

Systems Appraisal Feedback Report

An AQIP Pathway Report Completed In Response to a Systems Portfolio Submitted by

COLLEGE OF MENOMINEE NATION

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I. Reflective Overview

Upon completing its review of the Institutional Overview and Category Introductions included in the Systems Portfolio, the Systems Appraisal team formulates its understanding of the institution, the institution's mission, and the constituents served. This understanding is conveyed in the following Consensus Reflective Statement. Additional team insights are also summarized here in relation to the six AQIP Pathway categories.

Reflective Overview Statement

The College of Menominee Nation (CMN) was founded in 1993 as a tribal, land grant institution in northeastern Wisconsin. CMN embeds its mission and vision throughout the institution. CMN has participated in the AQIP pathway since 2009. CMN was established on the principles of providing opportunities in higher education to its students by serving the Menominee people, other American Indian tribes, and the Non-Indian communities in the surrounding area. The institution offers three Bachelor's Degrees, a variety of Associate Degrees, and several technical diplomas. The College has, working with Ruffalo-Noel Levitz, engaged in strategic enrollment planning utilizing a Strategic Enrollment Management Task Force to address its enrollment decline over the past four years. The decline in enrollment has had significant budgetary impact as well.

Category 1: The College of Menominee Nation recognizes that Program Learning Outcomes and Program Review are areas of opportunity and have developed an AQIP Action Project to address this. The College of Menominee Nation (CMN) utilizes cross-curriculum committees to review program objectives and ensure students have a quality educational experience that aligns with its mission. Programs are designed with both an American Indian and mainstream perspective. Through its Foundational Studies Task Force and Open Access team, the College has made an intentional effort to advance its prerequisite education offerings with the goal of improving student persistence and completion rates. CMN regards their approach to Category One as Systematic.

Category 2: The College of Menominee Nation (CMN) has automated its admissions and registration process. Advising was expanded to include assistance to students in both academic and non-academic aspects of the College using Student Achievement Specialists (SAS). The College hired Ruffalo Noel Levitz consultants to assist in the development of a strategic recruitment plan to increase enrollment and retention. Academic Pathways and Case

Management advising were implemented to better serve student needs. CMN is mission-dedicated to serving the Menominee People, other American Indian communities, and the Non-Indian communities in its service area through various education related initiatives. A goal of 1000 FTE set by the SEM Task force (page 32) is in place to achieve it. CMN has a “commitment to systematizing its processes” using data.

Category 3: The College of Menominee Nation complies with Menominee Tribal Ordinance 82-10 (Chapter 170) to ensure Tribal members receive priority consideration for all posted jobs. In 2014-2015, the College reduced its workforce by 20+%. Later identified as 25%+. This included the loss of key personnel. AQIP Action Projects and task forces have been used to address the realignment of employees. This was seen as an opportunity to build better interdepartmental inclusion. New initiatives and improvements are now being implemented and assessment measures have yet to be deployed.

Category 4: Addressing short term issues derailed much of the planning efforts which began in 2012. However, the processes in place survived. In 2014, CMN developed four Mission-based strategic goals to be implemented in phases in its first Strategic Planning cycle. Only the first phase was accomplished as resources were diverted to address impeding financial shortfalls and accounting system failures. A Task Force established to address financial issues has become a permanent Budget committee. As the College moves forward, it is rebuilding its leadership and governance structures. This led to a revision of the College Mission. CMN regards their approach to Category Four as Systematic.

Category 5: Institutional Research is now directed by the Registrar and Empower is used to produce reports. The College has implemented steps to overcome the “very serious errors” identified in previous financial audits and has committed to an AQIP Action Project to continue resolving these issues. As reported in the Introductions to several Categories, the “devastating” losses experienced by the College have had a major impact on its processes and therefore many of its actions and much of its planning have been developed in order to correct the operational challenges of the recent past. The College reports that it has adopted a Systematic approach in its restructuring efforts so that it may elevate itself to more of an Aligned level of maturity in the future

Category 6: The College of Menominee Nation (CMN) was approved for participation in the AQIP Pathway in 2009. The College of Menominee Nation's commitment to its mission, which values collegial deliberation, democratic inclusion, and shared governance aligns with AQIP's focus on continuous quality improvement and has helped the College to overcome significant financial and personnel challenges. Quality improvement initiatives are created based upon stakeholder input that is approved by the Executive Cabinet, with the Institutional Effectiveness Council being tasked with implementation. CMN reports it has made many improvements in its areas of concern, yet the College also reports it "has yet to collect sufficient data to draw firm conclusions." CMN reports that has Systematically approached continuous quality improvement.

II. Strategic Challenges Analysis

In reviewing the entire Systems Portfolio, the Systems Appraisal team was able to discern what may be several overarching strategic challenges or potential issues that could affect the institution's ability to succeed in reaching its mission, planning, and overall quality improvement goals. These judgments are based exclusively on information available in the Systems Portfolio and thus may be limited. Each item should be revisited in subsequent AQIP Pathway reviews, such as during the Comprehensive Quality Review (CQR) visit.

Strategic Challenge:

Address: Data Collection and Analysis (1) PDCA No Data

Throughout the portfolio document, the team noted a lack of data analysis, benchmarking, and documented results being reported. Systematic gathering of information, analysis of precise measures, and use of trends and benchmarks are essential as the College selects and guides its future quality initiatives. Currently, CMN is in the reactive stage of data collection and utilization. A more integrated and comprehensive process that includes the use of comparative data and the drawing of conclusions based on analysis of results is a strategic opportunity for the College and may lead to better and more consistent allocation of resources. Increasing the use of comparative data is a strategic opportunity that may result in CMN being better able to distinguish between institution specific concerns and those that are shared by others in higher education. Following the Plan-Do-Check-Act (PDCA) management cycle for continuous improvement may assist the College in its efforts.

Strategic Challenge:

Address: Ensuring program quality

The Systems Portfolio provides evidence that several individual departments conduct periodic program review, but CMN does not currently use a college-wide, systematic academic program review process. Implementing such a program review process could ensure program quality. CMN may want to refer to the Higher Learning Commission's website that provides suggested accreditation questions for programs that the College may want to include in a program review process: 1) How are the stated learning outcomes appropriate to your program and students? 2) What evidence do you have that students achieve your stated learning outcomes? *Include what measures are collected and analyzed regularly and the results of those measures. Indicate where the evidence and measures are recorded.* 3) In what ways do you analyze and use evidence of student learning? 4) How do you ensure shared responsibility for student learning and for the assessment of student learning? 5) How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?

Source: Student Learning, Assessment, and Accreditation:

<https://downloadna11.springcm.com/content/DownloadDocuments.ashx?aid=5968&Selection=Document%2C3253b9b3-4e91-df11-9372-001cc448da6a%3B>

Strategic Challenge:

Address: Commitment toward AQIP principles and processes

The review team recommends that appropriate CMN stakeholders attend the HLC Annual Meeting (conference) or similar workshops in order to gain a better understanding of the AQIP pathway requirements and principles of continuous improvement.

III. AQIP Category Feedback

As the Systems Appraisal team reviewed the Systems Portfolio, it determined for each AQIP Pathway category the stages of maturity for the institution's Processes and Results. These stages range from "Reacting" to "Integrated" and are described in Appendix A. Through use of the maturity stages and its analysis of the institution's reported improvements, the team offers below summary feedback for each AQIP Pathway category. This section identifies areas for further improvement and also possible improvement strategies. In addition to the summary information presented here, Appendix B conveys the team's specific feedback for all Process, Results, and Improvement items included in the institution's Systems Portfolio. Appendix B is structured according to the "New Systems Portfolio Structure and AQIP Categories" document which is available on the Commission's website. The summary feedback below, and the

detailed feedback offered in Appendix B, is based only upon evidence conveyed in the Systems Portfolio. It is possible that the institution has additional information on specific Processes, Results, and Improvements that was not included in the Systems Portfolio. In such instances, the institution should plan to provide this evidence in a future AQIP Pathway review process such as the CQR visit.

Category One: Helping Students Learn

The College of Menominee Nation is at the systematic level of maturity for processes and results within Category One: Helping Students Learn. The College aligns many of its processes with its Mission to provide opportunities in higher education to its students as well as its mission to infuse the education with American Indian culture. The College can strive toward ensuring that processes and results are aligned. While it appears that the College has processes in place for most of category 1, it is not evident that these processes are widespread or deployed throughout the College. Introducing systematic evaluation of the key processes in this category could help the college identify opportunities for improvement and help the college achieve the next level of maturity.

Program reviews apparently were taking place, but ceased both due to their ineffectiveness and the financial crisis. Putting revised program reviews in place is an acknowledged action step. There are examples of meaningful assessment and review that are taking place. CMN clearly know how to go about it and intends to see that it takes place (PB). Because the College does not yet have an established Program Review process, relevant processes/results related to assessment and program design have not yet been established to guide continuous quality improvement. Reporting of Processes: The College communicated a number of activities and conclusions, but was limited in the processes that met the criteria for a full "Plan-Do-Check-Act" (PDCA) cycle.

Category Two: Meeting Student & Other Key Stakeholder Needs

CMN understands and reports on its value in the community and reflects on its commitment to position the College as a key partner within the community it serves. Partnerships are described and continue to be built so as to ensure viability. Collection and subsequent review of data both internally and comparatively may help the College to become systematic and aligned throughout this category. A key strength recognized by the College is that it is clear where processes and results require additional formalization to address these deficiencies. CMN is between reacting and systematic for category 2. The portfolio does not identify specific, documented processes

that are followed and deployed for most of the questions asked in the category. The College has accomplished items in the category, but most of the evidence appears to be more ad-hoc than intentional. Additionally, in most Result sections only anecdotal evidence has been presented with limited data presented, thus, since reported results were insufficient to allow for ongoing interpretation and continuous quality improvement, there are multiple opportunities to strengthen those areas.

The College of Menominee Nation reports the many activities that are done within each category, but should communicate the Plan-Do-Check-Act continuous quality improvement process for each of these activities. Because several processes are relatively new and/or are more informal in nature, the College of Menominee Nation is limited in the data/evidence required by the AQIP Pathway to engage in mature continuous quality improvement. Professional Development for individuals engaged with AQIP at CMN would be recommended to differentiate between *Process* and *Results*. The identification, collection, and use of pertinent data is lacking.

Category Three: Valuing Employees

The College of Menominee Nation is at the systematic level of maturity for processes and the *reacting* level of maturity for results within Category Three: Valuing Employees. Despite the institutional staffing and financial crisis of 2015, CMN's hiring processes are a strength for the College and represent a commitment to CMN's mission. Employees view benefits favorably and efforts have been made to ensure staff benefits are equal to those of faculty. The College used relevant feedback from employees to update its employee evaluation process using Adobe Corporation's Check-In model, however faculty evaluation and professional development processes are more mature than those for staff/administrators. Identifying and building on initial results may allow CMN to continuously improve across this Category as the limited results presented in this Category may likely be due to the recency of established processes. The College should work to establish initial baseline data for all processes where data are available and/or select appropriate measures to collect this initial data. Implementing more regular and meaningful employee evaluation and professional development may build alignment and integration across the College.

The College of Menominee Nation will need to establish baseline data on all hiring, evaluation, and professional development processes to serve as a starting point for continued quality improvement in the years to come. This may include identifying/developing tools, methods, and instruments where none currently exist. The College must ensure that all identified processes are aligned to a result that guides ongoing quality improvement.

Category Four: Planning and Leading

Overall, the College of Menominee Nation is at the systematic level of maturity for processes and the *reacting* level of maturity for results within Category Four: Planning and Leading. The College has identified a 13-step planning process as a model for developing its new strategic plan. When implemented, this process may ensure that a budget-aligned, responsibility-assigned, and measurable strategic plan is developed. Despite the challenges of the financial/personnel crisis of 2015, the College responded swiftly to ensure its ability to function. Monitoring these newly implemented initiatives as they move forward while remaining flexible may be key to CMN's success. *Key opportunities* within Category Four for the College of Menominee Nation include the necessity to align results with processes. The College lacks tangible results across Category Four and should work to ensure that each process described generates meaningful results to ensure continuous quality improvement. As a tribal college, CMN utilizes a top down approach in the management of its planning and leading processes and the College has limited measures to assess the effectiveness of these processes. Creating internal targets, exploring external benchmarks and adding measures for Planning and Leading may strengthen data driven decision-making and reveal improvement opportunities.

A general lack of tangible data/results across Category Four appear to be preventing the College of Menominee Nation from implementing a full Plan-Do-Check-Act (PDCA) cycle for several processes. The College should strive to establish clear targets/benchmarks for each process, review relevant data aligned with those processes, and make decisions using data from those processes.

Category Five: Knowledge Management & Resource Stewardship

CMN is at the systematic level of maturity for processes and the reacting level of maturity for results within category five. CMN is actively working on a number of processes regarding fiscal and physical challenges, which will require more time to be able to report data regarding its successes and improvements. CMN has engaged a number of relevant tools

to assist in these processes, but reportable data is a challenge that can be overcome when preparing the next Systems Portfolio.

Given the recent financial issues, replacing the accounting system may help CMN. CMN could also think about how to implement the consistent and systemic use of data to inform decisions.

Category Six: Quality Overview

At the reacting level of maturity, CMN reports that the institution has employed the use of workgroups, task forces, and committees to build a culture of continuous quality improvement. The College may wish to seek professional development opportunities to assist those involved with AQIP with clearly delineating between processes and results to better enable CMN to report meaningful and tangible data/evidence for its next Systems Portfolio.

It is not clear that CMN has formal AQIP action projects in place, and it is not apparent that the culture of quality extends throughout the college and its operations. There are initiatives in place that might be developed into formal action projects. There are also plans for putting formal AQIP action projects in place.

IV. Accreditation Evidence Screening

Since AY2012-13, Systems Appraisal teams have screened the institution's Systems Portfolio evidence in relation to the Criteria for Accreditation and the Core Components. This step is designed to position the institution for success during the subsequent review to reaffirm the institution's accreditation. In order to accomplish this task, the Commission has established linkages between various Process/Results questions and the twenty-one Core Components associated with the Criteria for Accreditation. Systems Appraisal teams have been trained to conduct a "soft review" of the Criteria/Core Components for Systems Portfolios completed in the third year of the AQIP Pathway cycle and a more robust review for Systems Portfolios completed in the seventh year. The formal review of the Criteria and Core Components for purposes of reaffirming the institution's accreditation occurs only in the eighth year of the cycle and is completed through the CQR visit, unless serious problems are identified earlier in the cycle. As part of this Systems Appraisal screening process, teams indicate whether each Core Component is "Strong, clear, and well-presented"; "Adequate but could be improved"; or "Unclear or incomplete." When the Criteria and Core Components are reviewed formally for

reaffirmation of accreditation, peer reviewers must determine whether each is “Met,” “Met with concerns,” or “Not met.”

Appendix C of this report documents in detail the Appraisal team’s best judgment as to the current strength of the institution’s evidence for each Core Component and thus for each Criterion. It is structured according to the Criteria for Accreditation and supporting documents that can be found on the Commission’s website. Institutions are encouraged to review Appendix C carefully in order to guide improvement work relative to the Criteria and Core Components. Immediately below the team provides summary statements that convey broadly its observations regarding the institution’s present ability to satisfy each Criterion as well as any suggestions for improvement. Again, this feedback is based only upon information contained in the institution’s Systems Portfolio and thus may be limited.

Criterion One. Mission:

The Mission guides the College and is communicated thoroughly among stakeholders. Providing evidence as to how the College identifies and tends to the needs of all stakeholders may address this more clearly as might providing additional evidence as to how often and by whom the Mission is reviewed and/or revised.

Criterion Two. Integrity: Ethical and Responsible Conduct

The College provides evidence in most areas that it is compliant, and evidence clearly demonstrating integrity in all financial areas will strengthen this. Implementing an IRB will strengthen alignment with this component.

Criterion Three. Teaching and Learning: Quality, Resources, and Support

The College requires levels of performance appropriate to the degrees awarded. It is not entirely clear that quality and learning goals are consistent across all modes of delivery and location. Evidence of the ways in which Telepresence ensures this would further align the College with this criterion. A “check-In” model is in use for faculty evaluation, but data as to the results of this use are lacking. Providing such will strengthen the College’s alignment with this component. Additional information as to participation rates in co-curricular activities and the frequency of such activities will help the institution to clearly meet this component.

