

College of Menominee Nation

HLC ID 2117

OPEN PATHWAY: Reaffirmation Review

Review Date: 4/17/2023

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Context and Nature of Review

Review Date

4/17/2023

Review Type:

Reaffirmation Review

Scope of Review

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)

- Multi-campus Review

Institutional Context

The College of Menominee Nation (CMN) is a land-grant college, given this status in 1994, and one of two tribal institutions in Wisconsin. Chartered by the Menominee Nation, the College's main campus is in Keshena, and a branch campus is in Green Bay, near the reservation of the Oneida Nation of Wisconsin. The College was chartered by the Menominee Tribal Legislature in 1993, began offering classes in Spring 1993, and was granted full accreditation on August 7, 1998. CMN has a newly appointed President, since 2021.

While CMN has a dedicated team of administrators, faculty, and staff, the Institution is facing declining enrollment issues similar to that of other tribal colleges required to serve at least 51 percent Native American students. The Green Bay campus is particularly experiencing pandemic-related enrollment challenges with a significant decrease in enrollment from the Oneida Nation. The College is actively developing stronger relationships to draw future students to the Green Bay campus.

Interactions with Constituencies

During the visit, the team interviewed all key stakeholder groups.

The College Cabinet: President, Chief Academic Officer, Chief Financial Officer; and Chief of Staff

Criterion 1: Chief of Staff, Chief Financial Officer, Chief Academic Officer, Dean of Continuing Education, Dean of Student Success, Dean of Academic Success, Institutional Advancement Director; and IT Director

Faculty: Full-time and part-time (adjunct) members.

Students: Current and Alumni.

Criterion 2: Chief of Staff, Chief Financial Officer, Chief Academic Officer, Dean of Continuing Education, Dean

of Student Success, Dean of Academic Success, Institutional Advancement Director, IT Director, and HR Generalist

Criterion 3 and 4: Dean of Academic Success, Dean of Student Success, Full-time Faculty; Adjunct Faculty; Welcome Center Staff; and Retention Staff

Criterion 5: Chief of Staff, Chief Financial Officer, Dean of Continuing Education, Dean of Student Success, Dean of Academic Success, Institutional Advancement Director; and Chief Academic Officer, President sat in on this discussion

Institutional Research: IT Director, Data Systems Coordinator; and Empower Champion

Strategic Planning Team Leaders: Dean of Continuing Education, and Dean of Student Success, and Goal Leader

Learning Management System (LMS) Review of Canvas: Instructional Designer, and Dean of Academic Success

Faculty Contract Review: Human Resources Generalist

Board of Directors: (Chair), (Vice Chairperson), and four out of five board members

Additional Documents

- Addendum_CurrentEvents.pdf
- CMN- Organizational_Chart_with_names.pdf
- HLC_financial_section_submitted.pdf
- MenomineeLanguageFaculty.pdf
- Office_Tech_Program_Review_9_2018__10_26_2018_Final.pdf
- Institutional marketing
- Canvas system and classroom documents
- Faculty files
- Financial documents

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.

Rating

Met

Rationale

1.A1

The mission of the College was developed and approved by the BOD on May 18, 1993. In February 2017, the various stakeholder groups from CMN students, staff, faculty, and the Menominee people completed the most recent revision of the mission. The involvement of the various stakeholder group provides the necessary input into such an important statement. The mission was developed within the context of the College. Any future revisions will be embedded into the strategic planning process. The mission statement reads 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.

1. A.2.

The mission and vision statements are both relevant and reference the institution's emphasis on all parts of its mission and includes instruction, scholarship, research, and cultural purpose. As a member of 35 Tribal Colleges and Universities, all decisions made by CMN are culturally based and reflect the Menominee community and stakeholders. Programs meet the community needs, and these relevant programs help with the continual growth and well-being of the College.

I. A.3

The mission and related statements identify the nature, scope and intended constituents of the numerous higher education offerings and services that the institution provides. CMN serves the Menominee Nation and its members. A recent example is the Sustainable Agriculture program and its closely related Geosciences program that was created from the community's need to gain capacity in food sovereignty and environmental justice efforts in the bioregion. All programs serve the stakeholders while helping to fulfill the strategic plan. The plan uses the mission, vision, and goals (reaffirmed in 2021) to allow for the strategic planning process to be completed.

I A.4

All CMN academic programs, student support services, and student enrollment efforts are consistent with the mission of the College. CMN offers technical, associate, and bachelor degree programs via a multitude of career paths 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. Student support services was revamped in 2015 as a single-point-of-contact, case-management model. The College provides students with academic and support services through programs such as Dream Keepers, Peer Tutoring, NETtutor, Counseling, Helping Hands Food Pantry (hosted by Student Government), Family Resources, Indigenous Wellness, Career Placement Coordinator Workshops, and Tuition Discounts. As a federally designated Tribal College, CMN must maintain a 51% Native American student population to continue as a Tribal College in the American Indian Higher Education Consortium (AIHEC) and be eligible for Bureau of Indian Education funding. CMN tracks its enrolled Native American students through several data dashboards, continuously monitored by CMN faculty and staff. The average number of enrolled Native Americans over the past 5 years is 71%. The institutional data shows the top 5 Tribal Nations CMN has served. CMN has serviced numerous tribal nations over the years.

I.A./5

CMN mission statement is articulated in the Institutional Strategic Plan, embedded in the CMN Strategic Planning Training presentation, found on the college website and in classrooms, and included on all course syllabi, the faculty handbook, in the budget development process, grant proposals, and contract agreements with vendors and independent contractors.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

I B. 1

CMN maintains an obligation to service the public's needs. This is demonstrated through program offerings and community engagement efforts. One example is the faculty's involvement with community members and external constituents in a project aimed at creating General Education Objectives that align with the Menominee values of American Indian culture, community engagement, culture of service, diversity, ethical behavior, and sustainability. Another example is the development of two bachelor degree programs in Sustainable Agriculture and Integrative Studies in Sustainability. Both programs reflect the community needs and interests and are a collaboration between community members and CMN faculty. Various community engagement events demonstrate service to the public, such as a revival of the Menominee Pageants, involvement with the Woodland Indian Boys and Girls Club, participation in the Historic Preservation's Summer Immersion Camp, and collaboration with the Tribe and the Menominee Powwow Committee to ensure that the community is invited to powwows.

1.B.2

CMN is a federally funded college that provides educational opportunities for both tribal and non-tribal members. As part of the strategic plan, proper budgeting processes support the importance of educational programs. The budget reflects the importance of the College's educational responsibility with 41% dedicated to academic programs and 10% in support of student services. Several initiatives are shown below that utilize resources to support students' educational experiences:

- Creating two new baccalaureate programs based upon Menominee values.
- Revising General Education Outcomes.
- Implementing the Diversity, Equity and Inclusion initiative.
- Continuing the SDI internship program.

I.B.3

CMN's responsibility is to the Menominee Tribe, community, and the broader bioregional community including the Oneida Nation and Stockbridge-Munsee Community. The College's value statement demonstrates its role in community service opportunities and outreach workshops to improve quality of life. CMN also has the Sustainable Development Institute that engages in various educational and outreach events. This dedication to community collaboration is well represented by the continuous commitment to serving the public and creating student engagement activities, including educational opportunities with industry and other partners. The College maintains a partnership with the Menominee Indian Tribe that promotes community service. In 2021, the Menominee Tribe indicated a need for strong ties in combating substance abuse in the community. An MOU with Mahnowesekeyiah, the tribally owned mental health treatment center, was created that solidified the collaboration for the training of Substance Abuse Counselors who funnel directly to the Tribe's Wellness Center. Finally, CMN maintains strong partnerships with tribal industries. One example is the College's coordination and provision of trainings in the continued success of logging operations for The Menominee Tribal Enterprise, which oversee logging in the region.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

I.C.I

CMN embeds learning activities into all courses to foster a multicultural world and the creation of a climate of respect and understanding of American Indian culture. Also embedded in all courses are learning activities in which students encounter opportunities to develop workplace success skills aligned with the General Education Objectives. New curricular programs or courses that are proposed must demonstrate the following to be considered 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. General Education Objectives include informed citizenship such as Self-Discovery (service leadership, culture, values, and history) and Service (sustainability, community engagement, diversity perspective). Co-curricular activities through the College include the CMN's Student Government (CMN SG), which offers opportunities for students to engage in informed citizenship through showcasing the importance of protecting the natural world and hosting clean-ups of the grounds on both the Keshena and the Green Bay campuses. Co-curricular activities is an area that the College is further developing to increase student engagement and development. CMN did acknowledge that they attended an HLC workshop, regarding co-curricular activities and has made it a priority to develop and assess them.

I C. 2

CMN's policies and services reflect inclusive and equitable treatment of diverse populations. Goal 5 of the Institutional Strategic Plan establishes a wide range of policies and procedures to ensure equitable hiring practices. These policies are readily available and do reflect diversification and equity throughout the institution. Some of these policies include the Recruitment and Hiring Policy approved on October 2022, the Menominee Tribal Code Chapter 170 – Personnel, Affirmative Action Plan and Equal Employment Opportunity and the Non-Discrimination Policy. The College encourages and supports diversity in the workplace. CMN is able to provide disability services to the

community and students through the Vocational Rehabilitation Program. All faculty and staff have access to Academic Impressions which provides skills-based training opportunities on Diversity, Equity and Inclusion that is supported by the College's DEI initiative called Being a Good Relative. Finally, the College hosts various events that promote inclusiveness such as the Women's Empowerment Summit & Training.

