



Accreditation Interim Report

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Centralia College
600 W. Locust Street
Centralia, WA 98531
www.centralia.ctc.edu

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Part A: Actions taken regarding recommendations

Following its October 16-18, 2000 visit, the Northwest Commission on Colleges and Universities evaluation team made three recommendations.

1. Centralia College develop and adopt broad institutional goals consistent with its mission and resources and reflective of its core activities. Further, these goals should be so stated that they serve to give direction to the college's activities and lend themselves to systematic evaluation." (Policy 1.1 Institutional Mission and Goals)
2. The Committee recommends that all faculty and staff members incorporate outcomes assessment and analysis in their curriculum and program planning and that the college demonstrates that outcomes assessment and analysis lead to improvement in teaching and learning. (Policy 2.2 Educational Assessment)
3. The Committee recommends that the College immediately add the necessary related instruction components to the Accounting, Early Childhood Education, Legal Office Assistant and Medical Office Assistant Certificate of Proficiency programs. (Policy 2.1 General Education/Related Instruction Requirements)

The following is a report of the college's responses to each of the recommendations prior to the 2003 Focused visit as well as those activities that have been taken since 2003.

Recommendation 1

In 1999 the Centralia College Board of Trustees adopted the Carver model of policy governance. Under this model, all administrative authority, except in a few areas explicitly reserved by the Board of Trustees, is given to the college president, the Board's only employee. The Board of Trustees establishes broad institutional goals, and the college president is responsible for ensuring these goals are achieved. These broad institutional goals are referred to as ENDS statements.

The College was in the process of making the conversion to policy governance during the accreditation visit in October 2000; this included revising the mission statement and writing the ENDS statements. The first complete draft was produced in February 2001 and the final draft was adopted in June of 2001. They are presented below.

ENDs Statements

END 1 (Mission Statement)

Improving people's lives through life-long learning.

END 2 (Goal)

Centralia College shall provide quality education while keeping the costs of their college experience as affordable as possible.

END 3 (Goal)

Centralia College shall provide an inviting and supportive learning environment to those populations that have been traditionally under-served by higher education.

END 4 (Goal)

Centralia College shall provide to our greater community an ever-increasing number of educated people having the knowledge, skills, attitudes, values, and behaviors to become life-long learners and productive and responsible citizens more capable of realizing their highest human potential.

- 4.1 Students who successfully complete an academic-transfer program shall have the knowledge, skills, and study habits sufficient to compete for entry into baccalaureate or professional programs and to compare favorably with students already in such programs.
- 4.2 Students who successfully complete a professional technical program shall have the knowledge, skills, and study habits sufficient to compete for entry-level employment that will lead to economic self-sufficiency.
- 4.3 Students who have successfully completed remedial or developmental programs in
 - 4.3.a Basic Skills education shall enhance their prospects for success as life-long learners through the acquisition of basic literacy in language, writing, and arithmetic. Students completing a program in ABE shall be prepared for entry into an adult secondary education program; students completing a program in ESL shall be prepared for entry into an ABE, adult secondary education, or college prep programs.
 - 4.3.b Adult secondary education shall have the reading, writing, mathematics, science, and social science skills necessary to earn a high school diploma or GED certificate.
 - 4.3.c College-preparatory education shall have the reading, language, mathematics, and study skills necessary to complete entry-level courses of a college program of study.
- 4.4 Student who successfully complete a continuing education or community service program shall have the knowledge and skills necessary to remain current in their job, upgrade job skills, or improve their quality of life through leisure-time activity.

END 5 (Goal)

Centralia College shall provide diverse multicultural, musical, theatrical, artistic, athletic, instructional, and social program experiences for life-long learning and community enrichment.

END 6 (Goal)

Centralia College shall serve as a model of effective stewardship to the citizens of Washington by:

- 6.1 Prudently managing resources.
- 6.2 Providing trained and qualified college employees.
- 6.3 Ensuring compliance with local, state and federal laws, regulations and rules.

6.4 Effectively managing campus facilities.

These ENDS statements provide the “broad goals toward which the college strives and against which the Board measures the College’s progress.” The ENDS statements are written in “results” language that lends itself to direct measurement.

The President keeps the Board of Trustees apprised of the state of the College through a series of regularly scheduled Monitoring Reports. Each Monitoring Report indicates compliance or non-compliance with the requirements of an ENDS statement. Compliance is established by comparing the College’s performance with respect to a performance standard and/or benchmark. Where appropriate, the College has adopted standards based upon external statewide or national averages. Where this is not feasible, the College has used the results from the 2002-03 monitoring year, its first full year under the policy governance model, to establish its performance standards and benchmarks. Table 1 provides the schedule of monitoring reports.

Table 1: Schedule of Monitoring Reports

END	TITLE	REPORT DATE
END 1	Mission Statement	As needed
END 2	Accreditation	As needed
END 5	Community Enrichment	November 2005
END 6	Stewardship	March 2006
END 4	Education Program Goals	April 2006
END 2	Access Goal	June 2006
END 3	Diversity Goal	June 2006

Integral to each monitoring report is a set of actions. The action items outline the steps the College will take to address non-compliance issues or perceived weaknesses, and to improve the reliability and utility of the monitoring report. They promote ongoing improvement and have been a part of the process since April 2003. A complete set of monitoring reports from 2004-05 is available in the Evidence Room.

With the adoption of policy governance, the College created the Institutional Effectiveness Committee (IE), an umbrella committee that is advisory to the president and has broad representation across campus. IE has representatives from each of the major standing committees of the College. In turn, each of the major standing committees has broad institutional representation to allow for communication to each of the College's departments and a system of intra-committee liaisons to provide for lateral communication. Moreover, the committee structure is intended to provide a redundant formal communication system for policy issues linking the president to each person on the campus.

The IE committee is significant because it is responsible for reviewing monitoring reports prior to submission to the Board of Trustees and for reviewing the College's performance with respect to the benchmarks and standards established for each of the ENDS statements. Moreover, the IE committee provides the forum in which broad institutional plans are presented and discussed. The IE committee first met during the spring of 2002 and currently meets on a monthly basis.

In his report on the Interim Focused Visit, Dr. Scott Bergstrom noted that "Centralia College is meeting the requirements of Standard 1 and the general recommendation from the full-scale visit. They have developed a well-defined set of institutional goals representing their institutional priorities."

Recommendation 2

In response to Recommendation 2, the College has revised its instructional program review process and made it the central driver for assessment activities. This revised program review process includes a clear requirement for classroom assessment activities, a course and program outcomes review, and a clearer assessment documentation procedure. Intrinsic to the assessment process is the cycle of assessment, which includes assessment, analysis, and action. All full-time faculty members are expected to participate in classroom and program assessment and to understand the process that has been developed.

The Academic Transfer office is responsible for providing program specific data used in program review. These data include student demographics, program completion rates, course grade distributions, etc. In spite of the non-availability of some post-college student success data, the utility of the data provided has improved since program review was instituted in 1999.

The Assessment Record Form (ARF) is the instrument that has been developed to document the cycle of assessment. Faculty members from all departments have written course and program level ARFs, and these have begun to provide evidence of improvements in teaching and learning.

The committee responsible for considering proposed program and course changes is the Instructional Council. Instructional Council and the Assessment Committee work together to ensure program and course proposals, deletions, and revisions are data driven. Instructional Council minutes and annual reports include the rationale for proposed changes, when available.

Through the changes in the instructional program review process and the attendant improvements in the assessment activities and documentation procedures, the College complies with Recommendation 2.

Recommendation 2 has two parts: incorporating assessment and analysis into planning; demonstrating improvement in teaching and learning. The College believes it has complied with the first part of this accreditation recommendation through the implementation of a revised program review process. The process is built around the assessment cycle (assess → analyze → act →). This revised process now drives identification of student learning outcomes, measurement of their attainment, standardized documentation of assessment activities, and use of analysis of results in planning.

The College believes it has made substantial progress toward compliance with the second part of the recommendation. Evidence of improvements in teaching and learning is documented through the Assessment Record Forms (ARF's) submitted by faculty members during the last year. The framework is in place, and the results of assessment are emerging.

To successfully address Recommendation 2, the College built upon the assessment foundation that had been laid in previous years:

- The administrative structure
- The Assessment Committee
- The five learning abilities/themes (hereafter referred to as the Learning Themes)
- The history of faculty participation in mini-grants
- Other assessment activities

Instructional assessment is overseen by the Vice President, Instruction, who is responsible to the President for assuring the College's assessment program meets the requirements of Accreditation Standard 2. The deans and associate deans are responsible for implementing the assessment program within their areas.

The Assessment Committee, which is advisory to the Vice President, Instruction, was founded in 1991. The committee is comprised of faculty members selected from all departments, a faculty chair, one or more student representatives, and an administrative liaison. The focus is on assessment efforts related to improvement of teaching and learning.

The Learning Themes were adopted in 1996 and are the outcomes for the academic transfer programs. Additionally, faculty members in the professional/technical programs have linked the themes to their course objectives and, during the current cycle of program review, to program outcomes. The Learning Themes are:

- Reasoning
The ability to extract information from data, develop ideas and solutions, establish logical progression in thinking, and problem solve using such procedures as literary analysis or the scientific method.
- Written, Oral and Visual Communication
The ability to make oneself understood in public, inter-personal, professional, artistic, and technical arenas.
- Explorations - Self and Others
An awareness of the values, beliefs, customs, and contributions of persons from one's own and other traditions, ethnicities, classes, and genders.
- Resourcefulness
The ability to adapt to change, such as technological innovations or environmental conditions.

- Responsibility
The ability to be accountable to self, society, and the natural world.

As part of the process of institutionalizing these themes, the Instructional Council revised the course outline forms in 1997-1998 to explicitly tie each course objective to one or more Learning Themes. Assessment funds sponsored this activity. The themes were also added to the college catalog, web site, and other college documents. Learning Themes posters, designed by students as part of a graphics course assignment, were framed and hung in all buildings and most classrooms. Copies of the most recent learning themes posters are available in the Evidence Room.

Prior to the fall 2000 accreditation visit, the second focus of the Assessment Committee was the use of mini-grants to promote classroom assessment and innovation among individual or groups of faculty. Although this resulted in some very well-constructed assessment projects, it did not lead to the consistent documentation of assessment on a campus-wide scale.

The Assessment Committee involved members of the campus community in a variety of ways in the last decade. Appendix A.1 includes a Chronology of Assessment Activities from 1995 to the present.

Responding to the Recommendation

The Assessment Committee reviewed the findings of the accreditation team related to Recommendation 2, and grouped them into three categories:

- Program review
- Program/distribution level outcomes (For the associate in arts, associate in science and associate in liberal arts degrees, general education distribution areas include: Communication skills, quantitative skills, humanities, social sciences, natural sciences and health/fitness. The associate in general studies degree omits quantitative skills and is not an academic transfer degree.)
- Documentation of changes made as a result of classroom assessment of student learning

Three corresponding sub-committees were formed, and members studied ways to respond.

Program review is central to the instructional assessment efforts at the College. Centralia College implemented program review as an institution-wide, three-year process in 1999. However, student learning and attainment of program outcomes were not addressed. In most cases, the program reviews from September 1999 to June 2000 were descriptive and did not lead to significant programmatic or instructional changes.

After receiving the recommendations from the accreditation team, Instructional Council revisited the program review document and asked the Assessment Committee for feedback. Linkage between these two major committees was new. In January 2002, the Assessment Committee accepted primary oversight of the program review process in cooperation with the Instructional Council and appropriate administrators.

The Assessment Committee formed a sub-committee to revise the program review document with the goal of making teaching, student learning, and the relationship between the two, key to the process. In the end, two versions of the program review document were created to accommodate differences between

academic transfer and professional/technical programs. Copies of each of the documents will be available in the Evidence Room. Central to the new program review process are: the identification of outcomes and their measures, the documentation of assessment activities, the establishment of short- and long-term action plans, and the completion of the assessment cycle.

Program review teams, as part of the revised process, receive a Data Pack compiled by the Academic Transfer Office. Contents include several standard reports as well as reports tailored to faculty members' requests. A sample data pack can be reviewed in the Evidence Room. Although the data provided are generally not specific enough to pinpoint the source of a problem, they can act as a trigger mechanism to focus further assessment.

Three new process modifications helped improve the current cycle of program reviews:

- Collegial help—a faculty member experienced in outcomes assessment helps Program review teams organize tasks and identify outcomes
- Specific timelines—the review process has very strict timelines for each stage of building the draft into a final document
- Clear feedback—the vice president and deans follow a clear rubric, found in Appendix A.2, to evaluate drafts and provide feedback to each program review team

Program review is dynamic and subject to continuous assessment and revision. During the 2005-06 academic year, the Assessment Committee will work with the Assessment Liaison and the Vice President, Instruction to modify the current program review process for the Academic Transfer division in order to incorporate an assessment of the Associate in Arts, Associate in Science, and Associate in Liberal Arts degrees. In addition, a more thorough curriculum review process to be completed by faculty will be added to the Program Review.

An Outcomes and Measures form was created to help faculty members identify: 1) distribution and program-level outcomes that are linked to the Learning Themes, 2) the measures used to evaluate attainment of these outcomes, and 3) evidence of student achievement. See Appendix A.3 for a copy of this form.

In order to identify outcomes for each of the general studies distribution areas required for Associate degrees a faculty team developed a preliminary set of distribution outcomes to focus department level discussions during the fall of 2003. As a result of these discussions, the set of outcomes and appropriate measures was identified as well as types of evidence needed to demonstrate achievement. Appendix A.4 includes a list of the distribution outcomes for each of the distribution areas. These are published on the College's website.

The Assessment Committee developed the Assessment Record Form (ARF) to systematically document program changes. The ARF is a simplified form of the Nichols model, a common framework for reporting assessment activities.

The ARF is also used to record action plans developed as part of program review. The Assessment Committee is tasked with monitoring progress on action plans and providing feedback on all assessment activities recorded on ARF's. Appendix A.5 the ARF form and Appendix A.6 includes the feedback form.

Department notebooks had been created during the self-study process in 2000. Their "Effectiveness Indicators" sections, incomplete during the fall 2000 accreditation visit, now contains ARF's that showcase assessments and resultant changes or improvements.

Currently, faculty attention is primarily focused on working through the program review process, implementing action plans, and using the Assessment Record Forms to document assessment.

As Dr. Bergstrom stated in his report of the Focused Interim Report of December 4, 2003 “While this process [Program Review with ARFs] meets the recommendation, the institution would be well served to consider if there is a more powerful incentive for faculty to document improvement in teaching and learning so that this process builds on the solid foundation that has been established and does not dwindle away due to lack of motivation.” In order to provide a more powerful incentive for faculty to do so, the college has implemented an “Assessment Day” each quarter. During the most recent faculty contract negotiations, the union reported that the biggest impediment to documentation was the lack of time. As a result, the union and the administration agreed that one day a quarter would be designated as “Assessment Day.” No classes would be scheduled on this day so that faculty had adequate time to engage in assessment activities.

Assessment activities have led to changes at both the course and program-levels. Activities have varied greatly, ranging from plans to try new teaching methodologies to well-thought out and thorough assessments. Some of these assessments have led to documented improvements in teaching and learning. See Appendix A.7 for a list of these activities.

A basic structure is now in place that provides for regular assessment of teaching and learning. The long-term assessment plan, developed several years ago and located in Appendix A.8, describes current activities that are expected to continue, as well as components that are under development. In addition to the assessment of the Program Review for Academic Transfer programs, the Assessment Committee will work with the Assessment Liaison and the Vice President, Instruction to update the Long-Term Plan for Assessment.

An additional form of instructional assessment is the Administrative Program Review. This process is in a “draft stage” but will be reviewed and finalized during the current academic year. Administrative Program Review is initiated and completed by the appropriate Dean or Associate Dean and is designed to ensure that the instructional programs support the mission of the College as set by the Board of Trustees, that they are meeting the strategic priorities of the College and that resources are being utilized appropriately. There are several indicators and measures used in the administrative program review. The first three are performed on an annual basis, and if significant deviations are noted, the remaining measures are completed.

The indicators and measures include, but are not limited to:

- Comparison of average (state funded) student – faculty ratios with the system average in the same or similar courses/programs.
- Analysis of enrollment patterns and trends by instructional departments and programs. Programs that consistently fall below 85% of state enrollment averages will be reviewed over a five year period for possible discontinuation or modification.
- The total student-faculty ratio of courses/programs at Centralia College including state and locally funded students.
- The projected enrollment needs for specific programs and/or the numbers of students accepted for transfer to 4 year colleges.
- The direct institutional costs to Centralia College to produce annual FTE’s in specific programs.
- Additional considerations could include:
 - Revenue generation
 - Ripple effect

- Demonstrated effort by faculty to keep the curriculum current with transfer or employment need.
- External review by the State Board for Community and Technical Colleges for professional technical programs and external review by discipline experts in the transfer programs.

The activities for 2005-06 include:

- Continued institutionalization of the Learning Themes
- Documentation of assessment activities using the Assessment Record Form
- Review and modification of Program Review
- Development of a more thorough curriculum review to be completed by faculty
- Course-level assessments
- Promotion of mini-grants opportunities
- In-service opportunities for training
- Fall Assessment Orientation for new faculty and Assessment Committee members
- Attendance at the annual Statewide Assessment Conference
- Development of an Assessment Handbook to be posted on the college's intranet
- Quarterly "Assessment Day"
- Update Long Term Assessment Planning document
- Finalize Administrative Program Review process

In conclusion, the College has addressed the two parts of Recommendation 2. The revised program review process now incorporates assessment and analysis into planning. Improvements in teaching and learning, as a result of assessment, are now documented through the Assessment Record Forms. Within the framework of program review and ARF documentation, the College is using assessment to improve teaching and learning.

The institution has successfully put in place a structure that encourages assessment and systematizes documentation of these efforts. With each successive year and cycle, the tie will be strengthened between assessment of student learning outcomes and use of findings in program planning. As Dr. Bergstrom noted in his November 19, 2003 report, "the improved program review follow a template which is comprehensive, standardized, and outcomes-oriented. Centralia College seems to have successfully created a climate of assessment. Their processes for assessment of educational programs are clearly defined and comprehensive."

Recommendation 3

Centralia College acted promptly to respond to this recommendation. The administration worked with faculty and was able to include the changes in the 2001-03 catalog. Copies of the Education Planners that were modified will be available in the Evidence Room.

As a result of the efforts by program faculty and administrators, three significant changes have occurred.

- The descriptions of the professional technical degrees and certificates of proficiency clearly indicate the requirements of related instruction.
- The programs listed have clearly designated the requirements for related instruction.
- An additional course entitled Human Relations in the Workplace has been developed.

HR 110 Human Relations in the Workplace

3 credits

An introduction to the human relations, communication, and team building skills necessary to success in the workplace. Current research and theories of behavioral sciences and communications are applied to occupational survival strategies. Taught with lecture and experiential learning activities.

Centralia College submitted a progress report during the Spring of 2001. On June 26, 2001 Centralia College received a letter from Sandra Elman, Executive Director of the NW Association of Schools and Colleges Commission on Colleges stating that "The Commission was satisfied with the institution's response to General Recommendation 3." Our progress report was accepted and Centralia College is now in full compliance with Policy 2.1 of Standard 2 as outlined in the Accreditation Handbook. All professional technical programs of one year or more in length now have recognizable coursework in writing communication, computation, and human relations. Programs that award the Associate of Technical Arts degree also require coursework in health and fitness.

Standard One – Institutional Mission and Goals, Planning and Effectiveness

What changes, if any, have been made in the mission and goals of the institution since the last full-scale evaluation and why have they been made? How have these changes been reflected in the educational program and/or functioning of the institution?

What existing plans for the future have been achieved and what new plans have been formulated?

Succinctly describe the institution's current status in meeting the requirements of Standard 1.B Planning and Effectiveness.

What are the institution's expectations of itself and how does it assess itself regarding the achievement of those expectations?

Centralia College Mission

The present day mission statement was developed in February 2001 when the Board of Trustees adopted the Carver model of policy governance. The revised statement includes the College's purpose, values, and commitments which complement Centralia College's goals and philosophy. The Board of Trustees adopted this statement on June 7, 2001 and is in Appendix 1.1.

The goals of Centralia College are:

ACCESS

Centralia College shall provide all students a quality education while keeping the costs of their college experience as affordable as possible.

DIVERSITY

Centralia College shall provide an inviting and supportive learning environment to those populations that have been traditionally underserved by higher education.

EDUCATIONAL PROGRAMS

Centralia College shall provide to our greater community an ever-increasing number of educated people having the knowledge, skills, attitudes, values, and behaviors to become life-long learners and productive and responsible citizens more capable of realizing their highest human potential.

PERSONAL AND COMMUNITY ENRICHMENT

Centralia College shall provide diverse multicultural, musical, theatrical, artistic, athletic, instructional, and social program experiences for life-long learning and community enrichment.

STEWARDSHIP

Centralia College shall serve as a model of effective stewardship to the citizens of Washington.

As was discussed in Part A of this report, these goals are written as ENDS statements. They provide the "broad goals toward which the college strives and against which the Board measures the College's progress." The ENDS statements are written in "results" language that lends itself to direct measurement. The president is responsible for ensuring that the goals are achieved.

The mission and ENDS statements serve to guide the development of instructional, administrative, and student services programs. It is displayed in departmental notebooks, the college catalog, committee brochures, the college handbook, the student handbook, and the college calendar given to faculty, staff and students. The mission statement is also posted on several sites throughout the College and prominently displayed on the College's web site. In addition, each of the four main areas of the College have individual mission statements linked to the institution's mission. Appendix 1.1 includes the mission statements from each of the main areas of the college.

The Board of Trustees reviews the College's progress in accomplishing its mission and goals through monitoring reports on the ENDS statements. A detailed discussion of these reports was included in Part A of this report.

Strategic Planning and Effectiveness

Centralia College's mission and ENDS statements guide the strategic planning process and direct the College's development as a learning community. During the summer of 2002, the College began developing its new strategic planning process. In October 2002, the entire campus community participated in a visioning exercise during the All Campus Retreat. The input from the campus community was analyzed during the fall and the final vision statement and preliminary institutional Strategic Initiatives were developed during the winter of 2003. During the spring and summer of 2003, input from the campus was prioritized and resulted in one hundred objectives. These were subsequently divided into short and long term objectives and were once again reviewed and modified. The objectives currently in the Strategic Plan are organized according to the accreditation standards, are reviewed annually, and are coordinated with the budget development process. The documents that were produced during the twenty (20) months of strategic planning will be available in the Evidence Room.

Centralia College has made substantial progress in achieving many of its objectives. Appendix 1.2 identifies each of the strategic priorities and the progress to date.

In addition to the institutional strategic plan, each of the standing committees and councils on campus develop an annual work plan which is aligned with the strategic objectives. The work plans define goals, specify methods to achieve those goals, and describe a measurement instrument to determine degrees of success. Each work plan is reviewed by the Institutional Effectiveness Committee (IEC) at the beginning of each academic year. Additionally, the committees and councils submit a progress report to the IEC on the preceding year's work plan. The annual work plans and progress reports from each of the standing committees and councils for the 2004-05 academic year can be reviewed in the Evidence Room.

Another important aspect of the planning process involves data collected by the Noel-Levitz Survey. This survey provides a comprehensive view of the students' and staffs' perceptions regarding Centralia College. It reports their satisfaction and identifies what is most important to them. The results are compared over time, with a national sample, and with the responses of faculty and staff. The information gathered in response to items supplies data used to generate information sorted into twelve scales. These are the categories of information gathered by the survey instrument.

- Academic Advising and Counseling Effectiveness: comprehensiveness of academic advising, knowledge, competence, personal concern for student success, approachability
- Academic Service: services utilized to achieve academic goals, includes library, computer labs, and tutoring services
- Admissions and Financial Aid Effectiveness: institution's ability to enroll students effectively

- Campus Climate: promotes a sense of campus pride and feelings of belonging, effective channels of communication for students
- Campus Support Services: includes career services and orientation
- Concern for the Individual: each student is treated as an individual by faculty, advisors, and counselors
- Instructional Effectiveness: students' academic experience, the curriculum, and campus's overriding commitment to academic excellence, covers courses and faculty
- Registration Effectiveness: making registration and billing smooth
- Responsiveness to Diverse Population: institution's commitment to specific populations
- Service Excellence: perceived attitude of staff toward students, especially frontline staff
- Safety and Security: responsiveness to students' personal safety, effectiveness of security personnel and campus facilities
- Student Centeredness: campus' efforts to convey to students they are important to institution

We have implemented the Noel-Levitz three times since 2000:

- In November, 2000, 489 students and 155 faculty and staff members completed the survey.
- In November, 2002, 556 students and 145 faculty and staff members completed the survey.
- In October, 2004, 569 students and 163 faculty and staff members completed the survey.

In the Spring of 2006, Centralia College will implement the CCSSE. This survey instrument, The Community College Student Report, provides information in student engagement, a key indicator of learning, and therefore, of the quality of community colleges. The survey, administered to community college students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. The Community College Student Report is a versatile, research-based tool appropriate for multiple uses.

During the summer, the Board of Trustees holds a special meeting/study session/retreat for the purpose of discussing board effectiveness, planning, and orientation for the upcoming academic year. The results of this meeting are shared with the Executive Management Team in the fall and appropriate action items are identified for the coming year.

Technology Planning

Since the focused visit in 2003 Centralia College has implemented a new approach to technology planning. During the Spring of 2004, the Technology Committee submitted a proposal to the Institutional Effectiveness Committee for a technology planning process. This proposal was accepted and presented to the campus community in September 2004 along with planning documents. (Appendix 1.3) Since the computer industry is characterized by rapid change the planning process takes place over a three year rolling time frame. Each department submits its technology plan to the appropriate dean/director. The appropriate cabinets review the plans and establish priorities for their areas. The results are sent to the Technology Plan for the development of an institutional plan. The proposed Institutional Technology Plan is then submitted to the Executive Management Team and the Institutional Effectiveness Committee for their review. The final results are incorporated into the Technology and Computer Services Strategic Plan. It is important to note that in order for funds to be appropriated for the purchase of new technologies, the item must have been incorporated into the appropriate Technology Plan. In order to ensure that the campus community was aware of the new policy and procedures, the Technology Committee provided training during the Fall of 2004.

The Strategic Plan for Technology can be reviewed in the Evidence Room.

Standard Two –Education Program and Its Effectiveness

What changes, if any, have been made in the requirements for graduation and why?

In the undergraduate curriculum, what new majors, minors, or degrees/certificates have been added? What majors, minors, or degrees/certificates have been discontinued? What significant changes have been made in existing majors, minors, or degrees/certificates?

What are the intended educational program outcomes and how does the institution assess student achievement of those intended outcomes?

In light of the requirements of Commission Policy 2.2 –Educational Assessment, how does the institution regularly and continuously assess its educational programs and use the results of assessment in planning?

Keeping to a concise format, what are the institution’s expectations regarding achievements of its students and what reliable procedures are used to assess student achievement of those expectations?

Since our self study in 2000, Centralia College has made several changes to its graduation requirements and instructional programs. Several new programs have been added to our curriculum in the Professional/Technical area and new degree options have been developed for the Academic Transfer students. In addition, we have continued work on the assessment of teaching and learning and believe that we now have a more fully integrated process.

Graduation requirements

- In June of 2003, Centralia College reduced the number of credits necessary for the attainment of an Associate degree from 93 to 90. After a year-long analysis which included input from the faculty, the College, interested in preserving the distribution requirements in the Humanities, Social Sciences, Natural Science, Writing, Quantitative Skills and Health/Physical Education, reduced the number of elective credits necessary for an AA from 30 credits to 27. Extensive research was conducted and it was noted that the majority of community colleges in the state of Washington had already adopted a 90 credit degree.
- As a result of its Program Review, the Science department recommended that the Science distribution requirement be modified. Previously students were required to take 15 credits in three different disciplines with at least one Life Science course and one Physical Science course. After an analysis of the distribution area learning outcomes, the department recommended that the requirement be fifteen credits in at least three different disciplines. On June 7, 2004, the Instructional Council adopted the recommendation and changed the graduation requirement.

New Degree Options

During the last several years the academic leadership in the state of Washington has developed several additional transfer options for students wishing to transfer from a community college to a baccalaureate institution. The goal was to make students’ progress through the system as efficient as possible thereby benefiting students who are awaiting admission as well as those who are eager to complete their degree.

- The College adopted the Associate in Science degree in Fall 2001. This degree option was developed by the State Board for Community and Technical Colleges and the ICRC. Students who are

interested in majoring in a particular science can pursue an Associate in Science instead of an Associate in Arts. The Associate in Science allows the student to take all of the first and second year math and science courses required for transfer into a particular major as a junior. There are two tracks available, each with additional “pathways” available to the student.

