

**Annual Report
2016-2017**



COLLEGE OF MENOMINEE NATION

College of Menominee Nation

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REPORTING ON 2016-2017

GREETINGS FROM THE COLLEGE
OF MENOMINEE NATION

Dear Friends,

The College of Menominee Nation is a place of pride for all who work here. Since being chartered by the Menominee People and their Legislature, the

College has gained and maintained continuous accreditation, provided higher learning opportunities for thousands, and become both a model and advocate for the tribal college movement.

The beginning of the tribal college movement was contemporaneous with the 1960s civil rights crusade and intrinsic to the self-determination efforts of many American Indian communities. For the Menominee, creating a college was a step toward rebuilding infrastructure that had been dismantled by federal policies terminating tribal status. Today, CMN is one of 37 tribal colleges and universities (TCUs) located in 15 states, and one of only 14 awarding baccalaureate degrees.

The work for all TCUs is increasing participation by American Indians in higher education. Currently, just under 14 percent of Native people hold college degrees, while more than 33 percent of all U.S. adults possess a bachelor's degree or higher. Our goal at CMN is to remove barriers to graduation by supporting our students' educational journeys with learning that is tailored to their needs, culturally relevant, and accessible, both financially and geographically.

We are encouraged by the many productive collaborations CMN has with major universities, effective partnerships with tribal and federal agencies, and strong support from friends and advocates. You will read about some of them in this Annual Report. Our students and graduates are the source of our inspiration. Of them, you will hear much in years to come as they apply their learning to help strengthen communities, protect resources and advance quality of life for tribes and their neighbors.

Sincerely,

Diana Morris, Ph.D.
Interim President and Chief Academic Officer, College of Menominee Nation



Dear Friends,

Each year, college campuses everywhere are refreshed by changes to programs, exciting new initiatives and, of course, the ever-changing student population. Academic year 2016-2017 was no exception for us, but had the added distinction of being the first year in the history of the College of Menominee Nation without our founding President, Dr. Verna Fowler, at the helm.

Since Dr. Fowler's retirement in June 2016, the educational work of the College has continued unabated under the pro tem leadership of Dr. Diana Morris. As CMN's long-time Chief Academic Officer, Dr. Morris has unique qualifications for appointment as Interim President. Leadership continuity during the transition period has enabled the Board to continue study, reflection and work begun with Dr. Fowler on the future of CMN and the foundational documents that underpin CMN's governance.

Throughout the year, our work focused on renewing and updating the Board's framework for sound, legal governance practices and sustainable financial management policies. With the College's Charter as the guiding document, the Board refreshed the CMN Mission statement and pursued a total revision of Board bylaws, committee structures and policies. The year has also resulted in the development of a comprehensive Presidential search process, and launch of the search. I invite you to read about CMN's year in the following pages and to follow news on the website of the College's quarter century anniversary year beginning in January 2018.

Sincerely,

Virginia Nuske
Chairwoman, Board of Trustees, College of Menominee Nation

TRUSTEES OF THE COLLEGE

Serving in 2016-2017

Profiles include current professional positions and colleges and universities attended. All serving on the College's Board are enrolled members of the Menominee Indian Tribe of Wisconsin.

Virginia Nuske, Chairwoman

Retired

Northeast Wisconsin Technical College,
University of Wisconsin-Green Bay,
University of Wisconsin Oshkosh,
University of the Philippines

Karen Bowman-Dillenburg, Vice Chairwoman

Retired

B.S., St. Norbert College; M.S., Marian University

Lori Corn

School Administrator/Principal, Menominee Tribal School
B.S., St. Norbert College; M.S., Marian College

Gary L. Frechette

Programmer Analyst, WEC Business Services,
WEC Energy Group
B.S., Milwaukee School of Engineering;
M.S., Marquette University

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

Cedar Kakkak

Assistant Administrator, Menominee Indian Tribe of Wisconsin
A.A., College of Menominee Nation;
B.S., University of Wisconsin-Madison;
M.P.A., UW Oshkosh

Jesse Waukau

Finance Project Leader, Global Services FP&A,
GE Healthcare
B.B.A. and M.S., University of Wisconsin-Milwaukee; CPA

Ada Deer (honorary member)

Retired

B.A., UW-Madison; M.S.W., Columbia University

REPORTING ON 2016-2017

THE COLLEGE IN PROFILE

Students, faculty, staff and graduates of the College are profiled here in terms of numbers. For news of their accomplishments, read further in this year's Annual Report and stay abreast of timely news and features on the CMN website, www.menominee.edu.