I 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 found in the college's strategic plan, Goal 5, which outlines the efforts of the College and its personnel.

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.

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

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

CMN's program and course offerings create a diverse educational environment where members of the campus community are free to share their ideas, experiences, viewpoints and creative work. Students have the opportunity to explore diverse cultures, as well as opportunities to learn more deeply about their own cultures. Students take courses that emphasize the General Education Objectives (GEO) of 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.

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

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Rationale

The CMN mission, vision, and goals are clear and articulated publicly. It is evident that the Institutional Strategic Plan embraces the mission, vision, and values and is institutionalized in CMN's policies, practices, and workplace culture. It was evident to the team that the mission takes priority regarding all relationships with stakeholders and is intrinsic to the academic programs.

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.

Rating

Met

Rationale

2.A.1

CMN's mantra, "At the center of everything we do, there is indigenous wisdom", is exemplified in the workings of their institution and governing board.

In February 2017, the seven-member Board of Directors (BOD) and institutional administrators led by the President reviewed and expanded the College's first mission statement. As evidenced by minutes and its posting on the website, the original mission statement, built upon Menominee values and beliefs and developed on May 18, 1993, was changed with BOD approval. The current mission, reaffirmed by the BOD in 2021, which includes values that align with the institution's commitment to American Indian culture, sustainability, ethics, diversity, community, and service, informed the development of the Institutional Strategic Plan.

2.A.2

Accountability is intrinsic to the College's functionality. CMN's mission, vision, values and mantra are evident in its management of fiscal, academic, personnel and supplemental resources. College personnel stated that they protect information and the people associated with the information.

The fiscal management of general and grant funds and the College's endowment are overseen by the Chief Financial Officer (CFO), who was promoted from within the finance department in November of 2022. The CFO, along with the budget committee comprised of at least 7 members represented by faculty, staff, Department of Continuing Education, Admissions and Enrollment, and Sustainable Development Institute, collaboratively develop and monitor the annual budget. The CFO reports monthly to the President and BOD, provides regular training regarding the financial reports, and

ensures that the College is fiscally responsible. A purchasing policy is in place to provide standards for procurement of goods and services.

The Academic Department has created general education objectives that target Self-Discovery (ways of being), Skills (what we know), and Service (how we act). An example of a course outline for a major change request was provided for “Introduction to Sustainable Development.”

CMN protects students’ rights through adherence to the Annual Notification of Rights Under FERPA. Students’ rights and responsibilities and policies and requirements are posted on the website and to include the right to equal opportunity and non-discrimination, the right to know, and the right to student privacy. An intricate, behind the scenes, process of student application using a personal email address that is configured to a college email address was described in support of the protection of online information. College personnel recuse themselves from delicate matters, such as processing paperwork for and assigning grades to family members.

An Employee Acknowledgement Form is in place for personnel recognition of CMN’s policies and procedures. In addition, a Declaration of Confidentiality, which involves employees adhering to strict standards of non-disclosure and the promotion of a positive college image and a Conflict of Interest policy, which bars all CMN employees, Board of Directors or its officers or agents from engaging in receiving and implementing contracts, are in place. CMN has a grievance procedure that discusses informal and formal steps to resolution.

CMN’s recruitment policy aligns with that of the Menominee Indian Tribe of Wisconsin’s Code, Chapter 170, and endeavors to “ensure academic excellence and a commitment to fostering, cultivating, and preserving a culture of diversity, equity, equality, and inclusion.”

The College’s Library, funded by and serving the College, the community, and the Tribe, thoroughly outlines its policies and procedures on its website. Highlights of the Library features a digitized special collections, which includes donations from tribal families and an indigenous seed bank. One faculty member described how CMN's founding president had petitioned the county to move the community library to the College's campus, where it currently resides.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

2.B.1.

CMN maintains an accurate and current website with detailed information that is easily navigated regarding its admissions requirements, academic programs, advising and registration, cost and financial aid assistance (including a link to the federally required Net Price Calculator), personnel, college oversight, and accreditation status. Additions to the website are processed by the content manager who receives the completed forms of information from faculty and staff via CMN email.

The necessary components of the course catalog, student rights and responsibilities and policies, procedures, and supports for a successful educational journey through graduation at CMN are available via organized lists and links on the website. The website also provides separate portals for students and staff, and links to My Empower, the student information center, Canvas, the learning management system, and Google Suite. Levels of permissions for logins and data accessibility are assigned by the Information Technology (IT) Department.

CMN is accredited by HLC and is licensed by the Wisconsin Department of Public Instruction for delivery of a Bachelor of Science degree in Elementary/Middle School Education. Articulation agreements with various entities are posted on the website and include collaboration, transfer agreements, and a business community partnership.

Governance can be seen in the College's posted organizational chart, information in the annual report, a highlight of Goal Eight, Objective Two in the Institutional Strategic Plan (ISP) and the recently developed President's Office Procedure Manual.

2.B.2.

The CMN mission promotes the sacred language and the foundation of the Menominee Nation, embedded in students' lives, while readying them for life, learning, and leading beyond their culture. Reciprocity of CMN and its academic community is evident in the opportunities and the activities it

offers and is engaged in.

The College sees their role in preparing students academically, experientially, and with research skills to strengthen their nation and its relationships. Through community-based projects focusing on environmental sustainability, culturally enriching activities such as pageants, theater productions, written publications, and spirituality through prayers and smudging at the beginning of semesters, at graduation ceremonies, and throughout the campus, CMN brings their vision to life.

CMN and its surrounding community benefit from the values they implement that include American Indian culture, community engagement, service, diversity, ethical behavior, and sustainability which ultimately encompass economic development. The College's non-credit course offerings through the Department of Continuing Education (DCE) provide a venue for further relationship building, academic scaffolding, and community change through sovereignty-minded workshops and initiatives.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

2.C.1.

The 7-member CMN Board of Directors (BOD) is strategically appointed and overseen by the Menominee Tribal Legislature (MTL), the governing body of the Menominee Indian Tribe of Wisconsin (MITW), in accordance with the Tribal Charter (Ch. 637) established by the people of the MITW. Board members follow the approved bylaws, which include governing and fiduciary responsibilities, and receive relevant professional development, such as the regular financial statement training provided by the Chief Financial Officer (CFO).

Monthly board agendas reflect organized and intentional monitoring of the 6 BOD Committees that focus on strategic planning and leading, academics, personnel and policy, finance and audit, endowment, and executive decision-making. Bi-monthly business meetings and trainings, sometimes in the form of retreats, occur according to a posted schedule.

Regular monthly meetings involve oversight of CMN's academic programs and curriculum. The Faculty Committee discusses new programs and curricular updates and sends them onto the Committee on Academic Quality (CAQ) for approval. CAQ then sends them onto the Committee on Academics, who proposes the potential changes to the Board of Directors for approval.

2.C.2.

The BOD approved the current mission, vision and values, tailored to the Menominee Nation, which guide the College's work via institutional planning. CMN's 4 fiscal goals for 2023 include ensuring the College's long-term financial stability, supporting students in desired educational pathways,

investing in BOD trainings to provide governance and meeting responsibilities, and developing stronger relationships between the College's BOD, the CMN community and its stakeholders. Targeted skill sets are aligned with team members' educational and experiential backgrounds to strategically create each of the 6 BOD Committees.

2.C.3.

The BOD meets monthly in-person on the CMN main campus in Keshena for business meetings, committee discussions, and trainings and annually for a retreat and any necessary special sessions.

The President and Board Chairperson have a strong, pleasant relationship and collaborate on the agendas, which include operational information, strategic planning updates, fiscal reporting, discussion topics, item for approval, and a public comment section and are posted along with the minutes on the website for College personnel and the general public, upon request. The BOD and Menominee Tribal Legislature meet together annually to share information regarding CMN's obligations to the Menominee people and the Tribal Legislature's obligations to the College. The BOD's monitoring role was explained well by one Board member as "eyes in, hands out."

2.C.4.

The BOD adheres to strict bylaws that require the signing of an oath of office and an annual disclosure of any conflicts of interest. Any intent to benefit, undue influence from the tribe, holding a contract or job or having external ownership interests are not permitted.

2.C.5.

CMN's daily campus administration and attention to academic matters is overseen by the President, the CAO, and the CFO with support from faculty and staff. The Faculty Handbook outlines faculty responsibilities for creating and updating courses, programs and curricula, and following policies and procedures set forth by the somewhat newly formed shared governance structure of the Faculty Committee, the Committee on Academic Quality (CAQ), and the Committee on Academics. The College's Quality Initiative Project was key in promoting this change. The Deans and the Director's Council are responsible for institutional policy and work, respectively, that are then sent to the Board Committees and the Board of Directors, seeking approval for policy revisions. The Dean of Academic Success and the Dean of Student Success works with the CAO, regarding student-related academic issues.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

2.D.

CMN, as evidenced by its statement regarding academic freedom found in the Faculty Handbook, promotes diverse thoughts, questioning, acquisition of knowledge, and artistic expression. The student handbook stated that students have the right to submit ideas, concerns, complaints, or appeals informally or formally, demonstrating freedom of expression. Although a college-wide standard syllabus template is in use, faculty stated they have academic freedom and freedom of expression, which are supported by CMN.