Associate in Science (Biology/Chemistry and related fields)
Additional pathways:

Associate in Chemistry Education
Associate in Biology Education
Associate in General Science Education

Associate in Science (Engineering/Physics and related fields)
Additional pathways:

Associate in Physics Education
(In order to offer this degree option, the college has developed a Calculus 4 course which will be offered for the first time during the spring of 2006.)

- Recently the Washington state community colleges and baccalaureate institutions developed a specialized transfer degree for several other disciplines. These additional transfer pathways were adopted by Centralia College in May of 2005. In contrast to the Direct Transfer Agreement (DTA) which emphasizes completion of all the lower-division general education requirements, the new approach, termed “Major-Ready,” will allow students to complete the lower-division requirements for entry into their chosen major.

Associate in Business
Associate in Math Education

- In order to better accommodate students in professional technical programs who want to transfer and earn baccalaureate degrees, two new Associate in Applied Science – Transfer (AAS-T) degrees have been adopted.

Associate in Science -Transfer in Accounting
Associate in Science - Transfer in Early Childhood Education

- A new Certificate has also been adopted by Centralia College.

Practical Nursing

Modification to Existing Programs

- Licensed Practical Nursing
Beginning in Fall 2003 all program outcomes, course skill competencies, Program Information Guides, Educational Plan forms, course outlines, and syllabi were reviewed and rewritten. A nationally-respected consultant assisted the four Nursing faculty members with this project. The LPN Program Advisory Committee and Centralia College Executive Management Team were consulted and updated throughout this process. Centralia College’s Instructional Council reviewed and

approved changes in the PN (Practical Nurse, LPN) curriculum during the Spring of 2004. The program was changed from a four quarter program to a three quarter program in the 2004-05 academic year. A Certificate of Proficiency in Practical Nursing is now available to students.

In addition to the aforementioned change, admission to the LPN program is now based on competitive entry instead of a waiting list. The first cohort to enter this modified program completed the program in June 2005.

- The Garrett Heyns Education Center at the Washington Correction Center (WCC) has been significantly modified due to a change made by the Department of Corrections in the nature of the institution. WCC is now the main receiving unit for male inmates in the State of Washington. This means that a large number of the inmates that are sent to WCC to be processed are relocated to another institution within a short period of time. Garrett Heyns has responded to this change by modifying the curriculum to offer short term programs. All classes, with the exception of ABE Labs, ITC, and Industrial Safety are based on a one or three week rotation. Beginning Fall '05, all Offender Change Programs became open- entry/open-exit based on one week modules.

New Programs

- Associate in Technical Arts - Power Plant Operations
On April 24, 2004 the State Board for Community and Technical Colleges granted approval to Centralia College to offer a Power Plant Operations and Power Generation program. This program will prepare students for careers in power plant operations, power distribution, power generation, process controls, basic electricity, principles in high pressure/high temperature steam, field instrumentation and computer-driven distributed technology. Industry experts developed curriculum based upon nationally approved skills standards. A prospectus has been submitted to the Northwest Commission on Colleges and Universities. This will be available in the evidence room.
- Youthful Offender Program
In September of 2004, Centralia College contracted with OSPI to provide education services, leading to a HS diploma or GED, to young offenders charged as adults that are housed in the Washington Corrections Center (WCC) -IMU. The program serves the young offenders who have failed to use appropriate behaviors at their primary housing at Green Hill School. They are sent to the IMU at WCC when the IMU at Green Hill School cannot manage their behaviors. An additional goal is to provide some transition services/education to community or adult prison as well as some socialization opportunities. The program also provides special education services for those students who may require them.
- Associate in Technical Arts – Criminal and Forensic Investigation
The 91 credit Associate in Technical Arts in Criminal and Forensic Investigation has been approved by the Washington State Board for Community and Technical Colleges as a program option to our Criminal Justice degree. Students pursuing this degree are often working law enforcement professionals seeking to improve their criminal justice knowledge and skills. Often this improvement will allow them to pursue promotions or new job opportunities by allowing them to advance on the criminal justice career ladder. General students also pursue this degree as they seek to enhance their interest in standard criminal justice with a forensic investigation focus. While this degree does contain certain classes that are accepted for transfer purposes the degree itself is considered a “terminal” degree and is not intended for transfer.

- Associate in Applied Science-Transfer - Registered Nursing
During the Fall of 2000, the Centralia College Nursing Program conducted a self study for accreditation by the Washington Nursing Commission. During the Spring of 2004, Centralia College received provisional approval from the Washington State Nursing Care Quality Assurance Commission and the State Board for Community and Technical Colleges to offer RN level curriculum and degree. Centralia College will now offer an Associate of Applied Science –Transfer degree in nursing.

The RN program began in Fall of 2005. Admission to the program is based on a competitive application process and students must have successfully completed ten pre-requisite courses before entering the program. An applicant must also be eligible for PH licensure in Washington State. The first cohort of RN students has been accepted and began classes on September 19, 2005.

The college submitted a request to the Northwest Commission on Colleges and Universities to expand its curricular offerings in nursing. Upon review of the prospectus, the Commission determined that it would approve the implementation of this degree program as *no change* under Policy A-2, Substantive Change. The full prospectus will be available in the Evidence Room.

Programs Under Development

- Distance Education
Centralia College continues with its long standing tradition in distance learning in the form of correspondence and on-line courses in order to meet the time and location needs of our students. The correspondence program offers students the opportunity to take a wide variety of courses in both distribution areas and electives. An assessment of curricular offerings indicates that students could complete their Associate of Arts degree via correspondence courses only. The college is assessing its ability to support a full distance education program before it advertises this degree option to students.

A prospectus is currently being developed.

Centralia College has experienced a slow but steady growth in the number of on-line courses available through Washington On-Line (WAOL). In our self study of 2000, we reported that Centralia College offered three WAOL courses. Currently, there are nineteen on-line courses offered through Centralia College. These courses are developed through WAOL and offered by a variety of colleges throughout the state.

In order for a WAOL course to be added to the course schedule, it must first be reviewed by the faculty in the appropriate department in order to assure that it meets our standards regarding content, rigor, and assessment. There has been some concern raised about ensuring appropriate standards over time as WAOL changes teachers and syllabi. In order to address this concern, the Instructional Council determined that faculty at Centralia College should review on-line courses offered in their departments on an annual basis beginning with the 2005-06 academic year.

It is the intent of the college to offer students the opportunity to earn an Associate of Arts degree totally on-line. Toward that end, a Distance Learning Task Force, under the direction of the Vice President of Instruction, was formed in September 2004. Members of the task force represented all areas of Instruction including Academic Transfer, Professional Technical, Basic Skills and Continuing Education. Throughout the 2004-05 academic year the task force studied enrollment patterns, implemented a student survey, explored funding models, and consulted with Distance

Education administrators around the state in order to better define the mission of Centralia College with regard to distance education.

As a result of that year long process several changes were enacted. First, the duties of Director of Distance Education were incorporated into the position of Associate Dean of Library Services and Distance Education. While the role of the task force was completed, its members will continue to serve as an advisory committee to the Associate Dean. The 2005-06 work plan for Distance Education is Appendix 2.1. A strategic plan is currently being developed as is a prospectus to be submitted to the Northwest Commission on Colleges and Universities.

Terminated Programs

Main Campus

- Associate of Technical Arts – Natural Resource Management and Forestry Tech
- Associate of Technical Arts – Natural Resource Technology
- Associate of Technical Arts – Natural Resource Restoration
- Associate of Technical Arts – Forestry Technology
- Associate of Technical Arts – Practical Nursing
- Certificate – Range Management
- Certificate – GIS/CAD
- Certificate – Industrial Maintenance Tech
- Certificate – Alcohol and Drug Abuse
- Certificate - Entry Level Welding

Garrett Heyns Education Center

Due to significant budget reductions imposed by the Department of Corrections the following programs were terminated at this correctional program site:

- Building Maintenance
- Custodial Skills
- Sheltered Woodshop
- Drafting
- Blueprint Reading
- Welding
- ITC-(re-instated in 2004)
- Barbering
- GED subject classes: Science, Social Studies, Math, Writing/Reading

Assessment of Educational Outcomes

A full discussion of Centralia College's instructional assessment procedures is included in Part A of this report.

Standard Three - Students

What changes have been made in undergraduate and graduate admissions, grading, student non-academic programs, and student support services? Why?

Compare the current enrollment figures with those reported in the last institutional self-study report.

Admissions

During the last several years, Centralia College has made changes to reflect the desire by students to access educational resources on-line.

- During April 2001 the College initiated a web registration system whereby students could register for classes on-line at the college's web-site: www.centralia.ctc.edu.
- The following month we initiated a web based admission application process.

As part of the changes to the nursing program outlined in Standard Two, new admissions requirements were adopted by Centralia College.

- In April 2004 admission procedures to the Practical Nursing program was modified. No longer based on a waiting list, admission to the program is competitive. For the specific admissions requirements, please see Appendix 3.1.
- In August 2004 admission procedures to the Registered Nursing were adopted. For the specific admissions requirements, please see Appendix 3.1
- Web Grading, using Instructor's Briefcase, was introduced in September 2003. This allows instructors to access class rosters and grade rosters via the internet.
- Since Spring 2004, Centralia College no longer mails paper grade reports to students. Students are able to access their grades on-line using their Personal Identification Numbers (PIN).

Student support services

- In the Fall of 2003, Centralia College opened a new Writing Center. Staffed by both faculty from the English department and paid student mentors, the Writing Center is open five days a week from 9 AM to 1 PM. This multi-purpose resource center provides an inviting, user-friendly environment for writers to meet and work under the guidance of English department faculty. It provides:
 - Supplemental Instruction -- one-on-one sessions with English faculty and mentors
 - Writers' Groups -- extension of the peer review process established in composition and creative writing classrooms
 - Workshops -- variety of one hour special topic workshops offered by faculty and staff
 - Beyond Parallax -- meeting place for this student organization, which publishes the CC Literary Arts Journal annually
 - Author Readings/Discussions -- Host series of guest authors from our campus and beyond
 - Mentorship -- Faculty-supervised practicum for future educators (pre-ed majors or those working in WSU or City U campus-based programs) to mentor college-level writers
- In the Fall of 2004, Centralia College opened a new Math Center. Still in the developmental stage, the Math Center is open four afternoons a week for drop in assistance. During the 2004-05 academic

year, the Center was staffed by Math department faculty. During 2005-2006, the center expanded to include assistance by paid student mentors. It provides:

- Supplemental Instruction – one on one sessions with Math faculty and mentors
 - Workshops – variety of one hour special topic workshops offered by faculty and staff
 - Mentorship – faculty-supervised practicum for future educators (pre-ed majors or those working in WSU or City U campus-based programs.)
- The Counseling/Career Center has introduced morning walk-in hours during peak demand cycles in order to provide quick assistance to students needing assistance. This change of staffing pattern was implemented following student suggestions captured from a student satisfaction survey.
 - The Academic Standards Policy and practices were revised in order to be in compliance with the State Board for Community and Technical Colleges mandate. New standards monitor students’ rate of credit completion and total credits accumulated. Accompanying practices include intervention alert letters for students with a pattern of withdrawing from more than 25% of their credits, and restriction of classes extraneous to the student’s degree goal for students accumulating excess credits. (Appendix 3.2)
 - Beginning Fall 2005, Centralia College initiated a “Student to Student” retention program. The focus of the program will be to assist in the both the admission and retention efforts of the college. Members of the Student Activities and Admissions Team (SAAT), led by the Outreach Coordinator, will contact applicants to answer any questions regarding the admission and/or registration processes and will contact new first quarter enrolled students to audit college transitions.
 - Beginning in Fall 2005 Centralia College will begin its Diversity Outreach Opportunity Retention (Open D.O.O.R) program and open a Diversity Center. The new Diversity Center will provide additional educational opportunities for diverse students. The intent is to provide academic intervention to Centralia College students. Non-traditional students (including students of color, displaced homemakers and students with disabilities) will be monitored academically to insure they are achieving their goals and making academic progress. Center staff will then assist the student in taking advantage of the appropriate student service. The staff will also work with ABE and ESL students who wish to transition into academic or professional technical programs.

Enrollment Comparison

	2000-2001	2004-2005
	FTE/HC	FTE/HC
Summer	682/1683	667/1521
Fall	1884/3766	1901/3685
Winter	1794/3966	1860/3698
Spring	1739/3800	1779/3678
Annual FTE	2033	2069

Standard Four - Faculty

What significant changes have been made in policies affecting the faculty?

Have the characteristics of the faculty changed?

How have faculty salaries and other benefits been improved?

How does the institution conduct a substantive performance evaluation of all faculty?

Characteristics

Centralia College has professional and dedicated faculty committed to providing the best learning opportunities for all students. Of the 72 full-time and pro-rata faculty members currently employed, 27.8 percent have 10 years or more of full-time service. Additionally, 9.7 percent of the faculty members have been with the College 20 years or more. The two most senior faculty members have been teaching since 1967 and 1968 respectively. The current full-time, pro-rata, and adjunct faculty have credentials which reflect their academic and professional field of expertise. (See Appendix 4.1)

The resumes on file in each department notebook highlight the educational background, industry experience, and/or teaching experience of all faculty members. The Professional Improvement Credit (PIC) notebook, which is kept current by the Faculty Professional Development Committee, identifies professional development activities which faculty members choose to increase their expertise. Both the department notebooks and the PIC notebook will be available in the Evidence Room.

Changes in Policies

Centralia College and the Centralia College Federation of Teachers finished negotiations on a new faculty contract in January, 2005. The new contract took effect on July 1, 2005 and included several changes to policies affecting faculty:

- The process for placement in a 2nd RIF (Reduction in Force) unit was clarified. Specific deadlines for appeal and feedback were established.
- Faculty who complete 12 or more years at Centralia College will be eligible to be a full professor and a mentor. The purpose of this mentoring program is to facilitate the transition of newly hired and other interested faculty to the Centralia College experience. It provides a process whereby mentors have the opportunity to give back to their colleagues the benefit of their knowledge, skills, experience, and support.
- The Exceptional Faculty Award process was modified. Faculty can no longer nominate themselves. In addition, specific criteria were established as a guideline for selection. This award is to recognize faculty who have demonstrated an exceptional level of dedication to their chosen profession and to the process of helping students learn.
- In recognition of the differences in contact hours among faculty, the annual range of teaching units will vary dependent upon the number of lab hours that a faculty member teaches during the year: Faculty shall normally be assigned within a range of forty-one (41) to forty-nine (49) instructional units per academic year. Faculty who teach four (4) to eight (8) lab credits per academic year shall

normally be assigned within a range of forty-one (41) to forty-eight (48) instructional units. Faculty who teach nine (9) to fourteen (14) lab credits per academic year shall normally be assigned within a range of forty-one (41) to forty-seven (47) instructional units. Faculty who teach fifteen (15) or more lab credits per academic year shall normally be assigned within a range of forty-one (41) to forty-six (46) instructional units.

- Faculty members who have a student/faculty ratio that exceeds 35 or who serves as an advisor to a campus club or organization will be excused from serving on one committee.
- One “Assessment Day” per quarter will be included in the Instructional calendar in order to provide specific time for faculty to engage in a variety of instructional assessment activities.

Faculty Salaries

During the aforementioned negotiations, the Centralia College Federation of Teachers and the college administration were able to address faculty salaries for full time and adjunct faculty. It should be noted that the Washington State legislature must authorize and allocate funds for both Cost of Living Adjustments (COLA) and faculty salary increments.

- Four additional salary steps were added to the full-time faculty salary schedule: Senior Faculty IV, Master Faculty I through III. This will help to recruit and retain qualified faculty.
- Full-time faculty will earn salary credits for teaching during the summer. This will enhance the ability of faculty to advance on the salary schedule.
- In order to recruit and retain qualified adjunct faculty, three additional salary steps were added to the adjunct faculty salary schedule. This will allow Centralia College to be more competitive as it continues to seek to attract excellent instructors.

Salary Comparison Schedule for Full-time Faculty

2001 Salary Scale			2005 Salary Schedule	
Salary Step	Salary	Mentor Salary	Salary	Mentor Salary
A	\$28,946			
B	\$30,414			
C	\$31,822			
D	\$33,350			
E	\$34,819		\$37,291	
F	\$36,287		\$38,863	
G	\$37,757		\$40,438	
H	\$39,224		\$42,008	
I	\$40,691		\$43,579	
J	\$42,159		\$45,152	
K	\$43,628	\$44,628	\$46,725	\$47,725
L	\$45,096	\$46,096	\$48,298	\$49,298
M	\$46,566	\$47,566	\$49,871	\$50,871
Senior Faculty I	\$49,013	\$50,013	\$52,493	\$53,493
Senior Faculty II	\$50,190	\$51,190	\$53,753	\$54,753
Senior Faculty III	\$51,680	\$52,680	\$55,349	\$56,349

Salary Step	Salary	Mentor Salary		Salary	Mentor Salary
Senior Faculty IV				\$56,439	\$57,349
Master Faculty I				\$57,439	\$58,349
Master Faculty II				\$58,349	\$59,349
Master Faculty III				\$59,349	\$60,349

Adjunct/Moonlight Salary Schedule

Lecture Instruction Rates - per credit

Step 1	481.99
Step 2	495.89
Step 3	509.82
Step 4	523.77
Step 5	537.68
Step 6	551.61

Lab Instruction Rates - per credit

Step 1	699.99
Step 2	720.52
Step 3	741.02
Step 4	761.53
Step 5	782.02
Step 6	802.55

Evaluation Tenured Faculty

A new Post Tenure Evaluation Process was developed during the last faculty negotiations in order to include a more fully integrated administrative component, a more thorough review of faculty performance, and ongoing evaluation over a five year period. The new process will begin during Fall 2005.

- Each tenured faculty member will have a committee composed of two faculty members and their supervisor.
- During the course of five years, three sets of student evaluations, two classroom observations by the supervisor, one peer evaluation and a self evaluation will be completed.
- Student evaluations and peer observations vary slightly for instructional faculty, counselors, and librarians since the nature of their work differs.
- The committee will review the data and submit a report to the Vice President of Instruction.

- The findings and recommendations of the post-tenure committee will be used by the faculty member in the development of a new professional development plan.

The specific details of the process are included on pages 72-79 of the Negotiated Agreement in Appendix 4.2.

Table 1: Post-tenure Evaluation Process

	<i>Component</i>	<i>Person(s) Responsible</i>
<u>Year #1</u>	<p>Post –tenure Evaluation Committee formed</p> <p>Student Evaluation(s)</p> <p>Spring Workload Review</p>	<p>Created by VP, Committee chair and faculty member</p> <p>Committee Chair</p> <p>Faculty member and Supervisor</p>
<u>Year #2</u>	<p>Classroom Observation #1</p> <p>Spring Workload Review</p>	<p>Committee Chair</p> <p>Faculty member and Supervisor</p>
<u>Year #3</u>	<p>Student Evaluation(s)</p> <p>Spring Workload Review</p>	<p>Committee Chair</p> <p>Faculty member and Supervisor</p>
<u>Year #4</u>	<p>Classroom Observation #2</p> <p>Peer Evaluation</p> <p>Spring Workload Review</p>	<p>Committee Chair</p> <p>Chosen collaboration between faculty member & committee chair</p> <p>Faculty member and Supervisor</p>
<u>Year #5</u>	<p>Supervisor Evaluation (completed by the 2nd meeting)</p> <p>Self Evaluation (completed by the 2nd meeting)</p> <p>Final Report (completed, reviewed by the faculty member, and submitted by May 15th)</p> <p>Spring Workload Review</p>	<p>Supervisor</p> <p>Faculty Member</p> <p>Committee Chair</p> <p>Faculty member and Supervisor</p>

Probationary Faculty

Each probationary faculty is assigned a tenure review committee during the Fall of their first year. The committee is composed of three tenured faculty members selected by a majority of the tenured and probationary faculty members, a college administrator who serves as Chairperson, and a full time student chosen by the student association of the college. The general duty of the committee is to assess and advise the probationer of his/her professional strengths and weaknesses and to make reasonable efforts to encourage and aid him/her to overcome his/her weaknesses. The committee's evaluation procedure shall include classroom observations, student evaluations, an assessment of the probationer's participation in professional activities both on and off campus, the self-evaluation completed by the probationer and any other additional methods or procedures that the committee deems necessary and appropriate.

Revisions to the probationary faculty review process have been implemented since the last self study in order to make the process more thorough as well as to provide the Board of Trustees with a more thorough understanding of the probationary faculty member's progress.

- The tools utilized by the committee have been revised. A joint committee of representatives from the Centralia College Federation of Teachers and the administration met and agreed to changes to the following documents: classroom observation form, student evaluation form, peer evaluation form and the self-evaluation.

Copies of these documents are in Appendix 4.3

The communication with the Board of Trustees regarding the progress of probationary faculty has been improved.

- During the December meeting of the Board of Trustees, the Vice President of Instruction, the chair of the tenure committee and the supervisor provide the board with a verbal progress report. At this time, the strengths and weaknesses of each probationer are outlined.
- During the February meeting of the Board of Trustees, the Vice President of Instruction, the chair of the tenure committee, the supervisor and a faculty member from the tenure review committee provide the board with another verbal progress report. In addition to the strengths and weaknesses, the group reports to the board whether they recommend that the probationer's contract be renewed for the following year. If it is the third year of the process, the recommendation would be regarding the granting of tenure.
- Before the March board meeting, the board receives the tenure file. This contains the student evaluations, classroom observations, supervisory evaluation, peer evaluation and any additional data that has been collected by the committee.
- During the March meeting of the Board of Trustees, the Vice President of Instruction, the chair of the tenure committee and the supervisor once again report to the board. At this time the Board votes on whether to grant an additional year's contract or tenure.

The specific details of the process are included on pages 72-79 of the Negotiated Agreement found in Appendix 4.2.

Full time Non-Tenure Track and Pro-rata faculty

Evaluation procedures for the full-time non-tenure track and pro-rata faculty have not been changed since the self study in 2000.

The process is based on an annual evaluation for the first four years of the individual's employment and biannually thereafter. The process is composed of the same components as the post tenured faculty evaluation.

Adjunct Faculty

Evaluation procedures for adjunct faculty have not changed since the self study in 2000. Adjunct faculty are evaluated each of their first two quarters on campus and annually thereafter.

The process is composed of student evaluations and classroom observations. During each of the first two quarters the faculty member meets with the supervisor on the results of the quarterly evaluations.

Standard Five -Library and Information Resources

How have the library/learning resources and laboratories been maintained to keep pace with the growth of instruction or with significant program changes, such as computer science or health technologies?

The Centralia College library completed a Program Review during the Fall of 2003. As a result of this review the library developed:

- A mission statement and goals (Appendix 5.1)
- A strategic plan (Appendix 5.2)
- Annual work plans (Appendix 5.3)

The full Library Program Review can be reviewed in the Evidence Room.

In order to better meet the needs of our students and to keep pace with instructional growth the library has instituted several changes:

- Summer hours were extended as a result of input from a student survey and data collected about the practices of other community college libraries of similar size.
- A facility space re-allocation was completed. This included increasing the number of computer workstations, the addition of an ADA compliant workstation, and changes to library layout.
- A thorough review of the reference collection was completed in preparation for launching the “Virtual Reference Collection” in September 2005. This project will establish a core reference collection online, better serving all students, but particularly those at the Centralia College East campus and distance learners.
- An enhancement of electronic resources was completed with seven new databases being added and one upgraded – in the area of Health/Nursing (ProQuest Nursing Journals Full-text, Gale Health Reference Center Academic), Literature (Contemporary Authors, Contemporary Literary Criticism), History (Gale History Resource Center), Computer Science (Books 24x7) and general research (CQ Researcher Online, upgrade to Ebsco Academic Search Premier).
- Paper and media collections were reviewed and significantly increased in the areas of Nursing, Science, and Education.
- Library staff collaborated with the English department faculty during the spring of 2005 to develop information literacy outcomes appropriate to composition courses and to incorporate information literacy related course outlines.
- Library staff launched preservation and digitization initiatives that included completion of a collection preservation assessment, purchase of an image server, setup of a digital imaging workstation, and staff training.
- The library began to offer electronic course reserves.
- The library began to offer a color printing service.

In addition to improvements in the library to better meet the educational needs of students, there were two administrative changes as well. The Director of Library Services was changed to an Associate Dean in 2003 which reports to the Vice President, Instruction. In June of 2005, the position was once again modified to reflect the additional responsibilities associated with distance education: Associate Dean of Library Services and Distance Education.

Standard Six – Governance and Administration

Explain significant changes in the governing board, leadership, and management of the institution.

See Standard 6.B – Governing Board and Standard 6.C - Leadership and Management.

The system of governance for Centralia College is described in state statute, college policies, and the organizational charts of Centralia College. These describe the lines of authority, areas of responsibility and the relationship between the president and the Board of Trustees. The organizational charts for the college and each of its major areas are available in Appendix 6.1.

Each member of the Board of Trustees is appointed by the governor and confirmed by the state Senate. Members serve a five year term and must reside within the boundaries of the college district. The president, an ex-officio member, serves as the Board secretary. Biographical information regarding the current Board of Trustees is available in Appendix 6.2. The Board of Trustees meets monthly on the main campus or at Centralia College East in Morton. The vice presidents and representatives from their areas also attend these meetings.

In June 2000, the Centralia College Board of Trustees formally adopted the policy governance method for management of the college. This method, also known as the “Carver model,” requires the board to establish three primary principles:

- The board sets the mission of the college in terms that can be tied to a specific role
- The board sets objectives in the form of ends statements (goals) for the college
- The board, with the exception of limitations expressly set forth, delegates all authority for operation and management of the college to the president

The college president manages within the parameters established by the board and ensures that the college is moving toward its stated goals.

The adoption of policy governance required the college to review its strategic planning methodology and its administrative structure. In July 2001, the Strategic Planning Committee issued a Report to the Campus on Institutional Effectiveness and Strategic Planning. Based on its analysis, the Strategic Planning Committee recommended an Institutional Effectiveness Committee (IEC). The role of the IEC is to coordinate the efforts of several standing committees of the college. This includes:

- Organizing work groups
- Monitoring and assessment of institutional objectives
- Linking efforts and accomplishments to accreditation standards
- Planning direction of the college in conjunction with mission and strategic objectives
- Serving as an advisory/communication link to the campus for the president

In addition to the president and four vice presidents, the Institutional Effectiveness Committee includes representatives from the following areas of the college and standing committees:

- Technology and Computer Services
- ASCC President
- Assessment Liaison
- Budget Review and Planning Committee

- Classified Representative
- Classified Union Representative
- Diversity
- Facilities
- Faculty Senate
- Faculty Union Rep
- Instructional Council
- Institutional Research
- Marketing, Recruitment, and Retention Team
- Student Policy Council

By ensuring that all areas of the college are represented on the IEC, the president is confident that an effective system of communication regarding college business, policies, and procedures has been established. To review the Strategic Planning Committee's Report to the Campus on Institutional Effectiveness and Strategic Planning, please refer to Appendix 6.3

In 2002, Dr. James Walton was hired as president of Centralia College. During his tenure several additional modifications have been made to the management of the college. Dr. Walton expanded the senior management team in order to get a broader perspective on issues and policy discussions. In addition to the president and the four vice presidents, the senior deans and directors from each of the four areas of the college are part of the Executive Management Team (EMT).

The Executive Management Team includes:

- President of the college
- Vice President, Instruction
- Vice President, Student Services
- Vice President, Administrative Services
- Vice President, Human Resources and Legal Affairs
- Director of Public Information
- Director of Admissions and Records
- Director of Fiscal Services
- Dean of Instruction, Professional Technical and Workforce Education
- Dean of Instruction, Academic Transfer
- Assistant to the President

There have been several other changes to the management of the college in the past several years. In 2000, the college modified the Director of Human Resources position making it an Associate Vice-President, Human Resources and Legal Affairs. In 2003, the position was once again modified to Vice President, Human Resources and Legal Affairs in order to recognize the level of responsibility associated with the position. Whereas the Director of Human Resources reported to the Vice-President, Administration, this position now reports directly to the President of the college. The Director of Public Information, which formally reported to the Vice-President, Administration now also reports directly to the president. Lastly, there have been two changes regarding the Garrett Heyns Education Center, a satellite program located at the Washington Correction Center in Shelton, Washington. The lead administrator of the program was a director and reported directly to the President of Centralia College. In 2003, both the title and the reporting lines were changed. The program is now administered by the Associate Dean of Garrett Heyns who reports to the Vice President, Instruction.

Standard Seven -Finance

What significant changes have been made in the financial structure and condition of the institution (budgetary increases and/or decreases, operating surpluses or deficits, plans for the future)?

Financial planning and budgeting are based upon the mission and goals of the institution in an on-going manner. As a state agency, Centralia College is subject to the laws of the State of Washington. The Office of Financial Management (OFM) interprets the laws passed by the Washington State Legislature, and these laws are administered by various lower-level state agencies which set the policies and govern the operational procedures for state agencies.

