

ANNUAL REPORT

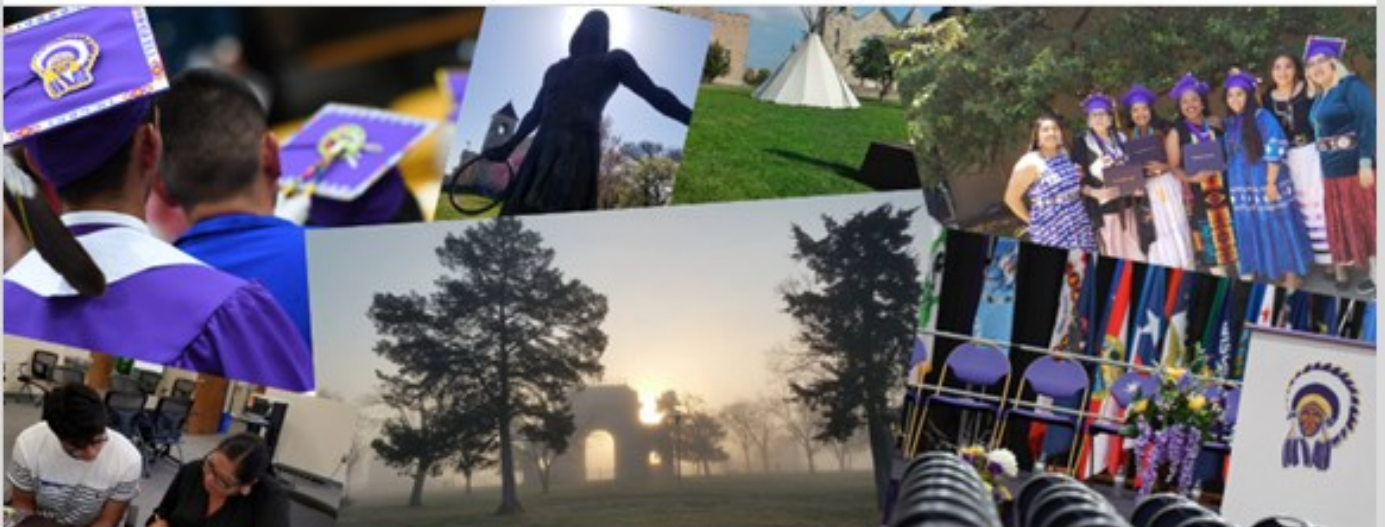
2023-24

**HASKELL INDIAN
NATIONS UNIVERSITY**



VISION

Haskell is a unique and diverse inter-tribal university committed to the advancement of sovereignty, self-determination, and the inherent rights of tribes.



MISSION

The mission of Haskell Indian Nations University is to build the leadership capacity of our students by serving as the leading institution of academic excellence, cultural and intellectual prominence, and holistic education that addresses the needs of Indigenous communities.

