

Assurance Argument

Central Lakes College - MN

8/7/2017

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission.
(This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1.A.1. [Minnesota State Colleges and Universities \(Minnesota State\) Policy 3.24 Institutional Type and Mission, and System Mission](#) establishes the processes for review of system, college, and university missions, in accordance with [Minnesota Statute 135A.052 Postsecondary Missions](#). [Minnesota State Policy 3.24](#) requires each institutional mission statement be approved by the Minnesota State Board of Trustees and that the *“Board of Trustees shall periodically review, revise as appropriate, and approve the system mission and vision. The mission and vision shall advance the higher education needs of the state. The Board of Trustees shall assure consultation with faculty, students, employers, and other essential stakeholders.”*

Central Lakes College (CLC) is a public, two-year comprehensive community and technical college. Outside of Federal funds, tuition, grants, and private scholarship revenue, we are primarily funded and [governed by Minnesota State](#). Minnesota State provides CLC with the advantage of operating within a system of 30 colleges, seven universities, and 54 campuses – providing students with broad access, ease of transfer, and learning structures that are parallel across Minnesota.

CLC's institutional mission, while operating under the broader charge of Minnesota State's mission with its nearly 400,000 students statewide, is targeted to communicate CLC's commitment to a wide range of academic programs and providing opportunities for students, as well as aspirations that mark us as the anchor institution of higher education in our rural region. The CLC mission was reviewed by College faculty and staff on March 6, 2007, (an [all-college In-Service Day](#)) through a consultative process as required by [Minnesota State Policy 3.24.4](#). As required by the noted Minnesota State policy, CLC [submitted its mission statement](#) for review and adoption by the Minnesota State Board of Trustees. This action was formally [approved on September 17, 2008](#).

From the CLC website:

CLC MISSION : “We build futures.”

At Central Lakes College, we –

- are committed to a supportive environment for the growth and development of students from diverse cultural, ethnic, economic, and educational backgrounds
- offer liberal arts, technical education, and customized training programs of proven high-quality that are accessible and affordable and that lead to employment, skill enhancement, or transfer to other institutions of higher learning
- anticipate and respond to the needs of business and industry in a globally competitive economy
- encourage and support cultural enrichment, life-long learning, civic responsibility, and community development

CLC VISION: “CLC, Minnesota’s leading Community and Technical College for lifelong learning.”

CLC VALUES:

- Excellence
- Learning
- Access
- Diversity
- Integrity
- Innovation
- Service

The College’s work emphasizes both the learning work with the College’s students and the larger collective work we seek to accomplish in partnership with students, diverse partners, and the region. The futures we seek to build together are not constructed by accident. The College’s mission stretches us to see more, engage more, and do more – stirring the region with the assets that only higher education can bring in terms of learning programs, relevant research, economic development, new career pathways, incumbent worker training, cultural arts offerings, diversity initiatives, and much more. Examples of such initiatives are described in detail in 1.D.1.

Since 2008, CLC’s Mission Statement, “*We Build Futures*,” has provided the foundation to CLC’s work, with review of the mission embedded in the College’s strategic thinking and plans, most recently documented on the cover of the current [2015-2017 CLC Strategic Plan](#).

1.A.2. The [CLC mission statement](#), in tandem with its vision and values, is fully congruent with its academic programs, support services, and enrollment profile. The four key points undergirding the College’s mission statement are emphatic, noting that “We Build Futures,” because we –

- are committed to a supportive environment for the growth and development of students from diverse cultural, ethnic, economic, and educational backgrounds
- offer liberal arts, technical education, and customized training programs of proven high-quality that are accessible and affordable and that lead to employment, skill enhancement, or transfer to other institutions of higher learning
- anticipate and respond to the needs of business and industry in a globally competitive economy
- encourage and support cultural enrichment, life-long learning, civic responsibility, and community development

To the first point, “...*committed to a supportive environment...*”, we reference CLC’s mission focus on programs for growth and development of all students. Opportunities abound at CLC for nurturing students – in the [classroom](#), student learning support environments including the [Learning Commons](#) and [TRIO](#) programming, [student senate](#), clubs and organizations, [athletics](#), [cultural opportunities](#), and in the regional environment that CLC both enjoys and cares deeply about. Further, the College serves a diverse student body composed of learners across the spectrum of cultural, ethnic, economic, and educational backgrounds. In fall of 2016, 10% of the student body [identified themselves as students of color](#), and [56% met the TRIO definition of a first generation student](#). [IPEDS College Navigator](#) currently reports that in 2014-15, 58% of full-time students received Pell grants, and 89% received some type of financial aid.

CLC’s student enrollment profile is consistent with the mission and regional focus of a two-year community and technical college. As illustrated in the [2016-17 Enrollment Map](#), we draw primarily from nine rural counties surrounding the College, with [72% of all students living within 60 miles of the College](#). For Fall 2016, the age-mix of CLC students and credit-count is also consistent with the missional role as a community and technical college, with 869 students over age 25 and [58% of students attending on a part-time basis](#).

The second point, “...*offer liberal arts, technical education, and customized training programs...*”, references the missional focus on futures supported through [liberal arts programming](#), [career and technical programs](#), and [training for incumbent workers](#) in business and industry.

In the third point, “...*anticipate and respond to the needs of business and industry...*”, CLC’s mission focuses on building economic futures in partnership with local business and industry through the [Business and Industry Center](#) and [Small Business Development Center](#).

CLC’s mission further calls the College to engage in “...cultural enrichment, life-long learning, civic responsibility, and community development...” In this regard, we note the futures enhanced in CLC’s work in [cultural arts](#), support for lifelong learning (including [reduced tuition for senior citizens](#)), civic responsibility through the work of the [Gordon Rosenmeier Center](#), and engagement in [community development](#) via the many relationships and partnerships, including [food security issues](#), in Region V of Minnesota.

[Liberal arts and career and technical programs offered on campuses in Brainerd and Staples](#), and distance education offerings through CLC’s [College in the Schools \(CIS\)](#) partners at area high

schools, provide higher education offerings to students throughout central Minnesota. Distance education offerings through online courses, hybrid courses, and courses taught via interactive television, provide students throughout Minnesota and beyond with opportunities to complete their educational goals regardless of potential barriers such as distance from the college and family and/or employment commitments. In fiscal year 2017, completely [online courses](#) accounted for 24% of credit-based enrollment (624 FYE).

An institution cannot deliver on its mission without values that support innovation and sustain critical programming. The values of the College include: Excellence, Learning, Access, Diversity, Integrity, Innovation, and Service. To keep the values, vision, and mission of the College ever before us, the President's Cabinet is grounded in the mission, vision, and values of the College.

1.A.3. CLC's mission, vision and values is the focus and driving force behind all strategic planning and budgetary decisions. The budget planning process further outlines the expectation that the college investment of resources must [align with institutional priorities and master plans](#), both during times of reduced resources and when there are additional resources. Please see CLC's further response in Section 5.C.1.

Sources

- 30th Day Enrollment Report
- 30th Day Enrollment Report (page number 4)
- 30th Day Enrollment Report (page number 18)
- 30th Day Enrollment Report (page number 19)
- Academic Program Listings Alphabetical – Central Lakes College
- Budget Request Form, FY17
- Budget Request Form, FY17 (page number 3)
- Business and Industry Center
- Cabinet Meeting Minutes, 150810
- Career Programming
- CIS High School Partners
- College Navigator - Central Lakes College
- Community Development Partnership
- Cultural Arts Programming, 2015-16
- Cultural Arts Programming, 2016-17
- Customized Training
- Enrollment History - Online
- Enrollment Map FY17
- First Generation
- Hungry and Homeless in College Report
- In-Service Day, 070306
- In-Service Day, 070306 (page number 17)
- Learning Commons

- Liberal Arts
- Minnesota State - About Minnesota State
- Minnesota State Board of Trustees Agenda, 080917
- Minnesota State Board of Trustees Agenda, 080917 (page number 35)
- Minnesota State Board of Trustees Minutes, 080917
- Minnesota State Board of Trustees Minutes, 080917 (page number 2)
- Minnesota State Policy 3.24 Institution Type and Mission, and System Mission
- Minnesota Statute 135A.052 Postsecondary Missions, 2015
- Mission-Vision-Values Webpage
- Planning - Strategic Plan, 2015-2017
- Raiders Athletics
- Rosenmeier Center
- Small Business Development Center
- Student Senate
- Trio – Student Support Services
- Tuition and Fees
- Tuition and Fees (page number 5)

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1. CLC's missional statements and materials are presented in multiple written documents for students, employees and the public, in social media, and in forums which guide the College's work. Specifically, missional statements encompassing CLC's mission, vision, and values are articulated in the College's website, the [CLC Strategic Plan 2015-2017](#), [Student Handbook, 2016 Employee Guide](#), and other venues, including the [College's Facebook site](#).

1.B.2. AND 1.B.3. The missional statements of CLC are current, most recently reaffirmed in 2015 with the implementation of the current strategic plan, and specifically address the diverse aspects of the College's mission as a two-year institution with both career and lower-division transfer programming. The mission of CLC is scheduled to be revised and/or reaffirmed in the fall of 2017 as part of the development of the next strategic plan. As noted prior, these missional statements are including in CLC's current strategic plan, as well as the many current documents/media noted in Section 1.B.1.

The undergirding, guiding points for CLC's mission statement, as noted in the response to Argument 1.A.2, are relevant to all components of CLC's mission, including both campuses and all teaching modalities through distance education. These statements provide focus and missional understanding, and identify the constituencies we serve with regard to the College's ongoing work as a public two-year community and technical college. These commitments, as noted, include [liberal arts transfer programming, career and technical education, customized training programs for business and industry, support for cultural enrichment, life-long learning, and engagement in civic service and community and economic development](#). Additionally, the statements highlight our intended constituents as our [students, business and industry, and the community](#).

Specifically, these explanatory statements affirm that we:

- are committed to a supportive environment for the growth and development of students from diverse cultural, ethnic, economic, and educational backgrounds
- offer liberal arts, technical education, and customized training programs of proven high-quality that are accessible and affordable and that lead to employment, skill enhancement, or transfer to other institutions of higher learning
- anticipate and respond to the needs of business and industry in a globally competitive economy
- encourage and support cultural enrichment, life-long learning, civic responsibility, and community development

Sources

- Employee Guide 2016
- Employee Guide 2016 (page number 8)
- Facebook Site
- Mission-Vision-Values Webpage
- Mission-Vision-Values Webpage (page number 2)
- Planning - Strategic Plan, 2015-2017
- Student Handbook 2016-17
- Student Handbook 2016-17 (page number 2)

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1. AND 1.C.2. Two of CLC's missional support statements directly describe the College's commitment to serving an increasingly multicultural society, noting that "...we:

- *are committed to a supportive environment for the growth and development of students from diverse cultural, ethnic, economic, and educational backgrounds*
- *encourage and support cultural enrichment, life-long learning, civic responsibility, and community development"*

CLC is a member of the Minnesota State College and Universities System, with a [system-level emphasis](#) on diverse, multicultural programming. The College is a leader in the two-year sector of the Minnesota State system in the area of diversity, equity, and multicultural programming for students, faculty, staff, and administration. The [Office of Equity and Inclusion Program Highlights, Concern, Challenges](#) summarizes activities that reflect CLC's engagement in diversity events at the College and in the communities we serve. A few examples of events and programming for CLC students, staff, and community participants include:

- [Safe Spaces Training](#)
- [Why Treaties Matter Exhibit](#)
- [American Indian Heritage Week activities](#)
- [Race Equity Summit](#)
- [CLC Pow Wow](#)
- [Mixed Blood Theatre](#)
- [Race Equity Initiatives, Brainerd School Board](#)
- [Race Equity and Education, Onamia and Mille Lacs](#)

In the spring of 2017, the College reorganized the administrative structure to create a new dean-level position, the Dean of Students, Equity, and Inclusion, to place emphasis on the importance of diversity, equity, and multicultural programming at CLC. The comprehensive [2017-2018 CLC Diversity, Equity, and Inclusion Master Plan](#) illustrates the College's commitment to processes and activities emphasizing the value of human diversity. The plan provides a detailed view of the College's work in proactive programming, with five transformative principles articulated through the goals for the plan:

Principle 1:

Redefine issues of diversity, equity, and inclusion as fundamental to the organizational bottom line of mission fulfillment and institutional excellence

Principle 2:

Focus on creating systems that enable all students, faculty, and staff to thrive and achieve their maximum potential

Principle 3:

Achieve a more robust and integrated diversity approach that builds on prior diversity models and operates in strategic, evidence-based, and data-driven manner, where accountability is paramount

Principle 4:

Focus diversity-related efforts to intentionally transform the institutional culture, not just to make tactical moves that lead to poorly integrated efforts and symbolic implementation alone

Principle 5:

Lead with a high degree of cultural intelligence and awareness of different identities and their significance in higher education

The College's work in Academic Affairs also brings focus to support for diversity initiatives. The [Academic Master Plan articulates in Goal 2.5](#), efforts to "Enhance and support educational experiences for diverse populations and underrepresented students." At the institutional level, the [2015-2017 CLC Strategic Plan notes in Strategic Direction 4, Goal 4.2](#), the work to "Promote greater inclusiveness and diversity" as an institutional priority for the College.

While formal plans are critical to accountability, they are largely invisible to a broader audience. CLC makes visible its missional focus on diversity, equity, and multicultural programming through a number of key activities and processes, internally for students in Student Life programming and for employees through professional development activities such as [Safe Space Training](#).

Internally, the College's [Student Life Division](#) hosts more than 20 student clubs and organizations, spanning diverse interests and activities. Student Life also sponsors other activities of interest to students and supports community engagement. For employees, Human Resources, in partnership with the Office of Diversity and Equity Programs, offers [twice-yearly employee training in diversity and equity initiatives](#), with a full [schedule of diversity events](#) offered throughout the year.

The College also works closely with its students with disabilities through the [Office of Disability Services](#). This unit offers assistance to students and faculty, making sure that there are no barriers to inclusion in all aspects of the College's mission.

The CLC [Upward Bound](#) Program transforms high school students into college graduates. The year-round program provides educational services to modest income and first generation high

school students to assist them in graduating from high school, enrolling in a college or university, and completing their post-secondary education. It includes a [six-week summer program](#) on a college campus to help prepare students for the post-secondary experience. The program targets ninth through twelfth grade students to help them complete high school and to enter, and graduate from, a post-secondary institution. The Todd County program serves 50 students in the target schools of Bertha – Hewitt, Browerville, Long Prairie-Grey Eagle, and Staples Motley. The Morrison County and Mille Lacs County program serves 50 students in the target schools of Isle, Nay Ah Shing, Onamia, and Pierz. CLC was recently awarded a third Upward Bound grant which will serve students in the Brainerd High School beginning in fall of 2017. Thanks to the recent acquisition of student housing by the CLC Foundation (see 1.D.2), in 2017 the Upward Bound Program summer program was housed on the Brainerd Campus of CLC for first time.

Externally, student and community programming is offered throughout the academic year via CLC's [Cultural Thursday](#) and [Verse Like Water](#) presentations. Verse Like Water provides opportunities for students and the community to hear from and interact with Nobel Prize winning poets through the academic year. Public forums on topics related to politics are presented by [The Rosenmeier Center for State and Local Government](#), in collaboration with CLC. These ongoing series frequently provide both daytime and evening programming to allow for community participation. In November of 2015, CLC hosted its first [pow-wow](#) since 1990. Additional [multicultural events](#) are frequently scheduled in the College's Chalberg Theater.

Sources

- Accountability Dashboard, Employee Diversity
- Accountability Dashboard, Employee Diversity (page number 5)
- American Indian Heritage Week
- CLC Organizational Structure
- Cultural Thursday - Mixed Blood Theatre
- Cultural Thursday Events FY16
- Cultural Thursday Poster
- Cultural Thursdays, Event Publications
- Daughters of Africa Poster, 2016
- Disability Services
- Diversity Events, 2016-17
- Diversity, Pow Wow
- Equity and Inclusion Summary
- Minnesota State Diversity and Equity Emphasis
- Planning - Academic Master Plan
- Planning - Academic Master Plan (page number 7)
- Planning - Diversity Equity Inclusion Master Plan
- Planning - Strategic Plan, 2015-2017
- Race Equity Education, Onamia
- Race Equity Initiatives, Brainerd School Board
- Race Equity Summit

- Rosenmeier Forum, October 2016
- Safe Spaces Training, 2015
- Staff Development Agenda, July 2016
- Student Life
- TRIO - Upward Bound
- TRIO Upward Bound Westbank Journal
- Verse Like Water
- Why Treaties Matter Exhibit Poster

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1. As an anchor institution of public higher education in central Minnesota, CLC's missional support statements reflect the institution's commitment to serving the public:

- *anticipate and respond to the needs of business and industry in a globally competitive economy*
- *encourage and support cultural enrichment, life-long learning, civic responsibility, and community development*

As the region's College, CLC has demonstrated long-term and ongoing commitment to supporting many public entities and efforts to enhance the vitality of our communities. Collaborations to serve the public include but are not limited to:

- Work with the Brainerd Chamber of Commerce to introduce careers in more than 24 regional high schools through the [Bridges Academies](#) program which offers exposure in more than 100 career areas. Additionally, the College hosts an annual [Career Exploration Day](#) each spring with more than 2,500 high school students attending.
- The College's College in the Schools (CIS) program of concurrent enrollment [partners with 30 regional high schools](#), with more than 1,750 students participating annually. Additionally, the College's leadership in utilizing [Open Education Resources \(OER\)](#) with the potential to serve more than 1,500 concurrent enrollment students by the close of the 2017-18 school year.
- Regional Race Equity work, in partnership with the Mille Lacs Band of Ojibwe, Isle Schools, Nay Ah Shing Schools, Onamia Schools, Wewinabi Early Childhood Program, and the Minnesota Department of Education, to help address disparities in student preparedness for school, college, and careers. As part of the [Race Equity and Excellence in Education Action Plan](#), training has been provided to four regional school boards, two schools have implemented race equity board resolution/policies, and both public schools have implemented race equity plans.
- Support for small businesses through the US SBA-sponsored [Small Business Development Center](#) on the CLC Campus. In 2015-16, the SBDC worked with 401

entrepreneurs/businesses, assisted with the opening of 33 businesses, helped entrepreneurs/businesses obtain \$23.8 million in investments, and created/retained more than 950 jobs, while increasing business revenue by \$21.3M.

- Non-credit training offerings to local and regional businesses through CLC's [Customized Training](#) division focused on continuing education. In 2015-16, Customized Training delivered 272 courses with 3,977 participants – awarding more than 31,000 CEU's.
- The [Advanced Manufacturing Education \(AME\) Alliance](#) was formed in 2012 by Central Lakes College, Pine Technical and Community College, St. Cloud Technical and Community College, and the 360 Center for Manufacturing Excellence to provide foreign trade impacted workers, other dislocated workers, veterans, and incumbent workers in need of skill enhancement with comprehensive advanced manufacturing training and "wrap-around" student services that lead to high-wage jobs. The Alliance secured a \$13.1M U.S. Department of Labor TAACCCT grant to develop and enhance training programs in Automation and Robotics, Plastics Technology/Manufacturing, Rapid Prototyping, Machining, and Welding.
- Development of the [Rural Information Technology Alliance \(RITA\)](#) in 2012, in collaboration with Pine Technical and Community College, to improve academic programs in IT across the region and to attract more students into these programs. Together with partner colleges in Minnesota and in Texas, the Alliance expanded to a national scope and secured \$18.3M of U.S. Department of Labor funding to develop and implement methods of addressing the issues of rural IT technician training in those two states.
- Cultural arts offerings to the region ([2015-16](#) and [2016-17](#) brochures), with 59 performances and more than 9,140 people in attendance in 2015-16, and [37 performances and over 8,180 people in attendance in 2016-17](#). [Play Off the Page](#) provides theatre workshops and classes for local elementary and middle school students, exposing participants to performance and production of plays at the CLC Theatres.
- In its second year, the week-long [Nitro-X](#) camp is an opportunity for 6th, 7th and 8th grade students to explore careers in the transportation industry. The week culminates with a full scale remote controlled car race on a mock professional remote controlled race track, where campers' families, industry partners, and the media participate. In preparation for the race, campers design, paint and decal their own car bodies for the remote control car. Campers take apart and rebuild the engines to better understand how cars function, and tour industry partner businesses to see what types of transportation careers are available in the region.
- [Summer Engineering and Manufacturing \(SEaM\) Camp](#) at the Staples campus. The camp is a one-week adventure for students in grades 6-12, giving them an opportunity to experience hands-on electronics, motor controllers, computer-aided drafting, manufacturing machining, and robotics automated systems. Students build "battlebots," all while gaining expert instruction in computer-aided drafting and robotics automated systems.

These component programs of the College demonstrate the many "publics" that the College serves each year.

1.D.2. As a public institution of higher education, CLC's educational responsibilities take priority over other activities and interests, as noted in the planning and budgeting cycle detailed in Criterion 5. The College budgets approximately [77% of its annual budget for instruction and academic support](#), a percentage comparable with other [Minnesota State institutions](#). As a public institution of higher education, CLC's "investors" are the public we serve, of which we are careful stewards of their trust and tax dollars.

The [CLC Foundation](#), a nonprofit 501c3 organization, also serves to provide additional resources to make a college education possible for students most at-risk. Annually, the CLC Foundation provides more than \$300,000 in scholarships to CLC students. In September, 2016, the [CLC Foundation announced the purchase of student housing](#) adjacent to the Brainerd campus. The two housing units purchased provide housing for 100 students.

1.D.3. The College has a developed engagement process to seek insights that are critical to its mission – both at the program and institutional levels.

As a member institution of the Minnesota State system, CLC follows system policy to seek critical guidance for its programs. [Minnesota State Policy 3.30 College Program Advisory Committees](#) provides specific guidance, noting that for each of the College's career and technical programs, education and industry experts serve on advisory committees to review, help develop, and guide student learning outcomes that meet industry standards and expectations. The protocol for these advisory committees is provided by the Minnesota State system CTE Division as detailed in the [Advisory Committee Handbook](#). CLC facilitates [carefully constructed meetings](#) with [25 advisory committees](#) in its CTE programs, both on the Brainerd and Staples Campuses.

The College also serves as the regional hub for the [Central Lakes Perkins Consortia](#), one of 26 Minnesota consortia working collaboratively with regional high schools to provide career exploration and education pathways. CLC's [Perkins efforts for 2016-2017](#) include work with 23 public school districts that are part of CLC's [Central Lakes Perkins Consortium](#), both listening to these constituent partners and helping provide guidance for CTE educators and students across central Minnesota. The [Perkins Operational Handbook](#) for this collaborative work helps provide guidance for CLC's Perkins Consortia efforts.

At the state and institutional level, the College is administered by the Minnesota State system. However, local insights are regularly sought to make sure that CLC is relevant to the needs of the communities and region. In this regard, the [CLC President's Regional Advisory Committee](#) meets on a regular basis to provide the College President and senior administration with regional reflection and guidance.

Sources

- Bridges Academies

- Bridges Career Exploration Day Brochure
- Career Tech Programs Advisory Boards, 2016-17
- CIS High School Partners
- CLC Foundation
- CLC Foundation purchases student housing CLC News
- CTE Advisory Committee Agenda Template
- Cultural Arts 2016-17 Summary
- Cultural Arts Programming, 2015-16
- Cultural Arts Programming, 2016-17
- Customized Training
- DOL AME Overview, 2015
- IPEDS 2016 Custom Data Feedback Report
- IPEDS 2016 Custom Data Feedback Report (page number 7)
- IPEDS Finance Data
- IPEDS Finance Data (page number 11)
- Mille Lacs Race Equity Report, 2014
- Minnesota State Handbook -- CTE Advisory Committees
- Minnesota State Handbook -- CTE Advisory Committees (page number 9)
- Minnesota State Instructional Expense, FY2015
- Minnesota State Policy 3.30 College Program Advisory Committees
- NitroX Campus, Brainerd Dispatch
- OER in CIS Project Summary
- Perkins Consortia
- Perkins Grant Programming, 2015-16
- Perkins Operational Handbook
- President's Regional Advisory Committee Members, 2016
- RITA Consortium
- SBDC Annual Report, 2015-16
- SEAM Camp
- Youth Theatre Classes _ Play Off The Page

1.S - Criterion 1 - Summary

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

Summary

From the creation of Brainerd State Junior College in 1938, to the consolidation of Brainerd Community College and Brainerd Staples Technical College in 1995 creating what is currently known as Central Lakes College, the mission to improve the lives of our students and community through education and workforce development has not wavered.

CLC's mission statement and companion documents call us to work each day and affirms that "We Build Futures" because we --

- *are committed to a supportive environment for the growth and development of students from diverse cultural, ethnic, economic, and educational backgrounds*
- *offer liberal arts, technical education, and customized training programs of proven high-quality that are accessible and affordable and that lead to employment, skill enhancement, or transfer to other institutions of higher learning*
- *anticipate and respond to the needs of business and industry in a globally competitive economy*
- *encourage and support cultural enrichment, life-long learning, civic responsibility, and community development*

Our College continues to grow and change with the communities we serve, but the mission, and our commitment to the mission, remains consistent and continues to guide the operations of the College.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

2.A. CLC operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

CLC is governed by the [laws of the State of Minnesota](#) and [policies of the Minnesota State Colleges and Universities \(Minnesota State\) Board of Trustees](#) as a member of this statewide system with its 30 colleges, seven universities, and 54 campuses. The Minnesota State system office is led by the [Chancellor](#) who reports to the Board of Trustees. Under laws and statutes of the State of Minnesota and regulations of [Minnesota Management and Budget](#), Minnesota State system policies and procedures ensure system institutions operate with integrity in financial, academic, human resource, and auxiliary activities.

