

ABSTRACT

REIMAGINING STUDENT ENGAGEMENT AT ONE TRIBAL COLLEGE

TERRA LAMOTTE-HARVEY

Tribal Colleges Universities (TCUs) were created over fifty years ago in response to a higher education needs of the native American communities and serve as the cornerstone of higher education attainment (PNP website, 2022). TCUs are essential to their communities, creating environments that foster culture, language, and histories. (PNP Website, 2022) There is a small increase in percentage of American Indian and Alaska Natives (AI/AN) that have been attending tribal colleges yearly (White house website, 2022). It's important to note, TCUs are uniquely positioned to develop AI/AN students' capacity for leadership and growth, and we do this by engaging students at TCUs. Most of these TCUs come from the nation's poorest rural areas with high rates of poverty and unemployment (Whitehouse website, 2022). With the increases in enrollment at TCUs, and the need for degree attainment, we have the opportunity to continue the research to find what works to engage our students.

The purpose of this study is to understand student engagement within one tribal college – Diné College (DC). We can reimagine what student engagement means to our students. According to Pike et al., (2003) student engagement and leads to developing habits of continuous learning and personal development. Furthermore, student success has been embedded into Diné College's strategic goals from 2017 to 2021 and serves as a guiding post for the institution for many years (Diné College, Website). Yet there is a gap in the research in student engagement as it is defined by indigenous students and how academic, co-curricular, and leadership activities engage students in relation to the Sa'ah Naagháí Bik'eh Hózhóón (SNBH) philosophy at Diné College and the nine tenets of Tribal Critical Theory (TribalCrit). This narrative case-study, with indigenous methods will help us understand student engagement at Diné College.

DINÈ COLLEGE

THE HIGHER EDUCATION INSTITUTION OF THE NAVAJO NATION SINCE 1968

Institutional Review Board

Date: March 3, 2023

Protocol Number: 230224

To: Ms. LaMotte Harvey, Principal Investigator

Your proposal titled *Reimagining Student Engagement at One Private College* was received on Feb. 10, 2023, was presented to the Dinè College Institutional Review Board (DCIRB) on Feb. 24, 2024, and revisions were received on March 3, 2023. The following actions were taken:

Description: Approval for update report for Protocol DCIRB 230224

Action:

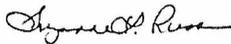
- DCIRB met on Feb. 24, 2023, with attendance by C. Ami, R. Benally, T. Bennett, P. H. Charley, H. Cody, S. Hakim, F. Morgan, S. Russ (chair), J. Tutt
- Motion to approve pending revisions to align with indigenous methods was made by C. Ami; Seconded by P.H. Charley
Motion passed unanimously
- Revisions were received March 3, were reviewed by the IRB chair (as per the authority stipulated in the DC IRB Procedure Manual), and were approved.

Final Decision: Approval

Your proposal has been assigned Protocol # 230224. Please include this protocol number on any future correspondence.

This approval expires one year from the date of onset on September 1, 2024. If your project timeline extends beyond this date for any reason, you must request a continuation from the IRB one month prior to the expiration. Any revisions to the research protocol, unanticipated problems involving risks to participants or others, or any non-compliance with IRB policies and procedures must be submitted to the IRB Chair (slruss@dinecollege.edu). Your final results must be shared with the IRB upon completion of your research or within one year of the project onset (September 1, 2024).

Sincerely,



Digitally signed by Suzanne L
Russ
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Dr. Suzanne L. Russ
Associate Professor of Psychology
Chair, Institutional Review Board