Higher Learning Commission
A commission of the North Central Association

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February 1, 2013

Verna Fowler
President
College of Menominee Nation
N172 State Hwy 47/55
P.O. Box 1179
Keshena, WI 54135

Dear President Fowler:

Enclosed is a copy of College of Menominee Nation's *Systems Appraisal Feedback Report*. It begins with a concise Executive Summary, intended for those general readers that do not require a high level of detail. Your Systems Appraisal Team provided extensive detail in the full report by identifying nine distinct groups of what they view as your institution's *strengths* and *opportunities for improvement*, one group for each of the nine AQIP Categories. We are also emailing your institution's Accreditation Liaison a copy of this report.

To receive maximum benefit from your Systems Appraisal, you and your colleagues should plan to invest substantial time in discussing it, considering the team's observations and advice, and identifying which actions will best advance your institution.

We ask that the CEO of your institution formally acknowledge receipt of this report within the next two weeks, and provide us with any comments you wish to make about it. Your response will become part of your institution's permanent HLC file. Please email your response to AQIP@hlcommission.org.
Sincerely,

Mary L. Green
AQIP Process Administrator

SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

COLLEGE OF MENOMINEE NATION

February 1, 2013

Academic
Quality Improvement
Program
The Higher Learning Commission NCA

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EXECUTIVE SUMMARY FOR COLLEGE OF MENOMINEE NATION

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight College of Menominee Nation's achievements and to identify challenges yet to be met.

The College of Menominee Nation (CMN) has significant strengths in the category of Helping Students Learn. The college's clear mission as an institution to provide students with higher education opportunities that infuse American Indian culture and to serve its surrounding communities is well integrated into the fabric of the institution. College of Menominee Nation is clearly dedicated to student learning. As a relatively small and young institution, many of its processes are still emerging. While this is understandable, College of Menominee Nation has been in AQIP long enough to have come a bit further. Although many of the processes governing student learning are institutionalized and systematic, others are not. This is most evident in the creation and discontinuation of courses and programs and in the collection and analysis of data, including comparative data, to ensure student learning. While the college continues to build upon its successes and recent improvements, it is encouraged to ensure that it collects sufficient data, both internal and external to the institution, to ensure that its graduates possess expected knowledge and skills necessary for transfer institutions and employers.

The College of Menominee Nation has exhibited success in regards to other distinctive objectives. The college is small and, therefore, relies, in part, on anecdotal evidence rather than direct measures and results to make decisions. College of Menominee Nation is encouraged to incorporate quantitative data with the goal of establishing specific improvement targets with measures that indicate the college's improvement progress with other distinct objectives. The college is widely supported through its efforts with the three initiatives. The success of its programs, including community support and external funding, reflects its development in other distinct objectives. However, the college has the opportunity to develop a formal review to strengthen "non-instructional" processes and further identify additional functions besides sustainability and culture.

The College of Menominee Nation's emerging processes with regard to understanding students' and other stakeholders' needs are commendable and represent a solid foundation upon which to construct additional processes that elicit the needs of other stakeholders, especially external stakeholder groups. Furthermore, the college has the opportunity to expand its data collection

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and analysis processes so as to ensure not only student and employee satisfaction, but also the satisfaction of employers, transfer institutions, and the community in general. Because the college is small, there has been a tendency to rely on informal (as opposed to systematic, comprehensive, and documented) processes in this area.

The College of Menominee Nation employs both informal and formal methods to determine key issues related to staff and faculty motivation. The more formal processes include surveys such as the Constellation and the Chronicle's Great Colleges to Work For. The informal processes include a 'grapevine' that can be a powerful channel of communication in a small-school environment. The size of the institution, and perhaps the culture of the institution, encourages an environment that relies on informal or anecdotal data for total quality improvement efforts. The institution would benefit from the use of formal processes to adequately measure and develop targets for valuing people. Although the surveys are new, the Board and Executive Council appear to be poised to use the feedback for continuous improvement.

The College of Menominee Nation's infusion of democratic principles in its culture provides a stable foundation upon which to create and maintain an environment of open communication, trust, and leadership. Although there are "pockets" of success in these areas, the college might consider placing even more emphasis on strengthening its leading and communicating processes; while the small size of the college and the close knit community can make communication easier in an informal manner, the college should also strive to put into place clear processes to assure that communication does, indeed, take place and that all parties are included on a regular basis. Data reveal opportunities to improve both leadership and communication, and the college's recent restructuring of its cabinet, together with its planned initiative on leadership succession planning, should enhance the college's ability to consistently and systematically lead and communicate.

It is evident that CMN does collect data to better serve students and support operations. Of note is the recent creation of an enrollment management committee. The Constellation and Great Places to Work surveys provide a baseline of objective, actionable data that CMN can use to identify and improve the administrative support service needs of faculty, staff, and administrators. However, the college may want to develop more objective methods to identify the needs of its external stakeholder groups. CMN is encouraged to continue to benchmark key areas of development with other higher education institutions. More frequent and timely data-collection will support planning.

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The College of Menominee Nation is dedicated to continuous improvement and has made a commendable effort to infuse data-driven decision making into its processes by staffing the IR Department with a full-time director and data systems coordinator. Its next steps will be to formalize the collection and analysis of data on an institution-wide basis to ensure that its improvement initiatives are appropriately prioritized and aligned. The decision to invest in a business intelligence system should enable users of data to more easily access the relevant data they need so decision making will be more data-driven. However, these improvements appear to be relatively recent, so the long-term effectiveness of these changes has yet to be realized. Furthermore, the college may benefit from collecting survey data on a more frequent basis to ensure that its collection, analysis, and use of data remain efficient, useful, and relevant.

The College of Menominee Nation utilizes an accepted model to engage in long-term planning and has made important progress by establishing the Visionary Council and the Institutional Effectiveness Council. Given the pace of change in education and technology, including its STEM-related visions, the college might consider placing more emphasis on shorter-term strategic planning and the alignment of those shorter-term strategies with key action projects and college-wide initiatives. The formalization of planning, budgeting, and action project implementation – guided by the continuous collection and analysis of data – will ensure that the college expends resources in a prioritized manner.

The College of Menominee Nation enjoys exceptionally strong collaborative relationships at the community, regional, and national levels. Indeed, CMN has performed extraordinarily well in leveraging these partnerships to generate revenue, including grants and scholarships, which will greatly assist the college in carrying out its mission. It is clear that CMN's processes in this category are systematic and are driven by the college's mission to improve the community. The college is commended for its efforts. Benchmarking against other higher education institutions may help CMN better understand the roles of building relationships. There is an opportunity to develop a set of simple assessments, goals, and metrics to ensure the ongoing success of these collaborations into the future.

