Instruction

Mission Statement
The mission of Instruction is to promote learning and teaching.

Organization

Until the 1996-97 school year, the organizational structure of Instruction included five divisions headed by chairs that served as 49% administration and 51% faculty, a full-time associate dean for professional technical programs and a full-time dean of Instruction. When three of the five chairs decided they wanted to be full-time faculty, the issue of reorganizing became the focus of a full year of study and review. Recommendations were reviewed and discussed via focus groups, faculty meetings, e-mail discussions, and surveys. The result of this study is shown on the organizational chart with full time division administrators and faculty departments with elected chairs. The focus of faculty departments is teaching and learning in specific discipline areas.

In order to respond to faculty concerns regarding access to the vice president, the faculty department chairs meet monthly with the vice president to address issues and concerns of the faculty. Additionally, to maintain open communication and share information of mutual interest, the president of the Centralia College Federation of Teachers and the Vice President of Instruction meet twice per month. These meeting help to keep all interested parties informed about teaching and learning issues. (See Standard 6 for relationship to total governance structure)

The organizational chart also identifies the relationships of several part-time coordinators and other exempt personnel in the Instruction Area. (See Attachment 2.1)
Human Resources

The faculty numbers at Centralia College have remained fairly stable during the last decade. There are approximately 68 full-time and pro-rata faculty and 100 part-time faculty although this number varies by quarter. Of these full-time and pro-rata faculty, 55% have taught at the College for ten or more years and 18% have remained twenty years or more. Seven of the faculty were once students at Centralia College and all academic transfer faculty have Masters Degrees with twelve having Ph.D.'s.

The changes in faculty have not occurred in numbers but rather in placement. As faculty retire or leave, an evaluation process is followed to determine whether the same position needs to be filled or whether another program or area warrants a new position. This evaluation process takes into consideration the mission of the College and the goals of strategic planning as well as the best interests of the students. For instance, recently the head of the nursing program retired and the position was retained in the nursing faculty. However, when a physical education/fitness instructor retired, the faculty position was not lost but became a full-time anthropology position.

Centralia College has also seen an increase in the number of pro-rata faculty, faculty who are contracted to teach, advise, and serve on committees according to a percentage of the full faculty load. These pro-rata positions have demonstrated the College’s commitment to its staff and students by providing stability, quality, and consistency in teaching. It is also important to note that Centralia College has one of the higher full-time to part-time faculty ratios in the Washington state system of community colleges excepting technical colleges. Actually, according to the statistics for Fall 1998, Centralia College shows this ratio to be three full-time faculty for every one part-time faculty member.

Centralia College also demonstrates a financial commitment to part-time faculty. In the past, full-time faculty have voted to use salary allocations from the state to raise the hourly rate of part-time faculty. The negotiated agreement between the College and faculty demonstrates a real effort to recognize the importance and professionalism of the part-time faculty.
Physical Resources

Centralia College continues to adapt and change its physical space. The new Library building which houses the library, the Learning Resources Center, a computer lab, several offices, and classroom space has improved the learning and counseling configuration for students. Future plans include moving the counseling and career planning center to a one-stop Entry Center in the Student Service Building. This will move the Instruction Office to the Library building.

Significant changes in the physical facilities of Centralia College have included:

- moving Early Childhood Education Assistance Program (ECEAP) into a house at 217 Iron St.
- remodeling restrooms in Kemp Hall
- building a new storage building in the Vocational/Technical Building lot for the expanded Diesel Program
- updating and partially remodeling Hanson Building staff lounge and women's restroom
- updating restrooms in the Business Building restrooms so there could be adequate facilities until the new building is completed

The most significant change will occur as a result of the new building, the Instruction Building Replacement Project (IBRP), being constructed on campus to replace the defective Corbet Hall and Art Annex. Once the new building is finished, it will replace the Business Building, the Business Development Annex, Corbet Hall, and Corbet Art Annex. (A model of the new building with floor plans is in the Exhibit Room)

As soon as Washington state granted permission and funding for the new building, the College began making room. The houses on that land were auctioned, moved by the buyers, or demolished. Two homes were
moved to King St. and remodeled for the TEEN program's use beginning Fall 1999. One existing property on King St. was torn down and another was remodeled for the Families That Work Program. This program was previously housed on Iron St. in a building which will be remodeled for international students. The last house was moved from the construction area in November 1999, and the area was fenced.

Financial Resources

Currently, approximately 65% of the total operations budget goes to Instruction. Also, Instruction receives a similar pro-rata share of local revenues or "soft" funds received from Running Start and International Student Programs. Additional funding from Worker Retraining and Carl Perkins have been essential to Instruction, Student Services, and Administration. These dollars provide the College funds to develop and maintain the professional/technical programs. Other sources of funding have come from grants which have added $1.9 million dollars to the College funds with $2.25 million dollars pending. These grants were awarded by state and federal governments. (See Attachment 2.2) Centralia College also gave out $2.37 million dollars in financial aid for academic year 1998-1999.

Another source of revenue is the $56,000 assessment money given to the College by the State Board of Community and Technical Colleges (SBCTC). This comes to the College with the regular allocation and each year the Assessment Committee prepares a report indicating the past year's activities and goals for the coming year. (Copies of the annual reports and handbook are available in Exhibit Room) This report is submitted to the SBCTC and is available on its web page along with those from other colleges. The address is <www.sbctc.edu/Board/Educ/Outcomes/outcom_col.htm>

Information about Centralia's assessment program can be found at <www.centralia.ctc.edu/Depts/Assessment/default.html>

The money allocated for assessment activities is managed by the vice-president of instruction with advice from the Assessment Committee.
members primarily from Instruction and Student Services. To date, the bulk of this money has been used to assess and improve classroom learning, to conduct program reviews, and to develop institution-wide strategic planning activities. Expanded assessment activities in the form of the Community College Students' Evaluation Questionnaire (CCSEQ) will provide the College with the necessary data to conduct further analysis of services and programming. (CCSEQ available in Exhibit Room) In 1999, a special mini-grant from assessment dollars was awarded for an analysis and review of the ASSET admissions test. Data will assist advisors in reviewing current cut-off scores and to help students select classes.

In 1996, after conducting several progression studies on student success, the Assessment Committee established five over-arching learning themes for the College that identify the expected learning outcomes program graduates will achieve after studying at Centralia College. The five 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, interpersonal, professional, artistic, and technical arenas.

**Exploration of 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.

From 1992-1997, money from a Title III grant allowed the College to introduce and expand technology to all areas of the institution. One of the major benefits to the faculty was help in establishing the Teaching and Learning Center on campus, a facility which continues as the heart of faculty technological skill-building. This center is staffed full-time with an
applications and software expert who assists faculty and staff with the incorporation of technology into their work.

In 1996-1997, the College received a base allocation of $33,000 from the state in the form of an Innovation Grant to increase faculty skill and knowledge in the use of technology for teaching and learning. Faculty volunteers tackled the Internet, developed two elective on-line classes, and revised a class to take advantage of two-way audio, and video-conferencing (ITV). The money was also used to expand the technology and software in the Teaching and Learning Center so faculty could incorporate this technology into their teaching as interest and skill warranted. The two major benefits of these projects were staff development and expanded knowledge in video-conferencing enabling the College to reach students in the more remote areas of the district. (Final Report available in Exhibit Room)

Two other grants include Workforce Training and Carl Perkins. Workforce Training is funded by the SBCTC in the form of FTEs for dislocated workers enrolled in vocational retraining and the Individual Certificate Program, the Correctional Officer Program, and New Chance. It also provides Training Completion Aid (TECA) to assist students who are enrolled in technical programs but have exhausted their unemployment insurance benefits.

In addition, the College receives Workforce Training financial aid which pays for tuition, books, childcare, and travel mileage for students who enroll and stay in school. TECA is jointly administered through the Worker Retraining and Financial Aid Offices and has grown by over 300% since it was initiated in 1990. The total worker retraining allocation for 1999-2000 is $531,000. The web page for the program is <www.centralia.ctc.edu/Depts/WFT/default.html.

The Carl Perkins Vocational and Applied Technology Education Act of 1990 provides funding to assist community colleges with vocational education projects that strengthen the academic, vocational, and technical skills of students participating in vocational and technical programs. Centralia College applies each year for the funds and was awarded $128,938 for July 1, 1999, to June 30, 2000. This amount
includes $13,530 in rural set-aside funds which were not part of the original funding formula.

The annual plan is on file in the Instruction Office and the Professional Technical Instructional Office with copies to all involved campus areas. It is administered by the dean of professional/technical instruction.

**Instructional Council**

**Mission, Purpose, and Process**

In an advisory capacity to the vice-president of instruction, the Instructional Council will discuss and make recommendations about curriculum, instructional standards, and academic life of students.

Changes to policies and regulations for additions and deletions of courses and programs are the responsibility of the Instructional Council which acts in an advisory capacity to the vice-president of instruction. The responsibilities of the Council include but are not limited to the following: approval and addition of new courses within programs and curriculum; approval, review, deletion, and/or modification of curriculum and programs; and recommendation and approval of academic standards and practices.

Instructional Council is the umbrella council which oversees, monitors, and approves all academic and professional/technical courses taught at Centralia College. Individual courses developed by faculty members first need the approval of their department and division before being submitted to the Instructional Council for its recommendation.

Approximately two weeks prior to submission to the Council, the course outline is given to Instruction Services staff to review the course in view of its technical components. Then the first reading of the proposed course is placed on the Instructional Council agenda and this is published in advance. Initiating faculty typically are present during the Council meeting to explain rationale for the proposed course. If changes occur or further elaboration is necessary, a second reading is held at the next Instructional Council meeting.
Once approved by the Council, it is recommended to the vice-president of instruction for action. All new courses intended for academic and professional technical programs follow this process. Courses which are to be taught for just one quarter may be initiated by the department through their academic administrator, but the final approval of the vice-president of instruction is required for formal offering of the course. (See Attachment 2.3) These temporary courses can be offered one time only before going through the same formal process required for adoption of regular courses.

The Instructional Council composition and requisite quorum were recently revised to ensure comprehensive representation of various divisions and faculty departments. It now includes seven faculty department representatives, counselors, librarians, instruction administrators, and student services registration staff. A quorum must include at least five representatives from faculty departments.

In order to incorporate assessment outcomes in its process, the Council requires course outlines and proposals to incorporate the Centralia College Five Learning Themes and to demonstrate how the objectives of the course fulfill these themes.

The offering of on-line courses also requires that all such courses be presented to Instructional Council for approval before any further action is taken in specific departments. An on-line course is presented and documented by the creator of the course or by a tenured faculty person in the specific field of the course to be offered. As with all other course offerings, it must be consistent with the College curriculum requirements. Currently two Centralia College courses are on-line with Library 182 being the most recent addition. A typical criteria is for full-time faculty to approve a course with their own departmental expertise. This also holds true for Washington On-Line courses which are offered through Centralia College. At present approximately ten of these courses are offered in the published Centralia Course Schedule. (See Attachment 2.4)

**Educational Programs**

In order to start new professional/technical programs, the College follows the guidelines established by the State Board. Prior to developing the
curriculum, labor market data and student demand data are gathered. Then an advisory group of both campus personnel and practitioners is convened to determine outcomes and a logical sequence of courses. The program is then proposed to the department responsible for its class delivery and the course proposal form is reviewed and approved by the Instructional Council. (Course Proposal Form available in Exhibit Room)

Once approved by the State Board and the Council, a permanent advisory committee is convened, equipment and facilities are acquired, and a program start date is determined. A similar process is followed before a program is discontinued. Data about enrollment, labor prospects, and curriculum are reviewed. If enrollment numbers and the job market are both declining, a program may be discontinued.

