Chapter Four: Teaching and Learning: Evaluation and Improvement

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

The CLC Story: "We build futures"

Assurance Argument
Higher Learning Commission
Accreditation 2023

Chapter 4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

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

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

3. The institution has policies that ensure the quality of the credit it accepts in transfer.

4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

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

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

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

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

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

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

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

- American Sign Language: As a result of an analysis of enrollment trends, an online asynchronous option for American Sign Language I was implemented in Spring 2022 to increase departmental enrollment and compensate for the loss of the cross-curricular requirement of another course.

- Chemistry: An analysis of concurrent enrollment trends and course offerings caused CLC faculty to change the Fundamentals of Chemistry course to be more easily shared with CIS faculty. Hopefully, this will provide an opportunity for more significant guidance and collaboration.

- Marine & Power Sports Program: The program review data and academic analysis process was used to determine options to support the stabilization and growth of the Marine and Powersports program. Data and creative ideas to stabilize the program were discussed with the faculty, and several solutions were implemented to try and increase

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

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

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

- Automotive Technology: At the 2020 advisory board meeting, the advisory board advocated for budget expenditures for Lab-scopes to be used for automotive diagnostics to ensure students were familiar with the emerging technologies. To be used for students, the instructional program Electude was also reviewed in AUTM advisory board minutes.

- Business Management: As detailed in the 2021 advisory board meeting minutes, the board approved creating a new course – Social Media Marketing, as a cross-discipline course that focuses on helping students develop digital literacy skills.

- Dental Assisting: The 2020 advisory board minutes reveal that, after review and discussion, the advisory board voted to add an 80% passing lab requirement for all dental lab courses and authorized the creation of a new course for managing dental emergencies.

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

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

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

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

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

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

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

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

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

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

- AUTM 1101
- BIOL 2467
- BUSN 1501
- ENGL 1410

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

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

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

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

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

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

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

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

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

Table 1: Student Success Rates by Entering Term

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

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

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

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

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

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

Sources

- 4.A.1.a Minnesota State Policy 3.36
- 4.A.1.b Liberal Arts Program Review Form
- 4.A.1.c Career and Technical Program Review Form
- 4.A.1.d Division Analysis Procedure
- 4.A.1.e 2019-2020 Division Analysis Report
- 4.A.1.f 2021-2022 Division Analysis Report
- 4.A.1.g AUTM Advisory Board Minutes
- 4.A.1.h BUSN Advisory Board Minutes
- 4.A.1.i DENT Advisory Board Minutes)
- 4.A.2.a MinnState Policy 3.21
- 4.A.2.b MinnState Procedure 3.21.1
- 4.A.2.c Internal Credit Evaluation Procedure
- 4.A.2.d MinnState MNTC
- 4.A.2.e MinnState Course Equivalency Operating Instructions
- 4.A.2.f MinnState Transfer Pathways
- 4.A.2.g CLC Transfer Pathways
- 4.A.2.h MinnState Transfer Rights
- 4.A.2.i CLC Transfer Appeal Policy
- 4.A.2.j CLC Transfer Appeal Procedure

- 4.A.2.k MinnState Policy 3.35
- 4.A.2.l MinnState Procedures 3.35.1
- 4.A.2.m MinnState Procedure 3.35.2
- 4.A.2.n MinnState Procedure 3.35.3
- 4.A.2.o CPL Request Form
- 4.A.4.a MSCF Contract
- 4.A.4.a MSCF Contract (page number 23)
- 4.A.4.b AASC Meeting Minutes Sample
- 4.A.4.c AUTM 1101 Course Outline
- 4.A.4.d BIOL 2467 Course Outline
- 4.A.4.e BUSN 1501 Course Outline
- 4.A.4.f ENGL 1410 Course Outline
- 4.A.4.g CLC Course Syllabi and Course Outlines Policy
- 4.A.4.h MinnState 3.22
- 4.A.4.i MinnState 3.22.1
- 4.A.4.j AASC Handbook
- 4.A.4.j AASC Handbook (page number 3)
- 4.A.4.k course pre-requisite example
- 4.A.4.l MinnState Credentialing Policy
- 4.A.4.m MinnState Credentialing Procedure
- 4.A.4.n Fulltime Faculty Plan
- 4.A.4.o PSEO policy
- 4.A.4.p PSEO Procedures
- 4.A.4.q CLC PSEO Procedures
- 4.A.4.r NACEP
- 4.A.4.s CIS Student Services
- 4.A.4.t CIS Instructor Documentation
- 4.A.4.u CIS Instructor Guide
- 4.A.5.a Academic and Student Affairs Master Plan 2018-2023
- 4.A.5.b ASE Program Accreditation
- 4.A.5.c CODA Accreditation
- 4.A.5.d AED Accreditation

