We end our chronicle of the year with this sampling of the months rendered in the ancient and beautiful Menominee language*.

<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Seasonal Reference</th>
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<tbody>
<tr>
<td>2010</td>
<td>Apaahshah-Nepen-Kesoq</td>
<td>Half-Summer Moon (July)</td>
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<td></td>
<td>Men-Kesoq</td>
<td>Blackberry Moon (August)</td>
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<td>Pawahan-Kesoq</td>
<td>Leaf Shedding Moon (October)</td>
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<td>Pokoosikawak-Kesoq</td>
<td>Rice-Threshing Moon (September)</td>
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<td>Penipimakat-Kesoq</td>
<td>Freezing Moon (November)</td>
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<td>Nipatepaeh-Kesoq</td>
<td>Night Moon (December)</td>
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<td>Anamahkatwan-Kesoq</td>
<td>Shaking Hands Moon (January)</td>
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<td>Namaepen-Kesoq</td>
<td>Sucker Moon (February)</td>
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<td>2011</td>
<td>Wanaew-Kesoq</td>
<td>Crusted Snow Moon (March)</td>
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<td>Supomahkwan-Kesoq</td>
<td>Sugar Making Moon (April)</td>
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<td>Pahkwan-Kesoq</td>
<td>Budding Moon (May)</td>
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<tr>
<td></td>
<td>Ataehemen-Kesoq</td>
<td>Strawberry Moon (June)</td>
</tr>
</tbody>
</table>

* Enrichment programs at the College of Menominee Nation include free year-round instruction in the Menominee language for dozens of community members interested in learning, practicing and sharing their native tongue. Courses in Menominee and Oneida are also offered as part of the College curriculum.
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

Green Bay/Oneida Campus
2733 S. Ridge Road
Green Bay WI 54304

Phone:
920 965-0070
or 800 567-2344
Dear Friends,

The months spanning July 2010 to June 2011 were exceptional ones for the College of Menominee Nation. Close to home, we began plans for a $3.35 million Community Computing Center that will open on the Keshena campus in 2012, awarded our first baccalaureate degrees, and gained full accreditation for our model program in Nursing.

We were engaged on the national scene, as well. Student teams were selected for conferences and individual young scholars for internships across the country. And from a national benchmark survey of community colleges, we learned that CMN compares very favorably with peer institutions in collaborative learning, student effort, academic challenge and other measures of student engagement.

Three prime examples of CMN’s high-level student engagement are Clinton Isham, Ben White and Elyssa Hawk. Clinton, who studies at our Green Bay/Oneida campus, capped the year with work at a biological research station in Costa Rica. Ben, a continuing student at the Keshena campus, and Elyssa, a June graduate, were chosen for a study-abroad program in China. These international experiences herald a new focus for CMN, as we seek more opportunities and encourage more students to study abroad, share American Indian culture with the global community and bring home expanded world views.

I hope you will enjoy this report on the past year and find ways to personally engage with the College of Menominee Nation in the coming year.

Sincerely,

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

Dear Friends,

Our 2010-2011 Annual Report provides an overview of initiatives and accomplishments of the College of Menominee Nation.

Those who serve on the CMN Board of Directors advise on planning, approve and monitor budgets, and carefully follow the stories behind the statistics and summaries printed here. We know the high level of individual and team effort required annually to deliver 400 course sections for enrolled students and dozens of service, outreach and research programs for community members. We applaud the College’s ability to meet these challenges while remaining focused on its mission, transparent in its finances, and debt-free.

Along with coursework for degree-seeking students, the College directly benefited many hundreds of area residents in 2010-2011 with free or low-cost technical training in job-related fields, vocational rehabilitation services, financial literacy workshops, CPR/AED instruction, and Menominee language and cultural programs. CMN summit conferences on business development, sustainability practices and other topics served Menominee Reservation residents and drew participants from other tribes, national organizations and agencies, and international indigenous communities. Archaeological research and consulting services were provided throughout the year by the College and Menominee faculty and staff shared specialized knowledge and countless hours of leadership on tribal boards and committees.

