

Assurance Argument

College of Menominee Nation

Review date: 4/17/2023

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1 The mission was developed through a process suited to the context of the Institution.

A seven-member board [1A1-001_PRES-BODMembership](#) governs the College of Menominee Nation and maintains oversight of the institution. The BOD is responsible for ensuring the College achieves its commitment to the Menominee Community, surrounding communities, and stakeholders.

On May 18, 1993 the BOD approved the mission with a foundation built upon Menominee Indian Tribal values and beliefs while serving students and community members. The mission [1A1-002_BOD_meetingmin02012017](#) of the College is as follows:

As a Land Grant institution of higher education chartered by the Menominee People, the College of Menominee Nation infuses learning with American Indian culture and prepares students for leadership, careers, and advanced studies in a multicultural world. The College commits to research and promotion, perpetuation, and nurturance of American Indian language and scholarship.

The vision of the College is to serve as a center for lifelong learning, providing exemplary academic preparation and research.

In February 2017, CMN students, staff, faculty, along with the Menominee people, completed the most recent review and revision of the mission and values. The revision enhanced the institution's commitment to American Indian culture, sustainability, ethics, diversity, community, and service. The process for making the revisions to the mission was not documented; however, if future revisions

are made, the review process will be embedded within the strategic planning process.

1.A.2 The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission.

The College of Menominee Nation's (CMN) vision, mission, and value statements are current and reflect its core purpose and capacity built to continue to meet the overall mission of the College. The College's commitment to infusing American Indian culture, preparing students for leadership, careers, and advanced studies in a multicultural world, and research and promotion of American Indian language and scholarship are integral components of academic programming and departmental programming. While serving as one of the 35 Tribal Colleges and Universities (TCU), CMN ensures that decisions for the institution are culturally based and reflect the Menominee community and outside communities we serve. The programs created meet the community's needs while meeting the need to maintain relevant programs that will aid in the continual growth of the institution.

In line with the sustainability value of the Menominee Indian Tribe, per the Degree Requirements for all programs located in the College Catalog, CMN requires all students to take a course in Sustainable Development [1A2-001 CAQ_SDE100Requirement](#). This course creates a general basis for knowledge about Menominee's values to its forest and its fiduciary responsibility and sustainability.

In addition, the College designed requisite courses in programs, namely liberal arts, that are culturally based with a focus on the history and language of Indigenous Nations such as the Menominee and Oneida. The courses comprise Survey of American Indian History (HIS121), Pre-Contact of History of the Menominee Nation (HIS122), Menominee Treaty Era (HIS123), Oneida Nation of Wisconsin History (HIS132), Treaty Era of Oneida Nation of Wisconsin (HIS133), and World Indigenous Sovereignty Movements (HIS305), are further evidence of infusing American Indian culture into programming [1A2-002 WEB_HISCourseDescriptions](#).

The AA Liberal Studies Audit Sheet identifies these courses and how they scaffold into the Liberal Studies offerings.

- The Business Administration degree program hold classes focusing on Tribes, Enterprises, and Entrepreneurship (BUS455) and require students to understand the tribal governance structure alongside county/state structures [1A2-003 CAQ_BSAuditSheet](#).
- The Teacher Education program(s) offers students opportunities to engage with local Menominee tribal schools and organizations through the EDU407 course [1A2-004 CAQ_EDAAuditSheet](#).
- The Sustainable Development Institute engages the community, students, and faculty in relevant research locally and nationally.

CMN is committed to creating Indigenous and alternative ways of knowing and being through campus events that have aided in the promotion and validation of the status as a tribal college and reinforced our culture's infusion.

- A Menominee language speaker leads our campus community in a weekly prayer that students, staff, and faculty attend [1A2-005 PRES_WeeklyPrayer](#).
- The College hosts programs by supporting Indigenous partners through our commencement ceremonies with flag ceremonies, Menominee speakers, and traditional songs and dances in the

program and inviting Menominee language speakers and partner organizations to campus (i.e., Menominee Nation Veterans, MenominiYou, Menikanaehkem, and Menominee Language and Culture Commission

- Campus events have aided in the promotion and validation of the status as a TCU that reinforces core concepts of Indigenous peoples of family, community, and culture (IPSI) [1A2-006 SDI_IPSIagenda](#).

The College recently hired two new positions to address different aspects of the mission, the first being a Career Placement Coordinator [1A2-007 HR_Career&PlacementCoordPosition](#) and the second as Indigenous Wellness Director [1A2-008 HR_IndigenousWellnessDirectorPosition](#).

The Career Placement Coordinator assists with research, coordinates the placement and does the follow-up of apprenticeship arrangements for all CMN students. While conducting career assessment inventories, the Career Placement Coordinator also develops an individualized career plan and maps out the steps to completion of the goal with each student. The Career Placement Coordinator also provides career services such as resume writing, interviewing skills, internships, and job shadowing for students.

Uniquely, the College designed an Indigenous Wellness Director position to support students, staff, and faculty by addressing healthy lifestyles and mental health with Indigenous methods and knowledge to create Indigenous and alternative ways of knowing, being and doing. The Indigenous Wellness Director centers on Indigenous wellness for our students, staff, and faculty and helps further support and address healthy lifestyles and mental health support. Additionally, the College incorporates Indigenous methods through the support of Indigenous partners for campus events like our annual Commencement Ceremony (i.e., Flag Song Ceremonies to post the Eagle Staffs and the United States, Tribal Nations, and Veteran Flags) by a traditional drum group and an Invocation by a Menominee Elder and Veteran, Recognition Dinners (i.e., Prayers by Elders or a Menominee speaker).

The commitment to infusing culture at CMN extends to serving our constituents in a diverse, equitable, and inclusive environment. The College President tasked a team to develop a Diversity Plan combining mainstream elements of diversity, equity, and inclusion, with core functions of Indigenous ways of knowing, being and doing in a way that better reflects our identity as a Tribal College and University (TCU) [1A2-009 PRES_BeingGoodRelativeTaskforce](#). This plan is referenced as (Being a Good Relative) or “Netanawaemakenak (All My Relatives).”

General education outcomes (GEOs) of CMN prove the commitment of the institution to ensure students gain leadership skills that prepare them for advanced studies in a multicultural world [1A2-010 CAQ_GenEdObjectives](#). These outcomes include academic programming that provides opportunities for students to use skills learned in the classroom. These GEOs are also referenced in Criterion 3.B.1, 3.B.2, and 3.B.3.

CMN faculty experiment in developing more effective teaching methods and teaching-oriented research; conduct ongoing research intended to lead to publications in scholarly journals; complete ongoing reading and research to maintain proficiency and growth in one's field of professional specialization; hold the office of membership in professional organizations; attend and participate in meetings, conferences, and conventions of professional associations; write proposals for financial support of research or other projects including academic institutes or workshops; conduct relevant research to support community wants and needs; and consult with other departmental faculty on research proposals or projects [1A2-011 CMN_FacultyPublications](#).

The College provides many events and programs supporting current and prospective students and surrounding communities, such as the Sustainability Leadership Cohort (SLC) program, Tiny Earth, Feather of Chronicles, and the Menominee Pageant as referenced in criterion 3.B.4.

1.A.3 The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

As a Tribal college chartered by the Menominee people, the college takes great pride in its ability to follow its mission to serve the Menominee Nation and its members. This is evident by the programs being offered and more recently the development of the Sustainable Agriculture program [1A3-001 CAQ_SusAgricultureAuditSheet](#) and the developing Geosciences program. Both programs were born out of the community need to gain capacity in food sovereignty and environmental justice efforts in the bioregion. It is also evident the College supports its constituents through its higher education offerings and services in the recent board approved Institutional Strategic Plan 2022-2025 [1A3-002 CMN_StrategicPlanBooklet](#). The plan starts with the mission, vision, and values and “goals in excellence” were developed by the board and reaffirmed in 2021 to allow the strategic planning process to be carried out.

The college’s close connection with the local community and its mission to bring resources and assistance to better the community is also evident in the work being done to coordinate and facilitate the Menominee Indian Tribe of Wisconsin updated strategic plan, allowing staff to participate and provide input in the Tribes Advisory/Coordinating Committee for the Menominee Economic Resilience Project through a community Memorandum of Understanding, and managing/coordinating the local Kehtekaewak Farmers Market for local vendors to be able to sell their produce and their crafts. The College has also created a stand with a tent, tables, a grill and coolers for local community members to be able to sign up to hold local fundraising events for families and youth trips.

CMN partnered with Northeast Wisconsin Technical College (NWTC) to facilitate transfer between institutions in 2022. The CMN and NWTC Articulation agreement created pathways for NWTC students to transfer to CMN’s bachelor programs. These programs meet the needs for specific skills in agriculture sciences, business, education, and sustainable studies. There is also a CMN and Fox Valley Technical College partnership for non-degree seeking students who are interested in earning a certification in Class A Commercial Driver’s License (CDL). CMN is continuing to work with other colleges and universities to establish partnerships to provide pathways for our students [1A3-003 WEB_ArticulationAgreements](#).

1.A.4 The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

The college’s academic offerings are in alignment with CMN's mission. CMN offers technical, associate, and bachelor's degree programs in a variety of fields that prepare students for leadership, careers, and advanced studies in Technical Education and Trades, Liberal Studies, Teacher Education, Business and Public Administration, and Math and Sciences. Documentation of each part of the CMN mission is required in every comprehensive program review [1A4-001 CAQ_ProgramReviewMissionRequirements](#) and course outline [1A4-002 CAQ_FormBCourseOutline](#). All programs and new courses undergo an internal review through the institution's Committee on Academic Quality Faculty review program outcome artifacts each year as a part of this internal program review process to ensure program outcomes are met [1A4-003 CAQ_NewProgramJustification](#). This review process allows CMN to identify areas of growth,

opportunities, challenges, and needs that will ensure alignment with the institution's mission, vision, and values.

The college's student support services are consistent with the stated mission. In 2015, the College implemented a single-point-of-contact case-management model. This model provides components of intrusive advising to provide a more supportive environment for students while also transforming the traditional advising duties and student support services processes.

Today, the College has three Student Achievement Specialists (SAS) (i.e., two located at the Main Campus and one at the Green Bay/Oneida Campus) to increase student persistence, retention, and completion rates [1A4-004 HR_SASpositiondescription](#). SASs also assist with registering students for classes (i.e., face-to-face and online), act as academic coaches, and help students through non-academic challenges such as filing for financial aid, requesting disability services, adding or withdrawing from a class, or engaging in extracurricular activities. It is the goal of the SASs to establish long-term relationships with their students from registration to graduation or through the Student Life Cycle by providing constant contact, including daily and weekly communication Empower Screenshot with students to assist and address students' challenges and issues.

Additionally, the College provides students with academic and support services through programs such as Dream Keepers, Peer Tutoring, NETtutor, Counseling, Helping Hands Food Pantry (Student Government), Family Resources (Services), Indigenous Wellness Director Services, Career Placement Coordinator Workshops, Tuition Discount, and as referenced specifically in 4.B. the Attendance Incentive [1A4-005 CMN_AcademicandSupportPrograms](#).

The college's enrollment profile is consistent with its stated mission. The mission reflects CMN's enrollment as a Tribal College in serving Native American students. As a federally designated tribal college or university, CMN must maintain a 51% Native American student population to retain status as a Tribal College and be eligible for Bureau of Indian Education funding. The Bureau of Indian Education funds is the College's largest funding source.

CMN tracks its enrolled Native American students through several data dashboards continuously monitored by CMN faculty and staff. The data below is retrieved from the Historic Enrollment Dashboard. The numbers show a five-year analysis of CMN's Native Student count for degree seeking students. The College has maintained a 70 to 75 percent Native student count since the Fall of 2018.

Fall enrollment	Fall Degree Seeking						
	2018	2019	2020	2021	2022	5 year AVG	% change from 2018
All students	237	237	173	192	282	224	18.9%
Degree Seeking	214	201	155	155	223	190	4.2%

Native Degree Seeking	179	166	121	128	199	159	11.2%
% of Native Degree seeking students	75%	70%	70%	67%	71%	71%	

CMN historically serves non-traditional students. The data table categorizes the students by ages groups used for AIHEC reporting. As shown, the majority of CMN students are over 40 years of age.

Fall enrollment	Fall age categories									
	2018		2019		2020		2021		2022	
18 to 24	30	14.0%	36	17.9%	29	18.7%	34	21.9%	53	23.8%
25 to 29	40	18.7%	35	17.4%	26	16.7%	20	12.9%	25	11.2%
30 to 34	45	21.0%	34	16.9%	30	19.4%	31	20.0%	39	17.5%
35 to 39	28	13.1%	26	12.9%	19	12.3%	20	12.9%	27	12.1%
40 and older	71	33.2%	70	34.8%	51	32.9%	50	32.3%	79	35.4%
Total	214		201		155		155		223	

This table reflects the top five Native American Tribes served by CMN in the last five years. These tribes are located in the Wisconsin and make up a large portion of our student population.

Tribes Served from 2018 to 2022	Students
Menominee	407
Oneida	125
Stockbridge Munsee	29
Ho-Chunk	10

Bad River Band Chippewa	7
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In addition, the dashboards show CMN's Native American student population consists of first-time generation, lower socioeconomic, single parents, and moderately underprepared for college-level coursework. Further, many are first-generation students and reside within 60 miles of the campuses.

To increase persistence, retention, and student completion rates, the College of Menominee Nation developed a Strategic Enrollment Management Plan [1A4-006 ACAD_DraftSEMPlan](#) to sustain institutional growth as a campus initiative. The SEM Plan is a campus initiative aligning with the Institutional Strategic Plan to promote strategies to increase educational and support services to assist students in completing their degree requirements. This initiative collaborates with two external constituents, Achieving the Dream (ATD) Coaches and the Educational Advisory Board (EAB). The SEM Plan is in a draft format with a team identified as the Dean of Student Success, Dean of Academic Success, Chief Financial Officer, and the Director of Retention.

1.A.5 The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

CMN clearly articulates its mission through public information. The College's mission statement is a prominent leading factor in the Institutional Strategic Plan which features strategic goals and action plans as well as the vision, mission and core values and were embedded in the CMN Strategic Planning Training presentation [1A5-001 CMN_StrategicPlanningTraining](#). The mission, vision and values are prominently displayed on the College's website [1A5-002 WEB_MissionVision](#) and in the classrooms. The mission statement is included in the syllabus template [1A5-003 FAC_SyllabusTemplate](#) that all adjunct and full-time faculty are required to use, the faculty handbook [1A5-004 FAC_FacultyHandbook](#) and the new course and program justification process. The mission is also included in the budget development process, grant proposals, and contract agreements with vendors and independent contractors.

Sources

- 1A1-001 PRES_Boardmembership
- 1A1-002 BOD_meetingmintues02012017
- 1A2-001_CAQ_SDE100Requirement
- 1A2-002 WEB_HISCourseDescriptions
- 1A2-003 CAQ_BSAuditSheet
- 1A2-004 CAQ_EDAuditSheet
- 1A2-005 PRES_WeeklyPrayer
- 1A2-006 SDI_IPSIagenda
- 1A2-007 HR_CareerPlacementCoordPosition
- 1A2-008 HR_IndigenousWellnessDirectorPosition
- 1A2-009 PRES_BeingGoodRelativeTaskforce
- 1A2-010 CAQ_GenEdObjectives
- 1A2-011 CMN_FacultyPublcations

- 1A3-001 CAQ_SusAgricultureAuditSheet
- 1A3-002 CMN_StrategicPlanBooklet
- 1A3-003 WEB_ArticulationAgreements
- 1A4-001 CAQ_ProgramReviewMissionRequirements
- 1A4-002 CAQ_FormBCourseOutline
- 1A4-003 CAQ_NewProgramJustification
- 1A4-004 HR_SASpositiondescription
- 1A4-005 CMN_AcademicandSupportPrograms
- 1A4-006 ACAD_DraftSEM Plan
- 1A5-001 CMN_StrategicPlanningTraining
- 1A5-002 WEB_MissionVision
- 1A5-003 FAC_SyllabusTemplate
- 1A5-004 FAC_FacultyHandbook

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1 The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity, organization, or supporting external interests.

As part of the CMN mission, the College maintains an obligation to serving the public. This work has been reinforced throughout the College's curricula, program offerings, and in community engagement efforts. The Faculty engaged in a project aimed at creating General Education Objectives that aligned with the Menominee values of American Indian culture, community engagement, culture of service, diversity, ethical behavior, and sustainability. CMN faculty collaborated with community members and external constituents [1B1-001 CMN_FacultySDICollaborativePD](#) to identify areas of the general education curriculum that could be aligned, taught, and assessed based on the Menominee values as stated above. The new general education objectives 1A2-010 CAQ_GenEdObjectives will be continually assessed yearly through the program review process, beginning in the Spring Semester of 2023 Inservice.

The two new bachelor's degree programs in Sustainable Agriculture [1B1-002 CAQ_SustainableAgAuditSheet](#) and in Integrative Studies in Sustainability [1B1-003 CAQ_ISSAuditSheet](#) were developed collaboratively between by CMN faculty and community members advisory boards to reflect community needs and interests.

The institution also demonstrates service to the public through community engagement efforts. For example, CMN has provided to the community is the revival of the Menominee Pageants, which were important annual events for the tribe and for the region. The pageant is produced by a mixture of staff, students, alumni, and community members, with the latter group making up the majority. We involve the community through open auditions, media announcements, and direct requests for culture keepers, the drum group, dancers, and performers. We engage with youth groups such as the Woodland Indian Boys and Girls Club and the Historic Preservation's Summer Immersion camp for dancers and hand drummers, respectively. Also, we work with both the tribe and the Menominee Contest Powwow committee to ensure that the community is aware it is invited to the actual performances.

1.B.2 The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or

supporting external interests.

As a federally funded TCU chartered by the Menominee people, the College provides educational opportunities not only to tribal members, but to others who live within the College's region. As reflected in the mission, the college infuses learning with American Indian culture to prepare students for leadership, careers, and advanced studies in a multi-cultural world. Through proper budgeting processes, within strategic planning, and through assessment, the College shows the importance of providing educational opportunities to support the mission and students.

The College has a comprehensive budget process aligned to the mission and Goal 1 of the Strategic Plan to facilitate the delivery of educational opportunities for CMN faculty, staff and students. The budget is created by and informs all departments, through departmental budget templates which are then reviewed by a CMN appointed Budget Committee and governed by the bylaws [1B2-001 FINA_BudgetCmte](#). With 41% of the budget supporting academic programs and 10% to student support services, the budget reflects the importance of the College's educational responsibility.

Strategic decisions about the use of resources to support educational experiences are evident in several initiatives.

- Creating two new baccalaureate programs that support Menominee values.
- Revising general education outcomes.
- Implementing the Diversity, Equity and Inclusion initiative.
- Continuing the SDI internship program.

1.B.3 The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

In adhering to the mission, vision and values of the College and as an institution chartered by the Menominee people, CMN's responsibility is to the Menominee Tribe, community, and the broader bioregional community including the Oneida Nation and Stockbridge-Munsee Community.

The CMN value statements [1B3-001 WEB_Valuestatements](#) emphasize the college's role in serving the needs of the community as well as providing outreach workshops and community service opportunities to improve quality of life. This commitment to community is further articulated in the value systems [1B3-002 SDI_MissionVisionStatements](#) that guide the Sustainable Development Institute's work. This dedication to community collaboration is represented by continued commitment to serving the public and creating opportunities for students to engage in the community, including educational opportunities with industry and other partners.

The Sustainable Development Institute engages in various education and outreach events.

- Menominee Nation forest tours and community report-out sessions (Forest Tour Educational Use Permit). SDI leads educational forest tours to showcase sustained-yield management forestry techniques in partnership with MTE [1B3-003 SDI_ForestEducationUsePermit](#). These tours showcase the SDI model in practice [1B3-004 SDI_SpheresofInfluence](#) and serve as a foundation for the Menominee Theoretical Model of Sustainability [1B3-005 SDI_MTMSwebpage](#) that guides the research at SDI. The MTMS model engagement centers community in all research/projects and responds to community needs.
- Intern community report-out sessions at the end of summer [1B3-006](#)

[SDI_InternsReportOut](#). This event aims to disseminate research findings and report on the applied activities of various research projects.

- Earth Day events on campus [1B3-007 SDI_EarthWeekOutline](#). In partnership with Menominee Indian School District, students write about responding to employers needs within the region and the work being done to address that.

