

2021-2022



STATE OF THE

NICC

**NEBRASKA INDIAN
COMMUNITY COLLEGE**



HISTORY OF THE COLLEGE

The Nebraska Indian Community College was founded in 1973 as the American Indian Satellite Community College under a grant from the Fund for the Improvement of Post-Secondary Education. The grant was administered through Northeast Technical Community College in Norfolk, Nebraska, to provide post-secondary education on the Omaha, Santee Dakota, and the Winnebago reservations.

The American Indian Satellite Community College established classrooms and administrative offices in communities on each reservation, with the central office located in Winnebago. In 1979, the schools of the American Indian Higher Education Consortium, of which the Nebraska Indian Community College is a member, succeeded in persuading Congress to pass and fund Public Law 95- 471, the Tribally Controlled Community College Act. Nebraska Indian Community College and other tribally controlled community colleges thus became eligible for direct funding from the federal government. With this newly available financial resource, the institution established itself as a fully independent two-year college. NICC was granted a charter by the governments of each of the Nebraska Indian tribes.

In serving its clientele, Nebraska Indian Community College has had a substantial impact by making a variety of cultural, educational, and social resources available in isolated

and economically underdeveloped areas. The college libraries at each campus are developing collections of resources important to the history and culture of each tribe, and the nation.

In June of 1981, the North Central Association of Colleges and Schools (NCA) approved the college for initial accreditation at the associate degree granting level. The institution was granted a charter by each of the three Nebraska Indian Tribes. A Board of Trustees comprised of three members from each tribe was appointed by the individual Tribal Councils to govern the college. To reflect its independent status, the Board renamed the institution the Nebraska Indian Community College. In 1986, initial accreditation was granted. In 1994, NICC was designated by federal legislation as a land grant institution. The NCA dissolved in 2014, and accreditation then transferred under the Higher Learning Commission (HLC) under which accreditation remains.

Today, NICC serves the Omaha Tribe of Nebraska, at the Macy Campus, and the Santee Dakota Nation, at the Santee Campus, and maintains a campus site in downtown South Sioux City, Nebraska. In 2020, NICC also began collaborating with Pawnee Nation College in Pawnee, Oklahoma while they work towards their own accreditation.



A LETTER FROM THE PRESIDENT



Nebraska Indian Community College
Office of the President
Macy Campus

P.O. Box 428 Macy, Nebraska 68039
(402) 960-5176 • moltrogge@thenicc.edu

The Nebraska Indian Community College is pleased to share this 2021-2022 State of the College with you.

We are proud to be a Tribal College. We are proud to serve the Santee Sioux Nation and the Omaha Tribe of Nebraska.

I am proud to look back on the year and see that NICC has added more facilities and class during the 2021 - 2022 school year. Some of those classes include flight training, greenhouse operations, basic vehicle maintenance, and drone flight classes. Newly constructed facilities include the greenhouses at Macy and Santee, plus welding shops were built on the Santee and Macy campuses. The Macy main building underwent a one room refresh resulting in a very nice Omaha Language classroom. A new garden area and Earth Lodge have also been added to the Macy Campus, while the Santee garden is producing well.

Thanks to the remarkable dedication of our partners, the college will continue to offer high quality coursework, certificate and degree programs in safe and healthy learning and working environments. The college is proud of our graduates, their success, and our Umo'ho^o and Dakota communities.

By taking good care of the programs and funds given to us, we can ensure that as much of it as possible goes towards our mission, and ultimately toward fulfilling our shared vision of a world in which everyone has the chance to lead a healthy, productive and culturally rich life.

I extend my deepest thanks to all of those who have helped grow NICC into the institution of higher learning that we have today. Thank you for your time.

Wibthaho^o - Pidamayaye Do - Thank you,

Michael Oltrogge, Ph.D.
President
Nebraska Indian Community College

Macy • Santee • South Sioux City

"An Equal Opportunity Provider and Employer"



MISSION

The Nebraska Indian Community College provides quality higher education and lifelong educational opportunities for Umo^ohoⁿ (Omaha), Isanti (Santee Dakota) and all learners.