Criterion Four. Teaching and Learning: Evaluation and Improvement

The College provides some evidence of the quality of its educational programs, but It is not clear that the College has implemented a new program review process. Doing so will help the College to meet this component. Evidence is not provided that direct measures of student learning are taking place on a regular basis. The College reports the use of a consultant team to assist in developing meaningful recruitment and retention plans, but evidence is not provided that these have been put in place. Here as elsewhere comparative and trend data are lacking.

Criterion Five. Resources, Planning, and Institutional Effectiveness

While it is clear that the College is committed to inclusivity, the recent implementation of many processes is such that evidence of the results of these processes is not yet available. Formal, clearly defined processes evidence not only of gathering of the results, but also of using them to improve performance will help the College to meet these components.

V. Quality of the Systems Portfolio

In the results sections of all categories, clearly providing evidence, including an increased use of graphs and charts as tools for helping communicate the impact of the data would be beneficial. For readers, these visual aids make trends, results, targets, and comparisons more transparent and easier to understand. They also contribute to an understanding of decisions that are made as an outcome of the data leading to measureable results.

Addressing the core criteria is a Higher Learning Commission expectation that might, in part, be accomplished by creating an evidence matrix, prior to writing the portfolio. Core components should also be clearly evident in the portfolio. Therefore, CMN will want to ensure it follows the AQIP System Portfolio style guidelines when writing future portfolios.

VI. Using the Systems Appraisal Feedback Report

The Systems Appraisal process is intended to foster action for institutional improvement. Although decisions about specific next steps rest with the institution, the Commission expects every AQIP institution to use its feedback report to stimulate improvement and to inform future processes. If this Appraisal is being completed in the institution's third year in the AQIP cycle,

the results may inform future Action Projects and also provide the focus for the institution's next Strategy Forum. In rare cases, the Appraisal completed in the third year may suggest either to the institution itself or to the Commission the need for a mid-cycle (fourth year) CQR visit. If this Appraisal is being completed in the institution's seventh year in the cycle, again the results may inform future Action Projects and Strategy Forums, but more immediately they should inform institutional preparation for the CQR visit in the eighth year of the cycle when the institution's continuing accredited status will be determined along with future Pathway eligibility. Institutions are encouraged to contact their staff liaison with questions.

The Team recommends two monitoring reports, and recommends that both become AQIP Action Projects.

Results are lacking throughout the Portfolio, in part as a result of the lack of formal processes that have not been in place long enough to afford the College the opportunity to gather data. The Team recommends that CMN report to HLC by January 31, 2019, beyond the steps described in the Portfolio to ensure that the Registrar's Office provides a centralized repository for data and ensuring that the data therein is robust, reliable and easily accessible. This report may help to provide evidence for Criterion Five, Core Component 5D: The institution works systematically to improve its performance.

Subcomponents 1 and 2:

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Specifically, the report should include:

- A detailed plan and timeline for ensuring the security and reliability of data, centralizing data, and making it readily available as appropriate to the College constituency.
- A definition of and detailed plan for communicating key data points consistently throughout the College community and for providing data via the Registrar's Office building on what was reported in the Portfolio.

- Data could include, at a minimum:
 - Enrollment data
 - Retention data
 - Departmental (academic and operational) data
 - Planning data
 - Staffing data
 - Student data
 - Financial Data
- The steps taken to ensure that data are being captured throughout the College.

The team recommends that CMN, by January 31, 2019, provide to HLC a monitoring report detailing the systematic and comprehensive deployment of academic program reviews. This report may help to provide evidence for Criterion Four, Core Component 4A: The institution demonstrates responsibility for the quality of its educational programs.

Subcomponent:

1. The institution maintains a practice of regular program reviews.

The report should include:

- Program review schedule.
- A formal guideline for program reviews including:
 - a. Programmatic outcomes assessment
 - b. An analysis based on data of program strengths and weaknesses
 - c. Strategies for building on strengths and weaknesses
 - d. Plans for future directions for the programs, for all Degrees and Certificates
 - e. A schedule for ongoing program reviews for both curricular and co-curricular offerings
 - f. Program persistence and completion rates, enrollment and/or participation for each program
 - g. Program employment and transfer data

- Evidence of at least one recently (2018) completed program review.

Completion of the steps outlined in these reports may also help to provide evidence for other of the accreditation components and sub-components.

APPENDIX A**Stages in Systems Maturity: *Processes***

Reacting	Systematic	Aligned	Integrated
The institution focuses on activities and initiatives that respond to immediate needs or problems rather than anticipating future requirements, capacities, or changes. Goals are implicit and poorly defined. Informal procedures and habits account for all but the most formal aspects of institutional operations.	The institution is beginning to operate via generally understood, repeatable, and often documented processes and is prone to make the goal of most activities explicit, measurable, and subject to improvement. Institutional silos are eroding and signs of coordination and the implementation of effective practices across units are evident. Institutional goals are generally understood.	The institution operates according to processes that are explicit, repeatable and periodically evaluated for improvement. Processes address key goals and strategies, and lessons learned are shared among institutional units. Coordination and communication among units is emphasized so stakeholders relate what they do to institutional goals and strategies.	Operations are characterized by explicit, predictable processes that are repeatable and regularly evaluated for optimum effectiveness. Efficiencies across units are achieved through analysis, transparency, innovation, and sharing. Processes and measures track progress on key strategic and operational goals. Outsiders request permission to visit and study why the institution is so successful.

Stages in Systems Maturity: *Results*

Reacting	Systematic	Aligned	Integrated
Activities, initiatives, and operational	Data and information are collected and	Measures, metrics and benchmarks are	Data and information are analyzed and

<p>processes may not generate data or the data is not collected, aggregated, or analyzed.</p> <p>Institutional goals lack measures, metrics, and/or benchmarks for evaluating progress.</p> <p>The monitoring of quality of operational practices and procedures may be based on assumptions about quality. Data collected may not be segmented or distributed effectively to inform decision-making.</p>	<p>archived for use, available to evaluate progress, and are analyzed at various levels. The results are shared and begin to erode institutional silos and foster improvement initiatives across institutional units.</p> <p>The tracking of performance on institutional goals has begun in a manner that yields trend data and lends itself to comparative measures in some areas.</p>	<p>understood and used by all relevant stakeholders. Good performance levels are reported with beneficial trends sustained over time in many areas of importance. Results are segmented and distributed to all responsible institutional units in a manner that supports effective decision-making, planning and collaboration on improvement initiatives. Measures and metrics are designed to enable the aggregation and analysis of results at an institutional level.</p>	<p>used to optimize operations on an ongoing basis. Performance levels are monitored using appropriate benchmarks. Trend data has been accrued and analyzed for most areas of performance. Results are shared, aggregated, segmented and analyzed in a manner that supports transparency, efficiency, collaboration and progress on organizational goals. Measures and metrics for strategic and operational goals yield results that are used in decision-making and resource allocations.</p>
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APPENDIX B

AQIP Category Feedback

AQIP Category One

HELPING STUDENTS LEARN focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie your institution's credit and non-credit programs and courses.

1P1. **Common Learning Outcomes** focuses on the knowledge, skills, and abilities expected of graduates from all programs. Describe the processes for determining, communicating and ensuring the stated common learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team's Comments on Process Maturity and Improvement
Aligning common outcomes to the mission, educational offerings, and degree levels of the institution	Aligned: A table within the portfolio shows the alignment of the Common Learning Outcomes with the mission, values and strategic plan. Identifying a well-defined formal process for integrating the Mission into all aspects of the institution may contribute to useful data for future planning.
Determining common outcomes	Systematic: CMN described a systematic process for determining common outcomes using the Standing Board Curriculum Committee and the Letters and Sciences Assessment of Student Learning (ASL), which provides oversight to ensure faculty include outcomes in syllabi and elsewhere. It was unclear from the portfolio what formal processes were used to initially determine these outcomes or how these outcomes are regularly reviewed. Providing details on how this as well as how the institution plans to communicate the process used for regular review may move this to a higher level of maturity.
Articulating the purposes, content, and level of achievement of these outcomes	Systematic: CMN is operating at the systematic level of maturity regarding articulating the purposes, content, and level of achievement of common learning outcomes. Course and Program learning outcomes are required components of Course Outlines, Degree Audit Sheets, and Course Syllabi. A plan to significantly

	articulate the purposes, content, and level of achievement of these outcomes across all programs may lead to a better understanding for students and faculty and move this to a higher level of maturity.
Incorporating into the curriculum opportunities for all students to achieve these outcomes	Systematic: CMN provides opportunities for students to engage with the Core Component and General Education Requirements systematically through their required coursework, research, and scholarly opportunities. Students engage creatively with the <i>Feather Chronicles</i> and across a variety of research and scholarly activities as part of CMN's American Indian Science and Engineering Society (AISES). To advance maturity in this area, CMN could engage in efforts to regularly review these processes for continuous improvement and seek to involve students beyond established clubs and organizations (e.g. AISES).
Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs	Systematic : CMN described a systematic process. The Curriculum and Assessment Committees are charged with ensuring relevance. CMN may want to establish program advisory boards including members of the professional community in order to ensure workplace alignment. In addition, the College may benefit by identifying a process to regularly review and update program learning outcomes.
Designing, aligning, and delivering co-curricular activities to support learning	Systematic: CMN describes a systematic process which provides a variety of research and scholarly opportunities for students to apply their skills. To advance maturity in this area, CMN may consider applying its curriculum mapping process to co-curricular activities to ensure all common outcomes are represented.
Selecting tools/methods/instruments used to assess attainment of common learning outcomes	Systematic: CMN systematically uses two external assessment tools, the Collegiate Assessment of Academic Proficiency exam (CAAP) and the Global Perspective Inventory (GPI) that are analyzed by faculty and the ASL Committee for instructional improvement. Internally, faculty determine each student's level of outcome achievement using the ASL Level Guidance Chart created by the ASL Committee. An opportunity exists to describe how internal instruments are selected and used to assess the

	common outcomes as well as how external instruments align with CMN's Core Component and General Education Requirements.
Assessing common learning outcomes	CMN provides some examples of how some of its programs complete common learning outcome assessments; however, it is unclear that the College has developed a process to ensure that all programs are completing common learning outcome assessment and if the College has developed assessments for all of its outcomes. CMN could develop assessment processes for all Common Learning Outcomes and implement them across all programs to move to a higher level of maturity.
Other identified processes	Aligned: CMN has worked on aligning student retention, persistence and completion through a study of two gateway courses. In addition, CMN reports that 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.

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

Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	Systematic: In lieu of the CAAP, which was used briefly, CMN faculty use internally developed assessments which provide better breakdown, for CMN, of the student learning outcomes in a variety of areas. These are captured in tables, and in some areas include pre- and post-test scores. Improved maturity in this area could be achieved by more clearly presenting relevant data on student achievement of student learning outcomes both in the gateway courses and beyond. Including data reflective of improved retention, persistence, and completion may also advance maturity.

<p>Comparison of results with internal targets and external benchmarks</p>	<p>Systematic: Internal comparisons are provided and analyzed, which provides evidence for focusing on particular parts of the curriculum, such as in the math faculty’s decision to increase the emphasis on the solving of rational equations. Advanced maturity in this area could be achieved by establishing improvement benchmarks for all internal assessments as well as by reflecting on how the results from external assessment tools are used to make curricular changes and shared across the institution.</p>
<p>Interpretation of results and insights gained</p>	<p>Systematic: CMN makes use of the results of internal assessments for faculty discussion and improvement of courses. The GPI is reviewed to determine Mission consistency. Although the Math faculty used data from the internal assessment to revise curriculum, it was unclear how the English/Humanities faculty used the data from the results of their internal assessment for decision-making. In addition, limited narrative was provided on how the external assessments (e.g. the CAAP and GPI) are used to make curricular improvements. Designing stronger processes in this area may lead to better data to use for analysis.</p>

111. Based on 1R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<p style="text-align: center;">Evaluation of Improvement Efforts</p>
<p>Per CMN, instructional improvements have been made using data from internal assessment instruments designed to provide detailed and precise information for selected programs. 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 made enabled the institution to reach its goals. CMN plans to analyze and make improvements using its GPI data during the next three years.</p>

1P2. **Program Learning Outcomes** focuses on the knowledge, skills, and abilities graduates from particular programs are expected to possess. Describe the processes for determining, communicating and ensuring the stated program learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution	Systematic: Program learning outcomes are aligned to CMN's Mission, community needs, institutional comparisons, articulation agreements, employer expectations, and state licensing requirements in a systematic process. However, it was unclear from the narrative how these outcomes were developed and how often they are reviewed. Advanced maturity could be achieved by reporting how program outcomes assessed for Associate's degree programs differ from mastery on assessments at the Bachelor's degree level.
Determining program outcomes	Systematic: CMN's faculty are responsible for determining and evaluating program learning outcomes. Advanced maturity could be achieved by more clearly articulating how the ASL Committee works with program faculty to review and align program outcomes.
Articulating the purposes, content, and level of achievement of these outcomes	Systematic: CMN faculty articulate the purposes, content and level of achievement of the program outcomes through curriculum mapping. Outcomes are communicated to students in course outlines and syllabi. As the program review process continues refinement, opportunities to advance maturity in this area should be explored to regularly schedule ongoing program outcome review using a systematic process and collect/report achievement data relevant to all departments/programs.
Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs	Reacting: As part of a program review process developed by teacher education, and required by the state, faculty are mapping and updating course learning outcomes. This process could be replicated by other departments as CMN acknowledged, some program outcomes are obsolete, and

	<p>there is not a clear process identified to replace them. CMN may benefit by presenting the data used to inform discussions for program change and the process and criteria used for making changes to outcomes to ensure systematic program alignment with student, workplace and societal needs.</p>
<p>Designing, aligning, and delivering co-curricular activities to support learning</p>	<p>Reacting: It was unclear from the portfolio that CMN is designing, aligning, and delivering co-curricular activities to support learning at the program level. CMN may move beyond the reacting level by defining a clearer alignment between specific program objectives and the co-curricular options.</p>
<p>Selecting tools/methods/instruments used to assess attainment of program learning outcomes</p>	<p>Reacting: CMN described using curriculum mapping, program review pilots, student portfolios, and an electronic system as tools and methods to assess program learning outcomes. However, it is unclear how tools are selected, and program review is conducted and evaluated. Consideration of measures that capture a broader set of outcomes may better inform the process resulting in a move beyond reacting.</p>
<p>Assessing program learning outcomes</p>	<p>Reacting: The program review process once in place is reported as not working. CMN plans to develop and put in place a revised process in the next three years. Developing a template for the assessment of general education and degree program outcomes that specifies the program outcomes, the related courses, the year to be assessed, assessment methods and a discussion of the results could provide the college a systematic structure for reporting and analyzing program learning outcomes.</p>
<p>Other identified processes</p>	<p>Reacting: CMN had a three-year process of program review that was discontinued. Efforts to fully implement the AQIP action project and reenergize other aspects of program review were stalled by the financial crisis in 2015. The changes to program offerings has created the need for review and adjustment to most program outcomes as well as a need to develop a clear program review process which may advance the College beyond reacting.</p>

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

Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	Reacting: Results from assessment tools used by the Teacher Education Department were provided in the Portfolio, however, little to no overall summary data is given. It is not evident that any trending or comparative data is collected and it is not evident that the assessment provided has definitive target values associated with them. Replicating the Teacher Education Department assessment initiatives may move this beyond the reacting level when done systematically and comprehensively across all programs.
Comparison of results with internal targets and external benchmarks	Reacting: Providing benchmarks and targets could help CMN move to systematic.
Interpretation of results and insights gained	Reacting: The Portfolio states analysis has been completed for edTPA rubric results from the Education Department that identify strengths and opportunities, but those strengths and opportunities were not provided. No other departmental or institutional interpretation of results and insights gained was provided for determining if students possess the knowledge, skills, and abilities that are expected in programs. To advance in maturity in this area, CMN may want to identify benchmarks/results from across all programs/departments with clear alignment to suggested improvements. This could improve student achievement of program learning outcomes and improve program outcomes throughout the College.

