



INSTITUTIONAL  
PLANNING & REPORTING  
DINÉ COLLEGE - NAVAJO NATION  
*Creating a Culture of Evidence*

# Board of Regents Report

August – October 2024 Quarterly Report

# Operations

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## Information

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.

## Mission

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.

## 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.

## Focus

- Compliance Reporting (Federal, State, Tribal)
- Institutional Data Extraction, Analysis, Reporting (Internal data request)
- Assessment Data Support
- Data Collection Efforts (Qualitative and Quantitative)
- Faculty Evaluations
- Dashboard Database Publication
- Accreditation Data Reporting
- IRB Data Support

# Executive Summary

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## Middle of Semester (MOS) Report

The Office of Institutional Planning and Reporting (OIPR) at Diné College supports the institution's federal, state, tribal, and accreditation compliance. Its mission is to provide high-quality data for informed institutional planning and compliance. The office focuses on key areas, including compliance reporting, data analysis, accreditation, and ad hoc reporting that supports internal operations.

For Fall 2024, Diné College saw a peak enrollment of 1,716 students, followed by stabilization around 1,650. Enrollment decreased slightly by mid-semester, reflecting a trend of student dropouts influenced by financial, personal, and academic challenges. Tsaile campus had the largest enrollment, with a significant portion of part-time students across all campuses.

The overall Pass Rate improved to 72.4% in Fall 2024, up from 56% in Fall 2023. OIPR is not clear or aware of the updated practices and strategies that has been implemented across Academics and Student Affairs that contributes to this drastic increase in Passing Rate by mid-term. However, the strategies has proven to show a positive impact among the student population. Face-to-face courses saw the highest success, with a 76.9% Pass Rate, while blended courses faced challenges with the highest failure rates. Master's programs demonstrated outstanding success with a 96.2% Pass Rate, while Associate programs exhibited higher failure rates.

High-enrollment courses varied in pass rates, with some courses like BUS 124 and BIO 488 achieving 100% pass rates. However, foundational courses in science and psychology faced more student challenges, suggesting the need for targeted support in these areas.

The student population is predominantly Native American, with a higher proportion of female students. The largest age group is between 25-34 years, highlighting a mix of traditional and non-traditional students.

To enhance student success, the report suggests increasing support for at-risk students in associate programs, enhancing resources for blended learning, and leveraging effective strategies from high-success courses and programs.

Data extraction for the Middle of Semester Report was pulled October 18, 2024 at 06:39PM.

# Fall 2024 Data Shot

## Middle of Semester (MOS) Report

The following data is comparison of Student enrollment and demographic information from the 21-Day Headcount (09/02/2024) and the end of Midterm (10/07/2024).

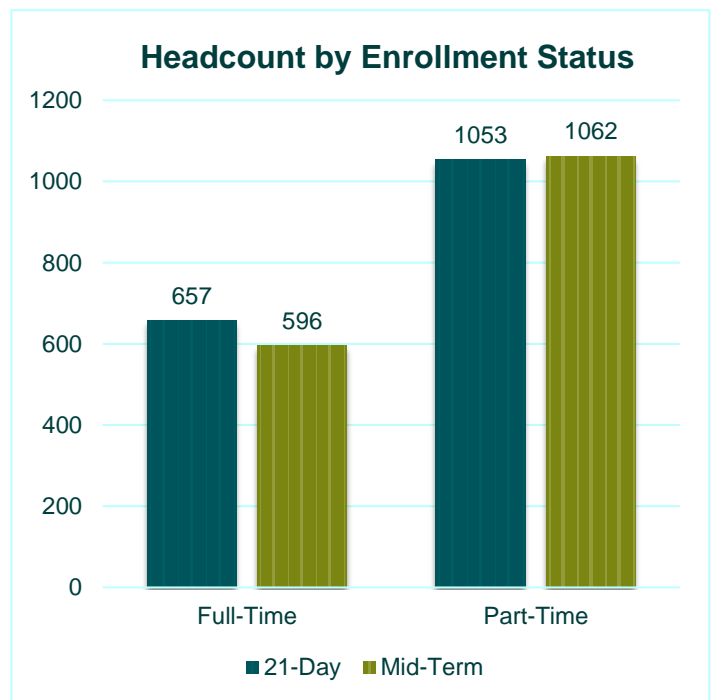
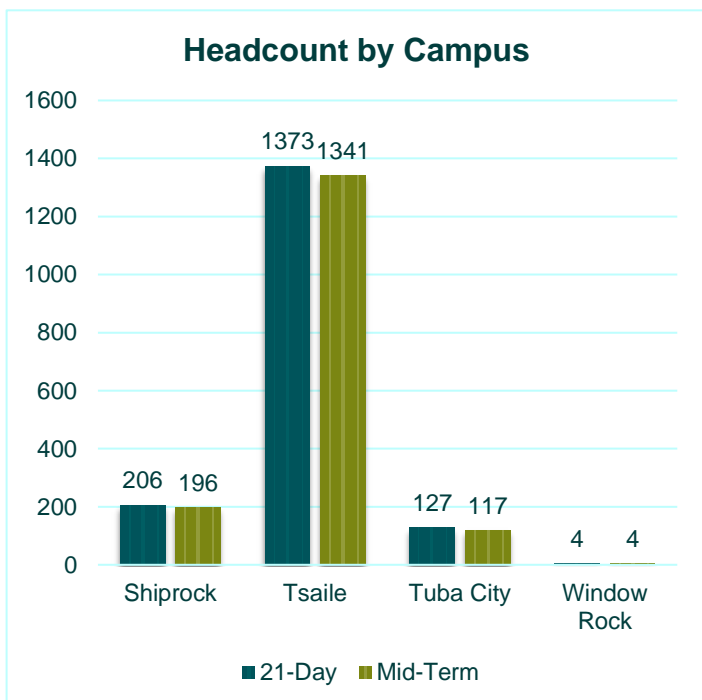
Metric	21-Day (09/02/2024)	Mid-Term (10/07/2024)	Change
Headcount	1,710	1,658	-52 (-3%)
Credit Hours	15,207	14,188	-1,019 (-6.7%)
Courses Enrolled	252	212	-40 (-15.9%)

**Headcount:** A 3% decrease in student enrollment from the 21-Day mark to Mid-Term.

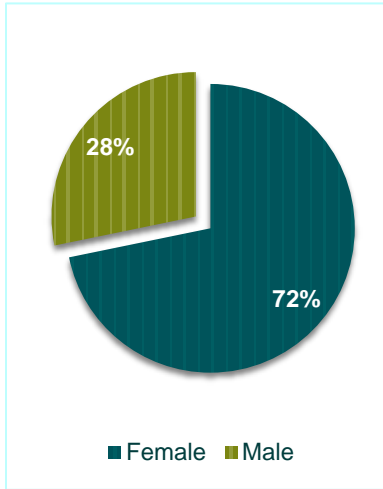
**Credit Hours:** A significant decrease of 6.7%, indicating that students have dropped courses.

**Courses Enrolled:** A 15.9% decrease, reflecting fewer active enrollments by mid-semester

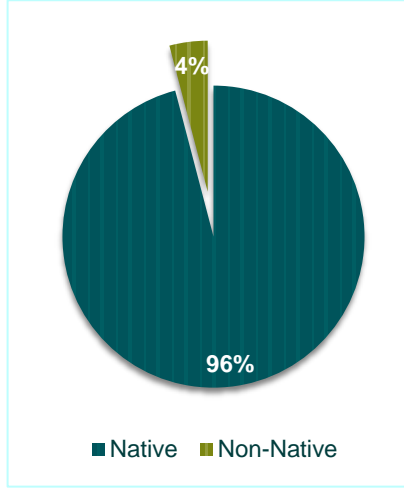
**Enrollment trend:** Fall 2023, 1,836 (Sept. 05, 2023); 6.86% decrease change from Fall 2024.



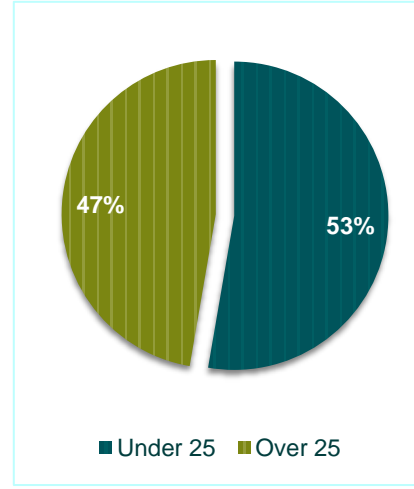
**Mid-Term Headcount  
by Gender**



**Mid-Term Headcount  
by Race**



**Mid-Term Headcount  
by Age Group**



## Enrollment Tracking

The following data shows weekly enrollment tracking over a period of FALL 2024 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.*