CORE BELIEFS AND VALUES

The College is committed to the following Core Beliefs:

We believe in empowering our students with tools for Tribal Nation building, so that our communities can achieve a higher level of sovereignty and self-determination. We believe in the cultural preservation, continuity, and revitalization consistent with the Umo^ohoⁿ (Omaha) and Isanti

(Santee Dakota) peoples' needs, including languages and Tribal knowledge.

We believe that learning is a life-long process, and the learner-centered atmosphere is of the utmost importance.

We believe in a safe and healthy working and learning environment that promotes free expression and the exchange of ideas, so learners will be challenged to think holistically, and be able to live responsibly and productively in a Tribal and global society. In addition, the College is committed to the following

CORE VALUES:

Umo ^o ho ⁿ Core Value	Literal English Translation	NICC English Core Value	Literal English Translation	Dakota Core Value
o ^o wo ^o ghe see thay no ^o o ^o wo ^o g ^o isithe no ^o	we think about them / keep them in our mind	<i>student-centered</i>	they (the students) stand at the center of the camp circle	wó'urjspe khuwápi čhokáta énažin
wee ^o kay xte wí ^o k ^o e xti	telling the real truth	<i>honesty</i>	truth, sincerity	wówičakhe
ou kgee kga ^o ukiko ^o geo ^o thah bah zhe kió ^o thah bazhi	helping each other staying by each other / not abandoning one another	<i>loyalty</i>	stay with one other	wónakičizižin
ou shkou da ^o úshko ^o údo ^o	good ways	<i>generosity</i>	to place something or somebody within your heart	wáčháp ^o tohnake



ou thou dom bay uthúdoʼbe	consideration / restraint / thoughtfulness	<i>humility</i>	to humble oneself	woʼunšicʼiye
oʼ thay ee yay óʼthe iye	speaking softly			
thah ʼay kee thah tháé kitha	being kind to each other			
wah noʼ day hee day wanóʼdehide	showing concern for others	<i>compassion</i>	to be compassionate	woʼunšida
thah ʼay wah thay tháé wathe	kindness / pity			
ay kee gaʼ ékʼigoʼ	alike	<i>equality</i>	alike, working together for same goal	iyúha ówanžina náʼunžipi
ee hou thay ihuthe	getting permission in the right way	<i>respect</i>	respectful or polite	wóyuʼonihan
ghe gʼ thee yay zhou bah kigthiezhuba	self-respect		self-respect	ihduʼonihan
oʼ xte óʼxti	honored / important	<i>honor</i>	to honor somebody by words of praise	wayuʼonihan
ou thou nah zhe uthúnoʼzhiʼ	to depend on somebody	<i>trust</i>	trusting someone	wačhiŋyanpi
ay thay éthe	kin	<i>kinship</i>	family group	wótakuye
wah zheeʼ skah wazhiʼska	wise / mindful	<i>wisdom</i>	wisdom	wóksape
Wah kgoʼ dah wah thah haʼ noʼ Wakoʼda wathahoʼ noʼ	prayerful	<i>spirituality</i>	Dakota spirituality	Dakhód wočhekiye



KINSHIP

Umonhon - ay thay Dakota - wótakuye

The Student Representative Internship Program provides an opportunity for students to gain work experience, participate in a variety of college meetings and events, offer input to staff & faculty from the student perspective, and to provide support, information, resources, and an opportunity to become the voice of the student body.

NICC was fortunate to have a group of three students, Catherine Morris, Theresa

Juarez, & Tosanna Walker, participate in this internship program for both the spring and summer semesters of 2022. During this time, they were able to get to know each other & develop a bond while working together to provide the student body with information and support as well as offer assistance to staff/faculty with a variety of projects.

The Representatives started a weekly email entitled Fun Fact Friday, designed to provide interesting and fun information relevant to the Native American cultures we serve, how-to

information for a variety of NICC platforms, resource information, etc. They also started "office hours" in which they shared their availability and contact information with the student body to allow for questions, support and camaraderie. They also

participated in NICC meetings to learn about the college, and to provide input from a student perspective. They also were quite involved in the Events Committee, where they assisted in the development of events,

made informational flyers, participated in such things as recruitment events, parades, informational tables, etc. The representatives also worked on a variety of projects to assist faculty/staff such as organizing the NICC photo files, updating bulletin boards, and filing/coping to name a few.

