

Central Lakes College - MN

HLC ID 1789

OPEN PATHWAY: Mid-Cycle Review

Visit Date: 8/7/2017

Dr. Hara Charlier
President

Susan Murphy
Review Team Chair

Jill Carlson
Team Member

Pam Sharma
Team Member

Alethea Stubbe
Team Member

Context and Nature of Review

Visit Date

8/7/2017

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review

There are no forms assigned.

Institutional Context

Central Lakes College operates as a comprehensive community and technical college serving north central Minnesota. The college has been accredited since 1995 and had its most recent Comprehensive accreditation visit in 2013; the next scheduled Comprehensive visit will be in 2023-2024. CLC is governed by the Minnesota State Board of Trustees, a statewide board that oversees the operation of 50+ state colleges and universities.

Since the last HLC visit the college has hired a new president, forged a current Strategic Plan and conducted administrative restructuring to reflect its current priorities. Despite some recent enrollment drops, the college profile in the community is strong and programs and services consistent with Mission are ample and diverse.

In seeking to expand access, CLC provides a concurrent enrollment program, College in the Schools (CIS) as well as online offerings which alone total 25% of credit hour productivity. The college hosts 25 local career-oriented program advisory committees as well as the President's Regional Advisory Committee which serves to both connect and inform the institution about local needs and perspectives. These relationships/partnerships strengthen the college's identity in the surrounding communities. CLC also provides an array of workforce development and continuing education options of local interest for skill building and professional development.

Interactions with Constituencies

There are no interactions.

Additional Documents

TBD

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.)

Rating

Met

Evidence

The Mission, Vision and Values statements for Central Lakes College were reviewed and approved by its state governing board, Minnesota State, in 2008; the next scheduled cycle for review takes place this fall 2017 in tandem with the next cycle of the Strategic Plan. The local process for review and change in 2008 is described as collaborative and inclusive and was designed to enlist the insight and participation of the campus community through campus conversations during an in-service event. These collective statements are readily available and are found throughout printed and digital materials. Such comprehensive public and accessible statements define the institution and its purposes and message to the public how the college seeks to serve and support its constituents.

The college's programs and services are directly related to its stated Mission and appropriately the college provides academic/transfer certificates and degrees, career preparation diplomas, certificates and degrees and workforce training experiences. Services available to students are both traditional and comprehensive and support CLC's diverse student body both in preparation for and achievement of intended education goals. Additionally, customized training and continuing education offerings present a menu of opportunity that is consistent with the college's intent to serve business, industry and the larger community.

The college's enrollment profile substantially reflects the counties the college is designed to serve. Enrollment information confirms a mix of gender, age and program interests consistent with CLC Mission statements. The college also enjoys modest international and out-of-state enrollments that contribute to a diversity of the student body.

The college's planning and budgeting priorities are consistent with its Mission as evidenced by unit allocations and the current CLC Strategic Plan 2015-2017. Institutional budget requests document the

need for requests to be tied to unit plans, the institution's Strategic Plan and/or the Minnesota State Strategic Framework. CLC plans and budgets, determined locally, are then submitted to the Minnesota State Board of Trustees for approval.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

The college's Mission, Vision, and Values statements---along with the guiding points that explicate the Mission---are specific and publicly available through various local and system planning documents, the college catalog, institutional handbooks, and web material. These many documents cite the college's Mission and purposes, affirming that CLC seeks to serve students, businesses and the local community through academic and technical programs, cultural enrichment and community service. These clear and direct statements, included in all documents reviewed, affirm to the public CLC's intention to educate, serve and engage with its constituents in ways that bring value.

CLC articulates its focus to serve its district through its campuses in Brainerd and Staples as well as having a presence in many local area high schools. CLC has forged partnerships that serve their diverse---in age, ethnicity, race, career aspirations, etc., student body. The college has an important role in economic development in its community and accordingly provides a breadth of professional, technical and career courses and services for local business and industry. The College in the Schools (CIS) program is robust and is an obvious benefit to potential students.

The intended CLC constituents are chiefly those citizens and businesses in the surrounding counties that define the service district for the college. CLC seeks to serve these stakeholders through classroom, online and hybrid instruction in order to accommodate the many life variables and barriers their students face. The mix of programs and services reflects the college's efforts in providing higher education experiences that serve the community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

The college works diligently in providing opportunities to engage both students and community in recognition of the multicultural society they live in. An impressive array of programs, events, celebrations, invited speakers, and recognition of holidays/cultural events contribute to both awareness and acceptance of differences. Additionally, the academic master plan notes the role of the curriculum in addressing cultural contributions and themes. These combined efforts demonstrate the college's commitment and actions in support of exploring and understanding cultural differences.

The college's Diversity, Equity and Inclusion Master Plan, based on five founding principles, presents specific and measurable outcomes. This document, along with the Academic Master Plan and the Strategic Plan, make the college's commitment manifest and serve to create focus on the issues and values CLC strives to live.

