

STATE OF THE NEBRASKA INDIAN COMMUNITY COLLEGE

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**2020-2021**



*2021 Graduation!*



## 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



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### Nebraska Indian Community College

Office of the President

Macy Campus

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The Nebraska Indian Community College is pleased to share this 2020-2021 State of the College with you.

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

In 2020-2021, we have still been adapting to the global pandemic but are also moving forward. We have been cautiously opening up our facilities and bringing more on location in the safest possible manner. We continue to outfit the Tribal Broadband Wireless project which provides no cost internet access to K-14 students within the boundaries of the Santee and Omaha Reservations. We have also been approved to offer in person coursework to those in Pawnee, OK and via distance education without borders.

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 successes, and our Umo<sup>ho</sup> 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* - Pidamayaye Do - Thank you,

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

**Macy-Santee-SouthSiouxCity**

"An Equal Opportunity Provider and Employer"

## MISSION

The Nebraska Indian Community College provides quality higher education and lifelong educational opportunities for Umo<sup>o</sup>ho<sup>n</sup> (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<sup>o</sup>ho<sup>n</sup> (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 <sup>o</sup> ho <sup>n</sup> Core Value                                                                                | Literal English Translation                                                  | NICC English Core Value | Literal English Translation                                | Dakota Core Value                  |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------|------------------------------------|
| o <sup>o</sup> wo <sup>o</sup> ghe see thay no <sup>o</sup><br><br>o <sup>o</sup> wo <sup>o</sup> gisithe no <sup>o</sup>  | 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'uŋspe khuwápi<br>žhokáta énažin |
| wee <sup>o</sup> kay xte<br><br>wi <sup>o</sup> l <sup>o</sup> e xti                                                       | telling the real truth                                                       | <i>honesty</i>          | truth, sincerity                                           | wówičakhe                          |
| ou kgee kga <sup>o</sup><br><br>ukiko <sup>o</sup><br><br>geo <sup>o</sup> thah bah zhe<br><br>kió <sup>o</sup> thah bazhi | helping each other<br><br>staying by each other / not abandoning one another | <i>loyalty</i>          | stay with one other                                        | wónakičžin                         |
| ou shkou da <sup>o</sup><br><br>ušhko <sup>o</sup> údo <sup>o</sup>                                                        | good ways                                                                    | <i>generosity</i>       | to place something or somebody within your heart           | wačhánjohname                      |

|                                                                 |                                                      |                     |                                             |                             |
|-----------------------------------------------------------------|------------------------------------------------------|---------------------|---------------------------------------------|-----------------------------|
| ou thou dom bay<br><br>uthúdo"be                                | consideration /<br>restraint /<br><br>thoughtfulness | <i>humility</i>     | to humble oneself                           | wó'unšic'ie                 |
| o" thay ee yay<br><br>ó"the iye                                 | speaking softly                                      |                     |                                             |                             |
| thah 'ay kee thah<br><br>tháé kitha                             | being kind to each<br>other                          |                     |                                             |                             |
| wah no" day hee<br>day<br><br>wanó"dehide                       | showing concern<br>for others                        | <i>compassion</i>   | to be<br>compassionate                      | wó'unšida                   |
| thah 'ay wah thay<br><br>tháé wathe                             | kindness / pity                                      |                     |                                             |                             |
| ay kee ga"<br><br>ék"igo"                                       | alike                                                | <i>equality</i>     | alike, working<br>together for same<br>goal | iyúha ówaržina<br>na'unžipi |
| ee hou thay<br><br>ihuthe                                       | getting permission<br>in the right<br><br>way        | <i>respect</i>      | respectful or polite                        | wóyu'onihan                 |
| ghe g'thee yay<br>zhou bah<br><br>kigthiezhuba                  | self-respect                                         |                     | self-respect                                | ihdu'onihan                 |
| o" xte<br><br>ó"xti                                             | honored /<br>important                               | <i>honor</i>        | to honor<br>somebody by<br>words of praise  | wayu'onihan                 |
| ou thou nah zhe<br><br>uthúno"zhi"                              | to depend on<br>somebody                             | <i>trust</i>        | trusting someone                            | wačhinyarpi                 |
| ay thay<br><br>éthe                                             | kin                                                  | <i>kinship</i>      | family group                                | wótakuye                    |
| wah zhee" skah<br><br>wazhi"ska                                 | wise / mindful                                       | <i>wisdom</i>       | wisdom                                      | wóksape                     |
| Wah kgo" dah<br>wah thah ha" no"<br><br>Wako"da wathaho"<br>no" | prayerful                                            | <i>spirituality</i> | Dakota spirituality                         | Dakhód wóchekiye            |

