EXECUTIVE SUMMARY OF STRATEGIC PLAN GOALS

2024-2029
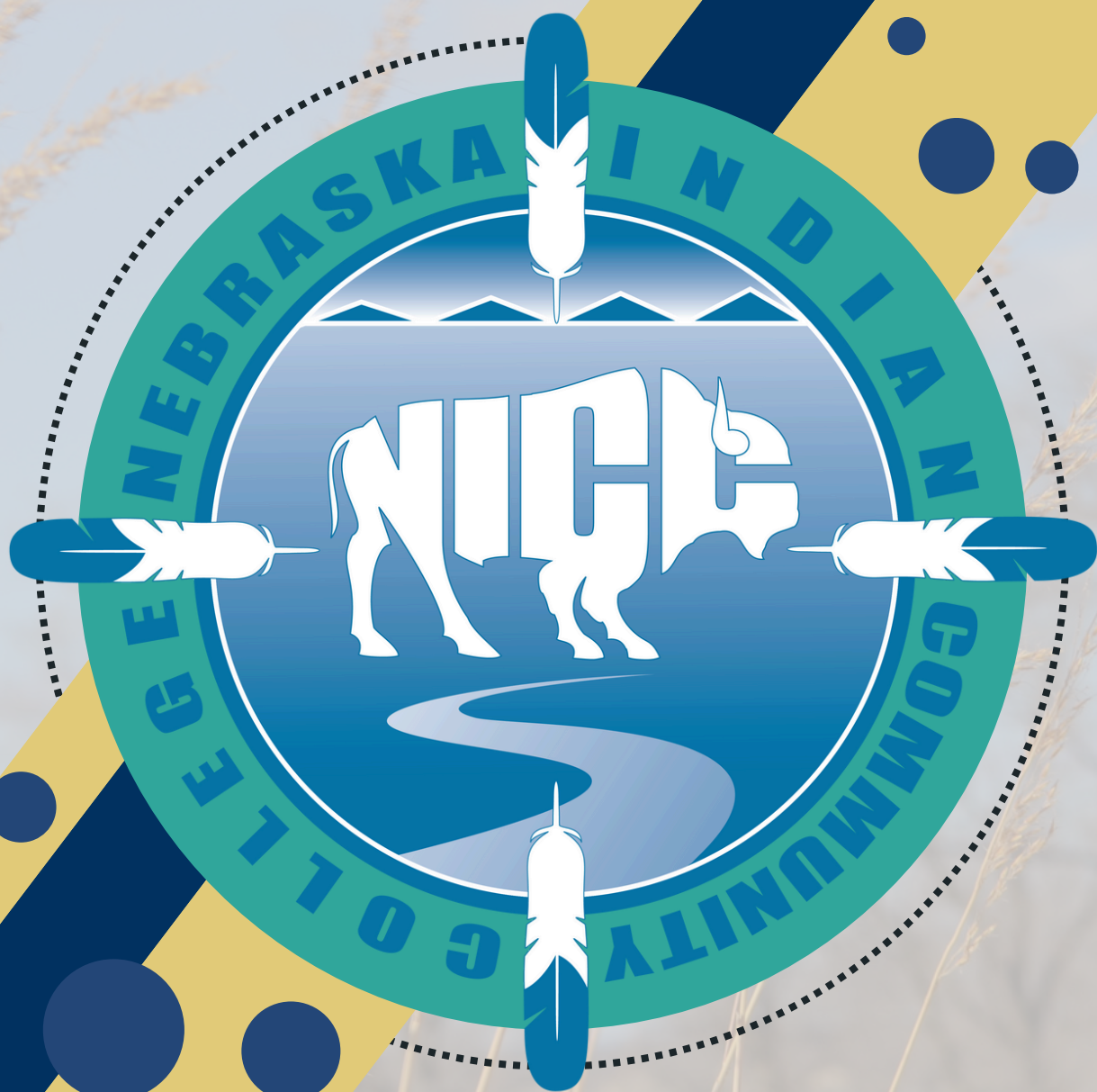
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Mission

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

Vision

Nebraska Indian Community College is envisioned as a comprehensive Tribal College which values service through high quality education. The college is distinctive in serving the diverse people of the Umo$_n$ho$_n$ (Omaha) and Isanti (Santee Dakota) Nations. It features an enriched living and learning environment and year-round operation. The identity of the college is framed by a substantive commitment to multicultural learning.