Accreditation issues and Strategic challenges for College of Menominee Nation are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

ELEMENTS OF COLLEGE OF MENOMINEE NATION'S FEEDBACK REPORT

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

Executive Summary: Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

Strategic and Accreditation Issues Analysis: Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet

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the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

Critical Characteristics: Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

Category Feedback: The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report.

STRATEGIC AND ACCREDITATION ISSUES

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

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Issues Affecting Compliance with the *Criteria for Accreditation*. An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institution's systems and processes under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

> The Systems Appraisal team concluded that College of Menominee Nation has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the Criteria will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

Issues Affecting Future Institutional Strategies. The Systems Appraisal Team identified the following strategic issues to assist College of Menominee Nation in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that College of Menominee Nation will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

- The College of the Menominee Nation (CMN) clearly and consistently demonstrates commitment to continuous quality improvement and can articulate examples of using the SWOT analysis to identify areas where performance improvement is needed. CMN

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mentions specific processes and describes some as ad hoc and/or informal, while others are more formalized. However, there is limited detailed evidence of process specifics such as who within the college is responsible for implementation, what stakeholders are involved, how data is collected, what key performance indicators are used, results determined, etc. The college would benefit from describing with detail and specificity its processes so that stakeholders fully understand how processes result in data collection, alignment with strategic goals and objectives, and performance improvement. Without systematic processes, the college may encounter conflicting, redundant, and overlapping quality efforts that negatively affect the institution's responsiveness, dilute meaningful change, and tax personnel and resources.

- The College of Menominee Nation's assessment practices continue to mature. There are established processes in areas of program review, new program development, and course-level objective development. While CMN has defined academic standards and awards grades for course and program completion, there is limited external verification of student learning except that of PRAXIS tests or nursing certification/licensure examinations. The college needs to move forward into full implementation of assessment—including collection of results, analysis, use of results for improvement, and securing comparative data to evaluate the institution's overall performance in teaching and learning.

- Nearly one-half of CMN's 203 faculty and staff are fifty years of age or older and are enrolled members or descendants of American Indian tribes, primarily Menominee and Oneida. While the "grow our own" succession plan and a commitment to Menominee tradition support the institution's mission, the college may want to consider active recruiting outside the Menominee and Oneida communities.

- The College of Menominee Nation relies on data collected from two surveys, AQIP Constellation and Great Places to Work, for a significant portion of the Portfolio responses. While valuable, these surveys were administered only once and both represent older data. The college would benefit from identifying additional data sources so that more contemporary information could be accessed for data informed decision making. Also, the college reports a "multi-year" data collection cycle. More frequent

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collection of data for all categories would provide a more auspicious picture of improvements, overall trends, and areas of needs.

USING THE FEEDBACK REPORT

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the

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institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of College of Menominee Nation, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes College of Menominee Nation distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

Item   Critical Characteristic

OVa   CMN was founded as a college for the Menominee People and its neighbors in 1992 and received its original charter from the Tribal Legislature in 1993. The charter was revised in 1996 and defines the parameters within which the college operates.

OVb   CMN's mission is to provide students with higher education opportunities that infuse American Indian culture, leadership, and advanced studies and careers within the context of a multicultural world, to research promote, perpetuate, and nurture American Indian culture, and to provide community workshops and service for lifelong learning.

OVc   CMN maintains two campuses linked to the Northern Wisconsin Educational Communications System allowing coursework to be delivered through live, interactive television to the main campus on the southern border of the Menominee Indian Reservation and to a second campus in Green Bay.

OVd   CMN is funded primarily through government and private grants that focus on curriculum development, recruiting, retaining, and preparing students within STEM fields of study, and on nursing.

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OVe   CMN strives toward a culture characterized by collegial deliberation and democratic inclusion, cultivation and support of individual aspirations, and change for the betterment of the community.

OV1a Nine Guiding Principles in areas of communication, analytical and critical thinking, ethical and social responsibility, the development of interpersonal skills, the understanding of Menominee history and traditions, the appreciation of diversity, and the acquisition of career skills support CMN's mission and guide its activities.

OV1b CMN's Strategic Plan calls for a continued emphasis on creating new bachelor's degree programs that ladder from existing associate degrees.

OV2a Sustainability has been a core value of CMN long before the concept was politically popular. The roots of sustainability derive from the moral code, governance structure, and sustainable forestry practices that evolved within the Tribe over many centuries. Indication of the commitment is evident in the establishment of a Sustainable Development Institute at CMN to promote sustainability through education, research, and community engagement.

OV2b The Sustainable Development Institute, the Center for Cultural Research (CCR) and a Vocational Rehabilitation Project provide activities that focus on community sustainability and improvement in areas of resource management, historical and archeological teaching, research and consultation, and in rehabilitation services to disabled Native Americans. The Community Technology Center (CTC) offers an open computer lab for community use.

OV4   Nearly half of CMN's 203 faculty and staff are fifty years of age or older and about half are enrolled members or descendants of American Indian tribes, primarily Menominee and Oneida. Forty percent of the college's employees possess at least a master's degree, while twenty-six percent possess four-year degrees.

OV5a CMN's Board of Directors is made up of Menominee Nation members approved by the Menominee Tribal Legislature. The board has the authority to create, modify, and enforce CMN policies and assumes management and control of the college's finances and property through its six standing committees: Curriculum, Planning and Budget, Technology, Policy, Facilities, and Development.

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OV5b   Leadership and decision-making processes incorporate the college's values relating to inclusiveness, individual and institutional excellence, and sustainable development. CMN's president and the Visionary Council lead long-range planning while the Institutional Effectiveness Council assumes tactical planning operations and how to best allocate resources which govern Strategic Goals and AQIP Action Projects.

OV6   CMN has no long-term debt and hopes to ensure institutional stability and sustainability through grant funding (especially Title III), expanding its endowment and increasing enrollment, while minimizing waste and inefficiency. Funding from HUD, USDC and USDA has been utilized for construction projects, and the college currently has over $11 million in government and private multi-year grant programs.

OV7   The college maintains membership in the American Indian Higher Education Consortium funded by the Lumina Foundation. CMN is required to collect and report data relating to student success including metrics not typically provided by traditional higher learning institutions. Reporting requirements and new software have enhanced evidence-based decision making.

OV8   The college supports a "grow our own" succession plan. Attracting talented faculty and staff is difficult because CMN is located in the poorest county of the state and one of the poorest counties in the nation.

OV9   Primary partnerships are limited to grant agencies and the local community; however, working with the Eli Lilly Foundation and the American Indian College Fund, CMN established a Bachelor of Science degree in public administration incorporating distance education courses.

CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these "strengths and opportunities" sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves

your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP CATEGORY 1: HELPING STUDENTS LEARN

Helping Students Learn identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of CMN that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:

Item   Critical Characteristic

OVa   CMN was founded as a college for the Menominee People and its neighbors in 1992 and received its original charter from the Tribal Legislature in 1993. The charter was revised in 1996 and defines the parameters within which the college operates.