Interim Monitoring (if applicable)

Ask faculty about academic freedom

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.

Rating

Met

Rationale

2.E.1.

CMN utilizes an Institutional Review Board (IRB) to support, maintain and oversee research in the way of regulatory compliance, fiscal responsibility, ethical codes and regulation of human subjects. The CMN Institutional Review Board (CMN-IRB) and the Menominee Language & Culture Commission's Institutional Review Board (MLCC-IRB) both have bylaws in place "to protect human and non-human subjects and sensitive cultural information not suited for publication or dissemination." Any research that directly involves the tribe, must first be approved by the Menominee Language and Culture Commission. The 8-member CMN-IRB must register tri-annually with the US Department of Health and Human Services (DHHS), protect the rights, health, and well-being of humans in accordance with federal laws, and convene as needed to review proposed research projects for tribal and public interest, scope, scale, risk to subjects, ethical behavior, fiscal responsibility, and data requirements.

Enrolled tribal members and faculty with diverse backgrounds serve on the IRB, committing to the team until a replacement can be found. While the team typically receives many requests annually, often from the College's Sustainable Development Institute, each one is taken carefully through the lengthy IRB process.

2.E.2.

Integrity of research and scholarly practice are intrinsic to CMN-IRB policies and procedures, and the expectations are included in the Faculty Handbook. Research proposals, which also require Menominee Language and Culture Commission approval for community research, go through an intense approval process. Topics have included student retention and satisfaction, sustainability, and tiny earth research. Periodic check-ins are required, risks to subjects must be minimized, progress must be shown in the process, and the privacy of the subjects is protected.

Academic honesty and integrity are covered on each syllabus, and there are policies guiding violations, as well as due process. Students are provided guidance on literacy instruction, have access to plagiarism software, can receive help on research strategies and process, and are expected to adhere to high standards. Students can have consequences for academic misconduct by their instructors and may appeal through an academic grievance process, regarding any disputes. The CMN Library follows the American Library Association “Code of Ethics”, and processes requests from patrons for materials needed.

2.E.3.

Guidance in the ethics of research and use of information resources are part of ENG 101, Introduction to College English, and ENG 102, College English and Research, courses. In addition, research skills are practiced in HIS 112, US History Survey, ANT 100, Introduction to Native Cultures, and during free library research workshops. The Library also offers the database JSTOR and a state-based online resource, Badgerlink, for students and educators. Research-based projects and demonstrations are embedded in the Sustainable Development Institute (SDI), which includes student internships and the ground-up, Menominee Theoretical Model of Sustainability (MTMS) model that provides a 6-dimensional foundation for indigenous-led research practices, where storytelling and placed-based experiences are fundamental.

2.E.4.

Academic honesty and integrity are embedded in the Student Rights and Responsibilities section of the CMN Catalog and are published on the website and include cheating and plagiarism. Course outlines include the academic honesty policy, a definition of misconduct, and potential disciplinary actions for violations. Incidences of academic misconduct are directed to the Disciplinary Committee for sanctions that could include suspension. Students may request a hearing by writing a letter to the CAO, who appoints the Disciplinary Committee.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

The institution acts with integrity, and its conduct is ethical and responsible. The College's direct and transparent approach is emulated in its mission, vision, and values. Intentionality and financial integrity are demonstrated in the College's strategic planning and its financial audits. The CMN Board of Directors (BOD), administrative leadership, faculty, staff, and students are guided by clear bylaws, policies and procedures that ensure that its conduct is ethical and responsible. An IRB process and attention to sound research is in place at CMN. In addition, academic freedom and honesty are expected, and opportunities for learning and growing beyond the campus walls are evident.

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).

Rating

Met

Rationale

3.A.1

The College of Menominee (CMN) academic offerings are monitored by the Committee on Academic Quality (CAQ) and the Board Committee on Academics (BCA) with representation from faculty, the Director of Retention, and the Chief Academic Officer (CAO). New courses and course modifications are overseen and approved by the CAQ. New program development involves the BCA, consisting of 2 Board Members, the Faculty Chair, the Dean of Academic Success, and the CAO. Program metrics are reviewed and measured according to the Lumina/Degree Qualifications Profile and Student Learning Outcomes (SLOs), these are embedded with Bloom's Taxonomy, and aligned with industry standards.

3.A.2

CMN articulates and differentiates learning goals for certificates, associate, and bachelor's degrees as led by the CAQ. Learning goals are shown in the program audit sheets, course syllabi, and the LMS, Canvas. The measurable processes for student learning outcomes and competences are measured through a customized MS-PowerBI dashboard with developments applied by a faculty committee and reviewed by CAQ.

3.A.3

CMN program quality and learning goals are consistent across all modes of delivery at all locations

with a common set of learning outcomes articulated by common syllabi, master course outlines, and the Canvas LMS for online and hybrid courses. Program learning outcomes for all certificates and degrees are documented through CAQ Program Audit Sheets. Standard course syllabi are developed by faculty using a standard template and are outlined in the CAQ guidelines.

Through Canvas, common college courses and programs are consistently delivered. Following COVID, faculty and adjunct are required to complete Canvas orientation sessions, and CMN hosts a designated Canvas training center with an active online faculty discussion group for FAQs and best practice exchange. In 2019, CMN established the CMN Technology Committee, a faculty-led direct connection to campus leadership, and in 2020 a need was recognized for a dedicated Instructional Designer to support the growing coordination of all departments and their online resources. CMN partners with Menominee Indian High School and Oneida High School and offers concurrent enrollment and a "Learn and Earn" work-based grant with unique student admission processes and "non-degree" policy standards. CMN is working towards a dual enrollment MOU to establish degree-based programs in the high schools with an emphasis on faculty qualifications and credentialing challenges.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

3.B.1

The CMN General Education (GE) Program aligns with the college mission stating that it "prepares students for leadership, careers, and advanced studies in a multicultural world". This is demonstrated through support for CMN degrees and educational offerings, with practices that include exemplary academic preparation, lifelong learning, and impactful research. The GE Program embraces the values of American Indian culture, community engagement, service, diversity, ethical behavior, and sustainability. These are evidenced in the General Education Outcomes (GEOs) as student outcomes, levels of achievement, and expectations for degree completion. The GEOs are organized and outlined within two working documents: 1) GEO Map for course review/revision, curriculum development, and co-curricular assessment; and 2) GEO Matrix for program mapping, alignment with course outlines, and creation/revision of course with designated categories of instruction or research.

3.B.2

The CMN General Education Program is founded on the fundamental question, "What does the CMN graduate look like?". To this end in 2017, faculty established the GEO Reform Project that includes reflections of culturally responsive students who contribute to their community and efforts to "Indigenize" the curriculum, infuse Native examples, and strengthen the use of ability-based assessments. The purpose of the project is to ensure that the GEOs impart broad knowledge and intellectual concepts as part of every CMN graduate's educational journey. The new GEOs and vision

for student experience expand on the mission of infusing American Indian culture into all programming and courses.

3.B.3

CMN recognizes human and cultural diversity, providing students with skills to live and work in a multicultural world. These skills are exemplified and practiced via American Indian traditions woven through academic programs, student support services, and extracurricular programming for all students.

Faculty expressed that development of course goals include "culturally infusing content with the counter narrative as part of western narrative". All students must complete a series of courses focused on ethnic relations, cultural diversity, native language, and American Indian History as part of their general education and graduation requirements. Academic and degree plans are infused with the legacy of global sovereignty movements and culturally responsive lessons. In addition to ethnic perspectives, CNM has also developed programs with a focus on living and working in a multi-cultural world with global environmental programs, food sovereignty, and research based on sustainable solutions.

3.B.4

The numerous ways CMN faculty and students contribute to scholarship, creative work, and the discovery of knowledge aligns with the College's mission and its offerings. The College of the Menominee Nation ensures that students have opportunities to engage in rich learning that supports the mission through application-based activities, experiential events, academic sponsored options, and diverse creative outlets.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

3.C.1.

CMN strives to ensure that the overall composition of its faculty and staff appropriately reflect diversity as promoted by its values, while honoring its charter with the Menominee Indian Tribe of Wisconsin (MITW). They are governed by tribal ordinance and required to follow MITW tribal preference hiring processes to support the social and economic benefits of tribal members. MITW members are offered highest priority for employment, and the College strives to hire American Indian faculty and staff, reflective of its tribal community. Employment data reflects 3 out of 14 or 21.4% of the full-time faculty, 13 out of 32 or 40.6% of the adjunct faculty, and 56 out of 63 or 89% of the staff members are Native American.

3.C.2.

CMN has acceptable numbers and a sufficient continuity of faculty members to carry out classroom and non-classroom roles for adequate academic program implementation. During the last three consecutive fall semesters, CMN maintained a 5-1 student to faculty ratio according to IPEDS enrollment data with the average full-time faculty tenure at 11 years, which indicates stability and consistency for curriculum development and student achievement. Faculty expectations and primary

responsibilities are clearly outlined as "teaching" with a focus on monitoring student learning through assessment, as per the Faculty Handbook. Modifications to curriculum and programs are overseen by the formally established CAQ processes.