The College of Menominee Nation is an economic, social and cultural asset that increases in value each year. We welcome your ideas invite you to participate in its programs.

Respectfully,

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

Board of Directors Profile

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

Virginia Nuske, Vice Chairperson
Director of Higher Education, Menominee Indian Tribe
Enrolled - Menominee Tribe

Lori Latender, Secretary
Curriculum Coordinator, Menominee Indian School Dist.
B.S., St. Norbert College, M.S., Marian College
Enrolled - Menominee Tribe

Georgianna Ignace
Volunteer
B.S., Marquette University
Enrolled - Menominee Tribe

Kathleen Kaquatosh
Completed Board term May 2011
Finance Director, Menominee Indian Tribe
Northcentral Technical College
Enrolled — Menominee Tribe

Elaine Peters
Retired
B.S., UW Oshkosh
Enrolled - Menominee Tribe

Lorene Pocan
Retired from the Board January 2011
UW Oshkosh
Enrolled — Menominee Tribe

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

This Annual Report is dedicated to Lorene Pocan, an honored Elder who retired in January 2011 after 14 years of Board service.
For CMN student Clinton Isham, left, “summer school” happened 2,300 miles from home at the Las Cruces Biological Station on Costa Rica’s Pacific slope. Isham, who was among XX Native students chosen for the eight-week summer research experience, designed and conducted a study on tropical forest biodiversity and sustainability. His work, which focused on epiphytes in a reforested plantation area, won the program’s Best Research Presentation award. A member of the Lac du Flambeau tribe, Isham studies at the CMN Green Bay/Oneida campus.

Summer 2011 brought a 10,000-mile commute to class for June graduate Elyssa Hawk, above and continuing student Ben White, right. The two, who are CMN’s first students to study in China, were able to share their respective Oneida and Menominee cultures with Chinese nationals. The agenda for the international program sponsored by Howard University was exploring Chinese culture and studying Mandarin language. Hawk, who completed her degree studies in Biological and Physical Science, attended CMN’s Green Bay/Oneida campus. White is a Sustainable Development student at the Keshena campus.

Dee Cobb was chosen Ms AIHEC at the 2011 American Indian Higher Education Consortium’s student congress in Bismarck, North Dakota. Cobb is pictured above at the 2011 CMN Student Pow Wow held in April at the Five Clans Ballroom of the Menominee Conference Center. She attends classes at the Keshena campus.
American Indian culture is a bedrock component of learning at the College of Menominee Nation – ingrained in the curriculum and manifest in student life activities.

Among the requirements for all degree-seeking students are two that align with CMN’s mission of higher learning infused with American Indian culture. One is “Introduction to Sustainable Development,” a course that emphasizes land/sovereignty issues and topics concerning the natural environment, technology, institutions, human behavior and economics, and related issues. The second requirement is a course in either American Indian history or language. These academic requirements also function as a focus for CMN students as they organize clubs, select service activities and make choices about internship programs.

The newest student organization at CMN is the Technical Education program’s chapter of SkillsUSA, which is one of the largest student leadership groups in the nation. Other well-established groups include the Student Nurse Association, SEEDS (Strategies for Ecology, Education, Development and Sustainability), AIBL (American Indian Business Leaders), AISES (American Indian Science and Engineering Society), and the Green Bay Oneida campus partnership with the Wisconsin Space Grant Consortium.

There is richness and diversity in the CMN student experience. Throughout 2010-2011, students traveled – to China, Costa Rica, Mexico, New Mexico, North Dakota, Colorado, Tennessee, Virginia and elsewhere. CMN students attended conferences, workshops, competitions and congresses sponsored by foundations, organizations and national agencies. They focused on issues ranging from carbon sequestration to national intelligence. Fifteen worked in Sustainable Development Institute internships. Others provided instruction in rocket and parachute construction to Native students from tribal colleges in Minnesota and Arizona and helped coordinate the second annual First Nations Launch in Kenosha.