At the college-level, CLC shares governance with its faculty as mandated in its employment contract with the [Minnesota State College Faculty](#) union. This process allows CLC administration to meet monthly with faculty leadership on Personnel, Student Affairs, Facilities, Fiscal Matters, and General Matters. Other [employee bargaining units](#) of the College are also [consulted on a regular basis](#) to both seek guidance and provide updates, allowing CLC to make good decisions on both strategic and tactical needs.

In all cases, the College establishes and follows policies and processes to promote fair and ethical behavior. At the Minnesota State system-level, members of the Board of Trustees must abide by [Minnesota State Policy 1.C.1 Board of Trustee Code of Conduct](#) and disclose any potential conflicts of interest. Trustees are also not permitted to use their political appointment to secure personal benefits. As members of Minnesota State, CLC employees are held to high standards, including [Minnesota State Procedure 1C.0.1 Employee Code of Conduct](#) and those administered statewide by the [Minnesota Management & Budget Code of Conduct](#), to prevent use of their position as a state and system employee to their personal advantage. The [Central Lakes College Affirmative Action Plan](#) provides further evidence of the College's commitment to fair and ethical treatment of all members of the CLC community.

Financial Integrity

As a member institution of the Minnesota State system, CLC follows financial policy guidance in [Minnesota State Policy 7.1 Finance and Administrative Authority of Board, Chancellor and Presidents](#). This policy delegates authority to the Chancellor and college and university presidents to develop procedures and guidelines to implement the Board's policies for administrative and financial management of the System's colleges and universities. Balanced budgets, addressing all financial components, are required to be submitted annually as mandated by [Minnesota State Policy 5.9 Biennial and Annual Operating Budget Planning and Approval](#).

The Minnesota State system also requires CLC to comply with policies and procedures articulated in [Minnesota State Policy 5.10 Reserves and Year-End Balances](#). As a member institution of Minnesota State, CLC is required to report all financial data, including composite financial index (CFI), primary reserve ratio, return on net assets, viability ratio, and operating margin ratio.

CLC also stresses financial integrity through training and publications such as the [CLC Business Office Manual](#), [CLC Employee Guide](#), and related materials.

The Board of Trustees also maintains authority to set tuition rates for all system institutions and regulates fees charged to students in accordance with [Minnesota State Policy 5.11 Tuition and Fees](#).

At the college-level, CLC's [President](#) holds responsibility for fiscal integrity, as designated by the Board of Trustees and Chancellor, and delegates local financial leadership to the Vice President of Administrative Services as noted in the College's [organizational chart](#).

CLC's Administrative Services provides the College with budget guidance, including a [budget planning timeline and process](#) and [budget assumptions](#) for accurate and timely submission of budget requests. The College submits financial reports and statements to the Minnesota State system office, subject to audit, on an annual basis as outlined in [Minnesota State Policy 7.4 Financial Reporting](#). The [Minnesota State Annual Financial Report](#) and related [supplement for the years ended June 20, 2016 and 2015](#) demonstrate a strong history of financial management for the Minnesota State system and CLC.

Academic Integrity

CLC works to ensure that its programs and coursework are consistent with the CLC mission, and academic standards for a two-year institution of higher education.

The College shares governance and leadership of its curriculum with the faculty-led Academic Affairs and Standards Council (AASC), noting in [contract language](#):

Faculty have fundamental and unique responsibility in matters affecting the academic well-being of the state colleges. The parties agree that the faculty hold the critical role in academic decision-making at the colleges. In order to ensure such role, the parties agree to establish an Academic Affairs and Standards Council to which management and faculty will bring all proposals regarding academic affairs and standards.

AASC meets throughout the academic year to review program and course proposals, additions, changes, and closures. Its work is documented in both [meeting minutes](#) and an [annual report](#).

The College also maintains an active assessment agenda to help faculty develop and use student learning assessment tools. By enlisting a faculty member to serve as an assessment leader and liaison to other faculty, the College maintains the commitment that the curriculum is the primary domain of the faculty. An internal CLC SharePoint site is active with assessment strategies and varied tactics for implementation. This area of work is further detailed in Criterion 4.B.

CLC, as a member of the Minnesota State system, follows mandates for faculty credentialing based on program/discipline area. [Minnesota State Policy 3.32 College Faculty Credentialing](#) provides guidance, while the [Joint Committee on Credential Fields](#) is an ongoing committee established under the Minnesota State College Faculty (MSCF) collective bargaining agreement. Its purpose is to make recommendations regarding credential fields and minimum qualifications for two-year faculty. This includes the alignment of appropriate credential fields with programs and disciplines at the system level. The committee is comprised of six faculty members appointed by MSCF and six college administrators appointed by the System office. A [review of faculty credentials](#) was conducted by the Director of Human Resources in the spring of 2017 to ensure that all CLC faculty meet minimum qualifications in their assigned field, as per both Minnesota State and HLC's assumed practice for minimum qualifications.

CLC ensures that our students and employees abide by the highest standards of academic integrity/honesty. Students receive guidance regarding academic standards in multiple venues, including syllabi for individual courses and the [CLC Student Handbook](#). The College implemented an Academic Registry to monitor student misconduct and academic infringement, utilizing an [online form](#) for faculty to use to document student abuse of the college's academic standards. Faculty reported two instances of academic misconduct using this system in 2016-2017.

Personnel/Human Resource Integrity

CLC, as a member of the Minnesota State system, facilitates strict enforcement of non-discrimination and equal opportunity practices in both its education and employment efforts. Faculty and staff have received training in [Minnesota State Policy 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education](#), with a number of employees trained by the Minnesota State system to investigate possible infractions and related concerns.

The College also requires that its employees abide by [Minnesota State Procedure 1C.0.1 Employee Code of Conduct](#). At the Minnesota State system-level, members of the Board of Trustees must disclose any potential conflicts of interest and are not permitted to use their political appointment to secure personal benefits. Trustees must abide by [Minnesota State Policy 1.C.1 Board of Trustee Code of Conduct](#). All Minnesota State employees are held to high standards, including those administered statewide by the [Minnesota Management & Budget Code of Conduct](#), to prevent use of their position as a state and system employee to their personal advantage.

Minnesota State is committed to facilitating equal employment opportunities and all employees are held accountable for not allowing harassment of fellow employees or potential hires. Minnesota State policy requires that new administrators undergo a series of training sessions, either online or in-person. These [training sessions](#) include, but are not limited to, information on the "art" and "science" of supervision, non-discrimination in the workplace, processing sexual violence complaints, and financial management.

New faculty members also engage in training throughout the on-boarding process, with formal orientation scheduled on the first contract day of the new academic year, in subsequent training days, and via the Minnesota State [required courses](#) assigned for new two-year instructors. All supervisors must complete [Frontline Leadership: Supervisory Training](#), offered through Minnesota State, to meet a State statutory requirement for supervisor training. The Human Resources Office provides clear direction and support for faculty, staff, and administrator search processes and ensures compliance with [Minnesota State Policy 1.B.2 Affirmative Action in Employment](#). In addition, the College maintains a confidential, online student complaint log to ensure that all student complaints are addressed and college employees are behaving in an ethical manner in their interactions with students.

All faculty, staff, and administrative positions are covered by [collective bargaining agreements](#) or personnel plans that articulate requirements and protections for the position. Each contract defines rights and responsibilities of employees, and procedures for grievances and discipline. The College believes that collective bargaining agreements support transparency of behavior and communication among faculty, staff, and administration.

Auxiliary

CLC ensures that auxiliary services, including food services, retail sales, parking fee management, and other contracted services, operate in accordance with policies and procedures to ensure integrity and fiscal accuracy. The Office of the Vice President of Administrative Services provides management for auxiliary operations in accordance with [Minnesota State Policy 7.3 Financial Administration](#), [Minnesota State Procedure 7.3.2 Auxiliary Operations](#) regulates auxiliary operations that are part of CLC for effective management. [Minnesota State Procedure 7.3.5 Revenue Fund](#) establishes guidelines for management of the revenue fund.

Sources

- AASC Actions Log, 2015-16
- AASC Minutes Sample, 160303
- Academic Integrity Form
- Affirmative Action Plan
- Budget Assumptions, FY18
- Budget Planning Timeline and Process
- Business Office Manual
- CLC Decision Making Flow Chart
- CLC Organizational Structure

- CLC President
- Employee Guide, 2016
- Faculty Credential Review
- Joint Committee Charge Document
- Minnesota Management & Budget
- Minnesota Management & Budget Code of Conduct
- Minnesota State Annual Financial Report 2016 and 2015
- Minnesota State Annual Financial Report 2016 and 2015 Supplement
- Minnesota State Annual Financial Report 2016 and 2015 Supplement (page number 9)
- Minnesota State Bargaining Units
- Minnesota State Chancellor
- Minnesota State Policies
- Minnesota State Policy 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education
- Minnesota State Policy 1B.2 Affirmative Action in Employment
- Minnesota State Policy 1C.1 Board of Trustees Code of Conduct
- Minnesota State Policy 3.32 College Faculty Credentialing
- Minnesota State Policy 5.10 Reserves and Year-End Balances
- Minnesota State Policy 5.11 Tuition and Fees
- Minnesota State Policy 5.9 Biennial and Annual Operating Budget Planning and Approval
- Minnesota State Policy 7.1 Finance and Administrative Authority of Board, Chancellor and Presidents
- Minnesota State Policy 7.3 Financial Administration
- Minnesota State Policy 7.4 Financial Reporting
- Minnesota State Procedure 1C.0.1 Employee Code of Conduct
- Minnesota State Procedure 7.3.2 Auxiliary Operations
- Minnesota State Procedure 7.3.5 Revenue Fund Management
- Minnesota State Required Faculty Development Courses
- Minnesota State Supervisor Training
- Minnesota State Training for New Employees
- Minnesota Statute 136F
- Minnesota Statute 136F (page number 5)
- Minnesota Statutes Index
- MSCF Contract
- MSCF Contract (page number 21)
- MSCF Contract (page number 22)
- Student Handbook, 2016-17

2.B - Core Component 2.B

The institution 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.

Argument

2.B. CLC is clear and complete in communicating its programming, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Program Information and Admission Requirements

The fully accessible CLC website provides up-to-date and comprehensive background and specific information on programs and courses offered by the College. The [Academic Programs](#) webpage is the starting point, with options to search for programs [alphabetically](#) or by [career areas](#). Details of specific program admissions and graduation requirements, and learning outcomes for each program are available on program and department webpages ([Criminal Justice AAS](#), [Heavy Equipment Diploma](#), [Microsoft Office Certificate](#), [Nursing AS](#)).

The College operates as an open-door institution and does not require a minimum ACT or SAT score for admittance. The CLC [admissions pathway](#) provides prospective students with five-step guidance for how to move forward in the admissions and enrollment process. Given the College's open-door policy, prospective students [assess their readiness](#) for college and for correct course placement using the Minnesota State Accuplacer Test.

While the CLC website is the primary source of information for students and the public regarding the College, the [CLC Academic Course Catalog](#) is issued bi-annually to provide information about programs of study, admissions, costs of attendance and financial assistance, transfer policies, course descriptions, student policies and more. The catalog is also available in PDF format on the College website.

Faculty and Staff

CLC, as a Minnesota State college, is a public two-year institution of higher education. Faculty and staff are listed in the CLC Academic Course Catalog and, as public employees, [directory information](#) for all employees is available on the CLC website. Faculty credentials are set by Minnesota State policy, with [public query](#) readily available.

Costs to Students

CLC provides complete, current cost of attendance information including student [tuition and fees](#). Further, the CLC [Financial Aid](#) website provides comprehensive information on virtually every aspect of attending college and the costs associated, as well as options to bring these costs

down such as through scholarships from the [CLC Foundation](#). As noted in Argument 2.A., [Minnesota State Policy 5.11 Tuition and Fees](#) establishes the rates for tuition and fees for Minnesota State colleges and universities. As required by the U.S. Department of Education, [Net Price Calculator](#) information is available on the College website. Also, [gainful employment data](#) is provided on websites for all occupational diplomas and certificates, along with direct links to websites for [Minnesota Employment and Economic Development](#), [U.S. Department of Labor, Bureau of Labor Statistics](#), and [Minnesota State CAREERwise Education](#) to encourage students to research different academic programs.

Control and Accreditation Relationships

CLC complies with all federal requirements and [makes public](#) its [legal status for operation](#), [institutional accreditation](#), [student rights and responsibilities](#), [student right-to-know](#) information, and [third-party complaint processes](#). As a Minnesota State institution of higher education, CLC adheres to all mandated policies and procedures to safeguard students and the public, both at the system- and institutional-level.

Sources

- Academic Program Listings Alphabetical – Central Lakes College
- Academic Program Listings By Career Area – Central Lakes College
- Accreditation, HLC
- Admissions Pathway
- Assessment
- Automotive Technology Diploma – Central Lakes College
- Bureau of Labor Statistics Website
- Career Programming
- CLC Foundation
- Common Course Outlines - ENGL 1410
- Common Course Outlines - ENGL 1410 (page number 2)
- Complaints and Grievances
- Cost of Attendance, 2017-18
- Criminal Justice A.A.S. - Central Lakes College
- Criminal Justice A.A.S. - Central Lakes College (page number 3)
- Financial Aid
- Gainful Employment Examples
- Heavy Equipment Operations & Maintenance Diploma – Central Lakes College
- Heavy Equipment Operations & Maintenance Diploma – Central Lakes College (page number 3)
- Institutional Status and Requirements Report
- Legal Status for Operation
- Microsoft Office Professional Certificate – Central Lakes College
- Microsoft Office Professional Certificate – Central Lakes College (page number 4)
- Minnesota Management & Budget Salary Search
- Minnesota State CAREERwise Education Website

- Minnesota State Credential Fields
- Minnesota State Policy 5.11 Tuition and Fees
- Minnesota Statute 136F
- Minnesota Statute 136F (page number 5)
- MN DEED Website
- Net Price Calculator - Central Lakes College
- Nursing A.S
- Nursing A.S (page number 3)
- Program Learning Outcomes - Automotive Technology Diploma
- Student Handbook, 2016-17
- Student Right-To-Know

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2.C.1. The deliberations of the Governing Board for CLC reflect priorities to preserve and enhance the institution.

In 1995, the Minnesota Legislature's 1991 legislation became operational, creating the Minnesota State Colleges and Universities (Minnesota State) system. This legislative action combined the separate boards of the Minnesota State universities, community colleges, and technical colleges into one system governed by a single, statewide [Board of Trustees](#).

The Board, as authorized by [Minnesota Statute 136F.06](#), "*shall possess all powers necessary to govern the state colleges and universities and all related property. The board shall prescribe conditions of admission, set tuition and fees, approve programs of study and requirements for completion of programs, approve the awarding of appropriate certificates, diplomas, and degrees, enter into contracts and other agreements, and adopt suitable policies for the institutions it governs.*"

The Minnesota State Board of Trustees appoints the Chancellor for the Minnesota State system, who is accountable for Minnesota State Board policies, recommending operating and capital budgets, leading system-level services, and planning for the higher education needs of the Minnesota State colleges and universities. The presidents of all Minnesota State colleges and universities are appointed by the Minnesota State Board of Trustees, based on the recommendation of the chancellor, and are direct reports of the chancellor. Dr. Steven Rosenstone is the current Chancellor of the Minnesota State system, who will retire on July 31, 2017. The Board of Trustees named [Devinder Malhotra](#) as the Interim Chancellor to serve until a permanent chancellor is named.

The system-level deliberations, brought to street-level on individual campuses, demonstrate the Board of Trustees' concern for wise use of resources in service to students in Minnesota. The

three-fold [Strategic Framework for Minnesota State Colleges and Universities](#) was approved by the Board in 2012 to:

1. Ensure access to an extraordinary education for all Minnesotans

- *Our faculty and staff will provide the best education available in Minnesota, preparing graduates to lead in every sector of Minnesota's economy.*
- *We will continue to be the place of opportunity, making education accessible to all Minnesotans who seek a college, technical or university education; those who want to update their skills; and those who need to prepare for new careers.*

2. Be the partner of choice to meet Minnesota's workforce and community needs

- *Our colleges and universities will be the partner of choice for businesses and communities across Minnesota to help them solve real-world problems and keep Minnesotans at the leading edge of their professions.*
- *Our faculty and staff will enable Minnesota to meet its need for a substantially better educated workforce by increasing the number of Minnesotans who complete certificates, diplomas and degrees.*

3. Deliver to students, employers, communities and taxpayers the highest value/most affordable option

- *Our colleges and universities will deliver the highest value to students, employers, communities and taxpayers.*
- *We will be the highest value / most affordable higher education option.*

In November of 2012, to operationalize the Strategic Framework for Minnesota State and its colleges, the [Charting the Future](#) initiative was proposed. In November of 2013, Charting the Future was reviewed and approved by the Minnesota State Board of Trustees as a "master plan" to help develop strategic priorities to preserve and enhance Minnesota State colleges and universities, while also effectively meeting student and external needs. CLC's [2015-2017 Strategic Plan](#) was guided by the initiatives in Charting the Future, and the linkages between the two plans are referenced therein.

2.C.2. The Minnesota State Board of Trustees is deeply involved in review and consideration of internal and external interests as part of its decision-making processes. The Chancellor has emphasized the importance of collaboration with potential employers and promoted workforce alignment. Externally, the Board was involved in the 2012 [Itasca Project](#), with a [Board study session](#) focused on meeting external needs. The Board also focused on querying external needs through the [Charting the Future Gallery Walks](#) held at each college and university, including CLC, in 2014. These sessions, focused on seeking input for the Board, gathered more than 1,000 participants into dialogue on Minnesota State system work in meeting the needs of students, communities, and the state of Minnesota.

In terms of seeking insights and guidance from Minnesota State students, the Board of Trustees abides by [Minnesota State Policy 2.3 Student Involvement in Decision-making](#). Further, three students serve as voting members of the Board of Trustees as codified in [Minnesota Statute 136F.02, Subdivision 1](#):

The board consists of 15 members appointed by the governor, including three members who are students who have attended an institution for at least one year and are enrolled at the time of appointment at least half time in a degree, diploma, or certificate program in an institution governed by the board. The student members shall include one member from a community college, one member from a state university, and one member from a technical college.

At CLC, the [CLC President's Regional Advisory Council](#) also meets regularly to seek local and regional insights for the College's work. The [purpose of the advisory committee](#) is to advise the President of Central Lakes College regarding:

- the learning, economic development, and cultural needs of the communities served by the college,
- ways in which the college can respond to the needs of the community and businesses,
- community and citizen perspectives on the college,
- ways to improve and promote the educational services of the college, and
- major policies, procedures, and future directions for the college.

The insights from these meetings are carried into dialogue with the Chancellor and Minnesota State Board of Trustees during [leadership meetings](#).

Internally, the Minnesota State Board holds regular study sessions to consider insights from member colleges and universities, as well as regional and national concerns. Recent study sessions have included deliberation on [campus climate](#), [students in poverty](#), [demographic trends](#), and other areas of concern. At Central Lakes College, the CLC President holds regular [Town Hall Forums on both Brainerd and Staples campuses to bring updates and seek insights from college employees](#). As with the President's Regional Advisory Council, the internal insights received are provided as input for the Minnesota State Chancellor and Board of Trustees.

2.C.3. Minnesota statutes specific to the [Minnesota State system](#) and [Minnesota State policies](#) both guide and preserve the independence of the Minnesota State Board of Trustees.

Fundraising controls, in [Minnesota State Policy 5.15 Fund Raising](#), are clear, with principles and guidelines noted. [Minnesota State Policy 7.7 Gifts and Grants Acceptance](#) provides further clarification and guidance. Internally to CLC, the CLC Foundation also abides by [Minnesota State Policy 8.3 College-, University- and System- Related Foundations](#) to ensure proper management and to restrict undue influence on the part of donors.

To preserve Board of Trustees independence from the potential influence of [union bargaining units](#), the Minnesota State system's [Labor Relations Division](#) and [Minnesota Management and](#)

[Budget](#) negotiate all [employment agreements](#), with the Minnesota Legislature ratifying all contracts.

To facilitate transparency in all deliberations of the Minnesota State Board of Trustees, all meetings of the [Board and Board Committees](#) are open to the public, with advance [agendas](#) and subsequent [minutes](#) publicly shared in a timely manner.

2.C.4. Given the breadth of the Minnesota State system and its 30 colleges, seven universities, and 54 campuses, the Minnesota State Board of Trustees and Chancellor delegate day-to-day management to the [college or university president](#) and their corresponding senior administration.

At CLC, the [institution is organized](#) for effective, efficient management. Senior members of the President's Executive Team include:

- CEO, President Hara Charlier
- Vice President of Academic and Student Affairs, Joy Bodin
- Vice President of Administrative Services, Kari Christiansen
- Director of Human Resources, Nancy Paulson

Faculty provide primary leadership and facilitation of CLC's academic enterprise. While this tradition has always been in the best interests of higher education, for CLC this practice is formalized, operating as the [Academic Affairs and Standards Council](#), and articulated within the Minnesota State College Faculty (MSCF) [employment agreement](#).

Sources

- AASC Agenda, 161117
- Charting the Future
- Charting the Future Report and Plan, 131120
- Charting the Future Update
- CLC Organizational Structure
- Itasca Project
- Itasca Project Dialogue
- Minnesota Management & Budget
- Minnesota State Bargaining Units
- Minnesota State Board of Trustees
- Minnesota State Board of Trustees Agendas
- Minnesota State Board of Trustees Calendar
- Minnesota State Board of Trustees Minutes, 080917
- Minnesota State Campus Climate Study
- Minnesota State Chancellor
- Minnesota State Demographic Study
- Minnesota State Employment Contracts
- Minnesota State Labor Relations

- Minnesota State Policies
- Minnesota State Policy 2.3 Student Involvement in Decision-making
- Minnesota State Policy 4.2 Appointment of Presidents
- Minnesota State Policy 5.15 Fund Raising
- Minnesota State Policy 7.7 Gifts and Grants Acceptance
- Minnesota State Policy 8.3 College-, University- and System- Related Foundations
- Minnesota State Poverty Study
- Minnesota Statute 136F.02, Subdivision 1
- Minnesota Statute 136F.06
- Minnesota Statute 356
- Minnesota Statutes Index
- MSCF Contract
- MSCF Contract (page number 22)
- Planning - Strategic Plan, 2015-2017
- President's Regional Advisory Committee Members, 2016
- President's Regional Advisory Committee Purpose
- Strategic Framework for Minnesota State Colleges and Universities
- Town Hall Topics

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

2.D. CLC is unwavering in its support of freedom of expression and pursuit of truth in its teaching and learning practices.

Student protection in this regard is formalized in [Minnesota State Policy 3.1 Student Rights and Responsibilities](#):

Part 1. Freedom to Learn --

In addition to the basic constitutional rights enjoyed by all citizens, students at colleges and universities have specific rights related to academic freedom and their status as students. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends on appropriate opportunities and conditions in all learning environments, on the campus, and in the larger community. Students are expected to exercise their freedom with responsibility.

Part 2. Freedom of Expression --

Individual students and student organizations shall be free to examine and to discuss all questions of interest to them and to express opinions publicly and privately. They shall be free to support causes by orderly means that do not substantially disrupt the regular and essential operation of the college or university. Students shall be free to take reasoned exception to the information or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Faculty academic freedom is ensured in the [MSCF Faculty Contract](#), noting that:

Academic Freedom. *The Employer shall maintain and encourage full freedom, within the law, of inquiry, teaching and research. Each faculty member shall have the right to teach in an atmosphere of free intellectual inquiry and shall not be subjected to restraints or harassment that would impair teaching.*

One example of the College's commitment to freedom of expression and academic discourse is the [Cultural Thursdays](#) program which seeks to expand perspectives and address contemporary issues in an environment of respect and intellectual balance, even when these concerns are controversial, including a recent forum on April 7, 2016 on [Islamophobia](#).

Further protections for respectful and unfettered freedom of speech and expression, for both students and employees, are ensured through the [State of Minnesota Code of Conduct](#) that

includes all Minnesota State colleges and universities, as well as the [Minnesota State Code of Conduct](#).

Sources

- Cultural Thursday - Islamophobia
- Cultural Thursday Events FY16
- Minnesota Management & Budget Code of Conduct
- Minnesota State Policy 3.1 Student Rights and Responsibilities
- Minnesota State Procedure 1C.0.1 Employee Code of Conduct
- MSCF Contract
- MSCF Contract (page number 132)

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E.1. CLC provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

As a two-year lower-division and career-focused institution, with a primary emphasis on teaching and learning, CLC has a limited research and disciplinary scholarship agenda for faculty, staff, and students.

Faculty are supported in their teaching and learning practices, including associated research, both through CLC's role as a Minnesota State institution of higher education, dedicated to the free expression of views and truth-claims (as articulated in 2.D), and via the faculty's MSCF employment contract. [Article 23, Section 4, Subdivision 1](#) specifies:

***Subd. 1. Faculty Ownership.** A faculty member shall be entitled to complete ownership and control of any patentable discoveries or inventions, or of intellectual property and copyrighted material, except where the faculty member's normal workload was reduced for purposes of the development project, where the college has provided substantial support for or involvement in the project, or where the inventions or discoveries are produced as a result of agreements or contracts between the college and external sponsors. Intellectual property produced during a sabbatical leave shall be considered scholarly work.*

Student scholarship is, likewise, protected as noted in [Minnesota State Policy 3.26 Intellectual Property](#):

Student Works. a) Intellectual property rights in student works belong to the student who created the work. b) A creative work by a student to meet course requirements using college or university resources for which the student has paid tuition and fees to access courses/programs or using resources available to the public, is the property of the student.