PROGRAMS OF STUDY

For information on all CMN programs of study see the College's online Catalog: www.menominee.edu.

Bachelor of Arts Degrees

Education
Public Administration

Bachelor of Science Degrees

Business Administration
Early Childhood/Middle Childhood Education

Associate of Arts and Sciences Degrees

Biological and Physical Sciences
Business Administration
Digital Media
Early Childhood Education
Liberal Studies
Natural Resources
Pre-Engineering
Public Administration

Associate of Applied Science Degree

Pre-Engineering Technology

Technical Diplomas

Business Office Technician
Electricity
Welding

PROGRAM ENROLLMENT

Enrollment in 2016 by program of study/career field

Bachelor of Arts

Public Administration 14 4%

Bachelor of Science

Business Administration 38 10%

Teacher Education 5%
5%

Associate Degrees

Biological and Physical Sciences 190 48%

Business Administration 5%
10%

Liberal Studies 13%
13%

Education 6%
6%

Remaining programs 14%
14%

Nursing

Combined Associate Degree and 25 6%

Practical Nursing Diploma

Technical Education

All technical diplomas, 37 9%

excluding Practical Nursing

Non-degree or Undeclared Major

91 23%

ALUMNI

Cumulative since the founding of the College in 1993

Total Alumni

1,168

Male 356 30%

Female 812 70%

Average Age at Graduation

All-Time Top Degree Choices

Nursing, Business, Education

Degrees, Diplomas Awarded

Cumulative over CMN history.

Bachelor of Science/Bachelor of Arts* 47

Associate Degrees 890

Diplomas and Certificates 468

Total Awards

1,405

* First BS degree awarded in 2011 and first BA in 2014



The Keshena campus Atrium lounge serves double duty when study table groups gather for year-end cram sessions.

STUDENTS

Fall 2016 from Fall IPEDS 2016-17 (unduplicated numbers)

Total Enrollment

Headcount enrollment 395

Full Time Equivalent enrollment 248

Full time 126 32%

Part-time 269 68%

Male 109 28%

Female 286 72%

Student Ethnicity

American Indian* 308 78%

Other (Asian, Black, Hispanic, White) 87 22%

* Tribes represented in the 2016-2017 enrollment included Menominee, Oneida, and Stockbridge Munsee, as well as Brothertown, Chippewa and the Chippewa bands Bad River, Lac du Flambeau, Lake Superior, Red Lake and Turtle Mountain, Choctaw, Comanche, Forest County Potawatomi, Ho-Chunk, Hopi, Lac Courtes Oreille Ojibwe, La Jolla, Mohican, Navajo, Ojibwe-Red Cliff Lake Superior, Potawatomi and Prairie Band of Potawatomi, Shoshone, Sioux, Sisseton-Wahpeton, Standing Rock Sioux, Tohono O'Odham, and Winnebago.

Age Distribution

Age 16-24 168 43%

Age 25 and above 227 57%

FACULTY/STAFF

The following unduplicated numbers show that 90% of the College's employees hold academic or technical credentials and 40% in all categories of employment have earned advanced degrees at the master's and doctoral levels.

Faculty

Full Time 18

Part-Time or Adjunct 29

Staff

81

Total CMN Employees

128

Employee Degrees

Ph.D. 9 7%

Master's 42 33%

Bachelor's 42 33%

Associate 17 13%

Technical/Trades 5 4%

Some college/no degree 13 10%

Employee Ethnicity

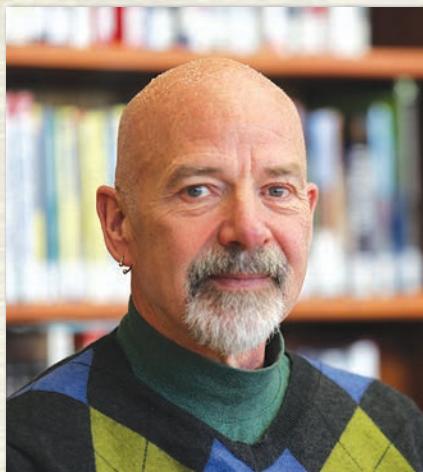
Enrolled/Descendant Menominee 48 38%

Other American Indian 14 11%

Other (Asian, Black, Hispanic, White) 66 52%



Bachelor of Arts graduate Melinda Cook of Shawano is greeted following Commencement ceremonies by the 2017 guest speaker, Dr. Verna Fowler. The 80-member graduating class included 47 students representing nine American Indian tribes: Chippewa, Comanche, Ho-Chunk, Lac Courtes Ojibwa, Menominee, Mohican, Oneida, Standing Rock Sioux, and Stockbridge-Munsee. Fowler, the College's founding President, retired in 2016 after leading CMN for nearly a quarter century.



