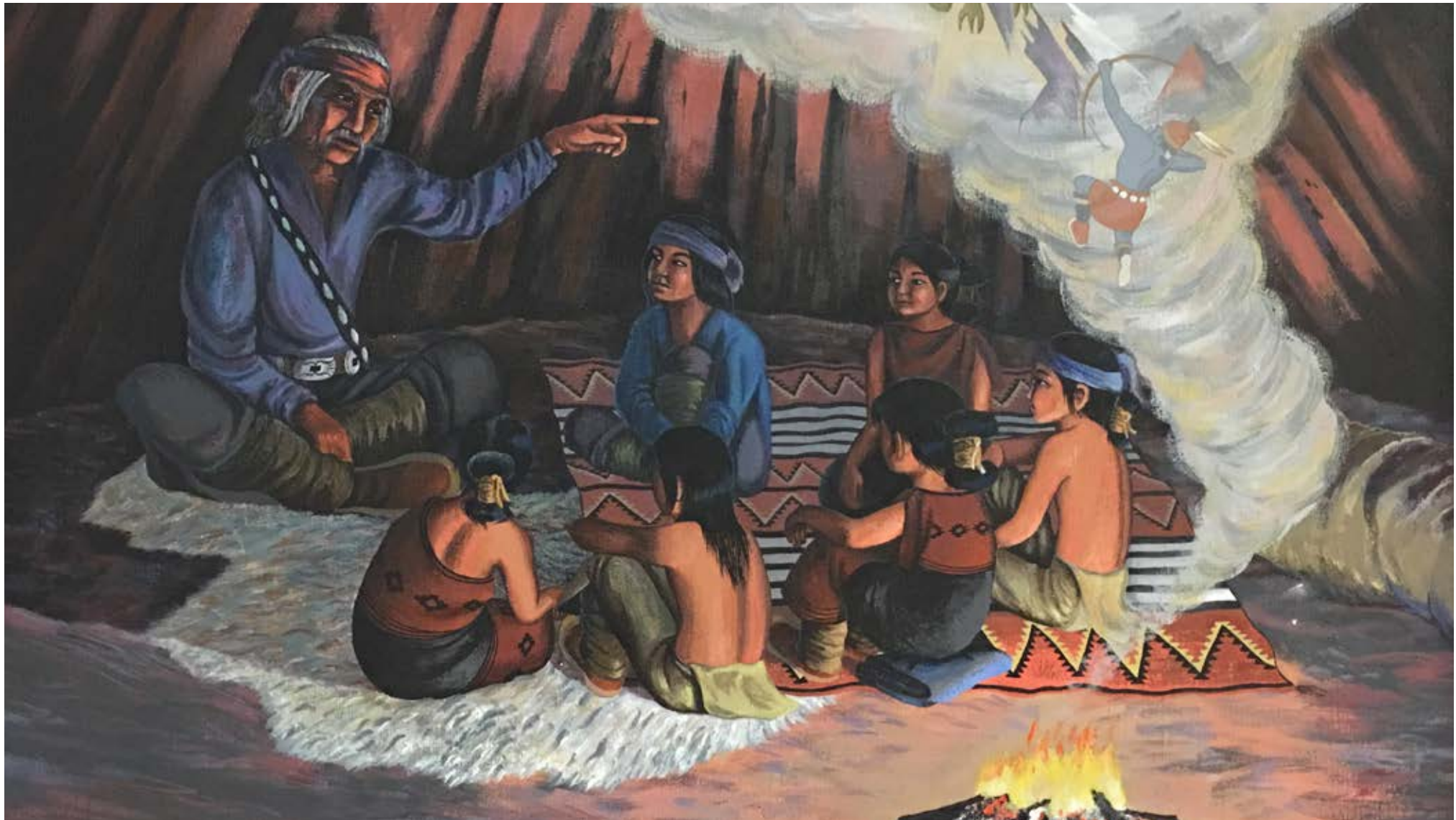


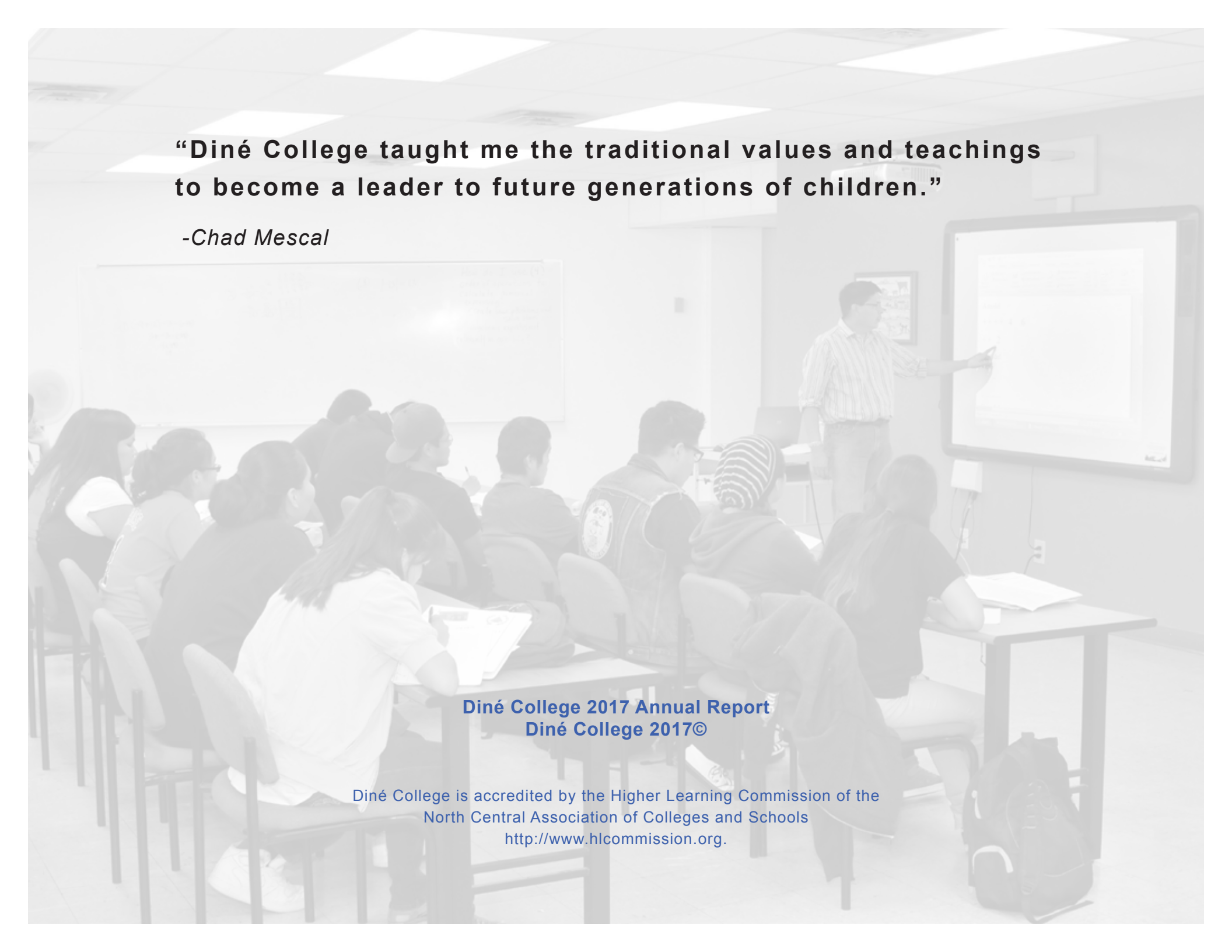
Diné College

2017 Annual Report

Profiles of Success

*The Higher Education Institution
of the Navajo People Since 1968.*





“Diné College taught me the traditional values and teachings to become a leader to future generations of children.”

-Chad Mescal

**Diné College 2017 Annual Report
Diné College 2017©**

Diné College is accredited by the Higher Learning Commission of the
North Central Association of Colleges and Schools
<http://www.hlcommission.org>.

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President's Message

Leadership

We are on the eve of our 50th year of being the higher educational institution of the Navajo people. It is hard to imagine if the founders of this great college could have envisioned the challenges faced and overcome. We have grown from a two-year college into a four-year college. Just like the growth of the previous 49 years, the next 50 years will be just as exciting.

The challenge for us today is how do we build new programs, expand the college and plan for the future when we do not know what that future holds. Education has always been the foundation for whatever new innovations come and that is where Diné College wants to be situated. We may not know the future, but we can prepare our students to take it head-on with knowledge, courage and an understanding of who they are.

Our new strategic goals have been aligned with solid purpose and we rely upon a firm, solid foundation that was set in stone almost 50 years ago. However, it is up to each of us to bring our own perspectives, experiences and commitment through our Diné values, traditions and teachings that will guide this college.

The 50th anniversary will allow all of those who have been impacted by Diné College to reflect and remember the contributions made and the trails blazed. The next 50 years will be filled with new academic programs, graduate studies and new academic buildings that support our new programs.

But, none of that matters if we move away from our founding mission. Diné College is a testament to our Navajo heritage, beliefs and what makes our college the beacon of continual growth, humble existence, and endless hope.

I look forward to being a part of this future, and I look forward to working with each of you as we lead Diné College into a new era of higher education excellence.

Ahxe'hee',

Charles Monty Roessel, Ed.D.
President

Board of Regents

Leadership



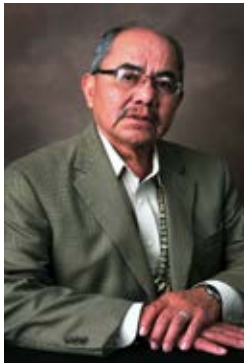
Greg Bigman
President
Northern Agency



Theresa Hatathlie
Vice President
Western Agency



Felisha Adams
Student
Representative
ASDC President



Nelson S. BeGaye
Member
Health, Education,
and Human
Services



**Dr. Tommy Lewis,
Jr.**
Secretary
Superintendent
of Diné Schools



Anderson Hoskie
Treasurer
Eastern Agency



**Johnson
Dennison**
Member
Chinle Agency



“I am very thankful and appreciative for the experience I have gained through my position as a voting student member of the Board of Regents.”