While, as noted, the College experiences limited research activity, CLC partners with [St. Cloud State University's IRB](#) to ensure that research practices are ethical, with appropriate controls, and releases in place. [Guidelines for faculty](#) are provided regarding this partnership.

2.E.2. The CLC Library serves as the primary resource for students and faculty in the ethical use of information resources. The College Librarian makes frequent presentations in CLC classes, providing material on [library resources](#) and ethical use.

The College's [Research and Writing Tools](#) webpage provides resources to help students research, properly annotate, and effectively use information resources in their coursework. One example resource is a link to Minneapolis Community and Technical College's video, [Evaluating Books](#), which helps students identify material biases and determine whether material is reliable or credible. The College Library also provides reference assistance to help students access guidance from [other colleges and universities](#) in their academic work.

College policy also provides guidance to students, with [CLC Policy 3.6.1 Student Code of Conduct Procedure](#) articulating what both cheating and plagiarism means:

***Subpart K.** Cheating includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the college faculty or staff; (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.*

***Subpart L.** Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotations, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.*

2.E.3. CLC has and enforces policies on academic behavior, including honesty and integrity.

As noted in 2.E.2. students receive guidance in their academic work regarding what constitutes plagiarism and cheating, two forms of academic misconduct. CLC policy guidance is provided to students in both the [Student Handbook](#) and directly in course work, with [faculty noting](#) in syllabi:

ACADEMIC INTEGRITY:** Central Lakes College expects all students to uphold the highest standards of academic integrity and acts of dishonesty will not be tolerated. Please refer to the **Academic Integrity Policy of the Student handbook.

When faculty identify a breach in academic behavior, they may submit observations via an [online form](#), which is processed in accordance with [CLC Policy 3.6.1 Student Code of Conduct Procedure](#). Submission of this form is voluntary. The Academic Affairs Office of the College maintains a registry of student academic misconduct occurrences.

Students, in all cases, hold the right to appeal any findings regarding their behavior, whether academic or in another domain of their college experience. These appeals follow the established [Student Concern Process](#).

Sources

- Academic Integrity Form
- CLC Policy 3.6.1 Student Code of Conduct Procedure
- Institutional Review Board (IRB) Procedures
- Library Handout
- MCTC Library - Evaluating Books
- Minnesota State Policy 3.26 Intellectual Property
- MSCF Contract
- MSCF Contract (page number 133)
- Research and Writing Tools
- St. Cloud State University Institutional Review Board (IRB)
- Student Concern Process
- Student Handbook, 2016-17
- Student Tools
- Syllabus Language Class Policies

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

CLC operates with high ethical standards and integrity across all areas of responsibility, including financial, academic, personnel, and auxiliary functions. The College's policies provide both language and procedures for accountability across all units at CLC.

The Minnesota State system provides guidance across a broad range of [legislative mandates](#), while also providing [policies](#) to ensure integrity and guarantee compliance from the top down, beginning with policies directed at the [Board of Trustees](#), [college and university presidents](#), [employees](#), and [students](#).

The College presents itself clearly (2.B.), across a range of materials and media, to students and external partners with full transparency delivered. In its academic work, CLC expects work at the highest standards, while also providing tools (2.E.2.) for students as they become scholar practitioners in a diverse society.

Sources

- Minnesota State Policies
- Minnesota State Policy 1A.2 Board of Trustees
- Minnesota State Policy 1A.4 System Administration Appointment of Administrators
- Minnesota State Policy 3.1 Student Rights and Responsibilities
- Minnesota State Procedure 1C.0.1 Employee Code of Conduct
- Minnesota Statutes Index

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1. CLC courses and programs are current and adhere to performance levels appropriate to the degree, diploma, or certificate awarded, based on:

- Review and guidance of the Academic Affairs and Standards Council (AASC)
- Minnesota State system-level program guidance
- Assessment of student learning (see Criterion 4.B.)
- Partnerships with industry and other academic institutions
- Assessment of teaching and professional development of faculty members

CLC, a [Minnesota State public community and technical college](#), operates within a shared governance model with its faculty. This administrative-faculty partnership is both contractual and in the spirit of higher education. In terms of academic review and guidance, the [faculty-led Academic Affairs and Standards Council \(AASC\)](#) upholds high standards for course and program modification and approval. All CLC courses are required to have a common course outline ([see ENGL 1410 example](#)), which is reviewed as part of the proposal submitted to AASC for approval. Included in the common course outline are the course catalog description, prerequisites, Minnesota Transfer Curriculum goal area(s) fulfilled by the course, student learning outcomes, and a topical course outline. The faculty-developed [Course Outline Handbook](#) provides guidance for faculty when creating common course outlines and includes details of the [approval process](#).

When a new course is proposed or an existing course is modified, AASC reviews the common course outline to ensure appropriateness of the content and learning outcomes. In the same manner, AASC reviews all [new program proposals](#) and [existing program modifications](#) to ensure performance levels and program content are appropriate for the award. To support the AASC review and approval process, the committee utilizes [Curriculum Navigator](#) software to manage its process work, from submission through review and approval. Across the 2015-2016 and 2016-2017 Academic Years, AASC addressed more than [100 course and program submissions](#).

The Minnesota State system also works to uphold performance levels appropriate to the degree, diploma, or certificate awarded. This review process follows the work of the CLC AASC as a further check on program rigor and relevance. [Minnesota State Procedure 3.36.1 Academic Programs](#) provides formal guidance on the process used at the system-level to ensure academic course and program compliance. The Minnesota State system also provides and utilizes [career analysis tools](#) to help its member colleges and universities explore labor markets and economic regions of the state of Minnesota.

To streamline transfer between Minnesota State's two-year colleges and baccalaureate universities, the Minnesota State system has developed [transfer curriculum programming, across ten goals areas](#), with statewide application. This initiative, noted in [Minnesota State Policy 3.21 Undergraduate Course and Credit Transfer and the Minnesota Transfer Curriculum](#), serves to further guarantee that course and program rigor is maintained across the Minnesota State system, including all coursework at CLC.

CLC also enlists student assessment practices to monitor and intervene in learning essential to meeting performance goals at the certificate, diploma, and degree levels. These student learning assessment practices are further articulated in Criterion 4, enlisting [faculty tools](#) and guidance through an active [agenda](#) of the Student Learning Assessment Committee.

CLC's career and technical programs are guided through [advisory committees](#), following [Minnesota State Policy 3.30 College Program Advisory Committees](#). These advisory committees review courses and outcomes within the programs, respond to proposed changes, and make suggestions to ensure that career and technical programs meet industry needs.

CLC also participates in the [Minnesota Transfer](#) initiative which allows the College to monitor its many course and program articulations with four-year universities and compare its transferability, based on course and program performance, against other two-year institutions also offering associate degree programming.

Finally, CLC actively evaluates its faculty and program performance to ensure that courses and programs meet the appropriate levels of rigor and relevance. Faculty performance is evaluated on a regular basis (see 3.C.3) using a [standardized format](#), with [liberal arts/transfer programs](#) and [career and technical programs](#) following a five-year [Program Review](#) cycle.

3.A.2. [CLC's academic awards](#) include degrees at the Associate level, including the Associate of Science, Associate of Applied Science, and Associate of Arts degrees. Further, with CLC's

career focus, the College also offers certificates and diplomas in career and technical disciplines. The designation of student learning outcomes for both courses and programs is central to CLC's design, review, and [approval process](#) described in 3.A.1. Review of learning outcomes/goals ([see automotive technology example](#)) at all levels is a crucial factor in obtaining AASC approval for all proposals submitted for review and approval.

In accordance with [Minnesota State Procedure 3.36.1 Academic Programs](#), program requirements of various credentials offered are clearly detailed in [program planning forms](#) available to prospective and current students on the CLC website. Every program of study is required to have student learning goals that are specific to each program of study and available on [program websites](#). Individual course information, including [common course outlines](#) containing specific learning outcomes for each course, are also readily available on the College's website.

3.A.3. CLC's program quality and learning goals are consistent, whether delivered face-to-face or online, or whether delivered as part of concurrent programming in partnership with local high schools.

In terms of consistency in the delivery of in-person vs. online coursework, the College's faculty utilize [common course outlines](#) to develop course syllabi, ensuring that course content is consistent even when the delivery venue may differ. Program learning outcomes and planning forms do not vary between online and face-to-face instruction. The College [evaluates student performance](#) in online and face-to-face coursework to ensure consistency in delivery modes. Additionally, to provide another analysis for comparing face-to-face vs. online delivery for each course at the College, an end-of-term [student opinion survey](#) is administered two weeks prior to finals week at the end of each semester. All programs, no matter the delivery method, have identified learning goals, with no difference in learning goals for programs with both online and face-to-face options for students. Programs that are completely online participate in the same assessment process as face-to-face programs.

To support both online and in-person instruction, the College offers release credits to faculty for their work in supporting technology-assisted course design and implementation, as well as [student learning assessment practices](#) across delivery platforms and locations, as noted below.

The College ensures full consistency of all courses delivered concurrently with partnering high schools versus those offered on-campus at CLC. Since 2012, CLC has been accredited by the [National Association of Concurrent Enrollment Partnerships \(NACEP\)](#), abiding fully by the rigorous, associated standards for delivery of concurrent coursework for college (and high school) credit. The Minnesota Legislature in 2015 noted the role of NACEP in [Minnesota Statute 124D.09 Postsecondary Enrollment Options Act](#). The [Minnesota State Board of Trustees](#) studied this issue in depth, with CLC staff as presenters, on October 20, 2015.

CLC's concurrent enrollment program, [College in the Schools \(CIS\)](#), enlists College faculty members to serve as mentors to high school colleagues, as they both teach the same course. Through communication between these teaching colleagues, the College ensures that the rigor

within courses, despite location, is maintained. Examples of course syllabi for CIS courses ([CCST 1559](#), [ENGL 1410](#), [ENGL 1411](#), [MATH 1470](#)) reflect the same outcomes and rigor required of courses taught by CLC faculty. Each August, the College sponsors a set of [professional development workshops](#) for both administrators and teaching faculty to orient new faculty members and further develop the skill-sets of existing faculty members in participating high schools and within CLC. The [CIS High School Instructors Guide](#) details expectations and provides valuable resources to the high school instructors.

Sources

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- Assessment Planning and Reporting Form -- Version S15
- Career Tech Programs Advisory Boards, 2016-17
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- CIS Syllabus, CCST 1559 Gruber
- CIS Syllabus, ENGL 1410 Lindholm
- CIS Syllabus, ENGL 1411 Lindholm
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- Common Course Outlines - ENGL 1410
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- Course Outline Handbook
- Course Outline Handbook (page number 10)
- Criminal Justice A.A.S. - Central Lakes College
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- Instructor Pre-observation Form
- Minnesota State - About Minnesota State
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- Minnesota State Policy 3.30 College Program Advisory Committees
- Minnesota State Procedure 3.36.1 Academic Programs
- Minnesota State Procedure 3.36.1 Academic Programs (page number 6)
- Minnesota Statute 124D.09 Postsecondary Enrollment Options Act
- Minnesota Transfer Curriculum

- Minnesota Transfer Student Page
- MSCF Contract
- MSCF Contract (page number 22)
- NACEP Standards, 2011
- Program Planning Form, Nursing AS Degree
- Program Planning Form, Nursing Assistant Certificate
- Program Planning Forms 2017-18
- Program Planning Forms 2017-18 (page number 43)
- Program Review Process
- Program Review Template, CTE July 2016
- Program Review Template, Liberal Arts 2016
- ProgramsAlphaFY17
- Student Learning Assessment Committee Agenda, 160907
- Student Learning Assessment In-Service 4-1-2016
- Student Opinion Survey, Spring 2016
- Student Opinion Survey, Spring 2016 Campus-wide Results

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3.B.1. and 3.B.2. CLC, as a lower-division, two-year institution, offers a general education program that is appropriate to the College's mission (see 1.A.1.) and to CLC's diploma and degree offerings, as well as to the needs of learners earning college credit for transfer from CLC to a baccalaureate institution.

In accordance with [CLC Policy 3.36.2 General Education](#), the College articulates the purpose, content, and learning outcomes of its general education requirements, indicating that students will learn to:

- Communicate effectively
- Solve problems
- Demonstrate personal and social responsibility

Students gain this knowledge by participating in general education coursework in ten goal areas, as mandated by [Minnesota State Policy 3.21 Undergraduate Course and Credit Transfer](#) and the Minnesota Transfer Curriculum:

- [Goal 1 - Communication](#)
- [Goal 2 - Critical Thinking](#)
- [Goal 3 - Natural Sciences](#)
- [Goal 4 - Math and Logic](#)

- [Goal 5 - History and the Social and Behavioral Sciences](#)
- [Goal 6 - The Humanities and Fine Arts](#)
- [Goal 7 - Human Diversity](#)
- [Goal 8 - Global Perspectives](#)
- [Goal 9 - Ethical and Civic Responsibility](#)
- [Goal 10 - People and the Environment](#)

The Minnesota Transfer Curriculum (MnTC), widely recognized as the Minnesota State general education program, was developed in [February 1994](#) as a collaborative effort of the University of Minnesota system and the then separate systems of Minnesota's state universities, community colleges and technical colleges. (The Minnesota State system was formed in 1995 as noted in 2.C.1.) In January 2002, the Minnesota State system provided a [guiding memorandum](#) regarding the Minnesota Transfer Curriculum for two-year community and technical colleges which helped to clarify concerns that impacted the transfer of general education courses between two-year and baccalaureate institutions. CLC provides comprehensive planning forms for both the [AA \(Liberal Arts\) Transfer Degree](#) and the [AAS Degree](#) for career programs. Both degree plans note a great variety of course choices that students can select from to fulfill the ten general education goal requirements as noted above. [CLC Policy 3.36.2 General Education](#) also provides guidance regarding required general education coursework for students enrolled in substantial (46 credits or more) diploma programs.

The Minnesota State system provides defined competencies to help colleges determine if their general education courses meet the MnTC goal area requirements:

- [Goal 1 Communication](#)
- [Goal 2 Critical Thinking](#)
- [Goal 3 Natural Sciences](#)
- [Goal 4 Mathematics/Logical Reasoning](#)
- [Goal 5 History and the Social and Behavioral Sciences](#)
- [Goal 6 Humanities and Fine Arts](#)
- [Goal 7 Human Diversity](#)
- [Goal 8 Global Perspectives](#)
- [Goal 9 Ethical and Civic Responsibility](#)
- [Goal 10 People and the Environment](#)

3.B.3. As referenced in 3.B.1-2., CLC participates in the mandated [Minnesota Transfer Curriculum](#)'s (MnTC) general education program, defined across the 10 goals areas provided above. Every associate degree offering and every diploma program exceeding 46 credits requires the completion of MnTC coursework that engages students in 1) collecting, analyzing, and communicating information; 2) exploring modes of inquiry or creative work; and 3) developing skills adaptable to changing environments. As noted in the program planners referenced in 3.B.1-2., this is not a soft recommendation, but a requirement for earning the noted credential from CLC. The College has identified [College-Wide Learning Outcomes and Core Competencies](#) that are integrated into curriculum across the campus. All CLC courses have been aligned with these learning outcomes and core competencies, as evidenced in the [curriculum map](#). In addition to

college-wide curriculum mapping, each department and program has aligned their course learning goals to their department or program learning goals, and to the Minnesota Transfer Curriculum (MnTC) as appropriate, visible in the [department and program curriculum map examples](#) provided.

The College's career and technical programs also mandate coursework to address the three areas of scholarship and practice noted. Within CLC's career and technical programming, two examples of the three areas of scholarship and practice are noted in the program planners for [Robotics and Automated Systems Technology](#) and [Healthcare Administrative Specialist](#). Program planners for all Associate of Applied Science degrees include 15 credits of general education courses from at least three areas of the Minnesota Transfer Curriculum in order engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. As indicated in [CLC Policy 3.36.2 General Education](#), even diploma and certificate programs indicate to students that the *"curriculum will infuse an understanding of communications, problem solving, human & cultural diversity, creativity, and teamwork into the program offerings."*

3.B.4. CLC recognizes the importance of human and cultural diversity, both in the immediate world in which students live and in the broader world. CLC's educational offerings are both within the formal curriculum and in the co-curricular offerings of the College.

As previously noted in 3.B.3., Central Lakes College participates in the mandated Minnesota Transfer Curriculum (MnTC) to provide required general education programming across 10 goal areas. Students must successfully complete two courses in [Goal 6 - The Humanities and Fine Arts](#), one course in [Goal 7 - Human Diversity](#), and one course in [Goal 8 - Global Perspectives](#). CLC offers a broad range of courses in all areas of the [Minnesota Transfer Curriculum](#).

Within the College's co-curricular offerings, CLC offers a broad range of programming addressing human and cultural diversity, such as [Verse Like Water](#), [Cultural Thursday](#), and the [Cultural Arts Series](#). Criterion 1.C. references these offerings and the missional qualities that CLC embraces as part of offering an educational program that recognizes the human and cultural diversity of the world in which students live and work.

CLC also offers targeted support services to both welcome diverse learners and support their unique needs. In this regard, the College offers, to name a few, [TRIO programming](#), [Veteran's Services](#), [Disability Services](#), [META 5 Displaced Homemaker Program](#), [Pathways for Academic Student Success \(PASS\)](#) (see 3.D.2 and 3.D.3), [Learning Commons Services](#), as well as [Student Clubs and Organizations](#).

3.B.5. CLC, as a two-year community and technical college, encourages scholarship, creative work, and the discovery of knowledge appropriate to the College's liberal arts and career programming in support of the CLC mission. Within the CLC [Associate of Arts \(AA\) Degree](#) based in the liberal arts, the college's general education curriculum follows the

Minnesota State sanctioned [Minnesota Transfer Curriculum \(MnTC\)](#). This curriculum provides students with broad exposure to the academic disciplines, research in these domains, and the creative output that is embedded in these fields, as well as encouraging student participation in these disciplines.

Highly motivated students within the AA and AAS programs have the opportunity to participate in CLC's [Honors Program](#), with the College holding membership in the [National Collegiate Honors Council](#). [This program](#), exceptional for a two-year institution, provides students with a broad selection of courses, as well as opportunities for research and creative exploration. Examples include ENGL 1421 Honors Composition II with students providing research-based insights ([2016](#) and [2017](#)) to CLC administration. Additionally, students in other honors courses attend at each year's [Nobel Conference](#) held at Gustavus Adolphus College in St. Peter, MN.

CLC's theatre program provides students with for-credit opportunities to both understand theater as a cultural and learning event, as well as opportunities to participate in theater productions across the academic year. Also open to community volunteers, CLC's [theatre program](#) is a community treasure, with a 45-year history of creative learning and pure enjoyment.

[Travel study](#) opportunities are available for students and community members seeking learning experiences in other cultures. Recent trips have included [Costa Rica](#), [Cuba](#), and [London](#). Habitat for Humanity and CLC are collaborating on a travel study/service learning/cultural immersion experience to [Guatemala](#) in March of 2018. Options are available for students to earn credit while traveling abroad.

CLC faculty also lead the Minnesota State system in their research, development, and adoption of [Open Education Resources \(OER\)](#), as evidenced by the College's [presentation to the Minnesota State Board of Trustees in 2016](#). The College received a [grant from Minnesota State](#) to further develop the OER Accelerator, with significant faculty support. Additionally, honors students have been involved in exploring and developing OER materials, including a [course textbook](#) (in OER) for future semesters of a honors leadership course.

Within CLC's Career and Technical Education (CTE) programs, students and faculty members participate in a number of learning opportunities that provide creative venues for scholarship and the creative discovery of knowledge. [Examples](#) of these involvements are numerous.

CLC also is the lead campus in a multi-campus agricultural initiative, [AgCentric](#). [Agricultural research](#) conducted by CLC, in partnership with other organizations, has been a hallmark of the CLC Staples Campus for more than 30 years.

The College, as a member of the Minnesota State system, also provides faculty members with generous opportunities for scholarship and professional development through sabbaticals in accordance with the [faculty employment contract](#).

Sources

- AA Degree Program Planner
- AAS Degree Program Planner
- AgCentric
- Agricultural Research Projects
- Career Programming
- CLC College Wide Learning Outcomes
- CLC Policy 3.36.2 General Education Policy
- Community Theatre – Central Lakes College
- CTE Service Learning, 161012
- Cultural Arts Programming, 2016-17
- Cultural Thursday - India
- Curriculum Map
- Curriculum Maps Program and Department Samples
- Disability Services
- Honors Composition II Recommendations for 2016
- Honors Composition II Recommendations for 2017
- Honors Program 5-Year Review
- Honors Program Handout
- Learning Commons Services
- Learn-It-Live-It-Lead-It-Honors-Leadership-Text-Spring-2016
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- Math Course Pathway
- META 5 Program
- Minnesota State Board of Trustees-OER, 160316
- Minnesota State Policy 3.21 Undergraduate Course and Credit Transfer and the Minnesota Transfer Curriculum
- Minnesota Transfer Curriculum
- Minnesota Transfer Curriculum (page number 4)
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- Minnesota Transfer Goal 1
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- MSCF Contract
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- Nobel Conference, 2016
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- Program Planning Form, Healthcare Administrative Specialist
- Program Planning Form, Robotics and Automated Systems Technology
- Program Review Template, Liberal Arts 2016
- Student Life
- Travel Study Programs
- Travel Study, Costa Rica
- Travel Study, Cuba
- Travel Study, Guatemala
- Trio – Student Support Services
- Verse Like Water
- Veterans Resource Center

3.C - Core Component 3.C

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

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
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.

Argument

3.C.1. Central Lakes College has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

As reported in the Integrated Postsecondary Educational Data System (IPEDS) 2016-17 Human Resources survey, CLC reported [99 FTE](#) faculty as follows:

- [67 Tenured \(Unlimited\) Faculty](#)
- [14 Tenure-track \(Unlimited\) Faculty](#)
- [42 Adjunct \(Temporary Part-time\) Faculty](#)

In the 2012-13 Human Resources survey, CLC reported faculty as follows:

- [64 Tenured \(Unlimited\) Faculty](#)
- [22 Tenure-track \(Unlimited\) Faculty](#)
- [77 Adjunct \(Temporary Part-time\) Faculty](#)

While remaining steady in tenured and tenure-track faculty, the significant decrease in adjunct faculty is a direct result of enrollment declines, creating the need to increase efficiency in the number of course sections offered. Even with the decrease in number of adjunct faculty, CLC's

[faculty-to-student ratio of 25:1](#), as reported through IPEDS, has remained comparable to Minnesota State peer institutions:

- [Alexandria Technical and Community College - 24:1](#)
- [Century College - 24:1](#)
- [Inver Hills Community College - 24:1](#)
- [Lake Superior College - 23:1](#)
- [Normandale Community College - 27:1](#)
- [North Hennepin Community College - 25:1](#)
- [Ridgewater College - 21:1](#)

To meet student instructional needs, both in the classroom and in non-classroom roles, [Article 11 of the MSCF contract](#) specifies that:

...a state college faculty member's work assignment includes a number of diverse professional responsibilities. Classroom teaching and other contacts with students form the core of the faculty work assignment. Additionally, professional development and service to the college are the other core components of a faculty member's work assignment. A faculty member will plan to engage in such activities as student advising, course evaluation, classroom preparation, the evaluation of student performance, committee assignments, classroom research and community service as part of the overall work assignment.

At CLC faculty teach, advise students, and also serve on numerous [college committees](#). Additionally, many faculty work on special institutional assignments, with compensation under the provisions of the [Reasonable Credit Equivalency](#) language of the faculty contract.

Faculty oversight of the curriculum and expectations for student performance are addressed through the faculty-facilitated [Academic Affairs and Standards Council \(AASC\)](#) which is charged to:

...provide direction ... in all matters included in academic affairs, including course outlines, award requirements, academic standards, course and program components, and the inventory of course and program offerings.

Student performance and learning outcomes assessment is addressed in Criterion 4, however faculty specify, as part of AASC [course proposals and modifications](#), expectations for student performance.

The establishment of academic credentials for faculty is conducted, across the Minnesota State system, through a joint committee of faculty and administrators. This is explained further in 3.C.2.

Faculty leadership and involvement at CLC in the critically important assessment of student learning is comprehensively detailed in Criterion 4.

3.C.2. As a member of the Minnesota State system, CLC follows the policies and procedures for establishing qualifications for faculty members as detailed in [Minnesota State Policy 3.32](#) and [Minnesota State Procedure 3.32.1 College Faculty Credentialing](#) to ensure that instructors are appropriately qualified regardless of methodology or location. These policies are supported by the [Joint Committee on Credential Fields](#), an ongoing committee established under the Minnesota State College Faculty contract. This committee invites input from faculty and administration, reviews proposals, and makes recommendations regarding credential needs and minimum qualifications for faculty. As a Minnesota State system facilitated effort, consistency of credentialing within programs and disciplines is maintained statewide. The committee is comprised of six faculty members appointed by the Minnesota State College Faculty (MSCF) and six college administrators appointed by the Minnesota State system office. A complete roster of [credential fields](#) is publicly available. A review of faculty credentials was conducted by the Director of Human Resources in the spring of 2017 to ensure that all CLC faculty meet minimum qualifications in their assigned field, as per both Minnesota State and HLC's assumed practice for minimum qualifications.