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Student Enrollment: 2023-24

Fall 2023

Total Enrollment: 879

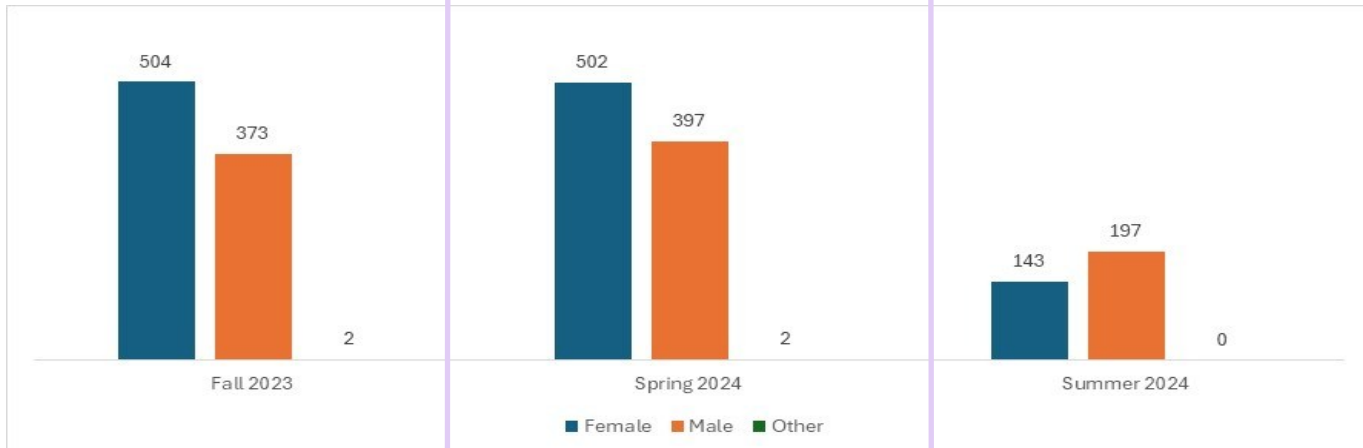
Spring 2024

Total Enrollment: 901

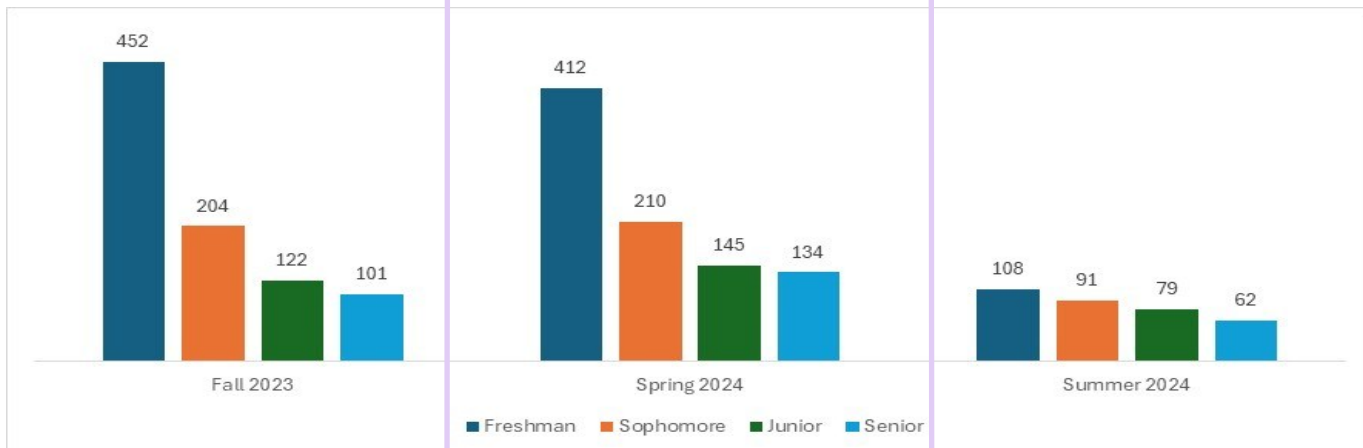
Summer 2024

Total Enrollment: 340

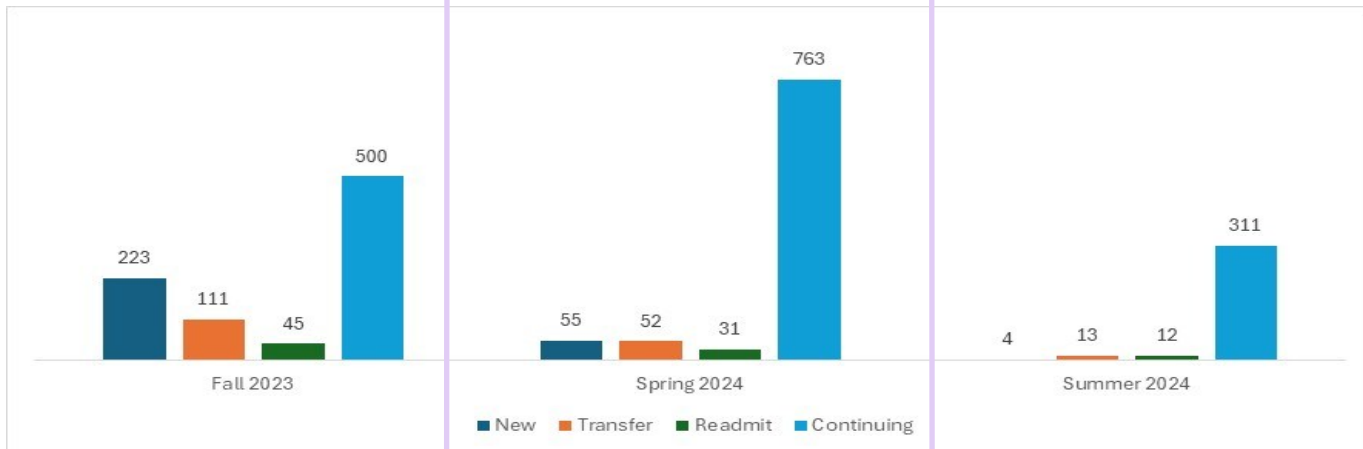
GENDER



CLASSIFICATION



ENROLLMENT TYPE



Tribal Demographics: 2023-24 (cont.)

