



OIPR BOR REPORT – MARCH 2023

OPERATIONAL INFORMATION

OPERATIONS	MISSION	DEPARTMENT FOCUS
<p>The Office of Institutional Planning and Reporting (OIPR) addresses and structures compliance reporting on behalf of the institution per federal, state, tribal, and accreditation regulations. A variety of procedures are used to collect and analyze data to report accurate data as govern by regulated deadlines throughout the academic year.</p>	<p>To facilitate institutional reporting and planning through the collection, analysis and distribution of high quality information-data to meet federal, state, tribal, and accrediting compliances.</p> <p>Vision Develop and sustain a Repository Center that will house a collection of evidentiary & confidential documents that will support institutional reporting to federal, state, tribal, accreditation and from Diné College.</p>	<ul style="list-style-type: none"> • Compliance Reporting (Federal, State, Tribal) • Institutional Data Extraction, Analysis, Reporting (Internal data request) • Assessment Support • Data Collection Efforts (Surveying) • Faculty Evaluations • Dashboard Database • HLC Institutional Reporting • IRB Support

DATA REVIEW

SPRING 2023 ENROLLMENT

As of January 17, 2023

Total Enrollment

1306

**Including Degree, Non-Degree Seeking, and Dual Credit*

Full Time Equivalent (FTE): 1109.25

Male: 24%

Female: 76%

As of February 27, 2023

Total Enrollment

1590

**Including Degree, Non-Degree Seeking, and Dual Credit*

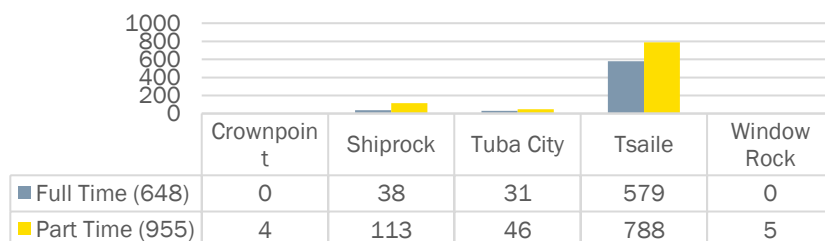
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Female: 76%

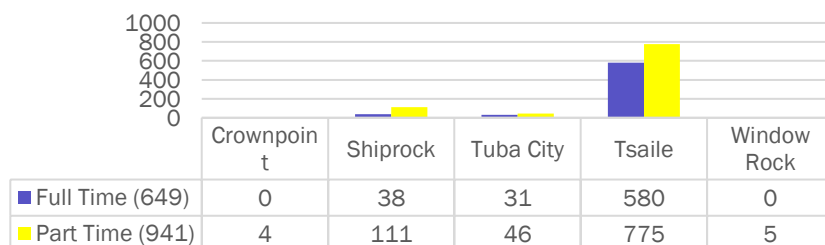
START

Enrollment Snapshot: Spring 2023 (21-Day Headcount)
 (As of February 03, 2023)



END

Enrollment Snapshot: Spring 2023
 (As of February 27, 2023)

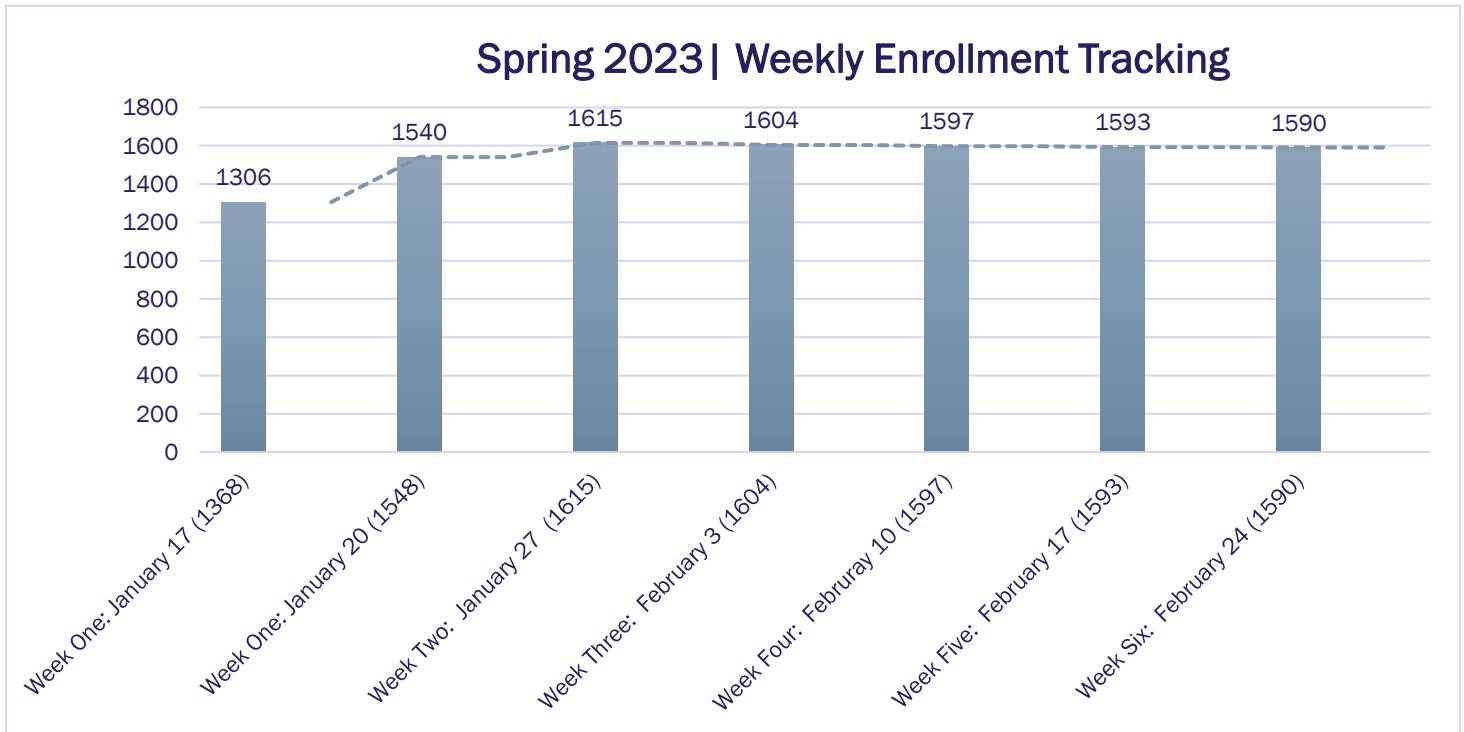


SPRING 2023 - WEEKLY ENROLLMENT BEHAVIOR

OIPR will continue to track the activity of Enrollment Behavior of students at the College for SPRING 2023. OIPR will extract enrollment data from the Jenzabar EX System every Friday of the week to identify the enrollment behavior of our student population.

Important Timelines to keep in mind:

- Week 1 – Spring 2023, Instruction Begins (January 17, 2023)
- Week 1 – Last Day to Add Class (January 20, 2023)
- Week 3 – Last Day to Drop without “W” (February 03, 2023)
- Week 3 – 21 Day headcount (February 03, 2023)



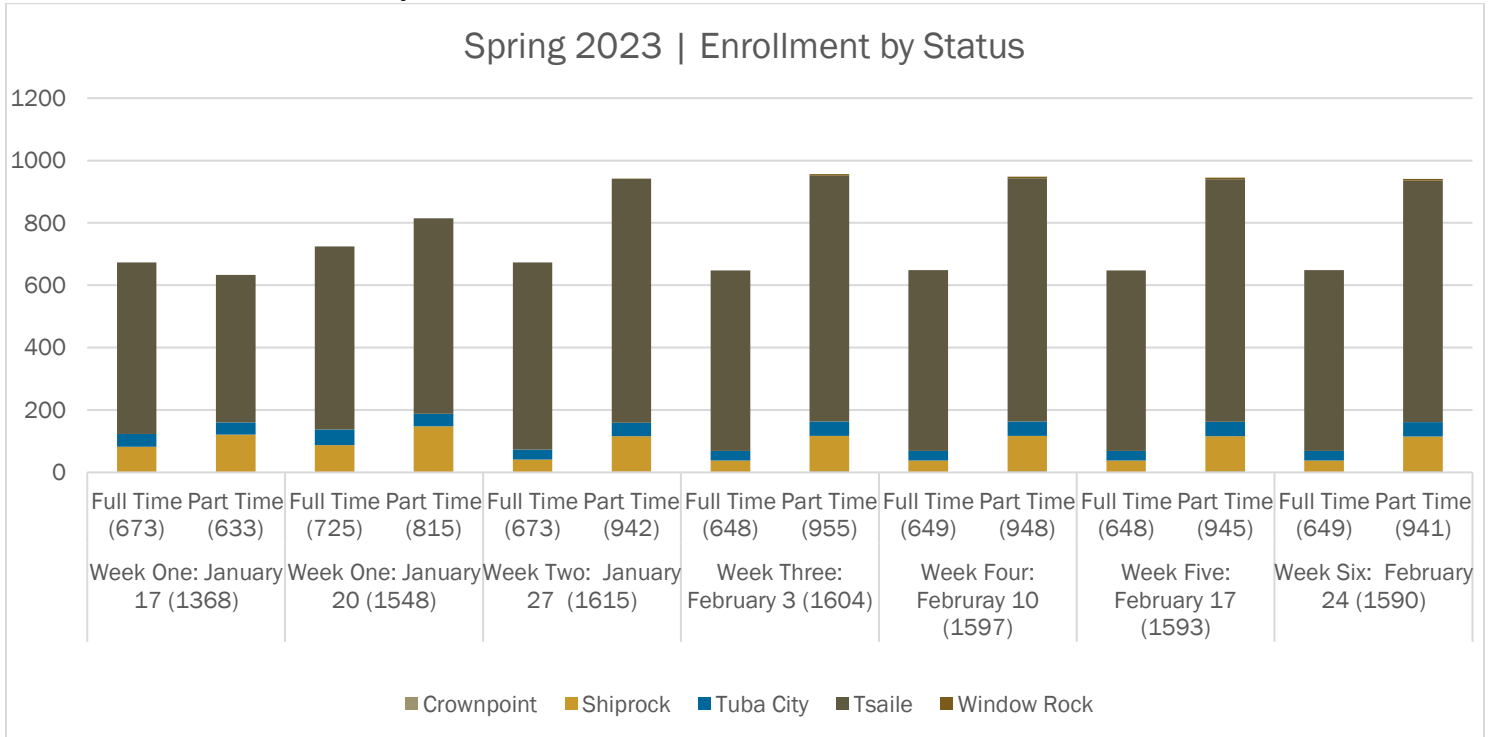
The following data shows weekly enrollment tracking over a period of SPRING 2023 by each site and center. The Yellow Highlight shows a snapshot of enrollment via important campus deadlines and activities.

Note: Extraction dates varied from Fridays and Mondays each week.

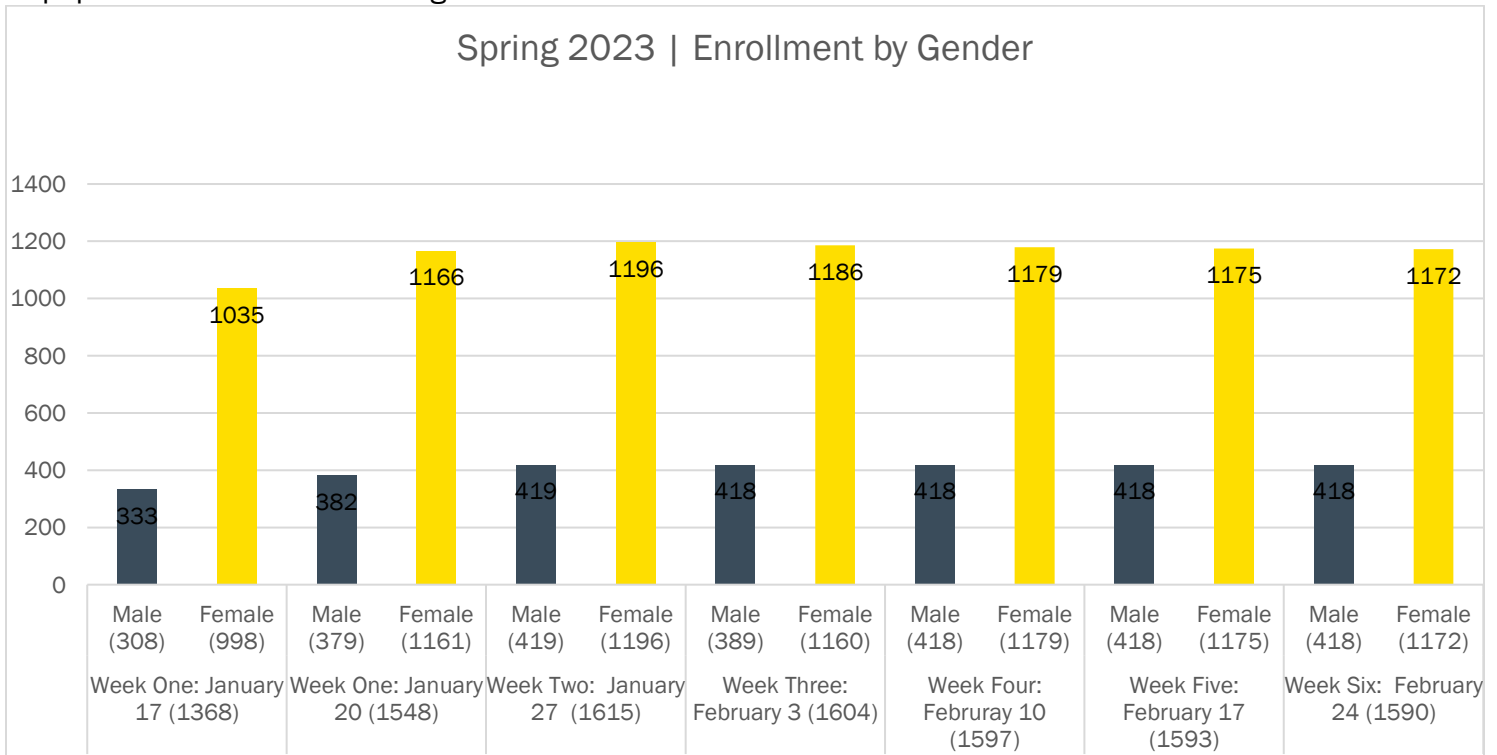
Spring 2023						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	20-Jan	27-Jan	3-Feb	10-Feb	17-Feb	24-Feb
Crownpoint	4	3	4	4	4	4
Shiprock	154	154	151	151	150	149
Tuba City	81	75	77	77	77	77
Tsaile	1304	1382	1367	1360	1357	1355
Window Rock	5	1	5	5	5	5
TOTAL	1548	1615	1604	1597	1593	1590
	Instruction Began					