Three in CMN Community Chosen for College Honors

The College's tradition of recognizing exceptional students and faculty members continued this year with three selections.

Dr. Dennis Vickers (pictured above) was chosen for the 2017 Faculty Member of the Year Award which is sponsored annually by the American Indian College Fund and presented at Commencement. He was cited for exceptional ability to nurture the talent and creativity of his students by "inspiring students to reach beyond their self-imposed limits and achieve things they did not think were possible."

The scholar, philosopher, novelist and community activist is a member of the CMN Humanities faculty. He teaches courses ranging from Environmental Ethics and Contemporary Moral Problems to Creative Writing and Poetry. Dr. Vickers has been at CMN since



2006 and in 2008 founded the College's annual literary and arts journal, *Feather Chronicles*. His degrees in philosophy are a Ph.D. from the University of Texas, M.A., Bowling Green University, and B.A., University of Wyoming.

Selected as the 2017 graduating class speaker was Lloyd J. Frieson, Jr. (above center). An enrolled Menominee and former Student Government President, Frieson was recognized as one of CMN's most involved and service-oriented students, leading projects that included the recent Menominee Pageant revival. He graduated with a B.A. in Public Administration. He also holds a CMN Associate Degree with a double major in Sustainable Development and Liberal Studies.

Honored as CMN's 2016-2017 Student of the Year was Frances "Franny" Reiter (above right). The award recognizes achievement, community involvement and service. A classmate who nominated Reiter called her an inspiration



and role model "for all single parents out there who feel they can't handle going back to college, raising their children, plus working and commuting." A member of the Menominee tribe, Reiter completed her Associate Degree in Business Administration with high honors in May and is continuing for a baccalaureate in Education.

Accomplishments Cited

The American Indian College Fund's national Faculty Research Convening in Denver included recognition for CMN staff member Luis Ortiz, recipient of the Building Sustainability Pathways Fellowship, and honors for Professor Cyndi Pyatskowit. She was cited for leadership of CMN's Early Childhood Initiative: Restorative Teachings and culturally responsive curriculum in CMN's Education program. Humanities Professor Eric Jurgens presented at the June meeting on Visual Culture Pedagogy.

REPORTING ON 2016-2017

LEADERSHIP EFFORTS FOCUS ON EFFECTIVE LEARNING AND EFFICIENT SYSTEMS

The College of Menominee Nation has arrived on the cusp of its second quarter century. While much has been accomplished since CMN's first students enrolled in January 1993, the College community is looking to the future with effectiveness and efficiencies as top priorities. Trustees have been leading the way with major reviews, including the CMN Mission Statement (inside back cover), Board bylaws, and institutional policies. The administrative agenda has been focused on program quality and student success.

Retention, Graduation Are Partnership's Goal

CMN has joined other tribal colleges and universities (TCUs) in a project designed to help identify and address the risk factors affecting student retention and graduation. The initiative, called Project Success, was launched by the American Indian Higher Education Consortium to partner its member TCUs with developmental resources for improving student outcomes. The initiative is funded by the Madison-based nonprofit, Great Lakes Higher Education Guaranty Corporation, and the U.S. Department of Education.

"As our partner with Project Success, Great Lakes has different offerings that we will be taking advantage of over the next couple of years," says CMN Registrar Geraldine Sanapaw. She and a team of faculty and staff members are beginning the process

with an analysis of student outcomes based on quantitative and qualitative data.

The initiative will move forward at CMN in 2017-2018 with customized coaching and assistance in strategic planning provided by the nonprofit organization Achieving the Dream (ATD). As the nation's largest non-governmental community college reform network, ATD's mission is helping colleges create roadmaps to institutional change with measurable and sustainable outcomes.

"This is an important step that will involve the entire College community," says Interim President Diana Morris. "With Achieving the Dream we will be focusing on a higher level of data analysis and implementing new ways of using what data shows to adapt our operations to benefit students and help them succeed."



CMN's low faculty-student ratio makes one-to-one support possible for students like Mia Haberl, who reviews coursework with Chemistry Professor John Ochsner.

Teaching and Evaluation Are Agenda Mainstays

When student learning is the goal, teaching improvement and program evaluation are key measures. Evidence in 2016-2017 included new and continuing processes.

