



HLC 10 Year Comprehensive Evaluation Assurance Argument



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Federal Compliance Form

Assurance Argument
College of the Muscogee Nation -
Okmulgee, OK

Review date: 09-28-2026

Welcome Message for Review Team

Hesci (Hello) HLC Review Team,

Welcome to the College of the Muscogee Nation (CMN). We are honored to host you for our 10-Year Comprehensive Evaluation as part of the Higher Learning Commission's accreditation process. We sincerely appreciate your time, expertise and service, and look forward to welcoming you to our campus.

The College of the Muscogee Nation is the institution of higher education for the Muscogee Nation, a federally recognized Tribal Nation. Since offering our first associate degree courses in the fall of 2004, CMN has continued to grow by expanding academic programs, increasing full-time faculty, strengthening its annual budget, and enhancing campus facilities. In 2024, CMN proudly celebrated its 20th Anniversary with a yearlong series of campus events and activities recognizing this important milestone. Our campus continues to evolve, with the addition of the Mvskoke Memorial Hall, which is scheduled for completion in December 2026.

Since receiving Initial Accreditation on November 3, 2016, CMN has remained committed to continuous institutional improvement. During this Comprehensive Evaluation, we are excited to share our story, our culture, our growth, our accomplishments, and the opportunities that continue to guide our future. Our faculty, staff, students, alumni, Board of Regents, and community partners all play an essential role in the success of the College. Together, we are committed to providing a supportive, culturally grounded, and academically rigorous learning environment.

The development of our Assurance Argument provided an invaluable opportunity for faculty and staff to reflect on their responsibilities, accomplishments, and contributions to the institution while highlighting the character and mission of our Tribal College. We welcome your insights and feedback and look forward to meaningful dialogue that will help guide CMN as we continue to grow and serve future generations.

On behalf of the entire College of the Muscogee Nation community, Mvto (Thank you) for your service and commitment to higher education. We are delighted to welcome you to our campus and look forward to engaging with you throughout the accreditation visit.

Mvto (Thank you)

1 - Mission

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

1.A. Mission Alignment

The institution's educational programs, enrollment profile and scope of operations align with its publicly articulated mission.

Argument

In 2005, College of the Muscogee Nation (CMN) staff and Regents worked to develop a mission statement that represented the institutional emphasis on Muscogee values, language, and education. The Mission Statement was adopted on April 13, 2005, and has remained constant since that time. The mission identifies CMN as the institution of higher education for the Muscogee Nation and provides a positive learning environment for tribal and non-tribal students alike, supported by teaching excellence and responsive academic programs. Through instructional quality and visionary leadership, CMN aims to foster life-long learning and personal, professional, and intellectual growth.

The Tribal College's educational programs, enrollment profile, and campus operations are intentionally designed to align with its mission as the institution of higher education for the Muscogee Nation. Every facet of institutional life, from academic programming to physical infrastructure to student support services, reflects CMN's commitment to providing a culturally enriched educational environment. This mission alignment is not incidental but represents deliberate institutional choices that embody the rights and educational vision outlined in the Treaty of 1866 and the sovereign interests of the Muscogee Nation.

CMN is chartered by the Muscogee Nation since 2006. Recognizing both the immediate need for clear institutional direction and the importance of a statement built to guide future growth, college leadership undertook the work of shaping a mission framework grounded in the Nation's heritage, traditions, and Native language.

The Mission Statement has always stood as the *em pvtakv* (foundation) of the institution. Its development drew on input from CMN staff, students, the Board of Regents, and broader community stakeholders, the mission helped establish a shared sense of community from the outset. It has since guided the college's goals, vision, and planning efforts, all of which remain rooted in the mission's core emphasis on Native culture, values, language and self-determination.

CMN's academic programs directly reflect the institution's mission through both the nature of degree offerings and the cultural framework embedded within each program. The college currently offers associate degrees in Criminal Justice, Gaming, General Studies, Natural Resources, Native American Studies, and Tribal Services, as well as certificates in Gaming,

Mvskoke Language Studies, Mvskoke Language Teaching and Tribal Leadership. These programs were developed in response to community needs and tribal workforce priorities, ensuring that CMN graduates are prepared to contribute meaningfully to tribal governance, economic development, natural resource management, and cultural preservation. The program development process begins with gathering input from tribal leaders, community members, and industry experts to identify areas of need.

An example of this development is the collaboration between CMN and the Muscogee Nation Geospatial Department to refine and continue to develop the GIS specialization in the Natural Resources and Tribal Services degree programs. Meetings between the two groups have aligned the workforce needs with students as they navigate the GIS coursework component of those two degrees.

A second example is the development of CMN's Extension program. CMN is a 1994 Land Grant Institution and launched its Extension program in Fall 2024. Its development was informed by a needs analysis, and ongoing alignment with community needs continues to be reinforced through advisory board meetings, which provide a more recent and direct line of feedback from the community the program serves.

All degree programs offer Mvskoke Language courses as part of general education requirements, ensuring that every CMN graduate, regardless of major, gains foundational knowledge of the Mvskoke Language and the cultural principles embedded within it. Beginning Mvskoke Language courses introduce students not only to linguistic structures and everyday communication but also to the core elements of Mvskoke life: *em vliketv* (clan), *em etvllwv* (Tribal Town), *cuko-rakko* (ceremonial ground), and *mekusvpkv-cuko* (church). CMN integrates Mvskoke Language revitalization efforts directly into the academic experience, fulfilling the mission's emphasis on preserving and strengthening Mvskoke culture.

Beyond the foundational language requirement, specific degree programs further demonstrate mission alignment through their curricular focus. The Criminal Justice program emphasizes tribal sovereignty, Indian law, and the unique jurisdictional considerations facing Native communities, preparing students to serve tribal justice systems and law enforcement agencies. The Natural Resources program addresses environmental stewardship from an Indigenous perspective, incorporating traditional ecological knowledge alongside Western scientific methods. The Tribal Services degree culminates in Project Management: Service Learning (MGMT 2163), a capstone course requiring students to plan, implement, and document a community service project that directly addresses tribal or local community needs. The innovative Field Lab in Mvskoke Culture (MVSU 2343) course provides experiential learning opportunities that connect students to traditional practices, ceremonial life, and intergenerational knowledge transfer in authentic community settings.

CMN's physical campus reflects mission alignment in tangible, accessible ways. Mvskoke Language appears throughout campus signage and wayfinding systems, creating a linguistic landscape that normalizes and privileges Indigenous language use. The Student Center displays maps and the Treaty of 1866, grounding students' educational experience in historical context and treaty rights. The Lecture/Exhibit Hall and STEM facility incorporates bilingual STEM terminology (Mvskoke and English), demonstrating the compatibility of traditional knowledge with contemporary science and technology fields. Campus buildings are intentionally designed with cultural elements that honor Mvskoke architectural traditions

and aesthetic values, making the physical environment itself a teaching tool that affirms students' identities and reinforces the institution's cultural commitments.

Daily campus operations further demonstrate mission alignment through the workshops, events, and programming offered throughout the academic year. CMN regularly hosts cultural activities, including Mvskoke hymn singing, traditional stickball games, stomp dance demonstrations, and hands-on courses in basket weaving, skirt making, Mvskoke woodworking, and traditional foods preparation. These activities are not extracurricular add-ons but integral expressions of the institution's educational mission, providing students with direct access to cultural knowledge holders and traditional practices.

CMN's Institutional Profile consistently reflects its mission to serve the Muscogee Nation and the broader Native American community. The majority of enrolled students are Muscogee citizens, with additional representation from the Cherokee Nation, Seminole Nation, Choctaw Nation, Chickasaw Nation, and other federally recognized tribes. While CMN welcomes non-Native students and provides a positive learning environment for all, the institution's enrollment priorities and student support structures are purposefully designed to serve a traditionally underserved population and to address historical inequities in higher education access for Indigenous peoples.

This mission-driven enrollment approach is supported by substantial institutional investment in student financial assistance. CMN allocates significant resources for scholarships and tuition waivers, prioritizing access to higher education for tribal citizens and Native students who might otherwise face financial barriers. This commitment reflects the institution's understanding that educational access is a treaty right and a tool for tribal self-determination, not merely an individual benefit.

From the moment students enter CMN, they experience mission alignment through culturally informed student support services and onboarding processes. The mandatory one-credit College Cornerstone course serves as the primary vehicle for acclimating first-year students to the college's cultural and academic expectations. Through this course, students are introduced to CMN's history and founding, the broader context and purpose of Tribal Colleges and universities, and the core values that guide collegiate life: Vrakkeuckv (Respect), Fvtcetv (Integrity), Mecvlke (Responsibility), Eyasketv (Humility), and Hoporenkv (Wisdom). These values are not presented as abstract ideals but as lived principles that shape daily interactions among students, faculty, and staff and inform institutional decision-making at all levels.

College Cornerstone explicitly frames students' educational journeys within both a cultural and sovereign context. Students learn to connect their individual academic pursuits to collective community well-being and to understand higher education as an exercise in tribal self-determination. The course content integrates practical student success strategies such as time management, effective study habits, faculty-student communication, and campus resource navigation with Indigenous pedagogies and perspectives on wellness, responsibility, and reciprocity. A dedicated unit on self-determination behaviors, developed in partnership with Health and Wellness staff, helps students recognize how personal choices about health, attendance, and academic engagement are connected to broader concepts of sovereignty, community responsibility, and the intergenerational commitment to tribal continuity.

This integration of cultural frameworks with student success content demonstrates CMN's intentional approach to mission alignment. Rather than adopting generic student development models and adding cultural content as supplementary material, the institution filters all foundational programming through its mission and cultural commitments. Health and Wellness services extend this approach beyond the classroom, offering culturally grounded support that recognizes wellness as encompassing the physical, mental, emotional, and spiritual dimensions, as understood within Mvskoke worldviews. Students encountering academic or personal challenges thus, have access to support structures that honor their identities and cultural contexts while providing evidence-based interventions and resources. The effectiveness of these support services is measured through various assessment tools, including retention rates, Current Student Survey Fall 2025, and feedback from community stakeholders.

The Student Success Center (SSC) extends mission alignment through programs that connect CMN students with other Tribal Colleges and universities and facilitate pathways to four-year institutions. SSC organized travel opportunities, allowing students to visit partner institutions, attend conferences, and build networks within the broader Tribal Colleges and Universities (TCU) community, reinforcing their identity as part of a national Indigenous higher education movement while maintaining strong ties to their home institution and tribal community. CMN has entered into articulation agreements and memorandums of understanding with universities to aid graduating students as they continue to pursue higher education.

CMN's mission, which emphasizes self-determination, is operationalized through multiple channels. Service-learning opportunities embedded in coursework connect students directly to the needs of tribal and local communities, while student organizations facilitate volunteer activities that build civic engagement and leadership skills. These experiences prepare students not only for individual career success but for roles as active, contributing citizens of their tribal nations and communities.

The institution's ongoing physical expansion, including recent construction projects and planned facilities, represent self-determination in action. By continuing to build educational infrastructure on tribal land, CMN embodies the vision articulated in the Treaty of 1866 to "erect buildings within Creek Country for educational purposes." Each new facility, program addition, and capacity expansion demonstrates CMN's commitment to strengthening tribal sovereignty through education and to ensuring that Muscogee citizens have access to high-quality higher education within their own nation's territory.

Since the development of the Mission Statement, no changes were deemed necessary as the mission continues to accurately reflect the institution's purpose and priorities. This stability speaks to the thoughtful, community-informed process through which the mission was originally developed and the continued relevance of its core emphasis. However, mission stability does not imply institutional stasis. CMN continues to evaluate how effective its programs, services, and operations align with mission commitments, making strategic adjustments to strengthen that alignment. Recent additions to degree programming, enhancements to language instruction capacity, and expanded partnerships with tribal departments all reflect responsive, mission-driven decision-making that positions CMN to meet evolving community needs while remaining true to its foundational purpose.

An example of mission-driven growth is embodied in the addition of an immersive model in

the Mvskoke Language Teaching certificate program. Second language learners are paired with first-language speakers in order to learn the Mvskoke Language in an immersive setting. This cohort, first offered in the fall 2023 trimester, fulfills the mission of the College of the Muscogee Nation by increasing the number of language speakers and language teachers as they complete the program.

Sources

- Mission Statement
- Treaty of 1866
- GIS Flyer_20260330_134604_0000
- GIS Agenda 05082026
- 2026-2027 Catalog (1)
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- Mvskoke hymns singing 10.05.22
- CMN Institutional Profile 2024-2025 (3)
- Retention Full -Time Report 5.2026
- FA 25 current student survey
- SNU Articulation Agmt MR and KN signed 10.07.25
- Typed Charter
- Mvskoke Gardener Program Flyer
- Mvskoke Gardening Series
- Foodways Agenda
- Community Facility Report FY 2024-2025
- Heritage Events Calendar 2025 FINALE VERSION (8) (1)
- Field Lab Fall 25
- CMN Legislative Day with MCN Council 2023
- SU 26 OC Homeless Shelter Potluck
- Day of Giving STD 06.03.25
- 2026 College and Career Fair (2)
- Earth Day Flyer 04.22.25
- Earth Day Cleanup Map
- CMN Art Competition 01.30.26

1.B. Mission and Public Good

The institution's operation of the academic enterprise demonstrates its commitment to serving the public good.

Argument

The College of the Muscogee Nation operates its academic enterprise in ways that clearly demonstrate its commitment to the public good. As a Tribal College chartered by the Muscogee Nation, CMN's mission focuses on culturally grounded education, language and cultural revitalization, community advancement, and the strengthening of tribal sovereignty. These principles guide academic programming, institutional priorities, and community engagement activities.

CMN fulfills its responsibility to the public by providing educational opportunities, cultural programming, and community resources that benefit both Muscogee citizens and the broader regional community. The college's facilities, programs, and events are regularly open to the public, reinforcing its role as both an educational institution and a community gathering space.

CMN provides expanded educational access to its students and the public through affordable tuition, culturally relevant associate degree programs, and multiple student employment pathways, including work-study positions and internships. These opportunities support workforce readiness while allowing students to contribute to the mission of the institution. Additionally, the CMN Library serves as an important public resource. Open to the community, the library provides access to Native American collections, research databases, and a public learning environment that supports community members, researchers, and students interested in Indigenous knowledge and history.

Language revitalization is a central tenet of CMN's mission and commitment to the public good. The college leads significant efforts to preserve and strengthen the Mvskoke Language, which contributes to cultural continuity and intergenerational knowledge transmission.

Key initiatives include:

- The Mvskoke Language Immersion Program, supported by the Mellon Foundation, pairs fluent first-language instructors with language students who will teach in the Mvskoke communities.
- Mvskoke Language Certificate approved for online delivery allows courses that expand access for Muscogee citizens and the public across the reservation and beyond.
- Contributions to the development of language resources, including the Mvskoke Language App and the Creek Hymnal.

Through these initiatives, CMN supports cultural sovereignty while ensuring that language and cultural knowledge remain accessible to future generations.

CMN demonstrates its commitment to public service through workforce development and community education programs. As an example, the college's Extension Program, provides research-based education and outreach opportunities to Muscogee citizens and the surrounding region. The program emphasizes traditional ecological knowledge, food sovereignty, sustainable agriculture, nutrition education, and youth development.

Extension and workforce initiatives include:

- The Mvskoke Gardener Program and the Mvskoke Gardening Series, which provide free educational programming on traditional agriculture and ecological knowledge.
- Drone micro-credential programs supporting agricultural monitoring, surveying, and environmental management.
- Food safety training for regional food producers.
- A livestock and agriculture podcast (*Chewing the Cud*) that provides practical information to producers and community members.
- Youth development programming, including the Mvskoke 4-H program and the Mvskoke Traditions Summer Camp.

CMN also supports workforce development through career fairs, résumé workshops, mock interviews, and employment placement programs in partnership with Muscogee Nation Employment and Training services. Career exploration tools and career services information located within the CMN Library further support student pathways to employment or continued education.

CMN maintains strong partnerships with tribal departments, regional institutions, and community organizations that expand educational opportunities and public programming. Key collaborations include partnerships with Muscogee Nation departments such as Cultural Preservation, Environmental Services, Food Distribution, Language Program, Department of Education, and Youth Services.

The college also partners with non-tribal institutions and organizations, including:

- Oklahoma State University
- Langston University
- American Indian Higher Education Consortium
- Green Country Technology Center
- Okmulgee Main Street & Chamber of Commerce
- Tulsa Chamber of Commerce
- Tulsa Higher Education Consortium

Through these partnerships, CMN supports applied learning opportunities, community and civic engagement, workforce development initiatives, and culturally aligned educational programming. The participation with the Tulsa Higher Education Consortium, supports transfer pathways and professional collaboration among regional higher education institutions.

CMN's participation in regional and tribal events promote cultural awareness, community engagement, and public education. These activities strengthen connections between the institution and the communities it serves.

Examples of community engagement include participation in:

- Indigenous Peoples' Day events in Okmulgee
- The Okmulgee Pecan Festival
- The Muscogee Nation Festival
- Tribal Alliance for Pollinators Conferences
- Indigenous Food Sovereignty Summits
- Community health initiatives such as the Creek Nation Diabetes Summit

CMN also hosts events on campus that bring community members, educators, and students together. One example is the annual Muscogee Nation Challenge Bowl, which draws K-12 students from regional schools to participate in competitions focused on Muscogee history, language, and culture. Additional events, such as the Mvskoke Foodways Contest, highlight traditional foods, arts, and agricultural practices. Campus facilities are regularly used by community organizations and Muscogee Nation departments for workshops, meetings, and cultural events, further reinforcing CMN's role as a community hub.

Faculty, staff, and students contribute to the public good through service learning, volunteerism, and community programming. Students regularly participate in cultural events, community service projects, and extension programming. Faculty and staff support tribal initiatives, community workshops, and public educational activities that align with the college's mission. These efforts integrate community engagement into the academic and institutional culture of the college.

Through its mission-driven programming, academic initiatives, language revitalization efforts, extension programming, community partnerships, and public events, the College of the Muscogee Nation demonstrates a sustained commitment to serving the public good. The institution's educational enterprise advances cultural preservation, strengthens workforce development, supports environmental stewardship, and contributes to the social and economic well-being of the Muscogee Nation and the surrounding region.

Sources

- Typed Charter
- Mvskoke Gardener Program Flyer
- Mvskoke Gardening Series
- Foodways Agenda
- Community Facility Report FY 2024-2025

1.C. Mission and Diversity of Society

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

Argument

The college advances its mission by preparing students to participate responsibly in a diverse and interconnected society. As a tribally chartered institution of the Muscogee Nation, CMN integrates Muscogee cultural knowledge, language, and values into educational and co-curricular experiences while fostering respect for the diversity of cultures, identities, and perspectives represented among its students and communities. Through civic engagement opportunities, leadership development, cultural programming, and inclusive campus initiatives, the college promotes cultural understanding, community responsibility, and informed participation in civic life. These efforts reflect CMN's commitment to creating an educational environment that honors Indigenous identity while preparing students to engage thoughtfully and responsibly within tribal, regional, and global communities. In addition to strengthening civic engagement within tribal and regional communities, these experiences encourage students to consider the broader global context of Indigenous knowledge, environmental stewardship, and cultural sustainability.

The mission fosters civic engagement and multicultural learning opportunities that reflect the college's core values while serving a diverse student population that includes Muscogee citizens, other Native American students, and non-Native students. Through academic programming, co-curricular activities, and community engagement, CMN prepares students to participate responsibly in a diverse society while strengthening cultural understanding and civic responsibility.

CMN integrates Muscogee culture, language, and history into campus life while fostering respect and shared understanding among students of diverse backgrounds. Cultural programming throughout the academic year provides structured opportunities for students to engage with Indigenous knowledge, traditions, and contemporary issues.

Annual events such as Native American Heritage Month programming and the Indigenous Peoples' Day Celebration provide forums for dialogue, cultural education, and community engagement. These activities encourage students to explore Indigenous history and identity while fostering respect for cultural diversity. Participation in these events extends learning beyond the classroom and supports the development of cultural awareness, ethical reflection, and responsible citizenship.

CMN also promotes place-based learning opportunities that connect cultural knowledge to community responsibility. An example of this is in the course Field Lab in Mvskoke Culture (MVS 2343) which includes a Travel-Learn experience to the historic Mvskoke Homelands, allowing students to engage directly with culturally and historically significant locations. This experience strengthens understanding of Muscogee history, sovereignty, and identity while

encouraging reflection on responsibilities associated with citizenship within tribal and broader communities.

Community-centered learning opportunities further reinforce these goals. The Mvskoke Foodways Contest, hosted by CMN Extension, brings together students and community members. Participation in these programs, allow students the opportunity to examine food systems through cultural, social, and environmental perspectives while contributing to the preservation of traditional knowledge.

Civic engagement and leadership development are central components of the CMN educational experience. The college provides students with opportunities to engage in service, leadership, and civic participation within both tribal and broader community contexts.

The CMN/Muscogee Nation Legislative Day allows students and faculty to engage directly with tribal leadership and policymakers. Students share their educational experiences and learn about the relationship between higher education, governance, and tribal sovereignty. This experience strengthens civic awareness and reinforces the importance of informed participation in tribal governance and community decision-making.

Leadership development is also supported through student organizations such as the Tribal Leadership Circle (TLC), which promotes Native values of service, humility, and respect. TLC members regularly participate in community service initiatives, including providing meals for the Okmulgee County Homeless Shelter. These activities allow students to practice civic responsibility and apply the institution's core values, including Eyasketv (Humility) and Vrakkueckv (Respect), through direct service to the community.

Campus-wide initiatives further reinforce civic engagement. The annual Day of Giving, organized by the Este Emetv (Giving to People) Committee, brings together students, faculty, and staff to participate in collective service activities that benefit the campus community. These efforts demonstrate CMN's commitment to social responsibility and community support.

CMN also promotes informed participation in civic life through voter engagement and workforce readiness initiatives. Student Affairs coordinates voter registration opportunities that provide students with information and resources related to voting at tribal, local, state, and national levels. These efforts help reduce barriers to participation and encourage informed civic engagement among students, including those who may be first-generation college students.