One of the biggest projects the Student Representatives took on, was the development, implementation, and analysis of the Student Voice Survey. They worked with Parisa Barker, NICC's Director of Institutional Research, Planning and Effectiveness



NICC participates in Walthill High School Homecoming Parade



KINSHIP

Umonhon - ay thay Dakota - wótakuye



NICC supporting Tyson Event Center Halloween give away in Sioux City Iowa

where they learned to put together a research-based survey, using appropriate questions, implementation techniques and how to read and interpret raw data. They worked together to make recommendations based on the data they received and presented their findings at an Executive Council meeting. Some of the recommendations have been utilized, and others remain in the incubator phase. Since completing the Student Representative Internship, Catherine Morris has joined NICC as a FT Student Services Representative at the So. Sioux City campus, and Theresa Juarez as a PT assistant in the office of Institutional Research, Planning & Effectiveness.



Crystal Ross & Viji Rajasekar at Pawnee Nation Campus



Growing Cilantro in the Student break area in Santee



EARTHLODGE



Earthlodge under construction, located on NICC's Macy Campus

NICC's construction of an Umo^{ho} style earth lodge in 2022 marked a moment of victory for the college and in particular Native-American Studies professor Wynema Morris, who had been for decades lobbying for this project. "This has been a long time coming! Finally, after about 10 years, we've put all the 'pieces' together to build this earth lodge. What's so great about this earth lodge is that it is purely an Omaha dwelling and built in accordance with the directions left to us by Francis La Fleashe. Without his specific directions on how to build one, we may still be struggling. A lot of people are to be given credit both from the Tribe and particularly NICC."

Morris's passion for the project spilled over onto Dean of Student

Services Dawne Price, as the two, researched different building methods and funding opportunities. After years of starts and stops, the combination of an AmeriCorps crew and a Bureau for Indian Education grant allowed the manpower and funding to attempt this construction.

The lodge would not only need manpower and financing; it would also need materials. Unlike a standard construction project when all materials can be purchased, every tree would need to be collected. The construction would not have been possible without the Umo^{ho} Tribe and its Wildlife and Parks department. Director of Natural Resources Mike Tyndall harvested the center seven poles himself, each section twenty feet long. Tyndall then supervised the rest of the harvesting, which took months.



Before the AmeriCorps crew arrived, NICC instructors Zeke Brummels and Kodi Urquidi were tasked with sawing and transporting the needed trees from Big Elk Park to campus. The AmeriCorps crew arrived in early May and were thrown into orientation on both the tools and machines they would need to complete the job as well as Umo^oho^o culture with a one-hour class each day.

Though the materials of the frame had been gathered, most of the trees needed debarking. This task took much of the team's time and was physical hard work. The team worked diligently all month to debark all the trees and erect the frame of the structure. After an honoring ceremony, the crew departed except for a single team member Sam Royal, who stayed

for an additional month.

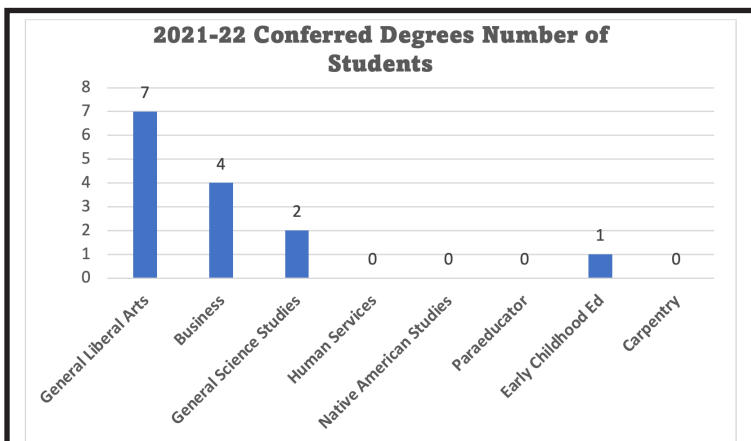
Construction continued with help from all sources. All-staff trainings; volunteers from the community; tribal workers, and students—there are many people who contributed to its completion and developed traditional Umo^oho^o skills in its making. Though modern machinery was used, the core of the process was using hand drawknives and “spud-bars” to prepare the material.

