COLLEGE OF MENOMINEE NATION
KESHENA - GREEN BAY

COLLEGE OF MENOMINEE NATION
SYSTEMS PORTFOLIO

November 2016
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ORGANIZATIONAL OVERVIEW

HISTORY OF THE COLLEGE OF MENOMINEE NATION

On March 4, 2017 College of Menominee Nation (CMN) will enter its 24th year. With the hiring of Dr. Verna Fowler, a Menominee Tribal member with a doctorate in Educational Leadership and a cognate in Post-Secondary Administration, on September 9, 1992, the Menominee Tribal Legislature, the governmental body of the Menominee Tribe of Wisconsin, began the process to establish the College of Menominee Nation to serve the Menominee people, other American Indian tribes, and the Non-Indian communities in the surrounding area. The first day of classes occurred on January 19, 1993. Four courses were offered that first semester to forty-two students. On March 4, 1993, the Tribal Legislature chartered the College of Menominee Nation by Ordinance 93-2 and made provision for a Board of Directors, which was given responsibility for overseeing College operations. In the fall of 1996, pursuant to Article VIII, Section 4, of the Menominee Constitution and By-Laws, the Menominee People initiated a revised charter that reinforced and secured CMN’s existence. The 1996 charter was unanimously approved and adopted by the Tribal Legislature on October 3, 1996.

VISION AND MISSION

Vision - The institutional Vision is to serve as a center for lifelong learning, providing exemplary academic preparation and research.

The College actualizes that Vision through its academic degree and workforce preparation programs, community outreach and service, research and dissemination, and as a center of inquiry, communication, and interaction for the Menominee Nation and neighboring communities of Northeastern Wisconsin. The College conducts those activities in fulfillment of its Mission.

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

CMN, in concert with the Menominee cultural lifeways, embodies an institutional philosophy and praxis of collegial deliberation, democratic inclusion, and shared governance. These philosophical principles align with the axioms of AQIP. From the time CMN was approved for participation in the AQIP Pathway in 2009, the College has been integrating AQIP’s methods into its organizational culture as the mechanism by which it honors its Mission and continually improves as an institution.

NUMBERS AND TYPES OF STUDENTS

During the period preceding this reporting cycle (2007-2012) CMN observed a modest but consistent increase in student enrollment from 378 FTE in 2007 to 514 FTE in 2012. For the current reporting cycle (2012-2016), the College experienced a decline in student enrollment from its apex in 2011 Fall (see Figure O.1). While there was a small drop in enrollment from 2011 Fall to 2012 Spring, the downward shift was attributed to fewer students in workforce development courses such as Home Health Aid. Insofar as the 2012 Fall enrollment stayed...
relatively constant with 2012 Spring, CMN Leadership speculated that the enrollment correction had stabilized. But to ensure that FTE enrollment was closely monitored in the future, CMN Leadership, consistent with its process of forming interdepartmental problem-solving workgroups, task forces, and committees to focus institutional efforts, established a Strategic Enrollment Management Task Force. When FTE enrollment declined further in 2013 Spring, there was a committee in place to respond systematically to the issue and develop institutional recruitment goals for recruiting staff as well as make recommendations to improve the College’s recruitment strategies to CMN’s leadership.

Figure O.1 – FTE Enrollments by Term

![CMN Five Year FTE Enrollment Trend](image)

One of the Strategic Enrollment Management Task Force recommendations to the President’s Cabinet was to hire a consultant to aid the Student Services Division in refining its recruitment goals and enhancing its recruitment strategies. Through support from a Title III grant, CMN hired Ruffalo-Noel Levitz consultants in 2015 to assist in the development of a concrete and detailed Recruitment Plan. Notably in Figure O.1, even with the early efforts of the Recruitment Plan implementation, CMN FTE enrollment is beginning to recover.

In addition to the Fall 2012 decline in FTE enrollment, CMN saw an increase in part-time students (62%), which resulted in fewer credits being sold that Academic Year (see Figure O.2). At the time, the increase in part-time students was attributed to the popularity of the new home health aide and certified nursing assistant courses which were the entry level rungs of the nursing programs’ career ladder. These courses lead directly to employment for many of the students rather than leading immediately to higher-level coursework. This trend, however, not only continued through the current reporting period but the percentage of total enrollment of part-time students grew; in Spring 2016, slightly more CMN students were part-time than full time (see Figure O.2).
While the decline in FTE and the decline in full time students does have a financial impact on CMN, which will be discussed below, the College is realigning its academic operations by recalibrating its course scheduling and enhancing its course delivery, using innovative strategies such as flipped classrooms, to better serve the needs of part-time students in persisting and completing their respective diploma and degree programs. The financial impact of this trend is being managed through the Recruitment Plan and monitored by the Budget Committee.

In the last System Portfolio, CMN also reported a decrease in American Indian students, declining from 83% in 2007 to 62% in 2012. This decline was ascribed to the large number of Non-Indian students in the Nursing Programs. During AY2015-2016, with the deactivation of the Nursing Programs, CMN’s American Indian student count has risen to 69%. The College continues to serve 25+ different Tribes in any given semester. But the majority of American Indian students represented in the student body are Menominee (61%) and Oneida (21%). The non-Indian population is composed of Caucasian (15%), Hispanic (3%), Black (2%), and Asian (1%).

Sixty-five percent of CMN’s student body fall within non-traditional age groups of 25-65. The average age of CMN students is 28 with a median of 25. Figure O.3 shows the breakdown by age group.
PROGRAMES OF STUDY

CMN’s degree offerings have undergone significant change during the reporting period, due to financial challenges attributed to declining enrollment and increase part-time status (See Category 5). After a careful review of FTE and American Indian enrollment by degree, diploma, and certificate program, CMN put six Associate Degrees (Accounting, Computer Science, Liberal Studies—Humanities, Liberal Studies—Social Science, Mathematics, and Sustainable Development), one Technical Diploma (Sustainable Residential Building), and three Certificates of Mastery (Criminal Justice, Entrepreneurship, and Microcomputer Specialist) into latency in Spring 2015.

Some of the now latent degree, diploma, and certificate programs had no current students, but for those programs that did have currently enrolled students, CMN committed to helping students achieve their academic goals by facilitating changes in majors, evaluating transfer credits, substituting courses, and scheduling the necessary courses for graduation. As of 2016 Spring, CMN had graduated the last of those students whose majors (Accounting) became latent in 2015. At the end of Fall 2016, CMN will complete its retrenchment of academic programming as the College puts its Associate of Applied Science Degree in Nursing/Nursing Bridge (Registered Nurse) and its Technical Diploma in Nursing (Licensed Practical Nurse) into latency. While the ADN/RN was ACEN accredited and both programs were successful, e.g., CMN had 83.3% pass rate on the NCLEX exam and an excellent job placement rate of 92% of graduates were placed in jobs within 6 months, the programs are simply too expensive for the College to continue at this time. CMN Board of Director’s announced the Nursing Program latency on April 14, 2016. No students were accepted into the Nursing program after that date. But as in the earlier program retrenchment, CMN committed to helping our Nursing students achieve their dreams. The Dean of Nursing and the Nursing Department staff worked with students to either complete their programs at CMN by December 2016 and/or to transfer to other Schools of Nursing in the northeast Wisconsin region. While CMN’s Nursing Program will officially enter latency in December 2016 with 13 Licensed Practical and 11 Associate of Applied Science in Nursing as Fall 2016 graduates, three current students will complete course work at Northeast Technical College or Fox Valley Technical College in Spring 2017 and will transfer their final semester courses back to CMN no later than May 2017 at which time CMN will confer their ADN or TPN degree during 2017 Commencement.

CMN offers three Bachelor Degrees (BS in Business Administration, BS in Education, and a BA in Public Administration); eight Associate of Arts/Sciences Degrees (Biological and Physical Sciences, Business Administration, Digital Media, Early Childhood, Liberal Studies, Natural Resources, and Public Administration), two Associate of Applied Science (Environmental Engineering Technology and Nursing/Nursing Bridge) and four Technical Diplomas (Business Office Technician, Electricity, Practical Nursing, and Welding). As of Fall 2016, CMN’s Bachelor of Arts Degree and two Bachelor of Science Degrees account for 14% of the students; the Associate and Associates of Applied Science Degrees account for 42%; and the four Technical Diplomas account for 13%. The remaining 31% are non-degree seeking students.

During the AY2015-2016 and 2016-2017 periods, CMN has internally approved through its curricular review and approval process a Bachelor of Arts in Education (Non-Licensure) to support those students who work in Early Childhood and Daycare or serve as Teaching Assistants in public, charter, and private K12 schools.

Bachelor of Science in Manufacturing Engineering and a CNC Machinist Technical Diploma are in process to support the workforce needs of northeast Wisconsin.
Additionally, two Baccalaureate degrees are in discussion: a BA/BS in Liberal Studies and a career-laddered Associate to BS degree in Agricultural Science through a collaborative effort by the Deans of Letters and Science and Continuing Education and the Director of the Sustainable Development Institute.

**FACILITIES ON TWO CAMPUSES**

The College of Menominee Nation offers classes on two campuses located in Northeastern Wisconsin. The main campus is on State Highway 47/55 at the southern border of the Menominee Indian Reservation (Menominee County), approximately seven miles north of the City of Shawano (Shawano County). It features nine buildings (123,000 square feet) on 52 acres near the pine and hardwood forestlands for which the Menominee are world renowned. The College’s second campus has one building (17,000 square feet) and is located in metropolitan Green Bay (Brown County), a major Great Lakes port and industrial, retail and population center. The Green Bay campus is near the land of the Oneida Nation of Wisconsin. A total of 82.5% of the students reside in Menominee, Brown and Shawano counties.

**DISTANCE DELIVERY**

Prior to 2014, CMN was part of the Northern Wisconsin Educational Communications System (NWECS) which provides live interactive television (ITV) communication throughout the State of Wisconsin and to the rest of the world. The system was used primarily for course delivery between the Keshena and Green Bay campus.

In 2013, CMN learned that the equipment which supported its ITV system would no longer be technically maintained by 2015. While the ITV system was still in good working order, CMN’s academic and IT leadership systematically began to explore alternative delivery systems in consultation with learning management companies and visits to demonstration sites. The College decided to invest in a Cisco Telepresence Systems. With the support from Cisco and Heartland, an IT company with which CMN regularly contracts, the Telepresence System installation on both campuses was completed in 2014 and came in under budget.

Initially to familiarize faculty with the new technology and the pedagogical concept of Flipped Classroom, CMN employed the Telepresence in much the same way as it had used the ITV System. During its inaugural year, CMN Faculty received training on the technology and on Flipped Classroom pedagogy. And in 2016 Spring, CMN delivered its first Flipped Classroom course, MAT120: Elementary Functions: Algebra and Trigonometry, designed and taught by Dr. Lisa Bosman. Dr. Bosman continues her work and has offered MAT260: Introduction to Statistics in Fall 2016. As faculty work toward “flipping” more courses, the College will move to the second phase of the Telepresence’s planned use for course delivery with the development of hybrid and fully on-line courses. As phase II progresses, CMN will work with other Tribal Colleges and Universities in the American Indian Higher Education Consortium (AIHEC) to provide on-line courses and degree programs. But the innovative course delivery methods developed in Phase I such as Flipped Classroom will be fully realized to best accommodate our growing, nontraditional, working-professional and part-time students to achieve their aspirations of completing a robust, quality degree program in a timely manner.
OTHER KEY PROGRAMS AND RESOURCES

As a Tribal College that relies heavily on a variety of federal, tribal, state, and private grants, CMN maintains a Sponsored Programs Office (SPO). The SPO staff work masterfully with faculty and staff to craft consistently funded projects that enhance CMN’s strengths and underwrite its institutional improvements. As of Fall 2016, nearly $8 million in government and private grants support educational initiatives and research at the College, with major multi-year awards from the U.S. Department of Education, U.S. Department of Health and Human Services (HHS), U.S. Department of Agriculture, NASA, National Science Foundation, Institute of Museum and Library Services, and American Indian College Fund (AICF). Projects include curriculum development, student research, student support services, educational infrastructure, and community-based and outreach programming. More than $1 million of the total focuses on agricultural research and programming. The College has also received a highly competitive five year Department of Education TRIO Student Support Services grant, totaling over $1 million to provide student support services to financially disadvantaged and first generation students.

CMN begins AY2016-2017 with a balanced, unrestricted General Fund budget of $4.7 million, comprised of Tuition and Fees, American Indian Student Count, State of Wisconsin Non-Beneficiary funding and other donations.

Through its sponsored programs and the efforts of CMN’s Department of Continuing Education and Sustainable Development Institute, the College has expanded its stakeholders and partnerships.

- In partnership with the State of Wisconsin, CMN houses the Menominee Job Center (MJC) at the Community Technology Center. The Menominee Job Center is a public/private venture that combines resources in a one-stop employment and training center for students, job seekers, employers, and workers. Through MJC, the College administers Workforce Innovation Opportunity Act (WIOA), a federally funded program that establishes the Wisconsin Workforce Development System and provides funding to support training and employment services for adults, dislocated workers and low-income, at-risk youth.

- In partnership with the Menominee Indian Tribe and Menominee County, CMN absorbed the county/tribal public library to become the S. Verna Fowler Academic Library/Menominee Public Library. This partnership opens additional funding to the library and significantly expands its programming and stakeholders.

- In partnership with a number of government agencies such as US Department of Agriculture and the US Forest Service and mainstream universities such as the University of Michigan and Penn State, CMN’s Sustainable Development Institute regularly brings a wide range of international research and learning opportunities for students and other College stakeholders.

- In partnership with the University of Wisconsin-Madison Extension, CMN’s shares space in its CTC and works collaboratively on a variety of projects with the Menominee County Extension Office, expanding opportunities for College projects such as its Community Gardens, and programming such as 4H.
In partnership with Fox Valley Technical College, CMN offers Commercial Driver’s License (CDL) training on the Keshena campus.
CATEGORY 1: HELPING STUDENTS LEARN

INTRODUCTION

CMN’s Mission guides all aspects of teaching and learning. Efforts are focused on quality education; preparation of students for leadership, careers, and advanced studies; engagement in research for the betterment of the community and the institutions; and the promotion of American Indian cultural awareness and preservation. The Curriculum Committee and the Assessment of Student Learning (ASL) Committee have majority faculty representation and are responsible for different aspects of program and course approvals.

General Education Objectives (GEOs) are the broad abilities gained by CMN graduates in critical thinking, problem-solving, communication, culture and history, civic service, professional skills, and leadership. Using published guidelines and ASL Committee advice, GEOs and related assessments, whether initial or revised, are the responsibility of faculty as are all program learning outcomes. Bringing both an American Indian perspective and mainstream perspective, program faculty consult with a variety of stakeholders in program design and evaluation. Program outcome approval or modification follows the same approval process as GEOs.

In addition, because written communication is prioritized, students’ abilities are evaluated at two points in time—completion of Introduction to College English (internal assessment) and prior to graduation. Critical thinking is another area of focus with progress measured by the CAAP exam. Culture, a third focus of attention, is measured by the Global Perspectives Inventory. Collection, analysis, and dissemination is the responsibility of the ASL Committee.

A significant area of institutional focus for the past four years was the development of academic pathways by the Open Access team and the Foundational Studies Task Force. The pathways facilitate student efforts in their acquisition of prerequisite skills to meet their long-term goals. While early results seem promising, these interventions will continue to be carefully monitored.

Academic Integrity is an area of strength. Policies and procedures address employee conduct and work ethics, academic freedom, conflict of interest, and faculty/student research. Guidelines for students’ ethical learning and research practices are not only published in the academic catalog and student handbook but explicitly incorporated in coursework and addressed through “early alert” types of assignment design.

An area of challenge and opportunity is Program Learning Outcomes and Program Review. CMN has created an Action Project for AQIP Steering Committee approval and monitoring to address the opportunity in the next three years.

During the reporting period, CMN has become more systematic in its approach to Category 1. The College consistently uses interdepartmental workgroups and task forces, which erode departmental silos, as well as established group facilitation instruments to define problem areas more concretely. As detailed in 1P3: Academic Program Design, these two strategies have evidentially improved CMN’s processes, decision-making, and institutional communication. Moreover CMN has become more systematic in using data-driven decision models and more focused on indicators of student success and benchmarks for the institution. In its next steps, the College will make a concerted effort to bring its processes, data-driven decision-making,
assessment, and communication strategies into alignment with the College’s institutional goals and measures of effectiveness.

1.1: COMMON LEARNING OUTCOMES

1P1 - Describe the processes for determining, communicating, and ensuring the stated common learning outcomes, and identify who is involved in those processes.

As noted in the 2012 Systems Portfolio, two CMN committees are charged with determining, communicating, and ensuring the quality, relevancy, and efficacy of the College’s learning outcomes: The Standing Board Curriculum Committee and the Letters and Sciences Assessment of Student Learning (ASL) Committee. Currently seven faculty Department Chairs, the Registrar, two CMN Board of Trustees, and a Menominee community member are appointed to the Curriculum Committee; and six faculty members from across the disciplines and one Student Services representative sit on the ASL Committee (4.B4). Figure 1P1.1 depicts the curriculum review process.

Figure 1P1.1 Curriculum Review Process

The Curriculum Committee ensures course and program proposals address CMN’s General Education philosophy and requirements. The ASL Committee monitors rigor and consistency of learning outcomes within and across programs of study.

Each new or substantially revised course or degree program undergoes CMN’s Curriculum Review Process. To fulfill their full responsibilities, as discussed above, the Curriculum and ASL Committees, via a required Course Outline for each course, have in-depth knowledge of course learning and program outcomes as well as student learning assessments and mandatory data collection assignments.

When founded, through its Mission, CMN committed to providing its students with a quality higher education that fully embraces and honors American Indian culture as it prepares students for “leadership, careers, and advanced studies in a multicultural world.” Drawing upon the
tenets of a 21st Century liberal arts postsecondary education (3.B2), CMN strives to provide a balanced educational experience that helps students develop the interdisciplinary critical thinking skills, articulate informed communication skills, quantitative and scientific reasoning skills, creativity, flexibility, and the confident independence needed to face future challenges (3.B3). This is accomplished through the College Core Component Requirements and the General Education Requirements, which all Associate and Baccalaureate degree students must complete before graduation (3.B1). The requirements are listed in Figure 1P1.2.

**Figure 1P1.2 Core Component and General Education Requirements**

<table>
<thead>
<tr>
<th>Core Component Requirements</th>
<th>General Education Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM100-Introduction to Oral Communications</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>EDU100-Student Success Strategies</td>
<td>Humanities</td>
</tr>
<tr>
<td>EDU295-Student Portfolio Seminar</td>
<td>Natural and Physical Sciences</td>
</tr>
<tr>
<td>ENG100 or ENG101-Introduction to College English</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>ENG102-College English and Research</td>
<td>Tribal History or Language</td>
</tr>
<tr>
<td>MAT104 or MAT106-College Algebra</td>
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<tr>
<td>SDE100-Introduction to Sustainable Development</td>
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</tr>
</tbody>
</table>

CMN’s faculty determine the level of Core Component and General Education Requirement competency required for each of their programs, following guidance provided by the ASL Committee (4.B1). See Figure 1P1.3.

**Figure 1P1.3 ASL Level Guidance**

<table>
<thead>
<tr>
<th>Skill Levels</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Level Five</strong></td>
<td><strong>“Evaluation”</strong> At level five, the student demonstrates involvement of judging value of materials and ideas, and is able to set and use criteria. Terms like interpret; solve; conclude; debate; assess; evaluates, and judge indicate mental processes at this level. Sample artifacts could include a group discussion; news item; court trial; self-evaluation; report; recommendation, or investigation.</td>
</tr>
<tr>
<td><strong>Level Four</strong></td>
<td><strong>“Synthesis”</strong> At level four, the student demonstrates cognitive process based on knowledge, comprehension, and application. Terms like predict; assume; translate; formulate; modify; compose; infer; estimate; and design indicate mental processes at this level. Sample artifacts could include prediction; new game; story; poem; project; play; song; news article, or advertisement.</td>
</tr>
<tr>
<td><strong>Level Three</strong></td>
<td><strong>“Analysis”</strong> At level three, the student can breakdown and examine information and is able to distinguish the parts. Terms like compare; contrast; infer; combine; differentiate; order; separate; dissect; associate; relate, and pattern indicate mental processes at this level. Sample artifacts could include questionnaire; survey; report; graph; chart; outline; diagram; conclusion; list; plan; summary, and report.</td>
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<tr>
<td><strong>Level Two</strong></td>
<td><strong>“Application”</strong> At level two, the student has the ability to use information and demonstrates the ability to apply concepts. Terms like organize; group; collect; apply; summarize; order; classify; model; construct; relate, and code indicate mental processes at this level. Sample artifacts could include illustrations; diagrams; diorama; map; puzzle; model; lesson; scrapbook; mobile; photographs; sculpture, and journal.</td>
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<tr>
<td><strong>Level One</strong></td>
<td><strong>“Knowledge”</strong> At level one, the student has the ability to recognize and recall, memorize, and repeat information. Terms like explain; show; list; observe; demonstrate; describe; uncover; locate; memorize; recognize; discover; recall; read; name, and match indicate mental processes at this level. Sample artifacts could include labels; names; lists; definitions; facts; tests; recitations, and diagrams.</td>
</tr>
</tbody>
</table>
Using the ASL guidance, faculty complete the matrix in Figure 1P1.3 to ensure each program course offers students the opportunity to hone the skills of the Core Component and General Education Requirements (3.B3). The Digital Media Associates Degree Program provides an example of a matrix submitted by faculty in the program proposal and monitored by the ASL Committee.

**Figure 1P1.4 Digital Media Associate Degree General Education Requirements (3.B4)**

<table>
<thead>
<tr>
<th>Sub-category</th>
<th>Critical Thinking</th>
<th>Problem Solving/Decision Making</th>
<th>Written</th>
<th>Spoken</th>
<th>Multimedia</th>
<th>Native American Traditions and Culture</th>
<th>Own Traditions and Culture</th>
<th>Regional Traditions and Culture</th>
<th>Global Diversity</th>
<th>Civic Service</th>
<th>Professional Skills</th>
<th>Leadership</th>
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<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Level (1-5)</strong></td>
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<tr>
<td>Intro to Digital Media Creation</td>
<td>4</td>
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<td>Digital Image Development</td>
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<td>Web Design &amp; Development</td>
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In addition to the internal instruments used to assess student learning, at the completion of an Associate Degree, CMN uses two external assessment tools: the Collegiate Assessment of Academic Proficiency exam (4.B2) and the Global Perspective Inventory (3.B4). These instruments are analyzed by faculty and the ASL Committee for instructional improvement.

The Course and Program Learning Outcomes are required components of CMN’s Course Outlines, Degree Audit Sheets, and Course Syllabi, as appropriate. Faculty and administration have direct access to Course Outlines, Course Syllabi, and Degree Audit Sheets through CMN’s “Common Drive” and Intranet. Students and other stakeholders have access via the College’s website to Degree Audit Sheets and Core Component and General Education Requirement information through the Academic Catalog. Students too, of course, receive a syllabus within the first week of classes for every course in which they are enrolled.

Students not only hone the Core Component and General Education learning in their Program Courses, but through a variety of research and scholarly opportunities, they learn to apply those skills. For example, Feather Chronicles, CMN’s literary magazine, edited by Dr. Dennis Vickers (Humanities Faculty), provides students with a variety of creative and scholarly opportunities. Dr. Lisa Bosman (Engineering Faculty) currently involves six students in a data collection project on six pairs of differently-designed solar panels to determine which type of panel serves best in northern, forested regions; Jennifer Morris (Foundational Studies Dean), who advises
CMN’s American Indian Science and Engineering Society (AISES) Chapter, each year involves the Chapter students in a rocket building and launching competition sponsored by the Wisconsin Space Consortium as well as a balloon aerostat study. A sampling of the research and scholarly activities for the reporting period include:

- In 2012-2013, students have traveled to Belize to engage in a cultural-emersion study on Indigenous Knowledge in the 21st Century; traveled to Alaska to attend the AISES National Convention; attended the Intertribal Nursery Council annual proceedings.
- In 2013-2014 students served as interns through CMN’s Sustainable Development Institute (SDI) on a regional assessment of tribal climate change issues and climate risk management project; developed a demonstration forest and agriculture research areas; monitored forest plots on campus for an Ecological Data Collection project.
- In 2014-2015, students participated in a CMN/SDI sponsored event, “Shifting Seasons: Building Tribal Capacity for Climate Change Adaptation;” participated in SDI’s Indigenous Planning Institute; and worked with a visiting scholar from Weihenstephan University of Applied Science on researching canopy gaps and forest regeneration (3.B5).

Since the last Systems Portfolio, CMN focused its General Education assessment efforts on student retention, persistence, and completion through a study of two Core Component gateway courses: ENG101: Introduction to College English and MAT106: College Algebra. Successful completion of these two Core Components is critical, as identified in Degree General Education Requirements Matrices (see Figure 1P1.4), for student retention and persistence from course-to-course, semester-to-semester and academic year-to-academic year as well as the timely completion of degree and graduation (4.B1).

1R1 - What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level.

Based on the CAAP data, covering 76 students tested in Summer 2011 and Fall 2011 for Critical Thinking and Writing, presented below in Figure 1R1.1 from the 2012-2013 ASL Annual Report, the ASL Committee approved a revised assessment plan for using the CAAP exam and supplemental assessments. The revision eliminated the CAAP reading and science reasoning tests; replaced the CAAP writing essay with a Humanities Department assessment; and replaced the mathematics test with Math Department assessments.

Figure 1R1.1 CAAP Scores: Percentage Distribution by Quartiles
While the CAAP data provided useful data for positioning CMN’s composition program with national standards and for setting instructional goals, e.g., to move 80% of the students to or above the 50th percentile (4.B1), it did not provide the level of information desired by the Humanities Department to implement specific instructional improvements. To give more focus to improving student learning outcomes in writing, Humanities Department faculty replaced the CAAP Writing Essay with the Introduction to College English position essay, which is part of the course’s final examination. Humanities faculty blind-scored all essays using a standardized rubric (4.B3). Figure 1R1.2 below presents results for the last eight semesters for ENG101 and ENG100, CMN’s introductory English courses, by providing means for each category and total scores based on a 4 point scale (0=Unacceptable, 1=Fair, 2=Good, 3=Excellent) for a total possible of 21 points. Results allow faculty to rank order categories to prioritize instructional improvements. The low ranking in the “Style” category, which relates to the use of academic language, for example, indicates that instruction needs to focus more on the development of an academic voice in student writing (4.B2, 4.B3, 4.B4).

