



**Annual Report  
2013-2014**



## College of Menominee Nation

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[menominee.edu](http://menominee.edu)

### Main Campus

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The cover of this year's Annual Report is designed as a stylized representation of mahnomin, the cereal grass that is the source of wild rice.

Wild rice once grew in abundance in the woodland territory that became Wisconsin. Many of the Native people living here relied on mahnomin as a dietary staple. Among them, one tribe became known as the people of the wild rice and continues to be known as "the Menominee."

Today, the College of Menominee Nation honors its name by providing nourishment of another kind through courses and programs infused with American Indian culture. To learn more about the College, visit the CMN website at [menominee.edu](http://menominee.edu), or visit in person. Faculty, staff and students of the CMN campuses in Keshena and Green Bay look forward to welcoming you.





# GREETINGS FROM THE COLLEGE OF MENOMINEE NATION

Dear Friends,

When a team of external evaluators suggests that you celebrate your achievements, it is tempting to pay attention. The 2013-2014 academic year brought the College of Menominee Nation that welcome advice and many reasons to follow it.

Among the year's highlights was the continuation of CMN's accreditation through 2021-2022. Accreditation is a hallmark of quality for educational institutions and CMN is justifiably proud to be among the select colleges with this recognition. The advice about celebrating came from our accrediting body's Review Panel and was focused on a series of projects that CMN completed as an Academic Quality Improvement Program (AQIP) participant. As described later in this report, much else about CMN also drew their positive assessments.

Another cause for celebration has been our progress in making Bachelor's Degree studies in engineering accessible to CMN students through new collaborative programs. We are proud to be partners not only with the University of Wisconsin-Platteville and UW-Madison, but now also with UW-Green Bay and UW Oshkosh through the North East Wisconsin Educational Resource Alliance (NEW ERA) consortium.

Please read more in our Annual Report, visit our Keshena and Green Bay campuses, follow us on the CMN website and join in celebrating the many accomplishments of our students, faculty and staff.

Sincerely,



S. Verna Fowler, Ph.D.  
President, College of Menominee Nation



Pictured on the Library mezzanine stairs at the Keshena campus are CMN Trustees, from the left, Elaine Peters, Secretary Sarah Harkey, Chairman Ben Kaquatosh, Vice Chairwoman Virginia Nuske, Lynnette Miller, Lori Corn and Georgianna Ignace.

Dear Friends,

The role of those who serve on the College of Menominee Nation's Board of Trustees is to oversee the College on behalf of its stakeholders.

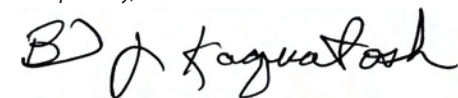
CMN's Trustees are directed by the College's mission, charter and internal policies, and by external laws, regulations, standards and codes. The stakeholders we serve include students, alumni, employees, donors, academic and other partners, tribal and other governing bodies, and the community in general. Our work involves regular meetings, continuing consultation with President Fowler, and interaction with other College leaders.

A different aspect of Board service is being part of the life of the College. For Trustees, no single event embodies this better than commencement. On May 31 this year, we watched CMN's most recent graduates cross the stage of the Five Clans Ballroom and listened with them to the guest speaker, Hattie Kauffman. While her theme of

doing "just a little bit more" was directed at individuals, it had resonance as well for CMN as an institution.

Throughout its history, CMN has been doing what it should, but also "just a little bit more." As a result, CMN is respected as a place of higher learning and recognized as a model tribal college. I invite you to hear the excerpt of Ms. Kauffman's inspirational talk on the CMN website, [menominee.edu](http://menominee.edu), and to learn more about the College in this Annual Report.

Respectfully,



Bernard (Ben) Kaquatosh  
Chairman, Board of Trustees, College of Menominee Nation





## ACCREDITATION TESTIFIES TO QUALITY AND INTEGRITY

For colleges in the U.S, accreditation is a stamp of approval from an unbiased external review body. For the College of Menominee Nation, accreditation that has been a reality since 1998 is now extended through academic year 2021-2022.

“Winning and keeping accreditation is not an easy process,” says Dr. Diana Morris, CMN’s chief academic officer, “but the benefits of doing so are significant for the institution and those it serves.”

For students, it assures that their college has quality programs and credentials, and can deliver on its promises. For alumni and the public, it says that the college meets widely accepted education standards and is worthy of public and private funding through gifts and grants.

The accreditation process for a college involves demonstrating that it meets established criteria and is in compliance with Federal requirements for receiving Title IV financial aid. In a large portion of the U.S., including Wisconsin, accreditation is done by the Higher Learning Commission (HLC). (For more information visit [hlcommission.org](http://hlcommission.org).) In 2009, the HLC invited CMN to join a number of other institutions in its Academic Quality Improvement Program (AQIP). Participants in this initiative engage in ongoing projects that accrue evidence that they are fulfilling AQIP requirements. CMN is the only tribal college to be chosen for the program.

As an AQIP institution, CMN has been developing and working concurrently on several quality improvement action projects. Four of these were brought to completion in time for the 2013-2014 accreditation review. Based on its quality and strength, CMN’s AQIP Systems Portfolio report was chosen as one of only two AQIP portfolios to be featured at HLC’s annual conference in April. Morris and CMN’s Accreditation Liaison, Ron Jurgens, were invited to the Chicago meeting to share the College’s AQIP story with other attendees. Details on the action projects can be seen using the AQIP Systems Portfolio link on the College’s website home page, [menominee.edu](http://menominee.edu).

While HLC’s AQIP process is relatively new, accreditation systems have existed in the U.S. since 1918 when the American Council on Education formed as a voluntary association for the standardization of quality and practices in higher education. The U.S. Department of Education now has authority for reviewing and recognizing agencies like HLC that carry out accreditations.



On March 24, 2014, the Higher Learning Commission approved CMN's accreditation for a new eight-year AQIP cycle. The action validates that CMN is doing the right things to meet the needs of its students and the communities it serves. In its report the HLC noted:

"It is clear that the College is committed to supporting the success of its stakeholders. It exhibits evidence of its commitment to high performance, AQIP principles, and continuous quality improvement. The institution is approaching quality efforts systematically and deliberately, fostering a culture that bases decision making on analyzing data, setting goals, and measuring progress."