To meet community needs, the College maintains partnerships with the Menominee Indian Tribe. The College's commitment to serving the public and responding to its needs is reflected in this partnership. For example, in Spring of 2021, the College and the Menominee Indian Tribe of Wisconsin held a joint meeting to discuss opportunities and needs of the Tribe and the community. From this meeting, a memorandum of agreement was established to create a mechanism for continuous collaboration in an effort to make the college the sole provider of all training courses [1B3-008 DOCE_MITWtrainingMotion](#). Additionally, in 2021, the Menominee Tribe indicated a need for strong tie in combating substance abuse in the community. An MOU with Mahnowesekeyiah, the tribal-owned mental health treatment center, was created to solidify the collaboration for the training of Substance Abuse Counselors that will funnel directly to the Tribes Wellness Center [1B3-009 ACAD_MOUMaehnowesekiyah](#).

In addition, the College maintains partnerships with tribal industries. The Menominee Tribal Enterprise (MTE) oversees both the management of the Menominee forest as well as the local sawmill operations which is over 150 years old and a major employer in the community. The college coordinated and provided trainings in the areas of highest need to ensure the continued success of the logging operations.

- In 2016, the College started a 4-week Commercial Driver's License (CDL) training program for MTE that is also available to anyone outside the organization.
- The College also created and taught a Sawyer program for MTE.

Sources

- 1B1-001 CMN_FacultySDICollaborativePD
- 1B1-002 CAQ_SustainableAgAuditSheet
- 1B1-003 CAQ_ISSAuditSheet
- 1B2-001 FINA_BudgetCmte
- 1B3-001 WEB_Valuestatements
- 1B3-002 SDI_MissionVisionStatements
- 1B3-003 SDI_ForestEducationUsePermit
- 1B3-004 SDI_SpheresofInfluence
- 1B3-005 SDI_MTMSwebpage
- 1B3-006 SDI_InternsReportOut
- 1B3-007 SDI_Earth WeekOutline
- 1B3-008 DOCE_MITWtrainingMotion.pdf
- 1B3-009 ACAD_MOUMaehnowesekiyah

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1 The institution encourages curricular or co-curricular activities that prepare students for informed citizenship and workplace success.

Central to CMN's mission, vision and values are specific to preparing "students for leadership, careers and advanced studies in a multicultural world." This component is addressed through curricular and cocurricular activities for all students.

Embedded in all courses are learning activities to foster a multicultural world and create a climate of respect and understanding of American Indian culture. When new curricular programs or courses are developed, proposers must answer how the suggested courses or revision 1) Infuses learning with American Indian culture; 2) Prepares students for leadership, careers, and advanced studies in a multicultural world; and 3) Commits to research and promotion, perpetuation, and nurturance of American Indian language and scholarship [1A4-003 CAQ_NewProgramJustification](#).

In addition, for all academic programs, students must complete an American Indian History or Languages course and since 2005, [1C1-004 CAQ_DegreeRequirements](#). The course have had multiple revisions since inception, ensuring the content is relevant. Each course also has general education objectives (GEOs) assigned for assessment purposes. For example HIS112 lists seven different GEOs students will acquire [1C1-005 CAQ_HIS112GEOs](#)

The most relevant GEOs related to informed citizenship include:

- Self-Discovery: Ways of Being (Service Leadership, Culture, Values, History)
- Service: How We Act (Sustainability, Community Engagement, Diversity Perspective, Decision Making)

Also embedded in all courses are learning activities to enhance workplace success. All students encounter opportunities to develop workplace success skills in the general education objectives, which includes a "Skills: What We Know" requirement that asks students to demonstrate an understanding of Written and Verbal Communication, Quantitative Reasoning, Critical Thinking, Qualitative Reasoning, Technology, and Health and Wellness.

In the technical diploma programs, students participate in mock interviews and job shadowing and

complete a career portfolio as part of a required course, GEN 101: Employability Skills [1C1-001 CAQ_GEN101Course Outline](#). In the associate degree programs, students complete GEN295: Student Portfolio Seminar [1C1-002 CAQ_GEN295Syllabus](#).

The GEN295 course outcomes are:

1. Examine past learning experiences;
2. Apply knowledge, skills, and experiences to field placement or community-based project;
3. Demonstrate awareness of community and/or organizational issues; and
4. Identify professional direction as it relates to future career and/or continuing education.

Preparing students for leadership, careers and advanced studies in a multicultural world is embedded into co-curricular activities of the college. CMN's Student Government (CMN SG) offers opportunities for students to engage in informed citizenship through showcasing the importance of protecting the natural world and hosting campus clean-ups on both the Keshena and Green Bay campuses. During the pandemic, co-curricular activities were stopped. Recently, there has been an effort to engage students in these activities again. The AISES club meet for the first time since the pandemic this spring, 2023 and a small group of students will be attending AIHEC.

The college also prepares future leaders in a multi-cultural world through internships. SDI offers internships to students where workplace preparedness skills are taught, practiced, and evaluated using the SDI Internship Evaluation-Site Supervisor form [1C1-003 SDI_InternEvaluationSiteSupervisor](#). After completing the internship, students are evaluated by their site supervisor and offered written feedback noting student's areas of strengths and challenges. This practice prepares students for workplace success by incorporating constructive feedback. Through these evaluations, students get the opportunity to improve their skills in an educational setting.

Students can also become peer tutors in a range of subject areas, but mostly in math and writing.

1.C.2 The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

The College provides a wide range of services and programming to ensure equitable treatment of diverse populations. Campus departments and services are available to ensure diverse populations in the faculty and staff have access to necessary services and reflect a climate of inclusion.

Having a diverse and inclusive community of faculty and staff is reflected in Goal 5 within the Institutional Strategic Plan. Specifically, the college has a wide range of policies in place to ensure equitable hiring practices are in place to reflect a climate of diversity.

- Recruitment and Hiring Policy [1C2-001 HR_RecruitHiringPolicy](#)

Approved in October 2022, the Recruitment and Hiring Policy provides a framework that clearly outlines CMN's commitment to recruiting and hiring highly qualified employees in a fair, efficient and effective manner.

- Menominee Tribal Code Chapter 170 – Personnel [1C2-002 CMN_MITWecode170](#)

In summary, the tribal code gives Menominee tribal members highest priority in employment

with the Menominee Tribal Government and tribally chartered entities who shall give preference in hiring to Menominee Tribal members.

- Affirmative Action Plan and Equal Employment Opportunity

The goal of the plan is to achieve prompt and full utilization of minorities and women at all levels and in all segments of the workforce.

- Equal Opportunity and Non-Discrimination Policy

By adhering to this policy, the college abides by the requirements with Title IX, Education Amendments of 1972; with Title VI of the 1964 Civil Rights 11 Act; by section 503 and 504 of the Rehabilitation Act of 1973; and the Age Discrimination Act of 1975.

- Commitment to Equal Employment Opportunity and Affirmative Action [1C2-003 HR_EEOApolicy](#)

By displaying the statement below on the Career Opportunities Webpage, the College encourages diversity in the workplace.

Campus departments and services are available to ensure that diverse populations within the student body have access to necessary services and reflect a climate of inclusion. For example, CMN is able to provide disability services to the community and students with the Vocational Rehabilitation Program. This program provides services to Native Americans with disabilities in order to attend school or obtain and retain employment. Success in the program involves partnership and commitment between the Vocational Rehabilitation counselor and consumer. Services provided to Vocational Rehabilitation Program consumers are custom designed to fit each individual's needs educational and employment goals.

All faculty and staff have access to Academic Impressions which provides skills-based training opportunities on Diversity, Equity and Inclusion. In addition, there is a DEI initiative at the college, being implement through the President's office, called Being a Good Relative.

Campus events open to the public show students and community members the inclusive and supportive climate of the College. Examples of events that were inclusive and diverse were the Women's Empowerment Summit & Training. This event was hosted in October 2021 by the SDI department at the Menominee Casino Resort. This summit was open to the public. Topics included: Female Leadership in Indigenous Communities, Healing and Justice for MMIW, Financial Planning for Indigenous Women's Empowerment, Elevating Stress and Anxiety through Everyday Techniques, An Exploration of the Underemployment Experiences for Women, LGBTQ Awareness, The Evolving Role of Women in Leadership. This inclusive event was created to empower women in the bioregion while also promoting sustainability.

1.C.3 The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

CMN's intentional efforts to foster a climate of respect are encapsulated in the College's strategic plan, program and course offerings, and guided by values and policies that support them.

Strategic Plan

CMN's Strategic Plan 2022-2025 Goal 5: Faculty and Staff Excellence [1C3-001](#)
[CMN_ISPGoal5objectives](#)

Objective 1: Promoting a diverse and inclusive community of faculty and staff committed to our vision.

1. Create a collaborative, culturally sensitive institutional page that compels CMN employees towards communal, open, and inclusive communication.
2. Develop unifying terminology, activities, and processes that foster a positive institutional culture.

During the spring semester of 2022, an Institutional Strategic Plan Kickoff meeting was held so that faculty and staff could discuss and articulate how each department could contribute to operationalization of the Strategic Plan goals. Attendees were grouped by individual goals and generally included both faculty and staff members, fostering open communication and teamwork.

Objective 2: Develop and implement a professional development model for faculty and staff.

Faculty created a Professional Development Committee that has been working on a development model for faculty. [1C3-002 FAC_ProfessionalDevelopmentModel](#) This model is based on the Medicine Wheel and the Circle of Courage.

Two faculty presentations in the Spring of 2023 embraced the models. One addressed the concept of “performative wokeness” and the other discussed storytelling, trauma, and a praxis of addressing trauma issues in the classroom. The information presented generated discussion faculty and staff could later share in the classroom and in other interactions with students. Employee survey findings suggested culturally responsive trainings, such as these, be provided annually.

Objective 3: Retain faculty and staff by fostering a community of culture that values, respects, and promotes collaboration.

The key performance indicators include fostering a collaborative institutional environment with a humanistic, goal-oriented employee review process. Having a well-developed process for feedback on performance is a proactive response to retaining faculty and staff.

Program and Course Offerings

CMN's program and course offerings are designed to create a diverse educational environment where members of the campus community are free to share their ideas, experiences, viewpoints and creative work. Through courses and assignments, students have the opportunity to explore diverse cultures, as well as opportunities to learn more deeply about their own cultures.

Examples of include courses that focus on the cultures and histories of various Wisconsin tribal nations, the history of Native Americans as a whole, and courses available on Menominee and Oneida languages. CMN also offers courses that focus on minority women's literature and American Indian Theater, among other subjects, that allow students to explore a wide range of interests.

Degree seeking students are required to take either a language or a history course as part of their general education, which is an important part of creating this diverse educational environment. CMN's General Education Objectives (GEOs), especially the “How We Act” section, focus on fostering a diverse and inclusive environment. The GEOs reflect CMN's Values of:

- American Indian Culture: applying knowledge to create a caring community aligned with American Indian traditions,
- Community Engagement: empowering people through lifelong learning to serve community needs,
- Diversity: recognizing the value of all people and supporting their growth to the fullest potential, and
- Ethical Behavior: promoting a spirit of mutual trust, respect and cooperation.

Criteria and definitions for assessment of the GEOs were developed and implemented spring 2023 by the Core Curriculum faculty [1C3-003 CAQ_GenEdObjectives](#).

Values and policies of support

The College values a supportive learning environment and is reflected within the Employee Conduct policy. This policy outlines expectations to ensure students, clients and colleagues receive the best possible service and be treated in a courteous, respectful manner at all times, that discrimination on the basis of age, color, creed, disability, national origin, race, religion, sex, sexual orientation or veteran status is not tolerated.

Other policies in place at the College guide a supportive and inclusive climate and include personnel Policies and Procedures such as the following:

- Equal Employment Opportunity and Affirmative Action,
- Harassment Policy,
- Employee Conduct, and
- Grievance Policy.

In addition, SDI's mission and values statement include inclusive and equitable treatment of all relatives, through the Institute's role of being "inextricably bound to principles of sustainability and Menominee values". SDI operates by prioritizing Indigenous ways of knowing and traditional ecological knowledge in research, outreach, education, and practice as shown in its Spheres of Influence [1B3-004 SDI_SpheresofInfluence](#). SDI's institutional identity is influenced by our learning from and reflecting upon the Menominee land ethic and the culture of respect for all relatives, human and non-human alike as portrayed in its Indigenous Wisdom statement [1C3-004 SDI_IndigenousWisdomStmnt](#).

The college also values life-long learning and provides employees with opportunities for professional development through Academic Impressions. This program provides on-demand training on Leadership, Personal Development, and skills-based training opportunities on topics that include: Academic Leadership, Diversity, Equity and Inclusion, Faculty Success, Title IX & Compliance, and Women's Leadership. At times, the professional development trainings are mandatory. For instance, in April of 2022, all faculty and staff were required to complete Title IX Training: "Responding to Title IX Disclosures: Training for Faculty and Staff." and were provided additional information regarding Title IX including CMN's Title IX brochure, Community Resources Guide and links to Title IX resources from the Department of Education and Office of Civil Rights.

Sources

- 1A4-003 CAQ_NewProgramJustification
- 1B3-004 SDI_SpheresofInfluence
- 1C1-001 CAQ_GEN101Course Outline
- 1C1-002 CAQ_GEN295Syllabus
- 1C1-003 SDI_InternEvaluationSiteSupervisor
- 1C1-004 CAQ_DegreeRequirements
- 1C1-005 CAQ_HIS112GEOs
- 1C2-001 HR_RecruitHiringPolicy
- 1C2-002 CMN_MITWecode170
- 1C2-003 HR_EEOAapolicy
- 1C3-001 CMN_ISPGoal5objectives
- 1C3-002 FAC_ProfessionalDevelopmentModel
- 1C3-003 CAQ_GenEdObjectives
- 1C3-004 SDI_IndigenousWisdomStmnt

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

While modified slightly, the College of Menominee Nation's mission remains committed to its status as a tribal college infusing American Indian culture while preparing students for careers, leadership, and advanced studies in a multicultural world. A review of CMN's mission, vision, and values has been embedded in the strategic planning process.

The College's mission, vision, and values are foundational to its identity, are seen throughout the institution, and guide daily operations.

- CMN's mission, vision, and values guide leadership and are tied to the College's planning processes, such as Strategic Plan, Diversity Plan, and Budget Plan.
- CMN's mission, vision, and values drive commitment to the tribe and community outreach with dedicated resources such as the Sustainable Institute and Continuing Education.
- CMN's academic program offerings are current and applicable, and the learning outcomes and assessment processes are regularly evaluated to ensure alignment with the College's mission, vision, and values.
- CMN supports and reinforces its mission, vision, and values with responsive support services and relevant programs to meet the needs of the diverse student body.
- CMN campus culture reflects the mission, vision, and values through inclusionary practices, respectful relationships, and embracing learning for life among all students, faculty, staff, and stakeholders.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2.A.1 The institution develops, and the governing board adopts the mission.

On May 18, 1993, the seven-member Board of Directors (BOD) approved the first mission statement built upon Menominee values and beliefs. In early 2017, in a retreat led by the President a team of administrators and Board members reviewed the Mission of College of Menominee Nation. Following their suggestions, the mission was extended to include values that align with the institution's commitment to American Indian culture, sustainability, ethics, diversity, community, and service. The BOD adopted the expanded mission and newly created values in February 2017 [2A1-001 BOD_MeetingMinutes02012017](#).

The BOD's approval of the Mission, Vision and Values is evident in having the mission on the website [2A1-002 WEB_MissionVisionValues](#). The Board and Administrators used the mission as a leading factor in developing the Institutional Strategic Plan [2A1-003 CMN_StrategicPlan](#). Administrators use the mission to guide oversight in the function of academic and student affairs.

2.A.2 The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

To help maintain integrity and support ethical and responsible conduct, the College of Menominee Nation follows clear policies and processes that ensure fair and ethical treatments on part of the governing board, administration, faculty, staff, and students. These policies support the intent to operate with integrity with its financial, academic, human resource, and auxiliary functions.

Financial and Business Integrity

The Chief Financial Officer (CFO) is responsible for the financial integrity of the College according to Section 4 of Article V within the Menominee Constitution and by-laws [2A2-001 BOD_blyawsArticleVSection4](#). The CFO ensures policies speak to the best practices for financial management and ethical standards following applicable laws and industry standards. Many business policies are available to guide operations, including

- Contract Conflict of Interest Policy [2A2-002 HR_Contractconflictinterestpolicy](#)
- Purchasing policy [2A2-003 CMN_purchasingpolicy](#)

The College has an established a budget committee to oversee the annual budget process. The committee established by-laws to provide guidelines for the comprehensive and inclusive budgeting process that ensures input from multiple departments [2A2-004 BUD_CmteBylaws](#).

Academic Integrity

The academic affairs administration and faculty adhere to the policies and practices outlined within the Faculty Handbook 2A2-005. For example, all faculty and staff follow the Policy on Confidentiality of Student Records found on page 38 of the Faculty Handbook addressing the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. sec. 1232(g) [2A2-006 REG_FERPApolicy](#).

To ensure the integrity of the program offerings, the College's academic programs complete a regular program review process, so content is current and viable for students. The review process is comprehensive and involves all aspects of the degree programs including the students, curriculum, facilities, and labor market.

Students rights and responsibilities, grievance procedures, and complaint process can be found in the College of Menominee Nation academic catalog and are available on the College's website [2A2-007 WEB_StudentRightsResponsibilities](#).

Integrity of Personnel Practices

The College's Human Resources policies regarding recruitment, hiring, and all other terms and conditions of employment do not discriminate provide equal opportunity, and establish rules favoritism. The policies are available and provide the guidance for the structure and process at the College [2A2-008 HR_GrievancePolicy](#).

CMN does not discriminate recruitment and hiring practices on the basis of race, color, sex, national origin, or disability in any of its policies, practices, or procedures. This includes, but is not limited to admissions, employment, financial aid, and educational services. CMN complies with all applicable state and federal laws center around hiring practices including, but not limited to:

- Title VI and Title VII of the Civil Rights Act of 1964, as amended;
- the Age Discrimination in Employment Act of 1967, as amended;
- the Civil Rights Restoration Act of 1987;
- the Americans with Disabilities Act of 1990; and
- the Civil Rights Act of 1991.

An internal policy was also created to ensure integrity of hiring practices. The Recruitment and Hiring Policy provides transparency in recruitment and hiring practices [2A2-010 HR_RecruitmentHiringPolicy](#).

The College also complies with all applicable state and federal laws centered around employment practices, including, but not limited to:

- the Family and Medical Leave Act of 1993;
- Title IX of the Educational Amendments of 1972; and
- Section 504 of the Rehabilitation Act Amendments of 1974.

In addition, the College ensures integrity of employees hired through developed policies including, but not limited to:

- Employee Conduct [2A2-011 HR_EmployeeConduct](#),
- Employee Acknowledgement Form [2A2-012 HR_EmployeeAcknowledgementForm](#), and
- Declaration of Confidentiality [2A2-013 HR_DeclarationConfidentiality](#).

Integrity of Auxiliary Functions

The College's library has established policies to guide the integrity of the functions. The S. Verna Fowler library publishes its policies on the College's website [2A2-014 LIBR_LibraryPolicies](#).

Sources

- 2A1-001 BOD_ MeetingMinutes02012017
- 2A1-002 WEB_ MissionVisionValues
- 2A1-003 CMN_ StrategicPlan
- 2A2 FIN_ Contractconflictofinterestpolicy
- 2A2-001 BOD_ blyawsArticleVSection4
- 2A2-002 HR_ Contractconflictofinterestpolicy
- 2A2-003 CMN_ purchasingpolicy
- 2A2-004 BUD_ CmteBylaws
- 2A2-006 REG_ FERPApolicy
- 2A2-007 WEB_ StudentRightsResponsibilities
- 2A2-008 HR_ GrievancePolicy
- 2A2-010 HR_ RecruitmentHiringPolicy
- 2A2-011 HR_ EmployeeConduct
- 2A2-012 HR_ EmployeeAcknowledgementForm
- 2A2-013 HR_ DeclarationConfidentiality
- 2A2-014 LIBR_ LibraryPolicies

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1 The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

CMN ensures the accuracy of the information it makes regarding academic offerings and requirements, faculty and staff, costs to students, and accreditation and governance.