## KINSHIP

Umonhon - ay thay Dakota - wótakuye

### Duarte, Carrillo, and Morgan Send Message to Nebraska Representatives and Senators

American Indian Higher Education Consortium (AIHEC)'s conference is typically held each year in Washington D.C. Student meet with their state senators and district representatives to share their experiences and perspectives. This yearly event is always a highlight for NICC's Student Representative, as well as NICC President, Dr. Michael Oltrogge. This year, AIHEC's in-person conference was cancelled. AIHEC used this as an opportunity for tribal college students to highlight their voices by submitting video testimonials to be sent to senators, representatives, and also featured on AIHEC's website.

NICC was very fortunate to be able to feature not just one, but two student testimonials from Adrianna Duarte (Isanti/Umo<sup>o</sup>ho<sup>o</sup>), Santee Campus General Science Studies major and Christa Carrillo (Umo<sup>o</sup>ho<sup>o</sup>), Macy Campus General Liberal Arts major. Maunka Morgan, NICC's Native American Studies and Business Department Division Head served as the interviewer and facilitator. Both Duarte and Carrillo had important messages to share with their senators and representatives.

Duarte shared about the importance of honoring mother earth on a larger level. She also expressed that there is much that policy-makers could learn about sustainability, preservation, and other ecological factors from indigenous knowledge. She says, "It's important to

give indigenous students and indigenous people a platform to spread the traditional knowledge... of the culture, of the land. I think it's important if we are heard." Duarte also spoke about the importance of tribal colleges and the impact NICC has had on her. She says, "The culture is implemented into the curriculum. This institution has brought out the beautiful things that are a part of me... This institution is for me, and I'm learning for my community."

Carrillo also shared about how her experience at NICC helped her succeed. Carrillo walked at May's 2021 Graduation Ceremony and has plans to continue in the Human Service workforce. She shares, "It's close. It's affordable. It's in my area... I love it." Carrillo "NICC helped me so much in this pandemic... They went above and beyond." Carrillo shares that her determination continues beyond the NICC classroom. She says, "I'm determined to continue on working for my tribe, helping as many kids as possible..."

Duarte and Carrillo's final words to the senators and representatives echoed similar themes. Carrillo summed it up, saying, "We are still here as people. We are still expanding, thriving, uplifting... I ask that they listen to us as people... We're here. We are going to continue to be here... I hope that they are beside us supporting us."



## BROADBAND COMES TO SANTEE AND MACY AREAS

Nebraska Indian Community College (NICC) has been equipping students with the tools they need to succeed. In Spring of 2020, NICC transitioned in-person courses to an online format mid-semester, and courses have continued remotely nearly a year later. With assistance from the Cares Act funding, NICC has been able to enhance technology, internet access, and build students' skills.

During Spring 2021, degree-seeking students received 1-on-1 laptop technology at no cost to the student, an improvement from loaner laptops issued in 2020. Loaner laptops are also available for GED, enrichment, and other non-degree-seeking students. In addition, NICC also saw the growth in rural internet access. By working with the Santee-Sioux Nation and Umo<sup>n</sup>ho<sup>n</sup> Nation on tribal broadband installations, NICC has been able to provide students unprecedented access to remote learning opportunities. Many full-time, part-time, enrichment, and dual credit students are also able to receive free internet service within a seven miles radius of Santee, Macy, Walthill, Rosalie, and Pender Nebraska. NICC's remote learning has allowed students the opportunity to focus on their health and safety without compromising their educational goals.



## STUDENT-CENTERED

UMO<sup>o</sup>HO<sup>o</sup> - ONWON GHE SEE THAY NON DAKOTA - WÓ'UNSPÉ KHUWAPI



Chastity Warrior working at NICC's Santee Campus radio station KZYK.