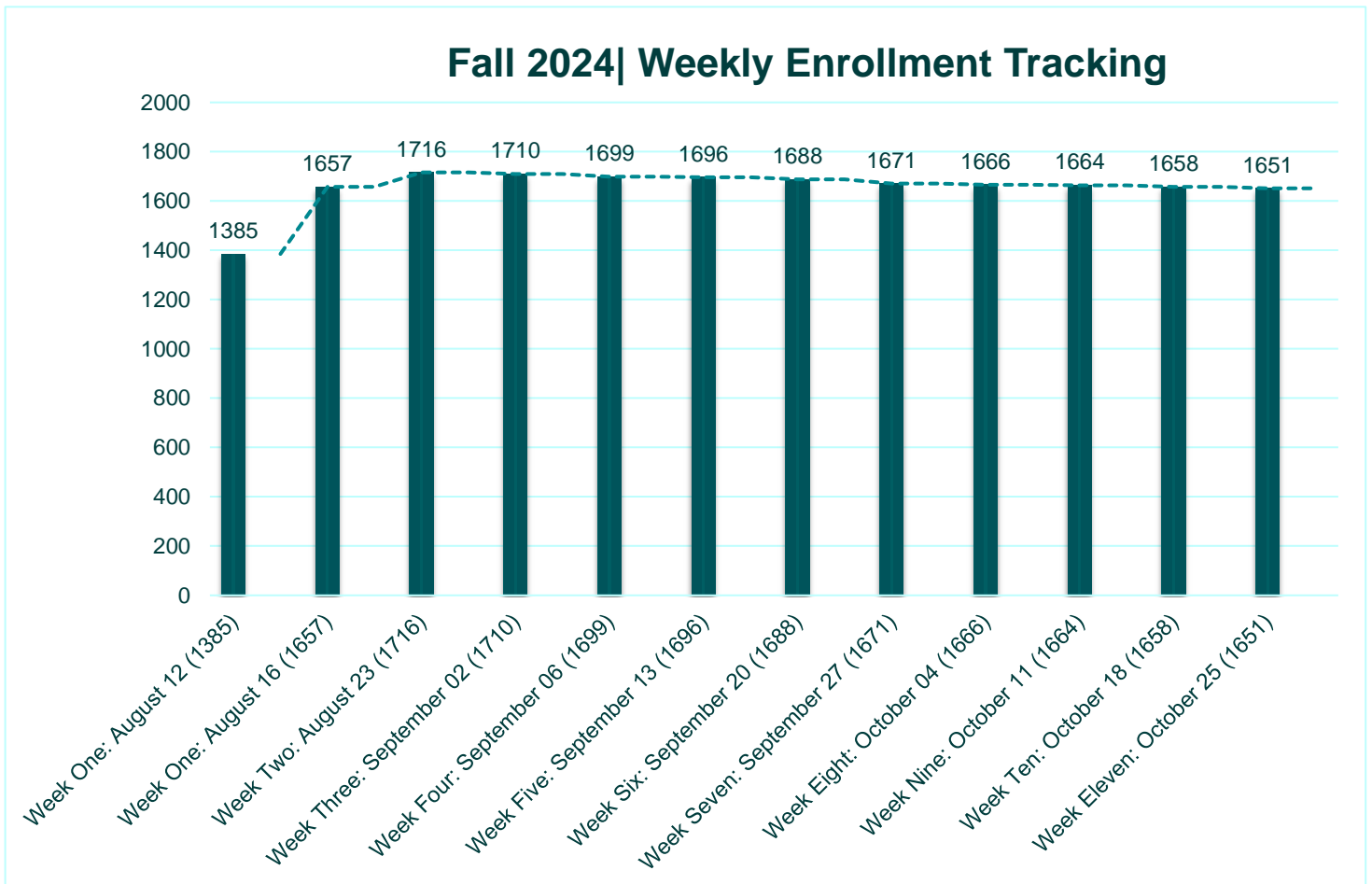
Fall 2024												
	Week 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	12-Aug	16-Aug	23-Aug	2-Sep	6-Sep	13-Sep	20-Sep	27-Sep	4-Oct	11-Oct	18-Oct	25-Oct
<b>Crownpoint</b>	5	4	4	0	0	0	0	0	0	0	0	0
<b>Shiprock</b>	189	199	205	206	205	204	204	198	198	198	196	196
<b>Tuba City</b>	101	123	130	127	126	125	123	120	118	117	116	116
<b>Tsaile</b>	1084	1321	1369	1373	1364	1363	1357	1349	1346	1345	1342	1335
<b>Window Rock</b>	6	10	8	4	4	4	4	4	4	4	4	4
<b>TOTAL</b>	1385	1657	1716	1710	1699	1696	1688	1671	1666	1664	1658	1651

## Fall 2024 | Weekly Enrollment Trend

OIPR will continue to track the activity of Enrollment Behavior of students at the College for FALL 2024. 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 01 – Instruction Begins/Late Registration (Aug 12, 2024)
- Week 02 – Last Day to ADD classes (Aug 16, 2024)
- Week 03 – Last Day to DROP without “W” (Aug 30, 2024)
- Week 03 – 21-Day Headcount (September 02, 2024)
- Week 06 – Fall 2024 Graduation Petition Deadline
- Week 07 – 45-Day Count (September 29, 2024)
- Week 08 – Mid-Term Exam Week (September 30 – October 04, 2024)
- Week 09 – Mid-Term Grade Due (October 7, 2024)
- Week 10 – Late Graduation Petition with Late Fee (October 14, 2024)
- Week 10 – Last Day to DROP with “W” (October 18, 2024)
- Week 11 – Last Day to Register for 2nd 8-Week Course (October 21, 2024)
- Week 11 – 2nd 8-Week Course Begin (October 21, 2024)



## Analysis of Weekly Enrollment by Middle of Semester

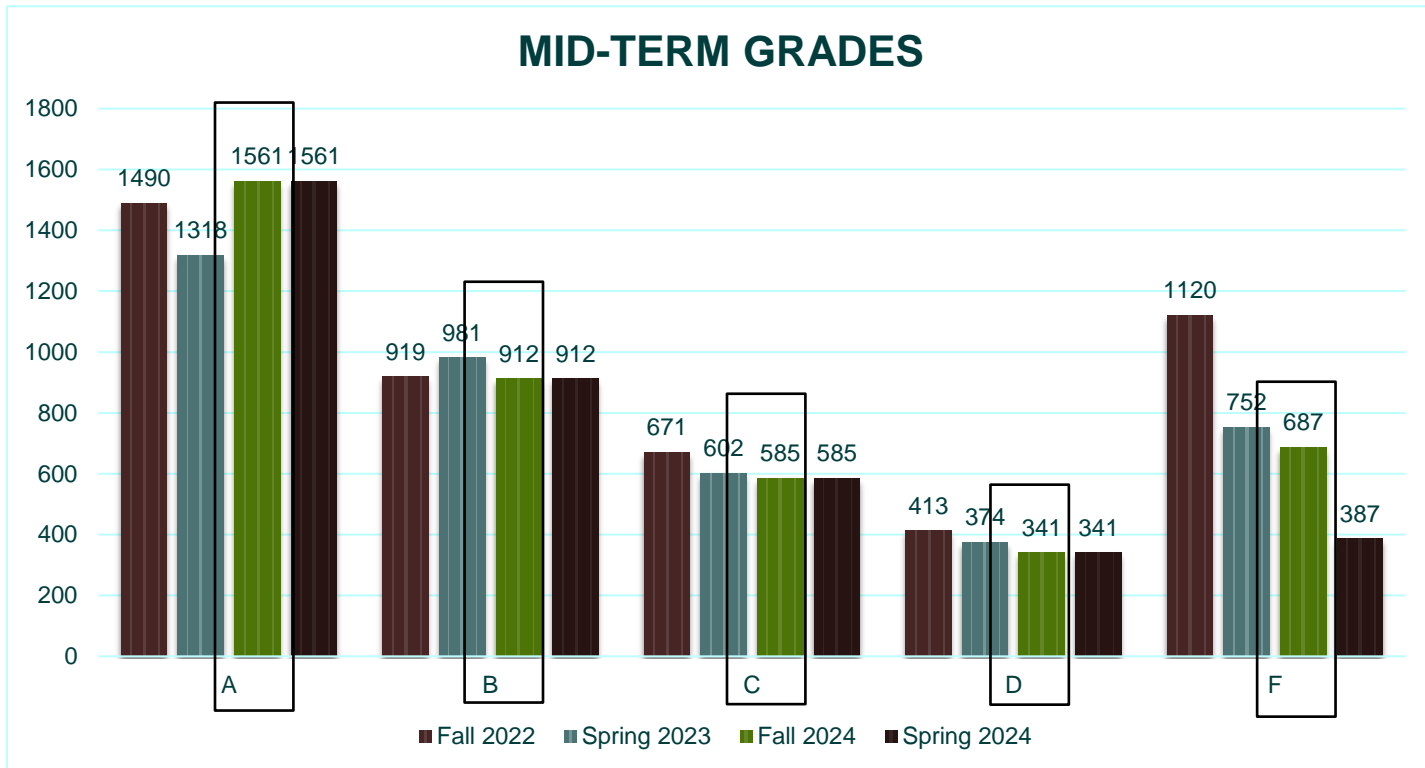
1. Initial Enrollment Increase:
  - Week One (August 12): The enrollment starts at 1,385.
  - By Week Two (August 16), there's a significant increase, reaching 1,657.
  - Enrollment peaks at 1,716 in Week Three (August 23).
2. Stabilization Phase:
  - From Week Four (September 2) to Week Eleven (October 25), enrollment numbers fluctuate slightly but generally remain stable around 1,650–1,700.
  - The highest value during this period is in Week Four (1,710), and the lowest is in Week Eleven (1,651).
3. Slight Decline Towards the End:
  - Starting from Week Seven (September 27) to Week Eleven, there's a gradual decline, with enrollment reaching 1,651 by the final week.

## Summary

The enrollment grew quickly in the initial weeks, reached a peak, and then leveled off. The slight decline in the later weeks might suggest some students dropped out or were otherwise withdrew from enrollment. Overall, the enrollment maintained a high level after the initial rise, indicating steady participation through most of the term.

# Mid-Term Grades Review

Due to the process of inputting Grades for the Spring Midterm – Freeze file is from 10/18/2024 when the Records and Admissions finalized Grade in Jenzabar.



## Summary of Data Trend:

- **Improvement in High Grades:** Increases in A Grades and fluctuations in B Grades suggest overall improvement in academic performance.