Institutional programs value and cultivate the creative and productive talents of learners, faculty, and staff, and seek ways to contribute to the self-sufficiency of the Nations served, the well-being of our communities, and the quality of life and development of its learners, faculty, and service areas.

Goals

- Prepare individuals for their roles as effective tribal members and citizens in a changing and complex environment.
- Integrate, revitalize and preserve Umo$_n$ho$_n$ and Isanti culture throughout the college environment, including but not limited to: history, Umo$_n$ho$_n$ language, Dakota language, games, songs, arts/crafts and the way of life.
- Expose students to and expand the mission driven curriculum in the arts, humanities, communication, sciences, mathematics, social sciences, and Native American studies.
- Build skills for lifelong learning.
- Provide an enhanced, sustainable, positive learning environment.
- Organize, manage, and finance higher education for NICC as a model Tribal College.
- Integrate learning in ways that cultivate an individual's understanding and ability to think about large and complex subjects, formulate and analyze valid concepts, solve problems, and clarify values.

Strategic Planning Process

1. *Reflect*- Identify factors which may have inhibited certain goals being met during last Strategic Plan.
2. *Seek Guidance*- Internal and external constituents.
3. *Develop*- Using guidance received from internal and external constituents, develop strategic goals that are specific, measurable, attainable, realistic, and time-based.
4. *Identify*- For each goal, identify the resources (physical, human, financial, and technological) necessary to achieve that goal.
5. *Delegate*- Each goal should have its own lead to organize, implement, and report progress.
6. *Assess*- Progress reports to the Board of Directors on reaching the goals of the strategic plan.
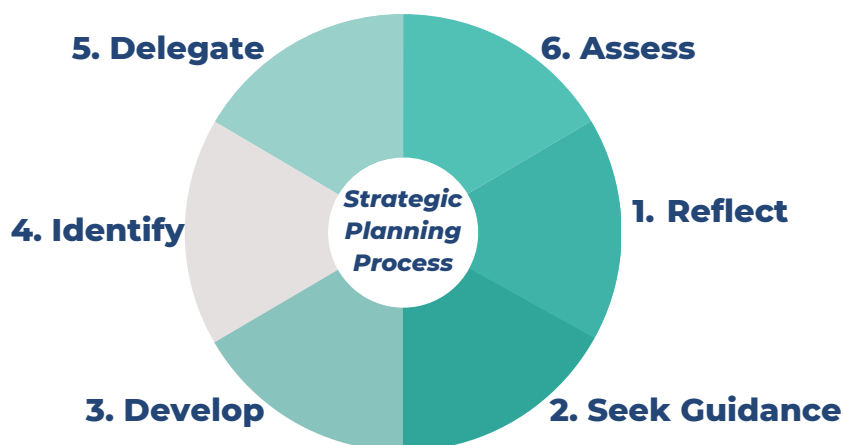
This process needs to be cyclical in nature (i.e., Open Systems Model), as assessment and reflection always feed back into how we need to plan. It is also important that the strategic plan is incremental, and in the future, we would like to develop ways to track each goal separately with its own annual operating plan and annual operating budget to support the strategic plan. This will give us short term snapshots of progress. In addition to being cyclical and incremental, NICC's Strategic Planning process by utilizing an operating plan format, allows the college to address contingencies as they emerge must also incorporate a contingency plan to map out alternative plans when external and internal factors come into play (e.g., the COVID pandemic). By being forthright in anticipating additional challenges, we will inherently build in the capacity to adapt if necessary.

Strategic Plan Goals

1 PROVIDE ACCESS TO, CULTIVATE, AND INTEGRATE UMONHON AND ISANTI (DAKOTA) LANGUAGES AND CULTURES.

2 STRENGTHEN THE COLLEGE THROUGH SOUND FISCAL AND INSTITUTIONAL EFFECTIVENESS PRACTICES THAT FOCUS ON CONTINUAL ENGAGEMENT AND STUDENT SUCCESS.

3 PROMOTE EMPLOYEE AND INSTITUTIONAL EXCELLENCE THROUGH OPEN COMMUNICATION AND TRANSPARENCY, INVESTMENTS IN PURSUING DEVELOPMENT OPPORTUNITIES, AND ENHANCED INSTITUTIONAL RESEARCH ACTIVITIES.