### Five Criteria for Institutional Accreditation

- **Mission** (that is clear, articulated publicly and guides institutional operations)
- **Integrity: Ethical and Responsible Conduct**
- **Teaching and Learning: Quality, Resources, and Support** (to provide high quality education wherever and however offerings are delivered)
- **Teaching and Learning: Evaluation and Improvement** (demonstrated responsibility for quality and established processes for continuously evaluating the effectiveness of student learning)
- **Resources, Planning and Institutional Effectiveness** (sufficient to fulfill the mission, achieve quality improvement, and respond to future challenges and opportunities)



**Accreditation was a goal for CMN from the outset. Just two years after its founding in 1992-1993, the College applied for accreditation and began the required self-study and evaluation process. CMN has been fully and continuously accredited since 1998.**

Stakeholder meetings were an important part of the campus visit by accreditation review team members Daniel McLaughlin and Jane Jefford Salisbury, below in foreground, pictured during an open meeting with community Elders and CMN staff. Menominee Elder Dennis Kenote, above center, offered a traditional prayer for the welcome reception. Tribal Elders seated at his table are Dr. Jerilyn Grignon, left, Gina Washinawatok, Joann Schedler and Virginia Nuske. Pictured on the preceding page is Menominee Indian High School Senior Warren Miller who offered a Native flute honor song.







Visits by high-ranking officials enrich the learning experience for CMN students like those in the class of biology instructor Lucy Fenzl, standing left. The impromptu guest lecture in April featured USDA Deputy Secretary Krysta Harden, right. Harden made time to meet with CMN students and staff while in Wisconsin for the 2014 Midwest Food Sovereignty Summit.

## RESOURCES, ENVIRONS, CHARACTER OF CMN BRING THE COLLEGE A WORLD OF VISITORS

Since its earliest years, the College of Menominee Nation has been an educational model and an attractive destination. CMN continued to draw international visitors, as well as those from other colleges and universities, neighboring and distant tribes, and private and governmental organizations across the United States during 2013-2014. They came on official business, for scholarly work, or just as friends interested in CMN's mission.

The College welcomed a study team from South America and political figures including the Obama administration's Deputy Secretary of the U.S. Department of Agriculture (USDA).

Visitors came alone or in small parties, like the two-man delegation from the Sultanate of Oman. Others arrived in numbers well over 100 for events, including the College's Miles of Art site in Fall and the Sustainable Development Institute's Earth Day in Spring.

"We are very welcoming to visitors," says CMN President Verna Fowler. "It is the tradition of Native people and a responsibility we have as an educational institution. It also opens wonderful opportunities for our faculty, staff and students, and the broader community. Having visitors from afar is especially beneficial for CMN students who are just beginning

to develop world views on important issues."

### Team Here from Peru

One prime example is CMN's frequent hosting of international indigenous visitors. In Fall 2013-2014, foreign guests included a ten-member study team from Peru. They met with staff of the College's Sustainable Development Institute (SDI) and community members to discuss forest management ideas and learn more about the College's approach to natural resource management education. For CMN students and SDI interns, it was an

opportunity to learn first-hand how local issues relate to tribal communities elsewhere.

### Educators, Tribal Staff Among Campus Guests

Visitors who came with a specific focus on CMN as an institution of higher learning included the delegates from Oman, a nation-state on the Arabian peninsula, and a team from the Yocha Dehe Wintun Nation in California. Both contingents consulted with President Fowler and other CMN leaders on the structure and evolution of the College.

Professional development and networking opportunities were plentiful on campus for CMN staff in June as visitors arrived from many locations.

A national software training program, known as the GEMS Conference, brought together nearly 100 users of the Empower records management system. CMN employees studied with other attendees from colleges and universities in a dozen states, Washington D.C., and the Bahamas.

Simultaneously, a Tribal Vocational Rehabilitation workshop hosted by CMN's Department of Continuing Education brought 30 tribal members from many states to the Keshena campus. The program drew visitors from the Lac Vieux Desert Ojibwa, Shoshone-Bannock, Grand Traverse Band of Chipewewa, Saint Regis Mohawk and White Earth tribes, as well as Wisconsin tribes.





As a model tribal college, CMN attracts visitors like the University of Wisconsin-Madison graduate student group interested in minority-serving institutions. Leading their Summer 2014 tour was UW-Madison professor, Dr. Clifton Conrad, second from right.



Geraldine Sanapaw, left, of CMN's Institutional Research Office, worked with GEMS Conference presenters from many states, including Dana Jones of Texas and Ken Hermonat of Michigan.



Early childhood educators from New Mexico, Alaska, Washington and North Dakota joined CMN faculty colleagues in Keshena in late Spring to share work they are doing as part of the American Indian College Fund's Wakanyeya (Sacred Little Ones) project. The initiative, funded through a W.K. Kellogg Foundation grant, addresses early learning disparities in American Indian communities.

With CMN as host site for the project's meeting, the learning emphasis turned to ways of using the natural environment for teaching the very young. Educators joined Menominee foresters Paul Crocker and Tony Waupochick (photo lower right) for a rainy-day field trip that included taking soil and water samples and later learning to analyze them in the College's laboratories.





*Lutoff Hall in the Campus Commons now serves as home for staff and functions of CMN's new Resource Center for students who are attending the Keshena campus.*

## FOR CMN'S PRO-ACTIVE FACULTY AND STAFF, STUDENT SUCCESS IS THE PRIME OBJECTIVE

College of Menominee Nation faculty and staff members launched new programs and advanced important initiatives during 2013-2014 – with every step focused on enhancing student success and employability.

### UW Partnerships Grow; Job Markets Addressed

A new collaboration finalized this year means students graduating in CMN's Associate Degree in Materials Science and Pre-Engineering can have ready entry to Bachelor's Degree programs in engineering at the University of Wisconsin-Green Bay and UW Oshkosh. The new B.S. in Technical Engineering has study tracks in electrical, environmental and mechanical engineering, three specializations that Northeastern Wisconsin employers say match their hiring needs.

Two other UW campuses – Platteville and Madison – are also collaborating with CMN to encourage students to prepare for jobs in engineering. Their multi-year partnership is funded by a \$550,000 National Science Foundation grant.