3.C.3.

The hiring of faculty follows clearly defined college policy aligned with CMN recruitment and retention practices. Faculty qualification requirements are based on HLC guidelines and assumed practices are documented in the Faculty Handbook. CMN created a Faculty Qualifications Worksheet, whereby the Dean of Academic Success evaluates all full-time and adjunct faculty applicants, as well as veteran faculty for qualifications, using an annual transcript audit. CMN states that credentials for instructors of dual enrollment students are met as part of faculty contract requirements. A review of the credentials and qualifications of the Faculty and Adjunct Faculty files supplied by Human Resources was conducted. It is recommended that the College develop a "review ready" file system to document and monitor faculty qualifications.

3.C.4.

The CMN Dean of Academic Success annually evaluates full-time, part-time, and adjunct faculty using a formal three-part model that includes supervisor evaluations, self-assessment, and classroom observations. In addition to this formal process, student evaluation data contributes to guiding the changes to learning environments, instructional materials, and assessment needs.

3.C.5.

CMN provides and supports multiple opportunities for faculty professional development and the application of progressive instructional skills within departmental disciplines. The services and options begin at initial hire as onboarding practices to include virtual and/or in-person Canvas LMS training and online student applications. College-wide trainings focus on the proficiency of online course design and development and the use of MS-PowerBI, secured with Title III Grant funding. CMN implements individualized, faculty-driven professional development plans supported by the Chief Academic Officer.

3.C.6.

CMN faculty play a blended role in student's academic planning and career advising. CMN faculty are available to students via class time, established office hours, email, and online chats. During the student meeting, a student commented, "the faculty and staff walk with the students every step of the way". Faculty effectively place students in internships, independent study courses, and/or alternative course delivery options that align with degree programs and support their diverse learning needs. All new students interact with administrators, faculty, and staff as part of orientation at the beginning of their academic journey at CMN.

3.C.7.

CMN staff are appropriately qualified. Posted faculty and staff job announcements require a bachelor's degree with a master's degree preferred. Some positions mandate a degree in an education-related field with requirements for additional certifications or training related to their academic area. The College offers training, professional organization membership, and training through Canvas, PowerBi, and Academic Impressions. The College supports its diverse personnel with culturally

focused webinars, conferences, workshops, and in-person training topics on American Indian issues.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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).

Rating

Met

Rationale

3.D.1.

Examples of CMN student support services and how they are suited to indigenous students' needs are founded in the Tribal Colleges and Universities (TCUs) demographic policy requiring that a Tribal College serve a student body comprised of at least 51% indigenous students. CMN is one of 35 Tribal Colleges in the U.S. with a student body of 82% Native Americans, as verified by the American Indian Higher Education Consortium (AIHEC). The CMN Welcome Center and Retention Department hosts a diverse array of services supporting student recruitment, academic success, and personal development to include financial aid, advising, counseling, career planning, and community outreach, specifically from the MITW Tribal Education Department and Community Resource Center (CRC).

3.D.2.

Learning support and preparatory instruction to address CMN students' academic needs are based on ACT, SAT, or placement testing scores and set by faculty. Students not placing into gateway math and writing courses are enrolled in foundational, co-requisite courses. Co-requisite courses provide students the same course outcomes, assignments, and assessments as traditional courses with the added support of mandatory additional class time with faculty, supplemental activities with course assignments, and access to tutoring with subject-matter experts.

3.D.3.

Academic advising is central to CMN's educational guidance, and advisors use program plans to help students visualize their academic progress. In most cases, academic advising is centralized, however, for specific programs such as Teacher Education, faculty offer specific recommendations on course

sequence and scheduling to meet students' goals.

3.D.4

CMN provides students and faculty the necessary infrastructure and resources needed to support effective teaching and learning. Through the virtual technological infrastructure, Canvas Learning Management System (LMS), applications and functions are leveraged to support course instruction and curriculum development. Learning content is exchanged, connected, and data-coded for reference reporting. CMN Library and Special Collections serve a dual role at CMN maintaining collection materials related to the Tribe and Tribal community services. Literary archives serve as an academic resource for students, faculty, and community. CMN offers state-of-the-art science labs with the latest developments in Biology, Chemistry, Environmental Science and Sustainability and delivered as Hi-Flex, multi-modality, and synchronous/asynchronous modalities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

The College of Menominee Nation has made big strides to advance effective teaching and learning through the purchase of the learning platform Canvas. This new learning platform is supported by dedicated professional development, assessment components, and new hybrid student resources. CMN strives to continually improve its course offerings and student experiences. These progressive steps, as well as a commitment to continued recruitment and retention of indigenous faculty and staff, best meet the culturally enriched student success goals of the CMN mission.

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.

Rating

Met

Rationale

4.A 1

The College offers eleven Associate degree programs, five Baccalaureate degree programs, and six certificate programs. The College's Committee on Academic Quality (CAQ) approved the Program Review Assessment Plan on May 11, 2018, and has developed a three-year cycle for comprehensive program review. A program review rubric was developed to evaluate the five criteria following an annual Program Assessment Scorecard.

The annual plan tracks direct and indirect student learning as measured against the Key Performance Indicator (KPI) Scorecard. From the annual Program Assessment Scorecards, faculty identify program strengths, program challenges, and action steps for the next academic year. The

comprehensive 3-yr program review cycle is analyzed across a comprehensive rubric that analyzes student success, program integrity, and institutional capacity. The CAQ ultimately determines if a program is maintained, enhanced, reconfigured, or phased out. Phase-out recommendations must be approved by the Board Committee on Academics (BCA) and the Board of Directors.

The Teacher Education Department performed a program assessment for the Associate degree in Early Childhood Education during the 2018-2019 Academic Year. The scorecard identified areas for further data collection, retention, and success rates for program development. One of the challenges noted was that artifacts were not collected. A correlation between low attendance and success rate was observed. As part of the action plan and the comprehensive program review, the department performed another Scorecard for the 2021-2022 Academic Year to establish future data informed success measures.

4. A 2

The College has established a Credit Evaluation Policy and a Transfer Student Policy. The Registrar's Office evaluates credit from the official transcripts it receives via electronic third-party vendors such as Parchment and Transcript Network. The Academic Department designee or faculty member offers guidance during the review of the official student evaluations. It is the institution's procedure to analyze credit based on level, content, quality, comparability, and relevance to the academic program. Each college-level course must be graded with a "C" or better to be considered for transfer. The transfer institution must be accredited by an organization that is recognized by the Council for Higher Education (CHEA). It is the policy of the College to not accept credit for prior learning, passing scores on national exams (e.g., Advanced Placement, CLEP, International Baccalaureate) or military college coursework. The College requires all college credits earned outside of the U.S. to be evaluated by a third-party evaluator such as National Association of Credential Evaluation Services (NACES), Educational Credential Evaluators (ECE), or World Education Services (WES). A collaboration among the University of Wisconsin System, Wisconsin Technical College System, and Transferology, an online nationwide networking and recruitment tool hosted by College Sources, are focused on transfer equivalency information within the state.

4. A 3

The College's Credit Evaluation Policy provides the guidelines to accept transfer credits. Students are required to submit an official transcript from all institutions. Courses with a grade of "C" or better, coming from an institution accredited by an organization that is recognized by the Council for Higher Education Accreditation (CHEA), will likely transfer into the College. Credits earned outside of the United States must be recognized by the Ministry of Education in that country. Third-party evaluation from NACES, ECE, and WES is required before the credits can be posted. In addition, program chairs and faculty review individual courses to ensure course equivalency prior to awarding transfer credits.

4. A 4

The institution's CAQ maintains and exercises authority over the prerequisites for courses, rigor, expectations for student learning, and faculty qualifications. The Committee consists of representatives from academic affairs, all faculty departments, retention staff, and institutional research. No less than 51% of the Committee will be faculty members, and non-faculty members will serve as ex-officio members. The Dean of Academic Success serves as the Administrator. The Vice-Chair is elected from the faculty members at the first meeting of the new academic year. The CAQ

approves modifications made in course learning materials, prerequisites for courses, and changes in faculty qualifications as outlined in the Faculty Handbook.

CMN maintains minimum faculty 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 minimum faculty requirements for 100- and 200-level academic areas as follows:

- 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 approved template.

The College has established an Instructor of Record Policy that provides definitions and guidance for the primary and secondary instructors in adherence to federal regulations, regarding faculty qualifications. To ensure overall academic integrity of the course and the curriculum, the primary instructor supervises the secondary instructor's activities but remains responsible for syllabus development and grade submissions, disputes, and changes. The secondary instructor assists the primary instructor and must have verifiable experiences, such as cultural, professional, and/or teaching experiences. Dual credit instructors must meet the same minimum faculty qualifications as outlined in the Faculty Handbook. For the past two years, CMN has been using the Faculty Qualifications Worksheet to complete a full audit of all College faculty, including transcript evaluations, academic presentation results, and other non-institutional learning evidence.

4. A 5

On April 13, 2022, the College's Bachelor of Science in Education was recently approved by the Wisconsin Department of Public Instruction (DPI) to offer an Elementary and Middle School program in face-to-face, online, and hybrid modes of delivery. In addition, some of the College's technical trades programs received specialized accreditation by the National Center for Construction Education and Research (NCCER).