1I2. Based on 1R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts

The College of Menominee Nation (CMN) reported that during the next three years it will make the development and implementation of annual program reviews its highest priority. CMN plans to use an AQIP Action Project to develop and implement annual program reviews during the next three years.

The Commission suggests accreditation questions for programs that the College may want to include in the program review process it develops: 1) How are the stated learning outcomes appropriate to your program and students? 2) What evidence do you have that students achieve your stated learning outcomes? *Include what measures are collected and analyzed regularly and the results of those measures. Indicate where the evidence and measures are recorded.* 3) In what ways do you analyze and use evidence of student learning? 4) How do you ensure shared responsibility for student learning and for the assessment of student learning? 5) How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning? Source: Student Learning, Assessment, and Accreditation,

<https://downloadna11.springcm.com/content/DownloadDocuments.ashx?aid=5968&Selection=Document%2C3253b9b3-4e91-df11-9372-001cc448da6a%3B>

1P3. **Academic Program Design** focuses on developing and revising programs to meet stakeholders' needs. Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying student stakeholder groups and determining their educational needs	Systematic: CMN used placement scores and success data to identify underprepared students as a target population needing additional support. Program development and program revisions are guided by data and grounded in best practices adapted to reflect American Indian values. An opportunity exists to become aligned by implementing a process to communicate to stakeholders how the educational needs of CMN's students are being met.

Identifying other key stakeholder groups and determining their needs	Aligned: CMN identified improvements to be made to the Bachelor of Arts in Education degree that aligns the needs of tribal administration and both Federal and State regulations. CMN addresses the needs of tribal communities through support from the tribal administration. Processes appear explicit, repeatable, and communicated internally.
Developing and improving responsive programming to meet all stakeholders' needs	Aligned: CMN developed the SOAR and Foundational Studies programs to meet the needs of underprepared students. Processes for placement in these programs were clearly communicated in the portfolio (Figure 1P3.2) with placement test cut-off scores and SAS intervention. To provide more qualified educational professionals to surrounding tribal communities, a new Bachelor of Arts in Education program was developed and aligned to both Federal and State regulations. Establishing and setting benchmarks while collecting data on the stakeholders' satisfaction and program effectiveness may lead to further improvement perceptions and advancement to a higher level of maturity.
Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs	Systematic: CMN uses placement and retention data to identify groups requiring unique interventions (e.g. underprepared students), but it was unclear from the portfolio what tools are used to assess the effectiveness of these interventions. To advance maturity in this area, the College may consider implementing a regular review cycle to assess the effectiveness of new and existing academic programs, which could move the College to aligned.
Reviewing the viability of courses and programs and changing or discontinuing when necessary	Reacting: CMN reviews the viability of programs through their relationship with tribal administration and both State/Federal regulations. It is unclear what process is used to review courses and programs. CMN has an opportunity to develop ongoing program review processes that incorporate both internal and external stakeholder feedback. Additional metrics of program viability/success could be enrollment data and

	student success outcome data and may result in the College moving to systematic.
Other identified processes	Systematic: To improve retention, the Letters and Science department chairs created model course sequences for both college-ready and foundations pathways. Students complete a graduation plan in the Freshman orientation course which is reviewed and updated with guidance from a Student Achievement Specialist. This process informs two- and four-year schedules which supports strategic budgeting and resource management. An evaluation to measure the effectiveness of this process could move this to a the aligned level of maturity.

1R3 What are the results for determining if programs are current and meet the needs of the institution’s diverse stakeholders?

Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	Systematic: Enrollment figures appear to be a primary measure, but CMN may want to explore additional measures of program success across all programs offered at the institution. Lacking from the portfolio were data on SOAR program success and the Teacher Education Program although CMN acknowledged that these were forthcoming in 113. To move to the aligned level of maturity, trend data could be compared against targets and to external benchmarks that may allow the institution to better understand the data in context. In addition, outcomes and retention data for all programs could be used as an appropriate part of ongoing program review.
Comparison of results with internal targets and external benchmarks	Systematic: CMN provided internal targets and results for Foundation Course enrollment beginning in Fall 2014. Establishing internal targets and external benchmarks for all programs across the institution could help advance maturity in this area. Providing comparative trend data of key performance measures aligned to the academic program design process could greatly enhance future Portfolios.

<p>Interpretation of results and insights gained</p>	<p>Systematic: Enrollment data for developmental courses were provided, but it was unclear from Figure 1R3.1 whether <i>developmental</i> courses or <i>Foundations</i> course enrollments were presented. The College may also consider reflecting on ways to improve student success in ENG101.</p>
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1I3. Based on 1R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<p>Evaluation of Improvement Efforts</p>
<p>CMN acknowledges the need to examine cut-scores and develop an assessment and evaluation process for the SOAR program. The College also acknowledged the need to identify embedded assessments and artifacts for the Education department programs. In the future, the ideal course sequence may be required for program proposals or modifications as part of the Curriculum Committee approval process.</p> <p>Future Portfolios can be enhanced by clearly identifying key students and stakeholders, their needs and expectations (by group), how those needs are identified, the key processes aligned to the needs, the results of those key processes, and how CMN’s results for those processes compare to peer/aspirational/benchmark institutions.</p>

1P4. **Academic Program Quality** focuses on ensuring quality across all programs, modalities, and locations. Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for:

<p>Process</p>	<p>Team Comments on Process Maturity and Improvement</p>
<p>Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue</p>	<p>Systematic: Student placement testing is required of all first-time freshmen and high school students. CMN uses advising to communicate this process. 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. CMN is currently operating at the systematic level of maturity, but could advance maturity in this area by</p>

	<p>more explicitly communicating how students are made aware of the preparation required to be successful across all programs offered at the College. It might help to advance the maturity level to further explain the process that faculty use to determine whether this preparation requires revision.</p>
Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs	<p>Systematic: CMN reports that the ASL Committee collectively ensure that the rigor, assignment descriptions, and assessment rubrics are documented and appropriate. 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.</p>
Awarding prior learning and transfer credits	<p>Aligned: A defined process is in place for transfer credit, through the Registrar's office. The requirements for transfer and returning students is determined on an individual basis by the CMN Registrar and CMN follows the Wisconsin Transfer Information System (WTIS) to evaluate transfer credit from Wisconsin System Schools as appropriate for each degree level. CMN might consider developing an internal process for prior-learning assessment (PLA) to reach a higher level of maturity.</p>
Selecting, implementing, and maintaining specialized accreditation(s)	<p>Systematic: CMN's Teacher Education baccalaureate program is accredited through the Wisconsin Department of Public Instruction. The College maintains specialized accreditations for its Nursing Program (beginning latency after fall 2016), LPN/CNA Program, and Teacher Education Program. The program is reviewed annually. It was unclear from the portfolio how these accreditations are maintained or whether there are opportunities for other programs to explore specialized accreditations placing CMN at the systematic level of maturity for this area.</p>
Assessing the level of outcomes attainment by graduates at all levels	<p>Systematic: CMN has implemented, reviewed, and revised its curriculum review process several times since 2011. Student outcomes attainment for General Education outcomes and</p>

	some program outcomes are assessed regularly. Extending this to all programs may help to ensure the quality of the programs.
Selecting the tools/methods/instruments used to assess program rigor across all modalities	Reacting: Alignment of the Teacher Education department to the Wisconsin Department of Public Instruction (DPI)'s mandate to utilize the edTPA as an assessment tool. Telepresence is used to deliver live "point-to-point experiences for students at the two campuses, and instructors rotate between the two. It is unclear how the College selects tools used to assess program rigor across all modalities to ensure quality across all programs. Also, it does not appear that CMN has done any comparative assessment of the courses delivered using the Telepresence system. CMN does not state any data in this section.
Other identified processes	Systematic: In receiving its approval of its LPN and CAN programs by its accrediting agency, the process of preparation for the re-affirmation of accreditation by ACEN places this process as the Systematic level of maturity.

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

Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	Reacting: 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. CMN could advance in maturity by providing benchmarking data and setting achievement goals.
Comparison of results with internal targets and external benchmarks	Reacting: CMN presents internal comparisons using a number of selected standards to compare preparation levels based on responses from students and employers. CMN could move in alignment by presenting comparative results data measuring its responses with other institutions of size and scope to offer a stronger perspective on professional preparation.

<p>Interpretation of results and insights gained</p>	<p>Reacting: While there were results presented on the programs mentioned, there was no interpretation presented in its overall responses in this area. CMN acknowledges the need for a program review process. Without reporting direct measures of program quality, it is not clear what the college is doing to interpret and act on performance opportunities for program quality.</p>
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114. Based on 1R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<p>Evaluation of Improvement Efforts</p>
<p>CMN has an opportunity to dedicate resources to the development and implementation of an ongoing program review process so stakeholders from across the institution can participate in the collection of data that will provide guidance on improvements to academic programs. Also, no improvements for academic program quality were provided. The College has an opportunity to develop and implement assessment measures of its program review process. The teacher education department appears to have good processes in place, largely due to state requirements. Much would be learned, as acknowledged by CMN, by putting in place a robust program review process.</p>

1P5. **Academic Integrity** focuses on ethical practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for:

<p>Process</p>	<p>Team Comments on Process Maturity and Improvement</p>
<p>Ensuring freedom of expression and the integrity of research and scholarly practice</p>	<p>Aligned: The College’s Policy on Academic Freedom explicitly outlines faculty rights and responsibilities related to academic freedom. The College’s Faculty Handbook also explicitly outlines responsibilities of faculty to avoid conflicts of interest when conducting research.</p>

<p>Ensuring ethical learning and research practices of students</p>	<p>Aligned: Students find guidance on ethical learning and research practices in the Academic Catalog and Student Handbook. Both student resources affirm CMN’s commitment to academic integrity. All Associate and Baccalaureate students are required to complete a course which includes researching, writing and documenting resources in the curriculum.</p>
<p>Ensuring ethical teaching and research practices of faculty</p>	<p>Aligned: Faculty conflict of interest is covered in the Faculty Handbook where the statement, “All research conducted by a Letters and Science faculty member and student(s) will follow CMN’s Undergraduate Student Research Policy” appears. The Handbook explicitly outlines the responsibilities of faculty to avoid conflicts of interest when conducting research.</p>
<p>Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting Academic Integrity</p>	<p>Systematic: Faculty have designed appropriate assignments as a tool/method/instrument used to evaluate the effectiveness and comprehensiveness of supporting academic integrity. While academic integrity is specified in CMN policies, it is unclear what measures are used to evaluate the effectiveness of integrity issues. No mention is made of measures or data. CMN could consider communicating processes used to identify those tools that would generate data around academic integrity that might include, but not be limited to, number of reports of violations, student/employee surveys, and external stakeholder surveys.</p>
<p>Other identified processes</p>	<p>Aligned: Staff conduct is also addressed in the Personnel Policy and Procedures Manual. Also, addressed is a process designed by faculty to alert students to any potential problems with their work.</p>

1R5 What are the results for determining the quality of learning support systems?

<p>Results</p>	<p>Evaluation of Results and Systems Improvement</p>
<p>Summary results of measures (including</p>	<p>Systematic: 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,</p>

<p>tables and figures when possible)</p>	<p>particularly with incidents of plagiarism. The result reported was that CMN has had no incidents of Academic Misconduct during the reporting period. Improving maturity in this area would first require a more explicit discussion of what “significant, positive results” means. Longitudinal results of plagiarism reports would be necessary to determine which of the initiatives are reducing incidents of plagiarism. It is unclear what process CMN has for reporting the quality of its learning support systems.</p>
<p>Comparison of results with internal targets and external benchmarks</p>	<p>Reacting: CMN reports it has had no incidents of Academic Misconduct during the reporting period. Therefore, there are no benchmarked results or trend data provided. There were no comparison of results with internal targets and external benchmarks reported placing the College of Menominee Nation.</p>
<p>Interpretation of results and insights gained</p>	<p>Reacting: Faculty have worked to ensure student academic integrity by working closely with students. CMN reports it has had no incidents of Academic Misconduct during the reporting period and no interpretation of results or insights gained was reported. Because results are limited in this area, CMN was unable to provide an interpretation of results or insights gained.</p>

115. Based on 1R6, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<p>Evaluation of Improvement Efforts</p>
<p>CMN reports no incidents of Academic Misconduct or ethical concerns and CMN reports plans to continue to reinforce this institutional strength. Going forward, there is clearly an opportunity to identify an incident tracking uniformity, consistency, and dissemination practices to allow for trend analysis across years. This is a strength, which could be built upon by the establishment of an Internal Review Board (IRB). Ongoing collection and reporting of academic integrity data will ensure the College of Menominee Nation remains proud of this institutional strength therefore, it might prove beneficial to suggest strategies it might use into the future to ensure further improvements in the areas reported on in this category.</p>

AQIP Category Two

MEETING STUDENT & OTHER KEY STAKEHOLDER NEEDS focuses on determining, understanding and meeting needs of current and prospective students' and other key stakeholders such as alumni and community partners.

2P1. **Current and Prospective Student Needs** focuses on determining, understanding and meeting the non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying underprepared and at-risk students, and determining their academic support needs	Systematic: CMN created three pathways for students in an effort to better support prospective and current student needs. Underprepared students are identified through placement testing required of all incoming first time freshmen and high school students. Advancing maturity in this area may be promoted by explicitly outlining the processes that Student Achievement Specialists use to determine the underprepared students in their caseload and directing them toward the support services available to them.
Deploying academic support services to help students select and successfully complete courses and programs	Systematic: SASs identify students at-risk, monitor their progress, and serve as advocates for each student as they navigate higher education at CMN. SASs establish long-term relationships with their student from admissions to graduation, providing a constant for that student throughout his or her academic career. As a result of student advising, the College may find many opportunities to help students succeed. CMN is using repeatable and documented processes for deploying academic support services. Providing information on each SAS's caseload as well as satisfaction and effectiveness data may help continue to improve processes in this area.

Ensuring faculty are available for student inquiry	Reacting: While a number of processes have been the put in place there is no mention of the faculty role as a part of them. CMN could move to systematic by describing the role of faculty in student inquiry.
Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty	Reacting: CMN reports that minimum requirements for student monitoring were developed with a focus on first-time freshmen and academic roadmap completion for new, continuing, returning, and transfer students. From mention elsewhere it is clear that the departments and policies are in place, but not as clear that they are addressed as a part of a process meant to address the needs of CMN students. Future Portfolios may be enhanced by describing library, laboratories, and research support services of students and faculty are communicated and used to address and support learning.
Determining new student groups to target for educational offerings and services	Systematic: CMN developed minimum requirements for student monitoring with a focus on first-time freshmen and academic completion for new, continuing, returning, and transfer students. CMN has identified a current student profile, however it was unclear from the portfolio what processes are in place to actively seek out and enroll these students.
Meeting changing student needs	Systematic: The pathways established and incoming student placement testing provide CMN with the ability to meet a variety of student needs. The Phase II task force was implemented 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 procedures.
Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans)	Reacting: It was unclear how CMN identifies and supports student subgroups with distinct needs. More information on how American Indian and other students will be identified, recruited, and supported would be necessary to advance beyond the reacting level of maturity for this area.

