



The CLC Story: “We build futures“

Assurance Argument
Higher Learning Commission
Accreditation 2023

Table of Contents

Executive Summary	4
<i>Chapter One: Mission</i>	<i>4</i>
<i>Chapter Two: Integrity: Ethical and Responsible Conduct.....</i>	<i>6</i>
<i>Chapter Three: Teaching and Learning: Quality, Resources, and Support</i>	<i>8</i>
<i>Chapter Four: Teaching and Learning: Evaluation and Improvement.....</i>	<i>12</i>
<i>Chapter Five: Institutional Effectiveness, Resources and Planning</i>	<i>15</i>
HLC Assurance Argument	19
<i>Chapter 1 - Mission</i>	<i>19</i>
1.A - Core Component 1.A	19
1.B - Core Component 1.B	24
1.C - Core Component 1.C	29
1.S - Criterion 1 - Summary	33
<i>Chapter 2 - Integrity: Ethical and Responsible Conduct</i>	<i>34</i>
2.A - Core Component 2.A	34
2.B - Core Component 2.B	39
2.C - Core Component 2.C	46
2.D - Core Component 2.D.....	52
2.E - Core Component 2.E.....	54
2.S - Criterion 2 - Summary	58
<i>Chapter 3 - Teaching and Learning: Quality, Resources and Support</i>	<i>59</i>
3.A - Core Component 3.A	59
3.B - Core Component 3.B	65
3.C - Core Component 3.C	71
3.D - Core Component 3.D.....	79
3.S - Criterion 3 - Summary	86
<i>Chapter 4 - Teaching and Learning: Evaluation and Improvement.....</i>	<i>87</i>
4.A - Core Component 4.A	87
4.B - Core Component 4.B	97

4.C - Core Component 4.C	110
4.S - Criterion 4 - Summary	115
<i>Chapter 5 - Institutional Effectiveness, Resources and Planning</i>	<i>116</i>
5.A - Core Component 5.A	116
5.B - Core Component 5.B	121
5.C - Core Component 5.C	129
5.S - Criterion 5 - Summary	137

Executive Summary

Chapter One: Mission

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

Central Lakes College (CLC) has roots dating back to 1938 and was formed by the merger of Brainerd Community College and Brainerd Staples Technical College in 1995. Our mission, *We Build Futures*, along with the related vision and values statements, provides the foundation for, and direction to, the work of every department, division, and unit on our campuses.

To support our mission, we recognize that we serve multiple constituencies, including students, business and industry, and the community. Therefore, we engage all stakeholders routinely to understand and respond to their distinct needs. CLC partners with industry and local experts to develop academic programs and training opportunities that promote economic development, lifelong learning, cultural enrichment, and engagement in civic service. The resulting portfolio of academic programs and training opportunities, along with our student support services, are consistent with our stated mission, and meet the needs of the students who choose CLC as their higher education resource.

At CLC we recognize that we live in a diverse, multicultural society and globally connected world. To this end, we strive to create curricular and co-curricular activities that prepare students for informed citizenship and workplace success. The HLC defines “*informed citizenship*” as “having sufficient and reliable information about issues of public concern and having the knowledge and skills to make reasonable judgments and decisions about them.” Our responsibility also includes ensuring that our students, faculty, and staff embrace a spirit of inclusive and equitable treatment of diverse populations and foster a climate of respect on campus.

CLC’s future-focused mission statement and companion documents are clearly stated and publicly posted with actionable institutional goals that call us to work each day and affirm that at Central Lakes College, we-

- Provide life-long learning opportunities in Liberal Arts, Technical Education, and Customized Training programs;
- Create opportunities for cultural enrichment, civic responsibility, and community engagement; and
- Nurture the development and success of a diverse student body through a respectful and supportive environment.

Examples of evidence that CLC meets this criterion:

- Our mission statement and related strategic plans were developed collaboratively, engaging internal and external stakeholders.
- Program advisory committees for career and technical programs engage business and industry to ensure students are workforce ready.
- Partnerships with the Small Business Development Center, local high school districts, the Mille Lac Band of Ojibwe, and the Minnesota Transportation Center of Excellence are examples of how we engage with the various “publics” that we serve.
- “Pizza to the Polls” and “Civic Challenges” incentivize students to vote.
- Academic opportunities to volunteer in the community such as Coats for Kids.
- Civic opportunities for engagement in diversity events such as Safe Spaces Training, Cultural Thursdays, CLC Pow Wow, and Implicit Bias training.
- Community programming such as Verse Like Water and presentations in the Rosenmeier Center engage our community in cultural enrichment and feature voices of civic responsibility.

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

Chapter Two: Integrity: Ethical and Responsible Conduct

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

CLC operates with high ethical standards and integrity across all areas of responsibility, including financial, academic, personnel, and auxiliary functions. The Minnesota State system provides guidance across a broad range of legislative mandates, and policies to ensure integrity and guarantee compliance from the top down, with policies directed at the Board of Trustees, college and university presidents, employees, and students. The college's policies also provide both language and procedures for accountability across all units at CLC.

The college presents itself clearly, through a range of materials and in media, to students and external partners with full transparency in institutional publications, online information, and in all student-facing communication. We ensure that we are accurately representing information about our academic offerings, program requirements, our faculty and staff, costs of attendance, our governance structure and our accreditation relationships, including our relationships with the Higher Learning Commission and program-related accrediting bodies so that all constituents understand the quality of our mission-driven work in the region.

In its academic work, CLC expects faculty and students to work at the highest standards. Curriculum and assessment are overseen by individual departments, and our course construction process, guided by the Academic Affairs and Standards Council, has oversight that respects the academic freedom of faculty and freedom of expression in the pursuit of truth.

Although research is not a primary function of the college, any basic or applied research that is conducted by our students, staff, or faculty adheres to professional standards and the college provides oversight to ensure regulatory compliance, ethical behavior and fiscal accountability. The college provides professional development opportunities and tools for faculty and students as they become scholarly practitioners in a diverse society. The CLC Library is the primary resource for research and information sources for students, staff, and the community. We communicate our expectations to students with regard to academic honesty and integrity, and enforce policies to ensure that the learning environment is rigorous, ethical, and responsible.

Examples of evidence that CLC meets this criterion:

- Minnesota State Board of Trustees and CLC policies and procedures delineate ethical and responsible conduct for faculty, staff, and students.
- Balanced operating budgets evidence fiscal integrity and decision-making transparency.
- AASC meeting minutes and the yearly log of committee activities, topics, and decision making evidences faculty oversight of academic matters.
- AASC Handbook establishes faculty oversight of curriculum and assessment, and direct mentoring of new faculty helps to ensure alignment to CLC instructional goals.

- College website and the College catalog clearly communicate program offerings and requirements.
- Net price calculator provides transparency of costs of attendance for enrolling students.
- CLC organizational chart allows all members of the community to view leadership and reporting structures on both campuses.
- Program accreditation documents are clearly posted.
- MSCF contract, Article 8 (establishes the Shared Governance Council and the AASC), Article 20 (establishes the Joint Committee on Credential Fields), and Article 23 (ensures academic freedom) to allow faculty to serve as the guide for assessment activities.
- Student complaint process and form provide learners with access to an escalation path for concerns they encounter in class.
- Rosenmeier Center calendar of events provides a forum for open discourse and freedom of expression in dialogue with Minnesota thought leaders like Justice Alan Page (2022).
- CLC Library resources such as the Research and Writing Tools web page provide software that can empower students to break down complex assignments into manageable subcomponents with the help of technology.
- Course outlines for ENGL 1411 and ENGL 1410 which detail learning objectives in research-based writing and information literacy.
- CLC Student Code of Conduct procedure, which defines cheating and plagiarism, and faculty professional development resources to help faculty navigate interactions with students around the topic.
- Turnitin.com resource to empower students to check for close paraphrasing incidents to avoid integrity violations.
- Academic Catalog which communicates academic policies clearly and publicly for easy reference by students and faculty.

It is the intention of CLC administration, faculty, and staff to operate with the highest degree of integrity across all departments, divisions, and units of the college. Our actions are guided by a web of state, system, and local policies and procedures, which are further operationalized by the governance structure shared by administration and the faculty body. Our commitment to ethical and responsible behavior is shared with our students inside and outside the classroom to ensure graduates imbue this desired conduct throughout their personal and professional lives.

Chapter Three: Teaching and Learning: Quality, Resources, and Support

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

At CLC our mission inspires us to build and maintain relevant and rigorous course work, consistently delivered across all delivery modes and at all locations, including a robust general education offering. As a community and technical college, our students and community partners rely on us to deliver excellent educational offerings to meet the needs of all who are served by our college. To that end, each academic credential has clearly identified learning goals which are consistently applied whether on our college campuses or in the high schools as part of our College in the Schools offerings. During the global pandemic, course delivery shifted increasingly online. During the pivot to distance education, we have remained committed to delivering high quality academic and student service programs to all students regardless of modality.

Our general education program, generally defined as our liberal arts programming, including transfer pathways programs, the Associate of Arts and Science degrees, and the Minnesota Transfer Curriculum, is intended to impart broad knowledge and intellectual concepts to students. In addition, our three college learning outcomes – Communicate Effectively, Solve Problems, and Demonstrate Personal and Social Responsibility – are skills and attitudes that we believe every CLC-educated individual should possess. These learning objectives have therefore been integrated into the curriculum across the campuses.

At CLC, we recognize the human and cultural diversity, and seek to instill in our students lifelong skills to thrive in a multicultural world. We do this in our formal curriculum with specific learning objectives, such as courses meeting Goal 6 Humanities and Fine Arts, Goal 7 Human Diversity, and Goal 8 Global Perspectives requirements, as well as in our co-curricular offerings such as the Verse Like Water and Cultural Thursday series. Study abroad travel opportunities and service-learning activities provide students with the chance to engage directly in a global society. Through offerings such as these, we encourage scholarship, creative work, and the discovery of knowledge for all students, faculty, and staff.

To properly support this rigorous and diverse learning environment, we strive to ensure that the composition of our faculty and staff reflects diversity as well. Our search committees are tasked with achieving greater diversity and equity to the extent possible given our candidate pools.

It is critical that we maintain a sufficient number of faculty members to carry out both the classroom and non-classroom roles assigned to faculty. This includes the oversight of curriculum and student learning assessment, student advising, and establishing academic credentials for instructional staff. We are proud of our faculty-to-student ratio of 18:1 and believe this balanced staffing pattern leads to a rich learning experience for students, as well as a healthy work environment for faculty. CLC faculty are highly qualified subject matter experts, in accordance

with our credentialing policies, including those teaching credit courses in the high schools. Faculty are strongly encouraged to seek professional development opportunities to stay abreast of developments in their field, as well as continue to hone their skills as adult educators.

Faculty make themselves accessible to students through office hours, and other opportunities for interaction. In addition to this, our students enjoy the competent services of support individuals in areas such as tutoring, financial aid advising, academic advising, and co-curricular activities. These individuals are qualified, trained, and fully supported in their professional development.

To support student learning and effective teaching, the leaders at CLC are committed to providing the resources necessary, including targeted resources to support special student populations to achieve equitable outcomes. This robust support process begins the moment an individual decides to become a CLC student. Our student services professionals identify the academic needs of a student and follow a clear and transparent process for directing new students to those programs and courses for which they are adequately prepared. Throughout the student experience at CLC, academic advisors guide learners through their journey, and students can depend upon our extensive infrastructure and resources, such as laboratories, libraries, performance spaces, clinical sites, and museum collections, designed to empower students to complete their chosen degree.

Examples of evidence that CLC meets this criterion:

- Minnesota State policy 3.36 and procedure 3.36.1 outline the framework for academic programs.
- The AASC Handbook guides the curriculum development process.
- AASC minutes and yearly log evidence adherence to that process.
- Course outlines which articulate learning goals are available to students in their classrooms.
- Course syllabi, whether on-campus, online, or CIS, evidence consistency of learning outcomes across locations and learning modes.
- NACEP accreditation provides additional standards to the CIS program.
- Program advisory committee minutes evidence relevancy and currency of curriculum.
- Minnesota Transfer Curriculum sets clear general education standards within the overarching Minnesota state system.
- Planning forms for transfer degrees such as the AA Liberal Arts degree, the six AA Transfer Pathways, the AFA in Music, and the AFA Transfer Pathway in Art are available to students.
- Curriculum maps which evidence integration of the college-wide learning outcomes reveal the connection between assessment and learning objectives at the course level.
- Course outlines for Goal 6, Goal 7, and Goal 8 courses articulate learning outcomes recognizing the importance of human and cultural diversity.
- Honor's Program and National Collegiate Honors Council membership allows students to engage with the broader academic community.

- Study abroad trips to New York City, Puerto Rico, Europe, Costa Rica, Cuba, and London have scholarships available to expand access to global learning opportunities.
- Service-learning activities included in the Positive Psychology and Honors Leadership Development courses, the Dental Assistant program, and the Accounting program allows student experiential learning through hands-on engagement in the community.
- Creative works and scholarship activities such as the model irrigator developed in the Robotics/Automated Systems Technology program and the agricultural research projects conducted by the Agriculture and Energy Center reveal how innovation can be integrated into assignments.
- Affirmative Action Statement and Plan is in place to guide campus decision making.
- IPEDS faculty data reveal the breadth of faculty expertise available to CLC students as well as the sufficiency of the number of faculty to carry out work assignments.
- MSCF contract, Article 11 (which defines a faculty work assignment) ensures students receive high quality faculty support in all academic areas.
- CLC hiring process and position postings clearly state minimum and preferred qualifications for faculty and staff and credentials are verified by CLC to ensure that high quality candidates are identified and verified upon hiring.
- Minnesota State policy and CLC process for employee evaluations ensures that individual faculty have regularly scheduled classroom observations and feedback on their instructional work in the classroom.
- Completed employee evaluation forms and faculty observation notes are shared with faculty so that they can reflect on practice and implement improvements as needed.
- Professional development offerings and budget funding evidence support of trained and qualified faculty and staff.
- MSCF contract, Article 17 (Sabbatical Leaves) allows full time faculty to engage in scholarly research that enhances teaching.
- Posted office hours on faculty office doors and in syllabi evidence accessibility to students to engage with their instructors.
- Student support services offices such as admissions, financial aid, advising, TRIO, social work, accessibility, tutoring center, adult basic education, veteran's resource center and the Nest Multicultural Center all evidence support for student learning.
- The Pathways for Academic Student Success (PASS) program supports the success of liberal arts students.
- The Comprehensive Facilities Plan and the Technology Master Plan evidence careful planning of space and technology needs across both campuses.
- Laboratories, clinical site agreements, performance spaces, the Ag and Energy Center, and the Library are evidence of the infrastructure provided to ensure students have comprehensive and robust support.

In allegiance to our mission – *“We build futures”* – CLC takes its role as a regional educational leader seriously, with a strong focus on post-secondary academic excellence in both Liberal Arts and Career and Technical Education (CTE) offerings; in our support for intellectual inquiry,

practical application and integration; in our highly qualified faculty and staff; in our support structures to support learners across the many challenges of their higher education journey; and in the fulfillment of our mission.

Chapter Four: 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 its effectiveness for student learning through processes designed to promote continuous improvement.

CLC is an institution centered around teaching and learning. The college's mission, vision, and values emphasize CLC's commitment to excellence in education and service to our students.

We ensure the quality of our educational offerings through several key processes, including program analysis, curriculum development, credit transcription, specialized accreditation, and graduate follow-up surveys. Our 5-year program review cycle and the annual division analysis provides us with the information we need to make on-going program improvements. Additionally, we evaluate every credit that we place on student records, whether those are earned through the college, transferred in from other institutions, or earned through credit for prior learning. We exercise authority over our curriculum, through the governance of the Academic Affairs and Standards Council, including prerequisites for courses and course learning outcomes, and we ensure that courses taught through the College in the Schools program are equivalent to those taught by CLC faculty.

Several academic programs, such as Nursing, Automobile Technology, Dental Assisting, Diesel and Heavy Equipment, and Medical Assisting, maintain specialized accreditation through external agencies. In addition, our College in the Schools program is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

We evaluate the success of our graduates through the graduate follow-up survey to ensure our programs are effective in preparing students to be successful in their chosen field. We gather data on specific metrics such as employment rate, related employment rate, continuing education, and salary to evidence this success. Additionally, Minnesota State provides us with data on student retention, transfer and completion to monitor the quality of our educational offerings.

We engage in ongoing assessment of student learning, guided by the faculty-led Student Learning Assessment Committee, for both curricular and co-curricular activities. Assessment occurs at many levels, including course-level, program-level, and assessment of the college-wide learning outcomes. The resulting data provides the necessary information we need to make continuous improvements to the teaching and learning process. The processes that we use for assessment reflect good practice, including established learning goals, curriculum mapping, professional development opportunities, and the substantial participation by faculty and other relevant staff members in our assessment activities.

Over the next few years, we expect to further mature our assessment processes by:

- Enhancing systems for managing assessment data and reports (both career and technical program-level and Liberal Arts assessment data need information management support),
- Continuing to integrate assessment evidence organically into academic and administrative decision-making,
- Enhancing support for program-level assessment (improve consistency in gathering and using assessment evidence in more than 60 academic programs),
- Continuing to develop co-curricular assessment initiatives, and
- Integrating the entire CLC community into Assessment Day and the continuous improvement process.

At CLC we are committed to the success of our students and equitable student outcomes. We have defined goals and strategies that improve retention, persistence, and completion rates, articulated in the strategic plan, the CLC Performance Indicators report, and departmental master plans. We consider these goals, set by Minnesota State and the CLC administration, to be ambitious, yet attainable. We frequently monitor and report our progress towards these goals. We use the data to make improvements to our programs and services, continuously evaluating our effectiveness and our impact on student success.

Examples of evidence that CLC meets this criterion:

- Minnesota State Policy 3.36 requires regular evaluation of academic programs.
- Templates for program review, for both liberal arts programs and career and technical programs, evidence the type of data collected to ensure programs remain relevant.
- The division analysis report provides evidence of additional program analysis that occurs annually.
- Minnesota State policies and procedures govern credit transcription including 3.35 (credit for prior learning), 3.21 (transfer credit), and 3.40 (transfer appeal).
- AASC meeting minutes demonstrate faculty oversight of curriculum as well as programmatic changes made based on assessment results.
- NACEP accreditation ensures a quality CIS program.
- Various program accreditations are an additional assurance of the quality of those specialized programs.
- Graduate follow-up survey reports and student success data from the System Office evidence that we monitor the success of our graduates.
- Course outlines and course syllabi evidence the existence of defined learning outcomes.
- The CLC Curriculum Map shows the alignment of our college-wide learning outcomes with program curriculum.
- SLAC meeting minutes and submitted assessment data and reports provide evidence of faculty involvement in the student learning assessment process.
- The assessment reporting forms detail the type of data collected by the various academic programs and service departments.

- Agendas for Assessment Day and other professional development activities demonstrate support provided by the college for assessment activities.
- Survey results from the assessment feedback form provide evidence that we are continuously monitoring and improving the assessment process itself.
- The CLC Performance Indicator document, along with the strategic plan and various master plans, evidence the many initiatives underway and planned to enhance student persistence and completion, including the commitment to close success gaps for underrepresented student populations.
- Department Fact Sheets and the division analysis evidence the monitoring of enrollment and student success by program.
- Participation in the HLC Student Success Academy further demonstrates our commitment to improving student outcomes.

At CLC, we pride ourselves on the quality of our academic programs and support services, continuously evaluating student outcomes such as learning, persistence, and completion, to drive improvement across the college departments and units.

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.

Historically and currently, CLC has the resources, institutional structures, and processes necessary to fulfill its mission and continuously improve academic offerings. The college has the will and institutional flexibility to confront any future challenges, embrace opportunities, and respond to trends.

Our shared governance structures, such as the Shared Governance Council, Academic Affairs and Standards Council, and bargaining unit leadership ensure that the CLC administration engages our internal constituencies in planning and policy and procedure development. This includes the setting of academic requirements. Our leadership uses data to reach informed decisions in the best interests of the college and inclusive of our various constituencies. This data spans a vast array of performance indicators including data regarding the effectiveness of teaching and learning, financial, human resource, facilities, and technology processes.

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. Our budgeting process is collaborative and intentional, allocating resources to support our strategic initiatives in pursuit of our stated goals, not the least of which is to improve the student experience through enhanced student outcomes. We believe that these goals are realistic, given our resources, and support our stated mission.

The infrastructure used to support our operations, created through responsible resource allocation, includes our organizational structure, staffing levels, facilities, and technology. Through our highly qualified operational staff, state-of-the-art facilities, and robust technology infrastructure, we are able to support our operations wherever and however programs are delivered.

To maintain this high-quality level of operation, we engage in systematic and integrated planning and improvement. The college has a strong history of shared governance and engagement with the college community regarding college planning and resource allocation. The strategic plan, supporting master plans, and division planning documents are used to delineate our college priorities, given our current capacity, and anticipated fluctuations in our revenue sources. These plans were developed collaboratively, engaging both internal and external constituencies. With this broad input, we believe that our plans are sufficient to anticipate evolving external factors such as technology advancements, demographic shifts, globalization, the economy, and state financial support. Data gathered from the planning process, the assessment of student learning,

and evaluation of departments and units are used to inform the budgeting and resource allocation process.

