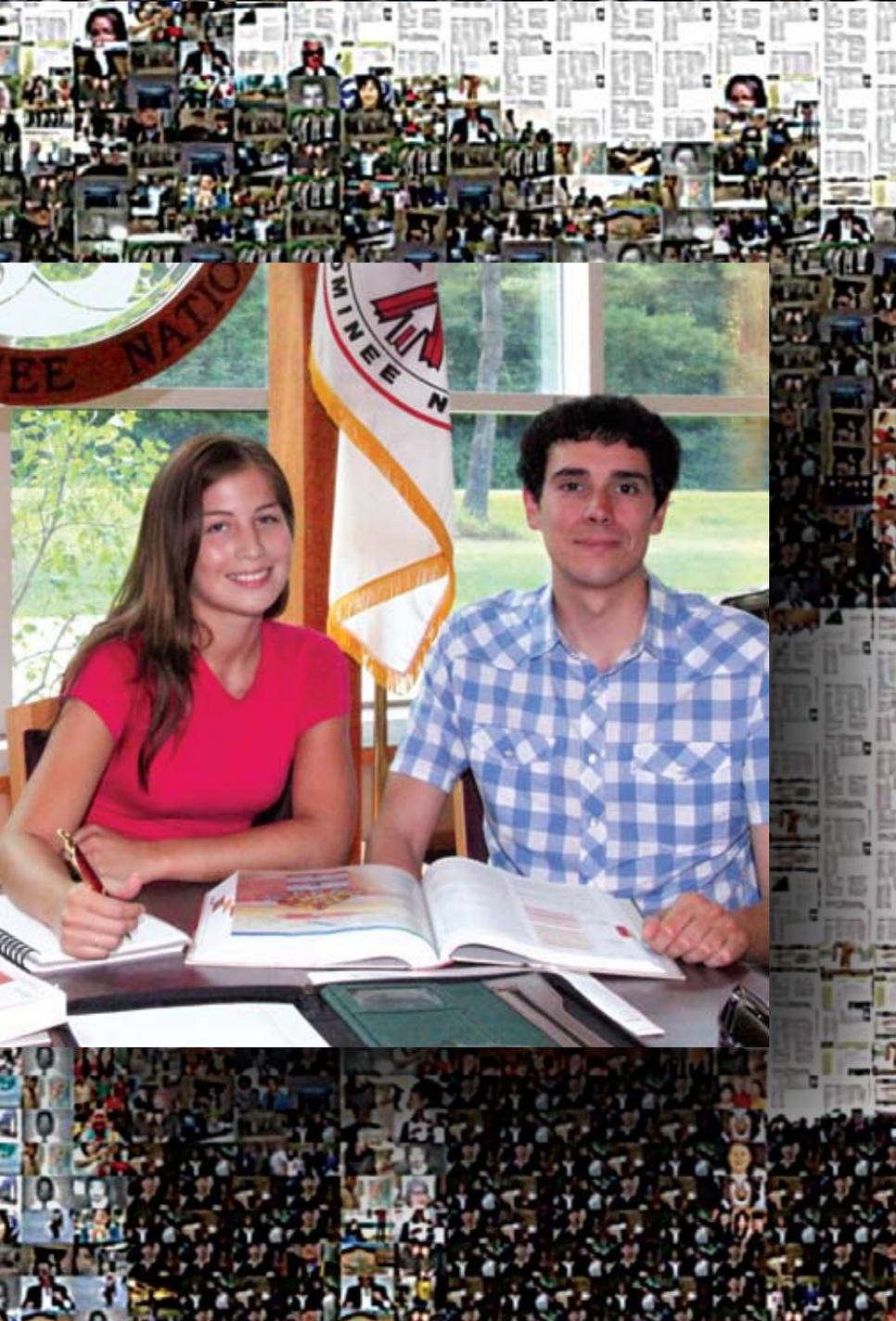


COLLEGE OF MENOMINEE NATION



Annual
Report
2012-2013





College of Menominee Nation

Web:

www.menominee.edu

Main Campus

Highway 47/55
P.O. Box 1179
Keshena WI 54135

Phone:

715 799-5600
or 800 567-2344

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2733 S. Ridge Road
Green Bay WI 54304

Phone:

920 965-0070
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About the Cover

This year's cover is influenced by the many images captured in CMN's 20th anniversary video, a production of the College's Digital Media program and CMN Advancement Office. View it online at www.menominee.edu.



REPORTING ON 2012-2013

GREETINGS FROM THE COLLEGE OF MENOMINEE NATION

Dear Friends,

National and world economic problems, escalating advances in technology, and the evolving job market are issues of great concern to all institutions. The College of Menominee Nation is no exception. Our 2012-2013 Annual Report reflects how we have chosen to be proactive about the challenging environment and to continue with the conservative fiscal stance that has enabled CMN to avoid layoffs and furloughs through recent economic downturns.

While the work of educating our students and serving our communities continued as usual, we concurrently engaged in 2012-2013 in self-study, analysis and pre-emptive adjustments to fortify CMN for the future. Our planning addressed external challenges ranging from Federal sequestration to changes in Pell grant eligibility. Broadly-based task forces examined our organizational, financial and operational structures. Their findings guided us as we tightened budgets and managed to end the year in the black.

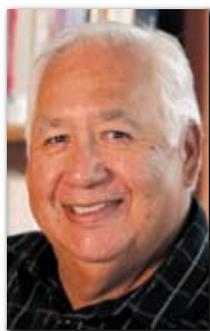
The College celebrated its 20th anniversary with a variety of events throughout 2012-2013, and, along with dozens of other degrees awarded at commencement ceremonies in June, we presented our first degree in the new Material Science and Pre-Engineering program to Menominee student Charles James, Sr.

I invite you to join us in celebrating the completion of CMN's first two decades by viewing the short 20th anniversary video online at: www.menominee.edu. We have journeyed far and we are excited about all that is yet to come for the College of Menominee Nation.

Sincerely,



S. Verna Fowler, Ph.D.
President, College of Menominee Nation



Dear Friends,

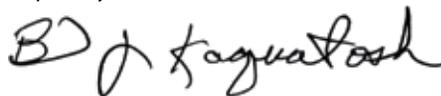
A Stanford University economist, Paul Romer, is widely quoted for saying that "a crisis is a terrible thing to waste." In educational journals and the public media, we increasingly read about U.S. colleges and universities in crisis mode – stressed by a high cost of doing business, loss in their endowment funds, and declining enrollment.

On behalf of the CMN Board of Directors, I am pleased to share news with you that our College is alive and well, as outlined in this Annual Report which covers the period of July 2012 through June 2013.

While CMN is successfully managing resources, the Board, nevertheless, sees value in Dr. Romer's advice and supports efforts to use the current difficult environment to strengthen the College's position. We commend the CMN faculty and staff for their patience over years in which tight spending controls have helped CMN retain its workforce and avoid the crisis situation others are experiencing.