4 ENHANCE THE STUDENT EXPERIENCE TO PROMOTE WELL-BEING, STUDENT SATISFACTION, STUDENT EFFORT, AND OVERALL STUDENT SUCCESS IN PURSUIT OF DEVELOPING EFFECTIVE LEADERS, MEMBERS, AND CITIZENS WITHIN LOCAL, TRIBAL, NATIONAL, AND GLOBAL COMMUNITIES.

5 SERVE AND HONOR OUR COMMUNITIES.

Goal 1

Provide access to, cultivate, and integrate Umonhon and Isanti (Dakota) languages and cultures.

1.1. Cultivate language learning via natural, integrated conversation.

Task 1.1.1. | 1.1.2. | 1.1.3	Benchmark 1.1.1.1 - 1.1.3.2.	Month Begin | End
1.1.1. Strengthen the Umoⁿhoⁿ and Dakota language programs' human capacity	• Sustained presence of two FTE of each Umoⁿhoⁿ and Dakota language faculty (male and female) in the classroom	1 | 48
	• Hire a Dakota Language Curriculum specialist	1 | 48
1.1.2. Develop language faculty capacity for language teaching methods based in natural, integrated conversation	• Gather faculty and other engaged staff weekly for minimally structured conversational practice building a culturally comfortable immersion space and faculty capacity	1 | 48
	• Engage with peer programs within our communities and externally (e.g., AIHEC, Dhegiha Gathering and Siouan and Caddoan Languages and Linguistics Conference, Dakota language alliance, Umonhon-Ponca Language gathering)	1 | 12
	• Identify motivated, talented language students, recruit them into internship and other apprenticeship-like paths, support them in completing their education, and encourage them to pursue a career in Umoⁿhoⁿ or Dakota language and culture	1 | 12
1.1.3. Explore and develop language assessment capacity tools	• Coordinate with AIHEC and other TCU's on profeciency levels such as novice, intermediate, advanced and superior (for example as shown in ACTFL) and in other Oral Proficiency Interviews coinciding with the necessary training and professional development to utilize the training.	1 | 60
	• Implement placement assessments for students who are capable of bypassing introductory Umoⁿhoⁿ/Dakota language coursework or who wish to document language skills for transfer- or job-related or other reasons	48 | 60

1.2. Sustain cultural outreach programming in which our Elders, Active Listeners, and younger learners interact naturally.

Task 1.2.1. | 1.2.2. | 1.2.3	Benchmark 1.2.1.1. - 1.2.3.2.	Month Begin | End
1.2.1. Strengthen intergenerational outreach and community expertise and empowerment approach to the point where they impact our students and classrooms directly	• The college will offer the opportunity for Elders, Active Listeners, and younger learners to attend four intergenerational gatherings (Spring Speaker Summit, Graduation, Ghost Stories, Harvest Gathering) annually.	1 | 12
1.2.2 Develop cultural competence amongst our employees and students	• A percentage of participants will successfully course complete NASP courses with a C or better. A benchmark will be made in year one and will be targeted for a 5% increase annually.	1 | 12
	• A percentage of of employees will have taken a minimum of 3 NASP courses. A benchmark will be made in year one and will be targeted for a 5% increase annually.	1 | 12
1.2.3. Integrate languages and cultures on our landscape	• 90% of the door signage on campus will have their corresponding Dakota or Umonhon equivalants	1 | 24
	• A program of survival phrases/Word of the month will created and dissementated widely (for example on the website, social media, Facebook/YouTube postings, All-Staff meetings, radio) with at least 12 words or phrases per year in Umonhon and Dakota.	1 | 12

1.3. Provide culturally appropriate access to digital databases of Umoⁿhoⁿ and Isanti (Dakota) language and historical documentation.

