

STRATEGIC PLAN

2018-2022

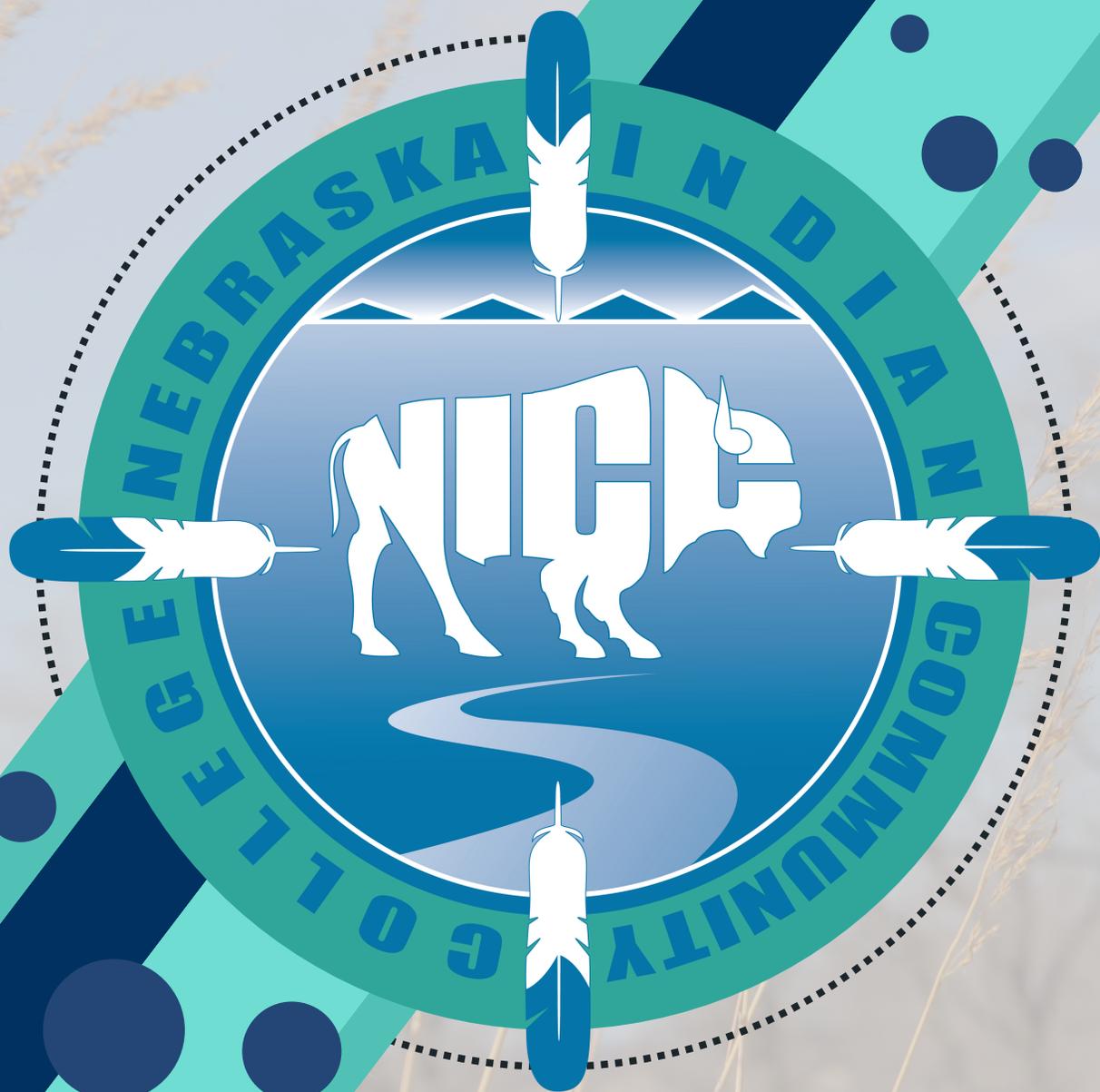


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Message from the President

The 2018 – 2022 Strategic plan was an ambitious, yet attainable plan. As demonstrated in this report, the college has had some exciting accomplishments over a time period when the world had its largest disruption since World War II. The college has had its struggles during this time period as well, and the goals that are still meaningful that have not been completely fulfilled are planned to be migrated into our next plan in one shape or another. We would like to thank our UmoNhoN and Isanti communities, our Elders, our councils, our K-12 schools, our students, board, faculty and staff, and all collaborators, as I am certain to have missed some, for working with us throughout this time and we encourage your input and continued work with us into the next five years!

Wibthahon – Pidamayedo – Thank you

Michael "Mike O." Oltrogge, Ph.D.

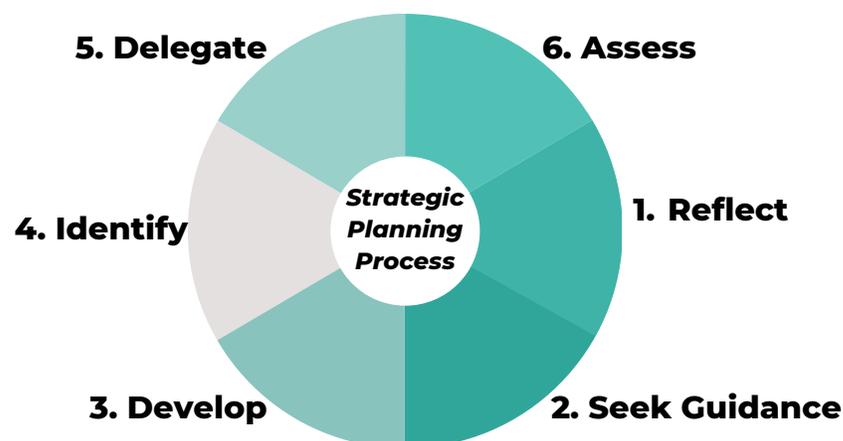
President

Nebraska Indian Community College