The State Board for Community and Technical Colleges (SBCTC) receives the statewide appropriations approved by the legislature and allocates them annually to all the state community and technical colleges on a formula basis. Allocations include general purpose funds as well as dedicated funds for specific purposes and initiatives. Additional allocations may be received throughout the fiscal year. Centralia College's Budget Review and Planning Committee (BRP) sends out carry forward budgets and parameters to budget managers according to the budget calendar. Budget managers use these documents along with input from division staff to plan and support budget decisions. The budgeting development process then follows regularly scheduled planning and budgeting activities which promote maximum participation by all college constituencies. The budget process normally occurs during the months of February through May.

The first step in the process is the creation of an initial budget by the Budget Office. This first draft usually includes updated salary and benefit projections for the current level of staffing. It may also list other pertinent information according to the BRP budget process calendar. These materials are distributed to all budget managers, the individuals or designees appointed by the College president or appropriate administrator responsible for managing specific areas of the budget. Budget managers are the vice presidents and administrator in the three areas of the College.

Each program of the college develops its own budget request using the information from the Budget Office, historical staffing ratios, enrollment targets, and its program review recommendations. The initial carry-forward budget is then compared to the strategic objectives of the institution, and adjusted for those items deemed a priority. This step is completed at the President's cabinet level, otherwise known as the Executive Management Team (EMT). Through a continual process of additions/deletions and updated summarizations presented to the administration, the budget is preliminarily balanced against the projected state allocation, estimated tuition revenue, and other local revenue used to supplement the operating budget. The vice-presidents present the drafted budget to the BRP at an open hearing that provides all college constituency groups an opportunity to review the status of the budget, ask questions, and provide input.

That preliminary budget is then recommended to the Institutional Effectiveness Committee and a second opportunity for campus wide input is made available. During this process, BRP, IE, or other campus members share any concerns about the upcoming budget year. After these steps, the President may formally adopt the budget and have it implemented. In the past, the Board was required to approve the budget. Under the new governance model, the President is delegated this responsibility, provided no executive limitations are violated. In essence, these limitations require that the process include an opportunity for campus wide participation, that budgets are reasonable compared to the resources available, and that all expenditures meet applicable legal requirements.

Detailed copies are distributed to the president and each vice president, and hard copies are placed in the college library and the vice presidents' offices for employees, students, and members of the public to review. When the actual state allocation is approved by the legislature and distributed by the SBCTC, the Executive Management Team makes its final balancing adjustments to the budget. Administration, Board of Trustees, and BRP members receive copies of the final budget.

Following adoption, the budget managers have the autonomy to approve expenditures within prescribed budgetary constraints. Budget authorities are provided printed monthly summary and detailed reports that reflect the budget's current activity and year-to-date balances. Business Office staff and department support staff review these reports and make necessary adjustments. Any budget revisions are submitted by the budget managers and approved by the administration as needed. These changes are reflected in their monthly reports. Centralia College follows the OFM guidelines for internal control and the safeguarding of assets by conducting an annual assessment to identify areas of concern or potential risk. This risk assessment is audited annually by the State Auditor's Office.

The Business Office and budget managers monitor transactions to assure that only designated managers commit funds for expenditures and all proposed expenditures comply with any special rules or regulations attached to a specific budget. In addition, the College maintains internal control procedures that require the Business Office staff to pre-audit all purchase requisitions for proper budget coding, signature authority, and appropriateness of the expenditure. It also requires the Budget and Payroll Office staff to pre-audit the payroll documents and all budget authorities to review monthly budget printouts for the accuracy of expenditures charged to their accounts.

Budgets for specific grants or contracts, for example, may have restrictions on the types of expenditures that can be made with the funds. In addition, Business Office and other support staff complete all the necessary reports and specific information requests from governing agencies.

Centralia College has a strategic planning policy in place, but because of the funding methods used by the state legislature, only limited long-range financial planning is possible. The legislature appropriates funding for state agencies on a biennial basis. The SBCTC allocations are made for the current year, based on a dollar value for each full-time equivalent student (FTE); thus, financial planning is basically limited to a two-year cycle.

Changes

The college funding model, determined largely by legislative funding and state system policies, has not changed dramatically since 2000. However, the general economy of the state has been recessionary since 2001, which resulted in reduced operating budgets for the 2001/03 and 2003/05 biennia. During this time operating budgets were reduced, and salary increases for state employees were postponed. Fortunately, the college had reserves on hand to assist in maintaining service levels during this period. The college received additional funding for the 2005/07 biennium: 33 FTE for 2005-06 and if we meet the enrollment target that year, an additional 34 FTE for 2006-07. The current priorities for the 2005/06 year are to restore base funding to the extent possible for all areas, then work on applying additional resources to strategic objectives for the 2006/07 year.

The college was fortunate to experience total enrollment growth of approximately 3-5% per year from 2000 to 2003. However, in 2004 enrollment level began leveling off, and in 2005 the college experienced a decline in total enrollment, a trend experienced by the entire state community college system. One factor in the enrollment decline was a change in the waiver policy for Adult Basic Education (ABE) at the state system level. The impact of this change resulted in an FTE decline for ABE in Fall Quarter, 2004 of approximately 25%. Subsequent quarter trends however, indicate that this decline was an adjustment for new policies and procedures and enrollment has recovered to traditional levels.

Academic Transfer FTES declined nearly 10% in the 2004/05 year from previous levels. The college is studying the factors that contributed to the decline and taking steps to regain the levels of prior years. The college will need to assess resource applications to better match demand with services if the downward trend continues.

Professional Technical enrollments were initially down for the first two years of the millennium, but have steadily increased since 2003. These increases have primarily been in nursing, criminal justice and the business departments. The college is currently pursuing new or expanded programs in power generation and diesel technology in order to better meet the needs of our community.

Standard Eight –Physical Facilities

What changes have been made in the physical plant (new buildings, demolition/remodeling of old ones)?

In the fall of 2001, the college opened Washington Hall, a 67,600 square foot building that contains a 506 seat state of the art theatre, a 125 seat rehearsal theater, practice rooms and labs for the music department, art studios, journalism lab, radio/television studios, faculty offices, and a series of lecture rooms ranging in capacity from 40 to 80 seats. The facility also houses the main computer resources for both the academic and administrative needs of the college. Classrooms are set up for today's technology needs, and should have the flexibility to meet changing demands for the future.

The newly vacated Art Annex was remodeled during 2002 and became home to the nursing program, and the newly developed energy technology program. This move provided the programs with more classroom and lab space.

When the nursing program moved, the area it vacated became available for another purpose. Proposals solicited from the campus community were reviewed by the Facilities Committee which in turn made a recommendation to the president regarding the use of the space. During the summer of 2004 the space was remodeled and now offers two classrooms, an expanded Writing Center, and a faculty office. One of the classrooms has since been changed to a multi-cultural center.

At this time, plans for construction of a 70,000 square foot science and teaching facility (NSC) are under way. This project is estimated at 32 million dollars, and will replace four currently used, but seriously outdated facilities that total approximately 45,000 square feet. The NSC will contain the chemistry, nursing, biology, botany, physics, geology and other science based programs, and also replace general teaching spaces that are seriously below college standards. The magnitude of the impact of this project has resulted in a re-visiting of the campus master plan, this time to include city officials for possible vacation of streets and re-routing of transportation systems.

In March 2005, the students voted to assess themselves a building fee to begin the process for a new student center (College Commons). The college is reviewing the impact of the fee, and developing a plan and timeline to construct a 50-60,000 square foot facility that would also house the food service, bookstore, and student services. Factors for this project, including levels of tuition paying students, will become clearer after the summer of 2005.

The oldest facility on campus is the Health Education and Wellness building (Gym), constructed in the 1930's as part of the original high school. The college has obtained remodel and repair funding for approximately \$3 million, and would like to include a 5,000 square foot expansion. This expansion would add about \$2 million to the project, and will require a capital campaign beginning spring of 2006.

Standard Nine -Institutional Integrity

How does the institution ensure high ethical standards in its treatment of students, faculty, and staff?

When the Centralia College Board of Trustees adopted policy governance (the Carver model), Executive Limitation 2 (EL2) was developed to ensure that the college maintains high ethical standards in its treatment of people. EL2 prohibits the inhumane, unfair, or undignified treatment of students, staff, volunteers, or the community. Accordingly, Centralia College shall:

- develop procedures that clarify student, staff, volunteers, and visitor rules, provide for effective handling of grievances, and protect against wrongful conditions.
- not discriminate against anyone for expressing an ethical dissent.
- allow any member of the community, staff, student or volunteer, after having exhausted all internal grievance or complaint procedures, to address the board about alleged non-compliance with board policy.
- take prompt and appropriate action when the president becomes aware of any violation of federal or state laws, rules, or regulations, State Board for Community and Technical College's policies, Office of Financial Management Policy, governor's executive order, or violation of board policy.
- interact with community members and external stakeholders in a manner that creates good will toward the college.
- protect the academic freedom of the institution, its faculty and its students.

The president is required to take immediate action in the case of any violation of law, regulation, or policy affecting the college community. In addition, all violations must be reported to the Board of Trustees on an annual basis as part of the EL2 report. The most recent EL2 report, which can be reviewed in the Evidence Room, indicated that the college was in compliance.

EL 2 also requires that all people associated with the college be made aware of their respective rights and responsibilities; the college maintain a civil and non-disruptive learning environment; and the college ensures fairness, justice and due process in disputes arising over rights, responsibilities, or rules. Information is available to students through the *Student Rights and Responsibilities Code* and to the faculty and classified staff through their respective collective bargaining agreements which can be reviewed in the Evidence Room. In addition, the college informs all personnel through annual e-mail and postings of all statutorily required notifications.

The college has strict rules that levy sanctions on students and non-students for any breach of civil behavior. The college has fair processes to adjudicate violations, disputes, complaints, or grievances related to rights, responsibilities, and rules. Board and College policy define and prohibit conflict of interest in the Board Policy Manual and in the College Handbook. These publications apply to all employees, in accordance with state ethics laws. Policies and procedures are in place to monitor and review potential conflicts of interest and all procedures regarding alleged employee performance or non-performance issues include a process for redress. Appendix 9.1 includes the Centralia College policy on Conflict of Interest.

All alleged violations of conflict of interest are referred to the State Auditor's Office for outside investigation. In the last five years, no such incidents are known to the Vice President of Human Resources and Legal Affairs.

APPENDIX

PART A

Assessment Chronology (Highlights)

Year	Activity
1995	Assessment Committee begins working toward the creation of overarching abilities themes similar to those that had been created by other 2-yr. colleges. These are intended to become outcomes for academic transfer programs.
	<i>Byways: An Anthology of Centralia College Student Works</i> is published. Copies are provided to faculty and others for use as examples of quality work.
1996	Time is taken during the fall faculty days to examine draft list of potential themes in small interdisciplinary groups. Suggestions are made for changes in wording and the decision is made to formalize 5 themes.
	College begins to institutionalize learning abilities themes. They are added to the college catalog, schedules, and program sheets. A student-designed poster listing the themes is printed and copies are hung in classrooms and other buildings across campus.
	Community Colleges Student Experience Questionnaire (CCSEQ) is administered for the first time.
	Student Services holds five 2-hr. meetings to assess the CCSEQ results and to look at ways that area can incorporate learning abilities themes into their work with students.
	Assessment Liaison draws questions from the CCSEQ that relate to abilities listed in the themes, particularly reasoning abilities, and reports on how these responses compare to those of other community and technical colleges in the system.
	<i>Byways: An Anthology of Centralia College Student Works</i> is published. Copies are provided to faculty and others for use as examples of quality work.
	Faculty in the Business and English departments use information from the 1995 faculty in-service on student portfolios to launch assessment efforts.
	College Development Director completes a mini-grant to develop Institutional Effectiveness Plan.
	Faculty groups pilot four freshman seminar class sections. It is decided not to continue this effort.
	Faculty librarians complete assessment of the new Library 181 Research Skills: Library and Internet course and its linkages to BA 270 and ENGL 102.
1997	Instructional Council revises course outlines to include course objectives linked to 5 learning abilities themes.
	Instructional Council reviews Centralia College general education requirements in comparison with those of other colleges; discusses need to assess our general education requirements. Council reviews accreditation standard two.
	"Critical Thinking" faculty in-service is held.
	Strategic Planning Committee administers an Internal Climate Survey. This survey correlates with the one used in 1995.
1998	Faculty in-service: "Skill Standards and Assessment Qualifications" is held for professional/technical program faculty.
	Strategic Planning Committee releases to the campus an analysis that compares results from 1995 and 1997 Internal Climate Surveys. One of the recommendations is a need for marketing efforts. This is one factor that leads to the creation of Marketing and Retention Team.
	Instructional Council begins to look at criteria for evaluation in program reviews.
	All course outlines are reviewed, changed to new course outline form, and learning abilities themes are listed for each course objective.
	<i>Byways: An Anthology of Centralia College Student Works</i> is published. Copies are provided to faculty and others for use as examples of quality work.

	Faculty librarians hold a day-long retreat to evaluate efforts related to teaching of information literacy skills and plan for changes.
	Members of student services and counselors complete an analysis of implementation at Centralia College of the Washington State Guidelines for Comprehensive Counseling and Guidance from Kindergarten through Community/Technical College.
	Staff from Centralia College East hold an assessment retreat for the purpose of strategic planning of that campus, analysis of enrollment trends, and re-evaluation of goals set at September 1994 assessment retreat.
	Assessment Showcase is re-instated. Faculty members who have completed assessment projects present them to attendees.
	Assessment Committee purchases copies of Cross and Angelo's <i>Classroom Assessment Techniques</i> for each faculty member.
	Learning and Student Strategies Inventory (LASSI) is purchased for testing ICP (Individual Certificate Program) students.
1999	CCSEQ is administered for the second time. Optional questions about the learning abilities themes are incorporated into questionnaire. VP, Student Services meets with relevant departments to discuss results as compared to 1996.
	Assessment Committee distributes new Assessment Handbook. This booklet explains the concepts behind assessment, the history of assessment on campus, assessment's relationship to strategic plan and accreditation, and includes copies and explanations of forms. Assessment Committee members present a session about this effort at annual assessment conference.
	VP, Instruction introduces program review process followed at Hawkeye Community College in Iowa to Instructional Council. Two sub-committees are formed to review the document and determine: which information did not apply to Centralia College, which must be supplied by the department, and which should be supplied by Institutional Research and the Instruction Office.
	Revised draft program review is taken back to departments for comment.
	Assessment Committee agrees to incorporate funding of program review into Assessment budget. Final draft of program review document is approved by Instructional Council and discussion begins regarding a timeline.
	Two faculty members complete student and faculty surveys on assessment, with special attention to learning abilities themes. Results show that more than 85% of the students are aware of the learning abilities themes. Faculty response shows a less positive response to the concept of using the themes to assess learning.
	Faculty member undertakes student and faculty surveys to investigate the addition of an online component to Writing Center's services. Web site is developed, tested with an ENGL 101 class, and suggestions incorporated.
	Faculty member from counseling completes project to assess ASSET placement test statistics to learn to what extent our cut-off scores are effective in placing students in appropriate math or English course.
	<i>Byways: An Anthology of Centralia College Student Works</i> is published. Copies are provided to faculty and others for use as examples of quality work. For the first time, submissions are grouped around demonstrated mastery of the learning abilities themes.
2000	First round of departments begin program review.
	Executive summaries and action plans of program reviews are presented to Instructional Council: Business Office programs, Computer Science, Math, English, Natural Resources, and Electronics with Computer Network Technology.
	English Department faculty member speaks with Instructional Council about how program review process had worked in their area. She notes difficulty in using the data that had been provided.

	Instructional Council revisits program review process. Key areas are reviewed with suggestions on how to make the process easier for next round of reviewers. Clarifications are requested on data collection.
	Library staff members undertake a student survey to evaluate library services. Changes are made to materials funds allocations and several policies as a result of this feedback.
	Revised draft of program review document is finalized.
	Second round of departments begin program review: Fine Arts (including Social Science, Education + Early childhood transfer), Civil Engineering, Business Administration (including Small Business and Farm Management), Welding Technology, and Parent Education-Daycare and Early Childhood ATA.
	<i>Byways: An Anthology of Centralia College Student Works</i> is published. Copies are provided to faculty and others for use as examples of quality work.
	Noel-Levitz survey is administered for the first time to students and employees. Results are presented to various campus entities.
	The mini-grant form and guidelines are revised to more closely tie assessment, analysis, and action.
2001	Social Sciences, Civil Engineering, Farm and Small Business Management, Fine Arts, and Welding present program review to Instructional Council. Parent Educations, Day Care, and Early Childhood Education were presented as three separate program reviews. Music Department faculty member presents alternative format for program review using the music department as an example.
	Faculty member from the English Department creates a survey to help students self-place in English courses.
	Faculty member from counseling completes project to assess ASSET placement test statistics to learn to what extent our cut-off scores are effective in placing students in the appropriate math or English course. This research follows up on a similar study undertaken in March 1999.
	Instructional Council discusses changes to program review document and need for department notebooks to be kept up to date.
	Assessment committee revises goal statement and begins to respond to accreditation recommendations. In response to the need for better documentation of assessment efforts, four faculty from the Assessment Committee work with the Nichols assessment instrument to learn how it could be modified to fit the needs of our campus. They derive from the Nichols model a simplified form and test it using examples from their areas.
	Faculty workshop is held to discuss comments in the Accreditation Report related to assessment and to introduce the Assessment Record Form.
	<i>Byways: An Anthology of Centralia College Student Works</i> is published. Copies are provided to faculty and others for use as examples of quality work.
	Assessment is key focus of fall faculty days. <ul style="list-style-type: none"> ❑ Two faculty members present to the faculty their model for tying learning abilities themes to discipline level outcomes and course objectives in biology and chemistry courses. Faculty members are led through the completion of new Assessment Record Form. ❑ Guest speaker presents how Tacoma Community College is working to measure their learning abilities themes. Attendees break out into groups to discuss how Centralia College learning themes can be measured.
	Instructional Council again reviews changes to improve the program review document. Two program review formats are created to best fit academic transfer as opposed to professional technical programs.

	<p>Faculty member responsible for distance learning presents an analysis of enrollment patterns and completion rates of distance learning students at faculty meeting. Findings include a recommendation that students be contacted as soon as they register with further information about accessing class materials to decrease the number of students who never “show up” to class. Self-assessment tool for online learning is added to distance learning web site to assist with advising.</p>
	<p>Instructional Council notes that the program review document should be sent to the Assessment Committee for comment.</p>
	<p>Five faculty and staff members attend annual Statewide Assessment Conference. Two of them present a session entitled, “Assisting the Challenged Adult Learner.”</p>
2002	<p>Assessment Committee makes request to Instructional Council that oversight of program review process be given to Assessment Committee in cooperation with appropriate administrators. Funding from the Assessment budget pays for program review, yet the Assessment Committee is not included in the process. The Assessment Committee feels that revisions should be made to the document to focus more attention on student learning, there should be a review of the draft program reviews with feedback returned to the department for incorporation into the final version of the program review. Instructional Council would continue to hear program review presentations.</p>
	<p>With agreement of the Instructional Council, Assessment Committee forms a sub-committee to revise the program review document to include greater focus on teaching, student learning, and the relationship between the two. Revisions to data pack are also a key concern. Sub-committee also identified a single contact for data related to program review. Composition of sub-committee includes faculty who had gone through program review using the old document, assessment committee members and the Executive Assistant to the VP, Instruction who was tasked to provide the data.</p>
	<p>Five faculty at Centralia College East begin project to assess “reasoning” learning ability theme: “Students demonstrate the ability to arrive at justifiable conclusions by following guidelines of logical thinking.”</p>
	<p>Science/Health & Fitness, Marketing and Retail Management, Nursing, Criminal Justice, Diesel program review presented to Instructional Council. These are the last program reviews following the Instructional Council version of the program review document. Instructional Council discusses changing program review to 4-year cycle, but decides to continue 3-year cycle.</p>
	<p>Mid-February, Assessment Committee reviews first revision to program review document.</p>
	<p>Assessment Committee approves final draft of revised program review document. Notebooks with program review timeline, document, and sample data packs are created for each program review team that will begin their process over the summer.</p>
	<p>Assessment Committee, together with two faculty who had helped draft the document, holds three workshops with faculty teams to explain and answer questions about the new program review process.</p>
	<p><i>Byways: An Anthology of Centralia College Student Works</i> is published. Copies are provided to faculty and others for use as examples of quality work.</p>
	<p>Library begins comprehensive program review, including surveys of employees and students. Student survey builds upon that of spring 2000 so that results may be correlated.</p>
	<p>Associate Professor of Education and member of Assessment Committee is stipended to work with program review teams to assist them as needed in completing program review and outcomes and measures documents.</p>
	<p>Faculty members in math department complete two-year analysis of the change from 1 to 2 hours labs and increase in number of lecture classes offered in developmental mathematics.</p>
	<p>Assessment Committee collaborates with Tech Prep to hold portfolio workshop.</p>

2003	Faculty members work on assessment activities, recording them on ARF forms.
	ARF sub-committee develops rubric, in memorandum format, to provide faculty with feedback on their assessment activities. A certificate is created and awarded to those assessment projects that complete the entire cycle of assessment.
	VP, Instruction, Co-Chairs of Assessment Committee and others prepare accreditation interim report.
	Assessment Committee, together with other segments of campus including Instructional Cabinet, prepares long-term plan for assessment.
	In an effort to increase communication, Assessment Committee adds "Items to take back to department" to every meeting.
	Assessment Committee member is stipended to revise and update Assessment Handbook.
	"Permission to Use Student Work" form is created so that evidence in the form of student work can be included in department notebooks and program review documents.
	Program review sub-committee creates rubric to evaluate program reviews and begins to offer feedback on drafts of program reviews together with VP, Instruction and appropriate deans.
	English, Humanities, Math/Engineering, Computer Science, and Business Occupations complete program review process.
	Assessment Committee sponsors rubric workshop.
2004	On October 23, 2003 Dr. Scott Bergstrom visited Centralia College. He stated in his report, "Centralia College seems to have successfully created a climate of assessment. Their processes for assessment of educational programs are clearly defined and comprehensive. Outcomes have now been developed [are under development] for all their programs, including those in the basic skills area for transfer students." His comments to the campus community during his visit served to reinforce the importance of assessment efforts at Centralia College.
	The assessment budget continued to fund program review, including a mentor from the Assessment Committee to work with the program review teams. Programs that completed review this year include Social Sciences, Civil Engineering Technology, Early Childhood Education, Parent Education, Welding, Fine Arts, and Computer Science Technology.
	The Assessment Record Form (ARF) continued to provide a consistent way to document assessment, analysis, and action as part of the cycle of assessment. In order to make this process more "user friendly" a modified version of the ARF is being field tested.
	Distribution area outcomes were drafted by a team of faculty during the Summer 2003 and were revised by faculty in each distribution area.
	As a result of the 2002-03 program review completed by the Science department, specific recommendations regarding course requirements for the Associate in Arts degree were developed. These recommendations were considered by the Instructional Council and resulted in a change in our degree requirements
	Distribution area outcomes were drafted by a team of faculty during Summer 2003 and were revised by faculty in each distribution area. They are being reviewed by Instructional Council as part of an overall review of the Associate of Arts degree requirements. Outcomes accepted by the Instructional Council to date include those from the following distribution areas: Basic Skills/Communications; Basic Skills/Quantitative Skills; Science; Social Science.

	<p>The accreditation visit on October 23, 2003, did build campus-wide awareness of assessment. Members of the English department presented an overview of the assessment processes at Centralia College. Their presentation included a discussion of accreditation, program review and classroom assessment (ARFs). (This team has given this presentation at three major conferences.) To introduce an element of humor, members of the Assessment Committee designed and distributed buttons that read, " I Assess, Therefore I Am."</p> <p>The work plan was developed from the long-term plan that was written in Spring 2003. It identified the major activities planned for 2003-04 and guided the committee's work for the year.</p> <p>An orientation was held early Fall quarter for new members on the Assessment Committee and newly hired faculty.</p>
2005	<p>The assessment budget continued to fund program review, including a mentor from the Assessment Committee to work with the program review teams. Programs that engaged in program review this year include Science, Health and Fitness, Foreign Language, Criminal Justice, Nursing, and Business.</p> <p>The timeline for Program Review was modified from a three year cycle to a four year cycle. Faculty begin their program reviews in the Fall and are required to be completed by the following Fall -- during which time they are to present their program review to the Instructional Council.</p> <p>The Assessment Committee noted that few faculty requested feedback to their ARFs from the faculty members of the Assessment Committee. Therefore, feedback comes directly from their Dean. If they would like additional feedback from a faculty member on the committee, they can make that request.</p> <p>During the last faculty contract negotiations, the college and the faculty union agreed that one day a quarter would be designated as "Assessment Day" so that faculty would have adequate time to complete this work.</p> <p>Distribution area outcomes for each distribution area were approved by the Instructional Council as part of an overall review of the Associate of Arts degree requirements.</p> <p>In collaboration with Penny Martindale, the graphic arts instructor, the posters for the Centralia College Learning Themes were redesigned as a class assignment. More than twenty posters were displayed for the campus to view and will be framed and hung in buildings around campus.</p> <p>During the Fall in-service the Assessment Committee organized several workshops for faculty. Workshops on Program Review; Best Practices and ARF-able activities were well attended. In October, a session entitled "Be Careful What You Ask For: What Makes a Good Writing Assignment?" was offered to the faculty during the All-Campus Day. As a follow-up, both "good" and "not so good" assignments were posted to the web.</p> <p>During the 2005-06 academic year, several issues will be addressed: analyze feedback provided by faculty; develop a process for systematic assessment of the AA and AS degrees; modify the current program review to include a more thorough curriculum review. A modified program review process will be initiated Fall 2006.</p> <p>A work plan was developed from the long term plan that was written in 2003. This identified the major activities planned for 2004-05 and guided the committee's work for the year. The work plan was submitted to the College's Institutional Effectiveness Committee.</p>

Program Review Commentary
Academic Transfer Programs

Purpose:

This commentary outline provides structure to the feedback requirement built into the program review process. Commentary from faculty peers and the appropriate dean will be synthesized by the Vice President, Instruction, and then offered as feedback to program review teams. The teams then incorporate the VP's feedback into their final program review report.

It is also intended that this commentary outline be attached to the Program Review Guidelines in order to provide teams with additional information regarding program review expectations.

I. Program Purpose:

- a. Shows linkage to both distribution area and college as a whole.

Discussion:

Suggestions:

II. Improvements in Teaching and Learning:

- a. Documenting Improvement
 - i. Action plans that have been completed in last 3 years are described.
 - ii. Action plans are related to teaching and learning.
 - iii. Measures are quantifiable.
 - iv. There is evidence of follow-through.
- b. Changes resulting from Assessments
 - i. Distinct connection drawn between assessment and proposed action.
 - ii. Demonstrates cyclical action: student outcome problem > change>follow-up.
- c. Documentation and ARF's
 - i. Documentation is present and supporting data available.
 - ii. Significant activities are documented on the ARF's.

Discussion:

Suggestions:

III. Curriculum:

- a. Review of Curriculum Materials
 - i. Discussion of review findings is presented.

- b. Outcomes
 - i. Outcomes and Measures documents have been completed for discipline and distribution areas.
- c. Courses
 - i. The connection between course outcomes and distribution outcomes is established.
 - ii. Information is present.
 - iii. Evidence is shown that transfer requirements have been reviewed and updated as needed.
 - iv. Rationale is provided for course revisions and deletions.
- d. Analysis of Curriculum, Distribution Outcomes, Courses
 - i. Shows thoughtful analysis of curriculum.
 - ii. Suggestions for changes in course requirements, etc., are well supported.
 - iii. Includes projected distribution area and discipline curricular needs for the next three years.

Discussion:

Suggestions:

IV. Student Characteristics:

- a. Student demographics
 - i. Summary is included and covers areas addressed in Data Pack.
- b. Student skill level
 - i. Comparison of student skill level to ASSET cutoff is discussed.
 - ii. Other skill level indicators are included.
- c. Trends
 - i. A discussion of apparent trends over past three years and with respect to previous program review is present.

Discussion:

Suggestions:

V. Assessment of Student Learning:

- a. Student Performance
 - i. Retention trends are discussed.
 - ii. Transfer or other Data Pack information is summarized.
 - iii. Grade distribution is analyzed.
 - iv. Evidence (I.) section from the Outcomes and Measures Document is included and specific assessments are indicated.
 - v. Direct evidence of student attainment of outcomes is attached. Evidence shows such elements as actual student learning, grading rubrics, analysis of grades, student self-assessment evaluations, etc. (Evidence (II.) section from the

Outcomes and Measures Document). Evidence demonstrates that well defined criteria are being used to measure student learning.

vi. Discussion of reliability of instruments included.

b. Analysis of Student Performance

- i. Includes analysis of reliability of ASSET and other indicators in predicting student performance.
- ii. Includes a analysis of student attainment of course and distribution area outcomes, including a discussion of the manner in which the assessments were performed.
- iii. Degree of student success is analyzed.
- iv. Includes suggestions for changes in areas where student performance is not as good as faculty wish it were.

