

Mission Fulfillment and Sustainability Evaluation Report Centralia College

Centralia, Washington

April 10-13, 2018

*A confidential report of findings prepared for the
Northwest Commission on Colleges and Universities*

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Roster of Evaluators

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Flathead Valley Community College

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Dr. Charles Abasa-Nyarko
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Central Oregon Community College

Dr. Sandra A. Fowler-Hill
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Portland Community College

Ms. Megan Dugan
Dean – Instructional Services, Library, and Online Learning
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Introduction

Centralia College (Centralia or the College), located in Centralia, Washington, was founded in 1925 and has the distinction of being the first community college established in Washington State. The College is the connection to higher education for a 2,400-square-mile rural service district (Lewis and south Thurston counties). According to the College's self-evaluation report, people of color constitute 14 percent of the college population for the service district, with Hispanics being the most significant percentage of that demographic at 9 percent. Enrollment data provided for the 2016-2017 academic year show a full-time equivalent enrollment of 2,300 students. These students represent enrollment in Adult Basic Education, Transitional, Workforce, Academic Transfer, and Baccalaureate programs. Also, students are enrolled at Centralia College, East, in Morton, and two correctional facilities located in Shelton and Little Rock, Washington. Finally, students pursuing non-degree pathways are enrolled in Senior, Parenting, and Community Service programs.

The college has about 253 full-time and 375 part-time employees. Dr. Robert Mohrbacher has served as president since 2016. Centralia is governed by a five-member Board of Education appointed by the Governor of the State of Washington. The total operating budget is approximately \$18.2 million, and the biennial budget for capital projects is \$4.1 million.

From April 10-13, 2018, an eight-person peer-evaluation committee assigned by the Commission conducted a Mission Fulfillment and Sustainability (MFS) Peer Evaluation and site visit at Centralia. The structure of the evaluation consisted of organizational meetings, review of the self-evaluation report and accompanying evidence, and interviews of Centralia's Board, Administration, Faculty, Staff, and Students, including its Morton, WA outreach center. The peer evaluation was conducted based upon the Northwest Commission on Colleges and Universities (NWCCU) Accreditation Standards, Policies, and Eligibility Requirements.

Centralia has retained its status as a regionally accredited institution of higher education since 1948. Its last comprehensive evaluation by the Northwest Commission on Colleges and Universities (NWCCU) took place in Fall 2010.

Assessment of the Self-Evaluation Report and Support Materials

Centralia provided evaluators with the institution's MFS Self-Evaluation Report and the electronic version of the College Catalog for review. Electronic supporting exhibits (college information, policies and procedures, and planning documents) were available through links and files provided on a USB drive and through the college website. The evaluation committee found Centralia's self-evaluation report to be factual. Responses to some criteria lacked sufficient detail, data, and related evidence to help the evaluation committee conclude whether or not the criteria were met. Some supporting materials provided sufficient information, whereas others necessitated interviews to get a complete response. Overall, the resources provided electronically were comprehensive but not well organized.

The evaluation committee thanks the College for the availability of faculty, staff, students, and administrators to answer questions and provide further documentation as needed. The Committee expresses appreciation to all those who contributed to the self-evaluation, were interviewed, or in any other way facilitated the evaluation effort. Faculty, staff, and administrators were accessible and forthright.

Preface

Although the college submitted an Ad Hoc Report to the Commission in the fall of 2015, no institutional changes have been addressed in a report since the fall 2014 Mid-Cycle Review. The following institutional changes were included in the self-evaluation report.

In June 2014, Dr. Robert Frost succeeded long-time President Dr. James Walton. Dr. Frost served for approximately one year, and Dr. Walton returned as interim President until a new hire could be made. In 2016, Dr. Robert Mohrbacher assumed the presidency and at the time of this evaluation has served as president for less than two years.

In spring 2017, the college completed the construction of its new 70,000 square foot student center, the TransAlta Commons (TAC). The TAC houses the majority of programs and faculty previously located in Kemp Hall, which is scheduled for demolition in 2019. Additionally, the old Student services building is being renovated to become the new home for several programs.

Since the 2014 Mid-Cycle Review, Centralia has added several new instructional programs including Industrial Automation; Phlebotomy; Mechatronics; Criminal Justice; Information Technology; and Music. Also, the college added two Bachelor of Applied Science degrees in Elementary/Special Education and Information Technology, taking its total bachelor's degree offerings to four. A competency-based Associate of Business degree was inactivated. Finally, two new sites were added, one at the Chehalis Tribal Center, and the other at the Cedar Creek Corrections Center in Little Rock.

Response to Student Achievement Data

After review of the Centralia College Student Achievement Data provided by the Commission, the four questions regarding student retention and graduation rates were asked throughout the visit by several members of the evaluation committee. The following Centralia committees, constituent groups, departments, and individuals were asked the Student Achievement questions: The President and the Executive Leadership Team, the Institutional Effectiveness Committee, the Institutional Researcher, Human Resources, Finance, Students, the Vice President for Instruction, the Instructional Cabinet, Vice President of Student Services and Student Services Cabinet.

When asked "What are the key challenges of the institution related to the institution's graduation rate and other data provided?" a prevalent theme emerged among the responses. Most commonly cited was the fact that students attend community colleges for a variety of reasons and completing degrees is not always the goal. Secondly, attrition due to employers hiring students out of their workforce education programs before completing their degree was cited. Thirdly, the college serves a large population of first-generation students in a socio-economically challenged

area, and students often cannot afford to continue their education. Life is complicated for students, and some students quit and some transfer to four-year institutions before completing. Finally, for those that understand the IPEDs data, they indicated the data is limited by the fact that, until recently, the numbers reflect only first-time, full-time community college students who complete a degree or certificate within three years.

When asked “What is the institution doing to improve graduation rates?” the respondents provided a wide-array of strategies, for example: 1) offering the 2nd Chance Pell Grant program for incarcerated students; 2) reallocating funds to provide support to a student mentoring program with Student Ambassadors who track students and help them find solutions to barriers; 3) increasing scholarship awards from the Foundation to bundle financial aid resources; 4) creating a book rental program for low income Running Start students; 5) providing support for first-generation, low-income students through the TRiO program; 6) requiring that workforce education students complete their related instruction during the first year of the program; 7) offering a variety of modes of instruction and alternative scheduling to support working students; and 8) creating “bucket classes” for students who are not college math or English ready (High School 21, Intensive English, Emporium Math, and Placement 360). The college is working on a partnership with the Chehalis School District and the Chehalis Foundation (a community foundation group) on an initiative to use high-impact teaching and learning practices and to create a peer mentorship program with the goal that “60% of high school graduates will obtain a post-secondary certificate or degree.” Additionally, the college has a task force that is reviewing the Guided Pathways model.

The initiatives that have shown to be the most effective in improving graduations rates include the TRiO Program; the Chehalis Foundation funding to support students; an advising model that requires students to meet every quarter with a faculty member; the online Degree Audit so students can track their progress and remaining requirements; the Tutoring and Writing Centers; and a staff and faculty initiative to help students “see themselves as graduates.” However, some initiatives are new and have not been in place long enough to measure the program’s success.

Finally, when asked “What might accreditors do to assist institutions in improving graduation rates?” the overwhelming and common response was to publish “best practices” from other institutions and to clarify what they consider to be appropriately-focused initiatives.

Response to Recommendation

In fall 2015, Centralia was asked by the Commission to submit an Ad Hoc Report which addressed Recommendation 2 of the Fall 2011 Year One Peer-Evaluation Report. In accepting the Ad Hoc Report, the Commission determined that Recommendation 2 of the Fall 2011 Year One Peer-Evaluation Report was substantially in compliance with Commission criteria, but in need of improvement. The Commission requested that Centralia again address this Recommendation in an addendum to its Spring 2018 MFS Self-Evaluation Report. The evaluation committee’s review of Centralia’s response to the recommendation is briefly discussed below.

Recommendation 2 from the 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 evaluation committee reviewed the self-evaluation report and accompanying materials and interviewed Centralia employees and found the description of each core theme was clarified to provide direction for the accompanying objectives. For example, the Education Core Theme descriptions articulate that the college will “provide educational programs that meet the needs of its community...” One of the corresponding objectives reads, “Educational programs meet the needs of the community.” The supporting indicators include “offerings meet demand by program level, class fill rates, and employer demand.” A rationale, analysis, and discussion of the results support each indicator.

Indicators have changed as well. To respond to the Commission’s request to develop “useful” indicators, the College has developed objectives and indicators that align with initiatives the college has already undertaken. For example, the College Board recently launched a Veterans initiative, and in response, a goal to increase Veteran enrollment was established. The indicators now have benchmarks and each indicator is scored using a four-point rating scale of 1) Not met, 2) Substantially met, 3) Met or 4) Exceeded.

Finally, the format of the Core Theme Monitoring reports has evolved from a research paper format to a more straightforward report on outcomes. In addition to the data, the reports now provide a rationale for each indicator, a benchmark or goal, a rating system to evaluate the results, and a discussion of what will be done to improve performance over the next reporting cycle.

Although the College admits the indicators are still evolving, and the evaluation committee believes that there is still work to be done on making all indicators measurable and articulating a threshold of mission fulfillment, the review of the materials provided with the self-evaluation report and interviews with Centralia employees provided evidence that a great deal of effort has been made to identify indicators that are measurable.

Eligibility Requirements

After a review of the evidence presented by Centralia, it appears to the evaluation committee that Centralia is operating with full respect and in accordance with all requirements of the Eligibility Requirements, except E.R. 23. The Eligibility Requirements parallel several standards and are addressed within the appropriate sections of the report.

Concern: The evaluation committee is concerned that the College does not systematically apply evaluation and planning procedures, nor adequately assess the extent to which it achieves its mission and core themes to effect improvements.