Regarding faculty teaching qualifications under dual credit programs, CLC appreciates the Commission's approval of an extension to come into compliance with [HLC Policy Assumed Practice B.2](#) as indicated in [the letter dated December 19, 2016](#). CLC has implemented a [process](#) to consistently evaluate dual credit faculty transcripts, and is working with high school instructors and schools districts to ensure compliance before the September 1, 2022 deadline. High school instructors teaching courses as part of CLC's College in the Schools program are required to submit transcripts of undergraduate and graduate coursework for review by CLC administration and faculty to determine if they meet minimum qualifications to teach college courses at CLC. High school instructors' applications may be accepted, accepted provisionally, or denied. Accepted status is granted for an instructor who has met the credentials to teach specific courses. Provisional acceptance is granted when an instructor is almost, but not completely qualified to teach CIS courses for CLC. A provisionally accepted instructor is required to complete additional preparation and/or coursework as part of a Professional Development Plan.

All CIS teachers are required to have fully accepted status as per HLC Assumed Practice B.2 (master's degree in field or master's degree plus 18 graduate credits in field) by September 1, 2022. Denial of the application means that the instructor has neither the background nor the in-field graduate course work needed to teach the courses. CLC has communicated multiple times to CIS instructors, principals, counselors, and superintendents regarding the September 1, 2022, deadline and its requirements in person at the schools, at CIS Advisory Board meetings, via phone calls, and emails. This message will be reaffirmed at our New CIS Instructor Orientation and CIS In-Service ([agenda/administration](#), [agenda/counselors](#), [agenda/instructors](#)) taking place in August of 2017. In addition, all new instructors are informed of the deadline upon application to teach CIS courses for CLC. [Minnesota State lists graduate programs available to CIS instructors on the Minnesota State website](#), and CLC has shared this resources with CIS instructors throughout the year. An additional resource that has been shared is [Minnesota State University, Moorhead's 18 Online Graduate Studies](#) program for high school instructors seeking the graduate credits necessary to teach dual credit courses. CLC is committed to doing all it can

to assist high school instructors in their efforts to acquire the necessary graduate credits to teach CIS courses.

In the interim, CLC continues to ensure equivalency in course content and learning outcomes as described above, as well as follows all commitments under [NACEP accreditation](#) that specify:

Curriculum 3 (C3) - *Faculty site visits ensure that college/university courses offered through the Concurrent Enrollment Program (CEP) are the same as the courses offered on campus.*

Faculty 1 (F1) - *CEP instructors are approved by the respective college/university academic department and meet the academic department's requirements for teaching the college/university courses.*

Faculty 2 (F2) - *The college/university provides new CEP instructors with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.*

Faculty 3 (F3) - *The CEP provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field. The CEP ensures CEP instructor participation.*

Faculty 4 (F4) - *CEP procedures address instructor non-compliance with the college/university's expectations for courses offered through the CEP (for example, non-participation in CEP training and/or activities).*

Internally at CLC, the College's Human Resources Department follows a defined [protocol](#) for the faculty search and hiring process, with position announcements that detail credential requirements for a [Liberal Arts and Sciences](#) and [Career and Technical Education](#) faculty roles.

3.C.3. At CLC, instructors are evaluated regularly in accordance with [Minnesota State Policy 4.9 Employee Evaluation](#) and institutional procedures. CLC enlists a process that includes observation of probationary instructors each semester and tenured instructor observations on a three-year rotation. Adjunct faculty are evaluated each semester for two semesters, and then placed on a three-year rotation. [Faculty scheduled for observation](#) and feedback receive [advance notice](#), complete a [pre-observation checklist](#), and receive feedback from their dean. This process also includes [review and feedback of online courses](#).

In addition, students complete an online Student Opinion survey in the majority of all courses at the end of each semester. Faculty receive the results of these surveys for their courses, with College administration receiving [aggregate data](#) that is useful for further faculty professional development.

3.C.4. CLC has processes and resources in place to ensure that instructors are current in their disciplines and adept in their teaching roles; the College actively supports their professional development.

For newly hired faculty members, the Minnesota State system provides [mandated courses](#) to help orient and prepare faculty for their teaching and learning leadership roles. These courses are available online to provide easy, universal access across the state of Minnesota. Beyond the initial courses for new faculty hires, CLC has an active Center for Teaching and Learning (CTL) to support faculty professional development. CTL is facilitated through faculty leadership and committee involvement. Regularly scheduled [meetings](#) are held to review faculty needs and develop corresponding programs. CTL also has an extensive [online resource base](#) of materials to support faculty development.

The College, in partnership with the faculty bargaining unit, also regularly reviews and offers [faculty development funds](#) through a standardized [application process](#). These requests are instructor-developed, based on self-determined areas of inquiry and needs. Requests are widely varied, ranging from conference fees and travel costs, course tuition for skills enhancement, related professional organization memberships, etc. Annually, CLC provides approximately \$28,000 in this important regard, with [60 faculty submitting 118 requests in the 2015-2017 contract years. 106 requests were approved for a total of \\$54,479 expended for faculty development.](#)

Finally, CLC faculty members are eligible for professional development sabbaticals as specified in the [MSCF contract, Article 17, Section 4](#), noting that, *“The purpose of sabbatical leaves is to give faculty members the opportunity to secure additional education, training, or experience which will make them better prepared for carrying out their college assignments, and will support the professional development of the faculty, the development needs of academic departments or areas, and the planned instructional priorities of the college/system mission.”*

3.C.5. CLC faculty members are accessible for student inquiry.

CLC faculty members comply with the faculty union’s contractual requirements for office hours as noted in [MSCF contract, Article 11, Section 2, Sub 5](#):

Each instructor shall post and maintain one (1) office hour or one (1) hour of student availability in some other campus location per week for each three (3) credits taught to a maximum of fifteen (15) credits. Additional office hours or student availability may be scheduled at the instructor’s option.

In a [Memorandum of Understanding dated August 8, 2011](#), the following language regarding faculty office hours (for both face-to-face and online students) was jointly agreed between Minnesota State Labor Relation and the faculty union (MSCF):

Faculty members, regardless of assignment, are required to post and maintain office hours in compliance with appropriate Contract language and to inform their students of those hours. If a faculty member's entire assignment is online, the office hours can be held online. If the entire assignment is onsite, the office hours are held onsite. If the assignment is mixed, the office hour locations are mixed in reasonable proportions to allow for faculty availability to students.

While faculty compliance is noted, many faculty members exceed the requirements of the contractual stance and work with students in extraordinary, above-and-beyond fashion. In all cases, faculty note office hours and contact information on course syllabi, as evidenced by syllabi for [ACCT 2123](#), [ENGL 1410](#), and [MEDA 1115](#), with office hours noted on the standard [Schedule of Classes](#) all faculty complete and post on their office doors. Beyond office hours and face-to-face class time, many instructors are also available through the College's learning management system, Brightspace by Desire2Learn (D2L).

3.C.6. CLC 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.

The CLC tutoring staff and its program coordinator are appropriately trained and qualified to meet the tutoring expectations and needs of the students. Specifically, [CLC's tutoring program is a Level 1 certified program](#) through the [College Reading and Learning Association \(CRLA\)](#). In order to maintain certification, tutors must have completed the course in which they are tutoring within the top 5% and be recommended by the instructor teaching the class. Along with meeting this requirement, they must also complete 10 hours of required training, perform 25 hours of tutoring, and have an evaluation of their tutoring skills by their supervisor to earn their certification. The Program Coordinator's qualifications include a Bachelor's Degree in Higher Education, past instruction in program specific area of expertise, 13 years of professional tutoring experience in a post-secondary environment, membership in the College Reading & Learning Association, attendance at the National CRLA Conference, attendance at the CRLA Summer Institute for Tutor Trainers/Managers, and other training opportunities offered through the [Minnesota Office of Higher Education \(MOHE\)](#).

CLC Financial Aid staff are appropriately qualified, trained and supported, and, in many ways are leaders within the Minnesota State system. Staff are provided multiple opportunities to attend conferences, workshops and training sessions throughout the year. Evidence of this commitment can be found in the list of training opportunities attended by the financial aid staff on an annual basis, including the [FSA National Conference](#), [Minnesota Association of Financial Aid Administrators \(MAFAA\)](#) Fall and Spring Training conferences, MAFAA Student Employment workshop and multiple Minnesota Office of Higher Education training sessions.

CLC professional and support staff, including academic advisors, information processors and program coordinators in CLC Student Services are appropriately qualified and participate in ongoing training and professional development opportunities. Staff have numerous training and development opportunities including membership in the [National Academic Advising Association \(NACADA\)](#), professional development funds with up to \$400.00 available for each

staff member to [apply](#) for annually, participation in the annual [Minnesota State Diversity Leadership Conference](#), annual attendance at the Minnesota State [DARS Transfer Conference](#), and various [American Association of Collegiate Registrars and Admissions Officers \(AACRAO\)](#) training seminars.

CLC [TRIO Student Support Services](#) program professionals are appropriately qualified, trained and supported in their professional roles. TRIO Student Support Services personnel are provided yearly training opportunities that include annual [statewide TRIO](#) staff conference, annual 11-state regional TRIO staff conference, and U.S. Department of Education TRIO training offered annually throughout the country. TRIO staff also attend local and college-wide training related to advising, retention and student emotional health.

Given the unique nature of TRIO programming, [staff qualifications](#) are specified as:

Director Minimum Qualifications:

Master's degree in Counseling, Education, Social Work or related field
Training on retention issues in higher education

Staff Minimum Qualifications:

Bachelor's degree in Education, or related field
Training on retention issues in higher education
Training in working with disadvantaged populations

Peer Tutors and Mentors Minimum Qualifications:

CLC students with a GPA of at least 3.0 and have completed at least 30 credits
Courses completed in subject to be tutored

Across all staff roles at CLC, the College provides access to [Atomic Learning](#), an online technology training and professional development tool, with nearly 50,000 step-by-step tutorials on software and technology applications.

Sources

- 18 Online Graduate Program for High School Teachers
- AACRAO Trainings
- Atomic Learning
- CIS In Service Agenda 2017 Admin
- CIS In Service Agenda 2017 Counselors
- CIS In Service Agenda 2017 Instructors
- CIS Instructor Qualifications Review Process
- College Navigator - Alexandria Technical Community College
- College Navigator - Century College
- College Navigator - Inver Hills Community College
- College Navigator - Lake Superior College
- College Navigator - Normandale Community College

- College Navigator - North Hennepin Community College
- College Navigator - Ridgewater College
- College Reading and Learning Association
- CRLA Certification
- CTL Online Repository
- CTL Sept 2016 Minutes
- DARS Transfer Conference
- Diversity Leadership Conference
- Faculty Development Requests
- Faculty Hiring Plan
- Faculty Notice to Schedule Observation -- Sample
- Faculty Office Hours Posting
- Faculty Roster by Status
- Federal Student Aid Home Page
- Federal TRIO Home Page
- Graduate Programs and Courses for Concurrent Enrollment Instructors
- HLC Assumed Practices
- HLC Assumed Practices (page number 4)
- HLC Dual Credit Extension
- Instructor Observation Rotation
- Instructor Observation, Online Course
- Instructor Pre-observation Form
- IPEDS Human Resources, 2012-13
- IPEDS Human Resources, 2012-13 (page number 15)
- IPEDS Human Resources, 2012-13 (page number 38)
- IPEDS Human Resources, 2016-17
- IPEDS Human Resources, 2016-17 (page number 10)
- IPEDS Human Resources, 2016-17 (page number 29)
- IPEDS Human Resources, 2016-17 (page number 37)
- Job Posting, MASE Instructor UFT Fall 2016
- Job Posting, Nursing A.D. Instructor UPT Fall 2016
- Joint Committee on Credential Fields Charge Document
- Learning Outcomes, Example Comp 1
- MAFAA Website
- Minnesota State Credential Fields
- Minnesota State Policy 3.32 College Faculty Credentialing
- Minnesota State Policy 4.9 Employee Evaluation
- Minnesota State Procedure 3.32.1 College Faculty Credentialing
- Minnesota State Required Faculty Development Courses
- MN Office of Higher Education
- MSCF Contract
- MSCF Contract (page number 22)
- MSCF Contract (page number 32)
- MSCF Contract (page number 38)
- MSCF Contract (page number 43)
- MSCF Contract (page number 79)

- MSCF Development Guidelines
- MSCF MOU, 110808
- MSCF Professional Development Funds Request Form
- NACADA Home Page
- NACEP Standards, 2011
- NCES Data for CLC
- Staff Development Request Form
- Standing Committee Structure
- Student Opinion Survey, Spring 2016 Campus-wide Results
- Syllabi - Office Hours
- Syllabi - Office Hours (page number 16)
- Syllabi - Office Hours (page number 18)
- TRIO - MN TRIO
- TRIO Personnel Qualifications

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

3.D.1. CLC provides student support services suited to the needs of its student populations. CLC has a long-established program of student support services that meet the needs of diverse learners.

CLC's student population is largely considered to be at-risk, with 65% of students falling below the federal poverty line and nearly 50% first-generation college students. The Student Affairs division works to ensure that all learners are provided with a comprehensive support system to navigate the process from application through graduation. This includes, but is not limited to, [Admissions](#), [Financial Aid](#), [Registration](#), and [Advising teams](#) committed to meeting student needs and enhancing retention and completion. CLC also provides specific support services for learners with specific needs, including:

- [Upward Bound](#) is designed to help low-income, first-generation college students complete high school and prepare for post-secondary education.
- [TRIO Student Support Services](#) provides highly relational services to low-income, first generation students in the Liberal Arts and Sciences.
- [Disability Services](#) meets the needs of students with physical and cognitive challenges, as well as facilitating instructor classroom support.
- [Veteran's Resource Center](#) meets the needs of military veterans and their unique needs as college students in career and transfer programs.
- [CLC Learning Commons](#) offers personalized learner support through professional and peer tutoring.
- [Adult Basic Education](#) is a partnership on-campus with the Brainerd School District and Freshwater Education District to provide pre-college level instruction at no cost to

learners who score below developmental reading and math levels. ABE supports CLC students through ABE math classes, supplemental instruction for developmental math and reading students, Accuplacer preparation, and GED instruction to prepare students for college-level work.

3.D.2. and 3.D.3. CLC provides for learning support, preparatory instruction, and advising to address the academic needs of its students. It has a clearly defined process for directing entering students to courses and programs for which the students are adequately prepared. CLC provides support for learners through a number of student-centered resources:

- The CLC Learning Commons provides extensive support for learners with challenges in their academic work. During a typical semester, with the example here of Fall Semester 2016, an extensive team of tutors provides academic assistance to students in more than 30 academic areas, following a [schedule](#) posted for easy student access.
- As noted in 3.C.6., CLC offers [TRIO Student Support Services](#) to more than 150 students annually. These services are highly relational, serving learners from challenging circumstances with an array of supports, including advising and academic counseling.

Academic advising at CLC, through the College's Student Affairs division (and as noted in 3.D.1.), is a further support for learners as they navigate through the challenges of academic and college life. Enrollment advisors are assigned by [program/department](#) and provide dedicated advising and registration assistance.

Faculty also advise students in their respective academic domains. The [faculty union contract](#) in Article 11, Section 1, Subd. 12 notes:

The faculty and college administration acknowledge that student success and retention are enhanced by faculty advising. Effective academic advising includes faculty who guide learners to achieve academic goals. Within the technical programs, a student is assigned an advisor when s/he begins participation in a program. In general education disciplines, the faculty member will advise students in his/her courses. Faculty are expected to guide students to help them succeed academically.

To support students with ongoing, non-emergency behavioral issues, CLC has a [Behavioral Intervention Team \(BIT\)](#) to assist students. Faculty are able to make referrals to this team by online form or personal contact with the College's advising and counseling staff. In some cases, students have life issues that are beyond the care of CLC's advisors and college counselor. In these cases, students are able to access professional services delivered by a local mental health provider, [Lakes Country Counseling](#), with an office on the CLC Brainerd Campus.

Preparatory instruction (i.e., developmental coursework) is provided by CLC in two content areas – reading and math. Coursework in math ([flow chart](#)) and reading is determined by the student's assessment (using the Accuplacer Test, noted below) upon entrance to CLC. [Math courses](#) numbering 0*** are at the pre-college, developmental level. In reading, students are placed in [READ 0591 and READ 0592](#) if assessed at the developmental level.

CLC has a clearly defined, [five-step process](#) to help students move through the college entrance process, beginning with application for admission, financial aid application, assessment of academic skills, registration, and culminating with [Central Lakes College Student Welcome Day](#). Students are provided a [registration guide](#) and the [CLC Student Handbook](#) to guide their orientation to the College and its many processes. The [PSEO/CIS Student Handbook](#) is provided to students enrolled through dual-credit (PSEO/CIS) programs to address student needs and requirements unique to those students.

A critical element, the third step of the entrance process, is dedicated to helping appropriately place students at the level of their entering academic skills. [Minnesota State Policy 3.3](#) and [Minnesota State Procedure 3.3.1 Assessment for Course Placement](#) provide direction to Minnesota State system colleges in this regard, including CLC. Minnesota State, in consultation with college and university faculty and administrators, selects the academic assessment instrument, currently [College Board Accuplacer](#), for use by all Minnesota State colleges. CLC provides an extensive schedule for Accuplacer testing throughout the year.

Based on faculty guidance with regard to [pre-registration assessment scores](#) (using the results of Accuplacer testing), academic advisors guide students in the registration process, ensuring that they are enrolled in courses that meet their needs in terms of both academic ability and the programs in which they are enrolled. Additionally, in some cases, students have Accuplacer scores that are below the threshold for enrolling in CLC's developmental courses. Pre-college preparatory instruction is delivered to students falling into this category on the CLC Brainerd and Staples Campus through a partnership with [Adult Basic Education \(ABE\)](#), a program funded by the Minnesota Department of Education and delivered locally, at no charge to students, through local public schools and/or education districts.

In response to a campus-wide read of Thomas Bailey's book *Redesigning America's Community Colleges*, CLC developed a guided pathway program, [PASS \(Pathways for Academic Student Success\)](#), during the 2015-2016 academic year. The purpose of PASS is to increase success and retention for liberal arts students who are at risk of failure due to their placement in developmental courses. The program was piloted during Fall Semester 2016 and refined during Spring Semester 2017. The PASS program is designed to provide support for students who test into the college's lowest level developmental classes in Reading and/or Math. Students are provided with a schedule that allows them to enroll in the Reading and Math classes they need, along with appropriate student success classes.

PASS students also receive ABE support directly in the classroom. ABE teachers attend CLC Reading or Math classes and, immediately following the CLC classes, work with the students to offer additional instruction on materials presented by the CLC instructors. PASS students are required to attend a twice weekly PASS Lab, where they meet in small groups with a counselor and their classmates, promoting connections with a counselor and peers. The PASS lab is designed to assist students with orientation to college life, and promote a sense of place and belonging on campus in an effort to boost rates of success and retention. We will begin assessment of the efficacy of this program in Spring 2018 by measuring retention and success rates.

3.D.4. CLC provides its students and instructors the infrastructure and resources necessary to support effective teaching and learning, including technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings.

CLC's [Information Technology](#) unit provides state-of-the-art services to support academic, staff, and support functions at the College. The unit supports more than 800 campus computers, 450 student computers, 26 computer labs, and 43 multimedia ("smart") classrooms.

Scientific laboratory and technology classrooms are provided to support the College's comprehensive mission as a community and technical college. CLC's [facility inventory](#) includes more than 25 scientific and technical lab spaces on the Brainerd and Staples Campuses. Specific examples include the [Nursing Simulation Lab](#), [Graphic Design Print Shop](#), and Natural Resources specimen collection, all designed to provide hands-on experience for students in their respective career programs. In addition, students in career and technical have internship opportunities with area businesses to provide hand-on learning opportunities related to their field of study.

CLC is proud of its library and information resources available for student, faculty, staff, and community access. The [library's resources](#) include more than 41,000 on-campus titles, access to 69 [MnPALS](#) consortium libraries with a combined total of more than 6.3M bibliographic records, and extensive online resources. Additionally, CLC libraries also provide computer, study, and related academic resources.

CLC's academic support for the arts and artistic performance includes the Chalberg and Dryden Theatres, along with the Music Rehearsal Hall. To further support CLC's music courses, there are two music rehearsal spaces. Support for the visual arts is provided in studio space for ceramic, painting/drawing, and photography. The Art Gallery [exhibit showcasing student work](#) opened in Spring 2017.

The [CLC Agricultural and Energy Center](#) has a rich history of research and demonstration efforts to support CLC's [Farm Business Management](#) program, and new opportunities for economic development in Greater Minnesota. The Center has been in operation since 1968. Early efforts with demonstrating irrigation have aided in the expanded use of this critical management tool. Early research and demonstration of new crops to the region have established a place for crops such as edible beans in the rotation of area farms. The Center continues with ongoing research and demonstration relating to crop varieties and new crop opportunities for the region. The addition of the Living Legacy Gardens in 2000 has provided students and the general public the unique opportunity to experience an extensive flower and herb demonstration, a small orchard, and a native prairie restoration. A traditional greenhouse, heated with a corn burner, and a high tunnel greenhouse have added a connection to the local food production industry.

In support of the College's allied health programs, CLC partners with the regional healthcare community to provide clinical sites for students. Clinical sites for the College's Nursing Program include five acute care hospitals, one ambulatory clinic, and three long-term care facilities. For

the College's Medical Assistant and Dental Assistant Program, CLC partners with multiple internship sites across the region.

As the anchor institution of higher education in the region, the College houses two [museum spaces](#):

- [Skone Conservatory](#) housing the (Pete) Humphrey Center for American Indian Studies: This museum and Native American library includes approximately 5,000 titles and more than 200 Ojibwe artifacts.
- **Heritage Center** dedicated to former Minnesota Senator Gordon Rosenmeier from Little Falls, MN. The book collection of approximately 3,000 volumes is focused on political science, with a local, state, and national emphasis.

3.D.5. CLC provides its students with guidance in the effective use of research and information resources. The CLC Library serves as the primary resource for providing students and faculty with guidance in the effective and ethical use of information resources. The College Librarian makes frequent presentations in CLC classes, providing material on [library resources](#) and ethical use.

The College's [Research and Writing Tools](#) webpage provides resources to help students research, properly annotate, and effectively use information resources in their coursework. The link on this webpage include resources from Minnesota State's [Minneapolis Community and Technical College](#) site which helps students identify material biases and if material is reliable or credible. The CLC Library also provides reference assistance to help students access guidance from [other colleges and universities](#) in their academic work.

Information literacy and research is covered primarily in writing classes. In [ENGL 1410 Composition I](#), students learn to locate, evaluate, and synthesize in a responsible manner material from diverse sources. [ENGL 1411 Composition II](#) focuses on research-based writing and information literacy. Students learn how to conduct academic research, including how to locate, access, evaluate and synthesize traditional and online resources. Students learn how to evaluate sources for quality and how to document sources effectively.

Effective use of research and information resources also includes direction for students regarding how information is protected as intellectual property. The importance of helping students understand this concept is articulated in [CLC Policy 3.6.1 Student Code of Conduct Procedure](#) which articulates what plagiarism means:

***Subpart L.** Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotations, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.*

Sources

- ABE Partnership
- Accuplacer Cut Scores
- Admissions Advising Roles Matrix
- Admissions Pathway
- Advising and Counseling
- Agricultural and Energy Center
- Art Gallery Poster
- Behavioral Intervention Team
- CLC Policy 3.6.1 Student Code of Conduct Procedure
- College Board ACCUPLACER
- Common Course Outlines - ENGL 1410
- Common Course Outlines - ENGL 1411
- Disability Services
- Enrollment Process
- Farm Business Management
- Financial Aid
- Information Technology Resources, 2016
- Lab Facility Inventory, Updated
- Lakes Country Counseling
- Learning Commons Services
- Library Handout
- Library Resources, 2016
- Math Course Flow Chart - 2016
- Math Department Courses
- MCTC Library - Evaluating Books
- MDE Adult Basic Education
- Minnesota State Policy 3.3 Assessment for Course Placement
- Minnesota State Procedure 3.3.1 Assessment for Course Placement
- MnPALS Libraries
- MSCF Contract
- MSCF Contract (page number 36)
- Museum Resources 2016
- New Student Registration Guide
- Nursing Simulation
- Nursing Simulation (page number 2)
- PASS Program
- PrintShop
- PSEO/CIS Student Handbook
- Reading Department Courses
- Records and Registration
- Research and Writing Tools
- Skone Conservatory
- Student Handbook, 2016-17
- Student Tools
- Trio – Student Support Services
- TRIO - Upward Bound

- Tutor Schedule, Fall 2016
- Veterans Resource Center
- Welcome Day Schedule of Events 2016

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1. CLC provides co-curricular programming that is suited to the College's mission and contributes to the educational experience of CLC students. The CLC Student Senate is the main student organization at the College. This organization, which includes an optional credit component, is open to currently enrolled students with six or more semester credits. Participation as a Student Senator is via formal [application](#). Abiding by a [Constitution](#) and [Bylaws](#), student senators support, "...scholastic leadership, social interest, and public service" within the student body at CLC.

CLC provides a breadth of co-curricular programming, including 23 [student clubs and organizations](#), all with faculty serving as advisors. These clubs and organizations sponsor a number of events for service to both the campus and community. Student clubs and organizations are provided guidance through the CLC [Student Club Handbook](#), and [new clubs](#) can be formed through an established process. A very active Student Life Program at CLC sponsors [numerous activities](#) for students.

