

ACCREDITATION YEAR SEVEN SELF-EVALUATION

2018



CENTRALIA
COLLEGE

Year Seven: Self-Study Report

A comprehensive self-study at Centralia College

Prepared for the Northwest Commission on Colleges and Universities

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FEBRUARY 26, 2018

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INSTITUTIONAL OVERVIEW:

Centralia College is the oldest continuously operating community college in Washington State. Originally established in 1925 under the auspices of the University of Washington, the college has grown from 15 students in 1925 to a 2016-2017 full-time equivalent enrollment of 2,300. Centralia College began as a junior college, primarily concerned with providing the first two years of a traditional baccalaureate degree and in the 1960s transitioned to a community college with a mission that included providing vocational, basic skills, and continuing education.

In 2005 Washington State passed legislation giving community colleges the ability to develop and provide applied baccalaureate degrees that build upon their technical degrees. Subsequently, Centralia College has developed four applied baccalaureate degrees starting with a [Bachelor of Applied Science in Applied Management \(BAS-AM\)](#), followed by a [Bachelor of Applied Science in Diesel Technology \(BAS-DT\)](#), a [Bachelor in Applied Science in Information Technology \(BAS-IT\)](#), and a [Bachelor of Applied Science in Teacher Education \(BAS-TE\)](#).

The college currently has an approximate unduplicated degree-seeking student headcount of 3,800 which equates to 2,300 full-time equivalent (FTE) students, down from the institution's all-time high of over 2,900 FTE in 2010-2011. These students represent enrollment in Adult Basic Education, Transitional, Workforce, Academic Transfer, and Baccalaureate programs. In addition, students are enrolled at several correctional sites, as follows: Garrett Heyns Education Center at the Washington Corrections Center in Shelton (156 FTE, 2016-2017), and the Cedar Creek Education Center at the Cedar Creek Corrections Center near Little Rock (134 FTE, 2016-2017). Finally, students pursuing non-degree pathways are enrolled in Senior, Parenting, and Community Service programs.

Centralia College is the nexus of higher education in District 12, including Lewis and south Thurston counties, offering opportunities for higher education to the citizens of an essentially rural service district. Within this 2,400-square-mile district, numerous communities combine for a total population of approximately 77,000 people. The city of Centralia, where the college is located, has the most population in the district: about 16,982 people. Lewis County has a predominantly white population at 86 percent of the population in 2016. Of the 14 percent people of color in the county, Hispanics are the largest group at 9 percent; however, students of color comprise 24 percent of total college enrollment in 2016-2017. The median resident age in Lewis County is 43 years, higher than the median age for Washington state residents (38 years). Centralia College students aged 25 and below made up 52 percent of the fall 2015 headcount. Females make up about 50 percent of the population of Lewis County, and females account for 57 percent of the college's enrollment.

Like many rural communities, the college's district has seen substantial changes in its workforce and economy as it has struggled with its shift from an agricultural, timber, and mining-based economy to a service-based economy. The Lewis County unemployment rate was the highest in the state in 2011. Lewis County was designated a "distressed area" by the Employment Security Department. The three-year average unemployment rate in Lewis County (2011-2013) was 13 percent, compared to 8 percent statewide. However, in April 2014 the Lewis County unemployment rate dipped to 9 percent – a hopeful indicator. Currently the unemployment rate in Lewis County is 4.1 percent (Nov. 2017), compared to 4.4 percent statewide. The 2016 median household income according to the US Census Bureau in Lewis County was \$44,526, the lowest in the state, whereas the statewide median household income was \$62,848. About 15 percent of Lewis County residents are below poverty level, compared to 11 percent statewide.

In Lewis County, about 87 percent of people age 25 or older are high school graduates, compared to 90 percent statewide. Of the 2016 District 12 high school graduates who went straight to college, 42 percent enrolled at Centralia College. Only 15 percent of the Lewis County population over 25 years of age holds a bachelor's degree, well below the 33 percent statewide.

Since this population is clearly in need of access to educational and training resources, the college continues to focus on their needs. Centralia College currently provides an integrated pathway from basic skills education all the way to a bachelor's degree.

Centralia College has retained its status as a regionally accredited institution of higher education since 1948. The college's [Accreditation](#) webpage contains information on its accreditation status and is regularly updated.

BASIC INSTITUTIONAL DATA FORM:

NWCCU REPORTS | BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

Institutional Information

Name of Institution: Centralia College

Mailing Address: 600 Centralia College Blvd.
Address 2: _____
City: Centralia
State/Province: WA
Zip/Postal Code: 98531
Main Phone Number: (360) 736-9391
Country: USA

Chief Executive Officer

Title (Dr., Mr., Ms., etc.): Dr.
First Name: Bob
Last Name: Mohrbacher
Position (President, etc.): President
Phone: (360) 623-8552
Fax: (360) 330-7103
Email: bob.mohrbacher@centralia.edu

Accreditation Liaison Officer

Title (Dr., Mr., Ms., etc.): Mr.
First Name: John
Last Name: Martens
Position (President, etc.): Vice President
Phone: (360) 623-8486
Fax: (360) 330-7104
Email: john.martens@centralia.edu

Chief Financial Officer

Title (Dr., Mr., Ms., etc.): Mr.
First Name: Steve
Last Name: Ward
Position (President, etc.): Vice President
Phone: (360) 623-8647
Fax: (360) 330-7103
Email: steve.ward@centralia.edu

BASIC INSTITUTIONAL DATA FORM:

Institutional Demographics

Institutional Type *(Choose all that apply)*

- Comprehensive
- Specialized
- Health-Centered

- Religious-Based
- Native/Tribal
- Other (specify): _____

Degree Levels *(Choose all that apply)*

- Associate
- Baccalaureate
- Master

- Doctorate
- If part of a multi-institution system,
name of system: _____

Calendar Plan *(Choose one that applies)*

- Semester
- Quarter
- 4-1-4

- Trimester
- Other (specify): _____

Institutional Control *(Choose all that apply)*

- City
- County
- State
- Federal
- Tribal

- Public
- Non-Profit
- OR
- Private/Independent
- For-Profit

BASIC INSTITUTIONAL DATA FORM:

Students (all locations)

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)

Official Fall: 586.2 (most recent year) FTE Student Enrollments

Classification	Current Year: <u>2017-2018</u>	One Year Prior: <u>2016-2017</u>	Two Years Prior: <u>2015-2016</u>
Undergraduate	1348	1945	2011
Graduate			
Professional			
Unclassified			
Total all levels			

Full-Time *Unduplicated* Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall: 3072 (most recent year) Student Headcount Enrollments

Classification	Current Year: <u>2017-18</u>	One Year Prior: <u>2016-17</u>	Two Years Prior: <u>2015-16</u>
Undergraduate	4026	4700	4847
Graduate			
Professional			
Unclassified			
Total all levels			

BASIC INSTITUTIONAL DATA FORM:

Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

Total Number: **82** Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	82	149	3	2	9	54		14
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

BASIC INSTITUTIONAL DATA FORM:

Faculty (all locations)

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	60,250.00	5 years
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

BASIC INSTITUTIONAL DATA FORM:

Institutional Finances

Financial Information. Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

Please attach the following as separate documents submitted with the Basic Institutional Data Form

- Statement of Cash Flows
- Balance Sheet – collapsed to show main accounts only; no details
- Operating Budget
- Capital Budget
- Projections of Non-Tuition Revenue

BASIC INSTITUTIONAL DATA FORM:

New Degree / Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for ²⁰¹⁷ - ²⁰¹⁸ (YYYY-YYYY) approved by the institution's governing body. If NONE, so indicate. (Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

** This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
None			

BASIC INSTITUTIONAL DATA FORM:

Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites within the United States where degree programs and academic credit coursework is offered.

(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Off-Campus Sites within the United States

Name of Site	Physical Address	City, State/Province, Zip/Postal Code	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Cedar Creek Corrections Center	12200 Bordeaux Road	Littlerock Rd, Littlerock, WA 98556	N/A	0	429	7
Washington Correction Center	2321 W. Dayton Airport Road	Shelton, WA 98584	N/A	0	1071	8
CC East	701 Airport Way	Morton, WA 98536	Associate of Arts	29	168	16
CC East	701 Airport Way	Morton, WA 98536	Administrative Assistant - ATA			
CC East	701 Airport Way	Morton, WA 98536	Medical Admin. Assistant - ATA			
CC East	701 Airport Way	Morton, WA 98536	Office Assistant - Certificate			
CC East	701 Airport Way	Morton, WA 98536	Medical Office Assistant - Certificate			

BASIC INSTITUTIONAL DATA FORM:

Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate.

(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

** This listing does not substitute for a formal substantive change submission to NWCCU*

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
Centralia College	600 Centralia College Blvd., Centralia, WA 98531	AA	Associate in Arts	647	Yes	
Centralia College	600 Centralia College Blvd., Centralia, WA 98531	AGS	Associate in General Studies	0	Yes	
Centralia College	600 Centralia College Blvd., Centralia, WA 98531	ATA	Associate in Technical Arts - Criminal Justice	27	Yes	

PREFACE:

Although the college submitted an [Ad Hoc report](#) to the Commission in the fall of 2015 it did not address institutional changes beyond those associated with an extant recommendation (Recommendation 2, fall 2011). The previous report was the [Mid-Cycle Self-Study Evaluation](#) submitted in the fall of 2014; changes reported are those that have occurred since the submission of that report.

Changes in Leadership

In June of 2014, three months prior to the Mid Cycle Self-Study Evaluation, Dr. Robert Frost succeeded Dr. James Walton as college president. In January of 2016 Dr. James Walton returned as interim president following Dr. Frost's dismissal. In July of 2016 Dr. Robert Mohrbacher assumed the presidency and continues to serve in this capacity.

Changes in Facilities

In spring of 2017 the college completed construction of its new 70,000 square foot student center, the [TransAlta Commons \(TAC\)](#) that houses Student Services, the bookstore, food services, and seven state-of-the-art classrooms. The TransAlta Commons also houses the majority of programs and faculty previously located in Kemp Hall, which is scheduled for demolition in 2019, as well as the old Student Services building which is being renovated to become the new home for Transitional Studies, International Programs, and the Veteran's Center.

Changes in Instructional Programs

New Programs

- [Industrial Automation – Associate in Applied Science \(Fall 2015\)](#)
- [Phlebotomy – Certificate of Proficiency \(Summer 2016\)](#)
- [Mechatronics – Associate in Applied Science \(Fall 2016\)](#)
- [Criminal Justice WSCJTC Crosswalk – Associate in Technical Arts \(Fall 2016\)](#)
- [Information Technology – Associate in Applied Science – Four Tracks \(Fall 2016\)](#)
- [Information Technology – Bachelor of Applied Science \(Fall 2016\)](#)
- [Music – Associate in Music DTF/MRP \(Fall 2017\)](#)
- [Elementary Education/Special Education – Bachelor of Applied Science \(Fall 2017\)](#)

New Sites/Programs

- [Chehalis Tribal Center – Associate in Arts \(Fall 2016\)](#)
- [Cedar Creek – Associate in Arts \(Fall 2017\)](#)

Inactive Programs

- Competency Based Associate in Business

Addendum

In its response letter to the college's [Ad Hoc Report from fall 2015](#), the commission indicated the college should again address [Recommendation 2 of the Year One Peer-Evaluation Report](#) and that "the report should explicitly address how the institution uses assessment data to determine the extent of mission fulfillment and plans for improvement."

RECOMMENDATION 2 – FALL 2011 YEAR ONE PEER-EVALUATION REPORT:

Although the college has identified indicators of achievement for each core theme, the panel recommends that the college consistently develop indicators that are measurable for evaluation of the accomplishments of each objective for each core theme (Standard 1.B.2).

The section of this Self-Study addressing Standard 1.B.2 lists the most recent set of [Core Themes](#), Objectives and Indicators, along with a discussion of the rationale for each of the indicators. Although still evolving, these criteria provide the groundwork for what the college feels will be a more meaningful assessment of its performance with respect to its mission.

Since the last report to the Commission, several significant changes have been made to the Core Themes, and to the associated reports that are presented to the Institutional Effectiveness Committee and the Board of Trustees each year. The titles for the Core Themes have been shortened to one word each and the texts defining them motivate more meaningful objectives and indicators. The most recent versions are as follows:

- **[Core Theme One: Access](#)**
Centralia College shall make the benefits of higher education accessible by enrolling a wide range of students and by creating a welcoming and supportive environment.
- **[Core Theme Two: Education](#)**
Centralia College shall provide educational programs that meet the needs of its community, that achieve well-defined academic goals, and that prepare students for success in further education, work, and life.
- **[Core Theme Three: Stewardship](#)**
Centralia College shall serve as a model of effective stewardship by prudently managing its physical, fiscal, and human resources to support effectively and efficiently meeting the mission of the college

The associated objectives and indicators have undergone changes as well, with the most profound being those for [Core Theme Two: Education](#). Previously, its objectives were organized around the types of educational programs mandated by the state (Academic, Workforce, College Prep, Adult Basic Education, Continuing Education, and Community Education). After reworking the Core Theme Two definition, the objectives were reduced to three components: meeting the needs of the community, achieving well-defined academic goals, and preparing students for success in further education, work, and life. Measurables related to each type of educational program became the indicators under one or more of the new objectives.

The format of reporting has evolved as well, from a research paper format to a simpler and more readable report on outcomes. In addition to providing data for each of the indicators, these reports provide an explanation of the importance (the rationale) for the indicator, a benchmark or goal, a statement as to whether or not the benchmark has been achieved, and a discussion of what will be done to improve performance over the next reporting cycle. The data for these indicators also includes historic data so that improvements can be easily tracked. Although at the time of this self-study the 2017 – 2018 Core Theme Monitoring Reports have not been prepared, the trend is to set benchmarks in terms of percentage, so there will be clear evidence of improvement, as well as possible causal relationships to the actions taken.

The commission's recommendation to develop more useful indicators has led to the development of objectives and indicators that are more reflective of the actual work the college already does to fulfill its mission. The following examples show the attempted action to improve the linkage to one or more objectives and indicators, and the resulting outcomes.

For example, in February 2011 the Board of Trustees launched a [Community Scan focused on Veterans](#) , which indicated that a large number of veterans, dependents, and spouses of veterans were not getting their educational needs met. As a result, the college established a goal to increase the percentage of veterans accessing their benefits and attending college ([Core Theme One, Objective 2, Indicator 2.3](#)).

In an effort to [enhance services to veterans](#), their dependents and spouses, the college hired a VET Corp Navigator, established a Veterans Center, and launched a marketing campaign toward veterans in its service area. By 2014, progress had been achieved toward meeting veterans' needs, but the college was still unable to process veterans' paperwork quickly enough to get their benefits by the beginning of the quarter. To solve this problem, the college reassigned veteran work-study students to Enrollment Services where they assisted other veterans filing for certification. This shift allowed the college to certify veterans' classes prior to the start of classes for the first time, but despite this fact many veterans were still not receiving benefits by the beginning of the term due to processing delays within the Department of Veterans Affairs. To address this situation, the college partnered with local Rotary chapters and held a fundraiser to generate funds to financially support veterans during the gap from when classes start, when tuition and fees are due, and the receipt of VA benefits. The fundraiser in May 2017 generated \$25,000. As a result of these actions, from 2014- 2015 to 2015-2016, Centralia College has hit an institutional target of increasing veterans' access to their benefits by 3 percent annually.

In another example, the college has established overall enrollment targets ([Core Theme One, Objective 1, Indicator 1.1](#)), but has experienced continuous decline in enrollments since 2009. The college's capture rate for recent high school graduates who attend college is quite good at around 42 percent for the 2016-2017 academic year. However, pressure from baccalaureate institutions and loss of workforce students in the improving economy indicated a need to attract other populations. The combination of this need and related legislation at the state level led the college to develop its first applied baccalaureate degrees in 2012, and subsequently develop three more over the next five years.

Along with providing additional enrollments, these programs also address a core theme objective of meeting the needs of the community ([Core Theme Two, Objective 1](#)). Since Lewis County has an overall baccalaureate achievement level well below that of the state (15 percent compared to 35 percent statewide), the addition of the applied baccalaureate programs helps address this shortfall. Although this falls under Objective 2, an appropriate indicator has not yet been developed.

Although the college's enrollments have decreased, the applied baccalaureate programs have clearly helped reduce the rate of decline, since the majority of these students had already earned an associate-level degree. Moreover, the college's baccalaureate programs currently account for 74 FTE at the time of the 2016-2017 report. The college has not monitored whether these students remain in the community after earning their baccalaureate degree, so there is no data to indicate whether or not these graduates are impacting the overall educational level in the county.

Another improvement can be seen in [Core Theme Three, Objective 3.4, Indicator 5](#), which states that all exempt and classified employees will be evaluated. Classified employees are evaluated on annual basis and exempt employees are evaluated every two years. Exempt evaluations completion rates have traditionally been in the 90 – 100 percent range, but classified evaluations completions were at 26 percent during the 2011-2012 evaluation year. Through follow-up email and calls, HR increased this rate to 86 percent for the [2014-2015 evaluation year](#). The rate dropped back to 64 percent for the [2015-2016 academic year](#) due to changes in HR staffing. This served to underscore the importance of providing continued encouragement of supervisors to complete their evaluations. Not coincidentally, the Exempt Evaluation form now includes a question concerning timely completion of evaluations.

Another current example of how the college utilizes measurable indicators to set, implement, and evaluate improvements is the work leading up to the repurposing of the former Student Center into the Transitional Services Building (TSB). In the current environment, the college took the opportunity to utilize the space to address enrollment, retention and progression indicators.

In connection with Core Theme One's Objectives dealing with progression in transitional math courses, the decision was made to establish a math lab replicating a successful model at another college. Generally, the college's computer labs have had satisfactory scores, and are considered a strength. However, for Core Theme Three, data indicates a growing number of computers that are not up to standard, which posed a challenge in a climate of reduced enrollments and eroding resources.

To address this challenge, the IT department researched options to use internal servers with terminal style workstations. The Virtual Desktop Infrastructure (VDI) model utilizes high capacity servers and 10GB fiber optic lines, and is expected to reduce the cost by nearly 70 percent for an initial replacement of a computer lab. Subsequent upgrades will be less than 20 percent of the replacement cost of current desktops, and maintenance of VDI labs will require substantially less staffing than traditional labs.

The Transitional Services Building project, and in particular the VDI model utilized in the new lab Math Emporium, illustrates how Centralia College relies on indicators from multiple core themes to guide decisions that help the college meet strategic objectives and attain mission fulfillment.

EVIDENCE LIST: OVERVIEW, PREFACE, ADDENDUM

INSTITUTIONAL OVERVIEW

Approval Letter – BAS-IT:AD	NWCCU Approval Letter – Information Technology
Approval Letter – BAS:TE	NWCCU Approval Letter – Teacher Education
Approval Letter – BAS-AM	NWCCU Approval Letter – Applied Management
Approval Letter – BAS-D	NWCCU Approval Letter – Diesel
Accreditation	Centralia College Web Page – Accreditation

PREFACE

Ad Hoc Report	Ad-Hoc Report – Fall 2015
Mid-Cycle Report	Mid-Cycle Report – September 2014
Changes in Facilities	TransAlta Student Commons Construction
New Programs	Industrial Automation – Associate in Applied Science (Fall 2015) Phlebotomy – Certificate of Proficiency (Summer 2016) Mechatronics – Associate in Applied Science (Fall 2016) Criminal Justice WSCJTC Crosswalk – Associate in Technical Arts (Fall 2016) Information Technology – Four Associate in Applied Science Tracks (Fall 2016) Information Technology – Bachelor of Applied Science (Fall 2016) Music – Associate in Music DTF/MRP (Fall 2017) Elementary Education/Special Education – Bachelor of Applied Science (Fall 2017)
New Sites/Programs	Chehalis Tribal Center – Associate in Arts (Fall 2016) Cedar Creek – Associate in Arts (Fall 2017)

ADDENDUM

Ad Hoc Report Response Letter	Response Letter – Fall 2015
Recommendations 1 & 2 from NWCCU	Recommendations 1 & 2

Core Theme Monitoring Reports

[Core Theme 1 – Access](#)

[Core Theme 2 – Education](#)

Core Theme 3 – Stewardship

[Financial Resources](#)

[Physical Resources](#)

[IT Resources](#)

[Stewardship](#)

Community Scan Focused on Veterans

[Veterans Scan – Board Report 1504 \(Veteran Services\)](#)

[Veterans Scan – Notes April 12, 2011](#)

[Veterans Scan – Meeting Notes December 13, 2012](#)

[Veterans Service Conference Schedule – October 14, 2011](#)

[Core Theme 1- Objective 2, Indicator 2.3](#)

Core Theme Monitoring Reports

Core Theme 3 – Employee Evaluations

[2014-2015: END 3.4](#) – Indicator 5 – page 6

[2015-2016: END 3.4](#) – Indicator 5 – page 7

[2016-2017: END 3.4](#) – Indicator 5 – page 11

CHAPTER ONE
MISSION, CORE THEMES,
AND EXPECTATIONS



CENTRALIA
COLLEGE

Chapter 1: Mission, Core Themes, and Expectations

Standard One – Mission and Core Themes

The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

Eligibility Requirement 2 – Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

Centralia College is one of 34 colleges comprising the Washington State Community and Technical College System. The enabling legislation for this system is found in [RCW 28B.50](#). College District 12, the service area for Centralia College, was established by [RCW 28B.50.040](#). Centralia College is authorized to offer programs and courses by the State Board for Community and Technical Colleges under authority it is granted in [RCW 28B.50.090](#).

Eligibility Requirement 3 – Mission and Core Themes

The institution's mission and core themes are clearly defined and adopted by its governing board consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

The Community College Act of 1991 ([RCW 28B.50](#)) codifies the legislation establishing and regulating the 34 community and technical colleges that comprise the Washington State Community College System. [RCW 28B.50.020](#) establishes the purpose of all colleges in the community and technical college system.

In 2001, the [Centralia College Board of Trustees adopted “Improving people’s lives through lifelong learning” as its mission statement](#). The underlying assumption was that education is a powerful agent for positive change, not only for those who become educated, but for society as a whole. The Board also adopted five broad goals (ENDs) that would be considered in assessing the degree to which the college was fulfilling its mission.

In August 2011, the Board restructured its five ENDs into three broader ENDs which were adopted at its September 2011 meeting as [Core Themes: 1 – Access, Diversity, Retention; 2 – Educational Programs; 3 – Stewardship](#), which subsequently have been shortened to:

- Core Theme One: Access
- Core Theme Two: Education
- Core Theme Three: Stewardship

These Core Themes address the mandate set forth in [RCW 28B.50.020](#) that the college provide open access to qualified students; that it offer transfer, workforce, community service and precollege programs of study; and that it be a good steward to the taxpayers of Washington State.

Although the college is committed to serving the broad educational needs of the community, the primary focus of the institution is on pathways that lead to degrees and certificates.

As a state institution of higher education, the college is strictly regulated in the way it disperses its funds. By law, it must use its resources for activities supporting its mission and goals. In order to assure this is done, the college undergoes annual audits.

Standard 1.A Mission

1.A.1 *The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.*

In 2001 the [Centralia College Board of Trustees adopted “Improving people’s lives through lifelong learning” as its mission statement](#) to succinctly capture its interpretation of the broad legislative mandate given to all community colleges in Washington State. At its [summer retreat in August 2012](#), the Board reaffirmed its commitment to this mission statement.

The [mission statement](#) is published on the college’s website. The statement’s intent is embodied in the college’s programs and is well understood by both the college community and the community at large.

1.A.2 *The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment*

The purpose of the Washington State community college system is stated in the [Revised Code of Washington \(RCW\) 28B.50.020](#). Under this law, community colleges are directed to:

1. provide affordable education to all citizens, regardless of academic preparation
2. coordinate with adjacent college districts to offer comprehensive programs of study including academic transfer, workforce education, basic skills, and community service programs
3. provide supplemental education for apprentices
4. operate efficiently and be good stewards of state resources
5. adapt to the communities changing educational needs
6. operate independently as two-year associate degree granting institutions independent from the university and K-12 systems

[RCW 28B.50.810](#) further allows for the development of Applied Baccalaureate programs at community colleges with the approval of the [State Board of Community and Technical Colleges \(SBCTC\)](#).

Consistent with the above directive, Centralia College is an open admission community college that provides educational programs for the varied needs and aspirations of the citizens of its service area.

Through its [Basic Education for Adults \(BEA\)](#), [English Language Acquisition \(ELA\)](#), and [Transitional Education programs](#), underprepared students (due to preparation or language barriers) are given an opportunity to develop these skills and transition to college-level programs. The college also offers Community Service courses to meet the needs of the population interested in personal enrichment, but not seeking a degree or job training.

The college's [Workforce programs](#) develop skills needed for immediate employment following graduation, while its [Academic Transfer programs](#) provide the first two years of traditional Bachelor of Arts and Bachelor of Science degrees. With the addition of its four [Bachelor of Applied Science programs](#), the college has provided a pathway for students to continue their education locally at the baccalaureate level.

Supplemental instruction is available for apprentices working on an associate degree pathway that packages the technical training received in the apprenticeship program with the related general education component supplied by the college.

New programs and revisions to existing programs ensure the offerings reflect the needs of the community and the students. The program changes listed in the preface are indicative of the ongoing development and reinventions that help ensure relevancy in Centralia Colleges program and course offerings.

In order bring a focus on stewardship, the Board of Trustees adopted Stewardship as a Core Theme, and the college monitors specific indicators related to this theme.

1.B Core Themes

1.B.1 *The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.*

Centralia College has identified three Core Themes that interpret and further define its mission while addressing the State's mandate for the community college system.

[Core Theme One: Access](#)

Centralia College shall make the benefits of higher education accessible by enrolling a wide range of students and by creating a welcoming and supportive environment.

[Core Theme Two: Education](#)

Centralia College shall provide educational programs that meet the needs of its community, that achieve well-defined academic goals, and that prepare students for success in further education, work, and life.

[Core Theme Three: Stewardship](#)

Centralia College shall serve as a model of effective stewardship by prudently managing its physical, fiscal, and human resources to support effectively and efficiently meeting the mission of the college.

Although its primary focus is on post-secondary education, the college’s broader mission, as captured in its mission statement, is to provide learning opportunities for all students irrespective of income, age, educational preparedness, ethnicity, gender identity, sexual preference, or educational interest. The Core Themes further interpret the mission by recognizing the need to monitor its student body mix and address disparities; to provide educational programs that are of interest and that add value to their students’ lives; and by prudently managing the college’s resources so it is able to serve the most students in the most effective manner.

1.B.2 *The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.*

Core Theme One: Access

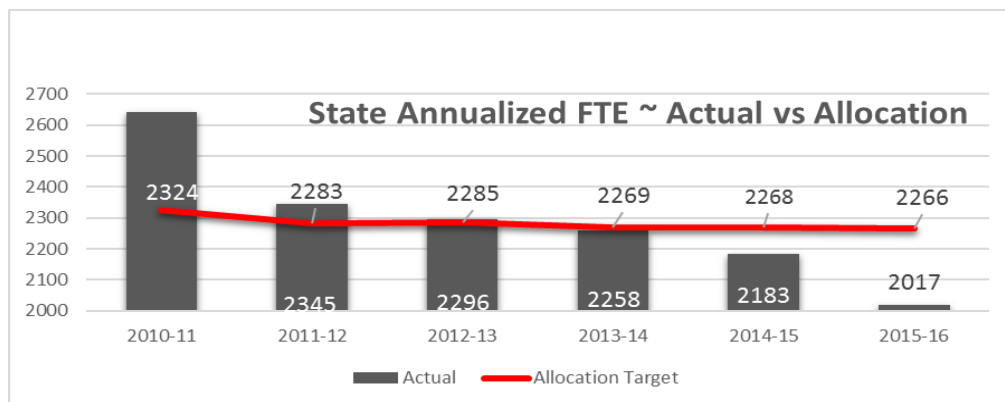
Centralia College shall make the benefits of higher education accessible by enrolling a wide range of students and by creating a welcoming and supportive environment.

[Core Theme One](#) focuses on the college’s identity as an open access institution. To provide further definition to what it means to be open access, the college has defined three objectives with related indicators to monitor its performance.

Objective 1.1: Achieve College defined enrollment targets

Indicator 1.1a: Increase enrollment of new students

Rationale: Centralia College’s funding is based, in part, on the number of full-time-equivalent (FTE) students it serves. Focusing on ambitious recruitment allows the college to track and react to enrollment fluctuations. Meeting this target is fundamental to maintaining a funding stream and thus continuing to provide services to the community. The number of students coming to the college in a given year can be affected by any number of factors including the demographics of the community and the state of the economy – factors largely beyond the college’s control— but changes in enrollment can also be indicators of how well the educational programs align with community needs and the quality of the support services provided. Assessment of Access objectives also provides insight into how well the college is meeting its strategic initiative to be “a student ready college.”



Indicator 1.1b: Increase fall to fall retention

Rationale: To maintain sustainable enrollment, the college must not only increase students through aggressive recruitment strategies but must retain students already enrolled at the college.

Objective 1.2: Increase educational attainment rates within the service district

Indicator 1.2a: Achieve enrollment targets for specified college populations

Rationale: In order to reach the college's enrollment target, special populations with large potential students and room for higher enrollment yield are identified and aggressively pursued.

Indicator 1.2b: Close achievement gaps identified in the data for specific college populations

Rationale: Closing achievement gaps for underserved populations is essential in increasing educational attainment rates in the service area and ultimately improving peoples live. As a rural college district, many historically underserved populations exist that deserve special attention. By identifying where achievement gaps exist, the college will target programs and services to those populations.

Objective 1.3: Create a welcoming environment for students

Indicator 1.3a: Student rated active and collaborative learning in class

Rationale: Active and collaborative learning is generally considered good pedagogy and a way to enhance student learning and conceptual development.

Indicator 1.3b: Student rated student/faculty interaction

Rationale: Studies have shown that an increase in education-related student/faculty interactions lead to positive outcomes in persistence, GPA, and educational goal attainment.

Indicator 1.3c: Student rated support for learners

Rationale: As an open access institution, the college accepts students at all levels of readiness. Building a robust learner support infrastructure helps engage students as they become more self-sufficient life-long learners.

Core Theme Two: Education

Centralia College shall provide educational programs that meet the needs of its community, that achieve well-defined academic goals, and that prepare students for success in further education, work, and life.

[Core Theme Two](#) focuses on the scope and quality of the educational programs offered. As a community college it has a responsibility to meet the needs of its community by offering appropriate programs of study and elective courses.

In its Mid-Cycle/Year-Three report, the evaluation team recommended that the college continue to work on its Core Theme Objectives, and the Commission requested an *Ad Hoc Report without Visit*. Core Theme Two has been developed to clarify the college’s educational objectives. This version of Core Theme Two was adopted by the Board in 2016, while the associated indicators and benchmarks are a work in progress to include Teacher Education & Family Development and Community Education.

Objective 1: Educational program meet the needs of the community

Indicator 1.1: Offerings meet student demand by program level

Rationale: The population served by the college includes: documented and undocumented immigrants, adults lacking a high school diploma who are seeking a degree, adults with or without degrees who are seeking further education/enrichment, traditional high school graduates, and students still in high school in the Running Start program.

By monitoring the college’s offerings and enrollments in programs and courses targeted toward these different populations, the college is establishing base-level information on how it is meeting the needs of the community.

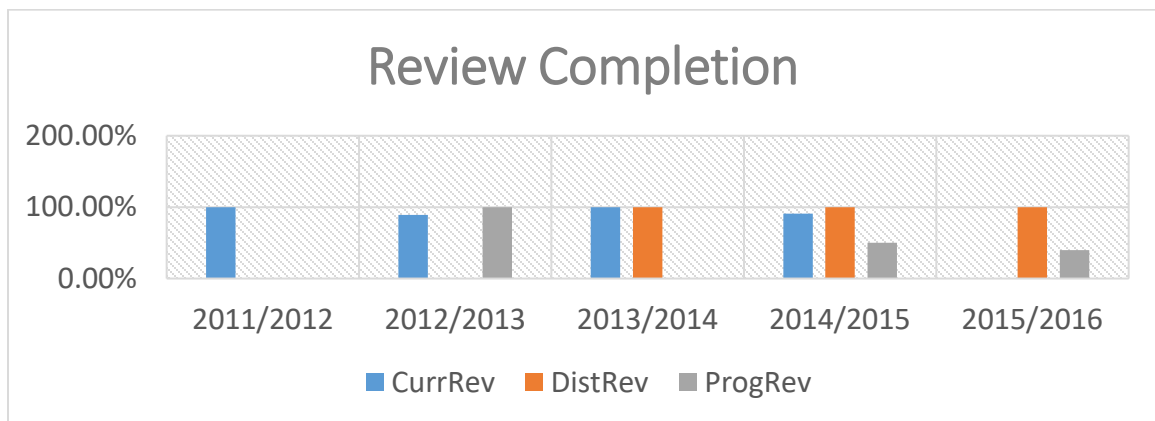
Indicator 1.2: The College addresses employer demand

Rationale: If the college does not offer programs of study that culminate in degrees and certificates that match potential employment opportunities, then students are not being adequately served. Moreover, if students are not educated in fields that support local business and industry, the college is not contributing to the health and growth of the community at large.

Objective 2: Educational Programs achieve well-defined academic goals

Indicator 2.1: Course, Program, and Distribution Area objectives and outcomes are reviewed and updated regularly

Rationale: This indicator is linked to both Objective 1 and Objective 2 in that the review process provides an opportunity for faculty to check the alignment of their program outcomes with current workforce and transfer expectations, and to ensure the coursework achieves these outcomes. That this review process is being followed provides the first level of assurance the college’s programs have well-defined academic goals.



Indicator 2.2: Student Achievement Points

Rationale: SAI Points are an indicator the SBCTC has devised to monitor student progress toward degrees and certificates. Points are awarded based upon the completion of steps toward degrees and certificates because research indicates the further a student gets in his or her education, the more likely the student is to persist. This indicator addresses the achievement aspect of Objective 2; in order to achieve the program goals students must make progress toward these goals. By looking at SAI points at each level along the way, the college gains insight into where students are encountering barriers.