Examples of evidence that CLC meets this criterion:

- The President's Regional Advisory Committee, College in the Schools Committee, and the CLC Foundation Board of Directors are examples of how we engage external constituencies in planning and decision-making.
- The CLC Decision-Making Process highlights the various campus groups included in the shared governance model, and minutes from these meetings evidence how these internal constituencies are used to arrive at informed decisions.
- Informal meetings held by the president, such as Town Halls, community brainstorming sessions, and Employee Leader and Student Leadership meetings, support the claim that administration engages its internal constituencies.
- Meeting minutes from other campus committees such as Safety Committee, the Student Life Committee, the Technology Fee Committee, the Fiscal and Facilities Committee, and Student Senate further evidence our desire to broadly engage our faculty and staff in college operations.
- Division analysis reports, the Key Performance Indicator Report, the annual cost study report, and various survey results (such as the Community College Survey of Student Engagement, the IPEDs Feedback Report, and the Great Colleges to Work For) evidence the extensive amount of data used to reach informed decisions.
- AASC meeting minutes demonstrate faculty oversight of setting academic requirements.
- The Strategic Planning Framework and the Strategic Planning Linkage Matrix reflect the college's integrated planning process, linking the strategic plan with assessment results and master plans.
- Position descriptions with established minimum and preferred qualifications for faculty and staff, employee evaluations, faculty observation forms, and professional development activities such as funded training opportunities and in-services all provide evidence of a highly qualified and trained staff.
- The college student-to-faculty ratio of 18:1 supports our claim of adequate academic staffing to support our educational mission.
- The college composite financial index (CFI) of 5.34 supports our claim of adequate fiscal resources to support our educational mission.
- The college facilities condition index (FCI) of .13 supports our claim of adequate facilities to support our educational mission.
- The process by which key performance indicators are established, that being through comparison to other Minnesota State colleges, supports the claim that these goals are both realistic and achievable.
- The budget request process and resulting budget requests evidence alignment with our strategic priorities.

- The Enrollment Projection report evidences our attention to possible changes in enrollment trends, demographic shifts, and programmatic changes as we allocate resources.
- The 77% budget allocation to instruction, academic support, and student services demonstrates alignment of fiscal support to our educational mission.
- The Institutional Effectiveness Framework evidences the linkage between CLC planning documents and Minnesota State strategic priorities.

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. The college is attentive to the fiscal, human, physical, and technology capabilities, and we allocate our resources accordingly to support a quality educational experience for students.

The college has tried and tested systems in place for evaluating curriculum and programs, assessing student learning, budgeting, and planning, and strives to integrate these various processes to systematically improve our operations. 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 embraces and fulfills its mission and is well positioned to do so far into the future.

HLC Assurance Argument

Chapter 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 articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1. [Minnesota State Colleges and Universities \(MNSCU\) policy 3.24](#) establishes the processes for review of the system, college, and university missions, in accordance with [Minnesota Statute 135A.052 Postsecondary Mission](#). Minnesota State Policy 3.24 requires each institutional mission statement to be approved by the Minnesota State Board of Trustees and that the Board of Trustees shall periodically review, revise as appropriate, and approve the system mission and vision. The mission and vision must advance the higher education needs of the state. The board shall assure consultation with students, faculty, staff, and essential state members.

Central Lakes College (CLC) is a public, two-year comprehensive community and technical college. Outside of federal funds, tuition, grants, and private scholarship revenue, CLC is primarily funded and governed by [Minnesota State](#). Minnesota State provides CLC with the advantage of operating within a system of 26 colleges and 7 universities with 54 campuses throughout the state and offers 4023 academic programs taught by exceptional faculty.

CLC's institutional mission operates under the broader charge of Minnesota State's mission with its nearly 340,000 students statewide, and CLC's mission is targeted to communicate a clear commitment to a wide range of academic programs. CLC's mission directly affirms the goal of

providing opportunities for students, as well as aspirations that mark CLC as the anchor institution of higher education in our rural region. [The current CLC mission was first reviewed by a college committee comprised of college faculty, staff, and students on March 6, 2007](#), through a consultative process as required by [Minnesota State Policy](#). As required by the policy, [CLC submitted its mission statement](#) for review and adoption by the Minnesota State Board of Trustees. This action was [formally approved on September 17, 2008](#).

1.A.2. The process used to keep the college mission statement current is similar to the original development process. The process began at a college-wide in-service. CLC collected input across the college from all stakeholders, resulting in a Shared Governance presentation and, ultimately, a proposal and approval to the Minnesota State Board of Trustees.

The end result was a reaffirmation of the [CLC Mission, Vision, and Values](#), which is available on the CLC website:

CLC MISSION: “We build futures.”

At Central Lakes College, we –

- Provide life-long learning opportunities in Liberal Arts, Technical Education, and Customized Training programs;
- Create opportunities for cultural enrichment, civic responsibility, and community engagement, and
- Nurture the development and success of a diverse student body through a respectful and supportive environment

CLC VISION:

“Central Lakes College inspires learning, advances innovation, and transforms lives.”

CLC VALUES:

- Excellence
- Innovation
- Inclusion
- Community

Based on these missional statements, the college’s work emphasizes both the learning by the college’s students and the larger collective work we seek to accomplish in partnership with students and diverse community partners throughout the region. The futures we seek to build together are not constructed by accident. The college’s mission stretches us to see more, engage more, and do more – stirring the region with the assets that only higher education can bring in terms of learning programs, relevant research, economic development, new career pathways, incumbent worker training, cultural arts offerings, diversity initiatives, and much more. These commitments, as noted, include [liberal arts transfer programming](#), [career and technical education](#), [customized training programs for business and industry](#), [support for cultural](#)

[enrichment](#), [life-long learning](#), and [engagement in civic service and community and economic development](#).

Since 2008, CLC’s Mission Statement, “We Build Futures,” has provided the foundation for CLC’s work, with a review of the mission embedded in the college’s strategic thinking and plans, most recently documented on the cover of the [current 2018-2025 CLC strategic plan](#).

1.A.3. The missional statements of CLC provide focus as to the nature, scope, and intended constituencies served by the college as a two-year public community and technical institution. The statements highlight intended constituents as students, business and industry, and the community. Missional statements specifically address the diverse aspects of the college’s mission as a two-year institution with both career and lower-division transfer programming. As such, CLC’s missional statements clarify its commitments for both the Brainerd and Staples campuses and to all teaching modalities, services, and community engagement to reach all intended constituents.

1.A.4. The [mission statement](#), in tandem with CLC’s vision and values, is congruent with its academic programs, support services, and enrollment profile. The three key points undergirding the college’s mission statement are emphatic, noting the aspirational goal that “We Build Futures” because we –

- Provide life-long learning opportunities in Liberal Arts, Technical Education, and Customized Training programs;
- Create opportunities for cultural enrichment, civic responsibility, and community engagement, and
- Nurture the development and success of a diverse student body through a respectful and supportive environment

The first point, “...provide life-long learning opportunities...”, references the missional focus on futures supported through [liberal arts programming](#), [career and technical](#), and [training for incumbent workers](#) in business and industry, along with our partnership with the [Small Business Development Center](#). Support for life-long learning is evident in our [reduced tuition for senior citizens](#) and [distance education offerings through CLC College in the Schools](#), where partner high schools provide higher education offerings to students throughout central Minnesota. Distance education offerings through online and hybrid courses provide students throughout Minnesota and beyond with opportunities to complete their educational goals. Life-long learning opportunities require CLC to address potential barriers, such as distance from the college and family and/or employment commitments, issues ameliorated by online options for coursework. In fiscal year 2021, completely [online courses](#) accounted for 27.5% of credit-based enrollment (701 FYE).

The second point, “create opportunities for cultural enrichment, civic responsibility and community engagement,” refers to CLC’s mission focus on programs for non-academic growth and development for all students. [Student Senate](#), clubs and organizations, [athletics](#), and [cultural opportunities](#) abound for students at CLC campuses, along with [civic responsibility through the](#)

[work of the Gordon Rosenmeier Center](#) and participation in the ALL IN Campus Democracy Challenge where CLC was [recognized as a 2022 “Most Engaged Campus” for college student voting](#).

The third point, “nurture the development and success of a diverse student body through a respectful and supportive environment,” refers to the diverse student body composed of learners across the spectrum of cultural, ethnic, economic, and educational backgrounds. In the fall of 2021, [11% of the student body identified themselves as students of color](#), and 47% met the TRIO definition of a [first generation student](#). CLC’s student enrollment profile is consistent with a two-year community and technical college’s mission and regional focus. As illustrated in the [2016-17 enrollment map](#), we draw primarily from seven rural counties surrounding the college, with [63% of all students living within 60 miles of the college](#). For fall 2021, the age mix of CLC students and credit count is also consistent with the missional role as a community and technical [college with 28% of students over the age of 20](#) and [63% of students attending on a part-time basis](#). CLC strives to make sure every student has a connection to resources, academic and non-academic support, and staff, including student learning support environments such as the [learning commons](#), [Raider Connect Services](#), and [TRIO programming](#).

1.A.5. CLC articulates its mission publicly through its vision and values, as well as its strategic planning and priorities. CLC’s missional statements and materials are presented in multiple written documents for students, employees, and the public, in social media, and in forums that guide the college’s work. Specifically, missional statements encompassing CLC’s mission, vision, and values are articulated on the college’s website, the [CLC Strategic Plan 2018-2025](#), [student handbook](#), [college policies](#), and other venues.

CLC’s mission, vision, and values are the focus and driving force behind all strategic planning and budgetary decisions. The budget planning process further outlines the expectation that the college investment of resources aligns with institutional priorities and master plans, both during times of reduced resources and when there are additional resources. See CLC’s further response in Section 5. C.1.

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-

1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1. As an anchor institution of public higher education in central Minnesota, Central Lakes College's (CLC) missional support statements reflect the institution's commitment to serving the public:

- Provide life-long learning opportunities in Liberal Arts, Technical Education, and Customized Training programs;
- Create opportunities for cultural enrichment, civic responsibility, and community engagement, and
- Nurture the development and success of a diverse student body through a respectful and supportive environment

As the region's college, CLC has demonstrated a long-term and ongoing commitment to supporting many public entities and efforts to enhance the vitality of our communities. CLC's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity. Our campuses are open to the public, resulting in the community regularly using our facilities, which include our libraries, cafeteria, and indoor and outdoor walking trails. Collaborations to serve the public include but are not limited to:

- [Community Fall Festival](#) for area children and families
- [Rosenmeier Forums](#) to inform, educate and encourage residents of central Minnesota to participate in effective governance, planning, and leadership
- [Verse Like Water poetry readings](#) that bring nationally recognized poets from around the country
- Partner with the Brainerd Chamber of Commerce to introduce careers in almost 20 regional high schools through the [Bridges Academies program](#), which offers exposure to more than 100 career areas. In addition, in partnership with the Brainerd Chamber of Commerce and Sourcewell, CLC hosts the [Bridges Career Exploration Day](#), which

showcases more than 200 high-demand careers with hands-on demonstrations, simulators, and breakout sessions for regional high school students.

- The college's College in the Schools (CIS) concurrent enrollment program [partners with almost 50 regional high schools](#). Additionally, the college's leadership in utilizing [Open Education Resources \(OER\)](#) has supported roughly 25 high school concurrent enrollment instructors developing OER for their CIS courses.
- CLC was responsible for leading Regional Race Equity work in partnership with the Mille Lacs Band of Ojibwe, Isle Schools, Nay Ah Shing Schools, Onamia Schools, Wewinabi Early Childhood Program, and Minnesota Educational Equity Partnership to help address disparities in student preparedness for school, college, and careers. As part of the [Race Equity and Excellence in Education Action Plan](#), numerous trainings were provided to four regional school boards. Two schools have implemented race equity board resolutions/policies, and both public schools have implemented race equity plans. Isle and Onamia school boards have continued modifying their equity plans and lean on CLC to support student success and training of all stakeholders as needed. Mille Lacs Band of Ojibwe continues to reach out to CLC to build cradle to career opportunities.
- Support for regional economic growth and job creation through the [Small Business Development Center \(SBDC\)](#) hosted by CLC. SBDCs are partly funded through a [partnership with the Small Business Administration \(SBA\) and the Minnesota Department of Employment and Economic Development \(DEED\)](#). In FY 2022, [the SBDC hosted by CLC worked with 501 entrepreneurs/businesses, assisted with opening 12 businesses, helped businesses access \\$31.2 million in capital, and created/retained more than 1,676 jobs.](#)
- Non-credit training offerings to local and regional businesses through [CLC's customized training division](#) focused on continuing education. In FY21, customized training delivered 165 courses with 1559 participants – awarding more than 48,324 training hours.
- [Cultural arts offerings to the region with 39 performances](#) and more than 9,140 in attendance in 2019-20.
- [In partnership with the Minnesota Transportation Center of Excellence, the Nitro-X camp](#) is a week-long day camp where students in grades 6, 7 & 8 work in teams to build and modify a 4×4 remote controlled vehicle. Students learn about electronics, engines, suspension, paint, and diagnostics. Students enjoy field trips to industry partners and explore careers like auto mechanics, heavy equipment operations and maintenance, diesel technicians, and marine and power sports. Nitro-X camp returns summer 2023.
- [Summer Engineering and Manufacturing \(SEaM\) Camp](#) at the Staples campus is a one-week adventure for students in grades 7-12, allowing them to experience hands-on electronics, motor controllers, computer-aided drafting, manufacturing machining, and automated robotics systems. Students build "battlebots" all while gaining expert instruction in computer-aided drafting and automated robotics systems.

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

1.B.2. As a public institution of higher education, CLC's educational responsibilities take priority over other activities and interests, as noted in the strategic priorities, as well as the budgeting process, beginning with the alignment evident in the [CLC budget request form](#). The college budgets approximately 65% of its annual budget for instruction and academic support, a percentage [comparable with other MinnState institutions](#). As a public institution of higher education, CLC's "investors" are the public we serve, of which we are careful stewards of their trust and tax dollars. While CLC's facilities are open to the public through rental agreements, the college's educational offerings and co-curricular activities have first priority without exception.

[The CLC Foundation](#), a nonprofit 501(c)3 organization, promotes student success by addressing financial barriers to pursuing higher education – through scholarships, strong alumni and donor relationships, affordable student housing, and other appropriate assistance. Annually, [the CLC Foundation provides more than \\$375,000 in scholarships](#) to CLC students. In addition, in 2016, the [CLC Foundation purchased student housing](#) adjacent to the Brainerd campus, providing accommodation for 134 students.

1.B.3. The college has a developed engagement process to seek insights critical to its mission – both at the program and institutional levels.

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

Central Lakes College also seeks broader consultation as needed. For example, CLC regularly convenes industry-wide consultation and advice to ensure strong connection to relevant regional industries, which often leads to productive partnerships, such as the [Service Technician Education Program](#), and [CTE programs regularly hold industry advisory board meetings](#) to review curriculum, industry and workforce trends, and provide feedback on performance of graduates.

Central Lakes College serves as the [postsecondary partner for the Central Lakes Perkins Consortium](#), one of 25 Perkins consortia in Minnesota. CLC partners with 22 public schools and education districts in central Minnesota to coordinate and facilitate the Federal Perkins V Grant. [The Perkins V Handbook](#) is a tool and guiding resource for the consortium.

At the state and institutional level, the MinnState system administers the college. However, local insights are regularly sought to ensure that CLC is relevant to the needs of the communities and

region. In this regard, the [CLC President's Regional Advisory Committee](#) meets regularly to provide the college president and senior administration with regional reflection and guidance.

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-

1.C - Core Component 1.C

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

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1. Central Lakes College (CLC) encourages curricular or cocurricular activities that contribute to informed citizenship and workplace success.

The college's [Student Life division](#) hosts more than 20 student clubs and organizations. These groups span diverse interests and activities, and [include community and civic engagement, such as "Pizza to the Polls"](#) which provides transportation (and pizza) to the Crow Wing County Courthouse for students, and "Civic Challenges" which incentivize students to vote by offering prizes for completion. The [Raider Roost Student Life Newsletter](#) regularly provides Minnesota Election Resources, supplying information for students on voting-related questions. Many of our academic programs offer opportunities for students to volunteer in the community, such as [Coats for Kids put on by our Marine and Powersports Club](#). Throughout the academic year, [CLC's Career and Transfer Center holds workshops](#) on topics that include resume-building, job searching, interviewing, and career interest surveys.

1.C.2 and 1.C.3 Two of Central Lakes College's missional support statements directly describe the college's commitment to serving an increasingly multicultural society and that the college fosters a climate of respect among all students, faculty, staff, and administrators from a range of diverse backgrounds, ideas, and perspectives. These missional support statements note that at CLC, we:

- Create opportunities for cultural enrichment, civic responsibility, and
- Community engagement; and
- Nurture the development and success of a diverse student body through a respectful and supportive environment.

CLC is a member of the Minnesota State College and Universities system (MinnState), with a [system level emphasis on diverse, multicultural programming and a systemwide focus on Equity 2030 and closing the achievement gap](#). The college is a leader in the two-year sector of the

MinnState system in the area of diversity, equity, and inclusion, along with multicultural programming for students, faculty, staff, and administration. [The Office of Equity and Inclusion Program Highlights Concerns, and Challenges](#) summarizes activities that reflect CLC's engagement in diversity events at the college and in the communities we serve. A few examples of events and programming for CLC students, staff, and community participants include:

- [Safe Spaces Training](#)
- Cultural Thursday
- [CLC Pow Wow](#)
- ADA Compliance
- Lavender Graduation and youth PRIDE event
- University Design
- Teaching through Equity Lens, Culturally Responsive Classrooms
- Implicit Bias Training

In the spring of 2017, the College reorganized the administrative structure to create a new dean-level position, the Dean of Students, Equity, and Inclusion, to emphasize the importance of diversity, equity, and multicultural programming at CLC. The comprehensive [CLC Diversity, Equity, and Inclusion Master Plan](#) illustrates the college's commitment to processes and activities emphasizing the value of human diversity, and fostering a climate of respect amongst the college's constituencies. The plan provides a detailed view of the College's work in proactive programming that aligns with the three strategic pillars: "Inspire Learning, Advancing Innovations, Transform Lives."

The college's academic and student affairs work also highlights diversity initiative support. For example, the [Academic and Student Affairs Master Plan](#) articulates in Goal 3.4 efforts to "promote and strengthen support structures for diverse student populations utilizing an intentional and systematic approach." At the institutional level, the [Student Success Master Plan](#) articulates in Goal 1.1 the work to "promote excellence and equity in teaching and learning."

While formal plans are critical to accountability but mainly invisible to a broader audience, CLC makes visible its missional focus on diversity, equity, and multicultural programming through several key activities and processes, internally for students in student life programming and employees through professional development activities such as [Safe Space training](#).

For employees, Human Resources, in partnership with the Office of Diversity and Equity Programs, [offers a twice-yearly training in diversity and equity initiatives](#), along with additional diversity events provided throughout the year.

The college also works closely with its students with disabilities through the [Office of Accessibility Services](#). This unit assists students and faculty, ensuring there are no barriers to inclusion in all aspects of the College's mission.

The [CLC Upward Bound program](#) transforms high school students into college graduates. The year-round program provides educational services to modest-income and first-generation high school students to assist them in graduating from high school, enrolling in a college or university, and completing their post-secondary education. It includes a [six-week summer program](#) on a college campus to help prepare students for the post-secondary experience.

Externally, student and community programming are offered throughout the academic year via [CLC's Cultural Thursday](#) and [Verse Like Water](#) presentations. Verse Like Water provides opportunities for students and the community to hear from and interact with Nobel Prize-winning poets with presentations offered throughout the academic year. In addition, [public forums on topics related to politics are presented by The Rosenmeier Center for State and Local Government](#) in collaboration with CLC. These ongoing series frequently provide daytime and evening programming for community participation. Additional multicultural events are frequently scheduled in the College's Chalberg Theater and the [Multicultural Center "The Nest"](#) which opened in 2021.

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-

1.S - Criterion 1 - Summary

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

Summary

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

CLC's mission statement and companion documents call us to work each day and affirms that at Central Lakes College, we-

- Provide life-long learning opportunities in Liberal Arts, Technical Education, and Customized Training programs;
- Create opportunities for cultural enrichment, civic responsibility, and community engagement; and
- Nurture the development and success of a diverse student body through a respectful and supportive environment.

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

Sources

There are no sources.

Chapter 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 establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2.A.1. Central Lakes College developed the institutional mission statement, which was then adopted by the governing board of the Minnesota State Board of Trustees. The mission was developed in 2007 through an iterative process where stakeholder input was collected and integrated in advance of adoption by the board in 2008 as described in Criterion 1.A.1.

CLC is governed by the laws of the State of Minnesota and [the policies of the Minnesota State Colleges and Universities \(Minnesota State\) Board of Trustees](#). The Minnesota State system office is led by the [Chancellor](#), who reports to the Board of Trustees.

2.A.2. Central Lakes College operates with integrity in financial, academic, human resources, and auxiliary functions. [Under laws and statutes of the State of Minnesota](#) and [regulations of Minnesota Management and Budget](#), Minnesota State system policies and procedures ensure system institutions operate with integrity in financial, academic, human resource, and auxiliary functions.

Financial Integrity

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

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

The Board of Trustees maintains the authority to set tuition rates for all system institutions. In addition, it regulates students' fees per [Minnesota State Policy 5.11 Tuition and Fees](#). Feedback from students is collected when tuition rates or fees increase to better understand the impact on learners and increase transparency.