CMN students were also selected for special honors during the year. Among them were Cheri Thunder, named Student of the Year, and Melissa Wilber and Dee Cobb, who were chosen from a national pool of applicants to serve as volunteers for the June 2011 Clinton Global Initiative conference in Chicago. The event involved more than 700 business, government and nonprofit leaders.

continued on pages 4 and 5
Snapshots from the Keshena and Green Bay/Oneida campuses
CMN scores well in national comparison

A national survey of more than 700 community colleges gives good marks to CMN in a number of comparisons to a cohort of similar institutions and with colleges that are identified as “top-performing.”

The news is part of “2011 Key Findings,” a report by the Community College Survey of Student Engagement (CCSSE). The survey shows CMN ranking in the top 90th percentile in all five of the benchmarks of Effective Practice: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction and Support for Learners. In the remaining two — Student-Faculty Interaction and Support for Learners — CMN ranked above cohort schools and within two percentage points of the top-performing schools.

In a separate analysis of actual scores, CMN scored between 12 and 22 percentage points higher than cohort colleges on five aspects. The five were the frequency of class presentations made by students, assigned books/book-length readings, written assignments, class preparation activities, and use of computer lab facilities.

“Knowing where your college stands in comparison to others is useful,” says CMN President Verna Fowler, “particularly when we can see a measurement of how well our students are involved in their learning experience.

“Educational research is clear in showing how a higher level of engagement in academic life has positive results for a student’s educational outcomes. We’re pleased to know CMN students are doing well and to learn where we might do even better. Continuous quality improvement is a way of life for our faculty and support staff. The CCSSE study is a useful tool for making a high-performing college even better.”

Student Profile

Unduplicated numbers Fall 2010 from IPEDS Fall 2010-2011

**Total Enrollment**
- Headcount enrollment: 615
- Full Time Equivalent enrollment: 526

**Student Ethnicity**
- American Indian*: 418 (68%)
- Other (Asian, Black, Hispanic, White): 197 (32%)
  *Tribes represented in the 2010-2011 enrollment included Menominee, Oneida, Chippewa, Ho-Chunk, Stockbridge Munsee, Winnebago, Mohican, La Jolla Band, Salt River Pima Maricopa, Assiniboines and Lak Courtes Ojibwa, among others.

**Age Distribution**
- Under age 18: 44 (7%)
- Age 18-21: 149 (24%)
- Age 22-29: 176 (29%)
- Age 30-39: 130 (21%)
- Age 40-49: 74 (12%)
- Age 50 and over: 42 (7%)

**Program Distribution**
- Letters and Science Degree: 507 (82.4%)
  - Combined L&S degree students: 18.5% of the 507 L&S majors studied in Biological and Physical Sciences; 17.5% in Liberal Studies; 15% in the B.S. or A.A. programs in Early Childhood/Elementary Education; 10% in Business Administration, and 39% distributed among majors in Natural Science, Computer Science and ADDA Counseling, or had not declared a degree program.
- Nursing: 59 (9.6%)
  - Combined Practical and Associate Degree nurse students
- Technical Diploma: 49 (8.0%)
  - Combined Electricity, Office Tech, Building and Welding students

*Top-performing colleges are those that scored in the top 10 percent by benchmark

Note: Benchmark scores are standardized to have a mean of 50 and standard deviation of 25 across all respondents.
The following is a sample of the many initiatives carried out by CMN in cooperation with other educational institutions, Federal and State agencies, and private supporters.

Growing the College

- With assistance from U.S. Department of Education (DOE) Title III grants the College continued efforts to develop its instructional and institutional resources, library programming, endowment and sustainability efforts. A DOE Student Support Services grant continued an array of services for low-income, first generation students and students with disabilities.