Indicator 2.3: Basic Education for Adults goal achievement

Rationale: Tuition for BEdA programs is waived or charged at a reduced rate. State and Federal funding helps mitigate the impact of this lost revenue but comes with student progression targets, which must be met in order for the college to continue to receive these funds. BEdA outcomes have been well defined at each level and are assessed through standardized testing; achievement of these outcomes is demonstrated through progression, and the resulting SBCTC report indicates the college's degree of success.

Indicator 2.4: Applied Baccalaureate Completion Rate

Rationale: Prior to 2011, the college did not offer degrees at the baccalaureate level and further research is needed to assess the impact of these programs. Graduation rates are a fundamental measure of how well the programs are structured, how well program applicants are screened, how well the college is supporting these students, and how efficient the college is at guiding students to completion of their degree path(s).

BAS-AM				
Cohort 1	Started 2011/2012	23/26	=	88%
Cohort 2	Started 2012/2013	27/31	=	87%
Cohort 3	Started 2013/2014	20/24	=	83%
BAS-DT	Started 2013/2014	4/8	=	50%*

*after two years; 3 students are still in the program

Indicator 2.5: BAS Program Outcome Achievement

Rationale: Indicator 2.5 measures the extent to which the college has established well-defined outcomes for its programs of study. While Indicators 2.2, 2.3, and 2.4 measure the extent to which students are progressing toward completion of a program of study, Indicator 2.5 provides direct evidence that students are actually achieving the college's published learning outcomes. This data is regularly collected at the course level through faculty generated assessments.

Objective 3: Educational programs prepare students for success in further education, work, and life.

Indicator 3.1: Success in education beyond the Associate level

Rationale: Student achievement at transfer institutions is taken as an indicator of how well our associate programs have prepared students for the next level of their education. Although not a direct measure of individual program outcomes, it is an independent assessment of how well the college's programs have prepared students for further education.

Indicator 3.2: Success in work

Rationale: Students who complete a workforce Certificate of Proficiency, an Associate in Technical Arts, or an Associate in Applied Science have undertaken this educational pathway with the intention of going into, or returning to, the workforce. The quality and relevancy of the college's programs are directly related to graduates' ability to find employment that leads to a living wage, or contribute to promotion opportunities within their current jobs.

[Core Theme Three: Stewardship](#)

Centralia College shall serve as a model of effective stewardship by prudently managing its physical, fiscal, and human resources to support effectively and efficiently meeting the mission of the college.

Objective 1: The College shall serve as a model of effective stewardship by prudently managing financial resources

Indicator 1.1: Centralia College develops an annual budget that is based on reasonable, realistic, and sustainable revenues, allows for broad based campus participation, and provides adequate resources for meeting the institution's mission

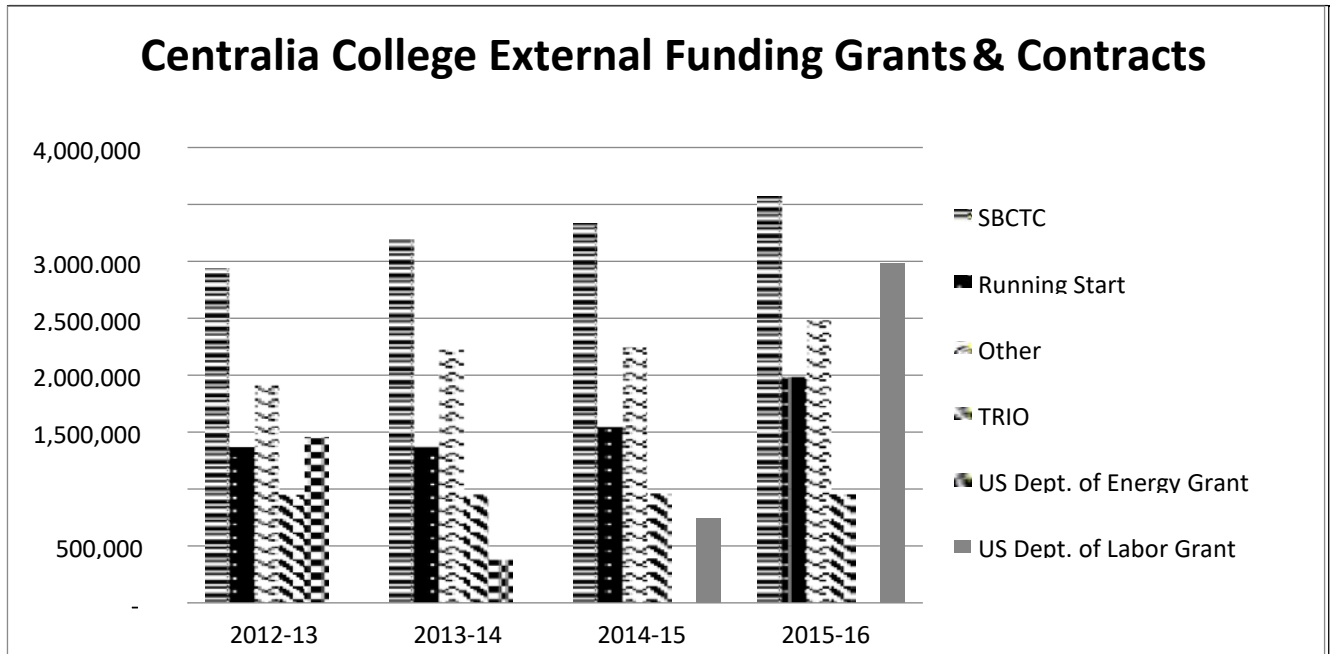
Rationale: Centralia College adjusts to potential revenue shortfall by building a one-year lag for revenue consumption into the budget process. This time frame gives the college the opportunity to analyze, discuss and decide on budget modification strategies without forcing an immediate impact to operations, and allows it to maintain institution sustainability as required in accreditation standards 3.A.5, 5.B.1, and 5.B.2.

Indicator 1.2: The College regularly acquires external assessments of its fiscal accounting and internal control system, financial policies and procedures, and compliance with state, federal and other agencies rules and regulations.

Rationale: We need to be good stewards of our fiscal resources. External assessments not only satisfy external requirements, but also guarantee that fiscal stewardship is paramount to our goals.

Indicator 1.3: The College develops partnerships for the pursuit of additional resources to support its mission and goals.

Rationale: Building our contracts and grants can provide us additional funding and addition methods to fulfill the college’s mission with less strain on our primary budget.



Objective 2: The College shall serve as a model of effective stewardship by prudently managing physical resources

Indicator 2.1: The campus has a master plan that utilizes a systematic, campus and community wide process to set long-term direction for campus growth

Rationale: These indicators allow the college to evaluate and modify its master plan to accommodate revisions of the Core Themes and Mission as well as adapt to a new comprehensive planning procedure. This objective also helps track requirements for accreditation standards 3.A.1 and 5.B.1.

Indicator 2.2: College facilities promote access and safety for students, faculty, staff, and visitors and are regularly reviews related policies, plans and procedures

Rationale: A safe environment is conducive to learning and scholarship and the college makes a priority of facilities safety and security. Polices and guidelines are regularly reviewed by the Campus Facilities and Safety committee. Planning and implementation of safety procedures is ongoing, systematic and all encompassing. Additional benchmarks under this standard allow the college to track compliance with federal and state laws regarding disability services and safety reporting.

Indicator 2.3: The College manages physical plant resources efficiently and effectively

Rationale: Failure to manage physical resources could lead to higher costs over time and adversely impact the college’s ability to sustain operations. Additional benchmarks in this indicator allow for resource planning that supports the campus community and feeds into the master plan.

Indicator 2.4: The campus plans, implements, and monitors facilities and practices that are ecologically sound and sustainable

Rationale: Centralia College has entered into agreements with other institutions to do business in a more ecologically sound manner. This indicator provides tracking measures to monitor those agreements. The college strives to serve as a role model in this regard for its service area and stakeholders, including community members, business leaders and current and future students.

Objective 3: Centralia College will plan, implement, and utilize a technology system and infrastructure that supports the operational functions, academic programs, and support services resources necessary to effectively and efficiently meet the mission of the college**Indicator 3.1: The College provides instructional technology resources sufficient to deliver its educational mission.**

Rationale: Student demand for educational technology is increasing, and the Information Technology department is building capacity in this area with the addition of external cloud based technologies and increased data transmission speeds. This indicator monitors compliance with accreditation standards 2.G.5–8 which is addressed in detail in a subsequent section of this report.

Noel Levitz - Student Satisfaction Inventory							
#34 “Computer labs are adequate and accessible”							
#42 “The equipment in the lab facilities are kept up to date”							
2012 Student Survey							
	CENTRALIA COLLEGE			NATIONAL COMMUNITY COLLEGES			
ITEM NO.	IMPORTANCE	SATISFACTION	PERFORMANCE GAP	IMPORTANCE	SATISFACTION	PERFORMANCE GAP	MEAN DIFFERENCE *
34	6.04	5.74	0.30	6.21	5.57	0.64	0.17
42	6.06	5.54	0.52	6.16	5.48	0.68	0.06
2014 Student Survey							
ITEM NO.	IMPORTANCE	SATISFACTION	PERFORMANCE GAP	IMPORTANCE	SATISFACTION	PERFORMANCE GAP	MEAN DIFFERENCE *
34	6.15	5.93	0.22	6.25	5.73	0.52	0.20
42	6.07	5.70	0.37	6.20	5.56	0.64	0.14

Indicator 3.2: The College has technology supported learning spaces (labs, virtual, dispersed/wireless access) that meet the institution’s educational objectives

Rationale: This indicator helps the college support Core Theme One: Access by tracking data related to technology resources and has influenced the decision to build active learning labs in both the Walton Science Center and the TransAlta Commons (TAC) building.

Indicator 3.3: The College has appropriate technological resources to meet institutional mission and strategic objectives

Rationale: The technology infrastructure of any agency is the backbone of its success. Access to on and off campus resources critical, as many of the college’s data services are housed at the SBCTC. All online, hybrid and web enhanced courses rely on connectivity to the Canvas Learning Management System and the technology resources of the college are closely monitored.

Indicator 3.4: Utilize technology to enhance/improve processes, efficiency, and sustainability

Rationale: The current business functions of the college, including Student Management, Financials, Payroll, and Human Resources, are largely paper-based and dependent on manual processes for execution and storage. The college is moving toward increasing automation and the IT department plays a crucial role in streamlining these processes.

Objective 4: Centralia College shall serve as a model of effective stewardship to the citizens of Washington State by providing trained and qualified college employees

Indicator 4.1: Centralia College will have broad and deep applicant pools to hire qualified and diverse employees

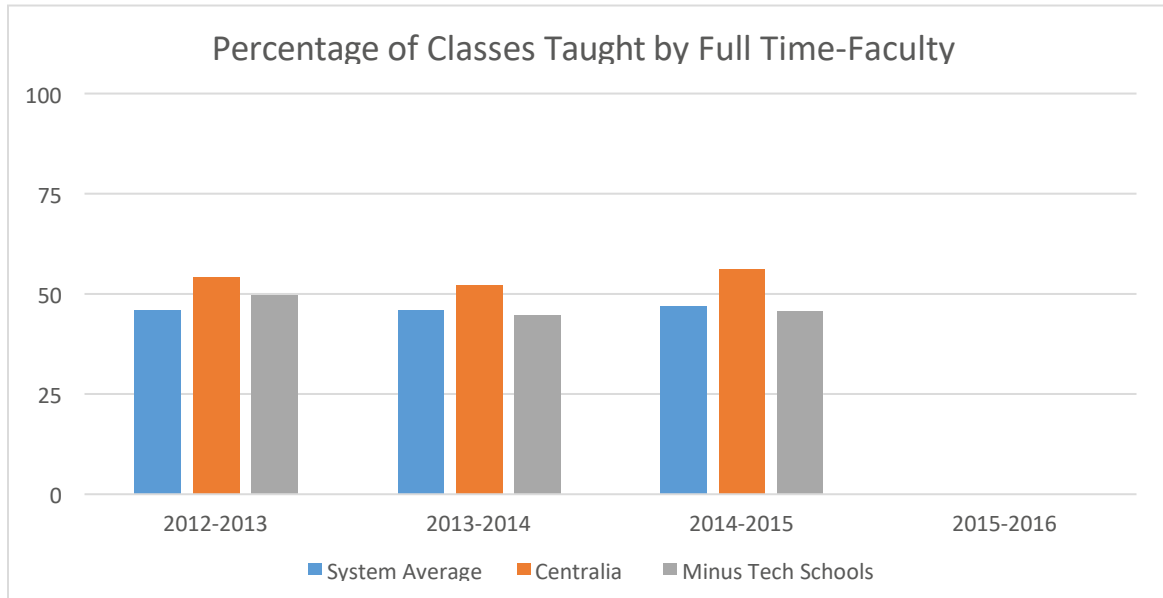
Rationale: The College seeks strong applicants to add to its employee ranks as well as to diversify the workforce. Having “deep and wide” applicant pools ensures a larger selection of candidates to screen and interview, and also enables the college to ultimately make successful hiring decisions. As a key recruitment strategy for this indicator, the HR department advertises Centralia College job openings in venues attracting a broad applicant base, including national publications.

Indicator 4.2: Centralia College will have a diverse workforce

Rationale: In striving to have diversity on our campus, HR tracks the makeup of the college’s employee population to guide future recruitment efforts. Job descriptions can be drafted to recruit for individuals that may have particular experience or expertise in working with particular underrepresented populations. This also provides data that can guide decisions about where and how advertising should be placed to help increase exposure of positions to potential applicants that meet specific criteria.

Indicator 4.3: Classes at Centralia College will be taught by a mix of full-time and part-time faculty

Rationale: Full-time faculty provide quality and continuity of instruction to the programs in which they teach. Over 50 percent of classes at Centralia College are taught by full-time faculty, as compared to a nationwide average of approximately 74 percent of college courses taught by adjunct instructors.



Indicator 4.4: Human Resources provides in-house compliance training to staff and faculty on various topics related to State and Federal compliance, soft skills, leadership, and safety as well as encourage participation in further training and career development

Rationale: Providing free and low cost training options on campus makes it possible for more staff and faculty to attend and participate in trainings to further develop their skills and knowledge. HR tracks which trainings have been offered and which trainings are needed to address emerging topics and new areas of compliance.

Indicator 4.5: All exempt and classified employees will be evaluated

Rationale: Evaluations are an important part of review, skill assessment, performance management, professional development, and accreditation. The objective of performance evaluations is to review the year, plan for the future year, assess and review performance, assess goals, and support the employee in professional development so that skills and abilities can be aligned with college/district mission and goals. Exempt staff are evaluated every two years. Classified staff are evaluated during probation, trial service, and transition review periods, and annually thereafter.

Chapter 1: Evidence List

CHAPTER 1: MISSION, CORE THEMES, AND EXPECTATIONS

Eligibility Requirement 2 – Authority	RCW 28B.50. RCW 28B.50.040 RCW 28B.50.090
Eligibility Requirement 3 – Mission and Core Themes	RCW 28B.50. RCW 28B.50.020 June 7, 2001 Board Meeting Minutes – Adopting Mission Statement Board Meeting – September 8, 2011 – Core Theme Adoption Core Theme Monitoring Reports RCW 28B.50.020
Standard 1.A – Mission	
Standard 1.A.1	June 7, 2001 Board Meeting Minutes – Adopting Mission Statement Summer Retreat Board Meeting 2012 – Reaffirmed Mission Statement College Website – Mission of Centralia College
Standard 1.A.2	RCW 28B.50.020 RCW 28B.50.810 SBCTC Advocated for Applied Baccalaureate Degree Basic Education for Adults English Language Learner Transitional Education Programs Workforce Programs Academic Transfer Programs Baccalaureate Programs Board Meeting – September 8, 2011 – Core Theme Adoption Core Theme Monitoring Reports December 8, 2016 - Board Meeting Minutes
Standard 1.B – Core Themes	
Standard 1.B.1	Core Theme 1 – Access Core Theme 2 – Education Core Theme 3 – Stewardship Financial Resources Physical Resources IT Resources Stewardship

Standard 1.B.2

[Core Theme 1 – Access](#)

[Core Theme 2 – Education](#)

Core Theme 3 – Stewardship

[Financial Resources](#)

[Physical Resources](#)

[IT Resources](#)

[Stewardship](#)

CHAPTER TWO
RESOURCES AND CAPACITY



CENTRALIA
COLLEGE

Chapter 2: RESOURCES AND CAPACITY

Standard Two – Resources and Capacity

By documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.

ER 4. Operational Focus and Independence

The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's Standards and Eligibility Requirements.

Centralia College offers [educational programs and courses](#) that meet the needs of its community and fulfill the college's mission of "[improving people's lives through lifelong learning.](#)" As an open admission institution, the college accepts students who may not be prepared for college-level courses and provides adult basic education and pre-college education as a gateway to college-level courses and programs of study that lead to recognized higher education degrees and certificates. In addition to college baccalaureate and associate level degrees, certificate programs, adult basic education and GED programs, and pre-college courses, the college also offers a variety of community education, senior, continuing education, and adult special-interest courses. Centralia College is held accountable and responsible for operations to the President, the Board of Trustees, and the legislature in its commitment to meet the Commission's standards and eligibility requirements.

ER 5. Nondiscrimination

The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.

The following statement is included on all documents published by the college:

"Centralia College does not discriminate against any person on the basis of race, color, national origin, disability, sex, genetic information, or age in admission, treatment, or participation in its programs, services and activities, or in employment. All inquiries regarding compliance with access, equal opportunity and/or grievance procedures should be directed to the Centralia College Vice President of Human Resources and Legal Affairs, 600 Centralia College Blvd., Centralia, WA 98531."

Centralia College abides by a set of Washington Administrative Codes ([WAC 132L](#)). These WACs contain the major college rules, including student conduct, which affect internal and external stakeholders. In addition, the college has a comprehensive [Policy and Procedures Manual](#) that establishes its internal policies and procedures, including a policy on academic freedom and discrimination complaints. The policy and procedures manual is accessible to employees on the intranet (MyCC) and is updated regularly. The portions of the policy manual that affect students and visitors are accessible to the public on the college's website on the [College Policies, Procedures & Practices](#) page, as well as the college catalog. The college's negotiated agreements with [faculty](#) and [classified staff](#) unions contain grievance procedures.

ER 6. Institutional Integrity

The institution establishes and adheres to ethical standards in all its operations and relationships.

The Board of Trustees has established a set of [Executive Limitations](#) for the college president, including [EL-1](#), "The president shall not allow within the college any practice, activity, decision, or situation that is either unlawful, imprudent, a violation of commonly accepted business or professional ethics, or is contrary to the provisions set forth in State Board for Community and Technical Colleges policy, Office of Financial Management policy, any executive order of the governor of the state of Washington, or Centralia College Board of Trustee's policy. The president shall not allow any action, inaction, activity, or practice that places the college in jeopardy of losing its accreditation from the NWCCU."

Additionally, the employees of Centralia College adhere to high ethical standards and the college is compliant with the Washington State Ethics Law, Revised Code of Washington, [Chapter 42.52](#). College policy is readily accessible to all college personnel in the Policy and Procedures Manual posted in MyCC, and reflects the law of the state. The college conducts regular training sessions regarding ethics.

ER 7. Governing Board

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's Mission and Core Themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

Each community college district in Washington state has a board of trustees appointed by the governor, that is comprised of five individuals who serve five year terms ([RCW 28B.50.100](#)). Trustees must be residents and qualified electors of the college district and may not be an employee of the community and technical college system, among other restrictions. No voting board member has a contractual relationship or financial interest in the college district.

Under [Policy Governance](#), the Centralia College Board of Trustees receives assurances and evidence that the college is achieving its mission and core themes through a series of Core Theme Monitoring Reports presented throughout the year. The President, the board's single employee, is accountable to the board to ensure the college operates in a manner that is consistent with achieving these goals.

ER 8. Chief Executive Officer

The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive member of the institution chairs the institution's governing board.

Centralia College has a president who is appointed by the Board of Trustees and who is their sole employee. The college president works solely for college and is responsible for its routine operation. The President has the authority to oversee all activities except those explicitly reserved by the board in an [Executive Limitation \(EL\)](#). The president acts as the secretary for the board as allowed under [RCW 28B.50.100](#).

ER 9. Administration

In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's Mission and achievement of its Core Themes.

In addition to the president, the college employs four executive-level vice presidents who head the Administrative Services, Human Resources and Legal Affairs, Student Services, and Instruction units. All college employees fall within one of these units. The vice presidents, along with their upper-level deans and directors, meet weekly in Executive Management Team (EMT) to keep the President apprised of activities and to develop plans that further the mission of the college. See [organizational chart](#).

The current staffing levels are sufficient to meet the challenges of college operations and effectively lead the college to mission fulfillment.

ER 10. Faculty

Consistent with its Mission and Core Themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

As of July 2017, the college employs 64 tenured/tenure-track, 20 full-time temporary/pro rata, and an average of 134 adjunct faculty members holding credentials appropriate to their teaching, counseling, and library assignments. All faculty members are regularly evaluated according to procedures established in the [Faculty Negotiated Agreement](#). Adjunct, pro rata and full-time temporary, probationary, and tenured faculty have evaluation processes, including time frames and instruments designed to meet their respective employment status. Specific evaluation instruments have been developed for face-to-face and online courses. No evaluation cycle exceeds five years in length.

ER 11. Educational Programs

The institution provides one or more educational programs which include appropriate content and rigor consistent with its Mission and Core Themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

Centralia College offers educational programs leading to certificates, associate degrees, and applied baccalaureate degrees sufficient in breadth and rigor to support the mission and core themes. All certificates of 45 credits or more and all associate and baccalaureate degree programs have clearly defined learning outcomes published in Educational Plans and the college catalog. All workforce programs, including Associate in Technical Arts, Associate in Applied Science, and Bachelor of Applied Science degrees meet the requirements established by the [State Board for Community and Technical Colleges \(SBCTC\)](#). A complete list of the college's programs of study can be found in the [College Catalog](#).

ER 12. General Education and Related Instruction

The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of General Education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study with either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or General Education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

All Centralia College [academic transfer and baccalaureate programs](#) require a substantial and coherent component of general education. Workforce degrees and certificates of 45 credits or more require coursework in communications, quantitative skills, and human relations. Academic Transfer programs have been developed to include coursework in the distribution areas of communications, quantitative skills, natural science, social science, and the humanities in accordance with the Intercollege Relations Commission (ICRC) guidelines.

Transfer degrees in natural science have course requirements in the same distribution areas but the number of credits in each is lower, which shifts some of the general education burden to upper division coursework. The college's baccalaureate degrees are designed to meet the needs of students who have completed a workforce Associate in Technical Arts degree or Associate in Applied Science degree, both of which have considerably lower general education requirements. In order to achieve comparable general education outcomes, these degrees require the student to have additional preparation beyond that minimally required for the attainment of an ATA or AAS degree, and have included coursework at the upper division that ensures a substantial and coherent general education component that is tailored to the baccalaureate major.

The college's [four baccalaureate programs](#) also follow prescribed programs of study and include identifiable core courses of General Education Requirements (GERs) distributed between lower and upper division courses.

ER 13. Library and Information Resources

Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

In accordance with the college mission, Centralia College provides students access to [library and information resources](#) with the appropriate level of currency, depth, and breadth to meet the needs of the students and program outcomes. Library and information resources include print materials, electronic books, online and physical media collections, and online reference and periodical databases. Print materials are mailed to distance students by request. Online resources and librarian assistance are available 24/7 through [Ask a Librarian](#). In addition to local collections, the library has reciprocal borrowing agreements with other libraries and takes part in global interlibrary loan and document delivery services. Library faculty engage with discipline faculty to develop collections and provide information literacy and research instruction that support the student learning outcomes of their respective programs.

ER 14. Physical and Technological Infrastructure

The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

Centralia College provides the physical resources necessary to achieve its mission and core themes. Centralia College has two campuses in its service district. The main campus in Centralia has over 35 acres and 26 buildings ranging from 1,023 to 70,000 gross square feet. The college also offers courses in a 5,500 gross square foot facility in Morton. The college offers courses at other facilities, such as the Garrett Heyns and Cedar Creek education centers located within Department of Corrections sites.

From 2015 through 2016, an exterior renovation of the Student Services Building took place, which included the replacement of the exterior windows and facade to improve the building's energy efficiency, long-term functionality, and aesthetics. From 2015 through 2017 a new student center, the TransAlta Commons (TAC), was constructed and opened to the public. This 70,000 gross square foot facility was designed and built to attain Leadership in Energy and Environmental Design (LEED) Gold certification and includes instructional and classroom space for robotics and electronics, computer/active learning labs, writing labs, student and auxiliary services, student life and programs, food services, conferencing and meeting spaces, faculty offices, and public spaces for student and community gatherings and events.

Newer buildings such as the TAC, Walton Science Center, and Washington Hall are well-appointed with state of the art equipment for technical education programs and computer and science labs. Older structures like the Technology Building have also seen substantial renovations since the last accreditation study in 2010 to ensure state of the art equipment and facilities. While some of the older buildings have less than ideal conditions, the college offers most on-site classes in newer facilities and also carefully monitors older buildings to maintain up to date plans to replace, repurpose, or renovate, as addressed in the [Facilities Master Plan](#).

The college's grounds and facilities are also developed in conjunction with the Facilities Master Plan, which is reviewed and updated every three to five years, or when a major building project has been completed. During fall quarter 2017, Steve Ward, VP Administration, presented the recently revised Master Plan to the campus community at an [Open Forum](#). This plan will be taken forward by the President for approval by the Board of Trustees.

Centralia College has an advanced technological infrastructure consisting of high speed Gigabit internet, including full wireless access, on both the main campus and CC East campus. Additionally, three main campus computer labs, several computer lab classrooms and five Active Learning Classrooms provide unique instructional environments that promote collaboration and engagement. Centralia College's phone system now utilizes a Voice over Internet Protocol (VOIP).

ER 15. Academic Freedom

The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to the discipline or area of major study as judged by the academic/educational community in general.

Centralia College strives to provide an educational environment which supports and encourages intellectual freedom and independence. College policies support [Academic Freedom](#) as defined by RCWs and the [Faculty Negotiated Agreement](#). Faculty use their professional judgment and content area expertise to facilitate student learning outcomes in the most effective manner.

ER 16. Admissions

The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

The College provides open admissions to a diverse student population. Admission information is clearly outlined in the [college catalog](#) on the college's website. The Vice President of Student Services ensures adherence to the published policies. Special admissions requirements are outlined in [Educational Plans](#).

ER 17. Public Information

The institution publishes in a catalog and/or on a web site current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirement for financial aid; and the academic calendar.

The College publishes a comprehensive [catalog](#) which is updated annually and available electronically on its website. [Previous versions of the catalog](#) are also available as students have the right to complete their degrees under any catalog published within the past three years and after the date they enrolled in their current degree pathway. Additionally, the [college's website](#) is continuously updated to provide current academic, procedural, and policy information regarding program costs, financial aid opportunities and requirements, as well as student rights and responsibilities.

ER 18. Financial Resources

The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

As demonstrated in the financial section of this comprehensive report, the college has sufficient cash flow and reserves to ensure program stability and financial sustainability. This was evidenced by the ability to offer a stable operating platform during the past recessionary time, which in turn reduced the state-funded portion of the overall revenue model. In addition to maintaining unrestricted fund balances and reserves for enrollment fluctuation, the college has a long standing practice of utilizing non-appropriated funds in the budget year following actual receipt. However, the college is currently reassessing reserve levels, particularly tuition collections, for fiscal sustainability in light of significant enrollment declines. Recent changes in the college's senior leadership, service area economy, the state budget allocation process, and the college's enrollment mix require continued focus to minimize risk and leverage resources.

ER 19. Financial Accountability

For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and by the governing board.

The college meets this standard, undergoing annual audits performed by the Washington State Auditor's Office (SAO) resulting in [annual financial statements](#) conforming with Governmental Accounting Standards Board (GASB) standards and unqualified opinions. The on-site audit process begins with an entrance meeting that includes members of the board of trustees, and concludes with a presentation to the same group.

Audits findings, when produced, are immediately addressed, often prior to the conclusion of the audit process. The SAO, in recognition of the quality of the records, the underlying supporting processes, and the dedication of staff, awarded the college the [State Auditor's Stewardship award](#) in 2015. Centralia College was the first community college in Washington to receive this recognition.

ER 20. Disclosure

The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

The college accurately and completely discloses all information requested by the Commission in a timely manner.

ER 21. Relationship with the Accreditation Commission

The institution accepts the Standards and related policies of the commission and agrees to comply with the Standards and policies as currently stated or as modified in accordance with Commission policy.

Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

The college accepts the standards and policies of the Northwest Commission of Colleges and Universities (NWCCU) and understands that the Commission may communicate information regarding the college's status and any actions taken to any agency or member of the public.

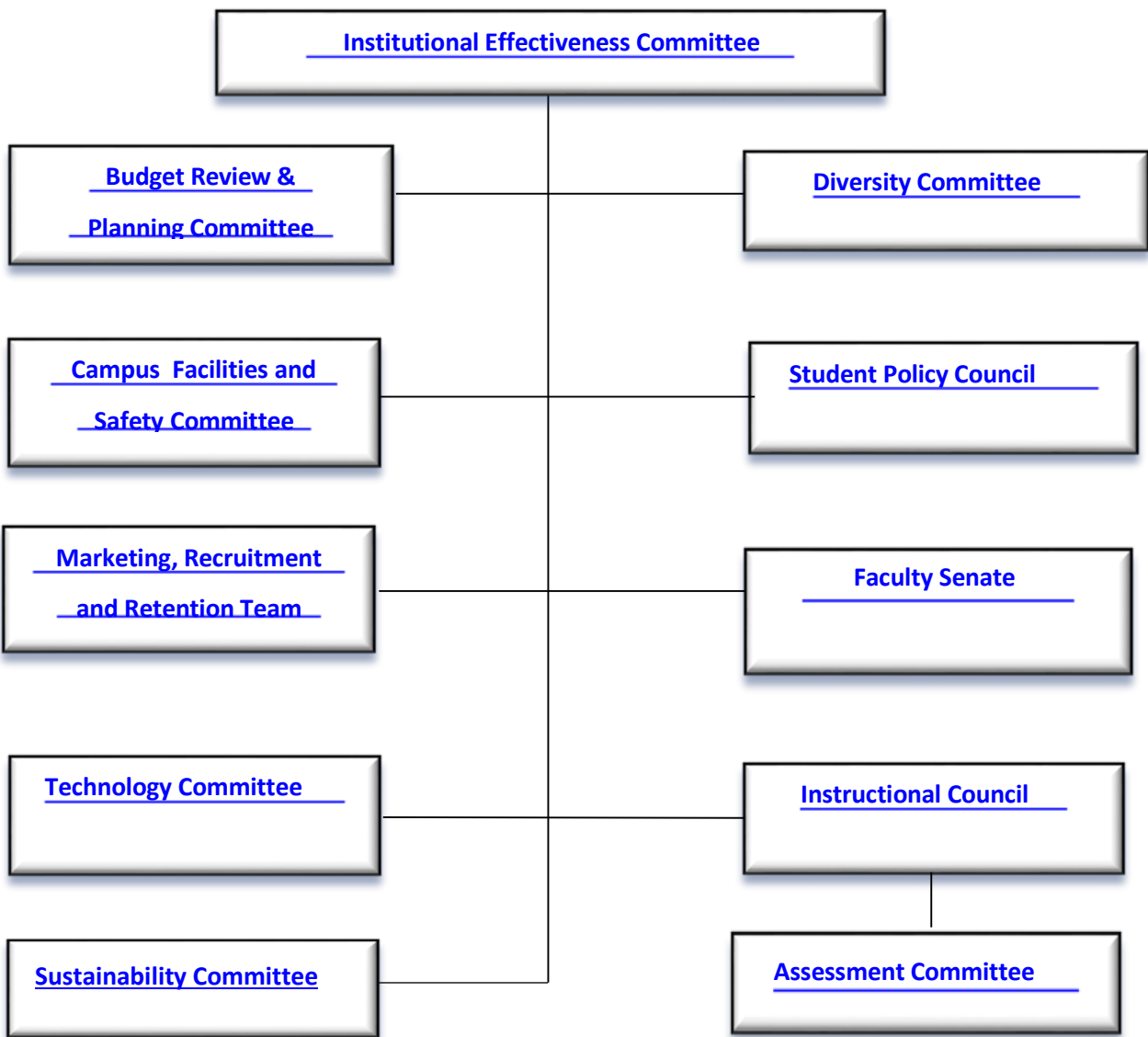
Standard 2.A Governance

2.A.1 *The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.*

Centralia College operates under Policy Governance. In this system, "The board of trustees delegates to the college president the authority to exercise in the name of the board (under [RCW 28B.10.528](#)) all of the powers and duties vested in or imposed upon the board by law, except such powers and duties as the board reserves for the board." ([Board-President Relationship BPR-3](#)).

The President oversees the administration of the college through an [organizational structure](#) that clearly defines authority, roles, and responsibilities. Each vice-president has one or more standing councils and/or committees comprised of representatives from administration, faculty, staff, and students that provide input on both day-to-day functions of the college, as well as how to operationalize the Core Themes and Objectives.

Centralia College Standing Committees



The President receives input and counsel both from the Executive Management Team (EMT) which is comprised of the vice presidents, deans, and directors and from the Institutional Effectiveness Committee (IE), which is comprised of administrators and representatives from each of the standing committees who are charged with representing their constituents on issues of institutional scope.

2.A.2 *In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.*

Centralia College is not a multi-unit system.

2.A.3 *The institution monitors its compliance with the Commission’s Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.*

Responsibility for monitoring the college’s compliance with the Commission’s standards for accreditation falls to its Accreditation Liaison Officer (ALO), currently the Vice President of Instruction, who serves as advisor to the President on matters concerning accreditation. All members of the Executive Management Team (EMT) are knowledgeable about the NWCCU Accreditation Standards and provide counsel on developments that arise from collective bargaining agreements, legislative actions, or external mandates as they relate to compliance with the Commission’s standards.

