

2019 YEAR ONE ACCREDITATION REPORT

*Northwest Commission on
Colleges and Universities*



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Photo: Student Showing his Capstone Project at Capstone Day.



Photo: Staff and Faculty Photo After the Campus Wide Fall Kick-Off Meeting.



Photo: Earth Day Fashion Show



Photo: Riders Reaching the Half-way Point at the Annual Seattle to Portland Bicycle Classic



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Institutional Overview

Originally established in 1925 under the auspices of the University of Washington, Centralia College is the oldest continuously operating community college in Washington State. The college has grown from 15 students in 1925 to a 2018-19 full-time equivalent enrollment of 1899. Centralia College began as a junior college, primarily concerned with providing the first two years of a traditional baccalaureate degree and during the 1960s, transitioned to a community college with a mission that included providing vocational, basic skills, and continuing education.

In 2005 Washington State passed legislation giving community colleges the ability to offer applied baccalaureate degrees. Subsequently, Centralia College has developed four applied baccalaureate degrees:

- Bachelor of Applied Science in Applied Management (BAS-AM)
- Bachelor of Applied Science in Diesel Technology (BAS-DT)
- Bachelor in Applied Science in Information Technology (BAS-IT)
- Bachelor of Applied Science in Teacher Education (BAS-TE)

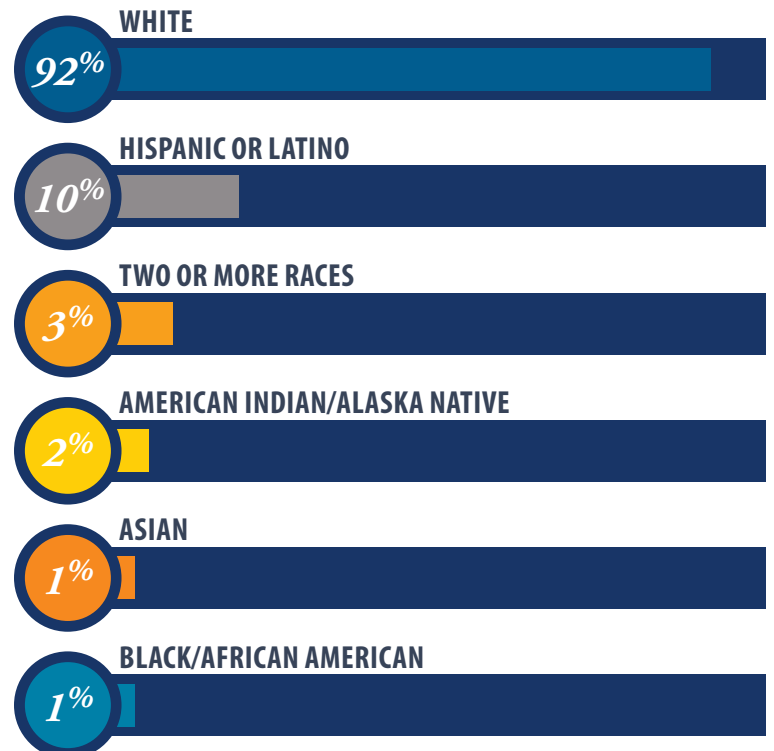
The college currently has an approximate unduplicated degree-seeking student headcount of 4,065, which equates to 1,899 full-time equivalent (FTE) students, down from the institution's all-time high of over 2,633 FTE in 2010-2011. These students represent enrollment in Adult Basic Education, Transitional, Workforce, Academic Transfer, and Baccalaureate programs. In addition, students are enrolled at two correctional sites:

- Garrett Heyns Education Center at the Washington Corrections Center in Shelton (134 FTE, 2018-2019),
- Cedar Creek Education Center at the Cedar Creek Corrections Center near Little Rock (105 FTE, 2018-2019).

Finally, students pursuing non-degree pathways are enrolled in Senior, Parenting, and Community Service programs.

Centralia College District 12 has a service district of approximately 2,400 square miles, including Lewis and south Thurston counties, and offers opportunities for higher education to the citizens of an essentially rural service district. The population of the service district is approximately 82,418. The city of Centralia, where the college is located, has the most population in the district: about 17,216 people. Lewis County has a predominantly white population according US Census data:

RACE & HISPANIC ORIGIN, LEWIS COUNTY, WA



While the service district population is comprised of approximately 17% people of color, the student population at Centralia College includes 29% people of color [SBCTC Field Guide, 2018]. The college is serving an increasing population of Latino students. The Centralia School District has a Latino population of 18%, while the Rochester School District serves 12% Latino students, and the Chehalis School District serves 7%.

Like many rural communities, the college’s district has seen substantial changes in its workforce and economy as it has struggled with its shift from an agricultural, timber, and mining-based economy to a more service-based economy. The Lewis County unemployment rate was the highest in the state in 2011. Since the recession in 2011, unemployment in Lewis County has decreased to approximately 6.3% for 2018, but the unemployment rate continues to be higher than the state average. Other economic indicators such as per capita income also lag behind state averages.

Since this population is in need of access to educational and training resources to reduce individual poverty and increase household incomes, the college continues to focus on their needs. Centralia College currently provides an integrated pathway from basic skills education all the way to a bachelor’s degree. The east end of Lewis County is rural and comprised of a number of very small communities; the college serves the needs of east county through its site in Morton—Centralia College East—as well as through a number of sites for Adult Basic Education, with classes offered at libraries and other community locations.

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

	WASHINGTON STATE	LEWIS COUNTY
UNEMPLOYMENT RATE (2018)	6.3%	4.6%
HIGH SCHOOL GRADUATES	87.5%	90.8%
BACHELOR’S DEGREE OR HIGHER	15.4%	34.5%
MEDIAN HOUSEHOLD INCOME (2013-17)	\$23,853	\$34,869
PERSON IN POVERTY	15%	11%



Photo: Women’s Volleyball game at Michael Smith Gymnasium.