OVb   CMN's mission is to provide students with higher education opportunities that infuse American Indian culture, leadership, and advanced studies and careers within the context of a multicultural world, to research promote, perpetuate, and nurture American Indian culture, and to provide community workshops and service for lifelong learning.

OV1a   Nine Guiding Principles in areas of communication, analytical and critical thinking, ethical and social responsibility, the development of interpersonal skills, the

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understanding of Menominee history and traditions, the appreciation of diversity, and the acquisition of career skills support CMN's mission and guide its activities.

Here are what the Systems Appraisal Team identified as College of Menominee Nation's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.

Item	*S/O*	*Comment*
1P1	S	CMN has a clearly articulated faculty driven process for determining shared learning objectives. CMN uses a mission-aligned clan structure to cluster learning outcomes and has strong faculty coordination of this process through the ASL Committee. The mission and values are integrated into the articulation matrix for the General Education Objectives, which includes a focus on sustainability.
1P2	S	A 3-year program review process is in place for reviewing program learning objectives. Programs are guided by advisory committees as well. A recent AQIP portfolio project involved curriculum mapping for both programmatic, as well as general education outcomes. The ASL committee is largely responsible for overseeing these processes.
1P5	O	Although the college involves faculty and other stakeholders to determine the preparation of students for its programs, there exists an opportunity to investigate and benchmark against other institutions' requirements.
1P6	S	CMN has developed a one-stop service center that provides services for recruitment, admissions, financial aid and enrollment. This center also helps to coordinate communications across a variety of service areas, ensuring that the student is getting consistent and timely information.
1P7	S	Special support services are available to nursing students through the Health Professions Opportunity Grant (HPOG) for academic and social services and the Test for Essential Academic Skills (TEAS) for entry-level skills, and for students interested in STEM-related careers. PRAXIS1 and PRAXIS2 testing is offered with professional assistance and self-paced practice for those in teacher education.

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1P8	S	CMN has exceptionally strong processes to assist underprepared students. Mandatory placement assessments are administered to all degree-seeking students, and academic assistance is offered through the Learning Assistance Center, peer tutors, the Math Center, and the CRANE Center.
1P9a	O	The College of Menominee Nation currently stresses teaching for different learning styles. Degree-seeking students are required to take learning styles inventories.
1P9b	S	CMN has begun the implementation of the concept of Universal Design in Learning (UDL), a system emphasizing differentiated instruction, class climate, interaction, physical environment, information resources and technologies, feedback, assessment, and accommodation.
1P10	S	CMN has an opportunity to provide services for a broad range of students. The Office of Disability Services provides career advisement, academic testing, and collaboration with community service agencies and faculty to meet students' needs. Appropriate accommodations such as note-taking services, technological tools, sign language interpreters, and time extensions for assignments and test-taking are available for those in need of such.
1P11-12	O	CMN uses faculty rank and promotion to help it define, document, and communicate expectations for effective teaching and learning. The college uses quality teaching as an important input into the tenure and promotion processes. In-services, course evaluations, peer or department chair observation, and the college's focus on sustainability in the hiring process help communicate expectations. CMN has an opportunity to define quality teaching and learning in terms of its outcomes rather than focusing primarily on faculty performance.
1P12	O	It remains unclear as to how the college actually builds a course delivery system that is effective, efficient, and meets the needs of students and of the institution itself. The processes appear to be limited to scheduling issues.

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1P13   O   The college does not mention input into the program review process from internal or external stakeholders (for example: student feedback, systematic or strategic planning, employer or other institutional data). Although the programs are reviewed every three years, a complete process review would include input from all stakeholders.

1P14   S   The program review process is used to change and or discontinue programs and courses under the direction of the ASL Committee. A recently added cost-benefit analysis piece should enhance the process, giving indicators of financial viability.

1P15a   O   CMN's student support system includes student learning support, advising, tutors and learning workshops, a new library, and upgraded technology. While the college demonstrates a strong learning support system with continual oversight and input from staff, faculty, and advisors, CMN has an opportunity to assess the needs and desires of its students and faculty through surveys or focus groups to be sure that they are addressing the learning support needs of their students effectively.

1P16   S   CMN's co-curricular activities are closely aligned to academic programming. Some examples include: SEEDS, affiliated with the Ecological Society of America and working with ecological projects; AISES, promoting careers in science, technology, and engineering for American Indian and Alaska Native students; the Feather Chronicles, supporting writing; and Skills USA, a partnership between students, faculty and industry to promote a skilled workforce.

1P17   O   While the college defines its academic standards and awards grades for course and program completion, it is unclear how grades guarantee learning in areas other than those evaluated by an external source such as the PRAXIS tests or the nursing certification/licensing examinations.

1P18   S   The processes of student learning assessment are created by input from committees and program faculty with oversight by the ASL Committee. The analysis of best practices models will help in this process.

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1R1a	S	Recognizing that English and Math are gateway courses for student success, the college has shifted its focus to an annual assessment of student success in these courses.
1R1b	O	Although the college collects data to help measure student learning and development, the data collected can be benchmarked against peer institutions to help in this process. Further, data collection such as success and course completion rates, individual achievement, enrollment trends, and retention rates can help in this area.
1R2 -4	O	No results are provided for common student learning and development objectives but rather actions to be taken for improvement.
1R3	O	Specific learning objectives are still being identified for each associate degree. CMN has an opportunity to clarify the desired learning outcomes as well as current inputs.
1R4a	O	It is not clear if CMN monitors its performance results with benchmarks and certificate/licensure pass rates. There exists an opportunity of setting goals and objectives to continually pass these benchmark percentage rates and to learn how the educational process provided by the college can help better achieve this goal. Benchmarks are always a way to measure performance; however, exceeding and learning from the benchmarks help develop a stronger and fact-based foundation.
1R4b	O	While CMN uses transfer rates to four-year institutions to determine success of programs, and reports 70% transfer, the college reports no data to confirm that graduates actually possess the knowledge and skills required by educational institutions and employers. CMN has an opportunity to identify metrics of success for students other than those who do transfer.
1R5	O	While library holdings have increased since 2007-08, no other support services are identified, and there is no evidence of improved performance of any support service.

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1R6   O   While IPEDS data in areas of retention and graduation indicate that CMN performed comparably to peer schools and has improved its graduation rate, the college has an opportunity to use additional metrics and additional sources of benchmarking data, such as CSSE surveys or other similar tools, to help identify potential areas of growth.

1I1   S   CMN has focused its efforts on helping students learn by creating a course, EdU295 (Student Portfolio Seminar), as a result of an AQIP Action Project. This project and the creation of roadmaps for faculty and students have addressed this ongoing issue and systematic changes have occurred that have led to improvements in this area.