- Scholarships for disadvantaged students in CMN’s nursing program and funding to develop and launch the College’s new Home Health Care Provider program moved forward with assistance from the Health Resource and Services Administration of the Department of Health and Human Services (HHS). A Health Professions Opportunity grant to the College during the year supported work to develop CMN’s Certified Nursing Assistant “Career Ladder Program” which assists students in progress from CNA to LPN and RN studies.

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- American Indian College Fund donors generously supported CMN development through grants and scholarships. An Eli Lilly Foundation award through the Fund enabled the College to continue development of a new Bachelor’s Degree in Public Administration and related hybrid and distance education courses. A President’s Leadership grant and an Embry Foundation award aided new leadership development initiatives on the campus. Nearly one fourth of all CMN students received scholarship support in one or both semesters thanks to donors contributing to the American Indian College Fund.

- Robert J. Peot Foundation and Theodore R. and Vivian M. Johnson Scholarship Foundation gifts aided CMN students through established scholarship funds. Gifts were also made during the year to family-funded memorials including the Shirley Daly Fund, Brian Nuske Memorial Scholarship and Victor Anthony Gauthier Scholarship.

- A facility enhancements grant from Alliant Energy Foundation funded improved handicap accessibility and a gift from The Egan Foundation was designated for AED units for the College.

- Through a University of Pennsylvania/Lumina Foundation award titled “Models of Success” the College will be able to share two of its model initiatives with other schools and to pilot new efforts.

- Technology improvements for the Keshena and Green Bay/Oneida

Research experiences for students like Leon Fowler were enriched by opportunities to learn from visitors from across the U.S. and abroad. Fowler, a Natural Sciences major, and Dr. Robin Kimmerer, a Distinguished Professor at the State University of New York’s Department of Environmental and Forest Biology, worked together on plant ecology and ways in which traditional knowledge can help address environmental problems.

Reporting on 2010-2011

Partnering on Research and Institutional Development

With a wide array of innovative academic programs, research projects, student services and community development efforts, 2010-2011 was a red letter year for CMN. Grants, agreements and partnerships enabled the College to begin new initiatives, continue important programs and plan for its second major building project in the past three years.

The building project is a Community Computing Center that will be constructed on the Keshena campus and house computers, printers and other technology for use by under-served populations on and near the Menominee Reservation. CMN staff at the Center will provide basic training on software and internet use for those who need assistance. Planning began in Spring 2011 and occupancy is expected in early 2012. The project is funded by a $3.35 million award to CMN from the United States Department of Commerce under the Broadband Technology Opportunities Programs.

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- Technology improvements for the Keshena and Green Bay/Oneida
Campuses included core network upgrades, doubling the bandwidth available to both campuses, the acquisition of substantial hardware and software, and upgrades for phone and paging systems. With the installation of wireless at the Green Bay/Oneida campus, the College now has total wireless service.

**Focusing on science**

- Initiatives promoting the study of science, technology, engineering and mathematics (known collectively as STEM) are among the most successful at the College. With support from the National Science Foundation (NSF), the College engaged in a STEM Teachers of Excellence Education Project in 2010-2011 that aimed at graduating more elementary teachers who are proficient in STEM knowledge and methods.

- An NSF Pre-Engineering Education Collaborative award enabled CMN to work with partners from the University of Wisconsin-Platteville and UW-Madison on a new programming initiative to bring more American Indian students into the field of engineering. Results will be seen in Fall 2011 as the College introduces a new Associate Degree offering in Material Science and Pre-Engineering. Other efforts at CMN focused on increasing general STEM student enrollment and retention and developing a collaboration workshop at CMN for other grantees schools.

- Partnerships with the Nuclear Regulatory Commission and Department of Defense also contributed to STEM advances for the College’s students. Grants from the agencies respectively supported the President’s Leadership Program for high achieving STEM students and development of the College’s technology infrastructure in support of general STEM education courses and the new Material Science and Pre-Engineering program.