Discussion:

Suggestions:

VI. Faculty:

- a. Progress on professional development plans is included for all faculty in department/distribution area.
- b. Unmet professional development needs are linked with realistic solutions.
- c. Faculty mix issues are discussed in the context of discipline/department/distribution area growth projections and real needs.

Discussion:

Suggestions:

VII. Resources:

Evidence of a planning process is provided.

- a. Discussion of lab/classroom facilities and equipment needs includes supporting evidence and creative solutions.
- b. Resource issues are discussed in the context of discipline/department/distribution area growth projections and real needs.

Discussion:

Suggestions:

VIII. Program-specific Topics:

- a. Includes a thoughtful analysis of additional data requirements and avenues for assessing student outcomes.

Discussion:

Suggestions:

IX. Synthesis:

- a. Provides an articulate overview of the strengths, weaknesses, and needs of the program, placing the program in the broader context of the mission of the college.
- b. Provides a global view of department development during the next three years.

Discussion:

Suggestions:

X. Action Plans:

- a. Includes a minimum of three action plans.
- b. Action plans include short and long-term goals.
- c. Action plans are well conceived and tied to student learning outcomes.

Discussion:

Suggestions:

Program Review Commentary
Professional/Technical Programs

Purpose:

This commentary outline provides structure to the feedback requirement built into the program review process. Commentary from faculty peers and the appropriate dean will be synthesized by the Vice President, Instruction, and then offered as feedback to program review teams. The teams then incorporate the VP's feedback into their final program review report.

It is also intended that this commentary outline be attached to the Program Review Guidelines in order to provide teams with additional information regarding program review expectations.

I. Program Purpose:

- c. Shows linkage to college as a whole.

Discussion:

Suggestions:

II. Improvements in Teaching and Learning:

- d. Documenting Improvement
 - i. Action plans that have been completed in the last 3 years are described.
 - ii. Action plans are related to teaching and learning.
 - iii. Measures are quantifiable.
 - iv. There is evidence of follow-through.
- e. Changes resulting from Assessments
 - i. Distinct connections are drawn between assessment and proposed action.
 - ii. Demonstrates cyclical action: student outcome problem > change>follow-up.
- f. Documentation and ARF's
 - i. Documentation is present and supporting data available.
 - ii. Significant activities are documented on the ARF's.

Discussion:

Suggestions:

III. Curriculum:

- d. Program Context
 - i. Provides information on similar programs at other CC's.
 - ii. Provides information on wages, employment and job growth projection.

- e. Review of Curriculum Materials
 - ii. Discussion of review findings is presented.
- f. Outcomes
 - vii. Program outcomes are provided.
 - viii. Outcomes and Measures document(s) have been completed for the program.
 - ix. Explanations related to Learning Themes, general education requirements, and appropriateness of outcomes are presented.
- g. Courses and Skills Competencies
 - v. The connection between course outcomes and program outcomes is established.
 - vi. Rationale is provided for course revisions and deletions.
- e. Curriculum Development
 - i. Shows thoughtful analysis of department programs.
 - ii. Suggestions for changes in program course requirements, etc., are well supported.
 - vii. Includes projected program curricular needs for the next three years.

Discussion:

Suggestions:

IV. Student Characteristics:

- a. Student demographics
 - i. Summary is included and covers areas addressed in Data Pack.
- b. Student skill level
 - i. Comparison of student skill level to ASSET cutoff is discussed.
 - ii. Other skill level indicators are included.
- c. Trends
 - i. A discussion of apparent trends over past three years and with respect to previous program review is present.

Discussion:

Suggestions:

V. Assessment of Student Learning:

- a. Student Performance
 - i. Retention trends are discussed.
 - ii. Other performance data is summarized.
 - iii. Grade distribution is analyzed.
 - iv. Degree attainment is discussed.
 - v. Evidence (I.) section from the Outcomes and Measures Document is included and specific assessments are indicated.
 - vi. External certification information is included when appropriate
 - vii. Direct evidence of student attainment of outcomes is attached. Evidence shows such elements as actual student learning, grading rubrics, analysis of grades,

student self-assessment evaluations, etc. (Evidence (II.) section from the Outcomes and Measures Document). Evidence demonstrates that well defined criteria are being used to measure student learning.

- viii. Discussion of reliability of assessments included.

- b. Status of Graduates
 - i. Placement of students in jobs and transfers to baccalaureate institutions is discussed.
- c. Student Performance
 - i. Includes analysis of reliability of ASSET and other indicators in predicting student performance.
 - iii. Includes an analysis of student attainment of course and program outcomes, including a discussion of the manner in which the assessments were performed.
 - iv. Degree of student success analyzed.
 - v. Includes suggestions for changes in areas where student performance is not as good as faculty wish it were.

Discussion:

Suggestions:

VI. Faculty:

- a. Progress on professional development plans is included for all faculty in program.
- b. Unmet professional development needs are linked with realistic solutions.
- c. Faculty mix issues are analyzed in the context of program growth projections and real needs.

Discussion:

Suggestions:

VII. Resources:

- a. Evidence of a planning process is provided.
- b. Discussion of lab/classroom facilities and equipment needs includes supporting evidence and creative solutions.
- c. Resources are analyzed in the context of program growth projections and real needs.

Discussion:

Suggestions:

VIII. Program-specific Topics:

- a. Includes a thoughtful analysis of additional data requirements and avenues for assessing student outcomes.

Discussion:

Suggestions:

IX. Synthesis:

- a. Provides an articulate overview of the strengths, weaknesses, and needs of the program, placing the program in the broader context of the mission of the college.
- b. Provides a global view of department development during the next three years.

Discussion:

Suggestions:

X. Action Plans

- a. Includes a minimum of three action plans.
- b. Action plans include short and long-term goals.
- c. Action plans are well conceived and tied to student learning outcomes.

Discussion:

Suggestions:

Insert Discipline or Professional/Technical Program

Learning Abilities Themes

1. **Reasoning.** The ability to extract information from data, develop ideas and solutions, establish logical progression in thinking, and problem solve using such procedures as literary analysis or the scientific method.
2. **Written, Oral, and Visual Communication.** The ability to make oneself understood in public, interpersonal, professional, artistic, and technical arenas.
3. **Exploration – Self and Others.** An awareness of the values, beliefs, customs, and contributions of persons from one's own and other traditions, ethnicities, classes, and genders.
4. **Resourcefulness.** The ability to adapt to change, such as technological innovations or environmental conditions.
5. **Responsibility.** The ability to be accountable to self, society, and the natural world.

Outcomes

Each outcome should be identified as addressing one or more of the five themes by following the objective statement with the number of the theme(s) in parentheses. It is not necessary for every course to address all five themes.

Students should be able to:

[Place this section in the context of: (Academic Transfer) Why do we require that students take distribution classes in, for example, the social sciences? If a student fulfills one of these requirements by taking any history class, what could that student be reasonably expected to walk away with? These are your overarching/general outcomes. (Prof/Tech Programs) When a student completes the CAD program, what are the overarching/general outcomes an employer could reasonably expect? Looking at the competency lists, what broad categories do these fall into?]

- 1.
- 2.
- 3.

Criteria for Satisfactory Completion

Each criterion should be identified as addressing one or more of the outcomes by following the criterion statement with the number of the outcome(s) in parentheses. It is not necessary for every criterion to address all outcomes.

[Place this section in the context of: What criteria can be used to ascertain that a student has met the outcome(s). These should be measurable.]

- A.
- B.
- C.

Evidence

Evidence of student learning will vary according to the instructor and course. These may include:

[List the types of tools that you use to provide students with an opportunity to demonstrate that they have acquired knowledge or skills. These might include exams, essays, dramatizations, posters, projects, etc.]

-
-
-

Samples of assignments that indicate linkages to specific outcomes or criteria are attached. Results of assessment of adequate student attainment, for example pass/fail rates for questions on an exam, will be added as they are collected.

Basic Skills/Communication Distribution Area Outcomes

Communication Skills

- Recognize structures and modes of development that are used to inform, persuade, or entertain. [Themes: Communication and Responsibility]
- Apply analytical thinking to reading, writing, revising, and discussion activities. [Themes: Reasoning, Communication and Responsibility]
- Prepare clearly organized and well-supported written works – including specific documentation formats --which meet the conventions of assignments. [Themes: Communication and Reasoning]
- Collaborate with others respectfully and with attention to guidelines given for various projects. [Themes: Responsibility and Exploration of Self and Others]
- Discuss and respond to writings drawn from diverse traditions, ethnicities, cultures, classes, and genders. [Themes: Exploration of Self and Others]
- Access and utilize appropriate technologies and library resources in the preparation of written and oral projects. [Themes: Resourcefulness, Responsibility, and Communication]

Reviewed by English/Communication Dept. Feb. 18, 2004

Health & Fitness Distribution Area Outcomes

Students should be able to:

- Demonstrate an understanding of what constitutes a healthy lifestyle. [Themes: Reasoning and Responsibility]
- Use scientific knowledge and practical experience to assess personal well-being and to plan and maintain fitness. [Themes: Reasoning and Resourcefulness]
- Exhibit positive behaviors that show respect for individual ability levels and lifestyle choices. [Themes: Exploration]
- Apply appropriate routines, procedures, and safety practices in a variety of physical activities. [Themes: Reasoning and Responsibility]

Quantitative Skills Distribution Outcomes

Students should be able to:

- Recognize and then apply mathematical concepts to personal, professional and scientific situations. [Theme: Reasoning]
- Communicate ideas through mathematics graphically, symbolically, numerically and verbally with clarity and accuracy. [Themes: Written, Oral, and Visual Communication]
- Utilize technology as a tool in the application of mathematical concepts. [Theme: Resourcefulness]

Social Sciences Distribution Area Outcomes

Students should be able to:

- Describe social, political, economic, linguistic, cultural, historical, and religious factors that explain human behavior and mental processes at individual and group levels. [Theme: Communication & Exploration]
- Identify and apply terminology, concepts, theories, data, and principles used by various social science disciplines. [Theme: reasoning & Exploration]
- Develop and demonstrate tolerance and respect for diverse perspectives. [Themes: Exploration, Resourcefulness & Responsibility]
- Demonstrate critical thinking skills through formulating questions, analyzing data, and distinguishing between objective fact and subjective interpretation. [Theme: Reasoning]

Health & Fitness Distribution Area Outcomes

Students should be able to:

- Demonstrate an understanding of what constitutes a healthy lifestyle. [Themes: Reasoning and Responsibility]
- Use scientific knowledge and practical experience to assess personal well-being and to plan and maintain fitness. [Themes: Reasoning and Resourcefulness]
- Exhibit positive behaviors that show respect for individual ability levels and lifestyle choices. [Themes: Exploration]
- Apply appropriate routines, procedures, and safety practices in a variety of physical activities. [Themes: Reasoning and Responsibility]

Natural Science Distribution Area Outcomes

Students should be able to:

- Communicate in oral, written, or visual format key concepts in the language of science. [Theme: Communication]
- Relate science to daily living (e.g. reading food and prescription labels, interpreting medical advice, evaluating advertisements, etc.). [Theme: Reasoning]
- Explore and explain the ethical impact of scientific research on humans, animals, and their environment. [Themes: Responsibility & Reasoning]
- Apply scientific method to solve problems, conduct experiments, and test hypotheses while employing safe laboratory practices. [Themes: Reasoning, Resourcefulness & Responsibility]
- Accurately record data, analyze results, and reach valid conclusions. [Themes: Reasoning & Communication]
- Perform accurate measurements and mathematical conversions among assorted measuring systems. [Theme: Reasoning]
- Identify the components of the natural world (e.g. species, elements, minerals, etc.), and recognize their relationships within the schemes by which they are classified. [Theme: Reasoning]
- Conceptualize and explain the structure, function, and evolution of living systems. and/or Identify and describe the basic principles and properties of the physical universe. [Themes: Reasoning & Communication]
- Demonstrate an informed awareness of the major contributions of individuals, especially those from diverse backgrounds, to the development of modern science. [Theme: Exploration]
- Identify science and technology issues in the news and evaluate their impact on the individual and society. [Themes: Responsibility & Reasoning]

Centralia College ASSESSMENT RECORD FORM

This form is intended for use in recording assessment projects that relate to teaching/learning outcomes.

(designed to be completed electronically)

Department:

Chair:

Program/Course:

Academic Year:

Submitted by:

Date:

Project Title:

Tracking #

Mission Statement: “Improving people’s lives through life-long learning”

Learning Theme: *(Check the Learning Theme that fits your project.)*

- Reasoning.** The ability to extract information from data, develop ideas and solutions, establish logical progression in thinking, and problem solve using such procedures as literary analysis or the scientific method.
- Written, Oral, and Visual Communication.** The ability to make oneself understood in public, interpersonal, professional, artistic, and technical arenas.
- Exploration—Self and Others.** An awareness of the values, beliefs, customs, and contributions of persons from one's own and other traditions, ethnicities, classes, and genders.
- Resourcefulness.** The ability to adapt to change, such as technological innovations or environmental conditions.
- Responsibility.** The ability to be accountable to self, society, and the natural world.

Project Description:

Cycle of Assessment *(Start at any point. Cut and paste as needed.)*

- Cycle complete for this project Cycle still in progress; update ARF to come

ASSESS

ANALYZE

ACT

Feedback

Your project will be reviewed by your dean who will provide feedback; if you would also like peer review by an Assessment Committee member, please check here

Note: Please attach relevant support materials. Assessment Mini-grants may be available to support ambitious projects; contact Terri Perez, Assessment Office, ext. 305 Approved by Assessment Committee 4/ 2001; revision approved 4/2004, rev. 1/2005



TO:

Appendix A.6

DATE:

SUBJECT: Assessment Project

FROM: Assessment Committee

Co-Chair – Linda Foss (English)
Co-Chair – Mary Pack (Social Sciences)
Liaison - Laura Brener
Secretary – Terri Perez
Terry Carver – Business
April Doolittle – CC East
Wade Fisher – Fine Arts
Chuck Hill – Nursing
Caitlin Krouse – Student Representative

Jennifer Dressler - GHEC
John Martens – VP Instruction
Michael Threapleton – Math/Physics
Judy Metcalf – Library Services
Gloria Perkins – Learning Resources
Elisa Sunflower – Student Support Services
***** – Student Representative

Thank you for submitting your Assessment Record Form. Per your request for peer feedback on your project, the Assessment Committee is offering you feedback using the checklist below:

Assessment Record Form Checklist

- Related to student learning outcomes
Specific actions planned/taken
Relevant analysis: quantitative data/qualitative data
Form clearly completed
Parts of the Assessment Cycle completed: Assess Analyze Act
Evidence attached or identified as available

- Your Assessment Record Form appears to describe a work in progress. Once you have completed your project and closed the assessment cycle, please submit a follow-up Assessment Record Form.
Your Assessment Record Form seems to represent a completed cycle of assessment. Thanks!

If you have any questions or would like help in completing the form, please feel free to contact a member of the Assessment Committee.

Assessment Committee Member

Dean/Associate Dean

Teaching and Learning Highlights

- Eliminated Novell Management from the Computer Science Technology program. LaLond, 5/15/01.
- Revised course content and topic sequences in the Biology series in order to align more closely with transfer institution courses. Garman, 8/01/01.
- Incorporated into Early Childhood Education classes information about writing tutoring services, which many students have now used. This action was part of the program review action plan. Pack, 2/27/02.
- Designed and published an updated mission statement for the Children’s Laboratory School. This action was part of the Early Childhood Education program review action plan. Price, 2/27/02.
- Provided Spanish language Parent Education materials. Hale, 2/27/02.
- Incorporated a math component into the curriculum of Engineering Mechanics I. Student achievement improved, particularly on the lower end, by an average of 7%. A similar change will be made in the curriculum of the other General Engineering courses. Mir, 9/13/02.
- Created a form for students to self-place if they are borderline between two English classes. Advisers reported that they are successfully helping students use the form to choose the “best-fit” English class. Mitchler, 10/02.
- Scheduled a new spring start-up for the now expanded LPN program. Ormrod/Rowley, 2/13/03.
- Doubled the number of start dates in the Diesel Technology program, resulting in students’ completion of more competency-based learning exercises. Rakoz, 2/14/03.
- Introduced the use of notebooks (rehearsal portfolios) in Typography. Composition and design improved in students’ products. Notebooks will now be required for all Graphic Design courses. Martindale, 2/14/03.
- Library staff developed and carried out a program review tailored to the area. Surveys were administered to students, faculty, and other college employees. Carter, 3/03.
- Library staff worked with special needs office to install an ADA-compliant public workstation, improving access to information resources for students with disabilities. Carter, 1/03.
- Library staff reviewed all paper and microfilm periodical subscriptions, dropping some subscriptions, redefining the purposes served by the paper browsing collection, and selecting new titles that better met these purposes. Approximately \$5,000 was freed up to purchase online periodical database licenses that will be accessible 24 hours per day. Snyder/Rahn, 2/03.
- Library staff reviewed interlibrary loan processes and found two ways to lower costs: joining a cooperative borrowing consortium and switching to a per-minute-based connection fee. Metcalf/Albright, 1/03
- Implemented a Medical Billing Certificate as a result of research by faculty and advisory committee. Copeland, 3/03.
- Opened the Writing Center in its new location and with its staff of volunteer English faculty and peer tutors. Increase in usage by 250% is reported. Foss, 3/03.
- Increased the number of class sessions and reduced the size of student groups doing production room training for Radio Broadcasting. More students were able to perform edits and fewer had questions. Fisher, 6/1/01.
- Refined the rubric for a major project for his Survey of Biological Sciences class. Students’ integration of key concepts and quality of products improved. Mullenix, 1/18/02.
- Changed lecture methodology by using a chart format. Students self-reported positive response to the approach; hence, the instructor will continue to use it. van Alstyne, 6/11/02.

- Provided tutoring resources and coached study strategies for General Psychology students. As a result, performance improved. Villa, 9/30/02.
- Used a small group activity to teach “age of consent” in Introduction to Sociology. As a result, student participation increased 60% and test results improved 20%. White, 2/12/03.
- Changed methodology for teaching tree identification skills in Dendrology. As a result, student performance on the end-of-quarter identification exam improved 10%. Carlson, 2/12/03.
- Returned to use of paper workbook/lab manuals (from CD form) and confirmed value of daily quizzes in Elementary Spanish. Yocom; 2/14/03.
- Incorporated a library lesson into Human Biology and Nutrition. Eighteen percent more students self-reported that they could compile an annotated bibliography. Priday, 2/28/03.
- Library began pilot project to offer electronic reserves of journal articles for an anthropology and a psychology course, making these web-formatted reserves accessible 24 hours per day. Carter, 3/03.
- Department met after the program review was complete to discuss the requirements for the Engl. 102 papers, Mitchler, 4/10/2003
- Put math 251/252 students into cooperative learning groups to better understand the course's abstract mathematical concepts, Hahn, 6/9/2003
- Video recording each student’s speech so students can assess their own delivery techniques more productively, Wood, Fall Qtr. 2003
- Give a quiz to students on first day of lecture on topics related to Chem. 101 and basic algebra skills so students can assess if they are mathematically ready for the Chem. 101 class, Nagelkerke, 9/24/2003
- Give a quiz to students on first day of lecture on topics covered in Chem. 101 and basic algebra skills so students can assess if they are mathematically ready for the Chem. 145 class, Nagelkerke, 9/24/2003
- Students complete evaluation on scale from 1-10 to determine if they have improved their writing skills as a result of taking Engl. 101, Mitchler, 12/17/2003
- Determine if Speech 110 students valued the process of viewing each of their speeches on tape, setting goals for their next speech, and then assess the overall success of those activities, Wood, Spring Qtr. 2004
- Put students into small groups for video projects rather than individually to see if students pick up the procedures better- so no one falls behind, Fisher, 1/15/2004
- Question as to whether testing over each class of distinct elementary functions individually or if combining them yields better results regarding GPS, Kostick, 1/21/2004
- Students complete evaluation on scale from 1-10 to identify how well they understood & wrote about Am. Lit. before the course and after, Foran, 2/20/2004
- Students in Engl. 101 write in their "writer's notebook" from prompt on the board or their own topic roughly once a week for more writing practice, Mitchler, 3/19/2004
- End of course evaluation- determine whether students in Engl. 101 believe they have improved their writing skills as a result of taking the class, Mitchler, 3/19/2004
- Changing the math sequence needed for a prerequisite for Precalculus- new sequence allows students who do not need trigonometric component to take Math 112/113 (Precal I and II, rather than Math 111 (Trig), Kostick, 4/19/2004
- Set aside class days for students to use the library to research for Engl. 102 papers, Wood, Fall Qtr. 2004
- Comparing the length of a student's written response to the text on their own verse the length of their written response after a class discussion, Mitchler, 9/16/2004
- Direct comparison of Anth. 201 mid-term exam results over the 2003-2004 academic year compared with the 2001-2002 academic year's results, van Alstyne, 9/17/2004

- Revised syllabus, selected a different text book, and devised more affective homework assignments, and wrote different tests for Jour. 160X, Gratz, 9/21/2004
- Link a speaker's journal project and provide a video recording to each student of speech to help student set specific goals for the mid-term partner speech project and then assess their own performance techniques, Wood, Winter Qrt. 2004
- Having Engl. 102 students provide research portfolios along with final papers in order to reinforce the seriousness of using credible sources appropriately, Foss, Nov. 2004
- Incorporated reading of a full-length novel into Intro to Lit. class along with weekly reading comprehension quizzes, a critical essay assignment, and a final group project, Foss, Nov. 2004
- Rather than studying each individual vitamin (13) and mineral (15) separately, group the vitamins and minerals based on common functions so students will not feel as overwhelmed, Priddy, 11/22/2004
- Engage students to interact more and complain less by allowing them to create their own reading list, rather than follow one that was created for them (Intro to Lit.), Foss, Dec. 2004
- Engl. 102 students rated their progress in an evaluation according to student learning outcomes listed on syllabus to recognize what they have gained in, Foss, 12/1/2004
- Helping students better understand how to report on their music charts by showing them how to correctly assess them on the website, Fisher, 12/3/2004
- Allowed students to use any medium they wanted for presentations in Engl. 102 classes, in order to figure out what level of multi-modal skills they had, Mitchler, 12/6/2004
- Improve student essays through restructure of the guidelines of the Second Year Spanish class and adding in peer editing, Yocom, 12/14/2004
- Prepared a basic math quiz for students to take prior to chemistry to make sure that they are mathematical ready for the course, Nagelkerke, 1/6/2005
- Encourage Biology students to participate and arrive on time and to grab their attention by using trivia questions before lecture starts, Garman, 1/6/2005
- Changed textbook from the Everyday Write to Critical Thinking, Reading, and Writing in order to better prepare students for research papers, Foran, 1/11/2005
- Drama 101 students answer "Exit Survey" with five hypothetical 'assumptions' that they have learned certain things from the course- so class can be revised if needed, Tyrrell, 1/26/2005
- Drama 101 students assess their individual strengths/weaknesses from the beginning of the quarter to the end based on the 12 attributes essential to success as an actor (from handbook), Tyrrell, 1/26/2005
- Drama 108 students answer a questionnaire at the end of the quarter requesting feedback for the class, Tyrrell, 1/26/2005
- Give Psych. 101 students an optional assignment (worth 10% of grade) which requires them to design a study strategy that demonstrates learning from the first two reading assignments, Villa, 3/18/2005
- Reassessed Anth. 201 class to incorporate more current issues involving the Islamic culture and society, van Alstyne, 4/1/2005
- Students formed groups to creatively teach the class remaining chapters of the text Focus on Interpersonal Communication by role playing, games, and lecture, Wood, 4/5/2005
- Help students gain an understanding of major argumentative forms and fallacies with extra activities and group exercises, Foss, 4/5/2005
- Had Anth. 102 students group the a visual of the world's population into 'races'. Deconstructed categories to prove that they were based upon either false precepts or social phenomena, van Alstyne, 4/7/2005
- Teaching Math 96 students to explicitly organize their written solutions rather than imitating the way the instructor presents the solutions to problems, Brosz, 4/11/2005

- Decide if Power Point program would help Nutr. 201 students learn material better than normal presentation mode using overhead, Priddy, 4/20/2005
- Incorporating TI-83 calculators into Math 108 class so that students experience less frustration and perform better, Kostick, 4/26/2005
- Survey students to find out if PE courses are satisfying their needs, Priddy, 4/28/2005
- For Soc. 145 class-Integrated issues pertaining to Islamic societies into general discussions of social problems concerning women in particular, van Alstyne, 4/28/2005
- Created a model response and had students attend a writing seminar to help them in their response papers in Psyc. 241/250, Johnson/Villa, 5/4/2005
- Created a rubric and instructions for a class assignment in Psyc. 250. Students will submit drafts before turning in their final assignments so they can receive both written and oral feedback, Villa, 5/4/2005
- Using visual "fuzzy people" magnets on board to represent chemicals in a reaction so Chem. 101 students could better understand each reaction type and do better on tests, Nagelkerke, 5/6/2005
- Using visual "fuzzy people" magnets on board to represent even more complex chemical reactions so Chem. 101 students could better understand each reaction type and do better on tests, Nagelkerke, 5/6/2005
- Increasing the quality of videos by giving students a basic premise that they would have to write a script for and produce a video, Fisher, 5/10/2005
- Each week Zool. 252 student lab groups were selected to prepare and present a Power Point program based on the answers to lab review questions, Garman, 5/11/2005
- Use a movie quote or song lyric such as "here's lookin' at you kid" before a class lecture to grab students' attention so they focus more, Garman, 5/11/2005
- Students have access to web-based homework that gives instant grade feedback to math problems- so students can learn from their mistakes and ask more questions in class, Threapleton, 5/13/2005
- Giving a model lab report to students for improvement on their poor quality lab reports in Phys. 201/202/203, Threapleton, 5/13/2005
- Have students in Psyc. 101 class write a special paper on how to teach a dog two new tricks in order to further their understanding of operant conditioning concepts and how they can be applied, Holland, 5/24/2005
- Gathered information about composition classes or series offered in other Washington state community colleges, Wood/Foss, 5/25/2005
- Attempting to match art courses similar in credit and content with those at the other community colleges and major universities, Martindale, 6/18/2005
- Standardize Art Appreciation course, both form and content so that resource material can be updated and transferred easily- so all instructors are on the same page, Martindale, 6/18/2005
- Make a response sheet for students in Hum. 101 classes for feedback and suggestions for improvement, Mitchler, 12/8/2005 Increase student test scores on Test 3 by giving a quiz for each chapter covered by the test, then compare class averages, Copeland, G., 5/29/2003
- Evaluate the adverse affect on student learning due to out of date laboratory instruments (analog oscilloscopes), Taylor, C., 6/4/2003
- Hand out additional material and problems for Econ 202 students to determine the elastic, inelastic, and unitary portions of a demand curve in order to correct poor performance demonstrated over previous quarters, Erickson, 6/13/2003
- Leave FMGT 101 students with a written reference of the main topic covered at appointment so that students can refer to the topic at a later time- even years later, Tuning, 7/9/2003