### 1. Grade A:

- There is a clear upward trend in the number of students receiving an A during Mid-Terms.
- From Spring 2023 (1318) to Fall 2024 (1649), there is an increase of 331 students, with a consistent increase each term.

### 2. Grade B:

- The number of B grades fluctuated, starting at 981 in Spring 2023, dropping to 919 in Fall 2023, reaching a low of 912 in Spring 2024, before increasing to 964 in Fall 2024.
- This indicates some instability but a noticeable recovery in Fall 2024.

### 3. Grade C:

- The number of C grades also shows fluctuations but with a slight overall increase from Spring 2023 (602) to Fall 2024 (639).
- Notably, Spring 2024 saw a drop to 585 before climbing back up to 639.

### 4. Grade D:

- The counts for D grades show a general decline over the terms. Starting at 374 in Spring 2023, they decreased to 314 in Fall 2024.



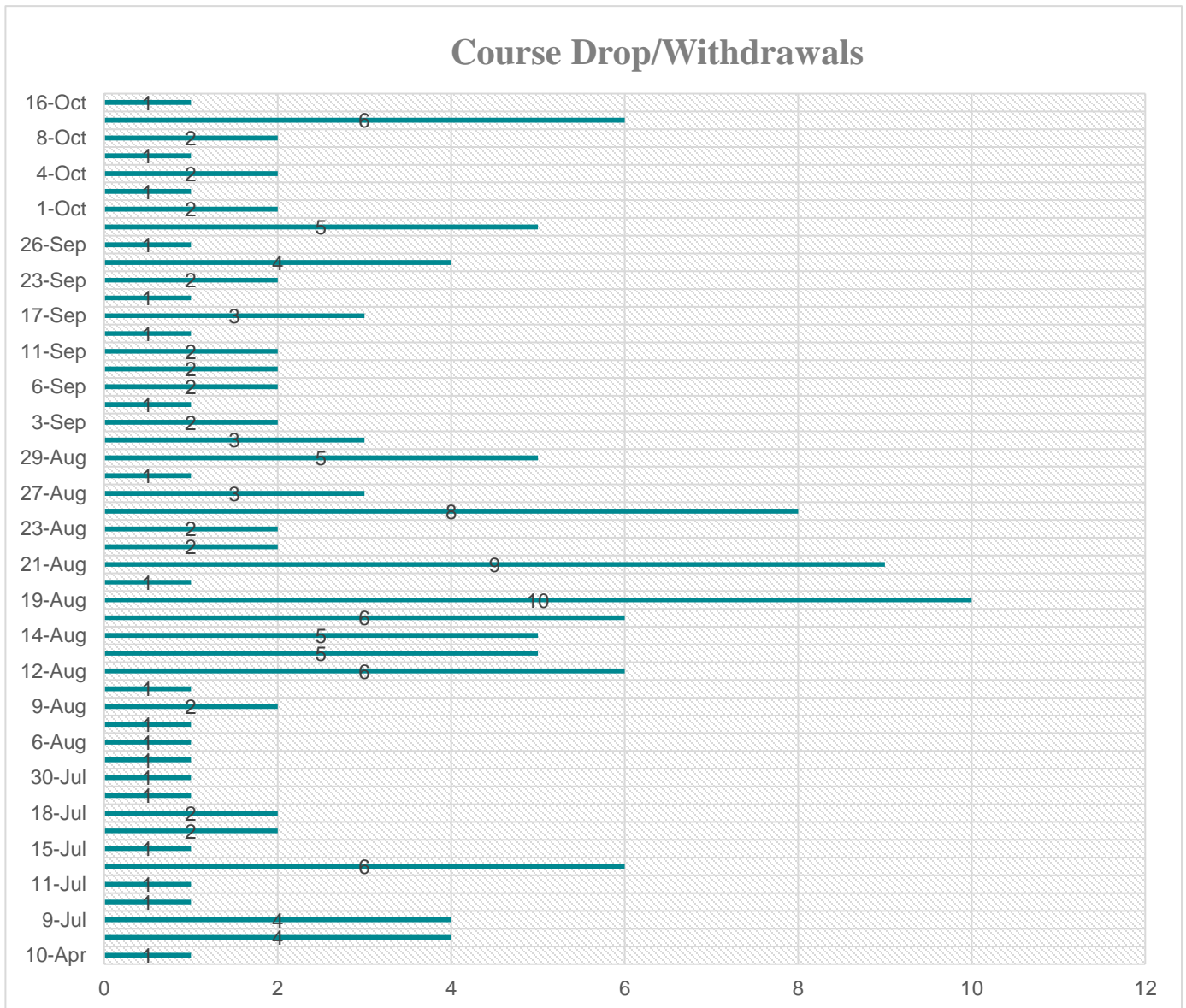
- The trend indicates that fewer students are receiving D grades, which might reflect an improvement in student performance.

**5. Grade F:**

- The F grades peaked in Fall 2023 at 1120, which is significantly higher than the other terms.
- There was a drop to 687 in Spring 2024, followed by a slight increase to 697 in Fall 2024 Mid-term.

## Course Drops/Withdrawals

(Start of Fall 2024 registration) April and October 2024, numerous students dropped courses or withdrew for a variety of reasons. Below is a month-by-month breakdown of reasons for withdrawal:



## Withdrawal Reasons

April	
Cannot Take Face to Face Classes, Live in Phoenix	1
July	
Relocation/Moving	1
Serious Illness	1
Student Joined the Military	1
Student Request	1
Financial Aid Was Not Approved	2
Unforeseen Circumstances	2
Transfer to Another College/University	3
On Academic Suspension	13
August	
Lack of Funds to Pay for College	1
No Child Care	1
No Transportation to And from School	1
Not Attending This Semester	1
Relocation/Moving	1
Responsible for Care of Family Member	1
Sick Children to Take Care Of	1
Total Withdraw for The FA 24 Term	1
Academic Issues	2
No Internet Service	2
No Longer Dual Student from Pinon Hs	2
On Academic Suspension	2
Student Joined the Military	2
Change in Student's Work Schedule	3
Difficulty to Work with School Division (PV 203 Course)	3
Financial Aid Was Not Approved	3
Unforeseen Circumstances	3
Student Request	5
Job, Work Conflict	10
Transfer to Another College/University	11
Personal Reasons	15
September	
Change in Student's Work Schedule	1
No Internet Service	1
No Longer Dual Student from Chinle Hs	1
No Longer Dual Student from Northwest HS	1
No Longer Dual Student from Tuba City Hs	1
Not Enough Money to Pay for Textbooks	1
Responsible for Care of Family Member	1
Transfer to Another College/University	1

Unforeseen Circumstances	1
Job, Work Conflict	3
Student Request	6
Personal Reasons	8

**October**

Non-Attendance	1
Personal Reasons, Dual Credit Student	1
Job, Work Conflict	2
Medical Reason	2
Not Enough Money to Pay for PV 203 Course	2
Student Request	2
Personal Reasons	5

**Summary of Key Issues Leading to Withdrawal:**

- **Financial Constraints:** Many students cited financial aid issues, lack of funds, or the inability to pay for textbooks or courses as primary reasons for leaving.
- **Personal/Work Conflicts:** A large number of students dropped out due to personal reasons or conflicts between their work and academic schedules.
- **Academic Challenges:** Students facing academic suspensions or difficulties with specific courses also contributed to the dropout numbers.
- **Relocation and Family Responsibilities:** Several students withdrew due to relocation, military commitments, or caregiving responsibilities for family members.

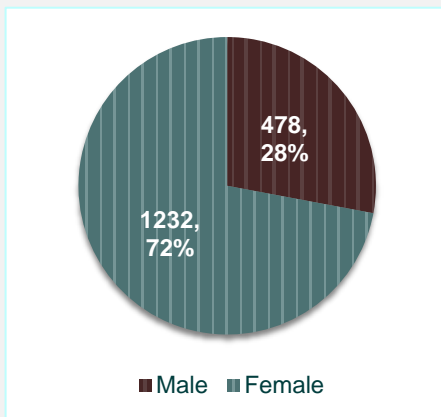
**Fall 2024 Enrollment -21 Day Headcount to Now**

<b>As of September 02, 2024</b>	<b>As of October 25, 2024</b>
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Total Enrollment

**1,710**

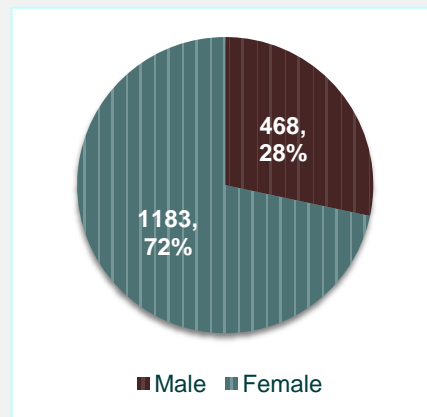
*\*Including Degree, Non-Degree Seeking, and Dual Credit*