Task 1.3.1. - 1.3.8.	Benchmark 1.3.1.1. - 1.3.8.1.	Month Begin | End
1.3.1. Create process and protocol of digitization	• Evaluate the NICC Archives Standard Operating Procedure and form for digital and physical archives.	1 | 12
1.3.2 Call upon Native American Studies advisory committee with representatives from the Umoⁿhoⁿ and Isanti (Dakota) communities to guide the project.	• Establish the advisory committee within 3 months and hold the first meeting within 4 months.	1 | 4
1.3.3. Inventory existing physical and digital materials related to Umoⁿhoⁿ and Isanti (Dakota) languages and histories.	• Complete the initial inventory within 24 months.	1 | 24
1.3.4. Prioritize materials for digitalization based on their cultural significance and preservation needs.	• Develop a prioritization plan within 14 months.	1 | 14
1.3.5. Digitize selected materials with appropriate metadata and cultural context.	• Begin digitization process within 16 months and aim to complete current inventory within 36 months.	16 | 36
1.3.6. Develop or customize a digital platform to host the databases, ensuring it is user-friendly and accessible.	• Complete the development or customization of the platform within 18 months.	1 | 18
	• Integrate culturally appropriate features, such as language support and cultural annotations and complete testing within 24 months.	18 | 42
1.3.7. Train community members and relevant stakeholders on using the digital databases and providing feedback.	• Conduct initial training sessions within 60 months.	48 | 60
1.3.8. Develop instructional materials and support resources for users.	• Create and distribute materials within 60 months.	48 | 60

1.4. Provide culturally appropriate access to both Umoⁿhoⁿ and Isanti (Dakota) artifacts and documents.

Task 1.4.1. - 1.4.4.	Benchmark 1.4.1.1. - 1.4.4.1.	Month Begin | End
1.4.1. Develop and implement a conservation plan for physical artifacts and documents, including cleaning, repair, and climate control digitization.	• Finalize the conservation plan within 24 months and begin implementation immediately after.	1 | 24
1.4.2 Collaborate with cultural experts to ensure that the presentation and description of artifacts and documents are respectful and accurate.	• Develop and finalize culturally appropriate guidelines for representation within 36 months.	1 | 36
1.4.3. Provide training for staff and volunteers on culturally sensitive handling and interpretation of artifacts and documents.	• Conduct training sessions within 48 months of finalizing guidelines.	36 | 60
1.4.4. Develop educational resources and workshops for community members and students on the significance of the artifacts and documents.	• Create and distribute educational materials within 50 months.	48 | 60

Goal 2

Strengthen the college through sound fiscal and institutional effectiveness practices that focus on continual engagement and student success.

2.1 Institutional Effectiveness functions are balanced and successful in the long-term sustainability derived from sound practices directly impacting recruitment, enrollment, retention, and completion.

Task 2.1.1. - 2.1.4.	Benchmark 2.1.1.1. - 2.1.4.5.	Month Begin | End
2.1.1. Redesign and implement a Strategic Enrollment Management Plan	• Create a strategic enrollment management plan that includes goals, tactics, and metrics for monitoring success, including persistence, retention and graduation rates within the first 8 months.	1 | 24
	• Begin implementing the strategic enrollment management plan within 24 months and adjust based on interim performance assessments annually.	12 | 60
2.1.2 Assess Each Department's Contribution to Institutional Effectiveness	• Conduct a thorough assessment of each department's role and performance in supporting institutional effectiveness within the first 24 months.	1 | 24
	• Develop and implement action plans based on the assessment results to address identified issues and improve departmental contributions by the end of the 30th month.	24 | 30
2.1.3. Create and Document SOPs for Institutional Operations	• Review and assess current operational procedures and identify areas needing improvement within the first 12 months.	1 | 12
	• Develop and finalize comprehensive SOPs covering strategic enrollment management, departmental assessment, and institutional operations within 24 months.	12 | 24
	• Implement and begin using the SOPs across relevant departments by the end of the 30th month.	24 | 30
2.1.4. Develop and implement a Relationship Marketing Strategy.	• Conduct a comprehensive inventory and analysis of current recruitment, enrollment, and retention practices within the first 12 months.	1 | 12
	• Develop and document the Relationship Marketing Strategy, including segmentation, personalization, and engagement techniques, by the end of the 18th month.	12 | 18
	• Roll out the new Relationship Marketing Strategy and begin its implementation within 24 months.	18 | 24
	• Evaluate the effectiveness of the Relationship Marketing Strategy through metrics like engagement rates, application numbers, and retention statistics by the starting with of the 48th month.	36 | 60
	• Complete initial training for all relevant staff by the end of the 36th month and provide ongoing training as needed throughout the 5-year period.	18 | 60