A Faculty Community of Practice learning group emerged at CMN in 2016-2017 under funding from the National Science Foundation's Pre-Engineering Education Collaborative. Faculty and key staff members met

from winter through summer. Their purpose was to learn new teaching approaches, find ways to integrate best practices into their own teaching, and support efforts of colleagues.

Technology was a centerpiece when Community of Practice participants tested Google Classroom online discussion prompts as a tool for showing students how a topic matters in a real world context. Another aspect of technology and education was explored in discussions on giving students creative confidence so they not



For teachers and program leaders, in-service days that open each semester mean time for group consultation and shared learning. From left are Kelli Chelberg, Lucy Fenzel, Ann Walenski, and Beth Wochinski of the faculty, and Dean Chad Waukechon.

only know how to use technology, but to apply it in imaginative ways to perform tasks and produce objects.

As a participant in its accrediting agency's rigorous Academic Quality Improvement Program (AQIP), the College continuously studies how to achieve better learning outcomes for students.

In spring 2017, CMN added "Improving Student Learning through a Sustainable Academic Program Review Process" to its AQIP project list. The

project committee will examine the markers and processes used in program reviews to assure that each program's content delivers the expected learning and intended outcomes.

At the course level, a department review at year's end showed an impressive 95 percent pass rate on State certification tests for students completing CMN's Nursing Assistant course. Nearly 600 students have completed the course since its inception in 2010.



Special projects, committee work and problem-solving are daily fare in campus life for members of the faculty and staff, including Sarah Vande Corput, left, and Mahrie Peterson.

Catalog and Handbook Sources Now All Online

Beginning with the 2017 edition, CMN's *Academic Catalog*, various College and program-specific handbooks, and related publications are being published entirely online.

The move provides students, faculty and staff with a single source for key information on academic offerings, services, policies, and forms.

The all-digital format has a paper-saving benefit, but the greatest value will be that those doing a search can be confident they are accessing the most current information.

With administrative updates to programs and policy changes posted quickly and in one place, users no longer need to check for addenda or cross-check other publications. Links and search functions take readers to relevant documents.



A rocket launch competition official inspects CMN's entry with students Alex Adamski (standing at right) and Andrew Heubel.

REPORTING ON 2016-2017 STUDENT AMBASSADORS TELL THE CMN STORY

Each year, College of Menominee Nation students take advantage of opportunities to share their stories and display their talents, not just in the classroom, but also on road trips, doing field work, at competitions, and in meetings with VIPs.

For CMN sophomore Rickie Lee Dodge, the trip was to Washington, D.C., and the VIPs were members of Wisconsin's congressional delegation. Dodge, a member of the College's Rocket Club, was chosen to represent the Wisconsin Space Grant Consortium (WSGC) and advocate to legislators on behalf of higher education projects sponsored by NASA. A few months later she and other CMN Rocket Club members were competing with students from 27 other colleges and universities at the High-Powered Rocket Competition's First Nations Launch in Racine County. CMN's hand-made rocket took third place in the tribal category.

A new volume titled "The PEEC Experiment: Native Hawaiian and Native American Engineering Education" is giving students in CMN's Pre-Engineering program a national platform for stories of their personal education

journeys. Published by South Dakota State University, it details undergraduate programs supported by National Science Foundation grants at mainstream and tribal colleges and universities in four states. CMN and University of Wisconsin campuses in Madison and Platteville were the only Wisconsin grantees in NSF's Pre-Engineering Education Collaboratives (PEEC) project. About 500 collegians participated nationwide.

Essays of May graduates Sarah Brei and Chelsea LaTender, and continuing CMN student Taylor Oudenhoven are among the dozen personal stories chosen. The three describe how the cohort learning environment at the College kept them excited about engineering and cemented their commitment to STEM careers.

Their Venues Include Road Trips, Air Time

The annual conference of the American Indian Higher Education Consortium (AIHEC) brings CMN students together with peers from the 36 other tribal colleges and universities in the U.S. At this year's event in Rapid City, South Dakota, CMN students represented their College in friendly competitions that focused on scholarship and ability. Knowledge areas included STEM subjects, history, literature and the arts. Competitions showcased individual and group talents as speakers, researchers and critical thinkers.

Conference prep work started early for student participants who worked

with this year's faculty coaches – Vicki Besaw of the CMN English program; Lucy Fenzl, Biology; Ann Walenski, Business Administration, and Ryan Winn, Theater. Recognition coming home with the travelers included a first place for the Business Bowl team. CMN individuals and teams also placed in Serious and Humorous Oral Interpretation categories and the Science Bowl.