Preface

Institutional Changes since the Last Report

NEW TRUSTEE APPOINTED:

Debbie Campbell was appointed to serve on the Board of Trustees for Centralia College. She was formally introduced to the campus at the Board of Trustees meeting held on November 6, 2018. Ms. Campbell is the Executive Director of United Way of Lewis County and has spent countless hours serving the Lewis County area.

NEW VPI HIRED:

During spring 2019, Dr. Joyce Hammer joined the college administrative staff as the new vice president of instruction following the retirement of John Martens. Dr. Hammer has over 20 years of higher education experience beginning as mathematics faculty at Green River College (GRC), dean of instruction at GRC, and more recently, as the director of transfer education at the Washington State Board for Community and Technical Colleges. <https://centraliacollege.wordpress.com/2019/02/15/cc-names-a-new-vice-president-of-instruction/>

CAMPUS RENOVATIONS:

The campus facilities have continued to develop according to the facilities master plan. The former student center has been completely renovated and remodeled to house the college worker retraining and transitional skills/adult basic education programs. In May, 2019 the college completed the upper floor renovation to lease to the State of Washington, Department of Employment Security, which will also house a number of other support agencies, such as Vocational Rehabilitation and WorkSource. This combination of programs will allow the agencies and the college to leverage the range of services for maximum support of mutual clients and students.

The exterior and circulation areas of campus were also improved. The removal of Kemp Hall (the original “college” building) was finished in May 2019, in time to host an expanded commencement ceremony. The expanded courtyard also allowed the college to establish a true “front door” of campus, and the

location of the building and the work of Katherine Kemp will be recognized on the entrance. The circulation areas of campus were also expanded, with the east and west walkways completed in March of 2019. Ward Plaza, which is located in the center of campus and serves as a connecting point for the brick walkways including a main Esplanade, was also completed in March 2019, and provides a year round gathering space for students, as well a venue for events.

Finally, the Centralia College Foundation received a \$1.3m grant towards the building of a training center for trade skills. The site for the Southwest Washington Flexible Training Center is being surveyed for a ground lease to the Foundation from the College, with construction expected to commence in the summer of 2019, with the goal of offering classes in the fall of 2020. This is a project that has significant regional impact and in addition to the college and Foundation, involves all the school districts and a number of employers, unions and state agencies that share a common goal of increasing the number and quality of workers in the trades.

An example of a new course developed at Centralia College to meet community needs is the Commercial Driver’s License for the professional truck driving industry. This course is designed to prepare students to take the State of Washington tests necessary to obtain a Commercial Driver’s License. The commercial truck driving course includes a comprehensive hands-on skill development and instruction that aligns with the Department of Transportation. The students will maneuver a commercial vehicle in different traffic conditions; operate a tractor-trailer combination; and maneuver the vehicle safely forward and backward around various obstacles.

Addendum

Responses to Topics Previously Requested by the Commission

RECOMMENDATION 1

Ensure its mission statement articulates a purpose appropriate for an institution of higher learning, and that is measurable, is understood by its community, and gives direction for its efforts. (Standard 1.A.1)

In 2001, the Centralia College Board of Trustees adopted this mission statement: "Improving people's lives through lifelong learning." In September 2012, as a result of a recommendation stemming from the college's Year One report, the Board of Trustees undertook a consideration of the mission statement; at that time, the Board of Trustees chose to reaffirm the mission as stated.

In 2018, the Evaluation Team from NWCCU once again raised questions about whether the existing mission statement fully articulated a clear purpose for Centralia College and if the statement was specific enough to give direction to the college's efforts. Furthermore, the evaluators raised questions about the existence of a clear linkage between the mission statement, as written, and the college's three Core Themes: Access, Education, and Stewardship.

In order to ensure that the college's mission statement clearly articulates the college's purpose and gives direction to the college's efforts, Centralia College undertook a broad-based process to examine different types of mission statements, review the institution's values and vision, and draft new statements that articulate the college's values, mission, and vision. The major steps in that process are outlined below:

Timeline



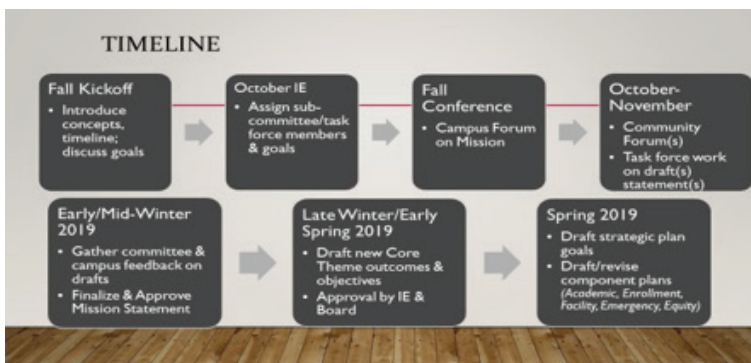


Image of the campus-wide meeting – Fall Kick-Off – September 10, 2018 – PowerPoint Presentation

- June 2018: executive team establishes a year-long timeline for review and redrafting of the college’s mission, core themes, and strategic planning documents.
- July 12, 2018: Annual Board of Trustees Retreat; Board reviews current mission statement, types of mission statements, NWCCU Standards on mission and core themes.
- September 10, 2018: Campus-wide meeting at Fall Kick-Off to review NWCCU recommendations and roll out the plan to the campus for writing new values, mission, and vision statements.
- October 12, 2018: Campus-wide meeting at Fall Conference; over 200 college employees participate in a facilitated workshop to discuss and gather feedback with regard to the college’s values, mission, and vision.
- October, 2018: Mission Rewrite Work Group established.