Standard 1 - Mission, Core Themes, and Expectations

Standard 1.A Mission

In 2001, the Centralia College Board of Trustees adopted “Improving people’s lives through lifelong learning” as its mission statement. As a result of the recommendations associated with the Fall 2011 Year One Report, the board discussed a recommendation to rearticulate the college mission but instead chose to reaffirm its existing mission statement. In its deliberations, it placed a high value on the idea that the mission statement should be broad and memorable. The Board directed the college to ensure the linkage between the core themes and the mission is well-developed, and the objectives and indicators are adequate to provide clear evidence of mission fulfillment. The mission statement is published on the college’s website; however, it is not included in the college catalog. (1.A.1)

Concern: Although the Centralia Mission Statement is generally understood by its community, the evaluation committee questions whether it adequately articulates a purpose for an institution of higher learning” or gives direction for the college’s efforts.

Consistent with the *Revised Code of Washington (RCW) 28B.50.020* “stated purpose of a community college,” Centralia is an open admission college that provides educational programs in basic and transitional skills, community, workforce, transfer, and supplemental education. Although the core themes are more thoroughly discussed under Standard 1.B below, it warrants mention under Standard 1.A.2 since the three themes “access, education, and stewardship” are intended to illustrate the linkage between the *RCW 28B.50.020* and the Centralia mission. As discussed on page 141 of the self-evaluation report, “the rating on each core theme indicator becomes a record of performance at or above expectation, and acceptance of these ratings by the board becomes an implicit measure of mission fulfillment.” Although the college has aligned its core themes to the stated purpose of a community college, it was difficult for the evaluation committee to see how the benchmarks are established, thus making the threshold for mission fulfillment unclear. For example, Core Theme Two, Education, has three objectives. Objective two reads: “Educational programs achieve well defined academic goals.” There are five indicators for this objective:

- Indicator 2.1: Course, Program, and Distribution Area objectives and outcomes are reviewed and updated regularly
- Indicator 2.2: Student Achievement Points
- Indicator 2.3: Basic Education for Adults goal achievement
- Indicator 2.4: Applied Baccalaureate Completion Rates
- Indicator 2.5: BAS Program Outcome Achievement

In reviewing these five indicators, it was unclear how the benchmarks for each indicator were established and how each indicator is then rated. Additionally, if one of these measures fails to meet its benchmark, it is also unclear how this affects achievement of the objective, achievement of the overall core theme, and ultimately mission fulfillment. It was apparent the Board reviews the core theme monitoring reports, but it was not clear what the Board or the College would do if all measures for a particular objective or core theme were not met. The current method of

evaluation does not allow the college to assess an objective, the core themes, or its mission collectively, but instead focuses on discrete measures.

Concern: An acceptable threshold of mission fulfillment has not been articulated by the college. (1.A.2)

Standard 1.B - Core Themes

In August 2011, the Centralia College Board of Trustees approved three core themes that support the college's mission statement of "improving people's lives through lifelong learning." The core themes are 1) Access, 2) Education, and 3) Stewardship. These core themes reflect the institution's intent to provide opportunities for learning to a broad spectrum of the public. As discussed in Standard 1.A, the current Mission statement fails to articulate the College's purpose adequately, nor does it provide clear direction for the college's efforts. The aforementioned makes it challenging to identify whether the core themes manifest essential elements of the mission. The core themes do align well with student success and to the intended mission of a community college. (1.B.1)

In 2001, the Board of Trustees adopted five broad goals (ENDs) that would be considered in assessing the degree to which the college was fulfilling its mission. Then, in 2011, the Board restructured its five ENDs into three broader ENDs (core themes): 1) Access; 2) Education; and 3) Stewardship. Core Theme One: Access reads, "Centralia College makes education accessible to constituents in the district by creating a welcoming and supportive environment." Core Theme Two: Education reads, "Centralia College shall provide educational programs that meet the needs of its community, with well-defined goals." Core Theme Three: Stewardship reads, "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."

Each of Centralia's core themes has stated objectives and assessable indicators. Centralia annually reviews its core themes and its educational programs and services to determine if they are still applicable. The College admits that some indicators are still evolving. For example, the Access Core Theme, Objective 3 to "Create a welcoming environment for students" appears to be difficult to measure. The College is relying entirely on student perceptions of learning taken from survey results to assess the objective and admits that in some cases the information does not in itself provide insight into existing deficiencies. Moreover, it is unclear what criteria was used to establish the benchmarks for many measures. The evaluation committee expressed concerns that some indicators were developed due to "ongoing initiatives." The committee questioned whether these indicators were selected because they support institutional goals or because they were convenient. Planning work is needed to identify measures that guide long-range institutional goals that lead to improvements. Conversely, a few measures are clearly benchmarked, based on clear logic, and the college has made progress on identifying assessable indicators. The evaluation committee encourages the College to continue work on the core themes to ensure that all indicators are meaningful, assessable, and verifiable. (1.B.2)

Compliment: The evaluation committee compliments the college on its recent efforts to clarify its core themes and create an annual method for monitoring the core themes that

includes an honest appraisal and discussion of each indicator of achievement making the core theme monitoring reports a clear method of communication.

Concern: The evaluation committee encourages the college to continue to refine its core theme indicators to ensure alignment with the core theme objectives and with institutional planning.

Standard 2 - Resources and Capacity

Standard 2.A – Governance

Governing Board

Centralia has a well-established governance structure that includes the opportunity for input from students, staff, faculty, and administrators, as well as the community it serves. The five-member Board of Trustees is appointed by the Governor of the State of Washington, and its primary function is to establish policy. The board acts as one body holding monthly open meetings. Evidence provided indicates the board evaluates its performance and evaluates and sets strategic goals annually at its summer retreat. The board receives regular updates from students, staff, and faculty, as well as administrative reports and Core Theme Monitoring Reports that inform them of changes, issues, and accomplishments of the college. Trustees appear to have a clear understanding of their role in policy governance and are knowledgeable about the work of the institution; however, it appears that the policy manual is outdated in some areas and in need of review. The evidence and results of constituent interviews indicate that a formal process for creating, reviewing, revising, and eliminating policies and procedures does not exist. Additionally, it appears that the board has recently moved away from prior self-evaluation methods that were deemed inefficient and weak. Recently, the Board has begun to identify a new method of self-evaluation. The evaluation committee encourages the Board to complete that process and make it available to its constituents. The evidence indicates Standards 2.A.1, 2.A.4, 2.A.5, and 2.A.8 are substantially met.

The Board recently appointed Dr. Robert Mohrbacher as the College President. 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. Evaluation of the President occurs annually. This year (2018), the Board will also perform a 360° evaluation of the president. The board recently revised the evaluation of the president to strengthen it to better align with institutional policy. The evidence indicates Standard 2.A.7 is substantially met.

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 (VP) of Instruction. All members of the Executive Management Team (EMT) are knowledgeable and provide counsel on the NWCCU Standards and collective bargaining agreements, legislative actions, or external mandates. The college has two collective bargaining agreements: 1) The Faculty Negotiated Agreement and 2) The Classified Agreement. The President, the VP of Human Resources and Legal Affairs, and the VP of Instruction meet monthly with leadership

from each collective bargaining unit. Compliance with Accreditation Standards is a requirement of contract language. The evidence indicates Standard 2.A.3 is substantially met.

Leadership and Management

The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's primary support and operational functions. At the policy-level are five Board of Trustees representatives. Centralia employs an appropriately qualified chief executive officer. Dr. Robert Mohrbacher has been the president of Centralia since 2006. He is a full-time employee who serves as an ex officio member of the governing board. Management of the College is conducted by several appropriately qualified administrators: the president, the vice president of instruction, the vice president of student services, the vice president of finance and administration, the vice president of human resources, and several deans and directors.

Through their shared governance structure, the Executive Management Team and the Institutional Effectiveness Committee manage the College and assess its achievements and effectiveness through Core Theme Monitoring Reports that are shared with and approved by the Board. The Institutional Effectiveness Committee (IE), which is comprised of administrators and representatives from each of the college's ten standing committees including students, is charged with representing their constituents on issues of institutional scope, such as, core theme review and evaluation, and strategic planning. Faculty and staff reported a significant level of support from administrators. The evidence indicates Standards 2.A.9, 2.A.10, and 2.A.11 are substantially met.

Academics

Academic policies - including those related to teaching, service, scholarship, research, and artistic creation - are communicated to students, faculty, staff, and administrators through a variety of sources including the college's website, catalog, campus intranet and the Policy & Procedures Manual. Some of these are state requirements and can be found on the government website of the Washington Administrative Code. The evidence indicates Standard 2.A.12 is substantially met.

The college provided evidence of the library services offered to the college community, and faculty and staff expressed appreciation of these services. The Kirk Library at Centralia publishes policies regarding access to and use of library and information resources. Policies are also published on the library's website, the college intranet, MyCC, and the college catalog. The evidence indicates Standard 2.A.13 is substantially met.

There are clearly stated policies concerning the transfer of credit in the college catalog. Also, this information can be found in the office of the VP of Student Services and with counselors and advisors. Mainly, the college adheres to the State Board of Community and Technical College's (SBCTC) Community and Technical College Inter-College Reciprocity Policy and 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. The evidence indicates Standard 2.A.14 is substantially met.

Students

Policies and procedures regarding students' rights and responsibilities— academic honesty, appeals, grievances—are clearly stated, readily available on the Centralia website, and appear to be administered in a fair and consistent manner. Accommodation for persons with disabilities is described on the college website and is listed under College Policies, Procedures and Practices (4.010 Accommodating Students with Disabilities). The college adheres to an open admission process consistent with its mission and authority. International student admissions requirements are clearly stated on the college website. Policy 4.030 has not been updated to include the implementation of ACCUPLACER as the placement assessment, although it states the college operates an assessment program to assist in initial course placement of new students. Graduation appeals are clearly described in Policy 4.110. The college maintains and publishes policies (4.160, 4.035 and 1.340) 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. The evidence indicates Standards 2.A.15, 2.A.16, and 2.A.17 are substantially met.