In the spring of 2016, the CLC Foundation created the [Random Acts of Kindness](#) program to provide short-term, emergency financial support to students experiencing an unexpected crisis. Co-curricular learning through CLC's [Cultural Thursdays](#) program also seek to address contemporary issues, in an environment of respect and intellectual balance, even when these concerns are controversial, including a recent forum on April 7, 2016 on [Islamophobia](#).

The focus of [TRIO Student Support Services](#) is to foster an institutional climate supportive of the success of low-income, first generation college students and individuals with disabilities. Areas of additional support to increase retention, graduation and transfer include academic advising, access to technology, financial advising, and coordinating access to career information, campus visits and transfer plans to four year institutions.

[CLC Athletics](#) are well known for their winning ways, both within the [Minnesota College Athletic Conference \(MCAC\)](#) and the [National Junior College Athletic Association \(NJCAA\)](#). In volleyball, CLC [Coach Jane Peterson](#) was recently recognized for more than 600 wins, a national NJCAA Division III record, and the CLC Raiders football team, with leadership from [Coach Greg Medeck](#), was recognized for an undefeated regular season in Fall 2016. The Raiders men's

basketball team is also well-known for its on-court success, with [Coach Jim Russell](#) serving 19 years at CLC, never having had a losing season.

3.E.2. CLC demonstrates its contributions to its students' educational experience by virtue of aspects of its [mission](#) to "Build Futures" through research, community engagement, service learning, and economic development.

The College's research agenda, while limited by its mission as a two-year community and technical college, includes efforts within both the Liberal Arts and Sciences and Career and Technical Education (CTE) programs. CLC's research within liberal arts and sciences includes work by students in the research-focused English Composition II course. This course has provided the College with research findings that have assisted the College's administration in both better understanding the student experience and in taking action on concerns identified through the research conducted. Examples of student recommendations, based on this research, is provided annually in their Spring Semester Report ([2016](#) and [2017](#)).

Within the CTE program, student-focused research includes efforts facilitated by Natural Resources and Agriculture faculty members. Natural Resources students and faculty annually conduct a number of important [research projects](#), including lake surveys, field-based research in partnership with the Minnesota Department of Natural Resources, and partnerships with Camp Ripley, a National Guard Army Base located in Little Falls, Minnesota. Agriculture faculty and students participate in a range of [research activities](#) in partnership with the University of Minnesota, North Dakota State University, the U.S. Department of Agriculture, and with industry partners.

Community engagement and support initiatives are extensive at CLC, as referenced in 1.D.1., including:

- Work with the Brainerd Chamber of Commerce to introduce careers in more than 24 regional high schools through [Bridges Career Academies](#), offering exposure in more than 100 career areas. Additionally, the College hosts an annual [Career Exploration Day](#) each spring with more than 2,500 high school students in attendance.
- The College's College in the Schools (CIS) or concurrent enrollment program, which partners with [30 regional high schools](#), with more than 1,750 students participating annually. Additionally, the College's leadership in utilizing [Open Education Resources \(OER\)](#) will serve more than 1,500 concurrent enrollment students by the close of the 2017-18 school year.
- [Regional Race Equity](#) work, in partnership with the Mille Lacs Band of Ojibwe, Isle Schools, Nay Ah Shing Schools, Onamia Schools, and Wewinabi Early Childhood Program, and the Minnesota Department of Education, to help address disparities in student preparedness for school, college, and careers.
- Support for small businesses through the US SBA-sponsored Small Business Development Center on the CLC Campus. In 2015-16, the [SBDC](#) worked with 401

entrepreneurs/ businesses, helped 33 businesses open, helped entrepreneurs/businesses obtain \$23.8 million in investments, and created/retained more than 950 jobs, while increasing business revenue by \$21.3M.

- Non-credit training offerings to local and regional businesses through CLC's [Customized Training](#), focused on continuing education. In 2015-16, Customized Training delivered 272 courses with 3,977 participants, awarding more than 31,000 CEU's.
- The [Advanced Manufacturing Education \(AME\) Alliance](#), formed in 2012 by Central Lakes College, Pine Technical & Community College, St. Cloud Technical & Community College, and the 360 Center for Manufacturing Excellence to provide foreign trade impacted workers, other dislocated workers, veterans and incumbent workers in need of skill enhancement with comprehensive advanced manufacturing training and "wrap-around" student services that lead to high-wage jobs. The Alliance secured a \$13.1M U.S. Department of Labor TAACCCT grant to develop and enhance training programs in Automation and Robotics, Plastics Technology/Manufacturing, Rapid Prototyping, Machining, and Welding,
- Development in 2012, in collaboration with Pine Technical and Community College, of the [Rural Information Technology Alliance \(RITA\)](#) to improve academic programs in IT across the region and to attract additional students into these programs. Together with partner colleges in Minnesota and in Texas, the Alliance expanded to a national scope and secured \$18.3M of U.S. Department of Labor funding to develop and implement methods of addressing the issues of rural IT technician training in those two states.
- [Cultural arts](#) offerings to the region, including (in 2015-16) 59 theatre performances with more than 9,140 persons in attendance, including theater workshops for youth. Additionally, the CLC Community Band and Jazz Band, with 55 members, draws musicians from McGregor, Staples, Little Falls, Backus, and Pine River. The [2017 Ireland Tour](#) (much like the [2014 tour](#)) included participants from Fargo, Thief River Falls, Alexandria, and the Twin Cities.

[Service Learning](#) at CLC is well-established with protocol for faculty facilitation of course-based service learning. An [example](#) in the Liberal Arts and Sciences includes service learning during fall semesters with CLC math students participating as tutors at Forestview Middle School, Baxter, Minnesota. This program serves 20 to 30 middle school students each semester.

In the College's Career and Technical programs, recent [service learning efforts](#) in this engaged learning format include student learning in Computer Technology, Marine and Small Engine Technology, Skills USA, Videography, and Heavy Equipment Operations.

Sources

- Agricultural Research Projects
- Athletics
- Bridges Academies

- Bridges Career Exploration Day Brochure
- CIS High School Partners
- Civic Engagement and Service Learning
- Coach Greg Medeck
- Coach Jim Russell
- Coach Peterson Attains Career Win No 600
- Community Band Ireland Tour 2014
- Community Band Ireland Tour 2017
- CTE Service Learning Showcase
- Cultural Arts Programming, 2015-16
- Cultural Thursday - Islamophobia
- Cultural Thursdays, Event Publications
- Customized Training
- DOL AME Overview, 2015
- Honors Composition II Recommendations for 2016
- Honors Composition II Recommendations for 2017
- Math Students Service Learning Project
- MCAC Member Colleges
- Mille Lacs Race Equity Report, 2014
- Mission-Vision-Values Webpage
- Natural Resources Partnered Research
- NJCAA Member College Directory
- OER in CIS Project Summary
- Raiders Finish 2016 Regular Season Unbeaten
- Random Acts of Kindness
- RITA Consortium
- SBDC Annual Report, 2015-16
- Student Club Application Packet
- Student Club Handbook
- Student Life
- Student Life Activity Data, 2015-16
- Student Senate Bylaws
- Student Senate Constitution
- Student Senate Nomination Form
- Trio – Student Support Services

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

CLC is committed to delivering high quality academic and student service programs to all of its students. As a community and technical college, CLC's students and community partners rely on CLC to deliver excellent educational offerings to meet the needs of all who are served by our College.

As evidence in this criterion and with full regard for its mission – “*We build futures*” – CLC takes its role as a regional educational leader seriously, with a strong focus on post-secondary academic excellence in both Liberal Arts and CTE offerings; in its support for intellectual inquiry, practical application and integration; in its highly qualified faculty and staff; in its support structures to support learners across the many challenges of their higher education journey; and in its fulfillment of the claims made as part of CLC’s mission to “build futures.”

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution 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. It 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.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4.A.1. CLC maintains a practice of regular program reviews guided by Minnesota State policy and CLC procedures. Minnesota State institutions must regularly review its academic programs for planning and improvement purposes as required by [Minnesota State Policy 3.36 Academic Programs](#). All academic programs at CLC are [reviewed every five years](#). In addition, accredited programs are reviewed according to the schedule prescribed by the respective program's accrediting body.

In 2015-16, a task force consisting of representatives from faculty and administration was created with the goal of collaborating to create a [5-Year Program Review](#) system that is beneficial to the needs of both faculty and administration. As a result of this process, two new program review templates were created, one for [Liberal Arts](#) departments and another for [Career and Technical](#) programs. These templates guide faculty through a narrative discussion and data

analysis with a subsequent report submitted to the Dean and Vice President of Academic and Student Affairs. Reports are [reviewed by Administration](#) during late spring and summer, with responses returned to faculty at the beginning of fall semester for use in fall planning activities.

In addition to program review, faculty and administrators collaborate to conduct an annual [Academic Analysis](#) addressing the following key [performance indicators](#) for all academic departments:

- FYE/FTE ratio
- Percent capacity
- Annual FYE change
- Instructional costs
- Completion rates
- Graduation rates
- Related employment rates

Deans meet with faculty to review data from the Academic Analysis process, and action plans are developed for departments/programs with areas of concern. The combination of [Academic Analysis and 5-Year Program Review](#) ensures all CLC programs are reviewed on a regular basis in order to maintain high quality, effective programs, and provide opportunities for collaboration between faculty and administration.

4.A.2./4.A.3 CLC evaluates all credits it transcripts and what is awarded for other forms of learning (i.e., experiential learning, credit by evaluation, credit for prior learning, etc.). The quality of all credits accepted and transcribed at CLC is governed by Minnesota State policy and CLC policy and procedures. [Minnesota State Policy 3.21 Undergraduate Course and Credit Transfer and the Minnesota Transfer Curriculum](#) and [CLC Policy 3.21.1 Undergraduate Course Credit Transfer Procedure](#) ensure consistent policy and practices for accepting credit for undergraduate college-level courses transferred into a system college or university, including expectations about how colleges determine course equivalency and interpret regulations about accepting occupational and professional credits. In addition, the procedure requires each Minnesota State institution to determine whether or how to accept credits from regionally-accredited or non-accredited institutions and non-U.S. institutions, and that developmental courses will not apply to program completion requirements.

As part of the Minnesota State system, transfer evaluation for many lower division courses is dictated by the Minnesota Transfer Curriculum. [Minnesota State Policy 3.21](#) and [Procedure 3.37.1 Minnesota Transfer Curriculum](#) establish consistent practice among system colleges and universities for implementation of and transfer of credit for the [Minnesota Transfer Curriculum](#). Transfer of credit from any college or university within the Minnesota State system is expected to follow the principles of comparable educational quality, comparable content and level of mastery, and comparable program scope. Outside of Minnesota State course offerings, if any course from the University of Minnesota or another regionally-accredited institution is identified by any college or university in the Minnesota State system as meeting competency requirements, that course shall be accepted by all Minnesota State institutions.

[Minnesota State Transfer Pathways](#) is a new initiative by which curriculum plans are created by teams of educators within the Minnesota State system to ensure that Minnesota State students who complete certain associate degrees can transfer to any of seven Minnesota State universities to obtain a bachelor's degree without losing time and money, and without generating excess credits. CLC has developed a [Psychology Transfer Pathway associate degree](#) that received approval in July of 2017, and plans are in place to create additional transfer pathway degrees over the next two years.

Student petitions for transcription of credit are evaluated by Records and Registration staff in accordance with [CLC Policy 3.21.1 Undergraduate Course Credit Transfer Procedure](#), in consultation with the relevant academic department faculty, and routinely require supporting documentation of prior work completed (e.g., course description, syllabus). Courses approved for transfer must be comparable in nature, content and level, and match at least 75% of the content and goals of the course for which the student is seeking equivalent credit.

Student Services Advisors work with students seeking to earn credit through [Evaluation of Prior Learning](#). Options available to students include Advanced Placement (AP) Exams, Advanced Standing, College Level Examination Program (CLEP), DANTES Subject Standardized Tests, International Baccalaureate (IB), Life/Work Experience, and Military Experience. Prior Learning policies and procedures are identified in [CLC Policy 3.35 Credit for Prior Learning and Procedure 3.35.1](#).

4.A.4. The Academic Affairs and Standards Council (AASC) has responsibility for monitoring and enforcing the rigor of courses, including prerequisites. Membership in AASC is governed by the [MSCF Contract](#), and consists of two-thirds faculty members and one-third administrators and/or other staff. 2016-2017 committee members included:

- Susan Bremer, faculty and co-chair
- Ryan Deblock, faculty and co-chair
- Leane Flynn, faculty
- Nate Peterson, faculty
- Paul Mickelson, faculty
- Lor-Beth Larsen, faculty
- David Otto, faculty
- Bekah Kent, Interim Dean of Career and Technical Education
- Martha Kuehn, Dean of Liberal Arts
- Doug Keran, Interim Vice President of Academic and Student Affairs

All CLC courses have a Common Course Outline (examples: [BIOL 2457](#), [ENGL 1410](#), [ENGL 1411](#), [HORT 2112](#), [MTTS 1110](#), [NURS 1540](#), [SOCL 1401](#), [WELD 1100](#)) that includes prerequisites, learning outcomes, and topical outlines that must be reviewed and approved by AASC. The [Course Outline Handbook](#) guides faculty in the creation of course outlines. These outlines provide a standard platform for all instructors teaching courses, including courses taught through dual credit programs, ensuring standardization in rigor and learning outcomes for all sections of courses taught. Any changes in course outline content must be approved by AASC.

Prerequisites are explicitly included with the course descriptions published in the academic catalog, and [course prerequisites](#) are identified for students during the electronic registration process as well.

Minnesota State system standards and processes for establishing degree qualifications for faculty members are outlined in [Minnesota State Policy 3.32 College Faculty Credentialing](#). The qualifications and credentials required for faculty positions are established and verified through the college's faculty search procedures as referenced in CLC's [Full Time Faculty Hiring Plan](#). Additional information regarding faculty qualifications is provided in Criterion 3.C.

CLC's dual credit program, known as College in the Schools (CIS), is governed by [Minnesota State Policy 3.5](#) and [Minnesota State Procedure 3.5.1 Post-Secondary Enrollment Options \(PSEO\) Program](#). High school instructors teaching courses as part of CLC's College in the Schools program are required to submit transcripts of undergraduate and graduate coursework for review by CLC administration and faculty to determine if they meet minimum qualifications to teach college courses at CLC. High school instructor applications may be accepted, accepted provisionally, or denied. Accepted status is granted for an instructor who has met the credentials to teach specific courses. Provisional acceptance is granted when an instructor is almost, but not completely qualified to teach CIS courses for CLC. A provisionally accepted instructor is required to complete additional preparation and/or coursework as part of a Professional Development Plan. All CIS teachers will be required to have fully accepted status as per HLC Assumed Practice B.2 (master's degree in field or master's degree plus 18 graduate credits in field) by September 1, 2022, the date of [Minnesota State's Deadline Extension](#). Denial of the application means that the instructor has neither the background nor the in-field graduate course work needed to teach the courses (see Criterion 3.C.2).

In 2012, CLC's CIS program received accreditation by the [National Alliance of Concurrent Enrollment Partnerships \(NACEP\)](#), affirming the College's commitment to the same standards of achievement and rigor in CIS courses as in non-CIS courses. Students who successfully complete a PSEO concurrent enrollment course receive both high school and CLC credit. All PSEO CIS courses offered by CLC are taught by experienced high school instructors who partner with faculty from the College (collaborators). All CIS high school instructors attend a new CIS instructor orientation and receive a [CIS Instructors Guide](#) that includes CIS instructor responsibilities and resources for high school instructors. At the end of each semester, collaborators submit a [Collaborator Assignment Worksheet](#) for each CIS course section summarizing discussions between high school instructors and collaborators to ensure an equivalent level of rigor in content and achievement of student learning is maintained.

In addition, our CIS students have access to the same support services as on-campus students. This includes access to all resources, include free online and in-person tutoring, student life activities, student support programs, and access to the Learning Resource Center.

4.A.5. CLC embraces specialized program accreditation, as evidenced by CLC's [Academic Master Plan, Strategic Direction #3](#). The College holds specialized accreditation, certification, and/or recognition for the following programs:

- Automotive Technology – [National Automotive Technicians Education Foundation \(NATEF\)](#), accredited through 5/15/22.
- Child Development, Care and Guidance – [National Association for the Education of Young Children \(NAEYC\)](#), initial accreditation with conditions in November, 2016, for a two-year period.
- Dental Assisting – [Commission on Dental Accreditation \(CODA\)](#), accredited since 1967, next accreditation visit in 2019.
- Diesel and Heavy Equipment Technician – [Associated Equipment Distributors \(AED\)](#), accredited since 2014, next evaluation is 2019.
- Medical Assistant – [Commission on Accreditation of Allied Health Education Programs \(CAAHEP\)](#), accredited since 2011, reaffirmed in 2016, next comprehensive evaluation in 2019.
- Nursing Associate degree – the program is approved by the [Minnesota Board of Nursing](#), with a plan to seek candidacy for accreditation through the Accreditation Commission for Education in Nursing (ACEN) in 2018.
- Practical Nursing – the program is approved by the [Minnesota Board of Nursing](#), with a plan to seek candidacy for accreditation through the Accreditation Commission for Education in Nursing (ACEN) in 2018.
- Welding – the curriculum in this program is aligned with [American Welding Society \(AWS\)](#) standards so that CLC graduates are prepared to pursue AWS certification through their employers.

4.A.6. As a comprehensive community and technical college, CLC evaluates the success of our graduates in both liberal arts and career and technical education programs. Because liberal arts students pursuing the Associate of Arts degree intend to transfer, the College and Minnesota State evaluate the rates of student retention, transfer, graduation, and successful transfer of graduates as an overall student success measure. CLC's overall student success rate is comparable to other Minnesota State colleges, and the trend for full time students reflects steady improvement ([58.7% in fall of 2010 to 61.6% in fall of 2013](#)). Additionally, the [percent of credits accepted at receiving institutions at transfer has increased from 89.5% in FY2011 to 95.9% in FY2016](#) and consistently exceeds the Minnesota State goal and the [total for all Minnesota State colleges](#).

In order to evaluate the success of graduates of career and technical education programs, which prepare students to enter the work force, the College conducts the annual Graduate Follow Up Survey, as mandated under [Minnesota State Policy 3.31 Graduate Follow-Up System](#). This survey of graduates within one year of the date of graduation provides data to measure employment rate, related employment rate, continuing education, job title, geographic location, length of job search, and salary. Survey results are shared with the campus community through the Office of Institutional Effectiveness and are also reviewed with Program Advisory Committees. Measures over the past five years show steady or increasing performance in employment rate and related employment rate.

Survey Measure	FY2015	FY2014	FY2013	FY2012	FY2011
Employment Rate	98.4%	98.3%	98.0%	94.9%	95.3%

Related Employment Rate	95.3%	95.1%	91.9%	89.0%	86.5%
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In addition, specific follow-up is conducted with [A.D. Nursing](#) and [Practical Nursing](#) diploma graduates within 6-12 months after graduation. These surveys are used to gather information about student satisfaction with the nursing programs, preparedness for the workforce, appropriateness of learning outcomes, and information about places of employment. [Results](#) are reviewed by the [Nursing Advisory Committee](#) to drive programmatic and curricular improvements.

Sources

- Academic Analysis
- Accountability Dashboard
- Accountability Dashboard (page number 3)
- Accountability Dashboard (page number 16)
- Accountability Dashboard - Colleges
- Accountability Dashboard - Colleges (page number 48)
- Accreditation, Auto
- Accreditation, Child Development
- Accreditation, Dental
- Accreditation, Diesel
- Accreditation, Medical Assistant
- Accreditation, Nursing
- Accreditation, Practical Nursing
- Accreditation, Welding
- CIS Collaborator Worksheet
- CIS High School Instructors Guide
- CLC Policy 3.21 Undergraduate Course Credit Transfer
- CLC Policy 3.21.1 Undergraduate Course Credit Transfer Procedure
- CLC Policy 3.35 Credit for Prior Learning
- CLC Procedure 3.35.1 Credit for Prior Learning
- Common Course Outlines - BIOL 2457
- Common Course Outlines - ENGL 1410
- Common Course Outlines - ENGL 1411
- Common Course Outlines - HORT 2112
- Common Course Outlines - MTTT 1110
- Common Course Outlines - NURS 1540
- Common Course Outlines - SOCL 1401
- Common Course Outlines - WELD 1100
- Course Detail - Student e-Services
- Course Outline Handbook
- Evaluation of Prior Learning
- Graduate Follow-up Reports 2014-15
- Graduate Survey, Nursing
- Graduate Survey, Practical Nursing

- Hiring Plan - Full Time Faculty
- Minnesota State Colleges and Universities (MNSCU) Dual Credit Extension
- Minnesota State Policy 3.21 Undergraduate Course and Credit Transfer and the Minnesota Transfer Curriculum
- Minnesota State Policy 3.31 Graduate Follow-Up System
- Minnesota State Policy 3.32 College Faculty Credentialing
- Minnesota State Policy 3.36 Academic Programs
- Minnesota State Policy 3.5 Post-Secondary Enrollment Options (PSEO) Program
- Minnesota State Procedure 3.21.1 Undergraduate Course Credit Transfer
- Minnesota State Procedure 3.37.1 Minnesota Transfer Curriculum
- Minnesota State Procedure 3.5.1 Post-Secondary Enrollment Options (PSEO) Program
- Minnesota Transfer Curriculum
- MSCF Contract
- MSCF Contract (page number 23)
- NACEP Accredited Programs
- Nursing Advisory Board Minutes 170329
- Nursing Graduate Exit Survey Dec 2016
- Performance Indicators FY16
- Pierz High School Listening Session
- Planning - Academic Master Plan
- Planning - Academic Master Plan (page number 9)
- Planning - Strategic Plan, 2015-2017
- Planning - Strategic Plan, 2015-2017 (page number 20)
- Program Review Process
- Program Review Schedule
- Program Review Summary, 2016-17
- Program Review Template, CTE July 2016
- Program Review Template, Liberal Arts 2016
- PSEO/CIS Student Handbook
- Student Success Comparison
- Transfer Pathways
- Transfer Pathways, Psychology

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

CLC has paid critical and consistent attention to growing and improving our assessment program since both the Fall 2002 and Fall 2012 HLC visits. Most notably, we have shifted from an assessment program designed for compliance to a program designed for faculty engagement and data-driven decision making at the classroom, department/program, and college levels. The College has a dedicated [faculty assessment leader](#), a [Student Learning Assessment Committee \(SLAC\) that meets consistently](#), regular [in-service sessions on assessment](#), an [annual Assessment Day](#) fully devoted to assessment work, annual [department/program](#) assessment reports submitted each May, and a yearly review of the assessment process and data that is collected. The assessment reports emphasize continuous improvement, highlighting the instructional and curricular changes that result from measuring student learning; in other words, CLC stays focused on using assessment data, not merely reporting it.

4.B.1. Every course, [program, and department](#) at CLC offers a clear set of learning goals, created by faculty and revised periodically to meet the needs of changing curriculum, or in response to assessment analysis. [Course outline](#), [program](#), and [department](#) learning goals are published on the CLC website, available to students via program and department webpages and through the college's complete [Course Outline](#) listing. All course syllabi contain learning goals, in accordance with Minnesota [State Board Policy 3.22](#) and [Procedure 3.22.1 Course Syllabi and Course Outlines](#), as evidenced by syllabi examples for [Accounting](#), [Medical Assistant](#), [Reading](#), and [English](#) courses.

Furthermore, CLC has a list of [College-Wide Learning Outcomes and Core Competencies](#) that we have integrated into curriculum across the entire campus. These eleven competencies are distributed under three broad learning goals: students will 1) communicate effectively, 2) solve problems, and 3) demonstrate personal and social responsibility. To ensure collaboration across the College toward helping students to achieve these outcomes, all courses at CLC have been aligned with college-wide competencies, as visible in our [CLC Curriculum Map](#) and on [department/program assessment reports](#) (column seven). In addition to the college-wide

curriculum mapping, each department and program has also aligned their course learning goals to their department or program learning goals and to the Minnesota Transfer Curriculum (MnTC) (as appropriate), visible in the CLC curriculum map and in [department and program curriculum maps](#).

CLC has effective processes for assessment of student learning and achievement and is committed to analyzing student learning at the course, program/department, and college-level. The College grounds this work at the program/department level, a meaningful mid-point between granular course-level assessment (formative and summative course-specific assignments) and college-wide assessment (institutional effectiveness and survey data). This approach resulted from a multi-session assessment summit in 2014-15, which included a series of meetings involving administration and faculty who reviewed the assessment program to ensure its efficacy and sustainability. Assessment summit [agendas](#), [minutes](#), and [worksheets](#) document the methodology used for the summit. Prior to making the change to a department-driven process, the College collected [data on its college-wide learning goals](#) for many years using shared rubrics. A history of our program and process can be found in the [Report of Student Learning Assessment: FY 2013-2015 Activities](#).

CLC's current assessment process operates as follows, and is visualized in our [annual assessment cycle](#).