1I2   O   While CMN acknowledges that its culture and infrastructure support the impetus to select processes for helping students learn, there is a continuing opportunity to move this selection process forward. Researching and implementing the latest industry offerings will allow the college to stay in the forefront of this critical area of education.

AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Accomplishing Other Distinctive Objectives addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of College of Menominee Nation that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:

Item   Critical Characteristic

OVa   CMN was founded as a college for the Menominee People and its neighbors in 1992 and received its original charter from the Tribal Legislature in 1993. The charter was revised in 1996 and defines the parameters within which the college operates.

OVb   CMN's mission is to provide students with higher education opportunities that infuse American Indian culture, leadership, and advanced studies and careers within the context of a multicultural world, to research, promote, perpetuate, and nurture American Indian culture, and to provide community workshops and service for lifelong learning.

OV2a Sustainability has been a core value of CMN long before the concept was politically popular. The roots of sustainability derive from the moral code, governance structure, and sustainable forestry practices that evolved within the Tribe over many centuries. Indication of the commitment is evident in the establishment of a Sustainable Development Institute at CMN to promote sustainability through education, research, and community engagement.

OV2b The Sustainable Development Institute, the Center for Cultural Research (CCR) and a Vocational Rehabilitation Project provide activities that focus on community sustainability and improvement in areas of resource management, historical and archeological teaching, research and consultation, and in rehabilitation services to disabled Native Americans. The Community Technology Center (CTC) offers an open computer lab for community use.

Here are what the Systems Appraisal Team identified as College of Menominee Nation's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.

Item	*S/O*	*Comment*
2P1	S	CMN has founded twin institutes to design and operate key non-instructional processes. The Sustainable Development Institute (SDI) disseminates the sustainability expertise the Menominee Nation has developed over hundreds of years. The Menominee Culture Institute (MCI) serves as a repository for Menominee language, culture, tradition, and as a community resource for cultural preservation and practice.

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2P2a	S	CMN's major non-instructional objectives are determined through frequent interaction with several councils and organizations, predominately associated with the Menominee Nation. Examples of these organizations include the Menominee Tribal Enterprises (the business arm of the Menominee Indian Tribe of Wisconsin (MITW)), the MITW Language and Culture Commission, and the Tribal Historic Preservation Officer.
2P2b	O	Non-instructional objectives seem to be limited to those directly related to sustainability and tribal customs. There is no indication of distinctive objectives related to other areas such as clubs, athletics or cultural events.
2P3	S	Relevant issues related to sustainability and culture are communicated to stakeholders through traditional methods (websites, publications, etc.) and through well-attended workshops and conferences that generate significant press coverage.
2P4	S	The SDI employs a strategic planning process to assess and review the appropriateness and value of these non-instructional objectives. In 2010, SDI instituted a series of community forums and focus groups to assess the strengths of its programs through an appreciative inquiry approach. The tangible result of the inquiry process is a series of statements that describes where SDI wants to be, based on the high moments of where they have been. The strategic planning approach also included an environmental scan.
2P5	SS	The college identified several objectives with Sustainable Development including building awareness with faculty and staff, long-range planning, and the integration of the department with the Menominee Nation community. The objectives were determined, in part, by an environmental scan that identified specific needs of students and faculty.
2P6	O	While recommendations have been made that might drive changes to non-instructional objective processes and the impact on faculty and staff,

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there is no indication of a process for analyzing, prioritizing and implementing any of these recommendations.

2R1-3   O   Participation at events seems to the be the primary method for evaluating the effectiveness of the Sustainable Development Institute and the Continuing Education Department with its culturally oriented training workshops. While attendance may reflect interest, it is not a direct measure of effectiveness or of improvement. The institution may want to broaden the scope of inquiry to gather information on the impact of its activities on other stakeholders, as well. Perhaps these activities have affected the lives of other stakeholders besides those who attend the seminars and workshops.

2R2a   S   For the cultural non-instructional objectives, CMN shows some promising results through obtaining grants to fund research on learning in a cultural context, archiving records related to the Termination/Restoration Era of the Menominee People, and providing language instruction to those community members striving to preserve the Menominee language. One impressive result was that CMN was invited to join the Northeast Climate Science Center, partnering with Columbia University and UW-Madison. Funding from the Kellogg Foundation and the American Indian College Fund is allowing the college to study the impact of language skills learning in a cultural context.

2R2b/3   O   CMN self-reports that there is an opportunity to use comparative data.

2R4   S   CMN realizes that its distinctive objectives directly enhance its position within the community. This ongoing opportunity allows the college to directly align itself with the community and industry stakeholders to better serve their needs.

2I1   S   CMN is using the results of the strategic planning process to improve the operations of the SDI by adding staff with the expertise in social media. Building community awareness was one of the needs identified in the appreciative inquiry process. All improvements were systematic and a result of the recommendation of the "Appreciate Inquiry Process."

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2I2a   S   CMN's mission and culture remain strong drivers for continuous improvement in other distinctive objectives. The three major programs have enabled students and the community to gain additional knowledge of the world and thus, a better understanding within it. The openness of the programs allows the community to take part in activities and to see how they are designed and managed.

2I2b   O   Although the college excels at developing distinctive objectives, there is some uncertainty with the Board involvement that could be circumventing progress with the three institutes. CMN is encouraged to clearly define roles among the administration and the Boards to ensure success with planning, design and operation of key non-instructional processes.

AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Understanding Students' and Other Stakeholders' Needs examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of College of Menominee Nation that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:

Item   *Critical Characteristic*

OVb   CMN's mission is to provide students with higher education opportunities that infuse American Indian culture, leadership, and advanced studies and careers within the context of a multicultural world, to research promote, perpetuate, and nurture American Indian culture, and to provide community workshops and service for lifelong learning.

OVe   CMN strives toward a culture characterized by collegial deliberation and democratic inclusion, cultivation and support of individual aspirations, and change for the betterment of the community.

OV7   CMN maintains membership in the American Indian Higher Education Consortium funded by the Lumina Foundation. CMN is required to collect and report data relating to student success including metrics not typically provided by traditional higher learning institutions. Reporting requirements and new software have enhanced evidence-based decision-making.

Here are what the Systems Appraisal Team identified as College of Menominee Nation's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.

Item	*S/O*	*Comment*
3P1	S	The college has identified multiple methods of gathering input on the changing needs of students. These methods range from anecdotal communications between students with faculty and staff, to passive modes, such as suggestion boxes, to more active surveys. The data are integrated and shared with the Executive Leadership team by the Office of Institutional Research.
3P2	S	CMN proactively builds and maintains relationships with its students not only through close advising, but also through cultural activities which provide a strong and reliable driver to build and strengthen relationships with students and the community in general.
3P3	O	While the college engages in some informal and formal processes to identify the changing needs of key stakeholder groups – such as eliciting community feedback, and administering surveys – it is unclear how the college selects courses of action regarding those changing needs. The college has an opportunity to clarify how the data are synthesized and used for institutional planning and decision-making purposes.
3P4	S	The college builds and maintains relationships with key college staff who serve on regional and statewide organizational boards, the Tribal

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Legislature, and private and public service organizations. The college president assumes an active role in the community, and the executive leadership team participates in seminars and workshops.