In the spring of 2017, the college created the new administrative position of Dean of Students, Equity and Inclusion. The work of this position is complemented by the CLC Diversity, Equity, and Inclusion Master Plan which identifies a series of actions/efforts that the college is pursuing. CLC affirms its leadership role in the Minnesota State system and the substantial evidence provided of college engagement in the areas of diversity, equity and inclusion support this claim.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

The college's role serving the public is made clear through its Mission and guiding points which are included in all institutional materials reviewed by the team. As a public higher education institution in the Minnesota State system, CLC has a specific role to serve north central Minnesota with educational services and programs that specifically enrich the lives and work potential of the constituents in surrounding communities. The college works to fulfill purposes that include community engagement, school partnerships, community cultural experiences, lifelong learning, economic and workforce development, and academic and technical programs and support services that move students to attainment of a college credential or training certificate.

The CLC Foundation---a separate 501c3--- has demonstrated its support of the college Mission through fundraising/financial support for student scholarships. The Foundation's recent purchase of housing units in the Brainerd area is a bold signal of their commitment to finding ways to support students needing viable, local housing. The Foundation's efforts serve as examples of CLC's interests in serving the public good.

College engages with community through the President's Regional Advisory Committee, program related Advisory Committees, community cultural events (Cultural Thursdays as an example), hosting Pow-Wows, a Small Business Development Center and a variety of campus events that are relevant/of interest to community members. These efforts are a clear message that the college seeks to provide experiences that both inform and benefit the community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

CLC has offered clear, public and consistent messaging of its Vision, Mission, and Values statements and how they are operational in the conduct of daily business for staff and faculty. Appropriately, these statements affirm the college's role and focus in providing programming and services to support its stakeholders. The Mission statement, reviewed in 2008, will again be under review in the fall of 2017 as CLC prepares its next Strategic Planning cycle.

CLC serves its constituents with programs and services consistent with its Mission and purposes by providing opportunities that move students through instructional programs successfully and on to baccalaureate institutions, career entry employment and workforce growth. CLC operates as a member of the Minnesota State system, and is governed by its Board of Trustees who require ongoing accountability of operations. The college works diligently with the surrounding communities, schools, businesses and advising committees to be a valuable community member providing opportunity for advancement through local higher education.

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.

Rating

Met

Evidence

Both system-wide and college-level CLC policies and procedures establish that the institution operates with integrity in financial, academic, personnel, and auxiliary functions. CLC demonstrates that it works collaboratively with faculty, students, and staff---chiefly through its shared governance structures---in accordance with federal, state, employment contracts, local laws, and regulations with commitment to high standards for fair and ethical treatment of its stakeholders.

The Board of Trustees sets its tuition rates and budgets according to Minnesota State policy. CLC, under the leadership of the President and Vice President of Administrative Services, follows designated budget guidelines and processes submitting balanced budgets annually and maintaining appropriate reserves and year-end balances as required. Their actions, financial reports, and publications such as the CLC Business Office Manual, CLC Employee Guide, among others emphasize financial integrity.

As evidenced by the faculty contract, meeting minutes, and annual report, the Academic Affairs and Standards Council (AASC) ensures shared governance of its curriculum for academic integrity. Course and program additions, revisions, and closures have been appropriately agreed and acted upon. Management offers insight on personnel, student affairs, facilities, fiscal, and general matters through monthly leadership meetings and by ensuring that programs and coursework are consistent with the CLC Mission and academic standards. A statewide Joint Committee on Credential Fields sets minimum qualifications for two-year faculty, and the Director of Human Resources conducted a review of faculty credentials in the spring of 2017 ensuring faculty meet minimum qualifications. The college applied for and secured a delay from HLC on credentialing until 2022 though its current actions suggest it may be in compliance in advance of this date.

Minnesota State enforces non-discrimination and equal opportunity in employment and education. Codes of Conduct/Conflict of Interest policies (Board, Employee, Minnesota Management & Budget) hold board members and employees to high standards avoiding personal advantage. The Employee Guide, adequate training in well-defined policies and procedures and the CLC

Affirmative Action Plan promote fair and ethical behavior and good decision making.

Auxiliary operations such as the bookstore on each campus are also regulated through state policy and procedures which establish fiscal guidelines and assure integrity. Food services are contracted through a private vendor. The Foundation (separate 501C.3) secured the purchase of housing in 2016 which it will manage through a third party working with an LLC Board including Foundation Board, administration, staff, and community members.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

The college Catalog lists the specifics of program and graduation requirements, transfer information, and disclosure on its institutional accreditation and institutional control, i.e., that it is a Minnesota State institution of higher education with governance and reporting structure through their Board of Trustees. The catalogue also identifies specific program accreditation that a number of professional/career programs have achieved, e.g., ACEN, CAAHEP, ADA, ASCP and AED.

The CLC website, Student Handbook and Catalog include all the expected/conventional information that prospective students might seek. CLC discloses consumer information including student rights, complaint and grievance processes; tuition, fees and cost of attendance, along with admission requirements. CLC identifies its accreditation relationship with HLC both on its website and in the Catalog. The college is transparent in its disclosure of information to students and the public throughout a variety of media. These steps to inform the public are consistent with the college's own values.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

Since 1995 CLC has been governed by a single, statewide Board of Trustees appointed by the Governor. Of the fifteen members, three are currently enrolled students per Minnesota Statute and State Policy. The Board is responsible for setting policy including system planning, programs, fiscal management, personnel, admissions, tuition and fees, and rules and regulations which allow the local college to manage itself day to day. Minnesota statutes and Board policies outline the board's independence. The State Labor Relations Division and Management and Budget Division negotiate all employment agreements preventing influence from bargaining units. Codes of Conduct for the Board and all employees prevent conflicts of interest allowing the college to operate independently.

