



2023 ACCREDITATION AD-HOC REPORT

Submitted by
Centralia College
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Introduction/Findings of the Spring 2021 Mid-Cycle Review

During April 2021, a peer evaluation team representing Northwest Commission on Colleges and Universities (NWCCU) conducted a Mid-Cycle Evaluation visit at Centralia College. As a result of the visit, the peer evaluation team provided valuable feedback to the college on how it was meeting the outstanding recommendations stemming from the April 2018, [Mission Fulfillment and Sustainability Peer Evaluation](#) (i.e., Year Seven Evaluation). Their [Mid-Cycle Peer-Evaluation Report](#) was accepted by NWCCU which took further action at its meeting [July 23-25, 2021](#). The Commission requested Centralia College submit this Ad-Hoc Report by March 1, 2023 to address the following recommendations that were deemed substantially in compliance but in need of improvement:

- **Recommendation 6:** Spring 2018 Mission Fulfillment and Sustainability - Fully implement student learning outcomes assessment across all programs, degrees, and general education and systematically use the results of assessment to influence planning and resource allocation. (2020 Standard(s) 1.B.1;1.C.5;1.C.6;1.C.7)
- **Recommendation 7:** Spring 2018 Mission Fulfillment and Sustainability - Fully implement an ongoing and systematic evaluation and planning process to inform and refine effectiveness, assign resources, and improve student learning and achievement. (2020 Standard(s) 1.B.1)

Addressing the Findings

Recommendation 6:

The college has an established process for implementing student learning outcomes assessment across all programs, degrees, and general education/distribution areas. The Institutional Effectiveness Committee, Curriculum Review Committee, Instruction Council, and Assessment Committee play a crucial role in the assessment of student learning outcomes at various levels.

Institutional Effectiveness Committee (IE) is the college's governing body consisting of representatives from all campus committees based on a [mission and committee structure](#). The committee's main responsibility is the evaluation and assessment of strategic planning and institutional effectiveness. Additional responsibilities include:

- Provide an overall structure by which the college can set goals and establish priorities.
- Provide a framework by which the college can assess the achievement of goals and measure the fulfillment of the college's [mission](#) on a regular basis.
- Guide the [Monitoring Report](#) process; establish clear indicators and benchmarks to be used in annual monitoring reports.
- Examine data used to make college decisions and to assess the

achievement of goals and objectives; communicate findings to the college community via standing committees and other established communication avenues.

- Coordinate the work of various standing committees across the college.
- Coordinate, review, and revise college policies.

Curriculum Review Committee works in an advisory capacity to the vice president of instruction. The membership and voting members are faculty representation across all disciplines and divisions. The purpose of Curriculum Review Committee is to facilitate the interdepartmental communication and make recommendations regarding:

- Course proposals and revisions with critical review of student learning objectives
- Periodic program review of established instructional programs
- The curriculum, reviewing newly proposed courses and programs

[Minutes](#) from Curriculum Review Committee meetings demonstrate the above processes. An [annual report presented](#) to the Institutional Effectiveness Committee outlines assessment work at the course and program levels.

Instructional Council works in an advisory capacity to the vice president of instruction and is chaired by a faculty member. The membership and voting members are faculty representation across all disciplines and divisions. A representative from the Instructional Council sits on the Institutional Effectiveness Committee and communicates decision-making outcomes. The purpose of the Instructional Council is to facilitate interdepartmental communication and make recommendations regarding:

- Curriculum including reviewing proposed courses and programs.
- Degree and certificate requirements and distribution of credits within State Board for Community and Technical College (SBCTC) guidelines for all academic programs offered at Centralia College
- Academic standards and policy related to admission, probation, and graduation
- Academic life of the campus; including academic freedom of students, faculty, and the institution
- Academic assessment planning and implementation
- College policy, reviewing, and providing input as needed with recommendations made to the Institutional Effectiveness Committee.

[Minutes](#) from Instructional Council meetings demonstrate the above processes. An [annual report](#) presented to the Institutional Effectiveness Committee outlines assessment work at the course and program levels.