Academic Offerings and Requirements

To maintain transparency in course offerings and provide students with the tools to look up programs and courses at CMN, the information is available online through the CMN website. The academics section contains links to the course catalog, academic policy and requirements, and rights and requirements for current students, prospective students and parents [2B1-001 ACAD_coursecatalog..](#) The policy and requirements section of the CMN Academic Catalog lists the graduation credentials for all programs of study [2B1-002 ACAD_AcademicPolicyandRequirements.](#) All programs have the required number of credits specified on their audit sheet [2B1-003 ACAD_RightsRequirementsStudents.](#) The admission requirements, specific program expectations, transferability, and other policies and requirements are also available here. To ensure accuracy of information available, the academic catalog is reviewed, updated and published annually. Any revisions to the catalog would be revised on the website and any documents related to the changes updated.

All program audit sheets clearly list core curriculum and general education course

requirements and indicate course requirements and electives. In addition, as a reflection of CMN's mission and values, every student is required to take SDE 100 Introduction to Sustainability and at least one Native language or history course. These institutional requirements are outlined within CMN's online catalog [2B1-004 CAQ_ProgramStudyGraduationRequirements.](#) Program audit sheets [2B1-005 CAQ_ProgramAuditSheet](#) are reviewed as part of the comprehensive program review process and are revised as courses and program outcomes change.

The College's home page has an apply button linking to the admissions webpage that provides application details for prospective students and indicates requirements for institutional entry [2B1-006 RECR_RequirementsforAdmissions.](#) Application materials unique to tribal colleges are specified

here. Steps for students to create a MyEmpower Account and apply for financial aid are also outlined. If modifications are made to the admissions and financial aid processes, they are immediately updated on the website and within any documents pertaining to the change.

Faculty and Staff

Information about faculty and staff may be found on the College's website via the faculty and staff directory that is updated regularly [2B1-007 HR_FacultyStaffDirectory](#). The information available includes names, titles, contact information and a photo of the employee. New employees are added as part of the new hire process and the information on employees who leave the college is removed as part of the exit interview process.

Costs to Students

The College of Menominee Nation is transparent about its tuition rates and associated costs for academic courses and publicizes this information on the College's financial services webpages with a link to the Costs of Attendance Student Budget [2B1-008 FA_CostsAttendanceBudget](#). Once enrolled at the College, students can access more specific course-related costs and fees through the student portal [2B1-009 REG_TuitionFees](#). Students can find classes, get access information about tuition and fees and use the net price calculator [2B1-010 FA_NetPriceCalculator](#). Tuition, fees and affiliated costs are reviewed annually. If revisions are made, they are updated on the website and within all related documents.

Accreditation and Governance

The College of Menominee Nation is accredited by Higher Learning Commission (HLC). Since its first accreditation, CMN has completed the reaffirmation process several times. The College currently follows the Open Pathway process. In assuring accuracy of information about the College's accreditation official communication from HLC about the current accreditation process is posted on the College's website [2B1-011 ACAD_AccreditationProcess](#).

While the College does not have any specialized accreditation approval for specific programs, the education program is licensed by the WI Department of Public Instruction and all articulation agreements outlining transfer agreements with partner institutions are listed on the CMN website [2B1-012 ACAD_ArticulationAgreements](#).

Information about CMN's governance and governing board can be found in the Annual Report [2B1-013 ADVA_CMNAnnualReport](#) and within the CMN organizational chart [2B1-016 PRES_CMNOrgChart](#). Establishing a clearer governance and administrative leadership structure has been a focus point for this new administration, as shown in the Institutional Strategic Plan (ISP), goal eight, objective two [2B1-014 CMN_ISPGoal8](#). Progress has been made by the team overseeing the goal with an assessment of current governance structure from the Board level to the administrative level.

In addition, the President's office has begun drafting a procedural manual outlining Board, Executive, and Administrative responsibilities [2B1-018 PRES_PresOfficeProcedureManualDRAFT](#). Once completed and adopted by the BOR, the it will be made publicly available.

2.B.2 The institution ensures evidence is available to support any claims it makes regarding its

contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

As reflected in the mission, the College of Menominee Nation serves the educational needs of its students by infusing American Indian culture throughout the educational experience to prepare for leadership, careers and advanced studies in a multi-cultural world. The College can clearly provide evidence of its contributions to the educational experience through research, community engagement, experiential learning, spirituality, and economic vitality.

Research

CMN offers a wide variety of opportunities for students, faculty, and staff to engage in research opportunities, including but not limited to the following:

- Sustainable Development Institute (SDI) [2B2-001 SDI_ExampleStudentResearch](#)
- Faculty led research projects [2B2-002 FAC_facultyledresearchproject](#)

Community Engagement

CMN offers a wide variety of opportunities for students, faculty, and staff to engage with the local and regional communities in many ways, including but not limited to the following:

- productions of historic Menominee Pageants, [2B2-004 FAC_MenomineePageant](#)
- various theater productions (both student-written and from other Native playwrights), [2B2-005 FAC-TheaterProduction](#) and
- publication in both the Tribal College Journal and CMN's Feather Chronicles. [2B2-006 FAC_Feather Chronicles](#)

Experiential Learning

CMN offers opportunities for students to engage in experiential learning, including but not limited to the following:

- Student internships [2B2-007 SDI_StudentInternReportOut](#)

SDI offers students the opportunity to participate in research projects through internships. All research projects or project demonstrations include student internships in the academic year and/or throughout the summer. An internship Report-Out event is held at the end of the summer to disseminate results to the community.

- Classroom civic engagement projects [2B2-008 FAC_CivicEngagement](#)

Spirituality

CMN offers opportunities for students to engage in knowing and/or practicing concepts of spirituality as evidenced, but not limited to, the following:

- Prayers provided in the Menominee language prior to formal events on campus; [2B2-009 CMN_ConvocationSpring2023](#)
- Drummers who play honor song at Menominee graduation; [2B2-010 CMN_commencementprogramwithprayer](#)

- Smudging all new buildings on campus

Economic Development

The College of Menominee Nation adds to the economic development of the reservation and local region through workforce development and advancement opportunities provided. The Department of Continuing Education (DCE) serves as a catalyst for positive change in the community by providing workshops open to all community members. The non-credit offerings range in topics from professional development to healthy eating.

The DCE has a process in place to measure and establish workshops for employers and industries in the community and a process established for registration and participation. Examples of concepts brought to the DCE that met criteria to offer include, but are not limited to the following:

- Intertribal Food and Agriculture Conference, and
- Native American Entrepreneurial Empowerment Workshop. [2B2-011 DOCE_DeptContEduc.](#)

Sources

- 2B1-002 ACAD_AcademicPolicyandRequirements
- 2B1-003 ACAD_RightsRequirementsStudents
- 2B1-004 CAQ_ProgramStudyGraduationRequirements
- 2B1-005 CAQ_ProgramAuditSheet
- 2B1-006 RECR_RequirementsforAdmissions
- 2B1-007 HR_FacultyStaffDirectory
- 2B1-008 FA_CostsAttendanceBudget
- 2B1-009 REG_TuitionFees
- 2B1-010 FA_NetPriceCalculator
- 2B1-011 ACAD_AccreditationProcess
- 2B1-012 ACAD_ArticulationAgreements
- 2B1-013 ADVA_CMNAnnualReport
- 2B1-014 CMN_ISPGoal8
- 2B1-016 PRES_CMNOrgChart
- 2B1-018 PRES_PresOfficeProcedureManualDRAFT
- 2B2-001 SDI_ExampleStudentResearch
- 2B2-002 FAC_facultyledresearchproject
- 2B2-004 FAC_MenomineePageant
- 2B2-005 FAC-TheaterProduction
- 2B2-006 FAC_FeatherChronicles
- 2B2-007 SDI_StudentInternReportOut
- 2B2-008 FAC_CivicEngagement
- 2B2-009 CMN_ConvocationSpring2023
- 2B2-010 CMN_commencementprogramwithprayer
- 2B2-011 DOCE_DeptContEduc

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2.C.1 The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

Governing board and fiduciary responsibilities

The Menominee Tribal Legislature (MTL) is the governing body of the Menominee Indian Tribe of Wisconsin (MITW). MTL appoints enrolled Menominee tribal members to serve on the College's Board of Directors (BOD) according to the Tribal Charter established by the people of the MITW [2C1-001 CMN_CharterwithMITWEcode](#). MTL selection of board members is based on demonstrated qualifications including special expertise that will help the Board, President, and staff meet the mission of the College [2C1-002 CMN_CharterArticleIIOfficers](#).

Bylaws govern the board's action and responsibilities to the College and align with the Charter document [2C1-003 BOD_CMNBoardBylawsp.6](#). Board members are offered training opportunities and resources that aid them in fulfilling the College's responsibilities as a Tribal College [2C1-004 BOD_BoardGovernanceTng](#). The Board meets monthly with bi-monthly business meetings and bi-monthly training/retreat meetings as outlined in the Board meeting schedule for 21-22 [2C1-005 BOD_ScheduleBoardMtgsandTngs](#).. Board members are expected to serve on standing committees and support the institution through discourse and decision making at this level that drives the board's decision making for the institution.

The BOD receives training to ensure it meets its legal and fiduciary responsibilities. The Chief Financial Officer provided training provided background information on financial statements of the college and how to understand them. [2C1-006 BOD_FinancialStatementsTraining](#).

Governing board and academic policies and practices

CMN's academic programs and curriculum are governed by the Faculty Committee, Committee on

Academic Quality (CAQ), Board Committee on Academics and the Board of Directors.

- Faculty Committee [2C1-007 FAC_CommitteeBylaws](#),
- CAQ [2C1-008 CAQ_committeebylaws](#), and
- Committee on Academics [2C1-009 BOD_CmteonAcademics](#).

All curriculum changes and new program justifications are discussed in Faculty Committee before being approval by the CAQ. The Board Committee on Academics recommends all new academic and technical programs to the Board of Directors for approval.

2.C.2 The governing board's deliberations reflect priorities to preserve and enhance the institution.

The Board of Directors approves the mission, vision and values of the College and accomplishes its work through this lens. The BOD members understand and appreciate the unique mission of CMN, the strengths of the College, and its contributions to the local community.

The governing boards deliberations reflect priorities to preserve and enhance the institution. This was seen on October 5, 2022, when the BOD adopted its fiscal year 2023 goals. The established and adopted goals will enhance the work of the Board and the institution. The approved goals include the following:

Goal 1 - Ensure the long-term fiscal stability of the College,

Goal 2 - Ensure CMN supports students in desired educational pathways,

Goal 3 - Invest in Board professional development activities to ensure proper governance and meeting responsibilities, and

Goal 4 - Develop more engaged Board relationships with the CMN community and stakeholders.

The BOD brings these priorities to their assigned committee work for the institution. Each BOD member is appointed to specific committees, affirmed in June 27, 2022 [2C2-001 BOD_committeeassignments](#) and include the following:

- Personnel and Policy,
- Finance & Audit,
- Endowment Committee,
- Strategic Planning & Leading,
- Committee on Academics, and
- Executive Committee.

The choice of committee representation reflects the board members education, experience and background and follows Article III, Section 2 of the board bylaws [2C2-002 BOD_bylawsQualifications](#). For example, Justin Lepscier was appointed to the Finance and Audit committee. His qualifications include a Master of Business Administration and extensive work experience related to business and finance [2C2-003 BOD_BoardMemberBio](#).

2.C.3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

Board meetings, either training or business, are held monthly, in-person on the College of Menominee Nation main campus in Keshena. The BOD also meets in special sessions as needed and for a retreat each year. Committee meetings on which the BOD members participate are also held monthly.

The agendas for the BOD meetings are created in consultation between the President and Board Chairperson to ensure continuity between meetings, meeting requirements are met, and the relevancy of topics. Any BOD decisions made at the meetings are based on a clear understanding of the institution and its mission as reflected in the meeting minutes that are available to staff and faculty on the website and to the general public by request.

Though training sessions are not available to the public, at its regular business meetings, the Board requires a Public Comment item on the agenda as evidenced in the August 22, 2022 meeting agenda [2C3-001 BOD_Agenda.8.22.2022](#). This allows community members to address the Board. Business-related Board meetings are public and posted in accordance with Article VIII Section 2d of the Board bylaws with consideration for hours of meetings as outlined in Article VIII Section 2b of the Board bylaws [2C3-002 BOD_ArticleVIIIBoardbylaws](#).

The business meetings of the Board include operational reporting to the Board on the institution as a whole. In the reports, members are provided information that show progress of the institution in strategic planning, projects, financial reporting and any opportunity and decisions that may be required of the Board.

The BOD provides an update to the Menominee Tribal Legislature annually, in a joint meeting. The most recent meeting occurred on October 13, 2022 [2C3-003 BOD_JointCMNandMTLAgenda](#). The Board and CMN senior administration reported on the current state of the college and gave a general review of CMN's obligations to the Menominee people and the Tribal Legislature's obligations to the College.

2.C.4 The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.

Although appointed by the MITW, the Board of Directors (BOD) remains independent from undue influence from the tribe as its governed by the CMN bylaws. The board bylaws in Article I, Section 4 lists nine code of conduct actions, specifically addressing the policy to disclose any conflicts of interest and to refrain from influencing the college decisions for one's own benefit [2C4-001 BOD_ArticleIBoardbylaws](#). The board bylaws in Article I, section 5 further states that CMN board members cannot hold a contract or job with CMN to reflect the expectation of preserving the undue influence [2C4-002 BOD_ArticleISect5Boardbylaws](#).

As an institution chartered by the Menominee people, the Board members have no external ownership interests. In addition, each BOD member reads and signs an oath of office statement [2C4-003 BOD_OathofOffice](#) and reviews the conflict of interest statement at the annual corporate meeting [2C4-004 BOD_ConflictOfInterest](#).

2.C.5 The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

At the College of Menominee Nation, the governing board delegates the daily management of campus activities to the administration and expects the institutions faculty to address academic

matters. In Article 5 of the College of Menominee Nation Board of Directors bylaws, it states the board will appoint administrative officers, to include but not limited to the President, to oversee the daily operations of the campus. The roles and responsibilities of the President and other administrative officers, including the Chief Academic Officer (CAO) and Chief Financial Officer (CFO) are in Article 5, sections 2, 3, and 4 of said bylaws [2C5-002 BOD_ArticleVBoardbylaws](#). The CMN organizational chart also demonstrates that the daily operations of the college are delegated to the appropriate division and leadership.

CMN's Quality Initiative Project committed the institution to improving the institution's policy structure. The scope of the project was intended to have an impact on CMN's main decision-making bodies. The internal decisions of the institution support a shared governance structure, by dividing institutional and academic policies between the three committees. The Faculty Committee and Committee on Academics are responsible for academic policy and the Deans and Directors Council are responsible for institutional policy. These committees are responsible for working with respective Board Committees and the Board of Directors. The Governance and Organizational structure of CMN Faculty handbook, Section II, describes how the Faculty will advance the college's vision, mission, and values [2C5-003 FAC_HandbookSectionII](#).

Faculty are responsible for developing and revising courses, programs, and curricula following established procedures of the Faculty Committee, Committee on Academic Quality (CAQ), Board Committee on Academics, and the Board of Directors. Student-related academic issues are delegated to the Dean of Letters and Sciences, in consultation with the Dean of Student Services and the President.

Sources

- 2C1-001 CMN_CharterwithMITWEcode
- 2C1-002 CMN_CharterArticleIIOfficers
- 2C1-003 BOD_CMNBoardBylawsp.6
- 2C1-004 BOD_BoardGovernanceTng
- 2C1-005 BOD_ScheduleBoardMtgsandTngs
- 2C1-006 BOD_FinancialStatementsTraining
- 2C1-007 FAC_CommitteeBylaws
- 2C1-008 CAQ_committeebylaws
- 2C1-009 BOD_CmteonAcademics
- 2C2-001 BOD_committeeassignments
- 2C2-002 BOD_bylawsQualifications
- 2C2-003 BOD_BoardMemberBio
- 2C3-001 BOD_Agenda.8.22.2022
- 2C3-002 BOD_ArticleVIIIBoardbylaws
- 2C3-003 BOD_JointCMNandMTLAgenda
- 2C4-001 BOD_ArticleIBoardbylaws
- 2C4-002 BOD_ArticleISect5Boardbylaws
- 2C4-003 BOD_OathofOffice
- 2C4-004 BOD_ConflictOfInterest
- 2C5-002 BOD_ArticleVBoardbylaws

- 2C5-003 FAC_HandbookSectionII

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

Academic freedom is respected and protected at College of Menominee Nation. The College recognizes, endorses, and abides by the principles of free speech as specified in the First Amendment to the United States Constitution. CMN guarantees that faculty may freely pursue scholarly inquiry, discussion, and publication through the policy on Academic Freedom [2D1-001 FAC_AcademicFreedom](#). CMN believes that academic freedom in teaching, research and artistic creation is fundamental to the advancement of knowledge.

Student freedoms related to expression, inquiry, and learning are embraced at the College of Menominee Nation. The College recognizes and supports the value of free and open discussion in the classroom. Students are encouraged to engage in freedom of expression while engaging in learning opportunities. For example, students enrolled in theater or creative writing classes may express their opinions in a safe and supportive environment when writing a play, poem or short story.

Sources

- [2D1-001 FAC_AcademicFreedom](#)

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1 Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

The College of Menominee Nations supports research, maintains professional standards, and provides oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

Professional standards of research and regulatory compliance

To ensure professional standards of research, faculty, staff, and students are required to adhere to the policies and procedures of the CMN Institutional Review Board (CMN-IRB) bylaws [2E1-001 IRB_Bylaws](#) and the bylaws of the Menominee Language & Culture Commission's Institutional Review Board (MLCC-IRB). Both IRBs were created to protect human and non-human subjects and sensitive cultural information not suited for publication or dissemination.

The CMN-IRB is registered with the US Department of Health and Human Services (DHHS) to protect the rights, health, and well-being of humans in accordance with federal laws. The CMN-IRB must register every three years with the US DHHS. Its registration was renewed in February 2022 [2E1-003 IRB_registration20222025](#).

The CMN IRB board currently has 8 members including faculty and community members, with an array of specialties from natural resources to the humanities to Menominee language and food sovereignty. The IRB board convenes to review research proposals on an as needed basis. In the review process according to the IRB policies and procedures, [2E1-004 IRB_MembershipRoster](#) the IRB board considers the risks to subjects, determines if informed consent has been obtained, protects tribal interests and sensitive information, and addresses the scale of the research plan, publication interests, and data requirements [2E1-005 IRB_PoliciesandProcedures](#). If the proposed research scope is larger than just the CMN campus, the proposal may be routed to the MLCC IRB for tribal approval.

Ethical behavior

To maintain academic integrity, ethical behavior, and transparency between the College and potential

researchers with CMN, there are additional policies and procedures related to intellectual property and ownership, academic freedom, and research misconduct. Student-led research is overseen by CMN faculty and SDI both who provide resources and support regarding training and ethical conduct in conducting research.

Fiscal responsibility

If the approved research is affiliated with a grant received, sponsored programs will be involved to ensure appropriate regulatory compliance to meet funding agency requirements.

2.E.2 The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.

Integrity of research

CMN provides support services to ensure the integrity of research and scholarly methods. As stated in 2.E.1, the CMN-IRB follows policies and procedures to ensure the health, well-being, and ethical rights of human subjects are protected when researched by members of the College community. Not only do research proposals need to be approved by the CMN-IRB, but periodic check-ins are required as part of the IRB bylaws. In the review process, the IRB considers if risks to subjects have been minimized, the research is moving along appropriately, and adequate revisions are being made to protect the privacy of the subjects.

Scholarly practice and support

The College ensure integrity of research and scholarly practice by providing expectations in the Faculty Handbook [2E2-001 FAC_Research](#). Per policy on Academic Misconduct, students are expected to maintain the highest standards of academic honesty. Students are provided guidance on literacy instruction [2E2-002 FAC_ENG101Syllabus](#) and have access to plagiarism software [2E2-003 FAC_PlagiarismSoftwareTurn-it-in](#). While instructors are allowed to impose consequences for academic dishonesty at their discretion, students may appeal through an academic grievance by following protocols outlined in the policy on academic appeals [2E2-004 ACAD_AppealsPolicy](#).

All library transactions are confidential under Wisconsin Statute 43§30. The Library follows the standards set by the Code of Ethics of the American Library Association.