Total Enrollment

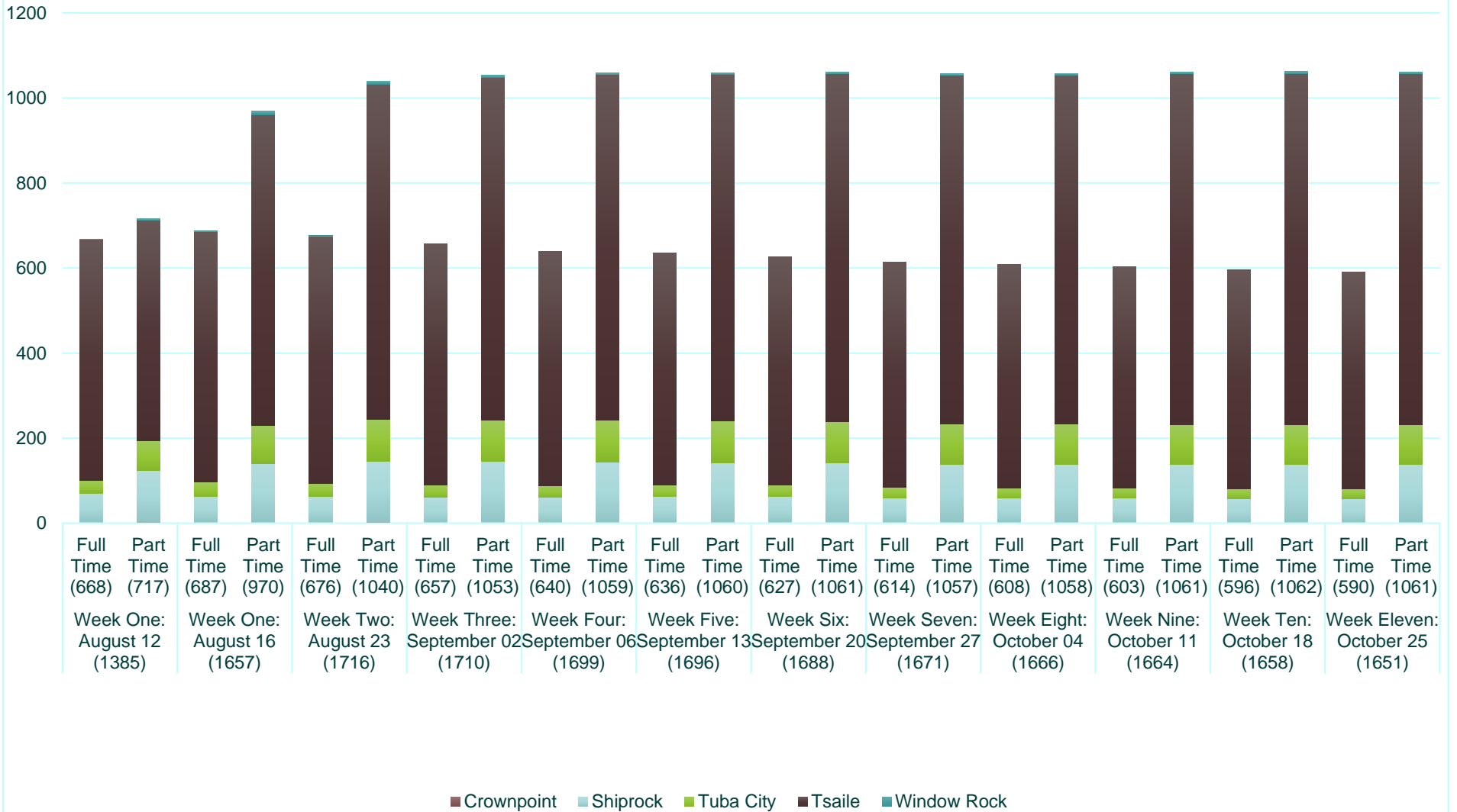
**1,651**

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





## Fall 2024 | Enrollment by Status





## Summary of Key Areas

1. **Enrollment Growth:**
  - **Week One (August 12)** starts with a total of **1,385** students, split between **668 full-time** and **717 part-time** students.
  - **Week Two (August 16)** sees an increase to **1,657 students** (full-time: 687; part-time: 970).
  - **Week Three (August 23)** reaches the highest enrollment at **1,716 students** (full-time: 676; part-time: 1,040).
  - From **Week Four** onward, enrollment fluctuates around **1,650 - 1,700 students**.
2. **Full-Time vs. Part-Time Trends:**
  - Full-time enrollment remains relatively stable after a slight dip from **Week One** to **Week Three** but then stays between **590 and 640** students in later weeks.
  - Part-time enrollment has larger fluctuations and consistently represents the majority, peaking at **1,061 part-time students** in **Week Seven** (September 27).
  - The overall ratio of part-time to full-time students suggests a stronger preference or need for part-time enrollment.
3. **Campus-Specific Breakdown:**
  - **Tsaile** (Dark Purple): This campus has the largest enrollment across all weeks, representing a significant portion of both full-time and part-time students.
  - **Shiprock** (Sky Blue): The second-largest enrollment after Crownpoint, with a steady but smaller proportion.
  - **Tuba City** (Green): Shows consistent but smaller enrollment, with a slight increase in Week Two.
  - **Crownpoint** (Brown) and **Window Rock** (Dark Blue): These campuses have the smallest proportions, with minor fluctuations but generally stable enrollment across the term.
4. **Stabilization Phase:**
  - Starting from **Week Four (September 2)**, enrollment stabilizes, with minor fluctuations but overall consistency in both full-time and part-time numbers.
  - By **Week Eleven (October 25)**, total enrollment is **1,651**, with **full-time at 590** and **part-time at 1,061**, showing a stable end to the tracking period.

### Summary:

- **High Part-Time Enrollment:** The data reveals a strong preference for part-time study, which may be driven by students' need for flexible schedules or external responsibilities.
- **Campus Dominance:** Tsaile consistently has the highest enrollment, indicating it may serve as the main or largest campus, while Crownpoint and Window Rock have smaller, steady enrollments.
- **Early Term Growth and Stability:** There is significant growth in the first three weeks, followed by a stable enrollment phase from Week Four onward.

## Mid-Term Course Outcome Analysis

Course Code	A	B	C	D	F	I	P	W	Total Students	Total Passing	Total Failing
ACC 100	12	8	8	5	10	0	2	12	45	28	15
ACC 200	13	5	2	1	5	0	0	13	26	20	6
ACC 201	16	6	2	1	3	0	2	16	30	24	4
ACC 350	11	4	1	2	0	0	1	11	19	16	2
AGR 215	2	3	1	1	4	0	0	2	11	6	5
AGR 300	5	5	1	0	0	1	0	5	12	11	0
AGR 301	1	1	0	0	0	0	0	1	2	2	0
AGR 323	8	2	5	0	1	2	0	8	18	15	1
AGR 363	0	3	0	0	0	0	0	0	3	3	0
AGR 411	4	2	1	0	0	0	0	4	7	7	0
AGR 499	4	0	0	0	0	0	1	4	5	4	0
ARH 211	15	3	1	0	4	0	0	15	23	19	4
ARH 213	6	0	1	1	0	0	0	6	8	7	1
ARH 413	0	2	0	0	0	0	0	0	2	2	0
BIO 100	6	5	3	1	7	0	0	6	22	14	8
BIO 160	1	2	3	4	2	0	2	1	14	6	6
BIO 181	29	15	13	6	6	0	6	29	75	57	12
BIO 182	2	1	9	3	4	0	0	2	19	12	7
BIO 201	7	14	12	2	9	0	1	7	45	33	11
BIO 205	8	4	6	0	1	0	2	8	21	18	1
BIO 284	3	1	2	0	0	3	0	3	9	6	0
BIO 320	0	0	1	0	0	0	0	0	1	1	0
BIO 326	1	2	0	1	1	0	0	1	5	3	2
BIO 344	6	4	0	1	0	0	0	6	11	10	1
BIO 365	0	12	0	0	0	0	0	0	12	12	0
BIO 385	0	2	0	0	0	0	0	0	2	2	0
BIO 425	2	1	1	2	0	0	0	2	6	4	2
BIO 485	1	0	0	0	0	0	0	1	1	1	0
BIO 488	15	0	0	0	0	0	0	15	15	15	0
BIO 495	1	5	3	1	3	0	0	1	13	9	4
BIO 498	1	2	0	0	0	0	0	1	3	3	0
BIO 501	1	1	1	0	1	0	0	1	4	3	1
BIO 511	1	1	0	0	0	0	0	1	2	2	0
BIO 536	3	1	0	0	0	0	0	3	4	4	0
BIO 591	4	0	0	0	0	0	0	4	4	4	0
BIO 698	8	0	0	0	0	0	0	8	8	8	0
BIO 699	7	2	0	0	0	0	0	7	9	9	0
BLE 350	5	0	0	0	1	0	0	5	6	5	1
BLE 351	7	0	0	0	0	0	0	7	7	7	0