Human Resources

Human Resources Policies are maintained and published in the College Policy Handbook, Chapter 2. In 2014, a process was developed to regularly review policies to ensure consistency, fairness, and equitable application to employees and students. Per the employee negotiated agreements employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination as stated in the College Policy Handbook and included in new employee orientations. The college ensures the security and appropriate confidentiality of human resources records in locked cabinets in the Human Resources Office. The evidence indicates Standards 2.A.18, 2.A.19, and 2.A.20 are substantially met.

Institutional Integrity

The College publications contain the necessary information to support a high level of service to students. The college catalog is updated annually, and the website is regularly updated with the current catalog, schedules, policies, and procedures. These documents inform prospective students and guide 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. The college Public Information Office coordinates publication of print materials distributed to the community. Printed materials posted on campus bulletin boards are approved under the direction of the Student Programs Director. The Public Information Office and the Marketing, Recruitment, and Retention Team review other college publications. The evidence indicates Standard 2.A.21 is substantially met.

Board Policy Executive Limitation 2 outlines ethical standards in operations and management, which guides the President's oversight of the college. Several policies address the fair and ethical treatment of students, staff, and faculty. Some of those policies are readily available on the college website and in the catalog. Others are less available and are published in a PDF document of the college Policy and Procedure Manual. A procedure for student complaints is available on the college website. Board Policy and faculty and staff negotiated contracts include

codes of conduct, ethical behavior, and policy prohibiting conflict of interest. The evidence indicates Standards 2.A.22 and 2.A.23 are substantially met.

Centralia has policies that address ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property. Those policies are published in the policy manual and on the college web pages. The evidence indicates Standards 2.A.24 is substantially met.

The college accurately represents accreditation status in the catalog and on its public web pages. The evidence indicates Standards 2.A.25 is substantially met.

The college does not currently contract for educational services. It does hold contracts for food and beverage services and 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 and Purchasing website, which links to all policies, rules, and regulations required of all State agencies. The Purchasing Office has a Purchasing—Quick Reference and Procedural Guide for employees, which includes basic information regarding the State rules and the college’s internal processing procedures. The evidence indicates Standard 2.A.26 is substantially met.

Academic Freedom

Academic Freedom policies are published in the Policy and Procedure Manual and the Faculty Negotiated Contract. Centralia publishes these policies, and they are in compliance with the Faculty Negotiated Agreement and supported by the Board of Trustees. Students also are entitled to freedom in learning (WAC132L-350 in the Students’ Rights and Responsibilities Code). Faculty, students, and administration expressed that the college promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It was affirmed the College follows these principles in a meeting with both full-time faculty from the Workforce Division and separately in an open forum meeting with all faculty. The majority opinion of faculty and students, when asked in interviews, was the college was supportive of open and non-restrictive of thought. Faculty reported they felt they had control over their curriculum and had no issues with academic freedom. The evidence indicates Standards 2.A.27, 2.A.28 and 2.A.29 are substantially met.

Finance

The college is subject to the policies set by the Washington State Board for Community and Technical Colleges (SBCTC) and the Washington State Office of Financial Management (OFM). SBCTC policies define the manner in which the college will develop and manage its capital budgets and debt management. OFM policies define the manner in which the college will manage its operating budget, reserves, investments, fundraising, cash, and transfer between funds. In addition to these policies, the college has adopted several additional financial policies to provide clarification and direction to the financial management of its resources. For example, Policy 1.225 Petty Cash Purchases/Refunds defines the circumstances under which it is appropriate to use petty cash for college purchases. The evidence indicates Standard 2.A.30 is substantially met.

Concern: Although the college has the required policies in place, they lack clarity and in some cases are outdated. Under the college's current policy approval practice, policies are reviewed by the Institutional Effectiveness Committee and approved by the President. By practice, the Board of Trustees does not approve policies. The Policy Manual does not appear on the college's public facing web pages in its entirety and appears to be available primarily in a PDF format. Some specific policies are located on the web pages and were found through specific searches creating difficulty in accessing the information.

Standard 2.B – Human Resources

The college maintains a sufficient number of qualified personnel to support its operations. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated in job announcements and on the website. Job descriptions accurately reflect duties, responsibilities, and authority of the position. The evidence indicates Standard 2.B.1 is substantially met.

The college has a policy to evaluate administrators and classified staff regularly. The evaluation process is monitored and tracked by Human Resources. Nearly 100% of administrative evaluations have been completed every other year. Classified staff evaluations have been completed about the performance of work duties and responsibilities as outlined in the College Policy and Procedure Manual and negotiated agreement. The evidence indicates Standard 2.B.2 is substantially met.

Concern: Although the classified staff evaluations have been completed about the performance of work duties and responsibilities as outlined in the College Policy and Procedure Manual and negotiated agreement, the committee is concerned there may be unevenness in the completion rate of these evaluations.

Centralia faculty are provided funding for professional development in accordance with the current faculty negotiated agreement. The Human Resources Office provides training for classified staff and exempt employees including monthly training on ethics law, FERPA, and diversity. Centralia 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. Administrators are also encouraged to participate in their statewide council or commission. The evidence indicates Standard 2.B.3 is substantially met.

Compliment: The evaluation committee commends the College for the Leadership Program with two other colleges demonstrating a commitment to employee professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

Qualified faculty members have been hired in sufficient numbers, and each major discipline has full-time and pro-rata faculty members assigned to provide instruction and deliver the curriculum in their area of expertise. The Instructional Council (comprised primarily of faculty representatives) is charged with maintaining the quality, integrity, and rigor of the college's curriculum and educational programs in each of the locations and modes of instruction. An

Organizational Chart of Academic Services (Instruction) is included in the College Organizational chart posted on its website. The evidence indicates Standard 2.B.4 is substantially met.

The 2017-2020 Faculty Negotiated Agreement defines faculty responsibilities and workloads. Compliance is monitored through annual workload meetings between each faculty member and his/her respective dean. Service, scholarship, research, and artistic creation are recognized professional development activities that can lead to salary advancement. The evidence indicates Standard 2.B.5 is substantially met.

All faculty are evaluated in a regular, systematic, substantive, and collegial manner by their dean once every five-year period of service per the Faculty Negotiated Agreement. Multiple indices of effectiveness include classroom observations, student, peer, and supervisory evaluations, professional development plan, as well as workload reports and a self-evaluation. Faculty evaluations are tracked and managed by the Instruction Office. According to Article XIII of the Faculty Negotiated Agreement, the purpose of the post-tenured faculty evaluation process shall be to foster continued excellence in the performance of faculty. Post-tenure review committees submit a report identifying strengths and areas that may need development based on the information provided by the student evaluations, peer evaluations, classroom observations, supervisor evaluation, and the self-evaluation. This report helps guide subsequent professional development plans. The process is not used in any disciplinary action by the College towards a faculty member. Resolution of concerns identified by the supervisor are addressed in Article XV and is the first step in any progressive discipline except in cases of gross misconduct. Options for discipline are oral reprimand, written reprimand to be included in the employee's personnel file, suspension, or dismissal. The evidence indicates Standard 2.B.6 is substantially met.

Standard 2.C – Education Resources

Centralia is committed to meeting the needs of the community through excellence in education and through a variety of options that include both transfer and workforce programs (including four Bachelor of Applied Science degrees). These programs are appropriately organized, are aligned with the mission of the institution, have publicly stated learning outcomes at the course, program, and degree level, and maintain the rigor expected of an institution of higher learning. Centralia has established policies concerning credit hour and degrees, and degree and certificate programs have appropriate depth and breadth and are awarded in a manner consistent with college policy. Admission and graduation requirements are described in the college catalog and on the college website and are consistent throughout the institution, regardless of location.

All courses have stated student learning outcomes that serve as the basis for evaluating students and determining whether or not credit will be given. The student learning outcomes for each course are provided in written form to students in a printed and/or electronic syllabus, regardless of the course location or delivery method. These learning outcomes have been approved by the Instructional Council as meeting accepted standards set forth by the College. Aspects of curriculum from course origination to modifications in programs are faculty-driven with well-defined procedures originating with faculty and progressing to Department level, the appropriate dean, and then to the Instructional Council for approval. Online and hybrid courses carry the same outcomes as those courses taught face-to-face. Workforce Education programs identify

program learning outcomes and provide them for student review on each program's webpage and in the catalog. Distribution outcomes, general education, and program outcomes are published in the catalog and on the website. The evidence indicates Standards 2.C.1, 2.C.2, 2.C.3, and 2.C.4 are substantially met.

Centralia faculty are heavily engaged in the design, approval, implementation, and revision of the curriculum. The College Instructional Council has established distinct processes to approve all curricula offered at the College. Faculty with teaching responsibilities have begun to take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes. Assessment of learning outcomes at the course and program level are carried out by the faculty with support from the Assessment Committee. Although evidence of student learning outcomes assessment exists, the faculty and the Assessment Committee have not created an assessment plan that coordinates and aligns all assessment activities at the institutional level.

Faculty play an active part in the selection of new faculty, serving on relevant screening committees that then review applicant files, participate in interviews, check references, and make recommendations of finalists to the president. The evidence indicates Standard 2.C.5 is substantially met.

Instructors integrate library resources into their assignments, and full-time faculty librarians provide teaching faculty and students with instruction and support in using the library catalog, databases, print and electronic resources, and in evaluating information resources for currency, accuracy, and relevance. Librarians and instructors work collaboratively in a liaison model to integrate information literacy outcomes, activities, and assignments into online courses, hybrid, and web-enhanced face-to-face courses.

The library website, LibGuides, and related information available to faculty and students is comprehensive and accessible. The library at Centralia appears to serve as a primary resource and hub for student learning.

All new courses, including transfer and workforce education must include assessment of the adequacy of library resources before the new course can be approved by the Curriculum Committee. The evidence indicates Standard 2.C.6 is substantially met.

The Evaluation Committee suggests that the Course Data and Outline forms that are presented to curriculum committee for review could be improved if they included a section to verify that library resources have been evaluated and are sufficient to support a new course or program of study.

The college does not currently offer credit for prior experiential learning. (2.C.7).