ENROLLMENT BREAKDOWN

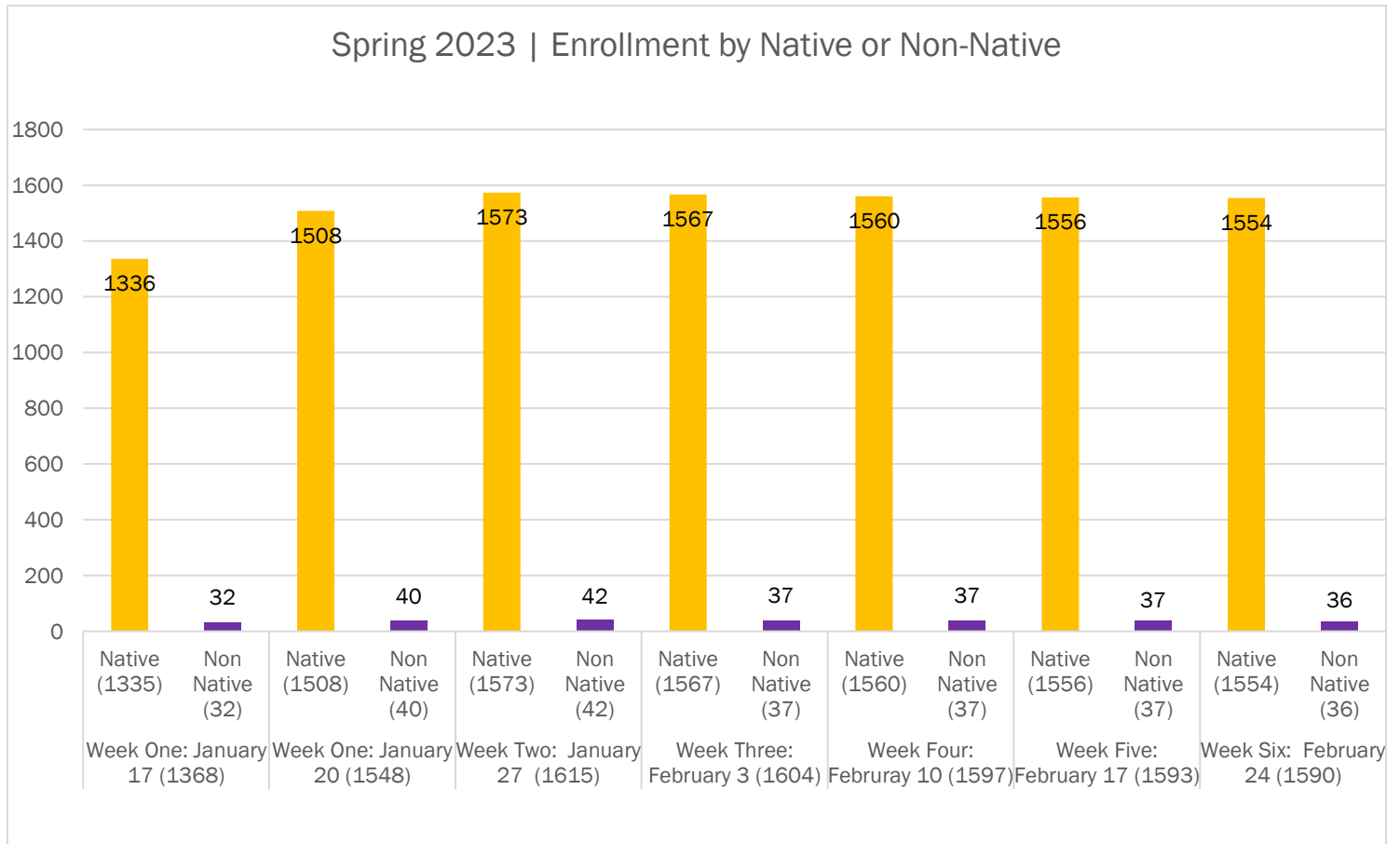
The following table shows the enrollment trend as of the day of Main Registration (January 17, 2023). Each week or on a major college day relating to Admission or Registration, enrollment was snapshot to capture the enrollment behavior by status (part time, full time) for each campus location. Below you will see the enrollment trend by Full Time and Part Time.



Below is enrollment data by gender as of the day of Registration Day for SPRING 2023. Female student – population tends to be the highest.



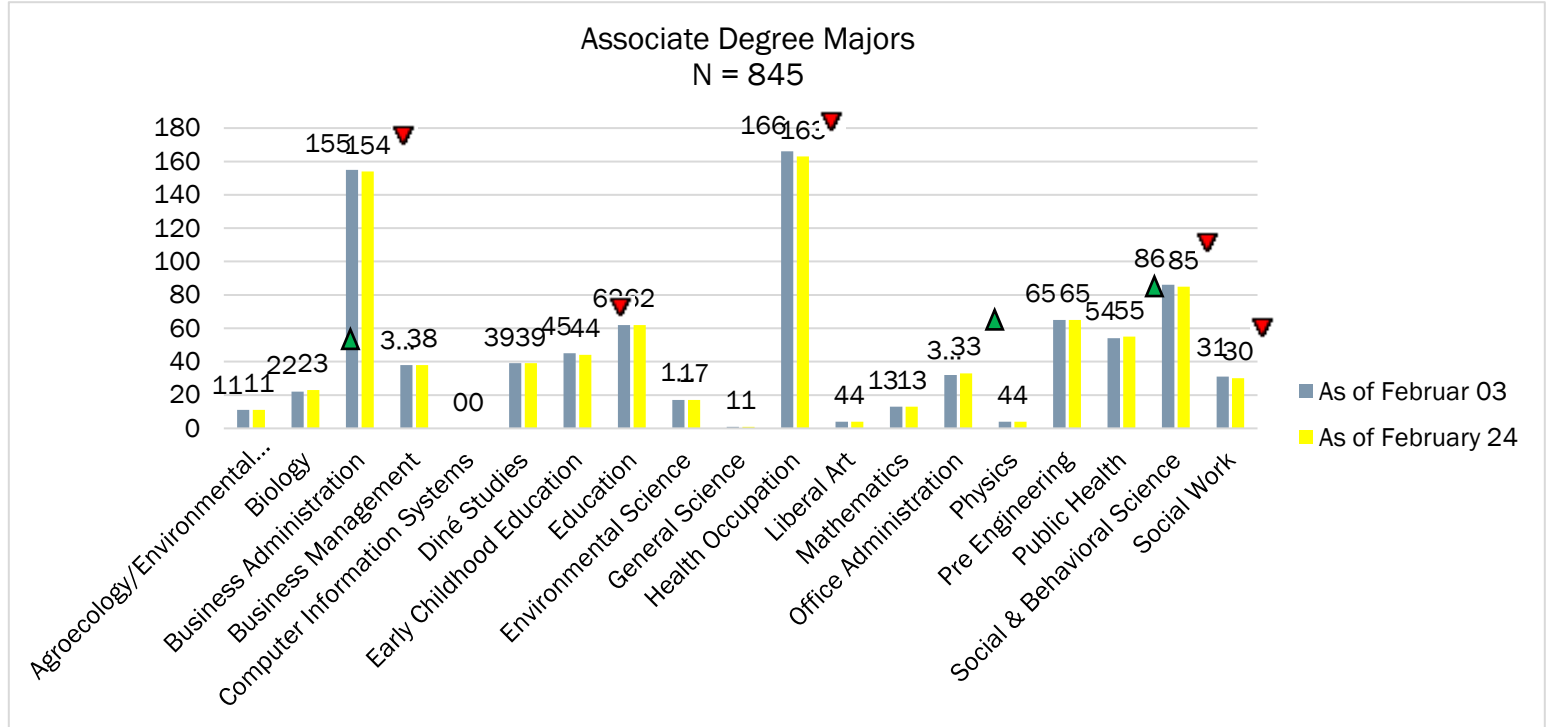
Below is enrollment data by ethnicity as of the day of Registration Day for SPRING 2023. Native student population tends to be the highest.



ENROLLMENT BY DEGREE & MAJOR

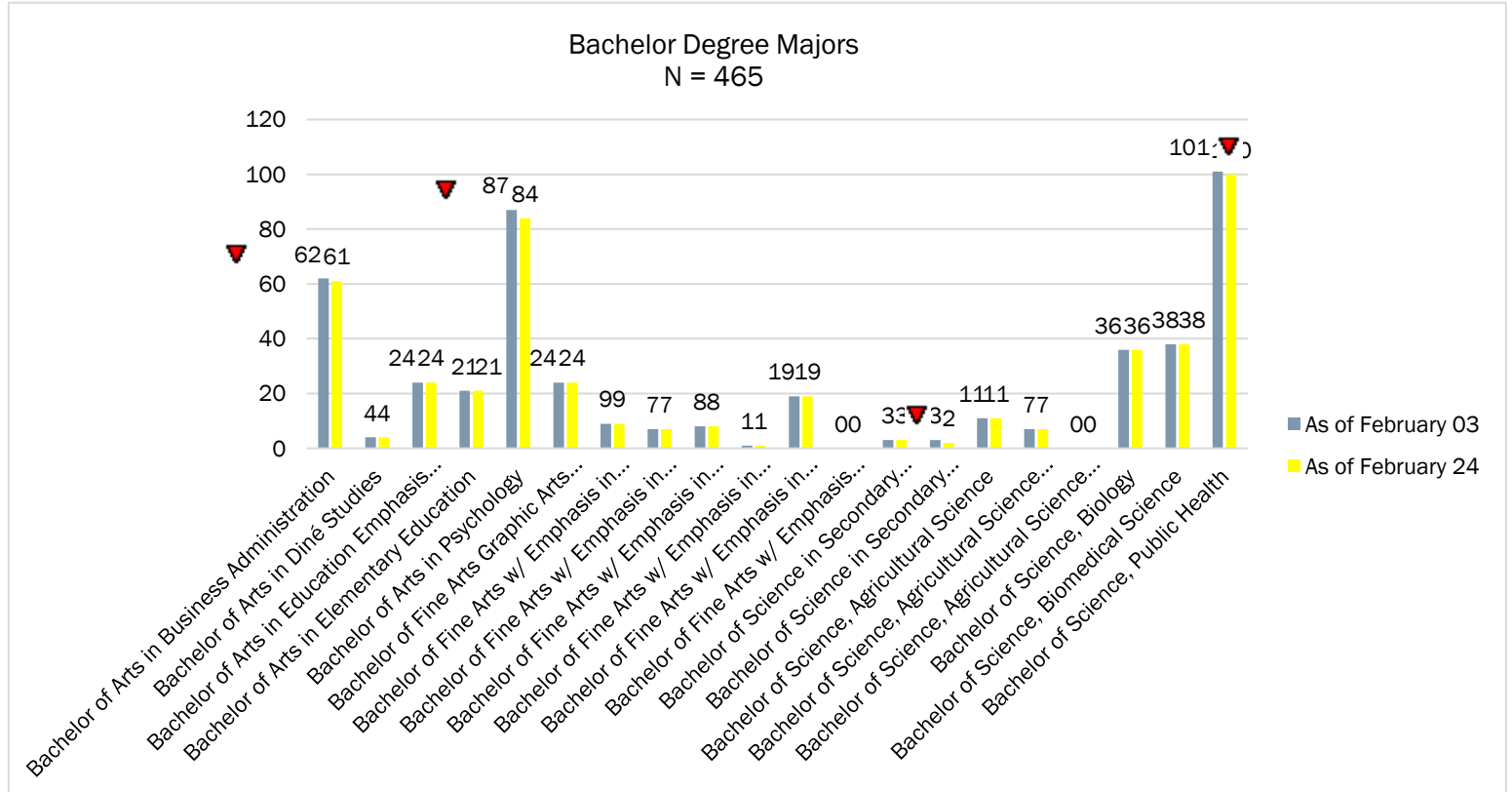
Student enrollment below shows the Majors within the Associate programs. Duplicates have been removed and only primary declared Majors are shown below. The Associate degree programs are Diné College's largest enrolled programs.

Decreased by 4 students from January 17, 2023 to February 27, 2023



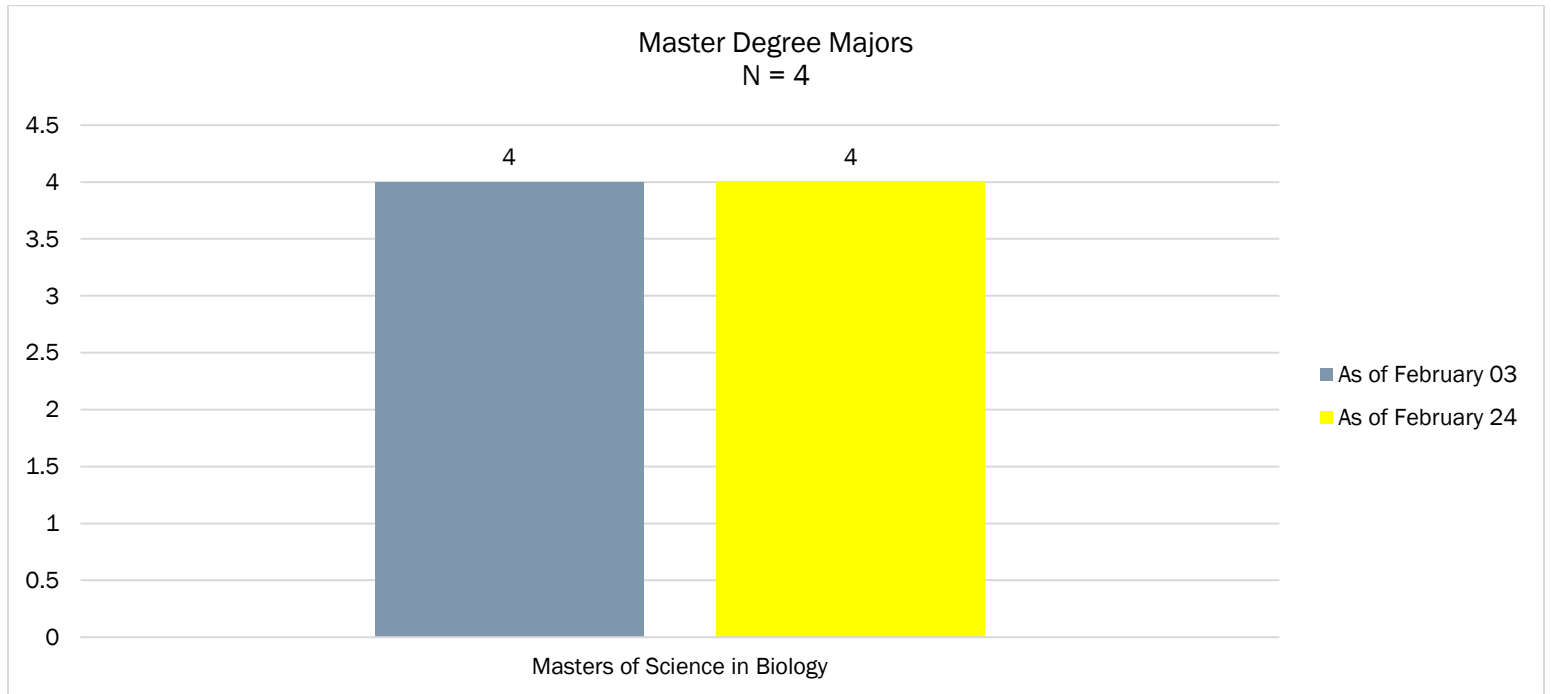
Shown below, our bachelor's degree program has decreased in enrollment to 465 students declared. Top enrolled program continues to be the bachelor's in public health.