Job availability was a prime motivator for the CMN Technical Education program's acquisition of a Haas "Mini Mill". Computer Numerical Control (CNC) machines like the Mini Mill, an industry standard for precision cutting and routing, are in use throughout Northeast Wisconsin. With

computerization endemic in almost all fields, the Technical Education program has made its new CNC class, "Introduction to G-Code & CAM-1", part of its standard curriculum.

CMN's Sustainable Residential Building Systems diploma program was extended this year to the Green Bay campus. The move facilitated a new partnership with Green Bay's Habitat for Humanity program, which is providing students from both campuses with volunteer projects that provide valuable hands-on experience.

### Support Is Centralized, More Personalized

The College continued to advance initiatives for bringing first-time freshmen and others to full academic readiness. A major step in 2013-2014 was centralizing and revamping academic support services across both campuses to assure that students are matched with programs and tracks that improve their potential for success.

To make this effective on the Keshena campus a number of staff offices were relocated. The result is that Lutoff Hall in the Campus Commons is now the go-to place for tutoring, advising and personal assistance.

Admission directly to college-level coursework remains in place for those who arrive college-ready, while new portals are offered for entering students who need supplemental learning. Students seeking an academic degree but needing to strengthen some knowledge areas now begin with Foundational Studies – an integrated sequence of courses and a proactive support system to help them set and meet goals. A program called SOAR (Supporting Opportunities and Academic Readiness) serves students who need additional academic support. By completing a career-focused technical program, a SOAR student will have accrued needed skills and general education credits, and be prepared to succeed in a traditional college-level curriculum.





The College's new Resource Center offers quiet work space for students like Luis Kakkak and Theresa Carroll, as well as assistance from staff and student tutors.

Teams of faculty and staff planned the new approach throughout 2012-2013, and launched it in Fall 2013.

## Nursing Wins Approval, Tallies Student Success

CMN nursing students, faculty and staff were deservedly happy during 2013-2014 with the results of State testing and a rigorous review.

In March, word arrived that in tests involving 2,585 individuals, the College's Certified Nursing Assistant (CNA) graduates scored 100% in 19 of the 21 skills categories and scored

well above State averages on the NLCLEX exam's written/oral and skills portions.

There was more good news when a Wisconsin Department of Health Services review showed that CMN's nurse aide training course meets all State and Federal requirements. The two-year approval is the maximum allowed. Acting Dean of Nursing Teresa Halcsik called the program's review "flawless". The CNA course – an entry point for the College's Nursing career ladder – prepares students for the Practical Nurse technical diploma and Associate of Applied Science Degree in Nursing.

Students in all CMN nursing programs are benefiting from a new Nursing Career Services Center on the campus. Between November 2013 and June 2014, the Center helped with 107 job placements. The service is funded by a U.S. Department of Health and Human Services' Health Professions Opportunity Grant (HPOG).

The grant also brought in consultants for faculty professional development during the year, with programming for all CMN faculty on differentiated learning methodologies and training for the Nursing faculty on how to teach nursing soft-skills.



**Craig Fox, a Trades Program Coordinator in the College's Technical Education Department, received the American Indian College Fund's 2014 Faculty Member of the Year Award at the Spring Commencement. He was recognized for excellence in teaching and for demonstrating to and requiring of his students a strong work ethic, pride in one's job, commitment to community, and generous, on-going service to others.**





## SURVEY PROVIDES INSIGHT INTO CMN'S EFFECTIVENESS

The College of Menominee Nation engages in self-evaluation throughout the year. One of its several external assessments is the Community College Survey of Student Engagement (CCSSE), administered annually by the Program in Higher Education Leadership at The University of Texas at Austin.

CCSSE describes its findings as "a clear picture of institutional practices and student behaviors that are highly correlated with student learning and retention". Of particular interest are the "Benchmarks of Effective Practice" computed in the survey. Educational research has shown each of the five benchmarks to be an important determinant of how well students do and of the outcomes they will achieve while in college. They are:

- Active and Collaborative Learning – Students learn more when actively involved, thinking about and applying what they are learning in different settings, and collaborating with other to solve problems or master challenging content.
- Student Effort – Students' own behaviors – both in and outside class – make a difference in their learning and attaining educational goals.
- Academic Challenge – The nature and amount of assigned work, complexity of tasks, and rigor of examinations are central to the students' learning.

- Student-Faculty Interaction – Greater contact with faculty results in more effective student learning and persistence toward goals.
- Support for Learners – Where important support services are provided, students perform better, are more satisfied and demonstrate commitment to success.

The 2014 CCSSE report showed College of Menominee Nation students having higher scores than the mean scores of the survey cohort on survey questions eliciting information on classroom presentations, collegial project work in class, volume of reading assignments and written papers, and preparing for class.

The current benchmark report for all 684 CCSSE colleges shows CMN with scores above the cohort mean and close to the top performing colleges' scores in all five benchmark categories. When sorted for comparison with the several University of Wisconsin two-year colleges and Wisconsin Technical College System institutions that participate in CCSSE, scores for CMN are consistently higher. (More about Student Achievement Measures online at [menominee.edu/sam](http://menominee.edu/sam))

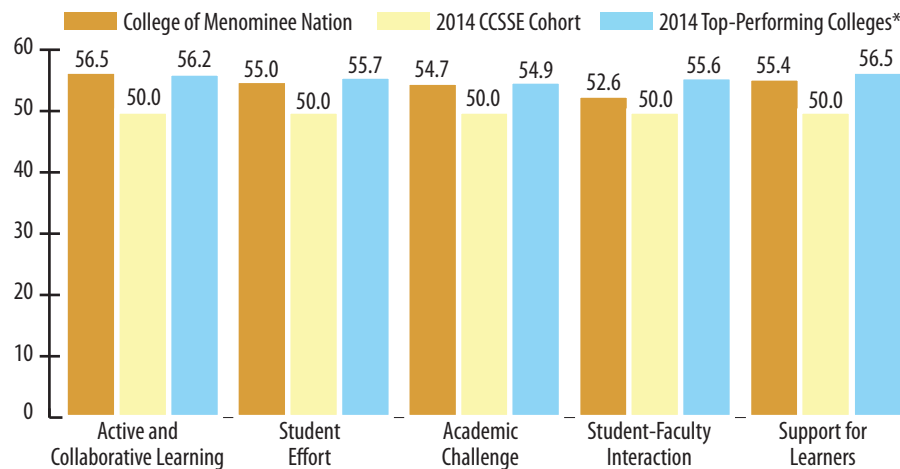
"CCSSE information is especially useful as a way of setting our goals," says Ron Jurgens, Director of Institutional Research at CMN. "We aspire



to be among or very close to the top performing colleges in all categories. By looking deep into the survey results we can identify educational practices that are working well for others. Another value is in knowing where there is room for improvement.