3P5   O   The college has an opportunity to create and develop systematic processes to target new student and stakeholder groups. Specific and well-defined processes will clarify whether and how the college should target new constituents.

3P6   S   The college has a formalized and documented student-complaint process. Information gathered is systematically reviewed and appropriate actions are pursued, and communications are made to staff and students primarily through email.

3R1   O   Although some surveys are used to document student and stakeholder satisfaction, the surveys appear to be limited to students and employees. The college has an opportunity to collect satisfaction data from additional stakeholders and to integrate the data in order to ascertain a broad and more comprehensive view of stakeholder satisfaction.

3R2   O   Student satisfaction result data appear mixed: although graduating students indicate high overall satisfaction levels, CSSEE data identify some specific areas with relatively high dissatisfaction levels, especially in the areas of Career Counseling, Job Placement Assistance, Financial Aid Advising and Transfer Credit Assistance. Refining and drilling down into the data will reveal specific areas in which student satisfaction is strong and weak.

3R3   S   Data presented show that students possess "high quality" relationships with instructors, administrative personnel, office staff, and other students.

3R4   O   Although performance results for stakeholder satisfaction are included, they appear to be at least five years old and limited to college employees. The college has an opportunity to assess progress against goals developed from the 2007 survey on a more frequent basis.

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3R5	O	No data were provided regarding building relationships with key stakeholders. This offers an excellent opportunity to develop an assessment plan in this area.
3R6	O	Based on the results provided and a limited comparison with other Wisconsin schools, the college demonstrates performance results of understanding students' and other stakeholders' needs that compare favorably with other higher education institutions. The college has an opportunity to continue utilizing systematic surveys to assist it in identifying stakeholders' needs in order to not only gather additional benchmark data, but also to deepen the understanding of the results.
3I1	O	Although the college has pursued improvement in this area and recognizes the importance of Understanding Students' and Other Stakeholders' Needs, it has not yet established formalized and systematic processes to implement, monitor, and maintain this category. The college reports that it will be pursuing an action project to address this opportunity.
3I2	O	It is unclear as to how the college's culture and infrastructure assist it in selecting specific processes to improve in this category.

AQIP CATEGORY 4: VALUING PEOPLE

Valuing People explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

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Here are the Key Critical Characteristics of College of Menominee Nation that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:

Item   Critical Characteristic

OVb   CMN's mission is to provide students with higher education opportunities that infuse American Indian culture, leadership, and advanced studies and careers within the context of a multicultural world, to research, promote, perpetuate, and nurture American Indian culture, and to provide community workshops and service for lifelong learning.

OVe   CMN strives toward a culture characterized by collegial deliberation and democratic inclusion, cultivation and support of individual aspirations and change for the betterment of the community.

OV1a   Nine Guiding Principles in areas of communication, analytical and critical thinking, ethical and social responsibility, the development of interpersonal skills, the understanding of Menominee history and traditions, the appreciation of diversity, and the acquisition of career skills support the CMN's mission and guide its activities.

OV2b   The Sustainable Development Institute, the Center for Cultural Research (CCR) and a Vocational Rehabilitation Project provide activities that focus on community sustainability and improvement in areas of resource management, historical and archeological teaching, research and consultation, and rehabilitation services to disabled Native Americans. The Community Technology Center (CTC) offers an open computer lab for community use.

OV4   Nearly half of CMN's 203 faculty and staff are fifty years of age or older and about half are enrolled members or descendants of American Indian tribes, primarily Menominee and Oneida. Forty percent of the CMN's employees possess at least a master's degree, while twenty-six percent possess four-year degrees.

Here are what the Systems Appraisal Team identified as College of Menominee Nation's most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.

Item   S/O   Comment

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4P1-4P2	S	Administrator positions require a Master's degree or equivalent, and the goal is to hire faculty with a Ph.D. or a Ph.D. candidature in the field in which they are teaching. The make-up of each interview team varies, but each team is required to include at least one enrolled member of the Menominee Tribe. The selection is discussed with the President prior to offering the position.
4P3	S	CMN has been successful with hiring qualified faculty, by "growing their own," and with utilizing professional development opportunities with current staff. The college is required by Tribal Ordinance 82-10 to recruit first from the local Menominee Tribal members in an effort to maintain the culture and commitment desired for the college. If no acceptable candidates are found, recruitment is expanded to area higher education institutions and recruiting resources specific to higher education.
4P4	S	CMN institutes a variety of orientation systems for employees to learn about its history, policies, and procedures. These include new employee orientation, hiring manager orientation tours, and a Human Resources orientation.
4P5a	S	CMN's "grow your own" culture has informed their thinking about succession planning and leadership development on campus. They support emerging leaders in engaging in external professional development activities as well.
4P5b	S	A consistent theme throughout the portfolio is CMN's ability to leverage grant funds to achieve objectives. CMN appears to be aware of the challenges of using grant funds to hire new staff as demonstrated by the major effort to avoid totally funding positions with grant funds, which can lead to staff layoffs when grant funding ends.
4P6	S	CMN uses facilitators who employ process improvement tools such as process maps and flow-charts, ensuring that organizational productivity will be addressed. When faculty and staff are directly involved in the process redesign efforts, they are more likely to be satisfied with their

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work. The college recently established an Administrative Efficiency Council that has oversight for ongoing improvement of work processes.

4P7a	S	The governing board is sufficiently autonomous from the Menominee Indian Tribe of Wisconsin and has policies to protect the integrity of learning, behavior, and use of facilities and equipment. The college promotes an ethical culture and guides this practice through its mission and values.
4P7b	O	While CMN has an ethical practices statement in the Policies and Procedures Manual and employees are encouraged to act appropriately, it is unclear how ethical behavior is monitored.
4P8/9	O	It is unclear as to how CMN aligns its employee training and short- and long-range organizational plans and how the training processes strengthen instruction and non-instructional programs and services.
4P10	S	CMN utilized input from Board experts to develop its current personnel evaluation system for its staff and faculty evaluations. This process varies based on the role of the employee in the organization sector and provides opportunities for dialogue between the employee and the supervisor.
4P11	O	It is unclear how CMN designs its employee recognition and reward programs to align with its instructional and non-instructional programs and services.
4P12	S	Both informal and formal methods are used to determine key issues related to staff and faculty motivation.
4R1-4R2	O	CMN used the Constellation Survey, which was administered by HLC as part of the Vital Focus process in preparation for AQIP membership, and the Great College to Work for Survey administered by the Chronicle of Higher Education annually. They identified the need in Table 4.2 to analyze the demographic trends of its workforce. Results of the Great Colleges are mixed.
4R1-4R4	O	CMN has not developed or utilized a standard formal plan or model of assessment when it comes to measuring performance, valuing people,

productivity and effectiveness of employees, and comparison of institutional standards versus similar higher education institutions. Benchmarking would allow the college to create a plan for improvements in these areas.