2.2 Develop long-term institution-wide sustainability through sound fiscal practices.

Task 2.2.1. - 2.2.6.	Benchmark 2.2.1.1. - 2.2.6.4.	Month Begin | End	
2.2.1. Redesign and Implement a Revised Budgeting Process	• Conduct a review of the current budgeting process and identify areas for improvement within the first 6 months.	1 | 6	
	• Develop and document the revised budgeting process, incorporating best practices and stakeholder input, by the end of the 12th month.	6 | 12	
	• Implement the new budgeting process and provide training to relevant staff within the first 18 months.	12 | 18	
	• Monitor and evaluate the effectiveness of the revised budgeting process and make necessary adjustments by the end of the 30th month.	18 | 30	
2.2.2 Develop and Implement Grant Management Procedures	• Assess current grant management practices and identify gaps and areas for improvement within the first 9 months.	1 | 9	
	• Develop and document comprehensive grant management procedures, including tracking and reporting mechanisms, by the end of the 18th month.	10 | 18	
	• Implement the new grant management procedures and train staff on the new process within the 24th month.	18 | 24	
	• Review the effectiveness of the grant management procedures and make adjustments based on feedback and performance data by the end of the 36th month.	24 | 60	
2.2.3. Develop and Deliver Training Programs for Grant Management	• Develop a training curriculum covering grant management, cuff accounts, grant sources, and transparency within the first 12 months.	1 | 12	
	• Conduct training sessions for relevant staff within the 18th month.	12 | 18	
	• Evaluate the effectiveness of training programs through assessments and feedback by the end of the 24th month and adjust as necessary.	18 | 60	
2.2.4. Enhance Alumni and Digital Engagement to Increase Endowment Funds	• Develop a strategy for increasing endowment funds through alumni engagement and digital presence on social media platforms within the first 12 months.	1 | 12	
	• Launch the alumni engagement and digital presence strategy and begin outreach efforts by the end of the 18th month.	12 | 18	
	• Achieve a measurable increase in endowment funds, with a specific target amount set for each year, by the end of the 36th month and review annually.	18 | 36	

2.2 Develop long-term institution-wide sustainability through sound fiscal practices.

Task 2.2.1. - 2.2.6.	Benchmark 2.2.1.1. - 2.2.6.4.	Month Begin | End

2.2.5.
Develop and Implement Planned Giving and Donation Plans

- Create a comprehensive planned giving and donation plan, including marketing and outreach strategies, within the first 15 months.

1 | 15

- Launch the planned giving and donation initiatives and begin soliciting donations by the end of the 18th month.

15 | 18

- Review the effectiveness of the planned giving and donation plans annually and make improvements based on performance data and feedback, with a comprehensive evaluation by the 36th month.

18 | 60

2.2.6.
Develop and Implement Inventory Protocols

- Assess current inventory management practices and identify areas for improvement within the first 9 months.

1 | 9

- Develop and document new inventory protocols, including tracking and reporting procedures, by the end of the 15th month.

9 | 15

- Implement the new inventory protocols and train staff on the new procedures by the end of the 18th month.

15 | 18

- Monitor and evaluate the effectiveness of the new inventory protocols and adjust as necessary by the end of the 30th month.

18 | 60

Goal 3

Promote employee and institutional excellence through open communication and transparency, investments in pursuing development opportunities, and enhanced institutional research activities.

3.1 Pursue employee excellence through professional development engagements and foster open communication and transparency amongst all stakeholders.

Task 3.1.1 - 3.1.9	Benchmark 3.1.1.1. - 3.1.9.4	Month Begin | End
3.1.1. Update Employee Handbook	• Review and update the employee handbook, including policies and procedures, within 24 months. • Distribute the updated handbook to all employees and provide training on changes by the end of the 36th month.	1 | 24 24 | 36
3.1.2. Improve Employee Orientation Programs	• Develop and implement a comprehensive new employee orientation program including some branded gear within 12 months. • Review and refine the orientation program annually based on feedback and effectiveness.	1 | 12 12 | 60
3.1.3. Develop and Implement Supervisory Training Programs	• Create and roll out supervisory training programs, including coaching, mentoring, documentation processes, communication expectations, and onboarding processes within 18 months. • Conduct evaluations of training effectiveness and make necessary adjustments by the end of the 24th month.	1 | 18 24 | 60
3.1.4. (Re)design an annual evaluation tool that includes a space for professional development plans (including goals and resources)	• Develop a framework for annual evaluations that includes criteria, process, and feedback mechanisms, including a review of COLA/Merit based systems within 12 months. • Conduct annual reviews and updates to the professional development plans based on progress and feedback, with the first review completed by the end of the 18th month. • Review the effectiveness of the evaluation system and make necessary adjustments annually, with the first review completed by the end of the 36th month.	1 | 12 12 | 24 36 | 60
3.1.5. Continue to schedule and conduct monthly staff and faculty gatherings with at least three per year in person	• Evaluate the effectiveness of these gatherings through feedback surveys every 6 months and make adjustments as needed.	1 | 60