Figure 1R1.2 ENG101 and ENG100 Position Essay Scores

<table>
<thead>
<tr>
<th>Term</th>
<th>Student Count</th>
<th>Thesis</th>
<th>Introduction</th>
<th>Organization</th>
<th>Sentence Structure</th>
<th>Usage/Mechanics</th>
<th>Style</th>
<th>Content</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SU11</td>
<td>7</td>
<td>1.24</td>
<td>1.14</td>
<td>1.52</td>
<td>1.29</td>
<td>1.19</td>
<td>0.95</td>
<td>1.24</td>
<td>8.57</td>
</tr>
<tr>
<td>FA11</td>
<td>45</td>
<td>1.34</td>
<td>1.44</td>
<td>1.63</td>
<td>1.56</td>
<td>1.60</td>
<td>1.39</td>
<td>1.33</td>
<td>10.30</td>
</tr>
<tr>
<td>SP12</td>
<td>54</td>
<td>1.39</td>
<td>1.41</td>
<td>1.56</td>
<td>1.53</td>
<td>1.52</td>
<td>1.33</td>
<td>1.51</td>
<td>10.26</td>
</tr>
<tr>
<td>SU12</td>
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<td>1.28</td>
<td>1.26</td>
<td>1.39</td>
<td>1.37</td>
<td>1.70</td>
<td>1.21</td>
<td>1.28</td>
<td>9.49</td>
</tr>
<tr>
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<td>34</td>
<td>1.42</td>
<td>1.35</td>
<td>1.60</td>
<td>1.64</td>
<td>1.66</td>
<td>1.43</td>
<td>1.44</td>
<td>10.54</td>
</tr>
<tr>
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<td>1.17</td>
<td>1.25</td>
<td>1.50</td>
<td>1.39</td>
<td>1.51</td>
<td>1.24</td>
<td>1.37</td>
<td>9.49</td>
</tr>
<tr>
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<td>1.19</td>
<td>1.15</td>
<td>1.34</td>
<td>1.42</td>
<td>1.19</td>
<td>.94</td>
<td>1.37</td>
<td>8.58</td>
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<td>1.28</td>
<td>1.61</td>
<td>1.54</td>
<td>1.16</td>
<td>1.28</td>
<td>1.48</td>
<td>9.65</td>
</tr>
<tr>
<td>FA14 (101)</td>
<td>34</td>
<td>1.06</td>
<td>1.12</td>
<td>1.18</td>
<td>1.24</td>
<td>1.15</td>
<td>1.19</td>
<td>1.23</td>
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<tr>
<td>FA14 (100)</td>
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<td>1.33</td>
<td>1.22</td>
<td>1.3</td>
<td>1.15</td>
<td>1.19</td>
<td>8.78</td>
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<tr>
<td>SP15 (100 &amp; 101)</td>
<td>19</td>
<td>1.53</td>
<td>1.46</td>
<td>1.58</td>
<td>1.47</td>
<td>1.67</td>
<td>1.39</td>
<td>1.68</td>
<td>10.80</td>
</tr>
<tr>
<td>FA15 (100 &amp; 101)</td>
<td>18</td>
<td>1.67</td>
<td>1.33</td>
<td>1.58</td>
<td>1.41</td>
<td>1.51</td>
<td>1.22</td>
<td>1.52</td>
<td>10.20</td>
</tr>
<tr>
<td>SP16 (100 &amp; 101)</td>
<td>38</td>
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<td>1.40</td>
<td>1.52</td>
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<td>1.59</td>
<td>1.23</td>
<td>1.39</td>
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<tr>
<td>Total Count/Score/AVG</td>
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<td>1.34</td>
<td>1.29</td>
<td>1.48</td>
<td>1.42</td>
<td>1.44</td>
<td>1.22</td>
<td>1.38</td>
<td></td>
</tr>
</tbody>
</table>

Overall Ranking | 5 | 6 | 1 | 3 | 2 | 7 | 4

A benefit of the scoring process itself is that faculty are able to discuss interpretation of the scoring rubric criteria applied to student essays. This discussion contributes to consistency in expectations and grading across ENG101 and ENG100 sections.
Using a similar scoring method, the Math and Science Department set a similar course for its instructional improvement, focusing on pre- and post-testing in all sections of MAT106 and MAT104, CMN’s College Algebra courses. The Figures 1R1.3 and 1R1.4 below present the pre- and post-test scores for MAT106 and MAT104.

**Figure 1R1.3 MAT106: College Algebra Diagnostic (Pre-Test) Average Scores**

<table>
<thead>
<tr>
<th>Term</th>
<th>Roster (n)</th>
<th>Participants (n)</th>
<th>Order of Operations</th>
<th>Substitution</th>
<th>Substitution</th>
<th>Rules of Exponents</th>
<th>Rules of Exponents</th>
<th>Distributive Properties</th>
<th>Scientific Notation</th>
<th>Graphing</th>
<th>Binomial Multiplication</th>
<th>Percentage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>96</td>
<td>91</td>
<td>95%</td>
<td>0.91</td>
<td>1.38</td>
<td>1.33</td>
<td>0.81</td>
<td>0.92</td>
<td>0.92</td>
<td>0.80</td>
<td>0.99</td>
<td>0.72</td>
<td>0.67</td>
</tr>
<tr>
<td>SU12</td>
<td>13</td>
<td>8</td>
<td>62%</td>
<td>1.25</td>
<td>2.00</td>
<td>2.00</td>
<td>0.75</td>
<td>0.63</td>
<td>2.00</td>
<td>1.75</td>
<td>1.50</td>
<td>1.75</td>
<td>1.75</td>
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<tr>
<td>FA12</td>
<td>77</td>
<td>73</td>
<td>95%</td>
<td>1.45</td>
<td>1.42</td>
<td>1.50</td>
<td>0.95</td>
<td>0.69</td>
<td>0.67</td>
<td>0.71</td>
<td>0.75</td>
<td>0.78</td>
<td>1.06</td>
</tr>
<tr>
<td>SP13</td>
<td>66</td>
<td>62</td>
<td>94%</td>
<td>1.48</td>
<td>1.63</td>
<td>1.42</td>
<td>1.10</td>
<td>1.22</td>
<td>1.10</td>
<td>1.17</td>
<td>0.92</td>
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<tr>
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<td>70</td>
<td>93%</td>
<td>1.11</td>
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<td>1.36</td>
<td>0.59</td>
<td>0.63</td>
<td>0.61</td>
<td>0.61</td>
<td>0.43</td>
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<td>0.83</td>
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<tr>
<td>SP14</td>
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<td>60</td>
<td>100%</td>
<td>1.33</td>
<td>1.42</td>
<td>1.27</td>
<td>0.72</td>
<td>0.90</td>
<td>0.85</td>
<td>0.73</td>
<td>0.69</td>
<td>0.85</td>
<td>1.06</td>
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<tr>
<td>SU14</td>
<td>25</td>
<td>20</td>
<td>80%</td>
<td>1.35</td>
<td>1.35</td>
<td>1.28</td>
<td>0.95</td>
<td>0.95</td>
<td>1.03</td>
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<tr>
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<td>46</td>
<td>85%</td>
<td>1.42</td>
<td>1.62</td>
<td>1.42</td>
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<tr>
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<td>30</td>
<td>97%</td>
<td>1.33</td>
<td>1.43</td>
<td>0.93</td>
<td>0.75</td>
<td>0.68</td>
<td>0.55</td>
<td>0.42</td>
<td>0.78</td>
<td>0.53</td>
<td>0.92</td>
</tr>
<tr>
<td>FA15</td>
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<td>100%</td>
<td>1.53</td>
<td>1.68</td>
<td>1.18</td>
<td>0.62</td>
<td>0.58</td>
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<td>0.63</td>
<td>0.67</td>
<td>0.67</td>
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<tr>
<td>SP16</td>
<td>14</td>
<td>14</td>
<td>100%</td>
<td>1.46</td>
<td>1.54</td>
<td>1.36</td>
<td>0.75</td>
<td>0.68</td>
<td>0.68</td>
<td>0.61</td>
<td>0.96</td>
<td>0.68</td>
<td>0.79</td>
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</tbody>
</table>

**Figure 1R1.3 MAT106: College Algebra Exit (Post-test) Average Scores**

<table>
<thead>
<tr>
<th>Term</th>
<th>Roster (n)</th>
<th>Participants (n)</th>
<th>Integer Operations</th>
<th>Graphing</th>
<th>Exponent Rules</th>
<th>Scientific Notation</th>
<th>Substitution</th>
<th>Rational Equation</th>
<th>Multiplication of Factors</th>
<th>Radial Equation</th>
<th>Factoring</th>
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<tbody>
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<td>SP12</td>
<td>96</td>
<td>73</td>
<td>76%</td>
<td>1.64</td>
<td>1.32</td>
<td>1.55</td>
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<td>1.80</td>
<td>1.77</td>
<td>1.34</td>
<td>1.22</td>
<td>1.33</td>
</tr>
<tr>
<td>SU12</td>
<td>13</td>
<td>10</td>
<td>77%</td>
<td>1.40</td>
<td>1.10</td>
<td>1.10</td>
<td>0.80</td>
<td>1.55</td>
<td>1.60</td>
<td>1.10</td>
<td>1.10</td>
<td>0.90</td>
</tr>
<tr>
<td>FA12</td>
<td>77</td>
<td>42</td>
<td>55%</td>
<td>1.71</td>
<td>1.56</td>
<td>1.50</td>
<td>1.55</td>
<td>1.63</td>
<td>1.56</td>
<td>1.32</td>
<td>1.01</td>
<td>1.32</td>
</tr>
<tr>
<td>SP13</td>
<td>66</td>
<td>48</td>
<td>73%</td>
<td>1.69</td>
<td>1.51</td>
<td>1.55</td>
<td>1.27</td>
<td>1.73</td>
<td>1.45</td>
<td>1.41</td>
<td>1.38</td>
<td>1.27</td>
</tr>
<tr>
<td>FA13</td>
<td>75</td>
<td>45</td>
<td>60%</td>
<td>1.50</td>
<td>1.18</td>
<td>1.10</td>
<td>0.49</td>
<td>1.21</td>
<td>1.48</td>
<td>0.59</td>
<td>0.90</td>
<td>0.59</td>
</tr>
<tr>
<td>SP14</td>
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<td>1.64</td>
<td>1.50</td>
<td>1.19</td>
<td>1.46</td>
<td>1.35</td>
</tr>
<tr>
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<td>21</td>
<td>84%</td>
<td>1.60</td>
<td>1.18</td>
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<td>1.83</td>
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<td>1.23</td>
<td>0.58</td>
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<tr>
<td>FA14</td>
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<td>1.59</td>
<td>1.42</td>
<td>1.30</td>
<td>1.17</td>
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<td>1.45</td>
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<td>0.83</td>
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<tr>
<td>SP15</td>
<td>31</td>
<td>17</td>
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<td>1.38</td>
<td>1.32</td>
<td>1.68</td>
<td>1.38</td>
<td>1.09</td>
<td>1.56</td>
<td>1.59</td>
</tr>
<tr>
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<td>30</td>
<td>22</td>
<td>73%</td>
<td>1.48</td>
<td>1.45</td>
<td>1.66</td>
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<td>1.91</td>
<td>1.64</td>
<td>1.52</td>
<td>1.73</td>
<td>1.73</td>
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<tr>
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<td>14</td>
<td>5</td>
<td>36%</td>
<td>1.20</td>
<td>1.80</td>
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<td>1.50</td>
<td>1.80</td>
<td>2.00</td>
<td>1.60</td>
<td>1.90</td>
<td>1.50</td>
</tr>
</tbody>
</table>

14
Like the data for ENG101-100, the MAT106-104 data allows Math faculty to refine instruction more precisely in those categories that do not show improvement from the pre- to post-test. For example, based on previous assessments, Math faculty emphasized the solving of rational equations to a greater degree than previously (4.B2, 4.B3, 4.B4).

The College uses the Global Perspectives Inventory (GPI) as a pre- and post-test comparison beginning during a student’s Freshman year, at the close of his/her Sophomore year, and again near the end of the Senior year for students enrolled in a Baccalaureate degree program. The GPI measures a number of elements of CMN’s Associate and Baccalaureate degree curricula that are directly connected to the College’s commitment to 21st Century liberal arts and the core elements of its Mission (1.C1, 1.C2, 3.B3, 3.B4):

- Cognitive Knowing: Degree of complexity of one’s view of the importance of cultural context in judging what is important to know and value.
- Cognitive Knowledge: Degree of understanding and awareness of various cultures and their impact on our global society and level of proficiency in more than one language.
- Intrapersonal Identity: Level of awareness of one’s unique identity and degree of acceptance of one’s ethnic, racial, and gender dimensions of one’s identity.
• Intrapersonal Affect: Level of respect for and acceptance of cultural perspectives different from one's own and degree of emotional confidence when living in complex situations, which reflects an "emotional intelligence" that is important in one's processing encounters with other cultures.

• Social Responsibility: Level of interdependence and social concern for others.

• Social Interactions: Degree of engagement with others who are different from oneself and degree of cultural sensitivity in living in pluralistic settings.

Figure 1R1.5 below presents GPI scores for CMN Associate degree-seeking students compared to national norms and pre-post growth in perspectives.

1R1.5 2012-2013 GPI Scores

<table>
<thead>
<tr>
<th></th>
<th>CMN: Nationally</th>
<th>CMN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDU100 All Freshmen</td>
<td>EDU295 All Sophomores</td>
</tr>
<tr>
<td>Cognitive Knowing</td>
<td>3.29 3.42 3.29 3.64</td>
<td>3.29 3.29</td>
</tr>
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<td>Cognitive Knowledge</td>
<td>3.60 3.51 3.80 3.56</td>
<td>3.60 3.80</td>
</tr>
<tr>
<td>Intrapersonal Identity</td>
<td>4.17 4.05 4.33 4.05</td>
<td>4.17 4.33</td>
</tr>
<tr>
<td>Intrapersonal Affect</td>
<td>3.75 3.67 3.88 3.79</td>
<td>3.75 3.88</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>3.60 3.61 4.00 3.69</td>
<td>3.60 4.00</td>
</tr>
<tr>
<td>Social Interactions</td>
<td>3.43 3.41 3.57 3.53</td>
<td>3.43 3.57</td>
</tr>
</tbody>
</table>

1I1 - Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years?

The data used from the College's external General Education assessment instrument, the CAAP exam, prompted Humanities and Mathematics/Science faculty to design assessment instruments that would provide more detailed and precise information about two Core Component gateway courses to better facilitate instructional improvements. And these instruments have enabled faculty to restructure and/or re-emphasize course materials. During the next three years, the ASL Committee will return to the CAAP data to ascertain if the instructional improvements moved more students toward the institutional goal of 80% at or above the 50th percentile, i.e., the ASL Committee will close the loop for the two Core Component courses and continue to correlate the internal and external assessments for continuous instructional improvements in Writing and Quantitative Reasoning. Notable early results of this survey reveal that CMN students compare favorably with their national counterparts.

While CMN is collecting data with the GPI, the ASL Committee has not yet drilled into the data as it has with the CAAP exam. The early data clearly indicates, for example, that CMN should look at ways of improving the "Cognitive Knowing" category. During the next three years, CMN will develop and monitor internal assessment from the GPI information and then close loop.
1.2: PROGRAM LEARNING OUTCOMES

1P2 - Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes.

Program faculty members develop program learning outcomes based on CMN’s Mission, community needs, institutional comparisons, articulation agreements, employer expectations, and state licensing requirements, among others (3.E2, 4.B4). All new programs are reviewed by both the Curriculum and the ASL Committees, but it is the ASL Committee’s responsibility to focus on program outcomes. In addition, select Baccalaureate program advisory committees review goals for student learning for applicable programs (3.E2).

During Spring 2012 in-service faculty gathered to “map” the existing program curriculum by documenting what is taught and when, evaluate any gaps in the curriculum, and identify key assessments to provide direct measures of student learning (3.B4). In addition, as demonstrated in Figure 1P2.1, faculty determined how, where, and when knowledge, skills, and values are I-introduced, R-reinforced, and M-mastered across a student’s program of study. These key assessments were to be built into student portfolios, evaluated by program faculty, and results incorporated into program review.

<table>
<thead>
<tr>
<th>Digital Media</th>
<th>Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Upon completion of this program the graduate will be able to…</td>
</tr>
<tr>
<td></td>
<td>Evaluate principles of marketing and its relevance to business, culture, and community.</td>
</tr>
<tr>
<td></td>
<td>Explain the role of socially responsible behaviors in media creation and interaction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Assesment Title</th>
<th>Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>DGM100</td>
<td>Portfolio - WP</td>
<td>I I I I I I I I</td>
</tr>
<tr>
<td>DGM101</td>
<td>Audio Broadcast</td>
<td>R R</td>
</tr>
<tr>
<td>BUS105</td>
<td>Marketing Campaign</td>
<td>R R</td>
</tr>
<tr>
<td>DGM205</td>
<td>Final Project</td>
<td>R R R R R R R</td>
</tr>
<tr>
<td>DGM206</td>
<td>Commercial</td>
<td>R R R M R R R</td>
</tr>
<tr>
<td>DGM220</td>
<td>Final Project</td>
<td>M M M M M M</td>
</tr>
</tbody>
</table>

**Figure 1P2.1 Program Outcome Curricular Map**
During a similar timeframe, the results from program review pilots indicated the program review process itself could be made more efficient and effective. The three-year cycle was simply too long, making many of the ASL Committee recommendations for improvements obsolete. In addition, the process required departments to gather and submit information tangential to program improvements. The first effort in revising the program review process shifted CMN’s existing student portfolio from an assessment tool for General Education Objectives to an assessment tool for program outcomes, along with moving from a paper-based system to an electronic system. This work was completed under the AQIP action project “Measuring the Usefulness of Student Portfolios,” the first phase of a broader plan.

Under Phase II, the ASL Committee submitted the AQIP action project “Developing and Implementing ePortfolio Evaluation Policies and Procedures,” which was approved by the AQIP Steering Committee in March 2014. Efforts to fully implement the AQIP action project and reenergize other aspects of program review were stalled by the financial crisis in 2015. Due to downsizing and resignations, Letters and Science lost six faculty members and several key staff who were either laid off or resigned. In addition, the significant changes to program offerings has created the need for review and adjustments of most program outcomes. In other words, in several cases the existing program outcomes are obsolete.

Program review efforts made in the Teacher Education department could serve as a model across all instructional departments given its focus on annual continuous efforts (4.B1, 4.B4). Teacher education has developed a program review process for the Bachelor of Science in Early Childhood/Middle Childhood Education degree. As part of a statewide required continuous review process, faculty members are currently working on updating, revising, and "mapping" their current course learning outcomes to align with the Wisconsin’s Department of Public Instruction’s (DPI) recent mandate that all students must complete an edTPA (Education Teacher Portfolio Assessment) during their student teaching semester. The edTPA assesses teacher candidates in three key areas of teaching—Planning, Instruction and Assessment—using fifteen rubrics.

**1R2 - What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs?**

Per DPI requirements, the Teacher Education department is required to participate in a yearly continuous review process. Faculty members submit written responses to four questions and upload supporting data for review. A yearly site visit is made by a representative/liaison to DPI with participation from all Education faculty members and the Dean of Letters and Science. DPI provides a summary report to the Education department following the site visit.

In addition, students enrolled in the teacher education program are required by DPI to pass several external assessments in order to be able to obtain a Wisconsin teaching license. The CORE (Math, Reading, and Writing) Assessments must be successfully completed prior to students entering the Bachelor of Science in Early Childhood/Middle Childhood program. Students must also pass the PRAXIS II Elementary Content Test in order to student teach. To earn a license, teachers must pass the Wisconsin Foundations of Reading Test (FORT) and the edTPA. Education department faculty use data from these assessments to determine if graduating students possess the knowledge, skills and abilities required to be a licensed teacher. Although sample sizes are relatively small, analysis has been completed for edTPA rubric results to identify strengths and opportunities.
Figure 1R2.1 identifies the key area of teaching reflected in each of fifteen rubrics and Figure 1R2.2 provides the average scores for each edTPA rubric.

Figure 1R2.1 Key Areas of Teaching by Rubric

<table>
<thead>
<tr>
<th>Planning</th>
<th>Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Planning for the Whole Child</td>
<td>(6) Learning Environment</td>
<td>(11) Analysis of Children’s Learning</td>
</tr>
<tr>
<td>(2) Planning to Support Varied</td>
<td>(7) Engaging Children in Learning</td>
<td>(12) Providing Feedback to Guide Learning</td>
</tr>
<tr>
<td>Learning Needs</td>
<td></td>
<td>(13) Children’s Understanding and Use of Feedback</td>
</tr>
<tr>
<td>(3) Using Knowledge of Children</td>
<td>(8) Deepening Children’s Learning</td>
<td></td>
</tr>
<tr>
<td>to Inform Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) Identifying and Supporting</td>
<td>(9) Subject Specific Pedagogy</td>
<td>(14) Analyzing Children’s Vocabulary Development</td>
</tr>
<tr>
<td>Language Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) Planning Assessments to</td>
<td>(10) Analyzing Teaching Effectiveness</td>
<td>(15) Using Assessment to Inform Instruction</td>
</tr>
<tr>
<td>Monitor and Support Children’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 1R2.2 edTPA Rubric Score Averages

![edTPA Rubric Score Averages](image)

1I2 Based on IR2, what process improvements have been implemented or will be implemented in the next one to three years.

During the next three years CMN will make the development and implementation of annual program reviews its highest Category 1 priority. An Action Project will be approved and monitored by the AQIP Steering Committee.
1.3: ACADEMIC PROGRAM DESIGN

1P3 - Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders.

CMN’s decision-making processes regarding program development and program revisions are guided by data and grounded in best practices adapted to reflect American Indian values. Representatives from faculty, student services, academic support services, and campus resources take part in facilitated activities that incorporate quality tools and produce measurable objectives consistent with community needs and institutional goals. Two efforts serve as examples: Academic Pathways and the Bachelor of Arts in Education degree program.

Academic Affairs conducted a developmental education baseline study in Spring 2012 (1.C1, 1.C2). The results of the study indicated CMN has higher developmental placement rates in both English and math when compared to community college students nationwide. Figure 1P3.1 shows a comparison between placement data from the baseline data and results from a Community College Research Center analysis of over 250,000 students from 57 community colleges.

**Figure 1P3.1 Comparison of CMN Baseline Results to National Results**

<table>
<thead>
<tr>
<th>Placement Scores</th>
<th>CMN</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence Skills</td>
<td>58.3%</td>
<td>33%</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>55.2%</td>
<td>Not Available</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>68%</td>
<td>59%</td>
</tr>
</tbody>
</table>

In addition, placement scores for entering CMN students suggested one-quarter of these students had not yet acquired adult basic skills in reading and writing and 41% were underprepared for college math. Despite participation in developmental coursework, significantly underprepared students were less likely than nearly college-ready students to earn a grade of ‘C’ or better in their coursework. Most disturbing was the fact that too many students who successfully completed their developmental coursework did not enroll in College English and College Algebra courses. This is important because in a separate internal study, Institutional Research staff found that an average of 70% of all students who succeeded in their gateway courses, such as College English and College Algebra, were retained into the next academic year and thus more likely to complete their degree program. As a result, two groups were formed: the Open Access Team and the Foundational Studies Task Force. Their charge was to recommend revisions to CMN’s approach to student preparedness (4.A1).

The Open Access Team had representation from assessment of student learning, academic advising, admissions, and technical education staff (1.C1, 1.C2). Both the Keshena and Green Bay campuses were represented. Team members reviewed baseline data, researched alternatives, and made difficult decisions guided by quality improvement tools and strategies, such as affinity mapping, the five ‘why’s, multi-voting, and action planning. Ultimately the team unanimously recommended the adoption of Supporting Opportunities and Academic Readiness or SOAR program. SOAR is based on the I-BEST program created by Washington State community and technical colleges for students who have not yet acquired the adult basic skills in reading, writing, or math. Under this contextualized instructional model, two instructors collaborate to teach professional/technical content and basic skills in reading, writing, or math. Students also receive intense support outside of class, including case management, tutoring, and career planning (1.C1, 1.C2). Further, this model addresses American Indian students’
preference for active and applied learning, as recommended by American Indian scholar Iris HeavyRunner. The Executive Cabinet approved the SOAR concept in Fall 2012. SOAR was piloted with existing technical education students beginning Spring 2013.

The second pathway was created by the Foundational Studies Task Force, which included English and Math faculty members, academic support staff, and academic advisors (1.C1, 1.C2). While SOAR addressed students who were significantly underprepared, the baseline data suggested there were prospective students who had acquired adult basic skills but were not quite ready for direct entry into college-ready English or Algebra (4.A1). Following a review of the literature, Task Force members recommended an accelerated learning approach similar to the Accelerated Learning Program at Community College of Baltimore College and FastStart at the Community College of Denver. Two faculty members in consultation with their departmental colleagues and with feedback from the task force members wrote two courses: Introduction to College English Foundations (ENG100) and Introduction to College Algebra Foundations (MAT104). These courses were designed to be college credit bearing; thus they contain the same content and learning outcomes as the traditional college-level courses, ENG101 and MAT106. However, these courses also include an additional three hours per week of in-class recitation directed by the instructor and supported by an embedded tutor. And of course the third pathway is direct entry into ENG101 and MAT106.

Revised placement scores were set for Foundations courses and the SOAR program. Humanities and Math and Science faculty members worked to revise the placement scores during Spring 2013. They used a rigorous process recommended by the College Board, the publisher of the placement test. The placement scores were then taken to the ASL Committee for approval in October 2013. In addition, the Foundations courses followed the standard curriculum approval process in November 2013. All told then, given team and task force membership, administration and staff consultations, and committee approvals, dozens of CMN employees were part of the decision making process (1.C1; 1.C2). In addition, the revisions were communicated during faculty in-services, faculty and staff trainings, and at all employee meetings. Full implementation of SOAR and Foundations courses took effect in Fall 2014.

**Figure 1P3.2 Table used by Student Achievement Specialists to Explain the SOAR and Foundational Studies Programs**

<table>
<thead>
<tr>
<th>If your scores are at least</th>
<th>If your scores are at least</th>
<th>If your scores are at or below</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 Elementary Algebra</td>
<td>41 Arithmetic</td>
<td>40 Arithmetic or</td>
</tr>
<tr>
<td>70 Reading Comprehension</td>
<td>61 Reading Comprehension</td>
<td>60 Reading Comprehension or</td>
</tr>
<tr>
<td>AND</td>
<td>61 Sentence Skills</td>
<td>46 Sentence Skills</td>
</tr>
<tr>
<td>Talk with your advisor about CMN’s Bachelor Degrees, Associate Degrees or Technical Diploma programs.</td>
<td>Talk with your advisor about CMN’s Associate Degree Foundations courses or Technical Diploma programs.</td>
<td>Talk with your advisor about CMN’s Supporting Opportunities and Academic Readiness (SOAR) program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If your scores are at least</th>
<th>If your scores are at least</th>
<th>If your scores are at or below</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 Elementary Algebra</td>
<td>41 Arithmetic</td>
<td>40 Arithmetic or</td>
</tr>
<tr>
<td>70 Reading Comprehension</td>
<td>61 Reading Comprehension</td>
<td>60 Reading Comprehension or</td>
</tr>
<tr>
<td>AND</td>
<td>61 Sentence Skills</td>
<td>46 Sentence Skills</td>
</tr>
</tbody>
</table>
As a student with college-ready skills, you may choose from the Bachelor Degrees, Associate Degrees or Technical Diploma programs.