-Aaron Lee Former Associated Students of Diné College (ASDC) President

Board of Regents President's Message

Leadership



The major initiatives for the Board of Regents at Diné College involve stability and development. As part of the Board's strategy, we hired the 17th President of the College, Dr. Charles Monty Roessel. The Board also approved a five-year strategic plan that integrated the budget, academic initiatives and capital improvement into a framework that focuses on student success, Navajo Nation-building and institutional performance.

The Board approved agreements and programs between governments and universities, such as the Navajo Nation Scholarship Office and Western New Mexico University (WNMU) for teacher education which will allow the students to start at Diné College and finish at WNMU with a master's degree. The board also approved the Diné Language Institute, which will be transformative to the Navajo Nation by helping to consolidate resources and stimulate research. The applications for the Institute are far reaching from immersion programs, teaching methods to cultural revitalization.

Aligning the budget to goals is a major development that connects to performance indicators, return on investment and other internal controls. The Board of Regents has implemented these standards into the Presidential contract and strategic goals to foster a culture of accountability, growth and collaboration.

The new offering of two certificates and two baccalaureate programs is also a major development for students and the Navajo Nation. Students will now have the option to graduate with a bachelor's degree in Public Health or Fine Arts. The listing of the new programs brings a total of eight accredited bachelor's

programs and 28 Associate of Arts and certificate offerings by the college.

As the college approaches its 50th anniversary, the occasion marks a time of reflection. The success of the college is not only counted in the more than 30,000 students that have walked into the classrooms over the years, but also in the research that is rooted within the institution. The college has always been the pillar of self-determination and a model for tribal education, which the Board of Regents intends to continuously strengthen. The initiatives the Board have approved demonstrate progress with the college in developing and improving internal processes, such as academic review, compliance and management.

The successes of the college would not be possible without the various partnerships and contributors, such as the 23rd Navajo Nation Council, President Russell Begaye and Vice President Jonathan Nez, the Apache County Board of Supervisors, the states of Arizona, New Mexico and Utah, the federal government, particularly the Bureau of Indian Affairs, and Department of Education, and private donors like the Gorman family.

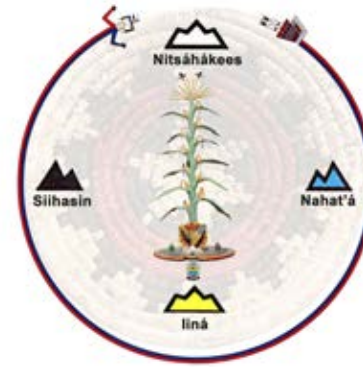
Ahxe'hee',

A handwritten signature in black ink, appearing to read "G. Bigman". The signature is fluid and cursive.

