

Mvskoke Etlwv Nakokv Mvhakv Svhlwevt
College of the Muscogee Nation

Strategic Plan

2019-2023



Okmulgee, Oklahoma

Revised 2019-2020

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INTRODUCTION

The purpose of the Strategic Plan for the College of the Muscogee Nation (CMN) is to provide direction for the tribal college's development by establishing goals, objectives, and priorities that focus on the future. These include the accreditation criteria and Land Grant mission.

Paving the way for the College was the Creek Treaty of 1866 between the Muscogee Nation and the United States government. Leaders of the Muscogee Nation included in the treaty the right to build educational facilities within Creek territory. This educational legacy and foresight of our ancestors established the precedent, which 138 years later allowed the tribal college to open its doors. Through careful planning, the college will continue the vision of our Mvskoke Creek ancestors.



Creek Leaders holding last Creek Nation Constitutional Election in 1903, prior to statehood.

This Strategic Plan ushers in a new era of development and growth for the college. It takes us from the more short term operational planning function used in the first strategic plan, to a more conceptual

long-range blueprint, which will guide decision-makers into 2020.

CMN Planning History

Strategic planning for CMN began with the Tribal College Work Study Group in 2003. This group, composed of Muscogee (Creek) citizens, tribal employees, tribal leaders, and Oklahoma State University Executives provided a broad spectrum of representation for the planning process. Organized to determine the feasibility and to initiate a Strategic Plan for the proposed institution, stakeholders were identified, forming the fourteen member group. The first plan of action was to assess needs data and select priorities to be considered when developing the Tribal College. In addition to internal and external environments, available resources were analyzed, revealing that tribal and intertribal support was essential for the proposed college to be successful. Consequently, in 2003 a Resolution of Support was obtained from the Intertribal Council of the Five Civilized Tribes (Cherokee, Choctaw, Chickasaw, Muscogee (Creek), and Seminole Nations).

During the early stages of development, the College of the Muscogee Nation planning activities were affected by an evolving organization climate, limited faculty/staff, and minimal funds and facilities. Therefore, while implementation of student services and academics were ongoing, the planning process was adjusted to best fit the ever changing college environment.

In addition, the Group reviewed the Tribal College Checklist developed by the Bureau of Indian Affairs, and assessed the potential

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for establishing a Tribal College. A study was organized according to twelve Tribal College Work Statements addressed by quantitative and qualitative data that, when summarized, provided a list of priorities for developing the institution.

The initial planning task was to begin data and resource analysis. This took place during the first three years of college development, from 2003 through 2006. In 2004 the feasibility of the institution was assessed, utilizing the data and resource analysis. From 2005 to the present, the Strategic Plan (2007-2012), Unit and Master Site plans were formulated to provide focus for the college. Planning was a continuous process, with the intent of updating the Strategic Plan periodically.



The College of the Muscogee Nation Strategic Plan—2007.

Planning for CMN has been an effective tool for its initial development and growth. As an example, the planning process for the College of the Muscogee Nation, which began in 2003 with the Tribal College Work

Study Group, resulted in baseline research and determination of the potential for the proposed Tribal College. One year before CMN opened its doors; feasibility was established and was followed by initiation of the Strategic Plan. The Board of Regents adopted the Strategic Plan in August of 2007, and the updated version in 2013. Additionally, Unit plans for major college functions, and plans for the Master Site and Landscaping for the new campus have been developed. Upon receiving Initial Accreditation and Land Grant status, it was decided that a revision was necessary to reflect these achievements, which this document addresses.

CMN Planning Perspective

The fundamentals for planning are in place, and provide clarity for the many functions and activities at this newly developing institution. Additional data analysis is conducted to support the demonstration of need for grants and special projects, as well as for projecting fiscal needs for submission to the National Council. The majority of student data that can be used for planning purposes is collected through the Empower Student Information System in the Registrar's Office. Types of student data collected are related to the constructs of student performance, enrollment tracking, and graduation information. The Registrar's Office prepares the AKIS report which includes American Indian Measures of Success; an Annual Report is submitted to AIHEC for inclusion in their Congressional Report.

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A strategy has been developed to analyze and design the CMN information technology vision, strategy, and infrastructure to provide a current technology environment for the campus. Academic planning utilizes the New Program Request process to establish the need and feasibility for proposed degree programs such as the Associate Degree in Gaming. A follow-up planning activity involving a Post-Audit Review of the Gaming Degree Program was completed to document areas of effectiveness in relation to goals for enrollment, graduation, and plans for meeting determined degree program goals.