Staff can serve as research consultants, providing guidance and advice on the search strategy and process. Formal and informal instruction in the use of information resources is provided. Patrons make their requests by telephone, online, letter, or in person at the CMN Library.

2.E.3 The institution provides students guidance in the ethics of research and use of information resources.

The College provides students guidance in the ethics of research and use of information resources in various settings, including course instruction, support services, and extra-curricular instruction.

CMN Core curriculum courses offer multiple opportunities for students to learn and practice research skills, including assignments in ENG 101 Introduction to College English, and ENG 102 College English and Research. Many of CMN's General Education and Program Emphasis courses also have research-based assignments. These courses include HIS 112 US History Survey, where students develop a research project linking past and current events and ANT 100 Introduction to Native

Cultures, where students research and compare one aspect of two different cultures [2E3-001 FAC_ResearchexamplesENG102](#).

In addition, the CMN library staff assists students in finding and utilizing resources and offers a variety of Library Research workshops [2E3-002 LIBR_Researchworkshops](#), free of charge to the campus community, designed to familiarize students with the library's catalog and electronic databases. Databases include JSTOR and Badgerlink, a Wisconsin state-sponsored resource for students and educators.

The Sustainable Development Institute (SDI) offers various research opportunities for students. All research projects or project demonstrations include student intern involvement and participation [2B2-007 SDI_StudentInternReportOut](#). The MTMS model provides a planning tool for Indigenous-led research practices [2E3-004 SDI_MTMSmodel](#).

This model is a modified version of a community-based participatory research method in which the Menominee community and story is the central focus. The 6 dimensions of sustainability include land and sovereignty, natural environment, institutions, technology, economics, and human perceptions, activities, and behaviors. The model in itself is an inherently ethical research model due to its ground-up nature, starting from the Menominee place-based experience.

2.E.4 The institution enforces policies on academic honesty and integrity.

The College of Menominee Nation has adopted policies and procedures that address academic honesty and integrity that are publicized in the CMN catalog within the Student Rights and Responsibilities section. These standards address academic and nonacademic misconduct [2E4-001 FAC_AcademicPolicyFairUse](#). The academic-related policies address cheating, plagiarism, and provide an overview of the process used when allegations arise.

CMN faculty have developed, approved, and reviewed academic and nonacademic policies that are contained in the Faculty Handbook. Additionally, all CMN syllabi [2E4-002 CAQ_CourseOutline](#) include a statement regarding CMN's position on academic honesty, the expectations, disciplinary action, and definitions of academic misconduct, as well as a direct link to the Academic Misconduct Policy [2E4-003 ACAD_AcademicMisconduct](#). This policy describes common academic misconduct acts and how they are addressed.

A complaint regarding any allegation of academic misconduct may be forwarded to a Disciplinary Committee [2E4-004 ACAD_DisciplinaryHearings](#) for action, which can include disciplinary action, even suspension. A student who receives a disciplinary sanction has the right to a hearing before a Disciplinary Committee to contest the determination that academic misconduct occurred, or the disciplinary sanction imposed, or both. If the student desires such a hearing, she/he must file a written request with the Chief Academic Officer. The Chief Academic Officer appoints members to the Disciplinary Committee.

Sources

- 2B2-007 SDI_StudentInternReportOut
- 2E1-001 IRB_Bylaws

- 2E1-003 IRB_registration20222025
- 2E1-004 IRB_MembershipRoster
- 2E1-005 IRB_PoliciesandProcedures
- 2E2-001 FAC_Research
- 2E2-002 FAC_ENG101Syllabus
- 2E2-003 FAC_PlagarismSoftwareTurn-it-in
- 2E2-004 ACAD_AppealsPolicy
- 2E3-001 FAC_ResearchexamplesENG102
- 2E3-002 LIBR_Researchworkshops
- 2E3-004 SDI_MTMSmodel
- 2E4-001 FAC_AcademicPolicyFairUse
- 2E4-002 CAQ_CourseOutline
- 2E4-003 ACAD_AcademicMisconduct
- 2E4-004 ACAD_DisciplinaryHearings

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

College of Menominee Nation demonstrates integrity, ethical and responsible conduct, and is working toward transparency in all aspects of administrative and operational actions. The CMN Board of Directors (BOD), administrative leadership, faculty, staff, and students are supported by policies and procedures that guide ethical standards and outline opportunities to respond to potential issues.

Examples of the College of Menominee Nation's ethical and responsible behavior include

- The mission as a leading factor in developing the strategic plan, in guiding academic programming, and in directing the work of the Sustainable Development Institute.
- Clear policies to ensure financial and academic integrity, recruiting and hiring personnel, and the integrity of its auxiliary functions.
- Information shared with the public about the College is accurate, available, and can be supported with evidence.
- A properly trained BOD to set priorities for the College and delegate day-to-day management of the institution to the administration and the faculty to oversee academic matters.
- An environment that ensures and supports academic freedom in teaching and research efforts.
- Policies and procedures that support responsible research, ethical behavior, and provide guidance for students in ethics of research and academic integrity.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1 Courses and programs are current and require levels of student performance appropriate to the credential awarded.

The College of Menominee Nation relies on two faculty-led processes to ensure that its programs are current and appropriately rigorous: a thorough program and course development process overseen by the Committee on Academic Quality (CAQ) and the Board Committee on Academics, and a cyclical program review process, overseen by the CAQ. Both committees are campus-wide with faculty, administrator and board membership.

A rigorous process for new courses or for modifications to a course, overseen by the CAQ, do not require the Board Committee on Academics approval. New program development, however, does involve the Board Committee on Academics.

The CAQ is responsible for initiating different aspects of program and course approvals following a rigorous process to ensure levels of student performance are appropriate to the credential awarded. Once new programs are approved by the CAQ, the proposals move to the Board Committee on Academics for review. This Board includes Board of Directors members, the Faculty Committee Chair, the Chief Academic Officer, and an Academic Affairs staff member. The bylaws for the Board Committee on Academics reflect its purpose is "to assist the Board of Directors in fulfilling its oversight of the College's academic programs, learning environments, support services, and related activities" [3A1-001 BOD_CommitteeAcademicsBylaws](#). If the new program being considered is approved by the Board Committee on Academics, the new program proposals are then heard by the Board of Directors for final approval.

Program and course developers, who are typically faculty, apply information within the Learning Outcomes Levels document to ensure programs and courses are appropriately rigorous [3A1-002 FAC_LearningOutcomeLevels](#). This document provides two areas of guidance. First, drawn from the

Lumina Foundation's Degree Qualifications Profile, developers differentiate appropriate proficiencies among associate, bachelor's, and master's levels. Second, this document provides information based on Bloom's Taxonomy for the establishment and assessment of learning outcomes; appropriate teaching and learning methods, and related formative and summative assessments.

All faculty have a solid understanding of Bloom's Taxonomy and receive training on how to apply the taxonomy to courses and programs. In the January 2017 faculty inservice, a faculty-led discussion resulted in consistent use of on Bloom's Taxonomy [3A1-003 FAC_January2017Inservice](#). To ensure consistency across programs, faculty reached consensus regarding the appropriate Bloom's verbs for each of six levels, including Remember (1), Understand (2), Apply (3), Analyze (4), Evaluate (5), and Create (6). Levels 1 through 3 are assigned to certificate and associate-level outcomes and levels 4 through 6 are assigned to baccalaureate outcomes.

During the May 2017 in-service, faculty engaged in course leveling activities review existing program and course outcomes for alignment to adopted outcomes described above and to reduce the number of program outcomes in associate degree programs to three and in baccalaureate programs to six [3A1-004 FAC_May2017Inservice](#).

To address ongoing currency, academic programs are reviewed every three years, which includes an action plan for program improvement. See 4.A.1 for details regarding program review.

3.A.2 The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post graduate and certificate programs.

As stated under 3.A.1, all curricular development or revisions begins with faculty at the program level, following processes developed and maintained by the CAQ and guided by the Learning Outcomes Levels to differentiate certificate, associate, and bachelor's degree programs at CMN. The College does not offer graduate programs.

CMN articulates its learning outcomes appropriate to the program levels in a variety of ways.

- Program audit sheets [3A2-001 CAQ_ProgramAuditSheets](#). The college has audit sheets for all certificate, associate, and baccalaureate programs that include the approved program learning outcomes.
- Course syllabus [3A2-002 FAC_SyllabusTemplateSP2023](#). Within every course syllabus, learning goals from Form B for Course Outline are articulated at the course, program, and institutional level for general education requirements [3A2-003 CAQ_CourseOutline](#). Learning outcomes and activities outlined in the Course Outlines are included in the course syllabus, based on the syllabus template, each semester.
- Learning Management System [3A2-004 FAC_Canvas](#). The learning expectations for every course are included in the learning management system and listed in the course shell [3A2-005 FAC_MinimumCanvasCourserequirement](#). The minimum Canvas course requirement allows for uniformity of the student course design and provides a student-centered experience across all programs offered at CMN.

As mentioned, faculty revised general education objective (GEOs) requirements for associate and baccalaureate degrees, reducing associate requirements from six to three. The audit sheets, syllabi, and course and program level learning outcomes and Canvas course shells provide not only course and program level learning outcomes but the GEOS as well.

3.A.3 The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

The College of Menominee Nation delivers consistent program and course content and pedagogical experiences regardless of delivery method or location.

Every class taught uses a common set of learning outcomes regardless of the delivery mode or location and are clearly articulated in the master course outlines [3A2-003 CAQ_CourseOutline](#) and learning management course templates [3A3-001 FAC_CanvasCourseTemplate](#). The Dean of Academic Success monitors the quality of instruction and delivery through classroom observations as part of the faculty member's annual review.

Significant strides were made in ensuring quality instruction of online and hybrid courses at CMN through the work of the faculty technology committee established in summer 2019. This faculty-led group discussion included but were not limited to technology concerns, purchases and the learning management system [3A3-002 FAC_TechnologyCommitteeAgenda](#). The faculty developed a Google Docs to track concerns and ensure they were being addressed or discussed with administration [3A3-003 FAC_OnlineProblemChangeReport](#).

The workgroup also developed definitions for face-to-face, hybrid, and online learning, provided recommendations for professional development opportunities, and wrote a position description for an Instructional Designer position, who was hired in August 2020. In addition, Canvas was adopted as CMN's learning management system with every course offered required to use Canvas and follow the best practices developed through Faculty Tech Training, and other Canvas-related trainings [3A3-004 FAC_CanvasLearningCenter](#).

In addition, the Faculty Technology committee created a self-assessment rubric to maintain quality assurance in these courses [3A3-005 FAC_SelfAssessmentchecklist](#). The Canvas course self-assessments are essential in the evaluation as it allows time for faculty to reflect upon their online pedagogy, course design challenges, accomplishments, and move forward in improving online communication and content.

The courses offered through Learn and Earn reflect the same content and are monitored regularly through site visits made by CMN faculty. Dual enrollment programming with Menominee Indian High School and Oneida High School is coordinated through the Coordinator for Learn and Earn. Admission policies and processes are in place for high school students taking Learn and Earn courses [3A3-006 ADMI_PolicyNonDegreeSeekingStudents](#), including a helpful guide on the admissions process [3A3-007 ADMI_Admissions Guide](#).

In addition, program outcomes are clearly linked to program assessment strategies for all degrees offered. The college strives for consistency in documentation of the outcomes and has a systematic process for reviewing them.

Sources

- 3A1-001 BOD_CommitteeAcademicsBylaws
- 3A1-002 FAC_LearningOutcomeLevels
- 3A1-003 FAC_January2017Inservice
- 3A1-004 FAC_May2017Inservice
- 3A2-001 CAQ_ProgramAuditSheets
- 3A2-002 FAC_SyllabusTemplateSP2023
- 3A2-003 CAQ_CourseOutline
- 3A2-004 FAC_Canvas
- 3A2-005 FAC_MinimumCanvasCourseRequirement
- 3A3-001 FAC_CanvasCourseTemplate
- 3A3-002 FAC_TechnologyCommitteeAgenda
- 3A3-003 FAC_OnlineProblemChangeReport
- 3A3-004 FAC_CanvasLearningCenter
- 3A3-005 FAC_SelfAssessmentchecklist
- 3A3-006 ADMI_PolicyNonDegreeSeekingStudents
- 3A3-007 ADMI_Admissions Guide

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1 The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

The College of Menominee Nation's General Education program aligns with the mission of the College, stating that General Education "...prepares students for leadership, career and advanced studies in a multicultural world" and encompassing the values of American Indian culture, community engagement, service, diversity, ethical behavior, and sustainability.

General Education Objectives (GEOs), or institutional learning outcomes, are the broad knowledge, abilities, and attitudes that all CMN students are expected to gain prior to graduation. The objectives are organized and defined in several documents created by the CMN faculty, including the GEO Map [3B1-001 CAQ_GeneralEducationObjectiveMap](#) and GEO Matrix [3B1-002 FAC_GEOMatrixforCourses](#).

The GEO Map is used by faculty for individual courses, departments for curriculum development, and CMN departments for co-curricular assessment. It outlines the three overarching objectives and three levels of student learning attainment.

1. "Self-Discovery: Ways of Being."

This objective includes service leadership, culture, values, and history categories.

1. "Skills: What We Know"

This objective includes the categories of written and verbal communication, quantitative

reasoning, critical thinking, qualitative reasoning, technology, and health and wellness.

1. “Service: How We Act”

This category includes the four objectives of sustainability, community engagement, diversity perspective, and decision-making.

Each of the three levels of student learning - introduced, reinforced, and acquired - are described using the faculty-approved Bloom’s taxonomy verbiage found in the in the Learning Outcomes Level document [3B1-003 FAC_LearningOutcomeLevels](#). The list provides a common understanding of what level of achievement is expected.

The GEO Matrix shows the GEOs assigned to each core or general education course. It is used by departments for program and curricular mapping to ensure students in their program have the opportunity to encounter each objective and category at each of the achievement levels. It is used by faculty to ensure alignment with the GEOs listed on individual course outlines and their syllabus. It is also used when creating new courses or revising existing courses to create a learning focus in specific categories where the faculty and program want their students to have additional opportunities.

As shared in 3A3 response, the GEOs, Course Outcomes, and Program Outcomes are articulated to students in the course syllabus, on the program audit sheet, and within the learning management system. each course.

3.B.2 The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

The College of Menominee Nation’s General Education program is based on a philosophy used since the inception of establishing general education objectives in the mid-2000s, and again in 2017 and centered around the question “What does the ideal CMN graduate look like?”. In February 2020, the faculty began the GEO Reform Project. The purpose of the reform project was to ensure the GEOs impart the broad knowledge and intellectual concepts that every CMN graduate should obtain as part of their educational journey.

The GEO Reform Project process began in September 2017, when faculty were challenged to “Indigenize” the curriculum and examples and strengthen the use of ability-based assessments. In March 2020, faculty work groups were created to develop the final structure of the new and improved [GEOs 3B2-002 FAC_GEOReformSessionMarch2020](#). In August 2020, GEOs were assigned to courses and pilot courses identified [3B2-003 FAC_GEOReformSessionAugust2022](#). Pilots courses were implemented fall 2020 and evaluated for appropriateness in December 2020.

The CMN Committee on Academic Quality approved the updated course outlines, syllabi, and assessment matrices that reflected the new GEOs [3B2-005 FAC_CommitteeMeetingMinutes02072022](#). Adjustments were made and in fall 2021, the College implemented the new GEOs in all courses. In an inservice in December 2021, the GEO Matrix was reviewed and adapted to reflect the course instructors’ experiences [3B2-006 FAC_GEOReformSessionDecember2021](#). In spring 2022, the College fully launched the new GEOS.

The new GEOs still include concepts of the original philosophy of determining what a CMN graduate looks like but expands on the mission of infusing American Indian culture into all the programming and courses.

3.B.3 The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

CMN's academic programming, in both course and program options, recognizes human and cultural diversity and supports CMN's mission. The mission statement articulates the institution's commitment to infusing learning with American Indian culture and preparing students for leadership, careers, and advanced studies in a multicultural world. CMN is committed to a vision of diversity that is inclusive, welcoming, and equitable in its treatment of all members of the campus community. CMN values the ability to apply knowledge to create a caring community aligned with American Indian traditions. This is demonstrated in the general education requirements, academic programs, student support services, and extracurricular programming available to all students.

Through General Education Requirements embedded within all programs, CMN ensures each student successfully completes a 3-credit American Indian history or language requirement and a majority of other courses include human and cultural diversity as well. The CMN GEOs require all CMN students to be proficient in "Self-Discovery-Ways of Being" in the categories of service leadership, culture, values, and Indigenous history [3B3-001 CAQ_GeneralEducationRequirements](#). Students identify what each of the categories means to them and then progress to participation in and articulation of the perspective of others. The "Service: How We Act" category includes cultural engagement and diversity perspective. Students demonstrate and provide rationale for cultural engagement as well as the value of all human and non-human relatives.

Across the curriculum, courses in many academic programs can be found addressing cultural contrasts and similarities, ethnic relations from multiple perspectives, and the causes and effects of racism here and abroad. Examples of these courses include SDE100 which asks students to explore sustainability solutions from different environmental, economic, and social perspectives [3B3-002 FAC_SDE100Syllabus](#). This class is a graduation requirement for all CMN students. BUS455 addresses the challenges and opportunities of starting, owning and operating business in Indian Country and the resources available to minority groups [3B3-003 FAC_BUS455Syllabus](#). HIS112 [3B3-004 FAC_HIS112Syllabus](#) and HIS305 [3B3-005 FAC_HIS305Syllabus](#) look at the experiences of various ethnic, religious, class groups, and women and how sovereignty movements developed around the world. EDU315 [3B3-006 FAC_EDU315CourseOutline](#) and EDU405 [3B3-007 FAC_EDU405Syllabus](#) are indicative of the multicultural and culturally responsive lessons that are integrated into all teacher education courses. SUS405 [3B3-008 FAC_SUS405CourseOutline](#) explores food sovereignty issues by geography and culture.

From an extracurricular perspective, each semester, the CMN Library hosts a Community Read and author visit [3B3-009 LIB_CommunityRead](#). Books are chosen by library staff to highlight Native authors or issues of concern. Free books are provided to the CMN and surrounding communities and discussions and activities are organized throughout the semester. The culminating activity is the author visit where the CMN and surrounding community are invited to a free dinner and address by the author.

3.B.4 The faculty and students contribute to scholarship, creative work, and the discovery of

knowledge to the extent appropriate to their offerings and the institution's mission.

Contributions to Scholarship and Creative Work

There are numerous ways the College of Menominee Nation faculty contribute to scholarship and creative work, including, but not limited to, the following:

- CMN faculty experiment in developing more effective teaching methods and teaching-oriented research;
- conduct ongoing faculty/student research intended to lead to publications in scholarly journals, papers, or books [3B4-001 FAC_KutkaResearchArticle](#);
- conduct ongoing research which leads to the discovery of new knowledge or new applications of existing knowledge [3B4-002 FAC_VickersCaldwellArticle](#);
- complete ongoing reading and research to maintain proficiency and growth in one's field of professional specialization; hold office of membership in professional organizations;
- attend and participate in meetings, conferences [3B4-003 FAC_NorthernWisconsinTraumaConference](#) and conventions of professional associations [3B4-004 FAC_NCOREprofessionalmembership](#);
- write proposals for financial support of research or other projects including academic institutes or workshops;
- conduct relevant research to support community wants and needs Christopher Caldwell article; and
- consult with other departmental faculty on research proposals or projects.

As a teaching-centered institution, the College of Menominee Nation ensures students have the opportunity to engage in research and creative/artistic work in pursuit of the discovery of knowledge. Faculty and staff help students extend classroom learning in their disciplines through active scholarship, research, and application-based activities including experiential learning, academic sponsored learning, and involvement in various creative outlets.

Active scholarship

CMN hosts a Sustainability Leadership Cohort (SLC) program a place-based, informal learning community for high school aged youths, that is structured around current sustainability challenges. The program utilizes both scientific ecological knowledge and traditional ecological knowledge and braids them together through a land-based curriculum on the Menominee Indian reservation [3B4-005 SDI_SLCBooklet](#). The SLC program is designed to support youth throughout the bioregion in building leadership skills, promoting higher education, exploring future careers, and encouraging our next generation of community leaders. Each year the youth create two major deliverables for their final community presentation. These two deliverables are a lesson plan type and a multimedia project, both are based on the theme for the year. The program is supported by the Sustainability Education Coordinator and the SDI Multimedia Specialist along with CMN faculty.