Greg Bigman
President, Board of Regents

Mission and Vision

Leadership



Mission

Diné bina'nitin áyisíí ásiláago binahjí', ólta'í na'nitin náasjí' yee inááhwiidooł'áłgíí yéego bidziilgo ádiilníł, áko Diné nilínígíí t'áá ałtso yá'át'éełgo bee bił nahaz'áą 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 Ólta'gi na'nitin ał'ąą ádaat'ėii ólta'í bee nanitinígíí dóó t'áá ha'át'íí shíł bee bíká aná'álwo'ígíí bidziilgo dóó bohónéedzągo ádiilníł niidzin. Díí bina hjí' Diné bi'ólta'gi óhoo'aah ts'ídá bohónéedzáníi bee bił haz'á íłj dooleeł.

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

Principles

Nihina'nitin, Sa'ąh Naaghái Bik'eh Hózhóq nbił hadét'ėego, dóó índa Diné yee iiná íł'ínígíí át'ėego nahasdzáan bikáá'gi dóó yádiłhił biyaagi bohónéedzánígi át'ėego yee hiná. Díí binahjí' t'áá ałtsodéé' bik'ihwiinít'íłgo bitah yá'áhoot'ėego yee iiná íł'íł.

Our educational principles are based on Sa'ąh Naaghái Bik'eh Hózhóq, 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 wellbeing.

Values

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

T'áá hó ájitéego

Excellence and self-initiative in problem-solving, compassion, setting clear goals and establishing positive working relationships.

Ahił na'alnish

Cooperating and helping one another, keeping all employees well in-formed, using proper language for communication, respecting one another on equal terms and honoring K'é.

Íłidłj

Respecting the cultural, racial, and gender diversity of the Diné People, maintaining safe, courteous, respectful, and positive learning environments and valuing inclusiveness.

Íłééhózin

Understanding, thoughtfulness, competence, confidence, conscientiousness, and reflectivity for serving the needs of the Diné People.

Diné College 2017-21 Strategic Goals

Leadership



Diné Identity – Advance the institution’s Diné identity.

- Increase use and application of language, history and culture campus-wide.
- Incorporate and strengthen Diné teachings in current and future programs.
- Build cultural relevance into academic and student support programs.

Student Success – Promote student success and development.

- Increase cross-institutional dialogues to promote student success.
- Expand student opportunities for career readiness.
- Expand student opportunities for leadership development.

Financial Health – Strengthen financial health and self-reliance.

- Increase funding sources to support institutional growth.
- Optimize the College’s financial systems.
- Streamline institutional compliance.

Institutional Transformation – Promote effective communication and accountability.

- Demonstrate institutional transparency in planning and initiatives.
- Develop communication policies and guidelines for the institution.
- Target professional development opportunities to increase performance.

Technology – Expand effectiveness and efficiency using technology.

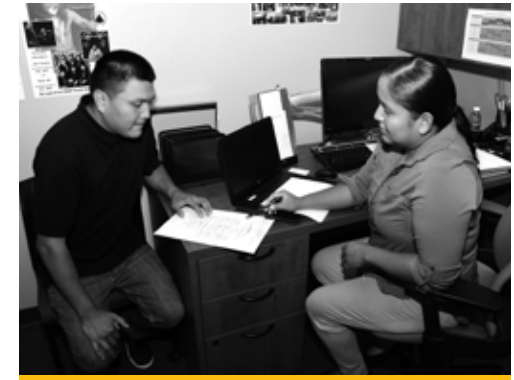
- Enhance the internal technology infrastructure of the College community.
- Advance IT policies to meet the evolving needs of the institution.
- Improve information technology to enhance student learning experiences.

Nation Building – Cultivate Diné Nation building.

- Build congruent educational programs to meet the needs and aspirations of the Navajo Nation.
- Assist Navajo Nation in becoming better positioned economically.
- Align programs with sustainable employment opportunities for graduates.

Diné College Enrollment

Our Story Through Data



Diné College demonstrated an increase in its Fall semester enrollment over the last three years. The college enrollment is defined as students who have successfully completed a high-school program and who are registered at Diné College and pursuing a degree as a part-time and/or full-time enrollee.

The table (right) illustrates the following percentage of increase in Diné College's Fall semester enrollment (Year-to-Year):

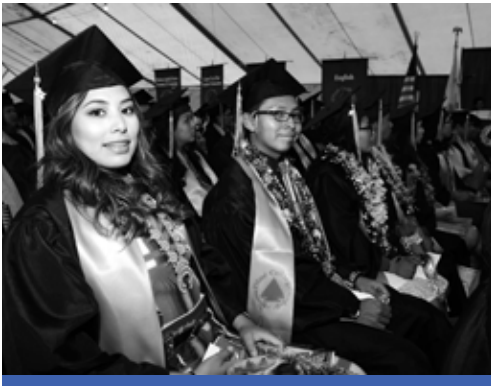
- Fall 2015 and Fall 2016, increased by 9% (120 students)
- Fall 2016 and Fall 2017, increased by 7% (107 students)
- Fall 2015 and Fall 2017, increased by 15% (227 students)

Four Year Enrollment by Academic Year					
Campus/ Center	AY1314	AY1415	AY1516	AY1617	Total Enrollment by Campus/Site
Chinle	174	350	296	106	926
Crownpoint	100	247	167	59	573
Shiprock	505	398	451	374	1,728
Tuba City	504	503	509	454	1,970
Tsaile	1,786	1,801	1,735	2,048	7,370
Window Rock	211	220	264	175	870
All Campus/ Site	3,280	3,519	3,422	3,216	13,437

Four-Year Data Trend - Spring Graduation/Confirmed Degrees Conferred per Campus					
Campus Location	2014	2015	2016	2017	Grand Total
Chinle	2	2	17	2	23
Crownpoint	5	3	4	1	13
Shiprock	12	22	18	12	64
Tuba City	23	15	24	15	77
Tsaile	131	122	102	124	479
Window Rock	11	8	8	0	27
Grand Total	184	172	173	154	683

Academic Program Offerings

Our Story Through Data



Associate of Applied Science Degrees

- Business Management
- Office Administration

Associate of Arts Degrees

- Business Administration
- Computer Information Systems
- Diné Studies
- Fine Arts
- Liberal Arts
- Social and Behavioral Sciences
- Social Work

Associate of Science Degrees

- General Science
- Public Health
- Health Occupation
- Environmental Science
- Agroecology/Environmental Science
- Biology
- Mathematics
- Physics
- Pre-Engineering