Foundations courses allow you to improve your math, reading, and writing skills and build confidence to prepare you for more difficult courses while earning college credit. In addition to class time, MAT104 and ENG100 each require 3 hours of discussion per week for 16-week terms. Note that Summer Sessions require 6 hours per week discussion.

The SOAR program is an opportunity to build skills needed for college success while earning a Technical Diploma. SOAR combines reading, writing, and math skills with career courses, allowing you to see the practical applications of what you are learning. If you wish to pursue an Associate Degree, you must re-test and obtain appropriate Accuplacer scores.

Members from two different task forces, Academic Support and Case Management, worked together to document a procedure for communicating the meaning of ACCUPLACER placement scores and related pathways to students. Academic support personnel and Student Achievement Specialists were trained in appropriate pathway placement. A hand-out was developed to academic support personnel to explain each of the pathways to incoming students. When a prospective student is dissatisfied with pathway placement, academic support personnel work with students to refresh their skills before re-testing (1.C1, 1.C2).

The second example of how CMN approaches academic program design relates to the development of the Bachelor of Arts in Education. This program was developed primarily to address needs in the tribal communities, particularly to increase capacity of qualified educational professionals (1.C1, 1.C2). The Menominee, Oneida, and Stockbridge-Munsee Tribes sponsor tribal day cares and a Head Start Centers. Federal regulations require 50% of Head Start teachers employed must hold a bachelor’s degree in education. In addition, the State of Wisconsin implemented a five-star quality rating system for licensed childcare providers. In order to earn a five-star rating, lead teachers must hold a bachelor’s degree in education. Finally, tribal administration strongly supported program creation.

Like the Bachelor of Science in Early Childhood/Middle Childhood Education, the degree focuses on education in indigenous communities. In addition, departmental faculty purposefully designed the degree to fit with the education ladder approach to advancing students’ credentials from certificate to associate to bachelor degree (1.C1, 1.C2). In particular, the Bachelor of Arts in Education gives an option to students who do not want to pursue an elementary education license (4.A1). The Curriculum Committee and the ASL Committee approved the program in Spring 2016 with implementation in Fall 2016.

Finally, in 2014, Letters and Science department chairs created ideal course sequences for both college-ready and foundations pathways. The purpose of this process was two-fold. First, students enrolled in Student Success Strategies, CMN’s freshman orientation course, complete a graduation plan, which is then reviewed and updated each semester in consultation with a Student Achievement Specialist. The ideal course sequence provides guidance to both students and Student Achievement Specialists regarding faculty expectations of students’ requisite knowledge or skills. A graduation plan is one more piece of a complicated puzzle in increasing student retention and completion. Second, the ideal course sequences inform course scheduling to allow for two- and four-year schedules. This longer term view supports strategic budgeting and resource allocations (4.A1).
1R3 - What are the results for determining if programs are current and meet the needs of the institution’s diverse stakeholders?

One measure of whether the Foundations courses are meeting the needs of stakeholders, in this case underprepared students, is by tracking course enrollments. The Dean of Letters and Science and Humanities and math faculty monitor course enrollments. Figure 1R3.1 presents course enrollment data prior to and following replacement of developmental courses with Foundations courses. The trend shows an overall decrease in enrollment in developmental courses from Fall 2011 through Spring 2014. The downward trend continued in Foundations course enrollments for Spring 2015 but then began trending upward for Fall 2014 and Spring 2015. While the data mirrors overall enrollment trends, further investigation is warranted.

**Figure 1R3.1 Foundations Courses Enrollment Trends. FA11 – SP16**

It appears expected enrollment by percentage of total freshmen in both Foundations courses was achieved. See Figure 1R3.2 for the results. The internal target established for Foundations English is 13% and for Foundations Algebra is 17%. Excluding Spring 2015, actual expected enrollment meets or exceeds internal targets established by the Foundational Studies Task Force and reviewed by the ASL Committee.

**Figure 1R3.2 Foundations Course Enrollments: Target versus Actual**

<table>
<thead>
<tr>
<th>Term</th>
<th>Freshmen</th>
<th>English</th>
<th>Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Target</td>
<td>Actual</td>
</tr>
<tr>
<td>FA14</td>
<td>88</td>
<td>11</td>
<td>14</td>
</tr>
</tbody>
</table>
In addition, MAT104 and MAT106 have comparable passing rates at 67% and 68.5% respectively. For Introduction to College English, 81% of ENG100 students and 67% of ENG101 students have successfully completed these courses.

Currently 39 students are enrolled in the Bachelor’s of Arts in Education. About two-thirds of the students transferred in from the Bachelor’s of Science program with the remaining one-third new students. Because the program was implemented in Fall 2016, assessment results are not yet available.

An unintended but positive result of the ideal course sequence process was the identification of prerequisites that were interfering with student progression through their program of study. For example, Math and Science Department faculty found the Introduction to Chemistry prerequisite for Principles of Biology impaired degree progression and negatively impacted several academic programs that only required one five-credit natural or physical science general education requirement. In another example, the Teacher Education Department discovered Introduction to Human Development for three different courses increased the time for students to earn a Child Development Associate’s credential without any added benefits.

**1I3 - Based on IR3, what process improvements have been implemented or will be implemented in the next one to three years.**

The College Board recommends that cut-score decisions be revisited at least every five to seven years unless there are performance issues that suggest that the cut scores be reviewed earlier. Given the significant changes to cut scores to differentiate among the three academic pathways, it is appropriate to revisit those scores.

In addition, an assessment and evaluation protocol for the SOAR program needs to be developed and implemented to determine if the program is meeting its original objectives (i.e., preparation for college-level coursework and matriculation from technical education to associate degree programs).

Teacher education faculty need to identify embedded assessments or artifacts for the Bachelor of Arts in Education distinct from the Bachelor of Science in Early Childhood/Middle Childhood Education because the degree programs have different goals.

An ideal course sequence should be required for program proposals or modifications as part of the Curriculum Committee approval process.
1.4: ACADEMIC PROGRAM QUALITY

1P4 - Describe the processes for ensuring quality academic programming.

CMN determines and communicates the preparation required of all students through placement testing, which is an admission requirement for all first-time freshmen and high school students. The requirement for transfer and returning students is determined on an individual basis. CMN uses the Accuplacer, and the results allow an incoming student and his/her Student Achievement Specialist to select the appropriate English and Math courses (4.A4).

For admission into the Teacher Education Program students must complete 62 credits and demonstrate competence in the basic skills of reading, writing and mathematics. Students are required to both have a cumulative GPA of 2.85 and have earned passing grades at specified levels of performance on the Praxis CORE Test. Moreover, the applicant must have two letters for recommendation attesting to their preparedness (4.A4).

CMN does not offer dual credit courses, per se, but CMN does participate in Wisconsin’s Youth Options Program, which allows students who meet State requirements to take postsecondary courses at a recognized college. These courses are selected, approved, and funded for the students on an individual basis by the appropriate School Boards. The College does, however, offer EDU100: Student Success Strategies, a college preparatory course, for CMN credit at both the Menominee Indian and Oneida High Schools. At both High Schools, EDU100 is taught either by a Masters-level High School teacher or a CMN faculty member. Additionally, CMN offers the Learn and Earn Program to all High School juniors and seniors. The College dedicates a Student Achievement Specialist (SAS) to the Learn and Earn Program. The SAS works directly with students and high school guidance counselors. Learn and Earn students follow CMN Admission procedures as Special Students and after completion of the Accuplacer, are enrolled in up to two courses per semester. Learn and Earn students are placed in regularly scheduled courses, taught by CMN credentialed faculty (3.A1, 3.A3, 3.C2, 4.A4).

Using CMN’s Telepresence system, the College delivers point-to-point courses on the Keshena and Green Bay campuses. All courses delivered via the Telepresence system are live experiences for students at both campuses. Moreover, instructors rotate which campus he/she broadcasts from to ensure at both campuses student experience is comparable. Furthermore, the new Telepresence equipment ensures the reliability of our literal connection between the campuses (3.A3, 3.C2, 3.C5).

CMN has also updated its curriculum approval process to both ensure the initial quality of programs and courses being developed and allow for the flexibility of implementing minor improvements. At the time of our last AQIP portfolio, the College was employing a three-step curriculum process for all proposals that relied on the input of invested stakeholders—faculty, student services, board members, and representatives from the community. The process asked for the faculty to first approve the proposal and then it moved to two readings by the Curriculum Committee, which was made up of the aforementioned diverse group, for final review, approval, and implementation. A procedural audit revealed that the process was both repetitive and cumbersome because each stage in the review process duplicated each other by devoting time to analyzing components related to community need, assessment, and budgetary considerations.
Beginning in 2011, CMN created an interdepartmental task force that reviewed the curriculum approval process and created a series of upgrades. The task force was comprised of faculty, student services representatives, curriculum committee members, and the assessment of student learning coordinator. Together they created a process for both “Major” and “Minor” changes. The group decided that Major curriculum changes included the creation or latency of course or programs, while a Minor change involved those such as pre-/co-requisites and course outline revisions that were under the auspices of the faculty. The group then created both procedures and forms for any actions involving the college curriculum.

In 2013, CMN’s new four-step curriculum review process went into full effect. For Major Changes the first step is that each change must be approved on a departmental level and have the support of the department’s dean. The second step is an “Initial Scope Reading” by the Curriculum Committee, which considers how the change will allow CMN to continue to meet its three part mission for student instruction through delivering quality education, infuses American Indian culture, and allows for community outreach opportunities. The third step is the ASL Committee, which is comprised of faculty and student services members, who collectively ensure that the rigor, assignment descriptions, and assessment rubrics are documented and appropriate for the proposal. The last step is the “Final Reading” by the Curriculum Committee, which has the option to approve both the course numbers and catalog descriptions needed for student registration.

In the past all curriculum changes were subject to the full review process, but the new process created the Minor Change process as well. Since minor changes are limited to matters covered in CMN’s Course Outline—pre-/co-requisites, required assignments, and course learning outcomes—these changes only require a two-step process. The first step is the same in that it must be approved on a departmental level and have the support of the department’s dean. The second and final step is one reading at the ASL Committee, which ensures that the changes proposed improve the courses’ potential for meeting the listed course and program outcomes (4.A4).

In Fall 2016, the ASL Committee implemented an initiative to improve the assessment at the Associate-level. In Student Portfolio Seminar (EDU295), a requirement for all graduation candidates, students are required to review artifacts created throughout their education at CMN to demonstrate how they have met both their program outcomes and CMN’s Mission. Through student and instructor feedback too many students could not provide the appropriate artifact. The ASL Committee approved a proposal that now requires all syllabi to identify the artifact and the date it should be uploaded to their ePortfolio, which students create in their first semester Student Success Strategies (EDU100) course. In addition, syllabi will provide a basic outline for student reflection of their learning.

Transfer students wishing to receive transfer credit must provide their official transcript(s) from previously attended college for an official credit evaluation. Transfer credit is only granted from regionally accredited institutions. CMN’s Registrar has over many years used the Wisconsin Transfer Information System (WTIS) to evaluate transfer credit from Wisconsin System Schools as appropriate for each degree level. If there are questions about any course on a student transcript, the Registrar requests a syllabus from the student and refers the questionable course to the appropriate Department Chair for review and approval (4.A2, 4.A3). If a transcript is presented from a foreign institution, CMN requires that the transcript be translated and evaluated at the student’s expense before transfer credit is awarded (4.A2, 4.A3).
CMN maintains specialized accreditation for its Teacher Education baccalaureate program through the Wisconsin Department of Public Instruction. The program is reviewed annually. Although CMN’s Nursing Program will be put into latency at the end of Fall 2016, the Associate Degree was accredited by Accreditation Commission for Education in Nursing (ACEN) and approved by the State of Wisconsin Board of Nursing. The Licensed Practical Nursing Program and the Certified Nursing Assistant (CNA) Program are both approved by the State of Wisconsin Licensing Board (4.A5). CMN’s CNA program, which is annually reviewed by the State, received continued approval in May 2016.

Descriptions of how CMN assesses the level for General Education outcomes can be found in 1P1 and 1R1, while those for Program Outcomes can be found at 1P2 and 1R2. An explanation of selecting tools and assessment of rigor can be found in 1P2 and 1R2.

1R4 - What are the results for determining the quality of academic programs?

The Education Department provides an example of determining the quality of academic programs through alumni and employer reports regarding the efficacy of CMN’s Early Childhood/Middle Childhood Education preparation. In a survey format, graduates and employers rate CMN’s professional preparation based on the Interstate Teacher Assessment and Support (InTASC) standards using a four point scale from very prepared to not prepared. Compilation of the data is completed and the results are shared at monthly department meetings. Results from these surveys are presented in Figure 1R4.1.

Figure 1R4.1 CMN Student and Employer Perspectives: Professional Preparation

<table>
<thead>
<tr>
<th>Standard</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
<th>Student 5</th>
<th>Employer 1</th>
<th>Employer 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner Development</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
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<td>Learning Differences</td>
<td>4</td>
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<td>4</td>
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<td>Learning Environments</td>
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<td>4</td>
<td>3</td>
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<td>4</td>
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<tr>
<td>Content Knowledge</td>
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<td>3</td>
<td>3</td>
<td>3</td>
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<td>Content Application</td>
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<td>Assessment</td>
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<td>2</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Planning for Instruction</td>
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<td>Instructional Strategies</td>
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<td>Professional Learning</td>
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<td>Leadership and Collaboration</td>
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Scale: 4 = Very Prepared; 3 = Fairly Well Prepared; 2 = Poorly Prepared; 1 = Not Prepared

See also 1R1 and 1R3 for results related to academic program quality.
1I4 - Based on 1R4, what process improvements have been implemented or will be implemented in the next three years?

See 111, 1I2, and 1I3 for a discussion of process improvements needed regarding academic program quality.

1.5: ACADEMIC INTEGRITY

1P5 - Describe the processes for supporting ethical scholarly practices by students and faculty.

CMN publishes its accreditation status on its website and all public documents such as its annual reports, fact sheets, and catalogs. The Academic Catalog, which is available on the College’s website, also provides external and internal stakeholders with information on General Education Requirements, faculty and staff credentialing, admission and graduation requirements, and diploma and degree programs. In addition, external and internal stakeholders will find via the College Navigator, located on the website, information on tuition and fees, estimated student expenses, financial aid, admissions, degree programs, retention and graduation rates, campus security, and a variety of other information (2B).

CMN is committed to ethical practices by its faculty, staff, and students. Three sources guide ethical behavior: Personnel Policy and Procedures, the Faculty Handbook and Resources, and the Academic Catalog and Student Handbook (2D, 2.E1, 2.E2, 2.E3).

CMN’s Personnel Policy and Procedures Manual, which covers CMN staff and administration matters, devotes two sections to “Employee Conduct” and “Work Ethics” (Section VI, 2-4).

The College expressly covers Academic Freedom and its attendant rights and responsibilities under the “Policy on Academic Freedom” in the Faculty Handbook and Resources.

. . . CMN guarantees that faculty may freely pursue scholarly inquiry, discussion, and publication. CMN believes that academic freedom in teaching, research and artistic creation is fundamental to the advancement of knowledge.

CMN seeks to enlist faculty who subscribe to high standards of professional conduct, who are knowledgeable in their fields and who are fair and constructive in presenting ideas and issues. CMN further desires to foster in students a respect for differing points of view, the ability to discriminate between fact and fiction and the capacity to think intelligently (32).

The Faculty Handbook and Resource also covers faculty research in the “Conflict of Interest” section:

3. College research funded in whole or in part by non-governmental sponsors through contract, grant, or restricted gift where the faculty member has a financial interest in the sponsor or the research results;
4. Activities involving a private remunerative relationship between a faculty member and a non-governmental sponsor of college research for which the faculty member is a principal sponsor;
5. Situations which may result in research that would normally be carried out at the College being diverted to a private establishment to the detriment of the College;
6. Situations in which the faculty member gives to a private entity exclusive access to information resulting from a faculty member's college research; and/or
7. Situations in which a faculty member directs a student into research from which the faculty member expects financial gain. (34-35)

And again in the Faculty Handbook and Resources, CMN explicitly covers faculty and student research under its Policy for Faculty/Student Research: “All research conducted by a Letters and Science faculty member and student(s) will follow CMN’s Undergraduate Student Research Policy.” (35)

Students find additional guidance on ethical learning and research practices in the Academic Catalog and Student Handbook. Both student resources affirm CMN’s commitment to academic integrity: “Academic integrity is an essential component of teaching, learning, and research; it is fundamental to the nature of a college or university” (2.E1, 2.E2, 2.E3). The Student Handbook also defines what constitutes Academic Misconduct and explicates how a finding of misconduct will be adjudicated.

To help students learn and practice academic and professional standards of documenting and/or citing references, interviews, secondary materials, research results, websites and so forth, CMN requires all Associate and Baccalaureate degree students to complete ENG102: College English and Research, a course specifically dedicated to researching, writing, and documenting sources.

CMN additionally reinforces and incorporates ethical scholarly practice into other coursework. For example, CMN is ensuring that its student body understands the necessity of academic integrity through a new initiative in its Introduction to Oral Communication (COM100) course. COM100 is a Core Component Requirement where all students learn the basics of both mass and interpersonal communication. After faculty discussions over students’ lack of familiarity with CMN’s Academic Misconduct Policy, COM100 was identified as a course in which academic integrity could be further elucidated. A course unit on the necessity of speakers maintaining positive ethics was developed to further explain the importance of academic and professional integrity, and an activity was devised that both asked students to consider ethos in American society and utilized communication “task roles” for discussion—namely the moderator, recorder, and reporter roles. Students divide into groups of three, select their initial task roles amongst their group, and then answer three questions, discussing their findings with the whole course and then rotating roles with each new question. The first question is to name people whom they believe have lost their positive ethos, the next is to list how they believe a student who violated the Academic Misconduct Policy could regain his/her positive ethos, and finally to name role models whom they believe have never lost their positive ethos—at least one of whom must be an American Indian. This discussion is both engaging for students in that it allows them to ask questions about CMN’s policy, consider the consequences of violating it, and look to role models who have succeeded by maintaining their positive ethics (2.E2, 2.E3).

Moreover, in those courses that require writing assignments, faculty have designed processes for those assignment such as multiple drafts that alert them early to any potential problems with the student’s work. The assignment then becomes a teaching and reinforcing moment for the student rather than an incident of misconduct.
1R5 - What are the results for determining the quality of academic integrity?

The effort CMN faculty have put into working with students on academic integrity through coursework and “early alert” assignment strategies has had significant, positive results, particularly with incidents of plagiarism. CMN has had no incidents of Academic Misconduct during the reporting period.

1I5 - Based on 1Rb, what process improvements have been implemented or will be implemented in the next one to three years.

With no evidence of student Academic Misconduct or ethical concerns with work product or behavior among faculty, staff, or administrators, CMN will simply continue to reinforce the institutional strength.
CATEGORY 2: MEETING STUDENT AND OTHER STAKEHOLDER NEEDS

INTRODUCTION

During the reporting period, CMN focused four task forces on improvement projects, which directly address non-academic needs of current and prospective students as well as the institution. The On-line Admissions and Registration project moved the College from a paper-dependent process to a fully automated one: prospective students can now submit their Admissions applications through the CMN website; and current student, who have completed 6-plus credits may register for courses through their MyEmpower accounts.

CMN academic units created three pathways for students in effort to better support prospective and current student needs (see 2P2 and Category 1). Redesigning the CMN’s model of academic advising from traditional to case management provided a more supportive environment for those pathways and CMN’s typical students: a first generation, lower socio-economic, single mother, who is moderately to severely underprepared for college-level coursework. The new model transformed advising duties and student support services processes. Student Achievement Specialists (SAS) act as coaches, assisting the student through any number of non-academic hurdles such as filing for Financial Aid, requesting disability services, adding or withdrawing from a class, or engaging in extracurricular activities. SASs establish long-term relationships with their student from admissions to graduation, providing a constant for that student throughout his or her academic career at the College.

These task force projects were explicitly designed to improve student retention, persistence, and completion. With the Academic Pathways and Case Management implemented, CMN turned its focus to setting goals for both recruitment and retention. For this effort, CMN contracted with a consultant team from Ruffalo Noel Levitz to assist in the development of goal-oriented Recruitment and Retention Plans.

Graduate Surveys, the CCSSE, and the Student Satisfaction Survey suggest that students’ overall experience at CMN is positive. And as a small college, the complaints that do occur can be readily addressed at the point of the immediate concern. CMN, nonetheless, has developed official processes for both academic and non-academic student complaints.

As a community college, chartered by the Menominee Tribe, and Mission-dedicated to serving the Menominee People, other American Indian communities, and the Non-Indian communities in northeast Wisconsin, CMN has developed an extensive constellation of external stakeholders and partnerships. The College enters into partnership informally using four “rules” for guidance. For the most part, these rules have facilitated strong, long-term partnerships that have well-served CMN’s constituencies. Advancing the College into its next 25 years, it is time to assess its current partnerships and more deliberately explore future partnership opportunities.

CMN’s consistent practice of interdepartmental workgroups, task forces, and committees has considerably eroded departmental silos, facilitated departmental collaboration, increased process documentation, and implemented improvements across the College. With the establishment of the Deans and Directors Council, data on a range of improvement areas can be readily shared and analyzed at various institutional levels and institutional progress can be regularly tracked. Through its commitment to systematizing its processes and using data, CMN is poised to align those departmental processes to key institutional goals, objectives, and activities.
2.1: CURRENT AND PROSPECTIVE STUDENT NEEDS

2P1 - Describe the processes for serving the non-academic needs of current and prospective students. Includes descriptions of key processes for the following:

Using its process of interdepartmental workgroups, task forces and committees to focus institutional efforts, CMN Executive Cabinet established the Strategic Enrollment Management (SEM), On-line Admissions and Registration, and Case Management Task Forces in 2012 to address the non-academic needs of our students.

The SEM Task Force was established in the spring of 2012 to address recruitment and retention efforts on campus. This task force was comprised of Deans, Directors, and support staff across all areas of the College. In its January 2013 meeting, the SEM task force adopted the CMN definition of retention to reflect semester to semester progression, of persistence as year to year student progression, and of completion to be a completed degree, a successful transfer, or a personal goal attainment. The SEM task force established the following goals for Recruitment and Retention:

Recruitment:
- Increase student enrollment to 1,000 FTE (or 12,000 credits per semester) degree-seeking students per semester
  - Maintain enrollment of degree-seeking students at a minimum of 65% American Indian
- Increase student enrollment to 50 FTE non-degree-seeking students per semester
  - Maintain enrollment of non-degree seeking students at a minimum of 65% American Indian
- Increase non-degree seeking conversion rate
- Identify program capacity for all programs (use program review)

Retention:
- Increase non-degree seeking conversion rate
- Retain 80% of current enrolled students from semester to semester
- Increase retention for graduation, transfer, and goals.
- Increase degree conversion or maintain successful percentage of:
  - Degree-seeking
  - Non-degree-seeking
  - Transfer

With the approval of these goals, CMN’s SEM task force ended in the spring of 2013. The SEM Task Force recommended that a consultant be brought in to help the Academic and Student Services Department flesh out the objectives and activities for the Recruitment and Retention goals and develop the respective plans.

The On-line Admissions and Registration Task Force was established June 2013 to open online admissions to all prospective students and registration to all continuing degree-seeking students who have successfully completed 6 credits. Through the efforts of the task force the online applications went live in October 2013. The task force spent most of its time working to pilot online registration. The task force team tracked issues using a problem-change analysis to identify and address EMPOWER (student information management system) adjustments, policy
concerns, and procedural issues. The problem-change tracking form develop and used by this task force is now by other task forces working on other processes and/or issues.

The Case Management Task Force was established in June 2013. The Case Management Task Force members defined the roles and activities of Student Advisors to ensure consistency with a proactive advising model. For CMN, proactive advising also includes recruitment responsibilities so advisors can establish long-term relationships with students at the start of their educational journeys (3.D3). As a result of student-centered advising rather than program-centered advising, advisors will be able to identify high-risk students, closely monitor progress, and serve as an advocate across the maze of typical higher education bureaucracy to provide assistance with admissions, financial aid, personal counseling, academic support, and extracurricular opportunities.

An ad hoc team of supervisors completed a base position description to reflect this transformative approach to advising (3.C6). Work was completed to initiate an EMPOWER-supported internal recruitment timetable and related procedures and materials. Minimum requirements for student monitoring were also developed with a focus on first-time freshmen and academic roadmap completion for new, continuing, returning, and transfer students. Preliminary student learning outcomes as a result of advising were also reviewed, discussed, and developed (3.D2, 3.D3).

The Phase II task force was implemented in August 2014 to monitor, evaluate, and make and/or recommend necessary adjustments to academic support, proactive advising, academic pathways (SOAR, Foundational Studies, College-Ready), and online admissions and registration.

When FTE enrollment entered a downward trajectory, the Executive Cabinet redirected the Phase II efforts to respond systematically to the issue and develop institutional recruitment goals for recruiting students and to recommend improvements to the College’s recruitment strategies. One of the Phase II’s recommendations to College Executive Cabinet was the hiring of a consultant to aid the Student Services Division in refining its recruitment goals and enhancing its recruitment strategies. Through support from a Title III grant, CMN hired Ruffalo Noel Levitz consultants in September 2015 to assist in the development of a concrete and detailed Recruitment Plan.

2R1 - What are the results for determining if current and prospective students' needs are being met?

Through the efforts of the On-line Admissions and Registration taskforce, CMN’s on-line admissions applications and on-line registration went live in October 2013.

Based on the work by Ruffalo Noel Levitz, CMN staff and faculty from across the institution had an opportunity to discuss and evaluate the current processes. Through this process, Student Services identified opportunities that could be addressed in a short time period. These opportunities were then complied into a 30/60/90 day action plan. Key employees from across CMN’s two campuses, including Chief Academic Officer, Deans, Student Services staff, and Foundational Studies staff developed various activities of the recruitment plan, which includes the following elements:

- Data gathering
- Situational analysis,
SWOT analysis elements
Identification of the top six recruitment goals
Setting objectives/strategies
Developing action plans.

