-equipped to teach and inspire the next generation of students.

School of Arts, Humanities & English

The School of Arts and Humanities is committed to providing a well-rounded education in art and design, while nurturing creativity, critical thinking, and intellectual curiosity among its students. The program prepares individuals to contribute meaningfully to Diné society, both as artists and as engaged community members. Students can pursue a certificate or minor in Navajo Cultural Arts, gaining hands-on experience in traditional artistic practices.

The Bachelor of Fine Arts (BFA) degree is a four-year program that offers six areas of emphasis: Creative Writing, Traditional Painting, Digital Photography, Graphic Design, Navajo Silversmithing, and Navajo Weaving. This diverse curriculum allows students to explore and develop their talents in both contemporary and traditional art forms.

The fine arts program is grounded in the Diné Educational Philosophy (DEP) Paradigm, which encompasses Nitsáhákees (Thinking), Nahat'á (Planning), liná (Living and Achieving), and Siihasin (Evaluation and Competency). Through this framework, the program promotes Diné culture and supports personal growth within the visual arts. Students are equipped with the skills necessary for success as independent artists or for further study in graduate programs.

Offered full-time at the Tsailé Campus, the program enables Diné students to earn a BFA degree while remaining within the Diné Nation. Looking ahead, the School of Arts and Humanities plans to expand its offerings by introducing a Bachelor of Arts degree in English, as well as two Master's degrees in Fine Art; one in Creative Writing and one in

School of Diné Studies & Teacher Education

Certificates:

Navajo Nation Leadership

Associate Degrees:

AA Diné Studies

AA Early Childhood Education

AA Education

Bachelors:

BA Diné Studies

BA Navajo Language

BA Elementary Education

BS Secondary Ed Math (STEM)*

BS Secondary Ed Science (STEM)*

Education Endorsements:

- Early Childhood Ed

- Math

- Art

Future Degrees:

Navajo Studies, Minor

BA Early Childhood Education

MA Elementary Education

*Taught jointly by SDSTE and the STEM Division, and are dual majors with an emphasis in STEM

School Arts, Humanities & English

Certificates:

Navajo Cultural Arts

Bachelors:

BFA Fine Arts

Concentration Areas:

Creative Writing

Digital Photography

Navajo Silversmithing

Graphic Arts

Navajo Weaving

Traditional Painting

Minor:

Navajo Cultural Arts

Future Degrees:

BA English

MFA in Creative Writing

MFA in Studio Arts

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Studio Arts over the next five years. These additions will further enrich the academic and creative opportunities available to students.

School of Science, Technology, Engineering & Math (STEM)

The School of Science, Technology, Engineering & Math (STEM) at Diné College offers a range of certificate programs in Computer Technology, Geographic Information Systems, Medical Assistant, and Public Health. These programs are designed to equip students with practical skills and specialized training, opening doors to immediate job opportunities and providing a strong foundation for further education and career advancement.

In addition to certificate programs, the school offers eight Associate Degree programs in Biology, Health Occupations, Environmental Science, Agro-ecology, Mathematics, Physics, Pre-Engineering, and Public Health. These associate programs are structured to help students develop the ability to apply mathematical and scientific principles, think critically and creatively, understand complex engineering concepts, and utilize technology to benefit the Diné People. Graduates are well-prepared to transfer to four-year institutions or to continue their studies in related Bachelor’s Degree programs offered within the school.

The Associate of Science Degree in Mathematics, for example, provides students with the knowledge and skills to apply mathematical concepts effectively, think analytically and innovatively, and use technology to support the well-being of their communities.

At the bachelor’s level, the School of STEM offers four Bachelor of Science programs: Agriculture, Biology, Biomedical Sciences, and Public Health. The Agriculture program emphasizes advanced agricultural education, supporting Navajo farming, ranching, and agribusiness, while also focusing on the protection of people, plants, animals, and the environment. The Biomedical Sciences program prepares students for a variety of healthcare professions, including medicine, dentistry, nursing, and pharmaceutical sciences. The Biology program fosters a deep understanding and appreciation of life on earth, while providing the training necessary for academic and professional success. The Public Health program delivers coursework aligned with core public health competencies, preparing students for entry into the public health workforce or for further academic study in the field.

The School of Science, Technology, Engineering & Math also collaborates with the School of Diné Studies & Teacher Education to offer a Bachelor of Science in Secondary Education, Science track, which is a dual major in education and biology or math. This program prepares students to become certified high school biology or science teachers, who are in high demand on the Reservation.

In addition to its Bachelor’s programs, the school currently offers a Master’s degree in Biology—a two-year, thesis-based program designed to prepare graduates for advanced careers or further academic study. Looking ahead, the school plans to expand its academic offerings over the next five years by introducing two new Associate of Science degrees in Computer Science and Data, a new Bachelor of Science degree in Environmental Science, and a Master of Science degree in Public Health. These additions will provide students with more diverse educational pathways and better prepare them for emerging fields and professional opportunities.

School of Science, Technology, Engineering, & Math

Certificates:
Computer Technology
Geographic Info Systems (*To be phased out*)
Medical Assistant
Public Health

Associate Degrees:
A.S. Agroecology/ Enviro. Science
A.S. Biology
A.S. Environmental Science
A.S. Health Occupation
A.S. Mathematics
A.S. Physics
A.S. Pre-Engineering
A.S. Public Health

Bachelor Degrees:
B.S. Agriculture
B.S. Biology
B.S. Biomedical Sciences
B.S. Public Health

Masters Degree:
MS Biology

Future Degrees:
AS in Computer Science
AS in Data Science
BS Environmental Science
MS Public Health

School of Transformation

Certificates:
Certificate Solar Technology

Other Programs: ProTrain

School of Transformation

The School of Transformation offers a variety of non-degree certificate and certification programs designed to support professional development, continuing education units (CEUs), specialized training, and courses for personal enrichment. Through partnerships with organizations such as Purpose Focused Alternative Learning and ProTrain—an Education as a Service provider, Diné College is able to deliver a wide range of educational opportunities tailored to the needs of both individuals and the workforce.

The primary mission of the School of Transformation is to bridge the gap between academic

learning and employment. The school is dedicated to helping every student realize their full potential, cultivate a passion for lifelong learning, enhance critical thinking skills, and ultimately secure employment within the Navajo Nation.