- Conference and project development awards were among those received. The American Indian Alaskan Native Climate Change Working Group supported the on-going “What About Our Grandchildren: Menominee Community Gathering on Climate Change” program. The Multi-State Rural Development Research-Great Lakes Land Grants gave support for a summit conference and website development.

- Science-focused grants included Argonne National Laboratory’s Renewable Energy Challenge support for student research; a Salish Kootenai/NSF/All Nations Louis Stokes Alliance for Minority Participation (ANLSAMP) grant in support of STEM students; a National Partnership for Environmental Technology Education/NSF prize for the purchase of water testing equipment, and an American Indian Higher Education Consortium/National Renewable Energy Laboratory - Tribal Energy Fellow contract for Sustainable Development Institute work.

- Other awards to the College with science themes included a Shawano Medical Center/ThedaCare award“ in honor of doctors” to benefit the CMN nursing program, a United Negro College Fund award for development of a campus climate action plan, and a Van Vlack Family Charitable Trust Endowment Fund gift to purchase a biological incubator.
Innovative programs, critical services and economic development efforts were delivered by CMN’s campuses to their communities throughout 2010-2011. With grants, agreements and partnerships, the College carried out its mission and met its obligation as one of Wisconsin’s three Land Grant institutions.

Serving community development

- Local economic development and sustainability concerns remained in the forefront at CMN during the year and included a two-day Economic Summit developed by CMN’s Department of Continuing Education in partnership with Northwoods Niijii. Among the 59 participants were individuals from small business and tribal government entities and a number of American Indian tribes. Topics included accessing capital and credit, certifications, and bid quote administration, among others.

- Other economic development projects of special interest were multi-year partnerships with the U.S. Department of Agriculture’s National Institute of Food and Agriculture unit (USDA-AFRI) on “Sustainable Forest Management and Forest Products Education” and a program investigating “Integrated Acoustic Assessment Technologies for Optimal Wood Products and Woody Biomass Utilization”.

- Service projects of the year included financial literacy training through CMN’s Department of Continuing Education for more than 200 students and Menominee community residents. Topics of the training included credit counseling, predatory lending and money management.

- A long-standing relationship between the USDA Forest Service and CMN continued in 2010-2011 with work related to climate change efforts in the 20 state Northern Research Station region and student research activities at the Oconto River Seed Orchard. USDA-Rural Development and Cooperative State Research, Education, and Extension Services worked with the College on equipment and facility enhancements, community outreach workshops, and programs and services to strengthen the economic capacity in the CMN service area.

- Under a major sub-award from UW-Madison, the College has established a five-year USDA-AFRI-funded partnership. The Sustainable Bioenergy sub-award is supporting collaboration on middle school instructional materials and teacher training. As part of its U.S. Department of Commerce award for Wisconsin’s Sustainable Broad-
band Adoption collaboration, UW Extension has made CMN a grant sub-award recipient. The award was designated for support of community-based internet literacy.

- In response to identified needs in the community, the College's Department of Continuing Education sought and received funding for 32 Automated External Defibrillator (AED) units for placement in Tribal and County patrol vehicles, forestry and conservation vehicles, and rurally-located offices such as the aging division, Maehnowesekiyah Treatment Center and South Branch Community Center. Continuing Education also provided CPR/AED certification training to 83 area residents during the year.

- The Wisconsin Department of Transportation aids the community with annual grants to the College, including three awards in the year to support the Summer Transportation Institute, which introduces youth to transportation-related employment opportunities, and the Transportation Alliance for New Solutions (TrANS) Program, which gives minorities and women on the job training for highway construction industry work.