Career preparation initiatives such as the College and Career Fair, hosted by Enrollment Management and Student Success Center, connect students with employers, academic programs, and community partners. These programs emphasize the relationship between career development, civic responsibility, and community engagement.

CMN fosters an inclusive campus environment that values diversity, environmental stewardship, creative expression, and respectful dialogue among students from varied backgrounds and identities. Student-led initiatives contribute significantly to the environment. The Environmental Science Club (ESC) organizes annual Earth Day activities, including campus clean-up events that connect traditional Indigenous perspectives on land stewardship with contemporary sustainability practices. In addition, the ESC members

collect the recyclables from the recycling bins around campus. These activities encourage students to reflect on environmental responsibility while engaging in hands-on service.

Student engagement activities include opportunities, such as Embracing Our Differences, which promotes dialogue, understanding, and respect among students from diverse cultural and social backgrounds. CMN also supports student organizations such as 2 Spirits 4 Pride (2S4P), which provides a supportive space for students while encouraging broader campus conversations about identity, inclusion, and respect.

Creative expression also serves as an important avenue for cultural dialogue and community engagement. The CMN Art Competition includes both student and community divisions, provides opportunities for participants to share artistic interpretations of culture, identity, and community. By including both campus and community participants, the event strengthens CMN's role as a cultural resource while fostering intergenerational engagement and dialogue.

CMN regularly evaluates the effectiveness of its civic and diversity initiatives through participation tracking, event feedback, and collaboration among Student Affairs, Academic Affairs, Enrollment Management, and Extension Services. Data gathered through event participation records, student surveys, and program evaluations informs planning and supports continuous improvement of campus events and activities.

Through culturally grounded learning experiences, civic engagement opportunities, and leadership development, the College of the Muscogee Nation prepares students to participate thoughtfully and responsibly in a diverse society. These initiatives reflect the institution's commitment to its mission and core values while fostering respect for cultural diversity, community responsibility, and informed civic participation. By integrating Muscogee cultural knowledge with opportunities for dialogue, service, and creative expression, CMN provides students with the skills and perspectives necessary to engage constructively within tribal communities, the broader regional context, and an increasingly interconnected global society. Together, these efforts demonstrate CMN's sustained commitment to preparing graduates who contribute positively to their communities while honoring the cultural foundations of the Muscogee Nation.

Through cultural activities, civic engagement initiatives, leadership development opportunities, and inclusive campus activities, the College of the Muscogee Nation demonstrates a sustained commitment to preparing students for responsible participation in a diverse society. These initiatives reflect the institution's mission and core values while supporting meaningful engagement across cultures, communities, and identities.

Sources

- Heritage Events Calendar 2025 FINALE VERSION (8) (1)
- Field Lab Fall 25
- CMN Legislative Day with MCN Council 2023
- SU 26 OC Homeless Shelter Potluck
- Day of Giving STD 06.03.25
- 2026 College and Career Fair (2)
- Earth Day Flyer 04.22.25
- Earth Day Cleanup Map

- CMN Art Competition 01.30.26

Criterion 1 Summary

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

Argument

The College of the Muscogee Nation's mission is not merely a static statement, but rather it is a living framework that shapes all aspects of institutional life. From the classroom to the campus grounds, from student onboarding to community partnerships, CMN's commitment to Muscogee culture, language, values, and self-determination is woven consistently into the fabric of the institution. The alignment between mission and practice is evident in degree programs built around tribal workforce needs, in a physical campus that itself teaches Mvskoke words and treaty history, and in a student support system that treats cultural identity and academic success as inseparable. This is an institution whose mission guides not only what it teaches, but how it operates, who it serves, and why.

That same mission extends beyond the boundaries of the campus to shape CMN's relationship with the public good and with the diverse society its students will enter. Through language revitalization, extension programming, workforce development, and sustained partnerships with tribal departments and regional institutions, CMN translates its mission into tangible community benefit. Through civic engagement, leadership development, and inclusive campus programming, the college prepares students to carry Muscogee values into tribal governance, regional collaboration, and global citizenship alike. CMN's mission of cultural enrichment and self-determination is not aspirational language but an operating principle, evident in its programs, its people, and its enduring commitment to the Muscogee Nation and the communities it serves.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.

2.A. Integrity

Actions taken by the institution's governing board, administration, faculty and staff demonstrate adherence to established policies and procedures.

Argument

The College of the Muscogee Nation (CMN) administration and staff exhibit actions in day-to-day operations that adhere to established policies and procedures. All established, Board-approved policies and procedures are grounded in our mission and core values. CMN is committed to core values inherited from our tribal elders, including Fvtcetv (Integrity) and Mecvlke (Responsibility). In addition, the CMN Leadership Team, composed of Directors, Deans, Regents Director of Institutional Effectiveness, and the President, meet weekly to share updates on the activities of the college. These updates are communicated to the employees from their supervisor, ensuring that accurate and consistent information is effectively disseminated throughout the institution.

The Director of Business Affairs manages the financial operations of the College of the Muscogee Nation by upholding the established financial policies and procedures. Monthly financial reports are generated for the President's review. The report consists of a consolidated balance sheet and consolidated income and expense report which shows all departments combined; a budget-to-actual report for all accounts included in the annual operating budget; a list of deferred and receivable funds, and a cash flow projection. A quarterly budget-to-actual report and Comprehensive Annual Budget is submitted to the Board of Regents for their review and acceptance at selected board meetings.

The Accounting Policy and Procedures Manual outlines the procedures and includes financial procedures by the accounting staff, Director of Business Affairs, President, and Board of Regents. In addition, CMN has Accounts Payable, Applying for Grants, Bursar Policies and Procedures, Cash Handling, Extracurricular Activity Stipend, Financial Aid, Human Resources, and Procurement Policies to ensure internal compliance with standards set forth by the governing body of CMN. At the end of each fiscal year, a year-end audit report is prepared which summarizes the total income and expense activity for the year. Audits can be obtained by the general public through a formal request from the Board of Regents. The process for procuring the auditor is conducted by the President and Director of Business Affairs, involving review of independent auditor bids, which would be accepted based on their presentation. Audits are expected to begin November 1st of each year.

The College of the Muscogee Nation is an Equal Employment Opportunity employer. CMN Human Resources Policies and Procedures (HR P&P) outline job analyses, position

descriptions, reviews of job duties, and the rationale for employee transfers and promotions, as well as onboarding procedures and annual performance evaluations. The Employee Code of Ethics , located in the HR P&P, affirms that all employees have essential responsibilities as professionals and as members of the CMN community. The HR P&P clearly defines expectations for employee conduct in the workplace and in representing CMN both on and off campus. In addition, these policies emphasize employees' responsibilities to students through quality instruction and supportive services. HR P&P outline steps taken by CMN HR using job analysis, which is created to develop a job description. This process is reviewed as needed, and conducted by the respective supervisor and HR.

CMN adheres to the established grievance process outlined in Section 3 in the General Employment Policies and Procedures. In addition, CMN complies with the Muscogee Nation Employee Protection Act, NCA 95-07, an ordinance that prohibits retaliation against employees for engaging in certain protected actions. All employees are provided with a copy of this policy at the time of hire. CMN's Grievance Process Policy ensures employees have access to a fair, safe, and transparent process for resolving workplace concerns. The policy emphasizes open communication and timely resolution of grievances. A grievance complaint must be filed within established timeframes and are reviewed through a structured, multi-step process involving supervisors, department leadership, Human Resources, and, if necessary, a Grievance Appeals Committee whose decision is final. Special procedures are in place for complaints of sexual harassment. The grievance process applies to active employees and includes an exception allowing direct escalation for suspensions without pay.

CMN emphasizes Native culture, values, language, and self-efficacy as foundational principles, and the Code of Ethics was established to guide the CMN workforce in alignment with these principles. The Code of Ethics highlights the Family Educational Rights and Privacy Act of 1974 (FERPA), among other high standards. The CMN Registrar provides FERPA Awareness Training, through the U.S. Department of Education's online platform, for all employees who are required to complete this training. CMN also holds an annual employee meeting during which the Director of Enrollment Management addresses FERPA requirements.

Within the Title IX Policy and Procedures, the sexual harassment policy and accompanying process diagram is utilized by both employees and students. CMN employees receive Title IX training from the Title IX Deputy Coordinator, with support from the Human Resources Specialist using Paycom to verify completion. The Title IX Coordinator develops and maintains up-to-date training to ensure compliance with federal regulations and to support student adherence to federal guidelines. The Title IX Coordinator also ensures full implementation of the Title IX policy, which is available at cmn.edu.

The College of the Muscogee Nation's development of campus security began in January 2019 with the establishment of 24/7 security. This foundational development led to a significant milestone with CMN becoming the first Tribal College Campus Police Department in the nation. This journey emphasizes CMN's commitment to creating a safe educational environment through professional law enforcement integration, collaboration, and community support. The security operations infrastructure has an established three-shift structure, with a shift leader.

The ongoing collaboration with the Muscogee Nation Tribal Lighthorse Police ensures

assistance with maintaining campus safety. A select number of CMN campus police officers completed Basic Peace Officer Certification (BPOC). As a result, the CMN Campus Police Department is duly recognized as a Law Enforcement Agency, by the Council on Law Enforcement Education and Training (CLEET), in accordance with the requirements of applicable statutes and rules. In the future, the Department will upgrade their capacity with modern law enforcement vehicles.

In our commitment to having a safe and secure campus, all areas are monitored by CMN security officers and security cameras throughout campus. The campus is patrolled with a security vehicle, with backup from the Muscogee Nation Lighthouse police department. Four call-boxes are located in the student housing area in case of emergency. When utilizing these boxes, students are automatically put in contact with CMN security to report the situation and request assistance. The mass emergency notification system referred to as Raven Alert has been installed to provide messaging services (via phone, text and email) to all students and college personnel.

Board of Regents

The College of the Muscogee Nation has established and maintains comprehensive policies and procedures governing the actions of the Board, administration, faculty, and staff to ensure alignment with its mission and compliance with legal and public standards for ethical conduct and disclosure. These policies and procedures are communicated through publicly accessible documents and are systematically reviewed and updated to support institutional integrity and continuous improvement.

Board-approved policies and procedures reflect CMN's commitment to its Core Values of integrity and accountability and provide clear guidance regarding institutional expectations, employee responsibilities, benefits, and operational practices. Policy documents are available electronically and in paper format upon request. Human Resources (HR) policies are on the college's shared Forms drive and accessible to all employees to ensure consistent access to institutional policies and procedures.

Fair and ethical governance practices begin with the selection of the five-member Board of Regents. Each Board member is required to hold at least a bachelor's degree, possess a minimum of five years of professional, educational, or related experience, and be a citizen of the Muscogee Nation. Members of the Board of Regents are appointed by the Principal Chief and confirmed by the Muscogee National Council to staggered five-year terms. No Regent shall be seated without the National Council majority confirmation. In support of institutional integrity, ethical governance, and alignment with the College's mission, individuals who are regularly employed by CMN and in positions equivalent to half time or greater are not eligible for appointment to serve as a Board of Regents. The BOR Bylaws ensures appropriate separation between governance and operational functions, minimizes conflicts of interest, and upholds the Board's independent oversight role in advancing the mission of the College.

Hiring Process

CMN upholds institutional integrity through fair, ethical, and transparent employment practices while abiding by the application and interview process. CMN is an Equal Employment Opportunity employer and provides employment preference to Native

Americans, as clearly stated in all job announcements. Vacant positions are publicly advertised to ensure equitable access and compliance with established hiring standards. Applications are evaluated and interviews are conducted by a designated search committee, which forwards its recommendation to the President for final approval, reinforcing accountability in decision-making. Newly hired faculty and staff participate in the onboarding process, and all employees attend an annual meeting to review institutional policies, procedures, and ethical expectations.

The Faculty Handbook is distributed to all instructional staff at the beginning of their employment. The handbook is a training tool and reference guide ensuring consistency among faculty. The information provided includes the following: faculty service, employment, academic classifications, academic freedom, faculty evaluation, leave and absences, fringe benefits, travel policies, college services, student related responsibilities, academic and administrative support, purchasing procedures, fire regulations, security, and emergencies.

In support of institutional integrity and CMN's mission, the Faculty Council serves as a formal structure for faculty to have a coordinated forum for meaningful participation in policy development and implementation. The Faculty Council facilitates open and effective communication among faculty, staff, and administration and promotes transparency in institutional decision-making. The Council reviews and makes recommendations to the President and Dean of Academic Affairs on academic and institutional matters, including curriculum, enrollment management, academic standards, academic support services, and other areas of mutual concern, consistent with applicable laws and established agreements. Faculty are defined as full-time instructional and non-instructional personnel holding academic rank. Voting membership of the Faculty Council consists of eligible faculty members and Faculty Council officers, ensuring representative faculty input in governance processes and reinforcing the College's commitment to ethical decision making, accountability, and academic integrity.

The Academic Affairs Curriculum Committee plays a central role in ensuring the integrity and quality of CMN's academic programs. Through systematic review and oversight, the Committee contributes to academic excellence and mission alignment by performing the following functions:

- Ensuring that CMN maintains current and compliant academic policies
- Reviewing academic programs and instructional services for quality and effectiveness
- Approving revisions to courses and degree programs to maintain academic rigor and relevance
- Evaluating and recommending new courses and degree programs
- Submitting relevant academic actions to the Board of Regents and appropriate external entities for review and authorization.

Sources

- CMN Transition to Campus Police Department
- Accounting P&P Manual 8.1.2017
- Accounts Payable P&P Revised 08.01.17
- Applying for Grants 03.06.23
- Bursar P&P 8.13.2018
- Cash Handling Policies and Procedures draft 06.27.18

- Extracurricular Activity Stipend Policy for Instructors 08.27.25
- CMN Financial Aid PP 25-26
- HR Policies and Procedures _Official 06.21.2022
- Procurement 7.2018
- HR Code of Ethics
- Employee Protection Act
- 3.27 Grievance Process (1)
- 3.28Grievance Appeals Committee
- CMNTitle IX Policies and ProceduresUPDATED_25_26_September_30_2025
- Title IX Process Diagram
- CMN President Proclamation Authorizing the CMN Campus Police Department 2026
- 2.9 Application and Interview Process
- 2024-2027 Faculty Handbook (2)

2.B. Transparency

The institution presents itself accurately and completely to students and the public with respect to its educational programs and any claims it makes related to the educational experience.

Argument

At the College of the Muscogee Nation, we are committed to upholding the traditional values handed down from our tribal elders. One of these core values is Fvtcetv (Integrity). Part of maintaining our Integrity is being transparent and honest with the information we provide to students and the public. For example, the website is monitored and updated on a regular basis by the IT department and available to the public. To reflect our accreditation relationship, the HLC Mark of Affiliation is located on the homepage of the website.

CMN is dedicated to its students, staff and faculty's well-being and ensures this with timely, effective communication to inform the college community of emergency notifications. The college uses the Raven Alert system to send real-time information and alerts to students, staff and faculty during critical situations, such as approaching inclement weather, so that appropriate action can be taken. By doing so, CMN upholds another core value, Eyasketv (Humility), which according to our elders' tradition, includes being concerned for the well-being of others.

The website and [academic catalog](#) list the college's requirements for degree programs and certifications. Additionally, CMN offers microcredentials on [Drone Flight Fundamentals](#), under the college's Extension Program, and microcredentials in several topics including Native American Veterans Services and Indigenous Language Preservation, specifically for the Mvskoke (Muscogee) Language.

Articulation Agreements with other higher education institutions are located on the website under the Academics tab. These agreements are formal partnerships with four-year institutions that allow our students to seamlessly transfer from an associate degree to a bachelor's degree program. CMN has Articulation Agreements with Haskell Indian Nations University, Northeastern State University, Oral Roberts University, University of Nevada Las Vegas, and most recently Southern Nazarene University. In addition, CMN has a verbal agreement with the University of Oklahoma (Social Work) for our students to participate in their master's program with the intent of working for the Muscogee Nation's Social Work department upon graduation.

The college course catalog is available on the website, under Academics, for the public, staff, faculty, and students to access, ensuring this vital information is readily available. A digital catalog, which is printable, is available on the CMN Catalog webpage. This catalog provides information on the college's core values, academic calendar, course descriptions, plans of study for each degree major and certificate, a list of faculty, a list of tuition and fees, an explanation of the terms used at the college, and general information for each department within the college. The Student Success Center also provides printed copies of

the catalog available in their office for visitors and takes it to recruiting events for prospective students. The Registrar updates the catalog annually to ensure all information is current and posted prior to the start of enrollment for the Fall trimester, in accordance with federal guidelines.

The college is transparent with the tuition and fees associated with taking courses at our institution by posting the cost of attendance on our website for public access. All tuition and fees are updated annually before enrollment begins for the academic year to meet federal guidelines and to ensure the most up-to-date information is available for prospective students and families. All programs at the College of the Muscogee Nation have the same tuition rate, regardless of department or degree program.

In addition, a digital/printable version of the course schedule for each trimester is also available on the website, at the bottom of the page. The course schedule provides a list of all courses offerings during the trimester including information on location, time, and course instructor. The schedule and website are updated frequently during enrollment as new classes are added before the trimester begins, under the oversight of the Dean of Academic Affairs and the Student Success Center. The course schedule is also emailed to faculty and staff to use as they advise and enroll students. Students are encouraged to visit the website before and during advising appointments to empower them to make the best course decisions for the trimester.

The admissions process readily available to any prospective student by providing a step-by-step process available through the website that ensures every applicant is aware of the requirements to become a student. The requirements do not change and are the same for every program to guarantee everyone is given an equal opportunity to apply. Staff in the Student Success Center also have computers readily available to any applicant that may need assistance in submitting their application and are prepared to provide any assistance that is needed.

CMN meets federal compliance requirements for ethical recruitment practices, which are also approved through the Board of Regents. Additionally, ethical recruitment of new students is also ensured by eliminating commission-based incentives for recruiters and ensuring all information used in materials is the most up-to-date and truthful for any prospective student. The college is also part of the Great Plains Association for College Admission Counseling, which provides ethical guidance, conference and training opportunities, and additional tools and resources to ensure best practices are maintained.

To foster a well-rounded college experience, CMN offers a myriad of opportunities outside the classroom. These include clubs and organizations, events, fairs, and leadership opportunities provided through the Office of Student Affairs. All 11 clubs, from the Indigenous Media Club to the Environmental Science Club, are chartered by the Student Senate. A group of elected student officers provide input to leadership across campus and are held to the guidelines in the Student Senate Constitution. The agendas for the Student Senate meetings are posted 24 hours in advance on the front doors of the main Administration Building so staff, faculty, and students may attend if they choose. Yearly events include the American Indian Higher Education Consortium student conference and Legislative Summit, new student orientation, Fall Festival, the Day of Giving, Native American Heritage Month, Sexual Assault Awareness Month, Student Organization Recruitment Day and Constitution Day. In addition, the Student Success Center hosts an

annual Career Fair to help students prepare for life after graduation and connect them with potential employers. Each trimester, a Travel Learn course is offered that provides students with an opportunity to visit the Homelands of the Muscogee Nation and connect with their culture. The Health and Wellness office also provides weekly mental health activities for all students to support their mental well-being throughout the trimester. In addition, each of the Student Organizations provide opportunities for students to volunteer across campus and the community. The Tribal College supports students in their identity, interests, future, and connection to their community.

CMN is a 1994 Land Grant Institution and provides students with opportunities for community service and Service Learning, in addition to those provided through clubs and organizations. The Extension Coordinator provided the following list of learning opportunities: the Mvskoke Gardener Program, Drone Workshops, Holiday Food Drive, Beekeeping Classes, and the Heirloom Seed Program. The Extension Program also hosts events for student and community participation such as a Okmulgee Christmas Market and Chili Festival, plus community clean-up events. In addition, the Extension office oversees a community garden on campus that students are encouraged to cultivate that provides fresh fruit and vegetables for campus and the community, and where community building and language are integrated throughout.

Sources

- 2026-2027 Catalog (1)
- Drone Fundamentals
- CMN_Ethical_Recruitment_Training
- constitution student senate update
- Fall Festival Activity Schedule
- Day of Giving STD 06.03.25
- Heritage Events Calendar 2025 FINALE VERSION (8) (1)
- 2026 College and Career Fair (2)
- Mvskoke Gardener Program Flyer
- Beekeeping Hive Management

2.C. Board Governance

In discharging its fiduciary duties, the institution's governing board is free from undue external influence and empowered to act in the best interests of the institution, including the students it serves.

Argument

The Muscogee Nation has established a secure foundation for the Board of Regents (BOR), which is referenced in Chapter 4, Title 18 of the Muscogee Nation Code Annotated Second Edition, 2010. Most importantly, a referendum was held November 17, 2009, and passed by the Muscogee voting members to include the Board of Regents in the MCN Constitution as Article XIII. These legal documents represent the soundness of the Institution, college governing board, and the continuous leadership.

From being first sworn in, the Board of Regents has given constant guidance and support to the college; never wavering in their role of governance, while maintaining their responsibilities consistent with their Bylaws. Communication has been of a distinctive quality that our Board possesses as it convenes regular monthly meetings, essential for a developing and growing Tribal College. The Board of Regents are autonomous, ethical, and transparent in fulfilling its legal and fiduciary duties to the institution and the students it serves.

The Board of Regents consists of five members who serve staggered five-year terms. Each Regent is nominated by the Muscogee Nation Principal Chief and subsequently voted on and confirmed by the MCN National Council. The Board of Regents' guiding Manual, provided during onboarding and upon request, establishes a clear governance structure that ensures continuity, community representation, and accountability. It also includes the Conflict-of-Interest Policy and BOR Bylaws and addresses topics such as ethical obligations, tribal law, the Open Meeting Act, and other matters essential to supporting informed, ethical decision-making free from undue external influence.

To ensure the Board remains current with best practices and effectively fulfills its responsibilities, training is provided regularly and as needed. On June 15, 2026, the Board received Governance Orientation training from Samantha Marshall, Attorney/Director with Rosenstein, Fist & Ringold law firm. The Presentation titled, Legal Considerations, focused on governance, open-meeting law, and institutional compliance. These training sessions are designed exclusively for community college trustees and aim to strengthen their capacity to provide effective governance and leadership, ultimately supporting the college in achieving its mission and serving the needs of the community.

