

Chapter Five: Institutional Effectiveness, Resources and Planning

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

The CLC Story: “We build futures”

**Assurance Argument
Higher Learning Commission
Accreditation 2023**

Chapter 5 - Institutional Effectiveness, Resources and Planning

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5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A.1. Central Lakes College (CLC) embraces the shared governance model and engages its internal constituencies through planning, policies, and procedures. CLC is one of 33 colleges/universities in the Minnesota State Colleges and Universities System governed by a Board of Trustees (BOT) and managed by a full-time Chancellor. The President of CLC reports directly to the Chancellor and has local authority that aligns with state policies. Additional information regarding policies and procedures that ensure appropriate oversight for financial and academic matters is presented in Criterion 2.A.2.

While the College president and executive team serve as primary decision-makers, CLC uses a shared governance process that engages the administration, faculty, staff, and students in the governance of the institution as discussed in 2.C.5. CLC's decision making process clearly reflects the primary ways in which the College formally engages its internal constituencies through the standing committee structure and other input groups. Bargaining agreements with AFSCME (American Federation of State, County, and Municipal Employees), MAPE (Minnesota Association of Professional Employees), MMA (Middle Management Association), and MSCF (Minnesota State College Faculty) provide 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 the college's SharePoint site.

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 departments, divisions, and institutional committees (international education committees, 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 conducts monthly informal meetings with each constituent group, in addition to Employee Leader and Student Leadership monthly meetings. During the Covid-19 pandemic, a Pandemic Team comprised of employees from all bargaining units was formed and met throughout the pandemic to provide leadership and direction to the college community. In addition, student leadership approached the administration regarding forming a Student/Administration Pandemic Workgroup to focus on vaccination hesitancy and education.

Periodically, President Charlier conducts a community brainstorming session to gather ideas from the college community to assist with budget planning. In addition, the president conducts monthly town hall forums for all employees to communicate on assorted topics. These unstructured meetings are open to all and provide an opportunity to ask questions, problem-solve, or exchange updates and information with senior administrators. Finally, the college president also meets with bargaining unit leaders on a monthly/quarterly basis to proactively discuss any emerging issues or concerns.

Safety committees meet at least quarterly on each campus. Safety committees are intended to encourage and promote safety awareness proactively. In addition, the safety committees establish methods for evaluating, resolving, and communicating safety and health issues raised by campus employees and students. The committees include representatives from all college bargaining groups, including staff, faculty, and administration. Safety Committee agendas and minutes are posted on SharePoint for the entire college community.

Student involvement is mandated by Minnesota State Policy 2.3 and Minnesota State Policy 2.3.1 Student Involvement in Decision Making. Student association representatives are engaged in monthly meetings with the administration to discuss issues of mutual interest. 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 Executive Team meets directly with Student Leadership monthly throughout the academic year to share financial information and receive feedback on the CLC budget, including tuition/fees and other topics. Students are free to bring forward agenda items to these meetings. Students are members of the Comprehensive

Facility Plan (CFP) Committee and the Food Service RFP Committee.

All policies and procedures are publicly available on the CLC website and the Minnesota State Colleges and Universities website and any additions or changes to college policies are vetted through specific constituent groups, including Shared Governance Council.

5.A.2. CLC uses data to reach informed decisions in the college's and its constituents' best interests. For example, each academic program is reviewed annually through Division Analysis by comparing instructional costs with enrollment, cost-effectiveness, use of resources, and retention and completion rates. In addition, Minnesota State provides an annual cost study formula that calculates the cost per FYE for programs and courses at the institution. This data is used to inform decisions about each program's viability and future.

Data is collected annually to create a Key Performance Indicators Report that measures student performance in various categories by cohort. It also includes data on the success of students of color within the cohorts. This data informs the college of the outcomes of initiatives and generates ideas for future projects designed to improve student success and advance equity and inclusion.