Strategic planning provides clarification of the college organization and community with a presentation of events and timeframes. Through this process of planning, the College is more capable of addressing the higher educational needs of Natives in a changing society; thus, one of the primary functions of the President is to update the planning process to maintain strategic goals that will be compatible with the CMN mission.

“To ensure accountability, the President is given, in the Board of Regents Bylaws, the responsibility to propose long range plans for College programs, recommending to the Board on occasion such changes in programs and services as he or she deems desirable to fulfill and is consistent with the scope of the mission, stated philosophy and goals of the College.”



The CMN logo features a pre-Columbian symbol found on pottery shards in Muscogee ancestral grounds that symbolizes two raven heads. Ravens traditionally represented a catalyst of change with the ability to transform and resurrect--the raven brought light to the earth. The raven is also symbol of knowledge. Traditionally, the symbol represents unity and strength. The logo's perimeter represents the circle of life, community, family, the earth and the universe. It is reflective of CMN's objective to preserve the past and to cultivate the futures of our students.

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STRATEGIC PLANNING

CMN Planning Structure

The planning effort consisted of a working group that represented main functions of the Tribal College. Specifically, the core group included the Regents Director of Institutional Effectiveness, Research Specialist, Administrative Assistant, Research Assistant, and the President who served as an Ex Officio member. This group developed and articulated the Strategic Plan goals, objectives, and priorities that were closely aligned with the Higher Learning Commission's Criteria for Accreditation. During writing sessions, each section was discussed and group consensus was achieved for appropriateness of each item as it related specifically to the future College of the Muscogee Nation.

Following established criteria provided by the college's accrediting agency, the organizational framework of the college and the criteria were coordinated within the long range strategic plan. The team analyzed each function of the college and addressed the anticipated growth and development as compared to specific criterion. At the onset, input was obtained from the major department heads to solicit their comments on the process.



CMN planning discussion.

Planning Strategy

The core planning group began by analyzing the former strategic plan, with relation to where the college is today. By reviewing the many developments and amount of growth since the last plan, the group was able to focus on a realistic plan for future development. Taking into consideration the faculty/staff, budget, and facility constraints of the former plan, the work group was able to project into the next ten years by looking back on the accomplishments of the college since Fall 2004.

Communication among departments in the college was a critical step in achieving an effective process of reviewing and adopting the Plan. Members of the Strategic Planning Committee were the primary source through which intricacies of the plan were translated to all members of the organization. This process guaranteed participation by all and an opportunity to provide their opinion and suggestions.

This strategic plan is a living document that is expected to change over time. It offers a common framework and flexible guide for

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future decision making within the College of the Muscogee Nation, and should foster unity across departments. However, it is also designed to be adaptable enough to leave significant room to pursue academic excellence.

Organization of the Plan

The Plan has been divided into three major sections:

The Introduction provides CMN historical events and the Strategic Planning focus since the college began in 2004. Addressed here is the educational legacy and foresight of our ancestors which established precedence for the tribal college to open its doors. This section explains the importance of planning for the college to continue the vision of our Mvskoke Creek ancestors.

The development and growth for the college is described in the Strategic Planning section. It explains the short term operational planning function used in the first strategic plan to accommodate an evolving organization climate, limited faculty/staff, and minimal funds and facilities. Further discussion was on adjusting the process to match the ever changing college environment with the understanding that it would be the basis for a more conceptual long-range strategy to guide decision-makers.

Section three is the Strategy for Growth which focuses on planning priorities for the future. Reflective discussions relating to the CMN Plan by the Core Planning Group were used as a catalyst to synthesize Strategic Planning components, incorporating college variables and

logically addressing HLC's Criteria for Accreditation. Each of these was shaped into a statement specifically relevant to the activities and programs available through the College of the Muscogee Nation, and speaks to where the college plans to be in ten years. Our Land Grant Status is addressed in the Plan Objectives.



AIHEC Students with CMN staff during college week.

STRATEGY FOR GROWTH

The College of the Muscogee Nation's future was the focus of college leadership dialogue—recognizing that a strategic document was needed for guidance as the college developed. Much of the discussion from meetings, planning research, and CMN data was translated into goals, objectives, and priorities—a blueprint for the tribal college. Following are the 5 goals that are supported by objectives and clarified through sets of priorities:

Goal One. Mission

The College of the Muscogee Nation maintains a mission that is clear and articulated publicly; the mission guides the

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institution's operations and will be reviewed as the college develops.