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 (see examples in tables on p. 8 of 2018-2022 Strategic Plan).
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

PRESERVE, CULTIVATE, FOSTER UMONHON AND ISANTI LANGUAGES AND CULTURES

2

CREATE AN ENVIRONMENT TO ASSIST TRIBAL NATION BUILDING THROUGH EDUCATIONAL OPPORTUNITIES SO THAT INDIVIDUALS BECOME EFFECTIVE LEADERS, MEMBERS, AND CITIZENS WITHIN LOCAL, TRIBAL, NATIONAL, AND GLOBAL COMMUNITIES

3

STRENGTHEN THE COLLEGE THROUGH OPEN COMMUNICATION, TRANSPARENCY, FUTURE PLANNING, SHARED GOVERNANCE, AND SOUND FISCAL AND INSTITUTIONAL PRACTICES

4

ENHANCE ACADEMICS THROUGH STRONGER AND EXPANDED ACADEMIC AND COMMUNITY EDUCATIONAL PROGRAMS THAT MEET THE SOCIAL, CULTURAL, AND ECONOMIC ASPIRATIONS, NEEDS, AND VALUES

Goal 1

To preserve, cultivate, and foster UmoNhoN and Isanti Dakota languages and cultures

1.1. To sustain and revitalize cultural identity development through songs, spiritual ceremonies, regalia, dance, games, arts and values

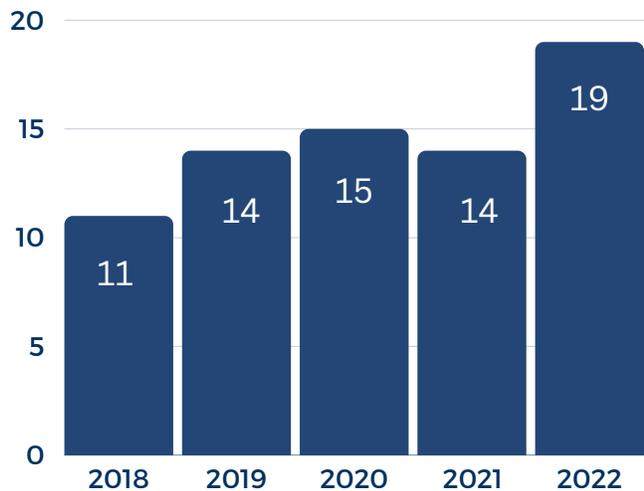
1.2. Increase opportunities for learning the Indigenous languages