Academic transfer courses and programs are tied to the statewide articulation agreement and follow a similar pattern as professional/technical courses and programs. Faculty develop a course outline which is reviewed by the appropriate department and upon approval, sent on to Instructional Council for review and action. There is usually a preliminary reading and presentation followed by a second, final reading, and decision. The Board of Trustees is informed of new courses and programs via Council minutes and monthly written Board Reports from the instructional departments.

The Academic Division typically does not offer any concentrated or abbreviated programs. The only concentrated weekend course that has been offered by the Academic Division is Introduction to Marine Biology (Biol 250). The Professional/Technical Division, however, offers an array of one-year certificate programs in the areas of Business Education, Electronics, Welding, Computer Aided Drafting (CAD), and Geographic Information Systems (GIS). In some areas a Certificate of Competency is offered. This certificate encompasses one quarter or less time spent and is comprised of fewer than twenty credit hours. All these programs undergo the rigorous approval formalities required for regular associate degree programs. This ensures dissemination of requisite competencies and skills to students enrolling in these programs.

The College's implied policy has been to allow the students of any terminated program to fulfill their graduation requirements within a
reasonable timeframe. The absence of a written policy has not posed any problems thus far. The College, however, is aware of this lapse and plans are being made to develop and implement an effective policy to address this issue.

In 1995, the Department of Corrections mandated the deletion of the Associate of Arts Degree at the Garrett Heyns Education Center (GHEC). Currently, only a few selected programs such as barbering, drafting, and basic skills are taught at GHEC.

**Professional/Technical ATA's and Certificates**

The design and development of these degrees and certificates is done primarily by the concerned faculty and advisory committee. The faculty develop the courses and their sequence, provide for synthesis of learning, and determine the learning outcomes and methods of assessment by using the information acquired from the advisory board representatives and other related sources. The advisory committee meets at least twice annually to ensure that the program and learning outcomes are current and meet industry standards. The faculty keep their skills current by attending a variety of workshops related to respective technical programs. The syllabi reflect the criteria for critical thinking and skill development as envisaged in the five learning themes of the College.

Integration of computers in the technology and transfer programs is an essential requirement. A program-by-program response to this effect is not available. Most courses, however, require internet usage and utilization of commercial software.

Following the adoption of the five assessment themes in 1996, the Instructional Council determined that all course outlines and syllabi would identify how elements of each course meet the outcomes delineated in the learning themes. The course outline format was changed and syllabi are now required to reflect the themes identified in the outlines. All courses currently offered by the College are in the new format.
An overall Instructional Program Review process has been implemented. The purpose of this review is a critical self-study designed to systematically review how each program fulfills its purpose and goals within the mission of the College. All academic and professional/technical programs are reviewed in a three-year cycle.

**Tech Prep**

Several of the professional technical programs have articulated entry-level vocational courses with area high schools. The result is that students can receive direct vocational college credit for articulated courses in which a grade of “B” or better has been earned. The Tech Prep Coordinator monitors the articulation agreements and assures that high school and college faculty agree on the competencies and outcomes for each course. Tech Prep courses do not transfer to baccalaureate institutions.

**Transfer Degrees**

All the transfer degrees offered by Centralia College comply with the Northwest Association of Schools and Colleges Commission (NASC) requirements. They also conform to the guidelines set forth by the Intercollege Relations Commission (ICRC). Transfer faculty ensure that the courses have sufficient depth, breadth, and sequence through links with the faculty at the four-year institutions. They ensure that the learning outcomes, evaluation criteria, and assessment for individual courses appear in the course syllabi.

**Instructional Program Review**

Continuous improvement is a significant piece of assessment and strategic planning at Centralia College, and since the 1990 full accreditation visit and the 1995 interim visit, program review has continued to mature. The acquisition of the institutional researcher and
the full institutional acceptance of the five learning themes allowed program review to evolve further.

Instructional Program Review is a critical self-study conducted by program faculty, appropriate administrators, and the Instructional Council that is designed to systematically review how a program fulfills its purposes and goals within the mission of the College. For professional technical areas, the definition of a program is tied to the degree or certificate that is earned by the student. There are distinct sequences of classes that result in a set of competencies that are specified for employment in a given field. For academic transfer areas, the program review is a self-study of a discipline area or group of related disciplines. Many different disciplines add to the diverse nature of the survey courses that make up the AA or AS degrees. Since the student may achieve the goal of a degree using a variety of courses from several disciplines, the academic program review is not tied to the degree earned but to disciplines. For the sake of efficiency, the liberal arts and sciences will be reviewed along discipline or related discipline lines. A sub-committee of the Instructional Council has recommended the program groupings listed at the end of this packet.

Program review is also related to strategic planning and is a part of the institution’s on-going planning and improvement process. The focus of ongoing academic review is:

- to collect quantitative and qualitative data about a program or group of related courses from similar disciplines
- to analyze the data,
- to recommend changes that are supported by the analysis, and
- to identify program development needs
- to set action plans to make needed changes

The result is regular and systematic evaluation of programs and program delivery in view of changing individual and societal needs. In other words, periodic program review is the assessment of the quality of a program and courses.
At Centralia College, program review involves both faculty and program administrators. In the future, external review may become a required element. It is important for us first to learn how to review ourselves and to hone our skills at critical program analysis. After the initial review, emphasis of subsequent reviews will be on the identification of program changes that have occurred, on new issues that need attention in order to maintain quality, and on what can be learned from colleagues outside our college.

In addition to improving our programs, academic reviews provide Centralia College with data:

- to meet accreditation and state-mandates for review;
- to demonstrate the College’s mission of responsiveness;
- to provide information for allocating or reallocating resources;
- to provide information to decision makers considering program discontinuance; and
- to respond to federal requirements of occupational program evaluation.

In summary, the Instructional Program Review process serves as a stimulus for the improvement of existing programs and for the development of new programs. The final product is orally presented to the Instructional Council, the written report is reviewed by faculty and administrators, and the final report is kept on file in the respective dean’s office.

**Credit Hours**

Instructional programs meet the SBCTC guidelines that determine the length of the credit-bearing courses. Student hours, instructor contact time, and method of instruction are related to credits earned and FTEF assigned to each class.
The College uses the quarter system. The Associate in Arts, the Associate in Science, and the Associate in Technical Arts degrees contain a minimum of 90 credits with an average full-time load of 15 credits taken per quarter. The Professional/Technical certificates vary in length from short-term programs to one-year, 45 credit Certificates of Proficiency. The program length is determined by the amount of learning required and student needs consistent with similar programs at other colleges and universities. Quarter-credit hours follow SBCTC guidelines for lecture, lab, clinic, and other modes of instruction. Credits earned at Centralia College transfer to other institutions, but the final decision regarding transferability resides with the accepting institution.

College credits earned in Professional/Technical courses do transfer to other Professional/Technical programs and selected liberal arts programs as determined by the accepting college or university. However, at Centralia College, decisions about the acceptance of credits from other accredited colleges and universities are made on a course by course basis with appropriate official transcript documentation.

The tuition rate for Centralia College is determined by the legislature as it does for all state-supported classes. Full-time students may take 10 to 18 credits at the same tuition rate. However, some students register for more than 18 credits depending on the program and their circumstances, and for these extra credits a fee per credit is charged.

Fees for classes are established on an individual class basis. Typical class fees may include specific equipment or uniforms which are cleaned or become student property at the end of the class, consumable items, or field trip costs. Beginning in 1997, students assessed themselves a technology fee which helps to maintain and replace campus technology.

**Prior Learning**

Centralia College only grants credit for prior experiential learning in the High School Completion program. This program is authorized by the Office of the Superintendent of Public Instruction (SPI) to grant prior learning credits from training and work experience that may be counted toward the High School Completion diploma. (Noted in the High School
Handbook and OSPI's printed guidelines on file in the Learning Resources division and in the Counseling Center)

Military training is evaluated on the recommendations found in the *Guide to the Evaluation of Educational Experiences in the Armed Services*. The overall policy for credit for prior experiential learning has been introduced for discussion by the Instructional Council, but currently the College does not have a process for documenting and evaluating experiential learning.

**Integration of Library and Information Resources**

Information technology and telecommunications (IT&T) is continually evolving towards a stronger relationship between academic faculty and library/information resource personnel. Over the past two years the library staff has been enhanced by computer-literate personnel, and the library has put into use computer-based research facilities accessed from the library computers, on-campus computer labs, or student home computers.

Faculty through their office computers have universal access to the Internet and utilize the library and information resources effectively. Library personnel teach classes (LIBR 181/182) intended to facilitate substantial use of the library resources and technology for various student assignments. English, ESL, DVED, Student Success, Nursing, Speech, and Technology (as well as other academic programs) make considerable use of the library information and instruction on a regular basis. Library access to full-text databases is 24 hours a day, seven days a week.

**Curriculum**

Centralia College programs and courses are designed for optimal student learning and accessibility. This design and planning is a collaborative effort between the faculty and Instructional Council which addresses the learning and accessibility needs of students. Final approval for scheduling implementation comes through the vice-president of instruction.
Academic programs are developed in line with the four-year transfer institutions; whereas, the professional/technical programs are developed through employers' surveys, labor demands, and related technical advisory committees' advice. A prior approval from the SBCTC is secured by the vocational director/dean of professional/technical programs. Scheduling of the programs is done primarily in view of students' needs and facilities' availability. Because of student demand and a growth in the non-traditional student population, an increasing number of programs are being offered during evenings and weekends. Full-time faculty, through their respective deans, are primarily responsible for enhancing and improving the academic and professional/technical evening programs. In this regard the three-year evening academic transfer option continues to be enhanced with additional choices and expanded technical offerings.

For these same reasons of quality and versatility, the College has significantly enhanced its offerings at satellite campuses: CCEast (Morton), Tenino, and Garrett Heyns. To further meet the needs of the community, the College occasionally offers workshops or classes at local secondary educational institutions. The Morton campus is in an advanced stage of development under the leadership of an assigned director. The new facility completed in 1998 has greatly increased the College visibility and capability at the CCEast. The K-20 network provides the infrastructure which allows two-way audio/video (ITV) courses to be shared with the main campus.

**Distance Learning**

Centralia College has a long-standing tradition in distance learning in the form of correspondence courses as a way for Centralia College to meet student time and location needs. Indeed nearly half of the correspondence students are also enrolled in on-campus classes. The Centralia College correspondence program has a great variety of courses, some of which are supported by a videotape component. Each syllabus states how to reach the instructor via telephone, e-mail, mail, online resources, and office hours. Access to instructors and learning resources is facilitated by a correspondence program instructional
technician who reports to the Learning Resources Director and handles all correspondence assignments, responds to student questions, clarifies information, provides instructional assistance, and helps students contact instructors.

The College district is nearly 100 miles wide with the main campus located in the more populous northwest corner. In order to serve students in the eastern half of the district, an attendance center was established in Morton. Because that area is very rural, sufficient enrollments are lacking for some offered courses. However, through the use of video conferencing, 6-10 students in Morton can now join a class of 10-20 students on the main campus. In the ITV classes, there is an instant 2-way audio and video contact between the instructors and students. In addition, instructors can be readily contacted through e-mail. All students at Centralia College can have an e-mail account if they don't already have one at home. To date, Centralia College has received second year German from Clark College, second year French from Shoreline Community College, and upper division business courses from Washington State University. Multiple courses have been offered this way, and faculty from either site are encouraged to use this modality during the quarter. Science classes have delivered lecture via ITV with students traveling to main campus for labs.

