



ANNUAL REPORT 2025-2026

DEDICATED TO
INSPIRING THE
NEXT GENERATION OF
ÉXCELLENCE



**THE
NATION'S
COLLEGE**

www.dinecollege.edu

This report reflects the collective efforts of many contributors and was compiled and designed by the Marketing & Communications Department. We extend our sincere appreciation to all who supported its completion.



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WE ARE THE GENERATIONS THEY PRAYED FOR

The Diné College Story: From the Founders' Vision to Our Responsibility

Dr. Deborah Jackson-Dennison
President, Diné College

A Vision for Generations

The Diné College story began with a vision. Long before the first classroom opened, our Navajo leaders and forefathers understood that education would be essential to the future of the Navajo Nation. They envisioned a place where Navajo students could pursue higher education without leaving behind their language, culture, values, and identity. They believed our people could gain the knowledge needed to succeed in a changing world while remaining grounded in the wisdom that had sustained the Navajo people for generations. That vision came from sacrifice and survival. Our forefathers endured the Long Walk, imprisonment at Bosque Redondo, and the long journey home to Dinétah. They rebuilt their homes, communities, and Nation while holding onto their language, teachings, prayers, and way of life. They prayed for their children and grandchildren and for generations they would never see. Education became part of those prayers for the future. Haastiin Ch'il Haajinií, Chief Manuelito, is remembered for encouraging the Navajo people to pursue education and use it to move our people forward. Generations later, Navajo leaders transformed that aspiration into something unprecedented.

For generations, Indian education had largely been shaped by systems outside our communities. Western education, particularly through federal policy and the Indian boarding school system, was deliberately used for assimilation and acculturation. Children were separated from their families and communities, discouraged or prohibited from speaking their languages, and educated within systems intended to replace their ways of knowing and living. Our forefathers understood the value of education, but they also knew it should never require our people to surrender their language, identity, families, communities, or way of life. They wanted something better.



They envisioned an education that reconciled Western knowledge and academic opportunity with Navajo knowledge and wisdom. Education would not take our people away from who they were. It would strengthen them so they could strengthen their families, communities, and the Navajo Nation. Rather than continuing to depend upon educational systems created by others, our people asserted the right to shape education for themselves. They chose to build their own college. In 1968, that vision became Navajo Community College, the first tribally controlled institution of higher education in the United States. There was no roadmap. Classes began at the new Bureau of Indian Affairs high school at Many Farms. The College needed faculty, programs, funding, facilities, accreditation, and a permanent home. Those carrying the vision faced challenges that could easily have ended the effort. But they continued.

The permanent campus at Tsaile became possible because Navajo families also believed in what this College could become.

Kinyaa'aanii families connected to this land, including Chaala Binaala, also known as Charlie Benallie, helped provide the land upon which the College would grow.

At the groundbreaking stood Charlie Benallie alongside Congressman Wayne Aspinall, Navajo Tribal Chairman Peter MacDonald, Tsaile community member Tony Tsosie, and others.

I imagine what they saw that day. They saw the land, but they could only imagine the generations who would someday walk across it. They could only imagine the classrooms, residence halls, libraries, laboratories, and programs that would be built. They could not see everything that would come, but they believed in it anyway.

For the Navajo people, land is more than a physical place. It connects us to family, identity, history, responsibility, and future generations. Those families gave more than land. They gave the vision a place to take root.

From Vision to Institution

The Diné College story has never been easy. It is a story of vision, sacrifice, perseverance, resilience, and achievement.

Leaders fought for resources. Educators created programs. Students enrolled in an institution whose future was still being built. Families and communities supported a vision whose full impact they might never personally witness.

Navajo Community College achieved accreditation. The Tsaile campus grew. Programs expanded, and educational opportunities reached communities across the Navajo Nation.

More importantly, our people demonstrated that a Tribal Nation could create, govern, and sustain its own institution of higher education. That achievement helped pave the way for the Tribal College and University movement across the United States. In 1997, Navajo Community College became Diné College, reaffirming through its name the identity and purpose upon which it was founded.

Today, Sa'ah Naagháí Bik'eh Hózhóón remains at the heart of who we are. Through Nitsáhákees, Nahát'á, liná, and Siihasin, we think, plan, live, and reflect with purpose and responsibility, strengthened through Oodlá', our faith and belief, and Ayóó'iiníí, the love and care we carry for one another, our people, and future generations.

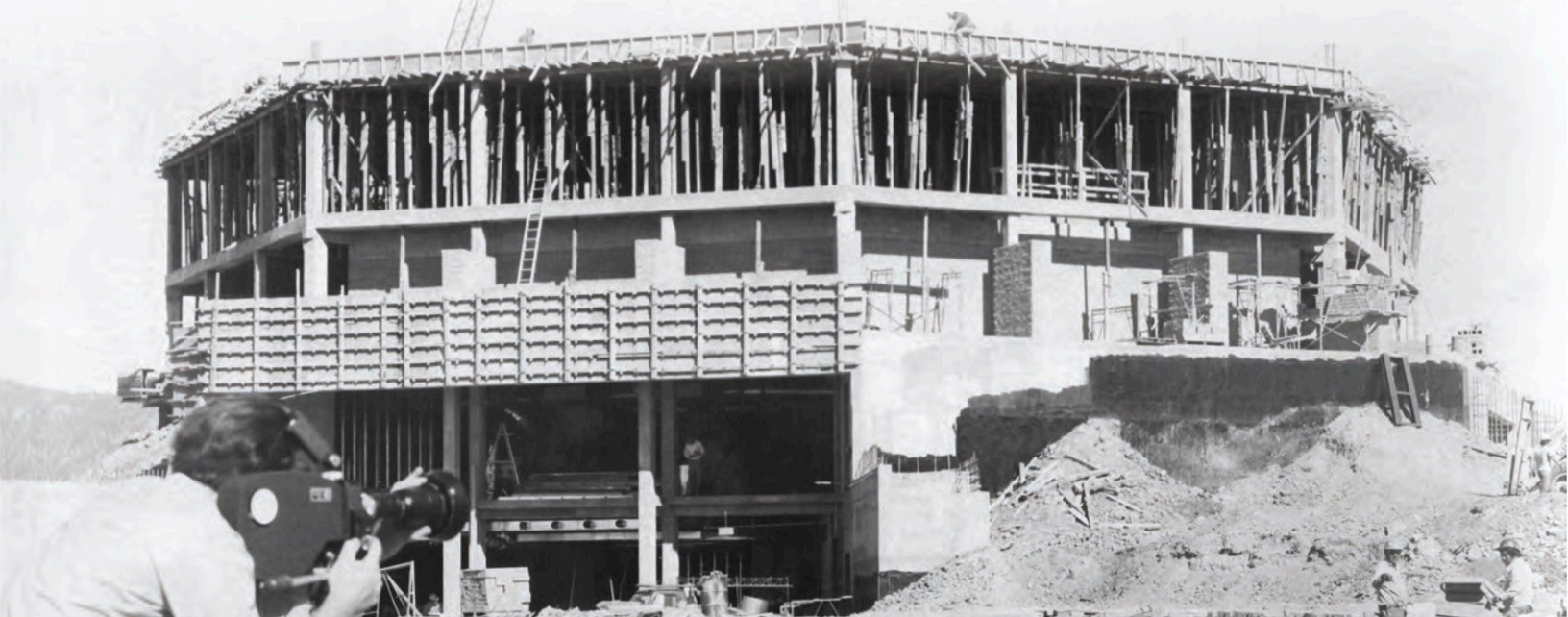
This Story Is Personal to Me

For me, Diné College history is more than institutional history. It is part of my own story. My late father, Dr. Dean C. Jackson, and his twin brother, the late Dr. Jack C. Jackson, played important roles during the early years of Navajo Community College. My father later served as President from 1978 to 1988.

I grew up hearing the stories of those who believed the Navajo people needed a college of their own. I learned why they fought for it, what they sacrificed, and what education could mean when Western knowledge and Diné knowledge and wisdom were brought together rather than one replacing the other.

Years later, I became a student of this College and later an educator. Today, I have the profound honor of returning to serve Diné College as its 19th President and the first alumnus to hold this position.

Although I served as President for only six months of this reporting year, my connection to Diné College reaches back much further. The responsibility to protect and advance its purpose was instilled in me long before I could have imagined that I would one day be entrusted with leading it.



A New Generation of Challenges

Nearly sixty years after our founding, our circumstances have changed, but our purpose remains the same.

Higher education is changing rapidly. Students have more choices in where, when, and how they learn. Technology is transforming education and the workplace. Enrollment patterns have shifted. Our students need stronger pathways from K-12 into college, from certificates into degrees, and from Diné College into careers, leadership, and advanced study.

Our financial realities are challenging. Our aging facilities require significant investment. The fire that destroyed our Student Union Building took more than a structure. It took a gathering place where students connected and experienced what it meant to belong to a college community.

We have also endured leadership transitions, institutional challenges, and loss. At times, the magnitude of what must be addressed can feel overwhelming. Then I remember our history. I remember what those before us faced with far fewer resources and even greater uncertainty. And I remember why they continued.

Our Turn to Build

As I complete my first six months as President, I think often about the people who stood on this land before us. They did not have all the funding, facilities, or answers they needed. They could not know whether everything they dreamed would become reality.

Still, they built. They prayed. They persevered. They continued because they believed generations they would never meet were worth the sacrifice. We are those generations.

We Are the Generations They Prayed For

We inherited a College built through the prayers, sacrifices, courage, and determination of those who came before us. Honoring that legacy requires more than remembering what they accomplished. It requires the courage to continue what they started.

Our work is before us. We must grow enrollment and improve retention and completion. We must strengthen academic and workforce pathways and ensure students have the support to succeed.

We must strengthen our financial foundation, rebuild and improve our facilities and student spaces, and embrace technology, research, and innovation while keeping Diné language, knowledge, wisdom, values, and culture at the heart of this institution.



We must also strengthen Diné College from within through accountability, communication, collaboration, service, courage, and a shared commitment to excellence.

This work is not about any one President, administrator, faculty member, or employee. It is about our students, our people, the Navajo Nation, and generations yet to come.

The Diné College Story Continues

This 2025-2026 Annual Report tells where Diné College stands at this moment in its history. The pages that follow document our accomplishments, challenges, data, outcomes, and the work occurring throughout the College. They also establish a foundation from which we can measure our progress and hold ourselves accountable. There is much to celebrate, and there is much work to do.

Our forefathers built for people they would never meet. We are living in the future they imagined. Now it is our turn to build for students whose names we do not yet know, for grandchildren and great-grandchildren we may never meet, and for a Navajo Nation that will continue to need educated, culturally grounded, courageous leaders. Our responsibility is not simply to preserve what was built for us. Our responsibility is to make it stronger.

The Diné College story is still being written. The pages that follow tell where we stand today. The work ahead will determine what comes next. It is our turn to build. For our students. For the Navajo Nation. For the generations still to come.



OFFICE OF THE PRESIDENT

DINÉ COLLEGE

THE HIGHER EDUCATION INSTITUTION OF THE NAVAJO

Yá'át'ééh,
Diné College Community,

At Diné College, we are guided by a way of thinking, learning, and living that has sustained the Diné people for generations. Nitsáhákees, thinking, leads us to Nahat'á, planning. Through liná, we put our plans into action and live with purpose, and through Siihasin, we reflect on what we have learned and how we move forward. Together with Oodlál, faith, and Ayóó'ó'óní, love, these principles guide us in our pursuit of Sà'ah Naagháí Bik'eh Hózhóón.

Serving as President of Diné College is deeply personal to me. My late father, Dr. Dean C. Jackson, served as President from 1978 to 1988. I became a student here and experienced firsthand the importance of an education grounded in who we are as Diné people. Returning to serve my alma mater as President has truly felt like coming home. Our students are at the center of everything we do. You are the reason Diné College exists. Every decision we make, every program we strengthen, and every opportunity we create should contribute to your success. When I see our students, I see future educators, healthcare professionals, scientists, business leaders, artists, community leaders, and Navajo Nation leaders.

As we move forward, we must honor the vision of those who created this institution while having the courage to strengthen it for future generations. We must continue building a College where our faculty and staff are valued, expectations are clear, and student success is our shared responsibility. I want every student to leave Diné College stronger in knowledge, confident in who you are, prepared for what comes next, and ready to serve your families, communities, the Navajo Nation, and beyond. Together, we will honor our past, strengthen our present, and create our future. Ahéhee'.