One example is that when our students score a bit lower than the cohort mean when questioned on the number of unassigned books read for pleasure or academic enrichment, it signals an area where we can offer more encouragement."

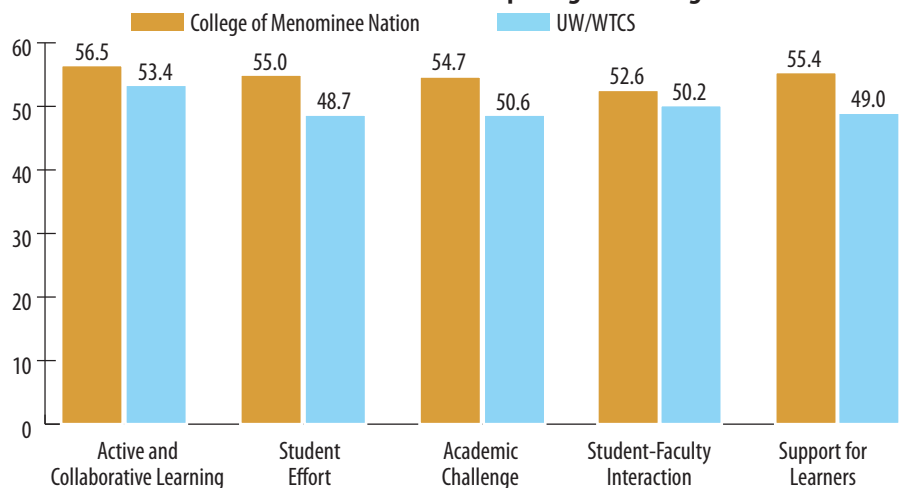
### Benchmark Scores for CCSSE Cohort



\*Top-Performing colleges are those that scored in the top ten percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents.

### Benchmark Scores for CMN and Participating UW Colleges and WTCS



## Grants of Nearly \$8.6 Million Support the College's Mission

Grant support for programs and projects at the College totaled nearly \$8.6 million in 2013-2014. A sampling of the initiatives gaining grant support defines CMN's strong commitments to educational excellence, environmental integrity, and community welfare, and illustrates CMN's wide range of supporting partners.

### Education

**U.S. Department of Education** – \$2,612,700 multi-year awards. Newest in the total is a \$472,994 Native American Career and Technical Education Program (NACTEP) grant to fund technical education faculty, case management and career placement services. Other ongoing programs receiving support include work on Limited English Proficiency, services for low-income and first-generation students and students with disabilities, and improved instructional and institutional resources for the College.

**National Science Foundation (NSF)** – \$300,000 multi-year. Students pursuing the CMN baccalaureate degree in education receive aid from the NSF grant.

**Wisconsin Department of Public Instruction** – \$30,000 multi-year. Funds are aiding CMN in development of a Professional Learning Community to improve educational outcomes for children in the Menominee Indian Head Start program.

### Environment

**National Aeronautics and Space Administration (NASA)** – \$413,423. The grant bridges the environment and education categories as it supports student research on a software tool to evaluate the performance of specific solar modules in a Midwest environment, bring solar energy concepts into existing CMN course and laboratory materials, and support training workshops for middle school teachers and tribal college faculty.

**Bureau of Indian Affairs** – \$112,242. In partnership with the Menominee Tribe, CMN's Sustainable Development Institute (SDI) is applying the BIA's Climate Change Adaptation Training Award for an Oct. 15-17, 2014, conference that will expand on climate change adaptation work originating at a 2011 summit presented by SDI and other tribal entities.

**American Indian Higher Education Consortium (AIHEC)** – \$342,191 multi-year. Two new grants are among CMN's four current AIHEC awards. The Tribal ecoAmbassador Program integrated EPA Energy Star concepts into CMN courses to complete an institutional energy assessment project. The AIHEC-NSF Wider Program is aimed at incorporating problem-based learning into STEM (science, technology, engineering and math) coursework.

### Community

**U.S. Department of Agriculture** – \$562,229 multi-year. Seven projects under USDA funding range from workshops and services to strengthen the area's economic capacity to funding a VISTA worker to address challenges and barriers to food sovereignty in the reservation community. Awards also include a \$108,000 grant for research on agricultural practices of the ancestral Menominee and how these practices were adapted to address global-scale climate change.

**Wisconsin Department of Workforce Development** – \$238,667. Two grants from the agency's Fast Forward program address worker training in regional forestry and health care industries. A Sawyer training program developed and launched in cooperation with Menominee Tribal Enterprises and a Home Health Aide training program focused on Shawano and Menominee counties are expected to reach a combined total of nearly 300 prospective workers from local communities.

**First Nations Development Institute** – \$25,000. In a project spanning April 2014 through March 2015, the College's Department of Continuing Education is providing 12 community Elders with access to healthy, locally-grown food through the creation of sustainable at-home gardens.



Taking a photo break from work on an internship project on the Menominee Reservation's Wolf River Dells are, left to right, Peter Iacona, an undergraduate intern at CMN from the State University of New York; CMN interns in the "Measuring the Pulse of the Forest" project, Kenny LaTender and Brenda Miller, and project crew leader, Lincoln Tice.

## LEARNING HAPPENS BEYOND CLASSES AND CAMPUSES

Studies on student success confirm the value of learning experiences in the field, community and distant places. Students who participate become more engaged in their education and typically find their classroom learning enriched. At the College of Menominee Nation, the year's experiential learning covered topics ranging from climate change to the intelligence community. Travel for CMN students was as near as the Menominee forest and as far as New York City and Arizona.