ESL has a correspondence curriculum that follows the course themes and is in the form of a CC ESL book with accompanying audio tape. For ESL homestudy, the instructor visits the students at home or at a central meeting place at least once a week.

The ABE part of home-study is more of a correspondence course and is not like ESL where home visits are made. The ABE correspondence requires that the student come to campus to meet with the instructor on a weekly basis and turn in homework at that time. Also, during these weekly sessions, previous assignments are reviewed, testing is done when necessary, and goals and strategies for the next week are set. The same or similar books and materials as those used in traditional ABE classes are assigned.

The advent of technology has made the Internet available to the desktops of faculty and students at the College. Two elective on-line courses are
currently offered and those Washington On-Line (WAOL) courses which have been evaluated as equivalent to Centralia College courses by faculty in the discipline are advertised. At this time there is no plan to offer a fully completed on-line degree program. Just as correspondence courses have provided learning options to students in rural areas, on-line courses occasionally meet the needs of students who have time and location constraints. For this college, the development of the K-20 network has provided infrastructure to enable technology to become an integral part of teaching.

Faculty teach the use of the Internet for research and communication. Computer systems, electronics, software, hardware, and applications are fully a part of the curriculum. However, the slow growth of home computers and internet access in remote areas of our district does not make the development, assessment, and maintenance of an on-line curriculum feasible at this time. If student and faculty interest grows, the campus will be ready. At that time, the curriculum will undergo the same scrutiny by department and Instructional Council as traditional courses and programs. The Teaching and Learning Center (TLC) is a valuable resource for teachers using video conferencing. Faculty development opportunities in the use of technology are made available individually and in groups. Current enrollments indicate that students prefer the ITV or correspondence modalities to on-line instruction. (See Attachment 2.5)

Program Review & Assessment

Expanding and improving program review has been a goal of Centralia College for quite a while, and recently a Title III grant and several assessment mini-grants have made funding available to expedite the improvement of the process. This money has allowed the College to begin concentrated program reviews of all departments on a three-year cycle.

One or more of the following methods are employed to review programs and assess the need for change and/or the development of new programs:

1. advisory committees
2. focus groups
3. industry standards
4. Developing a Curriculum (DACUM)
5. national standards
6. comparison with peer institutions

Depending on discipline and program, multiple assessment measures are utilized: course completion rates, employer satisfaction follow-up, mastery of competencies, employment rates, internships, transfer success, national board pass rates, industry certification examinations, standardized tests, portfolios, and self-assessment. In addition to these measures, Centralia College has two committees which oversee the development of new programs and changes to curriculum: Instructional Council and the Curriculum Development Committee. New professional/technical programs are approved by the State Board of Community and Technical Colleges (SBCTC). (See Attachment 2.6 for program additions and deletions 1994/95 to 1998/99)

In October 1997, Centralia College ended a five-year Title III grant which stated as a goal: "Strengthening academic quality through curriculum improvement and program evaluation of vocational technology training programs. As the only vocational/technical training institution in the service area, Centralia College must strengthen the academic quality of high priority programs to fulfill its mission. A solid system must be developed to ensure industry input into scope and sequence of course materials, as well as an institutional curriculum review process to help keep programs current." Five programs underwent the DACUM process as a part of reaching this goal: Forestry Technology, Communications Technology (Radio/TV & Art/Graphics), Electronics Technology, Marketing/Accounting, and Welding Technology.

The changes and improvements in the Early Childhood Education (ECE) program are one example of how Title III funds were used to perform a review, assessment, and modification of the Early Childhood Education Associate in Arts Degree, the Associate in Technical Arts Degree, the Certificate Program, and all classes within these programs. As a result of this process, the degrees were re-written to incorporate the new Early Childhood Education nine essential areas of study identified by the
Washington State Office of the Superintendent of Public Education for the Early Childhood Education Endorsement. These nine include:

1. Understanding the dynamics of family structure and involving parents in early childhood programs
2. Methods and curriculum development in early academic skills
3. Methods and curriculum development to support growth in communication skills, emerging literacy, and language arts (listening, speaking, reading, writing, and spelling)
4. Methods and curriculum development in math and science concepts
5. Methods and curriculum development in the arts (art and music)
6. Knowledge of typical and atypical growth and development for early childhood learning
7. Strategies for environmental design and management of physical space, equipment, and material to provide maximum opportunities for early childhood learning
8. Current issues and trends in early childhood education
9. Knowledge of requirements for promoting health, safety, nutrition, and social competence

The curricula were re-written to ensure that all ECE core competencies were met, and two additional ECE courses were developed to meet the above criteria required for the Child Development Association (CDA) credential.

Other programs have also undergone reviews, separate from Title III. For example, during the 1996/97 academic year the Diesel Program undertook an extensive review to become certified by Automotive Service Excellence (ASE) also known as the National Automotive Technicians' Education Foundation (NATEF). Additionally, every eight years the Nursing Program undergoes program review to maintain accreditation by Washington State Nursing Care Quality Control Commission. The nursing department maintains licensing board pass rates and reports
these twice yearly to the local advisory board. These program reviews have brought about curriculum review and development proposals, as well as assessment mini-grant applications to study particular issues and identify necessary changes. (See Attachment 2.7) (The Assessment Handbook is available in the Exhibit Room)

Since 1994, the Assessment Committee has promoted and funded Cycles of Assessment. The cycle is divided into four phases: Identification, Assessment, Implementation, and Evaluation of Change. It mirrors the ideal program review process and was, in most cases, used by departments to review a segment of a program.
A User's Guide was created to explain the process and encourage teams of faculty to come forward with proposals to explore particular sets of outcomes and possible ways to assess them. For example, through the cycle of assessment process—

- Faculty from the English Department developed a department-wide grading rubric for student compositions. A modified version of the rubric is now used to assess Byways submissions.
- The English and Sociology faculty undertook a critical thinking project which encouraged faculty to write mini-grants focused on critical thinking. The articles and information were shared with all college faculty.
- Developmental Education faculty studied student completion and success/failure in 101 English and Math courses for students who completed remedial classes.
- Centralia College East undertook a feasibility study for its move from Morton High School to a separate facility. This study resulted in grant writing and eventual construction of a new facility which opened Fall 1997.

As a result of assessment efforts related to the institutional Learning Themes, faculty reviewed all course outlines, and Instructional Council developed a new course and syllabus outline form. The new course outline format requires all learning outcomes to be linked to the appropriate learning theme(s). Criteria previously listed in the course outline were moved to the syllabi for increased student access and awareness. The process of switching to the new form led departments to review the courses that were "on the books" and eliminate those that were no longer current, revise and update courses that had changed over the years, and gather ideas for new courses.

Strategic Planning also played an essential part in program review. As part of the Strategic Plan, priorities were identified and departments created action plans to address these priorities. Many action plans led to
the improvement of programs and one tied program review to student satisfaction and retention.

In Fall 1996, the Community College Student Experiences Questionnaire (CCSEQ) was administered. This questionnaire was administered again during Fall 1999. The follow-up survey enabled two processes to take place: a longitudinal campus comparison and comparison against a state norm. The Assessment Committee analyzed data pertaining to student perceptions and the Five Learning Themes. (See Attachment 2.8)

In the meantime, as part of implementing the new program review process, the Assessment Committee, in cooperation with the vice-president of instruction, has created a student and faculty assessment of Learning Themes. This survey helped to determine the degree to which classes addressed the Five Learning Themes. (See Attachment 2.9)

Conversations among faculty and the Assessment Committee as a result of the survey suggest a revisiting of the themes. The ideas discussed include better articulation and clearer definition, possibly addressing learning through laboratory experience and technology. The Assessment Committee will address these options during the 2000-2001 school year. In the meantime, the learning themes are published in the College catalog, in the quarterly schedules and course outlines, in each building and classroom, in the Byways anthology, and on bookmarks given to each student and staff member.

On March 15, 1999, the Instructional Council updated the program review process and document. (Instructional Program Review Handbook available in Exhibit Room) The schedule has been developed to ensure that all technical and academic programs are reviewed in a three-year repeating cycle. Year One began April 1999.

The following programs will not be reviewed using the new format: Adult Basic Education, English as a Second Language, GED, and High School Completion. They undergo an intensive external state program review every five years, and this review is in the process of being revised at the state level to occur annually.
Schedule of Program Reviews

All programs include appropriate developmental courses. Because most academic programs result in the Associate of Arts or Associate of Science Degree, the academic-transfer programs (except foreign languages) will be reviewed by department. Where necessary, individual disciplines are differentiated within the review.

**Academic Transfer**

Year One - English and Communication (Speech, Journalism)  
Math, Physics, Engineering

Year Two - Fine Arts  
Social Science, Education  
(including Early Childhood transfer)

Year Three - Foreign Languages  
Sciences, Health, Fitness

**Professional Technical**

Year One - Business Education  
Natural Resources  
Computer Science  
Electronics with Computer Network Technology

Year Two - Civil Engineering  
Business Administration–Small Business & Farm Management  
Welding Technology  
Parent Education, Day Care, and Early Childhood ATA

Year Three - Nursing  
Marketing and Retail Management  
Diesel Technology  
Criminal Justice and Corrections
Undergraduate Program

Centralia's General Education Program includes the humanities and fine arts, the natural sciences, mathematics, and the social sciences. These areas are all required components of the three transfer degrees: The Associate in Arts (AA), the Associate in Liberal Arts (ALA), and the Associate in Science (AS), as described in the 97-99 catalog on pp. 32-33. This section also includes a discussion of general education and distribution requirements. These courses are separate, clearly defined, college-level courses.

Descriptions of specialized associate degrees such as the Associate of Technical Arts (ATA) and certificate programs of one year or more are detailed in the catalog starting on p. 33. These programs must also follow Northwest Association of Schools and Colleges (NASC) guidelines which require that related instruction, defined as communication, computation, and human relations, and where appropriate, safety, industrial safety, and environmental awareness be a component of these programs.

An example of this related instruction is found in both the LPN Certificate of Proficiency and ATA program which embed computation in NURS 101 and NURS 102, as mentioned in the course outlines. The nursing program uses psychology courses for the human relations component, and embeds communications as an integral part of the program. Information about specific course requirements for each program begins on page 38 of the 1997-99 catalog.

Programs are not only published in the catalog; they also appear on "program sheets," available as such to students, high school counselors, employment security, and other outside constituencies. (See Attachment 2.10) Program sheets are updated annually to reflect any changes approved by Instructional Council. The programs are also clearly delineated in program planning guides, used between student and advisor to ensure goals are met in the appropriate sequence and timeframe.
General Education

The general education component of Centralia College's academic transfer degree programs is directed by the ICRC Guidelines. The rationale behind general education is stated in the 1996-97 ICRC Handbook, page 6, and echoed in the 1997-99 Centralia College Catalog, p. 32, and the Instructional Council Purpose and Processes.

The ICRC Handbook states: "ICRC guidelines and their periodic revisions have encouraged the development of the general education component in associate degrees, with the result that the general requirements with associate degrees in Washington are currently among the most rigorous in the US." The general education associate degree curriculum for transfer programs is

1. designed to develop academic skills at the College level
2. concerned with fundamental methodological issues
3. focused on fundamental and traditional areas of knowledge in the humanities and arts, natural and physical sciences, mathematics, and the social sciences
4. designed to assist students in the integration of knowledge from diverse disciplines
5. intended to offer a general intellectual framework for understanding rather than specialized studies

Centralia’s Five Learning Themes (p. 32, 1997-99 catalog) provide additional measures which evaluate the relevance of courses to general education as defined by the NASC and ICRC. They also provide a broader base since each course outline on file in the Instruction Office links a learning objective to a learning theme.