Research

Students also have the opportunity to engage in research in pursuit of discovery knowledge. An example is Tiny Earth. The Tiny Earth Initiative housed at the University of Wisconsin - Madison's Institute for Discovery allows faculty to teach Tiny Earth microbiology protocols that encourage students to engage in research that identifies soil bacteria with antibiotic capabilities. Tiny Earth protocols are embedded in BIO202 Principles of Biology and BIO207 Principles of Microbiology

courses.

In these courses, students have the opportunity to engage in crowdsourcing of the data collected with other students enrolled in secondary and post-secondary institutions throughout Wisconsin, the United States, and many other countries, globally present their research through research poster presentations of student biology research at state, national, and global symposia and competitions. Biology faculty Dr. Fenzl serves on the Tiny Earth Symposia Committee and has presented at training sessions on the adaptations she created including NASA's Microalgae research, CMN's phenology and climate research, and the inclusion of indigenous language. The student research continues to provide background knowledge used to further phenology, climate, and agricultural research at CMN's Sustainable Development Institute.

Application-based activities

Undergraduate education students also extend their classroom skills by participating in the SLC as internship participations. This program empowers the undergraduate education students by allowing them to discover and hone new instructional methods and techniques to enhance their professional development. Students are then equipped to apply culturally relevant lessons in their future classrooms.

Students also have opportunities to extend learning through several creative outlets. Feather Chronicles, features short stories, poetry, academic papers, drawings, and photography submitted by students, alumni, CMN staff, and community members [3B4-006 FAC_FeatherChronicles](#).

Organizing the Menominee Pageant also involves CMN students, alumni, staff, and community members [3B4-007 FAC_MenomineePageant](#). Per Menominee elders' request, CMN brought back the historical Menominee Pageant that began in 1937 and ran through the early 1970s. Menominee Pageants combined acting, pantomime, live music, traditional dances, theatrical lights, and sound effects. They told traditional Menominee stories, shared tribal history, and celebrated American Indian lifeways. Faculty member Ryan Winn and students researched earlier pageant transcripts through the S. Verna Fowler Academic library, the Menominee Historic Preservation Department, and in community meetings. At one of these community meetings, a Menominee community member, Grace "Bea" Corn spoke up to say that she had gone through her father's files and located some classic pageant scripts. The finding of these historical scripts led to contemporary production. For the first time in a generation, traditional Menominee theater was performed in the Woodland Bowl, a sacred space on the Menominee Reservation. From 2017 to 2019, CMN's Menominee Pageant Revival initiative solidified as a true community collaboration. During the COVID pandemic, all community activities were suspended and are being reintroduced in 2022.

Students at the College of Menominee Nation also have the opportunity to engage in theater productions. Students and staff perform a play or reader's theater each year in conjunction with the THE101 American Indian Theater, THE201 Theater Production, and THE202 Playwriting courses.

Sources

- 3B1-001 CAQ_GeneralEducationObjectiveMap
- 3B1-002 FAC_GEOMatrixforCourses

- 3B1-003 FAC_LearningOutcomeLevels
- 3B2-002 FAC_GEOReformSessionMarch2020
- 3B2-003 FAC_GEOReformSessionAugust2022
- 3B2-005 FAC_CommitteeMeetingMinutes02072022
- 3B2-006 FAC_GEOReformSessionDecember2021
- 3B3-001 CAQ_GeneralEducationRequirements
- 3B3-002 FAC_SDE100Syllabus
- 3B3-003 FAC_BUS455Syllabus
- 3B3-004 FAC_HIS112Syllabus
- 3B3-005 FAC_HIS305Syllabus
- 3B3-006 FAC_EDU315CourseOutline
- 3B3-007 FAC_EDU405Syllabus
- 3B3-008 FAC_SUS405CourseOutline
- 3B3-009 LIB_CommunityRead
- 3B4-001 FAC_KutkaResearchArticle
- 3B4-002 FAC_VickersCaldwellArticle
- 3B4-003 FAC_NorthernWisconsinTraumaConference
- 3B4-004 FAC_NCOREprofessionalmembership
- 3B4-005 SDI_SLCBooklet
- 3B4-006 FAC_FeatherChronicles
- 3B4-007 FAC_MenomineePageant

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3.C.1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

In keeping with the College's commitment to diversity as articulated in the mission, vision and values, the College seeks to employ faculty and staff from diverse backgrounds who can share a broad background of beliefs and ideas.

CMN is chartered by the Menominee Indian Tribe of Wisconsin and is governed by their ordinances. CMN is required to follow MITW Chapter 170, [3C1-001 WEB_MITWChapter170ecode](#), a Tribal Preference hiring process to promote the social and economic benefits of tribal members by giving them the highest priority for employment with the Menominee tribal government, tribally chartered entities like CMN, indigenous language speakers, and tribally owned businesses. CMN is committed to this purpose and follows the expected guidelines and work to ensure we promote the hiring of American Indian faculty and staff representative of our student body. In Fall 2021 CMN's student body was 86% Native American.

The Recruitment and Hiring Policy and Procedures [3C1-002 HR_RecruitmentandHiringPolicy](#) empowers CMN to recruit, hire and retain a diverse faculty and staff that will also adhere to the MITW Chapter 170 for Native American preference hiring. IPEDS Human Resource 2021-2022 report [3C1-003 IR_IPEDSHumanResources20212022](#) shows 3 of 14 full-time faculty are Native American. CMN works to attract adjunct from the communities served with 13 of the 32 adjunct faculty Native American and 56 of the 63 full-time staff members are Native American.

3.C.2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

The college has sufficient numbers of continuing faculty to complete faculty duties and responsibilities. Over the last three fall semesters, the student-to-faculty ratio was 5 to 1 based IPEDS Fall enrollment data. The average tenure of the full-time faculty at CMN is 11 years, providing continuity and consistency within programs and departments. Faculty loads are monitored to guide leadership with information to ensure the institution has sufficient numbers of faculty to carry out both the classroom and non-classroom roles.

The primary responsibility for faculty is teaching, with a focus on student learning and academics including monitoring student performance and assessing learning. Faculty workload at CMN follows the guidelines in the instructional contract faculty contract, incorporating teaching commitments, campus service requirements, and committee work.

Faculty oversee the curriculum in their discipline areas and curriculum and any modifications with the curriculum adhere to the curriculum modification process overseen by CAQ. Faculty also coordinate assessment of student learning in their respective programs including development of the course and program level outcomes, collecting assessment data, reviewing and recording the findings.

The College has processes and policies in place for establishing and overseeing the credentials of faculty. The recruitment and hiring policy requires all instructional staff have the appropriate credentials and experience to qualify for employment. CMN faculty qualifications requirements were developed and approved by the full faculty committee on January 3, 2023 based on HLC guidelines/assumed practices (CRRT.B.10.020; B.2.a./d.). CMN faculty qualifications requirements are identified in the Faculty Handbook.

The Dean of Academic Success uses the Faculty Qualifications Worksheet [3C2-001 FAC_FacultyQualificationsWorksheet](#) to evaluate all new full-time and adjunct faculty applicants as well as veteran faculty. The Dean of Academic Success is also responsible for performing a faculty transcript audit for all full-time and adjunct faculty using the Faculty Qualifications worksheet, annually. In addition, in the hiring process Human Resources provides detailed recruitment and hiring processes and procedures to search committees and administrators

3.C.3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.

In accordance with HLC policies, the College of Menominee Nation ensures all instructors are qualified to teach their assigned courses. In a vetting process, all faculty (full- and part-time, adjuncts, and dual enrollment teachers) have the educational background, additional training or education, industry or equivalent experience and/or relevant licensures and certifications to teach assigned classes [3C3-001 FAC_FacultyQualificationsPolicy](#).

When faculty members are employed based on equivalent experience, CMN defines a minimum threshold of experience and an evaluation using the following process. Disciplinary exceptions created by each department will be approved by the Committee on Academic Quality and filed with both the Chief Academic Officer and Human Resources. Instructors teaching as contractual for dual

credit courses must follow a rigorous recruitment and hiring process.

For example, instructors who are teaching CMN College Credit Courses in High School programs are coordinated by the Department of Letters and Science, who works with high school teachers to offer CMN courses at participating high schools. High school teachers are required to have a master's degree in the discipline they are teaching. If their master's degree is in another area, the instructor must have at least 18 graduate credits in the discipline or acceptable tested experience as determined by the appropriate CMN department.

3.C.4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

College of Menominee Nation's Dean of Academic Success evaluates full-time, part-time and adjunct faculty annually [3C4-001 FAC_FacultyEvaluations](#). The evaluation process includes supervisor evaluation, self-assessment and a classroom observation and meant to be an opportunity to improve teaching and learning in the classroom.

Faculty are encouraged to self-document efforts for professional development that are aligned with their role at the college. Faculty are also expected serve the campus through committee service and volunteering time within the college and at community events. Faculty also have the opportunity to review student evaluations and use them to guide future modifications to the learning environment, instructional materials or assessments.

The College also has a Faculty Rank and Promotion Policy and Process [3C4-002 FAC_FacultyRankandPromotion](#). This policy defines requirements for each faculty promotion level and outlines the process and guidelines for faculty seeking promotion within the institution.

3.C.5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

The College of Menominee Nation has processes and resources to ensure currency within discipline areas and provides numerous avenues for faculty professional development. These opportunities being at initial hire and range from onboarding practices to collegewide trainings to TCU-supported professional development funding.

Upon hire, faculty and adjunct meet HLC qualifications. All new faculty and adjunct faculty complete either virtual or in-person Canvas Training and the Growing with Canvas training [3C5-001 FAC_CanvasTraining](#). The five-module course incorporates Canvas Guides and Canvas Tutorial Videos to show the important elements needed to proficiently develop online coursework within the learning management system and practice applying the skills highlighted in the course materials.

All current faculty are encouraged to continue professional development through the Canvas Training Portal and complete the courses available through the faculty Canvas resource center [3C5-002 FAC_FacultandCanvasTrainingInformation](#). To date, 31 faculty and adjunct members have worked through the course Statistics for Faculty.

Professional development funds are often available through grant projects and help keep instructors current in their disciplines. For example, CMN has used the Title III Part A grant monies available to TCUs to provide professional development opportunities and with the funding resources, the faculty working to are developing professional development plans. The faculty-driven plans are supported by

the Chief Academic officer [3C5-003 FAC_ProfessionalDevelopmentModel](#).

In addition, the COVID funding received opened up more opportunities for faculty and adjunct to participate in various training activities. For example, through a partnership with the Association of College and University Educators (ACUE) and the American Indian Higher Education Consortium, Tribal College faculty members had the opportunity to enroll in the ACUE program *Designing Student Centered Courses, Promoting Active Learning Online, and Creating an Inclusive and Supportive Online Learning Environment*. Topics included Sustaining Indigenous Culture, Promoting Active Learning Online, Creating an Inclusive and Supportive Online Learning Environment and included planning sessions focused specifically on program development at TCUs with a strong focus on creating a framework for an Indigenous curriculum.

The American Indian College Fund offers different scholarships for faculty to promote faculty development. CMN has supported faculty development with the Mellon Graduate Credit Hours Fellowship. This funding allowed faculty to complete 18 credit hours in their respective fields in order to meet the HLC faculty qualifications. The College has had two faculty members receive this scholarship [3C5-004 FAC_MellonFellowship](#) .

3.C.6. Instructors are available for student inquiry.

CMN faculty are committed to meeting the needs of students, especially regarding instruction, tutoring, advising, and supervising student research. Student access to faculty is supported through traditional means such as classroom contact hours and established office hours, but also through email, online chat, and other electronic means. The student-faculty interaction is important as it plays a key role in the CMN collegiate experience.

In addition to the established contact hours per course, all faculty and adjunct instructors are set office hours [3C6-001 FAC_FacultyOfficeHours](#). Office hours are essential for the undergraduate student experience, to build solid faculty relationships, and to discuss future courses or their careers. If a student's class schedule conflicts with the faculty's posted office hours, an appointment can be made at another mutually convenient time.

Faculty also often provide additional opportunities for student inquiry and support. These supplemental opportunities include online discussions, Inbox messages and announcements via the Canvas course support platform, and email communication [3C6-002 FAC_StudentInstructorCommunication](#).

Faculty assist with placing students in respective community internships [3C6-003 FAC_BUS490InternshipSyllabus](#), independent studies, and alternative course delivery options to meet the diverse needs of CMN students [3C6-004 FAC_BUS200CourseSyllabus](#). These opportunities are essential for CMN students working and residing in our communities to support and plan for future career opportunities. In addition, faculty contribute to the scholarly research of students, [3C6-005 FAC_studentbiologyresearch](#), preparing students for experiential learning opportunities, such as Tiny Earth.

Faculty also contribute to formal and informal academic planning and career advising. For example, Education faculty develop and guide education students through the program [3C6-006 FAC_FacultyAdvisingAuditSheet](#).

All new students interact with faculty, staff and advisors at the bi-annual CMN Orientation event.

This is an essential Meet and Greet event for students to build a rapport and communicate with their instructors, staff members and associates [3C6-007 ADMI_StudentOrientationSchedule](#).

3.C.7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and cocurricular activities are appropriately qualified, trained and supported in their professional development.

Full and part-time staff are educationally credentialed in the necessary fields and bring years of experience in administration, higher education, public service, tribal organizations, and industry-specific fields. Professional staff positions typically require a bachelor's degree with a master's degree preferred. For some positions, a degree in an education-related field is preferred, although broader prior experience is considered.

In the initial hiring process, official college transcripts are reviewed and scored to determine what coursework may be applicable to position criteria. Many support services employees have specific certifications or training related to their work. For example, the Financial Aid manager has secured numerous industry-related credentials and is working toward becoming a Certified Financial Aid Administrator.

In addition, the College supports professional and hourly staff with opportunities for professional development. The College offers advanced training to staff through online professional development services such as Academic Impressions [3C7-001 ACAD_AcademicImpressionsUsage](#), webinars, conferences, and workshops on multiple topics such as academic advising, leadership, diversity and inclusion, and Title IX. The College also provides in-person training on topics centering on American Indian issues such as intergenerational trauma and trauma informed care.

Involvement with professional organizations such as the National Conference on Academic Advising (NACADA), American Association of Collegiate Registrars and Admissions Officers (AACRAO), Wisconsin Association of Collegiate Registrars and Admissions Officers (WACRAO), National Association of Personnel Administrators (NASPA) and the National Association of Student Financial Aid Administrators (NASFAA) and Federal Student Aid (FSA) provide training and supports to professional staff.

As a tribal college CMN is a member of the American Indian Higher Education Consortium and attends meetings and conferences with other tribal colleges and universities. AIHEC sponsors a summer meeting that brings together TCUs to discuss and present on topics relevant to the Native American students [3C7-002 CMN_AIHECSummerConference](#).

CMN also offers on-site training to student support staff across a range of topics. For example, the Instructional Designer provides Canvas trainings to those who use CMN's learning management system. CMN also offers on-site training to student support staff across a range of topics including instructional design and Empower trainings.

Sources

- 3C1-001 WEB_MITWChapter170ecode
- 3C1-002 HR_RecruitmentandHiringPolicy
- 3C1-003 IR_IPEDSHumanResources20212022
- 3C2-001 FAC_FacultyQualificationsWorksheet.pdf

- 3C3-001 FAC_FacultyQualificationsPolicy
- 3C4-001 FAC_FacultyEvaluations
- 3C4-002 FAC_FacultyRankandPromotion
- 3C5-001 FAC_CanvasTraining
- 3C5-002 FAC_FacultandCanvasTrainingInformation
- 3C5-003 FAC_ProfessionalDevelopmentModel
- 3C5-004 FAC_MellonFellowship
- 3C6-001 FAC_FacultyOfficeHours
- 3C6-002 FAC_StudentInstructorCommunication
- 3C6-003 FAC_BUS490InternshipSyllabus
- 3C6-004 FAC_BUS200CourseSyllabuspdf
- 3C6-005 FAC_studentbiologyresearch
- 3C6-006 FAC_FacultyAdvisingAuditSheet
- 3C6-007 ADMI_StudentOrientationSchedule
- 3C7-001 ACAD_AcademicImpressionsUsage
- 3C7-002 CMN_AIHECSummerConference

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

3.D.1. The institution provides student support services suited to the needs of its student populations.

As one of 37 Tribal Colleges and Universities (TCUs), CMN is required to serve a student body comprised of 51% of Native American students each academic semester. The enrollment of Native American students is verified by the American Indian Higher Education Consortium (AIHEC). Using the AIHEC data, in the fall of 2020, CMN served approximately 173 students, 82% of 142 students identified as Native American. Further, of the 173 students, 97 were first-generation students and 142 resided within 60 miles of the campuses.

The College of Menominee Nation student body is composed of certificate, associate's and bachelor's seeking undergraduate students who may be transfer, online-only, readmitted, nontraditional, part-time, full-time, veteran, parental, or dual enrolled as well as tribal members, first generation students and/or Pell eligible. Many positions and offices on campus contribute to meeting the needs of our students with a range of services and resources to ensure academic success and personal development.

The Welcome Center and Retention Department is organized to support student recruitment, admissions, financial aid, and retention. The College's highest priority is student success and support services are designed and adjusted to suit the needs of the students and their academic outcome. Unique learning styles and student situations are identified and resources, as well as supportive services, will be made available. Services can include community resources such as Tribal Education Department and Community Resource Center (CRC).

CMN offers various services to assist students in transitioning and acclimating to campus quickly and achieving success. A few of the offices that provide such support include:

- Retention Department
- Veteran's Services
- Net Tutor [3D1-001 RET_Net Tutor](#),
- Dream Keepers Aid, [3D1-002 REG_DreamkeeperGuideline](#)

- Disability Services,
- Student Achievement Specialists, [3D1-003 HR_StudentAchievementSpecialist](#)
- Tutoring Services, [3D1-004 RET_Tutoring Services](#)
- Virtual Orientation [3D1-005 ADMI_VirtualOrientation](#)
- Family Resource List [3D1-006 RET_FamilyResourceListing](#), and
- Vocational Rehabilitation [3D1-007 DOCE_VocationalRehabilitation](#)

Additional supports are offered to students in most academic subject areas, test preparation, computers, software, study and life skills, and financial planning.

Also, NET Tutor is available to students free of charge. This is an online, live tutor accessible to students through the Learning Management System 24 hours a day, every day of the year. Students can receive live tutoring on-demand, use the question drop-off, or receive feedback on writing. The tutors are subject matter experts on over 150 subjects including math, writing, and student success strategies.

3.D.2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

As an open enrollment institution, the College of Menominee Nation has ample learning support and instruction available for students based on their individual needs from the time of acceptance to the College through effective placement into developmental courses that supports their ongoing success and completion.

Students are placed into gateway writing and math courses based on ACT, SAT or placement testing scores set by faculty. Placement may be adjusted when GPA in previous course shows satisfactory level of skill. Students not placing into a gateway math or writing courses are enrolled in Foundation classes [3D2-001 CAQ_AccuplacerStudentHandout](#).

Foundation courses at the College of Menominee Nation are offered as corequisite courses, providing students the same course outcomes, assignments, and assessments as the traditional course with the added support of mandatory extra class time with the instructor, supplemental activities to strengthen basic skills as they are needed for regular class assignments, and readily available access to tutors. Foundation courses allow remedial students to earn credit in introductory college English and math courses while spending the same amount of money and semesters as traditional students.

The academic supports in place include free, in-person and virtual tutoring services. There are four professional tutors available to students with both daytime and evening hours. In addition, NetTutor is available 24/7 every day of the year for live tutoring on-demand, question drop-off, and writing feedback. The tutors are subject matter experts trained in how to translate tutoring best practices and learning strategies to support students online, one student at a time. Over 150 subjects are offered, including live tutoring for Math, Writing, and Student Success. Students can access NetTutor through their Canvas courses. This service is provided at no additional cost to CMN students.

3.D.3. The institution provides academic advising suited to its programs and the needs of its students.

As shared previously, academic advising is central to CMN's commitment to providing effective educational guidance for its students. Advisors use program plans and check sheets to help students

visualize their academic progress and ensure they are prepared for the semester [3D3-001 RET_AdvisingPlanners](#).