Dr. Deborah Jackson-Dennison,
Diné College President



Message from the Chairperson

To our beloved students, families, and community, This year, we walked a path of excellence and renewal together. As your Chairperson, I hold each of you close in my heart, and I want you to know how proud I am of the progress we have made. Our foundation remains the four pillars of Navajo Education Philosophy - Nitsáhákees, Nahat'á, liná, and Siihasin - thinking, planning, living, and assurance. Alongside these stand our two pillars, guiding us toward balance, purpose, and hózhó. These teachings have carried our Diné people through every hardship across the ages.

Our ancestors endured with determination and tenacity. Now, education is our strongest weapon - a way to overcome poverty and to answer the wounds of our history with strength and hope. I see our people moving forward, winning, and rising above every challenge.

Remember, it is all about the journey, the pathway, and the achievements we earn together. Especially through our students, we are achieving.

Thank you for allowing us to lead Diné College toward a stronger future, and thank you for choosing Diné College. With love and gratitude,

Dr. Janet Slowman,
Diné College Board of Regents Chairperson



BOARD OF REGENTS



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Vice-Chairperson,
Appointed Member
Higher Education/Education



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Treasurer, Appointed Member
Business/Executive
Management



Dr. Dolly Manson
Appointed Member, Secretary
Higher Education/Education



Ashleigh E. Chee
Ex-Officio Member, ASDC
Student Representative



Dr. Andy Nez
Ex-Officio Member, Navajo Nation
Council Representative



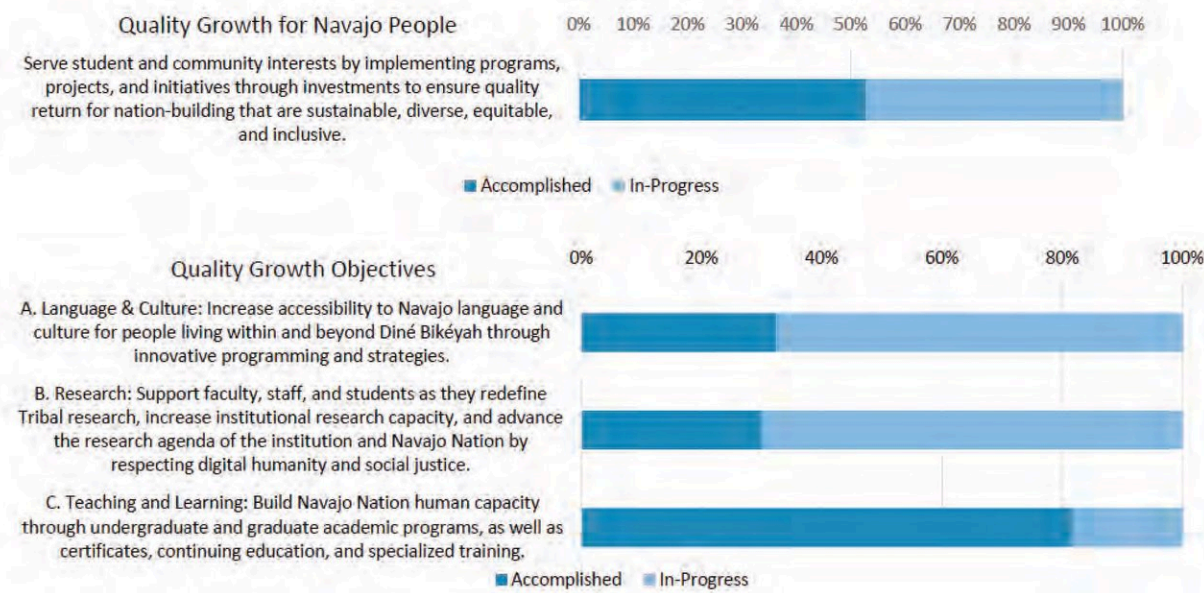
Lorenzo Max
Designated Member, Faculty
Association Representative

DINÉ COLLEGE 2022–2027 STRATEGIC DESIGN GOALS AND OBJECTIVES

Goal #	Name	Description
1	Quality Growth for Navajo People	Serve student and community interests by implementing programs, projects, and initiatives that are sustainable, diverse, equitable, and inclusive.
2	Accessibility	Provide accessible and quality education and campus resources to current, former, and prospective students within and beyond Diné Bikéyah.
3	Campus Health & Wellness	Strengthen, reinforce, and increase student and employee engagement in health and wellness.
4	Holistic Integration	Integrate a Diné Education model with versatile curriculum, contemplative instruction, and dedicated assessment to provide solutions and facilitate efforts to deal with challenges we face today.
5	Culture and Environment	Build K'é (Kinship) through Diné principles of Ahít ídlí, Baa nitsáhákees, K'éhwiindzin, and Aná'álwo' to uphold accountability.
6	Facilities	Provide infrastructure, facilities, and support staff that meet our expansion utilizing Diné cultural standards and values, fostering energy efficiency and sustainability.

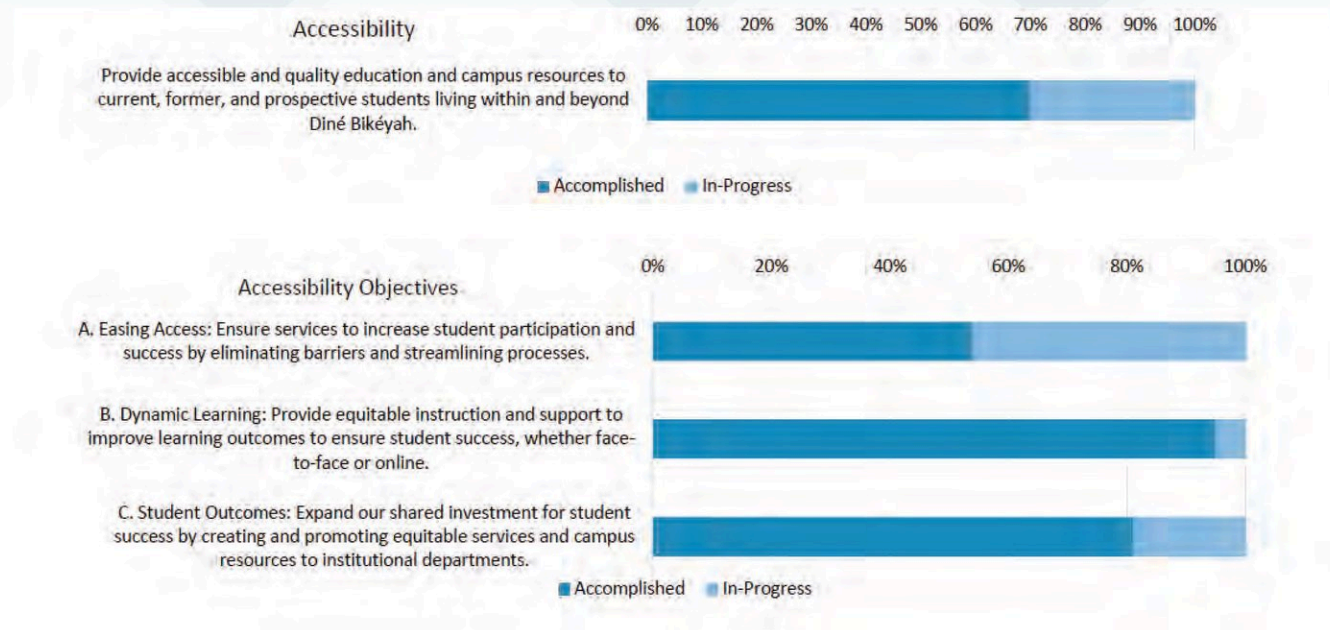
2025–2026 STRATEGIC ACCOMPLISHMENT HIGHLIGHTS

The 2025–2026 academic year brought meaningful progress across Diné College's Six Strategic Goals. Guided by its mission as a Diné-centered institution of higher education, the College strengthened academic quality, expanded access, invested in wellness, and modernized its infrastructure to better serve students and the Navajo Nation.



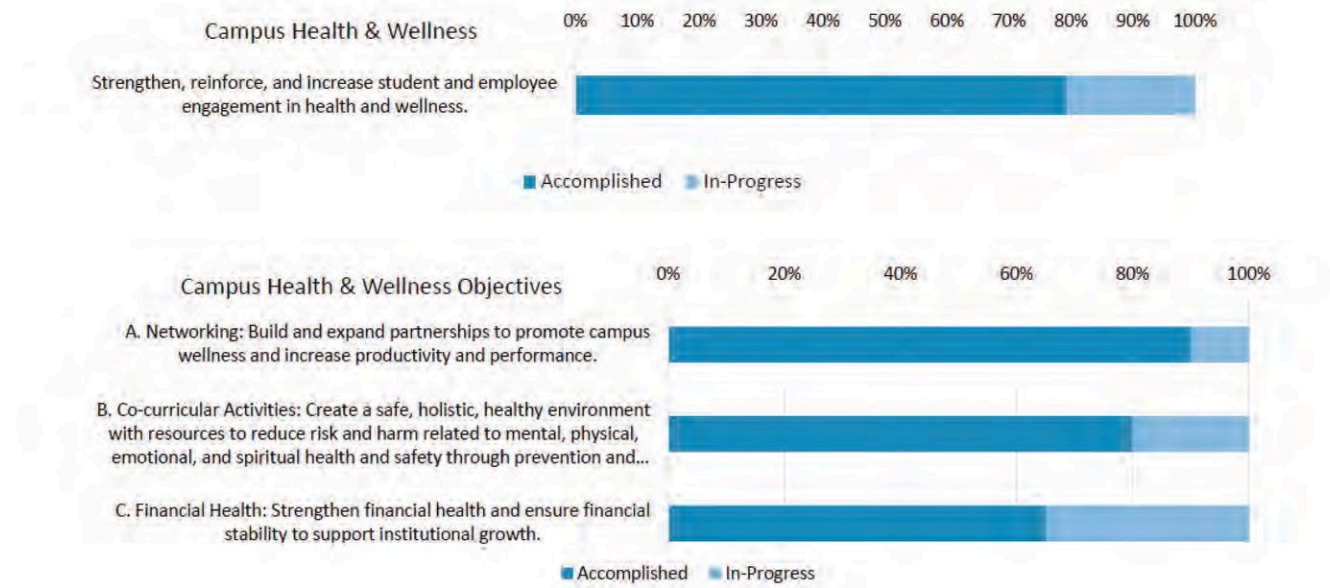
Quality Growth for Navajo People

Dual Credit enrollment reached 301 students in Fall 2025 and 374 in Spring 2026, collectively earning 3,718 credits, while Navajo language and cultural education continued to advance. The College's first master's program, the Master of Science in Biology, enrolled 22 students and graduated seven. STEM pathways expanded further through faculty-led research, the CONVOY Summer Enrichment Program, and a regional microbiology conference.



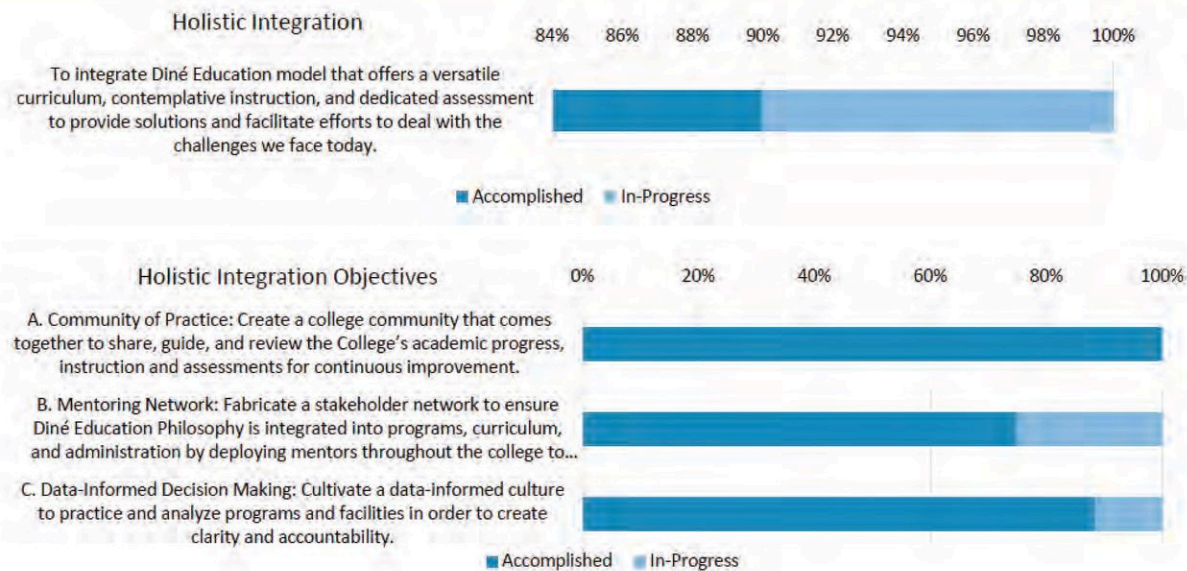
Accessibility

The Strategic Enrollment Management Plan earned the 2026 American Indian College Fund Committee of the Year Award. New Student Orientations at Tsale and Shiprock reached 299 participants, while expanded online services enabled 52 percent of students to complete the FAFSA digitally and confirmed 39 percent as Pell Grant eligible.