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

4.B - Core Component 4.B

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

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

2. The institution uses the information gained from assessment to improve student learning.

3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

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

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

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

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

Student Learning Assessment

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

College-Wide Assessment

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

Outcome # 1: Communicate Effectively

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

Competencies:

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

Outcome # 2: Solve Problems

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

Competencies:

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

Outcome # 3: Demonstrate Personal and Social Responsibility

Develop and demonstrate personal and social responsibility and teamwork skills.

Competencies:

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

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

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

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

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

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

Course Level Assessment

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

Co-Curricular Assessment

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

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

Yearly Assessment Cycle

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

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

- September – December: Faculty measure student learning per assessment plans, SLAC meets monthly to review/plan/analyze assessment data and respond to departments/ faculty who submitted assessment reports from the previous year, SLAC chair meets with deans and directors and divisions at least once for updates and discussion. SLAC distributes a mixed-methods Student Learning Assessment Process survey to all faculty to receive feedback. Results are currently available for academic years 2020-2021 and 2021-2022.

- December: Time at an employee in-service is dedicated to discussions about assessment. Faculty were asked to prepare assessment plans and to be ready to submit their assessment report on Assessment Day in April 2023.

- January In-Service Days: Chair of Student Learning Assessment Committee offers presentations on updates/workshops. Departments complete next year's budget requests, including how their budget request relates to their assessment data.

- January – May: Faculty measure student learning per assessment plans, SLAC meets monthly to review/plan/analyze assessment data, SLAC chair meets with deans and directors, and divisions at least once for updates and discussion.

- Assessment Day: Guided by the Chair of SLAC, faculty and administration use Assessment Day to analyze student learning data (including, in some cases, actual student learning artifacts); determine improvement plans for addressing the findings of the data toward improving student learning; collaborate cross-discipline to ensure best practices, share information/ideas; and make recommendations to the college based on student learning findings. Faculty are required to submit their assessment reports (program/ department level & college-wide) after Assessment Day. For the 2023 Assessment Day, staff will also be invited to complete Co-curricular and Inspired Learning Assessment documents and review the results. Documentation of this day includes an agenda and a large group meeting Powerpoint.

- May: Campus administration and the Student Learning Assessment Committee review assessment plan results and respond to plan authors. The faculty assessment chair visits with the administration on assessment results, linking the assessment reporting to college planning and budget initiatives.

- Summer: The assessment chair submits a final report and evaluation of assessment results and catalogs the reports for future evaluation and analysis. Preparations of new assessment forms and organization of the assessment data are completed to prepare for next year.

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

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

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

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

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

- The Criminal Justice faculty used assessment results to advocate for a change to the course curriculum to provide more emphasis on mental health awareness. These changes will be implemented into the Public Safety Officer Standards and Training or Peace (POST) prep course offered in the summer semester.

- Diesel Technology faculty learned that while students were proficient in their technical skills of repairing a diesel engine, they lacked safety skills. More attention and focus will be placed on workplace safety in future years.

- Farm Business Management learned that students struggled to understand enterprise analysis. More educational tools were planned to be offered to students to collect crop and livestock data.

- Graphic Design learned that classroom attendance should be mandatory, and students should receive time in class to work on their projects with instructor time. Homework was not a constructive way for students to experiment and learn skills.