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

CLC's Administrative Services provide the college with budget guidance, including a [planning timeline](#), process, and [budget assumptions](#) for accurate and timely submission of budget requests. In addition, the college submits financial reports and statements to the Minnesota State system office, subject to audit, annually as outlined in [Minnesota State Policy 7.4 Financial Reporting](#). The [Minnesota State Colleges and Universities Annual Financial Reports](#) for the [years ending in 2020 and 2021](#) demonstrate appropriate financial management for the Minnesota State system and CLC. Additional discussion on budgeting and resource allocation is available in 5.B.3 and 5.B.4.

CLC also stresses financial integrity through training and publications such as the [Business Services Manual](#).

Academic Integrity

CLC works to ensure that its programs and coursework are consistent and aligned to the CLC mission and academic standards for a two-year institution of higher education. The college shares governance and leadership of its curriculum with the faculty-led Academic Affairs and Standards Council (AASC), noting in [Article 8 Section 2](#) of contract language:

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

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

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

Additionally, CLC students must adhere to academic integrity, as prescribed in [CLC's Procedure 3.6.1 Student Code of Conduct](#), prohibiting students from acts of dishonesty, such as cheating, plagiarism, or other forms of academic dishonesty. Violation of this procedure results in student discipline such as a written warning, admonition, or reprimand.

As a member of the Minnesota State system, CLC adheres to the System's faculty credentialing and qualifications based on program or discipline area. [Minnesota State Policy 3.32 Faculty Qualifications](#) ensures that qualified individuals perform faculty work that aligns to credentials. [The Joint Committee on Credential Fields](#) is an ongoing committee established under the Minnesota State College Faculty (MSCF) collective bargaining agreement, [Article 20, section 8](#). Its purpose is to recommend credential fields and minimum qualifications for two-year faculty and includes aligning appropriate credential fields with programs and disciplines at the system level. The committee is comprised of six faculty members appointed by MSCF and six administrators appointed by the Minnesota State system office. More information on faculty credentialing can be found in subcomponent 3.C.3.

CLC ensures that our students and employees abide by the highest academic integrity and honesty standards. Students receive guidance regarding academic standards in multiple venues, including syllabi for individual courses and the [CLC Student Handbook](#). In addition, the college implemented an [academic misconduct form/registry](#) to monitor student misconduct and academic infringement, utilizing an online form for faculty to use to document student violations of the college's academic standards.

Personnel/Human Resource Integrity

CLC facilitates strict enforcement of non-discrimination and equal opportunity practices in its education and employment efforts. Faculty and staff receive training in [Minnesota State Policy 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education](#), with many employees trained by the system office to investigate possible infractions and related concerns. The [CLC Affirmative Action Plan](#) provides further evidence of the College's commitment to fair and ethical treatment of all members of the CLC community.

All faculty, staff, and administrative positions are covered by collective bargaining agreements or union contracts that articulate requirements and protections for a specific position. Each contract defines the rights and responsibilities of employees and delineates procedures for grievances and discipline. The college believes that collective bargaining agreements support transparency of behavior and communication among faculty, staff, and administration. The college also requires that its employees abide by [Minnesota State Procedure 1C.0.1 Employee Code of Conduct](#).

At the system level, members of the Board of Trustees must disclose any potential conflicts of interest and are not permitted to use their political appointment to secure personal benefits. In addition, trustees must abide by [Minnesota State Policy 1C.1 Board of Trustee Code of Conduct](#). All Minnesota State employees are held to high standards, including those administered statewide by the Minnesota Management & Budget Code of Conduct, to prevent the misuse of their position as state and system employees.

Minnesota State and CLC are committed to facilitating equal employment opportunities, and all employees are held accountable for preventing harassment of fellow employees or potential hires. Minnesota State and CLC policy requires that new administrators undergo a series of professional development training sessions, either online or in person. These trainings include but are not limited to information on (a) the art and science of supervision, (b) non-

discrimination in the workplace, (c) processing sexual violence complaints, and (d) financial management.

Finally, student complaints may be filed using the [Student Complaint form](#). CLC maintains a confidential, online student complaint log to ensure that all student complaints are tracked and addressed and that college employees demonstrate and interact professionally and ethically when working with students.

Auxiliary

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

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1 Central Lakes College ensures the accuracy of any representations regarding academic offerings, requirements, faculty and staff, costs to students, governance structure, and accreditation relationships.

Program Information and Admission Requirements

The fully accessible CLC website provides up-to-date and comprehensive background and specific information on programs and courses offered by the college. The Academic Programs website allows students the option to search for [programs alphabetically](#) or [by career areas](#). In addition, details of specific program admissions, graduation requirements, and learning outcomes are available on the program and departmental web pages.

The college operates as an open-enrollment institution and does not require a minimum ACT or SAT score for admission. Instead, the [CLC enrollment pathway](#) provides prospective students with four-step guidance to move forward in the admissions and enrollment process.

Some CLC programs require students to provide evidence of reading and/or math skills for course placement before registering for classes. If course placement is a requirement for the program, student course placement must be determined before registering for classes. [Course placement](#) utilizes a multiple measures approach by evaluating a student's previous college coursework, high school GPA, ACT / SAT / MCA scores, or Accuplacer scores. Students may also opt for guided self-placement. Guided self-placement requires completing an agreement and a meeting with an academic advisor.

CLC has a few academic diplomas and degrees that have program-specific admission requirements beyond admission to CLC. These requirements are clearly stated on the academic program webpages, within the curriculum, and in the CLC Academic Catalog. These academic programs are

- [Criminal Justice](#)
- [Dental Assisting](#)
- [Early Childhood Education](#)

- [Emergency Medical Response Technician](#)
- [Heavy Equipment Operation and Maintenance](#)
- [Human Services](#)
- [Medical Assistant](#)
- [Nursing—Advanced Standing](#)
- [Nursing—Traditional](#)
- [Occupational Skills](#)
- [Practical Nursing](#)
- [Pre-Social Work](#)

In addition, each academic program webpage has direct links to the [Minnesota Department of Employment and Economic Development](#) (DEED), the [Bureau of Labor Statistics Occupational Handbook](#), and [Minnesota State CAREERwise](#) for information regarding employment statistics, career salary information, and estimated job growth.

While the CLC website is the primary source of information for students and the public regarding the college, the [CLC Academic Catalog](#) is issued every two years to provide information about programs of study, admissions, cost of attendance, financial aid, transfer policies, course descriptions, student policies, and more. The catalog is available in PDF format on the college's website.

Faculty and Staff

As a Minnesota State college, CLC is a public two-year institution of higher education. Faculty and staff are listed in the CLC Academic Course Catalog, and [directory information for all employees](#) is available on the CLC website. Faculty credentials are set by [Minnesota State Policy 3.32](#), with public query readily available.

Costs to Students

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

As noted in subcomponent 2.A.2, [Minnesota State Policy 5.11 Tuition and Fees](#) establishes the rates for tuition and fees for Minnesota State colleges and universities. As required by the U.S. Department of Education, [net price calculator](#) information is available on the CLC website.

CLC demonstrates initiative in reducing student expenses by using and promoting OERs and the creation of the [Z-Degree](#). As a result, CLC Z-Degree students can earn their Associate of Arts degree by taking selected classes without the expense of buying a textbook. The degree was created in 2017 and is available for interested students. OER content allows faculty to provide students with quality electronic textbooks embedded in their online courses at no cost to learners.

Governance Structure and Accreditation Relationships

CLC communicates its external and internal governance structure to students and public clearly through its web link, “About CLC.” CLC provides information about its [alignment in the Minnesota State system](#); [CLC’s Organizational Chart](#); its [accreditation status with HLC](#), its national accrediting body; and its [college policies that govern its internal actions](#). As [Minnesota State Board Policy 3.43 Accreditation](#) mandates that higher education institutions must achieve and maintain accreditation, CLC communicates its relationship and status on its website with both national and programmatic accrediting bodies.

In addition to [CLC's national accreditation with HLC](#), the institution also presents publicly its specialized accreditation for academic programs:

- [Automotive Technology program](#) is [fully accredited through the ASE Education Foundation](#).
- Criminal Justice program is [approved by the Minnesota Professional Peace Officer Education](#) (PPOE). The [Minnesota Board of Peace Officer Standards and Training](#) (POST) has certified CLC to provide a program of professional peace officer education (PPOE).
- Dental Assisting program has been [accredited by the Commission on Dental Accreditation](#) (CODA) since 1967.
- [Diesel Equipment Technician](#): This program is [accredited by the Associated Equipment Distributors Foundation](#).
- The Medical Assistant program is [accredited by the Commission on Accreditation of Allied Health Education Programs](#) (CAAHEP), on the recommendation of the Medical Assisting Education Review Board, or MAERB. The program is also a [member of the American Medical Technologists](#).
- Nursing: CLC's nursing programs are [accredited by the National League for Nursing Education Accreditation](#) (NLN CNEA).
- CLC's College in the Schools, or CIS, is [accredited by the National Alliance of Concurrent Enrollment Partnerships](#) (NACEP).

2.B.2 Central Lakes College ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose, and economic development.

Research

With its mission as a two-year community and technical college, the college's research opportunities are represented to students and the public on its website, illustrating course and campus level activities. For example, CLC's research includes work by students in the research-focused [ENGL 1421: Honors Composition II course](#). Each year, the original research findings are compiled and presented to the college's administration for review, discussion, and action. The most recent research findings are available in the [Honors Composition II Recommendations for 2022](#). CLC also conducts research at its Ag and Energy Center, which is a hub for agriculture

research and demonstration in Central Minnesota. The Ag & Energy Center, through its web site, provides [descriptions of its current research projects](#) that contribute to the economic vitality of the region.

Community Engagement

Community engagement and support initiatives are evident to students and the public at CLC through the CLC web site and through community partners. For example, CLC works closely with the Brainerd Chamber of Commerce to introduce careers and career exploration to more than 24 regional high schools through the [Career Depot, the Game of Careers](#), and [an annual career exploration day](#).

Community engagement is also [communicated through the community-focused Central Lakes Performing Arts Center](#). The series presents a wide variety of quality artists from the worlds of theatre, music, dance, and literature to the community, and funding for the Cultural Arts Series is made possible, in part, by the voters of Minnesota through a grant from the Five Wings Arts Council, thanks to a legislative appropriation from the Arts & Cultural Heritage Fund.

Community engagement is also communicated publicly through [Verse Like Water](#), ongoing celebration of great imaginative literature, as its purpose is to dream of bringing first-class literary events to the Brainerd Lakes Region. The series is funded by CLC Student Life funds and grants from the Minnesota Legacy Fund and accessed through Five Wings Arts Council and the Minnesota State Arts Board. In addition, Minnesota Public Radio cosponsors each reading.

Regional Race Equity is a community partnership between CLC and the Mille Lacs region, and this work is presented to the public in the [Mille Lacs Area Promise to Act Equity Report 2014](#). In addition, CLC continues to serve in a consultative role to help address disparities in student preparedness for school, college, and careers.

Experiential Learning

CLC presents evidence of experiential learning through its web site and course options. For example, one experiential learning course is demonstrated in [NATR 1152: Field Methods in Freshwater Studies](#). Another example of an experiential learning class can be found in [CDEV 1112: Child Behavior and Guidance](#). If students are looking for experiential learning opportunities, course descriptions indicate when this option is available.

Economic Development

CLC demonstrates its commitment to economic development publicly on its website, as it houses the [North Central Small Business Development Center](#) (SBDC). Also, the economic impact of CLC's collaboration with the SBDC is available online in the most recent [Minnesota DEED SBDC statewide annual report from 2019](#).

CLC's [Customized Training and Continuing Education Office](#) is also evidence of programming for individuals and organizations seeking to maximize skills and applications while creating growth opportunities for the future. Customized Training and Continuing Education offer a wide range of open enrollment, non-credit classes, and programs that are easily accessible and affordable. As a result, individuals can gain new skills and knowledge or stay up to date in their

profession. In FY 2021, the Customized Training and Continuing Education Office recorded 165 courses, 1,559 participants, and 48,234 training hours, or CEUs.

Moreover, CLC's academic programs create skilled workers that enhance economic development. CLC's completion rates, licensure pass rates, placement rates, transfer rates, and gainful employment statistics are indicators of this. For example, in 2018, [CLC had a combined graduation/transfer rate of 60%](#), while the national average was 45%. In 2021, CLC maintained an [employment rate for students of 91.5%](#).

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- 2.B.1.x MinnState Policy 5.11 07062022
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- 2.B.2.s Mille-Lacs-Area-Promise-to-Act-Plan

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2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2.C.1. The governing board is trained and knowledgeable to make informed decisions concerning the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities. The Minnesota State governing board, known as the [Board of Trustees](#), was established in a manner and continues to operate with respect, knowledge, and capability to meet its legal and fiduciary responsibilities.

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

The mission of the Minnesota State Board of Trustees is provided in [Minnesota Statute 136F.05](#):

The board's mission is to provide study programs that meet students' occupational, general, baccalaureate, and graduate education needs. The state universities, community colleges, and technical colleges shall have distinct missions as provided in section 135A.052, subdivision 1. Within that statutory definition and subject to the board's approval, each community college, state university, and technical college may develop its own distinct campus mission. The board shall develop administrative arrangements that make possible the efficient use of the facilities and staff of the technical colleges, community colleges, and state universities for providing these several different programs of study so that students may have the benefit of improved and broader course offerings, ease of transfer among schools and programs, integrated course

credit, coordinated degree programs, and coordinated financial aid. The board shall control administrative costs by eliminating duplicative administrative positions and course offerings.

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

Minnesota Statute 136F.02 articulates board membership, terms, compensation, removal, vacancies, and board administration. In addition, [Minnesota Statutes 136F.03](#) and [136F.045](#) articulate the process and procedures for Board of Trustee selection and recommendations. The Executive Committee of the Board of Trustees is charged with, among other things, oversight of the board's integrity and effectiveness, identifying best practices for boards with an educational mission, and the orientation of new board members, ensuring that this governing board is properly equipped to make informed decisions.

The [Minnesota State Board of Trustees appoints the Chancellor](#) for the Minnesota State system, who is accountable for [Minnesota State Board policies](#), recommending operating and capital budgets, leading system-level services, and planning for the higher education needs of the Minnesota State colleges and universities. In addition, the [presidents of all Minnesota State colleges and universities are appointed by the Minnesota State Board of Trustees](#), based on the recommendation of the Chancellor, and are direct reports to the Chancellor. Dr. Devinder Malhotra is the current Chancellor of the Minnesota State system.

[Balanced budgets, addressing all financial components](#), must be [submitted annually](#) as mandated by [Minnesota State Policy 5.9 Biennial and Annual Operating Budget Planning and Approval](#).

2.C.2. The deliberations of the governing board for Minnesota State, and thus, CLC, reflect priorities to preserve and enhance the institution. The system-level deliberations brought to street-level on individual campuses demonstrate the Board of Trustees' concerns for proper use of resources in service to students in Minnesota. Therefore, the [three-fold Strategic Framework for Minnesota State College and Universities](#) is to:

1. Ensure access to an extraordinary education for all Minnesotans
 - *Our faculty and staff will provide the best education available in Minnesota, preparing graduates to lead in every sector of Minnesota's economy.*
 - *We will continue to be the place of opportunity, making education accessible to all Minnesotans who seek a college, technical or university education; those who want to update their skills; and those who need to prepare for new careers.*
2. Be the partner of choice to meet Minnesota's workforce and community needs
 - *Our colleges and universities will be the partner of choice for businesses and communities across Minnesota to help them solve real-world problems and keep Minnesotans at the leading edge of their professions.*

- *Our faculty and staff will enable Minnesota to meet its need for a substantially better-educated workforce by increasing the number of Minnesotans who complete certificates, diplomas, and degrees.*
- 3. Deliver to students, employers, communities, and taxpayers the highest value/most affordable option
 - *Our colleges and universities will deliver the highest value to students, employers, communities, and taxpayers.*
 - *We will be the highest value / most affordable higher education option.*

Minnesota State recognizes the vital role it plays within the state college system. Thus, Minnesota State seeks to eliminate educational equity gaps at every Minnesota State college and university. The future of Minnesota's workforce and the economy is more diverse than ever. By enhancing access to higher education and closing the educational equity gaps, low-income students, first-generation students, and students of color will have the opportunity to gain social mobility and economic security while providing Minnesota the skilled, resilient workforce it needs:

[Equity 2030](#) aims to close the educational equity gaps across race and ethnicity, socioeconomic status, and geographic location in the next ten years. It is an ambitious goal we embrace with a renewed sense of urgency. It will require cohesive and coordinated approaches across our schools, cultural change and innovation, and, most importantly, leadership with a steadfast focus to support all our students.

2.C.3. The Minnesota State Board of Trustees is deeply involved in reviewing and considering the reasonable and relevant interests of internal and external constituencies as part of its decision-making processes. As an example, the student voice is heard as a result of [Minnesota Statute 136F.04](#), Student Board Member Selection, which dictates the responsibility, criteria, recruiting, screening, and recommendation of students to serve on the Minnesota State Board of Trustees. The Board of Trustees abides by [Minnesota State Policy 2.3 Student Involvement in Decision Making](#). Further, three students are voting members of the Board of Trustees as codified in [Minnesota Statute 136F.02 Subdivision 1](#):

The board consists of 15 members appointed by the governor, including three members who are students who have attended an institution for at least one year and are enrolled at the time of appointment at least half-time in a degree, diploma, or certificate program in an institution governed by the board. The student members shall include one member from a community college, one from a state university, and one from a technical college. In addition, one member representing labor must be appointed after considering the recommendations made under section 136F.045.

The [Minnesota State Board of Trustees has a plethora of standing committees](#) and working groups to further ascertain information and research pertinent to decision-making. [Minnesota State Board Policy 1A.2](#) expounds on the roles and duties of Board members while also listing and defining the various committees and working groups.

Institution presidents and their delegates are often asked to address the board to provide enlightenment on topics critical to the interests of the colleges and universities. Student leadership groups and representatives of the various bargaining units are also invited to speak or provide written comments at board meetings, as evidenced in the [Board of Trustees meeting minutes](#) from 10/19/2022.

2.C.4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties. Minnesota State policies guide and preserve the independence of the Board of Trustees.

Minnesota State Board of Trustees abides by [Board Policy 1C.1 Code of Conduct](#). This policy provides general standards of conduct regarding authority to act, informed decision-making, support for board decisions, and more. In addition, part 5 of the policy lists prohibited activities related to using the position to secure benefits, confidential or protected communications, and use of influence. This policy aids in legitimizing the Board of Trustees and ensures that its members remain independent from undue influence.

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

In [Minnesota State Policy 5.15, Fund Raising](#), fundraising controls are clear, with principles and guidelines noted. [Minnesota State Board Policy 7.7, Gifts and Grants Acceptance](#) provides further clarification and guidance. Finally, [Minnesota State Board Policy 8.3, College and University Related Foundations](#) outlines the standards and relationships between colleges, universities, and their supporting foundations. These policies ensure that Minnesota State and CLC fundraising and supporting foundations activities are transparent and law-abiding.

2.C.5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

According to [Minnesota Statute 136F.07](#), the Board of Trustees is required to appoint a chancellor, who shall perform duties as assigned by the Board. Each college or university shall have a president appointed by the Board upon recommendation by the Chancellor. [Minnesota State Policy 4.2, part 1](#) clearly establishes the president as the chief executive officer, and defines key responsibilities.

At CLC, the institution is [organized for effective and efficient management](#). The President's Executive Team consists of the following:

- CLC President
- CLC Vice President of Academic and Student Affairs
- CLC Vice President of Administrative Services
- CLC Vice President of Human Resources & Culture

Further campus-level governance is outlined in the [MNSCF Contract, Article 8, Section 1](#). This section iterates that governance is shared between CLC and its faculty. Subdivision 1 of this Article states the purpose of the Shared Governance Council:

The Employer and the MSCF recognize that the faculty has a direct interest in college issues including, but not limited to, long- and short-range planning, priorities in the deployment of financial resources, acquisition and use of existing physical and human resources, institutional self-study, marketing, public relations, and recruiting activities. Accordingly, the parties agree that the council is established to make recommendations to the college on the following topics: Personnel, Student Affairs, Facilities, Fiscal Matters, and General Matters. Nothing contained in this Article shall be construed to prevent the Employer from having discussions with any individual or organization, provided such discussions do not conflict with P.E.L.R.A. or other provisions of this agreement.

CLC also adheres to the [MNSCF Contract Article 8, Section 2](#) regarding the Academic Affairs and Standards Council, which is a faculty-led body charged with overseeing academic matters:

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

The [AASC Handbook](#) further details the roles and responsibilities of this committee.

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 - 2.C.5.h Board Policy 4.2
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2.D - Core Component 2.D

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

Argument

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

Faculty academic freedom is ensured in the [MSCF Faculty Contract, Article 23](#), ensuring that “each faculty member shall have the right to teach in an atmosphere of free intellectual inquiry and shall not be subjected to restraints or harassment that would impair teaching. Under the contract, faculty members have the right to freely discuss the faculty member’s subject in teaching, to choose teaching methods consistent with available resources, to evaluate student performance, to select library and other educational materials consistent with available resources, and to research and publish. The faculty member is “entitled to freedom in research and in the publication of the results, subject to adequate performance of other academic duties.”

Student freedoms are formalized in [Minnesota State Policy 3.1 Student Rights and Responsibilities](#), which governs students’ freedom to learn, freedom of expression, freedom of association, freedom to assemble, among other freedoms, if done responsibly. This explicitly states that students “shall be free to examine and to discuss all questions of interest to them and to express opinions publicly and privately. They shall be free to support causes by orderly means that do not substantially disrupt the regular and essential operations of the college.”