The College of the Muscogee Nation is unique in that two Board of Regents members have served continuously since 2005. This longstanding leadership provides institutional stability and reflects the Board's strong commitment to student success and the fulfillment of the Tribal College mission. Currently, all Board of Regents members have served for more than five years and are regularly invited to participate in personnel training, campus events, and

professional development opportunities. It is a priority at the Tribal College to invite at least one or two Board of Regents members to attend the Higher Learning Commission's Annual Conference every year. This helps to ensure the Board remains informed of current regulatory expectations and policy changes within the accrediting agency.

The *Cokv Hocickv Em Vlosetv* (Strategic Plan), has been updated since the last HLC Site Visit in 2020. The Board of Regents approved the Strategic Plan (2023–2027) during its meeting on February 3, 2023. Then the plan was later amended on May 20, 2024, to incorporate Goal 7: the CMN Extension Program. The Tribal College, through its Extension Program, will provide the citizens of the Muscogee Nation with education, knowledge, and tools to improve their wellbeing through agriculture education, community development, and nutrition education. Updated every five years, the Strategic Plan (2023–2028) establishes clear institutional priorities, goals and objectives, and provides direction for the college's long-term vision.

The Annual Audit is also reviewed and approved during Board meetings. The 2024 Audit was presented by the auditing agency, Hogan Taylor, and reviewed and approved by the Board on June 24, 2026. Additionally, the 2026 Budget, approved by the Muscogee Nation National Council, was presented to the Board of Regents and subsequently reviewed and approved. These actions demonstrate the institution's commitment to financial stability, transparency, and responsible planning for the future.

During the Board of Regents meeting held on June 16, 2025, the President's annual evaluation was reviewed and approved. The President is selected, evaluated annually, and, when necessary, terminated by the Board of Regents. This system of checks and balances ensures accountability through regular performance assessments and provides the President with a clear understanding of the powers, duties, and responsibilities of the position, while maintaining alignment with the College's mission and institutional goals. This process is essential to the effective delegation of day-to-day management of the College.

Section 4-107(B)(16) of the NCA 11-040 legislation explicitly states that the Board "will abstain from involvement in day-to-day operations," thereby preventing micromanagement. Additionally, Sections 4-107(B)(7) and 4-111(D) of NCA 11-040 delegate authority to the President for the expenditure of funds and the hiring of personnel. The Board of Regents Bylaws further reinforce this delegation of primary responsibilities to the President in Section 6.4. Collectively, these laws and governing documents safeguard the integrity of the College by protecting it from coercion and undue political influence.

Open public meetings of the Board of Regents are held on the third Monday of each month. The BOR conducts its business in a professional manner and follows clearly defined public comment protocols. In accordance with NCA 11-040 section 4-109, meeting agendas are publicly posted in advance to ensure the community has access to the agenda, meeting time, and location.

Detailed minutes are recorded at each meeting and are presented for review and approval at the subsequent scheduled BOR meeting. Each meeting is attended by the President, the Regents Director of Institutional Effectiveness, and a MCN National Council Representative, who serves as a liaison to the tribal legislative body.

At every meeting, the President provides a comprehensive monthly report detailing his

activities, events, projects, and developments occurring both on and off campus. In addition, the Regents Director of Institutional Effectiveness, student organizations, employees, administrative departments, and members of the public are given the opportunity to present to the Board.

New employees of CMN are invited to attend BOR meetings during their first initial months of employment. This practice allows the Board to remain informed of new hires while providing staff members with an opportunity to introduce themselves and engage with the governing Board in a collegial setting. The initiative promotes interpersonal connections and strengthens a sense of community within the organization.

The Board acts independently in accordance with its Board Manual, policies, and Bylaws, including its Conflict-of-Interest Policy. These governing documents authorize the Board to act in the best interests of the College, its student body, and the community. The conflict-of-interest policy consistent with Tribal law, safeguards the Board from external influence and prevents personal gain from Board service.

While CMN is dedicated to serving Muscogee Nation and the communities, educational responsibilities take precedent over financial gain and external interests. MCN does not generate financial returns for investors, make contributions to a related or parent organization, and does not support external interests. Article VI of the CMN Charter indicates “no part of the net earnings of the College will inure to the benefit of, nor be distributed to its regents, administrative officers, or any other entity.” The Charter for the college details that there will be no financial gain from board members from funds received by the college.

Each member of the Board of Regents participates in a formal self-evaluation process, most recently conducted on April 13, 2026. This process provides an opportunity for Board members to disclose potential conflicts of interest, reinforcing ethical standards and protecting effective governance and institutional integrity.

Currently, the Board has membership in the Association of Community College Trustees (ACCT). This membership is provided for free, for one year, by the American Indian Higher Education Consortium, starting July 2026 to July 2027 for all Tribal Colleges and Universities. This added resource helps create opportunities for TCU Boards to evaluate its performance and contributions, establish goals, identify priorities, and discuss emerging issues and institutional needs. Creating a proactive forum that enables TCU Governing Boards to strengthen their service to the institution, pursue professional growth, and communicate effectively.

The CMN Board of Regents is structured to assign responsibility for all academic matters to the Academic Dean and faculty. The Faculty Council operates under Board-approved Bylaws and a Faculty Handbook, which establish instructional policies and guidelines that support and promote meaningful learning. The Board respects faculty governance and supports academic freedom grounded in quality instruction. Through this shared governance structure, faculty play a central role in program development and curriculum review, with academic integrity guiding all academic decisions.

Sources

- Ch. 4 Title 18 MCN Law
- Article 13
- NCA_11-040_Enabling_Legislation
- NCA_11-040_Enabling_Legislation (page number 4)
- NCA_11-040_Enabling_Legislation (page number 3)
- NCA_11-040_Enabling_Legislation (page number 8)
- NCA_11-040_Enabling_Legislation (page number 6)
- Title 37, Ch 4. Conflict of Interest
- BoR By-Laws
- M E M O R A N D U M - Board of Regents Governance Orientation
- Strategic Plan 2023- 2028 updated May 14 2024
- Strategic Plan 2023- 2028 updated May 14 2024 (page number 18)
- FY24 CMN Audit
- 13.13 FY26 Tribal College Bgt Worksheet
- Typed Charter
- BoR Self-Evaluations
- Board of Regents Manual v2_compress.docx

2.D. Academic Freedom and Freedom of Expression

The institution supports academic freedom and freedom of expression in the pursuit of knowledge as integral to high-quality teaching, learning and research.

Argument

Freedom of expression and the pursuit of knowledge is foundational to our mission as a Tribal College serving its students and surrounding communities. The College upholds academic freedom, encourages respectful dialogue, and protects the right of students, faculty, and staff to explore, discuss, assemble, and express ideas in a manner consistent with institutional values, tribal sovereignty, and community responsibility. This commitment is grounded in Indigenous knowledge systems, ethical traditions, and the belief that knowledge is pursued through learning, reflection, and respectful exchange.

The College's commitment to freedom of expression is articulated through institutional policies governing academic freedom, faculty responsibilities, student rights, and instructional practices. These policies affirm the right of faculty and students to engage in open inquiry, scholarly discussion, and the examination of diverse perspectives within the classroom and academic settings, free from institutional censorship or retaliation, while maintaining professional and ethical standards. This approach of freedom of expression aligns with the College's broader responsibility to serve its students and uphold Indigenous values.

Through its policies, instructional practices, governance structures, and cultural commitments, the College demonstrates a sustained commitment to academic freedom and freedom of expression in the pursuit of knowledge in teaching, learning, and research consistent with HLC expectations and the unique role of tribal higher education.

The College maintains policies that protect academic freedom for faculty and students, including freedom in teaching, research, and scholarly inquiry. These policies are published in the Faculty and Student Handbooks and approved through shared governance processes that include faculty and administration. Faculty are expected to exercise academic freedom responsibly, maintaining professional standards, respect for students, and alignment with course objectives and the mission of the institution. Evidence of implementation includes faculty orientation materials, course evaluations, and curriculum review processes that affirm instructional autonomy and academic rigor.

Freedom of Expression

The College of the Muscogee Nation protects the rights of students, faculty, and staff to express ideas and viewpoints, so long as such expression does not infringe upon the rights of others or violate College policies. The College fosters an environment where civil discourse is expected, and disagreement is addressed through dialogue, education, and restorative practices aligned with CMN Core Values: Vrakkeuckv (Respect), Fvtcetv (Integrity), Mecvlke (Responsibility), Eyasketv (Humility), and Hoporenkv (Wisdom). Institutional policies outline expectations for conduct and provide clear processes for

addressing concerns related to expression. Our students and faculty are guaranteed the freedom to speak their Native languages, share their culture, and participate in traditions while attending CMN. This freedom adheres to the CMN mission in developing personal growth, professional development, and intellectual advancement.

Academic programs integrate Indigenous knowledge systems, tribal history, language, and cultural perspectives alongside discipline-specific and contemporary scholarship. Course Syllabi, Program Learning Outcomes, and Assessment Practices demonstrate that students are encouraged to think critically, evaluate evidence, and engage with multiple perspectives. Co-curricular activities such as stickball, guest speakers, and campus safety forums further support inquiry and open dialogue. Additional student services, activities, and resources are available to enhance knowledge and encourage assembly for learning such as the CMN Library, CMN Health and Wellness, Annual Fall Fest, American Indian Higher Education Consortium (AIHEC), and CMN Student Organizations.

CMN disseminates policies related to academic freedom, freedom of expression, and ethical conduct. These policies are reviewed annually or as needed through shared administrative processes that include specific faculty and staff. The College ensures that students, faculty, and staff are informed of institutional policies and procedures through official handbooks, annual ethics training coordinated by CMN Human Resources through Paycom, new student orientation, and Student Housing meetings. Established procedures and ethical standards found in the CMN Faculty and Student Handbook ensure that concerns or grievances related to expression or academic freedom are addressed fairly, consistently, and transparently.

Through documented policies, consistent institutional practices, and a culturally responsive approach to teaching and learning, the College of the Muscogee Nation provides evidence of its commitment to academic freedom and freedom of expression. CMN encourages the open exchange of ideas, respectful dialogue, and intellectual inquiry while fostering an environment that honors Muscogee values, traditions, and perspectives.

Sources

- 2024-2027 Faculty Handbook (2)
- CMN 2025 Annual Free Expression Report
- Student Handbook 2026-2027
- CMN LEARNING OUTCOMES
- Student learning assessment plan 2025-28

2.E. Knowledge Acquisition, Discovery and Application

The institution adheres to policies and procedures that ensure responsible acquisition, discovery and application of knowledge.

Argument

The responsible acquisition, discovery, and application of knowledge are at the core of the College's mission, core values, and daily operations. Fvtcetv (Integrity) is embedded throughout the College of the Muscogee Nation's policies, academic curriculum, employee standards, and student support services. This collaborative effort of high standards of professionalism is a shared responsibility throughout the campus and includes research opportunities, applicable policies and procedures as outlined in handbooks and in CMN's Strategic Plan 2023-2028.

The Tribal College has a collaborative research focus among faculty and students. Students acquire and discover knowledge through hands-on, and online learning opportunities guided by faculty. Professional standards are maintained by faculty members by remaining current in their field of study. Instructors monitor student-led research. Through collaborative faculty and student research initiatives, students receive enhanced mentorship opportunities while engaging in academic competitions and research activities that foster meaningful partnerships with faculty advisors. These experiences allow students and advisors to work together on shared academic and research interests.

CMN faculty and students regularly participate in research conferences and events, where they either compete with peers from other institutions or present their research findings. Research topics presented at conferences include water quality, environmental changes affecting soil and water resources, and other issues of environmental significance. For example, CMN's Biology Instructor takes students to the First American Land Grant Consortium (FALCON) Annual Conference, where they showcase their research with poster board presentations about topics including animal populations, water, and soil health. In 2025, a CMN student presented on local area beaver populations and erosion studies at the Oklahoma Established Program to Stimulate Competitive Research (OKEPSCOR) Research Day.

The College of the Muscogee Nation's Non-Discrimination in Research states the following: The College of the Muscogee Nation does not discriminate based on race, religious creed, color, national origin, ethnicity, ancestry, religion, age, physical, or mental disability, medical condition, marital status, sex, sexual orientation, gender identity, veteran status, or any other characteristic protected by law, in connection with any aspect of employment at CMN, or in its research agreements. This statement can be found in CMN's Grants Policies and Procedures. Research proposals, including environmental research, must be submitted to the Institutional Review Board (IRB) for approval prior to being conducted. Established July 26, 2010, the Institutional Review Board (IRB) is responsible for reviewing all research involving human participants conducted by CMN faculty, staff, and students, as well as research conducted by external agencies in partnership with CMN. Additionally, the IRB

ensures that research is conducted in an unbiased manner and that the benefits and risks of research are distributed fairly. All research findings must be reported to the IRB for final review. This process ensures that proper protocols are followed to protect the rights of participants, and that accurate representation is maintained throughout the research process.

The Institutional Review Board (IRB) meets as scheduled during the academic year. IRB protocols and ethics training are outlined in the Institutional Review Board (IRB) Handbook. Research data are maintained through the Office of Institutional Effectiveness and retained for a period of three years. Those proposing research opportunities are responsible for submitting a CMN Institutional Review Board Application to Conduct Research form, of the IRB Handbook, to the IRB Chair. The IRB application can be accessed via the College's Forms Drive, which is a collaborative document storage space that all College of the Muscogee Nation staff and faculty have access to. After the application is submitted to the IRB Chair with required attachments, research proposals that do not meet the criteria for exemption or expedition status, will be reviewed by the full IRB. Possible IRB Actions include the following:

- The IRB may require the researcher to resubmit specific sections or the entire proposal when it lacks sufficient information to make a determination, identifies risks in the research design that require revision to reduce potential harm to human subjects, or detects language or cultural concerns that need to be addressed. In such cases, the IRB will request the applicable revisions and supporting information from the researcher.
- Approve the research; IRB approval is granted for a period of three years.
- The IRB may disapprove a research proposal when revisions cannot adequately eliminate significant risks to human subjects. Before issuing a final disapproval, the IRB will recommend changes to the research design and provide the researcher with an opportunity to revise and resubmit the proposal. The IRB will issue a final disapproval only after reasonable efforts to redesign the study have failed to address the identified risks.

The College of the Muscogee Nation promotes the integration of Muscogee values within each of its programs and overall campus culture. CMN expects faculty, staff, and students to respect the rights and property of the campus community, the Muscogee Nation community and its citizens, and to know and comply with tribal, federal, state and local laws. Traditional Muscogee teachings are consistent with the values of Vrakkueckv (Respect), Fvtcetv (Integrity), Mecvlke (Responsibility), Eyasketv (Humility), and Hoporenkv (Wisdom). These principles provide a foundation for maintaining a positive, inclusive, and respectful learning environment throughout the college community. Together, these teachings encourage behaviors and attitudes that strengthen relationships, support academic excellence, and cultivate a campus culture grounded in respect, civility, and shared responsibility.

Students are expected to follow the policies regarding student conduct which are in the Student Handbook and available to the public on CMN's website. The Student Code of Conduct Policies and Procedures, which include academic misconduct, are also located in the Student Handbook. The Student Housing Handbook includes the Student Housing Judicial Hearing Policies and Procedures and available to the public on CMN's website.

CMN recognizes the importance of ethical behavior by its faculty, students, and staff. Faculty

members are expected to follow the policy regarding Academic Responsibility in the Faculty Handbook. Additionally, all CMN staff and faculty are expected to abide by all policies and procedures in the CMN Human Resources Policies and Procedures.

Faculty members are responsible for the quality of instruction they provide and participation in the academic community. CMN faculty exercise self-discipline and judgment to extend knowledge, while practicing intellectual honesty. CMN faculty hold regularly scheduled meetings to assess courses and programs to ensure scholarly practice. Academic development of faculty is encouraged by the College. Therefore, CMN supports academic development of faculty by budgeting funds for faculty to attend conferences and seminars to keep faculty members current in their respective fields of study. The Academic Affairs Department reviews course syllabi and holds Curriculum Committee reviews to ensure the quality and accuracy of instruction. The Curriculum Committee reviews and approves courses, degree revisions, new courses and new degree programs. All proposed new degree programs are then submitted to the Board of Regents for review and approval and the Higher Learning Commission.

CMN acknowledges that academic honesty and integrity are vital to the success of its students. These policies and practices are in place and are enforced through standards of student conduct. Students are responsible for the honest completion and representation of their work, following the course syllabi provided by the instructor, while upholding the core value *Fvtcctv (Integrity)*. To avoid intentional and accidental plagiarism, instructors provide materials for citation formats, and the importance of citations.

To ensure the integrity of research and scholarly practice, students are expected to follow the Academic Integrity Policy stated in the Student Handbook. This policy defines and outlines academic misconduct, and consequences for violation. Students who conduct research are provided a rubric by their instructor, which describes the format and scoring chart for all research projects. Documentation of research symposia includes completed rubrics, visual posters, presentation slide decks, and outcome papers.

Additionally, students ensure the integrity of research by following the requirements within course syllabi. Students follow course syllabi which outlines specific course details such as instructor information, course objectives, weekly schedule, textbook and other related materials. An example of a course syllabus demonstrating these requirements is in the Spring 2026 General Biology Syllabus. To ensure scholarly practice of students, instructors may require students to provide research papers or poster presentations to exhibit research results or as a final exam. CMN may assist students with funding to purchase research materials. Another support service provided to ensure the integrity of student research and scholarly practice is access to academic research databases available to students free of charge on CMN's website.

Additionally, "Turn It In" software is used to detect, and protect the student against accidental, and intentional plagiarism. In addition, a policy is being developed to address the use of Artificial Intelligence. Acts of academic dishonesty shall be addressed according to the Student Handbook. If an act of academic dishonesty occurs, instructors have the authority to administer any of the following actions:

- Not accept the assignment or test in question and record a "zero" for the assignment or test, require the student to redo the assignment or test, or require the student to

complete a substitute assignment or test.

- Recommendation to the Academic Dean that the student receives a failing grade (F) or administrative withdrawal (AW) for the course. A written recommendation is required which includes a description of the specific occurrence and supportive documents if applicable.
- In cases of extreme or repeated incidents of academic dishonesty, instructors may submit a written recommendation to the Dean of Academic Affairs advising that the student be suspended from CMN. The written recommendation is to include a description of the specific occurrences including supportive documents if applicable. When recommendations as described in options (2) and/or (3) are made, the student will be notified by the instructor as to what action will be taken. If the student believes an error has been made, the student may appeal the action. A written appeal must be filed by the student within ten business days of notification and submitted to the Dean of Academic Affairs. The appeal is heard by a committee consisting of the Dean of Academic Affairs, two faculty members, and a student member. The student and instructor will be present and after the meeting they will be informed in writing of the action taken.

Consistent with the college's commitment to ethical conduct, transparency, and accountability, the Business Affairs Department serves as the primary grant management administrators. The Grant Coordinator is responsible for ensuring the integrity of all grant funds. CMN staff and student organizations are responsible for compliance with Office of Management and Budget (OMB) requirements and CMN guidelines governing all funding under CMN authority. The Grants Policies and Procedures establish guidelines for documenting grant funding and expenditures, maintaining internal controls, and ensuring compliance with OMB requirements for all federally funded grants. To uphold institutional integrity and ensure alignment with the objective of knowledge acquisition and transparency, all proposed grants must be presented to the Board of Regents for approval before moving forward with the application process.

The CMN Library, as indicated in the Library Handbook, exists to serve the research, teaching, and learning needs of the college community and the citizens of the Muscogee Nation at large. The library provides resources such as a collection of books totaling 8,166; 1,967 DVD's; 62 VHS, 205 compact discs; 32 journals; 30 laptops; 35 hotspots, 77 textbooks; and a collection of tribal newspapers from different tribal nations. CMN students also have access to online databases including American Indian Experience, American Indian History Online, EbscoHost, JSTOR, ProQuest (History Vault), and ProQuest (Legislative Insight). Several of the listed online databases are also available to community members. The online databases can be accessed on the CMN's Library webpage. The Library Catalog Search is also located on the library webpage and can be accessed by the public. The online databases are vital tools for students to obtain instant access to credible peer-reviewed journals, scholarly articles, and advances searching to ensure academic integrity.

The librarian is available to assist with research, utilizing citation styles, avoiding plagiarism, as well as providing information literacy instruction. Quiet study rooms, 24 computers, a scanner, a catalog, and a printer/copier are available in the library. The librarian also supports students by hosting an introduction to the library for College Cornerstone students each trimester where students learn about available online databases and all library resources.

The College of the Muscogee Nation's policies, faculty leadership, student services, and commitment to ethical teaching and learning, fosters an environment where responsible knowledge acquisition and application are integrated into the academic experience. This commitment reflects CMN's mission to advance integrity, intellectual advancement, personal growth, and accountability across our campus community.

Sources

- HR Policies and Procedures _Official 06.21.2022
- 2024-2027 Faculty Handbook (2)
- 2024-2027 Faculty Handbook (2) (page number 16)
- Student Handbook 2026-2027
- Student Handbook 2026-2027 (page number 19)
- Grant PP 3.6.2023
- 2026-2027 Student Housing Handbook
- IRB Handbook updated 5.26
- IRB application form-1
- General Biology Syllabus Spring 2026
- CMN_Library_Student_Handbook_2026

Criterion 2 - Summary

In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.

Argument

The College of the Muscogee Nation has established comprehensive policies and procedures governing the Board, administration, faculty, and staff to ensure alignment with its mission and compliance with legal and public standards for ethical conduct and disclosure. Guided by these ethical responsibilities, the College is committed to presenting itself to students and the public in an honest and transparent manner.

In accordance with Tribal Legislation, the College is required to undergo an annual audit conducted by an independent Certified Public Accountant, compliant with Generally Accepted Auditing Standards. These audits demonstrate the College's adherence to established policies and procedures related to procurement, inventory, travel, contractual agreements, and grant management.

The Board of Regents are established in Article XIII of the Muscogee Nation Constitution and in Tribal Legislation NCA 11-040 as the governing authority of the College. In addition to these legal frameworks, Board Bylaws and policies safeguard the Board from external influence and ensure appropriate separation from the day-to-day operations of CMN. The College Charter further stipulates that no member of the Board shall receive financial gain from College funds.