Bachelor of Arts Degrees

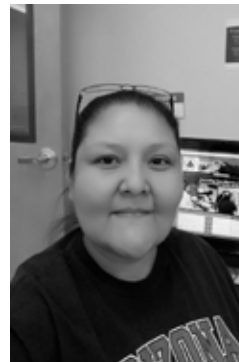
- Elementary Education (For General Classroom Teachers)
- Business Administration
- Fine Arts (*New*)
- Psychology

Bachelor of Science Degrees

- Biology
- Public Health (*New*)
- Secondary Education, Mathematics
- Secondary Education, Science

Certificate Programs

- Computer Technology
- Digital Arts (*New*)
- Geographic Information Systems
- Irrigation Technician
- Navajo Cultural Arts
- Navajo Nation Leadership
- Natural Resource
- Public Health



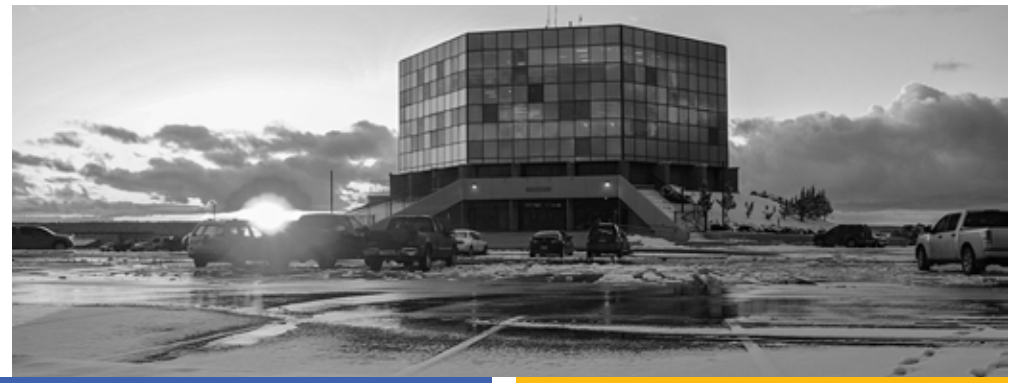
“I especially admire how Navajo culture and philosophy is implemented into our academics. Each day, I try to implement Nitsáhákees (Thinking), Nahat’á (Planning), liná (Living) and Sihasin (Assuring) not only into my school work, but into my daily life.”

-LaVisha L. Alfred

Financial Health—DC FY 2017-18

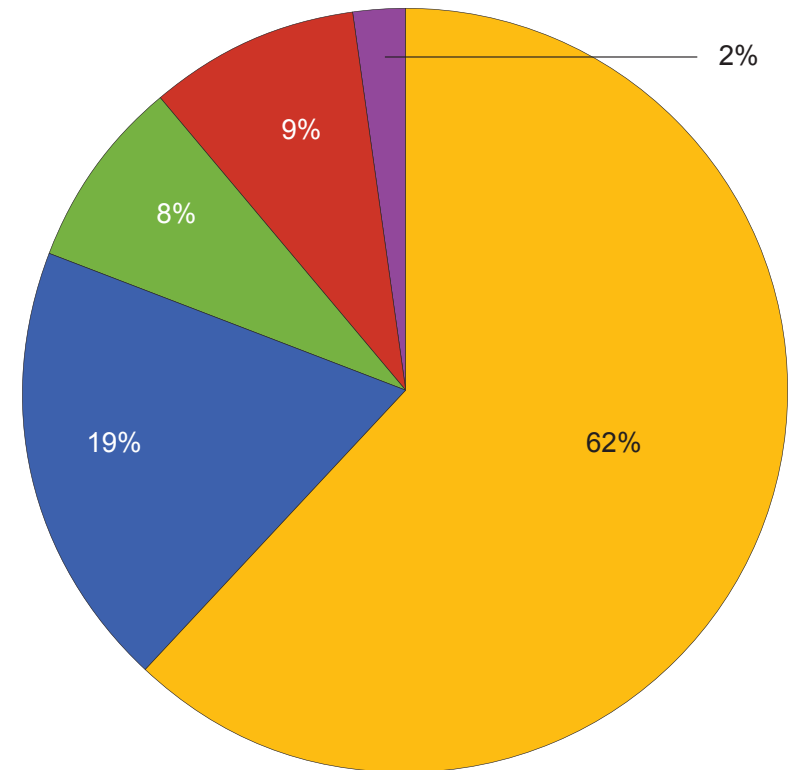
Budget

Our Story Through Data



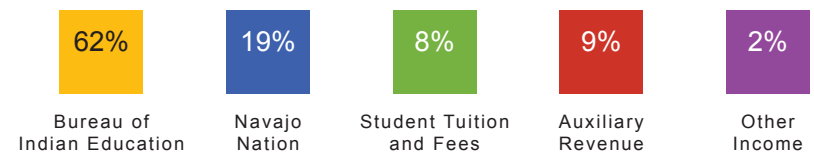
	Revenue Sources	FY2017	FY2018	Variance	% +/-
1	Bureau of Indian Education	\$13,598,510	\$13,598,510	-	0.00%
2	Navajo Nation	\$4,200,000	\$4,200,000	-	0.00%
3	Student Tuition and Fees	\$1,837,888	\$1,756,560	(81,328)	-4.43%
4	Auxiliary Revenue	\$2,118,002	\$2,014,585	(103,417)	-4.88%
5	Land Grant 1994	\$320,000	-	(320,000)	-100.00%
6	Other Income	\$916,874	495,659	(421,215)	-45.94%
7	Total General Fund Revenue	\$22,991,274	\$22,065,314	(925,960)	-4.03%

FY 2018 Revenue Sources



No increase in annual allocation from Bureau of Indian Education.

- Twenty year funding at \$4,200,000 with an increase of \$500,000 next fiscal year.
- Decrease results from the accurate projection based on student enrollment trends year over year.
- Decrease reflects decline from new student residential dorms, in bookstore revenue due to implementation of Follett, and a more accurate auxiliary review of cafeteria, bookstore merchandises and revenues.
- Decrease results from moving Land Grant funding back to restricted funds.