- **August In-Service Days:** 1) Chair of Student Learning Assessment Committee offers [presentations on updates/workshops](#), and 2) [Programs/departments](#) solidify the year's assessment measures and implementation plans.
- **September – December:** 1) [Faculty measure student learning per assessment plans](#), 2) [SLAC meets monthly](#) to review/plan/analyze assessment data and program, 3) [SLAC chair meets with deans and directors](#) and [divisions](#) at least once for updates and discussion.
- **December:** [Departments/programs](#) submit [mid-year report drafts](#) to SharePoint, updating their plans and data in preparation for the spring Assessment Day and May report deadlines.
- **January In-Service Days:** 1) Chair of Student Learning Assessment Committee offers presentations on updates/workshops (e.g. [2013](#), [2015](#), [2017](#)), and 2) Departments create [work plans](#) for the spring Assessment Day and touch base on progress of the year's assessment measures and implementation plans.
- **January – May:** 1) Faculty measure student learning per assessment plans, 2) [SLAC meets monthly](#) to review/plan/analyze assessment data and program, 3) [SLAC chair meets with deans and directors](#) and [divisions](#) at least once for updates and discussion.
- **Assessment Day:** [Guided by the Chair of SLAC](#), faculty and administration use [Assessment Day](#) to [analyze student learning data](#) (including, in some cases, actual student learning artifacts); determine improvement plans for addressing the findings of the data—toward improving student learning; collaborate cross-discipline to ensure best practices,

share information/ideas; and make [recommendations](#) to the College based on student learning findings.

- **May:** Faculty submit [end-of-year reports](#) to SharePoint, including data, analysis of data, and plans for improving student learning. These reports also indicate how program/department student learning assessment is [tied to the college's strategic plan](#).
- **Summer:** Administration and the faculty chair of SLAC review the May reports (see Criterion 4.B.4) to uncover findings that could be relevant to the college's ongoing strategic planning and continuous improvement plans. A [progress report](#) of assessment participation activity is created. Deans, directors, and chair of SLAC follow-up with departments as needed. Furthermore, administration discusses the [recommendations offered by faculty](#) during Assessment Day and creates a plan for how one or more of these recommendations could be implemented toward the goal of improving student learning.

Finally, assessment is tied to CLC's [5-Year Program Review](#) and to [annual budget requests](#), each containing questions that ask faculty to highlight assessment findings.

4.B.2. CLC assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs. As indicated in 4.B.1., CLC's process for student learning assessment necessitates the consistent measurement of student learning. All [Career and Technical programs](#) and [Liberal Arts departments](#) select meaningful measures for assessing their core learning outcomes annually, as documented in annual plans/reports. Every program/department uses at least one key direct measure annually to assess student learning. Many program/departments use multiple direct measures, including nationally standardized tests such as those used as part of the [Minnesota CTE Assessment Project](#) for [Technical Skills Attainment \(TSA\)](#). Several program/departments also use indirect measures to enhance their understanding of student learning. Faculty across the entire College are involved in this measurement of student learning achievement; it's an all-faculty process, including [College in the Schools \(CIS\)](#) partners. The College also uses indirect measures such as [SENSE](#) and [CCSSE](#) data to further understand how we can better meet learner needs.

The following list offers a sample of key direct and indirect measures being used by programs/departments.

- [Biology](#): Created a common scientific lab protocol [rubric](#) to assess if students can “formulate and test hypotheses by performing laboratory, simulation, or field experiences,” one of the department's core learning goals. Students were assessed across several courses: Honors Biology, Anatomy and Physiology I, and Anatomy and Physiology II. The rubric contains three key areas for measurement: method and lab protocols, data and analysis, and conclusions.
- [Diesel and Heavy Equipment Technician](#): Administers the AED written test to 100% of its students along with administering local assessments, such as a pre/post test to measure if students can “apply fundamentals, skills, and concepts to problem solving situations,”

one of the program's learning goals. Students moved from an average of 68% to 83% by the year's end; the largest improvement was from 48 to 95%. The program also uses formative metric and standard micrometers graded worksheets to assess if students can "demonstrate proper use and care of shop and personal tools."

- [English](#): Collaborated with College in the Schools (CIS) instructors to create a shared assignment, [rubric](#), and survey to assess student ability to write a persuasive literary analysis of a common poem (used across courses). A collection of these writings was analyzed on Assessment Day of 2016 and another collection was analyzed on Assessment day of 2017. This collaborative evaluation work has allowed the department to create more consistent standards across CLC and CIS English courses.
- [Farm Business Management](#): Focused on the following student artifacts in their student learning analysis: financial records (81% met expectations), balance sheets (100% met expectations), cash flow projections (86% met expectations), year-end financial and enterprise analysis via FINPACK (through the Center for Farm Financial Management) (62% met expectations), and overall student learner retention—the group determined that 90% retention/completion would indicate program success; 95% was achieved.
- [Psychology](#): Created a 100 question multiple-choice cumulative exam to use in General Psychology, collecting data from hybrid, online, and CIS courses.
- [Videography](#): Administers the nationally-normed NOCTI exam in Television Production alongside locally created projects, such as a video production project. This project involved assessing student learning using a [rubric](#) that focuses on four core areas of production; the student artifacts assessed are the actual newscasts of CLC TV productions that the students have created. On a scale of 1-5 on each of the four criteria, the students moved from 9.5/20 on episode 1 to 15/20 by episode 3.

CLC's co-curricular programs are those that have an impact on student learning or the student learning environment. These include:

- Student Life
- Disability Services
- Diversity
- TRIO
- Cultural Thursdays
- Random Acts of Kindness (RAK)

In order to assess the achievement of learning outcomes, each program identifies specific goals, targets and measures, as indicated in the following 2016-2017 assessment reports for [Student Life](#), [Disability Services](#), [Diversity](#), [TRIO](#), [Cultural Thursdays](#), and [RAK](#). Due to the co-curricular nature of the programming, the majority of assessment measures are indirect in nature, such as student participation, number of events, and number of training session held. Whenever possible, measures such as student retention, student completion, and the number of student complaints are included to ensure continual focus on the impact of these programs of student learning and student success.

Administrators responsible for co-curricular programs meet with the Director of Institutional Effectiveness to review the data and develop an action plan to enhance the program and/or the assessment process. Examples of using the assessment data to improve co-curricular programming include:

- Student Life implemented a process to conduct early semester check-ups for those student senators scheduled to graduate to reach the retention and completion target for senators.
- Student senate established a process to work with faculty and advisors to increase participation by American Indian and LGTBQ students based on low participation rates among these student groups.
- Cultural Thursday program developed a participation survey to understand the impact each event made on student perception of culture.
- Random Acts of Kindness engaged the Behavioral Intervention Team to better support students in need of emergency assistance.

4.B.3. CLC uses the information gained from assessment to improve student learning. The use of student learning data has become a priority for CLC in recent revisions of the assessment program, including an emphasis on backwards design and usefulness in [faculty workshops](#) during our annual [Assessment Day](#) and [in-service day sessions](#). CLC wants assessment of student learning to have tangible impact on the College.

Programs and departments are using student learning assessment findings to influence curriculum changes and instructional design, as indicated in our annual reports [Career and Technical](#) for [Liberal Arts](#) departments and in the following examples.

CAREER and TECHNICAL Programs use of assessment data:

- [Dental Assistant](#) learned that students greatly appreciated the instructor demonstrations and checklists on chair side procedure, but that students were unaware of the timed component of these evaluations. Therefore, the program will emphasize the timed component more so during demonstrations.
- [Diesel and Heavy Equipment Technician](#) discovered that students improved in their ability to demonstrate proper use of tools from below 25% to above 70% by semester's end. To get closer to 100%, the program will require more hands on projects that students can perform for additional practice.
- [Farm Business Management](#) learned that students were motivated to complete tasks but struggled with the mechanics of assignments related to financial records/balance sheets/cash flow projections/FINPACK. Farm Business will consider offering in-service workshops and more discussion in peer-group settings regarding successful practices.
- [Graphic Design](#) learned from the NOCTI Visual Communications test that students lack some content knowledge on multimedia technology, color theory, typography, materials, and tools. Therefore, the program will add more content assignments for typography and

color theory. Also, more multimedia projects will be added to other classes for more consistent emphasis on this knowledge area.

- [Heavy Equipment Operation and Maintenance](#) learned from a May 2016 evacuation project that students did not have projects staked to blueprint, basements were not dug to grade, projects were not squared, and overall appearance was not acceptable. Program instructors will stress the importance of quality alongside operation-of-equipment, as quality is important in industry.
- [Healthcare Administrative Specialist](#) learned from an indirect measure assignment that asked students to write a paragraph on what they knew or understood HIPAA to be, that students initially did not understand that there were two significant parts to HIPAA; however, at the end of the semester, students could identify the two parts but the ability to apply it wasn't clear. Therefore, a 1-credit course has been created to further emphasize this important knowledge area and skill.
- [Horticulture](#) realized that they DO train their students on safety measures but do very little to assess the effectiveness of the training; therefore, the program will develop a universal safety training assessment rubric that can be used in all horticulture classes where safety training is needed.

LIBERAL ARTS Departments use of assessment data:

- [Accounting](#) realized that they couldn't pinpoint deficiencies on a payroll project without using a rubric to evaluate student work. A grading rubric will be created and used to determine specific areas where students commonly falter, so that instructional design/curriculum can be adjusted accordingly.
- [Art](#) learned through an indirect measurement tool that students perceived and ranked their level of craftsmanship much higher than the instructor did. Instructors will provide more examples and comparisons, introducing visual examples of quality craftsmanship earlier in the semester. Students will be provided with a questionnaire during and after a project to raise awareness on the importance of craftsmanship, challenging them to be more observant during the creation process.
- [Biology](#) learned through the use of a common scientific lab protocols rubric that students are skilled at following well-structured lab instructions but struggled with analysis and drawing conclusions. The department may deliver additional opportunities to practice effective interpretation of data to simultaneously strengthen science literacy among students.
- [Geography](#) learned that students struggle to understand the importance of space as a concept in geography and that students recognized this weakness in their understanding. The instructor will make explicit the spatial nature of geography more so across topics, both verbally and with maps; furthermore, students will be asked to interact with this concept more frequently through discussion and writing.

- [Math](#) learned that when problem-solving, students are uncomfortable with getting results that are not tidy whole numbers or easy fractions. The department will offer more examples of problems that result in “messy” answers (e.g., long decimals or “ugly” fractions) to create a higher tolerance for and more success in solving complex problems.
- [Philosophy](#), through a comparison of different methods used to evaluate discussion posts in two courses, learned that students who received direct and frequent individualized feedback (along with simplified instructions and scaffolding on assignments) were more likely to improve and persist in the course. Therefore, continued attention will be paid to the structure, layout, and content of the course, feeding information on an as needed rather than all at once approach.
- [World Languages/Spanish](#), through the use of a shared rubric to evaluate a written assignment, learned that their small team of CIS/CLC faculty were in sync in their evaluation of student work. The department finds value in and plans to continue this work with their CIS partners.

4.B.4. CLC’s assessment work reflects good practice. Substantial faculty engagement and participation are at the heart of CLC’s assessment program. The evolution of CLC’s assessment program has included deep and concerted efforts to involve faculty, most obviously in the implementation of a faculty in-service day devoted to assessment starting in the spring of 2014. [Assessment Day](#) has now been held consistently every year: [2014](#), [2015](#), [2016](#), and [2017](#). Prior to 2014, Assessment Day was on the calendar but was a student-contact day (regular class day) and didn’t allow for thorough and collaborative assessment work time; therefore, this spring in-service day was created to allow critical work time on the measurement and analysis of student learning. Now faculty have an entire work day to plan, improve, and use assessment data and projects, and to learn from each other. This day is deeply collaborative and discussion oriented; faculty and administration are involved.

Faculty across all departments and programs are responsible for student learning assessment and have shown their commitment through consistent participation at assessment events, completion of assessment reports, and positive responses on Assessment Day surveys. Of 46 [anonymous faculty surveys](#) in 2016, 43 of 46 indicated that they “value” Assessment Day, whereas three indicated a neutral stance. No one said that Assessment Day should be removed from the academic calendar. The response to each Assessment Day has been overwhelmingly positive, as evidenced in the feedback from the [2015](#) and [2016](#) survey responses, with comments such as the following:

- “Our department finally had time to work on shared rubrics to help us collect meaningful data.”
- “We developed a common checklist for one of our outcomes and began plans for including CIS and timeline for assessing. We had great discussion about what we value regarding what students should know.”
- “Thank you for providing us some real time to work on assessment.”

Regarding participation in annual report-submission, 24 out of 30 Liberal Arts departments submitted reports (80%, up from 70% in 2015) and 20 out of 25 Career & Technical departments submitted reports (80%, up from 44% in 2015) in May of 2016, as indicated in the FY [2016 Student Learning Assessment Report](#). This means that a majority of our faculty are measuring, analyzing, and documenting student learning data. FY16 was our first year of fully implementing our assessment program at the program/department-level. In 2014-2015 the College completed a final year of the college-wide data collection process and also collected data at the program/department level. FY15 represented a year of enhancing our program/department assessment processes, requiring faculty to refine their [assessment plans](#).

As of July 2017, 21 out of 30 Liberal Arts departments submitted reports (70%) and 18 out of 23 Career and Technical departments submitted reports (78%), as reported in the annual [progress report](#) submitted to administration. This progress report is designed to help administration reach out to departments efficiently and effectively toward encouraging the completion of assessment work; per our annual progress report and communication efforts involving deans, directors, and the chair of the assessment committee emailing and calling faculty, we anticipate these percentages to exceed 80% by fall of 2017, surpassing the previous year's participation rates.

In creating and modifying the assessment program at CLC, the College and Student Learning Assessment (SLAC) chair have researched and utilized the work of assessment experts like Barbara Walvoord, [Trudy Banta](#), Linda Suskie, and the [National Institute of Learning Outcomes Assessment \(NILOA\)](#), including working with [Susan Hadfield](#), an assessment expert now with HLC. Furthermore, since 2012, the current chair of SLAC has interacted with Karen Solomon, the college's HLC representative, to consult on CLC's assessment program, including several email exchanges and phone conferences. The chair of SLAC attended Valencia's Community College Conference on Learning Assessment in 2013 and the Higher Learning Commission conference in 2016. The chair created a detailed annotated [bibliography of assessment resources](#) in 2010, which she has published on the [assessment help page](#) for faculty.

The Student Learning Assessment Committee (SLAC) has met 3-4 times per semester since fall of 2012, as evidenced in the [minutes](#). Furthermore, SLAC is driven by a three-year [Student Learning Assessment Plan](#), which is reviewed and updated annually. Most recently, the committee reviewed the results of the 2017 Assessment Day and made recommendations for how to sustain the assessment program, as observed in the [April 2017 meeting minutes](#).

Apart from extensive faculty engagement and participation, our assessment program includes the following best practices:

1. **Established Learning Goals:** Every program/department has a clear [list of learning goals](#).
2. **Curriculum Mapping:** Every program/department has [mapped these learning goals](#) to course, college-wide, and (if relevant) MnTC learning goals.
3. **Assessment Plans and Measures:** Every [program/department](#) has designed an assessment plan for measuring student learning related to their program/department

learning goals. Every program/department collects data annually, as determined in their assessment plan as exemplified in 4.B.2.

4. **Ongoing Faculty Training and Resources:** Besides the annual Assessment Day in the spring, there is at least one other [in-service day assessment session](#) each year, often two, either in August, January, or in both months. Additionally, special workshops have been offered on [formative assessment](#), [rubrics](#), and [Technical Skills Assessment](#). An entire [BrightSpace](#) shell (online resource) has been created to house assessment resources and documents for faculty.
5. **Assessment Day (in-service day fully devoted to assessment):** Every program/department analyzes their assessment data annually, especially during our spring [Assessment Day](#). Assessment Day allows for three to four hours of department-driven assessment work time, with a focused [work plan, check list, and end product](#). By the end of the day, faculty update their assessment reports in [SharePoint](#) and share what they've accomplished through an online survey. The day involves some training on assessment processes, independent work time, cross-discipline discussions/problem-solving, and college-wide analysis and recommendations. In some cases Assessment Day has involved bringing in a speaker on how to improve student learning; in 2016 we invited [Cheryl Neudauer](#), a Minnesota State Educator of the Year, to speak on active learning strategies. This day includes extensive faculty involvement, as articulated in the [2017 survey results](#), and plays a positive role in our campus culture, as also demonstrated in [communication from the CLC's President](#).
6. **Assessment Reporting:** Every program/department documents their key data and findings in an [annual assessment report](#), collected every May.
7. **Attention to Closing the Loop:** Every program indicates in the annual assessment report how they've followed through on the previous year's assessment analysis ([in question 8 on assessment plan/report](#)), ensuring ongoing changes driven by assessment data. Furthermore, we are now entering the stages of using Assessment Day to funnel the program/department assessment work toward determining student learning needs at the college-wide level. On the [Spring 2017 Assessment Day](#), faculty collaborated to interpret their program/department assessment data toward uncovering broader student learning issues and then made [recommendations](#) to the college--regarding what might be done more broadly to improve student learning across disciplines. These recommendations were then considered by the college's [Student Success Team and integrated into a college-wide set of priorities](#) for improving student success. Furthermore, these recommendations were also integrated into the college's [strategic planning priorities](#).
8. **Cross-discipline Collaboration (including College-in-the-Schools):** Every program/department gets the chance to collaborate on assessment processes and share best practices, highlights, and questions during our annual Assessment Day, often through a [guided discussion](#). Furthermore, we have involved [College in the Schools \(CIS\) instructors](#) in this process, so that we are collaborating not only internally but externally as we work to [align our college courses with the CIS courses offered in high schools](#).

9. **Annual Review:** Program/department deans and directors [review assessment progress annually](#) and reach out to department/programs who need additional guidance. Faculty and administration review the assessment process through the following means: individual meetings between the president, vice president, and chair of the Student Learning Assessment Committee; [bi-annual meetings between the deans and directors and the chair of the Student Learning Assessment Committee](#); regular updates/discussions between faculty, deans/directors, and chair of Student Learning Assessment Committee at [division meetings](#); and an intentional college-wide discussion at CLC's annual spring Assessment Day. Furthermore, the Student Learning Assessment Committee meets every month to plan, review, and improve assessment processes.
10. **Assessment Summit:** In 2014-15 we held a series of [assessment summits](#) to closely analyze and revise the assessment program; the vice president, deans, Student Learning Assessment Committee chair, and faculty division chairs met several times to complete the work of streamlining our assessment process for improved faculty buy-in, sustainability, and a clearer focus on backwards design (assessing with a purpose). As reflected in the summit [minutes](#) and [worksheets](#), this led to dovetailing program/department and college-wide assessment so as to allow one clear path for faculty: faculty now design direct and indirect measures for program/department-level assessment and focus their energy there. This has led to greatly increased faculty buy-in (and engagement), which is essential to any assessment program's success.
11. **College-wide Reporting and Communication:** The chair of the Student Learning Assessment Committee composes [newsletters](#) and reports to share with the campus community--most recently a [report on activities from FY13 to FY15](#), [annual reports for FY16 and FY17](#), and a [Spring 2017 newsletter](#) summarizing the year's assessment highlights. The chair has offered bi-annual newsletters to faculty for the purpose of constantly improving the culture of student learning assessment at CLC. An [annual report summary](#) is offered in the fall for faculty.

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4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1. Student success and degree completion is a primary driver for CLC and the Minnesota State system. Retention, persistence and completion goals are established at the system level, as indicated in the [Minnesota State Strategic Framework Performance Measures](#). Student success and completion rates are tracked and compared to targets for [fall entering cohorts](#), including data for [students of color, pell eligible students, and first generation students](#). Ambitious goals informed the latest Strategic Plan and [Enrollment Management Master Plan](#). From these plans, the [Academic Master Plan](#) drives the academic and student affairs departments in establishing annual work activities to increase the rates of retention and completion at the College.

4.C.2. In addition to student success data collected by the Minnesota State system as described in 4.C.1 above, the College collects and analyzes information on student retention, persistence, and completion of its programs. The Director of Institutional Effectiveness publishes weekly [Current Enrollment Reports](#), annual [Performance Indicators](#) and [Department Fact Sheets](#). These reports provide information by department and program to assist faculty and administration in analysis and goal development. The College also undergoes an [Academic Analysis](#) review at the beginning of each academic year using data. Institutional data is published to a protected SharePoint site and provides the college community with access to an array of student and program data to support program evaluation and planning. Examples of information available by program/department include:

- Enrollment history ([FYE](#) and [Headcount](#))

- [Student FYE/Faculty FTE Ratio](#)
- [Student demographics](#)
- [Percent capacity](#)
- [Course completion rates](#)
- [Awards and degrees conferred](#)
- [Related employment rate](#)
- [Course sections offered](#)
- [Grade distribution](#)
- [Retention by program major](#)

4.C.3. Information on student retention, persistence, and completion of programs is used to make improvements and guide planning within the College's processes for program review and academic master planning.

In the fall of 2015, CLC adopted an annual [Academic Analysis](#) process to review key [Performance Indicators](#) and identify programs/departments needing immediate intervention. Performance indicators used in this analysis include quantitative measures of enrollment, capacity, graduation, completion, and instruction cost.

[Program Review](#), as described in 4.A.1, is required of all academic programs on a 5-year rotating basis. The [Liberal Arts](#) and [CTE](#) program review templates identify a review of quantitative performance indicators such as: degrees awarded, retention, and placement. The findings of program and external accreditation reviews advance department program planning activities, particularly as the faculty, Deans, and Vice President for Academic and Student Affairs meet at the end of each academic year to review the findings of annual Academic Analysis and 5-year program review and discuss recommendations for improvement.

In January 2017, a cross-functional Student Success Team was created with representatives from faculty, staff and administration. Lead by the Dean of Enrollment Management and Student Success, the team met multiples times during spring semester of 2017 to define success strategies, timelines, analyze data, and provide recommendations to CLC leadership. Primary data sources used for this process included [CCSSE](#) and [SENSE](#) key findings, along with various publications. A [summary of the team's process and recommendations](#) was presented to President Charlier and the college community in April.

In the fall of 2016, after an analysis of [achievement deficiencies in specific populations](#), the College applied for a Title III grant to improve student success, with a particular focus on underrepresented student populations.

The College restructured the Student Services center to create a one-stop center to better promote student success during the summer of 2017. The [proposal](#) presented included an analysis of the current situation and utilized data from a [Noel-Levitz](#) consultation in 2014, an enrollment analysis by [Dr. John Asmussen](#) conducted in 2016, and observations from a tour of other Minnesota State institutions. The intended outcome is to transition from a transactional model to a relational Student Services model.

As part of CLC's ongoing commitment to student success, an analysis of the [organizational structure](#) of the College was conducted during 2016-17. As a result of this analysis, the administrative team was restructured to create two new dean-level positions: Dean of Enrollment Management and Student Success, and Dean of Students, Equity and Inclusion. These positions will provide leadership and focus to the College's efforts to improve student retention, persistence, and completion.

4.C.4. CLC works closely with the Minnesota State system office to ensure the quality and consistency of data used to track student success. Core methodologies and definitions are derived from the Integrated Postsecondary Education Data System definitions and data practices are established by the Minnesota State system. [Standard definitions](#) were created for all Minnesota State system measures and vetted through the Minnesota State Institutional Research group, which is composed of system office research staff and research personnel from every member institution.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

CLC is an institution centered around teaching and learning. The College's mission, vision and values emphasize CLC's commitment to excellence in education and service to our students and community, and also provide the framework for strategic planning at the College. Through College practices such as academic analysis and program review, specialized accreditation, student learning assessment, and transfer credit evaluation, all members of the CLC community work together to ensure high quality educational programs, learning environments, and support services. Faculty and staff exercise authority over curriculum and program development as evidenced by a transparent and thorough AASC process ensuring rigorous and consistent learning outcomes.

Over the next few years, we expect to improve by:

- Enhancing our systems for managing assessment data and reports; both our Career and Technical program-level and Liberal Arts assessment information need information management support;
- Continuing to integrate assessment evidence "organically" into academic and administrative decision-making; this requires more attention to what we have learned from assessment, rather than just what we did to assess;
- Enhancing support for program-level assessment; some of the inconsistency in gathering and using assessment evidence in departments and programs is attributable to the difficulty of tracking the assessment activities of more than 60 different academic programs.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A.1. CLC serves undergraduate students on campuses in Brainerd and Staples, and through distance education. In addition, the College serves high school students through dual enrollment, which CLC refers to as College in the Schools (CIS). The College's fiscal resources, human resources, facilities, and technology infrastructure are sufficient to support its operation.

Fiscal Resources

[Minnesota State Policy 7.3 Financial Administration](#) and [Procedure 7.3.16 Financial Health and Composite Indicators](#) provide the operational framework for the fiscal resources of CLC. State of Minnesota appropriation and tuition are the two primary sources of revenue for CLC. The Minnesota State system receives funding from the state of Minnesota for its operations. Central Lakes College receives a percent share of that state appropriation through the Minnesota State Allocation Framework. While CLC has experienced an overall decline in fiscal resources over the past several years, the College has successfully made budgetary adjustments to reduce costs while both increasing and maintaining a strong [Composite Financial Index](#) (CFI) during this same time frame.

The College has a history of strong financial management, as discussed in Criterion 2, and is responsive to changes in enrollment and other fiscal projections. To ensure accountability and fiscal viability, the Minnesota State system office monitors key financial measures including:

- enrollment,
- cash-based financial risk factors (year-end fund balance and decrease in fund balance),
- accrual-based financial risk factors (composite financial index (CFI) score),
- facility-based risk factors, and
- energy consumption reduction.

As a part of the System's routine monitoring, institutions experiencing enrollment decline, reduced investment in repair and replacement, and/or reduced energy savings are required to submit plans to address any declines or unmet targets. To this end, CLC submitted an [Enrollment Plan](#), [Repair and Replacement Plan](#), and [Energy Management Plan](#) to Minnesota State in December of 2016 in response to the triggers. The reports demonstrate that the College has analyzed the rationale for the changes, examined forecasting variables, and taken appropriate steps to ensure fiscal strength in the future.