Meeting materials and minutes, which are publicly available at mnsu.edu/board, confirm that the Board is engaged in appropriate topics for governance to sustain and enrich the institution. Board agendas and reports such as the Itasca Project and study sessions in 2016 on topics such as strategies for addressing poverty and diversity demonstrate that the Board considers internal and external interests without undue influence as it makes strategic decisions.

CLC operationalized the Minnesota State Strategic Framework and Charting the Future master plan through linkages to its own 2015-2017 Strategic Plan. A Regional Advisory Council advises the CLC President on the future needs of its communities and businesses. The President also holds Town Hall Forums on each of its campuses to gain input. The organizational structure delineates lines of authority allowing for effective management of the institution. The Academic Affairs and Standards Council is formally charged with academic leadership through the employment agreement. The separation of a statewide Board of Trustees from day-to-day management of CLC allows the college to serve its communities with integrity.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

Freedom of expression and pursuit of truth in teaching and learning is ensured through Minnesota State Policy 3.1 Students Rights and Responsibilities, and the faculty academic freedom section in the Minnesota State College Faculty Contract (MSCF). Protection for freedom of speech and expression for students and employees are further ensured in the State of Minnesota Code of Conduct and Minnesota State Code of Conduct. One manner in which the college makes operational its commitment to freedom of expression is through a menu of cultural and local interest offerings referred to as Cultural Thursday Events. One of the example of such events, "Islamophobia", provides a glimpse of CLC's effort to address contemporary issues including controversial topics to educate and foster respect and intellectual balance.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

Integrity of research and scholarly activities conducted by faculty, staff, and students are protected under Minnesota State Colleges and Universities Board Policy. This policy was adopted in 2001 and was last revised in 2011. CLC does not have its own Institutional Review Board but partners with St Cloud State University's IRB to ensure integrity of research and scholarly activities. CLC provides guidelines and a review process for conducting such activities. Student and faculty ownership of the work is protected under intellectual property policies designed to promote and encourage scholarly activities. Current evidence indicates that the IRB process has not been needed in the last several years.

Guidance in ethical use of information resources is primarily managed through Library services in multiple formats; online research and writing tool, and presentations by the library director. Students have access to resources to determine the credibility and reliability of information accessed online. Resources, such as the video, "Evaluating Books," are provided to help students determine reliability and credibility of information and to reinforce responsible use and application of information accessed. CLC's Library also provides students access to resources available through other colleges and universities for access and guidance on ethical use of information.

The Student Code of Conduct clearly articulates definitions of academic misconduct; cheating and plagiarism. Academic honesty and integrity is further emphasized by the faculty in course syllabi. CLC has a process to report violations of academic misconduct and procedures to process such violations in accordance with Student Code of Conduct Procedure. Students' rights to appeal findings of academic misconduct or other types of violations are protected by established and well-defined processes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Evidence

CLC follows institutional and statewide system and local policies and operates within state and federal laws to ensure fair and ethical treatment of all constituents irrespective of race, religion, or personal preferences. Processes and procedures are in place to ensure that the college operates with integrity and upholds ethical standards for financial, academic, personnel, and auxiliary functions.

The Board of Trustees has fiduciary responsibility to ensure that the college maintains required reserves and year end balances through a defined process. Faculty led committees ensure integrity of curriculum and the quality of instruction. CLC's Website and Student Handbook, among a variety of digital materials, are available for students to make informed decisions to accomplish education and career goals.

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).

Rating

Met

Evidence

CLC uses a Common Course Outline (CCO) as a control mechanism to ensure that courses have consistent learning outcomes across all modes of delivery, all locations, by distance delivery, and as dual credit courses. The college provides faculty with a Course Outline Handbook as guidance for the development and updating of the CCOs. For dual credit instructors, CLC provides a Course Syllabus Checklist, Course Syllabus Template, and an example syllabus. These measures collectively convey the institution's efforts to manage quality control in the design and consistency of course offerings.

The Academic Affairs and Standards Council (AASC) functions to provide guidance and counsel for new or revised courses and programs. The AASC ensures that required levels of performance are appropriate to the certificate or degree level. Guidance is also available through the state in the Minnesota State Procedure 3.36.1 Academic Programs, which establishes criteria for various degree levels. It is less clear to the reviewers how all courses are kept current and how they are updated on a recurring basis, though Advisory Committees for CTE programs play a role.

CCO's ensure consistent learning outcomes and serve to monitor student success across on-ground vs. online course offerings. NACEP Accreditation requirements also ensure standards between offerings at the college and at its College in the Schools (CIS) dual credit locations. Professional development is provided regularly to support these efforts.

All of these processes, offerings, and guidance, along with quality oversight from a variety of program accreditors, help to ensure that CLC's degree programs are appropriate to higher education, its learning outcomes are consistent, and its students are able to achieve success regardless of location, mode of delivery, or enrollment status.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

CLC has a general education program consistent with the mission statement, state transfer expectations, and appropriate to two year degree and diploma programs. The general education program is designed around ten goals mandated by Minnesota State Policy on Undergraduate Course and Credit Transfer; accordingly, the Minnesota Transfer Curriculum ensures transferability of general education courses to other institutions within the system.