We applaud the many examples of important community-wide and cross-agency cooperation. The impressive new Community Technology Center became fully operational on the Keshena campus. The Menominee Public Library and UW Extension offices were relocated to the Keshena campus. The CMN education faculty is now working with Menominee Head Start on curriculum. By leasing land to CMN, the tribe has enabled us to have a free-standing site for the College's Sustainable Development Institute and Center for First Americans Forestlands. The CMN Board is pledged to making the efforts realized in 2012-2013 successful long into the future.

Respectfully,



Bernard (Ben) Kaquatosh
Chairman, Board of Directors, College of Menominee Nation

BOARD OF DIRECTORS PROFILE

Those serving on the College's Board are enrolled members of the Menominee Tribe of Wisconsin.

Bernard (Ben) Kaquatosh, Chairperson
Personnel Director, Menominee Indian Tribe
University of Wisconsin-Green Bay, UW-Milwaukee

Virginia Nuske, Vice Chairperson
Director of Higher Education, Menominee Indian Tribe
Northeast Wisconsin Technical College,
UW-Green Bay, UW Oshkosh,
University of the Philippines

Lori Corn, Secretary
Curriculum Coordinator, Menominee Indian School
District
B.S., St. Norbert College; M.S., Marian College

Sarah Harkey
Nurse, Menominee Tribal Clinic
A.A., College of Menominee Nation;
B.S.N., Bellin College of Nursing;
M.S.N., University of North Dakota

Georgianna Ignace
Volunteer
B.S., Marquette University

Lynnette Miller
Executive Director, Menominee Tribal Gaming
Commission
B.S., UW-Green Bay; M.S., Silver Lake College

Elaine Peters
Retired
B.S., UW Oshkosh

Ada Deer (honorary member)
Retired
B.A., UW-Madison; M.S.W., Columbia University

20th Anniversary Flashback – 1993-2013

May 18, 1993
Lawrence Waukau was chosen as first Chairman
of the CMN Board.



Green Bay campus student Adan Hurrie, left, gets help navigating a CMN information system from technical support specialist Ed Bowker. IT at the College is geared to supporting research at all levels - administrative, faculty and student.

REPORTING ON 2012-2013

INSTITUTIONAL DATA FUELS EVIDENCE-BASED DECISIONS

Against a background of economic and employment challenges, the world of education is seeking new and more refined ways to measure, rate and report on institutional viability and student progress and achievement.

The goal is increasing transparency. Students want to know what they will gain from their effort and tuition. Colleges and universities want to understand what works in the educational process, what could be done better,

and how they compare with peer institutions.

The College of Menominee Nation devoted much of 2012-2013 to exploring these issues and studying institutional efficiency and the progress of CMN's unique student population. Work followed the model of evidence-based decision making that was implemented at CMN in its 2006-2011 Strategic Plan and has been reaffirmed annually.

Responsibility for gathering, analyzing and disseminating data and stakeholder feedback rests primarily with the CMN Office of Institutional Research (IR), where Director Ron Jurgens is looking back on 2012-2013 as an exceptionally pro-active year.

From President Verna Fowler's first all-College convocation in Fall through the end of the academic year, faculty and staff were rallied to be part of critical thinking and problem solving efforts to address CMN's long-term needs and sustain its values. Topping the work list were new reporting requirements, completion of CMN's first Systems Portfolio for the Academic Quality Improvement Program (AQIP), preparation for the Fall 2013 review for continued accreditation by the Higher Learning Commission, and internal efficiency projects.

"The College . . . has significant strengths in the category of Helping Students Learn. (Its) clear mission as an institution to provide students with higher education opportunities that infuse American Indian culture and to serve its surrounding communities is well integrated into the fabric of the institution . . . As a relatively small and young institution, many of its processes are still emerging."

Excerpt from AQIP Peer Review Team report on 'Systems Portfolio' submitted by CMN in November 2012, as part of the College's process for continued accreditation.

Balancing Affordability, Institutional Quality

The balancing act between cost and quality was evident in almost every project staff undertook.

Reassurance about the College's affordability came in a June 2013 report that shows CMN as the 65th lowest in average net price among 1,285 peer institutions. The report from the Integrated Postsecondary Education Data System (IPEDS), a project of the U.S. Department of Education, also placed CMN in the lowest 20% for average net price among the entire survey group of 6,823 colleges and universities.

"Keeping costs under control for students is always in the forefront when we plan," says Jurgens, "but it has to be balanced with other values that include meeting the price for the high-quality instructional staff and well-equipped labs and classrooms our students deserve. Leadership's efforts to engage a large number of faculty and staff in working on these issues have made this an especially productive year with changes that will pay off long into the future."

Measuring Student Success

Student success was another constant theme. The IPEDS Retention Rate table gives a snapshot of CMN's Fall semester to Fall semester progress compared to other tribal colleges for a five-year period, with a significant jump in CMN numbers evident in the last two years. The statistical shift reflects the advent of the College's first baccalaureate degree in 2009. CMN began reporting baccalaureate retention rates in 2010, and with the launch of two more four-year degrees in

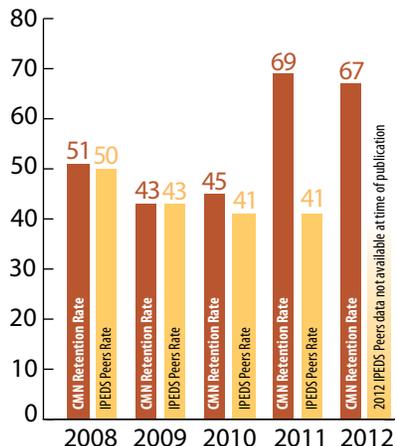
Fall semester of 2012-2013 assumed status as a Bachelor's Degree-granting institution.

Peer comparisons provide a marker, but assessments based on the traditional model of first-time/full-time degree seeking students pose a problem for CMN and other colleges having a high number of transfer and stop-out/re-entry students. During 2012-2013, CMN initiated a different way of looking at student success measures by using the Wisconsin Technical College System's well-established success-assessment model for benchmarking.

"This approach is more sensitive to the educational paths of our students than what we find in traditional higher education assessment models," Jurgens says. "By tracking students who achieved 12 or more credits in post-remedial work between 2008-2009 and 2010-2011, we found an 88.8% success rate, comprised of a 44.4% graduation rate and a combined transfer and retention rate of 44.4%. The data for the 2009-2010 cohort, when reviewed in 2011-2012, showed a cumulative success rate exceeding 90%."

The new assessment model is encouraging, Jurgens adds, but the College continues to keep retention and graduation rates very much in the forefront. Both issues were part of CMN's institutional goals in the 2012-2015 Strategic Plan and work done by the AQIP Action Project team and various special task forces. Efforts are set to continue into 2013-2014.

Retention Rates of Full-time Degree-Seeking Students



Accessing Critical Data

To be useful, data must be accessible. As enhancements were completed to make Empower, the College's student information system, more directly available to student users for financial aid awards, grades and related course information, CMN also addressed data access for faculty and staff. For this, CMN acquired SAS Enterprise Intelligence Suite for Education software, a state-of-art data warehouse/analytical system designed to put more access and control of data in the hands of those who need to use it on a regular basis for decision making. Work was just starting at year's end on development of reports that the new system will be producing for faculty and staff.