If students believe they are treated unfairly for exercising their rights at the college, they have the right to resolve disputes in the classroom through the CLC Student Complaint and Reporting process outlined in [CLC’s 3.8 Student Complaints and Grievances Policy](#), and they are entitled to seek an appropriate remedy.

CLC also provides campus webinars and information sessions, through the Minnesota State system, related to academic freedom and speech. An example is a September 18, 2022 webinar by the [Minnesota State Office of General Counsel: Politics and Speech on Campus](#).

Another example of CLC's commitment to freedom of expression and academic discourse is the Gordon Rosenmeier Center for State and Local Government Forums. The [CLC Rosenmeier Forums](#) attract notable speakers to CLC, and information is presented on various issues. Moreover, CLC supports freedom of expression and academic discourse through its [Cultural Thursdays programming](#) which seeks to expand perspectives and address contemporary issues in an environment of respect and intellectual balance.

Further protections for respectful and unfettered freedom of speech and expression for students and employees are provided in the [Minnesota Management & Budget, or MMB, Code of Ethical Conduct](#) and the [Minnesota State System Procedure 1C.0.1 Employee Code of Conduct Policy](#).

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2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1. As a two-year, lower-division, career-focused institution with a primary emphasis on teaching and learning, CLC has a limited research and disciplinary scholarship plan for faculty, staff, and students. Yet, CLC supports basic and applied research and maintains professional standards and oversight when such limited opportunities arise.

Extensive applied research is conducted by the college's Ag and Energy Center. Examples of research include the [annual demonstration trials for corn and soybeans](#) and the [Byron Project](#) with the mission to "*design and execute a land management plan that fosters soil health and provides adaptive management options that can be replicated to ultimately balance financial and environmental sustainability.*" These research projects have assigned faculty subject matter experts and research staff who are provided oversight through an academic dean.

Sabbatical leave is provided to faculty through [Minnesota State Board Policy 4.7 Sabbatical Leaves](#) to maintain academic excellence and meet the institution's mission. [Article 17 of the MSCF contract](#) is devoted to professional development and sabbatical leave. The article includes procedures for faculty development funds, sabbatical leave criteria, application, and expectations. HR and the departmental dean review proposed research plans and final sabbatical reports to ensure the planned research or activities were carried out in accordance with the sabbatical plan.

While, as noted, the college experiences limited research activity, [CLC has partnered with St. Cloud State's institutional review board](#) (IRB) to ensure that research practices are ethical, with appropriate controls and releases in place when required. Oversight of a research project is the responsibility of the dean, VPASA, and HR to review the proposed research plan as part of the sabbatical leave, and as such are responsible to uphold ethical standards and regulatory

compliance. In addition to SCSU's IRB, the college also has six other research institutions within Minnesota with whom CLC can partner for IRB services.

2.E.2. CLC provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. [Minnesota State Policy 1C.2 Fraudulent of Other Dishonest Acts](#) defines a number of dishonest acts, including some relevant to the use of intellectual property and other topics that would pertain to the integrity of research and scholarly practice. This policy refers to [Minnesota Statute 43.A.38](#), which establishes a Code of Conduct for state employees.

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

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

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

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

2.E.3. CLC guides the ethics of research and the use of information resources by students, with the [CLC Library](#) serving as the primary resource for students and faculty. CLC is proud of its libraries and the resources available for student, faculty, staff, and community access. The Library's resources include more than 40,000 printed titles, access to 58 MnPALS consortia libraries, and extensive online resources. The college Librarian makes frequent presentations to CLC classes, providing information about library resources and ethical use to all students, including those taking College in the Schools classes. The Library also provides computer access and individual and group study rooms.

The [library's Research and Writing Tools](#) webpage provides resources to help students research, properly annotate, and effectively use information resources in their coursework. In addition,

Turnitin.com is available on the D2L Brightspace learning management system for students and instructors to identify plagiarism in student work. The CLC Library also provides reference assistance to help students access guidance from other colleges and universities in their academic work.

Information literacy and research are covered primarily in writing classes. In the [ENGL 1410 Composition I course objectives](#), students learn to locate, evaluate, and synthesize responsible material from diverse sources. Composition II, [ENGL 1411 Course Outline](#) focuses on research-based writing and information literacy. Students learn to conduct academic research, including locating, accessing, evaluating, and synthesizing traditional and online resources. In addition, students learn how to evaluate sources for quality and how to document sources accurately using citations.

2.E.4. CLC enforces policies on academic honesty and integrity. College policy provides guidance to students, with [CLC Policy 3.6.1 Student Code of Conduct Procedure](#) articulating and differentiating what cheating and plagiarism are:

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

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

CLC students are encouraged to familiarize themselves with policies, as stated in the [CLC Academic Catalog](#). The policy website is provided in the catalog, as well. When faculty identify a breach in academic behavior, they may submit observations via an [online form](#) processed in accordance with CLC Procedure 3.6.1 Student Code of Conduct. Submission of this form is voluntary.

Students, in all cases, hold the right to appeal any findings regarding their behavior, whether academic or in another domain of their college experience. [CLC Policy 3.8, Student Complaints and Grievances Policy](#), states that a student has the right to seek a remedy for a dispute or disagreement through the [college's complaints and grievances process](#). CLC's policy directly aligns with and reflects that of the [Minnesota State Board Policy 3.8, Student Complaints and Grievances](#).

Sources

- 2.E.1.a MinnState Policy 4.7 Sabbatical Leaves 07202022
 - 2.E.1.b MSCF Contract Article 17 07202022
 - 2.E.1.c Byron Project
 - 2.E.1.d 2021 Corn Brand Demonstration Report
 - 2.E.2.a MSCF Article 23 Section 4 06282022
 - 2.E.2.b MinnState Board Policy 3.26 Intellectual Prop 06282022
 - 2.E.2.c Board Policy 1C2 Fraudulent or Other Dishonest Acts
 - 2.E.2.c SCSU IRB 06282022
 - 2.E.2.d Minnesota Statute 43A.38
 - 2.E.3.a CLC Library Information 06282022
 - 2.E.3.b CLC Library Research and Writing Tools 06282022
 - 2.E.3.c CLC Policy 3.6.1 Student Code of Conduct 06282022
 - 2.E.3.d CLC Academic Catalog 2020-22 07062022
 - 2.E.3.d CLC Academic Catalog 2020-22 07062022 (page number 301)
 - 2.E.4.a CLC Academic Misconduct Reporting form 07052022
 - 2.E.4.b CLC Policy 3.6.1 Student Code of Conduct 062820221
 - 2.E.4.c CLC 3.8 Student Complaints and Grievances Policy
 - 2.E.4.d CLC Student Complaint Process 06282022
 - 2.E.4.e Minnesota State Board Policy 3.8 Student Complaints and Grievances
 - 3.D.4.j ENGL 1410 Course Outline
 - 3.D.4.k ENGL 1411 Course Outline
-

2.S - Criterion 2 - Summary

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

Summary

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

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

The College presents itself clearly, across a range of materials and media, to students and external partners with full transparency delivered. In its academic work, CLC expects work at the highest standards, respecting the academic freedom of faculty, and freedom of expression in the pursuit of truth. The college provides guidance and tools for faculty and students as they become scholarly practitioners in a diverse society.

Sources

There are no sources.

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

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

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

Argument

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

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

Central Lakes College, a Minnesota State public community and technical college, operates within a shared governance model with its faculty. This administrative-faculty partnership is both contractual and in the spirit of higher education. In terms of academic review and guidance, and in accordance with the Minnesota State College Faculty collective bargaining agreement, the college has established an Academic Affairs and Standards Council by [Article 8.2 MSCF Contract](#). This faculty-led council upholds high standards for course and program modification and approval, as noted on [page 3 of the AASC Handbook](#). All CLC courses are required to have a common course outline, which is reviewed by AASC for approval as described below. See the example course outline for the Marine and Power Sports course [MAPS 1105 Electrical Systems and Diagnostics](#). Included in the common course outline are the course catalog description, prerequisites, Minnesota Transfer Curriculum goal area(s) fulfilled by the course if appropriate,

student learning outcomes, and a topical course outline. The faculty-developed AASC Handbook (noted above), which was reviewed and updated during the 2020-2021 academic year, guides faculty when creating common course outlines and [includes details of the AASC approval process](#).

When a new course is proposed, or an existing course is modified, AASC reviews the common course outline to ensure the content and learning outcomes are appropriate. Similarly, AASC reviews all new program proposals to ensure performance levels and program content are appropriate for the award. For example, see the [minutes of the November 16, 2022 AASC meeting](#), in which the highlighted text indicates the tabling of several requests to allow the instructor time to revise and strengthen the course outlines. To support the AASC review and approval process, the committee utilizes [Curriculum Navigator software](#) to manage its process work, from submission through review and approval. For example, during the 2021-2022 Academic Year, AASC addressed 89 course and program submissions as evidenced in the [AASC action log](#).

The Minnesota State system ensures that programs and awards require student performance levels appropriate to the degree, diploma, or certificate awarded. This review process follows the work of the college's AASC as further assurance of program rigor and relevance following [Minnesota State Procedure 3.36.1 for academic programs](#) which provides formal guidance on the process used at the system level to ensure academic course and program compliance. The Minnesota State system also provides and utilizes career analysis tools such as the [data for government](#) provided by the Minnesota Department of Employment and Economic Development to help its member colleges and universities explore labor markets and economic regions of the state.

Further evidence that expectations regarding student performance are appropriate is found in the streamlined transfer curriculum between Minnesota State's two-year colleges and baccalaureate universities. The Minnesota State system has developed [transfer curriculum programming across ten goal areas](#). This initiative, noted in [Minnesota State Policy 3.21 Undergraduate Course and Credit Transfer and the Minnesota Transfer Curriculum](#), which serves to guarantee further that course and program rigor is maintained across the Minnesota State system, including all coursework at CLC.

Other aspects of CLC's participation in the Minnesota Transfer initiative are described for students on the [Minnesota Transfer Student Page](#) to allow the college to monitor its many courses and program articulations with four-year universities and compare transferability based on course and program performance against other two-year institutions also offering associate degree programming. In addition, CLC maintains many articulation agreements with institutions within the Minnesota State system and outside institutions.

Central Lakes College enlists extensive student assessment practices to monitor and intervene in learning essential to meeting performance goals at the certificate, diploma, and degree levels. These student learning assessment practices are further articulated in Criterion 4, enlisting [Student Learning Assessment reporting forms](#) and guidance through the activities of the Student Learning Assessment Committee discussed at the [SLAC January 2022 meeting](#).

CLC's career and technical programs are guided through [advisory committees](#) following [Minnesota State Policy 3.3 College Program Advisory Committees](#). These committees review courses and learning outcomes within the programs, respond to proposed changes and make suggestions to ensure that career and technical programs expect levels of student outcomes which are both appropriate to the credential awarded and effectively meet workforce needs.

Finally, CLC actively evaluates its faculty and program performance to ensure that courses and programs meet the appropriate levels of rigor and relevance. Faculty performance is assessed regularly (see 3.C.4) using a standardized format through direct observation communicated to faculty through the [faculty notice to schedule observations](#). Liberal arts/transfer programs follow the [Liberal Arts Program Review template](#) and career and technical programs use the [career and technical education program review template](#) and follow a [five-year program review cycle](#) with a clear “Focus on Quality: Curriculum, Instruction, and Assessment” as noted in section C of the template. Evidence of this focus is seen in the most recent [Business Program Review](#) conducted in 2022 and the 2022 [Philosophy Program Review](#).

3.A.2. [Central Lakes College's academic awards](#) include degrees at the Associate level, including the Associate of Science, Associate of Applied Science, Associate of Arts, and Associate of Fine Arts degrees. Further, to provide scaffolding for students at all career levels, the college offers certificates and diplomas in career and technical disciplines, as well as in various liberal arts disciplines, such as Deaf Studies and Environmental Studies. This scaffolding is apparent in three awards in the Accounting department. [The Bookkeeping Certificate](#) has five program outcomes; the [Accountant Diploma](#) has the same five plus a sixth outcome; and the [Accountant AAS degree](#) adds two more outcomes to those of the diploma. The articulation of student learning outcomes for both courses and programs is central to CLC's design, review, and [AASC approval process](#) described in 3.A.1. Review of learning outcomes/goals at all levels is a crucial factor in obtaining AASC approval for proposed curriculum changes, as demonstrated in the [course outline for ENVR 2410 Minnesota and the Environment](#).

In accordance with [Minnesota State Procedure 3.36.1 Academic Programs](#), program requirements of various credentials offered are detailed in [program planning forms](#), available to prospective and current students on the CLC website. In addition, every program of study must have [student learning goals specific to that program and available on program websites](#). Finally, individual course information, including the common course outlines noted in this section and 3.A.1, are available on the CLC website.

3.A.3. Central Lakes College's program quality and learning goals are consistent, whether delivered in-person, online, in a hybrid format, or as part of concurrent programming in partnership with local high schools.

As it has across the country, the Covid-19 pandemic increased the number of courses taught in a fully online or hybridized delivery mode. The Minnesota State system has labeled this delivery mode "HyFlex." To maintain consistency in course content across delivery modalities, the college faculty utilize common course outlines to develop course syllabi, which in turn reflect the

same learning outcomes, whether the class is delivered synchronously in person or via HyFlex as described in a [sample syllabus from ENGL-1411](#) or asynchronously in the [same course syllabus delivered online](#). Program learning outcomes and planning forms do not vary between online (synchronous or asynchronous) and in-person instruction. The college evaluates student performance in online and in-person coursework to ensure consistency across delivery modes.

The college offers release credits to a faculty member to provide support to all instructors in the areas of distance education pedagogy and best practices in using the learning management system. A second faculty member receives release credits to coordinate and guide faculty development of Open Educational Resources (OER). In addition, CLC employs a full-time Instructional Technology Coordinator to support technology-assisted course design, implementation, and [student learning assessment practices](#). These practices are reviewed by the [Student Learning Assessment committee](#) to ensure fair and equitable assessment activities across delivery platforms and locations.

Central Lakes College ensures full consistency of all courses delivered concurrently with partnering high schools compared to those offered on-campus. The Minnesota Legislature in 2015 noted the role of the [National Association of Concurrent Enrollment Partnerships](#) (NACEP) in the [Minnesota Statute 124D.09 Postsecondary Enrollment Options Act](#). The [Minnesota State Board of Trustees](#) studied this issue in depth, with CLC staff as presenters, on October 20, 2015. Even before these statewide actions, Central Lakes College has maintained accreditation through NACEP since 2012, abiding fully by the rigorous, associated standards for the delivery of concurrent coursework for college (and high school) credit.

CLC's concurrent enrollment program, [College in the Schools](#) (CIS), enlists college faculty members to serve as collaborators to high school colleagues in the same discipline. Through communication between these teaching colleagues, the college ensures that the rigor within courses, regardless of location, is maintained. Examples of course syllabi for CIS courses [ECON 1450](#), [ENGL 1410](#), and [MATH 1470](#) reflect the same outcomes and rigor required of courses taught by CLC faculty including [ECON 1450 The American Economy](#), [ENGL 1410 Composition I](#), [MATH 1470 College Algebra](#). Each August, the College sponsors a set of professional development workshops at the annual [CIS In-service](#) for both administrators and teaching faculty, designed to orient new faculty members and further develop the skill sets of existing faculty members from participating high schools. CIS instructors have been invited to participate in Open Educational Resources Learning Circles with CLC instructors. The [CIS High School Instructors Guide](#) details expectations and provides valuable resources to the high school instructors.

Sources

- 3.A.1.a Article 8.2 MSCF Contract
- 3.A.1.c Course Outline MAPS 1105 Electrical Systems and Diagnostics

- 3.A.1.d AASC Handbook 2021
- 3.A.1.d AASC Handbook 2021 (page number 3)
- 3.A.1.e AASC Approval Process
- 3.A.1.f AASC Minutes 11162022
- 3.A.1.g AASC Minutes 2021-10-13
- 3.A.1.h Navigator Suite Landing Page
- 3.A.1.i AASC Actions Log 2021-2022
- 3.A.1.j Minnesota State Procedure 3.36.1 Academic Programs
- 3.A.1.k Data for Government _ Minnesota Department of Employment and Economic Development
- 3.A.1.l Minnesota Transfer _ Transfer Resources for Educators
- 3.A.1.m Minnesota State Policy 3.21 Undergraduate Course and Credit Transfer
- 3.A.1.n Student Learning Assessment reporting forms
- 3.A.1.o SLAC Meeting Agenda January 2022
- 3.A.1.p Career Tech Programs Advisory Boards 2021-22
- 3.A.1.q Minnesota State Policy 3.30 College Program Advisory Committees
- 3.A.1.r Minnesota Transfer Student Page
- 3.A.1.s Faculty Notice to Schedule Observation -- Sample
- 3.A.1.t Liberal Arts Program Review Template
- 3.A.1.u Career and Technical Education Program Review Template
- 3.A.1.v Program Review 5-year Cycle
- 3.A.1.w Business Program Review 2022
- 3.A.1.x Philosophy Program Review 2022
- 3.A.2.a Academic Program Listings - Central Lakes College - 2022
- 3.A.2.b AASC Approval Process
- 3.A.2.c Course Outline ENVR 2410 Minnesota and the Environment
- 3.A.2.d Minnesota State Procedure 3.36.1 Academic Programs
- 3.A.2.e Program Planning Form - Natural Resources AAS
- 3.A.2.f Program Website - Natural Resources Technology A.A.S. Degree
- 3.A.2.g Bookkeeping Certificate - CLC
- 3.A.2.h Accountant Diploma - CLC
- 3.A.2.i Accountant A.A.S. Degree - CLC

- 3.A.3.a Syllabus ENGL 1411-Fort
 - 3.A.3.b Syllabus ENGL 1411-Flynn
 - 3.A.3.c Student Learning Assessment - Central Lakes College
 - 3.A.3.d Student Learning Assessment Committee Agenda - Oct 2021
 - 3.A.3.e NACEP Standards-2011
 - 3.A.3.f Minnesota Statute 124D.09 Postsecondary Enrollment Options Act
 - 3.A.3.g Minnesota State Board of Trustees-2022
 - 3.A.3.h College in the Schools Student Info 2022
 - 3.A.3.i ECON 1450 The American Economy Syllabus-ISLE HS Spring 2022
 - 3.A.3.j ENGL 1410 Composition I-Crosby HS-Fall 2021
 - 3.A.3.k MATH 1470 College Algebra Syllabus-Aitkin HS-2021-2022
 - 3.A.3.l CIS In-Service 2021 Agenda
 - 3.A.3.m CIS High School Instructor Guide - Central Lakes College
 - 3.A.3.n ECON 1450 The American Economy Syllabus-CLC Fall 2021
 - 3.A.3.o ENGL 1410 Composition I Syllabus-CLC Fall 2021
 - 3.A.3.p MATH 1470 College Algebra Syllabus-CLC Spring 2022
-

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

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

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

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

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

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

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

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

The Minnesota State system provides defined competencies through [Operating Instruction 3.21.1.1](#) to help colleges ensure general education courses meet the MnTC goal area requirements, as noted above. Central Lakes College has identified college-wide learning outcomes and core competencies that are integrated into the curriculum across the campus. All CLC courses have been aligned with these learning outcomes and core competencies, as evidenced in the [curriculum map by program](#). In addition to college-wide curriculum mapping, each department and program has aligned their course learning goals to their department or program learning goals and the Minnesota Transfer Curriculum (MnTC) as appropriate, visible in the department and program curriculum map examples provided for [biology](#) and the [health administration specialization](#).

The college’s career and technical programs that offer Associate of Applied Science degrees require a minimum of 15 credits of general education courses from at least three areas of the Minnesota Transfer Curriculum to engage students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; and developing skills adaptable to changing environments. As indicated in CLC Policy 3.36.2 General Education, diploma and certificate programs indicate to students that the “curriculum will infuse an understanding of communications, problem-solving, human & cultural diversity, creativity, and teamwork into the program offerings.”

3.B.3. Central Lakes College recognizes the importance of human and cultural diversity, both in

the immediate world in which students live and in the broader world. This recognition is reflected both within the formal curriculum and in the co-curricular offerings of the college.

As previously noted in 3.B.1 and 3.B.2, Central Lakes College participates in the Minnesota Transfer Curriculum (MnTC) to provide required general education programming across 10 goal areas. Students who complete the MnTC gain an understanding of human and cultural diversity through the requirements of [Goal 6 – The Humanities and Fine Arts](#), [Goal 7 – Human Diversity](#), and [Goal 8 – Global Perspectives](#).

Among co-curricular offerings, Central Lakes College offers a broad range of programming addressing human and cultural diversity, such as the [Verse Like Water poetry series](#), the [Cultural Thursday speaker series](#), and the [Bent Pine Journal](#). Component 1C references these offerings and the missional qualities that CLC embraces as part of an educational program that recognizes the human and cultural diversity of the world in which students live and work.

CLC also offers targeted support services to welcome diverse learners and support their unique needs. In this regard, the College provides [TRIO Student Support Services](#), [TRIO Upward Bound](#), [Veterans' Services](#), [Accessibility Services](#), the [Meta 5 Minnesota Family Resiliency Program](#), the [CLC Tutoring Center](#), and clubs overseen by [Student Life](#). Our active [Diversity, Equity, and Inclusion committee](#) and [The Nest Multicultural Center](#) demonstrate efforts to increase awareness and improve campus climate for students and employees of all backgrounds. All students of color, as a traditionally underrepresented group, are assigned an academic advisor or a Raider Connect Coach to facilitate close advising. In addition, students with strong academic performances are invited to join the [Phi Theta Kappa honor society chapter](#), which assists members in seeking out scholarship opportunities and supporting one another.