4. A 6

The College evaluates the success of its graduates by conducting a College-generated and a Gallup-administered alumni survey. The Teacher Education Programs conduct alumni surveys as required by their specialized accrediting body. The College's Career Services Coordinator assists students with job placement upon graduation and is responsible for career development, industry outreach, and case management support. The coordinator has planned alumni workshops, presentations, and career fairs in conjunction with the American Indian College Fund Career Readiness Grant.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

4. B. 1.

The assessment of student learning and the achievement of learning goals in academic and co-curricular offerings are in the beginning stages. The College began its General Education Objective (GEOs) evaluation process in fall 2021. The College established GEOs as steps for faculty to measure success with common definitions, mapping these with learning outcomes.

The three levels are:

- Level One - Self Discovery: Ways of Being.
Leadership, culture, values, and history categories.
- Level Two - Skills: What We Know.
Written and verbal communication, quantitative reasoning, critical thinking, qualitative reasoning, technology, and health and wellness.
- Level Three - Service: How We Act.
Sustainability, community engagement, diversity perspective, and decision-making.

The College has mapped their GEOs to the objectives with levels of Introduced, Reinforced, or Acquired (I, R, A). In addition, they have established outcome assessment measures as below target, at target, and above target. Each academic department sets its own target levels per program. The course assessment of student learning is conducted during the program review process.

The College's co-curricular assessment is not fully off the ground and has struggled with its definition. However, two staff members have attended the HLC Co-curricular Assessment Training in 2021 toward this end. The CAQ is working closely with the Dean of Student Success toward development of a co-curricular assessment for student support services.

4. B. 2

Currently, CMN engages in annual course and program assessment to inform improvement from changes to learning activities, revisions to course sequencing, pre-requisites, and entry-level expectations. The current program review process does require faculty to identify student achievement gaps and report improvements that affect student learning, retention, and completion. The Action Plan for assessment also requires that noted improvements to courses and programs be shared with CAQ for review and feedback. The Committee on Academic Quality plans to evaluate and make improvements to the process in AY22-23.

4. B. 3.

As part of the student learning assessment process, CMN has developed the Program Outcome Artifacts, where programs and courses are graded to identify the percentage of students meeting all criteria for each program outcome for each area of study. Faculty then use this student assessment to guide program review and revisions to ensure rigor. The College utilizes faculty professional development sessions for evaluating the assessment of student learning. In the May sessions, faculty assess the program outcome artifacts, and in the August sessions, they review the results of the Program Assessment Scorecards.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.)

Rating

Met

Rationale

4. C. 1.

The College implemented broad goals to increase persistence and retention rates, as reflected in the 5-year benchmark of the Institutional Strategic Plan. CMN recently established a data dashboard to collect student information on enrollment, retention and completion metrics. As a member of Achieving the Dream (ATD), CMN is currently working to develop an operational Strategic Enrollment Management (SEM) Plan. The current data collected for ATD planning outlines retention rates for Fall 2019 and 2020 at 32% and 35%, respectively, with persistence rates for the AY 2019 at 60%.

4. C. 2.

The institution is a member of the American Indian Higher Education Consortium (AIHEC), and uses its definitions when reporting that data. In addition, the College developed a data dictionary through its partnership with ATD and has defined terms for benchmarking student persistence and retention. Persistence is defined as, "All full-time credential-seeking (diploma, certificate, and degree) students who were enrolled in fall 2016; those who graduated in fall 2016; those who were excluded during fall 2016; and those who returned in spring 2017." Retention is defined as, "All full-time credential-seeking (diploma, certificate, degree, other) students who were enrolled in fall 2015; those who graduated during AY 2014-15; those who were excluded during AY 2014-15; and those who returned in fall 2016."

CMN has developed dashboards to display secured data located in public and private resource areas for faculty, staff, and community information reference. The college uses this data to analyze various grants, such as ATD and TRiO. TRiO results from 2019 to 2021 show participants in the program achieved a 55% persistence rate and a 30% completion rate. Monthly reports of persistence, retention, and completion data are presented to the President and the Board.

4. C. 3.

CMN's persistence and retention rates before the pandemic were 72% and 43% respectively. The data dashboard shows the AY 2020 retention rate at 44% and the persistence rate at 59%. The dashboard shows that AY 2016, there were 600 total students at the College, and in AY 2020, a total of 247 students were enrolled. In 2017, the nursing program at CNM closed, and had a significant impact on student enrollment. While CMN has made improvements, they recognize the need for more accurate data monitoring, intentional strategies, and documented development to meet the student persistence, retention, and completion goals of their approved Institutional Strategic Plan.

4. C. 4.

CMN has blended the Information Technology and Institutional Research Departments to empower, manage, and implement the data technology systems. The IT Department has created cloud-hosted academic and student service applications for MS-PowerBI, Veera Construct, and Empower SIS has automated processes for updating student and faculty data dashboards. The College has been working with their ATD Coach to identify measurable Key Performance Indicators (KPIs). Once these are identified and approved, these KPIs will define faculty goals for persistence, retention, and completion.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rationale

CMN demonstrates responsibility for the quality of its educational programs, learning environments, and support services. In 2016, the College received a monitoring notice to address their Program Review Process. Following this, CMN implemented a new three-year cycle Program Review Plan in 2018. The evaluation and assessment of student learning in academic and co-curricular offerings remains at initial and beginning stages. The College also recognizes a need for development and continuous improvement in the implementation of data-driven strategies for monitoring student persistence, retention, and completion rates.

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.

Rating

Met

Rationale

5. A 1.

The College has a variety of internal committees representing staff, faculty, and students. The committees range from BOD-appointed representation, including the Finance and Audit Committee on Academics, groups with cross-functional representation such as the Strategic Planning Committee, Budget Committee, Deans and Directors Council, and Faculty Committee and Student Government, representing faculty and students respectively. The College is currently reviewing the committees to determine where overlap and duplication exist and to more explicitly discuss shared governance and its implications. A new strategic plan was developed in 2022 with input from internal stakeholders. A Landscape Analysis and Feasibility Study was recently conducted to "understand our current portfolio of academic programs better and whether they were meeting tribal, local, and regional needs." The planned Quality Initiative includes establishing templates for College policies and developing a protocol for releasing policies within a specific timeline. A password-protected portal includes agendas, meeting minutes, and committee bylaws available for viewing.

5. A. 2.

The College has developed a data dictionary and a data dashboard using Power BI. The password-

protected institutional dashboard makes data available to college employees. The data is used for program review, board information, grant applications, and reporting, as well as a guide for the new strategic enrollment management plan. Data is also used to project revenues based on enrollment trends. The Chief Financial Officer meets with the Finance and Audit Committee monthly to share progress on expenses and revenue. Reports are then shared with the Board. Using enrollment and other data, the CMN Advancement Committee and the President's Office have developed a "Strategic Marketing Communication Plan" to reflect "one voice" and viable marketing strategies.

5. A. 3.

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 comprises a minimum of 51% faculty members and academic affairs, retention, and institutional research representatives. As documented in the Dean and Director's Council Bylaws, three of the fourteen council members are faculty members, which allows the academic department to be invested in effective decision-making and implementation of those decisions. Faculty are involved in onboarding activities and the training of adjunct faculty. Faculty, staff, and students, when appropriate, collaborate in setting academic policy and processes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

5. B. 1.

CMN uses a scoring sheet when determining the most qualified applicant for jobs in support of its operations. The scoring sheet takes into consideration tribal status, education and training, experience, other knowledge skills, and ability. A grading sheet called Compease is used to determine remuneration based on a number of factors. The College uses a web-based program called Academic Impressions to provide a wide variety of training opportunities. The College supports 9 buildings on its main campus located in Keshena, Wisconsin, and one floor of a building on a satellite campus located in Green Bay. The main facility houses classrooms with support for remote learning, offices, and a library. Recent security upgrades have been made, which include alert systems, remote access, and security cameras.

5. B. 2.

Goals in the strategic plan are realistic, reflecting the College's mission and values. Eight goals have been identified, including 1) Educational Excellence, 2) Excellence in Promoting the Menominee Theoretical Model of Sustainability (MTMS), 3) Fiscal Excellence, 4) Excellence in Community Engagement, 5) Faculty and Staff Excellence, 6) Excellence in Student Services, 7) Excellence in Resource Utilization, and 8) Excellence in Institutional Climate and Culture. The College has charged personnel called Goal Leaders and Goal Champions with the task of ensuring that goal-specific key performance indicators are met within the established 3-year timeline of 2022-2025.

5. B. 3.

CMN has a well-established system in place for budgeting and monitoring its finances. A budget committee works with department heads to establish budgets annually, based upon available funds. The CFO can either approve or deny monetary requests, and the Board has the authority to approve

the final budget. A finance and audit committee has been established and is governed by documented bylaws. This committee meets monthly to ensure financial stability and compliance with all funding source requirements.