CMN also completed the Student Satisfaction Survey in November 2015. The data collected from this survey is being analyzed and will be incorporated into existent action plans.

As a result of the work completed in the Case Management task force, the CMN Student Achievement Specialists (SAS) have been trained in case management and recruitment and a manual to better assist students with non-academic needs has been created (3.C6). It is too early to determine the effectiveness of the Case Management process as implementation was completed in January 2015.

As a result of the Ruffalo Noel Levitz contract, recommendations were made to formalize a Strategic Enrollment Management committee to monitor and evaluate enrollment management throughout CMN. This has proven difficult as CMN's committee structure experienced disruption though staff departure. The Student Services department has informally taken on the role of the Strategic Enrollment Management committee on an ad-hoc basis. The ad-hoc SEM committee has identified recruitment training, utilizing the empower system, strengthening local relationships, and utilizing enrollment trends as priorities. Student Services and Institutional Research have partnered in purchasing RapidInsight to facilitate benchmarking CMN efforts. The newness of RapidInsight and the limited data from the Ruffalo Noel Levitz Student Satisfaction survey preclude analysis at this time.

2I1- Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

To better serve the non-academic needs of current and prospective students, CMN will accomplish the following improvements:

- Formalize an interdepartmental Strategic Enrollment Management Committee
- Assess the effectiveness of case management/proactive advising on retention, persistence, and completion
- Benchmark the Ruffalo Noel Levitz Student Satisfaction and CCSSE data to track for future improvements.

2.2: RETENTION, PERSISTENCE, AND COMPLETION

2P2 - Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. Includes:

As stated in 2P1, the College of Menominee Nation has defined retention as student progression from semester to semester, persistence as student progression from year to year, and completion as graduation, successful transfer, or personal goal attainment.

CMN redesigned its approach to retention, persistence, and completion by first clearly identify the academic levels of our student body. Researching a number of different approaches across community colleges, technical/trades schools, and four-year colleges and universities and using a variety of internal data such as placement instrument scores, developmental coursework retention and persistence, and graduation rates, two Task Forces recommended three distinct
academic pathways: SOAR, Foundational Studies, and College Ready. Two of the pathways are discussed below.

The first pathway was Supporting Opportunities and Academic Readiness or SOAR program. SOAR is based on the I-BEST program created by Washington State community and technical colleges for students who have not yet acquired the adult basic skills in reading, writing, or math. In this model, students receive intense support outside of class, including case management, tutoring, and career planning (1.C1, 1.C2).

The second pathway was created by the Foundational Studies Task Force, which included English and Math faculty members, academic support staff, and academic advisors (1.C1, 1.C2). While SOAR addressed students who were significantly underprepared, the baseline data suggested there were prospective students who had acquired adult basic skills but were not quite ready for direct entry into college-ready English or Algebra (4.A1). Following a review of the literature, task force members recommended an accelerated learning approach similar to the Accelerated Learning Program at Community College of Baltimore College and FastStart at the Community College of Denver. Students in the Foundational Studies program receive case management, academic support, and opportunities to engage other co-curricular activities such as AISES and to participate in research and other co-curricular activities such as the annual AIHEC-Sponsored Student Conference Knowledge and Science Bowls.

Fully implemented in Fall 2014, both SOAR and Foundational Studies are very new to the institution. Anecdotal information suggests the success of both programs. CMN has heard from students as well as employers that student that SOAR students are well-trained for entry level positions. The data collected for Foundational Studies, while preliminary, suggests that students are retained, completing the redesigned courses with the same rates of success as their College-Ready counterparts, and are persisting toward degree completion.

2R2 - What are the results for student retention, persistence and completion?

The most significant results have been the placement of students into three different academic pathways, which began in AY 2014-2015.

The implementation of the case management practices utilized for all student irrespective of pathway by CMN’s Student Achievement Specialist has been a major result of the work since the last Systems Portfolio.

Additionally, combining the recommendations from the two Task Forces and the completed Action Project, a Division of Foundational Studies was established in the Campus Commons building on the Keshena campus. While the Division of Foundational Studies is housed on the Keshena campus, the Division oversees the Foundational Studies work on both campuses including the following activities: placement and pre-professional testing, CAAP Exams, professional and peer tutoring as well as supplemental instruction, the TRIO program, academic support data collection and reporting, academic co-curricular, extra-curricular K12 outreach activities such as an AISES Student Chapter and a Student Rocket and Balloon Aerostat group, supported by the Wisconsin Space Consortium, and academically-designed community outreach activities to K12 schools.
2I2 - Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years?

CMN’s three initiatives to improve Retention, Persistence, and Completion are grounded in the empowerment of students. The first is to create standard even and odd year schedules that will help students anticipate which classes to enroll in for each of their forthcoming semesters. The second is to audit current students’ transcripts to ensure that those who enroll part time are able to both meet prerequisites for forthcoming courses and maintain expected degree completion dates. The third is to establish a “Community of Practice” amongst invested full time faculty members to study, discuss, and implement best practices that improve students’ success across the curriculum.

CMN’s reduction in the number of degrees and programs offered, as well as the reduction of full time faculty members have caused CMN to reduce courses offerings, yet CMN continuously strives to ensure that students recognize the path to success that the institution has set for them. Goals will be developed to inform students which classes to expect regardless of whether they enroll in the fall or spring of an even or odd academic year and also to ensure that if they enroll in less than a full course load they will to follow a prioritized path toward graduation. CMN began piloting this procedure in the 2016-2017 academic year and plans to assess its success through quantitative student retention and completion data and qualitative feedback from both CMN Student Achievement Specialists and faculty inquires.

CMN’s “Community of Practice” is being piloted in the 2016-2017 academic year, with a goal of improved teaching developed by an invested group of faculty members who will read vetted pedagogical texts to discuss and learn from one another on an ongoing basis. Faculty will also be required to both incorporate new learning into their own work and share the results during the full faculty in-service meetings at the beginning of each semester. The over-arching goal will be to create a repertoire of best practices to guide curriculum assessment and design that’s centered on empowering Native students to succeed at our institution.

2.3: KEY STAKEHOLDER NEEDS

2P3 - Describe the processes for serving the needs of key external stakeholder groups.
Includes:

As the College of Menominee Nation, chartered by the Menominee People, CMN attends directly to the needs of the Menominee community. In accordance with its Mission, CMN also primarily serves other American Indian communities and non-Indian communities in the northeast region of Wisconsin. These three groups form our community of key stakeholders.

CMN is active in a variety of organization in its service area such as Menominee, Shawano, and Green Bay Chamber of Commerce, the North East Wisconsin Education Resource Alliance (NEW ERA), an alliance that fosters regional collaboration among the public colleges and universities in the New North to better serve the educational need of the 1.2 million people who live and work in northeast Wisconsin (http://neweraonline.org), and Wisconsin’s Department of Workforce Development. In addition through primarily but not limited to the Continuing Education Department and the Sustainable Development Institute, meetings are regularly held with local employers and agencies from the Menominee Casino, Menominee Tribal Enterprises, Menominee County, and departments from the Menominee Indian Tribe of Wisconsin itself such as Tribal Administration, Tribal Social Services and Tribal Transit. Participation in these organizations and meetings provides insight into current stakeholder needs and opportunities.
Moreover, both the Continuing Education Department and the Sustainable Development Institute ask the participants of its trainings, workshops, and conference to identify community and stakeholder needs from an individual’s perspective. The most commonly identified needs from all three sources are related to American Indian culture, sustainability, nutrition, youth programming, forest management and the development of workforce skills.

2R3 - What are the results for determining if key stakeholder needs are being met?

A 2010 tribal government survey identified the need for greater broadband technology infrastructure in the community. Tribal staff approached CMN to seek strategies to bridge the technology gap. Based on that identified need of key stakeholders, CMN sought funding and constructed in 2012, a Community Technology Center (CTC) which provides open access to computers and internet on a daily basis to local and regional community members.

Through participation in other local advisory boards, committees, and community focus groups, local feedback indicated the need for workforce development and youth programming. As a result, the CTC added the Menominee Job Center, which is within the DoCE and provides job search assistance as well as training on work skills.

CMN partnered with University of Wisconsin-Extension (UW-Extension) and the Woodland Boys and Girls Club to seek grant funding for a youth development project. CMN was awarded a five year grant, Youth Empowerment Program (YEP), which provides support and resources in academics and life skills to local youth ages 15 to 18. This project also collected longitudinal data on at-risk youth from Middle School through High School. This data will assist the College in further refining its youth empowerment programs and recruitment and retention strategies. Finally the CTC serves as the hub for tribal extension training opportunities delivered to the community by UW-Extension.

In 2013 Menominee Tribal Government sought to expand library services for the community. The Tribal Chairman approached College Executive Cabinet and asked CMN to take over the public library services. Their current public library was in a poor location and the building was deteriorating. The College agreed to take on this task and combined the academic library with the local public library in its much newer facility, which was also more accessible to community members through tribal transit routes and longer operating hours.

In spring of 2016, based on workshop evaluations, the Continuing Education Department learned that the community was requesting a commercial driver’s license (CDL) training program. In meeting with the Menominee Tribal Enterprises, they indicated the sawmill operation was also in need of individuals with their CDL as well as local logging contractors. This provided CMN with the opportunity to partner with Fox Valley Technical College, who provides CDL training. CMN was able to work out an agreement with Fox Valley Tech to provide an instructor and a tractor trailer on the CMN Keshena campus in order to provide this service to the community. To date, we have successfully graduated six individuals with their CDL.

A few other recent examples include a Continuing Education partnership with Menominee Tribal Enterprises to help design and develop a training program for sawyers in the local logging industry. Issues of how to maintain an adequate logging force were identified by MTE as a major need for its forestry operations. A six week program was established that provided each individual with a sawyer certification. Local logging contractors were invited to the graduation
and given the opportunity to network with the graduates in order for them to gain employment. This program has resulted in 30 graduates since its inception in October 2014.

A community focus on sustainability and culture led to the development of a unique partnership between CMN-SDI and the US Forest Service, which has resulted in the creation of a Center for First Americans Forestlands (CFAF), which is housed in SDI. The CFAF expands CMN-SDI’s stakeholder groups to the timber-rich Tribes of the region. This partnership, which was recently extended in 2015 for another 5 years, along with the experience and mission of SDI furthers opportunities for high profile partnerships developed to serve our key external stakeholder MTE, as well as other external stakeholders. This partnership has allowed CMN to leverage other high profile national partnerships such as participating as a consortium member with the Department of Interior Northeast Climate Science Center. This consortium membership has provided capacity for CMN to provide service to other tribal communities such as Stockbridge Munsee Nation, Oneida Nation, and Forest County Potawatomi. This includes climate change scenario planning, and engagement with the Tribes on other forestry, community resiliency and climate resiliency efforts.

For SDI, identifying community climate change concerns in 2011 has led to the development and offering of activities including the 2014 Shifting Seasons: Building Tribal Capacity for Climate Change Adaptation Summit, and the Indigenous Planning Summer Institute (IPSI) in 2014 and 2015. For the Summit, there were 140 participants (including 23 from the Menominee community) representing perspectives from tribal entities, academia, government, federal agencies, and non-profit organizations. Overall attendance was approximately 50% tribal and 50% non-tribal participants representing various leadership, management and official roles. A few of the recommendations developed by participants at the 2014 Summit include: developing a centralized road map for tribes to engage in climate science, betterment of ethical interactions between tribes and climate scientists; and providing more opportunities for Tribal Colleges and Universities to engage their specific tribal communities on climate change initiatives. These recommendations help to further set priorities for CMN and SDI to develop future climate change initiatives.

2I3 - Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

CMN receives key stakeholder data from across the institution. During the next reporting period, CMN will evaluate the process for receiving and tracking stakeholder needs and determine if a more formalized system is necessary. This would include examining a previous AQIP project on standardized surveys, which was not completed due to the aforementioned financial and staffing issues impacting CMN in recent years.

2.4: COMPLAINT PROCESS

2P4 - Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups.

Because CMN has a small student population, the College encourages students to address concerns at an informal level. Direct communication has served to address complaints before they reach a formal level. CMN has nevertheless developed a Student Complaint process.

Non-academic student complaints are reported to the Dean of Student Services. Specific policies and directions for filing complaints from students regarding grievances, harassment/discrimination, and sexual misconduct are published in and/or electronically linked to the College website and the College Catalog.
and Student Handbook. All non-academic complaints must be acted on within seven to ten business days, and students are notified with a formal written reply, outlining the results of the investigation and possible resolutions. A Complaint File is kept on formal complaints and a Complaint Log is kept by the Dean of Student Services to track other complaints. Figure 2P4.1 shows the CMN Complaint Log structure. The log can be viewed by contacting the Dean of Student Services.

<table>
<thead>
<tr>
<th>Date</th>
<th>Name/I.D.#</th>
<th>TYPE</th>
<th>Nature of Complaint</th>
<th>Requested Resolution</th>
<th>Outcome</th>
</tr>
</thead>
</table>

**Figure 2P4.1 Student Complaint Log**

Academic complaints are addressed by the appropriate Dean on an as need basis. Students dissatisfied with a course grade, for example, may appeal through the following a formal process. First, written contact must be made from the student to the instructor to request a grade appeal. If the student remains unsatisfied, (s)he has 60 days to appeal to the Departmental Dean. The Dean establishes a three-faculty committee to review the student’s submitted appeal file. Within 10 days, the faculty committee issues its findings in writing. The Grade Appeal process is outlined in the Academic Catalog and Student Handbooks. No grade appeals have been made in the time since CMN’s last report.

External stakeholder complaints are directed to the President’s Office. Complaints relating to a specific department are forwarded to that individual department for review and resolution. In these incidences, investigative teams are established to investigate and recommend resolutions.

**2R4 - What are the results for student and key stakeholder complaints?**

All complaints are taken seriously by CMN’s administration. The College, however, CMN’s has created a framework for students, staff, faculty, and external stakeholders to able resolve complaints at the informal level, resulting in few formal complaints. Formal complaints follow CMN’s established processes and procedures of resolution.

**2I4 - Based on 2R4, what improvements have been implemented or will be implemented in the next one to three years?**

College of Menominee Nation will evaluate the current non-academic and academic complaint processes to assess their effectiveness. If necessary a Task Force will be assembled to formalize and consolidate an improved complaint process.

**2.5: BUILDING COLLABORATIONS AND PARTNERSHIPS**

**2P5 - Describe the processes for managing collaborations and partnerships to further the mission of the institution.**

CMN has developed numerous partnerships within its academic units from faculty bias training delivered through UW-Madison to articulation agreements with UW-Green Bay. The specificity of these agreements facilitates their successful conclusions. As CMN has grown, however, so did the offers of other types of partnerships. But not all were sincere as some potential partner organizations were only interested in what CMN could offer through the status as a tribal college. A way to measure the value of such offers came when the College’s early leadership heard a presentation by Dr. William C. Richardson at a Kellogg Foundation event where he identified four “rules” of partnership.
1. Good partnerships are a result of strong, on-going relationships, and the most successful partnerships are those in which the relationship is established FIRST, and the formal partnership later.

2. Successful partnerships have mutually concurred upon SPECIFIC expectations, and measurable and meaningful outcomes.

3. Successful partnerships are characterized by both partners being engaged in all aspects—including budget allocations of program design and development.

4. Successful partnerships mitigate against disparities in the status, power, or influence among the members of the partnership.

The College works with many external Tribes and organizations that seek to partner with CMN due to the unique setting, history, and contemporary nature of the Menominee community. The decision on whether to partner with an organization is guided by the four rules, but also includes vetting these organizations through informal consultation with other Tribal College faculty and staff as well as indigenous scholars engaged at larger academic institutions.

The key to maintaining relationships with partners is open and honest dialogue and communication creating trust from both partners. CMN works with local employers such as the Menominee Casino/Resort Hotel, Menominee Tribe of Wisconsin and the Menominee Tribal Enterprises as well as many other Tribal, State and National organizations. Managing expectations is also a large part of working with external organizations, such as federal agencies and academic institutions. To some extent this requires educating them on how to work with Tribal colleges and communities. In addition, CMN has also engaged in developing partnerships with other indigenous peoples and communities from other countries to enrich our student’s experiences and knowledge of other indigenous peoples.

2R5 - What are the results for determining the effectiveness of aligning and building collaborations and partnerships?

For the CMN, partners are selected based on mutual interests that improve the human condition in the communities served by the College. Examples can be additional academic programs, youth programs, nutrition programs, or workforce development programs. This is a direct correlation with CMN being a 1994 Land Grant Institution and striving to meet the mission of Land Grant schools to bring resources to the community. An example of this was the need to provide 4H programming on the reservation. CMN, the local UW-Extension, and the State of Wisconsin Extension office came together to determine why there was not a 4H Educator within the boundaries of the reservation and how this might be accomplished. Through MOAs and collaboration, the 4H position was funded by the University of Wisconsin Extension and the college provided the office space and technology.

While CMN has since its beginning worked with international groups, recent efforts to create a more international environment on campus has come in the form of hosting tours for delegations from Peru in 2013 and Southeast Asia in 2014. To more fully engage the campuses, in the Fall of 2016, a Seminar on Global Indigeneity and Sustainability was hosted by CMN/SDI, in partnership with UW-Madison, which brings different indigenous peoples and scholars to CMN campus to speak on international indigenous perspectives. The seminar is itself an effort to gauge an overall partnership between CMN and UW in relation to the development of international studies. Within this effort, discussions on how CMN and other indigenous people’s organizations might develop more reciprocal partnerships are also a focus of discussion.
Anecdotal evidence suggests that CMN’s new external partnerships are working well for both partners, but a formal assessment needs to be accomplished.

2I5 - Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

CMN uses the four partnership guidelines as a reminder of what works and what does not:

1. Good partnerships are a result of strong, on-going relationships, and the most successful partnerships are those in which the relationship is established FIRST, and the formal partnership later.
2. Successful partnerships have mutually concurred upon SPECIFIC expectations, and measurable and meaningful outcomes.
3. Successful partnerships are characterized by both partners being engaged in all aspects— including budget allocations— of program design and development.
4. Successful partnerships mitigate against disparities in the status, power, or influence among the members of the partnership.

CMN will develop a task force to evaluate the effectiveness of these guidelines and determine how to formalize and evaluate effective partnerships. This would also include a database that could be used to track the status and success of partnerships for continued development.
CATEGORY 3: VALUING EMPLOYEES

INTRODUCTION

CMN recognizes that for the Menominee Reservation, other American Indian Reservations, and Non-Indian rural communities of northeast Wisconsin view the College not only as an institution of higher education but as an economic engine and major employer in the region. With this recognition, CMN strives to be a stable, equitable, and fair employer. As an institution chartered by the Menominee People and as an entity of the Menominee Indian Tribe of Wisconsin (MITW), the College operates under Menominee Tribal Ordinance 82-10 and utilizes the process developed by the MITW Human Resources Department in its employment practices for faculty, staff, and administration. Balancing the 82-10 process with the requirements of a quality postsecondary institution, CMN Human Resource (HR) Director works with Deans and Directors to set minimum qualifications, determine position duties, and employment status. Using Compease, a salary administration software, administrative, managerial, and staff positions are graded equitably and compensation set by the requirements of the position. The faculty compensation program uses a base wage which is set at the 25th percentile of the State Occupational Employment and Wage Estimates for the State of Wisconsin. Once on-board, all employees receive an orientation to the College.

HR regularly reviews policy and surveys employees to improve its services. Since the last Systems Appraisal, the College has developed surveys to make improvements to onboarding processes and anonymous exit surveys. As result of HR's regular review process, the Director discovered and corrected an inequity in the College's Career Development Policy.

In October of 2013, at the HR Director’s request, the Executive Cabinet formed a task force to update the employee evaluation program. The task force selected a modified version of the Check-in model. After a thorough review and piloting process, the Check-In model has been scheduled for implementation. Additionally, the evaluation task force recognized that professional development opportunities were highly valued by employees but were underutilized. To change the development conversation the evaluation task force developed an Individual Development Plan as part of the evaluation tool which would be driven by the employee.

Other task forces and AQIP Action Projects revised, restructured, and realigned employees.

In 2014-2015, the College experienced financial challenges that resulted in the retrenchment of its academic programs, a 20+% reduction in force, and a substantial loss of key personnel. The substantial loss of personnel in a small college could be devastating, but CMN used this opportunity to further break through departmental silos and to further commit to its culture of democratic inclusion and collegial deliberation and its interdepartmental workgroup, task force, committee approach for continuing improvement and institutional effectiveness.

CMN’s processes for valuing employees are integrated into the College's operational fabric. Human Resource data is regularly collected, communicated, and deliberated at All-Employee Convocations, Deans and Directors Council, and the Board of Trustees. The results of the data’s analysis and the variety of employee conversations are used to improve HR processes and to better serve to support all employees equitably.
3.1: HIRING

3P1 - Hiring focuses on the acquisition of appropriately qualified/credentialed faculty/staff to ensure that effective, high-quality programs and student support services are provided.

CMN was chartered by the Menominee people to offer higher education to the Menominee Tribe and surrounding communities. To succeed in its mission, the college has established a hiring process, as well as, career development opportunities to provide the necessary tools and continued education to the departments which make up the College.

As an entity of the Menominee Tribe, the College is subject to Tribal Ordinance 82-10, otherwise known as Chapter 170. Chapter 170 requires new positions at the College be posted for enrolled Menominee Tribal applicants for a minimum of five business days. Vacant position are posted internally to allow interested internal candidates the opportunity to apply for promotion or transfer. This allows CMN to retain the knowledge, skills, and abilities of staff and faculty already employed with the College. If an internal candidate is not selected the position moves to the Menominee preference posting. If a candidate is not hired during the preference posting the posting is opened to the general public. Chapter 170 provides preference points to enrolled Menominee Tribal members, members of other tribes, descendants and applicants whose spouses are enrolled tribal members. The ordinance also allocates points for military service members. The College’s Mission states that CMN infuses education with American Indian culture, and Chapter 170 assists in accomplishing this goal through promoting the employment of tribal members. Seventy-three percent of CMN’s staff are enrolled Menominee, Menominee descendants, Menominee spouses and/or members of other American Indian Tribes. Faculty, on the other hand, are 82% non-Native. The College’s goal is to employ at least 50% American Indian faculty in the next 10 years.

As a growing institution of higher education it is critical that faculty, staff, and administrators have the knowledge, skills and abilities to carry out the mission of the college. The Human Resource department works with each department head, as a subject matter experts, to draft appropriate position descriptions which highlight the responsibilities of the position, the necessary qualifications including education, credentials, and previous experience to successfully carry out the responsibilities of the position (3.C6). Masters degrees are required for both full time and adjunct faculty positions with preference given to applicants with a PhD in the field in which they will be teaching (3.C1, 3.C2). Although not required by the Higher Learning Commission (HLC), instructors teaching EDU100 (nontransferable credits) in area high schools are also required to meet this criteria (3.C2). Once the position description is complete, the supervisor and Director of Human Resources establish a pay grade for the position, using the applicable compensation program for either staff or faculty.

CMN’s staff compensation program pay grades were established using the Compease Compensation Program. Compease is a salary administration software program designed for CMN. Compease collects data annually using benchmarked jobs from a variety of national, regional, and local survey sources, both industry and geographical, to establish a weighted
average salary for each benchmark job. The weighted average is then adjusted to reflect geographical wage differentials. The purpose of the geographical wage differentials is to establish both wage and cost-of-living standards for multiple sites of the college. These standards are reflected in separate pay scales for the Keshena and Green Bay/Oneida campuses respectively.

Each position is assigned a pay grade based on CMN’s job evaluation which consists of ten compensable factors. The ten compensable factors used to evaluate each staff position include experience, education, managerial responsibility, interpersonal skills, independent judgment, mental process, organizational authority, organizational restraint, physical demands and working environment.

The faculty compensation program uses a base wage which is set at the 25th percentile of the State Occupational Employment and Wage Estimates for the State of Wisconsin. These occupational employment and wage estimates are calculated with data collected from employers in the junior college industry (North American Industry Classification System (NAICS) 611200) in metropolitan and nonmetropolitan areas in every State and the District of Columbia and are based off the broad occupational codes for postsecondary teachers to account for the variety of courses faculty teach at the college. In addition to the base, all faculty members receive additional steps for their education, experience, promotions and offices held. Each educational step is worth 2.5% of the base, meaning when the base is changed, the value of each steps change as well. The highest degree awarded to a faculty member in his or her appropriate field related to his or her teaching area determines an initial percentage of base salary. Official Transcripts are required for each degree awarded in order for the faculty member to receive the appropriate percentage applicable to his or her education and to ensure faculty members possess the necessary credentials for the courses they teach (3.C2). Each Rank step is worth 5% of the adjusted base, and an additional 10% is added for chair statuses.

Adjunct faculty are hired to teach on a course by course basis and do not have responsibilities outside of their teaching or project assignments. For this reason, adjunct faculty are exempt from the rank (promotion) step of the faculty pay program. Adjunct rates are calculated as follows:

Base Rate / 30 (adjunct with PhD) x Credits teaching per semester = Adjunct Contract Rate

Once the position description and wage are established the supervisor completes a personnel requisition for approval to post the position and turns in a prescreen form with the criteria that each application packet will be measured against, as well as, a set of interview questions to the Human Resource Department.

The College recruits applicants in a variety of ways and places and must comply with the Menominee Tribal posting requirements, as listed in Chapter 170, during the Menominee preference posting. Advertisements for vacant positions are focused toward on-line sites including the Menominee Indian of Wisconsin’s website, the College’s website and other local webpages. Print advertisements in local and/or regional newspapers, national publications, and through other organizations such as AIHEC are utilized depending on the position being posted. Faculty positions which remain vacant after the Menominee Tribal preference posting are posted on national online job boards (3.C6).
Once the posting is closed the hiring manager will assemble the interview team to screen each applicant against the criteria in the prescreen form. Applicants who meet the criteria are offered an interview. Interview teams consist of the supervisor, an enrolled Menominee Tribal member and one other interviewer selected by the supervisor. The CMN Human Resources department encourages each supervisor to include a test, essay or other forms of assessment to be administered either prior to, or as part, of the interview process to determine whether the candidate can perform necessary functions at an appropriate level (3.C6).

Interviews scores are determined using a score sheet which is in compliance with Chapter 170. Points must be allocated per the ordinance. Once a successful candidate is selected, an offer is made contingent upon reference checks, a background check and drug screen. This provides one last opportunity for red flags to be brought forward prior to the applicant being employed.

The college’s hiring processes varies slightly between position classifications. Human Resources has developed flowcharts with links to applicable forms and tools to assist supervisor in navigating through the process. Flowcharts are available on the College’s intranet.