CLC uses VFA (a facility software supported by Minnesota State) to record data, creating a Facilities Condition Index (FCI) that helps assess college buildings' current and projected conditions. The Comprehensive Facility Plan is also used to prioritize college facility projects. Facility improvements are funded with local funds and/or state allocations. The college submits an annual Higher Education Asset Preservation and Replacement (HEAPR) report to the Minnesota State system office with funding requests for facility projects. In addition, every two years, the college proposes a list of capital projects to the system office that is intended to address changing academic conditions, opportunities, and strategic directions.

Other reports that college leaders consider when making decisions include the Community College Survey of Student Engagement, IPEDS (Integrated Postsecondary Education Data System) Data Feedback Report, the Academic Affairs Annual Work Plan and the Great Colleges to Work For annual survey.

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

Academic requirements are overseen by the Academic Affairs and Standards Council (AASC), which is comprised of faculty and administration as members (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 college policies and processes related to academic and student affairs are vetted through CLC's Decision-Making Process, with a final review at the Shared Governance Council, allowing opportunities for contribution and collaboration from the entire college community. A recent example is the approval of a new latex free policy. The CLC Safety Director drafted the policy in response to concerns raised on campus about latex allergies. Operations Council, Safety Committee, Fiscal/Facilities Committee, and Student Senate all provided input about the new policy before it was sent to all CLC employees for comments and approval at Shared Governance Council.

Sources

- 5.A.1.a CLC Decision Making Process and Membership -2022
- 5.A.1.b Standing Committee Structure 2021
- 5.A.1.c Shared Governance Membership
- 5.A.1.d CLC Org Structure
- 5.A.1.e 10 25 22 Town Hall Meeting
- 5.A.1.f Safety Committee Minutes
- 5.A.1.g Minnesota State Policy 2.3
- 5.A.1.h Minnesota State Policy 2.3.1
- 5.A.1.i CLC CFP Membership
- 5.A.1.j Food Service RFP Committee
- 5.A.1.k College Policies - Central Lakes College
- 5.A.1.l FY23CommunityBrainstormingSurvey
- 5.A.1.l Minnesota State - Board Policies and System Procedures
- 5.A.1.o FY2023 Student Life Committee Recommendation Letter.docx
- 5.A.1.p FY2023 Tech Fee Recommendation Letter
- 5.A.1.q FY23 Student Life and Cultural Budget Requests Final
- 5.A.1.r Fiscal Facilities Committee MINUTES 04.19.22
- 5.A.1.s Tuition Consultation Letter to Trustees 2022
- 5.A.2.a Division Analysis Procedure
- 5.A.2.b FY20 Instructional Cost Study
- 5.A.2.c Department Fact Sheets - FY2022

- 5.A.2.d KeyPerformanceIndicators 8.9.22
 - 5.A.2.e CLC FY18-22 FCI data for HLC 4
 - 5.A.2.f.CLC Master Plan Final
 - 5.A.2.g CLC HEAPR Priorities 2022.V4
 - 5.A.2.h 2022 capital budget request
 - 5.A.2.i CCSSE_2022_Executive Summary
 - 5.A.2.j IPEDS Data 2021DFR
 - 5.A.2.k FY22 Academic Work Plan
 - 5.A.2.m Central Lakes College Topline Survey Results by Fac
 - 5.A.3.a AASC Agenda 10122022
 - 5.A.3.b CLC Decision Making Flow Chart 2020
 - 5.A.3.c 2022 9 21 Shared Gov Minutes Final
 - 5.A.3.d Latex-Free Policy 5.28
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5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B.1. Central Lakes College has qualified and trained operational staff and infrastructure to support its operations. 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).

Qualified and Trained Staff

CLC has appropriately trained and qualified staff in all areas of the college. Collective bargaining agreements cover most staff positions, ensuring appropriate qualifications for all positions. 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. The Minnesota Management and Budget (MMB) categorizes positions 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. These are consistent across all locations and delivery modes.

Using MMB classification specifications, position descriptions and classifications are developed by Human Resources, which oversees the hiring process. Position description templates for creating position descriptions for staff and administration require articulating minimum and preferred qualifications for a position. Minimum and preferred qualifications for positions are also clearly stated within position postings and job advertisements.