Transfer Degrees

As described on pages 32 and 33 of the 1997-99 catalog, Centralia's three transfer degrees, the Associate in Arts, Associate in Liberal Arts,
and Associate in Science, clearly include as stand-alone courses the general education components as described by the NASC. The catalog states that by including general education courses in a program, students will have "satisfied all or most of the basic requirements" of a baccalaureate institution within the state of Washington.

Centralia's Five Learning Themes are described on page 32 of the 1997-99 catalog, as well. Three of these: Reasoning; Written, Oral, and Visual Communication; and Exploration of Self and Others; closely relate to the NASC definition of general education components. All course outlines, on file in the Instruction Office, relate course objectives to the Five Learning Themes, providing clear rationale for courses of the general education program, as well as others.

All three transfer degree programs require English 101 and 102 as the communication component, and various math classes meet the quantitative reasoning requirement. General education component courses are listed on pages 34-35 of the 1997-99 catalog, listed as "Distribution Requirement List."

**Professional/Technical Degrees**

Course outlines in professional/technical programs are also tied to the Five Learning Themes through learning objectives, and as mentioned, three of the themes are parallel to the three general education components. Clear rationale is thus offered for each course.

The programs which culminate in the Associate in Technical Arts degree and those of one year or more which grant certificates of proficiency require components of communication, computation, human relations, and where appropriate, safety. These programs require Communications 101 or Business English as the communication component, although students are generally free to substitute English 101. The computation element is usually satisfied by Math 100-- Technical Math; Math 116--Industrial Math; or OA 120--Business Math. At times math is embedded, as in the LPN program. Human relations may be satisfied by SDEV 113--Interpersonal Communications or BA 232--Human Relations, although
students are generally free to substitute Psychology 101 or Sociology 101. Safety is sometimes a program specific course, as WELD 166--Safety/Shop Skills, sometimes covered by HLTH 145--Safety and Fitness, and sometimes embedded.

Integration of Courses

Centralia's General Education Program includes the humanities and fine arts, the natural sciences, mathematics, and the social sciences. These areas are all required components of the three transfer degrees: The Associate in Arts, the Associate in Liberal Arts, and the Associate in Science, as described in the 97-99 catalog on pp. 32-33. This catalog section also includes a discussion of general education and distribution requirements, and lists of courses which meet them. (See Attachment 2.11)

Centralia College offered its first learning community in 1985, and received seed grants in 1987 and 1991 to develop learning community programs. The faculty have piloted coordinated studies, linked courses, and a modified federated learning community model in the academic transfer area. Known as the 'Centralia Model,' linked courses meet at consecutive hours, for example at 9 and 10, with their respective professors. One day per week they meet in seminar fashion for two hours, 9-11, with both professors. Of the fourteen linked sets of courses Centralia College has offered, over half have been of this model; another is due Spring 2000.

Transfer Policies

Centralia College is a member of the Intercollege Relations Commission for the State of Washington (ICRC). According to the ICRC Handbook, "The ICRC exists to facilitate the transfer of students between institutions of postsecondary education." This voluntary organization was established in 1970 as a part of the Washington Council on High School-College Relations. It articulates the standards by which courses are
evaluated by Centralia College and other member institutions in Washington state.

Additionally, students are made aware of transfer policies through the admissions section of the Centralia College Catalog (pp. 8-9 1997-99 Catalog). Evaluation of transfer credits and the process which students must follow is detailed on pages 8-9 of the catalog.

Professional/technical students may also complete direct transcripted professional/technical college credit from the high schools, according to the articulation information listed on page 15 of the 1997-99 catalog. Students are directed to contact either their high school counselor or the Centralia College tech prep coordinator. (See Attachment 2.12 for documentation of degrees granted over the last three years)

A recent report from the State Board for Community and Technical Colleges entitled "1997-98 articulation and Transfer in the State of Washington" details the continual improvement of the transfer process for students entering and leaving Centralia College.

During the 1998-99 school year, statewide teams of four year and community college sciences and math faculty met to design a new Associate of Science degree program. The Inter-College Relations Commission (ICRC) approved the new AS articulated agreement in Fall 1999. Centralia College, through the Instructional Council, has adopted the articulated AS degree for implementation beginning Fall 2000.

**Academic Advising**

Student advising is the responsibility of full-time, pro-rata, and counseling faculty. Faculty members have an average of 24 advisees that they see at least once each quarter. Advisors meet with the students to approve selected courses, plan a schedule for the quarter, and update the completion of the College program of interest. This session usually lasts from 15 minutes to half an hour with emphasis on a one-on-one time period between advisor and advisee.
A week of appointment times with the faculty advisor or counselor is set aside each term for advising, in addition to one full day without classes. The appointment schedule is posted on the door of the faculty member's or counselor's office so students can sign up at their convenience.

To keep faculty current with advising changes, advisor training occurs each fall during faculty in-service days. New issues such as transfer recommendations, advising times, procedural changes, and special techniques are presented at that time. The advisor training session lasts two hours and is a requirement of the Fall Inservice Program.

This training is planned by a very active Advising Steering Committee representing major departments on campus and the vice-president of students. It meets at least twice a quarter to recommend policy and changes to advising procedures. Members of this committee report regularly to departments concerning special advising times and procedural changes so faculty are kept aware of new programs and issues.

Two evaluations of the advising program have occurred with current students, former students, and advisors. These participants were surveyed using a questionnaire scored by an independent firm. Results indicated a high level of satisfaction with the advising program at Centralia College. For example, 89% of continuing students stated that the advising system met their needs adequately or better. (More detailed survey results, advising handbooks, Advising Committee minutes, and advising forms available in Exhibit Room)

**Developmental and Remedial Procedures**

Centralia College is an "open door" institution; therefore, all students who apply are admitted and appropriately advised. If they are younger than 18, they must request special permission from Centralia College or be part of the Running Start Program which requires approval of each student's local school district.
All students who plan to matriculate are asked to take the Asset Test which serves to evaluate college preparedness. Students whose Asset Test results place them in developmental or pre-college classes are advised to start at that point, but with Centralia's open door policy, they may disregard the advice and register for more advanced classes. To take the Asset Test, students must pay the cashier who sets up an appointment for them. The test itself is taken in the Phoenix Center Testing Area.

Students without a high school diploma or GED and those whose Asset Test results do not meet minimum standards for developmental classes are advised to take the Test of Adult Basic Education (TABE) to determine ability to benefit. A minimum score on the TABE test may override the Asset Test and may make a student eligible for financial aid. Financial aid does not pay for high school completion classes which cost $8.00 per credit, nor for ABE classes which bear no cost to the student. Financial aid policies allow students a maximum of thirty credits for pre-college classes, and extend the allowable timeframes to two quarters.

The numbering of developmental or pre-college courses has recently been changed to reflect their academic department. Classes are numbered below 100 such as Math 099--Algebra II.

All students are advised about student credit load via the catalog, at advising pre-sessions, and by their advisors. Job and family situations are considered, as well as aptitude and readiness. A full load is between 12 and 18 credits, with 15 the average. Students may register for up to 18 credits for full-time tuition, but must pay a surcharge for more than 18 credits.

The Centralia College Catalog and statement of Student Rights and Responsibilities contains clear policy statements regarding the procedures students need to understand and follow. The ability to benefit guidelines contained in the Federal Register (December 30, 1992) are available in print in policy manuals in the Financial Aid and the College Placement Test Coordinators' offices. Permissible student load is in the College catalog on page 11 under "Credit Load." Granting of credit information policy is included in the catalog on pages 14-16.
Faculty

In the Academic Transfer Division, the number of faculty is adequate in all areas. A history and political science pro-rata faculty member was hired Fall 1999. The hiring of additional pro-rata faculty is a negotiated item between Centralia College and the Centralia College Federation of Teachers. (CCFT)

The number of full-time faculty is adequate in the professional/technical program with a recently added full-time criminal justice instructor and a full-time computer science instructor. These positions reflect the community's needs and the College's evaluation of potential enrollment numbers. Part-time faculty is sufficient in all areas but the computer sciences. Because of the College's geographic location, it is difficult to attract part-time instructors qualified to teach computer-related courses.

In the Home and Family Life Division, the Early Childhood Education Program hired its first tenure track faculty member in the fall of 1998. With this addition, the Early Childhood Education Program has adequate faculty. However, the Parent Education Program currently has 15 part-time faculty teaching 26 classes with no full-time member. The part-time faculty teaching Parent Education classes are well qualified and have the academic/vocational preparation and credentials needed to teach these classes. Adjuncts have fulfilled the needs of the College in these positions because of the multiple locations and variable times of classes.

In the Basic Skills Division there are full-time faculty in math, reading, English, and ESL. Because of multiple locations and times of offerings, the majority of basic skills faculty are part-time.

Full-time faculty make up 63 percent of all faculty, fifth among the state's 29 community colleges and sixth among the state's 34 community and technical colleges. (See Attachment 2.13) This demonstrates the commitment of the College to quality instruction provided by full-time, tenured, or tenure-track faculty. The average salary for full-time permanent teaching faculty is ninth among the state's 29 community colleges and tenth among the state’s 34 community and technical colleges. This demonstrates the commitment of the College to maintaining a quality pool of tenure or tenure-track faculty by keeping
salaries at a level required to attract and retain them. It also demonstrates the commitment of the faculty to the programs at the College and their ability to contribute to their consistent quality.

Centralia College faculty have excellent experience and educational backgrounds. Academic transfer faculty have Master's Degrees and many have Ph.D.'s. In the professional-technical area, faculty meet requirements for individual vocational specialties.

**Student Program Tracking and Program Certification**

Centralia instituted a new instructional program review model in December 1998, which does require tracking and placement rates. All programs are to undergo program review on a three-year rotating cycle. The first programs to complete the cycle, as of December 1999, are English, Mathematics, Computer Science, Electronics/Computer Networking, Natural Resources, and Office Administration. (Information from these studies is found in department/program notebooks available in Exhibit Room)

Currently, the only program which is certified by an outside agency is nursing. Nursing students take state exams appropriate to the level of the program completed. The pass rate for the exam is tracked by the Nursing Program. Since 1997, the Diesel Tech Program has been voluntarily certified by ASE. Testing for American Welding Society Certification is available on campus, but is not required for program completion.

**Continuing Education and Special Learning Activities**

Courses and special programs at Centralia College are compatible with the institution's mission and goals by "offering opportunities to gain knowledge, enhance skills, examine values, and pursue learning options," and by responding "to the changing social, political, economic, and technological needs of our community." The organizational chart of each program is in the accreditation notebooks and clearly show the defined relationship each program has within Instruction and thus the institution
as a whole. The programs are all part of Instruction and report to several administrators who report to the vice-president of instruction. They are also integrated into the instruction administrative team as part of the Instructional Cabinet or the Instructional Council. Their parameters of administrative responsibilities frequently shift in response to changing community needs and instructional priorities.

The responsiveness of the College exists through education and training programs at several sites for business, industry, and government interests. There are also workforce training, home and family life, ESL, basic skills programs, and lifelong learning for a wide range of clientele.

Credit-bearing, transcripted classes listed in the permanent college catalog follow the same academic design and approval processes as other credit courses and programs. Other courses responsive to immediate needs identified by continuing education are offered with the approval of the deans and vice-president of instruction. Academic quality is assured through instructional administrative supervision of various administrative units which all report to the vice-president of instruction.