The program's instructors are certified by the North American Board of Certified Energy Practitioners (NABCEP), ensuring that students receive high-quality education and hands-on training in solar technology. As the clean energy sector continues to grow, specially trained technicians are increasingly in demand, positioning graduates for success in the emerging Clean Energy Economy.

Diné College is proud to collaborate with ProTrain, a recognized leader in continuing education. Through this partnership, students gain access to high-quality training programs that meet national, regional, and local standards, preparing them for careers in fields with strong demand. Industries served include healthcare, information technology, business and leadership, as well as industrial and skilled trades.

ProTrain's diverse course offerings are designed to support both individuals entering the workforce and those seeking to advance their careers. Learners can pursue professional development, earn certificates, and participate in classroom or online training, all with the support of experienced mentors who are available to guide them throughout their educational journey. This partnership ensures that Diné College students have the resources and opportunities needed to succeed in today's competitive job market.

3.3 Future Changes to Certificate and Degree Programs

As Diné College transitions into a university and continues to launch master's-level degree programs, one of the top academic priorities is reviewing and updating existing certificate and degree programs for relevance and sustainability. This will occur during the next five-year cycle of Academic Program Reviews and will include input from domains across the college (Student Affairs, Advising, Financial Aid, Institutional Planning and Reporting, Academics, and Administrative Leadership).

The following possible changes are particularly timely:

In 2022, the Higher Learning Commission approved Diné College's plan to launch its first master's degree program, a Master of Science in Biology. The MS offers a natural extension of the Bachelor of Science in Biology, and faculty have already identified ways for seniors in the BS program to begin taking graduate-level courses before completing their undergraduate degrees. This is known as the Honors Scholars program. In this program, juniors and seniors in STEM majors can take 500-level biology courses in certain circumstances. Graduates from the BS program can also apply to a variety of graduate programs at other universities. However, this significant addition of the college's first graduate-level program raises questions about the continued offering of the associate of science degree in biology.



Likewise, as Diné College prepares to launch its second master's degree, a Master of Business Administration (MBA), a review of the Associate of Arts in Business Administration is warranted. Generally, when a master's degree is added in a discipline, the associate-level degrees should be reviewed and possibly phased out. STEM faculty are proposing a master's degree in Public Health, at which point they will need to review the certificate program in the same discipline.

Another area for review is the college's two Associate of Applied Science degrees: Business Management and Office Administration. The college needs to review both during the upcoming Academic Program Review cycle and determine whether AAS degrees meet the needs of students and the workforce, align with the college's mission, and contribute meaningfully to the university model. Additionally, with the rise of the School of Transformation, it is essential to review both the AAS degrees offered by Academics and the certificate and micro-credentialing programs offered by the School of Transformation to address conflicts and potential competition.

Finally, in the schools of Arts, Humanities, Diné Studies, and Education, several programs need review and possible revision. For instance, SDSE launched a Bachelor of Arts degree in Diné Studies in 2018, but no students have enrolled in the program yet. Enrollment remains low in the Diné-specific programs, including the certificate in Navajo Nation Leadership, the associate degree in Diné Studies, and the Native American Studies minor. The Navajo language immersion classes, which require students to participate

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in a two-week summer camp where they speak only Navajo, have experienced a significant decline in enrollment. These programs are central to Diné College's mission and identity, and they urgently need review and revision.

Similarly, four of the six Bachelor of Fine Arts emphases in the School of Arts and Humanities are under-performing. Enrollment is chronically low in photography, silversmithing, weaving, and creative writing. Each of these emphases needs a thorough review and possible modifications.

As Diné College continues to grow "up" and expand its graduate-level degree programs, it should take care when considering certificate or associate-level programs, especially as those programs may conflict with offerings from the School of Transformation.

4. Diné College Academic Master Plan



4.1 Highlights from the 2022-2026 AMP

Diné College adopted an Academic Master Plan in 2021 or 2022 to guide program development through 2026, aligning programs with the college's mission and vision. However, upon reviewing the plan in 2023, college leadership found that it lacked essential data about the student population, enrollment trends, and facility use. While the former plan did include proposed programs and long-term strategies to increase the quality and quantity of academic programs, it was also created during the global COVID-19 pandemic and thus lacked important insight into higher education trends that only became apparent after the pandemic ended. This 2025 – 2030 Academic Master Plan seeks to present a realistic plan for program growth that aligns with projected population growth among college-age adults on the Navajo Nation. It also connects academic programming to facilities, ensuring that new construction and renovation occur as needed to support academic programs and on-site enrollment.

4.2 Student Success

Over the past several years, Diné College has focused on improving student success by implementing a number of on-boarding programs, such as the First Year Experience, a summer program that brought first-time freshmen to a structured, cohort-style program on campus and provided them the support needed to acclimate to college life and complete foundational courses. The college also invested in additional student-focused initiatives, such as embedded tutors, academic support programs available both in-person and online, and academic coaches. Starting with the Fall 2025 semester, academic advisors will move into the four academic schools, allowing them to work more closely with students—and with deans and faculty.

2025 -2030 Diné College Academic Master Plan

4.3 Dual Credit Growth

Over the past two years, Diné College has invested tens of thousands of dollars in grant funding to expand dual credit options in regional high schools. With the help of a new program director and a goal to reach as many high school students as possible, Diné College has increased the number of schools and students it serves. Additionally, it is supporting teachers who want to teach dual credit courses in obtaining the necessary academic credentials. Diné College will continue to support and monitor dual credit enrollment through the following:

- 1) *Continue to build and expand partnerships with High Schools in Arizona and New Mexico.*
 - Collaborate with local high schools to create dual credit agreements.
 - Offer workshops or informational sessions for high school counselors, students, and parents.
- 2) *Expand course offerings for dual credit.*
 - Provide a variety of courses that align with high school curricula and college degree pathways.
 - Annually review online and hybrid options to increase accessibility.
- 3) *Continue to streamline enrollment processes for high school students in Arizona and New Mexico.*
 - Simplify the application and registration process for dual credit students.
 - Offer dedicated support staff to assist with enrollment and advising.
- 4) *Promote awareness*
 - Launch marketing campaigns targeting high school students and parents.
 - Highlight the benefits of dual credit, such as cost savings and accelerated degree completion.
- 5) *Provide training and support for faculty*
 - Train faculty to effectively teach dual credit courses, ensuring alignment with both high school and college standards.
- 6) *Monitor and evaluate dual credit programs*
 - Use data to assess the success of dual credit programs and identify areas for improvement.