BLE 393	3	0	0	0	0	0	0	3	3	3	0
BLE 460	2	0	0	0	0	0	0	2	2	2	0
BLE 470	1	0	0	0	0	0	0	1	1	1	0
BLE 476	2	0	1	1	0	0	0	2	4	3	1
BUS 111	1	1	1	0	3	0	0	1	6	3	3
BUS 124	3	2	1	0	0	0	0	3	6	6	0
BUS 141	9	8	0	0	5	0	0	9	22	17	5
BUS 142	5	2	1	2	7	0	0	5	17	8	9
BUS 143	6	6	1	3	6	0	0	6	22	13	9
BUS 180	5	2	1	0	1	0	0	5	9	8	1
BUS 204	28	2	0	0	5	0	0	28	35	30	5
BUS 214	2	3	0	0	0	0	0	2	5	5	0
BUS 216	1	1	0	0	1	0	0	1	3	2	1
BUS 240	4	4	1	1	1	0	0	4	11	9	2
BUS 265	4	6	3	2	10	0	0	4	25	13	12
BUS 270	5	3	2	2	1	0	0	5	13	10	3
BUS 350	2	5	1	2	3	0	1	2	14	8	5
BUS 420	5	3	2	2	4	0	0	5	16	10	6
BUS 460	7	2	0	0	1	0	0	7	10	9	1
CA 108	5	2	0	0	2	0	0	5	9	7	2
CA 208	0	3	1	0	0	0	0	0	4	4	0
CA 408	1	4	0	0	0	0	0	1	5	5	0
CHM 130	8	8	12	3	6	1	1	8	39	28	9
CHM 151	4	8	11	2	8	0	3	4	36	23	10
CHM 301	1	3	4	0	2	0	0	1	10	8	2
CHM 310	8	2	0	0	0	0	0	8	10	10	0
CHM 360	7	2	2	1	1	0	0	7	13	11	2
CIS 111	31	3	1	1	16	0	0	31	52	35	17
CMA 103	12	4	0	0	0	0	0	12	16	16	0
CMA 160	9	6	1	0	0	0	0	9	16	16	0
CMA 170	8	7	1	0	0	0	0	8	16	16	0
COM 121	9	8	7	5	9	0	5	9	43	24	14
CSC 110	6	1	6	0	1	0	3	6	17	13	1
CSC 140	5	4	3	0	2	0	1	5	15	12	2
CSC 150	3	6	1	1	2	0	2	3	15	10	3
CSC 170	5	1	0	0	1	0	0	5	7	6	1
CW 208	12	9	1	0	0	0	0	12	22	22	0
CW 303	2	0	0	0	0	0	0	2	2	2	0
CW 304	2	0	0	0	0	0	0	2	2	2	0
CW 322	3	0	0	0	0	0	0	3	3	3	0
CW 359	1	0	0	0	0	0	0	1	1	1	0
ECE 110	4	3	1	0	0	0	0	4	8	8	0
ECE 111	4	0	0	2	4	0	0	4	10	4	6

ECE 116	5	1	2	2	1	0	0	5	11	8	3
ECE 235	4	1	1	1	0	0	0	4	7	6	1
ECO 200	14	3	1	1	4	0	0	14	23	18	5
ECO 201	10	5	1	2	6	0	1	10	25	16	8
EDU 200	4	0	1	1	4	0	0	4	10	5	5
EDU 238	10	1	2	0	0	0	1	10	14	13	0
EDU 240	4	3	1	2	8	0	0	4	18	8	10
EDU 297	4	1	4	2	0	0	1	4	12	9	2
EDU 345	2	6	1	3	4	0	0	2	16	9	7
EDU 352	4	5	0	2	0	0	0	4	11	9	2
EDU 353	6	3	1	0	0	0	0	6	10	10	0
EDU 354	5	6	1	3	0	0	0	5	15	12	3
EDU 358	8	2	0	1	0	0	0	8	11	10	1
EDU 360	1	1	0	2	0	0	0	1	4	2	2
EDU 361	4	0	0	0	0	0	0	4	4	4	0
EDU 362	1	3	1	1	0	0	0	1	6	5	1
EDU 374	5	2	0	1	0	0	0	5	8	7	1
EDU 378	2	2	0	1	0	0	0	2	5	4	1
EDU 475	2	0	0	1	1	0	0	2	4	2	2
EDU 478	3	2	0	0	0	0	0	3	5	5	0
EDU 496	11	0	0	0	0	0	0	11	11	11	0
EDU 498	1	1	0	0	2	0	0	1	4	2	2
EGR 111	0	0	20	0	0	0	0	0	20	20	0
ENG 101	56	33	41	18	33	0	12	56	193	130	51
ENG 102	43	32	15	24	29	0	4	43	147	90	53
ENV 101	1	7	2	6	11	0	2	1	29	10	17
FA 106	3	8	6	0	1	0	0	3	18	17	1
FA 112	0	5	11	1	2	0	0	0	19	16	3
FA 115	10	10	0	0	0	0	0	10	20	20	0
FA 181	9	0	3	1	5	0	1	9	19	12	6
FA 190	1	0	0	0	0	0	0	1	1	1	0
FA 215	7	4	0	0	0	0	0	7	11	11	0
FA 290	3	1	0	0	0	0	0	3	4	4	0
FA 382	1	0	0	0	0	0	0	1	1	1	0
FA 390	1	1	0	0	1	0	0	1	3	2	1
FA 415	1	0	0	0	0	0	0	1	1	1	0
FA 480	1	0	0	0	0	0	0	1	1	1	0
FA 491	1	0	0	0	0	0	0	1	1	1	0
FA 494	0	2	0	0	0	0	0	0	2	2	0
FA 495	1	0	0	1	0	0	0	1	2	1	1
FA 496	3	0	0	0	0	0	0	3	3	3	0
FA 497	0	1	0	0	0	0	0	0	1	1	0
GD 110	10	4	1	0	0	0	2	10	17	15	0

GD 211	9	1	4	0	0	0	1	9	15	14	0
GD 312	5	1	2	0	0	0	0	5	8	8	0
GD 313	5	0	0	1	0	0	0	5	6	5	1
GLG 101	0	35	0	0	0	0	2	0	37	35	0
HEE 110	2	0	1	0	2	0	0	2	5	3	2
HEE 111	7	3	2	2	6	0	1	7	21	12	8
HST 101	25	9	7	12	26	0	4	25	83	41	38
HST 135	25	6	16	5	34	0	0	25	86	47	39
HST 234	4	0	0	0	0	0	0	4	4	4	0
HST 245	5	0	2	0	3	0	0	5	10	7	3
HUM 105	18	10	1	7	8	0	1	18	45	29	15
HUM 152	3	34	1	0	4	0	0	3	42	38	4
LAW 200	8	0	0	0	1	0	0	8	9	8	1
LIB 110	4	3	3	1	4	0	3	4	18	10	5
MGT 330	12	3	1	2	3	0	0	12	21	16	5
MGT 340	13	5	1	0	2	0	0	13	21	19	2
MGT 360	6	4	2	1	4	0	3	6	20	12	5
MGT 420	10	2	0	0	0	0	0	10	12	12	0
MGT 430	1	2	1	1	0	0	0	1	5	4	1
MGT 440	7	2	0	0	0	0	0	7	9	9	0
MKT 240	9	7	2	1	6	0	1	9	26	18	7
MTE 280	8	3	1	1	1	0	0	8	14	12	2
MTH 100	29	9	6	1	8	0	1	29	54	44	9
MTH 106	1	4	10	6	11	0	2	1	34	15	17
MTH 110	43	29	26	4	48	0	2	43	152	98	52
MTH 190	21	3	3	1	2	0	0	21	30	27	3
MTH 191	2	1	5	1	5	0	2	2	16	8	6
MTH 192	0	1	1	0	2	0	1	0	5	2	2
MTH 210	2	1	4	0	4	0	0	2	11	7	4
MTH 213	11	3	1	1	10	0	1	11	27	15	11
MTH 220	0	1	4	0	1	0	0	0	6	5	1
NAS 111	6	2	1	0	2	0	0	6	11	9	2
NAS 370	4	1	0	0	2	0	0	4	7	5	2
NAS 413	12	1	2	1	0	0	2	12	18	15	1
NAV 101	24	24	9	6	6	2	3	24	74	57	12
NAV 102	1	0	2	0	2	0	0	1	5	3	2
NAV 140	11	0	0	0	1	0	0	11	12	11	1
NAV 201	3	2	3	0	0	0	0	3	8	8	0
NAV 202	1	4	0	0	0	0	0	1	5	5	0
NAV 211	0	2	7	2	0	0	0	0	11	9	2
NAV 231	16	2	2	0	2	0	2	16	24	20	2
NCA 107	3	3	0	0	0	0	1	3	7	6	0
NIS 111	31	16	42	14	15	0	9	31	127	89	29

NIS 118	9	0	1	1	1	0	0	9	12	10	2
NIS 221	71	6	8	3	6	0	1	71	95	85	9
NIS 261	3	1	0	0	0	0	0	3	4	4	0
NIS 311	3	5	4	1	4	0	0	3	17	12	5
NIS 371	5	6	2	0	1	0	0	5	14	13	1
PHY 110	5	8	0	11	1	0	1	5	26	13	12
PHY 121	1	3	4	2	1	0	0	1	11	8	3
PSY 111	14	6	5	8	15	0	0	14	48	25	23
PSY 202	1	2	2	4	6	0	0	1	15	5	10
PSY 211	0	1	6	7	7	0	1	0	22	7	14
PSY 213	4	4	5	1	9	0	2	4	25	13	10
PSY 240	7	14	26	1	9	0	1	7	58	47	10
PSY 250	9	5	2	6	3	0	1	9	26	16	9
PSY 290	0	2	2	1	1	0	0	0	6	4	2
PSY 291	7	5	4	1	5	0	0	7	22	16	6
PSY 310	10	7	3	3	2	0	0	10	25	20	5
PSY 315	1	2	5	1	4	0	0	1	13	8	5
PSY 350	3	4	4	2	6	0	0	3	19	11	8
PSY 360	1	3	1	3	2	0	0	1	10	5	5
PSY 399	2	2	2	1	0	0	0	2	7	6	1
PSY 497	5	0	0	0	0	0	0	5	5	5	0
PSY 499	3	1	0	0	0	0	0	3	4	4	0
PUH 111	22	12	3	6	10	0	0	22	53	37	16
PUH 141	7	4	4	1	11	0	0	7	27	15	12
PUH 201	11	19	6	3	9	0	0	11	48	36	12
PUH 220	20	14	5	0	2	0	0	20	41	39	2
PUH 241	1	2	0	2	1	0	0	1	6	3	3
PUH 345	0	15	4	2	3	0	0	0	24	19	5
PUH 350	5	0	5	1	2	0	0	5	13	10	3
PUH 355	7	5	2	4	5	0	0	7	23	14	9
PUH 370	3	7	4	1	3	0	0	3	18	14	4
PUH 391	11	9	0	0	0	0	0	11	20	20	0
PUH 490	2	1	2	5	1	0	0	2	11	5	6
SOC 111	14	7	8	4	8	0	7	14	48	29	12
SOC 215	0	2	3	0	0	0	0	0	5	5	0
SOC 225	0	5	1	1	0	0	0	0	7	6	1
SOC 230	2	4	0	3	5	0	3	2	17	6	8
SWO 111	5	0	0	0	0	0	0	5	5	5	0
SWO 211	6	4	4	1	6	0	0	6	21	14	7
SWO 242	3	1	4	0	5	0	1	3	14	8	5
SWO 295	4	0	0	0	0	0	0	4	4	4	0
<b>Grand Total</b>	<b>1417</b>	<b>846</b>	<b>576</b>	<b>301</b>	<b>655</b>	<b>9</b>	<b>117</b>	<b>1417</b>	<b>3921</b>	<b>2839</b>	<b>956</b>

\*Above table does not include Dual Credit courses.