Student learning outcomes for the most part are described in measurable terms. Some goal statements, e.g., Goals I, IV, VIII, IX that state the expectation as *demonstrated awareness* or *understanding* of an area are not easily measured. The college should seek the opportunity to influence revisions in those statements, if possible, to include more refined and measurable statements. (The team recognizes that these are outcomes statements created and agreed upon across many state institutions.)

Program templates for AA, AS, and AAS list courses addressing general education outcomes. Students have the flexibility to choose from a variety of courses listed under each goal. AA, AS, and AAS programs require students to complete 40, 30 and 15 general education credits respectively. Requirements for general education courses addressing aforementioned outcomes varies for diploma programs from a minimum of 6 credit hours for diplomas requiring 46-72 credit. College-wide efforts to assess student learning outcomes of general education program is discussed in 4B.

AA, AS, and AAS programs templates and College Wide Core Competencies identify necessary

student engagement in three key areas; data collection, analysis, and communicating, information modes of inquiry or creative work, and developing skills adaptable to changing environments. Performance in all three areas are required to earn credentials from CLC.

The importance and understanding of human and cultural diversity of the world in which students live and work is articulated in general education Goal 6 Humanities and Fine Arts, Goal 7 Human Diversity, and Goal 8 Global Perspective. CLC's menu includes a variety of courses to choose from to complete requirements in these categories as evidenced in program templates and curriculum mapping matrices. Co-curricular events are planned throughout the year to share with students events and perspectives that contribute to the understanding of human and cultural diversity. Support for additional student needs and interests are addressed through clubs/orgnaizations and the college provides targeted services for students with special needs through Trio Programming and Disability services.

CLC affords opportunities for students and faculty to engage in scholarly activities, creative work, and discovery of knowledge through academic degrees and co-curricular activities such as its Theater Program, Travel Program, Career and Technical program events, and its multi-campus Agriculture initiative. Through the Travel program, students have the opportunity to travel abroad experiencing other cultures while earning academic credits. Additionally, CLC supports faculty involvement in scholarly activities by providing professional development and allocating resources including sabbatical leave to support creative work and discovery of knowledge.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

CLC employs 81 full time and 42 adjunct faculty for a total of 99 FTE. Faculty weekly work obligation is 40 hours and includes responsibilities in classroom teaching, professional development, and service to the institution. In addition, faculty must also be available for student advising, conducting assessment of student learning, and proposing curriculum changes. The faculty to student ratio of 25:1 is comparable to other two-year colleges in the system.

CLC follows Minnesota State Policies and Procedures in establishing qualifications for faculty members detailed in Minnesota State Policy and Minnesota State procedure for faculty credentialing. Policies are supported by the Joint committee on Credentialing. Based on the credential file, consistency of credentialing within programs and disciplines is maintained by a statewide committee composed of six faculty and six administrators appointed by the Minnesota State System. The college also has a process in place to ensure that faculty teaching dual credit courses are otherwise credentialed to teach at CLC. Minimum credential requirements for teaching in the transfer program is consistent with good practice and HLC guidelines of an MA/MS in the field or MA/MS plus 18 graduate credit hours in the field. The Human Resource office ensures that these requirements are reviewed and met.

Faculty members are evaluated on an annual basis using the framework provided by the Minnesota State Policy 4.9 Employee Evaluation. There is an established evaluation process that defines the time line and frequency for evaluation along with the feedback mechanism for probationary, tenure/tenure

track faculty, and adjunct faculty. College deans are responsible for conducting faculty evaluations and providing feedback. Student opinion surveys conducted in courses at the end of each semester also contribute to faculty development.

CLC has established requirements for teaching leadership for newly hired faculty and full time faculty consistent with the Minnesota State System. Newly hired faculty have access to online resources to help orient and prepare class syllabi and other instructional materials. Access to professional development is available through the Center for Teaching and Learning where faculty needs can be identified. A faculty developed process is in place for requesting professional development funds and approximately \$1200. per academic year for each faculty member is allocated for professional development. During the 2015- 2017, 90% (106 out of 108) professional development requests were funded. Faculty are also eligible for sabbaticals for enhancing /updating professional credentials.

Full-time faculty teaching online, on-campus, or a combination of online and on-campus courses are required to observe office hours in accordance with the MSCF contract. CLC provides flexibility in observing office hours based on faculty teaching load and delivery mode. Office hours could be observed online using conference tools in the LMS or in assigned offices. Most faculty schedule fifteen office hours per week but are available additional hours if needed; office hours are listed in the course syllabus and posted outside faculty offices.

Materials provided to the team confirm that tutoring, financial, academic support, and co-curricular staff are adequately qualified and trained to meet student needs including those students with special needs. CLC's tutoring staff runs a Level-1 Certification program through CRLS; to earn and maintain the certification tutors are required to have adequate academic preparation, training, and experience and tutor evaluations are conducted regularly assuring that student needs are appropriately managed.