The college has two collective bargaining agreements:

- The [Faculty Negotiated Agreement](#) between District 12 and the Centralia College Federation of Teachers (CCFT) Local 4469
- The [Washington Federation of State Employees Higher Education Community College Coalition \(WFSE HE CCC\) Classified Agreement](#).

The President meets monthly with the leadership of each collective bargaining unit; the VP of Human Resources and Legal Affairs meets regularly with the leadership of the classified union, while the VP of Instruction meets weekly with the President of the faculty union. Topics of mutual interest, such as legislative actions, budgets, and accreditation standards, and their impact on the unions’ membership are discussed. During contract negotiations, compliance with Accreditation Standards is mutually accepted as a requirement of contract language.

Governing Board

2.A.4 *The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.*

Centralia College is governed by a Board comprised of five trustees that serve five-year terms, renewable one time for a total of 10 years of service. The board observes the statutes of the state of Washington and the policies and regulations governing the State Board for Community and Technical Colleges. No trustee may be an employee of the community college system, a member of the board of directors of any school district, or a member of the governing board of any public or private educational institution. The duties and powers of the Board are prescribed in [RCW 28B.50.100](#), [RCW 28B.50.140](#), and [RCW 28B.50.142](#).

2.A.5 *The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.*

The board acts as one body, operating in open meetings held monthly through the academic year, where action may be taken. The Board elects its officers each year including a chair who conducts monthly board meetings. The president of Centralia College serves as secretary to the board. [Agendas, minutes, and meeting schedules](#) are posted on the [college's website](#) and intranet, MyCC.

2.A.6 *The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.*

Under Policy Governance, the Board has delegated the authority and responsibility for the operation of the college, including policy creation, review, and revisions, to the President. The Board has reserved certain authorities and responsibilities for itself through [Executive Limitations \(ELs\)](#).

2.A.7 *The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.*

Within this accreditation cycle, former president, James Walton, who had served the college for 12 years, retired. Dr. Robert Frost, hired through a national search handled by a consultant firm, started the position July 1, 2014; however, only served through December 2015. At the Board's request, Dr. Walton returned as Interim President while a regional search was initiated and the hiring of current president, Dr. Robert Mohrbacher, was completed.

The board has delegated authority and responsibility for the operation of the college to its CEO, or President, through [Board President Relations \(BPR\)](#) policies.

2.A.8 *The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.*

The Board evaluates itself at its annual summer retreat, during which it also reviews goals and strategic initiatives for the coming year. The Board's actions are recorded in the meeting [minutes](#).

Leadership and Management

2.A.9 *The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.*

Under the President's leadership, the Executive Management Team (EMT) is charged with planning, organizing, and managing the institution. Each VP assesses progress through [Core Theme Monitoring Reports](#) presented to the Executive Management Team, the [Institutional Effectiveness Committee](#), and ultimately the Board of Trustees. As a matter of standard practice, the President only appoints as vice presidents individuals who have the experience and skills to assume a college presidency, if needed.

2.A.10 *The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.*

As discussed in 2.A.6 and 2.A.7, the college's CEO is the President who has been granted authority, within certain [Executive Limitations](#), by the Board of Trustees under Policy Governance.

2.A.11 *The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.*

As noted in 2. A.9 and shown in the [structure document](#), EMT is the college's broad-based, collaborative managerial team. Through annual [Core Theme Monitoring Reports](#), college administrators provide evidence of sufficient and effective leadership to support the institution's mission and core themes.

Policies and Procedures

Academics

2.A.12 *Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.*

At Centralia College, academic policies – including those related to teaching, service, scholarship, research, and artistic creation – are published on the college's website and on its intranet, MyCC, in the college [Policy and Procedures Manual](#). Many of these policies are also published on the government website of the [Washington Administrative Code](#). College employees stay informed about policy review and updates through their participation in the standing committees under policy governance.

2.A.13 *Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.*

The Kirk Library at Centralia College publishes [policies](#) regarding access to and use of library and information resources. Policies are published on the library's website and the college intranet, MyCC. Additionally, the [college catalog](#) addresses access and use of the library. Conduct policies that affect access are posted in the library. The library policies cover a wide range of topics, including computer use, borrowing terms, copyright, and collection development, whether in print or online, and from wherever students access library resources.

2.A.14 *The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.*

Centralia College follows the statewide “[Policy on Intercollege Transfer and Articulation](#) among Washington Public Colleges and Universities (Umbrella Policy)” adopted by the Higher Education Coordinating Board in 1986. In addition, the college adheres to SBCTC’s [CTC Inter-College Reciprocity Policy](#) designed to assist students transferring within the state’s community and technical college system. International students (except those from Canada) wishing to use credit earned outside the United States may request an evaluation of their transcripts using a third-party evaluator. The Admissions and Records Office will then use those findings instead of the international institution’s official transcript for the credit evaluation process.

The Office of the Vice President of Instruction maintains an inventory of established Articulation Agreements between Centralia College and statewide transfer institutions. This information is available to students in the [college catalog](#) on its website, and through academic counselors and advisors.

Students

2.A.15 *Policies and procedures regarding students’ rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities— are clearly stated, readily available, and administered in a fair and consistent manner.*

Policies and procedures related to students are published and codified in [WAC 132L](#), as well as on the Centralia College website in the [Student Rights and Responsibilities Code](#). These policies underwent full review completed in the 2016-2017 academic year utilizing the shared governance structure to seek broad input. Following this process, all student-related policies will remain on a three-year review cycle to ensure that both new and modified policies comply with current SBCTC policies and/or new legislation.

2.A.16 *The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution’s expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.*

The college adheres to the open admissions policy, which is system-wide and legislated. The college accepts all applicants over the age of 16 with a high school or general education diploma (GED).

Admissions requirements for international students follow a different procedure that involves meeting current U.S. visa requirements. The [International Student Application Form](#) is posted on the Centralia College website.

While new students seeking Academic Transfer degrees may begin their studies in any quarter, [Workforce programs](#) often have fall quarter starts, as shown in their [Educational Plans](#).

For most programs and courses, students enroll on a first-come, first-served basis, but some disciplines have established [placement guidelines](#) and prerequisites for progression through course series, such as in English, Math, Psychology and many of the sciences.

Should students be separated from the college for any reason, academic or discipline-related, they generally do not need to reapply, but must complete and submit the [Returning Student Update Form](#) available on the college's website. However, if the student was terminated for failing to meet the Academic Standards Policy, they may appeal the suspension to the VP of Student Services per [policy 4.005](#).

All admission, placement, and readmission policies are codified in [WAC 132L](#), as well as published on the Centralia College [website](#).

2.A.17 *The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.*

The Associated Students of Centralia College (ASCC) recognizes that it must operate in compliance with the rules and regulations set forth by the college, the SBCTC, and the laws of the state of Washington. Policies related to co-curricular activities, student government, and students' rights and responsibilities are codified in [WAC 132L](#) and can be found on the college's [website](#).

Human Resources

2.A.18 *The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.*

All [human resources policies](#) and related forms are published for employees on the college's intranet, MyCC. These documents are periodically reviewed and updated, as needed for legal compliance, to ensure that information is current.

2.A.19 *Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.*

Newly hired employees are apprised of basic terms and conditions of employment, such as salary potential, work location and job duty requirements, through the published vacancy recruitment announcement. After hire, employees receive a letter or a contract confirming their appointments, including the agreed-upon starting salary.

All permanent employees go through a [new employee orientation](#) covering policies and procedures as well as benefit options. The orientation includes expectations for conduct including ethics, use of college resources, and professional behavior. These policies and guidelines are reviewed and signed by the employee and maintained in the employee's official personnel file.

Newly benefitted employees are also provided a benefit orientation which explains options and eligibility for college-sponsored benefits relating to group health, dental, and life insurance coverage, retirement and personal finance, and leave. A summary of benefits can be found on the [Washington State Health Care Authority Public Employee Benefits Board](#) website.

A new faculty orientation is also offered annually to provide newly hired full-time and pro rata faculty with information on college policies, benefit options, and other resources. The college is working to improve the onboarding process for adjunct faculty, who often are unable to attend annual orientations mentioned above. However, they are provided with an [Adjunct Faculty Handbook](#) that covers relevant academic policies.

Employees also receive annual salary notices confirming their salary, pay step (if applicable), and job classification. Pay and withholding information, as well as current leave accrual usage and balances, is available to employees through the [SBCTC website](#).

Labor contracts ([Faculty Negotiated Agreement](#) and [Classified Negotiated Agreement](#)) and the college [Policy and Procedure Manual](#) cover conditions of employment, including evaluation, retention, promotion and termination, providing a framework to ensure consistent and fair treatment of covered employees. The labor agreements for classified staff are formally negotiated at the state level.

2.A.20 *The institution ensures the security and appropriate confidentiality of human resources records.*

Official personnel files are secured in locked cabinets within the Human Resources Office. Personnel files may be reviewed by the employee, an authorized college representative, or the employee's union representative under the supervision of HR staff. Personnel files of active employees may not be transported to other office locations.

Employee medical records, accommodation requests, grievances, and disciplinary matters are maintained within the secure Human Resources Office and many of these records are further secured within locked offices.

Personal employee information may be disclosed to third parties to conduct business operations, to respond to public records requests, or to comply with subpoenas.

To protect employees from identity theft, the college assigns each employee a unique employee identification number.

Institutional Integrity

2.A.21 *The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.*

The [website](#) is regularly updated with current catalog, schedules, policies, and procedures that guide prospective and enrolled students through their academic programs in a timely manner. The website also provides students access to essential services, such as advising, counseling, enrollment services, financial aid, and academic support.

Under the same guidelines, the college Public Information Office coordinates publication of print materials distributed to the community, while those posted on campus bulletin boards are under the direction of the Student Programs Director. Only approved items, indicated with a special posting seal, are posted, and unauthorized items are removed by Student Programs staff. Student publications, such as newsletters, posters and fliers are coordinated through the Student Life and Involvement Center (SLIC). Other college publications used in outreach and marketing efforts are reviewed at several levels within the institution, including the Marketing, Recruitment and Retention Team and the Public Information Office.

2.A.22 *The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.*

Centralia College subscribes to, advocates and models high ethical standards in all operations and management as outlined in [Executive Limitation EL 2](#), which guides the President's oversight of the college in relation to this standard.

Every effort is made to treat students, staff, and faculty with transparent, consistent, and equitable policies and procedures, as published on the [college website](#), in the [catalog](#), and in the college [Policy and Procedure Manual](#) published on the intranet, MyCC. Complaints and grievances are treated with respect and in accordance with policies that address concerns in an appropriate and timely manner; for example, when working through the process for a student complaint.

2.A.23 *The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.*

Centralia College has policies and procedures in place that address conflict of interest and the ethical conduct of its governing board, administration, faculty, and staff. The college [Policy and Procedure Manual](#) addresses these issues in section 1.070. Centralia College employees are required to comply with the [RCW 42.52](#), known as the Ethics in Public Service Law.

2.A.24 *The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.*

The college maintains clearly defined policies and procedures intellectual property, as addressed by Policies 1.080, 1.081, and 1.082 of the college's [Policy and Procedure Manual](#). Additionally, the [2017-2020 Faculty Negotiated Agreement](#) addresses intellectual property in Article XI, Section 7.

2.A.25 *The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.*

Centralia College is accredited by the Northwest Commission on Colleges and Universities (NWCCU). Its nursing programs are approved by the Washington State Nursing Care Quality Assurance Commission through the Department of Health. The college uses the officially approved accreditation language consistently and avoids speculation regarding future accreditation actions or status. Accreditation status and related reports are published on the college’s website under [About the College](#).

2.A.26 *If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.*

The college currently does not contract with external entities for educational services or products. However it does contract for food and beverage services including the cafeteria, espresso bar, and vending machines. Additionally, the college contracts with local companies in areas of construction, maintenance, and repair of campus buildings and grounds.

The college adheres to Washington state laws and regulations as indicated on the [Department of Enterprise Services/Contracting & Purchasing](#) website, which links to all policies, rules and regulations required of all state agencies. The college also uses the Office of Financial Management’s [State Administrative & Accounting Manual \(SAAM\)](#) as its guide to interpreting the RCWs and WACs concerning contracting.

The Purchasing Office has a [Purchasing—Quick Reference & Procedural Guide](#) for employees, which includes basic information regarding the state rules and the college’s internal processing procedures. The college’s purchasing officer is knowledgeable about state regulations in regard to purchasing and is available to assist all employees in following those guidelines.

Academic Freedom

2.A.27 *The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*

Centralia College publishes and adheres to policies ensuring academic freedom in its [Policy and Procedure Manual](#) in compliance with the current [Faculty Negotiated Agreement](#).

Moreover, the Board of Trustees has established [Board Executive Limitations, specifically EL-2](#), to ensure compliance and the trustees would receive reports from Instruction or Human Resources if there were any violations.

2.A.28 *Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.*

Centralia College fully supports its faculty, staff, administrators, and students to freely examine thought, reason and perspective of truth while allowing others the freedom to do the same. The right to academic freedom is affirmed in the college [Policy and Procedure Manual](#), the [Student Rights and Responsibilities Code](#) (WAC132L-350), and the current [Faculty Negotiated Agreement](#).

2.A.29 *Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.*

The college is a teaching institution and does not require research on the part of its faculty which minimizes the inclusion of individual scholarship in the content of most courses. The college supports, teaches, and enforces copyright and intellectual property rights for both its students and faculty.

Finance

2.A.30 *The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.*

Centralia College's Board of Trustees operates under the principles of Policy Governance, which delegates the authority for finance and budgeting to the President with clearly established guidelines found in the [Executive Limitations, specifically EL-4](#).

Working within these established limits, the college budget process involves not only the administrators responsible for developing and monitoring the finances and budget, but also the [Budget Review and Planning Committee \(BRP\)](#) with members from all areas of the college. BRP is tasked with providing transparency between senior administration and the college community, which is accomplished through published minutes, a FAQs site, and Open Forums. While the formulation of the budget is the responsibility of the president and vice presidents, the BRP provides established communication pathways that allow for input from the campus community throughout the process.

The college, as a state agency, is required to follow the [rules and regulations](#) issued by the Office of Financial Management (OFM). Similarly, the state of Washington has [prescriptive regulations](#) on the types of investments state agencies (such as Centralia College) can participate in.

Additionally, in Washington State, any long-term debt has to be legislatively approved and comply with the parameters and process set by the Washington State Treasurer's Office. Until 2017, the college did not have any long-term debt. In 2017, as a result of an agreement with the Associated Students of Centralia College (ASCC), the college entered into a [certificate of participation \(COP\)](#) of \$3 million dollars to help pay for the TransAlta Commons. The students agreed to assess themselves and pay the debt service yearly payment for the term of the loan. The students also agreed to maintain a reserve account with a balance equal to two years of payments.

Under current management's philosophy, it does not intend to burden the general operating financial structure by engaging in any further borrowing.

Standard 2.B Human Resources

2.B.1 *The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.*

Centralia College maintains a sufficient number of qualified personnel to carry out its stated mission. Staffing levels are reviewed through each budget cycle in order to maintain fiscal integrity. Supervisors are required to justify requests for both new and vacated positions.

The college follows well-established policies and procedures for [recruitment, selection, and hiring of employees](#), which are clearly stated on job descriptions on file in HR, as well as in all published announcements, including those on the college's [website](#).

2.B.2 *Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.*

Performance evaluations are required for administrative, exempt, and classified staff as outlined in the [College Policy and Procedure Manual](#). Formal evaluations are required every other year for exempt staff, and annually for classified staff.

Classified employees are evaluated by using the form prescribed in the current [Collective Bargaining Agreement](#). Classified employees meet with their supervisors to go over the evaluation providing a time for feedback and personal evaluation.

Exempt employees are evaluated through a [Knowledge, Skills, and Abilities \(KSA\) forms](#). The supervisor and employee mutually identify five peers to evaluate the employee using the KSA. Additionally, the employee completes a self-evaluation and the supervisor completes a supervisory evaluation, also using the KSA format. During the process, the position description is reviewed, and a professional development plan with goals and recommendations is established for the employee.

2.B.3 *The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.*

Faculty

At Centralia College faculty members can request funds through the Extended Studies Program for professional development activities, in accordance with the current [Faculty Negotiated Agreement](#), Article VIII. Additionally, full-time, probationary, and pro rata faculty members are allocated \$450 per academic year for professional development materials, membership dues to professional organizations, and/or professional development activities.

The college's Faculty Sabbatical Program is defined by the contract language in Article VIII. Section 6: "Such leave would allow eligible faculty members an extended period of time free from normal contractual obligations to pursue legitimate professional goals. This purpose is consistent with the provisions of [RCW 28B.10.650](#)." However, the granting of sabbaticals is contingent on funding.

Classified and Exempt

The Centralia College Human Resources Office provides training opportunities for staff throughout the year. The Human Resources Office provides a monthly training on various topics, including ethics laws, FERPA, and diversity. HR works with departments to coordinate other relevant staff trainings.

Centralia College also participates in the tri-campus [Leadership Development Program](#), which is designed to increase leadership skills across the institution and at all levels of employment. Each year, up to 32 employees are chosen to participate in the 10-month program, which includes leadership theory, a diversity component, and a problem-solving workshop.

As part of the Washington State Community and Technical College system, Centralia College administrators are encouraged to participate in state [commissions and councils](#), which meet quarterly to discuss important issues, share best practices, and participate in professional development.

2.B.4 *Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.*

The college currently employs 53 full-time, 20 full-time temporary/pro rata, approximately 140 adjunct faculty members, and 11 Department of Corrections faculty, all of whom meet the qualifications established by the State Board for Community and Technical Colleges as stated in [WAC 131-16-80](#) and [WAC 131-16-91](#).

Full-time and pro rata faculty members are hired in all major disciplines to provide professional creation and delivery of the curriculum in their areas of expertise, to serve on the college's standing committees, and to ensure the integrity and continuity of the college's academic programs.

The [Instructional Council](#), which is charged with maintaining the quality, integrity, and rigor of the college's curriculum and educational programs, includes faculty and administrative representatives from all instructional units. In order to conduct official business, such as approval of Course Outlines, Educational Plans, and new programs, a quorum of teaching faculty must be present to vote.

2.B.5 *Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.*

Centralia College's primary focus is teaching and does not require that its faculty engage in service, scholarship, research, and/or artistic creation, although it does recognize these as professional development activities that can lead to salary advancement.

In addition to the primary responsibility of teaching, the college does require that full-time and pro rata faculty participate in student advising and college governance through its standing committees, tenure committees, and hiring committees. Workload expectations are established in the [Faculty Negotiated Agreement](#), and compliance is monitored through [annual workload meetings](#) between the faculty member and dean.

2.B.6 *All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.*

The process, timeline, and tools for all faculty evaluations are established in the current [Faculty Negotiated Agreement](#) and vary depending upon their classification: Tenured, Tenure-track, Pro rata, Full-time Temporary and Adjunct. All completed evaluation materials are shared with both the faculty member and their supervisor to help foster continued excellence in the performance of their academic duties. All evaluation materials are tracked and managed by the Instruction Office.

Tenured faculty are reviewed on a five-year cycle, which includes student, peer, and supervisory evaluations as well as classroom observations, professional development plan, workload reports and a self-evaluation. These materials are compiled with a final written report completed and submitted to the Instruction office.

Faculty members in the tenure process are mentored and evaluated during a three-year process. A tenure committee is formed of tenured faculty members to help determine the strengths and weakness of each probationer, establish a professional development plan to address any challenges, and provide access to resources to help the probationer achieve the level of excellence expected of a tenured faculty member. In addition, the committee oversees a series of assessments designed for self-awareness and improvement. These include but are not limited to the following evaluation materials: annual self-assessment, student evaluations, peer evaluations, annual supervisory evaluations, and classroom observations. All the evaluation materials including the tenure committee minutes are presented to the Board of Trustees annually for their review. The Board of Trustees makes the final decision on awarding tenure to faculty in the spring at the end of the three year process.

Pro rata, full-time temporary, and non-tenured/tenure-track faculty members are evaluated annually during first four years, and biannually thereafter. Components of the evaluation include: professional development plan, supervisory evaluation, self-evaluation, student evaluation, classroom observation, and peer evaluation. Prior to the completion of the faculty member's designated year for evaluation, a conference is held between the faculty member and the vice-president of Instruction to review the results of the evaluation materials.

First-time adjunct instructors are evaluated each of their first two quarters and annually thereafter. A student evaluation and one classroom observation are completed during the evaluation period. The rotation of annual evaluation is developed, tracked, and managed by the Instruction Office.

Standard 2.C Education Resources

2.C.1 *The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.*

The college uses the [degree designations](#) of Associate of Arts (AA), Associate of Technical Arts (ATA), Associate of Applied Science (AAS), Associate of Science (AS), Associate of Liberal Arts (ALA), Associate of General Studies (AGS), and Bachelor of Applied Science (BAS), all of which are recognized designators. For technical degrees, including the BAS, the area of specialization is included in the degree designation, e.g., [Associate of Applied Science in Diesel Equipment Technology](#).

Individual courses are the building blocks for all the college's programs, certificates, and degrees. The courses are developed by discipline-specific faculty members who are specialists in their fields. The courses are vetted first by departments, then by deans, and finally through the college's curriculum review committee, [Instructional Council](#). The specifics of each course are documented in a [course outline](#) that links the course objectives to program or discipline outcomes which, in turn, are linked to the general education outcomes known as Learning Themes.

The approved course outline serves as the foundation from which all course syllabi are constructed and curriculum is developed. With oversight by instructional deans, this ensures that courses adhere to the same general content, meet the same course objectives, and are taught at the same level of rigor, irrespective of the faculty, the location, or the modality in which the course is taught.

2.C.2 *The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.*

College-wide outcomes, known as Learning Themes, are published in the [college catalog](#). All [academic transfer degrees](#) include links to Distribution-level outcomes that, in turn, link to Learning Themes. Program-level outcomes are established during development of [Bachelor degrees](#) and Workforce [degrees](#) and [certificates](#), which are brought before Instructional Council for review and recommendation. The approved program-level outcomes are published on Educational Plans available online and on campus in the Advising/Counseling Center.

[Syllabi](#) containing expected course learning outcomes is provided to students at the beginning of each quarter.

2.C.3 *Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.*

All Academic Transfer degrees offered by Centralia College are in compliance with institutional practices, [Intercollege Relations Commission \(ICRC\)](#) guidelines, and the policies of the [state's community college system](#), SBCTC. Likewise, all Workforce Education degrees and/or certificates comply with institutional and SBCTC policies.

All credit-bearing courses must be proposed by faculty, then reviewed and approved at the department level and instructional dean prior to presentation to Instructional Council. The approved Course Outline includes learning outcomes at the course, program and college level, which guide syllabus and curriculum development.

Credit hours for courses are assigned in accordance with [U.S. Department of Education regulations](#), [NWCCU policy](#), and [SBCTC guidelines](#).

Courses offered at other locations, such as the Garrett-Heyns and Cedar Creek correctional institutions, Centralia College East, or as part of the college in the High School program, are subject to the same rigorous curriculum approval processes and follow the same policies for awarding credit as traditional courses offered on the main Centralia College campus.

Official evaluation of credits earned and applications for degree completion are handled by Enrollment Services. When a student applies for graduation, an official degree audit is conducted to ensure satisfactory completion of the program.

Courses, certificates, and degree programs are reviewed on a five-year cycle by faculty during a curriculum/program review process, which is overseen by the college's [Assessment Committee](#), to ensure currency and rigor.

2.C.4 *Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.*

All of Centralia College's instructional programs meet internal and external requirements to guarantee coherent program design, no matter how they are delivered: face-to-face, hybrid, or online. Internally, the [Instructional Council](#) reviews and approves all new programs, educational plans, and new or revised courses.

Externally, all Academic Transfer programs are in compliance with federal, state, and accrediting agency requirements that [facilitate transfer of credits](#) to public and independent four-year institutions across the country. Additionally, there are agreements for [direct transfers](#) and major related program transfers between Washington's public four-year institutions and the colleges within the [SBCTC system](#).

Workforce programs utilize Advisory Committees to promote alignment between program requirements and industry standards. Degree and certificate programs are built on a core of technical courses, as developed by subject-matter faculty and industry experts. They include general education requirements, as determined by state and federal regulations. Additionally, many of these programs meet important external accreditation or certification standards, such as:

- Washington State Nursing Care Quality Assurance Commission
- American Medical Technologists Medical Assistant Certification
- National Nurse Aide Assessment Program
- National Council Licensure Examination for Registered Nurses
- American Institute of Professional Certified Bookkeepers Exam
- IRS Tax Certification Exam
- Washington Association of Building Officials for Welding

Centralia College's [admission](#) and [graduation requirements](#) are established in compliance with all external agency policies and guidelines. They are published on the college's website and in its [catalog](#).

2.C.5 *Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.*

Faculty at Centralia College share a pivotal role in the development, revision, and implementation of curriculum through [Instructional Council](#), which is advisory to the Vice President of Instruction. Clearly defined processes guide the proposal, review, discussion, and recommendations about curriculum, instructional standards, and policies. The council is made up of administrators and faculty that represent every instructional unit at the college, while faculty representatives serve as the voting members. All new courses and major course revisions are proposed by department faculty, reviewed by the appropriate dean, and brought to Instructional Council for review and recommendation to the Vice President of Instruction.

Centralia College faculty members have an active role in the selection of new faculty. For full-time faculty positions, [screening committees](#) are composed of at least five members, including three faculty, one chosen by the Centralia College Federation of Teachers (CCFT), one chosen by the department in which the new faculty member will serve, and one selected at large, preferably from a related discipline. The screening committee's responsibilities include reviewing applicant files, interviewing applicants, checking references, and making recommendations of finalists to the hiring authority, which is the college president. Hiring processes are set and managed by Human Resources.

Teaching faculty at Centralia College are collectively responsible for the assessment of student learning outcomes in their courses and programs. They are supported in their efforts to foster and assess student achievement by the [Assessment Committee](#). This committee, which meets regularly, also develops and implements processes for program/curriculum review and research projects that foster improvements in teaching and learning. Student attainment of learning outcomes are documented in Faculty Notebooks, maintained by all full-time and pro rata faculty.

2.C.6 *Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.*

Library faculty work closely with discipline faculty to ensure that library and information resources are integrated into the students' learning process. This is done through a library liaison program and partnership with eLearning.

The [librarian liaison program](#) ensures that each instructional area has a librarian assigned. The goals of the liaison system are to ensure that discipline faculty members are regularly invited to assist with collection development and for librarians to become familiar with department/program curriculum, degree requirements, and research interests of college faculty. This has been useful in focusing the efforts of the library faculty. As they conduct collection development work and collaborate on instruction it is clear which librarian is responsible for each program or division. The library also sets aside \$500 of the collection budget for new tenure-track faculty to assist with building the collection.

As new programs come on board, the librarians work with faculty to analyze information resource needs and coordinate the addition of library resources, coordinated instruction, and other library services. For example, library faculty worked closely with the faculty in the planning stages for the Bachelor of Applied Science-Applied Management degree. As a result, four databases were identified for purchase, and library faculty/staff time was allocated to support that program.

A faculty librarian serves on Instructional Council and keeps the other librarians updated on developments in curriculum so that librarians can work with the discipline faculty in their liaison areas.

In partnership with eLearning, library faculty engage with discipline faculty when courses undergo development for online or hybrid delivery. When online and hybrid courses are developed, the faculty member initiating the curriculum works directly with eLearning on course development. The course design process includes an introduction to library and information resources. Subsequently, the library faculty then makes contact with the discipline faculty to review the need for library resources and instruction. A faculty librarian is part of the course design process early on and reviews library and information resource needs.

The methods by which library and information resources are integrated into the student learning process include the following:

- Development of course-specific [online resource guides](#) that provide students in both face-to-face and online courses direct access to library resources. These guides are curated either by librarians or by discipline faculty, or as joint developments. Interested faculty have the ability to create and manage their own online guides.
- Face-to-face and 24/7 online reference ([Ask a Librarian](#)) ensure that students have point-of-need research assistance.
- Within the Canvas Learning Management System, there is a link to the [library's website](#) is included in the global navigation menu.

2.C.7 *Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25 percent of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.*

The college does not currently offer credit for prior experiential learning

2.C.8 *The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.*

The Enrollment Services office, in consultation with instructional deans and faculty, ensures that courses accepted in transfer meet the college's standards for academic rigor and that they align with the published outcomes for a specific degree program or certificate.

The State Board for Community and Technical Colleges (SBCTC) has adopted a [Common Course Numbering system](#) and [Reciprocity Agreements](#) that facilitate student transfer within the state's community and technical college system. The college generally accepts credits from institutions that are accredited through a DOE recognized agency.

Undergraduate Programs

2.C.9 *The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.*

Centralia College offers associate and baccalaureate degrees, as indicated on the [college's website](#) and the [current catalog](#), pages 40-49, all of which contain General Education components and are in compliance with [Intercollege Relations Commission \(IRC\) guidelines](#), [State Board for Community and Technical Colleges \(SBCTC\) policy](#) and [NWCCU standards](#).

The college offers four [Bachelor of Applied Science degrees](#), including Applied Management, Diesel Technology, Information Technology, and Teacher Education, each with a core of General Education components as described in Educational Plans.

Additionally, the college's [Workforce degrees](#) and programs include related instruction in Communication, Computation, and Human Relations, as noted in Educational Plans.

2.C.10 *The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.*

All baccalaureate and associate degrees have identifiable and assessable learning outcomes, which are linked to the college's mission statement through the college-level outcomes known as [Learning Themes](#), as published in the [college catalog](#) and on its [website](#).

2.C.11 *The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.*

All applied degree and certificate programs have identifiable and assessable learning outcomes included on [Educational Plans](#). The [outlines](#) of related instruction courses indicate assessable learning outcomes and are taught by qualified faculty appropriate to the subject matter. Related instruction courses for the [Workforce degrees](#) are Communication Quantitative Skills, Health & Fitness and Human Relations. Related instruction courses are analyzed and identified by faculty during the [program review process](#).

Graduate Programs

2.C.12 *Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.*

Centralia College does not offer graduate programs.

2.C.13 *Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.*

Centralia College does not offer graduate programs.

2.C.14 *Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.*

Centralia College does not offer graduate programs.

2.C.15 Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

Centralia College does not offer graduate programs.

Continuing Education and Non-Credit Programs

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

Continuing Education has a mix of credit and non-credit courses which are ungraded and untranscribed. These courses are designed to meet the needs of adult learners and are offered at a reduced fee approved by the State Board for Community and Technical Colleges.

[Continuing education](#) courses are aligned with the college's mission of "Improving lives through lifelong learning" by serving the needs of local communities and businesses. The non-credit offerings are also aligned with the current mission statement. They support [Core Theme One: Access](#) and its objectives by offering community service and certification courses in the evenings and on weekends at both on-campus and off-campus locations.

2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

Centralia College's [Continuing Education](#) program offerings fall under Instruction in the Workforce and Continuing Education Department. The Dean of Instruction for Workforce Education is responsible for this program along with a Program Manager who oversees day-to-day operations.

Centralia College's Continuing Education Program falls into four categories:

- **Continuing Education** has a mix of credit and noncredit courses tied to a skill or certification
- **Community Education** (also known as Community Service) classes are self-supporting and non-credit-bearing, designed to bring a special skill, talent, or interest to community members.
- **Lifelong Learning** (or Adult Special Interest) includes courses designed for individuals 50 years of age or older. They are not part of, and cannot be used toward, any degree or certificate.
- **Contract classes** include custom-designed courses to meet the needs of specific businesses.

2.C.18 *The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.*

Centralia College offers continuing education units (CEUs) for courses approved by the Educational Service District #113. Minimum requirements for clock hour approval have been established by [Washington state statute](#).

2.C.19 *The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.*

Program records are maintained in the Workforce and Continuing Education Office.

Standard 2.D Student Support Resources

2.D.1 *Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.*

Centralia College offers a variety of support services, consistent with its mission and core themes, to create effective learning environments that support students in and out of the classroom. Student success and achievement criteria is guided by the [Council for the Advancement of Standards in Higher Education \(CAS\)](#) and the [Student Services in Community and Technical Colleges: A Practitioner's Guide by the Washington State Student Services Commission \(WSSSC\)](#).

Advising/Counseling Center: Counseling services and workshops are available to assist students with personal, emotional, and academic situations that may interfere with their education. Short term counseling services are free of charge to all students. Faculty counselors at Centralia College are licensed mental health counselors for the state of Washington. Educational counseling provides assistance with study skills, academic deficiencies, test anxiety, goal setting, transfer information, program planning, and class scheduling.

Center for Disability Services: Centralia College complies with Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, and all other applicable state and federal regulations that prohibit discrimination on the basis of disability. Centralia College supports an integrated learning experience for students with disabilities by promoting an environment that is free from physical and attitudinal barriers. Services and academic adjustments provided by the Students with Disabilities Office are designed to ensure that students with disabilities have equal access to all college activities and programs. In addition to approved academic adjustments and services, educational planning, advising and learning strategies are available. Disability Services serves more than 200 students annually.

Computer Labs: The College has over 900 student workstations, including laptops and its open lab areas, which are equipped with state-of-the-art technology and programs necessary for successful completion of college coursework.

International Student Programs: International Student Programs provides admissions, orientation and support services, a four-level college-prep Intensive English Program, host family opportunities, and cultural and social activities, which include the International Club and Conversation Partners.

Library and eLearning: The Kirk Library provides a gateway to information resources and academic research tools. Librarians are available in person or online 24/7 through the library's live chat reference services. The eLearning staff in the library provide assistance to all students using online learning platforms such as Canvas.

TRiO Student Support Services: Since 1986, the federally-funded Student Support Services (SSS) program annually serves 220 first-generation students that meet low income guidelines or have a documented disability. SSS provides academic support services to help students earn a degree or certificate and transfer to a four-year institution. The 2015-16 annual performance report exemplifies the extent to which TRiO-supported students succeed at Centralia College through intensive case management, tutoring, and educational planning. All TRiO students successfully completed courses and persisted across academic years; 74 percent of students earned an associate degree or certificate, and 45 percent of those that graduated transferred to a four-year institution. Ninety-two percent of TRiO students were in good academic standing, and 34 percent maintained a 3.5 GPA or above.