(Cont.) 3.1 Pursue employee excellence through professional development engagements and foster open communication and transparency amongst all stakeholders.

3.1.6. Develop Pay Schedule	• Conduct a comprehensive needs assessment and market research for salary and non-salary positions within 6 months.	1 | 6	▰▱▱▱▱
	• Develop initial pay structure models and gather stakeholder feedback within 12 months	6 | 12	▱▰▱▱▱
	• Refine the pay schedule based on feedback and finalize the design within 36 months.	12 | 36	▱▰▰▱▱
3.1.7. Conduct Exit Surveys and Develop a Succession Plan	• Implement exit surveys for departing employees to gather feedback on their experience within 12 months.	1 | 12	▰▱▱▱▱
	• Develop and implement a succession plan to ensure continuity in key positions by the end of the 36th month.	1 | 36	▰▰▰▱▱
3.1.8. Review or develop and update the following plans:	• Develop a Strategic Communication Plan for media outreach, public relations, engagement with community influencers, standardized wording and e-mail templates and a master calendar with resources and then review annually.	1 | 12	▰▱▱▱▱
	• Review and update existing emergency management plan within __ months and then annually.	1 | 12	▰▱▱▱▱
	• Review and update the business continuity plan within __ months and then revise annually.	12 | 24	▱▰▱▱▱
	• Review and update the existing disaster recovery plan by and then annually.	12 | 24	▱▰▱▱▱
	• Review and update existing marketing plan within and then annually.	1 | 12	▰▱▱▱▱
3.1.9. Ensure the safety of NICC's students and properties	• Annually review policies and procedures to ensure compliance with Title IX	1 | 60	▰▰▰▰▰
	• All employees need to complete the Title IX training annually.	1 | 60	▰▰▰▰▰
	• Develop written information for "victims/survivors" on their rights, options and resources	1 | 12	▰▱▱▱▱
	• Conduct a security awareness program, hostile intruder, safety walk, alcohol and drug use training, training on an annual basis.	1 | 60	▰▰▰▰▰

3.2 Develop and expand academic and non-academic offerings.

Task 3.2.1 - 3.2.4	Benchmark 3.2.2.1. - 3.2.4.3	Month Begin | End
3.2.1. Enhance and strengthen program level assessment.	• Review and clarify program learning outcomes for all credentialed programs	1 | 18
	• Synthesize outcomes for all PLOs with summary of results and plans for improvement	1 | 60
3.2.2. Conduct a Community Needs Assessment to identify revised community needs no later than in 2026	• Complete a community needs assessment.	1 | 9
3.2.3. Develop and Implement Supervisory Training Programs	• Identify expected outcomes and assessment instruments	1 | 12
	• Collect data regularly and report longitudinal summary of results with plans for improvement	12 | 60
	• Update the Academic Master Plan Annually	1 | 60
	• Complete Program Reviews on four-year rotation	1 | 60
	• Continue to meet with advisory committees by discipline twice per year	1 | 60
	• Forecast Feasibility Studies for new credentialed programs based on data from the community needs assessment	1 | 60
	• Align grant writing with the community needs assessment and program reviews for academic programming	1 | 60
3.2.4. Enhance and stengthen Non-Credit Workshops, Co-Curricular and Gen Ed Assessment	• Continue to offer co-curricular activities with identified expected outcomes and assessment instruments	1 | 60
	• Begin aligning gen ed assessment with the TRIBAL Attributes for data collection an analysis	36 | 48
	• Collect data regularly and report longitudinal summary of results for the TRIBAL Attributes with plans for improvement	1 | 60
	• Create and implement advisory groups within 12 months and annually;	1 | 12
	• Forecast 24 non academic offerings annually	1 | 60
	• Report non academic programs in empower with training in 6 months and annually.	1 | 6
3.2.5. Enhance and Strengthen Student Learning Outcomes	• Collect syllabi every term	1 | 60
	• Synthesize student learning outcomes for every course (including revisions to standardized syllabi from the Nebraska Transfer Initiative)	1 | 60
	• Course assessments completed for each course each term	1 | 60
	• Course map student learning outcomes to all program learning outcomes	36 | 60
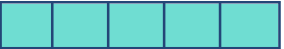
Goal 4