Members:

- ▶ Jim Lowery, Board of Trustees
- ▶ Bob Mohrbacher, President
- ▶ Linda Foss, Faculty
- ▶ Dan Taylor, Faculty
- ▶ Christian Bruhn, Dean of Arts & Sciences
- ▶ Cheryl Williams, Instruction Office
- ▶ Lyz Grant, Advising & Counseling
- ▶ Jessica Ramirez, Student Life and Involvement
- ▶ Carrie Powell, ctLink Project
- ▶ Lesley Contreras, Human Resources

- ▶ Anita Honaker, IT/Administrative Services
- ▶ Christine Fossett, Centralia College Foundation
- ▶ Janet Reaume, President’s Office

- October 30 & 31, November 1 & 7: Student forums on values, mission and vision.
- November 1 & 15: Community forums on values, mission and vision in Morton and Chehalis.
- November 1: Mission Rewrite Work Group meets to review feedback collected at first campus forum; subcommittees formed to draft values, mission and vision statement drafts.
- November 19: Mission Rewrite Work Group meets to review additional feedback from forums and review progress on draft statements.
- November 29: Mission Rewrite Work Group meets to review drafts of values, mission and vision statements.
- December 5: Mission Rewrite Work Group meets to finalize draft statements and make a plan for gathering campus feedback in winter quarter.
- January 11, 2019: Open campus forum to discuss drafts of values, mission and vision statements.
- January 11-17, 2019: Gather campus feedback regarding draft statements.
- January 18, 2019: Mission Rewrite Work Group meets to review campus feedback and revise draft statements based on the feedback.
- February 6, 2019: Institutional Effectiveness Committee approves new values, mission and vision statements.
- February 14, 2019: Board of Trustees approve new Values, Mission & Vision statements at their regular meeting.

The process outlined above was designed to solicit broad participation from college faculty and staff, students, and the community. The resulting mission statement articulates a clear purpose for the college, gives direction to the college in establishing assessable core theme outcomes, and is understood by the community:

Mission Statement:

Centralia College is committed to student success, academic excellence, and supporting our community in an inclusive and equitable learning environment.

RECOMMENDATION 2

Develop and deploy a definition of mission fulfillment that identifies achievement at an acceptable threshold in measurable terms. (Standard 1.A.2; Standard 5.A.2)

This new mission statement, and the process used to develop it, directly address the concerns raised in the recommendation from the NWCCU evaluation team:

- The process used to write a new mission statement had broad participation from students, faculty and staff, and community members—over 300 people participated in the seven campus and community forums; there were multiple opportunities for people to respond electronically as well. This process helps to ensure that the mission is generally understood by the community.
- The mission statement articulates specific purpose and gives direction to the college's efforts by addressing specific core themes that lie at the heart of the college's work: student success, academic excellence, and community involvement.
- The mission is made assessable through the development of specific core theme outcomes, as described elsewhere in this report.

In response to the recommendation to develop and deploy an effective definition of mission fulfillment, the Board of Trustees discussed the process for establishing a new mission statement, core theme outcomes, and mission fulfillment definition at their May 2018 and June 2018 meetings. The Board of Trustees holds an annual Board Retreat each summer, and the topic of mission fulfillment was on the agenda for the Board Retreat in July 2018. The discussion covered a number of issues related to developing an effective definition of mission fulfillment:

- NWCCU Standards 1.A.2, 1.B.1, and 1.B.2
- Key questions about the concept of defining mission fulfillment—
 - ✓ Is mission fulfillment entirely quantitative?
 - ✓ What is the difference between measurement and assessment?
 - ✓ If mission fulfillment is entirely quantitative, do we measure what is most important or what is most easily measurable?
 - ✓ Can mission fulfillment be a combination of quantitative data, qualitative data, and narrative?
- Three possible scenarios for defining mission fulfillment—quantitative measures, qualitative measures, and mixed quantitative/qualitative methods.

The wording of the recommendation calls for thresholds to be established in “measurable” terms, which implies quantitative methodology. However, Standard 1.B.2 uses the terms “meaningful, assessable, and verifiable”: this implies a broader methodology. The Board of Trustees discussed the pros and cons of quantitative and qualitative measures of mission fulfillment. One option discussed was to use a method that mirrors the

NWCCU evaluation process: the Board of Trustees would receive Core Theme monitoring reports, both written and oral. The Board of Trustees would then respond to the data in the reports by passing a resolution in the form of recommendations and commendations, in much the same manner that evaluators present their findings to NWCCU Commissioners. College staff would then develop an action plan to address any issues raised in the recommendations.

As a result of the discussion at the Board Retreat, the Trustees determined that a purely quantitative methodology would be insufficient to provide a meaningful definition of mission fulfillment. The advantage of a purely quantitative method is that it provides objectivity with regard to meeting benchmarks and is easy to explain—if the benchmark for a particular data indicator is set at 70%, the data can indicate whether performance is above or below 70%. However, this method also tends to mask its more subjective aspects—for example, why was the benchmark set at 70% (rather than 65% or 75%)? With these issues in mind, the Board of Trustees determined that while a purely quantitative measure of mission fulfillment might be verifiable, it ran the risk of not being meaningful.



Photo: Volunteers welcoming riders during the Annual Seattle to Portland Bicycle Classic

At the subsequent Board meeting in September 2018, the Board of Trustees again took up consideration of the two remaining methodologies—a qualitative method, as described above, or a mixed quantitative/qualitative methodology. After further discussion, the Board of Trustees adopted the following definition of mission fulfillment:

Centralia College will define mission fulfillment as making continuous progress toward established goals. On an annual basis, the Board of Trustees receives reports detailing progress toward accomplishing the college's Core Theme outcomes. The mission is considered fulfilled under the following circumstances:

- All Core Theme indicators meet the benchmarks established under the college's Core Theme outcomes.

OR

- Any Core Theme indicator scored as substantially meeting or not meeting the established benchmark will be accompanied by an action plan for improving performance.

By using this scheme for monitoring mission fulfillment, the Board of Trustees ensures that Core Theme outcomes have “meaningful, assessable, and verifiable indicators of achievement” (Standard 1.B.2) and that specific plans are implemented to make progress toward any benchmark that is scored as having less than full completion in the current reporting period. The specific Core Theme outcomes and indicators, as well as the process used for establishing them, is described elsewhere in this report.