FALL 2023: Total Number of Tribes Represented—146

Top Five Tribes

- Navajo Nation (109—12.4%)
- Cherokee Nation (57—6.5%)
- The Muscogee (Creek) Nation (50—5.7%)
- Oglala Sioux Tribe (34—3.9%)
- Cheyenne and Arapaho Tribes, Oklahoma (30—3.4%)

SPRING 2024: Total Number of Tribes Represented—148

Top Five Tribes

- Navajo Nation (109—12.1%)
- Cherokee Nation (49—5.4%)
- The Muscogee (Creek) Nation (49—5.4%)
- Cheyenne and Arapaho Tribes, Oklahoma (33—3.7%)
- Oglala Sioux Tribe (33—3.7%)

SUMMER 2024: Total Number of Tribes Represented—96

Top Five Tribes

- Navajo Nation (59—17.4%)
- The Muscogee (Creek) Nation (26—7.6%)
- Cherokee Nation (21—6.2%)
- Cheyenne and Arapaho Tribes, Oklahoma (12—3.5%)
- Cheyenne River Sioux Tribe (12—3.5%)
- Comanche Nations (12—3.5%)
- Oglala Sioux Tribe (12—3.5%)

Ms. Haskell 2023-24
Kylie J. Standingwater
Cherokee Nation



Haskell Brave 2023-24
Jaylon E. Romine
The Muscogee (Creek) Nation



Graduation Count & Retention/Graduation/Transfer-Out Rates: 2023-24

Retention Rate Trends: Fall 2019 to Fall 2024

	Fall 2019 to Fall 2020	Fall 2020 to Fall 2021	Fall 2021 to Fall 2022	Fall 2022 to Fall 2023	Fall 2023 to Fall 2024
Retention Rate	61.8%	53.3%	53.8%	56.1%	65.1%

Data Source: Comprehensive Academic Management System (CAMS)

Retention Rate. A Measure of the rate at which student persist in their educational program at an institution, expressed as a percentage of first-time, full-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. (<https://surveys.nces.ed.gov/ipeds/public/glossary>)

Graduates by Degree & Major

Degree	Major	Fall 2023	Spring 2024	Summer 2024	Grand Total
Certificate		-	1	-	1
	Geographic Information Science	-	1	-	1
Associate of Arts		31	37	10	78
	Communication Studies	3	2	-	5
	Liberal Arts	25	25	9	59
	Media Communication	-	2	-	2
	Para-Professional Education	-	4	-	4
	Social Work	3	4	1	8
Associate of Science		9	16	4	29
	Community Health	1	4	1	6
	Health, Sports, & Exercise Science	2	3	2	7
	Natural Science	5	9	1	15
	Recreation & Fitness Management	1	-	-	1
Bachelor of Arts		6	14	1	21
	American Indian Studies	1	1	-	2
	Indigenous and American Indian Studies	5	13	1	19
Bachelor of Science		5	28	5	38
	Business Administration	4	20	5	29
	Elementary Education	-	2	-	2
	Environmental Science	1	6	-	7
Grand Total		51	96	20	167
Certificate: % of Graduates		0.0%	0.0%	0.0%	0.0%
Associate: % of Graduates		78.4%	78.4%	78.4%	78.4%
Bachelor: % of Graduates		21.6%	21.6%	21.6%	21.6%

Data Source: Comprehensive Academic Management System (CAMS), extracted 02/13/25.

IPEDS Graduation Rate Trends: Academic Year 2019-20 to Academic Year 2023-24

Graduation Rate. The rate required for disclosure and/or reporting purposes under Student Right-to-Know Act. This rate is calculated as the total number of completers within 150% of normal time divided by the revised adjusted cohort. (<https://nces.ed.gov/ipeds/survey-components/9#glossary>)

	Academic Year 2019-20	Academic Year 2020-21	Academic Year 2021-22	Academic Year 2022-23	Academic Year 2023-24
Cohort Group (Year)	2013	2014	2015	2016	2017
Graduation Rate	46%	43%	33%	45%	43%