Fiscal Resource Availability

Because fiscal resources available have declined in recent years, the College has taken steps to reduce expenditures by a total of \$2.2M through 2019 to position the institution for the future (as described in Planning for the Future: Fiscal Adjustment below). The primary factors impacting fiscal resource availability include tuition and fees in the context of enrollment declines, compensation increases, tuition freezes and rollbacks, and components of the Minnesota State funding allocation model, as described below.

Enrollment Declines

[Enrollment](#) at CLC peaked in FY2011 and has been declining since that time, while College in the Schools enrollment continues to increase. Enrollment declined by 9.5% (283 FYE) in 2015-2016, and declined by an additional 3.7% (100 FYE) in 2016-2017. CLC anticipates enrollments will remain level after FY2017 as demographics show stabilization and subsequent growth in Minnesota high school graduation numbers. However, in order to ensure conservative and realistic planning for the future, the College took measures to reduce expenditures for \$2.2M through 2019 and is modeling three levels of enrollment in our FY2018 budget.

In order to mitigate the impact of reduced revenue on Student Life activities, including athletics, cultural and student government/club accounts, the [Student Life Committee recommended](#) a 3.24% overall increase in student fees for the 2017-18 academic year. The rate increase, in concert with reductions and re-allocations, helped mitigate the fee revenue reduction stemming from multiple years of enrollment decline. As a result, [Student Life budgets](#) maintained structural balance and continue to meet student needs.

In 2017-18, CLC will charge a [tuition rate](#) of \$159.08 per credit, plus the required fees listed below, which are charged on a per credit basis:

- MN State College Student Association Fee - \$0.35
- Technology Fee - \$10.00
- Athletics Fee - \$4.20
- Student Activity Fee - \$5.35
- Facility Access Fee - \$2.50

Online and hybrid classes are charged a tuition rate of \$189.08 per credit, plus the fees listed below, which are charged on a per credit basis:

- MN State College Student Association Fee - \$0.35
- Technology Fee - \$10.00
- Athletics Fee - \$4.20
- Student Activity Fee - \$5.35

Compensation

One factor contributing to declining resources has been increasing compensation for state employees. For the last two biennium (FY14-15 and FY16-17), compensation has exceeded the Board of Trustees estimated settlements by 1.25 – 1.50%. Minnesota State campuses were given planning assumptions in the range of 3% total compensation increases. However, actual collective bargaining unit settlements resulted in average salary increases of 3% each year, in addition to a 6.5% increase in employer paid health insurance costs. For 2016-17, Minnesota State planning estimates for salary increases were 3.0% per year, and Minnesota Management and Budget instructed state agencies to plan for 0% increases in health insurance premiums. Actual across-the-board salary increases were 2.5% for both FY2016 and FY2017, and health insurance premium increases were 7.4% in FY2016 and 6.6% in FY2017, as indicated in the chart of [State of Minnesota Salary Settlements](#).

Tuition Freeze/Tuition Roll Back

In 2013, the Minnesota State Legislature mandated a tuition freeze for all Minnesota State colleges and universities beginning in 2013-14 and continuing through 2015-16. This tuition freeze applied to base tuition as well as all differential tuition charged to students. In 2016-17, a mandatory 1% tuition roll-back was enacted for all two-year colleges within the Minnesota State system. Although the Minnesota State Legislature funded state appropriation in lieu of a tuition increase, CLC absorbed the additional cost of instruction in the general fund budget. The chart of [Minnesota State Average Annual Tuition and Fees from FY2008 through FY2017](#) provides details of the impact of these legislative mandates.

Minnesota State Allocation Model

Minnesota State allocates funding from the Minnesota State Legislator through an enrollment-based allocation model which determines the percentage of the funds received by each institution (percent share). CLC's percent share of the model had increased since FY2010 due to a period of significant enrollment growth; however, since experiencing ongoing enrollment decline, our percent share has also declined. [State appropriation funding per FYE](#) has increased since FY2014

due to state appropriation received in lieu of tuition, increasing from \$2,757 per FYE in 2012-13 to \$3,902 per FYE in 2016-17. However, the potential revenue increase was offset by the coinciding tuition freeze/roll-back in FY2017. Considering all variables, CLC is projecting and planning for a minor decline in percent share for FY2018 due to the aforementioned enrollment declines and other allocation methodology changes.

Institutional Fiscal Health

Positive indicators of institutional health include composite financial index as well as carry forward and reserves:

Composite Financial Index

The Actual CFI component measures Primary Reserve Ratio, Return on Net Position, Viability Ratio, and Operating Margin. The College's values have remained strong over the past five years:

	FY2012	FY2013	FY2014	FY2015	FY2016
Central Lakes College Actual CFI	.86	1.89	4.15	3.98	4.27

CLC's June 30, 2016, accrual based cash on the [financial statements](#) increased from \$14.6 million to \$16.5 million for all funds. The unrestricted net assets category increased from \$11.1 million to \$11.9 million. The change in net assets increased from \$1.2 million to \$3.4 million. The negative operating margin increased slightly from a positive \$13,000 to a negative \$21,000. The College's FY2016 actual CFI result of 4.27 was an increase over FY2015 actual CFI result of 3.98. This increase is primarily due to the \$4.3 million capital improvement project at the Staples Campus, completed and capitalized during FY2016. The actual CFI component measures of primary reserve ratio, return on net position, and viability ratio have increased, while the operating margin has remained flat. The operating margin continues to be a challenge on an ongoing basis, due to declining enrollment, enrollment mix, and tuition freeze/roll-backs.

CLC's primary reserve ratio has increased each year since FY2012, from 0.39 to 0.85 in FY2016. The viability ratio has also increased each year since FY2012, except for a small decrease in FY2016. The viability ratio was 0.80 in FY2012, increased to 2.77 in FY2015, then declined in FY2016 due to additional debt with the Staples Campus capital improvement project. The return on net position has increased since FY2012, when it was a negative (0.15), to 0.93 in FY2016. There was a decrease in the return on net position in FY2015 as our operating margin decreased significantly. The operating margin ratio did increase from FY2012 (-0.18) to .46 in FY2014, but then fell back to 0.00 in FY2015 and FY2016.

The CFI has increased slightly each year since FY2012, with the exception of a small decrease in FY2015. CLC has focused on increasing the negative operating margin by ensuring we have net revenue from a variety of sources. However, the trend of declining enrollment has made this more challenging.

Carryforward and Reserves

CLC has focused on improving our financial position on an accrual basis the past few years. [Carryforward](#) increased from \$7,022,120 in FY2012 to \$12,600,648 in FY2016, at approximately 44% of general operating revenue. This was an increase of \$5,578,528, an average of \$1,394,632 per year over a 4-year period.

CLC has focused on increased carryforward in order to improve financial health. CLC's depreciation expense is approximately \$2 million annually. In order to maintain a positive operating margin, which is a measure of financial health, CLC must have excess revenues over expenses, on an annual basis of approximately \$2 million to cover depreciation expense. As carryforward increases and financial health stabilizes or improves, it provides opportunities to invest in strategic decisions for the College.

Central Lakes College reserves have increased from \$915,000 in FY2016 (5% of operating revenue) to \$1,912,658 in FY2016 (7% of operating revenue). Between 2006 and 2016, reserves as a percentage of general operating revenue increased by 2%. CLC has maintained reserve levels at 7% due to declining state appropriation, declining enrollment, and increased costs.

Planning for the Future: Fiscal Adjustment

Based on the aforementioned variables, as well as the fact that Fall 2016 enrollment declined more than projected, the new CLC President approached the budget from a longer-term perspective by looking at enrollment and other projections from Fall 2016 (FY2017) through June 30, 2018 (FY2018). Our President engaged the College community in a [Community Brainstorming Survey](#) to collect college-wide input with a focus on service to students and preserving positions. As a result of the input and other factors, CLC offered an early-retirement incentive (BESI) to employees in various employment categories. Fourteen employees were granted early retirement incentives in both full-time and phased retirement options during FY2017 and, in addition to these early retirement incentives, position vacancies in nine departments were not replaced. The College reduced administrative positions, increased operating efficiencies (i.e., reduced operating budgets, delayed equipment purchases), and strengthened academic programs by reducing course sections, thereby, increasing percent capacity of offered courses. The result of these efforts was an institutional right-sizing through the implementation of \$2.2 million in [budget strategies](#) to create a structurally balanced budget through FY2018, while ensuring that services to students were not compromised.

The College has also invested in strategic enrollment management, recruitment, and retention to ensure that the enrollment declines which are at the core of the fiscal challenges stabilize and move in a positive direction. Early indicators suggest progress, with [enrollment currently equal to last fall](#) and [early retention metrics showing advancements in part-time students and students of color](#).

Human Resources

The College employs approximately 250 faculty, staff, and administration. As a part of the Minnesota State system, faculty meet minimum qualifications for faculty as established by the system and described in Criterion 3.C. The most recent IPEDS student-to-faculty ratio was 25. This ratio allows for personal attention for students balanced with efficient operations for the college. The state of Minnesota (Minnesota Management and Budget), Minnesota State Board of Trustees, collective bargaining agreements, and Human Resources staff are responsible for policies and procedures regarding the supervision of employees as discussed in Criterion 2 and 3. The College monitors the number of full-time equivalent (FTE) employees by bargaining unit employed within all college funds. [Staffing changes between FY2012 and FY2016](#) show a decreasing trend in employee FTE from a high of 273 FTE employees in 2012 and a low of 253 employees in FY2016. However, enrollment declines during this period of time ensure the reduced employee FTE is in-line current student enrollment.

Physical Infrastructure

Under [Minnesota State Policy 6.4 Facilities Planning](#), system institutions are required to develop a Facilities Master Plan to assure short and long-range planning of college and university facilities. Further, *"it is the policy of the Board that the facilities of state colleges and universities are to be used primarily for purposes of fulfilling the college's or university's missions of teaching, research, and public service."* Central Lakes College developed a Facilities Master Plan in 2001 and a Facilities Master Plan Update in 2009, followed by an additional [Facilities Master Plan Update in 2014](#). CLC uses the Facility Master Plan to drive future Capital Projects and facility priorities for the college, as indicated in the [Facility Master Plan Summary June 2016](#). The Minnesota State system has a [Guide to the Comprehensive Facilities Plan](#) that is used in the preparation of the Facility Master Plan. The college includes campuses in Brainerd and Staples approximately 32 miles apart.

The [Brainerd Campus](#) is housed in one main building and supplemented by five small auxiliary buildings for child care, greenhouse, storage, and athletic press box functions. The Brainerd Campus includes spaces for a Dental Community Clinic, library, theater, labs, shops, classrooms, support spaces, offices, and a gymnasium. 341,925 gross square feet make up the Brainerd main building. CLC has put forth a new Capital Bonding Project that would renovate [Student and Academic Support](#) spaces on campus. The project is currently number 16 on the capital bonding list (for \$455,000 in planning funds) with a projected cost of \$11.378 million, and is slated for potential discussion during the 2018 Minnesota Legislative Session. The CLC Foundation recently obtained an apartment complex adjacent to the college campus that will be used exclusively for [student housing](#).

Staples Campus, with a primary emphasis on career and technical programs, consists of three primary sites: Staples Main Campus, Staples West Campus and the Ag and Energy Center. Built in 1972, with an addition in 1994, the 179,140 square foot [Staples Main Campus](#) consists of classrooms, shops, labs, support spaces, offices, and dining commons. In 2015, the Staples Main Campus received \$4.3 million in Capital Project funding for a much needed renovation to hallways, student services, and diesel labs. The college recently signed a lease agreement with

Freshwater Education District to provide 9,280 square feet of offices and classrooms to support alternative education programs.

[Staples West Campus](#) is a 43,834 square foot building dedicated to Heavy Equipment instruction. Built in 1999, this site houses classrooms, simulation rooms, and offices. Heavy equipment and diesel equipment work bays were added in 2008 to the original structure. Outside the normal classroom and shop building, CLC maintains a 470 plus acre open air classroom for Heavy Equipment operator training.

Lastly, the Ag and Energy Center consists of an office, instructional and research building, plus eight auxiliary support buildings. The Ag/Energy Center Main building is 6,110 square feet. CLC's Ag and Energy and Viticulture programs utilize approximately 73 percent of the building, with the remaining space leased by the MN Department of Agriculture for office and research functions.

Included in the 2018 legislative request are three [HEAPR \(Higher Education Asset Preservation and Renewal\) projects for CLC](#), which are part of the first priority \$130 million request for the Minnesota State system. These HEAPR projects are critical to CLC as they focus on facility infrastructure needs, such as boilers, HVAC, roofs, etc.

CLC's [energy consumption rate of 62.77 KBtu/SF/Yr](#) is lower than the Minnesota State's average of 84.16 KBtu/SF/YR and the University of Minnesota's use of 134.92 KBtu/SF/Yr. Also, CLC has a current [Facilities Condition Index of 0.09 for 2014](#). Both of these measures are discussed below under Performance Metrics.

Technological Infrastructure

The Technology Services Department oversees the technology infrastructure for the College. The mission of Technology Services is *"to provide expert installation, repair, advice, assistance, and management services for all types of technology used by the Students, Faculty, and Staff of Central Lakes College. We believe in cost-effective, dependable and efficient systems, and strive to achieve excellence in system reliability, technical operations and support services to our users."* CLC is committed to being current with operational and classroom technology, and provides routine technology upgrades every three to four years. The [Technology Master Plan](#) outlines six strategic elements for the department:

1. Create a dynamic and engaging learning environment with classroom technology;
2. Enhance learning with reliable and flexible options for distance education;
3. Build and support innovative IT Services and Infrastructure;
4. Utilize Open Source and OER for cost savings;
5. Build and support a dynamic and exciting Web presence to deliver timely communications; and
6. Utilize Data Management services to assist with strategic decision making and to automate business processes.

Results from the [TechQual+ survey](#) were used to help develop the [2015-2017 Technology Master Plan](#). Key findings from the TechQual+ survey indicated Connectivity/Access, Technology and Collaboration Services, and Support and Training were areas rated with lower satisfaction. These three areas became part of the recommended actions in the [Technology Master Plan](#), which drove actions for the three years covered by the plan.

The Technology Fee Committee (consisting of a majority membership of students) reviewed the [ECAR survey](#). Improving WiFi access was a common theme in survey responses, and this became one of the formal recommendations from the committee that was considered when making budget decisions by the committee. The faculty Online Instruction and Technology Committee (OITC) will review the responses and provide recommendations in the fall. These recommendations will be included in campus-based initiatives carried out as a component of the Minnesota State system Strategic Framework and Charting the Future action plan.

The Minnesota State System Office provides a number of shared systems that are critical to the College. Instructional support, financial, and human resources data are collected and stored primarily using the following required applications:

- Integrated Statewide Records System (ISRS) is an online information system used by all Minnesota State institutions for student records, human resources, and financial information.
- Minnesota Accounting and Procurement System (MAPS) integrates the State's accounting and procurement functions into a single graphical user interface.
- State College and Universities Personnel/Payroll System (SCUPPS) is an online information system used to records specific personnel and payroll information and to process Human Resources and payroll transactions.
- Statewide Employee Management System (SEMA4) is the State's payroll, human resources and benefits system. The "4" in the title represents four functions: human resources processing, payroll processing, benefits processing, and reporting.
- Desire to Learn Brightspace (D2L) is an online course management system, with courses administered and supported locally by Technology Services Department staff.

CLC faculty, staff, and students have access to local IT support personnel at both campuses. The Help Desk maintains regular service hours for in-person and phone assistance. In addition, all faculty, staff, and students have access to the online [Support Center](#) providing online resources, including IT knowledge base, digital library resources, virtualization services/software, and a host of other online resources and support mechanisms.

Performance Metrics

The College's fiscal resources, human resources, facilities, and technology infrastructure are sufficient to support its operation as evidenced by several [Minnesota State Strategic Framework Performance Measures](#) and highlighted within the Minnesota State Trends and Highlights reviews. [CLC's Institutional Support Expenses as a Percent of Total Expenses](#) was 10.3% in

FY2015 and 11% in FY2016, below the Minnesota State Colleges average and well within the Minnesota State performance target set for Central Lakes College.

CLC's [energy consumption rate of 62.77 KBtu/SF/Yr](#) is lower than the Minnesota State's average of 84.16 KBtu/SF/Yr and the University of Minnesota's use of 134.92 KBtu/SF/Yr. CLC is reaching the end of a Guaranteed Energy Savings Program that began in 2007. Improvements in the cost of LED lighting have provided an outlet for conservation as we renovate existing work areas, completing fixture replacement in three different program work bays in the past year. In 2016, we began water conservation measures by eliminating 2.4 acres of grass cutting and planting it with prairie grass and wildflowers during the summer of 2017.

CLC has a current [Facilities Condition Index of 0.09 for 2014](#). This breaks down to 0.07 Brainerd Campus, 0.12 Staples Campus, for a total of 0.09 for CLC. This compares favorably to the Minnesota State system average FCI of 0.10 for 2014. The lower the index, the better, as the FCI reflects Deferred Maintenance divided by Current Replacement Value.

5.A.2. The general finance provisions and actions of CLC are governed by Minnesota State Board policy and procedure. [Minnesota State Policy 7.1 Finance and Administrative Authority of the Board, Chancellor and Presidents](#) states, *“All financial and administrative policies are in support of the Minnesota State Colleges and Universities' educational mission.”*

The System further outlines policy governing financial administration in [Minnesota State Policy 7.3 Financial Administration](#) which states:

The president is responsible for assuring financial administration for a college or university in conformance with Board policies and system procedures. System procedures will provide for the assurance that:

- *financial records are complete and safeguarded;*
- *financial information is accurate, reliable and useful for management reporting; and*
- *financial management methods support short term and longer term system and college and College strategic objectives.*

The primary fiscal resources for CLC consist of student tuition and state allocation, as filtered through the Minnesota State Allocation Framework. The vision for the allocation framework is to recognize the diversity of Minnesota State students' needs and the unique educational goals of each institution. Allocation framework components consist of instruction and academic support, student services and institutional support, facilities, library, research and public services, and tuition off-set.

CLC has a [well-defined budget process](#) that manages the College's resource allocation and promotes interaction of all stakeholders and stability of the College. Major fiscal and facilities decisions are informed by the Fiscal Facilities Committee, which includes faculty, administrators, staff, and representation from Student Life. Recommendations from this committee are forwarded to the MSCF Union and Shared Governance for consideration. The

College's budget planning process begins with [annual budget assumptions](#) and allows for all campus departments to submit [annual budget requests](#) identifying needs for the upcoming year, and indicating how they connect with CLC's Strategic Plan. A review of the College's [expenditures by functional category](#) demonstrates expenditure of resources in support of the College's educational purposes.

Additionally, the College files financial reports and statements, subject to audit, on an annual basis as outlined in [Minnesota State Policy 7.4 Financial Reporting](#). Annual Financial Reports (for the [years ended June 30, 2016 and 2015](#), and [years ended June 30, 2015 and 2014](#)) and corresponding supplements ([2016/15](#) and [2015/14](#)) demonstrate a strong history of financial management.

5.A.3. CLC's goals are realistic in light of the College's organization, resources, and opportunities. The College's [Mission, Vision and Goals](#) (see Criterion 1.A) are aligned with the College's Strategic Plan and [Minnesota State Strategic Framework](#).

At Central Lakes College, we --

- *are committed to a supportive environment for the growth and development of students from diverse cultural, ethnic, economic, and education backgrounds*
- *offer liberal arts, technical education, and customized training programs of proven high-quality that are accessible and affordable and that lead to employment, skill enhancement, or transfer to other institutions of higher learning*
- *anticipate and respond to the needs of business and industry in a globally competitive economy*
- *encourage and support cultural enrichment, life-long learning, civic responsibility, and community development*

Since 2008, CLC's Mission Statement, "*We Build Futures*," has provided the foundation to CLC's work, with review of the mission embedded in the College's strategic thinking and plans, most recently documented on the cover of the current 2015-2017 CLC Strategic Plan Summary. Each component of the [Strategic Plan is guided by a particular individual](#), and attention to resource availability ensures that the goals are realistic and achievable in the context of CLC's resources.

CLC is an open door, comprehensive educational institution that is committed to responding to the educational needs of its changing community. The largest portion of the college's expenditures, approximately [77% in FY2016](#), support instruction and student support services, all directly driving student outcomes and success.

The College's performance is measured and reported annually through the [Minnesota State Strategic Framework Performance Measures](#). Performance on each defined metric is evaluated from three perspectives: 1) trend in institutional performance over time, 2) performance level in relation to the institution's goals, and 3) performance in relation to the Minnesota State Colleges

average. A review of progress in achieving the College's long-term goals highlights increased performance, maintained performance, and opportunities for improvement.

The Minnesota State Strategic Framework Performance Measures, however, do not address all of the articulated goals within the College's statement of goals. In particular, and noteworthy, is the College's commitment to professional development. Professional development at the College has maintained a strong presence with long-standing opportunities governed by collective bargaining unit contracts (i.e., [professional development funds](#) and annual institutional offerings such as [In-Service Days](#), [Staff Development Day](#)).

5.A.4. CLC has appropriately trained and qualified staff in all areas of the College. Most staff positions are covered by a collective bargaining agreement. The majority of Student Support and Operations Support staff fall within the American Federation of State, County, and Municipal Employees (AFSCME), Minnesota Association of Professional Employees (MAPE), and Middle Management Association (MMA) bargaining units, along with the Commissioners Plan and Managerial Plan. Positions are categorized by [Minnesota Management and Budget \(MMB\)](#) using job classification specifications that outline a general description of the kind of work performed by an employee and the knowledge, skills and abilities required.

Using MMB classification specifications, position descriptions and classifications are developed by Human Resources, who oversee the hiring process. Position description templates used for the development of position descriptions ([staff](#) and [administration](#)) require articulation of both minimum qualifications and preferred qualifications for a position. Minimum qualifications and preferred qualifications for positions are also clearly stated within position postings ([faculty](#), [AFSCME](#), [MAPE](#)) and job advertisements.

All CLC employees receive an [annual performance review](#). Goals and specific training opportunities are identified as part of this review. The Minnesota State system and Central Lakes College offer many staff training opportunities, including:

- Mandatory training by MMB/Minnesota State
- [Frontline Leadership: Science of Supervision](#)
- Frontline Leadership: Art of Supervision New Administrator Orientation
- Required/Highly Encouraged Employee On-line Orientation Code of Conduct
- Public Jobs, Private Data Optional Training
- [Minnesota State Luoma Leadership Academy](#)
- [Minnesota State Executive Leader Development program](#)
- Professional development opportunities through their department and/or bargaining unit funds
- Human Resources workshops for supervisors and employees
- Finance for the Non-Financial Administrator
- AFSCME and MAPE Annual [Frontline Conference](#)

5.A.5. Within the budgeting framework guided by state regulations, Minnesota State Board

Policy, and Minnesota State system oversight outlined in 2.A.1, the College has a well-developed process in place for budgeting and monitoring expense. The primary funds of the College include General Fund and Student Life (Student Activity and Athletic) Funds.

The College's General Fund Budget addresses salary allocation, operating allocation, equipment/technology allocation, facilities allocation, college reserves, and carryforward of operating budgets. The College's General Fund budget is developed following a [budget planning process timeline](#). The College's budget planning timeline is influenced by the biennial nature of the State's budget process and Minnesota State Board setting of tuition and fees. The Colleges' [Fiscal/Facilities Committee](#), [Student Life Committee](#), [Technology Fee Committee](#), Student Senate, Administrative Team, Shared Governance and other committees are involved in the budget review and allocation process.

A [monthly All Funds Budget query](#) is run and shared with all administrators and supervisors as a tool for budget monitoring, as well as other monthly queries/reports for specific departments (Ag/Energy Center, Student Life), and grants. In addition, the College Budget is reviewed on a monthly basis by the Vice President of Administrative Services and Director of Business Services to monitor College revenue and expenses.

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1. The Minnesota State system is governed by a 15-member Board of Trustees appointed by the Governor of the State of Minnesota. Trustees, as the governing board for the College, maintains current knowledge of the College and provides oversight. [Minnesota State Statute #136F.06 Powers and Duties](#) states that:

The board shall possess all powers necessary to govern the state colleges and universities and all related property... the board shall prescribe conditions of admission, set tuition and fees, approve programs of study and requirements for completion of programs, approve the awarding of appropriate certificates, diplomas, and degrees, enter into contracts and other agreements and adopt suitable policies for the institutions it governs. To the extent practicable in protecting statewide interests, the board shall provide autonomy to the campuses while holding them accountable for their decisions.

As required by [Minnesota State Policy 1A.2 Board of Trustees](#), the Board of Trustees maintains a board approved [calendar of scheduled meetings](#) to provide oversight of Minnesota State system affairs. The Board of Trustees has [standing policy committees](#), including Diversity, Equity and Inclusion, Finance and Facilities, Academic and Student Affairs, Human Resources, Audits, and an Executive Committee.

Presidents of Minnesota State Colleges report to the Minnesota State Chancellor, who reports to the Minnesota State Board of Trustees who, in turn, are accountable to the Minnesota State Legislature and ultimately, the taxpayers of Minnesota. Though management of the institution is delegated to each college president in order to promote effective leadership and autonomy, the Board is given all powers necessary to govern the colleges, and is intimately knowledgeable about each college. Following are some examples which show the nature of the Board of Trustees' involvement in the individual college:

- Financial reports are sent to the Office of the Chancellor on a scheduled basis to apprise the Chancellor's office and the Board of Trustees of various financial information such as amount in reserves, spending, and other relevant financial information.
- The [Minnesota State Accountability Dashboard Strategic Framework Performance Measures](#) provides the Board with comparative results with other Minnesota State institutions in key areas such as quality of graduates, demographics, student success, affordability, diversity, and efficient use of financial resources.
- College presidents are approved and hired by the Board of Trustees.
- The Office of the Chancellor and Board of Trustees review facility usage, cost per square foot, and other facilities-related matters for each Minnesota State college. All building or major improvement projects go through an exhaustive process that ultimately results in Board of Trustees denial or approval to forward to the State Legislature.