All Faculty positions are contracted. Contract language is reviewed annually to ensure requirements meet HLC’s criteria and penalties for breaking contract are in place to ensure the college has sufficient numbers of faculty to meet program needs (3.C1, 3.C2). Full time faculty are defined as having teaching loads of 15 credits or credit equivalents each semester. Faculty contracts are renewed annually and letters of intent are sent to faculty each spring to indicate the college’s intentions for continued employment.

Once hired, all staff and faculty participate in an orientation program based on their employment classification which is conducted in the Human Resource Department. The College orientation program includes a policy overview, institutional culture overview and a benefit orientation. A campus tour completes the orientation program. Administrators are provided with a copy of the CMN Administrator’s Handbook which includes information on the College’s charter, as well as, authority and responsibilities of the college’s administrators (3.C6).

In 2014 the Student Services department underwent a major transformation consolidating the tutoring and testing functions to what is now the Foundational Studies department and changed the academic advising function to a case management model, retitling the former student advisors to Student Achievement Specialists (3.D3). Student Achievement Specialist receive on-going training in pro-active advising and case management (3.C6, 5.A4) This separation allowed the Student Services department to focus on student retention and offer resources to students to foster student success while creating a specialized department to address tutoring. The number of staff within the Student Services department is determined by student enrollment (3.C6).

From 2014 to spring of 2016 Student Services and Human Resources worked to revise the college’s career development policy. Prior to the revision being approved in July of 2016, Faculty were allowed a tuition discount for their dependents, as well as, a tuition discount for classes in which they enrolled in at the College. Full time staff members were only allowed the tuition discount for classes they enrolled in. The Career Development and Tuition Reimbursement Policy assists the College is supporting continuing education for employees and their eligible dependents, and contributes to providing those who are interested in advancing their careers at the College the opportunity to gain the knowledge promotion opportunities require (3.C6).
This inequity in benefits was revealed by a Career Development survey conducted in 2014. Based on the information provided by employees, it was determined that staff were more likely to use the benefit for discounted tuition for both themselves and their dependents. This change in policy was projected to have a ROI of 207% in the 2016/2017 academic year as it would increase the enrollment of native students while supporting staff and faculty in continuing their education. Due to the positive ROI projection the board approved the policy in July of 2016.

By the close of 2014, CMN financial position required immediate action, and the College with support of an ad hoc budget task force and HR began to reallocate its resources to meet this challenge (see Category 5). In February 2015, CMN laid off 17 staff from entry/lower-level positions through top-level administrators and reduced the remaining staff to a 32-hour work week. (In December 2016, when the Nursing Programs enter latency, two additional staff will be laid off.) CMN’s Executive Cabinet and HR worked judiciously to ensure the lay-offs were fairly distributed through positions as well as Menominee and non-Menominee personnel.

Consolidation of like-functions began CMN’s programming and organizational restructuring. With the Dean of Technical Education’s retirement, the trades and technical diploma programs moved under the Dean of Letters and Science, who absorbed those programs, established a new Technical Education Department, and appointed a Department Chair. CMN will handle the Nursing Programs latency and the attendant Department in the same way. The remaining CNA program will move under the Letters and Science Dean, who will absorb the CNA program through the Technical Education Department, and will appoint a Program Director. Because there was already a close working-relationship between the offices of the Registrar and Institutional Research, upon the Retirement of its Director, the Institutional Research Office moved under the Registrar. The Finance and Business Offices were combined into a single Finance Department with a managing Comptroller. And a new department, Campus Support, was created during this period to consolidate the functions and services for facilities, housekeeping, maintenance, purchasing, insurance and risk management, safety and security, and emergency management.

Not all organizational restructuring that occurred during this period, however, was the result of academic program retrenchment, staff reduction in force, staff and faculty loss, or resource reallocation. The Division of Foundational Studies, for example, was established as a consolidation of functions and services through the recommendations of two independent task forces and one 2012 AQIP Action Project (see Category 1).

Divisional restructuring also occurred during this period as the result of task force recommendations that aligned with the reallocation of resources. For example, through CMN’s reduction in force, the Division of Student Services lost a student advisor in the 2015 lay off. But the foundation for absorbing that loss had been built in 2012, based in part on the findings of a 2010 AQIP Action Project “Increasing Student Retention through Data Based Decision Making” and a Case Management Task Force that was charged with developing an academic advising approach that emphasized personal contact with students from recruitment through graduation and used pro-active, solutions-oriented strategies to promote the completion of students’ personal, academic and career goals (see Category 2).

CMN has historically had a low student to faculty ratio as show in Figure 3P1.1. Due to declining student enrollment, however, CMN has had to work to right size departments to ensure effective management of the College (3.C1).
The 2015 reduction in force impacted all Divisions and Departments, including the Academic units. But as Figure 3P1.1 demonstrates, CMN did not substantially increase its student/faculty ratio.

The faculty reduction in force occurred through academic program retrenchment. After a careful review of FTE and American Indian enrollment by degree, diploma, and certificate program, CMN put six Associate Degrees (Accounting, Computer Science, Liberal Studies—Humanities, Liberal Studies—Social Science, Mathematics, and Sustainable Development), one Technical Diploma (Sustainable Residential Building), and three Certificates of Mastery (Criminal Justice, Entrepreneurship, and Microcomputer Specialist) into latency in Spring 2015. With the retrenchment of academic programs, four faculty members were notified that their contracts would not be renewed in May 2015; and two faculty members resigned after finding other employment. The majority of the remaining faculty, in solidarity with their staff colleagues, voluntarily agreed to reduce their contracted salaries by 20%.

Some of the now latent degree, diploma, and certificate programs had no current students, but for those programs that did have currently enrolled students, CMN committed to helping students achieve their academic goals by facilitating changes in majors, evaluating transfer credits, substituting courses, and scheduling the necessary courses for graduation. As of Spring 2016, CMN had graduated the last of those students whose majors (Accounting) became latent in 2015. At the end of Fall 2016, CMN will complete its retrenchment of academic programming as the College puts its Associate of Applied Science Degree in Nursing/Nursing Bridge (Registered Nurse) and its Technical Diploma in Nursing (Licensed Practical Nurse) into latency. While the ADN/RN was ACEN accredited and both programs were successful, e.g., CMN had 83.3% pass rate on the NCLEX exam and an excellent job placement rate of 92% of graduates were placed in jobs within 6 months, the programs are simply too expensive for the College to continue at this time. CMN Board of Trustees announced the Nursing Program latency on April 14, 2015. No students were accepted into the Nursing program after that date.
But as in the earlier program retrenchment, CMN committed to helping our Nursing students achieve their dreams. The Dean of Nursing and the Nursing Department staff worked with students to either complete their programs at CMN by December 2016 and/or to transfer to other Schools of Nursing in the northeast Wisconsin region. While CMN’s Nursing Program will officially enter latency in December 2016 with 13 Licensed Practical and 11 Associate of Applied Science in Nursing as Fall 2016 graduates, three current students will complete course work at Northeast Technical College or Fox Valley Technical College in Spring 2017 and will transfer their final semester courses back to CMN no later than May 2017 at which time CMN will confer their ADN or TPN degree during 2017 Commencement. The College has, however, retained its equally successful Certified Nursing Assistant (CNA) program and it is staffed to run productively.

By the Summer of 2015, most of the laid-off staff had found other employment, but CMN has been able to restore two of those employees and, when possible, has hired former faculty on an adjunct basis. In August 2015, the College restored all full time employees whose salaries were partially or fully grant funded to a 40-hour work week; the remaining general fund staff were restored to a 40-hour work week in October 2015. By May 2015, faculty contract salaries were restored to their full amounts.

After a reduction in hours in 2015 and a layoff which occurred in February of 2015, Administration began looking for ways to better utilize grant funding to support staff in key roles. To date, CMN seeks to use grant funding for project work to support staff in a variety of areas to accomplish goals rather than hiring new staff or faculty to complete grant funded projects.

In addition, CMN uses a Secondary Assignment Request which allows staff to complete projects outside of their normal work hours for additional compensation while maintaining compliance with labor regulations and retaining the knowledge gained from these experiences within the institution. Faculty are also allowed to work on project assignments if their credit load is reduced, project work is assigned to maintain the faculty member’s full time employment status whenever possible. On occasion project work can lead to faculty credit overloads. If a faculty member is over their credit load an addendum is made to their contract to compensate the faculty member for the additional work assigned.

3R1 - What are the results for determining if recruitment/hiring/orienting practices assure effective provision for programs and services?

CMN has historically had low turnover, however, increases in turnover in 2015 were higher than typically due to the reduction in force and voluntary turnover due to the reduction in hours. Turnover is tracked by the CMN Human Resource Department on a month to month and annual basis. CMN’s annual turnover is currently 16.88% for 2016 as show in Figure 3R1.1. The high turnover rate in 2015 occurred mainly in the first Quarter of 2015 and is consistent with what other college and universities reported according to Higher Ed Job’s Higher “Education Employment Report” which states, “The number of jobs in higher education slipped during Q1 2015, marking the first Q1 decline in over six years.”
In 2014 a new hire orientation survey was developed to track data related to employee orientation and assist in making improvements to the College’s onboarding process. After orientation, each new hire is asked to complete a Google survey, which tracks responses throughout the year. Human Resources reviews survey data on an annual basis to determine if the information shared in the orientation program is viewed as helpful to the new hire, and if information that would have been helpful was missed or excluded. Updates to the program are made annually based on the data received. Each new hire rates several areas by degree of helpfulness including, the amount of detail provided, length of program, organization specific information, information on the College’s culture, and information regarding the College’s policies.

**Figure 3R1.2 Employee Orientation Survey Results**
The top three suggestions delineated below have been incorporated into the onboarding process:

- Include more information on CMN’s insurance benefits
- Include a campus tour
- Include more information of the new hire’s department

In 2016 the Human Resource department began conducting blind electronic exit interviews to track information regarding employee departures. Prior to 2016 employees would meet with a Human Resource Representative to complete an in person exit interview. Data from the in person exit interviews lead to few changes as data was only shared with the College’s President. Employees were reluctant to have their names attached to some of the comments which contributed too little change being brought forward by the interview. At the end of the 2016 calendar year survey data will be shared with the Deans and Directors at the monthly meeting in January of 2017.

3i1. Based on 3R1, what improvements have been implemented or will be implemented in the next one to three years?

Since the last Systems Appraisal, the College has developed surveys to make improvement to onboarding processes and unveil trends in turnover using anonymous exit surveys. Thus far suggestions that have come from the surveys have included requests that HR complete new hire campus tours, which was implemented in 2016. More information on insurance benefits was also requested. This information was updated in orientation packets and presentations, as well as, shared online for prospective employees in 2015. This change was implemented in conjunction with the college’s first online application.

In addition, performance evaluation tools have been developed and are in the process of being implemented for all full-time staff, part-time staff and full-time faculty in spring 2017. Using the new performance evaluation tools we intend to streamline evaluations and develop a merit based pay system which can be adjusted annually by the Budget Committee to ensure responsible financial management, as well as, recognize employee accomplishments.

In the next year, Human Resources will finalize implementation of File Director, a document imaging system, for employee personnel and benefit files. The system will support responsible budget management within the Human Resource department by reducing paper documents and time spent pulling paper documents for audit or other purposes.

Over the next three years the Human Resource department intends to review options for Human Resource Management software to eliminate the HR Access Database which currently houses employee information and spreadsheets which are used to track employee data. This will improve the accuracy of data, reduce time spent manually entering data into multiple spreadsheets and data bases, and provide benchmarks and reports for the department. Reducing the amount of manually entered data and tracking will assist the Human Resource department in shifting from an administrative function to a strategic partner within the College.
3.2: EVALUATION AND RECOGNITION

3P2 - Evaluation and Recognition focuses on processes that assess and recognize faculty, staff and administrators’ contributions to the institution.

In addition to the implementation of the new hire and exit surveys, the Human Resource department requested a task force to review the employee evaluation program. In October of 2013 the Executive Cabinet formed a task force to update the employee evaluation program. The Evaluation Task Force met on a biweekly basis and determined that a Management by Objective model (MBO) for completing evaluations would yield the best results and tie into the College’s strategic plan. Over the course of the next seven months the task force reviewed several MBO models and determined that a customized approach to developing an evaluation tool was needed. The MBO model which was created consisted of two steps 1) a self-evaluation and 2) a supervisor evaluation. Each step consisted of two sections, in the first section the employee would be evaluated based on six key performance factors, followed by section two consisting of constructing three to five smart objectives in which the employee would complete in the evaluation period. Points were to be weighted by the supervisor in conjunction with the employee to ensure an appropriate weight was given to each objective while keeping the program malleable for different departments across the institution.

The pilot for the MBO evaluation began in July of 2014 and ran through January of 2015. The Green Bay/Oneida Campus was selected to participate in the pilot program as the staff consisted of tutors, student services staff, operational staff and administrators. Upon completion of the pilot the participants completed a survey to evaluate the program’s effectiveness. The survey revealed an averaged favorable rating of 52.71% on all categories measured. Participant comments included: a lack of understanding in the rating scale, the processes were too time consuming, and a lack of cohesiveness between the sections.

After reviewing the survey results, the task force determined a revision of the program was needed based on the low approval rating of the first pilot. A delay in the task force reassembling occurred as a result of the reduction in hours in 2015. The task force reconvened in January of 2016 and began researching options to improve the evaluation tool. One model of particular interest to the task force was Adobe Corporation’s Check-In Model which addressed the concerns of the participants in the first pilot. The group used Adobe’s model as a template to develop a Check-In tool aimed at accomplishing departmental goals within higher education while progressing toward the completion the College’s strategic goals. The Check-In model also provided a method for staff and faculty to become more invested in their own professional development through an employee driven development plan.

The Check-In model developed by the task force consists of three main components, 1) an expectation setting component, which would occur at the beginning of employment or at the beginning of the fiscal year which ever is applicable, 2) Check-Ins to be scheduled at intervals in the evaluation period determined by the supervisor and employee and 3) an individual development plan to assist employees in developing their interests, strengths, goals, aspirations and opportunities. To ensure staff and faculty are participating in the program a survey was developed to be sent to participants annually to determine if changes were needed to the tools or program as the institution grows and changes and also to ensure the evaluation tools were being used as intended (3.C3, 3.C4).
The task force scheduled a pilot program for the Check In model with the Department of Continuing Education which began in June of 2016 and commenced in September of 2016. The task force administered the same survey from the first pilot to the participants in the second pilot. Results of the survey revealed an average favorable rating of 62% in all categories measured. Comments for improvements focused mainly on the evaluation training being tied more closely with the tools provided to accomplish each component of the program. The task force believed a few changes to the training would correct that deficiency in the program and that the program should be brought forward to the Dean and Directors in October of 2016 to begin implementation.

CMN expects faculty accessibility and contractually requires all faculty members—adjunct, part-time, and full time—post office hours (minimally one office hour per three credit/contact hour) each semester (3.C4). Accessibility is one of 18 specified duties to which full time faculty are contractually obligated and may be evaluated:

- Teach 30 credits per academic year with a maximum of 8 class preparations;
- Submit in a timely fashion data and reports requested by the Dean or designee
- Submit syllabi for all courses in the form prescribed by Employer;
- Take class attendance and submit in a timely manner as prescribed by the Dean;
- Schedule make-up if course is cancelled and notify Dean;
- Hold one (1) office hour for each assigned course, but no less than three (3) hours per week;
- Office hours need to be posted in a visible place in assigned office area and submitted to Dean;
- Participate in assessment of student learning activities;
- Serve as liaison to all CMN constituencies;
- Promote and participate in recruitment activities as assigned;
- Evaluate degree programs, if requested;
- Participate in institutional planning;
- Participate in academic advising as assigned;
- Serve as student group advisors, as appropriate;
- Participate as a committee member in meetings and activities as assigned;
- Attend commencement ceremonies for graduating students;
- Participate with communities and stakeholders served by CMN;
- Attend professional development activities as required.

Faculty and courses are also evaluated by a survey that is available to students within their MyEmpower account at Midterm and at the conclusion of the course. This is a personalized account for each student based on their courses made available to students through our student information systems (SIS), Empower. Using Empower, students are able to access the surveys for the courses they are scheduled for and submit anonymously. Faculty can view both the Midterm and Final surveys for the courses they teach and the Letter and Sciences Dean can review the all surveys for all faculty. The contractual requirements, student evaluations, and classroom observations as well as the professional goals outlined in the Check-In Model will be used by the Dean of Letters and Science to evaluate faculty performance, beginning 2017.

CMN’s Employee Recognition program was last updated in 2009. Due to the increased costs of existing anniversary gifts and the dissatisfaction expressed by employees in Employee
Roundtable meetings held in the fall of 2015, the Human Resource Department decided to revisit the program. Total program costs from 2012 - 2016 averaged $256.00 annually. Gifts were distributed at 5 year intervals with paper certificates printed by the Human Resource Department which were distributed monthly for all anniversaries.

Employees did not feel that their anniversaries were recognized in a timely fashion as supervisors and even Human Resources frequently got behind issuing certificates. The certificates were also not issued in meaningful ways. Roundtable meetings revealed that employees didn’t think the certificates were a valuable way to recognize anniversaries and were an unnecessary cost. Employees also expressed concerns that newly hired employers were not recognized for their contributions and a 5 year anniversary gift was a long time to wait for recognition.

Due to the feedback from staff and faculty the Human Resource department added a 1 year anniversary gift and requested that the College President acknowledge employee anniversaries at 1-year, and every 5 year increment thereafter at the convocation meeting each semester. Supervisors would continue to distribute gifts on the employee’s anniversary date at an employee meeting of their choice.

A CMN keychain was added as a one year anniversary gift. HR will continue to distribute portfolios as the five year anniversary gift until the current supply is used. The 10 year anniversary gift was changed from an engraved clock to a CMN printed folding lawn chair. The 15 year anniversary gift, formerly a fleece Pendleton baby blanket was changed to a customized CMN jacket.

Overall CMN experienced a saving by changing the gifts. The 5 year anniversary gift was reduced by $7.50, the 10 year anniversary gift was reduced by $7.00 and the 15 year anniversary gift was reduced by $20 per item. With the savings, the 1 year anniversary gift was added.

CMN staff and faculty began receiving the new gifts in March of 2016 with the first anniversary announcements beginning at convocation in the fall of 2016.

While the college experienced financial challenges during the reporting period, CMN has continued to provide a hardy benefit package to eligible staff and faculty members. The College’s insurance benefits consist of employer paid dental, life insurance, short term disability, long term disability. Health and vision insurance are offered with a 15%/85% cost share with low deductibles through the Menominee Tribal Health Insurance program. Along with these benefits CMN offers voluntary life insurance, critical illness insurance, off the job accident coverage, a 403b retirement plan, Flexible Spending Accounts, an onsite coffee house, onsite exercise facility and Wellness Incentives. Staff are also offered several forms of leave including 20 paid holiday, 40 hours of personal time and 80 hours of paid vacation beginning at their one year anniversary. Additional leave is provided for applicable family member funerals, education leave, jury duty leave, and EMT/Firefighter leave. While costly to administer, the college has continue to provide weekly pay to assist employees in managing their finances.

In the 4th quarter of 2014 the College participated in Axion Risk Management Strategies independent research study of higher education employee benefits. The studies respondents included nearly 200 college and universities in the Midwest. While the college was amongst the smallest participating school size (1-250 employees) CMN’s benefit offering were consistently in
the most employee favorable categories offering a robust benefit package with no or low costs to employees.

At commencement each year CMN recognizes a Faculty Member though the American Indian College Fund’s Faculty Member of the Year an award. Each year staff and faculty are encouraged to nominate a faculty member who they believe has made considerable contributions to the College for a $500 cash award and commemorative plaque. The recipient of the Faculty Member of the Year award is determined by the College’s Deans.

3R2 - What are the results for determining if evaluation processes assess employee’s contributions to the institution?

Since many of the college’s tools for tracking evaluation processes are new, data will not be available from which to draw conclusions until 2017.

The tools the College will use to measure outcomes include the annual Check-In evaluation survey which will be administered to both faculty and staff annually. The survey will provide the Evaluation Task Force and Human Resource Department with insights into whether or not supervisors are using the evaluation tools and whether employees believe the tools are assisting them in obtaining their goals and objectives. Prior to the newly developed evaluation Check In tool evaluations were not used to measure employee contributions in a systematic way.

3I2 - Based on 3R2, what improvements have been implemented or will be implemented in the next one to three years?

Improvements will be based on the results of the data collected in the next one to three years from the Check-In Evaluation survey to ensure the evaluation tools are being utilized in meaningful ways. The Individual Development Plans will assist Human Resources in determining what training staff and faculty are finding useful in different areas to assist in training new employees as staff and faculty retire or move on to other organizations. Over the next one to three years we intend to tie the Check In evaluation tool to our compensation program. This change will be heavily dependent on budget constraints.

In addition to the Check In Evaluations, the Dean of Letters and Science and Academic Program Coordinators will be using the course surveys administered through MyEmpower to determine what improvements can be made to provide improve course delivery.

3.3: DEVELOPMENT

3P3 - Development focuses on process for continually training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the institution.

The evaluation task force recognized that professional development opportunities were highly valued by employees but were underutilized. When Human Resources conducted round table meetings in 2015 both employees and supervisors expressed frustration with matching development opportunities with staff and faculty members. Supervisors stated, when asked, many employees would not share what developmental activities they thought could be useful, and wondered whether the activities they required staff to participate in were really helpful.
Many employees felt that their supervisors did not support their continued education or training pursuits.

To change the development conversation the evaluation task force developed an Individual Development Plan as part of the evaluation tool which would be driven by the employee. The task force’s intent on having the Individual Development Plan discussion owned by the staff or faculty member rather than the supervisor would increase employee input as to what information they needed to accomplish goals versus the supervisor driving the conversation and making all training mandatory. The task force did leave the option for mandatory training available to supervisors to ensure employees were given the opportunity to close skill gaps that could or have, lead to performance issues.

Over the past three years compliance regulation changes have caused much of the College’s training for both staff and faculty to be heavily focused on compliance with laws such as the Violence Against Women Act (VAWA), Campus SaVE Act and recent amendments to Title IX. The College is currently working with Work Place Answers, a third party training organization, to assist in providing customized web based training to ensure information about relevant regulations is shared campus wide. At this time, the training modules will be provided to staff and faculty regarding FERPA and Title IX.

Faculty members are scheduled to attend a two (2) week in-service session at the beginning of the Fall and Spring Semesters. Faculty training provided at the in-service includes curriculum development, technology training, campus safety and security training. The purpose of the in-service is to ensure faculty members have the tools to provide quality educational experiences to students and the ability to incorporate the College’s technology into daily classroom activities (3.C4).

The college supports student staff members by offering Federal Work Study opportunities through the Financial Aid Office to provide on the job experience for CMN students who qualify for the program. Federal Work Study positions often include learning basis office skills. In addition, CMN provides internships through various programs including the Office Tech program and Sustainable Development Institute which provide hands-on job related work experience allied specifically to the intern’s area of study.

The College also utilizes grant funding to employ student workers. Student worker opportunities have included tutors, and academic support to faculty. To inform students of these opportunities the college created a Student Employment Opportunities webpage where the college, as well as, area employers can advertise employment opportunities targeted at students.

3R3 - What are the results for determining if employees are assisted and supported in their professional development?

Nursing faculty licensures and credentials were reviewed by The Accreditation Commission for Education in Nursing (ACEN), a voluntary, peer-reviewed, accreditation process, for compliance in 2015. All Nursing faculty credentials and licensures were in compliance with the Commissions standards (3.C3).

Beyond the College’s departmental requirements and expectations for continued professional development no internal targets or benchmarks have been set for faculty or staff beyond those required in the posted position descriptions at hire.
313 - Based on 3R3 what improvements have been implemented or will be implemented in the next one to three years?

The Check In evaluation process will be provide faculty and staff with the tools to start development conversations with their supervisors to facilitate continuing education and training. The change in evaluation due dates from the date of hire to align with the College’s budget cycle allows staff and faculty to request development activities such as professional memberships, attendance at professional workshops and conferences and journal subscriptions to be built into the College’s budget making these opportunities more accessible to both staff and faculty. The Deans and Directors Council will be requesting the Budget Committee to put aside a predetermined general fund dollar amount to go directly to training.

The Letters and Science department is in the process of developing a Community of Practice Program. CMN’s “Community of Practice” is being piloted in the 2016-2017 academic year, with the goal of improving teaching through an invested group of faculty members who will read vetted pedagogical texts and then meets to both discuss with and learn from one another on an ongoing basis. Faculty will be required to both incorporate new learning into their own work and then share the results of their putting that learning into practice during the full faculty in-service meetings the conclude or begin each new semester. The over-arching goal will be to create a repertoire of best practices to guide curriculum assessment and design that’s centered on empowering Native students to succeed at our institution.
CATEGORY 4: PLANNING AND LEADING

INTRODUCTION

When CMN was chartered by the Menominee Tribe of Wisconsin, its focus was to provide opportunities in higher education to the Menominee People as well as to preserve, promote, perpetuate, and nurture Menominee culture. Once established, it became evident to CMN leadership that the college played an integral role not only for the Menominee community but for other American Indian nations and Non-Indian communities in the region. With this realization, the CMN Board of Trustees revised the College’s Mission to better reflect its broader commitments in higher education and its wider range of constituencies and stakeholders at the same time as it more explicitly dedicated CMN to the preservation, promotion, perpetuation, and nurturing of American Indian history, culture, and scholarship, research, and community outreach.

In 2012, the Board directed a team to begin the next cycle of Strategic Planning for the College. The Strategic Planning Team, composed of interdepartmental administrators, staff, and Board members, developed four Mission-based strategic goals, which the Board approved in 2014. Additionally the Strategic Planning Team devised a process by which the Strategic Plan would be developed and implemented. Only the first phase of the process was accomplished. When the second phase was to begin, CMN found its Strategic Planning efforts throttled by increasingly severe financial shortfalls and accounting system failures. CMN’s Board, executive leadership, as well as administrative and managerial staff efforts were devoted to resolving and/or mitigating these critical problem areas. A Task Force was established to address the problems and shepherd the institution through the difficult terrain. That Task Force has become a permanent committee on Budget.

During this critical time, CMN lost, through staff lay-offs, faculty non-renewals, resignations, retirements, and deaths, many of its key personnel, and with these personnel losses much of leadership lynchpins, and structural supports for shared governance. CMN does, however, continue to rely upon its systematic approach of using workgroups, task forces, and committees to resolve problems. This process is consistent with institutional and community values, and most importantly has served the College very well in times of prosperity and in times of adversity. For it is through this systematic approach, that CMN met the perfect storm of financial shortfalls and accounting system failures, reductions-in-force, and loss of leadership. CMN has learned valuable lessons during the reporting period, and the College is applying that knowledge by strategically rebuilding its leadership and governance structures as it moves into the future.

Throughout the trials of the reporting period, CMN has maintained its institutional integrity and transparency with all stakeholders.