Decreased by 6 students from January 17, 2023 to February 27, 2023



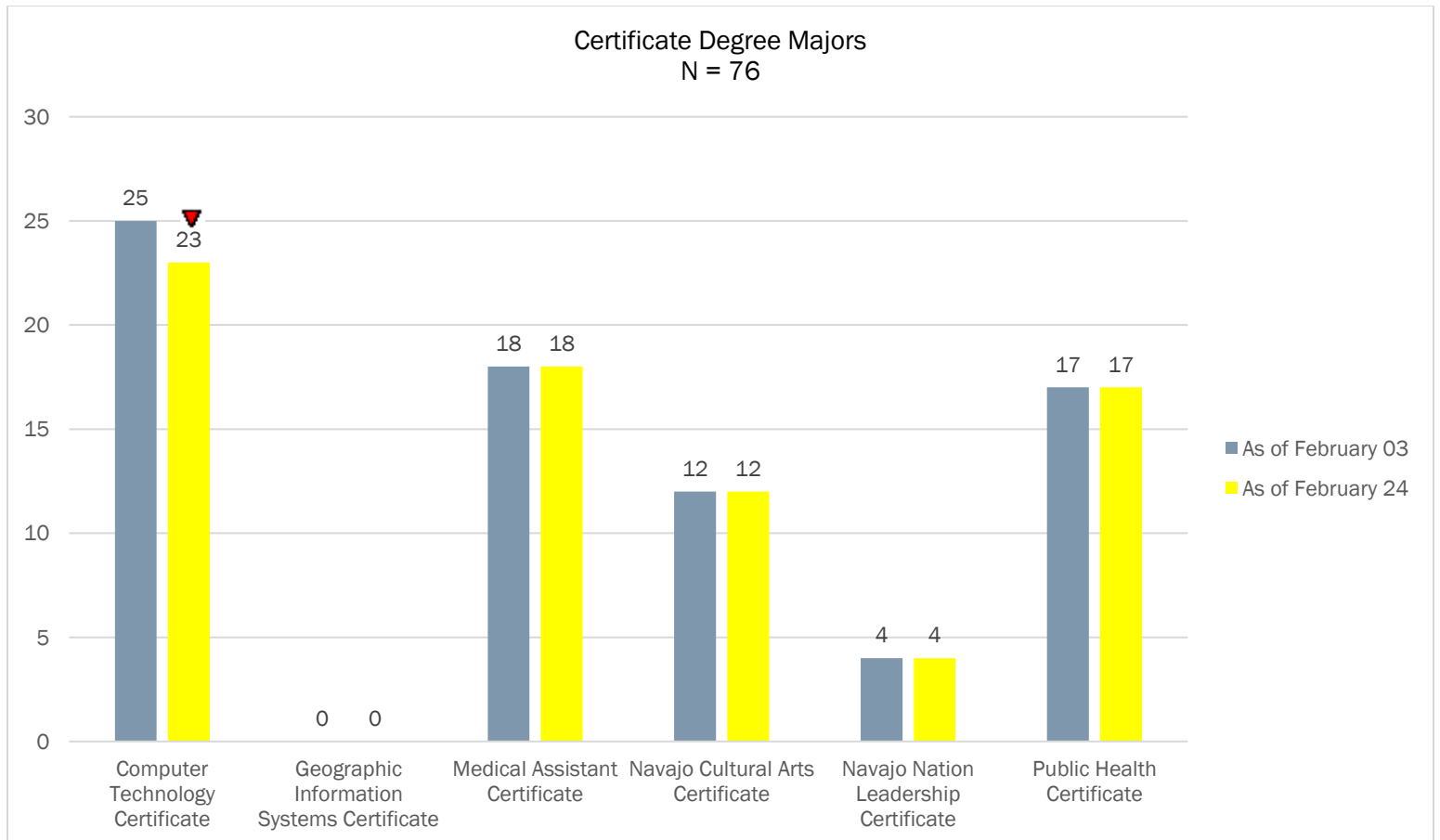
Shown below, our master's degree program has decreased in enrollment to 4 students declared. Top enrolled program continues to be the bachelor's in public health.

No decreased students from January 17, 2023 to February 27, 2023



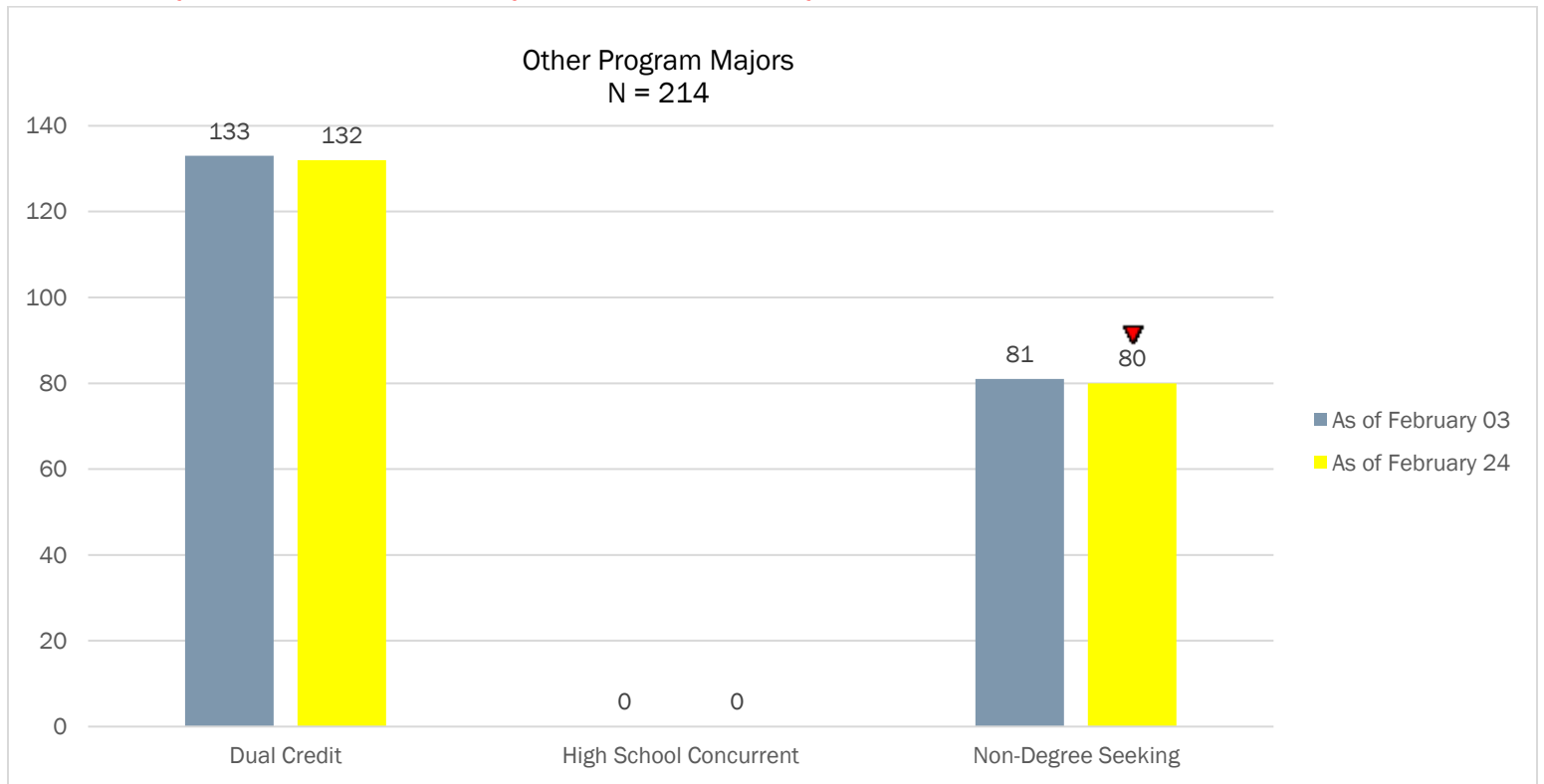
Our Certificate programs continue to obtain attraction with the Computer Technology program showing the highest enrollment.

Decreased by 2 students from January 17, 2023 to February 27, 2023



Other programs that Diné College offers are the following three programs:

Decreased by 2 students from January 17, 2023 to February 27, 2023



ACCOMPLISHMENTS

In alignment with meeting institutional strategic goals, our department must continue to maintain Federal, State, Tribal, and Accreditation reporting. OIPR ensures timely submission of data reports to ensure continued compliance.

Highlighted Projects

Dept.	Project	Description	Status
Goal 4: Institutional Transformation – Promote effective communication and accountability.			
Office of Institutional Planning and Reporting	Maintain on-going federal, state and tribal reporting and IR	<p>AIHEC – 2022 AIMS AKIS OIPR has finalized and published the 2022 AIMS AIKIS report and publicly released with institutional data on student performance. See attachment.</p> <p>NMHED Food and Housing Insecurity Project Grant has neared the end of data collection and exceeded the grant requirement of 10% for student and employee response. Next steps is to obtain release of data from NM State on all NM College and Student info, in addition to our Dine’ College response. Data will be shared with the Leadership once released. Upcoming effort is to meet with New Mexico Higher Education Department with Governor Grisham.</p> <p>Term Progression Reports To increase on-going data awareness and performance for Spring 2023, OIPR decided to issue out a newsletter publication for 1) First Week of Term, 2) 3rd Week of Term, and 3) Mid Term. Newsletter are attached. Attached is a copy of the Spring 2023 21-Day Headcount. Forthcoming Mid-Term Data Report is now being developed for release.</p> <p>AIMS AKIS Data Collection Re-Design OIPR sits on the TCU IR Committee alongside 36 other IR offices to redesign the yearly AIMS AKIS data collection among all AIHEC tribal colleges and universities. The month of March will be the orientation and training effort on the new introduced process. We are very excited for this new roll-out after endless meetings and approval process from the AIHEC Board.</p> <p>IPEDS and BIE OIPR successfully completed the 2022-2023 application to secure the next round of \$14 million for Diné College. In addition to completing and locking the first cycle of federal reporting on IPEDS. For March, we will enter into the 2nd round of IPEDS reporting on Library, Enrollment, Finance & Accounting and DHR. We will work closely with the new DHR Director to establish the reporting process for Human Resources.</p> <p>Updating IR Policies and Data Procedure OIPR is revising and re-evaluating the IR procedure and data definition in collaboration with 36 TCU IR offices. Once data reporting procedure that we established that impacts our funding and auditing process of the 30-day enrollment reporting for 8-Week programs. This process will encourage standard procedure on allowing registration beyond 21-day headcount.</p>	90%
Network	Institutional Engagement	<p>For our office to provide on-going support to the Institution, our team serves on multiple committees on-campus to serve students, Faculty and Leadership. The following are task and efforts devoted by OIPR for the period of January, February and March.</p> <p>Campus Security and Emergency Response Team Navajo Police Training Academy will be hosted on the Tsaile Main Campus on March 20-30, 2023 for their course delivery of Tactical Defense Training. The Point of Contact for the coordination is Velveena Davis, networking with local law enforcement and partnership. We</p>	90%

		<p>hold thru this partnership, we can continue to build a stronger collaboration with NNPD on cross training efforts within our Security Department.</p> <p>OIPR, under CSER, secured the Chinle Service Unit to bring on-site in March and April 2023 the Mobile Health Unit that will focus on Male Sexual Health and General Family Medicine.</p> <p>Summer Graduation Preparation</p> <p>OIPR is assisting with planning and preparation on May Graduation. We have surveyed graduates for their input on selecting speakers and will be issuing out Institutional Feedback about their experience.</p> <p>Event Management Taskforce</p> <p>OIPR is changing the process on Facility request and management with O&M to enhance the technological approach of paper-less process. Working with O&M, we will need to revise the facility fees and obtain Executive Team approval to set-up payment online.</p> <p>May 11th, Pandemic Declaration to End</p> <p>CSER and OIPR is in discussion regarding the May 11th end of the US-wide declaration of the COVID Pandemic, which will impact future changes of federal funding and programs within the Higher Education areas. COVID cases have decreased, and recommendations will be given to the Executive Team on changes on safety protocols and processes.</p> <p>Currently, OIPR Executive Director is still active in advising leadership, departments and employees on addressing COVID cases, while working with DHR and O&M on responses.</p>	
<p>Data Collection</p>	<p>Surveying Projects</p>	<p>OIPR oversees multiple Survey projects to support the College and departments to become more data informed and driven on decision making.</p> <p>UNM, NN/DC IRB Study on Grant Food and Housing Insecurity Survey - we are currently awaiting for upcoming data release. This is a large project and we are excited to receive the data from</p> <p>HLC Student Feedback – in preparation for the upcoming April HLC visit onsite, OIPR is charged with collecting student feedback that is collected and provided directly to HLC without review by the institution. This will be contributed to the forthcoming review.</p> <p>ICAT Survey – OIPR collected 74 (41%) of the target responses among the employees for the Spring 2023 ICAT survey. Feedback collection has been collected and closed out. We are awaiting for the report to be returned back to OIPR.</p> <p>2023 AIHEC Report – OIPR coordinated this year’s AIHEC Student Conference to ABQ, NM, including recruitment of Coaches and students. Please see report attached.</p> <p>2023 Spring Course Eval – OIPR is prepping to release the Spring 2023 Course evaluations on their courses and faculty from April 21, 2023 start to May 12, 2023 end.</p> <p>Aspen Institute - Black and Native Family Futures Grant, OIPR is assisting with Student Affairs on the grant initiative alongside the Financial Aid office.</p> <p>Wall Street Journal's College Rankings Survey – Proctoring the annual WSJ survey to obtain student response that will identify the ranking among Community Colleges and Universities across the US. Results will be provided the Summer or Fall term, generally published in an article release.</p>	<p>70%</p>

Challenges:

- OIPR Budget was cut down tremendously this Fiscal Year. This has impacted the department’s ability to travel to and attend state and federal reporting meetings that have returned back face to face, limiting online meeting gatherings. OIPR is already in the red, negative \$6,000, and we have the TCU IR meeting coming up in North Dakota. This also has decreased the professional development of the staff to attend ATD, HLC and NMHED annual meetings on data reporting and requirements. Budget proposal

had been submitted to OIPR Oversight for budget request, however, budget was cut lower, impacting what OIPR can do effectively this year.

- Per the proposed re-organization changes, OIPR was not aware that our office was proposed to be placed under the Provost Office. This change will alter the focus of what the office takes on daily as a task. Under the President's Office, our task is institutional-wide focus. However, under the Provost, our task and focus will change to majority of Academic Focus. Lastly, this may impact our ability to network on Campus Safety as our focus will become more Academic, rather than institutional. I'm hopefully that the purpose of why the change is being made and be brought to our office's awareness to support the initiative.



DINÉ COLLEGE

Nitsáhákees (Thinking) • *Nahat'á* (Planning) • *liná* (Living) • *Siihasin* (Assuring)

OIPR Spring 2023

21-day Headcount Report

February 28, 2023



Creating a Culture of Evidence



OIPR

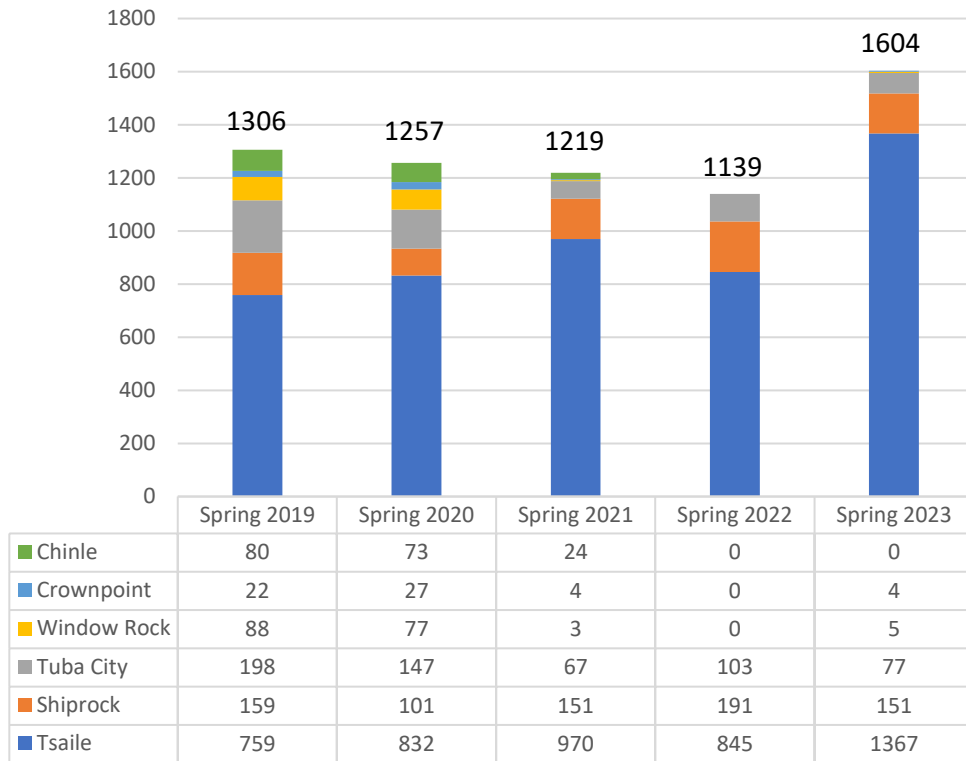
Office of Institutional Planning & Reporting

www.DINECOLLEGE.edu

928.724.6846

5-year Spring Campus Enrollment:

Spring Term Enrollment: 21-day Freeze



When compared to Spring 2022, Spring 2023 had an enrollment increase of about 40%. Majority of the enrollment increase happened at Tsaile campus.