CLC has an employee onboarding process, new employee and new faculty orientation sessions, and an employee mentor program for new staff and faculty as described in the Human Resources Onboarding, Orientation, and Employee Mentor training. The Human Resources staff leads these processes and training sessions for new employees and works with key supervisors and departments to participate in these processes. The Human Resource and Diversity, Equity, and Inclusion departments send out professional development opportunities for all employees. CLC

provides funding for professional development opportunities for AFSCME, MAPE, MMA, and MSCF faculty. Individual supervisors and employees are encouraged to find relevant professional development opportunities. Each employee bargaining unit has its process for approval of funding for professional development.

All CLC employees receive an annual performance review. Goal setting 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
- Investigator & Decision-Maker Training
- Respectful Workplace Training

Infrastructure

The college's infrastructure (fiscal resources, human resources, facilities, and technology) are sufficient to support its operation, as evidenced by several Minnesota State Strategic Framework Performance Measures. CLC's Institutional Support Expenses as a Percent of Total Expenses was 15% in FY2017 and 13% in FY2021, declining as an overall percent of the CLC budget, primarily due to a reduction in staff due to retirements/resignations and vacancies, while continuing to invest in instruction and academic support.

CLC Institutional Support as a Percent of Expenditures							
	2017	2018	2019	2020	2021	Percent Change 17 to 21	Percent Change 20 to 21
Institution Support	15%	15%	12%	12%	13%	-14%	+8%

Fiscal Resources

The 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:

	FY2017	FY2018	FY2019	FY2020	FY2021
Central Lakes College Actual CFI	3.73	5.04	4.60	5.09	5.34

The college's FY2021 CFI of 5.34 increased over the FY2020 CFI of 5.09 while the operating margin remained flat. The operating margin continues to be challenging due to declining enrollment, enrollment mix, and limited tuition increases.

CLC's primary reserve and viability ratios continue to increase as net assets continue to grow while reducing institutional debt. The return on net assets has increased but also has fluctuated slightly. As a result, the net operating margin revenue ratio has increased positively. Still, it continues to be an ongoing challenge given declining enrollment, flat or small increases in state appropriation, and increased expenditures due to inflation and contract settlements.

CLC's reserves and fund balance are within, or above, the required levels according to Minnesota State Policy and Procedure 5.10. In addition, CLC has focused on improving its financial position on an accrual basis over the past few years, as shown in the Net Position document.

Human Resources

The college employs approximately 275 faculty, staff, and administration. The most recent IPEDS student-to-faculty ratio was 18:1. 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 Criteria 2 and 3. The college monitors the employee full-time equivalents (FTE) by bargaining unit. Staffing changes between FY2017 and FY2021 show a horizontal trend in employee FTE. However, enrollment fluctuations during this period ensure that adequate employee FTE is in line with current student enrollment.

Employee FTE and Headcount Trends							
	2017	2018	2019	2020	2021	Percent Change 17 to 21	Percent Change 19 to 21
Employee Headcount	268	264	266	281	274	2.2%	3.01%
Employee FTE	252.9	236.2	247.4	251.8	257.7	1.9%	4.16%

Facilities

CLC continues to track and monitor the Facilities Condition Index (FCI), which is calculated as the Deferred Maintenance Backlog divided by the Current Replacement Value of CLC buildings. The Brainerd Campus aligns with the Minnesota State system average. However, the Staples Campus FCI is slightly higher than the system average. This is primarily because the CLC Staples campuses are older, on average, than the CLC Brainerd campus and have more building systems that need attention and repair.

FY21 FCI Data

	Current Replacement Value	Backlog	FCI
CLC Brainerd	\$156,913,807.00	\$19,360,022.58	0.12
CLC Staples	\$99,707,614.06	\$14,506,043.10	0.15
CLC COMBINED AVG	\$256,621,421.06	\$33,866,065.68	0.13
Minnesota State System-wide	\$11,357,902,777.44	\$1,366,072,881.04	0.12

Technology

The Technology Services Department continuously monitors multiple information sources and responds and adapts to ensure the technology needs of students, faculty, and staff are met. Data sources include formal surveys such as the ECAR surveys, committee meetings, consultation with Minnesota State and other colleges, and a continuous review of industry trends. For example, survey results and feedback at committee meetings indicated that quality and fast Wi-Fi access on campus was a very high priority among stakeholders. As a result, CLC has made significant investments to double its Wi-Fi access points over the past five years. Another example is at the beginning of the Covid-19 pandemic, when the IT department had to quickly adapt and implement solutions to transition to online learning and working.