Objective 1

The mission is presented to CMN students, faculty, and staff within the institution as the basis for guiding its services and academic programs.

Priorities

1.1.1 The mission statement reflects Mvskoke history and culture and with full support of the Board of Regents.

1.1.2 Academic programs, student support services, and enrollment profiles of the college are consistent with its stated mission.

1.1.3 CMN planning and budgeting priorities align with and consistent with the mission.



CMN Core Values Seal, drawn by former student.

Objective 2

The mission is always clearly displayed through multiple media formats to be easily accessed.

Priorities

1.2.1 The mission is included in public college documents, along with statements of cultural context,

philosophy, vision, core values, and goals.

1.2.2 The mission documents provides a foundation for CMN's emphasis on cultural context, academics, and community service.

1.2.3 The mission documents identifies tribal and non-tribal students, as constituents of the higher education programs and services the institution provides.

Objective 3

Students, faculty, and staff are an example of the relationship between the college mission and the diversity of our college community and society in general.

Priorities

1.3.1 CMN addresses its role as a tribal college in a multicultural society through a culturally sensitive curriculum unique to Native Americans.

1.3.2 CMN's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Objective 4

The CMN mission statement demonstrates commitment to the public good through instructional quality and effective leadership.

Priorities

1.4.1 College actions and decisions indicate comprehension and understanding of its educational role

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in serving the public as well as the Native community.

1.4.2 Educational responsibilities of CMN continue to take primacy, ensuring academic freedom and intellectual advancement.

1.4.3 CMN engages identified external constituencies and Native American communities, consistent with our mission and capacity.

Objective 5

The CMN Mission provides the foundation for our 1994 Tribal College Land Status.

1.5.1 The college demonstrates support for land grant related activities.

1.5.2 Conservation of natural resources is critical aspect of our academic programs.

1.5.3 The Mission expresses support for student research involving natural resources.

Goal Two. Integrity: Ethical and Responsible Conduct

The College of the Muscogee Nation continues to act with integrity, emphasizing ethical and responsible conduct.

Objective 1

CMN operates with integrity in its financial, academic, personnel, and auxiliary functions; following fair and ethical policies for its Board of Regents, administration, faculty, and staff.

Objective 2

CMN presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.



Regular monthly meeting of the CMN Board of Regents.

Objective 3

The Board of Regents remains sufficiently autonomous in order to make decisions in the best interest of the institution and assure its integrity.

Priorities

2.3.1 The Board of Regent's actions preserve and enhance the institution.

2.3.2 The Board of Regents review and support the relevant interests of the institution's internal and external constituencies.

2.3.3 The Board of Regents preserves its independence and acts in the best interest of the institution against undue influence on the part of donors, elected officials, or other external parties.

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2.3.4 The Board of Regents delegates day-to-day management of the college to the administration, and expects faculty to oversee academic matters.

Objective 4

The College of the Muscogee Nation is committed to freedom of expression and the pursuit of truth in teaching and learning.

Objective 5

The College of the Muscogee Nation supports faculty, students, and staff in their role to acquire, discover, and apply knowledge responsibly.



Students attending Housing Orientation.

Priorities

2.5.1 The tribal college provides effective oversight to ensure the integrity of research and support services that complement scholarly practice conducted by its faculty, staff, and students.

2.5.2 CMN offers students guidance in the ethical use of information resources.

2.5.3 The tribal college maintains and enforces policies on academic honesty and integrity.

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

All academic offerings with the College of the Muscogee Nation are provided on a high quality educational level.

Objective 1

CMN's degree programs are appropriate to higher education within a Native American community.

Priorities

3.1.1 Courses and programs of CMN are current with established levels of performance appropriate to the degree or certificate awarded.

3.1.2 The Tribal College articulates and differentiates learning goals for its degrees and certificate programs.

3.1.3 CMN's program quality and learning goals are consistent across all modes of delivery and all locations.

Objective 2

The College of the Muscogee Nation continues to demonstrate that intellectual inquiry, acquisition of broad learning, and critical thinking skills are integral to its educational programs.

Priorities

3.2.1 The general education program at the Tribal College is appropriate to the mission, educational offerings, and degree levels.

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3.2.2 CMN defines the purposes, content, and learning outcomes of its general education. The general education philosophy emphasizes broad knowledge to students and develops skills every college-educated person should possess.

3.2.3 All degree programs engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work and in developing skills adaptable to changing environments.