Tutoring Services: Centralia College offers a full spectrum of learning support for campus-based and online students. The college provides both drop-in and appointment-based tutoring, as well as eTutoring, which is an online peer tutoring service accessible to students 24/7. On-campus learning centers include:

- **PROs Speech Lab:** located in the TransAlta Commons provides workspace with peer support for students preparing to make presentations.
- **STEM Center:** located in the Science Center building, is a venue in which students can work collaboratively and receive help and guidance from faculty members and peer tutors.
- **Writing Center:** located in the TransAlta Commons provides a student-friendly work environment for college-level writers. Consultants are available to offer feedback and resources to support students' efforts. The Online Writing Lab (OWL) provides a variety of self-help tools and an email-based draft consultation service.

Veteran Services: Centralia College is authorized by the State Approving Agency, Workforce Training Board and the Veterans Administration (VA) to approve and pay for the education and training of veterans, active-duty military, and spouses/dependents that are eligible for VA educational benefits. In 2016-2017, the college served approximately 185 students providing VA and Centralia College educational benefits. Also, the college is proud to provide early registration and access to the Veterans Center for our eligible students. The Veterans Center is a hub for the dissemination of community and campus resources, a safe haven for students to connect with a network of supportive students, and a place to access instructional resources including computers. The Vet Center is staffed by the VetCorps Navigator, an AmeriCorps program in conjunction with the Washington Department of Veterans Affairs. Centralia College has committed to increasing veteran, active military, and eligible spouse/dependent enrollment by 3 percent each year.

2.D.2 *The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.*

The College creates and adheres to [campus security policies \(1.100, 1.102, 1.160, 1.300\)](#) meant to maximize campus security and create an environment in which all constituents are safe. In accordance with federal and state regulations, the college makes available all [crime statistics, campus security policies](#), and other disclosures required by those regulations.

Centralia College is committed to providing the safest and most secure environment possible for its students, faculty, and staff at all locations where the college offers programs and services. The college maintains its safety and security procedures with input from students, faculty, and staff with oversight from [the Campus Facilities and Safety Committee](#).

Safety procedures include: [campus security alerts via Infocast notification system](#), part-time security services, video camera security monitoring system, a non-emergency phone number (8888), and the county's 911 dispatch alerts for incidents on or near the campus.

The college also participates in the Washington State Rapid Responder building mapping program, which is updated each December when facilities staff review campus maps for accuracy.

The college makes available all crime statistics, campus security policies, and other disclosures required by federal and state laws. This includes compliance with the reporting requirements of the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act of Amendments of 1989 and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998. Clery-mandated annual campus safety and security, crime and fire statistics as well as campus safety and security policies are available on the [college's website](#).

The college complies with federal and state reporting requirements and has developed additional safety and security reporting measures to further enhance student safety and security. This has led the college to compile, track, analyze, and make available supplemental data and statistics from safety and security logs, 911 dispatch logs, non-911 emergency call logs, files and data on risky individuals that have been no-trespassed from campus, and safety and security related questions from the biennial Noel Levitz Survey.

In addition to the main campus, Centralia College East (located in Morton, WA) makes use of Lewis County's emergency 911 services to provide a safe and secure environment for students, faculty and staff. Annual crime and safety statistics for Centralia College East are recorded and included in all federally mandated reports. Centralia College East also has access to the non-emergency extension (8888) to report and log suspicious individuals and events at the Morton branch.

The college also runs educational programs for inmates at two correctional sites. All aspects of safety and security for students and property at Garrett Heyns Education Center and Cedar Creek Corrections are under the jurisdiction and control of the Washington Department of Corrections.

2.D.3 *Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.*

Centralia College recruits, admits, orients and advises students with potential to benefit from its educational courses and programs. Centralia provides timely, useful and accurate information to prospective and current students pertaining to admissions, academic requirements, graduation and transfer policies. The [Advising/Counseling Center](#) oversees intake and orientation for new students prior to assignment to program-specific faculty advisors.

[New and transfer students](#) are required to apply for admission, complete placement, and contact the Advising/Counseling Center in person or by phone to schedule an advising appointment. Students who are new to Centralia College are strongly encouraged to complete the [online orientation](#), which provides an overview of academic transfer and workforce programs, resources for students, and college policies and processes, prior to their advising appointment. During the advising appointment, students meet with an advisor to discuss goals and college expectations, review placement results, select a program of study, and schedule courses. Following the initial advising appointment, a student is assigned to a [faculty advisor](#) in the student's area of study.

Once students are enrolled, they are expected to meet with their assigned advisors each quarter to discuss progress and to plan their class schedule for the next quarter. During the quarterly advising appointment, the advisor gives the student his or her Registration Code, which allows the student to register for classes online. Advising includes educational problem-solving and planning, assessing student readiness for college coursework, addressing issues such as transfer and employment prospects, and balancing competing demands across roles.

The college's academic standards policy is posted on the [college website](#) and in [the catalog](#) which provides detailed information regarding low grade policy, warning, probation, one-quarter suspension and appeals process. The college also provides targeted advising services through International Student Programs, Intercollegiate Athletics, Opportunity Grants, Worker Retraining, and other specialized programs.

2.D.4 *In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.*

The college's process for elimination or significant modification of a program is delineated by the [Instructional Council](#) structure document. In the event of program elimination, the division dean and the Vice President of Instruction complete an administrative program review that includes significant study and communication with advisory committees, faculty, staff and the SBCTC. Any lingering students are advised on an individual basis to ensure completion. Recently the Civil Engineering Technology program was eliminated, due to a local decline in the job market and reduced enrollments. However, active students were notified and counseled about options for completion, and in some instances, connected with surrounding community colleges.

2.D.5 *The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:*

Institutional mission and core themes;

Entrance requirements and procedures;

Grading policy;

Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;

Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;

Rules, regulations for conduct, rights, and responsibilities;

Tuition, fees, and other program costs;

Refund policies and procedures for students who withdraw from enrollment;

Opportunities and requirements for financial aid; and

Academic calendar.

Centralia College's [catalog](#), or the [college's website](#) provide comprehensive information regarding programs, policies, costs, services, and personnel. It is developed and updated through collaboration between Instruction, Student Services and the Public Information Office.

2.D.6 *Publications describing educational programs include accurate information on:*

National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; Descriptions of unique requirements for employment and advancement in the occupation or profession.

Publications describing educational programs include accurate information on:

- National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;
- Descriptions of unique requirements for employment and advancement in the occupation or profession.

All [Workforce programs](#) with a website have detailed eligibility requirements for licensure or entry into the occupation. For programs without a website, brochures describing the program provide that information.

In the Teacher Education and Family Development program, preparation for teacher certification is clearly communicated on the [Bachelor of Applied Science \(BAS-TE\)](#) webpage. For students who are training to become daycare workers, students are advised of requirements both during advising and in many of their classes. Students who may have an issue that would prevent their ability to work in a daycare environment are advised about other fields they could enter.

2.D.7 *The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.*

Centralia College complies with the requirements of applicable [Washington State records retention schedules](#). Paper records are filed, stored, and removed as prescribed in the retention schedule. A large portion of records are maintained electronically through the student management and financial aid management systems used by all state community colleges. System maintenance and backup is facilitated by the State Board of Community and Technical Colleges (SBCTC).

Centralia College maintains confidentiality of student records under the [Family Educational Rights and Privacy Act of 1974 \(FERPA\)](#) as detailed on the [SBCTC website](#) and in the [college catalog](#). Additionally, the college blocks release of directory information for students who request information not be disclosed. All staff members with access to student records are required to complete FERPA training and sign a confidentiality statement prior to accessing records.

2.D.8 *The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.*

Centralia College provides an effective and accountable program of financial aid consistent with its mission and student needs. Centralia College helps students access financial aid funds from a variety of sources including grants, work study, student employment, and scholarships.

The [Financial Aid website](#) is the primary information portal for both incoming and returning students. The site provides information about scholarships as well as traditional aid sources. Financial aid staff are available in person to assist students seeking information or clarification on financial aid policies, processes and requirements. Staff also assist with orientation and advising, participate in outreach information sessions in the community, and conduct financial aid workshops at district high schools.

2.D.9 *Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.*

Centralia College does not participate in the Stafford student loan program. Students are able to obtain a short term loan and alternative loans through outside lending agencies. Centralia College offers a payment plan to help students spread the cost of tuition and fees throughout the quarter.

2.D.10 *The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.*

Centralia College designs, maintains, and evaluates a systematic and effective program of academic advising to support student development and success. Intake advising is handled through the Advising/Counseling Center staff. Ongoing academic advising is provided by discipline and program faculty who are knowledgeable of the curriculum, program and graduation requirements. Advising requirements and responsibilities are defined, published, and made available to students on the [college's website](#).

As part of the Centralia's continuous improvement efforts, a variety of student success workshops are available to all students to address areas of concern such as successful tips, learning strategies, note taking, test anxiety, career planning, etc. Currently a Student Success course is being considered as a requirement for all incoming students. Also, the college has implemented an [Academic Alert System \(SMART\)](#) that prompts intervention and support for students experiencing academic difficulties.

Additionally, the President has launched a Guided Pathways Task Force. Their task is to review the work being done on this initiative at the state level and to determine what, if any, next steps need to be taken at Centralia College in regard to [Guided Pathways](#).

2.D.11 *Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.*

[The Centralia Student Life & Involvement Center](#) (SLIC) is the headquarters for student involvement. This office oversees student government, budgets for all student-funded programs, organizations and clubs, programming of campus activities, support to other student services departments, new student orientation, and advisory of student life issues and concerns. SLIC improves student lives by providing high quality, co-curricular and extra-curricular activities that promote student involvement, leadership and diversity.

[The Student Admissions and Activities Team](#) (SAAT) plans and presents events that focus on cultural, social, recreational, educational and ethnic topics for students in the community. Activities include films, speakers, performing arts, midday and evening entertainments, and sponsored trips. Members of SAAT support the college's outreach efforts by providing admissions information to area high schools.

[The Associate Students of Centralia College](#) (ASCC) serves as the recognized representative of Centralia College students and is a part of the college's governance structure. Its constitution and bylaws are available in the SLIC and ASCC offices in TransAlta Commons. Opportunities exist for students to become involved in the governance process by serving on college committees such as the Services and Activities Fee Student Budget Committee, Instructional Council, Student Policy Council, Student Judicial Board, Technology Committee, and other task forces or work groups.

[Student Clubs and Organizations](#) provide opportunities for students to meet, satisfy special interests, and contribute to campus life. Categories include Social/Recreational, Service/Educational, Multicultural/Diversity, and Program Based student groups. Students can join existing clubs and associations or organize new clubs to promote their special interests.

2.D.12 *If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.*

Centralia College has three auxiliary enterprises, including student housing, food services, and the bookstore.

Student Housing: The College offers limited on-campus housing options (54 bedrooms as of spring 2017) for international students and student athletes. On-campus housing provides a safe, convenient alternative to living with host families or other housing alternatives. Student housing is operated by the Business Office with support from the Student Programs Office. The Business Office oversees policies and procedures, establishes the pricing schedule, and produces a handbook, a contract, and a check-in/out form for the students. The Student Programs Office handles the day to day needs of the students in housing and works directly with the students to address any issues that arise. Payments and deposits are processed through the Cashier's Office. Rules governing these houses are in place to ensure a safe, comfortable learning environment.

Food Services: Centralia College contracts out the food services to [Burger Claim LLC](#) as of summer 2016 and espresso services to iBean Espresso & Mini Donuts as of November 2013. These contractors assume full responsibility for regulatory compliance and fiscal oversight. In addition, vending services are provided at multiple locations around the campus and at the branch campus, CC East, in Morton.

Bookstore: The college bookstore moved into its new location in the TransAlta Commons in spring 2017. It supports the college's educational programs by providing a convenient place for students to purchase or rent textbooks, course materials, and academic supplies. The bookstore works closely with faculty to ensure products and course materials are on hand in sufficient quantity to meet student needs. The store also carries a variety of general merchandise such as greeting cards, backpacks, software, gift items, and college logo clothing.

To help students deal with the escalating cost of textbooks, the bookstore provides a book buyback program at the end of each quarter, operates a book rental program, and provides ISBN numbers enabling students to research other textbook purchasing options. The store complies with rulings delineated in the state's [House Bill 1224](#) which requires colleges to lower course material costs.

Bookstore staff knows their customers and provide a user-friendly environment. The store maintains an open-door policy and surveys students about their satisfaction. Bookstore staff meet regularly with representatives of the Student Admissions and Activities Team (SAAT) and Student Government to discuss operation and improvements. Many products and newly implemented programs have been suggested by students, faculty, or staff members. These include a textbook rental, a book swap, a buyback quote, and a textbook reservation program.

Faculty, staff, and students have the opportunity at any time to provide input to the bookstore about policies and procedures. For example, bookstore staff seeks faculty opinions and suggestions regarding bookstore products and/or services. When the online textbook adoption program was initiated, bookstore staff asked faculty volunteers to test it and provide feedback. Once the program was determined to be user-friendly, it was implemented for all faculty. Additionally, the textbook rental program would not have been possible without faculty involvement and cooperation.

The bookstore works cooperatively with departments on campus to accommodate changing requirements of programs. It supports campus events including job fairs, TransAlta Commons open house events, breast cancer awareness promotions and the annual campus SpringFest. The bookstore also assists with the display case in the Michael Smith Gymnasium. Within the larger community, the bookstore displays products, provides college information, and donates door prizes at several yearly events. While striving to be an integral part of the campus, the store hosts many activities including coffee tastings and other in-store promotions as well as local author book-signing events. The bookstore also assists with textbook shipments to a sister college in Malawi, Africa.

2.D.13 *Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.*

Centralia College's [Athletic Department](#) is dedicated to the academic, athletic, and social growth of every participating student. The program and student athletes are closely monitored to ensure the educational mission of the district is being met. Centralia is a member of the [Northwest Athletic Conference \(NWAC\)](#) and meets all of its [requirements](#). Student athletes are required to satisfy the same degree requirements, financial aid policies, and academic standards as other students. The district files the U.S. Department of Education Equity in Athletics Disclosure Act (EADA) survey annually. Students who participate in athletics may receive financial aid awards and scholarships to assist their achievement of transfer degrees, workforce degrees and certificates, and to prepare for successful transfer to accredited baccalaureate programs. The athletic program collaborates with the district's Financial Aid Office and the Centralia College Foundation to identify funds to support financial aid awards for eligible student athletes.

Oversight is conducted by a full-time athletic director who serves as the budget authority and departmental administrator for all athletic facilities and programs, as well as the supervisor for all coaching staff.

2.D.14 *The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.*

Students taking distance education courses at Centralia College are required to adhere to the policies outlined in the Centralia College “[Student Rights and Responsibilities Code](#)” which prohibits academic dishonesty. Faculty work closely with the Vice President of Student Services when cases arise of students in online courses submitting work that may not be their own. Only students officially registered for online courses are enrolled into online course sections within the Canvas learning management system. Centralia College offers in-person proctoring options for faculty to use with their online courses, and this is particularly encouraged for high-stakes testing. In-person proctors verify a student’s identify by reviewing an official identification card. Students living outside of the college’s service district can arrange for testing with other valid test-proctoring services, typically another college or university testing center.

Additionally, eLearning assists faculty with development of both online and hybrid courses. Part of that process includes assisting with the application of course design principles that engage learners and can deter academic dishonesty. For example, having varied, regular, and multiple modes of assessment are preferred practices over high-stakes exams.

2.E Library and Information Resources

2.E.1 *Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s mission, core themes, programs, and services, wherever offered and however delivered.*

The [Kirk Library](#) provides access to library and information resources at the appropriate breadth and depth to support the college’s mission, core themes, programs and services, wherever and however delivered. These resources include:

- hardcopy collection of books (27,000 holdings)
- video and other physical media collections (2800 holdings)
- online video collection (>12,000 videos and 175,00 video segments via Films on Demand database)
- electronic books (>30,000 titles via e-book databases)
- [online reference and online periodical databases](#) (millions of records through subscription to 36 individual databases)

In addition to local collections, the library has reciprocal borrowing agreements with other Washington community college libraries. To further support library and information needs to the fullest, the library provides [interlibrary loan](#) and document delivery services for students, faculty, and staff. This service expands access to materials provided through the Online Computer Library Center (OCLC) *WorldCat*, an international database of nearly 2 billion holdings of more than 72,000 libraries in over 170 countries.

To ensure that library and information resources meet program needs, each faculty librarian is responsible for collection development for specific subject areas. Collection development is guided by the library's [published policy](#).

Faculty librarians work closely with [discipline faculty in their liaison areas](#) to develop the collections in response to curriculum changes, acquiring and deaccessioning materials as needed. Collection development activities are regular and ongoing.

Library collections and services are accessed through the Kirk Library website. Access to online resources is available 24/7 from any Internet-enabled device. Online resources comprise the vast majority of the library's direct access materials.

2.E.2 *Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.*

The library provides opportunities for users to collaborate on library resources and services, and also uses various data sources to inform planning. For collection development, faculty librarians use statistical reports to guide both acquisitions and weeding of materials. These reports include circulation statistics and database usage. Within the library liaison system, faculty librarians routinely collaborate with discipline faculty on decisions related to collection development and corresponding library instruction.

Library staff and faculty participate in college-wide committees and workgroups, where they both give and receive feedback. These committees and workgroups include Executive Management Team, Institutional Effectiveness, Instructional Council, Instructional Cabinet, the Technology Committee, retention teams, the Institutional Research Committee, and the Advising Committee.

Additionally, as needed, the library gathers data to inform specific decisions. A recent series of student surveys and focus groups were conducted to inform decisions regarding extending library evening hours and design of library spaces. The Kirk Library space usage needs assessment is a key resource in space planning as the library prepares to increase square footage.

2.E.3 *Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.*

The library's [information literacy program](#) with student learning outcomes is described online. Librarians are available to assist faculty in teaching information literacy skills to their students in a number of ways. These methods, which can be combined, include:

- collaborating with discipline faculty to create effective research assignments
- creating exercises for discipline faculty to assign to students to teach information literacy concepts (ex: the difference between scholarly and popular periodicals)
- creating course research guides for a specific class
- offering library and research instruction sessions
- providing online tutorials tied to course content
- integrating a librarian into an online course

Library instruction is geared specifically for each course after a discussion with the discipline faculty member about the students' assignment and the resources they will be expected to use. Classes may have multiple sessions with a librarian, depending on the information needs of the students.

The library has adopted a set of information literacy outcomes and a [library instruction mission statement](#) that informs library instruction. Library instruction may be conducted in the library, as a visit to a classroom, or integrated into the online course space. To address students' increasing need for online research and instruction, library faculty have designed self-directed information literacy modules using LibGuides, an online course guide platform. LibGuides are also used extensively to curate library resources for specific course and instructor needs.

During the 2016-2017 academic year the faculty librarians provided formal information literacy instruction for 61 classes face-to-face, reaching 1400 students across disciplines. The online tutorial, "[Research: A Step-by-Step Guide](#)," was viewed 1900 times during the academic year 2016-2017. There were 6000 views of all LibGuides during the academic year 2016-2017.

The library also offers [24/7 online consultations](#) with a reference librarian, as a feature of the library's participation in the Ask-WA: Statewide Virtual Reference Cooperative.

2.E.4 *The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.*

A system of regular and systematic evaluation is encompassed within the Library's collection development work and associated review processes, usage statistics, and feedback from surveys and faculty liaisons. Each faculty librarian conducts collection development work within assigned subject areas. This includes analysis of existing print and online collections relative to use, age, accuracy, format, and other aspects outlined in the collection development policy. Discipline faculty are invited regularly to review the collections in their subject areas and assist with weeding and acquisitions.

Usage statistics for online reference materials and databases are reviewed annually or more frequently as needed. Results of usage statistics inform discussion with discipline faculty around appropriateness and utility of existing resources and how evolving research needs may further shape the library collections.

The physical collection is secured by a security gate, and expensive equipment is housed in locking cabinets. A full inventory is continued on a two-year rolling basis, with emphasis on separate parts of the collection. The historical collections in the archives are appropriately stored and handled following current archival standards.

Standard 2.F Financial Resources

2.F.1 *The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.*

Washington State, along with most of the nation, has weathered severely declining revenues from 2008-2013. The community college system has experienced not only forecasted budget reductions, but also mid-year, unanticipated funding reductions and take-backs from general operating and grant funds.

The State Board of Community and Technical Colleges prepares a [budget request](#) for the entire community college system (34 colleges) and the state legislature appropriates funds for a two-year budget period. In the past, Centralia College has undergone more than \$2 million in budget reductions, and through these decreases the college has relied on strong financial planning strategies to sustain adequate staffing levels and maintain quality educational programs with continually declining resources.

One of those strategies is a conservative, earn before you spend, approach to budgeting. This creates a high level of financial stability and adequate cash flow. A portion of tuition earned in one year is retained and budgeted in the next year. This approach allows time for planning to meet unanticipated revenue shortfalls from tuition collections or budget reductions from legislative decisions.

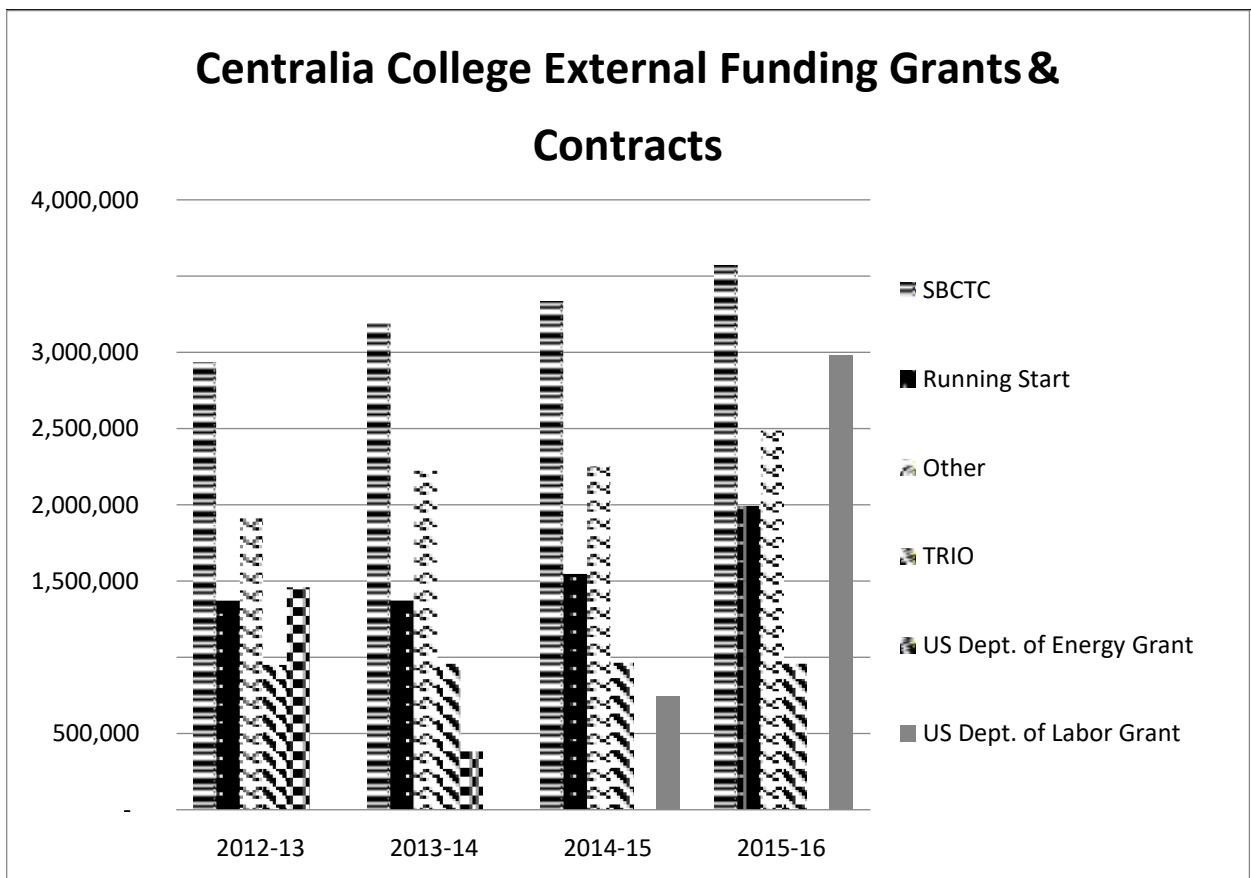
In 2010-2011, the college made the decision to fund a reserve account from excess tuition revenues. Those excess revenues were partially due to a 12 percent increase in tuition mandated by the state legislature, and also due to record levels of enrollment as unemployed workers turned to community colleges to improve their skills. The amount of the reserve is determined by calculating 5 percent of the state allocated general funds for the year; for 2012-2013 that amount was \$491,000 ([Core Theme Three, Objective 1, Indicator 1](#)). These reserve funds are available for emergency funding issues, which allow the college to make proactive decisions. While the college has not been required to access this fund, concern about the adequacy of the balance on hand has prompted a review with the anticipation that a new level will be established. The new targeted level will be the balance needed to sustain one quarter of operation (not including summer) in the event of a drastic reduction in state appropriation. Tuition revenues and enrollment numbers are monitored and reported to the Vice President of Finance and Administration not less than once a month.

Several projection models have been developed to assist in estimating revenues. Quarterly budget status reports are prepared for the Board of Trustees. Annual reports to the Board of Trustees in the form of Core Theme Reports provide evidence that the college is meeting its goal of prudently managing fiscal resources. Another strategy to help offset dwindling state resources is to identify and actively pursue funds through grants and contracts. The [Running Start program](#), where high school students can earn college credits is one of the college's most successful contract programs. This program has grown to over 20 percent of the total enrollment of the college, and is a significant contributor to the overall operating budget. The enrollments and projected revenues from this program are reviewed monthly and shared with the Budget Review and Planning Committee.

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

The college has averaged over \$6 million per year for the past four years, in grants and contracts, including the [Running Start](#) program. Grants are funded through county, state and federal entities. The largest federal grants include the [TRIO programs](#) of Educational Talent Search, Student Support Services, and Upward Bound. The college also received a three-year, \$5 million grant (2010-2013) from the federal Department of Energy for its [Pacific Northwest Center of Excellence for Clean Energy](#) followed by a four-year Department of Labor grant in 2014. Additionally, faculty have received National Science Foundation grants. The college also receives grants through the State Board for Community and Technical Colleges, and other state agencies, such as Department of Early Learning and Department of Corrections.

Funding from grants and contracts provided an amount equal to 41.2 percent of the operating budget in 2015-2016, or just under \$12 million, which compares to the average of 18.0 percent for the SBCTC system.



2.F.3 *The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.*

Since 2000-2001 the [Board of Trustees](#) for Centralia College has used the Policy Governance model as their governing system. This model established goals and priorities in the form of END Statements and Executive Limitations, which recently have been incorporated into College's Core Themes. Currently, [Core Theme Three, Objective 1, Indicator 1](#) addresses fiscal management. The supporting evidence is measured through indicators and benchmarks which set goals for the financial status of the college.

As part of Policy Governance, the president is charged with developing a balanced budget with opportunity for input from all areas of the college. This is accomplished through the work of the [Budget Review and Planning Committee \(BRP\)](#), the [Executive Management Team \(EMT\)](#), the [Institutional Effectiveness Committee \(IE\)](#), and [campus-wide forums](#), which facilitate participation and input from a range of campus constituencies.

This process is led by the [Budget Review and Planning Committee \(BRP\)](#). The BRP is comprised of faculty, exempt staff, classified staff, and student representatives. Membership is based on a rotating schedule and representation includes Instruction, Student Services, Student Government, and Administration.

The BRP operates under a set of [Guiding Principles](#) which are reviewed annually and approved by EMT, for the basis of its budgetary decisions. This document provided essential guidance during the past several years of difficult budgetary decisions. Principle #3 states that the "budget development process will look at redistribution/reprioritization and/or attrition in lieu of termination when possible." The college adhered to this principle many times during difficult times. This action made it a priority to maintain staff during severe budget reductions, which supported Principle #1, which includes "maintenance of high quality instructional programs."

A budget document is published each year with a narrative description of major changes and a detailed listing for each component of the operating budget. It includes summaries by institutional area and details of funds provided through the state allocation process, funds provided through tuition dollars, and local dollars that support the operation of the college. The [2016-2017 Operating Budget](#) provides a current and historical view of the budget by fiscal year.

2.F.4 *The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.*

The college utilizes a financial management system (FMS) provided by the SBCTC which generates standard monthly and quarterly reports and is audited by the State Auditor's Office. Although the current system does not have all the amenities available on the market, it does perform at a level required to generate financial statements compliant with generally accepted accounting principles and meet internal control requirements. Monthly reports are available to all managers and directors, and the college is able to perform all operations necessary to serve faculty, staff and students.

However, the software system is several decades old and relies on older programming language, which has led to a statewide project—converting to a new enterprise resource planning system (ERP) common to all colleges. The new ERP will generate efficiencies in supplemental processes to better serve students, be more effective with current resource levels, and provide enhance data retrieval that will help facilitate the college’s planning and monitoring efforts. Three of the community and technical colleges have already converted to the new ERP, and Centralia is scheduled to begin the process in early 2020. Planning and training for this is already underway.

2.F.5 *Capital budgets reflect the institution’s mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution’s mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.*

Centralia College operates under the SBCTC capital system for major, minor, and maintenance capital projects. Under this system, a [Facility Condition Review](#) is performed every two years for items and projects that includes severity, priority ranking, and estimated funding. The last review was performed in 2015. A request on behalf of the entire community and technical college system is forwarded to the legislature for funding during the biennial budget process. As new programs are developed or current programs require facility upgrades, they are placed into either the minor project categories for funding or into the major project categories for application through the SBCTC prioritization system.

Major capital requests submitted to the SBCTC require evidence of long-range planning and linkage to institutional mission and core theme objectives. This was evidenced in the construction of the Walton Science Center, where the college focused on increasing STEM (science, technology, engineering and math) enrollments and program enhancement, which was coordinated with the project request.

The most recent facility, the [TransAlta Commons \(TAC\)](#), opened in May 2017. This was the final step in a 20 year vision of consolidating the campus proper by establishing a pedestrian core, removing city streets from the interior of campus, creating functioning green spaces, and placing the student services and auxiliary functions into the geographic heart of the college. These factors were considered and planned for in the original master plan draft in 1999.

As part of the design process, the costs of operation are evaluated consistently. An additional step in Centralia’s process is a LEED (Leadership in Energy Efficient Design) study, where energy consumption is projected under several scenarios. This effort led to the recent decision to utilize state of the art technology in heating and ventilation now currently in place. Both the Science Center and the TAC achieved LEED Gold certification, demonstrating the college’s commitment to environmental and economic sustainability.

In 2006, the Associated Students of Centralia College (ASCC) voted to self-assess a fee to fund a portion of the TransAlta Commons (TAC). In 2017, the ASCC agreed to redirect those funds to the building of a multipurpose athletic field. To fulfill the ASCC's obligation to fund a portion of the TAC, they agreed to pay for a [Certificate of Participation \(COP\)](#) for \$3 million that the college obtained. The students agreed to assess themselves in order to pay the debt service yearly payment for the term of the loan. The students also agreed to maintain a reserve account with a balance equal to two years of payments. With this arrangement, this debt should not create an unreasonable strain on resources.

2.F.6 *The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.*

Centralia College has three auxiliary enterprises including food services, a bookstore and student housing but does not use this auxiliary enterprise income to balance the general operating budget for the college. In addition, general operating funds are not used to support these auxiliary operations. The auxiliary enterprises and corresponding budgets are reviewed and are responsible for generating sufficient revenue to meet their operating expenses. The auxiliary enterprises are charged \$23,500 annually for administrative overhead in recognition of the administrative services provided by the college.

During fall quarter 2005, Centralia College performed a thorough program analysis of the Food Services Program based on a seven-year history of operational losses. The college utilized the state's new competitive contracting guidelines to investigate the possibility of contracting out food services. Due to the lack of viable contractors, the college considered closing the operation. However, when viewed comprehensively with all auxiliary services and considering the quality of the student experience, a decision was made to continue the operation. With the opening of the TransAlta Commons in 2017, this issue was revisited, and a new food service vendor is now under contract. This operation is not supported by general operating funds, and is self-supporting.

2.F.7 *For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.*

Centralia College is annually audited by the Washington State Auditor's Office (SAO) and complies with NWCCU requirements and established dates for issuance of financial statements. As part of the process, the auditors meet separately with board members and the president to discuss any issues or concerns that may arise, and provide the board members an opportunity to discuss concerns they may have. In August 2015, Centralia was the first community college in the state to receive the [SAO Stewardship Award](#) for exemplary work in accountability, financial reporting, and professional working relationships.

2.F.8 *All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.*

[The Centralia College Foundation \(CCF\)](#) was established in 1982 by local community members who recognized a need to assist the college in providing funding over what the state would provide. It supports the college through student scholarships, program support, capital expansion, and faculty/staff awards/recognition. It is one of the largest community college foundations in the state and was recognized by the college as one of its greatest strengths, receiving a commendation in the 2010 Accreditation report.

The foundation is an independent, incorporated 501(c) 3 Washington nonprofit that maintains an arm's length relationship with the college as defined in a [Quid Pro Quo](#) that is reviewed at every two years or with a change in leadership by either organization. While the college agrees to share strategic initiatives and related objectives with the foundation, the foundation independently aligns its efforts to support the college. The foundation is responsible for raising, investing and managing donations, endowment funds and other contributions, gifts, and transfers of property within state and federal guidelines for the sole benefit of the college. The foundation manages a pooled endowment of over \$10 million with total assets of approximately \$20 million, receives and manages gifts and bequests, oversees scholarship awarding, and sponsors fundraising events.

Centralia College provides accounting services for the foundation; however, the foundation is responsible for recording, acknowledging, and maintaining donor records for all gifts. All donor information is housed within foundation property or information systems. The foundation's Finance Committee is responsible for investment management according to the [foundation's gift and investment policy](#) and uses Union Bank as its investment advisor. The foundation reports its income annually on [IRS Form 990](#) and is [audited](#) annually by an independent firm of certified public accountants on its audited financial statements.