Closer to home, other CMN students have been broadcasting out to the world from the College's Digital Media studios. The vehicle is CMN's new Online Campus Radio: <http://cmn-campusradio.playtheradio.com/>.

CMN Online was active 24/7 when the College was in session in the 2016-2017 academic year, logging about 3,600 hours during spring semester 2017 alone. Working with Professor Nathan Fregien, student regulars produced content including original Native music, excerpts from the summer 2016 Menominee Pageant revival project, and guest interviews, as well as design for the project's website.

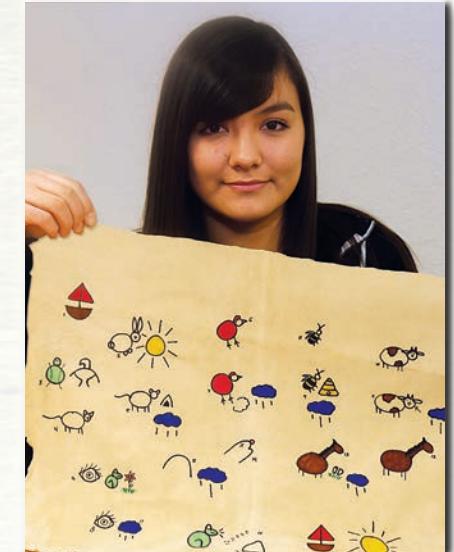
Fregien calls the project a good fit with curricula of both the Digital Media program and the Business Administration major: "Along with opportunity to broadcast creative content online, it provides a variety of avenues for students who want to do marketing projects and learn to use technology to develop public service announcements, social media promotions and such."



Internships and work experiences in the Sustainable Development Institute (SDI) and other CMN programs enrich learning for many students. Projects for SDI interns (standing) Charlene Tourtillott, Ethan Fregien, Joseph Waukechon, Adam Schulz and Brandon Boyd, and (seated) Kathleen Waukau, Allison Bailey and Dolly Potts, were as varied as climate change, agricultural research, plant phenology, ecological data collection and communication on related issues.



For Luke Besaw, Jordynne Waupekenay and classmates interested in education, pictographic story hides they created can serve as a unique early literacy development tool to use with young students.



**Civil Engineering:
Wendy Wolf and the Tree Stand**

Future Engineer in Training Series
Created by College of Menominee Nation's Solar Energy Research Institute

Illustrator of the Future Engineer series was CMN alumna Sadie (White) Milner, A.A. '12, A.A. '15.

Storyteller Projects Have Young Audiences

Some of the College's grant-funded curricular projects this year focused on storytelling aimed at very young audiences and offered interdisciplinary experiences for the CMN students involved.

STEM topics, the humanities, art and education came together for one team. Students in Dr. Lisa Bosman's Engineering program wrote and published a set of books to introduce young readers to engineering fields. In this set, the second by Bosman's students, stories engage young Native protagonists in solving everyday problems using the methods of civil, biomedical, electrical, mechanical and environmental engineering.

The series weaves in tribal culture by using a major character whose surname is drawn from the Menominee clan structure. Synopses and plots further relate to the knowledge and talents associated with the featured clan. The books, which are available through Amazon.com, have been distributed to local schools and libraries and presented in staged readings by CMN students. NASA grants to CMN helped support the project.

Students in the CMN Early Childhood Education program's "Emergent Literacy" course published in a very personal and traditional way by creating their own pictograph stories on hides. The project, supported by an American Indian College Fund grant, enabled pre-service teachers to create the story books for Menominee children.

Professor Cyndi Pyatskowit says the process offered a hands-on experience in the oral language tradition. Symbolic images created on hide by the Education program students are reminiscent of illustrations used historically to supplement spoken stories. Students can use the story hides in their future professional classroom work, but first presented them during their field experience placements in Menominee and Shawano first grade classrooms.

Pyatskowit, who chairs the Education program, says that while most placement presentations were in English, students with Menominee language skills were able to incorporate Native language in the lessons.

REPORTING ON 2016-2017 CAMPUSES ENGAGE WITH COMMUNITIES

Tradition, history and culture took precedence during 2016-2017 as CMN campuses engaged with the elders, adults and children of their communities.