CLC provides professional development opportunities for staff by allocating financial resources and professional development opportunities such as attendance at the FSA National Conference, the Minnesota Association of Financial Aid Administrators (MAFAA), membership in national organizations, the National Academic Advising Association (NACADA), and through training opportunities that include annual statewide TRIO staff conference, and online training opportunities through Atomic Learning website. The college clearly demonstrates its serious commitment to the support of student service staff.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

The student population includes a significant number of at-risk students with 65% below the federal income guideline and 50% categorized as first generation students. To address student needs the college provides services in the areas of admissions, financial aid, registration, advisement, and additional services specific to special needs students through such programs as Upward Bound, TRIO Student Support Services, Disability Services, and a Veteran's Resource Center. The five step advising process for entering students is available online and seeks to make the process transparent to students. Academic advisors are assigned to students to provide guidance and support from admission through to graduation. Advising Teams with both advisors and counselors are readily accessed through online information and students are welcome to access services both by appointment or walk-in.

CLC provides learning support through tutoring, academic advising, and preparatory instruction to address academic needs and counseling services for non-academic needs. Learning Commons, teams of tutors, and TRIO student services are available to provide learning support. The Student Affairs division, enrollment advisors for programs, and faculty advisors provide academic advising for both courses and programs. The admissions process helps students move through the college entrance experience by placing students in appropriate course work based on their skill level as mandated in Minnesota State Procedure. CLC uses ACCPLACER Test cutoff scores to place students in developmental/preparatory instruction or college level courses. To increase the success and retention of students placed in developmental courses, the college recently developed a guided pathway program: PASS. Learning support for students in the PASS program is provided through supplemental instruction, extended lab time, and orientation to college life. As a new program, an assessment of its efficacy in student retention and success is not yet determined. For non-academic issues, the college has a Behavioral intervention Team to provide counseling for non-emergency

situations. Students have access to professional services through a local mental health provider on CLC campus,

CLC offers programs and courses online and on-campus with infrastructure that is adequate to support teaching and learning in both environments. Classrooms and labs are equipped with current technology, software, and access to Internet. There is adequate space for science and technical labs to provide hands-on experience. For students in career and technical programs, hands-on opportunities are provided through internship with area businesses. Support for Allied health programs is provided through the regional healthcare community including acute care hospitals, ambulatory clinic, and long term care facilities. Students have access to consortium libraries, online databases, and local library with extensive resources. CLC provides performance spaces such as music rehearsal hall, theaters, and the art gallery to support art and music along with two museums to provide student enrichment.

CLC's library staff provide guidance and instruction in the effective use of information resources including responsible use of information in research and course work. Students have access to numerous databases available through the CLC Library and other colleges to help students with access and responsible use of information resources that include identifying biases, determining authenticity and credibility of information and fair use of intellectual property. The Student Code of Conduct further reinforces the responsible use of information by first identifying plagiarism as academic misconduct and then listing consequences of this behavior.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

Co-curricular programming is appropriate to CLC's mission of "Building Futures" and supports cultural enrichment, lifelong learning, civic responsibility, service learning, and community engagement. Leadership, social, and public service opportunities are available through the Student Senate, 23 student clubs and organizations advised by faculty, and many other Student Life activities. These groups/activities are guided by the Senate Constitution and Bylaws and the Student Club Handbook which also establishes a method to organize new clubs. Student Life Activity Data for 2015-16 totals 8,566 participants and 519 hours. Students can also participate in men's and women's basketball, football, women's volleyball, baseball, and softball within the Minnesota College Athletic Conference and NJCAA. Students have an impressive array of opportunities to grow and develop into well-rounded, engaged citizens at CLC.

CLC is clearly focused on a wide range of cultural enrichment and civic engagement activities, e.g., Cultural Thursdays, theater performances, Community and Jazz Band, an Ireland tour, etc., and the college has added a position to ensure that emphasis continues. College in the Schools (CIS) and Career Academies to Advanced Manufacturing Education Alliance and Customized Training for continuing education signify the importance of lifelong learning at CLC. Evidence of service learning efforts include a vast array of curricular, e.g., Heavy Equipment projects, and co-curricular, e.g., SkillsUSA, formats. CLC's volume of co-curricular programming adds value to its students educational experience throughout their lives.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

CLC is a comprehensive community college dedicated to its mission of “Building Futures” for students with diverse cultural, ethnic, economic, and educational backgrounds. As a regional leader, the college offers high quality education programs in Liberal Arts, Career and Technical Education, and dual credit courses in online and on-ground formats. Several academic programs offered through CLC are a conduit to baccalaureate degrees offered in the State of Minnesota.

The college works to keep processes and procedures current through continuous improvement, assessment of student learning and co-curriculum, faculty and staff professional development, and its state-of-the art infrastructure. Programs are designed around a well-defined general education framework with statewide goals to ensure that CLC graduates acquire the necessary skills to be productive in global and competitive markets. CLC would benefit by revisiting Goals 1, 4, 6, 8, and 9 to ensure learning outcomes are measurable.

CLC offers academic courses and co-curricular programs to cultivate skills in and out of the classroom. Co-curricular programs allow students to travel abroad, engage in on-campus cultural events, contribute to scholarly activities by doing research in areas of interest, and participate or contribute to artistic performances.

CLC employs qualified faculty in accordance with Minnesota State Policy and Minnesota State procedure for faculty credentialing. CLC encourages faculty professional development and provides significant resources in this vein. Keeping up with the continuous improvement of teaching and learning, faculty members are evaluated on yearly basis to provide input and feedback for improvement.