Assessment Committee is a subcommittee of the Curriculum Review Committee and Instructional Council. The college established an assessment committee to guide and facilitate the work of faculty assessment. The Assessment Committee ([see Assessment Committee structure](#)) consists of five academic faculty, one from each of the general education areas (math, social sciences, communication, humanities, natural science) three faculty from workforce programs, one faculty from transitional studies, and one library

representative. The dean of instructional services and the executive director of institutional research and planning serve as ex-officio members to support the committee's work. The committee works in a co-chair model with one faculty co-chair and one administrative co-chair appointed by the vice president of instruction. The purpose of the assessment committee is to:

- Review college practices related to assessment.
- Provide peer mentorship and review through the program, curriculum, and distribution review process.
- Facilitate training regarding assessment. Provide updates to Curriculum Review Committee, Instructional Council and the college's **Institutional Effectiveness** committee.

[Recent Minutes](#) from Assessment Committee meetings demonstrate the above processes.

In order to address **Recommendation 6**, action items were developed by the Assessment Committee, the instructional deans, the President's Cabinet, and Institutional Effectiveness members.

Action Item 1: Replace the current learning ability themes with student learning competencies that address skills college students should obtain through any degree.

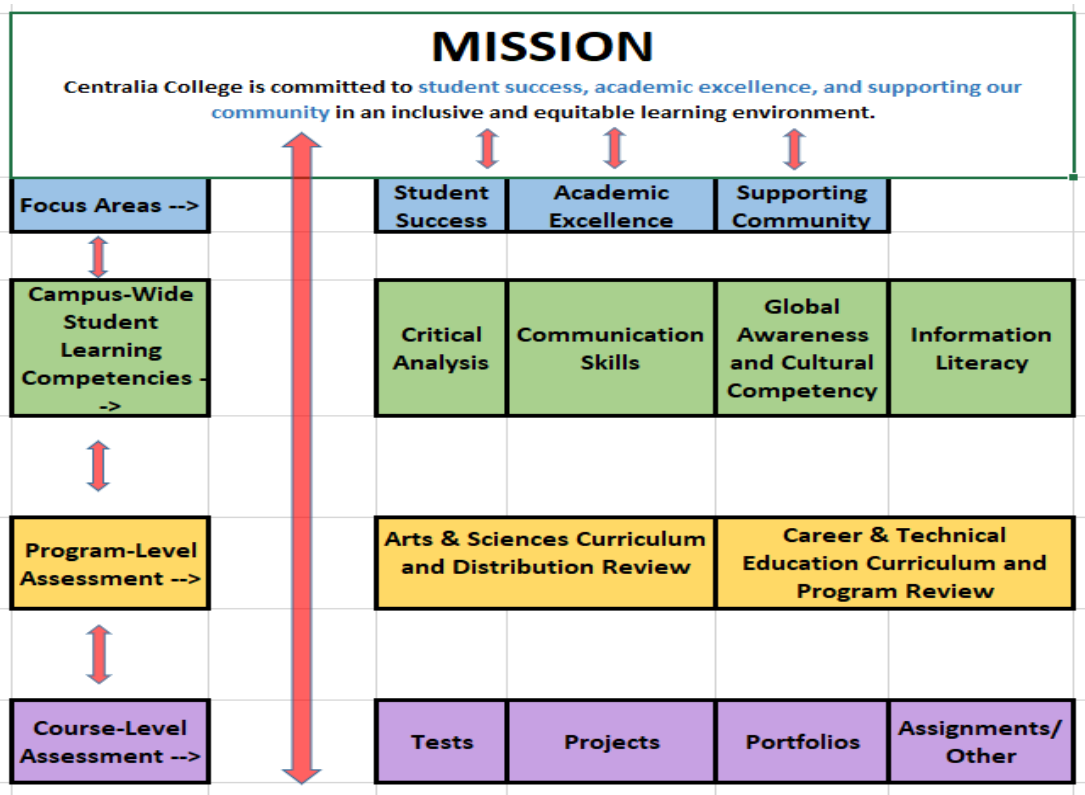
The assessment committee proposed a change of language from student learning ability themes to [student learning competencies](#). It was apparent that the original learning themes were not being assessed as an output but rather as the input of what was covered in the course material. The new student learning competencies were also more measurable and better coordinated with the program/distribution level outcomes. The learning competencies are written from a student perspective and define skills students should be able to demonstrate through successful completion of the coursework required for a specific degree regardless of pathway or degree:

- **Communication Skills:** The student effectively conveys information and ideas by adapting their communication style to different situations and audiences when speaking, writing, and listening to others.
- **Global Awareness & Cultural Sensitivity:** The student effectively engages with the multi-cultural world by studying the practices and perspectives of varying communities and cultures.
- **Information Literacy:** The student effectively engages in a reflective process of inquiry to find, evaluate, use, and ethically create content.
- **Critical Analysis & Problem Solving:** The student effectively evaluates information and creates solutions through observation, reflection, reasoning, and experience.