CLC continues to participate in the EDUCAUSE Core Data Service, which allows us to compare financial, staffing, and operational metrics with other peer institutions to set planning benchmarks. The ECAR Survey conducted by the Minnesota State System Office on behalf of all campuses is also reviewed as part of planning processes and development of the Technology Master plan.

5.B.2. CLC's goals are realistic, considering 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 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's mission statement, "*We Build Futures*," continues to provide the foundation for CLC's work, with a review of the mission embedded in the college's strategic thinking and plans, most recently documented in the CLC Strategic Directions and Goals 2018-2025.

The college has established annual targets for key performance indicators to ensure progress and accountability. The fact that these indicators were established by comparison of CLC to other Minnesota State Colleges and national benchmarks ensures that the targets are both realistic and achievable. Additionally, a specific individual guides the work around that component to ensure that each component of the Strategic Plan receives sufficient resources and attention.

CLC is an open-access, comprehensive educational institution committed to responding to the educational needs of its changing community. The most significant portion of the college's expenditures, approximately 76.6% in FY2021, support instruction and student support services and directly drive student learning 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:

- Trend in institutional performance over time,
- Performance level in relation to the institution's goals, and
- Performance in relation to the Minnesota State Colleges average.

In addition, 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 do not address all college articulated 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 that include professional development funds and annual institutional offerings such as in-service days and staff development day.

Additionally, the college files financial reports and statements, subject to audit, annually as outlined in Minnesota State Policy 7.4 Financial Reporting. Annual financial reports for the years ended June 30, 2021 and June 30, 2020, and for the years ended June 30, 2020 and June 30, 2019 and corresponding supplements for FY21 and FY20 and FY20 and FY19 demonstrate a strong history of financial management which thereby supports the achievement of stated goals.

5.B.3. CLC has a well-defined budget timeline and process that manages the college's resource allocation and promotes the interaction of all stakeholders and the college's financial stability. 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 begins with annual budget assumptions. It allows all campus departments to submit annual budget requests that identify needs for the upcoming year and indicate how they align with CLC's Strategic Plan. A review of the colleges expenditures by functional category demonstrates the spending of resources supporting the college's educational purposes.

Within the budgeting framework guided by state regulations, Minnesota State Board Policy, and Minnesota State system oversight outlined in 5.A.1, the college has a well-developed process in place for budgeting and monitoring expenses. The primary funds of the college include General Funds and Student Life (Student Activity and Athletic) Funds.

The college's General Fund budget addresses allocations for salaries, operations, equipment/technology, facilities, 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 the 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.

The Vice President of Administrative Services and Director of Business and Auxiliary Services review the college budget monthly to monitor college revenue and expenses.

5.B.4. CLC's fiscal allocations support its educational purposes. 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 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- and longer-term systems 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 include instruction, research, academic support, public service, student services, institutional support, and physical plant. In the chart below, direct support of instruction, academic support, and student services accounted for 77% of the CLC budget, adequate to support its educational purpose.

CLC Instruction as a Percent of Expenditures							
	2017	2018	2019	2020	2021	Percent Change 17 to 21	Percent Change 20 to 21
Instruction	47%	49%	50%	51%	51%	-10%	1%
Research	0%	0%	0%	0%	0%		
Public Service	0%	0%	0%	0%	0%	0%	0%
Academic Support	15%	13%	16%	14%	14%	-14%	-8%
Student Services	12%	12%	12%	12%	12%	-1%	-0%
Institution Support	15%	15%	12%	12%	13%	-14%	8%
Physical Plant	11%	11%	10%	11%	10%	-5%	-2%
Total	100%	100%	100%	100%	100%		

