

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

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

The CLC Story: “We build futures”

**Assurance Argument
Higher Learning Commission
Accreditation 2023**

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
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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

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 - 3.C.6.e Class Schedule Template
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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.

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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.