- Heavy Equipment Operation and Maintenance learned from a May 2016 evacuation project that students did not have projects staked to blueprint, basements were not dug to grade, projects were not squared, and the overall appearance of projects was deemed unacceptable. Program instructors will continue to emphasize the importance of quality alongside operation-of-equipment, as quality is essential in the industry.

- Videography learned that students who enter its program vary in their reading abilities. As a result, instructors will review incoming students' Accuplacer Reading Test scores to prepare better and adapt lessons for them.

Liberal arts department examples of actions based upon assessment data:

- American Sign Language instructors discovered an achievement gap of 7% when comparing in-person and online students. As a result of the lower achievement, online sections may need to be redesigned to improve online student learning.

- Communication faculty learned that the rubric they used reflected cultural insensitivity regarding what it measured. For example, evaluating an individual on eye contact may not account for cultural communication differences. As a result, rubrics for public speaking will be redesigned.

- Environmental Studies data revealed that online discussion posts helped teach critical thinking skills related to the environmental issues. However, students should be allowed more options to complete the assignments. Video recordings will also be allowed for future students.

- Reading department data showed that using Open Educational Resources (OER) made learning much more straightforward in class. Using OER, students could access and interact with all of the comprehension strategies. Students could take these strategies and apply them to learning outside of the reading course.

- Sociology faculty discovered that students needed more time engaged in interactive activities that provide examples of social systems and individual participation. More games such as "Monopoly" might be one helpful way to teach and understand social systems.

- Spanish faculty realized that students sought more opportunities to complete formative assessments so that the instructor could evaluate student language comprehension skills at the beginning of the course. In future years, more progress report tests will be provided to help students with vocabulary acquisition benchmarks.

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

- New Student Orientation Day (Communicate Effectively): A significant goal of new student orientation day was to increase student engagement utilizing the CLC Mobile Application. This app allows students to create and consume content on the application to become more aware of CLC events and build a community. On this day, sessions were held on both campuses to provide incentives for students to use the application. As a result of that day, the app was downloaded 800 times. Students who use the app have a more robust engagement and awareness of events on campus and are more comfortable with the technology.

- Volleyball: (Communicate Effectively) Each summer CLC offers a volleyball camp and summer league for area high school volleyball players. This summer 10 high school teams participated in our summer league and over 100 participants attended our camps. Students help organize, referee, lead, and coach at these events. At our summer league, students referee games by communicating with captains, solving problems, and communicating with participating captains and teams. The referees deal with fans, custodial and security staff, high school players and coaches.

- Phi-Theta Kappa (Solve Problems & Communicate Effectively) Phi Theta Kappa is in the process of executing a winter item drive for the Brainerd Warming Shelter. The activity started with the team brainstorming for possible "needs" on campus or in the community. Students forged connections with the Brainerd Warming Shelter and was made aware of the need for boots, heavy duty gloves, base layers, snow pants, and other winter gear. Organizing the drive has encouraged students to orally communicate in the following ways: relaying information to CLC's marketing department, asking for input and assistance to students, faculty, and staff, preparing boxes and materials to logistically run the drive. Written communication has included informational emails, asking questions [in writing] of necessary people to garner advice and information about logistics, seeking help from other participants, and maintaining productivity in general.. Students have brainstormed, delegated tasks, communicated and updated each other with the drive status, problem solved, and gave back to the community in the form of warm clothes that show students care about the region's residents.

- Cultural Thursdays (Demonstrate Personal and Social Responsibility) Although the College's Cultural Thursday Program achieves measurable outcomes in each of the College Wide Assessment criteria, cultural literacy and awareness are essential for demonstrating personal and social responsibility. Without the cultural awareness fostered by the Cultural Thursday program, it would be difficult for the community to holistically actualize personal and social responsibility. Students, staff and the broader community have the opportunity through the monthly cultural literacy programming to learn about the peoples, perspectives and places of our diverse planet directly from speakers who represent various global cultures. Since the beginning of this calendar year, our community has benefitted from presentations such as (a) The Culture and Values of the Anishinaabe People, (b) The Culture and Resilience of the Ukrainian People, (c) The Kaleidoscope of Overlapping Cultures in Puerto Rico, and (d) Tales of Laughing Fox: Native American Storytelling and Flute Performance. Each of these presentations and others were well attended by a mosaic of students, staff and community members, thereby catalyzing important learning which will inform each attendee's personal and social responsibility.