Sources

- 5.B.1.a IPEDS 2021DFR
- 5.B.1.b 2022-2023 New Employee Orientation PP
- 5.B.1.c Net Position Discussion February 2022
- 5.B.1.d Minnesota State Framework Performance Measures
- 5.B.1.e Minnesota State Policy and Procedure 5.10
- 5.B.1.f Professional Development Guidelines and Forms combined
- 5.B.1.g Central Lakes Student ECAR Summary 2022_12
- 5.B.1.h FY2023 Tech Fee Recommendation Letter
- 5.B.1.i List of Mandatory Training Courses
- 5.B.1.j EE Locations
- 5.B.1.k Course Location Modality
- 5.B.2.a Vision Mission and Planning - Central Lakes College
- 5.B.2.b bot-framework

- 5.B.2.c CLC Faculty Development Requests FY20-FY21
 - 5.B.2.d Faculty In-Service August 18-19 2021 Agenda
 - 5.B.2.e Feb 22 2022 All Employee In-service Agenda Final
 - 5.B.2.f Minnesota State Policy 7.4
 - 5.B.2.g Systemwide-FY21-web-version
 - 5.B.2.h Systemwide FY20
 - 5.b.2.i Supplemental FY21
 - 5.B.2.j Supplement FY20
 - 5.B.2.k Strategic Plan Document 2018-2025
 - 5.B.2.q KeyPerformanceIndicatorsFall2022.V2 2
 - 5.B.3.b FY23 Budget Assumptions
 - 5.B.3.c FY23 Budget Request Form Work Plan Goals
 - 5.B.3.d FY2021_Instruction_AS_as_percent_of_expend_with_library_detail
 - 5.B.3.e FY23 Budget Planning Timeline Process
 - 5.B.4.a Minnesota State Policy 7.1
 - 5.B.4.b Minnesota State Policy 7.3
 - 5.B.4.c MMB Job Classifications
 - 5.B.4.d CLASS_PD Template_classified and unclassified
 - 5.B.4.e CLASS_PD template_administrators
 - 5.B.4.f Job Posting Template
 - 5.B.4.g Performance Evaluation Form
 - 5.B.4.h Frontline Training Information
 - 5.B.4.i Luoma_Luoma program description
 - 5.B.4.j National and Regional Leadership Development Programs
 - 5.B.4.k Save the Date-Frontline Conference 2023
 - 5.B.4.l 1B.1 1B.3 Training
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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1. Central Lakes College's mission, vision, and values are the focus and driving force behind all strategic planning and budgetary decisions. Step 1 of the CLC budget planning process outlines the expectation that the college investment of resources must align with institutional priorities and master plans.

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 end, in FY2021, 77% of CLC's budget was spent on instruction, academic support, or student support staff. In addition, 60% of full-time and 64% of part-time CLC employees are instructional or student support staff.

All budget requests must identify how the funding relates to or will impact CLC's strategic priorities and student success goals as part of CLC's annual budget process. A cross-functional team of administrators, faculty, staff, and students reviews these requests and rationales before making funding decisions. The college also works with the System Office on the Equity 2030 initiative and has gathered a group from across the campus to participate in training and develop a plan for equitable student success. The administrative team also reviews equitable student success data monthly to develop action plans and inform the annual budgeting process.

5.C.2. CLC links its processes for assessment of student learning, evaluation of operations, planning, and budgeting. The Strategic Planning Framework reflects 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, student success, and diversity. For example, to support the strategic direction of providing “academic quality,” the academic master plan identifies strategies to develop co-curricular assessments to assure quality programming outside the classroom. In 2022, this initiative resulted in tangible recommendations around process, timelines, and alignment with the current assessment of student learning in the classroom.

CLC’s annual budget process is clearly linked to planning through the Strategic Planning Framework. It allows all departments to request funds for staff, operating needs, equipment, technology, and facilities. As part of the budget request, each department also identifies its department goals, the relationship between its budget request and its department assessment plan or work plan, and what strategic goals are supported by its budget request. College administration then reviews the budget requests in conjunction with the strategic goals and assessment plans, as evidenced by the notes in the “Approved” column.