Centralia has developed and implemented a policy for transfer of credit. The policy accounts for appropriate procedures to ensure academic quality and relevance to programs of study. The statewide common course numbering system and reciprocity agreements have improved the ease with which courses transfer. The SBCTC requires that policies on transfer cover students from

any in-state or out-of-state accredited institution of higher learning. The evidence indicates Standard 2.C.8 is substantially met.

Undergraduate Programs

The college has a defined program of General Education, that is outlined in the catalog and on the website. All degrees include a core of general education or related instruction that comply with commonly used criteria, including the NWCCU's standards. The catalog descriptions of the general education program are student-friendly and educational plans provide an effective way to outline degree pathways for students. There are clear, assessable learning outcomes for each of the core learning distribution areas. The evidence indicates Standards 2.C.9 and 2.C.10 are substantially met.

Workforce Education degrees and certificates have defined program outcomes and related instruction requirements in communication, mathematics, and human relations. Degree and career pathways are effectively organized in the catalog, with requirements laid out for all degrees. Related instruction is clearly communicated as part of the degree pathway, in courses offered by the appropriate department. The presentation of the degree and career pathway information is very student-friendly and easy to use. The evidence indicates Standard 2.C.11 is substantially met.

Centralia does not offer graduate programs (2.C.12, 2.C.13, 2.C.14, and 2.C.15.)

Continuing Education and Non-Credit Programs

A wide range of adult learners are given the opportunity to take credit, and non-credit courses through the Continuing & Community Education Department and these support the college's mission and are consistent with the goals of Core Theme 1: Access. The college has a variety of non-credit offerings in the areas of computer skills, music, creative arts, health and fitness, outdoors, and business. Some courses are tied to a skill or certification, and some are custom-designed courses to meet specific needs in the community. Others are courses addressing interests in the community. The evidence indicates Standards 2.C.16, 2.C.17, and 2.C.18 are substantially met.

Records for continuing education offerings are kept in the Workforce and Continuing Education office. The evidence indicates Standard 2.C.19 is substantially met.

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Records for continuing education offerings are kept in the Workforce and Continuing Education office. The evidence indicates Standard 2.C.19 is substantially met.

Standard 2.D – Student Support Resources

Centralia provides a variety of support services to support students, including Advising/Counseling Center, Center for Disability Services, Computer labs, International Student Programs, Library, and eLearning support, TRiO Student Support Services, Tutoring and Veterans Services. These services are described on the college website and are consistent with the College mission and core themes. The evidence indicates Standard 2.D.1 is substantially met.

Policies and procedures for the safety and security of Centralia students and their property are implemented at all locations where it offers programs and services. Crime statistics are posted on the college website, but campus security policies appear to be limited, and many of the policies required under Clery are posted on the site as procedures. The evaluators shared the Clery Required Policy Statements Checklist provided by NWCCU for the College to review, update and to be in compliance with current regulations. The Vice President of Student Services, Vice President of Human Resources, College Facilities Director and Campus Facilities and Safety Committee have oversight of the college safety and security policies/procedures. A concern of the evaluators is a statement on the college website that the college does not conduct fire drills for residents in student housing. The evaluation committee suggests that the policies and procedures regarding the requirements of Clery Policies on Sex Offenses, VAWA Crimes and Offenders, and Fire Safety should be reviewed for currency and practice. The evidence indicates Standard 2.D.2 is substantially met.

Centralia is an open enrollment institution. Students are recruited and admitted consistently with its mission, core themes, and characteristics, and with the potential to benefit from its educational offerings. Although not required of students, completion of the online orientation is strongly encouraged. Program requirements, including graduation and transfer policies, are posted on the website and provided by advisors. The evidence indicates Standard 2.D.3 is substantially met.

In the event of program elimination or significant change in requirements, the Instructional Council is responsible for approving changes to the courses or degrees. For example, with the recent elimination of the Civil Engineering Technology program, active students were notified and counseled about options for completion, and in some instances, connected with surrounding community colleges in order to complete their degree program. The evidence indicates Standard 2.D.4 is substantially met.

All of the required information for the college catalog is available in the college catalog and website with current and accurate information including institutional mission and core themes; entrance requirements and procedures; a 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 the academic calendar. The evidence indicates Standard 2.D.5 is substantially met.

The web pages for each Workforce Education program offered at Centralia detail federal and Washington state legal eligibility requirements for licensure or entry into the occupation or profession for which education and training are offered and describe unique requirements for employment and advancement in the occupation or profession. The evidence indicates Standard 2.D.6 is substantially met.

Secure retention of student records regardless of their form is adhered to according to college policy 4.085 and Family Educational Rights and Privacy Act (FERPA), including provision for reliable and retrievable backup of those records. The institution publishes and follows these established policies for confidentiality and release of student records. The evidence indicates Standard 2.D.7 is substantially met.

Centralia provides an effective and accountable program of financial aid including scholarships and grants. The program is consistent with its mission. Program information is published and made available to prospective and enrolled students on the Financial Aid website. The evidence indicates Standard 2.D.8 is substantially met.

The College does not participate in the Stafford student loan program. Students can obtain short-term loans and alternative loans through outside lending agencies that are not monitored by the College. The evidence indicates Standard 2.D.9 is substantially met.

Centralia has designed, maintained and evaluated a systematic and effective program of academic advisement to support student development and success. Faculty counselors are responsible for entry advising, and ongoing academic advising is provided by discipline and program faculty who are knowledgeable about the curriculum, program and graduation requirements. Advising requirements and responsibilities are defined, published, and made available to students on the college's website. The evidence indicates Standard 2.D.10 is substantially met.

Co-curricular activities include the Centralia Student Life and Involvement Center, Student Admissions and Activity Team, Associated Students of Centralia College, and Student Clubs and Organizations. These activities are consistent with Centralia's mission, core themes, programs, and services and are governed appropriately by Associated Students of Centralia College. The evidence indicates Standard 2.D.11 is substantially met.

Centralia operates auxiliary services including student housing, food services, and the bookstore. These services support the college'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 service through direct feedback and satisfaction surveys. The evidence indicates Standard 2.D.12 is substantially met.

Centralia is a member of the Northwest Athletic Conference (NWAC) and meets all of its requirements. A full-time Athletic Director is responsible for monitoring the students, budget authority and departmental administrator for all athletic facilities and programs, as well as supervision of the coaches. Admission requirements and procedures, academic standards, degree

requirements, and financial aid awards for student-athletes are consistent with those for other students. The evidence indicates Standard 2.D.13 is substantially met.

The college 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. Only students who are officially registered for an online course are enrolled into online course sections within the Canvas learning management system. The college 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. The evidence indicates Standard 2.D.14 is substantially met.

Standard 2.E – Library and Information Resources

Centralia holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s missions, core themes, programs, and services, wherever offered and however delivered. The library staff and faculty collaborate to support the wide range of curriculum offered at the college including the baccalaureate and eLearning programs.

A variety of resources in print, video, and online formats are available to students, faculty, and staff. The library faculty provides outreach, materials, and academic support to students at the main campus, Morton campus, W.F. West high school, the Chehalis Tribal Center in Rochester, as well as the Cedar Creek Correctional Facility. Students can access reference services, electronic books, journal articles, and streaming videos online 24 hours a day, seven days a week. The evidence indicates Standard 2.E.1 is substantially met.

Compliment: The evaluation committee commends the faculty and staff of the Centralia library for their provision of educational resources and outreach to a variety of community partners with minimal resources.

The library faculty and staff routinely evaluate the effectiveness of their services, programs, and information resources by including feedback from all segments of their user population. They collect qualitative data regarding the use of student spaces within the library, library instruction sessions, circulation data, collection needs, and perform statistical analysis of reference and directional questions asked within the library to inform planning and changes to services and programs.

Library faculty serve as liaisons to instructional divisions, serve on the curriculum review committee and instructional council, and they routinely consult with departmental faculty about library resources. The evidence indicates Standard 2.E.2 is substantially met.

The library has an extensive and multimodal instruction program that provides appropriate support to students, faculty, staff, administrators, and others. The primary focus and service model of the library is student learning. This goal is incorporated into all of their planning and work from helping students find their classroom, to helping them complete a complex research project. Feedback from students and instructors both during and after individual instruction

sessions is used to assess the success of information literacy learning outcomes and make changes to future instruction sessions as needed. The evidence indicates Standard 2.E.3 is substantially met.

Compliment: The evaluation committee commends library personnel for developing and maintaining an inviting and welcoming atmosphere for student study and research, and for their extensive information literacy program including the development of instructional materials for online, hybrid, and web-enhanced courses.

The college library has a comprehensive collection management policy that regularly and systematically allows for the evaluation of their physical and electronic collections. They conduct continuous evaluation and weeding of the collection on a cycle that integrates with the five-year program review schedule. Librarians also work directly with department faculty to assess collection needs, services, and other information resources provided.

The library utilizes a security system to protect physical collections and equipment and takes adequate steps to prevent loss. They partner with facilities staff and rely on a contracted security officer to support the safety of staff and students during late evening programming. The evidence indicates Standard 2.E.4 is substantially met.

Standard 2.F – Financial Resources

The college has demonstrated sufficient financial stability despite declining enrollments and a reduction in the State of Washington funding distribution. The college maintains a reserve of 5% of its operating budget, \$491,000, and plans to increase that amount to 25% of its operating budget. In addition to the funding provided by the state and traditional tuition revenue, the College has continued to expand its Running Start program, TRIO program, and other grants and contracts which now account for over 40% of its income in the operating budget. By expanding these programs, the college has minimized the financial impact of its decline in enrollment.

