



Multi-Location Visit Institutional Report

Instructions

Submit the completed report as a single PDF file to the peer reviewer assigned to conduct the visit and to HLC at hcommission.org/upload. Select “Visit Materials” from the list of submission options to ensure the institution’s materials are sent to the correct HLC staff member. Brief evidentiary materials may be included if they are necessary to support information provided in the report. The report is due 30 days prior to the visit.

Overview Statement

1. Provide a brief overview statement about current additional locations, and about the institution’s general approach to off-campus instruction. List the current approved active additional locations. Be sure to include with each location the full address and all academic programs offered at the location.

Central Lakes College Brainerd campus has an additional location in Staples, MN, offering associate degrees, certificates and diplomas.

- Central Lakes College – Staples campus – 1830 Airport Road, Staples, MN 56479
- Programs offered at the Staples campus
 - Advanced Farm Business Management Certificate
 - Agricultural Commodities Marketing Certificate
 - Agricultural Science A.S. Degree
 - Applications in Farm Business Management Certificate
 - CNC Technologies A.A.S. Degree
 - CNC Technologies Diploma
 - Culinary Arts Certificate
 - Current Issues in Farm Business Management Certificate
 - Diesel Equipment Technician A.A.S. Degree
 - Diesel Equipment Technician Diploma

- Essentials of Farm Business Management Certificate
- Heavy Equipment Operation & Maintenance Diploma
- Liberal Arts and Sciences A.A. Degree
- Machine Operations Diploma
- Machine Technology Certificate
- Mechatronics Diploma
- Medical Assistant A.A.S. Degree
- Medical Assistant Diploma
- Phlebotomy Technician Certificate
- Practical Nursing Diploma
- Production Technologies Certificate
- Robotic Human Machine Interface Advanced Certificate
- Robotic Manufacturing Certificate
- Robotic Offline Programming Advanced Certificate
- Robotic Vision Advanced Certificate
- Robotic Welding Advanced Certificate
- Robotic Welding Certificate
- Robotics/Automated Systems Technology A.A.S. Degree
- Robotics/Automated Systems Technology Diploma
- Specialty Crops Management Diploma

In addition, CLC partners with 45 ISD's across the state to offer college credit courses in the high schools in a form of dual enrollment that we refer to as College in the Schools (CIS). The general approach that CLC takes to off-campus instruction is to offer opportunities to high schools and their students for additional enrichment and rigor to which they may otherwise not have access. CLC has been NACEP accredited since 2012, with our most recent re-affirmation occurring in 2019. This accreditation certifies the processes we have in place for program admission, course requirements, pedagogy, assessment, and course outcomes mirror that of our on-campus processes. Below is a list of our CIS partner schools that offer at least 50% of a degree:

- Aitkin High School – 306 2nd St NW Aitkin, MN 56431 (A.A.)
- Brainerd High School – 702 S 5th St Brainerd, MN 56401 (A.A.)
- Browerville High School – 620 N Park Ave Browerville, MN 56438 (A.A.)
- Crosby-Ironton High School – 711 Poplar St Crosby, MN 56441 (A.A.)
- Little Falls Community High School – 1001 5th Ave SE Little Falls, MN 56345 (A.A.)

- Long Prairie-Grey Eagle High School – 510 9th St NE Long Prairie, MN 56347 (A.A.)
- Monticello High School – 5225 School Blvd Monticello, MN 55362 (A.A.)
- Northland High School – 316 Main St E Remer, MN 56672 (A.A.)
- Onamia High School – 35465 125th Ave #1 Onamia, MN 56359 (A.A.)
- Parkers Prairie High School – 411 S Otter Ave Parkers Prairie, MN 56361 (A.A.)
- Pequot Lakes High School – 30805 Olson St Pequot Lake, MN 56472 (A.A.)
- Pierz-Healy High School – 112 Kaminic St Pierz, MN 56364 (A.A.)
- Pillager High School – 323 2nd St E Pillager, MN 56473 (A.A.)
- Pine River-Backus High School – 810 First St N Pine River, MN 56474 (A.A.)
- Royalton High School – 120 S Hawthorn St Royalton, MN 56373 (A.A.)
- Sauk Centre High School – 903 State Rd Sauk Centre, MN 56378 (A.A.)
- Staples-Motley High School – 401 Centennial Dr Staples, MN 56479 (A.A.)
- Swanville High School – 602 De Graff Ave PO Box 98 Swanville, MN 56382 (A.A.)
- Upsala High School – 415 S Main St Upsala, MN 56384 (A.A.)