Academic Plan Goals

The Academic Master Plan consists of six goals. The Academic Master Plan will implement these goals by utilizing the identified Strategy and Performance Outcomes as key measures.



4.4 Academic Plan Goals

The implementation of these six Academic Master Plan goals over the next five years will mark a pivotal step in advancing Diné College's mission and vision.

- **Goal 1:** *Prioritize Academic Programs That Lead To Employment On Or Around The Navajo Nation.*
- **Goal 2:** *Increase Graduation Rates By Creating A Student-Centered Culture Across All Areas.*
- **Goal 3:** *Strengthen The Applied Research Agenda*
- **Goal 4:** *Enhance Teaching And Learning Practices Through Professional Development*
- **Goal 5:** *Implement A Process Grounded In Assessment For Obtaining Actionable Data Regarding Programs.*
- **Goal 6:** *Ensure Consistent Quality Education At All Diné College Campus Locations Including Online Education*



By prioritizing academic programs that lead to employment opportunities on or near the Navajo Nation, Diné College is making a direct investment in the economic and social well-being of its communities. This focus ensures that students are equipped with the skills and knowledge needed to secure meaningful careers, contribute to local economies, and support the ongoing development of the Navajo Nation. In addition, fostering a student-centered culture and working to increase graduation rates will empower students to reach their full academic and personal potential. By creating an environment where students feel supported, valued, and motivated, the college helps individuals overcome barriers to success and achieve their aspirations.

Strengthening the applied research agenda is another key priority, as it encourages innovation, problem-solving, and the generation of new knowledge that can address real-world challenges facing the Navajo Nation and beyond. By enhancing teaching and learning practices through ongoing professional development, Diné College ensures that faculty and staff remain current with best practices, emerging technologies, and effective instructional strategies. This commitment to continuous improvement helps maintain high standards of education and keeps the college at the forefront of educational innovation.

Establishing a robust, assessment-driven process for collecting and analyzing actionable data is essential for ongoing improvement. This approach enables the college to make informed decisions, measure progress, and adapt strategies to better meet the needs of students and the community. Finally, ensuring consistent quality education at every campus location, including online instruction that helps to broaden access to learning opportunities and guarantees that all students, regardless of location, receive a high-quality educational experience.

Together, these goals will provide a comprehensive framework for growth, accountability, and excellence. Their successful implementation will not only benefit current and future students, but also contribute to the long-term advancement and resilience of the Navajo Nation.

Each of the Academic Plan goals is described in detail on the following pages. These sections provide in-depth explanations, strategies, and expected outcomes for each goal, offering a clear roadmap for how Diné College will achieve its academic priorities over the next years.

Goal 1

PRIORITIZE ACADEMIC PROGRAMS THAT LEAD TO EMPLOYMENT ON OR AROUND THE NAVAJO NATION

Research indicates a growing gap between the skills possessed by students and those demanded by the labor force. “To close the skills gap, national education systems must prioritize developing students’ capabilities for lifelong success in the labor market, instead of the traditional emphasis on helping them get a job upon graduation.” (Hoteit, L., Al-Hajjar, A., El Hachem, M., & Aouad, W., 2023)¹

Diné College is dedicated to enhancing the relevance and efficacy of its academic offerings by prioritizing programs that directly align with the current job market on or around the Navajo Nation. Our focus is on academic programs that offer clear career pathways, with the goal of improving our students’ employability and contributing to their long-term success both on and off the Navajo Nation. This approach entails ongoing assessments to identify industries with a high demand for skilled professionals and ensuring that our curriculum meets real-world needs. We actively solicit input from industry leaders and form strategic partnerships to stay informed about evolving trends. Moreover, we emphasize practical experiences, internships, and work-study opportunities within our programs to provide students with hands-on exposure to the professional environment. These efforts are aimed at cultivating a learning environment where students can maximize the utility of their degrees, promoting satisfaction, success, and a strong link between education and future employment.

Strategies for Implementation

- 1) Enhance existing programs by increasing access to meaningful internship or work study opportunities.**
 - Increase student leadership/work study initiatives by 5 percent annually
 - Increase the number of programs with meaningful internship opportunities by 20 percent by 2027, and 30 percent by 2030.
 - Increase cross-department and cross-program collaboration to provide a minimum of 4 events related to job opportunities (e.g. job fairs) annually
- 2) Build advanced degree programs in areas that require additional credentials to enter the workforce.**
 - Introduce at least one master’s degree program per school by 2030.
- 3) Utilize external campuses for programming that directly correlates to work opportunities in those communities, including workforce development through School of Transformation.**
- 4) Provide access to dedicated advisors for key programs by ensuring a least one dedicated advisor per academic school by 2026 and additional advisors based upon FTE / enrollment by 2030.**
- 5) Use up-to-date workforce and internal assessment data to inform program growth and changes.**
 - Provide annual employment opportunity data for professional programs by 2027

Performance Outcomes

- A. Increased retention of students involved in internship and mentorship programs.
- B. Increased retention/completion of students with access to advisors dedicated to each academic school.
- C. Increased use of external campuses for academic programming.

¹ Hoteit, L., Al-Hajjar, A., El Hachem, M., & Aouad, W. (2023, April 23). Ten Lessons for Universities to Prepare Students for Long-Term Success. Higher Education; Boston Consulting Group. (<https://www.bcg.com/publications/2023/ten-lessons-for-universities-prepare-students-future-of-work>)

Goal 2

INCREASE GRADUATION RATES BY CREATING A STUDENT-CENTERED CULTURE ACROSS ALL AREAS.

We acknowledge that all students at Diné College have social, emotional, physical, financial, and academic needs. To ensure the success of our students, we must offer support in these areas.

Student success efforts should not focus solely on academic support. It's important for student success initiatives to be integrated and not isolated. A student-centered culture involves all Diné College stakeholders and includes a commitment to prioritize data-driven decisions, identify and remove barriers for students, and establish a college-wide early-alert system to help students succeed.