The Student Representative Program at NICC was developed in spring 2021. This program is an opportunity for students to provide assistance to fellow students and staff through an internship program. Representatives grow in Native culture through participation in learning activities designed to provide them with a better understanding of the individuals they will be assisting. They also develop a better understanding of the various platforms used by NICC through education and demonstration activities, which allows them to answer student questions, as needed. Participation

in the internship also provides them with invaluable work experience. They learn professionalism, customer service skills, and office duties as they provide assistance in the Student Services areas. They also represent the student body at NICC meetings and events.

As the Student Representative Internship program grows, we will be focusing more on increasing student engagement with the College. The Representatives will be developing student surveys, setting "office hours" when they can be reached by students and staff and will develop a strong presence within the NICC community.



Elizabeth Dallas giving a campus tour at Pawnee Nation College.



## HONOR OUR RELATIVES

In honor of Native American Heritage Month, NICC students answered the question of what 'Honoring Our Relatives' meant to them.

Each campus winner's entries are pictured below. Winners from each campus include: Gabriela Medina (South Sioux City), Mykal Grant (Macy), Jamie Good Bird (Santee), and Rachel Reyes (Pawnee Nation College).



Gabriela shares artwork  
by R. Medina

### Modern Day Warrior

The days of the buffalo hunt are now replaced with the hunt for jobs

The days of fishing are now replaced with fishing for scholarships

War ponies are replaced by Dodges, Fords, or Chevrolets

No longer are we equipped with bows and arrows, instead we are now equipped with laptops and smartphones

The long hours of cultivating crop are now replaced by cultivating knowledge from books

Earning a degree is now equivalent to earning an eagle feather

Thus, we are modern day warriors

This is the "new" livelihood for the Indian in the 21st century

Mykal Grant's #NICCHonorYourRelatives Entry

Mykal Grants original poem Modern Day Warrior



Jamie Good Bird shares her original textiles  
and beadwork of her daughters regalia

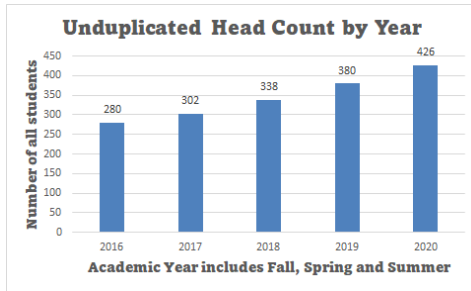


"When is the best time to plant a tree?" "Ten years ago" "...When is the next best time to plant a tree?" "Today." In other words, a tree planted 10yrs ago bears fruit & provides shade & beauty today, & if you plant a tree today, it will be ready to bear fruit 10yrs from now....  
~Honoring relatives~

Rachel Reyes  
#NICCHonoringOur  
Relatives Entry

Rachel Reyes pays tribute by sharing a  
quote & artwork.

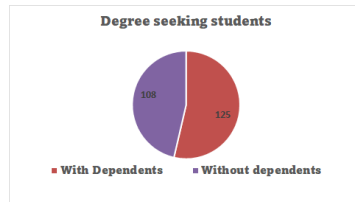
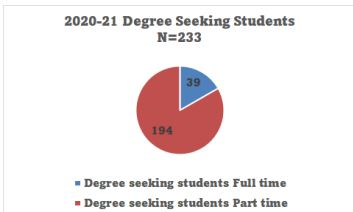
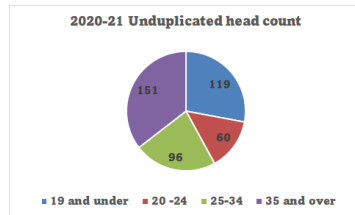
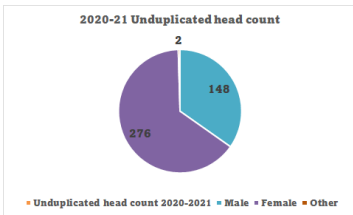
## STUDENT DATA



Nebraska Indian Community College (NICC) has grown every year, increasing the unduplicated headcount. The data here is defined in two ways - all students (degree seeking, continuing education, and dual credit students) and degree seeking (students seeking an Associate or Certificate). The N value for 2020-21 award year is 426.