Strategic Achievements	Activity / Project	Data / Outcome
Offer opportunities to learn	Course Offerings on Indigenous Languages, Cultures, Histories	<ul style="list-style-type: none">• 168 Course offerings (excludes 2022FA)• 2,349 Credits Accumulated (excludes 2022FA)• 66 New courses (9 officially on the books; 57 taught as Special Topics or Internships)• 23 Dual-Credit language offerings
Research Immersion and/or Language Nest Programs	Feasibility Study completed by Wiya & Associates in April 2021	<ul style="list-style-type: none">• Budget and timeline prepared• Potential funding sources identified• Coaching with Jacob Manatowa-Bailey
Generate awareness of NICC Tribal Values	written in Umonhon and Dakota, including literal translations into English	<ul style="list-style-type: none">• Published on website, in Catalog, posters that are hung at each campus location• Embedded within State of the College report• Implemented within NICC Course Reflection tool for faculty to use for peer and self assessment

To preserve, cultivate, foster UmoNhoN and Isanti Dakota languages and cultures

Learning Opportunities through Native American Studies

Course offerings by calendar year



73 Total Native American Studies Course Offerings in 5 years

66 New Courses Taught and/or Developed in Native American Studies

One area of notable growth is in our offering of Indigenous language for dual-credit, which is where high school students can take an Indigenous language towards the world language requirement by their high school while also earning college credits. High schools participating in dual-credit Indigenous language learning opportunities:

- Dakota Language I: Isanti Community School, Niobrara Public School
- Omaha Language I: Umonhon Nation Public School, Bancroft-Rosalie Public School
- Dakota Language II: Isanti Community School, Niobrara Public School
- Omaha Language II: Umonhon Nation Public School

In 2021, there were eleven sections of Indigenous languages being offered for dual-credit.



31% believe we are exceeding our goal to "Integrate, revitalize, and preserve Umo^hoⁿ (Omaha) and Isanti culture throughout the college environment, including but not limited to history, Umo^hoⁿ language, Dakota language, games, songs, arts/crafts, and the way of life" (SOAR Survey September 2022 Report). 47% believe we are meeting this goal, with a total of 78% who perceive we are meeting or exceeding this goal. (n= 205)

Goal 2

Create an environment to assist Tribal Nation building through educational opportunities so that individuals become effective leaders, members, and citizens within local, tribal, national, and global communities

2.1 Build community collaborations with Tribal and non-tribal educational and non-educational entities

2.2 Integrate additional service-learning projects and applied research into the curriculum

2.3 Enhance employment opportunities for students

Strategic Achievements	Activity / Project	Data / Outcome
Paid Internship Opportunities	Paid Internship Program through Project Success	<ul style="list-style-type: none">• 67 Students participated in paid internships through Progress Success.
	Additional Internships funded by Native Studies and Science grants.	<ul style="list-style-type: none">• 91 students participated in paid internships overall.• 2990 Credit accumulation
High School Collaborations	Connecting the Dots	<ul style="list-style-type: none">• 3,036 Total Credits Enrolled by Dual-Credit Student
	Cultural Connections Grant	<ul style="list-style-type: none">• 32 Dual-Credit Certified Faculty
Student Showcase	End of Semester Presentation of Service-Learning, Student Research, and Creative Works	<ul style="list-style-type: none">• 31 Students presented the Student Showcase in 2021-2022 Academic Year. This is the first Academic Year the Showcase has been held.