5. B. 4.

CMN is committed to providing resources for their continual advancement of educational programs and services. The audit has provided an expense by functional classification document which indicates that 41% of operating and non-operating expenses are classified as "instruction." Instruction includes faculty salaries and fringe benefits. Based on the current available audit, the College does have a number of grants that support education. CMN also commits over 40% of its budget to instructional related costs. As indicated in the HLC institutional update, the College's total assets have increased from \$13,349,028.00 in 2020 to \$22,396,514.00 in 2023. Additionally, total revenues have increased from \$8,616,557.00 to \$11,074,964.00. The Composite Financial Indicator score has increased from 1.11 to 3.00. This data indicates an improvement in financial management and conditions at the institution, potentially also due to COVID funding. CMN recognizes that COVID relief funds are available only temporarily and is working on a long-term budget plan to allow for the loss of those funds. Plans currently in discussion include further expansion of the Green Bay Campus to enroll additional students from the Oneida Nation, and the potential increase in online courses. Both options would provide additional resources. Upon the recommendation of the American Indian Higher Education Consortium, CMN has drawn down the available COVID relief funds. The funds are being held in an interest-bearing account. A portion of the funds are allocated to building repairs, made necessary by a water main break.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

5. C. 1.

The College has a three-step process to establish, monitor and approve budgets based on available resources. The Budget Committee, under the direction of the Chief Financial Officer, helps establish budgets, and the Finance and Audit Committee monitors expenditures. In addition to regular college operations, funding is allocated to the CMN Sustainable Development Institute, which hosts seminars related to the Menominee story of forestry and sustainability. Funding is also assigned to the Department of Continuing Education, which oversees tribal extension programs, the S. Verna Fowler Academic Library in partnership with the Menominee Public Library, and the Menominee Specialty Center, which shares space with University of Wisconsin Menominee County/Nation Division of Extension. Cooperation among these programs provides the college and surrounding communities with resources that may not otherwise be accessible.

5. C. 2.

The College has a plan to allocate resources to each academic department. The College uses program review and assessment synonymously, drawing from each of the individual processes. For example, program reviews include student counts, graduation rates, and other critical determinants of the program's efficacy. The included strengths, challenges, and action plans are an excellent start to the program review. Key performance indicators are more effectively used in the assessment of student learning. The landscape plan provides a framework for determining future planning efforts at the institution.

5. C. 3.

All aspects of CMN's strategic planning processes involved participants including internal and external constituent groups. The recent plan gave the opportunity for all staff to engage in the development of the plan and its current implementation. CMN hired an outside consultant to conduct a seven month, "full-scale landscape analysis plan with the purpose of identifying and recording 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". Some programs may have external advisory boards that are involved in programmatic or curriculum discussions and planning, and future use of them is encouraged for all programs.

5. C. 4.

CMN's budgetary and planning processes are grounded in the mission and consider fluctuations in sources of revenue and enrollment in their analysis. The budgetary planning groups have access to historical data and enrollment projections for focused evaluation of funding needs and initiative planning for the upcoming year. CMN takes a comprehensive approach to its financials and budgeting plan. Each department head at CMN submits budget requests to the Budget Committee for review. The Budget Committee then meets with the CFO, who makes projections accordingly, and prepares the draft budget based on available resources.

5. C. 5.

The College responded to the pandemic and, out of necessity, purchased Canvas as their LMS. In addition, many technology upgrades have taken place, including additional classroom and staff computers, parking lot hot spots, and laptops for a lending library. The College President sits on several external committees to keep abreast of community needs to include:

- 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.

Several new CTE programs have been established based on community input.

5. C. 6.

CMN has demonstrated a commitment to improving student outcomes through academic program review, co-curricular offerings, and retention, persistence and completion. The College refers to the strategic plan goal #7, Excellence in Resource Utilization, led by Goal Champions, who develop annual action plans. CMN is committed to the achievement of this goal and the fulfillment of the Institutional Strategic Plan.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rationale

The College has several systemic changes planned, which are designed to improve quality and respond to future challenges. As changes are implemented, the institution will analyze the attainment of the outcomes. Future challenges and opportunities will be addressed within budgetary parameters. CMN is committed to improving student outcomes through academic reviews and co-curricular opportunities. The use of historical data will be utilized when establishing plans in this area.

FC - Federal Compliance

Rating

Met

Federal Compliance Filing Form

- [College_of_Menominee_Nation_2023_Federal_Compliance_Report](#)

Rationale

1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

Conclusion:

The institution meets HLC's requirements.

Rationale:

A hyperlink to the College of Menominee Nation (CMN) policies and requirements for graduation credentials, class standing, full and part-time status, and credit hour determination was provided as part of their application and was in the academic policy section of their catalog. Also included were course requirements, grading policies, student performance, and academic requirements. In addition, their credit hour definition, in alignment with federal regulations, was clearly defined as (1) One hour of classroom or direct faculty member instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph one above for other activities as established by the institution. Finally, CMN provided a graph that delineated minimal equivalencies for one credit hour with a defined 50 minutes and a minimum of 45 hours per credit per semester.

A complete Course Catalog was provided. CMN confers the following graduate credentials: Bachelor of Arts (BA), Bachelor of Science (BS), Associate of Arts and Sciences (AA), Associate of Applied Science (AAS), and Technical Diploma (TD). A Full Course Catalog was provided. This representative sample of materials demonstrated adherence to CMN's credit hour policy. <https://www.menominee.edu/academic-catalog/policies-and-requirements>

As noted in their grading policy, grades are assigned in each course and measure students' academic achievement in their courses. At mid-term and the end of each semester or session, each student receives a grade from the instructor, who uses a standard scale to convert a percentage grade to a letter grade. A table shows the conversions across percentage grades, letter grades, and grade points per credit.

A sample of their Syllabi was provided and reviewed and are consistent with their curricular policies.

All tuition and fees are set by the CMN Board of Trustees annually. In addition, all applicable late fees for admission and registration are billed to the student. The 1098-T tax form includes information colleges, and universities must issue to determine a student's eligibility for the American Opportunity Credit or Lifetime Learning education tax credits. This information is readily available in the catalog and on their website at <https://www.menominee.edu/student-portal/student-billing-office>.

Also reviewed was Federal Requirements 34 CFR §§602.16(a)(1)(viii), 600.2, and 668.8(k) and (l). Related HLC Requirements: Core Component 3.A. and Assumed Practice B.1.

1. INSTITUTIONAL MECHANISMS FOR HANDLING STUDENT COMPLAINTS

Conclusion:

The institution meets HLC's requirements.

Rationale:

A link to the Student Rights & Responsibilities policy (student handbook) was reviewed, including student grievances and the types of complaints, academic, non-academic, formal, Title IX, misconduct, state-level, and HLC complaints. The materials provided demonstrate adherence to institutional records of student complaints.

According to CMN policy, any student attending CMN has the right to file a complaint or a grievance with CMN or the Menominee Indian Tribe of Wisconsin (MITW). A student may file a complaint/grievance, which is a written claim raised by a student, a group of students, or the student government, alleging improper, unfair, arbitrary, or discriminatory action by a CMN employee involving the application of a specific provision of the College of Menominee Nation's regulation or a Board policy or procedure. In addition, CMN provides students multiple opportunities where students can submit ideas, formal concerns, complaints, waivers of policy via petition process, grievances, or grade appeals. Student Ideas, suggestions, or even complaints can range from informal, verbal suggestions or concerns to written formal complaints or concerns.

Links were also provided to the procedures for discrimination complaints and grievances, reporting sexual misconduct, and other academic policies. A Non-Academic Complaint Policy was provided, signed by the President, and dated 2/01/23. This policy ensures that students, faculty, and staff are offered equitable resources that will aid in promoting and nurturing academic preparation as students advance in their studies. Complaints under this policy will be monitored and reviewed to enable CMN to improve the process continually.

<https://resources.finalsite.net/images/v1675711271/menomineedu/ggw4jllncr2cp5tleosg/Non-AcademicComplaintPolicy.pdf>

A link to the CMN policy entitled Title IX Policy (dated September 28, 2020) was available at <https://resources.finalsite.net/images/v1648050794/menomineedu/ob8khvrqntskmo1ywhjm/TitleIX-Policy.pdf>. This policy informs all prospective students, current students, and all CMN employees of college policies and procedures regarding sex discrimination and sexual harassment to which all students, members of the faculty, and non-faculty personnel are expected to adhere during their time

at CMN.

1. PUBLICATION OF TRANSFER POLICIES

Conclusion:

The institution meets HLC's requirements.

Rationale:

CMN provided the web address to the institution's student transfer policies with the revision date of 02/28/13. Students wishing to transfer to CMN from another accredited college must meet eligibility requirements and submit official academic transcripts from all other colleges attended. In addition, all transfer students must follow the CMN admissions policy to be admitted to CMN. Four procedural steps were provided in the transfer policy. It should be noted that only transfer credits will be accepted from the following institutions that are accredited by the Middle States Association of Colleges and Schools, Northwest Commission on Colleges and Universities, North Central Association of Colleges and Schools, New England Association of Schools and Colleges, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.

In addition, a link to the student transfer website was available at <https://www.menominee.edu/admission-aid/transfer-student>. CMN welcomes students transferring from other postsecondary institutions. It is the goal of CMN to provide transfer students with the opportunity and support required during their transfer process.

CMN participates in six Articulation Agreements, as noted at <https://www.menominee.edu/about-cmn/articulation-agreements> that enable students to continue their education elsewhere, maintaining the credit progress they have made at CMN. Articulation agreements are available for the Wisconsin Department of Natural Resources, UW-Madison, Central State University, Northern Wisconsin Technical College, and Concordia University.