Different programs utilize distinct periodic program evaluation processes. Most credit-bearing, transcripted classes are part of a program and thus are subject to the comprehensive, three-year program review process. However, the Small Business Program is annually reviewed by Washington State University, and the basic skills special learning activities—such as T.E.E.N., Families That Work, ABE, ESL, and High School Completion—are reviewed as part of ABE administered by the Washington State Office of Adult Literacy.

Some continuing education classes are not subject to the College program review process: Senior College, non-credit classes, and First Responder/EMT. Evaluations of these programs are done primarily on a class-by-class basis through student evaluations and analysis of enrollment trends. Other programs currently not subject to program review include New Chance, Home and Family Life, and the Individualized Certificate Program (ICP). These programs are reviewed annually by the program administrators, faculty, and the vice-president of instruction to insure compatibility with the institution's mission and goals.
In addition, each time a class is offered in the program, it is evaluated by students taking the class and the administrator supervising the class.

The Individualized Certificate Program evaluation is based on nationally-recognized, job-based competencies, developed in conjunction with faculty and employers, and approved by the State Board for Community and Technical Colleges.

New credit-programs follow the College's review and approval policies and procedures, including the opportunity to offer classes through the temporary course proposal process. Examples of new programs and courses offered in recent years include Single Point of Contact, Work-based Learning, the Individual Certificate Program, Families That Work, Instructional Assistant Certificate, and on-line courses. New outreach centers and teaching locations have also been established.

New credit-bearing continuing education courses are submitted to the relevant departments and the Instructional Council to ensure compatibility with existing courses and to analyze the overall impact on the institution. Exceptions to this process are some continuing education credit courses, such as Senior College. These courses are offered according to State Board guidelines. Their course outlines are on file. Non-credit courses are added based on marketability and often change from year to year as community interests develop.

All programs addressed in this standard are funded by institutional state budgets or grant-based funding except for continuing education classes. While some are supported institutionally, many continuing education classes are funded by a self-support budget. A balance is currently being sought between self-support and institutional funding of certain programs such as the computer classes offered by Continuing Education.

Contracts and training agreements follow college contracting policies and procedures. There are no contracts with educational institutions that are not regionally accredited.

While these special learning programs do not have 100% full-time faculty, many do have regular pro-rata faculty and full-time directors or coordinators who may also have some teaching duties. Many full-time
faculty teach as adjuncts in the on-line, correspondence, and video-based classes. Adjunct instructors teach most of the off-campus and contracted classes.

Full-time faculty are consulted regularly for these classes. Credentials of adjunct faculty candidates for college-level classes are approved by the respective lead faculty in the academic department. Course outlines and, when available, syllabi written by full-time department faculty are provided to all adjunct faculty and are available in Department Notebooks. For instance, at Centralia College East, the 65% pro-rata business education Instructor consults regularly with the full-time business and computer science faculty on the main campus; they coordinate curriculum materials and course requirements.

On the other hand, full-time faculty have limited involvement with Continuing Education’s programs. They serve on the Distance Learning and Continuing Education Advisory Committees and are involved in the development of transcripted, credit-bearing classes except for First Responder/EMT classes because that curriculum is set by the Washington State Department of Health.

The credentials of all adjunct technical faculty are approved by the dean of professional technical instruction. Program directors, however, supervise and monitor them.

Non-credit Programs and Courses

Overview

All non-credit community services program offerings are administered under the policies and regulations of the College. These offerings are generally short-term and are taught by instructors with expertise in that particular subject matter. Course proposal forms are submitted when instructors are interested in presenting a class that is new. The dean of professional/technical, dean of academic transfer, director of continuing education, and the program coordinator of continuing education participate in the selection (or deletion) of courses prior to the development of the schedule for the next quarter. Courses are selected
based on community interest, subject demand, and instructor availability. Course evaluations are done at the end of each class with instructors and continuing education staff reviewing them.

Registration can be done in person, by mail, fax, or phone. Students enroll using either the College registration form or the continuing education form which both contain all the required information for the State Board. All credit classes have the course outlines and syllabi on file in the Instruction Office. All student records are stored in the Registration Office and recorded in the College computer system.

Continuing Education maintains a tracking summary for all classes offered each quarter. This summary contains course codes, dates of courses, titles, instructors, contact hours, rates of pay, types of course codings, enrollments, fees, instructor contracts, and profits or losses. All income and expenses are processed through the campus fiscal departments and enrollment is monitored through the Registration Office.

These ungraded college credit classes include senior college, small business management, and vocational skill-based computer classes which grade students either pass or fail. Course outlines and syllabi are prepared and on file in the Instruction Office. These classes do not go through Instructional Council since they are not transcripted for college credit.

At this time, CEU's are only offered to K-12 teachers by student request. When requested, an application is filled out and submitted to the Educational Service District #13 for CEU credit approval. The student is then given the appropriate paperwork which requires direct communication with the ESD upon satisfactory course completion and the instructor's signature.

Approvals for off-campus activities are the responsibility of the continuing education director, dean of professional/technical programs, and vice-president of instruction depending on the specific nature of the project. Non-credit community education classes, Senior College, and business training can be approved by the director of continuing education. Programs offering credit are processed through the regular instructional course approval model, such as the EMT class.
For non-credit classes, individual course proposal forms are used to determine if a class will be offered. An advisory committee reviews community education offerings twice a year and serves as a resource if questionable topics or situations need to be addressed.

The College advertises continuing education classes in each quarterly class schedule, and requests suggestions for future class topics at the end of each course evaluation form. Continuing education staff participate and are active in many community organizations such as the Southwest Washington Public Development Authority, Leadership Lewis County, and school focus committees.

Centralia College does not follow-up on community education students, but they are put on the direct mailing list when they request it on the class evaluation forms.

**Faculty**

Continuing education employs only part-time instructors and each is sent a new schedule plus a letter to confirm the teaching for that quarter approximately 3 - 4 weeks before the start of class. The College also keeps in contact by phone or e-mail during the quarter while monitoring enrollment, time, or room changes.

**Funding**

Continuing Education is funded partially by the institutional budget but most programs within this department are self-supporting. Community service classes need to cover instructors' salaries, benefits, supplies, and an additional 30% (+ or -) for indirect costs. Some classes generate more income; some break even, depending upon enrollment. Different types of classes command different levels of fees. Individual contracts for companies can be found in the Continuing Education Office, but payment is submitted to the Business Office and is reflected in the monthly operations reports. The only partnership is with Washington State University Cooperative Extension and a copy of that agreement to co-sponsor quarterly workshops is included in the Continuing Education Notebook. (Available in Exhibit Room)
Fee Structure and Refund Policy

There are several levels of fees charged for credit bearing classes: regular tuition, T.E.E.N. (funded by grants and high schools), and High School Completion for students 19 or older ($8/credit), as well as those the State Board for Community and Technical Colleges Standard Policies and Procedures Manual identifies in a list of specially funded credits in "Special Course Codes" 5.10.02. This latter category includes classes such as EMT/First Responder, Small Business (SMGT) and Farm Management (FMGT), Parent education, and Senior College. The SMGT and FMGT fee is $21.00 per credit. The EMT and Senior College fee is $13.00 per credit. The Parent education fee, which is set by State Board policy, is $8.00 per credit.

The commensurate tuition is attached to the appropriate class. Occasionally, the same class is offered under two funding systems, each system addressing the needs of a specific group. For instance, an introductory computer class could be offered both as Senior College and Small Business Management. SMGT and Senior College courses are non-graded and are not transcripted.

The fee structure for off-campus sites is the same as the main campus for both credit-bearing classes and the non-credit classes coordinated through Continuing Education.

A clearly-stated refund policy for all classes is published in each quarterly schedule and in the current college catalog.

Alternative Credits

Credits for technical preparation courses taught at local high schools and articulated with Centralia College are based on outcomes and competencies determined and agreed upon by high school and college faculty. Centralia College faculty present course competencies, intended course quality, and expectations to high school faculty before an articulation takes place for a vocational course. Both faculties must agree before a course can be articulated under Tech Prep guidelines. This
agreement is written up as an articulation and signed by the high school principal, superintendent of the school district, the vice-president of instruction at Centralia, the instructor(s), and the president of the College. Tech Prep articulation agreements are revisited every year by high school and college faculty. Course competencies are updated annually.

ABE and ESL programs are also based on the competency criteria of the Office of Adult Literacy at the State Board. Breadth and depth are uniform with regular classes, and the students are given many of the same types of assignments. The quantity is heavier to supplement the loss of classroom activity. Students are required to meet weekly with instructors to assure quality. Most motivated students show progress that is comparable to those in traditional settings. Credits earned are based upon completion of units of study representing a set number of hours of work. Tutorial support is also available.

**Travel and Study Courses**

All travel/study courses meet the same academic standards, award similar credit, and are subject to the same institutional review/approval process as other courses. These courses have been offered in summer quarters only, in leased space, and have only been taught by Centralia College instructors. The classes have consisted of a combination of field trips and significant lecture components. Past travel/study courses included trips to Costa Rica, Australia, England, and the Grand Canyon.

As of Fall 1998 Centralia College has entered into an agreement with Warwickshire College, England, to develop faculty exchanges and student study-abroad opportunities. The first trip by Centralia College students took place Summer 1999.
Garrett Heyns Education Center (Dept. of Corrections Contract)

History

The Garrett Heyns Education Center (GHEC) is located within the Washington Corrections Center, a medium security correctional facility situated on a 455-acre site three miles north of the city of Shelton. The Corrections Center is located approximately 60 miles from Centralia College’s main campus and houses approximately 1700 inmates. The Garrett Heyns Education Center serves the approximately 750 inmates housed in the Training Center. In July 1999, the Training Center inmate population increased to 900 residents.

The Education Center opened in 1964 under the jurisdiction of the Shelton School District #309. In 1970, the Washington State Legislature approved acceptance of GHEC into the state community college system, so the school was merged with Olympic College in Bremerton, Washington and operated as a part of Community College District 3.

In July 1975, Centralia College took over the operation of Garrett Heyns, and the program now operates under an interagency agreement between the Washington State Department of Corrections and Centralia College, Community College District 12. GHEC is considered a branch campus of Centralia College; as such, it adheres to the College’s requirements and standards.

The Garrett Heyns Education Center provides educational services in basic skills, crime-related, and professional/technical education programs. Additionally, special education classes and a sheltered workshop program are provided for those students with special needs or physical/cognitive challenges. The director of Corrections Education administers these programs along with twelve full-time and two part-time faculty, and two and a half administrative support staff. They provide full, year-round educational services for approximately 500 inmate students (1998-1999 academic year). The Education Director is also responsible for a budget that exceeds $1 million. During fiscal year 1998-1999, the Corrections Education Division contributed contract revenues to Centralia College of over $123,000.
Overview

The corrections education program of Centralia College at the GHEC is compatible with the mission and goals of Centralia College within the context of its contracted services with the Department of Corrections (DOC). It offers “opportunities to gain knowledge, enhance skills, examine values, and pursue learning options.” It also values “the worth and dignity of the individual, affirming that the learning process includes appreciating the diversity of human experience.”

In addition, the GHEC is committed to developing individual student potential. Through education and training programs provided to incarcerated students, GHEC responds to the changing social, political, economic, and technological needs of the community. Several national studies demonstrate that successful completion of education programs tend to correlate to reduced recidivism rates among released persons. Therefore, offenders, once released, are more likely to become contributing members of society if they have taken advantage of educational opportunities in prison.