Academic freedom and freedom of expression in the pursuit of knowledge are fundamental rights afforded to students, faculty, and staff, both as citizens of tribal nations and the United States and as members of the higher education community. Students are also guaranteed the right to speak their Native languages, share their cultures, and participate in traditional practices while attending CMN. To support responsible use of information, the College provides ongoing workshops and instructional materials throughout the year addressing database research, plagiarism, and ethical information use. Students are informed of the expectations for academic honesty, integrity, and the responsible exercise of freedom of expression, as well as the consequences for violations of these standards. These efforts support an academic environment that is committed to student success in the pursuit of knowledge and grounded in the core values of our ancestors.

Sources

There are no sources.

3 - Teaching and Learning for Student Success

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

3.A. Educational Programs

The institution maintains learning goals and outcomes that reflect a level of rigor commensurate with college-level work, including by program level and the content of each of its educational programs.

Argument

The College of the Muscogee Nation (CMN) maintains learning goals and outcomes that reflect the level of rigor commensurate with college-level work, by program and content. CMN is an associate degree-granting institution and is approved to offer distance education courses. The Certificate in Mvskoke Language program is the first to be completely available via distance education. The Tribal College offers six degree programs and four certificate programs.

The College began with a needs assessment to inform programming, develop our programs, and define learning outcomes. In 2004, CMN began offering an Associate in Arts (AA) in Native American Studies and a certificate in Mvskoke Language Studies, an Associate in Science (AS) degree in Tribal Services, an Associate in Applied Science (AAS) in Police Science and an Associate in Applied Science (AAS) in Gaming and a certificate in Gaming. The following learning outcomes reflect CMN's mission and core values.

As the College developed, administration realized a need for additional programs. In 2014, CMN became a 1994 Land Grant Institution. To support the mission of a Land Grant college, in 2019 an Associate in Science (AS) in Natural Resources was developed. The Natural Resources program was developed around the three pillars of Land Grant Institutions of Teaching, Research, and Extension. In addition, CMN transitioned Police Science (AAS) into an Associate of Science (AS) in Criminal Justice and added an Associate of Science (AS) in General Studies.

Native American Studies

The Native American Studies (AA) degree program is a specialized degree focused on the Mvskoke Language or Mvskoke studies, with the option to take alternative tribal courses. Students develop an informed, tribal-specific appreciation for historical, cultural, and linguistic issues within the broader social contexts. Students in Native American Studies develop a working knowledge to help preserve and record tribal history and strengthen

culture and language.

Students completing the Native American Studies Program will:

- Exhibit cross-cultural competence through the living legacy of tribal people.
- Demonstrate knowledge of Mvskoke history, culture, and contemporary Mvskoke life or other Indigenous perspectives.
- Demonstrate proficiency in reading, writing, and speaking the Mvskoke Language within the Mvskoke cultural context or other tribal perspective.

Certificate in Mvskoke Language Studies

Students completing the Certificate in Mvskoke Language Studies will demonstrate fluency in reading, writing, and speaking Mvskoke.

Tribal Services

The Tribal Services (AS) degree program emphasizes Administration, Human Services, Health Services, Geospatial Information Systems, and Tribal Leadership within tribal organizations. Students completing this program will recognize the specialized needs of Tribal governments, Native American programs, and Tribal enterprises. Students will develop knowledge applicable to tribal government, Indian land issues, project management, and grant writing within the tribal context.

Students completing the Tribal Services Program will:

- Demonstrate foundational operational knowledge within a specialized sector of Indigenous enterprise, government, or community service.
- Apply Indigenous cultural frameworks to the daily functions of commercial and governmental organizations.
- Identify historical and contemporary barriers facing Indigenous organizations to support culturally sustainable solutions.
- Execute a professional capstone project that addresses a specific practical need within the student's career pathway.

Gaming

The Gaming (AAS) degree focuses on casino operations and a variety of specializations in marketing, management, hospitality, and customer relations. Students will gain knowledge relating to management, supervision, or customer service in tribal gaming. Students will develop a well-rounded educational experience that meets the highly specialized needs of tribal casinos and acquire knowledge applicable to Native American gaming law, Native American gaming regulations, and tribal casino operations.

Students completing the Gaming Program will:

- Demonstrate knowledge of casino operations.
- Apply concepts of customer relations.
- Explain industry regulations.

Certificate in Gaming

Students completing the Certificate in Gaming will demonstrate the fundamentals of the organizational and administrative processes involved within the gaming industry.

Natural Resources

The Natural Resources (AS) degree is an academic program designed for students interested in conservation and sustainable agriculture. Students develop knowledge of the elements of the natural environment and aspects of conducting agribusiness.

Students completing the Natural Resources Program will:

- Demonstrate the fundamentals of soil science, water resources, and ecology.
- Examine the practices of natural resources conservation and sustainability.
- Evaluate natural resources in relation to Indian land issues.

Criminal Justice

The Criminal Justice (AS) degree is an academic program designed for students interested in tribal law enforcement and the justice system. Students develop knowledge of the law enforcement community, federal Indian law, and state and tribal criminal and civil law.

Students completing the Criminal Justice Program will:

- Identify current federal, state, and tribal laws.
- Apply current ethical standards.
- Evaluate the organization of law enforcement and the justice system

General Studies

The General Studies (AS) degree is an academic program designed for students who are interested in a broad range of education with an emphasis on the core curriculum. Students develop knowledge of mathematics, sciences, writing, and communication.

Students completing the General Studies Program will:

- Demonstrate mathematics and science skills in general education coursework.
- Examine the techniques for effective writing.
- Evaluate general studies in relation to communication skills.

Following the pandemic, CMN began offering the Certificate in Mvskoke Language as a distance education program. The program outcomes are the same as the traditional in-person program. In 2022, the Tribal College added the Certificate in Mvskoke Language Teaching and Certificate in Tribal Leadership. The program outcomes are listed below.

Certificate in Mvskoke Language Teaching

Students will develop the skills and knowledge to teach the Mvskoke Language. Students will be exposed to updated curriculum development, the use of digital resources, and the examination of teaching methods. This program will support the development of qualified teachers of the Mvskoke Language.

Program Outcomes:

- Creation of a guided curriculum for participants, which will aid them in developing the necessary teaching methods needed to converse and teach the Mvskoke Language in a classroom or virtual setting.
- Creation of institutional tools to assess student learning in a classroom setting or virtual environment.
- Develop technology skills to teach the Mvskoke Language in an effective digital format.

Certificate in Tribal Leadership

This certificate program highlights leadership skills such as communication, presentations, critical thinking, and problem-solving. Additionally, students will gain an understanding of the complex culture and history influencing modern Native American communities. The certificate curriculum is based on Native American cultural values and modern organizational management and leadership skills. It is designed to directly and intentionally address leadership characteristics and behaviors through a Native American worldview.

Program Outcomes:

- Demonstrate an understanding of effective leadership practices that are contextually situated and culturally framed.
- Examine the fundamental practices and issues of tribal politics.
- Examine strategies for facilitating collaborations, fostering partnerships, and building consensus for community development
- Design personalized leadership and project/program action plans for successful community development.

Sources

- College of the Muscogee Nation Change Panel Action Letter 7-16-21
- 2026-2027 Catalog (1)
- 2026-2027 Catalog (1) (page number 20)
- 2026-2027 Catalog (1) (page number 29)
- 2026-2027 Catalog (1) (page number 30)

3.B. Exercise of Intellectual Inquiry

The institution's educational programs engage students in collecting, analyzing and communicating information; in practicing modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

Argument

Intellectual Inquiry and General Education

The CMN catalog states “general education learning outcomes consist of global awareness which demonstrates social, cultural, and global responsibility; ethical conduct which demonstrates honesty and accountability; information literacy which utilizes resources and information; communication which applies effective written, oral, and multimedia skills; critical thinking which evaluates information to reach valid conclusions”. Within general education, the General Biology course utilizes creative work to develop skills for scientific inquiry and problem-solving. In 2022, CMN collaborated with United States Department of Agriculture's (USDA) National Institute of Food and Agriculture (NIFA) on a Tribal Colleges and Universities (TCU) research grant. In this project, students and faculty studied and researched the Pawpaw plant and the Mvskoke Pumpkin. Students presented research posters and presentations of their work at the First American Land Grant Consortium (FALCON) annual conference.

For the past three years, a select number of CMN students have had the opportunity to further hone their scientific inquiry and quantitative literacy through participation in the Trails to Research program at Montana State University. In this five-day laboratory course, students use zebrafish embryos to analyze concepts in developmental biology and toxicology. Working in the lab, students design their own experiments, formulate hypotheses, monitor embryo growth under varying conditions, and collect data via microscopy. The curriculum tracks the complete scientific method from initial design to final peer presentations. This external partnership supports institutional student learning outcomes by requiring independent critical thinking, data analysis, and the practical application of scientific methodologies. A majority of students in this program presented their Trails to Research findings at the annual FALCON conference.

Inquiry and Creativity

In the spring of 2026, a Native American History course offered students four creative options for a trimester-long scholarly project to foster intrinsic learning. Students had the options of choosing a podcast, zine, play, or blog. The podcast option required students to create a recorded segment on a topic of interest from the assigned course chapter readings. Another option was creating a zine, which was a mini magazine of pictures that connected to a historical topic of interest. Students also had the option to write a script for a play that encompassed a conflict, issue, or topic of interest from the assigned chapter readings. The final option for students was writing a blog regarding a topic of interest from the assigned chapter readings throughout the trimester.

CMN has been a member of the Achieving the Dream (ATD) since 2017 and is recognized as a Leader College. ATD is a national non-profit organization focused on evidence-based institutional improvement. Over our ten-year partnership, ATD has provided CMN with frameworks that support an inclusive campus culture. Through targeted coaching and collaborative initiatives, ATD empowered our faculty and staff to implement innovative, culturally responsive strategies to increase Indigenous students' engagement both in class and across campus. This sustained collaboration facilitated an advising redesign to center on student convenience and connection, ensuring that students are active participants in their education and create a sustaining relationship with faculty and staff that advances the college's mission.

The National Science Foundation Advanced Technological Education (NSF ATE) grant allowed for the establishment of a comprehensive Geographic Information Systems (GIS) initiative at CMN, directly advancing our commitment to academic inquiry, student employability, and creativity. Students who enroll and complete the specialization within Tribal Services, Natural Resources, or General Studies programs receive high-performance software specifically optimized for advanced spatial analysis in platforms like ArcGIS Pro. The project provides students with the robust technical infrastructure required for active, project-based discovery. This environment allows students to learn to manipulate all sorts of spatial data, engage in creative problem-solving regarding land management, and visually map historical and contemporary Indigenous geographies. Through hands-on application, the GIS project transforms theoretical geographic concepts into applied technical skills, empowering students to use modern spatial technology as an investigative tool to explore Muscogee sovereignty, environmental stewardship, and community planning.

The co-teaching partnership between the College of the Muscogee Nation and Emory University in Atlanta, Georgia, significantly expands opportunities for academic inquiry and creative exploration for both faculty and students. By developing shared curricula such as Concepts of Sovereignty, Mvskoke Literature, and Young-Adult Mvskoke Literature, the institution has created a dynamic, cross-cultural learning environment for both CMN and Emory students. Recently, faculty teaching these courses traveled to Chile to present a decolonized pedagogy through the Native American and Indigenous Studies Association (NAISA). These collaborative courses challenge students to critically analyze complex models of Indigenous governance and engage with Indigenous perspectives. This pedagogical approach broadens the scope of literary and political inquiry that empowers students at both institutions to actively examine the living intersections of Muscogee culture, history, and contemporary personal and tribal sovereignty.

As previously mentioned, CMN is a 1994 Land Grant Institution that developed its three-pillared land grant mission of teaching, research, and extension. Oklahoma is uniquely the only state that contains all three Land Grant Institutions (1862, 1890, 1994) within its borders. Given this opportunity, CMN has partnered with the other two Land Grant Institutions, Langston University (1890) and Oklahoma State University (1862), for mutual cultural and intellectual sharing to break down barriers between our respective communities. Many members of CMN faculty became trained facilitators in the tri-land-grant joint initiative of a series of events called Coming Together for Racial Understanding.

Students have the opportunity to travel to the Mvskoke Homelands in the Field Lab in Mvskoke Culture (MVSU 2343) course. This Travel-Learn trip is funded through a USDA NIFA Tribal College Equity grant. During the term, students learn and research about

Mvskoke culture, language, agriculture, significant sites, and ceremonies. Students, faculty, and staff travel to the Mvskoke Homelands of Georgia and Alabama for a weeklong learning experience. Some sites visited include in Georgia the Ocmulgee Mounds and Etowah and Moundville and Horseshoe Bend in Alabama. The current research of the course involves a multidisciplinary and collaborative inquiry into the night sky in terms of language revitalization, historical preservation, agriculture, and culture.

CMN hosted the first Art Show Competition during spring 2026 term. The competition was composed of two categories: CMN Students and Community. Forty-one entries were submitted, with approximately 60 attendees at the awards reception. The event was a collaboration between CMN's Unkind Artist student organization and American Indian College Fund (AICF) Community Arts Grant.

As an example of faculty, staff, and student's collaborative creative work, during the 2026 Muscogee Nation Festival parade, CMN's float won 1st place . The theme of the 50th Anniversary parade was sovereignty, strength, and culture. CMN's float design was a recreation of a traditional dugout canoe positioned on the ecological rich banks of the Ocmulgee River as depicted by the real rivercane and cattails. The students were dressed in traditional Mvskoke attire. The canoe is an enduring symbol of our sovereignty, strength, and vibrant culture.

Sources

- CMN Students Travel to Mvskoke Homelands
- NIFA Research 2022
- NT FALCON Zebrafish and Red Dye 40
- Syllabus Native American History Spring 2026
- ATD 2023 Leader College Press Release
- ATD - CMN goals and strategies 2024
- GIS 2113 Application of GIS SyllabusRevised
- Emory Blended Class 26
- Coming together for Racial Understanding
- NAISA Presentation final 2
- CMN Art Competition 01.30.26
- Parade Entry Form_CMN
- 2026-2027 Catalog (1)

3.C. Sufficiency of Faculty and Staff

The institution has the faculty and staff needed for effective, high-quality programs and student services.

Argument

As the institution of higher education for the Muscogee Nation, CMN maintains a Native American preference for all full-time faculty, adjuncts, and staff employed. The Muscogee Nation is a federally recognized tribe in the United States and therefore reserves the authority to permit preference in employing its own tribal members and other members of federally recognized tribes. Eighty-three percent of the CMN faculty are Native American, with a majority being citizens of the Muscogee Nation. This is a similar representation of the student population. The quarterly report highlights student demographics in each degree program and the Institutional Update breakdowns the demographics of faculty members. CMN faculty teach their courses using the principles of pedagogical methods, maintaining technical proficiency, and recognizing changing student demographics; each of which enhances student academic performance through effective teaching.

The involvement of faculty members in non-classroom responsibilities is critical to the effectiveness they experience in their classroom roles. A non-classroom role is faculty participation on the Curriculum Committee, which is composed of the Dean of Academic Affairs (chair), a faculty member, the Research Specialist, the Director of Enrollment Management, and the Regents Director of Institutional Effectiveness. This committee is responsible for reviewing the curricula of new and modified courses and programs (textbooks), evaluating degree program curricula, and reviewing syllabi.

Courses taught across all modes of delivery require qualified faculty. CMN employs exceptional faculty and staff to ensure the mission of creating lifelong learners is achievable and that students receive appropriate support for their learning. The CMN Learning Center provides tutoring, study spaces, and resources to assist students in their program of study. The Academic Resource Specialist oversees the Learning Center and must hold a bachelor's degree.

The College follows HLC's policies, recommendations, and procedures to determine its faculty qualifications. Full-time faculty are required to have a bachelor's degree with a master's degree preferred, and general education faculty are required to have a master's degree in the specific field taught or have any master's degree plus eighteen graduate credit hours in the discipline in which they teach. The college has an Eminent Scholar Policy for faculty who have specialized knowledge and expertise in areas that align with the mission and charter. As an example of courses taught using this policy include, the Mvskoke Language, traditional Native foods, Mvskoke Hymn singing, Gaming and cultural traditions.

CMN's commitment to continuous improvement and ensuring programs have sufficient numbers and continuity of faculty members for both classroom and non-classroom roles is demonstrated in the annual program review. The degree programs employ at least one

full-time faculty member and based on enrollment size, an adequate number of adjunct faculty members. All faculty members serve on one of several committees, including curriculum, assessment, and faculty development.

All faculty are reviewed for appropriate credentials prior to being selected for an initial interview. CMN also conducts a faculty credentialing review of all current faculty to ensure instructors are teaching the appropriate courses based on their level of education and degree type. All general education courses that may be transferred for a bachelor's degree are reviewed to ensure each faculty member has a master's degree or is an Eminent Scholar in the field they teach, or a master's degree plus eighteen additional graduate hours or equivalent experience in the subject matter they are teaching.

CMN faculty are evaluated by the Dean of Academic Affairs annually based on their individual performance. All full-time faculty engage in self-evaluation in teaching, faculty scholarship, and cultural enrichment. The self-evaluation gives faculty the opportunity to express their individual philosophies and teaching methods in their own words. The scholarship portion also acknowledges each faculty member's commitment to lifelong learning and demonstrates how their course curriculum engages with the most recent information in their field of study. A distinct focus on Tribal cultural enrichment as part of professional development supports the college's overall mission by ensuring that each instructor has knowledge of Muscogee and other Indigenous cultures.

Students electronically evaluate instructors through the instructor/course evaluations. These evaluations were designed to provide administrators and faculty members with data to assess students' perceptions of the instructor and the course's effectiveness. Upon completion of the surveys, the results are tabulated, and a report is generated for each class and results are shared with respected faculty and administration.

The CMN faculty engages in faculty development that addresses current research in curriculum development and teaching methodologies. In the fall of 2025, a group of faculty members attended the HLC's Assessment Academy and, in the spring of 2026, attended HLC's General Education Assessment Workshop. A select number of CMN faculty and staff attend the Annual HLC Conference each year. Professional development opportunities for faculty and staff include attending conferences and training, completing continuing education courses, participating in webinars, completing courses and degrees, and taking sabbatical leave. Faculty, staff, and administrators have used professional development to enhance curriculum and policies.

Faculty development includes program reviews, assessment training, scholarship development, curriculum development, and instructional pedagogy. Full-time faculty members are supported in a variety of discipline-specific associations with a yearly stipend available for membership dues. In addition to these offerings, CMN employees have fringe benefits that provide Career Development through tuition reimbursement if they wish to pursue further educational opportunities.

All adjunct faculty are invited to participate in faculty development activities. Training for adjunct faculty has also been implemented to include information on assessment, the new student information system, administrative duties, and instructional strategies. CMN is committed to supporting all adjunct and full-time faculty in their professional development to retain high-quality programs.

CMN employs 16 full-time faculty members who hold regular office hours. Faculty can be contacted via email, telephone, Blackboard, and Microsoft Teams with questions or concerns, and will respond in a timely manner. Each faculty member's office hours are displayed on each course syllabus and are posted in an exterior-facing position in their offices. Faculty can also serve as student organization advisors and engage students during regular on-campus events and activities. Faculty provide the Learning Center with course material for students to access outside the classroom for makeup work or, in some cases, extra credit.

All CMN employees participate in annual policy training, as well as refresher training on FERPA, Title IX, and campus safety. Staff members providing student services meet requirements and qualifications based on the support service they provide. CMN has published handbooks that are regularly updated and serve as guides for faculty, staff and students. CMN's co-curricular committee has outlined initiatives for training, including the addition of resources such as student work-study training and peer tutoring.

Financial aid advising is primarily handled within the Financial Aid Office, under the administrative oversight of the Director of Enrollment Management. This office provides information on awards, aid packaging, scholarships, FAFSA, and verification. The Financial Aid Coordinator stays current with federal, state, and tribal regulations, laws, and governmental policies that could affect policies and procedures. Open dialogue is maintained with faculty and advisors, discussing their roles in Title IV, HEA regulations, Satisfactory Academic Progress standards, attendance, and Return of Title IV funds. Regular communication between the Office of Enrollment Management and faculty ensures that advisors convey accurate information to students.

Sources

- CMN Institutional Profile 2024-2025 (3)
- 2024-2027 Faculty Handbook (2)
- 2024-2027 Faculty Handbook (2) (page number 13)
- Instructor MAP Position Description
- Faculty Self-Evaluation Template 2022
- SP 26 Course Evaluation Final

3.D. Support for Student Learning and Resources for Teaching

The institution provides student support services that address the needs of its student populations, as well as the teaching resources and infrastructure necessary for student success.

Argument

CMN provides comprehensive student support services tailored to its diverse, traditionally underserved student population. These services are designed to address both academic and non-academic barriers to success, ensuring that students have the tools to advance their education in a culturally sensitive environment.

The Student Success Center (SSC) serves as the centralized starting point for every student's academic journey, providing support for admissions, registration, the bursar, and financial aid. The SSC focuses specifically on supporting first-year students through a critical transition period by providing information relating to academic placement, enrollment, and program advisement. To facilitate a successful start, incoming freshmen are required to take the College Cornerstone course, a one-credit-hour course that introduces effective study tips, time management, Native life skills, and effective faculty/student communication.

CMN has established a robust process for directing students to the appropriate instructional level based on their academic preparation. The college utilizes ACT residual testing, Next Generation ACCUPLACER testing for reading and writing, and ALEKS PPL to determine proficiency in mathematics. To supplement test scores, the institution uses a multiple-measures process, which considers high school transcripts, career goals, and placement scores to ensure college readiness, as outlined in the Advisement and Enrollment Handbook.

For those who need additional preparation, CMN offers developmental courses in mathematics, reading, and writing designed to help students succeed in college-level coursework. CMN has offered a one-week instructional Summer Bridge Camp, which further helped first-time freshmen who tested into developmental courses prepare for entry-level assessments. In the Fall 2026 trimester, CMN transitioned to a new summer program called The Journey Begins, which will combine Bridge Camp and Raven Ready. This one-week collaborative program incorporates more elements of orientation and empowers new and transfer students with knowledge of campus resources, academic expectations, and student services.