### Sustainability Is Focus

Two of Dr. Lisa Bosman's students, Lincoln Peters and Brittany Potts, parlayed some exceptional work in her Introduction to Statistics course into student research assistantships that began in Spring 2014. Their project, done under an Environmental Protection Agency (EPA) grant, resulted in a poster-format presentation titled "Investment Perspectives: Energy Efficiency vs. Solar Energy." The poster led to a trip to New York City where their work was shown at the Association for Environmental Studies and Sciences Conference. The EPA grant also provided stipends enabling several other math students to do supplemental research projects.

Director Chris Caldwell of the Sustainable Development Institute (SDI) says the unit engaged more than 30 CMN student interns, student workers and research assistants during the year. Along with SDI staff and College faculty, they provided significant work in advancing many sustainability projects, including an update of the CMN's greenhouse gas emissions report.

Experiential learning on forest ecology, climate change and the integration of indigenous knowledge and western science were among topics for students attending SDI's Forest Ecology Summer Institute in June. The two-week program kicked off the Summer 2014 research season for students who are working on CMN and SDI projects.

Many of these internship projects resulted from College and SDI partnerships and funding relationships with agencies and other colleges and universities. They include:

- Maria Schaefer's research assistantship which is focused on developing a regional assessment of tribal climate change issues through CMN's consortium membership with the U.S. Department of Interior's Northeast Climate Science Center;
- Kenny LaTender and Drew Pyatskowit internships as climate change researchers through CMN's membership in Penn State's Sustainable Climate Risk Management (SCRIM) network;
- U.S. Department of Agriculture (USDA) grant-funded internships in the "Learning from the Land" project for CMN students Eric Schneider, Ella Keenan, Rhonda Tucker and Keith Kinepoway;
- Forest Ecology and Phenology Research Development Assistant Jason Edler's work under another USDA program focused on developing demonstration forest and demonstration agriculture research areas on the campus, and
- USDA grant-funded projects on Ecological Data Collection being done by student workers Brenda Miller, Kenny LaTender, Andrew Levsen and MaKaylee Duquain, and crew leaders Ron Bowan and Lincoln Tice, who will be surveying climate change monitoring plots on campus and within the sustained yield forest.



## CMN 'Scholars' Explore Intelligence Community

For a group of Intelligence Community (IC) Scholars at the College, out-of-state travel in Spring provided career-exploration and professional networking, thanks to CMN's participation in the Great Plains National Security Education Consortium. Taking part in one or more of the trips were Cassandra Wils, Miranda Perez, Apollonia Gomez, Rachel Warrington and Angela Hernandez.

The University of Nebraska at Lincoln (UNL) was the destination for three of the IC Scholars who traveled with Professor Heidi Cartwright and Dr. William Van Lopik. The "Thought-Shop – Critical Thinking Workshop" they attended at UNL was presented by the Central Intelligence Agency.

Several from the group traveled with Cartwright to Washington, D.C., for information sessions at several federal agencies. The trip included meetings with senior executives, core mission officials, hiring authorities, recruitment officers and intelligence agency staff formerly in the IC Scholars program. IC Scholars also traveled with Van Lopik to Arizona to learn about border issues related to homeland security. There they met ranchers, public defenders and academics, and visited humanitarian and environmental organizations, day labor and detention centers, and agencies including the Border Patrol and Immigration and Customs Enforcement.



*CMN's experiential learning efforts extend to pre-college youth, including MYEP participants like Warren Wilber III, who listens with his mother, Myrna LaTender, at the March banquet celebrating completion of the program's first year.*

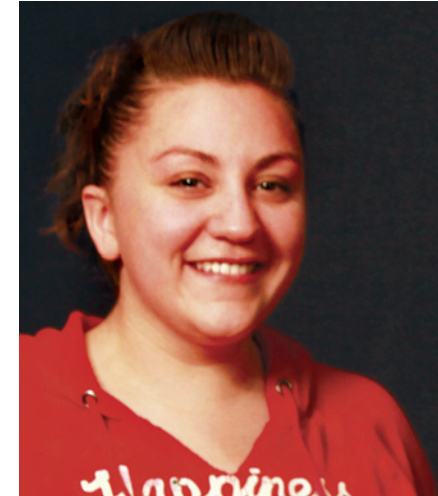
## Youth Opportunities Focus on Empowerment

While the College's primary focus is on college-level students, its Department of Continuing Education and Sustainable Development Institute also engaged high school-age and younger students in well-developed enrichment and experiential learning programs during the year.

The College completed the first year of the Menominee Youth Empowerment (MYEP) project with 57 young people from the area involved as active participants. The 11- to 14-year-olds met regularly for presentations, to enjoy outings, and to take part in learning and service projects. The five-year grant-sponsored program's goal is promoting family resiliency and helping children avoid high-risk behavior.

A new American Indian Leadership Conference was offered in Spring at the Green Bay/Oneida campus as a cooperative effort of CMN and five area school districts. Students from middle and high schools met for sessions on topics ranging from tribal sovereignty and treaties to Indian sports mascots.

For a dozen area high school students, the SDI-sponsored Sustainability Leadership Cohort program continued in 2013-2014 with explorations of educational opportunities and careers in bio-energy and sustainability, and attention to indigenous ways of knowing about ecosystems and sustainability. The program is part of the USDA-funded POSOH (Place-based Opportunities and Sustainable Outcomes for High-hopes) initiative.



*Student Research Assistants Brittany Potts and Lincoln Peters presented a poster-format report on research done at CMN for the Association for Environmental Studies and Sciences (AESS) conference in New York City.*





*The College's observance of Restoration Day 2013 included recollections from and honors for Elders who played roles in the Tribe's historic termination-restoration era. From left are Ada Deer, Lorene Pocan and Sylvia Wilber.*

## COLLEGE AND COMMUNITY FIND COMMON GROUND

Campuses of the College of Menominee Nation delivered a year full of rich variety in programs that aligned with

the CMN mission and addressed the interests of community members and organizations.

**Cultural programming ranged from visits by artists, authors and musicians to presentations on tribal history by Menominee Elders and scholars.**

- A highlight of the year was CMN's observance on Dec. 22, 2013, of the 40th anniversary of the Menomi-



*Respected television journalist Hattie Kauffman, right, shared the stage at commencement with Menominee Tribal Legislature Chairwoman Laurie Boivin, Board President Ben Kaquatosh and Chief Academic Officer Dr. Diana Morris.*

nee Restoration Act. Dr. Katherine Hall of the College's history and anthropology faculty, Menominee Elders Sylvia Wilber and Ada Deer, and CMN alumnus and enrolled Menominee Justin Gauthier, were presenters for the program titled "Remembering the Menominee Story".