3.B.4. Central Lakes College, as a two-year community and technical college, encourages scholarship, creative work, and the discovery of knowledge appropriate to the CLC mission. Within the [CLC Associate of Arts \(AA\) Degree](#) based in the liberal arts and sciences, the college's general education curriculum follows the [Minnesota State-sanctioned Minnesota Transfer Curriculum](#) (MnTC). This curriculum provides students with broad exposure to the academic arts, humanities, and science disciplines, research in these domains, and the creative output embedded in these fields, as well as encouraging student participation in these disciplines.

Highly motivated students within the Associate degree programs can participate in [CLC's Honors Program](#), and the college maintains membership in the [National Collegiate Honors Council](#). The CLC Honors Program, exceptional for a two-year institution, provides students with a broad selection of courses and opportunities for research and creative exploration. Examples include ENGL 1421 Honors Composition II, in which [students provide research-based insights to CLC administration](#). Additionally, in the Honors Global Studies course, students attend the [annual Nobel Conference](#) held at Gustavus Adolphus College in St. Peter, MN.

Central Lakes College's academic theatre program provides students with for-credit opportunities to understand theater as a cultural and learning event and participate in [Brainerd Community Theatre](#) productions across the academic year. Combining student and community

talent makes Brainerd Community Theatre a local treasure with a 45-year history of creative learning and enjoyment.

CLC provides [travel study opportunities](#) for students and community members seeking learning experiences in other cultures, from local opportunities within Minnesota to other US locations and abroad. The pandemic has curtailed recent trips, but in March 2022, a Theatre Experience class traveled to New York City, and trips are being planned for 2023 to Puerto Rico and Europe. Prior travel study opportunities included trips to Costa Rica, Cuba and London. In addition, Habitat for Humanity International and Central Lakes College collaborated on a travel study/service learning/cultural [immersion experience to Guatemala](#) in March 2018. Options are available for students to earn academic credit while traveling abroad.

Service-learning opportunities are part of regular coursework in many courses, including [Positive Psychology](#) and [Honors Leadership Development](#), and in entire programs, such as the [Dental Assisting program](#), in which students learn alongside licensed dentists at the CLC Community Dental Clinic. Other courses and programs also involve students in service-learning activities when opportunities present themselves. For example, in the spring of 2022, students in the Accounting program's Income Tax course provided senior citizens hundreds of hours of free tax assistance.

Central Lakes College faculty also lead the Minnesota State system in their research, development, and adoption of [Open Educational Resources](#) (OER). As a result, CLC was one of the first institutions in Minnesota State to provide a [Z-degree](#)—an AA degree in which all courses have zero-cost texts. To date, dozens of texts have been licensed through Creative Commons by CLC faculty, and Open Pedagogy projects have been used in courses such as Intercultural Communication and Intro to Global Studies. The college estimates that students have saved over \$1.4 million due to adopting OER materials in courses across all programs. These efforts are crucial to CLC's work to close equity gaps for low-income students.

Within CLC's career and technical education (CTE) programs, students and faculty members participate in many learning opportunities that provide venues for scholarship and the creative discovery of knowledge. For example, students in the Robotics/Automated Systems Technology program designed, 3-D printed, built, wired, and programmed a model irrigator to deliver the appropriate amounts of water and fertilizer across an entire field, which has been implemented in CLC's precision agricultural program.

CLC also is the lead campus in a multi-campus agricultural initiative, AgCentric, the Minnesota State Northern Center for Agriculture Excellence. In addition, agricultural research conducted by [CLC's Agriculture and Energy Center](#), in partnership with other organizations, has been a hallmark of the CLC Staples Campus for more than 50 years.

The college, as a member of the Minnesota State system, also provides faculty members with generous opportunities for scholarship through sabbaticals and professional development funds in accordance with Article 17 of the [faculty collective bargaining agreement](#).

Sources

- 3.B.1.a 3.36.2 General Education Policy-CLC
- 3.B.1.b Minnesota State Policy 3.21 Undergraduate Course and Credit Transfer
- 3.B.1.c Minnesota Transfer Goal 1
- 3.B.1.d Minnesota Transfer Goal 2
- 3.B.1.e Minnesota Transfer Goal 3
- 3.B.1.f Minnesota Transfer Goal 4
- 3.B.1.g Minnesota Transfer Goal 5
- 3.B.1.h Minnesota Transfer Goal 6
- 3.B.1.i Minnesota Transfer Goal 7
- 3.B.1.j Minnesota Transfer Goal 8
- 3.B.1.k Minnesota Transfer Goal 9
- 3.B.1.l Minnesota Transfer Goal 10
- 3.B.1.m Minnesota Transfer Memorandum 020116
- 3.B.1.n AA Liberal Arts Degree Program Planner
- 3.B.1.o AA Transfer Pathway Program Planners
- 3.B.1.p AS Transfer Pathway Program Planners
- 3.B.1.q AFA Art Transfer Pathway Program Planner
- 3.B.1.r AFA Music Program Planner
- 3.B.1.s AAS Degree Program Planner
- 3.B.1.t Minn State Operating Instructions 3.21.1.1
- 3.B.1.u Curriculum Map_College Wide Outcomes by Program
- 3.B.1.x Biology Curriculum Map
- 3.B.1.y Health Admin Spec Curriculum Map
- 3.B.3.a AA Program Planner
- 3.B.3.d Verse Like Water
- 3.B.3.e Cultural Thursdays 22-23
- 3.B.3.g Bent Pine Journal
- 3.B.3.h TRIO-SSS
- 3.B.3.i TRIO Upward Bound
- 3.B.3.j Veterans Information
- 3.B.3.k Accessibility Services
- 3.B.3.l Meta 5 Program

- 3.B.3.m CLC Tutoring Center
 - 3.B.3.n CLC Student Life
 - 3.B.3.o International College Honor Society _ Phi Theta Kappa
 - 3.B.3.p DEI Agenda
 - 3.B.3.q The Nest - Multicultural Center
 - 3.B.4.a AA Liberal Arts Degree Program Planner
 - 3.B.4.b Minnesota Transfer_ Resources for Educators
 - 3.B.4.c Honors Certificate - CLC
 - 3.B.4.d - NCHC member list
 - 3.B.4.e Honors Composition II Recommendations 2022
 - 3.B.4.f Nobel Conference 58 - September 2022
 - 3.B.4.g Brainerd Community Theatre
 - 3.B.4.h Guidelines for Creating a Travel Study Class revised April 2022
 - 3.B.4.k Habitat for Humanity and CLC_2018
 - 3.B.4.l Positive Psychology Course Outline
 - 3.B.4.m Honors Leadership Development Course Outline
 - 3.B.4.n Dental Assistant AAS
 - 3.B.4.o Open Educational Resources - CLC
 - 3.B.4.p Z-Degree - CLC
 - 3.B.4.t CLC Agriculture and Energy Center
 - 3.B.4.u MSCF Master Contract
 - 3.B.4.u MSCF Master Contract (page number 72)
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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 strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3.C.1 Central Lakes College strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves. The counties in which CLC has campuses are rural locations that appear in many ways to be relatively homogeneous. Yet the student body is more diverse than the region, and the college intentionally works to welcome and support employees of all backgrounds, cultures, and identities as illustrated in the [CLC demographics comparison of 2022](#). Every search committee for new employees is tasked with achieving greater diversity and equity in hiring through the [search committee affirmative action statement](#).

3.C.2. Central Lakes College has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; and involvement in assessment of student learning. The establishment of academic credentials for faculty is conducted, across the Minnesota State system, through a joint committee of faculty and administrators. This is explained further in 3.C.3.

As reported in the [Integrated Postsecondary Educational Data System \(IPEDS\) 2021-2022 Human Resources survey](#), CLC reported 90 FTE faculty as follows:

- 66 Tenured (Unlimited) Faculty
- 8 Tenure-track (Unlimited) Faculty
- 40 Non-tenure-track and Part-time Faculty

In the 2016-17 Human Resources survey, CLC reported faculty as follows:

- 67 Tenured (Unlimited) Faculty
- 14 Tenure-track (Unlimited) Faculty
- 42 Non-tenure-track and Part-time Faculty

While remaining steady in tenured faculty, the decrease in tenure-track and part-time faculty directly results from enrollment declines, creating the need to increase efficiency in the number of course sections offered. However, even with the decrease in the number of faculty, [CLC's faculty-to-student ratio of 18:1](#), as reported by NCES, has remained comparable to or lower than Minnesota State peer institutions of similar size:

- [Alexandria Technical and Community College](#) – 20:1
- [Century College](#) – 23:1
- [Inver Hills Community College](#) – 19:1
- [Lake Superior College](#) – 19:1
- [North Hennepin Community College](#) – 21:1
- [Ridgewater College](#) – 19:1

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

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

At CLC, faculty teach, advise students, and serve on numerous college committees. Additionally, many faculty work on special institutional assignments, with compensation under the provisions of the [Reasonable Credit Equivalency language in Article 11, Section 7 of the faculty contract](#). As outlined previously, faculty facilitate the Academic Affairs and Standards Council, and as detailed in Criterion 4, faculty also lead the assessment of student performance and learning.

3.C.3. As a member of the Minnesota State system of colleges and universities, Central Lakes College follows the policies and procedures for establishing qualifications for faculty members

as detailed in [Minnesota State Policy 3.32](#) and [Procedure 3.32.1](#) to ensure that instructors are appropriately qualified regardless of methodology or location. These policies are supported by the [Joint Committee on Credential Fields](#), an ongoing committee established under the Minnesota State College Faculty contract. This committee [invites comments from subject matter experts](#), reviews proposals, and makes recommendations regarding credential minimum qualifications for faculty. As a Minnesota State system-facilitated effort, consistency of credentialing within programs and disciplines is maintained statewide. The committee is comprised of six faculty members appointed by the Minnesota State College Faculty (MSCF) and six college administrators appointed by the Minnesota State system office. A [complete roster of credential fields](#) is publicly available. In addition, the Vice President of Human Resources reviewed faculty credentials in the fall of 2022 to ensure that all CLC faculty meet minimum qualifications in their assigned field, as per Minnesota State and HLC's assumed practice for minimum qualifications.

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

Regarding faculty teaching qualifications under dual credit programs, Central Lakes College appreciates the Commission's approval of a Minnesota State-wide extension to comply with HLC Policy, [Assumed Practice B.2 Extension](#) and the subsequent delay caused by the Covid-19 pandemic. CLC has implemented the following process to evaluate dual credit faculty transcripts consistently and is working with high school instructors and school districts to ensure compliance before the September 1, 2025 deadline. High school instructors who wish to teach courses as part of CLC's College in the Schools (CIS) program must submit an [application](#), including transcripts of undergraduate and graduate coursework, for review by CLC administration and faculty to determine if they meet the minimum qualifications to teach college courses through the [CIS Instructor Credential Review Record](#). High school instructors' applications may be accepted, accepted provisionally, or denied. Accepted status is granted to an instructor who has met the credentials to teach specific courses. Provisional acceptance is granted when an instructor has met some requirements and is working towards becoming completely qualified to teach CIS courses for Central Lakes College. A provisionally accepted instructor is required to complete additional preparation and coursework as part of a Professional Development Plan. Denial of the application means that the instructor has neither the background nor the in-field graduate coursework needed to teach the courses. All CIS teachers will be required to have fully accepted status as per HLC Assumed Practice B.2 (master's degree in the field or master's degree plus 18 graduate credits in the field) by September 1, 2025. The CLC [Shared Governance Council](#), including faculty and administration, annually reviews the status of CIS instructors.

Central Lakes College has [communicated multiple times](#) to CIS instructors, principals, counselors, and superintendents regarding the September 1, 2025 deadline and its requirements through in-person meetings at the schools, at CIS Advisory Board meetings, via phone calls, and through emails. This message has been reaffirmed at the [New CIS Instructor Orientation and CIS](#)

[In-Service](#), which takes place each year in August. In addition, all new instructors are informed of the deadline upon application to teach CIS courses for CLC. Minnesota State, having created the [“Pathway to 18” and “18 Online” programs](#), lists graduate courses available to current and potential CIS instructors on its website of scheduled courses. CLC has shared this resource with CIS instructors and applicants for several years. Central Lakes College is committed to assisting high school instructors in their efforts to acquire the necessary graduate credits to teach CIS courses.

3.C.4. At Central Lakes College, instructors are evaluated regularly in accordance with [Minnesota State Policy 4.9 Employee Evaluation](#) and institutional procedures. CLC enlists a process that includes observation of tenured instructors on a three-year rotation and probationary instructors each semester. Part-time faculty are evaluated each semester for two semesters and then placed on a three-year [rotation](#). Faculty [receive advance notice](#) and complete one of two pre-observation checklists, [one for in-person classes](#) or one for [asynchronous online courses](#). Discussion and written feedback from the dean are part of the evaluation, as noted on the [final pages of the forms on this example](#) from Fall semester, 2022.

Additionally, students complete an online Student Opinion survey at the end of each semester. Faculty receive the [results of these surveys](#) for their courses, and college administration receives aggregate data that is useful for further faculty reflection and professional development.

3.C.5. Central Lakes College has processes and resources to ensure that instructors are current in their disciplines and adept in their teaching roles; the college actively supports their professional development.

For newly hired faculty members, the [Minnesota State system provides mandated courses](#) to help orient and prepare faculty for their teaching roles. These courses are available online to provide accessible, universal access across Minnesota. Beyond the initial courses for new faculty hires, CLC's Center for Teaching and Learning (CTL) supports faculty by offering various teaching-related resources. [CTL provides an online repository](#) of open educational resources information, copyright and intellectual property guidelines and forms, third-party training opportunities, and a calendar of training events offered by Minnesota State. To assist with live training opportunities specifically for CLC faculty, funds are provided on an annual basis. Additionally, the InfoBase Learning Cloud, accessed through the institutional learning management system, provides a wide range of educational modules covering topics such as instructional strategies, online teaching, and software applications.

Central Lakes College, in partnership with the faculty bargaining unit, also regularly reviews and provides faculty development funds through a standardized application [process](#) and [form](#). These requests are instructor-developed and based on self-determined areas of inquiry and needs. Requests vary widely, ranging from conference fees and travel costs to course tuition for skills enhancement and professional organization memberships. The following funds were awarded: 2018-19 Biennium, 85 faculty requests totaling \$50,013; 2020-21 Biennium, 84 requests for \$44,501; and as of November 30, 2022, for the current biennium, 71 requests totaling \$51,773.

As more in-person conferences return after the height of the pandemic, these requests are likely to rebound.

Finally, Central Lakes College faculty members are eligible for professional development sabbaticals as specified in the [MSCF contract, Article 17, Section 4](#), which notes that, "*The purpose of sabbatical leaves is to give faculty members the opportunity to secure additional education, training, or experience which will make them better prepared for carrying out their college assignments, and will support the professional development of the faculty, the development needs of academic departments or areas, and the planned instructional priorities of the college/system mission.*" Over the past five academic years, 24 faculty members have completed part- or full-year sabbaticals focused on personal and professional growth. Examples include [faculty completing graduate-level coursework and redesigning course materials](#) and engaging in experiences to enrich course content, such as [development of the college-city public access cable channel](#) as part of the sabbatical.

3.C.6. Central Lakes College faculty members are accessible for student inquiry. CLC faculty members comply with the faculty union's contractual requirements for office hours as noted in the MSCF contract. In [Article 11 and Appendix B](#), the contract states:

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

While faculty compliance is noted, many faculty members exceed the requirements of the contract and work with students in an extraordinary, above-and-beyond fashion. In all cases, faculty note office hours and contact information on course syllabi, as evidenced by [syllabi for HINS 1156, PHIL 2422, and THTR 1451](#), with office hours also noted on the [standard Schedule of Classes](#). All faculty complete and post office hours on their office doors. Beyond office hours and in-person class time, many instructors are available via Zoom or other portals and through the college's learning management system, Brightspace by Desire2Learn (D2L).

3.C.7. Central Lakes College staff members who provide student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

The Central Lakes College peer tutoring staff and its program coordinator are appropriately trained and qualified to meet the tutoring expectations and needs of the students. Specifically, [CLC's tutoring program is a Level 1-certified program](#) through the [College Reading and Learning Association](#) (CRLA). To maintain certification, tutors must have completed and excelled in the course they are tutoring and be recommended by the instructor teaching the class. They must also complete 10 hours of required training, perform 25 hours of tutoring, and have an evaluation of their tutoring skills by their supervisor to earn their certification. The Program Coordinator's qualifications include a master's degree in Teaching, Learning, and Leadership, a

graduate certificate in teaching reading, past instruction in program specific area of expertise, 18 years of professional tutoring experience in a post-secondary environment, CRLA membership, and attendance at the National CRLA Conference, and the CRLA Summer Institute for Tutor Trainers/Managers.

Central Lakes College Financial Aid staff are appropriately qualified, trained, and supported, and are leaders in many ways within the Minnesota State system. Staff members are offered multiple opportunities to attend conferences, workshops, and training sessions throughout the year, including the [Federal Student Aid National Conference](#), [Minnesota Association of Financial Aid Administrators \(MAFAA\) Fall and Spring Training conferences](#), other MAFAA workshops, and multiple Minnesota Office of Higher Education training sessions.

Central Lakes College professional and support staff, including academic advisors, information processors, and program coordinators in CLC Student Services, are appropriately qualified and participate in ongoing training and professional development opportunities. The staff are provided with numerous training and development opportunities, including membership in the [National Academic Advising Association](#) (NACADA), professional development funds of up to \$400.00 available for each staff member annually, and participation in the annual [MinnState Diversity Leadership Conference](#), the [MinnState Degree Planning and Transfer Conference](#), ongoing [MinnState Transfer webinars](#), and various [American Association of Collegiate Registrars and Admissions Officers \(AACRAO\) training seminars](#).

CLC [TRIO-Student Support Services](#) program professionals are appropriately qualified, trained, and supported in their professional roles. TRIO personnel are provided training opportunities through the [Educational Opportunities Association](#) that include annual statewide and 11-state regional TRIO staff conferences and annual national training offered by the US Department of Education. TRIO staff also attend local and college-wide training related to advising, retention, and student emotional health.

Given the unique nature of TRIO programming, staff qualifications are specified as follows:

- Director Minimum Qualifications:
Master's degree in Counseling, Education, Social Work, or a related field
Training on retention issues in higher Education
- Staff Minimum Qualifications:
Bachelor's degree in Education or a related field
Training on retention issues in higher Education
Training in working with disadvantaged populations
- Peer Tutors and Mentors Minimum Qualifications:
CLC students with a GPA of at least 3.0 and have completed at least 30 credits
Courses completed in the subject to be tutored

Sources

- 3.C.1.a Search Committee Affirmative Action Statement

- 3.C.1.b CLC Demographics Comparison-FY22
- 3.C.2.a IPEDS_Human_Resources_2021-22
- 3.C.2.b NCES College Navigator_Central Lakes College-Brainerd
- 3.C.2.c NCES College Navigator_Alexandria TCC_Sept22
- 3.C.2.d NCES College Navigator_Century College_Sept22
- 3.C.2.e NCES College Navigator_Inver Hills Community College_Sept22
- 3.C.2.f NCES College Navigator_Lake Superior College_Sept22
- 3.C.2.g NCES College Navigator_North Hennepin Community College_Sept22
- 3.C.2.h NCES College Navigator_Ridgewater College_Sept22
- 3.C.2.i Article 11_MSCF Contract
- 3.C.2.j Article 11_Section 7_MSCF Contract
- 3.C.3.a Minnesota State Policy 3.32 College Faculty Credentialing
- 3.C.3.b Minnesota State Procedure 3.32.1 College Faculty Credentialing
- 3.C.3.c Joint Committee on Credential Fields Charge Document
- 3.C.3.d Minnesota State - Credential Fields
- 3.C.3.e HLC Policy Assumed Practice B.2 Extension
- 3.C.3.f CIS In-Service 2021 Agenda
- 3.C.3.g Minnesota State Scheduled Courses _ Pathway to 18
- 3.C.3.i Full Time Faculty Hiring Protocol
- 3.C.3.j History Instructor __ Posting
- 3.C.3.k Dental Assistant Instructor __ Posting
- 3.C.3.l CIS Instructor Application
- 3.C.3.m CIS Instructor Credential Review Record
- 3.C.3.n CIS Instructor Qualifications Protocol
- 3.C.3.o 2022-5-5 Shared Gov Minutes
- 3.C.3.p Communication to HS Administrator
- 3.C.3.q Example of Communications from Joint Committee on Faculty Credentials
- 3.C.4.a Minnesota State Policy 4.9 Employee Evaluation
- 3.C.4.b Faculty Observation Rotation
- 3.C.4.c Faculty Observation Advance Notice
- 3.C.4.d Pre-observation Classroom Form
- 3.C.4.e Pre-observation Online Form

- 3.C.4.f StudentOpinion-20225-Aggregate results-CLC
 - 3.C.4.g Observation_Moddes_Fall 2022
 - 3.C.5.a MinnState Required TLC Courses
 - 3.C.5.b CTL D2L Repository
 - 3.C.5.c MSCF Guidelines for Requesting FacProfDev Funds
 - 3.C.5.d MSCF FacProfDev Funds Request Form
 - 3.C.5.e Article 17_MSCF Contract
 - 3.C.5.f Sabbatical Report-Kath
 - 3.C.5.g Sabbatical Report-Ambroz
 - 3.C.6.a Appendix B_MSCF Contract
 - 3.C.6.b HINS 1156 Syllabus Fall 2021
 - 3.C.6.c PHIL 2422 Syllabus Fall 2021
 - 3.C.6.d THTR 1451 Syllabus Spring 2022
 - 3.C.6.e Class Schedule Template
 - 3.C.7.a 2022_ITTPC_Program_Certificate-Level_1-CLC
 - 3.C.7.b College Reading and Learning Association
 - 3.C.7.d Federal Student Aid_Past Conferences
 - 3.C.7.e Minnesota Association of Financial Aid Administrators
 - 3.C.7.f National Academic Advising Association_NACADA
 - 3.C.7.g Diversity Leadership Conference - MinnState_2022
 - 3.C.7.h Degree Planning and Transfer Conference - MinnState_2022
 - 3.C.7.i Minnesota State Transfer Webinars
 - 3.C.7.j AACRAO Events and Training_2022
 - 3.C.7.k TRIO - Student Support Services - CLC
 - 3.C.7.l Educational Opportunity Association
 - 3.C.7.m Training Program for Federal TRIO Programs
-

3.D - Core Component 3.D

The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

Argument

3.D.1. Central Lakes College provides student support services suited to the needs of its student populations. This long-established program of services meets the needs of diverse learners.