The constant in the middle of the process has been Technical Skills Division Head Urquidi. Over the eight-month construction, Urquidi has served as the primary architect, heavy machine operator, and builder of the lodge using limited modern technology to follow the instructions as described by La Flesche.



HONOR

UMO^NHO^N - ON XTE DAKOTA - WAYYU' ONIHAN

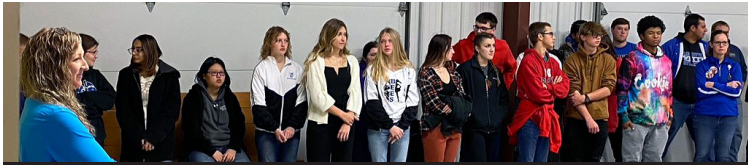


Graduation time at NICC is always full of celebration and gratitude. 2022 Spring graduation did not cease to amaze. Continuing with this event being held outdoors, May 2022 was one of the coldest on record - many coats and warm clothes were worn and no one balked about wearing their graduation gowns!

The commencement address was given by NICC alumni Tashina Denney, who shared words of continuation to the graduates. The UmoNhoN Tribal Chairman gave the final blessing and sent the graduates and crowd to celebrate this milestone.



"NICC STUDENT SUCCESS TECHNOLOGY INITIATIVES THAT SUPPORT STUDENTS & STAFF"



Using the Vo-Tech building, Dean Sudbeck welcomes over 90 High School students from 3 Northeast Nebraska Communities

Efforts to increase technology access for students and assist faculty with classroom curriculum & design were again priorities at Nebraska Indian Community College in 2021-2022. NICC continues efforts to carefully interweave Student Success initiatives and strategies throughout NICC practices. One of NICC's Core Value's is Student Centeredness. In English the literal translation for student-centered in Umo'hoⁿ and Dakota is "keeping students in mind" & "having students stand at the middle of our camp circle." Centering students is at the very core of NICC. NICC continues to ask tough questions and seek feedback from multiple stakeholders to meet the needs of our students. Two programs created to address student and faculty needs were the 1:1

Technology & Device Initiative and the Online Teaching Certificates for staff and faculty.

Continuing to close the gap in vital technology access for its students remains a high priority at NICC. The 1:1 Technology & Device initiative provides laptops & MiFi to students. This technology & internet access allows students to connect to their learning management system, Canvas, where distance education courses and student resources are located. These laptops also provide Microsoft Office 365 Suite software which can connect students to programs that assist them

with their assignments and readings. Microsoft Office 365 also assists students in creating their projects and assignments while also connecting them to other students, their instructors, and their virtual classrooms. These types of technology connections help students remain connected both academically and socially. Developing online teaching pedagogy, creating student-centered virtual and online classrooms, and creating innovative assessments are the intentions of NICC's Online Teaching Certificate I & II. These courses assist and support faculty in creating an interactive and engaging classroom in Canvas, NICC's Learning Management System. These online courses share valuable teaching strategies, assign work that can be immediately integrated into current and future courses, and allow for needed faculty collaboration, idea sharing and sense-making to meet the needs of our students. Virtual and distance education course offerings have grown in the last two years. This strategic course assists in supporting instructor's virtual classroom enhancing connections and thoughtful reflective practice of one's own teaching. Upon successful completion, an instructor can add the badge of completion to their resume and email signature noting the new credential. Thoughtfully creating support for faculty benefits the student and their experience in our courses thus positively impacting student success.



PAWNEE NATION COLLEGE AND NICC COLLABORATIVE EFFORT IS POSITIVE!