Strategies for Implementation

- 1) **Increase persistence and retention by using current data to determine who our students are and what they need to graduate in a timely manner.**
- 2) **Increase the number of students who are enrolled full-time; implement strategies catered directly to part-time students.**
 - Identify the barriers to full-time enrollment and offer data-driven solutions
 - Increase recruitment efforts targeting recent high school graduates who don't have the added responsibilities of parenting or full-time employment (traditional college students)
 - Encourage part-time students to enroll in one more course per semester, increasing their chances of completing their programs
 - Review program checklists for efficacy for part-time students.
- 3) **Use student data/preferences to inform course scheduling strategies, including day/time, locations, and modalities of courses.**
- 4) **Implement a college-wide early-alert system to identify and catch students who are falling behind**
 - Establish a centralized system to offer unique, in-person support for learners
 - Develop a strong campaign to raise awareness of student resources
 - Deploy resources to enhance learning strategies in virtual, blended, and in-person environments
 - Measure academic outcomes of individuals who receive support from the early-alert system
- 5) **Work with the School of Transformation to create pathways to graduation/careers**

Performance Outcomes

- A. Reduce D's, F's, or W's for students who access learner supports.
- B. Increase number of students identified and helped through Early Alert system.
- C. Increased percentage of students enrolled full-time.
- D. Increase the number of graduates employed by Diné College.

Goal 3

STRENGTHEN THE APPLIED RESEARCH AGENDA

The Navajo Nation needs more graduates who can foster innovation. Diné College's applied research agenda is focused on opportunities for students to engage with faculty members and industry/community partners to participate in practical workplace and social innovation projects. This commitment to a strong and thriving applied research agenda supports the call from government, funding agencies and employers for increased innovation and recognizes the leading role colleges are playing in research innovation and scholarly activities.

Strategies for Implementation

- 1) **Increase opportunities for students to engage in applied research with faculty.**
 - Establish collaborations with industry, business and community organizations.
 - Establish partnerships with complementary research groups.
- 2) **Prioritize research opportunities for interested faculty.**
- 3) **Provide training and mentoring for faculty who want to apply for grants or research.**
 - Invest in professional development aimed at building research leadership capabilities
 - Ensure hiring practices include consideration of faculty research
 - Celebrate faculty participation and achievements with applied research and social innovation projects.
- 4) **Incentivize research through courseload reduction or other “perks”.**
- 5) **Create a separate contract for research faculty; revisit the courseload reduction limit for faculty who are deeply involved in research projects.**
 - Increase research opportunities for the exploration of the scholarship of teaching and learning.

Performance Outcomes

- A. Increase the number of research grants by both business and governmental entities to support the various academic schools.
- B. Establish governmental partnerships that allow collaborative research and internship opportunities for students

Goal 4

ENHANCE TEACHING AND LEARNING PRACTICES THROUGH PROFESSIONAL DEVELOPMENT

The college has a deep commitment to professional development that supports faculty growth and development in leading-edge teaching techniques and approaches. This commitment to enhancing teaching and learning practices is a high priority since it is fundamental to the delivery of relevant academic programs that are preparing our students to succeed..

Strategies for Implementation

- 1) **Develop a culture of continued improvement that encourages all employees to seek professional development.**
 - Establish a faculty development plan that recognizes the importance of continual skill development in all stages of a faculty member's career.
 - Recognize the importance of ongoing opportunities for faculty to engage with industry.
 - Engage in and expand opportunities for general and discipline-specific professional development including scholarship and applied research.
 - Publicize a robust professional development program that allows courseload reduction and other incentives to faculty who seek additional training
- 2) **Ensure inclusion of Diné content knowledge and practices in faculty development.**
 - Strengthen comprehensive orientation programs for new faculty.
 - Encourage all faculty to take the Diné Education Philosophy course
 -
- 3) **Develop and provide a formalized mentoring program for contract and full-time faculty.**
- 4) **Develop a faculty credentialing handbook to ensure new faculty are hired strategically and current faculty have necessary credentials to teach courses.**
- 5) **Ensure teaching practices keep pace with discipline-specific trends and technology**
 - Online teaching credentials required for all faculty teaching online
 - Develop standards and ensure consistent practices regarding the use of Canvas and other specific programs utilized by Diné College.
- 6) **Provide opportunities for faculty to share best practices and leverage teaching strengths.**
- 7) **Recognize and support innovation and quality in teaching and learning.**
 - Engage in interdisciplinary and inter-professional teaching and learning opportunities.
 - Support initiatives that enhance student-faculty interaction and foster student engagement.
 - Celebrate exemplary teaching

Performance Outcomes

- A. All faculty teaching online have the Quality Matters teaching certificate within one year of hire
- B. Increase the number of faculty who have earned the DEP credential
- C. Uniform, college-wide use of Canvas for minimal functions (syllabus, announcements, grades, assessment)
- D. Increased the number of faculty who self-select for professional development opportunities

Goal 5

IMPLEMENT A PROCESS GROUNDED IN ASSESSMENT FOR OBTAINING ACTIONABLE DATA REGARDING PROGRAMS

Implement an assessment process that yields regular, actionable data that informs all program changes, including development of new programs, sunsetting of underperforming programs, and transitioning programs online

Strategies for Implementation

- 1) **Implement an academic assessment process that reviews all academic programs, including Gen Ed, on a regular timeline; use data to inform continuous improvement.**
 - Partner with Office of Assessment and Curriculum to use updated assessment process and templates
 - Utilize a central online database to store assessment documents and data transparently
 - Produce an assessment report at the end of every academic year; use the report to “close the loop” by implementing proposed changes at the beginning of the next academic year
- 2) **Use assessment data to grow or sunset programs**
 - Implement regularly scheduled Academic Program Reviews (every 4-5 years) to provide comprehensive reviews of all programs.
 - Use APR data to inform changes to programs.
- 3) **Develop an internal process to determine which classes/programs should be offered online and which should not.**
- 4) **Use student success and faculty credentialing data to determine which programs might be more competitive if offered online; reassess regularly**