Washington is one of about a dozen states that closely monitors organizations involved in charitable gift annuities. Centralia College Foundation is registered with the state to transact business in these annuities, and reports its annuities business annually to the state. The foundation produces an [annual report](#) in conjunction with the college that is sent out to donors and friends. Additionally, Centralia College Foundation has received a gold star rating from [GuideStar Exchange](#).

The [CCF board](#) consists of a 26 member voting board (currently) separate from the college's Board of Trustees. The Foundation's [Bylaws](#) provide for the college president to serve as board secretary and ex-officio voting member. Additionally, there are liaisons to the foundation board representing Centralia College trustees, faculty, classified staff, and students, all of which are non-voting members.

2.G Physical and Technological Infrastructure

Physical Infrastructure

2.G.1 *Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution’s mission, programs, and services.*

Centralia College takes great pride in the appearance and functionality of the campus facilities and has developed a systematic process to measure and evaluate this aspect of campus operations. Instrumental to this process is the [Campus Facilities and Safety Committee](#), which include members representing a broad perspective of campus, including student representatives.

The committee is tasked with reviewing safety (including laboratory and chemical hygiene issues), security, parking, ADA (a member of the Disability Services office is ex officio), grounds, capital, and master plan issues. Committee meetings also serve as a campus forum for general topics. With the exception of parking, student satisfaction with the facilities is high, as is the case with faculty and staff. The college has also set benchmarks regarding facilities that are measured, assessed, and reported annually to the Board of Trustees in the Core Theme Monitoring Report process, specifically [Core Theme Three, Objectives 2 & 3](#).

Student Survey							
Noel Levitz – Student Satisfaction Inventory – 2015							
#31 “The campus is safe and secure for all students”							
Centralia College – SSI				NATIONAL COMMUNITY COLLEGES			
ITEM NO.	IMPORTANCE	SATISFACTION / SD	PERFORMANCE GAP	IMPORTANCE	SATISFACTION / SD	PERFORMANCE GAP	MEAN DIFFERENCE
31	6.38	5.85/1.21	0.53	6.38	5.75/1.31	0.63	0.10

2.G.2 *The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.*

The college follows rules and regulations regarding [hazardous or toxic material](#) issued by state agencies such as the [Washington State Department of Labor and Industries \(L&I\)](#) and the [Department of Enterprise Services](#), as well as federal agencies that include the [Occupational Safety and Health Administration \(OSHA\)](#) and the [Environmental Protection Agency \(EPA\)](#). To support oversight of the regulations, the college’s Chemical Hygiene Officer serves as an ex-officio member of the [Facilities and Safety Committee](#).

To minimize potential exposure to hazardous or toxic materials, the college has strategically reduced the use and volumes of these materials in instructional and operational areas. For example, the college maintains strategic objectives for the increase of green products in custodial and grounds operations, which have associated [benchmarks](#) that are assessed annually. Additionally, all campus science labs have established protocols that are communicated to each student prior to the start of each quarter. Finally, a lab safety report is hard lined into the agenda and reviewed during each Facilities and Safety Committee meeting.

2.G.3 *The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.*

Under Policy Governance, the Board of Trustees reserved the authority to approve the Centralia College 20 Year Master Plan, which was conceptualized in 1997 and approved by the Board in 1999. The plan is reviewed and updated regularly with previous Board review and approval in 2010. This practice ensures board review and approval upon completion of a major project or every five years, whichever is sooner. The last major capital project, the TransAlta Commons, opened in May 2017; therefore, the master plan was re-assessed and reviewed by the campus and external community, including the City of Centralia. The Board of Trustees approved the [current plan](#) in October, 2017.

Every two years, the college completes a [facility site survey](#) and a [campus satisfaction survey](#) to gauge the adequacy and effectiveness of the campus facilities and grounds. The results are compiled into the [Core Theme Monitoring Reports](#) that are reviewed annually by both the Executive Management Team and the Institutional Effectiveness Committee, then submitted to the Board of Trustees for review and acceptance.

Equipment

2.G.4 *Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.*

The college funds equipment through a variety of methods: capital projects, student use fees, grants, and local accounts. The past recession essentially wiped out budget lines for equipment, and the college shifted its practice to funding equipment on a real time as-needed basis. On each appropriated capital project, equipment is budgeted to allow immediate use to the highest level possible at the time the facility is opened. Once in operating status, equipment is replaced as it becomes obsolete or inoperable. This is done via each area's budget and allocated local funds supervised by each vice president.

Departments also submit internal and external grant requests for equipment purchases, upgrades and replacements. A substantial amount of funding for technology-based equipment for direct service to students is funded through the student use fee process. The funds generated from student fees are awarded annually through a process overseen by the [Technology Committee](#) with a representative from the Student Government.

Regardless of the processes currently in place, there is mounting pressure for equipment funds, primarily in the sciences and trades. The Science Center, when opened in 2009, had a complete upgrade in equipment due to the influx of capital funds and external grants. That era of equipment is beginning to approach the end of its useful life and evaluation on this has commenced by science faculty. To mitigate the financial impact of replacing older equipment, the college is also focusing on new technology to reduce the cost of [computer equipment](#) in student and faculty/staff facing applications. For 2017-2018, Instruction developed a \$100,000 equipment budget using contingency funds that will be prioritized among the areas of Instruction to help meet equipment needs.

Technological Infrastructure

2.G.5 *Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.*

The Information Technology (IT) Department functions under the [Administration and Finance division of Centralia College](#) and reports to the Vice President of Administration and Finance. The IT department operates under the guidance of the director of Information Technology and is staffed by an enterprise systems manager, operations manager, information systems manager, and three desktop support specialists operating as help desk manager, lab manager, and auxiliary technologies manager. The department also has 5 part time hourly employees serving as application developers, lab aides, and technicians. The IT department staffing totals 8.5 FTEs.

The IT department supports the instructional and administrative technology needs of the campus. Technology resources are geographically spread across the main campus (Centralia, WA), Center of Excellence administrative offices (Centralia, WA), two Department of Corrections institutions (Garrett Heyns Education Center – Shelton, WA and Cedar Creek Correctional Center – Littlerock, WA), and Centralia College East annex (Morton, WA).

The IT department maintains a robust technology infrastructure utilizing Cisco Firewall appliances, 10 Gigabit fiber-connection building to building (50 percent of campus) with the remaining buildings 1 Gigabit, HP gigabyte network communications equipment, and Dell multi-processor, multi-core servers running the Microsoft Server 2012R2 or higher operating system patched on a regular interval. A secure network zone is maintained for staff and faculty, student, and public facing applications and access.

Centralia College's technology needs and concerns are addressed through a cross-campus collaboration among multiple stakeholders. The [Technology Committee](#) is a standing committee comprised of representatives from the Student Government, Faculty, Student Services, Instructional Services, and Administrative Services, with the VP of Finance and Administration serving as an ex-officio resource. The Technology Committee also has standing representation on the college Institutional Effectiveness Committee to which all standing committees send representatives.

Instructional Spaces: There are over 900 student computers across active learning classrooms and five open labs dispersed across the campus. The college also has [three testing centers with a total of 25 testing computers](#). The IT department routinely measures student and employee satisfaction via the [Community College Survey of Student Engagement](#) and the [Noel Levitz survey](#).

Funding: The Technology Committee and the ASCC student government has a practice to set aside dedicated funds from student use fees to replace and maintain the student computer labs and smart classrooms. Funds are reserved to ensure that computer lab computers are replaced on a routine basis. Funds are also set aside for ongoing maintenance of computer labs outside the replacement schedule. Additional reserves are earmarked for the maintenance and replacement of smart classroom audio/visual technologies. These dedicated funds ensure that the computer labs and smart classrooms are maintained even during times of campus budget shortfall.

2.G.6 *The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

Centralia College provides professional development opportunities including courses and workshops designed to enhance the technology skills of faculty and staff. The IT department has provided courses in web and application development, relational databases, and data dashboards, as well as training in campus information systems. Additionally eLearning provides training and support to faculty and staff using Canvas, the current Learning Management System (LMS). Faculty teaching fully online classes are required to complete formal training provided online by SBCTC. [eLearning](#) also provides support for course and curriculum design, as well as troubleshooting technical issues. In spring 2016 eLearning conducted a survey of faculty to assess the importance and satisfaction with services provided. While satisfaction was high among the faculty, the survey also revealed that a number of adjunct faculty were unaware of many of the services. Since that time the department has expanded outreach activities to adjunct faculty and worked with the deans on eLearning onboarding processes for new faculty. eLearning also provides support to students via workshops during new student orientations, in-class orientations when requested, and drop-in assistance. Beginning fall 2017, the library and eLearning merged service desks and cross-trained all employees, greatly expanding student access to face-to-face support.

2.G.7 *Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.*

One of the primary roles of the Technology Committee is to seek input and provide feedback from the campus community on technology issues. The Technology Committee routinely conducts [surveys](#) to gauge employee satisfaction in six areas: wireless network, public website, college intranet, IT support, and computer hardware/software and eLearning technologies. These results are measured and evaluated against [core theme objectives and indicators](#) for support of college strategic goals and mission.

The surveys also contribute to a cycle of improvement, as evidenced by a recent improvement to the [campus wireless network service](#). Wireless access is made available to students, employees and guests of the college, and results of an earlier survey indicated dissatisfaction from students, faculty and staff. This information was communicated to the Technology Committee and a follow-up survey was performed to gauge who was impacted by wireless service and where the issues lay. The IT and Facilities departments then systematically updated the network as buildings were remodeled or built, focusing on the highest areas of dissatisfaction.

[The subsequent survey](#) indicated the following:

- There is wireless internet coverage on campus in all of the places that are important to me.
- The campus wireless internet service is fast and meets my web surfing needs.
- 85.8 percent of the respondents agreed that there is sufficient wireless coverage across campus.
- 85.6 percent of respondents agreed that the wireless service is fast and meets their surfing needs.

[The 2013 Technology Survey](#) indicated employee satisfaction with 88.4 percent agreeing that IT support staff are courteous and thoughtful when assisting with their needs. 88.5 percent agreed that IT support staff are knowledgeable and can help them resolve problems with campus technology and 84.5 percent agreed that IT support staff are timely in their support and communication regarding their technology needs. Currently, there is one helpdesk specialist and three field specialists providing direct support to campus users.

The above examples support the IT department's process of seeking constituent feedback and utilizing that information to make changes that support the college's strategic goals and objectives.

2.G.8 *The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.*

The college had a long-standing [computer replacement policy](#) that established a replacement 4-year cycle based upon age of the equipment. However, recent reviews of the campus computer inventory has led the Technology Committee to reconsider this policy. Rather than basing replacement on a fixed age of equipment, it was more fiscally responsible to base replacement on actual usability of equipment. The IT department then established a minimum acceptable hardware specification based upon the current Microsoft Windows operating system and relevant software which was approved by the committee. This spreadsheet tracks the employee computer inventory over the last two years.

Recently, the IT department has identified a growing trend that advancements in software will create a large number of workstations that will no longer meet the standard. In the current fiscal and enrollment environment, this timing is unfortunate. However, developments in the software and server environment have opened an opportunity to evaluate a platform to address the standard and provide additional efficiencies. The IT department is working with Instruction to develop a Math Lab utilizing a Virtual Desktop Infrastructure (VDI). This pilot requires an upgrade to the network infrastructure, but if successful will host programs and data on high level servers, and systematically remove the individual desktop workstations as they fail. The initial test in the lab setting was reviewed and approved by the Technology Committee, with supporting funds from the Student Government.

Centralia College takes its technology infrastructure seriously and has an Infrastructure Equipment Replacement Policy in place and reviews it regularly. Through a close relationship between the Technology Committee, Student Government, faculty and staff, the college has been consistent in maintaining a technology infrastructure that allows the college to fulfill its educational mission.

LIST OF EVIDENCE: Chapter 2

CHAPTER 2: RESOURCES AND CAPACITY

Eligibility Requirement 4 – Operational Focus and Independence	Academics & Programs Webpage Mission Statement
Eligibility Requirement 5 – Nondiscrimination	WAC 132L College Policy and Procedures Manual Chapter 1 – General Chapter 2 – Personnel Chapter 3 – Instruction Chapter 4 - Student College Catalog – Page 3 Faculty Negotiated Contract for 2017-2020 Collective Bargaining Agreement 2017-2019
Eligibility Requirement 6 – Institutional Integrity	Executive Limitations Statements EL 1 RCW 42.52 College Policy and Procedures Manual Chapter 1 – General Chapter 2 – Personnel Chapter 3 – Instruction Chapter 4 – Student
Eligibility Requirement 7 – Governing Board	RCW 28B.50.100 Policy Governance
Eligibility Requirement 8 – Chief Executive Officer	Executive Limitations Statements RCW 28B.50.100
Eligibility Requirement 9 – Administration	College Organizational Chart
Eligibility Requirement 10 – Faculty	Faculty Negotiated Contract for 2017-2020
Eligibility Requirement 11 – Educational Programs	SBCTC Degree Requirements College Catalog – page 59
Eligibility Requirement 12 – General Education and Related Instruction	Degree Programs and Education Plans Baccalaureate Program Education Plans Applied Management Diesel Technology Information Technology Teacher Education Elementary Education Special Education Endorsement
Eligibility Requirement 13- Library and Information Resources	Library Website Ask a Librarian

Eligibility Requirement 14 – Physical and Technological Infrastructure	20 Year Master Plan College Website Master Plan PowerPoint Presentation
Eligibility Requirement 15 – Academic Freedom	College Policy and Procedures Manual Chapter 2 – Personnel – Page 2-5 Faculty Negotiated Agreement for 2017-2020 – Page 5
Eligibility Requirement 16 – Admissions	College Catalog – Page 5 Degree Programs and Educational Plans
Eligibility Requirement 17 – Public Information	2017-2018 College Catalog Previous Versions of the College Catalog College Website
Eligibility Requirement 18 – Financial Resources	Budget for Fiscal Year 2017-2018 (hard copy provided in evidence room)
Eligibility Requirement 19 – Financial Accountability	Audited Financial Statements 2016 Financial Report 2015 Financial Report 2014 Financial Report State Auditor’s Letter 2015 State Auditor’s Stewardship Award 2015
Eligibility Requirement 20 – Disclosure	
Eligibility Requirement 21 – Relationship with the Accreditation Commission	

Standard 2.A: Governance

Standard 2.A.1	RCW 28B.10.528 Board of Trustee - BPR Policies Organizational Structure
Standard 2.A.2	
Standard 2.A.3	2017-2020 Negotiated Agreement 2017-2019 Collective Bargaining Agreement
Standard 2.A.4	RCW 28B.50.100 RCW 28B.50.140 RCW 28B.50.142
Standard 2.A.5	Board of Trustees Website Board of Trustees Agendas and Minutes Website
Standard 2.A.6	Executive Limitations Statements
Standard 2.A.7	Board of Trustees Board-President Relationship Policies
Standard 2.A.8	Board of Trustees Minutes Summer Retreat Board Meeting 2012
Standard 2.A.9	Core Theme Monitoring Reports Core Theme Hierarchy
Standard 2.A.10	Executive Limitations Statements

Standard 2.A.11	Organizational Structure - EMT Core Theme Monitoring Reports
Standard 2.A.12	College Policy and Procedures Manual Chapter 1 – General Chapter 2 – Personnel Chapter 3 – Instruction Chapter 4 - Student Washington Administrative Code 132L
Standard 2.A.13	Library Policies on the web College Catalog – Page 31
Standard 2.A.14	Statewide Policy on Transfer CTC Inter-College Reciprocity Policy College Catalog
Standard 2.A.15	WAC 132L Student Rights & Policies
Standard 2.A.16	International Student Application Form – Website Workforce Programs Degree Plans Associate in Technical Arts – Administrative Assistant Associate in Technical Arts – Welding Technology Associate in Applied Science – Diesel Equipment Technology Placement Guidelines English Advising Placement Chart Math Advising Placement Chart Returning Student Update Form Policy 4.005 WAC 132L Admission Policies
Standard 2.A.17	WAC 132L Student Rights & Policies
Standard 2.A.18	College Policy and Procedure Manual
Standard 2.A.19	New Employee Orientation Form Washington State Health Care Authority Public Employee Benefits Board Adjunct Faculty Handbook 2017-2018 SBCTC Website – Employee Earnings and Leave 2017-2020 Faculty Negotiated Agreement 2017-2019 Classified Employee Collective Bargaining Agreement College Policy and Procedure Manual
Standard 2.A.20	
Standard 2.A.21	College Website

Standard 2.A.22	Executive Limitations-2 College Website College Catalog Policy and Procedure Manual
Standard 2.A.23	Policy and Procedures Manual – Chapter 1 RCW 42.52
Standard 2.A. 24	Policy and Procedures Manual Chapter 1 – General – 1.080, 1.081, 1.082 2017-2020 Faculty Negotiated Agreement – Article XI, Section 7
Standard 2.A.25	Centralia College Website – “About the College”
Standard 2.A.26	State of Washington, Dept. of Enterprise Services Office of Financial Management’s State Administrative & Accounting Manual (SAAM) Quick Reference Procedural Guide
Standard 2.A.27	College Policy and Procedures Manual 2017-2020 Faculty Negotiated Agreement Executive Limitations – EL 2
Standard 2.A.28	College Policy and Procedures Manual Student Rights & Policies 2017-2020 Faculty Negotiated Agreement
Standard 2.A.29	
Standard 2.A.30	Executive Limitations – EL 4 BRP Committee Structure Office of Financial Management State Administrative & Accounting Manual (SAAM) Prescriptive Regulations OFM Policy 85.52 – Investments MOU Between Centralia College and Associated Students of Centralia College(ASCC)

Standard 2.B: Human Resources

Standard 2.B.1	<p>Hiring Process</p> <ul style="list-style-type: none">Classified Hiring ProcessExempt Hiring ProcessFaculty Hiring Process <p>Employment Website</p>
Standard 2.B.2	<p>College Policy and Procedures Manual</p> <ul style="list-style-type: none">Chapter 2 – Personnel – Policy 2.325 <p>2017-2019 Classified Employee Collective Bargaining Agreement</p> <p>Knowledge, Skills, & Abilities Assessment Form</p>
Standard 2.B.3	<p>2017-2020 Faculty Negotiated Agreement Article VIII</p> <p>RCW 28B.10.650</p> <p>Leadership Development Program</p> <p>Washington State Board for Community and Technical Colleges – Commissions and Councils</p>
Standard 2.B.4	<p>Qualifications for Faculty</p> <ul style="list-style-type: none">WAC 131-16-80WAC 131-16-091 <p>Instructional Council Structure Document</p>
Standard 2.B.5	<p>2017-2020 Faculty Negotiated Agreement</p> <p>Annual Workload Meeting Form</p>
Standard 2.B.6	<p>2017-2020 Faculty Negotiated Agreement</p> <p>2017-2018 Adjunct Faculty Handbook</p>

Standard 2.C: Education Resources

Standard 2.C.1	<p>Degree Programs</p> <ul style="list-style-type: none">Associate of Applied Science in Diesel Equipment TechnologyInstructional Council Structure DocumentCourse Outline – Learning Themes—Example ENGL&101
Standard 2.C.2	<p>College Catalog—Learning Themes – Page 44</p> <ul style="list-style-type: none">Academic Transfer Degree – Business MRP/DTABachelor Degree Program – Applied ManagementWorkforce Degrees – AAS MechatronicsWorkforce Certificates – Certificate of Proficiency WeldingSyllabus Checklist
Standard 2.C.3	<p>Intercollege Relations Commission Handbook (ICRC)</p> <ul style="list-style-type: none">State Board for Community and Technical Colleges Policy ManualU.S Department of Education – Credit HourNorthwest Commission on Colleges and Universities HandbookCredit hours for Courses – SBCTC Policy Chapter 4.10Assessment Committee Structure

Standard 2.C.4	Instructional Council Structure Document State Board for Community & Technical Colleges (SBCTC) Washington State Community & Technical College Inter-College Reciprocity Policy Intercollege Relations Commission Handbook (ICRC) Policy and Procedure Manual – Chapter 4 – Policy 4.020 Graduation Requirements College Catalog
Standard 2.C.5	Instructional Council Structure Document Faculty Hiring Process Assessment Committee Structure Document
Standard 2.C.6	College Website –Library Services for Faculty Online Resource Guides - LibGuides ASK-WA - Ask a Librarian Kirk Library Website
Standard 2.C.7	SBCTC Common Course Numbering List Reciprocity Agreements Inter-College Reciprocity Policy Placement Reciprocity Policy and Procedure
Standard 2.C.8	
Standard 2.C.9	College Website – Degree Programs College Catalog – Page 40-49 Intercollege Relations Commission Handbook (ICRC) SBCTC Policy Manual – Chapter 4 NWCCU Standards Bachelor of Applied Science Degrees Degree Programs and Educational Plans
Standard 2.C.10	Learning Themes Course Catalog – Page 44 College Website

Standard 2.C.11

Educational Plans

[Examples of BAS-AM outcomes](#)

[Examples of ATA – Criminal Justice outcomes](#)

[Examples of Certificate of Proficiency – Phlebotomy outcomes](#)

Course Outlines Examples

[ENGL& 101](#)

[CJ 240](#)

[PHLE 131](#)

Course Syllabi Examples

[ENGL& 101 Syllabus](#)

[CJ 240 Syllabus](#)

[PHLE 131 Syllabus](#)

Program Review Cycle

[Academic Transfer](#)

[Workforce Education](#)

[Child & Family Studies](#)

Standard 2.C.12

Standard 2.C.13

Standard 2.C.14

Standard 2.C.15

Standard 2.C.16

[Continuing Education Website](#)

[Core Theme 1 - Access](#)

Standard 2.C.17

[Continuing Education Website](#)

Standard 2.C.18

[RCW 28A.415.060](#)

Standard 2.C.19

Standard 2.D: Student Support Resources

Standard 2.D.1	<p>Council for the Advancement of Standards in Higher Education (CAS) Student Services in Community and Technical Colleges: A Practitioner's Guide (WSSSC) College Website: Advising/Counseling Center Center for Disability Services Computer Lab International Student Program Library eLearning TRIO Student Support Services PROs Speech Lab Tutoring STEM Center Writing Center Veteran Services</p>
Standard 2.D.2	<p>College Policy and Procedures Manual Chapter 1 – General – reference 1.100, 1.102, 1.160, 1.300 College Website – Annual Campus Safety & Security, Crime and Fire Statistics Campus Facilities and Safety Committee Structure Security Alerts via Infocast Notification System College Website – Annual Campus Safety & Security, Crime and Fire Statistics</p>
Standard 2.D.3	<p>Advising/Counseling Center New & Transfer Student Information Online Student Orientation Faculty Advisor List Academic Standards Policy College Policy & Procedure Manual – reference 4.005 College Catalog – page 26</p>
Standard 2.D.4	<p>Instructional Council Structure Document</p>
Standard 2.D.5	<p>College Catalog College Website</p>
Standard 2.D.6	<p>Workforce Programs Nursing Bachelor of Applied Science – Teacher Education</p>

Standard 2.D.7	Washington State Records Retention Schedule Family Educational Rights and Privacy Act of 1974 (FERPA) SBCTC Website - FERPA College Catalog – page 23
Standard 2.D.8	Financial Aid
Standard 2.D.9	
Standard 2.D.10	Advising/Counseling Center Academic Alert System (SMART) Guided Pathways
Standard 2.D.11	Student Life and Involvement Center (SLIC) Student Activities/Admissions Team (SAAT) Associated Students of Centralia College (ASCC) Student Clubs and Organizations
Standard 2.D.12	Student Housing Centralia College Blazer Bites Centralia College Bookstore House Bill 1224
Standard 2.D.13	Centralia College Athletic Department Northwest Athletic Conference (NWAC) NWAC Guidelines
Standard 2.D.14	Student Rights and Responsibilities Code

Standard 2.E: Library and Information Resources

Standard 2.E.1	Centralia College Library Online reference and periodical databases InterLibrary Loan Services Collection Development Published Policy Faculty Librarians/Liaison Areas
Standard 2.E.2	
Standard 2.E.3	Library Information Literacy Program Library Instruction Mission Statement Online Tutorial “Research: A Step-by-Step Guide” 24/7 Online Consultations
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Standard 2.F.1	SBCTC Budget Request END 3.1 – Obj. 1 Indicator 1.1 Running Start Program
Standard 2.F.2	Running Start Program - SBCTC TRIO program Pacific Northwest Center of Excellence for Clean Energy
Standard 2.F.3	Board of Trustees for Centralia College END 3.1 Budget Review and Planning Committee (BRP) Executive Management Team (EMT) Institutional Effectiveness (IE) BRP Open Forums BRP Guiding Principles Operating Budget 2016-2017 BRP Work Plan 2017-2018
Standard 2.F.4	
Standard 2.F.5	Facility Condition Review TransAlta Commons Building Certificate of Participation (COP) 2017 Comprehensive Annual Financial Report – Page 3 Washington State Finance Committee – Debt Issuance Policy
Standard 2.F.6	
Standard 2.F.7	SAO Stewardship Award
Standard 2.F.8	The Centralia College Foundation (CCF) Foundation Quid Pro Quo Gift and Investment Policy IRS Form 990 Centralia College Foundation Audited Financial Statements 2016-2017 Foundation Annual Reports Guidestar Exchange Centralia College Foundation Board Members Centralia College Foundation Bylaws

Standard 2.G: Physical and Technological Infrastructure

Standard 2.G.1	Campus Facilities and Safety Committee Core Theme 3 Report Objectives 2 & 3 Noel Levitz Survey
Standard 2.G.2	Campus Facilities and Safety Committee Chemical Hygiene Plan Rules and Regulations Washington State Department of Labor and Industries Department of Enterprise Services Occupational Safety and Health Administration Environmental Protection Agency Chemical Hazard Communication Program Accident Prevention Program Policy Core Theme Monitoring Report END 3.2
Standard 2.G.3	Master Plan 2015 Facility Condition Survey Facilities Campus Satisfaction Survey Core Theme Monitoring Report END 3.2
Standard 2.G.4	Technology Committee Computer Replacement Policy
Standard 2.G.5	Organization Chart Technology Committee Computer Lab Locations Community College Survey of Student Engagement (CCSSE) Noel Levitz Survey
Standard 2.G.6	College Website - eLearning
Standard 2.G.7	Campus Technology Survey Core Theme END 3.3 Wireless Information
Standard 2.G.8	Technology Plan and Computer Replacement Policy

CHAPTER THREE
INSTITUTIONAL PLANNING



CENTRALIA
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Chapter 3: INSTITUTIONAL PLANNING

Standard Three – Planning and Implementation

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

Overview

Centralia College engages in ongoing planning processes in order to provide direction for the institution and assure the achievement of its established outcomes. This planning is organized in several tiers:

- **Environmental Scans** initiated by the [Board of Trustees](#) and facilitated by the President's Office.
- **Monitoring of Core Theme outcomes reporting**, which is overseen by the [Institutional Effectiveness committee](#) and implemented through the college's committee and organizational structures.
 - **Budget planning**, which is led by the [Budget Review and Planning committee](#), which reports to the Institutional Effectiveness committee.
 - **Facilities Master planning**, which is led by the [Facilities and Safety Committee](#) and the Administrative Services Division.
 - **Program planning**, led by the [Instructional Council](#) and the Office of Instruction, informed the [Student Policy Council](#) and the Student Services Division.

Within this accreditation cycle, former president, James Walton, who had served the college for 12 years, retired. Dr. Robert Frost, hired through a national search handled by a consultant firm, started the position July 1, 2014; however, only served through December 2015. At the Board's request, Dr. Walton returned as Interim President while a regional search was initiated and the hiring of current president, Dr. Robert Mohrbacher, was completed.

During these years, Institutional Research was handled in a variety of ways including a work group headed by the Dean of Library and eLearning with assistance from a grant-supported position in the Center of Excellence. During the summer of 2017, however, the college completed its process to appoint a new full-time Director of Institutional Research.

The period from 2014 to 2017 was marked by atypical turnover in the President’s Office and in Institutional Research. While this led to some inconsistency in the implementation of the institutional planning process, the basic structure of the process remained unchanged during this period.

Standard 3.A Institutional Planning

3.A.1 *The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.*

Ongoing Strategic Planning is initiated by the Board of Trustees and the President’s Office, and implemented through the Institutional Effectiveness Committee in order to establish and monitor meaningful goals in relation to the college’s [Mission and Core Themes](#).

Although the President’s office and the Institutional Research department have undergone staffing changes in recent years, the Board of Trustees’ membership has remained consistent.

Board Member	Initial Appointment	Reappointed
Joe Dolezal	2007	2011
Joanne Schwartz	2008	2013
Jim Lowery	2010	2014
Stuart Halsan	2011	2016
Doris Wood-Brumsickle	2013	2017
Mark Scheibmeir	2018	

The Board of Trustees provides general direction to the college, using a Policy Governance model, which delegates daily operations to the President and a shared governance structure of committees and councils. Each year, the Vice Presidents report on the core themes and associated benchmarks and indicators. These [Core Theme Monitoring Reports](#) are reviewed by the [Institutional Effectiveness Committee \(IE\)](#) in order to involve all college constituencies [before presentation](#) to the Board of Trustees, which then acts to accept each Monitoring Report if there is sufficient data to demonstrate that the outcomes have been met. Thus the Board’s action signifies mission fulfillment.

During 2015-2016, President Frost initiated a number of changes to the Core Theme Monitoring Report process, as well as the Core Theme outcomes and indicators. However, these changes were never fully implemented so during the summer of 2016, the Vice Presidents and President Mohrbacher reviewed the Core Theme outcomes and indicators, confirmed which changes had been approved by the Board of Trustees, and worked with the Institutional Effectiveness Committee to clarify any remaining questions.

The [Institutional Effectiveness \(IE\) Committee](#) is a broad-based group of representatives from each of the college standing committees and councils, including Assessment, Budget Review & Planning, Diversity, Facilities & Safety, Faculty Senate, Information Technology, Instructional Council, Marketing & Retention Team, the Associated Students of Centralia College, and the Executive Management Team.

IE serves as the college's strategic planning committee and coordinates policy governance implementation across the college. During the 2016-2017 academic year, IE reviewed and revised its charter document and revised its membership list in order to increase faculty representation. The broad membership of IE allows for ongoing planning with input from a wide constituency.

In the course of this self-study process, Centralia College has examined its institutional planning processes and documents; while planning processes are ongoing, purposeful and systematic, they are not yet fully integrated and comprehensive. The college has well-established planning processes with regard to Core Theme monitoring, facilities, curriculum and instruction, and emergency management; additionally, an enrollment management plan is being developed during 2017-2018.

While these established processes have worked adequately to meet ongoing planning needs during this accreditation cycle, there has been no overarching strategic plan that integrated all of the college's planning efforts. To address this need, the college has taken the following actions:

- [October 4, 2017](#), the Institutional Effectiveness Committee met to discuss current planning processes and to begin developing a college-wide strategic plan.
- [October 13, 2017](#), at the All Staff Fall Conference Day, President Mohrbacher gave an overview of current planning processes which was followed by breakout sessions to address the following questions:
 - Who are we as a college? What do we know about our past and our present that is significant in planning our future?
 - Who will we be? What changes are likely to take place in the near future (next 2 to 8 years) that we need to be ready for?
 - Who are our students? What do we know about our current students? How is our student body likely to change in the near future?
 - Who is our community? What do we know about our service district, local school districts, local employers that we need to plan for in the near future?
 - What do we need to know? What data do we need to track to answer the most important questions about our students and our community?
- Feedback was gathered from the breakout sessions and given to the Institutional Effectiveness (IE) committee at their [November 1 meeting](#); this information was used to develop a baseline of relevant topics to consider in the strategic planning process.

- That process included gathering feedback from a variety of constituent groups, including students, community members, faculty and staff. In addition, the process involved gathering current data to address questions raised and to determine which potential priorities are most pressing.

This effort resulted in a [Strategic Plan document](#) that outlines three strategic priorities, identifies appropriate action items to address those priorities, and illustrates an integrated process for implementing the college's priorities through existing channels.

3.A.2 *The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.*

The [Environmental Scan](#) process allows the Board of Trustees to give guidance to college planning efforts by collecting community input.

These scans often result in implementation of specific program changes, new course offerings, and other changes, such as those noted below:

- The [Veteran's Scan](#) in 2011 led to changes in services offered to veteran students, including a new Veteran's Center that opened in late 2012.
- The [Business Administration Scan](#) in 2013 resulted in curriculum changes in the Business and Business Office Technology programs; it provided input for curriculum development in the Bachelor of Applied Science—Applied Management degree.
- The [Art Scan](#) in 2015 resulted in the inclusion of moveable art display walls in the new TransAlta Commons building, opened in May 2017.
- The [Child and Family Studies Scan](#) provided support for the college's application to offer a Bachelor of Applied Science degree in Teacher Education, beginning in fall 2017.

In both 2014 and 2016, the Board was engaged in a presidential search and gathered community input as part of the search process.

In the fall of 2017, the college conducted an [Agriculture Scan](#) to gather feedback on the need for expanded training and credential offerings in agriculture.

Additionally, Centralia College uses a variety of strategies to assure that planning processes includes input from a variety of constituencies. The current [Facilities Master Plan](#), which was established in 2010, is a prime example.

This plan has been reviewed by a number of constituent groups, including the Facilities & Safety committee, MSGS/Rovelstad Architects, as well as others on campus. As a result, a new draft plan was developed, incorporating changes since its original publication in 2010. During summer and fall 2017, a series of meetings and public forums were scheduled to gather additional feedback:

- The Vice President for Finance and Administrative Services, met with the City of Centralia Planning Division in late July 2017 to review the draft plan and take input from the city planners.