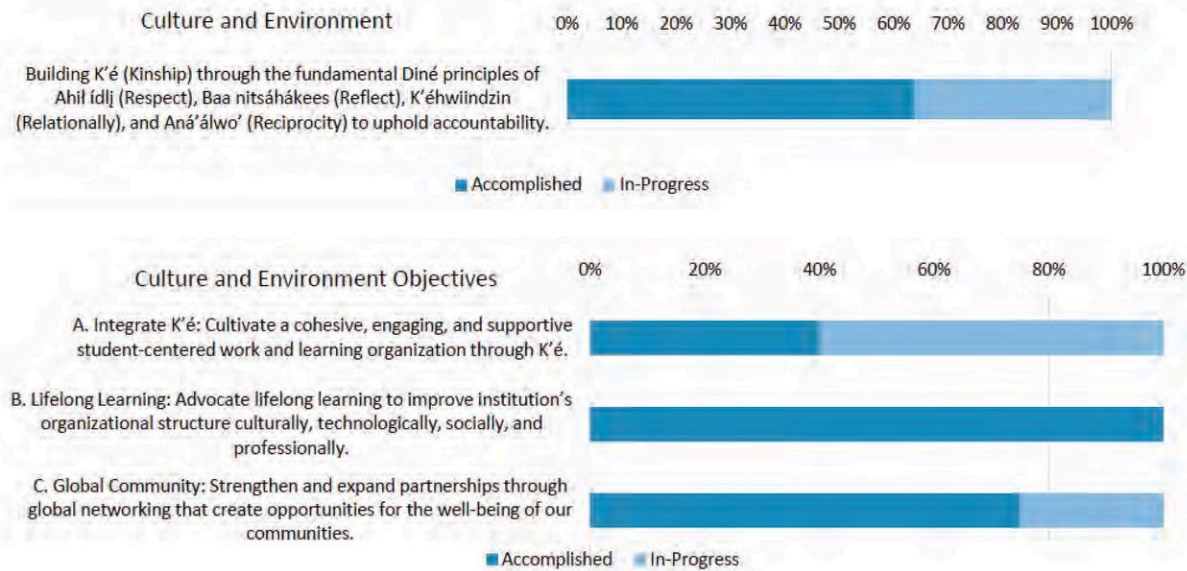
Health and Well-Being

Campus wellness advanced through expanded safety training, strengthened partnerships with regional law enforcement and emergency services, and continued access to BetterMynds telehealth and counseling. The College also established an eight-member Behavioral Intervention Team and launched an annual Employee Wellness Program to support prevention and early intervention.



Holistic Integration

A new Institutional Progress Reporting framework delivers consistent measures of student and institutional performance across retention, graduation, and completion. Predictive analytics training, campus-wide Convocation gatherings, and stronger cross-departmental coordination further advanced data-informed planning and shared accountability.



Culture and Environment

Grounded in K'é, the College expanded professional development and used student-success data to address barriers to persistence. Workshop participation in the Student Retention Program rose from 22 students in Fall 2025 to 62 in Summer 2026, and outreach efforts advanced a framework for a \$70 million Student Union capital campaign.



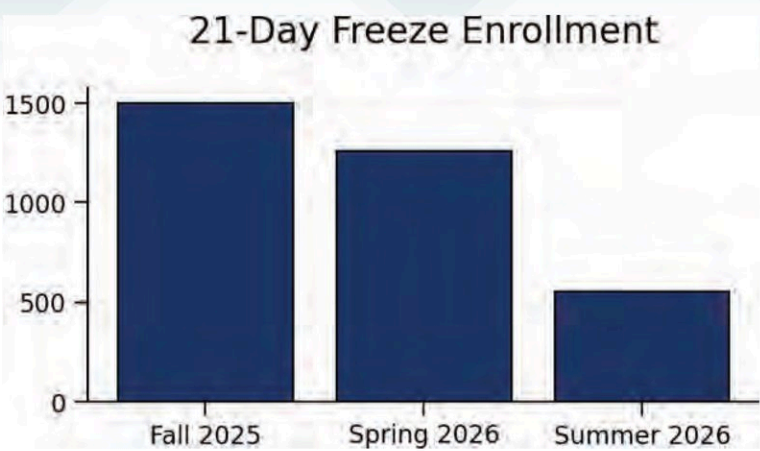
Facilities

The \$22 million Guaranteed Energy Savings Performance Project was completed, including a Main Campus solar array and campus-wide efficiency upgrades. The final phase of the Gorman Classroom Building renovation concluded, and a new 10 GB network connection was established at the Tsale Main Campus, strengthening the infrastructure that supports student learning and institutional resilience.

Moving Diné College Forward

The 2025–2026 year reflected sustained investment across students, Diné language and culture, academic excellence, access, wellness, and infrastructure. These accomplishments, spanning the Six Strategic Goals, strengthen the foundation for student success and reaffirm Diné College's commitment to serving the Navajo Nation with integrity and cultural purpose.





Diné College Annual Enrollment Report 2025-2026

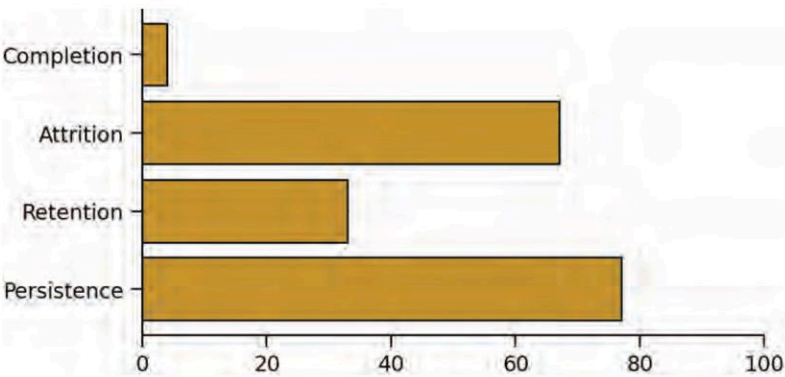
This report provides a comprehensive summary of student enrollment, persistence, retention, completion, and demographic data for Academic Year 2025-2026.

Executive Summary

Diné College served 1,964 unique students during Academic Year 2025-2026. Native American students accounted for 97.2% of enrollment, Fall 2025 enrollment reached 1,501 students at the 21-day freeze census, and the college achieved a 77% persistence rate among fall-to-fall cohorts. The institution continued to serve students across five campus locations and a diverse range of age groups, academic programs, and educational pathways.

Enrollment Trends

Enrollment remained strong throughout the academic year. Fall 2025 recorded the highest enrollment with 1,501 students, followed by Spring 2026 with 1,259 students and Summer 2026 with 553 students.

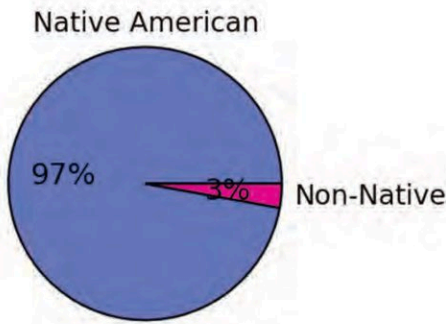


Student Persistence and Completion

Student success indicators demonstrated continued engagement among students. The fall-to-fall persistence rate was 77%, indicating most students continued their educational journey into the following academic year. Retention was 33%, attrition was 67%, and completion rates reached 4% for the measured cohort.

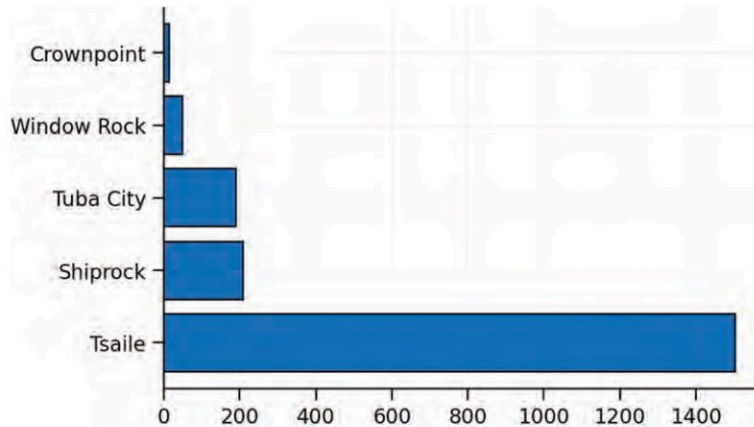
Student Demographics

The student body remained predominantly Native American (97.2%), with female students comprising 71.5% of enrollment. Part-time students represented 66.4% of enrollment, reflecting the college's support of working adults, dual enrollment students, and nontraditional learners. The college served students ranging from age 12 and younger through age 50 and older. See accompanying charts for campus enrollment, state distribution, ethnicity, gender, enrollment status, age groups, top majors, and feeder high schools from the previous enrollment profile package.



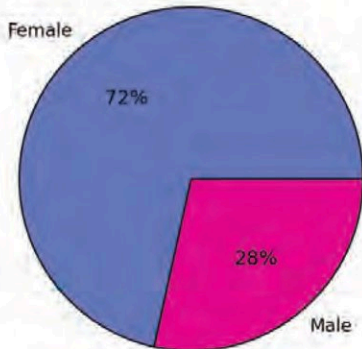
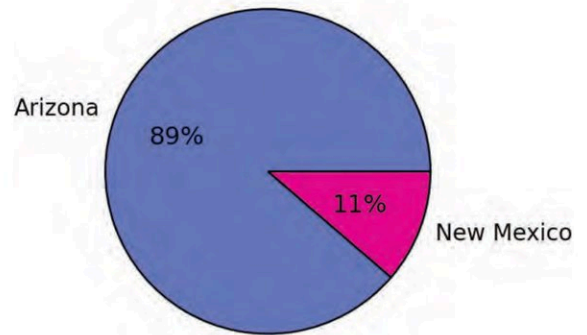
Enrollment by Campus

Tsaile enrolled the majority of students, highlighting its role as the college's primary instructional hub. Shiprock and Tuba City continued to serve as important regional centers supporting access across the Navajo Nation.



Enrollment by State

Nearly nine out of ten students were from Arizona, reflecting the college's strong presence within the state while continuing to serve students from New Mexico.

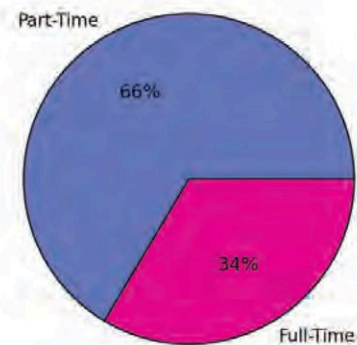


Gender Distribution

Female students comprised more than two-thirds of enrollment, demonstrating strong participation across academic programs.

Enrollment Status

Part-time students represented most of the student population, reflecting the needs of working adults, dual enrollment students, and learners balancing multiple responsibilities.