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 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 reviewed and considered part of the next cycle of planning, assessment, and budget development. CLC’s Strategic Planning Framework further supports the relationship between strategic planning, division planning, committee structure, and the annual budget process.

CLC continues to focus on ways to link strategic goals, assessment plans, and budgets. In the past few years, the college has focused on Town Hall Forums and community brainstorming surveys to provide feedback and discussion on budgets and the link to CLC’s strategic plan goals, mission, vision, values, and focus on student success.

An additional outcome of the analysis of student success measures is the ongoing work of the cross-functional Student Success Team that consists of faculty, staff, and administration representatives. Led by the Dean of Enrollment Management and Student Success, the team has written the HLC Student Success Plan. It is focused on implementing the various outcomes identified in the plan. Primary data sources used for the student success plan included data, initiatives, infrastructure, and engagement inventory key findings, along with various publications recommended by HLC, CCSSE, and SENSE key findings, along with multiple publications.

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 vital in developing the strategic and master plans and 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 the CLC Foundation Board of Directors. Additionally, all career and technical program advisory committees include 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 such as the Academic Master Plan, Facility Master Plan, the Technology Master Plan, the Diversity, Equity, and Inclusion Master Plan, the Student Success Plan, and the Affirmative Action Plan, as well as 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 the Fiscal/Facilities Committee, Student Life Committee, Technology Fee Committee, Cabinet, Student Senate, Administrative Team, and Shared Governance. Minnesota State Policy 2.3 and Procedure 2.3.1 Student Involvement in Decision-Making gives students a voice regarding budget and tuition/fees, both in terms of the overall college budget and 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 the progress of budget requests. President Charlier provides planning and budget updates to the President's Regional Advisory Committee twice a year.

One particular example of the integrated nature of planning is the involvement of many stakeholders in developing and executing the facilities master plan. The CLC Comprehensive Facility Plan Committee is made up of the community, faculty, staff, administrators, and students. The Comprehensive Facility Plan (CFP) is underway, with anticipated completion in early spring 2023. The previous CFP identified the 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 project's scope of work and cost. In addition to the Task Force, CLC held multiple open forum conversations where CLC employees and student leaders were invited to participate in a facility planning exercise to inform this project further. This project has been identified as the 8th priority as part of the Minnesota State Capital Bonding Request for the 2022 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. CLC's enrollment trajectory changed with the beginning of the pandemic. This has resulted in CLC needing to take some budgetary actions,

identified in 5B, to address budget shortfalls. For FY23, CLC's budget shortfall was initially estimated to be between \$1.0 and \$1.5 million based on enrollment, state appropriation, and contract settlement estimates. Through a process that included college-wide input, modeling, and communication, CLC has a balanced budget for FY23.

In Spring 2022, CLC further refined its budget targets, creating multiple budget scenarios based on four levels of enrollment, three levels of state appropriation, and four levels of tuition increase.

To ensure that all stakeholders understood and could participate in the decision-making process, the details of all budget scenarios were presented to 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 2021 budget planning. The scenarios had a financial spread of approximately \$2.3 million, from a shortfall of \$1.8 million to a shortfall of \$490,000. As a result, the Minnesota State system requested a supplemental budget increase, including funding for campus support and operations and specific initiatives, with the understanding that if the system were fully funded, the college would not increase tuition.

The Cabinet and Administrative Team reviewed data, including surveys, CLC's Strategic Plan, and master plans to measure progress toward stated goals. In addition, enrollment changes 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 consider 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.

Because enrollment drives most of the college's revenue, CLC has invested in several strategies, as indicated in the Academic and Student Affairs Master Plan, to ensure that this critical measure stabilizes. Examples include, but are not limited to, enhancing student registration, investing in recruitment processes and personnel, adding support programs for at-risk students, and new program development. Early indicators for FY24 suggest that enrollment will hold steady or see a slight increase. That is the predicted pattern, according to our Director of Financial Aid, who, based on recent years' FAFSA applications, foresees steady enrollment or a slight increase.