- On August 2, 2017, the President, Vice President for Finance and Administrative Services, and Centralia College Trustee held a community forum to present the draft plan to community members and residents of the neighborhood surrounding the college in order to get feedback and answer questions about the plan.
- On August 10, 2017, the President and Vice President of Finance and Administrative Services presented the draft plan to the Centralia City Planning Commission, and updated the Commission on feedback received during the community forum.
- On August 22, 2017, the President, Vice President of Finance and Administrative Services, and Board of Trustee presented the draft plan to the Centralia City Council.
- On [September 28, 2017](#)D, Vice President of Finance and Administrative Services presented the draft plan to members of the campus community to gather feedback and answer questions.

Following these meetings, the Master Plan moved to the Institutional Effectiveness committee for review, input, and approval before it was sent on the Board of Trustees for final approval. This process for revising the college’s Facilities Master Plan is an example of the types of tools and processes that the college uses to gather input for planning purposes.

3.A.3 *The institution’s comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.*

Planning processes at Centralia College are informed by data gathered by the Office of Institutional Research, the Office of Instruction, the Student Services Division, the Washington State Board for Community and Technical Colleges, and others. That data is used as the basis for the college’s Core Theme Monitoring Reports to evaluate mission fulfillment.

The [Core Theme Monitoring](#) Report process also tracks data on a variety of topics, including access to programs, educational progress, and campus safety, sustainability and effective use of resources. This data informs ongoing planning and changes to campus programs, facilities, and marketing.

As one example of how data tracking impacts campus planning, the Core Theme report on [Stewardship](#) tracks the campus carbon footprint. This data is reported to the state Department of Ecology, and is used locally in facility planning in the following areas:

- Energy efficiency upgrades to existing buildings
- LEED standard certification for new buildings
- Solar panel project for the Kirk Library
- Lighting upgrades
- Window replacements in older buildings.

To expand employee access to relevant data, The IR office has developed a number of [data dashboards](#) that are available through MyCC, the college’s intranet portal.

These dashboards allow college personnel to track a variety of data points:

- [Full-time Equivalent \(FTE\) enrollment](#)
- [Student headcount, demographics, and residency](#)

- [Degree and certificate completion](#)
- Headcount recruitment from service district high schools
- Education program intent codes
- Quarterly retention & students who fail to register

These data dashboards, as other annual and ad hoc data reports, allow college departments and committees to track progress toward the strategic goal of increasing student success, specifically retention and completion rates, as well as the [Education Core Theme](#) & its benchmarks and indicators.

Centralia College also uses a variety of other tools to gather relevant data on student success and engagement and mission fulfillment. The [Community College Survey of Student Engagement \(CCSSE\)](#) is administered every other year during spring quarter. It assesses students on a number of behavioral and experiential indicators of engagement. The Noel Levitz Student Satisfaction Inventory is administered in alternate years, and seeks satisfaction and level of importance ratings on a comprehensive list of items. There is a similar study for faculty and staff, which enables comparison to the student results, as well as to peer institutions across the nation. That report and the raw data provided along with it inform the Monitoring Report process.

In addition to internal data sources, the college uses state and national data to establish goals and provide context for local data. For example, the [College Scorecard](#) from the U.S. Department of Education shows that Centralia College currently has the sixth best graduation rate for community and technical colleges in Washington State.

The [Student Achievement Initiative \(SAI\)](#), which is the performance funding program for Washington State Community and Technical College Board (SBCTC), also tracks graduation rates; however, SAI uses a different data definition for tracking completions: while the college Scorecard uses IPEDS data to track graduation rates for first-time, full-time, fall cohort students, SAI tracks all degree and certificate completions in any academic year.

While Centralia College has the sixth best graduation rate of its sister institutions, the college ranks 19th in the SAI completions category, when normalized by headcount. This indicates that the college may be more successful with the traditional students tracked through [the Integrated Postsecondary Education Data system \(IPEDS\)](#), but may need to improve completion rates for non-traditional students, part-time students, or students in Workforce certificate programs.

In these ways the college is able to use local, state and national data to provide context and establish student success goals.

3.A.4 *The institution’s comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.*

During the 2017-2018 academic year, the Institutional Effectiveness (IE) committee has been tasked with developing a new strategic plan for the college. The groundwork for this plan was laid during the previous year at the [Fall Conference in October](#) and two Educational Values Forums in November. The college gathered feedback from employees about what it means to be a “student-ready college.”

As a result of that process, IE approved the following [Guiding Principles](#) to inform strategic planning:

At Centralia College, we

- Value learning
- Invest in success for all students
- Work together to provide high quality education

Going forward, the college's standing committees and departments have been asked to consider these principles as they develop and implement their work plans.

The [Institutional Effectiveness \(IE\) committee](#), responsible for overall college planning and priorities, brings together the work of all standing committees, sets annual and ongoing priorities, and focuses institutional capacity on the most important goals.

3.A.5 *The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.*

Centralia College maintains an [Emergency Response Plan](#) designed to provide response procedures and contingency planning for a variety of threat, emergency or natural disaster situations. The plan is maintained by the [Facilities, Operations, and Maintenance department \(FOM\)](#) under the guidance of the Vice President for Finance and Administrative Services. The plan outlines procedures for establishing an emergency command post, assembling an emergency response team, and delegating emergency duties to a variety of college personnel. The plan details emergency shutdown procedures for utilities in facilities across campus; building evacuation procedures; off campus contacts; and other emergency procedure information.

The college works closely with a number of partner agencies to develop safety and emergency procedures. These partners include the Centralia Police Department, Riverside Fire Authority, Lewis County Sheriff's Office, the City of Centralia, and other agencies.

The college has policies and procedures for [inclement weather closures](#). This process is coordinated by the Instruction Office, in conjunction with the President's Office, the Public Information Office, FOM, and Student Services. These policies are reviewed annually and updated as needed. The Centralia College East site in Morton maintains a parallel process for inclement weather closures in east Lewis County.

Centralia College Corrections Education sites at Cedar Creek Correctional Center and the Washington Corrections Center in Shelton follow emergency procedures established by the Washington State Department of Corrections (DOC). All Corrections Education personnel receive safety and emergency training through DOC as a condition of employment.

Currently, the college is working on updating mass notification tools and procedures. The Information Technology department upgraded the college to a new [Voice Over Internet Protocol \(VOIP\) phone system](#) during 2016-2017, which allows better integration of [communication tools](#) across campus. During 2017-2018, the college is focused on eliminating redundant or inefficient communication tools and procedures.

In addition, the Facilities and Safety Committee coordinates ongoing [safety and emergency drills](#) for the main campus, including lockdown and fire drill procedures. As a result of recommendations from the Facilities and Safety Committee, the college has recently installed lockdown devices on doors across campus; these simple mechanical devices can be used to lock down offices and classrooms quickly in the event of an active shooter or other threat emergency.

During the 2017-2018 academic year, the college is partnering with local law enforcement to implement an active shooter drill based on the ALICE (Alert, Lockdown, Inform, Counter, and Evacuate) method that trains individuals and organizations in appropriate response to threats.

CHAPTER 3: EVIDENCE LIST

CHAPTER 3: INSTITUTIONAL PLANNING

Environmental Scans

[Environmental Scans](#)
[Board of Trustees](#)

Monitoring Core Themes

[Core Theme Reports](#)
[Institutional Effectiveness Committee](#)

Budget Planning

[Budget Review and Planning Committee](#)

Facilities Master Planning

[Campus Facilities and Safety Committee](#)

Program Planning

[Instructional Council Committee](#)
[Student Policy Council](#)

Standard 3.A: Institutional Planning

Standard 3.A.1

[Mission Statement](#)
[Core Theme Monitoring Reports](#)
[Institutional Effectiveness Committee Structure](#)
[Core Theme Reporting Hierarchy](#)
[Institutional Effectiveness Minutes – October 4, 2017](#)
[All Staff Fall Conference Day – October 13, 2017](#)
[Institutional Effectiveness Minutes – November 1, 2017](#)
[Strategic Plan](#)

Standard 3.A.2

Environmental Scans List

Veterans Scan

[Board Report 1504](#)

[Board of Trustees Meeting Minutes – December 13, 2012](#)

[Executive Management Team Notes – April 12, 2011](#)

[All Campus Conference 2011](#)

Business Administration Scan

[Agenda – February 27, 2013](#)

[Board Scan Synopsis](#)

[Business Scan Notes – February 27, 2013](#)

[Business Scan Invite](#)

Art Scan

[Art Scan Letter to Board](#)

[Art Scan Invite – January 9, 2015](#)

[Art Scan Notes – January 21, 2015](#)

[Art Scan Questions 2015](#)

Child & Family Studies Scan

[CFS Program Map](#)

[CFS Scan Invite – February 16, 2012](#)

[CFS Scan Notes – February 22, 2012](#)

[CFS Scan Follow-up Report March 2012](#)

[CFS Scan Questions – February 17, 2012](#)

[CFS Scan Intro](#)

Agriculture Education

[AG Forum Invite – December 5, 2017](#)

[AG Forum Questions – 2017](#)

[AG Forum Meeting Notes – December 5, 2017](#)

[Facilities Master Plan 2010 – Slides 4-11](#)

[Facilities Master Plan 2017 – Slides 12-17](#)

[Master Plan Comment Sheet 2017](#)

Standard 3.A.3

[Core Theme Monitoring Reports](#)

[Core Theme 3 - Stewardship](#)

[Data Dashboards](#)

[Core Theme 2 - Education](#)

[Community College Survey of Student Engagement](#)

[Noel Levitz Student Satisfaction Inventory](#)

[College Scorecard](#)

[SAI Completions Category](#)

[IPEDS Retention and Graduation Rates](#)

Standard 3.A.4

[All Staff Fall Conference Day – October 13, 2017](#)

[Guiding Principles](#)

[IE Committee Structure](#)

Standard 3.A.5

[Emergency Response Plan](#)

[Facilities Committee Structure Document](#)

[Suspended Operations – Policy 1.350](#)

[Voice Over Internet Protocol \(VOIP\) Phone System](#)

[Text Alerts – Mass Notification System](#)

[Safety and Emergency Drills](#)

CHAPTER FOUR
CORE THEME PLANNING, ASSESSMENT,
AND IMPROVEMENT



CENTRALIA
COLLEGE

CHAPTER 4: CORE THEME PLANNING, ASSESSMENT, AND IMPROVEMENT

Executive Summary of Eligibility Requirements 22 and 23

ER 22. Student Achievement

The institution identifies and publishes the expected learning outcomes for each of its degrees and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

All of Centralia College's [degrees and certificates](#) have expected learning outcomes. All courses in these programs or certificates are linked to these outcomes. For Academic Transfer programs, each general education/distribution area (humanities, social sciences, natural sciences, communications and quantitative skills) has stated learning outcomes; whereas, in Workforce programs, each degree or certificate has stated program outcomes. All of these outcomes are published in the [catalog](#) and other appropriate places, such as [education planners](#) and [course outlines](#). Learning outcomes are evaluated and assessed every five years, through an educational assessment procedure of [curriculum and program review](#). Evidence of student achievement of these outcomes is documented in [Research Projects](#) and [Faculty Notebooks](#).

ER 23. Institutional Effectiveness

The institution systematically applies clearly defined evaluation and planning procedures, assess the extent to which it achieves its mission and core themes, uses the results of its assessments to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

Each Core Theme's objectives are reviewed annually and assessed against its benchmarks and indicators. The [Core Theme Monitoring Reports](#) are reviewed by the [Institutional Effectiveness Committee](#), which uses them to evaluate overall mission fulfillment [before presentation to the Board of Trustees](#) so they can monitor the college's progress. After acceptance by the Board of Trustees, the reports are made available to the campus community on MyCC, the intranet and to the public on the [college's website](#).

Since the last full accreditation visit in 2010, the college has continued to provide annual Core Theme Monitoring Reports that cover planning and assessment activities in relation to the Core Themes. The Board of Trustees examines the research data, methodology, and benchmarks that indicate the level of compliance with objectives. When compliance is less than desirable, an action item is determined and improvement is monitored by the Board, thus closing the assessment loop.

Core Theme One: Access

Centralia College shall make the benefits of higher education accessible by enrolling a wide range of students and by creating a welcoming and supportive environment.

Standard 3.B Core Theme Planning

3.B.1 *Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.*

Core Theme One has three Objectives:

1. Achieve college-defined enrollment targets
2. Increase educational attainment rates within the service district
3. Create a welcoming environment for students

As an open enrollment community college, the college serves the needs of all students, including those who would not meet the entrance requirements of a traditional college or university. In this context access does not just mean open admission, but is expanded to include actively recruiting students from underserved populations, providing support services that meet the needs of these students, and making all students feel they are welcome and have an educational pathway to success.

Providing these programs and services helps the college to meet these objectives. Recruiting and retaining students addresses [Objective 1](#) by helping to meet its enrollment targets. [Objectives 2 and 3](#) are addressed as the college increases the number of student who are retained and progress toward degree and certificate and by providing support for students that helps them succeed in a welcoming environment.

3.B.2 *Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.*

The college has organized its [Core Theme of Access](#) around the three objectives, listed above, which provide direction for standing committees and work units through indicators including enrollment growth ([Objective 1.1a and 1.1b](#)), retention ([Objective 1.1c](#)), educational attainment ([Objective 1.2a](#)), and student engagement ([Indicators 1.3a, 1.3b, and 1.3c](#)). To achieve these objectives, the college has developed an array of services and program components.

The [Marketing Recruitment and Retention Team \(MARRT\)](#) is a committee that studies the college's program offerings, identifies possible recruitment targets for these programs, and develops marketing strategies to connect these.

The [TRIO program](#) includes Student Support Services as its flagship for recruitment and retention of traditionally underserved populations, including first-generation students that meet low income guidelines or have a documented disability. The 2015-2016 annual performance report exemplifies the extent to which TRIO-supported students succeed at Centralia College through intensive case management, tutoring, and educational planning. The college has been fortunate to host this program that has been funded continuously since 1986.

The college's [Financial Aid program](#) helps to meet the financial needs of low income students as it provides access to Federal and State funding programs. Financial aid staff ensure that the college complies with regulations, processes student financial aid applications, and distributes the funds in a timely manner. It also reaches out to local high schools to provide information sessions for parents and potential students to become aware of their options. In the past few years, Financial Aid staff have expanded the scope of this outreach to include the college's corrections programs, especially at Cedar Creek, a corrections facility for students within five years of exiting the prison system. The college became part of the Department of Education [Second Chance PELL grant](#) pilot in 2017 and has launched the first classes at Cedar Creek Education Center. Although the college does not currently offer federally guaranteed loans, it has instituted an internal payment plan that allows students to make tuition payments over time.

Another program, implemented by the bookstore, assists students with financial challenges by offering [textbook rentals](#). Unfortunately, the book publishers have taken measures to make this less effective, so the college continues to increase the number of courses using Open Educational Resource materials to provide relief in this area.

The college's Recruitment Specialist and [Student Ambassadors](#) work directly with local high schools to raise student awareness of the programs and services available at Centralia College. In this capacity, the recruitment team serves as an intermediary between the college's programs and potential students who also are invited to On-campus orientation sessions.

In the past year the college has implemented a Mentor Program to ensure new students establish a connection to the campus community and to mitigate the potential sense of isolation. The mentors are selected primarily from second year students who "know the ropes." Also, the college's efforts align with similar initiatives at the feeder high schools to ensure a smooth transition to the college.

A [Veteran's Center](#) was established to provide support for veterans making the transition to civilian life following their service to the country. Staffed by the VetCorps Navigator, the center is a hub for the dissemination of both campus and community-based resources. It also serves as a safe haven where vets can meet with other vets for peer support based upon a shared experience. Additionally, the college has a designated staff member in Enrollment Services who assists veterans in accessing their benefits under the various veterans programs.

[Disability Services](#) provides support to students with documented disabilities. This support may take the form of instructional accommodations, such as classroom aides or additional time on tests and assignments. It may include training of an adaptive technology such as *Dragon Naturally Speaking*, available in learning labs across campus. Beyond this, Disability Services works with faculty and eLearning staff to promote Universal Design concepts that have been proven effective in teaching all students, including those with visual, hearing, or cognitive disabilities.

The college also provides instructional services outside the classroom through its [Writing Center](#), the [STEM Center](#), and the [PROs Speech Lab](#) as well as peer tutoring both on campus and online. Additional support services are available in computer labs and from the Kirk Library/eLearning staff.

All these programs support the college's mission as well as [Core Theme One](#) and its objectives. The Core Theme Indicators provide evidence of the degree to which these objectives are being met and provide insight into what is working and what needs improvement.

3.B.3 *Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.*

Associated with each of the [Core Theme Objectives](#) is one or more Core Theme Indicators. Data are collected on these and reported to the Board of Trustees annually. Indicators that fall short of their benchmark may call for action ranging from immediate response to long-term strategic planning. The Access Core Theme Objectives most directly link to the work of the Student Services Cabinet, Student Policy Council, and the Marketing Recruitment and Planning Team; therefore, their [work plans](#) reflect action items addressing these objectives and sometimes result in new programs.

One example is the newly created Mentor Program, which arose from internal data that indicated the college loses 33 percent of its students from fall to fall with a significant part of that loss (30 percent) occurring between fall and winter quarters. This analysis led to the decision to commit resources to implement a mentor program which connects new students to current successful students, typically in their second year. Although the program has not been in place long enough to collect meaningful data, the decision was based upon a best practice and it is anticipated it will yield improved retention rates.

Although virtually all planning can be related to the accomplishment of the college's mission, core themes, and objectives, the details are often connected to opportunities and creative ideas that arise at any time and come from any direction. One example is the creation of the [Second Chance PELL grant](#) that was created by the Department of Education. The DOE solicited proposals from colleges providing prison education programs to compete for the opportunity to offer PELL grants to inmates enrolled in college-level education directed at high demand fields. The college competed for this grant and was selected for the pilot. Participation in this program is clearly aligned with the [Access Core Theme](#), but long-range planning would not have foreseen this as an opportunity. Moreover, increasing opportunities for the incarcerated is not currently an indicator under Core Theme One, but this population could be considered for specific attention as the college does operate education programs at two prisons.

The achievement of the college's enrollment targets has received considerable attention for the past seven years and data related to enrollment and its impact on the budget has been a regular topic of discussion in every committee and forum. Efforts to change the current downward trend in enrollments drive a considerable portion of the college's planning.

Standard 4.A Assessment

4.A.1 *The institution engages in ongoing systematic collection and analysis of meaningful assessable and verifiable data-quantitative and qualitative, as appropriate to its indicators of achievement-as the basis for evaluating the accomplishment of its core theme objectives.*

The college has continued to strive for meaningful objectives and indicators for all of its Core Themes, including Access. The current objectives for [Core Theme One](#) are as follows:

- Achieve college-defined enrollment targets
- Increase educational attainment rates within the service district
- Create a welcoming environment for students

The creation of indicators related to achieving enrollment targets is straight forward, and the data supporting these would appear to be straight forward as well. However, experience has demonstrated that different data sources provide different results and reproducibility requires care. Data on service district educational attainment are available through state and national sources and through commercial sources that have grown to fill this demand niche. The accuracy of these sources would be hard to verify, but as long as the collection methodologies are well defined, the results should provide a reliable index against which the college can measure its performance.

One example of an essential but complicated data field is first generation student information. First generation data is not consistently collected on the application form, during the registration process, or at any other time for all students. This has forced the college to rely on FAFSA financial aid data of first generation students. Since not all students submit the FAFSA, many students are not included in the analysis. Additionally, FAFSA defines first generation student as a student who does not have a parent who completed a bachelor's degree. By this definition most residents in the college's service area would be first generation since only 15 percent of Lewis County residents have a bachelor's degree or higher. If the definition of first generation includes associate degree completion, there is no reliable method to establish a baseline or report progress.

Data for the third objective is comes from the [Community College Survey of Student Engagement \(CCSSE\)](#) and is based upon student perceptions related to three indicators that provide information that not only measure current performance, but also point to ways to improve performance.

Earlier Core Theme objectives and indicators relied on data that was not easily accessible, creating problems with data reproducibility. This stemmed from frequent changes in how the college has handled Institutional Research. This inconsistency in data collection and processing methods has been a challenge. Recently, the college has renewed its commitment to addressing this shortcoming, and once again has a full-time Institutional Researcher. As this department establishes itself and begins producing routine data reports, the ability to increase the number of meaningful indicators should follow.

4.A.2 *The institution engages in an effective system of evaluation of its programs and services wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.*

The college has five instructional locations including the main campus in Centralia, Centralia College East located in Morton, the Garrett Heyns Education Center (GHEC) located at the Washington State Corrections Center in Shelton, the Cedar Creek Education Center located in the Cedar Creek Corrections Center, and a small instructional operation located at the Chehalis Tribal Center near Oakville. Many of the educational programs at these sites are provided through online and hybrid delivery, thus demonstrating commitment to increase access.

The main campus and, to a lesser degree, Centralia College East, offer instructional programs at all levels that target traditional community college populations. They also offer full-spectrum student support programs and services including counseling, advising, mentoring, tutoring, enrollment services, financial aid, and student programs. Each of these services has a defined purpose and outcome expectations, and data that are collected for the purposes of evaluation.

Programming at the two corrections sites is set by the Department of Corrections (DOC), and some support services are provided by the college. The DOC establishes enrollment targets for the system and these are distributed to each site by the State Board for Community and Technical Colleges (SBCTC) staff. The SBCTC tracks these targets and provides quarterly progress reports to the colleges offering corrections education.

GHEC staff are responsible for enrolling students, but they work with Enrollment Services on the main campus to ensure common practices are followed. Over the past few years, changes in GHEC staff have required main campus staff to provide support and training to ensure continuity in these processes. These staff changes have led to increases in processing time for enrollments, resulting in a decline in their total number. This negatively impacts inmates wanting to pursue educational opportunities as well as the college's ability to meet its corrections enrollment target. The college is working to address this challenge.

Enrollments at the Cedar Creek site are handled differently, but still rely on site staff to do initial intake. Fortunately, continuity in staffing has avoided the problem suffered at GHEC. However, measures being considered include an integrated system that will be applied at both sites.

The Chehalis Tribe has contracted with the college to offer selected courses including pre-college and college level courses leading to an associate degree. Typically, three courses are offered and the selection is determined by the college in collaboration with the tribal education director. The college extends financial aid and enrollment services through the main campus, and goals for processing times and other outcomes are the same as for any main campus student. Student support services are provided onsite by the Tribal Center.

The college also participates in College in the High school, with individual courses being taught by qualified high school faculty at their high schools. Currently [Winlock High School](#) and [W.F. West High School](#) participate in this program, which is administered through the office of the Dean of Academic Transfer and the Enrollment Services department. Student support is provided by the participating high school, but tracking program outcomes is dictated by the [Washington Administrative Code \(WAC\) 392-725-120](#) which, in essence, requires that the standards established by the [National Alliance of Concurrent Enrollment Partnerships \(NACEP\)](#) be followed.

4.A.3 *The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.*

Does not apply under Core Theme One: Access

4.A.4 *The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.*

Objective 1.1: *Achieve college-defined enrollment targets* applies to the college's instructional locations and can be easily evaluated. Instruction constantly evaluates course and program enrollments and adjusts section offerings as a result. In addition to this, Instruction explores industry demand to develop new programs intended to increase enrollments. While course offerings are determined at the dean level, new program development and approval is reviewed and vetted at Instructional Council and sometimes by the Board of Trustees when the proposed new program expands the college's mission as seen with the decision to offer baccalaureate programs starting in 2012.

Collaboration between Instruction and Student Services is exemplified by changes in the admission process for baccalaureate programs. Initially, staff aligned with the BA programs in the instructional areas coordinated the entire intake process. This process worked for the first two years, but became inefficient as it duplicated the work of Enrollment Services. Instructional deans and Student Services directors analyzed the system; a new streamlined process is being implemented in 2018.

Other areas of the college also evaluate, align, and integrate programs and services to increase enrollment. For example, recruitment and retention staff track applicants, registrants, and stop-outs and provide interventions including phone and letter campaigns and media efforts.

The college reports on [enrollment numbers](#) and Financial Aid applications and awards to [the Board of Trustees](#) monthly.

Objective 1.2: *Increase educational attainment rates within the service district* is solely focused on closing achievement gaps under Core Theme One, while Degree and Certificate achievement and transfer success is later defined and reported under Core Theme Two. Objective 1.2 is new in 2017-2018 and is intended to identify underserved/underachieving populations in order to develop strategies to increase success. Once identified, the appropriate college unit will develop annual work plans that address these goals. One area where significant work is underway is in Transitional Studies where development of the Math Emporium lab is intended to increase movement of underprepared students into college-level math courses, thus improving retention. Further discussion of this strategy appears under Core Theme Two: Education.

Objective 1.3: *Create a welcoming environment for students.* The college administers the [Community College Survey on Student Engagement \(CCSSE\)](#) every two years to identify how students view their engagement. By reviewing data in comparison to the top-performing institutions nationally, the college can focus its efforts to improve in areas of student and faculty engagement, active collaborative learning, and learning support services. Overall performance in this area is articulated in the Core Theme Monitoring Reports.

4.A.5 *The institution evaluates holistically the alignment, correlation, and integration of planning resources, capacity, practices and assessment with respect to achievement of the goals or intended outcomes of its programs or services wherever offered and however delivered.*

As a general rule, the college's budget process does provide for an opportunity to propose and receive funding for new initiatives outside of the current allocation. Vice presidents are able to repurpose resources within their authority as appropriate as long as the bottom line of the respective budgets is maintained. In fact, the current budget process forces administrative areas to scale down services that free up resources to implement such changes, postpone the implementation until resources become available, seek grant resources to fund projects, or to spend one time reserves to accomplish new tasks.

Recently, the college has shifted resources toward programs intended to increase new student enrollment and retain current students. Two clear examples of retention efforts follow: the [Student Ambassador program](#) funded through a combination of student funds and institutional dollars in which Ambassadors work with prospective students, support current students, and provide mentorship to struggling students. Also, the college realigned student fee dollars and Student Services institutional dollars to support the development and implementation of new athletic programs and [eSports teams](#). Both the Ambassador and Athletic examples are broad programs that support students and provide engagement on campus.

4.A.6 *The institution regularly reviews its assessment processes to insure they appraise authentic achievements and yield meaningful results that lead to improvement.*

The College has reviewed its institutional assessment processes on an annual basis since it first began reporting to the Board of Trustees under the Policy Governance model in 2002. The monitoring reports produced as the basis of the president's evaluation were written to demonstrate the college's performance against goals (ENDs) that were established by the Board. The number of ENDs, the indicators of performance, and the structure of performance, evolved over nine years until 2011 when the ENDs were condensed and adapted to become the college's first set of Core Themes.

In the past year the review process for Core Theme reporting has been formalized and the Institutional Effectiveness committee has been tasked with reviewing the Core Theme objectives, indicators, and benchmarks prior to their being presented to the Board of Trustees for approval. This process balances the need for continuity with possibility of improvements through change.

Additionally, the Student Policy Council systematically reviews the college's policies and procedures in regard to students. These reviews determine whether the college is following state and federal guidelines, and if the metrics by which data is analyzed are valid. These reviews can lead to the drive for more data and improved analytical processes.

Standard 4.B Improvement

4.B.1 *Results of core theme assessments and results of assessments of programs and services are a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.*

On an annual schedule, the Core Theme Monitoring Reports are prepared by the appropriate Vice President and reviewed by the college Executive Management Team (EMT) and Institutional Effectiveness Committee (IE) before presentation to the Board of Trustees for approval. During this process, the Core Theme indicators and benchmarks are identified and approved or revised, as needed. Each objective ties to an action plan and explanation that covers what the college has done in the previous year to improve the indicator and what the future course of action will be.

Each administrative area and standing committee uses the Core Theme Monitoring Report to develop action items in their annual work plans. For example, the college identified that the number of Spanish speaking students in the service district high schools was increasing at a faster pace than at the college. Therefore, the college proposed—and the Board approved—focusing on Spanish-speaking students as a targeted enrollment group. MARRT developed its annual work plan with the goal of increasing Spanish-speaking students on campus.

MARRT launched a campus taskforce to identify strategies for reaching Spanish-speaking community members, from which many strategies were developed. For example, the Public Information Office launched a campaign on Spanish radio stations, collaborated with a local organization to have a Hispanic festival on campus, and transcribed college materials in Spanish. Student Services developed unique evening events in Spanish to engage recruits and their families. Student Life hosted events in Spanish including a movie night that featured a Spanish-language film. All of these efforts were coordinated by MARRT and presented to the college in several Forums. A forum was held during winter 2018 to share the results of the initiative with the college community and to discuss next steps.

4.B.2 *The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.*

The achievement of student learning outcomes is discussed in the next section under Core Theme Two: Education. However, student progression is also an important aspect of access and is reflected in completion rates. Although not the same as student progression, student retention is a necessary factor in student progression and thus, student learning achievement. The current focus on increasing quarter to quarter student retention has led to the implementation of the Mentoring Program mentioned earlier.

Core Theme Two: Education

Centralia College shall provide educational programs that meet the needs of its community, that achieve well defined academic goals, and that prepare student for success in further education, work and life.

Standard 3.B Core Theme Planning

3.B.1 *Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.*

Core Theme Two has three Objectives:

1. Educational Programs meet the needs of its community
2. Educational programs achieve well defined academic goals
3. Educational programs prepare student for success in further education, work, and life

As a comprehensive community college, Centralia College offers Transitional Education, Academic Transfer, Workforce Education, and Applied Baccalaureate programs of study. These programs serve students who are entering an educational pathway at their own level of preparation and at their own pace and can progress toward their ultimate educational goals.

Each of the areas of study meets a specific need in the community, and thus contributes to the accomplishment of the first objective. Transitional Education's BEdA and precollege programs prepare students for college-level programs. Academic Transfer prepares students for transfer to a baccalaureate program. Workforce Education prepares students for direct entry into the workforce. The Applied Baccalaureate programs prepare students, often working adults, for advancement in fields requiring four-year degrees.

In order to ensure the college's programs adapt to community needs, enrollments are monitored on a [weekly basis](#) and inform a [10-year overview](#) at the program and discipline level that is updated each fall. The first indicator for Objective 1 tracks overall enrollment and fill rates by program; the second indicator looks at regional demand for workforce programs to provide evidence that students are entering fields in which they can find well-paying jobs.

The Board of Trustees periodically conducts “scans” by inviting target populations from the service area to share their thoughts on the college’s performance with respect to their interests and needs. For example, a [Business Scan](#), conducted in 2013, sought input from local businesses on the Business Office program; the results from this scan informed revisions to the program.

Some scans are designed to investigate potential new programs, such the [Agriculture Scan](#) in the fall of 2017 to determine how the college could better serve agricultural businesses in the region through educational programs. As a result of the feedback, the college is adding coursework to provide a transfer degree with an emphasis on agriculture, which will align well with transfer institutions such as Central Washington University.

Although no specific indicator has yet been developed for this type of research, the scans are useful tools for gathering information that supports [Core Theme Two, Objective 1](#).

The College also meets the needs of its service area by offering Community Service and Continuing Education courses designed to provide personal enrichment and professional development opportunities, thus supporting Objective 3.

At times Continuing Education courses are developed in response to requests by a business or industry that provides the intended learning outcomes, while the college provides the expertise and curriculum designed for student success.

3.B.2 *Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.*

Each of the college’s instructional divisions delivers programs of study that strive to meet internal goals as well as the goals and constraints set by external agencies.

Transitional Education

The [Transitional Education Division](#) encompasses BEa (Adult Basic Education and English Language Acquisition), pre-college, the Intensive English Program (IEP), each with its own set of outcomes.

BEa is highly regulated and much of its program planning involves interpreting and implementing guidelines and directives from state and federal agencies. These programs must align with Washington State’s Talent and Prosperity for All Plan with guidance from the [Governor’s Adult Education Advisory Council \(AEAC\)](#), the [Governor’s Results Washington Initiative](#), the [Higher Education Coordinating Board’s Strategic Master Plan for Higher Education](#), the [State Board for Community and Technical Colleges’ System Directions and Mission Study](#), and the Policy Focus and Dashboard. Alignment requires ongoing review and curricular updates to ensure compliance with the State’s goal to serve more students more efficiently facilitating their timely transition to postsecondary education and living-wage jobs.

The pre-college program, although still impacted by the Workforce Innovation & Opportunity Act (WIOA), does not face the same external constraints. Its primary function is to provide remedial education for students nearly college-ready, and is primarily concerned with providing the reading, writing, and mathematical skills that underpin college-level work. Courses are sequential and designed to build on each other, working backward from entry-level college courses.

Studies have shown that the longer it takes students to reach college level, the less likely they are to persist. Two approaches are currently being used to address this issue: One is the use of Integrated Basic Education and Skills Training (I-BEST) and the other is the implementation of “bucket courses.”

[I-BEST](#) integrates Adult Basic Skills and pre-college coursework into Workforce Education courses so that the student is making progress in his or her field of choice while getting the basic education component as an integrated part of the curriculum. This approach has demonstrated higher retention rates and content mastery than teaching the basic skills independently prior to college-level courses.

The bucket course approach allows students to enroll in a grouped set of a pre-college courses, but to progress at his or her own rate. This makes it possible for a student to move all the way to the highest-level course in the bucket within a single quarter. The student pays only for the course for which the grade is issued and credit earned. The college’s current initiative in this approach is adoption of the Math Emporium, a self-paced computer lab overseen by a lead faculty with assistance from Instructional Techs to keep the student/faculty ratio in the 15:1 range. An assessment of the efficacy of this approach has not been done yet, but other schools have found it to be a successful retention strategy for students at a critical part of their education.

Another critical component of Transitional Education is the Intensive English Program designed to develop English language skills in otherwise well-prepared international students. The program is subject to [Student and Exchange Visitor program \(SEVIS\) rules and regulations](#), but the college exercises considerable control over the details of the instruction. This program serves the college’s overall plan to expand its [International Program](#) by offering educational opportunities to students who might not be able to attend a university due to low Teaching English to Speakers of Other Languages (TESOL) assessment scores. Moreover, these students add diversity to the college’s student body.

Workforce Education

[Workforce Education](#) programs are impacted by external agencies, including the Workforce Innovation and Opportunity ACT (WIOA), the Northwest Commission on Colleges and Universities (NWCCU), the Workforce Development Council (WDC), and the State Board for Community and Technical Colleges (SBCTC).