Instructional Council recommended approval of the new student learning

competencies at its [November 2, 2020](#) meeting. In [December 2020](#), Institutional Effectiveness approved the adoption of the new student learning competencies. The Curriculum Review Committee and Instructional Council revised the course outline template to include the new Student Learning Competencies. The course outline links individual course level objectives to program and distribution level outcomes, which are linked to student learning competencies ([see sample course outline](#)). The new course outline format was implemented spring quarter 2021. As program and curriculum/distribution reviews take place per the [Centralia College Assessment Review Cycle 2021-2026](#), course outlines and degree plans will be updated to include the Student Learning Competencies.

The overall structure of the [Centralia College Assessment Plan](#) was detailed in the graphic below:



Action Item 2

Provide meaningful assessment of student learning competencies across all programs, degrees, and general education/distribution areas.

Program Review

Program reviews are completed by Career and Technical program faculty. Program reviews incorporate changes made to curriculum since the previous review and consider recommendations of advisory boards, faculty professional development activities, and program goals. These reviews also assess resource needs. Centralia College has an established instructional **program review** cycle per the [Centralia College Assessment Review Cycle 2021-2026](#). Program review is a faculty facilitated

process occurring every five years. Faculty are provided [templates](#) with prompts to guide the reflective process. Areas of reflection include:

- Changes to teaching and learning since the last review, including goals established and progress on implementation over the past five years.
- Courses and course outlines applicable to the review. Review of course level objectives and syllabus content.
- Program level outcomes for workforce programs and distribution level outcomes for academic programs.
- Effectiveness of institutional resources - such as classrooms, technology, library resources, and student support including student planning documents and webforms like educational planners.
- Faculty professional development related to both content and instructional delivery.
- Goals for the next five years tied to the college's overall strategic plan and mission focus areas.

Program review is completed by faculty and is the primary driver of curriculum development, delivery, and assessment. The process provides the opportunity for the faculty member and dean to engage in conversations regarding the program and program needs. Peer review by a faculty member outside of the program provides a different perspective that can yield questions, conversations, and reflection not previously considered.

Current review process:



Curriculum reviews are completed by arts and sciences program faculty. Curriculum review allows content specific faculty to review the content in their areas and provide evidence of student learning at the course level. The review also documents faculty professional development and resources needed to improve the program.

Faculty Assessment/Research Projects

The college adopted assessment/research projects as the annual required assessment. The topic and focus of the faculty assessment/research project are the choice of the faculty based on what they would find meaningful for their course or program. The faculty completes the [assessment/research report provided](#) by the assessment committee. This report provides the following prompts:

- Objective/goal of the project.
- The projects relevance to assessing teaching and learning.
- Summary of findings.
- Action plans.

The assessment/research projects are created by faculty, reviewed by the division dean and submitted to the assessment committee. The assessment committee posts the assessment/research project in the assessment repository and can be accessed by

anyone on campus. [Committees and Councils - Program and Distribution Reviews - All Documents \(sharepoint.com\)](#) A sample of a faculty research project can be found [here](#).

Distribution reviews are completed by Arts and Sciences program faculty, generally the chair of each general education distribution area. The [distribution review](#) synthesizes the individual curriculum reviews and connects those reviews to overall distribution outcomes. Resources needed to improve the courses included in the review are documented.

Program, curriculum, and distribution reviews are reviewed by the division dean and then submitted to the assessment committee. The Assessment Committee assigns two peer-reviewers who read the report and provide feedback to the faculty member(s). The final version of the review is presented to the Curriculum Review Committee. There is a vote of the Curriculum Review Committee to accept the findings of the review. The information is recorded in the meeting minutes [Committees and Councils - Program and Distribution Reviews - All Documents \(sharepoint.com\)](#) The Assessment Committee has established a five-year review cycle for program, curriculum, and distribution reviews. This allows for formal assessment that incorporates the course level assessment completed and documented through faculty notebooks, research projects, and a newly developed [Assessment Reflection tool](#) .