Top 3 majors by Campus:

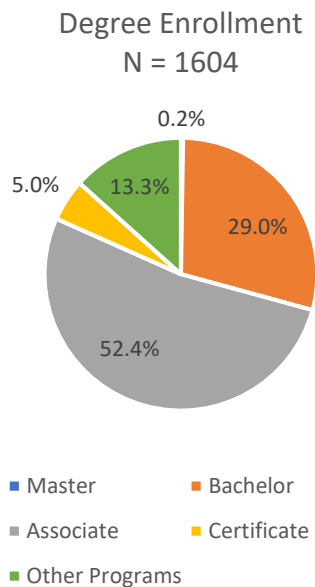
Campus	Major	Full-Time	Part-Time	Grand Total
Tsaile	Health Occupation	76	81	157
	Business Administration	61	84	145
	Bachelor of Arts in Psychology	43	44	87
Shiprock	Bachelor of Science, Public Health	9	32	41
	Bachelor of Arts in Education Emphasis Multicultural Education	14	8	22
	Office Administration	4	9	13
Tuba City	Medical Assistant Certificate	18	0	18
	Bachelor of Science, Biomedical Science	8	4	12
	Non-Degree Seeking	0	7	7
Window Rock	Non-Degree Seeking	0	3	3
	Public Health Certificate	0	1	1
	Public Health	0	1	1
Crownpoint	Health Occupation	0	2	2
	Social & Behavioral Science	0	1	1
	Business Management	0	1	1

Health-related majors are present in the top 3 for each campus. Also, majority of students across the institution are part-time students.

Enrollment by Degree Level/Major

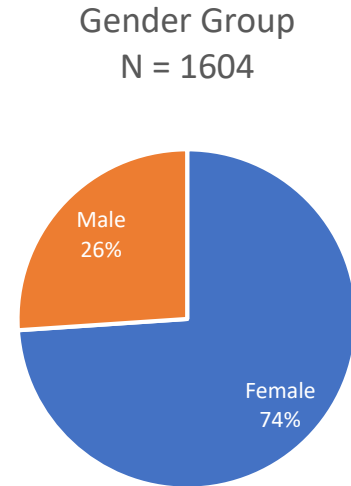
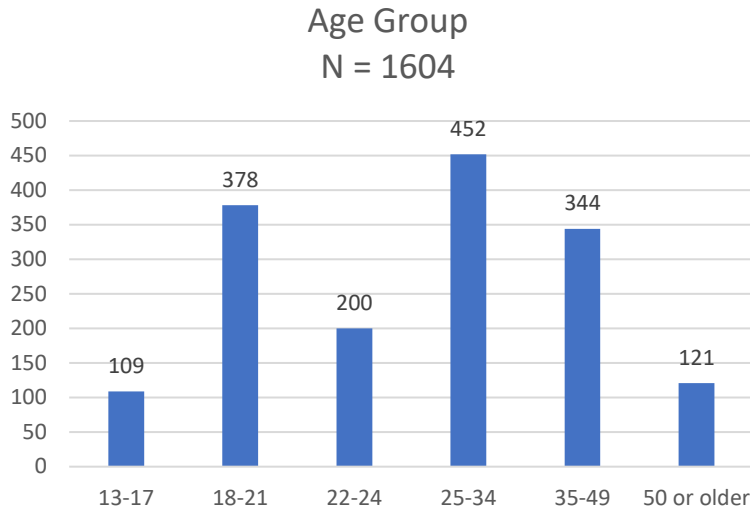
Master	4	Associate	841
Masters of Science in Biology	4	Health Occupation	166
Bachelor	465	Business Administration	155
Bachelor of Science, Public Health	101	Social & Behavioral Science	86
Bachelor of Arts in Psychology	87	Pre Engineering	65
Bachelor of Arts in Business Administration	62	Education	62
Bachelor of Science, Biomedical Science	38	Public Health	54
Bachelor of Science, Biology	36	Early Childhood Education	45
Bachelor of Arts in Education Emphasis Multicultural Education	24	Diné Studies	39
Bachelor of Fine Arts Graphic Arts Emphasis	24	Business Management	38
Bachelor of Arts in Elementary Education	21	Office Administration	32
Bachelor of Fine Arts w/ Emphasis in Painting	19	Social Work	31
Bachelor of Science, Agricultural Science	11	Biology	22
Bachelor of Fine Arts w/ Emphasis in Creative Writing	9	Environmental Science	17
Bachelor of Fine Arts w/ Emphasis in Navajo Silversmith	8	Mathematics	13
Bachelor of Fine Arts w/ Emphasis in Digital Photography	7	Agroecology/Environmental Science	11
Bachelor of Science, Agricultural Science Animal Emphasis	7	Physics	4
Bachelor of Arts in Diné Studies	4	General Science	1
Bachelor of Science in Secondary Education, Mathematic	3		
Bachelor of Science in Secondary Education, Science	3		
Bachelor of Fine Arts w/ Emphasis in Navajo Weaving	1		

Certificate	80	Other Programs	133
Computer Technology Certificate	25	Dual Enrollment Student	133
Medical Assistant Certificate	18	Non-Degree Seeking	81
Public Health Certificate	17		
Navajo Cultural Arts Certificate	12		
Liberal Art	4		
Navajo Nation Leadership Certificate	4		



More than half of students across the institution are pursuing their Associate's degree with about 30% working towards their Bachelor's degree. Also, majority of students are taking health-related degrees.

Enrollment by Age Group and Gender:



The 25-34 year olds represent the largest age group comprising 28% of the total enrollment. In regards to gender, about three out of four students are females. *Using IPEDS age group intervals.*

Student to Faculty Ratio:

Avg Online Courses	Avg Face to Face Courses	Overall Avg Ratio
17:1	11:1	13:1

Face to face courses also include hybrid classes.

Student Aid:

Scholarship/Grant (as of 21-day HC)	Recipients	Total Aid
PELL Grant FY2223	532	\$ 1,317,661.00
AICF: Scholarships FY2223	262	\$ 285,572.00
NTS Regular FY2223	64	\$ 158,186.00
NTS Chief Manuelito Sch FY2223	35	\$ 122,500.00
NTS Part-Time FY2223	43	\$ 37,000.00
Miscellaneous Schps FY2223	10	\$ 23,210.00
NM St Teacher Prep AFF Grant	17	\$ 18,457.00
NTS Graduate FY2223	3	\$ 12,000.00
Chapter House Schps FY2223	16	\$ 6,775.00
Student Resident Advisor	5	\$ 5,300.00
American Indian Service FY2223	10	\$ 5,000.00
Other Tribes FY2223	1	\$ 1,000.00
Grand Total	998	\$ 1,992,661.00

Pell Grant continues to be the top student financial resource – well over 50% and with AICF behind, accounting for about 26%.

Student Withdrawals & Reasons:

Reason for Withdrawing (as of 21-day HC)	week 1 before 21 day HC	week 2 before 21 day HC	week 3 before 21 day HC	Grand Total
Personal	3	2	12	17
Not prepared for college	0	3	3	6
Job Conflict	1	2	2	5
Did not need to enroll at DC	1	0	0	1
No time to take courses	0	1	0	1
Job Conflict, taking care of family obligations	1	0	0	1
Family Responsibilities	1	0	0	1
Not prepared for college/take care of personal matters	1	0	0	1
financial hardship, no money to buy books	0	0	1	1
Family Emergency	0	0	1	1
Got a job, conflict with courses	1	0	0	1
Late books; fell behind in classes	1	0	0	1
Health Issues	1	0	0	1
Class located F2F in TS, cannot attend class	0	1	0	1
Internet Issues	0	0	1	1
Not prepared, start PHD prog in Fall	0	0	1	1
Personal, Financial Bind	0	0	1	1
Personal Obligations	1	0	0	1
Starting new job	0	1	0	1
Academic Suspension, sit out semester	0	0	1	1
trouble with login, reached out to IT Dept, no response	1	0	0	1
Job Conflict, family emergency	1	0	0	1
Job Conflict, taking care of family member	1	0	0	1
Grand Total	15	10	23	48

Data provided by Registrar

Dual Credit Population:

High School	Female	Male	Grand Total
Pinon High School	42	29	71 / 53%
Tuba City High School	35	15	50 / 38%
DEAP Charter School	2	5	7 / 5%
St Pius X High School	1	1	2 / 2%
Rock Point Community School	2	0	2 / 2%
Many Farms High School	1	0	1 / 1%
Grand Total	83	50	133 / 100%

Out of six high schools, two (Pinon and Tuba City) account for more than 90% of dual credit enrollment – that is 121 out of 133 students.

Dual Credit Population (continued):

Dual Credit Course Enrollment by High School (as of 21-day HC)		# of Students
Pinon High School		108
NIS111	Foundations of Navajo Culture	24
PHY111	Algebra-based Physics II	24
MTH114	Coll Math/Quantitative Reasoning	23
MTH190	Pre-Calculus	21
ENG102	College Composition II	10
ENG234	Literature of the Southwest	6
Tuba City High School		67
ENG102	College Composition II	40
MTH190	Pre-Calculus	24
NAV101	Navajo as a Second Language I	1
ENG101	College Composition I	1
MTH110	College Algebra	1
DEAP Charter School		8
ENG102	College Composition II	7
NAV101	Navajo as a Second Language I	1
St Pius X High School		2
NAV101	Navajo as a Second Language I	2
Many Farms High School		2
PUH170	Medical Terminology	1
ENG102	College Composition II	1
Rock Point Community School		2
ENG101	College Composition I	2
Grand Total		189

Data comprises students taking multiple courses.



Campus Security Report – February 2023

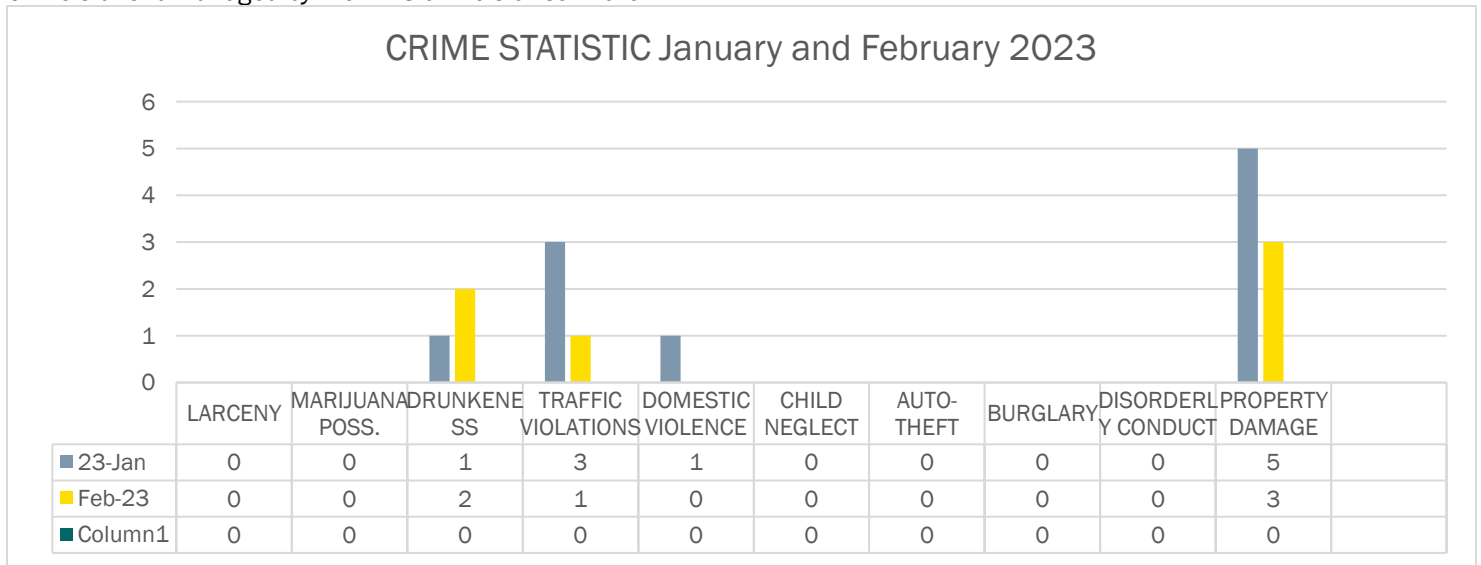
OPERATIONAL INFORMATION

VISION	MISSION	DEPARTMENT FOCUS
To be recognized within the Navajo Nation as a leader among agencies providing Police and Security services.	The Diné College Campus Police/Security Department is committed to providing quality Police and Security services by focusing on a process of continuous improvement and problem-solving alliance with our community.	To have an Organizational sense of full support of the goals of the College; to be credible in the eyes of the public; and to operate in a business-like manner;

The Diné College Campus Security Department has (1) Campus Security Lead Supervisor, (2) Security Supervisors (12) Security Officers, (3) Dispatchers and one Administrative Assistant. The security officers maintain order and peace as well identifying safety hazards, throughout their tour of duty. Security personnel rotate into a 24hours 7days a week shifts. Dispatchers are assigned to these shifts as Dispatchers. Additionally, since the COVID-19 pandemic, 5 health screeners remain to protect the health of every personnel of the College.

Security officers respond to calls for service in their respective jurisdiction, providing foot, stationary, bike, and mobile patrols in deterrence of criminal activity as well as identifying any potential safety hazards. Any off-campus incidents are referred to the Navajo Nation Police as well as their respective County Sheriffs. Campus Security are to enforce the Diné College student code of conduct, the Diné College Parking Permits and Dine' College Housing Policies. This includes health screening of consumers and security camera surveillance.

Crime statistic managed by the RMS crime star software.



SUMMER 2022 OUTCOME

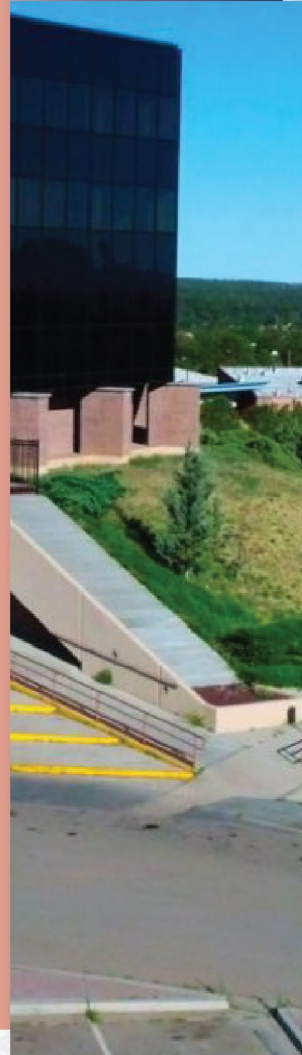
The Highlight of Accomplishments for the months of January and February 2023.

DEPARTMENT	PROJECT	PROGRESS & HIGHLIGHT	STATUS	IMPACT
Campus Security	Calls for services	Security Dept. Received 186 calls for services for January and February 2023.	100%	Progress work Dec. / Nov. 2022. Response to calls for services. Keep high visibility officer presence. Constant foot, mobile, bike, and stationary patrols.
	Trainings	(3) Defensive Drivers re-certifications class (2) First Aid/CPR class Campus Safety Presentation for FYE (4) Campus Safety Presentations.	100%	Enhancing student/faculty/staff/security knowledge on personal safety. Update employment required courses with professional development.
	Events Completed	<ul style="list-style-type: none"> • December Graduation • Student Orientation • Warrior Week • Oak Hall Dance • Shoe Game • Mental Health Wellness Program Events • College Re-Opening 	100%	Maintain traffic control, parking control, crowd control

CAMPUS SECURITY ACCOMPLISHMENTS
1. Keeping campus criminal activity at a minimum with high officer visibility patrols
2. Installation of solar street lights throughout circle drive, which minimizes crime.
3. Senior officers motivating subordinate officers for more responsibilities.
4. 1 Student worker interested in law enforcement/criminal justice.
5. 1 current officer newly residing on campus giving campus safety presentation among residential students.
6. Assisting staff/students with seasonal weather despite lack of equipment.

CAMPUS SECURITY CHALLENGES
1. Student/Staff/Faculty properly informing supervisors of weekend's activity and informing security for access control.
2. Fuel cards being compromised through online fraud. Extra card needs to be available for quick access to purchase for emergency response and criminal deterrence.
3. Funding for training and replacement of worn out equipment (Uniforms, 1 st Aid/CPR Kits/Flashlights)
4. Emergency poles continuing to malfunction and requiring outside sub-contracting to repair.
5. Unable to assist staff/students with seasonal weather complications without proper equipment.

This is the most recent updates, as of February 27, 2023 on behalf of the Dine College Campus Security Department.