Analysis of Student Financial Aid

Our Story Through Data

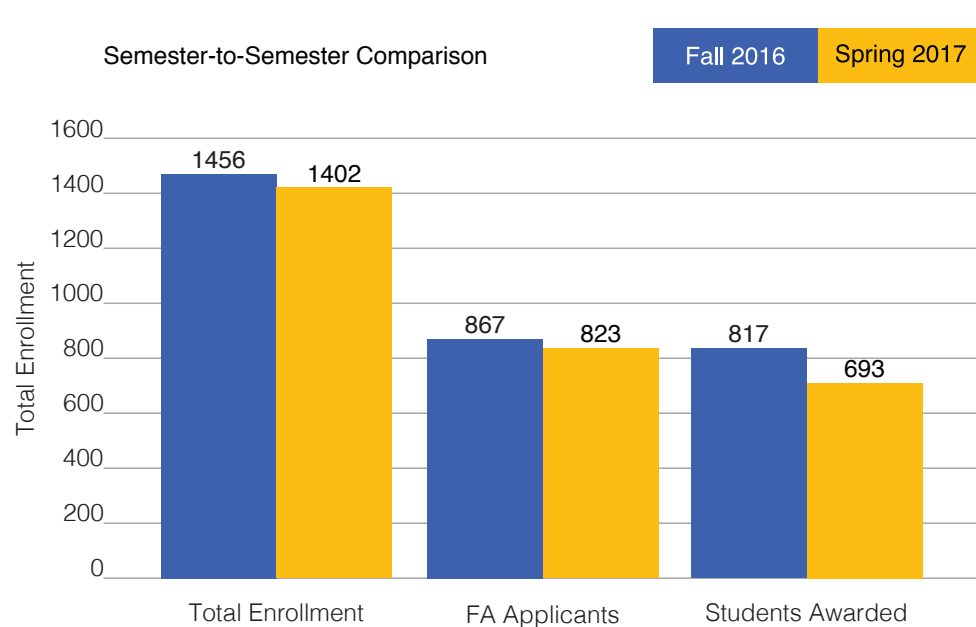


In Fall 2016, 867 students were reported to have applied for Financial Aid and 817 (94%) of those students were awarded a Pell Grant.

In Spring 2017, 823 students were reported to have applied for Financial Aid and 693 (84%) of those students were awarded a Pell Grant.

Overall, in Academic Year 2016-17, a total of 2,626 students (92%) have received financial support from the Federal Pell Grant and other external scholarships.

The majority of the students who received financial aid were attending the Tsale, Tuba City and Shiprock campuses.



Sum of Pell Grant Awarded (N = 1,113 students)

Fall 2016	\$111,934
Spring 2017	\$2,162,317
Summer 2017	\$1,924,057

Sum of External Scholarship Awarded (N = 1,513 students)

Fall 2016	\$1,215,114
Spring 2017	\$1,156,782
Summer 2017	\$12,275

Total Economic Impact

Our Story Through Data



1,999
(average)
Students Served

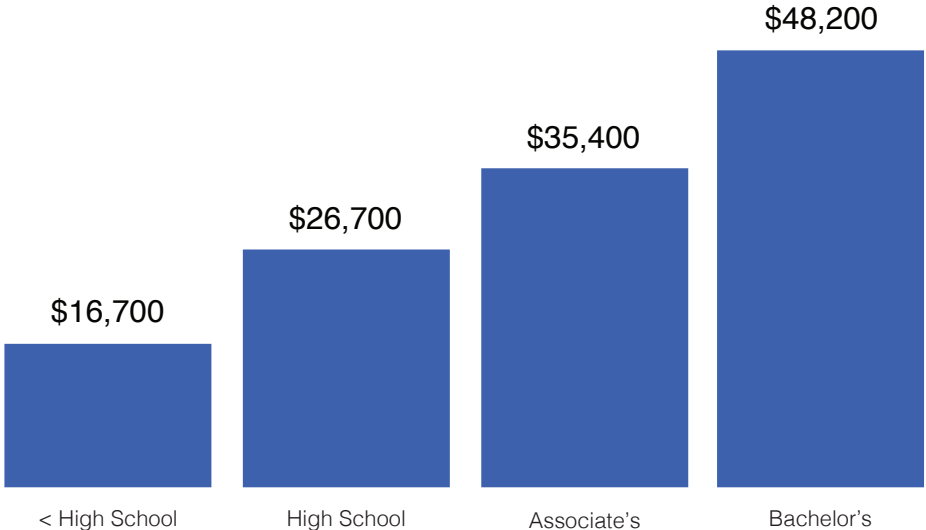
318
(average)
Faculty and Staff

\$13.3 Million
Total Payroll

8%
Students from Outside Region

92%
Students Remaining in the Region After Leaving the College

Higher Earnings by Education Level at Career Midpoint





Operations Spending Impact

College payroll and other spending and ripple effects:

- \$17.9 million added regional income.
- 409 jobs supported in the region.

Student Spending Impact

Relocated/Retained student spending and ripple effects:

- \$301 thousand added regional income.

Alumni Impact

Higher alumni earnings and increased business profit and ripple effects:

- 1,047 Jobs supported in the region

For Every \$1 Spent by...

Students	\$2.80 Gained in lifetime earnings for students.
Taxpayers	\$2.10 Gained in added state revenue and social savings for taxpayers.
Society	\$4.60 Gained in added taxes and public sector savings for society.

\$78 million

TOTAL INCOME SUPPORTED IN THE REGION

1,462

JOBS SUPPORTED IN THE REGION

Diné College does not waste taxpayer's money.

5.7%

RATE OF RETURN TO TAXPAYERS



“The best thing about Diné College is being able to earn a degree close to home.”

-Aretina Mitchell

Sharonna Yazzie

Student Success

2017 Graduate



One of Diné College's recent graduates may be able to teach a thing or two about the advantage of possessing a degree from the first college established by Native Americans for Native Americans.

Sharonna Yazzie — “I’m originally from a place called ‘Little Rough Rock,’ located within the Lukachukai community” — is a two-time graduate from Diné College. Yazzie, 23, graduated in May 2015 with an Associate of Arts degree in Business Administration and again in May 2017 with a Bachelor of Arts in the same major.

Yazzie worked as a bank teller and customer service representative at the First American Credit Union in Tse Bonito, N.M. She credits her Diné College education with providing the groundwork to do future things like assist in the building of the Navajo Nation economy.

“After going to Diné College, I did continuous research on the economy of the Navajo Nation and realized what can be improved and how that change can be made,” Yazzie explained.

Ryan Lee

Student Success

Junior



When it comes to setting and achieving goals at Diné College, Ryan Lee is an expert.

“I climbed the program ladder and graduated in May 2017 with an Associate of Arts in Business Administration,” Lee said.