3.2.4 The education offered by CMN recognizes the human and cultural diversity of the tribal and global society in which students live and work.

3.2.5 Tribal College faculty and students contribute to scholarly and creative work, and to the discovery of knowledge consistent with CMN's mission.

Objective 3

The College of the Muscogee Nation maintains the faculty and staff needed for effective, high-quality programs and student services.



Native Faculty member conducts class

Priorities

3.3.1 CMN maintains sufficient numbers and continuity of faculty members to carry out their roles in and out of the classroom, including: oversight of the curriculum and expectations for student performance, academic credentials for instructional staff, and involvement in assessment of student learning.

3.3.2 All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

3.3.3 Instructors are evaluated regularly in accordance with established CMN policies and procedures.

3.3.4 The Tribal College maintains processes and resources for assuring instructors are current in their disciplines and adept in their teaching roles; CMN supports their professional development.

3.3.5 Instructors are accessible for student inquiry.

3.3.6 Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Objective 4

The College of the Muscogee Nation provides support for student learning and effective teaching.

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Priorities

3.4.1 CMN provides student support services suited to the needs of its student populations with emphasis on Native activities.

3.4.2 CMN provides learning support and preparatory instruction to address the academic needs of students. The college maintains a process for directing incoming students to courses and programs for which the students are adequately prepared.

3.4.3 The Tribal College provides academic advising suited to its programs and the needs of its students.

3.4.4 The Tribal College provides students and instructors the support and resources necessary to facilitate effective teaching and learning such as technological infrastructure, scientific laboratories, and libraries, as appropriate to CMN's offerings.

3.4.5 CMN provides students with guidance in the effective use of research and information resources.

Objective 5

The College of the Muscogee Nation maintains an enriched educational and cultural environment.



Native Faculty conduct presentation on Tribal Colleges Path to Assessment.

Priorities

3.5.1 Co-curricular programs are suited to CMN's mission and contribute to the educational and cultural experience of its students.

3.5.2. The Tribal College provides to its students' educational and cultural experience consistent with its mission, such as research, community engagement, service learning, and economic development.

Goal Four. Teaching and Learning: Evaluation and Improvement

The College of the Muscogee Nation maintains the quality of its educational programs, learning environments, and support services. The college evaluates its effectiveness for student learning through processes designed to promote continuous improvement.

Objective 1

The College of the Muscogee Nation maintains the quality of its educational programs.

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Priorities

4.1.1 The Tribal College maintains a practice of regular program reviews.

4.1.2 The Tribal College evaluates the credit that it transcripts, including what it awards for other forms of prior learning and advanced standing.

4.1.3 CMN maintains policies that assure the quality of the credit it accepts in transfer.

4.1.4 CMN maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. The college assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

4.1.5 When CMN offers courses, related to specialized accreditation appropriateness to its educational purposes is assured.

4.1.6 The Tribal College evaluates the success of its graduates to determine if students are prepared for advanced study or employment. For all programs, CMN's evaluative indicators are appropriate to the mission, such as employment rates, admission rates to advanced degree programs, and participation rates in special programs.



Faculty and Graduating Class of 2019.

Objective 2

The College of the Muscogee Nation maintains a commitment to educational achievement and improvement through ongoing assessment of student learning.

Priorities

4.2.1 The Tribal College clearly states goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

4.2.2 The Tribal College assesses achievement of the learning outcomes that are established for its curricular and co-curricular programs.

4.2.3 CMN uses the information gained from assessment to improve student learning.

4.2.4 CMN's processes and methodologies assess student learning and reflect good practice, including the significant participation of faculty and other instructional staff.

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Objective 3

The College of the Muscogee Nation is committed to educational improvement focusing on retention, persistence, and completion rates in its degree and certificate programs.

Priorities

4.3.1 The Tribal College defines goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

4.3.2 The Tribal College collects and analyzes information on student retention, persistence, and completion of its programs.

4.3.3 CMN uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

4.3.4 CMN's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. Measures are suited and valid for CMN student populations.

Goal Five. Resources, Planning, and Institutional Effectiveness

The College of the Muscogee Nation maintains resources, structures, and processes sufficient to fulfill its mission, improve the quality of its educational and cultural offerings, and respond to future challenges and opportunities.



Native Artist, Students, and Faculty participate in creating Mosaic art work.

Objective 1

CMN's resource base supports its current educational programs, and plans for maintaining and strengthening their quality in the future.