The state awarded the college a capital allocation of \$4.1 million for the 2017-2019 period. These funds are committed to the repair, maintenance, and improvement of their existing facilities. The college completed the construction of its TransAlta Commons (student center) in May of 2017. As part of the construction project, the students committed to paying for a \$3 million Certificate of Participation long-term liability. Due to the efficiencies in this construction project, those funds were not required to complete the building, and the students have agreed to reallocate those funds for construction of an athletic field facility. The Certificate of Participation represents the college's only long-term liability. Although the students agreed to reallocate the funds for construction of an athletic field facility, the lack of a strategic plan makes it difficult to know whether the reallocation was connected to long-term planning. The Campus Master Plan (facilities) does not show construction of an athletic facility as part of the plan. The evidence indicates Standards 2.F.1 and 2.F.5 are substantially met.

Compliment: The College has been very successful in acquiring funding from the State to improve its campus facilities and infrastructure. As a result, the campus is in excellent repair and the buildings, structures and grounds elevate the campus to level often associated with mature 4-year college campuses. The facilities provide ample study and

social space for students which increases and facilitates opportunities for students to be successful. The College has added new facilities and revitalized its campus while limiting debt for capital outlay to \$3 million. The campus has the capacity to support an increase in enrollment of approximately 25% which provides long-term flexibility to the College's Facilities Master Plan.

Concern: The Facilities Master Plan appears to be disconnected from the academic planning for the College. An academic master plan or a central strategic plan should coordinate and align with the development of physical facilities. However, in many cases, the college's academic activities seem to be driven by the development of physical facilities. For example, the College's focus on STEM-related fields seems predicated on the construction/remodel of the Science Building, not the execution of an academic master plan.

The College develops a conservative budget using enrollment management and reasonable projections for non-appropriated revenue. Budgeting is conducted using five-year trends, and mid-year adjustments are made using fall enrollment figures. The college develops projections for the Running Start program in conjunction with the high school systems. On a year-to-year basis, the college employs an incremental budgeting system with limited temporary and permanent changes requested by the administration. The college utilizes a Budget Review and Planning Committee (BRP), an Executive Management Team, (EMT) and an Institutional Effectiveness Committee(IE) to provide opportunities for participation by its constituencies. These committees are comprised of faculty, staff, and students which provides broad access to the budgeting process. First, the BRP develops guiding principles that are used as a framework for developing the budget. The guiding principles are then approved by the EMT. The BRP also hosts campus-wide budgeting forums which facilitate participation and input from a range of campus constituencies. With approved guiding principles and feedback from campus, the administration makes final budget determinations. However, it does not appear that the college has a formal, consistent process for departments to submit budget requests to administration. The evaluation committee suggests that a formal budget request process would connect the allocation of resources to area operational plans. The evidence indicates Standards 2.F.2 and 2.F.3 are substantially met.

The college uses a financial management system provided by the SBCTC. The financial system is dated, cannot generate formal financial statements, cannot interface with newer online systems, and requires the use of extensive paper/manual financial processes. The SBCTC is in the process of implementing a PeopleSoft financial system, and the College is scheduled to begin the implementation process in 2020 as part of the third wave of implementation for the Washington College system. Despite these deficiencies, the College can prepare financial statements according to Government Auditing Standards and has completed a timely financial audit each year. Members of the Board of Trustees participate in both the opening and closing conferences with the auditors. During the closing conference, the Trustees meet with the auditors without management present. The Trustees work directly with management to implement any suggested changes. The evidence indicates Standards 2.F.4 and 2.F.7 are substantially met.

The College operates two auxiliary services: the campus bookstore and limited student housing. The College has outsourced its food services. These auxiliaries are not supported with general operating funds and are collectively self-supporting. Any losses generated by food services or student housing are covered by revenues generated by the bookstore. Annually, the auxiliaries contribute \$23,500 to the general fund to cover administrative services provided by the college. The relationship between the college and its auxiliaries is not defined by college policy and the College might benefit from the development of a policy that would define the support provided and the fees charged to the auxiliaries. For example, the overhead fee charged to the auxiliaries is not based on any measure of service provided and a policy could create clarity around those items. The evidence indicates Standard 2.F.6 is substantially met.

The Centralia College Foundation is an independent 501(c)(3) non-profit corporation dedicated to the support of the College and its students. The foundation operates under a Quid Pro Quo agreement with the College that defines its relationship with the college. The foundation has adopted the Association of Fundraising Professionals' ethical standards, is registered with the State of Washington to transact business in annuities, reports its annuities business to the state, and completes an external audit annually. The evidence indicates Standard 2.F.8 is substantially met.

Compliments: The foundation has developed an endowment of over \$10 million with total assets of approximately \$20 million. The foundation provides over \$450,000 in scholarships annually and is adjusting its award criteria to increase annual awards to students by an additional \$150,000. The foundation has also helped develop incredible community support for the college and its students.

Standard 2.G – Physical and Technical Resources

Physical Infrastructure

Centralia has done a masterful job working with the state and its community to design, build, and maintain facilities that are accessible, safe, secure, and provide sufficient professional space suitable for the learning and working environment of its students, faculty, and staff. The college has developed adequate instruction, lab, and study space to support both its technical and traditional academic instruction with adequate space and equipment to support growth in enrollment of approximately 25%. Recent budget cuts have forced the college to move budgets for equipment from the department level to the divisional level and equipment is now funded primarily out of vice president contingency funds. Under this model, the college has successfully maintained adequate equipment for instructional and operational purposes. The college's theatre and multipurpose space are regularly used by the community. The grounds are well maintained and provide a genuine collegiate atmosphere and experience to all visitors on campus. The Campus Facilities and Safety Committee regularly review safety and security issues on campus, and an annual safety report is provided to the Board of Trustees. The evidence indicates Standards 2.G.1 and 2.G.4 are substantially met.

Compliment: The facilities at Centralia have exceeded expectations. The facilities and the grounds are well maintained and provide a genuine collegiate atmosphere conducive to student success and community engagement.

Concern: With no dedicated security force the college relies on its facilities personnel to provide security during the day and outsourced security in the evening. In the event of an emergency, campus personnel are instructed to contact the police.

The College has adopted and published an extensive chemical hygiene and hazardous waste plan which is administered centrally by the Chemical Hygiene Officer. The plan is published and available in all science and technology labs. Chemicals are properly stored in labeled and locked cabinets, with limited access to students and faculty. All chemicals are disposed of centrally through the local county government. The evidence indicates Standard 2.G.2 is substantially met.

The College has developed and regularly reviews its facilities master plan. The facilities master plan was last reviewed and approved by the Board of Trustees in October of 2017. The facilities master plan is well aligned with the college's core themes of Access, Education, and Stewardship. However, due to the lack of an academic master plan, the facilities master plan tends to drive the academic focus of campus, i.e., academic programs may be tailored to the facility space instead of the facility space being developed to meet the academic needs and focus of the college. The evidence indicates Standard 2.G.3 is substantially met.

Technology

The College appears to have appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services across its main campus and all other remote locations; however, as the operating desktops in student labs and faculty and staff offices continue to age, the college is struggling with its ability to replace these systems. In 2014, the computer replacement policy was updated from a four-year replacement plan to a replacement plan based on the actual usability of equipment. The college's Technology Committee, a standing committee comprised of students, staff, faculty, and administration, determines the usability of the computer equipment. Despite these efforts, the campus is still in need of a more affordable mechanism for maintaining its computer equipment. The college is now testing Virtual Desktop Infrastructure (VDI). VDI will require an upgrade to the infrastructure, but if successful, will host programs and data on high-level servers and will systematically remove the individual desktop workstations as they age. In addition to these efforts, student government has committed student fees to support the repair and replacement of student computer labs. \$50,000 per year is committed to replacing labs and \$50,000 per year is committed to developing smart classrooms. The evidence indicates Standard 2.G.5 is substantially met.

Concern: In addition to the college's struggles to maintain its computer equipment, the college has never performed a security audit of its IT systems and infrastructure. Without conducting such an audit, the college may be unaware of its vulnerabilities and security deficiencies. In the last year, a successful phishing attack caused the campus email domain to be blacklisted for two weeks, and the college only recently added login and password security to its wireless network. These examples are credible indications of system/security deficiencies, and the only way to identify and address these deficiencies is with a thorough IT security audit.

The College provides instruction, training, and support for faculty, staff, and students in the effective use of technology related to its programs, services, and institutional programs. IT provides service desk support to all of campus, provides face-to-face training, and provides training to campus using the Canvas learning management system. All students are invited to take CC101, an onboarding class to teach them how to use campus technology. Faculty are required to complete formal training provided by the SBCTC. These systems have been effective in supporting all of the campus needs. For example, when the college implemented wireless usernames and passwords, the service desk responded to over 600 calls in one week. The evidence indicates Standard 2.G.6 is substantially met.

The Technology Committee is primarily responsible for seeking input and feedback from the campus community on technology issues. The committee conducts surveys to gauge satisfaction in six areas: wireless network, public website, college intranet, IT support, hardware/software, and eLearning technologies (training.) This feedback is provided to the IT department for consideration in the IT infrastructure planning process. The evidence indicates Standard 2.G.7 is substantially met.

Standard 3 - Planning and Implementation

3.A– Institutional Planning

The institutional planning process at Centralia is currently in a state of transition as the college moves toward implementing intentional and structured alignments between past practices and the college's core themes under the leadership of its new President, Dr. Robert Mohrbacher. It appears that a previously existing Strategic Plan was developed in 2012 and is no longer in effect. The evaluation report indicates that budget planning occurs through the Budget Review and Planning Committee; Facilities Master Planning is led by the Facilities and Safety Committee, and Program Planning is led by the Instructional Council, Office of Instruction, and informed by the Student Policy Council and Student Services Division. However, the evidence presented indicates the only formal plan that exists is a Facilities Master Plan. Some evidence indicates work toward a new strategic plan is in the very early stages of development. It was difficult for the committee to see how planning processes are connected due to the lack of a Comprehensive Plan for the college. The lack of ongoing, purposeful, and integrated planning was apparent to the evaluation committee.