Enhance the student experience to promote well-being, student satisfaction, student effort, and overall student success in pursuit of developing effective leaders, members, and citizens within local, tribal, national, and global communities.
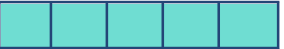
4.1. Enhance activities that impact student engagement and sense of belonging.

Task 4.1.1	Benchmark 4.1.1.1. - 4.1.1.5	Month Begin | End
4.1.1. Establish activities to increase student engagement and foster a sense of belonging	• Offer 4 family engagement activities on each campus	1 | 60
	• Offer 4 virtual engagement activities for all students	1 | 60
	• Evaluate the current status of NICC merchandise and create an online swag shop.Process NICC student ID's	12 | 60
	• Process NICC student ID's	1 | 60
	• Review CCSSE Data from previous years to examine students' connectedness and belonging to the institution within the first 12 months.	24 | 36

4.2. Create a sense of balance in students.

| Task 4.2.1 - 4.2.3	Benchmark 4.2.1.1. - 4.2.3.2	Month Begin | End
4.2.1. Provide and Develop Employability Skills in Students	• Organize workshops or courses that include mock interviews and resume-building sessions. These workshops can be facilitated by career services or industry professionals.	1 | 60
	• Develop partnerships with local businesses and organizations to provide students with internship opportunities. Create an online platform or portal where students can access information about these opportunities.	1 | 60
	• Leverage a career services platform to provide students with resources related to job search, resume writing, and career planning. Ensure it is integrated into the curriculum and easily accessible to students.	1 | 60
	• Offer one-on-one career counseling sessions to help students understand their career interests and set goals.	1 | 60
	• Provide guidance on how to navigate the job market and prepare for the transition from college to the workforce.	1 | 60
4.2.2. Provide tools and resources needed for the development of soft skills and academic success.	• Incorporate modules on soft skills development, including communication, teamwork, and problem-solving into EDUC 1010 - Student Success Strategies.	1 | 60
	• Ensure the EDUC 1010 Student Success Strategies course is aligned with early momentum metrics, such as completion within the first year.	1 | 60
	• Organize and offer regular workshops on topics like time management, effective communication, stress management, study techniques, note-taking strategies, personal goal setting, and exam preparation tips.	1 | 60
	• Provide access to counseling services, mental health workshops, and stress-relief activities. Promote mental health awareness and support services on campus.	1 | 60
4.2.3. Provide opportunities for students to engage in peer-to-peer interactive projects and systematically improve student-peer support.	• Continue to offer Faculty Reflection Series to enhance peer engagement strategies.	1 | 60
	• Assess how well faculty are increasing peer engagement within their courses each term through faculty classroom observations.	1 | 60

Goal 5

Serve and honor our communities.

5.1. Increase the communities' confidence and satisfaction in NICC by enhancing
5.2. Actively engage in our communities and seek to provide equitable access to opportunities, services, and resources.
5.3. Strengthen NICC's sense of cultural identity through community collaborations and partnerships.
5.4 Ensure that NICC is appropriately internally documenting our engagement in partnerships.