Deploying non-academic support services to help students be successful	Reacting: CMN has adopted a student-centered advising process to assist high-risk students. Although students work with their Student Achievement Specialist, it was unclear how SASs direct students to support services beyond their assigned tasks. To move beyond the reacting level of maturity, aligning services and providing details will help CMN move to a higher level of maturity.
Ensuring staff members who provide academic and non-academic student support services are qualified, trained, and supported	Reacting: CMN has developed a number of processes to address the availability of non-academic support services, but nowhere in its descriptions does it include its communication strategy. Defining methods of communication of the non-academic support services available to students could increase awareness and encourage use across all program areas and may better help students become better aware of them.
Communicating the availability of non-academic support services	Reacting: CMN has developed a number of processes to address the availability of non-academic support services, but nowhere in its descriptions does it include its communication strategy. Defining methods of communication of the non-academic support services available to students could increase awareness and encourage use across all program areas and may better help students become better aware of them. Thus, CMN is at the reacting level of maturity for this area.
Selecting tools/methods/instruments to assess student needs	Reacting: CMN created 4 task forces to address student needs in the areas of recruitment, retention and advising. CMN has also developed a student profile and assesses student satisfaction. Beyond that it is not clear how CMN selected instruments, nor is it clear how CMN assesses non-academic support. A student satisfaction survey was completed and incorporated into action plans as part of this process. No other tools/methods/instruments were mentioned as being used to assess student needs. Advancing beyond the reacting level of maturity will require capitalizing on

	opportunities to deploy student surveys that yield data about the satisfaction/effectiveness of available services as well as longitudinally measuring course success and enrollment trends as a response to interventions.
Assessing the degree to which student needs are met	Reacting: There are indications that student satisfaction is positive, but it is not clear that attention is paid to which specific student needs are and are not addressed. The College also has an opportunity to share information across the institution about its processes and more systematically assess how well the college is holistically meeting student needs across the institution. Ongoing data collection and analysis of the effectiveness/satisfaction with the SAS advising model would serve as an initial step toward advancing maturity in this area.
Other identified processes	

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

Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	Systematic: The College of Menominee Nation established a Strategic Enrollment Management task force that set recruitment and retention goals. Through support from a Title III grant, CMN hired consultants in September 2015 to assist in the development of a concrete and detailed Recruitment Plan. This initial step toward developing processes that address a number of areas within Category 2P1 in refining its recruitment goals and enhancing its recruitment strategies places CMN at the systematic level of maturity in this area. CMN should collect data consistently to determine if recruitment and retention goals are being met.

Comparison of results with internal targets and external benchmarks	Reacting: There is no comparison of results with internal targets and external benchmarks data provided by the College. Advanced maturity can be achieved by collecting, reviewing, and using data to improve processes.
Interpretation of results and insights gained	Reacting: Plans are in place for a review of the results and it appears too early in the process for the College to provide interpretation of results and insights gained. The College may want to provide trend analysis of data as it pertains to improving the needs of its students in future Portfolios.

2I1. Based on 2R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>In addition to reporting on what it plans to accomplish in the future in this area, CMN has an opportunity to provide longitudinal data from which institutional actions could be taken so that the College is better able to provide evidence for the preliminary actions it has already taken in furtherance of student needs. It appears that the College, working with a consultant, has put a process in place which will lead to further plans and implementation. The College acknowledges that improvements to processes/results related to determining student needs are necessary and identified three improvements to better serve the non-academic needs of current and prospective students over the next three years: formalizing the SEM Committee, assessing the effectiveness of the new advising model, and benchmarking Noel Levitz student satisfaction/engagement survey data.</p>

2P2. **Retention, Persistence, and Completion** focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision-making. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
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Collecting student retention, persistence, and completion data	<p>Systematic: CMN hired a consultant to conduct research and help with student data collection and formally defined processes related to student retention, persistence, and completion. Baseline data has been established in some areas. Several new initiatives have been implemented. Internal data being collected and analyzed includes placement exam scores, developmental coursework, and retention, persistence, and graduation rates. Building on this and establishing longitudinal data may help CMN to build a comprehensive approach in these areas and advance maturity in this area.</p>
Determining targets for student retention, persistence, and completion	<p>Reacting: In 2P1, CMN identified enrolling at minimum 65% American Indian students, but this target was not discussed again in 2P2. It was unclear from the portfolio how this target was determined, who was involved, and what processes are in place to ensure the College reaches this target. Identifying specific targets for success, along with the identification of what data is collected for analysis may help the College to better succeed in these areas.</p>
Analyzing information on student retention, persistence, and completion	<p>Reacting: Setting targets consistent with the new pathways may make it possible for the College to gather information which can then be analyzed and could lead to improved retention, persistence and completion. Because data on retention, persistence, and completion are minimal, an opportunity exists for CMN to establish processes that allow for ongoing collection of these data.</p>
Meeting targets for retention, persistence, and completion	<p>Reacting: CMN may want to identify specific data to collect to support these findings as it was unclear from the portfolio what progress is being made toward reaching the enrollment target of 65% American Indian students. An opportunity to establish, in addition to enrollment, retention, persistence, and completion targets across programs and student population groups that are regularly assessed and acted upon.</p>

Selecting tools/methods/instruments to assess retention, persistence, and completion	<p>Reacting: It appears that the pathways were only recently implemented and that tools have yet to be selected. It was unclear from the portfolio how the task forces responsible for developing these initiatives determined how success would be defined and measured over time. It would be beneficial to indicate how these tools/methods/instruments were successful elsewhere and the measure of success would be acceptable at CMN to assess retention, persistence, and completion.</p>
Other identified processes	

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

Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	<p>Reacting: CMN reports results from the three different academic pathways began in AY 2014-2015, but these were not provided in the Portfolio. CMN is positioned to collect meaningful data and therefore, a full measure of reportable data should form a portion of the report as the pathways mature.</p>
Comparison of results with internal targets and external benchmarks	<p>Reacting: Since CMN selected tools utilized at other benchmark institutions there is an opportunity to benchmark its own successes with institutions of similar size and scope for measuring success. Internal targets and external benchmarks were not here.</p>
Interpretation of results and insights gained	<p>Reacting: As results are not reported, it is too early to interpret them.</p>

2I2. Based on 2R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
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There are three initiatives in place that include establishing odd and even year schedules, auditing student transcripts to better inform students toward a path to graduation, and establishing a community of practice to improve faculty instruction. These build on the pathways that have been put in place as well as on the changed roles of advisors. The College has an overarching goal for faculty to create a repertoire of best practices to guide curriculum assessment and design that is centered on empowering American Indian students to succeed. The College may wish to explore improving existing processes (SOAR, Foundational Studies) and reporting baseline retention, completion, and persistence data so that initiatives can be driven by data and be reviewed for continuous improvement.

2P3. **Key Stakeholder Needs** focuses on determining, understanding and meeting needs of key stakeholder groups including alumni and community partners. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Determining key external stakeholder groups (e.g., alumni, employers, community)	Systematic: CMN participates in community organizations and meetings that provide insight into current stakeholder needs and opportunities. The College also seeks to serve other American Indian Communities and non-Indian communities in the northeast region of Wisconsin. These processes need to be formalized, and evaluated for improvement.
Determining new stakeholders to target for services or partnership	Reacting: The narrative does not indicate how new stakeholder groups are identified and prioritized. It is assumed that opportunities emerge from collaboration with local employers and agencies. Stating a process could help CMN mature.
Meeting the changing needs of key stakeholders	Reacting: The key external partner for the College of Menominee Nation is the tribal government and surrounding community. Identifying the changing needs of key stakeholders occurs through conversations, community meetings, and participation in regional workforce events. It is

	unclear how communications are coordinated and integrated to assure the needs of stakeholders are met. CMN has an opportunity to associate its data with processes to systematically identify and meet the changing needs of its key stakeholders. In order to further determine the changing needs of key stakeholders and to advance in maturity, the College may find it beneficial to develop a formal process that can be measured and evaluated.
Selecting tools/methods/instruments to assess key stakeholder needs	Reacting: Although methods for communicating with stakeholders are provided, it is unclear what processes are used to assess stakeholder needs. Stating a more formal process that is measurable may help CMN better assess the needs of key stakeholders.
Assessing the degree to which key stakeholder needs are met	Reacting: It was unclear from the portfolio whether stakeholder needs are being met. CMN recognizes that the most commonly identified needs are related to American Indian culture, sustainability, nutrition, youth programming, forest management and the development of workforce skills. While the results section shares information about meeting stakeholder needs, it is not clear that CMN is assessing them. Follow-up surveys/results may help in this area allowing the College of Menominee Nation to review processes and engage in continuous quality improvement.
Other identified processes	

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

Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	Systematic: A means to provide data on the effectiveness of initiatives presented across 2P3 and 2R3 could move this area to a higher level of maturity.

<p>Comparison of results with internal targets and external benchmarks</p>	<p>Reacting: It was unclear that CMN has established internal targets or external benchmarks for determining if key stakeholder needs are being met. Through the partnerships in which CMN has engaged, there would be an availability of external comparison data to measure its successes upon, however that is not specifically mentioned. Aligning results to key stakeholder needs could lead to a higher level of maturity.</p>
<p>Interpretation of results and insights gained</p>	<p>Reacting: No data and interpretation of results has been provided. Gathering information that appears to be present, may help the College to better analyze stakeholder relationships.</p>

2I3. Based on 2R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>During the next reporting period, CMN reports that it will evaluate the process for receiving and tracking stakeholder needs and determine if a more formalized system is necessary. CMN plans to better evaluate stakeholder needs for a more formal system both to become aware of them and track them.</p>

2P4. **Complaint Processes** focuses on collecting, analyzing and responding to complaints from students or key (non-employee) stakeholder groups. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
<p>Collecting complaint information from students</p>	<p>Systematic: CMN has a structured systematic process for collecting and addressing student complaints; protocols exist for students, faculty and staff to follow. CMN records both non-academic and academic complaints from students and provided narrative on how the college resolves these. Policies, both formally and informally, are outlined in the Academic Catalog and Student Handbooks. Specific policies and</p>

	<p>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. ? Much of the complaint processes is completed informally and CMN may wish to explore opportunities for ongoing review of both formal/informal complaint processes to continuously improve them.</p>
Collecting complaint information from other key stakeholders	<p>Systematic: 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, using investigative teams to investigate and recommend resolutions. To advance maturity in this area, CMN may consider opportunities to formalize the process for collecting, communicating, and resolving complaints from external stakeholders.</p>
Learning from complaint information and determining actions	<p>Systematic: A complaint log is kept by the Dean of Student Services, but it is not clear that complaint information is reviewed and shared appropriately. The College may wish to consider communicating complaints/results from the informal process to provide context on the kinds of complaints that are made and how they are resolved so that areas of the college not involved may learn from how other areas have resolved informal complaints successfully. Because no complaints were made, however, it is unclear how CMN has learned from non-existent complaints and acted accordingly.</p>
Communicating actions to students and other key stakeholders	<p>Reacting: A faculty committee reviews submitted appeal files and issues findings in writing. The formal complaint policy requires non-academic complaints to be acted upon within seven to ten business days and students are notified with a formal written reply. The process of communication was</p>

	unclear. Clearly stated processes accessible to all on the website may ensure prompt communication to all appropriate stakeholders.
Selecting tools/methods/instruments to evaluate complaint resolution	Reacting: Non-academic complaints are recorded in a complaint log kept by the Dean of Student Services. However, it is unclear what tools/methods/instruments the college uses to evaluate complaint resolution. Developing and communicating a detailed process from submission to action to resolution represents an opportunity for CMN.
Other identified processes	

2R4. What are the results for student and key stakeholder complaints? This includes, but is not limited to, descriptions of the following:

Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	Reacting: While indicating that at CMN all complaints are taken seriously by CMN's administration, there are no results of measures presented. CMN may benefit by keeping a log of formal and informal complaints from all areas to better identify trends and make uniform resolutions.
Comparison of results with internal targets and external benchmarks	Reacting: There is no benchmark data presented by the College in this section.
Interpretation of results and insights gained	Reacting: The College has created a framework for students, staff, faculty, and external stakeholders to resolve complaints at the informal level, resulting in few formal complaints. Formal complaints follow the established processes and procedures of resolution. However, no interpretation of results and insights gained was provided in the Portfolio.

2I4. Based on 2R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
CMN 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.

2P5. **Building Collaborations and Partnerships** focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)	Systematic: The College follows an established four “rules” of partnership that it adopted from a Kellogg Foundation event. Organizations seeking to partner with the College are also vetted through informal consultations. CMN may better identify partners by more clearly articulating the formal processes used for doing so.
Building and maintaining relationships with partners	Systematic: Although most partnership processes are informal in nature, it’s clear that the College relies on generally understood and repeatable guidelines for evaluating the quality of proposed partnerships by using the “Four Rules” and communicating with other stakeholder groups. Managing expectations and building trust are key components of these relationships. How the institution goes about this might be better delineated and may result in further strengthening relationships. Ongoing evaluation of the effectiveness of these partnerships could assist CMN in advancing maturity in this area.
Selecting tools/methods/instruments	Systematic: The four rules of partnership provide an assessment methodology as does the specificity of some

to assess partnership effectiveness	agreements. Since the assessment of partnership effectiveness is unclear, developing and/or communicating the Plan, Do, Check, Act (PDCA) for establishing and evaluating partnerships could help advance maturity.
Evaluating the degree to which collaborations and partnerships are effective	Reacting: It is not clear that this is formally evaluated. As a result, CMN will develop a task force to evaluate the effectiveness of these guidelines and determine how to formalize and evaluate effective partnerships. Formal processes as presented in the portfolio are limited, and it is unclear how partnerships are evaluated for effectiveness and potential quality improvement.
Other identified processes	

2R5. What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	Reacting: CMN recognizes that anecdotal evidence suggests its external partnerships are working well for both partners, but a formal assessment needs to be accomplished. There were no summary results provided in the Portfolio that provided analysis of the effectiveness of aligning and building collaborations and partnerships. Explicit results/data would need to be collected, summarized, reported, and used to improve existing processes to advance maturity in this area.
Comparison of results with internal targets and external benchmarks	Reacting: There are no comparison of results with internal targets and external benchmarks in the CMN response. The College could be collect, summarize and report results that guide ongoing quality improvement.

<p>Interpretation of results and insights gained</p>	<p>Reacting: The College reports that only anecdotal evidence can be provided to suggest that CMN's new external partnerships are working well for both partners, but it is suggested that a formal assessment process be in place.</p>

2I5. Based on 2R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<p style="text-align: center;">Evaluation of Improvement Efforts</p>
<p>CMN will continue to use the 4 partnership rules and it will develop a task force to evaluate the effectiveness of these guidelines and determine how to formalize and evaluate effective partnerships.</p>

AQIP Category Three

VALUING EMPLOYEES explores the institution's commitment to the hiring, development, and evaluation of faculty, staff, and administrators.