Evidence of past practices includes departmental work plans. Again, this practice is currently intermittent, and it appears the most structured and current work plans are those in the Facilities, Operations, and Maintenance departments. One mechanism used by the College has been to conduct comprehensive environmental scans which have resulted in positive programming. Recently, to identify potential community-based needs, the Board of Trustees has supported an Agriculture scan, a Veteran's scan, and collected extensive input from the community into the hire of the new president. Although the results of these scans are positive, they are not ascribed to long-range strategic goals and thus seem to lack continuity with the college's programming. Evidence of operational and program planning that connects area needs to resource allocation was anecdotal and not contained in plans that lead to strategic or core theme goals for the institution.

Centralia has not explicitly articulated mission fulfillment at an acceptable level of performance against key indicators. The absence of a clearly defined mission and an articulated level of performance made it difficult for the evaluation committee to make a connection between planning, the core themes, and resource allocation.

The collection and analysis of appropriate data are inconsistent. Until recently, the college lacked a cohesive approach to defining and collecting institutional data. Recently, the college completed its recruitment to hire a new full-time Director of Institutional Research (IR). The IR Director has begun to initiate ways to centrally gather the data and to expand employee access to relevant data through the development of data dashboards. The Evaluation Committee encourages the College to continue to support these emerging IR efforts and to develop a comprehensive, consistent approach to identifying, collecting, and using institutional key performance indicators for planning, resource allocation and improvement. (3.A.1, 3.A.2, 3.A.4)

Evaluators did find evidence that planning is communicated and offers many opportunities for input by campus constituencies. As a result of interviews with faculty, staff, and administration, it is obvious that the college involves the campus in its planning processes, i.e., the Budget Review and Planning Committee, the Institutional Effectiveness Committee, the Facilities and Safety Committee, the Instructional Council, the Assessment Committee, Faculty Senate, Information Technology, the Marketing, and Research Team, and the Executive Management Team. While it seems that these committees have provided some ongoing planning during this accreditation cycle, there is no evidence of an overarching plan which integrates all of the various planning efforts, informs resource allocation, and through assessment, leads to improvement. The evaluation committee encourages Centralia to utilize the structures in place, and its committed and enthusiastic employees, to create an integrated method for institutional planning. (3.A.2)

Compliment: The evaluation committee was impressed by the level of participation in committee work and processes, and the enthusiasm and commitment to this work demonstrated by College employees.

The College has a Policy on Suspended Operations (1.350), emergency plans for active shooters and fire evacuation for each building, lockdown emergency procedures, and a Campus Facilities and Safety Committee that provides oversight regarding facilities, safety, and security issues. The College developed a comprehensive Emergency Action Plan in January 2018. At the time of this review, that plan was still in draft format. The College maintains an emergency response webpage which contains 1) safety and security policies, 2) emergency response and evacuation procedures, 3) missing student information, 4) drug-free workplace and alcohol policies, 5) policies concerning law enforcement, 6) crime reporting policies, 7) registered sex offenders information, 8) reporting sexual harassment/abuse information, 9) hate crime information, 10) access to college facilities and fire safety information and policies, 11) personal security recommendations, 12) safety and security education, 13) fire safety and procedures reports, and 14) the Clery Disclosure statistics. The College uses an emergency alert system (e2Campus) to notify individuals and groups in the case of an emergency. (3.A.5)

Standards 3.B., 4.A, and 4.B - Core Theme Planning, Assessment, and Improvement

In 2011 the Centralia College Board of Trustees modified five initially stated goals (ENDS) to three core themes. These core themes were 1) Access, Diversity, Retention, 2) Educational Programs, and 3) Stewardship. These have since been shortened to 1) Access, 2) Education, and 3) Stewardship. These core themes collectively reflect the institution's mission of "improving people's lives through lifelong learning."

Planning for Core Theme One - Access

For many years, Centralia has taken student success seriously. The institution recognizes the importance of both recruiting new students with diverse backgrounds and providing support for enrolled students – academically, financially, and personally. Therefore, the institution's first core theme is Access, and it is further described as "making the benefits of higher education accessible by enrolling a wide range of students and by creating a welcoming and supportive environment."

Once the Access core theme was identified, work began to define the individual objectives, followed by the identification of indicators to then assess the effectiveness of the college in reaching these objectives. The first objective, "Achieve college-defined enrollment targets" focuses on increasing enrollments and retention of new students. The second objective points to enrolling underserved groups of students for recruitment (especially veterans, students of color, first-generation students, and students with interest in the sciences.) Finally, the third objective deals with facilitating a positive learning and supportive environment for students of all levels.

Planning for programs aligned to achievement of this core theme's objectives occurs through several departments. The Marketing Recruitment and Retention Team (MARRT), the TRIO program, Financial Aid program, a Recruitment Specialist, Student Ambassadors, the Mentor Program, Veteran's Center, Disability Services, the STEM Center, the Writing Center, the Tutoring Center, and the PROs Speech Lab all actively support the core theme. Also important are science and math faculty (who help attract potential STEM students) and the Office of Continuing Education, which works with students wanting to enrich their lives with non-credit courses or to earn specific certificates. Collectively, each of these areas has a role in the recruitment, retention, and educational successes of students to meet the objectives of the Access core theme. Of all of these, the Office of Continuing Education is the example that best aligns to the college's mission "to provide lifelong learning" since it targets individuals throughout the lifespan and offers courses of great diversity that do not necessarily lend themselves to credit courses directed toward a particular program or degree.

Each Access core theme objective has at least two indicators. The indicators are guidelines determining whether or not the objective has been met, and data collected for each of these direct the program planning process. The college stands firm on the belief that lifelong learning is integral to improving people's lives, and, therefore, reaching as many individuals as possible and providing the best chance of educational success is the motivator for this theme and is essential to campus-wide program planning.

The college has made efforts to strengthen the core theme indicators and annual core theme monitoring reports have been in place for several years and are reported to the board and made available to the public through the college's web pages. Regardless of the efforts of these committees and programs, the absence of a comprehensive institutional plan has resulted in fragmented core theme planning. The direct connection between core theme planning and assessment and strategic planning is not well-developed or documented, although it does appear to be in development. (3.B.1, 3.B.2, 3.B.3)

Assessment of Core Theme One - Access

A review of the Access Monitoring Report provided evidence of several examples of how programs and services support the success of the core theme. For example, annualized FTE data from the Washington State Board of Community and Technical Colleges for the years 2010 through 2014 indicated Centralia fell below the allocated target and failed to meet its benchmark for Objective 1.1 (achieve college-defined enrollment targets). The MAART is working to identify recruiting goals and to develop marketing strategies to connect these targeted populations to specific programming.

In another example, the newly created Mentor Program arose from data that indicated the college loses 33 percent of its students from fall to fall. These results led to a commitment to allocate resources to implement the Mentor Program which connects new students to a current successful student. The program has not been in place long enough to measure whether it will have an impact on retention.

Objective 1 has recently changed from “achieve enrollment targets of college identified underserved populations” to “increasing educational attainment rates within the service district.” Even though the objective has changed, targeting specific underserved groups remains part of the indicators. Assessments have been done on increases in first-generation students, people of color, veterans, and potential STEM students. The institution met each of its goals of 1) increasing first-generation students by 4%, 2) enrolling 24% students of color, and 3) increasing veterans benefits by 3% yearly (until the percentage reflects the overall veteran population in Lewis County of 10%) and streamlining the enrollment process for veterans.

Objective 3 is “to create a welcoming environment for students,” It has three indicators. The College used the Community College Survey of Students Engagement (CCSSE) survey to assess the indicators of student participation in collaborative or active learning, student/faculty interactions, and support for students. Data collected from these surveys were compared to top-performing institutions, and in all three categories, percentages were below those of top performing institutions. Besides failing to meet the defined goal, the college raised concerns that this indicator may not be providing the desired information. As defined, a welcoming environment should be experienced whether or not a student enrolls in a course where interactive and active learning is taking place or whether or not there is interaction with faculty.

Centralia has examined each of their objectives through an assessment process involving a variety of tools to determine their success in reaching the objectives of the Access Core Theme. The annual monitoring report is a useful instrument for concisely communicating the objectives, indicators, benchmarks, assessment results, and analysis for each core theme. It appears, in many

instances, the results are being used to drive future adjustments in programming and allocation of resources. The evaluation committee found it difficult to identify how the core theme objectives are explicitly connected to program goals and planning but it does appear the college is in the early stages of using the results of the core theme assessments to make improvements to its programs and services. (4.A.1, 4.A.2, 4.A.4)

Compliment: The Trio program, in particular, is complimented for its contribution to the success of Objectives 1 and 2 of the core theme (particularly retention, increasing degree attainment, and reaching underserved populations). Graduation rates of Trio students rose to 87% in 2017, and the Trio program especially benefits first-generation students that meet low-income guidelines or have a documented disability.

Improvement of Core Theme One - Access

Although it is not entirely clear that chosen indicators adequately satisfy the objectives of the core theme or that the core theme Access is derived from the College's mission statement, it is apparent that there has been some improvement in the area of student access to education through the following:

- Marketing strategies to the community in general.
- Marketing and recruitment efforts for specific underserved populations such as first generation, Veterans, and Hispanics.
- Identification of areas of study that are probable sources of good jobs in the future and promotion of those areas to potential students.
- Across campus support for enrolled students including designated classrooms for collaborative learning, centralizing advising, registration, financial aid, and the bookstore in one facility.
- Providing support for students in the writing lab, math lab, tutoring center, and PROs Speech Lab.
- The Creation of a Veteran's Center with a director.
- Ambassador program – students participating in the recruitment of new students and following up with them once they are students.
- Mentor program – volunteer students meeting regularly with a mentor/apprentice for navigating campus issues and providing an encouraging relationship.
- Development of the Math Emporium lab by the Transitional Studies area intended to increase preparedness for students not yet ready for college-level math classes.
- The extended campuses of Centralia College East, and the Garrett Heyns and Cedar Creek Correction Centers.

Of these, the Veteran's Center, the Ambassador program, and the Mentor program are recent additions to the college and anecdotal feedback indicates they are all successful and having an impact in the recruitment and retention of students. Also contributing significantly to retention are the various labs and centers available to help students be academically successful. (4.B.1, 4.B.2)

Compliment: The College is complimented on its accomplishments in the areas of recruiting and retention of students, student attainment of baccalaureate degrees, and creating a welcoming and supportive environment for students.