CMN strives to embody the Menominee philosophy and cultural lifeways by systematically institutionalizing the concepts of collegial deliberation, democratic inclusion, and shared governance in its policy and praxis. CMN early commitment and systematic employment of interdepartmental workgroups, task forces, and committees has effectively eroded departmental silos, substantially increased documentation, and demonstratively improved organizational communication. While CMN remains systematic for this reporting period, the College is definitively beginning to align its planning and leadership goals, processes and assessments with its core values of collegial deliberation, democratic inclusion, and shared governance.
4.1: MISSION AND VISION

4P1- Describe the processes for developing, communicating and reviewing the institution’s mission, vision and values, and identify who is involved in those processes.

CMN, in concert with the Menominee cultural lifeways, embodies an institutional philosophy and praxis of collegial deliberation, democratic inclusion, and shared governance. These philosophical principles align with the axioms of AQIP. And from the time CMN was approved for participation in the AQIP Pathway in 2009, the College has been integrating AQIP’s methods into its organizational culture as the mechanism by which it honors its Mission and continually improves as an institution.

The institutional Vision is to serve as a center for lifelong learning, providing exemplary academic preparation and research. The College actualizes that Vision through its academic degree and workforce preparation programs, community outreach and service, research and dissemination, and as a center of inquiry, communication, and interaction for the Menominee Nation and neighboring communities of Northeastern Wisconsin.

The creation, revision and adoption of the Mission and Vision statements have been achieved through a facilitated process which includes the Board and the administrative leadership of the College. Recent revisions of the Mission broadened the statement of Menominee culture to include American Indian culture and strengthened the focus of the College’s role as a Land-Grant institution (1.A1).

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

As demonstrated above, the Mission statement contains explicit commitments regarding "preparing students for leadership, careers, and advanced studies in a multicultural world" as well as the role of CMN in “research, promoting, perpetuating and nurturing American Indian culture, and providing outreach workshops and community service.” And while the College admits and educates all the residents—American Indian and Non-Indian alike (77%/ 23% respectively)—whom choose to enroll from the northeast region of Wisconsin, its Mission Statement clearly explains that CMN is dedicated to “infus[ing] this education with American Indian culture. . . .” (1.A2; 1.B1; 1.B2; 1.B3)

CMN communicates the Mission and Vision to stakeholders in multiple ways. To external stakeholders, it is prominent in the annual report, website, catalog, all contracts, and displayed in all public spaces, meeting rooms, and classrooms on campuses. Internal stakeholders will encounter the Mission and Vision during convocations, planning and budget processes, on the Intranet, and all classrooms and offices on campuses.

CMN continues the above-described revision, adoption, and dissemination methods, but in this reporting period, the College’s leadership has taken steps to expand and enhance the Mission
review process to include more faculty and staff on a regular basis as well as more firmly ground the College’s present and future goals and activities to its Mission.

Since 2012, the discussion of the Mission has been highlighted in the strategic planning process. In early 2013 a Strategic Planning Team, composed of a Board Member, the Executive Cabinet, the Assessment of Student Learning Coordinator, and Institutional Research staff, was established to lead the next Strategic Planning effort. The Strategic Planning Team participated in HLC’s 2013 Strategic Forum. (1.A1). The Strategy Forum Team developed four Mission-focused goals:

- Goal 1: Provide quality education
- Goal 2: Prepare students for leadership, careers, and advanced studies
- Goal 3: Engage administration, faculty, and staff in research the betterment of the community and institution;
- Goal 4: Promote American Indian cultural awareness and preservation

CMN’s Board of Trustees approved the 2014-2017 Strategic Planning Goals in June 2014, and the new goals were introduced to all faculty and staff at the August 2014 Convocation. To ensure that the Strategic Planning Mission-based goals were operationalized in support of the College’s academic programs, student services, and community outreach commitments, and to promote the greatest number of faculty and staff participants, the Executive Cabinet charged the Deans Council (Continuing Education Dean, Foundational Studies Dean, Letters and Science Dean, Nursing Dean, Student Services Dean, Technical Education Dean, Assessment of Student Learning Coordinator, and Library Services Director) with developing annual objectives, with their respective faculty and staff, for the 2014-2017 Strategic Plan (1.A2).

4R1 - What are the results for developing, communicating and reviewing the institution’s mission, vision and values?

By integrating CMN’s Mission/Vision review and institutional strategic planning processes, CMN secured a regular review of the Mission itself; and by aligning the strategic planning goals with the core values of the Mission, CMN aligned its decisions and actions to its core functions and constituencies. Moreover, by keeping the College’s established communication methods but adding the direct involvement of the Deans Council, CMN not only informed the full campus-wide community but directly involved more than 70 faculty and staff in the process.

The Deans Council produced a 2014-2015 Objective and Activity Plan for each Division and Department. The next step, upon completion of Deans Council 2014-2015 Objective and Activity Plan, was to provide the plan to the College’s service units such as Finance, Human Resources, Operations, Sponsored Programs, etc. so that each service unit could build a complementary plan in support of the College’s core academic, student support, research, and community outreach functions. As the Deans Council’s Strategic Plan draft neared completion in Fall 2014, CMN began to feel the full financial impact of a declining student enrollment (See Category 5: Knowledge Management and Resource Management). And by the end of Fall 2014, CMN Executive Cabinet, Deans, and Directors were mired in the compounding financial exigencies.

Not all the Objectives/Activities for the 2014-2015 Deans Council Plan were completed, but the below sampling attests that a substantial amount of work was nonetheless successfully accomplished, even as the institution coped with an extraordinary challenge.
- Faculty training on Flipped Classroom Technology
- Faculty training on best practices for Flipped Classroom Pedagogy
- Pilot Flipped Classroom courses
- Increase the use of technology in coursework
- Design a Bachelor of Arts in Education Degree (Non-Licensure) for paraprofessional employment
- Pilot embedded leadership, careers, and advance studies curriculum in selected Letters and Science, Nursing, and Technical Education courses
- Incorporate Native American case studies into course work
- Design, present, and document Menominee Pageants
- Provide additional opportunities for leadership, careers, and advanced studies for community youth
- Provide workshops and trainings that meet community employment needs
- Develop student research opportunities in course work
- Develop sponsored/grant program student research projects
- Revise Advisor Position Description to include the Student Achievement Specialist duties
- Train Student Achievement Specialist personnel in Pro-Active Advising and Case Management Strategies
- Re-design Degree Program Materials to include career possibilities
- Further develop and disseminate information on student Internships
- Provide faculty and staff with training in Participatory Research Methods
- Continue the “We-Make-the-Road-by-Walking” Faculty Development Initiative (American Indian culture, history, scholarship, etc.) Course Infusion

A review of the objectives accomplished during the reporting period reveal that refocusing on the College Mission and tying it directly to the strategic plan has had concrete and positive results. Even under trying circumstances, the College advanced its core functions through academic programming that met the community’s needs with the development of the Bachelor of Arts Degree in Education for paraprofessionals and through community service by bringing Sawyer and CDL training to campus at the College’s expense to support community employment needs (1.D1, 1.D2, 1.D3); by developing the infrastructure and faculty expertise in cutting-edge course delivery via the Telepresence System and Flipped Classroom pedagogy; by further infusing course work with American Indian culture, history, and scholarship; by embedding leadership, careers, and advance studies curriculum into coursework; by training faculty and staff in Participatory Research, and by bringing back to the Menominee community its long-ago tradition of pageants.

4I1 - Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

As noted in 4R1, during the reporting period, the two final steps of CMN’s Strategic Planning process—complementary plans from service units and alignment of objectives with the budget—were truncated. Through an AQIP Action Plan, CMN will take what it has learned both from the implemented phase of the strategic planning process and the resolution of its financial exigencies to begin a new three-year cycle of Strategic Planning. The process will again begin with a review of the current Mission and Mission-based Strategic Goals.

A Task Force will be established to evaluate current community partnerships to improve how CMN communicates its Mission and Vision to external stakeholders as well as explore the
feasibility of other community partnerships that align with CMN’s core values and strategic goals.

4.2: STRATEGIC PLANNING

4P2 - Describe the processes for communicating, planning, implemented and reviewing the institution’s plans and identify who is involved in those processes

The College of Menominee Nation has institutionalized its planning and budgeting efforts in order to more formally engage its commitment to planning for the future. The AQIP process has been a natural fit to the organizational culture and has been core to the process of planning.

The President led the 2012-2015 Strategic Planning process that was initiated by the Visionary Council. A Strategic Planning Team articulated four Mission-based strategic goals and directed the Executive Cabinet to oversee the process. The Executive Cabinet charged the Deans Council with developing Objectives and Activities in support of the strategic goals. The Deans Council implemented its activities and accomplished a significant amount of Mission-relevant work. This process, albeit successful, can no longer be followed. The chain of institutional command described for the 2012-2015 Strategic Planning process above no longer exists within the organization, as discussed below.

During the reporting period CMN lost a large number of personnel. As a result of the College’s financial challenges, CMN laid off 17 staff from entry/lower-level positions to top-level administrators and lost six faculty (See Category 5: Knowledge Management and Resource Stewardship). In addition to those staff and faculty laid off in 2015, CMN lost other key personnel during the reporting cycle: Chair of the Education Department, retired; Education Faculty retired; Nursing Faculty, retired; Recruitment & Retention Coordinator, retired; ASL Coordinator, resigned; IT Director, resigned; Registrar, resigned; Human Resources Director, retired; Institutional Research Director, retired; Grants Compliance Officer, retired; Dean of Technical Education, retired; Dean of Nursing, retired; Dean of External Relations, deceased; three long-term Board of Trustees, retired; Board of Trustees Chair, deceased; CMN’s founding President, retired. These personnel losses effectively eliminated the Visionary Council, the Institutional Effectiveness Council, the Administrative Council, the President’s Executive Cabinet, and the Deans Council.

The Interim President has appointed and leads a Deans and Directors Council, composed of all academic Deans, student services, operations/campus support, human resource, finance/budget, institutional research, sponsored program, advancement Directors, and the Interim President’s Special Projects Coordinator (5.B3). The Deans and Directors Council represents all CMN’s staff and faculty (5.C2; 5.C3). Led by two Deans with extensive training in planning facilitation tools and methods, the Deans and Directors Council will begin the Strategic Planning process January 2017 for the 2017-2019 Strategic Plan with a review of the College’s Mission/Vision and the current Mission-based strategic goals and will recommend to the Board of Trustees any revisions. Upon the Board of Trustees approval, the Deans and Directors Council will develop the 2017-2019 Strategic Plan using a structural approach, designed by Jiro Kauakita, imaged in Figure 4P2.1:
Kauakita’s 13-step process produces a budget-aligned, responsibility-assigned, measurable and timely plan. Beginning the Strategic Planning process with a review of the Mission and development of Mission-based goals aligns the Strategic Plan with CMN core functions and values (5.C2). Locating the strategic planning process in the Deans and Directors Council ensures maximum participation by CMN’s faculty and staff, and through the range of internal participants, CMN’s current external partners (5.C3). Moreover, the members of CMN’s Budget Committee, which has responsibility for developing and monitoring CMN’s General Fund and Sponsored/Grant program budgets, sit on the Deans and Directors Council. The Budget Committee’s presence within the Deans and Directors Council facilitates immediately aligning budgets with the strategic Plan objectives and activities. And using proven planning tools such as Environmental Scanning, SWOT, and GAP analyses clearly motivates the College to position itself realistically in the present and move tactically into the future (5.C1; 5.C4; 5.C5).

4R2 What are the results for communicating, planning, implementing and reviewing the institution’s operational plans?

As noted above, a review of the objectives accomplished during the reporting period reveal that refocusing on the College Mission and tying it directly to the strategic plan has had concrete and positive results. The Objectives/Activities developed through the Deans Council were widely communicated within the Deans Division and the many of the objectives and activities were
completed. It is more difficult to ascertain if Phase II—the development and implementation of objective and activities by the service units—would have been truly complementary and equally successful. It would have, however, most certainly have more widely disseminated the Mission-based Goals and the academic core Objectives and Activities to staff in the service units as well as committed that staff to the College’s core functions and values.

4I2 - Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

With the quickly changing environment that characterizes higher education in the 21st century, CMN, like many colleges and universities, must find a balance between a measured forward movement and the flexibility to respond to a necessary shift in institutional priorities. To more readily achieve that balance, CMN will develop, implement, and evaluate strategic plans in three-year increments. The 2017-2019 Strategic Plan comes at a critical time for the College as it transitions to a new leadership structure. In January 2017, CMN will begin the process with a review and revision, as appropriate, of the College’s Vision and Mission by the Board of Trustees. From the Board approved Mission, the Deans and Directors Council will develop Mission-based institutional goals for Board approval. With the approval of the institutional goals, the Deans and Directors with their respective staffs will develop the 2017-2019 objectives and activities and align resources, with the Budget Committee’s assistance, to the activities and objectives. The College will further communicate the strategic planning process and its goals, objectives, and activities at its Convocations and other Board of Trustees, Division, and Departmental meetings. Moreover, the each year of the plan will be reviewed during the next year’s budget cycle and approved by the Board of Trustees.

4.3: LEADERSHIP

4P3 - Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes.

On March 4, 1993, the Tribal Legislature chartered the College of Menominee Nation by Ordinance 93-2 and made provision for an autonomous Board of Trustees, which was given responsibility for overseeing College operations. Under the charter, the Board of Trustees is comprised of enrolled members of the Menominee Nation whose candidacy for appointment to the Board has been approved by the Menominee Tribal Legislature (MTL). Directors are appointed to terms of seven years. Among its various powers, the Board appoints and evaluates the President and approves the appointment of the Chief Financial Officer and Chief Academic Officer. The Board has the power to award degrees upon satisfactory completion of the various degree requirements. The Board also has the full power and authority to make, enforce, alter, amend or repeal any policy for the good order of the College, and has the management and control of finances and all real property of the College. Early in the College’s history, the Board of Directors established six Standing Board Committees: Curriculum, Technology, Policy, Facilities, Development, and Planning and Budget. All Standing Board Committees had membership from the Board itself, faculty, staff, and the Menominee community (5.B3). The committees provided the foundation for a shared governance structure by their required composition of board members, faculty, administration, staff, students, and community members. Through research, area expertise, and committee-approved recommendations, these committees informed the Board decision-making in the early stages of CMN’s growth. At the time of the first Systems Portfolio, the Board had delegated day-to-day operations of the College to its Executive Officers: the President, the Chief Academic Officer, the Chief Financial Officer, and the Vice-President for the Green Bay/Oneida Campus. These officers formed the
President’s Executive Cabinet. All Divisions and Departments reported to one of the Executive Officers. In addition to the Executive Cabinet, three Council were established: the Visionary Council that was charged with long-term planning (10-20 years); the Institutional Effectiveness Council that was charged with determining the most effective use of resources; and the Administrative Council that was charged with streamlining administrative procedures. The Standing Board Committees, Executive Cabinet, and Councils promoted campus-wide staff and faculty involvement in the governance of the College (2.C1, 2.C2, 2.C4, 5.B2, 5.B3) and provided opportunities for young leaders to emerge at varying levels within the institution.

As noted earlier in the Category 4 discussion, much of the leadership and governance structure, described above, was eviscerated by the reduction in force, resignations, retirements, and deaths of key personnel. As the College began to recover at the end of the current reporting period with the appointment of four new Board members, the now Board of Trustees recognized this moment of transition as an opportunity to evaluate its past leadership and governance structure and transform it, as needed, to meet the College’s future.

To preserve continuity of vision, commitment to Mission, and day-to-day operations upon the founding President’s retirement, the Board appointed Dr. Diana Morris Interim President. Dr. Morris joined CMN in 1997 as a faculty member. Over her tenure with the College, Dr. Morris has served in various capacities: Microcomputer/Computer Science Program Director, General Education Director, Self-Study Coordinator (PEAQ), Dean of Instruction, Dean of Letters and Science, Chief Academic Officer and member of the President’s Executive Cabinet (2.C1, 2.C2, 2.C4). The Board also re-appointed membership to its Standing Board Committees (5.B1, 5.B2, 5.B3).

Upon appointment, the Interim President established the Deans and Directors Council with the Board’s approval (2.C1, 2.C2, 2.C3) to begin rebuilding institutional shared governance (5.B2). This 13-member Council meets monthly and represents through Division and Department administrators and managers the entirety of the College. The purpose of the Council is two-fold: it regularly brings together the core functional units of the College to discuss, debate, decide, and prioritize the vital issues and decisions facing the institution, and it provides a communication network through which CMN personnel are regularly informed about decisions and priorities. It is from this Council that the Strategic Plan will be developed and its goals, objectives, and activities monitored for progress (5.C3, 5.C4).

With operational continuity addressed, the Board of Trustees appointed two subcommittees from its membership. The first is a Presidential Search Committee led by the Board Chairperson, and the second is a Board By-Law Committee, led by the Vice-Chairperson, to develop By-Laws, grounded in CMN charter through which the Board will re-invigorate its leadership responsibilities and re-build its governance structure. The Board of Trustee By-Laws include, but are not limited to, ethical conduct of Board members, the Board structure, the Board powers, oversight responsibilities, the Board operations, and the structure, purposes and responsibilities of its Standing committees.

4R3 - What are the results for ensuring long-term effective leadership of the institution?

The latter two and half years of the reporting period presented the College with challenges that it had not before encountered in its short 25 years. The immediate response was to react immediately and cure the problems. In daily tasks of meeting each challenge, however, CMN ironically discovered the inestimable value of structure, process, and leadership. When in 2014 the College encountered the perfect storm of revenue decline and accounting software challenges, it employed the structure and process that had been serving it well in other areas.
An Ad Hoc Task Force of interdepartmental staff and administrators were assembled and charged with identifying the problem(s), recommending resolution(s), and developing the process whereby the resolutions would be implemented. Not only did they identify each financial and/or system issue and move forward with its correction or direct, but they shared their growing knowledge of CMN’s financial dilemma and systems failure to help College leadership make the most difficult of decisions during this period. Moreover, members of the Ad Hoc Task Force volunteered to continue their work through developing and implementing a new institution-wide budgeting process, using a new software product, Power Plan. The work of the Ad Hoc Task Force was so successful that the Ad Hoc Committee, albeit disbanded when the Board approved the 2016-2017 budget, has been made a permanent addition to CMN’s committee structure. The new Budget Committee is responsible for developing and monitoring CMN’s annual budget, using the 2016-2017 process. This Committee will play an integral role in aligning the budget to the goals of the College’s Strategic Plan. A most pleasant unintended consequence has occurred as the result of trials and tribulations of the last two and half years: a cadre of young, committed institutional leaders emerged from the ad hoc task force and continue to serve on the Budget Committee and Deans and Directors Council. The mentoring of these emergent leaders by CMN’s current leadership and their participation in rebuilding the College’s governance structure augur well for the College’s future.

The College’s Founding President was hired in 1992 with the assignment of designing and launching the new institution. The hiring agency was the Menominee Tribal Legislature, with processes handled by the Tribe’s Office of Education. The new President’s first governing Board was constituted by the 1993 College Charter, subsequent to her appointment. The current College Charter, ratified by the Menominee People in 1996 gives the Board responsibility for selection of all subsequent presidents, independent of the Tribal Legislature and its offices. Processes developed and codified by the current Board of Trustees were actuated by the June 2016 retirement of the Founding President.

To establish its search/selection procedures, the Board’s literature search included Aspen Institute and similar resources for information on traditions and processes used at mainstream institution. While informative, many of the succession formats and assumptions that apply at mainstream institutions are based on realities that are only partially or not at all compatible with a tribal college environment. Also, as a chartered institution with unique autonomy from its tribe’s political structures, the College of Menominee Nation’s circumstances are also only partially or not at all compatible with succession protocols used at other tribal colleges where presidential selections are closely controlled by legislative bodies.

In developing its own search/selection process, the CMN Board of Trustees appointed a Search Committee composed of the Board Chairwoman and three other Board members. Also appointed to the committee in ex officio capacities were the College’s and the Tribe’s Human Resource directors, the latter of whom served for more than a decade as Chairman of the CMN Board and therefore is well informed on the issues and structures of the College and its leadership. The Board sought consultation from senior CMN staff members with direct experience elsewhere on university-level president/chancellor searches and tribal enterprise corporate CEO searches.

Results from Committee, Board and consultant engagement will constitute a Board-approved Policy and Procedural Guide outlining the following: Participatory roles for Trustees and others in this and subsequent presidential searches, a model position description, search posting tactics in compliance with tribal and standard procedures, application screening processes, creation and management of files, reference checks and requests for substantiating
documentation, protocol for communication with applicants and candidates, application/interview/presentation formats and rubrics, budget-related issues, conditions of employment and allowable negotiations, Board orientation and general orientation of the new hire, and introduction of the new hire to all relevant stakeholders.

4I3 - Based on 4R3 what process improvements have been implemented or will be implemented in the next one to three years?

The Board of Trustees and the Interim President have planned a series of retreats, beginning in November 2016. The retreats will focus on the Board of Trustee By-Laws, a review of the College’s Mission, the 2017-2019 Strategic Plan, presentations from Deans and Directors, goal setting, the rebuilding of the institution’s human resources, the reconstitution of formal lines of shared governance, succession planning, institutional policy, the assessment of student learning, and institutional effectiveness.

Two Board members attended an Association of Community College Trustees (ACCT) conference and workshop with other Tribal College and University Board members that focused on student success in October 2016.

Training will be on-going, and regularly schedule Board retreats will be scheduled in the Board By-Laws.

4.4: INTEGRITY

4P4 - Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standard are met.

CMN operates according to all applicable Tribal, State and Federal laws and regulations. The governing Board includes public members and is sufficiently autonomous from the Menominee Indian Tribe of Wisconsin (MITW) to assure the integrity of the institution. The College’s charter provides for a governing Board that possesses and exercises the necessary legal power to establish and review basic policies that govern the institution. CMN meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities. The College undergoes an annual comprehensive financial audit to demonstrate its fiscal accountability and integrity (2A). The audit is widely distributed to CMN stakeholders and is available to the public upon request. The College has developed numerous and comprehensive policies and procedures to guide the work of Board members, administrators, staff and faculty such as Board of Trustees By-Laws, Administrators Handbook, Personnel Policy and Procedures, and the Faculty Handbook and Resource (2A). The policy and procedures relevant to the Board, administrators, staff, and faculty are housed on the College’s Intranet and readily available to all employees.

CMN publishes its accreditation status on its website and all public documents such as its annual reports, fact sheets, and catalogs. The Academic Catalog, which is available on the College’s website, also provides external and internal stakeholders with information on General Education Requirements, faculty and staff credentialing, admission and graduation requirements, and diploma and degree programs. In addition, external and internal stakeholders will find via the College Navigator, located on the website, information on tuition and fees, estimated student expenses, financial aid, admissions, degree programs, retention and graduation rates, campus security, and a variety of other information (2B).
The Academic Catalog and Student Handbook are annually reviewed and updated by faculty, Student Achievement Specialists, and the appropriate Deans and Directors. The Faculty Handbook is reviewed every three years by the Deans and the Faculty Committee. It is updated and resources added, as required. The Personnel Policy and Procedures is reviewed by Human Resource (HR) staff and updated as required as changes are needed, e.g., the new federal definitions for exempt and nonexempt employees. Changes such as the new definitions for exempt and non-exempt employee status have far-reaching effects, so these types of changes are also communicated at Convocations, Deans and Director Council meetings, employee and supervisor email, and finally by letter to effected individuals. For broader revisions to policy documents such as the “Check-In” model to be implemented for performance evaluation, the cognizant Dean or Director leads a Task Force composed of interdepartmental administrators and staff. The Task Force studies the issue, recommends solutions, the process for implementation, and develops the communication plan.

4R4 - What are the results for ensuring institutional integrity?

The College has developed numerous policies and procedures to guide its Board member, employees, and students in legal, ethical, and professional behavior. These institutional policies and procedures have been tested through various means such as CMN Student Petition, Grade Appeal, Supervisory Disciplinary, and Employee Grievance processes. Moreover, realizing that there were likely gaps in policy, CMN hired a consulting group, Moss Adams, to review its institutional and fiscal policies and recommend revisions as well as identify gaps in policy that required attention.

When, as with the 2015 audit, CMN confronts a potential finding that its policies are lacking and/or its procedures have not been followed. The College writes the corrective action as an AQIP Action Project. Doing so will ensure that the AQIP Steering Committee takes responsibility for approving, monitoring, and documenting not only the corrective action but the process by which it was achieved.

4I4 - Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three year.

As part of its 2017-2019 Strategic Plan, CMN will revisit the Moss Adams recommendations, establish a policy approval process and codify a schedule of policy review.
CATEGORY 5: KNOWLEDGE MANAGEMENT AND RESOURCE STEWARDSHIP

INTRODUCTION

As this report period began, Institutional Research (IR) was a two-person department, dedicated to systematically developing CMN’s data production, reporting, and analysis. The IR Department worked closely with CMN’s Registrar’s Office, using the Empower system as a primary data source. In 2015, when the IR Director retired and the Registrar resigned, the departments were combined and new Registrar with institutional research experience was hired to direct the activities of the new department. The institutional indicators that were developed by the previous IR Director have been kept intact and continue to produce departmental and institutional reports from the Empower system. Empower is a robust and reliable system, which allows immediate data access at all levels of the College. Further, CMN is beginning to analyze the data it has collected from external instruments such as the Community College Survey of Student Engagement (CCSSE) and the Community College Faculty Survey of Student Engagement (CCFSSE) for both academic and nonacademic improvements. And, CMN has added RapidInsight, a predictive analytic software, to advance its benchmarking efforts. While this system is new to the College, it has already helped to identify its “most at-risk” student category. The result of this initial study were presented at the Deans and Directors Council.

Much of CMN’s focus during this reporting period has been on correcting its new accounting system faults and buttressing its financial shortfalls. In 2014, the College encountered the perfect storm of accounting system failures, declining revenues, and managerial process gaps. Two of CMN’s largest revenue streams declined at the same time as the new accounting system failed in critical areas. These two interrelated challenges were compounded by a substantial gap in the College’s budget monitoring process. Due to personnel lay-offs, resignations, retirements, and deaths, CMN lost 25+% of its workforce during this period as well, and most importantly, a significant number of key personnel. For a small college, the financial challenges coupled with personnel losses of this magnitude had the potential to be devastating, but CMN used this opportunity to further commit to its interdepartmental workgroup, task force, committee approach for continuing improvement and institutional effectiveness to weather the storm and through the trial to improve and strengthen its organization.

CMN’s Operations were decimated by the 2014-2016 challenges. In 2015, the College created a new department to fulfill operational needs: Campus Support. Campus Support department’s nine employees provide Purchasing, Operations, Maintenance, Housekeeping, Facilities, Safety and Risk Management services. Although Campus Support is new to the organization, it has established an Emergency Response Team, identified Campus Security Authorities (CSA) personnel, submitted CMN’s Clery Act Crime Report, and produced a Facility Index Table through which CMN can maintain its facilities.