Research and the analysis of data on student progress help keep CMN focused on best practices for retaining and graduating students. Among the College's newest graduates is Nursing major Katrina Arnold, who paused during the post-commencement reception last June for a picture with community member Jolene Bowman.

REPORTING ON 2012-2013

STRONG ACADEMIC FOUNDATIONS FOSTER STUDENT SUCCESS

For the College of Menominee Nation and the degree-seeking students CMN serves, “success” means graduation.

As an open admission college, CMN enrolls students with a wide range of abilities. Many are “college ready” and move directly into college-level courses. Some will need to improve reading, writing or math skills to succeed in the standard curriculum. Many would benefit from stronger study skills.

“We have a deep commitment to providing remedial courses and supporting students who have developmental needs,” says Mahrie Peterson, coordinator of Assessment of Student Learning (ASL). “But when the College and students spend time and resources on remedial work, we expect to see higher graduation rates. Some benefit and succeed when they move into regular courses, and go on to graduate. But our statistics show that students who are exclusively in developmental courses are less likely to advance into college-level courses.”

Tracks for New Students at All Readiness Levels

“All of this has signaled a time to re-think our approach to developmental

work,” Peterson adds, “and the result will be seen in CMN’s new Foundational Studies program and further development of a component called SOAR, which stands for Supporting Opportunities and Academic Readiness.”

Incoming students will continue to take CMN’s “Accuplacer” test, which helps the institution decide whether individuals are ready for the standard curriculum, or would benefit from additional preparation.

Some will be advised to enroll in the SOAR component. There, the learning focus will be on acquiring a Technical Diploma in a vocational area such as office technology or welding, as well as on improving reading, writing and math skills. Students completing the SOAR experience can then transition into the general College curriculum.

Once enrolled in the standard curriculum, students will participate in the Foundational Studies model by learning in an integrated sequence of courses that systematically build knowledge on prior learning. For all students, advising will follow a pro-active case management model that is designed to help them learn pathways to their careers of choice



In-service and department meetings throughout the year found instructors like Kenneth Shingler and Vicki Besaw, both of the English faculty, reviewing the curriculum in preparation for CMN’s new Foundational Studies initiative.

and to provide them with intensive academic and personal support in achieving their goals.

An example, Peterson says, is that all students will have passed College English and Education 100 in their

first semester. In this way, they will have created their academic plans and articulated their educational goals before moving into upper-level courses. “It is a more efficient use of the student’s time,” she says, “and helps avoid missteps in course selection.”



Field Experience Coordinator Kelli Chelberg, left, and Dr. Candy Waukau-Villagomez of the Education program were among faculty gathering in January 2013 for planning discussions on approaches for nurturing student success.

Broadly-based Planning

Peterson notes that the Foundational Studies model is already widely accepted: "We've enjoyed wide-spread support, from our faculty originating the 'core curriculum' concept to the College's recruiting and advising task forces adding their endorsements."

The Foundational Studies project has been a key initiative among many initiatives during 2012-2013, says Dr. Diana Morris, Chief Academic Officer at the College: "The committees and task forces appointed by President Fowler have had various assignments, but a common thread in their work has been studying and recommending ways to

streamline and improve College operations and the student experience. All of this year, we've been engaged in planning, policy development and training at a very intense level, across all of our programs, and with employees from every category taking part."

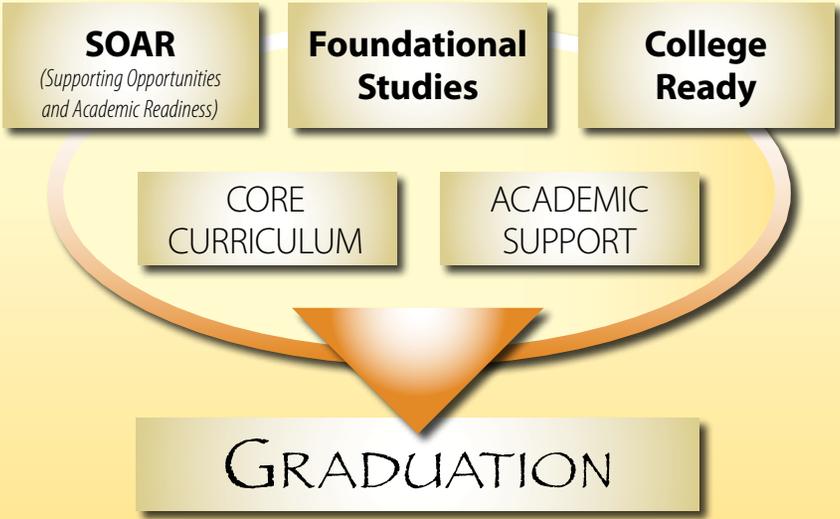
Changes beginning in 2012-2013 and rolling out in coming semesters will touch on every step in the student's journey, Morris says. This will include easier online admission and online registration processes, more personalized advising in the case management model, centralized tutoring on each of the campuses, and supplemental instruction in some classes to coach students in study skills.

Streamlining for Student Success: From Application to Graduation

ONLINE ADMISSION AND ONLINE REGISTRATION

PRO-ACTIVE ADVISING MODEL
(Case Management)

Personalized Placement to Enhance Each Student's Potential for Successful Learning and Persistence Through to Graduation



Work still ahead for CMN faculty includes renewed scrutiny of courses in their programs to assure that they properly integrate and that knowledge is built on prior learning. For staff, changes will include a shift to longitudinal advising relationships

with all students to assure that they are on track and goal oriented. And for everyone at the College, the prize will be more students who persist and achieve the success that graduation represents.

REPORTING ON 2012-2013

MULTIPLE EFFORTS DEPLOYED TO MAINTAIN FISCAL SECURITY

Tending to the organization’s financial health has been a group effort at the College of Menominee Nation with staff from all areas enlisted to advise on efficiency efforts and with plans for quarterly reviews and adjustments of department budgets.

Chief Financial Officer Laurie Reiter, who instituted the quarterly budget reviews in FY 2010-2011, calls them an important tool in helping ensure that CMN is operating on a balanced budget. They were more important than ever in 2012-2013 and were part of a growing tool chest of strategies for keeping the College budget balanced.

“We have been making use of the standard methods for balancing budgets for some time,” says Reiter, who enumerates tactics such as freezing wages, restricting new hires, reducing budgets and putting curbs on spending. “These methods have helped CMN avoid layoffs and furloughs, but with the increasing cost of most goods and services, and the slow



More than 90% of CMN’s degree-seeking students receive federal educational grants to help fund their studies.

national economic recovery in 2012-2013, we knew that an even more proactive approach would be needed.”

Achieving a Jump-start on Sequestration

Even before the Federal sequestration issue gained wide news coverage in mid-year, CMN was being especially vigilant about budget matters. President Verna Fowler, CFO Reiter and others on the Executive Cabinet were actively prompting staff to develop

and enact plans for greater efficiency. Individual departments were told to scrutinize their revenue and spending patterns.

Task forces were created to analyze certain institutional expenses, such as printing, travel, utilities, student recruitment and student services functions. A graduate student interning at CMN even had a hand in the effort by directing her internship project at potential energy-efficiencies at the College.