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

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

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

- Marketing & Public Relations: Added new social media platforms to allow students to increase communication options between CLC and students. (College-Wide Outcome #2 Communicate Effectively)

- Advising: Incorporated virtual advising visits to allow students to connect quickly with their advisor to answer a question or remove an educational barrier (College-Wide Outcome #2 Solve Problems)

- Safety & Security: Incorporated new protocols to help students report any COVID-19 exposures to reduce the chances of the spread (College-Wide Outcome #3 Demonstrate Personal and Social Responsibility)

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

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

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

1. Established Learning Goals**:** Every program/department has a clear list of learning goals that are included in course outlines, for example HIST 2411

2. Curriculum Mapping: Every program/department has mapped these learning goals to course, college-wide, and (if relevant) MnTC learning goals.

3. Assessment Plans and Measures: Every program/department has designed an assessment plan for measuring student learning related to their program/department's learning goals. Every program/department collects data annually, as determined in their assessment plan as previously described in section 4.B.1.

4. Ongoing Faculty Training and Resources: Besides the annual Assessment Day in the spring, there is at least one other in-service day assessment session each year, often two, either in August, January or in both months. Additionally, special workshops have been offered by CLC's Center for Teaching and Learning. CTL provides in-person and online training, and a resource repository for faculty has been created to house assessment resources for faculty.

5. Assessment Day (in-service day entirely devoted to assessment): Every program/ department analyzes its assessment data annually, especially during our spring Assessment Day. Assessment Day allows for three to four hours of department-driven assessment work time, with a focused work plan, checklist, and end product. By the end

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

6. Assessment Reporting: Every program/department documents its data and findings in a College-Wide Assessment Reporting Form and a Program/Department Assessment Reporting Form every May. Submissions of all departments are tracked, and the deans and the Assessment Committee review each department's submissions and follow up with the department on their findings over the summer.

7. Attention to Closing the Loop: Every program indicates in the annual assessment report how they have followed through on the previous year's assessment analysis ensuring ongoing changes are driven by assessment data. Additionally, all academic departments are required to indicate how their budget requests relate to their current assessment plans.

8. **Cross-discipline Collaboration (including College-in-the-Schools):** Every program/ department collaborates on assessment processes and shares best practices, highlights, and questions during our annual Assessment Day, often through a guided discussion. Furthermore, we have involved College in the Schools (CIS) instructors in this process to collaborate internally and externally as we work to align our college courses with the CIS courses offered in high schools.

9. Annual Review: Program/department deans and directors review assessment progress annually and reach out to departments/programs that need additional guidance. Faculty and administration review the assessment process through the following means: individual meetings between the president, vice president, and chair of the SLAC; bi-annual meetings between the deans and directors and the chair of the SLAC ; regular updates/discussions between faculty, deans/directors, and chair of SLAC at division meetings; and an intentional college-wide conversation at CLC's annual spring Assessment Day. Furthermore, the SLAC meets monthly to plan, review, and improve assessment processes.

10. College-Wide Reporting and Communication: The chair of the SLAC communicate with the campus community monthly to share assessment updates. In addition, the chairs publish yearly reports, which summarize assessment activities and are shared with all employees.

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

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

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

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

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

See the table below for the Assessment Completion Percentages:

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

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

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

Sources

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

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

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.

2. The institution collects and analyzes information on student retention, persistence and completion of its programs.

3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

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

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

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

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

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

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

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

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

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

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

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

Title III Grant

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

Student Success Academy

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

Multicultural Center – "The Nest"

Due to student feedback and community feedback, a Multicultural Center "The Nest" was created to provide support and community for CLC's growing student of color population. The

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

CLC Food Pantry

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

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

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

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

Sources

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

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

4.S - Criterion 4 - Summary

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

Summary

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

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

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

Sources

There are no sources.