Metric	Total
A	1417
B	846
C	576
D	301
F	655
I	9
W	117
<b>Overall Passing Rate (%)</b>	<b>72.40%</b>
<b>Overall Failing Rate (%)</b>	<b>24.38%</b>
<b>Overall Incomplete Rate (%)</b>	<b>0.23%</b>

### Highlights

Overall Passing Rates dramatically increased from Fall 2023 at 56% to Fall 2024 at 72%.

Online Passing rates has also increased from Fall 2023 at 56% to Fall 2024 at 72%

Additional information will need to be gathered from Academics and Student Affairs to explain the significant increase contributing to the higher passing rates from the year prior.

## Overall Academic Mid-Term Performance Outcome

- Total Students and Pass Rates:** The data represents a broad spectrum of courses with varying enrollments. Courses such as *ENG 101* (281 students) and *BIO 181* (69 students) have high enrollments. Overall, the pass rates vary significantly by course, with some courses having 100% pass rates and others showing lower success.
- Courses with High Passing Rates:** Several courses report a near or complete pass rate:
  - BUS 124*: 26 students, all passed.
  - BIO 488*: 15 students, all passed.
  - CMA 160*: 16 students, all passed.
  - FA 115*: 20 students, all passed.
  - MGT 420*: 12 students, all passed.
- Courses with Low Passing Rates:** Some courses show a high percentage of failing students:
  - ENV 101*: 27 students, only 10 passed (37%).
  - PSY 111*: 48 students, with a pass rate of just 52%.
  - PSY 211*: 21 students, only 7 passed, showing a significant challenge with a 33% pass rate.
  - NIS 111*: 124 students, 76% passed, but a notable 29 students failed.
- Consistently High Performance Across Subjects:**
  - Business (BUS)* courses generally have high pass rates, with *BUS 124* at 100% and *BUS 204* at 86%.
  - Art & Design (FA)* courses also report high passing rates, such as *FA 115* (100%) and *FA 215* (100%).
- Subjects with Mixed Performance:**
  - Biology (BIO)* courses have mixed results. While some advanced courses like *BIO 488* show high pass rates, introductory courses like *BIO 100* have a pass rate of just 64%.
  - Psychology (PSY)* also shows variability, with courses like *PSY 111* and *PSY 202* struggling with higher failure rates.

## Key Grade Trends by Subject

- 1. Grade Distributions in High Enrollment Courses:**
  - In *ENG 101*, A's (135) and B's (46) are common, but there are also a significant number of F's (37).
  - *BIO 181* has a balanced distribution with A's (29), B's (15), and F's (6).
- 2. High Grade Concentration in Certain Courses:**
  - *CHM 310* and *MTH 190* both show a high concentration of A's, suggesting these courses may be perceived as more accessible or students are particularly well-prepared.
- 3. Courses with More D's and F's:**
  - *PHY 110* has a significant distribution of D's (11) alongside a modest count of A's (5), indicating possible difficulties in the course.
  - *PSY 211* and *PSY 213* have a higher proportion of D's and F's, suggesting these might be challenging for many students.

## Courses with Improvement Opportunities

- 1. Science Courses with High Failure Rates:**
  - *ENV 101* and *BIO 100* have lower pass rates, indicating these foundational science courses may need additional support or intervention strategies for students.
- 2. Math Courses with Challenges:**
  - Courses like *MTH 106* have 17 students failing out of 32, with a high concentration of D's and F's, indicating a need for remedial or support resources.
  - *MTH 110* shows a 76% pass rate but also has 56 students failing out of 237, indicating failures that could benefit from focused interventions.

## Summary and Recommendations

- 1. Targeted Support for Specific Subjects:**
  - Given the challenges observed in courses such as *BIO 100*, *PSY 111*, and *MTH 106*, these may benefit from tutoring services, supplemental instruction, or revised curriculum alignment.
- 2. Identifying and Replicating Success in High-Performing Courses:**
  - Courses such as *BUS 124*, *FA 115*, and *CMA 160* can serve as models for effective instruction or student engagement strategies.
- 3. Review and Potential Adjustment of Challenging Course Content:**
  - In subjects with high D's and F's, course content or assessment methods may be reviewed to identify potential barriers to success.

## School Outcome Analysis

School	A	B	C	D	F	I	W	Total Students	Total Passing	Total Failing
School of Arts, Humanities, and English	254	184	99	60	102	0	30	729	537	162
School of Business and Social Science	462	209	150	96	267	0	32	1216	821	363
School of Diné Studies and Education	280	114	100	56	65	2	18	635	494	121
School of Science, Technology, Engineering, and Math	421	339	227	89	221	7	37	1341	987	310
<b>Grand Total</b>	<b>1417</b>	<b>846</b>	<b>576</b>	<b>301</b>	<b>655</b>	<b>9</b>	<b>117</b>	<b>3921</b>	<b>2839</b>	<b>956</b>

School	A	B	C	D	F	I	W	Passing Rate (%)	Failing Rate (%)	Incomplete Rate (%)
School of Arts, Humanities, and English	254	184	99	60	102	0	30	73.66%	22.22%	0.00%
School of Business and Social Science	462	209	150	96	267	0	32	67.52%	29.85%	0.00%
School of Diné Studies and Education	280	114	100	56	65	2	18	77.80%	19.06%	0.31%
School of Science, Technology, Engineering, and Math	421	339	227	89	221	7	37	73.60%	23.12%	0.52%
<b>Grand Total</b>	<b>1417</b>	<b>846</b>	<b>576</b>	<b>301</b>	<b>655</b>	<b>9</b>	<b>117</b>	<b>72.40%</b>	<b>24.38%</b>	<b>0.23%</b>

\*Tables above exclude Dual Credit students.

Based on the data above, the following are key insights and trends across different schools within the institution:

### Key Insights and Observations

- **Total Students:** 1417 students across all schools

- **Grade Categories:** A, B, C, D, F, I (Incomplete), W (Withdrawn)
- **Pass Rate:** Percentage of students who received grades A, B, or C.
- **Fail Rate:** Percentage of students who received grades D or F.
- **Incomplete Rate:** Percentage of students who received an I (Incomplete) grade.

## **Breakdown by School:**

### **1. School of Arts, Humanities, and English:**

- **Total Students:** 729
- **Passing Rate:** 73.66% (254 A's, 184 B's, and 99 C's)
- **Failing Rate:** 22.22% (102 F's and 60 D's)
- **Incomplete Rate:** 0% (0 Incomplete grades)
- **Analysis:** This school has a relatively high passing rate of 73.66%, and the failing rate is 22.22%. No students received an incomplete grade, suggesting either that no students were given the option or they managed to complete coursework on time.

### **2. School of Business and Social Science:**

- **Total Students:** 1184
- **Passing Rate:** 67.52% (462 A's, 209 B's, and 150 C's)
- **Failing Rate:** 29.85% (267 F's and 96 D's)
- **Incomplete Rate:** 0% (0 Incomplete grades)
- **Analysis:** The passing rate is 67.52%, slightly lower than other schools. The failing rate (29.85%) is higher, which may indicate challenges in this school's coursework or student engagement. No incomplete grades were issued.

### **3. School of Diné Studies and Education:**

- **Total Students:** 560
- **Passing Rate:** 77.80% (280 A's, 114 B's, and 100 C's)
- **Failing Rate:** 19.06% (65 F's and 56 D's)
- **Incomplete Rate:** 0.31% (2 Incomplete grades)
- **Analysis:** The passing rate is the highest among the schools at 77.80%. The failing rate is relatively low at 19.06%, and the small number of incomplete grades suggests good student completion.

### **4. School of Science, Technology, Engineering, and Math (STEM):**

- **Total Students:** 1075
- **Passing Rate:** 73.60% (421 A's, 339 B's, and 227 C's)
- **Failing Rate:** 23.12% (221 F's and 89 D's)
- **Incomplete Rate:** 0.52% (7 Incomplete grades)
- **Analysis:** The passing rate is similar to that of the School of Arts, Humanities, and English at 73.60%. The failing rate of 23.12% is also a bit concerning, and there is a slightly higher number of incomplete grades (0.52%).



## 5. Grand Total:

- **Total Students:** 4963
- **Passing Rate:** 72.40% (1417 A's, 846 B's, and 576 C's)
- **Failing Rate:** 24.38% (655 F's and 301 D's)
- **Incomplete Rate:** 0.23% (9 Incomplete grades)
- **Analysis:** Across all schools, the overall passing rate is 72.40%. The failing rate is 24.38%, which is relatively high. The incomplete rate across all schools is low at 0.23%.