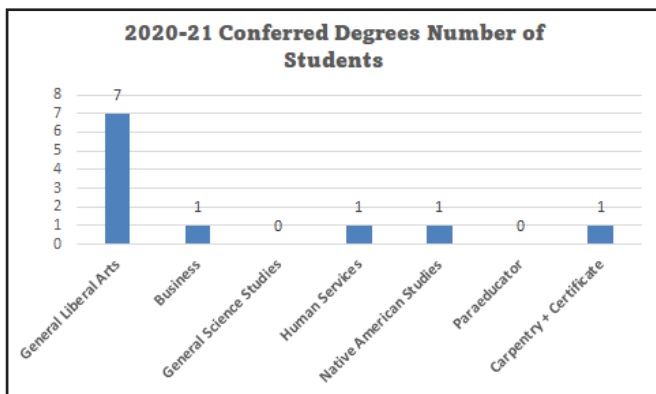
NICC wants to paint a picture with our data - sharing with our stakeholders who the students of NICC are and how they overcome to succeed in college.

Most NICC students are female with children. The reason why the number of students attending part time is significantly high is because our students maintain jobs and family while attending college.



## HONOR

UMO<sup>o</sup>HO<sup>o</sup> - ON XTE DAKOTA - WAYYU' ONIHAN



Graduation tradition at NICC involves all the essentials. Guest speakers, special family, ceremony for the graduates. NICC hosted an outdoor graduation this year to make it safer for families to gather during Covid-19. The stage was set, the gowns pressed, and feathers and beads to express the richness of the culture of our communities.

Gwen Vargas Porter, Umo<sup>o</sup>ho<sup>o</sup> Tribal Council member and Valedictorian Selena Parker gave the commencement speeches. NICC is proud to call Ms. Vargas Porter an alumni and leader in the Macy Campus community.



## WYNEMA MORRIS & JOE HARLAN: NICC'S 2021 FACULTY OF THE YEAR

NICC was proud to honor 2021's Faculty of the Year at the 2021 Commencement Ceremony: The award, based on student vote, resulted in a tie this year, and both Wynema Morris (pictured far left) and the late, Joseph (Joe) Harlan (pictured middle) were honored at 2021's Graduation Commencement.

Wynema, adjunct faculty in the Native American Studies Department, who also serves on NICC's BOD, was the first to speak. In her speech, she expressed gratitude and thanks to share this award with her friend and colleague, Joe, who passed away in January of 2021. Wynema shared her congratulations to the students and the importance of their achievement. Wynema also spoke of Joe and their experiences teaching together and learning from one another, sharing the Umo<sup>n</sup>ho<sup>n</sup> language and history. Wynema concluded her speech with the words, "We are still here" as well as her thanks for sharing this honor with her relative Joe.

Faculty of the Year, Joe Harlan taught Umo<sup>n</sup>ho<sup>n</sup> Language,

as well as served as NICC's Umo<sup>n</sup>ho<sup>n</sup> Cultural Advisor. Dr. Kristine Sudbeck shared about his encouragement as an instructor and his kindness before inviting Joe's daughter, Sariah (pictured far right), to speak and accept the award on his behalf. She shared teachings from her father including his words, "Education is how you are going to help your people." Sariah shared about his love of learning, desire to always do his best, and also the importance for all to not take our blessings for granted. Sariah concluded by sharing a prayer that her father spoke often in Umo<sup>n</sup>ho<sup>n</sup>. Sariah and her family accepted a NICC star quilt on Joe's behalf, and hugs were shared for her good words.

Faculty by Status and Highest Degree Level 2020-2021

| DEGREE LEVEL | Full-Time | Part-Time | Adjunct | Visitor* |
|--------------|-----------|-----------|---------|----------|
| Doctorate    | 2         | 0         | 5       | 3        |
| Masters      | 8         | 3         | 18      | 3        |
| Bachelors    | 1         | 0         | 6       | 0        |
| Associates   | 4         | 0         | 4       | 0        |
| High School  | 2         | 0         | 1       | 0        |

Faculty by Status and Ethnicity/Gender 2020-2021

| ETHNICITY       | Full-Time | Part-Time | Adjunct | Visitor |
|-----------------|-----------|-----------|---------|---------|
| Native American | 8         | 1         | 10      | 3       |
| Caucasian       | 7         | 2         | 23      | 3       |
| Black           | 0         | 0         | 0       | 0       |
| Asian-Indian    | 1         | 0         | 0       | 0       |
| Hispanic        | 1         | 0         | 1       | 0       |
| GENDER          | Full-Time | Part-Time | Adjunct | Visitor |
| Male            | 8         | 1         | 9       | 3       |
| Female          | 9         | 2         | 25      | 3       |

Visitor - Faculty employed outside of NICC



## NEW FACILITIES IMPROVEMENTS



Construction of solar panel racks at Macy Campus in progress.