This interagency agreement between the DOC and Centralia College is reviewed, altered, and renewed each fiscal year and stipulates which educational programs and courses will be provided to offenders at the Washington Corrections Center. The Office of Correctional Operations within the DOC evaluates the program each year, and the Washington State Office of Adult Literacy evaluates the basic skills program every five years. (See Department of Corrections Mission Statement and interagency agreements for the Washington Corrections Center in the GHEC Notebook available in Exhibit Room)

The educational programs offered through the interagency agreement meet the standard for contracted educational programs. The DOC contracts educational services with 11 other state community colleges. Over the last five years, emphasis has been placed on systematizing educational courses and program offerings throughout the state’s correctional sites. An effort has been made to re-design all basic skills and crime-related course offerings to make them similar throughout the state’s correctional education programs. This systematized approach
assists students enrolled in these courses as they frequently transfer from one facility to another.

The DOC has also encouraged the non-replication of professional/technical programs to ensure efficient use of scarce resources. It is the focus of the DOC to provide a skilled inmate labor force for positions within the correctional facilities but to avoid a glut of trained inmate employees in specific occupations.

By limiting the number of similar professional/technical programs, more training programs supporting a wider variety of occupations can be funded throughout the state. As a contract provider to the DOC, Centralia College defines and develops courses and programs that fit the criteria of the DOC.

In addition, the DOC identifies needs for inmate instruction by completing environmental scans. Classification personnel, work supervisors, and other program coordinators determine general educational deficiencies within the inmate population, and a committee comprised of DOC and community college representatives discusses training needs. This committee establishes a general outline of attainable skill levels and timelines for implementation.

Once the DOC has determined a certain course will be offered at the corrections site, the corrections education division develops a temporary course description, course competencies, and a curriculum. The division involved works closely with the Instruction Office of Centralia College to ensure compatibility with college standards and practices. The assigned instructor(s) then teaches the new course for one full quarter. After this the committee reconvenes and modifications are made before a final course description and syllabus are submitted to the Director of Corrections Education for approval.

Although the DOC discontinued funding for degree-granting programs in early 1996, remaining professional/technical programs still grant approved certificates of proficiency through the College and the State Board for Community and Technical Colleges. These programs are Combination Welding, Barbering, General Drafting, Architectural Drafting, and Mechanical Drafting. Certificates of Completion are offered in
Welding Technology, General Drafting, and Office Aid. General Education requirements including computation, communication, and human relations are integral components of these accredited programs.

Basic skills, crime-related, and professional/technical programs are reviewed annually through the DOC’s facility appraisal process. (These appraisals can be found in the division notebook). The DOC evaluates each program according to the following criteria:

- Compatibility with the DOC’s approach to supplying systematic educational programming without undue replication
- Funding needs
- Student enrollment
- Ability to provide employment and self-sufficient living skills to inmate/students to ease transition to the community upon release

In addition to these criteria, the professional/technical programs demonstrate direct links both to employment within the prison environment and to future employment opportunities in the community. Each one has an active advisory committee made up of professionals who volunteer their time to assist the corrections education division in identifying industry or business need, required equipment and supplies, and general support.

Basic skills instructors and the education director at GHEC work closely with the Centralia College Basic Skills instructors to ensure course offerings meet the needs of students enrolled in the basic skills program. Faculty members are kept abreast of changes in legislation and teaching methodology trends by participating in literacy training provided by the Adult Basic Literacy Education Network and the Office of Adult Literacy. The GHEC basic skills instructors also continue their collaboration with the Council for Basic Skills and the State Board of Community and Technical Colleges by reporting student information using the WABERS computer system and by sending representatives to various meetings throughout the year.
Course Offerings

A temporary course proposal is developed according to the standards and practices of Centralia College. At the completion of one quarter of instruction, the proposed course is reviewed and modified, if necessary, to meet college standards. The course proposal, description, and syllabus are then submitted to the director of corrections education for final approval. The director reviews all documentation and ensures the content meets the criteria set forth by the DOC.

In addition, the vice-president of instruction or designee evaluates the course proposals to make certain they meet the academic standards of Centralia College for the corrections education division. In this way Centralia College does maintain responsibility for academic elements of contracted instruction programs.

Corrections education is a unique form of contracted education because students do not pay tuition or fees as do usual participants enrolled in continuing education programs. Therefore, the money for the programs is awarded to Centralia College through the DOC somewhat like customized training for business. The DOC sets out its requirements and budget, and the College develops programs which provide an education to meet inmate needs. Centralia College does have fiscal control of the program, just as it would other grants or contracts.

Faculty

Within the parameters set by the DOC, full-time faculty continue to play an integral role in the planning and evaluation of courses and education programs at the GHEC. The director continues to encourage and support faculty participation on DOC committees which have been established to develop, augment, or review courses for correctional programs for the state. (For examples of faculty involvement see GHEC Notebook available in Exhibit Room)
Organization

The responsibility for the administration of the corrections education program is clearly defined in the interagency agreement between the DOC and Centralia College. Specific administrative responsibilities are outlined in the job description for the director of corrections education. (Available in Exhibit Room)

The director reports directly to the President of Centralia College and attends the monthly Board of Trustees meetings. In addition, the director participates in a telephone conference or direct meeting with the president approximately twice a month and is included in staff development opportunities and other administrative meetings as they relate to Corrections Education.

The director of corrections education is responsible for the management of staff and the administration of the entire corrections education division. This includes planning, implementing, and coordinating the vocational, crime-related, and basic skills programs. In addition, the education director has the responsibility to coordinate the Garrett Heyns education program with the policies of the Washington Corrections Center through consistent communication with the Educational Services Unit Administrator representing the Department of Corrections.

The vice-president of instruction at Centralia College assists the director of corrections education by providing information regarding college instructional standards, practices, and policies; by identifying key personnel who provide needed assistance on instructional issues; and by giving direction for faculty tenure and evaluation processes.

The vice-president of finance and administration supports the corrections education division by overseeing all fiscal elements of the contract between the DOC and Centralia College including payroll, purchasing, program fiscal audits, and technological support.

The vice-president of student services assists the GHEC with the implementation and maintenance of the Student Management System which processes all registration information.
The director of personnel coordinates the recruitment, selection, and hiring of all faculty and classified staff assigned to the GHEC. The director of personnel also provides new employee orientations and manages employee benefits, leave, and retirement preparation.

**Credit Courses**

Credit-bearing courses have been restricted in the development of new education programs contracted through the Department of Corrections. Mathematics and English are now considered vocational offerings and do not carry academic credit.

For courses developed to carry transferable credits, the granting of credits must comply with college policy and be consistent throughout the College. The awarding of credit follows State Board of Community and Technical College rules and procedures for credits and hours. Course outlines for the corrections education programs can be found in the division notebook.

The corrections education division members participate on various DOC committees to generate student learning outcomes and timelines for implementation. Faculty at each of the corrections sites develop a course description, syllabus, learning activities, and assessments working closely with the Centralia College Instruction Office to ensure compatibility with college standards and practices. Then the proposed course is taught for one quarter, re-evaluated by the committee, and revised, if necessary. A final course description and syllabus are submitted to the director of corrections education for approval and implementation.

Course descriptions and syllabi are reviewed and modified every two years or as needed. Often the Department of Corrections mandates changes in courses, and when this happens, the corrections education division endeavors to follow established procedures. However, when the DOC initiates changes, timelines for implementation can be very short and prior approval is not always possible.
Alternative Outcomes

The DOC has insisted that the majority of course and program curricula offered at correctional facilities be based on competencies. Curricula based on competencies allows for a better systematic approach to statewide corrections education offerings and provides more consistency as inmate students transfer from one facility to another.

Specific outcomes are used to measure credit, and most courses are designed to be open entry, open exit for flexible student enrollment. These courses are also designed so student learning and achievement are comparable in breadth, depth, and quality to the results of traditional instructional practices.

Basic skills courses utilize Washington State Core Competencies, and students progress along academic levels as they successfully master required competencies. For example, an ABE student may move to Writing Level III once he has demonstrated his competency within the Writing Level II-B curriculum. These competencies and requirements are stated in each course syllabus. (See division notebook for course syllabi)

Professional/technical courses and programs also utilize competencies and outcomes to award credit. The content of all courses provided in these programs is comparable in breadth, depth, and quality to traditional courses. Each student remains enrolled in the course until he can demonstrate mastery of all competencies identified for that course.

With the use of outcomes as credit measurement, students are assessed by competency in:

- critical thinking
- reasoning skills
- problem-solving ability
- class participation and attendance
- written assignments and tests
- integration of class material

These skills and the ability to work collaboratively with others are required when students are faced with new and unfamiliar problems.
The DOC has also stipulated that courses should focus predominantly on skills needed for transition to the community and successful employment. When professional/technical programs have a duplicate program on campus, the curriculum and learning outcomes are as similar as possible, given the unique learning environment within a corrections facility and the negotiated expectations of the DOC. Competencies and requirements for credits are stated in each course syllabi. (Available in Division Notebook)

Crime-related courses such as Victim Awareness and Stress and Anger Management follow more traditional methods to assess student learning and achievement. The learning outcomes are clearly stated in each course syllabus, and student assessment consists of the more traditional methods of written assignments, class participation, and written examinations.

Crime-related courses are designed to be six weeks in length. At the conclusion of the course, students are assessed and receive documentation of program completion. Students enrolled in the Victim Awareness course participate in an exit interview. A written evaluation of their work is forwarded to DOC staff. (See division notebook for all course syllabi)

Analysis

The College catalog does not accurately reflect the practice of the College regarding general education.(See Attachment 2.11) The Associate in General Studies degree lacks a specific requirement for description of the computation and the Associate in Technical Arts degree lacks specific requirements for both computation and human relations. Although our focus visit and five year visit found that we are in compliance with the general education requirements for professional/technical programs and certificates, we have discovered an inconsistency while reviewing institutional documents. The College catalog describes the ATA degree in general, and then later offers more prescriptive outlines of professional/technical programs. Additionally, program advisors have prescriptive and sequential program guides for each professional/technical program. The actual program guides clearly
require students to complete the general education requirements of communication, computation, and human relations.

However, the general description in the catalog, if followed, would allow a student to meet graduation requirements without taking a computation course. The catalog will be corrected at next printing to clearly reflect both the general education requirements and the practice of the College in awarding professional/technical degrees.

It is true that the number of faculty are adequate for all programs, but several departments may seek a pro-rata faculty for programs that don’t require full-time faculty. This would allow the College to hire qualified instructors on an annual rather than a quarterly contract. In addition to consistency for the program, pro-rata faculty advise students and participate in committee work.

Review of the institution’s faculty mix data caused the College to assign a tenure-track position to adult basic skills. As a result, the number of full-time to part-time faculty ratio in basic skills will be minimally improved.

**Standard Two Future Directions**

- Continue to assess and improve instructional program review process
- Develop a means of applying program review process to continuing education, including the following areas: Senior College, Community Service, and Individual Certificate Program
- Continue to incorporate learning themes into all course syllabi and assess for outcomes
- Implement program-level learning outcomes
- Repeat the Assessment of Learning Themes Survey
Faculty Departments

Mission, Outcomes, Assessment Methods, Strengths, Challenges, and Goals.

The following rubrics reflect each department’s philosophy as developed by department members. Mission statements are closely linked to desired student outcomes. Samples of assessment methods are listed along with department identified strengths and challenges. Finally, the department goals provide a future focus.

Department notebooks which contain faculty resumes, course outlines, and course syllabi, in addition to other pertinent department data, are available in the Exhibit Room during the Commission on-site visit. Thereafter they can be found with each department chair.
English

Mission Statement

The English/Communications Department teaches writing and communication skills. It also provides an historical, cultural, and appreciative approach to the study of human culture as manifested in literature, philosophy, media, and communication. These courses introduce students to the record of human creativity and provide processes to assess its value and significance.