## Key Takeaways:

- **Best Performing School:** The School of Diné Studies and Education has the highest passing rate (77.80%) and the lowest failing rate (19.06%).
- **Challenges in Business and Social Science:** The School of Business and Social Science has the highest failing rate (29.85%) and a relatively low passing rate (67.52%).
- **Low Incomplete Rates:** All schools have very low incomplete rates, with the highest being 0.52% in STEM.
- **General Trend:** Across all schools, there is a noticeable trend of a moderate failing rate (approximately 20%-30%) and a good passing rate (~70%).

This data could help in identifying areas where additional support or intervention may be necessary, particularly in the School of Business and Social Science where failing rates are more pronounced.

## Course Type Outcome

Course Type	A	B	C	D	F	I	W	Total Students	Total Passing	Total Failing
Blended	147	86	101	24	129	6	15	508	334	153
Face-to-Face	299	244	191	68	118	1	33	954	734	186
Online	971	516	284	209	408	2	69	2459	1771	617
<b>Grand Total</b>	<b>1417</b>	<b>846</b>	<b>576</b>	<b>301</b>	<b>655</b>	<b>9</b>	<b>117</b>	<b>3921</b>	<b>2839</b>	<b>956</b>

Course Code	A	B	C	D	F	I	W	Passing Rate (%)	Failing Rate (%)	Incomplete Rate (%)
Blended	147	86	101	24	129	6	15	65.75%	30.12%	1.18%
Face-to-Face	299	244	191	68	118	1	33	76.94%	19.50%	0.10%
Online	971	516	284	209	408	2	69	72.02%	25.09%	0.08%
<b>Grand Total</b>	<b>1417</b>	<b>846</b>	<b>576</b>	<b>301</b>	<b>655</b>	<b>9</b>	<b>117</b>	<b>72.40%</b>	<b>24.38%</b>	<b>0.23%</b>

\*Tables above exclude Dual Credit students.

## Key Insights and Observations

The data on course outcomes by delivery mode highlights some distinct patterns in student success rates, failure rates, and completion rates across Blended, Face-to-Face, and Online formats.

Blended term and definition: Courses offered synchronous and asynchronous simultaneously, I.E. virtual and in-person instructions at the same time during the semester.

### Breakdown by Course Delivery Mode:

#### 1. Blended Courses:

- **Total Students:** 508
- **Passing Rate:** 65.75% (147 A's, 86 B's, 101 C's)
- **Failing Rate:** 30.12% (129 F's, 24 D's)
- **Incomplete Rate:** 1.18% (6 Incomplete grades)
- **Analysis:** The passing rate in blended courses is 65.75%, which is the lowest among the three delivery modes. The failing rate is relatively high at 30.12%, indicating a need for further support in these courses. The incomplete rate is also the highest at 1.18%,

suggesting that some students may be struggling with course completion in the blended format.

## 2. Face-to-Face Courses:

- **Total Students:** 844
- **Passing Rate:** 76.94% (299 A's, 244 B's, 191 C's)
- **Failing Rate:** 19.50% (118 F's, 68 D's)
- **Incomplete Rate:** 0.10% (1 Incomplete grade)
- **Analysis:** Face-to-face courses have the highest passing rate (76.94%) and the lowest failing rate (19.50%) among the three modes. The incomplete rate is also the lowest, with just 0.10% of students receiving an incomplete grade. This suggests that face-to-face courses are performing well overall in terms of student success and course completion.

## 3. Online Courses:

- **Total Students:** 2064
- **Passing Rate:** 72.02% (971 A's, 516 B's, 284 C's)
- **Failing Rate:** 25.09% (408 F's, 209 D's)
- **Incomplete Rate:** 0.08% (2 Incomplete grades)
- **Analysis:** Online courses have a passing rate of 72.02%, which is slightly lower than face-to-face courses but higher than blended courses. The failing rate is 25.09%, which is higher than face-to-face courses but lower than blended courses. The incomplete rate is very low at 0.08%, indicating that few students in online courses were unable to complete their work on time.

## 4. Grand Total (All Course Types):

- **Total Students:** 4963
- **Passing Rate:** 72.40% (1417 A's, 846 B's, 576 C's)
- **Failing Rate:** 24.38% (655 F's, 301 D's)
- **Incomplete Rate:** 0.23% (9 Incomplete grades)
- **Analysis:** Overall, the passing rate is 72.40%, the failing rate is 24.38%, and the incomplete rate is 0.23%. These values reflect a general trend of moderate passing rates and a notable proportion of failing students across all course formats.

## Key Insights:

- **Blended Courses:** Blended courses have the lowest passing rate (65.75%) and the highest failing rate (30.12%) compared to other formats. The higher incomplete rate (1.18%) further suggests that students in blended courses may face challenges completing coursework, possibly due to the mix of online and in-person components.
- **Face-to-Face Courses:** Face-to-face courses have the highest passing rate (76.94%) and the lowest failing rate (19.50%), making them the most successful mode of course delivery. The very low incomplete rate of 0.10% further supports this.

- **Online Courses:** Online courses have a moderate passing rate (72.02%) and a higher failing rate (25.09%) compared to face-to-face courses but lower than blended courses. The very low incomplete rate of 0.08% suggests that most students are able to manage the coursework despite the challenges of an online format.
- **Overall Trends:** Across all course formats, the overall passing rate is 72.40%, with a failing rate of 24.38% and a low incomplete rate of 0.23%. The blended courses seem to require more attention due to the higher failure and incomplete rates.

### Conclusion:

- **Face-to-face courses** are the most successful in terms of student performance, with the highest passing rate and lowest failing rate.
- **Blended courses** face the most challenges, with lower passing rates and higher failing rates, which may indicate that students find the mixed delivery method harder to manage.
- **Online courses** perform moderately, with a passing rate in between blended and face-to-face courses, but also show a higher failing rate compared to face-to-face courses.

Course Type	A	B	C	D	F	I	W	Total Students	Total Passing	Total Failing
Dual Credit	209	109	58	13	29	0	0	418 89.95%	376 10.05%	42 0.00%

*\*Disclosure: Diné College does not have policies or procedures on prohibiting Grade placeholders during Mid-Terms. Faculty may consider providing a Grade placeholder not based on academic performance until policies are introduced that will prevent this practice.*

### 1. Performance by Delivery Mode

- **Dual Credit Courses:**
  - Passing Rate: **89.95%**
  - Failing Rate: **10.05%**
  - These courses show the highest passing rate, with a low failure rate and no incompletes or withdrawals. This suggests that dual enrollment students may be well-prepared or benefit from additional support, as they are consistently achieving high success rates.

### 2. Key Observations and Trends

- **Higher Success in Dual Credit:** The high success rate in dual enrollment courses suggests that these students are particularly motivated or that these courses have structures that provide ample support and focus, which could be studied and applied to other modes.

### **3. Recommendations for Improvement**

- **Leveraging Dual Enrollment Practices:**
  - Since dual enrollment courses are successful, the institution might explore adapting certain engagement strategies, structured support, or resource accessibility features from these courses to benefit students in other modes.

This analysis highlights that while dual enrollment and face-to-face classes lead to high success rates, there is room for improvement in blended and online learning formats to better support student success across all modalities.

## Degree Type Outcome

Course Code	A	B	C	D	F	I	W	Total Students	Total Passing	Total Failing
Associate	719	435	351	169	423	6	73	2176	1505	592
Baccalaureate	589	358	198	127	204	3	31	1510	1145	331
Certificate	63	41	20	2	20	0	10	156	124	22
Master	20	5	0	0	0	0	1	26	25	0
Non-Degree Seeking	26	7	7	3	8	0	2	53	40	11
<b>Grand Total</b>	<b>1417</b>	<b>846</b>	<b>576</b>	<b>301</b>	<b>655</b>	<b>9</b>	<b>117</b>	<b>3921</b>	<b>2839</b>	<b>956</b>

Course Code	A	B	C	D	F	I	W	Passing Rate (%)	Failing Rate (%)	Incomplete Rate (%)
Associate	719	435	351	169	423	6	73	69.16%	27.21%	0.28%
Baccalaureate	589	358	198	127	204	3	31	75.83%	21.92%	0.20%
Certificate	63	41	20	2	20	0	10	79.49%	14.10%	0.00%
Master	20	5	0	0	0	0	1	96.15%	0.00%	0.00%
Non-Degree Seeking	26	7	7	3	8	0	2	75.47%	20.75%	0.00%
<b>Grand Total</b>	<b>1417</b>	<b>846</b>	<b>576</b>	<b>301</b>	<b>655</b>	<b>9</b>	<b>117</b>	<b>72.40%</b>	<b>24.38%</b>	<b>0.23%</b>

\*Tables above exclude Dual Credit students.

Here's an analysis of the data broken down by the type of academic program (Associate, Baccalaureate, Certificate, Master, Non-Degree Seeking), including passing rates, failing rates, and incomplete rates:

### Key Insights and Observations

#### 1. Associate Degree Program:

- **Total Course Graded:** 2025
- **Passing Rate:** 69.16% (719 A's, 435 B's, 351 C's)
- **Failing Rate:** 27.21% (423 F's, 169 D's)
- **Incomplete Rate:** 0.28% (6 Incomplete grades)

- **Analysis:** The Associate degree program has a passing rate of 69.16%, which is lower than other programs, and a relatively high failing rate of 27.21%. The incomplete rate is low at 0.28%, indicating that most students in this program are completing their coursework, but a significant portion is still failing.