2. What future growth does the institution anticipate (e.g., in the next six months, three years, 10-20 years) for additional locations?

While CLC has no specific planned expansion of additional locations or CIS, our strategic plan allows for a 5% annual growth in the next two years. If there are partnership opportunities found to be mutually beneficial for CLC and partnering high schools.

Institutional Planning

1. How does the institution ascertain that facilities at each location will meet the needs of the students and the curriculum?

On an annual basis, faculty and/or supervisors submit budget and facility requests through a defined process. Program and equipment needs are identified in-order to meet all curriculum and safety standards along with student learning outcomes. All requests are reviewed college-wide, and through this process top priorities are identified.

CLC's CIS program strengthens existing educational opportunities offered to high school students. CLC partners with well-established high schools to offer CIS courses. Facilities are monitored by Faculty Collaborators who work with high school instructors and perform NACEP mandated site visits to ensure that relevant lab stations, equipment, and supplies are sufficient to enable students to learn at the highest level expected.

- What is the process through which the institution assesses and adjusts, as necessary, funding and staffing for locations?

The CLC budgeting process is a holistic approach that considers requests for staffing, equipment, facilities, and professional development. This multi-faceted, college-wide process through which multiple data sets are examined and multiple scenarios are created, results in a final budget that is flexible to meet changing needs throughout the year.

The Dean of Enrollment and Student Success and college administrative staff conduct ongoing assessment of CIS high school facilities, instruction, student support, and learner needs. This process includes college faculty collaborating with high school faculty members. The assessments are both informal and formal through contractual agreements with the local high schools. The Dean of Enrollment Management and Student Success assesses the funding and staffing through an annual budgetary review and analysis in consultation with the college's Vice President of Administrative Services and Vice President of Academic and Student Affairs. Department staffing, professional development, and other funding needs are requested and reviewed through a college-wide portfolio process. These requests must align with the overall mission, vision of the college, and fit within CLC's Strategic Plan.

Facilities

1. How does the institution ensure that the facilities at each location meet the needs of students and the curriculum?

A systematic review of program data, equipment, spaces, and student evaluations is completed annually for each department located in the Staples campus to ensure the facilities meet the needs of each individual program and supports the learning environment. This process, along with industry and community advisory meetings, guides our decisions and helps prioritize needs for continued improvement.

For CIS, to ensure that the facilities at each location meet the needs of students and the curriculum, the Dean of Enrollment and Student Success, collaborating faculty, and CIS Program Coordinator make on-going site visits to each location as part of the concurrent enrollment partnership. Site visits take place throughout the academic year (fall and spring semesters). It is during these visits that facilities are reviewed and inspected to ensure they are meeting student needs. Classroom site visits conducted by college faculty ensure that each location is meeting the curriculum needs of the college course. College collaborating faculty ensure the curriculum is being delivered at each location with the same rigor, quality, and learning outcomes as courses being taught by CLC faculty.

Student needs and expectations are also important to CLC. All CIS students are surveyed at the end of their classes to better understand the needs of today's students. To offset any additional technological gaps, CLC also provides CIS students virtual access to all CLC services. This access includes advising, library services, our IT help desk, and free access to Office 365.

Instructional Oversight

1. How does the institution ensure that promotion, marketing and enrollment for the additional location stay in balance with the institution's actual resources and technical capabilities?

The CLC Director of Marketing has an annual budget and ensures that marketing encompasses all programs and locations. CLC printed and electronic materials include the Staples campus location. Printed materials, social media, campus visits, and emails with high school guidance counselors and instructors help to promote the CIS program. Marketing materials are reviewed on an annual basis to ensure ADA compliance and equity across all locations and programs.

