

Chapter Five: Institutional E ectiveness, Resources and Planning

The institution s resources, structures, processes and planning are su cient to ful II its mission, improve the quality of its educational o erings, and respond to future challenges and opportunities.

The CLC Story: We build futures

Assurance Argument
Higher Learning Commission
Accreditation 2023

Chapter 5 - Institutional Effectiveness, Resources and Planning

The institutionÕs resources, structures, processes and planning are sufficient to fulfill its r improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

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

- Shared governance at the institution engages its internal constituenciesÑincluding governing board, administration, faculty, staff and studentsÑthrough planning, polic and procedures.
- 2. The institutionOs administration uses data to reach informed decisions in the best i of the institution and its constituents.
- 3. The institutionÕs administration ensures that faculty and, when appropriate, staff a students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

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

While the College president and executive team serve as primary decision-makers, CLC I shared governance process that engages the administration, faculty, staff, and students ir governance of the institution as discussed in 2.C.5. CLC's decision making process clearl reflects the primary ways in which the College formally engages its internal constituencies through the standing committee structure!and other input groups. Bargaining agreements AFSCME (American Federation of State, County, and Municipal Employees), MAPE (Minnesota Association of Professional Employees), MMA (Middle Management Association and MSCF (Minnesota State College Faculty) provide guidelines concerning regular meet confer activities. Through the Shared Governance Council, college administration meets

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

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

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

to speak to proposals being addressed by the committee.

All college policies and processes related to academic and student affairs are vetted thround CLC's Decision-Making Process, with a final review at the Shared Governance Council, allowing opportunities for contribution and collaboration from the entire college community recent example is the approval of a new latex free policy. The CLC Safety Director drafted policy in response to concerns raised on campus about latex allergies. Operations Counc Committee, Fiscal/Facilities Committee, and Student Senate all provided input about the policy before it was sent to all CLC employees for comments and approval at Shared Governance Council.

Sources

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

All CLC employees receive an annual performance review. Goal setting and specific train opportunities are identified as part of this review. The Minnesota State system and Centra College offer many staff training opportunities, including:

- Yandatory training by MMB/Minnesota State
- Frontline Leadership: Science of Supervision
- Frontline Leadership: Art of Supervision New Administrator Orientation
- ¥ Required/Highly Encouraged Employee On-line Orientation Code of Conduct
- ¥ Public Jobs, Private Data Optional Training
- ¥ Minnesota State Luoma Leadership Academy
- ¥ Minnesota State Executive Leader Development Program
- Yerofessional development opportunities through their department and/or bargaining funds
- ¥ Human Resources workshops for supervisors and employees
- Finance for the Non-Financial Administrator
- ¥ AFSCME and MAPE Annual!Frontline Conference
- Y Investigator & Decision-Maker Training
- * Respectful Workplace Training

Infrastructure

The college's infrastructure (fiscal resources, human resources, facilities, and technology sufficient to support its operation, as evidenced by several Minnesota State Strategic Frank

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

FY21 FCI Data

Technology

The Technology Services Department continuously monitors multiple information sources responds and adapts to ensure the technology needs of students, faculty, and staff are m sources include formal surveys such as the ECAR surveys, committee meetings, consults with Minnesota State and other colleges, and a continuous review of industry trends. For

5.B.3.!CLC has a well-defined budget timeline and process!that manages the college's re allocation and promotes the interaction of all stakeholders and the college's financial stab Major fiscal and facilities decisions are informed by the Fiscal Facilities Committee, which includes faculty, administrators, staff, and representation from Student Life. Recommenda from this committee are forwarded to the MSCF Union and Shared Governance for consideration. The college's budget planning begins with annual budget assumptions. It all campus departments to submit annual budget requests that identify needs for the upox year and indicate how they align with CLC's Strategic Plan. A review of the colleges expenditures by functional category!demonstrates the spending of resources supporting t college's educational purposes.

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

The college's General Fund budget addresses allocations for salaries, operations, equipn technology, facilities, college reserves, and carryforward of operating budgets.! The college General Fund budget is developed following a budget planning process timeline. The colleget planning timeline is influenced by the biennial nature of the state's budget process Minnesota State Board setting of tuition and fees.! The colleges' Fiscal/Facilities Committed Student Life Committee, Technology Fee Committee, Student Senate, Administrative Tea Shared Governance, and other committees are involved in the budget review and allocation process.!