Performance Outcomes

- A. **Develop a Comprehensive Academic Assessment Process**
 - Development of a comprehensive academic assessment process is implemented, ensuring all academic programs, including General Education, are reviewed on a regular timeline.
 - Data from the assessment process is used to drive continuous improvement in academic programs.
 - A central online database is established to store assessment documents and data transparently, improving accessibility and collaboration.
 - An annual assessment report is produced at the end of each academic year, and proposed changes are implemented at the start of the next academic year to “close the loop.”
- B. **Program Growth and Sunsetting**
 - Academic Program Reviews (APRs) are conducted every 4-5 years, providing comprehensive evaluations of all programs.
 - APR data is utilized to make informed decisions about growing or sunsetting programs, ensuring alignment with institutional goals and student needs.
- C. **Online Program Determination**
 - An internal process is developed to evaluate and determine which classes and programs should be offered online, ensuring alignment with institutional priorities and student demand.
- D. **Competitiveness of Online Programs**
 - Student success and faculty credentialing data are analyzed to identify programs that could be more competitive if offered online.
 - Programs are reassessed regularly to ensure they remain competitive and meet evolving student and market needs

Goal 6

ENSURE CONSISTENT QUALITY EDUCATION AT ALL DINÉ COLLEGE CAMPUS LOCATIONS INCLUDING ONLINE EDUCATION

Define “Quality Education” at Diné College and ensure that the quality of instruction is consistent across locations and modalities.

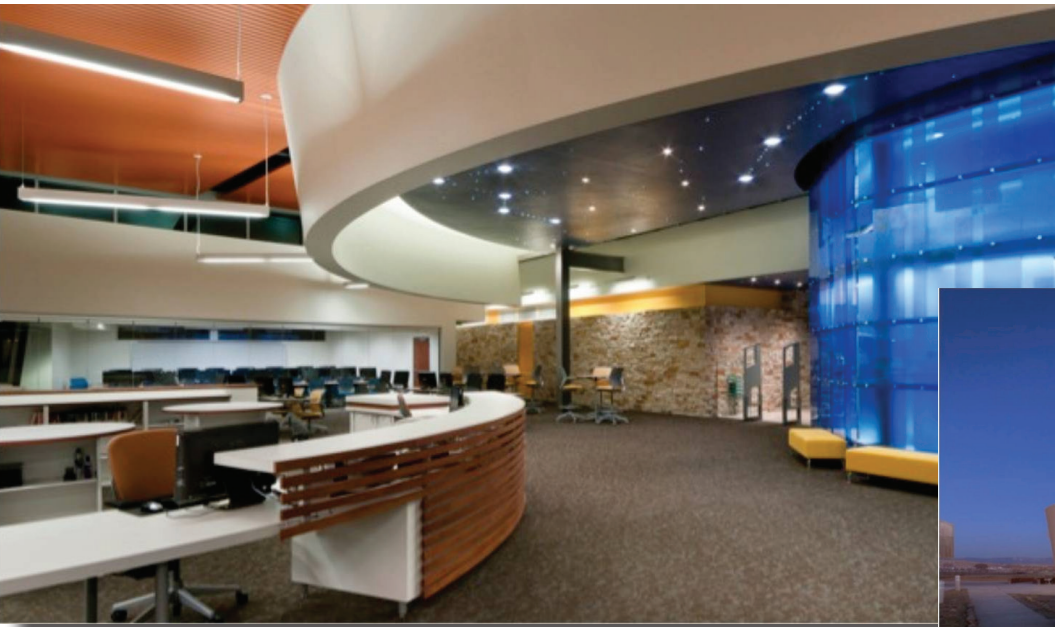
Strategies for Implementation

- 1) Develop a definition of “quality education” as it relates to the student experience.
- 2) Standardize expectations: course scheduling, staffing, facilities, technology, accessibility, and content.
- 3) Implement a process to assess courses across campuses and modalities.
- 4) Promote professional development opportunities to encourage consistent quality (additional online teaching training; discipline-specific training; classroom management; accessibility training, etc.).

Performance Outcomes

- A. Definition of Quality Education
 - A clear and actionable definition of “quality education” is to be developed and adopted, focusing on enhancing the student experience.
- B. Standardized Expectations
 - Course scheduling, staffing, facilities, technology, accessibility, and content are standardized across all campuses and modalities to ensure consistency and equity.
- C. Course Assessment Process
 - A comprehensive process is implemented to regularly assess courses across campuses and modalities, ensuring alignment with the defined “quality education” standards.
- D. Professional Development Engagement
 - Increased participation in professional development opportunities, including online teaching training, discipline-specific training, classroom management, and accessibility training, resulting in measurable improvements in instructional quality.

5. Goals by Academic School & Implementation



5.1 Academic Plan Implementation

The goals and objectives outlined in Section 4 of the Academic Master Plan establish Diné College's academic priorities for the next five years. These priorities reflect the college's commitment to academic excellence, student success, and community engagement. The plan serves as a strategic foundation for the development and implementation of targeted initiatives that will guide the college's growth, inform decision-making, and shape its direction for years to come. By setting clear academic priorities, Diné College positions itself to adapt to changing educational needs and to make a lasting impact on students, faculty, and the broader Navajo Nation community well beyond 2030.

As part of a collaborative and inclusive planning process, each academic school and department has been empowered to identify and develop specific goals and strategies that align with the over arching objectives of the Academic Master Plan. This approach ensures that every area of the college is actively engaged in the pursuit of institutional goals and that unique departmental strengths and challenges are taken into account. To promote consistency, transparency, and clarity across the institution, a standardized template has been provided for schools and departments to use when formulating their implementation strategies. These templates require detailed action steps, timelines, responsible parties, and measurable outcomes, ensuring that all strategies are actionable and aligned with the college's mission. Collectively, these templates will form the basis of Diné College's comprehensive Implementation Plan, providing a unified road map for progress.

Once finalized, the Implementation Plan will be communicated to all stakeholders, including faculty, staff, students, and community partners, to foster a shared understanding of the college's direction and priorities. The plan will be put into action through coordinated efforts across all academic units, with progress monitored and reported on an annual basis. Regular reviews and assessments will be conducted to evaluate the effectiveness of strategies and to ensure that the plan remains relevant in the face of evolving circumstances. Adjustments will be made as necessary to respond to changes in funding, demographic trends, government policies, and other external influences. This ongoing, adaptive process will enable Diné College to remain responsive, proactive, and resilient, ensuring that it continues to fulfill its mission and achieve its long-term academic vision for the benefit of current and future generations.