Goal 3

Strengthen the college through open communication, transparency, future planning, shared governance, and sound fiscal and institutional practices

3.1 Update and improve policies and procedures with an accountability focus

3.2 Develop and implement a Professional Development Training Plan

3.3 Increase recruitment and retention

3.4 Increase data efforts for improved decision-making processes

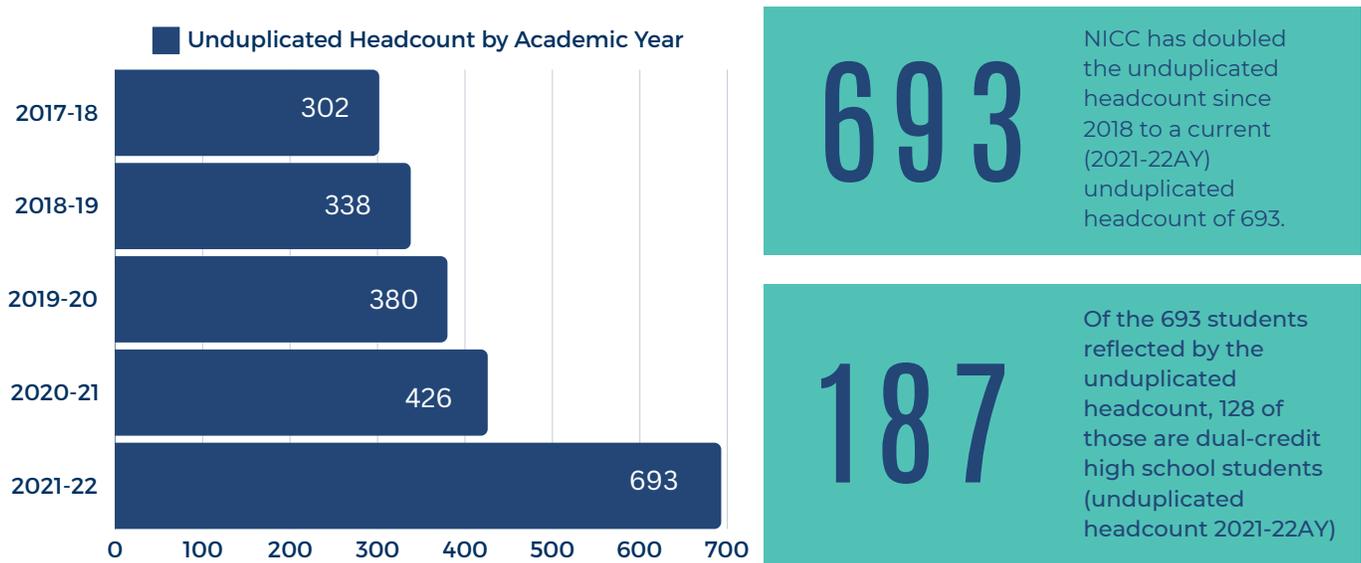
3.5 Improve fiscal stability

	Activity / Project	Data / Outcome
Updating Employee Handbook and orientation	<p>Tutorials to empower employees to build technology literacy for Empower, Canvas, Outlook, Office 365 in Canvas and YouTube.</p> <p>Streamlining the purposes and functions of each platform.</p> <p>Updated job descriptions .</p>	<ul style="list-style-type: none"> • Tutorials create efficient sharing of knowledge with multiple departments. • Improving and creating standards for institutional technology use. • 88% of job descriptions have been updated within 5 years.
Improving Fiscal Stability	<p>Growing endowment funds.</p> <p>Professional Development of each department member.</p>	<ul style="list-style-type: none"> • Annual professional development and continuing education.
Improving data collection focusing on recruitment and retention.	<p>Hiring one full-time equivalent for institutional research.</p> <p>NICC enrollment recruitment.</p> <p>NICC retention of degree seeking students.</p>	<ul style="list-style-type: none"> • NICC has successfully hired one full-time institutional research position. • NICC exceeded the 5% goal of new student recruitment. • NICC did not meet the fall-to-fall retention increase of 3%.