The outcome of these campus-wide deliberations included proposals for reducing copier maintenance and supplies costs, streamlining travel processes for more efficient use of staff time, and finding support for small energy-saving projects that will result in long-term savings. Some plans are already in place; others will be activated in the coming year.

The most far-reaching proposals are already being implemented in the College’s student recruitment,

CMN Expenses 2012 *(Unaudited)*

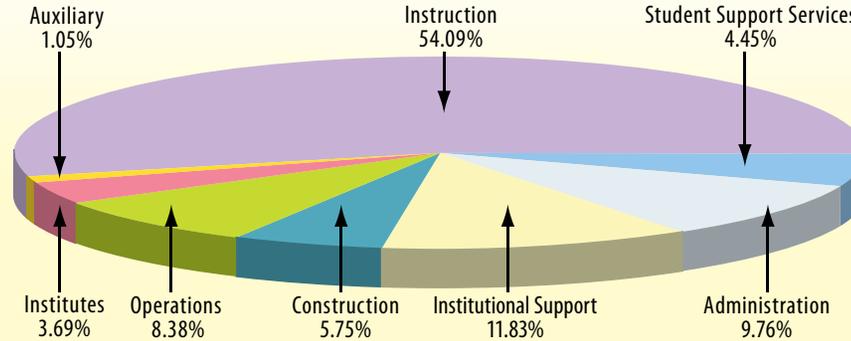
Instruction	\$10,703,530	54.09%
Student Support Services	\$ 1,078,223	4.45%
Administration	\$ 1,931,064	9.76%
Institutional Support	\$ 2,340,327	11.83%
Construction	\$ 1,137,385	5.75%
Operations	\$ 1,659,214	8.38%
Institutes	\$ 731,043	3.69%
Auxiliary	\$ 207,812	1.05%
Total	\$19,788,598	100.0%

CMN Revenues 2012 *(Unaudited)*

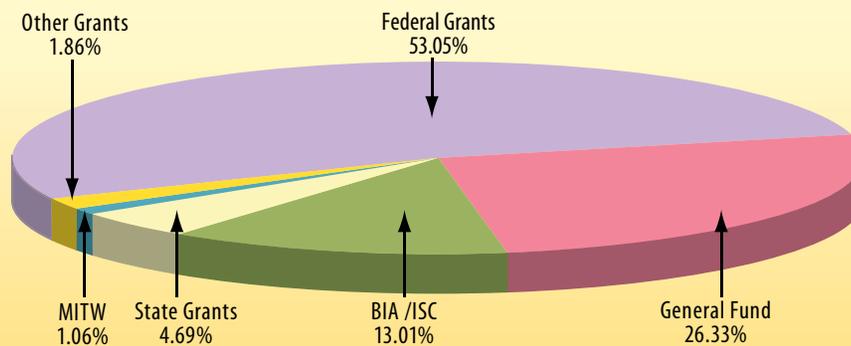
Federal Grants	\$10,497,812	53.01%
General Fund	\$ 5,210,809	26.33%
BIA /Indian Student Count	\$ 2,575,400	13.01%
State Grants	\$ 927,552	4.69%
MITW Allocation*	\$ 209,103	1.06%
Other Grants	\$ 367,262	1.86%
Total	\$19,788,598	100.0%

*Menominee Indian Tribe of Wisconsin (MITW)

CMN Expenditures 2012



CMN Revenue Sources 2012



20th Anniversary Flashback – 1993-2013

FY 1993-1994 Revenue and Sources

College – Gaming	\$ 199,969
College – Forestry	\$ 123,424
College – Operations	\$ 401,634
College Construction	\$ 350,000

Sub Total \$1,075,027

Carl Perkins Grant/State aid: \$ 289,837

Total \$1,364,864

FY 1993-1994 Expenditures

Salaries/wages	\$ 361,290
Fringe benefits	\$ 112,630
General administrative	\$ 41,000
Program expenses	\$ 234,002
Renovation	\$ 350,000
Equipment	\$ 187,451
Indirect cost	\$ 78,491

Total \$1,364,864

“The College . . . enjoys exceptionally strong collaborative relationships at the community, regional, and national levels. Indeed, CMN has performed extraordinarily well in leveraging these partnerships to generate revenue, including grants and scholarships, which will greatly assist the college in carrying out its mission.”

Excerpt from AQIP Peer Review Team report on ‘Systems Portfolio’ submitted by CMN in November 2012, as part of the College’s process for continued accreditation.

advising and tutoring areas, and across the curriculum as reported elsewhere in this report. Efficiency of another kind was made possible as Student Services offices revamped the CMN admission and registration processes through greater use of existing technology.

“This helps to reduce capital expenses, operating expenses and inventory,” says Reiter, but the financial stability of the College depends on much more than reduced spending levels.”

Focusing on Aid for CMN Students

Sharing top concern with a balanced institutional budget in 2012-2013, Reiter says, was finding resources to assure the financial stability of CMN’s students.

The reduction in Pell grants stemming from shortened eligibility time limits was a significant issue across the College, but especially in the Financial Aid and Sponsored Programs offices.

With more than 90% of CMN’s degree-seeking students receiving federal educational grants, members of the CMN Financial Aid staff were busy seeking options for students no longer eligible for aid packages and keeping students informed of changing regulations. In Sponsored Programs, grant writers found opportunities in grant applications for obtaining student stipends and payment for tuition and other expenses.

During Fiscal Year 2012-2013, CMN had 1,163 students receiving \$4.9

million in financial aid as a result of awards from federal and foundation sources for academic and student services programs.

REPORTING ON 2012-2013

GRANTS KEY TO SUSTAINING CMN STUDENTS, PROGRAMS

Funds for Student Aid Not Keeping Pace With Student Need

Between Fall 2010 and Fall 2012, the College saw an increase of 32.7% in the number of students eligible to receive financial aid, and during the same two-year period saw the total amount of financial aid received by each student decline by 25%.

The major changes were nearly \$305,000 less in Pell grants and nearly \$237,000 less in Bureau of Indian Affairs funding.

A variety of factors came into play, says Nicole Fish, CMN's financial aid director. These ranged from new Federal regulations that made fewer students eligible for Pell grants to demographic changes in the College's student population.

Fish adds, "The U.S. Department of Education's net price comparison recognizes CMN as being in the lowest 20% for cost among colleges, but even so, the bottom line is that very few of our students have the resources to fully cover their educational and living expenses."

As an institution, CMN does what it can to remain affordable, and that includes minimal increases in tuition, and no increases in some years.