Data Source: IPEDS Graduation Rates Survey

IPEDS Transfer-out Rate Trends: Academic Year 2019-20 to Academic Year 2023-24

Transfer-out Rate. Total number of students who are known to have transferred out of the reporting institution within 150% of normal time to completion divided by the adjusted cohort. (<https://surveys.nces.ed.gov/ipeds/public/glossary>)

	Academic Year 2019-20	Academic Year 2020-21	Academic Year 2021-22	Academic Year 2022-23	Academic Year 2023-24
Cohort Group (Year)	2013	2014	2015	2016	2017
Graduation Rate	27%	34%	10%	28%	28%

Data Source: IPEDS Graduation Rates Survey



Marvin Wes Stops

Tribal Affiliation: Crow Tribe of Montana

Hometown: Billings, Montana

Degree: B.S. in Environmental Science, *Magna Cum Laude*

Alumni Spotlight Class of 2013-14

As a graduate of Haskell Indian Nations University (HINU), class of 2014, I am grateful for the opportunities that HINU provided for me. Currently, I work for the Crow Tribe of Indians as the Director of the Crow Environmental Protection Agency (CEPA). I oversee grants from the Environmental Protection Agency (EPA), Bureau of Indian Affairs (BIA), and various non-profits. Previous project included the reintroduction of the black-footed ferrets, surface water quality monitoring, wastewater treatment, solid waste management, and drafting conservation laws for the Crow Tribe of Indians. Additionally, I serve on two non-profit organizations as:

1. Board President for the Buffalo Nations Grassland Alliance, a 501(c)(3) non-profit organization, that addresses the issues of technical and financial resources for Tribal Nations in the Northern Great Plains region.
2. Steering committee member for the Beartooth Resource Conservation and Development, using EPA funds on Brownfields site assessments to determine whether sites are environmentally contaminated for communities in Southeast Montana.

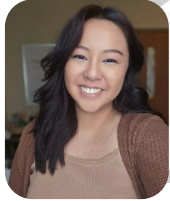
I owe a great deal to HINU. I dropped out of college for some time and came back to finish my degree. It was after a construction crew foreman told me some hard wisdom, Essentially he said I needed to go back to college. I did. I stuck with Environmental Science because I knew that I would always have work, and I loved learning about the natural world.

While at HINU, I took whatever opportunity I could. I was a part of the boxing team, and won the 165-pound Native American Amateur Boxing championship in 2010. I was a member of the HINU-University of Kansas (KU) Bridge Program taking classes on lepidoptera (butterflies) at KU. I tutored Science, Math, and English through the RISE Program. I worked as a lab technician testing hydrogels at a bioengineering lab at KU. In December 2019, I graduated from KU Geography Department with a M.S. in Physical Geography. My graduate thesis was entitled, Tracking hydraulic response of tile outlet terraces in agricultural systems to storm events. I would like to say that I accomplished all of this because I'm just that good. Honestly, it was the amazing people at HINU and the opportunities that they offered that made it possible. That was the key: they offered, and I accepted. It seemed like a no-brainer in retrospect, but at the time, I understood that it was life-changing. I was scared. I don't come from educated folk, I come from working stock. I took the risk. I struggled. Now, I'm on the other side looking back. I'm glad I did.

My only advice to those of you who read this: take a financial management class and contract law. The Devil is in the details, and he likes to trick you with the numbers...



"That was the key: they offered, and I accepted"



Karli Violet Wahpat

Tribal Affiliation: Confederated Tribes and Bands of the Yakama Nation

Hometown: Toppenish, Washington

Degree: B.S. in Elementary Education, *Magna Cum Laude*

Alumni Spotlight Class of 2018-19

Shix Mytaski,

Ink nash waniksha Karli Wahpat, wash nash Toppenish knik, wash Confederated Tribes and Bands of the Yakama Nation pa. Kut kut inxash Graduate Academic Specialist pa.

My name is Karli Wahpat, from Toppenish, WA, and I am a member of the Confederated Tribes and Bands of the Yakama Nation. Currently, I work as a Graduate Academic Specialist at Heritage University, a private, non-profit institution. In this role, I assist faculty with curriculum development, course scheduling, course descriptions, and admissions for the Master's programs in Mental Health Counseling and Social Work. My primary goal in this position is to contribute to the development of effective mental health and social-emotional support systems for children ages 0-5—an underserved population due to various systemic gaps in service.