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

5.B.4.!CLC's fiscal allocations support its educational purposes. The general finance provand actions of CLC are governed by Minnesota State Board policy and procedure. Minne State Policy 7.1 Finance and Administrative Authority of the Board, Chancellor, and Presistates,"All financial and administrative policies are in support of the Minnesota State Colle and Universities' educational mission. The System further outlines policy governing financia administration in Minnesota State Policy 7.3 Financial Administration, which states:!

The president is responsible for assuring financial administration for a college or universit conformance with Board policies and system procedures.!System procedures will provide assurance that:

- ¥ Financial records are complete and safeguarded
- Financial information is accurate, reliable, and useful for management reporting; at
- Financial management methods support short- and longer-term systems and collestrategic objectives.

The primary fiscal resources for CLC consist of student tuition and state allocation, as filte through the Minnesota State Allocation Framework. The vision for the allocation framework recognize the diversity of Minnesota State students' needs and the unique educational gc

each institution. Allocation framework components include instruction, research, academic support, public service, student services, institutional support, and physical plant. In the c below, direct support of instruction, academic support, and student services accounted fo

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

- 1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institution affiliated centers.
- 2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
- 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

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college. These master plans support the strategic plan!as further evidenced by the strategic planning linkage matrix and provide direction and focus for areas such as academic and affairs, technology, facilities, student success, and diversity. For example, to support the direction of providing Oacademic quality, O the academic master plan!identifies strategies develop co-curricular assessments to assure quality programming outside the classroom. this initiative resulted in tangible recommendations!around process, timelines, and alignment with the current assessment of student learning in the classroom.

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

The!CLC Institutional Effectiveness Handbook!defines institutional effectiveness as Òa pr by which achievements and outcomes indicate how well the collegeÕs mission is being ft The Institutional Effectiveness Framework links strategic planning at the Minnesota State with strategic planning at!all levels at CLC. Strategic planning drives institutional assessment academic and program assessment, and student affairs assessment. All assessment rest reviewed and considered part of the next cycle of planning, assessment, and budget dever CLCÕs Strategic Planning Framework!further supports the relationship between strategic planning, division planning, committee structure, and the annual budget process.

CLC continues to focus on ways to link strategic goals, assessment plans, and budgets. I past few years,!the!college!has focused on Town Hall Forums and community brainstorm surveys!to provide feedback and discussion on budgets and the link to CLCÕs strategic provides, values, and focus on student success.

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

5.C.3. The Strategic Planning Framework!reflects the relational nature of planning in all ar the college community. CLCÕs Strategic Plan!guides all levels of planning at the institutio plan is the result of significant input from internal and external constituents. The inclusion community members, as well as faculty, staff, and students, provides a variety of perspec and!ensures that the plan meets the needs of the region and students.

Regional input is vital in developing the strategic and master plans and establishing the p for the annual work plan. Community stakeholders providing input into planning include!th

serving as members of the PresidentÕs Regional Advisory Committee, College in the Scł (CIS)!Advisory Committee, and the CLC Foundation Board of Directors. Additionally, all c and technical program advisory committees!include faculty members, students, industry ϵ and employers. These advisory committees meet annually to analyze the current state of programs, review assessment data, recommend budgets, and plan for the future.

Integrated planning at CLC brings together Minnesota State system planning, College Str Planning, various master plans such as the Academic Master Plan, Facility Master Plan, 1 Technology Master Plan, the Diversity, Equity, and Inclusion Master Plan, the Student Sur Plan, and the Affirmative Action Plan, as well as other divisional work plans.!

The perspectives of internal constituent groups are also critical to the!planning process.! A employees and student activity groups submit annual budgets, which are compiled and r available on the college Share Point to all constituents. Queries of various request type staffing, operating, equipment/technology, facilities, department goals, department assess plans/annual work plans, and strategic goals linkages) are available to everyone on CLC Share Point. Committees involved in the budget process include the Fiscal/Facilities Commisted Committee, Technology Fee Committee, Cabinet, Student Senate, Administr Team, and Shared Governance. Minnesota State Policy 2.3! and Procedure 2.3.1 Student Involvement in Decision-Making! gives students a voice regarding budget and tuition/fees, in terms of the overall college budget and student life and technology fee committees that majority of students as members. Agendas, minutes, preliminary budgets, and budget so are available on Share Point for student life, technology fee, and general college budget so overall college community can monitor the progress of budget requests. President Charlie provides planning and budget updates to the President Os Regional Advisory Committee to year.