"We are also as creative as possible in helping our students pay tuition and meet basic needs," Fish says, "but everyone here understands that this is a long-term problem that is likely to become even more of a challenge." Beyond Pell and BIA funding, the answer for CMN was a structured mix of funding to reach the \$4.9 million in assistance students received in 2012-2013:

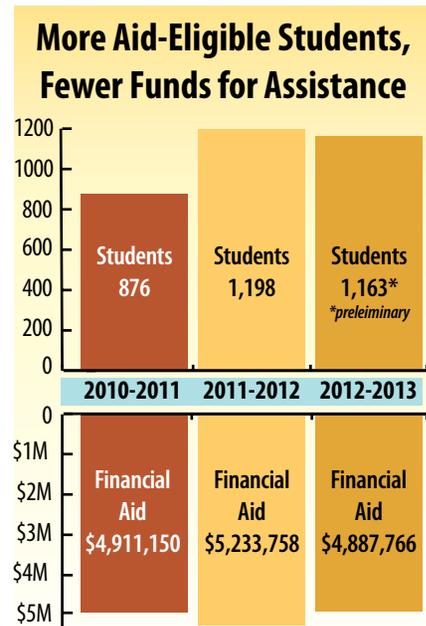
- Continued scholarship support from the American Indian College Fund and other external donors totaled nearly \$295,000 during the year.
- CMN assistance from Wisconsin State coffers totaled \$455,452 from the Wisconsin Indian Higher Education Grant (WHEG) and the Wisconsin Indian Grant (WIG), programs funded with dollars paid by tribes to the State under the Indian Gaming Compact. WIG awards are limited to Native students; the College receives no additional State support for the 40% of its student population that is non-Indian.
- Of the \$4.9 million given by CMN's Financial Aid office in the year, one-third was secured from program grants that allow tuition and fees reimbursement, and stipends, paid internships and other mechanisms to aid students in the programs.



In June 2013, Charles James, Sr., became the first graduate in CMN's grant-supported pre-engineering program.

For students in some fields of study, grant support of their programs was a life-line. This was especially true in Nursing Career Ladder programs, teacher education and technical education.

The one thing CMN does not do is channel students into loan programs. With most who attend the College coming from low-income families and economically depressed areas, the belief is that they have enough barriers to success in life. Instead, CMN's commitment has been to helping them avoid the pitfall of major educational debt that loans can represent. The exceptions are a limited number who qualify for State loan programs for students in nursing and teacher education.





Grant support has aided Nursing students like Yenstakwas Danforth, left, and funded instructors like Karen Bialcik.

Program Sponsorships Keep Students Engaged In Vital Fields of Study

Grant-sponsored initiatives funded by government and private sources totaled nearly \$10 million at CMN in 2012-2013. While educational initiatives and research activities accounted for the largest share, a substantial sum was targeted for student internships, stipends and other forms of assistance.

The major multi-year awards for the year were from agencies including the U.S. departments of Education (DoED), Health and Human Services (DHHS), and Agriculture - National Institute of Food and Agriculture (USDA-NIFA), and the National Science Foundation (NSF).

“Capital projects, research and new initiatives are the usual fare for grant writing,” says Jill Martin, director of Sponsored Programs. “We are certainly alert to those opportunities, but we increasingly watch for program grants that include options to help students finance their learning. When grantors are interested in recruiting more people into a specific field, they are often open to identifying a portion of the award for student retention.”

More than \$1 million of the year’s awards focused on recruiting, preparing and retaining students in science, technology, engineering and math (STEM) fields of study. Among STEM-focused and other awards were the following:

More than \$2 million from the DHHS Health Professions Opportunity Grant (HPOG) program provided tuition and other support to students in the College’s Nursing Career Ladder program. A total of 390 students at all levels of the Nursing Career Ladder received assistance through the grant over the course of the year.

An additional \$250,000 received as part of a DHHS continuation grant was applied to developing and piloting of a Home Health Care Provider program, which in 2012-2013 enrolled approximately 250 people in basic-care coursework. Up to 15% of those completing the course have subsequently enrolled in a Certified Nursing Assistant course. Another 50% are working in home health jobs.

Student participation in other STEM fields was aided by grants ranging from a \$150,000 award from the Nuclear Regulatory Commission to a \$1 million award from the National Science Foundation. Goals of the awards were to bring more underrepresented students into STEM fields, to fund researched-based internships, and/or to increase the number of elementary teachers who are proficient in STEM knowledge and methods.

Teachers were also the focus of a \$500,000 DHHS grant and other awards aimed at ongoing support of Head Start teachers who are pursuing associate and baccalaureate degrees in education and provided education students at CMN with instruction on classroom management skills.

Grant Awards Also Focus on Collaborations and Culture

Unique collaborations with other institutions of higher learning included a University of Nebraska grant to CMN to encourage and nurture students considering careers related to the U.S. Intelligence community. A UW-Madison WiscAMP sub-award funds collaborative student research on the ecological effects of invasive earthworms on the Menominee Forest.

Other grant-funded initiatives that engaged campus and community members included a Youth Empowerment Program funded by DHHS and projects on regional economic development funded by the USDA and other grantors.

USDA awards also sponsored research on the ancestral Menominee adaptation of agricultural practices for sustainability, sustainable forest management and assessment of forest health. Grant support activities from several sources included a student-led project bringing forest ecosystems information to Menominee middle and high school students, CMN student internships and youth-team study on prehistoric Menominee garden beds, and learning experiences on energy conservation, bio-energy and sustainability-related careers.

Arts and humanities grants supported the College’s work in American Indian theater production and development of CMN’s academic library and the Menominee Public Library which shares its facility.



For Chelsie Wendricks, bottom left, Appolonia Gomez, center left, and Joshua Waupoose, top right, travel in Belize included a chance to experience Mayan pottery-making techniques with local artisans and other students.



CMN travelers posed with signature Alaskan scenery last fall are, standing left to right, Angela Hernandez, Michael Guyette, Mason Powless, chaperones Bruce Beuttel and Jennifer Morris, Joshua Waupoose, Kaleb Powless, Sarah Boushie, Alyssa South, Brennan Waupoose and Dean Davis, and front, Doug Littlehat, chaperone Allison Waukau, and Connie Rasmussen.

TRAVEL AND CAMPUS ORGANIZATIONS ENRICH THE STUDENT LEARNING EXPERIENCE

Throughout the academic year, CMN continued to broaden students' horizons with career-related and other-culture learning opportunities such as those featured here.

From Icebergs to Tropics: Students on the Road

Many CMN students interested in bridging science and technology with traditional Native values have made the CMN chapter of the American Indian Science and Engineering Society (AISES) their extracurricular focus.

During Fall semester, 11 from CMN were in Anchorage, **Alaska**, for the AISES national convention and workshops with more than 1,000 other students and mentors from across the U.S. and Canada. More than a dozen others from CMN participated in AISES regional meetings in **Minnesota** and **South Dakota** in Spring 2013.

AISES chapter members from the Green Bay campus traveled across the state in April for launching their handmade rocket in the 2013

First Nations Rocket Launch held in **Kansasville**. The competition was sponsored by CMN, NASA and the Wisconsin Space Grant Consortium.

Taking part in a Summer 2013 Institute for Sustainable International Studies course in **Belize, Central American**, were CMN students Appolonia Gomez, Chelsie Wendricks and Joshua Waupoose. The team, traveling with Dr. William Van Lopik of the CMN faculty, focused their cultural-emersion studies on Indigenous Knowledge in the 21st Century.



Hundreds of tribal college students across the country joined CMN participants for the AIHEC conference's opening ceremony grand march and festivities that followed.