- American Indian broadcast journalist Hattie Kauffman provided a powerful message of persistence

and commitment during her address to the Spring graduating class.

- At CMN's Green Bay/Oneida campus, middle and high school students focused on American Indian culture, as well as career exploration and college readiness, in a workshop series titled "Respecting My Past, Preparing for My Future".
- Culture and sustainability mingled easily during the year. On the Green Bay/Oneida campus they





Grammy award-winning singer/songwriter Bill Miller shared inspirational words and music with a capacity crowd during a Spring semester visit to the Keshena campus. Miller, a native of the Stockbridge-Munsee Reservation, lives in Nashville, TN.

took the form of a Three Sisters Garden and an aqua farm project. Traditional gardening of another type flourished near Keshena as the Department of Continuing Education project established and helped maintain food gardens for elders at a dozen local homes.

- CMN's site for the regional Miles of Art festival drew nearly 250 visitors to the campus in Fall. Dozens of others came throughout the

year for the Library's guest author presentations, Holocaust survivor Harry Gould, award-winning singer/songwriter Bill Miller, and many others.

**Economic development, health, and safety courses and programs were plentiful and varied.**

- In its second year of operation, CMN's Community Technology Center offered up 60 workshops

and averaged about 40 visitors a day. Twice weekly the Center welcomed Shawano Job Center staff, complementing the professional development, resume writing and soft skills training available from the College's Technical Education Department.

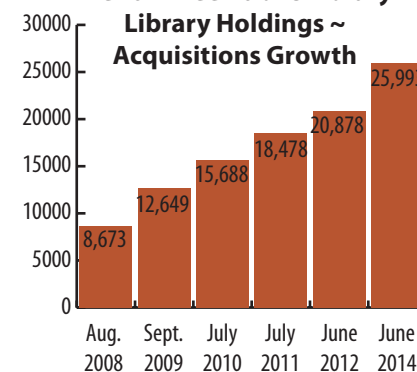
- The Technical Education program's highly-successful Home Health Aide training served 216 students in 2013-2014, including enrollments at Mole Lake and Green Bay area sites. In the three years the training has been offered, 750 community members have learned basic skills for use at home or on the job.
- CMN's Department of Continuing Education (DoCE) provided outreach through 132 workshops that reached more than 2,600 registrants. DoCE – which incorporates Vocational Rehabilitation, financial literacy, archaeology, youth programming and other efforts – delivered programs ranging from CPR/AED training to job training for Sawyers. In cooperation with other organizations and agencies, it addressed community concerns including synthetic marijuana, well water testing and online predators.
- "Outreach" of the audible type arrived in early Summer with the installation of an emergency tornado siren on the Keshena campus. The warning system for the campus area was a cooperative project of the College, the neighboring Menominee Casino Resort, and the Menominee Tribe.

## Collections Grow for Merged Libraries

Visits to the College's academic library and community's public library peaked for the Fall 2013 semester with 1,956 walk-in patrons in October. The year's circulation peak in Spring semester came when 2,293 items were checked out in April. Other statistics for the libraries are in the chart below, which tracks a three-fold increase in library materials available for CMN and Keshena area patrons between 2008 and 2014.

Housed together on the Keshena campus since December 2012, the merged library serves two categories of users. Faculty, staff and students of the College visit for materials and services in support of their academic work. An increasing number of adults and children visit the public library for recreational or enrichment materials, and for special events developed by library staff to encourage reading and improve literacy rates.

### S. Verna Fowler Academic Library/ Menominee Public Library



## BOARD OF TRUSTEES PROFILE

*Those serving on the College's Board are enrolled members of the Menominee Tribe of Wisconsin.*

### Bernard (Ben) Kaquatosh, Chairman

Personnel Director, Menominee Indian Tribe  
University of Wisconsin-Green Bay, UW-Milwaukee

### Virginia Nuske, Vice Chairwoman

Director of Higher Education, Menominee Indian Tribe  
Northeast Wisconsin Technical College,  
UW-Green Bay, UW Oshkosh,  
University of the Philippines

### Lori Corn, Secretary

Curriculum Coordinator, Menominee Indian School  
District  
B.S., St. Norbert College; M.S., Marian College

### Sarah Harkey

Nurse, Menominee Tribal Clinic  
A.A., College of Menominee Nation;  
B.S.N., Bellin College of Nursing;  
M.S.N., University of North Dakota

### Georgianna Ignace

Volunteer  
B.S., Marquette University

### Lynnette Miller

Executive Director, Menominee Tribal Gaming  
Commission  
B.S., UW-Green Bay; M.S., Silver Lake College

### Elaine Peters

Retired  
B.S., UW Oshkosh

### Ada Deer (honorary member)

Retired  
B.A., UW-Madison; M.S.W., Columbia University



*Dr. William Van Lopik of the CMN program in Sustainable Development and Ann Walenski of the Business Administration and Public Administration faculty collaborate during a faculty in-service session.*

## FACULTY/STAFF PROFILE

*The following unduplicated numbers show that 80% of the College's employees hold academic or technical credentials and 37% in all categories of employment have earned advanced degrees at the master's and doctoral levels.*

<b>Faculty</b>	<b>69</b>
Full Time	31
Part-Time or Adjunct	38

<b>Staff</b>	<b>151</b>
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<b>Total CMN Employees</b>	<b>220</b>
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### Employee Degrees

Ph.D.	16	7%
Master's	67	30%
Bachelor's	61	28%
Associate	25	11%
Technical/Trades	8	4%
Some college/no degree	43	20%

### Ethnicity

Enrolled/Descendant Menominee	79	36%
Other American Indian	31	14%
Other (Asian, Black, Hispanic, White)	110	50%



*Sarah Boushie and Thylar Laurent were among students who enjoyed high-tech learning during the year in CMN's newest academic program, the Associate Degree in Digital Media.*