Much of CLC's student population is considered at-risk, with [19% of students in Fall 2021 deemed Pell-eligible and 47% meeting the Federal definition of a first-generation college student](#). The Student Affairs division works to ensure that all learners are provided with a comprehensive support system to navigate the process from application through graduation.

Aligned with the CLC mission of building students' futures, the [CLC Student Experience](#) encourages students to connect with these supports throughout their education. This includes [admissions](#), [financial aid](#), [registration](#), and [advising teams](#) committed to meeting student needs and enhancing retention and completion. CLC also provides specific support services for learners with specific needs, including:

- The [HUB Student Needs Center](#) is both a physical location on campus—which includes comfortable seating for conversation or work, an extensive food pantry, and the offices of several support staff—and a directory of online resources. The HUB developed over the course of several years in response to growing food insecurity, increasing reports of student mental health issues, and other student wellness requests.
- To support students with ongoing, non-emergency behavioral issues, CLC has several mental health resources. The CLC social worker and a Lakewood Health Systems therapist are available during business hours. In addition, the 24-hour online therapy resources Learn to Live, Crisis Line, and other community resources are also available to students.

- [TRIO Upward Bound](#), designed to help low-income, first-generation college students complete high school and prepare for post-secondary education;
- [TRIO Student Support Services](#), highly relational services to low-income, first-generation students in the Arts and Sciences who intend to transfer to baccalaureate institutions;
- [Accessibility Services](#), meeting the needs of students with documented physical or cognitive disabilities, and facilitating instructor classroom support;
- [Veteran’s Resource Center](#), serving the unique needs of military veterans/students in career and transfer programs;
- [CLC Tutoring Center](#), personalized learner support through professional and peer tutoring; and
- [Adult Basic Education](#), on-campus partnerships with the Brainerd School District and [Freshwater Education District](#), providing pre-college level instruction at no cost to learners who score below developmental reading and math levels, supplemental instruction for developmental Math and Reading students, placement test preparation, and GED instruction to prepare students for college-level work.
- The [Nest Multicultural Center](#) was established to provide a space for traditionally marginalized groups to relax, do homework, check out resources, and hold club meetings.

3.D.2. and 3.D.3. Central Lakes College provides learning support, preparatory instruction, and advising to address the academic needs of its students. The college has a clearly defined process for directing new students to courses and programs for which the students are adequately prepared. This [five-step process](#) helps students move through college enrollment, beginning with 1) application for admission, 2) financial aid application, 3) assessment of academic skills, 4) registration, and culminating with 5) [CLC New Student Orientation Day](#). In addition, students are provided a [registration guide](#) and access to the online [CLC Student Handbook](#) to guide their orientation to the college and its many processes. In the Fall of 2022, a new First Year Experience program began, which requires all AA students to take a college skills class and provides case management through advisors. In addition, the [PSEO/CIS Student Handbook](#) is provided to students enrolled through dual-credit programs to address student needs and requirements unique to those students.

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

In addition, CLC provides ongoing support for learners through a number of student-centered resources:

- As identified in 3.D.1, the CLC Tutoring Center supports learners with challenges in their academic work. Each semester, an extensive team of tutors provides academic assistance to students in over forty courses, [with options to meet in person or virtually](#).
- As noted in 3.C.7 and 3.D.1, CLC offers [TRIO Student Support Services](#) to 180 students annually. These services are highly relational, serving learners from challenging circumstances with an array of supports, including advising, tutoring, and academic counseling.
- [Academic advising](#) at Central Lakes College, through the college's Student Affairs division, is further support for learners as they navigate the challenges of academic and college life. In addition, enrollment advisors are assigned by program and provide dedicated advising and registration assistance.
- In fiscal year 2018, Central Lakes College [received a Federal Title III grant](#) for the implementation of Check & Connect services, later renamed Raider Connect Coaching, and instructional design staffing. Per the project application, the project:

(a) Develop a comprehensive data-driven system to support under-prepared students based on ... Accuplacer scores, CLC faculty referrals, high school referrals/Individual Education Plan (IEPs), student self-disclosed disability status, Grade Point Average (GPA), student of color, American Indian students, low-income [students], and 1st generation [students]; (b) hire and train four C&C [Raider Connect] Coaches to provide data-driven interventions to students; (c) add an Instructional Design/IT Specialist to assist faculty in the creation of courses that implement UDL [Universal Design for Learning] and other best practice retention strategies to enhance learning...; (d) develop a system for accurately measuring, assessing, and evaluating student retention based on the MnState Metrics.

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

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

Preparatory instruction (i.e., developmental coursework) is provided by Central Lakes College in two content areas – reading and math. [Coursework in math](#) and reading is determined by a system of Multiple Measures for Course Placement (MMCP) upon entrance to CLC. The MMCP plan was developed across the Minnesota State system beginning in 2018, and [Phase II implementation started in the Fall of 2022](#). Math courses numbered 0*** are at the pre-college developmental level. In reading, students are placed in [READ 0595](#) or [READ 1505](#) if assessed at the developmental level. READ 1505, [MATH 0842](#), and [MATH 0860](#) have all been developed in the past few years as co-requisite courses. Students take these in the same semester as associated

college-level courses (English Composition, Mathematical Reasoning, or Introduction to Statistics). This model is discussed further below in this section.

Based on faculty guidance regarding pre-registration assessment scores (using the results of the above-mentioned multiple measures), academic advisors guide students in the registration process, ensuring that they are enrolled in courses that meet their needs in terms of both academic ability and requirements of the program(s) in which they are enrolled. Some students have placement scores below the threshold for enrolling in CLC's developmental courses. As noted in 3.D.1, pre-college preparatory instruction is delivered to students with this need on the CLC Brainerd and Staples campuses through a partnership with [Adult Basic Education \(ABE\)](#), a program funded by the Minnesota Department of Education and delivered locally, at no charge to students, through local public schools and education districts.

In response to a campus-wide read of Thomas Bailey's book *Redesigning America's Community Colleges*, CLC developed a guided pathway program, [Pathways for Academic Student Success \(PASS\)](#), during the 2015-2016 academic year. The program was piloted during the Fall Semester of 2016 and continues to be refined annually. The purpose of PASS is to increase success and retention for liberal arts students who are at risk due to their level of academic preparation. Scheduling to avoid time conflicts for developmental classes in reading and math allows students to enroll in the courses they need, along with appropriate student success classes.

A key part of the PASS program in its current form is to provide students in developmental classes with direct support from Adult Basic Education in the classroom. ABE teachers attend CLC reading or math classes and, immediately following the CLC classes, work with the students to offer additional instruction on materials presented by the CLC instructors. Based on the assessment of the efficacy of this program in 2018 by measuring retention and success rates, faculty in reading and math began revising the curricula to include co-requisite classes (as noted above). These courses provide needed prerequisite material related directly to the college-level coursework and reduce the number of semesters for students to complete their degree.

3.D.4. Central Lakes College provides its students and instructors the infrastructure and resources necessary to support effective teaching and learning, including technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, and museum collections, as appropriate to the institution's offerings. The college community, including faculty, staff, students, and administrators, participated in developing a [Comprehensive Facilities Plan](#) during the 2021-2022 academic year. This process was grounded in meeting student needs across both campuses, and with the help of federal Covid-relief funds, CLC was able to implement some of the recommendations immediately, including the expansion of the Student Needs HUB, described in 3.D.1, improvements to physical education facilities, and new library workspaces.

Likewise, the CLC Technology Master Plan 3.D.4.n provides evidence of CLC's desire to ensure students have the appropriate technology available. [CLC's Technology Support Services](#) unit provides state-of-the-art services to support the College's academic, staff, and administrative functions. The unit supports over 800 campus computers, over 450 student computers, and 26

computer labs. In addition, 50 classrooms are videoconference-enabled, supporting simultaneous virtual and in-person learning.

Scientific laboratory and technology classrooms are provided to support the College's comprehensive mission as a community and technical college. [CLC's facility inventory](#) includes over 40 scientific and technical lab spaces on the three CLC campuses. Specific examples include the Nursing Simulation lab and the Horticulture lab on the Brainerd campus, the Robotics classrooms on the Staples main campus, and the Heavy Equipment shop on the Staples West Campus, all designed to provide hands-on experiences for students in their respective career programs. In addition, career and technical education students have internship opportunities with area businesses to provide hands-on learning opportunities related to their field of study.

Central Lakes College is proud of its library and information resources available for student, faculty, staff, and community access. [The library's resources](#) include more than 40,000 printed titles, access to [58 MnPALS consortium libraries](#), and extensive online databases. In addition, CLC libraries provide research assistance, classroom instruction, computer access, and individual and group study rooms.

The college's academic arts and artistic performance facilities include the Chalberg and Dryden Theatres. The Music Rehearsal Hall, individual music rehearsal spaces, and an audio recording room support music ensembles and individual lessons. Support for the visual arts is provided in studio space for ceramics, painting/drawing, and photography/graphic design. [The Art Gallery](#) is a space that holds periodic student and external artist exhibitions.

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

In support of the college's allied health programs, CLC partners with the regional healthcare community to provide clinical sites for students, including five acute care hospitals, one ambulatory clinic, and three long-term care facilities. In addition, for the Medical Assistant and Dental Assistant Programs, CLC partners with multiple regional internship sites.

As the anchor institution of higher education in the region, the College houses two museum spaces:

- The Skone Conservatory, housing the (Pete) Humphrey Center for American Indian Studies: This museum and Native American library includes approximately 3,000 titles and more than 200 Ojibwe artifacts.

- The Heritage Center is dedicated to former Minnesota State Senator Gordon Rosenmeier of Little Falls, MN. The book collection of approximately 2,500 volumes is focused on political science, with a local, state, and national emphasis.

Sources

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- 3.D.1.g TRIO - SSS - CLC
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- 3.D.1.i Veterans Resource Center - CLC
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 - 3.D.2.u ACCUPLACER _ College Board
 - 3.D.2.v MDE Adult Basic Education
 - 3.D.2.w PASS Schedule Fall22
 - 3.D.4.a CLC-Technology Services
 - 3.D.4.b EMS Lab Inventory 2022
 - 3.D.4.c Library - CLC
 - 3.D.4.d Consortium of MnPALS Libraries
 - 3.D.4.e Art Gallery Poster
 - 3.D.4.f CLC Agriculture and Energy Center-2022
 - 3.D.4.g Farm Business Management - CLC
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-

3.S - Criterion 3 - Summary

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

Summary

Central Lakes College (CLC) is committed to delivering high quality academic and student service programs to all its students. As a community and technical college, CLC's students and community partners rely on CLC to deliver excellent educational offerings to meet the needs of all who are served by our college. This is accomplished through processes to build and maintain relevant and rigorous course work, consistently delivered across all delivery modes and at all locations, including a robust general education offering.

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

Sources

There are no sources.

Chapter 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 ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

Argument

4.A.1. Central Lakes College maintains a practice of regular program reviews guided by Minnesota State policy and CLC procedures. Minnesota State institutions must regularly review their academic programs for planning and improvement as required by [Minnesota State Policy 3.36](#). Every five years, all academic programs at CLC are reviewed through the program review process. In addition, accredited programs are evaluated according to the schedule prescribed by the respective program's accrediting body.

The program review process allows for a quantitative and qualitative review of each CLC program and department with a specific focus on data trends, curriculum, instruction,

assessment, partnerships, recruitment, and marketing. Reviewing these areas allows for creating new strategies and goals to ensure the program's future viability. Due to the differences between Liberal Arts departments and career and technical programs, each department or program has a specific template utilized, one for [Liberal Arts departments](#) and another for [career and technical programs](#). These templates guide faculty through a narrative discussion and data analysis. A subsequent report is submitted to the academic dean and Vice President of Academic and Student Affairs, and administration review reports during from April until August Responses are returned to faculty at the beginning of the fall semester for use in fall planning activities.

In addition to the program review process, faculty and administrators collaborate to conduct an [annual division analysis process](#) which reviews the following key performance indicators for all academic departments:

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

Examples of division analysis findings are provided for [2019-2020](#) and [2021-2022](#). Deans meet with faculty to review data from the division analysis process, and action plans are developed for departments/programs to address areas of concern. The combination of the annual academic analysis and 5-Year Program Review ensures all CLC programs are reviewed regularly to maintain high-quality, effective programs and provide opportunities for collaboration between faculty and administrators.

Below are a few examples of improvements to CLC academic programs and departments as a result of the program review and academic analysis process:

- American Sign Language: As a result of an analysis of enrollment trends, an online asynchronous option for American Sign Language I was implemented in Spring 2022 to increase departmental enrollment and compensate for the loss of the cross-curricular requirement of another course.
- Chemistry: An analysis of concurrent enrollment trends and course offerings caused CLC faculty to change the Fundamentals of Chemistry course to be more easily shared with CIS faculty. Hopefully, this will provide an opportunity for more significant guidance and collaboration.
- Marine & Power Sports Program: The program review data and academic analysis process was used to determine options to support the stabilization and growth of the Marine and Powersports program. Data and creative ideas to stabilize the program were discussed with the faculty, and several solutions were implemented to try and increase

enrollment. When these interventions did not increase enrollment to the point that would sustain the program, the data were presented to a super advisory board. Experts included both current advisory board members and representatives from all marine and powersports businesses within a 60-mile radius of the campus. They discussed the curriculum and the option of a one-year program. With the support of the super advisory board, the faculty worked to adjust the program from a 2-year program into a nine-month program. Since the change, enrollment has nearly doubled, and the program is now sustainable.

- **Meat Cutting:** The Meat Cutting & Butchery program was developed in response to feedback from local industry and in collaboration with the University of Minnesota and other local agricultural industry to help fund the startup costs of the program. As a result of these partnerships, the innovative new program will begin in the Fall of 2022.

Finally, all technical programs must meet at least annually with program advisory boards which consist of community and industry stakeholders related to technical programs. As a result of feedback from these stakeholders, CLC has revised the curriculum, changed student learning outcomes, and offered new academic awards. For example,

- **Automotive Technology:** At the 2020 advisory board meeting, the advisory board advocated for budget expenditures for Lab-scopes to be used for automotive diagnostics to ensure students were familiar with the emerging technologies. To be used for students, the instructional program Electude was also reviewed in [AUTM advisory board minutes](#).
- **Business Management:** As detailed in the [2021 advisory board meeting minutes](#), the board approved creating a new course – Social Media Marketing, as a cross-discipline course that focuses on helping students develop digital literacy skills.
- **Dental Assisting:** The [2020 advisory board minutes](#) reveal that, after review and discussion, the advisory board voted to add an 80% passing lab requirement for all dental lab courses and authorized the creation of a new course for managing dental emergencies.

4.A.2. and 4.A.3 Central Lakes College recognizes students' diverse life experiences that may apply to their educational goals. Credit for prior learning provides students options for earning college credit through external and internal assessments. Credit for prior learning policies and procedures are guided by [Minnesota State Policy 3.35](#), [Minnesota State procedures 3.35.1](#), [MinnState Procedure 3.35.2](#), and [MinnState Procedure 3.35.3](#). Under these policies and procedures, CLC Student Services staff work with students to identify external assessments the student has completed, including Advanced Placement (AP), Advanced Standing, International Baccalaureate (IB), College Level Examination Program (CLEP), DANES Subject Standardized Tests (DSST), military experience, and World Language Seals and Certificates. CLC also awards credit for external certifications such as a Commercial Driver's License (CDL) and healthcare Cardiopulmonary resuscitation (CPR) certifications towards program credit. In addition, CLC has a specific internal assessment process to allow students to submit a portfolio or test out of a course through its [Credit for Prior Learning Evaluation request form](#).

Central Lakes College evaluates all credits that it transcripts and credits awarded for other forms of learning (i.e. experiential learning, credit by evaluation, prior learning). The quality of all credits accepted and transcribed at CLC is governed by Minnesota State and CLC policy and procedures. These policies and procedures include [Minnesota State Policy 3.21](#), which provides general guidelines for course transfer and [Minnesota State Procedure 3.21.1](#), which establishes procedures for transfer of credits. These procedures are recognized by all Minnesota State Colleges and Universities to ensure consistent policy and practices for accepting credit for undergraduate college-level courses transferred into a system college or university, including expectations about how colleges determine course equivalency and interpret regulations about receiving occupational and professional credits.

In addition, this procedure requires each Minnesota State institution to decide whether or how to accept credits from regionally accredited, nationally accredited, or non-accredited institutions and non-U.S. institutions. Under these procedures, developmental courses will not apply to program completion requirements. Evaluation of credits earned outside of the United States is governed by [CLC Procedure 3.21.2 International Credential Evaluation](#) which provides a consistent review process for all college credit earned outside the United States.

As part of the Minnesota State system, transfer evaluation for many lower-division courses is dictated by the Minnesota Transfer Curriculum. Procedures for the Minnesota Transfer Curriculum are established in [Minnesota State Operating Instructions 3.21.1.1](#). These policies allow for consistent practices among system colleges and universities to implement and transfer credit for the Minnesota Transfer Curriculum. Transfer of credit from any college or university within the Minnesota State system is expected to follow the principles of comparable educational quality, content and level of proficiency, and comparable program scope. These standards are outlined in [Minnesota State Operating Instructions 3.21.1.2](#). Outside of Minnesota State course offerings, if any college or university identifies any course from the University of Minnesota or another regionally accredited institution in the Minnesota State system as meeting competency requirements, that course shall be accepted by all Minnesota State institutions.

Minnesota State Transfer Pathways are a new initiative by which curriculum plans are created by teams of educators within the Minnesota State system to ensure that Minnesota State students who complete certain associate degrees can transfer to any of the seven Minnesota State universities to obtain a bachelor's degree without losing time and money, and without generating excess credits. Guidelines for Transfer Pathways are regulated by [Minnesota State Operating Instruction 3.21.1.3](#). As of the 2022-2023 academic year, [CLC has developed twelve transfer pathways](#) that allow students to transfer with junior status into various bachelor's degree programs, with plans in place to continue to create additional transfer pathway degrees in the future. If a CLC program has a four-year companion program at a Minnesota State university, the goal is for CLC to build a transfer pathway for students into that degree.

CLC also has established procedures to guide the review of transfer credits. These procedures are governed by the previously described by [MinnState Policy 3.39 Transfer Rights and Responsibilities](#). Within these guidelines, records and registration staff evaluate student petitions for transcription of credit in consultation with the relevant academic department faculty. They

routinely require supporting documentation of prior work completed (e.g., course description, syllabus, course outline, schedule of labs). Courses approved for transfer must be comparable in nature, content, and level and match at least 75% of the content and goals of the course for which the student is seeking equivalent credit. The appeal of transfer decisions is governed by [CLC policy 3.40 Transfer Appeal Policy](#) and [CLC Policy 3.40.1 Transfer Appeal Procedure](#). Under these policies and procedures, students have access to file transfer reviews and appeals in their E-Services portal, allowing for a fair and equitable review process. The electronic appeal process stores student-provided documentation and decisions made at all three levels of a student's transfer appeal, including the Transfer Review, Transfer Appeal, and System Level Appeal.

4.A.4. Central Lakes College has established operating policies and procedures to maintain high standards for its academic offerings, including the prerequisites for courses, the rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. CLC ensures 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. This will be demonstrated by evidence of CLC's Academic Affairs and Standards Council operations, policies for faculty qualification, and procedures of CLC's dual credit concurrent enrollment program.

The Academic Affairs and Standards Council (AASC) has responsibility for monitoring and enforcing the rigor of courses, including prerequisites. Membership in AASC is governed by the [MSCF Contract \(Article 8, Section 2\)](#) and consists of two-thirds of faculty members and one-third of administrators and other staff. AASC also includes numerous guests that are content area experts in advising, financial aid, records and registration, and academic affairs to provide input and guidance for committee decisions. AASC meets twice monthly, and meeting minutes are completed after each meeting to provide documentation and rationale for curriculum decisions. These [meeting minutes](#) are shared with CLC faculty, staff, and administrators.

All CLC courses have a common course outline, which includes prerequisites, learning outcomes, and topical outlines. Examples of course outlines are provided below.