Concern: There is some concern whether improvements associated with Core Theme One can be directly tied to the assessment of indicators, benchmarks and the resulting data.

Planning for Core Theme Two - Education

The Education Core Theme focuses on Centralia's educational programming. The core theme contains three objectives: 1) Educational programs meet the needs of its community; 2) Educational programs achieve well defined academic goals; and 3) Educational programs prepare students for success in further education, work, and life. Centralia offers transitional education, academic transfer, workforce education, and applied baccalaureate programs of study. Each of these programs of study contributes to Education Core Theme Objective 1) to meet the needs of its community. This objective is measured through two indicators; 1) offerings meet student demand by program level, and 2) the College addresses employer demand. Objective 2 is measured through five indicators; 1) Course, Program, and Distribution Area objectives and outcomes are reviewed and updated regularly, 2) Student Achievement Points, 3) Basic Education for Adults goal achievement, 4) Applied Baccalaureate Completion Rate, and 5) Bachelor of Applied Science (BAS) Program Outcome Achievement. Finally, Objective 3 is measured through two indicators; 1) Success in Education Beyond the Associate Level, and 2) Success in work.

Evidence of systematic planning around this core theme was absent. Centralia has not developed an Educational Plan or long-range strategic initiatives around educational programming. However, the Core Theme Monitoring Report and interviews with faculty and administration did provide evidence that the theme is being measured in some ways. However, it was not clear to the evaluation committee that strategic planning and core theme planning are integrated. The direct connection between core theme assessment and the strategic planning process does not appear to be as well developed or documented at this point, though it does appear to be under active development as evidenced through the minutes of the Instructional Council and the Assessment Committee.

The College has made efforts to strengthen the core theme indicators and annual core theme monitoring reports have been in place for several years and are reported to the Board and made available to the public through the college's web pages. Planning for programs aligned to achievement of this core theme's objectives is occurring in some areas as evidenced by the discussion of the results in the Core Theme Monitoring Report provided for the Education Core Theme. For example, Objective 2, Indicator 2.2. provides discussion on the results of Student Achievement Points. The Student Achievement Initiative (SAI) points are indicators of student progression and are earned when students make a transition along the path toward earning a degree or certificate. SAI points are intended to help a college see where their students are making progress and where they are not. The results of this indicator show that Centralia is declining in the total number of points at each level except in one or two areas. Thus, the college has engaged in several broad and narrow initiatives aimed at addressing the issue of improving student progression., i.e., review and analysis to consider an integrated student success model; seeking grant funding to support SAI initiatives, and the implementation of mandatory participation in a student success course.

Regardless, while there is assessment going on at the course, program, and core theme level, how these various pieces cohere is not clear. Since mission fulfillment is defined entirely in terms of achieving all core theme objectives, the connection between those objectives and the work being done under the guidance of strategic planning should be more easily discerned. These factors make it difficult to discover if the assessment of the core theme helps to drive resource allocation from an institutional planning perspective.

Nonetheless, and as stated in the evaluation report, core theme evaluation is an ongoing process and Centralia has recently invested effort in its strategic planning process. The periodic “scans” performed by the Board of Trustees have resulted in the development of programs and in program improvements. The recent planning efforts have also resulted in the development of its baccalaureate programs. These efforts provide evidence that core theme evaluation and planning are influencing strategic directions at the college. (3.B.1, 3.B.2, 3.B.3)

Assessment of Core Theme Two - Education

Evidence indicates the college relies on SBCTC and local data sets to evaluate programs and services. The faculty contributes to the assessment efforts through the development of “Research Projects,” a unique method of researching topics concerning their courses and programs. Many of these projects provide evidence of course improvements that were made as a result of the research. These projects are presented to the Instructional Council and housed in a repository that will soon be accessible to all faculty and staff in a searchable database. The evaluation committee urges the faculty and administration to use this unique method of research and review to document its assessment and improvements at the institutional level. (4.A.1, 4.A.2)

At the instructional level, the college engages in an ongoing, rigorous, and systematic review of its programs and disciplines (distribution review) using a common review process that occurs on a five-year review cycle. Assessments at the course, discipline, and program level are overseen by the college’s Assessment Committee. All programs and courses review success rates, academic trends in their field, economic and workforce trends where applicable, curriculum alignment, and outcomes assessment results. Distribution and program reviews are presented to and accepted by the Instructional Council.

From visits with the Workforce faculty, the evaluation committee learned that the Workforce programs engage in robust assessment at both the course and program level. Many of the Workforce programs are accountable to additional accreditation bodies, which guides and enhances their assessment efforts. They also meet regularly with advisory committees, which are comprised of members who are employed in the related professions. The faculty receive meaningful feedback from the advisory committees to ensure that the programs are meeting the needs of their respective industries.

Whenever new courses or programs are proposed, they undergo review by the Instructional Council Members. This group is comprised of a wide range of members of the college community including faculty, staff, and administrators. The Instructional Council has a reputation for having members who are very detail-oriented, so faculty members expressed their

implicit confidence that when courses are approved by the committee, they have been thoroughly vetted.

The evaluation committee did not find sufficient evidence that a comprehensive system of assessment of student achievement exists, or that students who complete general education courses, whether embedded or stand alone, have consistently achieved the General Education or related instruction learning outcomes. There is evidence of course assessment being conducted across the campus. Some faculty are using Canvas to administer assessments that crosswalk assessment scores with course outcomes. Faculty indicated they modified instruction based on these scores, thus continuously improving their instruction and courses. Additionally, some Workforce programs are held to a higher standard via state and federal testing. Healthcare and welding are just two examples.

There was no evidence that student learning outcomes assessment results are widely published and available to the college community although there was evidence that practices are shared among faculty. While student comments overwhelmingly indicate that a robust and student-focused classroom experience exists, the data to support claims of student success in achieving learning outcomes were not apparent to the reviewers. Without such data, it is not possible for the institution to use results of student learning assessments to inform academic and learning-support planning and practices. (4.A.3, 4.A.4, 4.A.5, 4.A.6)

Compliment: The evaluation committee was impressed by the use of “faculty research projects” as a means of assessment and improvement. Each faculty member is required to submit to their dean, a research proposal at the beginning of each year. These research projects typically review trends in the faculty member's courses, identifying areas of strength and areas of weakness. The research projects are reviewed by the dean and the Instructional Council for further curricular changes or modifications.

Improvement of Core Theme Two - Education

While there is evidence of data collection and analysis in given areas, a cohesive effectiveness and improvement mechanism does not appear in place across the college. In some instances, indicators fail to provide results that inform conclusions about effectiveness and potential areas for adjustment or enhancement of college efforts. There is a great deal of excellent work being done at the college, but overall the college’s effectiveness and improvement work are neither connected nor systematically reviewed. Program review data was found but the institution does not appear to have a clear role in gathering or storing program-level data for analysis. (4.B.1, 4.B.2)

Concern: Even though Library and IT services are represented on the Instructional Council, Library and IT services are not formally included through the sign-off process for new courses or programs.

Concern: The institution does not appear to have a precise method for gathering or storing program-level data for analysis to guide the allocation of resources.

Planning for Core Theme Three - Stewardship

Centralia has four objectives associated with Core Theme Three - Stewardship. These cover the areas of managing finances, physical resources, technology, and qualified employees. They maintain three standing committees to help guide decisions and planning; those being the Budget Review and Planning, Facilities and Safety, and the Technology committees. These committees incorporate institutional priorities into their annual work plans and review the associated core theme objectives and indicators. The evaluation committee found the committees to be functioning well and providing input to decision making. The evaluation committee also found that the core theme objectives were not aligned to a comprehensive institutional plan. (3.B.1)

Centralia's evaluation report indicates that various deans and directors work with the vice presidents, administration, human resources, and legal affairs to craft complimentary work plans. They further exerted that these plans evolve out of data from internal and external assessment tools. Although these plans do exist in support of the Stewardship Core Theme, the evaluation committee found evidence that the work plans are used inconsistently campus-wide.

The evaluators struggled to see the entire plan and how each component worked together to ensure they are aligned with and contribute to the achievement of the goals or intended outcomes or respective programs and services. Although Centralia has a set of worksheets that describe the indicators, benchmarks, and what they have learned, the conclusions that have been drawn from the data can be confusing.

It is also unclear how the assessment of the indicators inform decision making. In some cases, benchmarks are merely statements indicating what they plan to do or a list of things that have already taken place. Many indicators appear to be difficult to measure and thus result in a struggle to inform decision making. (3.B.2)

Although Centralia has a plan and a process to collect data so that they can make informed decisions, the plan is in its infancy. It appears to the evaluation committee that Centralia is taking the first steps to ensure that planning is informed by a collection of appropriate data. If the process continues and assessment of the acquired data is used to inform decision-making, Centralia will have met the spirit of core theme planning as related to this Core Theme. (3.B.3)

Assessment of Core Theme Three - Stewardship

Centralia collects a variety of data from differing sources to evaluate the accomplishment of the objectives associated with Core Theme Three. However, the evaluation committee feels as though most of the decision making is based on information gleaned outside of the specified indicators. For instance, if a problem arises on campus, it may be brought to the Facilities and Safety Committee by a member. The committee may recommend a solution and resources may be allocated to resolve the problem. Although this is a positive response, anecdotal member information is not one of the key indicators and thus falls outside the core theme assessment process. The evaluation committee encourages the College to adjust its key indicators to match the current practice to ensure the data is informing decision-making. (4.A.1)

Under Core Theme Three, specific departments are tasked with meeting objectives and reporting on the outcomes. The reports from these evaluations are presented to standing committees and

the Institutional Effectiveness Committee for a final determination of whether the outcomes are met. The results are then presented to the Board of Trustees. Due to the nature of the Stewardship theme and its focus on finances and facilities, the faculty have a minimized role in the planning, evaluation, and decision making of the programs associated with this core theme. (4.A.2)

To obtain useful and consistent data to drive decision making, the Facilities, Operations, and Maintenance (FOM) unit has started offering a follow-up survey concerning work orders completed. This survey, along with an annual survey of faculty and staff regarding facilities has helped FOM understand the needs and desires of those on campus. The IT department also monitors and responds to surveys and works with the Technology Committee to engage the college community to find ways to improve existing systems. Finally, a Noel Levitz Survey of students provides additional information regarding the student needs regarding facilities. These surveys are used to guide the institution in accomplishing their core themes.