Academic advising at CMN is a collaborative effort involving both specialized staff and faculty. The SSC advise students up to completing thirty credit hours, then students are transferred to degree program coordinators or faculty advisors who guide them through graduation. This process emphasizes one-to-one interaction to help students select proper courses, monitor degree progress, prepare for transfer to four-year institutions or join the workforce.

Beyond the classroom, the Learning Center (LC) provides vital academic resources, including tutoring, test proctoring, and assistance with scholarship applications. The LC serves as a safe space for individual or group work and is staffed by an Academic Resource Specialist along with peer and mentor tutors. The CMN Library further supports learning by providing access to extensive Native American collections, quiet study rooms, and academic research databases such as the American Indian Experience, American Indian History Online, EbscoHost, JSTOR, ERIC ProQuest (History Vault), and ProQuest (Legislative Insight). Students can also check out laptop computers and utilize multiple stationery and mobile computer labs across campus.

CMN's infrastructure includes high-speed wireless internet, science labs equipped for safe chemical experiments, and modern classroom technology with interactive instructional boards. The Health and Wellness (H&W) program addresses students' holistic needs by providing stress relief, mental health screenings, and referrals to Muscogee Nation Behavioral Health services. This support is particularly critical as many CMN students come from rural areas and may face challenges related to poverty or historical trauma. The college is fully compliant with ADA regulations, providing both physical and academic accommodations to remove barriers for students with documented disabilities.

Finally, CMN utilizes co-curricular activities to complement formal instruction, emphasize Mvskoke culture and values through student organizations. Many of these programs include service-learning components, which allow students to apply classroom knowledge to community projects, fostering civic responsibility, and a positive attitude toward the institution.

The College of the Muscogee Nation ensures that support for student learning is equitable and effective across all modes of delivery, providing online and off-campus students with access to high-quality resources.

Equity of Support for Online and Off-Campus Students

CMN provides students participating in distance learning or living off campus access to comprehensive support services:

Tutoring

The Learning Center (LC) tutoring program has expanded to a dedicated center staffed by an Academic Resource Specialist that facilitates peer and faculty tutors, in addition to regular faculty office hours. Faculty provide class handouts and lecture notes to the LC for students to access outside the traditional classroom. The LC partners with Tutor.com to provide 24/7 online tutoring services for all students, ensuring academic help is available regardless of location or time of day.

Advising

Academic advising is maintained through multiple channels. Faculty are required to be accessible for inquiries via email, phone, and Blackboard (Learning Management System) messaging, and to respond promptly to both on-campus and online students.

Library Resources

The CMN Library facilitates off-campus research through its Online Public Access Catalog (OPAC), which allows students to search for its holdings via the college website. Students have remote access to high-quality academic research databases. To bridge the digital divide, the library provides laptops and mobile hotspots for checkout to commuting students or those lacking home internet access. These efforts are supplemented by additional hotspots through Academic Affairs and are available for use during the academic year.

LMS (Blackboard) Integration

The online classroom is the primary hub for course materials, assignments, and quizzes. In addition, students are able to message their instructor or other students, track course completion, complete course evaluations and verify grades.

Measuring Advising Effectiveness

The college employs both direct and indirect measures, including GPA, Graduation and Retention Rates, to ensure its advisement process is both effective and evolving. Through this systemic approach, CMN identifies and removes barriers to success, ensuring that its advising and support structures directly contribute to improved student outcomes.

Surveys

In years past, CMN students reported receiving a clear academic plan and pathway attributed to their persistence to a strong early connection with someone at the college. CMN also uses annual Graduate Surveys to obtain feedback on the impact of their experience. In 2026, 66% of CMN graduates plan to pursue a bachelor's degree. 68% of graduates were highly satisfied with their experiences in advisement, financial aid, residential housing, instruction, and cultural activities. The General Studies degree program had the highest number of graduates, at 45%, and the Mvskoke Language, at 65%, for the certificate program.

Retention and Persistence Data

Advising effectiveness is reflected in institutional Key Performance Indicators (KPIs). The full-time fall-to-fall retention rate reached 54 percent for the Fall 2022 cohort returning in Fall 2023 according to the National Center for Education Statistics (NCES) . Long-term retention data shows a steady climb from 44 percent for the Fall 2020 cohort up to 54 percent for the Fall 2022 cohort, while graduation rates experienced a net increase from 19 percent for the 2018 cohort to 24 percent for the 2020 cohort.

Advising is further supported by use of an early alert retention initiative in which faculty notify the SSC about students who are chronically absent or falling behind. The SSC then re-establishes communication to guide the student back on track.

Sources

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- DFR Report PDF2024

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- 2026 Graduation Survey Report

3.E. Assessment of Student Learning

The institution improves the quality of educational programs based on its assessment of student learning.

Argument

The College of the Muscogee Nation improves the quality of our educational programs through ongoing systematic cycles of assessment of student learning. CMN has developed institutional, general education, and program learning outcomes that are consistent with our Mission Statement and Core Values. As a young institution, CMN recognizes the importance of assessment of student learning. CMN has developed an Assessment Committee and Student Learning Assessment Plan.

CMN values the importance of assessing student learning. The institution originally joined the Higher Learning Commission's Assessment Academy in 2017 and completed the academy in 2021. CMN renewed its commitment by rejoining the Assessment Academy in 2022 for a new cohort cycle. Five faculty team members attended the Assessment Academy Midpoint Roundtable in 2024. The team is preparing for the HLC Assessment Academy Fall 2026 Results forum. Initially, our assessment work has been geared towards developing general education outcomes. Currently, we are reviewing our program outcomes in General Studies, Natural Resources, and Tribal Services.

In January 2026, faculty attended a four-day Assessing General Education Virtual Workshop facilitated by the Higher Learning Commission. The workshop team worked on the general education outcomes and CMN's capacity. Other areas of improvement will focus on revising performance indicators and rubrics for assessment of student learning.

Institutional Learning Outcomes

Mvskoke Values

Students will identify tribal norms, historical events, ceremonial, and traditional customs of the Muscogee Nation. Students who meet this outcome will be able to:

1. Assume Meevlke (Responsibilities) for their role in relation to the well-being of the tribal community and their lifelong obligations as a community member.
2. Make effective use of the knowledge, skills, and ways of knowing from their own tribal traditions to learn about the larger world in which they live.
3. Eyasketv (Humility) use of the knowledge of cultural practices, history, in the context of the significance of Mvskoke churches and ceremonial grounds through oral and written communication.

Muscogee ways are interwoven into the curriculum by honoring generations past while teaching and learning in the present to build our tribal nation for generations to come. For example, the Beginning Mvskoke Language (MVSK 1123) not only teaches the fundamental of the Mvskoke Language but also Mvskoke values. In this course, students are introduced

to the Mvskoke Language and culture. Beginning Mvskoke Language is a requirement for all CMN degree programs.

Field Lab in Mvskoke Culture (MVSK 2343) course is an opportunity for experiential learning. The students enrolled in the course travel to the Mvskoke Homelands of Georgia and Alabama. Students learn about sacred and ceremonial sites of the Mvskoke during the term and can visit and connect with the Homelands for the weeklong trip. Student experiences contribute to course research and the completion of course assignments. The Travel-Learn trip is funded through the USDA NIFA TCU Equity grant.

CMN acknowledges that student learning takes place outside the classroom as well as within the curriculum. One of the established goals set by CMN is to provide co-curricular activities that respect tribal traditions and culture. Co-curricular activities provide an enriched educational environment and contribute to the educational experience of the students. The Co-Curricular committee is using Institutional Outcomes to assess co-curricular activities on campus.

The Tribal College provides leadership and learning opportunities for students through participating in conferences and other events each year. For example, during the AIHEC Legislative Summit, four CMN students visit the U.S. Capitol to share personal educational experiences to congressional representatives during Tribal College and University (TCU) week. A rubric is used in the selection process for eligible student representatives.

General Education Learning Outcomes

All degree seeking students share common academic experiences provided by the general education requirements. CMN's general education courses provide students with broad and extensive experiences, which are both rich and important in preparation for living in a tribal and global society. The College of the Muscogee Nation has a Core Value, Hoporenkv, which translates to "Wisdom." CMN students develop and cultivate their Hoporenkv through the general education curriculum. The Tribal College has developed five General Education Learning Outcomes:

- Global Awareness: Demonstrate social, cultural, and global responsibility.
- Ethical Conduct: Demonstrate honesty and accountability.
- Information Literacy: Utilize resources and information.
- Communication: Apply effective written, oral, and multi-media skills.
- Critical Thinking: Evaluate information to reach valid conclusions.

For Academic Year 2024-2025, the Assessment Committee selected the Critical Thinking outcome to be evaluated in accordance with the committee's Assessment Plan.

Critical Thinking

Students will evaluate information to reach valid conclusions. Students who meet this outcome will be able to:

- Clearly define a question or problem to identify and distinguish critical and creative approaches to problem-solving.
- Students will understand quantitative reasoning through skills and knowledge necessary to work with numerical data and the higher-order thinking skills required to

make and understand mathematical arguments.

- Demonstrate understanding of the terms and symbols used to generate, present, and analyze data.

The Assessment Committee's evaluation of assessment data highlights the variation between courses and performance levels. In 2025, the Freshman Composition I course indicated a competent proficiency level of 60%, and Freshman Composition II performed at a competent level of 61%. Due to the small sample size, the data indicated an unsatisfactory proficiency level of 42% for the Tribal Services Capstone. However, after a pre-assessment course redesign, there was an increase to 58% in the summer of 2025. Overall, the assessment data indicated that two of the three courses assessed are meeting or surpassing the benchmark for student competence. The fourth, Computer Literacy, did not have an assignment deemed representative for this assessment. CMN students are achieving the general education goals and outcomes and cultivating their Hoporenkv.

The 2025-2026 assessment cycle demonstrated notable performance variations across academic disciplines, course levels, and delivery terms. The initial assessment of the Fall 2025 College Cornerstone (ORIE 1011) course (n=140) reflected a developing proficiency level of 63% (average score of 5.03 out of 8).

Targeted instructional interventions and explicit structural expectations led to positive performance gains in subsequent terms. The ORIE 1011 Spring 2026 cohort (n=50) advanced to a proficient level of 78% with a cumulative average score of 6.22 out of 8, demonstrating that clearer instructional parameters for course assignments enhanced student proficiency. The Humanities (HUM 1013) course (n=99) performed within the competent range at 66% with an average score of 5.26 out of 8, though qualitative data mirrored broader institutional challenges regarding a lack of source validation in opinion-heavy submissions.

The 2025-2026 cycle, the committee assessed Global Awareness outcome.

Global Awareness

Students will demonstrate social, cultural and global responsibility. Students who meet this outcome will be able to:

Vrakkueckv (Respect) and engage with others from a multicultural and global perspective.

- Determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds.
- Explore the elements of Hoporenkv (Wisdom) that create diversity and explain their impact on the development of a culture or interaction between cultures.

In the Beginning Mvskoke Language (MVSK 1123) course, students learn basic phrases, expressions, and cultural history. Beginning level conversational proficiency is emphasized. Students complete an oral proficiency at the end of the term with a PowerPoint presentation. The students upload self-audio recordings speaking Mvskoke words and phrases. During the cycle, the Assessment Committee evaluated the student's pronunciation of *enheckv* (colors). Colors are important to Mvskoke culture because of the representation of *Mvskoke Etv/wv* (Tribal Towns), medicine colors, and seasons. A four-point rubric was used to evaluate student proficiency. The Beginning Mvskoke Language Oral Proficiency course

achieved a proficient level of 78% across all submitted committee evaluations (n=135). Sectional analysis identified that the Fall 2025 evaluations (n=54) outpaced the Spring 2026 cohort (n=81), averaging 3.31 and 2.99 out of 4 respectively, due to a noticeable drop in Spring foundational conversational phrases, even though both tracking periods demonstrated exceptional student mastery of advanced oral storytelling elements. Collectively, these data points indicate that while CMN students are successfully grasping high-level conceptual frameworks, future curricular design must prioritize information literacy, citation mechanics, and reinforce academic integrity standards to fully cultivate student Hoporenkv.

Sources

- Student learning assessment plan 2025-28
- Assessment Academy Midpoint Report
- Field Lab Summer 2026
- Legis Summit Student Selection Criteria
- Final Assessment Committee Report 2024-2025
- 2025-2026 Assessment Report & Curriculum R
- Field+Lab+Research+Proposal+Presentation+-+Taylor+Dunson

3.F. Program Review

The institution improves its curriculum based on periodic program review.

Argument

The College of the Muscogee Nation strives to maintain a systematic, five-year cycle of Academic Program Reviews. This process ensures that all degree and certificate offerings remain current, rigorous, and mission aligned. The Office of Academic Affairs manages this process centrally. Formal approvals are required from the Degree Program Coordinator, the Dean of Academic Affairs, and the President.

Standardized Review Framework

All programs utilize a standardized Academic Program Review Template consisting of seven core components:

- Component A: Mission and Progress (Connection to CMN Mission and progress since last review).
- Component B: Faculty Characteristics and Qualifications (Data exhibits of credentials).
- Component C: Student Enrollment and Success (Retention and graduation data).
- Component D: Student Learning Assessment (Mapping and Assessment results).
- Component E: Curriculum (Structure and alignment).
- Component F: Community Engagement (Advisory boards and community impact).
- Component G: Resources and Institutional Capacities (Library, IT, and specialized labs).

To ensure the sustainability of this cycle during periods of faculty turnover, the CMN Assessment Committee has been tasked with facilitating these reviews. The committee provides technical assistance and may further revise template portions to streamline historical data gathering.

Evidence of Curriculum Improvement

CMN demonstrates that program reviews serve as a primary catalyst for substantive curriculum and operational changes.

Native American Studies: Cultural Perpetuity and Expansion

The Native American Studies Program Review process facilitated several key improvements:

- Cross-Cultural Integration: Evaluation of the NAS program resulted in recommendations for cross-cultural curriculum that benefits other degree programs. One example includes administrative staff developing cultural presentations on the importance of corn to the Mvskoke people to reinforce identity across the student body.
- Community-Driven Recruitment: Faculty participation in MCN Chartered Community

activities, such as judging language spelling bees, serves as a recruitment tool for future concurrent enrollment.

Tribal Services: Adaptation to Industry Needs

Based on the Tribal Services Program Review 2023-24, the program has undergone maturation to meet Indigenous industry demands:

- Expansion of Specializations: In Fall 2025, the program added two new specializations: Tribal Leadership (Fall 2023) and Geospatial Information Systems (GIS).
- Proposed Structural Realignment: Current review data suggests that the name Tribal Services limits professional appeal. New outcomes were proposed in this document to replace Specialization-only outcomes that were not reflective of the program's scope.

Gaming Program Continual Assessment

The results of the 2025-2026 assessment cycle, show the introductory Introduction to Native American and Oklahoma Gaming (GAM 1103) course (n=27) indicated a competent proficiency level of 65% with a cumulative average score of 16.32 out of 25, while the advanced Native American Gaming Law (GAM 2213) course (n=49) fell slightly below the competency threshold to a developing proficiency level of 59%, with an average score of 14.98 out of 25. Feedback from selected gaming courses highlighted a deficit in citing sources, specifically noting that advanced students struggled to accurately analyze distinct legal frameworks and statutory classifications relating to Indian Gaming.

Criminal Justice: Transition and Realignment

The ongoing review identified that the legacy Police Science program was overly focused on officer-specific tasks. As a result of recommendations in the Police Science Program Review 2017-18, the institution has transitioned the program from an Associates of Applied Science into an Associates of Science in Criminal Justice, to allow for broader career pathways and smoother transfer to four-year institutions.

Data-Informed Curricular Changes

Degree Program Coordinators utilize assessment data within the program review cycle to modify course-level instruction for meeting student needs.

- Literacy and Writing Standards: Based on student data indicating gaps in student writing proficiency, the Freshman Composition curriculum was modified. Assignments were recalibrated to meet the needs of lower-capability writers while maintaining college-level standards.
- Curricular Sequencing: In the Tribal Services Review 2017-18, the Governmental Accounting assessment led to a curriculum adjustment. Students struggled with complexities without sufficient foundations. This resulted in a realignment of the course sequence to improve success rates.

Faculty Oversight and Quality Control

The Curriculum Committee and the Assessment Committee serve as the primary bodies for

ensuring that recommendations from program reviews are academically sound. These committees review changes to degree programs, textbooks, and course syllabi.

Sources

- Student learning assessment plan 2025-28
- 2025-2026 Assessment Report & Curriculum R
- CMN Program Review Template
- NativeAmericanStudies-ProgramReview-AY2017-18 update12.18.18
- Tribal Services Program Review 2023-24
- Tribal Services Program Review 2017-18
- Police Science Program Review 2017-18 update[10292]

3.G. Student Success Outcomes

The institution's student success outcomes demonstrate continuous improvement, taking into account the student populations it serves and benchmarks that reference peer institutions.

Argument

To ensure a comprehensive understanding of student outcomes, CMN utilizes multiple integrated platforms, which can include the Integrated Postsecondary Education Data System (IPEDS), the American Indian Higher Education Consortium's American Indian Measures of Success (AIHEC AIMS), and the Postsecondary Data Partnership (PDP). Together, these complementary data systems are designed to enhance the validity of institutional analyses, provide richer contextual insight into student progress, and support targeted and responsive interventions. IPEDS is federally mandated for Title IV eligibility and provides nationally comparable data that supports institutional accountability, public reporting, and inclusion in the resources of the National Center for Education Statistics. However, IPEDS metrics traditionally do not fully capture the unique mission or the culturally distinct populations served by Tribal Colleges and Universities (TCUs).

To address this gap, CMN utilizes AIHEC AIMS, a Tribal College-specific data initiatives that tracks both quantitative and qualitative indicators designed to reflect American Indian student success, community engagement, and TCU mission-driven outcomes.

CMN also participates in the Postsecondary Data Partnership (PDP), a student-level data system managed by the National Student Clearinghouse. The PDP provides broader insight by including all new students and offering dashboards, benchmarking tools, and early momentum indicators. This structural approach is intended to allow CMN to better understand part-time and transfer students, identify equity gaps earlier, and reduce reporting burden by submitting a single validated dataset to multiple requirements.

In addition to external reporting, CMN incorporates internal data tracking to help guide data informed decisions. These processes are designed to gather feedback through Current Student Survey Fall 2025 (data presentation), graduating student surveys, and roundtable discussions that provide quantitative and qualitative insight into student experiences, campus climate, and barriers to persistence. CMN also monitors academic indicators such as course performance, advising notes, and degree progress to identify students who need additional support. Internal engagement indicators, such as tutoring participation, workshop attendance, and involvement in cultural programming or student activities, further assist the institution in understanding factors that contribute to retention and completion.

CMN's work with national initiatives like Achieving the Dream (ATD) is aimed at strengthening its capacity for data-informed decision-making and more effectively monitoring student persistence and completion. Through these collaborative efforts, the College has refined its Key Performance Indicator (KPI) framework, enhanced data reporting processes, and adopted evidence-based strategies that directly support student success. The KPIs

developed through this framework provide a comprehensive view of academic momentum and include tracked areas such as the ratio of credits earned to credits attempted, completion of the College Cornerstone Course during the first term, fall-to-spring retention for first-time students, and credential attainment within 4 years of initial enrollment. Additional indicators are designed to track completion of developmental English within the first year and completion of the developmental math sequence within that same period. Together, these benchmarks are intended to allow CMN to identify barriers, evaluate the effectiveness of academic and support services, and implement targeted interventions that strengthen student persistence and degree completion.

First to Second Year Retention

Institutional data collection reflects CMN's ongoing prioritization of student retention. Internal tracking models indicate a positive long-term trend in the overall institutional retention rate for full-time, credit-seeking students over the past several assessment cycles. This focus underscores the College's commitment to strengthening academic advising, early intervention, and wrap-around support services. National Center for Education Statistics (NCES) data provides additional insight into year-to-year persistence. The retention rate for Fall 2023 for first-time full-time degree seeking undergraduates was 48% and 35% for part-time students. These metrics highlight the progress maintained among full-time learners while highlighting continued opportunities to better support part-time students, who often face additional external challenges.

To improve first-to-second-year retention, CMN has established an advising process designed to identify barriers early and provide timely, personalized support. Advisors initiate new student check-in calls to build early rapport and ensure a strong transition into the first term. Throughout the trimester, Student Success advisors engage in targeted outreach to students who miss multiple days of class or have missing assignments, allowing advisors to intervene quickly and connect students to academic assistance, counseling, or other resources. CMN further supports student engagement and belonging through event such as Sip and Support sessions, where students are invited into a welcoming environment to discuss academic, financial, wellness, or personal challenges and receive immediate assistance and follow-up. These activities create regular and approachable support opportunities that encourage students to remain connected to the institution.

CMN has strengthened its retention infrastructure through a structured Satisfactory Academic Progress (SAP) warning process. Students placed on SAP warning meet with a dedicated Student Success advisors within the Student Success Center to identify academic or personal barriers impacting performance, develop tailored success plans, and receive referrals to tutoring, wellness services, or financial support as needed. Advisors maintain frequent check-ins throughout the trimester with both the students and their instructors to monitor progress and adjust the support plan as circumstances change. Together, these integrated strategies, proactive outreach, barrier identification, continuous monitoring, and holistic rapport demonstrate CMN's intentional, data-informed, and culturally responsive approach to improving first-to-second-year retention and advancing long-term student success.

Persistence

The College targets measurable improvement in student persistence and employs a

coordinated set of strategies to support continued progress toward academic program completion. Long-term multi-year trends show an increase in the overall persistence rate for full-time credential-seeking students, reflecting the positive impact of expanded academic advising, enhanced early alert outreach, increased access to tutoring and learning resources, and the integration of culturally responsive support systems. These initiatives collectively strengthen the academic environment, aligned with the College's mission to promote ongoing student success.