ANNUAL AIHEC AIMS REPORT

2022

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AIHEC AIMS

American Indian Higher Education Consortium (AIHEC)

<http://www.aihec.org/>

AIHEC is an advocate for stable and sufficient federal funding for both institutional operations and academics and community enhancing programs at TCUs. The American Indian Higher Education Consortium's (AIHEC) vision is sovereign nations through excellence in tribal higher education.

Mission

AIHEC is the collective spirit and unifying voice of our nation's Tribal Colleges and Universities (TCUs). AIHEC provides leadership and influences public policy on American Indian higher education issues through advocacy, research, and program initiatives; promotes and strengthens Indigenous languages, cultures, communities, and tribal nations; and through its unique position, serves member institutions and emerging TCUs.

Research activities at AIHEC are managed as part of a broad Research and Database Initiative. This Initiative evolved from the AIHEC Board of Directors' Fall 1994 Strategic Plan, which established research as the Consortium's second priority, and a 1996 directive from the Board of Directors, to include research as part of the Consortium's core operations. In response to the Board's commitment, AIHEC successfully secured funding for a major research initiative. This Initiative is working to enhance each college's research capabilities and is creating a national database on Tribal Colleges. The Initiative represents a collaborative effort between AIHEC and the American Indian College Fund. The Initiative is working to collect data on Tribal College enrollment, budgets, curricula, facilities, services, and student outcomes to inform the colleges, AIHEC, the American Indian College Fund, and the White House Initiative on Tribal Colleges and Universities.

AIHEC's landmark data collection initiative, American Indian Measures of Success (AIHEC AIMS), was launched in 2004 with generous funding from the Lumina Foundation for Education. The AIHEC AIMS initiative defines measures for TCU success that are relevant to the colleges and their communities. The AIMS data collection instrument, AIMS Key Indicator System (AKIS), was developed based on input from AIHEC, TCUs, accrediting organizations, American Indian College Fund, Bureau of Indian Affairs, and others. AKIS incorporates unique measures of success that are not included in traditional higher education reporting requirements.

The AIHEC-AIMS Key Indicator System (AKIS) is used to collect TCU data and submit electronically (starting 2013) to AIHEC for annual reporting; due each year in December.

Diné College History

Founded in 1968, Diné College is a public institution of higher education chartered by the Navajo Nation and accredited by the Higher Learning Commission. In 1971, Congress enacted the Navajo Community College Act to establish stable funding for the institution. Quickly after the college was established, the majority of Navajo students who pursued higher education did so at the College. Each year our enrollment is between 2,500 and 3,600 students per year. The College is a six site multi-campus system which serves the residents of the 26,000 square-mile Navajo Nation which spans the three states of Arizona, New Mexico, and Utah. The six education delivery sites across the high population areas of the Navajo Nation offer courses in Navajo language, history, and culture. The Tsaile and Shiprock campuses are accredited to offer degree programs. The academic programs prepare students to earn certificates, associates and bachelor degrees, to matriculate to four-year colleges and universities, or to join the workforce. The College offers nine baccalaureate degree programs, which include the BA program in Teacher Education which focuses on training bilingual and bicultural teachers, the BA program in Business Administration which focus on tribal business management and economic development, and our most popular new BA program in Psychology. The latest BA degree programs developed are Dine' Studies and Fine Arts, as well as a Bachelor Degree of Science in Biology and Public Health. In addition, Diné College offers our surrounding communities with dual-credit program. The College offers developmental courses at all sites for students who require preparation for college-level academic work. Rooted in Diné Language and culture, our College's mission is to advance quality student learning and development to ensure the well-being of the Diné People. The educational philosophy of Diné College "Sa'ah Naaghai Bik'eh Hozhoo," the Diné traditional living system, places Diné life in harmony with the natural world and the universe. This educational philosophy is at the heart of the college's mission and vision.



Profile

Institutional Name: Diné College
Address: P.O.Box C08
Navajo Route 12
Tsaile, AZ 86556
Phone: 928-724-6600
Wed Address: www.dinecollege.edu
Highest Degree Offered: Bachelor
Year Founded: 1968
Chartering Tribe: Navajo Nation
Operational Funding Source(s): Navajo Nation, Title III - Federal Funds

Campus Location(s)

Classification	Reservation	Location
Satellite	On Reservation	Chinle, AZ
Satellite	On Reservation	Crownpoint, NM
Satellite	On Reservation	Tuba City, AZ
Branch Campus	On Reservation	Shiprock, NM
Main Campus	On Reservation	Tsaile, AZ
Satellite	On Reservation	Window Rock, AZ

Person(s) Responsible for this Report

Name	Title	Telephone	Email Address
Velveena Davis	Director of Institutional of Planning & Reporting	928-724-6846	veldavis@dinecollege.edu
Malcolm Bob	Senior Data Analyst	928-724-6847	mbob@dinecollege.edu
Janeen Tapaha	Statistician Specialist	928-724-6845	jrtapaha@dinecollege.edu
Terrence Tso	Data Architect Specialist	928-724-6848	tetso@dinecollege.edu
Gaven Beach	Office & Data Entry Manager	928-724-6840	gbeach@dinecollege.edu

Administration

	Name	Title	Telephone	Email
President	Dr. Charles Roessel	President	928-724-6670	cmroessel@dinecollege.edu
Chief Finance/Business Officer	Bo Lewis	Vice President of Finance & Accounting	928-724-6677	bolewis@dinecollege.edu
Chief Academic Office	Dr. Geraldine Garrity	Provost	928-724-6814	ggarity@dinecollege.edu
Chief Student Service Officer	Glennita Haskey	Vice President of Student Affairs	928-724-6860	ghaskey@dinecollege.edu
Registrar	Amanda Dominguez	Interim Registrar	928-724-6633	adominguez@dinecollege.edu
Financial Aid Officer	Sharonna Yazzie-John	Financial Aid Manager	928-724-6734	shryazzie@dinecollege.edu
Info. Tech. (MIS)	Ihab Saleh	Director of Information Technology & Operations	928-724-6646	isaleh@dinecollege.edu
Institutional Research	Velveena Davis	Executive Director	928-724-6846	veldavis@dinecollege.edu
Office of Sponsored Programs	Amanda McNeil	Director of Institutional Grants	505-368-3524	amcneil@dinecollege.edu
Public Relations/Communications	Marie R. Nez	Vice President of Government Affairs and Public Relations	928-724-6985	marienez@dinecollege.edu
Faculty Development Officer	Merle Dayzie	Director of Human Resources	928-724-6950	mtdayzie@dinecollege.edu

Tribe Affiliations of Students Enrolled at Tribal College

Tribe	# Enrolled	% of Enrollment
Navajo Nation, Arizona, New Mexico, & Utah	1260	98.36%
Hopi Tribe of Arizona	8	0.62%
Ute Mountain Tribe of the Ute Mountain Reservation	2	0.16%
Arapaho Tribe of the Wind River Reservation, Wyoming	2	0.16%
Tule River Indian Tribe of the Tule River Reservation	1	0.08%
Yavapai Apache Nation of the Camp Verde Indian	1	0.08%
Three Affiliated Tribes of the Fort Berthold Reservation	1	0.08%
Kootenai Tribe of Idaho	1	0.08%
Blackfeet Tribe of the Blackfeet Indian Reservation	1	0.08%
Muscogee (Creek) Nation	1	0.08%
Pueblo of Laguna, New Mexico	1	0.08%
San Carlos Apache Tribe of the San Carlos Reservation	1	0.08%
Total	1280	100%



First Time Students Demographics

First Time Entering Student Enrollment

	American Indian		Non-Indian	
	Male	Female	Male	Female
Full Time	26	51	0	1
Part Time	16	24	1	1
Dual Credit	17	17	0	0

First Time Entering Students Pre-College Preparation

Question	American Indian		Non-Indian	
	Male	Female	Male	Female
Graduated High School with Diploma	34	71	1	2
Earned GED	8	4	0	0
Enrolled under Ability to Benefit provision	0	0	0	0
Dual enrolled High School and College	17	17	0	0
Have No High School Diploma or GED	0	0	0	0

Age Range

Question	American Indian		Non-Indian	
	Male	Female	Male	Female
Students who are 14 & Younger	1	5	0	0
Students who are 15-17	17	19	0	0
Students who are 18-21	30	49	1	2
Students who are 22-24	4	4	0	0
Students who are 25-34	4	12	0	0
Students who are 35-49	3	3	0	0
Students who are 50-64	0	0	0	0
Students who are 65 & Older	0	0	0	0

Speakers of American Indian Languages

Question	American Indian		Non-Indian	
	Male	Female	Male	Female
None	7	12	1	1
Limited	16	28	0	0
Conversational	1	3	0	0
Fluent	1	1	0	0

Dependent Status

Question	American Indian		Non-Indian	
	Male	Female	Male	Female
Single - No Children	25	51	0	0
Single with dependent children	1	6	0	0
Married - No Children	2	4	0	0
Married with dependent children	Missing	Missing	Missing	Missing
Responsible for elderly family members in home	1	5	0	0

First Generation

Question	American Indian		Non-Indian	
	Male	Female	Male	Female
First Generation Students	4	14	0	1
Not First Generation Students	9	15	0	1

Primary Residence

Question	American Indian		Non-Indian	
	Male	Female	Male	Female
On / near reservation (within 60 miles)	59	92	1	2
In-State	59	92	1	2
Out-of-State	0	0	0	0

Financial Background

Question	American Indian		Non-Indian	
	Male	Female	Male	Female
Average family income (\$) in student's household	\$39,794	\$31,401	Missing	Missing
Number of students eligible for federal financial aid	20	45	Missing	Missing
Number of students in need, but not eligible for federal financial aid	8	12	0	0

General

Question	American Indian		Non-Indian	
	Male	Female	Male	Female
Are Veterans	1	1	0	0
Participated in a Head Start Program	0	0	0	0

Skill Assessment / Placement Test Results

Test Type	Name	Taking Test				Placed in Remedial/Developmental Course Based on Results			
		American Indian		Non-Indian		American Indian		Non-Indian	
		Male	Female	Male	Female	Male	Female	Male	Female
Mathematics	SAT/ACT	2	12	0	0	1	8	0	0

General Students Demographics

Fall Enrollment 2021

Student Enrollment

	American Indian		Non-Indian	
	Male	Female	Male	Female
Fall Enrollment	305	976	14	20

Age Range

Question	American Indian		Non-Indian	
	Male	Female	Male	Female
Students who are 14 & Younger	24	57	0	1
Students who are 15-17	17	21	0	0
Students who are 18-21	70	195	3	2
Students who are 22-24	50	145	1	2
Students who are 25-34	80	295	3	5
Students who are 35-49	55	203	5	9
Students who are 50-64	8	51	2	3
Students who are 65 & Older	0	4	1	3

Speakers of American Indian Languages

Question	American Indian		Non-Indian	
	Male	Female	Male	Female
None	48	120	9	7
Limited	108	439	1	2
Conversational	15	72	0	1
Fluent	10	42	0	1

Dependent Status

Question	American Indian		Non-Indian	
	Male	Female	Male	Female
Single - No Children	164	370	2	4
Single with dependent children	20	245	1	1
Married - No Children	3	10	1	0
Married with dependent children	20	81	1	2

Question	American Indian		Non-Indian	
	Male	Female	Male	Female
Responsible for elderly family members in home	19	49	0	1

First Generation

Question	American Indian		Non-Indian	
	Male	Female	Male	Female
First Generation Students	85	331	4	4
Not First Generation Students	100	231	5	8

Primary Residence

Question	American Indian		Non-Indian	
	Male	Female	Male	Female
On / near reservation (within 60 miles)	304	953	8	19
In-State	300	953	9	21
Out-of-State	4	18	6	4

Financial Background

Question	American Indian		Non-Indian	
	Male	Female	Male	Female
Average family income (\$) in student's household	\$29,956	\$30,263	\$28,879	\$50,261
Number of students eligible for federal financial aid	162	565	3	4
Number of students in need, but not eligible for federal financial aid	44	144	2	3

Veterans

Question	American Indian		Non-Indian	
	Male	Female	Male	Female
Are Veterans	12	15	3	1

Financial Resources & Student Costs

Financial Aid

Financial Aid	Total	# of Recipients
American Indian College Fund Full Circle Scholarship	\$284,484	313
American Indian College Fund Scholarship	\$219,710	97
Federal Pell Grants	\$2,898,128	1,329
Federal Supplemental Educational Opportunity Grant	\$173,184	291
Direct Federal Student Loans	\$0	0
State Scholarships/Grants	\$251,009	237
Academic Competitiveness Grant	\$0	0
School-to-Work	\$0	0
Tribal Scholarships	\$1,120,808	491
Tuition Waiver/Discount	\$0	0
Other Scholarships	\$350,940	590
Federal College Work Study	\$0	0
State Work Study	\$0	0
Institutional Work Study	\$0	0

Cost per Credit Hour

Student Registration	Cost per Credit Hour
Undergraduate American Indian, In-State	\$55.00
Undergraduate American Indian, Out-of-State	\$55.00
Undergraduate Non-Indian, In-State	\$55.00
Undergraduate Non-Indian, Out-of-State	\$55.00

Average Full Time Undergraduate American Indian Student Costs for Academic Year

Tuition and Fees (Tuition must be based on 12 credit hours per semester.)	\$1,410.00
Room and Board	\$4,940.00
Books and Supplies	\$1,400.00
Other Expenses	\$4,950.00

Non-Federal Operational Funding

Tribal Funding	
Operational Funding from the Tribe (non-scholarship)	\$4,700,000.00
Construction Funding from the Tribe (non-scholarship)	\$0.00



State Funding	
Operational Funding Received from the State	\$0.00
Non-Beneficiary Funding Received from the State	\$0.00

Physical Resources

Building Facilities

Building Name	Campus Site	Year Built/ Acquired	# of Stories	Total sq ft	Main Function	Own/ Lease	Note
Administration Building - Tuba City, AZ	Satellite	2002	1	1,650	Administration/ Office	Own	
Administration Building - Window Rock, AZ	Satellite	1974	1	4,002	Administration/ Office	Own	2 classrooms in the building
Administration Office - Chinle, AZ	Satellite	2001	1	1,900	Administration/ Office	Lease/ Rent	Classes are held in local high school
Barn	Main Campus	1973	1	2,960	Auxiliary	Own	
Biology Lab - Shiprock, NM	Branch Campus	1997	1	2,500	Laboratory	Own	
Cafeteria	Main Campus	1973	1	19,044	Auxiliary	Own	
Campus Post Office	Main Campus	2013	1	720	Auxiliary	Own	New Building; previous build- ing demolished
Chemistry Lab - Shiprock, NM	Branch Campus	1997	1	2,300	Laboratory	Own	
Classroom Building - Crownpoint, NM	Satellite	1996	1	9,895	Classroom	Own	Also serves as a Administration Office
Classroom Building - Tuba City, AZ	Satellite	2003	1	12,000	Classroom	Own	
Classroom Building - Window Rock, AZ	Satellite	2013	1	1,960	Classroom	Own	New Modular building; pre- vious building demolished
Dormitories	Main Campus	1973	1	111,300	Residence	Own	10 dorms; each dorm is 11,130 sq. ft.
Faculty & Staff Hogan Housing	Main Campus	1973	1	47,500	Residence	Own	50 units total; 1,2,3, and 4 bedroom units

Building Name	Campus Site	Year Built/ Acquired	# of Stories	Total sq ft	Main Function	Own/ Lease	Note
Faculty & Staff Modular Housing	Main Campus	2003	1	13,750	Residence	Own	20 units total; 1 and 2 bedroom units
Faculty Office Building - Tuba City, AZ	Satellite	2013	1	3,397	Administration/ Office	Own	
Family Dormitories	Main Campus	2015	1	35,116	Residence	Own	
Gorman Classroom Building	Main Campus	1973	1	78,118	Classroom	Own	
Gymnasium	Main Campus	1973	1	7,074	Student Ser- vices/Recre- ation	Own	
Library	Main Campus	1973	2	21,904	Library	Own	
Main Building - Shiprock, NM	Branch Campus	1955	1	79,000	Classroom	Own	The building composes of administration, classrooms, gym, and library.
Maintenance Building	Main Campus	1973	1	25,050	Auxiliary	Own	
NDEL - Shiprock, NM	Branch Campus	1985	1	840	Auxiliary	Own	Modular Building
Ned Hatathalie Center	Main Campus	1973	7	56,640	Cultural Cen- ter/Museum	Own	
Network Operations Center	Main Campus	2007	1	7,528	Administration/ Office	Own	
Nooseli Beolta Child Care Center	Main Campus	2004	1	2,950	Auxiliary	Own	Day-Care/Ear- ly Childhood Learning sev- ices
North Research - Shiprock, NM	Branch Campus	1985	1	840	Classroom	Own	Modular Building
Quanset - Shiprock, NM	Branch Campus	1980	1	4,000	Residence	Own	