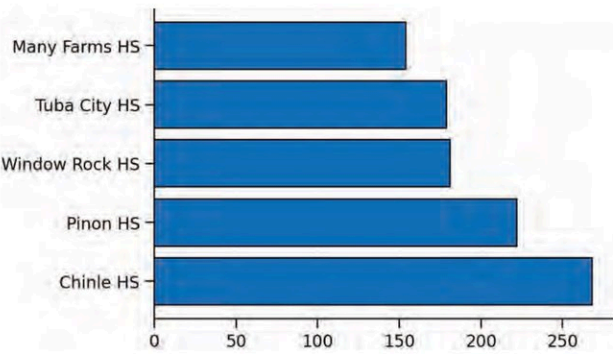
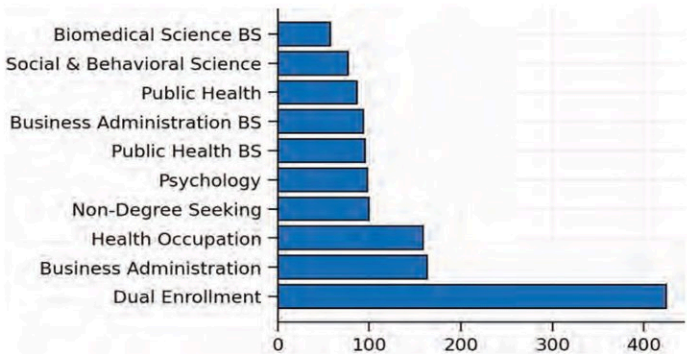
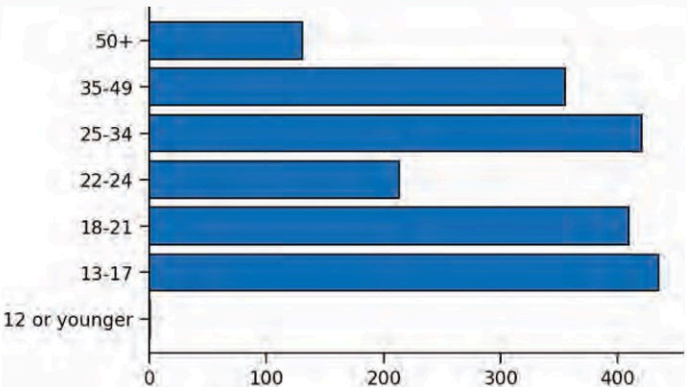


Age Profile

The college served students from early dual enrollment participants to adults over age 50. Strong enrollment among ages 13-17, 18-21, and 25-34 illustrates the institution’s broad reach.

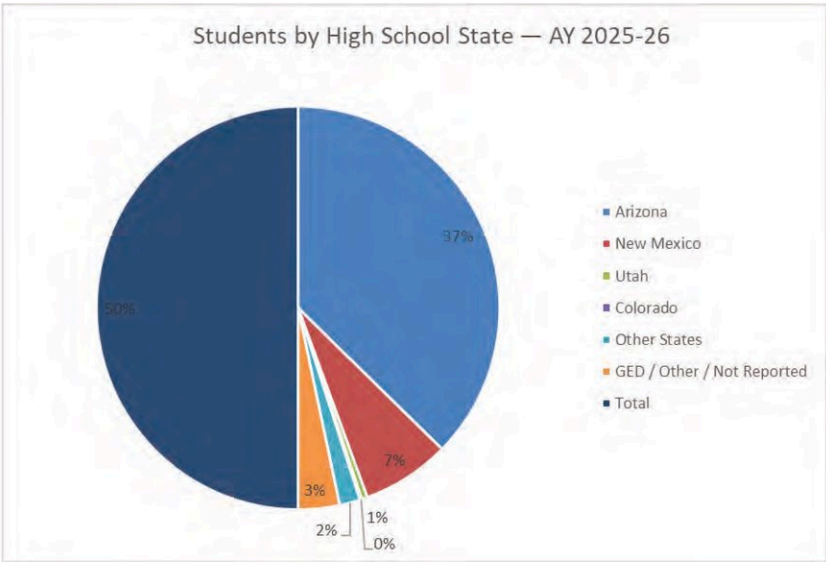
Top 10 Majors

Dual Enrollment was the largest academic category. Business Administration, Health Occupation, Psychology, and Public Health programs also attracted significant student interest.



Top Feeder High Schools

Chinle High School was the leading feeder school, followed by Pinon, Window Rock, Tuba City, and Many Farms high schools.



Graduation Summary AY 2025-2026

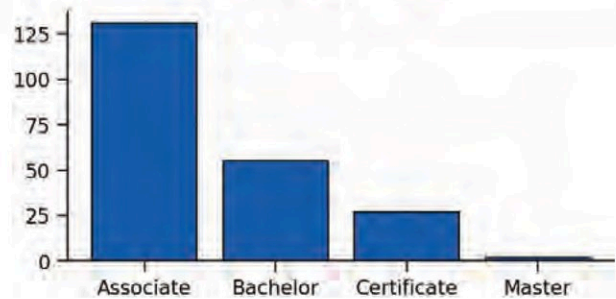
215 awards were conferred to 199 unique graduates during AY 2025-2026.

Key Takeaways: Associate degrees accounted for 131 awards, followed by 55 bachelor's degrees, 27 certificates, and 2 master's degrees. Psychology and Business Administration were the leading bachelor programs, while Health Occupation and Business Administration led associate degree awards.

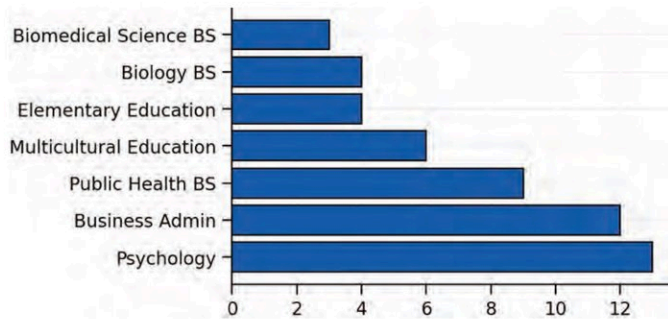
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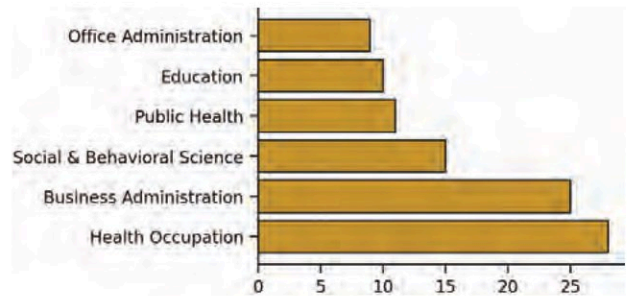
Awards by Level



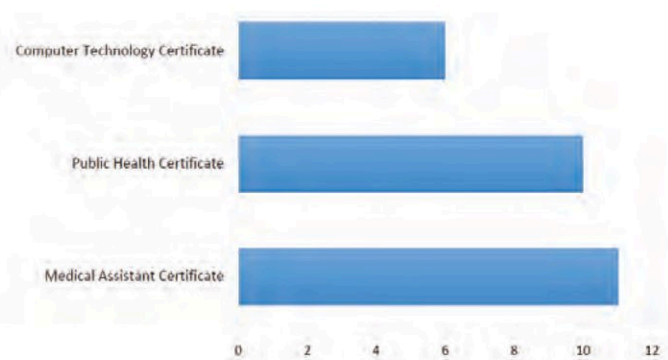
Top Bachelor



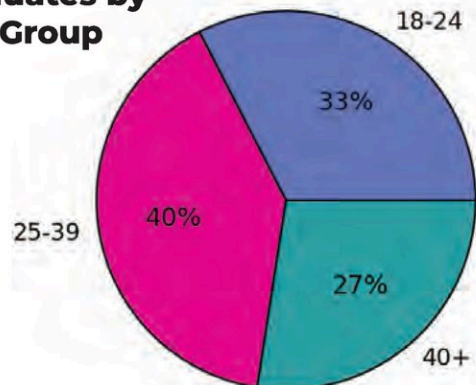
Top Associate



Top Certificate



Graduates by Age Group



A Year of Growth, Foundation, and Forward Progress

In 2026, the mission of the Diné College Development and Alumni Department was advanced through philanthropic support secured by fundraising, donor stewardship, grant development, and alumni engagement. Guided by ethical practices and Diné values, relationships with donors, alumni, and partners were strengthened, with sustained investment in the students and communities the College serves.

A total of \$72,646 in donations was recorded during the year. The largest single gift—\$60,000 in general support—was received from the Seattle Foundation, a meaningful reflection of confidence in the College's future. Much of this support was directed toward student success, reinforcing the College's commitment to accessible and affordable higher education.

Beyond fundraising, 2026 was a year of building internal capacity. Systems and processes for donor outreach, gift processing, tracking, and reporting were refined. Though often behind the scenes, these improvements establish the foundation for a sustainable and effective advancement program.

A digital storytelling campaign was also launched, featuring student and alumni testimonials that highlight the College's real-world impact. These authentic voices connect supporters with the people and purpose behind every gift.

Looking ahead, the commitment to sustainable fundraising, meaningful partnerships, and the honoring of Diné values remains firm. Together, a stronger foundation is being built for the next generation of Diné leaders.

Total Donations Recorded: \$72,646.00	Largest Donor: Seattle Foundation
Largest Single Gift: \$60,000.00	Primary Area of Donor Support: Student Success and Institutional Support

Navajo Nation Increases Higher Education Funding to \$19 Million

The Diné Higher Education Grant Fund Act has been reauthorized, with annual funding raised from \$12 million to \$19 million. Of this amount, \$6 million is allocated each year to Diné College, strengthening support for student success, academic programs, and institutional growth. Scholarship opportunities through the Office of Navajo Nation Scholarship and Financial Assistance have also been expanded, opening more paths for students to pursue higher education. This historic commitment affirms education as a vital pathway to individual achievement, workforce development, and nation-building for future generations.



SCAN CODE
to visit
Development Office
website

FY2025 Financial Report | Annual Report Summary

Financial stewardship and mission support. For the fiscal year ended September 30, 2025, Diné College strengthened its overall financial position while continuing to support instruction, research, student services, institutional operations, and capital improvements. The College's FY2025 basic financial statement present fairly, in all material respects, the College's financial position, changes in net position, and cash flows in accordance with U.S. generally accepted accounting principles (GAAP).

Financial Position at a Glance

Measure	FY2025	FY2024
Total assets	\$195,541,094	\$185,214,156
- Total liabilities	\$27,913,067	\$29,489,597
Total net position	\$167,628,027	\$155,724,559
Cash and cash equivalents	\$75,821,736	\$47,500,742
Capital assets, net	\$94,155,690	\$90,332,315
Notes payable	\$154,982	\$213,816

Difference
between total
assets and
total liabilities

Revenue, Expenses, and Annual Results

Measure	FY2025	FY2024
Operating revenues	\$18,866,684	\$11,955,261
Operating expenses	\$45,717,226	\$44,741,983
Operating loss*	\$(26,850,542)	\$(32,786,722)
Net nonoperating revenues	\$34,754,826	\$38,451,492
Capital appropriations, grants, and gifts	\$3,999,184	\$11,539,425
Increase in net position	\$11,903,468	\$17,204,195

*Operating loss: Diné College operating revenues do not include significant nonexchange funding sources—such as federal and Navajo Nation appropriations, scholarships, and certain grants—that are reported as nonoperating revenue under governmental accounting standards.

Key Findings

- The College reported an \$11.9 million increase in net position, ending FY2025.
- Operating revenues increased \$6.9 million, driven principally by grants and contracts, which rose from \$10.6 million in FY2024 to \$16.7 million in FY2025.
- Total operating expenses increased modestly by \$1 million. Instruction, research, and institutional support increased, while student aid and academic support declined. Institutional support included \$1.9 million in losses associated with the April 2025 Student Union Building fire.
- Cash and cash equivalents increased by \$28.3 million. The increase reflected the timing of grant reimbursements and receipts at year-end, noncapital financing activity, and proceeds from the sale and maturity of investments.
- The College continued to invest in facilities and infrastructure. Net capital assets increased \$3.8 million, including ongoing Solar Project construction. Construction in progress ended the year at \$12.8 million, and open capital commitments totaled \$7.8 million.

Revenue Sources and Outlook

Major Nonoperating Revenue Source	FY2025	FY2024	Observation
Federal appropriations	\$15,395,615	\$16,051,506	Declined student headcount
Navajo Nation appropriations	*\$4,700,000	\$4,700,000	Stable core support
Federal COVID grants	\$2,084,605	\$5,430,464	Declined as pandemic-era funds wind down
Scholarships	\$6,253,002	\$7,538,981	Lower scholarship activity included with student headcount
Investment income	\$3,335,339	\$4,548,649	Lower year-over-year returns
Tax incentive credits	\$2,776,739	—	Employee Retention Credit and; Solar Energy Credit
Donations	\$222,255	\$203,959	Increase in philanthropic support
Interest on Capital asset-related debt	(\$12,729)	(\$22,067)	Lower interest cost
Net Nonoperating revenues	\$34,754,826	\$38,451,492	Decline primarily reflects reduced COVID grants and lower federal appropriations
Capital appropriations, grants, and gifts	\$3,999,184	\$11,539,425	FY2024 had included State of Arizona funding for the Student Success Center
Total nonoperating activities	\$38,751,010	\$49,990,917	Resources offset the operating loss and supported the annual increase

* Navajo Nation appropriations are pending reimbursement.