4I1-4I2   O   The college identifies the need to develop systematic and comprehensive methods in this area.

AQIP CATEGORY 5: LEADING AND COMMUNICATING

Leading And Communicating addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of College of Menominee Nation that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:

Item   Critical Characteristic

OVe   CMN strives toward a culture characterized by collegial deliberation and democratic inclusion, cultivation and support of individual aspirations, and change for the betterment of the community.

OV5a   CMN's Board of Directors is made up of Menominee Nation members approved by the Menominee Tribal Legislature. The board has the authority to create, modify, and enforce CMN policies and assumes management and control of the college's finances and property through its six standing committees: Curriculum, Planning and Budget, Technology, Policy, Facilities, and Development.

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OV5b Leadership and decision-making processes incorporate the college's values relating to inclusiveness, individual and institutional excellence, and sustainable development. CMN's president and the Visionary Council lead long-range planning while the Institutional Effectiveness Council assumes tactical planning operations and how to best allocate resources which govern Strategic Goals and AQIP Action Projects.

Here are what the Systems Appraisal Team identified as College of Menominee Nation's most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.

Item	*S/O*	*Comment*
5P1	O	Although the mission and guiding principles of the college are well articulated, well known, and occupy the heart of the institution's ongoing development, it is unclear whether the college has a defined process regarding mission document review that involves college employees outside the leadership realm.
5P2	S	College leaders set direction in alignment with CMN's mission and values through the assessment of community needs and the close monitoring of revenue sources, and the college president has initiated a 20-Year Vision statement.
5P3	O	Although the college describes how its mission is disseminated throughout the organization, it is unclear how the strategic directions of CMN take into account the needs and expectations of current and potential students and other key stakeholder groups, especially within the area of student learning and success.
5P4	O	While it is clear that CMN's culture and philosophy help propel the institution and that the college dedicates itself to quality student learning, it is unclear how college leaders specifically guide the institution in seeking future opportunities while simultaneously remaining focused on student learning.
5P5a	S	The college is governed by an appointed Board of Directors, and the board delegates authority through the establishment of policy and

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procedures that assist the decision-making processes at the college. Furthermore, decision making at the college utilizes input from various stakeholders, and there are opportunities for staff and faculty to serve on standing committees to address departmental needs and to communicate changes.

5P5b   O   The college has an opportunity to better articulate the role of faculty in curricular decision making, together with the role of the board in fiscal decisions.

5P6   O   While the college indicates that its processes are data-driven, a clear process indicating how this works is not evident, and the "Evidence Based Decision-Making Model" referred to in the 2006-2011 Strategic Plan is not evident.

5P7   S   Internal communication at the college occurs through face-to-face meetings, electronic and print media, and a shared drive. The college is encouraged to continue the development of its intranet to strengthen communication.

5P8   O   Communication of the CMN's shared mission, vision, and values appears to be limited to convocations, which occur once per term. The college is encouraged to explore additional methods of communicating its mission, vision, and values so that the process is not only continuous, but also is shared among all levels of college employees.

5P9   O   Although CMN offers various leadership-building opportunities to its employees, it is unclear the extent to which those opportunities are provided to all faculty and staff throughout the institution. Moreover, it is unclear as to how the college communicates and shares leadership knowledge, skills, and best practices.

5P10   O   The college recently initiated succession planning, and those processes are just beginning to emerge.

5R1   O   No specific measures of Leading and Communicating are defined, and minimal surveys are used to gather this data. The college has the

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opportunity to develop regular and defined measures of Leading and Communicating.

| 5R2 | O | Employee satisfaction related to Leading and Communicating is generally positive, though with some apparent gaps, specifically the use of a single source, the Constellation Survey, offered only once. Furthermore, performance results demonstrate that college leadership has an opportunity to improve communications in general, and more specifically, to create a culture wherein employees not only feel to be in partnership with administrators, but also share a compelling vision for the future. |

| 5R3 | O | Comparative data relating to communication, leadership, and shared governance reveal that the college has an opportunity to improve in this area. |

| 5I1-2 | O | The college has made commendable improvements in this area, including changing the cabinet structure; however, it does not yet appear that processes governing Leading and Communicating are systematic, and it is not clear how the culture and infrastructure help support the processes and creation of objectives for improved performance in Leading and Communicating. |

AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

Supporting Institutional Operations addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of College of Menominee Nation that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:

Item   Critical Characteristic

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OVc   CMN maintains two campuses linked to the Northern Wisconsin Educational Communications System allowing coursework to be delivered through live, interactive television to the main campus on the southern border of the Menominee Indian Reservation and to a second campus in Green Bay.

OV6   CMN has no long-term debt and hopes to ensure institutional stability and sustainability through grant funding (especially Title III), expanding its endowment and increasing enrollment, while minimizing waste and inefficiency. Funding from HUD, USDC and USDA have been utilized for construction projects, and the College currently has over $11 million in government and private multi-year grant programs.

Here are what the Systems Appraisal Team identified as College of Menominee Nation's most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.

Item	*S/O*	*Comment*
6P1a	S	The college uses formal processes, such as surveys, and informal processes, such as interaction between students and college employees, to identify the support service needs of students.
6P1b	O	There is no indication of any formal mechanisms for identifying the needs of other key stakeholders. Using data collection processes on a regular basis will allow the college to address this area.
6P2a	S	The Constellation and Great Places to Work surveys provide a baseline of objective, actionable data that the CMN can use to identify and improve the administrative support service needs of faculty, staff and administrators.
6P2b	O	The college has an opportunity to determine a process to regularly assess the administrative support needs of faculty, staff and administrators.
6P3	O	Processes governing security and safety are designed by a Safety Committee. However, an opportunity exists regarding safety plan development and standard protocols.

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6P4a	S	The administrative structure was reorganized to enable the student support services and academic support services to report directly to the Chief Academic Officer. Monthly meetings with directors and managers provide for opportunities for sharing and for addressing changing stakeholder needs.
6P4b	O	Although the college has a structure in place to manage the daily operations of its organization, it is unclear how those processes ensure that required needs are actually being met.
6P5a	S	Several reorganizations have taken place recently to insure that knowledge is being shared across units. An Action Project was devoted to improving this function. The college uses MyEmpower student portal to make readily available information on support services for students. Hard copy guides are also available in many departments.
6R1	O	Although CMN collects data using a multitude of measures, the college might consider administering such surveys on a regular basis in order to continuously capture data regarding its support processes.
6R2a	S	Results of surveys indicate that the majority of students are "somewhat" to "very satisfied" with support services.
6R2b	O	While results provided for student support process satisfaction are comparable to cohort schools, no trend data and no targets are presented. Without these data pieces, it is difficult to determine how well CMN is really progressing.
6R3a	S	Graduation surveys reveal very high satisfaction rates in key student support areas such as student services, the administrative software, student activities, library, and information technology.
6R3b	O	CMN faculty and staff have responded favorably on the Constellation Survey and the Great College survey regarding administrative support services. However, these surveys were only one time offerings as far back as 2007. Also, no trend data or targets for performance have been indicated.