Chapter One: Mission, Core Themes, And Expectations

Executive Summary of Eligibility Requirements 2 and 3

ELIGIBILITY REQUIREMENT 2 – AUTHORITY

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

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



Photo: Diesel Tech Student

ELIGIBILITY REQUIREMENT 3 – MISSION AND CORE THEMES

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

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

On February 14, 2019, the Centralia College Board of Trustees adopted the current mission statement:

Centralia College is committed to student success, academic excellence, and supporting our community in an inclusive and equitable learning environment.

The current Core Theme outcomes were adopted by the Board of Trustees on May 9, 2019. As part of that adoption process, the Board of Trustees decided to drop the “core theme” language and call these outcomes Mission Focus Areas, in order to emphasize the connection to mission fulfillment:

Student Success:

College students will progress, persist, and complete their educational endeavors.

Academic Excellence:

Centralia College students will accomplish well-defined educational and program goals relevant to future success.

Supporting Community:

Centralia College will engage our communities in educational, recreational, and cultural opportunities while demonstrating equity, stewardship, and sustainability.

These Mission Focus Areas (Core Themes) address three key elements of the college’s mission statement. The fourth element of the mission statement—an inclusive and equitable learning environment—is embedded in each of the outcome areas in terms of breaking down data indicators demographically, to see where equity gaps exist. In addition, “equity” is a separate indicator under supporting community. Taken together, these Mission Focus Area outcomes allow the college to track the most important indicators of mission fulfillment.

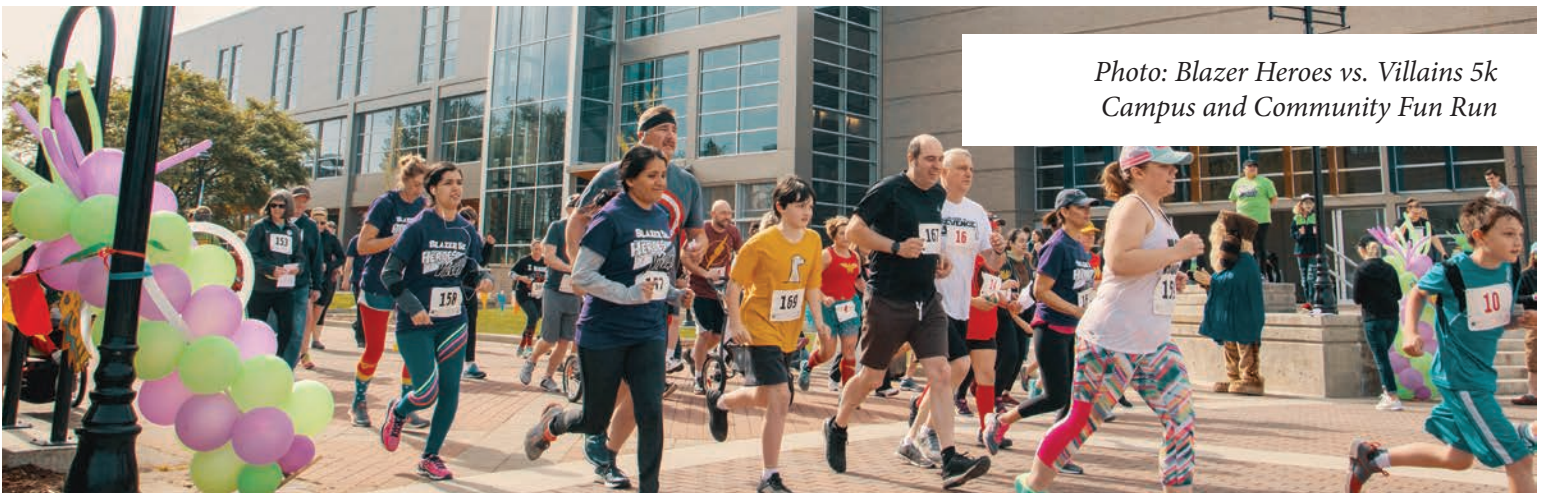


Photo: Blazer Heroes vs. Villains 5k Campus and Community Fun Run

Section I: Standard 1.A – Mission

CENTRALIA COLLEGE'S MISSION STATEMENT (1.A.1)



Centralia College is committed to student success, academic excellence, and supporting our community in an inclusive and equitable environment.

The official mission statement for Centralia College was adopted by the Board of Trustees on February 14, 2019. The mission statement is published on the college web site and in other college publications such as the college catalog.

The mission statement was developed through an inclusive and reiterative process involving the Board of Trustees, a wide array of college employees, students, and community members in order to assure that the mission statement articulates an appropriate purpose for the college and is derived from the needs of our community. An overview of the process for developing the college mission statement is outlined below:

- Discussion with the Board of Trustees at their annual Board Retreat in July 2018, as well as continued discussion at regular Board meetings throughout Fall 2018 and Winter 2019.
- Campus-wide meeting on October 12, 2018 to discuss the process for development of new values, mission and vision statements
- Formation of a Mission Rewrite Work Group, which included the college president, one Board member, and representatives from across campus, including faculty, staff and administrators.
- A series of seven campus, student, and community forums during October and November 2018 to conduct facilitated workshops on college values, mission and vision.
- Feedback gathered from the workshops was transcribed and given to the Mission Rewrite Work Group to use as the raw material in drafting new values, mission and vision statements.
- Draft statements were reviewed at a campus meeting on January 11, 2019; a campus survey was conducted to gather feedback on the draft statements.
- The Mission Rewrite Work Group met on January 18, 2019 to review campus feedback and revise the draft statements.
- Revised drafts of the statements were discussed by the Institutional Effectiveness Committee at their December 5, 2018 meeting and distributed to other campus committees for review.
- The new mission statement was approved by the Institutional Effectiveness Committee on February 6, 2019 and approved by the Board of Trustees on February 14, 2019.