- Create a Leadership Development Portfolio and document clinical time so that students can define the nature and importance of leadership and explain its function and sources of power for leaders, Carver, T., 9/15/2003
- Meet five days a week for four weeks rather than two days a week for eleven weeks to decide whether a compressed schedule would be beneficial to ELTR 110 students, Taylor, C., 12/10/2003
- Give students homework assignments and payroll projects so they better understand federal and state laws affecting payment of employees and do well on the exams, Fasler, 1/29/2004
- Give students homework assignments and practice sets so they better understand the basic understanding of the governmental accounting theory and do well on the exams, Fasler, 1/29/2004
- Give students homework assignments and practice sets so they better understand the Quick Books Pro accounting software and do well on the exams, Fasler, 1/29/2004
- Change the sequencing of the classes needed for Medical Billing Clerk course which will only be offered as a fall entry class, Carlson, E./ Copeland, S., Feb. 2004
- Develop a simple spreadsheet that allows a dairy farmer to compare milk production and other relevant factors from one month to another and one year to another, Tuning, 2/4/2004
- Improve concurrent development of manual and computer based drafting skills and enhance CET 112 enrollment by eliminating CET 110, Mir, 5/4/2004
- Create a student portfolio task check-off list to document the achievement of NATEF/ASE competencies, Garrison, 6/11/2004
- Re-write lectures and programs for a new improved way to name objects and decide if new way is better for beginning programming students than the told naming conventions, Brooks, Fall 2004
- Improve level of understanding on the section covering bond yields in BTEC 120, Erickson, Dec. 2004
- Video tape students while they recite definitions and concepts of certain amendments and constitutional rights in CRMJ 101/103, Gilbertson, Dec. 2004
- Improve the level of understanding on the section covering consumer equilibrium and budget changes, Erickson, Dec. 2004
- Assign a homework assignment to Econ 202 students to achieve more repetition of basic computations and lower the miss rate on the exam questions involving Econ. Multipliers and balanced budget multipliers, Erickson, Dec. 2004
- Rather than having scheduled times, nursing students can now come into lab during lab hours and video tape themselves performing certain skills. Then instructor and student will view tape on demonstration day, Rowley, 1/25/2005
- Compare the use of Concept Mapping and "traditional" care planning methods implemented in the PN program. Identify if Concept Map approach is more "user friendly" for students to comprehend, Rowley, 1/25/2005
- Divide students into groups to learn computational skills using spread sheet math functions in Excel, Mir, 1/25/2005
- Develop three different Centralia College Accounting Certificate of Completion programs for ACCT 250, ACCT 260, and ACCT 270, Fasler, 1/27/2005
- Develop a two-year professional/technical program in accounting, Fasler, 1/27/2005
- Starting Fall 2005, students must have GPA of 2.75 rather than the 2.0 previously required in Zool. 251/252 to get into the RN program. GPA of students entering in 2003 will be compared to the GPA of those entering in 2005, Hill, 1/27/2005

- Utilize PN Predictor scores from graduating March 2005 class and PN Predictor scores from graduating June 2005 class to assess the effectiveness of new curriculum in preparing students to pass the NCLEX-PN licensure exam, Grefe, 2/2/2005'
- Present students with an anonymous survey to gain feedback regarding time in/out of class, textbook, teaching style, and prerequisite skills regarding the new CST 125 Web Animation course, Brooks, 2/5/2005
- Developed a phlebotomy course in response to college and community requests, LaLond, 2/10/2005
- Streamline course work for students who are already proficient in Work/Excel so that they review concepts and use critical thinking to complete projects, Carlson, E., 2/11/2005
- Compare content of classes with ASE competency check list to determine certification eligibility, Garrison, 2/17/2005
- Have Soc. 101 students complete and submit a self assessment check list as a cover sheet for their position papers, White, 3/4/2005
- Increase Criminal Justice Program enrollments by 15% annually by direct mailing to local high schools, annual participation in ETS Career Day, etc., Gilbertson, 3/9/2005
- Expand and grow our adjunct faculty team to include representatives from the Lewis County Prosecuting Attorney's Office and the Washington State Patrol, Gilbertson, 3/9/2005
- Rewrite outdated Marketing/Management Program course outlines, Carver, T., 3/14/2005
- Try a new curriculum for power generation technology in order for students to gain a different evolving perspective of the industry than the current curriculum, Gestrine, 3/14/2005
- Assign students to observe in Daycare/ECEAP classrooms to declare if students' performance on improves on Pediatric sections of NCLEX-PN predictor exam, Ormrod, 3/18/2005
- Determine and implement course methods and activities that make the Metallurgy for Welders course content more interesting and relevant to Welding Technology Program curriculum as a whole, Smith, J., 3/31/2005
- Revise and create a more effective set of transparencies in order to enhance students' division-classification communication skills, Gratz, 4/1/2005
- Interview each student quarterly about working schedules and study habits. Information will be correlated against grades, Taylor, C., 4/19/2005
- Add weekly "Focus on formatting" exercises that reinforce concepts practiced in previous lessons covered in the formatting textbook and to encourage critical thinking, Copeland, G., 4/21/2005

Long-Term Plan for Assessment

Activity	Expected Completion Date
Program Review	Ongoing, 3-yr. cycle
<u>Details:</u> The revised, outcomes-related program review process is in the first year of a three-year cycle. With each successive year and cycle, the tie will be strengthened between assessment of student learning outcomes and use of analysis of that assessment in program planning. Program review participants develop both short-term and long-term action plans based on their review. These action plans are documented on ARF's, and the Assessment Committee will monitor progress on these action plans. [See Appendix # for Program Review documents].	
Documentation of Assessment Activities and Innovations	Ongoing
<u>Details:</u> On a regular basis, faculty members, either individually or as groups, identify program outcomes or classroom-related objectives that they are addressing through assessment and changes to instructional methods. They document their plans or progress on Assessment Record Forms. Evidence may be attached to the form to substantiate the results. An Assessment Committee sub-committee provides feedback, using a checklist, and encourages faculty to continue their projects completely through the cycle of assessment.	
Course Assessments	Ongoing
<u>Details:</u> Instructors evaluate student progress using a variety of assessment tools: portfolios, exams, projects, presentations, and papers.	
Institutionalization of the Five Learning Themes	Ongoing
<u>Details:</u> The Assessment Committee and a stipended faculty member continues to work with faculty in the general education distribution areas and professional/technical programs to tie the themes to measurable distribution or program-level outcomes, specify how these outcomes are measured, and provide evidence in the form of student work.	
Mini-grants	Ongoing
<u>Details:</u> Faculty involved in major assessment projects are supported by mini-grant funding.	
In-service Opportunities	Ongoing
<u>Details:</u> The Assessment Committee, as well as other entities on campus, sponsor faculty workshops, such as "Using Analytic Scoring Rubrics for Grading Student Work," held February 26, 2003. [See Chronology of Assessment Activities for other in-services, Appendix #].	
Administrative Leadership	Ongoing
<u>Details:</u> Instructional administrators have made assessment a priority. Administrators from other areas have begun to accept responsibility for some aspects of assessment as well.	
Resources	Ongoing
<u>Details:</u> The college budget designates funding for assessment that pays for program review, in-services, mini-grants, and clerical support for assessment.	
Orientations	Annual
<u>Details:</u> The Assessment Committee provides orientation for faculty program review participants and new Assessment Committee members annually. Also, each newly hired faculty member must be made aware of Centralia College's assessment program and brought up to speed on the concepts underlying outcomes-based assessment.	
Statewide Initiatives	Annual
<u>Details:</u> College faculty members participate in larger-scale projects, such as the current "Big Ideas" workshops and the annual Statewide Assessment Conference.	

Assessment Handbook	June 2004
<u>Details:</u> The Assessment Handbook is being overhauled in format and content. Contents will include orientation materials related to the assessment initiative in Washington State, the accreditation standards, key vocabulary and concepts, and important readings. An outline of Centralia College's Assessment Plan plus timelines and all the forms and guidelines used in implementation will be included. Key principles will be highlighted. A limited number of handbooks will be created and distributed to key individuals: committee members, deans, department chairs, etc. The notebooks will use a loose-leaf binder; therefore, when updates occur, pages can easily be replaced. The handbook will also be posted on the intranet.	
Outcomes	June 2005
<u>Details:</u> As part of program review, professional/technical programs are reviewing and revising previously-identified student learning outcomes. Academic transfer has begun to identify outcomes on a distribution or group-of-related-disciplines basis. Criteria for and measures of attainment of those outcomes is under development. [See Appendix # for the Outcomes and Measures Document and a sample "assessment tree"]. A stipended faculty member is helping faculty through the process. Adjunct to this critical process, instructional administration and the Instructional Council are being asked to address the questions: "Why do we have specific general education requirements for our students? Upon fulfilling these requirements, what do we expect them to attain?" The response may be the process outlined below, "Broad-based Academic Transfer Faculty Involvement."	
Mentor Involvement	June 2005
<u>Details:</u> Mentors are senior faculty who offer colleagues opportunities to look at their teaching and students' learning. By showcasing "best practices," identifying ties between the Learning Themes and classroom assignments, and connecting their work to improvement of student learning, Mentors are beginning to involve themselves, though not overtly, in assessment activities.	
Student Involvement	June 2005
<u>Details:</u> Student representatives on the Assessment Committee will begin reporting on assessment at Centralia College in the student newspaper. A plan for student involvement will be defined.	
Teaching and Learning Newsletter	June 2005
<u>Details:</u> The <i>Teaching and Learning Newsletter</i> , that was previously funded under Title III, will be re-instated and be used to showcase examples of assessment activities and innovation.	
Building a Broader Base of Involvement	June 2005
<u>Details:</u> Realizing that the Assessment Committee alone can not build the college's assessment program, members are bringing the issue of developing and implementing a long-term assessment plan to a broader base of stakeholders. Instructional Council and Instructional Cabinet are participating. On March 3, 2003, the Assessment Committee met jointly with the Instructional Council to begin the process of outlining a long-term plan for assessment. Topics discussed were: the process currently in place, key principles, a 7-year vision, and steps to reach that vision. This conversation continued at the March 7, 2003 Assessment Committee meeting. Strategic Planning efforts are also including assessment. Plans for broader faculty inclusion are being developed. Mentor and student involvement are also under development.	
Gathering of Evidence	June 2006
<u>Details:</u> When a program or department finishes this current cycle of program review, the faculty involved should have identified the kind of evidence that they need in order to draw conclusions about student attainment of learning outcomes. This would include evidence they collect themselves on an ongoing basis and information that needs to appear in the data pack prepared by the instruction office.	
Broad-based Academic Transfer Faculty Involvement	June 2008
<u>Details:</u> Faculty will become involved in designing and implementing assessment plans in several ways and over several years: <input type="checkbox"/> Outcomes Interdisciplinary, distribution-area-based teams will customize a set of abilities related to the most relevant	

<p>Learning Themes.</p> <ul style="list-style-type: none"> ❑ Measures Teams will identify course assignments and related rubrics that teach and measure the outcomes as defined for the distribution area. Subsequently, rubrics and assignments will be refined to meet faculty needs. Other approaches, such as a capstone course or portfolio requirement, may be developed. ❑ Evidence Individuals and team members will accept responsibility for generating evidence, an aggregate of student work from specified assignments and other measures. They will agree on a manner to present that evidence, such as distribution-area portfolios. ❑ Analysis The assessment and analysis of evidence will enable teams to identify and report learning gaps. ❑ Changes Based on their findings, teams will recommend improvements, plan, implement, assess, and refine changes. 	
Broad-based Professional Technical Faculty Involvement	June 2008
<p><u>Details:</u> Faculty members will be involved in the above activities on a program basis. Many have already clearly defined outcomes but will be developing the other aspects of their assessment plans.</p>	
Communication	June 2008
<p><u>Details:</u> Faculty, instructional administrators, students, and other areas of the college will communicate clearly, frequently and effectively about assessment issues. Teams of people will be involved in developing, implementing and modifying assessment plans, sharing results, making recommendations, and celebrating successes. The result will be shared language, concepts, trust, and goals worth working toward.</p>	
Expanded Orientation	June 2008
<p><u>Details:</u> Assessment Committee will expand and “package” orientation for new faculty, current faculty, adjunct faculty, student groups, and administration. Orientation will help build a culture of assessment not only in the instructional areas but in all institutional activities.</p>	
Intensive Training	June 2008
<p><u>Details:</u> Twelve or more faculty and administrators each year for five years will attend institutes focused on broadening and deepening the college’s assessment plans, creating a true culture of assessment as they gain the knowledge and skill essential to the assessment and improvement of teaching and learning.</p>	
Celebration of Student Attainment	June 2008
<p><u>Details:</u> Students will accept increasing responsibility for self-assessment, becoming active, rather than passive, participants in their own assessment. Students will make formal public presentations showcasing their attainment of learning outcomes.</p>	
Systematized Data Collection and Data-driven Decisions	June 2008
<p><u>Details:</u> The Instruction Office and Institutional Research Office will regularly collect and make available relevant data in a format that is easily accessible, for example via a campus intranet. This data, when combined with that collected by the faculty members, will allow for complex decisions to be based upon evidence rather than anecdotal information.</p>	
Institutional Assessment	June 2008
<p><u>Details:</u> The relationship of the student outcomes assessment efforts will be defined as part of the overall campus assessment picture. There will be an integrated plan for assessment that includes staff and faculty evaluations, campus climate and student satisfaction surveys (Noel-Levitz and CCSEQ), retention surveys, environmental scans, monitoring reports for the institutional Ends Statements, and other institutional evaluation and training efforts.</p>	
Assessment Integral to Employment	June 2008
<p><u>Details:</u> All faculty and administrator position descriptions will state that assessment of programs, courses, or other job outputs is an integral part of the job.</p>	

APPENDIX

STANDARD ONE

CENTRALIA COLLEGE MISSION STATEMENT

Improving people's lives through life-long learning.

CENTRALIA COLLEGE GOALS

- **Access**
Centralia College shall provide quality education at an affordable price to the widest range of students.
- **Diversity**
Centralia College shall provide an inviting and supportive learning environment to those populations that have been traditionally underserved by higher education.
- **Educational Programs**
Centralia College shall provide to our greater community an ever-increasing number of educated people having the knowledge, skills, attitudes, values, and behaviors to become life-long learners and productive and responsible citizens more capable of realizing their highest human potential
- **Personal and Community Enrichment**
Centralia College shall provide diverse multicultural, musical, theatrical, artistic, athletic, instructional, and social experiences for life-long learning and community enrichment.
- **Stewardship**
Centralia College shall serve as a model of effective stewardship to the citizens of Washington.

Area Mission Statements

Instruction

The mission of Instruction is to promote learning and teaching.

Student Services

Student Services facilitates and supports the learning process by helping students access college; achieve their educational, career, and personal goals; and make gains in personal development.

Administrative Services

Administrative Services is committed to supporting the college community by providing the services, systems, infrastructure, and collegial environment necessary for the fulfillment of its mission and values.

We recognize our responsibility to the college community and the State of Washington by operating in a professional, responsive, effective manner while balancing quality and accuracy with efficiency and cost effectiveness.

In doing so, we seek to acknowledge the college's commitment to learning by understanding the diversity of views and perspectives, by communicating in a respectful and positive manner, by supporting the functions of other departments, by seeking to inform and be informed, and by working collaboratively with the public we serve and in partnership within the college community.

Human Resources

The Centralia College Human Resources Office shall model effective stewardship in support of the College's Mission and Goals. Human Resources accomplishes this by providing quality services, which include: job analysis, job allocations, human resource planning, recruitment, selection, performance appraisal, employee benefits, compensation administration, career planning and professional development, human resource research, labor relations, employee relations and affirmative action/equal opportunity program administration.

1 INSTITUTIONAL INTEGRITY**1.1 Build an institution whose vision, mission and strategic initiatives drive its daily operations, provide for continuous improvement, and result in the highest ethical interactions with all its stakeholders.**

- 1 Incorporate VMSI's (Vision, Mission, Strategic Initiatives) in decision-making process through committee work plans. Review results from standardized assessments, including Noel Levitz, CCSSE, monitoring reports, program review and ARF's; modify planning based on information from these analyses.
- 2 Develop an institutional personnel professional development plan.

Status Progress Report

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| Annual | Suggestion made to have this objective become a policy/procedure. All areas to incorporate review of objectives at all quarterly cabinet meetings and EMT do review of all objectives twice a year. |
| On hold | Chris Bailey, VP, Human Resources to begin work on designing campus leadership program. Could be offered as a course. |

1.2 Provide the highest quality education ad services through continual analysis, assessment, and improvement.

- 3 Review findings and make recommendations from institutional assessments Work with faculty across campus to integrate learning objectives related to information literacy skills into course outlines.
- 4 Review and refine END statement evaluations for Board of Trustees.
- 5 Investigate implementing additional institutional assessment tools.

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| Annual | Sue Kennedy and Stephanie Carter completed phase I of an IL assessment project with three members of the English Department. They identify learning outcomes related to IL for ENGL 098, 101 and 102. Phase II will involve identifying teaching strategies and assignments that best allow students to achieve these outcomes. |
| on going | End statement number 4 has been recommended for revision and will be presented to the board at their yearly retreat in August. |
| on going | Using Noel Levitz data collection, the college has made improvements; bike patrols and lighting. All areas are to review the Noel Levitz data and use it to analyze whether or not to make changes to their area/programs. CCSSE will be administered spring 06 and is funded through Assessment. EMT reviews the enrollment report on a weekly basis. Committee meeting minutes reflect issue specific assessments. |

2 DIVERSITY

2.1 Foster an environment where differences among peoples and ideas are sought, explored, and treated with respect.

		Status	Progress Report
6	Increasing diversity of students, faculty, and staff members in the campus community. Participate in recruitment fairs frequented by diverse peoples	in progress	This is part of the diversity plan/report presented last January. Analysis being conducted by VPHR. Participated in recruitment, Employment Security and CSO job fairs.
11	Develop a comprehensive diversity plan to encompass services to diverse students, employment and staff development, curriculum development, and community engagement	in progress	This is part of the diversity plan/report presented last January. Analysis being conducted by VPHR. Participated in recruitment, Employment Security and CSO job fairs.
7	Increase the number, scope and diversity of campus community events to broaden cultural awareness	in progress	Lyceum added to curriculum.
8	Evaluate and adopt diversity requirement's for instruction	in progress	Being evaluated by Instruction. Surveying all current courses to examine whether or not they meet the multicultural definition.
9	Develop foreign exchanges for faculty members and students	on going	Last year: Ken Rakoz taught at Livingstonia; anticipate faculty member from Livingstonia to teach spring 2006 at Centralia. Students currently have exchange opportunities; International Student Programs can facilitate. Jane Walster has done work with the Northwest Consortium to develop a foreign exchange program. Visiting professor program being developed.
10	Create an access evaluation DTF to review campus policies and facilities	in progress	DTF has met several times, 90% of work accomplished; consultants have provided their report; final report from DTF due end of fall 2005.

3 GOVERNANCE

3.1 Ensure an inclusive governance system characterized by collaborative decision-making processes.

12	Evaluate and recommend improvements in the governance structure.	on going	A faculty senate representative meets monthly with the President as a collaborative way to facilitate discussion between faculty and administration. The Faculty Union representative meets quarterly with the President to continue shared discussions.
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| 13 | Facilitate and publicize opportunities for increased participation in governance. | on going | <p>A report on the college's strategic objectives was presented at the "fall kick off" with requests for feedback. Open forums/workshops were held at the all-campus event in Oct. asking for input on the formalized objectives with a request for any new objectives to be added to final list.</p> <p>Strategic Objectives document finalized and given to the campus community (faculty, classified staff, and exempt staff) for ranking of priorities.</p> <p>President met with college committees to facilitate ranking of objectives.</p> <p>President met with all areas and committees of the college to distribute and discuss statistical analysis on the ranking of the objectives.</p> <p>Dr. Walton met with the faculty senate to discuss issues presented to him about governance, policies, and collaboration between all parties.</p> <p>Dr. Walton met fall & winter quarter with each area of the campus; faculty, classified staff, and exempt.</p> |
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4 PHYSICAL RESOURCES

4.1 Provide buildings and grounds that emanate the aura of higher education and engender pride by college employees and the community.

4.11 Prepare and begin implementation of facilities development plans for the following priority projects.

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| 14 | Science and Teaching Building | in progress | Funded 3 million dollars and moving forward with the design phase; faculty most impacted are meeting periodically with Steve Ward and the architects on the planning and design process. |
| 15 | College Commons | in progress | Students have assessed themselves a fee to begin revenue collection. |
| 16 | International Student Housing | on hold | Full occupancy fall, winter and spring quarters. Duplex to be renovated for visiting professor program. Increase in home-stay fee should keep housing full for 2005-2006. |
| 17 | Continuing Education Center | in progress | Under evaluation |

18	Gymnasium renovation and expansion	in progress	Final plan was chosen and funds need to be raised; Steve W. investigating money opportunities from the State.
19	Childcare centralization	in progress	Steve Ward to talk with Cheri Raff, Child and Family Studies.
4.1.2	Prepare and begin implementation of grounds development plans for the following priorities:		
20	Campus lighting	in progress	Plan submitted to Gil, Buildings and Grounds, who will review over summer months.
21	Outdoor stage	in progress	Under evaluation, could occur after construction of science building.
22	Campus entry portals.	in progress	Neighborhood meetings held on master facilities plan.
23	Artwork on campus	in progress	Linked to building projects on campus
24	Property acquisition for campus expansion	in progress	Properties to be acquired for Science Building project; to date two properties have been purchased
25	Vacation of Rock, Walnut and Washington streets	in progress	Steve and Gil have met with the city; group neighborhood meetings have been held; reduction of speed limit in place, plans to follow to restrict parking on street; Steve trying to get four way stops at all corners.
26	Locust Street name change	in progress	Dr. Walton and Steve Ward have met with city officials to discuss name change options.
27	Modify master plan to establish pedestrian flow patterns that are inviting and provide connectivity to downtown Centralia		Part of master planning with city.
4.2	Provide educational spaces and technology that anticipate changing needs.		
4.2.1	Prepare an infrastructure enhancement plan that evaluates the following:		
28	Wireless computer access throughout campus	in progress	Wireless will be installed in the library and several other locations prior to Fall quarter '05. This pilot project was funded through the Student Use Fee.
29	Emergency phone system	in progress	In place.
30	Upgraded fire alarm system	in progress	In place.
31	Upgraded phone system	in progress	May have an option through capital funds to facilitate phone system in less than the anticipated four years.

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| 32 | Computer network changes to enhance performance and promote security and efficiency | on going | Rehosting has been put back; and we are now looking at a new platform; everyone will be going to Outlook for their e-mail and calendar program. |
| 33 | Automated mailing system with centralized database. | in progress | Marla is working on a cost estimate and planning underway to determine who will supervise the centralized database and integrated voice response program. |

5 FINANCE

5.1 Diversify funding resources to provide a stable fiscal base.

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| 34 | Maximize state and federal resources | on going | Analysis of funding opportunities has yielded additional resources. |
| 35 | Pursue VMSIO Grants and partnerships | on going | Opportunities being evaluated against VMSIOs |
| 36 | Support Increases in International Students | on going | 2002-2003 = 48.67 FTEs; 2003-2004 = 38.31 FTEs; 2004-2005 = 31.45 FTEs. Decrease due to changes in immigration law and practice as result of 9/11. New state department policy downplaying role of community colleges; not granting student visas to students needing English. Centralia College resisting enrollment downturn better than most; Program paying for self plus adding dollars to college budget. |
| 37 | Contract training and continuing ed | on going | Cardinal Glass, Chehalis Tribal Council, Bonneville Power Authority partnerships established. Contract training provided to City of Chehalis, Tenino Telephone and Lewis County Public Works. Continuing education has developed the NAC course. |
| 38 | Non-traditional venues, e.g. short term parking meters) | on going | STP, mid-summer faire, |
| 39 | Efficiencies in budgets & operations | | |
| 40 | Ensure that area budgets are adequate to provide a base level of services for students | on going | Budget process included allocating additional monies to services for students, i.e. enrollment support for student athletes |

6 VITALITY AND CLIMATE

6.1 Provide opportunities that attract value, energize, and motivate faculty and staff.

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| 41 | Provide leadership opportunities for the faculty and staff | in progress | Leadership opportunities are enhanced when taking on role of chair of committees; NISOD, Workforce Academy, WELA, Great Teachers Conference |
| 42 | Recognize "Excellence in the Workplace" (e.g. NISOD) | in progress | Recommendations: Years of service (time frame to be re-evaluated/examined) meritorious service award; |
| 43 | Recognize innovative and exemplary teaching and learning techniques | on going | Exceptional Faculty award, Phi Theta Kappa Faculty award |

44	Enhance training and professional development opportunities	in progress	Educational benefit program very well used across campus community; core training for supervisors being evaluated; evaluation process will be examined over the summer months.
45	Develop a comprehensive employee recruitment/development plan that attracts, optimizes, and retains top talent		Work priority over summer months; Chris working with John regarding faculty side.
46	Upgrade workstations with computers and technology that maximize personal efficiency.	in progress	Strategic plan for technology developed to include replacement cycle of computers/technology
<u>6.2</u> Foster a positive work environment that encourages respect, integrity and ethical behavior			
47	Provide open forums for discussion of critical issues)	on going	Faculty Senate, IE. EMT Retreats, President's meetings, Fall Conference, DTF's & all committees
48	Encourage and support employees' creative ideas	on going	New ideas brought to councils and EMT for evaluation.
49	Provide opportunities for informal communications.	on going	All administrators have open door policies; active listening; follow-up
50	Explore opportunities for improvement to assess vitality and climate		Survey being developed for fall 05 kickoff.
51	Improve information availability on intra- and Internet site.		2004 Fall Conference presentations on Navigating CC's internet and intranet. 2004 Fall Conference Web Design presentation by Kathy Brooks - well received. Strategic Plan for technology also addresses a plan for internet and intranet training for faculty and staff.
<u>6.3</u> Provide an environment where the faculty, staff, and students feel safe and secure.			
52	Implement lighting and traffic flow patterns in Master Plan		Survey sent out, re: lighting, traffic problems are being addressed with Master Plan.
53	Explore opportunities to improve safety and security in plans, policies, and procedures		Noel Levitz survey data analyzed and used for development of improvements to plan.

7 INSTRUCTION

<u>7.1</u> Foster a dynamic environment in which faculty and students expand the boundaries of teaching and learning.			
54	Promote innovation and support experimentation in pedagogy.	on going	Curriculum development monies available (\$7,500) Mini Grants (\$3000) Assessment Retreat (\$4000)
55	Evaluate Web-based instructional platform	in progress	On-line DTF established; working on recommendations Stephanie Carter appointed to coordinate online instruction.

56	Investigate dual enrollment programs ABE/ESL/PT	in progress	Discussion on-going; Power operations component being developed for introductory course on Energy Technology.
57	Explore development of Learning Communities	on going	Hum 103 and Hist 105 linked - planning for future courses in progress
58	Expand mini-grant funding.	ongoing	Assessment mini-grant monies available; dollar amount increased to \$3000 for 2005/06 year.
59	Expand opportunities for curriculum and program development.	in progress	Proposal for Honors Program on the table; curriculum required. Augmented support provided for online class development
60	Explore expanded financial support opportunities for faculty members.		Assessment mini-grant monies available; dollar amount increased to \$3000 for 2005/06 year.
61	Develop plan to acquire and maintain newest generation lab equipment and provide faculty members training in its use.	in progress	Equipment needs being discussed by science faculty in conjunction with new building planning/ Driving simulator purchased for Criminal Justice, \$50,000 equipment donated by Fluke to Electronics. \$180,000 received for Nursing. Energy Technology will receive \$75,000.
62	Reestablish the Teaching and Learning Center	Done	During fall quarter, Kathy Brooks was given 1/3 release time to attempt this. At the end of the quarter she met with the Dean and VP of Instruction to analyze usage data. Decision was made not to continue.
63	Create a Math Learning Center	Done	Opened in Fall 2004, staffed by faculty in the Math Department, to be expanded in 2005/06 to include student mentors.
64	Examine and recommend models for an honors program	in progress	First proposal presented, not adopted as yet, moving ahead with another proposal to present to Instructional Council.
7.2	Provide quality educational and cultural opportunities that meet the needs of students, faculty, staff, ad the community.		
65	Create Centralia College Lyceum	Done	Completed and first year successful.
66	Plan for maximization of use of Corbet Theater & the Studio Theater	on going	Tony Petzold now in charge of scheduling; less conflicts. Corbet was used 74% of available dates for 03/04 - no data collected for the 04/05 year yet. An analysis between weekends and days and the setting of a "bench line" number for future analysis to be done.
67	Prepare plans for meeting state enrollment targets by managing growth	on going	Area demographics do not support hitting 3,000 FTE target by 2012. Analysis and planning on going.
68	Broaden classes and strengthen support for evening and weekend students and faculty		Developed night AA degree program. Produced "Night Owl" schedule - Discovery NW courses being offered weekends and summer.
69	Review workload issues for faculty and staff	Done	Faculty workload criteria revised in new faculty negotiated contract. Classified staff contract training/incorporation in progress.
70	Prepare faculty hiring and replacement priorities	Done	Positions filled.