Although CMN’s areas of knowledge management and resource stewardship have been hard hit during this reporting period, the College’s systematic approach to interdepartmental workgroups, task forces, and committees and data-driven decision-making have buoyed the institution through its challenges and carried it forward. Although CMN remains at a systematic maturity level during this reporting period, with further rebuilding and restructuring, the College is poised to align its processes, budget, data, and communication strategies.
5.1: KNOWLEDGE MANAGEMENT

5P1 - Describe the processes for knowledge management and identify who is involved in those processes.

For most of the reporting period, Institutional Research (IR) was an independent department. When the IR Director retired and the Registrar resigned in 2015, the departmental function was moved to the Registrar’s Office. This shift in responsibilities has allowed the IR responsibilities to become closer to the data to ensure data accuracy and a more systematic review of incomplete or missing data. But the Registrar’s Office has additional responsibilities related to records management and aligning responsibilities with institutional research and it has become apparent to run this office effectively and efficiently additional staff support will be needed. As a member of the Deans and Directors Council and the Budget Committee the Registrar has ample means to address the staffing concerns.

Currently, the selection of institutional-level data was established by the previous Director of Institutional Research (IR). The Registrar’s office continues to systematically complete and distribute institutional-level data for departmental use. These reports include items such as daily enrollment updates (FTE), course enrollment reports, program specific enrollments, and data integrity error checks.

The College relies heavily on the data generated by Empower, our student information system. The Empower system has a considerable number of management reports built into the system to track students through the admissions and registration processes, along with financial aid and billing data. The Registrar's Office uses this system to fulfill its regulatory and grant reporting responsibilities with annual IPEDS, AIHEC, Financial Aid, and State reporting. The Registrar’s Office uses an ODBC link to the Empower database and has developed many ad-hoc tables and queries to support the college needs.

The college uses internal and external surveys to gather information to support planning and decision making. One example of an internal survey is the graduate survey administered every year at graduation rehearsal. The results of this survey have been compiled to show trends over the past 5 years. CMN also participates in the Community College Survey of Student Engagement (CCSSE) and the Community College Faculty Survey of Student Engagement (CCFSSE) and will continue this practice at regular intervals. The CCSSE survey is administered during the spring to mostly returning students, CCSSE asks about institutional practices and student behaviors that are highly correlated with student learning and retention. The CCFSE is designed to gather information from faculty about their perceptions regarding students’ educational experiences, their teaching practices, and the ways they spend their professional time, both in and out of the classroom. CMN has collected CCSSE data for 2 reporting cycles and CCFSE for one cycle and compared the data with the results from both. Selected data was presented to the Academic Deans and faculty for instructional improvements. But as Figure 5P1.1 demonstrates, the comparison is equally important for non-academic perceptions and attitudes that may affect student progress.
Figure 5P1.1 Faculty and Student Responses to Questions about Student Work

Notably while faculty (and likely support staff) surmised at nearly a 100% rate that full-time work adversely affected retention and persistence, only 64% of students identified full-time work a contributing factor for withdrawal. Having this type of data available for review and analysis directs the College’s limited resources toward more productive efforts.

Institutional data is accessed regularly by Deans and Department Chairs to review available resources related to departmental budgets, student enrollment, and faculty workload. The Admissions, Financial Aid, and Student Billing manages the reporting access to their functional areas within Empower. Student Achievement Specialists are responsible for entering the data related to students and can run program specific enrollments, and data integrity error checks at their convenience. The Registrar’s access allows for ad hoc analysis of enrollment trends to aid in response to institutional needs. In addition, the Registrar provides support to staff in other functional areas on data management and reporting needs. Like all publicly funded institutions, CMN reports performance data to several external regulatory agencies including the US Department of Education, Higher Learning Commission and the National Student Clearinghouse (maintains our reporting requirement with the National Student Loan Database). The College also reports to other entities as needed. A few examples include state agencies Wisconsin Technical College System (WTCS), granting authorities when applying for grants and reporting requirements and the National Community College Benchmarking Project (we recently joined this last academic year).
The Oracle-based Empower data system is well designed and supported. The developer of Empower has targeted Tribal Colleges as one of its niche markets so a number of specialized data components and reports are available for Tribal College reporting. CMN recently moved to having Empower hosted with its developer, Compsec International. Compsec provides all system operations by running the software in its data center. Housing Empower with Compsec affords CMN a number of benefits, such as:

- Eliminates initial and ongoing expenses such as hardware, networking, security and technical support, relieving IT of its responsibilities
- Includes all technical tasks – updates, backups, hardware maintenance and more
- Provides secure 24/7 online and remote access to EMPOWER database
- Allows IT staff to support students, faculty, and staff rather than spend time on vendor software

The production version of the database is backed up when concerns are filed with Empower and a copy is made for analytical purposes. This “PROD” database is used by the Registrar’s office for production of its queries and reports, providing data and reports that is real time. The “PLAY” database is used to test the system for new process and procedures without interrupting the daily reporting or data needs.

Faculty and staff have direct read-only access to Empower, based on their need. For example, the Empower Administrator, referred to as the Empower Champion, provides Deans a menu of canned reports such as course enrollment, room conflicts, and faculty workload; Student Achievement Specialists have both read and write access for updating student files and review student academic plans for a coaching session.

**5R1 - What are the results for determining how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution?**

Data on student success indicators are tracked through and benchmarked against IPEDS information for Tribal Colleges and Universities. A Data Feedback Report is generated annually and shared with Deans and Directors. CMN contracted with Ruffalo Noel Levitz to start the discussion on benchmarking in 2015. We were able to identify peer institutions and competitors, and we will continue to work on identifying aspirants; as evidenced in figure 5P1.2. We also identify some potential key performance indicators (KPIs) and performance indicators (PIs) as evidenced in figure 5P1.3. The Registrar’s office will re-introduce this data to the Deans and Directors’ Council so the process of benchmarking can continue.

**Figure 5P1.2 Peer and Competitor Institutions**

<table>
<thead>
<tr>
<th>Peers</th>
<th>Competitors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salish Kootenai College</td>
<td>Northeast Wisconsin Technical College</td>
</tr>
<tr>
<td>Diné College</td>
<td>University of Wisconsin Green Bay</td>
</tr>
<tr>
<td>Bay Mills Community College</td>
<td>Fox Valley Technical College</td>
</tr>
<tr>
<td>Turtle Mountain Community College</td>
<td>Rasmussen College-Wisconsin</td>
</tr>
<tr>
<td></td>
<td>Belling College (Nursing only)</td>
</tr>
</tbody>
</table>
Consider the full list of Tribal Colleges;  
Consider Historically Black Colleges that fit CMN profile parameters (see below);  
Consider Hispanic Serving Institutions that fit CMN profile parameters

- University of Wisconsin Oshkosh  
- Northcentral Technical College  
- Haskell Indian Nations University

Peer Criteria: We identified the following criteria to use to trim the potentially large list of peer institutions to a manageable size.

- Enrollment size (consider a range between 250 and 1,000)  
- Percent of students Pell-eligible  
- Program mix (look for like programs)  
- Percent of non-white students (this will allow for consideration of HBCUs and HSIs)  
- Rural  
- Mission congruent with CMN’s

Figure 5P1.3 Key Performance Indicators and Performance Indicators

<table>
<thead>
<tr>
<th>Category</th>
<th>Enrollment</th>
<th>Program Quality</th>
<th>Market Position</th>
<th>Fiscal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential KPIs</td>
<td></td>
<td></td>
<td></td>
<td>Expenditure by major category</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completion rates</td>
<td>Proportion of eligible Menominee members enrolled</td>
<td>Average net revenue per student (Indian; non-Indian)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Employment rates</td>
<td>Direct from high school penetration rates</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successful transfer rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likely PIs</td>
<td></td>
<td>CSSE</td>
<td></td>
<td>EFC/family income</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ISC $</td>
</tr>
</tbody>
</table>
As the benchmarking project continues, CMN will be better able to position itself within its peer group and establish benchmarks for improvements.

The Registrar/Institutional Research Department recently purchased RapidInsight, a predictive analytics software. Although IR is just learning to use this tool, we have provided information to the Deans and Directors’ Council to identify variables that place our students at-risk. This software will be implemented to help identify those students most at risk of not succeeding so we can target these students with proactive efforts identified in the case management task force (see 2P2).

Due to the maturity level of the newly developed Campus Support Department (formed in 2015), the college has not established internal targets and external benchmarks that focus data, information, and performance results used in decision-making processes for the physical infrastructure of CMN.
Based on 5R1, what improvements have been implemented or will be implemented in the next one to three years?

The Registrar is responsible to select, manage, and distribute institutional data. This year, the Registrar Office will continue working with benchmarking project. Efforts will be made for the Deans and Directors to take ownership of performance indicators so a plan can be developed to measure, evaluate, and achieve our targets. This will align our decision making and planning with our strategic goals.

The Registrar and staff will continue building on tools developed for promoting communication and access to data and reports through the CMN intranet. An effort will be made to develop a calendar of due dates for reports and the data they rely on to complete the reports. This will allow reports to be completed in real time approach so they can be discussed and evaluated. CMN can assume more of a role with developing and providing feedback on the results of our key performance indicators as we develop the next strategic plan.

The Facilities Committee was once an active and functioning group that provided support and assistance with the decision making process of facility improvements, construction and equipment purchasing. The Campus Support Department will reconstitute the Facilities Committee in order to establish internal targets and external benchmarks and work with Institutional Research to incorporate these indicators and benchmarks into the institutional goals for effectiveness and efficiency.

5.2: RESOURCE MANAGEMENT

Describe the processes for managing resources, and identify who is involved in the processes

CMN has the responsibility to manage its resources to provide a stable and sustainable future for its students and community. This is accomplished by expanding its available financial resources and revenues in a two-pronged manner: on one prong is student recruitment and retention (see Category 2), and on the other is sponsored program and grant support. The College targets the grant and funding opportunities from public and private sources and leverages those resources wherever possible. The College’s Sponsored Program Office (SPO) regularly scans for grants and other funding opportunities to support CMN’s instructional and operational plans as well as future partnership opportunities. As the SPO locates potential opportunities, the SPO staff assembles a workgroup to develop the proposal. Funded proposals are incorporated into CMN’s annual budget process, wherein the Budget Committee monitors expenditures. And the SPO hold quarterly Grant and Sponsored Program meetings that include the grant or sponsored program’s Principle Investigator (PI), Post-Award Compliance staff, and a Finance Department representative. These meetings monitor programmatic progress and address any technical compliance and/or accounting issues that the PI may have encountered. Both the SPO and Budget Committee processes work together to ensure the good stewardship of grant and foundation funding.

For the first two years of the reporting period, Deans, Directors, and budget managers submitted in early spring, an electronic budget form with Strategic Plan goals and line item justifications to the Chief Financial Officer (CFO). The CFO then met individually with Deans, Directors, and budget managers to adjust line items. After all agreed adjustments had been accomplished, the CFO presents the institutional draft budget to the Internal Planning Committee. Once approved by that body, the annual budget is approved by the Board of
Trustees. This process involved personnel at all levels of the College, but it left the function of budget monitoring in the CFO and Business Office Departments. Each month, the CFO reported Budget projections and actual expenditures to the Executive Cabinet and Board of Trustees. During the reporting period, the effect of the gap in CMN’s budget monitoring process became evident.

From 2013 through 2016, CMN encountered the perfect storm of financial challenges. As the below discussion demonstrates, it was through the College’s systematic process, using interdepartmental workgroups, task forces, and committees to problem-solve and implement institutional improvements, (which began as earlier a 2010 Action Project entitled “Infusing Quality Improvement Tools across the Institution”) that has enabled CMN to weather the storm to become a stronger, more effective, and more efficient institution.

As the 2013 Academic Year was beginning, CMN, as an institution for which 66% of its annual funding comes from Federal sources, saw the threat of Sequestration looming large on the horizon. The Executive Cabinet was preparing for reduced, withheld, and/or late receipt of funding from its federal sources at the same time as it was moving forward on its plans to acquire a new accounting system and await its Business Office Task Force improvement recommendations.

The Accounting System acquisition had begun two years earlier, when CMN learned in 2011 that Blackbaud had acquired Fundware, the College’s accounting software package, and would end updates and technical support for the product by 2017. At that time, CMN’s Leadership Team directed the Finance Department and Business Office to plan for the acquisition of and complete the conversion to a new accounting software system before the 2017 deadline. A workgroup, comprised of Finance, Business Office, IT staff, and other Administrators, initiated a review of accounting systems products, including Blackbaud’s new product, Financial Edge. The workgroup recommended Financial Edge as a new relational database system that would serve the College’ current requirements and move it into a more effective and efficient future, and the Leadership Team approved the purchase of Financial Edge in 2011. CMN Finance and Business Office management staff began training in 2012, and CMN initiated the data conversion. Following industry best practices, CMN simultaneously ran both Fundware and Financial Edge until June 2013. When the data conversion was deemed complete in June 2013, Financial Edge went live as CMN’s new accounting system on July 1, 2013 with the advent of the new fiscal year. The conversion from Fundware to Financial Edge had proved to be cumbersome, labor-intensive, and expensive, as was expected; but it was not until the 2014 Audit process did the Executive Cabinet learn the extent of the conversion failures and the accounting systems faults. When the conversion failures became evident, the Executive Cabinet, consistent with its problem-solving, improvement process, established an ad hoc task force to review and correct records, update system financials, and monitor the progress of the conversion corrections. Auspiciously, early in the conversion period, CMN had assigned another cross-departmental task force (Business Office Task Force) to review and make recommendations for improvement of Business Office practices. Following a recommendation from the Business Office Task Force, CMN contracted in December 2014 with Moss Adams, a Certified Public Accounting and Business Consulting firm, who was familiar with Financial Edge, to recommend revisions to the Business Office’s policies, procedures, and processes.

As the College’s Executive Cabinet and its ad hoc task force were continuing to sort through the financial data conversion and resulting accounting and system problems, CMN was pressed to respond to a growing financial challenge. Beginning in Fall 2013, CMN’s student enrollment declined and a larger percentage of its student body moved to Part Time status. The overall
decrease in tuition/fees combined with the decrease in credits-sold seriously impacted the College’s immediate cash flow. The College was, however, able to accommodate the cash flow challenge through its line of credit. The student enrollment decreases, however, were compounded by a decrease in Bureau of Indian Education (BIE) FTE funding for American Indian Students the following year. CMN, therefore, saw a significant drop in two prominent revenue streams. By the close of 2014, CMN financial position required immediate action, and the College with support from Moss Adams consultants began to reallocate its resources to meet this challenge. In February 2015, CMN laid off 17 staff from entry/lower-level positions to top-level administrators and reduced the remaining staff to a 32-hour work week. (In December 2016, when the Nursing Programs enter latency, two additional staff will be laid off.)

After a careful review of FTE and American Indian enrollment by degree, diploma, and certificate program, CMN put six Associate Degrees (Accounting, Computer Science, Liberal Studies—Humanities, Liberal Studies—Social Science, Mathematics, and Sustainable Development), one Technical Diploma (Sustainable Residential Building), and three Certificates of Mastery (Criminal Justice, Entrepreneurship, and Microcomputer Specialist) into latency in Spring 2015. With the retrenchment of academic programs, four faculty members were notified that their contracts would not be renewed in May 2015 and two faculty members resigned. The majority of the remaining faculty, in solidarity with their staff colleagues, voluntarily agreed to reduce their contracted salaries by 20%.

By the Summer of 2015, most of the laid-off staff had found other employment, but CMN has been able to restore two of those employees and, when possible, has hired former faculty on an adjunct basis. In August 2015, the College restored all full time employees whose salaries were partially or fully grant funded to a 40-hour work week; the remaining general fund staff were restored to a 40-hour work week in October 2015. For the 2015-2016 Academic Year, all faculty were contracted at their full contract salaries.

The College of Menominee Nation restructured the Finance Office, combining it with the Business Office, to create a new Finance Department. The Finance Department team consists of the Comptroller, two Accountants and four Accounting Assistants. With the corrected tables and records accomplished during the last two years, the Finance team continues to use Financial Edge to execute financial processes, supported by an IT department, but the discovered system faults remain. If the system faults prove to be intractable, the accounting system will be replaced. The ad hoc task force, which was so integral in resolving much of the College’s accounting system conversion failures and the correcting of its financial records while at the same time fully comprehending the financial factors that were impacting CMN’s operations, has become a permanent Budget Committee, chaired by the Comptroller and comprised of the original task force members. As noted above, the Budget Committee has been closely aligned with the SPO as well as the Deans and Directors Council to ensure all facets of the budgeting process are monitored and assessed. (see Category 4).

CMN continues to make progress in aligning resource allocation with the mission, vision, and goals of the institution (see Category 4). The College operates on a fiscal year calendar and through the new budgeting process, which utilizes Power Plan, historical budgets are reviewed annually (5.A1). Any budget decreases or increases by department are justified based on current needs, strategic goals/objectives, and related data such as student enrollment, Indian Student Count, grants and sponsored programs, and so forth. Deans, Directors, and other budget managers work directly with the Budget Committee to develop the annual budget. The Budget Committee maintains final approval of Division and Department budgets as well as the
Institutional Budget. In May, the Comptroller presents the Budget Committee approved annual budget to the Board of Trustees for approval.

As part of the annual budgeting process, priority is given to adequately funding mission-specific functions, primarily educational needs (5.A2). Identification of resources to meet the prioritized initiatives is determined through the budget process. This process entails coordinating Federal, State, grant, and general funds to meet those needs in a current climate of decreasing enrollment and funding. Systematic monitoring of fiscal budgets is key to ensuring appropriate resource allocation. Inherent in this process is a review of strategic commitments, information data gathering and departmental requests which determine how CMN allocates available funds (5.A.2). CMN’s financial challenges recommitted the College to its core functions and values, and as evidenced in Figure 5P2.1.

**Figure 5P2.1 Fiscal Resource Allocations**

![CMN 2015 Budget](image)

**5R2 - What are the results for resource management?**

Deans, Department Directors, and budget managers continue to use Power Plan as a budget development and monitoring tool. They also have real-time access to Financial Edge to monitor line item expenditures. The Budget Committee, however, retains administrative rights to the Power Plan, so request for additional funds, budget increases, and/or substantial changes to any budget must be processed through the Budget Committee. This requirement affords the Budget Committee a stronger monitoring control. CMN’s Comptroller, Business Committee Chair, reports monthly to the Interim President and the Board of Trustees.

The Finance Department continues to use Financial Edge as its accounting system and is now able to produce accurate monthly budget versus actual expenditures reports. The Budget Committee continues to work closely with the SPO and the Deans and Directors Council to ensure that resource allocation aligns to the Mission-based strategic goals of the College.
While the Financial Edge accounting system is now functioning, there remain problems with it that may not be easily overcome. These issues too have been compounded. In 2015 Audit process, CMN Board of Trustees, as is a best practice, brought in a new auditing firm: WIPFLI, CPAs and Consultants. During the auditing process, WIPFLI advised the President’s Cabinet that its auditing team had discovered very serious errors and quite significant regulatory infractions in previous audits, dating back to 2005. Both the errors and infractions involved the previous auditing firms’ undervaluing of the College’s endowment assets and auditing firm’s negligence in providing endowment regulatory guidance to the College. This discovery prolonged the auditing process and delayed timely submission of the audit to various federal agencies. The 2015 Audit records six findings. To cure the 2015 Audit Findings, CMN has accomplished the following:

- 2015-001 and 2015-003 have been combined into an AQIP Action Project. AQIP Steering Committee and the Board of Trustees will monitor the Action Project’s progress.
- 2015-002 A Staff Accountant will receive GAAP Training
- 2015-004 A Time and Effort Task Force has been charged with developing a policy and procedure for monitoring and recording faculty time and effort on sponsored program projects. A new procedure is being piloted in Fall 2016
- 2015-005 CMN hired a Purchasing Manager. The Purchasing Manager in conjunction with the Campus Support Director and Sponsored Program Office have developed purchasing policy and procedure. In addition, the Finance Department completed data entry into the Financial Edge Fixed Asset Module in 2016. The Fixed Asset Module will serve as a tracking tool for all of CMN capital equipment.
- 2015-006 A Standing Board Committee for Endowments will be established through the Board of Trustee By-Laws. The Committee will select and recommend to the full Board an investment management firm to support the best interests of the College. The Committee will meet no less than once a quarter to review, approve, and monitor all endowment transactions in accordance with Uniform Guidance and specific grant regulations. The Committee will develop policy and procedures governing the management of the College’s endowments.

5I2 Based on 5R2, what improvements have been implemented or will be implemented in the next one to three years?

The College commits an AQIP Action Project to curing the Audit Findings 2015-001 and 2015-003.

The purchasing policy and procedures are being developed and will be incorporated within a year of this report. Input has been received from the Policy Committee as well as the Deans and Directors. The input suggests setting up targets and benchmarks for future purchasing needs through strategic planning. This includes collaborating with departments to avoid duplication of services, and defining levels of capital equipment.

CMN commits an AQIP Action Project to align the budget to our strategic plan (see Category 4). This will require the Budget Committee to have a better understanding or institutional costs versus departmental costs to guide our strategic financial planning.
5.3: OPERATIONAL EFFECTIVENESS

5P3 - Describe the processes for operational effectiveness, and identify who is involved in those processes

In 2012, the IT department informed the Executive Cabinet that the current video conference equipment, linking the Keshena campus to the Green Bay/Oneida campus, was outdated and no longer supported by the manufacturer. If at any time the equipment failed, the College had very limited options for repair. The IT Director was instructed by the Executive Cabinet to select a new distance education technology that would suit CMN’s present and future needs. Knowing the CMN had a long-term goal of delivering workshops, trainings, courses and eventually degree programs to other tribal communities in Wisconsin and the Tribal College and University system, the IT Director researched systems that could provide point-to-point and fully on-line delivery.

In 2013 the IT director informed the Executive Cabinet that the Cisco Telepresence System would best meet the current and future needs of the College. Two site visits were established to view the Telepresence system at the Cisco Systems Pewaukee Wisconsin office. The first visit was in 2013 with a small group of CMN representatives. After that group reported their experience and support of the system the concept of purchasing new technology and engaging in a “flipped classroom” discussion. Using the CMN planning process this subject then became a key topic for in the strategic planning effort underway. Group discussions on the concept and vision of what distance education would be for CMN became strategic plan objectives for the 2014-2017 strategic plan. In that plan, objectives were established to purchase new distance education technology, provide faculty training on “flipped classrooms”, and identify courses to incorporate into this initiative.

In 2014 College leadership including the Dean of Letters and Science from the strategic planning team, made a second site visit to view the technology. Based upon the planning discussion and shared vision of what CMN wanted from this investment, it was agreed the Telepresence system was the best fit for the College’s current and future needs. The final process focused on how to fund the effort. The College used a portion of its Title III Capacity Building Grant to make the initial purchase in 2015. The Academic Units continue to work with IT on developing the capacity of the Telepresence system.

CMN maintains a secure and reliable IT infrastructure. The College has a Palo Alto firewall operational on both campuses. All end user computers have ESET Anti-Virus software installed and updated regularly. All student use computers have Symantec Deep Freeze software installed. While this Deep Freeze software is active, any changes a student makes to the computer will not be saved. The computers are wiped and restored to the previous state every time they are restarted. Finally, CMN students have accessible Wi-Fi that is activated via a captive portal that requires acceptance to a use agreement. After accepting the agreement, students have access to the internet via a network separate from the CMN network. For CMN security to be breached via Wi-Fi a user would have to have the WLAN access codes which are kept solely by the IT Department (5.A.1). All faculty and staff have the technological resources they need to do complete their work successfully, including but not limited to, laptops, iPads, IPods, and specialized software.

CMN added a new Campus Support Department during 2015. The Campus Support Department uses the Strategic Plan to make incremental improvements by focusing on a CMN strategic goal of providing an optimum learning, teaching and working environment for all
students, faculty and staff. The Campus Support departments’ nine employees provide Purchasing, Operations, Maintenance, Housekeeping, Facilities and Safety services.

The Department provides leadership in managing negotiations of all purchases, contracts for Insurance (e.g., Property, Liability, Auto, etc.), Printing/Photocopier Leases, capital projects, campus maintenance, construction, renovation, etc., including the coordination of planning and designing of campus land acquisition, capital improvement plan, construction/renovation with campus personnel and outside contractors while applying concepts of sustainability to campus facilities including energy conservation and renewable energy technologies. While striving to uphold the CMN commitment to reducing its’ carbon footprint through the use of environmentally friendly processes such as (LED lighting, Bio-mass burner, recycling, composting, etc.). The Campus Support Department will continue to incorporate the environmentally friendly processes through collaboration with the CMN Sustainable Development Institute Climate Action Plan.

The new Purchasing Manager in coordination with the Campus Support Director will provide leadership in managing negotiations of purchases, contracts for Insurance (e.g., Property, Liability, Auto, etc.), Printing/Photocopier Leases, capital projects, campus maintenance, construction, renovation, etc., including the coordination of planning and designing of campus land acquisition, capital improvement plan, construction/renovation with campus personnel and outside contractors while applying concepts of sustainability to campus facilities including energy conservation and renewable energy technologies. This position further manages and protects the physical property of the college, facilitate the acquisition and management of furnishings and surplus property, maintain inventory records, and ensures that all equipment and supplies are secured and properly tracked.

In 2007, the College of Menominee Nation’s (CMN) President, Dr. Verna Fowler signed on to the American College and Universities Presidents Climate Commitment (ACUPCC). Following the values of sustainability embedded into the Menominee culture in 2009 the Board of Trustees unanimously approved a sustainability commitment that vowed to shape the future of CMN under the guiding principles and practices of sustainability. In support of this initiative, The Campus Support Department consults with individuals, groups and offices internal to the college to promote energy conservation, sustainability, and reduce utility costs.

To measure the campus greenhouse gas emissions, following the ACUPCC reporting instructions, an initial greenhouse gas inventory (GHG) was conducted in 2007, and second was completed in 2013. The college is now committed to conduct a GHG inventory each year as we proceed. Reporting on our efforts through progress reports submitted to the ACUPCC was completed in 2014 and 2015, and the college will continue to report annually.

In 2014, Second Nature introduced the Alliant to Resilient Campuses (ARC) as a means to explore climate adaptation and resilience to the ACUPCC framework. After careful review, that included the input from campus presidents, implementation staff, and the Second Nature Board of Trustees, new standards for climate leadership in higher education were adopted, and the ACUPCC Program was renamed the Carbon Commitment. Under this new program, there are three commitment options in which a college can participate, the Carbon Commitment, the Resilience Commitment and the Climate Commitment. The College of Menominee Nation is currently following the Carbon Commitment and in 2015 have developed a Climate Action Plan to further demonstrate a Carbon Commitment.