5.2 Five Year Goals & Implementation Plan for School of Business Administration & Social Science

School Name: School of Business Administration & Social Science				
Goal/ Priority	How and when to be Implemented	Person(s) Responsible for Implementation	Does this Goal/ Priority Impact Facilities (Y/N)	If facilities will be impacted by this Goal/Priority, what changes are needed?
1) The School of Business will finalize a Navajo Nation based Masters in Business Administration (MBA) to advance economic growth and development. This reflects the College's and School's commitment to developing strong partnerships with local communities and Navajo Nation enterprises.	October 2024 Budget Analysis and Development Sept 2024 to Feb 2025 HLC Application Dec 2025 DC BOR Approval March 2025 Faculty Credentialing 2025 HLC Visit Classes Start April Aug 2025	Patrick Blackwater, Dean (pblackwater@dinecollege.edu) Dr. Gregory Redhouse, Assistant Professor (gredhouse@dinecollege.edu) James Denney, Instructor (jdenney@dinecollege.edu) Gloria Price, Instructor (ggprice@dinecollege.edu) Rosalind Smith, Assistant Professor (rossmith@dinecollege.edu) Milton Bluehouse, Assistant Professor (mbluehouse@dinecollege.edu)	No	Existing Classroom/Office space; not new. 30-40 new desktop computers for computer labs.
2) The Culturally-based Bachelor of Arts in Psychology at Diné College implements the Diné paradigm of Nitsáhákees (Thinking and Conceptualizing), Nahat'a (Planning and Gathering Information), liná (Living and Achieving), and Siilhasin (Evaluation and Competency) to provide students with both Navajo and Western psychological expertise needed to promote mental health and Hozho (balance) for individuals, families, and communities.	May-Oct 2024 Curriculum Committee Approval Oct 2024 Budget Analysis and Development Nov 2024 DC BOR Approval Nov 2024 Faculty Credential Jan or Aug 2025 Classes Start	Patrick Blackwater, Dean (pblackwater@dinecollege.edu) Dr. Suzanne Russ, Associate Professor (sruss@dinecollege.edu) Dr. Bruce Bradway, Associate Professor (bbradway@dinecollege.edu) Dr. Jeremiah Barber, Assistant Professor (jbarber@dinecollege.edu) Mariah Leslie, Instructor (mleslie@dinecollege.edu)	No	Existing Classroom/Office space; not new.
3) The DC Psychology and Social Work programs will be developing licensure courses to help students practice/train/counsel psychology, some students, based on professional requirements have to become licensed through your state's licensing board. Also, those who work at a college or university, state or federal institution, research laboratory or a corporation may be exempt from having to be licensed in some states; however, this varies by state. Licensures include alcohol and substance abuse, domestic violence, mental health and clinical social work.	(Completed) Introduce licensure to Provost Council Aug-Oct 2024 Create new courses and incorporate into BA in PSY program Nov 2024 Get state approval Dec 2024 Find funding to support student resources and test costs Jan 2025 Start program	Patrick Blackwater, Dean (pblackwater@dinecollege.edu) Dr. Suzanne Russ, Associate Professor (sruss@dinecollege.edu) Dr. Bruce Bradway, Associate Professor (bbradway@dinecollege.edu) Dr. Jeremiah Barber, Assistant Professor (jbarber@dinecollege.edu)	No	Existing Classroom/Office space; not new.
4) Create a Navajo Nation Judge's College. In collaboration with the Navajo Nation Chief Justices Office, we will create curriculum and space to develop a professional development space for our own Navajo Nation judges.	Aug-Jan 2024 Plan the courses and for space Jan 2024 Internal Approval Dec 2024 Reserve dates and space June 2025 Course Begin	Patrick Blackwater, Dean (pblackwater@dinecollege.edu) Milton Bluehouse, Assistant Professor (mbluehouse@dinecollege.edu)	Yes	Existing Classroom/Office space; not new. Window Rock Center: 10 new desktop computers. Software for accounting and budgets, Internet, Meeting resources like tables, markers, note pads.
5)The DC Business Incubator will be a startup incubator, as a collaborative program for startup small businesses. The incubator will be located in two central workspace, Shiprock Campus and Window Rock Center, designed to help startups in their beginning stages of management, by providing classrooms, guidance and training.	Oct 2024 Seek funding and Approval for SR Campus and WR Center Oct - Dec 2024 Space and resources at centers Dec 2024 Create Business Incubator aligned with solar program Aug 2025 Start to incorporate Incubator into BA Business Administration/MBA Program	Patrick Blackwater, Dean (pblackwater@dinecollege.edu) James Denney, Instructor (jdenney@dinecollege.edu)	Yes	Existing Classroom/Office space; not new. Shiprock Campus: 20 new desktop computers for students to utilize. Window Rock Center: 10 new desktop computers. Software for accounting and budgets, Internet, Meeting resources like tables, markers, note pads.