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6R4	O	Financial aid and Student Services per FTE do not define support services. CMN has an opportunity to develop a systematic assessment process with established key performance indicators and a review schedule which would allow leaders across the institution to focus their teams on high priority areas needing improvement.
6R5	O	While the college performs well in comparison with other institutions, it has an opportunity to utilize additional survey methods besides IPEDS to measure performance results with supporting institutional operations.
6I1	O	While the implementation of a 'one-stop' student services center has provided several opportunities to improve institutional operations, it was not identified how CMN uses the data for supporting operations, nor is there evidence to support that the one-stop-shop has been an improvement.
6I2	O	CMN does gather data to help performance results in Supporting Organizational Operations; however, an opportunity exists to create an action plan that involves the organization as a whole and to incorporate improving performance results within the culture. This ongoing assessment will make all employees aware of the benefits of creating improvements for operational efficiency.

AQIP CATEGORY 7: MEASURING EFFECTIVENESS

Measuring Effectiveness examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

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Here are the Key Critical Characteristics of College of Menominee Nation that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:

Item   Critical Characteristic

OVe   CMN strives toward a culture characterized by collegial deliberation and democratic inclusion, cultivation and support of individual aspirations, and change for the betterment of the community.

OV7   The college maintains membership in the American Indian Higher Education Consortium funded by the Lumina Foundation. It requires the college to collect and report data relating to student success including metrics not typically provided by traditional higher learning institutions. Reporting requirements and new software have enhanced evidence-based decision making.

Here are what the Systems Appraisal Team identified as College of Menominee Nation's most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.

Item   S/O   Comment

7P1/2a   S   The Director of Institutional Research responds to the Executive Cabinet, deans and program directors regarding ongoing and special informational reports necessary for making decision-making support. The IR Director supports those requests with data gathered by the Empower student information system.

7P1/2b   O   While the newly restructured cabinet, with the assistance of the Informational Researcher, has the opportunity to identify and evaluate instructional programs and to support planning and improvement efforts, it is unclear what type input opportunities are available for rank and file employees to express specific needs for information and reports.

7P3a   S   In an effort to avoid redundancy and misinterpretation of data, departments and units are encouraged to coordinate data requests through the IR Department to ensure the data do not reside elsewhere.

Additionally, if the Empower system does not meet specific needs the IR Director makes recommendations for other means of gathering data.

7P3b	O	Processes governing the determination of departmental and unit needs regarding the collection, storage, and accessibility of data appears confined to deans, directors, and institutional research. It is unclear how department and unit information needs are determined, prioritized, and acted upon. The college might benefit from including additional college staff in the determination processes.
7P4a	S	The SAS Enterprise Intelligence Suite for Education software provides access and control of data for those utilizing that information for daily management and decision making. Additionally, data is published on the college website and distributed to key stakeholders and regulatory organizations.
7P4b	O	The college has the opportunity to develop measures of institutional effectiveness along with sources of comparative data.
7P5/6	S	CMN identifies the group of Tribal colleges that are members of AIHEC as a peer group for IPEDS comparison data.
7P5/6	O	CMN identifies instruments or organizations that it uses for comparing with other institutions of higher learning; however, it is unclear how the college, at least on a formal level, ensures department and unit analysis of data and information aligns with institutional goals encompassing both instructional and non-instructional programs and services.
7P7	S	The college relies on the Empower data system to support timely, accurate and reliable information as needed. The Data Systems Coordinator works closely with ComSpec to ensure the data reliability and security.
7R1/2	O	While the **r**esults of the AQIP Constellation Survey indicated high satisfaction with the college's data collection, CMN has the opportunity to continue to administer the Constellation survey or another measure on a regular basis. Additionally, the college has an opportunity to use the

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powerful reporting tools within the system itself to measure the performance of the system. For example, data on usage, breadth of usage, time of usage, data requested, student usage, etc.

7R3	OO	No reportable results are given regarding how the results for the college's performance for its processes for Measuring Effectiveness compare with the results of other higher education organizations or organizations outside of higher education.
7/I a	S	CMN's improvements in Measuring Effectiveness processes, including adding an additional dedicated staff member and incorporating software upgrades and improvements, should enable users of data to more easily access the relevant data they need so decision making will be more data-driven.
7I1/2b	OO	The college has established a culture of evidence and infrastructure that helps it select specific processes to improve and to set targets for improved performance results in Measuring Effectiveness. As an ongoing process, this has the potential to provide the college with opportunities to monitor cultural change with the new organizational infrastructure. The college can anticipate further improvements with measuring institutional effectiveness after the development of a systematic collection of data. CMN was limited with the documentation of improvements due to a lack of baseline data.

AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

Planning Continuous Improvement examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of College of Menominee Nation that were identified by the Systems Appraisal Team as most relevant for its interpretation of its _Systems Portfolio_ section covering Category 8, Planning Continuous Improvement:

Item   *Critical Characteristic*

OVe   CMN strives toward a culture characterized by collegial deliberation and democratic inclusion, cultivation and support of individual aspirations, and change for the betterment of the community.

OV5b   Leadership and decision-making processes incorporate the college's values relating to inclusiveness, individual and institutional excellence, and sustainable development. CMN's president and the Visionary Council lead long-range planning while the Institutional Effectiveness Council assumes tactical planning operations and how to best allocate resources which govern Strategic Goals and AQIP Action Projects.

OV8   The college supports a "grow our own" succession plan. Attracting talented faculty and staff is difficult because the college is located in the poorest county of the state and one of the poorest counties in the nation.

Here are what the Systems Appraisal Team identified as College of Menominee Nation's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.

Item   *S/O*   *Comment*

8P1   S   The college has developed a strategic planning process based on the KJ planning approach. The key is to maintain and update the processes and collection points of vital data to develop and bridge processes with planning.

8P2a   S   The Visionary Council envisions and articulates the vision; the Institutional Effectiveness Council develops tactical strategies; and department faculty and staff develop action plans in coordination with the Chief Financial Officer for submission to the President, Executive Council, and Board of Directors.