Looking ahead

The College's long-term financial outlook remains tied to federal appropriations and Navajo Nation support. Under the amended Navajo Higher Education Act, Navajo Nation funding is expected to increase from \$4.7 million to \$6 million in FY 2027. This increase should strengthen institutional stability and support academic programs, student services, and operations.

Financial Statement

Diné College remains committed to transparent, responsible, and mission-centered stewardship of the resources entrusted to it. FY2025 financial results reflect continued progress in strengthening the College's financial position, expanding grant-funded initiatives, sustaining key governmental and Navajo Nation partnerships, and investing in facilities and infrastructure that support students and communities across the Navajo Nation.



FINANCIAL AID & SCHOLARSHIPS

Expanding Access and Supporting Student Success

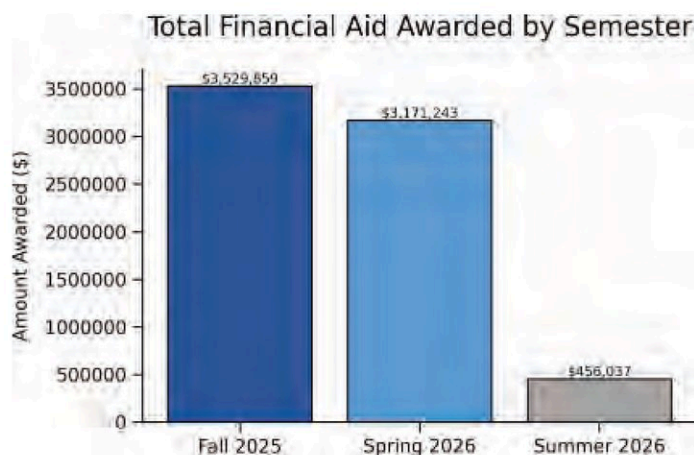
During Award Year 2025-2026, Diné College's Financial Aid Office provided more than \$7.1 million in financial aid and scholarships, helping students persist toward degree completion through federal, state, tribal, institutional, and private funding opportunities.

Financial Aid by the Numbers

Metric	Value
Total Financial Aid Awarded	\$7.16 Million
Awards Processed	4,293
FAFSA Applications	1,416
Pell Grant Awards	1,063
External Scholarship Awards	2,946

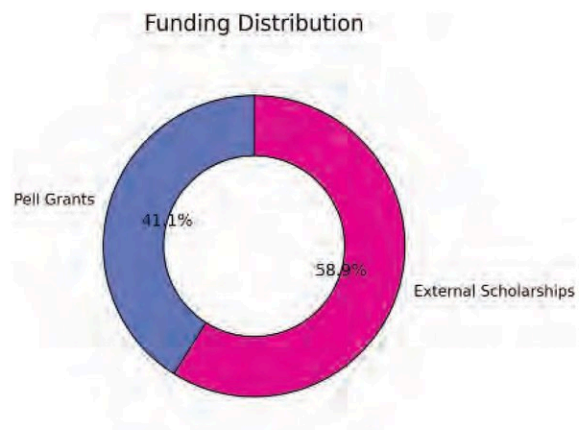
Total Financial Aid Awarded by Semester

Students received significant financial support throughout the 2025–2026 academic year, helping reduce financial barriers and support academic success. Total financial aid awarded reached \$7,157,139.



Funding Distribution

Diné College awarded \$6.98 million in financial aid through Pell Grants (\$2.87 million) and External Scholarships (\$4.12 million), providing significant financial support to help students overcome financial barriers and achieve academic success.



Expanding Scholarship Opportunities

The Financial Aid Office strengthened administration of the New Mexico Opportunity Scholarship and Legislative Lottery Scholarship programs, increasing access to state-funded financial assistance and improving affordability for eligible students.

Continuous Improvement

- Enhanced PowerFAIDS automation and communication tracking.
- Improved enrollment monitoring and compliance processes.
- Strengthened collaboration among Financial Aid, Advising, Registration, and the Business Office.
- Expanded staff training on financial aid regulations and student support services.

Student Leaders Attend National Leadership Conference

Diné College student leaders attended the 2025 National Conference on Student Life in Atlanta, where they built valuable leadership, engagement, and personal development skills. With support from the Office of Student Engagement & Leadership, students strengthened peer-support strategies and connected with colleagues nationwide. They brought home fresh ideas to advance student success and campus engagement.



Fall 2025 Commencement Celebrates Student Achievement

Diné College celebrated its Fall 2025 Commencement Ceremony, awarding 107 degrees and certificates across bachelor's, associate, and certificate programs. The ceremony honored graduates' resilience and recognized the families who supported them. College leadership, student speaker Kimberleen McNeal, and NASA scientist Nikki Tulley addressed the graduates, highlighting education, cultural values, and lifelong learning as pathways to leadership and service.



Launch of BetterMynd Telehealth Counseling Services

Diné College expanded student wellness resources through the launch of BetterMynd, a telehealth counseling platform that provides students with accessible mental health support. The service offers secure online counseling sessions, wellbeing workshops, and 24/7 emotional support, ensuring students can access professional care regardless of location or schedule. The initiative reflects the College's commitment to student success, holistic wellness, and culturally responsive support services.



Student Success at the 2026 AIHEC Conference

Diné College students demonstrated exceptional academic achievement, leadership, and cultural pride at the 2026 American Indian Higher Education Consortium (AIHEC) Student Conference in Bismarck, North Dakota. Students earned championship honors in the Handgame Tournament, secured top placements in speech competitions, and participated in a variety of academic, cultural, and leadership events. These accomplishments highlighted the strength of Diné College students and reinforced the institution's dedication to developing future Indigenous leaders.

Support for Emerging Navajo Leaders

Diné College celebrated the confirmation of 12 members to the newly established Navajo Nation Youth Advisory Council. This initiative advances youth leadership and civic engagement. Through mentorship, Diné values, and leadership opportunities, the Council empowers young people to shape the future of their communities and the Navajo Nation.



Warriors Archery Team Earns State Recognition

The Diné College Warriors Archery Team won multiple medals at the 2026 New Mexico State Indoor Championship, taking silver and bronze in the program's first USA Archery-sanctioned state competition. The results reflect the student-athletes' dedication and the College's commitment to excellence in academics and athletics.



Student Leader Recognized at Tribal Alliance for Pollinators Conference

Diné College student leader Jana Stewart represented the College at the Tribal Alliance for Pollinators Conference on the Muscogee Nation Reservation in Oklahoma. The event united Indigenous students, scientists, and community leaders to explore pollinator conservation and the role of Indigenous knowledge in environmental stewardship. Stewart's participation reflects the growing leadership of Diné College students in environmental advocacy, cultural preservation, and community-based science.



Inauguration of Diné College's 19th President

Diné College inaugurated Dr. Deborah Jackson-Dennison as its 19th president in a historic ceremony honoring Indigenous education, sovereignty, and student success. A Diné College alumna and accomplished educational leader, Dr. Jackson-Dennison shared a vision grounded in student achievement, cultural integrity, academic excellence, and community engagement. The ceremony reaffirmed the College's mission to prepare future leaders while honoring Diné values and traditions.



Historic Hosting of the 65th Annual Microbiology Meeting

Diné College hosted the 65th Annual American Society for Microbiology Arizona and Southern Nevada Branch Meeting in Tuba City, Arizona, becoming the first Tribal College or University to host the event. More than 150 researchers, educators, and students attended to share scientific research and strengthen academic collaborations. The meeting affirmed the College's growing role in STEM and elevated Indigenous perspectives within the scientific community.



Academic Immersion Partnership with New Mexico State University

Diné College students completed a four-day academic immersion at New Mexico State University through the Indian Resources Development program. Students explored engineering, agriculture, and plant sciences through hands-on learning and faculty mentorship. The experience broadened educational pathways and reinforced partnerships that advance workforce development and future leadership.



Spring 2026 Commencement Celebrates Academic Achievement

Diné College celebrated the Class of 2026 during its Spring Commencement Ceremony on May 8 at the Tsale Campus. Graduates were recognized for their perseverance and academic achievement. Keynote speaker Dr. Donald Denetdeal, Navajo Educator, Cultural Advocate, and Hózhóó jí Practitioner, inspired graduates with a message of leadership and lifelong learning.



National Recognition for Strategic Enrollment Management Excellence

Diné College received the inaugural Strategic Enrollment Management Planning (SEMP) Committee of the Year Award from the American Indian College Fund for its outstanding enrollment planning and student success efforts. The recognition highlights the College's commitment to expanding access, strengthening enrollment pathways, supporting student achievement, and building sustainable practices that advance educational opportunities across the Navajo Nation.

Student Researcher Achieves Historic Academic Milestone

Diné College student Sheldon N. Chee achieved a historic milestone by defending his master's thesis in biology while completing his undergraduate degree. As only the sixth graduate of the master's program and the second Honors Scholar to earn both degrees concurrently, his achievement highlights the strength of Diné College's research opportunities and growing impact in STEM education.

Faculty and Librarians Showcase Innovation at National Institute

Diné College faculty and librarians presented invited sessions at the Tribal College Librarians Institute, sharing innovative work in technology transfer, intellectual property development, information literacy, and library-based research initiatives. The presentations highlighted the College's leadership in advancing scholarship, research, and innovation within Tribal Colleges and Universities while demonstrating how library resources can serve as catalysts for academic excellence and student success.



Dean Holyan qualified for the 2026 College National Finals Rodeo, representing Diné College among the nation's top collegiate rodeo competitors.

Summer Institute Strengthens College Readiness for Future Students

Diné College welcomed high school seniors from across Arizona to its 2026 Summer Institute, a five-week college readiness program. Participants earned college credit, sharpened their academic and personal skills, explored Navajo culture and language, and took part in hands-on learning experiences. This program demonstrates the College's dedication to student success and to preparing young people for higher education.

Student-Led Presidential Forum Promotes Civic Engagement

Diné College hosted a student-led Navajo Nation Presidential Forum that brought candidates and community members together to discuss issues affecting the Navajo Nation. The event showcased student leadership and civic engagement, and it created a platform for meaningful dialogue on education, economic development, healthcare, housing, water access, public safety, and technology.

KXWR-LP Radio Station Expands as a Student-Centered Community Voice

KXWR-LP 92.1 FM continued to grow as a student-centered platform that promotes Diné culture, community engagement, and educational opportunities. Expanded programming, online streaming, and local partnerships gave students hands-on experience in broadcasting, journalism, and storytelling. The station's progress reflects Diné College's commitment to developing student leadership, amplifying Indigenous voices, and strengthening community connections.



LISTEN LIVE!

<https://www.dinecollege.edu/kxwr/>

Provost's Message

As we close another academic year, I am honored to reflect on the enduring legacy of Diné College, the nation's first tribally controlled institution of higher education. For nearly 60 years, the College has advanced self-determination, cultural preservation, and academic excellence for the Navajo people. As a proud Diné College graduate, I am continually reminded of the transformative power of an education grounded in our culture and values.

Our work is guided by Sà'ah Naagháí Bik'eh Hózhóón, the educational philosophy that shapes our vision, planning, action, and reflection. Through these principles, we continue strengthening academic programs, student support systems, and institutional effectiveness.

This year, we finalized the Academic General Education Curriculum (AGEC) checklists to support transferability and compliance, reestablished key academic committees, advanced the Strategic Enrollment Master Plan, enhanced oversight of external funding, and expanded online faculty resources. We also completed Academic Program Reviews for several degree programs and strengthened assessment practices to improve student learning outcomes.

These accomplishments reflect our commitment to continuous improvement and student success. This commitment is evident in the achievements of the 133 graduates recognized at Spring Commencement, as well as students honored on the Dean's List, President's List, Dual Credit Program, and AIHEC awards.



"Together, we move forward, guided by our mission, rooted in Diné values, and dedicated to shaping the next chapter of Diné College."

**Patrick Blackwater,
Diné College Provost**



SCHOOL OF ARTS & HUMANITIES

The School of Arts & Humanities delivers a distinctive education that unites Diné philosophy, culture, language, and creative expression with contemporary scholarship and artistic practice. Coursework in fine arts, creative writing, literature, design, cultural arts, and museum studies guides students through the principles of Nitsáhákees (Thinking), Nahat'á (Planning), liná (Living), and Siíhasin (Reflection). Students build professional skills while deepening their connection to cultural identity.