Assessment of Student Learning Competencies

Phase I (2021-2023) of the assessment of Student Learning Competencies, developed and implemented as follows:

- Created an assessment repository to collect and analyze data related to student learning competencies (2021-2022)
- Fall quarter 2021, an Assessment Reflection Tool was developed. This Canvas space established a simple and streamlined way for faculty to enter assessment data related to student learning competencies. The tool provides the following prompts:
 - Faculty selects applicable student learning ability
 - Faculty selects course and applicable outcome
 - Faculty enters the number of students enrolled in courses
 - Faculty enters the number of students who successfully achieved the outcome
 - Faculty enter a reflective narrative on what they will change to improve student learning
 - Data from the quiz is only viewable to the faculty, the faculty assessment chair, and the institutional researcher.
- Fall quarter 2021, the Assessment Reflection Tool was piloted by members of the assessment committee, reviewed for clarity and ease of use and updated.
- Winter quarter 2022, additional faculty assigned by department chair/leads received training on the use of the Canvas space and input winter quarter data at the conclusion of the quarter.
- Spring quarter 2022, the Assessment Reflection Tool was deployed to all faculty. The assessment committee provide three virtual trainings outlining the purpose of assessment and how to use the Assessment Reflection Tool and how to access the data report. The chair of the assessment committee sent

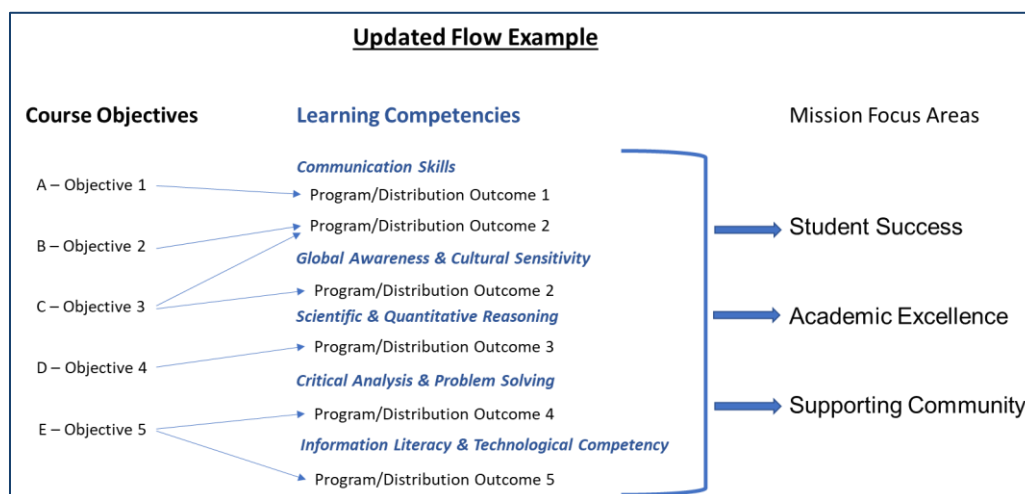
information to the faculty listserv which also provided the opportunity for adjunct faculty to engage in the assessment. Additional reminders were sent at the end of spring quarter encouraging engagement.

Two examples of the Assessment Reflection Tool from faculty members Michelle Harris and Joe Burr can be found [here](#).

- Beginning fall quarter 2022, the assessment committee began looking at the data collected.
- Spring quarter 2022, the Assessment Committee finalized guiding principles of assessment with input from faculty representatives across campus. The guiding principles were presented to the Curriculum Review Committee and Instructional Council and approved spring quarter 2022. The guiding principles provide clarity on the purpose and goals of assessment and clarified that assessment results will not be an evaluative measure of faculty performance. Specifically stating “assessment is not an evaluative measure,” in writing, was critical in addressing this faculty concern.
- Fall quarter 2022, a SharePoint assessment site was created. The college experienced a Ransomware attack in early 2022 that resulted in the need to rebuild an internal assessment site to provide assessment information to campus. Work to rebuild the site started in Spring 2022. Current content includes:
 - Guiding Principles of Assessment
 - Student Learning Competencies
 - Program Outcomes
 - Distribution Outcomes Future content will include:
 - Faculty research projects
 - Program reviews
 - Distribution reviews
 - Assessment committee minutes and agendas

Phase 2 (2023-) of the assessment of Student Learning Competencies will include the following actions as the college moves forward with assessment:

- **Data Committee and IR** staff will refine data collection and analysis procedures. A new executive director of institutional effectiveness was hired in winter 2022. The college is in the process of hiring an additional data analyst position to address IR and data needs.
- Spring quarter 2023: **finalize common rubrics** applicable across programs to assess student learning in relation to student learning competencies. Rubrics created by the Association of American College and Universities will be the starting point of the discussion.
- Continue to **update the program/curriculum/distribution review processes** and crosswalk course and program-level outcomes to the Student Learning Competencies and tied to [mission](#) fulfillment with the following processes:



- Further incorporate **Canvas Assessment Tool** and gain greater participation among full and adjunct faculty. Assessment results will continue to be gathered.
- Better document “**closing the loop**” with **resource allocation and action items** stemming from program-level and Student Learning Competency assessment. Results will be channeled to the Institutional Effectiveness committee which connects results and resource requests to the Budget Review Process committee and the Monitoring Report. Action items will need to be assessed that they met the desired outcomes.
- **Align Student Learning Competencies** to the newly developed strategic plan.
- Finalize the **assessment of Student Learning Competencies** to ensure that students who complete programs at Centralia College have achieved a measurable level of fluency in each of the four competencies.
- Intentionally assess results from action plans developed from program-level and Student Learning Competency assessment results.
- Create progressive and continual **professional development for faculty**. The training will be assessed for effectiveness and updated based on feedback.
 - Assessment 101 – What it is and why it matters.
 - Starting with the end in mind – Student Learning Competencies to course assessments.
 - Creating and using effective assessment tools including the Canvas Assessment Tool
 - Data analysis – Who is left out or left behind?
- Create an assessment resource library. Implementation will begin 2023-2024 to align resources with faculty interest and needs revealed in trainings and discussions.
 - Article repository
 - Books
 - Videos
 - Assessment examples

Action Item 3: Use the assessment results to influence planning and resource allocation.

Alignment to Resource Allocation

Action items from program reviews associated with fiscal resources are included in the minutes captured during the faculty member(s) presentation to the Curriculum Review Committee. Those minutes are synthesized in an annual report which is provided to the vice president of instruction. The VPI's cabinet made up of deans and directors have an annual retreat in the summer where the instructional plan is reviewed, updated and resources allocated based on priorities. The instructional work plan is presented to the Institutional Effectiveness Committee, the college's governing body consisting of representatives from all campus committees. This committee reviews and approves all work plans across the institution. During 2022-2023 the college intends to explore adding a step to the program review process to include a meeting with faculty, dean and vice president of instruction to discuss program, resources, priorities and program goals that also ties to the newly implemented strategic plan.

Recommendation 7 from Spring 2021 Mid-Cycle Review (outstanding recommendation from Spring 2018 Mission Fulfillment and Sustainability):

To ensure Centralia College continues to serve its students and the community in the best way possible given the recent challenges due to the pandemic and the ever-changing landscape of higher education, the college began a strategic planning process in Fall 2022. The process includes a [Steering Committee Charter](#), [Strategic Planning Timeline](#), [Key Terms](#), [Listening Session Participants](#), and an overall [presentation](#) to the campus during fall 2023. The goal is to develop a broad, comprehensive, and collaborative strategic plan that will guide Centralia College over the next five years. The strategic plan will also serve as a framework for aligning college resources with our priorities. The finalized strategic plan will be presented to the Board of Trustees at their summer retreat 2023. Once approved, the strategic plan will guide departmental and area planning in [instruction](#), [student services](#), administration, and technology. Over its lifespan, the strategic plan will continue to be informed by and inform campus-wide student learning competencies and program- and distribution-level assessment (academic transfer/general education).