## STUDENT PROFILE

*Unduplicated numbers Fall 2013 from IPEDS Fall 2013-2014*

### Total Enrollment

Headcount enrollment	661
Full Time Equivalent enrollment	466

Full time	217	33%
Part-time	444	67%

Male	182	28%
Female	479	72%

### Student Ethnicity

American Indian*	416	63%
Other (Asian, Black, Hispanic, White)	245	37%

*\* Tribes represented in the 2013-2014 enrollment included Menominee, Oneida, Stockbridge Munsee, Chippewa, Choctaw, Crow, Ho-Chunk, Lac Courtes Oreille, Mohican, Navajo, Potawatomi, and Sioux.*

### Age Distribution

<i>Numbers rounded</i>		
Under age 18	26	4%
Age 18-21	146	22%
Age 22-29	196	30%
Age 30-39	140	21%
Age 40-49	100	15%
Age 50 and over	53	8%



*Lee Stoehr, left, and classmates wait for the start of the May 2014 commencement procession. Stoehr gave the student address and earned CMN's first Bachelor of Arts Degree in Public Administration.*

## ALUMNI PROFILE

<b>Total Alumni</b>	<b>926</b>
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*Cumulative since the opening of the College in 1993*

Male	269	29%
Female	657	71%

<b>Average Age at Graduation</b>	<b>33</b>
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### All-Time Top Degree Choices

Nursing, Business, Education

### Degrees, Diplomas Awarded

*Cumulative over CMN history.*

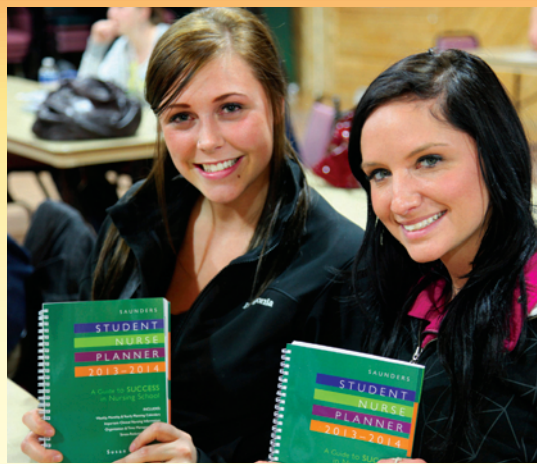
Bachelor of Science/Arts*	19
Associate of Arts	573
Associate of Applied Science	200
Diplomas and Certificates	341
<b>Total Awards</b>	<b>1,133</b>

*\* CMN's first BS degree was awarded in June 2011, BA in 2014*





Among the popular technical/trades programs of the College is the diploma option Electricity. Pictured from left to right are Thomas E. Williams, Garrett Keshena, Jessie J. Waupoose and Paul Frechette. All four were among the program's May 2014 graduates.



In May, CMN's nursing program graduated five men and women with Associate Degrees and two dozen with Practical Nurse Diplomas. Rachel Huested, left, and Natasha Quaintance were among the new crop of students who arrived for orientation in January.

## PROGRAM ENROLLMENT PROFILE

Student enrollment in Fall 2013 by program of study/career field

<b>Bachelor of Arts</b>	<b>8</b>	<b>1%</b>
Public Administration		
<b>Bachelor of Science</b>	<b>28</b>	<b>4%</b>
Business Administration and Teacher Education		
<b>Associate of Arts —</b>		
<b>Letters and Science (L&amp;S) Degree</b>	<b>313</b>	<b>47%</b>
Biological and Physical Science	(16%)	
Business Administration	(8%)	
Liberal Studies	(8%)	
Education	(7%)	
All remaining L&S programs	(8%)	
<b>Nursing</b>	<b>78</b>	<b>12%</b>
Associate of Applied Science Degree in Nursing and Practical Nurse Diploma		
<b>Technical Education</b>	<b>57</b>	<b>8%</b>
Combined Electricity, Office Technology, Sustainable Residential Building Systems and Welding		
<b>Non-degree or Undeclared Major</b>	<b>167</b>	<b>25%</b>
<b>Certificate of Mastery</b>	<b>10</b>	<b>2%</b>
Criminal Justice, Entrepreneurship, Microcomputer Specialist		



One-third of CMN's students attend classes at the Green Bay/Oneida campus. Among those registered there in 2013-2014 were Alice Gould, left, Boboucar (Bob) Fatty and You Vang.

## PROGRAMS OF STUDY PROFILE

CMN is accredited by the Higher Learning Commission ([www.hlcommission.org](http://www.hlcommission.org)). The Nursing program is accredited by the Accreditation Commission for Education in Nursing ([www.acenursing.org](http://www.acenursing.org)) and approved by the Wisconsin State Board of Nursing, Department of Regulation and Licensing, and Department of Health Services, Division of Quality Assurance. The B.S. in Education is approved by the Wisconsin Department of Public Instruction.

### Bachelor of Arts Degree

Public Administration

### Bachelor of Science Degrees

Business Administration

Early Childhood/Elementary Education

### Associate Degrees

Accounting

Biological and Physical Sciences

Business Administration

Computer Science

Digital Media

Early Childhood/Elementary Education

Liberal Studies/Humanities

Liberal Studies/Social Science

Materials Science and Pre-Engineering

Mathematics

Natural Resources

Nursing (Applied Science)

Public Administration

Sustainable Development

### Technical Diplomas

Electricity

Office Technology

Practical Nurse

Sustainable Residential Building Systems

Welding

### Certificates of Mastery

Criminal Justice

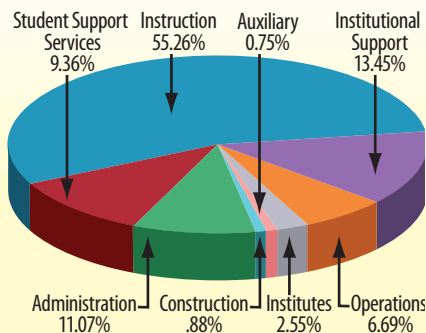
Entrepreneurship

Microcomputer Specialist

## CMN Expenditures 2013-2014

Instruction	\$8,839,381	55.26%
Student Support	\$1,496,661	9.36%
Administration	\$1,770,252	11.07%
Institutional Support	\$2,151,815	13.45%
Construction	\$141,178	0.88%
Operations	\$1,070,663	6.69%
Institutes	\$407,409	2.55%
Auxiliary	\$119,255	0.75%
Total	\$15,996,622	100.00%