This year, the School welcomed several new full-time faculty members whose expertise spans poetry, journalism, philosophy, film studies, theater, design, and the growing conversation around artificial intelligence in writing instruction. The School strengthened its Bachelor of Fine Arts programs, expanded its cultural arts curriculum, and reaffirmed its commitment to in-person teaching. These efforts prepared a strong cohort of students for graduation and professional careers.

Diné College Hosts Spring Art Walk Exhibition Celebrating Student Creativity

The School revived the Spring Art Walk Exhibition, giving students a professional platform to present work in photography, weaving, painting, silversmithing, graphic design, and drawing. The exhibition showcased students' creativity and artistic growth while restoring a valued campus tradition that had been absent for several years. Presenting their work publicly, students gained hands-on experience discussing and marketing their art and sharing their cultural perspectives with the wider community.



Diné College Student and Faculty Mentor Advance Indigenous Voices at the 2026 AWP Conference

Association of Writers and Writing Programs (AWP) Conference, the largest annual gathering of writers, publishers, educators, and literary professionals in North America. Their participation strengthened Indigenous representation in national literary spaces and opened connections with established Diné authors, literary organizations, and publishing professionals. Their work reflects the School's commitment to supporting the next generation of Indigenous writers and storytellers.



National Endowment for the Arts Grant Documents the Living History of Diné College

The School completed a National Endowment for the Arts-funded project that produced the publication *liná: Symbols of Life on the Diné College Campus*. The book documents the architectural symbolism, history, and cultural significance woven throughout the Tsaile Campus and serves as a lasting educational resource for students and the community. At Spring 2026 commencement, the School presented copies to graduating students, ensuring each graduate carried forward a deeper understanding of the College's history, philosophy, and cultural foundations.



Weaving Program Strengthens Diné Heritage Through Textile Arts

Under the leadership of instructor Venancio Aragón, the Navajo Weaving Program continued to preserve and revitalize traditional textile arts through instruction in weaving, wool processing, natural dyeing, and textile design. Students learned techniques ranging from introductory weaving methods to advanced textile practices while strengthening connections to family traditions and cultural knowledge. The program remains one of Diné College's most distinctive offerings and continues to inspire students to carry traditional arts into future generations.

Diné College Students Study Navajo Textiles Through Museum Internship

Students participating in the Museum Internship Program gained hands-on experience curating *Returning Home: Navajo Textiles, Memory and the Living Archive*, an exhibit featuring historic Navajo weavings returned to the Navajo homeland through a donation by the Heard Museum. Through the project, students learned museum studies, collection care, exhibit development, and culturally grounded approaches to preservation. The experience provided a unique opportunity to engage directly with ancestral works while exploring careers in museum studies, cultural preservation, and public humanities.



Looking Ahead

The School of Arts & Humanities continues to build upon its strengths while planning for future growth. Priorities include evaluating and reimagining the photography program, supporting faculty research and creative scholarship through expanded grant opportunities, and recruiting a permanent dean to guide the School's long-term development. The School also plans to continue hosting visiting artists, writers, and scholars while expanding discussions on the future of writing, creativity, and education in an era increasingly shaped by emerging technologies.

Through its commitment to creativity, cultural preservation, critical inquiry, and student success, the School of Arts & Humanities continues to demonstrate why Diné College remains a unique institution of higher learning, preparing students to become artists, educators, writers, cultural leaders, and lifelong learners grounded in Diné values and traditions.

SCHOOL OF BUSINESS AND SOCIAL SCIENCE

The School of Business and Social Science (SBSS) advances Diné College's mission by preparing students for leadership, professional careers, and service to the Navajo Nation. Rooted in Diné values and academic excellence, SBSS offers associate and bachelor's degree pathways in Anthropology, American Indian Studies, Social Science, History, Social Work, Psychology, Business, and Navajo Nation Law. Small class sizes, dedicated faculty, and a culturally relevant curriculum give students personalized instruction that unites Navajo knowledge with contemporary academic and professional practice. These programs strengthen community resilience, economic development, and workforce readiness across the Navajo Nation.

SBSS reached several milestones during the 2025-2026 academic year. The school completed Academic Program Reviews for the Associate of Applied Science programs in Office Administration and Business Management. Faculty also achieved a 100% submission rate of assessment artifacts for General Education and program-level evaluation, reflecting a strong commitment to continuous improvement. This work produced meaningful results. In Fall 2025, students in Social and Behavioral Sciences courses—Anthropology, Economics, History, Navajo Studies, Political Science, Psychology, and Sociology—showed strong critical thinking, with 83% meeting or exceeding proficiency. They analyzed issues, applied scholarly evidence, developed informed perspectives, and reached well-supported conclusions. Faculty collaboration and shared assessment criteria strengthened evaluation consistency and supported student success through evidence-based instruction.

Ahead, SBSS will expand psychology licensure pathways in addition counseling and deepen its collaboration with the Navajo Nation Judicial Office to strengthen the Navajo Nation Law Program. These efforts reflect the school's ongoing commitment to student success, professional development, and lasting community impact.





SCHOOL OF DINÉ STUDIES & EDUCATION

Preserving Diné language, culture, and educational sovereignty remains at the heart of the School's work. Through innovative instruction, cultural scholarship, and community-centered learning, the School prepares future leaders to lead with Diné knowledge, language, and values.

Inside NAV 101-16: Navajo as a Second Language I

Language revitalization advanced through NAV 101-16, Navajo as a Second Language I, taught by Leigh A. Toadlena at the Window Rock Center. The course centered on active participation, collaborative learning, and hands-on engagement, offering a supportive space for students to relearn their Diné language and strengthen their cultural identity. Strong enrollment reflected growing interest in language preservation across the Navajo Nation.



Diné Scholar Leigh A. Toadlena Highlights Sacred Kinaaldá Traditions

The T'áá Diné K'ehgo Tsihookos Professional Development event highlighted the cultural significance of Kinaaldá. Drawing on fieldwork and traditional teachings, the presentation explored the ceremony's sacred history, meaning, and contemporary practice. Through storytelling, demonstrations, and cultural interpretation, the presentation highlighted the enduring role of Diné women, families, and matriarchs in passing knowledge to future generations. Helping students reconnect with Diné language, history, and culture remains among the most rewarding aspects of this work. The Summer Institute continues to support Diné College's mission of preserving Indigenous knowledge while strengthening cultural identity, language skills, and connection to community.



Navajo Language Immersion Program: Preserving Language Through Immersive Learning

The Navajo Language Immersion Program was hosted during Summer Session I 2026 as an intensive three-week experience designed to strengthen oral Navajo language proficiency and advance culturally grounded teaching practices.

Offered through NAV 101, 102, 201, and 202, the program progressed steadily toward full immersion—week one centered on classroom instruction on campus. Week two moved learning into hands-on community activities. Week three culminated in full immersion at the Littleben Summer Campsite in the Lukachukai Mountains.

Ten students participated. Instruction was led by Thomas Littleben and Roger Benally, with support from Thomas Benally and Lorenzo Max.



TEACHER EDUCATION PROGRAM

Strengthening Educator Preparation

Guided by the Diné philosophy of Sa'ah Naagháí Bik'eh Hózhóón (SNBH), the Teacher Education Program strengthened its educator preparation pathways through strategic planning, curriculum development, and culturally grounded instruction. The program prepares highly qualified educators to serve the Navajo Nation, uniting Indigenous knowledge systems with evidence-based teaching practices.

Curriculum Innovation and Program Alignment

Faculty revised the Associate of Arts in Early Childhood Education degree checklist, reducing excess credits, improving coherence, and aligning the program with teacher licensure requirements in Arizona and New Mexico. These changes make it easier for students to transfer into bachelor's-level programs and prepare future educators for state certification.

The program also added NIS 294: Diné Perspectives in Education as a required course across education pathways. The course guides future educators in applying Diné educational philosophy and cultural teachings in traditional and contemporary classrooms, strengthening culturally responsive instruction and educational sovereignty.

Expanding Support for Future Educators

The program secured more than \$546,000 in grant and appropriation funding to build capacity and support student success. This funding advanced curriculum development, faculty initiatives, and direct assistance for teacher candidates, including student teaching stipends, certification testing support, childcare assistance, and practicum travel.

The funding also established a Field Placement Coordinator position, which improved practicum experiences and student teaching placements through stronger partnerships with schools and community stakeholders. Further efforts developed Navajo-based curriculum resources and reinforced culturally grounded teaching models.

Advancing Culturally Sustaining Pedagogy

The program hosted a conference on culturally revitalizing and sustaining pedagogy for K-12 educators. The event brought together Diné College students, educators, and community members to explore Indigenous-centered approaches to teaching and learning. Participants examined identity, language, storytelling, community, and land-based education.

The conference affirmed the program's commitment to preparing educators who honor Indigenous knowledge systems and create meaningful, culturally responsive learning for future generations.



In Memoriam: Rex Lee Jim, An Esteemed Leader and Educator

The Diné College community mourns Rex Lee Jim's passing on February 24, 2026. Born and raised in Rock Point, Arizona, Mr. Jim devoted his life to education, leadership, and cultural preservation.

A respected scholar, poet, playwright, and traditional knowledge holder, Mr. Jim served as Vice President of the Navajo Nation from 2011 to 2015 and earlier as a Navajo Nation Council Delegate. At Diné College, he held several leadership and teaching roles, including Dean of the School of Diné Studies and Education. Through this work, he inspired students to embrace Diné language, history, and identity while preparing them to lead their communities.

Mr. Jim studied at Princeton University and Middlebury College, and he spoke Navajo, English, and Spanish fluently. His writings, community service, and lifelong commitment to Navajo sovereignty and cultural revitalization reached far beyond the classroom.

Rex Lee Jim embodied Sa'ah Naagháí Bik'eh Hózhóón, the philosophical foundation of Diné College. He taught students to honor their origins while preparing for the future, ensuring that Diné knowledge remains a living, guiding force for generations to come.

His legacy lives on in the students, educators, and community leaders he mentored. Diné College honors his life and remembers him as a leader whose wisdom, service, and love for his people will continue to guide the institution for years to come.



STEM SCHOOL OF SCIENCE, TECHNOLOGY ENGINEERING & MATHEMATICS

Expanding a Research Enterprise Rooted in Community

Within the School of STEM, opportunities for discovery, innovation, and student success continue to grow as Diné knowledge is woven into modern research and technology. Through academic excellence, federally funded research, workforce development, and community partnerships, students are prepared to serve the Navajo Nation and beyond as scientists, healthcare professionals, engineers, educators, and leaders.

Over the past year, the School's role as a regional hub for research and workforce development has been further strengthened. Major investments from the National Science Foundation (NSF), National Institutes of Health (NIH), Department of Defense (DoD), USDA, and private foundations have expanded faculty and student research across biology, environmental science, public health, agriculture, genomics, and engineering. Through hands-on learning, meaningful research is conducted while issues affecting Navajo communities are addressed.

Continued growth has been achieved through the NSF-funded ICE-TI initiative, the Water is Life TEA Center, NIH-supported biomedical and genomic research programs, and community-centered environmental projects. These efforts have enhanced laboratory capabilities, strengthened partnerships with universities and research institutions, and broadened pathways into advanced STEM education and careers. New grant funding has also been secured, including the NIH-supported Educational Framework of Genomic Data Science for Regional Populations initiative and participation in the Alfred P. Sloan Foundation's Equitable Pathways Program, which strengthens graduate pathways for students pursuing advanced STEM degrees. Together, these investments continue to position Diné College as a leader in STEM education and research.

Research Growth in STEM

The NSF-funded ICE-TI initiative has driven continued growth in research and education, the Water is Life TEA Center, NIH-supported biomedical and genomic programs, and community-centered environmental projects. Laboratory capabilities have strengthened, partnerships with universities have expanded, and new pathways into advanced STEM careers have been created. The College also secured additional grant funding, including the NIH-supported Educational Framework of Genomic Data Science for Regional Populations initiative and participation in the Alfred P. Sloan Foundation's Equitable Pathways Program. These investments continue to establish Diné College as a leader in STEM education and research.

**FACULTY EXCELLENCE AND INNOVATION****Diné College Secures Historic Third U.S. Patent**

Diné College achieved a historic milestone with the issuance of its third U.S. patent, reinforcing its position as a national leader in innovation among Tribal Colleges and Universities. Developed through the research efforts of Associate Professor Dr. Oleksandr Makeyev and collaborators, the patent reflects the College's ongoing commitment to scientific advancement and technology development. This accomplishment contributes to an unprecedented record of successful patent applications and demonstrates the growing impact of Diné College research in biomedical science and technological innovation. The achievement also provides new opportunities for students to participate in research, intellectual property development, and entrepreneurship while gaining valuable experience in emerging fields of science and technology.