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8P2b	O	CMN continues to address the short-term and long-term strategies through a Visionary Council; however, the selection of short- and long-term strategies was not discussed.
8P3	O	Although the college develops key action plans to support organizational strategies through fiscal responsibility and encourages respective faculty and staff to assist with the formulation of those action plans, it is not clear *how* the plans are developed.
8P4	O	While CMN uses a systemic approach with the Cabinet coordinating and aligning planning processes and strategies across the institution, it is not clear *how* they coordinate and align these processes.
8P5	O	A new Institutional Effectiveness Committee is charged with selecting measures and setting performance targets which are emerging; however, it is not clear how these objectives, measures, and performance targets are defined. Continuous monitoring of the short-term strategies is a necessity to ensure long-term success.
8P6a	S	CMN incorporates a four-step, multiphase budgeting process including administrative preparatory review, action plan development, financial analysis by the CFO, and final approval by Cabinet and the Board of Directors.
8P6b	O	Resource allocations are part of a checks and balances system at CMN. The strategic plan focuses the financial resources and budgetary needs while identifying potential future needs. However, it is not clear how CMN links strategy selection and action plans.
8P7a	S	Environmental scanning, SWOT analysis and cost-benefit analysis are part of addressing risk as part of the regular planning process.
8P7b	O	CMN utilizes financial leadership and resource management in its risk management process. Although it utilizes a SWOT analysis, it is not clear how risk is assessed and addressed.

8P8a	S	Employees are trained and job descriptions reflect the mission, vision, and objectives of the college. Incentives are provided for motivation. The "grow our own" philosophy fits well into this process.
8P8b	O	While the college clearly values its employees and includes them in the planning process, it is unclear how the college addresses its need to develop and nurture employees to meet the changing requirements demanded by organizational strategies and action plans. That is, the link between organizational strategies and continued employee development is not apparent. It was noted that adjunct faculty are not included in the planning process; however, including the adjunct faculty may provide additional insight into key planning areas.
8R1-2	O	Only the Constellation Survey of 2007 is cited as a source of data. While valuable, it is a one-time, snapshot view and could be supplemented by other data resources.
8R2	S	The college reacted to negative responses regarding organizational strategies and actions plans on the Constellation Survey by making major changes in the linkage between budget and planning. The college anticipates that these changes will result in more favorable responses in the next survey.
8R3-8R4	O	CMN has identified four specific goals for action plans during the next three years including work to maximize financial resources, improve students' success, streamline programs, and provide creative program delivery. CMN has the opportunity to develop numeric projects and targets for those four major goals.
8R5	O	Given the age of the performance results data in this category, there is a lack of evidence regarding the effectiveness of the college's continuous improvement processes.
8I1-2	S	CMN has identified the need to focus on collegial deliberation and democratic inclusion. Recent improvements include the Visionary Council and Executive Cabinet's ability to establish shorter-term goals and strategies.

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8I2   O   The link between the college's culture and continuous improvement is not
                          clearly articulated.

AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

Building Collaborative Relationships examines your institution's relationships – current and
potential – to analyze how they contribute to the institution's accomplishing its mission. It
examines your institution's processes and systems related to identification of key internal and
external collaborative relationships; alignment of key collaborative relationships; relationship
creation, prioritization, building; needs identification; internal relationships; measures; analysis
of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of College of Menominee Nation that were
identified by the Systems Appraisal Team as most relevant for its interpretation of its
Systems Portfolio section covering Category 9, Building Collaborative Relationships:**

Item   Critical Characteristic

OVb   CMN's mission is to provide students with higher education opportunities that infuse
          American Indian culture, leadership, and advanced studies and careers within the
          context of a multicultural world, to research promote, perpetuate, and nurture American
          Indian culture, and to provide community workshops and service for lifelong learning.

OV6   CMN has no long-term debt and hopes to ensure institutional stability and sustainability
          through grant funding (especially Title III), expanding its endowment and increasing
          enrollment, while minimizing waste and inefficiency. Funding from HUD, USDC and
          USDA has been utilized for construction projects, and the college currently has over $11
          million in government and private multi-year grant programs.

OV7   CMN maintains membership in the American Indian Higher Education Consortium
          funded by the Lumina Foundation. CMN is required to collect and report data relating to
          student success including metrics not typically provided by traditional higher learning
          institutions. Reporting requirements and new software have enhanced evidence-based
          decision-making.

OV9   Primary partnerships are limited to grant agencies and the local community; however, working with the Eli Lilly Foundation and the American Indian College Fund, CMN established a Bachelor of Science degree in public administration incorporating distance education courses.

Here are what the Systems Appraisal Team identified as College of Menominee Nation's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.

Item	*S/O*	*Comment*
9P1	SS	CMN maintains working relationships with educational institutions on the Menominee Reservation, the Keshena Primary School, feeder schools through the Learn and Earn program and the Summer Transportation Institute, the University of Wisconsin, various medical clinics, and area workforce development.
9P1-9P5	O	CMN has the opportunity to formalize a process to prioritize organizational relationships with educational institutions and other organizations.
9P2a	S	The college identified how it creates and builds relationships with other employers and educational institutions through a review and participative involvement commitment with its stakeholders.
9P2b	S	The college is a part of NEW ERA, a group of 13 publically-supported, higher education organizations working to enhance cooperation and collaboration throughout higher education. The Faculty Dialogue Group (FDG) is a part of NEW ERA and works to enhance communication through faculty discussions.
9P3	S	It is evident that the college strongly supports relationship building and provides channels for development. For example, CMN has established relationships with outside entities, such as the Robert J. Peot Foundation and the Theodore R. and Vivian Johnson Foundation that provide scholarships to CMN students.

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9P5   S   Through the External Relations Department, the college partners with a number of external agencies and organizations, including the National Science Foundation, the U.S. Department of Agriculture, and others. For example, four major corporations are identified by CMN as providing scholarships and gifts. The college's External Relations Department facilitates these efforts and focuses on seeking and nurturing external relationships.

9P6   O   Although CMN employs a single, systematic process for creating relationships (the four "rules" of partnership identified by Dr. William C. Richardson), there exists an opportunity to develop modeled processes that would allow the college to develop, monitor, and measure relationships with stakeholders and other parties through a formal and informal feedback process.

9P7   S   CMN has created a functional communication model to create or establish relationships within its infrastructure. CMN places a heavy emphasis on customary mechanisms for communication and is working on its intranet processes.

9R1-3   O   CMN focuses on one survey given in 2007. There exists an opportunity to develop processes which will allow for more timely information gathering to support planning.

9I1   S   The development of committees to design processes that could enhance the working relationships of CMN and community organizations may show positive performance results in areas of literacy, expanded continuing education opportunities, and technical assistance.

9I2   S   The college's culture emphasizes the betterment of the community, and it is clear that this cultural attribute continuously drives the college's processes in creating, nurturing, and strengthening collaborative relationships.

9I1-2   O   It is not clear how the processes are selected for improvement in this area.

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