The SBCTC establishes minimum educational requirements for faculty teaching in these programs and sets rules for new program approval and program modification, while regulating the growth of programs to ensure system resources are being used prudently through the “[needs assessment](#)” process. The Commission also establishes standards for faculty and that these programs meet related-instruction requirements.

[Workforce Education](#)* currently offers the following degrees and certificates in the following fields:

- Accounting
- Business Administration
- Business Office
- Chemical Dependency Counseling
- Criminal Justice
- Diesel
- Electronics, Robotics, Automation
- Energy Technology
- Information Technology
- Mechatronics
- Medical Assistant
- Nursing
- Nursing Assistant
- Welding

**The applied baccalaureate degrees are also considered workforce but will be discussed in a separate section.*

Each of the above programs was based upon a Needs Assessment that revealed local demand by employers. The curriculum was developed in collaboration with an Advisory Committee comprised of professionals in the field to ensure the program outcomes are aligned with the needs of the field and the curriculum is designed to achieve these outcomes.

Academic Transfer

[Academic Transfer](#) degrees are designed to meet the needs of students transferring to a baccalaureate-granting institution. In 1970 the [Intercollege Relations Commission \(ICRC\)](#) was created to facilitate this process; through its efforts, transfer guidelines were created, as well as Direct Transfer Agreements (DTAs) that were granted by legislative action in 2011. Additional transfer pathways have been developed at the state level through the work of the ICRC and the Joint Transfer Council (JTC), both of which include representatives from the community college system and the state's baccalaureate institutions. Thus students who transfer from a Washington State community college with a DTA are accepted as having met the undergraduate general education requirements (GERs).

The college has adopted the [state-wide direct transfer degrees](#) as well as Major Related Pathways (MRPs) developed from either a DTA-compliant Associate in Arts or Associate in Science degree. These pathways meet the outcomes for transfer degrees by preparing students for successful transfer into upper-division courses. Associate in Arts students are well prepared to transfer into a liberal arts degree having satisfied all their GERs at the lower division. However, Science and Engineering students may need to take some GERs at the upper division, even though they have completed their lower-division STEM coursework and are on track for upper-division work.

Historically, the college has not needed to create many new courses to fulfill the requirements of state-wide degree pathways, in part because they have been designed to draw upon common lower-division courses. Additionally the college has maintained robust science and engineering offerings. The recent addition of the [Associate in Music](#) is an exception as additional courses were developed to meet the requirement for piano instruction. The inclusion of this coursework resulted in the creation of a Piano Lab so that instruction for music students could be offered more efficiently.

Applied Baccalaureate

In 2005 the state legislature expanded the community college mission by granting permission to develop Applied Baccalaureate degrees. Explicit in the legislative mandate was that these degrees would provide a pathway to advanced education to those students who had earned Workforce Education degrees, including the Associate in Applied Science (AAS) and the Associate in Technical Arts (ATA). However, NWCCU and the SBCTC both place General Education Requirements (GERs) on these degrees, which has led to some significant planning challenges since many of the two-year workforce degrees do not include general education classes.

As with all degree and certificate programs, the Applied Baccalaureate programs have published program outcomes and curriculum comprised of courses with objectives that ensure program outcomes are achieved by successful graduates. The inclusion of the general education components has been a part of the program planning from its inception. The college's [Educational Plans](#) identify both upper and lower division courses to satisfy the GERs.

3.B.3 *Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.*

Associated with each of the college's core theme objectives is one or more indicator. The Board of Trustees receives Core Theme Monitoring Reports annually, which include data on each indicator with proposed action items that address improving either the monitoring of the objective, or performance with respect to the indicator. The action items become a part of each [instructional division's annual work plan](#).

Prior to 2017, each instructional division produced its own [Core Theme Monitoring Report](#) based upon Core Theme objectives related to its programs. Over the past several years, the college has worked to shrink the total number of objectives and to focus on the most important aspects of its mission. Therefore, the divisions now collaborate to provide one monitoring report per theme to the Board. Even so, the divisions still monitor a broad array of indicators at the program level and their planning reflects, in part, their performance with respect to these indicators. For example, while Child and Family Studies (now Teacher Education and Family Development) no longer has a specific indicator in the Core Theme Two report, the division has identified meeting the needs of low education and socio-economic status Latino populations as an objective, which led to offering a 12-credit certificate taught in Spanish, enabling recipients to be employed in child-care or preschool facilities.

Standard 4.A Assessment

4.A.1 *The institution engages in ongoing systematic collection and analysis of meaningful assessable and verifiable data-quantitative and qualitative, as appropriate to its indicators of achievement-as the basis for evaluating the accomplishment of its core theme objectives.*

At the institutional level, [Core Theme Two: Education](#) has three objectives and indicators for which data is collected. While these objectives have changed in the past year, a number of the indicators have remained and many that are no longer included in the Core Theme Monitoring Report are still monitored at the division level. The college has collected data on its performance and reported it to the Board of Trustees in formal, annual reports since 2002. However, within this accreditation cycle, the College moved from reporting on END statements (as part of Policy Governance) to reporting on the three newly identified Core Themes.

During this time the college has also made changes in how it handles Institutional Research, so consistency in how data were collected and processed has been challenging. In 2017, with renewed commitment to addressing this shortcoming, the College has once again hired a full-time Institutional Researcher who is creating an IR team to meet the needs for ongoing, comprehensive data collection.

At the instructional level, [assessment is ongoing and systematic](#), as all full-time and pro rata faculty participate in program and discipline evaluation. This occurs through program, curriculum, and distribution reviews conducted on a 5-year cycle, which are informed by annual [faculty research projects](#). Although not directly reflected as a separate indicator in the Core Theme Two report, completion rates are also tracked as part of these faculty-driven reviews, often leading to curricular or modality changes brought by faculty to [Instructional Council](#) for consideration and recommendation to the Vice President of Instruction.

4.A.2 *The institution engages in an effective system of evaluation of its programs and services wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty has a primary role in the evaluation of educational programs and services.*

The College has five instructional locations including the main Centralia campus, Centralia College East located in Morton, the Garrett Heyns Education Center located in the Washington State Corrections Center in Shelton, the Cedar Creek Education Center located in the Cedar Creek Corrections Center, and a small instructional operation at the Chehalis Tribal Center near Oakville. The college also participates in College in the High School program, with individual courses being taught by qualified faculty at local high schools. Currently Winlock High School and W.F. West High School participate in this program. In addition to traditional classroom delivery at these sites, the college also offers courses through web-enhanced, hybrid, and fully online modalities.

Regardless of instructional location or delivery method, all programs resulting in a degree or certificate and their courses go through a rigorous development and review process, culminating in presentation to the [Instructional Council \(IC\)](#) which meets regularly during the academic year. Council membership includes administrators, staff, students and faculty from each division as well as representatives from student services. Faculty play a key role as voting members with a quorum established through the attendance of six tenured faculty. Particular attention is given to course and program outcomes to ensure their measurability and taxonomic level and recommendations for modification from first readings are common prior to recommendation for approval to IC's chair, the Vice President of Instruction.

Assessment at the course, discipline, and program level is overseen by the college's [Assessment Committee](#), chaired by the Dean of the Academic Transfer. This committee oversees the curriculum, distribution, and [program review processes](#), as well as the guidelines for faculty research projects. Moreover, it is responsible for, and has the authority to modify, these instruments as needed for improvement. The committee establishes and monitors the [assessment cycle](#) and provides training and mentoring of faculty engaged in the process. All division deans are responsible for ensuring faculty participation in instructional assessment activities.

Full-time and pro rata faculty complete a comprehensive review of course documents, success rates, and broader academic trends within their fields. Economic and workforce trends are also considered to determine if course or degree requirements need to be added, removed, or revised. These reviews are also the means by which the departments and programs document the rationale for program changes. This faculty-driven process culminates in Action Plans, both short and long-term, that establish priorities for continued research, institutional funding, and development. Distribution and program reviews are presented to and accepted by IC and provide evidence of program quality and goal achievement.

Although not included in the program review process, the eLearning Department oversees the development and delivery of hybrid and online courses through a peer review process based on nationally acclaimed Quality Matters principles. The division also monitors student success in relation to modality, and reports regularly to Instruction and Instructional Council.

4.A.3 *The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.*

The starting point for ensuring student attainment in educational programs is to ensure all programs and courses have clearly identified assessable outcomes. All of Centralia College's programs leading to a [degree or certificate](#) have published outcomes defined by faculty, approved by the Instructional Council (IC), and supported by curriculum and delivery methods that facilitate student achievement. Faculty members incorporate the outcomes from approved [Course Outlines](#) into [syllabi](#) that establish course curriculum and assessments of student achievement. Successful student attainment of course and program outcomes is monitored by faculty and evidenced by [Research Projects](#) and [Faculty Notebooks](#).

The Baccalaureate of Applied Science in Applied Management has taken this a step further by explicitly mapping all of its course assessments to course objectives within the current Learning Management System (LMS) Canvas. By reviewing results for the required courses, the program is able to demonstrate students are achieving the program outcomes. While this approach is quite time consuming, a more automated approach within its LMS is under development.

The students engaged in Adult Basic Education and English Language Acquisition programs are assessed through standardized CASAS and GED examinations. These tests establish the outcomes expected for these students and provide documentation that students have achieved program goals.

The College's [Core Theme](#) indicators for student achievement provide high-level evidence that students have achieved [program outcomes](#) by documenting how well students do after leaving the program. For the precollege program, success in workforce and academic transfer coursework demonstrates the precollege program has prepared the student for the next level of education. For workforce programs, being successful in finding employment and succeeding in the field is indicative of mastery of program outcomes. For transfer programs, success at the baccalaureate level demonstrates the student has sufficiently mastered the material at the lower division – this is especially true for the STEM fields where the material is hierarchical.

4.A.4 *The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.*

[Core Theme Two](#) has three Objectives:

- Educational Programs meet the needs of its community
- Educational programs achieve well defined academic goals
- Educational programs prepare student for success in further education, work, and life

In order to meet the needs of the community, educational programs must accept the student at whatever educational level he or she possesses and provide an educational pathway that takes that student to his or her educational goal. Additionally, educational programs must also provide the community with graduates prepared to meet existing needs of business and industry and provide a workforce that is attractive to those looking to establish themselves in the community.

Meeting the first of these outcomes, the college offers educational programs starting with Transitional Education and progressing through the baccalaureate level. These programs are designed to prepare students for success in further education, work, and life. The indicators provide a basis for assessing how well the college has aligned its programs with community needs, how well the programming at each level integrates with the next, and how successful students are when they complete a program of study.

The college also provides support services that facilitate student achievement as discussed earlier in this chapter under Core Theme One: Access.

4.A.5 *The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices and assessment with respect to achievement of the goals or intended outcomes of its programs or services wherever offered and however delivered.*

The college is an open enrollment community college offering educational programming for Adult Basic Education, High School Completion, and GED through the baccalaureate level. The end goal is to move students to a degree or certificate and considerable effort is given to ensure the integration of these levels into seamless pathways from each student's starting point to conclusion. Adjustments to capacity, resources, and practices at each level are necessary to mitigate inefficiencies and relieve bottlenecks that may impede the flow of students through the system.

By assessing student progression, bottlenecks can be identified and the underlying causes investigated. For example, Centralia College, like many others, has identified student progression from precollege to college level math as a problem. This is not due to a lack of capacity in precollege or college-level courses, but rather other inhibiting factors which may include student preparedness, instructional methodology, student support mechanisms, etc. In an attempt to address this, the college is establishing a Math Emporium learning lab, which has been effective elsewhere in the community college system. The move to this mode of instruction represents a change in practice and involves the allocation of resources to equip the lab and train faculty and instructional technicians.

4.A.6 *The institution regularly reviews its assessment processes to insure they appraise authentic achievements and yield meaningful results that lead to improvement.*

The College has reviewed its institutional assessment processes on an annual basis since it first began reporting to the Board of Trustees under the Policy Governance model in 2002. The monitoring reports produced as the basis of the president's evaluation were written to demonstrate the college's performance against goals (ENDs) that were established by the Board. The number of ENDs, the indicators of performance, and the assessment of performance, evolved over the nine years until 2011 when the ENDs were condensed and adapted to become the college's first set of Core Themes.

During the past year the review process for Core Theme reporting has become formalized and the [Institutional Effectiveness committee](#) has been tasked with reviewing the Core Theme objectives, indicators, and benchmarks [prior to their being presented](#) to the Board of Trustees for approval. This process balances the need for continuity with possibility of improvements through change.

As for instructional assessment, the college established its [Assessment Committee](#) in the early 1990s when the SBCTC allocated funding to each college to facilitate improvements in teaching and learning. Since that time the processes have undergone continuous revision as the committee has evolved from its roots as a forum for sharing creative and innovative practices to its current role. Major changes in focus occurred in 1999 when it was charged with implementing a program review process for degree programs, and in 2003 when Assessment Record Forms (ARFs) were introduced to document assessment projects undertaken by faculty. In 2005 Curriculum Review was instituted for Academic Transfer programs, distinguishing it from Workforce Program Reviews.

In 2011, the committee addressed the focus on student learning outcomes assessment in addition to demonstrating improvements in teaching and learning. Over the next two years ARFs were replaced by [Faculty Research Projects](#), and the Distribution Review was created to synthesize curriculum reviews at a higher level for academic programs. Additionally, the [assessment cycle](#) was expanded to five years to incorporate this higher level review, and the Program Review document was simplified. Finally, the Assessment Committee became a subcommittee of Instructional Council.

Currently, the role of the Assessment Committee remains central to instructional assessment work being done by the faculty as Core Theme reporting continues to improve the authenticity of the assessment of [Core Theme Two, Objective 2](#).

Standard 4.B Improvement

4.B.1 *Results of core theme assessments and results of assessments of programs and services are a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.*

[Core Theme Two](#) indicators have been vetted by the college's Institutional Effectiveness Committee and the Board of Trustees, and are aligned with the college's Mission, Core Themes, and Core Theme Objectives. Core Theme Monitoring Reports address the college's performance with respect to these indicators and propose actions intended to improve performance where needed. These action items inform the development of department, division, and unit [work plans](#).

As a result of needs assessments, the development of the baccalaureate programs was undertaken to increase access to upper-division education for place-bound students in Lewis County, to meet the needs of employers in Lewis County, and to help the college meet its enrollment targets. These factors prioritized baccalaureate program development as a 2011 Strategic Initiative; therefore, resources in the form of time and effort were dedicated to launching the [Applied Baccalaureate in Applied Management](#) in 2012. The second baccalaureate program, the [Applied Baccalaureate in Diesel Technology](#), was born out of a detailed needs assessment which supported its development and allocation of funds to support the advanced technology required to properly implement this program, which launched in 2014.

[Core Theme Monitoring Reports](#), which are presented to the Board annually, are archived on the college's intranet site, MyCC, and current reports are shared externally through the college website.

4.B.2 *The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.*

The [Assessment Committee](#) facilitates and supports [Faculty Research Projects](#) which each full-time and pro rata faculty member conducts annually. These projects address aspects of teaching and learning with the goal of continuous improvement. These projects are reviewed in [annual workload meetings](#) between faculty and deans, and are kept along with other assessment work in [Faculty Notebooks](#) and archived in MyCC. Moreover, these projects result in action items that affect instructional planning.

For example, in the Academic Transfer area, the college previously offered only one section of Math 146 Statistics, capped at 65 students. As determined through research by a math faculty member, that class was under-performing the other sections, even those taught online or hybrid. Therefore, it was determined to add an additional section of Math 146 and cap both classes at 40. Student success rates in the new structure have improved, and the college now successfully serves more students.

Another such project, conducted by a Workforce faculty member, assessed the college's Human Relations in the Workplace course to address input from the 2013 Environmental Scan of the business community that revealed concerns that CC students were not fully prepared in soft skills needed in the workplace. The college responded by increasing the course from 3 to 5 credits and the faculty revised teaching strategies to address this concern. Curriculum revisions included more hands-on learning and assignments that increased self-reflection and application of textbook concepts to improve student engagement. At the end of the first year, data shows 92 percent of the course objectives were achieved at 2.0 or higher average indicating improved soft-skills training.

Core Theme Three: Stewardship

Centralia College shall serve as a model of effective stewardship by prudently managing its physical, fiscal, and human resources to support effectively and efficiently meeting the mission of the college.

Standard 3.B Core Theme Planning

3.B.1 *Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.*

Core Theme Three has four Objectives:

1. The college shall serve as a model of effective stewardship by prudently managing financial resources
2. The college shall serve as a model of effective stewardship by prudently managing physical resources.
3. Centralia College will plan, implement and utilize a technology system and infrastructure that supports the operational functions, academic programs, and support services resources necessary to effectively and efficiently meet the mission of the college.
4. Centralia College shall serve as a model of effective stewardship to the citizens of Washington State by providing trained and qualified college employees.

The college has a long-standing tradition of delivering programs and services in a fashion that is both effective and accountable. To assist in the planning of activities, three standing committees contribute to the process to ensure alignment. These committees, [Budget Review and Planning \(BRP\)](#), [Facilities and Safety](#), and [Technology](#) are all standing committees, each with a representative to [Institutional Effectiveness](#) who reports on standing committee activities, and keeps the committee abreast of institutional activities and priorities reviewed at the IE- level.

These committees incorporate institutional priorities into their [annual work plans](#) and review the associated core theme objectives and indicators, all to be presented to IE. After IE review and approval, they are then forwarded to the Board of Trustees for acceptance.

Contributing to the college's tradition of effective and accountable programs and services, Objective 4 is addressed, in part, by having large pools of qualified applicants. Lately there has been a decrease in pool sizes for open, competitive recruitments. Human Resources has made active efforts to change advertising sources and recruitment strategies in an effort to have broader, deeper pools. (Objective 3.4, Indicator 1). In 2015-2016 the college established a baseline for the number of applicants per position and data will be forthcoming to determine if these efforts have yielded a higher number of applicants resulting in broader, deeper pools from which to fill the necessary positions with the expertise needed to advance the college mission and program goals.

3.B.2 *Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.*

Various deans and directors work with the Vice President of Finance and Administration and the Vice President of Human Resources and Legal Affairs, all of whom craft complimentary work plans culminating in the comprehensive work plan for Core Theme Three. These plans evolve out of consistent reliance on data from internal and external assessment tools. These plans are sent to the Institutional Effectiveness committee (IE) for approval.

3.B.3 *Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.*

Planning for new projects begins with the directors in coordination with the appropriate vice president. Once a basic outline for a project and ways to assess results are determined, the director works with staff to develop a plan, desired outcomes, and tools to assess those results. Every effort is made to produce data that can be compared to data from similar institutions within the State Board for Community and Technical Colleges.

For example, in September of 2007 Dr. Walton signed the [American College and University Presidents Climate Commitment](#) establishing the goal to be an environmentally sensitive campus. In researching the available data and metrics to set and monitor benchmarks, the college settled on utilizing data gathered to meet an Executive Order from the Governor's office requiring annual reports submitted to the Office of Financial Management (OFM). This data was then applied to the campus facilities, monitored, assessed, and reported on as part of the Core Theme Monitoring Report process. Eventually the executive order was rescinded, but the college elected to continue the data collection process to track this benchmark and indicator.

For some objectives, the college considers current practices at other schools in making decisions for the benefit of the students. [Objective 3.4, Indicator 3](#) addresses the mix of full-time and part-time faculty teaching classes. The college strives to have 50 percent of its classes taught by full-time faculty in order to establish quality and continuity in educational programs. Historically this exceeds the system average for the full-time/part-time faculty percentage and the goal has been exceeded with full-time faculty teaching anywhere from 52-56 percent of classes. The college plans accordingly to ensure resources are available and allocated to employ full-time faculty in its programs to achieve quality instruction and continuity in program offerings.

Standard 4.A Assessment

4.A.1 *The institution engages in ongoing systematic collection and analysis of meaningful assessable and verifiable data-quantitative and qualitative, as appropriate to its indicators of achievement-as the basis for evaluating the accomplishment of its core theme objectives.*

The college utilizes a variety of data sources, ranging from the Noel Levitz and CCSSE surveys, to SBCTC system-wide data, to internally generated information sources and surveys. The range of information allows for both quantitative and qualitative analysis. To determine if the current advertising and recruitment practices are working to draw applicants for open positions ([Objective 3.4, Indicator 1](#)), the college collects raw numbers of applicants for open positions and asks applicants where they saw the position advertised. This data informs decisions about future advertising (E.g. print media, online job boards, word of mouth, social media, etc.). Depending on the position, the strategy varies. For example, when looking for nursing faculty, the college will advertise with medical publications and hospitals, as well as asking current nursing staff to reach out to contacts in the field. During this reporting cycle, data will be analyzed to determine if these changes made an impact.

4.A.2 *The institution engages in an effective system of evaluation of its programs and services wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.*

Under [Core Theme Three](#), specific departments are tasked with meeting the objectives and reporting on outcomes and alignment, which provides for the re-alignment of efforts as benchmarks are added, deleted or modified. In this process, the standing committees and IE are utilized as the final evaluators as to whether objectives have been met, which are ultimately presented to the Board of Trustees.

4.A.3 *The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.*

Core Theme Three: Stewardship does not address student achievement or educational programs.

4.A.4 *The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.*

To consistently solicit and respond to campus feedback regarding facilities-related services, the Facilities, Operations, and Maintenance (FOM) unit began offering follow-up surveys to faculty and staff who submit work orders on the *Megamation*, the facilities management system used since 2014. FOM also deployed an annual [FOM Services Survey](#) for the second consecutive year. Additionally, the [Noel Levitz Survey](#) of students is a critical tool for FOM's assessment and planning, for example in its success of providing a safe and secure campus for all students.

The IT department also monitors and responds to results of surveys, such as The Noel Levitz Student Satisfaction Inventory (SSI) and among employees via the Institutional Priorities Survey (IPS). SSI and IPS data indicates that respondent satisfaction in both areas is above that of the national cohort. The IT department works with and through the [Technology Committee](#) to engage with the college community in seeking ways to improve existing systems and therefore user satisfaction.

The IT department, when possible, leverages SBCTC and/or master contract vendors to assist in planning and implementation of major projects. Project progress, completion, and assessment is reported through the college's shared governance and committee structure.

4.A.5 *The institution evaluates holistically the alignment, correlation, and integration of planning resources, capacity, practices and assessment with respect to achievement of the goals or intended outcomes of its programs or services wherever offered and however delivered.*

Several examples for the evaluation of planning resources speak to this standard. First, the computer replacement policy ([Obj.3, Ind.3](#)) indicates that 100 percent of faculty and staff computers meet the college standard of supporting the latest Microsoft Windows operating system and Office software. Recently, advancements in technology have provided for a new platform (VDI – Virtual Desktop Infrastructure) and the college has upgraded its data infrastructure to host a trial. VDI will replace 60 desktop lab stations with lower cost client server technology that will meet the performance standard required in the new Math Emporium. If successful, this will allow a shift to this technology and require a revision to the benchmark, maintaining the basic philosophy of the indicator.

4.A.6 *The institution regularly reviews its assessment processes to insure they appraise authentic achievements and yield meaningful results that lead to improvement.*

As part of the [Core Theme Monitoring Reports](#) process, objectives, indicators and benchmarks are reviewed annually and presented to Institutional Effectiveness to determine their viability for the coming year. For example, [Objective 1, Indicator 3, Benchmark 3](#) states Grants and Contracts funds raised as a percent of the total operating budget meet or exceed 175 percent of the system average. This benchmark was originally established at 125 percent, however, college consistently exceeded that target, and after evaluation, the level was increased.

Standard 4.B Improvement

4.B.1 *Results of core theme assessments and results of assessments of programs and services are a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.*

[Core Theme Three](#) assessment is based on comparisons to other colleges in the system (SBCTC data warehouse), colleges nationwide (Noel Levitz and CCSSE), and self-defined goals. An example of improvement and resource allocation would be in [Objective 2, Indicator 4](#) which states that the campus plans, implements and monitors facilities and practices that are ecologically sound and sustainable; according to Benchmark 4, lighting load per square foot for the campus will be reduced by 5 percent per year. In this case, as the college builds or renovates facilities, or replaces fixtures and equipment, decisions are made to transition to the highest efficiency lighting fixtures that can be feasibly acquired. As indicated in the annual Core Theme Monitoring Reports, great progress has been made, although the goal has not been fully met.

Additionally, [Objective 3, Indicator 5](#) focuses on the percentage of employee evaluations completed with a goal of 100 percent completion. Having trained and qualified College employees as stated in Objective 4 is a part of being good stewards of college resources. Evaluation is an important part of continuous improvement for employees, planning and goal setting in the next evaluation cycle, and a feedback mechanism between employees and supervisors. Employees and supervisors can identify achievements during the evaluation period and focus on goals for the next evaluation period. This helps to plan for improvements that tie into broader institutional goals. At present, the completion rate across Classified and Exempt employee groups averages 65 percent. To improve this effort, Human Resources provides training to supervisors on the evaluation process, how to manage employee performance, and the usefulness of evaluations in planning and meeting broader institutional goals.

As [Core Theme Monitoring Reports](#) are completed and accepted by the college's Board of Trustees, they are posted on the college website for access by constituents.

4.B.2 *The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.*

Student learning outcomes are not assessed as part of the assessment process for Core Theme Three.

CHAPTER 4: EVIDENCE LIST

CHAPTER FOUR: Core Theme Planning, Assessment, and Improvement

Eligibility Requirement 22 – Student Achievement

[College Website – Degrees & Certificate](#)

[College Catalog – Page 44](#)

Educational Plans

[AA – Biology DTA/MRP](#)

[AAS – Chemical Dependency](#)

[AA – Math Education DTA/MRP](#)

[ATA – Accounting](#)

[ATA – Criminal Justice](#)

Course Outlines

[ACCT& 201 – Principles of Accounting I Course Outline](#)

[BIOL& 221 – Majors Ecology/Evolution Course Outline](#)

[CDP 100 – Intro to Chemical Dependency Course](#)

[Outline](#)

[CJ& 101 – Intro to Criminal Justice Course Outline](#)

[MATH& 141 – Pre-Calculus Course Outline](#)

Assessment Cycle

[Assessment Cycle – Academic Transfer](#)

[Assessment Cycle – Workforce Education](#)

[Assessment Cycle – Child and Family Studies](#)

[Faculty Notebooks](#) (additional copies will be available in the evidence room)

[Faculty Research Projects](#)

Eligibility Requirement 23 – Institutional Effectiveness

[Core Theme Monitoring Reports](#)

[Institutional Effectiveness Committee Structure](#)

[Hierarchy – Core Theme Reporting](#)

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Standard 3.B.1

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[Core Theme 1: Access](#)

Core Theme Chart

[2017 Chart of Core Themes, Objectives, Indicators, and Targets/Benchmarks](#)

Standard 3.B.2

[Core Theme One](#)
[2017 Chart of Core Themes, Objectives, Indicators, and Targets/Benchmarks](#)
[MARRT Committee Structure Document](#)
[TRiO Program](#)
[Financial Aid](#)
[2nd Chance Pell Grant Pilot Program – Cedar Creek](#)
[Textbook Rentals](#)
[Student Ambassador Program](#)
[Veteran’s Center](#)
[Disability Services](#)
[Writing Center](#)
[STEM Center](#)
[PROs Speech Lab – PROs Rack Card](#)

Standard 3.B.3

[2017 Chart of Core Themes, Objectives, Indicators, and Targets/Benchmarks](#)
[Student Services Workplans](#)
[2nd Chance Pell Grant Pilot Program – Cedar Creek](#)
[Core Theme One - Access](#)

Standard 4.A: Assessment

Standard 4.A.1

[2017 Chart of Core Themes, Objectives, Indicators, and Targets/Benchmarks](#)
CCSSE Survey
[CCSSE 2014 Executive Summary](#)
[CCSSE 2014 Survey - Cohort All Students](#)
[CCSSE 2016 Executive Summary](#)
[CCSSE 2016 Survey - Cohort All Students](#)

Standard 4.A.2

College in the High School
[College in the High School Agreement – Chehalis School District](#)
[College in the High School Agreement – Winlock High School](#)
[WAC 392-725-120](#)
[National Alliance of Concurrent Enrollment Partnerships \(NACEP\) Standards](#)

Standard 4.A.3

Standard 4.A.4

Enrollment Reports

[Fall FTEs – September 21, 2017](#)

[Fall FTEs – October 17, 2017](#)

[Fall FTEs – October 30, 2017](#)

[Board of Trustee Reports](#)

[2015-2016 Minutes](#)

[2016-2017 Minutes](#)

[2017-2018 Minutes](#)

[Objective 1.3](#)

[CCSSE Surveys](#)

[CCSSE 2014 Executive Summary](#)

[CCSSE 2016 Executive Summary](#)

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[Student Ambassador Program](#)

eSports Program

[Blazer Briefs – January 2018](#)

[The Chronicle Article – December 11, 2017](#)

Standard 4.A.6

Standard 4.B: Improvement

Standard 4.B.1

EMT Notes

[2015-2016 Minutes](#)

[2016-2017 Minutes](#)

[2017-2018 Minutes](#)

Institutional Effectiveness Committee (IE)

[2015-2016 Minutes](#)

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Board of Trustees Minutes

[2015-2016 Minutes](#)

[2016-2017 Minutes](#)

[2017-2018 Minutes](#)

MARRT Work Plan

[MARRT 2016-2017 Work Plan](#)

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CORE THEME TWO: EDUCATION

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Core Theme Chart

[2017 Chart of Core Themes, Objectives/Ends, Indicators, and Targets/Benchmarks](#)

Weekly Enrollment Reports

[Fall 2017 FTE Report – October 30, 2017](#)

[Fall 2017 FTE Report – October 17, 2017](#)

[Fall 2017 FTE Report – September 21, 2017](#)

FTE 10-Year Analysis Chart

[FTE 10-Year Analysis Chart – 2006/07-2016/17](#)

[FTE 10-Year Analysis Chart – 2005/06-2015/16](#)

[FTE 10-Year Analysis Chart – 2004/05–2014/15](#)

Board Scan February 2013

[Business Office Program Scan 2013 – Agenda](#)

[Business Scan Notes 2013](#)

[Business Scan - Invitation Letter](#)

[Business Scan – Intro Questions](#)

Board Scan Fall 2017

[Agriculture Scan Fall 2017 Notes](#)

[Agriculture Forum Questions 2017](#)

[Agriculture Invitation](#)

[Core Theme Two Report](#)

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[Transitional Education Division](#)

CCRC Community College Research Center – I-BEST

[Educational Outcomes of I-Best Washington State
Community & Technical College System’s Integrated
Basic Education and Skills Training Program: Findings
from a Multivariate Analysis](#)

[Student and Exchange Visitor program \(SEVIS\)
International Program](#)

WORKFORCE EDUCATION

[Workforce Education Programs](#)

[State Board for Community & Technical Colleges \(SBCTC\)
Professional-Technical Program Approval Form –PAR
Workforce Education Programs](#)

ACADEMIC TRANSFER

[Academic Transfer](#)

[Intercollege Relations Commission \(ICRC\)](#)

[Intercollege Relations Commission \(ICRC\) Handbook](#)

Associate in Music

[Associate in Music Educational Plan – April 2017](#)

APPLIED BACCALAUREATE

Bachelor of Applied Science Degree Educational Plans

[Bachelor of Applied Science – Applied Management](#)

[Bachelor of Applied Science in Diesel Technology](#)

[Bachelor of Applied Science in Information Technology:](#)

[Application Development](#)

[Bachelor of Applied Science in Teacher Education](#)

[Elementary Bachelor of Applied Science in Teacher](#)

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[Endorsement](#)

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[Instruction Work Plans](#)

Core Theme Two: Education

[Core Theme Two Report – July 2017](#)

[Core Theme Two Reports for 2016](#)

Standard 4.A: Assessment

Standard 4.A.1

[2017 Chart of Core Themes, Objectives/Ends, Indicators, and
Targets/Benchmarks](#)

[Program Review Documents](#)

[Faculty Notebooks – Research Projects](#)

[Instructional Council Structure Document](#)

Standard 4.A.2	Instructional Council Committee Structure Assessment Committee Structure Program Review Documents Cycle of Assessment
Standard 4.A.3	Degree and Certificate Website Educational Plans Examples of AA - English outcomes Examples of ATA – Criminal Justice outcomes Examples of Certificate of Proficiency – Phlebotomy outcomes Course Outlines Examples ENGL& 101 CJ 240 PHLE 131 Course Syllabi Examples ENGL& 101 Syllabus CJ 240 Syllabus PHLE 131 Syllabus Faculty Research Projects Faculty Notebooks Core Theme Two 2015-2016 IPEDS Completion Data
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[Assessment Committee Structure](#)

[Faculty Research Projects](#)

[Faculty Workload Template](#)

Faculty Notebooks (additional hard copy faculty notebooks will be made available in the evidence room)

[Academic Transfer](#)

[Workforce Education](#)

CORE THEME THREE: STEWARDSHIP

Standard 3.B: Core Theme Planning

Standard 3.B.1

[2017 Chart of Core Themes, Objectives/Ends, Indicators, and Targets/Benchmarks](#)

Committee Structure Documents

[BRP Committee Structure Document](#)

[Facilities and Safety Committee Structure Document](#)

[Technology Committee Structure Document](#)

[Institutional Effectiveness Committee Structure](#)

[Documents](#)

[Committee Work Plans](#)

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[Finance & Administration Work Plan - 2015](#)

[Human Resources Work Plan – 2014/2015](#)

[Core Theme Three](#)

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[2007 American College and University Presidents Climate Commitment \(ACUPCC\) Charter](#)

Core Theme 3 Report

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[Facilities Committee Structure](#)

[Facilities Services Survey](#)

Noel Levitz Surveys

[Noel Levitz Survey Results \(SSI\)– 2012](#)

[Noel Levitz Survey Employee Results \(IPS\) - 2013](#)

[Noel Levitz Survey Results \(SSI\) – 2015](#)

[Technology Committee Structure](#)

Standard 4.A.5

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[Core Theme Monitoring Reports](#)

CHAPTER FIVE
MISSION FULFILLMENT, ADAPTABILITY,
SUSTAINABILITY



CHAPTER 5: MISSION FULFILLMENT, ADAPTATION, SUSTAINABILITY

ER 24. Scale and Sustainability

The institution demonstrates that its operational scale (e.g., enrollment; human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

The College demonstrates it is meeting its objectives through [Core Theme Monitoring Reports](#) presented to the Board of Trustees on an annual basis. These reports include goals related to enrollment ([Core Theme One, Objective 1](#)); human and financial resources ([Core Theme Three, Objective 1 and 4](#)); and institutional infrastructure ([Core Theme Three, Objective 3](#)).