Nebraska Indian Community College has recognized over the past many years that there is a shortage of traditional and healthy foods in the communities that the college serves. 2016 Community Assessment and 2021 assessment both indicated that a portion of the communities served by NICC believe that healthy food is a top priority, and while these reports do not show it as a dominant need, many in the community understand the effect of its absence in the health conditions related to diabetes specifically. NICC has been capitalizing on the USDA grants to realize fully functioning aquaponics/greenhouses for food production as well as linking these facilities to spaces of NICC so that they can become outdoor classrooms with sidewalks and parking areas.



Macy Campus students and contractors working on the installation of the solar panels  
May 2021



Completed panels at Macy Campus.

## NEW FACILITIES IMPROVEMENTS



Santee campus aquaponics/green house April 2021

NICC is also utilizing USDA funding to increase infrastructure with solar capability that does not 100% supply the electricity to our buildings but makes a significant impact in the amount of energy purchased to sustain the campuses. NICC also used Title III funding to develop a new language room at the Macy campus that has offices for the instructors.



From the sky - completed connection between science lab and Santee's new aquaponics/green house facility.



New Language learning space at Macy Campus - getting settled into the new classroom.

## HIGHER LEARNING COMMISSION

Nebraska Indian Community College's accrediting body is the Higher Learning Commission (HLC). "HLC is an institutional accreditor recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit degree-granting colleges and universities. Institutional accreditation validates the quality of an institution's academic programs at all degree levels, whether delivered on-site, online or otherwise. Institutional accreditation also examines the quality of the institution beyond its academic offerings and evaluates the institution as a whole, including the soundness of its governance and administration, adherence to mission, the sustainability of its finances, and the sufficiency of its resources. HLC maintains an active relationship with its member institutions, with frequent communication and regular reviews to ensure quality higher education" (HLC, 2021).

As you will read below, NICC has been quite active with our accrediting body during the 2021 year!

NICC is on the standard 10-year pathway, and on April 13th and 14th we hosted a team of peer reviewers for our mid-cycle review. We received

word that we successfully passed this review, and our accreditation has been reaffirmed. Our next comprehensive evaluation will be in the 2026-27 academic year. NICC also submitted several substantive change requests this year. In May, HLC approved NICC's request to offer 7 degree programs (all except carpentry) through distance education. This expands the modalities in which courses are able to be offered (e.g., fully online using Canvas, virtual meetings on Teams, blended with a combination of the aforementioned modalities). We are excited to be able to reach the needs of all students, wherever and however they are joining their classes.



## HIGHER LEARNING COMMISSION



In August, HLC reviewed NICC's proposal to launch our first bachelor's degree. The proposed B.A. in Business Administration and Tribal Nation Building would be combining two tracks of pre-existing associates degrees (A.A. Business with Business Administration emphasis and A.A. in Native American Studies with Tribal Contemporary Leadership emphasis) into a baccalaureate degree. The HLC peer reviewers provided constructive feedback on how our proposal might be improved for a successful launch, so we are continuing to make revisions before we resubmit for approval in 2022.

Through NICC's collaboration with Pawnee Nation College as they continue working towards their own accreditation, NICC officially requested the Pawnee, OK be considered an "additional location". In October, HLC reviewed and approved our request to officially add Pawnee Nation College as an additional location.

With our reaffirmed accreditation and recent added approvals, NICC is excited about the progress we have made thus far and look forward to our future aspirations with our accrediting body!