3P1. **Hiring** focuses on the acquisition of appropriately qualified/credentialed faculty, staff, and administrators to ensure that effective, high-quality programs and student support services are provided. This includes, but is not limited to, descriptions of key processes for:

<p style="text-align: center;">Process</p>	<p style="text-align: center;">Team Comments on Process Maturity and Improvement</p>
<p>Recruiting, hiring, and orienting processes that result in staff and administrators who possess the required qualification, skills, and values</p>	<p>Aligned: Processes for recruiting, hiring, and orienting staff and administrators possess the required qualifications, skills, and values CMN ensures Menominee Tribal members and their families are given priority for all job postings with 73% of staff claiming membership. Position descriptions are developed between department heads and human resources and are communicated internally and externally through</p>

	appropriate methods. CMN may wish to communicate the way points are awarded for new hires as well as describe the orientation process itself as it differs for new employees across functional areas (e.g. faculty/staff).
Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs	Aligned: Department heads serve in the role of subject matter experts and work with HR to define the necessary credentials and experience for faculty. Faculty teaching both transfer and non-transfer courses (e.g. EDU100) have at least a master's degree, with preference given to applicants with a doctorate degree. Using the collaborative process of developing job descriptions as a model, CMN can reach advanced maturity by allowing this successful process to inform process improvements across campus.
Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities	Systematic: An ad hoc budget task force reallocated the College's resources to ensure adequate faculty and staff were available to carry out both classroom and non-classroom programs and activities maintaining their student/faculty ratio. Additional clarity on how faculty use the Secondary Assignment Request process to carry out non-classroom programs and activities might help CMN reach advanced maturity for this area.
Ensuring the acquisition of sufficient numbers of staff to provide student support services	Systematic: Although a significant reduction in the workforce occurred in 2014-2015, CMN responded by consolidating functions and restructuring the organization. CMN used an AQIP Action Project to restructure their advising model toward a case-management system allowing the existing workforce to meet the needs of students; however, it is unclear if CMN is meeting all the support services needed for student success. CMN may better provide support services by clearly defining them.
Selecting tools, methods and instruments to assess processes for recruiting, hiring, orienting,	Systematic: The Student Services and Human Resources areas revised the career development policy beginning in 2014, but it was unclear what data were used to initiate this work outside of immediate resource allocation challenges. An

<p>developing, and ensuring sufficient staffing levels</p>	<p>inequity in benefits was revealed by a Career Development survey in 2014 and it was determined that staff were more likely to use the benefit for discounted tuition for both themselves and their dependents, resulting in policy change. A recently developed new hire orientation survey has been used to make changes to the orientation process; however, it is unclear if there is a repeatable process for ensuring sufficient staffing levels. CMN should continue “closing the loop” on results from both new hire surveys and exit interviews to improve processes in addition to evaluating all current processes regularly to ensure ongoing effectiveness.</p>
<p>Other identified processes</p>	

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

<p>Results</p>	<p>Evaluation of Results and Systems Improvement</p>
<p>Summary results of measures (including tables and figures when possible)</p>	<p>Systematic: The College tracks turnover rates indicating a stable rate for the last two years. The initial deployment of the new hire orientation survey led to improvements to the orientation process, and continued use of this tool in addition to exit interview responses will yield more robust results that may contribute to advanced maturity in this area. CMN should consider revisiting each process described in 3P1 and communicating appropriate results that support continuous improvement in those processes.</p>
<p>Comparison of results with internal targets and external benchmarks</p>	<p>Reacting: It was unclear from the portfolio how the College of Menominee Nation establishes internal targets or identifies external benchmarks to guide decisions related to the recruitment, hiring, and orientation practices. Employee turnover was discussed considering Higher Ed Jobs’ “Education Employment Report,” but it was unclear if CMN used this data to set a target for employee turnover to guide future improvements. CMN may consider establishing baseline</p>

	<p>targets from the initial deployment of the new hire orientation survey to determine thresholds for developing process improvements.</p>
<p>Interpretation of results and insights gained</p>	<p>Reacting. Initial deployment of the new hire orientation survey and exit interviews are a vital first step toward collecting data that will guide continuous quality improvements in the future, but CMN should ensure all processes described in 3P1 are assessed on a regular basis and are benchmarked to guide ongoing quality improvement. Sharing exit-survey data beyond the office of the President is a pro-active indicator that the College is committed to expanding its data sharing processes. As CMN recovers from their recent financial crisis, efforts to formalize data collection processes that will yield meaningful results may help in this area.</p>

3I1. Based on 3R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<p>Evaluation of Improvement Efforts</p>
<p>The College has begun to develop surveys to improve the onboarding process and expects to improve its performance evaluation tool in Spring 2017. Performance evaluation tools have also been developed and will be implemented for all full-time staff, part-time staff, and full-time faculty in spring 2017. Employee accomplishments will be recognized through a proposed merit based pay system with oversight by the Budget Committee to ensure responsible financial management. Human Resources will upgrade an employee document system allowing for more effective methods for querying employee information thus improving CMN’s capacity to establish targets/benchmarks. 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. Regular, systematic review of such processes will serve to strengthen how CMN makes decisions using data review, evaluation, and implementation.</p>

3P2. **Evaluation and Recognition** focuses on processes that assess and recognize faculty, staff, and administrators’ contributions to the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Designing performance evaluation systems for all employees	<p>Systematic: Guided by the Management by Objective (MBO) model, CMN developed a two-step process for pilot implementation in 2014. Feedback from this initial pilot suggested that revisions to several features of the evaluation tool would be addressed by moving to Adobe Corporation's Check-In Model. Three main components of the Check-In model include expectation setting, regularly scheduled check-ins, and an individual development plan. Initial feedback suggests this model is better serving employees. The Dean of Letters and Science evaluates faculty performance using information from the Check-In model, student course evaluations, and contractual requirements. Continued refinement of this process will help CMN reach more advanced maturity in this area. CMN may wish to explore processes for aligning faculty contractual obligations within the Check-In model more explicitly.</p>
Soliciting input from and communicating expectations to faculty, staff, and administrators	<p>Systematic: The current Check-In model for employee evaluation was implemented beginning in June 2016 using feedback from an employee survey. Initial responses indicate a 62% favorable rating across all categories measured for this new tool. As CMN continues to solicit feedback and implement this new process across all campus locations and departments, continued feedback will guide ongoing improvement. The College may also consider exploring a process to align employee goals with the Mission and strategic goals of the College.</p>
Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services	<p>Systematic: The College of Menominee Nation seeks to align employee evaluation with the strategic plan, but it was unclear from the portfolio which specific strategic objectives are addressed by the current evaluation process. A detailed narrative of how the Check-In model has been implemented for faculty evaluation was presented, but it was unclear how</p>

	<p>this process is implemented for staff and administrative personnel. CMN has an opportunity to move to a more advanced level of maturity by evaluating individual employees' ability to align their professional goals to that of the institution and creating a process that validates that institutional goals are being met through this process.</p>
<p>Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators</p>	<p>Systematic: A task force was engaged in 2013 to review/revise processes for employee evaluation, although it was unclear what data were used to identify this need. Faculty are evaluated by students through surveys they can complete at Midterm and after their courses using their student information systems (SIS), Empower. Contractual requirements, student evaluations, and classroom observations as well as the professional goals outlined in the Check-In Model will be used to evaluate faculty performance beginning in 2017. Staff will be evaluated using the Check-In Model. However, it is unclear from the portfolio, how administrators are being evaluated. CMN may wish to consider developing/communicating an institutional policy outlining the frequency and expectations of employee evaluations for all employees.</p>
<p>Establishing employee recognition, compensation, and benefit systems to promote retention and high performance</p>	<p>Aligned: The College of Menominee Nation is currently at the <i>aligned</i> level of maturity for establishing employee recognition, compensation, and benefits to promote retention and high performance. The processes within this area are ongoing and evaluated for improvement. Employee anniversary gifts were updated to improve satisfaction and reduce costs. A one-year anniversary gift was added to recognize recently hired employees. Despite financial challenges, CMN continued to provide a healthy benefits package to eligible employees consisting of employer-paid dental, life insurance, short-term disability, long-term disability, alongside 85/15 cost share for health/vision insurance. Additional benefits, generous leave allowances,</p>

	<p>and wellness incentives allowed CMN’s benefits to rank as one of the most favorable categories on an Axion Risk Management research study of higher education employee benefits, although better understanding and demonstration of the relationship between these benefits and employee performance may offer CMN the opportunity to build throughout this category. Finally, CMN recognizes a faculty member through the American Indian College Fund’s Faculty Member of the Year award which is determined by the College’s Deans. Developing a clear process for how these benefits are communicated and reviewed could serve as a model for other process improvements across campus.</p>
<p>Promoting employee satisfaction and engagement</p>	<p>Systematic: It’s clear that Human Resources values feedback from employee surveys and has used such feedback to improve employee evaluation processes. What was less clear from the portfolio is how CMN uses evaluation feedback to ensure employees are engaged. Formalizing the process of seeking employee feedback may help CMN to develop comprehensive and systematic approaches to recognizing employees. A summary of evaluation data describing the activities employees participate in might further allow CMN to advance in this area.</p>
<p>Selecting tools/methods/instruments to assess employee evaluation and recognition processes.</p>	<p>Systematic: A task force reviewed the employee evaluation process in 2013, but it was unclear what data drove this decision. The College currently uses an internal survey to assess satisfaction with the new Check-In evaluation process and should continue using feedback from this survey to improve processes. Survey and Roundtable results have led to improvements in employee evaluation and recognition processes. The College values its employees and the development of a formal process to evaluate the level of satisfaction as well as a method to communicate results may move this to a higher level of maturity.</p>
<p>Other identified processes</p>	

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3R2. What are the results for determining if evaluation processes assess employees' contributions to the institution?

Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	Reacting: Since many of the College's tools for tracking evaluation processes are new, data will not be available from which to draw conclusion until 2017 placing the College of Menominee Nation at the <i>reacting</i> level of maturity for this area. Advancing maturity in this area will require CMN to develop an assessment tool, regularly assess the quality of evaluation processes, share those data broadly, and use the results to improve processes.
Comparison of results with internal targets and external benchmarks	Reacting: Since many of the College's tools for tracking evaluation processes are new, data will not be available from which to draw conclusion until 2017 placing the College of Menominee Nation at the <i>reacting</i> level of maturity for this area. Advancing maturity in this area will require CMN to develop an assessment tool, use baseline data to set internal targets, regularly assess the quality of evaluation processes, share those data broadly, and use the results to improve processes.
Interpretation of results and insights gained	Reacting: 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. Results 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. CMN could develop an assessment tool, use baseline data to set internal targets, regularly assess the quality of evaluation processes, share those data broadly, and use the results to improve processes.

3I2. Based on 3R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>Since many of the College’s tools for tracking evaluation processes are new, data will not be available from which to draw conclusion until 2017. The College will collect data and improvements will be made from the results of surveys. 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. The College also expects to align the Check-In evaluation tool with compensation and intends to use data gathered from the Check-In evaluation tool to make the use of Check-In meaningful. While the expectations of results, improvements and overall success in these areas represent a forward-thinking approach, the challenge will be to complete them if there are continuing overarching budget constraints</p>

3P3. **Development** focuses on processes 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. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
<p>Providing and supporting regular professional development for all employees</p>	<p>Systematic:. Human Resources discovered from round table meetings in 2015 that employees valued, but were underutilizing professional development opportunities and implemented a task force to develop an individualized professional development plan within the performance evaluation tool. The College can advance maturity in this area by continually reviewing the effectiveness of and satisfaction with these processes to ensure all employees are utilizing professional development opportunities. Integration of the Individual Professional Development Plans with employee evaluations may result in broader use of professional development opportunities as well as in making the development more meaningful.</p>
<p>Ensuring that instructors are current in instructional</p>	<p>Systematic:. Faculty participate in in-service weeks where they are provided training on curriculum development,</p>

<p>content in their disciplines and pedagogical processes</p>	<p>technology, and campus safety, although it was unclear who delivers these trainings and whether faculty are satisfied with them. Additionally, it was not clear that these are required or that processes are in place to ensure that instructors remain current in their areas of expertise. The Letters and Science department is currently piloting a “Community of Practice” model where faculty will learn from one another on an ongoing basis. It was unclear from the portfolio how CMN ensures faculty are current in their disciplines, although it can be assumed that such professional development is identified in the Check-In model for evaluation via the individual development plan. Advancing maturity in this area will require CMN more clearly outline how faculty determine discipline-specific professional development as well as data on the success of in-service training. Specifically, the College should exploring an attendance requirement for all faculty and perhaps design a part of the in-service to align with faculty disciplines to ensure faculty currency in both these areas.</p>
<p>Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.)</p>	<p>Reacting: It was unclear from the portfolio how student support staff are encouraged to increase the skills and knowledge in their areas of expertise beyond the compliance training provided via webinars. Reference is made to a change in the advisors role at the college, although it is less clear how the professional development needs of advisors are met although the Individual Professional Development Plans may provide this support. Federal Work Study positions often include learning basic office skills. Increased utilization of the recently developed Check-In model for employee evaluation may help advance maturity in this area allowing staff to identify areas of professional development that will help them increase their skill and knowledge.</p>

<p>Aligning employee professional development activities with institutional objectives</p>	<p>Systematic: The College of Menominee Nation responds to changes to regulations by providing compliance training modules as updates to laws/new laws require it. Examples include training on FERPA and Title IX.. Faculty participate in in-service sessions focusing on pertinent training, but it was unclear who delivers these trainings and how they align to institutional objectives. Ongoing process improvements to allow individual development plan objectives to align with institutional objectives can help advance maturity in this area.</p>
<p>Selecting tools/methods/instruments to assess employee development processes.</p>	<p>Systematic: The College of Menominee Nation utilized round table meetings in 2015 to determine that employees valued, but were underutilizing professional development opportunities. Using this information, a task force embedded individual development plans into the revised employee evaluation process. Survey results will provide data on the effectiveness of and satisfaction with this process in years to come. Because the process is relatively new, the College of Menominee Nation is currently at the <i>systematic</i> level of maturity for this area. Once initial data are collected, it may become more clear if revisions to the existing tools are necessary. Formalizing data collection processes may help to establish meaningful longitudinal data allowing the College to better allocate professional development resources.</p>
<p>Other identified processes</p>	

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

<p>Results</p>	<p>Evaluation of Results and Systems Improvement</p>
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<p>Summary results of measures (including tables and figures when possible)</p>	<p>Reacting: Nursing faculty licensures and credentials were reviewed by The Accreditation Commission for Education in Nursing (ACEN) and all Nursing faculty credentials and licensures followed the Commissions standards. It may benefit this response if CMN could acknowledge other results of measures for determining if employees are assisted and supported in their professional development. Because processes for improving employee professional development are relatively new at the College of Menominee Nation, summary results were not presented placing CMN at the <i>reacting</i> level of maturity for this area. Advancing maturity will require the collection of relevant employee development data and reporting results. Until the processes are more mature CMN must rely on informal data. Measuring and reporting the results of the new processes and building formal data may result in ongoing improvement of the processes and better integration of all services throughout the College.</p>
<p>Comparison of results with internal targets and external benchmarks</p>	<p>Reacting: Because processes for improving employee professional development are relatively new at the College of Menominee Nation, internal targets and external benchmarks were not presented in 3R3. Advancing maturity will require the collection of relevant employee development data, setting initial targets, and “closing the loop” with a full Plan-Do-Check-Act (PDCA) cycle to improve processes. Until the processes are more mature CMN must rely on informal data. Measuring and reporting the results of the new processes and building formal data may result in ongoing improvement of the processes and better integration of all services throughout the College.</p>
<p>Interpretation of results and insights gained</p>	<p>Reacting: Because processes for improving employee professional development are relatively new at the College of Menominee Nation, interpretation of results was not presented in 3R3 placing CMN. Advancing maturity will require the collection of relevant employee development data, setting initial targets, and “closing the loop” with a full Plan-Do-Check-Act (PDCA) cycle to improve processes.</p>

3I3. Based on 3R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Improvements recently made to the Check-In evaluation tool allow employees to identify areas of professional development of interest to them and appears to have been implemented in some areas of the College. Adjusting the evaluation schedule to align with budgeting allows CMN to build professional development requests into budget allocation. The “Community of Practice” model currently being piloted by the Letters and Science department exemplifies CMN’s commitment to ongoing professional development aligned to meeting the needs of Native students.

AQIP Category Four

PLANNING & LEADING focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

4P1. Mission and Vision focuses on how the institution develops, communicates, and reviews its mission and vision. Describe the processes for developing, communicating, and reviewing the institution’s mission, vision, and values and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing, deploying, and reviewing the institution's mission, vision, and values	Aligned: The College of Menominee Nation established a mission and vision that embodies Menominee values of collegial deliberation, democratic inclusion, and shared governance lending itself to AQIP approaches. 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.

<p>Ensuring that institutional actions reflect a commitment to its values</p>	<p>Aligned: The College of Menominee Nation engages in several activities that reflect a commitment to its values which include “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.” CMN weathered a difficult financial crisis in large part due to the use of workgroups, task forces, and committees to resolve problems.</p>
<p>Communicating the mission, vision, and values</p>	<p>Aligned: The College of Menominee Nation communicates its mission, vision, and values externally through its annual report, website, catalog, contracts, and public spaces. Internally, the mission, vision, and values are communicated during Convocations, planning and budget processes, via the Intranet, and in all classrooms and offices.</p>
<p>Ensuring that academic programs and services are consistent with the institution’s mission</p>	<p>Systematic: Guided by the mission and four strategic goals, the College of Menominee Nation ensures academic programs and services are consistent with the mission, however the processes each department within the college used to identify, develop, implement, and review these programs/services remained unclear. To advance maturity, CMN should consider developing a Plan-Do-Check-Act (PDCA) process to ensure ongoing review of all its Mission Review processes.</p>
<p>Allocating resources to advance the institution’s mission and vision, while upholding the institution’s values</p>	<p>Systematic: The Strategic Planning Team participated in HLC’s 2013 Strategy Forum and developed four Mission-focused goals that generated several activities/initiatives that support its mission and vision, although it was unclear from the portfolio how leadership engages in the process of determining which initiatives to support and how to allocate resources to them. Advancing maturity in this area may be achieved through a detailed narrative communicating this</p>

	process as well as development of an institutional-wide infrastructure for allocating resources.
Selecting tools/methods/instruments to assess processes related to mission and vision.	Reacting: The Strategy Forum Team developed four Mission-focused goals, but it was unclear from the portfolio how the College of Menominee Nation selects the tools/methods/instruments to assess processes related to the mission and vision. Advancing maturity in this area could begin by more explicitly communicating the processes themselves so that they can be continuously reviewed and assessed.
Other identified processes	

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

Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	Systematic: The College of Menominee Nation communicated several activities (e.g. Flipped Classroom pilots, employment workshops, faculty development, etc...) that resulted from goals set by the Deans and Directors Council. Through alignment with the four Mission-focused goals, CMN has begun to connect divisional goals with the mission and strategic plan, however it was unclear from the portfolio how progress on these goals is measured. Opportunities exist to advance maturity in this area through developing such measures, reporting the results gained from them, and developing a formal process to regularly review the Mission, Vision, and Values.
Comparison of results with internal targets and external benchmarks	Reacting: The College of Menominee Nation reported that objectives accomplished during the reporting period revealed it was necessary to align the College Mission with the strategic plan more clearly, although it was unclear how mission-driven goals are measured. Developing internal targets for each process within 4P1

	will help the College of Menominee Nation advance maturity in this area.
Interpretation of results and insights gained	Reacting: A review of the objectives accomplished during the reporting period revealed that refocusing on the College Mission and tying it directly to the strategic plan had concrete and positive results. Developing and continually assessing the effectiveness of and satisfaction with these activities can help CMN advance to higher levels of maturity.