71	Develop a comprehensive workforce education plan	in progress	Development of Power Operations program and Allied Health program highest priorities; construction program being evaluated.
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8 STUDENTS

8.1 Provide a student-centered college environment that enhances college life and promotes success.

72	Explore creation of Multi-cultural & Women's Resource Programs.	in progress	Multicultural Student Center to open to students fall 2005 in Kemp 101; Theresa Kimball to be .25 FTE Director, Jose Diaz to be 1.0 FTE Specialist; .25 FTE office help. Shall include college bridge program for Hispanic students
73	Collaborate with CC Foundation to expand number of scholarships each year.	on going	All eligible applicants were awarded at least a partial scholarship for 2005-2006.
74	Support and expand opportunities for student leadership		Develop web page with leadership info on it, increase # of clubs, provide leadership training for club leaders, developed club handbook, encourage involvement in professional association (NACA).
75	Update marketing, recruitment and retention plan	annual	Updated demographic information, e.g., 12 th grade enrollment projections, Lewis County population projections. Continue efforts with HS graduates as Lewis County nears market saturation. Increase market share of 25 – 45 year olds as fastest growing segment. Special efforts for Performing Arts and Media Studies, Electronics, and Energy Technology programs. Continue to expand evening offerings and promotion (Night Owl Program). Seek market for on-line and correspondence degree programs. Increase emphasis on recruiting basic skills and ESL students, veterans, and student athletes.
76	Increase scholarships for athletes	on going	S/A budget increased from \$0 to \$6,000 over last two years; Foundation ran successful Seattle to Portland bicycle trip fundraiser to raise \$10,000; college working with SBCTC to grant tuition waivers for athletes.
77	Enhance Student Athlete Leadership Opportunities	on going	Athletes on Student Government; athletes working with youth in community; athletes running sports camps
78	Enhance Sport Program Budgets	on going	Coaches and Assistant Coaches' salaries raised to competitive level; P/T retention specialist added; .25 FTE fund raising position added; AD position budgeted to expand from .5 FTE to .75 FTE.

9 INFORMATION TECHNOLOGY AND LIBRARY RESOURCES

9.1 Provide access to information and technology resources that support teaching and enhance student learning.

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| 79 | Prepare plan for re-hosting through CIS | in progress | Date for campus re-hosting has been delayed; no firm date at this time. |
| 80 | Upgrade all instructional spaces to SMART technology | in progress | Student Use Fee funded computer upgrades for five existing classrooms, a podium and projector for EDC 212 and a projector for the LRC lab. A complete inventory of SMART classroom equipment, along with recommendations for upgrades was completed by T&CS staff. |
| 81 | Investigate and implement technologies and delivery methods that allow the greatest possible access to information resources (e.g. wireless, virtual reference, electronic reserves). | in progress | Wireless will be installed in the library and several other locations prior to Fall quarter '05. This pilot project was funded through the Student Use Fee. An increasing number of faculty members have adopted electronic reserves. Fall '05 the library will launch the "Virtual Reference Collection" with access to more than 200 reference titles through a variety of databases. This effort was funded by moving funds away from paper-format reference resources. |

9.2 Promote acquisition of information literacy skills and computer competencies that support independent inquiry and lifelong learning.

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| 82 | Hire Web master | | Priority set; dollars allocated in upcoming budget; January hire date |
| 83 | Convene Website Review/Team/DTF | in progress | DTF formed; Focus group held with area high school students; results being analyzed. |
| 84 | Evaluate the expanding and relocation of the radio tower. | Done | Relocation not possible. |
| 85 | Develop a library liaison system that ensures a librarian regularly contacts all faculty members. | | <p>In order to promote increased and consistent communication between librarians and other faculty/staff members, the librarians and associate dean drafted a library liaison structure. Each librarian and the AD were assigned departments and/or programs for which they would be responsible. Liaisons will:</p> <ul style="list-style-type: none"> • Share information about library services and resources with faculty/staff both formally (e.g. department meetings) and informally • Convey faculty/staff needs and suggestions to the library administrator and other library staff members • Facilitate faculty involvement in collection development in support of the curriculum • Provide library instruction for classes • Collaborate with faculty in promoting information literacy • Act as the initial contact person for library-related questions, needs, and issues |

10 ASSESSMENT

10.1 Integrate assessment into the continuing work of the college by ensuring that planning and decision-making are based on ongoing assessment of institutional goals and student learning.

86 Monitor unit and committee work plans for concurrence with VMSI's. annual Each campus committee submitted a work plan to IE for review and approval during Fall quarter 04. Each unit (student services, instruction, administration) will now also submit work plans for each of their areas.

11 COMMUNITY INVOLVEMENT

11.1 Foster recognition within the community that Centralia College is a college of the community, sought for its involvement in local and regional planning and economic development and looked to for its provision of intellectual discourse and cultural awareness.

87 Expand partnerships with business, industry and government in progress Business partnerships created: Cardinal Glass, TransAlta, Bonneville Power, City and County on transportation issues; and power industry

88 Partner with community in cultural activities on going Lewis County Community Concert Association;

89 Joint proposal for college to be mid-point for STP done Centralia College was mid-point stop in 2005 STP

90 Participation in community organizations and activities on going Oly Club event, mid-summer fare, Lewis County Community Concerts

11.2 Link college and students to downtown

91 Improve flow of students to downtown and local shopping venues on going Lucy Paige to send letter to local businesses

92 Work to create student discounts for students with current student ID cards done Students receive discounts from downtown shops when presenting CC ID, Steve and Gil to work on creating similar discount for faculty and staff.

93 Modify Locust St. (Centralia College Way) into public walk to downtown. in progress City and downtown merchants are showing interested

94 Improve collegial relations between K-12 and baccalaureate institutions. on going VP, Instruction meets monthly with Superintendents; Attended Lewis County Superintendents Dinner; Electronics faculty visits area high schools to promote program, Enrollment Services area regularly does mailing to area high schools on programs available, promotional materials: quarterly schedule, postcards, scholarship information letters,

95 Investigate Alumni program with Foundation.

in
progress

Foundation is not going to do an alumni association, but will develop a alumni tracking database. Information to go out to alumni re: recognition and acknowledgements, Hall of Fame for former student leaders, "what's going on at the College" etc.

**Campus Technology Planning
In-Service Training
September 15, 2004**

The campus technology planning process is designed to initiate department based planning for technology related issues over a rolling three year timeframe. The three year window was chosen due to the rapid pace of change within the computer industry, rendering some technologies obsolete, and bringing improvements to others. As with any planning document, these changes need to be reviewed on a regular basis and modified if necessary. The process calls for an annual review, at which time revisions and updates can be made.

In completing the forms, it is not necessary to include the following site-licensed software:

Microsoft Campus Agreement:

Window Desktop Operating Systems (2000 & XP)

Microsoft Office

Word (word processing)

Excel (spreadsheet)

Access (database)

PowerPoint (presentation creation)

Outlook (email)

FrontPage (web page editor)

Publisher (page-layout)

Other software:

Norton Anti-Virus

Minisoft WS92 (HP3000 Terminal Emulation)

The forms should be self-explanatory. However should you have any questions, please feel free to contact Steve Ward, Stephanie Carter or Terry Angelo for assistance.

Department/Program Technology Planning

Date: _____

Department: _____ Contact: _____

1. Summarize the level of technology currently in use within the department or program (e.g., hardware, software, office computers, classroom technology).

2. What hardware that is currently in use by your department needs to be replaced during the next three years?
Please list items in priority order. Add space for additional items as needed.

Priority:	Item (including quantity):	Justification:	Fiscal year needed (mark one):		
			04/05	05/06	06/07
1					
2					
3					
4					
5					

3. What additional technology (hardware) do you see your department or program needing in the next one, two, and three budget cycles (e.g., scanner, digital camera, digital video camera, discipline- or program-specific hardware, etc.)?
Please list items in priority order. Add space for additional items as needed.

Priority:	Item (including quantity):	Justification:	Fiscal year needed (mark one):		
			04/05	05/06	06/07
1					
2					
3					
4					
5					

4. Are you aware of upcoming external agency requirements that will impact the types of technology required in your area? What are they?

5. The attached sheet lists the software currently supported by the college that is provided to departments at no additional cost. Above and beyond these software programs, what future software do you see your department/program/lab needing (also include upgrades)? Add space for additional items as needed.

Software name:	Already have? Y or N. If yes, list version.	# of licenses needed:	Work need met by this software:	Fiscal year needed (mark one):		
				04/05	05/06	06/07

6. What projects involving new technology are you planning (e.g., wireless or multimedia labs, online courses, etc.)? How will they benefit your professional development? the students? the college? *List the projects here in priority order. Fill out the new technology planning worksheet for each project.*

7. [Instructional Areas] What technology do you or your students regularly use? What would you like to be using?

New Technology Planning Worksheet (Data Sheet)

Fill in all applicable information regarding your project. Use this worksheet in your Department/Program Technology Planning document and attach to equipment funding requests (e.g., Student Use Fee, Lovington Awards).

Date: _____

Department: _____ **Contact:** _____

Short description of the project:

Why is this project needed? How does this project benefit the students? the institution?

Equipment/software:

Be sure to include any specifics about the type of equipment. You may choose to attach printouts of equipment specifications, etc.

- Computers Quantity: _____ Type: _____
- Software Quantity: _____ Type: _____
- Telephones Quantity: _____ Type: _____
- Network Drops Quantity: _____ Type: _____
- Power Outlets Quantity: _____ Type: _____
- Desks Quantity: _____ Type: _____
- Tables Quantity: _____ Type: _____
- White/Chalk Bd Quantity: _____ Type: _____
- Audio Visual Quantity: _____ Type: _____
- Other Furniture Quantity: _____ Type: _____
- Security Quantity: _____ Type: _____
- _____ Quantity: _____ Type: _____
- _____ Quantity: _____ Type: _____

List any additional materials or supplies that will be needed on an on-going basis (i.e., toner, paper, projector bulbs, etc.)

Will there be any additional staffing requirements for this project? _____ Yes _____ No

If yes, explain and whether or not these will be full-, part-time or work study positions.

If yes, list any additional equipment or supplies needed for this position (e.g., computer, desk, office, etc.)

List any special needs for lighting, sound, etc.:

What additional training will be required? for faculty? for staff?

Do you already have funds identified for this project (e.g., departmental funds, grants, gifts, etc.)?

_____ Yes _____ No

If yes, list how much and from what source:

Additional comments (please attach any supporting documentation that may be useful):

APPENDIX

STANDARD TWO

2005-06 Distance Education Work Plan

Task #	Task	Approximate Timeline	Persons Involved
1	Draft prospectus for distance learning degree program.	Sept.-Oct. 2005	Stephanie Carter, Laura Brener, Nancy Warnstadt, John Martens
2	Explore options for purchase of a Blackboard license including participation in statewide contract.	Fall 2005 & Winter 2006	Stephanie Carter, DL staff at State Board, Technology & Computer Services, DE Task Force members
3	Develop online energy technology program.	Academic Year	Energy Technology Program Staff, Continuing Education Staff, Laura Brener, Steve Miller, Stephanie Carter
4	Implement new distance learning courses in academic transfer including ENGL 102 online and ENGL 101/102 correspondence	Fall 2005 & Winter 2006	Laura Brener, Nancy Warnstadt, course instructors, Stephanie Carter
5	Provide Blackboard upgrade training for instructors and other individuals who use this interface in their work.	Winter 2006	Stephanie Carter, Admissions & Records Staff, Instruction Office Staff, Instructors
6	Encourage additional instructors to complete WAOL Teaching Online course	Academic Year (minimum of 5 instructors)	Stephanie Carter, Instructors, Deans
7	Update Distance Education website, adding policies and procedures	Academic Year	Stephanie Carter, Instruction Office and Admissions & Records Staff
8	Assist Nursing Program instructors to implement Blackboard Coursesites to enhance their instruction	Fall 2005	Stephanie Carter, Nursing Instructors
9	Identify barriers to implementation of full online registration and payment; work with appropriate departments to remove these barriers.	Spring 2006	Stephanie Carter, Business Office Staff, Admissions & Records Staff
10	Attend Distance Learning Council meetings and communicate information to appropriate audiences.	Academic Year	Stephanie Carter, DE Task Force members
11	Identify DL course assessment best practices and develop assessment tools.	Academic Year	Stephanie Carter; DE Task Force members, Instructional Cabinet
12	Develop online research center as well as CD version for correspondence courses.	Spring 2006	Librarians and English Faculty
13	Develop plan for providing online students with writing and math assistance.	Winter & Spring 2006	Stephanie Carter, Laura Brener, English & Math faculty
14	Examine and evaluate process now being followed to provide testing for online students	Winter & Spring 2006	Instructional Cabinet, Testing Center Staff

APPENDIX

STANDARD THREE

Centralia College Nursing Program

Centralia College offers a nursing program that prepares graduates who are eligible to write the licensure examination for practical nursing or for registered nursing. A maximum of 24 students are selected each year for the PN and 24 students for the RN levels of the program. PN students must apply for admission to the RN program.

Students who successfully complete the first year (PN) of the nursing program will receive a Certificate of Proficiency and be eligible to take the National Council Licensure Examination for Practical Nursing (NCLEX-PN).

Students who successfully complete the second year (RN) of the nursing program will receive an Associate in Applied Sciences-Transfer (AAS-T) degree, and be eligible to write the National Council Licensure Examination for Registered Nursing (NCLEX-RN). In addition to preparing a student to compete for employment in the nursing profession, the AAS-T degree provides science and general education courses appropriate for students planning a future transfer directly into selected four-year Bachelor of Science in Nursing (BSN) programs.

General Requirements of the Nursing Programs:

PN PROGRAM

Prerequisites:

Courses which are required to be taken prior to admission into the PN program.

1. Algebra 1 (MATH 098) (5 credits), or one year of high school algebra (completed within the last five years).
2. Fundamentals of General Chemistry (CHEM 101) or one year of high school chemistry (completed within the last five years).
3. Human Anatomy/Physiology (ZOOL 251 and 252) or equivalent.
4. Eligibility for NAC certification.

Core Requirements:

Courses which are recommended to be taken prior to admission into the PN program.

1. Composition I: Expository Writing (ENGL 101) or equivalent.
2. Developmental Psychology (PSYC 240) covering the lifespan (birth through death) or equivalent.

PN Nursing Courses:

Courses which are completed upon admission into the PN program.

1. Basic Nursing Care Concepts (NURS 101)
2. Nursing Care of Clients with Health Alteration Related to Lifespan (NURS 102)
3. Common Alterations of Health (NURS 103)
4. Nursing Care Management (NURS 110)

RN PROGRAM

Prerequisites:

Courses which are required to be taken prior to admission into the RN program.

1. Fundamentals of General Chemistry (CHEM 101) or equivalent
2. Composition I: Expository Writing (ENGL 101) or equivalent
3. Developmental Psychology (PSYC 240) covering the lifespan (birth through death) or equivalent.
4. Human Anatomy/Physiology (ZOOL 251 and 252) or equivalent.
5. Eligibility for PN licensure in Washington State.

Core Requirements:

Courses which are recommended to be taken prior to admission into the RN program.

1. Introduction to Microbiology (BIOL 211) or equivalent.
2. Introduction to Probability and Statistics (MATH 108) or equivalent.
3. Introduction to Sociology (SOC 101) or the Search for Human Nature: Cultural Anthropology (ANTH 201) or equivalent.
4. Principles of Speech Communication (SPEE 110) or equivalent.
5. Health and Fitness (3 credits with H/F designation) or equivalent.

RN Nursing Courses:

Courses which are completed upon admission into the RN program.

1. PN to RN Transition (NURS 200) (*for students not completing the PN program at Centralia College*)
2. Complex Alterations: Psych/OB/Pediatrics (NURS 201)
3. Complex Alterations: Medical-Surgical (NURS 202)
4. Acute Complex Alterations (NURS 203)
5. Management/Leadership in Nursing (NURS 220)

All prerequisite and core courses must be taken for a grade. Each applicant must earn a grade of at least 2.0 in each course. Required courses must have been completed within ten years prior to the application deadline. All prerequisites and core courses must be completed at a regionally accredited college or university.

The grades for Human Anatomy and Physiology courses must average 2.75 or higher with no single course grade below a 2.0. Because course content may vary from college to college, it is advised that the Human Anatomy and Physiology series be completed at a single college or university. Grades received under a “letter grade” format will be converted to decimal grades as follows:

Letter Grade	Decimal Conversion
A	4.0
A-	3.8
B+	3.4
B	3.1
B-	2.8
C+	2.4
C	2.1

Questions regarding prerequisite and/or core courses and/or equivalencies should be directed to the Admissions & Records Office in email or letter form. All evaluations are unofficial until all *official* college transcripts and a completed Nursing Application have been received. At that time, the Admissions & Records office will evaluate previous credit.

Application to the Nursing Program

A maximum of 24 students are selected each year for the PN and 24 students for the RN levels of the program. PN students must apply for admission to the RN program.

Students wishing to enter into the PN program must:

1. Meet all of the above listed prerequisites and grade point average requirements.
2. Be eligible for certification as a NAC in Washington State

Students wishing to enter into the RN program must:

1. Meet all of the above listed prerequisites and grade point average requirements.
2. Have a current Washington State LPN license or current enrollment in a PN program with specific plans for completion by the end of Summer Quarter 2005.
3. Have a 2.50 cumulative grade point average with no course below a 2.0 in the PN courses and clinical, or have a 2.0 cumulative grade point average with no course below a 2.0 and two years documented work experience as a LPN.

The application deadline is February 15 (postmarked). Applications received and/or completed after February 15 will be considered only if space in the Nursing Program permits.

Admission to the Centralia College Nursing Program consists of two phases. First, each applicant must be admitted to the college. Second, a student must be admitted to the Nursing Program. It is highly recommended that the applicant complete and submit both applications together.

Each applicant is considered based on the completed application materials and all supporting credentials. The Nursing Program does not require, nor grant, a personal interview as part of the selection process.

Application Process

Students seeking admission to the Nursing Program (PN or RN) must complete *ALL* of the following steps:

1. Complete and submit one of the following: the Centralia College Application for Admission, the State of Washington Uniform Community College Admission Form, or the on-line Application for Admission form to the Centralia College Admissions & Records Office.
2. Complete and submit the Centralia College Nursing Program Admission Application form to the Centralia College Admissions & Records Office. To receive an application for the nursing program, contact Paulette Crane at pcrane@centralia.ctc.edu or Admissions@centralia.ctc.edu.
3. Submit a \$25 non-refundable nursing application fee.
4. Request and submit all official college transcripts from other colleges attended to the Centralia College Admissions & Records Office. The grades in Human Anatomy and Physiology courses must average a 2.75 or higher with neither courses grade falling below a 2.0. All other prerequisite and core courses must have an earned grade of 2.0 or higher.

Note: Request and submit official high school transcripts if you are meeting your PN Algebra 1 and/or Fundamentals of Chemistry prerequisites with high school credentials (courses must have been completed within the last five years).

Selection Criteria

Applicants to the Nursing Program are selected after a review of the completed application and all transcripts. Only students who have completed the application process and Human Anatomy and Physiology courses with an average grade of 2.75 or higher will be considered for a space in the class. All courses completed through the winter quarter of the nursing program application year will be reviewed. In accordance with state policy, courses may be repeated no more than two times. The highest grade in each repeated course will be selected for admission purposes.

In the event that there are more completed applications than spaces available, the following tiebreaker selection criteria will apply in the following order:

For PN applicants:

1. Number of required Core courses completed with a grade point average of 2.0 or higher.
2. Highest Anatomy and Physiology prerequisites courses cumulative grade point average.
3. Highest cumulative grade point average in Core courses.
4. Random drawing of any remaining candidates.

For RN applicants:

1. Number of required Core courses completed with a grade point average of 2.0 or higher.
2. Highest Anatomy and Physiology prerequisite courses cumulative grade point average.
3. Current Centralia College PN student.
4. Highest cumulative grade point average in Core courses.
5. Random drawing of any remaining candidates.

Notification of Admission

Notification of admission into the Nursing Program is made each April. Information regarding nursing advising and registration will be sent with the acceptance letter. In addition, you will receive information regarding a physical exam/immunization during advising and registration.

Notification of Alternate Status

A short list of alternate candidates will be rank order assembled. Should spaces become available between the notification of admission date and the first day of classes, only those students on the alternate list will be offered admission to the Nursing Program. Students not offered a space from the alternate list will be denied admission to the program. A new Nursing Program application must be submitted to be reconsidered for future admission.

Notification of Denial

Students who have not met the application requirements, including the minimum published Human Anatomy and Physiology grade point average will be denied admission to the Nursing Program and a new Nursing Program application must be submitted to be reconsidered for future admission.

Clinical Requirements

Students admitted to the Nursing Program must complete the following prior to beginning the nursing clinical experience:

1. Show proof at the nursing office of current CPR and First Aid Certification.

2. Receive clearance from the Washington State Patrol regarding the Child/Adult Abuse Information Act. The clearance involves a record check required by clinical facilities in order to be at those clinical sites.
3. Required titers (or exclusion) on file with the nursing office.

Failure to show current CPR/First Aid Certification, required titers (or exclusion), and/or receive Washington State Patrol clearance may delay or prohibit clinical coursework. Failure to complete clinical coursework will disqualify a student from completing the Centralia College Nursing program and completing the Washington State licensing requirements.

Nursing License Requirements

The following questions will appear on the application for licensing of practical and registered nurses:

1. Have you ever had a license to practice nursing suspended or revoked?
2. Have you ever been convicted of a felony or misdemeanor other than a traffic violation?
3. Have you ever been addicted to or been treated for addiction to drugs?
4. Have you ever been convicted of a violation of the Controlled Substance Act or any narcotics law?
5. Have you ever received psychiatric treatment or treatment for mental illness?
6. Have you ever received treatment for alcoholism?
7. Have you ever had a physical condition, which would inhibit the practice of nursing?
8. Have you ever been known by any other name?

Concerns about these eight questions should be addressed to:

Department of Health
Washington State Nursing Care Quality Assurance Commission
P O Box 1099
Olympia, WA 98507-1099
Telephone: 360-236-4702

Appeals

If you wish to appeal the Nursing Program admission decision, you have 15 days to do so. The appeal is an informal meeting with the Director of Enrollment Services. If you wish to appeal the decision of the Director of Enrollment Services, you have five days after the decision to appeal. Write a formal letter of appeal to the Vice-President, Student Services. The Vice-President will send you a written response within 15 days after receiving the appeal letter. The decision of the Vice-President, Student Services is final.

The minimum published Human Anatomy and Physiology grade point average (2.75) and minimum published prerequisite and core course grade point average (2.0) cannot be appealed.

05/04/04



ACADEMIC STANDARDS POLICY

Introduction:

Centralia College is a state supported public institution. Your tuition covers about 34 percent of the cost of your education. Tax dollars provide the rest.

Centralia College expects you to be serious about your education. You need to plan for success. The college provides many ways to help you. One way is by setting standards for academic success. We have three academic standards policies: Low Grades Policy, Credit Completion Policy and Excessive Credits Policy. These are the policies:

LOW GRADES POLICY:

If you are in a degree or certificate program, you must earn *a cumulative grade point average* of 2.0 or above. If you do not receive a cumulative GPA of 2.0 or above, the college will place you on warning, probation, or suspension. The category depends upon how many times in a row you fall below 2.0. If you raise your cumulative grade point average to 2.0 or above, the college will remove any warning, probation, or suspension status.

Warning If it is the first time that your cumulative grade point average falls below 2.0, the college will place you on warning status. There is no appeal.

Probation If it is the second time *in a row* that your cumulative grade point average falls below 2.0, the college will place you on probation status. This is a very serious warning. It tells you that if you do it next time, the college will suspend you. There is no appeal

One-Quarter Suspension If it is the third time *in a row* your cumulative grade point average falls below 2.0, the college will suspend you for one quarter. If you are suspended at the end of spring quarter, you may not attend summer or fall quarters. During your suspension, you may not register for any course. In addition, you may not participate in events or activities reserved for students. You may appeal. If you do not appeal, you may return after your suspension is over. You are required to raise your cumulative GPA to a 2.0 or better at the end of the quarter in which you return. If you don't, you will be suspended again for a quarter.

Appeals You may appeal only suspension. The appeal is simple. You must show proof of circumstances over which you did not have control and/or show proof of making measurable and substantial progress towards repairing your cumulative GPA. This applies for all the quarters that added up to your suspension. The appeal is an informal meeting with the vice-president, student services. The vice president reviews appeals on a case by case basis. The vice-president may grant your appeal, may allow you to continue under certain conditions, or may deny your appeal. The decision of the vice-president, student services is final.

CREDIT COMPLETION POLICY:

If you are in a degree or certificate program and you have attempted 30 or more college-level credits, you must successfully complete at least 75% of your college-level courses. If you complete less than 75% of your coursework, the college will place you on warning, probation, or suspension.

- Warning** If it is the third time that your cumulative completion rate in college-level courses is less than 75%, the college will place you on warning status. There is no appeal.
- Probation** If it is the fourth time that your cumulative completion rate in college-level courses is less than 75%, the college will place you on probation status. This is a very serious warning. It tells you that if you do it next time, the college will suspend you. There is no appeal.
- One-Quarter Suspension** If it is the fifth time that your cumulative completion rate in college-level courses is below 75%, the college will suspend you for one quarter. If you are suspended at the end of spring quarter, you may not attend summer or fall quarters. During your suspension, you may not register for any course. In addition, you may not participate in events or activities reserved for students. You may appeal. If you do not appeal, you may return after your suspension is over. You are required to raise your completion rate to 75% or better at the end of the quarter in which you return. If you don't, you will be suspended again for a quarter.
- Appeals** You may appeal only suspension. The appeal is simple. You must show proof of circumstances over which you did not have control and/or show proof of making measurable and substantial progress towards repairing your course completion rate. This applies for all the quarters that added up to your suspension. The appeal is an informal meeting with the vice-president, student services. The vice president reviews appeals on a case by case basis. The vice-president may grant your appeal, may allow you to continue under certain conditions, or may deny your appeal. The decision of the vice-president, student services is final.

EXCESSIVE CREDITS POLICY:

If you are in a degree or certificate program, you may not take college-level courses in excess of 150% of the credits needed to complete your degree. To assist you in meeting this standard, the college will monitor your degree progress at three critical stages, and intervene to help you. Only college-level credits will be monitored.

- STAGE 1** When you reach 50% of the number of credits required for your degree/certificate, you will receive direct notification and your advisor will be notified.
- Your advisor will assist you to develop an Educational Plan that assures your completion of remaining requirements in a timely manner.
 - Your advisor will remind you of credit-completion policies, and explain possible consequences of exceeding 125 % of the credits required for your degree/certificate.

50% of Completion

STAGE 2

When you reach 125% of the number of credits required for your degree/certificate, you and your advisor will be notified you have reached this tracking point.

125% of Completion

- Your registration will be restricted to courses relevant to your Educational Plan. Courses will be identified by way of an advisor signature form indicating the courses included in the plan.
- At this 125% credit tracking point you will need to register in person, and will not be able to web-register.
- If you feel inappropriately restricted, you may appeal, to the vice-president of Students.

STAGE 3

When you reach 150% of the number of credits required for your degree/certificate, you and your advisor will be notified you have reached this tracking point.

150% of Completion

- At this 150% tracking point, your registration will be blocked.
- You may appeal your registration block to the vice-president of students.
- If you fail to appeal, or your appeal is denied, and you choose to register for courses, an additional tuition surcharge of 21% will be charged

APPEALS

You may appeal your 125% course restriction or your 150% registration block, if you have extenuating circumstances,

Extenuating circumstances may include:

- students who change their degree/certificate goal
- students pursuing dual degrees
- students seeking a second degree/certificate
- students who need additional pre-requisite courses to qualify for specific majors at the baccalaureate institution, which exceed the minimum number of credits for the associate degree
- students who are approved for Centralia College grade forgiveness
- students who previously earned Running Start credits needed for high school graduation which are not required for their college degree/certificate

The appeal is an informal meeting with the vice-president, student services. Bring a copy of your current degree audit and a copy of your current educational plan signed by your advisor. The vice president reviews appeals on a case by case basis. The vice-president may grant your appeal, may allow you to continue under certain conditions, or may deny your appeal. The decision of the vice-president, student services is final.