Student Outcomes

- Communicate clearly and concisely
- Write with logic, organization, and substance
- Think critically and analyze with depth
- Know where and how to find accurate information

Assessment Methods

- Tests and quizzes
- Research projects
- Written papers
- Collaborative projects

Strengths

- All full-time faculty have Masters degrees or beyond
- The Department provides a service to all other programs
- The Department has a strong commitment to the five learning themes and to diversity
- The Department teaches a wide range of courses to reflect interests and diversity
Challenges

- The part-time to full-time ration is too high
- There are too many students in each full section of composition courses. The ratio is higher than the recommended by the NCTE
- There is no focused marketing/promotional strategy

Goals

- Create a tri-fold brochure which will be used to market ourselves to students
- Evaluate the effectiveness of the English Composition 101 rubric used by all instructors
- Develop a common rubric for English 102 to be used for all research papers
- Develop a matrix for day and night classes to help support balanced offerings
Math/Physics/General Engineering

Mission Statement

The mission of the Mathematics Department is to provide an academic environment in which the individual potential of students and faculty can be fully realized by providing educational opportunities of the highest caliber. Toward this end, we will:

- Offer core curricula in mathematics, physics, and engineering that support the sciences and engineering, and generally meet the needs of transfer and technical students;
- Provide a range of continuing education courses to meet the intellectual needs of the community;
- Perform on-going curricular review and development to insure program and course relevance;
- Provide informed advising to students;
- Make appropriate use of technology in the classroom and provide laboratories with modern and useful equipment;
- Support clubs and other extra-curricular activities within the department;
- Support faculty and staff professional development activities.

Student Outcomes

- Students will possess a level of mathematical skills that will prepare them for either the workforce or transfer to a 4-year institution.
- Students will know how math and physics apply to the world around them.
- Students will appreciate the beauty of mathematics and physics in the physical world.
Assessment Methods

- Graded homework
- Exams and quizzes
- Written reports
- Laboratories and group projects

Strengths

- A highly qualified faculty committed to the success of students.
- A faculty informed of the latest advances in the teaching and learning of mathematics, physics and engineering.
- A faculty that works cooperatively with each other and shares ideas and teaching strategies.
- A strong core of adjunct professors.
- A comprehensive math, physics, and general engineering course offerings.

Challenges

- To keep a strong core of adjunct professors in a very competitive field
- To find the time beyond teaching responsibilities to further professional development
- To meet committee and campus responsibilities within a small department
- To keep up with rapidly changing technology with a limited equipment budget
- To offer sufficient sections of each course to meet enrollment numbers

Goals

- Minimize the use of part-time faculty so as to provide a seamless presentation among sections and courses.
• Hire a full-time math instructor with full range course capability.
• Increase enrollment and continue to develop our night program.
• Update and maintain equipment and technology to 21st century standards.
• Maintain a faculty committed to the student, program, and college success.
• To increase the number of mathematics courses taken by students entering the CNT program.
Science/Health

Mission Statement

Our mission is to provide education in the life and physical science, as well as physical education and health. Our courses develop scientific and environmental literacy, prepare students for transfer to baccalaureate institutions, and promote personal responsibility for health and fitness.

Student Outcomes

- Utilize the scientific method to design an experiment or solve a problem
- Develop and conduct a personal fitness or weight loss program using sound principles of exercise and nutrition
- Explain the biological and chemical interactions between living organisms and their physical environment
- Identify and describe common geological formations

Assessment Methods

- Standard lecture and lab quizzes and exams
- Reading and/or writing journals
- Oral and/or poster presentations
- Lab reports
- Individual research projects

Strengths

- Talented, dedicated, well-informed faculty committed to student success
- Extensive preserved plant, animal, geological, and microscope slide collections
• Fitness Center and Human Performance Laboratory
• Microscale chemistry laboratories
• Batie Science Center and Kaiser Northwest Gardens
• Human cadaver for dissection or demonstration
• Greenhouse with extensive tropical and desert plant specimen

Challenges
• Obtaining funding for expensive scientific equipment – new or replacement
• Finding qualified adjunct instructors for science classes
• Incorporate new technologies into existing curricula
• Attracting students with strong scientific foundation
• Incorporating field trips into curriculum without creating conflicts with other classes

Goals
• Develop forensic chemistry courses/program
• Expand environmental/ecology curriculum
• Develop interpretive brochures for animal and plant collections in Batie Science Center and Kiser Northwest Gardens to allow self-guided tours and/or develop Internet virtual tours
• Obtain funding for second cadaver dissection table (allow gender comparison)
Social Science/Foreign Language Department

Mission Statement

The Social Science/Foreign Language Department seeks to provide a survey of social, political, economic, linguistic, cultural, historical, and religious institutions of human society. Its courses introduce the student to data used by the various disciplines to assess, explain, analyze, and create the concepts, theories, and principles underlying those institutions. The Department promotes discovery, development, and enrichment for its members and an environment in which students and faculty may realize personal growth, enhance communication skills, promote tolerance and respect for diverse perspectives, and develop critical thinking skills.

Student Outcomes

- An enhanced view of the global diversity of world populations
- Critical thinking skills
- Ability to communicate on a basic level in a second language
- Awareness of the philosophical, historical, and sociological forces which shape the American school system

Assessment Methods

- Research
- Essays
- Examinations
- Presentation

Strengths

- Diverse areas of expertise
- Very experienced, in both classroom and field
- High standards
- Energetic, flexible, congenial
- Active and robust Criminal Justice Advisory Committee

Challenges
- Diversifying curriculum
- Insisting on proper qualifications for all faculty
- Balancing demands of committee work with advising and teaching
- Recruiting and retaining qualified part time instructors

Goals
- Keep abreast of current developments in our respective fields through conference, courses, travel
- Revise and develop courses to reflect the changes and developments within our respective fields
- Be as flexible as possible to serve students’ needs through availability of appropriate courses at convenient and appropriate times
Fine Arts Department

Mission Statement
As a departmental group of programs devoted to the performing and visual arts coupled with radio and television, the fine arts department delivers programs and survey courses designed for transfer to four-year colleges and the arts professions.

Student Outcomes
- Successful transfer to a four-year college
- Ability to give honest and fair critiques of their own performance and the performances of others
- Demonstrate their knowledge of history in their art and/or profession
- Solve problems and make aesthetic decision by creating, performing, and/or responding to the creations and performances of others.

Assessment Methods
- Students are given many and varied opportunities to create, to display and to perform their art
- Students who need to “stop-out” before attempting four-year college find employment in their field

Strengths
- Variety of course offerings prepares students to compete successfully with “native” students when they transfer to four-year colleges
- Faculty share a commitment to student success and opportunity for creativity
- Faculty are individually active in creating and performing their art
Challenges

- Individual programs are small and have single faculty leadership, except in visual art
- Keeping up with the technology
- Current facilities present time and scheduling problems which should be alleviated in the new building
- Continuous need to recruit students

Goals

- Add faculty particularly in the technical areas of staging, sound, and lighting to enrich and support performing arts
- Articulate solid transfer by majors programs with several four-year colleges to facilitate student transfer
- Expand the curriculum to maximize use of two new performing spaces in the new building
- Improve communication with other departments on campus
- Continue to provide information to area high schools in order to improve recruitment into programs
- Continue to explore creative methods for acquiring/funding technology in support of the programs
Applied Technology

Mission Statement
To teach job-ready skills consistent with current technology

Student Outcomes
- Reasoning
- Written and Oral Communications
- Exploration of Self and Others
- Resourcefulness and Responsibility

Assessment Methods
- Students find employment in the field for which they’ve trained
- Apply classroom theory to lab activities
- Transfer lab applications to the work place
- Demonstrate the ability to function as an effective team member

Strengths
- Well-educated faculty with industry experience
- Supportive administration
- Positive advisory committees
- Professional affiliations

Challenges
- Maintain expertise with evolving and emerging technologies
- Recruitment of qualified information technology adjuncts
- Marketing and student recruitment
Goals

- Expand the scope of programs to meet workplace demands
- Form partnerships with business, industry, and public agencies
- Develop transition programs from the K-12 school system to the community college and from the basic skills program into college courses
- Develop networks to maintain a pool of qualified adjunct faculty
Business

Mission Statement

The mission of the Business Department is to design and offer services and programs that will best meet the needs of employers and the community. The Department provides students with the knowledge, skills, and work ethics needed to be successful in their careers and communities.

Student Outcomes

- Students will demonstrate the application of business knowledge and skills
- Employment
- Students who are currently working are able to upgrade their skills
- Students gain skills for personal use

Assessment Methods

- Employment
- Objective and subjective tests
- Performance test which demonstrate development of skills
- Evaluation of presentations which demonstrate development of skills

Strengths

- Faculty dedicated to the mission and goals of the department
- Faculty have the expertise needed for their area of focus
- An integral involvement with the business community
- Relevant course offerings based on input from the advisory committees.
Challenges

- Development of a viable business transfer program
- Coordination of computer needs with Computer Services
- Continued recruitment of students
- To remain responsive to the needs of employers and state agencies
- Continued faculty development with limited dollars

Goals

- Develop and implement a viable business transfer program
- Increase enrollment in our programs
- Strive to remain trained in current technology
- Continue to upgrade equipment in the department
Home and Family Life/Child Care Program

Mission Statement
Supporting the growth and development of healthy children and families

Student Outcomes
- Parent will increase parenting skills.
- Parents will play an active role in their children’s child care and early learning experience.
- Enrolled children will develop social skills allowing for positive social interactions with adults and peers.
- Enrolled children will develop emergent literacy skills appropriate for their age level.

Assessment Methods
- Parents attend weekly parenting classes and child study laboratory where developmentally appropriate expectations and positive communication and discipline techniques are discussed and modeled. Parents will demonstrate competency in a variety of ways: verbal response, written response, and interactions with children.
- Parents participate in their children’s classrooms, attend parent/teacher conferences, take an active role in setting goals for their children’s early learning experiences, complete a child care evaluation form once a year and may participate in the parent advisory committee if desired.
- Each enrolled child will have determined goals regarding social skills which will be tracked throughout each quarter. Parent/teacher conferences will be held to discuss the child’s progress and together they will develop methods of
attainment and set further goals for the child’s early learning experience.

**Strengths**
- Well educated, committed and dedicated staff
- Well equipped, state of the art classrooms
- Teamwork
- Wide variety of in-depth expertise
- Welcoming, accepting environment

**Challenges**
- Funding
- Space
- Lack of sufficient/trained substitute staff
- Isolation of teachers in individual classrooms
- Providing all staff-training with ongoing child care

**Goals**
- Secure solid, ongoing permanent funding
- Continued staff training and staff development
- Create a substitute bank
- Staff lounge and staff work room
Home and Family Life/Child Care Program

Mission Statement:
Supporting the growth and development of healthy children and families

Student Outcomes

- Parent will increase parenting skills.
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- Each enrolled child will have determined goals regarding social skills which will be tracked throughout each quarter. Parent/teacher conferences will be held to discuss the child’s progress and together they will develop methods of
attainment and set further goals for the child’s early learning experience.