Academic advising normally occurs through the centralized advising offices, but there are some exceptions. When a student is accepted into a certain program, academic advising can move to the faculty who teach in the discipline. For example, the Education Department faculty offer program specific advising for their students. They update their students' audit sheets each semester, recommending course scheduling to meet each student's graduation goals [3D3-002 RET_AuditSheetEducation](#).

The Education faculty use a proactive intervention approach to build relationships with students before problems occur. When students encounter challenges in academic, work, or personal life they feel comfortable seeking advice and counsel from the Education faculty. An End-of-Semester Celebration including food and gifts is held to induce students to register on-the-spot for the next semester.

3.D.4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

The College of Menominee Nation has the infrastructure and resources necessary to support effective teaching and learning.

Technological infrastructure

With the implementation of a new learning management system Canvas, the college has a state-of-the-art platform for its courses, learning activities, assessments, grading, and gives students access to course materials and syllabi. An instructional designer helps faculty members with instructional design issues, managing online course development, training for online/hybrid course delivery, multimedia design issues, and Canvas analytics; including best practices for course design, classroom technology training and effective pedagogy. The Instructional Designer also provides CMN Canvas templates [3D4-001 FAC_CanvasCourseTemplates](#) for development and training for faculty and adjunct use – creating continuity for students across all departments.

In addition, laptops are available for all students to borrow, there are two computer labs and extra student-use computers stationed in the library. The computers use Windows 10 and are loaded with the latest MS Office. The labs and library have printers available for student-use. Wireless internet is accessible to students across the campus and in several parking lots.

Library and Collections

The library at CMN has a dual role of serving the academics at CMN and the community programs. The library provides services to the tribal community and maintains collection materials relating to the tribe. The academic library has archives for student and community use. It also has an online database for student and faculty use. The *IPEDS Academic Libraries 2021-2022* report shows 29,844 books, 6,229 media, 31 serials, and one online database [3D4-002 IR_IPEDSAcademicLibraries20212022](#). The library services expand across the main campus in Keshena and the other campus located in Green Bay. Both sites offer computers and workstations for students, faculty and community members.

Science Labs

The main campus and second location both have state-of-the-art biology labs. In addition, the main campus is equipped with a chemistry and a natural resources lab. The College is currently determining the need for an agricultural sciences and geoscience lab. All classrooms on both campuses are equipped with Webex conferencing equipment from Cisco, so the science classrooms can host video meetings that allow students to join from other classrooms across both campuses and from home.

Sources

- 3D1-001 RET_Net Tutor
- 3D1-002 REG_DreamkeeperGuideline
- 3D1-003 HR_StudentAchievementSpecialist
- 3D1-004 RET_Tutoring Services
- 3D1-005 ADMI_VirtualOrientation
- 3D1-006 RET_FamilyResourceListing
- 3D1-007 DOCE_VocationalRehabilitation
- 3D2-001 CAQ_AccuplacerStudentHandout
- 3D3-001 RET_AdvisingPlanners
- 3D3-002 RET_AuditSheetEducation
- 3D4-001 FAC_CanvasCourseTemplates
- 3D4-002 IR_IPEDSAcademicLibraries20212022

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

The College of Menominee Nation continues to fine-tune and adjust practices to support effective teaching and learning. By implementing a new learning management system, hiring an instructional designer, and creating professional development trainings specific to teaching practices, the College supported teaching and learning through the pandemic and remains committed to continual enrichment of the learning environment it creates.

- Process and procedures are in place to ensure appropriateness of the rigor, credential awarded, and consistency across learning modes.
- The general education philosophy of the institution is grounded in the mission and embedded in all academic programming.
- Processes are in place to ensure instructors and student support staff are properly credentialed, trained, evaluated regularly and have time to be available to students.
- Student support services are suited to the population and include robust options available for learning supports and the institution offers both centralized and program faculty advising supports.
- Ample auxiliary resources such as state-of-the-art science labs and technology, library and collections, and community job seeking services, mental health, and veteran supports are readily available to students and instructors.

The College continues to address several areas such as promoting the hiring of American Indian faculty and staff representative of the student body, maintaining quality of dual enrollment classes offered through Learn and Earn, including lessons within the curriculum that stress American Indian culture, and working with the community to make available desired academic and cultural events.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

Core Component 4.A.1 - The institution maintains a practice of regular program reviews and acts upon the findings.

CMN's Academic Program Review process ensures a thorough review of all programs using a regular cycle of evaluations including an annual assessment and a comprehensive program review every three years. Program evaluations are built on a foundation of ongoing course and program assessment activities.

The 2016 accreditation visit noted that CMN needed to complete a monitoring report regarding its program review process. With this challenge presented, the faculty developed a comprehensive process for program review. To satisfy the monitoring report and to better understand the programs offered, the action project team developed guidelines for academic program review. The Committee on Academic Quality (CAQ) approved the Program Review Assessment Plan on May 11, 2018, [4A1-001 CAQ ComMeetingMinutes05112018](#). It was then presented to the Faculty Committee, Board Committee on Academics, Board of Directors, and the Deans and Directors Council (college-wide representation) for informational purposes. The guidelines include a two-part assessment

process: Annual assessment and a three-year cycle for comprehensive program review. The three-year cycle shows all programs scheduled and completed dates [4A1-002 CAQ_Threeyearcycle](#).

For annual assessment, a Key Performance Indicator scorecard is used to track important data points [4A1-003 CAQ_KPIScorecard](#). Faculty generated KPIs include both direct assessments and indirect assessments of student learning. Related to direct assessment, faculty extended conventional curriculum mapping to include criteria to assess student artifacts compared to targets and thresholds for each program outcome. For indirect assessments, faculty identified preliminary KPIs (gateway course success, emphasis course success, CCSSE, persistence, retention, completion), including internal/external targets, where applicable. In 2021, faculty revisited KPIs for their usefulness in making decisions.

Upon annual review of the program scorecards, [4A1-004 FAC_FacultyInserviceMay2021](#) the faculty identify program strengths, program challenges, and action steps to be taken during the academic year. Program faculty present the findings and recommendations to the CAQ. Using a comprehensive review rubric [4A1-005 CAQ_ComprehensiveProgramReviewEvaluationRubric](#) with five criteria of Mission, Quality & Strength, Enrollment/Participation, Positive Impact, and Cost Effectiveness, the CAQ determines if a program is maintained, enhanced, reconfigured, or phased out. Phase-out recommendations must be approved by the Board Committee on Academics (a standing committee of the Board) and the Board of Directors.

As a result of their annual analyses, program faculty complete an action plan [4A1-006 CAQ_ProgramReviewActionPlan](#). Action plan progress on goals is reported monthly to the CAQ. [4A1-007 CAQ_CompProgReviewUpdatesAADigital](#) CAQ members review the information and provide feedback.

The three-year comprehensive program review cycle supports in-depth analysis of trends regarding student success efforts, program integrity, and institutional capacity. As part of the self-study, program faculty address four areas: (1) annual program assessment scorecards, (2) program justification, (3) criteria for accreditation, and (4) program review evaluation. Based on findings for items one through three, faculty identify high-level actions to address strengths and challenges, which could range from significant program modifications to department-wide curricular or instructional changes to better meet student learning goals.

For example, based on the information gathered and reviewed during the program review process, the Business Office Technician program was reconfigured as a Medical Office Technician program to meet the needs of students entering the job force as an office professional in a medical office setting [4A1-008 CAQ_MeetingMinutes11252019](#). Rather than take general office technology courses, the curriculum was redesigned to teach office skills specific to the medical office. For example, the course for using software programs such as Word, Excel, and PowerPoint for the Medical Office was revised to focus on how this technology is specifically used in the Medical Office. Medical terminology and medical billing courses were also added to the program.

4.A.2 - The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

The College of Menominee Nation (CMN) welcomes students transferring from other post-secondary

institutions to CMN and accepts official college transcripts from accredited and active institutions and electronic transcript services from third-party vendors such as Parchment and Transcript Network. The Registrar's Office conducts an official credit evaluation once all official college transcripts are received. To support students during the transfer credit process, CMN developed a Credit Evaluation Policy [4A2-001 ADMI_CreditEvaluationPolicy](#) and Transfer Student Policy [4A2-002 ADMI_TransferStudentPolicy](#) to identify credits based on institutional and programmatic accreditation standards to award credit for general education courses.

Official credit evaluations may occur with the guidance of faculty or designee of each academic department when reviewing domestic transfer credits. Transfer credits must come from an institution accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA).

Currently, CMN does not accept credit for prior learning or passing scores on national exams (e.g., Advanced Placement (AP), CLEP, DSST, International Baccalaureate) or military college credits. The College requires all college credits earned outside of the United States to be evaluated by a third-party evaluator such as the National Association of Credential Evaluation Services (NACES), Educational Credential Evaluators (ECE) and World Education Services (WES). Where applicable, foreign college credits must come from an institution recognized by the Ministry of Education in that country. The College participates in the College Sources Transferology product in collaboration with UW Systems with the state process for submitting transfer equivalency information.

4.A.3 - The institution has policies that ensure the quality of the credit it accepts in transfer.

CMN assures the quality of transfer credit by complying with the Credit Evaluation Policy [4A2-001 ADMI_CreditEvaluationPolicy](#). The basis of the policy is to allow transfer of credit when work is completed at an U.S.-based institution that is accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA). Credit completed outside the U.S.A. must be completed at an institution recognized by the Ministry of Education in that country. Third-party evaluation by an organization recognized as a National Association of Credential Evaluation Services (NACES) member is required before credit will be posted to the CMN's record. Courses must be of similar nature and level to that of relevant CMN courses. Program chairs and faculty experts review individual courses to ensure course equivalency before awarding credit.

4.A.4 - The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Curricular Oversight and Authority

Many CMN entities, including faculty and oversight committees, share in the processes and responsibilities that ensure developing, monitoring, and maintaining rigorous programs of study. As noted previously, the faculty-led Committee on Academic Quality, provides oversight for the development, review, and approval processes of curriculum and programs.

Components of oversight and advising responsibilities includes:

- Degrees and programs of study (addition, changes, or deletion)
- Certificates (addition, changes, or deletion)
- Courses (addition, change, or deletion)
- Offsite course delivery (dual enrollment)

As explained in 3A1, these curricular actions move through several areas of review. As detailed in the CAQ Bylaws [4A4-001 CAQ_CommitteeBylaws](#) all new programs undergo an extensive Program Justification process [4A4-002 CAQ_ProgramJustification](#). New programs are presented to the Committee on Academic Quality, Board Committee on Academics, and the CMN Board of Directors for approval. This process also includes a review of the program proposed by the Higher Learning Commission Accreditation Liaison Officer.

Processes are in place for the institution to maintain and exercise authority over the prerequisites, rigor of courses, expectations for learning, access to resources, and faculty qualifications. Faculty present changes or modifications for approval to the CAQ for prerequisite courses, course learning materials, and faculty qualifications using the CAQ Form B [4A4-003 CAQ_FormBcoursechanges](#). Faculty also use this form to make modifications to GEO objectives and course and program outcomes.

Expectations for learning

For every course taught, faculty are required to identify course learning assessments, activities, and expectations for each course in the course syllabus [4A4-004 FAC_SyllabusTemplateSP2023](#). The syllabus also contains the attendance policy, academic conduct, student time expectation, and email etiquette. Syllabi are submitted each semester to the Dean of Academic Success who reviews them and provides feedback [4A4-005 FAC_SyllabusReviewFlowchart](#).

Oversight of Faculty Qualifications

All new full-time faculty and adjuncts qualifications are evaluated using the faculty qualifications outlined in the faculty handbook page [4A4-006 FAC_FacultyQualifications](#). All faculty or adjunct that teach dual credits are held to the same standards; there is not a separate handbook or policy for them regarding faculty qualifications.

CMN requires all faculty to understand and exercise sound classroom practices. Evidence for this may include documented teaching experience, related academic studies, and participation in conferences or other forums focused on college-level pedagogy. Faculty maintain a current curriculum vitae that includes a summary of teaching qualifications. In fields where appropriate, such as Indigenous Languages, CMN has employed tested experience to determine if instructors have the required knowledge and skills to teach their field through documented teaching experience, work experience, participation in conferences and other forums focused on college-level-pedagogy, and other certifications where appropriate. CMN also employs an instructor of record policy to ensure CMN adheres to federal regulations related to faculty qualifications [4A4-007 FAC_InstructorofRecordPolicy](#).

For the past 2 years, CMN has been completing a full audit of all CMN instructors, including transcript evaluation, review of academic presentations, and other non-institutional learning by the interim Dean of Letters and Science. Using the Faculty Qualifications Worksheet to guide the audit, all full-time, part-time, adjunct instructors, and instructors teaching in a dual credit role meet CMN and HLC Faculty Qualifications are included.

CMN maintains the following minimum requirements for 300- and 400-level academic areas:

The academic disciplines require the following from an accredited college or university:

- A master's degree in the field, or
- A master's degree in any field plus 18 graduate credits in the field.

CMN maintains the following minimum requirements for 100- and 200-level academic areas:

The academic disciplines require the following from an accredited college or university:

- A master's degree in the field, or
- A master's degree in any field plus equivalent experience that equates to 18 points in the field as indicated in the following template.

Oversight of Dual Credit

All dual credit courses must follow all academic requirements and policies of the college. There are no separate policies or approval processes for dual credit courses. Dual credit instructors are requisitioned as CMN adjuncts and are required to maintain the same rigor utilizing CMN course outlines, CMN syllabus template, and Canvas course shells. All dual credit students must adhere to the CMN grading scale and are assigned a CMN advisor to help them with access to CMN student services and resources.

4.A.5 - The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

The Bachelor of Science in Education is approved by the Wisconsin Department of Public Instruction to offer a program leading to licensure for Elementary and Middle School (2088), grades kindergarten through 9. [4A5-001 FAC_ElementaryandMiddleApproval](#)

Several trades programs at CMN meet the National Center for Construction Education and Research (NCCER) standardized curriculum. CMN chooses to participate in this voluntary certification to add value to our programs for our students. CMN is certified as a training sponsor for NCCER and two instructors have completed trainer certification. NCCER maintains a National Registry that provides transcripts, certificates, and wallet cards to individuals who have successfully completed a level training with a craft/trade in the NCCER Standardized Curricula.

4.A.6 - The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

The College understands the importance of evaluating the success of its graduates, but due to various constraints, there is not a designated department or position whose only purpose is to connect and gather data for alumni. Some academic programs, such as Education, have conducted surveys of their program alumni as required by their accrediting body [4A6-001 FAC_GraduateSurveyResults](#). Unfortunately, in 2018 the education department faculty experienced a decrease in responses and without a dedicated alumni department the continuation of this graduate survey was not feasible. CMN did also participate in the December 2019 Gallup Alumni Survey.

While not specifically related to evaluating graduate success, CMN does work with students to help them be successful upon graduation. CMN employs a Career Services Coordinator to coordinate the career decision making and job placement activities for CMN students [4A6-002 HR_CareerServicesCoordinator](#). Responsibilities of the position include job placement activities and data collection, assisting with case management, and serving as a primary contact for CMN students. The Career Placement Coordinator has planned alumni workshops and presentations to assist current students with progress and encouragement as it relates to students obtaining their academic goals. These workshops centered around alumni bringing their experiences to CMN current students. [4A6-003 RET_AlumniWorkshopsPresentations](#)

Sources

- 4A1-001 CAQ_ComMeetingMinutes05112018
- 4A1-002 CAQ_Threeyearcycle
- 4A1-003 CAQ_KPIScorecard
- 4A1-004 FAC_FacultyInserviceMay2021
- 4A1-005 CAQ_ComprehensiveProgramReviewEvaluationRubric
- 4A1-006 CAQ_ProgramReviewActionPlan
- 4A1-007 CAQ_CompProgReviewUpdatesAADigital
- 4A1-008 CAQ_MeetingMinutes11252019
- 4A2-001 ADMI_CreditEvaluationPolicy
- 4A2-002 ADMI_TransferStudentPolicy
- 4A4-001 CAQ_CommitteeBylaws
- 4A4-002 CAQ_Program Justification
- 4A4-003 CAQ_FormBcoursechanges
- 4A4-004 FAC_SyllabusTemplateSP2023
- 4A4-005 FAC_SyllabusReviewFlowchart
- 4A4-006 FAC_FacultyQualifications
- 4A4-007 FAC_InstructorofRecordPolicy
- 4A5-001 FAC_ElementaryandMiddleApproval
- 4A6-001 FAC_GraduateSurveyResults
- 4A6-002 HR_CareerServicesCoordinator
- 4A6-003 RET_AlumniWorkshopsPresentations

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1 - The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

CMN approaches assessment of student learning and achievement of learning goals via general education objective (GEOs) evaluations, academic and technical diploma program evaluations, and cocurricular evaluations.

General Education Objective Evaluations

GEOs are assessed annually. Classroom artifacts are collected as evidence of student performance. Faculty measure success based on common definitions described in the GEO Map and use the map as a recording tool [4B1-001 FAC_GEOMapRecordingTool](#). Data is collected reflecting the number of successful students compared to the total number of students who completed the assigned artifact.

Based on strengths and gaps of the course assessments, curriculum is revised to help students have better success in meeting the GEOs. The GEO assessment and evaluation process was implemented as a pilot project in AY21-22 and CAQ will evaluate and make improvements to the process in AY22-23.

Academic Program Evaluations

A faculty-led Comprehensive Program Review occurs every three years. Faculty use the KPI Scorecard to assist in collecting, recording and analyzing data gathered from institutional dashboards and Program Artifacts. Each program has a Program Review Artifact map [4B1-002 FAC_ProgramReviewArtifactMap](#) and rubrics that would demonstrate student mastery of all of the program outcomes by the completion of the diploma or degree. This annual evaluation helps inform the triennial Comprehensive Program Review. The Committee on Academic Quality uses the Comprehensive Program Review Evaluation Rubric [4B1-003 CAQ_CompProgReviewEvalRubric](#) to assess the health of the program and next steps for continuous growth.

The CAQ strives for plan and process improvement as well. For academic and technical diploma program review, CAQ is responsible for evaluating the program review assessment plan and process

based on faculty feedback. Faculty respond to the following questions after CAQ review:

- Did the department have a positive or negative experience implementing the assessment methods?
- What did your department find especially effective in the assessment process?
- What did your department particularly dislike about the process? Why?
- What are your suggestions for improvement?

Two examples of plan or process improvements include KPI scorecard revisions and development of an evaluation procedure [4B1-004 CAQ_EvalProcedureCompProgReview](#)

Co-Curricular Assessment

Along with HLC, CMN has struggled to define co-curricular activities. The first attempt to define co-curricular for CMN was to define departments serving students. These departments include but were not limited to financial aid, admissions, advising, academic support and registrar. These departments completed the departmental scorecards and reported to the CAQ. For example, the Registrar scorecard for AY17-18 [4B1-007 CAQ_RegistrarScorecardAY1718](#) was presented at the CAQ meeting March 3, 2020 CAQ Minutes [4B1-005 CAQ_MeetingMinutes03.30.2020](#). The CAQ and faculty experienced some problems and questions as to whether they were evaluating the co-curricular correctly or effectively. CMN supported two staff members to attend the HLC Co-Curricular Assessment training in June of 2021. The team presented their efforts to the CAQ in February of 2022 [4B1-006 CAQ_CocurricularPresentation02142022](#). CMN was on the right track by identifying student support services but were doing program evaluation rather than student learning outcomes. The Dean of Academic Success and Dean of Student Success will continue with oversight and adjustments to co-curricular assessment.

4.B.2 - The institution uses the information gained from assessment to improve student learning.

The College of Menominee Nation uses data gleaned from its assessment processes to improve its academic programming, evaluate student learning outcomes, and refine course and program outcomes to improve student learning.

Course and program level assessment

Annual course and program assessment activities as described earlier in 4A are designed to measure progress on stated learning outcomes. These inform improvement for both individual courses and programs and range from adjustments to learning activities, revisions to course sequencing, pre-requisites, or entry-level expectations. Faculty are expected to review their respective program and course scorecards, then analyze and apply the data for continual improvement. The process is documented where information is housed to create an archive of assessment efforts in programmatic or course revisions.

In addition, the program review process requires faculty to identify student achievement gaps and report improvements that affect student learning, retention, and completion. The improvements are provided to CAQ for review and feedback. These are a part of the action plan process for academic program review.

General Education Assessment

The GEO Matrix ensures students have the opportunity to encounter each objective and category at each of the achievement levels in their programs. The assigned GEOs and level of attainment are shared with students and listed in each course syllabus with a matrix showing the course assessments with the assigned GEOs, Course Outcomes, and Program Outcomes is included in every syllabus.