In addition, Federal Requirements 34 CFR §§668.5, 668.8, 668.43(a)(11) and 668.43(a)(12).

Related HLC Requirements: Core Component 2. A and Assumed Practice A.5.D were noted

1. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

Conclusion:

The institution meets HLC's requirements.

Rationale:

CMN does have students enrolled in distance education courses, as defined in federal definitions. The student identification policy was made available and had an approval date of 2/1/23, signed by the President. This policy establishes student verification to determine that a student enrolled in distance education courses at CMN is the same student that will participate in, complete, and receive credit for the course. In addition, the policy describes how CMN verifies the identity of students' distant learning courses. CMN's Information Technology Director coordinates the procurement and

selection of third-party service providers who are capable of maintaining appropriate safeguards for protected student information. The IT Director also works with the President of CMN to develop and incorporate contractual protections applicable to third party service providers. CMN does not charge a separate fee for distance education courses or for those students to receive a student ID.

CMN annually distributes to all enrolled students a notice of the availability of institutional and financial aid information. Students are notified of the availability of Institutional and Financial Aid Information via email, which may also be obtained through the Federal Student Consumer Information page. This page provides a comprehensive list of all information students are entitled to receive, along with direct links to the content referred to on the page. A table was provided regarding the information disclosed annually to each enrolled student and employee, as applicable, and the office responsible for sending that information. <https://www.menominee.edu/about-cmn/accreditation/federal-consumer-information>.

A privacy Policy, Last updated: on December 08, 2021, was available and describes the CMN policies and procedures on the collection, use, and disclosure of student information. <https://www.menominee.edu/privacy-policy>.

1. PROTECTION OF STUDENT PRIVACY

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

In discussing this with institution officials, it was been determined that CMN does not have an official policy that informs students of how they protect their data. They do have a process to protect their student data. As a result, they will be developing a formal policy.

Distance Learning Data Privacy: During the admissions process students are automatically sent their IDs in an email format. Admissions communicates with students on how to access their MyEmpower student portal to identify missing documents, student or financial records. Once the prospective student completes the admissions process, the student is registered and receives their access information to their emails, CANVAS, and MyEmpower accounts.

Canvas, houses it's data on secured off-site servers. Canvas information such as classes, sections, and enrollments are created from data exported out of their Student Information System, Empower. This Empower data is securely transmitted to Canvas via an FTP drop box every night. It is then processed by Canvas to create classes and sections and then enroll students and teachers into those classes.

Students accessing Canvas will authenticate using their CMN google account. This account is set up for them upon enrollment and they are required to change their password on first login. The only other accounts permitted to view the student's data are the enrolled Teachers and CMN Canvas Administrators. All faculty and staff logging into Canvas are also required to authenticate with their CMN google account and they have the additional requirement of passing a 2-Factor Authentication prompt.

1. PUBLICATION OF STUDENT OUTCOME DATA

Conclusion:

The institution meets HLC's requirements.

Rationale:

The institution discloses student outcome data in a manner that is easily accessible to the public. A link to the institution's website entitled student outcomes was provided and is clearly labeled. In addition, a report that contained the percentages of first-time, degree, or certificate-seeking students who attended CMN full-time described overall graduation rates, outcome measures, and retention and persistent rates as reported to AIHEC in December 2022.

CMN provided the link to the College Navigator (<https://nces.ed.gov/collegenavigator/?q=College+of+Menominee+Nation&s=all&id=413617#expenses>), which provided general student information and estimated expenses for full-time beginning undergraduate students. In addition, degree-granting institutions reported alternative measures of student success to describe the outcomes of degree/certificate-seeking undergraduate students who are first-time, full-time students and part-time attending and non-first-time (transfer-in) students. These measures are also reported for students receiving Pell grants and those not receiving Pell grants. After entering an institution, these measures provide the 8-year award-completion rates by award level (certificates, associate and bachelor's degrees). For students who did not earn any undergraduate award after eight years of entry, the enrollment statuses are reported as either still enrolled at the institution or subsequently transferred out of the institution. Unlike the Graduation Rates data, all reporting institutions must report on their transfer outs regardless of if the institution has a mission that provides substantial transfer preparation.

Retention and graduation rates were also provided. The overall graduation rate is also known as the "Student Right to Know" or IPEDS graduation rate. It tracks the progress of students who began their studies as full-time, first-time degree- or certificate-seeking students to see if they complete a degree or other award, such as a certificate, within 150% of "normal time" for completing the program enrolled in.

Some institutions also report a transfer-out rate, the percentage of full-time, first-time students who transferred to another institution. It was noted that not all students at the institution are tracked for these rates. For example, students who have already attended another postsecondary institution or begun their studies part-time are not tracked for this rate. At this institution, 40 percent of entering students were counted as "full-time, first-time" in 2021.

Also noted was Federal Requirement 34 CFR §602.16(a)(1)(i) and 34 CFR 668.14(b)(10).

Related HLC Requirement: Assumed Practice A.6. and HLC Policy FDCR.A.10.070

1. STANDING WITH STATE AND OTHER ACCREDITORS

Conclusion:

The institution meets HLC's requirements.

Rationale:

The institution provided a list of relationships with specialized accreditors, specifically the Accreditation Commission for Education in Nursing, Inc. (Formerly the National League of Nursing) for their Nursing (ADNUR) associate degree programs which were initially accredited 6/30/2010-2/06/208).

On February 2, 2022, CMN submitted a proposal to offer a program leading to licensure for Elementary and Middle School (2088), grades kindergarten through 9. Additional information was requested from the DPI content consultant that reviewed the report. Approval was granted effective for endorsement on April 13, 2022: Undergraduate program leading to licensure for Elementary and Middle School (2088), grades kindergarten through 9, with a face-to-face, online, hybrid mode of delivery.

Web addresses were provided where students and the public could find information about the institution's standing with state agencies and accrediting bodies.

Also noted were Federal Requirements 34 CFR §§602.28, 668.41, and 668.43.

Related HLC Requirements: HLC Policy FDCR.A.10.090, Core Component 2. B; Assumed Practices A.7,C.4.

1. RECRUITING, ADMISSIONS AND RELATED INSTITUTIONAL PRACTICES

Conclusion:

The institution meets HLC's requirements.

Rationale:

The CMN Financial Aid Office provides resources in their catalog and website to assist potential students with information on financial aid, including a link to the US Department of Education *Net Price Calculator*, to aid in estimating student costs and potential financial aid. <https://www.menominee.edu/admission-aid/financial-aid>.

The CMN Financial Aid Office notes on their webpage they are dedicated to maintaining accurate records and complying with federal, state, and institutional regulation. Through a partnership with students, parents and numerous offices and organizations, the Financial Aid Office is committed to the timely communication and quality customer service. <https://www.menominee.edu/admission-aid/financial-aid/mission-principles>

A Step-by-Step Guide to Applying for Financial Aid is available to potential students on the CMN website at <https://www.menominee.edu/admission-aid/financial-aid/step-by-step-guide-to-applying-for-aid>. CMN is approved for the certification of educational benefits for veterans and veterans' dependents under both federal and state veterans' administration programs. More information is available on their website at <https://www.menominee.edu/admission-aid/financial-aid/information-for-veterans>.

The CMN policy for employee conduct was provided that was approved by the Board of Directors June 20, 2005. The same code of conduct covers all employees. It is the policy of CMN to adhere to the traditions of Menominee and ensure that students, clients, and colleagues receive the best possible

service and be treated in a courteous, respectful manner at all times.

APPENDIX A: TITLE IV PROGRAM RESPONSIBILITIES

Rationale:

In a letter from the Atlanta School Participation & Financial Analyst Division-(dated July 29, 2022) indicating they completed its review of the CMN fiscal year-ended 06/30/2020 audited financial statements). Regarding the financial strength of the CMN, their financial analyst reviewed the CMN 06/30/2020 financial statements using the indicators set forth in regulations at 34 CFR §668.171(b) (1). As a result, these statements yielded a composite score of 2.3 out of a possible 3.0. Therefore, effective the date of this letter, CMN was no longer required to participate under the Provisional Certification Alternative and the cash monitoring one payment method.

A Program Participation Agreement (signed 8/2/2022) from the United States Department of Education noted that CMN may participate in student financial assistance programs authorized by Title IV of the Higher Education Act of 1965 (expiration date of June 30, 2028). Therefore, there are no negative implications for the institution's compliance with the Criteria for Accreditation or other HLC requirements.

MANDATORY REPORTING: FRAUD, ABUSE OR FAILING TO MEET TITLE IV RESPONSIBILITIES

Have the reviewers encountered any reason to believe that (i) the institution is failing to meet its Title IV, Higher Education Act program responsibilities (if the institution participates in Title IV, HEA programs) or (ii) that the institution may be engaged in fraud or abuse?

Answer (Choose one response and delete the other):

No

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Met

Review Summary

Conclusion

The College of Menominee Nation (CMN) is a land-grant college and one of two tribal institutions in Wisconsin. Chartered by the Menominee Nation, the College's main campus is in Keshena, and a branch campus is in Green Bay, near the reservation of the Oneida Nation of Wisconsin.

CMN faces a unique adversity shared by other tribal colleges. The American Indian Higher Education Consortium (AIHEC) requirement for Tribal Colleges and Universities is for a tribal college to manage enrollment within the parameters of this designation, which requires at least 51 percent Native American students. Furthermore, CMN's mission is to service the Menominee Nation which has a limited enrollment potential.