Pawnee Nation College PNC (PNC) is a federally recognized Tribal College with a presence in the state of Oklahoma with future expansion in Golconda, Illinois. The Pawnee Nation College main campus is located at 891 Little Dee Drive in Pawnee, Oklahoma. Pawnee County is located in north-central Oklahoma. The area is predominantly rural with agriculture and oil/gas being the primary industries offering economic opportunity beside the college. The institution is one of the primary workforce training facilities in the region. The Pawnee Nation College (PNC) was founded in 2006 by the Pawnee Nation Business Council. The PNC is supported by funding from the Department of Education's NACTEP office, student enrollments, and partnerships made outside of the institution. The mission of PNC is to meet the education and certification needs of Tribal and local communities. PNC is a Tribal-serving institution, offering education and services to 10 surrounding Tribal nations residing in northern Oklahoma.

While not an accredited institution, PNC is receiving accreditation coverage under an articulation memorandum with Nebraska Indian Community College (NICC), one of the original college's which established the American Indian Higher Education Consortium, AIHEC. NICC currently supports PNC as an anchor institution offering general IT support, dual student enrollment, and a dedicated commitment to help PNC become accredited while it continues to serve three campuses in Nebraska, Iowa and South Dakota.

The PNC's main campus is located on the Pawnee Nation Tribal reservation

lands in Pawnee, OK. The PNC student body has been at a tremendous disadvantage digitally because of the remoteness of the college and the lack of reliable internet. Most students and staff are economically disadvantaged. The college has traditionally run all courses in person, and many of the processes and procedures needed to run the college have been administered in person, in writing. The Covid-19 pandemic forced PNC to immediately address the digital technology and digital literacy gap of its higher education community.

PNC offers the Pawnee Nation and surrounding localities higher education, technical training and opportunities for workforce development. Because the college always seeks to adapt to changing markets, PNC worked for the past 2 years to identify programs and partners that will respond to the needs of communities. It is developing survey assessments for community members and PNC community to assess and plan for digital literacy trainings in 2022-23. PNC has investigated many avenues to develop and expand their reach, enrollments and course offerings, but funding shortages and a pandemic have offered challenges to growth: without updated digital technologies, teaching and enrollments were erased.

Student enrollments dropped drastically in 2020-21 but have begun to pick up again. In face of these hurdles, the PNC plans to continue to develop academic offerings at the college, hiring 3 adjunct faculty to develop and offer new courses that include academic coursework in GIS mapping, digital marketing and communications, rural program and agriculture development, environmental technology and medical



technology. The PNC will offer digital enhancement to the existing PNC Oklahoma library as an academic and workforce development and cultural preservation resource for students. It will use existing space to develop an open computer lab with IT staff, for students, staff and Pawnee Nation community members, supporting them with cybersecurity. Through the past two years of partnership the enrollment at PNC has grown by 50%; from 30 students in the fall of 2019 to 60 students in the fall of 2022!

The PNC persevered in relationship-building and planning in the past few years and has partnered with NICC

and the ARISE Veterans Foundation as a consortium to create new academic offerings. ARISE offers health and mental wellness programming, job skill development, therapies, and rehabilitation services to veterans, and reached out to PNC because many of their participants are Native. The two Tribal colleges and ARISE are developing technical training programs and certificates for Native learners, veterans and community members in the fields of medical technology and rural agriculture. PNC is proud to be aligned with NICC for future endeavors of education for all of Indian country in the central United States!

PAWNEE NATION COLLEGE STUDENT SHOW CASE



It is with great pleasure that I introduce myself as Jeana Francis, I am Pawnee and a member of the Pawnee Nation of Oklahoma. My professional career involves managing a non-profit called Pawnee Seed Preservation Society, a non-profit that preserves traditional seeds. As part of my continuing education, I am studying Business Administration at Pawnee Nation College. Gardening classes are offered at Pawnee Nation College, where we plant crops in hoop houses.

My goal this semester is to grow our traditional corn off-season. My goal is to see if any traditional crops can be grown in the Hoop House under controlled conditions. Plastic encloses the Hoop House, keeping the heat in during the winter, keeping the plants warmer than those in an outdoor environment. Despite a freeze in October that killed some plants, some excellent progress has been made. Having planted the crops on October 1, 2022, I hope to harvest some corn soon. The summer was so hot that most of the crops died, so I'm trying again with a hoop house.