**Strengths**
- Well educated, committed and dedicated staff
- Well equipped, state of the art classrooms
- Teamwork
- Wide variety of in-depth expertise
- Welcoming, accepting environment

**Challenges**
- Funding
- Space
- Lack of sufficient/trained substitute staff
- Isolation of teachers in individual classrooms
- Providing all staff training with ongoing child care

**Goals**
- Secure solid ongoing permanent funding
- Continued staff training and staff development
- Create a Substitute Bank
- Staff lounge and staff work room
Home and Family Life/Families That Work

Mission Statement:
Supporting the growth and development of healthy children and families

Student Outcomes
- GED/High School Completion
- Increase employability skills
- Develop positive parenting skills
- Increase family living skills

Assessment Methods
- GED tests
- Instructor observation
- Consistent attendance
- Class participation

Strengths
- Student centered learning
- Integrated services for the students
- Qualified and competent staff
- Flexibility to address individual student needs
- Good collaboration with referring agencies

Challenges
- Space
- Hard to serve population

Goals
- To expand services to students transitioning to the workforce and/or educational programs
- To expand and enhance team building among staff
• To incorporate the new Equipped For The Future instructional framework
• To expand and enhance collaborations within college departments and outside agencies
Home and Family Life/Parent Education

Mission Statement:
Supporting the growth and development of healthy children and families

Student Outcomes
- Support individuals in their role as parents
- To grasp and implement developmentally appropriate philosophy with children
- Students will learn in a direct, hands-on approach in the lab classroom
- Participate in the educational process of their children

Assessment Methods
- Students receive direct feedback from their instructor
- Students use competency based assessment
- Students will demonstrate competency in laboratory classroom in a variety of ways: verbal response, written response, and interactions with children
- Students complete an evaluation form each quarter

Strengths
- Well-educated staff
- Well-equipped, state-of-the-art classrooms
- Committed and dedicated staff and students
- Teamwork

Challenges
- Funding
- Space
• Multiple programs in various areas of the county-communication and accessibility to peer group

Goals

• Have a full-time parent education instructor position.
• Find funding to allow adjunct parent education staff to attend trainings, workshops, and conferences.
• Increase parent education materials in Spanish to better service the expanding Hispanic population at Centralia College
• Increase attendance at parent education lectures, workshops and conferences.
• Teach parent education in a variety of methods which will reach all learning styles, meeting each student’s needs.
• Increase parent education materials at Centralia College library, allowing students easy access.
• Collaborate with area agencies and organizations in teaching parent education.
Home and Family Life/Parent Support Services

Mission Statement:
Supporting the growth and development of healthy children and families

Student Outcomes
- Identify appropriate age level expectations of children
- Develop problem-solving skills and increase decision making abilities
- Describe and assess personal parenting style
- Identify strength of themselves and their children

Assessment Methods
- Read articles and complete read and respond form
- Journaling
- Active participation in all portions of the program adult education, parent-child interaction
- Small group activities/participation
- Complete three-ring binder with all handouts for the quarter

Strengths
- United goal – children and their best interests
- Communication – (at the upper end, managers, director)
- Empathy
- Teamwork

Challenges
- Inter-department communication
- Size
Goals

- Develop a common approach to curriculum based on the parenting competencies.
- Continue to improve objective assessment methods.
- Expand and enhance team building among staff of various classes.
- Seek and obtain grant funding for expanding summer program.
Home and Family Life/Teen

Mission Statement:
Supporting the growth and development of healthy children and families

Student Outcomes
- Completion of high school diploma
- Develop positive parenting skills
- Develop skills in accepting responsibility
- Effective communication skills

Assessment Methods
- Student progress reports
- Testing, project completion
- Individual assessment with instructor and staff
- Quarterly grade reports

Strengths
- Staff works together as a team
- Support services
- Skilled, competent staff
- Shared goal of student success
- Welcoming, encouraging environment

Challenges
- Hard to serve population
- Financial issues
- Scheduling

Goals
- To maintain TEEN enrollment
• To increase the number of students transitioning to college classes
• To expand TEEN services by offering maternity case management on site
• To seek and obtain funding to support TEEN operations
Basic Skills – Learning Resources

Mission Statement

The Learning Resources Department welcomes students into the College community to prepare them for independent and life-long learning, whether toward success in academics or technical programs, improved job performance and opportunities, or personal growth.

The department provides quality programs to develop basic developmental skills in communication, quantitative operations, and inter/intra personal relationships.

Department programs promote personal and skills development, self-confidence, respect for other persons and cultures, and responsible participation in the College and community at large among both students and staff.

ABE/ESL/HSC/GED/Literacy. The mission and purpose of Adult Basic Education at Centralia College is to facilitate the development of responsible learners as they achieve competency in basic living, working, and academic life.

Student Outcomes

- Transition those who achieve competency level mastery to higher levels of coursework and to college programs
- Learn to read, calculate, and write at the College level
- Listen, speak, read and write English at functional levels
- Pass GED tests, obtain high school diplomas and function independently within the community

Assessment Methods

- ASSET college placement tests
- CASAS initial placement test for ABE/ESL students
• TABE/State developed tests for skill diagnosis and materials placement and advancement
• Program/commercial/faculty developed mastery tests

Strengths
• Variable credits allow for accurate assignment of credits needed, credits completed, and for what is practical for continuous enrollment practices
• Programs and services are closely linked with Counseling and Career services and with Special Needs for accommodations and support services
• Pre-college faculty are linked to subject area departments/faculty for improved communication and to facilitate interfacing with higher level courses
• The ready availability of ASSET and GED testing services, handled by the department, ease student’s anxiety and overcome obstacles of success.
• Location of tutor services within the department improving access for students needing tutor supported services

Challenges
• A combination of lecture and lab has been found to provide the highest levels of student success, but it is almost impossible to get appropriate classroom space provided at times the student population can attend
• We do not have enough full-time, tenured faculty to maintain quality standards and provide for continuous improvement
• Student attendance patterns, related course/competency completion, and WorkFirst and
other agencies guidelines for employment and schooling are often in conflict with one another

- It is difficult to meet campus, state, and federal goals and funding requirements as they are often in conflict with one another

Goals

- Develop working links with vocational/job training program faculty to ease successful transition of students
- Work with Instruction to develop additional tenure faculty slots for basic skills
- Establish faculty “Tool Boxes” for assessment and instruction for use at outreach locations
- Strengthen our student transitions so that we can move more students to higher levels and thereby provide space for people on waiting lists
Student Development – Learning Resources

Mission Statement
The Student Development program promotes personal and skills development, self-confidence, readiness for college, respect for others and responsible participation in the College and community.

Student Outcomes
- Increased understanding of self and consequent self-responsibility
- Increased competence and confidence in handling college challenges
- Group discussion/team-project skills including connecting with co-learners

Assessment Methods
- Researched effectiveness by transcript analysis of credits earned and GPA in quarters following enrollment in SDEV 150
- Classroom quarter-end course evaluations, including student ratings and narrative reports on attainment of learning outcomes
- Mid-quarter S.G.I.D. (Small Group Instructional Diagnosis) student course evaluations on occasional basis
- Students’ written assessment on their learning (assigned Self-Assessment essay)

Strengths
- SDEV courses primarily targeted at first-quarter students provide opportunity for faculty counselors to utilize their familiarity with campus programs and their student development training to help new students acclimate to college
- Emphasis on interactive teaching/learning activities in SDEV courses helps students establish
connections and experience a sense of belonging, contributing to retention of new students

- Students’ familiarity with counselors in classroom setting increases likelihood of their seeking necessary counseling assistance
- SDEV courses increase students' likelihood of succeeding in college, by helping them develop motivation and skills for academic and personal success

Challenges

- Staff limitations limit quantity of SDEV courses offered
- Perception by some faculty that SDEV courses are unimportant; because faculty serve as advisors, many students may be influenced to not take courses that might meet their needs
- Unclear fit of SDEV department within overall college instructional program

Goals

- Continue to offer career services in variety of modalities, including traditional classroom career planning course, correspondence format, expanded free non-credit Career Exploration workshops, and individual career counseling
- Continue building the growth of the New Student Orientation courses, by involving more faculty as team leaders and workshop presenters and better marketing this offering to all new students, including under-represented groups such as non-traditional students
- Continue collaborating with the technical and academic programs to package needed courses to offer in-class presentations on issues related to student development and success
Centralia College East

Mission Statement
To provide an environment that nurtures learning

Student Outcomes
- Basic skill development
- Local access to resources for technical training
- Associate degree programs
- Life-long learning opportunities to help students attain personal, family, and career goals
- Student-centered support services
- Cultural activities for the community

Assessment Methods
- Portfolios
- Tests
- Classroom Research
- Projects

Strengths
- Community atmosphere
- Technology
- Involvement of the community
- Committed faculty

Challenges
- Space
- Availability of instructors
- Limited student population
- Technical support
- Student services
- Hands-on library resources
- Student challenges
Goals

- Support the growth and development of the Centralia College Child Development Center in Morton and the Families That Work program.
- Diversify information technology offerings
- Continue to provide quality offerings as well as sponsorship of the summer community musical
- Continue to work with the advisory committee to identify and meet the educational needs of the community (as specified in the document “Helping the College Serve the Community, January 28, 2000”).
- Meet the identified Strategic Planning targets
Garrett Heyns Education Center

Mission Statement

The Mission of the Garrett Heyns Education Center is to develop individual student potential. The Education Center strives to provide an atmosphere that promotes discovery, development and enrichment; it provides an environment in which students may realize personal growth, enhance skills, test values and pursue options.

In support of the goals of the Washington Correction Center, the mission of the Garrett Heyns Education Center supports public safety by promoting a successful student transition from the institution to the community.

Student Outcomes

- Successful student completion of the Washington State Core Competencies for Adult Basic Education subject levels
- Successful student completion of the GED test battery
- Successful student completion of local vocational and state approved professional technical programs culminating in the award of one-year certificates
- Successful student completion of offender change intervention programs

Assessment Methods

- Assessments adopted by the Council for Basic Skills and faculty developed assessments used to determine Washington Core Competency mastery and basic skills subject level completions
- Student portfolios used in the basic skills program
• Authentic assessment methods and student demonstration of skills used in the vocational/technical programs
• Standardized testing using the CASAS Appraisal test, the Test for Adult Basic Education (TABE), and the GED test battery. The Garrett Heyns Education Center is an approved testing site for the administration of the GED test for the state of Washington

Strengths
• The faculty are well-trained and dedicated to working with at-risk, under prepared, developmentally and physically challenged, and culturally diverse students
• The faculty and staff are extremely flexible and creative. Faculty members often accept challenging teaching assignments. The Garrett Heyns staff must often make adjustments to teaching schedules, course offerings, and funding decreases as mandated by the Department of Corrections
• Due to the small size of the education program, the faculty members are able to focus on their students and provide more one-on-one support. Curriculum and teaching strategies are often adapted to meet unique learning needs of the students

Challenges
• Many students are mandated by law to attend classes. These students often lack motivation. Their behavior can become quite disruptive to the learning process
• Diminishing funds have greatly restricted course offerings and the enhancement of programs. Each program has been without an equipment budget for two years
• Most classes are structured so that students are able to enroll anytime during the quarter if there is a vacant seat in the class. The Department of Corrections also transfers offenders frequently and many students are unable to finish an academic quarter once they have been enrolled. The constant student turnover is a big challenge to this department

• The expectation by the Department of Corrections that the faculty and staff at Garrett Heyns can be all things to all students despite limited resources is another challenge

Goals

• Develop and implement a transition program to help students prepare for their release to the community
• Enhance course offerings at the Intensive Management Unit
• Assist the faculty to create more part-time jobs to provide offenders with the opportunity to attend classes. Presently if offenders are working in the institution, they cannot easily attend classes
• Develop and provide vocational support classes in the area of mathematics, written communication and human relations