Driving Student Success Through a Culture of Evidence
Diné College
Introduction
Our History

- Diné College, established in 1968

- Initially established as Navajo Community College through the Navajo Nation Council with the purpose to...

  “provide educational opportunities to the Navajo People and others in areas important to the economic and social development of the Navajo Nation.”

- One of 37 tribal colleges and universities across the United States
Navajo Reservation – Four Corners: Arizona, New Mexico, Utah, and Colorado

- Navajo Nation population: 162,321
  - Massachusetts, New Hampshire, and Vermont combined
- 16.2 million acres
- Highest age group: 10-19 years old
- 7.1% of Navajo Nation residents 25 years of age and older have obtained a Bachelor’s degree or higher.

(Dine College Campuses and Community Sites Assessment, 8/23/13 & everyculture.com)
Our Students

Multi-Campus Tribal College

6 campus sites:
- Chinle, AZ
- Crownpoint, NM
- Tsaile, AZ
- Tuba City, AZ
- Shiprock, NM
- Window Rock, AZ

2 states:
- New Mexico
- Arizona

1,505 Fall 2016 Enrollment

58% Retention Rate (Year to Year)

8 Certificates
22 Associates
6 Bachelors

53% Traditional Students (23 years & younger)

166 Awards Granted in 2016

99% American Indian Student Population

98% Degree Seeking, Full Time Students

53% Traditional Students (23 years & younger)
Our Journey
Complementing Diné College with Navajo Guiding Principles of NNIS

Student Success

Culture of continuous improvement
Commit
Implement, evaluate, improve
Engage stakeholders
Data to Prioritize actions
Looking Back

Making it work!

Institutional Commitment

- Coming from a place of data non-acceptance to data awareness and value.
- Established the OIPR department
- Centralize all data reporting from one department.
Using Data to Scale Up

Academics
1. Remedial Course Merge, MTH 011 & MTH 051 into one course to address 150% of student completion on time
2. Annual Performance Assessment review with faculty; never been done before.
3. Est. Math Lab for virtual learning online to address lecture teaching vs. online learning

Resources
1. Family Housing Established (overcrowd in Dorms)
2. Est. One Stop Shop among students receiving advising.
3. Est. the Student Success Center
4. Implement students tracking system, Who’s Next software
5. Relocate the Chinle Center site to promote a safer environment.

Student Success
1. Est. Summer Institute Program
2. Increase Student Learning Workshops (College Expectations)
3. Est. Career/Transfer Program
4. Using campus crime statistics to increase and address campus safety training opportunities

Development
2. Data coach from ATD providing guidance
3. Standardize data extraction and create freeze data to depict accurate data.
4. Established the Office of Institutional Planning and Reporting

Continuing to advance in data and analysis capacity to make improvements.
Leading Change

Building capacity impact:
- Human capital
- Financial resources
- Physical resource
- Knowledge and skills
- Equipment
- Research
- Classroom delivery content

Presidential & Leadership Commitment

Building a culture of Evidence

Listen to the “Voices”

Data to identify barriers of Student Success

Positive or negative, we reached an outcome

Positions transitioned, but initiatives became self-sustaining
Preserving our Self-Identity

- How do you retain your essence and spirit as a college and community?
  - Using tools to enrich your existing mission and efforts.
- Who we are as a Dine’ institution is important to our communities
- Daily balance between Traditional Teaching with Western Thinking
- Leadership can empower or hinder Adaptability
Questions