NEW FACILITIES IMPROVEMENTS



The Nebraska Indian Community College (NICC) is excited to announce the expansion of their greenhouse and hydroponics capabilities at the Macy and Santee campuses. Both campuses are now fully equipped with state-of-the-art hydroponics systems, and the Santee campus is also home to a traditional outdoor plot that Iowa State University and the NICC are currently using for agricultural research. The hydroponics system in Santee is already growing peppers, tomatoes, and a variety of greens.



Greenhouse Facilities Manager Russel Montgomery recently joined the NICC staff and will oversee greenhouse operations at the College. Montgomery has a degree in agricultural economics

and comes to the NICC from Texas, where he spent most of his career working with various indoor and outdoor growing systems. Montgomery will teach Greenhouse Management & Growing Systems classes this fall at the NICC Macy and Santee campuses.

Montgomery has big plans for the NICC greenhouses. "First and

foremost, I'd like to provide an environment for the NICC in which the students can learn about these different growing systems and take that knowledge into

the community," he said. Enrollment in Montgomery's classes for fall semester at the NICC is ongoing.

For more information, visit the NICC's website.



NICC STUDENTS SHARE LEARNING BEYOND THE TEXTBOOKS AT STUDENT SHOWCASE EACH SEMESTER

What started off as a few student presentations for NASA internships has grown into community-wide connection beyond the textbook.

"Every semester, Hank Miller's NASA students had shared their internship projects, and they began inviting NICC Employees to attend. The following semester or so, Wynema Morris's students also wanted to share their research projects in Omaha Culture and Tradition, as well as Native American History to 1890. From there, it just really started to grow," says Megan Miller, whose students have also participated. "We have so many students that work so hard on their projects and have such valuable knowledge, of course we want students who would like to share to have the opportunity to connect with the communities." NICC's Student Showcase has been hosted every semester of the 2021-2022 Academic Year, and it continues to grow. In the past three semesters, over twenty group and individual presentations were shared from over ten courses including courses within General

Liberal Arts, Native American Studies, General Science Studies, and Education areas. Projects have ranged from internship

presentations, historic research, creative writing, service-learning projects, textiles, and other mediums. This level of deep learning has impacts beyond the classroom too. NICC's Summer Gardening/ Science Lab Intern, Raquel Grimaldo (Mexico/Xicana) shares, "I learned a lot about my culture and how

important gardening was to us and the different foods we grow and plants we used for medicinal purposes." Faith Grant (UmoNhoN, Isanti) also shared her experience of working as an AIHEC Climate Resiliency Intern this summer. She says, "We grew a three sisters garden, beans, corn and squash together..."

Our main focus is to test the soil and see how the three crops grown together benefit the soil. This is also a way of reclaiming indigenous knowledge."

The showcase has been open to the community since Summer of 2022 and is a fan-favorite amongst NICC employees and students alike. Miller concludes, "You never know what you are going to learn; there's always some connection you make or new idea shared. Our students are not just learners; they are teachers too."



Raquel Grimaldo, NICC's Summer 2022 Garden/ Science Lab Intern



Faith Grant, AIHEC Climate Resiliency Intern, in the garden at Santee Campus



MEGAN MILLER 2021-2022 FACULTY OF THE YEAR



Faculty of the Year Megan Miller in the middle, with her Parents.

What is your current role at NICC?

What courses do you teach?

My title at NICC is an Instructional Designer, which focuses on supporting faculty in designing their courses and building their teaching skills. Our team also provides workshops, resources, and support for employees and students. Additionally, I teach online, virtual, and blended courses in sociology and education... It's a great mix of teaching and learning that involves both students and colleagues.

What are a few of your most memorable experiences at NICC?

Sociology Through Storytelling - Every semester, the students in Intro to Sociology write creative fiction pieces about spending a day in the life of another person. I learn so much and get to see them express themselves in such a unique way. Any time students can bridge creativity, content, and application beyond the textbook—that's lifelong learning. Intercampus Meetings &

Trainings - Whether connecting for an all-staff meeting or hosting an advising workshop, some of my favorite times at NICC are when employees get to connect and collaborate in a hands-on way. It's like a family—brainstorming ideas, sharing laughter, and working on projects together.