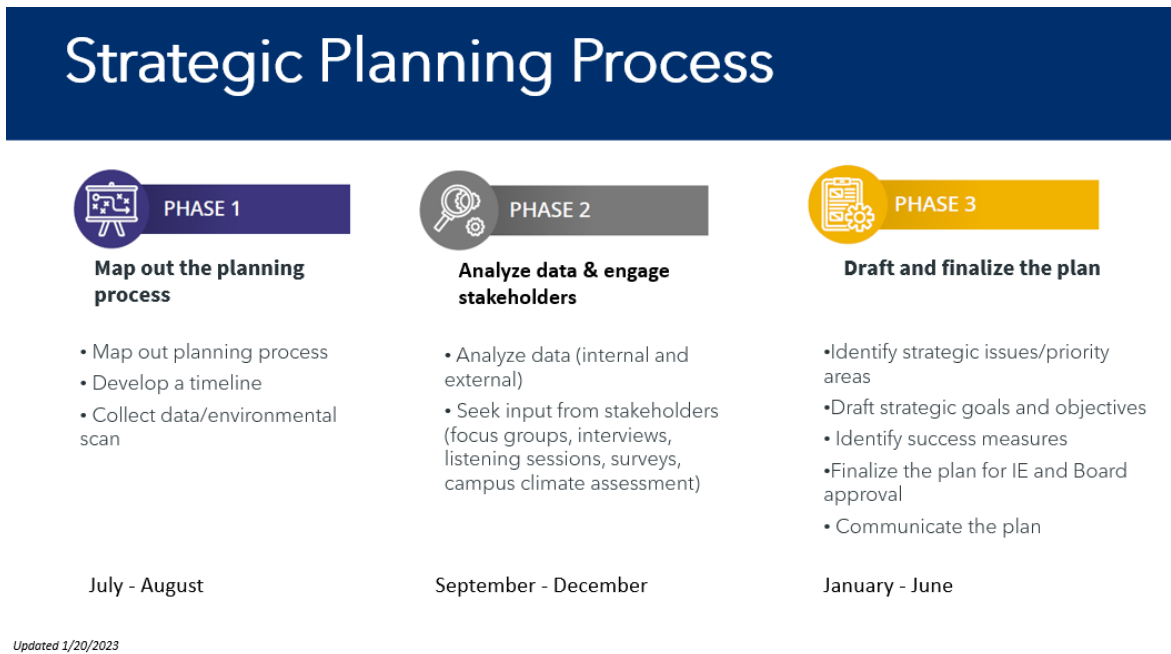
The strategic planning process kicked-off at the college's fall conference with two workshops for staff and faculty to discuss strategic planning and the college's climate. The main topics discussed included "What would the college look like if every student felt like they belonged, and if every employee felt valued?" and "What is one thing that your table learned today that you want the college to prioritize?" The feedback from the workshop sessions were later shared campus wide.

The college also convened a [Strategic Planning Steering Committee](#) comprised of stakeholders from all areas of the college to bring a variety of perspectives, interests, and backgrounds to the process. The committee's primary responsibilities include the following:

- Provide oversight and input throughout the process
- Identify guiding principles

- Serve as a liaison with stakeholder groups you represent
- Solicit input and perspectives from college stakeholders throughout the process
- Review and provide feedback on data and planning components
- Identify a set of college priorities for the next five years.
- Assist with developing strategies, objectives, and measures of success
- Communicate progress to college stakeholders

Phase One of the strategic planning process began in July with mapping out the planning process and collecting data as part of an environmental scan. Phase Two taking place during fall 2022 focused on collecting feedback from internal and external stakeholders. The college is currently in Phase Three focusing on drafting the strategic plan.



The college conducted listening sessions with over 200+ internal and 137 external stakeholders to seek their feedback on the College and its future to help direct institutional priorities through 2027-28. It asked:

- What are your hopes for the College’s future?
- What do you see as the key strengths of the College?
- What is the College not currently doing that you would like to see us do in the future?
- What are some areas that you feel could be strengths with some modifications?
- If you could change one thing about the College, what would it be?
- What do you think the College can do to close equity* gaps and increase degree/certificate completion?
- What do you see as the key priorities the College should establish in its strategic plan?

The feedback from the listening sessions were transcribed, summarized, and analyzed for themes.

- Enrollment/Student Success
- College Operations/Organizational Structures
- College Culture
- Professional Development and Training
- Academic Programs and Workforce Development
- Equity, Diversity, & Inclusion
- Campus Environment/Facilities/Technology
- Community Relationships/Engagement
- College Visibility/Awareness
- Workforce Hub

Starting Winter 2023, the strategic planning committee has worked on prioritizing the emerging themes and will work with sub-teams of additional faculty and staff to develop strategic goals, objectives, and measures of success and key performance indicators to track process of the plan over the coming years.

Conclusion

Over the past fifteen months, Centralia College staff have worked methodically to address the recommendations of NWCCU with regard to strategic planning, technological infrastructure, and creation and revision of policies. In each area, the college has made updates or changes to address compliance with NWCCU standards. The remaining action needed will be to finalize the assessment of Student Learning Competencies to ensure that every student who has completed a degree and/or certificate has been assessed for all the SLCs. This assessment will also apply to areas on campus that also support student learning like student services. After review at the Assessment Committee, results of the SLC assessments will be shared with the Instructional Effectiveness Committee and tied to the Monitoring Report by which resource allocation is based. “Closing the loop” will be the next goal of the accreditation leadership team to assess the efficacy of those decisions. The college’s goal is an intentional focus on continuous improvement tied to mission fulfillment.