- [AUTM 1101](#)
- [BIOL 2467](#)
- [BUSN 1501](#)
- [ENGL 1410](#)

AASC must approve all changes to course outlines. This aligns with [CLC's Course Syllabi & Course Outline Policy 3.22](#), [Minnesota State Policy 3.22](#) and [Procedure 3.22.1](#). Additionally, the [AASC Handbook](#) guides faculty in creating course outlines. These outlines provide a standard platform for all instructors teaching courses, including courses taught through dual credit programs, ensuring standardization in rigor and learning outcomes for all sections of courses taught. AASC must approve any changes in course outline content. [Prerequisites are explicitly included with the course descriptions](#) published in the academic catalog, and course prerequisites are also identified for students during the electronic registration process.

College standards and processes for establishing degree qualifications for faculty members are outlined by [Minnesota State College Faculty Credentialing Policy 3.32](#) and [Procedure 3.32.1](#). These standards are in alignment with the Higher Learning Commission faculty credential guidelines. The qualifications and credentials required for faculty positions are established and verified through the college's faculty search procedures as referenced in [CLC's Full Time Faculty Hiring Plan](#). Additional information regarding faculty qualifications is provided in Criterion 3.C.

CLC maintains high standards in its dual credit program, referred to at the college as College in the Schools (CIS). The program is governed by [Minnesota State Policy 3.5](#), [Minnesota State Procedure 3.5.1](#), and [CLC supplemental PSEO procedures](#). High school instructors who meet previously described college credentials teach CIS courses in collaboration with CLC faculty members. To teach CIS coursework, high school instructors must submit transcripts of undergraduate and graduate coursework, which are then reviewed by CLC division deans in collaboration with human resources and CLC faculty, when necessary, to ensure they meet the minimum qualifications to teach college courses at CLC. High school instructors may be approved, provisionally approved, or denied to teach CIS coursework based on the application materials provided. Additional details are provided in the response to subcomponent 3.C.3.

In 2012, CLC's CIS program received accreditation by the [National Alliance of Concurrent Enrollment Partnerships \(NACEP\)](#), with renewal granted in 2019, affirming CLC's commitment to maintaining the same standards of course quality and student achievement in CIS courses as in on-campus courses. Students who complete a CIS course receive high school and CLC credits. CLC faculty are also consulted regarding whether a course is appropriate to be offered as a CIS course. Additionally, [CIS students have access to the same support services as on-campus students](#). This includes access to all resources, including free online and in-person tutoring, student life activities, student support programs, and access to the Learning Resource Center.

[CLC CIS high school instructors receive a plethora of support and information](#) to conduct high-quality teaching. CIS instructors attend a New CIS Instructor Orientation and receive a [CIS High School Instructor Guide](#) that includes CIS instructor responsibilities and resources. At the end of each semester, CLC faculty collaborators submit a Collaborator Worksheet for each CIS course section summarizing discussions between high school instructors and collaborators to ensure an equivalent level of academic rigor and student achievement is maintained.

4.A.5. Central Lakes College embraces specialized program accreditation, as evidenced by [CLC's Academic Master Plan, Strategic Direction 1.1](#). The college holds specialized accreditation, certification, or recognition for the following programs:

- Automotive Technology – [Automotive Service Excellence \(ASE\) Accreditation](#) through 6/1/2027
- Dental Assisting – [Commission on Dental Accreditation \(CODA\)](#), since 1967, was last accredited in January 2020. The next visit is in 2026.
- Diesel and Heavy Equipment Technician – [Associated Equipment Distributors \(AED\)](#), accredited since 2014, accredited in 2019, subsequent evaluation in 2024

- Medical Assistant – [Commission on Accreditation of Allied Health Education Programs \(CAAHEP\)](#), accredited since 2011, reaffirmed in 2016, continuing accreditation in 2021, and subsequent evaluation in 2028.
- Nursing Associate degree – the Minnesota Board of Nursing approves the Nursing program; [the CLC associate degree in Nursing is accredited by the National League for Nursing Commission for Nursing Education Accreditation \(NLN CNEA\)](#). The most recent accreditation was affirmed in June 2019. The next evaluation is in 2025.
- Practical Nursing – the program is approved by the Minnesota Board of Nursing. The CLC [Practical Nursing diploma program was accredited by the National League for Nursing Commission for Nursing Education Accreditation \(NLN CNEA\)](#) in June 2019. The subsequent evaluation is in 2025.

4.A.6. As a comprehensive community and technical college, Central Lakes College evaluates the success of our graduates in both liberal arts and career and technical education programs. Because liberal arts students pursuing the Associate of Arts degree intend to transfer, CLC and Minnesota State evaluate the rates of student retention, transfer, graduation, and successful transfer of graduates as an overall student success measure. CLC's overall student success rate is above other Minnesota State Colleges.

Table 1: Student Success Rates by Entering Term

College	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Central Lakes College	53.1%	54.0%	57.2%	55.3%	54.8%	56.1%
Minnesota State	46.2%	47.2%	48.1%	48.6%	49.3%	49.6%

Table 1 reflects the success rate in three years for new students. This means that Fall 2018 data corresponds to student success rates of students with most recent Fall 2021 data available. For new students entering Fall 2013 to Fall 2018, CLC's student success data indicate steady improvement. [CLC consistently exceeds the Minnesota State student success goal and average of all Minnesota State colleges.](#)

To evaluate the success of graduates of career and technical education programs, which prepare students to enter the workforce, the college conducts the annual Graduate Follow-Up Survey, as mandated under [Minnesota State Policy 3.31 Graduate Follow-Up System](#). CLC surveys graduates within one year of graduation and provides data to measure employment rate, related employment rate, continuing education, job title, geographic location, length of job search, and salary in the [graduate follow-up survey](#). Every effort is made to receive a high response rate to ensure the accuracy of the data. CLC utilizes an online graduate follow-up form to obtain this information from students. Connections with alumni are also maintained through a [customer relations management system](#). Survey results are shared with the campus community through the Office of Institutional Effectiveness and reviewed with program advisory committees. Over the

past five years, measures show consistently high employment rates and related employment rates.

Survey Measure	FY2016	FY2017	FY2018	FY2019	FY2020	FY 2021
Employment Rate	91.7%	91.2%	92.2%	94.2%	92.3%	93.8%
Related Employment Rate	85.7%	85.4%	83.8%	86.3%	86.3%	91.5%

CLC cares about the success of its alums and strives to [continue a relationship with its students after graduation](#). [Alums are provided multiple communications annually](#) with opportunities to attend campus events and communicate to the college their current endeavors.

Sources

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- 4.A.1.c Career and Technical Program Review Form
- 4.A.1.d Division Analysis Procedure
- 4.A.1.e 2019-2020 Division Analysis Report
- 4.A.1.f 2021-2022 Division Analysis Report
- 4.A.1.g AUTM Advisory Board Minutes
- 4.A.1.h BUSN Advisory Board Minutes
- 4.A.1.i DENT Advisory Board Minutes)
- 4.A.2.a MinnState Policy 3.21
- 4.A.2.b MinnState Procedure 3.21.1
- 4.A.2.c Internal Credit Evaluation Procedure
- 4.A.2.d MinnState MNTC
- 4.A.2.e MinnState Course Equivalency Operating Instructions
- 4.A.2.f MinnState Transfer Pathways
- 4.A.2.g CLC Transfer Pathways
- 4.A.2.h MinnState Transfer Rights
- 4.A.2.i CLC Transfer Appeal Policy
- 4.A.2.j CLC Transfer Appeal Procedure

- 4.A.2.k MinnState Policy 3.35
- 4.A.2.l MinnState Procedures 3.35.1
- 4.A.2.m MinnState Procedure 3.35.2
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- 4.A.2.o CPL Request Form
- 4.A.4.a MSCF Contract
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- 4.A.4.b AASC Meeting Minutes Sample
- 4.A.4.c AUTM 1101 Course Outline
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- 4.A.4.h MinnState 3.22
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- 4.A.4.k course pre-requisite example
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- 4.A.4.m MinnState Credentialing Procedure
- 4.A.4.n Fulltime Faculty Plan
- 4.A.4.o PSEO policy
- 4.A.4.p PSEO Procedures
- 4.A.4.q CLC PSEO Procedures
- 4.A.4.r NACEP
- 4.A.4.s CIS Student Services
- 4.A.4.t CIS Instructor Documentation
- 4.A.4.u CIS Instructor Guide
- 4.A.5.a Academic and Student Affairs Master Plan 2018-2023
- 4.A.5.b ASE Program Accreditation
- 4.A.5.c CODA Accreditation
- 4.A.5.d AED Accreditation

- 4.A.5.e CAAHEP Accreditation
 - 4.A.5.f Nursing Accreditation
 - 4.A.5.g PN Nursing Accreditation
 - 4.A.6.a Student Success Report
 - 4.A.6.b Graduate Follow up Policy
 - 4.A.6.c Graduate Followup Survey
 - 4.A.6.e Alumni CRM
 - 4.A.6.f Diploma Insert
 - 4.A.6.g Alumni Association Email
-

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

Central Lakes College has paid critical and consistent attention to growing and improving its assessment program. Most notably, the college has shifted from an assessment program based on compliance to creating a culture of assessment in which faculty engage with the assessment process. Assessment results are utilized to make data-driven decisions within the classroom, department/program, and college levels. At CLC, the assessment of student learning is a core aspect of the college's mission. It is integrated into multiple processes across campus. The college has dedicated faculty assessment leaders, a Student Learning Assessment Committee (SLAC) that meets consistently, regular in-service sessions on assessment, an annual Assessment Day fully devoted to assessment work, annual assessment reports submitted each May, and a yearly review of the assessment process and data that is collected. The assessment reports emphasize the evaluation of student learning for continuous improvement, highlighting the instructional and curricular changes that result from measuring student learning; in other words, CLC stays focused on using assessment data, not merely reporting it.

4.B.1. Central Lakes College has effective processes for assessing student learning and achieving learning goals in academic and co-curricular offerings.

Every course, program, and department at CLC offers a clear set of learning goals created by faculty and revised periodically to meet the needs of changing curriculum or in response to assessment analysis. Course learning goals are published on the CLC website, available to students via program and department webpages, and through the college's Course Outline website, which [displays the course outlines of all active and inactive CLC courses](#). CLC faculty create course outlines which are considered the official guide for what is taught in a particular course. From the course outlines, faculty construct the course syllabi for each individual course. For an example of a CLC course outline and its corresponding syllabus, see the [ENGL 1411 Course Outline](#) and [ENGL 1411 Syllabus](#). All course syllabi contain learning goals as required by [Minnesota State Board Policy 3.22](#) and [Procedure 3.22.1](#).

In addition to the learning objectives of each course, each technical program and academic department has also established a set of learning outcomes for all students enrolled in their program or department. Certifications and every academic award and department aligns coursework to these outcomes, examples include the [Child Development certificate](#) and [Economics department](#).

Student Learning Assessment

At CLC, high-quality teaching and learning are critical. CLC has developed a Student Learning Assessment Program to foster high-quality teaching and learning inside and outside the classroom. The Student Learning Assessment Program provides the tools, methods, and supports to faculty and staff to assess what students can do with what they know. After completing the assessment, faculty and staff can make changes based on the assessment results to improve student mastery of specific learning outcomes. To measure these different learning outcomes, CLC has created four distinct assessment processes to promote high-quality teaching and learning and continuous improvement. These methods are college-wide assessment, program-level assessment, course-level assessment, and co-curricular Assessment.

College-Wide Assessment

CLC has created three broad college-wide learning goals, called "outcomes," for all students. Under those outcomes are eleven specific skills called "competencies." The following are the general outcomes and specific skills that CLC expects students to achieve.

Outcome # 1: Communicate Effectively

Understand and communicate effectively with others using a variety of contexts and formats, which include writing, speaking, reading, listening, and interpersonal skills.

Competencies:

- Demonstrate oral communication skills
- Demonstrate written communication skills
- Demonstrate reading and listening skills
- Demonstrate interpersonal communication skills

Outcome # 2: Solve Problems

Identify, evaluate, and apply critical thinking and creative problem-solving skills using multiple perspectives and appropriate technologies.

Competencies:

- Assess alternative solutions to a problem
- Analyze and follow a sequence of operations
- Apply abstract ideas to concrete situations
- Utilize appropriate technology

Outcome # 3: Demonstrate Personal and Social Responsibility

Develop and demonstrate personal and social responsibility and teamwork skills.

Competencies:

- Apply ethical principles in decision-making
- Work as a team member to achieve shared goals
- Discuss/compare characteristics of diverse cultures and environments

These college-wide learning outcomes and core competencies are integrated into the curriculum across the entire campus. Annually, faculty are required to submit a report on measuring student learning of college outcomes and core competencies. Regardless of the type of course or area of study, it is assumed that students will be taught these learning goals. To ensure collaboration across the college toward helping students to achieve these outcomes, all courses at CLC have been aligned with college-wide competencies, as visible in our [CLC Curriculum Map](#), publicly [available on the college website](#) and are assessed annually on the [CLC College-Wide Assessment Reporting Form](#).

CLC began to conduct college-wide assessments during the 2018-2019 academic year. College-wide assessment was piloted by faculty members of the Student Learning Assessment Committee and detailed in their [2018-2019 report](#). During the 2019-2020 academic year, eight departments submitted [college-wide assessment reports](#). Beginning in the 2020-2021 academic year, all programs/departments were required to conduct a college-wide assessment. All programs/departments were asked to evaluate College-Wide Outcome #1: Communicate Effectively. Impressively, [100% of the academic departments completed the college-wide assessment](#). During the 2021-2022 academic year, all programs/departments evaluated College-Wide Outcome #2: Solve Problems. Again, [100% of departments/programs submitted their findings](#). College-wide reports are reviewed by the SLAC and the program/department administrator, and feedback is returned to the specific program/department. Examples of college-wide assessment reports will be shared in section 4.B.2.

For the 2022-2023 academic year, all departments plan to assess College-Wide Outcome #3: Demonstrate Personal and Social Responsibility. After the 2022-2023 academic year, all faculty will rotate back to College-Wide Outcome #1: Communicate Effectively and be encouraged to continue their work towards continuous improvement utilizing assessment results.

Program Level Assessment

In addition to the college-wide curriculum mapping, each technical program has also aligned course learning goals to their program outcomes, and each liberal arts program has aligned goals to the Minnesota Transfer Curriculum. These goals are measured at a minimum annually utilizing an electronic [Program Level Assessment Form](#). Under program-level assessment, measurement methods are broader than course-specific assessment outcomes and less comprehensive than college-wide outcomes. [Program outcomes](#) are listed on each program or department webpage. CLC faculty collaborate annually to review program level assessment data and make changes based on the results to ensure that what students are learning aligns with program/department objectives. Program level assessment reporting occurs on an annual basis. During the 2018-2019 academic year, [65% of programs/departments submitted reports](#). During

the 2019-2020 academic year, [48% of programs/departments submitted reports](#), likely due to the COVID-19 pandemic. During the 2020-2021 academic year, [100% of departments submitted reports](#). Most recently, during the 2021-2022 academic year, [100% of programs/departments submitted reports](#). Specific examples of program level assessment will be discussed in section 4.B.2

Course Level Assessment

Course-level assessment is the most common assessment tool and is conducted daily or weekly. Course-level assessment is an assessment that faculty members do to determine grades for student assignments and projects and the course itself. All CLC courses have common course outlines identifying course-specific and college-wide outcomes that students will be expected to achieve upon completion of the course. When teaching a course, CLC faculty must ensure the course content and specific course level assessment measures meets the course objectives. [Course objectives are recorded on course outlines](#). Course-level assessment activities occur regularly within the classroom.

Co-Curricular Assessment

CLC offers various co-curricular options such as student activities, clubs/organizations, and supportive services that promote student learning outside of a traditional classroom. CLC co-curricular assessment allows staff and faculty with students in these modalities to evaluate student learning within their activity, club/organization, or supportive service in alignment with CLC college-wide learning outcomes. Co-curricular assessment allows for continuous improvement of student learning outside the classroom. At CLC, all co-curricular groups must document their assessment work at least once every five years. A [plan for co-curricular assessment](#) was created during the 2017-2018 school year as co-curricular offerings were selected based on whether they provided educational services or advice to students. This list of areas was then provided training to complete [co-curricular assessments with an electronic form](#), linking their assessment plans and results to college-wide outcomes.

Each co-curricular offering was required to assess student learning at least once every five years and submit a report of their results. Due to the COVID-19 pandemic, the implementation of co-curricular assessment was delayed. However, co-curricular assessment reporting was implemented during the 2022-2023 academic year, and a new component, Inspired Learning Assessment was added. The Inspired Learning Assessment process provided the opportunity for non-instructional staff departments to also describe their connection to student learning. Staff departments completed an [Inspired Learning Support Assessment Form](#). Examples of these results will be provided in section 4.B.2.

Yearly Assessment Cycle

CLC's current assessment process operates within an annual assessment cycle described below.

- August In-Service Days: Chair of Student Learning Assessment Committee offers [presentations on updates/workshops](#) and programs/departments solidify the year's assessment measures and implementation plans.

- September – December: Faculty measure student learning per assessment plans, [SLAC meets monthly](#) to review/plan/analyze assessment data and respond to departments/faculty who submitted assessment reports from the previous year, SLAC chair meets with deans and directors and divisions at least once for updates and discussion. SLAC distributes a mixed-methods Student Learning Assessment Process survey to all faculty to receive feedback. Results are currently available for academic years [2020-2021](#) and [2021-2022](#).
- December: Time at an employee in-service is dedicated to discussions about assessment. Faculty were asked to prepare assessment plans and to be ready to submit their assessment report on Assessment Day in April 2023.
- January In-Service Days: Chair of Student Learning Assessment Committee offers presentations on updates/workshops. Departments complete next year's budget requests, including how their [budget request relates to their assessment data](#).
- January – May: Faculty measure student learning per assessment plans, [SLAC meets monthly](#) to review/plan/analyze assessment data, SLAC chair meets with deans and directors, and divisions at least once for updates and discussion.
- Assessment Day: Guided by the Chair of SLAC, faculty and administration use Assessment Day to analyze student learning data (including, in some cases, actual student learning artifacts); determine improvement plans for addressing the findings of the data toward improving student learning; collaborate cross-discipline to ensure best practices, share information/ideas; and make recommendations to the college based on student learning findings. Faculty are required to submit their assessment reports (program/department level & college-wide) after Assessment Day. For the 2023 Assessment Day, staff will also be invited to complete Co-curricular and Inspired Learning Assessment documents and review the results. Documentation of this day includes an [agenda](#) and a [large group meeting Powerpoint](#).
- May: Campus administration and the Student Learning Assessment Committee review assessment plan results and respond to plan authors. The faculty assessment chair visits with the administration on assessment results, linking the assessment reporting to college planning and budget initiatives.
- Summer: The assessment chair submits a final report and evaluation of assessment results and catalogs the reports for future evaluation and analysis. Preparations of new assessment forms and organization of the assessment data are completed to prepare for next year.

As previously referenced, assessment is tied to CLC's [5-Year program review](#) and annual [budget request process](#), each containing questions that ask faculty to align assessment findings to their requests.

4.B.2. Central Lakes College uses the information gained from assessment to improve student learning. This also includes the assessment program itself, as it receives [annual feedback from](#)

[faculty](#) to continuously improve the process and make it more meaningful and easier to understand. The use of student learning data has become a priority for CLC in recent revisions of the assessment program, including an emphasis on making assessments more meaningful, promoting a growth mindset for students across departments/programs at CLC, and providing the time for meaningful conversations and evaluation of data during Assessment Day. CLC wants the assessment of student learning to have a tangible impact on institutional culture and student success.

Using information from the assessment process to improve student learning is essential. [Faculty must articulate what they will do to improve as a result of their assessment data](#) for the year. Programs and departments use student learning assessment findings to influence changes to course curriculum and instructional techniques. All assessment reports are archived on a shared folder in SharePoint and are available to CLC faculty and staff to review. Most recently, [assessment documentation has been compiled in table format](#) for ease of use and navigation of assessment information. Below are a few examples from career & technical programs and liberal arts departments. More examples can be made available upon request.

Career & technical program examples of actions based upon assessment data:

- The Criminal Justice faculty used assessment results to advocate for a change to the course curriculum to provide more emphasis on mental health awareness. These changes will be implemented into the Public Safety Officer Standards and Training or Peace (POST) prep course offered in the summer semester.
- Diesel Technology faculty learned that while students were proficient in their technical skills of repairing a diesel engine, they lacked safety skills. More attention and focus will be placed on workplace safety in future years.
- Farm Business Management learned that students struggled to understand enterprise analysis. More educational tools were planned to be offered to students to collect crop and livestock data.
- Graphic Design learned that classroom attendance should be mandatory, and students should receive time in class to work on their projects with instructor time. Homework was not a constructive way for students to experiment and learn skills.
- Heavy Equipment Operation and Maintenance learned from a May 2016 evacuation project that students did not have projects staked to blueprint, basements were not dug to grade, projects were not squared, and the overall appearance of projects was deemed unacceptable. Program instructors will continue to emphasize the importance of quality alongside operation-of-equipment, as quality is essential in the industry.
- Videography learned that students who enter its program vary in their reading abilities. As a result, instructors will review incoming students' Accuplacer Reading Test scores to prepare better and adapt lessons for them.