## 2. Baccalaureate Degree Program:

- **Total Course Graded:** 1278
- **Passing Rate:** 75.83% (589 A's, 358 B's, 198 C's)
- **Failing Rate:** 21.92% (204 F's, 127 D's)
- **Incomplete Rate:** 0.20% (3 Incomplete grades)
- **Analysis:** The Baccalaureate program has the highest passing rate (75.83%) and the lowest failing rate (21.92%) compared to other program types. The very low incomplete rate (0.20%) suggests that students are completing their courses effectively.

## 3. Certificate Program:

- **Total Course Graded:** 124
- **Passing Rate:** 79.49% (63 A's, 41 B's, 20 C's)
- **Failing Rate:** 14.10% (20 F's, 2 D's)
- **Incomplete Rate:** 0% (0 Incomplete grades)
- **Analysis:** The Certificate program has the highest passing rate (79.49%) and the lowest failing rate (14.10%) among all the program types. Additionally, it has no incomplete grades, indicating that students in this program are performing well and completing their coursework on time.

## 4. Master's Degree Program:

- **Total Course Graded:** 26
- **Passing Rate:** 96.15% (20 A's, 5 B's)
- **Failing Rate:** 0% (No F's or D's)
- **Incomplete Rate:** 0% (0 Incomplete grades)
- **Analysis:** The Master's program has an exceptionally high passing rate (96.15%) with no failing students and no incomplete grades. This suggests that the program is highly successful in terms of student performance and course completion.

## 5. Non-Degree Seeking:

- **Total Course Graded:** 44
- **Passing Rate:** 75.47% (26 A's, 7 B's, 7 C's)
- **Failing Rate:** 20.75% (8 F's, 3 D's)
- **Incomplete Rate:** 0% (0 Incomplete grades)
- **Analysis:** Non-degree seeking students have a passing rate of 75.47% and a relatively low failing rate (20.75%). Like the Certificate program, there are no incomplete grades, indicating that these students are generally completing their courses.

## 6. Grand Total (All Program Types):

- **Total Course Graded:** 4963
- **Passing Rate:** 72.40% (1417 A's, 846 B's, 576 C's)
- **Failing Rate:** 24.38% (655 F's, 301 D's)
- **Incomplete Rate:** 0.23% (9 Incomplete grades)
- **Analysis:** Overall, the passing rate is 72.40%, the failing rate is 24.38%, and the incomplete rate is 0.23%. This indicates that while a majority of students are passing, a significant portion is still struggling to succeed in their courses.

### Key Insights:

- **Highest Performing Program:** The **Master's degree** program has the highest passing rate (96.15%) and no failing students, indicating outstanding performance.
- **Best Certificate Program:** The **Certificate** program also performs very well with a passing rate of 79.49% and the lowest failing rate of 14.10%, making it the second most successful program.
- **Baccalaureate Degree:** The **Baccalaureate program** has the highest passing rate among larger student populations (75.83%), and a relatively low failing rate (21.92%).
- **Associate Degree:** The **Associate program** has the lowest passing rate (69.16%) and the highest failing rate (27.21%), suggesting that additional support might be needed for students in this program.
- **Non-Degree Seeking Students:** **Non-degree seeking** students show a passing rate of 75.47%, with a fairly low failing rate (20.75%), and no incomplete grades, showing a good level of performance despite not being part of degree programs.

### Conclusion:

- **Master's programs** have the best outcomes overall, followed by **Certificate** and **Baccalaureate** programs.
- **Associate** programs may require additional support or intervention given the higher failing rate and lower passing rate.

Overall, the passing rate across all programs is 72.40%, with a significant portion of students (24.38%) failing. Low incomplete rates across programs indicate that most students are completing their courses, but improving support for at-risk students could help reduce the failing rate further.



Course Code	A	B	C	D	F	I	W	Total Students	Total Passing	Total Failing
<b>Dual Enrollment Student</b>	219	112	59	13	29	0	0	432 90.28%	390 9.72%	42 0.00%

*\*Disclosure: Diné College does not have policies or procedures on prohibiting Grade placeholders during Mid-Terms. Faculty may consider providing a Grade placeholder not based on academic performance until policies are introduced that will prevent this practice.*

## Key Insights and Observations

The following breakdown by degree type provides insights into the variation in student success rates, failing rates, and completion rates across different academic programs, from Associate to Master's levels.

### 1. Performance by Degree Type

- **Dual Enrollment Students:**
  - **Passing Rate: 90.28%**
  - **Failing Rate: 9.72%**
  - Dual enrollment students continue to show the highest passing rate among all groups, which suggests that these students—often high-achieving high school students—perform exceptionally well in college-level courses.

### 3. Recommendations for Improvement

- **Leverage High Success in Dual Enrollment and Certificate Programs:**
  - **Best Practice Sharing:** Review the factors contributing to high success in certificate and dual enrollment programs, such as course structure or support services, and consider applying these practices to other programs.

This analysis indicates that different degree types have varying needs, with particular attention needed for associate programs to close the gap in success rates. Strengthening support for these students can help balance performance across all academic tracks.

## Student Demographics by Mid-Term

### 1. **Age Group Distribution** (largest to smallest):

- **25-34:** 414 students
- **18-21:** 383 students
- **35-49:** 340 students
- **13-17:** 273 students
- **22-24:** 186 students
- **50 or Older:** 112 students

*Insight:* The largest age group is 25-34, followed by 18-21, indicating a mix of traditional and non-traditional students.

### 2. **Gender Distribution:**

- **Female:** 1,232 students
- **Male:** 478 students

*Insight:* There are significantly more female students than male students.

### 3. **Ethnicity Distribution:**

- **Native:** 1,625 students
- **Non-Native:** 66 students
- **Not Reported:** 19 students

*Insight:* The majority of students identify as Native, with a small percentage identifying as Non-Native or Not Reported.

## Campus Distribution

### 1. **Campus Distribution:**

- **Tsaile:** 1,373 students
- **Shiprock:** 206 students
- **Tuba City:** 127 students
- **Window Rock:** 4 students

*Insight:* Tsaile has the largest enrollment, with Shiprock and Tuba City as smaller campus locations. Window Rock has very few students. Data does not represent the on-traffic and services received by students at all sites.

### 2. **Campus State Distribution:** (based on student mailing address)

- **Arizona:** 1,504 students
- **New Mexico:** 206 students

*Insight:* Most students are based in Arizona, with a smaller number in New Mexico.

## OIPR Scope of Work (SOW)

1. Administration of OIPR Office (budget and personnel supervision)
2. OIPR Policies & Procedures
3. Institutional Data Analysis
4. HLC-related Preparation, Follow-up Activities and Processes
5. Assessment Program Support
6. Continuous Improvement Program Support
7. Data Collection Instruments (including surveys)
8. Institutional Assessment and Evaluation Clearinghouse
9. Dashboard Database
10. OIPR Activities/Events – Annually recurring activities/deliverables
11. OIPR Activities/Events – Non-recurring activities/deliverables
12. Other duties assigned



## Prior Months Accomplishments and/or Progress

*Refer to SOW column on Scope of Work.*

SOW #	Deliverable Title	Description:
6	J1 data	Data discrepancies sent to Admissions for correction
10	BIE ISC	Finished Fall 2024...will work on Summer 2024
6	Main Query	Added additional columns of Data such as student division class code
10	National Student Clearinghouse	Submitted Degree file, End-of-Term enrollment file for Summer 2024, and submitted First-of-term and Subsequent 1 enrollment files for Fall 2024
10	NMHED	Uploaded Degree File to NMHED portal
11	Data Requests	Economic Impact Study, AZ LEAP, First-time Freshmen, School of Arts and Humanities, Biomedical student headcount, Graduate Data, Education majors data, health certificate data,
11	National Student Clearinghouse	Processed degree verifications
6	NMHED Enrollment SQL Query	Working on query to combine all needed data using a UNION operator
10	IPEDS	Completed Fall reporting
10	First-time entering	Establish First-time entering (First-time freshmen and New Transfers) cohort using National Student Clearinghouse student tracker and Financial Aid COD check
10	NMHED	Uploaded Summer 2024 End-of-Term enrollment files
10	AIHEC Fall Interim Report	Uploaded report to AIHEC sharepoint

10	NMHED	Collaborated with Financial Aid to complete the Annual Financial Aid data submission to NMED
10	National Student Clearinghouse	Submitted application for FVT/GE reporting service
10	NMHED	Submitted Fall 2024 census data

## Upcoming Months Focus

*Refer to SOW column on Scope of Work.*

SOW	Task Title	Description:
10	NMHED End-Of-Term Fall 2024 Enrollment Files submission	<ul style="list-style-type: none"> <li>• Collaborating with Admissions concerning any missing data</li> <li>• Query revisions to make extracting data more convenient and efficient</li> </ul>
10	National Student Clearinghouse Enrollment reporting	<ul style="list-style-type: none"> <li>• Extract and clean data for next enrollment file submission</li> <li>• Continue working on SQL query</li> </ul>
10	AMP reporting	<ul style="list-style-type: none"> <li>• Collaborating with Don Robinson regarding AMP student data submission</li> </ul>
10	IPEDS winter reporting	<ul style="list-style-type: none"> <li>• Release out IPEDS survey guides to Data Collectors</li> </ul>
10	Annual AIMS data reporting	<ul style="list-style-type: none"> <li>• Reaching out to data collectors</li> </ul>
10	BIE End-of-the-Year Report	<ul style="list-style-type: none"> <li>• Begin collecting data from Registrar, Financial Aid, and Finance Offices</li> </ul>

## Potential Challenges

*Refer to SOW column on Scope of Work.*

SOW	Issue Title	Description:
11	Statistician Specialist	<ul style="list-style-type: none"> <li>• Hopefully we have a new hire onboard before December 2024</li> </ul>