Priorities

5.1.1 The Tribal College maintains the fiscal and human resources, as well as physical and technological infrastructure sufficient to support institutional operations.

5.1.2 CMN's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations.

5.1.3 The goals incorporated into mission statements or elaborations of mission statements are realistic in light of CMN's organization, resources, and opportunities.

5.1.4 CMN's staff, in all areas, are appropriately qualified and trained.

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5.1.5 The Tribal College maintains a well-developed process for budgeting and for monitoring expenses.

Objective 2

The College of the Muscogee Nation's governance and administrative structures promote effective leadership and support a collaborative process that enables CMN to fulfill its mission.

Priorities

5.2.1 The Tribal College develops policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

5.2.2 CMN's governing board is knowledgeable about the college; maintains oversight for financial and academic policies and practices, and meets its legal and fiduciary responsibilities.

5.2.3 The Tribal College relies on the involvement of administration, faculty, staff, and students in setting academic requirements, policy, and processes through collaborative effort.



Faculty member provides tutoring.

Objective 3

The College of the Muscogee Nation engages in systematic and integrated planning.

Priorities

5.3.1 The Tribal College allocates resources in alignment with its mission and priorities.

5.3.2 The Tribal College links processes for assessment of student learning, evaluation of operations, planning, and budgeting.

5.3.3 The planning process encompasses CMN as a whole and considers internal and external constituent perspectives.

5.3.4 The Tribal College plans on the basis of a sound understanding of its current capacity. CMN anticipates the impact of fluctuations in sources of revenue, such as enrollment, the economy, and tribal and federal support.

5.3.5 CMN's planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Objective 4

The College of the Muscogee Nation works systematically to improve its performance.

Priorities

5.4.1 The Tribal College develops and documents evidence of performance in its operations.

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5.4.2 The Tribal College learns from its operational experience and utilizes that

knowledge to improve its institutional effectiveness, capabilities, and overall sustainability.



Resident Housing students enjoy lunch in the Core Values Café.

EXHIBITS

EXHIBIT A.
Master Site Plan

Exhibit A. College of the Muscogee Nation Master Site Plan



EXHIBIT B.

Timeline

Exhibit B. College of the Muscogee Nation Timeline for Strategic Plan

Department: Academic Affairs-aa , Administration-a , Admissions and Records-ar, Business Affairs-ba, Institutional Effectiveness-ie and Student Affairs-sa

Activities	2019	2020	2021	2022	2023
Mission					Review Revise Mission(a)
Integrity: Ethical and Responsible Conduct	Review, revise, and adopt CMN policies & Formal Documents (ie)	Board of Regents Training (a) Review, revise, and adopt CMN policies & Formal Documents (ie) Annual Training(a)	Review, revise, and adopt CMN policies & Formal Documents (ie) Annual Training(a)	Review, revise, and adopt CMN policies & Formal Documents (ie) Annual Training(a)	Review, revise, and adopt CMN policies & Formal Documents(ie) Annual Training(a)
Teaching and Learning: Quality Resources and Support	Review Learning Goals & Outcomes(aa) Develop 5 year Course Schedule(a) Provide Activities for Student Retention(sa)	Develop and Implement a Staff Development Schedule(ie) Provide Activities for Student Retention(sa)	Review Learning Goals and Outcomes(aa) Provide Activities for Student Retention(sa)	Provide Activities for Student Retention(sa)	Review Learning Goals and Outcomes(aa) Provide Activities for Student Retention(sa)
Teaching and Learning: Evaluation and Improvement	Update Assessment Plan(aa) Review Learning Outcomes(aa) Adopt Course Placement Testing(sa)	Develop Land Grant Status(aa) Annual Assessment Day(aa)	Review College and Student Learning Assessments(aa) Regular Program Reviews(aa) Annual Assessment Day(aa)	Regular Program Reviews(aa) Annual Assessment Day(aa)	Review College and Student Learning Assessments(aa) Regular Program Reviews(aa) Annual Assessment Day(aa)
Resources, Planning, and Institutional Effectiveness	Annual Audits(ba) Update Enrollment Process(sa) Adopt Key Performance Indicators(ie) Annual Budget(ba)	Annual Audit(ba) Update Strategic Plan(ie) Update Master Site Plan(a) Annual Budget(ba)	Annual Audit(ba) Annual Budget(ba)	Annual Audit(ba) Annual Budget(ba)	Annual Audit(ba) Annual Budget(ba) Update Strategic Plan(ie) Update Master Site Plan(a)