4I1. Based on 4R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The significant financial/personnel crisis of 2014/ 2015 prevented the CMN from completing its strategic planning cycle, but the College will begin a new three-year planning cycle with an initial review of the Mission and mission-based strategic goals. The College plans to develop an AQIP Action Project to assess the effectiveness of its strategic planning process. This process will begin with a review of the current Mission and Mission-based Strategic Goals and a Task Force will evaluate current community partnerships to improve the communication of its Mission and Vision to external stakeholders and explore the feasibility of other community partnerships that align with CMN’s core values and strategic goals. As CMN reinstates its AQIP Steering Committee, there is an opportunity to clearly define the role of this group so that it may help the institution make improvements more effectively.

4P2. **Strategic Planning** focuses on how the institution achieves its mission and vision. Describe the processes for communicating, planning, implementing, and reviewing the institution’s plans and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement

Engaging internal and external stakeholders in strategic planning	Systematic: The significant loss in personnel lead to re-establishing a Deans and Directors Council that will begin a new strategic planning cycle in January 2017. This Council, upon Board approval, will implement a 13-step planning process that includes a stakeholder analysis. To advance maturity, the College should consider input from faculty, staff, and students along with external partners from secondary and four-year institutions, business and industry leaders, and community leaders in the process.
Aligning operations with the institution's mission, vision, values	Systematic: In aligning its operations with the institution's mission, vision, and values, CMN reports that it has institutionalized its planning and budgeting efforts to commit more formally to planning. The College may wish to survey internal and external stakeholders to gather data to use in its review that could provide the institution with concrete data/evidence to use in its decision-making. Advancing maturity in this area may improve communication of specific strategic goals and how they align to the mission, vision, and values of CMN.
Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency	Systematic: The College of Menominee Nation's President identified several Deans, student services personnel, and faculty to increase alignment efforts although further defining/describing how these individuals work together will help to strengthen this process. The College may also wish to explore opportunities to identify, develop, and assess these processes using a clear Plan-Do-Check-Act cycle that aligns CMN's efforts to its strategic goals while also being reviewed and implemented by various groups across campus.
Capitalizing on opportunities and institutional strengths and countering the impact of	Systematic: The College of Menominee Nation recognizes the challenges it faces to maintain a balance between forward movement and flexibility, especially given the realities of its recent financial crisis. CMN has used task forces and committees to address immediate needs and

institutional weaknesses and potential threats	develop activities supportive of its mission, vision, and values; however, it was unclear how each of these structures identified needs and developed responsive activities. The inclusion of a SWOT analysis in its upcoming strategic planning process represents a commitment to assessing both strengths and opportunities across campus. Processes could be matured by coordinating and communicating these efforts among all units within the institution.
Creating and implementing strategies and action plans that maximize current resources and meet future needs	Systematic: The College of Menominee Nation began a strategic planning process in 2014 and identified four mission-focused goals that drove the development of several activities, but this process was halted after the departure of many key individuals making up the leadership structure of the college. The Deans and Directors Council will lead a new planning process in January 2017 using planning tools (e.g. Environmental Scanning, SWOT, and GAP analyses) that will review the mission/vision of CMN and align strategic goals with budget. Completing this process and explicitly communicating the new processes for review and alignment will help the CMN advance maturity in this area.
Selecting tools/methods/instruments to assess processes related to strategic planning.	Systematic: The College of Menominee Nation identified a 13-step planning process as the template it will use to develop its new strategic plan. The College should work to clearly communicate how the tools/methods/ instruments are selected, how data are collected and benchmarked, as well as how data are used to make process improvements. Implementing a strategic plan with tools specifically identified to measure the success and/or failure to complete the objectives and activities that is intentionally tied to budget allocations may move this to a higher level of maturity.

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

Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	Reacting: The effectiveness of and satisfaction with activities reported in 4P2 were not discussed. The previous strategic planning process was stunted at Phase I and results are not available for Phase II and beyond. Advanced maturity can be achieved through collecting data on the effectiveness of and satisfaction with existing processes to allow for continuous quality improvement of those processes. CMN may consider setting targets and timelines for completion of each objective and designate specific personnel to be responsible and accountable for reporting results that may be assembled, analyzed, and used to move the institution forward toward an institution that uses data to inform its decision-making processes.
Comparison of results with internal targets and external benchmarks	Reacting: Internal targets and external benchmarks were not evident in the portfolio. An ongoing assessment of effectiveness will be necessary to identify baseline data from which to develop internal targets.
Interpretation of results and insights gained	Reacting: The College of Menominee Nation is still rebuilding from the recent financial crisis. As processes have been only recently developed, results have yet to be gathered and evaluated. It was unclear from the portfolio how the College of Menominee Nation uses data to inform process improvements. A clearly communicated Plan-Do-Check-Act cycle for each stated process across 4P2 could help advance maturity in this area. The College indicated that the Objectives/Activities developed through the Deans Council were widely communicated with the Dean’s Division and that many of the

	objectives and activities were completed. Providing a summary or table showing the objectives and activities and how they were completed and by whom could move this to a higher level of maturity.
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4I2. Based on 4R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>CMN plans to develop, implement, and evaluate strategic plans in three-year increments to maximize forward movement while remaining flexible enough to respond to any necessary changes in direction. The process will begin in January 2017, with a review and revision, as appropriate, of the College’s Vision and Mission by the Board of Trustees. Next, the Deans and Directors Council will develop Mission-based institutional goals for Board approval. Upon approval, 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 plan will be reviewed during the budget cycle and approved by the Board of Trustees.</p>

4P3. **Leadership** focuses on governance and leadership of the institution. Describe the processes for ensuring sound and effective leadership of the institution and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Establishing appropriate Board-institutional relationships to support leadership and governance	Aligned: When the College of Menominee Nation was established in 1993, the Tribal Legislature made a provision for an autonomous Board of Trustees (Board) given responsibility to oversee College operations. The Board evaluates the President and delegates daily operations to the College’s Executive Officers. Recent turnover in Board

	membership led to an opportunity to reevaluate the governance structure of the College to meet future needs.
Establishing oversight responsibilities and policies of the governing board	Systematic: The Board of Trustees (Board) was established by the Tribal Legislature when the College of Menominee Nation was first chartered in 1993. The Board is an autonomous body who appoint/evaluate the President and approves the appointment of Executive leadership of the College. Daily operations are delegated to the College's Executive Officers. The Board maintains several standing board committees and has recently instituted a Presidential Search Committee and a Board By-Law Committee to position the College for the future. By describing how CMN assures oversight responsibilities are adhered to and describing how the process is reviewed could move this to a more advanced level of maturity.
Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty	Systematic: Membership to the Board's Standing Committees has been re-appointed and the Board has appointed an Interim President who in turn has begun to rebuild shared governance by establishing the Deans and Directors Council. The Board delegates daily operations to the College's Executive Officers, but it was unclear from the portfolio how the Board acknowledges academic oversight to the faculty. More clearly defining how the Board delegates academic matters to faculty would help advance maturity in this area.
Ensuring open communication between and among all colleges, divisions, and departments	Systematic: The Board delegates daily operations to the President and the College's Executive Officers. These officers form the President's Executive Cabinet and all Divisions/Departments report to one of these Executive Officers. The Interim President, appointed in 2015, established a Deans and Directors Council to bring together core functional units of the College and provide a communication network. To advance maturity in this area, the College may wish to more clearly communicate how

	faculty and staff outside the Executive Council/Deans and Directors Council communicate across functional groups.
Collaborating across all units to ensure the maintenance of high academic standards	Systematic: The College recently appointed four new Board members. The Interim President established the Deans and Directors Council and began rebuilding institutional shared governance with representation from multiple functional units from across the institution. An opportunity exists to evaluate the effectiveness of this Council for building collaborations that increase institutional quality. Advancing maturity in this area could be achieved by bringing attention to the role faculty and staff play in ensuring high academic standards.
Providing effective leadership to all institutional stakeholders	Systematic: The College Charter, ratified by the Menominee people, gives the Board of Trustees responsibility for the selection of all presidents, independent of the tribal Legislature and its offices. The Deans and Directors Council as well as the use of task forces, committees and workgroups provide leadership opportunities throughout the institution. Providing faculty/staff opportunities to provide input on the effectiveness of College leadership as well as ongoing evaluation of the processes for two-way communication between leadership and faculty/staff may help advance maturity in this area.
Developing leaders at all levels within the institution	Systematic: The College stated that it provides opportunities for young leaders to emerge at varying levels within the institution through existing Board Committees, Cabinets, and Councils, but it was unclear how many faculty/staff participate in these processes or how those processes encouraged leadership development. Advancing maturity could be achieved by communicating a formal pathway for staff to develop leadership skills and/or discover opportunities to engage with campus leadership.
Ensuring the institution's ability to act in	Systematic: Executive Officers and several task forces/committees participate in the leadership structure of CMN, but it was unclear how the mission/vision of the

accordance with its mission and vision	College guides leadership. The Deans and Directors Council 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 provides a communication network through which CMN personnel are regularly informed about decisions and priorities. Formalizing processes for how College leadership (via the Deans and Directors Council) sets goals, communicates those goals, and aligns those goals with the strategic plan, mission, and vision of CMN may help advance maturity in this area.
Selecting tools/methods/instruments to assess processes related to leadership.	Systematic: The Board of Trustees appointed a Search Committee that implemented a Board-approved Policy and Procedural Guide outlining the participatory roles for Trustees and others in presidential searches. Identifying measures to evaluate the effectiveness of leadership processes could move the institution to a higher level of maturity.
Other identified Processes	

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

Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	Systematic: Ad hoc task forces are used to respond to immediate challenges, however it was unclear how these task forces generated meaningful data to establish a process for ongoing quality improvement. An opportunity exists to implement a process to measure future levels of satisfaction and establish improvement plans when needed.
Comparison of results with internal targets and external benchmarks	Reacting: The College of Menominee Nation did not provide internal targets or external benchmarks related to long-term effective leadership. Processes and goals were described, but the College will need to identify how it will know when goals are met to advance maturity in this area.

<p>Interpretation of results and insights gained</p>	<p>Reacting: The College of Menominee Nation found itself responding to immediate needs because of the recent financial/personnel crisis. Therefore, limited interpretation of explicit results was available to include in the portfolio.</p>
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4I3. Based on 4R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<p>Evaluation of Improvement Efforts</p>
<p>The College of Menominee Nation is committed to rebuilding its leadership structure and engaging leaders in strategic planning and all operational activities of the College. Two Board members received ACCT student success training and regularly scheduled Board retreats will ensure ongoing commitment of the Board to the College. 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.</p>

4P4. **Integrity**, focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. Describe the processes for developing and communicating legal and ethical standards, monitoring behavior to ensure standards are met, and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

<p>Process</p>	<p>Team Comments on Process Maturity and Improvement</p>
<p>Developing and communicating standards</p>	<p>Aligned: The College has developed policies and procedures to guide its Board member, employees, and students in legal, ethical, and professional behavior. Faculty and SASs review the Academic Catalog and Student Handbook while Human Resources reviews Personnel Policies, although it was unclear what data are used to review the policies and how they are communicated to stakeholders</p>

<p>Training employees for legal and ethical behavior</p>	<p>Reacting: Policies and Procedures are communicated on the College's Intranet and CMN responds to changes in compliance regulations (3P3), but it was unclear how employees are trained to act legally and ethically. Implementing a formal process describing how employees are trained (both initially and ongoing) on ethical/legal policies and procedures may help advance maturity in this area.</p>
<p>Modeling ethical and legal behavior from the highest levels of the organization.</p>	<p>Reacting: It was unclear from the portfolio how the Board and Executive Officers model ethical and legal behavior. CMN uses policy to outline expectations, but, a more interactive approach that reinforces the complexity of ethical dilemmas and appropriate responses may reinforce policy and move the college to a higher level of maturity.</p>
<p>Ensuring the ethical practice of all employees</p>	<p>Systematic: Important information is communicated to faculty in the Faculty Handbook, but it was less clear from the portfolio how information is communicated to staff/administration. CMN hired a consulting group to review its institutional and fiscal policies and recommend revisions as well as identify gaps in policy that required attention. To advance maturity in this area, CMN can explore opportunities to establish a process ensuring that all employees receive required information and implement it in their work.</p>
<p>Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff.</p>	<p>Reacting: The College of Menominee Nation operates according to all applicable Tribal, State, and Federal laws and regulations. The College undergoes an annual comprehensive financial audit and distributes findings broadly, however it was unclear from this portfolio exactly what "accounting system failures" resulted in the recent financial/personnel crisis. Although the College responded by reducing its workforce, moving programs into latency, and consolidating functions, it was unclear how the college will use data to ensure ongoing improvement to processes in this area. CMN hired a consulting group to review its institutional and fiscal policies and recommend revisions as well as identify gaps in policy</p>

	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 states that they will implement the corrective action as an AQIP Action Project. Sustained recovery from the financial/personnel crisis may further help advance maturity for this area.
Making information about your programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents	Aligned: The College communicates its accreditation status on its website, annual report, fact sheets, and catalogs. The Academic Catalog and website communicate information on General Education requirements, credentialing, admission/graduation requirements, and degree programs. Tuition and fees information can be found using College Navigator. Information is also provided in the Student Handbook and Faculty Handbook.
Selecting tools/methods/instruments to assess processes related to integrity.	Reacting: The College is beginning to communicate how it develops policies and procedures for ensuring its employees act legally and ethically, but it was unclear from the portfolio how task forces charged with reviewing these policies/procedures use data to assess their effectiveness. Developing and/or communicating a schedule for policy review and the data used to review the effectiveness of these policies may help advance maturity in this area.
Other identified Processes	

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

Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	Reacting: To advance maturity in this area, CMN may consider reporting initial data on the effectiveness of existing policies (e.g. Grievances, Student Petitions, Grade Appeals, etc...) so that ongoing improvement can be documented

Comparison of results with internal targets and external benchmarks	Reacting: Internal targets and external benchmarks were not presented in the portfolio. Advanced maturity could be established by setting targets/benchmarks upon which to build goals and process improvements.
Interpretation of results and insights gained	Reacting: It was unclear from the portfolio how task forces collect and use relevant data to guide recommendations. Advanced maturity in this area will require a clear description of the type of data used to drive process recommendations.

4I4. Based on 4R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College of Menominee Nation will review recommendations from the consulting group to establish new policies or review existing policies. The College could advance maturity across Category Four by more clearly aligning processes with methods to review those processes that produce distinct results (data) to guide further improvement.