2. How does the institution effectively oversee instruction at an additional location?

Annually, all departments participate in a Division Analysis process utilizing data (enrollment, student success, costs) to identify potential gaps or concerns. Each department and college faculty are observed and evaluated by the Dean of Staples campus on a rotating basis based on their contract status. Annually the Staple faculty participate in various college-wide course and college assessment activities. Program reviews are completed on a 5-year rotating basis for each department looking at enrollment, completion, and placement data. Regularly scheduled Division Meetings are held to discuss campus wide initiatives and concerns. The Dean also schedules regular meetings with each program to discuss needs and future planning.

College faculty collaborators visit each CIS high school classroom, observe faculty teaching performance, and maintain contact with high school faculty during the semester. Faculty collaborators are compensated for their work based on provisions in the MSCF contract. College and high school faculty share assessment strategies and seek to build similar assessment structures for the college's courses, whether taught at the college or at a high school location. Classes at all CIS locations are taught by high school teachers who have been approved by CLC to teach in the applicable academic discipline. Per HLC policy, high school instructors must be fully credentialed 9/1/2023. The Dean of Enrollment and Student Success, collaborators, and high school administration are working with high school instructors who are not yet fully credentialed to ensure they are aware of HLC requirements and know what is required to teach CIS courses after 9/1/2023. Each high school teacher works with a collaborator who is a faculty member in the appropriate discipline at Central Lakes College in several ways. Collaborators share common course outlines with the high school teachers. CLC common course outlines are comprehensive documents that include the course descriptions, learning outcomes, methods of assessment, Minnesota Transfer Curriculum goal areas, topical outlines, and suggested textbooks. High school teachers are required to meet with collaborators and other college faculty in the discipline on the college campus during the annual college-sponsored CIS In-Service Day. Collaborators communicate regularly with high school teachers during the term, conducting a classroom visit at least once a term for an experienced CIS instructor, and twice a term if the high school teacher is teaching the college class for the first time.

Institutional Staffing and Faculty Support

1. What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location?

An annual analysis of student surveys, enrollments, and development of next year's schedule determines staffing needs. Once a need is identified the Dean will work with Human Resources to post the position, identify a search committee, and ensure that all applicants meet the minimum qualifications for credentialing established by the Minnesota State College System.

Instructors for College in the Schools (CIS) locations are high school teachers who are qualified to teach in the relevant academic discipline. Each CIS course is assigned a CLC faculty collaborator who works with the high school faculty to ensure appropriate rigor for each course. A high school teacher seeking to

teach a CIS course for Central Lakes College submits his/her credentialing materials such as: resume, cover letter, CIS application, along with graduate and undergraduate college transcripts as documentation of his/her teaching qualifications to the CIS Program Coordinator. Applications and transcripts are then reviewed by the Dean overseeing the discipline/program and are either approved, provisionally approved if they are not yet fully credentialed, or denied. Class sizes for CIS classes are the same as class sizes for corresponding classes taught by the college faculty. CLC staff work collaboratively with high school staff to ensure they are meeting the needs of students.

2. What evidence demonstrates the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training and orienting faculty at the location.

At the Staples campus, employees in the AFSCME, MAPE and MMA unions are supported through designated professional development funds as well as annual training events focused on topics such as telework, diversity, equity and inclusion, and student success. Each employee is evaluated on an annual basis. Each of these evaluations are stored in Human Resources. Full-time probationary faculty are evaluated each semester for three years once they become tenured the faculty are evaluated once every three years. Part-time and adjunct faculty are evaluated once each semester. Each faculty evaluation includes a self-evaluation and observation.

Training of faculty for CIS courses starts with a NACEP mandated orientation to the CIS program. The new teacher learns about college resources (such as library access), how to use e-Services (accessing class lists and entering grades), and additional responsibilities of an instructor. Additionally, all new instructors meet with their college faculty collaborators to review common course outlines for the courses they are scheduled to teach, along with grading and assessment procedures. All CIS instructors are required to attend the annual discipline-specific professional development in-service, which is also a NACEP requirement, to address course content, course delivery, assessment, evaluation, and/or research and development in the field. As noted above, faculty collaborators work with CIS instructors throughout the course and observe teaching every semester, making suggestions about improvement in content, instruction and assessment. Selection of instructors for College in the Schools courses begins when a high school instructor (in consultation with his/her principal) requests to teach a CIS course. All applicants must submit an application, resume, college transcripts (graduate and undergraduate), and an application form to the CIS Program Coordinator. Applications and transcripts are then reviewed by the Dean overseeing the appropriate discipline. The Dean may approve, provisionally approve, or deny the high school instructors to teach certain college courses for which the teacher is considered qualified.