## PAWNEE NATION COLLEGE GARDEN PROJECT

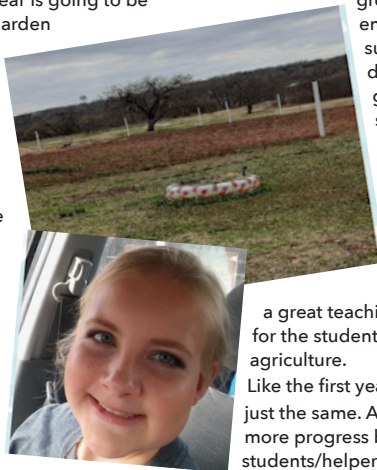
*By Elizabeth Dallas (pictured), Spring 2021 Pawnee Nation College's NICC Student Representative*

Pawnee Nation College (PNC) is an extension of NICC. At PNC, there is a garden that has been at the campus for two years. This year is going to be the third year. The garden started in the year of 2017 by Dr. Patricia Rayas from Oklahoma State University (OSU) in Stillwater, Oklahoma to do and give a probable opportunity for a program of called agriculture at Pawnee Nation College (PNC). Dr. Patricia Rayas approached this opportunity to Ms. Kim Murie and Mr. Dennis Haga to start a garden. The intention for Pani-O garden was initiated or started. The definition for Pani-O, the word Pani is the Indian word for Pawnee. The word Pani-O is short for Pawnee Agriculture Nutrition Initiative- Outreach or in other words OSU. Where the garden would be planted, is the same place where the Pawnee Indian reservation and the old Pawnee Indian boarding school took place. The capability at the time included Kim Murie as cultural, Dennis Haga as science, and another person named Montse Leon who was an intern from Mexico and OSU (Ms. Montse came to work at the school that first year). The starting point of doing the garden was rough. The size of the garden was 50 X 100-foot. It was planted with a gas-tiller. Seeds were planted with a wooden stick that was given among Deb Echohawk Pawnee Seed Preservation Project (PSPP). Dennis Haga chose a certain special kind of shape to herbage in the garden. The name of the shape is called the Pawnee Star. What the Pawnee believed in, was the Morning and Evening Star. The first of

the garden consisted of growing beans, squash, corn, cucumbers, watermelons, cantaloupes, and okra. There they also grew extensive and enormous amounts of sunflowers to keep the deer away from the garden. Like the corn, some of the seeds that they used were from the Pawnee bundles. For this, the garden was a project set for the school and the community to rally on together and

a great teaching tool to develop for the students of PNC to learn agriculture.

Like the first year, the second year is just the same. Accept they had gained more progress by gaining more students/helpers or VISTA volunteers per say. They did not have enough VISTA volunteers and students in the first year. By doing this, the VISTAS and students took turns on selling produce to the local Farmers Market and also by donating fruits and vegetables. In the month of May in the year of 2020, Dennis Haga passed away from pancreatic cancer. The beloved teacher of PNC started his career in 1979. He, Dennis Haga, had a Master of Science degree. Mr. Haga started teaching at Chelsea Schools for a length of time. From there he taught at Tulsa Community College and then went to Pawnee Nation College. He taught a total of forty years. There in the garden stands a memorial bench that is dedicated to Mr. Haga in memory of him. When anyone passes the garden, that person will remember Mr. Haga was a great teacher and all the tremendous work he gave and what he put into for the community and PNC. So in all, the garden is a great project and a wonderful way for students to use, experience, and an excellent way to learn something about agriculture.



## STUDENT SPOTLIGHT- MADISON ROSS

NICC Dual Credit Student turned NICC Alumni, Madison Ross, has been busy the past year. From Onawa, Ross earned her high school diploma in the same month that she earned her Associates Degree from Nebraska Indian Community College. Ross shares her experiences below.

### **How did you first begin taking classes with NICC?**

#### **Madison Ross (MR):**

The summer before my junior year, I started researching dual credit courses. NICC became a top priority with the close proximity and wonderful resources that they provide to students. I reached out to the admissions and with the excellent staff and support, I knew NICC was a great fit for me.

### **What made you want to continue earning your degree at NICC?**

**MR:** As I started taking classes at NICC, my advisor Dawne Price helped guide me to see the importance of achieving a two-year degree. As a high school student taking dual credits, it was challenging at times, but my professors were very encouraging and helped guide and support me along the way.