Overall, as with most two-year colleges, Central Lakes College has endured falling enrollment over the past couple of years. In FY2022, enrollment was down -3.3%. However, that drop was significantly less than other two-year colleges in the Minnesota State system experienced and, in fact, CLC enrollment exceeded the overall Minnesota State system average for all colleges and universities. CLC's Fall 2022 enrollment, according to the Minnesota State system report (5.C.4.j), was 1.5% ahead of fall 2021 enrollment, while the system average was down 2.64%.

5.C.5. CLC's Strategic Plan and key master plans are forward-looking documents focused on positioning the college for the future and providing integrated planning that ties together for a common focus.

The Academic and Student Affairs Master Plan identifies not only academic goals for innovation and quality but it also identifies strategies in both facilities and technology that focus on improving the student experience at CLC. At the same time, CLC's Comprehensive Facility 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 directly resulted from changing student demographics and planning for the future.

The Student Success Plan and Diversity, Equity, and Inclusion Master Plan have goals that address current and anticipated demographic shifts in our region. Specifically, both plans focus on narrowing 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 our region's changing demographics and needs. Our Diversity, Equity, and Inclusion Plan also focus on increasing global awareness and cultural competency for CLC students, employees, and the communities we serve. CLC identifies the need to take the lead in these efforts so that, as demographics shift, CLC and the communities we serve to offer a warm and welcoming support system for our students.

5.C.6 CLC implements plans to improve its operations and student outcomes systematically. The college uses systematic processes and committees to learn from its experiences and improve on an ongoing basis. For example, the CLC Strategic Plan links the Strategic Framework with performance outcomes, college priorities, and specific action steps. Additionally, at the institutional level, the college Cabinet analyzes Minnesota State Strategic Framework Performance Measures, Strategic Master Plans, and survey results to understand the data and trends and discuss opportunities for improvement.

To support the continuous improvement of college operations, the Operations Council convenes monthly to discuss issues, engage stakeholders, and inform ongoing improvement efforts. For example, the Council recently discussed topics such as changing the college telephone system to Zoom Phone to create more operational efficiency and expanding recognition of student academic honors for part-time students to create more access and equity for marginalized students.

Improvement of student outcomes is systematically embedded in the college's practices. For example, the Minnesota State Strategic Framework Performance Measure for the success of students of color and the Completion Rate – Undergraduate and Transfer Students reports indicate that CLC is not meeting the goal of closing the achievement gap between our white students and students of color. The Strategic Plan (Strategic Direction 1.1) and Diversity, Equity, and Inclusion Master Plan 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, the Strategic Plan (Strategic Direction 1.1) and Academic Master Plan, including advising plans, transfer plans, and OER plans to advance this metric. In addition, the college utilizes 22 measures from the Minnesota State Strategic Framework Performance

Measures to document evidence of performance and systematic improvement. This framework establishes annual and five-year performance targets. Performance in relation to these targets is reviewed by the college annually, used to guide institutional planning, and is reviewed by the president and chancellor to develop annual goals.

On an annual basis, department fact sheets report academic program performance information and provide a framework for ongoing dialogue about program improvement and student success. A range of program performance information is discussed, 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 ongoing process to guide requests for additional resources, plan course offerings, address equitable student outcomes, and conduct academic program reviews.

The college utilizes SharePoint to store important performance-related data and guide decision-making, including institutional research, Division Analysis, Program Review, and student survey results (i.e., CCSSE).

Sources

- 5.C.1.a FY2023 Budget Planning Timeline Process
- 5.C.1.b Vision Mission and Planning - Central Lakes College
- 5.C.1.c IPEDS 2021DFR
- 5.C.1.d FY23 Budget Request Form Work Plan Goals
- 5.C.2.a Strategic Planning Framework
- 5.C.2.b Strategic Planning Linkage Matrix
- 5.C.2.c Academic Master Plan
- 5.C.2.d Technology-Master-Plan-2018-2023
- 5.C.2.e CLC Facilities Master Plan 2018-2023
- 5.C.2.f Diversity Equity and Inclusion Plan 2018-2023
- 5.C.2.g Strategic Planning Framework
- 5.C.2.h FY23 Budget Request Form Staffing Response
- 5.C.2.i In-service follow-up
- 5.C.2.j Institutional Effectiveness Handbook V2.0
- 5.C.2.k Institutional Effectiveness Framework
- 5.C.2.l FY23 Budget input