The mission statement clearly outlines the purpose of the college in terms of a commitment to student success and academic excellence in a community environment. Centralia College serves Lewis County and the Rochester and Tenino school districts in southern Thurston County (RCW 28B.50.040). The service district is comprised primarily of small towns and rural areas. Many of the communities within the district have relatively limited resources for higher education, cultural enrichment, and workforce development. For these reasons, it is particularly important that Centralia College be engaged with the communities in their service district in a variety of ways. In addition, Centralia College has been in operation since 1925 and is the oldest continuously operating community college in the state. Many of our current students are the third, fourth, or even fifth generation of their families to attend Centralia College. This gives many community members a strong connection and sense of ownership when it comes to the college.

The college uses the mission statement to give direction to its efforts in a number of ways. First, publicly stating our commitment to student success, academic excellence, and community helps to unite college employees, students and community members in a common purpose. When we are considering current practice or policy, we can ask whether the current situation is most likely to lead to student success or to serve our community effectively. Second, we can examine whether we are doing so in an equitable and inclusive environment. This may mean examining the relative success or completion rates of different demographic groups within our student population; it also means sustaining our commitment to serving our entire service district—to continuing to support our satellite site at CC East in Morton and to ensuring that we serve all of the smaller communities in our district, such as Mossyrock, Packwood and Pe Ell.

Finally, we articulate our benchmarks for success in fulfilling our mission through articulation of our Core Theme outcomes and indicators for success. That process is described elsewhere in this report.



Photo: Walton Science Center and the Gordon Aadland Esplanade

Mission Fulfillment (1.A.2)

The Centralia College Board of Trustees engaged in a study session on mission fulfillment during their annual retreat in July 2018. The Board of Trustees examined several different methods for defining and monitoring mission fulfillment. After the study session, the discussion was moved to the agenda for the regular Board Meeting of September 2018. At that meeting, the Board of Trustees adopted the following definition of Mission Fulfillment:

Centralia College will define Mission Fulfillment as making continuous progress toward established goals. On an annual basis, the Board of Trustees receives reports detailing progress toward accomplishing the college's Core Theme Outcomes. The mission is considered fulfilled under the following circumstances:

- All indicators meet the established benchmarks under the Core Theme Outcomes.
- Any indicator that substantially meets or does not meet the established benchmark is accompanied by an action plan for improving performance.

Benchmarks and data indicators are defined within the Core Themes Outcomes document, as developed by the Institutional Effectiveness Committee and approved by the Board of Trustees. Core Theme Monitoring Reports are provided annually to the Institutional Effectiveness Committee and the Board of Trustees. After receiving the Monitoring Reports, the Board of Trustees takes official action to signify that the criteria described above have been met.



Photo: Riders reaching the half-way point at the Annual Seattle to Portland Bicycle Classic

Section II: Standard 1.B – Core Themes

Following the process of rewriting Centralia College’s Mission Statement, as described above, the college formed a Core Theme Development Work Group, consisting of the following members:

- Dan Taylor, Math faculty
- Debbie Walker, Business Office
- Georgeanne Copeland, Business faculty
- Janet Reaume, President’s Office
- Jessica Ramirez, Student Life
- Joyce Hammer, VP of Instruction
- Kimberley Ingram, Enrollment Services
- Julie Huss, VP of Human Resources
- Nikki Sprague, Business Office
- Sam Small, Director of IT
- Scott Wagemann, Institutional Research
- Robert Cox, VP of Student Services
- Shelley Bannish, Student Life
- Tracy Dahl, Financial Aid
- Bob Mohrbacher, President

This work group met throughout the winter and spring of 2019 to establish new outcomes, objectives, and indicators based on the new college mission statement. One decision that was made during the process was to drop the “core theme” terminology and to use the term Mission Focus Areas instead. This reflects the changes being made to NWCCU standards and, more importantly, makes a clear connection between the outcomes and our mission.

Based on the new mission statement, the work group adopted three new mission focus areas: Student Success, Academic Excellence, and Supporting Community. The work group then divided into three sub-committees to draft outcomes, objectives and indicators for each area. The sub-committee members gathered feedback from a variety of standing committees and other groups on campus to inform revision of the drafts.



*Photo: Centralia College
Commencement Ceremony*

Core Theme Development

STUDENT SUCCESS

First draft: Students will progress, persist, and complete their educational endeavors.

Second draft: Centralia College students will progress, persist, and complete their educational endeavors.

Approved 5-9-2019: College students will progress, persist, and complete their educational endeavors.

ACADEMIC EXCELLENCE

First draft: Centralia College students will be prepared for future success by completing well defined goals in relevant educational programs.

Second draft: Centralia College students will complete well defined educational and program goals relevant to future success.

Approved 5-9-2019: Centralia College students will accomplish well-defined educational and program goals relevant to future success.

SUPPORTING COMMUNITY

First draft: Engage our communities in educational, recreational, and cultural opportunities while demonstrating equity, stewardship (responsibility) , and sustainability.

Second draft: Centralia College will support our communities by demonstrating equity, responsibility, and sustainability.

Approved 5-9-2019: Centralia College will engage our communities in educational, recreational, and cultural opportunities while demonstrating equity, stewardship, and sustainability.

Core Theme Team

Bob Mohrbacher,
President

Dan Taylor,
Faculty

Debbie Walker,
Business Office

Deborah Shriver,
Faculty

Georganne Copeland,
Faculty

Janet Reaume,
President's Office

Jessica Ramirez,
SLIC

Joyce Hammer,
VP Instruction

Julie Huss,
VP Human Resources

Kimberly Ingram,
Enrollment Services

Nikki Sprague,
Business Office

Robert Cox,
VP Student Services

Samuel Small,
IT

Scott Wagemann,
IR

Shelley Bannish,
SLIC

Tracy Dahl,
Financial Aid

Subgroups

Student Success

Georganne Copeland
Jessica Ramirez
Kimberly Ingram
Samuel Small
Tracy Dahl

Academic Excellence

Dan Taylor
Debbie Walker
Janet Reaume
Nikki Sprague
Robert Cox

Supporting Community

Connie Smejkal
Deborah Shriver
Julie Huss
Kelli Bloomstrom
Shelley Bannish

The new Mission Focus Outcomes were approved by the Institutional Effectiveness Committee on May 1, 2019. The Board of Trustees reviewed the outcomes on May 9. As part of that process, they review both the first and second draft of each outcome. As a result of that review, the Board of Trustees decided that they preferred the first draft of the outcome on Supporting Community, rather than the second draft that had been approved by IE. The following outcomes were approved by the Board of Trustees as part of their updated Mission, Vision and Values Policy [Policy 5.035].