Liberal arts department examples of actions based upon assessment data:

- American Sign Language instructors discovered an achievement gap of 7% when comparing in-person and online students. As a result of the lower achievement, online sections may need to be redesigned to improve online student learning.
- Communication faculty learned that the rubric they used reflected cultural insensitivity regarding what it measured. For example, evaluating an individual on eye contact may not account for cultural communication differences. As a result, rubrics for public speaking will be redesigned.
- Environmental Studies data revealed that online discussion posts helped teach critical thinking skills related to the environmental issues. However, students should be allowed more options to complete the assignments. Video recordings will also be allowed for future students.
- Reading department data showed that using Open Educational Resources (OER) made learning much more straightforward in class. Using OER, students could access and interact with all of the comprehension strategies. Students could take these strategies and apply them to learning outside of the reading course.
- Sociology faculty discovered that students needed more time engaged in interactive activities that provide examples of social systems and individual participation. More games such as "Monopoly" might be one helpful way to teach and understand social systems.
- Spanish faculty realized that students sought more opportunities to complete formative assessments so that the instructor could evaluate student language comprehension skills at the beginning of the course. In future years, more progress report tests will be provided to help students with vocabulary acquisition benchmarks.

Co-curricular program examples of actions based upon assessment data:

- New Student Orientation Day (Communicate Effectively): A significant goal of new student orientation day was to increase student engagement utilizing the [CLC Mobile Application](#). This app allows students to create and consume content on the application to become more aware of CLC events and build a community. On this day, sessions were held on both campuses to provide incentives for students to use the application. As a result of that day, the app was downloaded 800 times. Students who use the app have a more robust engagement and awareness of events on campus and are more comfortable with the technology.
- Volleyball: (Communicate Effectively) Each summer CLC offers a volleyball camp and summer league for area high school volleyball players. This summer 10 high school teams participated in our summer league and over 100 participants attended our camps. Students help organize, referee, lead, and coach at these events. At our summer league, students referee games by communicating with captains, solving problems, and communicating with participating captains and teams. The referees deal with fans, custodial and security staff, high school players and coaches.

- Phi-Theta Kappa (Solve Problems & Communicate Effectively) Phi Theta Kappa is in the process of executing a winter item drive for the Brainerd Warming Shelter. The activity started with the team brainstorming for possible "needs" on campus or in the community. Students forged connections with the Brainerd Warming Shelter and was made aware of the need for boots, heavy duty gloves, base layers, snow pants, and other winter gear. Organizing the drive has encouraged students to orally communicate in the following ways: relaying information to CLC's marketing department, asking for input and assistance to students, faculty, and staff, preparing boxes and materials to logistically run the drive. Written communication has included informational emails, asking questions [in writing] of necessary people to garner advice and information about logistics, seeking help from other participants, and maintaining productivity in general.. Students have brainstormed, delegated tasks, communicated and updated each other with the drive status, problem solved, and gave back to the community in the form of warm clothes that show students care about the region's residents.
- Cultural Thursdays (Demonstrate Personal and Social Responsibility) Although the College's Cultural Thursday Program achieves measurable outcomes in each of the College Wide Assessment criteria, cultural literacy and awareness are essential for demonstrating personal and social responsibility. Without the cultural awareness fostered by the Cultural Thursday program, it would be difficult for the community to holistically actualize personal and social responsibility. Students, staff and the broader community have the opportunity through the monthly cultural literacy programming to learn about the peoples, perspectives and places of our diverse planet directly from speakers who represent various global cultures. Since the beginning of this calendar year, our community has benefitted from presentations such as (a) The Culture and Values of the Anishinaabe People, (b) The Culture and Resilience of the Ukrainian People, (c) The Kaleidoscope of Overlapping Cultures in Puerto Rico, and (d) Tales of Laughing Fox: Native American Storytelling and Flute Performance. Each of these presentations and others were well attended by a mosaic of students, staff and community members, thereby catalyzing important learning which will inform each attendee's personal and social responsibility.

Student Services Department Changes as a result of Inspired Learning Assessment Data:

In addition to incorporating student activities and clubs into the curricular assessment process, CLC has begun the process of incorporating non-instructional staff departments and teams within the assessment process. During the 2021-2022 Academic Year, CLC Departments Accessibility Services, Advising, Business Office, Financial Aid, Institutional Research, Marketing, Meta 5, Records and Registration, Security, Technology Services, Transfer, Veterans Resources Center, and the Campus Welcome Center [all submitted reports of their initiatives that encouraged student learning and related to the CLC College Wide Outcomes.](#)

Examples of connecting college-wide learning outcomes to the work of non-instructional departments include:

- Marketing & Public Relations: Added new social media platforms to allow students to increase communication options between CLC and students. (College-Wide Outcome #2 Communicate Effectively)
- Advising: Incorporated virtual advising visits to allow students to connect quickly with their advisor to answer a question or remove an educational barrier (College-Wide Outcome #2 Solve Problems)
- Safety & Security: Incorporated new protocols to help students report any COVID-19 exposures to reduce the chances of the spread (College-Wide Outcome #3 Demonstrate Personal and Social Responsibility)

These examples demonstrate how CLC assesses the achievement of the learning outcomes that it claims for its curricular and co-curricular programs comprehensively through established processes that create a college-wide culture of assessment. Engagement in student learning in alignment with college-wide, program/department, and course learning outcomes is integrated into teaching, student support, budget, and planning.

4.B.3. Central Lakes College's assessment work reflects good practice. Faculty engagement and participation are at the heart of CLC's assessment program.

The Student Learning Assessment Committee (SLAC) is a cross-functional team led by faculty responsible for leading CLC's assessment programs. SLAC meets monthly each semester, presents at faculty in-service, and is regularly consulted by college leadership, as evidenced in SLAC meeting minutes. The SLAC team oversees the CLC assessment program, which includes the following best practices:

1. **Established Learning Goals:** Every program/department has a clear list of learning goals that are included in course outlines, for example [HIST 2411](#)
2. **Curriculum Mapping:** Every program/department has mapped these learning goals to course, college-wide, and (if relevant) MnTC learning goals.
3. **Assessment Plans and Measures:** [Every program/department has designed an assessment plan](#) for measuring student learning related to their program/department's learning goals. Every program/department collects data annually, as determined in their assessment plan as previously described in section 4.B.1.
4. **Ongoing Faculty Training and Resources:** Besides the annual Assessment Day in the spring, there is at least one other [in-service day assessment session](#) each year, often two, either in August, January or in both months. Additionally, special workshops have been offered by CLC's Center for Teaching and Learning. [CTL provides in-person and online training, and a resource repository for faculty](#) has been created to house assessment resources for faculty.
5. **Assessment Day (in-service day entirely devoted to assessment):** Every program/department analyzes its assessment data annually, especially during our [spring Assessment Day](#). Assessment Day allows for three to four hours of [department-driven assessment work time, with a focused work plan, checklist, and end product](#). By the end

of the day, faculty complete their assessment reporting. Assessment Day involves training on assessment processes, independent work time, cross-discipline discussions/problem-solving, and college-wide analysis and recommendations. This day includes extensive faculty involvement and plays a positive role in our campus culture, as demonstrated in a [communication from the CLC assessment chair](#).

6. **Assessment Reporting:** Every program/department documents its data and findings in a [College-Wide Assessment Reporting Form](#) and a [Program/Department Assessment Reporting Form](#) every May. [Submissions of all departments are tracked](#), and the deans and the [Assessment Committee review each department's submissions and follow up with the department on their findings over the summer](#).
7. **Attention to Closing the Loop:** Every program indicates in the annual assessment report how they have followed through on the previous year's assessment analysis ensuring ongoing changes are driven by assessment data. Additionally, [all academic departments are required to indicate how their budget requests relate to their current assessment plans](#).
8. **Cross-discipline Collaboration (including College-in-the-Schools):** Every program/department collaborates on assessment processes and shares best practices, highlights, and questions during our annual Assessment Day, often through a guided discussion. Furthermore, [we have involved College in the Schools \(CIS\) instructors in this process to collaborate internally and externally as we work to align our college courses with the CIS courses offered in high schools](#).
9. **Annual Review:** Program/department deans and directors [review assessment progress annually](#) and reach out to departments/programs that need additional guidance. Faculty and administration review the assessment process through the following means: individual meetings between the president, vice president, and chair of the SLAC; bi-annual meetings between the deans and directors and the chair of the SLAC ; regular updates/discussions between faculty, deans/directors, and chair of SLAC at division meetings; and an intentional college-wide conversation at CLC's annual spring Assessment Day. Furthermore, the [SLAC meets monthly](#) to plan, review, and improve assessment processes.
10. **College-Wide Reporting and Communication:** The chair of the SLAC communicate with the campus community monthly to share assessment updates. In addition, the [chairs publish yearly reports](#), which summarize assessment activities and are shared with all employees.

Faculty across all departments and programs are responsible for measuring, reviewing, and sharing assessment results. They have demonstrated this commitment through consistent participation at assessment events, completion of assessment reports, and positive responses to Assessment Day surveys. Evaluations of the Assessment plan from the Student Learning Assessment Committee in 2019, 2020, and 2021 reveal confidence in the Assessment process and the indication that the assessment of the student learning process was easy to understand,

complete, and of high value. Feedback from the 2020 and 2021 Assessment operations provided some of the following feedback.

- "Assessment just seems more user-friendly with how information is organized and presented. Keep it up."
- "Thank you for providing us some dedicated time to work on the assessment."
- "I like having the department flexibility to ensure our assessment plans are generating efficient and productive data for our own department needs. We are on a three-year plan which seems to work well for us."
- "Please provide more examples. Sharing & dialogue help me to complete this process."
- "Can we have mentors to help us?"
- "I liked meeting via Zoom on Assessment Day."
- "More time on Assessment Day for Departments to chat and interact with each other would be appreciated."

As a result of this feedback, changes have already been planned for the 2022-2023 academic year. A new section of the [Assessment Report form has been added to allow the faculty to ask for assessment feedback from a faculty mentor](#). In addition, a wrap-up session at the end of Assessment Day will be incorporated for faculty to discuss their work in groups to provide more sharing and dialogue to provide feedback for college-wide work plans for the next academic year. Finally, plans are being made to make assessment day as accessible as possible, with the event occurring both online and on campus.

Department participation in assessment reporting has increased, and output from faculty has also increased. This is due to faculty feedback about the Assessment Reporting process and requesting an easier to complete and understand the process.

See the table below for the Assessment Completion Percentages:

Year	Percentage Completion	Number of Required Assessments to complete
2017	70%	1 (Program)
2018	61%	1 (Program)
2019	65%	1 (Program)
2020	48%	1 (Program)
2021	100%	2 (Program & College Wide)
2022	100%	2 (Program and College Wide)

As indicated, CLC's Assessment plan is faculty led. CLC's assessment plan utilizes best practices, is evaluated regularly, and has been making considerable progress towards its goals of increasing faculty participation in assessment reporting and, most importantly, creating an

institutional culture that values assessment. The CLC Assessment Program can continuously improve the quality and utility of the Assessment results to make data-informed, student-centered decisions to improve learning in all departments and programs.

Sources

- 4.A.1.c Career and Technical Program Review Form
- 4.B.1.a Example of course information available on CLC website
- 4.B.1.aa Assessment Day PowerPoint example
- 4.B.1.b ENGL 1411 Course Outline
- 4.B.1.c ENGL 1411 Syllabus
- 4.B.1.d Policy 3.22
- 4.B.1.e Procedure 3.22.1
- 4.B.1.f CDEV Certificate
- 4.B.1.g Economics Outcomes
- 4.B.1.h Curriculum Map
- 4.B.1.i Assessment Webpage
- 4.B.1.j College Wide Assessment Reporting Form
- 4.B.1.k 2018-2019 SLAC Report
- 4.B.1.l 2019-2020 SLAC Report
- 4.B.1.m 2020-2021 SLAC Report
- 4.B.1.n 2021-2022 SLAC Report
- 4.B.1.n.1 GDES 1105 Course Outline
- 4.B.1.o Program Level Assessment Reporting Form
- 4.B.1.p Program Learning Outcome Example
- 4.B.1.q Cocurricular Assessment Plan
- 4.B.1.r Co-Curricular Assessment Reporting Form
- 4.B.1.s Inspired Learning Assessment Reporting Form
- 4.B.1.t SLAC Inservice Example
- 4.B.1.u SLAC Meeting Agenda Example
- 4.B.1.v 2020-2021 Assessment Feedback
- 4.B.1.w 2021-2022 Assessment Feedback
- 4.B.1.x Budget Request Form

- 4.B.1.y Spring SLAC Meeting Agenda Example
 - 4.B.1.z Assessment Day Agenda
 - 4.B.2.a 20-21 College-Wide Assessment Report
 - 4.B.2.b 21-22 College Wide Assessment Report
 - 4.B.2.c 21-22 Program Assessment Report
 - 4.B.2.d Inspired Learning Assessment Report
 - 4.B.3.a Annual Feedback of the Assessment Reporting Process
 - 4.b.3.a.1 HIST 2411
 - 4.B.3.b Assessment Questions Example
 - 4.B.3.c Assessment Results Table Examples
 - 4.B.3.d CLCMobileApp
 - 4.B.4.a Example of Assessment Plan
 - 4.B.4.b Additional Assessment Workshop Example
 - 4.B.4.c CTL Example
 - 4.B.4.d Assessment Day Flyer
 - 4.B.4.e Assessment Day Presentation and Workplan
 - 4.B.4.g Assessment Day Recap
 - 4.B.4.h CW Form
 - 4.B.4.i PD Form
 - 4.B.4.j Assessment Follow up
 - 4.B.4.k Assessment Day Follow up Example
 - 4.B.4.l Budget Request Form
 - 4.B.4.m Example of Assessment Reporting with CIS
 - 4.B.4.n Admin Assessment Review Example
 - 4.B.4.o Assessment Day Example
 - 4.B.4.p SLAC Meeting Minutes
 - 4.B.4.q Assessment Yearly Report Example
 - 4.B.4.r Assessment Feedback
-

4.C - Core Component 4.C

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

Argument

4.C.1. Student success and degree completion are primary drivers for Central Lakes College and the Minnesota State system. Retention, persistence, and completion goals are established at the system level, by Minnesota State and implemented at Central Lakes College through its [Key Performance Indicators](#) and [Minnesota State Equity 2030](#). Student success and completion rates are tracked and compared to targets for fall entering cohorts, including data for students of color, Pell-eligible students, and first-generation students. Ambitious goals such as increasing student success and completion and eliminating the achievement gaps for students historically underrepresented in post-secondary education are priorities for CLC. Tactics to reach this goal are provided in division and department plans, CLC's [Strategic Plan](#), the 2021-2025 [Student Success Master Plan](#), the [Academic & Student Affairs Master Plan](#), [Diversity, Equity & Inclusion Plan](#), and [Technology Master Plan](#). These plans are implemented by college departments and divisions to improve the student experience and increase student success rates, including degree completion.

These goals are ambitious, yet also attainable. They are ambitious because an [achievement gap of 13%](#) still exists between white students and students of color at CLC. The goals are attainable due to the comprehensive nature of CLC's commitment to closing the gap through the previously mentioned plans targeting student success. Because CLC is tracking the achievement of multiple groups of students and comparing them with each other and has plans to address inequalities, faculty and support staff are confident that progress can be made in this important area.

4.C.2. In addition to student success data collected by the Minnesota State system as described in 4.C.1, the college also collects and analyzes information on student retention, persistence, and completion of its programs. Aggregate information about student enrollment, persistence, completion and success is available to staff, faculty and administration. Institutional data is published to a protected SharePoint site and gives the college community access to an array of student and program data to support program evaluation and planning. Examples of information available by program/department include:

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

Additionally, the Office of Institutional Research can perform specific queries from the college's records system to analyze and group data as needed to allow the college to make informed decisions to improve student success.

CLC's Office of Institutional Research also publishes weekly [Current Enrollment Reports](#). These reports allow CLC faculty, staff, and administration to evaluate both short-term and long-term trends, and compare enrollment between semesters. Additionally, enrollment by program major and student status (full time, part time, PSEO) is recorded. Returning student data such as retention and completion rates can also be obtained from these documents. These reports allow the college community to understand current and incoming students and make adjustments as needed to ensure CLC students are set up for, and given appropriate supports for, success. For more information on the use of data for program improvement, please review section 4.A.1.

Other reports are available to CLC staff, faculty, and administration including the annual [Performance Indicators](#) and [Department Fact Sheets](#). These reports provide information by department and program to assist faculty and administration in analysis and goal development. Using these tools, college staff, faculty, and administration can use data to improve student outcomes and the quality of CLC programs on a continuous basis.

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

In the fall of 2015, Central Lakes College adopted an [annual academic analysis process](#) where data from all sources are utilized to review program performance and outcomes in relationship to CLC's Strategic Plan and Key Performance Indicators described in section 4.B.2. Performance indicators used in this analysis include quantitative measures of enrollment, capacity, graduation, completion, and instructional cost. These quantitative measures are utilized as trend data which allows CLC faculty and administration to determine student enrollment, persistence, and completion over time and make changes as necessary.

The CLC program review process, as described in 4.A.1, is required of all academic programs on a 5-year rotating basis. The process requires faculty and administration from a [Liberal Arts](#) or [Career and Technical program](#) to review program performance indicators such as degrees awarded, retention, and placement. Additionally, the review provides a qualitative narrative of the trends and changes identified in relationship to specific programs. After completing the review process, the report is reviewed by CLC administration.

CLC has demonstrated its willingness to work to improve student outcomes as a result of data derived from these processes. Some examples include obtaining a Title III grant to work with underrepresented populations, joining the Higher Learning Commission's Student Success Academy, creating a Multicultural Center, and expanding the CLC Food Pantry. Brief descriptions of these initiatives are described below.

Title III Grant

In the fall of 2016, after analyzing achievement deficiencies in specific populations, the college applied for a Title III grant to improve student success, focusing on underrepresented student populations. The student cohort criteria include students with disabilities, English language learners, students of color, and students with a high school GPA below 2.7 or low Accuplacer scores. To improve student success for this cohort, Title III grant funds supported hiring four Raider Connect Coaches (RCC). These RCCs assist students in staying engaged and connected with their educational growth and career development through active participation in a one-to-one coaching relationship with their assigned RCC.

Student Success Academy

In July 2018, Central Lakes College enrolled in the Higher Learning Commission's Student Success Academy. A faculty, staff, and administration team, led by the Vice President of Academic and Student Affairs, participated in the academy. The academy provided the support and space for CLC to complete an inventory of existing student success initiatives, review data about its students, and evaluate the effectiveness of current student success initiatives with coaching and feedback to create a [student success plan](#). This student success plan consisted of several high-level goals to improve student success, such as creating a Wellness Center for students focused on Mental Health and reorganizing Student Affairs so that all advisors reported to one supervisor.

Multicultural Center – “The Nest”

Due to student feedback and community feedback, a [Multicultural Center “The Nest”](#) was created to provide support and community for CLC's growing student of color population. The

Nest is a space specifically designed for our black, indigenous, LGBTQ+, and students of color, but welcomes all campus community members who seek to be allies. The Nest is a tangible example of additional support being provided to improve the success rates of students of color and underrepresented students.

CLC Food Pantry

[CLC's Food Pantry](#) is a best practice in the State of MN that provides 41,000 pounds of free and nutritious food and personal care products to students annually due to the high numbers of food-insecure students served by CLC.

These examples are some of the major initiatives implemented at CLC due to information collected about CLC students. Information is also used daily to make advising, teaching, and staffing decisions to ensure that the college lives up to its goals and mission.

4.C.4. Central Lakes College works closely with the Minnesota State system office to ensure the quality and consistency of data used to track student success. Core methodologies and definitions are derived from the Integrated Postsecondary Education Data System definitions and data practices established by the Minnesota State system. Standard definitions were created for all Minnesota State system measures and vetted through the Minnesota State Institutional Research group and are shared publicly.

[CLC tracks key performance indicators as an institution](#) utilizing these standard IPEDS and Minnesota State defined data sets. Data is reviewed annually with the executive and administrative teams and is shared with the entire college. CLC also has key performance indicators for student success that are reviewed each semester to [track progress on student success goals](#). Each academic department has a Department Fact Sheet that tracks key metrics on program health, such as number of students, program costs, faculty to student ratios, etc. CLC has also begun reviewing [equity data at the department level](#).

Sources

- 4.C.1. CLC Performance Indicators
- 4.C.1.b Minnesota State - Minnesota State Equity 2030
- 4.C.1.c Strategic Plan 2018-2025 Final
- 4.C.1.d Student_Success_Final_Master_Plan_2021-2025_220211
- 4.C.1.e Academic-and-Student-Affairs-Master-Plan-2018-2023
- 4.C.1.f Diversity-Equity-and-Inclusion-Plan-2018-2023
- 4.C.1.g Technology-Master-Plan-2018-2023
- 4.C.1.h Achievement Gap
- 4.C.2.a CLC Current Enrollment Report
- 4.C.2.b Key-Performance-Indicators-2.0

- 4.C.2.c Department Fact Sheets - FY2021
 - 4.C.2.d Division Analysis
 - 4.C.3.a Liberal Arts
 - 4.C.3.b CTE Program Review
 - 4.C.3.b.1 The Nest
 - 4.C.3.c Food Pantry
 - 4.C.4.1 Key Performance Indicators 2.1
 - 4.C.4.2 Department Fact Sheets - FY2022 (Revised)
-

4.S - Criterion 4 - Summary

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

Summary

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

Over the next few years, the college expects to improve by:

- enhancing systems for managing assessment data and reports (both career and technical program-level and Liberal Arts assessment information need information management support),
- continuing to integrate assessment evidence "organically" into academic and administrative decision-making,
- enhancing support for program-level assessment (improve consistency in gathering and using assessment evidence in more than 60 academic programs),
- continuing to develop co-curricular assessment initiatives, and
- integrating the entire CLC community into Assessment Day and the continuous improvement process.

Sources

There are no sources.

Chapter 5 - 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.

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
-

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
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 - 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
-

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.