In 2021, the College welcomed a new President and has rapidly developed a culture that addresses the needs of the students and a focus on enrollment challenges. The team found, through interviews with student and alumni stakeholder groups, that they feel that faculty, staff, and administration helped them accomplish their dream of earning a degree. Faculty and staff are committed to helping students realize their dreams of a quality education infused with tribal culture. While COVID took a toll on persistence and retention rates for some students with the challenge of online course delivery, CMN is continuing to work with students to balance their lives with the return to in-person instruction. This refinement and appropriation of resources offered has led to a greater student satisfaction rate.

The President is continuing to establish a better relationship with the Green Bay Campus, which serves the Oneida Nation. CMN's plan for the Green Bay Campus includes implementing the appropriate educational requirements, bolstering academic resources, and increasing student enrollment. In addition to these key areas, the team also identified CMN's plan to expand its reach through online programs and marketing its college to other tribal nations.

During this reaffirmation visit, the team was impressed with the revision of policies, the expansion of services, and an administration that leads the College based on its mission. A huge investment has been made toward improvements in the various college buildings, which showcases the commitment to student learning.

Overall, CMN personifies the commitment to its students and adherence to HLC standards and promotes its cultural identity, which is intrinsic to its tribal college mission. CMN continues to improve its strategic planning processes and assessment practices and encourages key personnel to participate in HLC workshops and other viable professional development opportunities.

The College of Menominee Nation provides a foundational learning platform for students, whereby all stakeholders align with the mission that encompasses the resources necessary to maximize achievement. Major steps have been taken to adhere to and excel in strategic planning and comply with HLC standards and criterion. CMN represents what a learning institution is all about, and the team recognizes this as a great school for students to attend!

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Eligible to choose

Federal Compliance

Met

No Interim Monitoring Recommended.

INTERNAL



Institutional Status and Requirements (ISR) Worksheet

Review Details

Institution: College of Menominee Nation, Wisconsin

Type of Review: Open Pathway - Comprehensive Evaluation Visit

Description:

Review Dates: 04/17/2023 - 04/18/2023

No Change in Institutional Status and Requirements

Accreditation Status

Status: Accredited

No Change

Recommended Change:

Degrees Awarded: Associates, Bachelors

No Change

Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2013 - 2014

Year of Next Reaffirmation of Accreditation: 2022 - 2023

No Change

Recommended Change: 2032-2033

Accreditation Stipulations

General:

The institution is not approved at the following program level(s): Master's, Specialist, Doctoral

The institution is limited to offer the following program(s), within the approved program levels listed above: Bachelor of Arts in Public Administration, Bachelor of Arts in Education, Bachelor of Science in Business Administration, Bachelor of Science in Early Childhood/Middle Childhood Education, Bachelor of Science in Sustainable Agriculture and Bachelor of Arts in Integrative Studies. Any new program(s) may require prior HLC approval.

- No Change
- Recommended Change:

Additional Locations:

Prior HLC approval required.

- No Change
- Recommended Change:

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

- No Change
- Recommended Change:

Competency-Based Education:

- No Change
- Recommended Change:

Accreditation Events

Pathway for Reaffirmation of Accreditation: Open Pathway

- No Change
- Recommended Change: Eligible to Choose

Upcoming Reviews:

No Upcoming Reviews

- No Change
- Recommended Change:

Upcoming Branch Campus or Additional Location Reviews:

No Upcoming Reviews

- No Change
- Recommended Change:

Monitoring

Upcoming Monitoring Reviews:

No Upcoming Reviews

- No Change
- Recommended Change:

Institutional Data

Academic Programs Offered:

Undergraduate Programs		
Associate Degrees:	11	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Baccalaureate Degrees:	5	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Graduate Programs		
Master’s Degrees:	0	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Specialist Degrees:	0	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Doctoral Degrees:	0	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Certificate Programs		

Certificates:	4	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
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Contractual Arrangements:

No Contractual Arrangements

- No Change
- Recommended Change:

Off-Campus Activities

Branch Campuses:

College of Menominee Nation, Oneida Campus, 2733 South Ridge Rd. Suite 3, Green Bay, Wisconsin 54304 UNITED STATES

- No Change
- Recommended Change:

Additional Locations:

No Additional Locations

- No Change
- Recommended Change:



Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms as PDFs at hlcommission.org/upload. Select “Final Reports” from the list of submission options to ensure the institution’s materials are delivered to the correct HLC staff member. (Note: The submission webpage can be accessed through the Assurance System by clicking the Submit Final Form button on the Forms tab.) The Multi-campus Report from the institution and the reviewer forms become part of the institution’s permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team’s deliberations.

For each review category, provide 2–3 evidence statements that make clear the team’s findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

Report Template

Name of Institution: College of Menominee Nation

Name and Address of Branch Campus: Green Bay Campus of CMN 2733 South Ridge Road, Green Bay, WI

Date and Duration of Visit: April 19, 2023 1 day

Reviewer: John Mago

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

CMN opened the Green Bay branch campus in 2000. The current locations span 15,000 square feet of a leased building in metropolitan Green Bay. The Green Bay campus is approximately 45 minutes from the main campus. Faculty serve on both campuses to provide consistency in learning and continuity between campuses. Currently there are no consortia or contractual arrangements. The CMN Green Bay campus is part of the land grant CMN main campus. The scope is to provide educational opportunities to the Menominee tribe. However, the bigger scope is to offer these opportunities to other tribal nations such as the Oneida Nation.

The following programs are offered at the Green Bay Campus: • Biological and Physical Science, Associate level • Business and Public Administration, Associate and Bachelor level • Digital Media, Associate level • Education, Associate and Bachelor level • Integrative Sustainable Studies, Bachelor Liberal Studies, Associate level • Medical Office Technician , Technical level • Natural Resources, Associate level • Substance Abuse Counselor, Associate level • Sustainable Agriculture, Bachelor level

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution’s planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The Dean of Academic Success, who currently serves as the Interim GB Campus Site Coordinator provides direct oversight of the campus. She oversees the planning of the campus with the presidential cabinet committee. There is a separate enrollment and budget plan and

resource allocation plan. The branch campus and main campus function collectively regarding academic delivery. Governance is provided by the main campus and falls within tribal purview. Future plans include moving the locations closer to the Oneida reservation to help serve tribal members with their education.

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution’s facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The current size of the facility is appropriate for the educational programs. Staff and faculty effectively provide student resources and learning resources. Facility safety checks are maintained and recorded. All labs such as the Biology and Chemistry labs are well equipped for student learning. Resources are the same for the branch and main campuses. Building safety checks are regularly maintained. All classrooms have adequate technology, and the IT infrastructure is identical to the main campus.

The GB campus has a smaller campus library that is equipped and supervised by the main campus library director. The GB campus also has a computer lab which is equipped with desktop computers and WebEx infrastructure so that it can be utilized by individual students as well as entire classes. Parking is adequate and there is a handicap entrance and elevator in the building. There is plenty of classroom space. Computer lab with 20 desktop computers, a student lounge, staff kitchen, and a massage chair.

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.

- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The Green Bay campus has oversight by the Dean of Academic Success who serves as the Interim Campus Site Coordinator. All faculty must adhere to the Faculty Qualifications Policy to ensure qualified faculty are employed on both campuses. The Green Bay campus utilizes a part-time maintenance staff, day, and evening receptionist, as well as a student advisor who works with all Green Bay campus students. Other student services staff (financial aid, enrollment manager, career placement counselor, and Dean of Student Success) hold time each week on the Green Bay campus as is evidenced in the GB Campus Student Services Calendar.

Staff and faculty are hired under the same guidelines as the main campus. All procedures and policies guiding the institution apply to the Green Bay campus. There are no policies or procedures that vary from the main campus to the Green Bay campus. The campus maintains a course schedule that is linked to the main campus.

5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The Green Bay campus is adequately staffed and maintains all student services as the main campus. Staff travel between campuses on a weekly basis to provide the students with the same services at both campuses. All essential services are provided here including financial aid, student records, career services, and admissions. The library provides ample space and resources for students to access. Classrooms and labs provide technology and other resources to effectively teach students.

6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution’s capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The Green Bay campus provides a schedule that allows students to progress through their program in a timely manner. Courses are tele-linked to the main campus so they can attend either campus. Faculty are readily available to students during class and office hours. Curricular expectations remain the same at both campuses. The consistency of delivery is standardized, and faculty rotates between campuses. Faculty orientation and professional development are provided the same as the main campus.

7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution’s processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The Green Bay campus faculty partakes in regular program reviews. Because faculty serve both campuses, the review cycle is completed at the same time. All program outcomes are the same and assessment takes place at regular intervals. The focus of the campus is student learning, persistence, and completion. As noted in the main campus visit, documentation of processes is an ongoing development.

8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution’s planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The Green Bay campus is closely aligned with the main campus mission. Strategic planning is completed with the main campus however goals are set individually at each campus. The same assessment cycle exists for both campuses. Continuous improvement is taken seriously on the campus as it is looking to move closer to the Oneida nation to better serve those tribal members. As the administration and staff identified, “the Green Bay campus is committed to providing quality education to all tribal members and the public as a whole”.