Task 5.1.1 - 5.4.1	Benchmark 5.1.1.1. - 5.4.1.1	Month Begin | End	
5.1.1. Build and maintain relationships with key community leaders, influencers, and media outlets to enhance NICC's presence and reputation.	• Monitor and Evaluate Impact by assessing the effectiveness of relationship-building activities to ensure they are enhancing community confidence and satisfaction.	1 | 60	
5..2.1. Provide equitable academic opportunities, services and resources through increasing transfer articulation agreements, library services, computer services and internet access.	• Continue to update and provide access to referral lists for food and housing support services, vocational rehabilitation services, and other needs • Continue to offer reasonable accommodations for students with disabilities through guidance from our Educational Access team	1 | 60 1 | 60	
5.3.1. Engage in and provide interactions involving songs, spiritual ceremonies, regalia, dance, games, arts, and values through formal and informal activities.	• Offer a minimum of 24 extension workshops per year at each of our campus locations • Participate in 2 pow wows per year • Host 2 events in the Earth Lodge annually • Host at least one handgames annually	1 | 60 1 | 60 1 | 60 1 | 60	
5.4.1. Clearly define parameters of expectations between NICC and partners to ensure fair and equitable allocation of all resources involved in fulfilling the partnership, articulation agreement and/or MOU.	• Create standardized forms for contracts, MOU's, articulation agreements that include timelines and benchmarks of expectations of partnerships.	1 | 24	

Data Sources

SOAR Survey Results
Santee Elders Meeting Questionnaires
Omaha Elders Meeting Questionnaires
2021 Community Needs Assessment
2022 Community Engagement Results
2018-2022 Strategic Plan Final Report
NURO Results, 2021FA
Omaha Tribe Planning Document
Santee Tribe Planning Document
Achieving the Dream 3-year action plan, May 2018
Achieving the Dream 2021 Annual Reflection Worksheet
Achieving the Dream 2022 Annual Reflection Report
Achieving the Dream Action Plan, 2020 Revised,
Data & Tech Capacity Building Planning Tool
Enrollment Management Plan Benchmark Report, March 2022
Enrollment Management Plan, power point
Facilities Signage Master List
Graduate Exit Surveys, Results as of September 21, 2022
Cyberinfrastructure Strategic Plan
Workforce Development Surveys
CCSSE 2022
CCSSE 2021
CCSSE 2020
CCSSE 2019
CCSSE 2018
CCFSE Spring 2018
CCSSE Spring 2018
Stop out / Withdrawal surveys 2018-2022 aggregate results
IPEDS
PDP
AIHEC AKIS AIMS A fall 2022
AIHEC AKIS AIMS A fall 2021
AIHEC AKIS AIMS A fall 2020
AIHEC AKIS AIMS A fall 2019
AIHEC AKIS AIMS A fall 2018
Internal Enrollment data - 2022FA
Achieving the Dream Student Success Report, NSC, 2018SP
Updated Job Descriptions
Framework for Master Facilities Plan - Construction document
Stop out / withdrawal survey results as of July 11, 2022
NICC Application Question #17 results "How did you hear about NICC?"
Course Completion Rates
Grade Incentive Program Results, 2022SP
NICC SOAR Survey Results, Spring 2022
Internal Enrollment data - 2022FA
Nation Building Seminar- Summary Report Summer 2024
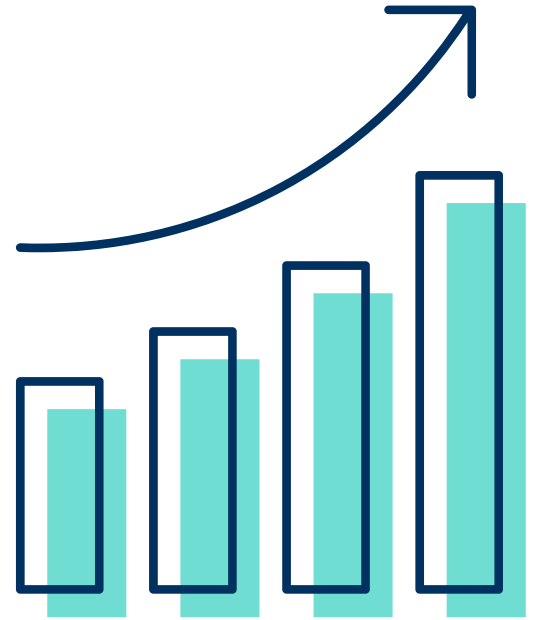
Stakeholder Engagements

November 13, 2023- South Sioux City

Community Focus Group

November 14, 2023- Santee Campus

Community Focus Group

November 28, 2023- Macy Campus

Community Focus Group

April 24-25, 2024- Native Nations

Institute "Nation Building" Seminar

October 4, 2024- All-staff

Prioritization exercise

with Shawna Herwick

Acknowledgements

This executive summary of strategic goals has been completed in collaboration with the following persons:

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