CLC students have access to necessary student services essential for their success and service staff are well qualified to guide and assist students in areas of interest. CLC campuses have ample learning space, infrastructure, classrooms equipped with the state-of-the art technology, Library resources to carry out day-to-day operations.

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).

Rating

Met

Evidence

CLC has a well-established process for academic program review. Programs evaluate a series of indicators each year through the Academic Analysis with data provided in Department Fact Sheets, with a full program review every five years. Self-study templates have been designed for liberal arts programs and for career/technical programs. Programs are provided with results from the academic program review process that are used to inform strategic and budgetary decisions. This approach enables the college to respond to program needs as well as plan strategically to make improvements.

As part of the Minnesota State system, CLC is guided by both state and internal policy in the credit it accepts in transfer. There are consistent transfer practices across the system, and the Minnesota

Transfer Curriculum helps to facilitate the ease of the process. All credit is evaluated prior to acceptance. Through policy and state guidance, CLC ensures that credit that is accepted in transfer is appropriate to their curricular expectations and requirements.

The Academic Affairs and Standards Council (AASC) is responsible for ensuring that prerequisites are appropriate for courses which require them. Curriculum consistency is provided through the use of Common Course Outlines (CCO's). Compliance with faculty credentialing requirements is ensured through compliance with Minnesota State Policy 3-32.

Access to student support services is provided for students in all locations and modalities, which includes access to online and in-person tutoring, student life activities, student support programs, and the Learning Resource Center. Specialized accreditation for a variety of programs helps to ensure high standards for both instructors and students.

CLC and the State of Minnesota 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. Career and Technical student success is evaluated through a Graduate Follow-Up Survey, as mandated by the state. CLC demonstrates its focus on these issues both independently and as a member of a higher education system.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

Each program of study at CLC has clearly defined program learning outcomes and the college has long established College-Wide (CW) Learning Outcomes and Core Competencies which are integrated into all curricular areas. The college demonstrates that it has learned from previous HLC peer reviewer feedback and has evaluated its assessment processes and implemented regular and repeatable cycles for measures in their maturing assessment efforts. Curriculum maps inform the college on where it can conduct measures and department reports indicate that assessment insight is important and used regularly.

A wide variety of assessment reports from both Liberal Arts areas and CTE areas indicate that CLC is measuring student learning and using the results to drive improvements. The college provided many examples of assessment reports confirming that they have made significant progress in closing the assessment feedback loop. Though not all programs have produced assessment results to date CLC has plans to engage the remaining programs. 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 the administration. The college must continue to expand its efforts to have all programs reporting on and learning from program level learning assessment.

College-wide (CW) learning goal data were collected separate from program assessment efforts until 2015. At that time, the college chose to integrate the College-wide outcomes at the program/department level. For the past 2 years, CLC program reports have identified PLO results and referenced the specific CW outcome that was addressed within the program. Though the team understands the intended streamlining of work and the meaningful integration of outcomes, the trade-off is that it is unclear if the assessment of CW outcomes *within* programs is able to inform the institution *across* multiple programs. Are CW outcomes being achieved as intended? Are some programs identifying that they are achieved and other programs that they are not? Does the college share program level CW data widely so that all are informed about each other's work? When there are

common findings related to CW is there a shared approach on how to address same? These are the issues the college needs to attend to in its maturing assessment work.

Beyond program level measures it is not evident if assessment of the College-wide outcomes is happening in liberal arts/general education coursework. The college must reflect on and consider how the CW outcome measures are being conducted and determine whether their current approach is serving them and students in the best fashion to gain information about achievement. The college has stated that the Student Learning Assessment Committee will review this process in the upcoming year for its efficacy. The team encourages the college to consider whether current measures and approaches are sufficient to address student achievement of the CW outcomes.

While a practice of assessment is present in co-curricular areas, the reports provided to the team focused chiefly on participation and departmental goals that are not readily understood by the team as *learning outcomes*. That said, co-curricular goals (outcomes) could be related to some of the CW outcomes, thereby showing through additional indirect measures that intended student learning is taking place.

It is clear that CLC has involved faculty from all programs in its assessment efforts, as well as providing support for its assessment efforts from Institutional Effectiveness and professional development activities. The college is poised to continue its success and this is reflected in the shift from compliance to a culture of faculty engagement and data-driven decision making all levels.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.)

Rating

Met

Evidence

CLC places a strong emphasis on student retention, persistence, and completion. Data are widely available and robust, including standardized reporting in the Minnesota State Strategic Framework Performance Measures. It appears that the college is behind in its retention goals, but is achieving a rate that exceeds the completion goal. The college has dedicated additional effort and resources which will should lead to improvement.

Weekly enrollment reports enable programs and the college as a whole to monitor incremental changes to retention and persistence metrics. This allows CLC to structure targeted interventions for programs that need additional support.

Based on a thorough analysis of recent CSSEE and SENSE results, a task force made specific recommendations to improve student success. The Student Success Center was restructured, and additional management positions were added. This additional attention to student success through focused improvements should help the college to achieve its goals.

CLC uses a combination of IPEDS and Minnesota State definitions to establish good practice within its retention, persistence, and completion efforts. The college is able to benchmark with its state peers through the Minnesota State College system.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Evidence

Academic programs are reviewed regularly, with both yearly and multi-year indicators used for evaluation and improvement. Credit is transferred through well-established processes and curriculum processes are guided by a strong committee which maintains high standards for both course and program design.