### **What is something you have learned in your dual credit courses that is unique to NICC?**

**MR:** ... [In spring] semester, I had the opportunity to take an Omaha Language course where I... [learned] the basics of speaking the language. Last year I also took



Introduction to Native American Studies that taught me about the issues facing Native Americans today. These courses opened my eyes to their culture[s] and taught me things that I wouldn't have learned at another college.

### **What are your future goals/career plans?**

**MR:** My goal... [was] to graduate this May from NICC with an Associates in General

Liberal Arts and then go on to attend a four-year college where I will take classes to receive a Bachelors in Elementary Education. After I graduate from college, I would like to teach in an elementary classroom as well as coach sports.

### **What advice would you give to high school students who may be interested in taking dual credit classes?**

**MR:** Taking dual credit classes will likely ease the transition into college. They are also a cost-effective way to earn credits and teach you how to work hard and be disciplined. If you have the opportunity to take dual credit courses, take the opportunity because it will be so worth it and rewarding in the end.

## STUDENT SPOTLIGHT- REX WEBSTER

NICC 2021 graduate, Rex Webster, has been a long-time employee of Omaha Nation Public School and has been a role model and advisor to the Macy community youth. He is an alumnus of Omaha Nation Public School and has felt the need to be a leader in his community. Rex's passion is technology, and he is currently working to support the internet for community High Schools and Nebraska Indian Community College. Rex says the following about college:

**Tell us more about your job/ internship at NICC this summer. What was your title and job duties?**

**RW:** I was brought on temporarily as IT support. My job consisted of assisting students and faculty with resources the college has available. The virtual learning environment at first presented many obstacles and I was glad I was able to assist Justine Kocian in this area.

**How has your skill-set helped support others during this transition online? (Either at full-time job or at NICC)**

**RW:** The transition pushed many to learn a lot on their own. I consider myself a kinesthetic learner and have majority of experience helping others face to face. I helped those who needed assistance remotely via Zoom, Skype for business. A big part of my job at both NICC and UNPS consists of helping others turn new concepts/ideas into common practices to be more efficient whether you're in a Microsoft or Google environment.

**You are also taking courses at NICC. What are your educational and/or career goals?**

**RW:** My goal is to continue to adapt and learn in the IT field. I am in progress of getting my COMP-TIA A+ Certification and plan to finish in the Paraeducator program with NICC.

**Are you taking any courses this fall? If so, what are you most excited for?**

**RW:** I plan on taking as many classes as I can. I'm excited to finally graduate from NICC as I have been part time for quite a while now.

**What advice would you share for students moving to online classes for the first time?**

**RW:** My advice would be to familiarize yourself with the online resources NICC has to offer. The experience you gain from NICC being a Microsoft environment will benefit you in your courses and in almost any career down the road.