AQIP Category Five

KNOWLEDGE MANAGEMENT & RESOURCE STEWARDSHIP addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

5P1. **Knowledge Management** focuses on how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution. Describe the processes for knowledge management and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting, organizing, analyzing, and sharing	Systematic: Institutional-level data is completed and distributed by the Registrar's Office. CMN described a

<p>data and performance information to support planning, process improvement, and decision-making</p>	<p>systematic process that could move to a higher level of maturity by strengthening how stakeholders and employees provide feedback in the decision-making process.</p>
<p>Determining data, information, and performance results that units and departments need to plan and manage effectively</p>	<p>Systematic: The Registrar relies on Empower for data management, with limited feedback from stakeholders. CMN may move to a higher level of maturity by reviewing data processes which could result in more meaningful data.</p>
<p>Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements</p>	<p>Systematic: CMN relies heavily on Empower generated data. Deans and Department Chairs review the available data to make informed decisions. To move to aligned higher level of maturity, CMN may consider developing a committee or staffing to ensure data is</p>
<p>Ensuring the timeliness, accuracy, reliability, and security of your knowledge management system(s) and related processes.</p>	<p>Systematic: CMN's Empower system ensures security and functionality of knowledge management. CMN may move to a higher level of maturity by ensuring that the availability of data and information is measured or monitored and that there is a process to determine the need of employee access to student information.</p>
<p>Selecting tools/methods/instruments to assess processes</p>	<p>Systematic: CMN uses internal and external surveys to gather information to support planning and decision-making. CMN may move to aligned by assessing processes which may allow CMN to make better data driven decisions.</p>

related to knowledge management.	Administering a survey to assess user satisfaction may help to ensure that employee data needs are being met.
Other identified processes	

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

Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	Systematic: CMN's data on student success indicators are tracked and benchmarked against IPEDS and an annual report is shared with Directors and Deans. CMN may move to a higher level of maturity by further reviewing and reporting how this information may be used to evaluate the effectiveness of the decision-making processes at all levels.
Comparison of results with internal targets and external benchmarks	Systematic: In 2015 CMN worked with a consultant to begin to discuss benchmarking, and as a result some benchmarking has taken place. CMN could move to a higher level of maturity by continuing the work, directed by consultants, of setting internal targets for the effectiveness of its data management systems and make comparisons with other institutions using its IPEDS, CCSSE, and CCFSSSE, and CAAP data results.
Interpretation of results and insights gained	Reacting: CMN recently purchased a predictive analytics system to align with interpretation of data. CMN could move in maturity by developing a new process using this system.

5I1. Based on 5R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
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CMN plans to continue its work with consultants on developing a plan to measure, evaluate, and achieve targets that will align CMN’s decision-making and planning with its strategic goals. In addition, the Registrar and staff will continue building on tools for promoting communication and access to data and reports through the CMN intranet. A calendar of due dates for reports and the data will be developed to allow reports to be completed in real time. CMN will assume more of a role with developing and providing feedback on the results of key performance indicators as they develop its next strategic plan. The Facilities Committee will be reassembled to coordinate the establishing of internal targets and external benchmarks while working with Institutional Research to incorporate these indicators and benchmarks into the institutional goals to improve effectiveness and efficiency.

5P2. **Resource Management** focuses on how the resource base of an institution supports and improves its educational programs and operations. Describe the processes for managing resources and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Maintaining fiscal, physical, and technological infrastructures sufficient to support operations.	Systematic: CMN has restructured its Finance Office to provide stability and reliability to an unstable financial past and to concentrate allocating available financial resources into student recruitment and retention. Stable fiscal leadership, frequent monitoring, and attention paid to all areas of the budget may result in ongoing fiscal health and CMN moving to aligned higher level of maturity.
Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs.	Systematic: CMN gives priority to mission-specific functions and educational needs. The process includes a review of strategic commitments, information gathering, and departmental requests that determine allocation of funds.

	CMN could move to a higher level of maturity by indicating emerging needs in the budget process.
Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected.	Aligned: CMN continues to make progress in aligning resource allocation with the mission, vision, and goals of the institution. Systematic monitoring of fiscal budgets is key to ensuring appropriate resource allocation which could help CMN move to a higher level of maturity.
Selecting tools/methods/instruments to assess processes related to resource management.	Systematic: Given the severity of the recent financial challenges, CMN has instituted more frequent budget review meetings. CMN could move to a higher level of maturity by identifying specific outcomes or measures related to resource management that are collected and evaluated.
Other Identified Processes	Systematic: The College of Menominee Nation replaced its accounting system in 2012/2013 but encountered serious conversion issues. There remain problems with the new system (Financial Edge), although it was unclear the exact nature of these issues. CMN could consider identifying professional development and/or technology solutions to remedy these issues to advance maturity.

5R2. What are your results for Resource Management?

Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	Systematic: Given the significance of the recent accounting system failures, the College of Menominee Nation has implemented new processes for budget oversight. Reports are generated, but data from these were not presented in the portfolio. A summary of budget data over time tracking expenditures and revenues would be beneficial to include in the portfolio to suggest higher maturity

<p>Comparison of results with internal targets and external benchmarks</p>	<p>Reacting: CMN states that targets and benchmarks will be established in the next strategic planning process. Completion of this process could move CMN to a higher level of maturity.</p>
<p>Interpretation of results and insights gained</p>	<p>Reacting: An auditing firm provided insight into initiatives needing to be completed to address regulatory issues. CMN has six strategies gained from this audit which are scheduled for completion. Moving to a higher level of maturity could be possible after some of the changes have been implemented.</p>

5I2. Based on 5R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<p>Evaluation of Improvement Efforts</p>
<p>CMN plans to implement AQIP Action Projects to drive initiatives identified to guide the institution toward a controlled and well-managed financial environment.</p>

5P3. **Operational Effectiveness** focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. Describe the processes for operational effectiveness and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

<p>Process</p>	<p>Team Comments on Process Maturity and Improvement</p>
<p>Building budgets to accomplish institutional goals.</p>	<p>Systematic: CMN’s Deans, Department Directors, and budget managers use Power Plan as a budget development and monitoring tool. Deans, Directors, and other budget managers work directly with the Budget Committee to develop the annual budget to align resource allocation with the mission, vision, and goals of the institution. CMN could clearly state the process to review the new budget process to advance in maturity.</p>

Monitoring financial position and adjusting budgets.	Systematic: The Budget Committee ensures all facets of the budgeting process are monitored and assessed; however, the process in which decisions are made throughout the College is not clearly defined. Better definition may make it easier to make changes as necessary throughout the budget year and move to aligned higher level of maturity.
Maintaining a technological infrastructure that is reliable, secure and user-friendly.	Systematic: CMN purchased the Cisco Telepresence System to replace obsolete video conference equipment to support its academic units. Identifying a measure to evaluate the satisfaction and effectiveness of the Cisco Telepresence System may provide the College with data to base future investments and move to a higher level of maturity.
Maintaining a physical infrastructure that is reliable, secure and user-friendly.	Systematic: 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 Campus Support Department provides Purchasing, Operations, Maintenance, Housekeeping, Facilities, and Safety services. CMN to could advance maturity by measuring student and faculty needs and satisfaction.
Managing risks to ensure operational stability, including emergency preparedness.	Aligned: CMN developed a Campus Support Department that coordinates with CMN Emergency Response Team. These teams developed a variety of policies and procedures in accordance to federal law. Further developing how safety policies and procedures are communicated to students, faculty and staff could move CMN to integrated.

<p>Selecting tools/methods/instruments to assess processes related to operational effectiveness.</p>	<p>Systematic: An initial greenhouse gas inventory was conducted in 2007, followed by another in 2013 and plans are in place to do so annually going forward. Similar assessment of processes in all areas may help CMN to continuously improve operational effectiveness and move to a higher level of maturity.</p>
<p>Other identified Processes</p>	

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

<p>Results</p>	<p>Evaluation of Results and Systems Improvement</p>
<p>Summary results of measures (including tables and figures when possible)</p>	<p>Systematic: The Department of Campus Support prepared an annual Facilities Assessment Condition report. Similar information addressing all areas of operations may help CMN maintain all operational areas. Additional measures of assessment and data analysis on other operational processes may move this to a higher level of maturity.</p>
<p>Comparison of results with internal targets and external benchmarks</p>	<p>Reacting: The Facilities Assessment Condition Report 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. CMN could provide internal targets and external benchmarks to advance maturity in this area.</p>
<p>Interpretation of results and insights gained</p>	<p>Systematic: The Facilities Condition Index Table was useful in comparing and prioritizing buildings of differing costs, sizes, and types by showing the relative condition of the buildings. The insight gained included the three levels of prioritization of repairs necessary to be accomplished to building on the CMI campuses. Discussion of</p>

	results relating to its operations management, may move this to a higher level of maturity.
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5I3. Based on 5R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
An interdepartmental committee will be recommended to work with the Campus Support Department. Facilities needing immediate attention will be addressed; however, how this will be addressed is not stated. The technology infrastructure is improved on an ongoing basis with updating and enhancements to provide a safe and secure technology environment. In the next three years, CMN plans to develop telepresence media management systems, policies, and procedures.

AQIP Category Six

Quality Overview focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the organization.

6P1. **Quality Improvement Initiatives** focuses on the Continuous Quality Improvement initiatives the institution is engaged in and how they work together within the institution. Describe the processes for determining, and integrating CQI initiatives, and who you involve in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting, deploying, and evaluating quality	Systematic: CMN has a sequence for continuous quality improvement which involves the executive cabinet and stakeholders who can execute the improvement plan. In addition, once CMN has rebuilt the governance structure, it may help with the selection and

improvement initiatives.	implementation of initiatives. Better definition of the AQIP steering committee and its role may strengthen the process and ensure implementation and accountability.
Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums.	Reacting: Clear and formal processes for aligning these are not reported.
Other identified processes	

6R1. What are your results for continuous quality improvement initiatives?

Results	Evaluation of Results and Systems Improvement
What are your results for continuous quality improvement initiatives?	Reacting: As many of the projects are in the early stage of development or yet to be put in place there is little in the way of concrete results to show. There does not appear to be evidence of ongoing AQIP projects.

6I1. Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
CMN identified two initiatives for 2016 and several in previous years. In 2016, CMN hired a consultant to conduct initial training and mentors to maintain training needs. In addition, the Budget Committee upgraded job descriptions and training of staff. An AQIP Steering Committee has been restored to give a more systematic approach to quality improvement. In addition, the Deans and Directors Council is tasked with goal planning

and ascertaining how to best organize resources. The Board of Trustees will revisit, and revise as necessary, the Board's By-Laws.

6P2. **CULTURE of QUALITY**, focuses on how the institution integrates continuous quality improvement into its culture. Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing an infrastructure and providing resources to support a culture of quality.	Systematic: CMN has a variety of taskforces and committees with cross-campus representation. Clarifying processes for selecting committee membership and making decisions may help CMN to better decide upon and implement continuous improvement plans. Clearly stating the composition and role of the AQIP Steering Committee may help CMN with AQIP Action Projects.
Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations.	Reacting: It is not clear that continuous quality improvement is taking place sufficient to make an evident and widely understood impact.
Ensuring the institution learns from its experiences with CQI initiatives.	Reacting: It is unclear from the portfolio that communication to the broader campus community supports a culture of quality in support of CQI initiatives. Advancing maturity in this area may require CMN to more clearly articulate how each group reports progress and adjusts direction/goals resulting from evidence collected
Reviewing, reaffirming, and understanding the role and vitality of	Reacting: While it is evident that CMN does have a number of initiatives in place, it is not clear that these have been formalized as AQIP action projects.

the AQIP Pathway within the institution.	
Other Identified Processes	

6R2. What are the results for continuous quality improvement to evidence a culture of quality?

Results	Evaluation of Results and Systems Improvement
What are the results for continuous quality improvement to evidence a culture of quality?	Reacting: It is unclear how the institutions uses data or evidence to inform its culture of quality. Advanced maturity will require CMN establish clear measures of effectiveness for all CQI processes to ensure ongoing improvement.

6I2. Based on 6R2, what improvements to the quality culture have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
CMN is restoring the AQIP Steering Committee to give more structure and accountability for improvement plans. The Board of Trustees is in the process of revising the bylaws to restructure the standing Board committees. The Board has directed that the Strategic Plan will be used as a continuous improvement monitoring document.

APPENDIX C
Criteria for Accreditation & Core Component
Evidence Screening

Criterion One. Mission

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

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>1.A. The institution's mission is broadly understood within the institution and guides its operations.</p> <p>1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.</p> <p>2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.</p>	<p>The creation, revision, and adoption of the Mission has been achieved through a facilitated process including the Board and administrative leadership broadening the statement to include American Indian Culture. Communicating how this process was implemented would provide additional support for the ongoing review of the Mission.</p> <p>The mission statement includes a focus on infusing its education "with American Indian Culture" and activities were communicated to support this commitment. CMN also embedded this mission statement into one of its 2013 strategic goals. Providing additional context on how these initiatives are deployed would provide additional evidence.</p> <p>The College established four mission-aligned strategic goals and its strategic planning process will soon be budget aligned. Successfully implementing the new strategic</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>3. The institution's planning and budgeting priorities align with and support the mission.</p>	<p>planning cycle will ensure ongoing commitment to CMN's mission.</p>	
<p>1.B. The mission is articulated publicly.</p> <p>1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.</p> <p>2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative</p>	<p>The institution communicates its mission to external stakeholders in its annual report, website, catalog, all contracts, and in all public spaces, meeting rooms, and classrooms. Internal stakeholders encounter the mission during convocation, planning and budget processes, on the Intranet, and all classrooms/offices on campus.</p> <p>It was unclear when the institution's mission/vision was last reviewed/revised, but the mission does align with strategic goals.</p> <p>The mission itself emphasizes CMN's status as a chartered tribal institution and infuses its education with American Indian culture, leadership, careers, and studies in a multicultural world. Providing additional context and evidence communicating how often and by whom the mission itself is reviewed/revised would provide the necessary context to ensure the mission remains relevant.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>works, clinical service, public service, economic development, and religious or cultural purpose.</p> <p>3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.</p>	<p>The institution’s mission includes reference to the Menominee People as primary constituents while also recognizing the institution’s commitment to serving all those who reside in Northeast Wisconsin.</p>	
<p>1.C. The institution understands the relationship between its mission and the diversity of society.</p> <p>1. The institution addresses its role in a multicultural society.</p> <p>2. The institution’s processes and activities reflect attention to human diversity as appropriate within its</p>	<p>CMN addresses its role in a multicultural society through its 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.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>mission and for the constituencies it serves.</p>	<p>CMN will better address this criterion by providing evidence as to how the College identifies and tends to the needs of members of society other than Native Americans.</p>	
<p>Criteria 1.D. The institution’s mission demonstrates commitment to the public good.</p> <p>1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.</p> <p>2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.</p>	<p>The institution is clearly committed to its role as a public service to all residents of Northeast Wisconsin. As reflected in its mission and several activities identified across AQIP Category Four, CMN provides education and resources for its region including academic programs, workshops, trainings, and a public library.</p> <p>The institution has continued to serve as an educator and resource for its region despite serious financial and personnel issues that arose during this reporting period. The institution’s strategic goals emphasize quality education and other mission-driven goals and budgeting priority has been given to initiatives aligned with these strategic and academic goals.</p> <p>Several regional stakeholders have collaborated with the College of Menominee Nation to meet changing workforce needs (e.g. CDL training). The institution also works</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.</p>	<p>with relevant federal, state, and tribal stakeholders to identify and fund relevant initiatives.</p>	

Criterion Two. Integrity: Ethical and Responsible Conduct

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

<p>Core Components (sub-components noted)</p>	<p>Evidence</p>	<p>Screening Feedback on Core Component</p>
<p>2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.</p>	<p>The Board of Trustees was involved in the creation, revision, and adoption of the institution’s Mission and Vision. Despite significant financial, enrollment, and personnel issues, the institution has continued to operate by refocusing on its strategic goals. The institution operates according to all applicable Tribal, State, and Federal laws and regulations. The College also undergoes an annual financial audit to ensure fiscal accountability and integrity. All</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