To further improve persistence, CMN implements a holistic, coordinated set of student success strategies to address academic preparation, belonging, wellness, and career readiness. New student orientation, *The Journey Begins*, provides clear expectations for college level work, time management skills, effective use of online platforms, and fosters early connection with a sense of belonging. Throughout each term students are provided with proactive advising, scheduled check-ins at key milestones, timely interventions and connections to needed resources. Academic support is further strengthened through the Learning Center, which offers in-person tutoring and study assistance, as well as flexible online tutoring options that expand access beyond traditional hours.

CMN also supports persistence by helping students establish clear academic and career goals. The institution hosts career fairs, mock interviews, and resume-building sessions that connect students' academic pathways to future employment opportunities. Student well-being is supported through health and wellness initiatives, such as mental health screenings and stress relief workshops, and referrals to counseling services, acknowledging the importance of mental, emotional, and physical health to student persistence.

Overall, these integrated practices demonstrate CMN's systematic and mission-driven approach to improving persistence. The College evaluates metrics regularly and uses this data to inform planning, resource allocation, and continuous improvement, ensuring that student success strategies remain responsive and effective.

Graduation

The College systematically tracks graduation outcomes to evaluate completion trends and ensure that academic and student support strategies effectively advance student success. Graduation data compiled by the National Center for Education Statistics indicates that for the full-time, first-time cohort that entered in Fall 2020, 22% graduated within the normal time frame and 24% completed their program within 150% of normal time. For the subsequent Fall 2021 cohort, 23% of full-time, first-time students completed their programs within normal time, 23% graduated within 150% of normal time, and 28% completed within 200% of the normal time frame. These patterns demonstrate the continued progression of students toward degree attainment when provided with additional time and institutional support. Collectively, these data illustrate the College's ability to monitor completion outcomes and refine interventions to meet student needs. The College regularly reviews cohort trends to determine whether its academic support, advising structures, and culturally responsive services are effectively promoting degree completion, adjusting approaches as necessary to ensure ongoing improvement.

Complementing these data-informed strategies, the College also provides direct support to students approaching graduation through GradFest, an event designed to celebrate upcoming accomplishments while ensuring students are fully prepared to participate in

commencement. Students are invited to the event to recognize their higher education goal achievement and receive individualized guidance to confirm their eligibility to participate in the graduation ceremony. During GradFest, degree plans are reviewed to verify completion of academic requirements; all required graduation forms are finalized, and professional headshots are taken. Additionally, graduation regalia is sized and ordered on site. This important event reduces last-minute barriers, streamlines the transition to graduation, and reinforces the College's commitment to supporting students through the final steps of their academic journey.

Post-Graduation

The National Student Clearinghouse (NSC) offers a method for monitoring of students' post-graduation transfer destinations to other colleges and universities. The College utilizes PDP dashboards and NSC reports to monitor and track CMN graduates.

An alumni survey was conducted in 2023 to establish a foundational database of updated graduate contact information, current employment sectors, and community engagement metrics. While this initial survey focused on Alumni connectivity, according to the Cokv Hocickv Em Vlosetv (Strategic Plan) 2023-2028, Goal Five, Objective Seven, the Office of Student Affairs is tasked with increasing visibility and establishing a formal alumni association. The development of this association will create a methodology for ongoing alumni engagement and data collection relating to graduates from the College. Additionally, 33% of the college's full-time employees are CMN graduates.

State Degree Requirements

The Oklahoma State Regents for Higher Education (OSRHE) is the governing body for higher education requirements for state institutions in Oklahoma. However, CMN is an institution of higher education chartered by the Muscogee Nation which exists within the framework of tribal sovereignty, federal trust responsibility, and not governed by state mandates. As a constitutional independent entity of the Muscogee Nation, CMN has an established Board of Regents that serves as our governing body and guaranteeing stability for the College.

Student Success Initiatives

CMN strengthens student persistence and progress toward completion through a coordinated set of student success initiatives, including dedicated career resource space, in the Library, and incentive skill building programs, that reinforce academic skills, career readiness, and sustained engagement. The Next Step Nook serves as a dedicated resource space where students can explore career pathways and develop professional competencies. This space provides access to job boards, career-interest profiles, resume and cover-letter templates, and materials for printing business cards and resumes. By offering these practical tools in a centralized and easily accessible location within the Student Success Center, the Next Step Nook helps students clarify their academic and career goals, prepare for employment opportunities, and build confidence as they transition from academic study to the workforce. This intentional support strengthens students' sense of purpose and direction, which are key drivers of persistence, retention, and successful program completion.

CMN's Soar Higher program, also led by the Student Success Center, is designed to engage students in strengthening academic skills, developing new competencies, and building the

habits that support long-term academic success. The program offers a series of targeted workshops focused on study strategies, time management, resume development, coping skills, mock interviewing, and effective use of the Learning Center. To promote sustained participation and increased utilization of support services, the program includes an incentive structure in which students who complete the requirements of twenty hours per trimester in the Learning Center, three Level All modules, and attendance at six Soar Higher workshops or events are eligible to receive a new laptop. This structured blend of skill-building, academic reinforcement, and incentivized engagement supports persistence by equipping students with essential tools for academic success and fostering a consistent connection to campus resources. Together, these initiatives demonstrate CMN's intentional, mission-aligned approach to improving persistence, retention, and completion.

Sources

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- DFR Report PDF2023
- DFR Report PDF2022
- FA 25 current student survey
- Advising Roundtable Final Report and Recommendations - SP 26
- SOAR HIGHER
- Strategic Plan 2023- 2028 updated May 14 2024
- Strategic Plan 2023- 2028 updated May 14 2024 (page number 17)
- SAP Flyer
- Alumni Booth Flyer
- DFR Report PDF 2025
- DFR Report PDF 2025 (page number 6)

Criterion 3 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

Argument

The College of the Muscogee Nation provides high-quality education that aligns directly with its mission to emphasize Mvskoke culture, values, language, and self-determination. Through rigorous program reviews, culturally integrated curricula, and systematic assessment of student learning, CMN ensures its academic offerings remain highly relevant and effective.

The institution supports its diverse student body with comprehensive, data-informed student services, including proactive advising, holistic health and wellness resources, and targeted retention initiatives. By maintaining highly qualified faculty and staff and providing them with ongoing professional development and structured leadership opportunities, CMN cultivates an environment where academic excellence and tribal nation building thrive together.

Sources

There are no sources.

4 - Sustainability: Institutional Effectiveness, Resources and Planning

The institution's resources, structures, policies, procedures and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

4.A Effective Administrative Structures

The institution's administrative structures are effective and facilitate collaborative processes such as shared governance; data-informed decision making; and engagement with internal and external constituencies as appropriate.

Argument

The College of the Muscogee Nation (CMN) demonstrates a mature and effective administrative structure that supports shared governance, data-informed decision-making, and meaningful engagement with internal and external constituencies. These structures work cohesively to ensure academic integrity, institutional accountability, and mission alignment. CMN's governance model is rooted in Muscogee values and supported by clearly defined roles for the Board of Regents, administration, faculty, staff, and students. The College has made significant advancements since the previous accreditation cycle, including but not limited to strengthening institutional research, expanding stakeholder participation, adding a fully functioning Extension program, and a process that guides strategic planning. Through these integrated systems, CMN ensures that decisions are transparent, collaborative, and grounded in reliable evidence, enabling the institution to effectively fulfill its responsibilities to students, the Muscogee Nation, and the broader tribal community.

Shared Governance

The College of the Muscogee Nation maintains effective administrative structures that uphold a robust and clearly defined system of shared governance. The College's decision-making framework engages the Board of Regents, administration, faculty, staff, and students in the development and review of academic requirements, institutional policies, and operational processes. This inclusive and structured approach ensures that institutional planning reflects diverse perspectives, promotes transparency, and remains firmly aligned with CMN's mission.

The Board of Regents (BOR) provides policy direction, fiduciary oversight, and mission stewardship on behalf of the College of the Muscogee Nation. Board of Regents operations are guided by formal BOR Bylaws and the Board of Regents Manual, which clearly define the authority, duties, and responsibilities of the BOR. The Bylaws delegate several responsibilities to the President, including the development of long-range institutional plans,

the recommendation of academic and programmatic changes consistent with CMN's mission, and building an organizational culture centered around the Core Values of Integrity, Wisdom, Respect, Humility, and Responsibility. The BOR formally adopted the College's initial Strategic Plan in 2007 and approved subsequent updates in 2013, 2019, and 2023. The Strategic Plan was approved by the BOR in May of 2024 to include the Extension Program, which was subsequently added as Goal 7 under the institutional plan. The BOR meets monthly and covers a formal business agenda that includes major institutional policies, budget frameworks, strategic initiatives, formal partnerships, and externally funded grant applications.

As the College of the Muscogee Nation grows and its sphere of influence expands, the BOR offers critical guardrails and oversight to ensure all engagements are focused and in line with the institution's well-established mission. Further, the BOR plays a lead role in the organization's financial and fiscal health, investment management, and yearly comprehensive annual budgeting (CAB) process that is consistent with the Muscogee Nation policies.

CMN's President, while employed by the Board, is responsible for all day-to-day operations, overall guidance, vision, organizational culture, and laying the foundation for future success. The College of the Muscogee Nation is a 1994 Land Grant Institution, funded by the Farm Bill to involve the citizens of the Muscogee Nation and the greater Okmulgee community. It is the overarching mandate of research, education, and extension that drives Executive decision-making at the College of the Muscogee Nation.

The Administrative Leadership Team consists of the President, Dean of Academic Affairs, Dean of Student Affairs, Director of Business Affairs, Director of Enrollment Management, and Regents Director for Institutional Effectiveness. This leadership team is responsible for operational management and strategic direction, promoting institutional effectiveness through collaboration across departments and active participation in standing committees and student-centered initiatives. Major standing committees include Academic Affairs/Curriculum, the Assessment Committee, the Accreditation Steering Committee, the Executive Committee, the Institutional Review Board (IRB), the Publications/Website Committee, and the Faculty Council. Additional committees include the Graduation Committee, Fall Fest Committee, and various disciplinary and student support committees that promote and ensure coordination of campus events, policy implementation, and student services. Collectively, the Administrative Leadership Team and these committees play a critical role in shaping institutional policy, overseeing academic programs, and supporting continuous institutional improvement.

Faculty participation is central to shared governance at the College of the Muscogee Nation. Faculty members play an active and substantive role in curriculum development, student learning assessment, and the formulation of academic policies that guide the academic mission of the institution. Their engagement is organized through the Faculty Council, regular faculty meetings, and committees dedicated to academic affairs and assessment. Foundational documents, including the Faculty Handbook, the Advisement and Enrollment Handbook, and the Faculty Council Bylaws, formalize processes for faculty input and ensure that faculty have consistent, meaningful opportunities to participate in institutional governance.

Equally important, CMN's organizational culture encourages faculty to maintain a

questioning attitude, take ownership of programs and policies, and uphold the principle of continuous improvement. As CMN celebrated its 20-year anniversary in 2024, its attention was not fixed on the past but on defining the next stage of institutional growth. Forward-looking planning, innovation, and critical inquiry are central to how faculty contribute to shared governance and help shape the future direction of CMN. Faculty influence within this governance model is demonstrated through several recent faculty-led and collaborative initiatives that have strengthened academic quality, improved institutional operations, and aligned CMN practices with both cultural values and student needs.

One example of shared governance and collaborative decision-making is the institution's consideration of faculty flexible scheduling, which will be presented to and reviewed by the Board of Regents. Faculty identified a need for structuring their professional responsibilities in ways that support teaching effectiveness, student engagement, and faculty well-being. The Faculty Council proposed the flexible scheduling to support improved instructional preparation. This proposed action reflects the institution's commitment to shaping institutional policies and practices consistent with improvement and mission-driven decision making.

A second example is the development of the Geospatial Information System (GIS) courses, which began when the Dean of Academic Affairs approached a faculty member about the increasing importance of geospatial skills for the Muscogee Nation and regional employers. Working together, the Dean and faculty developed the initial concept and advanced it through the established curriculum review process, collaborating closely with the Curriculum Committee to ensure alignment with institutional learning goals and accreditation standards. To maintain high quality academic programming and ensure tribal workforce readiness, CMN integrates industry standard technology directly into its curriculum. Muscogee Nation utilizes ESRI ArcGIS and ArcView software suites for tribal operations, natural resources and environment, as well as public data sharing. Faculty also partnered with the Nation's Geospatial Department to strengthen cultural relevance, technical rigor, and applied learning opportunities within the proposed curriculum. Students train on and use various ESRI ArcGIS software within the courses. CMN fully funds the professional ArcGIS Pro certification testing fees for students upon course completion, as it is widely used by the Muscogee Nation. This investment ensures graduates achieve recognized professional credentials, directly supporting tribal self-determination and equipping the Muscogee Nation with highly skilled geospatial professionals. This initiative highlights how faculty leadership, collaboration, and innovation move through CMN's governance channels to shape new academic programs that respond to community needs.

Another example is the institution's review and revision of its attendance policy, recognizing the need to align institutional practices with student success goals and evolving educational approaches. The College established an Attendance Task Force composed of representatives from key institutional constituencies, including faculty. Through a collaborative review process, the task force examined existing attendance requirements, considered best practices in higher education, evaluated the impact of attendance policies on student engagement and academic success, and assessed alignment with the College's mission and educational philosophy.

Following discussions and recommendations through an Ad Hoc committee, the College transitioned from a traditional attendance-based policy. The revised attendance statement was formally adopted and published in the CMN catalog. This initiative reflects the

institution's commitment to shared governance by engaging faculty and other stakeholders in a collaborative decision-making process that resulted in meaningful institutional improvement and enhanced support for student success.

Together, these initiatives demonstrate the depth and effectiveness of shared governance at CMN. Faculty do not simply participate in governance structures; they actively contribute to institutional priorities and innovation that strengthen academic quality and student success. Their contributions reflect the College's commitment to collaborative decision-making and continuous improvement.

Staff engagement occurs through cross-functional committees, work groups, and departmental collaboration that reinforce operational effectiveness and student support. CMN's Organizational Chart outlines all departmental functions and reporting structures, ensuring clarity in roles and communication pathways. The Human Resource Policies & Procedures give clear expectations for staff performance and organizational conduct. All new employees participate in an orientation that includes tribal governance overview, CMN history, core values, and ultimately concludes with attendance at a Board of Regents meeting. New and existing employees engage in professional development to maintain a strong organizational culture built around a service to the students and to the Muscogee Nation community.

Students actively participate in governance through membership on standing committees such as the Grade Appeals, Student Conduct Hearing, Housing Judicial Hearing, Library, and Native American Heritage Month Planning. Students also provide input through surveys, program evaluations, and participation in student organizations such as the Student Senate. Student rights and responsibilities are outlined in the Student Handbook, Student Housing Handbook, and the Consumer Information Guide.

Students are encouraged to attend monthly Board of Regents meetings, construction meetings, and may meet with the President at any time. Through these collaborative structures, CMN ensures that policies, academic requirements, and operational procedures are developed transparently, inclusively, and in alignment with the institutional mission.

The focus on student involvement is clearly illustrated by specific organizational changes proposed such as the Environmental Science Club (ESC). CMN officially chartered ESC in the Summer of 2024 and quickly became a very impactful student club. It is comprised of students from all walks of life who generally share a passion for conservation, environmentalism, and Native Americans' role in maintaining balance with the earth.

One goal of the ESC was to drive forward new standards focused on waste reduction and recycling. ESC students felt that the Core Values Café should reduce waste by moving to reusable/washable plates. Furthermore, the ESC students did not feel like the organization was making a concerted effort to divert paper and plastic garbage to the Nation's already existing recycling program. Through a series of meetings and proposals, the campus now has an active recycling program that is managed by ESC students. Additionally, the Core Values Café uses "plates and trays" that are washed daily, considerably reducing Styrofoam waste. This serves as a clear example of students in action.

Data Informed Decision Making

The College of the Muscogee Nation employs administrative structures that support

systematic, data-informed decision-making. CMN has strengthened its institutional research capacity, enhanced data accuracy, and uses evidence to guide planning, program development, and resource allocation.

CMN supports institutional effectiveness by maintaining a Research Specialist position and a Data and Assessment Analyst to expand analytic and reporting capabilities. Together, these roles oversee institutional data collection, analysis, reporting, survey administration, and compliance functions. Both serve in critical positions with a focus on institutional improvement.

Course evaluations, research compliance activities, and institutional reporting is coordinated by the Research Specialist. In addition, this position also facilitates round table discussions with Student Affairs and Enrollment Management to support institutional effectiveness and student success initiatives. These collaborative sessions provide opportunities to review data, assess student needs, identify areas for improvement, and strengthen communication across departments. Information gathered through the round tables and focus groups helps inform planning, decision-making, and continuous improvement efforts aligned with CMN's mission. The Data and Assessment Analyst strengthens data governance through process automation, development of analytic tools, and standardization of reporting practices. Automated IPEDS processes and customized R-based reporting scripts have substantially reduced manual reporting burdens while improving accuracy and consistency. These enhancements reflect CMN's commitment to data quality and infrastructure sustainability.

CMN uses its Student Information System (Anthology) to analyze enrollment trends, retention and persistence rates, graduation outcomes, developmental course progression, drop/fail/withdraw patterns, advising interactions, and attendance indicators. Improved data extraction and aggregation processes allow for more precise measurement of student success and institutional performance.

Participation in the Post-Secondary Data Partnership (PDP) through the National Student Clearinghouse, has contributed valid and reliable data for the institution. This further strengthens the College's benchmarking capabilities, Key Performance Indicators (KPI), and long-term strategic planning. The creation of an institutional aggregated database supports future program expansion and relevant analytics.

CMN provides quarterly Institutional Effectiveness reports (student and degree demographics, facility usage) to the Executive Branch of the Muscogee Nation.

The Board of Regents approved Key Performance Indicators (KPIs) definitions for institutional assessment and improvement. KPIs include:

- **Retention Rates:** Number of full-time, first-time degree/certificate-seeking undergraduate students who enter the institution for the first time in the fall and who return to the same institution the following fall (as either full or part-time), divided by the total number of full-time, first-time degree/certificate-seeking undergraduates in the fall of first entrance.
- **Graduation Rates:** The total number of individuals from a given cohort of full-time, first-time, degree/certificate-seeking undergraduates who completed a degree or certificate within 150 percent of normal time (for the degree or certificate), divided by the entire cohort of full-time, first-time degree/certificate-seeking undergraduates

minus any allowable exclusions.

- **Time to Completion:** The average number of years (trimesters) for students who completed an associate degree.
- **Persistence:** All full-time degree-seeking students attending college and measured from returning from the fall term to the spring term.
- **Developmental Student Success:** (a) English, (b) Math: The percentage of developmental students who successfully complete their last developmental (a) English, (b) Math course, who then successfully complete their first college-level (a) English, (b) Math course.
- **Course Pass Rate:** Course success rates for all courses taken during the academic year.
- **Drop, Fail, and Withdraw (DFW):** Data trends related to the three criteria.

Administration and faculty review KPI results as needed to inform academic planning, support services, and institutional goal settings. Data review is embedded in administrative practice by reviewing KPI trends, enrollment reports, and student success indicators as part of strategic planning for operational decision-making. Cross-departmental collaboration among Executive Affairs, Academic Affairs, Student Affairs, Institutional Effectiveness, and Business Affairs ensures that data supports both academic and administrative functions. CMN has progressed from primarily descriptive reporting during its previous accreditation cycle to a comprehensive, integrated analytical framework that supports mission-driven decision making.

For example, an analysis of developmental education outcomes led to revisions to student onboarding and academic support, culminating in the early 2026 decision to merge Raven Ready and Bridge Camp into a more comprehensive and impactful new student onboarding program called The Journey Begins. To better support student success and create a more holistic transition experience for new and transfer students, Bridge Camp and Raven Ready were combined into one integrated developmental process. The original Bridge Camp was designed specifically for incoming students placed into developmental education courses, expanding the onboarding program to include all new and transfer students, creating an opportunity for a larger cohort of students to spend a full week on campus before classes begin. This extended engagement helps students develop a stronger sense of connection, belonging, and comfort within the campus community. Raven Ready was a half-day process that required students to absorb large amounts of information very quickly.

The Journey Begins spreads topics across several days, making the transition less stressful and easier to manage. Combining the two creates an efficient program that provides students with a more comprehensive experience. Academic preparation, hands-on training with campus software systems, including student email, the Raven App, Blackboard, and the Student Portal—along with the opportunity to learn about campus resources and participate in community-building activities, that are intentionally aligned to support student success.

The College sets incremental internal enrollment targets to ensure growth remains aligned with institutional capacity and student support resources. Academic programs undergo rotating program reviews, incorporating analysis of learning outcomes, student performance data, faculty qualifications, and mission alignment. Findings are reviewed by administrative and academic committees to guide improvements. Course evaluations are administered each trimester and reviewed to assess teaching effectiveness and student learning experiences. Additional data from surveys and roundtables with faculty and students

supports institutional adjustments for advising procedures and orientation experiences.

Institutional Review Board

CMN maintains an Institutional Review Board (IRB) to oversee human subjects research and is actively pursuing a Federal-Wide Assurance (FWA) to strengthen ethical compliance and expand research capabilities. CMN has provided Research Ethics Training for Health in Indigenous Communities (rETHICS) to faculty and staff to support best practices in research.

Engagement with Internal and External Constituencies

The College of the Muscogee Nation demonstrates effective administrative structures through sustained engagement with internal and external constituencies. These processes ensure that decision-making is data-informed, mission-aligned, and responsive to the needs of the Muscogee Nation and the broader communities CMN serves.

Engagement with Internal Constituencies

CMN's governance model is participatory and committee-driven, ensuring representation from faculty, staff, students, and administrative leadership.

Faculty, adjunct instructors, Mvskoke language certification teachers, elders, program coordinators, academic advisors, and assessment and curriculum committees all support institutional effectiveness. As CMN grows, each plays a critical role in organizational health and success. Key faculty engagement mechanisms include:

- **Curriculum Committee** discusses academic programs, curriculum changes, syllabi, textbooks, and conducts Academic Program Reviews.
- **The Co-Curricular Assessment Committee** evaluates student learning beyond the classroom.
- **Faculty Council** provides a structured avenue for faculty participation in policy development.
- **The Accreditation Steering Committee** coordinates the Assurance Argument and management of evidence for HLC.