Building Name	Campus Site	Year Built/ Acquired	# of Stories	Total sq ft	Main Function	Own/ Lease	Note
Science Honors - Shiprock, NM	Branch Campus	1985	1	840	Classroom	Own	Modular Building
Senator John Pinto Library - Shiprock, NM	Branch Campus	2011	1	20,107	Library	Own	
Silversmithing	Main Campus	1973	1	2,134	Classroom	Own	Addition in 2011
South Campus Classroom Building	Branch Campus	2004	2	23,000	Classroom	Own	
South Campus Student Success Center - Shiprock, NM	Branch Campus Branch Campus	2013	1	3,387	Student Services/Recreation	Own	Student advisement/counseling services
South Research - Shiprock, NM	Branch Campus	1985	1	840	Classroom	Own	Modular Building
Student Services/Student Government - Shiprock, NM	Branch Campus	1985	1	840	Student Services/Recreation	Own	Modular Building
Student Union Building	Main Campus	1973	1	7,075	Student Services/Recreation	Own	
Tsaile Archival Building	Main Campus	2012	1	8,654	Cultural Center/Museum	Own	Used for artifacts storage and research
Tsaile Child Care	Main Campus	2004	1	3,500	Auxiliary	Assigned by Tribe	Building is owned and operated by the Navajo Nation. Services include day-care and early childhood learning

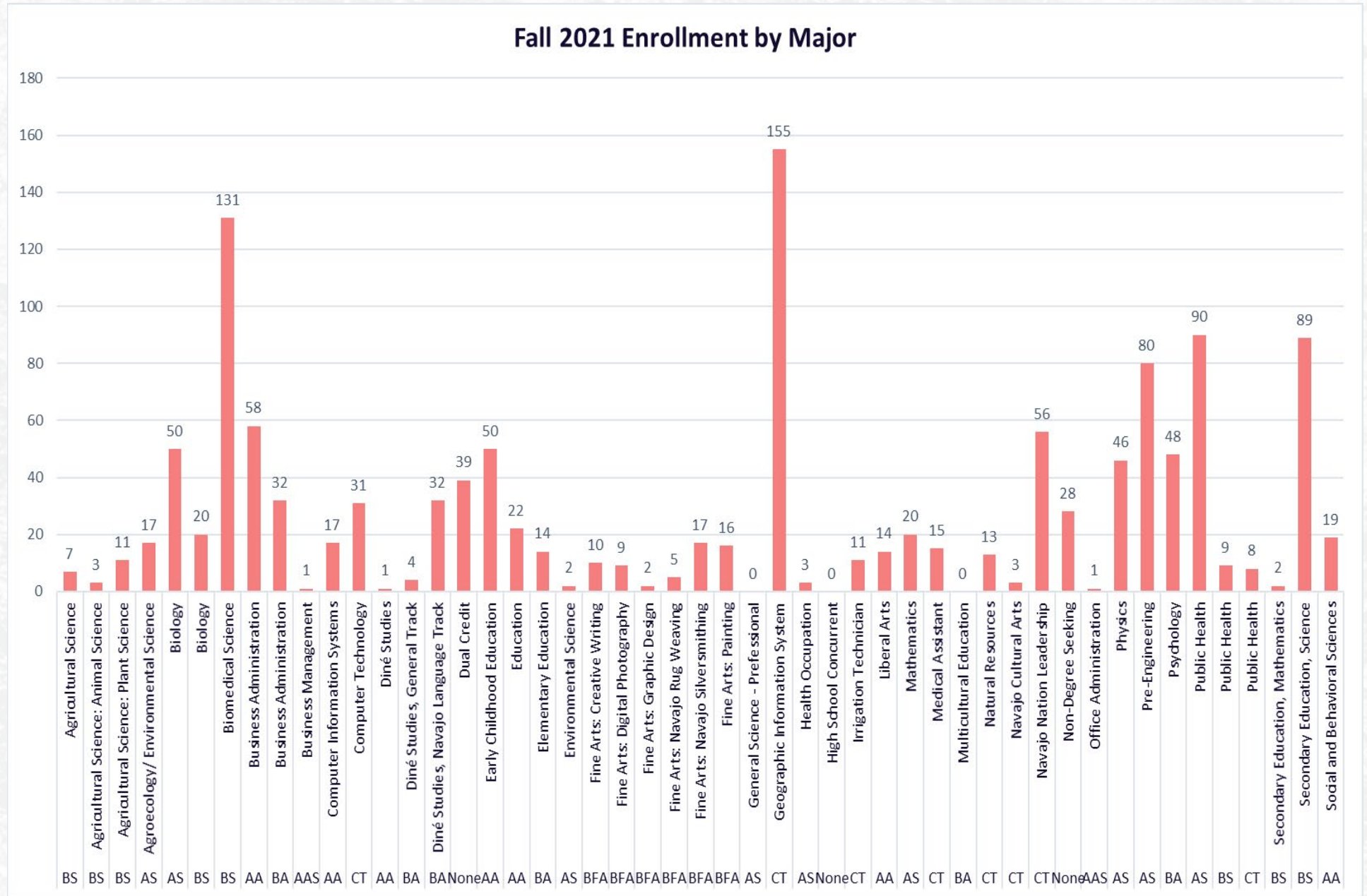
Student Enrollment & Graduation by Major Group

Major Groups

Major Group	Degree	Specific Major
AG - Agriculture and Farming	(BS) Bachelor of Science	Agricultural Science
AG - Agriculture and Farming	(BS) Bachelor of Science	Agricultural Science: Animal Science
AG - Agriculture and Farming	(BS) Bachelor of Science	Agricultural Science: Plant Science
AG - Agriculture and Farming	(CT) Certificate	Irrigation Technician
AL - American Indian Languages	(AA) Associate of Arts	Diné Studies, Navajo Language Track
AR - Art	(BA) Bachelor of Fine Arts	Fine Arts: Creative Writing
AR - Art	(BA) Bachelor of Fine Arts	Fine Arts: Digital Photography
AR - Art	(BA) Bachelor of Fine Arts	Fine Arts: Graphic Design
AR - Art	(BA) Bachelor of Fine Arts	Fine Arts: Navajo Rug Weaving
AR - Art	(BA) Bachelor of Fine Arts	Fine Arts: Navajo Silversmithing
AR - Art	(BA) Bachelor of Fine Arts	Fine Arts: Painting
AR - Art	(CT) Certificate	Navajo Cultural Arts
BI - Biology	(AS) Associate of Science	Biology
BI - Biology	(BS) Bachelor of Science	Biology
BI - Biology	(BS) Bachelor of Science	Biomedical Science
BU - Business	(AA) Associate of Arts	Business Administration
BU - Business	(BA) Bachelor of Arts	Business Administration
BU - Business	(AAS) Associate of Applied Science	Business Management
CT - Computer Technology	(AA) Associate of Arts	Computer Information Systems
CT - Computer Technology	(CT) Certificate	Computer Technology
EO - Education-Professional	(AA) Associate of Arts	Early Childhood Education
EO - Education-Professional	(AA) Associate of Arts	Education
EO - Education-Professional	(BA) Bachelor of Arts	Elementary Education
EO - Education-Professional	(BA) Bachelor of Arts	Multicultural Education
EO - Education-Professional	(BS) Bachelor of Science	Secondary Education, Mathematics
EO - Education-Professional	(BS) Bachelor of Science	Secondary Education, Science
ES - Environmental Science/Natural Resources	(AS) Associate of Science	Agroecology/Environmental Science

Major Group	Degree	Specific Major
ES - Environmental Science/Natural Resources	(AS) Associate of Science	Environmental Sciences
ES - Environmental Science/Natural Resources	(CT) Certificate	Natural Resources
GO - Geography	(CT) Certificate	Geographic Information System
HC - Health Careers	(AS) Associate of Science	Health Occupations
HC - Health Careers	(AS) Associate of Science	Public Health
HC - Health Careers	(BS) Bachelor of Science	Public Health
HC - Health Careers	(CT) Certificate	Medical Assistant
HC - Health Careers	(CT) Certificate	Public Health
HS - Human Services	(AA) Associate of Arts	Social Work
LA - Liberal Arts/General Studies	(AA) Associate of Arts	Liberal Arts
MA - Mathematics	(AS) Associate of Science	Mathematics
OA - Office Administration/Technology	(AAS) Associate of Applied Science	Office Administration
PRE - Pre-Engineering/Engineering	(AS) Associate of Science	Pre-Engineering
SC - Science	(AS) Associate of Science	General Sciences
SC - Science	(AS) Associate of Science	Physics
SS - Social Science	(BA) Bachelor of Arts	Psychology
SS - Social Science	(AA) Associate of Arts	Social and Behavioral Sciences
UD - Undeclared/Nondeclared	(NONE) NONE	Dual Credit
UD - Undeclared/Nondeclared	(NONE) NONE	High School Concurrent
UD - Undeclared/Nondeclared	(NONE) NONE	Undeclared

Student Enrollment by Major



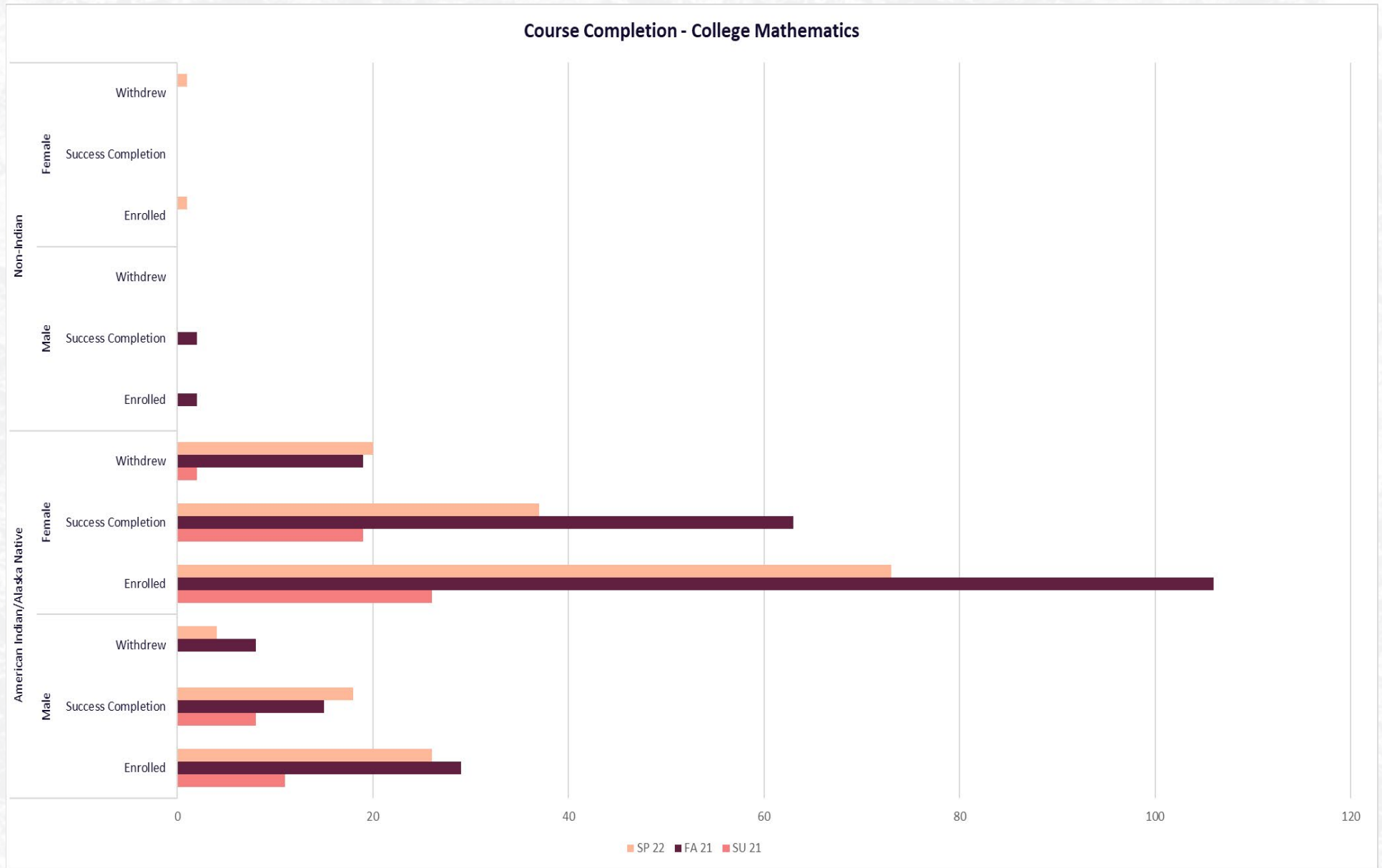
Academic Core Curriculum Courses

Type	Course	Course ID(s)	Title	Credits Given
Academic Core	College Mathematics	MTH 110 or MTH 106	College Algebra; Survey on College Mathematics - The Art of Math	3 or 4
Academic Core	English Composition I	ENG 101	College Composition I	3
Academic Core	English Composition II	ENG 102	College Composition II	3
Academic Core	Native American Studies	NAV 101, 102, 201, 202, or 211; NIS 111; NIS 221	Navajo as a Second Language I, Navajo as a Second Language II, Intermediate Navajo as a Second Language III, Advanced Intermediate Navajo as a Second Language, Navajo Literacy I; Foundations of Navajo Culture; Navajo History to Present	3 or 4



Academic Core Curriculum Course Enrollment & Completion

College Mathematics

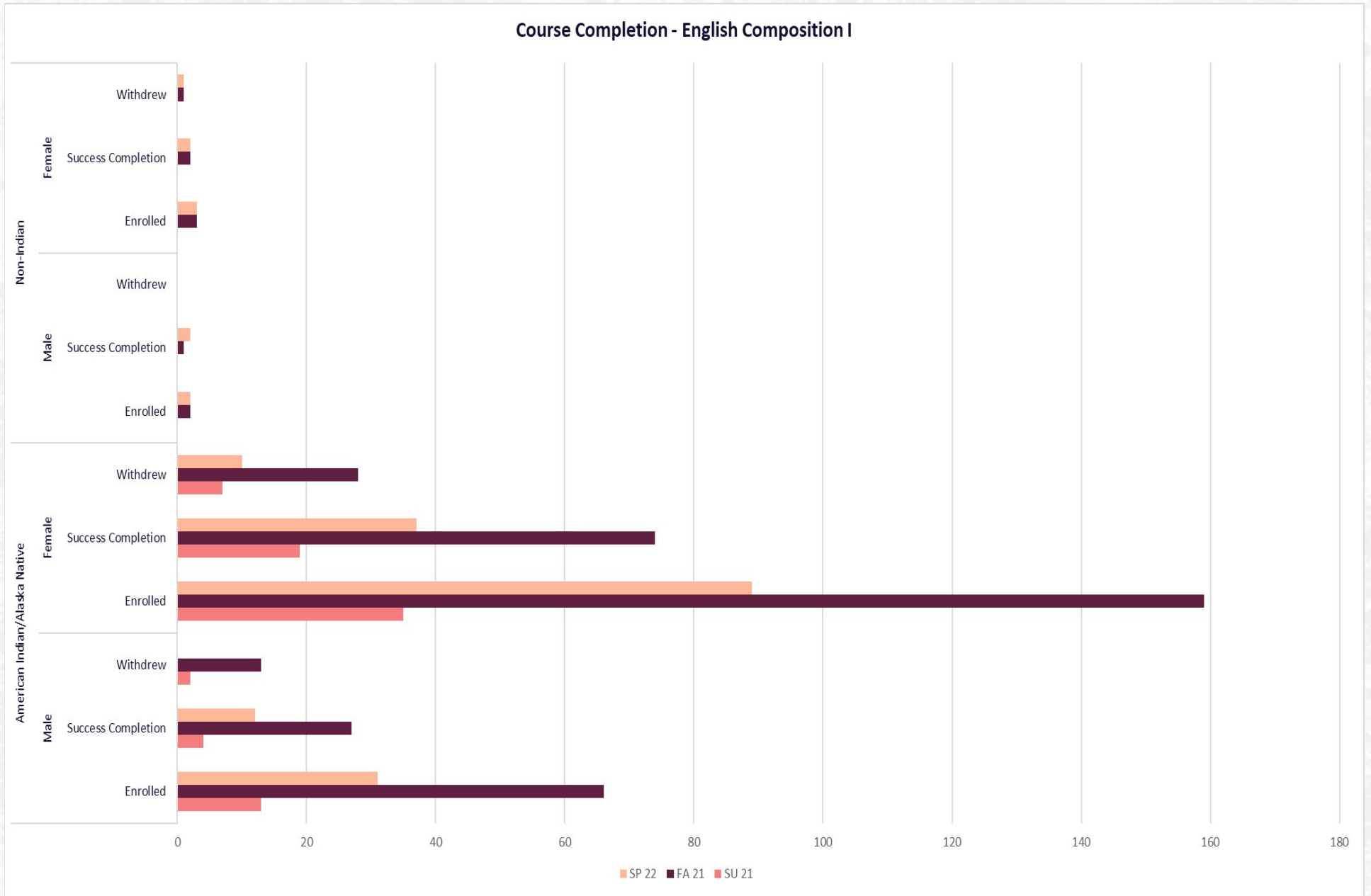


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Course	Term	American Indian					
		Male			Female		
		Enrolled	Success Completion	% Completed	Enrolled	Success Completion	% Completed
College Mathematics	Summer	11	8	73%	26	19	73%
	Fall	29	15	52%	106	63	59%
	Spring	26	18	69%	73	37	51%