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School Name: School of Business Administration & Social Science Continued				
Goal/ Priority	How <u>and</u> when to be Implemented	Person(s) Responsible for Implementation	Does this Goal/ Priority Impact Facilities (Y/N)	If facilities will be impacted by this Goal/Priority, what changes are needed?
6) NAS Program to transition to an Applied Indigenous Studies (AIS) program.	Aug-Dec 2024 Assess NAS Minor, including courses and enrollment data Jan 2025 Seek internal approval: Provost Council, Curriculum Committee, BOR March 2025 Faculty Credentialing April 2025 HLC Visit Aug 2025 Classes Start	Dr. Christine Ami, Associate Professor (cmami@dinecollege.edu) Dr. Gregory Redhouse, Assistant Professor (gredhouse@dinecollege.edu)	No	Existing Classroom/Office space; not new.
7) Academic Master Plan: The Diné College School of Business and Social Science will develop our own Academic Master Plan (AMP) based on the College's mission, values, and our school's academic goals and priorities. The SBSS AMP will provide the framework for ongoing school/academic planning, curriculum development and decision making that help provide resource allocation and facilities planning.	March-Nov 2024 Compile data for programs Aug-Dec 2024 APR and Program Review, including all upcoming APRs/DPAR's Dec 2024-Jan 2025 Solidify all upcoming projects and funding sources	Patrick Blackwater, Dean (pblackwater@dinecollege.edu) All SBSS Faculty, All DC Deans Dr. Alysa Landry, Provost, (alandry@dinecollege.edu) Leon Jackson, (ljackson@dinecollege.edu)	Yes	Existing Classroom/Office space; not new.
8) Bachelors of Arts in Navajo Nation Law: Design the program to meet the demand for more legal professionals on the Navajo Nation. This program will instill understandings of legal foundations for community members who wish to pursue careers as legal scholars, advocates, and/or policymakers, and law related educators.	Oct-Dec 2024 Plan for courses and offerings Dec 2024 Complete assessment template 2025 Hire law faculty and review courses being taught	Nov- Jan-March Patrick Blackwater, Dean (pblackwater@dinecollege.edu) Milton Bluehouse, Assistant Professor (mbluehouse@dinecollege.edu)	Yes	Window Rock Center: Use existing Classroom/Office space; not new. Window Rock Center: 10 new desktop computers. Software for accounting and budgets, Internet, Meeting resources like tables, markers, note pads.
9) Associates of Applied Science (AAS) Degree Review: Business Management and Office Administration. The Diné College School of Business and Social Science will assess and review the courses and AAS programs within the school.	Dec 2024-Jan 2025 Review courses and Program Jan-Aug 2025 Review and assess plan to sunset or continue with AAS programs 2025 Internal Approval to delete or continue Dec 2025 Review for SBSS	June Patrick Blackwater, Dean (pblackwater@dinecollege.edu) Dr. Gregory Redhouse, Assistant Professor (gredhouse@dinecollege.edu) James Denney, Instructor. LEAD, AAS Bus Management (jdenney@dinecollege.edu) Gloria Price, Instructor. LEAD, AAS Office Admin. (ggprice@dinecollege.edu) Rosalind Smith, Assistant Professor	Yes	Existing Classroom/Office space; not new.

5.3 Five Year Goals & Implementation Plan for School of Arts & Humanities

School Name: School of Arts, Humanities & English				
Goal/ Priority	How <u>and</u> when to be Implemented	Person(s) Responsible for Implementation	Does this Goal/ Priority Impact Facilities (Y/N)	If facilities will be impacted by this Goal/Priority, what changes are needed?
1) ENG 100: Pathway to Composition	Fall 2024. English faculty to design course curriculum. Spring 2025. ENG 100 approval by the curriculum committee. Summer 2025. Pilot ENG 100. Fall 2025. Teach ENG 100 at all sites. Determine whether ENG 100 will be required of all students; use placement tests, like Accuplacer.	School of Arts & Humanities; Dean, Department Chair, and faculty teaching ENG 101 and ENG 102.	Yes	A majority of the classes will be taught F2F at all site locations, including dual credit institutions throughout the Navajo Nation. • Classroom buildings on the Tsaile campus will be utilized. • Classrooms need to be furnished with PCs.
2) ENG 101 and ENG 102 "norming" sessions at the end of the semester.	Fall 2024. Henceforth, at the close of each semester, faculty teaching ENG 101 and ENG 102 will meet to evaluate final papers of all students in ENG 101 and ENG 102. Requirements include thesis/argument and understanding of basic research methods.	SAH Dean, faculty teaching ENG 101 and ENG 102	Yes	A classroom in GCB (109) will be utilized for the day of reading student papers. Classrooms should have sufficient number of larger-sized desks for the task at hand.

School Name: School of Arts, Humanities & English - Continued				
Goal/ Priority	How <u>and</u> when to be Implemented	Person(s) Responsible for Implementation	Does this Goal/ Priority Impact Facilities (Y/N)	If facilities will be impacted by this Goal/Priority, what changes are needed?
3) <i>BFA degree with an emphasis in:</i> • Creative Writing • Photography • Painting • Graphic Design • Navajo Silversmithing • Navajo Weaving	Fall 2024. Build, strengthen, and perpetuate a functioning degree program with (1) sufficient and qualified faculty,(2) course and degree planning, and (3) student recruitment. With special attention to faculty in the arts, including Navajo Cultural Arts Program faculty; building a sustainable and unified cohort of adjunct faculty. Re-centering the degree program on the Tsaille campus.	SAH Dean, BFA Department Chair, faculty in creative writing and studio art, including NCAP faculty.	Yes	Tsaille campus classrooms. • Designated meeting place exclusively for the BFA program for meetings and presentations -- a new building with functional offices for CW faculty; a conference room for larger meetings; an auditorium for public readings and presentations. • A future building for the School of Arts, Humanities and English once enrollment consistently reaches 350 students on the Tsaille campus that would include: (1) studio each for painting and drawing classes; (2) Darkroom for photography; (3) computer lab for graphic design; Studios (4) silversmithing and; (5) weaving. • Materials and supplies for studio arts students.
4) <i>Master of Fine Arts (MFA) degree in Creative Writing: low-residency model.</i>	Fall 2030. Collaboration with Diné Studies, CDTE, etc. Creative Writing graduates will be recruited. More effective advertisement for a wider pool of students.	SAH Dean, BFA Department Chair, CW faculty; new adjunct faculty in the three genres: (1) Fiction; (2) Poetry; (3) Non-fiction.	Yes	As a low-residency model, twice a year (winter and summer), students will arrive on campus for the residency of presentations, lectures, workshops, etc. Lecture halls and classrooms. Accommodations for students can be provided. While classes can be held around campus and the new BFA CW building, students arriving from far away could benefit from affordable lodging. A guest room/apartment space for student guests when they arrive on campus for the twice for the residency portion of their degrees would be beneficial.
5) <i>Master of Fine Arts (MFA) degree in Studio Art: low-residency model.</i>	Fall 2030. Building on the strengths of the BFA program with emphasis in studio art, as well as the NCAP, faculty can plan for a low-residency MFA program in studio art.	SAH Dean, BFA Chair, F/T and P/T faculty in studio art; (1) Painting; (2) Photography; (3) Graphic Arts: (4) Weaving; (5) Silversmithing.	Yes	Classrooms and other spaces for presentations and workshops. Twice a year, students in this program will arrive on campus for their residency of workshops and presentations. Accommodations will be needed. • Again, classes can be held in the art studios, though new spaces for additional studios would be helpful. • Facilities that can accommodate overnight guests/students arriving from distant locations would be helpful.