- 5.C.2.m CCSSE_2022_Executive Summary
- 5.C.2.n Student Success Draft Master Plan 2021-2025 Final
- 5.C.2.o Minnesota State Strategic Framework
- 5.C.3.a Vision Mission and Planning - Central Lakes College
- 5.C.3.b Committee Membership 2022
- 5.C.3.c Board of Directors - Central Lakes College
- 5.C.3.d FY23 Budget Assumptions
- 5.C.3.d MinnState asa-strategic-plan
- 5.C.3.e Central Lakes College 2018-2020 Affirmative Action Plan
- 5.C.3.f FF MINUTES 2022.3.22
- 5.C.3.g Copy of FY23 Student Life and Cultural Budget Requests Final
- 5.C.3.h FY23 Technology Fee Budget Assumptions
- 5.C.3.i 2022 4 11 Adm Team Agenda
- 5.C.3.j 2022 11 17 Shared Gov Agenda
- 5.C.3.j 2022 3 3 Shared Gov Minutes
- 5.C.3.k Minnesota State Policy 2.3
- 5.C.3.l Minnesota State Procedure 2.3.1
- 5.C.3.m 2022 2 23 Cabinet Meeting Agenda
- 5.C.3.m Brainerd Academic and Student Affairs Project
- 5.C.3.m CLC CFP Large Project Summary February 2022
- 5.C.3.n MN State Bonding Book 2021_ADA
- 5.C.3.o Student Success Draft Master Plan 2021-2025 Final
- 5.C.4.b FY23 Budget Scenarios Initial
- 5.C.4.c Operations Council Agenda 05.02.22
- 5.C.4.d FY20 Budget Scenarios Christiansen
- 5.C.4.e 2020 Minnesota State Supplemental Budget Request_NextGen
- 5.C.4.e FY2022 Minnesota State Supplemental Budget Request
- 5.C.4.f 2020 Financial Health Triggers Finance Indicators
- 5.C.4.g Enrollment Projections FY2008-2024 Master FYE February 2022
- 5.C.4.h FA numbers update - Dec. 2022
- 5.C.4.i FY2022 Enrollment Final Report
- 5.C.4.j Fall Compare Reports for 2022-12-12

- 5.C.5.a Student Success Draft Master Plan 2021-2025_210928
 - 5.C.5.b Diversity Equity and Inclusion Plan 2018-2023
 - 5.C.6.a Minnesota State - Extraordinary Impact
 - 5.C.6.b StudentSuccess_Completion_221205
 - 5.C.6.c Environmental Scan V2.1 Strategic Plan
 - 5.C.6.d Charlier FY23 Workplan
 - 5.C.6.e Department Fact Sheets - FY2022
 - 5.C.6.f Division Analysis Procedure
 - 5.C.6.g Academic Information - Institutional Research
 - 5.C.6.h Operations Council zoom phone item
 - 5.C.6.h Program Review Process
 - 5.C.6.i Operations Council academic honors
 - 5.C.6.i Student Learning Assessment Program Description
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5.S - Criterion 5 - Summary

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

Summary

Central Lakes College historically and currently has the resources, institutional structures, and processes necessary to fulfill its mission and continuously improve academic offerings. It has the will and flexibility to confront any future challenges, embrace opportunities, and respond to trends. The college has the fiscal means, the community support, and the professional faculty, staff, and administration to continue its long-standing role as the educator of choice for the Central Minnesota Region that we serve. 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 the financial backing of a healthy state government and Minnesota State Colleges and Universities, a mature state higher education system managed by a full-time, experientially qualified chancellor and directed by a Board of Trustees appointed by the state's governor and approved by the state legislature. The college has tried and tested systems in place for assessing curriculum and programs, budgeting, developing and improving curriculum, planning, and encouraging and funding professional development for both faculty and staff.

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 2018-2025 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. The college evaluates its programs and services and continuously improves. The college embraces and fulfills its mission and is well positioned to do so far into the future.

Sources

There are no sources.