	<p>policies are communicated to employees in the relevant handbooks and Intranet.</p> <p>Given the recent financial crisis, going forward it will be important for the College to more clearly demonstrate integrity in all financial arenas.</p>	
<p>2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.</p>	<p>The institution presents its Mission/Vision/ Values clearly to all internal and external stakeholders and will establish a Task Force to evaluate community partnerships and improve this communication. The Board of Trustees and the Deans and Directors Council oversees all strategic and operational activities of the institution. Additional context would be helpful to associate specific groups/individuals with ensuring each of these activities is clearly communicated.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>2.C. The governing board of the institution is sufficiently autonomous to make decisions in interest of the institution and to assure its integrity.</p> <p>1. The governing board's deliberations reflect priorities to preserve and enhance the institution.</p>	<p>The Standing Board Committees, Executive Cabinet, and Councils promoted campus-wide involvement in governance. Significant turnover in personnel required both a Board and campus restructuring to ensure consistency in processes. Enrolled members of the Menominee Tribe make up the Board ensuring the Board remains committed to CMN's initial tribal charter.</p> <p>Although processes were unclear, the Board's standing committees appear focused</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.</p>	<p>on the College's primary operational groups including Curriculum, Technology, Policy, Facilities, Development, and Planning/Budget. Institutional shared governance is being rebuilt after the appointment of interim President Dr. Diana Morris who established the Deans and Directors Council with Board approval. The Board is currently undergoing research to identify a permanent President.</p>	
<p>3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.</p>	<p>The Board is comprised of enrolled members of the Menominee Tribe and is responsible for appointing and evaluating the President, awarding degrees, and reviewing/revising policies and procedures for the good order of the College. It was not explicitly stated how Board members avoid conflicts of interest in their role as Board members, something the institution may wish to include.</p>	
<p>4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.</p>	<p>The Board delegates day-to-day operations of the College of Menominee Nation to its Executive Officers: the President, Chief Academic Officer, Chief Financial Officer, and the VP for the Green Bay/Oneida Campus. All divisions and department report to one of these individuals. It was less clear how faculty are involved in academic decision</p>	

	<p>making outside their reporting to the Chief Academic Officer which can be more clearly communicated in future documentation.</p>	
<p>2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.</p>	<p>CMN's policies and procedures address employee conduct and work ethics, academic freedom, conflict of interest, and faculty/student research. Guidelines for faculty and students' ethical learning and research practices are published in the academic catalog and student handbook and are also explicitly incorporated in coursework and addressed through "early alert" types of assignment design.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.</p> <p>1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.</p>	<p>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.</p> <p>Students find guidance on ethical learning and research practices in the Academic Catalog and Student Handbook. Both student resources affirm CMN's commitment to academic integrity. The Student Handbook also defines what constitutes Academic Misconduct and explicates how a finding of misconduct will be adjudicated.</p> <p>The College expressly covers Academic Freedom and its attendant rights and</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>2. Students are offered guidance in the ethical use of information resources.</p> <p>3. The institution has and enforces policies on academic honesty and integrity.</p>	<p>responsibilities under the “Policy on Academic Freedom” in the Faculty Handbook and Resources.</p> <p>Implementing an IRB will strengthen alignment with this component.</p>	
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Criterion Three. Teaching and Learning: Quality, Resources, and Support

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

<p>Core Components (sub-components noted)</p>	<p>Evidence</p>	<p>Screening Feedback on Core Component</p>
<p>3.A. The institution’s degree programs are appropriate to higher education.</p> <p>1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.</p>	<p>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.</p> <p>The Standing Board Curriculum Committee and the Letters and Sciences Assessment of Student Learning (ASL) Committee are charged with determining, communicating, and ensuring the quality, relevancy, and efficacy of the College’s learning outcomes.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>2. The institution articulates and differentiates learning goals for its undergraduate, graduate, postbaccalaureate, post-graduate, and certificate programs.</p> <p>3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).</p>	<p>Each new or substantially revised course or degree program undergoes CMN's Curriculum Review Process.</p> <p>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.</p> <p>Using CMN's Telepresence system, the College delivers point-to-point courses on the Keshena and Green Bay campuses. Instructors rotate between campuses for course broadcasts to ensure at both campuses student experience is comparable. Furthermore, new Telepresence equipment ensures the reliability of the literal connection between the campuses. Data supporting this would strengthen the College's alignment with the component.</p>	
<p>3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are</p>	<p>All Associate and Baccalaureate degree students must complete the College Core Component requirements and the General Education requirements.</p> <p>CMN provides a balanced educational experience that helps students develop the interdisciplinary critical thinking skills,</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>integral to its educational programs.</p> <p>1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.</p> <p>2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-</p>	<p>articulate informed communication skills, quantitative and scientific reasoning skills, creativity, flexibility, and the confident independence needed to face future challenges.</p> <p>The Course and Program Learning Outcomes are required components of CMN's Course Outlines, Degree Audit Sheets, and Course Syllabi, as appropriate.</p> <p>Under ASL guidance, faculty complete the learning matrix to ensure each program course offers students the opportunity to hone the skills of the Core Component and General Education Requirements.</p> <p>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."</p> <p>The College has advanced its core functions through academic programming that meets the community's needs. The infrastructure and faculty expertise has been developed by 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</p>	
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<p>educated person should possess.</p> <p>3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.</p> <p>4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.</p> <p>5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to</p>	<p>Research, and by bringing back to the Menominee community its long-ago tradition of pageants.</p>	
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<p>their programs and the institution's mission.</p>		
<p>3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.</p> <p>1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including e.g., oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.</p> <p>2. All instructors are appropriately credentialed, including those in dual credit,</p>	<p>The number of staff within the Student Services department is determined by student enrollment. CMN has a low student to faculty ratio. Due to declining student enrollment, however, CMN has had to work to right size departments to ensure effective management of the College.</p> <p>The Human Resource department in alignment with the College Mission drafts appropriate position descriptions that highlight the responsibilities of the position, the necessary qualifications required; including education, credentials, and previous experience to successfully carry out the responsibilities of the position. 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.</p> <p>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.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>contractual, and consortial programs.</p> <p>3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.</p> <p>4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.</p> <p>5. Instructors are accessible for student inquiry.</p> <p>6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified,</p>	<p>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.</p> <p>The Check-In model is used for faculty evaluation that was developed by a task force. Data as to the results of the use of this model will help the College to meet this component.</p> <p>The evaluation model has 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.</p>	
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<p>trained, and supported in their professional development.</p>	<p>The faculty contractually requires all faculty members—adjunct, part-time, and full time to post office hours (minimally one office hour per three credit/contact hour) each semester.</p> <p>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. Once hired, all staff and faculty participate in an orientation program based on their employment classification which is conducted in the Human Resource Department.</p>	
<p>3.D. The institution provides support for student learning and effective teaching.</p> <p>1. The institution provides student support services suited to the needs of its student populations.</p> <p>2. The institution provides for learning support and preparatory instruction</p>	<p>CMN uses a case management model, using student advisors called Student Achievement Specialists. Student Achievement Specialist receive on-going training in pro-active advising and case management.</p> <p>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</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.</p> <p>3. The institution provides academic advising suited to its programs and the needs of its students.</p> <p>4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).</p>	<p>Achievement Specialist to select the appropriate English and Math courses.</p> <p>CMN uses a proactive advising model that includes recruitment responsibilities so advisors can establish long-term relationships with students at the start of their educational journeys. As a result of student-centered advising rather than program-centered advising, advisors are 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.</p> <p>CMN combined its academic library with the local public library in a much newer facility, which is accessible to community members through tribal transit routes and provides longer operating hours. This was initiated through the Menominee Tribal Government Tribal Chairman and the College Executive Cabinet.</p> <p>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</p>	
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<p>5. The institution provides to students guidance in the effective use of research and information resources.</p>	<p>of inquiry, communication, and interaction for the Menominee Nation and neighboring communities of Northeastern Wisconsin</p>	
<p>3.E. The institution fulfills the claims it makes for an enriched educational environment.</p> <p>1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.</p> <p>2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and</p>	<p>Students are engaged and apply learned skills in a variety of co-curricular research and scholarly opportunities that contribute to the Core Component and General Education learning in their program courses. Additional information as to how many students can participate in co-curricular activities will help the institution meet this component.</p> <p>Program faculty members with oversight from the Curriculum and ASL Committees develop program learning outcomes based on CMN’s Mission, community needs, institutional comparisons, articulation agreements, employer expectations, and state licensing requirements, among others. In addition, select Baccalaureate program advisory committees review goals for student learning for applicable programs.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

economic development.		
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Criterion Four. Teaching and Learning: Evaluation and Improvement

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

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>4.A. The institution demonstrates responsibility for the quality of its educational programs.</p> <p>1. The institution maintains a practice of regular program reviews.</p> <p>2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.</p>	<p>An area of challenge and opportunity is Program Learning Outcomes and Program Review. CMN reports a plan to create an Action Project for AQIP Steering Committee approval and monitoring to address the opportunity in the next three years. The College reports that past reviews did not provide useful information. It is not clear from evidence presented that the College has implemented a new program review process.</p> <p>Transfer students wishing to receive transfer credit must provide their official transcript(s) from a previously attended college for an official credit evaluation. Transfer credit is only granted from regionally accredited institutions.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input checked="" type="checkbox"/> Unclear or incomplete</p>

<p>3. The institution has policies that assure the quality of the credit it accepts in transfer.</p>	<p>CMN's Registrar uses the Wisconsin Transfer Information System (WTIS) to evaluate transfer credit from Wisconsin System Schools as appropriate for each degree level.</p>	
<p>4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.</p>	<p>All major curriculum changes are subject to a full review process. Minor changes are subject to the minor change process and 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 that ensures the changes proposed improve the courses' potential for meeting the listed course and program outcomes.</p>	
<p>5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.</p>	<p>CMN maintains specialized accreditation for its Teacher Education baccalaureate program through the Wisconsin Department of Public Instruction and has an annual review. 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</p>	

<p>6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).</p>	<p>Board. CMN's CNA program, which is annually reviewed by the State, and received continued approval in May 2016.</p> <p>CMN determines and communicates the preparation required of all students through placement testing, which is a requirement for all first-time freshmen and high school students.</p> <p>CMN has implemented three pathways to enable student success of English and Algebra.</p> <p>The ideal course sequence was designed by the Letters and Science department chairs that comprises students enrolling in and successfully completing the Student Success Strategies course, a freshman orientation course, and complete a graduating plan, that is reviewed and updated each semester in consultation with a Student Achievement Specialist.</p>	
<p>4.B. The institution demonstrates a commitment to educational achievement and</p>	<p>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. It is not</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p>

<p>improvement through ongoing assessment of student learning.</p> <p>1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.</p> <p>2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.</p> <p>3. The institution uses the information gained from assessment to improve student learning.</p> <p>4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial</p>	<p>clear that direct measures of student learning are taking place on an ongoing basis.</p> <p>CMN uses internal and two external assessment tools: the Collegiate Assessment of Academic Proficiency exam and the Global Perspective Inventory. These instruments are analyzed by faculty and the ASL Committee for instructional improvement.</p> <p>CMN has 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.</p> <p>Program review efforts are used in the Teacher Education department and could serve as a model for all instructional departments.</p>	<p><input checked="" type="checkbox"/> Unclear or incomplete</p>
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<p>participation of faculty and other instructional staff members.</p>		
<p>4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.</p> <p>1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.</p> <p>2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.</p>	<p>The SEM Task Force was established to address recruitment and retention efforts. This task force established several recruitment and retention goals. It is not clear what current goals are.</p> <p>CMN has 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 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.</p> <p>CMN redesigned its approach to retention, persistence, and completion by first clearly identifying the academic levels of its student body. Through researching a number of</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input checked="" type="checkbox"/> Unclear or incomplete</p>

<p>3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.</p> <p>4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)</p>	<p>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.</p> <p>While CMN contracted with a consultant team to assist in the development of goal-oriented Recruitment and Retention Plans, it is not clear that these are yet in place or that results have been gathered. Using comparative and trend data would further strengthen compliance with this component.</p>	
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Criterion Five. Resources, Planning, and Institutional Effectiveness

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

<p>Core Components (sub-components noted)</p>	<p>Evidence</p>	<p>Screening Feedback on Core Component</p>
<p>5.A. The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.</p> <p>1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.</p> <p>2. The institution’s resource allocation</p>	<p>Many processes and resources, both human and otherwise, have only recently been put in place. The degree to which they support programs and allow the College to build is yet to be determined. The College has proactively eliminated some programs and is acting to put others in place.</p> <p>The physical and IT infrastructures of the College appear sound.</p> <p>A significant majority of the budget is allocated to academic needs; however, adequacy is not clearly demonstrated.</p> <p>Mission goals are currently being revisited.</p> <p>Accounting staff is being trained. There is little discussion of training for other staff.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input checked="" type="checkbox"/> Unclear or incomplete</p>

<p>process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.</p> <p>3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.</p> <p>4. The institution's staff in all areas are appropriately qualified and trained.</p> <p>5. The institution has a well-developed process in place for budgeting and for monitoring expenses.</p>	<p>The Budget Committee reports monthly to the President and Board of Trustees monthly. There appear to be ongoing issues with financial software.</p>	

<p>5.B. The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.</p> <p>1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.</p> <p>2. The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.</p>	<p>The shared governance structure of the College of Menominee Nation is currently being rebuilt after the significant loss in personnel following the financial/enrollment crisis of 2015. The Board approved the Interim President’s establishment of a Deans and Directors Council that ensures all campus constituencies are represented at decision-making. The Board also reappointed members to its standing committees.</p> <p>Additional context would be beneficial explicitly defining the flow of communication and decision-making between these groups.</p> <p>As enrolled members of the Menominee Tribe, Board members are aware of mission, vision, and values of the College of Menominee Nation. The Board has the power to review/revise policies for the good of the College. The Board’s standing committees and campus executive leadership ensure staff and faculty involvement in the governance of the institution, although additional context would be beneficial outlining the flow of communication between these groups and the accountability placed on the Board. This system of shared governance is currently being rebuilt following the financial/personnel crisis of 2015.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input checked="" type="checkbox"/> Unclear or incomplete</p>
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<p>3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.</p>	<p>It was clear that the College of Menominee Nation is committed to inclusive shared governance, but it was less clear how students are engaged in setting academic requirements, policy, and processes. It was unclear how satisfied students are with academic requirements, policies, and processes. Student services personnel and the Special Projects Coordinator participate in the Deans and Directors Council providing indirect access to student feedback. All standing board committees are comprised of Board members, faculty, staff, and Menominee community members ensuring structures are in place for collaborative effort.</p>	
<p>5.C. The institution engages in systematic and integrated planning.</p> <p>1. The institution allocates its resources in alignment with its mission and priorities.</p> <p>2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.</p> <p>3. The planning process encompasses</p>	<p>The institution identified four mission-aligned strategic goals and relies on the newly formed Budget Committee to ensure that all budget allocations and revisions support these goals. Priority is given for budget requests that meet the educational mission of CMN.</p> <p>The Deans and Directors Council represents all CMN staff and faculty and will begin the new strategic planning cycle by reviewing CMN's mission to align core functions with mission-driven goals. To more clearly document its compliance with this sub-component, CMN should consider providing an explicit "alignment map" showing how all</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input checked="" type="checkbox"/> Unclear or incomplete</p>

<p>the institution as a whole and considers the perspectives of internal and external constituent groups.</p> <p>4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.</p> <p>5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.</p>	<p>core functions are connected to a mission-specific goal.</p> <p>The Deans and Directors Council represents all CMN staff and faculty and will begin the new strategic planning cycle by reviewing CMN's mission to align core functions with mission-driven goals. Through this Council, all internal and external constituent groups are represented. This Council has also been given the responsibility of monitoring progress toward achieving strategic objectives.</p> <p>The College of Menominee Nation is currently recovering from a significant financial/personnel crisis and is rebuilding several planning and operational units of the college to better equip it to prevent and respond to future challenges. The Deans and Director's Council is using strategic planning tools such as Environmental Scanning, SWOT, and GAP analyses to position itself realistically in the present and move tactically into the future. This Council will also monitor progress toward achieving strategic goals. At this time the College does not appear to have integrated planning processes in place sufficient to have provided results for analysis.</p>	
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<p>5.D. The institution works systematically to improve its performance.</p> <p>1. The institution develops and documents evidence of performance in its operations.</p> <p>2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts</p>	<p>CMN works toward documenting improvement practices through the use of numerous task forces. CMN should add methods for more voices to be collected and an accountability piece through a governance structure. Formal processes are not clearly identified, and results have yet to be gathered and used to improve performance.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input checked="" type="checkbox"/> Unclear or incomplete</p>
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