STUDENT SUCCESS: College students will progress, persist, and complete their educational endeavors.

ACADEMIC EXCELLENCE: Centralia College students will accomplish well-defined educational and program goals relevant to future success.

SUPPORTING COMMUNITY: Centralia College will engage our communities in educational, recreational, and cultural opportunities while demonstrating equity, stewardship, and sustainability.

From that point, the work group completed the task of developing specific objectives and data indicators for each Mission Focus Outcome, as described below.

Core Theme 1 – Student Success

Objectives/Indicators/Rationale

Student Success: Centralia College (CC) students will progress, persist, and complete their educational endeavors.

- a. CC will increase the rate at which students complete degrees & certificates annually
 - i. IPEDS Completion rate
 - ii. SAI Completion rate per 100 students
 - iii. SBCTC Credentials Awarded (Dashboard), including GED/HS21
 - iv. Demographic breakdown of completion rates
- b. 65% of students will earn a 2.0 or greater in individual courses
 - i. Overall course success rate (all graded courses)
 - ii. Success rate for 30 highest enrolled courses
 - iii. Demographic breakdown of success rates
- c. CC will increase the rate at which students persist from quarter to quarter and year to year
 - i. Percentage of students retained fall to winter, winter to spring
 - ii. Percentage of students retained from fall to fall
 - iii. Demographic breakdown of retention data
 - iv. Students are engaged per survey data (CCSSE or other relevant survey)
- d. CC will increase the rate at which students transition from Basic Skills & Pre-college courses to college courses
 - i. Percentage of students making gains in BEdA
 - ii. Percentage of students with pre-college placement earning college credit
 - iii. Demographic data on student transitions

The indicators above give the college reliable and available data points by which to track the progress of our students along their educational pathway. All of the data points are currently tracked either through dashboards at the Washington State Board for Community and Technical Colleges (SBCTC) or through local dashboards developed by our Institutional Research department. Three of the objectives (a, c, & d) track trend data—an increase from one year to the next. One indicator (b) sets a numeric benchmark. In a traditional “Bell curve” system of grading, we would expect 50% as the benchmark; however, that does not accurately represent what happens in the real world. Thus, 65% was chosen as being closer to the patterns that we actually see in our students.

Core Theme 2 – Academic Excellence

Objectives/Indicators/Rationale

Academic Excellence: Centralia College students will complete well defined educational and program goals relevant to future success.

- a. Students who complete CC courses will be successful in future course work
 - i. Percentage of students who pass next course in sequence or same discipline
 - ii. Percentage of BEdA students who earn six college credits will be above state average
 - iii. Demographic data on success in subsequent classes
- b. Students who transfer from CC to other colleges will be as successful as other students at that institution
 - i. Transfer data comparison for WA colleges (MRTE)
 - ii. Demographics on transfer students
- c. CC students who complete CTE degrees will have job placement rates equivalent to the state average & wages within 5% of state average
 - i. SBCTC Prof/Tech Placement Rate Dashboard
 - ii. SBCTC Prof/Tech Median Wage Dashboard
- d. CC Students who complete degrees will demonstrate

proficiency in the CC General Educational outcomes/
Learning Themes

- i. *[Assessment Committee to develop & implement updated collection method during 2019-20 academic year]*
- ii. Demographic breakdown of assessment data

The objectives and indicators for Academic Excellence integrate educational planning, learning assessment, and goal attainment. As Centralia College begins implementation of Guided Pathways, these objectives complement the objectives under Student Success to track persistence through the pathways and on to career or transfer institutions. Two of the indicators (b & c) are readily available through SBCTC databases. One indicator (a) is readily available through our local student database (SMS).

During the 2019-20 academic year, the Assessment Committee, along with instructional administrators, will lead a process to rewrite the General Education Learning Themes and to develop a new method for collecting Gen. Ed. assessment data. This will allow the college to better align learning assessment with the annual monitoring report process for our Mission Focus Areas.

Core Theme 3 – Supporting Community

Objectives/Indicators/Rationale

Supporting Community: Centralia College will engage our communities in educational, recreational, and cultural opportunities while demonstrating equity, stewardship, and sustainability.

- a. Equity: Equity-minded decisions will improve access and student outcomes.
 - i. Policy and procedure changes remove barriers
 - ii. Budget allocations address barriers for students
 - iii. Curriculum is inclusive
 - iv. Programs and services support success for traditionally underserved students
- b. Stewardship: CC will be a model of good stewardship and community partnership
 - i. Clean annual audit reports demonstrate fiscal stewardship
 - ii. Partnership matrix (Business, K12, legislative, service clubs, SBCTC, etc.) indicates a broad variety of effective partnerships
 - iii. Foundation scholarships & assets demonstrate a broad base of community support
 - iv. Community use of TAC, Corbet Theater, and other college resources demonstrate support for community
- c. Sustainability: College will operate within its means and invest in the future of the college.
 - i. Establish and maintain fiscal reserve policies and fiscal sustainability benchmarks
 - ii. Campus technology supports student access and success
 - iii. CC employees are well trained and participate in ongoing professional development
 - iv. College achieves enrollment targets
 - v. Cost per FTE will be within the 3rd quartile of SBCTC averages
 - vi. Reduce carbon foot print annually

During the process to develop the new college mission statement, “community” emerged as one of the strongest themes in **campus and community feedback sessions**. While comments about “community” were wide-ranging, they focused on both our internal community (students, faculty, staff) and our external community (service district, local partners). In order to develop meaningful objectives around the idea of community, we grouped the indicators into three categories:

- Equity: Assuring that we serve all elements of our various communities in an equitable fashion.
- Stewardship: Assuring that the college is a responsible steward of public fiscal resources, as well as our physical resources.
- Sustainability: Assuring that our use of fiscal, environmental, and human resources positions the college for a successful future.