Course	Term	Non-Indian					
		Male			Female		
		Enrolled	Success Completion	% Completed	Enrolled	Success Completion	% Completed
College Mathematics	Summer	0	0	0%	0	0	0%
	Fall	2	2	100%	0	0	0%
	Spring	0	0	0%	1	0	0%

English Composition I

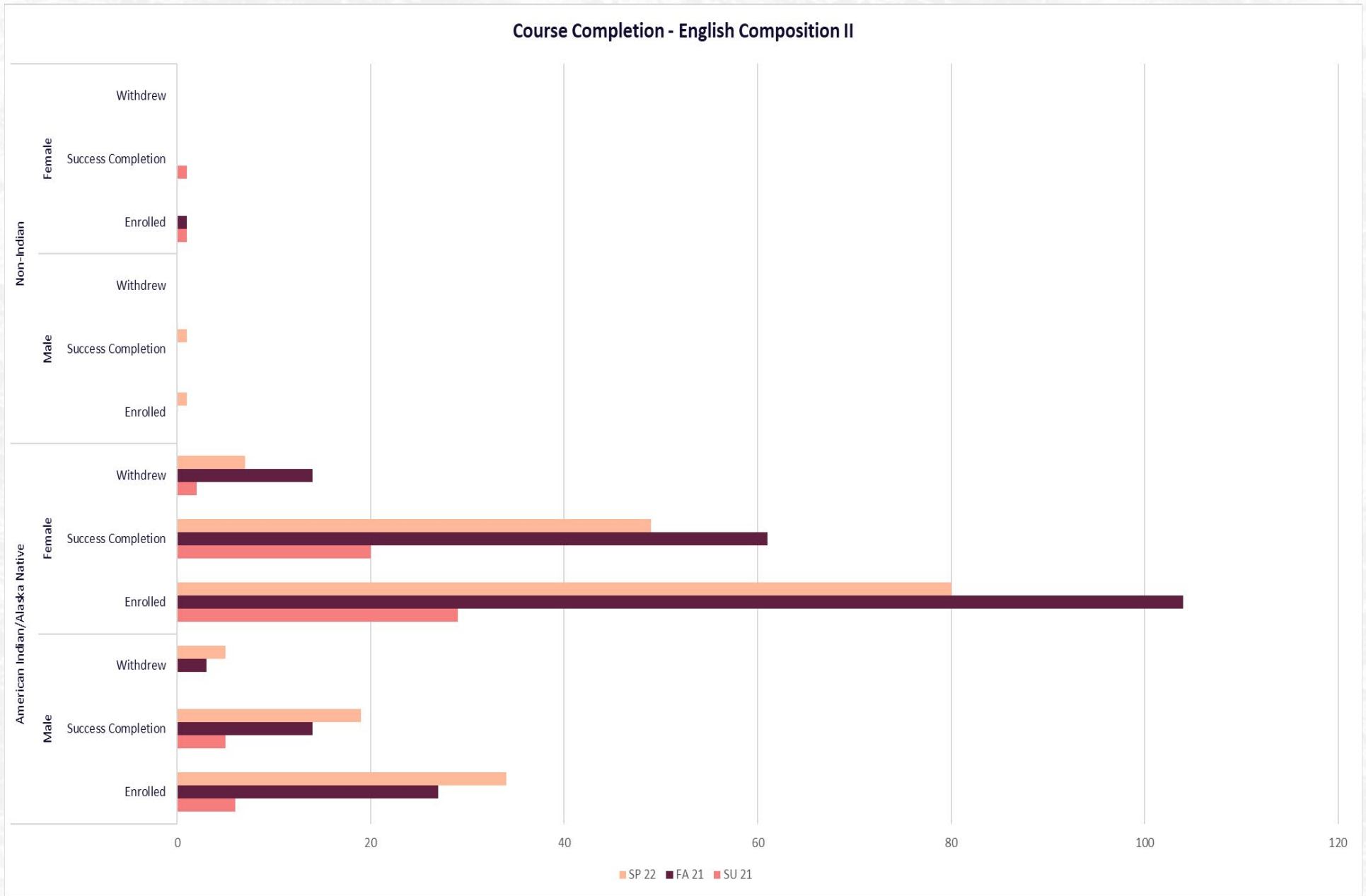


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Course	Term	American Indian					
		Male			Female		
		Enrolled	Success Completion	% Completed	Enrolled	Success Completion	% Completed
English Composition I	Summer	13	4	31%	35	19	54%
	Fall	66	27	41%	159	74	47%
	Spring	31	12	39%	89	37	42%

Course	Term	Non-Indian					
		Male			Female		
		Enrolled	Success Completion	% Completed	Enrolled	Success Completion	% Completed
English Composition I	Summer	0	0	0%	0	0	0%
	Fall	2	1	50%	3	2	67%
	Spring	2	2	100%	3	2	67%

English Composition II

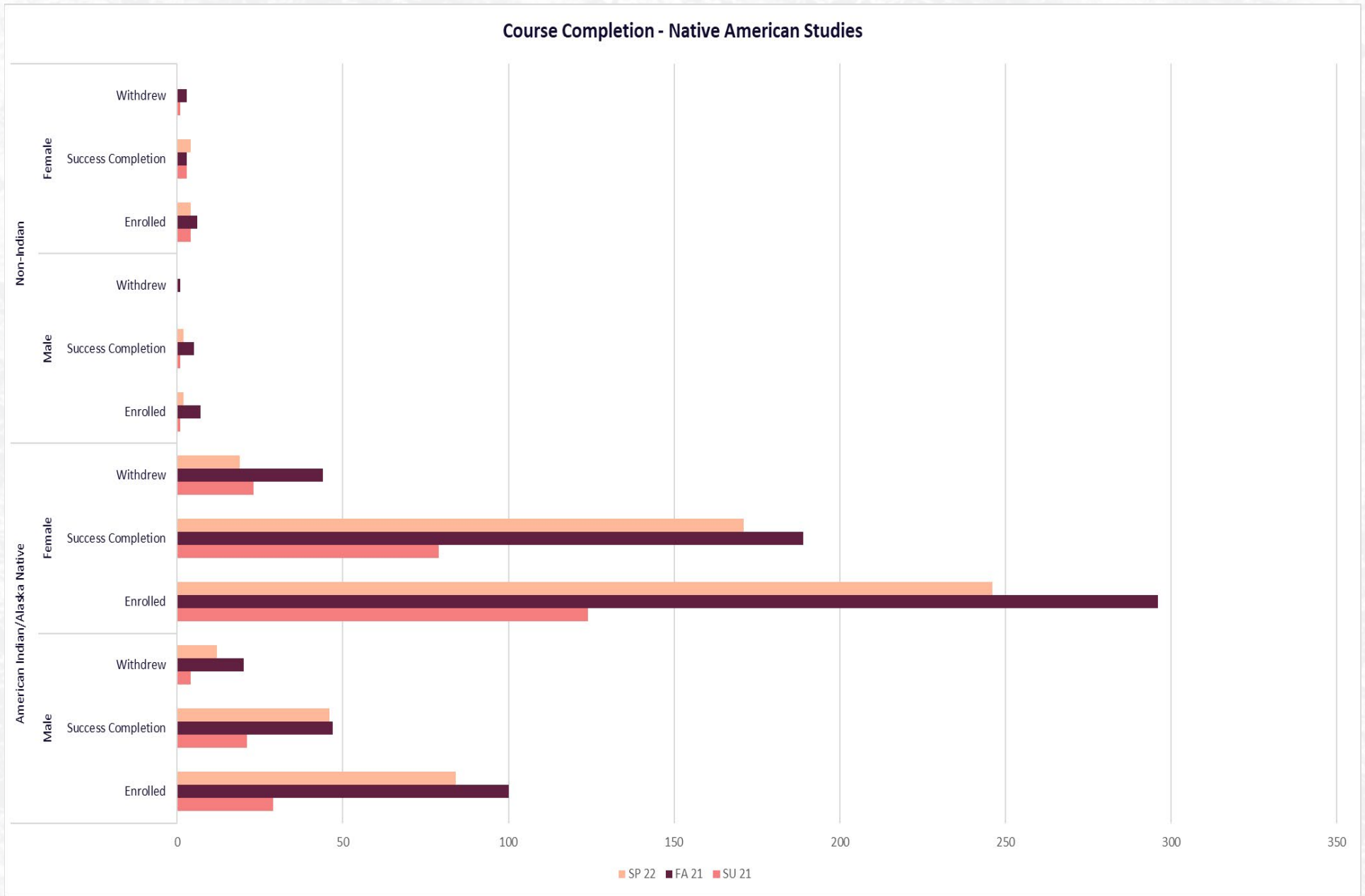


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Course	Term	American Indian					
		Male			Female		
		Enrolled	Success Completion	% Completed	Enrolled	Success Completion	% Completed
English Composition II	Summer	6	5	83%	29	20	69%
	Fall	27	14	52%	104	61	59%
	Spring	34	19	56%	80	49	61%

Course	Term	Non-Indian					
		Male			Female		
		Enrolled	Success Completion	% Completed	Enrolled	Success Completion	% Completed
English Composition II	Summer	0	0	0%	1	1	100%
	Fall	0	0	0%	1	0	0%
	Spring	1	1	100%	0	0	0%

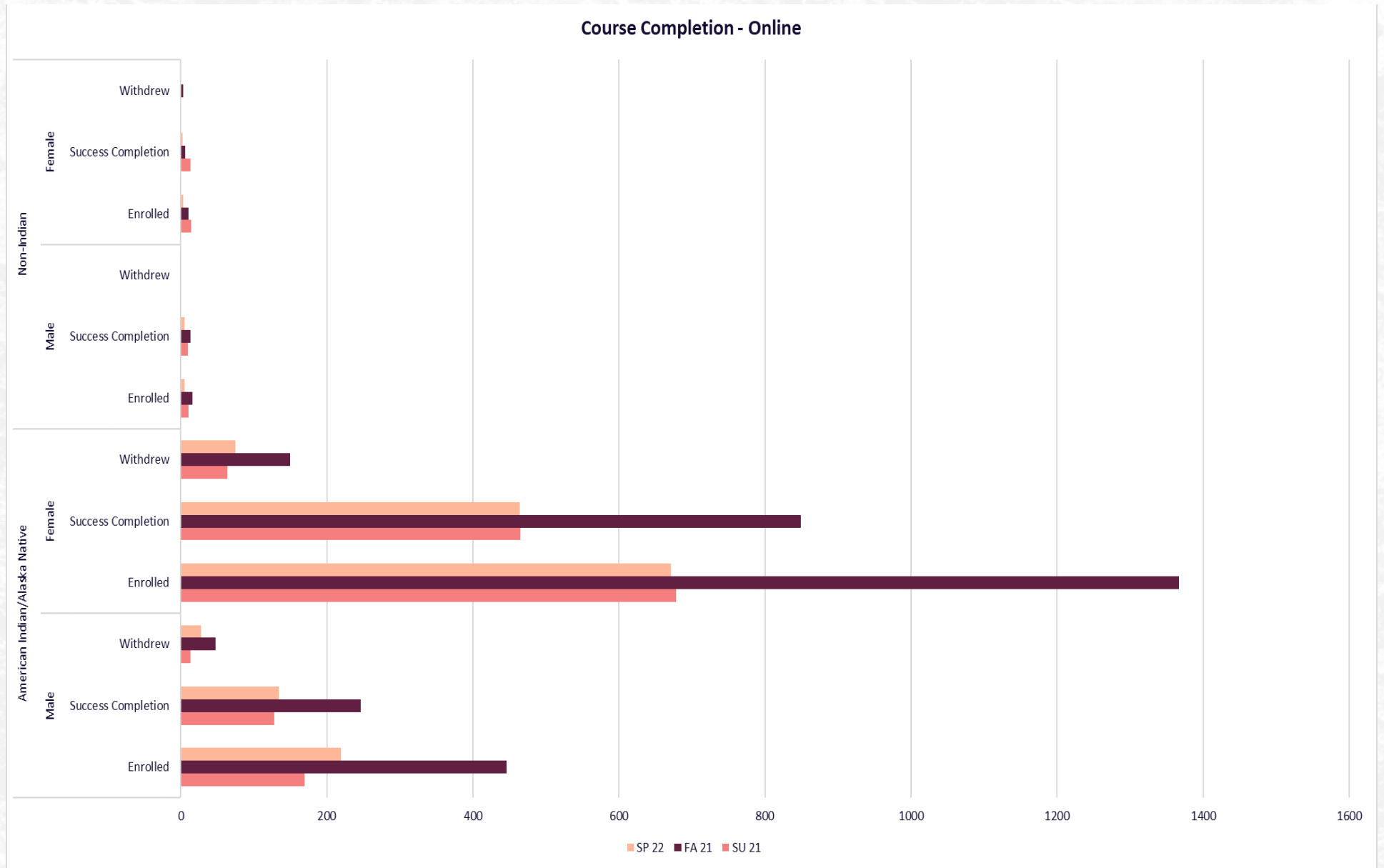
Native American Studies



Course	Term	American Indian					
		Male			Female		
		Enrolled	Success Completion	% Completed	Enrolled	Success Completion	% Completed
Native American Studies	Summer	29	21	72%	124	79	64%
	Fall	100	47	47%	296	189	64%
	Spring	84	46	55%	246	171	70%

Course	Term	Non-Indian					
		Male			Female		
		Enrolled	Success Completion	% Completed	Enrolled	Success Completion	% Completed
Native American Studies	Summer	1	1	100%	4	3	75%
	Fall	7	5	71%	6	3	50%
	Spring	2	2	100%	4	4	100%