APPENDIX

STANDARD FOUR

Number and Source of Terminal Degrees of Full-time Faculty

Institution	Ph.D.	MA/ MS	BA/ BS	AA/AAS	Certificate License	Tech Ed.	Other
Antioch University		3					
California Coast University	1						
California State University, San Bernardino		1					
California State, Dominion Hills		1					
Central Washington University		4					
Centralia College				1			
City University		4					
Columbus State University		1					
Duke University	1						
Framingham State College		1					
Golden Gate University		1					
Idaho State University		1					
Leadership Institute of Seattle/City University		1					
Lehigh University		1					
Michigan State University		1					
New York University		1					
Northern Illinois University			1				
NOVA Southeastern University, FL	1						
Olivet Nazarene University of Illinois			1				
Oneonta State University			1				
Oregon State University		3	1				
Oxford University, England	1						
Painters & Tapers Local #1277						1	
Portland State University		1					
Purdue University		1					
Queen's University, Ontario	1						
St. Martin's College		1					
Tacoma Vocational Technical Institute						1	
The Evergreen State College		2	1				
University of Arizona		1					
University of California, Berkeley	1	1					
University of California, Los Angeles		1					
University of California, San Francisco		1					
University of California, Santa Barbara		1					
University of Colorado	1						
University of Idaho	1						
University of Illinois	1						
University of Massachusetts		1					
University of Nebraska			1				
University of Northern Colorado		1					

University of Oregon	1						
University of Phoenix		1					
University of Portland		1					
University of Puerto Rico	1						
University of Puget Sound		1			1		
University of Sheffield, England		1					
University of South Dakota		1					
University of Southern California	1						
University of Virginia		1					
University of Washington		5	1				
Washington State University	1						
Western Washington University		2	2				
GRAND TOTALS	13	49	9	1	1	2	0

**Listing of Faculty, Assignment, Hire Date, and Tenure Status
As of September 30, 2005**

Employee Name	Hire Date	Instructional Program	Tenured	Tenure Track	Non Tenure Track	Degree
Roberta Abarca	9/27/1993	Developmental Math	X			M.Ed.
Judith Aguilar	9/11/2003	ESL		X		BA
Kathleen E. Brooks	9/2/1998	Computer Science	X			M.Ed.
Mark L. Brosz	9/9/2003	Developmental Math		X		BA
Eudora Carlson	1/3/1994	Business Education	X			BA
Lisa J. Carlson	9/1/1999	General Biology	X			MS
Terry W. Carver	9/10/2001	Business Marketing/Mgmt	X			MBA
Georganne M. Copeland	9/12/1989	Business Education	X			M.Ed.
Michael J. Driscoll	9/17/1984	Welding	X			MS
Robert V. Erickson	9/5/1997	General Business	X			MBA
John A. Fasler	9/10/2001	Accounting	X			M.Ac.
Wade Fisher	9/9/1991	Radio/TV	X			MBA
Don Foran	9/13/1985	English/Philosophy	X			Ph.D.
Linda G. Foss	9/10/2001	English	X			MFA
Victor E. Freund	9/9/1968	French/German	X			MA
Elizabeth A. Frey	9/6/2005	Fine Art		X		MFA
Gregory R. Garman	9/10/1973	Biology/Anatomy	X			MS
Michael R. Garrison	9/2/1997	Diesel Technology	X			BA
Gregory G. Gilbertson	9/1/1999	Criminal Justice	X			MS
Todd R. Gratz	1/3/1995	English/Journalism	X			MA
Karen M. Grefe	3/24/2003	Nursing		X		MN
Charles L. Hill	3/24/2003	Nursing		X		M.Ed.
Donna M. Huffman	9/10/1990	Music	X			DMA
Randall W. Johnson	9/14/1987	Basic English	X			MA
Sue W. Kennedy	7/1/2004	Librarian		X		MLIS
Karen Knutsen	9/11/2003	Chemistry		X		Ph.D.
Randy E. Kostick	9/2/1997	Developmental Math	X			MAT
David E. LaLond	9/9/1991	Electronics	X			BS
Penny Martindale	9/12/1988	Commercial Art	X			MA
Sheryl L. Mercer	9/2/1997	Counselor	X			MA
Muhammad S. Mir	9/6/1995	Civil Engineering	X			Ph.D.
Paul D. Mitchell	9/17/1984	Counseling	X			MS
Sharon J. Mitchler	9/1/1998	English	X			MA
Ruby Nagelkerke	9/3/1996	Chemistry	X			Ph.D.
Nola Ormrod	9/9/1991	Nursing	X			MSN
Anna V. Ovanesova	9/7/2004	Civil Engineering		X		Ph.D.
Mary C. Pack	9/11/2000	Early Childhood Educ.	X			Ph.D.
Jody L. Peterson	9/7/2004	History/Political Sci		X		Ph.D.
Julie H. Priday	(9/12/89)	Health	X			M.Ed.
Patrick T. Pringle	9/6/2005	Earth Science		X		MS

Kenneth L. Rakoz	9/1/1998	Diesel Technology	X			Diploma
Sonja J. Rowley	6/22/1998	Nursing	X			BA
Gene P. Shriver	9/1/1998	Dev. Reading/ ABE	X			M.Ed.
James A. Smith	9/3/1996	Welding	X			BS
Calvin L. Taylor	9/14/1987	Electronics	X			AA
Daniel J. Taylor	9/7/2004	Mathematics		X		M.S.
Michael J. Threapleton	9/6/2004	Physics/Math		X		M.S.
D. Ann Tuning	6/6/1977	Farm Management	X			BS
Brian L. Tyrrell	9/3/1991	Drama	X			MFA
Gregory C. van Alstyne	9/6/1995	Anthropology/Soc Sci	X			Ph.D.
Victor M. Villa	9/1/1998	Psychology	X			Ph.D.
Susanne M. Weil	9/7/2004	English		X		Ph.D.
David H. White	9/5/1967	Sociology	X			M.Ed.
Doris S. Wood	6/30/1992	English/Speech	X			MA
Laura Yocom	9/10/1990	Spanish	X			M.Ed.
Diana L. Bradshaw	9/6/2005	Power Plant Operations			X	BSME
Paulette "Vann" C. Cantin	9/6/1995	Bus. Ed./Computers			X	BA
April Doolittle	9/2/1998	Basic Skills			X	M.Ed.
Peggy Goldberg	1/1/1999	Counselor			X	MA
Morris K. Holland	1/3/2005	Psychology			X	Ph.D.
Brigitte Kidd	9/7/2004	ABE/ESL			X	Ed.D.
Judith V. Metcalf	9/14/1992	Librarian			X	MLS
Gloria J. Perkins	9/14/1992	High School Completion			X	S.Ed. Certificate
Robert M. Peters	9/2/1998	Physical Education			X	M.Ed.
Carmen Van Tuyl	1/2/1998	Counselor			X	M.Ed.
Margaret L. Snyder	1/3/1995	Librarian			X	MA
Frederick L. Schwindt	3/29/1999	Counselor			X	MA
Jack A. Bishop	9/22/1975	Counselor	X			MA
Leonard D. Bridges	12/1/1997	Adult Basic Education	X			M.Ed.
Jennifer L. Dressler	7/19/2002	Basic Skills		X		M.Ed.
Fred M. Francis	9/11/2000	Custodial Skills	X			Journey man
Mike Hawley	12/1/1997	Adult Basic Education	X			MA
Charles E. Kelso, Jr.	9/11/2000	Information Technology	X			M.Ed.
Grace Ann Lynch	9/6/1994	Reading/Language Arts	X			MS
Cecilia K. Gummeson	10/11/2004	Youth Offender Program			X	MA

ARTICLE XVI: EVALUATION

All contracted faculty members shall be evaluated. Evaluations shall be conducted in accordance with evaluation procedures mutually developed and approved by the Federation and the College.

Section 1: Tenured Faculty.

A. Purpose.

- 1) The purpose of the post-tenured faculty evaluation process shall be to foster continued excellence in the performance of academic duties.
- 2) This process will not be used in any disciplinary action by the College towards a faculty member.

B. Evaluation Cycle.

- 1) Evaluation of all tenured faculty shall be completed on a five-year cycle.
- 2) The Federation and the College will mutually determine a process by which tenured faculty will be divided into five groups to be assigned to one of the five years of the evaluation cycle. Whenever possible, professional technical faculty will be assigned to a group so that their post tenure evaluation cycle coincides with their five-year vocational certification cycle.
- 3) The quarter after tenure is awarded the faculty member will be placed in the current year's group and shall develop their Professional Development Plan in collaboration with their immediate supervisor.

C. Components

- 1) The post tenured-faculty evaluation process will be composed of the following components:
 - (a) A Post-tenure Evaluation Committee
 - (b) A Professional Development Plan (PDP)
 - (c) Self-evaluation
 - (d) Three sets of student evaluations
 - (e) A peer evaluation
 - (f) Two classroom observations completed by the chair of the post-tenure committee
 - (g) A supervisory evaluation
 - (h) Workload reports from Annual Spring Workload meetings
 - (i) A report written by the committee

D. Process

- 1) The College will develop and monitor a check list for the evaluation process and place this in the tenured faculty member's Post-Tenure Evaluation file.
 - (a) Post-Tenure Evaluation Committee
 - (i) Composition: Each tenured faculty member shall have a Post-tenure Evaluation Committee composed of:
 - (a) one faculty member chosen by the faculty member being evaluated
 - (b) one peer evaluator chosen in collaboration between the faculty member being evaluated and his/her immediate supervisor
 - (c) the immediate supervisor who will serve as the committee chair
 - i) It is the responsibility of the chair of the committee to ensure that all of the elements the Post tenure Evaluation Process are completed at the appropriate times.
 - (d) the faculty member being evaluated
 - (e) Upon request, the Vice President may appoint an alternate administrator to fulfill the role of the chair in the Post-Tenure Evaluation process with the exception of the completion of the supervisory evaluation during the 5th year of the evaluation cycle
 - (ii) Meetings: The Post-Tenure Evaluation Committee must meet three times during the 5th year of the evaluation cycle.
 - (a) The first meeting shall take place during the Fall quarter during which time the committee and the faculty member being evaluated shall clarify roles, review the Professional Development Plan, review the Self-Evaluation, establish dates/times for the remaining two meetings.
 - (b) During the second meeting, the committee shall review and analyze information provided by the student evaluations, peer evaluation, classroom observations, supervisory evaluation, and the self evaluation. The faculty member being evaluated is not present during this meeting.
 - (c) During the third meeting, the committee shall share with the faculty member being evaluated the information provided by the student evaluations, peer evaluation, classroom observations, supervisory evaluation, and the self evaluation. The committee shall identify the elements and content of the report.

(iii) Report

- (a) Each Post-tenure Evaluation Committee shall submit a report identifying strengths and areas that may need development based on the information provided by the student evaluations, peer evaluation, classroom observations, supervisor evaluation, and the self evaluation. This report will help guide subsequent Professional Development Plans.
- (b) It is the responsibility of the chair of the committee to write the report and submit it no later than May 15 of the 5th year to the appropriate Vice President.
- (c) All members of the committee will sign and date the document before it is submitted.
- (d) Copies of the report shall be sent to the faculty member being evaluated to the chair of the committee and to the immediate supervisor if he/she is not the chair of the committee.

(b) Professional Development Plan

- i) The Professional Development Plan (PDP) shall be developed, modified, or updated in collaboration with the immediate supervisor during the Fall quarter of the 5th year of the cycle.
- ii) The PDP shall be placed in the faculty member's Post-Tenure Evaluation file, in addition to the Professional Development File used by the Faculty Professional Development Committee.
- iii) The PDP may be modified at any time in collaboration between the faculty member and the immediate supervisor.

c) Self-Evaluation

- (i) Each tenured faculty member will complete a self-evaluation as part of the Post-tenured Evaluation Process
- (ii) The self-evaluation shall be submitted to the chair of the committee by the second meeting in the process.

d) Student Evaluation

- (i) Three sets of student evaluations shall be completed during the post-tenure evaluation cycle.

- (ii) Student evaluations shall be conducted during the 1st and 3rd year.
- (iii) Two of the classes to be evaluated shall be selected by the faculty member.
- (iv) One of the classes to be evaluated shall be selected by the chair of the committee.
- (v) Counselors shall select the option of either three (3) sets of twenty-five (25) post-individual session student evaluations, student evaluations from a small group or a combination. If the combination is chosen, the number of individual evaluations to be completed will be ten (10).
- (vi) Librarians shall have three sets of twenty-five (25) student evaluations completed after the Librarians' services have been rendered.
- (vii) Student evaluations shall be administered after the 10th day of the quarter and before the 35th day of the quarter.

(e) Peer Observation

- (i) A peer, chosen in collaboration between the faculty member being evaluated and the chair of his/her post-tenure evaluation committee shall complete a peer evaluation during the 4th year of the evaluation cycle.
- (ii) The peer may be a professional in the faculty member's discipline from off campus.

(f) Classroom Observation

The chair of the Post-tenure evaluation committee shall complete a observation during the 2nd year and the 4th year of the evaluation cycle.

(g) Supervisory Evaluation

The immediate supervisor shall submit a supervisory evaluation during the 5th year of the evaluation cycle.

(h) Workload Document

The immediate supervisor shall provide the committee copies of the workload documents from the annual Spring workload meetings.

- (i) In cases where collaboration fails, disputed issues shall be submitted to mediation. The mediator will be mutually agreed upon by the CCFT and the College. Mediation costs will be equally shared by CCFT and the College.

E. Records

1. All original materials and data used and collected as a part of this process shall be placed in the Post Tenure Evaluation file of the faculty member being evaluated.
2. All original materials and data used and collected as a part of this process shall be maintained in the office of the appropriate Vice President.
3. Copies of the Post-Tenure Evaluation file shall be made available to the faculty member upon request.
4. The documents will be maintained in accordance with Washington State rules regarding records retention.

Table 1: Post-tenure Evaluation Process

Component	Person(s) Responsible	
<p>Year #1</p>	<p>Post -tenure Evaluation Committee formed</p> <p>Student Evaluation(s)</p> <p>Spring Workload Review</p>	<p>Created by VP, Committee chair and faculty member</p> <p>Committee Chair</p> <p>Faculty member and Supervisor</p>
<p>Year #2</p>	<p>Classroom Observation #1</p> <p>Spring Workload Review</p>	<p>Committee Chair</p> <p>Faculty member and Supervisor</p>
<p>Year #3</p>	<p>Student Evaluation(s)</p> <p>Spring Workload Review</p>	<p>Committee Chair</p> <p>Faculty member and Supervisor</p>
<p>Year #4</p>	<p>Classroom Observation #2</p> <p>Peer Evaluation</p> <p>Spring Workload Review</p>	<p>Committee Chair</p> <p>Chosen collaboration between faculty member & committee chair</p> <p>Faculty member and Supervisor</p>
<p>Year #5</p>	<p>Supervisor Evaluation (completed by the 2nd meeting)</p> <p>Self Evaluation (completed by the 2nd meeting)</p> <p>Final Report (completed, reviewed by the faculty member, and submitted by May 15th)</p> <p>Spring Workload Review</p>	<p>Supervisor</p> <p>Faculty Member</p> <p>Committee Chair</p> <p>Faculty member and Supervisor</p>

**Note: This a quick reference guide only, for full details refer to the contract.

Section 2: Full-time Non-Tenure Track and Pro rata Faculty.

A. Purpose.

- 1) The purpose of full-time non-tenure track and pro rata faculty evaluation is to strengthen the professional skills of the faculty.

B. Evaluation Cycle.

- 1) Evaluation of all full-time non-tenure track and pro rata faculty shall be completed annually for the first four years and biannually thereafter.
- 2) The Federation and the College will mutually determine a process by which full-time non-tenure track and pro rata faculty will be assigned to the evaluation rotation.

C. Components.

- 1) The full-time non-tenure track and pro rata faculty evaluation process will be composed of the following same components as the post tenured faculty evaluation process, Article XVI, Section 1, C.
- 2) A supervisory evaluation will be performed each year for the first four years a faculty member is in full-time non-tenure track or pro rata status, and every other year thereafter. The supervisor will use the same evaluation form utilized in the probationary faculty review process.
- 3) The College will develop and monitor a check list for the evaluation process and place this in the faculty member's Professional Development file.

- D. All original materials and data used and collected as a part of this process shall be destroyed at the completion of each four-year cycle. Copies of the current file shall be made available to the faculty member upon request.

E. Professional Development Plan.

- 1) Each full-time non-tenure track and pro rata faculty member shall develop a Professional Development Plan and discuss this plan with the appropriate Vice-President.
- 2) The plan shall be placed in the faculty member's Professional Development file.
- 3) Prior to the completion of the faculty member's designated year for evaluation, a conference between the faculty member and the appropriate Vice-President to discuss the results of the evaluation will be held.

- 4) The faculty member will then develop a new two-year Professional Development Plan. This will be submitted to the appropriate Vice-President, who will read the document, note receipt, and place it into the faculty member's Professional Development file. The appropriate Vice-President will have the opportunity to discuss questions about the Professional Development Plan with the faculty member before forwarding it to the file.
- 5) Each fall quarter, all faculty will have the opportunity to submit modifications to his/her current Professional Development Plan. Under unusual circumstances, the Professional Development Committee can approve modifications at other times.

F. Instructional Faculty.

- 1) Student Evaluation - During the designated evaluation year, the instructional faculty member will select either written student evaluations or SGID for a specified class and quarter. The SGID or written student evaluation shall take place after the 10th class day and prior to the 35th class day. If the SGID is not completed by the 35th class day, written student evaluations will be completed by the 40th class day. If neither the SGID nor written student evaluations are completed in the agreed upon time frame, this component will not be subject to review until the next evaluation cycle.
- 2) Instructional Observation - During the designated evaluation year, the instructional faculty member will also have a classroom observation, based on methodology, completed by a peer during a quarter to be selected by the faculty member. The peer observer is defined as a faculty member mutually agreed upon by the faculty member and the appropriate Vice-President.

G. Counselors.

- 1) Student Evaluation - During the designated evaluation year, full-time non-tenure track and pro rata Counselors will select the option of either twenty-five (25) post-individual session student evaluations, or student evaluations from a small group, or a combination of both, to be completed during a quarter to be selected by the Counselor. If the combination is chosen, the number of individual evaluations to be completed will be ten (10).
- 2) Peer Evaluation - During the designated evaluation year, the Counselor will also have an observation, completed by a peer, of counseling situations to include either three (3) individual sessions or one (1) group session. This is to be mutually agreed upon by the Counselor, and the appropriate Vice-President. For peer observation of individual sessions, student consent is required. The peer is defined as a faculty/counselor for the Washington State Community and Technical College system who may be either from on or off campus mutually agreed upon by the faculty member and appropriate Vice-President.

H. Librarians.

- 1) Student Evaluations - During the designated evaluation year, the Librarian will identify a time frame and notify the appropriate Vice-President when twenty-five (25) written student evaluations will be completed. These will be obtained from students after the Librarian's services have been rendered.

- 2) Peer Evaluation - During the designated evaluation year, the Librarian will also have a peer observation completed during a selected half-day time frame. The peer is defined as a full-time, tenured faculty/librarian from the Washington State Community and Technical College system from either on or off campus mutually agreed upon by the faculty member (librarian) and appropriate Vice-President.

Section 3: Adjunct Faculty.

A. Purpose.

- 1) The purpose of adjunct faculty evaluation is to strengthen their professional skills.

B. Evaluation Cycle.

- 1) Adjunct faculty who have taught less than two (2) quarters of classes at the College will be considered "first time" and evaluated each of their first two (2) quarters and annually thereafter.
- 2) Other adjunct faculty are those who have completed two (2) full quarters of instruction at the College and will be evaluated annually.
- 3) Full-time and pro rata faculty who accept adjunct contracts ("moonlighting") are exempt from this process.
- 4) The rotation of annual evaluation for adjunct faculty will be developed and managed by the Instruction Office.

C. Components.

- 1) First-time adjunct faculty will be evaluated during the first two (2) quarters of teaching in the following manner:
 - (a) During each of the first two (2) quarters, written student evaluations will be performed. A summarized report of the results will be provided to both the faculty member and the supervisor.
 - (b) By the end of the second quarter, at least one classroom observation and evaluation by supervisor or designee will be performed.
 - (c) During each of the first two (2) quarters, the adjunct faculty will meet and confer with the supervisor on the results of the quarterly evaluations.
- 2) Other adjunct faculty will be evaluated annually with one written student evaluation and one classroom observation by the supervisor or designee for a single class.
- 3) Evaluation tools and forms will be mutually agreed upon by the Federation and the College.

OBSERVATION OF INSTRUCTIONAL ACTIVITY**Instructor** _____ **Date** _____**Course** _____ **Class** _____

Thank you for participating in this classroom observation. Please answer the questions below as thoroughly as you can. **If appropriate, provide examples.**

1. Was the instructor prepared to begin class on time? If not, explain.
2. Was the content presented in a clear, organized, and effective manner? Were terms, concepts, and principles clearly explained?
3. Were visual (or other supplemental) materials used? If so, were they organized, legible, and effective?
4. Was the instructor attentive to student comments and questions?
5. Were the students encouraged to think? Explain.
6. Was the instructor's voice easily heard and understood?
7. Did the instructor make efficient use of scheduled time?
8. Did the instructor demonstrate skill in classroom management?

9. What teaching methods were used? Did they effectively engage students?

10. Is there evidence of a positive learning environment? Explain.

Additional comments by the observer:

Comments by the instructor:

Observer: _____ **Date:** _____

Instructor: _____ **Date:** _____

PEER EVALUATION

Probationer: _____

Office Location: _____

Phone Extension: _____

We are currently in the process of evaluating faculty and you have been selected by _____ and his/her tenure committee as a peer evaluator for _____. The primary purpose of the evaluation is to identify and commend effective performance as well as to define areas requiring improvement.

This process requires that you provide written comments supporting your assessment. Your assessment should speak to the faculty member's strengths and/or areas for improvement. You are asked to address the areas identified below of which you feel that you have specific knowledge. If you feel you do not have adequate knowledge in a particular area, feel free to note that. **The bulleted descriptors are there to serve as examples. Feel free to use other examples as you assess the faculty member's strengths in each area.** If you need to, please attach additional pages. Please note that there is space at the end of this form for any additional comments that you would like to add.

Prior to submitting the completed evaluation form to the tenure committee, please meet with the probationer to discuss your evaluation.

1. COMMUNICATION

Comment on these, or any other pertinent areas of communication about which you have specific knowledge.

- Adapts communication to diverse audiences
- Shares appropriate information
- Possesses effective listening skills
- Writes clearly and concisely
- Speaks clearly

WRITTEN COMMENTS:

2. INTERPERSONAL SKILLS

Comment on these, or any other pertinent areas of interpersonal skills about which you have specific knowledge.

- Relates well with others
- Demonstrate trust, sensitivity and mutual respect
- Maintains confidentiality
- Accepts constructive criticism
- Demonstrates consistency and fairness
- Provides timely responses to inquiries

WRITTEN COMMENTS:

3. DECISION MAKING

Comment on these, or any other pertinent areas of decision making about which you have specific knowledge.

- Open to new ideas
- Uses a logical approach
- Makes timely/responsive decisions
- Modifies decisions based on new information when appropriate
- Involves others in the decision making process

WRITTEN COMMENTS:

4. LEADERSHIP

Comment on these, or any other pertinent areas of leadership about which you have specific knowledge.

- Coaches and mentors; inspires and motivates
- Demonstrates self-confidence
- Leads by example; serves as an appropriate role model
- Promotes a cooperative work environment
- Is approachable and interacts with others on a regular basis
- Demonstrates personal and professional integrity
- Serves as a committee chair or assumes another leadership role

WRITTEN COMMENTS:

5. PROFESSIONAL DEVELOPMENT

In order for you to complete this section, it may be necessary to have a face to face discussion with the probationer.

Stays current in his/her field by:

- Participating in workshops and conventions
- Reading literature in the field
- Networking with colleagues and professional organizations
- Visiting area industries or businesses
- Engaging in creative activities such as writing, research, editing, and artistic performance
- Pursuing additional educational course work
- Developing and presenting in-service workshops and faculty development programs
- Participating in upgrading technical skills

WRITTEN COMMENTS:

6. CAMPUS INVOLVEMENT

Comment on these, or any other pertinent areas of campus involvement about which you have specific knowledge.

- Serves on committees, sub-committees and/or other college task forces and
- Serves as a club advisor or another extra-curricular activity
- Supports college activities

WRITTEN COMMENTS:

7. INTERACTING WITH THE EXTERNAL ENVIRONMENT
PROFESSIONAL/TECHNICAL FACULTY ONLY

Comment on these, or any other pertinent areas of interaction with the external environment about which you have specific knowledge.

- Actively participates with advisory committee
- Is involved with area high school programs
- Has regular contact with area business and industry
- Is recognized in the professional community as an expert in the field

WRITTEN COMMENTS:

ADDITIONAL COMMENTS BY PEER EVALUATOR:

COMMENTS BY EVALUATEE:

Peer Evaluator: _____ Date: _____

Faculty Member: _____ Date: _____

STUDENT EVALUATION OF FACULTY

INSTRUCTOR: _____ DATE: _____

CLASS TITLE: _____ COURSE & SECTION: _____

The instructor for this course asks you to objectively respond to this survey. Your responses to these questions are totally confidential. This evaluation is collected and compiled by the staff in Instruction. If you feel any statement does not apply, or you are not able to give a knowledgeable response, simply leave the item blank. Thank you for taking a few minutes to answer these questions. Your instructor will find the results helpful as he or she plans for future classes.

ACCEPTABLE MARK ●	UNACCEPTABLE MARKS ○ ○ ○
--------------------------	---------------------------------

YES/NO SECTION:

	Yes	No
1. Were you provided with a course syllabus during the first week of class?	<input type="radio"/>	<input type="radio"/>
2. Do you understand the grading system provided on the syllabus?	<input type="radio"/>	<input type="radio"/>
3. Do you understand the class rules and procedures?	<input type="radio"/>	<input type="radio"/>
4. Do you understand the course objectives?	<input type="radio"/>	<input type="radio"/>

RATING SECTION:

Answer on a range from 1 to 4. 1 is poor/low and 4 is excellent/high.

	Low/Poor		High/Excellent	
5. I am able to understand the class assignments after they have been explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I have been able to reach my instructor for out of class assistance during his/her office hours or by appointment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I was informed about campus resources (library, labs, counseling, etc.) as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The tests and assignments are related to the lab, class, and textbook material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I find the instructor organizes and presents material in a way that contributes to my ability to understand the material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I received grades and useful feedback on tests and assignments within a reasonable time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I am provided an opportunity to ask questions during class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I believe the information presented is relevant to the course objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I feel that my opinions and viewpoints are respected by the instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I receive timely responses to my out-of-class inquiries (e.g. telephone messages, e-mails, etc...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This section for lab classes ONLY. If this is not a lab class, leave blank and skip to #16. In laboratories and shop areas:

	Low/Poor		High/Excellent	
13. Safety is emphasized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I am learning about relevant environmental and health standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I am provided with demonstrations of skills I need to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

STUDENT DATA SECTION;

	Mark responses below			
	1 qtr,	2 qtrs	3 qtrs	4 or more
16. How many quarters have you been a student at Centralia College?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	0-2	3-5	6-8	9 or more
17. How many of the required sessions of this class did you miss?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ANNUAL SELF ASSESSMENT

Name: _____

Subject Area: _____

Academic Year: _____

A. Discuss your strengths and your plans for continued professional growth in the following areas:

1. Teaching and facilitation of student learning:

2. Student Advising:

3. Contributions to the College Community: (e.g. committees, clubs, speaker's bureau, etc...)

4. Writing, research, publication, professional presentations:

5. Other

6. What areas/challenges would you like to focus on during this academic year?

ANNUAL SUPERVISORY EVALUATION

Individual Evaluated _____

Date _____

Department/Program _____

On the average, I have contact with him/her:

Daily

Weekly

Monthly

Occasionally

Directions: Please circle the appropriate evaluation score for each evaluation category.

CODE

1 = Unsatisfactory
2 = Conditional
3 = Average

4 = Above Average
5 = Outstanding
N/A = not applicable

<u>Evaluation Categories</u>	<u>Performance Ratings</u>	<u>Comments</u>
A. Communications - communicate in clear, correct and precise language;	1 2 3 4 5 N/A	
B. Decision-making - is able to make decisions and assumes leadership in solving problems;	1 2 3 4 5 N/A	
C. Service work - promotes and is involved with community relations which enhance the public image of the college;	1 2 3 4 5 N/A	
D. Initiative - has not only drive, energy, and ambition, but the desire and ability to work positively and with affirmative enthusiasm in the pursuit of responsibilities;	1 2 3 4 5 N/A	
E. Organization - makes optimum use of all available resources in order to accomplish a goal(s);	1 2 3 4 5 N/A	
F. Professional performance - knows professional field and is able to provide and deliver quality instruction or assistance in area of responsibility.	1 2 3 4 5 N/A	

- | | | | | | | | |
|----|--|---|---|---|---|---|-----|
| G. | Advising - is knowledgeable and provides comprehensive and quality information about a student's course of study; | 1 | 2 | 3 | 4 | 5 | N/A |
| H. | Professional goals - has developed comprehensive goals and is making satisfactory progress toward the desired goals; | 1 | 2 | 3 | 4 | 5 | N/A |

Note: Detailed and comprehensive comments on either Outstanding or Unsatisfactory ratings are required. For each area of perceived weakness, prescribe a course of action to overcome that weakness.

Overall Evaluation Assessment:

Comments by Person Being Evaluated:

I have read this document.

Employee Signature	Date
--------------------	------

Evaluator's Signature	Date
-----------------------	------

CENTRALIA COLLEGE Librarian Evaluation

Librarian's Name: _____

Date: _____

Course Number: _____

Title: _____

Full time, probationary, prorata, and adjunct faculty are evaluated periodically by a formal process. This questionnaire is part of this process. Listed below are criteria to rate your instructor. Draw a circle around the number that best indicates his/her position on items 1 through 5. Rate each statement as thoughtfully and carefully as possible. Do not omit items if possible. The instructor will receive a typewritten summary of the ratings and comments. Thank you.