Some of the indicators in this Mission Focus Area are less quantitative and more qualitative than in the other areas. However, “community” is not easily reducible to solely quantitative measures. Survey tools and focus group data will be utilized to support the measurement of the community indicators and qualitatively set a basis for continuous improvement in these areas.

Conclusion

Centralia College is one of 34 colleges comprising the Washington State Community and Technical College System and is authorized to offer programs and courses by the State Board for Community Colleges (ER 2). Through this authority, the college has fully participated in the NWCCU accreditation process, most recently taking part in a Year Seven peer review visit. In the year since the full-scale accreditation visit, the college has made good progress toward addressing the two recommendations:

Recommendation 1:

Ensure its mission statement articulates a purpose appropriate for an institution of higher learning, and that is measurable, is understood by its community, and gives direction for its efforts. (Standard 1.A.1)

Recommendation 2:

Develop and deploy a definition of mission fulfillment that identifies achievement at an acceptable threshold in measurable terms. (Standard 1.A.2; Standard 5.A.2)

As a result of Recommendation 1, the college has embarked on a robust reboot of its accreditation process by establishing a more measurable mission that better reflects the community to which the college serves. The Board of Trustees adopted a new mission statement after extensive input from campus faculty, staff, and the community. The resulting statement, -Centralia College is committed to student success, academic excellence, and supporting our community in an inclusive and equitable learning environment- reflects discussion and revision during numerous meetings and forums. The new mission statement is widely published on the website and throughout campus materials and publications distributed to the community. (Standard 1.A.1; ER 3)

By addressing Recommendation 2, the college has benchmarks for each indicator leading toward addressing the three Mission

Focus Areas (Core Themes) and subsequently measuring the fulfillment of the college mission (Standard 1.A.2). The three Mission Focus Areas, -Student Success, Academic Excellence, and Supporting Community- directly link to the mission of the college (1.B.1). The data used to measure each benchmark is easily accessible through state or local dashboards and reflect research-informed indicators that determine whether the college is adequately meeting its goals for each Mission Focus Area (1.B.2). Through regular monitoring reports to the Board of Trustees, the campus community will further examine areas in which the college is adequately meeting its outcomes and areas in which the college needs improvement with future activities and efforts guided by those recommendations (1.B.2; ER 3).

With the mission statement referencing an “inclusive and equitable learning environment,” all data will be disaggregated when possible by diverse student populations including race and ethnicity. A review of the data and benchmarks will be scrutinized through an equity lens and recommendations to improve student success made with all students in mind. Establishing updated Mission Focus Areas/Core Themes, meaningful objectives, and assessable and verifiable indicators will allow the Board of Trustees and college faculty and staff a more effective foundation for framing future college initiatives and efforts.



Photo: Student Showing her Capstone Project at Capstone Day.



Photo: Nuclear Magnetic Resonance Spectrometer (NMR)



Photo: Centralia College East Teacher

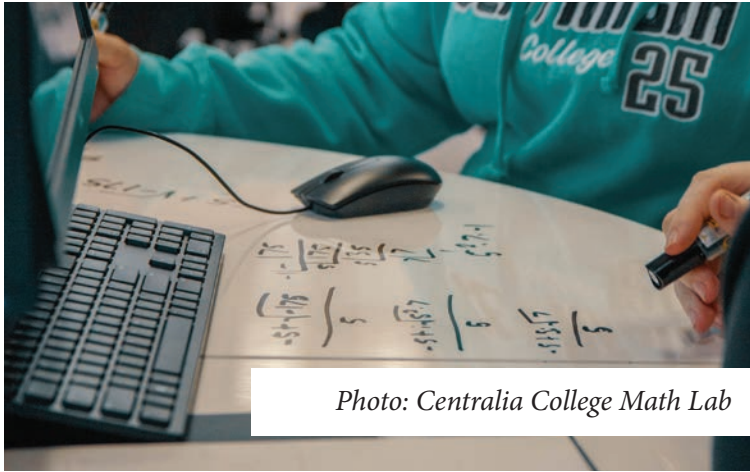


Photo: Centralia College Math Lab



Photo: Mario Madness 5k Campus and Community Fun Run



Photo: Centralia College East



Photo: Worker Retraining Welding Student



Photo: Walton Science Center Hallway

Appendix A

Year One Self-Evaluation Supporting Documentation Table

INSTITUTIONAL OVERVIEW

BAS-IT: Application Development Program	http://www.centralia.edu/academics/bachelors/bas-it.aspx
BAS:Teacher Education (K-8)	http://www.centralia.edu/academics/bachelors/bas-te.aspx
BAS: Applied Management	http://www.centralia.edu/academics/bachelors/bas-am.aspx
BAS: Diesel Technology	http://www.centralia.edu/academics/bachelors/bas-dt.aspx
SBCTC 2018 Field Guide	https://www.sbctc.edu/resources/documents/about/facts-pubs/field-guide/2018/2018-field-guide-centralia.pdf
Census Data: Latino Population – Centralia School District	https://censusreporter.org/profiles/97000US5301140-centralia-school-district-wa/
Census Data: Latino Population – Rochester School District	https://censusreporter.org/profiles/97000US5307470-rochester-school-district-wa/
Census Data: Latino Population – Chehalis School District	https://censusreporter.org/profiles/97000US5301170-chehalis-school-district-wa/
Accreditation Web Page	http://www.centralia.edu/about/accreditation.aspx