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5.4 School of Diné Studies & Education

School Name: School of Diné Studies & Education				
Goal/ Priority	How <u>and</u> when to be Implemented	Person(s) Responsible for Implementation	Does this Goal/ Priority Impact Facilities (Y/N)	If facilities will be impacted by this Goal/Priority, what changes are needed?
1) Expand programs out to external campuses and to make the pursuit of education accessible to potential local users.	Conduct extensive marketing and recruitment efforts to increase enrollment by 50% by end of academic year 2025.	David P. Nez; Barsine Oyenedo; Michelle Whitstone; and team members	Yes	Arrange for class room space at the existing sites and equip with existing audiovisual.
2) Increase the number of Online Certified faculty by 50% to improve the quality of instruction and provide accessibility to users that require online instruction.	Encourage and reward faculty for pursuing Quality Matters certification. Pursue an in-house advisor to improve advisement beginning spring 2025.	David P. Nez; Barsine Oyenedo; Michelle Whitstone; and team members	No	
3) Combine into one school, the components of ECE, BAEE, and NM Teacher Education program.	Align with both Arizona and New Mexico states requirements to be completed and implemented for the Fall semester of 2025.	David P. Nez; Kimberly Domenquez Barsine Oyenedo; Michelle Whitstone; and team members	No	
4) Establish alternative pathways to teacher licensures. Create Navajo Language Endorsement program that will add to teaching credentials. Develop Navajo Professional Educator Certification Program.	Develop the requirements for participation and prepare for implementation by Fall 2025.	David P. Nez; Kimberly Domenquez Barsine Oyenedo; Michelle Whitstone; and team members	No	
5) Establish and pilot a College Testing Center in Tuba City in partnership with STEM. Expand program to Tsaile campus after two years of pilot project.	Conduct a feasibility study on the pilot project by Fall 2025. Acquire needed space by Summer of 2025. Prepare and equip the center by the end of Spring 2026.	David P. Nez; Susan Wolf; and STEM Representative	Yes	Use existing classroom space at central and external campuses.
6) Establish a Minor/certificate in Navajo Studies program.	Develop curriculum, modes of instruction, and faculty to teach courses by the end of academic year 2026.	David P. Nez; Michelle Whitstone; and team members	Yes	Use existing classroom space at central and external campuses.
7) Establish Bachelor of Arts Degree in Early Childhood Education.	Develop curriculum, modes of instruction, and faculty to teach courses by the end of academic year 2028.	David P. Nez; Kimberly Domenquez Barsine Oyenedo; Michelle Whitstone; and team members	Yes	Use existing classroom space at central and external campuses.
8) Establish a Master of Arts Degree program in the school of Education.	Develop curriculum, modes of instruction, and faculty to teach courses by the end of academic year 2029.	David P. Nez; Kimberly Domenquez Barsine Oyenedo; Michelle Whitstone; and team members	Yes	Use existing classroom space at central and external campuses.

5.5 School of Science, Technology, Engineering & Math (STEM)

School Name: School of Science, Technology, Engineering & Math (STEM)				
Goal/ Priority	How <u>and</u> when to be Implemented	Person(s) Responsible for Implementation	Does this Goal/ Priority Impact Facilities (Y/N)	If facilities will be impacted by this Goal/Priority, what changes are needed?
1) Develop a B.S. Degree in Environmental Science	AY 2024-2025, after APR for the AS degree in Environmental Science and Agroecology/Environmental are completed. February 15, 2025, as part of a 3-year action plan; Sunset the Agroecology/Environmental program to end in the Spring Semester of 2027. By April 15, 2025, streamline the pathway for the AS degree in Environmental Science checklist with the newly proposed BS Degree in Environment Science checklist. By Fall Semester 2025, begin the process of a new application for the Higher Learning Commission (HLC) for BS Environment Science; By February 2026 submit the proposal packet to the Curriculum Committee, Assessment Office, and SLO Committee and after approval by Curriculum Committee; present proposal packet to Provost Council for approval; present approved proposal packet to Executive Board Sub-Committee for recommendation to the Dine College Board of Regents.	Lead Program for Environmental Science, Dr. Kevin Webster, Dr. Demetra Skaltsas, Benita Litson, Dr. Shazia Hakim,	No	No, improvements to scheduling will be needed to allow for expansion of science course offerings. Once all classroom time slots are filled and enrollment increases, construction of additional classrooms will be considered.
2) Develop a M.S. Degree in Public Health Program	After APR for the B.S. Degree in Public Health Program, a 3-year Action Plan is completed; the school of STEM will recommend to the Public Health Faculty to do a feasibility Study for a Master of Science in Public Health Program.	Lead Program for Public Health Program, Dr. Bauer, and members of PH are Dr. Dickerson and Dr. Yabney.	Yes	Request NM Leg for G Bond for Building a new Public Health Building at Shiprock North Campus once enrollment in the Public Health pathway significantly increases..
3) Develop an A.S. Degree in Computer Science	After the APR for the Certificate Program of Computer Technology is completed in the Spring of 2025, a three-year Action Plan will be implemented for the A.S. degree program development with a need assessment in the fall of 2025. In the Spring 2026, a complete proposal packet of the proposed AS Degree in Computer Science for HLC and in house approval for Curriculum Committee, Provost Council, and Executive Board of Regents Sub-Committee for recommendation to the DC Board of Regents.	Lead Program for Computer Technology, Willis Tsosie, and members of CT are Dr. Prueitt, and Dr. Ye	No	No
4) Develop an A.S. Degree in Data Science	The Data Science A.S. Degree is in the discussion stage with the Arizona Community Pathway regarding the course's curriculum syllabi. Do need assessment in the Spring 25; begin courses syllabi; complete proposal packet for HLC; begin the in-house approval process, Curriculum Committee, Provost Council, and Executive Board of Regents Sub-Committee.	Lead Program for Data Science is Dr. Prueitt. Other members are Dr. Hakim, Dr. Bauer.	No	No
5) Update ALL B.S. Degree for Agriculture Courses	Resubmit all changes for the agriculture courses to the Curriculum Committee and Provost for approval.	Dr. Skaltsas, B. Litson	No	No



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