Centralia attempts to holistically evaluate the alignment, correlation, and integration of planning resources, capacity, practices, and assessment regarding Stewardship. Through interviews with FOM, they indicated they try to anticipate problems and create plans to address them. One example they point to is their computer replacement plan which ensures technology is available where and when needed for students, faculty, and staff. Again, the absence of a comprehensive institutional plan made it difficult for the evaluation committee to see how core theme planning and assessment relates to long-range objectives and how the results of the assessment are used to achieve the goals of its programs or services. (4.A.4, 4.A.5)

Using the core theme monitoring reports, Centralia reviews objectives, indicators, and benchmarks on an annual basis. This process helps to ensure that they have the correct components in place to yield meaningful results that lead to improvement. One example is their original goal of 125 percent of grant funding compared to the system average. Because they consistently exceeded this value, they adjusted the target level to 175 percent of system average. This adaptation illustrates a move by the college to stretch themselves to improve consistently. They are to be lauded for their ability to raise funds that support students, faculty, and staff. (4.A.6)

Compliment: Centralia has done an exceptional job of fundraising and using these funds to improve educational opportunities.

Improvement of Core Theme Three - Stewardship

Now that Centralia has the monitoring report process in place, it appears that the data obtained is beginning to be used to inform planning, decision making, and allocation of resources. Use of the data occurs more consistently in the Stewardship Core Theme which appears to be further developed than the other core themes. The evaluation committee could not find a long history of using core theme results to inform decision making. It does appear that Centralia is on track to use this process into the future. However, the current process, particularly in the Stewardship Core Theme, appears to be a blend of Ends Statements (the old process) combined with the use of core theme indicators. (4.B.1)

A lack of informed decision-making to guide resource allocation was evident to the evaluation committee. One example was evidenced through interviews with various constituents. The committee found that many areas on campus struggle with proper equipment that is up-to-date. When pressed for an explanation of how one could request equipment and follow that request to those that make decisions on resource allocation, there wasn't a clear answer. When further questioned about resource allocation and how the different areas on campus compete for the institutional dollars, there were few answers. The evaluation committee is concerned that there isn't a systematic method that provides a clear path to resource allocation. The evaluation committee encourages Centralia to use the core theme results to inform the allocation of resources to make improvements. The evidence indicates that Standard 4.B.1 is substantially met. (4.B.2)

Standard 5 – Mission Fulfillment, Adaptation, and Sustainability

5.A – Mission Fulfillment

Centralia does engage in regular, participatory and self-reflective assessment of its accomplishments. However, it is still struggling with a systematic and evidence-based review of the same. The Core Theme Monitoring Reports are a useful tool that provides data and analysis to various programs and services on campus. What is glaringly absent in this process is evidence of integrated planning across all programs and services and at the institutional level. With that said, the evaluation committee was impressed by the breadth of knowledge demonstrated by various campus constituents about planning and resources. The campus community takes great pride in their institution and is widely engaged in the various committees and activities taking place on campus. Students highly complimented their education at Centralia. When students were asked to use one word to describe their experience at Centralia, the following responses were provided: “enlightening, empowering, beneficial, career and work.” (5.A.1)

Centralia has identified three core themes; however, because the college mission contains language more commonly described as visionary, it does not overtly provide direction to the college, and it is difficult to ascertain whether the essential elements of its mission are reflected in the core themes. Some of the core theme indicators do not appear to be well-aligned to the core theme objectives, but for the most part, the core themes have evolved and by all accounts, will continue to do so. However, both of these issues call to question the ability to make determinations of quality, effectiveness, and mission fulfillment based on the assessment of Core Themes and their associated indicators. (5.A.2)

Standard 5.B – Adaptation and Sustainability

With new executive leadership in place, there is a strong commitment at Centralia to evaluating planning and effectiveness and improving based on that evaluation. Some areas, such as financial planning have been, and continue to be strong. Currently, evaluation is happening through conversation rather than the systematic collection of data to guide resources, capacity, and effectiveness. However, planning practices are developing, and strategic directions are emerging based on environmental scans. The overall planning processes need to be formalized.

The evaluation committee found considerable evidence that Centralia effectively monitors its resources, capacity, and effectiveness of operations. Its finances are transparent and seemingly adequate. Adequate personnel, facilities, technology, and materials are currently in place to sustain the institution's educational mission. The college develops an annual operating budget that reflects its priorities within the limits of its finances. Through the work of the Budget Review and Planning Committee, Centralia evaluates its financial position regularly. The evidence reflects that campus constituents are aware of the budget process and well-informed as the budget is developed. Though, it does not appear that the college has a formal, consistent process for departments to submit budget requests to administration. The evaluation urges the college to formalize the budget request process.

The College did express concerns that current enrollment trends may necessitate a reduction in the scope of its program and services. However, the new president is confident that efficiency measures can reduce that necessity. With declining enrollments and reductions in state support, the College's resource planning has focused on how to absorb these deficiencies, while minimizing, to the extent possible, adverse impacts on programs and students. Because the college is focused on meeting its enrollment targets, a premium has been placed on staffing positions that contribute directly to this goal. In IT, a pilot is occurring that may significantly reduce the cost of computing by centralizing it on a few servers that support workstations. Additionally, to attract more students and increase enrollments, Centralia has developed four applied baccalaureate degrees. As discussed in Standard 2.F and 2.G, because the College has been masterful in acquiring resources for facilities, it can expand its enrollment by approximately 25 percent.

As noted elsewhere in this report, the evaluation committee questions Centralia's comprehensiveness in the areas of Mission, Core Themes, Planning, and Assessment. Although the college's response to Standard 5.B was not entirely grounded in its mission and core themes, it does demonstrate the capacity to perform analysis of its current financial status, and the adequacy of its programs and services. Centralia must work to establish a cohesive planning process, develop a means of assessment, and a structured method of data analysis. Through these efforts, the assessment of mission fulfillment, and the resulting improvements will be consistent, well-documented and strengthened. (5.B.1, 5.B.2, 5.B.3)

Summary

Conversations with Centralia students, employees, and Trustees make it clear that students are supported and well-served by Centralia. Evaluators consistently heard, in each constituency's own words, how Centralia supports its students and is invested in providing access to quality education programs. Although not reflected in its mission statement, this mission is well-known and supported throughout the college.

Centralia is an institution that has experienced a recent disruption in executive leadership, and this change has meant planning and assessment processes have started and stopped. However, under their new leadership, evaluators also found evidence of commitment to the College and its investment in students and their futures. With continued efforts to measure and strengthen the core theme objectives and indicators, and with a commitment to use the results of those

measurements for improvement, Centralia will continue to be an active partner in its community by providing access to higher education.

The evaluators express their sincere thanks to the institution for their hospitality, and we hope that this report, with our observations, commendations, and opportunities for improvement will be useful as you continue to serve the students in your communities.

Commendations and Recommendations

The evaluators identified the following commendations and recommendations for further consideration.

Commendations:

1. The evaluation committee commends Centralia students, faculty and staff for their active engagement and participation on councils and committees.
2. The evaluation committee commends the college for its significant community support generated through the Centralia College Foundation.
3. The evaluation committee commends the college for its exceptional facilities and grounds. The campus is clean, well maintained, and provides a genuine collegiate atmosphere suitable for academic success and community engagement.
4. The evaluation committee commends the library and eLearning faculty and staff for their extensive program of information literacy and outreach, and for consistently promoting and maintaining a welcoming and inviting atmosphere for student learning and engagement.
5. The evaluation committee commends the college for its outstanding efforts in educating a diverse population of students at its extended campuses of Centralia College East and the corrections centers.
6. The evaluation committee commends the college for their efforts in obtaining grants and contracts exceeding \$6 million per year for the last four years.
7. The evaluation committee commends the college for the development and use of “Research Projects” that are used as an evaluation tool for course and program outcomes.

Recommendations:

1. The evaluation committee recommends the college examine its mission statement to ensure it articulates a purpose appropriate for an institution of higher learning, and that it is measurable, is understood by its community, and gives direction for its efforts. (Standard 1.A.1)
2. The evaluation committee recommends the college develop a definition of mission fulfillment that identifies achievement at an acceptable threshold in measurable terms. (Standards 1.A.2 and 5.A.2)
3. The evaluation committee recommends the college develop integrated plans that provide direction for the institution and lead to the achievement of program and service outcomes, the accomplishment of its core themes, and fulfillment of its mission. (Standards 3.A.1, 3.A.3, 3.A.4, 3.B.1, 3.B.2, and 3.B.3, E.R. 23)
4. The evaluation committee recommends the college conduct an IT Security Audit on a routine basis to ensure that the college has adequate technology systems to safeguard the college’s operational data and sensitive information. (Standard 2.G.8)
5. The evaluation committee recommends the college develop a formal process for the creation, revision, or elimination of policies and procedures; and regularly review and revise policies and procedures that promote effective management and operation of the institution. (Standard 2.A.6)
6. The evaluation committee recommends the college fully implement student learning outcomes assessment across all programs, degrees, and general education and

systematically use the results of assessment to influence planning and resource allocation. (Standards 4.A.3, 4.A.6, and 4.B.2)

7. The evaluation committee recommends the college refine its core theme indicators to ensure improved alignment with core theme objectives; and to inform planning, assessment, and improvement activities. (Standards 1.B.2, 3.B.1, 3.B.2, 3.B.3, and 5.B.1)