PREFACE

New Trustee Appointment – Debbie Campbell	https://www.centralia.edu/about/trustees.aspx
College Administrative Staff	Instruction Organizational Chart
New VPI Hired – Dr. Joyce Hammer	https://centraliacollege.wordpress.com/2019/02/15/cc-names-a-new-vice-president-of-instruction/
Campus Renovations	2017 Master Plan
Southwest Washington Flexible Training Center – Article	http://www.chronline.com/news/centralia-college-foundation-receives-m-transalta-grant-for-new-trades/article_8f517dbc-2fc5-11e9-b584-7b7072c6b153.html
CDL Truck Driving Program	CDL Truck Driving Ed Planner

ADDENDUM

Board of Trustees Meeting – September 2012

2018 Annual Board of Trustees Retreat

Campus-wide Meeting – Fall Kick-Off – September 10, 2018

Campus-wide Meeting – Fall Conference – October 12, 2018

Student Forums on values, mission, vision – October 30 & 31, November 1 & 7

Community Forums on values, mission, vision – November 1 & 15

Mission Rewrite Work Group – November 1, 2018

Mission Rewrite Work Group – November 19, 2018

Mission Rewrite Work Group – November 29

Mission Rewrite Work Group – December 5

Open Campus Forum – January 11, 2019

Campus Feedback – January 11-17, 2019

Mission Rewrite Work Group – January 18, 2019

Institutional Effectiveness Committee Mtg – February 6, 2019

Board of Trustees Meeting – New Values, Mission & Vision

Statements – February 14, 2019

New Mission Statement

Board of Trustee Meeting – Adopted Mission Statement – September 2012

Annual Board Retreat – July 12, 2018 – Review of mission statement – Agenda

Annual Board Retreat – July 12, 2018 – Review of mission statement - Notes

Campus-wide Meeting – Fall Kick-Off – September 10, 2018 – PowerPoint Presentation

Campus-wide Meeting – Fall Conference – October 12, 2018

Student Forums on values, mission, vision documents – October 30 & 31, November 1 & 7

Community Forums on values, mission, vision documents – November 1 & 15

Mission Rewrite Work Group – November 1, 2018

Mission Rewrite Work Group – November 19, 2018

Mission Rewrite Work Group – November 29, 2018

Mission Rewrite Work Group – December 5

Open Campus Forum – January 11, 2019

Campus Feedback – January 11-17, 2019

Mission Rewrite Work Group – January 18, 2019

Institutional Effectiveness Committee Mtg – February 6, 2019

Board of Trustee Meeting – New Values, Mission & Vision

Statements – February 14, 2019

New Mission Statement

Recommendation 2:

Board of Trustee Meeting – May 2018

Board of Trustee Retreat – July 2018

Defining Mission Fulfillment

Board of Trustee Meeting – September 2018

Board of Trustee Meeting – May 2018

Board of Trustee Meeting – June 2018

Board of Trustee Retreat – July 2018

Defining Mission Fulfillment

Board of Trustee Meeting – September 2018

CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

Eligibility Requirement 2 – Authority

RCW 28B.50

<https://apps.leg.wa.gov/RCW/default.aspx?cite=28b.50>

RCW 28B.50.040

<https://apps.leg.wa.gov/RCW/default.aspx?cite=28B.50.040>

RCW 28B.50.090

<https://apps.leg.wa.gov/RCW/default.aspx?cite=28B.50.090>

Eligibility Requirement 3 – Mission and Core Themes

RCW 28B.50

<https://apps.leg.wa.gov/RCW/default.aspx?cite=28b.50>

RCW 28B.50.020

<https://apps.leg.wa.gov/RCW/default.aspx?cite=28B.50.020>

Board of Trustee Meeting – February 14, 2019

[Board of Trustee meeting – February 14, 2019](#)

Board of Trustee Meeting – May 9, 2019

[Board of Trustee Meeting – May 9, 2019](#)

SECTION I: STANDARD 1.A - MISSION

Standard 1.A.1 - Mission Statement

Board of Trustee Meeting – February 14, 2019

[Board of Trustee Meeting – February 14, 2019](#)

College Mission Statement

<http://www.centralia.edu/about/mission.aspx>

Centralia College Catalog

http://www.centralia.edu/academics/docs/2018-19_catalog.pdf

Board of Trustee Retreat – July 2018

[Board of Trustee Retreat – July 2018](#)

Campus-wide Meeting – October 10, 2018

[Campus-wide Meeting – October 12, 2018](#)

- [Campus Forums](#)
- [Student Forums](#)
- [Community Forums](#)

Campus Meeting – January 11, 2019

[Campus Meeting – January 11, 2019](#)

Mission Rewrite Work Group – January 18, 2019

[Mission Rewrite Work Group – January 18, 2019](#)

Draft Statements

Draft Statements

Institutional Effectiveness Committee Meeting – December 5, 2018

[Institutional Effectiveness Committee Meeting – December 5, 2018](#)

Institutional Effectiveness Committee Meeting – February 6, 2019

[Institutional Effectiveness Committee Meeting – February 6, 2019](#)

Board of Trustee Meeting – February 14, 2019

[Board of Trustee Meeting – February 14, 2019](#)

RCW 28B.50.040

<https://app.leg.wa.gov/RCW/default.aspx?cite=28B.50.040>

Standard 1.A.2 - Mission Fulfillment

Board of Trustee Retreat – July 2018

Board of Trustee Meeting – September 2018

Board of Trustee Retreat – July 2018

Board of Trustee Meeting – September 2018

SECTION II: STANDARD 1.B – CORE THEMES

Mission Rewrite Group – winter & spring 2019

Mission Focused Areas

Institutional Effectiveness Committee – May 1, 2019

Board of Trustee Meeting – May 9, 2019

Policy 5.035

Mission Rewrite Group – winter & spring 2019

Mission Focused Areas – see image

Institutional Effectiveness Committee – May 1, 2019

Board of Trustee Meeting – May 9, 2019

<http://www.centralia.edu/about/policies/board.aspx>

Core Theme 3 – Supporting Community

Feedback Sessions

Campus & Community Feedback Sessions



*Photo: Centralia College
Commencement Ceremony*



*Centralia College is committed
to student success, academic excellence,
and supporting our community in
an inclusive and equitable
learning environment.*



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