## GENEROSITY

### UMO<sup>N</sup>HO<sup>N</sup> - OU SHKOU DAN DAKOTA - WACHÁNTOHNAKE



|                                  | From 7/01/2016<br>to 06/30/2017<br>Audited<br>Period Actual | From 7/01/2017<br>to 06/30/2018<br>Audited<br>Period Actual | From 7/01/2018<br>to 06/30/2019<br>Audited<br>Period Actual | From 7/01/2019<br>to 06/30/2020<br>Pre-Audit<br>Period Actual | From 7/01/2020<br>to 06/30/2021<br>Pre-Audit<br>Period Actual |
|----------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
| <b>Revenues</b>                  |                                                             |                                                             |                                                             |                                                               |                                                               |
| <u>Operating Revenue</u>         |                                                             |                                                             |                                                             |                                                               |                                                               |
| Grant and Contract Revenue       | \$ 352,003                                                  | \$ 224,552                                                  | \$ 194,785                                                  | \$ 1,245,261                                                  | \$ 801,420                                                    |
| Tribal Appropriations            | 805,720                                                     | 750,840                                                     | 750,400                                                     | 806,094                                                       | 1,000,403                                                     |
| Tuition and Fees                 | 418,024                                                     | 504,589                                                     | 540,718                                                     | 600,596                                                       | 676,700                                                       |
| Less Tuition Waivers             | (652,209)                                                   | (154,107)                                                   | (258,159)                                                   | (336,508)                                                     | (161,498)                                                     |
| Less: Federal Grant Allowance    | (323,117)                                                   | (358,822)                                                   | (298,887)                                                   | (335,174)                                                     | (333,847)                                                     |
| Investment/Interest Income       | 9,102                                                       | 8,821                                                       | 20,626                                                      | 9,011                                                         | 7,438                                                         |
| Donations Income                 | 18,604                                                      | 35,802                                                      | 53,189                                                      | 58,168                                                        | 19,538                                                        |
| Miscellaneous Income             | 23,666                                                      | 104,482                                                     | 153,763                                                     | 88,713                                                        | 311,225                                                       |
| Total Operating Revenue          | 651,793                                                     | 1,116,157                                                   | 1,156,435                                                   | 2,136,160                                                     | 2,321,379                                                     |
| <u>Non-Operating Revenue</u>     |                                                             |                                                             |                                                             |                                                               |                                                               |
| Federal Pell Grant Revenue       | 323,117                                                     | 358,822                                                     | 298,887                                                     | 335,174                                                       | 333,847                                                       |
| Total Non-Operating Revenue      | 323,117                                                     | 358,822                                                     | 298,887                                                     | 335,174                                                       | 333,847                                                       |
| <b>Total Revenues</b>            | <b>\$ 974,910</b>                                           | <b>\$ 1,474,979</b>                                         | <b>\$ 1,455,322</b>                                         | <b>\$ 2,471,334</b>                                           | <b>\$ 2,655,226</b>                                           |
| <b>Expenditures</b>              |                                                             |                                                             |                                                             |                                                               |                                                               |
| Salaries                         | \$ 433,080                                                  | \$ 322,517                                                  | \$ 272,943                                                  | \$ 292,723                                                    | \$ 290,714                                                    |
| Payroll Expenses                 | 94,871                                                      | 58,613                                                      | 84,128                                                      | 164,229                                                       | 163,774                                                       |
| Contract Labor/Consulting        | 202,687                                                     | 118,004                                                     | 123,537                                                     | 127,688                                                       | 119,940                                                       |
| Books and Institutional Supplies | 67,370                                                      | 56,686                                                      | 37,663                                                      | 21,028                                                        | 14,076                                                        |
| Utilities/Telephone              | 95,139                                                      | 81,399                                                      | 96,852                                                      | 68,530                                                        | 73,644                                                        |
| Bad Debt Expense                 | 3,556                                                       | 653                                                         | 18,400                                                      | 91,102                                                        | 62,704                                                        |
| Maintenance and Repairs          | 44,933                                                      | 70,890                                                      | 59,364                                                      | 56,219                                                        | 17,491                                                        |
| Conferences and Conventions      | 19,289                                                      | 10,126                                                      | 3,080                                                       | 11,355                                                        | 15,899                                                        |
| Marketing and Recruitment        | 49,230                                                      | 11,963                                                      | 42,150                                                      | 62,841                                                        | 26,947                                                        |
| Office Expense                   | 37,966                                                      | 27,247                                                      | 38,077                                                      | 36,004                                                        | 10,227                                                        |
| Dues and Subscriptions           | 56,359                                                      | 26,899                                                      | 33,909                                                      | 43,533                                                        | 39,942                                                        |
| Insurance                        | 75,244                                                      | 65,034                                                      | 50,005                                                      | 59,653                                                        | 61,176                                                        |
| Travel                           | 95,176                                                      | 41,675                                                      | 36,497                                                      | 58,978                                                        | 2,248                                                         |
| Board Expenses                   | 46,038                                                      | 25,164                                                      | 18,522                                                      | 31,878                                                        | 17,263                                                        |
| Vehicle Expense                  | 20,234                                                      | 7,103                                                       | 16,029                                                      | 387                                                           | 80                                                            |
| Capital Outlay                   | 3,222                                                       | 149                                                         | 65,741                                                      | 38,804                                                        | -                                                             |
| Miscellaneous                    | 27,256                                                      | 5,855                                                       | 6,432                                                       | 15,448                                                        | 9,832                                                         |
| Interest and Penalties           | 851                                                         | 404                                                         | 191                                                         | 175                                                           | 646                                                           |
| <b>Total Expenditures</b>        | <b>\$ 1,372,501</b>                                         | <b>\$ 930,381</b>                                           | <b>\$ 1,003,520</b>                                         | <b>\$ 1,180,575</b>                                           | <b>\$ 926,604</b>                                             |

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