**Dr. Shazia Tabassum Hakim Receives International Recognition**

The 2026 William A. Hinton Award for the Advancement of a Diverse Community of Microbiologists was awarded to Dr. Shazia Tabassum Hakim, Interim Dean of the School of STEM, by the American Society for Microbiology (ASM). Presented before an international audience, the award recognizes leadership in mentoring future scientists and advancing inquiry in environmental health, microbial science, water quality, and public health. Dr. Hakim was also selected as President of the ASM Arizona and Nevada Branch for 2026-2027, reflecting the College's growing influence within regional and national scientific networks.





Faculty Scholarship and Research Impact

STEM faculty advanced scientific knowledge through publications, presentations, and collaborative projects. This year, faculty published peer-reviewed research in internationally respected journals, including *Nature Genetics* and *Royal Society of Chemistry* publications. Faculty also authored a scholarly book chapter through Springer Nature. These accomplishments reflect the School's growing research capacity and affirm Diné College's role in advancing cutting-edge science.



Student Success Through Research and Discovery Building STEM Pathways Through the CONVOY Program

The NIH-funded CONVOY Program prepares future scientists through hands-on research that blends Diné traditional knowledge with Western science. Serving middle school, high school, and college students, the program builds lab skills, supports original research, offers dual-credit coursework, and connects students with faculty mentors. Participants gain practical experience while exploring topics that shape their communities and careers.

Student participation reached new heights this year. Twenty-three CONVOY interns presented original research at the American Indian Science and Engineering Society (AISES) National Conference, sharing work in environmental science, renewable energy, health research, neuroscience, and sustainability. These experiences strengthened students' research, communication, and leadership skills while representing Diné College on a national stage.

Summer programs expanded opportunities further. More than 55 students took part in NARCH, CONVOY, and New Beginning summer research experiences, deepening their academic preparation and opening pathways into STEM careers and graduate education.

Graduate Research Addresses Community Needs

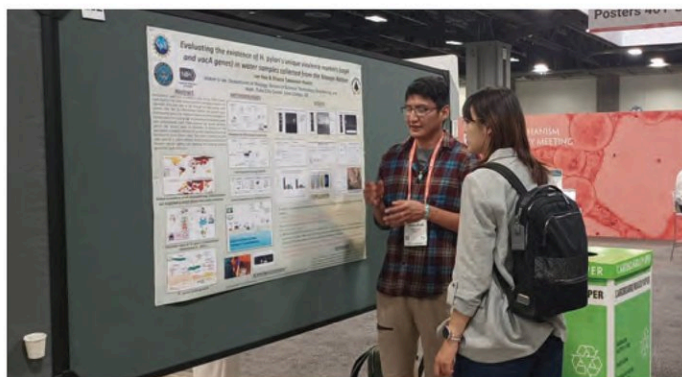
Advanced research opportunities continue to be offered through the Master of Science in Biology program. During Spring 2026, two graduates were celebrated, bringing the program's total to seven since its inception. Supported by NSF funding, a new generation of Navajo researchers is being prepared to address environmental, biological, and public health challenges.

Ian Nez Conducts Community-Focused Public Health Research

Master of Science in Biology student Ian Nez successfully defended a thesis examining *Helicobacter pylori* virulence markers in water sources across the Navajo Nation. This research contributes valuable knowledge on environmental factors that may affect community health outcomes. The work reflects an emphasis on community-centered research and its potential to benefit Navajo communities while preparing students for careers in science, research, and healthcare.

Looking Ahead

As the School of STEM grows, priorities include expanding academic offerings, strengthening student support, enhancing research infrastructure, and creating new pathways in emerging fields such as genomic data science, artificial intelligence, computer science, and medical assisting. Through continued investment in research, faculty, student success, and community partnerships, the next generation of Indigenous scientists, innovators, and leaders will be inspired—advancing Diné College's mission of serving the Navajo Nation through education, research, and service.



DUAL CREDIT PROGRAM

Building Pathways for Future Diné Leaders

The Diné College Dual Credit Program brings affordable higher education to high school students across the Navajo Nation. Partnerships with schools in Arizona and New Mexico let students earn college credits before graduation, lowering costs and speeding progress toward certificates and degrees. College-level coursework, advising, tutoring, and library resources build confidence and prepare students for success.

Expanding Access and Academic Opportunities

Enrollment and academic opportunities continue to grow, supported by strong partnerships and ongoing engagement with students, families, and communities at school and community events. The program has delivered measurable gains, including higher enrollment and retention and lower course failure rates. Students earn credit across many disciplines, including mathematics, English, Diné Studies, public health, teacher education, sciences, history, and sociology. Partnerships in New Mexico have also expanded Teacher Education and Public Health pathways.

Celebrating Student Achievement

The Academic Achievement Awards Ceremony highlighted the year, honoring students for their success in dual credit coursework. Participants received certificates, and graduating seniors earned honor cords. The event celebrated academic excellence and strengthened ties among schools, families, and communities through K'é values.

Student Spotlights

**Shylene Ashihi**

"The Dual Credit Program gave me a head start on my future." She is studying health occupations and plans to become a physical therapist.

**Aden Harvey**

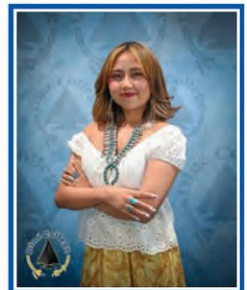
"The Dual Credit Program gave me a head start on my college journey." Inspired by healthcare, he is working toward a career as a musculoskeletal sonographer.

**Aryiah James**

"The Dual Credit Program helped me grow as a student and leader." She is pursuing Business Administration and hopes to serve her community through leadership.

**Kirsten Parrish**

"The Dual Credit Program built my confidence to pursue my academic goals." She plans to earn a degree in biomedical sciences, honoring her grandparents' guidance.

**Cordesia Teller**

"The Dual Credit Program gave me the confidence to succeed in college." She is pursuing a bachelor's degree in psychology to support and serve her community.

Looking Ahead

As the Dual Credit Program continues to expand, Diné College remains committed to broadening educational pathways, increasing access, and strengthening partnerships with high schools across the Navajo Nation and beyond. A forthcoming General Education Certificate will formally recognize Arizona General Education Curriculum (AGEC) requirements on student transcripts, streamlining credit transfer and supporting degree completion. Future efforts will further expand transfer opportunities while delivering affordable, culturally grounded higher education that equips students for lasting academic and career success.

OFFICE OF ASSESSMENT & CURRICULUM

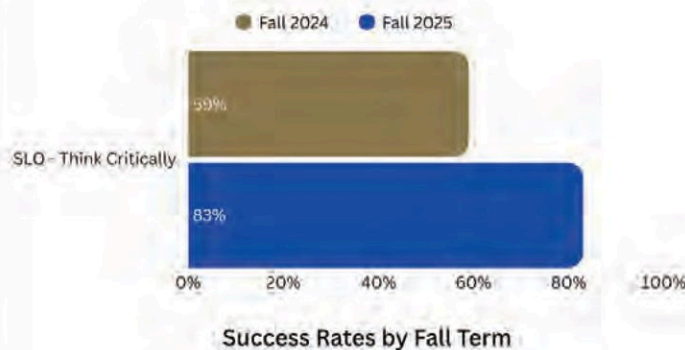
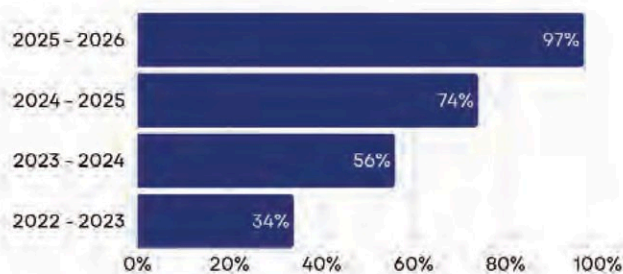
The Office of Assessment & Curriculum (OAC) supports effective teaching and learning through curriculum development, student learning assessment and instructional support. The department collaborates closely with faculty, deans, and academic leaders to ensure that curriculum and assessment practices align with accreditation standards and contribute to continuous improvement in student success.

**Articulation Task Force Meetings**

Participation is maintained in 29 of Arizona's 44 Articulation Task Force (ATF) disciplines, allowing faculty expertise to help shape statewide transfer and curriculum practices. Over the previous four academic years, Arizona recorded one of the lowest participation rates among institutions. Through renewed commitment and collaboration, participation rose to 97% during the 2025–2026 academic year.

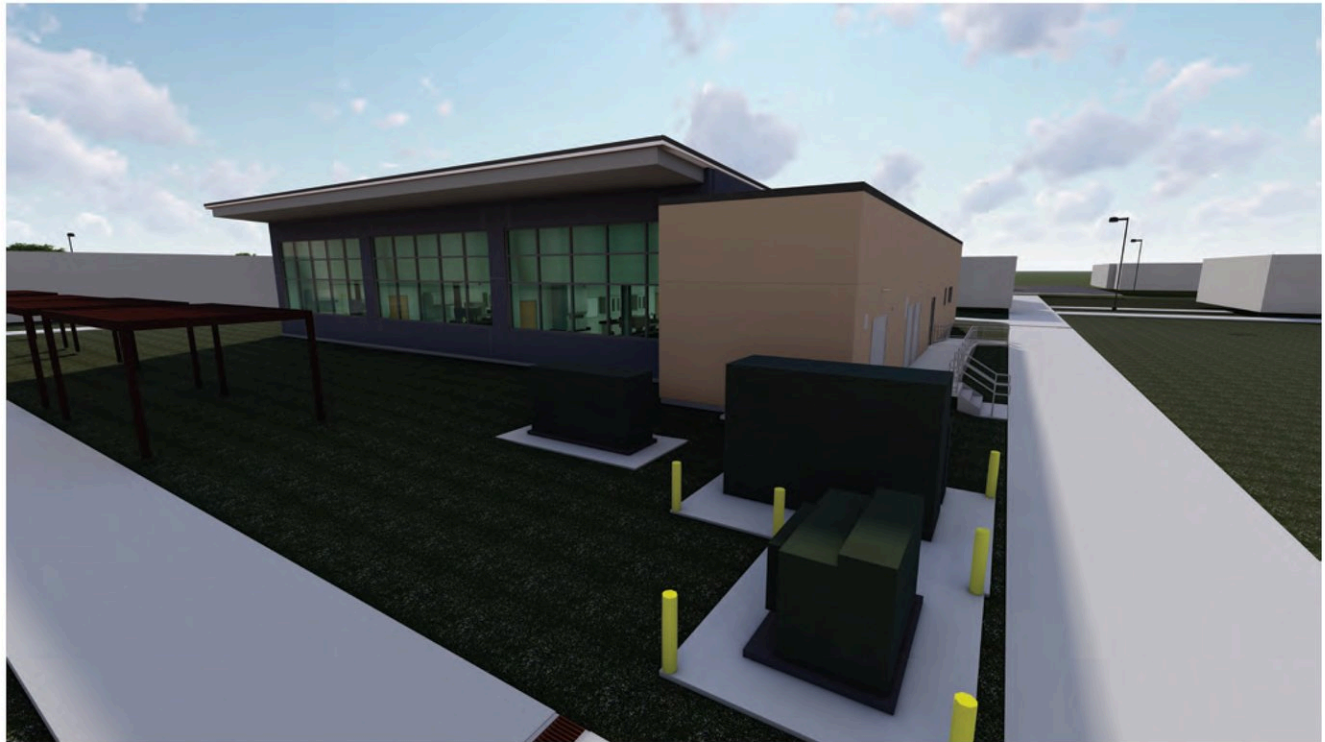
This achievement contributed to the AZTransfer Institutional Improvement Award being received for the second consecutive year in 2026, following the first award in 2025. Participation in ATF meetings helps ensure coursework transferability and minimizes the loss of earned credits when students transfer. Through discussions focused on course transferability and curricular alignment, pathways that support student persistence and degree completion continue to be strengthened.

Looking ahead, the Office of Assessment & Curriculum remains committed to expanding training opportunities, increasing transparency, and refining the processes that support faculty and advance student success at Diné College.

**Articulation Task Force (ATF) Attendance**

CAPITAL PROJECTS UPDATE

During the current reporting period, the institution has advanced an ambitious portfolio of capital projects designed to strengthen facilities, expand learning opportunities, and improve access for students across all campuses. The institution currently manages thirty-two capital projects. The following major undertakings represent the most significant investments in physical infrastructure during this reporting year.