For Angela Hernandez, a STEM Scholar at the Green Bay campus, travel for the year included a 10-week NASA internship that found her studying in Summer 2013 at Haskell Indian Nations University, Lawrence, **Kansas**.

Opportunities Included Intertribal Programs

Topics including preservation of ecological knowledge, reforestation, and technology transfer are the focus of the Intertribal Nursery Council, a U.S. Forest Service managed and tribally guided effort. Attending the Council's September 2012 proceedings in **Oregon** were Lloyd Frieson, a student intern in the College's Sustainable

Development Institute, along with CMN graduate and SDI staff member Patrick Waukau.

The College provided enrichment through travel to area pre-college students in March 2013 when SDI staff members accompanied a group of Menominee Indian, Shawano and West De Pere high school students to the Onondaga Nation community in **New York**.



Lucy Martin was honored as CMN's American Indian College Fund Student of the Year at the Spring 2013 AIHEC Student Conference.

PROGRAM ENROLLMENT PROFILE

Student enrollment in Fall 2012 by program of study/career field

Letters and Science Degree Programs	439	62%
Liberal Studies		(21%)
Biological and Physical Science		(19%)
Education <i>Combined B.S. and A.A. students</i>		(9%)
Business Administration		(6%)
All remaining L&S programs		(7%)
Nursing	75	10%
<i>Combined Practical Nurse Diploma and Associate Degree nurse students</i>		
Technical Education	52	7%
<i>Combined Electricity, Office Technology, Sustainable Residential Building Systems and Welding students</i>		
Non-degree or Undeclared Major	155	21%

STUDENT PROFILE

Fall 2012 from IPEDS Fall 2012-2013 (unduplicated numbers)

Total Enrollment		
Headcount enrollment	721	
Full Time Equivalent enrollment	437	
Full time	267	37%
Part-time	454	63%
Male	184	26%
Female	537	74%

Student Ethnicity

American Indian*	435	60%
Other (Asian, Black, Hispanic, White)	286	40%

* Tribes represented in the 2012-2013 enrollment included Menominee, Oneida, and Stockbridge Munsee, as well as Chippewa, Choctaw, Ho-Chunk, Lac Courtes Oreille, Lac du Flambeau, La Jolla Band of Indians, Mohican, Navajo, Potawatomi and Sioux.

Age Distribution

Numbers rounded

Under age 18	79	11%
Age 18-21	147	20%
Age 22-29	206	28%
Age 30-39	156	22%
Age 40-49	78	11%
Age 50 and over	55	8%

The Indigenous Science and Environmental Justice Leadership Trip was part of SDI's ongoing POSOH program, designed to encourage young Native students to consider STEM fields of study and careers.

The trip was just down the road, but the experience was intertribal, educational and entertaining. For three days in March 2013, dozens of CMN students attended the annual student conference of the American Indian Higher Education Consortium (AIHEC) held this year in **Green Bay**. Tribal college students from the Upper Midwest Woodlands region and beyond gathered for knowledge and skill competitions, cultural events and socializing.

20th Anniversary Flashback – 1993-2013

*Semester 1, Spring 1993
Total Enrollment 42*

Males	7	20%
Females	35	80%

REPORTING ON 2012-2013

FACULTY AND STAFF COMMIT TO VIBRANT PROGRAM ARRAY

Helping students learn is “Job One” at the College of Menominee Nation. A clear Mission and focused leadership set the course. Dedicated faculty and staff deliver the coursework, advising and support services that keep students engaged and excited about learning.

At CMN, employees also walk the talk, with individuals in all categories continuing to innovate in their programs and pursue professional development and higher academic credentials.

For instructional staff, professional development in 2012-2013 included the

National Science Foundation seminar titled “Nurturing Student Potential: Universal Design in Tribal Education”. The two-day program brought CMN educators together at the Keshena campus with peers from 30 colleges and university in more than a dozen states.

New academic offerings included the start in Fall of baccalaureate degree majors in Public Administration and Business Administration, with a week-end-only format to accommodate working adults. By Summer, approval was also granted for a new Associate Degree in Digital Media, a program

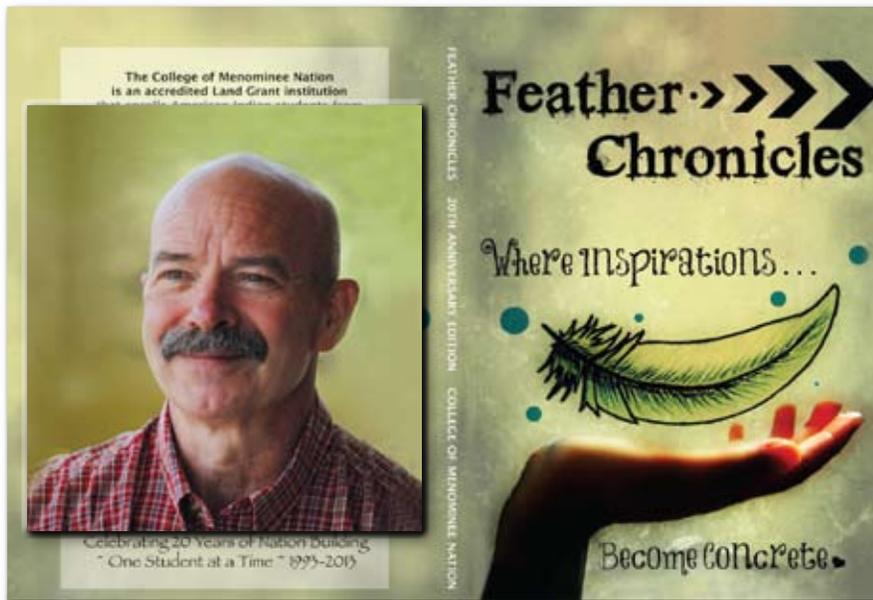
developed by instructor Nathan Fregien and based in the College’s Apple Authorized Training Center.

As new initiatives geared up, the College’s well-established Nursing Career Ladder programs were well on their way with 24 students completing Practical Nursing (PN) requirements and 14 graduating with the Associate of Applied Science Degree in Nursing (ADN). Nearly 100 other students completed the Nursing Assistant course, a program requirement for students interested in pursuing PN or ADN studies.

Extracurricular activities initiated by faculty and staff for CMN’s 20th anniversary helped to enrich the student experience all year. Dr. Dennis Vickers of the Humanities faculty organized a retrospective edition of *Feather Chronicles*, the College’s literary magazine. The essays, poetry, art and one-act play represent new and previously published work by more than 30 CMN students and employees. Vickers was also among those presenting in the anniversary year Faculty Lecture Series. Amber Chevalier of Letters and Sciences staff coordinated CMN’s first Faculty-Staff Art Exhibit.



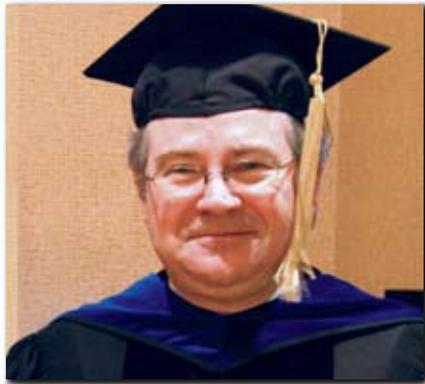
Dr. Donna Powless, professor of psychology, coordinated the Spring NSF seminar attended by several dozen academics.