Moreover, the college develops and monitors its budget annually; the college contracts for independent third-party audits on an annual basis; and the college maintains a contingency budget for disruptions in funding. Finally, the Board of Trustees exercises oversight through the establishment of Executive Limitations, specifically [EL.3](#), [EL.4](#), [EL.5](#), that address scale and sustainability.

Standard Five – Mission Fulfillment, Adaptation, and Sustainability

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

Standard 5.A Mission Fulfillment

5.A.1 *The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.*

The Board of Trustees receives annual [Core Theme Monitoring Reports](#) which provide data and analysis of the college's performance with respect to objectives and indicators related to each of the Core Themes. Each [Core Theme Objective](#) has one or more indicators and each indicator has an associated benchmark. Each indicator is scored using a four point scale: Not met, substantially met, met, or exceeded. Indicators are typically monitored and reported over a span of years so that progress can be monitored and benchmarks are reviewed annually and adjusted to assure the college does not become complacent.

The Core Theme Monitoring Reports are reviewed by the [Executive Management Team](#) and the [Institutional Effectiveness Committee](#) prior to presentation to the Board of Trustees. Following review and discussion of all the reports, the Board takes formal action to accept the reports.

Responsibility for producing Core Theme Monitoring Reports resides with college's four vice presidents, while individual sections involve the work of numerous individuals across the institution including staff, faculty, deans, and directors.

The College is also afforded institutional assessment opportunities associated with the NWCCU accreditation process, as is evidenced by the culminating Year Seven report.

5.A.2 *Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.*

The College has linked mission fulfillment to achievement of its [Core Theme Objectives](#) and has established indicators and benchmarks that determine the level to which an objective has been achieved. Meeting or exceeding all benchmarks is a clear measure of mission fulfillment. However, the college continuously assesses the adequacy of its indicators and benchmarks, and meeting all expectations in one year would motivate a re-evaluation of the targets.

The [Core Theme Monitoring Reports](#) are presented to the Board annually and their acceptance indicates an adequate job of assessing its performance, and the rating on each indicator becomes a record of performance at or above expectation and identifies the areas in need of improvement. These ratings become the implicit measure of the degree to which the college is fulfilling its mission.

Two examples where performance on an indicator did not meet expectations, the actions taken, and the performance in the subsequent year are as follows:

Year: 2015-2016

[Core Theme Objective 2.7](#): *Students shall have access to quality Child and Family Studies programs that increase and strengthen knowledge and skills to effectively guide self and family and lead to engagement in lifelong learning.*

Indicator 1: *Underserved children and families and early learning caregivers have access to quality education.*

Benchmark 1.2: At least 25 percent of CFS classes are taught in a bilingual modality, meeting the needs of the Lewis County Latino Population.

Result: Bilingual class percentage – 17 percent

Action: The addition of Spanish or bi-lingual classes will continue as need has been expressed. Recruitment of Spanish-speaking staff with appropriate credentials will continue.

Results: Although not presented as a Core Theme Report in 2016-2017, tracking of this indicator continue as a part of the Child and Family Studies (now Teacher Education and Family Development) division. A full-time bilingual instructor has also been hired in this area.

Year: 2014-2015

[Core Theme Objective 1.1](#)*: *Centralia College shall enroll a wide variety of students.*

Indicator 1.1.1: *State-supported annualized FTEs*

Benchmark 1.1.1: *The College will exceed state enrollment target by 4 percent.*

Action item: *Create and implement recruitment, marketing and retention plan enabling the college to exceed state enrollment target by 4 percent.*

Results: The College has not reached this target and this indicator and benchmark have been modified recently. However, one part of the college's recruitment plan is to increase the number of Bachelor of Applied Science programs. Subsequently, the Bachelor of Applied Science in Teacher Education was launched in the fall of 2017. Winter quarter enrollments show a slight increase over the previous year primarily to the growth in evening enrollments, which are attributable to BAS-TE.

**in 2014-2015 reports were still called monitoring reports and objectives were stated as ENDS.*

The College makes the Core Theme Monitoring Reports available both internally and to the public. The results of these reports are communicated to the college community through the various councils and committees. Elements are also communicated at the annual Kickoff event and the All Staff Fall Conference Day, through quarterly faculty meetings, and Budget Review and Planning forums. The Core Theme Monitoring Reports are published on the college's internal MyCC page as well as on the [college's public-facing website](#).

Standard 5.B Adaptation and Sustainability

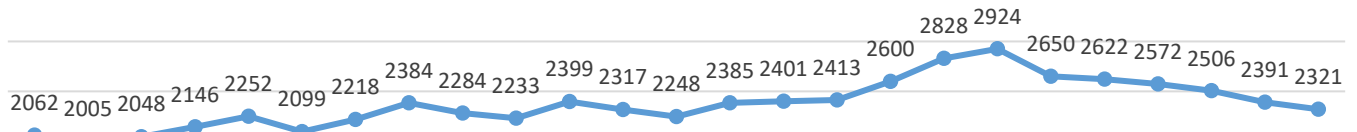
5.B.1 *Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.*

The College develops an annual [Operating Budget](#) that reflects its priorities within the constraints of its finances. Since the majority of its programs and services reflect well-established practices for institutions of higher education, much of this budget is carried forward from the previous year with adjustments for increased costs for human and physical resources. This said, the college evolves over time to reflect changes in its financial resources, its enrollments, its programs of study, the services it offers to students, and changes in technology.

Through the work of the [Budget Review and Planning Committee \(BRP\)](#), the college regularly evaluates its financial position. Enrollment patterns are monitored, while tuition, contract, and state-support collections are projected so the college is able to estimate its revenues under various scenarios three years out. The BRP holds quarterly [Open Forums](#) at which budgetary information is shared with the campus; these presentations are also recorded and made available through MyCC and Canvas for those unable to attend.

Based upon current trends in state-funded enrollments, the college could face the necessity of reducing the scope of its services and offerings within the next two years.

GRAND TOTAL FTE'S



	Y92	Y93	Y94	Y95	Y96	Y97	Y98	Y99	Y00	Y01	Y02	Y03	Y04	Y05	Y06	Y07	Y08	Y09	Y10	Y11	Y12	Y13	Y14	Y15	Y16	
	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	
Year	2062	2005	2048	2146	2252	2099	2218	2384	2284	2233	2399	2317	2248	2385	2401	2413	2600	2828	2924	2650	2622	2572	2506	2391	2321	
	YEAR																									

Enrollments have been on a steady decline for the past seven years as the economy has improved and are now at levels near those in the early 2000s. During the past several years the college has increased its Running Start enrollments, and changes to the state budget models has provided a small boost to the budget, but these will not offset the decline in tuition collection and the support associated with state-supported enrollments over the long-term.

Roughly 85 percent of the college’s budget is dedicated to employee compensation and each operational unit (Administrative Services, Instruction, and Student Services) is responsible for evaluating and maintaining its staffing at a level sufficient for the services it provides. Position requests may be initiated by any supervisor and depending upon the type of position are approved at the dean/director, vice president, or presidential level. All full-time permanent positions are approved by the President.

Staffing requests result from resignations, retirements, program growth, changes in program needs, and the development of new programs. In the case of resignations and retirements, replacement is not automatic as these represent opportunities for minimally disruptive adjustments in staffing. All positions requests are evaluated based upon criteria including the link to strategic initiatives, critical needs, and availability of funding for the positions. The Human Resources Unit oversees the [entire hiring process](#).

The college's capacity to fulfill its mission is not only dependent upon having adequate human resources, but on the adequacy of its physical resources. Over the past 30 years all the primary structures on the main campus have been replaced, changing from single-story wood-frame buildings to modern steel and brick energy-efficient, ADA-compliant, technology-friendly structures. Additionally, these buildings provide upgraded instructional and student-centered spaces.

- The Kirk Library was completed in 1990
- Washington Hall, completed in 2000, replaced the aging Corbet Theater and the Art Annex
- Walton Science Center was completed in 2009 replacing Ehret Hall, Lingreen Hall, and Business buildings, and provided state of the art dedicated science labs, an expanded greenhouse, an astronomy deck, clustered faculty office spaces, and "smart" classrooms.
- The TransAlta Commons (TAC), completed in 2017, replaces Kemp Hall and the Student Services building providing consolidated student services, four Active Learning Classrooms, additional faculty offices, and a large-scale meeting area.

Although the TAC is a replacement for Kemp Hall and the Student Services building, only Kemp is slated for demolition. The old Student Services building is being remodeled to allow for the relocation of the Transitional Studies division and the colocation of the college's local Employment Securities branch. This collaboration should provide enhanced access for individuals (potential students) changing careers, as well as resources to maintain this building into the future.

With the completion of the TAC, the college's space utilization is currently below the state average providing room for growth. A conservative estimate based upon a data showing the college is only at 80 percent of the state average for space utilization indicates the college should easily have capacity to expand from its current 2000 FTE level to 2500 FTE without significantly increasing its distance education and off-hour operations. At the current (negative) growth rate, this should provide adequate capacity for the foreseeable future.

The buildings have been constructed according to the college's [Facilities Master Plan](#) and following rigorous design analysis of space needs, emerging trends in pedagogy, and aesthetics. The college has submitted its most recent capital budget request to construct a new Teacher Education and Family Development building. This building will allow the college to move family development departments including the Children's Lab School, Early Childhood Education Assistance Program (ECEAP), and Parent Education along with the Baccalaureate in Elementary and Special Education and its feeder program, the Associate in Early Childhood Education, into a single building. This consolidation will eliminate a number of old small inefficient structures, improving overall efficiency.

The College monitors the percentages of its financial resources allocated to administration, support, and faculty and compares these to state averages as one measure of the adequacy of its human resource capacity. The college also conducts [Noel Levitz](#) and [CCSSE surveys](#) on a biennial basis to monitor the perceptions of its employees' and students' satisfaction with college facilities and operations.

The College has faced distinct challenges as it works to expand its programs and services to meet the evolving needs of internal and external constituencies. Key examples include recruiting faculty for high-demand fields, high square-footage-to-custodian loading, and maintaining adequate IT staff in the face of increasing technology demand.

Nursing, Diesel Technology, and Information Technology are all fields in high demand and that provide high salaries. Offering these programs is a benefit to students and the community, but finding faculty for these programs has proven challenging simply because they are high-demand fields and it is difficult for the college to offer competitive wages. The college has been fortunate in finding quality faculty members to teach in these programs, but the number of applicants has been low and has raised concerns about the college's capacity to fill future vacancies.

Because the college is focused on meeting its enrollment targets, a premium is placed on staffing positions that contribute directly to this goal. Faculty members are on the front line in achieving these goals, as are Student Services and recruitment personnel who help attract and retain students. With stagnant to declining budget and resources, positions not seen as contributing directly to meeting the college's targets do not rise to the top. As a result, as the college's buildings have increased in total square footage, the number of custodial and grounds staff has not kept pace. There has been some overall relief due to the fact that the buildings are relatively new and easier to maintain and clean, but the college's square-foot-per-worker is high relative to the rest of the system.

Technology has become a basic requirement in most classrooms and the number of computers and related equipment has soared since PCs first became a part of the college landscape. Recruiting qualified IT staff presents the same problems faced in recruiting IT faculty. Moreover, putting resources toward increasing the IT staffing levels is in competition with other campus needs. However, current planning by the IT department may help to both reduce the overall cost of technology and to alleviate some of the workload on the IT staff. A pilot is underway in the Math Emporium to test the viability of centralizing computing on a few servers which support up to 150 work stations. This approach harkens to the distant past when mainframes were accessed through dumb terminals, but with advances in technology may provide a more robust platform, lower hardware costs, and maintenance. The college anticipates the pilot will go well, and has taken steps to expand its fiber-optic internal network.

5.B.2 *The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.*

Planning occurs within each administrative unit and at all levels within each unit, and there is no single document that captures all the interwoven planning cycles and processes. This said, routine planning does follow established timelines and practices which are communicated to those responsible for providing input into the planning process. These processes are delegated to individual offices and administrative units along with the responsibility and authority to evaluate, maintain, and revise, as needed.

Although the planning processes are cyclic, overlapping, and interdependent, a reasonable starting point is the creation of the [academic calendar](#) which is developed in collaboration with the faculty bargaining unit. A number of factors go into the placement of starting dates, faculty days, advising days, assessment days, and ending dates for each quarter, but the number of contract days is fixed at 177 and the number of instructional days is fixed at 53 counting finals. All four quarters, including summer, are planned with draft calendars developed three years in advance.

Calendars may be modified, even after they have been approved, if there is evidence of pressing need. This is rare, but did happen in 2016 when it was discovered that finals week overlapped “Business Week”, an event that brings all the juniors from the Centralia and Chehalis school districts to the college for a week in early December. Because of the importance of this collaborative community event, the faculty agreed to the change. Fortunately, the fall schedule had not yet been published before the problem was discovered. The Instruction Office is responsible for oversight of this procedure and the planning process was expanded to include Business Week as a consideration.

The primary function of the college is to assist students in reaching their educational objectives in a timely manner; therefore, [schedule development](#) is critical to planning process for the college and its students. The process begins in fall quarter of the previous year and continues through fall quarter of the year for which the schedule is being developed. Although changes may occur throughout the year, the core course needed to meet the needs of the college’s programs of study are planned in advance to ensure students are able to complete their degrees on time. These offerings are captured in the [annual advising schedule](#).

The Educational Plans that have been created for workforce programs and each academic transfer track are the primary documents that inform the development of the schedule. The general Associate in Arts, which focuses on the completion of general education courses, has multiple pathways to completion. Science, engineering, music, and most workforce programs require students to adhere to the sequencing of courses to complete their degrees in a timely manner. Program planners are thoughtfully developed by faculty and deans, and are approved through Instructional Council. Changes to existing planners occur as a natural part of program evolution but could present challenges for students who have already started under an existing plan. The college always accommodates these students so that they can graduate on time, but there are inefficiencies inherent in the process. This is an area of continued work to balance the need to maintain and improve program quality with the need for continuity for current students. Integration of the program development cycle, the [schedule development cycle](#), and various processes on the Student Services side is an ongoing challenge and is under continuous review and development.

Approximately 50 percent of the college’s budget is dedicated to direct instruction and the schedule is the primary driver behind the instructional budget. Once the schedule is completed, the deans are able to compare their existing faculty resources to what is needed and recruit adjuncts as necessary to fill gaps. The college does not use a zero-based budgeting process and the deans are able to plan based upon a carryforward budget that reflects their previous year’s budget adjusted for increases in staffing salaries and benefits. Adding or replacing full-time faculty positions follows a process that begins with justification and discussion in President’s Cabinet including all the vice presidents, and moves to [Executive Management Team](#) so that resource allocation decision that impact the carryforward budgets can be addressed.

Although the deans have authority to hire adjunct faculty as necessary to meet program needs, they are expected to work within their budgets. Often, however, this means using the previous year's budget as a guide due to the Washington State Legislature's perennial inability to pass a State budget in the regular legislative session. This results in the college not getting a budget allocation until long after the academic year has actually started. However, this has not led to any significant problems, and maintaining a conservative spending posture has allowed the institution and each administrative unit to maintain contingency budgets sufficient to cover a shortfall through a transition period.

Changes in the college's finances due to increases or reductions in state support, tuition, and other sources are not automatically distributed to existing budgets, but are handled at the institutional level and mediated through [Budget Review and Planning committee](#) by employing its [Guiding Principles](#).

The legislature did make cuts to funding for higher education in 2009 and the SBCTC, which distributes the community college allocation among the colleges of the system, required each college to report budgets that actually showed where the cuts were being taken. In that process, Instruction gave up a significant part of its equipment budget. Contingency funds provided a way for essential equipment needs to be met, at least on a temporary basis. Each of the past seven years the faculty and deans have been asked to put forward equipment needs that need funding and these have been handled through the Instruction Office using operating budget savings and contingency funds. In the spring of 2017 the instructional administrative team determined it would lead to better planning if an equipment budget were developed and distributed among the divisions, even if it had to come from contingency. To this end \$100,000 has been set aside for this purpose and equipment requests have been solicited.

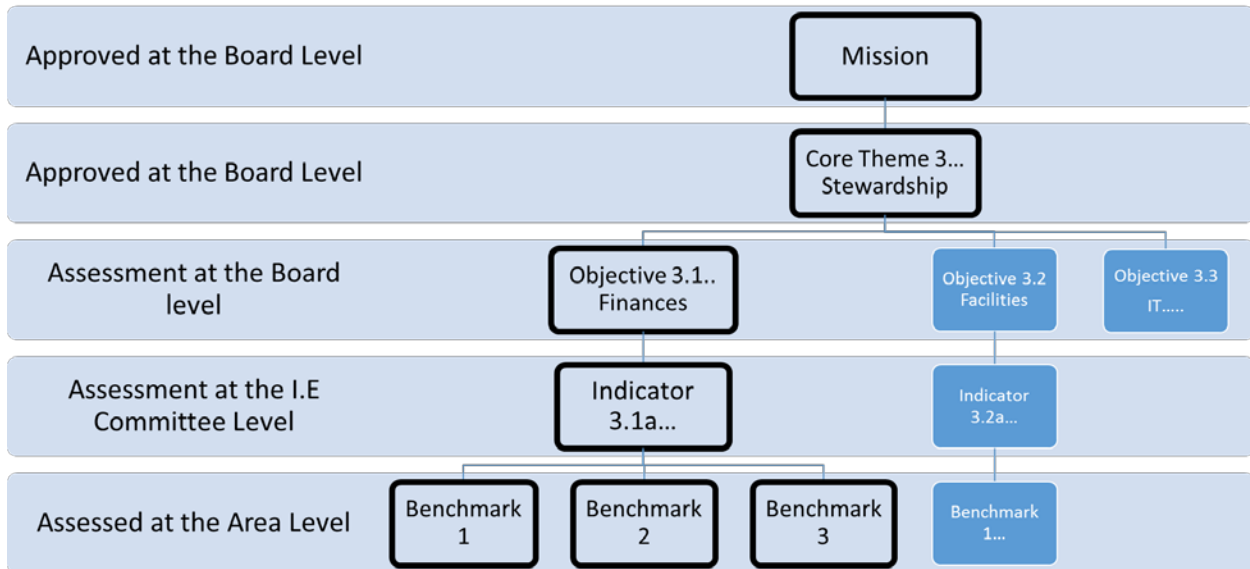
The primary forums for institutional planning discussions and resource allocation decisions are the weekly [Executive Management Team \(EMT\) meetings](#). This standing committee is comprised of the vice presidents, deans, and directors from each organizational unit and is chaired by the President. These representatives bring staffing and resource requests from their respective constituencies and provide counsel on decisions regarding resource allocation based upon the relative merits of the requests. Pan-institutional representation ensures there is opportunity for competing views to be considered when resource (re)distribution decisions are made.

The [Institutional Effectiveness Committee \(IE\)](#) is the primary forum for discussions and decisions concerning policies that govern the operation of the college. IE is the umbrella committee that all other major standing committees report to, and it has representative from these committees. IE and the other major standing committees form the core of the college's shared governance model. Institutional policies, with the exception of Board Policies (BPs), are approved through IE. IE also has a direct role in approving the Indicators used in the Core Theme Reports to ensure the assessments of institutional effectiveness are meaningful and relevant.

Starting in January 2018, the members of IE have taken on the task of scoring the Core Theme Indicators based upon evidence provided in the Core Theme Reports. The benchmarks that have been established for each indicator are considered in scoring the Indicators, and the averages of their scores are sent to the Board of Trustees along with the Core Theme Report itself. The Board retains the authority to score the College's performance with respect to the Core Theme Objectives. IE also considers actions recommended in the Core Theme Reports and based upon these develops strategic initiatives for the following year that drive planning for improvement.

The following chart depicts the hierarchical relationship among the Mission, Core Themes, Core Theme Objectives, Indicators, and Benchmarks, along with the body responsible for their establishment, revision, and scoring.

Core Theme Hierarchy



IE also oversees and approves the [structure documents](#) for all standing committees. These structure documents define the scope of responsibilities and the authority granted to each committee, and IE and the other standing committees collectively comprise the college’s shared governance structure. Change in committee composition or practices are documented as changes in the committee’s charter as approved through IE.

5.B.3 *The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.*

Virtually every individual associated with the college including community members, students, staff, faculty, and administration has the ability to provide input that helps shape its trajectory.

For a number of years members of the community, including members of the Chamber of Commerce have asked when the college was going to become a baccalaureate institution. They were responding to the low baccalaureate degree attainment in the county and the need for a well-educated workforce to attract business and industry to the community. Existing legislation at that time did not allow community colleges to offer degrees beyond the associate level.

With the passage of [SSHB 1794](#), it became possible for the college to develop applied baccalaureate programs and in 2011 the college undertook the development of its [Baccalaureate of Applied Science – Applied Management \(BAS-AM\)](#). This degree was chosen because of its broad applicability and the strong lower-division business administration associate degree program. Within the year, faculty from the college's diesel program approached the administration with a proposal to create a baccalaureate level diesel program. These faculty members had graduated from one of only two such programs in existence in the country at that time and saw an opportunity to fill a niche. The [Bachelor in Applied Science – Diesel Technology](#) was launched in 2014. The [Bachelor in Applied Science – Information Technology](#) followed in 2016 and, once again, following the passage of enabling legislation, the college developed its [Bachelor in Applied Science – Teacher Education](#), which launched in 2017.

The college has developed these programs in response to community needs and expectations, changes in the legislative landscape, and, importantly, an existential need to develop a larger student recruitment pool to help sustain its enrollment levels under the pressures of an improving economy and the attendant decline in traditional associate level student recruits, especially into workforce programs.

Following the development of the first two programs, the Board of Trustees adopted a plan prioritizing the development of baccalaureate programs. This plan identified future programs as priorities based upon the college's associate programs (internal strengths) and projected areas of employer demand (external environment). The Bachelors in Nursing was included because the Providence system of hospitals is moving toward requiring all its new hires hold that degree as a minimum. Having set this as a goal the college immediately undertook a critical step in that direction by preparing for national accreditation for its Associate Degree in Nursing (ADN).

On December 18, 2017 the college received notification that the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) Initial Program Application Subcommittee voted to recommend to its board of commissioners that pre-accreditation candidacy status be granted to the college's ADN program. If the commissioners approve the granting of pre-accreditation candidacy status, the college will have three years to demonstrate full compliance with the accreditation standards and become accredited. The college will be reassessing its options during this period which include moving forward with its own Bachelor of Nursing or entering into an articulation agreement with one of the local baccalaureate granting institutions.

Although the addition of the applied baccalaureate degree did not necessitate a change in the mission statement, it is clear the mission of the college did expand. During the last two years the core themes have been restructured to provide more useful objectives and indicators. For example, [Core Theme Two](#) now has three broader objectives and the baccalaureate programs are addressed through dedicated indicators under these.

One challenge the college faces in developing programs that lead to gainful employment for members of its community is the relatively small number of high wage jobs available within Lewis County. Recognizing the chicken and egg relationship between the need for a trained workforce to attract business and industry and the needs of business and industry to justify the addition of new programs, the Economic Development Council (EDC) and the College have collaborated in developing strategies to attract new potential employers to the area.

In 2017, the Lewis County EDC commissioned a report from TIP Strategies: *Workforce Development Training Needs Gap Analysis* (presented December 2017). The president of the college is a member of the EDC, and several college administrators work directly with EDC staff to assess and meet local workforce training needs. The TIP Strategies report gives a thorough analysis of the Lewis County labor market, the alignment of industry demand and the current supply of workers, and specific gaps in the labor market. Centralia College is currently using this report to guide program planning to fill current gaps:

- Medical and health services managers: The College is currently assessing the feasibility of adding a health services management track to the existing Bachelor of Applied Science in Applied Management (BAS-AM).
- Heavy equipment & tractor-trailer truck drivers: The TIP Strategies report confirmed what the college had already observed in regional and statewide training needs. The college is currently working to secure funding to start a Commercial Driver's License (CDL) program.
- Industrial machinery mechanics and machine operators: Currently, the college has an Associate program in Mechatronics and Automation. In response to the TIP Strategies report, the college is making plans to expand the current program into an Advanced Manufacturing program.

The college's work with the Lewis County Economic Development Council and its response to the TIP Strategies report is just one recent example of how the college uses external input to guide program planning.

In light of the college's success in these programs and initiatives, the Board of Trustees wanted to capture and build upon it. In the spring of 2017, the Board adopted a change in the wording of [Core Theme Two: Education](#), to include the statement "...educational programs that meet the needs of the community..." They also added Objective 1: Educational Programs meet the needs of the community, to establish a formal requirement to document the ways in which the college monitors the alignment of its programs with the needs of the community. Developing indicators that can measure the college's commitment to community have been challenging, with only two presented in the 2017 Core Theme Monitoring Report. Refining these indicators will continue into the next accreditation cycle.

CHAPTER 5: EVIDENCE LIST

CHAPTER 5: Mission Fulfillment, Adaptation, Sustainability

Eligibility Requirement 24 – Scale and Sustainability

Core Theme Monitoring Reports

[Core Theme 1 – Access](#)

[Core Theme 2 – Education](#)

Core Theme 3 – Stewardship

[Financial Resources](#)

[Physical Resources](#)

[IT Resources](#)

[Stewardship](#)

Executive Limitations Statements

[EL-3](#)

[EL-4, 5 & 6](#)

STANDARD FIVE

Standard 5.A: Mission Fulfillment

Standard 5.A.1

[Core Theme Monitoring Reports](#)

[2017 Chart of Core Themes, Objectives/Ends, Indicators, and Targets/Benchmarks](#)

[Executive Management Team Structure Document](#)

[Institutional Effectiveness Committee Structure Document](#)

Standard 5.A.2

[2017 Chart of Core Themes, Objectives/Ends, Indicators, and Targets/Benchmarks](#)

[Core Theme Monitoring Reports](#)

Core Theme 2

[2015-2016 Core Theme Report 2.7](#)

Core Theme 1.1

[2014-2015 Core Theme Report 1.1](#)

[Core Theme Monitoring Reports](#)

Standard 5.B: Adaptation and Sustainability

Standard 5.B.1

Operating Budgets

[2014-2015 Operating Budget](#)

[2015-2016 Operating Budget](#)

[2016-2017 Operating Budget](#)

[Budget Review Committee Structure Document](#)

Budget Review and Planning Committee Open Forums

[BRP Open Forums 2015-2016](#)

[BRP Open Forums 2016-2017](#)

[BRP Open Forums 2017-2018](#)

Human Resources

[Hiring Process – Classified](#)

[Hiring Process – Exempt](#)

[Hiring Process - Faculty](#)

[Facilities Master Plan Update – September 28, 2017](#)

Noel Levitz Surveys

[Noel Levitz Survey 2012 Results](#)

[Noel Levitz Survey 2015 Results](#)

CCSSE Surveys

[2012 CCSSE Survey - Key Findings](#)

[2014 CCSSE Survey – Key Findings](#)

Standard 5.B.2

Calendar Committee DTF Parameters
[College Calendar Parameters](#)

Schedule Development Calendar
[Schedule Development Calendar for 2016-2017](#)
[Schedule Development Calendar for 2017-2018](#)
[Schedule Development Calendar for 2018-2019](#)

Annual Advising Schedule
[Year-At-A-Glance – 2015-2016](#)
[Year-At-A-Glance – 2016-2017](#)
[Year-At-A-Glance – 2017-2018](#)

[Budget Review Committee Structure Document](#)

BRP Guiding Principles
[BRP Guiding Principles 2015-2016](#)
[BRP Guiding Principles 2016-2017](#)
[BRP Guiding Principles 2017-2018](#)

EMT Notes
[2015-2016 Minutes](#)
[2016-2017 Minutes](#)
[2017-2018 Minutes](#)

Institutional Effectiveness Committee
[2015 – 2016 IE Minutes](#)
[2016 – 2017 IE Minutes](#)
[2017 – 2018 IE Minutes](#)

Structure Documents for Standing Committees
[Assessment Committee Structure Document](#)
[Budget Review & Planning Committee Structure Document](#)
[Campus Facilities & Safety Committee Structure Document](#)
[Diversity Committee Structure Document](#)
[Institutional Effectiveness Committee Structure Document](#)
[Instructional Council Structure Document](#)
[MARRT Committee Structure Document](#)
[Student Policy Council Structure Document](#)
[Technology Committee Structure Document](#)

Standard 5.B.3

[SSHB 1794](#)

Bachelor of Applied Science – Applied Management
[NWCCU Approval Letter – August 21, 2012](#)

Bachelor of Applied Science – Diesel Technology
[NWCCU Approval Letter – May 2, 2014](#)

Bachelor of Applied Science – Information Technology
[NWCCU Approval Letter – March 21, 2016](#)

Bachelor of Applied Science – Teacher Education
[NWCCU Approval Letter – September 12, 2016](#)

[Core Theme Two Report](#)

CONCLUSION



CHAPTER SIX: CONCLUSION

The completion of the NWCCU self-study process has provided an opportunity for the College to take a detailed look at what it purports to do, what it actually does, what it has accomplished, and its capacity to continue to achieve its mission. The Commission's standards combined with the College's Mission, Core Themes, and Core Theme Objectives have provided the rubric for this assessment and application of this rubric provides insight into what is working well and what is not. This process has built upon the Year-One Self-Study, The Year-Three Self-Study, the Midcycle Self-Study, and the feedback provided by the Peer Evaluators the Commission assigned to these.

What follows are the overarching findings of the self-study and the perceived strengths, weaknesses, opportunities, and threats facing the college.

Findings

The Self-Study provides evidence that the College:

- Fulfills all 24 Eligibility Requirements for accreditation as established by the Commission;
- Articulates a Mission Statement and Core Themes that guide and enable evaluation of its performance with respect to identifiable outcomes;
- Sustains the resources and capacity to continue to fulfill its mission;
- Engages in integrated participatory planning that leads to mission fulfillment through the achievement of its Core Theme Objectives, and that planning provides the flexibility to adapt to the unexpected;
- Engages in ongoing assessment of its performance with respect to its Core Theme Objectives, disseminates the results of these assessments, and demonstrates how this assessment is linked to planning and resource allocation;
- Publishes information on the degree to which it is fulfilling its mission and evaluates and adapts its mission and core themes as needed to remain relevant in a changing environment.

Strengths

The Accreditation Steering Committee recognizes the College's faculty and staff for their:

- Continued commitment to making the college an inviting, supportive, and student-centered institution;
- Role in building strong relations with, and being responsive to, the needs of the college's service district including its residents, schools, businesses, and organizations;
- Ongoing work to provide state-of-the-art facilities and infrastructure to support student learning;
- Continuous efforts to develop new instructional programs including the four applied baccalaureate degrees;
- Ongoing work to provide enhanced student support through its TRIO program, Veterans Center, Writing Center, STEM Center, mentoring program, and other support services;
- Participation in the governance of the college;
- Ongoing willingness to adapt.

The Accreditation Steering Committee recognizes the College for:

- Maintaining a strong full-time to part-time faculty ratio in the face of budget constraints;
- Managing its budget, financial planning processes, and accounting procedures as evidenced in the recognition for stewardship it received from State Auditor's Office (SAO);
- Maintaining transparency through its Budget Review and Planning Committee processes
- Continuing its resilience and commitment as evidenced by its longevity and support from the community;
- Adapting its library presence.

The Accreditation Steering Committee recognizes the College's Board of Trustees for:

- Strong leadership shown during the recent presidential upheaval;
- Commitment to the college and its mission;
- Ongoing efforts to engage the community through regular "scans."

Challenges

The Committee recognizes the college needs to address the following:

- Inconsistent application and documentation of a strategic planning process;
- Continued decline in overall enrollment and its budget implications;
- Need to maintain and grow its Institutional Research department;
- Need to provide more direct assessments of general education outcomes;
- Inefficient paper-based and manual business functions;
- Budget implications of expanding and maintaining its technology and staffing levels in IT;
- Disparity between the diversity of its employees and its student body.

Action Plans

Having identified these challenges, the College has initiated the following actions:

- Expanding the role of the Institutional Effectiveness Committee to include the scoring of the college's Core Theme Reports and using the knowledge to inform the development of the college's Strategic Plan;
- Increasing its baccalaureate program marketing efforts and continuing to investigate potential new baccalaureate programs;
- Hiring an Institutional Researcher and assembling a data team to help identify sources in order to make data informed decisions;
- Renewing the Assessment Committee's efforts to create a repository for faculty Research Projects, launch a campaign to engage new faculty in assessment activities, create an application to automate the collection of learning outcome data, and reinforce the importance of maintaining Faculty Notebooks, including representative student work;
- Launching an initiative to convert paper processes to electronic processes, starting with a phasing in of universal paycheck direct deposit and electronic submission of leave forms.

- Piloting a Virtual Desktop Infrastructure (VDI) technology which is expected to help address the cost of maintaining and replacing large numbers of desktop computers and reduce the load on IT staff.
- Undertaking an initiative to integrate Equity, Diversity, Inclusion and Diversity training into the college hiring and evaluation processes.

Summary

In conclusion, this Self-Study process has provided evidence that the College is fulfilling its mission of providing life-long learning. It has illuminated areas in which the college excels and areas in which improvement is called for. The actions motivated by this study will help ensure the college continues to make the benefits of education accessible by enrolling a wide range of students and by creating a welcoming and supportive environment; to provide educational programs that meet the needs of its community, that achieve well-defined academic goals, and that prepare students for success in further education, work and life; and to serve as a model of effective stewardship by prudently managing its physical, fiscal, and human resources to effectively and efficiently meet its mission.

IMPROVING PEOPLE'S LIVES THROUGH
LIFELONG LEARNING



CENTRALIA
COLLEGE

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