Previously, I worked as a Disabilities and Mental Health Manager with Head Start, where I supported children ages 0-5 and helped identify those with developmental or mental health needs. During this time, I observed the limited mental health resources available for young children. Since licensed practitioners often exclude this age range from their practice, our educators relied heavily on family education, social-emotional curricula, and classroom management. However, these methods alone do not meet the full scope of children's needs. My goal was to explore and develop equitable solutions that bridged these gaps and enhanced access to mental health support for young children.

I hold an Associate's Degree in Paraprofessional Studies and a Bachelor of Science in Elementary Education from Haskell Indian Nations University (HINU). My experience at HINU profoundly shaped my understanding of Indigenous resilience and advocacy. There, I gained insight into the impacts of generational trauma, sovereignty, and the existential struggles many Indigenous people face in a colonized society. Through a holistic curriculum—including lectures, cultural tours, and tailored lessons on Indigenous survival—I was inspired to bring this knowledge back to my community. Today, I contribute to discussions and strategic efforts on issues such as Missing and Murdered Indigenous People (MMIP), land rights, and generational trauma.

In my professional journey, I have recently earned a Master's in Early Childhood Education from Eastern Washington University and completed some graduate coursework in Clinical Mental Health Counseling. I am currently pursuing a Ph.D. in Education, with the goal of becoming an Assistant Professor. As an educator and researcher, I am particularly interested in studying the achievements and challenges facing Indigenous communities and contributing to research initiatives that positively impact Indigenous social and educational issues. I also aim to develop expertise in research methodologies to ensure data is accurately interpreted and used responsibly for the benefit of these communities.

My advice to students is this: In a society shaped by colonial and capitalistic values, a constant sense of urgency can wear down our ability to process information, hampering individual and community well-being. Remember, immediate availability does not define how much you care. It's okay to slow down, prioritize your well-being, and take the time you need to achieve your goals.



“Take the time you need to achieve your goals”



Elizabeth A. Brock

Tribal Affiliation: Pueblo of Isleta, New Mexico

Hometown: Albuquerque, NM

Degree: B.S. in Environmental Science, *Magna Cum Laude*

Alumni Spotlight Class of 2022-23

I graduated with academic distinction (*Magna Cum Laude*) in December 2022 from Haskell Indian Nations University. During my undergraduate program, I was able to participate in the myriad of opportunities that Haskell Indian Nations University provided, both academically and athletically. Academically, I was able to participate in several programs offered by Haskell Indian Nations University and the University of Kansas (KU), such as the Haskell/KU Exchange Program, Haskell/KU Bridge Program, National Science Foundation (NSF) Emerge Program, etc.. One meaningful experience that propelled me into the sciences occurred when I worked as a Lab Technician Assistant in Dr. Jim Thorp's Freshwater Ecology lab at the KU (May 2021 to December 2022). Additionally, I was involved with the NSF Playa Project, which focused on freshwater crustaceans and macroinvertebrates. This inspired me to bring my newly acquired knowledge of macroinvertebrates and to apply within my Indigenous community. Athletically, I was a member of the Haskell Indian Nations University Women's Volleyball program, from 2018 to 2022. As a scholar athlete, I was able to successfully balance my time, my commitment between academics and athletics. Currently, I am a graduate student at New Mexico State University working on a M.S. in Water Science and Management. My thesis investigates the impact of hydropeaking on macroinvertebrate assemblages.

I chose Haskell Indian Nations University because of the affordability and volleyball program, I did not expect Haskell would provide me much more! Haskell Indian Nations University is one of the most unique and special places this country for our Indigenous people who want to pursue higher education. Haskell Indian Nations University provides a deeper perspective of who you are, where you come from, and who you represent. It wasn't until the end of my educational endeavor that I realized the power I hold as an Indigenous scholar. To pursue my own passion and figure out how I can help my Native community. One of my biggest takeaways is the realization of hardships and (extra) obstacles that exist when being an indigenous scholar in the Western world. But Haskell made it a lot easier to navigate with the support from my peers. Peers who also gain that drive at Haskell, to advocate for our unique perception of the world in whichever niche we decided to pursue, whether it was Environmental Science, Education, Business, or Indigenous and American Indian Studies. We, as a collective know OUR education is the backbone of OUR Native voices, which needs to be heard and to be respected within the Western world, as it has and still is in our current society.