- The Wisconsin Technical College System shared grants for four projects with CMN: A Work-based Program for upgrading the occupational skills of incumbent workers and providing occupational training to high school youth, and a Carl D. Perkins Career and Technical Improvement Act awards for supporting student success, technical education, and non-traditional occupations projects.

- Wisconsin Workforce Development funding to CMN was awarded for youth training programs

- The College engaged in delivering U.S. Department of Education Native American Vocational Rehabilitation and Career and Technical Education services for the Menominee community through the year and Menominee Vocational Rehabilitation Program services on campus through funding from the Great Lakes Inter-Tribal Council.

- A number of conferences and workshops hosted by CMN's Sustainable Development Institute brought scholars and the public together in Keshena for discussions on topics of concern to tribal communities. Among these were the October 2010 Tribal Water Resources Summit, March 2011 Tribal Tree Nursery Workshop, and May 2011 Landscapes of Health in Wisconsin Workshop in cooperation, respectively, with the Great Lakes Regional Water Program, U.S. Forest Service, and UW-Madison's Nelson Institute for Environmental Studies.

continued on pages 10 and 11
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Promoting cultural initiatives

- Funding from the First Nations Development Institute’s Native Youth and Culture Fund will enable the College to work in the coming year with a team of Menominee teens on a video documentary focusing on the Tribe’s termination era.

- A Native American Library Services Enhancement award from the Institute of Museum and Library Services in 2010-2011 enabled CMN to continue planning for a library archives digitization project related to the Termination/Restoration Era of the Menominee people.

- Theater arts and literature were supported with Oneida Nation Arts Program grants for CMN theater production efforts and a visiting artist presentation, and a Shawano Area Community Foundation award.

The annual CMN Student Pow Wow attracts students and families from around the region. In 2011, it drew an estimated 500 participants, including head dancers Gloria Nacote and Bruce Brown, who are both CMN graduates.

Oneida artist Jennifer M. Stevens (Wakohsi.yo`) lectured with Dr. David Overstreet of CMN during public presentations on campus in April. Her topic was traditional methods of making pottery.
College of Menominee Nation

will underwrite library program- ming in Fall semester 2011.

- Dozens of community residents enrolled in the Menominee language acquisition program offered by the College and those past the beginner and intermediate levels were able to participate in a newly-added advanced-level language table. The Department of Continuing Education delivered the language table programs in communities including Keshena, Neopit, Zoar, South Branch and Middle Village. Program staff estimate that an average of 56 participants attended sessions each month and that more than 3,000 hours of language training was provided at no cost to those attending. Five community members from the program gained recognition through the Menominee Language and Culture Commission as certified Menominee language teachers.

Jim Thorp biographer Robert Wheeler greeted Deborah Lyons and other community members at one of several presentations held on the College’s campuses. Wheeler’s work is considered a definitive study of the renowned American Indian athlete.

Visitors from around the U.S. learned about the history and art of traditional baskets from Menominee craftswomen including Jeanette Perez during a summer 2010 tour stop at the College.
Faculty and staff of the College bring strong credentials and substantial real world experience to their work, and personally serve as models of CMN’s commitment to continuing education.

In 2010-2011, nearly 40 percent of all employees held an advanced degree at or above the master’s level. Another 26 percent held four-year degrees. Almost three-fourths of the College’s ranks had earned some post-secondary training.

Employees at both of the CMN campuses continued pursuing additional studies during the year at every level from Associate to Ph.D. The College’s “grow our own” approach is contributing to the corps of highly-credentialed American Indian professionals qualified for upper-level positions at CMN and for leadership positions throughout the community.