Policies

The College has policies and procedures in place to assist in student learning, including an attendance policy [4B2-001 FAC_AttendancePolicy](#) and an early alert process [4B2-002 ACAD_AcademicAlert](#).

4.B.3 - The institution's processes and methodologies to assess student learning reflect good practice, including substantial participation of faculty, instructional and other relevant staff members.

CMN faculty have developed a process for assessment of General Education Outcomes, Program Outcomes, and Course Learning Outcomes. To assess program outcomes, all faculty, including adjuncts, assign and collect Program Outcome Artifacts in program courses that are graded to identify the percentage of students meeting all criteria for each program outcome for each program of study. Faculty then use this information to guide their program review/evaluation and/or course/program revisions to ensure rigor. Faculty grade all artifacts at the end of each academic year during the May Faculty Inservice [4B3-001 FAC_MayInservice](#) and place the scores on the program review scorecards [4B3-002 FAC_ProgramScorecard](#) which are reviewed at the beginning of each academic year in the August Faculty Inservice [4B3-003 FAC_AugustInService](#). Summative assessments are identified in all course outlines, which must be approved by the Committee on Academic Quality. The assessments are also identified in each syllabus to ensure alignment with all faculty.

Sources

- 4B1-001 FAC_GEOMapRecordingTool
- 4B1-002 FAC_ProgramReviewArtifactMap
- 4B1-003 CAQ_CompProgReviewEvalRubric
- 4B1-004 CAQ_EvalProcedureCompProgReview
- 4B1-005 CAQ_MeetingMinutes03.30.2020
- 4B1-006 CAQ_CocurricularPresentation02142022
- 4B1-007 CAQ_RegistrarScorecardAY1718
- 4B2-001 FAC_AttendancePolicy
- 4B2-002 ACAD_AcademicAlert
- 4B3-001 FAC_MayInservice
- 4B3-002 FAC_ProgramScorecard
- 4B3-003 FAC_AugustInService

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1 - The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.

The College of Menominee Nation has pockets of efforts pertaining to retention, persistence and completion, but an overall strategy has not yet been implemented. The Institutional Strategic Plan does have a core goal for Excellence in Student Services with an objective to "Increase persistence and retention rate from 5-year benchmark" [4C1-001 CMN_ISPgoal5](#). The Dean of Continuing Education is leading this effort. The program review process as explained in 4A1 also addresses academic program retention, persistence and completion rates.

CMN further uses retention, persistence and completion rates to write for grants specifically geared towards Native American students or tribal colleges. CMN recently wrote and received a grant from the Achieving the Dream Holistic Student Supports Grant [4C1-002 RET_HolisticStudentSupportsGrant](#). This grant's purpose is to support Tribal College and Universities (TCUs) to implement holistic student services. Using definitions from the CMN data dictionary, the data collected for grant reporting shows retention rate for Fall 2019 at 32% and Fall 2020 at 35% and the persistence rate for the AY2019 at 60%.

CMN is currently working with Achieving the Dream coaches to develop a Strategic Enrollment Management (SEM) Plan. The SEM data table will be used to establish goals for recruitment and retention in upcoming academic years.

4.C.2 - The institution collects and analyzes information on student retention, persistence and completion of its programs.

A central dashboard hub [4C2-001 CMN_InstitutionalDashboards](#) shows retention and persistence

information by program and by documented Native American students. Having specific information about Native American retention and persistence efforts is important to CMN as a tribal college to meet the Bureau of Indian Education's required reporting.

The various dashboards are update daily or at the end of each semester. The last updated date is listed on each dashboard. CMN uses AIHEC definitions when working with data. The AIHEC definitions for reporting are more representative of Tribal Colleges. We do not use IPEDS definition or data unless required.

A workgroup created by the CAO after COVID and the change in employees, ensures the content in the dashboard remains accurate. The current workgroup consists of the CAO, the IT Director and the Recruitment and Enrollment Manager. For example, when the CMN website was updated, there were breaks in the links to the dashboards. The workgroup is currently in process of ensuring all links stay working and are developing institutional definitions and processes for the data visualization guide.

CMN also has specific goals for retention, persistence and completion for grants for student support services. For example, TRIO grant results from 2019 to 2021 show participants in the program achieved a 55% persistence rate and 30% completion rate. The Chief Academic Officer provides retention and persistence data updates to the President and Board in monthly reports [4C2-002 ACAD_CAOmonthlyreport](#). A narrative provided to the Board that explains the data, outlines definitions of persistence and describes the activities that support our student's success.

In addition, the College's program review process, described in 4A1, includes information about retention, persistence and graduation rates.

4.C.3 - The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

CMN joined the Achieving the Dream network in 2017 and renewed their contract in 2022. In partnership with Achieving the Dream, the College created a data dictionary. The Data Dictionary [4C3-001 CMN_DataDictionary2022](#) ensures that consistent definitions and data sources are used when reporting internally, within the dashboards and to outside agencies.

The Committee on Academic Quality has strengthened their work towards improving the academic program review process. Program reviews contain data on student retention, persistence, and completion that is used to make recommendations for program improvement, continuation, and/or furlough. The program review process includes retention, persistence and graduation rates and is referenced in 4A1.

The data dashboard shows key indicators of persistence and retention that the College monitors each semester. The institutional persistence and retention rates prior to the pandemic were 72% and 43% respectively. In the 2021-22 academic year, the data dashboards show an increase in persistence rate to 85% and an increase in retention rate to 55% [4C3-002 CMN_RetentionDashboard](#).

While significant improvements have been made in demonstrating effectiveness in student learning and gathering data, there are still some opportunities for improvement. The College needs to not only monitor persistence, retention and completion rates, but apply strategies to meet its goals for retention, persistence and completion.

4.C.4 - The institution's processes and methodologies for collecting and analyzing information

on student retention, persistence and completion of programs reflect good practice.

The College of Menominee Nation has a process and methodology utilizing a variety of technologies to extract data from its Student Information System and create visual reports that serve decision making stakeholders across the institution. The IT department has created connections between Microsoft PowerBI, Veera Construct, the PowerBI cloud service, and Empower SIS to create an automated process to keep the data dashboards updated. For example, the current enrollment dashboard is updated daily, and the historic enrollment dashboard is updated at the end of every semester. The Data Utilization Guide [4C4-001 IT_DataVisualizationGuide](#) details how each system is used and provides visuals for the mapping of the connections.

As part of the Achieving the Dream network since 2017, CMN has had a data coach. The data coach assisted with developing some of the data dictionary definitions. In November 2022, the data coaches again assisted CMN, this time with defining the problems and identifying measurable KPIs for goal six of the strategic plan [4C4-002 PRES_ATDLettertoPresident11212022](#). The revised KPIs, once approved by the Board Strategic Committee and the Board of Directors, will help CMN define institutional goals for retention and persistence.

Sources

- 4C1-001 CMN_ISPgoal5
- 4C1-002 RET_HolisticStudentSupportsGrant
- 4C2-001 CMN_InstitutionalDashboards
- 4C2-002 ACAD_CAOMonthlyreport
- 4C3-001 CMN_DataDictionary2022
- 4C3-002 CMN_RetentionDashboard
- 4C4-001 IT_DataVisualizationGuide
- 4C4-002 PRES_ATDLettertoPresident11212022

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Since the College of Menominee Nation received a monitoring report in 2016 to address its program review process, the College has made significant strides in this area.

In 2018, a Program Review Assessment Plan was approved that included an annual assessment and a three-year cycle for comprehensive self-studies. Using a scorecard to track important data points, faculty generate Key Performance Indicators (KPIs) and monitor those annually. In the three-year cycle, through an in-depth analysis of trends, findings and recommendations are presented to the Committee on Academic Quality who evaluate and the information using set criteria to determine program health. A schedule for review has been created and followed with several programs completing the comprehensive review cycle and all of the programs completing the annual assessment.

The College of Menominee Nation continues to responsibly addresses the quality of its educational programs, learning and support environments, and recognizes that teaching and learning can be improved through intentional, well-defined evaluation and improvement efforts that involve faculty and all courses and programs.

- As described, a robust program review process led by faculty and overseen by the Committee on Academic Quality is in place and followed.
- Policies and procedures are established to transcript credits and ensure their quality, exercise authority over courses, learning resources, and dual credit, and maintain program accreditation where needed.
- The structure and guidelines developed by faculty for assessing learning at the course, program and institutional level, are in place.
- The college has a process in place for faculty and administration to access to data through a dashboard showing retention, persistence and completion information that's captured in program scorecards, reviewed annually, and action plans developed.

While significant improvements have been made in demonstrating effectiveness in student learning, there are still some opportunities for improvement the College plans to address.

- The College needs to not only monitor persistence, retention and completion rates, but apply strategies to meet its goals for retention, persistence and completion.
- The structures are in place and followed for assessing learning at course, program and institutional levels, yet the revisions made based on the assessment data gathered are not systematically documented and articulated.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A.1 Shared governance at the institution engages its internal constituencies —including its governing board, administration, faculty, staff and students—through planning, policies and procedures.

Overview

Although the Board of Directors, President, Chief Academic Officer (CAO), Chief Financial Officer (CFO), and Chief of Staff (COS) represent the upper administrative leadership of the institution, shared governance is crucial to the decision-making processes at the College of Menominee Nation. The intent is for stakeholder input and recommendations to support decision-making and occur through various groups and committees.

The committees range from BOD-appointed representation, including the Finance and Audit and Committee on Academics, to groups with cross-functional representation college-wide, including the Strategic Planning Committee, Budget Committee, and Deans and Directors Council, to groups representing faculty and students, including Faculty Committee and Student Government.

We have begun inventorying these groups to review alignment from Board to management to campus and community levels ([5A1-001_CMN Governance structure inventory](#)). This is one step in engaging in a more explicit discussion on what shared governance means at CMN and understanding how to improve the process and eliminate unnecessary overlap or duplication. This is an ongoing process connected to the strategic plan and annual budget planning.

Planning

In February 2020, President Caldwell focused the Institution on finishing the Institutional Strategic Plan (ISP) process. The Institutional Strategic Plan was developed through a shared governance process that spanned the creation of the plan and now implementation (see 1A5 for further information and evidence). Throughout the strategic planning process, the mission, vision, and values were at the forefront of the implementation and training process. We have moved to develop a progress dashboard to report to our Board, campus, and stakeholders ([5A1-002_2022-2025 ISP dashboard](#)).

Our planning efforts include current assessments of college functions and finding resources to support staff charged with leading projects to create or update procedures. One recently completed project was a Landscape Analysis and Feasibility Study to understand our current portfolio of academic programs better and whether they were meeting tribal, local, and regional needs ([5A1-003 CMN FeasibilityStudy.Final](#)). We are also reviewing our Institutional Review Board (IRB) policy and procedures for updates ([5A1-004 IRB consultant review](#)) in preparation for working with our IRB on updates. The IRB includes faculty and community representation, including scientists and language and culture protectors. In addition, we have developed support services for our staff leading different projects. The Achieving the Dream (ATD) project provided us with coaching hours to focus on strategic goal prioritization (see [4C4-002 evidence](#)). In addition, we have also partnered with organizations such as EAB Educational Advisory Services to provide responsible staff with project support, including research, tools, resources, and training [5A1-005 EAB Resilient Leadership Workshopsilient Leadership Workshop](#)).

The budgeting process is led by the Budget Committee consisting of employees from various departments and backgrounds responsible for developing the annual budget ([5A1-006 Bylaws_Budget Committee](#)). The process requires departments to reply to two planning questions:

1. What major activities will their department accomplish in the upcoming fiscal year?
1. How does their major work activity help facilitate CMN's mission, vision, and strategic plan?

When the Budget Committee presents the proposed budget to the Finance and Audit Committee for approval, the responses are included in the presentation. The final step has become an announcement to the College once the Board approves the budget to signify implementation ([5A1-007 CMN_FY2023_Approved_Annual_Budget](#)). As we begin planning for FY2024 budgets, we plan to include a more detailed plan for monitoring and reporting on performance throughout the year.

During the pandemic, the College created two separate workgroups to respond to and make decisions.

1. COVID funding team. This team was responsible for managing the process and ensuring expenses related to COVID were coded to the correct grants. They researched projects, ideas, and proposals to ensure they met CMN covid planning guidance and requirements of the funding sources. A proposal form was developed to track the application of cross-campus ideas for using Covid funding ([5A1-008 COVID-19 Funding Team proposal form](#)).
2. Reopening task force. This team managed the daily operations of the college. They researched and determined the safest way to open the college back up for face-to-face learning, monitored the area's COVID numbers, and decided daily if working would be remote or on campus. This group represented employees from different units and from the Keshena and Green Bay campuses ([5A1-009 CMN Reopening Taskforce messaging](#)).

Policies

The Quality Initiative Proposal (QIP) defines the academic and institutional policies for the College of Menominee Nation. The process includes an established template for policies. In addition, the Deans and Directors Council is also responsible for institutional policies, and the Committee on Academics is responsible for academic policies. A protocol for releasing policies to staff, faculty, and students is being developed. The future protocol will include a more definitive timeline for policy review. The QIP project has been assigned to the Executive Administrator in the President's office in collaboration with the IT Director to create space on the CMN staff portal to house all official versions of Board approved policies ([5A1-010 QIR Review Menominee Policy project](#)).

Procedures

Agendas, minutes, and summaries from committee meetings and the committee bylaws are available to faculty and staff through a password-protected portal. The documents are uploaded to the portal regularly. In addition, several initiatives are currently in progress, focusing on developing or updating procedural manuals, including the President's office procedures manual (evidence listed in 2B1-018), which will include further revisions through broader review and application.

5.A.2 - The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

The College of Menominee Nation is committed to effective and ongoing use of data to inform and improve process for determining resources and services in support of the mission and educational experience of the students. The College relies on data to inform decisions on an institutional level, from internal decisions such as Academic Program Review, grant development and reporting, budgeting, marketing and technology, to external processes involving community stakeholders.

The new dashboards and data dictionary developed over the last few years play an important role in the academic program review process and in grant development and reporting. College of Menominee Nation (CMN) was required to write a monitoring report for the use of institutional data. CMN has been successful in creating a data dictionary [5A2-001 CMN_DataDictionary2022](#). The data dictionary continues to be a work in progress as CMN continues to refine the dashboard and the data we share within the institution. Based on contents of the data dictionary and responses to frequently asked questions, new dashboards are available on the password protected staff portal [5A2-002 CMN_InstitutionalDashboards](#). The data available on the dashboards are used in academic program review, are reported in the President's report to the Board of Directors and used to apply for grants and grant reporting. The dashboard data will also guide development of the new strategic enrollment management plan.

As part of the budgeting process at CMN, the Dean of Student Success and the Chief Financial Officer use the Enrollment Based on Previous AY Enrollment google sheet to project tuition revenues for the upcoming fiscal year [5A2-003 ADMI_EnrollmentProjections](#). The data used to make the projection comes from the ISC Summary excel spreadsheet. Because the projections are helpful in starting the budgeting process, the College plans to further refine and expand its use as part of developing the strategic enrollment management plan to improve future projects [5A2-004 ADMI_DraftSEMPlan](#)

Once enrollment projections for the upcoming fiscal year are determined, the budget committee begins planning the upcoming budget. In addition, the budget is monitored throughout the year. The Chief Financial Officer meets with the Finance and Audit Committee monthly to share progress on expenses and revenue. For example, the August 2022 Financials were reported to the Finance and Audit Committee and then reported to the Board of Directors for discussion and questions [5A2-005 BOD_August2022Financials](#). The reports show a balance sheet, a profit/loss statement, cash projection, budget versus actual statement and a written narrative from the Chief Financial Officer. These reports are discussed at monthly Finance and Audit committee meeting minutes and the discussions are shared with the Board for further review and discussion.

The College also relies on data to make decisions regarding marketing and technology. CMN Advancement and President's office has used a draft Institutional Strategic Marketing Communications Plan (MArCom Plan) to organize marketing projects to reflect a "one voice" approach for the Institution. One of the initiatives that came out of this effort has been the Monthly Marketing meetings, which generate new ideas and projects as well as provide updates to all who have requested Marketing support.

A faculty-led technology committee established in summer 2019 reviewed the various learning management systems (LMS) available to CMN. In April 2020, the committee recommended Canvas as the sole LMS.

The College accesses information about technology use from the Student Information System to create visual reports to help in making data-informed technology-related decisions across the institution. Data access is managed by the Data Visualization Guide. The guides shows a flowchart for the data, defines the systems the college uses and provides basic instructions for accessing particular data used in specific reports.

5.A.3 - The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Academic requirements, policies and processes are generated by appropriate faculty, staff, students, indigenous stakeholders and administrators and adopted following the by-laws as outlined for the Committee on Academic Quality. CMN's Committee on Academic Quality makes recommendations to the Committee on Academics regarding Academic policy, Academic Excellence, Academic Integrity, Curricula, Co-curricular, and Assessment of Student Learning. The committee also serves in an advisory capacity to faculty. This committee consists of representatives from Academic Affairs, Retention, and Institutional Research. Voting members include no less than 51% faculty members. The CAQ encourages and fosters connections for the faculty to engage with external, indigenous stakeholders and students to identify appropriate learning objectives infused with American Indian culture.

Faculty also have representation on the Deans and Directors Council, guided by CMN's mission, to be invested in effective decision making and implementation of those decisions at the College of Menominee Nation [5A3-001 DDC_Bylaws](#) CMN faculty are also included in the Menominee Community Engagement Workshops [5A3-002 DOCE_CommunityEngagementWorkshops](#). These workshops allow faculty members to work with Menominee tribal and community departments on 90 Day Plans that help to coordinate the College's academic initiatives with those of the community [5A3-003 CMN_90DayPlan](#)

Faculty are also involved in onboarding activities and training adjunct faculty. These sessions inform new and current faculty of policies and processes necessary for the academic process.

Sources

- 5A1-001 Appendix 1. CMN Governance - draft review
- 5A1-002 CMN ISP Dashboard
- 5A1-003 CMN FeasibilityStudy.Final
- 5A1-004 CMN IRB consultant review
- 5A1-005 EAB Resilient Leadership Workshop
- 5A1-006 Bylaws_Budget Committee
- 5A1-007 CMN_FY2023_ApprovedAnnualBudget
- 5A1-008 COVID-19 Funding Team proposal form
- 5A1-009 CMN Reopening Taskforce messaging
- 5A1-010 QIR Review Menominee Policy project
- 5A2-001 CMN_DataDictionary2022
- 5A2-002 CMN_InstitutionalDashboards
- 5A2-003 ADMI_EnrollmentProjections
- 5A2-004 ADMI_DraftSEMPPlan
- 5A2-005 BOD_August2022Financials
- 5A3-001 DDC_Bylaws
- 5A3-002 DOCE_CommunityEngagementWorkshops
- 5A3-003 CMN_90DayPlan

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B.1 - The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

Qualified personnel are in place at the College of Menominee Nation to support its operations. CMN confirms qualifications in the recruitment and hiring process. As a chartered entity of the Menominee Indian Tribe, hiring practices of CMN staff and faculty not only follow CMN Recruitment and Hiring Policy, but also Tribal code Chapter 170 – Personnel. A hiring scoring sheet helps hiring committee members to determine the most qualified candidate based on the desired qualification of the vacant position [5B1-001 HR_HiringScoreSheet](#). Desired qualifications as well as Tribal enrollment/Affiliation, Veteran Status and Menominee Language knowledge are included. Scores are tabulated, and the highest scoring candidate is offered the position.

Personnel are compensated fairly. CMN applies the Compease salary structure to evaluate compensation factors for each position. Compensation factors include Experience, Education, Managerial Responsibility, Interpersonal Skills, Independent Judgment, Mental Process, Organizational Authority, Organizational Restraint, Physical Demands and the Working Environment [5B1-002 HR_CompeaseGradingSheet](#).

Personnel reflect the student body. CMN has a diverse staff and faculty. Of the 79 employees, 62% are enrolled or descendants of Menominee Indian Tribe, 13% affiliated with another American Indian tribe, and 3% another race (Asian, Black, Hispanic). Of the employees at CMN, 84% hold academic or technical credentials and 39% have earned advanced degrees at the masters or doctoral levels.