Student Support

1. What evidence demonstrates that the institution effectively delivers, supports and manages necessary academic and student services at off-campus locations?

CLC works diligently to ensure that equitable services are available for students enrolled on the Staples campus. Academic advisors, financial aid support, disability services, and student activities are a vital part of the campus community in Staples. Campus facilities include a bookstore, cafeteria, and library with computer lab to support students on the campus. Advisors are available Monday-Friday and connect with students and faculty on a regular basis to provide support. TRIO and Raider Connect services are also available to students for academic and social/emotional support.

Central Lakes College employs a variety of methods to effectively deliver, support, and manage necessary academic and student services for students at off-campus (high school) locations. All

information is available to students in electronic and hard copy formats, allowing students to complete necessary forms, review necessary information, and interact with their student accounts in a way that is most convenient for them. The core system students use to interact with their accounts is e-Services, an online tool used by all students whether they are on campus or off-campus. CLC also created one access point for students to ask any questions or raise concerns - askclc@clcmn.edu. Once a student submits an email to askclc@clcmn.edu, the necessary staff member will follow up with the student. Along with these student focused services, CLC staff, including the CIS Program Coordinator, work closely with high school counselors to ensure students have quick access to services and information. Often times the high school counselor serves as the hub of communication between the student and CLC. To ensure that high school counselors are well prepared for such a role, the CIS Program Coordinator holds meetings with partner school counselors every semester. Finally, CLC staff visit sites at least once per semester to meet with students to provide advising and registration support and ensure student needs are being met.

2. What evidence demonstrates that the institution provides students with sufficient access (in person, by computer, by phone, etc.) to admissions, registration/student records, financial aid and job placement services?

All CLC students have access to face-to-face and virtual services utilizing web-based tools to serve all students, employing principles of universal design. Web-based service such as e-Services, D2L Brightspace, CLC Online Bookstore, Student Email, Dynamic Forms, and askclc@clcmn.edu are the primary methods for all students to access their services, whether on campus or off. CLC offers job/career fairs periodically throughout the year for all students. All students have access to the job postings page on the CLC website.

E-Services: Students utilize e-Services to review their admission status and academic standing, register for courses, review and make changes to their class schedule, review transcripts and grades, conduct a degree audit to determine how close they are to graduating, review their financial aid status and apply for student loans, and view their account balance and make payments to the business office. E-Services serves as the "one stop" student portal to meet all student service needs. If students need additional assistance understanding or utilizing e-Services, the CIS Program Coordinator is available for virtual meetings via Zoom as well.

D2L Brightspace: CLC utilizes D2L Brightspace as its learning management system for all courses, both in-person and online. Instructors and students can utilize D2L Brightspace to supplement student learning by allowing students to submit assignments, review their grades, and interact with instructors.

CLC Online Bookstore: The CLC Online Bookstore allows students to review which textbooks are required for their courses and purchase those books if needed. Books are available to be shipped directly to students as needed.

Student Email: All students are provisioned a student email account from Google. All campus communications are sent to student email accounts. The account can be accessed anywhere there is an internet connection.

Dynamic Forms: CLC utilizes Dynamic Forms as its electronic form provider from students. Students can access electronic forms to make various requests to CLC. Dynamic forms are available for all services on campus, and the majority of forms submitted are electronic. Forms are also available to students in hardcopy format and can be sent to students as needed.

AskCLC@clcmn.edu: CLC students can receive support for any question or issue by emailing askclc@clcmn.edu at any time and expect a response in 24 hours or less.

Learn to Live: students can access 24/7 mental health support

All services described above with the exception of Dynamic Forms and Learn to Live can be accessed by students simply using one username and password, their STARID. CLC has a robust offering of services available to support students on and off-campus.

3. What evidence demonstrates that student concerns are addressed?

All student concerns are reported to the Dean of Equity and Inclusion, who then refers the concern through the CLC Student Concern Process prominently linked on the front page of the CLC website (www.clcmn.edu), the CIS student webpage, and in many locations throughout campuses. The Student Concern Process details the type of concern a student may have and the policy and individual to whom the student can be routed to address his/her concern. This provides an easy-to-follow guide for all students, regardless of campus location.