## CMN Expenditures 2014

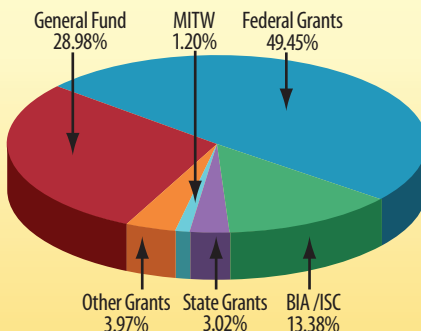


## CMN Revenues 2013-2014

Federal	\$7,910,231	49.45%
General Fund	\$4,635,508	28.98%
BIA/ISC	\$2,139,700	13.38%
State	\$483,855	3.02%
MITW*	\$191,722	1.20%
Other	\$635,606	3.97%
Total	\$15,996,622	100.00%

\*Menominee Indian Tribe of Wisconsin (MITW)

## CMN Revenue Sources 2014



# TEAM WORK, CLEAR FOCUS KEEP CMN ON TRACK

To sustain the combination of program growth, a stable employee base and fixed prices is difficult in the best of times. Doing so when enrollment revenue declines — as is now the case for colleges and universities everywhere — is a major challenge.

It is a known cycle in higher education. With each economic crisis there is a surge in student enrollments as workers and those just graduating look for new

career fields or higher credentials. Enrollments ebb as economies improve.

As the latest enrollment bubble comes to an end, the College of Menominee Nation has been proactively addressing the expected revenue shifts. Advance groundwork by CMN leadership allowed academic year 2013-2014 to be one of finalizing and implementing a series of well-developed organizational changes.

Many of the recommendations for change originated with committees and task forces. These faculty and staff groups — some at work for a year or more — were assigned by President Verna Fowler and her Executive Cabinet to explore ways to achieve financial efficiency by strengthening and streamlining the College while improving services for students.

Reports in the preceding pages provide a sampling of the work done to reimagine, redefine and reinforce CMN while reducing expenses to meet revenue levels. The goal of a balanced budget for 2013-2014 was met while operations and initiatives were sustained. Among the achievements were:

- Centralizing and improving services for students
- Addressing new infrastructure and deferred maintenance projects
- Creating and delivering an array of enrichment programs for the broader community

## Job Duties Change As Processes Change

While developing plans for CMN's financial security, leaders and task force members paid close attention to educational trends in the delivery of coursework and deployment of the College's human resources.

Their concentrated teamwork resulted in reorganization of some units of the College, revamped job responsibilities for staff and faculty members, and the

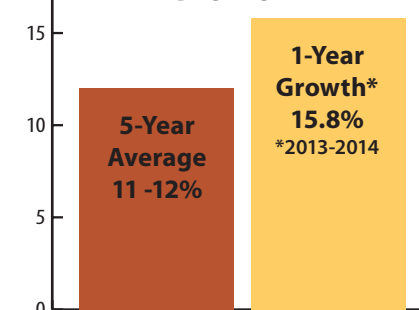
first steps toward the newest distance-learning technology. The technology — a model known as “flipped classroom” teaching — is exciting for its capacity to effectively reach students away from the campuses. The College especially welcomes the technology as a way for bringing educational opportunities to American Indian students who do not currently have access to a tribal college.

## Balanced Budget, Debt Free College

While enrollment and revenue declined — 8% and \$3.79 million respectively — the College came together with a high level of teamwork that generated new ideas, embraced change, and enabled CMN to carry out its mission with fewer dollars. The results for 2013-2014 were:

- A balanced budget
- A growing endowment
- Operations sustained with no tuition increase
- A College that remains unique in being debt free

## CMN Endowment Growth







## Mission

The College of Menominee Nation's mission is to provide opportunities in higher education to its students. As an institution of higher learning chartered by the Menominee People, the College infuses this education with American Indian culture, preparing students for leadership, careers and advanced studies in a multicultural world. As a Land Grant institution, the College is committed to research, promoting, perpetuating and nurturing American Indian culture, and providing outreach workshops and community service.

## Charter

On March 4, 1993, the Menominee Tribal Legislature chartered the College by Ordinance 93-2. In the Fall of 1996, pursuant to Article VIII, Section 4, of the Menominee Constitution and Bylaws, the Menominee People initiated a revised charter that reinforced and secured CMN's existence. The charter was unanimously approved by the Tribal Legislature on October 3, 1996.

## Accreditation

The College is accredited by the Higher Learning Commission (HLC) (800-621-7440 or [www.hlcommission.org](http://www.hlcommission.org)). CMN applied for accreditation in 1995, gained candidacy status in 1996 following a self-study and evaluation, and received initial accreditation in 1998. Ten-year accreditation was granted in 2003 under HLC's rigorous traditional review process. In 2009 CMN became the first tribal college approved for HLC's Academic Quality Improvement Program (AQIP) which requires extensive, on-going documentation in several categories. In March 2014 CMN's accreditation was reaffirmed through 2021-2022.

Nursing's Associate of Applied Science is accredited by the Accreditation Commission for Education in Nursing (ACEN) ([www.acenursing.org](http://www.acenursing.org)), formerly the National League for Nursing Accrediting Commission. Nursing has approval from Wisconsin's State Board of Nursing, Department of Regulation and Licensing, and the Department of Health Services, Division of Quality Assurance. CMN's Bachelor of Science in Early Childhood/Middle Childhood Education has Wisconsin Department of Public Instruction approval.

## Affiliations

Among its many affiliations, the College is a member of the American Indian Higher Education Consortium (AIHEC) and a partner institution with the American Indian College Fund. Congressional authorization in 1994 made CMN one of only three institutions of higher learning in Wisconsin to have Land Grant status. The College is designated by the Bureau of Indian Affairs as a Tribally Controlled College under the Tribally Controlled Community College Assistance Act (P.L.95-471).

## Facilities

The College is located in Northeastern Wisconsin in the ancient homeland of the Menominee people. The College's flagship campus is in the community of Keshena on the Menominee Reservation. CMN's Green Bay/Oneida campus, serving about one-third of the student enrollment, is 45 miles southeast in the City of Green Bay metropolitan area.

The main and urban campuses share faculty and most programs. Students may elect to study at either or both locations. Inter-campus mini-buses that are free for students and staff make the circuit frequently each day.