Academic Affairs and the Research Specialist administer regular course evaluations, oversee trimester structures for select programs, and collaborate with faculty to review assessment results and implement improvements.

Students engage through organizations such as the Student Senate, American Indian Science and Engineering Society (AISES), Phi Theta Kappa (PTK), Tribal Leadership Council (TLC), Nu Omega Lambda Omicron (NOLO), Indigenous Media Club (IMC), Environmental Science Club (ESC), 2 Spirits 4 Pride (2S4P), Unkind Artists, Seeds of Life (SOL), and the Student Housing Organization (SHO). Student participation in committees, focus groups, and surveys ensures their perspectives inform campus planning and student success initiatives. Programs such as The Journey Begins, Achieving the Dream projects, and scholarship workshops incorporate student voices into institutional retention and support strategies.

These organizations provide students with opportunities for leadership development, cultural

engagement, service learning, peer mentoring, and participation in institutional initiatives. By participating in student organizations, students gain professional skills and knowledge for conducting meetings by following Robert's Rules of Order. Other experiences students gained include developing budgets for their organization and activities, and opportunities for travel to various student conferences. Student organizations regularly collaborate with faculty and staff to host campus events, cultural activities, recruitment efforts, and community outreach projects that strengthen students' connection and sense of belonging. Each organization is sponsored by a CMN Faculty or staff member to guide organizations through CMN protocols to host events and participate in various activities. Feedback gathered through student organizations also contributes to institutional planning and improvement discussions related to student life and support services.

Engagement with External Constituencies

As a tribally chartered and 1994 Land Grant Institution, CMN's engagement with external constituencies is central to its mission and identity. CMN maintains strong and ongoing tribal affiliation with the Muscogee Nation, including the Principal Chief, Second Chief, National Council, and numerous tribal departments such as Education, Health, Employment and Training, Agriculture and Natural Resources, and the Language Department. These partnerships ensure alignment between CMN's academic programs and the Nation's priorities, with a particular focus on language revitalization, workforce development, and cultural preservation.

The Muscogee Nation Reservation lies in Eastern Oklahoma and includes restricted and trust land, creating a complex multi-jurisdictional environment. Because the reservation encompasses both Indian and non-Indian communities, robust engagement with external partners is essential for institutional effectiveness. In keeping with its mission, CMN opens all educational opportunities and Extension programming to the public and actively encourages community participation.

The College also engages with federal partners, including the Bureau of Indian Education, the Bureau of Indian Affairs, U.S. Department of Education, U.S. Department of Health and Human Services and the U.S. Department of Agriculture. As CMN serves citizens of multiple tribal nations, these partnerships support intertribal collaboration and broaden the College's reach and impact.

Regional partnerships further strengthen academic access and student success. CMN maintains relationships with local school districts and career technology centers to support dual enrollment and college readiness. Transfer agreements, such as the MOU's with Oral Roberts University, University of Nevada Las Vegas, and Articulation Agreements with Southern Nazarene University, Haskell Indian Nations University, and Northeastern State University, facilitate seamless educational pathways for graduates. CMN is an active member of the Tulsa Higher Education Consortium and collaborates with Oklahoma State University and Langston University on Extension and Land Grant initiatives.

CMN also participates in national networks and professional organizations. The College maintains active involvement with the American Indian Higher Education Consortium (AIHEC), and American Indian College Fund (AICF). Engagement in student success initiatives through Achieving the Dream (ATD), provides access to professional development, data-informed improvement strategies, and nationwide benchmarking. As an

example of these partnerships, in June 2026, CMN hosted the Cultivating Native Student Success Conference: Cokv Hecvlke En Yekcetv, Etlwv Oh Hayetv (Empowering Students, Building Nations), held June 10-12, in Okmulgee, Oklahoma, in partnership with the AIHEC and AICF. The three-day convening brought together faculty, staff, and leadership from Tribal Colleges and Universities across the country to strengthen shared practices in student success. By convening peer institutions around shared challenges in enrollment, advising, and student support, the conference reflected on the College's ongoing commitment to collaborative, community-engaged approaches to student success and its active participation in the broader network of TCUs.

Workforce development is strengthened through partnerships with entities such as River Spirit Casino Resort, Lighthorse Police Department, the Muscogee Nation Division of Health, Workforce Oklahoma, and the Okmulgee Area Development Corporation. These collaborations support internships, employment pathways, and career readiness programming for students.

CMN's community engagement extends to local civic and cultural organizations, including the Okmulgee Chamber of Commerce, Okmulgee Education Foundation, Okmulgee Main Street, Tulsa Chamber of Commerce, Muscogee Nation Cultural Center and Archives, ceremonial grounds, Mvskoke Churches and chartered Indian communities. These relationships enrich cultural programming, expand service opportunities, and strengthen CMN's role in the broader Okmulgee and Mvskoke community.

This role is clearly reflected by the College of the Muscogee Nation's willingness to allow the Nation's Departments, as well as community organizations the use of its high-tech classrooms and conference facilities at no cost (i.e., Employment and Training, Summer Youth, Cultural Preservation, Okmulgee Main Street Board of Directors, MCN Green Team, and the Mvskoke Festival Planning Committee). Moreover, the annual Challenge Bowl administered by the Nation's Johnson O'Malley Program is a prime example of a multi-faceted collaborative effort that positively impacts local public schools, Mvskoke citizens, JOM students, and serves as a unique recruiting effort for the College. CMN understands the importance of building community and strengthening relationships to ensure long-term institutional success.

As a Land Grant Institution, CMN fulfills its Extension mission through non-degree educational offerings, community workshops, workforce training, and certifications delivered across the Muscogee Nation. The Extension Advisory Panel provides structured stakeholder feedback and ensures programming remains aligned with community needs.

Engagement opportunities also extends to alumni, prospective students, families, donors, and scholarship sponsors, all of whom contribute to institutional support and student success. Faculty and staff routinely participate in professional development opportunities, including NERAOC, FALCON, FSA trainings, HLC workshops, and Achieving the Dream convenings, to remain current with regulatory expectations and emerging best practices. Finally, CMN maintains compliance with accrediting and regulatory agencies through active engagement with the Higher Learning Commission and the U.S. Department of Education.

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4.B Resource Base and Sustainability

The institution's financial and personnel resources effectively support its current operations. The institution's financial management balances short-term needs with long-term commitments and ensures its ongoing sustainability.

Argument

The College of the Muscogee Nation demonstrates its commitment to financial sustainability through sound accounting practices, disciplined budget development, and forward-looking fiscal planning that reflects both the institution's mission and its responsibility to the students and communities it serves. This commitment is not incidental to the College's educational purpose; it is foundational to it. Without a rigorous and transparent financial infrastructure, the College could not fulfill its obligation to provide culturally grounded, high-quality higher education to Muscogee Nation citizens and the broader Native community of eastern Oklahoma. Financial stewardship, therefore, is understood at every level of the institution as an expression of the same values that animate its academic mission: accountability, integrity, and deep responsibility to the people CMN serves.

CMN employs accounting systems and procedures that conform to Generally Accepted Accounting Principles (GAAP) and align with the financial reporting standards applicable to Tribal Colleges and Universities (TCUs). These systems provide the institution with accurate, timely, and transparent financial data that informs decision-making at all levels of the organization. The adoption and maintenance of GAAP-compliant practices reflect the College's recognition that institutional credibility with accrediting bodies, federal agencies, tribal government, and the public depends upon financial records that are consistent, verifiable, and prepared according to widely recognized standards.

For TCUs, adherence to these standards carries particular significance. Institutions such as CMN operate within a complex fiscal environment that includes tribal governmental funding, federal grant programs, and tuition revenues, each of which is governed by distinct reporting requirements. The ability to manage and reconcile these multiple funding streams within a single coherent accounting framework demonstrates both technical competence and institutional maturity. The financial systems used by the College are designed not only to satisfy external compliance requirements but to generate the internal management information necessary to support sound, data-driven decision-making by administrative officers and the Board of Regents.

The College's financial records are subject to annual independent audits, and the results of those audits are reviewed by Administration and reported to the Board of Regents, ensuring accountability and fiduciary integrity. The independent audit process is a most important mechanism by which the College demonstrates its commitment to transparency and responsible resource management. Conducted by external auditors with no organizational relationship to the College, these audits provide an objective assessment of the accuracy and completeness of CMN's financial statements and the adequacy of its internal controls.

The findings of each annual audit are presented to and reviewed by the Board of Regents, which bears ultimate fiduciary responsibility for the institution. This governance structure ensures that financial oversight is not delegated solely to administrative staff but is exercised at the highest level of institutional authority. The Board of Regents plays a critical role in ensuring that the College's financial practices remain aligned with both tribal governance standards and the expectations of regional accreditors. The American Indian Higher Education Consortium (AIHEC), which advocates on behalf of Tribal Colleges and Universities nationally, has long recognized the importance of strong governance structures in sustaining the financial health of TCUs. Consistent with CMN's audit and HLC Institutional Updates, reflects best practices that implies CMN is financially stable and debt free.

The annual budget development process at CMN is comprehensive and inclusive. It begins with a systematic review of prior-year expenditures, revenue performance, enrollment trends, and strategic priorities. This review is not a perfunctory administrative exercise; it is an evidence-based process that draws data generated throughout the preceding fiscal year to inform forward-looking resource allocation decisions. Academic divisions, student services, and administrative units are reviewed for operational needs and alignment with the College's mission.

Every department and degree program contributes institutional knowledge about the requirements of their areas, ensuring that the budget reflects the realities of delivering high-quality instruction, student support, and community engagement. By engaging stakeholders across the institution in the budget process, CMN produces a financial plan that is not imposed from above but developed through a shared understanding of institutional priorities and constraints. These reviews are evaluated in relation to available funding streams from tribal allocations, federal grants such as those provided through the Tribally Controlled Colleges and Universities Assistance Act (TCCUA), tuition and fees, and other sources to produce a balanced budget that reflects both current obligations and future aspirations.

The diversity of CMN's revenue base is a critical element of its fiscal stability, and a direct reflection of the unique position Tribal Colleges occupy in American higher education. The Tribally Controlled Colleges and Universities Assistance Act, originally enacted in 1978 and reauthorized through subsequent legislation, provides foundational federal support for institutions such as CMN, recognizing the federal government's trust responsibility to Native peoples and the essential role that tribally chartered colleges play in fulfilling that responsibility. Federal support through the TCCUA, as well as competitive and formula-based grants available through Title III of the Higher Education Act, enables the College to sustain core programs and expand institutional capacity in ways that would be impossible through tuition revenue alone.

Tribal allocations from the Muscogee Nation represent another critical funding stream, reflecting the Nation's investment in the educational advancement of its citizens and its commitment to the College's long-term vitality. However, tuition and fees are not a primary revenue source at CMN. The College also pursues additional revenue through grants, partnerships, and other sources, continuously seeking to diversify its funding base and reduce dependence on any single revenue stream.

CMN's budgeting process is not merely a maintenance exercise; it is an instrument of institutional growth. This distinction is important. Many institutions treat the annual budget

primarily as a mechanism for sustaining existing operations by funding the same programs, positions, and facilities that were funded in the prior year. At CMN, the Budget (FY 2026) is seen as a strategic tool that translates the College's long-term vision into concrete resource commitments. As CMN plans to expand its portfolio of degree programs to meet the educational and workforce needs of Muscogee Nation citizens and the surrounding region, budget projections incorporate the personnel, facilities, technology, and instructional resources necessary to support new academic offerings. The development of new degree programs is a deliberate and carefully considered process that begins with an assessment of community need, labor market demand, and institutional capacity, and culminates in a budget that provides for the full cost of program delivery, from faculty recruitment and curriculum development to classroom resources and student advising.

Workforce development occupies an important place in CMN's program expansion strategy. The Muscogee Nation and the broader eastern Oklahoma region face documented needs for credentialed workers in healthcare, information technology, education, business, and other sectors. By aligning new degree and certificate programs with these workforce needs, CMN serves a dual mission: advancing the educational attainment of individual students and contributing to the economic development of the tribal nation and surrounding communities. This alignment between academic programming and regional workforce demand is reflected in the budget through strategic investments in program development, employer partnerships, infrastructure for clinical or field experience, and faculty with both academic credentials and relevant professional experience. The budget, in this sense, is not merely a financial document; it is a statement of the College's priorities, and its understanding of how higher education creates value for students, families, and communities.

As student enrollment grows, resource planning will address corresponding increases in support services, advising, and student success infrastructure. This will ensure that expansion is sustainable, and that quality is preserved as the institution scales. The relationship between enrollment growth and institutional quality is one of the most consequential planning challenges facing any expanding college, and it is one to which CMN's budgeting process devotes careful attention.

Enrollment growth that is not matched by proportional investment in student support academic advising, tutoring, financial aid counseling, mental health services, career development, and culturally responsive student engagement programs risks undermining the very outcomes the College seeks to produce. CMN's budget planning is therefore attentive not only to the academic infrastructure required by new programs but to the full range of services and supports that enable students to persist, succeed, and graduate. For a student population that includes first-generation college students, working adults, and individuals from communities that have historically been underserved by mainstream higher education, robust student success infrastructure is not a supplementary amenity; it is essential to the College's core educational mission.

The College's financial management reflects an understanding that short-term operational needs and long-term institutional commitments must be balanced. This balance is among the most demanding aspects of institutional financial leadership, particularly for a Tribal College operating in an environment characterized by fluctuating federal appropriations, evolving tribal government priorities, and the inherent unpredictability of grant-based funding.

CMN maintains appropriate reserves, exercises prudent fiscal stewardship, and plans for future investment revenues to weather fluctuations in funding cycles. The maintenance of adequate financial reserves is not simply a matter of prudent accounting; it is a strategic imperative that protects the continuity of programs, the security of faculty and staff employment, and the ability of the College to honor its commitments to enrolled students. Financial resilience is essential to the continuity of programs and the College, and CMN's reserve and cash management practices are designed to ensure that the institution can sustain its operations through periods of funding uncertainty without compromising academic quality or student services.

This long-term perspective on financial management is consistent with the obligations that accreditation standards require of institutions of higher education. Regional accrediting agencies, including those whose criteria apply to Tribal Colleges and Universities, expect institutions to demonstrate not only current financial solvency but a capacity for sustained financial health over time. CMN's multi-year planning horizon, its attention to reserve adequacy, and its proactive approach to revenue diversification all reflect an institutional commitment to meeting this standard. The College understands that accreditation is not a static designation, but an ongoing demonstration of institutional capacity, and financial planning is central to that demonstration.

CMN provides an annual budget as part of the Nation's Comprehensive Annual Budgeting (CAB) process, reinforcing transparency and accountability while maintaining autonomous governance as a constitutionally chartered institution. The integration of CMN's budget into the Muscogee Nation's Comprehensive Annual Budgeting framework reflects the unique character of tribally chartered colleges as both independent educational institutions and integral expressions of tribal sovereignty. This dual identity, which is simultaneously autonomous in academic governance and deeply embedded in the governmental and cultural life of the Nation, shapes how CMN approaches financial planning. The annual budget is presented to tribal governmental leadership as part of a broader financial planning process that encompasses the full range of the Nation's programs and services, allowing CMN's resource needs to be understood in context and advocated for transparency. At the same time, the College maintains the institutional autonomy necessary to ensure that academic decision-making, curriculum development, and faculty governance are insulated from political interference, a standard that accrediting agencies rightly regard as a precondition for institutional integrity.

The constitutional Charter under which CMN operates is not merely a legal formality; it is the foundational expression of the Muscogee Nation's commitment to the education of its citizens and its exercise of sovereignty. Tribal Colleges were established because mainstream higher education institutions had failed, for generations, to provide accessible, culturally relevant, and community-accountable higher education to Native people. CMN is an affirmation that the Muscogee Nation has both the authority and the responsibility to provide educational advancements and financial sustainability as a generational responsibility to its people.

CMN's financial systems and planning processes reflect the College's commitment to the Muscogee people. Belief in the transformative potential of education are the same values that govern the management of the College's financial resources. By managing resources responsibly, planning strategically for program growth, and aligning the budget with institutional mission, CMN ensures that it can continue to provide culturally grounded,

high-quality education.

Every dollar allocated to faculty, student services, facilities, and program development is, at its most fundamental level, an investment for students. This investment allows students to pursue meaningful careers, support their families, contribute to their communities, and engage as informed participants in both tribal governance and the broader society. This commitment honors tribal identity while preparing students for success in a global environment. The goal of CMN is not to assimilate its students into a world indifferent to their heritage, but to equip them with the knowledge, skills, and credentials to navigate the world as grounded and capable representatives of the Muscogee Nation and the enduring traditions it carries forward.

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4.C Planning for Quality Improvement

The institution engages in systematic strategic planning for quality improvement. It relies on data, integrating its insights from enrollment forecasts, financial capacity, student learning assessment, institutional operations and the external environment.

Argument

The College of the Muscogee Nation engages in systematic planning for quality improvement that integrates strategic planning processes, institutional data analysis, budget planning, student learning assessment, and consideration of the external environment. Through these coordinated processes, the institution evaluates performance, identifies opportunities for improvement, and allocates resources in ways that support institutional effectiveness and the achievement of its mission.

Strategic planning provides the primary framework for guiding institutional improvement efforts. The College's Strategic Plan establishes institutional priorities, measurable goals, and operational initiatives designed to enhance enrollment management, student success, academic programming, and institutional operations. Administrative and academic programs align their objectives with these strategic priorities, ensuring that planning activities across the institution support common goals and contribute to long-term institutional sustainability. Through this structured planning process, the College maintains a coordinated approach to institutional improvement.

The institution monitors annual enrollment trends to facilitate effective planning and resource allocation. Enrollment data is collected, evaluated, and analyzed yearly using the Integrated Postsecondary Education Data System (IPEDS). In addition, the institution also collects data from the AIHEC American Indian Measures for Success (AIMS) annual report, which offers culturally relevant metrics specific to Tribal Colleges and Universities. The data is reviewed by administration to identify student demographics, program demand, and guide continuous improvement efforts.

Financial planning supports institutional improvement by aligning financial resources with strategic priorities and institutional goals. The College maintains financial stability through structured budget planning processes coordinated through Business Affairs and Executive Affairs. The Comprehensive Annual Budget process allows administration to evaluate financial needs, prioritize initiatives, and allocate resources in support of institutional goals. Funding provided through the Muscogee Nation, along with federal grant opportunities and other external resources, enables the institution to implement initiatives that strengthen academic programs, student services, and institutional infrastructure. These processes ensure responsible stewardship of institutional resources while supporting strategic improvements across the institution.

The institution's Student Success Center has implemented strategies and support systems to improve retention and completion. Students are strongly encouraged to meet with Student Success Center advisors within the first three weeks of classes to develop a personalized

success plan. The center monitors student attendance during the first two weeks of classes, and students are expected to complete check-ins with their instructors to discuss attendance and grades. This helps establish accountability and foster early communication between students and faculty. The Student Success Center counselor monitors Satisfactory Academic Progress (SAP) and proactively notifies students if they are placed on SAP Warning status. New students are further supported through required check-ins with the Student Success counselor throughout the trimester.

To further improve retention and first-year success, the institution has reviewed data from Bridge Camp, a four-day Math and English remediation program. After reviewing the data, the committee decided that combining Bridge Camp with Raven Ready, a one-day new student and transfer of orientation, would provide a more thorough transition experience. The institution has developed a week-long new program titled, The Journey Begins, that was offered for the first time in the fall 2026. This new program focuses on providing first-year students with the skills, knowledge, first-year readiness tools, and support necessary for first-year success, while also fostering cultural learning and community engagement.

The institution provides comprehensive academic support services through its Learning Center (LC), which offers tutoring, computer access, printing, and a quiet space for studying and completing coursework. The Learning Center is staffed with a full-time Academic Resource Specialist and employs peer tutors, recommended by faculty, to give further support, mentoring, and guidance. In addition, the institution also provides online tutoring services through Tutor.com, ensuring students have access to academic assistance at any time and from any location.

The College works in conjunction with Achieving the Dream to improve student success services while collecting data to continuously evaluate student service operations. Through CMN's work with Achieving the Dream, services are provided to support student completion, retention, and overall success. One initiative is ORETV (Achieve) which provides assistance to currently enrolled and eligible students facing financial hardships by providing up to \$1,000 for assistance with rent, car repairs, gasoline, groceries, utilities, technology, and childcare to ensure financial need does not lead to student withdrawal. In addition, the institution supports a paid internship program providing students with real-world experience in their field of study while supporting career readiness. Another key initiative, GradReady, is a financial literacy platform that provides students with guidance on money management, planning for the cost of college, and how to maintain basic financial skills after graduation. As the institution continues to evaluate the effectiveness of these programs, it will utilize data to plan appropriate budgeting needs on an annual basis.

Institutional planning is further informed by the systematic collection and analysis of institutional data. The College monitors enrollment trends, student retention, graduation rates, and participation in academic support programs through institutional research processes and its student information system. This data allows administration to evaluate the effectiveness of programs and initiatives designed to support student success. Analysis of institutional data provides evidence used to guide decision-making, refine institutional strategies, and ensure that improvement efforts are aligned with demonstrated student needs and institutional priorities.

Assessment of student learning and program effectiveness is an integral component of institutional planning and improvement. The Dean of Academic Affairs coordinates the

implementation of student learning assessments, program reviews, and evaluation processes designed to measure instructional effectiveness and student achievement. Faculty and program coordinators review assessment findings to identify opportunities for curricular refinement, instructional improvement, and program development. These assessment processes ensure that student learning outcomes remain central to institutional decision-making, and that academic programs continue to evolve in response to assessment results.

The College also considers external environmental factors and partnerships when planning for institutional improvement. Collaboration with tribal government entities, community organizations, and national higher education organizations supports institutional development and strengthens the College's ability to serve the citizens of the Muscogee Nation. External partnerships support grant-funded initiatives, community education programs, and workforce development opportunities that align with regional needs. Participation in national initiatives and professional networks also provides opportunities for benchmarking and institutional learning. By considering external influences and maintaining strong partnerships, the institution ensures that its planning processes remain responsive to community needs and higher education initiatives.