Lee is now enrolled in the college's Bachelor of Arts in Business Administration Program. In the future he said he would like to attend the University of Oklahoma and obtain a master's degree. Lee works in the Diné College Project Success Internship Program and also works with the Office of Institutional Planning and Reporting as a Data Entry Technician.



**Deborah
Teller-Tsosie**
Student Success
2017 Graduate

Deborah Teller-Tsosie graduated from Diné College in May 2017 with a Bachelor of Arts in Elementary Education. She now works as a 3rd grade teacher at Canyon de Chelly Elementary School with Chinle Unified School District. Teller-Tsosie is passionate about literacy and coaching sports.

"Diné College and the Center for Diné Teacher Education (CDTE) have prepared me with the means to have a professional career on the Navajo Nation. I love being an elementary school teacher at Canyon de Chelly Elementary School and it is a source of pride for myself and my family. Thank You Diné College," Teller-Tsosie said.

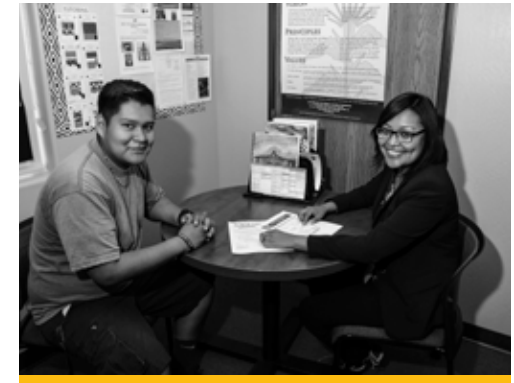


Shaye Jones
Student Success
2017 Graduate

Shaye Jones graduated from Diné College with a Bachelor of Arts in Elementary Education in the Spring of 2017. Currently, he teaches at Canyon de Chelly Elementary School with the Chinle Unified School District. Jones stays connected with the Center for Diné Teacher Education Program. Recently, Jones received a very positive evaluation from his employer.

Student Internship Program

Student Success



Student Internship Initiatives Funded by U.S. Department of Education - Title III Grant

In Summer 2017, Student Affairs piloted a new paid student internship program utilizing the Title III Grant. The purpose of the student internship program was to provide students the opportunities to gain valuable applied work experiences in a professional setting. 20 students were selected for the student internship program (4 First Time Freshmen Students and 16 Returning/Continuing College Students).

The internships were designed to match students' interests and educational and career goals. Site supervisors served as mentors to the interns and worked collaboratively to provide meaningful work tasks that correlated with the interns' strengths, skills, and goals.

The College Interns participated in active work engagements including creating and maintaining databases for various college departments, conducting research and data analyzing, proofreading and editing publications, contributing to event planning projects, and assisting with website updates. The interns also participated in special trainings, networked with staff across campus, and assisted with college events that promoted character and leadership building.

Training opportunities for the interns concentrated on topics such as: adherence to professional dress codes, financial literacy, literature reviews, professional resume building, customer services, college and career readiness, and constructing career portfolios.

Diné College will continue to expand the paid student internship program under a new grant called Project Success, funded by Great Lakes Higher Education Gauranty Corporation beginning Fall 2017 through Spring 2020.

New Baccalaureate Degrees

Student Success



Diné College is set to begin offering two new degree programs in its School of Arts, Humanities and English and School of Science, Technology, Engineering and Math.

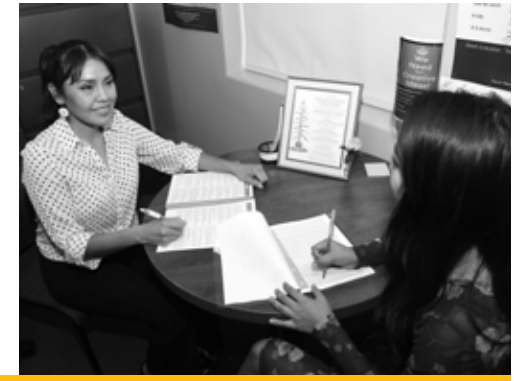
The new programs are Bachelor of Fine Arts (B.F.A.) degree in Studio Art and a Bachelor of Science (B.S.) degree in Public Health. Professors Paul Willeto and Mark Bauer will oversee the new programs.

Diné College Provost Dr. Geraldine Garrity said the new programs would help grow local education in the fields of art and science. Garrity projected that overall school enrollment could double after the programs begin come Spring 2018.

Both colleges are part of a recent college-wide academic reorganization plan. The Higher Learning Commission approved the new degree programs.

Student Affairs Initiatives

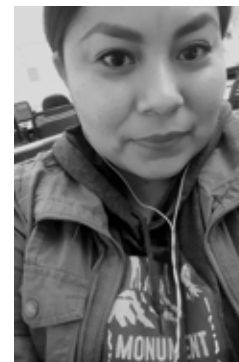
Student Success



Beginning Summer 2017, Student Affairs took the initiative to revamp New Student Orientation at the Tsaile Campus for New and Freshmen students. New Student Orientation changed from one general session at the beginning of each new semester to multiple mini-sessions that were offered throughout the summer and throughout early registration. The new changes allowed students to select and attend an orientation that best-fit their life schedules.

Students who attended the New Student Orientation have identified positive outcomes including learning more about the resources on campus, increasing their understanding of registration processes/ requirements, financial aid processing and timelines, and the benefits and availability of student support services.

The revamping of the New Student Orientation has been developed and implemented in efforts to ensure that all new students at Dine' College understand and gain the basic knowledge of the campus resources. The goal is for new and freshmen students to become better equipped and to be well prepared for their first semester in college.



“Ever since I got out of high school I was a stay at home mother and thought I would never be able to go back to school. I want my kids to see me finish so they can go on with their education after high school.”

-Shinisha Tsosie

Student Peer Mentor Program

Program Advancement



Peer Mentor Program Opened Its Doors

The Peer Mentor Program is supported by the U.S. Department of Education, Title III Grant. The program is designed to serve and promote students' academic success. The Student Peer Mentors' roles and responsibilities entails serving as a role model, a resource, a helping hand, and a referral source for other students. For Academic year 2016-17, Student Affairs employs six (6) Student Peer Mentors, who are BA/BS level students.

The program objectives include:

- Building student confidence in leadership roles and empowering communication and public speaking skills;
- Linking students to support mechanisms within the college and build network skills to create professional relationships;
- Using the Dine' language and culture to empower students' self-motivation, self-discipline, and self-esteem; and
- Educating students on goal setting and focusing on time management, productivity, prioritizing, and building work ethics.