Strengthen the college through open communication, transparency, future planning, shared governance, and sound fiscal and institutional practices

3.3 Increase recruitment and retention

NICC's total enrollment data (includes degree seeking, dual credit, and enrichment students)



The college is currently serving 1/3 dual credit students, 1/3 degree seeking students and 1/3 enrichment students. These three groups are spread across multiple counties.

Standard Operating Procedures

Departmental Assessment

In addition to modifications of assessment at all levels, NICC is undergoing the process of completing Non-Academic Departmental-level assessment to ensure that departments can function at optimum capacity and best support students in their given roles. This includes governance of the assessment process by the Office of institutional Research, Planning, and Effectiveness to best assist all departments, academic and non-academic, and all units in creating Standard Operating Procedures to help alleviate the additional workload created by our increased enrollment.

Goal 4

To enhance academics through stronger and expanded academic and community educational programs that meet the social, cultural, and economic aspirations, needs and values

4.1 Develop Associate Degree programs in Education, health related degrees and criminal justice.

4.2 Develop Bachelor's degree in Business

4.3 Develop programs with online and other flexible modes of instruction

4.4 Develop vocational technical programming in renewable energy, allied health, and hospitality

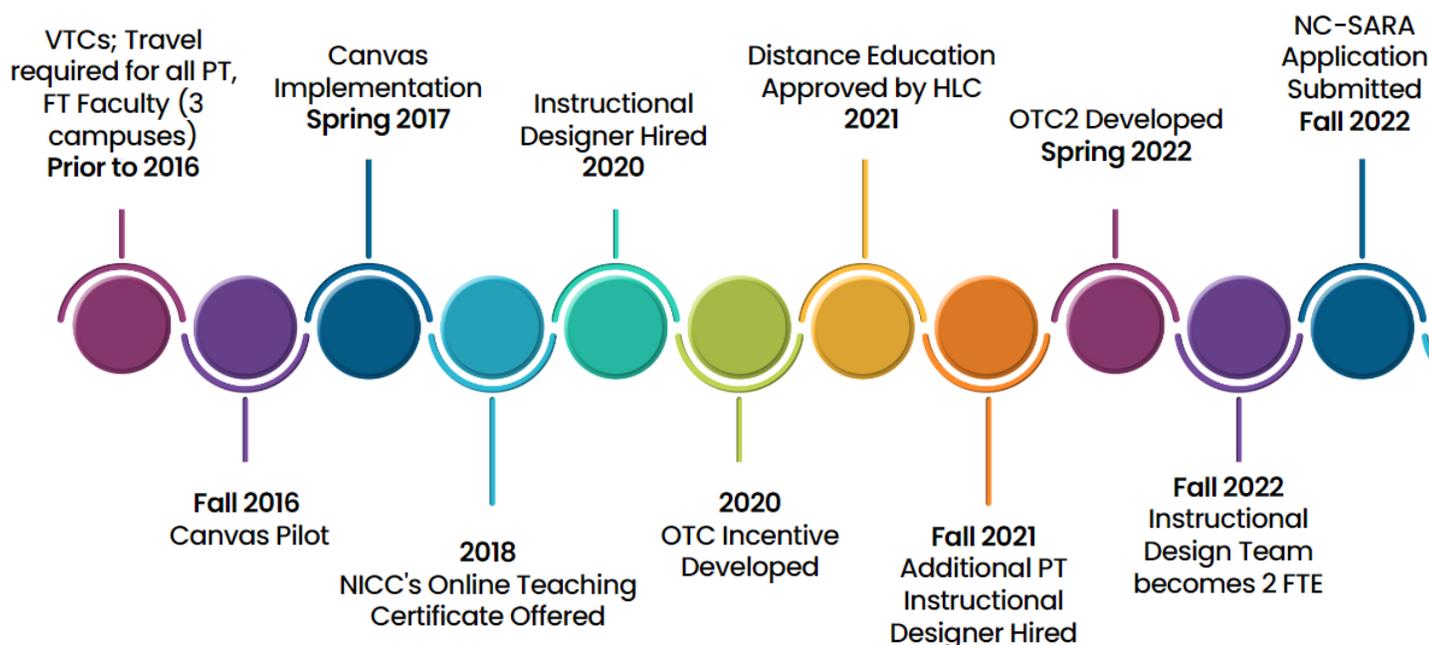
4.5 Develop a holistic learning experience that integrates Native values, soft skill development, and other skills for lifetime success