One particular example of the integrated nature of planning is the involvement of many stakeholders in developing and executing the facilities master plan.! The CLC Comprehen Facility Plan Committee is made up of the community, faculty, staff, administrators, and students. The Comprehensive Facility Plan (CFP) is underway, with anticipated completic early spring 2023. The previous CFP identified the need for a significant remodel project a Brainerd Campus, impacting student services and academic support departments. A Brai Student Services and Academic Support Task Force was formed to work with an architec CLC administration to create a pre-design outlining the projectÕs scope of work and cost addition to the Task Force, CLC held multiple open forum conversations where CLC empland student leaders were invited to participate in a facility planning exercise to inform this project further. This project has been identified as the 8th priority as part of the Minnesota Capital Bonding Request!for the 2022 Legislative Session.

5.C.4.!CLCÕs budget process involves many stakeholders throughout the budget process based on!a clear!understanding of the collegeÕs current resources. CLC begins its budge by connecting to the CLC strategic plan goals, mission, vision, and values and identifying assumptions!for the upcoming budget cycle. CLCÕs enrollment trajectory changed with the beginning of the pandemic. This has resulted in CLC needing to take some budgetary act

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

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

To ensure that all stakeholders understood and could participate in the decision-making participate the details of all budget scenarios were presented to Cabinet, Student Senate, Student Li Committee, Shared Governance, and all employees via email. The expense projections rethe same in all scenarios, as the staffing framework was determined in the Fall 2021 budge planning. The scenarios had a financial spread of approximately \$2.3 million, from a shor \$1.8 million to a shortfall of \$490,000. As a result, the Minnesota State system requested supplemental budget increase, including funding for campus support and operations and initiatives, with the understanding that if the system were fully funded, the college would r increase tuition.

The Cabinet and Administrative Team reviewed data, including surveys, CLCÕs Strategic and master plans to measure progress toward stated goals. In addition, enrollment chang reviewed to ascertain!the reasons for fluctuations. CLC, as part of the Minnesota State but process, submits enrollment projections for several years into the future. These enrollment projections consider recent trends in enrollment, demographic changes in the region, incl K-12 enrollments, and programmatic changes at the college. Enrollment projections!are utwice per year for the Minnesota State system, and CLC uses these enrollment projection projected tuition revenue.

Because enrollment drives most of the collegeÖs revenue, CLC has invested in several s as indicated in the Academic and Student Affairs Master Plan,!

The Academic and Student Affairs Master Plan!identifies not only academic goals for inno and quality but it also identifies strategies in both facilities and technology that focus on improving the student experience at CLC. At the same time, CLCÕs Comprehensive Faci and Technology Master Plan!identify these same strategies that support student learning.

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

On an annual basis, department fact sheets!report academic program performance inforn and provide a framework for ongoing dialogue about program improvement and student s A range of program performance information is discussed, including, but not limited to, ful equivalent (FYE) students, Unduplicated Headcount (HC), Full-time Equivalent Faculty (F student-faculty (FYE/FTE) ratio, Net Cost per FYE, Percent Capacity, Demographics, Completion Rate, and Related Employment Rate. The information reported in the Departr Fact Sheets is used by academic departments and deans as part of the ongoing process! requests for additional resources, plan course offerings, address equitable student outcor conduct academic program reviews.

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

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5.S - Criterion 5 - Summary

The institutionÕs resources, structures, processes and planning are sufficient to fulfill its r improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

Central Lakes College historically and currently has the resources, institutional structures, processes necessary to fulfill its mission and continuously improve academic offerings. It will and flexibility to confront any future challenges, embrace opportunities, and respond to trends. The college has the fiscal means, the community support, and the professional factorial staff, and administration to continue its long-standing role as the educator of choice for the Central Minnesota Region that we serve. The college is attentive to the fiscal, human, phy and technology capabilities and allocates its resources to support a quality educational experience for students.

The college has the financial backing of a healthy state government and Minnesota State Colleges and Universities, a mature state higher education system managed by a full-time experientially qualified chancellor and directed by a Board of Trustees appointed by the st governor and approved by the state legislature. The college has tried and tested systems for assessing curriculum and programs, budgeting, developing and improving curriculum, planning, and encouraging and funding professional development for both faculty and state

The college has a strong history of shared governance and engagement with the college community regarding college planning and resource allocation. In addition, integrated plan such as the CLC Strategic Plan 2018-2025 and related master plans bring focus!and align we work to achieve our mission "We Build Futures" and to advance the Minnesota State Strategic Framework. The college evaluates its programs and services and continuously improves.!The college embraces and fulfills its mission and is well positioned to do so far the future.

Sources

There are no sources.