The Community Technology Center and the S. Verna Fowler Public/Tribal Library have both constructed to meet Leadership in Energy and Environmental Design (LEED) certification. This
departments also works with departments to assess individual and departmental campus support service needs to design efficient, effective responses and/or requests for funds that support long range campus planning and facilities development.

The Campus Support Departments’ emergency preparedness was identified as an opportunity in the last Systems Appraisal. As a result the Campus Support Department directs safety and security issues in coordination with the CMN Emergency Response Team (Safety Committee) and our business insurance Risk Manager for both Green Bay and Keshena campuses. The Emergency Response Team meets monthly and has implemented a variety of policies and procedures relating to campus safety and security including recommendations for reporting a crime, emergency evacuation, Red/Green Card lock downs, and compliance with all applicable federal (e.g., Violence Against Women Act (VAWA), Clery Act, FERPA, Title IX, American with Disabilities Act (ADA), etc.), state and Tribal laws and regulations; as well as serve as point of contact for emergency issues relating to the campus and facilities to ensure that CMN is in compliance with OSHA guidelines concerning bio-hazard materials (e.g., Lab Manuals, MSDS Sheets, etc.) and workplace safety. These policies and procedures can be found in the CMN’s Emergency Procedures, 2016 Annual Security Report, the CMN Student Handbook, and the Sexual Harassment, Sexual Assault, Sexual Misconduct, Relationship (Dating) Violence, Harassment and Stalking Policy.

Through planned additions and renovations, CMN has improved its physical campus safety features to include well-lit parking lots and walkways, security camera systems on both campuses, building security systems and an emergency call box on the Keshena campus. The College has established three Campus Security Authorities (CSA), who are available and accessible at all times: Student Services Dean, Human Resource Director, Campus Support Director, and Green Bay Site Coordinator. The role of the CSA is to receive, investigate and/or follow up on all reports of crime whether it involves students, faculty, staff, or community members/visitors to CMN campuses. Students respect their educational environment and there is no sign of the vandalism and graffiti found at either campus.

5R3 - What are the results for ensuring effective management of operations on an ongoing basis and for the future?

An annual Facilities Assessment Condition Report was prepared by the Department of Campus Support in the summer of 2016. The purpose of this report is to provide an assessment on the physical condition and maintenance of all CMN facilities. This process establishes the physical condition and compares their condition with benchmarks established by the Building Owners and Managers Association, the Council on Education Facilities and the American University Planners Association and a number of other national facilities groups (see Figure 5R3.1). Critical and immediate needs are addressed immediately while planned projects are incorporated into the budget process and/or plans to leverage construction funds through competitive grant programs from HUD, USDA and the U.S. Department of Commerce. All College of Menominee Nation facilities are American with Disabilities Act (ADA) compliant.
### 5R3.1 Facility Condition Index Table

<table>
<thead>
<tr>
<th>FACILITY</th>
<th>YEAR BUILT</th>
<th>SQ.FT.</th>
<th>REPLACEMENT COST/BOOK VALUE</th>
<th>COST OF REPAIRS</th>
<th>FCI %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Glenn Miller Hall</td>
<td>1994</td>
<td>29,000</td>
<td>$1,218,489.56</td>
<td>$55,000</td>
<td>0.05</td>
</tr>
<tr>
<td>2 Shirley Daly Hall</td>
<td>2002</td>
<td>29,000</td>
<td>$1,813,161.49</td>
<td>$10,000</td>
<td>0.005</td>
</tr>
<tr>
<td>3 S. Verna Fowler</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Library</td>
<td>2008</td>
<td>18,500</td>
<td>$1,923,970.95</td>
<td>$10,000</td>
<td>0.005</td>
</tr>
<tr>
<td>4 Cultural Learning Center</td>
<td>2001</td>
<td>14,800</td>
<td>$863,623.91</td>
<td>$15,000</td>
<td>0.02</td>
</tr>
<tr>
<td>5 Campus Commons/Litoff Hall</td>
<td>2003</td>
<td>5,950</td>
<td>$404,715.22</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>6 Trades</td>
<td>2004</td>
<td>7,200</td>
<td>$570,619.03</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>7 Maintenance</td>
<td>2007</td>
<td>7,800</td>
<td></td>
<td>$570,619.03</td>
<td>0</td>
</tr>
<tr>
<td>8 Community Technology Center</td>
<td>2013</td>
<td>15,600</td>
<td>$1,989,624.71</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>9 Sustainable Development Institute</td>
<td>2005</td>
<td>2,300</td>
<td>$178,498.66</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>FACILITY</td>
<td>YEAR BUILT</td>
<td>SQ.FT.</td>
<td>REPLACEMENT COST/BOOK VALUE</td>
<td>COST OF REPAIRS</td>
<td>FCI %</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------</td>
<td>--------</td>
<td>----------------------------</td>
<td>-----------------</td>
<td>-------</td>
</tr>
<tr>
<td>10 Green Bay/Oneida</td>
<td></td>
<td>17,450</td>
<td>$ 2,249.00</td>
<td>$90,000</td>
<td>0.01</td>
</tr>
<tr>
<td>Campus*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>147,600</td>
<td>$ 8,964,952.53</td>
<td>$90,000</td>
<td>0.01</td>
</tr>
</tbody>
</table>

*Space is leased, amount of dollars into the physical structure is minimal.

The FCI is useful in comparing and prioritizing buildings of differing costs, sizes, and types by showing the relative condition of the buildings. The generally accepted range of FCI’s for establishing a building's condition is shown below as well. This standard has been adopted by the Building Owners and Managers Association, the Council on Education Facilities and the American University Planners Association and a number of other national facilities groups.

Five (5) of the 10 buildings have an FCI of 5.0% (0.05) and less. The range of a building considered in good to fair condition is at 10% (.10) or less. Overall our buildings are in good to fair condition, if the FCI percentages are ranging in the 11% (.11) or more range this would be reflective of major renovations needed and/or a replacement of a building could be warranted.

As a result, the estimated cost to repair these facilities as well as the types of repairs or upgrades needed have been identified. This work will provide a strategic framework toward the development of a preventive maintenance plan that will consist of identifying potential funding sources and identifying three levels (Priority 1, Priority 2 and Priority 3) of repair.

The Priority 1 level will include repair work or upgrades that are critical or immediately needed to halt deterioration and correct any safety hazards; the Priority 2 level will include potentially critical repairs that should be completed within one year because the situation can be a safety hazard and should be corrected soon to maintain or protect facility integrity; the Priority 3 level repairs are necessary to replace or upgrade within 2-5 years. This level includes conditions requiring appropriate attention to preclude predictable deterioration or potential down time along with associated damage or higher costs if deferred further.

5I3 - Based on 5R3, what improvements have been implemented or will be implemented in the next one to three years?

CMN once utilized two committees to support its Operations Department: Internal and External Facilities Committees. These committees provided oversight and support to gauge infrastructure needs such as construction/renovation oversight, flooring, and equipment purchases. An interdepartmental committee will be recommended to support the work of the Campus Support Department. Its charge will be to assess current campus support services as well as to support long range campus planning and facilities development. The critical,
immediate and potentially critical repair work; or upgrades that will halt deterioration and correct any safety hazards identified in the Facility Condition Index Table. These improvements will be implemented to maintain or protect facility integrity.

The Purchasing Policy and Procedures have been developed in coordination with the Campus Support Director and Sponsored Programs. These policies and procedures will be implemented within a year of this report.

This department directs safety and security issues on both Green Bay and Keshena campuses, and will incorporate recommendations for compliance with all applicable federal (e.g., Violence Against Women Act (VAWA), Clery Act, Title IX, American with Disabilities Act (ADA), etc.), state and Tribal laws and regulations; as well as serve as point of contact for emergency issues relating to the campus and facilities to ensure that CMN is in compliance with OSHA guidelines concerning bio-hazard materials (e.g., Lab Manuals, MSDS Sheets, etc.), workplace safety and through recommendations from our M3 business insurance Risk Manager. To date all of the classrooms and a majority of the office emergency procedures have been updated. The Red/Green Card emergency procedures have been incorporated during this report period. The Red/Green Card system works to communicate with emergency responders in the event of a lockdown. This goal of the lockdown is to isolate the intruder until law enforcement can neutralize the threat. The red/green card system is a method to assist law enforcement in rapidly sweeping a campus building.

The CMN technology infrastructure is constantly being improved. Recent cabling upgrades have been done to the main buildings. Network equipment life cycles are monitored and the latest firmware has been applied to all CMN Cisco switches. Most CMN servers are in a virtual environment which allows dynamic resource allocation and easier maintenance. The servers are backed up daily with Unitrends backup device which are archived weekly. Archive drives are stored for 1 year in a fireproof safe on the GB campus. All campus computers have anti-virus software that is constantly being monitored and network traffic runs through a strict firewall. This provides a very safe and secure technology environment for students. There are 44 Wi-Fi access points that provide a large coverage area for students on campus. These APs create a separate connection outside of the CMN Network. This allows students internet access on their personal devices without IT fearing the security issues that come along with unknown devices on the network.

Using the CMN ticketing system, Issuetrak, the IT department prioritizes, documents, and tracks campus wide technology issues. Tickets are automatically created when a user emails the IT department or they can be created manually by the user via a web portal. From there an IT staff member assigns themselves to a ticket and makes notes as they work on the issue. This allows us a vast store of searchable information regarding past issues. It also allows the IT department to maintain accountability and transparency with the end user.

In the next three years CMN develop its Telepresence media management systems, policy, and procedures.
CATEGORY 6: QUALITY OVERVIEW

INTRODUCTION

CMN, in concert with the Menominee cultural lifeways, embodies an institutional philosophy and praxis of collegial deliberation, democratic inclusion, and shared governance. These philosophical principles align with the axioms of AQIP. From the time CMN was approved for participation in the AQIP Pathway in 2009, the College has been integrating AQIP’s methods into its organizational culture as the mechanism by which it honors its Mission and continually improves as an institution. As a part of CMN’s commitment to AQIP, the College has formally trained staff throughout the organization in quality improvement tools and strategies. The College systematically approaches problem-solving and opportunities for improvement by assigning interdepartmental workgroups, task forces, and committees to bring forth recommendations, implementation plans, performance indicators, and evaluation strategies. CMN early commitment and systematic employment of interdepartmental workgroups, task forces, and committees has effectively eroded departmental silos, productively increase directed data collection, substantially increased documentation, and demonstratively improved organizational communication.

Much of CMN’s focus during this reporting period has been on correcting its new accounting system faults, buttressing its financial shortfalls, and coping with the loss of 25+% of its workforce during this period as well, and most importantly, a significant number of key personnel. For a small college, the financial challenges coupled with personnel losses of this magnitude had the potential to be devastating, but CMN used this opportunity to further commit to its interdepartmental workgroups, task forces, and committees approach for continuing improvement and institutional effectiveness to weather the storm and through its trial to improve and strengthen its organization. As detailed throughout the Portfolio and particularly in Category 6, from January 2013 to May 2016, CMN systematically deployed 27 workgroups, task forces, and committees to research, recommend, implement, document, and assess a wide range of institutional improvements across the College.

Many of the improvements CMN made during the reporting period have only been fully implemented in the last couple of years, so the College has yet to collected sufficient data to draw firm conclusions. But preliminary data shows promise for a number of projects.

CMN’s systematic approach of workgroups, task forces, and committees to continuous improvement is consistent with the College’s communities, stakeholders, and partnership and most importantly its mission. During this reporting period, CMN has consciously institutionalized this systematic approach and thereby strengthen staff and faculty participation in shared governance. CMN is poised, during the next reporting cycle, to align its processes and results to better support and communicate institutional goals and institutional improvements.
6.1: QUALITY IMPROVEMENT INITIATIVES

6P1 - Quality Improvement Initiatives focuses on the CQI initiatives the institution is engaged in and how they work together within the institution

Continuous Quality Improvement initiatives typically follow the pathway depicted in Figure 6.1. As a true community college, we define stakeholders in the most broad sense, including students, departments, administrators, community members, faculty and staff, and previous committees, task forces, and workgroups. Concerns or ideas from any and all stakeholders are considered as continuous improvement projects. The Executive Cabinet reviews each proposal to help ensure the project has sufficient merit documented by preliminary research and data, alignment with the mission, strategic plan, and current AQIP Action Projects. After selection, the Executive Cabinet ensures adequate resource allocation and endorsement for the task force to complete their task in the appropriate time.

Figure 6P1.1 Quality Improvement Chartering Sequence

The members of each task force are carefully chosen by the Executive Cabinet to include staff and faculty who already have responsibility and will play a primary role in the implementation. This leads to a diverse and focused group of people whose job descriptions allow them to have first-hand knowledge of the current situation as well as direct impact on the implementation. These task forces typically are given short deadlines, a lead team member, and a facilitator, as
well as access to any personnel or resources needed to provide the Executive Cabinet with recommendations including implementation plans and evaluation tools. Implementation plans are expected to encompass current AQIP Action Plans when applicable, support the Mission Statement, and be in the best interest of the student.

With the dissolution of the Executive Cabinet, the chartering sequence and task force model continued with others taking responsibility for the selection of projects and allocation of resources. With the value and success of the model being evident, the President and Chief Academic Office continued in the role of the Executive Cabinet. Individual task forces and departments also chose to continue with the model, creating new task forces as they were needed. The College community supported these task forces with time and resources just as they always had.

6R1 Results for continuous quality improvement initiatives

In Table 6R1.1 many of the CMN task forces, workgroups, and committees are described along with the goals and results. The groups in this table are organized chronologically. With this model, one group often leads to the formation of others to continue with more focused planning or implementation. For a visual representation of the relationship between groups, see Figure 6R2.1.

Table 6R1.1 Summary of Results for Key Initiatives

<table>
<thead>
<tr>
<th>Description</th>
<th>Goals</th>
<th>Summary of Results (6R1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Open Access January 2013</strong></td>
<td>-Create a contextualized learning program that would enable CMN students to seamlessly continue with any desired degree.</td>
<td>-Best Model learned and adapted by Tech Ed faculty and staff.</td>
</tr>
<tr>
<td></td>
<td>-Establish Accuplacer cut scores in Math, Reading, and Sentence Skills.</td>
<td>-Accuplacer cut scores were determined for all three subject areas and used for placement of all new and returning students.</td>
</tr>
<tr>
<td></td>
<td>Recommendations included: Continue exploring ways to remediate within a degree awarding program.</td>
<td>Recommendations included:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Goals</th>
<th>Summary of Results (6R1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research into Developmental Education success/failure rates across the country led CMN to reconsider remedial coursework. The change to the delivery of developmental education necessitated distinct placement scores for students to be directed to the appropriate Entrance Pathway.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strategic Enrollment Management and Retention January 2013</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Services recognized a need to make data informed decisions to meet the needs of the current student population.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Streamline enrollment process and increase student retention.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-3 year institutional data analysis completed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Work plan created with strategies, and timeline of tasks and deliverables.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Printing February 2013</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiated by the Executive Cabinet to address policy, procedure, and cost of printing across entire campus.</td>
</tr>
<tr>
<td>Develop printing policies and procedures where costs are charged to grants as well as departments. Decrease the number of printers and photocopiers; reduce costs in paper and ink.</td>
</tr>
<tr>
<td>-Revised billing policies and procedures.</td>
</tr>
<tr>
<td>-Downsized low usage printers and copiers.</td>
</tr>
<tr>
<td>-Print charge software updated.</td>
</tr>
<tr>
<td>-Disaster recovery plan created.</td>
</tr>
<tr>
<td>-Cost analysis completed.</td>
</tr>
<tr>
<td>-Fleet Optimization review completed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Recruiting, Advising and Tutoring March 2013</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiated by the SOAR Task Force and expanded by the Executive Cabinet to develop recommendations for further action. Given a 1-month deadline.</td>
</tr>
<tr>
<td>Improve the efficiency and effectiveness of recruiting, advising, and tutoring with a focus on the mission and best interest of the student.</td>
</tr>
<tr>
<td>Promising Practices were categorized within three areas: Case Management, Foundational Studies, and Coordinated Tutoring. Recommendations were given for each area including outcomes and strategies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Business Office March 2013</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Executive Cabinet formed this Task Force in response to business office issues identified by the Strategic Enrollment Management Task Force.</td>
</tr>
<tr>
<td>Research and develop recommendations to improve and advance the Business Office department.</td>
</tr>
<tr>
<td>Recommendations included:</td>
</tr>
<tr>
<td>-Leadership</td>
</tr>
<tr>
<td>-Structure</td>
</tr>
<tr>
<td>-Training</td>
</tr>
<tr>
<td>-Process</td>
</tr>
</tbody>
</table>
**Human Resources March 2013**

- Review needed to correct out-of-date policies and procedures and fill in gaps.
- Review all aspects of HR and update or create needed policies and procedures.
- Completed a cost analysis of property and casualty insurance and employee benefits.
- Created needed policy and procedures.
- Performance Evaluation linked to Strategic Plan and Departmental Goals.

**Policy Process Audit May 2013**

- Policy audit recommended by Business Office Task Force.
- Review all aspects of the business office and update or create needed policies and procedures.
- Recommendations included:
  - Retain a consultant to help create a policy audit process.
  - Develop departmental goals and accountability standards.
  - Recognize and acknowledge staff.

**Case Management June 2013**

- Proposed by the Recruiting, Advising and Tutoring Task Force to implement the recommended Case Management outcomes and strategies.
- Increase the level of customer service by providing a single contact serving the role of recruiter, advisor, and career counselor throughout the educational journey of the student.
- A Strategic Plan was created with goals, objectives, strategies and tasks. By Fall 2014, student services reorganized the departmental structure and job descriptions. Student Achievement Specialists adopted a proactive advising model for all students.
<table>
<thead>
<tr>
<th>Foundational Studies June 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed by the Recruiting, Advising and Tutoring Task Force to implement the recommended Foundational Studies outcomes and strategies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Support June 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed by the Recruiting, Advising and Tutoring Task Force to implement the recommended Academic Support outcomes and strategies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Online Registration June 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created by recommendation from the Admissions Task Force to implement online registration.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Online Admissions June 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created by recommendation from the Admissions Task Force to implement online admissions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Software Conversion July 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Executive Cabinet approved the acquisition of a new financial software program for the College.</td>
</tr>
</tbody>
</table>
### Administrative Efficiency August 2013

<table>
<thead>
<tr>
<th>Description</th>
<th>Action</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Business Office Task Force found the travel policy needed updating and inclusion of student travel.</td>
<td>Update the travel policy and streamline the procedure.</td>
<td>Updated travel policy took effect January 2014, travel procedure and paperwork in May 2014.</td>
</tr>
</tbody>
</table>

### Employee Tuition Discount October 2013

<table>
<thead>
<tr>
<th>Description</th>
<th>Action</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Human Resource Task Force found a discrepancy between the faculty and staff benefits pertaining to employee tuition discount.</td>
<td>Create an equitable policy for both faculty and staff.</td>
<td>Policy revised and implemented July 2016.</td>
</tr>
</tbody>
</table>

### Performance Evaluations October 2013

<table>
<thead>
<tr>
<th>Description</th>
<th>Action</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Human Resources Task Force recognized a need for a reorganized performance evaluation.</td>
<td>Create a Performance Evaluation process linked to Strategic Plan and Departmental Goals.</td>
<td>Two performance evaluation processes have been piloted, evaluated, and redesigned. Implementation is currently underway.</td>
</tr>
</tbody>
</table>

### Leadership Academy April 2014

<table>
<thead>
<tr>
<th>Description</th>
<th>Action</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Human Resources Task Force recommended designing a program to improve the leadership practices of current employees.</td>
<td>Develop a program that offers practical, hands-on leadership experience that is aligned with the College’s Mission.</td>
<td>Leadership Academy was designed and implemented for the first group of fellows October 2014.</td>
</tr>
</tbody>
</table>

### Phase II September 2014

<table>
<thead>
<tr>
<th>Description</th>
<th>Action</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Executive Committee combined members of multiple completed task forces to assist with implementation.</td>
<td>To monitor, evaluate, and make and/or recommend necessary adjustments to academic support, proactive advising, academic pathways, and online admissions and registration.</td>
<td>-Implemented a problem-change process for registration issues. -Created and implemented college wide training in placement and academic pathways. -Created and implemented college wide training in formal and informal recruiting. -Identified and led external recruitment activities.</td>
</tr>
</tbody>
</table>
### Recruitment December 2014

| Proposed by the Phase II Task Force to continue developing and implementing a recruitment plan. | Increase student enrollment. | - Data was gathered and analyzed on past activities and tasks, and best practices were researched.  
- Ruffalo Noel Levitz was contracted for focused evaluation, facilitated workshops and training. |

### Budget Committee January 2015

| The Budget Task Force recommended the creation of a process to accurately project departmental and the College budget for the coming fiscal year and the need for continuous monitoring. | Provide a framework for budget development, identify factors that will impact the budget, and mitigate any negative impacts. Develop a process to continuously monitor the current budget. | - PowerPlan software researched and purchased to allow staff access to a user-friendly platform to access current and projected financial information.  
- Process created for budget projections.  
Recommendations included:  
- Training in financial software.  
- Upgrade of Business Office job description and requirements. |

### Revenue February 2015

| With the financial issues, this group was formed by the Executive Cabinet to brainstorm and implement ways to generate revenue. | Create or improve generation of revenue. | Recommendations included:  
- Create and enroll current students in Engineering Special Topics Courses.  
- Coordinate family engagement activities and College4Kids with EDU237 to enroll student who work at Head Start/Day Care.  
- Offer summer courses specifically selected due to student need for out-of-sequence courses. |
### Benchmarks April 2015

| The project was identified by the Recruitment Task Force as important to strengthening and standardizing internal and external benchmarking. | Develop goals and timelines for Key Performance Indicators (KPIs). | Emerging peer set and KPIs were reviewed and classified. Compilation of internal and external data identified as next step. |

### Budget Projection and Planning June 2015

| The Budget Committee recommended training for key staff in the budget process. | Create a training program that includes initial training, ongoing mentoring and training of new staff. | Interested and experienced staff volunteered to facilitate training sessions, one-on-one training, and ongoing mentoring for all staff responsible for current and projected departmental and project based budgets. Timelines include a minimum of quarterly contact during initial setup and throughout the fiscal year. |

### Financial Office Job Requirement May 2016

| The Budget Committee recommended an updating of business office job descriptions. | Upgrade of Business Office job description and requirements. | Business Office job descriptions upgraded, current staff received training and new staff hired following new requirements |

### Financial Edge May 2016

| The Budget Committee recognized a need for Financial Edge software training for new Business Office staff and other key staff members. | Create a training program that includes initial training, ongoing mentoring and training of new staff. | A consultant was brought in for initial training May 2016 as well as a team to serve as mentors and on-going trainers. |

### 611 - Improvements in quality improvement initiatives that have been implemented or will be implemented in the next one to three years

CMN has always had an entity in place to lead the college in continuous quality improvement. While the name and structure of this entity has changed as the college grew from one classroom to an entire campus, the focus has not. Four years ago, CMN had in place a Visionary Council to anticipate short and long term needs. The Visionary Council’s plans were brought to the Executive Cabinet for adoption and endorsement. The Institutional Effectiveness
Council was then charged with the tactical implementation planning. With the personnel and financial issues over the past few years, human resources were strained and the structure was streamlined. The members of all three bodies were combined into the Deans and Directors Council. The Council now is tasked with goal planning and ascertaining how to best organize resources. This Council is especially suited to step into the role previously assumed by the Executive Cabinet since it represents all aspects of the college including human, organizational, intellectual, financial, and structural.

At its first retreat of the new academic year, the Board of Trustees will revisit, and revise as necessary, The Board’s By-Laws. As part of that process, the Board will determined its new Standing Board Committee structure. Once established, the formal lines of approval and communication will be re-instated.

6.2 CULTURE OF QUALITY

6P2 - Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture

CMN has grown and adapted its approach to quality improvement in the past four years. Continuous Quality Improvement initiatives require the support of many departments within the college including student services, technology, finance, continuing education, facilities, library, faculty, staff, and administration. While working on action projects, CMN found itself using a variety of workgroups, taskforces, and committees to accomplish goals with ever-increasing success. This process developed naturally and has been used systematically and deliberately. With the sharper focus of each group, CMN’s oversight and outcomes continue to improve.

Task Forces, workgroups and committees work diligently and purposefully. With the diverse makeup of the group, each member is able to collect ideas from colleagues. This enables the entire college to have input and review the process. This first-hand knowledge and experience, along with data provided by IR, allow the task force to make informed and educated recommendations that are interconnected, symbiotic and interdependent. The accompanying implementation plan often includes specific actions, timeline, and responsible individuals and groups. Evaluation tools are put into place to ensure continuous data collection and frequent evaluation throughout the implementation process.

6R2 Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture

While CMN has always used task forces, workgroups, and committees, this process became even more systematic and deliberate in 2013. An example of this process is the Recruitment, Advising and Tutoring Task Force created in 2013. While this was one of the earlier groups, it already had a parent task force, the Strategic Enrollment Management and Retention (SEM) Task Force. As the SEM team worked through the planning, they found short and long term projects were necessary. SEM was easily able to complete short term projects, but needed more diverse input and planning on longer term projects. From SEM recommendations, the Recruitment, Advising and Tutoring Task Force, among others, was created to work on several of the issues defined by SEM.

As the Recruitment, Advising and Tutoring Task Force worked to clarify goals, objectives, and strategies, a greater understanding of the need for broad implementation plans with measurable outcomes became even more important. For this to be accomplished, recommendations were made to create three, even more tightly focused, task forces to achieve all of the goals. These
three groups then went on to complete and implement the projects. Once the projects were implemented, it was important to continue evaluation and monitoring by those who designed and sustain the work on a daily basis. This led to the Phase II team who continues to monitor the progress and recommend improvements as needed. The Phase II team recognized a need for a continuing Recruitment and Benchmarking Task Forces.

Figure 6R2.1 Task Force, Workgroup, Committee Progression Flowchart
6i2 - Improvements in the quality culture that have been implemented or will be implemented in the next few years

Throughout the reporting period, the College consistently employed the use of workgroups, task forces, and committees. This process systematically provided the institute with positive outcomes and will be continued. Although the College is in the process of rebuilding its governance structured, the College has restored the AQIP steering committee. At the same time, the Board of Trustees is in the process of revising the bylaws to restructure the standing Board committees. The Board has made it evident that it intends to closely monitor continuous improvement through Action Projects such as Program Review. These projects will be standing items on the Board’s agenda. The Board has furthermore directed that the Strategic Plan will be used as a continuous improvement monitoring document.