"OUR Education is the backbone of OUR Native voices"

Financial Aid: 2023-24

	Summer 2023	Fall 2023	Spring 2024	Summer 2024	Source Total
Pell Grant	\$154,208.00	\$1,622,421.84	\$1,643,688.73	\$273,962.00	\$3,694,280.57
Tribal Scholarships	\$55,266.00	\$639,310.00	\$707,588.00	\$55,768.00	\$1,457,932.00
American Indian College Fund Scholarships (Full Circle & Tribal College & Universities)	\$82,794.00	\$445,811.00	\$257,122.37	\$116,270.00	\$901,997.37
Other Scholarships	\$4,613.00	\$209,244.96	\$284,149.22	\$12,841.00	\$510,848.18
Federal Supplemental Education Opportunity Grant (FSEOG)	\$30,043.00	\$10,000.00	\$10,000.00	\$13,009.00	\$63,052.00
Federal Work-Study (FWS)	\$2,662.50	\$7,338.75	\$8,655.00	\$1,391.25	\$20,047.50
Total Financial Aid	\$329,586.50	\$2,934,126.55	\$2,911,203.32	\$473,241.25	\$6,648,157.62

Data Source: Carlene Morris, Financial Aid Officer

Stewardship: 2023-24

OPERATING REVENUE: \$24,921,069.73

Haskell Indian Nations University is one of two fully-funded, federal institution within the Department of the Interior. Operating revenue is comprised of two primary federal sources and one auxiliary source.

- Bureau of Indian Education (BIE) Funds. This fund is used for all staff and programs related to the educational mission of the institution, which include administration, student support, and instructional services.
- Bureau of Indian Affairs (BIA) Office of Facilities Management Funds. This fund provides funding solely for the operation and maintenance of the physical facility and staff to support and maintain the operation of the facilities.
- Student Fees. These nominal fees are used to directly support programs and services for students. Student Fees are assessed each semester and are directly dependent on student enrollment and residency status.



Data source: Jeri Johnson, Finance Specialist

EXTERNAL GRANTS: \$5,202,424.96

Haskell Indian Nations University received \$5,202,424.96 in grants for 2023-24. These grants were designated for specific projects to benefit students and tribal communities.

Data source: Jeri Johnson, Finance Specialist

Institutional Values – CIRCLE

The CIRCLE values recommended by Faculty Senate in 2007 were adopted by the National Haskell Board of Regents on October 8, 2014. These values reflect traditional Native American teachings that place the circle of life at the center of all knowledge. The circle philosophy is symbolic of a medicine wheel, used to represent a range of tribal teachings, including concepts of balance, the sacredness and power in the universe and the spirituality and cultures of Native peoples.

This philosophy was the basis for the creation of the Haskell Medicine Wheel during the Nation's quincentennial in 1994. The Haskell Medicine Wheel is adjacent to the Haskell-Baker wetlands on the southern edge of campus and has a long history of being a site for meditation, prayer and ceremony. Since 1992, Haskell has embraced the inclusion of the diverse cultural philosophies, world views, knowledge and experiences of Indigenous Peoples in curricular and co-curricular programs available to students at Haskell.

Communication

To successfully convey ideas, opinion, information, results, or creative expression using multiple strategies.

Integrity

To conduct ourselves in ways that honor the sacrifices of tribes on which treaty and trust responsibilities are based; and to carry out our responsibilities as students, staff, faculty, administrators and regents by engaging in actions based on the highest standards of conduct.

Respect

To honor and promote the diversity of beliefs, rights, responsibilities, cultures, accomplishments of self and others, including all of our relations.

Collaboration

The willingness and ability to work successfully with others in accomplishing the goals of the university, our students, the mission of Haskell and the tribes we serve.

Leadership

The willingness to acquire the knowledge and skills required to advocate for, and to advance the sovereignty and self-determination of tribes, our university and the students we serve in a variety of diverse venues.

Excellence

To strive toward the strongest level of accomplishment in our work, in every facet of the university and community, as students, staff, faculty, administration and the regents.

Accreditation

Haskell Indian Nations University is accredited by the Higher Learning Commission (hlcommission.org), an institutional accreditation agency recognized by the U.S. Department of Education



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Indian Nations University

I would like to acknowledge the following individuals for their assistance and contributions to the 2024 Annual Report:

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- Jeri Johnson, Finance Specialist
- Nanabah Allison-Brewer, Faculty
- Rhonda LeValdo, Dean
- Carlene Morris, Financial Aid Specialist
- Mackie Moore, Chief Finance Officer (Interim)
- Lou Hara, Registrar
- Kristyn Fish, Faculty
- Tina Tourtillott, Faculty
- Dr. Joseph Rodriguez, Faculty

Center for Institutional Effectiveness, January 2025