4.6 Assess the quality of existing programs and courses

Strategic Achievements	Activity / Project	Data / Outcome
New Program Development	Stackable Credentials	<ul style="list-style-type: none"> • 10 new certificates • 1 new associate's degree • Work towards 2 bachelor's degrees
Online Program Development	Implement Canvas as an online learning management system	<ul style="list-style-type: none"> • HLC approval for distance education • Expanded internet and technology access for students and tribal communities • NC-SARA affiliation • Quality Controls <ul style="list-style-type: none"> ◦ Online Teaching Certificate I and II ◦ NICC Values Course Rubric
Assessment of Existing Programs	Program Review on three-year rotation	<ul style="list-style-type: none"> • 5 of 8 Divisions have refined program learning outcomes and established standardized process of assessment with assistance from OIRPE • 8 of 8 Program Reviews Completed • Advisory committees are established for each division

To enhance academics through stronger and expanded academic and community educational programs that meet the social, cultural, and economic aspirations, needs, and values.

Timeline of Distance Learning at NICC



As a result of the key points reflected in the timeline above, NICC has been ahead of the curve when it comes to distance education. With Canvas implemented as NICC's Learning Management System in 2017, followed by online teaching instruction and continued professional development for faculty, NICC was able to successfully transition into remote learning during the COVID-19 Pandemic. Additionally, NICC gained support through Instructional Designers hired on full and part time. These efforts made for continued progress as NICC was approved to teach Distance Education from HLC in 2021. Since then, focus has been on ensuring quality online education by developing a second level of Online Teaching Certificate course focusing on thriving in an online sphere.

Next Steps

As we prepare to embark on our 2024-2029 Strategic Plan, we are committed to continuous improvement; including our prior Goals...

Although we are closing out our 2018-2022 Strategic Plan, we remain committed to expanding and growing, but also remembering where we've been; as demonstrated with our commitment to the following previous goal objectives moving forward...

01 ————— **Goal 1 Commitment**

Our commitment to completing language signage for facilities will be a continued effort in the next Strategic Plan to include our expansion, and new facilities. To continue supporting our communities, the extension coordinators and non-credit/community coordinator will support Elders Councils by attending meetings and developing workshops relevant to the needs of the community.

02 ————— **Goal 2 Commitment**

Our commitment to building community collaborations with Tribal and non-tribal educational and non-educational entities is at the forefront of our ongoing efforts; in addition to supporting our non-degree seeking enrichment students, the addition of our non-credit/community coordinator signals future growth moving forward.

03 ————— **Goal 3 Commitment**

Our commitment to strengthening the college through open communication, transparency, future planning, shared governance, and sound fiscal and institutional practices will remain an ongoing effort moving forward with emphasis on developing standard operating procedures for every unit and creating assessment plans and processes at every level here at NICC.

04 ————— **Goal 4 Commitment**

Our commitment to academic enhancement through stronger and expanded academic and community educational programs that meet the social, cultural, and economic aspirations, needs, and values remains an ongoing effort. These efforts are evident in the development of our Bachelor degree programs, creation of our facilities master plan, and continuing efforts to not only increase retention and persistence rates, but also by identify non-cognitive barriers and work to create interventions.

Acknowledgements

This report has been completed in collaboration with the following persons:

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Dr. Kristine Sudbeck- Academic Dean

Kim Olsen- Workforce Development Director

Megan Miller- Instructional Designer

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