The Peer Mentors have aligned their support services to promote assisting new freshmen students to learn about available campus resources, working with students in overcoming social, personal, and academic challenges, and hosting student leadership opportunities across campus.

Campus Safety

Program Advancement



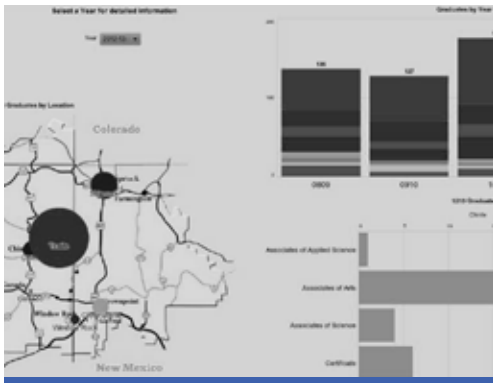
The National Congress of American Indians recently published the Women Against Violence Crime Statistics, stating that 1 in 3 American Indian and Alaska Native women will be raped in their lifetimes, 2 in 5 American Indian and Alaska Native women will experience domestic violence and American Indian and Alaska Native women are murdered 10 times more than the national average.

The Federal Bureau of Investigation also reported that active shooter incidents among schools across the nation have increased from six incidents in 2000 to 16 incidents in 2015.

Recognizing that domestic violence, sexual assault, and active shooting are on the rise, Diné College prioritized efforts to expand self-defense training and campus safety opportunities among employees and students. The Campus Security and Emergency Response Committee focus on increasing safety compliance awareness, working to improve communication structures for emergency responses and expanding safety training opportunities among students and staff.

Data Empowerment

Program Advancement



The Office of Institutional Planning and Reporting (OIPR) rolled out the Diné College Warrior Data Board in 2017 to increase data communication and awareness across/centers the campus and the general public. Published on the Warrior Web page, the data dashboard is designed to match the institution's Common Data Set:

1. General Information: Student demographic
2. Enrollment, persistence & graduation rates: admission, placement test, enrollment, degree conferred
3. Instructional Faculty & Class Size: student-faculty ratio, highest degree
4. Course Evaluation: course ranking
5. Multi-campus System: Academic offering, campus attributes, and community and campus safety
6. Institutional Resources: Cost of Attendance, Financial Aid, Annual Budget, Institutional Grants
7. Student Advising, Support Programs and Student Life: Veteran, Career, Tutoring, Athletics
8. Strategic Planning: 2017-2021 Strategic Goal Tracking

The department continues to expand in services, taking on additional focus on Student Tracking of students continuing onto 4-year institutions, Integrated Postsecondary Education Data System (IPEDS) reporting, Strategic Planning, and focusing on data standardization and training.



American Indian Higher Education Consortium Student Conference

Program Advancement

Students interested in taking part in the American Indian Higher Education Consortium (AIHEC) 2016 Spring Conference converged at the new Student Development Center last year.

At the session, students received an overview of the purpose of the student conference, as well as information on the various events that Diné College participates in.

This session was one of many more meetings and practice sessions that took place for AIHEC students prior to conference competition in March.

The AIHEC Student Conference was being hosted by 11 tribal colleges and universities in the Woodlands Region and took place in March and in Minneapolis, Minnesota.

Veterans at Diné College

Program Advancement



The Diné College Student Veterans Association is starting back up after years of inactivity. The organization is working towards becoming an officially recognized chapter for the Student Veterans of America (SVA).

“We’re making progress,” said Jeremiah Holiday, a Transfer and Career Specialist at the College and U.S. Army Veteran. “We provide services to our student veterans to help them succeed academically, and also extend those services to veteran’s family and peers.”

Holiday is also the advisor for the Tsaile-based Diné College. He said the SVA at Diné College have been meeting with an average of 10 members in attendance. As the organization grows, there is potential for other Diné College campus and centers to create their own chapters and serve student veterans locally.

The SVA is based in Washington, D.C. The mission of SVA is to provide military veterans with the resources, support, and advocacy needed to succeed in higher education and following graduation.



Navajo Language Summit

Academic Development
Culture

Diné College continues to impact Navajo language and culture, with a recent Summit focused on their vitality around the Navajo Nation and beyond.

James McKenzie, the Navajo Language Development Coordinator at Diné College and a planning committee co-chairman of the Navajo Language and Culture Revitalization Summit (NLCRS), said the purpose of the three-day Summit was to build awareness, dialogue, understanding, unity and action around Navajo language and culture efforts.

McKenzie said close to 300 people attended the first-time Summit, which was held May 22-24. He said topics at the Summit included community-based language and cultural initiatives, charter schools, storytelling, and, generally, system-wide language revitalization.



Navajo Cultural Arts Program

Academic Development
Culture

The Navajo Cultural Arts Program (NCAP), operated under Dr. Christine Ami, at Diné College is definitely something to behold.

Just ask Sam Slater who received an NCAP certificate in May with an emphasis on moccasin making and silversmithing.

“He’s naturally gifted when it comes to moccasin making and silversmithing,” Ami said. “His concentration in the program was with both. He clearly demonstrated a natural inclination for both.”

Ami, grant manager with NCAP, said 11 students received certificates from the program in 2017. Besides moccasin making and silversmithing, students can also take up weaving within the NCAP curriculum base.



“The bi-lingual bi-cultural focus of the Education program reinforces what I want to teach to our Navajo children when I enter the field of Education.”

-Brandon R. Dinae

STEM Camp, Where Learning is Fun

Academic Development
Environmental



The first annual Science, Technology, Engineering and Math (STEM) camp wound down July 7 and with good reviews. The grant-funded camp, coordinated by Filiberto Vecenti of Diné College's STEM-Equity grant, facilitated 19 campers ranging in age from 11 to 17 years-old participate in a myriad of outdoor learning activities.

Like most kids at the recent STEM summer camp, Chad Begay spent a lot of time outdoors and not too far away from Diné College's main campus.

Begay, 16, a student at Chinle High School, was part of a group that learned the basics of science, engineering team building, forestry and technology — using the same study methods applied in a traditional classroom.

There were more than a dozen instructional presentations on botany, range management and mathematics. The participants came from schools around the Navajo Nation and parts of Apache and McKinley counties.

Solar Homes

Academic Development
Sustainability



A Diné College physics professor, with a background in sustainable system design and analysis, is the point person to create a solar home at Diné College. The proposal is to create a full-scale, state-of-the-art, net zero energy, fossil fuel-free, passive solar home on campus that does not require a woodstove for heating, John Murray, Ph.D., said.