Through the integration of strategic planning, data-informed decision-making, financial planning, assessment of student learning, and engagement with external partners, the College of the Muscogee Nation demonstrates a comprehensive and systematic approach to planning for quality improvement. These processes enable the institution to evaluate institutional performance, implement targeted improvements, and sustain its mission of providing culturally grounded higher education opportunities for the Muscogee Nation and surrounding communities.

1. Strategic Planning

These items demonstrate institutional planning processes, strategic initiatives, and long-term institutional development.

- Strategic Plan (institutional vision and planning framework) – 2023
- Master Site Plan – continuous
- Purchased 6.06 acres of land to support campus growth – 2018
- Construction of Lecture/Exhibit Hall & STEM Facility – 2021
- Construction of Classroom and Security Building – 2024
- Establishment of Marketing Office – 2021
- Development of Marketing Plan – 2022
- Development of CMN Branding Guidelines – 2022
- Development of recruiting strategy for Enrollment Management – 2022
- High School recruitment directory development – 2023
- Creation of Preview Day recruitment event – 2023 and 2025
- Development of Virtual Campus Tour – 2024
- Advising redesign initiative – 2025
- Strategic development of Micro-Credential Program – 2025
- Strategic development of Tribal Leadership Certificate – 2023
- Mvskoke Language Revitalization initiatives – ongoing

These items illustrate institutional efforts to plan program development, enrollment growth,

and long-term campus expansion.

2. Institutional Data

These activities show how the institution gathers and uses data to guide planning and decision-making.

- Achieving the Dream Institutional Capacity Assessment – 2017
- Achieving the Dream CCSSE Student Engagement Survey – 2017
- Achieving the Dream data collection initiatives to support data-driven decision making – 2017
- National Student Clearinghouse reporting systems (Enrollment Reporting, Degree Verify, Student Tracker) – 2017
- Campus Nexus Student Information System upgrade and expanded reporting capabilities – 2019
- Institutional Research collaboration for IPEDS and other reporting automation – 2024
- Catalog implementation within SIS – 2022
- Student information system workflow improvements (Adobe Sign integration, digital forms) – 2023–2025
- Attendance Taskforce student roundtables – 2025
- Trimester course evaluation process – continuous

These items demonstrate institutional efforts to collect, analyze, and apply institutional data to guide planning and improvement.

3. Budget Planning

These activities demonstrate financial stewardship, fiscal planning, and investment in institutional resources.

- Adoption of institutional financial policies and procedures (Accounting, Bursar, Procurement, Human Resources) – 2017–2018
- Grants' management policy development – 2018
- Commercial property insurance and liability coverage implementation – 2021
- Workers' compensation coverage – 2023
- Movement of payroll and HR functions in-house to increase operational efficiency
- Board of Regents Finance and Investment Committee oversight – continuous
- USDA, IMLS, SAMHSA, Title III, and other grant awards supporting institutional programs and student services
- Investment in campus infrastructure improvements (HVAC systems, water systems, electrical upgrades, parking lot maintenance, student housing improvements)
- Technology investments including campus security systems, learning management systems, and instructional technology upgrades

These examples demonstrate the institution's allocation of financial resources to support strategic initiatives, infrastructure, and student services.

4. Assessment

These items demonstrate systematic assessment of student learning, programs, and institutional effectiveness.

- Development of culturally focused assessment plan integrating Mvskoke and Indigenous perspectives – 2018
- Updated Student Learning Assessment Plan– 2025-2028
- Revision and reduction of program learning outcomes to strengthen measurable assessment – ongoing
- Participation in HLC Assessment Academy – 2017–2021, 2022–2026
- Co-curricular assessment initiatives and annual assessment activities
- Assessment Day activities to communicate results to campus stakeholders
- Curriculum review processes – continuous
- Student learning support initiatives such as the tutoring center and academic support programs – continuous
- Course evaluation processes (continuous) and academic program review (in accordance with schedule)
- Student success initiatives implemented through Achieving the Dream - continuous

These activities demonstrate how assessment results inform program improvements and institutional decision-making.

5. External Partnerships

These items show how external organizations and partnerships inform institutional improvement and planning.

- Participation in Achieving the Dream national initiative
- Membership and participation in the American Indian Higher Education Consortium (AIHEC)
- AIHEC Legislative Summit participation
- AIHEC Student Conference planning and participation
- Tulsa Higher Education Consortium participation – 2023
- Oklahoma State University Extension collaborations
- Mellon Foundation grant supporting Mvskoke Language initiatives – 2023–2026
- American Indian College Fund partnerships
- Carnegie Foundation Commission participation
- Community outreach through the CMN Extension Program
- Participation in national higher education conferences (HLC Annual Conference, Falcon Conference, Oklahoma Native American Students in Higher Education, etc.)

These partnerships demonstrate how external organizations, and collaborative initiatives support institutional learning, benchmarking, and program development.

Sources

- Strategic Plan 2023- 2028 updated May 14 2024
- HR Policies and Procedures _Official 06.21.2022
- Accounting P&P Manual 8.1.2017(1)
- Student Demographics 5.26
- Oretv (Achieve) Emergency Aid Program Application open (8)
- GradReady_info_graphic2026
- Marketing Plan 2025-2026
- CMN Brand Guidelines

- Bursar P&P 8.13.2018
- Procurement 7.2018
- Student learning assessment plan 2025-28
- ONASHE Day 1 PPT

Criterion 4 - Summary

The institution's resources, structures, policies, procedures and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

Argument

The College of the Muscogee Nation demonstrates a strong commitment to institutional sustainability through effective governance, strategic planning, responsible resource management, and continuous quality improvement. CMN's administrative structures support collaborative decision-making that actively engages the Board of Regents, administration, faculty, staff, students, and external stakeholders in institutional planning and policy development. Guided by Muscogee values and mission-centered leadership, the College has strengthened shared governance processes, expanded institutional research capacity, and enhanced stakeholder participation across all areas of the institution.

CMN utilizes data-informed decision-making to support institutional effectiveness, student success, and strategic growth. Through the work of Institutional Effectiveness, Academic Affairs, Student Affairs, and Enrollment Management, the College regularly evaluates key performance indicators, enrollment trends, student achievement data, and assessment results to guide planning and improvement efforts. Investments in data systems, reporting automation, assessment practices, and student success initiatives demonstrate CMN's commitment to evidence-based planning and continuous improvement.

The institution maintains sound financial practices and sustainable resource planning that support both current operations and long-term institutional goals. Through comprehensive budgeting processes, strategic allocation of resources, infrastructure development, and external partnerships, CMN continues to expand academic programming, student services, and community engagement opportunities while maintaining fiscal responsibility and accountability.

CMN's planning processes integrate strategic priorities, assessment of student learning, enrollment forecasting, financial capacity, and community needs to ensure ongoing institutional improvement. Partnerships with tribal departments, higher education institutions, federal agencies, and community organizations further strengthen the College's ability to fulfill its mission as a tribally chartered 1994 Land Grant Institution. Collectively, these efforts demonstrate CMN's capacity to sustain institutional effectiveness, support student success, and advance culturally grounded higher education opportunities for the Muscogee Nation and surrounding communities.

Sources

There are no sources.

Federal Compliance Filing by Institutions

Effective September 1, 2026–August 31, 2027

Institutions should answer the questions below and provide supporting documentation where applicable. The [Federal Compliance Overview](#) provides information about the applicable HLC policies and provides an explanation of each requirement. Please review the overview in its entirety prior to completing this filing.

Note: In November 2025, the HLC Board of Trustees adopted changes related to HLC's Federal Compliance Requirements. These changes are effective September 1, 2026. As such, the information in these filing instructions are aligned with the [revised Federal Compliance Requirements](#).

The necessary supporting documentation should be directly responsive to specific documentation requested. While there is no minimum expectation with respect to length, the completed Federal Compliance Filing, including Appendix A (if applicable), should not exceed 300 pages.

Note that some Federal Compliance Requirements are related to and accounted for in the Criteria for Accreditation or Assumed Practices. Those related Criteria and Assumed Practices have been identified for cross-referencing purposes. Cross-references are also provided to the Code of Federal Regulations. Because HLC requirements may, in some cases, exceed the requirements of the federal regulations, it is important that institutions write to HLC's requirements to ensure their compliance not only with the federal regulations but also with HLC's expectations. Lastly, although cross-references to the Code of Federal Regulations are provided here, an institution is always responsible to ensure that it is in compliance at all times with all such regulations, as they may be updated from time to time.

Submission Instructions

Comprehensive Evaluations

Upload this form, any required attachments and, if applicable, Appendix A as a single PDF file to the Assurance Filing section of Canopy no later than the institution's lock date, unless otherwise noted. Instructions for uploading the documents are provided in Canopy.

Other HLC Processes

Submit this form, any required attachments and, if applicable, Appendix A as a single PDF file at hlcommission.org/upload. Select the appropriate submission option from the list provided to ensure the documents are sent to the correct HLC staff member.

Institution name: **College of the Muscogee Nation**

1. Assignment of Credits, Program Length and Tuition

Provide web addresses to the following:

- Policy (or policies) and procedures for assignment of Credit Hour for all **types** of courses, disciplines, programs, credential levels, formats, regardless of modality.
- Course or program credit assignment procedures.

Note: The Federal Compliance reviewer will request a sample of course and program materials. The purpose of the representative sample of materials is to enable the Federal Compliance reviewer to make a preliminary determination as to whether an institution ensures it is adhering to its credit hour policy. In no event should an institution submit, nor will a Federal Compliance reviewer expect an institution to submit, all its course and program materials.

Provide the web address to relevant policy (or policies):

Link: <https://cmn.edu/catalog/>

Provide the web address to relevant procedure(s):

Link: <https://cmn.edu/catalog/>

Describe the process the institution utilizes to verify length of academic period and compliance with credit hour requirements through course scheduling.

CMN's process to verify the length of the academic period and compliance with our credit hour policy through course scheduling is that the Dean of Academic Affairs sends the proposed course schedule to the Director of Enrollment Management. It is reviewed and verified by the Director. Fall and spring are trimesters of fifteen weeks. One credit hour is equivalent to 55 minutes for fifteen weeks (800 minutes). A three-credit hour course meets twice a week for 85 minutes. The summer trimester has a length of ten weeks. A typical three-credit-hour course meets four times a week for 60 minutes. For laboratory work, one trimester hour of credit is granted for the equivalent of two or more hours of laboratory work per week for a trimester of fifteen weeks.

Provide the web address to the institution's disclosure of tuition and fees:

Link: <https://cmn.edu/bursar/>

For more information see Federal Regulations 34 CFR §§602.16(a)(1)(viii), 600.2, and 668.8(k-l).

Related HLC Requirements: Assignment of Credits, Program Length and Tuition (FDCR.A.10.020), Criteria for Accreditation Core Component 3.A. Educational Programs (CRRT.B.10.010), and Assumed Practice B.1. (CRRT.B.10.020)

2. Institutional Records of Student Complaints

Provide the web address to the institution's complaint policy.

Link: <https://cmn.edu/studenthandbook>

Provide the web address to the institution's complaint procedure.

Link: <https://cmn.edu/studenthandbook>

If not already provided in the above links, describe the process the institution utilizes to systematically track complaints to effectively allow student complaints to be received, tracked and handled in a timely manner.

The College of the Muscogee Nation (CMN) utilizes a structured complaint and grievance process to ensure that student concerns are received, documented, reviewed, addressed, and resolved in a timely and consistent manner. The College's student complaint policy and set of procedures are accessible in the 2026-2027 Student Handbook and referenced in the Catalog. The process provides students with a clear method for submitting complaints regarding institutional conditions, policies, procedures, students, CMN employees, or alleged improper, unfair, unsuitable, arbitrary, or discriminatory treatment.

Receipt of Complaints and Grievances

Students are encouraged to first address concerns directly with the individual(s) involved when appropriate and when doing so is reasonable. If the concern cannot be resolved informally, or if direct communication is not appropriate, the student may submit a written complaint or grievance through the Student Complaint Form.

Written complaints are submitted to the Dean of Student Affairs. In situations involving a potential conflict of interest, the complaint may be submitted to the Dean of Academic Affairs. The complaint form requires the student to provide sufficient information regarding the nature of the concern, steps already taken to resolve the matter, and the resolution the student believes would be appropriate.

Documentation and Tracking

CMN systematically documents complaints and grievances through its Student Complaint and Student Complaint Resolution forms. The written complaint establishes a formal record of the concern and provides the information necessary for the appropriate Dean to review and determine the appropriate course of action.

The Dean of Student Affairs reviews the complaint with the student to clarify the concern and determine the appropriate process for addressing it. When the student complaint involves a CMN employee, the appropriate Dean may determine whether a meeting with the employee and/or the

employee's supervisor is necessary. The employee and supervisor are notified in writing of the complaint and the purpose of any required meeting.

Resolutions and actions taken are documented to provide a record of how the complaint was addressed. This documentation allows the institution to track the complaint from its initial submission through review, resolution, and, when applicable, appeal or further escalation.

Timely Review and Resolution

CMN has established timeframes to ensure that complaints and grievances are handled promptly. Written complaints received by the College are acted upon, or action is initiated, by the Dean of Student Affairs within ten business days, barring extenuating circumstances.

Following review and any necessary meetings, the appropriate Dean provides written notification regarding the decision and actions being taken. When an employee is involved, the employee's supervisor provides written notification to the employee regarding the decision and any applicable repercussions or sanctions.

Resolution and Appeal Process

The institution seeks to resolve complaints at the lowest appropriate level and as close to the source of the concern as possible. This approach is intended to resolve issues efficiently while allowing the student to continue making academic progress.

If a student is dissatisfied with the resolution, the established grievance process provides an opportunity for appeal. A student may submit a written appeal to the Dean of Academic Affairs within three days of receiving notification of the original resolution. The Dean of Academic Affairs reviews the information provided and issues a written final resolution within five business days. The decision of the Dean of Academic Affairs is final.

For complaints involving CMN employees, if the complaint is not satisfactorily resolved or rectified within ten business days after the established steps have been followed, or if the student wishes to appeal the resolution, the matter may proceed to the President for further and final resolution.

Monitoring and Accountability

The complaint and grievance process establishes defined responsibilities, documentation requirements, response timeframes, and levels of review. This allows CMN to maintain a consistent process for receiving and responding to student concerns while providing accountability for follow-up and resolution.

The process also provides an opportunity for the institution to identify recurring concerns, evaluate whether institutional policies or procedures are functioning effectively, and determine whether additional corrective action, communication, or administrative review is necessary.

Through this process, CMN ensures that student complaints and grievances are received through an established mechanism, documented in writing, assigned for appropriate review, addressed

within defined timeframes, communicated to the parties involved, and escalated when necessary. The process is designed to provide students with a clear and accessible avenue for expressing concerns and to ensure that complaints are handled fairly, consistently, and in a timely manner.

For more information see Federal Regulation 34 CFR §602.16(a)(1)(ix).

Related HLC Requirements: Institutional Records of Student Complaints (FDCR.A.10.030), Criteria for Accreditation Core Components 2.A. Integrity and 2.B. Transparency (CRRT.B.10.010) and Assumed Practices A.3, A.4. (CRRT.B.10.020)

3. Periodic Review and Publication of Transfer Policies

Provide the web address to the institution's transfer policies.

Link: <https://cmn.edu/registrar/transfer-pol>

Provide the web address where the public can access a list of all institutions with which the institution has established articulation agreements. Note that the institution does not need to provide the full articulation agreements themselves, only the list of agreements that the institution makes public. This list should include the name and location(s) of the other institution(s) in the agreement, the extent to which the institution accepts credit for courses offered by the other institution(s) in the agreement or offers courses for which credits are accepted by the other institution(s) in the agreement, and any credit limitations.

Link: [Articulation Agreements & MOUs – The College of the Muscogee Nation](#)

Provide the web address where current and prospective students can ascertain the institution's transfer requirements in addition to what will and will not transfer.

Link: <https://cmn.edu/registrar/transfer-cred>

For more information see Federal Regulations 34 CFR §§668.5, 668.8, 668.43(a)(11) and 668.43(a)(12).

Related HLC Requirements: Periodic Review and Publication of Transfer Policies (FDCR.A.10.040), Criteria for Accreditation Core Components 2.A. Integrity and 2.B. Transparency (CRRT.B.10.010) and Assumed Practices A.5.c., B.1.e. and B.1.f. (CRRT.B.10.020)

4. Practices for Verification of Student Identity

Does the institution have students enrolled in distance or correspondence courses, as defined in federal definitions?

☒ Yes

☐ No (If no, please move on to the next section.)

How does the institution verify the identity of students enrolled in these courses?

Verification of student identity with a government issued ID and a video call. In addition, student information is only shared using CMN email system, which enforces a complex password as well as a multi-factor authentication process.

How does the method of verification of student identity make reasonable efforts to protect student privacy?

Verification of student identity can be uploaded during the application process, which is encrypted through the CMN email system, which enforces a required complex password as well as a multi-factor authentication process.

Are there any additional costs (e.g., fees associated with test proctoring) charged directly to the student because of this method?

☐ Yes

☒ No

If yes, how are the additional costs disclosed to students prior to enrollment in a distance or correspondence course?

Provide the web address where the public can access information regarding the additional costs.

Link: N/A

For more information see Federal Regulations 34 CFR §§602.17(g) and 602.17(h).

Related HLC Requirement: Institutional Practices for Verification of Student Identity and Protection of Student Privacy (FCDR.A.10.050), Criteria for Accreditation Core Component 2.A. Integrity (CRRT.B.10.010)

5. Protection of Student Privacy

Provide the web address to the institution's policy(ies) governing student privacy and the privacy and security of student data, including student records.

Link: <https://cmn.edu/ferpa/>

Provide the web address to the institution's disclosures about how any personal data collected, including personally identifiable information (PII), may be used.

Link: <https://cmn.edu/privacy-policy>

Describe how the institution ensures timely training and adherence to the policies referenced in this section by its employees and any third-party contractors acting on the institution's behalf:

The Office of the Registrar administers mandatory FERPA training ("FERPA 101: Colleges and Universities") for all employees who handle, view, or have access to student information. Employees self-register through the institution's third-party training platform (LRN) and complete the training as a postsecondary institution affiliate. Employees who share student data with third-party vendors also complete the supplemental "FERPA 201: Data Sharing Under FERPA" module. Completion of FERPA training is required annually — all applicable staff participate in a yearly review of FERPA policies and responsibilities to ensure continued compliance with federal privacy regulations, institutional procedures, and best practices for protecting student information.

For more information see Federal Regulations 34 CFR §602.17(h).

Related HLC Requirements: *Institutional Practices for Verification of Student Identity and Protection of Student Privacy (FDCR.A.10.050), Recruiting, Admissions and Related Enrollment Practices (FDCR.A.20.020), Assumed Practice A.2. (CRRT.B.10.020)*

6. Disclosure of Student Achievement Information

Provide a link to the webpage(s) that contains (or links to) the student achievement information.

Link(s): <https://cmn.edu/institutional-effectiveness/>

For more information see Federal Regulations 34 CFR §§602.16(a)(1)(i) and 668.14(b)(10).

Related HLC Requirements: *Disclosure of Student Achievement Information (FDCR.A.10.070), Recruiting, Admissions and Related Enrollment Practices (FDCR.A.20.020), Criteria for Accreditation Core Component 2.B. Transparency (CRRT.B.10.010), Assumed Practice A.6. (CRRT.B.10.020)*

7. Standing With States and Other Accreditors

List the state authorizing entities (e.g. Illinois Board of Higher Education; Arizona State Board for Private Postsecondary Education) in states in which the institution has a presence.

Note whether there are any pending or final state actions that affect the institution's legal status or authority to grant degrees or offer programs.

List any relationships the institution has with any other recognized accreditor (e.g. Accreditation Commission for Education in Nursing; Council for the Accreditation of Educator Preparation; Distance Education Accrediting Commission).

The College of the Muscogee Nation does not have any standing with States or any other accreditors.

Note whether there are any pending or final adverse actions or action to impose a sanction, Show-Cause, or other negative action by any other recognized accreditor.

Provide the web address(es) where students and the public can find information about the institution's current standing with state authorizing entities and recognized accreditors.

Link: N/A

For more information see Federal Regulations 34 CFR §§602.28, 668.41 and 668.43.

Related HLC Requirements: Standing With States and Other Accreditors (FDCR.A.10.090), Criteria for Accreditation Core Component 2.B. Transparency; Assumed Practices A.7, A.8.; Obligations of Membership #8 and #9 (CRRT.D.10.010)

8. Recruiting, Admissions and Related Institutional Practices

Upload as part of this filing the institution's (i) training materials and (ii) code of conduct (or its equivalent) for its recruiters, admissions counselors, marketing or advertising staff, financial aid advisors, and any other personnel engaged in direct communications with prospective and current students.

Describe how the institution ensures timely training and adherence to its procedures by employees and any third-party contractors acting on its behalf in this area.

College of the Muscogee Nation adopted an ethical recruitment policy and has shared that policy campus wide. Employees are asked to sign the policy document and return to Human Resources to be filed in their employee file. The ethical recruitment policy and training materials were presented during the annual employee meeting and those training materials were provided electronically to all employees.

Link: https://cmn.edu/wp-content/uploads/CMN_Ethical_Recruitment_Training.pdf

For more information see Federal Regulations 34 CFR §§668.14 and 668.82

Related HLC Requirements: Fraud and Abuse (FDCR.A.20.010), Recruiting, Admissions and Related Enrollment Practices (FDCR.A.20.020), Criteria for Accreditation Core Components Core Components 2.A. Integrity and 2.B. Transparency (CRRT.B.10.010), Assumed Practice A.2. (CRRT.B.10.020)

Additional Documents

Please attach the following documents as applicable:

Appendix A..... With respect to an institution's ongoing responsibilities under federal regulations, provide any correspondence or related documentation from the U.S. Department of Education since the institution's last Federal Compliance Review that articulate a rationale for any negative actions and any information provided by the institution demonstrating the institution's improvement efforts in response to such communications. Negative actions include, but are not limited to limitation, suspension or termination actions by the Department; letter of credit requirements, fines, heightened cash monitoring, or reimbursement payment methods imposed by the Department; or other negative findings on the basis of any Single Audit (or its equivalent) submitted by the institution.