Online & Distance Course Completion Online

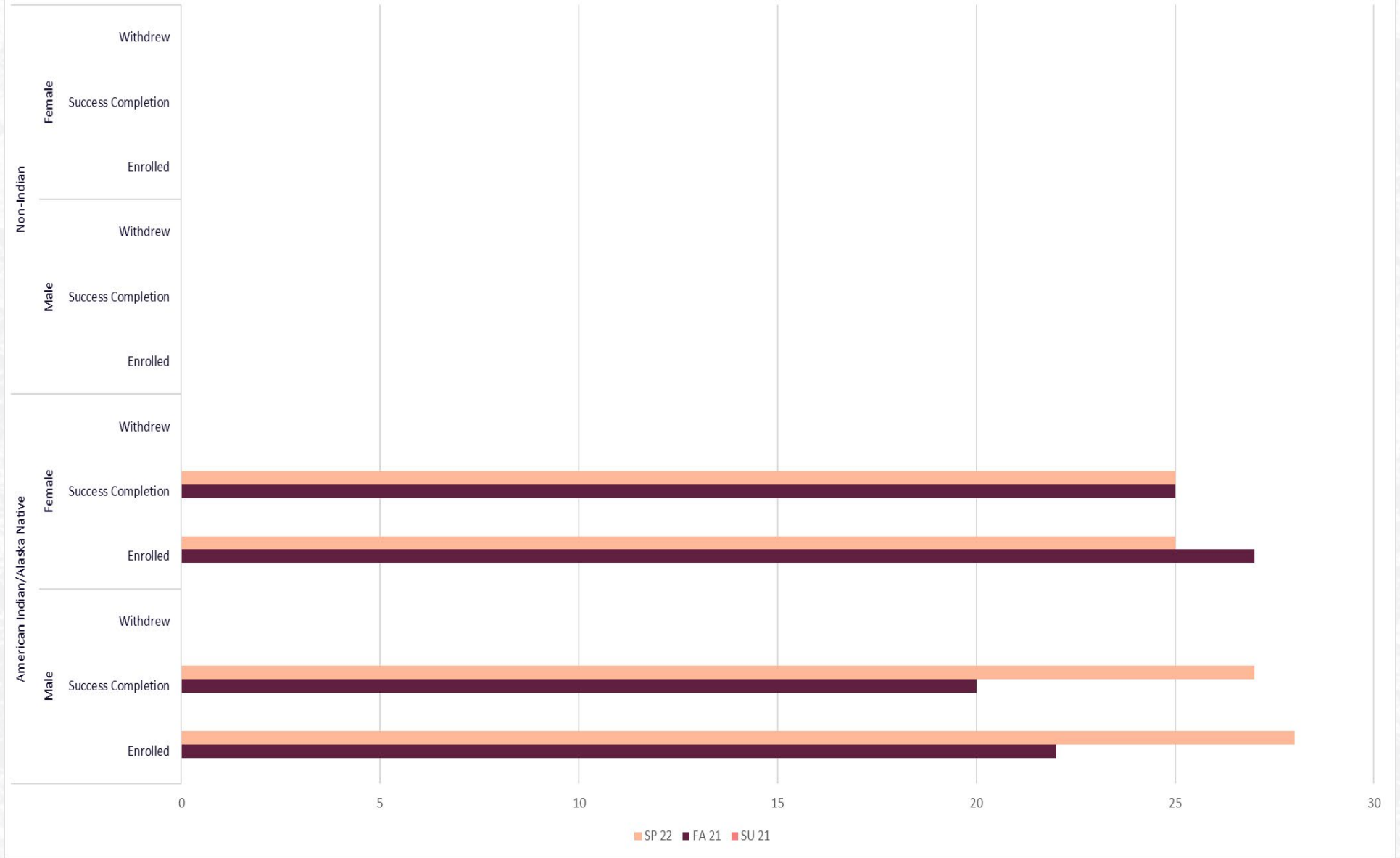


Course	Term	American Indian					
		Male			Female		
		Enrolled	Success Completion	% Completed	Enrolled	Success Completion	% Completed
Online	Summer	170	128	75%	678	465	69%
	Fall	446	246	55%	1,367	849	62%
	Spring	219	134	61%	671	464	69%

Course	Term	Non-Indian					
		Male			Female		
		Enrolled	Success Completion	% Completed	Enrolled	Success Completion	% Completed
Online	Summer	11	10	91%	14	13	93%
	Fall	16	13	81%	11	6	55%
	Spring	5	5	100%	3	2	67%

Hybrid Course

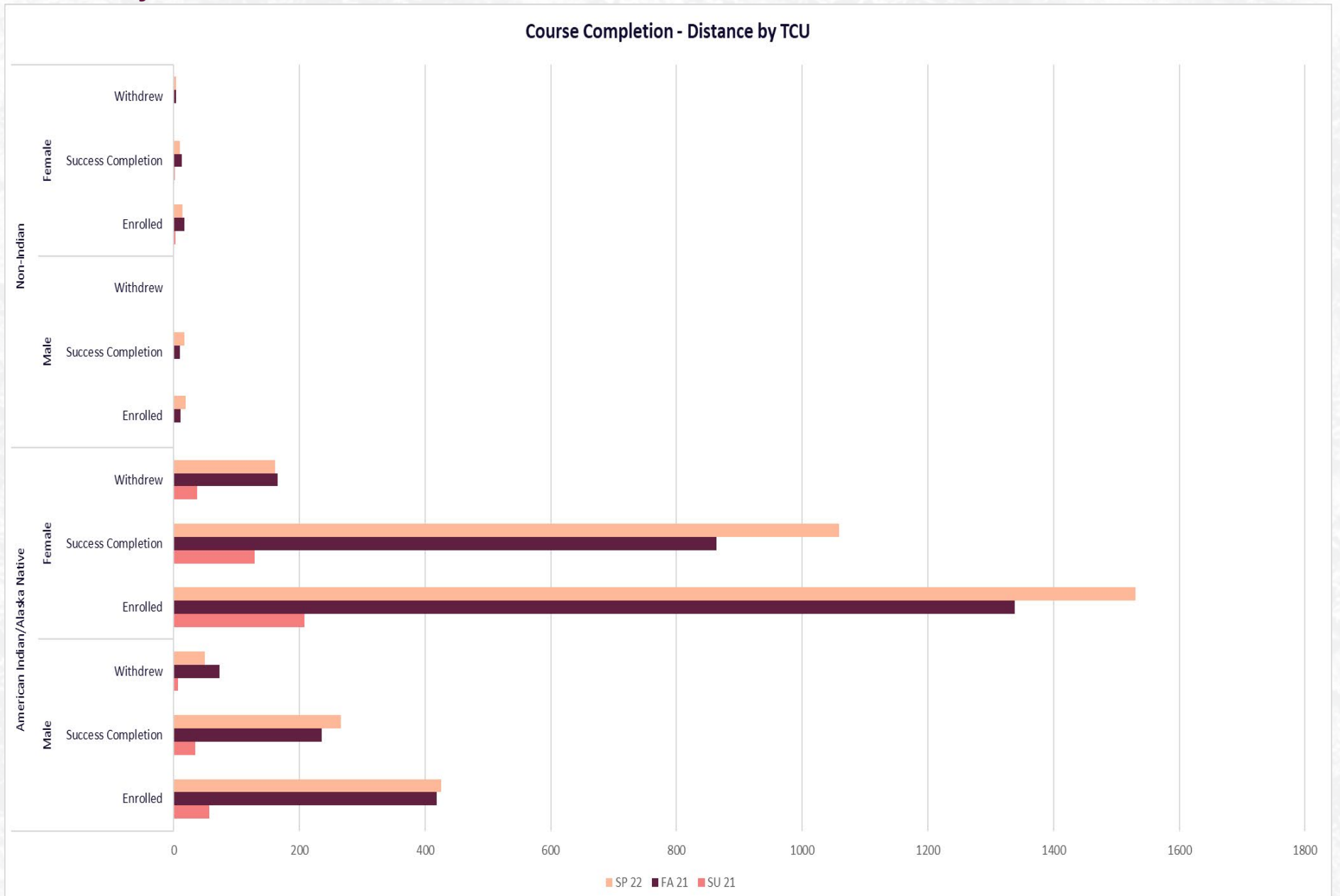
Course Completion - Hybrid Courses



Course	Term	American Indian					
		Male			Female		
		Enrolled	Success Completion	% Completed	Enrolled	Success Completion	% Completed
Hybrid Courses	Summer	0	0	0%	0	0	0%
	Fall	22	20	91%	27	25	93%
	Spring	28	27	96%	25	25	100%

Course	Term	Non-Indian					
		Male			Female		
		Enrolled	Success Completion	% Completed	Enrolled	Success Completion	% Completed
Hybrid Courses	Summer	0	0	0%	0	0	0%
	Fall	0	0	0%	0	0	0%
	Spring	0	0	0%	0	0	0%

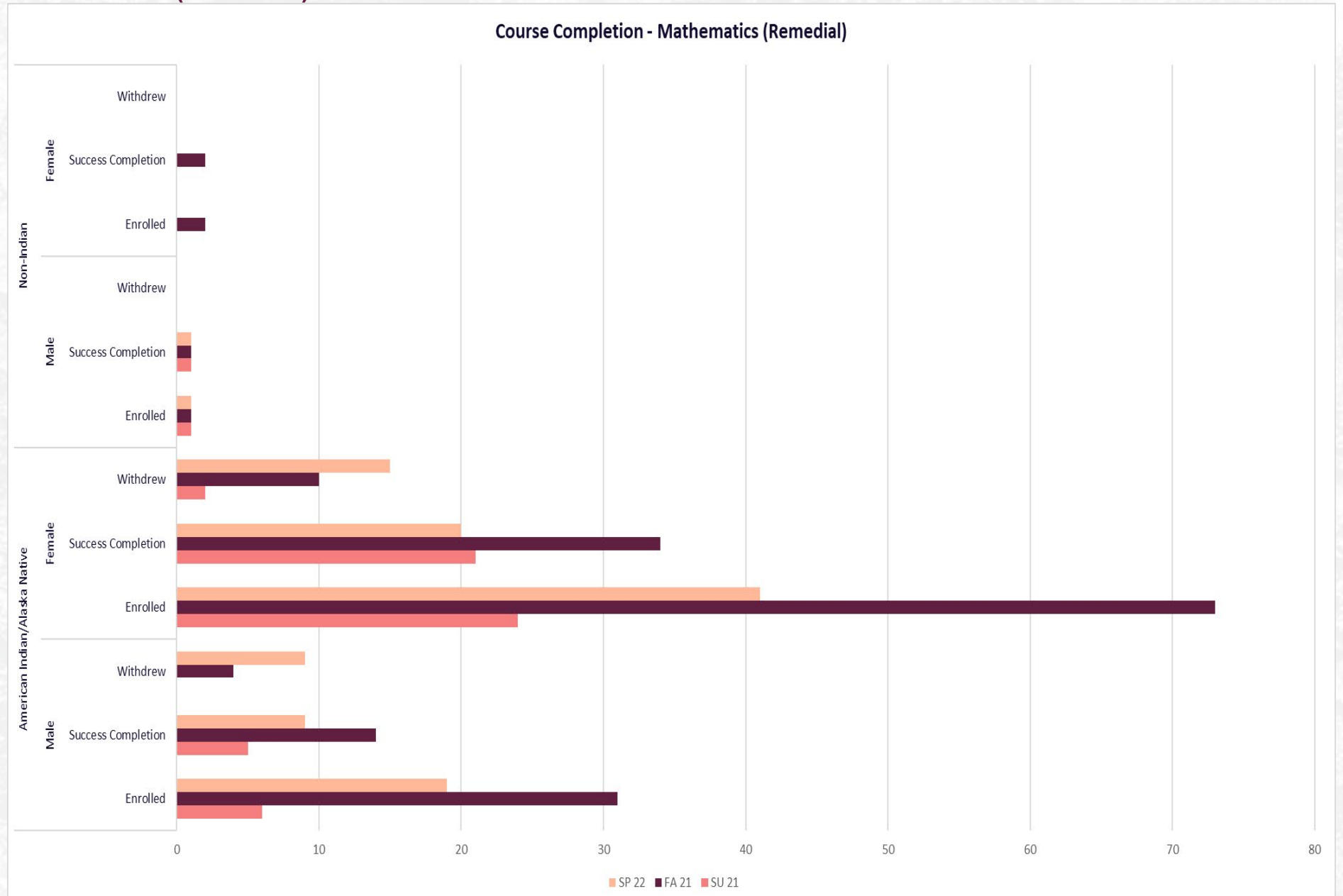
Distance by TCU



Course	Term	American Indian					
		Male			Female		
		Enrolled	Success Completion	% Completed	Enrolled	Success Completion	% Completed
Distance by TCU	Summer	57	34	56%	208	129	62%
	Fall	418	235	56%	1,338	864	65%
	Spring	426	266	62%	1,530	1,059	69%

Course	Term	Non-Indian					
		Male			Female		
		Enrolled	Success Completion	% Completed	Enrolled	Success Completion	% Completed
Distance by TCU	Summer	1	1	100%	3	2	67%
	Fall	11	10	91%	17	13	76%
	Spring	19	17	89%	14	10	71%

Remedial/Development Course Completion Mathematics (Remedial)



Continue

Course	Term	American Indian					
		Male			Female		
		Enrolled	Success Completion	% Completed	Enrolled	Success Completion	% Completed
Mathematics	Summer	6	5	83%	24	21	88%
	Fall	31	14	45%	73	34	47%
	Spring	19	9	47%	41	20	49%

Course	Term	Non-Indian					
		Male			Female		
		Enrolled	Success Completion	% Completed	Enrolled	Success Completion	% Completed
Mathematics	Summer	1	1	100%	0	0	0%
	Fall	1	1	100%	2	2	100%
	Spring	1	1	100%	0	0	0%

Student Activities

Academic Development Activities

Question	# Students
Students who Attended Orientation	20
Students who Attended high school Bridge program	0
Students who Participated in faculty/alumni mentoring program	0
Students who Participated in service learning program	46
Students who Participated in First Year Experience program	1,292
Students who Received tutoring	831

Academic Awards

Question	# Students
Students who Received academic award(s) from your college	473
Students who Received academic award(s) from outside college	0

Research, Teaching & Active Learning Activities

Question	# Students
Students who Have been a Research Assistant/Involved in Independent Research	33
Students who Participated in on-campus research internship	51
Students who Participated in off-campus research internship (including summer programs)	0
Students who Participated in an International Learning Experience	0
Students who Served as a Peer Tutor	7

Financial Support

Question	# Students
Students who Received financial support (federal, tribal, state, TCU, or A*CF need-based)	448
Students who Received merit scholarships	215
Students who Received athletic scholarships	18
Students who Participated in work-study program	28

Extracurricular Activities

Question	# Students
Students who Presented or competed at a national conference (oral, poster, etc.)	4
Students who Involved in student government or other leadership program	7
Students who Participated in student clubs, including chapters of national organizations	4
Students who participated in organized athletic programs on campus	25

Career Development

Question	# Students
Students who Received career advising (including seminars and workshops)	Missing
Students who Participated in non-research internship program (term, summer, etc.)	Missing

Service to the Community

Question	# Students
Students who Participated in organized community service volunteer activities (other than service learning program)	116
Students who Participated in tribal boards or community organizations	0
Students who Volunteered to help with community cultural events, including powwows	0
Students who Participated in culturally relevant activities on campus, other than academic courses	86

Student Services Offered

Question	# Students
Daycare services (number of children served)	Missing
Students who received Housing (on-campus dorms)	138
Students who received Parenting skills classes and workshops	2
Students who received Transportation services (bus, van service, gas cards, etc.)	66
Students who received Financial literacy education programs and workshops	220
Students who received Health/wellness services, including behavioral health counseling	1,808

Students with Disabilities

Disabled Student Enrollment

Category	American Indian		Non-Indian	
	Male	Female	Male	Female
Undergraduate Full Time	5	11	1	1
Undergraduate Part Time	14	31	1	1
Graduate Full Time	0	0	0	0
Graduate Part Time	0	0	0	0
Number of Students receiving services	8	23	1	0

Degree/Certificates Conferred to Disabled Students

Category	American Indian				Non-Indian			
	Male		Female		Male		Female	
	Graduates	Graduates admitted to another credential/degree program	Graduates	Graduates admitted to another credential/degree program	Graduates	Graduates admitted to another credential/degree program	Graduates	Graduates admitted to another credential/degree program
Apprenticeship	0	0	0	0	0	0	0	0
Diploma	0	0	0	0	0	0	0	0
Certificate	0	0	0	0	0	0	0	0
Associate Degree	3	3	1	1	0	0	0	0
Baccalaureate Degree	0	0	1	0	0	0	0	0
Masters Degree	0	0	0	0	0	0	0	0