CLC has made significant progress in its assessment practices, including strong participation of faculty from areas across the college. Assessment reports from many departments and programs were presented and the college has a multitude of strategies in place to continue to develop the participation and success of these efforts. The college may have opportunity for improved processes in the assessment of College-wide learning outcomes and the assessment of student learning outcomes in co-curricular areas.

As part of the Minnesota State Colleges system, CLC has a strong set of measures and targets related to retention, persistence, and completion. The college employs numerous strategies to ensure that they are continuing to improve in these areas.

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.

Rating

Met

Evidence

On-campus, online, and dual enrollment (CIS) educational programs are supported with sufficient fiscal, human, physical and technological resources to meet predicted needs. CLC has realistically been repositioning itself for its future with sound approaches to budgeting and resource allocation in conjunction with the Minnesota State operational framework. Accountability dashboards evidence performance measures tied to its mission and the Minnesota State Strategic Framework.

Strong indices, e.g., the college composite CFI including an increased primary reserve ratio, return on net position, viability ratio and flat operating margin, an increased carryforward to 44% of general operating revenue over four years, an increase from 5% to 7% of operating reserves, and three-year budget modeling clearly show the college's ability to adjust to a time of limited resources. The college continues to make strategic enrollment/recruitment/retention decisions, including program closure, and budgetary adjustments to counteract declining enrollment since 2011, mandates statewide tuition freeze (FY14-FY16), a 1% rollback (FY17), and increased compensation/insurance costs. Despite these financial challenges, the college has demonstrated its capacity to manage its finances and operations effectively to support student achievement and serve its communities.

Minnesota State monitors key financial measures, requiring CLC to submit its required

comprehensive Enrollment Plan, Repair and Replacement Plan, and Energy Management Plan to the state (December 2016) ensuring adequate resource bases for the future. CLC's indices compare favorably to the Minnesota State system averages.

The CLC Facility Master Plan, in accordance with Minnesota State policy and Minnesota's Guide to the Comprehensive Facilities Plan, was updated in 2014 and 2016. The overall Facilities Condition Index of .09 for 2014 and the energy consumption rate compare favorably to the state average of .10. The CLC Foundation's recent acquisition of an apartment complex that will be used for student housing, a completed \$4.3 capital project renovating space on the Staples Main Campus, and requests for a capital bond that would renovate Student and Academic Support spaces on the Brainerd campus indicate short and long-range planning to fulfill the college's mission.

The Minnesota System office provides multiple shared technological systems critical to college operations (records, accounting, payroll, human resources, and online course management). The College used a TechQual+ Survey to develop their 2015-2017 Technology Master Plan which will advance connectivity/access, technology and collaboration services, support and training to support education no matter how programs and services are delivered.

The President's memo to all employees on Sept. 22, 2016, outlines viable strategies including voluntary retirement and downsizing to align personnel costs with current enrollment levels. Stakeholder input from the campus community through a Community Brainstorming Survey and cross-functional budget team demonstrate an inclusive process meant to ensure CLC's educational purposes are not superseded by short-term or adverse reactions to long-term challenges.

General finance and actions of CLC are governed by statewide policy and support Minnesota State Colleges and Universities' educational mission. 77% of the college's expenditures tie directly to instruction and student support services. Minnesota's biennial nature for the state's budget process and State Board setting of tuition and fees affects the timing of the budget process. CLC has a well-defined budget process aligned with its mission and inclusive of all stakeholders through the Fiscal Facilities Committee, including faculty, administrators, staff, and representation from Student Life, Technology Fee Committee, and Student Senate. Recommendations are vetted by the MSCF Union and Shared Governance. All departments are involved in requests identifying needs tied to CLC's strategic plan. Financial reports provided demonstrate a strong history of fiscal management.

Staff and faculty are appropriately trained and qualified according to minimum qualifications as established by Minnesota (using Minnesota Management and Budget classifications), collective bargaining agreements, and HR hiring, professional development, and performance review procedures. Per the December 19, 2016 letter to the Minnesota State Chancellor, Minnesota has been granted an extension by the HLC until September 2022 to comply with Assumed Practice B.2 in regard to dual credit faculty. The State system and CLC professional development opportunities for leaders are impressive. Evidence indicates a decreased trend in staffing from 273 FTE employees in FY12 to 253 FTE in FY16 is aligned to current student enrollment. The IPEDS student to faculty ratio of 25 allows personal attention to students while maintaining efficiency demonstrating CLC's commitment to fulfilling its mission.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

The Minnesota State Board of Trustees possesses ultimate power to govern and set policy for CLC by virtue of State Statute. Held accountable by the state legislature and taxpayers, the Board meetings, calendars, agendas, minutes, reports, and standing policy committees demonstrate appropriate oversight in fulfilling their legal and fiduciary responsibilities. Presidents are hired by the Board and report to the Chancellor. This direct reporting structure as well as required state reports, e.g., finances, facilities, etc., and the Accountability Dashboard Strategic Framework Performance Measures give the Board intimate knowledge about the individual college.