Pageant Tradition Revived

North of the College's main campus in Keshena and pre-dating CMN by

many years is the community's stately Woodland Bowl. The Bowl, constructed in 1937, was for many years a venue for the Menominee Pageants, original theatrical productions produced by community members. The shows continued into the 1960s as popular summer entertainment for locals and tourists, but in recent decades were remembered by only a few.

The idea for a pageant revival began with a request from Menominee elders to Ryan Winn of CMN's theater faculty. The project launched with grants from the Wisconsin Arts Board and CMN's Scott Zager Venture Fund, research assistance from CMN students, and

generous donations of original scripts, recordings and other artifacts from community members. On Aug. 3, 2016, College and community members revived one of the original pageants as part of the 50th Anniversary of the Menominee Nation Contest Powwow. The show reprised the James G. Frechette production "The Gems of Yesteryear" which was first staged in 1954.

As the academic year continued, Winn and student interns continued researching the historic pageants and as spring semester ended were preparing a second Woodland Bowl production.



Performers and staff watch audience members gather in the Woodland Bowl grandstand for the August 2016 Menominee Pageant revival performance. The College-community effort continued into the academic year with further archive development and plans for revival of a second pageant in August 2017.



Families and community members join students, staff and faculty at CMN's annual powwow to celebrate the accomplishments of students and graduates. Head dancers for the May 2017 powwow were Terri "Bucks" Webster and CMN student Daunte Lyons.

Native Language Options Reach Teachers, Parents

CMN's Green Bay/Oneida and Keshena campuses hosted language initiatives for all ages during the year.

Programs on the Green Bay campus brought language instructors together for formal and informal learning opportunities. Staff members from tribal language departments and Wisconsin Pre-K through grade 12 teachers from around the state shared ideas during a Native American Language Workshop. Tribal and community members took part in a four-part Language and Culture series funded by the American Indian College Fund in spring while Oneida Nation Language Department instructors gathered on campus throughout the year for practice sessions.

Very young children are hearing Menominee vocabulary thanks to projects of the Keshena campus's S. Verna Fowler Academic Library/Menominee Public Library. Language development for children from birth through age five is the goal of CMN's participation in the national literacy movement "1,000 Books before Kindergarten." To encourage the habit of reading to children, library staff and the Menominee Tribal Clinic partnered to provide parents with board books and support material. Packets include a book created by Library Director Maria Escalante to help adults phonetically introduce Menominee words through rhymes focused on the principal clan animals of the Menominee.



Vision

An American Indian center of lifelong learning, integrating exemplary academic preparation and research to enhance nation building

Mission

As a Land Grant institution of higher education chartered by the Menominee people, the College of Menominee Nation infuses learning with American Indian culture and prepares students for leadership, careers and advanced studies in a multicultural world. The College commits to research and the promotion, perpetuation and nurturance of American Indian language and scholarship.

Values

American Indian Culture

Applying knowledge to create a caring community aligned with American Indian traditions.

Sustainability

Fostering the dynamic relationships among the six elements of the Menominee Sustainability Model.

Ethical Behavior

Promoting a spirit of mutual trust, respect, and cooperation.

Diversity

Recognizing the value of all people and supporting their growth to the fullest potential.

Community Engagement

Empowering people through lifelong learning to serve community needs.

Providing outreach workshops and community service improving the quality of life.

Culture of Service

Modeling and promoting commitment to community by students, staff, and faculty.

Preparing stakeholders to use new found skills by inspiring them to give back to the community.

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.

Accreditation

The College is accredited by the Higher Learning Commission (HLC) (800-621-7440 or www.hlcommission.org). CMN applied for accreditation in 1995, gained candidacy status in 1996 following a self-study and evaluation, and received initial accreditation in 1998. Ten-year accreditation was granted in 2003 under HLC's rigorous traditional review process. In 2009 CMN became the first and remains the only tribal college approved for HLC's Academic Quality Improvement Program (AQIP). This process requires extensive, ongoing documentation in several categories. In March 2014 CMN's accreditation was reaffirmed through 2021-2022.

CMN's Bachelor of Science in Early Childhood/Elementary Education has Wisconsin Department of Public Instruction approval. Nursing's Associate of Applied Science is accredited by the Accreditation Commission for Education in Nursing (ACEN) (www.acenursing.org), formerly the National League for Nursing Accrediting Commission. Nursing has approval from Wisconsin's State Board of Nursing, Department of Regulation and Licensing, and the Department of Health Services, Division of Quality Assurance.

Affiliations

Among its many affiliations, the College is a member of the American Indian Higher Education Consortium (AIHEC) and 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. Bus service between the campuses is available for those who wish to use it.