Personnel have opportunities to engage in a variety of professional development opportunities. College of Menominee Nation has subscribed to a web-based training provider, Academic Impressions [5B1-003 ACAD_AIMembership](#). The online trainings include courses in Leadership, and Personal development, along with skills-based learning designed for higher education.

The facilities are sufficient to support operations and program delivery. CMN has 9 buildings on its main campus in Keshena, Wisconsin to accommodate all college activities, and a satellite campus in the Green Bay, Wisconsin metro area on one floor of a leased space. Student resources such

as classrooms, guidance spaces, library and faculty offices are housed within three main buildings on the main campus. Both campuses recently upgraded its technology to better fit the growing needs of the College. In 2019-2020, CMN completed a security upgrade that included upgrades to alert systems, remote access to buildings, and security camera updates in all buildings 5B1-004. In response to the COVID -19 pandemic, all spaces on both campuses that are used for classrooms were updated to meet the needs of remote learning.

To further support programming delivered online, Canvas was purchased as a learning management system for course delivery and to enhance online engagement between students and faculty. An Instructional Designer position was created and hired to help faculty with the building of the course platforms in the online learning system [5B1-005 HR_InstructionalDesigner](#)

5.B.2 - The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.

As a Tribal college chartered by the Menominee people, the college takes great pride in its ability to follow its mission to serve the Menominee Nation and its members. The mission is central to all planning processes from daily responses to emerging crises to longer-term strategic and master planning. As planning decisions are made, the institution's physical, financial, and human resources are reviewed, considered, and incorporated appropriately.

The College developed a three-year Institutional Strategic Plan with eight goals to promote and sustain institutional growth centering around student success [5B2-001 CMN_StrategicPlanBooklet](#). The three-year plan allows for a quick turnaround in the strategic planning process to truly identify and celebrate successes in six-month intervals. The collaborative process for creating the Institutional Strategic Plan involved the board of directors, faculty, and staff. A consultant facilitated the discussion.

To keep the approved document and its goals relevant and timely, goal champions were assigned to each goal based on knowledge and experience [5B2-002 CMN_ISPGoalChampions](#). Two individuals per goal were invited to lead one of the goals by creating teams to prioritize and implement the objectives and outcomes of the plan. Monthly meetings have been held to monitor each groups progress [5B2-003 CMN_ISPMonthlymeetings](#).

The College has also incorporated the assistance of "Achieving the Dream (ATD)," a group that is available to assist community colleges with building successful institutions that meet the needs of their students. ATD representatives worked with senior leadership to analyze the institutional strategic plan to break down the goals and key performance indicators and assign deadlines.

The institution has had numerous changes in administration, specifically with the retirement of its founding president. Change can be challenging for an organization, and uncertainty can evolve with new administration and leadership. For this reason, the board of directors, at the request of Senior Leadership, added an eighth goal to the organization's institutional strategic plan. Excellence in Institutional Climate and Culture clearly articulates the direction of the College and the actions that need to be taken to improve professionalism, communication, transparency, accountability, and leadership throughout the institution. To move the young institution forward, a culture and climate of trust and identity need to be established at the forefront. Workgroups for this eighth goal are developing action plans and meeting weekly.

The College responded to and made plans for continuing educational opportunities throughout the

pandemic. To respond to the pandemic and create a safe environment for learning, the Chief Academic Officer (CAO) was charged by the President to create an Academic Plan. The CAO convened a team of staff and faculty that included the CAO, two faculty members, the Accreditation Liaison Office, and the Dean of Enrollment and Advancement. The group met weekly to address concerns and develop solutions to meet the challenges during the pandemic.

The team wrote and implemented the Academic Plan. The plan included important dates for students and faculty, safety protocols, and course delivery methods with student expectations. In addition to developing the Academic Plan, another outcome of the group's efforts included creating an Instructional Designer position to help maneuver the learning from face-to-face to online.

5.B.3 - The institution has a well-developed process in place for budgeting and for monitoring its finances.

The College of Menominee Nation has a well-developed process in place for budgeting. Budget processes are documented and supported by the Budget Committee made up of employees from across different departments, and backgrounds. The Budget Committee coordinates the Budgeting Process annually [5B3-001 FIN_BudgetProcess](#). The process begins with each department identifying its funding needs and then completing a work plan for the funds requested. The work plans show how the requested expenditures will help move the college toward its Mission and Vision.

The requested funds and allocated budgets are captured through Financial Edge. The current budget process has been in place for two fiscal years. How the college projects revenues for the budget allocations was explained in 5A2.

The College of Menominee Nation also has a well-developed process in place for monitoring its finances. The BOD has established a Finance and Audit Committee which meets every month. The purpose of the committee is outlined in the Audit and Finance bylaws, section II [5B3-002 BOD_FinanceAuditBylaws](#). The committee ensures financial stability and compliance with all funding source requirements. The members consist of Board Members, CMN President, Chief Financial Officer charged to review and analyze the previous month's expenditures [5B3-003 BOD_FinanceAuditmembership](#).

For example, the 2023 fiscal year budget was submitted to the Finance Audit Committee at the insert data meeting. The Finance and Audit Committee recommended the 2023 Fiscal year budget to the Board of Directors at the insert date meeting and was approved at the insert date meeting [5B3-004 PRES_FY2024AnnualBudgetPlan](#).

5.B.4 - The institution's fiscal allocations ensure that its educational purposes are achieved.

The College of Menominee Nation is committed to providing resources for their educational programs and is active in developing activities to support students and continually advance educational programs and services.

The College consistently commits over 40% of its budget to instructional related costs [5B4-001 IR_IPEDSFinanceReports](#). To further ensure educational purposes are financially supported, CMN actively seeks grants to support and grow programming. For instance, the Aspiring Native Educators grant, increases resources available to educational programs at the College.

The College is also committed to developing activities to support and advance student learning and

puts funding resources toward these efforts. The Sustainable Development Institute (SDI) has been a part of the College of Menominee Nation since inception in the early 90's. Early SDI work included support for faculty development and guiding the development of a research agenda based on the Menominee Theoretical model of Sustainability (MTMS) [5B4-002 SDI_MTMSmodel](#).

One of SDI's research grants acquired through the national Institute of Food and Agriculture builds on that history and recent work through several goals; to provide a deeper understanding of the MTMS and its application in different spheres of influence (education, research, and outreach) as a means to engage faculty on topics of sustainable development, sustainable forestry, and human-environmental relationships (regional, national, and international) that engage faculty and students with indigenous peoples and institutions, as well as, develop a program evaluation for proposed faculty and student development activities that align with CMN program review processes and SDI stakeholder engagement plan.

Sources

- 5B1-001 HR_HiringScoreSheet
- 5B1-002 HR_CompeaseGradingSheet
- 5B1-003 ACAD_AIMembership
- 5B1-005 HR_InstructionalDesigner
- 5B2-001 CMN_StrategicPlanBooklet
- 5B2-002 CMN_ISPGoalChampions
- 5B2-003 CMN_ISPMonthlymeetings
- 5B3-001 FIN_BudgetProcess
- 5B3-002 BOD_FinanceAuditBylaws
- 5B3-003 BOD_FinanceAuditmembership
- 5B3-004 PRES_FY2024AnnualBudgetPlan
- 5B4-001 IR_IPEDSFinanceReports
- 5B4-002 SDI_MTMSmodel

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1 - The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.

Budget decisions are aligned with established strategic goals, supportive of the mission, and monitored regularly. The Budget Committee helps to establish the annual budget and under the direction of the Chief Financial Officer, the Finance and Audit Committee monitors the budget throughout the year.

Annual expectations for the fiscal allocations determined within the budget through the work plans submitted guide the use of the College's resources. If allocated resources are not able to be spent, the Finance and Audit Committee can reallocate the funds to other departments and/or initiatives.

In alignment with its mission and priorities, the College allocates resources to associated institutions and affiliated centers. As a Tribal College and a Land Grant Institution, CMN strives to operationalize the values that are a part of everyday life. From an institutional standpoint this is accomplished externally through its Sustainable Development Institute, Department of Continuing Education, and the S. Verna Fowler Academic Library and Menominee Public Library which are located on the Keshena campus.

- The College of Menominee Nation Sustainable Development Institute hosts the Indigenous People's Summer Institute (IPSI) annually 5C1-001
SDI_IndigenousPlanningSummerInstitutebooklet
- . This event's aim is to share and teach about the Menominee Theoretical Model of Sustainability (MTMS) by learning from the land. Educators, scholars, knowledge-holders, CMN faculty, interns, and students are invited to participate in a multi-day place-based education workshop with a focus on the Menominee story of forestry and sustainability. Faculty participate to learn about the Indigenizing curriculum through the MTMS.

- The Department of Continuing Education’s mission is “while upholding the mission of the College of Menominee Nation, the Department of Continuing Education instills students and the community members with a culture of lifelong learning. Professional Development is fostered in a welcoming atmosphere.” As a 1994 land grant institution the department oversees Tribal Extension with funding received from the USDA-NIFA Tribal Extension programming [5C1-002 DOCE_USDANIFAresearchgrant](#).
- The S. Verna Fowler Academic Library and Menominee Public Library is a partnership with a formal agreement between the college, the Menominee Tribe and Menominee County, offering library services to students and faculty as well as the Menominee community [5C1-003 CMN_LibraryAgreement](#).
- The college also leverages external programming to meet its mission and serve the Menominee community. The Menominee Specialty Center (Job Center) on the Keshena campus and the local UW Menominee County/Nation Division of Extension are housed in the same building on campus [5C1-004 DOCE_UWExtensionMOA](#). This shared use of space creates autonomy among the programs to better serve the students of the college and the Menominee Nation.
- The college's Information Technology department has integrated its coordination of adoption and completion into a technology report that gets submitted to the board of directors annually [5C1-005 IT_TechonologyReportDec2021](#). This ensures that the organization is keeping up with technology and current issues.

5.C.2 - The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

By providing each department the opportunity to allocate resources to achieve strategic goals, the College of Menominee Nation allocates resources and links its processes appropriately to improve assessment of student learning and evaluations of operations, planning and budgeting.

Linking resources to student learning

As part of the program review assessment plan, academic departments develop action plans [5C2-001 CAQ_ActionPlans](#) based on their program review results [5C2-002 CAQ_ProgramReviewAssessmentPlan](#). These action plans provide the basis for allocating resources to meet student learning goals. Two examples are provided that show this process.

- The AA Liberal Studies action plan identified a need for more Menominee Language (LAN) courses for student success. This led to a strengthening of the relationship with the Menominee Language and Culture Commission to hire more adjuncts for the Menominee Language courses. As of the Spring 2022 semester, the College offers two additional courses, LAN101 and 102 with a dedicated adjunct for both.
- The Biological & Physical Science Program action plan identified a need to develop and implement additional hybrid components to existing courses to allow students to maintain active status in course work if they are absent. Faculty in the department needed an online class management system and time to develop the hybrid components for each course. A Math and Science faculty member served on the subcommittee to choose an institutional LMS that was adopted in Fall 2020.

Linking resources to planning, operations and budgeting

Committed to assessing the institution, creating a foundation for growth and finding strategic areas for growth, CMN hired a consulting group to conduct a feasibility study. The first step for the consulting team was to complete a landscape analysis [5C2-003 CMN_LandscapeAnalysis](#). The analysis was completed in 2020 and had three primary goals [5C2-004 CMN_GoalsLandscapeAnalysis](#):

- 1) situate the current cultural and educational environment of CMN internal and external variables,
- 2) document and utilize landscape baseline data for trend projections that reveal CMN's position within the competitive ecosystem of higher education, and
- 3) incorporate landscape study data into a deeper CMN feasibility study to inform the strategic planning process.

One recommendation made was to review and update the public-facing presence of CMN by ensuring the website is navigable and current. Using HEERF funding, the College purchased a new platform for the website and hired a website content manager with a high degree of writing skills. The IT department worked with the Marketing Specialist and Advancement Director to reimagine the CMN website and update the processes so the web content so it stays current.

Another recommendation from the landscape analysis was for CMN to focus on constituent input (students, faculty and staff, community). CMN is now in the second stage of the landscape analysis and has completed a technology focus group with students, faculty and staff. Some of the results from the technology focus group pointed to more faculty professional development [5C2-005 ACAD_TechnologyFocusGroupResults](#). The Instructional Designer has developed a professional development plan centered around the learning management system, CANVAS and the Quality Matters development [5C2-006 FAC_ProfDevelopmentPlan](#). The plan was presented to faculty at the December 2022 meeting and will be supported by the institution in the next budgeting process.

5.C.3 - The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

All phases of CMN's strategic planning process are inclusive of a full range of participants including internal and external constituent groups. CMN's most recent strategic planning process created the opportunity for staff at all levels of the institution to engage in the development of the plan and current implementation [5C3-001 CMN_ISPActionPlanFlowChart](#). Eight goals were recertified by the College of Menominee Nation Board and goal teams were recruited from throughout the college staff and faculty for a wider input. For each goal, two leaders were assigned along with a mentor from Senior Leadership. The leaders were then given the opportunity to put together their own teams to develop objectives, outcomes, activities and key performance indicators for each goal providing an inclusive approach to the development of the strategic plan.

In order to better engage staff and faculty in the area of efficient data driven decisions, the college brought a consultant in and a full-scale landscape analysis was conducted over a seventh month time period. The purpose of this campus wide analysis was to identify and record current models of educational delivery, what type of educational environment is the college best suited to and how does it all align with the future and the college's strategic plan.

In addition to institution-level planning, external constituents are involved in programmatic or curriculum discussions and planning through the use of advisory committees [5C3-002](#). While not all

programs have advisory committees, external advisory teams are set-up in developing new programming including the Integrative Sustainable Studies and the Agriculture Science programs. In addition, the Education program faculty meet quarterly with local principals to ensure content being taught is accurate and relevant.

The College's budgetary process, as explained in 5B3, facilitated by the Budget Committee and monitored by the Finance and Audit Committee, is a highly participative process. All departments are involved as well as administration and the Board of Directors.

5.C.4 - The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

The College of Menominee Nation's budgetary and planning processes are grounded in the mission on a sound understanding of its current capacity, including fluctuations in sources of revenue and enrollment. The planning groups involved in the budgeting process have access to historical data and to enrollment projections as they evaluate their funding needs for plans and initiatives in the upcoming year.

The projections not only include enrollment, but identify critical economic factors including federal appropriations to TCUs, increases in tuition or course fees, lease expenses, and other operational costs. For example, tuition costs and course fees are reviewed every year and approved by the BOR, the College has developed a plan for the lease agreements to be reviewed annually, and facility expense projections are provided each year. Any new initiatives being considered are reviewed by the Budget Committee and if approved, resources are allocated.

Committed to growing enrollments, the College of Menominee Nation created a team to develop a new Strategic Enrollment Management Plan linked to budget planning [5C4-001 CMN_DraftSEMPlan](#). The team participates in weekly meetings, provides progress updates, and completes professional development training centered on SEM and Finance. The SEM model will incorporate financial concepts and variables guided by a finance model to anticipate revenues and predict enrollment needs to sustain College growth.

The SEM team also meets with the College's Budget Committee to review the goals and objectives of the plan to align with the institutional operating budget to predict revenue and prioritize expenses, including deferred maintenance and strategic expenditures. The SEM Plan will guide the College as a proactive approach to predicting enrollment.

5.C.5 - Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.

The College's planning and budgeting processes consider a wide range of external factors that could impact spending and revenues. For example, the College has added Career and Technical Education programs over the last decade to respond to workforce development needs [5C5-001 ACAD_CTEAuditSheets](#). Other examples of recent planning based on external factors include:

- Enhancing online learning delivery due to response to pandemic and increased demand for flexible learning option.
- Implementation of learning management system, Canvas.
- Professional development trainings on Canvas.
- Improving access to technology due to response to pandemic and increased demand for

- technology use in teaching and learning.
- Updating computer labs
- Adding hot spots in parking lot
- Providing laptop computers for checkout
- Meeting demand for indigenous language offerings due to identified need discovered in program review.
- Added two new language classes

Scanning for external factors that may influence the college starts by engaging in the community and surrounding communities the college serves. The CMN President represents the College across a number of Boards, Task Forces, and Committees that include federal, tribal, and state interests across a number of sectoral areas including

- Northeast Educational Resource Alliance (NEWERA) Board of Directors,
- NEW (Northeast Wisconsin) North Board of Directors,
- Shawano Chamber of Commerce Board of Directors,
- Menominee Tribal Drug Addiction Intervention Team (DAIT),
- American Indian Higher Education Consortium (AIHEC) Board of Directors.

Participation in these groups helps the President to identify and track issues that may impact College operations and to work on solutions.

For example, as a part of AIHEC, the college is a recipient of advocacy and support as part of the 35-member consortium of Tribal Colleges and Universities (TCUs). The supports have included cyberinfrastructure strategic planning support, student success initiatives, strategic enrollment management planning, and other initiatives designed for TCUs to be responsive.

The most recent example of AIHEC's support for CMN efforts focused on responding to and recovering from the impacts of the COVID pandemic. With support from AIHEC we prepared a briefing document that we shared with our federal, tribal, and state officials in our response and adaptation to COVID-19 [5C5-002 PRES_CMN_TCUImpact Sheet2022](#). AIHEC also coordinated access to Educational Advisory Board (EAB) services to help prioritize and support institutional level projects with EAB research services and tools.

5.C.6 - The institution implements its plans to systematically improve its operations and student outcomes.

Improving operations and student outcomes are a shared responsibility that includes not only academics, but multiple departments across the College. In cross-functional deliberations, conversations are had in assessing needs and implementing necessary changes. Central to this effort is the College's Strategic Plan.

Goal seven of the Institutional Strategic Plan commits CMN to Excellence in Resource Utilization. One of the objectives of this goal is to maximize personnel contributions by department. CMN will complete this by identifying institutional structural gaps and overlaps, analyze departmental contributions in processes, create departmental standard operating procedures and improve CMN's onboarding process. This goal commits CMN to improvements in processes and collaboration for institutional operations.

CMN has demonstrated a commitment to improving student outcomes through academic program

review referenced in 4A1, co-curricular offerings referenced in 4B1, and retention, persistence and completion as referenced in 4C3. The College plans to implement goal seven, and all the goals in the strategic plan, systematically through goals leads who will develop annual action plans.

Sources

- 5C1-002 DOCE_USDANIFAresearchgrant
- 5C1-003 CMN_LibraryAgreement
- 5C1-004 DOCE_UWExtensionMOA
- 5C1-005 IT_TechnologyReportDec2021
- 5C2-001 CAQ_ActionPlans
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- 5C2-003 CMN_LandscapeAnalysis
- 5C2-004 CMN_GoalsLandscapeAnalysis
- 5C2-005 ACAD_TechnologyFocusGroupResults
- 5C2-006 FAC_ProfDevelopmentPlan
- 5C3-001 CMN_ISPActionPlanFlowChart
- 5C4-001 CMN_DraftSEMPlan
- 5C5-001 ACAD_CTEAuditSheets
- 5C5-002 PRES_CMN_TCUImpact Sheet2022

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

The College of Menominee Nation operates effectively using organizational structures, governing committees, and various stakeholder groups to guide processes and planning sufficient to fulfill its mission, improve its educational offerings, and respond to challenges and opportunities.

While there can continue to be improvements made, the College has made significant strides in establishing operational philosophies and practices to enhance effectiveness.

- Cross-functional committees were created to foster a shared governance approach to planning and policy development with procedures developed for committees to respond to challenges and opportunities.
- The College created a data dictionary and data dashboards to provide pertinent information used in academic program review and grant development and reporting.
- Qualified personnel are hired and receive ongoing training and assistance to respond to challenges, such as a pandemic; to plan and monitor finances, and to ensure educational purposes are achieved.
- The planning groups involved in the budgeting process now have access to historical data and enrollment projections as they evaluate the funding needs for plans and initiatives to improve educational offerings proposed in the upcoming year.
- Recent planning activities helped the College respond to external factors including workforce development demands, changing technologies, and requests for more indigenous language offerings.

Future effectiveness efforts

The new committee structure created to foster shared governance is young. The College has the opportunity to continue to refine the processes and procedures within and among the committees to maximize effectiveness and further promote transparency around decision-making.

The College has demonstrated a commitment to improving student outcomes through a robust academic program review and by adding co-curricular offerings. Setting persistent, retention and completion goals from the historical data gathered within the data dashboard would guide development of the strategic enrollment management plan and further improve student learning outcomes.

Sources

There are no sources.