While the College is fostering study-abroad opportunities for students, members of the faculty continue their own global approach to learning and teaching. Among international experiences in 2010-2011 were those of Professor Stephanie Erdmann, who took part in a cross-cultural communication seminar in Denmark. She and Dr. William Van Lopik presented at the International Indigenous Entrepreneurship Conference in Manaus, Brazil. Among others maintaining ties abroad, Professor Mwata Chisha consulted on strategic planning with the Center for Management Excellence in the United Kingdom. He and Professor Bhaskar Singh also traveled, respectively, in Africa and India.
Faculty/Staff Profile

Unduplicated numbers

Faculty
- Full Time 28
- Part-Time or Adjunct 24

Staff 113

Total CMN Employees 165

Employee Degrees
- Ph.D., J.D., or other terminal degree 13
- Master’s 52
- Bachelor’s 43
- Associate 18
- Technical/Trades credentials 8

Ethnicity
- Enrolled/Descendant Menominee 72
- Other American Indian 17
- Other (Asian, Black, Hispanic, White) 76
- Total 165

The College’s commitment to continuing education is exemplified by Professor Alphia Creapeau, who is completing doctoral studies, and her daughter, CMN staff member Geraldine Sanapaw, who begins master’s degree studies in Fall 2011.

Faculty on hand to greet students at Fall 2010 orientation included Professors Bhaskar Singh, left, Mwata Chisha, Dennis Vickers and Kurt Goodwill.

Dr. Patricia Brzezinski, left, professor of legal studies, and Dr. Jerilyn Grignon of the teacher education faculty, wait for the start of the June 2011 commencement processional.

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REPORTING ON 2010-2011
BUILDING INTELLECTUAL CAPITAL
ONE STUDENT AT A TIME

From the new-student assembly to graduation day ceremonies, CMN’s mission is building intellectual capital one student at a time.

Academic, technical and trades programs are the framework of the College. What students find within that framework is learning infused with American Indian culture and designed to prepare them for careers and leadership roles. Unseen by most, but vital to their success is the CMN tradition of assessing its operations, exploring ways to improve programs and procedures, and developing a curriculum that is rigorous, forward-looking, and relevant. Whether moving as it did in 2010-2011 toward a “one-stop” process and electronic archiving of records in Student Services or achieving full accreditation for the Associate Degree program in Nursing, CMN keeps its work focused on student success.

In the College’s history, 659 individuals have completed 909 programs with credentials ranging from the Bachelor of Science degree to a certificate of mastery, and in fields of study ranging from accounting to welding. During 2010-2011, CMN enrolled 615 students and graduated 98. For each of them, the College experience was unique. But if the Senior Survey of CMN’s newest graduating class is an example, there is widespread agreement that students find their College to be a place of great opportunities and staffed by people who “really care.”

June commencement gives time for the classmates to experience the emotional gamut, from elation to reflection.
College of Menominee Nation

Programs of Study Profile
The following degree, certificate and diploma programs were offered at CMN during 2010-2011.

Bachelor of Science Degree
Early Childhood/Elementary Education

Associate Degrees
Accounting
AODA Counselor (Applied Science)
Biological and Physical Sciences
Business Administration
Computer Science
Early Childhood
Liberal Studies
Mathematics
Natural Resources
Nursing (Applied Science)
Public Administration
Sustainable Development

Certificates of Mastery
Criminal Justice
Entrepreneurship
Microcomputer Specialist

Technical Diplomas
Electricity
Office Technology
Practical Nurse
Sustainable Residential Building Systems
Welding

As regular as the seasons, fall orientation is followed by spring commencement. Students pictured here are among those who began the CMN journey with new student orientation sessions in Fall 2010.

Alumni Profile

Total Alumni 659
Cumulative since the founding of the College in 1993

Male 171 26%
Female 488 74%

Alumni Ethnicity
Menominee graduates 279 42%
Other American Indian graduates 196 30%
Other ethnicities 184 28%

Average Age at Graduation 33

All-Time Top Degree Choices
Business, Education, Nursing

Degrees, Diplomas Awarded
Cumulative over CMN history.
Bachelor of Science 6
Associate of Arts 496
Associate of Applied Science 213
Diplomas and Certificates 194
Total Awards* 909
* 227 individual students have earned more than one award.