Additional information regarding policies and procedures that ensure appropriate oversight for financial and academic matters is presented in Criterion 2.A and 5.A.

5.B.2. While the College president and executive team serve as primary decision-makers, CLC utilizes a shared governance process that engages the administration, faculty, staff, and students in the governance of the institution as discussed in 2.C.4. CLC's [Decision-Making Process](#) clearly reflects the primary ways in which the College formally engages its internal constituencies through the [committee structure](#) and other input groups. Bargaining agreements with AFSCME, MAPE, MMA, and MSCF give guidelines concerning regular meet-and-confer activities. Through the [Shared Governance Council](#), College administration meets regularly during the academic year with MSCF leadership and confers on core functions and activities. Monthly Shared Governance agendas and minutes are distributed to all CLC employees and are available on SharePoint.

Along with Shared Governance, the College has a clear [organizational structure](#) that identifies lines of authority between employees, departments, colleges, and divisions. Opportunities for engagement are available for faculty, staff, and students within department, college, divisional, and [institutional committees](#) (e.g., international education committee, search committees, task forces, and work groups) beyond the meet and confer structure.

Less formal opportunities are also available to faculty, staff, and students to give input into the college's operation. President Charlier conducted informal meeting with different constituent groups over three months in the summer and fall of 2016, the results of which were compiled a [Strengths - Opportunities - Culture](#) analysis. Additionally, in August of 2016, President Charlier conducted a [Community Brainstorming Survey](#) to gather ideas from the College community to assist with budget planning. The President conducts monthly [Town Hall Forums](#) and the Vice President of Academic and Student Affairs conducts the [Academic Café](#) on an as needed basis. These unstructured meetings are open to all and provide an opportunity to ask questions, problem-solve, or exchange updates and information with senior administrators.

Student involvement is mandated by [Minnesota State Policy 2.3](#) and [Procedure 2.3.1 Student Involvement in Decision-Making](#). Student association representatives are engaged in monthly meetings with the administration to discuss issues of mutual concern. In addition, the [Student Life Committee](#), [Technology Fee Committee](#), and the Student Senate work cooperatively with the [Fiscal and Facilities Committee](#) as part of the budget and tuition consultation process for determining tuition and fees and college budgets. The Vice President of Administrative Services meets directly with Student Leadership, and [Administrative Leadership](#), throughout the academic year to share financial information and receive feedback on the CLC budget, including tuition/fees.

All policies and procedures are publicly available on the [CLC website](#) or the [Minnesota State Colleges and Universities](#) website for system-wide policies and procedures. Any additions or changes to College policies are vetted through specific constituent groups.

5.B.3. The College has established policies and procedures that provide administration, faculty, staff, and students opportunities to contribute and collaborate in setting academic requirements, policy, and processes.

Academic requirements are overseen by the Academic Affairs and Standards Council (AASC), which is made up of members from both faculty and administration (see 3.A.1). [AASC meets bi-weekly](#) throughout the academic year, with additional meetings scheduled as needed. [AASC agendas](#) are distributed to all CLC employees, and AASC meetings are open to anyone desiring to speak to proposals being addressed by the committee.

All curriculum and program proposals are reviewed and managed using the [College's Curriculum Navigator](#) system. Changes in curriculum and program requirements must be submitted through a proposal within Curriculum Navigator and advance through the review and approval process. AASC committee members and faculty receive automatically generated email notification of proposals when they are submitted and as they proceed through the workflow process. Committee members are tasked with reviewing each proposal and coming prepared with questions and concerns that are addressed by a representative of the proposal at the meeting, normally the faculty member or dean who submitted the proposal. Anywhere in the [workflow](#), the proposal can be sent back to the original author for clarification or change. This system provides transparency to the process, protects academic freedom, supports collaboration, and maintains appropriate decision-making and academic integrity.

All College policies and processes related to academic and student affairs are vetted through CLC's [Decision-Making Process](#), with final review at the Shared Governance Council, allowing opportunities for contribution and collaboration from the entire College community. A recent example is the review and approval of revisions to the College's [policy regarding PSEO students](#). Administration proposed a revision to the existing policy to include language regarding course registration restrictions for PSEO students. This proposed revision was presented to Deans and Directors, Operations Council, Student Life Committee, and to all faculty and staff by email for comments before approval by the [Shared Governance Council](#).

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1. Central Lakes College's Mission, Vision and Values is the focus and driving force behind all [strategic planning](#) and budgetary decisions. The [budget planning process](#) outlines the expectation that the college investment of resources must align with institutional priorities and master plans, both during times of reduced resources and when there are additional resources. As the current [CLC Strategic Plan 2015-2017](#) comes to a close, the [planning process to launch the next strategic plan began in summer of 2017](#). A [timeline has been created](#), and details about development of the next strategic plan will be presented to faculty and staff at the [August In-Service](#).

As a comprehensive, two-year public institution, CLC takes its mission of serving the educational and training needs of Central Minnesota very seriously. To this extent, \$29,049,000 of \$37,561,000 or [77% of FY2016 core expenses as defined by IPEDS](#) was spent on instruction, academic support or student support staff. Also, [60% of full-time and 64% of part-time CLC employees are either instructional staff or student support staff](#). Additionally, the budget planning process requires that all [budget requests](#) demonstrate direct alignment with specific components of the strategic plan.

Finally, for the FY2018 budget year, the College has established an innovation fund of \$100,000. Guided by the College's mission, vision and values, and strategic plan, initiatives relating to advancing student success will be identified in fall of 2017. Projects may include, but are not limited to, student success, retention, completion, and application to HLC's Persistence and Completion Academy.

5.C.2. CLC links its processes for assessment of student learning, evaluation of operations, planning and budgeting. The [Institutional Effectiveness Framework](#) clearly reflect the College's integrated planning process linking the strategic plan with assessment and master plans in key areas of the College. These master plans support the strategic plan (as further evidenced by the [Strategic Planning Linkage Matrix](#)) and provide direction and focus for areas such as [academic](#)

[and student affairs](#), [technology](#), [facilities](#), [enrollment management](#), and [diversity](#). For example, to support the strategic direction of providing "academic quality," the academic master plan identifies strategies to [enhance academic assessment by engaging faculty in efforts to develop, measure, analyze, and enhance student learning outcomes at the course, program, and institutional levels](#). In 2017, this initiative resulted in tangible [recommendations](#) about how the College can improve student learning.

CLC's annual budget process is clearly linked to planning (see [Strategic Planning Framework](#)) and provides opportunity for all departments to request funds for staff, operating needs, equipment, technology and facilities. As part of the [budget request](#), each department also identifies their department goals, the relationship between their budget request and their department assessment plan or work plan, and what strategic goals are supported by their budget request. College administration then [reviews the budget requests](#) in conjunction with the [strategic goals and assessment plans](#).

CLC continues to focus on ways to link our strategic goals, assessment plans and budget. In the spring of 2017, the College compiled [priority themes](#) that emerged through the assessment process, budget requests, and [community brainstorming survey](#) and include CLC's strategic plan goals, mission, vision and values. Multiple [Strategic Priority sessions](#) were then held for CLC employees and students to come together and discuss the priority themes. The results will be compiled and used in the planning and resource allocation process, including implementation with the final budget scenarios and for grant targeting.

Fully aware of the difficulty and necessity of engaging faculty in the college's student learning assessment efforts, CLC has improved its assessment program over the last decade by increasing faculty expertise, participation, and engagement. First, in ensuring that the program is faculty-driven by offering release credits and faculty development opportunities (e.g., HLC conference) to faculty who guide the assessment program. Second, in creating a process that involves cyclical analysis, acknowledgement, and celebration of assessment work--through annual reports and reviews--across faculty and administration groups. Third in devoting an entire in-service day to assessment--including the analysis and discussion of student learning, tied to the college's strategic planning efforts.

5.C.3. The [Strategic Planning Framework](#) reflects the relational nature of planning in all areas of the College community. [CLC's Strategic Plan](#) guides all levels of planning at the institution. The plan is the result of significant input from internal and external constituents. The inclusion of community members, as well as faculty, staff, and students, provides a variety of perspectives and ensures that the plan meets the needs of the region and students.

Regional input is important in the development of the strategic and master plans and in establishing the priorities for the annual work plan. Community stakeholders providing input into planning include those serving as members of the [President's Regional Advisory Committee](#), College in the Schools (CIS) Advisory Committee, and [CLC Foundation Board of Directors](#) to ensure input from a wide range of sources. Additionally, all [career and technical program advisory committees](#) include program faculty members, students, industry experts and employers. These advisory committees meet annually to analyze the current state of programs, review assessment data, recommend budgets and plan for the future.

Integrated planning at CLC brings together [Minnesota State system planning](#), [College Strategic Planning](#), Various Master Plans ([Academic Master Plan](#), [Facility Master Plan](#), [Technology Master Plan](#), [Diversity, Equity and Inclusion Master Plan](#), [Enrollment Management Master Plan](#), [Affirmative Action Plan](#), [Marketing Plan](#)) and other divisional work plans.

The perspectives of internal constituent groups are also critical to the planning process. All CLC employees and student activity groups submit annual budgets, which are compiled and made available on the College's SharePoint to all constituents. Queries of various request types (i.e., staffing, operating, equipment/technology, facilities, department goals, department assessment plans/annual work plans, and strategic goals linkages) are available to everyone on CLC SharePoint. Committees involved in the budget process include [Fiscal/Facilities Committee](#), [Student Life Committee](#), [Technology Fee Committee](#), Student Senate, [Administrative Team](#), and [Shared Governance](#). [Minnesota State Policy 2.3](#) and [Procedure 2.3.1 Student Involvement in Decision-Making](#) gives students voice regarding budget and tuition/fees, both in terms of the overall college budget, but also in terms of student life and technology fee committees that have a majority of students as members. Agendas, minutes, preliminary budgets, and budget scenarios are available on SharePoint for student life, technology fee, and general college budget so the overall college community can monitor progress of budget requests. President Charlier provides planning and budget updates to the President's Regional Advisory Committee on a twice a year basis.

One particular example of the integrated nature of planning is the involvement of many stakeholders in the development and execution of the facilities master plan. The CLC [Facilities Master Plan Committee](#) is made up of community, faculty, staff, administrators, and students. The [Facility Master Plan Update](#) was completed in May 2015. One primary outcome of the [CLC Facility Master Plan](#) was the identification of need for a [significant remodel project at the Brainerd Campus, impacting student services and academic support departments](#). A Brainerd Student Services and Academic Support Task Force was formed to work with an architect and CLC administration to create a pre-design outlining the scope of work and cost of this project. In addition to the Task Force, CLC held multiple charrettes where CLC employees and student leadership were invited to participate in a facility planning exercise to further inform this project. In the fall of 2016, an \$11.378 million project was submitted to the Minnesota State system as part of the 2018 Capital Bonding Cycle. This project has been identified as the 16th priority as part of the [Minnesota State Capital Bonding Request](#) for the 2018 Legislative Session. The 2018 legislative request is for \$455,000 in planning funds, which will allow CLC to hire an architect to work with the CLC community to prepare the project for construction funding, which would be requested for the 2020 Legislative Session.

5.C.4. CLC's budget process involves many stakeholders throughout the budget process and is based on a clear understanding of the College's current resources. CLC begins its budget process by connecting to the CLC strategic plan goals, mission, vision, and values, and identifying [budget assumptions](#) for the upcoming budget cycle. In the fall of 2016, CLC's enrollment declined beyond initial projections. As a result, budget adjustments were made to balance the budget. The first step in this process was the decision to evaluate projected resources beyond FY2018 and establish budget parameters through FY2019. CLC's budget shortfall was estimated to be \$2.2 million through June 30, 2018, based on enrollment, state appropriation, and contract settlement estimates. Through a process which included college-wide input, modeling, and

communication, by November 2017, CLC had an [overall plan to balance the budget through FY2018, which was shared with the entire College community.](#)

In Spring 2017, CLC further refined its budget targets, creating [12 scenarios](#) based on three levels of enrollment (unchanged enrollment, 2% increase in enrollment, and 3% decrease in enrollment), and four levels of state appropriation:

- consistent state appropriation,
- state appropriation increase in lieu of a 3% tuition increase,
- state appropriation at the Governor's budget recommendation (\$125 million), and
- state appropriation at 50% of the Governor's budget recommendation (\$62.5 million).

In order to ensure that all stakeholders understood and could participate in the decision making process, the details of all [budget scenarios](#) were presented to [Operations Council](#), [Cabinet](#), Student Senate, Student Life Committee, Shared Governance, and all [employees via email](#). The expense projections remained the same in all scenarios, as the staffing framework was determined in the Fall 2016 budget planning. The 12 scenarios had a financial spread of approximately \$1.5 million, from a shortfall of \$500,000 to a surplus of \$1,000,000. The three enrollment scenarios, with a 5% enrollment change, impact revenue by approximately \$500,000 as 1% enrollment change is approximately \$100,000 in revenue. The four state appropriation scenarios had a spread of approximately \$1 million, ranging from no increase to an increase of approximately \$1 million based on the Governor's recommendation of \$125 million. The [Minnesota State system requested \\$143 million in base funding](#), with the understanding that if the system were fully funded, we would not increase tuition. All of CLC's assumptions included no increase in tuition, based on this assumption.

At the conclusion of the 2017 Minnesota legislative session, the Minnesota State system received \$91.1 of its \$143 million in base funding. The funding amounts appropriated each year of the biennium (the structure of the appropriation) creates a structural budget issue in future years, as more money was appropriated in fiscal year 2018 than in fiscal year 2019. The ongoing base funding is lower in fiscal year 2019 than in fiscal year 2018, which creates a structure that cannot support cumulative and ongoing compensation and inflationary adjustments.

The Minnesota legislature included tuition restrictions for colleges, allowing up to a 1% tuition increase for FY2018, and mandating a tuition freeze for FY2019. CLC consulted with student leadership, and ultimately recommended and was approved for a 1% tuition increase for FY2018. Limited differential tuition increases in specific academic disciplines were also approved.

Based on the 2017 legislative session recommendations, CLC submitted a [balanced budget for FY2018](#). Because of the nature of the funding received, CLC set aside funding from FY2018 for FY2019 to offset the base funding reductions in FY2019. The 2018 Fiscal Year Budget was approved by the Minnesota State Board of Trustees on Wednesday, June 21, 2017, including tuition and fees.

[Strategic Priority sessions](#) held with employees and students assisted CLC administration in finalizing the budget after receiving significant feedback regarding overall College priorities, based on the strategic plan. Following the legislative session, CLC has a balanced budget, but does not have surplus funds to allocate. Therefore, College priorities will again be addressed in the upcoming academic year with an eye for external resources, and/or reallocation of funds.

The Cabinet and Administrative Team have reviewed data, including surveys and [CLC's Strategic Plan](#) and master plans ([Academic Master Plan](#), [Diversity, Equity and Inclusion Master Plan](#), [Enrollment Management Master Plan](#)) to measure progress toward meeting our goals. Enrollment changes and [program admissions](#) were reviewed to ascertain the reasons for fluctuations. CLC, as part of the Minnesota State budget process, submits enrollment projections for several years into the future. These enrollment projections take into account recent trends in enrollment, demographic changes in the region, including K-12 enrollments, and programmatic changes at the College. [Enrollment projections](#) are updated twice per year for the Minnesota State system, and CLC uses these enrollment projections for projected tuition revenue.

Due to the fact that enrollment drives the majority of the College's revenue, CLC has invested in a number of strategies as indicated in the [Enrollment Management Master Plan](#) to ensure that this critical measure stabilizes going forward. Examples include, but are not limited to, enhancing the registration process for students, investing in recruitment processes and personnel, and adding support programs for at-risk students. Early indicators of FY18 progress include the fact that financial aid applications are currently 15% higher than last year and that [enrollment for Fall Semester 2017](#) is currently trending approximately 1.5% higher than this time last year. This is a particularly positive indication in light of the fact that the [Minnesota State system is showing a 2.4% decline](#) in enrollment during the same time period.

5.C.5. [CLC's Strategic Plan](#) and key Master Plans are forward looking documents that are focused on positioning the College for the future, and provide integrated planning that ties together for a common focus.

The [Academic Master Plan](#) identifies not only academic goals for innovation and quality, but identifies strategies in both facilities and technology that focus on improving the student experience at CLC. At the same time, CLC's [Facility Master Plan](#) and [Technology Master Plan](#) identify these same strategies that support student learning. One example is creating flexible and dynamic learning environments on campus through the re-design of classroom furniture and classroom technology. As referenced in 5.C.3. above, the Student Services and Academic Support remodel project is a direct result of changing student demographics and planning for the future.

The [Enrollment Management Master Plan](#) and [Diversity, Equity and Inclusion Master Plan](#) both have goals that address current, and anticipated, demographic issues in our region. Specifically, both plans focus on improving the achievement gap, and creating a culture that is warm, welcoming, and supportive of our students, with emphasis on the non-traditional student experience. The plans recognize that our service area demographics are changing, and we need to respond to the changing demographics and needs of our region. Our Diversity, Equity, and

Inclusion Plan also focuses on increasing global awareness and cultural competency, not only for CLC students and employees, but the communities that we serve. CLC identifies the need to take the lead in these efforts, so that as demographics shift, CLC and the communities that we serve, offer a warm and welcoming support system for our students.

Finally, as indicated previously, CLC has embarked on developing a new strategic plan. This process began this summer with an [environmental scan](#) to ensure that the College is anticipating emerging variables such as changes in demographics, the economy, technology, and the workforce.

Sources

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- Budget - Technology Fee Narrative FY18
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- Budget Request Form, FY17
- Budget Request Form, FY17 (page number 3)
- Budget Request Summary
- Budget Request Summary (page number 4)
- Budget Request, FY18
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- Budget Scenarios, FY18
- Budget Strategies Memo
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- Charting the Future Report and Plan, 131120
- CLC Foundation Board of Directors
- Community Brainstorming Survey
- Enrollment Report, 170724
- Environmental Scan V2.1 Strategic Plan
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- Faculty In-Service, August 16-17, 2017
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- Fall Enrollment Comparison, 170723
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- IPEDS Finance Data
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- Minnesota State Capital Budget Master List, 2018
- Minnesota State Enrollment Projections
- Minnesota State Policy 2.3 Student Involvement in Decision-making
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- Operations Council Minutes 02.06.17
- Planning - Academic Master Plan
- Planning - Academic Master Plan (page number 9)
- Planning - Diversity Equity Inclusion Master Plan
- Planning - Enrollment Management Master Plan
- Planning - Marketing and Public Relations
- Planning - Strategic Plan, 2015-2017
- Planning - Strategic Plan, 2015-2017 (page number 8)
- Planning - Technology Master Plan
- President's Regional Advisory Committee Members, 2016
- Recommendations generated by Assessment Day 04_07_17
- Shared Governance Minutes
- Strategic Plan Email, 170630
- Strategic Plan Email, 170630 (page number 2)
- Strategic Planning Framework
- Strategic Planning Timeline
- Strategic Priority Forums Email
- Strategic Priority Forums Themes
- Student Services and Academic Support Renovation Project Timeline

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1. The CLC [Institutional Effectiveness Handbook](#) defines institutional effectiveness as "a process by which achievements and outcomes indicate how well the College's mission is being fulfilled." The [Institutional Effectiveness Framework](#) clearly links strategic planning at the Minnesota State system with strategic planning at all levels at CLC. Strategic planning drives institutional assessment, academic and program assessment, and student affairs assessment. All assessment results are then reviewed and considered as part of the next cycle of planning, assessment, and budget development. The [Strategic Planning Framework](#) is further evidence of the relationship between strategic planning, division planning, committee structure, and the annual budget process.

The College utilizes 22 measures from the [Minnesota State Strategic Framework](#) Performance Measures to document evidence of performance and systematically improve. This framework establishes annual and five-year performance targets. Performance in relation to the measures is reviewed by the College annually, used to guide institutional planning, and is reviewed by the president and chancellor to [develop the annual goals](#).

On an annual basis, [Department Fact Sheets](#) are produced reporting academic program performance information. A range of program performance information is publicly reported including, but not limited to full-year equivalent (FYE) students, Unduplicated Headcount (HC), Full-time Equivalent Faculty (FTE), student-faculty (FYE/FTE) ratio, Net Cost per FYE, Percent Capacity, Demographics, Completion Rate, and Related Employment Rate. The information reported in the Department Fact Sheets is used by academic departments and deans as part of the [Academic Analysis](#) to guide requests for additional resources, plan course offerings, and academic program review.

The College utilizes [SharePoint](#) to store important performance-related data and guide decision-making including areas such as [Institutional Research](#), [Program Review](#), [Student Learning Assessment](#), [Academic Program Analysis and Prioritization](#) and [Survey Results](#) (i.e. CCSSE).

5.D.2. The College uses several processes and committees to learn from its experiences and improve. The [CLC Strategic Plan](#) clearly links the Strategic Framework with performance outcomes, College priorities, and specific action steps. At the institutional level, the College

Cabinet has spent time analyzing Minnesota State Strategic Framework Performance Measures, Strategic Master Plans, and survey results to understand the data, trends and discuss opportunities for improvement. For example, the [Minnesota State Strategic Framework Performance Measure for success of students of color](#) and [completion rate for students of color](#) indicate CLC is not meeting the goal in the achievement gap between our white students and students of color. The [Strategic Plan \(Strategic Direction 1.1\)](#) and [Diversity, Equity & Inclusion Master Plan \(Strategic Direction 5\)](#) identify strategies to advance progress on this metric. Another example is the College's continued work toward the performance target in overall student retention. To this end, both the [Strategic Plan \(Strategic Direction 1.1\)](#) and [Academic Master Plan Strategic Direction 2: Academic Pathways](#) outline strategies, including advising plans, transfer plans and OER plans to advance this metric. Additionally, the College has applied for a Title III grant in an effort to secure resources to provide additional services to our underrepresented and at-risk students.

Another example of the linkage between the Strategic Framework and college planning is the creation of two [new dean-level positions](#): Dean of Enrollment Management and Student Success, and Dean of Students, Equity and Inclusion. The [Minnesota State Strategic Framework Performance Measure for student persistence and completion rate](#) has shown a 1.8% increase from 66.8% in Fall 2013 to 68.6% in Fall 2015. While this increase is encouraging, CLC did not meet its goal of 72.1% for Fall 2015. The [completion rate](#) reflects a steady increase, from 49.9% in Fall 2010 to 56.9% in Fall 2013. The goal for Fall 2013 was 55.8%, but the goal continues to increase. The new dean positions will provide leadership and focus to the College's efforts to improve student retention, persistence, and completion.

An additional outcome of analysis of student success measures is the creation of a cross-functional Student Success Team (in January of 2017), with representatives from faculty, staff and administration. Led by the Dean of Enrollment Management and Student Success, the team met multiples times during spring semester of 2017 to define success strategies, timelines, analyze data, and provide recommendations to CLC leadership. Primary data sources used for this process included [CCSSE](#) and [SENSE](#) key findings, along with various publications. A [summary of the team's process and recommendations](#) was presented to President Charlier and the College community in April.

As described further in 5.B.2, President Charlier conducted informal meeting with different constituent groups over three months in the summer and fall of 2016, the results of which were compiled a [Strengths - Opportunities - Culture](#) analysis. Input from this analysis was the driving force behind the creation of a [Community Team Building](#) team in 2016-17. This team created [strategies and a workplan](#) resulting in numerous activities intended to enhance communication and team building in all areas of the College.

The [Administrative Annual Summer Retreat](#) is used to engage senior administrators in setting priorities and work plans for the upcoming academic year. For example, the Summer 2016 Summer Retreat focused on strategic priorities and administrative reorganization, in conjunction with the arrival of our new President, July 1, 2016. The discussions provided a focus on continual improvement by defining institutional actions that to be taken during the upcoming

year, including the resultant [institutional reorganization](#) and revision to the [decision-making structure](#) of the College.

Sources

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- Accountability Dashboard
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- Admin Planning Retreat Agenda, 170731
- CCSSE 2016 Key Findings
- CLC Decision Making Flow Chart
- CLC Organizational Structure, new Deans
- Community Team Building Events Communication
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- Department Fact Sheets - FY2016
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- Graduate Exit Survey 2017
- Institutional Effectiveness Framework
- Institutional Effectiveness Handbook
- Institutional Effectiveness Handbook (page number 3)
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- Planning - Academic Master Plan (page number 6)
- Planning - Diversity Equity Inclusion Master Plan
- Planning - Enrollment Management Master Plan
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- Student Success Team Recommendations, Spring 2017

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

Central Lakes College utilizes its resources and opportunities to fulfill its mission "We Build Futures." The College is attentive to the fiscal, human, physical and technology capabilities and **allocates its resources** to support a quality educational experience for students. The College has a strong history of shared governance and engagement with the college community regarding college planning and resource allocation. In addition, [integrated planning](#) such as the [CLC Strategic Plan 2015-2017](#) and related [master plans](#) bring focus and [alignment](#) as we work to achieve our mission "We Build Futures" and to advance the [Minnesota State Strategic Framework](#) and [Charting the Future](#). The College evaluates its programs and services and continuously improves.

Sources

- Charting the Future Report and Plan, 131120
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