In addition to having students on the State Board, State Policy and bargaining agreements mandate student and faculty involvement in decision-making at the college level also. CLC's decision-making process flowchart demonstrates shared governance through various stakeholder groups. The Shared Governance Council, collective bargaining associations, student senates and student life, deans and directors, administrative team, operations council, and cabinet members all participate in decision making at the college. These groups and an organized committee structure involve administration, faculty, staff, and students in shared governance. The President and administration also gain input through the organizational structure and formal/informal meetings, e.g., Community Brainstorming Survey, Town Hall Forums, Academic Café, as needed. CLC embraces shared governance which provides valuable input and feedback for better decisions.

The Academic Affairs and Standards Council, which has faculty and administration representatives, meets biweekly to oversee and collaborate on academic matters. The Curriculum Navigator system is used for a thorough review and approval process for curriculum and program proposals. The Shared Governance Council undergoes final review of all academic and student affairs policies and processes resulting in collaborative decision-making by the entire college community. Administration, faculty, students, and staff, overseen by a well-informed governing board, are fully engaged in the college and its mission.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

Aligning with its mission as a two-year comprehensive community college, over three-fourths of CLC budgetary expenditures are spent on instruction, academic support, or student support staff. 60% of full-time and 64% of part-time human resources are instructional or student support. All budgetary requests are tied to the strategic plan. For FY18 an innovation fund of \$100,000 has been created to advance student success initiatives. This student-centric approach supports its vision of lifelong learning for students, business and industry, and community members.

College resources are invested according to institutional priorities from integrated strategic and various master plans all based on CLC's Mission, Vision, and Values tied to the State Strategic Framework. The Institutional Effectiveness Framework links these plans with assessment of institutional outcomes, academic and related program assessment, and student affairs assessment. After review of assessment results, improvements/modifications are made.

The current Strategic Plan runs through December 2017. The 2018-2020 Strategic Planning Process and an aggressive timeline has been laid out with completion of the next planning cycle by January 2018. Environment scanning was scheduled for this summer and the process as laid out will be inclusive of the entire institution with input from a broad range of employees, students, advisory committees, Board members, and external business and industry leaders. The Facilities Master Plan update was completed in May 2015 by community members, faculty, staff, administrators, and students. Integrated planning ties the Minnesota State system plan, CLC Strategic Plan, 8 institutional Master Plans, and divisional work plans together. The college is to be commended for its focus on integrated institutional plans.

A collaborative and inclusive budget planning process resulted in a challenging yet balanced budget for FY18 which was approved by the Board in June 2017. The college set aside funding for FY19 to

offset base funding reductions made by the state legislature. CLC has invested in an Enrollment Management Master Plan in anticipation of additional challenges such as an aging population, low unemployment, and other emerging factors. CLC is systematically planning for demographic changes and economic challenges in order to position the college for the future.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

CLC uses a well-documented structure to guide its operational performance. Master plans guide various efforts for improvement. Using 22 measures from the Minnesota State Strategic Framework Performance Measures, CLC provides a robust suite of metrics with which to evaluate the college. Targets and benchmarks are established. Additionally, each academic program area receives its own Department Fact Sheet on an annual basis, enabling program faculty members to plan requests for additional resources, course offerings, and academic program review. These well-developed structures, data, and processes enable CLC to take a systematic approach to performance improvement. Performance and planning in non-academic areas is less clear, though the addendum materials received help to clarify current efforts. The college might consider a strategic plan goal that is inclusive of those non-academic areas to better engage them in the overall planning and execution of its long-term goals.

The college strategic plan features targets, strategies, and a champion (primary driver) in order to move its improvement efforts forward. An example of the relationship between college planning efforts and the related Minnesota State Strategic Framework was provided for its efforts to improve the outcomes for students of color. Recognizing an opportunity, CLC has applied for Title III funds to leverage its efforts in this area.

Many of the measures in the CLC Strategic Plan, as well as the state framework, are lagging measures. It may be beneficial to develop leading measures to make adjustments to improvement efforts earlier in the process. However, it is clear that CLC works diligently to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Evidence

CLC utilizes its resources, organizational and committee structures, and detailed statewide and college-level processes to meet the needs of its students and other stakeholders despite challenges stemming from enrollment declines, decreased funding, and demographic changes. These environmental changes are not unique to CLC, but statewide and even nationwide. Strong shared governance from the Board of Trustees to faculty, students, staff, and administration has resulted in well laid out, integrated plans for the future to position the college for success in meeting and exceeding its mission.

The college has been nimble in its response to fiscal challenges while taking advantage of opportunities such as Strategic Enrollment Planning, Student Success, Diversity, Equity, and Inclusion embracing a future of continuous improvement and innovation. CLC openly communicates to its stakeholders its long-term strategic approach and changes to continue to provide quality lifelong learning and service to its community.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	Met
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	Met
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	Met
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	Met
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	Met

Review Summary

Conclusion

Central Lakes College (CLC) offers the public a clear and well understood Mission and allocates financial support to academic programs and services consistent with that mission. The college is a member of a statewide system of higher education with an active and supportive governing board. The college is financially stable notwithstanding significant recent challenges and provides the necessary human and physical plant resources to accomplish its stated purposes. CLC is well-positioned to continue to accomplish its goals and provide continually improving services and meaningful engagement with its community.

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Not Applicable to This Review

No Interim Monitoring Recommended.