Survey of June 2011 Graduates
(Based on nearly 70% of graduating class responding)

Quality of academic and learning experiences
Excellent/Good - 97%

Quality of faculty in your major program
Excellent/Good - 90%

Quality of courses in preparing you for employment/transfer
Excellent/Good - 89.6%

Quality of student services
Excellent/Good - 88.1%

A measure of student success that is of special interest to faculty and staff is the survey that asks “How did we do?” to those about to graduate. The answer was “excellent or good” from a high percentage of students responding to the Spring 2011 survey.

CMN drew nearly 90 percent or better high satisfaction ratings in the critical categories of academics/learning, faculty, courses and student services.

In all categories of the survey, 82 percent or more of the respondents rated their experience with services and resources as “excellent” or “good”.

To the question “overall, how satisfied are you with our CMN education” 97 percent indicated satisfied to very satisfied.

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COLLEGE OF MENOMINEE NATION

Report on 2010-2011
Operating for Sustainability

The College is committed to a balanced budget and to operating in ways that assure long-term sustainability. The keys to this are maintaining CMN’s status as a debt-free institution, continually reviewing programs and services for financial stability, and being transparent in financial operations.

In a year that was challenging for all institutions, CMN counted several successes. To control finances and assure flexibility in response to outside influences, the College implemented a quarterly funding cycle for 2010-2011.

While 2011 revenues rose only a modest $105,630 over 2010 figures, the increase in spending controls across all departments helped the College raise employment from 159 in the previous year to 169, avoid layoffs and furloughs, and provide more workshops, training and support services for its students and community.

Financial Aid for CMN students increased to $4.885 million – about $339,000 over the previous year – with BIA and Pell Grants providing most of the financial support. The area of greatest increase in aid for students was the category of Program Grants, which is comprised of agency grants that include funding for student tuition and fees, typically in fields of study relate to national employment needs.

CMN Revenue Sources 2011

Federal Grants 46.3%
Gen. Fund 33.4%
BIA /ISC 13.1%
State Grants 4.5%
MITW 1.7%
Other Grants 1.1%
Total $13,982,676 100.0%

CMN Expenses 2011

Instruction $ 5,444,021 38.9%
Student Support Services $ 2,626,344 18.8%
Administration $ 1,651,759 11.8%
Institutional Support $ 1,205,472 8.6%
Construction $ 1,014,095 7.3%
Operations/Maintenance $ 915,181 6.5%
Institutes $ 870,924 6.2%
Auxiliary $ 254,881 1.8%
Total $13,982,676 100.0%

Scholarships and Student Aid

BIA Grant $ 1,212,473
CMN Grant $ 6,480
Student Grants $ 615,917
Program Grants $ 950,588
Pell Grants $ 1,843,888
Private Grants $ 255,970
Total $ 4,885,316
**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.
We end our chronicle of the year with this sampling of the months rendered in the ancient and beautiful Menominee language*.

2010

Apachtan-Nepen-Kesoq
Half-Summer Moon (July)

Men-Kesoq
Blackberry Moon (August)

Pawahan-Kesoq
Leaf Shedding Moon (October)

Penipimakat-Kesoq
Leaf Shedding Moon (November)

Pahkatahkamek-Kesoq
Freezing Moon (December)

2011

Anamaehkatwan-Kesoq
Shaking Hands Moon (January)

Namaepen-Kesoq
Sucker Moon (February)

Wanaew-Kesoq
Crusted Snow Moon (March)

Supomahkwan-Kesoq
Sugar Making Moon (April)

Pahkwak-Kesoq
Budding Moon (May)

Ataehemen-Kesoq
Strawberry Moon (June)

* Enrichment programs at the College of Menominee Nation include free year-round instruction in the Menominee language for dozens of community members interested in learning, practicing and sharing their native tongue. Courses in Menominee and Oneida are also offered for credit as part of the College curriculum.