"I am investigating the cultural, architectural and ecological aspects of this complex proposal now," Murray said. "It is also tied to economic development."

Murray said that during a past student solar home design and build process, some 47 staff, faculty and students helped to complete the project. "It was an amazing communal effort," Murray said of the project.

"My goal is to assist in Navajo nation-building," Murray said. "In particular, I hope to achieve a productive, inclusive economy based on harmony and sustainability."



Diné College Engages in Research

Academic Development

A National Institutes of Health grant received by the science department at Diné College aims to strengthen the relationship between the college, the Navajo Nation Department of Health and various educational institutions engaged in research programs around the Navajo Nation.

Mark Bauer, Ph.D., a Science and Public Health professor, said a \$2.7 million award was received September 15. He said “Navajo Native American Research Centers for Health (NARCH) Partnership” award spans four years.

The initiative is connected to a program that is a joint activity between the National Institutes of Health and the Indian Health Service.

“The NARCH is important because it allows us to collaborate with the Navajo Department of Health and with other universities with active research programs that support Navajo Nation priorities while engaging our students in community outreach and research that serves their local communities,” Bauer explained.

Faculty Profiles

Academic Development



Dr. Mark Bauer

- PhD, Northwestern University, Anthropology
- MA, Northwestern University, Anthropology
- BA, Ohio State University, Anthropology

Mark Bauer joined Diné College as a faculty member in 1980, teaching research methods and public health, directing the Summer Research Enhancement Program (since 2000), serving the Navajo Nation Department of Health and now leading the Navajo Native American Research Centers for Health Partnership National Institute of Health and Indian Health Service supported.



Dr. Oleksandr Makeyev

- PhD, Clarkson University, Engineering Science
- MS, Taras Shevchenko National University, Statistics
- BS, Taras Shevchenko National University, Mathematics

Oleksandr Makeyev joined Diné College in 2014. Dr. Makeyev’s Mathematics for Engineering Applications laboratory is funded by the National Science Foundation and performs research related to the development and application of computational intelligence and statistics-based signal processing and pattern recognition methods to engineering problems with an emphasis on biomedical and neural engineering.

The Next 50 Years

Moving Forward



We are on the eve of beginning our official celebration of 50 years of higher education here at Diné College on the Navajo Nation.

The year-long 50th Anniversary Celebration will be a culmination of remembering our humble traditional beginnings and reflecting on the next fifty-years of insightful development, assured growth and indomitable innovation.

During that past 50 years, Diné College, established in 1968 as Navajo Community College, has made an impact in Navajo Nation community leadership, Apache County leadership and — most definitely in the 580 federally-enrolled tribal members across this great nation.

The impact does not stop there, as Diné College is gearing up to add more baccalaureate programs and new graduate degree programs and future doctoral programs for our students.

We cannot do this work alone, though. It will take the partnership with the Navajo Nation, Apache County, the state of Arizona, and a further increase of funding from various sources — including the federal government.

The plans for Diné College to provide more educational opportunities means continuous work to continue preparing and supporting our communities' success by collaboration in helping business and economic development to grow our economy. We have plans to reach out further in the areas of health, education and science and math.

The impact Diné College made almost 50 years ago will continue onward and with increased opportunities for anyone who is willing to take that step towards self-reliance, self-sufficiency and discipline. We know thousands have prospered in life from the skills and knowledge they obtained here at Diné College.

Our strategic goals have been aligned with solid purpose and we rely upon a firm, solid foundation that was set in stone almost 50 years ago. However, we will not rest upon that foundation and settle. We have uncompromising Diné values, traditions and teachings that have — and will — always guide the College.

As President of Diné College, I invite and encourage you to join us in celebrating Diné College as it progresses toward further expansion and innovative planning for the students, faculty, staff and the Navajo Nation. We are excited and ready to work to bring better educational programs, new building construction and more diversified opportunities that will increase the quality of education and work that stands as a testament of Navajo heritage and what makes Diné College the beacon of continual growth, humble existence and endless hope.

I look forward to being part of this future, and I look forward to working with each of you as we lead Diné College into a new era of higher education excellence.

Ahxe'hee',

Charles Monty Roessel, Ed.D.
President



Four New Schools Moving Forward

Diné College unveiled a new academic organizational chart in October. Now, eight previous divisions are transitioning into four new schools. The new organizational chart should be fully implemented by Fall 2018. “This centralizes the programs,” Diné College Provost Dr. Geraldine Garrity said. “It’s an academic change that carries a lot of positives.”

The four new Schools are:

- Science, Technology, Engineering and Math (STEM)
- Arts, Humanities and English
- Business and Social Science
- Diné Studies and Education

The changes are consistent with Diné College ultimately moving toward a four-year institutional status, college officials have said.



New Campaign Moving Forward

The University Taskforce (UT) at Diné College met at least four times during the fall semester to explore the option of moving forward to a four-year institution.

The UT distributed surveys to the college community and received feedback. The majority of those surveyed indicated agreement with moving towards a four-year institutional status.

The UT concluded its surveys and recommended to the College’s executive team to move ahead with producing a plan. The UT plan includes exploring and researching various aspects associated with building facilities, enhancing resources, building capacities and stabilizing academic programs.



“I like that Diné College is affordable, convenient, and expanding their degree programs.”

-Ethan Tom

2018 Higher Learning Commission Comprehensive Visit

Moving Forward

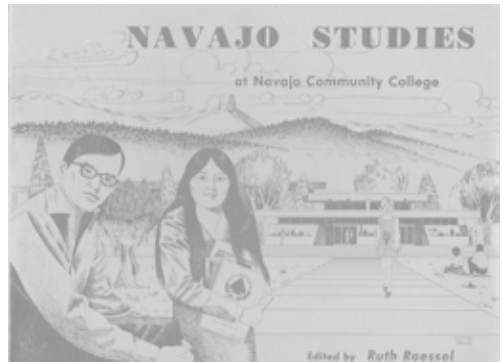


Diné College is scheduled and preparing for a comprehensive evaluation visit from the Higher Learning Commission (HLC) on October 22, 2018.

The HLC will evaluate five criteria during the visit:

1. Mission
2. Integrity, Ethical and Responsible Conduct
3. Teaching and Learning: Quality, Resources and Support
4. Teaching and Learning: Evaluation and Improvement
5. Resources, Planning and Institutional Effectiveness.

The HLC team will evaluate seven bachelor's degree programs, twenty associate degree programs and eight certificate programs at Diné College.



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