	Does Not Apply	Poor	Fair	Competent	Superior
1. It was clear to me what the librarian planned to cover during the session.	0	1	2	3	4
2. I was provided an opportunity to ask questions during the session.	0	1	2	3	4
3. I find the librarian organizes and presents information in a way that contributes to my ability to understand the material.	0	1	2	3	4
4. I believe the information presented was relevant to my research needs.	0	1	2	3	4
5. I will be able to apply what I learned in the session to do research.	0	1	2	3	4

Was there a concept you wish he/she spent more time on?

Was there any resource or concept you wish he/she had spent less time on (you were already familiar with)?

Additional Comments:

APPENDIX

STANDARD FIVE

Library Mission and Goals

Library Mission Statement: “The Kirk Library will be a full and active partner in the college’s educational mission, providing services and resources that support teaching and learning.”

Library Goals:

- **Access.** The Kirk Library shall provide ever-increasing access to information and technology resources in order to support teaching and enhance learning, accommodate different learning styles, and represent diverse viewpoints.
- **Diversity.** The Kirk Library shall provide barrier-free facilities, a supportive environment and, whenever possible, base policy decisions on practices that afford library users maximum access to resources.
- **Educational Programs.** The Kirk Library shall foster an environment in which library users acquire information literacy skills and related computer competencies in order to support independent inquiry and lifelong learning.
- **Personal and Community Enrichment.** The Kirk Library shall collaborate with campus and community groups to organize activities in order to promote such values as literacy, freedoms of speech and information, and respect for diversity.
- **Stewardship.** The Kirk Library shall acquire, organize, preserve, and secure for present and future users a strong collection in order to support the educational programs of the college and record the history and creativity of the institution and the college’s relationship to the region.

The library has continued to make progress on action items identified during the program review process. Annual work plans guide and document this work.

On the following page are listed the mission and values developed during summer 2005 for the library’s information program.

Library Instructional Services Mission Statement: “It is the mission of the Kirk Library to be a full and active partner in Centralia College’s educational mission, providing services and resources that support teaching and learning. The library shall foster a dynamic learning environment in which users acquire information literacy skills in order to support independent inquiry and lifelong learning.”

We recognize information literacy to be central to our mission. Information literacy is the set of skills and knowledge that is needed to find, retrieve, critically evaluate, and use information. In our information based society these skills are critical for academic success, professional achievement, and personal fulfillment. By aiding in the development of these abilities, the library’s instruction program helps provide the foundation for lifelong learning.

In carrying out our mission, the Centralia College Library instruction program ascribes to these core values:

- We recognize that a learning environment that fosters free and open inquiry is critical to encouraging and facilitating intellectual independence and lifelong learning.
- We employ instruction methods that reflect a diverse community of learners and accommodate a variety of learning styles.

Library Strategic Plan

Strategic Initiative I:

Provide ever-increasing access to information and technology resources that support teaching and enhance learning.

Strategic Objective A:

Select and maintain a collection of resources, in whichever formats are necessary, to support the instructional mission of the college and to meet the information needs of library users.

Operational Objective 1:

Collaborate with faculty and staff to select and de-select resources that support the curriculum and meet the research needs of the campus.

Measures:

- ✓ The existing 5-year collection development cycle is used to ensure that all segments of the collection are evaluated on a regular basis.
- ✓ Library liaison system is in place.

Operational Objective 2:

Provide resources in as many formats as cost, space, and equipment allow, accommodating different learning styles and representing diverse viewpoints.

Measures:

- ✓ Collection is balanced.
- ✓ Whenever possible, materials are provided in multiple formats.

Operational Objective 3:

Use the most up-to-date technology to increase efficiency in the selection and acquisition of library resources.

Measures:

- ✓ Efficiency of ordering is increased through use of such online portals as Ingram Ipage.

Operational Objective 4:

Partner with the Centralia College Foundation, Institutional Research, and other groups to seek external funding to collect, maintain, and provide increased access to library collections.

Measures:

- ✓ Library participates in grant-seeking activities.

Operational Objective 5:

Minimize losses to collection due to theft through staff vigilance and the use of a well-maintained and monitored security gate.

Measures:

- ✓ Perform regularly scheduled inventory of collections.

Strategic Objective B:

Investigate and implement technologies and delivery methods that allow the greatest possible access to information resources (e.g., wireless, virtual reference, electronic reserves).

Operational Objective 1:

Provide leadership in the investigation and adoption of appropriate instructional technology.

Operational Objective 2

Continuously expand library's virtual presence to provide maximum (remote) access to resources and services.

Operational Objective 3:

Increase outreach to underserved user groups.

Measures:

- ✓ Students at other campuses (CCE, GHC) and distance learners have equal, if different, access to information resources needed to complete coursework.
- ✓ An increasing number of opportunities are available for college employees to access the training and information resources that enhance their work.

Operational Objective 4:

Replace 14 existing 5-year old public use computers with new, flat screened models, adding at least 4 additional computers.

Measures:

- ✓ Downtime of public use computers for repair is decreased.

Operational Objective 5:

Implement proxy server to allow remote library users seamless access to online resources.

Measures:

- ✓ Proxy server replaces password sheet as a means of authenticating users of Web-based databases and other online resources.
- ✓ Number of callers needing passwords or reporting problems with passwords decreases.

Operational Objective 6:

Library staff members receive training that allows them to offer high quality service; select, de-select and maintain library collections; and implement new technologies.

Strategic Objective C:

Participate in cooperative agreements and consortial purchases that provide the greatest access to resources and services, and promote the most efficient use of funds.

Operational Objective 1:

Continue membership on Statewide Database Licensing Project, Digital Resources Committee; participate in state contract for ProQuest.

Operational Objective 2:

Continue to participate in the LVIS interlibrary loan cooperative.

Operational Objective 3:

Continue to participate in ORCA Consortium for Endeavor integrated library computer system; participate in NWEA (Northwest EndUsers' Group).

Operational Objective 4:

Purchase databases through BCR when price merits.

Operational Objective 5:

Build alliances with local libraries and museums in order to advance and/or position the library for advancement of strategic objectives (e.g., partner to purchase digital collections software and server).

Measures:

- ✓ Group purchases results in decreased cost to Library.
- ✓ Library services are enhanced due to participation in consortial activities.
- ✓ Library staff become aware of opportunities in a timely manner and are able to take advantage of them.

Strategic Objective D:

Provide comfortable, barrier-free facilities that afford maximum access to resources, space for quiet as well as group study, instruction, and class visits.

Operational Objective 1:

Stage 1: Purchase new public use computers, and add at least 4 additional computers. Stage 2: Put in place lab for library instruction and other research activities.

Measures:

- ✓ New computers lead to decreased downtime for repairs.
- ✓ Lab enables innovation in library instruction pedagogy.
- ✓ More classes visit library to do research.

Operational Objective 2:

Eliminate space constraints that hinder achievement of library strategic objectives; Library occupies entire building (a.k.a. "Operation Liberate Library").

Measures:

- ✓ Staff members evaluate current usage of space (e.g., configuration of computer carrels) and signage to maximize efficiency and convenience.
- ✓ Remaining stands of book shelves that are too narrow and are not earthquake proof are replaced.
- ✓ Keep library statistics of study room usage and class visits to the library (not involving library instruction session).

Operational Objective 3:

Work with Special Needs Director to maintain ADA compliant workstation and to update equipment available for check in/out to students with disabilities.

Measures:

- ✓ ADA compliant workstation is kept up-to-date.
- ✓ Library staff is trained in the use of the key components available at the ADA compliant workstation.

Operational Objective 4:

Minimize costs to students that might hinder access to information.

Measures:

- ✓ Library continues to provide free printing.
- ✓ Library continues to provide free interlibrary loan services.

Strategic Objective E:

Media Services works with other campus entities to make available a range of instructional equipment that enhances teaching and learning.

Operational Objective 1:

Engage in dialogue with other campus entities to redefine the purpose and scope of Media Services in relationship to T&CS.

Operational Objective 2:

Based upon clarified purpose and scope, work with administration to acquire adequate staffing and funding.

Operational Objective 3:

Collaborate with T&CS to acquire funds for, circulate, and maintain and up-to-date circulating collection of instructional equipment that allows college employees efficient and convenient short-term access to technology for ongoing training, presentations, and other work-related functions.

Measures:

- ✓ Discussion results in clarification of needs, possible changes to staffing, and adequate funding to meet priorities
- ✓ Regular cycle of maintenance and replacement for equipment is established

Strategic Objective F:

Engage in regularly scheduled assessment activities that allow for the continuous evaluation of library services and data-driven decision making.

Operational Objective 1:

Conduct a thorough program review on a 3-year cycle.

Measures:

- ✓ User surveys.
- ✓ Usage statistics.
- ✓ Comparison with peer institutions and professional standards.

Operational Objective 2:

Build assessment means and measures into each library objective and project.

Strategic Objective G:

The library archive provides access to historical information about the college.

Operational Objective 1:

Identify and map campus historical collections that are not housed in the library. [Not to include student and other records retained for designated time periods as per state regulations.]

Operational Objective 2:

Preservation assessment and planning:

- A. Identify options for conducting a needs assessment as a basis for preservation planning and prioritization.
- B. Seek funding and/or training necessary to carry out needs assessment and to prepare planning document.
- C. Identify elements of an emergency preparedness plan and develop plan.
- D. Provide training for library staff in archival preservation practices, processing/storage/housing procedures.

- E. Develop policies and procedures for selection, retention, preservation, and storage of archival materials.
- F. Monitor environmental conditions in the library (temperature, light, humidity) and plan to improve as needed.

Operational Objective 3:

Digitize and provide online access to college archival collections and those collections of regional and statewide interest (e.g., Centralia Massacre, Chehalis and Cowlitz Tribes, Mason and Spafford murals).

- A. Identify which archival materials should be digitized and assign priorities.
- B. Develop local procedures for cataloging and providing access to historical materials in a variety of formats.
- C. Develop local procedures for digitization based upon best practices.
- D. Fund and implement scanning workstation.
- E. Train staff and students in digitization processes.
- F. Evaluate, select, and seek funds/partners to implement digital collection software and sever.
- G. Ensure that library staff members are trained in current preservation methods (e.g., re-housing of photos after digitization).
- H. Preserve archival materials by housing or re-housing in archival-appropriate enclosures.

Measures:

- ✓ Amount and quality of information digitized
- ✓ Students always have a project they can work on.
- ✓ Content dm or other similar software and a top-of-the-line archiving station is purchased through a digitization grant.
- ✓ Policies and procedures are in place.
- ✓ Staff training is undertaken and/or completed.
- ✓ Collection re-housing processes in place and percent of collection re-housed.

Strategic Initiative II:

Foster an environment in which students acquire the information literacy skills and computer competencies that support independent inquiry and lifelong learning.

Strategic Objective A:

Provide the highest quality service to all library users.

Operational Objective 1:

Librarians provide thorough, friendly, competent reference assistance and instruction.

Operational Objective 2:

Technicians possess skills and provide services that support library operations and allow the library to function efficiently.

Operational Objective 3:

Students are the best-trained, most customer service-oriented assistants on campus.

Measures:

- ✓ Training sessions are held with student assistants.
- ✓ Library student assistant training manual is updated.
- ✓ Comprehensive library policy manual is created.
- ✓ Training and policies manuals are available on campus intranet.

- ✓ Personnel receive training necessary to maintain/upgrade skills.
- ✓ Surveys reveal high levels of satisfaction with customer service.

Operational Objective 4:

Cross-train staff members so that the absence of one individual does not interrupt service.

Operational Objective 5:

Staffing in library is sufficient to meet objectives.

Measures:

- ✓ Fall 2004 full-time, tenure track librarian is on staff.

Operational Objective 6:

Library exemplifies respect for diversity.

Measures:

- ✓ Library is a welcoming workplace for students and staff from diverse backgrounds.
- ✓ Library staff members participate in diversity training, committees/DTFs, and activities.

Strategic Objective B:

SEE ATTCHED SUMMER 2005 LIBRARY INSTRUCTION STRATEGIC PLAN.

Provide and promote a program of instruction that emphasizes information competency.

Operational Objective 1:

Develop a library liaison system that ensures all faculty members are regularly contacted by a librarian.

Measures:

- ✓ System is in place
- ✓ Librarians log contact with faculty

Operational Objective 2:

Collaborate with classroom instructors to develop and teach sessions that help students acquire information literacy skills.

Measures:

- ✓ Library instruction statistics.
- ✓ Broader range of disciplines represented among classes visiting the library.
- ✓ Feedback is sought from students and faculty to assess instruction sessions.
- ✓ Survey results (both faculty and student) will show a positive increase in use and satisfaction with library instruction.

Operational Objective 3:

Draft outcomes for all library instruction sessions and integrate into each assignment.

Measures:

- ✓ Classroom faculty participate in the development of outcomes.
- ✓ Both librarians and classroom faculty can articulate anticipated outcomes of each library instruction session.
- ✓ Outcomes are in place.

Operational Objective 4:

Work with faculty across campus to integrate learning objectives related to information literacy skills into course outlines.

Measures:

- ✓ Objectives are incorporated into an increasing number of courses beginning with those that already bring classes for library instruction.

Operational Objective 5:

Provide professional development opportunities for library faculty to remain up to date with the most effective ways to provide library instruction.

Measures:

- ✓ Librarians participate in such training sessions as the ACRL Summer Institute (the “Alverno” of library instruction).

Strategic Objective C:

Participate in campus activities that promote such traditional library values as literacy, free access to information, and respect for diverse viewpoints.

Operational Objective 1:

Organize events that promote library values and increase library visibility on campus and in the community.

Measures:

- ✓ Help organize the CC Reads portion of the “What is an American?” Series.
- ✓ Hold annual “Gathering of Librarians” event.
- ✓ Participate in such activities as the Literacy Open House.
- ✓ Publish library newsletter.
- ✓ Develop library displays relating to collections and events.

Operational Objective 2:

Develop segments of the collection that meet the needs of individuals working to achieve literacy (e.g., low vocabulary/high interest collection, paperback book collection, English as a second language resources).

Measures:

- ✓ Collection contains these materials.

Library Work Plan 2004-05 Status Report

Activity	End of Year Status
Lewis County Reads & Lyceum	Completed.
blue&gold @ your library column	Completed.
Library News	Completed.
Digital archiving project/CONTENTdm implementation & training	Procedures for scanning newspaper clippings files completed. Three students trained. Scanning commenced. Archival photos brought down to library and process determined for identification of photo contents. AD attended Pacific Northwest Preservation Management Institute and 3 OCLC training sessions.
Procedures manual	To be completed fall quarter 2005.
Voyager upgrade	Delayed until December 2005.
Library website updates	Ongoing.
Reference collection review	Completed and core online reference collection selected.
Authority control	Completed.
Heavy library instruction schedule	Completed.
Preservation initiative	Washington State Library grant completed and second grant submitted and won! Preservation survey completed. Presentation made to LMDC. Preservation and disaster recovery plans in progress.
Information Literacy Grant activities	AD and two librarians participated in week-long Immersion Program. IL action plan drafted.
Setup/implement faculty liaison system	Model completed and responsibilities assigned. To be implemented fall quarter 2005.
Collection development (purchase & weeding)	Completed for year.
Cataloging & acquisitions	Completed for year.
Budget development	Completed.
Standing committees (Assessment, Instructional Cabinet, Instructional Council, Technology)	Completed.
Library Media Directors Council meetings	Completed.
Staff evaluations	Completed.
Inventory (Reference, Fiction, General)	Completed.
Library displays	Completed.

	Sept	October	November	December	January	February	March	April	May	June	#
Lewis County Reads				Info for publicity	Website updated		X	X			1
Lyceum (speaker on library-related issue)								X			2
blue&gold @ your library column		X	X		X	X		X	X		3
Library News	X				X			X			4
Digital archiving project/CONTENTdm implementation & training	X	X	Clippings DB up	X	Murals DB up	X	X	X	X	X	5
Procedures manual		X									6
Voyager upgrade				X							7
Library website updates	X	X									8
Authority control					X					X	9
Heavy instruction schedule		X			X			X			10
Implement Preservation Grant (UV filtering)				X			X				11
Information Literacy Grant activities	X	X	X	X	X	X	X	X	X	X	12
Implement faculty liaison system	X	X	X	X	X	X	X	X	Have contacted 100% of ft faculty	X	13
Collection development	X	X	X	X	X	X	X	X	X	X	14
Cataloging & acquisitions	X	X	X	X	X	X	X	X	X	X	15
Budget development							X	X			16
Standing committees	X	X	X	X	X	X	X	X	X	X	17
Library Directors Council		X			X			X			18
Staff evaluations							X	X			19
Library displays	X	X	X	X	X	X	X	X	X	X	20

1: Stephanie & Margaret

2: Librarians & AD

3: Librarians & AD

4: Librarians & AD

5: Stephanie, Judy, Hyesoo, Darlene, Students

6: All Staff

7: Sue

8: Librarians & AD

9: Sue

10: Librarians & AD

11: Stephanie

12: Librarians & AD

13: Librarians & AD

14: All Staff

15: All Staff

16: Stephanie

17: Librarians & AD

18: Stephanie

***highlighted activities represent those recommended to VPI for inclusion in annual division plan**

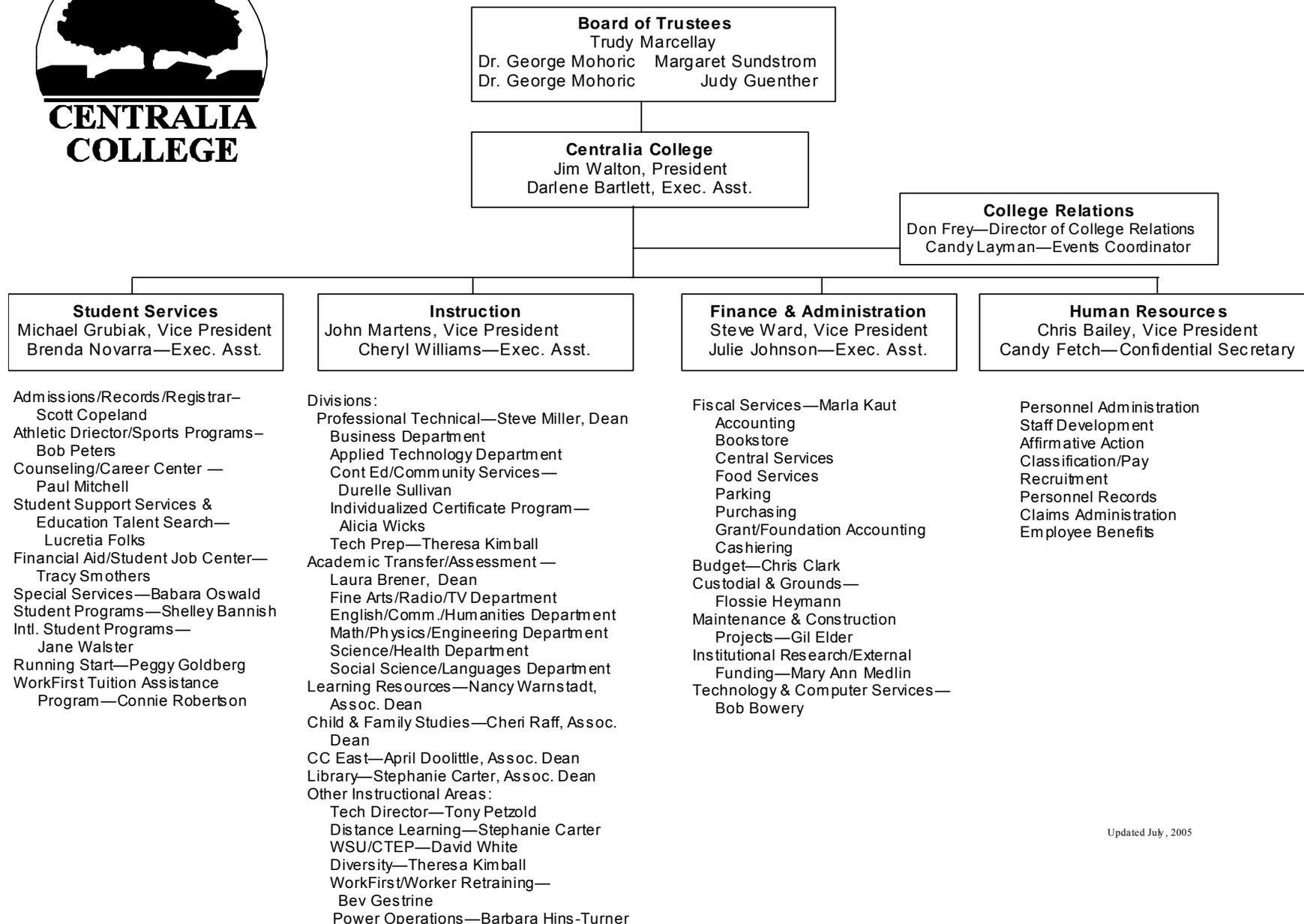
19: Steph, Hyesoo, Darlene

20: All Staff

APPENDIX
STANDARD SIX



Centralia College Organizational Chart



Updated July, 2005

**CENTRALIA COLLEGE BOARD OF TRUSTEES
BIOGRAPHICAL SKETCHES**

Ms. Judy Guenther - Judy is in her first term as she was appointed in January 1996. Her current term expires September 2005. She was Chair of the Board of Trustees for 2004-2005 and 1999-2000. In her tenure as a trustee, she has served on the ACCT Governance/Bylaws Committee in 2001, ACCT Pacific Region Nominating Committee, served as Vice President of TACTC for 1998-99, and President of TACTC for 1999-2000. Her interests include community service, politics, family and friends. Judy and her husband, Bob, live south of Chehalis, have a son, a daughter, and twin grandsons.

Ms. Margaret Sundstrom - Margaret Sundstrom was first appointed in June 1998 and reappointed in 2002. She is currently Assistant Specialist, Information and Assistant Case Management, Lewis/Mason/Thurston Area Agency on Aging. Margaret has also served on the Advisory Committee for Centralia College East, the Literacy Council, and in various capacities with the White Pass School District. She and her husband, Bill Little, have a son and daughter and live in Randle.

Dr. George Mohoric - George Mohoric was appointed in October 1998 and reappointed in 2003. He serves as The Fund Liaison. He is retired from a practice in general family dentistry after 40 years. Along with his service to Centralia College, George serves on the Board of Governors of the Shrine Hospital and is a member of the Elks organization. He and his wife, Betty, have three grown children and several grandchildren.

Frank DeVaul, Jr. - Frank DeVaul, Jr. was appointed in February 2000, reappointed in 2004 and serves as TACTC Legislative Steering Committee Liaison. He is co-owner and president of DeVaul Publishing, Inc., a company that publishes six newspapers and publications. His activities include the Washington Newspaper Publishers Association, the WNPA Foundation, the National Newspaper Association, and serving on the Professional and Technical Development Committee. Frank previously served on the Centralia College Foundation and is active in Kiwanis Club of Chehalis, Boy Scouts of America, and the Chamber. He lives in Chehalis with his wife, Judy, and four children.

Trudy Marcellay – Trudy Marcellay was appointed in March 2002. Regional Program Manager for Indian Policy and Support Services with the Department of Social and Health Services, a position she has held since 1990. She is a member of the Chehalis Tribe; Northwest Native American Basketry Association, 2000-current; Executive Board and Secretary, United Way, Thurston County; DSHS Regional Coordinating Council, Chair. A.A., Liberal Arts, Centralia College; B.A. Washington State University. She lives in Oakville, Washington.

APPENDIX

STANDARD NINE

CONFLICT OF INTEREST - STATE ETHICS LAW

Campus contact: Appropriate Vice President

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POLICY: Centralia College staff members must comply with Washington State Law RCW 42.52 known as the Ethics in Public Service Law. This law requires that all public staff members and state officials be accountable to the people and must consider this public accountability as a particular obligation of their public service using their official powers and duties and the resources of the state only to advance the public interest. This obligation requires that all faculty members, staff members and officers of Centralia College:

- A. Protect the integrity of the College by being independent and impartial in the performance of their duties, avoiding the use of their positions for personal gain or private benefit;
- B. Promote an environment free from fraud, abuse of authority, and misuse of public property;
- C. Protect confidential information to which staff members have access in the course of their duties.

PROCEDURE:

Definition of College:

In this policy, "College" shall mean Centralia College, District XII, an agency of the State of Washington

General Ethical Principles:

- A. A College faculty member, staff member or officer may not have a financial interest or engage in any activity that is in conflict with the proper discharge of the officer's or staff member's official duties. (RCW 42.52.020)
- B. A College, staff member or officer may not use his/her official position to secure special privileges for himself or herself or any other person. (RCW 42.52.070)
- C. A College faculty member, staff member or officer may not receive compensation from any person, except for the State of Washington, for performing, not performing or delaying his or her official duties. (RCW 42.52.110)

Basic Rules for Gifts (RCW 42.52.140)

A College faculty member, staff member, or officer may not accept a gift if it could reasonably be expected to influence the performance or nonperformance of the officer's or staff member's official duties.

College faculty members, staff member or officer may not accept gifts from any person with an aggregate value in excess of \$50 a year unless the gift(s) stem from family relationships or personal relationships that are unrelated to the employee's official duties. The following items as described in RCW 42.52.140-150 are presumed not to influence and may be accepted without regard to the \$50.00 limit.

1. Unsolicited flowers, plants and floral arrangements;
2. Unsolicited advertising or promotional items of nominal value, such as pens and note pads;
3. Unsolicited tokens or awards of appreciation in the form of a plaque, trophy, desk item, wall momento or similar item;
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4. Unsolicited items received by a state officer or state employee for the purpose of evaluation or review, if the officer or employee has no personal beneficial interest in the eventual use or acquisition of the item by the officer's or employee's agency;
5. Informational material, publications, or subscriptions related to the recipient's performance of official duties;
6. Food and beverages consumed at hosted receptions where attendance is related to the state officer's or state official duties;
7. Admission to, and the cost of food and beverages consumed at, events sponsored by or in conjunction with a civic, charitable, governmental, or community organization; and
8. Unsolicited gifts from dignitaries from another state or foreign country that are intended to be personal in nature.

As defined in RCW 42.52.010 "Gift" means anything of economic value for which no consideration is given. "Gift" does not include the following:

1. Items from family members or friends where it is clear beyond a reasonable doubt that the gift was not made as part of any design to gain or maintain influence in the agency of which the recipient is an officer or employee;
2. Items related to the outside business of the recipient that are customary and not related to the recipient's performance of official duties;
3. Items exchanged among officials and employees or a social event hosted or sponsored by a state officer or state employee for coworkers;
4. Payments by a government or non-governmental entity of reasonable expenses incurred in connection with a speech, presentation, appearance, or trade mission made in an official capacity. As used in this section, "reasonable expenses" are limited to travel, lodging, and subsistence expenses incurred the day before through the day after the event;
5. Items a state officer or state employee is authorized by law to accept;
6. Payment of enrollment and course fees and reasonable travel expenses attributable to attending seminars and educational programs sponsored by a bona fide nonprofit professional, educational, or trade association, or charitable institution. As used in this section, "reasonable expenses" are limited to travel, lodging, and subsistence expenses incurred the day before through the day after the event;
7. Items returned by the recipient to the donor within thirty days of receipt or donated to a charitable organization within thirty days of receipt;
8. Campaign contributions reported under chapter 42.17 RCW; and

9. Discounts available to an individual as a member of an employee group, occupation, or similar broad-based group.

Please refer to RCW 42.52.010, .140, and .150 for more complete details on what is and what is not considered a gift.

Basic Rules for Honoraria (RCW 42.52.130)

An honorarium is money or anything of economic value offered for a speech, appearance, or article in connection with a state officer's or staff member's official duties. A College faculty member, staff member, or officer may not receive an honorarium unless it is specifically authorized by the President of the College. College employees considering a task where an honorarium may be paid should complete the Honorarium Authorization Form, have it approved by their supervisor and route it to the President for final approval prior to undertaking the activity for which the honorarium is to be paid.

Honoraria may not be permitted under the following circumstances:

1. The person offering the honorarium is seeking or is reasonably expected to seek contractual relations with or a grant from the employer of the state officer or state employee, and the officer or employee is in a position to participate in the terms or the award of the contract or grant;

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2. The person offering the honorarium is regulated by the employer of the state officer or state employee and the officer or employee is in a position to participate in the regulation; or
3. The person offering the honorarium (a) is seeking or opposing or is reasonably likely to seek or oppose enactment of legislation or adoption of administrative rules or actions, or policy changes by the state officer's or state employee's agency; and (b) the officer or employee may participate in the enactment or adoption.

A copy of the RCWs related to this policy is on file in the Human Resources Office and the College Library. If questions arise regarding requirements under the State Ethics Law, it is suggested that the employee review the entire RCW.

[Policy delegated by BOT to College, 9/21/00]