Lifelong Learning - The opportunity to take classes as a student, particularly within Native American Studies, is one of the best parts of being at NICC. There are classes here that you won't find at other colleges. As a non-Native instructor, I know there is a lot to both learn and unlearn. There are many parts of Indigenous peoples' history that have not been acknowledged in mainstream U.S. society. NICC's NASP Instructors are so knowledgeable and have a unique way of looking at the real history, acknowledging diversity in Native cultures, languages, etc. I would strongly recommend taking an NASP course at NICC to anyone.

FACULTY BY STATUS AND HIGHEST DEGREE LEVEL 2021-2022

DEGREE LEVEL	FT	PT	Adjunct	Visitor
Doctorate	4	0	10	3
Masters	8	2	30	3
Associates	4	0	6	1
High School	2	0	3	0

VISITOR - FACULTY EMPLOYED OUTSIDE OF NICC



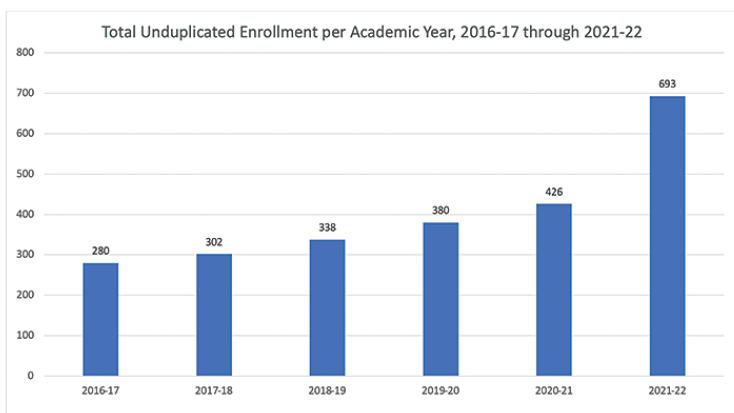
STUDENT DATA

The following data was prepared by the Office of Institutional Research, Planning, and Effectiveness and the Dean of Student Services for the Nebraska Indian Community College 2022 State of the College to answer the question, "Who were our students during the 2021-2022 academic year?"

Data provided is for the 2021-2022 academic year, which includes fall

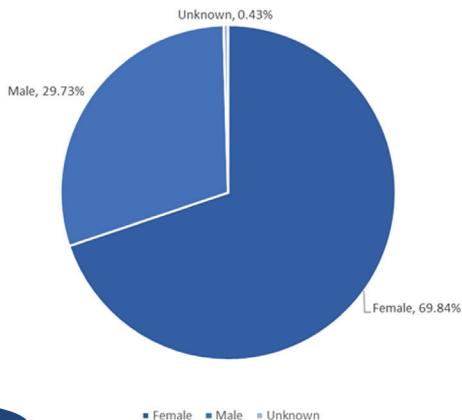
2021, spring 2022, and summer 2022 semesters. There is also some historical data provided from previous years to show the wonderful growth and increases we are so pleased to be experiencing here at NICC!

Nebraska Indian Community College has more than doubled students by head count in the last 4 years!



Nebraska Indian Community College serves a large portion of female students. In working towards inclusion, we are recruiting male students in the communities we serve. The proportion of male students has continued to decline since the 2019-2020 academic year when we had a 35% male student population.