Diné College Tsaile Science Wing Laboratory

Among the most significant capital investments currently underway is the Gorman Classroom Building Science Wing Laboratory, supported by a \$7 million Title III federal grant. The new facility will feature three flexible laboratory classrooms and several specialized laboratory spaces designed to support science education from introductory coursework through master's-level instruction. Currently under construction at the Tsaile campus, the building will expand hands-on learning opportunities and enhance the College's capacity to prepare students for careers in STEM fields. Completion is anticipated in December 2026.



Gorman Classroom Building Roof Replacement

The Gorman Classroom Building (GCB) at the Tsaile Campus has concluded its major renovation phases, with the roof replacement serving as the final milestone. Improvements delivered through a Guaranteed Energy Savings Performance Contract include envelope upgrades, touchless water-conservation fixtures, LED lighting, a new overhead plumbing system, new flooring, energy-efficient E-rated windows, dedicated rooftop HVAC units in each room, and a fully modernized electrical system. The building now requires only routine maintenance, while the College continues to seek funding for furniture in several remaining classrooms.

Tuba City Campus Union Building

At the Tuba City Center, a new Campus Union Building is advancing toward construction through an \$8 million grant from the State of Arizona. The architectural, engineering, and construction document phases are complete, and the project has entered the bidding phase. A construction contract is anticipated in May 2027. Once complete, the facility will serve as the student union for the Tuba City Center, offering dedicated spaces that support student engagement, services, and daily needs.



ADA Compliance Upgrades

With support from a \$2.4 million Title III federal grant, Diné College is upgrading infrastructure to meet the Americans with Disabilities Act (ADA). Improvements include sidewalks, building entrances, and interior points of ingress and egress. Work spans the main campus in Tsaile, Arizona, along with sites in Tuba City, Arizona, Shiprock, New Mexico, and additional locations. These enhancements will strengthen accessibility, safety, and mobility for students, employees, and visitors. Work will continue throughout the five-year grant period, reflecting the College's commitment to inclusive learning environments.

Shiprock South Campus Student Services Center

The Shiprock South Campus Student Services Center is a design-build project led by Dyron Murphy Architects in partnership with Jaynes Corporation. The new facility will consolidate student services now located on the north campus, including the bookstore, financial aid office, and cashier's office. Once complete, students will access essential services in a single, central location, without traveling between campuses for registration, financial aid, or bookstore needs. Funded by a \$5 million appropriation from the New Mexico Department of Higher Education through a General Obligation Bond, the center will improve accessibility and create a more efficient, student-centered experience.

Tsaile Student Union Building Rebuilding

Following the fire that damaged the Tsaile Student Union Building, the Navajo Nation Risk Management investigation has concluded, and the insurance claim has been paid. With oversight returned to the institution, planning and programming for the rebuild are now underway. This phase will define the new facility's scope and footprint, guiding construction cost estimates and the College's capital campaign goals. The completed building will offer a renewed space dedicated to student engagement, services, and campus life.

Tsaile Operations and Maintenance Building Renovation

Supported by a \$2.4 million Title III federal grant, the Operations and Maintenance Building in Tsaile, Arizona, is slated for renovation. The project targets non-compliant areas, including restrooms and other spaces needing modernization, to improve functionality, safety, and overall conditions while supporting the College's operational needs. Now in the second year of the five-year funding cycle, planning and implementation are underway, with completion anticipated within the grant period.

**Looking Ahead**

The projects featured here rank among the College's most significant capital investments this reporting period and form part of a broader portfolio of 32 active projects. Together, they advance Diné College's commitment to modern, accessible, and well-maintained facilities that support student success and strengthen community services. The College remains focused on infrastructure that fulfills its mission and meets the evolving needs of students, employees, and community members. We extend our sincere appreciation to our funding partners and all whose collaboration makes this progress possible.

ANETH AND NEWCOMB MICROSITES CLOSURES

Honoring the Impact: A Legacy of Connection and Community

As part of its commitment to long-term institutional sustainability and strategic growth, Diné College made the decision to close the Newcomb Microsite in July 2026 and the Aneth Microsite in September 2026. Since their establishment, both microsites served as important access points for higher education, providing academic support, adult education opportunities, internet and computer access, community outreach, and student engagement activities for surrounding communities. The sites played a particularly important role during and after the COVID-19 pandemic by helping students remain connected to educational resources and college services.

Accomplishments

Over the past five years, the Newcomb and Aneth Microsites achieved remarkable milestones in outreach and community enrichment:

- **K-12 Partnerships & Youth Outreach:** In collaboration with local schools, the site strengthened Diné College's presence throughout the Utah Navajo region. Through College Days at Whitehorse High School in Montezuma Creek and participation in the school's Homecoming parade alongside Shiprock Campus staff, the microsite encouraged young scholars to pursue higher education.
- **Community Engagement Events:** The site served as a hub for community connection, hosting Diné College Information Day to introduce families to the College's academic programs and enrollment pathways. The Land Grant Office led gardening workshops, and representatives regularly participated in local Justice Day.
- **Cultural & Professional Growth:** Funded by the American Indian College Fund Cultivating Native Student Success Grant, the site delivered professional development grounded in both traditional and mainstream cultural principles, offering students, faculty, staff, and community members insight into Diné College's strategic goals.



Moving Forward

While physical operations have closed, our commitment to delivering a world-class education for the people of the Navajo Nation remains firm. We welcome all students and community members served by the Newcomb and Aneth Microsites to continue their academic journeys at our Shiprock Branch Campus, Crownpoint Center, Window Rock Center, Tuba City Center, and Tsaile Campus.

We thank the dedicated staff, students, and community partners who made the Newcomb and Aneth Microsites a true beacon of learning, resilience, and connection.



"I enjoyed my time working to service our local students and engage community into the realm of higher education. I look forward to my new adventures."

- Sasha Mitchell,
Aneth Microsite Learning Center Coordinator

LAND GRANT OFFICE

The Diné College Land Grant Office continued to advance agricultural education, cultural preservation, food sovereignty, and community outreach across the Navajo Nation. Through experiential learning, applied research, cooperative extension programs, and strategic partnerships, the office connected students and community members to practical knowledge rooted in both Diné traditions and contemporary agricultural practices.

Throughout the year, the Land Grant Office supported student success through agricultural coursework, internships, and hands-on learning opportunities. Faculty and staff taught courses in agroecology, agriculture, beekeeping, OneHealth, conservation planning, and field experience, while more than 40 student internships provided valuable workforce development and career exploration opportunities. These efforts strengthen pathways to careers in agriculture, natural resources, and community development.

AGR 301 Students Learn Traditional Navajo Butchering Skills

Students enrolled in AGR 301 Meat Science participated in a hands-on butchering event that combined classroom instruction with traditional Navajo livestock processing practices. Throughout the semester, students studied meat science, animal anatomy, and livestock processing before applying their knowledge in a practical setting. The experience strengthened students' technical skills while reinforcing cultural knowledge, teamwork, and an understanding of local food systems. By integrating traditional practices with academic instruction, the Land Grant Office continues to support culturally relevant agricultural education that serves Navajo communities.



Documentary Highlights Navajo Farmers' Resilience After the Gold King Mine Spill

The Land Grant Office partnered with New Mexico State University's Agricultural Science Center to screen *Story Through Lenses: Resilience in Farming Along the San Juan River*, a documentary by Diné filmmakers Daveishena Redhouse and Cayden Manuelito. The film records the challenges that farming families faced after the 2015 Gold King Mine spill and their steadfast efforts to protect their livelihoods and cultural ties to the land. The screening brought together students, community members, and agricultural professionals, and it preserves these important stories for future generations.



Supporting Agriculture and Youth Development

Office staff broadened outreach through workshops and community initiatives across the Navajo Nation. They led livestock workshops, delivered herd health services to local producers, and guided youth workshops on sustainable agriculture and trade skills. Staff also completed four Sheep-to-Loom Weaving Series workshops in Pinon, Ganado, Shiprock, and Tuba City. Additional projects included constructing hoop houses at regional high schools and supporting wool and mohair buy events that connected Navajo producers to agricultural markets.



Looking Ahead

The Land Grant Office remains committed to expanding educational opportunities in agriculture, food systems, youth development, and community outreach. Near-term priorities include sustainable agriculture initiatives, student internships, herd health programs, agricultural market access, and the Ram Leasing Program. Longer-term efforts will focus on developing regional agricultural hubs, value-added food processing, and infrastructure that supports Navajo producers and rural communities. Through its land-grant mission, Diné College continues to strengthen the health, well-being, and resilience of Navajo communities while preparing future leaders in agriculture and natural resource stewardship.





MISSION STATEMENT

Diné bina'nitin t'áá íyisíí á siláago binahjį', ołta'í na'nitin náasjį' yee ínááhwiidooł'álgíí yéego bidziilgo ádiilníł, áko Diné nilínígíí t'áá ałtso yá'át'éehgo bee bił nahaz'áa dooleeł niidzin.

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.

VISION

Nihí'ólta'gi, Diné Bidziilgo ółta'gi na'nitin ał'ąą ádaat'éii ółta'í bee nanitinígíí dóó t'áá ha'át'íí shíí bee bíká'aná'álwo'ígíí bidziilgo dóó bohónéedząągo ádiilníł niidzin. Díí binahjį' Diné bi'ólta'gi óhoo'aah ts'ídá bohónéedzánii bee bił haz'ąłjį dooleeł.

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

PRINCIPLES

Our educational principles are based on Sa'ah Naagháí Bik'eh Hózhóón, the Diné traditional living system, which places human life in harmony with the natural world and universe. The system provides for protection from the imperfections in life and for the development of well-being.

EXPLORE OUR DEGREE PROGRAMS

Associate of Applied Science Degrees

Business Management
Office Administration

Associate of Arts Degrees

Business Administration
Diné Studies
Early Childhood Education
Education
Social and Behavioral Sciences
Social Work

Associate of Science Degrees

Biology
Environmental Science
Health Occupation
Mathematics
Physics
Pre-Engineering
Public Health

Bachelor of Arts Degrees

Business Administration
Diné Studies
Elementary Education
Navajo Language
Navajo Nation Law
Psychology

Bachelor Fine Arts Degrees

Emphasis in Creative Writing
Emphasis in Graphic Design
Emphasis in Navajo Silversmithing
Emphasis in Painting
Emphasis in Digital Photography
Emphasis in Navajo Weaving

Bachelor of Science Degrees

Agricultural Science
Biology
Biomedical Science
Public Health
Secondary Education, Mathematics
Secondary Education, Science

Minor Degrees

Cultural Arts
Native American Studies

Master of Science Degree

Biology

Certificate Degrees

Cultural Arts
Computer Technology
Geographic Information System
Medical Assistant
Navajo Nation Leadership
Public Health

Endorsement Programs

Art Endorsement
Math Endorsement
Early Childhood Endorsement

TUITION & FEES

 **SPRING** **\$660**
Full-Time Student
(12 credit hours)

 **FALL** **\$660**
Full-Time Student
(12 credit hours)

 **SUMMER** **\$330**
Full-Time Student
(6 credit hours)

 **APPLICATION FEE - New Student** **\$20**

TECHNOLOGY ACTIVITY **\$20**
\$25

ADMISSIONS & ENROLLMENT

Admissions Checklist

- Online Admission Application
- \$20 New Student Application Fee
- Certificate of Indian Blood (If applicable)
- Official high school transcript with graduation date or high school equivalency credential (GED, HISET, or TASC) with test scores.
- Official college/university transcripts for other accredited colleges/universities previously attended.
- Housing Application (if living on campus)

Diné College is open enrollment and does not require ACT/SAT scores.

Diné College is accredited by the Higher Learning Commission, a regional accreditation recognized by the U.S. Department of Education.

STUDENT HOUSING

DOUBLE OCCUPANCY - \$640/Semester
\$190/Summer Session

\$150 Security Deposit (refundable)
Meal Plan Required • Terms and conditions apply

STUDENT FAMILY HOUSING

3 BEDROOM UNIT - \$600/month

2 BEDROOM UNIT - \$500/month

\$250 Security Deposit (refundable)

Terms and conditions apply

• Meal Plan (optional), For enrolled students only

* Housing available only at Diné College Tsaile Campus

RESIDENCE LIFE: (928) 724-6782

residencelife@dinecollege.edu

 **(928) 724-6634**

 **admissions@dinecollege.edu**



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