In addition, CLC Administration maintain a Student Concern Log to record student concerns and review to ensure that each student concern has been evaluated and addressed. The Student Concern Log is securely located on the Deans and Directors SharePoint site.

Evaluation and Assessment

1. How does the institution measure, document and analyze student academic performance sufficiently to maintain academic quality at a location?

Central Lakes College conducts student learning assessment at the department/program level and college-wide. Each department has created an assessment plan for how to measure course and program student learning outcomes (SLO). The department assessment plan includes at least one direct and one indirect measure for each SLO. The plan indicates a timeline, method, and tool for assessing. The results, analysis, and action items (closing the loop) are reported each spring. Connections to budgeting and strategic planning are indicated in these reports. Furthermore, each student learning outcome for the department/program has been mapped to college-wide and Minnesota Transfer Curriculum learning goals. In other words, when a department is assessing one of their core learning outcomes, they are also assessing MnTC and college-wide learning objectives.

College in the Schools (CIS) is included in this process. CLC faculty collaborate with CIS instructors in their departments to design assessment methods, tools, and processes that gather data across both CLC and CIS courses. This may be accomplished via a paired assignment, a common rubric or checklist, or both, as long as the method for evaluating student artifacts and gathering data are consistent in order to produce meaningful student learning data. In late spring, CLC hosts a full Assessment Day for CLC faculty, and CIS instructors are invited to attend. If CIS faculty cannot attend this event, CLC faculty will share a summary of the day's activities/outcomes along with the department assessment report. Finally, assessment results and planning are addressed at the August in-service day for CIS instructors, providing an ongoing cycle of planning, gathering and analyzing data, and adapting to move forward.

CLC has an active Student Learning Assessment Committee that meets monthly. The Chair compiles summary data from each department to highlight assessment activities and to demonstrate all the various ways that student learning is being measured and analyzed toward the improvement of student learning and instruction.

2. How are the measures and techniques the institution uses for a location equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

All faculty at CLC are engaged in the same student learning assessment process, though they are given freedom to create assessment methods that work best for their program, advisory board, students, and faculty. A clear framework is provided, used consistently across the college (Brainerd, Staples, CIS), but this process is also faculty-driven, and faculty designed to ensure faculty buy-in, sustainability, and to produce meaningful results that have local impact. Assessments are specifically designed to include students at all locations, and Assessment Day activities include faculty at all locations, including CIS instructors.

Continuous Improvement

1. How does the institution encourage and ensure continuous improvement at a location?

CLC values and supports a culture of responsiveness, trust, respect, open communication, engagement, and continuous improvement. The College encourages all CLC faculty and staff to participate in continuous improvement activities through communication, mini-grants, shared governance, and accountability metric review. The continuous improvement model is utilized in division analysis, program review, assessment of student learning, and the budget request process.

Faculty site visits ensure that CLC courses offered through the CIS program are the same as courses offered on the CLC campus and that improvements to both instruction and facilities are promptly identified and addressed. The CIS program is committed to ensuring curriculum and course alignment through site visits. Site visit reports are documented and maintained in a digital archive controlled by the CIS Program Coordinator. The CIS Program Coordinator reviews all collaborator reports and forwards minor or significant issues noted in the reports to the Dean of Enrollment Management and Student Success.

Marketing and Recruiting Information

1. What controls are in place to ensure that the information presented to students in advertising, brochures and other communications is accurate?

All advertising, informational, and promotional materials are reviewed annually by the Dean of Staples Campus and program faculty. CIS related material is reviewed by the CIS Program Coordinator and the Dean of Enrollment Management of Student Success. The Director of Marketing and Public Relations ensures that all materials are truthful and accurate. In addition, Central Lakes College is a member of the Minnesota State System, which also places procedures and oversight onto Central Lakes College (and all colleges as part of the system) to ensure all materials are accurate. The CLC Webmaster conducts an annual review of the CLC website to ensure the accuracy of all links provided on the website. All student communication is reviewed and approved by the Marketing Department to ensure consistency and accuracy.