Gender for Academic Year 2021-2022

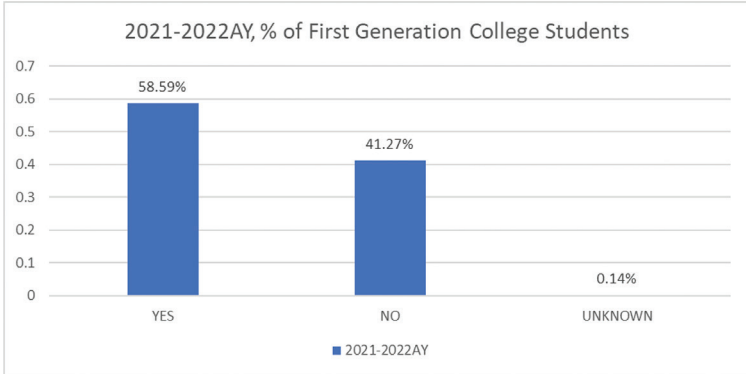


STUDENT DATA

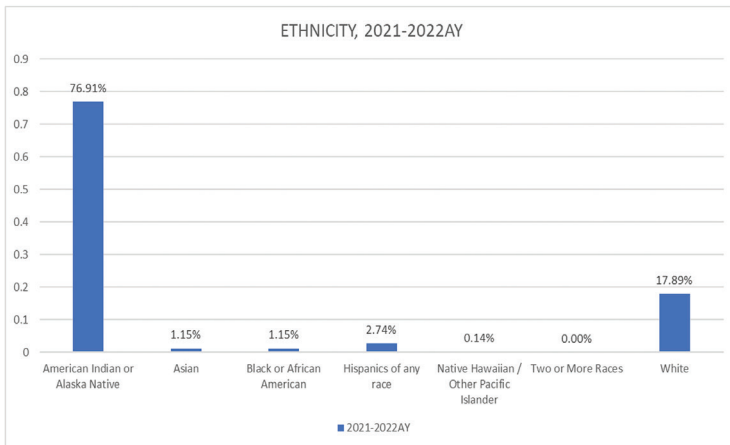
Of the 693 students enrolled at NICC throughout the 2021-2022 academic year, more than half (58.59%) of those students are considered "First Generation College Students", meaning that they are the first in their family to attend college

pursuing a post-secondary credential. NICC is pleased to offer this educational opportunity to our students and grateful to see such a high percentage of first-generation college students #PicktheNICC

Office of Institutional Research, Planning, and Effectiveness



Office of Institutional Research, Planning, and Effectiveness



GENEROSITY

UMO^N HO^N - OU SHKOU DAN DAKOTA - WACHÁNTOHNAKE



	From 7/01/2019 to 06/30/2020 Audited Period Actual	From 7/01/2020 to 06/30/2021 Audited Period Actual	From 7/01/2021 to 06/30/2022 Pre-Audit Period Actual
Revenues			
Operating Revenue			
Grant and Contract Revenue	\$ 169,051	\$ 801,420	\$ 1,551,494
Tribal Appropriations	806,094	1,000,403	1,168,265
Tuition and Fees	600,596	676,700	1,002,215
Less Tuition Waivers	(336,508)	(161,498)	(170,530)
Less: Federal Grant Allowance	(335,174)	(333,847)	(509,188)
Investment/Interest Income	9,011	7,438	(190,496)
Donations Income	41,195	19,538	47,099
Miscellaneous Income	88,713	322,071	27,952
Total Operating Revenue	1,042,977	2,332,225	2,926,810
Non-Operating Revenue			
Federal Pell Grant Revenue	335,174	333,847	509,188
Total Non-Operating Revenue	335,174	333,847	509,188
Total Revenues	\$ 1,378,151	\$ 2,666,072	\$ 3,435,998
Expenditures			
Salaries	\$ 267,179	\$ 290,714	\$ 388,013
Payroll Expenses	162,138	163,207	222,765
Contract Labor/Consulting	125,278	119,940	107,521
Books and Institutional Supplies	20,699	14,076	5,315
Utilities/Telephone	65,820	73,644	75,120
Bad Debt Expense	91,102	62,704	35,205
Maintenance and Repairs	55,979	17,491	40,996
Conferences and Conventions	9,120	15,899	8,725
Marketing and Recruitment	62,841	27,325	80,730
Office Expense	27,915	10,227	10,720
Dues and Subscriptions	42,813	39,942	38,662
Insurance	59,653	61,176	72,247
Travel	41,137	2,248	29,448
Board Expenses	31,878	17,263	47,025
Vehicle Expense	387	80	508
Capital Outlay	18,989	-	9,299
Miscellaneous	6,058	9,832	11,309
Interest and Penalties	175	646	1,519
Total Expenditures	\$ 1,089,161	\$ 926,414	\$ 1,185,127



THANK YOU FOR YOUR SUPPORT!

External Individual Donors

Mary & Allen Widrowicz
John & Emily Miller
Alma Harlan
Keith Johnson
William Wegener
Chris Cline
Phillip Schultz
John Gilcrease
Jill Hanson
Paul Taylor
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