Dr. Dennis Vickers, himself a published author of fiction, shepherded work on CMN’s 20th anniversary literary magazine. Alumna Sadie White, AA ’12, did cover art. Publication was supported with a gift from the College’s Scott Zager Venture Fund.



Staff members Mani Boyd, AA’11, left, and Sarah Lyons, AA ’12, admire Faculty-Staff Art Exhibit pieces by John Teller.



Dr. Cody Martin, Faculty Member of the Year

Dr. Cody Martin was recognized at Spring commencement for his nearly single-handed development of the CMN physics program and new Associate Degree in Material Science and Pre-Engineering. Martin received the American Indian College Fund's 2013 Faculty Member of the Year Award. For Green Bay campus Vice President Chad Waukechon, recognition came in the form of training in Washington, D.C., under a USDA Land-Grant Development/Tribal Fellowship.



Christopher Caldwell, Director, Sustainable Development Institute

Service to Community Is Part of Staff Commitment

The tradition of outreach and service was alive in CMN's Continuing Education department. More than 2,000 participants registered during the year in the 181 workshops offered by Continuing Education units including Vocational Rehabilitation, Menominee Language and Archaeology, and partnerships with the Wisconsin Department of Transportation and UW-Extension.



Brandon Frechette, Coordinator, CMN's Menominee Youth Empowerment Program

New programs with new leadership were also part of the year. The College's new Menominee Youth Empowerment Program (MYEP) was launched with a five-year, \$1.4 million grant. Brandon Frechette serves as MYEP project coordinator. Also joining the CMN community were Rachel Rice, Human Resources Director, and Christopher Caldwell, who returned to his alma mater as Director of CMN's Sustainable Development Institute. Major projects of the year included his department's support with the U.S. Forest Service of

FACULTY/STAFF PROFILE

The following unduplicated numbers show that more than 78% of the College's employees hold academic or technical credentials and more than 36% in all categories of employment have earned advanced degrees at the master's and doctoral levels.

Faculty	66	
Full Time	33	
Part-Time or Adjunct	33	
Staff	164	
Total CMN Employees	230	
Employee Degrees		
Ph.D.	17	7%
Master's	67	29%
Bachelor's	64	28%
Associate	25	11%
Technical/Trades	6	3%
Some college/no degree	51	22%
Ethnicity		
Enrolled/Descendant Menominee	86	37%
Other American Indian	34	15%
Other (Asian, Black, Hispanic, White)	110	48%

a major market study for Menominee Tribal Enterprises and further development of the College's partnership with the Northeast Climate Science Center, one of eight units in a federal network designed to address adaptation to climate change.

Faculty engagement with the community expanded with an arrangement between the Menominee Tribe and the College for providing academic expertise to support curriculum development for the Menominee Head Start program. The agreement builds on prior work under the American Indian College Fund's Sacred Little Ones project.

PROGRAMS OF STUDY PROFILE

CMN is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, and the Nursing program by the Accreditation Commission for Education in Nursing. The B.S. in Education is DPI approved.

Bachelor of Arts Degree

Public Administration

Bachelor of Science Degrees

Business Administration

Early Childhood/Elementary Education

Associate Degrees

Accounting

Biological and Physical Sciences

Business Administration

Computer Science

Digital Media

Early Childhood/Elementary Education

Liberal Studies/Humanities

Liberal Studies/Social Science

Material Science and Pre-Engineering

Mathematics

Natural Resources

Nursing (Applied Science)

Public Administration

Sustainable Development

Technical Diplomas

Electricity

Office Technology

Practical Nurse

Sustainable Residential Building Systems

Welding

Certificates of Mastery

Criminal Justice

Entrepreneurship

Microcomputer Specialist

20th Anniversary Flashback – 1993-2013

First course offering ~ Semester I, Spring 1993

Contemporary Social Problems

Cultural Geography

Refresher English

College English

REPORTING ON 2012-2013

SPECIAL EVENTS AND VISITORS VITALIZE THE COLLEGE

Events and visitors brought vitality and new perspectives to the College community during 2012-2013, as well as opportunities to view CMN's work through the eyes of others.

Topping off the year was the June 1 visit by U.S. Secretary of Education Arne Duncan, who served as guest speaker at Spring commencement ceremonies. While acknowledging the barriers faced by many American Indian and other students, Duncan praised the graduates saying, "Despite all of those very real challenges, all of you, with determination and grit, found ways to persevere and to succeed."

He added: "Preparing students to succeed is the job of the education system. It is the job that CMN does amazingly well in so many ways."

Opportunities and challenges facing tribal colleges and their students were

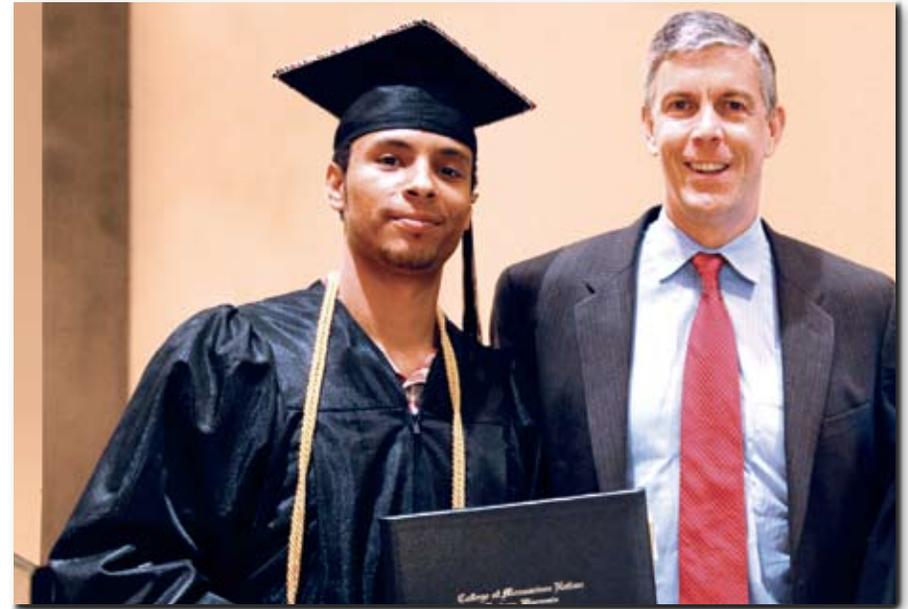
also the focus of two other Spring semester visits to CMN campuses.

More than two dozen tribal college presidents, American Indian College Fund Board members, and staff of the Fund were on the Keshena campus in April. While business sessions occupied most of the two-day trip, visitors were given walk-about tours of the Keshena campus led by enthusiastic staff and student guides. Tribal college leaders who were in Wisconsin in March for the American Indian Higher Education Consortium's student conference also visited CMN facilities. Presidents of AIHEC's 37 member colleges comprising the consortium's Board held their Spring Board business meeting on the CMN Green Bay/Oneida campus.

Guest lecturers sponsored by the Sustainable Development Institute, Library and other units of the College added to the richness of life on

"You are graduating because you fundamentally understand the power of education. Not only are you empowered to choose a career that fits your skills, interests and passions, (but) you can change your own lives and the lives of other people....Your voice, your work and the example you set can change the world. It is a testament to the opportunities that education provides, (and) no one can ever, ever take your education away from you."

Excerpt from remarks by Secretary of Education Duncan to CMN's Spring 2013 graduates.



Bachelor's Degree graduate Jeremy Wescott shared the stage at commencement with the Honorable Arne Duncan, U.S. Secretary of Education in the Obama administration. Wescott, who spoke on behalf of the graduating class, was congratulated by Duncan for choosing a career in education, a field needing more diversity and more male teachers.



Library assistant Debra Downs, second from right, was among tour guides showing campus facilities to American Indian College Fund dignitaries and staff who visited CMN in Spring.

the campuses. They ranged from Dr. Nicholas Peroff, University of Missouri scholar and author of the seminal book, "Menominee Drums: Tribal Termination and Restoration 1954-1974", to cultural exchange groups from the Tsachila culture of Ecuador in Fall and the Maori people of New Zealand in Spring.



Dr. Nicholas Peroff's CMN visit included public and campus community discussions on the Menominee Tribe's termination/restoration era.

Visitors from closer to home may have numbered in the thousands over the course of the year. Family members and friends gathered for College graduation ceremonies, program completion celebrations and CMN's first year of participation in the Shawano area's Miles of Art festival. Others came for receptions, open house events, camps, non-credit courses, seminars, conferences, art and theater presentations, and the array of other activities that make the College a community centerpiece.



Reynold Katchenago, Jr., who is Menominee and Ottawa, was among a dozen Native artists from across the state participating at CMN's site for the Shawano Country Fall 2012 "Miles of Art" festival.



ALUMNI PROFILE

Total Alumni **831**

Cumulative since the founding of the College in 1993

Male	230	28%
Female	601	72%

Average Age at Graduation **33**

All-Time Top Degree Choices

Business, Education, Nursing

Degrees, Diplomas Awarded

Cumulative over CMN history.

Bachelor of Science*	12
Associate of Arts	524
Associate of Applied Science	193
Diplomas and Certificates	<u>285</u>
Total Awards	1,014

* First B.S. degree awarded June 2011

20th Anniversary Flashback – 1993-2013

First two graduates – May 31, 1995

Ronnann Guzman, Associate Degree

Melody Kobs, Associate Degree

(Photo far left) Terry Waupekenay was among the many community members visiting CMN for graduation programs throughout the year. The occasion for the Waupekenay family was daughter Kemewan's completion at the Keshena campus of the College's 2013 Summer Youth Transportation Institute, an annual three-week career exploration program for middle school students sponsored by the Wisconsin Department of Transportation. A parallel program takes place yearly at CMN Green Bay.

(Photo left) Among the more than 200 traditional dancers, drummers and other participants taking part in CMN's 2012-2013 Student Pow Wow was Sally Hill, Student Government vice president and a Spring 2013 graduate of the College. The gathering, which is held each Spring and recognizes student achievement, attracts family members, friends and alumni of the College, as well as current students.



The CMN Cultural Learning Center stretches behind Gail Bruce, a recent visitor to the campus. The artist and philanthropist is acknowledged as the "Godmother" of CMN's center and others located across the country.

REPORTING ON 2012-2013

CHANGING FACE OF FACILITIES SIGNALS CMN'S GROWTH

With two new buildings open and operational on the Keshena campus at the beginning of 2012-2013, the CMN community turned attention to internal moves and facility improvements to address continuing growth.

As technology and programs filled space on its main floor, CMN's new Community Technology Center acquired new residents upstairs and down. In Fall, Technical Education program offices and instructional areas relocated to the building's upper level. The move opened space in Tech Ed's former site for expanding the program's offerings in Welding and Sustainable Residential Building

Systems. By late Spring 2013, the College's Information Technology operations were moved to the Center's lower level. That project allowed CMN's Nursing program to consolidate offices in the lower level of Glen Miller Hall, IT's former location.

A half-dozen staff and cadre of student interns with the Sustainable Development Institute and Center for First Americans Forestlands were on the move, too. By acquiring a building and acreage adjacent to campus from the Menominee Tribe, CMN was able to provide the programs with a free-standing facility and land for outdoor laboratory initiatives.

In a second project with the tribe, the College accepted operational responsibility for Menominee Public Library collections and programming. Children's and adult reading areas were established in the lower level of the College's S. Verna Fowler Academic Library building. While merged, the Public Library is maintaining its identity with general interest programs for community members and summer reading and other literacy opportunities for children.

Campus expansion projects were of special interest to one Spring 2013 visitor from New York. While on campus for a meeting of the American Indian College Fund's Board of Directors, Gail Bruce made time to visit CMN's recently-expanded Cultural Learning Center. Bruce is founding

member of the College Fund's Board and also the founder of the Cultural Learning Centers Initiative of the American Indian Higher Education Consortium. The Initiative inspired and helped fund construction of CMN's Cultural Learning Center, as well as centers at other tribal colleges across the country. Programs housed in the CMN Center include Continuing Education, Archaeology and other programs of the College.

A welcome project for both visitors to the Keshena campus and the CMN community was installation of way-finding signs. Posted directions to parking lots and buildings were becoming increasingly important as the College set a quick pace with five major projects and many smaller ones over the past five years.



Renovated facilities south of the Keshena campus main entrance now serve staff of the Sustainable Development Institute and Center for First Americans Forestlands. New residents of the building include Forestlands Center Director Dean Fellman, right. His visitor, Bryan Stevenson, is head of Special Collections for the CMN academic library, a building which also faced major space adjustments as Menominee Public Library resources were moved in.



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.

Charter

On March 4, 1993, the Menominee Tribal Legislature chartered the College by Ordinance 93-2. In the Fall of 1996, pursuant to Article VIII, Section 4, of the Menominee Constitution and Bylaws, the Menominee people initiated a revised charter that reinforced and secured CMN's existence. The charter was unanimously approved by the Tribal Legislature on October 3, 1996.

Affiliations

Among its many affiliations, the College is a member of the American Indian Higher Education Consortium (AIHEC) and the North Central Association of Colleges and Universities (NCA), and is a partner institution with the American Indian College Fund

Congressional authorization in 1994 made CMN one of only three institutions of higher learning in Wisconsin to have Land Grant status. The College is designated by the Bureau of Indian Affairs as a Tribally Controlled College under the Tribally Controlled Community College Assistance Act (P.L.95-471).

Facilities

The College is located in Northeastern Wisconsin in the ancient homeland of the Menominee people. The College's flagship campus is in the community of Keshena on the Menominee reservation. CMN's Green Bay/Oneida campus, serving about one-third of the student enrollment, is 45 miles southeast in the City of Green Bay metropolitan area.

The main and urban campuses share faculty and most programs. Students may elect to study at either or both locations. Inter-campus mini-buses that are free for students and staff make the circuit frequently each day.

